

PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION SCIENCES AND LANGUAGES
CAREER OF PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES



“TEACHING STRATEGIES FOR THE DEVELOPMENT OF LISTENING
SKILLS TO BEGINNER-LEVEL STUDENTS AT UNIDAD EDUCATIVA

PENINSULA DE SANTA ELENA PENINSULA, LA LIBERTAD,

PROVINCE OF SANTA ELENA, SCHOOL YEAR 2021-2022”

RESEARCH PAPER

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREING LANGUGES**

AUTORA: SOLANO GÓMEZ IVONNE CAROLINA

TUTOR: ING. XAVIER ALMEIDA BRIONES, MSc.

LA LIBERTAD – ECUADOR

2021

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES
Y EXTRANJEROS

“TEACHING STRATEGIES FOR THE DEVELOPMENT OF
LISTENING SKILLS TO BEGINNER-LEVEL STUDENTS AT
UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA
PENINSULA, LA LIBERTAD, PROVINCE OF SANTA ELENA,
SCHOOL YEAR 2021-2022”

TRABAJO DE TITULACIÓN

Previa a la obtención del título de:

LICENCIADA EN PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS

AUTORA: SOLANO GÓMEZ IVONNE CAROLINA

TUTOR: ING. XAVIER ALMEIDA BRIONES, MSc.

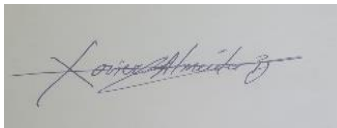
LA LIBERTAD – ECUADOR

2021

ADVISOR'S APPROVAL

In my role as Adviser of the research paper entitled “TEACHING STRATEGIES FOR THE DEVELOPMENT OF LISTENING SKILLS TO BEGINNER-LEVEL STUDENTS AT UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2021-2022” prepared by IVONNE CAROLINA SOLANO GÓMEZ undergraduate student of PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, , I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the Board of Examiners.

Sincerely,



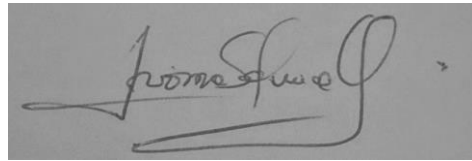
.....

ING. XAVIER ALMEIDA BRIONES MSc.

ADVISOR

STATEMENT OF AUTHORSHIP

I, Ivonne Carolina Solano Gómez with ID number 0927260679, undergraduate student from Peninsula of Santa Elena State University, Faculty of Education Sciences and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper "TEACHING STRATEGIES FOR THE DEVELOPMENT OF LISTENING SKILLS TO BEGINNER-LEVEL STUDENTS AT UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA PENINSULA, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2021-2022" I certify that this research work belongs to my authorship, except the reflections and those used in this work.

A rectangular box containing a handwritten signature in black ink. The signature is cursive and appears to read 'Ivonne Solano Gomez'.

IVONNE CAROLINA SOLANO GÓMEZ

ID: 0927260679

BOARD OF EXAMINERS



Ing. Tatiana García Villao MSc
PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES CARRER DIRECTOR



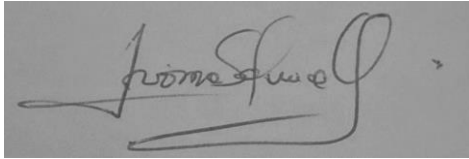
Lic. Sara González Reyes, MSc
SPECIALIST PROFESSOR



Ing. Verónica Vera Vera MSc.
SECRETARY

DECLARATION

THE CONTENT OF THE FOLLOWING RESEARCH WORK IS MY RESPONSIBILITY,
AND THE INTELLECTUAL PROPERTY BELONGS TO PENÍNSULA DE SANTA ELENA
STATE UNIVERSITY.

A rectangular box containing a handwritten signature in black ink. The signature is cursive and appears to read 'Ivonne Solano Gómez'.

IVONNE CAROLINA SOLANO GÓMEZ

AUTHOR

ACKNOWLEDGEMENT

First of all, my gratitude goes to God for having become the main support and guide for the realization of this research project and for helping me overcome every obstacle that was presented along the way during my learning process.

Likewise, thanks to my family and colleagues for always remaining present, for their unconditional and moral support that they gave me from the beginning of my university studies, without them it would not have been possible to complete my project.

Finally, thanks to all my teachers, who encouraged and motivated me during my student journey because they were a fundamental part of this process of building knowledge and for having always transmitted in the best way and disposition all their knowledge to me, which served me well of great contribution to the culmination of this project.

DEDICATION

I dedicate this work with all my love and affection to my dear son for being my source of motivation and inspiration to be able to overcome myself and fight every day before the obstacles that arise in life and show him that with effort and dedication, we can achieve each goal that we propose.

To my parents and relatives who were somehow present supporting me and showing me the path to improve.

To my classmates, who rather, I consider them my friends because without expecting anything in return they shared their knowledge, joys and sorrows during these years together and were always willing to help me at all times.

ABSTRACT

This document is a research project whose objective was to highlight the importance of teaching strategies for the development of listening skills when learning the English language in order to improve the hearing capacity of students. The beneficiaries were 16 ninth-year elementary school students from the Santa Elena Peninsula Educational Unit, in the province of Santa Elena, Ecuador. For the development of this research, the quantitative method was applied, where a survey was carried out to the research group that allowed obtaining specific data about what students really feel and think about the use of teaching strategies to improve their skills in teaching. listens. After the results of the analysis of the survey, it was discovered that for students the application of teaching strategies is very important when learning English, since in this way, they can generate significant effects and notably improve their listening skills in a more effective way. fun and interesting, due to the encouragement and confidence generated by the teacher at the time of applying some type of strategies in the learning environment. Before all of the above, a methodological guide is proposed focused on cognitive strategies, which are responsible for exploiting all the intellectual capacities of students, developing their listening comprehension in a way that is much more focused on this ability.

INDEX

ADVISOR’S APPROVAL	III
STATEMENT OF AUTHORSHIP	V
BOARD OF EXAMINERS	V
DECLARATION	V
ACKNOWLEDGEMENT	6
DEDICATION	7
ABSTRACT	8
INDEX	9
INTRODUCTION	13
CHAPTER I	15
THE PROBLEM	15
1.1. PROBLEM STATEMENT	15
1.2. ANALYSIS OF THE PROBLEM	17
1.2. RESEARCH OBJECTIVES	18
1.3.1. GENERAL OBJECTIVE	18
1.3.2. SPECIFIC OBJECTIVES	18
1.4. JUSTIFICATION	18
1.5. SCOPE, DELIMITATION, AND LIMITATIONS	19
1.5.1. SCOPE	19
1.5.2. DELIMITATION	19
1.5.3. LIMITATIONS	19
CHAPTER II	20
THEORETICAL FRAMEWORK	20
2.1. DEFINITION OF KEY TERMS	20
2.2.1 TEACHING STRATEGIES	20
2.2.1. DYNAMICS	20
2.1. PREVIOUS RESEARCH	21
2.1.1. DIDACTIC MATERIAL AS A TEACHING STRATEGY	21
2.2.2. DYNAMICS THE PRESENTATION	22
2.2.3. RELAXATION DYNAMICS	22
2.2.4. DYNAMICS OF ANIMATION AND CONCENTRATION	23
2.2.5. DYNAMICS TO WORK THEMATIC CONTENT	23

2.2.6. LISTENING	23
2.2.7. AUDITORY EXPRESSION.....	25
2.2.8. LISTEN AND SPEAK IN ENGLISH	25
2.2.9. STRATEGIES FOR DEVELOPING LISTENING.....	26
2.2.9.1. COGNITIVE STRATEGIES	26
2.2.9.2. METACOGNITIVE STRATEGIES.....	27
2.2.10. PLANNING	27
2.2.11. MONITORING	27
2.2.12. EVALUATION.....	28
2.2.13. LISTENING	28
2.2.13.1. MASTERY LEVEL A1	28
2.2.13.2. MASTERY LEVEL A2	29
2.10.3. MASTERY LEVEL B1	30
2.3. PHILOSOPHICAL BASES	30
2.4. LEGAL BASES	31
CHAPTER III	33
RESEARCH METHODS	33
3.1. RESEARCH DESIGN	33
3.1.1. QUANTITATIVE METHOD	33
3.1.2. SCIENTIFIC METHOD	33
3.1.3. DESCRIPTIVE METHOD	34
3.1.4. LEVEL OR TYPE OF RESEARCH	34
3.1.4.1. FIELD RESEARCH	34
3.1.4.2. BIBLIOGRAPHIC RESEARCH.....	34
3.2. POPULATION AND SAMPLE	34
3.3. DATA COLLECTION.....	35
3.3.1. TECHNIQUES.....	35
3.3.2. SURVEYS	35
3.3.3. INSTRUMENTS.....	35
3.3.3.1. QUESTIONAIRE	35
3.3.3.2. GOOGLE FORM.....	36
3.3.3.3. ZOOM.....	36
3.3.4. DATA COLLECTION PLAN	36
3.3.5. DATA PROCESSING PLAN.....	38
3.3.6. ANALYSIS OF DATA.....	39

3.3.7. LIST OF STUDENTS.....	47
CHAPTER IV	48
THE PROPOSAL	48
4.1. NAME OF THE PROPOSAL.....	48
4.2. INFORMATION DATA.....	48
4.3. DESIGN AND DEVELOPMENT OF THE PROPOSAL	49
4.3.1. METHODOLOGICAL GUIDE AND ITS IMPORTANCE FOR LISTENING SKILLS.	53
4.4 OBJECTIVES	54
4.4.1 GENERAL OBJECTIVE.....	54
4.4.2 SPECIFIC OBJECTIVES:	54
4.5. DEVELOPMENT OF THE PROPOSAL.....	55
4.6. ACTIVITIES	56
4.7. CONCLUSIONS AND RECOMMENDATIONS	66
4.7.1. CONCLUSIONS.....	66
4.7.2. RECOMMENDATIONS	66
REFERENCIAS BIBLIOGRÁFICAS.....	67
ANEXOS	70

TABLES

Table 1. Common Reference Levels: Self Assessment Grid	29
Table 2. Common Reference Levels: Self Assessment Grid	29
Table 3. Common Reference Levels: Self Assessment Grid	30
Table 4. Population	35
Table 5. Data collection plan	36
Table 6. Important of listening skills	39
Table 7. Teaching strategies for the development of listening skills	40
Table 8. Understand English.....	41
Table 9 Teaching strategies to improve listening skills	42
Table 10. Teaching strategies.....	43
Table 11. Cognitive strategies.....	44
Table 12. Development of listening skills	45
Table 13. Listening skills.....	46
Table 14. Students of the focus group.....	47

CHARTS

Chart 1. Importance of listening skills.	39
Chart 2. Teaching strategies for the development of listening skills	40
Chart 3. Teaching strategies to improve listening skills	42
Chart 4. Teaching strategies	43
Chart 5. Cognitive strategies to develop listening skills	44
Chart 6. Development of listening skills.	45
Chart 7. Listening skills.	46

INTRODUCTION

English language instruction has almost always focused on reading, grammar, and speaking as important skills for language learning. This has been happening for many years, where students only had to listen to repeat and have a good pronunciation without the opportunity to carry out innovative activities that speed up the learning process.

The importance of the development of listening skills has not been considered important until certain researchers focused on the main role that listening ability plays as a key factor in facilitating the learning of the English language, since listening has a vital role in the daily communication of the human being, becoming the main key for daily life and for learning to speak from the first years of life.

It is very likely that listening skills are the most important and at the same time the most complex for learning a second language, because it synthesizes the understanding of the language that is being acquired.

If we consider this, the application of teaching strategies that solidify the learning of the English language through listening skills must find its place within the educational process, therefore, it is necessary to expand the concept of teaching strategies and move towards a structure different from the teaching-learning process that we are used to experiencing.

This research presents a new trend in teaching with the implementation of a methodological guide based on cognitive strategies designed exclusively for the development of listening skills. To provide a general explanation of what this research work is based on, the following paragraphs explain its content.

In Chapter I, the main problem will be shown: difficulties in learning listening skills that were detected in the students of the Santa Elena Peninsula Educational Unit through a survey conducted via zoom, in Chapter II is where It supports all the research with previous studies on models of teaching strategies, bibliographies, references and points of view of different researchers.

On the other hand, in Chapter III the methodology, techniques and tools used to apply this research will be shown, explaining in detail how the data collection activities were carried out, such as the student survey, which provided clear and valuable contributions to the present investigation.

Finally, Chapter IV will present the proposal as well as the beneficiary, its objectives and a set of activities to promote the development of listening comprehension skills.

CHAPTER I

THE PROBLEM

1.1. PROBLEM STATEMENT

English is recognized worldwide as a teaching subject for those who really want to learn this language, it has gone through various periods, being transcendental for various reasons, since it is a language so necessary for everyone, it is also an engine and a platform for professionals in search of employment and better opportunities. Moreover, nowadays, to be able to access certain jobs, it is essential to speak English.

In Ecuador, learning English presents various difficulties for students, especially in listening skills, since the very fact that they live in a country where the language is not spoken contributes to them having problems with this ability, constituting one of the biggest obstacles are the fact that within a real situation they cannot understand what the other expresses easily, causing an unsatisfactory and frustrating communicative interaction.

Adding to this a continuous lack of interest on the part of the students in the class and attention problems, as well as personal problems that affect the ability of concentration or attention of the students at the time of the teaching-learning process, this causes the motivation and disposition to Active participation in classes becomes an obstacle to carry out the activities that teacher applies inside and outside the classroom.

English has allowed communication to be effective between different cultures, for this reason, nowadays it is considered a necessary and indispensable language. Even, it has been transcending in order to see that English language is more than an option because it has become a necessity, that is why each country, especially in Latin America, has more English speakers each year, obviously and mainly due to the demands that are presented each year both in terms of work and educational. And our country has not been the exception, since it has been seen the need to teach this language as part of the educational system.

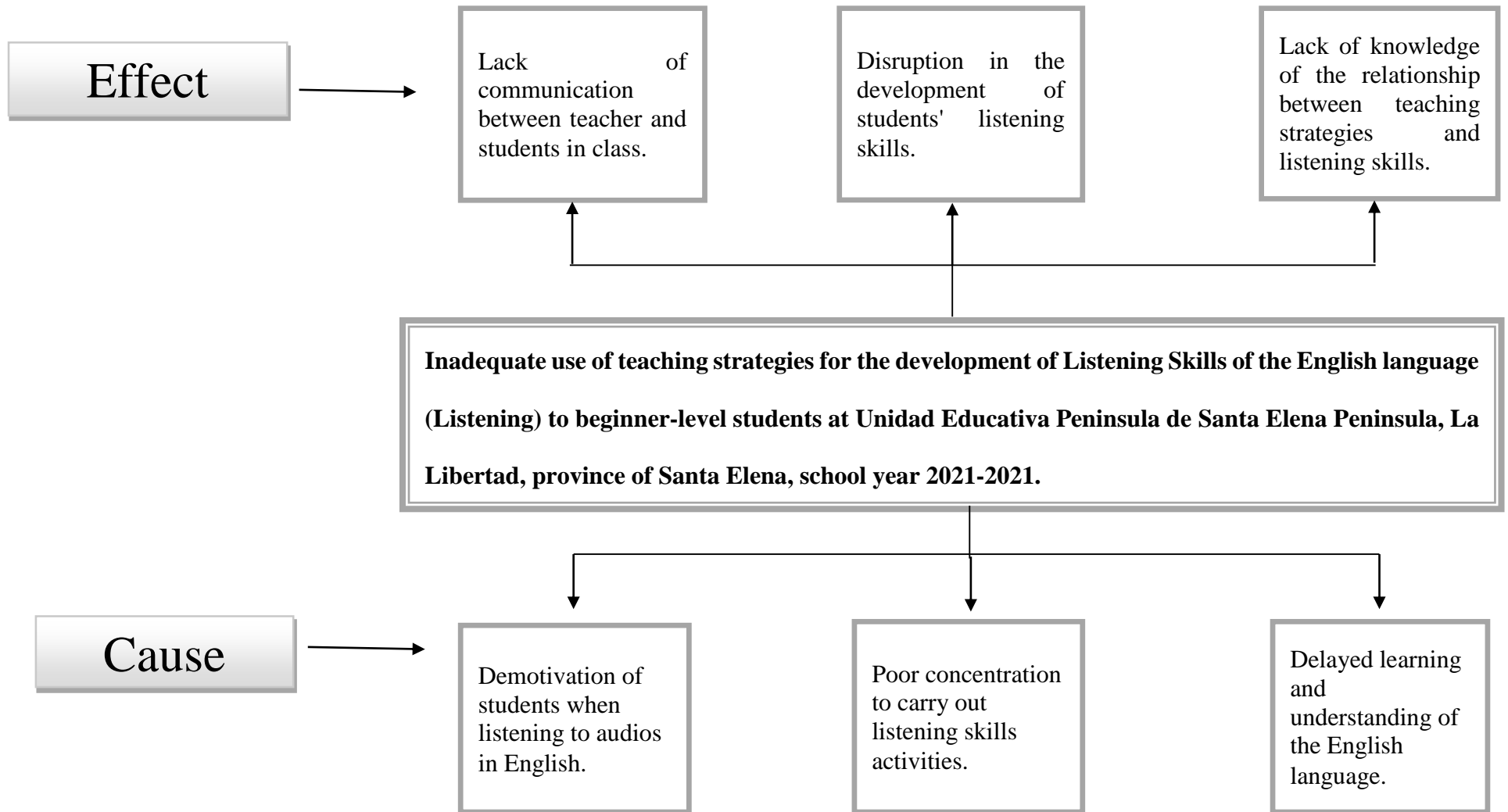
The following work shows how taking into account the ability of listening, requires much more focus for its development unlike the other English skills, due to how students have stated that listening is the most difficult skill to learn and understand, becoming one of the aspects of English that are not clearly established or reinforced.

The problem is that many times, students do not find a fun or didactic way to practice or understand English properly, even there are some situations where learners are forced to do exercises that they do not find interesting and this makes it difficult for the listening activity to give results.

A recurring question, when it comes to the use of a language other than our mother tongue, is how teacher should use it to teach their students, without taking into account the different aspects of the course. The solution to this question is that strategies must be applied so that the language to be taught is as clear as possible. It cannot be denied that this is something complex to obtain in scales of low experience, but the permanent effort must be focused on the development of the English classes as a whole.

The reason for arriving at that thought is easy, the percentage of English that students process, create and interact with others, while their teachers speak during classes it is immediately related to the percentage in which it is practiced, which causes the development of listening skills. By the argument set out previously, the following research project focuses exclusively on the development and improvement of listening in high school students has not been carried out before in the province of Santa Elena, it is worth doing this research.

1.2. ANALYSIS OF THE PROBLEM



Source: Peninsula de Santa Elena High School

Author: Ivonne Carolina Solano Gómez

1.2. RESEARCH OBJECTIVES

1.3.1. GENERAL OBJECTIVE

To analyze the teaching strategies that allow the development of listening skills of the English Language in beginner-level students at Unidad Educativa Peninsula de Santa Elena, La Libertad province of Santa Elena, school year 2021-2022.

1.3.2. SPECIFIC OBJECTIVES

1. To describe teaching strategies the listening skills of beginner-level students at the Santa Elena Peninsula Educational Unit, in the Province of Santa Elena.
2. To determine the importance of teaching strategies for the development of listening skills of A1 level students.
3. To propose cognitive strategies for the development of listening skills in English A1 students from the Peninsula de Santa Elena Educational Unit.

1.4. JUSTIFICATION

The following work is based on a need to determine the importance and significance of the application of effective teaching strategies for the development of listening in the Teaching-Learning Process of English to beginner-level students of the Unidad Educativa Santa Elena Peninsula, of the Province of Santa Elena. Considering everything that influences the mastery of listening comprehension skills in a correct way and that will allow the student to develop in a better way everything in which this process is immersed as well as the improvement of their level and correct command of the language.

The process of acquiring a second language can be very frustrating and, in many cases disappointing, but although it is true today it is no longer an obligation but rather a necessity, bearing in mind that the four language skills are of the utmost importance and if a fail all the others will present shortcomings, so this project clearly focuses on the skill of listening or

listening comprehension.

Determining this and knowing that listening comprehension activities in English are transcendental in the teaching-learning process, and that they are not being taken or that they are poorly developed in classrooms, it is necessary to determine a study of everything that implies working in this process, being a set of important aspects that allow correct communication with English language speakers. Thus, it has been decided to investigate this issue being of great importance for both students and teachers.

1.5. SCOPE, DELIMITATION, AND LIMITATIONS

1.5.1. SCOPE

This research project on teaching strategies for the development of listening skills was carried out in beginner-level students at Unidad Educativa Peninsula de Santa Elena, La Libertad, province of Santa Elena, having as its scope students' need to achieve a high level in Listening Development.

1.5.2. DELIMITATION

The research project on Teaching Strategies for the development of listening skills is focused on beginner-level students from the Unidad Educativa Santa Elena Peninsula, in the province of Santa Elena.

1.5.3. LIMITATIONS

The limitations to be considered in this research are:

- ✓ Economic factor
- ✓ Time factor
- ✓ Access to information factor
- ✓ Sample factor

CHAPTER II

THEORETICAL FRAMEWORK

2.1. DEFINITION OF KEY TERMS

2.2.1 TEACHING STRATEGIES

Teaching strategies can be defined as behaviors and thoughts that a learner uses during learning with the intention of influencing their coding process. (Kamelia, 2019, pág. 18), defines them as integrated sequences of procedures or activities that are chosen with the purpose of facilitating the acquisition, storage and use of information. (Juan, 2020, pág. 34), states that teacher is able to apply and choose various teaching strategies, depending on the subject of their class, ages, number of students and the tools they have in the classroom. To achieve teaching and learning goals, a teacher can use teaching strategies to guide groups of students with different characteristics. There are many such teaching strategies, among which the following stand out:

2.2.1. DYNAMICS

(Harmer, 2016, p. 12), explains that they have the power to activate individual impulses and motivations and to stimulate both internal and external dynamics, so that forces can be better integrated and directed towards the goals of the group.

(Irzsa, 2016, p. 102), exposes that in current education there are numerous pedagogical techniques that influence people's learning, these techniques or better known as group dynamics allow people who practice them to experience new methods to obtain better results in their activities. For your study understanding, the dynamics have been grouped as follows: presentation dynamics, relaxation dynamics, animation and concentration dynamics and dynamics to work thematic content.

2.1. PREVIOUS RESEARCH

(Endara, 2015, pág. 6), carried out an investigation that is focused on the didactic strategies for the development of listening in the learning of English in the students of tenth year "C" of general basic education of the Juan de Salinas National School in the period 2014-2015, whose general objective is to identify didactic strategies for the development of listening in learning English. In the investigative work, the procedures, techniques and means that allow listening comprehension in the teaching-learning process of English were highlighted, being clear that in English both reading, listening, writing and speaking are the pillars for the teaching-learning process.

2.1.1. DIDACTIC MATERIAL AS A TEACHING STRATEGY

(Agudo, 2015, p. 45), states that the use of didactic material is immersed within a pedagogical strategy; understanding this as "a sequence of resources used by a teacher in educational practice and comprising various didactic activities in order to achieve significant learning in students."

Therefore, the didactic material is used to stimulate the learning styles of students for the acquisition of knowledge. The didactic material refers to those means and resources that facilitate teaching and learning, within an educational context, stimulating the function of the senses to easily access the acquisition of concepts, skills, attitudes or skills.

(Alvarez, 2013, p. 65), states that a book or a text is not necessarily a teaching material. This will be if it has elements that facilitate the recipient a specific learning. It is difficult to identify a clear boundary between teaching material and educational material. It is assumed that a teaching material has been developed by specialists in instructional design and responds.

A sequence logic and pedagogical objectives intended to teach a certain content to a recipient. They are clearly intended to facilitate the learning process of those who receive or use it. They represent a type of specialized text that requires certain instances of professional intervention. (Bustos & Gonzales, 2015, p. 89), They tell us that we call didactic material those

specific means or resources that aid the work of instruction and serve to facilitate the understanding of concepts during the teaching-learning process. Allow:

- ✓ Present the topics or concepts of a topic in an objective, clear and accessible way.
- ✓ Provide the learner with varied means of learning.
- ✓ They stimulate the interest and motivation of the group.
- ✓ They bring participants closer to reality and to give meaning to what they have learned.
- ✓ They allow to facilitate communication. They complement teaching techniques and save time.

2.2.2. DYNAMICS THE PRESENTATION

All these dynamics have as general objectives:

- ✓ Allow the facilitator to introduce himself as one more member of the group
- ✓ Allow group members to get to know each other (even when they are not meeting for the first time) from different perspectives.

(Medina, 2018, p. 135), defines that from this type of techniques the teacher can extract a lot of information about the characteristics of the group's interactions and communication and they can also be used to encourage group dynamics or create a relaxing environment.

2.2.3. RELAXATION DYNAMICS

There are different ways to seek relaxation, but all of them pursue a fundamental objective: to allow group members to release tension by teaching how to relax in a few minutes. (Mukoroli, 2014, p. 110), relates that it is important that the teacher, in all cases, uses a slow, moderate tone of voice, and that he takes all his time, especially when applying it for the first time. All relaxation techniques are alike. The aim is to reduce anxiety levels in the group, as well as to provoke a more relaxed environment.

2.2.4. DYNAMICS OF ANIMATION AND CONCENTRATION

(Narvaez, 2017, p. 64), relates that among all these dynamics, there is a common and general objective: To create a fraternal and trusting environment through the maximum participation of the group members in the activities.

The moment of its introduction or application varies depending on how the dynamics unfolds in the session. It may be at the beginning, where it favors integration; after intense and tired moments, to calm down and relax the atmosphere, or to move from one moment of the session to another, helping to focus attention on a new issue.

(Portocarrero & Gamarra, 2013, p. 12) mention that although their use is recommended, the abuse of animation techniques can affect the seriousness of the activities, so the facilitator must always be clear about the objective for which these techniques are used.

2.2.5. DYNAMICS TO WORK THEMATIC CONTENT

(Perez, 2015, p. 43), describes that within this point a whole series of techniques have been included that, as its name indicates, allows the group to work on the themes in the different sessions, this being its general objective. The selection will depend on the objectives set by the group for the session in question, as well as the task that has been set.

2.2.6. LISTENING

For a long time, it was understood that the four fundamental skills that language teaching works with are: reading, writing, listening and speaking. (Reyes, 2018, p. 16), explains that however, with the entry of communicative approaches to the linguistic universe, there is a beginning to disagree somewhat about the definition of the skill referred to the listening processes. Some authors such as (Choate & Rakela, 2008, p. 17) call oral comprehension and they also mention other denominations that it has had, for example, hearing or correct language processing.

On the other hand, (Antitch, 2016, pág. 125), does not agree with the definition of listening because she states that this term does not cover the entire process that generates the development of this skill, defines it then as listening comprehension and thus refers to the process of understanding oral speech. (Salas & Betancur, 2010, p. 48), deduce that this not only includes listening to the message but also considering the extra-linguistic codes that can serve as a guide in a conversation, read intonation, facial expressions, hesitations, unfinished sentences and others.

Vygotsky believes that oral speech presupposes the fact that each person can see his interlocutor's expressions, gestures and tone of voice. The term listening comprehension will be used here to refer to the process of listening and understanding oral speech (oral text is understood to be the auditions that the learner and the speakers of a language face every day: dialogues, announcements, lectures, radio programs and others.)

(Agudo, 2015, p. 14), explains that hearing difficulties are common to all languages since they are affected not only by the level of knowledge of the language achieved, but also by psychological, contextual and sociological factors. In the case of Spanish, the sonography relationship allows an apparent advantage over other languages since the word is read as it is written in most cases, which allows student to recognize oral forms in written texts.

(Alvarez, 2013, p. 28), describes that the different methods used in the teaching of foreign languages focused on grammar and vocabulary, cause students to develop only their writing and reading skills. It is not until the stage that elapses during the Second World War that attention begins to be paid to listening comprehension. (Cevallos, Gomez, & Laureano, 2019, p. 49), recounts the audio-oral method emerged in these years and based on research by Bloomfield and Skinner had its origin in the increase in communications and in very specific needs for language learning as the conflict spread to countries that spoke different languages. This method is characterized by:

Development of listening comprehension and oral expression skills, postponing the mastery of other skills. (Medina, 2018, p. 73) details that reading and writing develop from what has been learned and exercised orally. The introduction of this method meant a step forward in terms of language teaching, since language is linked to social praxis, it becomes more functional, however, it prioritizes some skills to the detriment of others.

2.2.7. AUDITORY EXPRESSION

(Narvaez, 2017, p. 40), tells us that it may be the subject that needs the most patience and takes the most time to see results. The only secret is "pound and pound"; the higher your level, the easier, more varied and fun it will be for you to study this subject. And, as soon as you have an acceptable level, you can, for example, watch movies and listen to the news or your favorite music. On the internet you will find many resources that will help you improve your listening style. In general, they are phrases and texts that you can listen to as many times as you want.

(Reyes, 2018, p. 289), It details that later you will be able to do comprehension exercises; but it is important that you choose those that correspond to your level of English, so as not to be demotivated. Listen to radio stations in English. Now it is very easy to do it over the internet; just listen, don't worry if you don't understand almost anything at first. This is called passive learning; you will be catching.

2.2.8. LISTEN AND SPEAK IN ENGLISH

- ✓ Students listen and speak as they use materials and participate in activities.
- ✓ Teach student funny rhymes, songs, poetry, and songs. Ask the family to teach you songs, poetry, and stories.
- ✓ Make up songs and stories about the children themselves and include their names in familiar songs.

- ✓ Students can say their ideas as well as listen to other people and respond to them.
- ✓ Start conversations with the children and contribute to the conversation to make it last.
Observe the child and then make a comment, if student does not respond try to find out what interests the child and refer to what the student is interested in.
- ✓ Listen to student. Smile at her and nod to indicate that you care about what she is saying.
- ✓ Make comments or ask questions to help student continue.
- ✓ Help them to speak in small groups, remind student to listen to the speaker.

2.2.9. STRATEGIES FOR DEVELOPING LISTENING

(Reyes, 2018, p. 192), determines that the successful listening process can also be viewed in terms of the strategies the listener uses when listening. Is the listener primarily focused on the context of a text? or also consider how to listen? Focusing on listening increases the need for listening strategies. Strategies can be thought of as the ways in which student manages a task and listeners can be effectively taught ways to approach and manage their listening. According to (Buck 2001, p. 167), there are two types of listening strategies: Cognitive strategy, and metacognitive strategy.

2.2.9.1. COGNITIVE STRATEGIES

Mental activities related to understanding and storing the input of information in long-term memory for later retrieval. (Reyes, 2018, p. 67).

- ✓ Comprehension processes: Associated with the processing of linguistic and non-linguistic information input.
- ✓ Storage and memory of processes: Associated with the storage of the input of linguistic and non-linguistic information in working memory or long-term memory.

- ✓ The use and recovery of processes: Associated with memory access, to be prepared for production.

2.2.9.2. METACOGNITIVE STRATEGIES

(Bustos & Gonzales, 2015, p. 39) states that the conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies.

- ✓ The evaluation of the situation: Balance of conditions surrounding a language task by evaluating one's own knowledge of the internal and external resources available, and the limitations of the situation before participating in a task
- ✓ Follow-up: Determine effectiveness in post-task performance.
- ✓ Self-evaluation: Determine the effectiveness of one's own performance after participating in the activity.
- ✓ Self-test: Self-evaluate to determine the effectiveness of one's own use of one's own language or the lack of it.

2.2.10. PLANNING

(Agudo, 2015, p. 89), states that planning is a strategy for determining learning objectives and deciding the means by which the objectives can be achieved, this allows identify learning objectives for the development of listening and determine ways to achieve these goals.

2.2.11. MONITORING

(Agudo, 2015, p. 148), tells us that this is a strategy that allows control of the learning process and guarantees the successful completion of an activity. Likewise, it is necessary to take into account the progress students according to the different evaluation criteria and analyze the goals set with students. As for the specific listening activities, teacher must verify if there is

understanding while students listen, and if there is not, identify where the difficulty is to take action on the matter.

2.2.12. EVALUATION

(Bustos & Gonzales, 2015, p. 69), discloses and asserts that this is a strategy for determining the success of the results of an attempt to learn or complete a learning task. For the development of general listening, teacher must evaluate the importance of the learning goals and objectives established for the class, and regarding the specific listening tasks, must verify the suitability and accuracy of what is understood, as well as evaluate understanding general text.

2.2.13. LISTENING

Some authors define listening as the ability to listen, which allows us to understand what is being heard, it is considered important for people's lives, especially for the acquisition of knowledge. For the command of the English language, listening becomes a key tool that must be learned strategically, it is worth highlighting the importance of this skill for learning English, since, in the same way that we learned Spanish, we learn a new idiom. The Spanish language is learned from the first years of life, and not precisely by reading grammar, but by listening to words around us. the same happens with the English language.

2.2.13.1. MASTERY LEVEL A1

(Mukoroli, 2014, p. 18), describes how to recognize expressions, words, and sentences in simple oral texts related to student's personal, educational, and social history. Follow speech that is very slowly and carefully articulated, with long pauses to assimilate the meaning within the personal, educational, and domain.

Table 1. Common Reference Levels: Self Assessment Grid

COMMON REFERENCE LEVELS: SELF ASSESSMENT GRID	
LEVEL:	A1
LISTENING:	I can recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.

Source: <https://rm.coe.int/16802fc1bf>

Author: Ivonne Carolina Solano Gómez

2.2.13.2. MASTERY LEVEL A2

(Mukoroli, 2014, p. 49), narrates that perceive, memorize, and write down the words and expressions found in the personal, education, public and professional sphere, as well as taking into account their situational context and functional value. Teacher can determine certain actions such as noticeable pauses when expressing himself, intonation and accent to identify understand relevant information in oral texts produced within personal, educational, public, and professional settings.

Table 2. Common Reference Levels: Self Assessment Grid

COMMON REFERENCE LEVELS: SELF ASSESSMENT GRID	
LEVEL:	A2
LISTENING:	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping. Local area, employment). I can catch the main point in short, clear, simple messages and announcements.

Source: <https://rm.coe.int/16802fc1bf>

Author: Ivonne Carolina Solano Gómez

2.10.3. MASTERY LEVEL B1

(Reyes, 2018, p. 35) understands the main ones when the speech is clear and normal, everyday matters that take place in the personal, educational, public and professional fields (for example, services, work, etc.)

(Harmer, 2016, p. 328), identifies general messages and specific details within the personal, educational, public, and professional domains, as long as you speak clearly.

(Mukoroli, 2014, p. 63), states that having analyzed and understood all these standards necessary for a competitive education according to other places in the country allow a broad view that listening is a variable of both qualitative and quantitative importance, determining various factors necessary to be able to fully comply the necessary requirements in the field of education.

Table 3. Common Reference Levels: Self Assessment Grid

COMMON REFERENCE LEVELS: SELF ASSESSMENT GRID	
LEVEL:	B1
LISTENING:	I can understand the main point of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radios or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

Source: <https://rm.coe.int/16802fc1bf>
Author: Ivonne Carolina Solano Gómez

2.3. PHILOSOPHICAL BASES

(Macias, 2017, p. 189), mention that according to Orozco, (2010):" the ability that people have to self-regulate our own learning, that is, to plan what strategies are to be used in each (learning) situation, apply them, control the process, evaluate it to detect possible failures,

and as a consequence transfer all this to a new action or learning situation. (Mendelsohn, 2011, 29) says that “Listening plays a very important role in communication, having said that, the total time used in communication is, for example, listening takes 40-50%, speaking, 25-30%, Reading, 11-16%, and writing around 9%”.

(Irzsa, 2016, p. 49), claims that there are several studies regarding the teaching of listening comprehension (Teaching Listening) that allow teachers to use them and put them into practice for proper development in the classroom. In this work we will detail several of the strategies, methods, activities to be carried out with regard to listening. In relation to language, (Walter Rogells, 2008, p. 102), states the following: “to live and achieve what is needed, not only proximity is enough, but also distance. And this is what the ability to listen brings to consciousness, this can open up the possibility of good communication and human existence, which would be unimaginable without listening and reading.

2.4. LEGAL BASES

This research project makes reference to the laws and norms that the Constitution of the Republic of Ecuador has in Article 26 and 27 specifying the right and duty of the state to obtain a quality education according to the requirements and needs of the Ecuadorian highlighting in the first instance the boys and girls as future citizens, and according to the issue raised, solve through didactic strategies the language difficulties that are presented in the students who are part of the research.

Art. 27, establishes that: education will focus on the human being and will guarantee its full growth, based on democracy and the rights of each citizen to live in a safe environment, likewise education will be mandatory, collaborative, equitable, inclusive, comprehensive and intercultural, will encourage and support justice, solidarity and equality in all its aspects. It will stimulate the fields of artistic sciences and physical culture, the development of competencies

and capacities to create an own criterion and work both individually and collectively. The academic training is essential for knowledge, the exercise of rights and is part of a fundamental plan for the development of the country.

In Art. 374, The Organic Law of Intercultural Education (LOEI) it is established that: Updating of school texts and teaching resources. School texts, teacher guides, workbooks and other resources that are provided free of charge in public and fiscal-mission establishments will be updated in accordance with what is established in the educational quality standards and the mandatory national curriculum. At least every three (3) years, the Central Level of the National Educational Authority must carry out an evaluation of said resources and must determine the relevance of their updating.

CHAPTER III

RESEARCH METHODS

3.1. RESEARCH DESIGN

The design of the present investigation was based on the quantitative method; this method was chosen in order to collect data on the development of the listening ability of the A1 level of English in ninth-year students of basic at Unidad Educativa Peninsula de Santa Elena conducting a survey with objective measurements.

3.1.1. QUANTITATIVE METHOD

(Del Canto & Sivia, 2018, p. 40) mentions that quantitative research methods allow obtaining large and representative groups. The selection of the appropriate method for a certain research object is made considering the advantages and disadvantages of the different procedures. The following quantitative methods are used in research: standardized survey using closed and multiple-choice questions (for example, as a questionnaire (online), interview with experts, or group discussion), standardized observation of behavior patterns, experiments and tests for the collection of numerical data and quantitative content analysis by capturing measurable data such as text and images.

3.1.2. SCIENTIFIC METHOD

This method is important for the present research because it leads to the establishment of a conclusion and the search for results, based on informative data, in this case, the application of teaching strategies for the development of listening skills at an A1 English level.

3.1.3. DESCRIPTIVE METHOD

(Popper, 2015, p. 93) Refers that in descriptive research, facts, situations, features, characteristics of an object of study are shown, narrated, reviewed or identified, or products, prototype models, guides, etc. are designed, but no explanations are given or reasons for the reasons for situations, events, phenomena, descriptive research is guided by the research questions that the researcher formulates; it is supported by techniques such as the survey, interview, observation and documentary review.

3.1.4. LEVEL OR TYPE OF RESEARCH

3.1.4.1. FIELD RESEARCH

The research where the educational problem exists, was carried out in the real field, in order to obtain exact and true information about what happens in the teaching-learning process of the English language in students with level A1 of Unidad Educativa Peninsula de Santa Elena. The information obtained from this investigation was entirely through online platforms.

3.1.4.2. BIBLIOGRAPHIC RESEARCH

The information from this research was obtained to establish the scientific data that support the process throughout this work through online resources, such as websites, scientific articles and research, and bibliographic databases.

Due to the aforementioned, this method allowed collecting evidence on the importance of using teaching strategies to develop listening skills in English to A1 level students from Unidad Educativa Peninsula de Santa Elena.

3.2. POPULATION AND SAMPLE

The population established within this research project was made up of sixteen students

from the Santa Elena Peninsula High School and due to the fact that the population is small, statistical data were not chosen to obtain the sample.

Table 4. Population

Institution	Population	Quantify	%
Unidad Educativa Península de Santa Elena	Students	16	100%
TOTAL		16	100%

Source: Peninsula de Santa Elena High School
Author: Ivonne Carolina Solano Gómez

3.3. DATA COLLECTION

3.3.1. TECHNIQUES

To obtain the necessary information from this research, a technique related to quantitative research called a survey was used.

3.3.2. SURVEYS

For this research project, this technique was applied in order to find clear and direct evidence through students from Unidad Educativa Peninsula de Santa Elena, conducting online surveys to confirm the importance of using teaching strategies to develop listening skills in English level A1 students.

3.3.3. INSTRUMENTS

3.3.3.1. QUESTIONNAIRE

This is an instrument based on the elaboration of several closed questions to obtain direct and precise information of the surveyed population, following the parameters of quantitative research.

3.3.3.2. GOOGLE FORM

It is a tool that made it possible to collect information in an easy, concrete and efficient way, since with the Google forms a survey was created in a short time to ask questions about the present research work in order to collect the data needed.

3.3.3.3. ZOOM

Zoom is a platform that works to make video calls, meetings, calls or communicate via chat with other people effectively and in real time, thanks to this tool there was the possibility of conducting a survey for this research project in a personal and direct way with the students of the educational unit Peninsula de Santa Elena.

3.3.4. DATA COLLECTION PLAN

Table 5. Data collection plan

Basic questions	Explanation
1. What for?	To develop listening skills
2. From which people or subjects?	Students in the ninth year of basic education from Peninsula de Santa Elena high school
3. About what aspects?	Listening skills
4. Who?	Researcher: Ivonne Carolina Solano Gómez
5. To whom?	Students at English level A1
6. When?	2021

7. Where?	Unidad Educativa Peninsula de Santa Elena
8. How?	Individually
9. What data collection techniques?	Survey
10. With what?	Questions asked through Google Form

Source: Peninsula de Santa Elena High School

Author: Ivonne Carolina Solano Gómez

3.3.5. DATA PROCESSING PLAN

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The lack of teaching strategies for students with a level of English A1 means that they do not develop their listening skills.</p>	<p>After recognizing the problem, the researcher began to acquire fundamental and specific knowledge through various resources such as scientific articles, web pages, Internet publications, etc.</p>	<p>When the problem was established, the information was collected through surveys that were answered by students from the Santa Elena Peninsula High School, which were later analyzed.</p>	<p>With the results of the investigation of techniques and instruments for the development of listening skills in students with A1 level of English.</p>	<p>The proposal presented within the research project will be a tool that will allow students with an English A1 level to develop their listening skills, increasing their cognitive capacity.</p>

Source: Peninsula de Santa Elena High School

Author: Ivonne Carolina Solano Gómez

3.3.6. ANALYSIS OF DATA

1. Listening skills is important for learning the English language.

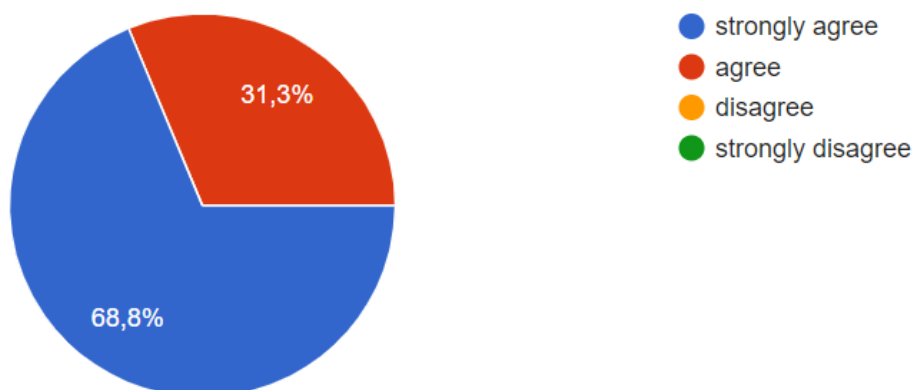
Table 6. Important of listening skills

OPTIONS	FREQUENCY	PERCENTAGE
STRONGLY AGREE	11	68,8%
AGREE	5	31,2%
DISAGREE	0	0%
STRONGLY DISAGREE	0	0%
TOTAL	16	100%

Author: Ivonne Solano Gómez.

Source: Students Survey.

Chart 1. Importance of listening skills.



Author: Ivonne Solano Gómez

Source: Students Survey.

Analysis: Of the 16 students interviewed, the analysis shows that 11 of them responded strongly agreeing that listening skills are important for learning the English language, which are equivalent to 68.8%, while 5 students indicated being agree, which are equivalent to 31.2%. Given the following results, the researcher concludes that listening skills are considered very important for students' learning of the English language.

2. Teaching strategies for the development of listening skills facilitate understanding of the English language

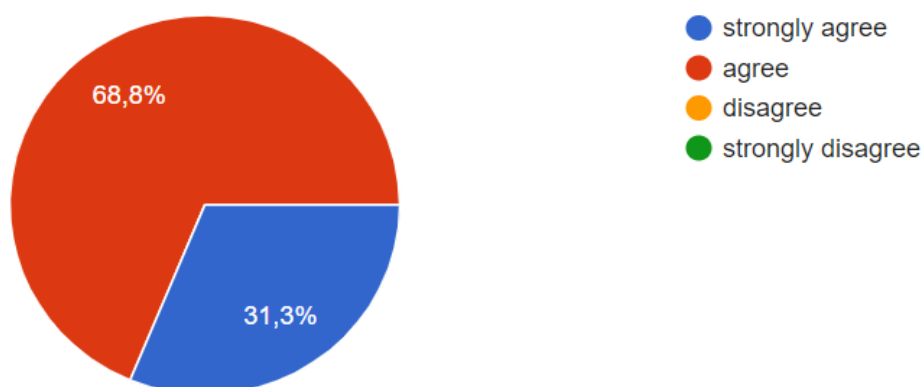
Table 7. Teaching strategies for the development of listening skills

OPTIONS	FREQUENCY	PERCENTAGE
STRONGLY AGREE	5	31,2%
AGREE	11	68,8%
DISAGREE	0	0%
STRONGLY DISAGREE	0	0%
TOTAL	16	100%

Author: Ivonne Solano Gómez.

Source: Students Survey.

Chart 2. Teaching strategies for the development of listening skills



Author: Ivonne Solano Gómez.

Source: Students Survey.

Analysis: Of the 16 students interviewed, the analysis shows that 5 of them answered that they strongly agree that the teaching strategies for the development of listening skills facilitate the understanding of the English language, which are equivalent to 31, 2%. While 11 students agreed, which is equivalent to 68.8%. Given the following results, the researcher comes to the conclusion that for students, teaching strategies for the development of listening skills do facilitate understanding of the English language.

3. At the end of the English class, the students fully understand the teacher's instructions.

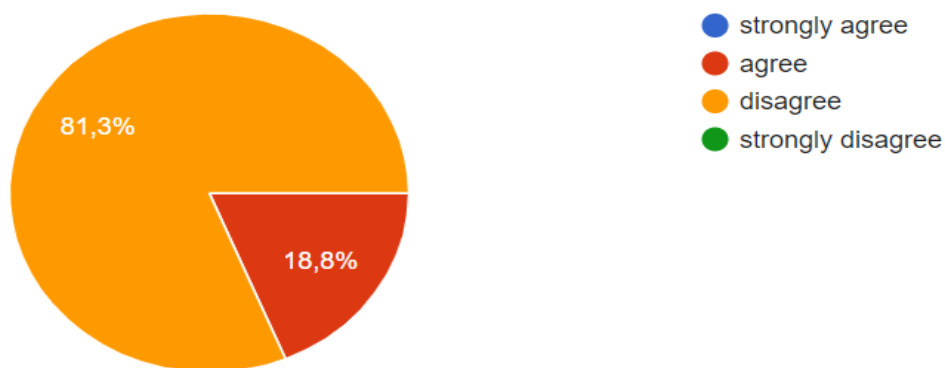
Table 8. Understand English

OPTIONS	FREQUENCY	PERCENTAGE
STRONGLY AGREE	0	0%
AGREE	3	18,7%
DISAGREE	13	81,3%
STRONGLY DISAGREE	0	0%
TOTAL	16	100%

Author: Ivonne Solano Gómez.

Source: Students Survey.

Chart 3. Fully understand of listening skills.



Author: Ivonne Solano Gómez.

Source: Students Survey.

Analysis: Of the 16 students interviewed, the analysis shows that 3 of them answered agree that the students fully understand the teacher's instructions at the end of the class, which is equivalent to 18.7%, while 13 students They indicated disagreement, which is equivalent to 81.3%. Given the following results, the researcher comes to the conclusion that most students find it difficult to understand the teacher's instructions. Therefore, it is difficult for them to carry out the activities successfully.

4. Is convenient that teacher to apply teaching strategies to improve listening skills in the classroom.

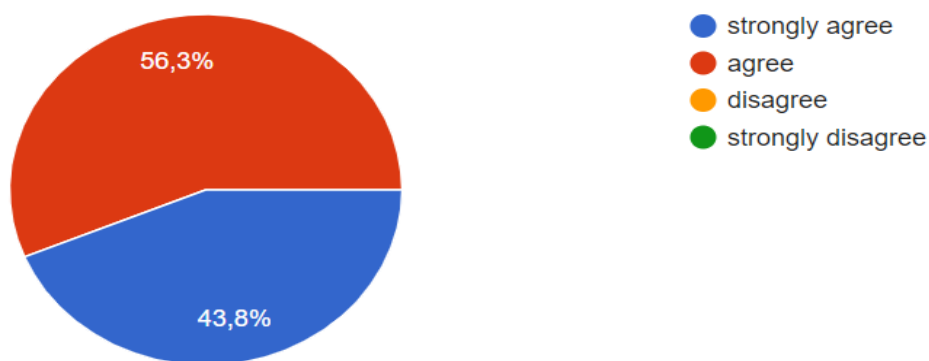
Table 9 Teaching strategies to improve listening skills

OPTIONS	FREQUENCY	PERCENTAGE
STRONGLY AGREE	7	43,7%
AGREE	9	56,3%
DISAGREE	0	0%
STRONGLY DISAGREE	0	0%
TOTAL	16	100%

Author: Ivonne Solano Gómez.

Source: Students Survey.

Chart 3. Teaching strategies to improve listening skills



Author: Ivonne Solano Gómez.

Source: Students Survey.

Analysis: Of the 16 students interviewed, the analysis shows that 7 of them responded strongly agree that it is convenient for the teacher to apply teaching strategies to improve listening skills in the classroom, which are equivalent to 43, 7%, while 9 students indicated they agree, which is equivalent to 56.3%. Given the following results, the researcher concludes that it is convenient for students for their English teacher to apply teaching strategies in order to improve their listening skills in the classroom, while learning the language.

5. Teaching strategies should be included so that students become active listeners during English classes.

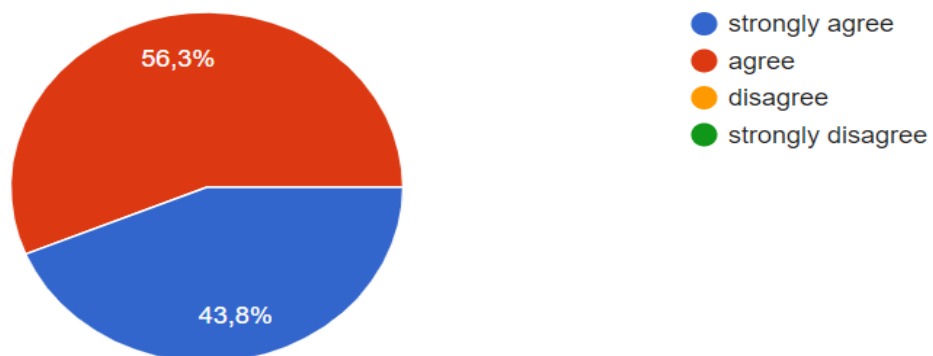
Table 10. Teaching strategies.

OPTIONS	FREQUENCY	PERCENTAGE
STRONGLY AGREE	7	43.7%
AGREE	9	56,3%
DISAGREE	0	0%
STRONGLY DISAGREE	0	0%
TOTAL	16	100%

Author: Ivonne Solano Gómez.

Source: Students Survey

Chart 4. Teaching strategies



Author: Ivonne Solano Gómez

Source: Students Survey.

Analysis: Of the 16 students interviewed, the analysis shows that 7 of them responded strongly agree that teaching strategies should be included so that students become active listeners during English classes, which are equivalent to the 43.8%, while 9 students indicated they agree, which is equivalent to 56.3%. Given the following results, the researcher comes to the conclusion that teaching strategies should be included during English classes, in order for students to become active listeners.

6. Cognitive strategies help the development of listening skills?

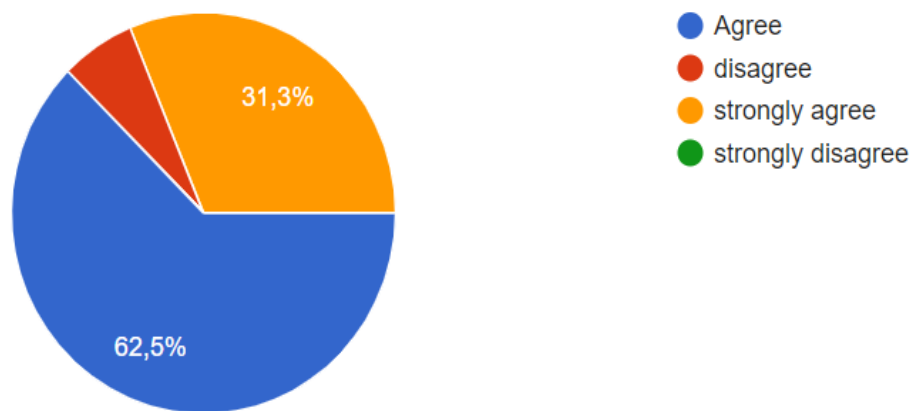
Table 11. Cognitive strategies.

OPTIONS	FREQUENCY	PERCENTAGE
STRONGLY AGREE	5	31.3%
AGREE	10	62,5%
DISAGREE	1	6,2%
STRONGLY DISAGREE	0	0%
TOTAL	16	100%

Author: Ivonne Solano Gómez.

Source: Students Survey.

Chart 5. Cognitive strategies to develop listening skills



Author: Ivonne Solano Gómez.

Source: Students Survey.

Analysis: Of the 16 students interviewed, the analysis shows that 5 of them responded strongly agree that cognitive strategies help the development of listening skills, which are equivalent to 31.3%, while 10 students indicated agree, which is equivalent to 62.5% and only 1 student said he disagrees, which is equivalent to 6.2%. Given the following results, the researcher comes to the conclusion that students consider that cognitive strategies help the development of listening skills.

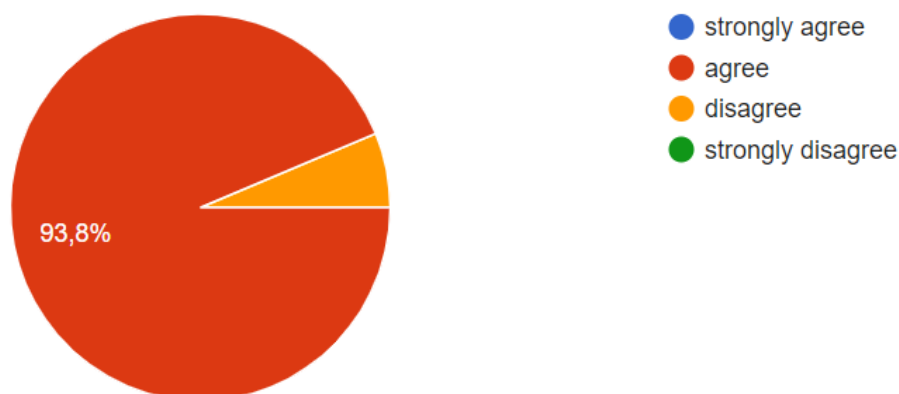
7. The continuous use of audios and videos would contribute to the development of listening skills during English classes.

Table 12. Development of listening skills

OPTIONS	FREQUENCY	PERCENTAGE
STRONGLY AGREE	0	0%
AGREE	15	93,8%
DISAGREE	1	6,2%
STRONGLY DISAGREE	0	0%
TOTAL	16	100%

Author: Ivonne Solano Gómez.
Source: Students Survey.

Chart 6. Development of listening skills.



Author: Ivonne Solano Gómez.
Source: Students Survey.

Analysis: Of the 16 students interviewed, the analysis shows that 15 of them responded to agree that the continuous use of audios and videos would contribute to the development of listening skills during English classes, which are equivalent to 93, 8%, while 1 student indicated disagreement, which is equivalent to 6,2%. Given the following results, the researcher comes to the conclusion that for students it is important that their English teacher continuously use audios and videos during classes, since they think that in this way it would contribute to the development of their listening skills.

8. Listening to your English teacher tell short stories helps students develop their listening skills.

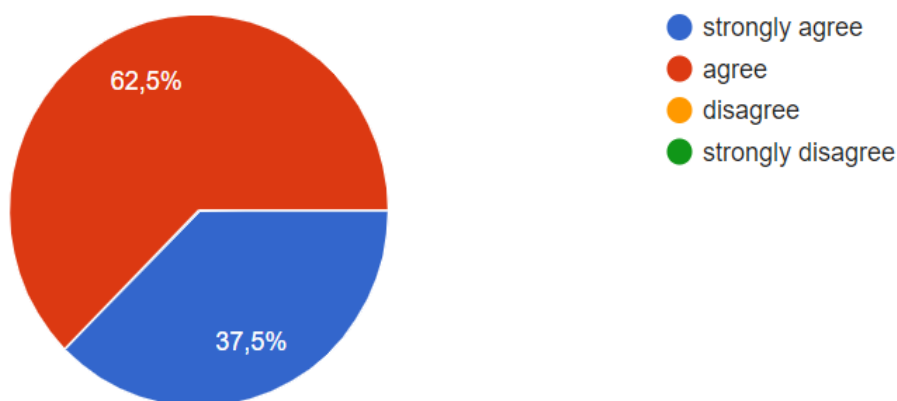
Table 13. Listening skills.

OPTIONS	FREQUENCY	PERCENTAGE
STRONGLY AGREE	6	37,5%
AGREE	10	62,5%
DISAGREE	0	0%
STRONGLY DISAGREE	0	0%
TOTAL	16	100%

Author: Ivonne Solano Gomez.

Source: Students Survey.

Chart 7. Listening skills.



Author: Ivonne Solano Gómez

Source: Students Survey.

Analysis: Of the 16 students interviewed, the analysis shows that 6 of them responded strongly agree that listening to their English teacher tell short stories helps them develop their listening skills, which are equivalent to 37.5 %, while 10 students indicated they agree, which is equivalent to 62.5%. Given the following results, the researcher concludes that it is very helpful for students to listen to their teacher tell short stories, since this way, they can develop their listening skills in a better way.

3.3.7. LIST OF STUDENTS

Institution: Unidad Educativa Peninsula de Santa Elena

Moderator: Ivonne Carolina Solano Gómez

Table 14. Students of the focus group

N.-	STUDENTS OF 9th BASIC YEAR
1	Banchón Bazán Jeremy
2	Chancay Alvarado Jordana
3	Espinosa Salcedo Wender
4	Figueroa Tigreiro Allan
5	González Quiroz Adriel
6	Macias Lucas Jeffry
7	Napa Neira Melanie
8	Pilligua Pilligua Camila
9	Pozo Malavé Jordy
10	Quimi Laínez Diego
11	Reyes Borbor Diego
12	Solís Pincay William
13	Tomalá De La Rosa Keyner
14	Ulloa Espinales Edwin
15	Vera Lucas Víctor
16	Zambrano Rodríguez Damaris

Source: Unidad Educativa Peninsula de Santa Elena

Author: Ivonne Carolina Solano Gómez.

CHAPTER IV

THE PROPOSAL

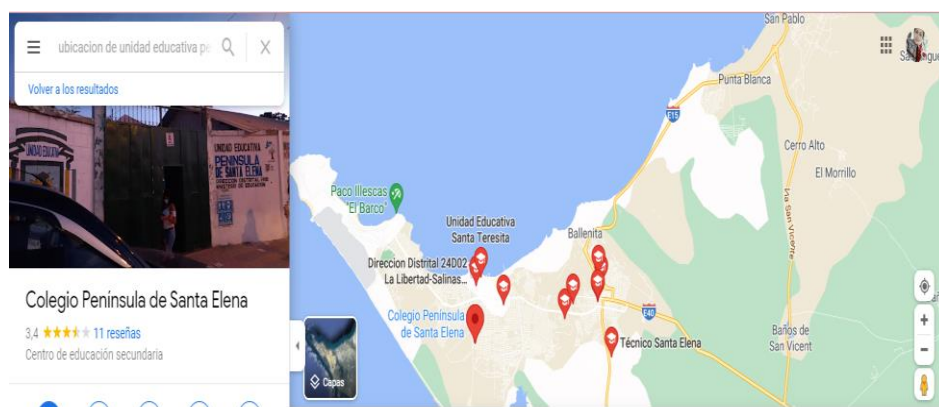
4.1. NAME OF THE PROPOSAL

METHODOLOGICAL GUIDE FOR THE DEVELOPMENT OF LISTENING SKILLS IN STUDENTS OF THE NINTH YEAR OF BASIC, BEGINNER LEVEL AT UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2021-2022.

4.2. INFORMATION DATA.



Source: <https://www.google.com/maps/place/Colegio+Pen%C3%ADnsula+de+Santa+Elena/>
Author: Ivonne Solano Gómez.



Source: <https://www.google.com/maps/place/Colegio+Pen%C3%ADnsula+de+Santa+Elena/>
Author: Ivonne Solano Gómez.

Name of the Institution: Unidad Educativa Península de Santa Elena

Country: Ecuador

Province: Santa Elena

Canton: La Libertad

Beneficiaries: English language teachers and A1 level students.

Gender: Male - Female

Responsible:

Author: Ivonne Solano Gómez

Tutor: Ing. Xavier Almeida Briones, Msc.

4.3. DESIGN AND DEVELOPMENT OF THE PROPOSAL

Teaching strategy guide is an important tool for the development and improvement of the learning of the English language of the beginner level students of the ninth year of elementary school at Unidad Educativa Peninsula de Santa Elena, Libertad, province of Santa Elena, school year 2021-2022, this the proposal will contribute to the improvement of the listening skills of the students.

4.2.2. PROPOSAL BACKGROUND

Once the research is finished, we have as a result that the students require motivational activities that awaken the interest in learning the English language, usually teachers only develop their classes according to a book, which only focuses on vocabulary and grammar. In addition, these activities are usually somewhat complex, so they cause students to get bored during classes and especially when working with listening skills.

During the investigation it was noted that listening is one of the skills with the greatest difficulty to learn for students because they do not feel motivated at the time of classes.

Faced with the challenges of improving this ability, it is necessary for teacher to be prepared with methodological tools capable of inducing the use of student's autonomous development.

The methodological strategies help to achieve greater and better learning results, these strategies generate characteristics of a plan that, when taken to the field of learning, becomes a set of cognitive, affective and psychomotor procedures and resources.

When an English teacher uses certain strategies, she in turn generates her own teaching style that are nothing other than trends and certain ways of teaching. Students are the ones who will receive the process and the results through participatory activities that develop their own thinking strategies to solve the learning situations inside and outside the classroom. An essentially pedagogical activity, then, is one that has meaning, essence and awareness of its own purpose. For this reason, activities, problem solving, carrying out projects, exploring the environment build meaningful learning for those who carry them out. Student learning will be based on the results of the learners, in situations actually experienced and in their behavior at the time of each activity.

Learning strategies are true option of innovation in the teaching of the English language, both mental and behavioral, which uses the learner while going through their own process of acquiring knowledge and knowledge. Teacher has a facilitating role in the classroom, and armed with his own strategies, he builds more and more with wisdom those aspects relevant to the learning of the English language, which contribute to the educational process of students.

Pedagogical work should focus on learning rather than teaching and requires developing differentiated methodological strategies adapted to the different rhythms and learning styles of a student, strengthening the work of the teacher with different activities based on exploration, search for information and construction of new knowledge by students, both individually and collaboratively and in teams and thus improve learning outcomes, which is oriented according to

the development of higher-order skills and abilities (such as description, classification, analysis, synthesis, ability to abstract and synthesize, through knowledge and mastery of content considered essential for student learning.

As the teaching-learning process cannot be separated from the educational process in general and the context in which it occurs, that is, the school, constructivism postulates a series of ideas of force around the consideration of teaching as a process, where teacher can progressively show their competence and autonomy in solving various tasks, in the use of concepts, in the acquisition of certain attitudes and values.

Teachers, in their capacity as facilitator or mediator, have the main role of supporting their students by creating scaffolding situations, creating situations of cognitive conflicts so that they can reconstruct the contents actively seen in class. Language as a support function plays a crucial role in the interaction and communication process between teachers and students, teacher must provide help to the students throughout the teaching-learning process. That is, the teacher and her students jointly build knowledge day by day. However, as student develops his skills through the strategies applied by teacher, he gains greater autonomy in his own learning, requiring less and less support from teacher.

The interaction teacher and student, students and students, students and teacher are vital to the learning process. Teacher, through questions and support material, must guide his students to think, that is, to observe, compare, find similarities and differences, to relate, to advance hypotheses, to deduce, infer, among other thought processes so that these they arrive by themselves to find the regularities of a process, principles that govern them or to arrive at tentative definitions by means of the formulation of hypotheses.

Teachers must guide their students so that they become capable of developing their own abilities and acquire metacognitive strategies that allow them to learn to learn autonomously and collectively. These strategies must be present throughout the teaching-learning process, since

student, guided by his teacher, must achieve a favorable disposition to learn. This will be possible, according to the quality of the human interaction that is established between the actors of the teaching-learning process (teacher and students), in how students feel in their educational environment, which should be positive for their personal development. and intellectual.

A positive disposition to learning on the part of student will depend on the pertinence and relevance that the topic addressed has for him, the level of challenge that the task to be executed represents, the learning situation, the means used to create said situation, the strategies and procedures selected by teacher to tackle the task.

Students must become aware of the way in which it is easier for them to learn, detect what impediments that they find in his learning, learn to recognize his own abilities and apply the appropriate strategies at the right time to save these procedures. In addition, students guided by teacher, must learn to review or supervise if the strategy that teachers applied was the most appropriate and finally learn to realize if they have managed to control their own learning process. If this is taken into account during the learning process of any content, student will achieve the autonomy of their own learning.

For all the above, at the beginning of classes or a unit, teacher must explore with his students the purpose of learning a certain skill or topic, which encourages them to participate by setting objectives for the class or unit, to suggest strategies or activities, that is, to teach student to plan their own learning.

It is necessary for teacher to develop a series of strategies and procedures based on experiential and discovery learning, starting the class in a sequence that begins with the exploration of what students already know from their life experience and from their previous school learning in order to guide them to what they would like to know or discover. Initially, the teacher's planning must be flexible enough to allow changes in procedures, which means considering other alternatives.

In the teaching-learning process, instances should be created for all students to participate actively, highlighting the work in groups, in pairs and encouraging them to ask questions about what they are learning, guiding them to discover for themselves the answers to them, to through various procedures.

Students can actively participate by contributing materials, articles, newspaper or magazine articles, photos, videos, etc., that they or the teacher consider necessary for their own learning. Students should make the most of visual aids. (Television programs, documentaries), since they allow them to exercise thought processes and also allow them to discriminate about the attitudes of their learning, in the choice of objectives, the tasks to be carried out, the sequences to follow, but it is the duty of the teacher encourages them to be more responsible for their own learning.

It is important for teachers to keep these criteria and principles in mind when starting each class on a day-to-day basis, so that it builds and flows as the participants (students, teacher, materials, assignments, environment) interact with each other. . . if and to the extent that the actors develop the construction of knowledge.

4.3.1. METHODOLOGICAL GUIDE AND ITS IMPORTANCE FOR LISTENING SKILLS.

Due to the challenges that an English teacher goes through when teaching listening skills, it is necessary and convenient to use methodological guides that contribute to the development of learning, both individually and in groups. These guides allow to effectively identify the appropriate use of procedures based on specific teaching strategies in order to develop the different intellectual capacities of students.

A methodological guide is defined as a set of selected activities that allow students to develop different skills, for the elaboration of this guide, teacher must create a strategic plan, taking into account the different needs students, as well as their characteristics with in order to

create various teaching styles, generating meaningful learning. It is important to state that teacher is a fundamental part of the execution of all activities, regardless of the methods he uses, since he leads and guides his students towards the learning objectives.

Listening comprehension is a process in which some aspects are related, taking into consideration the needs of each student, that is why the use of a methodological guide is essential for the development of listening skills, since it helps us to the identification of the difficulties that are observed in the teaching-learning process.

4.4 OBJECTIVES

4.4.1 GENERAL OBJECTIVE

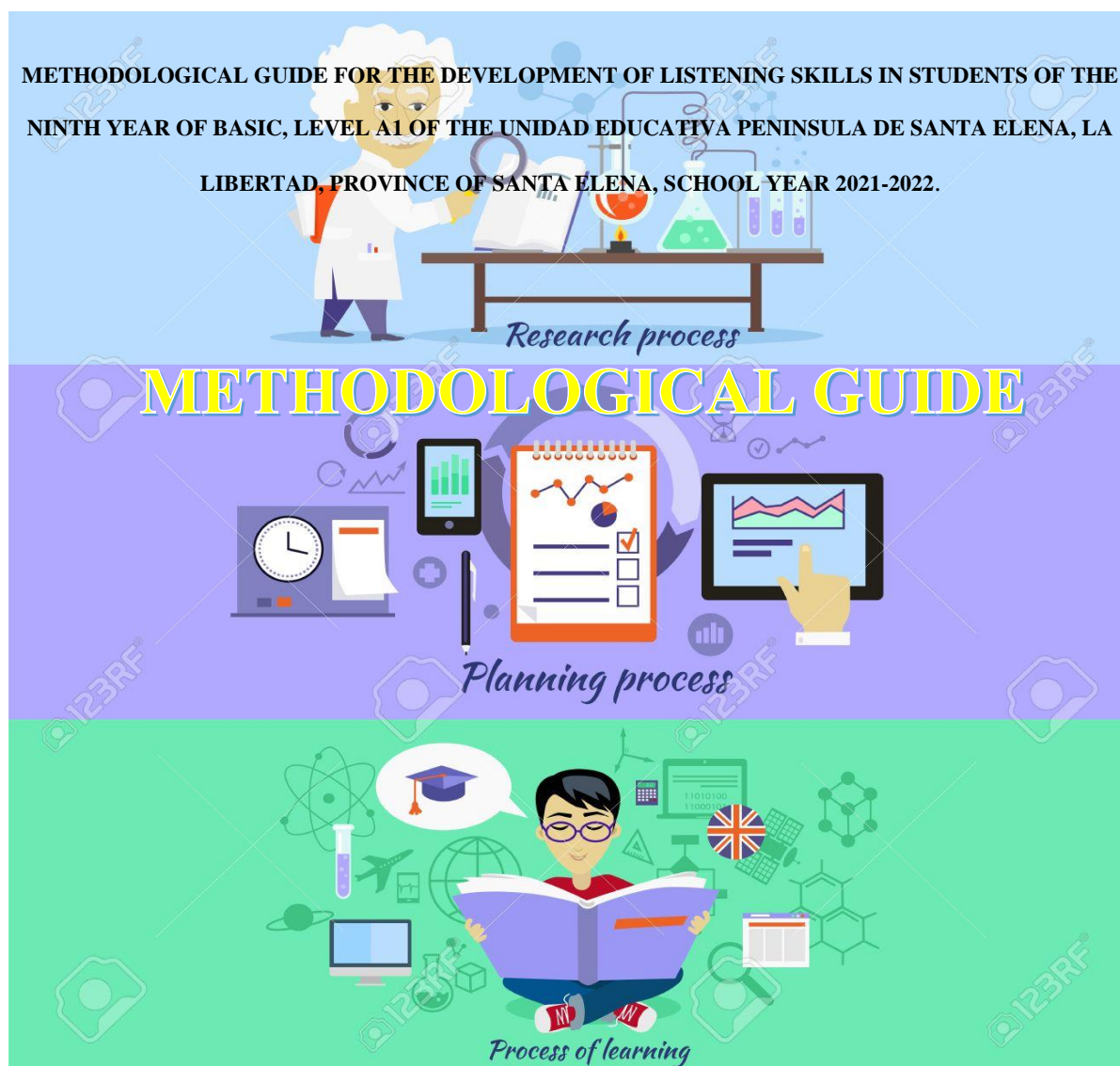
To develop listening skills in students in the ninth year of basic education with level A1 at Unidad Educativa Peninsula of Santa Elena, La Libertad, province of Santa Elena, school year 2021-2022, through a methodological guide designed for the development of this skill.

4.4.2 SPECIFIC OBJECTIVES:

1. To promote the development of listening skills through cognitive strategy in students at an A1 English level from Unidad Educativa Peninsula de Santa Elena.
2. Design some activities to develop the listening skills of students at an A1 English level.
3. To propose a methodological guide in order to develop the listening skills in students at an A1 English level.

4.5. DEVELOPMENT OF THE PROPOSAL

METHODOLOGICAL GUIDE FOR THE DEVELOPMENT OF LISTENING SKILLS IN STUDENTS OF THE NINTH YEAR OF BASIC, LEVEL A1 OF THE UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2021-2022.



For the development of this Methodological Guide, the students will be able to carry out each activity with the help of a CD, which contains the audios of the activities, in addition to the teacher's report on each activity, the execution of them will be carried out step by step These instructions are detailed in this guide, except for activity N.10, where students listen to the audio

shared by their teacher through a laptop and the google platform.

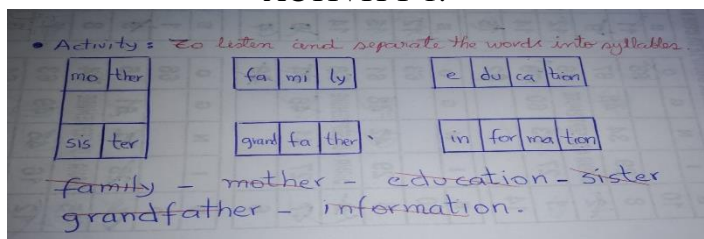
4.6. ACTIVITIES

ACTIVITY # 1

WORD CLASSIFICATION

Objective: To listen and separate the words into syllables.

ACTIVITY 1:



	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
--	---	--	---

- Words:
- | | | |
|-----------|----------------|----------------|
| 1. mother | 2. family | 3. information |
| 4. Sister | 5. grandfather | 6. education |

Activity: Fill the gaps

Time: 10 minutes

Students:

Instructions:

- Teacher distributes a sheet to each student with 6 sections of empty lockers.
- Students, individually, listen and mark on their worksheets the word they have heard in the place where they see fit.
- Teacher reviews the correct placement of the words with the students.

Resources:

- Worksheets

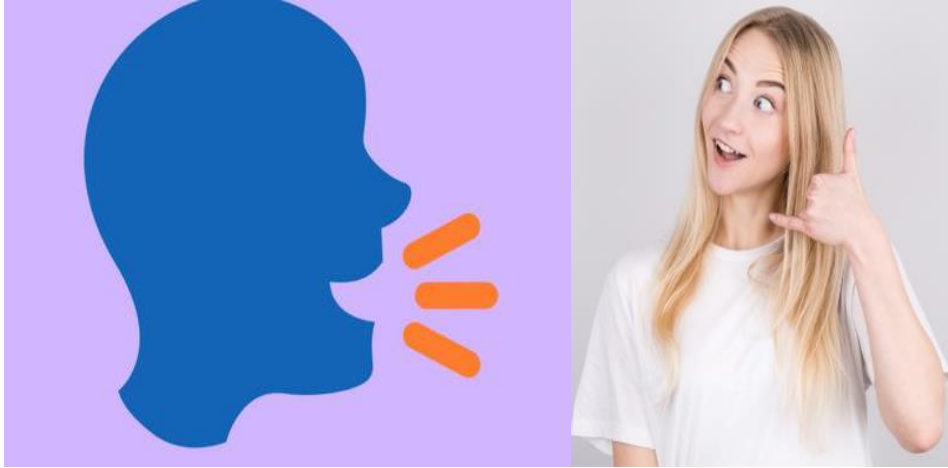
Strategy to Evaluate:

- Check comprehension while listening

ACTIVITY # 2

MESSAGE REPRODUCTION

Objective: Message decoding and memory development.



Activity: The crazy phone

Time: 15 minutes

Students:

Instructions:

- Teacher divides the class into two rows
- Teacher whispers a message in the ear of the first student in each row.
- Student listens to the message, decodes it and transmits it to the next classmate and so on until reaching the end of the rows.
- Finally, the teacher makes the comparison of the two messages.
- The row that most closely resembles the initial message has an extra point.

Resources:

- Communication

Strategy to Evaluate:

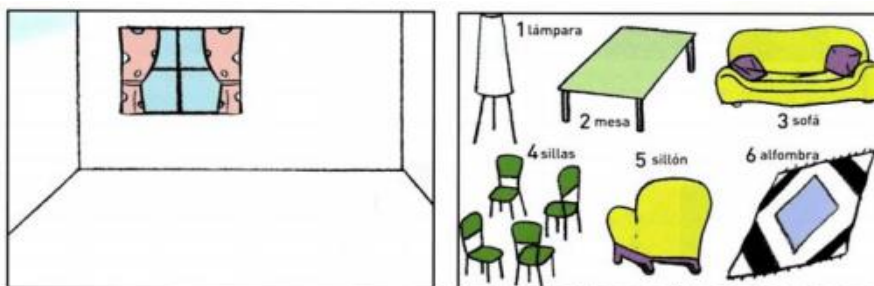
- Monitoring comprehension
- Memorization and retention of messages.
- Reproducing the message orally

ACTIVITY # 3

ATTENTIVE LISTENING ACTIVITY

Objective: Correctly locate the objects in the room, according to the indications given by the teacher.

Listen to the description of this room. Then place the number of the objects according to the indications.



Indications given by the teacher:

To the left is my sofa, in front I have an armchair, between my sofa and my armchair is a rug. On the right side I have a green table with four chairs around it and next to the window is a white lamp.

Activity: I organize my living room

Time: 15 minutes

Students:

Instructions:

- Teacher encourages students to recognize objects in English and Spanish.
- Teacher distributes a worksheet for the activity.
- Teacher explains the instructions for the activity.
- Teacher gives the instructions orally while the students listen carefully and complete the activity.
- Teacher repeats the instructions orally for the second time and encourages his students to complete the activity on the worksheet.

Resources:

- Worksheet

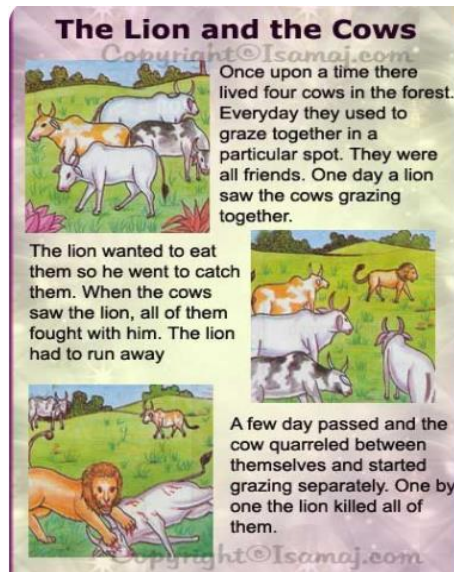
Strategy to Evaluate:

- Monitoring comprehension
- Recognizing word
- Vocabulary

ACTIVITY # 4

LISTENING AND UNDERSTANDING

Objective: Enhance attention and encourage the reformulation of ideas.



Activity: Telling stories.

Time: 20 minutes

Students:

Instructions:

- Teacher selects a short and easy to understand story.
- Teacher forms groups of three students: the narrator, the listener and the writer.
- The narrator reads the story provided by the teacher to the listener.
- The listener listens to the story without taking notes.
- The writer writes what the listener tells him.
- Teacher and the students compare what the narrator wrote and what the narrator said.

Resources:

- Worksheet

Strategy to Evaluate:

- Monitoring comprehension
- Reproducing the message orally




ACTIVITY # 5

ENGLISH LISTENING TEST




Objective: Knowing how to listen and identify the correct answer.




Name:

Date:

1. What does Mark have for breakfast every day?
A  **B**  **C** 

2. How many portions of fruit does Jenny eat every day?
A **B** **C**

3. What does Jane like eating the most?
A  **B**  **C** 

4. What does Henry never eat?
A  **B**  **C** 

5. How often does Maria's family eat out every month?
A **B** **C**

Prayers dictated by the teacher:

1. Mark has eggs and bacon for breakfast every day.
2. Jenny eats four servings of fruit every day.
3. Pizza is what Jane likes the most.
4. Henry never eats broccoli.
5. Maria's family eats out three times a month.

Activity: Listen and choose the correct answer

Time: 10 minutes

Students:

Instructions:

- Teacher distributes worksheets to each student.
- Teacher explains the instructions.
- Teacher mentions five sentences
- Students listen to the sentences.
- Students answer the questions on the worksheet according to what they heard, circulating the option they deem appropriate.
- Teacher encourages completing the answers on the worksheet.

Resources:

- Worksheet.

Strategy to Evaluate:

- Monitoring comprehension.
- Answer and questions.

ACTIVITY # 6

COLORS

Objective: To recognize colors and promote attention.

Listen to the teacher and place the name of the country on the corresponding flag:



Descriptions of the flags dictated by the teacher:

The Brazilian flag is made up of the colors green, yellow and blue.

The flag of Colombia has the colors yellow, blue and red.

The flag of Argentina contains the colors light blue and white.

The Chilean flag is made up of the colors blue, white and red.

And the Bolivian flag has the colors yellow, red and green.

Activity: Colors of the flags

Time: 10 minutes

Students:

Instructions:

- Teacher distributes a worksheet to each student
- Teacher explains the instructions
- Teacher describes the colors with which five flags of certain South American countries are made.
- Students listen carefully.
- Students write the names of the countries on the flag that they consider correct.

Resources:

- Worksheet

Strategy to Evaluate:

- Monitoring comprehension
- Recognizing colors

ACTIVITY # 7

CREATIVITY AND MEMORIZATION

Objective: Teach students the importance of listening and understanding

Initial sentence of the teacher: Today in the morning my mom bought two bananas ...



Activity: Funny story

Time: 20 minutes

Students:

Instructions:

- Ask for the participation of three volunteers from the group.
- Line up the three volunteers in a straight line in front of the rest of the group.
- Teacher begins a story with a basic sentence.
- After completing the first sentence, the first student in line should continue the story and add more information with one or two sentences.
- Record the story with a tape recorder or cell phone.
- After the activity is over, ask specific questions about the story that was just created. See how many students can remember the details of the story.
- Take some time later to discuss with the whole class the importance of listening and understanding.

Resources:

- **Cell phone**

Strategy to Evaluate:

- Monitoring comprehension
- Reproducing the message orally
- Creativity
- Memorization.

ACTIVITY # 8

LISTEN TO YOUR TEACHER

Objective: The student will be able to relate the sentences dictated with the images and their times.

Sentences dictated by the teacher for the activity:

- He gets up at six o'clock.
- He takes a bath at half past six
- He brushes his teeth at seven a.m.
- He has breakfast at eight a.m.
- Sarah leaves for school at nine a.m.
- Sarah does her homework at half past twelve
- Sarah has a meal at two p.m.
- He plays with his friend at four pm
- They have a family dinner at seven p.m.
- He watches a tv show at nine p.m.
- He goes to the bed at 9:30 pm



Activity: Daily routines

Time: 10 minutes

Students:

Instructions:

- Teacher distributes a worksheet for each student.
- Teacher explains the instructions for the activity.
- Teacher reads eleven sentences and the students listen.
- Students match the times with the actions according to the sentences your teacher says.
-

Resources:

- Worksheet

Strategy to Evaluate:

- Monitoring comprehension
- Recognizing word and numbers
- Focus of attention

ACTIVITY # 9

COMMUNICATION

Objective: Strengthen verbal communication and listening skills, since this activity helps students to listen and interact with others.



Activity: Follow the leader

Time: 20 minutes

Students:

Instructions:

- Teacher divides the classroom into groups of two.
- One student is chosen from each group to be the leader and the other the follower.
- Teacher places obstacles like a trash can, books and chairs.
- The leader who must successfully guide the other student, who will be blindfolded to a specific place, passing all obstacles with just words.
- The leader cannot touch the students.
- The leader who manages to lead his group of students in the shortest time possible is the winning group.

Resources:

- Oral communication

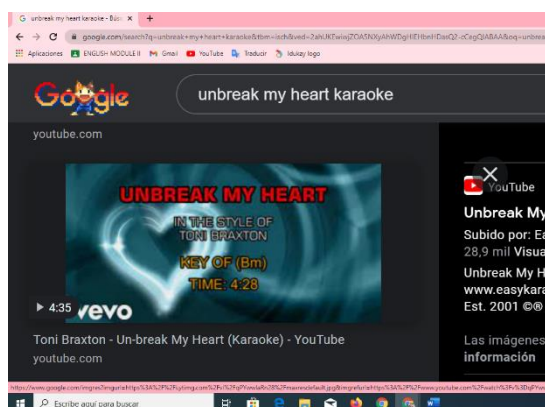
Strategy to Evaluate:

- Monitoring comprehension
- Understanding and following instructions

ACTIVITY # 10

MUSIC AND SOUND EFFECTS

Objective: Students will be able to listen to the melody and express their feelings,



Activity: How I feel today?

Time: 20 minutes
Students:

Instructions:

- Students listen to the song provided by the teacher twice.
- Several students answer the following questions:
What message does this song convey to you?
What feeling does this song convey to you?
- Students respond and share their responses in front of the class.

Resources:

- Worksheet
- Laptop Audio
- GOOGLE

Strategy to Evaluate:

- Monitoring comprehension
- Communicative expression

4.7. CONCLUSIONS AND RECOMMENDATIONS

Based on the present research, the author establishes the following conclusions and also suggests some recommendations.

4.7.1. CONCLUSIONS

1. Students at the A1 level of English at the Peninsula de Santa Elena educational unit feel the need for their teacher to apply some teaching strategy to develop listening skills.
2. Listening skills are important for learning the English Language in A1 level students.
3. It is convenient for English teachers to apply some type of teaching strategies that help the development of listening skills so that learning is more motivating in students.

4.7.2. RECOMMENDATIONS

1. English teachers should use teaching strategies for A1 level students to develop their listening skills in an innovative way.
2. English teachers should put more emphasis on teaching listening skills so that the teaching-learning process is more complete.
3. English teachers should apply teaching strategies to help develop the listening skills of A1 level students, in order to create a motivational environment for their learning.

REFERENCIAS BIBLIOGRÁFICAS

- Agudo, V. (2015). *La activación y mantenimiento de la motivación durante el proceso de enseñanza-aprendizaje de una lengua extranjera*. Didáctica. Lengua y Literatura.
- Alvarez, A. M. (2013). *Dinámicas de grupo con material auténtico*. Lima: Ediciones CAE.
- Antitch, R. (2016). *Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review*. Obtenido de <https://files.eric.ed.gov/fulltext/EJ1101226.pdf>
- Bustos, T., & Gonzales, C. (2015). *Contribución al fortalecimiento de la habilidad comunicativa de escucha en el idioma inglés, a través de videos subtítulos en estudiantes de grado décimo del Colegio Nacional Nicolás Esguerra de la ciudad de Bogotá*. Bogotá.
- Cevallos, B., Gomez, M., & Laureano, J. L. (2019). *Modelo de capacitación docente basado en el aprendizaje experiencial para fortalecer competencias en la enseñanza del idioma Inglés*. PEI.
- Del Canto, E., & Sivia, A. (2018). QUANTITATIVE METHODOLOGY: BOARDING FROM THE COMPLEMENTARITY IN THE SOCIAL SCIENCES. *Revista de Ciencias Sociales*, 11.
- Ecuador, C. d. (2019). *Actualización y Fortalecimiento Curricular de Educación General Básica Ecuador*. Quito: ctualización y Fortalecimiento Curricular de Educación General Básica-Ecuador para docentes/estudiantes.
- Harmer, W. (2016). *The Practice of English Language Teaching*. Colombia: McGraw-Hill.
- Irza, J. (2016). *Prácticas sociales del lenguaje. Habilidades lingüísticas. Escuchar, hablar, leer y escribir*. Oxford: Press.
- Juan, A. (2020). *Estrategias de enseñanza eficaces*. LIMA: Study.com.
- Kamelia, U. (23 de 09 de 2019). *Business Communication :Basic*. Obtenido de Listening Skills: <https://www.uj.edu.sa/Files/1001210/Subjects/Chapter%205%20Listening%20Skills%20%20.pdf>


- LIU, J. (2010, August). Language Learning Strategies and Its Training Model. *International Education Studies*, 98. Retrieved from International Education Studies:
<https://files.eric.ed.gov/fulltext/EJ1065871.pdf>
- Macias, F. (2017). *Methodological strategies to improve the speaking and listening skills in English language at the elementary school of Eloy Alfaro de Manabí*. Manabi: Cienciasde la Educación.
- Medina, R. (2018). *Material auténtico de audio en la enseñanza del inglés*. Retrieved from
http://www5.uqroo.mx/fel/adminfile/files/memorias/Articulos_Mem_FONAEL_III/Medina_Perez_Sandra_Raquel_&_Dzay_Chulim_Floricely.pdf
- Mukoroli, R. (2014). *Estrategias pedagógicas para la enseñanza del idioma Inglés a estudiantes con discapacidad visual*. Lima: Codificado.
- Narvaez, V. (2017). *Mejoramiento de la enseñanza*. marco-administrativo.
- Perez, J. G. (2015). *Desempeños auténticos con material didáctico*. Quito: Ediciones Santillana.
- Popper, K. (2015). *La sociedad abierta y sus enemigos*. Barcelona: Paidos.
- PORTOCARRERO, M., & GAMARRA, K. (2013, 12 24). *INFLUENCIA DEL TALLER LISTEN UPEN EL DESARROLLO DE LA HABILIDAD DE LISTENING DEL IDIOMA INGLÉS DE LOS ESTUDIANTES DEL 4ºGRADO “B” DEL NIVEL SECUNDARIO DE LA I.ENº 0004 “TUPAC AMARU”, TARAPOTO -2013*. Retrieved from chrome-extension://oemmnxcbldboiebfnladdacbfmadadm/http://repositorio.unsm.edu.pe/bitstream/handle/11458/2137/00-2-03662.pdf?sequence=1&isAllowed=y
- Reyes, L. (2018, 07 09). *BASIC ENGLISH VOCABULARY BOOKLET FOR BLIND STUDENTS AT C.E.I. MELVIN JONES, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2018-2019*. Retrieved from chrome-extension://oemmnxcbldboiebfnladdacbfmadadm/https://repositorio.upse.edu.ec/xmlui/bitstream/handle/46000/5287/UPSE-TLI-2020-0004.pdf?sequence=1&isAllowed=y
- Reyes, L. (28 de 11 de 2018). *BASIC ENGLISH VOCABULARY BOOKLET FOR BLIND STUDENTS AT C.E.I. MELVIN JONES, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2018-2019*”. Obtenido de chrome-

extension://oemmnclbldboiebfnladdacbfmadadm/https://repositorio.upse.edu.ec/xmlui
/bitstream/handle/46000/5287/UPSE-TLI-2020-0004.pdf?sequence=1&isAllowed=y

Salas, U., & Betancur, A. (2010). *strategias didácticas para desarrollar la habilidad de escuchar*. QUITO: Cervantes.

ANEXOS

SURVEY



Student's survey

Universidad Estatal Peninsula de Santa Elena.
Facultad de Ciencias de Educacion e Idiomas.
Pedagogia de los Idiomas Nacionales y Extranjeros.

Survey applied to students from Peninsula de Santa Elena high school.

Correo: *

Texto de respuesta corta

Preguntas Respuestas 16 Configuración Puntos totales: 0

Name: *

Texto de respuesta corta

1. Listening skills is important for learning the English language. *

strongly agree

agree

disagree

strongly disagree

...

2. Teaching strategies for the development of listening skills facilitate understanding of the English language

strongly agree

agree

disagree

strongly disagree

3. At the end of the English class, the students fully understand the teacher's instructions.

strongly agree

3. At the end of the English class, the students fully understand the teacher's instructions.

- strongly agree
- agree
- disagree
- strongly disagree



4. Is convenient that teacher to apply teaching strategies to improve listening skills in the classroom. *

- strongly agree
- agree
- disagree
- strongly disagree

...

5. Teaching strategies should be included so that students become active listeners during English classes. *

- strongly agree
- agree
- disagree

5. Teaching strategies should be included so that students become active listeners during English classes. *

- strongly agree
- agree
- disagree
- strongly disagree



6. Cognitive strategies help the development of listening skills? *

- Agree
- disagree
- strongly agree
- strongly disagree

...

7. The continuous use of audios and videos would contribute to the development of listening skills during English classes. *

- strongly agree
- agree
- disagree

- disagree
- strongly agree
- strongly disagree



7. The continuous use of audios and videos would contribute to the development of listening skills during English classes. *

- strongly agree
- agree
- disagree
- strongly disagree

...

8. Listening to your English teacher tell short stories helps students develop their listening skills. *

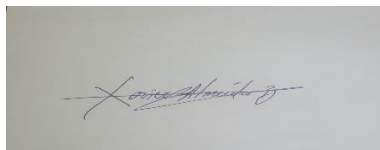
- strongly agree
- agree
- disagree
- strongly disagree

La Libertad, September 15th, 2021

ANTI-PLAGIARISM REPORT

In my role as Adviser of the research paper entitled "TEACHING STRATEGIES FOR THE DEVELOPMENT OF LISTENING SKILLS TO BEGINNER-LEVEL STUDENTS AT UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2021-2022 prepared by IVONNE CAROLINA SOLANO GÓMEZ undergraduate student of PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having analyzed in the URKUND anti-plagiarism system, and after having fulfilled the required assessment requirements, this executed project finds 1% of the permitted assessment, therefore this report is issued.

Sincerely,





.....
ING. XAVIER ALMEIDA BRIONES MSc.

ADVISOR

Document Information

Analyzed document	CAPITULO 1, 2 Y 4 IVONNE SOLANO GOMEZ..docx (D112614424)
Submitted	9/15/2021 10:36:00 AM
Submitted by	
Submitter email	ivonnesolanogomez153@gmail.com
Similarity	0%
Analysis address	xalmeida.upse@analysis.orkund.com

Sources included in the report

W	URL: http://peterstrutt.co.uk/wp-content/uploads/2019/07/Second-Language-Listening.pdf Fetched: 12/3/2020 8:12:19 PM	 1
W	URL: https://docplayer.net/104295390-Peninsula-of-santa-elena-state-university-faculty-of-science-education-and-languages-english-language-teaching-career-topic.html Fetched: 1/6/2020 4:58:43 PM	 1
