PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

TOPIC:

"DIDACTIC TOOLS FOCUSED ON THE DEVELOPMENT OF LISTENING SKILL IN 10TH BASIC YEAR STUDENTS OF SAN ANTONIO DE PADUA HIGH SCHOOL, SCHOOL YEAR 2021-2022"

RESEARCH PAPER:

As a prerequisite to obtain a:

BACHELOR'S DEGREE IN PEDAGOGY OF THE ENGLISH LANGUAGES

Author: Angel Tomala Eliana Marianela.

La libertad – Ecuador

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Author: Angel Tomala Eliana Marianela

Advisor: Ing. García Villao Rosa Tatiana MSc.

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ADVISOR´S APPROVAL

In my role as Advisor of the research paper under the title Didactic Tools focused on the Development of Listening Skills in 10th Basic Year students of San Antonio de Padua High School, School Year 2021-2022 prepared by Angel Tomala Eliana Marianela undergraduate student of the 8° Semester Career, Faculty of Educational Science and Language 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 evaluation of the academic tribunal.

Sincerely

……..

ING. TATIANA GARCÍA VILLAO MSc.

STATEMENT OF AUTHORSHIP

I, ANGEL TOMALA ELIANA MARIANELA with ID number # 2450896903, undergraduate student from Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor´s degree in English, in my role as author of the research paper " DIDACTIC TOOLS FOCUSED ON THE DEVELOPMENT OF LISTENING SKILL IN 10TH BASIC YEAR STUDENTS OF SAN ANTONIO DE PADUA HIGH SCHOOL, SCHOOL YEAR 2021-2022", certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

ANGEL TOMALA ELIANA MARIANELA
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ACKNOWLEDMENT

First of all, I would like to grateful to God, who thanks to his blessings I have been able to complete in the best way a very important phase in my life. On the other hand, I would like to grateful my parents for giving me the opportunity to study at a great university and for their support in difficult times. Finally, I am grateful to the teachers who accompanied me during this long course of preparation, who with their patience and dedication gave me their teachings in the best way.

DEDICATION

I dedicate this work to all my family since they have been an indispensable support throughout my career. Thanks to their unconditional support, I was able to complete a very important phase of my life, so this work is dedicated to them. I also dedicate this work to God, who is my main driving force in life, because thanks to the faith he has given me, he has allowed me to stay alive and never give up in my studies.

ABSTRACT

The present study focuses on determining how the use of didactic tools influences the development of listening skills. In order to accomplish this research, it was necessary to apply a specific methodology, that is, the quantitative methodology. Through this methodology it was possible to apply a survey that helped the researcher to obtain valid data on the skill that students find more complex to master, resulting in the listening skill. Likewise, the survey made it possible to determine that students could improve their listening skills through the use of didactic tools. Finally, through the research it was possible to prove that the lack of knowledge in the students listening skills is due to the lack of practice in English classes. At this point of the research, it was fundamental to make a proposal to help students improve their listening skills. In this case, a didactic guide was proposed with different listening activities that teachers can apply to develop this skill in their students and make classes more dynamic and fun.

Key words: Listening skill, didactic tool, English, learning.

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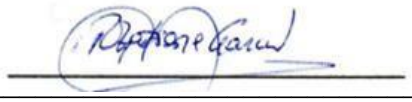

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INTRODUCTION

Listening skill is one of the four skills of English language, at the same time, it is considered by students as one of the most complicated skills to master. Because of this situation students get afraid of performing activities related to listening skill because they feel insecure due to the lack of understanding.

Once this problem was known, it has been decided to develop the present research in order to contribute a way to awaken the interest of students in learning to manage this skill. This English language skill, in spite of being one of the most complicated, is one of the most important among the others, since thanks to its mastery it can contribute to the development of the other English language skills. For example, when it comes to speaking skill, it is important to have a good command of listening to identify the pronunciation and understand the message said by the other person, therefore, the need to contribute through this research how important it is to improve the listening skill in students is born.

As mentioned above, the listening skill is considered one of the most complex among the other skills, but it is important to mention that this is not always the case since there are many ways to learn listening in an easy and fun way. That is to say, if it is difficult to manage or not, it depends on the strategies or resources that are applied at the moment of developing a listening activity.

So, it is necessary to highlight that one of the main aspects that should be taken into account when developing listening activities is that they attract the student's attention and awaken their interest in developing their listening skills. One of the main ways to achieve this is by corroborating with activities where didactic tools are used.

Technology plays a very important role in different fields. Embracing technology as part of teaching is fundamental because through it, we discover new ways of teaching. Therefore, it is up to us to look for innovative strategies to provide quality education.

Including didactic tools as a special support to promote English language learning is fundamental to transform traditional classes into something new and innovative. It is known that the new generation of students stands out for being more interactive, this is a characteristic that should always remain in the student, so the teacher must find ways to harness the energy of students to achieve a favorable learning in them.

Therefore, if English language teaching is related to the use of the didactic tool, it could favor both the student and the students, since we are looking for an innovative way to teach a language through tools that many of them know. The main objective is to encourage the development of the students' listening skills through the use of didactic tools. There are different types of didactic tools that can develop listening skills if they are applied correctly. The problem is that many teachers are immersed in traditional teaching and ignore these tools.

It is important for the teacher to be aware of these tools and take them as a main source in teaching the listening skill.

This research Project is structured as follows:

CHAPTER I: THE PROBLEM, in this section the problem of the present research will be mentioned in order to give emphasizes to the main topic of the investigation. In addition to this, general, and specific objectives will be described with the end of give to the lector an idea of what the research want to reach. Finally, justification will show.

CHAPTER II: THEORETICAL FRAMEWORK, this section contains the background of the study and the theoretical foundations.

CHAPTER II: METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS. This section of the research includes the methodological design, the type of research we worked with, the research methods, the research techniques, the research instruments, the sample and population, the analysis and interpretation of the results, including the student survey.

CHAPTER IV: THE PROPORSAL, this section contains the title of the proposal: A DIDACTIC GUIDE OF ACTIVITIES WITH DIDACTIC TOOLS THAT PROMOTE THE LEARNING OF THE ENGLISH LANGUAGE FOCUSED ON THE DEVELOPMENT OF THE LISTENING SKILL IN STUDENTS OF TENTH GRADE AT SAN ANTONIO HIGH SCHOOL, the justification of the proposal, the general and specific objectives, the description of the activities of the proposal, conclusions and recommendations.

CHAPTER 1

THE PROBLEM.

1.1 PROBLEM STATEMENT

Learning a second language such as English is a fundamental basis in society due to the wide range of opportunities it provides internationally. Some of the main reasons to learn a new language is because it increases the development in different areas of society such as; entrepreneurship, tourism, employment, trade, among others. Given this point, the interest is born to include the English language as part of the educational curriculum design where the educational institutions must include the teaching of this language and apply the correct methodologies and didactic tools to implement it in the classrooms in order to students learn and develop the linguistic skills of the language actively in any field.

Due to the high positive demand that the English language has around the word, many countries have decided to take it as part of their educational curriculum. In Latin America, the interest for learning English language is high, since it provides benefits in different ways. Latin America has made considerable efforts to improve English language learning through policies and programs, resulting in more people in the region having access to English language learning.

The education system is simply not producing students with the necessary levels of English proficiency. Schools are often unable to provide the necessary English classes. On the other hand, there are schools that try to fulfill with the expectations of a good development of English language in their students but in the most cases, they provide poor quality classes. (Kathryn, 2017)

In Ecuador, learning a second language such as English is a very important aspect, since it contributes to the development of the country in a significant way. At present, the progress of the English language in Ecuador is low according to the results of the free EF Standard English Test EF SET section 2020, where Ecuador ranked 93rd out of 100 countries. (EF, 2020)

Given this situation, it is emphasized that this low performance is due to the poor knowledge that many Ecuadorian students have of the English language. Because of that, it is understood that the problem arises because the students are not receiving the teachings in an appropriate way or the teachers are not applying the adequate didactic tools to acquire the language in a correct way.

Because of that, it is necessary to mention that English language education in Ecuador urgently needs drastic changes that lead to an improvement in student learning in this language. To learn a second language, it is necessary to master the four skills, speaking, writing, reading and listening. It is known that learning a second language could be difficult, many learners classify the skills of a language from the easiest to the most difficult, becoming this last as the most difficult. That is, there are learners who consider that listening is the most difficult skill to master since it is complicated for them to understand and comprehend the information they receive when they hear a second language.

(Walker , 2014) in her article called “Listening: The most difficult skill to tecah” emphatized that listening is one of the most complex skills in English language teaching since the acquisition of listening skills is not only based on a short period of time but requires a considerably long period of time. In addition to this, during the process of acquiring the listening skill the learner usually experiences a series of frustrating emotions until he/she becomes exhilarated and proud, that is, until he/she masters the skill. Still, it is important to note that the

teaching and learning of aural skills is one of the most difficult tasks a teacher and learner faces when learning a second language such as English.

Due to this situation, it is necessary to mention that there are different ways to improve the listening skills in students, in most cases it happens because teachers are not applying the correct resources to improve the listening skills in studenst, because of that learning English languge becomes difficult for students.

Teachers do not use timely methodological strategies or the correct resources to develop a good level of listening in students, which causes a limitation to understand conversations, opinions or interpret ideas using the English language. However, the methods currently used to teach a second language are firstly the grammatical rules, second the meaning of words and third listening comprehension. Because of this situation the curiosity of wanting to study the listening skill arises in order to strengthen it through didactic tools.

Therefore, it can be noted that there are several schools that have the same problem, as there are teachers who focus on teaching grammar instead of listening, many teachers think, it is better to teach grammar and leave behind the teaching of listening skills.

It is a problem that happens with San Antonio de Padua High School located in the north zone in the province of Santa Elena. In this High School a group of students of 10th grade have problems with the listening comprehension since they can't understand conversations in English language and because of this they can't express in a conversation. And also, it is important to mention that they focus on improving grammar instead of other skills.

Focusing only on grammar could be detrimental to them because if this skill is not developed in the foreground, it means that students will have problems understanding and

managing a conversation in the English language, since it is important for the development of the other skills to develop this one. It is important to know the reason why students do not develop this skill. One of the main reasons is due to little practice or little interest, it could be that teachers are not using the right strategies or didactic tools to develop it, that is why the teacher should make use of activities with didactic tools that reinforce the development of the students' listening in order to reinforce their knowledge in the English language.

The present investigation has as purpose to elaborate a didactic guide of activities with didactic tools that foment the learning of the English language focused mainly in the development of the listening skill since for many people to develop this skill is the most complicated, this is because many institutions have as main base to teach the grammar in the foreground, this is a problem since the students are focused on memorizing the grammar and they do not take into account the one that really matters which is to speak and to understand English. If there is no mastery of listening comprehension, students will not be able to understand when they are spoken to in English because they have been immersed in memorizing grammar instead of developing listening skills.

1.2 PROBLEM FORMULATION

Taking into account these precedents, it has been identified that the most revealing problems at the moment of learning English are involved with the listening skills of the students and the limited use of strategies and didactic resources with participative, creative and dynamic capacity, therefore, this project is focused on solving the following problem: How do the didactic tools reinforce the development of listening skill in 10^{th} basic year students of San Antonio de Padua High School, school year 2021-2022?

1.3 RESEARCH OBJECTIVES

1.3.1 General Objective

To determine how the use of didactic tools improve the development of listening skills in tenth grade students of San Antonio de Padua High School.

1.3.2 Specific Objectives

- To investigate through safe sources of information how didactic tools help in the development of listening comprehension.
- To apply a methodological approach that will help in the collection of information to carry out the present research.
- To propose a didactic guide of activities with didactic tools that promote the learning of the English language focused on the development of the listening skill.

1.4 JUSTIFICATION

The English language has not ceased to be the language that people try to learn, dominate and speak after their mother tongue, likewise there are methods, strategies and didactic tools that the institutes through their teachers have resorted to achieve that their students manage to understand English as a second language.

One of the most important stages that really impacts language learning is the teaching strategy that the teacher directs to his students and the didactic tools he uses to strengthen their learning in the English language. That is to say, the correct application of the necessary resources for the development of a class is essential for the students to learn to express themselves in an affective way in the English language, it is elemental so that the results are satisfactory and the students achieve the mastery of a second language.

There are certain didactic tools that allow the teacher to facilitate the learning of their students, which are: writing, pronunciation, reading and especially listening to understand the language.

Learning a second language requires perseverance and dedication in order to achieve it, it is necessary to master the four linguistic skills of the language: Listening, Speaking, Writing and Reading. The mastery of these linguistic skills is important, but it is necessary to emphasize that the linguistic skill "Listening" which refers to listening comprehension is one of the most complicated skills to be developed, but at the same time it is one of the most important skills that must be developed in the foreground since the good development of this skill will depend on how easily we can develop the other skills. If a student does not understand what he/she hears, he/she will not be able to produce and will undoubtedly present poor academic performance and lack of interest in the English language. This leads to the need to search for and make use of didactic tools capable of satisfying this need, since with a deficiency in listening skills, students will not show interest in learning.

The use of didactic tools such as audio-visuals are important and necessary to develop the Listening skill since they promote the motivation and interest of the student, besides, they will not only improve their listening level but they will also relate what they hear with what they see and in this way they will be able to interpret and understand what they hear in a conversation.

The development of this project will benefit the students and teachers of San Antonio de Padua High School to improve their learning and teaching in an effective way since through this research work I seek to link the didactic tools to motivate students to improve their linguistic ability of listening and promote their learning in the English language.

1.5 SCOPE

The present investigation has as purpose to seek a solution to the problem that students of 10th grade of San Antonio High School have in the development of listening skill through the use of didactic tools in order to improve their listening skill and foster their learning in English language.

To achieve it, a methodological guide has been elaborated in order to lead teachers from San Antonio de Padua High School to put into practice different activities where didactic tools take an important role in order to become each activity more dynamic and funnier with the purpose of progressing their listening skill.

1.6 DELIMITATION

1.6.1 Geographic space.

This research will be carried out in the San Antonio de Padua School of Basic Education in the country of Ecuador, province of Santa Elena, Canton Santa Elena.

1.6.2 Social space.

The present research will be carried out with tenth grade students of the educational unit San Antonio de Padua.

1.6.3 Temporal Space

The time considered for the elaboration of this project is in the school year 2021-2022.

1.6.4 Thematic Space.

The topic to be addressed is the use of didactic tools to promote the development of listening skill.

CHAPTER II

THEORETICAL FRAMEWORK

2 BACKGROUND

To raise awareness of the subject of the present project, contributions will be made from studies by different authors who prove that didactic tools in English language teaching are important for its good development, in this case the following contributions are focused precisely on didactic tools for the development of the listening skill.

2.1 Definition of key terms.

2.1.1 Didactics

Didactics comes from the Greek didaktiké, which means to teach. This word was used for the first time, with the sense of teaching, in 1629, by Ratke, in his book Aphorisma Didactici Precipui, that is, Main Didactic Aphorisms. However, this term was consecrated by John Amos Comenius, in his work Didactics Magna, published in 1657 (academia.edu, s.f.).

Didactics is the teaching method that teachers use for the development of their classes, Didactics is based on the procedures that are carried out for an academic purpose which objective is to instruct with educational strategies to students allowing effective learning, didactics is important because it guides the teaching process.

2.1.2 Didactic Resource

Camejo (2018) declares that the influence of music as a didactic resource is one of the most important manifestations that should be used in the classroom to develop listening skills in

an effective way, since it not only provides information that transmits, but also motivates students, allowing them to perform satisfactorily in the context of a conversation. In addition to this, students could feel the necessity to learn much more if they like the music they listen, for that reason teachers should take into account what type of music they want to play in order to students feel motivated to learn. In this case, Camejo proposes to design a handbook with activities based on music as didactic resource in order to students find it fun to improve their listening skill.

2.1.3 Didactic Tools

Didactic tool is also known as auxiliary or media, it is any resource used to support and/or facilitate the teaching-learning process, used by the teacher or student. (GLOBAL, s.f.)

Didactic tools, as their name indicates, are tools that help in the learning of students in order to improve their knowledge in any activity where they need to learn. On the other hand, a didactic resource is understood as the set of material means that intervene and facilitate the teaching-learning process. The functions of didactic resources must take into account the target group, in order for the resource to be truly useful (Morales, 2012)

Avila (2016) expresses that the use of didactic tools is a main base to promote the development of listening skills, since this promotes student motivation and induces them to learn a new language in a dynamic and effective way. He emphasizes that the use of audiovisual tools "offers alternatives to raise the student's motivation in class. In the educational aspect, educators believe that students learn best when it is fun because through videos, they can improve their skills and get more culture". By using this didactic tool students could develop their listening skill without the necessity of feeling frustration since they are learning in a funny way.

Most of the time students do not develop the Listening skill because they do not have the necessary didactic tools to develop it effectively. He argues that if a student does not develop the listening skill correctly students will have difficulties in speaking and interpreting (Guim, 2017), the author mentions that the big problem is that not all students have the opportunity to learn using didactic materials that improve and develop the process of learning English in them, therefore he suggests that the teacher should motivate the student to communicate and practice all the knowledge acquired in the classroom and for that he proposes to address the linguistic need of listening through the use of didactic resources such as a comparatives table exercises for listening in order to improve the development of this skill. The purpose is to provide comparative table exercises for listening, they are an excellent tool to use in listening activities in order to create an active participation in English classes through didactic materials.

2.2 Listening Skill

Listening skill is one of the four English skills that the English language have. This skill, as its own name says focuses on the development of the listening comprehension in order to understand different conversations. “Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us.” (englishclub, 2021)

In other words, listening is the ability of interpreting messages through dialogues and conversations since it is the key to have an effective communication with the others. Without listening people can misunderstand a conversation. To achieve good listening comprehension, it is necessary to focus on the attention.

2.3 Process of listening

It is known that, learning listening skill helps to improve the others skills. According to (Speaking, 2021) the listening process, which is essential to successful public speaking, involves five stages.

Receiving stage.

Receiving is one of the main stages of the listening process. This first stage includes hearing and attending. In this case, hearing is a physiological process, this process consists on collecting effective information through listening. In this case, it is necessary to be capable of physically hearing what we are listening to. In addition to this, attending is the other half of the receiving stage, attending is the process of identifying and interpreting particular sounds we hear as words since what we hear doesn't make sense until we give it a meaning.

Understanding stage.

Understanding it is that stage which the listener has to determine the context and the meanings of the words that he/she heard. Understanding arises when the words that the listeners hear become in messages, it happens because the receptor has understood the context of the messages. One tactic to understant the meaning of the words spoken by the speaker is to ask questions to fill in any holes that the receptor may have in the reconstruction of the speaker message.

Evaluating stage.

This type of listening process occurs when the listener assesses the information they received. This stage allows the listeners to form opinions about the information they have heard before. So, evaluating stage occurs once the listener understands what the speaker is trying to

say. When the listener has understood the information of the speaker it allows to evaluate the message without misunderstanding.

Remembering stage.

Remembering stage occurs when the listener retains and categorizes the information that he/she has obtained from the speaker. As a result, if the listener is attending, understanding and evaluating, the listener will be able to register and record information about events, objects, people among others aspects for later recall.

Responding stage.

In this stage the listener provides verbal and/or nonverbal reactions based on short- or long-term memory. When Non-verbal is mentioned, it is referring to responses to the speaker with gestures such as nodding or eye contact. These types of reactions allow the listener to communicate with the speaker without interruptions, in this way the listener is giving his or her point of view without interrupting the speaker.

2.3.1 The importance of listening

The importance of listening skills arose from the necessity to understand a foreign language as a native speaker. Listening is one of the most important skills, students should learn the listening skill before the others because if students achieve to manage this skill, they will be able to learn the others in an easy way. Thanks to the good manage of this skill the student will be able to follow good communication, at the same time students understand what the others say and have a good conversation in English language.

2.4 Types basic of listening

According to (gulam, s.f.) there are four basic types of listening. They will be described below.

a) Active listening

Active listening corresponds to understand all the things, that is, active listening is about making a conscious effort to listen not only to the words of the person who is speaking, but to make an effort to understand the whole message. To achieve this, the listener must pay attention to the other person very carefully. In this case, the listener should not be distracted by whatever else is going on around him or her while the other person is still speaking. Likewise, it is not allowed to lose concentration on what the other person is saying.

b) Selective listening

According to (Brennan, 2021) this type of listening involves focusing your attention on a particular piece of information. That is, you consciously or unconsciously choose what you consider relevant to listen to and ignore what is not.

c) Empathic listening

To use empathic listening, listen patiently to what the other person has to say, even if you do not agree with it. It is important to show acceptance, though not necessarily agreement, by simply nodding or injecting phrases such as "I understand" or "I see." (mindtools, s.f.)

This type of listening helps to see from the other person's perspective, that is; the person hearing the message can try to understand the other person's point of view while speaking.

d) Ignoring listening

This type of listening is called "ignoring", that is, not listening at all. This happens when you are talking to someone and lose the rhythm of the conversation due to distraction. In this way the person talking may get the impression that you are ignoring him/her (Don Crawley , 2013)

2.5 THEORICAL FOUNDATION

Some important didactic tools will be mentioned in order to know the importance they are in the classroom to promote the listening skill in English class.

Video material as didactic tools

The video material as didactic tools to promote the listening skill in the classroom is important, since it is an exceptional learning tool that allow learners to access to more information when listening. One of the main reasons why it is necessary to use video material as didactic tools in the classroom is because they contain dialogues from highly proficient English speaker that could contribute to an easier understanding of their pronunciation. In addition to this, through visual videos students could interpret in an easier way what they listen. (Arteaga et al., s.f.)

According to the research of the author already mentioned, it can be deduced that didactic tools such as; audiovisual tools, a design handbook music as didactic resource, the elaboration of a comparative table exercises for listening and video material are important didactic tools that the teacher should consider to use in order to promote a great develop of listening skill in the students, this way they will be motivate to learn a new language.

Audiovisual recordings

According to Library,I. (2020) Audiovisual recordings can facilitate language teaching in a number of ways. Audiovisual recordings make classroom learning more interesting and can relieve learners of monotony. It also helps students generate ideas for discussions. It makes the class more interactive and effective.

One of the most important didactic tools that can improve the listening comprehension of students are the audiovisual recordings. Through this didactic tool students can listen and at the same way they can watch what they are listening, in this way they can understand, know new vocabulary, interpret and relate what they listen and watch, with this type of didactic tool they not only might develop their listening skill but also, they might improve their pronunciation because at the moment they listen, they will know the correct pronunciation of each word, in this way students will be able to understand any conversation in English language without problem.

It is a necessary tool that teachers should apply in any activity they are going to develop with the students at the moment they want to improve the listening since it provides many benefits to students, for example: as mentioned before, through this tool students might listen and watch what they listen at the same time in order to relate each word with each image, in this way they might know in an easy way the new words and will learn vocabulary that will be easy to recognize in other activities since with this type of activities students will develop their listening skill and pronunciation.

Audio visual materials.

According to Research (s.f.) the use of audiovisual materials as teaching tools helps students improve their speaking skills. They can see and hear the words, which helps them remember better when they speak. As the other one, through this didactic tool students might pronounce correctly any word as they hear the correct pronunciation in the audio before speaking. Indirectly, it will increase their confidence level when speaking and they can overcome their shyness.

As the other one, by using audiovisual material students might improve their listening skill and at the same way they will improve their pronunciation, it is important to mention that when the didactic tools are applied and used it in a correct way, they will be able to help students to learn and dominate the listening skill in an easy way without difficult.

Vintimilla (2016) in his research mentions that the use of audiovisual material in English classes is important since it can motivate students to learn English language, because the audiovisual material acts as a motivating and supportive tool and at the same time helps to develop the interest in English language learning. It means that, the visual materials can be key drivers that help to accelerate the learning and the interest of students to learn English language.

The use of audiovisual material can motivate students to learn a language, since not always students work with material that catch their attention, at the moment they start with the practice they will enjoy to listen and will try of understant what the audio says in this way they will improve their listening in a funny way.

Audio-visual aids

Audiovisual aids play an important role in improving learners' speaking and listening skills, as there are many advantages that can be gained through the use of audiovisual aids. The use of audiovisual aids is one of the most appropriate techniques to improve the speaking and listening skills of learners (SKILL, s.f.) Thanks to audiovisual aids, learners are more enthusiastic. Students enjoy the teaching and learning process more. This type of tool offers the opportunity to develop accuracy and fluency and keeps students highly motivated. With the facilities offered by the school, it is unfortunate that the teacher does not use them**.**

Applying audio-visual aids can help teachers to improve their classes and catch the attention of students in order to improve their learning. Audio-visual aids not only are simple tools but also are important in education system. Audio visual aids are those devices which are used in classrooms to encourage teaching learning process and make it easier and interesting. Audio -visual aids are the best tool for making teaching effective and the best dissemination of knowledge. (Saima Rasul, Bukhsh, & Shazia, 2011)

Audio visual media

The use of audio-visual media is able to improve the results of listening course. In addition, the students also become more motivated and enthusiastic during the lecture which can be seen in the group discussion stage that implement collaborative learning. Generally, it can be concluded that audio visual media can improve the focus and concentration of students in listening courses. In addition to the use of audiovisual media, the selection of the topic material also influences the results of students listening comprehension. (Hardiah , 2019)

Another important didactic tool that can help students to improve their listening skill is the audio-visual media, like the others, students can use this to improve their listening comprehension since according to previous research, students feel more motivated to learn when they use the media, through media students can find different videos of their interest and teachers can take advantage of this to awake the interest of students in the learning of English language and improve the listening skill of this language, specially the listening skill that is one of the most important skills students should develop to learn the other skills without problem.

PowerPoint

Nowadays, PowerPoint is an educational tool for teaching and delivering material in classes. (Hashemi & et al. , 2012)

Power Point is basically developed for presentations. But it is not essentially developed for the classroom in order to teach. However, we are living in a society where technology is taking a great role in education allowing us to know how to use it and related it in different areas of work.

For that reason, it is common to link modern learning with technology with the end of conveying ideas and messages with the help of symbols, pictures and sounds that the technology provides us. One of the main didactic tools useful around the world is PowerPoint. PowerPoint is considered as a convenient and practical medium of presenting ideas. Through this practical tool it is possible to catch the attention of people due to the presentation becomes more interactive and dynamic (Sehati, 2017)

As it has been said before, Power Point has a wide range of popularity in different areas, and the foreign language field is not an exception. Applying PowerPoint presentations in English

class enhance teaching. Through this type of didactic tool professor may catch the interest of students since they will find the class more dynamic allowing them to complete their classroom activities in an interactive way but, it is necessary to mention that the teacher has to include activities according to the interest of students to have positive results in his/her class.

The educators should consider the technology as a fundamental part of their teaching process, in this case; an important didactic tool that English professors can use to improve the listening skill and foster the English language of students is through PowerPoint, for instance, PowerPoint can enhance the teaching sessions, that is. it can reinforce what is being explained to students by allowing us to use graphics and other multimedia elements to clarify understanding and support different learning styles.

2.6 SISTEMS OF VARIABLES OR HYPOTESIS

If the determination of the use of didactic tools is made, it will contribute to the development of listening skills in the students of 10th grade of San Antonio de Padua High School, school year 2021-2022

CHAPTER III

METHODOLOGICAL FRAMEWORK

3 Kind of investigation

The present research was grounded on quantitative methodology. This methodology has been applied with the purpose of collecting numerical data which will be used to achieve the objectives proposed in the research.

The methodology and techniques to develop the research have helped to analyze and process the information extracted from the surveys conducted with the 10th grade students of the San Antonio de Padua High School. The quantitative methodology used in this research has allowed the author to establish parameters to directly address the objectives in an organized way.

3.1 Field research

(Carlos Gabino, 2008) emphasized, this type of researching is focused on collecting information directly with the reality. At the same time, it is called “primary” since the data is obtained first hand, that is, it is original data collected during the course of the investigation without intermediation of any nature.

Through this process, by applying the scientific method it has been possible to obtain truthful data in the field of social reality that allows to establish the inadequacies and problems in order to apply the acquired knowledge in real life.

This type of research was applied with the purpose of finding the shortcomings and needs in the teaching of the English language that San Antonio High School has according with the lack of didactic tools.

3.1.1 Documentary Research.

According to (Scott, 2006) documentary research along with surveys and ethnography is one of the three main methods most used in the history of sociology and other sciences. This type of research involves the use of different sources materials like: government publications, newspapers, certificates, census publications, novels, film and video, paintings, personal photographs, diaries and innumerable other written, visual and pictorial sources in paper, electronic, or other.

With the aim of developing the present research was essential to search for appropriate information to support the main topic of the investigation in order to consolidate the hypothetical statement. To carry out the documentary research it was necessary to select the most relevant information, to find it was required to review different sources of information such as; scientific articles, reports, essay, among other elements that helped to validated the investigation.

Finally, through this method it was possible to provide evidence about how important is to apply didactic tools in English class in order to promote the listening skills in students of 10^{th} Basic Year of San Antonio de Padua High School.

3.2 RESEARCH DESIGN (INSTRUMENTS)

In order to develop the present research, it was necessary to apply a method with the purpose of getting the results of the investigation. In this case the research has a quantitative approach. This method allowed to collect data through the instruments of surveys and questionaries that provided results according to the topic of the present investigation.

3.2.1 Quantitative Method

Quantitative approach is a method characterized for its process of collecting numerical data through instruments like, polls, questionnaires, and surveys. As it was mentioned before, this research used the quantitative method in order to collect data of the use of didactic tools. Quantitative research produces objective data that can be clearly communicated through statistics and numbers. In this case, a survey was applied in students of 10th Basic Year of San Antonio de Padua High School that attend class of English language as part of their academic curriculum.

3.2.2 Deductive Method.

The present research has used the deductive method, since this method is intended to start from the general to the particular and is based on theories and general circumstances that allow to conduct the study of the use of didactic tools with the objective of obtaining good results.

3.2.3 Inductive Method

As well as, the present research has used the inductive method, since this method consists of developing starting points where they point out all the scientific explanation, deducing affirmative aspects about the phenomenon to be explained, being of great help to identify the problems in order to develop the listening skill.

3.2.4 Analytic Method.

The analytic method was used as part of the development of this investigation. With this method it was possible to analyze all the variables involved in this study, formulating a theory that unifies the various elements, in order to optimize this study of the elaboration of a guide of activities with didactic tools to help improve the development of listening skill in 10th grade students at the San Antonio de Padua high school in the province of Santa Elena.

3.3 POPULATION AND SAMPLE

The population is the set of people which I wish to collect the data in order to obtain the results of the present research.

In such case, the population of this research are the students of San Antonio de Padua High School. They are going to be part of this study.

Sample is a specific group or a portion of people who are going to be a representative part of a whole in this investigation. The sample that was considered in this investigation represents 24 students.

AUTORITIES	**POPULATION**	**SAMPLE**
HEADTEACHER	1	0
TEACHERS	16	0
STUDENTS	500	24
TOTAL	517	24

3.4 DATA COLLECTION

In order to collect the data to validate the present research it was necessary to apply different instruments that helped with the development and the analysis of the results.

3.4.1 Technique

3.4.2 Survey

Survey is a one of the main instruments that is used by many researchers in quantitative research in order to get numerical results. In this case, 24 surveys of ten close question were applied in 10th grade students at the San Antonio de Padua high school, that is, 24 students were surveyed in order to know if the didactic tools are applied in their classroom to foster their learning English language and improve their listening skill.

The survey was prepared in English language; for that reason, it is important to mention that, since students were not able to understand the questions in English language, translation of each question was necessary for the facility and the success of the survey.

3.5 ANALYSIS OF DATA

The collection of data was made through a survey of ten (10) questions related to the topic of the present project. The survey was directed to twenty-four (24) students of San Antonio High School.

3.5.1 Survey to the students

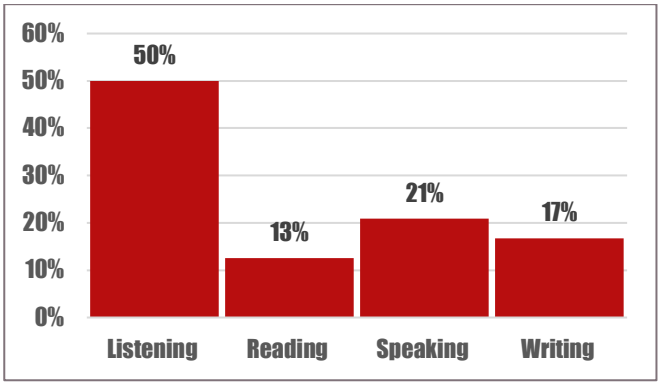
Sample: 24 students

Statement 1: Choose the English skill that you consider the most difficult to manage.

Options	Answers	Percentage
Listening	12	50%
Reading	3	13%
Speaking	5	21%
Writing	4	17%
Total	**24**	**100%**

Source: San Antonio de Padua High School
Researcher: Eliana Angel

Graphic No. 1



Source: San Antonio de Padua High School
Researcher: Eliana Angel

According to the first graphic, 50% of 10th basic year students of San Antonio de Padua High School considered that the listening skill is the most difficult to manage. That is, 12 of 24 considered listening skill one of the most complicated. On the other hand, 21 % of them considered that the most difficult part was speaking skill. To the contrary, 17% of students agree with “writing” as the most complex. The language skill with the lowest data is the Reading skill with 13% percent. This means that half of all 10th grade students have difficulty with the Listening skill. Therefore, the necessary resources or tools should be applied to improve their performance in this skill.

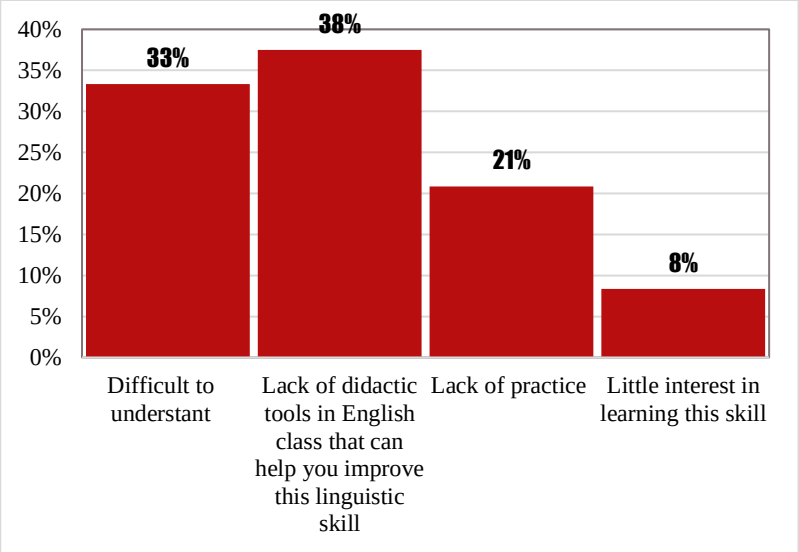
Sample: 24 students

Statement 2: select the options you consider are the reasons of your previous choice.

Options	Answers	Percentage
Difficult to understant	8	33%
Lack of didactic tools in English class that can help you improve this linguistic skill	9	38%
Lack of practice	5	21%
Little interest in learning this skill	2	8%
Total	**24**	**100%**

Source: San Antonio de Padua High School
Researcher: Eliana Angel

Graphic No. 2



Source: San Antonio de Padua High School
Researcher: Eliana Angel

In this case students selected the reason why they chose the previous skill as the most difficult, 38% percent considered that the reason for their first choice is for “the lack of didactic tools in English class”. 33% percent of students considered that it is difficult to understand this language. On the other hand, 21% percent of them chose “the lack of practice”. The lowest result was the little interest in learning this skill with 8% percent. According to the results, students can

improve their skills in the English language if the correct resources and tools are applied correctly since the majority of them considered that the lack of didactic tools is one of the main factors to develop the English language.

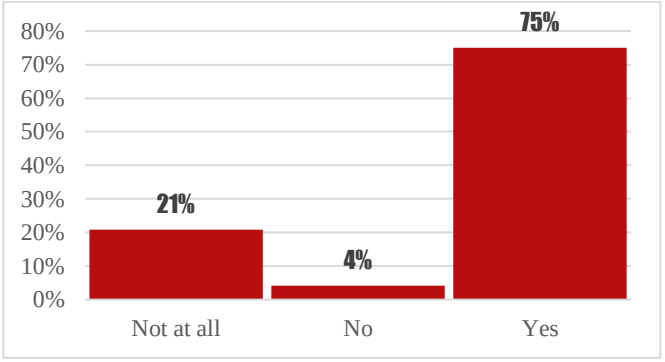
Sample: 24 students

Statement 3: Is it important for you to develop the listening skill?

Options	Answers	Percentage
Not at all	5	21%
No	1	4%
Yes	18	75%
Total	**24**	**100%**

Source: San Antonio de Padua High School
Researcher: Eliana Angel

Graphic No. 3



Source: San Antonio de Padua High School
Researcher: Eliana Angel

The results reflected that 75% percent of students are interested in developing their listening skill. On the other hand, 21% of students are not entirely interested in developing their listening skill. Finally, 4% percent of them are not interested. Because of this, it is easy to understand that

the majority of students could be capable of developing this skill if the correct tools are applied in their teaching process.

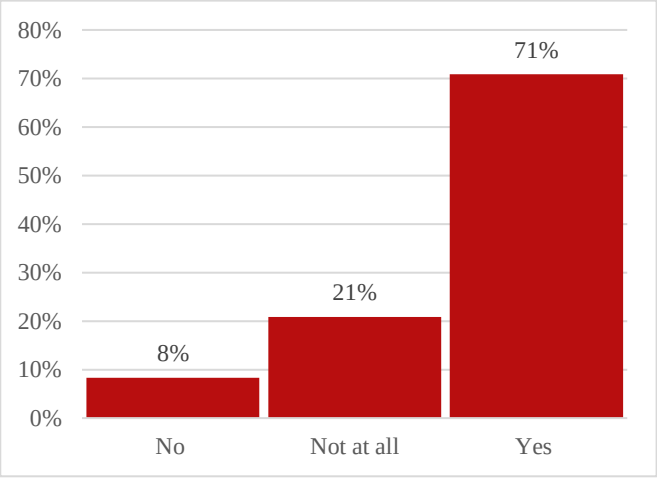
Sample: 24 students

Statement 4: Are you interested in improving your listening skill?

Options	Answers	Percentage
No	2	8%
Not at all	5	21%
Yes	17	71%
Total	**24**	**100%**

Source: San Antonio de Padua High School
Researcher: Eliana Angel

Graphic No 4



Source: San Antonio de Padua High School
Researcher: Eliana Angel

According to the results, 71% of students are interested in improving their listening skills. As well as, there are 21% percent of students who are not completely interested in improving this skill. On the other hand, there is an 8% percent of students who don't have interest in improving

their listening. It means that the majority of students are interested and it could be possible that all students Improve this skill.

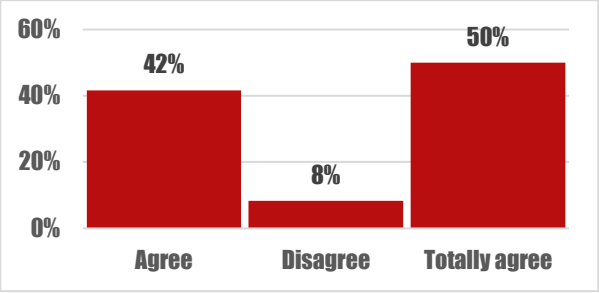
Sample: 24 students

Statement 5: Do you agree that if there is a good level of the listening skill it could help to learn the other skills more quickly?

Options	Answers	Percentage
Agree	10	42%
Disagree	2	8%
Totally agree	12	50%
Total general	**24**	**100%**

Source: San Antonio de Padua High School
Researcher: Eliana Angel

Graphic No 5



Source: San Antonio de Padua High School
Researcher: Eliana Angel

The results reflected that 50% percent of 10th basic year students totally agree with the statement As well as, 42% of students agree with this question since if there is a good level of listening skill it could help to learn the other skills more quickly. On the other hand, 8% percent of

students disagreed with the present statement. Finally, the majority of students agree so, it means that 10th basic year students could improve their listening skill if professors seek to develop the listening skill before the others.

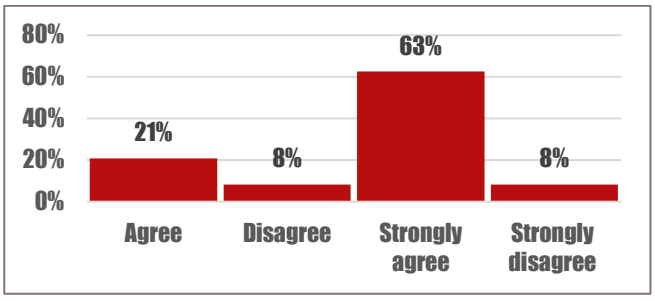
Sample: 24 students

Statement 6: Do you agree that applying didactic tools in the development of English classes could help improve students' listening skills?

Options	Answers	Percentage
Agree	5	21%
Disagree	2	8%
Strongly agree	15	63%
Strongly disagree	2	8%
Total, general	**24**	**100%**

Source: San Antonio de Padua High School
Researcher: Eliana Angel

Graphic 6



Source: San Antonio de Padua High School
Researcher: Eliana Angel

The graphic shows that 63% of students strongly agree with the statement that applying didactic tools could help improve students' listening skill. A total of 8% percent of students strongly disagree and 21% of students agree, meanwhile there is an 8% of students who disagree with the

statement. Finally, we can realize that the majority of students would like to attend their class with didactic tools in order to improve their listening skill.

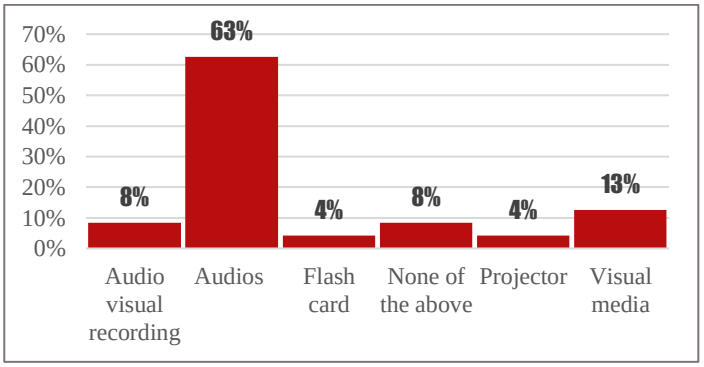
Sample: 24 students

Statement 7: Which of the following teaching tools is the most used by your teacher in English classes?

Options	Answers	Percentage
Audio visual recording	2	8%
Audios	15	63%
Flash card	1	4%
Projector	1	4%
Visual media	3	13%
None of the above	2	8%
Total, general	**24**	**100%**

Source: San Antonio de Padua High School
Researcher: Eliana Angel

Graphic No 7



Source: San Antonio de Padua High School
Researcher: Eliana Angel

The results of this statement showed that 63% of the students chose "audios" as the main didactic tools that their teacher uses in the English class. In addition, only 8% of the students chose audio-visual recording, which means that in most cases the teacher uses the same didactic tool.

In the same way, 8% of students selected “none of the above”, this answer is a little contradictory since the 63% of students, that is, the majority of them selected “audios”. On the other hand, 4% selected “projector” and the other 4% selected flashcards as main teaching tool. Because of this, the class becomes somewhat monotonous and a bit boring causing disinterest in the English class.

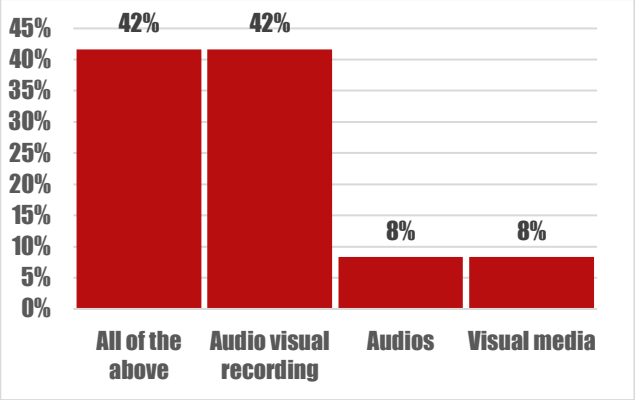
Sample: 24 students

Statement 8: Which of the following didactic tools do you think can help you to improve your listening skill?

Options	Answers	Percentage
Audio visual recording	10	42%
Audios	2	8%
Visual media	2	8%
All of the above	10	42%
Total, general	**24**	**100%**

Source: San Antonio de Padua High School
Researcher: Eliana Angel

Graphic No 8



Source: San Antonio de Padua High School
Researcher: Eliana Angel

The present graphic shows us that 42% percent of students would like to improve their listening skill with different didactic tools such as; audio visual recordings, audios and visual media. There are 42% percent of students who consider audio visual recording to improve their listening skill. In spite of this, they chose this tool as their main material, it is important to recognize that it is better than just using audios that could be a little boring for them. If this tool is applied students will observe and listen to the context of each explanation of a specific topic. To continue, according to the graphic 8% percent selected audios as well as another 8% percent of students chose visual media that also are important didactic tools to improve the listening skill.

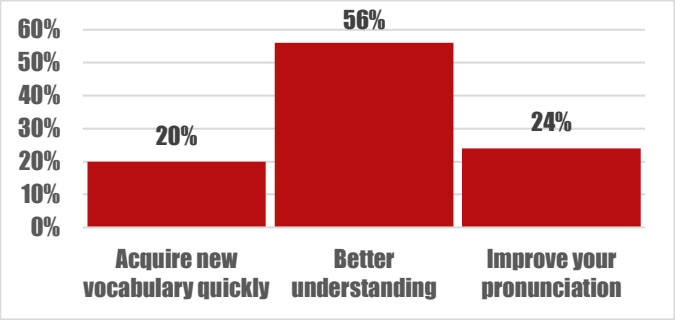
Sample: 24 students

Statement 9: How do you think didactic tools can help you to develop your listening skills?

Options	Answers	Percentage
Acquire new vocabulary quickly	5	20%
Better understanding	14	56%
Improve your pronunciation	6	24%
Total	**25**	**100%**

Source: San Antonio de Padua High School
Researcher: Eliana Angel

Graphic No 9



Source: San Antonio de Padua High School
Researcher: Eliana Angel

According to the results, students think that by applying didactic tools in English class could be a great resource to improve their listening skill. 56% of students selected the option “better understanding” that is, with the help of the didactic they could have a better understanding of the topic. 20% of students selected the option “Acquire new vocabulary quickly” which means that, with the help of didactic tools they could learn more vocabulary in an easy way without the necessity of memorizing grammar. 24% selected the option number three “Improve your pronunciation” this group of students aspires to with the help of a didactic tool that could be possible to improve their English pronunciation.

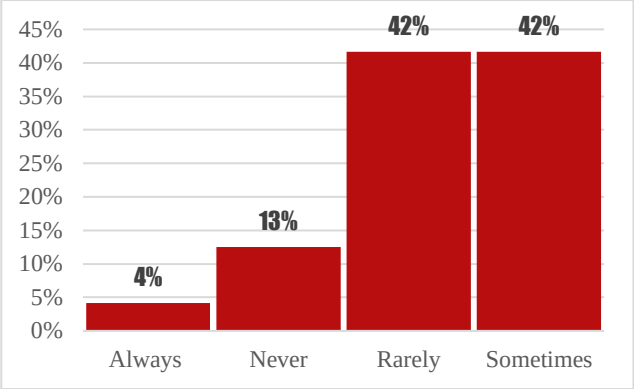
Sample: 24 students

Statement 10: How often does the teacher apply listening activities in the classroom?

Options	Answers	Percentage
Always	1	4%
Never	3	13%
Rarely	10	42%
Sometimes	10	42%
Total	**24**	**100%**

Source: San Antonio de Padua High School
Researcher: Eliana Angel

Graphic No 10



Source: San Antonio de Padua High School
Researcher: Eliana Angel

The results of the chart show that 42% percent of students selected the option “rarely”. It means that the teacher rarely applies listening activities in English class. As well as, there are 42% who selected the option “sometimes” that is, not always the teacher applying listening activities in the class. On the other hand, 13% of students selected the option “never” giving emphasis that teachers never apply listening activities in the classroom. And finally, 4% of students selected “always” to answer the statement. Given this result, it can be interpreted that in the majority of cases teachers should apply activities of listening skill in order to improve the learning of the students in the English language.

CHAPTER IV

4 THE PROPOSAL

4.1 Name of the proposal

"A DIDACTIC GUIDE OF ACTIVITIES WITH DIDACTIC TOOLS THAT PROMOTE THE LEARNING OF THE ENGLISH LANGUAGE FOCUSED ON THE DEVELOPMENT OF THE LISTENING SKILL IN STUDENTS OF 10TH GRADE AT SAN ANTONIO DE PADUA HIGH SCHOOL"

4.2 Antecedents

One of the main reasons for this proposal is because many professors don't have a clear idea about how didactic tools could help them in their teaching process, especially English professors since they teach a different language. In the majority of the cases students get stressed to learn English, because of that teach English become a little difficult to teach since many students lose the interest of learning this language because they find it difficult to manage some skills. Through this research a didactic guide is proposed that could help to develop the listening skill of students since it is one of the most difficult skills to understand.

Due to the survey that was applied to students of 10^{th} basic grade of San Antonio de Padua High School, it can be deduced that the use of didactic tools is a little poor. For that reason, it was considered that proposing this didactic guide of activities could guide them to become more interested and motivated in order to develop the listening skill of the students and have a better learning of the English language.

4.3 Justification

Thanks to the results of the survey implemented for collecting the information, it has allowed the present investigation to know the lack of listening practice students of 10th basic grade have in English classes. Through these results, it is possible to evidence that teachers do not make use of didactic tools and when it does, it only uses one type of tool provoking in students a poor development of this skill. Due to this result, it has provided the main basis for the design of this proposal. As mentioned before, the survey provided data that validated two important aspects, the first one was that 10th grade students find it difficult to develop listening skills, the second one is that they do not use didactic tools to practice and improve.

Therefore, the present work is based on contributing and giving solutions to this problem, that is to say, to the scarcity of practice that students have with the listening skill through a guide of practice activities that will be supported with didactic tools to make them more fun with the purpose of capturing the student's attention and develop their listening skills.

This proposal seeks to offer teachers a new alternative to encourage students to learn English in a dynamic way. It is known that students learn better when the activity becomes fun, so this didactic guide will provide different activities that can be applied with the help of didactic tools that will motivate them to learn effectively.

4.4 Objectives of the proposal

4.4.1 General Objective

To develop the listening skill in 10th grade students of San Antonio de Padua High School through a didactic guide of activities.

4.4.2 Specific objectives

- To provide a didactic guide of innovative activities with didactic tools to San Antonio de Padua High School in order to motivate students to foster their English language.
- To enhance the teaching of English language through the use of didactic tools to foster the learning of listening skill.
- To transform English classes into more dynamic classes in order to encourage students to improve their listening skills.

4.5 Development of the Proposal

Once the problems were reflected in the results of the survey were known, the need to create a methodology to help students improve their listening skills was born. Listening is an English skill considered one of the most difficult to master. The teachers in charge of corroborating with the teaching of the English language have the role of teaching their class in such a way that the students learn to master the four skills of this language. In spite of that, most of the time these objectives are not achieved because many focus on learning grammar and leave aside the listening skills, which will help them to pronounce and understand correctly the information of the other language.

One of the main reasons why students do not develop the four skills is because they tend to focus on developing only one skill or they are simply not interested in developing their level of English.

The teacher has an important role in teaching; his main objective is to ensure that students learn what is being taught. Therefore, he/she must always look for and apply the correct methodologies or necessary resources to support the teaching process.

Teaching English language could be a little different since it is about mastering a different language so it could be a little complicated for the students. In spite of this, it is important to mention that this is not always the case, since as mentioned before a teacher must always look for the right strategies to develop his class in order to achieve the desired learning. In this case, many teachers are locked into the traditional idea of teaching, i.e., repetition and memorization. Teaching a new language means looking for strategies that attract the student's attention so that they become interested in learning without feeling obligated to do so.

Since the main problem of 10th grade students is to develop listening skills, it is important for the teacher to look for innovative ways of teaching that will help and motivate the student to develop their skills.

An innovative idea that teachers should take into account is the use of didactic tools to develop listening skills in students. We are in a society where technology plays a very important role in different areas of work, so using technology to promote the teaching of a language is feasible.

The present proposal has as main base to provide a didactic guide of activities that help to develop the listening skill through the use of didactic tools such as, visual media, audio visual recording, audios, audiovisual materials, PowerPoint. The purpose of this guide is to provide listening activities that can be developed with the use of didactic tools in order to promote students' listening skills.

This didactic guide consists of eight activities that seek to develop listening skills in English classes. Each activity has its own name, objective and detailed instructions for each activity. In this case, the teacher must follow the instructions in the guide and develop the activities with the students. A very important aspect of this didactic guide is that it mentions the didactic tool with which each activity will be used. It also details the time it will take. As a last point, this didactic guide provides the way in which the students will be evaluated when performing the activities. The activities included in the didactic guide are shown below.

4.5.1 Activities of the Didactic Guide

This didactic guide of activities will help English professors of San Antonio de Padua High School in their teaching process in order to develop the listening skill of students in English class.

Ilustración 1Cover of Didactic Guide of Activities

ACTIVITIES

<table>
<tr><td colspan="2">ACTIVITY NUMBER: 1</td></tr>
<tr><td colspan="2">DRAW THE TYPE OF WEATHER THAT THE AUDIO INDICATES YOU.</td></tr>
<tr><td rowspan="3"> </td><td>Grade: 10th</td></tr>
<tr><td>Subject: English</td></tr>
<tr><td>Didactic Tool: Audios</td></tr>
<tr><td>Source:
https://iischools.com/wp-content/uploads/2020/01/listening-post.jpg</td><td>Time: 20 Minutes</td></tr>
<tr><td colspan="2">Objective: Students will be able to draw what they listen in order to recognize the pronunciation of the words and get new vocabulary by working in the activity “Draw what the audio indicates you” in order to improve their listening skill.</td></tr>
<tr><td colspan="2">Instruction of the Activity:
Note: The audio students will listen is about the weather.

1. The teacher prepares the students and ensures that the class is quiet to begin the activity without interruptions.

2. Teachers asks students to prepare a blank paper to draw what they are going to listen to in the audio.

3. Teacher prepares the audio he/she is going to play and asks students to pay attention to each word that it will say.

4. Students listen and begin to draw in the blank paper what they understand about the audio.

5. When the audio is finished, they have 5 minutes to process the information they have drawn, after that teacher asks them to explain what they have drawn in order to know if they remember the name of the object. In this case students will try to explain what they listened to.

6. The activity can be repeated one more time for students who need more concentration with the end to complete the activity in the best way.</td></tr>
<tr><td colspan="2">Evaluation:
To make sure students learned the lesson, the teacher will prepare a formative evaluation in order to assess if students remember the correct pronunciation of the vocabulary they learned in this activity.</td></tr>
</table>

ACTIVITY NUMBER: 2

LISTEN AND GUESS THE TYPE OF EMOTION

Grade: 10th

Subject: English

Didactic Tool: PowerPoint

Source:
http://cordelia.typepad.com/.a/6a00d8345269c569e2017eeabcc357970d-pi

Time: 20 Minutes

Objective: Students will be able to guess the information through indications said by their classmate in order to improve their listening comprehension.

Instruction of the Activity:

Note: The content shown in the PowerPoint slides is about emotions.

1. Teachers prepare the PowerPoint presentation and join students in pairs.

2. Professor makes sure the pair of students are placed face to face, that is, one student has to place him/her back in front of the board where they will not be able to watch the slides that will be shown by the professor. In addition to this, the second student has to place himself in front of the first student.

3. One time the students have been located correctly the activity starts.

4. The students who can watch the slides have to immediately look for words to describe what they are watching in the PowerPoint presentation; therefore, the other student will be capable of understanding and recognizing the information.

5. The students who have to guess the information have to pay attention to each indication or word said by his/her classmate.

6. By the end of the activity, in order to know if the students who were receiving the information were capable of comprehending correctly have to explain his/her answer. Professor will have to compare if his/her information is the same that was shown in the slide.

Evaluation:

To make sure students learned the lesson, the teacher will prepare a formative evaluation in order to assess if students remember the correct pronunciation of the vocabulary they learned in this activity.

ACTIVITY NUMBER: 3

CATCH THE MOST IMPORTANT INFORMATION ABOUT PERSONALITIES AND CHARACTERISTICS

Image Source:
https://advancemarbella.com/wpcontent/uploads/listening.jpg

Grade: 10th

Subject: English

Didactic Tool: Audio - Recorder

Time: 20 Minutes

Objective: Students will be able to capture the most important information of a specific listening activity through audiovisual materials in order for students to relate what they hear to what they see and improve their listening skills.

Instruction of the Activity:

1. Professor chooses a specific film in English language related to the interest of students.
2. Teachers prepare the students in order for them feel comfortable with the activity they are going to do.
3. Teachers have already elaborated 10 questions related to the film students are going to watch.
4. Teachers let students know these questions before they listen the audio.
5. Teachers ask some questions to make sure students have understood the activity to start it without problem.
6. Students have to watch and listen carefully to each aspect of the audio since they have to comprehend all in order to identify the most important information with the end of responding to the questions asked by the teacher.
7. When the activity finishes, students explain their answer and teacher have to pay attention to each one of their answers in order to know if they have caught the most information.

Evaluation:

To make sure students learned the lesson, the teacher will prepare a formative evaluation in order to assess if students remember the correct pronunciation of the vocabulary they learned in this activity.

ACTIVITY NUMBER: 4

FIND THE ACCESSORY THIEF

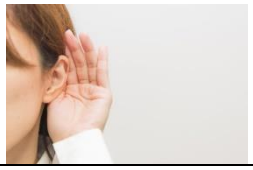


Image source:
https://www.hallaminternet.com/wp-content/uploads/2019/02/active-listening.jpg

Grade: 10th

Subject: English

Didactic Tool: Audio visual recording.

Time: 20 Minutes

Objective: Students will be able to develop their listening comprehension through the listening activity "Find the accessory thief "

Instruction of the Activity:

Note: The audiovisual material will show images about accessories.

1. Teachers prepare the didactic tools that will be used in this activity.
2. Previously the teacher has prepared an exercise sheet related to the topic, this sheet will be given to the students, but to solve it they must first listen to the story that will be reproduced by the teacher through the didactic tool.
3. One of the main aspects in this activity is that students relate what they listen with what they see to foster their listening comprehension. So, in this activity the teacher is going to show a mystery history that will be played through the didactic tool audiovisual recording, in this case the audio will be accompanied with pictures that will help students to understand the history in an easy way.
4. While the audiovisual recording is playing students have to pay attention to each word and carefully observe the images it shows as it will provide them with clues to find the thief.
5. When they feel sure they understand the information they must fill in the sheet with the answer they consider correct and express their ideas to solve the mystery.

Evaluation:

To make sure students learned the lesson, the teacher will prepare a formative evaluation in order to assess if students remember the correct pronunciation of the vocabulary they learned in this activity.

ACTIVITY NUMBER: 5

RECOGNIZES THE ADJECTIVE

Grade: 10th

Subject: English

Didactic Tool: Videos

Image Source:
https://images.twinkl.co.uk/tw1n/image/private/t_630/u/ux/active-listening-wiki_ver_1.png

Time: 20 Minutes

Objective: Students will be able to describe people through sentences and words at a reproductive level.

Instruction of the Activity:

1. The teacher organizes the students into two teams.
2. The students are instructed that they are going to listen to the meaning of different adjectives used to describe people physically.
3. To accomplish this purpose, a student will be asked to come to the front and imagine that he/she is doing an acting test and that he/she must represent through gestures or mimics the adjective he/she hears.
4. The student comes to the front; the teacher reads the phrase or sentence shown in the video and the student acts out what he hears.
5. The teacher checks with the rest of the group if it is correct or not.
6. If the student does not perform the role-play correctly, the turn is passed to the other team.
7. The winner is the team that best performs the activity.

Evaluation:

The way in which the students will be evaluated is through their participation, where gestures will be taken into account according to the corresponding adjective and the degree of creativity in staging a given situation.

ACTIVITY NUMBER: 6

RECOGNIZES THE FAMOUS PERSON

Grade: 10th

Subject: English

Didactic Tool: Recorder, Flashcard

Image source:
https://images.ctfassets.net/0gqf8nju6pz6/2eHIGhSHrefSLIINOGh7vz/b22a490d4aa30359bde39473722c98d0/active-listening-hero.jpeg

Time: 20 Minutes

Objective: Students will be able to recognize different famous people by applying the listening activity "recognizes the famous person" in order to acquire new vocabulary and develop their listening comprehension.

Instruction of the Activity:

Note: For this activity, students will use information related to language, occupation, nationality and physical description.

- The teacher organizes the students into two teams.

- The teacher guides the students and gives the necessary instructions to complete the activity.

- The activity consists of listening attentively to all the information that is known about the mysterious character through an audio that will be played by the teacher.

- The teacher previously plays a video with different famous people.

- Students must listen carefully to select the correct answer.

- According to what they hear, students have to identify the character referred to in the audio and argue this information orally.

- The team that has identified the character must select from the video who the character is and argue about it.

- In case the answer is not correct, the other team will be given the opportunity to identify the character.

The team that identifies the most characters will be the winner.

Evaluation:

To make sure students learned the lesson, the teacher will prepare a formative evaluation in order to assess if students remember the correct pronunciation of the vocabulary they learned in this activity.

ACTIVITY NUMBER: 7

MY FASHION SHOW

Image source:
https://www.presentationhs.org/uploaded/photos/Events_Photos/Fashion Show/FSGroupShot.JPG

Grade: 10th

Subject: English

Didactic Tool: PowerPoint

Time: 20 Minutes

Objective: Students will be able to understand the vocabulary related to clothing, through a fashion show in order to develop their listening comprehension.

Instruction of the Activity:

Note: Students will use vocabulary related to clothing.

1. The teacher organizes the students in 2 groups.
2. The teacher explains and guides the students to work with the vocabulary "clothing".
3. In this case, each team of students must prepare a parade where they will show different types of clothing.
4. The students will support their parade with PowerPoint presentations to give more dynamics to their work.
5. The PowerPoint presentation will show images of clothes that they will use, in this case the teacher will describe each one of them.
6. As a strategy, the teacher will make intentional mistakes when describing the clothes they use, so the students will try to correct and say the correct name of the clothes when they hear the description mistakes. In other words, the students must correct them by making the correct description of the clothes worn by the different models.
7. The team that manages to detect the most mistakes and make the correct description will be the winner.

Evaluation: Students will be evaluated through the correct pronunciation of words and mastery of the content taught.

ACTIVITY NUMBER: 8

THE RECORDER SAYS…

Grade: 10th

Subject: English

Didactic Tool: Recorder

Image source:
https://yycmontessori.ca/wp-content/uploads/2018/01/schoolsupplieskit.jpg

Time: 20 Minutes

Objective: Students will be able to acquire new vocabulary and develop their listening by following the instruction that the recorder will ask them.

Instruction of the Activity:

Note: Students are familiar with objects that surround their classrooms. Therefore, they will learn through a dynamic game.

1. The teacher organizes the students in 5 groups.
2. The teacher explains and guides the students to work with "classroom" vocabulary.
3. When the students feel ready and have grasped all of the instructions of the teacher, the activity will proceed.
4. The teacher will have chosen a CD according to the theme of the class and will place it in the recorder.
5. The recording will describe any object found in the classroom in English language, students should listen carefully to the description and look for the correct object found somewhere in the classroom.
6. To understand what object the student should look for, they must first listen to every detail on the tape recorder.
7. When he/she has finished listening to the description, the student will have 3 minutes to look for what he/she has understood.
8. When the representative of the group manages to identify the object well, his team will become the winners.
9. If the object selected by the student is incorrect, the other group will be given the opportunity to participate in the activity.
10. The team that has identified the object correctly will be the winner.

Evaluation: Students will be evaluated through the correct pronunciation of words and mastery of the content taught.

4.6 CONCLUSIONS

- The present investigation has determined that the listening kill can be developed in an effective way through the use of didactic tool.
- The methodology applied to carry out this research has allowed to know the lack of listening activities that 10th grade students have.
- This investigation about didactic tools focused on the development of Listening skills is going to help professors of the English field to support their learning process through didactic tools.
- The proposal of this research can foster the interest of students in improving their listening skills through the use of a didactic activity guide.

4.7 RECOMMENDATIONS

- It is recommended that English teachers give more importance to listening practice as it can help improve the other English language skills.
- By applying the proposal of the present research, English teachers will foster their teaching in order to improve the listening skill of 10^{th} grade students of San Antonio de Padua High School.
- By knowing the results of the research, it is necessary for professors to promote their classes through the use of didactic tools.
- It is necessary for professors to use the didactic guide to motivate students to learn and improve their listening skill in English language.

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ANNEXES

Institution consent letter

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

UPSE

La Libertad, 13 de Septiembre de 2021

SOLICITO: Permiso para realizar Trabajo de Investigación

Sra. BALÓN LAINEZ FRESIA

DIRECTORA DE LA ESCUELA DE EDUCACIÓN BÁSICA SAN ANTONIO DE PADUA

Yo. Angel Tomala Eliana Marianela con Cédula de Identidad 2450896903 quien cursa la carrera PEDAGOGÍA DE LOS IDIOMA NACIONALES Y EXTRANJEROS en la Universidad estatal Península de Santa Elena. Ante Ud. Respetuosamente me presento y expongo:

Estando cursando la carrera antes mencionada solicito a Ud. Permiso para realizar trabajo de Investigación, el mismo que tiene como nombre "DIDACTIC TOOLS FOCUSED ON THE DEVELOPMENT OF LISTENING SKILL IN 10TH BASIC YEAR STUDENTS OF SAN ANTONIO DE PADUA HIGH SCHOOL, SCHOOL YEAR 2021-2022" en su Institución "ESCUELA DE EDUCACIÓN BÁSICA SAN ANTONIO DE PADUA" para optar al título Licenciada en Pedagogía del Idioma Inglés.

Con saludos cordiales y a tiempo de agradecerle su atención a esta solicitud, aprovecho la oportunidad para reiterarle mi más alta consideración y estima.

Angel Tomala Eliana Marianela
Estudiante

Balón Lainez Fresia
Directora

Recibido 13/09/2021

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

La Libertad, September 13th, 2021

ANTI-PLAGIARISM REPORT

In my role as Adviser of the research paper entitled "DIDACTIC TOOLS FOCUSED ON THE DEVELOPMENT OF LISTENING SKILLS IN 10TH BASIC YEAR STUDENTS OF SAN ANTONIO DE PADUA HIGH SCHOOL, SCHOOL YEAR 2021-2022" prepared by ANGEL TOMALA ELIANA MARIANELA 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 2% of the permitted assessment, therefore this report is issued.

Sincerely,

ING. TATIANA GARCÍA VILLAO MSc.

ADVISOR

SURVEY TO THE STUDENTS

LISTENING COMPREHENSION - SURVEY TO 10th BASIC YEAR STUDENTS OF SAN ANTONIO DE PADUA HIGH SCHOOL,SCHOOL YEAR 2021-2022.

COMPLETE THE FOLLOWING SURVEY IN ORDER TO KNOW WHY STUDENTS FIND IT DIFFICULT TO DOMINATE THE LISTENING SKILL.

1. Chose the English skill that you consider the most difficult to manage. *

1. Writing
2. Reading
3. Listening
4. Speaking

2. SELECT THE OPTIONS YOU CONSIDER ARE THE REASONS OF YOUR PREVIOUS CHOICE. *

- [ ] LACK OF PRACTICE
- [ ] DIFFICULT TO UNDERSTAND
- [ ] LITTLE INTEREST IN LEARNING THIS SKILL.
- [ ] LACK OF DIDACTIC TOOLS IN ENGLISH CLASS THAT CAN HELP YOU IMPROVE THIS LINGUISTIC SKILL.

3. It is important for you to develop listening skill? *

3. It is important for you to develop listening skill? *

- Yes
- No
- Nat at all

4. ARE YOU INTERESTED IN IMPROVING YOUR LISTENING SKILL? *

- NO
- YES
- NOT AT ALL

5. ARE YOU AGREE THAT IF THERE IS A GOOD LEVEL OF THE LISTENING SKILL IT COULD HELP TO LEARN THE OTHER SKILLS MORE QUICKLY? *

- TOTALLY AGREE
- AGREE
- DESAGREE

6. DO YOU AGREE THAT APPLYING DIDACTIC TOOLS IN THE DEVELOPMENT OF ENGLISH CLASSES COULD HELP IMPROVE STUDENTS' LISTENING SKILLS? *

- AGREE
- DISAGREE
- STRONGLY AGREE
- STRONGLY DISAGREE

7. What didactic tools use your professor in English class? *

7. What didactic tools use your professor in English class? *

- [ ] PROJECTOR
- [ ] FLASH CARD
- [ ] VISUAL MEDIA
- [ ] AUDIO VISUAL RECORDING
- [ ] NONE OF THE ABOVE.

8. WHICH OF THE FOLLOWING DIDACTIC TOOLS DO YOU THINK CAN HELP YOU IMPROVE YOUR LISTENING SKILL? *

- ( ) AUDIO VISUL RECORDING
- ( ) VISUAL MEDIA
- ( ) AUDIOS
- ( ) ALL OF THE ABOVE

9. HOW DO YOU THINK DIDACTIC TOOLS CAN HELP YOU TO DEVELOP YOUR LISTENING SKILLS? *

- [ ] BETTER UNDERSTANDING
- [ ] IMPROVE YOUR PRONUNCIATION
- [ ] ACQUIRE NEW VOCABULARY QUICKLY

10. HOW OFTEN DOES THE TEACHER APPLY LISTENING ACTIVITIES IN THE CLASSROOM? *

- ( ) SOMETIMES
- ( ) RARELY
- ( ) NEVER
- ( ) ALWAYS

8. WHICH OF THE FOLLOWING DIDACTIC TOOLS DO YOU THINK CAN HELP YOU IMPROVE YOUR LISTENING SKILL? *

- ◯ AUDIO VISUL RECORDING
- ◯ VISUAL MEDIA
- ◯ AUDIOS
- ◯ ALL OF THE ABOVE

9. HOW DO YOU THINK DIDACTIC TOOLS CAN HELP YOU TO DEVELOP YOUR LISTENING SKILLS? *

- ☐ BETTER UNDERSTANDING
- ☐ IMPROVE YOUR PRONUNCIATION
- ☐ ACQUIRE NEW VOCABULARY QUICKLY

10. HOW OFTEN DOES THE TEACHER APPLY LISTENING ACTIVITIES IN THE CLASSROOM? *

- ◯ SOMETIMES
- ◯ RARELY
- ◯ NEVER
- ◯ ALWAYS

11. DOES THE TEACHER CHANGE THE TYPE OF LISTENING ACTIVITIES IN EACH CLASS TO MAKE IT MORE INTERACTIVE AND DYNAMIC? *

- ◯ ALWAYS
- ◯ SOMETIMES
- ◯ RARELY
- ◯ NEVER