



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“COMPREHENSIBLE INPUT AS A LEARNING
STRATEGY FOR LISTENING COMPREHENSION”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES**

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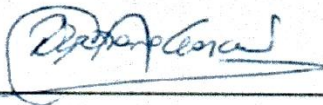
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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title "COMPREHENSIBLE INPUT AS A LEARNING STRATEGY FOR LISTENING COMPREHENSION" prepared by BERNABÉ SUAREZ DAVID RICARDO and QUIRUMBAY PERERO JOHN SAUL undergraduate students of the School of Educational Science and Languages, Faculty of Educational Science and Language at Península 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 evaluation of the academic tribunal.

Sincerely



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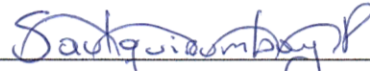
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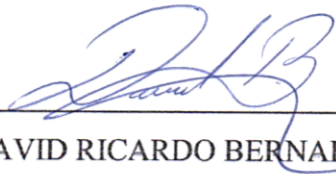


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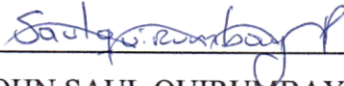
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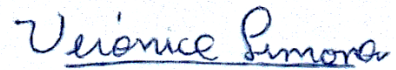
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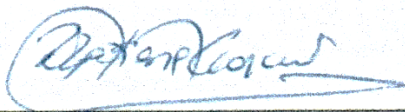
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Firstly, I want to dedicate this research project to my mother since she is the only person who has supported me in all my decisions, she is the only person who gave me what I needed to achieve this goal in my life.

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With love

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ABSTRACT

Listening comprehension is one of the most affected skills due to the techniques used in the classroom. The main resource that teachers use to carry out listening activities are audios, but the problem is that the audios are not of interest to the students, in addition, the students cannot understand the main message of the audios, consequently, students lose interest in continuing to practice the English language. The solution is not to learn the English language, the solution is to "acquire" the English language, that is why this research project called "Comprehensible Input as a learning strategy for listening comprehension", had as a general objective to identify the influence of the Input Understandable in the development of listening comprehension in students. The English language is essential in our society, it is important to find the most effective resources and techniques for students to acquire this language naturally, in this way students will learn new vocabulary in an entertaining way. For this research project, the qualitative and phenomenological research type method was applied. This research work had fifteen students from the "Unidad Educativa Muey" as a sample. An interview was applied to each one of them to know the opinion of the students about some resources and techniques based on the Comprehensible Input, such as songs and their lyrics, movies and television series, and the interpretation of words, and how these resources can influence them. At the end of this research project, it can be concluded that Comprehensible Input is positively accepted as a learning strategy, and it is interesting and entertaining for students to develop listening comprehension.

Keywords: Comprehensible Input, listening comprehension, strategy, vocabulary.

RESUMEN

La comprensión auditiva es una de las habilidades más afectadas debido a las técnicas que se utilizan en el aula de clase. El recurso principal que los profesores utilizan para realizar actividades de listening son audios, pero el problema radica en que los audios no son del interés de los estudiantes, además, los estudiantes no logran entender el mensaje principal de los audios, consecuentemente los estudiantes pierden el interés de seguir practicando el idioma inglés. La solución no es aprender el idioma inglés, la solución es "adquirir" el idioma inglés, por lo que este proyecto de investigación llamado "Comprehensible Input as a learning strategy for listening comprehension" tuvo como objetivo general identificar la influencia del Input Comprensible en el desarrollo de la comprensión auditiva en los estudiantes. El idioma inglés es esencial en nuestra sociedad, es importante buscar los recursos y técnicas más efectivos para que los estudiantes adquieran este idioma de manera natural, de esta manera los estudiantes aprenderán nuevo vocabulario de manera entretenida. Para este estudio se aplicó el método cualitativo y de tipo investigación fenomenológico. Este trabajo de investigación tuvo como muestra a quince estudiantes de la "Unidad Educativa Muey". Se aplicó una entrevista a cada uno de ellos con el fin de conocer la opinión de los estudiantes sobre algunos recursos y técnicas basadas en el Input Comprensible, por ejemplo, las canciones y sus letras, las películas y series de televisión, y la interpretación de las palabras, y como estos recursos pueden influir en ellos. Al final de este proyecto de investigación se puede concluir que el Input Comprensible se acepta positivamente como estrategia de aprendizaje, y resulta interesante y entretenido para los estudiantes con el fin de desarrollar la comprensión auditiva.

Palabras claves: Entrada Comprensible, comprensión auditiva, estrategia, vocabulario.

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INTRODUCTION

Practicing the English language daily has many advantages for students, in communication, in the educational environment, and in the long term in the work environment. However, there are some factors that affect the correct development of students' listening comprehension, such as the resources for activities that are used in the classroom, the lack of motivation, the repetitive vocabulary, and the information that does not catch the student's attention completely.

Listening comprehension is a fundamental part of learning the English language due to the aspects that having developed listening contributes to, without a good listening comprehension the inclusion of a new vocabulary becomes difficult because students will not understand what they hear, having good listening comprehension is important to develop all other skills. Due to the need to understand the main message of information and in this way a good listening can optimize the learning of the English language.

Consequently, different types of strategies have been designed to solve this problem and develop listening naturally, currently there are different strategies that involve resources such as music, series and movies, and even the interpretation of words through the body. These resources are useful in the teaching process. These resources are closely related to Comprehensible Input, which is an excellent strategy to develop students' listening comprehension naturally. This learning strategy uses audiovisual content that catches students' attention and motivates them to practice the English language, developing listening comprehension involuntarily and acquiring native English naturally.

This research project is structured into five chapters, which are focused on an essential aspect that involves the investigation field.

Chapter I: The problem.

It focuses on the problem that is presented in this topic, in this case it is listening, the problem the students have to develop it, and the justification of this research project.

Chapter II: Theoretical Framework

This chapter focuses on all the content that involves the topic, the background and the theories, the legal basis, and the variables of this topic.

Chapter III: Methodological Framework

This chapter focuses on the methodology that was necessary to carry out this research project, the data collection process, instruments, and the population.

Chapter IV: Analysis of Findings

This chapter focuses on analyzing the result obtained from the focus group and interpretation of the results.

Chapter V: Reflection of the Study

Finally, this chapter focuses on the experience and final reflection of this research project, the different challenges, and new insight the writers obtained from the project.

CHAPTER 1

THE PROBLEM

1.1 Topic

Didactic Resources and Listening Skills

1.2 Title of the project

Comprehensible Input as a Learning Strategy for Listening Comprehension.

1.3 Problem Statement

The traditional methods of the English language are based on theories that students must learn but not acquire, so this is the biggest problem when it comes to practicing a new language. One of the great objectives of recent years in schools has been to improve the English level of the student since learning a language will guarantee more opportunities in the professional field. However, teachers have tried to find or innovate new resources and learning techniques. However, students need to acquire the English language effectively, and some teachers no longer use traditional tools and resources such as books or notebooks to teach English. However, teachers continue to teach theory or grammar, making students lose interest in this language.

In addition, most students need help relating new information to prior knowledge due to traditional methods or strategies based on grammar, where students memorize and repeat structures they may not understand.

Consequently, students feel frustrated and stressed due to the difficulty of learning English and lose interest in continuing to listen to this language. “The lack of motivation and frustration for learning the English language can affect self-esteem since students will be unmotivated to carry out class activities which will affect their academic performance of students.” (Rodriguez, 2017, pág. 5)

In elementary school, learning is more accessible and didactic due to more fun resources and methods. Still, when students are in high school, the methods and strategies are more traditional and boring. Thus, they graduate with almost no knowledge of English, “The law "says that high school students must graduate with a B1 level in the English language according to the Common European Framework (CEFR).” (Ministerio de Educacion , 2017)

Knowing the main problems and consequences, now it is necessary to know if the "Comprehensive Input" as a learning strategy is a strategy that could have good results in learning the English language, benefiting both students and teachers, and thus avoid the resources and traditional methods for teaching English, getting students interested in this language.

This is why an in-depth study will be conducted on the Comprehensible Input to improve listening comprehension.

1.4 Problem Formulation

1.4.1 Problem question

- How does Comprehensible Input influence the development of students' listening comprehension?

1.4.2 Specific questions

- What kind of effect does Comprehensible Input have on the developing of listening skills?
- Can Comprehensible Input be applied daily for listening comprehension?
- Is the Input Comprehensible relevant for students to continue learning theory and grammar in the English language?

1.5 Objectives

1.5.1 General objective

- To explain how Comprehensible Input influences the development of students' listening comprehension.

1.5.2 Specific objectives

- To recognize the advantages and disadvantages of Comprehensible Input as a learning strategy for listening comprehension.
- To explain that Comprehensible Input can be a good teaching strategy for listening comprehension.
- To find the most effective resources and techniques for student learning based on "Comprehensible Input" as a strategy to develop listening comprehension.

1.6 Justification

Currently, mastering or acquiring a new language gives more opportunities in a competitive field. The English language is related to external professions such as technology and science. People with adequate knowledge of the English language probably have more opportunities in the workplace since English is considered a universal language.

In learning the English language, different complications are shown both in teaching and learning due to the students' little interest. The problem that is justified in this study is based mainly on the low performance that students present in listening comprehension in the English language, caused by using traditional methodologies, strategies, and resources that are based only on grammar and theory of language, making students only repeat and memorize ideas that they probably do not understand.

After everything explained above, this research is based on a deep search to provide didactic techniques based mainly on Comprehensible Input with the aim that students only sometimes depend on the study of grammar. They do not need to understand all the words to know what the message is or at least most of the meaning of a message that they hear.

It is considered that listening comprehension is the basis of the other skills of any language except sign language. “Listening comprehension is the most important skill to be developed in the class of English as a foreign language.” (Qualitas, 2020)

The following investigation will have scientific foundations that will help future studies. Therefore, it will be verified if the Comprehensive Input improves oral comprehension.

In addition, this research can benefit both teachers and students; teachers will have new methodologies and resources for the teaching and learning process instead of traditional methods, while students will have the opportunity to acquire a new language differently.

This research has as its theoretical basis or foundation the verification in a real or natural context, native English.

CHAPTER II

THEORETICAL FRAMEWORK

The Input is mainly in learning a new language, in this case, English. In other words, students can acquire a new language by understanding the message and when they are in contact with the Comprehensible Input. Therefore, several authors have conducted various investigations to understand the effect Comprehensible Input has on learning a new language.

2.1 Background

In a study conducted by Lewis (2020) on “What Is Comprehensible Input and Why Does It Matter for Language Learning?”, he explains that acquiring a new language is different from learning it, for example, learning philosophy or geography. "We cannot read a book about it and then come to know it."

On the other hand, acquiring a language happens unconsciously, and it does not require almost any effort to acquire a new language because it happens unconsciously. The base or the nucleus of this process is only the Comprehensible Input.

Lewis argues that students who are more in contact with a new language are more likely to acquire it. He also shows that second language learners acquire grammatical rules that they have never learned before, which means that English language acquisition can occur without instruction and effort.

In the same way, Paker (2020) conducted research on "A Critical Review on the definition of Comprehensible Input and the use of the Term Acquisition", Paker ensures that it is possible to acquire a second language if the acquirer has natural fragments of language.

In a recent investigation carried out by Rogers (2020), and his work “Leveling up comprehensible input and vocabulary learning”, Roger explains that technological advances within the field of learning have innovated how children and young people have acquired their native or second language. Online video games' popularity has captured children's attention so that they can learn a second language while having fun. Being face-to-face with foreign people can be difficult for any reason, but nowadays with video games online, this is no longer a problem.

Roger also argues that mastering a language has a greater chance of success in expanding vocabulary. He also explains that one of the most beneficial skills is listening comprehension; results indicate a lexical profile and a rate of encountering vocabulary in line with similar forms of language Input such as television and movies.

According to Broad (2020) and his recent research "Literature Review of Second Language Acquisition Theories", explains that in the acquisition of a new language, it is customary to observe how children imitate the language of the people around them and will imitate what they see and try to say what they hear. The number of attempts creates language behavior. If children hear some words in another language and manage to understand what they hear, they will probably never forget those words.

He also explains that children's listening comprehension is based on cognitive development within their interactive environment. Therefore, the best way to develop a second language acquisition is to adapt that language to an environment where children feel comfortable and without stress. Comprehensible Input is essential in this context since children can naturally acquire the English language, improving all skills, especially listening.

2.2 Pedagogical Basis

The acquisition of a new language implies different aspects of how people learn, specifically students; depending on the aspects, it is possible to know which strategies and methodologies are best to apply in the classroom. In addition, student behavior plays an essential role because by knowing the behavior, it is possible that the methodology can change to adapt it in a better way.

2.2.1 Multimodal Learning

Multimodal learning is based on teaching a concept through visual, auditory, reading, and writing methods depending on the student's learning needs. Its objective is focused on improving the quality of teaching, considering that each student has their way of learning. Multimodal learning is an excellent way to enhance the learning process through different materials depending on the student. “Multimodal learning creates an exciting and didactic learning environment where students feel comfortable and not stressed, which leads to more student engagement because they do not have to adapt to the teacher's learning style; the learning style suits students” (Litonjua, 2020).

2.2.2 Multiple intelligences

Multiple intelligences are a theory that describes and analyzes how students learn and acquire information on any topic in general. These multiple intelligences are related to using words, numbers, images, music, and even the importance of social interactions. “This theory suggests human intelligence can be differentiated into the following modalities: visual-spatial, verbal-linguistic, musical-rhythmic, logical-mathematical, interpersonal, intrapersonal, naturalistic, and bodily-kinesthetic.” (Gardner, 1983)

2.2.3 Linguistic Intelligence

According to Marenus "Linguistic intelligence deals with the importance of spoken and written language, the ability to learn or acquire languages, and the ability to use language to achieve certain goals." (2020) Linguistic intelligence allows the ability to communicate, both verbally and in writing. People with a facility for this intelligence show an improved ability in language acquisition, communicating and socializing in general, for which listening comprehension plays an important role.

2.3 Theoretical basis

2.3.1 Natural learning

The main objective of natural learning is to develop the essential communication skills of the language, where it is more important that there is vocabulary and not grammar so that the beginner student can establish essential communication.

It is a learning in which the student can learn spontaneously without needing to know the correct grammatical structure and pronunciation. The most important thing is that there is a production to obtain learning since the student begins to assimilate a second language, existing motivation on the part of the teachers.

2.3.2 Input

The word Input has as its main meaning what people read, hear, or speak. "Input refers to the exposure students have to the authentic language, in this case the English language, there are various sources, including the teacher, and the environment around the learners." (British Council, 2019)

2.3.3 Input processing

Input is a process where students use the knowledge obtained to express it best through the meaning of words. Input refers to a message when students listen to the English language and need to pay attention to the phrases or sentences to capture the main message. “One of the main problems of foreign language students is characterized by the interruption of the message since they need help understanding what is heard, and an answer cannot be given” (Wong, 2018).

2.3.4 The problem with comprehensible input

Although Comprehensible Input is an excellent strategy for developing listening comprehension skills, it does not focus on developing speaking skills; that is its weakness.

To acquire a language, it is essential "activate" the language in your mind. "Passively knowing a language and actively knowing it is two different things. One skill is to memorize information, but another skill is to retrieve information that you have learned quickly.” (Jan, 2018) Unfortunately, when people want to acquire a new language, they focus less on the latter.

Children who listen to their parents through Comprehensible Input acquire that language without complications. The main reason is that children are fearless in speaking. Nevertheless, when they learn a new language, they are forced, and that is, they feel pressured or stressed.

2.3.5 Advantages of Comprehensible Input as a learning strategy

The main advantage of Comprehensible Input is that it can be applied regardless of the student's English level. "For Input to be comprehensible, it must be in the form of meaningful language which students can understand with the help of embedded context, even though they do not fully understand the meaning of each word." (Language Kids World, 2019)

When the teacher uses Comprehensible Input, it is necessary for the teacher must use a slightly higher level of English than the students. This way, the students will understand most of the information they receive.

2.3.6 Music to improve listening comprehension.

This exercise to improve listening works almost the same way as watching series or movies on TV. It is essential to choose a song that each student enjoys listening to. It is crucial to get the lyrics in English and Spanish to be understandable. Then it is essential to listen to the song and read the lyrics in English, mentally or even better, singing it. "Songs are appreciated for their linguistic, pedagogical, cultural, and entertaining features; they are precious language learning materials that can be used to teach and develop every aspect of a language." (Ali, 2020)

2.3.7 Shadowing

According to Negeri Padang University (2019) and its investigation "Shadowing as a Technique to Practice English Pronunciation", Shadowing is a technique where people choose any audio in English, for example, conversations or monologues, and repeat out loud what the interlocutors say. Try to repeat the intonation of each word and the pauses in general. By doing it frequently, listening will improve, and vocabulary and speaking will be more fluent. Also, constant contact with the English language will make it more fluent and natural.

2.4 Legal Basis

2.4.1 Constitución de la República del Ecuador

The following articles are mentioned in the "Constitución de la República del Ecuador"

Art. 26.- Education is a right created for all people throughout their lives. It is considered a mandatory duty of the State to provide education to all people in the country. It is a priority

area for public policy and state investment. It ensures social inclusion and equality and provides people with useful knowledge for life. The whole society has the duty and the right to participate in the educational field (CRE., 2013, art 26).

Art. 27.- Education will be focused on the human being. It will guarantee its integral development in favor of human rights, a favorable environment, and an effective democratic system. Education will be inclusive, intercultural, participatory, compulsory, and diverse with warmth and quality. Solidarity is a value that will promote education, justice, gender equality and peace; it will stimulate critical thinking, the development of skills to create and work, individual and community initiative (CRE., 2013, art 27).

Art. 28.- Education will not be involved in individual and corporate services, it will only respond to the public interest. Universal access will be guaranteed and graduation without discrimination and compulsory at the initial, primary, and baccalaureate levels or the equivalent will be guaranteed. The state will promote intercultural dialogue since it is the right of each person to interact between cultures and develop a society where learning is promoted (CRE., 2013, art. 28).

Art 29.- The State will guarantee freedom of education, academic freedom in higher education, and the right of people to learn in their own language and cultural environment.

Mothers and fathers or their representatives will have the freedom to choose an education for their daughters and sons in accordance with their principles, beliefs, and pedagogical options (CRE., 2013, art 29).

2.5 Variables of the study

Dependent and Independent Variable

To carry out a research project "it is essential to use the dependent and independent variable, since by using both it is possible to link cause and effect" (Bhandari, 2022) Taking into consideration the given information, independent variables can be defined as the causes and dependent variables as the effect.

Dependent Variable: Listening Comprehension

Independent Variable: Comprehensible Input

Dependent Variable

Listening Comprehension

It is considered that "listening comprehension is one of the four most important skills for communication in the English Language, there are several definitions about reading skills, and authors such as Md. Kamrul (2020) "Listening comprehension is considered an essential skill for learners who want to learn a language" Listening comprehension could be considered the most important skill to develop, especially in the classroom.

According to Francisco (2020) Listening comprehension in the pronunciation of English is important, the development of this skill promotes in the student an interaction with the English language that allows the development of other skills such as reading, speaking and writing, giving students the ability to understand what are they listen.

Independent Variable

Comprehensible Input

According to Patrick (2021) and his investigation, assures that the acquisition of a second language is challenging to achieve using the traditional methods that educational institutions have always used, the effects that Comprehensible Input has to acquire the English language are acceptable. The methods based on the acquisition of a language are developed to improve the "Input" (acquired information).

CHAPTER III

METHODOLOGICAL FRAMEWORK

3. Method

3.1 Qualitative Methodology

The present investigation is of a qualitative approach, characterized mainly by collecting and evaluating data to obtain a deeper and more meaningful response. According to Brannan “Qualitative research is a type of research that explores and provides detailed insights into real-world problems, instead of collecting numerical data points or intervening or introducing treatments just like in quantitative research.” (2022) Normally, qualitative research includes interviews, group discussions, or observation methods.

Qualitative research analyzes the behaviors, perceptions, and experiences of participants. Instead of answering how many or how many, this type of research focuses on answering how and why. "It is structured as a stand-alone study, drawing on qualitative data; it could even be part of a mixed methods investigation using both quantitative and qualitative methods." (Tenny, 2022) In other words, qualitative research seeks a more sincere and honest answer based on the participants' experiences.

According to Crossman, qualitative research methods include la observation and immersion, interviews, open-ended surveys, focus groups, detailed analysis of visual and textual materials, and oral history (2020) Each of the mentioned steps plays a fundamental role in obtaining data. Qualitative researchers use their eyes, ears, and intelligence to collect insights and profound descriptions of a person or group.

The research will determine how Comprehensible Input influences the development of listening comprehension.

3.2 Type of Research:

3.2.1 Phenomenological Studies

Phenomenological Studies are related to understanding or explaining previous life experiences about a caution. According to Neubauer “Phenomenology can be defined as an approach with the aim of describing the essence of a phenomenon by exploring it from different perspectives of those who have experienced it”(2019) This investigation is essential to choose a population that has had a similar experience of a phenomenon in their environment to obtain a satisfactory result.

"The phenomenological study is one of the main qualitative approaches to research." (Babu, 2019) Phenomenology seeks foundations based on the interpretation of a person or group of people about a concept or some lived experience. In other words, it describes the meaning of people's lived experiences. It will help us identify students' opinions and their relationship with the English language.

This is the main reason the phenomenological approach is essential for this research project because, through this type of study, the prominent phenomenon of this research topic will be analyzed.

3.2.2 Focus Group

A focus group is a qualitative study technique that studies and analyzes the options and attitudes of a study group. It is characterized by having a moderator or researcher in charge of asking questions and keeping the discussion focused on the main topic. “The focus group

technique is a type of qualitative research methodology, generally defined as a structured discussion with a small group of people.” (Masadeh, 2012)

The focus group approach is characterized by a qualitative method. That gives researchers good results if applied correctly. “In qualitative research, the use of focus group discussions has been more widely used during the last decades, both in applied research and in academic applied research areas, mainly in the social sciences, management, and education.” (Gundumogula, 2020)

To obtain a general background of the students' listening experiences, they were interviewed in a focus group to learn more about their experiences and difficulties in listening, their actual situation related to this ability, and the methods they use to understand what they hear when they are doing an activity in class.

3.3 Instruments:

3.3.1 Questionnaire

A questionnaire is known to be a research instrument that consists of a collection of questions based on the research topic to have enough information from the respondents and have a convincing answer. According to Bhandari (2022) a questionnaire "is a list of questions used to gather data from respondents about their attitudes, experiences, or opinions. Questionnaires are used to collect quantitative or qualitative information." The main objective is to give some questions related to the topic, and the participant must answer these questions by providing their information or perspective on the topic.

This questionnaire is focused on a focus group to have a general idea about the answers obtained by the respondents.

3.3.2 Type of questions:

Taking into consideration the methodology of the research topic, open-ended questions will be applied where the students will have the chance to explain their points of view sincerely and honestly. In addition, the survey has eight questions related to the problem and the variables. This questionnaire aims to obtain information about what aspects motivation involves while students are listening and how the use of Comprehensible Input can influence the development of students' listening comprehension and motivation.

3.3.3 Data Collection Processing and Resources

In this work, the way to collect data will be through the use of an eight-question interview conducted in a focus group. The focus group will be chosen among the students of the "Unidad Educativa Muey", Salinas. This interview will be carried out in the morning session, it will be carried out in the students' recess so as not to interrupt class hours.

This interview will be based on a questionnaire, opened-ended questions to explain how Comprehensible Input influences the development of students' listening comprehension and to find the most effective resources and techniques for student learning based on "Comprehensible Input" as a strategy to develop listening comprehension.

3.4 Population and sample

The population is made up of students from the "Unidad Educativa Muey", the institution is made up of 1200 students which we will take as a reference for research the students of the Primero, Segundo, and Tercero of Bachillerato in each course, five students from each course will be interviewed, making a total of 15 participants.

because teachers sometimes need to explain the objective of the class clearly. It also depends on the way the teacher explains the class.

In most classes, the central theme needs to be clarified, and when it is time to do the activities, it is not easy to do them.

Question 2. What benefits do you think you will have if you improve your listening comprehension by acquiring native English?

Figure 2

The benefits that students have by improving their listening comprehension.



Note. In figure 2, the interviewees gave new words; the most frequent words in this question are "Oportunidades laborales" (Job opportunities), "viajar" (travel) "culturas" (cultures)

According to the student's responses, acquiring the English language by improving their listening comprehension brings several benefits that could help them in the future. Acquiring native English would help them communicate with native English speakers and have more fluent conversations. In the same way, they can have more job opportunities in the future since, in many jobs, it is necessary to have an acceptable level of English, and it would be much better if they acquire native English.

According to the answer that the students gave, music, movies, and dynamics are the resources that could help them motivate themselves to acquire the English language because it is a fun, exciting, and entertaining way to practice the English language.

Question 6. Do you think that the English language can be easily acquired in our environment? Why?

Figure 6

The opinion of students about acquiring English in our environment.



Note. This figure shows that the most frequent words were "Complicado" (complicated) "difícil" (difficult)

According to the opinion of the students, acquiring the English language is complicated in our environment due to the little interest that the students have in practicing English. The students only practice English in the classroom; after that, they need to remember what they learned and put it into practice after finishing the class.

Question 7. What is your opinion about using music, the interpretation of words, and television series or movies as resources and learning techniques to improve students' listening comprehension and acquire native English?



Note. This figure shows that the most frequently used words were "Cómodos" (Comfortable) "alegres" (happy) "satisfacción" (satisfaction)

According to the students' opinion, they would feel comfortable acquiring the English language naturally. Students can develop their listening comprehension without stress or frustration, by developing their listening comprehension students feel happy and satisfied with what they have achieved.

4.2 Discussion of the focus group vs bibliographic review.

The purpose of question number one was to know the previous experience that the students have had with the activities that the teacher uses in the classroom, specifically activities for listening comprehension. According to the question that students mentioned related to the previous research, most students have complications when teachers explain the activities based on listening comprehension, making that experience "complex". However, it depends on the methodology applied by the teacher.

The purpose of question number two was to know the advantages students would have if they developed their listening comprehension. The answer obtained from this question is highly related to what Qualitas mentioned, "Listening comprehension is the most important skill to be

developed in the class of English as a foreign language" (2020) because the students mentioned the opportunities and advantages in developing their listening comprehension.

The third question aims to know the opinion of the students about the grammatical structure and its importance in developing their level of English, explicitly listening comprehension. The answer obtained is related to the word "it depends" because "learning" English is related to grammatical structure and theory. However, the grammatical structure is not naturally related to "acquiring" the English language. The answer that was obtained from this question is highly related to what Ramsay Lewis said; he explains a big difference between learning and acquiring a second language.

Question number four was created with the purpose of knowing what didactic resources the teacher uses in the classroom to develop listening comprehension in the English language. According to the response obtained by the resources, the audios are the resource most used by teachers. However, the use of audio is a definitive resource; consequently, students lose interest in practicing their listening and need help understanding the central message of the audio.

The fifth question was created with the purpose of knowing what didactic resources or activities can motivate students to acquire the English language and improve their listening comprehension. The students mentioned that "music" and "movies" as resources are good ways to practice English and develop their listening since music and movies are a fun and exciting way to naturally practice the English language and develop listening comprehension.

Question number six was created with the purpose of knowing if the students think if the English language can be easily acquired in our environment. What students mention is that it is "difficult" to acquire native English in our environment because students have little interest in

practicing the English language. Consequently, students do not acquire the necessary English they need due to little interest in practicing and developing their English skills.

The seventh question was created with the purpose of finding out what students think about the use of music, the interpretation of words, and television series or movies as learning resources and techniques to improve listening comprehension and acquire native English. The answer given by the students shows that the resources were mentioned as an "excellent" way to practice the English language since it is an entertaining and exciting way to practice English and acquire it "naturally".

The last question was created with the purpose of knowing what feelings or thoughts students have while acquiring native English and improving listening comprehension with the help of resources and techniques based on comprehensible Input, such as music and the interpretation of words. Students mention that using the mentioned resources can help them feel "motivated" and "interested" in practicing English and developing listening comprehension naturally. They are demonstrating that Comprehensible Input is an excellent learning strategy for students.

CHAPTER V

REFLECTIONS OF THE STUDY

This research project called "Comprehensible Input as a learning strategy for Listening Comprehension" was carried out with the purpose of explaining how Comprehensible Input influences the development of students' listening comprehension and finding the most effective resources and techniques for student learning based on "Comprehensible Input" as a strategy to develop listening comprehension.

To achieve an excellent research process, the authors have used various techniques, reviewed data and information related to the topic mentioned above, and conducted previous studies closely related to the topic to have more helpful information. In addition, to obtain information from a focus group, an interview was conducted with a group of students who belong to "Unidad Educativa Muey".

The main problem that sustains this research project is closely related to the fact that developing a new skill in English can be difficult using traditional teaching methods and resources. In this case, listening comprehension is the most affected skill. Therefore, it is challenging for students to develop it due to the methodology and resources used in the classroom and the need for more motivation to practice this language.

After collecting and reviewing information, theories, and data, the authors found that Comprehensible Input as a learning strategy to develop listening comprehension is highly reliable and beneficial for students due to the main characteristic of Comprehensible Input, which is it is based on "acquiring" the English language naturally, unlike learning English, which is based on memorizing.

Comprehensible Input is also related to the theory of multiple intelligences because students can learn and acquire knowledge differently. Consequently, students can develop their listening comprehension.

Therefore, the authors learned that this strategy to develop listening comprehension is applicable in the classroom and can also be helpful at home because of the different ways it can be used. Students can practice the English language unconsciously, effortlessly, and without feeling pressured to learn the English language.

At the beginning of this research project, the authors thought that music, television series, and movies were distractions that prevented students from developing the English language. However, after reviewing the information and data obtained, the authors realized that music, television series, and movies could help students develop listening comprehension and acquire knowledge unconsciously.

The authors realized that when practicing listening in the classroom, the most common method is to use audios that students need help understanding due to their lack of knowledge of the English language. Consequently, students need more interest to continue practicing the English language. This is detrimental for them since it affects the motivation of the students. When they do not understand the audios, they feel frustrated for not being able to capture the information. However, Comprehensible Input as a strategy presents several resources to understand the information that students hear.

The music draws the students' attention through the melody and using the music, the students can practice listening comprehension using the lyrics of the songs. Television series and movies are excellent audiovisual content as they allow students to acquire new vocabulary using

subtitles and to listen to the words of native English speakers. Word interpretation allows students to express what they say using their bodies to complement the main message, thus making the message more understandable to more students.

Making this research project brings the authors several challenges and experiences. One of those challenges is using tools to carry out the research; some of these tools the authors already know, but others that they have never known during the research process, which was challenging for them.

A life lesson the authors realized through making this research project, and it could be mentioned, is that practicing English is simple and manageable. Practicing English can be entertaining with activities that people do every day naturally, such as listening to music or watching a movie.

However, sometimes thoughts about practicing English relate to complicated audio, grammar structures, and pronunciation. Developing a new skill is never easy; it is always necessary to dedicate time, effort, dedication, perseverance, and discipline, but with the right tools, this process can be more straightforward, and the benefits we obtain are always rewarding.

After making this research, the authors have learned new knowledge related to the teaching area, and some new methods and resources are helpful in teaching situations for them. In addition, at the beginning of this research, the authors thought that the only way to practice listening comprehension was through the audios recommended in the books, and to understand it better, the teacher played the audio a maximum of two times, that is the way the authors considered it effective to practice listening, but there is a problem, sometimes the audios are not of interest to the students because they do not understand the main message. Consequently, they

need more motivation to practice. However, Comprehensible Input in education has significant advantages: students can practice on their own with the lyrics of songs they enjoy listening to, TV series or movies help students acquire new vocabulary through subtitles, and the interpretation of words is a complement to be able to understand what the students are hearing.

Comprehensible input in education is an interesting topic due to the different concepts that relate this learning strategy to education. That is why, to carry out future research, the authors will have their resources and will use them to have more information, data, and results about the topic, the obstacles that could arise using this strategy in an authentic learning environment.

To make a more profound investigation about this topic, the authors will investigate the most listened to musical genres by young people, the songs that have an adequate language and are easy to practice for young people, the most seen TV series and movies by young people with an adequate level so that students can develop their listening comprehension and how to use the body to interpret the message through words correctly.

Finally, this research project has provided the authors with new knowledge and research ideas, such as the high effectiveness of audiovisual content in students and the application of this strategy to acquire any language that students are willing to practice.

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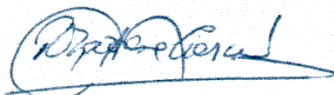
ANNEXES

La Libertad, February 07, 2023

ANTI-PLAGIARISM REPORT

In my role as Adviser of the research paper entitled "COMPREHENSIBLE INPUT AS A LEARNING STRATEGY FOR LISTENING COMPREHENSION" prepared by BERNABÉ SUAREZ DAVID RICARDO and QUIRUMBAY PERERO JOHN SAÚL undergraduate students of PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES Career, Faculty of Education and Languages at Península 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. TATIANA GARCÍA VILLO MSc.

ADVISOR



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Preliminary Project Approval and Advisor's Notification



**Facultad de
Ciencias de la Educación e Idiomas**
Pedagogía de los Idiomas Nacionales y Extranjeros

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Cc: Tatiana García Villao, MSc.
DOCENTE

ASUNTO: Aprobación de tema de Trabajo de Integración Curricular



FECHA: 02 de diciembre del 2022

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-2022-033, efectuado el 28 de noviembre, fue aprobado el tema de su trabajo de Integración curricular denominado "Comprehensible Input as a Learning Strategy for Listening Comprehension", siendo designado como miembros de tribunal los siguientes docentes:

DOCENTE	CORREO	TELÉFONO	DESIGNACION
Tatiana García Villao; MSc.	rgarcia@upse.edu.ec	0968452695	Tutor
MSc. Verónica Limonés Borbor	jlimones@upse.edu.ec	0990130424	Especialista

Recordarle que el docente tutor debe enviar mensualmente el informe de avance, además las tutorías deben ser registradas en el Formato de Registro de Asistencia a Tutorías.

Atentamente,

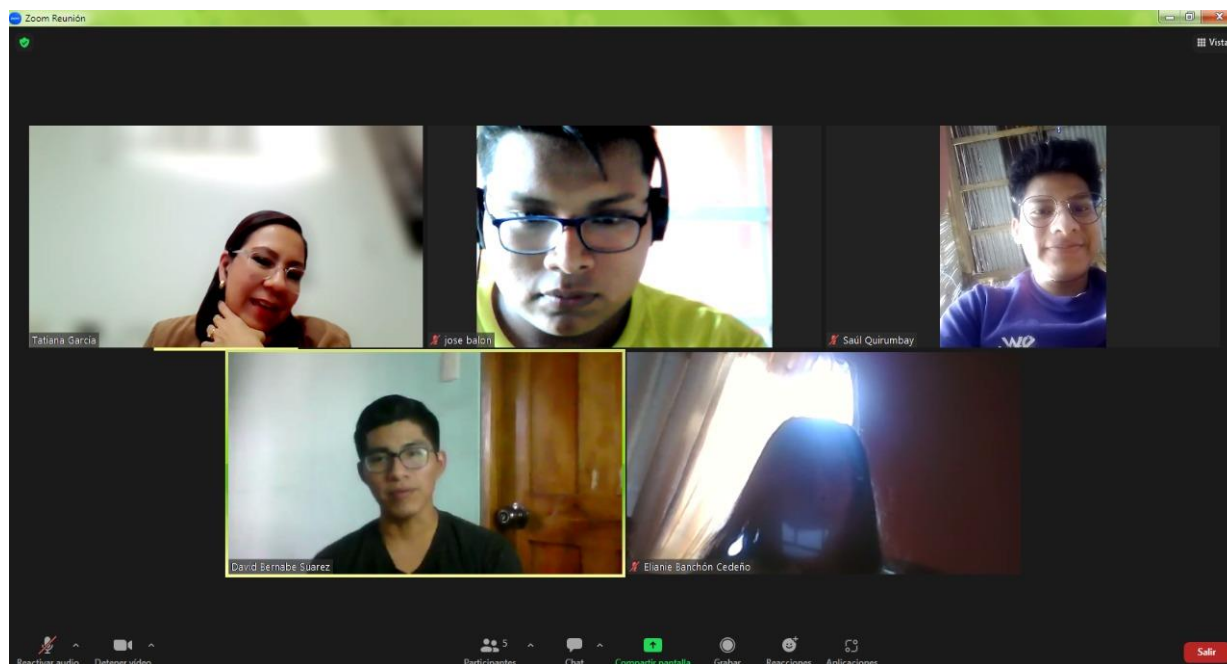



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Meetings with the Advisor



Focus group.



Interview link:

<https://drive.google.com/drive/folders/1ofvygAyJy1R7Lf6LaprYWbSy-37Ju1Dk?usp=sharing>

Questionnaire for interview

Esta entrevista será realizada con el objetivo de recolectar datos sobre la experiencia de los estudiantes con las actividades de Listening que el profesor utiliza, también para conocer la

opinión de los estudiantes sobre recursos y técnicas de aprendizaje basadas en el Input Comprehensible. Esta entrevista será realizada en español para una mejor comprensión. En esta entrevista, ustedes serán el objeto de estudio para este proyecto de investigación llamado “Comprehensible Input as a learning strategy for listening comprehension” y este proceso será dirigido en focus group.

Questions for focus group.

1. Tell us about your experience in English activities that teachers use in the classroom to improve students’ listening skill.
2. What benefits do you think you will have if you improve your listening comprehension by acquiring native English?
3. Do you think it is important to learn grammatical structure to develop your level of English, specifically listening comprehension? Why?
4. What didactic resources does the teacher use in the classroom to develop listening comprehension in the English language?
5. What didactic resources or activities do you think could motivate you to acquire the English language and improve your listening comprehension?
6. Do you think that the English language can be easily acquired in our environment? Why?
7. What do you think about the use of music, the interpretation of words and television series or movies as resources and learning techniques to improve students' listening comprehension and acquire native English?
8. What feelings or thoughts do you have acquiring native English and improving listening comprehension with the help of resources and techniques based on comprehensible Input as the use of music, the interpretation of words?

Transcription of the focus group interview

1. Cuéntenos sobre su experiencia con las actividades de inglés que los maestros usan en el salón de clases para mejorar la habilidad auditiva de los estudiantes.

- De acuerdo con mi experiencia en el idioma inglés hay muchas palabras que son nuevas para mí y que difícilmente logro identificarlas, pero me mantengo atento a la actividad que se esté llevando a cabo para poder comprender la mayor parte del contexto.

- Lecturas son lo que más se usa dentro del aula de clase.

- Trabajar con audios en clases se nos hace un poco más fácil poder reconocer ciertas palabras.

- Cuando la profesora habla en inglés usa gestos, esto para nosotros nos ayuda mucho para saber de qué tema está hablando y así se logre receptar mejor el mensaje.

- El uso de audios nos ayuda también en el escucha y al momento de escribir.

2. ¿Qué beneficios crees que tendrás si mejoras tu comprensión auditiva adquiriendo inglés nativo?

- El aprender otro idioma que no sea el idioma materno abre muchas oportunidades laborales y nos brinda una mejor calidad de vida

- Esto nos ayudará en el futuro de nuestras vidas y no solo para beneficio propio sino también para nuestras futuras generaciones ya que el saber un idioma beneficia a los seres que nos rodean.

- El aprender otro idioma nos permite viajar a otros países y conocer nuevas culturas, tradiciones y nuevas formas de vidas.

- Nos permite intercambiar culturas y tradiciones.

- El saber otro idioma nos permitirá obtener un mejor sueldo y podremos vivir cómodamente.
- Hablar en otro idioma incluso nos permite dar a conocer nuestra forma de hablar ya que si hablamos con un extranjero que sabe más o menos español al mismo tiempo podremos enseñarle a él y él a nosotros.

3. ¿Crees que es importante aprender la estructura gramatical para desarrollar tu nivel de inglés, específicamente la comprensión auditiva? ¿Por qué?

- Consideramos que si es importante pero no esencial ya que muchas de las personas adquieren el idioma inglés de manera natural viendo series de televisión o películas en el idioma inglés.
- Muchas de las personas se les hace fácil adquirir de manera natural escuchando música que sea de su agrado ya que se trataría de gustos y preferencias.
- Cuando se trata de la habilidad de listening no es tan importante ya que se hace más énfasis en la parte auditiva y no la parte gramatical.

4. ¿Qué recursos didácticos utiliza el docente en el aula para desarrollar la comprensión auditiva en el idioma inglés?

- La profesora usa pequeñas lecturas dentro del aula de clases y hace que los estudiantes lean de esta manera cada estudiante le toca por lo menos leer una pequeña parte de la lectura.
- Cuando hay una palabra que no conocemos la profesora nos hace encerrarla y posteriormente a eso nosotros buscamos el significado con la ayuda de un diccionario y despejamos cualquier duda o inquietud acerca de la palabra desconocida.
- El profesor usa plataformas digitales como YouTube y páginas web para que los estudiantes puedan escuchar audios de acuerdo con el tema de la clase que se vaya a enseñar.

5. ¿Qué recursos o actividades didácticas crees que podrían motivarte a adquirir el idioma inglés y mejorar tu comprensión auditiva?

- A nosotros se nos haría más fácil escuchar audios acordes a nuestros gustos: algunos ejemplos serían, música, animales, plantas, moda y diseño.
- También sería muy beneficioso y de gran ayuda el poder ver y escuchar videos y poder contar con un parlante grande con el fin de que todos los estudiantes del aula podamos escuchar correctamente sin ningún inconveniente.
- Iniciar viendo videos que tengan un nivel básico para empezar correctamente poder entender mejor y luego avanzar con un nivel intermedio y así sucesivamente.
- Escuchar música nos ayuda con la pronunciación y mejora nuestra habilidad para aprender palabras nuevas y a su vez reconocer de manera inmediata palabras que previamente ya se las había estudiado.

6. ¿Crees que el idioma inglés se puede adquirir fácilmente en nuestro medio? ¿Por qué?

- Normalmente aquí en nuestro país la gente no le toma mucha importancia al aprender y adquirir el idioma inglés por lo que muchas veces si nosotros queremos practicar nuestras habilidades del idioma inglés, nos resulta difícil encontrar a personas que realmente quieran practicar con nosotros.
- Muchas personas prefieren aprender otras cosas innecesarias que adquirir el idioma inglés de manera natural.

- Si nosotros queremos aprender y practicar el idioma inglés necesariamente dos debemos mover a otro país donde haya hablantes nativos y tengan deseos de enseñarnos el idioma inglés con unas buenas bases.

- No es fácil aprender inglés aquí en nuestro país.

7. ¿Qué opinas sobre el uso de la música, la interpretación de palabras y series de televisión o películas como recursos y técnicas de aprendizaje para mejorar la comprensión auditiva de los alumnos y adquirir un inglés nativo?

- Sería muy beneficioso para nosotros ya que utilizaríamos recursos que están al alcance de nuestras manos como, por ejemplo: tablets, teléfonos inteligentes, laptops, entre otros.

- En cuanto a ver películas consideramos que esta sería una de las mejores opciones porque podremos ver nuestra película favoritas cuantas veces queramos siempre y cuando sea en el idioma inglés con audios y subtítulos en inglés para poder aprender inglés de una manera fácil, rápida, divertida y eficaz.

- Muchas de las personas hoy en día hacen mucho uso en la plataforma digital llamada Tik Tok, entonces desde ahí podríamos sacarle ventajas y usar esta herramienta para aprender nuevo vocabulario.

8. ¿Qué sentimientos o pensamientos tienes adquiriendo el inglés nativo y mejorando la comprensión auditiva con la ayuda de recursos y técnicas basadas en Input comprensibles como el uso de la música, la interpretación de las palabras?

- Sentiríamos satisfacción ya que sería un logro para nosotros el poder adquirir el idioma inglés de manera natural sin necesidad de poner mucho esfuerzo por nuestra parte.

- Nos sentiríamos felices de ver un logro más den nuestras vidas.
- Muchas de las personas quizás pensamos que el adquirir un nuevo idioma es muy complejo, lo cual no es así, si somos persistentes y le metemos mucho amor podremos alcanzar grandes cosas, sin necesidad de poner mucho esfuerzo.