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CARRERA DE IDIOMAS

MODALIDAD PRESENCIAL

Proyecto de Investigación previo la Obtención del Título de Licenciado en Ciencias de la Educación,

Mención Inglés

TEMA:

"LISTENING JOURNALS FOR EXTENSIVE AND INTENSIVE LISTENING PRACTICE FOR SECOND LEVEL STUDENTS BGU AT UNIDAD EDUCATIVA FRANCISCO FLOR"

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Ambato – Ecuador

2017 - 2018

SUPERVISOR APPROVAL

CERTIFY:

I, Mg. Edgar Guadia Encalada Trujillo, holder of the I.D No. 050182417-1, in my capacity as supervisor of the Research dissertation on the topic: "LISTENING JOURNALS FOR EXTENSIVE AND INTENSIVE LISTENING PRACTICE FOR SECOND LEVEL STUDENTS BGU AT UNIDAD EDUCATIVA FRANCISCO FLOR" investigated by Mr. Paco Ernesto Calero Vallejo with I.D No. 180227354-8, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.

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I declare this undergraduate dissertation entitled "Listening Journals for Extensive and Intensive Listening Practice For Second Level Students BGU at Unidad Educativa "Francisco Flor" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

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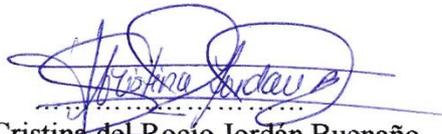
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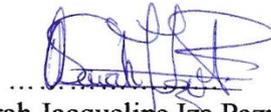
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TO

I dedicate this work to all my relatives who gave me support along the entire career, and especially my mother, Mariana, who always encouraged me to continue.

Paco

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Abstract

This research explores the relationship between the use of Listening journals and the intensive and extensive listening practice among students belonging to second level bachillerato at Unidad Educativa "Francisco Flor". Listening Journals is a tool aimed to train student's auditory system to learn to listen by using top-down as well as bottom- up processing skills to help them to build listening-comprehension skills. By the use of Listening journals students are exposed to authentic auditory input and in this way, they can work out and improve their listening skills and as a result, consolidate their vocabulary, enhance their speaking skills and acquire the language.

Key Words: Listening journals, intensive listening, extensive listening.

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Resumen ejecutivo

Esta investigación explora la relación entre el uso de Listening Journals y la práctica intensa y extensa de Listening entre los estudiantes de bachillerato de segundo nivel en la Unidad Educativa "Francisco Flor". Listening Journals es una herramienta destinada a entrenar el sistema auditivo del alumno para que aprenda a escuchar mediante el entrenamiento de habilidades de procesamiento Top_down y Bottom-up para ayudarlo a desarrollar habilidades de comprensión auditiva. Mediante el uso Listening Journals, los estudiantes están expuestos a la entrada auditiva auténtica y de esta manera, pueden trabajar y mejorar sus habilidades auditivas y, como resultado, consolidar su vocabulario, mejorar sus habilidades para hablar y adquirir el idioma.

Palabras Claves: Diarios de escucha, escucha intensa, escucha extensa

Introduction

This research explores the incidence of Listening Journals and the practice of intensive and extensive listening skills by the second level bachillerato students at Unidad Educativa "Francisco Flor". Listening Journals is a tool used to improve listening by using top-down that aid students to activate prior knowledge related to the text, as well as bottom-up processing skills to decode the sounds they hear and get phonological awareness. This tool is used to give students extra practice to train and develop their listening skills and for hence expanding their vocabulary and fostering language acquisition.

This research is divided in five chapters, which will be described below:

Chapter I: This section, describes the phenomenon of study at the macro, meso and micro levels, and presents the objectives and key questions that will guide the investigation.

Chapter II: This section details previous investigations that support this research, the theoretical framework, philosophical foundation, and states a hypothesis and the variables of investigation.

Chapter III: This section explains the methodology used to collect the data to validate or not the previous hypothesis.

Chapter IV: This section presents the outcomes achieved along the investigation after a Deep analysis aimed to confirm the hypothesis.

Chapter V: This section presents useful conclusions and recommendations as the result of this research.

CHAPTER I

THE PROBLEM

1.1 Theme

"Listening Journals for extensive and intensive listening practice for second level students BGU at Unidad Educativa "Francisco Flor" from Ambato, Tungurahua Province"

1.2 Problem statement

1.2.1 Contextualization

The use of the English language was increased in the post-war period and little by little became in a lingua franca. Nowadays, it is widely used in trading, science and technology, education, music, entertainment, among its main uses. According to the language specialized web site Ethnologue, English is positioned in third place by its number of native speakers 328 millions, ranked first place by the number of global speakers 1000 millions, positioned first place in the countries or domains where it is the official language or De facto national language 101countries, in first place by the number of books published worldwide in this language 28% (Simons, Gary F. and Charles D. Fennig (eds.), 2017). In addition, because of the upscaling and impact of the use of Internet, the use of English in the world wide web is ranked first counting 985 million users as Internetworldstats.com points out (Internetworldstats, 2017). Then, taking in account the relevance of learning or at least knowing the basics of this language, must be considered as crucial for the cultural background of the twenty-first century citizens.

In Ecuador, the technological boom that Ecuador has experienced in latest years has allowed Ecuadorians to have easiest access to the internet, allowing interaction and communication with people from all over the world using English as a lingua franca. This situation is demonstrated by the latest censuses by INEC (INEC, 2016). According to the website specialized in the teaching of the English language Education First (EF), which each year collects statistical data about the teaching of the language worldwide, the results of the English Proficiency Index (EPI) corresponding to 2017 shows Ecuador has a low proficiency level and occupies the thirteenth position among fifteen countries in Latin America, and the fifty-fifth among eighty countries in which EF investigated the level of proficiency worldwide.

As a consequence of the lack of foreign language proficiency, it is very difficult for university students to access international scholarships because a requirement is to have a broad knowledge of the foreign language. (EducationFirst, 2017), these results show how important it is for Ecuador to improve the proficiency of the use of the foreign language in order not to be left behind in technological, educational and economic development. The Ecuadorian government aware of the importance of English language in the globalized world that we live in, did the best effort to improve the quality of teaching this language and for this purpose, in 2016 started the educational program "Time to teach" which expects to hire 3000 foreign English teachers to teach English in elementary schools in all the country and expose the children to listen to native English and therefore foster and develop their language comprehension skills (ANDES, 2016).

At Unidad Educativa "Francisco Flor" the teaching-learning process is developed according to the national educational program and using the teaching materials designed to fit the local necessities and the curriculum. Even though with all these considerations the level of language acquisition remains low for most of the students, perhaps because the tools used in the classroom to teach students are not the right ones. Therefore, one possible solution could be to use something different to help students learn to listen and for hence, enhance their listening skills and promote language acquisition, consequently a perfect alternative to overcome this problem is the use of Listening journals.

1.2.2 Critical analysis

Figure 1: Problem Tree

| EFECT | No use of listening Journals | Students unable to understand what they hear. | Intensive and extensive listening skills not developed |

| PROBLEM | Deficient development of intensive and extensive listening skills because of scarce use of listening journals. |

| CAUSE | ignorance of the use of listening journals as a tool to practice intensive and extensive listening | Minimize the importance of practice intensive and extensive listening skills. | Poor understanding of the relationship of listening journals and development of intensive and extensive listening skills. |

Source: Field Investigation
Elaborated by: Calero, P. (2017)

4

The scarce use of the tool known as listening journals produces that the second level BGU students of the Unidad educativa "Francisco Flor" do not develop their intensive and extensive listening skills at an optimal level that guarantees that they are able to understand the English language and at the same time promote its acquisition. This situation is fostered by the next three causes:

First, the lack of knowledge by teachers, of the existence of the tool known as listening journals results in the use of other tools in the classroom that have proved to be ineffective for students to develop their intensive and extensive listening skills, resulting in the inability to develop the mentioned skills and therefore unable to progress in learning the language.

Second, by not fully achieving the importance of practicing intensive and extensive listening, students are not able to understand what they listen and thus enter a vicious circle in which they do not learn because they do not understand and do not understand because they do not learn to listen. Consequently, they feel unmotivated to learn and paying attention to the subject, it becomes a hard work.

Finally, by the lack of understanding of the relationship between listening journals and the practice to develop intensive and extensive listening skills, most students can not develop intensive and extensive skills at an adequate level that allows them to trigger the development of other skills and therefore to understand and assimilate the language more easily and efficiently.

1.2.3 Prognosis

This research is important because it analyzes the impact of using Listening Journals to boost listening skills and language acquisition, providing teachers with an alternative tool to teach students to listen in an effective way. Furthermore, by helping students to foster intensive and extensive skills development will be a great opportunity to aid the refinement of the other skills. On the other hand, if the experimentation using Listening Journals is dismissed, students will remain facing problems to understand what they hear and their advancement in the learning process to learn the language will be delayed.

1.2.4 Formulation of the problem

Do Listening Journals influence the intensive and extensive listening practice in second level students BGU at Unidad educative "Francisco Flor"?

1.2.5 Research questions

- What theoretical foundations support the use of listening journals as a tool for the practice of intensive and extensive listening in ELT?
- Which level of accuracy students possess when listen extensively and intensively?
- Which are the main components of Listening Journals that help students to develop extensive and intensive listening skills?

1.2.6 Delimitation of the Research problem

- **Field:** Education

- **Area:** Pedagogy
- **Aspect:** listening journals
- **Term:** 2017-2018

- **Location:** Second level BGU at Unidad Educativa "Francisco Flor"

1.3 Justification

This research is **interesting** because it proposes an alternative tool for teachers to help student's listening skills development. Even though there is a wide offer of listening tools, listening journals are versatile by the fact that they can be adapted to be used with and without large deployment of technology like internet, and the activities to practice extensive and intensive listening capture students interest and are enjoyable, as the author Yukako Hatakeyama point out in the article "What Do Students Listen to and Why?:Exploratory Analyses of Students' Listening Journals" (Hatakeyama, 2011)

It is also **important** firstly because, using Listening journals (LJs) students will be

motivated to learn because they and the teacher are who choose the listening texts that are more appealing to them and secondly, listening is the skill that promotes the development of the other skills, and thus facilitating learning and promoting language acquisition. Additionally, by demonstrating the effectiveness of using listening journals for the practice and development of extensive and intensive listening, the group of students directly **benefited** will be the second level BGU students of the educational unit Francisco Flor.

This research has a pedagogical **impact** because of the novelty of its use in our educational environment since it has not been used previously, and even less in the educative institution object of this research, then when its effectiveness has been proven, will have no hesitation about being used as a tool to help the development of listening skills.

Finally, this research is **feasible** because there is collaboration of the authorities of the institution where the research will be carried out, also, the investigator has time to develop the investigation, economic resources to afford the research, access to relevant information about the topic, and proactive attitude and willingness to develop the research.

1.4 Objectives

1.4.1 General

To determine the effectiveness of using Listening journals to promote the practice of intensive and extensive listening in students of second level BGU at Unidad Educativa "Francisco Flor".

1.4.2 Specific

- To stablish the methodological framework of Listening journals as a tool for listening practice.
- To identify the level of development of student´s listening skills.

- To stablish the main components of listening journals to develop listening skills.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Investigative background

To understand the relationship between listening journals and the intensive and extensive listening practice, it is necessary to revise the previous investigative works developed in other countries about the use of listening journals.

There are some previous studies about the use of listening journals to help EFL/ESL students to develop their listening skills. The research called "Listening Journals: A Way to Enhance Students' Listening Strategies" by Johanna E Katchen describes one of the first times that a primitive version of Listening journals was used in Spring 1993 at National Tsing Hua University, Taiwan, where Taiwanese students faced problems to learn English, and teachers thought in find a way to help students to improve their listening skills and overcome this problem.

They suggested students use the video tapes and VCR (video cassette recorder) at the student´s language laboratory, and look for TV programs, soap operas, music video clips, movies or any audiovisual material that are appealing to them. After watching those audiovisual materials students should write a short summary with the main idea of the video, their opinion about the video and made a short list containing new words or phrases that catch student's attention, teachers and students called those reports Listening Journals.

The listening journals were handed to the teacher every Friday and returned the following Friday with a grade and comments about the task. To sum up, the study demonstrated that after a semester, teachers observed that students were enthusiastic about using listening journals, also noticed that the students reflected on their difficulties such as the pace of speech, use of idioms, accents when listening, and asked teachers for

information about those issues, additionally was evident for teachers that student´s listening skills had improved noticeably (Katchen, 1996).

In 1994 a similar experience using "Listening-viewing (LV) diaries" was conducted by Michael Furmanovsky with a class of Japanese university students. In this case, Japanese students faced problems to understand what they hear in the English class then, Furmanovsky asked the students to use movies, songs, conversations with native speakers as an authentic language source and write down, in a pre-designed notetaking format divided in two sections (culture and language), the ideas or words belonging to those categories they had listened. On the back of the sheet, students must write in 100-200 words a diary summarizing the listening as well as formulating questions about the culture, lifestyle, or something had interested them.

After applying L-V diaries the results were that the students mostly enjoyed using the diaries, most students showed a lot of curiosity about the lifestyle of American or British cultures, the use of slangs, and it was notorious their growing interest for understanding Western culture. To conclude, the study called "The Listening-Viewing Video Diary: Doubling Your Students' Exposure to English" showed that the use of L-V diaries was effective in EFL students because their auditory skills were developed through the use and perfection of techniques such as notetaking, playing the audiovisual material several times, inferring meaning from context, recognizing key words or using background knowledge for better understanding (Furmanovsky, 1994)

Another study about the use of Listening journals was carried out in Japan and showed interesting outcomes. In this research Nicola Galloway and Heath Rose point out that due to widespread use of English as lingua franca is necessary to expose students to Global Englishes (GE), this means, make students able to recognize and understand the English language spoken by native English speakers (NES) as well as the spoken by non-native speakers (NNS), the varieties of English, and the use of English as a Lingua Franca (ELF). The understanding, assimilation, and practice of these features by the students has paramount importance in English Language Teaching (ELT), because in

the globalized world that we live in, English language learners must be able to interact, understand and use ELF in a variety of contexts, after all the reason why ELF is used worldwide is to facilitate communication between speakers from different cultures, countries, and language backgrounds.

To conclude, this study clearly shows that when students have the opportunity to choose the material they are going to listen to, the amount of time they can devote to practice the listening activity, and the appropriate listening strategies used to help themselves to understand what they hear; they felt motivated and confident enough to use the Listening journals as an autonomous learning tool to learn English and to practice the listening skills for their listening development (Galloway & Rose, 2014).

Based on the results of the afore mentioned researches about the use of Listening Journals, it can be asserted this tool has proven to be beneficial to help students to perceive the varieties of English, tune their listening skills, stimulate language acquisition, promote autonomous learning, notice the importance of English in an ELF context, then also it can be inferred that Listening journals can be useful to train students in intensive and extensive listening practice or in other words, teach students to learn to listen and using top-down as well as bottom-up processing skills and consequently promote acquisition and use of language.

According to the scientific article entitled "Listening Journals for Extensive and Intensive Listening Practice" by Anthony Schmidt and published in the magazine English Teaching Forum, Listening Journals is the best tool a teacher can use to encourage intensive and extensive listening practice and for hence provoke language acquisition (Schmidt, Listening Journals for Extensive and Intensive Listening Practice, 2016).

2.2 Philosophical Foundations

This research has philosophical implications since it seeks to understand the variables of the problem in its entirety, generate new knowledge and offer it to the educational community. For this purpose, it was focused on the critical-propositive paradigm because it initially identifies and questions the problem and its origins, identifies where the phenomenon occurs, then it analyzes its consequences and finally suggests a solution to benefit all the people involved in the field of English language teaching.

2.3 Legal Basis

This investigation is legally supported by the following laws or regulations that guarantee its legitimacy.

▪ Constitución de la República del Ecuador (2008):

Sección primera Educación.

Art. 343- El sistema nacional de educación tendrá como finalidad el

desarrollo de capacidades y potencialidades individuales y colectivas de la

población, que posibiliten el aprendizaje, y la generación y utilización de

conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como

centro al sujeto que aprende, y funcionará de manera flexible y dinámica,

incluyente, eficaz y eficiente.

El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades.

▪ Plan Nacional del buen vivir

 De acuerdo al plan nacional del buen vivir

Objectivo 4. Fortalecer las capacidades y potencialidades de los ciudadanos.

4.4. Literal n: Diseñar e implementar herramientas e instrumentos que permitan el desarrollo cognitivo-holístico de la población estudiantil.

- Reglamento de Educación

  El Art.82 literal l del Reglamento de Educación explica sobre los deberes y atribuciones del Consejo Técnico permite "Diseñar y elaborar el material didáctico y utilizarlo oportunamente".

- Código de la niñez y adolescencia (2009).

  Art. 37 Derecho a la educación. - Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho demanda de un sistema educativo que:

  4. Garantice que los niños, niñas y adolescentes cuenten con docentes, materiales didácticos, laboratorios, locales, instalaciones y recursos adecuados y gocen de un ambiente favorable para el aprendizaje. Este derecho incluye el acceso efectivo a la educación inicial de cero a cinco años, y por lo tanto se desarrollarán programas y proyectos flexibles y abiertos, adecuados a las necesidades culturales de los educandos.

2.4 Key Categories

Figure 2: Key categories

Teaching
Materials

Authentic
Materials

Authentic audio-visual
Materials

Listening
Journals

The English
language

English
language
skills

Listening
skills

Intensive and
Extensive
listening
practice

INDEPENDENT
VARIABLE

INFLUENCES

DEPENDENT
VARIABLE
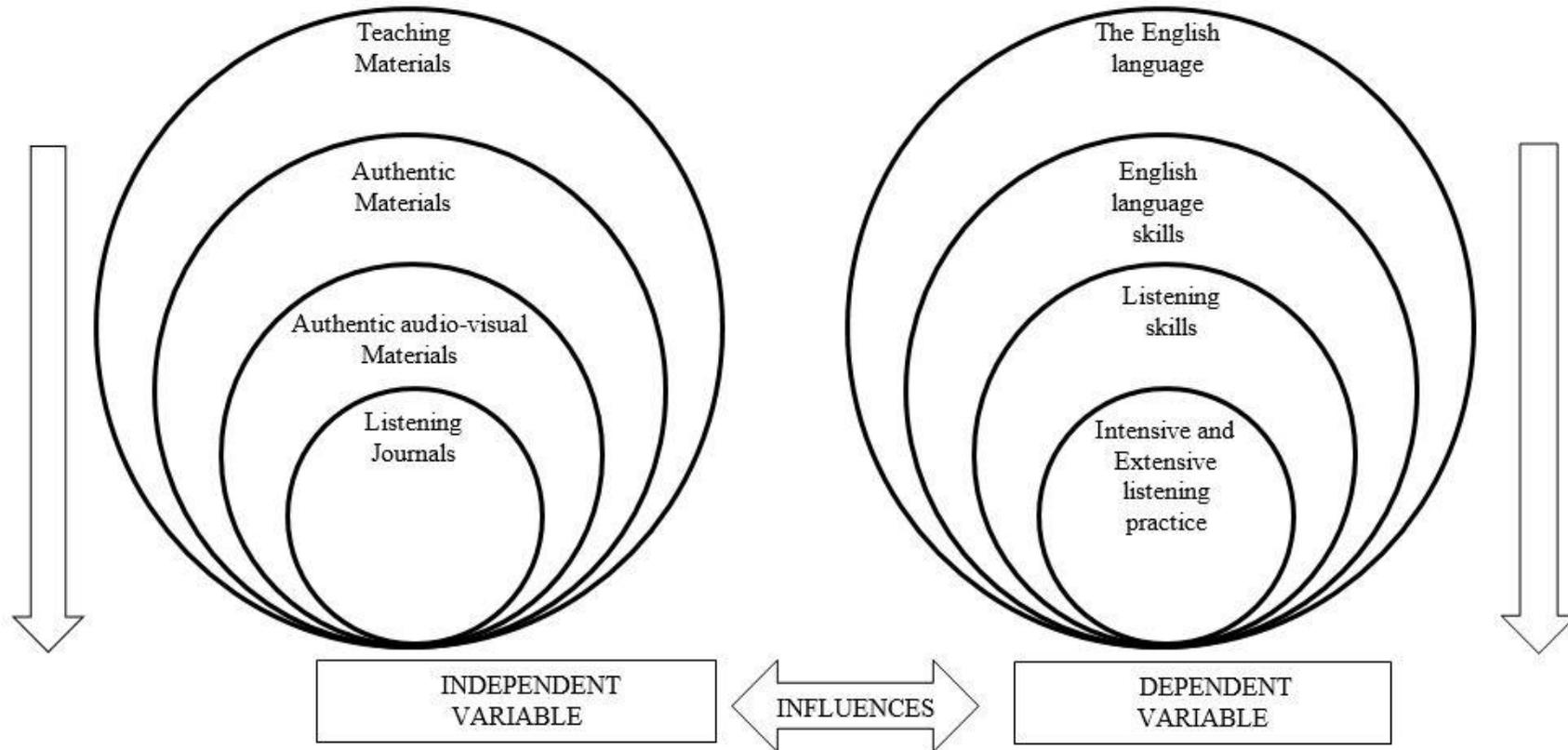
Source: Field Investigation
Elaborated by: Calero, P. (2017)

2.4.1 Independent variable Conceptual Framework

2.4.1.1 TEACHING MATERIALS

It is a fact that teachers need more than knowing the language and their good willingness to teach, they must use aids to introduce the knowledge in the minds of students and at the same time to facilitate their teaching, to do these teachers use teaching materials. Tomlinson defines teaching materials as everything that could be used by teachers to make the teaching-learning process easier, and expand learners' knowledge (Tomlinson, 1998). The author enunciates some examples of teaching materials such as books, videos, a text written on the blackboard, workbooks, among the most used.

In other words, and from the English language teaching perspective, teaching materials are all the objects used by teachers to support and make their teaching easy, and to increase students' success in learning. The teacher must rigorously choose the teaching materials that will be used in the classroom since these define how learners learn and must be adequate in such a way that they must fit the content, the group of students, and the students' learning style (McGrath , 2013).

Importance of teaching materials

The importance of teaching materials lies in the fact they support students' learning providing adequate input to the language and help to create situations to learn and to practice the language usage, additionally when teaching materials are chosen correctly, they can be a source of motivation to learn and generate significant learning situations allowing learners to combine what they already know with new knowledge to form the real, increased and perfected knowledge, as Ausubel sustains in his theory of meaningful learning (Torres, 2016).

Teaching materials help teachers to deliver their class clearer, allow students keep knowledge in their minds for long periods of time, make the teaching-learning process more relaxed for students and teachers, and in general raise a positive teaching environment (Antofina, 2016).

From the aforementioned, it can be summarized that it is necessary for the teacher to collect the appropriate teaching materials in order to promote a classroom environment that promotes learning taking into account the needs of teachers and students.

2.4.1.2 AUTHENTIC MATERIALS

Authentic materials are defined as everything that has been designed in oral or written form, to be used by native speakers such as leaflets, news broadcasts, tv broadcasts, movies, radio programs, phone messages, and any materials that are not intended on purpose for educational use, but nevertheless, that they can be used for this purpose precisely because they show the genuine use of language. A purer definition of authentic text is given by Alex Gilmore: An authentic text is a portion of real language generated by a real speaker or writer, for a real public and intended to transmit a real message of some type (Gilmore, s.f.)

Usefulness of authentic materials

There are many authors as Gower, Phillips, & Walters (2005) who recognize the high value for teaching that authentic materials have.

Some reasons of their usefulness are:

- They show the real use of language.
- Authentic materials raise cultural awareness.
- Allow learners to be exposed to the real use of language.
- Help learners to pick up the language.
- Captivate learners' attention in what is taught.
- They are a source of motivation for students.

The use of authentic materials inside or outside the classroom allow students to have authentic exposure to the language, this means notice how language is naturally used by native speakers, for example in product labels, radio programs, conversations, magazines, etc. (Scrivener, 2005).

Disadvantages of authentic materials

The bigger disadvantage of using authentic materials is since they are not specifically created for educational purposes in most of the cases they use complex structures or vocabulary, then the process of selecting the appropriate teaching material that meets

the needs for teaching a specific topic, it could be a time-consuming task for the teacher. Another disadvantage, it could be that the teacher must keep in mind the diversity of learning styles in the classroom and therefore should seek the material that best fit this diversity.

Categories of authentic materials

There are four main kinds of authentic materials according to their characteristics as stated by (Aytunga & Ozge, 2008):

1- Listening-viewing materials

This classification includes both audible and visual materials. Some of the items in this classification are, cartoons, sit-coms, audio-taped stories, songs, radio and TV advertisements, movies, shows, etc.

The use of music, for example, has great educational value because it allows simultaneous activation in both brain's hemispheres since the music is processed on the right cerebral hemisphere and the lyrics in the left hemisphere in this way dynamizing the ability to use language.

2- Visual materials

In this category are mainly authentic materials that only show printed images on several materials like paper, metal, cardboard, among the most common. Some examples in this category are photographs, street signs, paintings, stamps, pictures, drawings, etc.

This type of materials is mostly usable with students who have a visual learning style.

3- Printed materials

This category refers to all types of materials that contain written text, some examples are receipts, song lyrics, leaflets, newspapers, brochures, etc. Through these material teachers can teach vocabulary, parts of speech, syntax depending on the level at which it is used.

4- Realia

> This category refers to all the objects used in EFL/ESL classrooms like: disguises, puppets, masks, dolls, clothes, objects in the classroom, etc. That can be used mainly to teach low level learners, the use of this type of teaching material is suggested for beginner students to teach vocabulary for the bond that is generated when presenting an object and its meaning and in this way, help the information to be fixed permanently in their minds.

Depending on the type of material students will be stimulated to develop the different receptive or productive skills of the language. For example, using printed material will stimulate reading, or by using an audio, auditory comprehension will be stimulated. It is necessary to highlight the wide range of content that authentic materials can offer and how easily accessible they are today, especially on the Web (Aytunga & Ozge, 2008).

Considerations when using authentic materials

Although it is true that authentic materials can have an enormous pedagogical value, certain aspects must be considered before choosing them. They must catch the learners' interest since the topic of the authentic material is interesting, the learner will be motivated to use this type of material. Additionally, this type of material must be in accordance with the learners' language level, the age, the learners' needs and the topic the teacher plans to teach, they must be updated according to language evolution. Regarding the student's language level, it is necessary to consider that most Audio materials, due to their nature, tend to use complex vocabulary or structures and fast delivery speed which is normal and natural for native speakers of the English language, but not for EFL/ESL learners. Spelleri (2002) states that the degree of difficulty of authentic materials must be only slightly above the capacity that the student possesses for the effective development of their comprehensive abilities. Finally, we must keep in mind that the reason for using authentic materials is to cause language improvement, here lies the importance of choosing them appropriately.

2.4.1.3 AUTHENTIC AUDIO-VISUAL MATERIALS

The term audiovisual is defined as: referring to the use of hearing and sigh (Dictionary.com, s.f.). Then, authentic audiovisual materials are all those that require the use of these two senses to be perceived, examples of these materials could be a video clip, TV programs, films, video blogs, or any material which combines sound and visual components which is designed for and used by native speakers. Due to the characteristic of being created for native speakers, more and more educators are aware of the enormous pedagogical potential they have to be used by ESL/EFL learners. The main advantages of audiovisual materials lies in the fact that they allow exposition to the real use of the language by the native speakers, additionally they show the peculiarities of the language used by the native speakers in a conversation, as for example use of hesitations, fillers, reduced forms, etc. (Taylor, 1994).

Benefits of using Authentic audio-visual materials.

There are many benefits when using this type of materials, some of them are:

- They allow learners to see how speakers articulate what they are saying, and pay close attention to the different accents depending on how the teacher provides materials from different English speaking countries (Martínez, 2002).
- They serve to build a bridge that facilitates the comprehension between what the teacher teaches in the classroom, and how the language is used in the real world (Brinton, 1991)
- This type of input motivates learners to practice the skills they need to use in real-world interaction (Melvin & Stout, 1987)
- Audio-visual materials are different from the dialogs found in students' books, that in most of the cases present fabricated conversations.
- Being able to understand a text in English in audio or video, generates feelings of achievement in students.
- In videos materials, the use of body language can provide meaning or extra

information to understand the situation better.

- Real-world conversations are not structured, and audiovisual materials provide this type of input which serves to promote the development of students' fluency (Eggins & Slade, 1997).

Disadvantages of Authentic Audio-visual materials

The greatest difficulty of this type of material is that they can not be modified since this makes them lose their essential characteristic of being Authentic. Therefore, it is necessary that the teacher has the sufficient ability to know how to choose the appropriate ones so that they adapt to both teachers 'requirements and students' needs.

2.4.1.4 LISTENING JOURNALS

At the beginning of this chapter, previous investigations about the use of listening journals done in past decades by several researchers were reviewed, from these research works it can be inferred that listening journals are a type of log in which students must execute tasks like write down aspects that most call their attention of the English language or register specific information previously requested by the teacher like listing new words, parts of speech, paying attention to aspects of culture, etc. This activity should be developed after listening or watching authentic audiovisual materials in English.

It was also clearly established the purpose of this activity was to help EFL students to have a better understanding of the English language, and it is necessary to emphasize that usually the listening practices carried out in the classroom by students mainly focus on comprehension exercises, understanding to the global idea, or details in a text, but it seems to have been ignored that perhaps the most important part to assimilate the language is to be able to recognize the languages' sounds and words, because when sounds and words in a language are understood, a person will increase its vocabulary and consequently will get Linguistic performance, and those are the results obtained by students when using listening journals for intense and extensive listening practices (Schmidt, Listening Journals for Extensive and Intensive Listening Practice, 2016).

A more precise definition of Listening journals would be that is an activity in which students use a notebook or sheets of paper with a pre designed format, to write down their intensive and extensive listening practices as much as meditations on these practices, this activity uses audio visual materials to help students to tune their auditory system to recognize sounds in English by using bottom-up and top-down processing skills to improve their listening comprehension and enhance their understanding of the English language.

The use of authentic audiovisual materials, is suggested because they provide the sounds and language that are naturally produced by native speakers when holding a conversation, as well as extra information that is provided by the visual component part of those materials such as subtitles which are useful for the learners to infer meaning, clarify misunderstood vocabulary, notice spelling, perceive pronunciation, or expand vocabulary.

The visual component also shows paralinguistic features of speech as gesticulations, facial expressions, body language, that contribute students to have a better understanding of the conversation which they are watching and listening to. To synthesize, the input this type of materials provides makes them valuable to be used in teaching EFL (Katchen, 1996).

Krashen states that the amount of input must be enough and at an appropriate level to be advantageous in terms of language development (Krashen, s.f.). To satisfy this requirement there are a wide variety of enjoyable audiovisual materials at the level of students' needs available mostly on the internet, for use in conjunction with listening journals. When teacher and students choose the most appropriate audiovisual material for the group to which it is addressed and considering that the material must be enjoyable, it is possible to lower the affective filter which leads students to have low anxiety level and gain motivation to perform the listening activity. It is necessary to highlight that the main aim for using listening journals is to help students to improve the ability to recognize the sounds of the English language using enjoyable texts that capture students' attention (Wilson, 2008).

Processing Listening

A report published on Missouri University's website shows many Americans employ 70% to 80% of the waking hours to maintain some sort of communication, from that percentage of time, 45% is devoted to listening, 30% is used to speak, 16% is dedicated to read, and 9% to write, this same report highlights that even though the high amount of listening, most people are inefficient listeners (Lee & Hatesohl, 1993). It can be deduced that Listening is a difficult skill to acquire and if difficult for native speakers it will be even more for EFL students, hence the need to use the ideal approaches that help EFL students to train their auditory system to recognize the language' sound waves transmitted into their brains, in other words to help students to decode (comprehend) what they listen to (OxfordUniversityPress, 2014). For a better understanding of this problem it is necessary to signal some issues inherent to the listening process.

When we listen, we must process and combine almost instantaneously several audible signals and information, such as word order, stress patterns, intonation, prior knowledge about the topic, vocabulary meaning, pace of speech, and much more to achieve understanding of what is being told. Sometimes this complex chain of processes is relatively easy and to some degree automatic in the mother tongue, but listen in a foreign language it can be a very complicated task (Anderson & Lynch, 1988). Some of the reasons for this are:

- The word order to construct sentences can vary from one language to another, this situation can cause confusion to EFL students.
- Stress patterns can cover a huge extent, it is true there are some regular patterns that are useful to learners, but the best strategy is the continuous practice through listening which will be useful to help to memorize those patterns.
- Intonation can signal diverse moods, the attitude the interlocutor has or can indicate when a conversation has finished, therefore the importance of being able to interpret it with the correct sense.
- Background knowledge about the topic, the type of text, the situation, and also the culture of L2 are helpful for the listeners to decipher what they hear, to know what the conversation is about and serve to infer what will come next.

- Vocabulary plays a very important role in listening because the vastest the student's vocabulary, the easier it will be to understand what he / she is listening to.

- The speed at which a dialogue is usually developed in English it can be a limiting factor for understanding and may have a discouraging effect on the EFL learner.

- since usually listening to a live dialog or conversation is an activity that takes place "in the air" in other words, is an unplanned performance, and does not have any physical support as it would happen with a recording, the success in understanding is conditioned to the capacity of memory's retention of what is heard.

These are among many the main problems that EFL students face when listening to a foreign language, to cope with these problems, many investigations conducted on the use of Listening Journals, emphatically promote the use of top-down and bottom-up processing models, being that these are the most appropriate for students to tackle the problems described above.

Bottom-up processing.

The aforementioned paragraphs clearly established that EFL students face many problems related to listening. For most of them, being in the middle of the learning process to learn a foreign language, the predominant problem they face is understanding the words and their meanings; in other words, they must develop perception and comprehension on what they read or listen to. The technique they take to deal with this problem is to use the dictionary to look up for definitions of those words and after they start processing the text word by word. This can be positive to increase their vocabulary, but it will do very little to help them recognize sounds, stressed syllables, intonation and phonemes (Wilson, 2008). To vanquish this issue, listening journals rely on applying bottom-up processing that through listening practices will help students to acquire word recognitions skills, that is, they will be able to recognize and understand sounds, words, intonation, sentences, in a written or spoken text (Rezaei & Hashim, 2013).

The bottom-up processing is complemented with the intensive listening practice, which playback the audio of the text, and simultaneously the student must create a gap-filling

using this tool https://goo.gl/txVsw9 this cloze test creator allows to use the same audio script and you can vary the place where the information will be completed, to create the gap-filling activity it is necessary to use the audio script. This listening practice will help the learner to practice the understanding of the words and sounds in the text when looking for details or recognizing words to fill-in in the filling activity. It is very important to emphasize that this type of processing helps students to decode what they hear and help them to recognize pronunciation and lexical aspects to understand the text. Bottom-up processing is extremely useful for lower level students because it helps them to decode what they listen and to broaden their vocabulary.

Top down processing

Imagine for a moment the following situation, your best friend and you are partying in the club, in the middle of the bustle your friend tells how he managed to convince his father to lend him the car that night. Possibly for you it will be very difficult to perceive all the words your friend tells you due to the noisy environment, then with the pieces of conversation you heard your mind will begin to infer, draw conclusions and speculative assumptions arise about the father's response or mood to the request. You may use your prior knowledge about the relationship between your friend's father and your friend to understand the event reported by your friend. This type of listening processing in which we use prior knowledge about the topic, or background knowledge of the situation is used to predict content about an event, is called top-down processing (BritishCouncil, 2007).

Listening Journals use top-down processing to activate the student's prior knowledge repository (schemata), that serve to perform the mental processes to lucubrate possible denouements and decode what was heard. Top down processing helps students to have an overview of what is being heard or read and will activate their prior knowledge relative to the topic of conversation, the social context, the culture of a country, traditional customs, helping to make these aspects familiar to the student and finally allowing her or him to decode the message. That is to say, students will bring world knowledge to assign meaning to language their read or listen.

Sources of authentic material

Taking into consideration that Listening Journals is a tool directed mainly to the development of listening skills in lower level students, it is emphatically suggested to use the authentic material provided by the following list as it meets the necessary requirements for its use with this activity.

Authentic audio-visual materials for intermediate level

- THNKR – short videos on controversial but interesting topics
  https://www.youtube.com/user/thnkrtv

- How It Should Have Ended – funny animations that mock popular films
  https://www.youtube.com/user/HISHEdotcom

- Spotlight direct MP3 download
  https://spotlightenglish.com/listen/

Authentic audio-visual materials for lower levels

- ASAP Science
  https://www.youtube.com/user/AsapSCIENCE

- One-minute listening, direct MP3 download.
  https://listenaminute.com/

- Graded Listening, multiple playback speed selection, direct MP3 download.
  https://breakingnewsenglish.com/1710/171015-baby-talk-0.html
- Lit2Go several genres from fables to literary works, direct MP3 download.
  http://etc.usf.edu/lit2go/

Steps to use Listening Journals

To carry out the listening practice using listening journals, it is highly recommended to use the page https://listenaminute.com/ because of the short audios and plenty of listening materials. Schmidt proposes the following process for the application of intensive and extensive practices using listening journals (Schmidt, Anthony teacher.com, 2015)

1. Select the audiovisual material that should be according to the students' proficiency level in which it is going to be applied, decide together with your students if the activity will be developed online or using the paper format.

2. Assign the listening journals as a task to be performed in the home weekly, biweekly or according to the teacher's opinion.

3. Extensive listening practice: reproduce the audiovisual material as many times as the learner wants and at an adequate speed, so that it allows the student to capture as much information as details or general idea about the listening, this process serves as an introductory activity to familiarize the learner with the subject of the text. If desired, the learner can visualize the script to infer meanings of unknown words.

4. After reading the text, the learner will write down his personal opinion or an explanation about something she/ he has learned from the reading, in the box entitled Response.

5. Select a section of the audio with a duration of one to two minutes and copy the corresponding script to this section in the following web page to create the cloze test: tiny.utk.edu/gap.

6. If it was previously established to solve the test online, press the buttons *Interactive, clues, and send* in the Cloze creator.

7. Solve the cloze test and write down your score in your Listening journal.

8. If students do not have internet access, the teacher must access the cloze creator and create the gap-filling test by pressing the buttons *Test only, clues, and Send* and manually copy the cloze test in Word, or another word processor, and then print and photocopy the necessary tests according to the amount of students, then deliver the sheets to run the activity in their homes.

Finally, it is necessary to clarify that listening journals apply the combination of the two types of listening processing in the stage of intensive and extensive listening practice. First, it will use Top-down processing to give the student an overview of the text that they are going to listen to or read and bring to their minds the prior knowledge relative to the heard or read topic, for this purpose the authentic audio-visual material will be reproduced, the only prerequisite that authentic materials must met, is to have the script available to use it when performing the listening practice applying bottom-up processing. Second, bottom-up processing will be used to focus on the words and sounds of the language, and in this way help students build their vocabulary, improve intonation, spell words, and get awareness of language sounds. The practical application of Top-down and bottom-up processing is developed in the intensive and extensive listening practice which will be explained below in the description of the dependent variable.

Assessing Listening Journals

Schmidt (2015), recommends assigning 20 listening journals during the semester or educational cycle and submit one weekly. Each listening journal will be graded over 5 points evaluating the following criteria:

- Completeness of the activities (1 point): if the activity, the response, and self-assessment have been carried out satisfactorily.
- Response (2 points): A response is an interpretation of what the student learned in the listening, or a short opinion about the listening manifesting careful thought. A response is not a summary.
- Activities (2 points): If all activities were completed successfully, including vocabulary and gap filling.

Listening journals allow objective evaluation in the stage of intensive practice, such as recognizing the sounds of words, part of speech, as well as the subjective evaluation which takes place in the stage of writing a response about what was learned after listen to the audio. An example of the updated format of listening journals is provided as a reference in Annex 4.

The link to download the latest format of listening journals is

http://www.anthonyteacher.com/wp-content/uploads/2015/09/Listening-Journal.docx

2.4.2 Dependent Variable Conceptual Framework

2.4.2.1 THE ENGLISH LANGUAGE

The origins of the English language can be traced back to the Germanic tribes that invaded the British Isles in the fifth century, so it can be said that the English language has Germanic roots. In fact, the word English derives from Anglisc the term that alludes the language spoken by one of the tribes that invaded the British Isles in that period (Nordquist, 2017).

Over the course of time, the English language has had the contribution of several other words of languages as diverse as French, Dutch, German, Danish, Norwegian, Latin, Greek those linguistic exchanges occurred mainly because of invasions of those peoples to the British Islands. Little by little this unique mixture of languages came to consolidate in a period between the 14th and 17th centuries time in which the English language started to reach a standardization throughout the British territory resulting in the English language known as Middle English. In 1476 William Caxton introduced the first printing press in England which allowed to propagate literacy and spread the culture to all corners of Britain, helping the English language to take force and begin to consolidate in a structured language as we know it these days (Private news, 2015).

2.4.2.2 ENGLISH LANGUAGE SKILLS

When learning the mother tongue, usually the order in which language skills are learned is the following: first you learn to listen, then you learn to speak, next to read, and finally to write. In other words, first it was necessary to listen and understand countless words and then be able to unite them and express ideas orally (talk), later we will learn to interpret written symbols that represent sounds (read), and finally be able to produce those symbols (write). The four skills of the English language are classified into receptive skills and productive skills. Receptive skills are reading and listening because they allow the entry of information in the minds of people. On the other hand, productive skills are

speaking and writing since these skills generate language in oral or written form as explained by (Martin, 2017).

In the context of teaching English to students, it is necessary to emphasize the importance of developing the four English Language skills: reading, speaking, listening, and writing. The synergistic development between these four skills allows human beings to develop in the learning process and interact with other congeners. In other words, these linguistic abilities allow us to receive and deliver information.

Listening

From the point of view of ELT, listening means perceiving the sounds and finding the meaning that these have. Listening skills are the cornerstone for the development of the other skills since it allows the learner to identify the sounds she/he hears and in this way store in his/her mental repository the meanings to which these sounds belong. When learning our first language we do it first through listening then we will develop the ability to speak and later we will learn to read and write, the listening comprehension is therefore perhaps the most important of the four skills the learner must develop.

Reading

Reading is also very important in the field of English teaching since it allows the student to enrich his vocabulary and expand his mental repository of knowledge (schemata). This in turn will favorably influence the development of speaking since the learner's linguistic repertoire will be enhanced by reading.

Speaking

It can be said that as a result of the development of listening and reading skills the speaking skill will be able to reach its optimum level. In the context of ELT, the main objective is unquestionably to have proficiency in speech, then having properly developed the listening skills and reading comprehension skills, the learner can be cataloged as an ideal oral producer.

Writing

It can be said that the skill of writing brings together the use of the three remaining skills since the student uses the vocabulary in writing, pays attention to the words that are written on the sheet, uses mental processes to coherently structure words and sentences. It can be emphasized that the dexterity of writing crystallizes the use of all other skills and becomes a means of communication that will allow the student to externalize their ideas and thoughts (Bilingüismo y Tecnología, 2016).

2.4.2.3 LISTENING SKILLS

Wilson (2008) in the first chapter of his book claims that the ability to listen is one of the most used by all living beings as it allows us to obtain information about the world around us, for example many animals listen attentively to have information about the predators that stalk them. On the other hand, humans listen to music, or news in the first case to delight their ears and the second to obtain information. This is the reason why listening is of special importance for human beings, it allows us to have contact with the world and gain knowledge of what happens around us. Also in this chapter he emphasizes that although listening is a primordial necessity for human beings, it usually presents problems that limit its intelligibility. English language learners can face several problems when listening, some of those problems are produced by the speaker, the listener, the situation, or other circumstances like the inability to distinguish sounds, insufficient vocabulary, environmental noise, ignorance of the topic of conversation, etc. To tackle this issue, it is necessary to apply the appropriate listening skills that allows us to decode what our ears are listening to, the next is a list of the most important listening skills.

1**. Listening for GIST**

This means to get the whole picture about what we are listening to, for example when we are not paying attention to a conversation but, we randomly listen words such as gifts, disguises, fun, music, friends, we can infer that the conversation is about a party.

2**. Listening for details**

When we listen for details, we listen to find specific information, for example if you ask for an address, you will listen carefully to street names, avoiding irrelevant information.

3. Inferring meaning

This means using prior knowledge or clues about a situation to get the meaning of what we are listening to. The next dialog is a good example

A: I like this one, can I try it on?

B: I am sorry sir; I only have this in small size.

Using our prior knowledge, we can infer this conversation takes place in a clothing store, and the phrases "can I try it on" and "I only have this in small size" are clues that can lead us to conclude that one person is the customer and the other is the salesman respectively.

4. Discourse markers

Are phrases or words used to organize, connect, and manage what we say or write.

For example, this morning I did three things, firstly I woke up, secondly I took a shower, and thirdly I went to work. The words firstly, secondly, thirdly are discourse markers.

5. Predicting content

imagine the next situation, your geography teacher says today´s class is about one of the five continents, and stick on the board three pictures to help you to guess which continent is he talking about, those pictures show a lion, a tiger, and an elephant. You easily will say today´s lesson is about Africa because you used your prior knowledge to draw conclusions. In addition, you will start to think about African countries, languages spoken in Africa, and so on.

In conclusion, it can be said that knowing and using listening skills is vital for English language learners to be able to understand what they are listening to and achieve an acceptable level of proficiency as is stated by (Ahmed, 2015).

2.4.2.4 INTENSIVE AND EXTENSIVE LISTENING PRACTICE

Intensive listening

The goal of Intensive listening is to help students focus on phonemes, intonation, words, discourse markers, stress, grammar, so they can recognize and understand these elements when they hear them again. Intensive listening involves students paying close attention to grammar, pronunciation, and vocabulary so that in this way they acquire knowledge about how these language components work and interrelate to construct the language, in other words, intensive listening involves detailed analysis of the language and relies on bottom-up processing, this means they use word recognition skills to understand the text they are listening to (Pollard, 2007).

Intensive listening practice

Intensive listening practice refers to using audiovisual materials so that students through repeated playback of the recording and gap filling exercises can identify aspects of language such as stress, phonology, intonation, vocabulary, use of grammar; or identifying reductions, contractions, assimilations, all these language aspects which are frequently used in conversation in the real world. Being students able to recognize all these aspects of language, through the intensive practice of listening, they will eventually be able to increase their level of proficiency in the language (Rost, 1991).

In this regard, the special recommendation is to perform intensive listening practices using listening journals, based on the benefits reported by researches on its use in other countries.

Extensive listening

This type of listening refers to listening with the purpose of having a general idea of the topic on which you are listening, without paying attention to the any specific language aspects, but on the contrary only focusing on understanding the text as a whole, this type of Listening helps students understand and use language as it is done in conversations in the real world (Kreisa, s.f.).

Extensive listening Practice

The objective of the extensive practice of listening is to use entertaining audiovisual materials that captivate the attention of students so that they feel motivated to do them. The objective of the extensive practice of listening is to use entertaining audiovisual materials that captivate the attention of students so that they feel motivated to do them. the extensive practice of listening, involves understanding the message in a general way about the topic that is heard, the top-down processing is used when performing extensive practice, since prior knowledge of what is heard is necessary in order to understand it in its entirety.

2.5   Hypothesis

Listening Journals influence the intensive and extensive listening practice for second level students BGU at Unidad Educativa "Francisco Flor" from Ambato, Tungurahua Province.

2.6   Pointing Variables

2.6.1 INDEPENDENT VARIABLE: Listening Journals.

2.6.2 DEPENDENT VARIABLE: Intensive and extensive listening practice.

CHAPTER III

METHODOLOGY

3.1 Basic method of investigation

The present investigation has qualitative and quantitative nature. It is quantitative since it collects, processes and analyzes numerical data related to the survey applied to the students, and it is qualitative since the data of the survey applied to the second level students BGU at Unidad Educativa "Francisco Flor" allow to know the perception that the students have about the problem.

3.2 Level or type of research

Field research. Because the researcher went to the educational institution for data collection.

Bibliographic-documentary research because to give support to the assertions contained in the core of the investigative work, scientific articles, investigative works, books, and web pages were reviewed.

Descriptive research This investigation is framed in this level since the investigation allows to know real situations the involved people experience using techniques such as surveys.

Descriptive research This investigation is framed in this level since the investigation allows to know real situations the involved people experience using techniques such as surveys.

Correlation level because this research aims to measure the incidence of the independent variable on the dependent variable.

3.3 Population and sample

This research investigated the impact that listening journals would have to promote intensive and extensive listening practice with 110 bachillerato students in second level BGU at Unidad Educativa "Francisco Flor".

Table 1: Second level students BGU

Population	N°	%
Class "A"	24	21.81
Class "B"	25	22.73
Class "C"	32	29.09
Class "D"	29	26.37
TOTAL	110	100%

Source: Direct Investigation
Elaborated by: Calero, P.

3.4 VARIABLES OPERATIONALIZATION

3.4.1 Independent variable operationalization: Listening journals**.**

Chart 1: Independent variable operationalization

CONCEPTUALIZATION	DIMENSION	INDICATORS	BASIC ITEMS	TECHNIQUE OR INSTRUMENT
Listening journals. Is an activity that employs authentic audiovisual materials to expose students to the English language as used by native speakers. Listening journals take the form of a kind of diary or agenda that can be handwritten by the students in their notebook, or in pre-designed format, in which students register their intensive and extensive	Activity	Write Listen Read	Does your teacher develop class activities that combine the practice of two or more of next skills: writing, listening, reading?	**Technique:** survey
	Authentic audiovisual materials	TV programs Movies Radio programs Live speeches Recordings	Does the teacher use authentic audiovisual materials to support its class?	**Instrument**: questionnaire
		Read books, novels, etc. . Attend to speeches. Watch captioned videos.	How often do you read a book, novel, or listen or watch radio, TV programs, or films in English?	

listening practices, together with observations about their listening experiences	Exposition to language	Listen radio broadcasts. Watch Video platforms like Hulu, Vimeo, YouTube.		
	Listening practice	Real use of language Learn the language	Do you think that watching videos or listening to audios in English which show the real use of language by native speakers, would help you to learn the language?	
	Listening journals	Pace of speech. Use of slangs. Noticing pronunciation. Aspects of culture. Top-down approaches. Bottom-up approaches	Do you consider that Listening journals help to improve the listening skills and the understanding of language?	

Source: Direct Investigation
Elaborated by: Calero, P. (2017)

3.4.2   Dependent variable operationalization: Intensive and extensive listening practice.

Chart 2: Dependent variable operationalization

CONCEPTUALIZATION	DIMENSION	INDICATORS	BASIC ITEMS	TECHNIQUE OR INSTRUMENT
Extensive listening is a sub-skill of listening and means to provide students with enjoyable listening text to help them to build listening comprehension skills. Intensive listening is an activity that help student to focus on specific features of language such as discriminate phonemes, sounds, words, or listen for specific information .	Activities to workout English language skills	Role plays. Debates.	Does your teacher encourage you to develop activities to use the language, (role plays, expositions)? .	**Technique:** survey
	Listening activities	Attend to lectures, listen to records.	Does your teacher offer you lectures or speeches to develop speed, correct pronunciation, intonation?	**Instrument**: questionnaire
	Listen for details or gist	Understand the topic of the lecture. Noticing specific sounds, or words.	When you listen, how often you understand the main topic or details of the conversation?	
	Listening comprehension	Activities to verify comprehension.	Does your teacher use activities such as summarizing, true or false, text analysis, or vocabulary exploration to achieve text comprehension?	

	Intensive and extensive listening practice.	Noticing particularities of the language	Do you consider that intensive and extensive listening practice is useful for a better understanding of the language?	

Source: Direct Investigation
Elaborated by: Calero , P. (2017) **.**

3.5   Information collection plan

Chart 3: Information collection plan.

	PREGUNTAS BÁSICAS	EXPLICACIÓN
1	Why?	To achieve the objectives of this research.
2	What people?	Second level bachillerato students at Unidad Educativa "Francisco Flor"
3	On what aspects?	**Independent variable:** Listening Journals. **Dependent variable**: intensive and extensive listening practice.
4	Who?	The researcher: Paco Ernesto Calero Vallejo
5	When?	November 2017
6	How often?	One time.
7	What techniques?	Survey directed at students.
8	What instruments?	Structured questionnaire.
9	In what situation?	in a working day.

Source: Direct Investigation
Elaborated by: Calero , P. (2017) **.**

3.6 Information Processing Plan

For the development of the present investigation. First, a request was sent to the authorities of the educational establishment where research would be carried out to request access to the students. Subsequently the survey was applied to the second level bahillerato students. After obtaining the data, the information was analyzed and tabulated, finally, graphics were created to facilitate the interpretation of the results.

CHAPTER IV

4.1 ANALYSIS OF THE RESULTS

This chapter analyzes in detail the answers obtained in the surveys directed to second level bachillerato students at Unidad Educativa "Francisco Flor"; the questions in this survey are intended to know the students' point of view about the usefulness and effectiveness of using authentic audio visual materials jointly with listening journals to promote the intensive and extensive practice of listening and in this way, help the student in the use and acquisition of the foreign language.

For a better understanding of information processing, graphs of each of the answers are made for an easy and quick understanding of the results and the most relevant percentage values of each question are presented and interpreted in relation to the question that originated them.

Finally, the chi-square calculation is carried out, which will serve to determine if the hypothesis is accepted. or rejected.

4.2 Interpretation of data.

Question 1. Does your teacher develop class activities that combine the practice of two or more of following skills: writing, listening, reading?

Table 2: Practice of writing, reading, listening skills.

Answer	Frequency	Percentage
Always	55	50%
sometimes	52	47.27%
Never	3	2.73
Total	110	100%

Source: Direct Investigation
Elaborated by: Calero , P. (2017)

Figure 3: Practice of writing, reading, listening skills
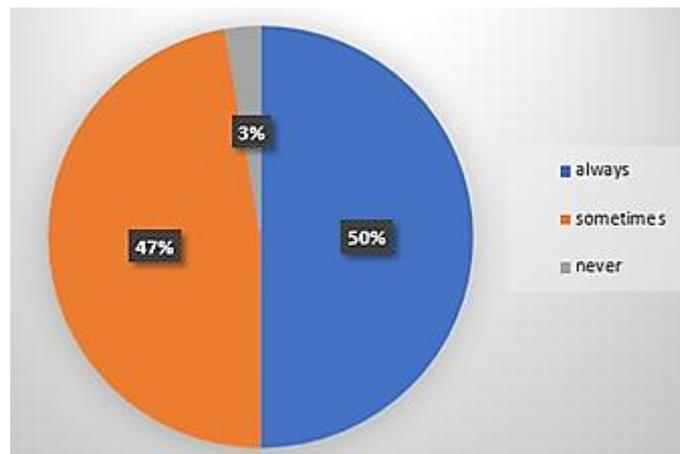
Source: Unidad Educativa "Francisco Flor"
Elaborated by: Calero, P. (2017)

Analysis and interpretation

In this question 55 students corresponding to 50% affirmed that the teacher always develops class activities combining the practices of two or more skills. On the other hand, 52 students that correspond 47% affirm that sometimes the teacher uses combined strategies in the classroom.

It can be said that many students recognize the teacher always combines the use of different skills to help students to promote language acquisition during the development of class.

Question 2. Does the teacher use authentic audiovisual materials to support his/her class?

Table 3: Authentic audiovisual material to support the class.

Answer	Frequency	Percentage
Always	8	7.27%
Sometimes	44	40%
Never	58	52.73
Total	110	100%

Source: Unidad Educativa "Francisco Flor"
Elaborated by: Calero, P. (2017).

Figure 4: Authentic audiovisual material to support the class.
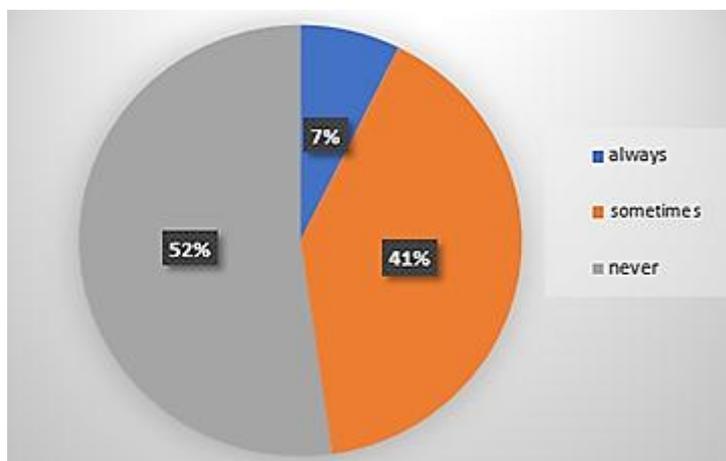
Source: Unidad Educativa "Francisco Flor"
Elaborated by: Calero, P. (2017).

Analysis and interpretation

In this question, 57 students, corresponding to 52%, answered that the teacher never uses authentic audiovisual material to support the class. On the other hand, 44 students corresponding to 41% answered the teacher sometimes uses this type of materials.

The largest number of responses shows that the teacher does not use authentic audiovisual materials because it sustains its class with the material provided by the government.

Question 3. How often do you read a book, novel, listen to the radio, watch TV programs, or films   in English?

Table 4: Frequency of exposure to the English language.

Answer	Frequency	Percentage
Always	12	10.90%
Sometimes	68	61.82%
Never	30	27.28%
Total	110	100%

Source: Unidad Educativa "Francisco Flor"
Elaborated by: Calero, P. (2017)

Figure 5: Frequency of exposure to the English language.
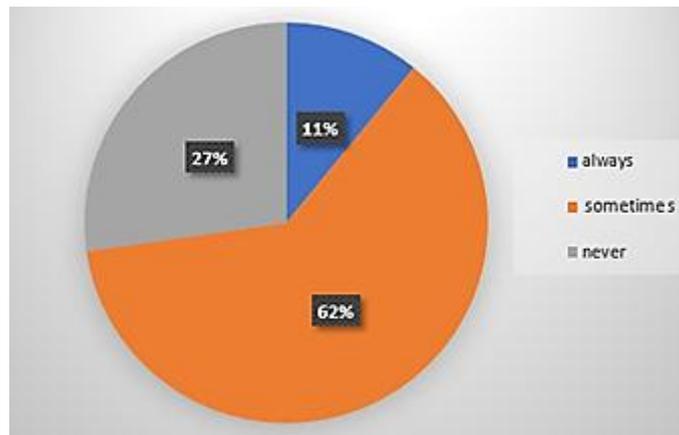
Source: Unidad Educativa "Francisco Flor"
Elaborated by: Calero, P. (2017).

Analysis and interpretation

In this question 68 students who correspond to 62% answered they sometimes read, listen to the radio, watch television programs or movies in English. On the other hand, 30 students that corresponds to 27% answered that they never did this activity.

In consequence most students used some type of audiovisual material because they consider it is beneficial to them or contribute to their education or learning.

Question 4. Do you think that watching videos or listening to audios in English which shows the real use of language by native speakers, would help you learn the language?

Table 5: Real use of language by native speakers to learn the language.

Answer	Frequency	Percentage
Always	75	68.18%
sometimes	31	28.18%
Never	4	3.64%
Total	110	100%

Source: Unidad Educativa "Francisco Flor"
Elaborated by: Calero, P. (2017).

Figure 6: Real use of language by native speakers to learn the language.
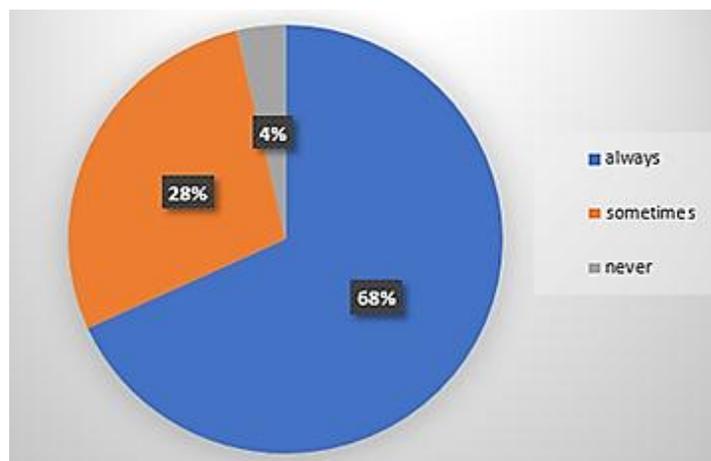
Source: Unidad Educativa "Francisco Flor"
Elaborated by: Calero, P. (2017).

Analysis and interpretation

In this question 75 students that corresponds to 68% answered that the watching videos or listening to audios in English in which the real use of the language by native speakers is depicted, would help them to learn the language. On the other hand, 31 students, corresponding to 28%, answered that sometimes this activity would help them to learn the language.

It can be concluded that most students agree that using audiovisual materials in which native speakers use the language in a real way, it will be useful to learn the language.

Question 5. Do you consider that Listening journals help to improve the listening skills and the understanding of language?

Table 6: Listening journals to improve listening skills and language's understanding.

Answer	Frequency	Percentage
Always	34	30.91%
sometimes	67	60.91%
Never	9	8.18%
Total	110	100%

Source: Unidad Educativa "Francisco Flor"
Elaborated by: Calero, P. (2017).

Figure 7: Listening journals to improve listening skills and language's understanding.
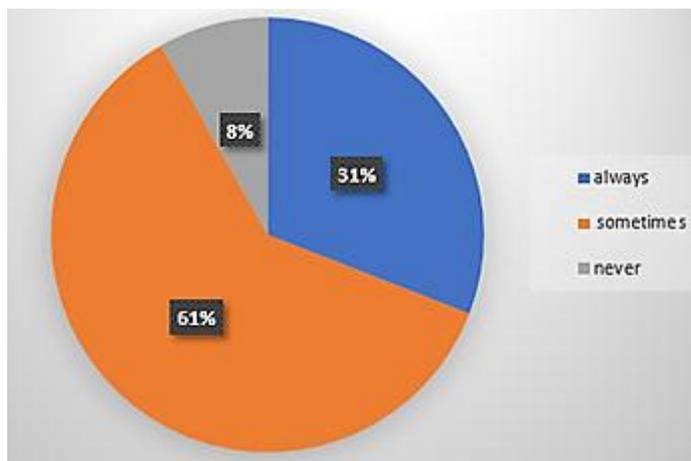
Source: Unidad Educativa "Francisco Flor"
Elaborated by: Calero, P. (2017).

Analysis and interpretation

In this question, 67 students, corresponding to 61%, answered that listening journals sometimes would help them to improve listening skills and language understanding. Similarly, 34 students corresponding to 31%, answered this activity always would help to acquire the language.

Then, most of students consider the use of listening journals as an activity that can be beneficial to improve their listening skills and the understanding of language.

Question 6. Does your teacher encourage you to develop activities to use the language, (role plays, expositions)?

Table 7: Teacher encourages activities to use the language.

Answer	Frequency	Percentage
Always	41	37.28%
Sometimes	35	31.82%
Never	34	30.9%
Total	110	100%

Source: Unidad Educativa "Francisco Flor"
Elaborated by: Calero, P. (2017)

Figure 8: Teacher encourages activities to use the language.
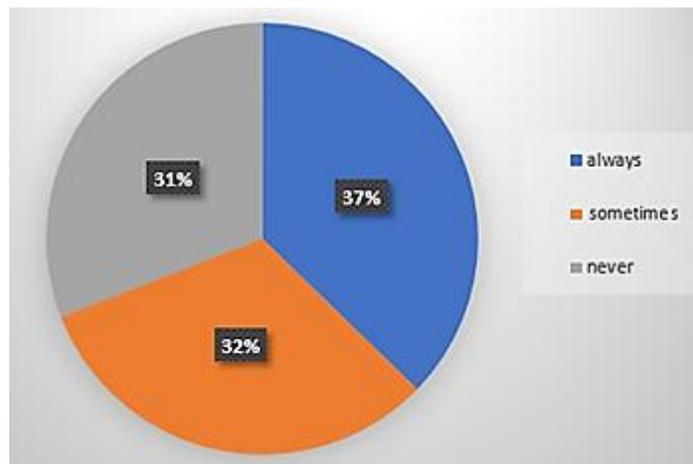
Source: Unidad Educativa "Francisco Flor"
Elaborated by: Calero, P. (2017).

Analysis and interpretation

In this question 40 students representing 37% answered that their teacher always encourages them to develop role plays, or presentations. On the other hand, 35 students representing 22% answered that sometimes the teacher develops this activity.

Then, most students are aware the teacher considers this type of activities provoke the use of language and help them in the acquisition process.

Question 7. Does your teacher offer you lectures or speeches to develop speed, correct pronunciation, intonation?

Table 8: Teacher offers lectures or speeches to develop pronunciation, intonation.

Answer	Frequency	Percentage
Always	84	76.36%
sometimes	24	21.82
Never	2	1.82
Total	110	100%

Source: Unidad Educativa "Francisco Flor"
Elaborated by: Calero, P. (2017).

Figure 9: Teacher offers lectures or speeches to develop pronunciation, intonation.
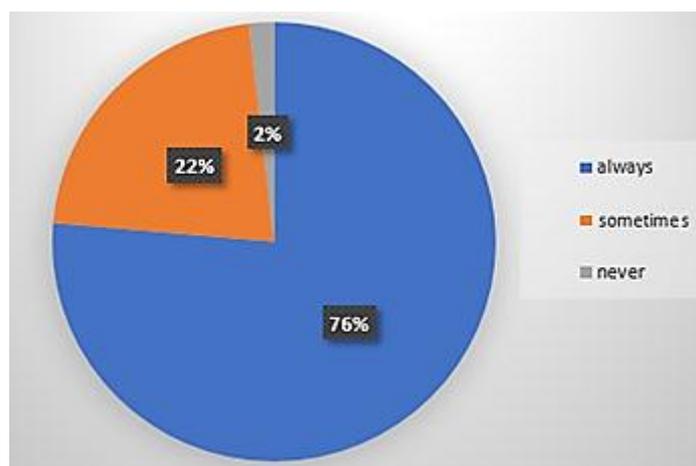
Source: Unidad Educativa "Francisco Flor"
Elaborated by: Calero, P. (2017).

Analysis and interpretation

In this question 84 students who correspond to 76% answered that their teacher always offers them lectures to develop speed, pronunciation, or intonation. On the other hand, 24 students representing 22% answered that sometimes their teacher developed such activities.

The answers show the teacher considers those language features important, that's why he develops those activities to promote the good pronunciation and intonation of the English language in his/hers students.

Question 8. When you listen, how often you understand the main topic or details of the conversation?

Table 9: Understanding main topic or details when listening.

Answer	Frequency	Percentage
Always	19	17.28%
Sometimes	79	71.82%
Never	12	10.9
Total	110	100%

Source: Unidad Educativa "Francisco Flor"
Elaborated by: Calero, P. (2017)

Figure 10: Understanding main topic or details when listening.
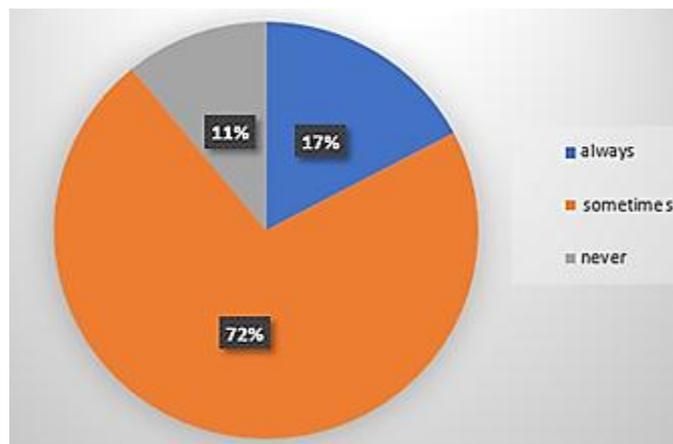
Source: Unidad Educativa "Francisco Flor"
Elaborated by: Calero, P. (2017).

Analysis and interpretation

In this question 78 students corresponding to 72% answered that they sometimes understand the main topic and the details in a conversation. On the other hand, 18 students corresponding to 17% answered that they always understand the details and the main topic in a conversation.

It can be inferred that it is difficult for students to achieve a high percentage of comprehension of what they hear because their ears can not decipher the sounds of the language properly.

Question 9. Does your teacher use activities such as summarizing, true or false, text analysis, or vocabulary exploration to achieve text comprehension?

Table 10: Using activities to achieve text comprehension.

Answer	Frequency	Percentage
Always	41	37.28
sometimes	52	47.27
Never	17	15.45
Total	110	100%

Source: Unidad Educativa "Francisco Flor"
Elaborated by: Calero, P. (2017).

Figure 11: Using activities to achieve text comprehension.
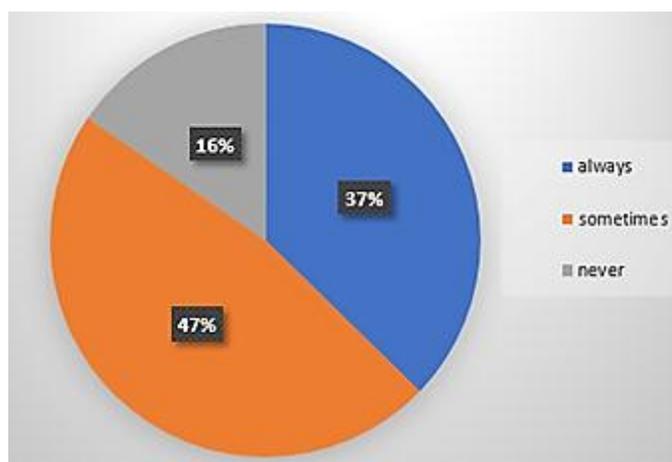
Source: Unidad Educativa "Francisco Flor"
Elaborated by: Calero, P. (2017).

Analysis and interpretation

In this question 52 of students representing 47% answered that their teacher sometimes uses activities such as true or false, text analysis, or vocabulary exploration to reach the comprehension of the text. On the other hand, 41 students representing 37% expressed that the teacher always performs these kinds of activities.

In conclusion, the teacher uses these activities because he considers important for students to understand the words they read or hear in the English language.

Question 10. Do you consider that intensive and extensive listening practice is useful for a better understanding of the English language?

Table 11: Usefulness of intensive and extensive practice for better language's understanding.

Answer	Frequency	Percentage
Always	46	41.82%
sometimes	56	50.9%
Never	8	7.28
Total	110	100%

Source: Unidad Educativa "Francisco Flor"
Elaborated by: Calero, P. (2017).

Figure 12: Usefulness of intensive and extensive practice for better language's understanding.
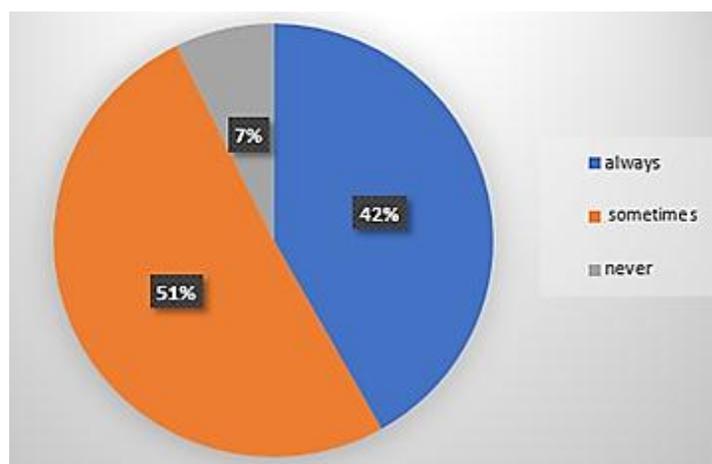
Source: Unidad Educativa "Francisco Flor"
Elaborated by: Calero, P. (2017).

Analysis and interpretation

In this question, 55 students representing 51% answered that intensive and extensive listening practice sometimes can be useful for a better understanding of the English language. On the other hand, 45 students representing 42% answered that this type of practice is always useful for A better understanding of the language.

The largest number of students is aware of the usefulness of intense and extensive listening practice for a better understanding of the English language.

4.3 Verification of Hypotheses

Null hypotheses

H0: Listening journals do not influence the intensive and extensive listening practice of second level BGU students at Unidad Educativa "Francisco Flor".

Alternative hypotheses

H1: Listening journals influence the intensive and extensive listening practice of second level BGU students at Unidad Educativa "Francisco Flor".

4.3.1 Significance level selection

The value $\alpha = 0.05$ will be used, which corresponds to 95% reliability of the results obtained during the investigation.

4.3.2 Population description

All the students, 110, belonging to second level of bachillerato at Unidad Educativa "Francisco Flor" constitute the sample to which the survey was applied.

4.3.3 Statistical model specification

Matemathical model

Ho: O = E

H_1: O ≠ E

Statistical model

$$x^2 = \sum \frac{(O - E)^2}{E}$$

Chi square

$\sum$ = Summation

O = Observed frequencies

E = Expected frequencies

4.3.4 Specification of acceptance and rejection regions

To determine the acceptance and rejection regions, the degrees of freedom are calculated with the established formula for a table with 4 rows and 3 columns.

df = (r-1) (c-1)

df = (4-1) (3-1)

df = 6

Using the level of significance (0,05) and the degree of freedom (6), the chi-squared distribution table is used to find the corresponding Chi square value. Then, with 6 df (degree of freedom) the Chi-Square value is determined: $X^2_t = 12,592$.

Figure 13:Chi Square distribution

v/p	0,001	0,0025	0,005	0,01	0,025	0,05	0,1	0,15	0,2	0,25	0,3
1	10,8274	9,1404	7,8794	6,6349	5,0239	3,8415	2,7055	2,0722	1,6424	1,3233	1,0742
2	13,8150	11,9827	10,5965	9,2104	7,3778	5,9915	4,6052	3,7942	3,2189	2,7726	2,4079
3	16,2660	14,3202	12,8381	11,3449	9,3484	7,8147	6,2514	5,3170	4,6416	4,1083	3,6649
4	18,4662	16,4238	14,8602	13,2767	11,1433	9,4877	7,7794	6,7449	5,9886	5,3853	4,8784
5	20,5147	18,3854	16,7496	15,0863	12,8325	11,0705	9,2363	8,1152	7,2893	6,6257	6,0644
6	22,4575	20,2491	18,5475	16,8119	14,4494	12,5916	10,6446	9,4461	8,5581	7,8408	7,2311
7	24,3213	22,0402	20,2777	18,4753	16,0128	14,0671	12,0170	10,7479	9,8032	9,0371	8,3834
8	26,1239	23,7742	21,9549	20,0902	17,5345	15,5073	13,3616	12,0271	11,0301	10,2189	9,5245

·Distribución Chi Cuadrado χ^2

P = Probabilidad de encontrar un valor mayor o igual que el chi cuadrado tabulado, v = Grados de Libertad

Source: http://labrad.fisica.edu.uy/docs/tabla_chi_cuadrado.pdf
Elaborated by: Calero, P. (2017)

Questions	Always	Sometimes	Never	Total
Do you think that watching videos or listening to audios in English which shows the real use of language by native speakers, would help you learn the language?	75	31	4	110
Do you consider that Listening journals help to improve the listening skills and the understanding of language?	34	67	9	110
When you listen, how often you understand the main topic or details of the conversation?	19	79	12	110
Do you consider that intensive and extensive listening practice is useful for a better understanding of the English language?	46	56	8	110
Total	174	233	33	440

Source: Unidad Educativa "Francisco Flor"
Elaborated by: Calero, P. (2017).

Calculation expected values

Always   (174*110)/440   43.5

Sometimes (233*110)/ 440   58.25

Never   (33*110)/440   8.25

Chart 5: Expected frequencies

Questions	Always	Sometimes	Never	Total
Do you think that watching videos or listening to audios in English which shows the real use of language by native speakers, would help you learn the language?	43.5	58.25	8.25	110
Do you consider that Listening journals help to improve the listening skills and the understanding of language?	43.5	58.25	8.25	110
When you listen, how often you understand the main topic or details of the conversation?	43.5	58.25	8.25	110
Do you consider that intensive and extensive listening practice is useful for a better understanding of the English language?	43.5	58.25	8.25	110
Total	174	233	33	440

Source: Unidad Educativa "Francisco Flor"
Elaborated by: Calero, P. (2017).

Table 12: Chi Square calculation

OF	EF	(OF-EF)	(OF-EF)^2	(OF-EF)^2/EF
75	43.5	31.5	992.25	22.81
31	58.25	-27.25	742.56	12.75
4	8.25	-4.25	18.06	2.19
34	43.5	-9.5	90.25	2.07
67	58.25	8.75	76.56	1.31
9	8.25	0.75	0.56	0.07
19	43.5	-24.5	600.25	13.80
79	58.25	20.75	430.56	7.39
12	8.25	3.75	14.06	1.70
46	43.5	2.5	6.25	0.14
56	58.25	-2.25	5.06	0.09
8	8.25	-0.25	0.06	0.00
440	**440**			**64.32**

Source: Unidad Educativa "Francisco Flor"
Elaborated by: Calero, P. (2017)

4.3.5 Graphic representation

Figure 14: Chi square graph
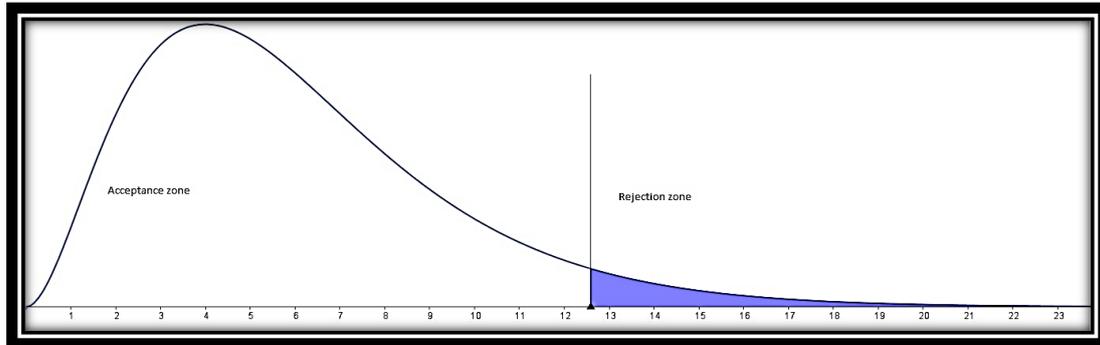
4.3.6 Statistical decision

The calculations show that with 6 degrees of freedom and the significance level 0.05, Chi-square value $X^2_c = 64.32$, which is greater than value on the reference table $X^2 t = 12,592$.

Consequently, the null hypothesis is rejected and alternative hypothesis is accepted that is, "Listening journals influence the intensive and extensive listening practice for second level BGU students at Unidad Educativa Francisco Flor"

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- After describing how listening journals work, it can be affirmed that their use is backed up by the hypothesis of Krashen's affective filter since this activity tries to create an environment with very low levels of anxiety in pursuance of potentiate the language learning, the stress free activity is focused in the extensive listening part. Krashen's reading hypothesis is involved in the intensive listening part, since among the activities that listening journals develop, there is profuse incidental reading while the gap-filling activity is performed with the listening practices.

- When intensive listening practices are carried out, students can reach high accuracy levels, since the intensive practice is reinforced with gap-filling activities that foster their ability to recognize what their ears listen to. In addition, intensive listening also is useful for students to pay close attention to how to spell the words they hear. The intensive practice is reinforced by the extensive listening of enjoyable texts, that becomes a factor that positively influences students to get high levels of precision in what they hear because of the feature these texts have to attract their interest.

- The main components of the Listening journals that help to develop intensive and extensive listening skills are, for the extensive listening the audiovisual materials that should be around the current level of student's proficiency and should be enjoyable, the reason for using enjoyable material is to cause in the learner the desire to develop the listening activity but not to makes he/she feel forced to do it. For the intensive listening skills, the main component is the Gap-filling activity that will allow the student to notice the features of the language at the level of sounds, letters, words, sentences, in an ascending way of understanding in favor of decode what he / she hears.

5.2 Recommendations

- To apply listening journals as they are supported by previous researches on the acquisition of language and its potential to help the student in learning the language has been verified.

- To develop intensive and extensive listening practices because they are beneficial to help the students to develop the ability to recognize the words and sounds of English language and because they are a motivating factor for learning.

- To use authentic audiovisual materials that promote students' development of intensive and extensive listening skills, and in consequence promote language acquisition.

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LISTENING JOURNALS FOR EXTENSIVE AND INTENSIVE LISTENING PRACTICE.

DIARIOS DE ESCUCHA PARA LA PRACTICA INTENSA Y EXTENSA DE ESCUCHAR

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Abstract

This research focused on analyzing the incidence of the use of listening journals for intense and extensive listening practice with the purpose of promoting a better understanding of the sounds of the English language and consequently, facilitating the acquisition of it. This descriptive research reviewed previous investigative works about listening journals executed by researchers in Japan and Taiwan, and used the quantitative-qualitative methodology for which a survey was applied to 110 students of second level Bachillerato at Unidad Educativa "Fransico Flor", to know the student's point of view about how beneficial they consider the use of this activity to learn the language. After processing the data, it was concluded that students consider that intense and extensive listening practice provided through authentic audio-visual materials and practiced using listening journals, promotes the learning of the English language, just as it was asserted by past researches.

Key words: authentic audio-visual materials, extensive listening practice, intensive listening practice, language acquisition, listening journals.

Introduction

Due to the widespread and importance of the use of the English language, and by its generalized use in such different areas ranging from entertainment to science, nowadays it is mandatory to have at least an elemental proficiency level on the use of this language. The Ecuadorian government, aware of this need, at the end of 2016 implemented the educational program "time to teach", which will gradually hire up to 3000 English-speaking teachers who will teach at the initial levels of basic general education, so that children will be exposed to English language from an early age and can experience authentic audiovisual input (El Tiempo, 2016)

From the foregoing, it can be affirmed that the relevance that the English language has reached makes its study a fundamental necessity and for this same reason it is necessary to use suitable teaching materials and activities that favor its teaching and learning, In this regard, Tomalin(1991) expresses that using videos in the classroom brings multiple benefits to younger students, for example, it causes his interest to learn new phrases and interest in culture, as well as his motivation is encouraged by the use of innovative teaching materials.

The purpose of this research work was to propose teachers with sources of authentic audiovisual materials and publicize an innovative educational activity called listening journals, that provide students the opportunity to train their auditory system to recognize the sounds of the English language. Audiovisual materials has previously been used as a source of appropriate input to maximize students' understanding of language as demonstrated in an study in which cartoons, films, and newscasts were used to help students acquire the second language, this study showed that students who observed cartoons achieved a very high level of language acquisition, in contrast to the group of students who observed films who only reached a high level of acquisition, and in total opposition to the group that watched newscasts that did not reach a significant level of acquisition of the English language as it is reported by the researchers (Bahrani & Sim, 2012).

For the purpose of helping students fine-

tune their auditory system to recognize the sounds and words of the English language listening journals emerge as a suitable tool/activity since it allows students to use audiovisual materials that catch student's attention and which contributes to incentivize students to fulfill the practice of listening, that is to say the use of these materials have allowed to create new techniques and methods that strengthen the teaching-learning process as pointed out by Bravo (2004) in his article about The Teaching Media and the use of ICT's in education.

Furthermore, because listening practice is an activity that takes place at student's homes, it allows freedom to do it several times situation which multiplies the opportunities for the student to understand and learn the language and at the same time this characteristic gives the student the opportunity to perform the activity in a stress-free environment, which is a factor that maximizes learning allowing them to improve concentration and memorization of the sounds they listen to. Stress can cause impairments in students when storing or retrieving information in their minds, as stated in an article about the relationship between the

release of the hormone corticosteroid in stressed situations and its negative effects on the memory published by (Mitchell, 2010) .

Because listening journals is an activity that will be executed in an environment with minimum stress levels which in turn maximizes the opportunities to learn the language, it is also necessary to emphasize that listening journals motivate students to learn the language since it pretends to emulate the process that happens during the learning of the mother tongue in which the greater amount of input is made through listening and paying attention to the word's sounds. This means that through the intensive practice of listening students will be able to focus on the sounds of letters, words, sentences of the English language, in an ascending way (bottom-up processing) to learn to decode what they hear. In parallel, having the freedom to listen or look at authentic audiovisual materials as many times as they want, their minds work inferring situations, anticipating results and relating their prior knowledge of the world or situation, to the content of what they are listening or watching to (Top-

down processing), In this regard Woottipong (20014), stresses the importance of using the two types of processing of listening in second language students, and clarifies that the interaction of these two processes significantly help students to understand and acquire the language, for this reason listening journals are highly recommended as an educational activity. In order to authenticate the importance of using listening journals as an activity that promotes language learning, the following research objectives were proposed:

- To stablish the methodological framework of Listening journals as a tool for listening practice.
- To identify the level of development of student´s listening skills.
- To stablish the main components of listening journals to develop listening skills.

Theoretical framework

The investigative work entitled "How the development of the auditory skill affects the teaching-learning process in the 5th cycle English Bachelor's degree? developed by (Encalada), the author defines as the main objective of his research, "to establish the development's degree of the students' auditory skills of the fifth cycle of the English training teaching program". The aforementioned research has a quantitative approach and is descriptive, not experimental because it describes the situation experienced by students. The methodology used is quantitative since 19 students were surveyed.

After analyzing the data, the following conclusions were obtained:

- Students have an intermediate level of auditory skills, which is below the standard according to the CEFR, since they should be located at the upper intermediate level.
- The students' auditory skills are good, but they should be able to understand more, between 65% to 70%.
- To improve their understanding of the language, it is desirable to have an interactive laboratory to practice listening skills.
- The adequacy of a laboratory, to strengthen language skills is an imperative necessity.

It was established that the ideal solution to the problem would be the implementation of a laboratory for the practice and strengthening of all the skills of the English language, as it would allow students to practice from the initial levels of the career, and pass to the higher levels with an acceptable development´s level of listening skills.

The research entitled "Audiovisual materials: a way to reinforce listening skills in primary school teacher education" the authors (González-Vera & Hornero Corisco, 2016), set out to investigate the effect that audiovisual materials have on the development of communicative competence on college students. This research has and qualitative approach and it was a quasi-experimental research because two listening activities were implemented; the first focused on the improvement of pronunciation and the second about listening comprehension. Also a pre-test and post-test were applied before and after the activities. After analyzing the data, it was established that after the application of the post-test it was determined that the use of audiovisual materials positively influenced to

improve the pronunciation of the students as well as it was useful to optimize their auditory comprehension.

As a final conclusion, the use of audiovisual materials can be recommended because the potential they have as an educational resource is unobjectionable.

Methodology

This research work has a quantitative approach and is essentially descriptive, as it presents the students' opinions about the way their classes are taught, and their appreciation about the use of the activity called listening journals used to develop their understanding of the English language. In addition, this was a field research that aimed to measure the degree of acceptance that students would have about the practice of the before mentioned activity.

To achieve the research´s objectives a questionnaire consisting of ten questions was elaborated, this instrument was applied to the 110 students, distributed in four parallels who constitute the population object of this study. The present investigation is bibliographic, because it used information from diverse

sources such as books, previous investigations about the subject, previous works of the investigated variables, and an extensive use of online information sources. The aim of this research was to find the relationship between the two variables without manipulating any of the variables, which classifies it as a non-experimental correlational investigation. The population of this research was 110 students belonging to the second level BGU at Unidad Educativa "Francisco Flor".

Table 16: population

Population	N°	%
Class "A"	24	21.81
Class "B"	25	22.73
Class "C"	32	29.09
Class "D"	29	26.37
TOTAL	110	100%

Source: Field investigation
Elaborated by: Calero, P. (2017).

The questions of the survey were formulated to know the following aspects:

- the level of auditory comprehension of the English language that students possess at the time of the application of the survey.

- The type of activities that the teacher develops for the development of listening skills.
- The level of development of listening language skills.
- The level of use of authentic materials.
- The frequency of student exposure to the English language.
- The frequency of use of authentic material.
- The level of acceptance about the use of the Listening journals tool.
- The usefulness of intensive and extensive listening practice.

Outcomes

After tabulating the data, the statistical tool Chi square was applied to determine the probability of acceptance or rejection of the alternative hypothesis. To exemplify this process, the analysis of the two most relevant questions of the research is presented.

Independent Variable

Question 4. Do you think that watching videos or listening to audios in English which shows the real use of language by native speakers, would help you learn the language?

Graph 14: Real use of language to learn the language
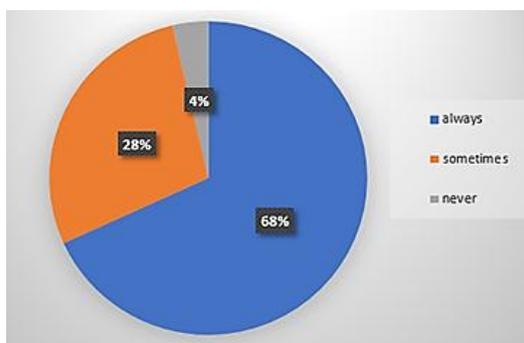
**Source:** Field investigation.
Elaborated by: Calero, P. (2017).

Of the total population of 110 students, 75 of them representing 68% answered that materials that show the real use of language would help them to learn the language; On the other hand, only 4 students representing 3.68% believe that these materials would not help.

Dependent Variable

Question 10. Do you consider that intensive and extensive listening practice is useful for a better understanding of the English language?

Graph 15: Usefulness of intensive and extensive practice for better language's understanding.
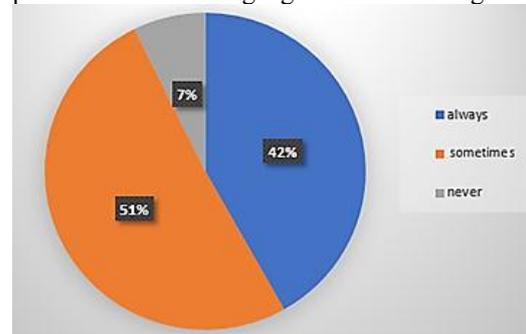
Source: Field investigation.
Elaborated by: Calero, P. (2017).

Of the total population of 110 students, 46 of them who represent 42% answered that the intensive and extensive practice of listening is useful for a better language understanding; and 8 students who represent 7.28% consider that this type of practice would not help.

Discussion

The development of this research work allowed to briefly know the activities that the teacher develops in their classes to promote the development of English language skills, and mainly led to focus on the activities to develop listening skills in students of second courses of BGU at Unidad Educativa "Francisco Flor". Through the analysis of the survey's results, it was concluded that to a great extent the teacher develops activities such as role plays, focused on

the use and development of English language skills. Additionally, the teacher offers its students activities to practice intonation, pronunciation, cadence when speaking, and exercises to achieve text comprehension. On the other hand, the research revealed that the teacher rarely uses authentic materials to support his class and adheres to the use of teaching materials provided by the government.

The survey showed that students mostly consider that watching or listening to audiovisual materials that show native speakers making real use of the language would help them to learn it, since 75 of them made this claim in the survey. In the same way, almost a third of the students agreed that the Listening journals would help them to improve their listening skills and, consequently, to understand the language. Finally, 41 students affirmed that the intensive and extensive listening practice is effective for a better understanding of the English language.

The findings in this research are similar to those found in the study called "Enhancing Technology College Students' English Listening Comprehension by Listening Journals"

developed by Cheng (2007), This research highlights how the use of listening journals helped a group of 46 students, 36 men and 10 women of the Nanya Institute of Technology to improve their vocabulary, pronunciation and English listening comprehension, through the use of listening strategies such as listening to keywords, repeat listening, listen to details and main ideas, guessing the meaning of new words from the context. Participants in this study were free to choose the listening materials, and was mandatory to heard them at least once a week, for two semesters. As homework, listening journals would be delivered to the teacher weekly who would rate them taking into consideration their content. At the end of the two semesters, a General English Proficiency Test was applied, which showed that the students notoriously improved their listening skills.

To sum up, Cheng affirms the effectiveness of using listening journals as an activity to promote the learning of the English language, since it helps the students to improve their understanding of the language through the use of

listening strategies, which in turn allows to increase the vocabulary, improve the pronunciation, and simultaneously promote the development of the other skills of the English language, as has been demonstrated by other researches on the subject in other countries.

Conclusion

At the end of this research it can be concluded that even when the teacher teaches his classes, He or She adheres to the use of teaching materials distributed by the government but, students are enthusiastic about the use of authentic audiovisual materials and their use with listening journals. It can be inferred that the use of this activity is null, mainly due to ignorance of its existence because when looking for information about listening journals in Biblioteca Digital Ecuatoriana web site, no information was found at a national level, and only the research works developed in other countries could be accessed. Finally, it is up to all those involved in language teaching, the use of this novel activity that in many research works on its use worldwide, has obtained favorable comments on its effectiveness in teaching-learning languages.

Recommendation

Due to the multiple benefits the use of the activity called listening journals offers for the teaching-learning process of the English language, it is recommended to the teachers its use to favor the development of the four skills of the English language in the students of the Unidad Educativa " Francisco Flor ".

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Annex 2: Student's survey.

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y

DE LA EDUCACIÓN

CARRERA DE IDIOMAS

Students' survey: Unidad Educativa "Francisco Flor" Second level BGU.

General objective: To determine the relationship between "Listening Journals" and the practice of intensive and extensive listening of the English language.

Directions: Read the following questions carefully and according to your criteria mark your answer with an (x) in the box of your choice.

QUESTIONS	ALWAYS	SOMETIMES	NEVER
1. Does your teacher develop class activities that combine the practice of two or more of following skills: writing, listening, reading?			
2. Does the teacher use authentic audiovisual materials to support his/her class?			
3. How often do you read a book, novel, listen to the radio, watch TV programs, or films in English?			
4. Do you think that watching videos or listening to audios in English which shows the real use of language by native speakers, would help you learn the language?			
5. Do you consider that Listening journals help to improve the listening skills and the understanding of language?			
6. Does your teacher encourage you to develop activities to use the language, (role plays, expositions)?			
7. Does your teacher offer you lectures or speeches to develop speed, correct pronunciation, intonation?			
8. When you listen, how often you understand the main topic or details of the conversation?			
9. Does your teacher use activities such as summarizing, true or false, text analysis, or vocabulary exploration to achieve text comprehension?			
10. Do you consider that intensive and extensive listening practice is useful for a better understanding of the English language?			

Thank you for your cooperation.

Annex 3: URKUND Antiplagiarism Report

URKUND

Documento	paco calero testurkund2.docx (D33816813)
Presentado	2017-12-14 23:47 (-05:00)
Presentado por	the3amail@gmail.com
Recibido	eg.encalada.uta@analysis.urkund.com
Mensaje	Muy buenas noches teacher Edgar, le saluda paco calero. Mostrar el mensaje completo
	3% de estas 25 páginas, se componen de texto presente en 10 fuentes.

Annex 4: Listening Journals updated format

Listening Journal 1

Date [   ]

Website	Audio Name	Level/Other Information

Response: What do you think about this listening?

Vocabulary: What words did you learn?

1.

2.

3.

4.

5.

Activities: What did you do to help your listening?

Self-Assessment

Question	Yes	No	Maybe
It was too fast.			
The vocabulary was difficult.			
The pronunciation was difficult.			
This helped my listening skills.			
I like this website.			
I think my listening skills are improving.			
I need to improve my _____			