UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

TEMA: "**MULTIMEDIA ELEMENTS IN THE LISTENING SKILL COMPREHENSION IN STUDENTS OF SUPERIOR EDUCATION**"

Trabajo de Investigación, previo a la obtención del Grado Académico de Magister en Enseñanza del Idioma Inglés como Lengua Extranjera.

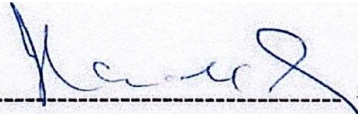**Autora:**   Licenciada Mariela Victoria Tigse Zambrano.

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DEDICATION

In a new stage of my life, I am honored to dedicate the present investigative work to my brothers who have always had the desire to see me advance professionally. To the Technical University of Ambato that provides opportunities to continue preparing, and especially I would like to thanks to Mg. Sarah Iza, my thesis director, who has guided me in the elaboration of the research with her extensive knowledge and at all times has motivated me to continue and to my students who are the reason for my professional improvement.

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TEMA:

"ELEMENTOS MULTIMEDIA EN LA COMPRENSIÓN DE LA HABILIDAD DE ESCUCHAR DE LOS ESTUDIANTES DE EDUCACIÓN SUPERIOR"

AUTOR: Lic. Mariela Victoria Tigse Zambrano

DIRECTORA: Mg. Sarah Jacqueline Iza Pazmiño

FECHA: Noviembre, 2018

RESUMEN EJECUTIVO

La presente investigación se origina por la necesidad de mejorar la comprensión auditiva en los estudiantes del Instituto Tecnológico Superior Francisco de Orellana, a través; de la implementación del uso de una plataforma donde los estudiantes puedan realizar tareas seleccionadas usando audios y videos. La educación en esta institución requiere más implementos tecnológicos, ya que; el proceso de aprendizaje del inglés requiere de métodos transformadores para una buena comprensión auditiva. Actualmente las herramientas tecnológicas son recursos eficaces para poder alcanzar un alto nivel de comprensión auditiva. Esta investigación cualitativa-propositiva describe las cualidades del fenómeno en cuestión. Esto demostró que los métodos habituales hacen que las clases de inglés no sean significativas y se tornen poco atractivas para los estudiantes causando dificultades en la comprensión auditiva del idioma. Las variables del presente estudio están sujetas al marco teórico y la información recopilada de los estudiantes sirvió de base para proponer una plataforma en línea que contiene actividades de "listening" para ser desarrolladas por profesores y estudiantes en todo el mundo, así como en los resultados del Pre-test. Después del tratamiento del investigador, se demostró que el uso de elementos multimedia a través de una plataforma en línea ayudó a mejorar la comprensión auditiva de los estudiantes.

Los resultados del proceso de investigación han mostrado, la necesidad de encontrar una solución para el problema, a través; de una plataforma interactiva para mejorar la comprensión auditiva del idioma inglés en los estudiantes del nivel superior. Esta propuesta seguramente despertará el interés por estudiar este idioma extranjero y permitirá alcanzar un aprendizaje significativo de una forma efectiva.

DESCRIPTORES: implementos tecnológicos, comprensión auditiva, métodos transformadores, aprendizaje significativo, plataforma interactiva.

UNIVERSIDAD TÉCNICA DE AMBATO

DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

RESEARCH TOPIC:

"MULTIMEDIA ELEMENTS IN THE LISTENING SKILL COMPREHENSION IN STUDENTS OF SUPERIOR EDUCATION."

AUTHOR: Lic. Mariela Victoria Tigse Zambrano

DIRECTED BY: Mg. Sarah Jacqueline Iza Pazmiño

DATE: November 8th, 2018

ABSTRACT

This investigation is derived from the need to improve the listening comprehension in students of the Francisco de Orellana Technological Institute, through the implementation of the use of a platform where students can perform selected tasks using audio-video resource. The education in this institution requires more technological implements, since; the English learning process requires transformative methods for efficient listening comprehension. Currently, technological tools are valuable resources to achieve a high level of listening comprehension. This qualitative-proactive research describes the qualities of the phenomenon. This investigation showed that the usual methods make the English classes does not significant and they become unattractive for the students, causing difficulties in the listening comprehension. The operationalization of variables based on a theoretical framework and the information collected from the students gave the basis to propose an on-line platform which contains listening activities to be developed by teachers and students everywhere as well as the results of the Pre-test have shown the need to find a solution to the problem for improving the listening comprehension of English language in the students of superior education. After the researcher's treatment, it was demonstrated that the use of

multimedia elements through an on-line platform helped to improve the students' listening comprehension. This proposal will surely awaken interest in studying this foreign language and it will allow achieving meaningful learning in an effective way.

Descriptors: technological implements, listening comprehension, transformative methods, meaningful learning, interactive platform.

INTRODUCTION

Nowadays, multimedia elements are widely used as an instructional aid in almost all levels of English as a foreign language and English as second language classrooms. Some investigations have been conducted to the positive effects of using audio-visual resources to enhance language learning.

The main benefits by using multimedia elements are to provide a rich context for authentic discourse, to improve listening comprehension, to enhance learners' achievements and motivation, and to acquire a better understanding of non-verbal expressions. Audio-visual resources are more useful than traditional ones. Being exposed to authentic audio-visual supplies facilitates the internalization and reproduction of new ideas. Listening comprehension does not represent a simple word-by word translation, but rather it involves a deeper understanding of the meaning.

The research work is established in six chapters.

Chapter I. This chapter shows the problem statement, its contextualization and critical thinking. It also involves the prognosis, the formulation of the problem, the questions, the research problem formulation, the justification and the research objectives.

Chapter II. This chapter refers to the research methodology. It contains several elements such as: the research approach, the basic research modality, the level of research, the population, the operationalization of variables and techniques and research instruments used for the data collection.

Chapter III. This chapter includes the tabulation of the results of the research instruments, tables and statistical graphs through which the results were analyzed, data interpretation and verification of the hypothesis.

Chapter IV. This chapter presents the analysis and interpretation of the results. It includes a quantitative and qualitative analysis of the results obtained in the pre-test and post-test taken by the two groups who participated in the study. Moreover, this chapter contains the hypothesis verification which permits the evaluation of the feasibility of the investigation.

Chapter V. This chapter covers the pertinent conclusion and recommendation, according to the statistical analysis of the data.

Chapter VI. This chapter present the proposal. It talks about the use of a virtual classroom with multimedia elements to improve the listening skill comprehension in students of superior education and its components such as: the informative data, the background of the proposal, the justification, objectives, feasibility analysis, the theoretical foundation and the operational plan.

Finally, the bibliography and annexes that have been used as a reference in the research work in order to show the improvement of listening skill comprehension in students of superior education.

CHAPTER I

PROBLEM STATEMENT

1.1 Theme of the problem

Multimedia elements in the listening skill comprehension in students of superior education.

1.2 Problem statement

Low level of listening comprehension in students of superior education.

1.3 Contextualization of the problem

According to the fourth edition of Education First, English Proficiency Index (2015), Ecuador is one of the countries with a low level of English, as well as Peru, Brazil, Chile, Colombia, and others. This is because English is still weak in Latin America. There are 14 Latin countries included in the study, 12 are in the low rank.

Ecuador ranks 35 out of 63 as one of the countries with low English proficiency according with the English Proficiency Index, EF EPI (2018). To obtain these results, data was used on 750 000 adults over 18 years of age. This is an annual report carried out by the global language training company Education First (EF), the only one to carry out these studies. All of these factors have affected each place in Ecuador. It can be mentioned that there is the same concern in other provinces, the low level of English language in the students of the Pastaza district is due to both the reduction of hours of the foreign language (English) in the curriculum   map.

Furthermore, it is worth mentioning that in some of the educational establishments, there is not the adequate technological equipment to work with the students in the listening skill, being one of the most important and receptive skills, considering that, through this is possible to reach the speech skill with better results.

Teachers in "Francisco de Orellana" Technological Institute have been able to notice the deficiency that exists in the practice of listening comprehension skills because of the reduction of hours of English classes in the study program. It is important to mention that English language is inside the curriculum program yet and not in levels as established by CEFR. In other words, students have only three hours a week where teachers dedicate only for practicing the grammar part. This aspect is not sufficient to get a totally comprehension of English as second language. Another factor is that the institute doesn't have an English laboratory, to develop the listening skill comprehension with the students.

Besides, the use of inappropriate audios as instructional materials for listening skill comprehension generates a problem too. In some cases, those are not according to their level, the students have to face these problems. First of all, students find hard to understand proper names as they have never heard about it, before. In other words, they have no background about what they are listening. Another reason is the monotonous and too long listening audios which makes the students feel strange, discouraged and bored of what they are hearing.

At Francisco de Orellana Technological Institute, there is a factor presented as a big issue such as the number of students who have low economic resources. The students live in small towns far from the city, this does not allow them to easily access the use of technology to develop audio skills, and therefore, this causes them to lose interest in developing this skill and to learn English in general. Without these methodological factors to practice, students cannot approach to any

improvement or good result in listening comprehension. As, Francisco de Orellana Technological Institute belongs to the Amazon Region of Ecuador, there is a low level of English proficiency. According to English Proficiency Index, EF EPI (2018), the Amazon Region has an average of 47,95 which is very low.

English has been considered a fundamental tool for personal, academic and professional development. While instructional programs include listening exercises, listening comprehension has not received the same attention in instruction or research as other aspects of the language and; in fact, they are a challenge for students, as well as teachers.

1.3.1 Problem tree

EFFECT	Low performance	Difficulties to understand	Lack of participation

PROBLEM — LOW LEVEL OF LISTENING SKILL COMPREHENSION

CAUSE	Low interest in English language	Poor development of audio activities	Audio materials are not according to students' level
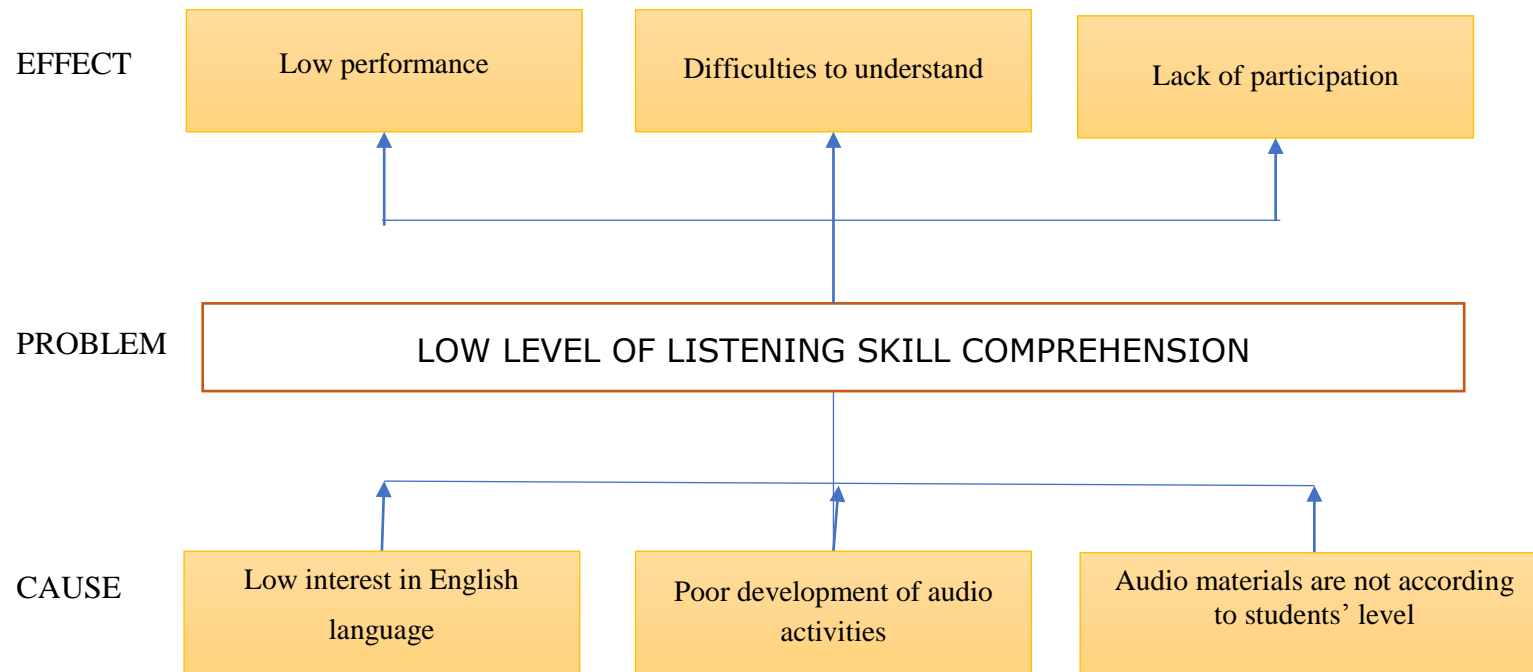
Figure Nº 1. Problem tree analysis.

Source: Direct research

Developed by: Tigse, M. (2018)

1.3.2 Critical analysis

A lot of students at Francisco de Orellana Technological Institute have low interest for English language learning insomuch as they are not motivated. Furthermore, teachers do not use the methodology based on dynamic activities in classes. The students do not understand the dialogues and conversations in English, so they lose the interest for learning. Students get low performance when teachers assess them their listening skill. Students have a poor English language comprehension because they do not have the opportunities to develop the listening skill.

The development of audio activities is important in English classes considering that listening is one of the receptive skills to produce speaking competence. Therefore, in some cases listening is not used in a correct way in classes because teachers do not have resources to practice audio activities. For that reason, students have difficulties to understand questions, instructions, phrases and words. In addition, this is the consequence of the poor development of audio activities.

Finally, another factor that influence in negative way is the selection of audio material. Those are not according to students' real level. Students feel frustrations insomuch as they do not understand these audio activities. Teachers are not able to adapt the new knowledge and create a significant learning according to the context and social reality. So, they are not connected with the topic or contents. They do not participate actively in tasks assigned by teachers. Insomuch as, the fear of making mistakes in front of someone. All these factors are limitations that teachers have to face to guide students in their English learning through listening development.

1.3.3 Prognosis

If the problem of low level of listening skill comprehension as a result of the inadequate use of materials is not successfully solved now, students at Francisco de Orellana Technological Institute will not show progress in the development of English skills. In that case, teachers will continue using the audio material and resources inappropriately, and students will have a lack of interest. In addition, they will not be able to develop the learning skills and this will affect their academic performance, their social and professional lives.

On the other hand, if the problem is solved, teachers will use multimedia elements and the students will have a better listening comprehension. Furthermore, they will get a high-level of the English language domain. At the same time, students will develop the ability to use technological resources efficiently to understand the dialogues and the conversations of native speakers.

1.3.4 Setting of the problem

How do multimedia elements impact in the listening skill comprehension in students of superior Education?

1.3.5 Research questions

- How is the listening skill comprehension being developed in students of "Francisco de Orellana" Technological Institute?

- Which multimedia elements are appropriate and innovate to support the listening skill comprehension in students?

- Which instructional and audiovisual materials should be implemented as teaching resources to improve the listening skill comprehension?

1.3.6 Research delimitation

Field: Education

Area: Young education

Specific Field: Listening skill.

Time Delimitation: The study was carried out during January – May 2018.

Spatial Delimitation: Given the importance of the research, it was investigated in the students of Francisco de Orellana Technological Institute during the academic semester.

1.3   Justification

This research work is **important** because it is necessary to solve the low level of listening skill comprehension in the students of Francisco de Orellana Technological Institute. The multimedia elements contribute as a means that offer the possibility of developing the listening skills in a progressive way, according to the level of knowledge of the students.

This investigation is **innovative** in the educative community insomuch as, it will allow to propose instructional materials to develop the listening skill comprehension, based on the use of modern technologies. In that sense, teachers need to know how to use them correctly in order to obtain all the benefits derived from their use. Information and Communication Technologies are part of the education curriculum and English teachers must incorporate them into the teaching process.

This research is **interesting** because the difficulties encountered at Francisco de Orellana Technological Institute related to the low level of listening skill

comprehension will be overcome. It must be taken into account that in the Common European Framework of Reference the use of new technologies such as audio materials are considered an essential bridge for English language learning.

The **impact** of the research was to give alternatives about multimedia materials as interactive strategies in the classrooms. It will allow the students of Francisco de Orellana Technological Institute to understand English dialogues and conversations made by native speakers.

This research was **feasible** considering that authorities supported the development of work and they provided the resources to be used by the author. They are conscious about the deficit in the academic performance of students. In other hand, from the academic field, teachers are interested in incorporating new strategies in their teaching-learning process.

The **beneficiaries** were the students and the teachers, because this investigation could help them to develop the listening skill comprehension without ignore the other skills.

The suggested strategies had the support of new technological tendencies in learning a foreign language.

1.4   Objectives

1.4.1   General

- To investigate the multimedia elements as an alternative to improve the listening comprehension in students of Francisco de Orellana Technological Institute of Puyo city, Pastaza province.

1.4.2 Specific

- To identify how listening skill comprehension is being developed in students of "Francisco de Orellana" Technological Institute of Puyo city, Pastaza province.

- To find out which multimedia elements are appropriate and innovate to students of "Francisco de Orellana" Technological Institute of Puyo city, Pastaza province.

- To propose instructional and audiovisual materials to develop the listening skill comprehension with students of "Francisco de Orellana" Technological Institute.

CHAPTER II

THEORETICAL FRAMEWORK

2.1   Research background

It has been found some thesis and research related to this research object through the revision of academic databases and digital theses repositories, as follows:

According to Arono (2014), argues that listening skill is a process in language learning that needs practice by using audio/technology. The author applied interactive multimedia integrated in learning of interactive active listening, in an experimental group of students. It was also implemented audio learning media using handbook of interactive active listening learning model in a control group of students. After using interactive multimedia elements, the experimental group of students got a meaningful improvement in their listening skill (33.88 %), however the control group of students also enhanced the listening skill but in a less significant improvement (2.62 %). It shows that multimedia elements allow to reach a more meaningful improvement in listening skill compared to audio media. Once reviewed the article, it can be understood that the multimedia elements (that incorporate audio and video resources) allow to develop the listening skill wider than audio elements. For this reason, it is more convenient to use video resources such as streaming, conferences, films, tutorials, news and video blogs; instead of audio recordings in the classroom.

Ramírez and Alonso (2007) in their study "Using digital stories to improve listening comprehension with Spanish young learners of English" aim to analyze the effects that digital stories may have on the understanding of spoken English by a group of six-year-old Spanish learners. The authors applied digital histories of Internet-based instruction in daily class, the outcome of this study shows that experimental group learners were able to comprehend basic linguistic structures and vocabulary, and improved their listening comprehension skill. From this study, it is explained the importance of using digital stories in the process of English language learning, because students pay attention in knowing the development of the events. It makes them unknowingly develop their ability to listen and to understand the linguistic structures. For this reason, the researcher should consider the possibility of incorporating these resources in the English teaching at Francisco de Orellana Technological Institute. However, it is necessary to verify the availability of laboratories in the institution prior the incorporation of digital story in the study program.

It is important to refer that the teacher who uses learning strategies must develop those to lead forward the improvement of listening skill. According to Khuziakhmetov and Porchesku (2001) in "Teaching Listening Comprehension: Bottom-Up Approach", the importance of structural features and frequency of linguistic units are highlighted to determine priorities in English language teaching; specifically, when training listening skills. The experimental data show that students of language departments demonstrate that their level of listening skills and perception mechanisms differ significantly from those of native speakers. As to the sentence, it is even lower; the Russian speakers demonstrate only 31 % of successful perception of sentences in comparison with 77 % of native speakers. Once the article is revised, it is understood that to improve listening skill, professors should base their teaching on theoretical principles, such as: contextual information and linguistic features (initial sound, accented vowel, length in phonemes, accented structure, syllables, part of speech, sentences pattern, and tense of the verb-predicate). In that sense, an effective way to teach

foreign language listening skills is to develop scientifically based programs. For this reason, it is essential that the audiovisual elements that are included in the English teaching are coordinated with the linguistic principles.

Ampa (2015) did the research titled "The implementation of interactive multimedia learning materials in teaching listening skills". The author used the Wondershare Quizcreator program and audio materials in teaching English listening skills. According to the results, teaching listening skills by using interactive multimedia learning materials have been designed and developed with the Wondershare Quizcreator program are very effective. It was implemented videos of dialogue and monologue which are heard by the students. The exercises in the interactive multimedia learning materials include multiple choices, true-false completed, filling the blanks, and matching, with the answer keys. From the review of the article, it is seen the importance of working with videos incorporating dialogues and monologues, as well as the level of understanding of the conversations listened must be evaluated through instruments that incorporate multiple choices, true-false completed, filling the blanks, and matching, with the answer keys.

2.2   Philosophical foundations

The investigation focuses on the critical proactive paradigm considering an alternative solution for research and it not only seeks a diagnosis to solve the problem. The critical proactive paradigm is the base of this research because through this, the author will get the improvement in the development of listening skill in students, so they can be able to listen in a clearly way and develop the activities with help of multimedia elements.

In the philosophy, there is not a true absolute, the meaning is relative, because there are a lot of changes that have to do with technology and multimedia

elements. It is necessary to promote students critical thinking in order to develop their communication through their experience in the learning process.

2.3   Legal basis

To carry out the present investigation, it has been kept in mind the legal and educational framework in Ecuador such as: Constitución de la República del Ecuador, Ley Orgánica de Educación Intercultural Bilingüe and their respective regulations.

Normas constitucionales Constitución de la República del Ecuador

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.

Código de la Niñez y Adolescencia

Art º. 37.- Derecho a la educación. - Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho exige un sistema educativo que: Garantice que los niños, niñas y adolescentes tengan maestros, materiales de

enseñanza, laboratorios, instalaciones, instalaciones y recursos adecuados y que disfruten de un entorno favorable para el aprendizaje.

c) Dotar o repotenciar la infraestructura, el equipamiento, la conectividad y el uso de TIC, recursos educativos y mobiliarios de los establecimientos de educación pública, bajo estándares de calidad, adaptabilidad y accesibilidad, según corresponda.

Art º. 38.- Objetivos de los programas educativos del Código de la Niñez y la Adolescencia.

g) Desarrollar un pensamiento autónomo, crítico y creativo.

2.4   Fundamental categories network
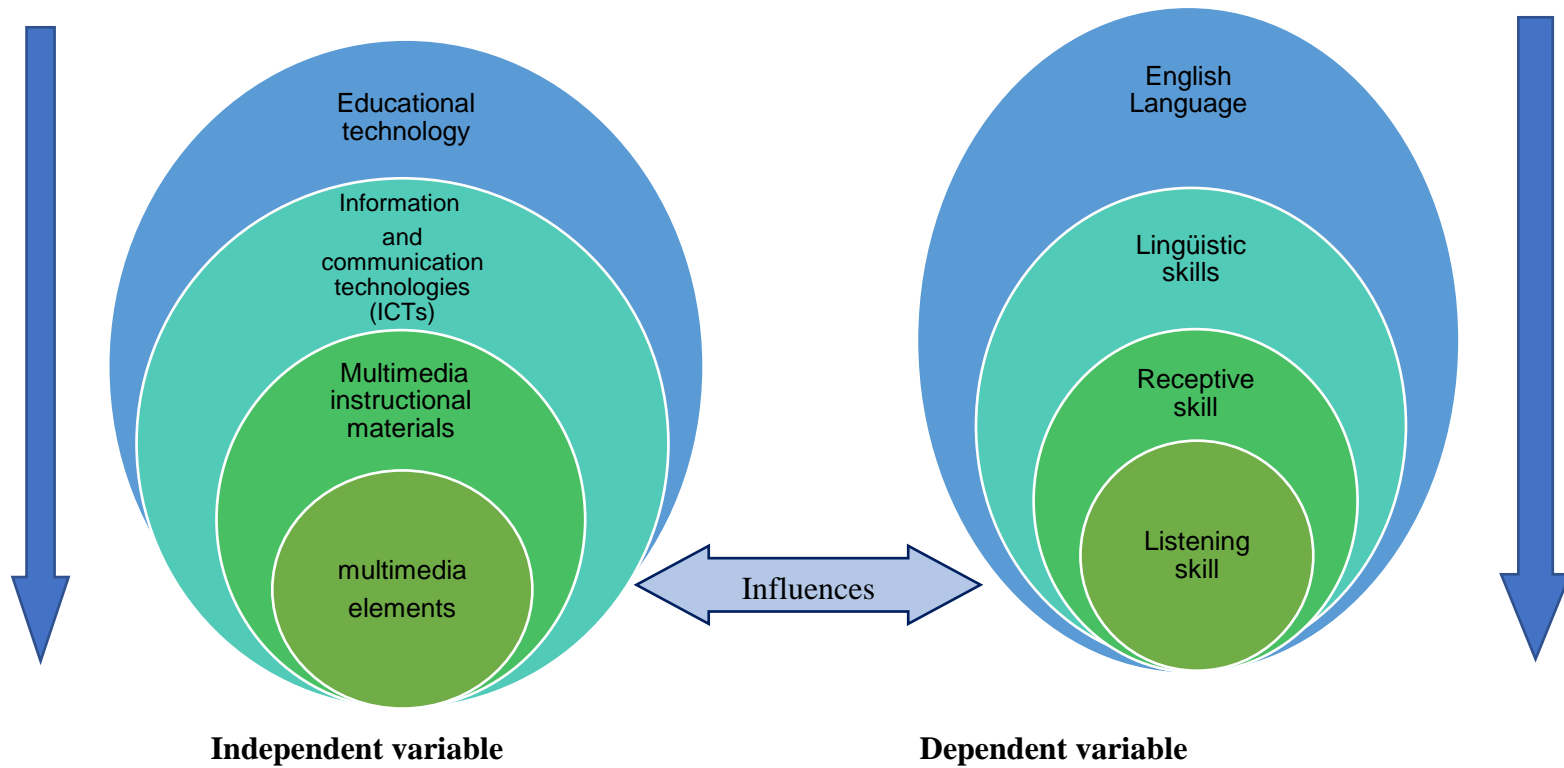
Figure Nº 2. Categories network.

Source: Direct research

Developed by: Tigse, M. (2018)

2.4.1 Independent variable interrelated
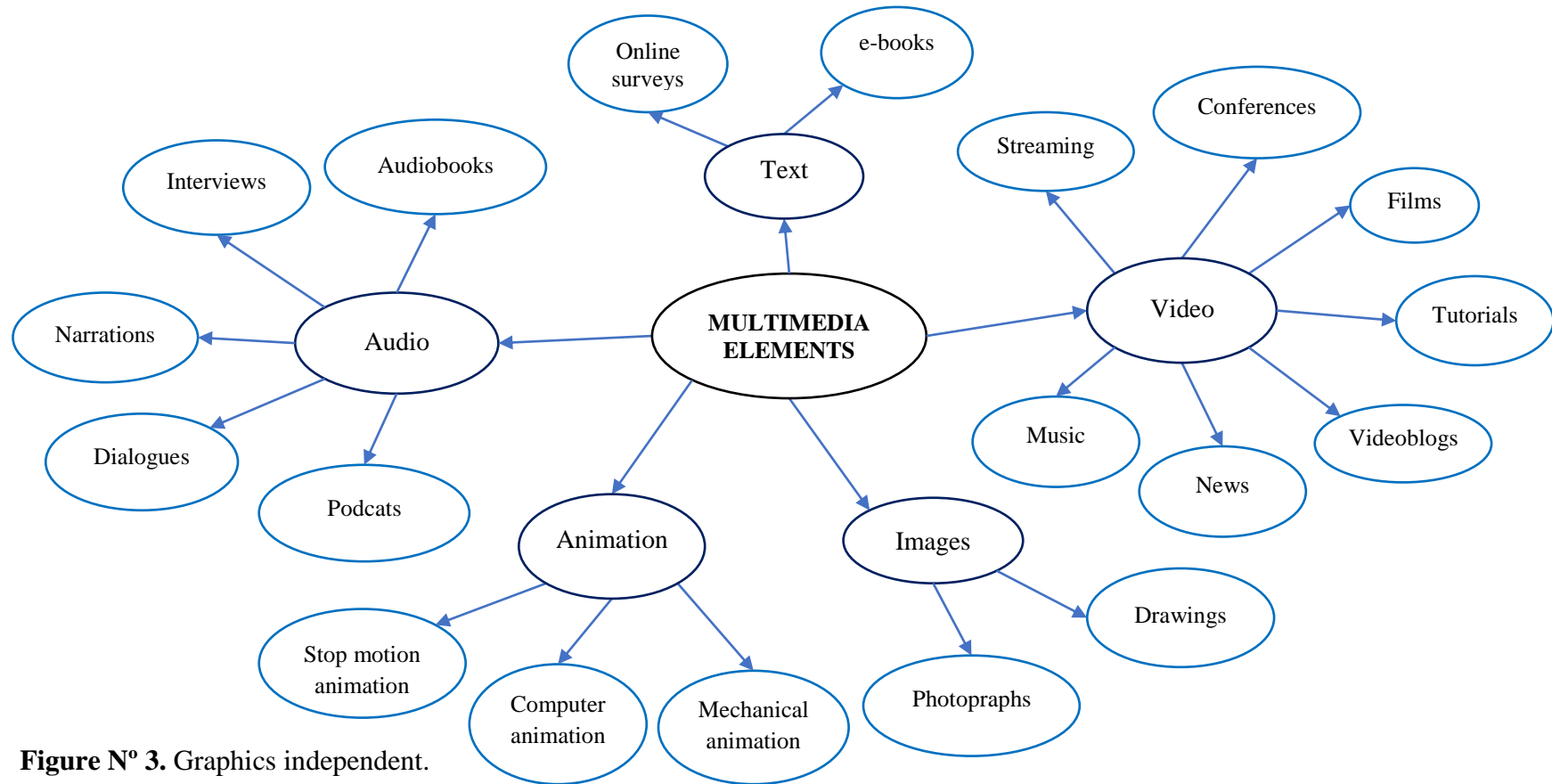
Figure Nº 3. Graphics independent.

Source: Direct research

Developed by: Tigse, M. (2018)

2.4.2 Dependent variable
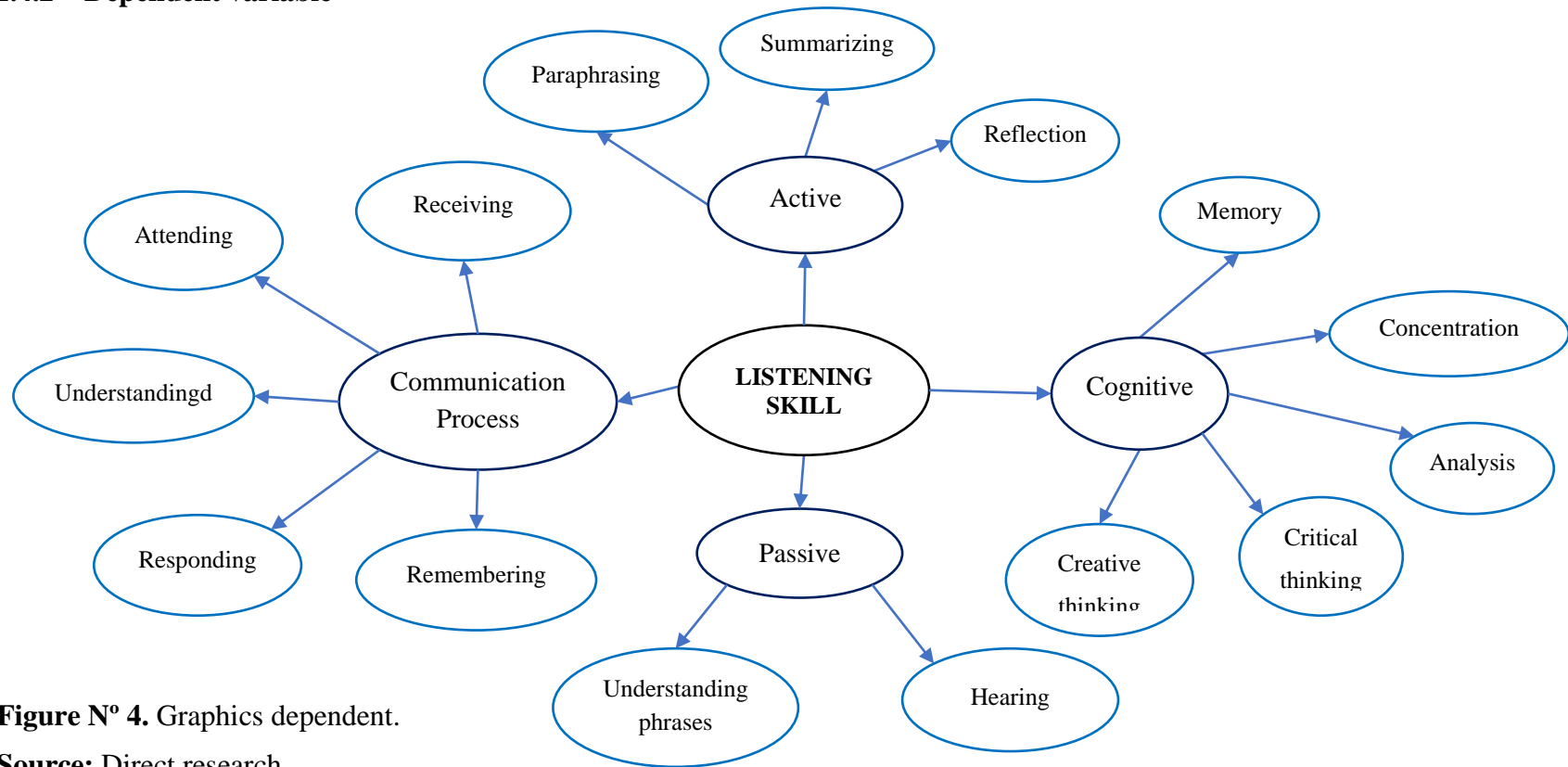
Figure Nº 4. Graphics dependent.

Source: Direct research

Developed by: Tigse, M. (2018)

2.4.3 Independent variable theoretical framework

2.4.3.1 Educational technology

According to the World Health Organization (WHO) to create inclusive learning environments, educational systems have to use educational approaches with more focus on students. These approaches require changes in the curricula, teaching methods and inputs, without forgetting the different methods of evaluation.

"Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources" (Januszewski & Molenda, 2008, as cited in Hlynka & Jacobsen, 2010).

Educational technology is not a tool but a study and practice of facilitating learning to improve academic performance. Educational technology is one of the approaches that helps with the challenge that represents the instruction of flexible materials, techniques and strategies that allow educators to solve these needs is Universal Design of Learning (DUA according to its acronym in Spanish). To satisfy the educational needs and deficiencies in a larger number of students, the DUA points out the creation of a universally created curriculum following these three principles:

First: Learning seeks to provide several ways of representation, considering that, each person interprets or perceives the information of different way as other people do it.

The way of perceiving information is largely linked to the culture in which they grew up, the language they speak or sensory deficiencies, such as intellectual disability or dyslexia. This tells us that there is no single medium that allows all

students to be reached equally, however it is important to provide several learning options.

Second: Learning seeks to provide various means of expression either oral or written, in sign language or in an abstract manner, so that the student can correctly express what they learn and what they know. But each student is a different world.

Third: Learning seeks to integrate all students in the classes, some students are attracted by the spontaneity of the teacher while others feel more comfortable with more conservative ways of teaching; they perform a dynamic and didactic teaching which is essential.

2.4.3.2   Information and communication technologies (ICTs)

Information and Communication Technologies, also known as ICT, are the set of technologies developed to manage information and send it from one place to another. They cover a very wide range of solutions. They include technologies to keep information and retrieve it later, send and receive information from one site to another, or process information to calculate results and prepare reports (Ortí, 2018).

 ICT offers the possibility of performing functions that facilitate work such as:
- Easy access to all types of information.
- Communication.
- Storage and information.
- Automation of tasks.
- Interactivity.
- Cognitive instrument that enhances our mental abilities and allows the development of new ways of thinking.

Technology needs to be carefully planned in the curriculum to achieve the objectives. Cast (2011). ICT should consider the level of accessibility of students at the time of planning and developing; In other words, it must be kept in mind, the facility that students must get computers, internet and other resources to access ICT.

2.4.3.3 Multimedia instructional materials.

The multimedia instructional materials are guides or strategies that teachers use to strengthen teaching in their classrooms, thus improving the students learning process. It is an essential and fundamental pillar for the teaching-learning process.

The phases of Instructional Design are the following:

- The analysis phase that constitutes the basis for the rest of the phases of instructional design.

- The design phase uses the results of the analysis phase to elaborate a strategy and thus build the instruction.

- The development phase is where the instruction is prepared, in addition to the resources that will be used in the instruction and the rest of the necessary materials.

- The implementation and implementation phase, as its name indicates, consists of the efficient and effective dissemination of the instruction.

- The evaluation phase is the one that evaluates the correct functioning and implementation of the instruction. The evaluation phase is executed in all phases of the instructional process.

2.4.3.4 Multimedia elements

The multimedia elements present the user with the information of the ICT in a friendlier way. They allow the user to interact in an easier way for the information. The multimedia elements must agree with the skills of the learning group and with the strategies of learning that have been developed so, students can assimilate the information.

The multimedia elements inform and train students. This depends on where you want to reach with ICT. The multimedia elements present information that students can select, manipulate, analyze and relate to previously acquired knowledge or to develop new knowledge.

The cognitive theory of multimedia learning is based on three assumptions suggested by cognitive research: first dual-channel assumption, it means the idea that humans have separate channels for processing visual/pictorial representations and auditory/verbal representations (Baddeley, 1998) second, limited capacity assumption. It refers to the idea that only a few pieces of information can be actively processed at any one time in each channel; and third active processing. It means the idea that meaningful learning occurs when the learner engages in cognitive processes such as selecting relevant material, organizing it into a coherent representation, and integrating it with existing knowledge (Wittrock, 1974 as cited in Mayer & Moreno, 2002 p. 91).

Pinto (2011) states that any application, document or multimedia system is constituted by informative elements of different nature, that coincides in a same communicative intentionality such as:

- The videos are sequences of static images encoded in digital format that generate in the viewer the sensation of movement.

- The audio applications are messages of an acoustic nature of different type such as music, environmental sounds, human voices, synthesized sounds, etc.

- The images are static visual representations, generated by copying or reproducing the environment.

- Texts are linguistic messages encoded by signs from different writing systems.

- The graphics are figurative visual representations that maintain some type of relation similarity with the concepts or objects they describe.

These materials have become the new resources for teachers as well as for students, in the multimedia in order to elaborate content for the different educational areas, adequate, updated, that can use in the classroom.

The multimedia elements are videos, audios, texts, animations, images. Although it should be noted that some multimedia resources incorporate more than one of the indicated elements.

Video

The didactic video is a means of communication that has its own language, whose sequence induces the receiver to synthesize feelings, ideas, and conceptions (Quesada-Chaves, 2015).

According to Meskill (1996) cited in Arono (2014), video resources provide motivation aspect as a profit for language teaching and a comfortable environment to describe chart and discourse strategy for the students.

Medina (2014), argue that it can be said that educational videos are the most widely used audiovisual and technological means in schools. Videos have versatility, simplicity and content integration capacity. The main functions of a video are communicative, motivating, evaluative, playful and.

The educational video is an essential tool in current education and its contribution to English learning and future research are of vital importance. Although teachers generally do not have advanced training in the use of videos, these elements should be incorporated in every teaching process, for which teachers need to receive training on the subject. One of the main advantages of using videos is the ability to incorporate several communicative functions, motivating, evaluation and investigative, which are necessary for the development of listening skill.

There are a lot of resources that incorporate video elements, such as: streaming, conferences, films, tutorials, videoblogs, news, music, and others. This diversity of resources provides teachers a variety of options to incorporate into the English teaching. It will be necessary to choose the most appropriate for each case depending on the needs.

Audio

Audio materials stimulate student autonomy and independent study, and they can also provide information and expose content, to develop cognitive skills, attitudes and values, to exercise a process, motivate and create interest. To work with the audio materials, it is necessary to have a series of knowledge, which comes from the radio or narrative resources. There are several tools that allow to edit and enrich the material using audios from sound banks, from which learners can easily download a large number of sound effects and audio tracks. Then, students can use them as curtains, backgrounds or sound environments in the recordings (Ampa, 2015).

Currently, podcast is a resource available on the Internet. It is used to create and publish recordings, mainly audio. These recordings can follow a script or be improvised and they are usually archived in MP3 format to make them public on the network. The use of the podcast promotes collaborative work and cooperation among students (Chacón, & Pérez, 2008).

The audio resources that are commonly used consist of recordings that contain narrations, dialogues, monologues or interviews. These resources are usually applied through audiobooks as an educational resource.

Text

Sarokin (2018) text is one of the multimedia elements that refer to need of communication; for example, sending written messages. According to the author, text is the main way to transmit information. In the current times there are other ways for transmitting information such as text description based on photographs. Photographs are illustrations which are considered as the oldest form of media. Photographs are considered as usual entry point to detailed information. Furthermore, there is a combination between text and images that are combined in a single form to have strong visual elements.

Text is one multimedia option that could be ignored; however, it is the most fundamental multimedia element and most effective manner to communicate. Text is always used in headlines, subtitles, and slogans. Text's main purpose is to delivery specific information and to reinforce information in other media. Text use refers to the text types, sizes, fonts, and color; for example, Times New Roman, 12, black. The way in which people use the text can make the difference to convey the message to the intended audience.

Images

Jenkins (2018) stated people think about images and imagine topics related to photographs or drawings which do not have any movement not animation. These are called as static graphics. They are very important because people use those images in order to orient themselves. They are also very useful in order to transmit any message just like the Chinese proverb states "A picture is worth a thousand words". Those static graphics are created in several ways; therefore, people can see lots of photographs and pictures.

People always enjoy looking and admiring pictures in books. Images are narrowly connected with text because they make text come alive and help to the reader's comprehension. Images are included in texts to help the readers to see what they

are reading. Images can include pictures, drawings, comics/cartoons, and diagrams.

Animation

Animation refers to a simulated motion picture depicting movement of drawn (or simulated) objects that is one of the most exciting forms of pictorial presentation. Animations incorporate picture, motion and simulation with objects that are artificially created through drawing or another simulation method. Animations depicting unreal objects while videos show the movement of real objects (Mayer & Moreno, 2002, p. 88).

Most people know animation as a form of entertainment through cartoons, but it is also presented as a multimedia technology with great educational potential, which goes far beyond simply creating figures and short films.

To evaluate English learning from the use of multimedia elements, teachers apply tests that incorporate different types of questions. The answer options are obtained from multiple choices, true-false completed, filling the blanks, and matching. The questionnaires can be physical or online.

2.4.4 Dependent variable theoretical framework

2.4.4.1 English language

English is the main international language of the twenty-first century. It is spoken at a useful level by some 1.75 billion people that means a quarter of the world's population. English native speakers are from countries like: USA, Canada, United Kingdom, Australia, New Zealand, Nigeria, South Africa, Ireland, Ghana and Guyana. Although is a global language because it is known as the communications language in business, science, information technology,

diplomacy and entertainment. It has become the operating system for the global conversation (Robson, 2013, p. 5).

English is the global language of communication, in specific disciplines. For example, according to Graddol (1997) close than 98 % of German physicists claim English as their working language, 83 % of Chemists, 81 % of biologists and psychologists (Nunan, 2003, p. 590). These data show that English language represents an opportunity to know the last few advances in science and the technology.

A language is a communication mechanism for the expression. In that sense, learning English language has the objective to help students develop their communicative language skills (Villalba & Rosero, 2014, p. 5).

Communication is a fundamental aspect in the life of human beings and since the whole world is currently connected, it is necessary to have a global system of communication, so English has become the main language accepted worldwide. For that reason, teaching English in educational institutions is one of the objectives of the governments worldwide. Obviously, the process of language learning must be linked to the use of technological resources in virtue of technological progress.

2.4.4.2 Linguistic skills

Linguistic skills measure the capacity of individuals to understand and express themselves, both in written and oral form. When learning English or another language, students must develop the four skills in the same time. The language Laboratory provides tools for the teacher to permit students to develop these capabilities.

For a person to demonstrate knowledge and expertise in the use of a foreign language, in this case the English language, it is necessary to demonstrate the

domain through the use of the inherent components of the language, called skills such as: listening, reading, writing and speaking.

Listening is the ability to receive and interpret messages in the communication process. It is key to all effective communication. Students spent the majority of each school day listening and much of what students know is acquired through listening. According to Rost, (1994) argues that listening is a part of oracy, a capacity to formulate thought verbally and to communicate with others, so it is the skill that underlines all verbal communication.

Reading is the skill that implies understanding texts that consists mainly of high-frequency everyday language; and understand the description of events, feelings, and wishes in personal letters (Villalba & Rosero, 2014, p.10).

Writing is the ability to write in a coherent way sentences, descriptions, definitions, essays, articles, summaries or whatever kind of text. The use of the grammatical rules of the language is required in the process.

Speaking is an interactive process of constructing meaning which involves producing, receiving and processing information, process that is developed through the sense of speech and the voice (Burns & Joyce, 1997).

A person must have the competence in the four skills to domain a language. For this reason, a second language learning has to be integral.

2.4.4.3 Receptive skills

The four skills are divided in two categories such as receptive (listening and reading) and productive (speaking and writing) skills. When people learn a language, they develop both receptive and productive skills. The main senses that intervene in receptive abilities are sight and hearing.

Receptive skills include understanding when students listen and when they read. Learners receive the language and decode the meaning to understand the message.

Holmes (2017) states developing receptive skills can be particularly challenging especially when communicating with a native speaker. Even though starting a conversation may be done with relative ease, maintaining this is a great challenge. Most learners may not recognize features of connected speech or idiomatic language.

Knowing the gist of a word is all you need when you hear or read. As you become better acquainted with a word, you begin to know its aspect, connotations, e.g. In other words, you must be in control of a lot of information about a word before you are able to use it appropriately.

When you read or listen, the difference in vocabularies is easy to understand. The words have already been used in context; your primary job is to extract meaning from them.

2.4.4.4 Listening skill

Listening skill has importance as well as speaking skill, but each one can´t to be learned in a separate way, moreover in this aspect listening skills is an essential and fundamental component for all humans.

Krashen (1981) estimates that comprehension plays a central and predominant role in the learning process of a language.

Dunkel (1986); Anderson and Lynch (2002) agree that just as the infant goes through its first months of life for a "silent period" his mother tongue, during which he receives a large amount of stimulus (what is called "input" in English). These same authors also indicate that even when the infant has begun his oral

production, he understands more than he expresses, which also applies in the learning of a foreign language.

Considering the difficulties of listening comprehension, teachers have suggested instructional procedures that help students develop their listening competence. Rivers (1992) suggested that "listening involves active cognitive processing –the construction of a message from phonic material" (p. 18). Some researchers (Elkhafaifi, 2005; Kao, 2006) states that teachers should provide materials that are familiar or relevant to students' interests and give various listening inputs, including different types of speakers, speeches, modes of presentations, and situations (Kim, 2013, p. 14).

Another reason why listening skill is of importance is that human beings spend a lot, if not most, of their lives listening. According to Brown (1980, p.39) argues that listening comprehension is the most effective mode of learning, at least the sixth grade of primary education, and that about 60% of a student's time is listening.

One of the aims to teach English listening is to prepare students for understanding actual speech in real communication situations. According to Rost (2002), second language learners need to improve their listening skills in order to understand natural speech. To meet that challenge, teachers provide listeners with strategy training.

Communication process

Kline, (2008) argues that listening is a complex process, an integral part of the total communication process. The most useful defines listening as the process of receiving, attending, understanding, responding, and/or remembering.

Receiving is the ability to hear sounds or voices, but it does not imply that the meaning of the words should be understood nor the context of the oral communication.

Attending implies the concentration of the individual during the reception of an oral communication. Understanding is the identification and comprehension of sentences and the context of an oral communication. Responding is the ability to answer specific questions about the content of an oral communication.

Remembering is the ability to retain the total or partial content of an oral communication during a certain period of time. This skill demands concentration during the listening process and a good memorization ability.

An effective process of listening comprehension requires that all five phases be linked, however during the learning process they are only partially fulfilled. Effective listening implies that the listeners understand what the speaker means.

Active and passive listening

It is considered that there are two main kinds of listening, according to the depth of the listener's actions: passive and active listening. Kline, (2008), says that the first is also known as "hearing", while the second just "listening". Hearing or passive listening is the reception of sound and active listening is the attachment of meaning to the sound and focuses on the meaning.

Passive listening

This form of listening refers to hearing something without the intention of responding to it. It also involves not carrying forth any other activity while listening to the other person. Thus, passive listening is not very different than the 'hearing' that we do. Which is why, in passive listening, it is quite possible that our mind may drift from the topic of discussion from time to time, or what we are listening to might be relegated to a mere background noise, wherein we may think

that we are listening to what is being said, but are, in reality, simply letting things get past our brain.

The most basic listening skill is paying attention. This means maintaining focus on what the speaker is saying as well as how it is said. Do not get distracted by other things and don't allow interruptions.

The questions to clarify individual communications and summarize the conversation are activities that show the cognitive commitment of the listener in the conversation, as this helps to fully understand and correctly interpret the messages that are transmitted.

The effective listener can also signal the affective engagement in the conversation by making it the unique focus of attention, and by receiving communications with acceptance and empathy. Receiving communications with empathy requires that the listener try to avoid projecting opinions, feelings or prejudices onto the speaker, and that the listener accept the speaker's communications without simultaneously trying to create a response.

Active listening

This form of listening refers to hearing something with the intention of not only listening to understand to what is being said, but to also provide feedback for the same. It is a two-way process where a person listens to understand and asks doubts or provides feedback wherever needed.

In active listening, a person listens to what is being spoken about not merely as a subject, but to get an understanding of what the message means. The person is interested in knowing what the speaker is saying, and he, therefore, listens to the message well. Another important factor in this form of listening is that he does not merely listen to the words that are being said, but also pays close attention to all the non-verbal forms of communication that are taking place—these could involve

hand gestures, expressions, voice modulation, eye contact, and the like. By studying all these forms, he gets a better understanding of the message.

Cognitive skill

Listening is the ability to take in and process auditory information. Young-Suk (2015) states students' listening comprehension cognitive skills are strengthened while they become older. For older students, complexity of narrative texts enhances in terms of structure, storylines, and different perspectives such as cognitive skills for comprehension. Furthermore, cognitive skills involve comprehension of discourse-level oral texts, in direct and indirect relations. For this reason, it is crucial to enhance listening skills for a better oral language comprehension through a systematic and careful attention in teaching and assessment.

Moreover, Beck and Flexer (2011) argue that listening is a human skill; while hearing is a sense. In this way, listening must be taught by giving meaning to the sounds. It let the learners' brain organize, recognize vocabulary, develop receptive and expressive language, and internalize concepts. In other words, listening is the skill that meets brain. Hearing is considered as a sensory-based passive process; it is understood that it takes no effort to hear because it occurs all the time and cannot be turned off. On the other hand, listening is an active process that needs attention and interest. Students strengthen their listening skills and cognition by paying attention; therefore, the better listening the better understanding. Furthermore, multitasking is also related to listening because it is connected to paying attention. For example, a big number of car accidents analyses show that they occur during distraction. Moreover, attention helps the learners to focus on a matter of interest. Listening is considered as a cognitive skill which is built on learned behaviors and rewards. This cognitive process is a good learning strategy and stimulates to improve memory through processing relevant knowledge. Human cognitive listening abilities let perceive the surrounding world with attention and cognitive coordination and effort.

2.5   Hypothesis

Multimedia elements influence the listening skill comprehension in students of Superior Education.

2.5.1   Pointing of hypothesis variables

Independent variable: Multimedia elements.

Dependent variable: Listening skill.

CHAPTER III

METHODOLOGY

3.1   Research methodology

This research was qualitative because it had as objective to describe the qualities of a phenomenon, where the investigator interacted with the students who were involved during the research process.

Moreover, there are researches based on observation and analysis of the multimedia elements and listening skill comprehension. It was quantitative because it looked for the causes and explanation of the event that generated the problem by tabulating the results.

3.2   Basic method of research

3.2.1   Field investigation

This one was a field research because the systematic study was done in the same place where the events occurred; in other words, with students and teachers of the Francisco de Orellana Technological Institute allowed to get information related to the topic and the study object which was really useful to find a solution for the school to accomplish the objective.

3.2.2   Bibliographical investigation

The research was documentary-bibliographic because, it was necessary to go into details about different theories from authors, whose supported this research in order to elaborate a proposal to verify if there was a better listening comprehension of the English language.

3.3   Level or type of research

3.3.1   Descriptive research

It was called a descriptive level because once the necessary study was completed, sufficient knowledge was obtained, which allowed to give predictions on the variables in controversy.

3.3.2   Correlation

This is a level of correlation or association of variables considering that, the relationship between them were related each other, through the collection of information, the analysis and interpretation of the results.

3.4   Research design

3.4.1   Quasi experimental research

The research type was quasi-experimental, because one variable was manipulated to measure the obtained results in one of the two groups after an intervention process. The study intended to analyze the impact of multimedia elements in the listening skill comprehension. The study was characterized by having two groups called control group and experimental group, to establish comparisons of listening skills. A manipulation of the independent variable was carried out through an intervention plan based on multimedia elements for this purpose.

3.4.2   Observational

The researcher monitored the evolution of learning of students at the Francisco de Orellana Technological Institute. Students´ complications were registered and some great ideas were suggested to carry on the study. The researcher

implemented multimedia elements to know how students have improved their listening skills.

3.5   Population and sample

The universe of study of this investigation was integrated by 91 students and 2 teachers of Francisco de Orellana Technological Institute. In this case, it was a small population so, it did not consider any formula to obtain the sample. Therefore, in this investigation was used a selected population. Furthermore, teachers were not considered in this investigation.

Table Nº 1. Population and sample.

POPULATION	SAMPLE SIZE	GROUP
Third level DII	25	Control
Third level MA- A	19	Experimental
Third level MI	13	
Third level MA - B	14	
Third level TE	20	Control
Total	**91**	-

Source: Direct research

Developed by: Tigse, M. (2018)

3.6   Operation of variables

3.6.1   Independent variable

Table Nº 2. Operationalization of independent variable: Multimedia elements.

INDEPENDENT VARIABLE	DIMENSIONS	INDICATORS	ITEM	TECHNIQUES	INSTRUMENTS
MULTIMEDIA ELEMENT Multimedia elements as educational resources provide a complex multi-sensory experience, presenting information through *video*, *audio*, *images*, *text* and *animation*, they present the user the information of the ICT in a friendlier way and allow the user to interact in an easier way for the information.	Video	• Streaming • Videoblogs • Films • Conferences • Tutorials • News • Music	• How often do you use multimedia resources for teaching English? • Which of these activities do you usually do in your English class?	Observation	Structured questionnaire
	Audio	• Narrations • Interviews • Dialogues • Podcasts	• What activities using multimedia elements as narrations, interviews, dialogue or podcasts could be used for teaching listening skills?		
	Images	• Photopraphs • Images			
	Text	• Online surveys • e-books	• Which multimedia resource does your teacher use?		
	Animation	• Computer animation • Mechanical animation •Stop motion animation			

Developed by: Tigse, M. (2018).

3.6.2 Dependent variable

Table Nº 3. Operationalization of the dependent variable: Listening skills.

DEPENDENT VARIABLE	DIMENSIONS	INDICATORS	ITEM	TECHNIQUES	INSTRUMENTS
LISTENING SKILL It is a complex *communication process* of receiving, attending, understanding, responding, and remembering, based on *cognitive* skills, this ability helps us to receive the message in a *passive* or an *active* way.	Communication process	• Receiving • Recognizing • Remembering	• Short conversation • Long conversation	Pre-test and Post-test	Structured questionnaire
	Cognitive	• Critical thinking • Creative thinking	• After students have listened an English conversation in class, how do you assess their listening skills comprehension?		
	Passive	• Hearing • Understanding sentences and context	• When you listen to an English conversation, do you understand very well?		
	Active	• Reflection • Summarizing • Paraphrasing	• What are the main difficulties of the students when listening to conversations in English?		

Source: Direct research
Developed   by: Tigse,   M.   (2018).

3.7   Method of data collection

The researcher employed the following instruments for the effectiveness of this inquiry: the observation, questionnaires, pre-test and post-test, speaking rubrics and recording of the participants' speaking performance.

Pretest

The pretest was designed to measure the dependent variable. That is why it was made along with the objectives and the operationalization of variables of this inquiry. A pre-test was applied with a control and an experimental group during the intervention process. The researcher used the KEY English Test from A2 English level in listening section (Annex N° 1 pre-test and post-test). It contained 5 sections. In each there were 5 questions of multiple choice and completing to measure listening comprehension based on vocabulary identification, listening for gist and listening for specific information. A lot of illustrations were used to guide students into their understanding.

Posttest

The same PET exam was applied as posttest. Additionally, it went along with the objectives and operationalization of the independent variable of this inquiry. In this test, the results were analyzed deeply to find how different they could be than the pretest results.

To run this investigation, it was taken into account the survey technique; using tools like the questionnaire with specific questions that helped to solve the problem presented taking into account the following aspects. Codification, tabulation, analysis and interpretation, hypothesis testing, conclusions and recommendations, boards, graphics.

- Review of the information collected, in order to eliminate incomplete information for this interpretation of the results.

- Tabulation of the results obtained, in order to know which data were repeated to graphically.
- Graphical representation of the results obtained, in order to understand the results in a more satisfactory way.

  Analysis and interpretation of statistical results, according to the objectives.

Rubrics

In order to evaluate listening comprehension a standardized rubric from PET exam was used. It was taken from the Cambridge library. It allowed measuring each participants' performance on the listening skill. Through the rubric, each participant had a grade (number) in both the pretest and posttest. This number (grade) permitted to compare the results of the pre-test and post-test.

The participants

The present study was carried out at Instituto Tecnológico Superior Francisco de Orellana. Two groups of students were considered: a control group of 45 students and an experimental of 46 students. Both groups belonged to the regular courses in third or fourth level at the institute.

3.8   Intervention plan

The purpose of the study was to know the learning evolution of the listening skill in the students at the Instituto Tecnológico Superior Francisco de Orellana. For this reason, the researcher designed an intervention based on the use of multimedia elements. The results of the intervention were measured through an evaluative process, which consisted in evaluating the differences of comprehension and domain of the listening skill of the learners before and after the educational intervention.

The present study was carried out at the Instituto Tecnológico Superior Francisco de Orellana. Two groups of students were considered: a control group of 45 students and an experimental of 46 students. Both groups belonged to the regular courses in third or fourth level at the institute.

The details of the application of the intervention method are listed below:

- Participant observations note taking.

- Unstructured and structured interviews, paper-based survey.

- Application of teaching strategies with the use of multimedia elements.

- Test questionnaires (two were given to the control group and two were given to the experimental group).

ANALYSIS AND INTERPRETATION

4.1 Analysis of results

4.1.1 Data collection and calculation of statistics

The results taken from the pre-test and post-test from both the experimental and control groups were compared and analyzed. They are presented in the tables below:

Table Nº 4. Data collection control and experimental group.

CONTROL GROUP				EXPERIMENTAL GROUP			
No.	Pre-Test	Post-Test	Differences	No.	Pre-Test	Post-Test	Differences
1	7.2	7.6	0.4	1	2.4	4.8	2.4
2	6.4	6.0	-0.4	2	4.8	6.4	1.6
3	5.6	6.4	0.8	3	8.8	8.4	-0.4
4	8.0	8.4	0.4	4	5.2	6.4	1.2
5	8.8	8.4	-0.4	5	7.6	8.4	0.8
6	3.6	4.4	0.8	6	6.8	7.6	0.8
7	6.4	6.8	0.4	7	6.0	7.2	1.2
8	8.0	8.4	0.4	8	5.6	7.6	2.0
9	9.2	8.8	-0.4	9	8.4	9.6	1.2
10	4.4	5.2	0.8	10	8.4	8.8	0.4
11	5.6	6.8	1.2	11	6.8	7.6	0.8
12	7.6	8.0	0.4	12	6.0	6.4	0.4
13	8.8	8.4	-0.4	13	6.4	7.6	1.2
14	5.6	6.8	1.2	14	8.4	9.2	0.8
15	6.4	6.8	0.4	15	7.2	8.0	0.8
16	9.2	9.6	0.4	16	8.0	8.4	0.4
17	4.8	7.2	2.4	17	6.4	6.8	0.4
18	5.2	6.0	0.8	18	5.2	6.0	0.8
19	4.8	5.6	0.8	19	4.0	5.6	1.6
20	5.6	6.4	0.8	20	6.8	7.2	0.4
21	7.2	6.8	-0.4	21	9.6	9.2	-0.4
22	8.0	6.8	-1.2	22	8.0	7.2	-0.8

CONTROL GROUP				EXPERIMENTAL GROUP			
No.	Pre-Test	Post-Test	Differences	No.	Pre-Test	Post-Test	Differences
23	3.2	4.4	1.2	23	7.2	6.8	-0.4
24	8.4	8.8	0.4	24	6.4	7.2	0.8
25	7.6	7.2	-0.4	25	4.4	6.4	2.0
26	6.8	7.6	0.8	26	5.6	6.8	1.2
27	6.4	6.4	0.0	27	6.8	8.0	1.2
28	7.6	6.8	-0.8	28	7.2	7.6	0.4
29	5.6	6.4	0.8	29	5.6	8.4	2.8
30	8.4	8.0	-0.4	30	5.2	8.0	2.8
31	5.2	6.0	0.8	31	8.0	8.8	0.8
32	6.8	6.8	0.0	32	7.2	7.6	0.4
33	7.6	7.6	0.0	33	6.4	8.0	1.6
34	8.0	8.4	0.4	34	5.2	6.8	1.6
35	9.2	8.8	-0.4	35	8.4	9.2	0.8
36	3.6	4.0	0.4	36	8.0	8.4	0.4
37	9.2	8.8	-0.4	37	7.2	7.6	0.4
38	8.4	8.0	-0.4	38	6.8	7.2	0.4
39	6.8	7.2	0.4	39	4.0	6.4	2.4
40	5.6	5.2	-0.4	40	6.8	7.2	0.4
41	3.2	4.4	1.2	41	7.6	7.6	0.0
42	5.2	6.4	1.2	42	8.4	9.2	0.8
43	6.0	6.8	0.8	43	6.0	6.4	0.4
44	7.6	7.2	-0.4	44	6.8	8.4	1.6
45	6.4	7.2	0.8	45	8.4	7.6	-0.8
46	-	-	-	46	7.2	8.4	1.2

Source: Test applied to students.
Developed by: Tigse, M. (2018).

4.1.2   Student T-Test

Through the use of a statistical software, the following results were obtained:

Table Nº 5. Paired sample statistics.

Paired sample statistics		Mean $\bar{x}_d$	N	Standard deviation S_d	Standard error of the mean $\frac{S_d}{\sqrt{n}}$
Control group	Pre-test Total	6.65	45	1.68	0.251
	Post-test Total	6.98	45	1.32	0.197
	Differences (Pre-Post)	0.33	45	0.69	0.103
Experimental group	Pre-test Total	6.69	46	1.46	0.216
	Post-test Total	7.57	46	1.04	0.154
	Differences (Pre-Post)	0.89	46	0.84	0.124

Source: Test applied to students.
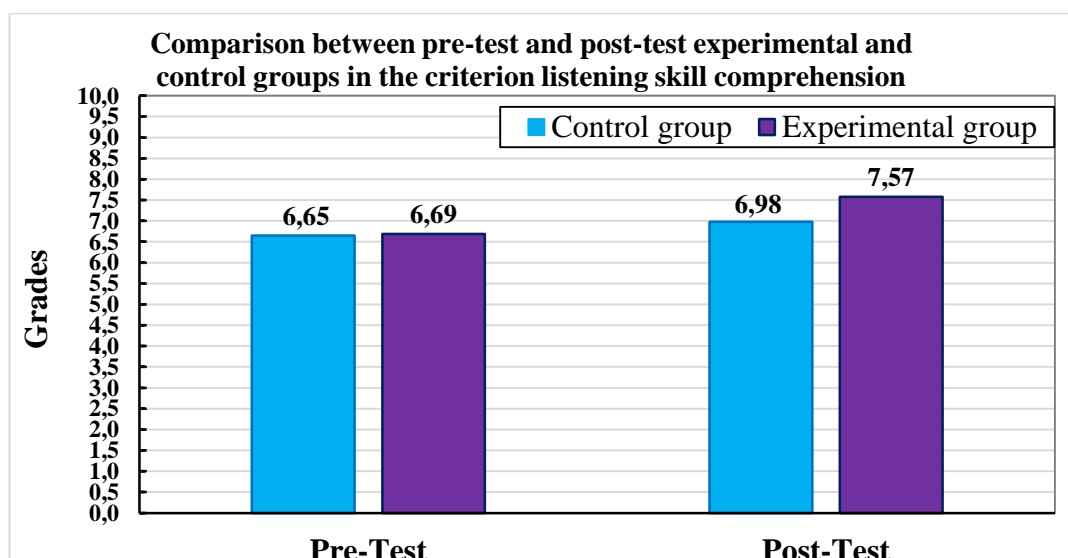**Developed by:** Tigse, M. (2018).

Figure Nº 5. Comparison between pre-test and post-test.

Source: Test applied to students.
Developed by: Tigse, M. (2018).

In Figure Nº 5, it is observed that the mean of the post-test is higher for the experimental group (7.57), as opposed to the control group (6.69). The following formula is used to calculate the Student T for the control and experimental group, with the data available in Table No. 13:

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

Control group:

$$t = \frac{0.329}{0.103}$$

$$t = \mathbf{3.2017}$$

Experimental group:

$$t = \frac{0.887}{0.124}$$

$$t = \mathbf{7.1368}$$

The resolution through the use of statistical software allows obtaining the same results, as it is showed in the following table:

Table Nº 6. Student T Test to paired sample statistics.

Paired sample statistics									
		Paired differences							
					95% of difference interval of confidence				
		Mean	Standard deviation	Standard error of the mean	Lower	Upper	T	df	Sig. (unilateral)
Control group	Pre-test Total - Post-test Total	0.329	0.689	0.103	0.122	0.536	**3.202**	**44**	**0.00127**
Experimental group	Pre-test Total - Post-test Total	0.887	0.843	0.124	0.637	1.137	**7.137**	**45**	**3.2 E-9**

Source: Test applied to students.
Developed by: Tigse, M. (2018).

As it can be seen in the last table, the differences are more significant in the experimental group than in the control group.

4.1.3 Final decision

The decision from the T calculated for the experimental group with 45 degrees of freedom and with 0.05 of unilateral significance level, p = 3.2 E-9 (3.2 E-7 %) which is lower than α = 0.05 (5 %). Similarly, calculated Student T is 7.137 which is upper than critical value of 1.67943. Therefore, it is on the null rejection region. It means that, the null hypothesis is rejected and the alternative one is accepted: "**Multimedia elements influence the listening skill comprehension in students of superior education**".

The Student t distribution for the experimental group is the next:
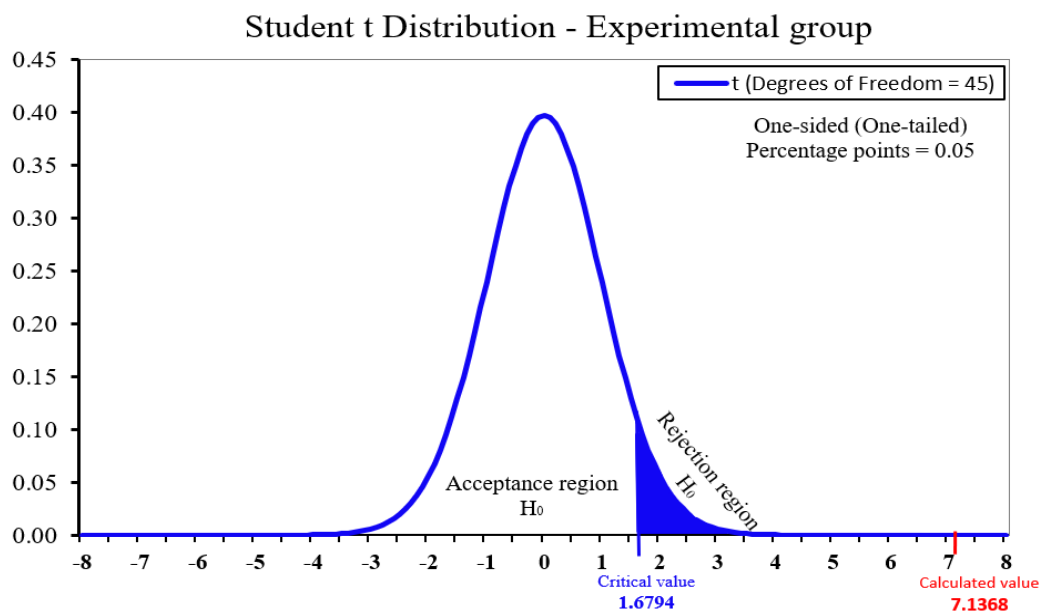

Figure Nº 6. Student t-test distribution experimental group**.**
Source: Test applied to students.
Developed by: Tigse, M. (2018).

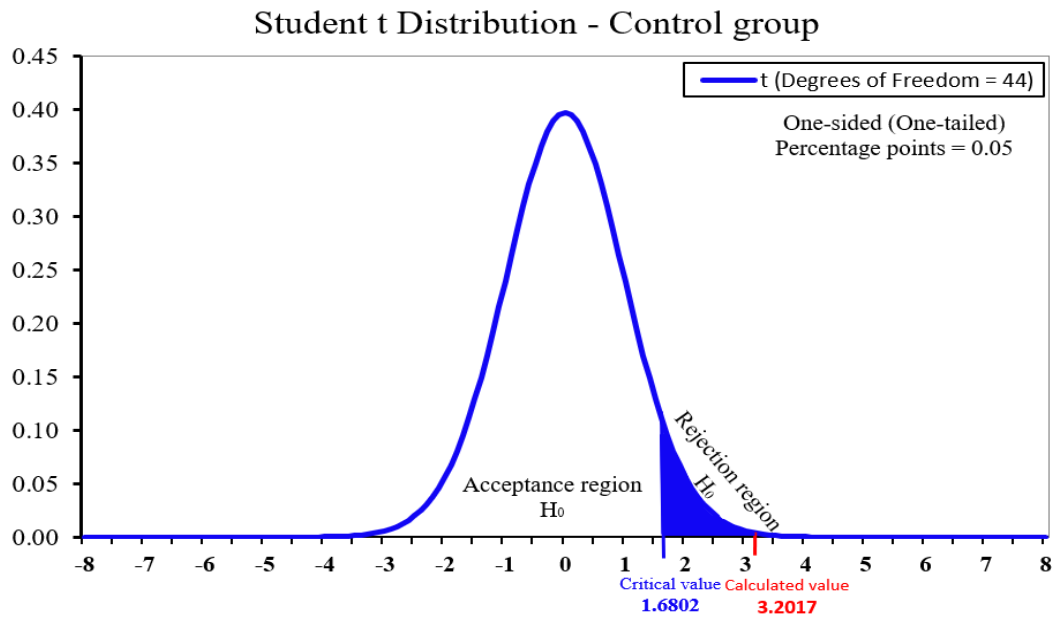The Student t distribution for the control group is the next:

Figure Nº 7. Student T-Test distribution control group**.**

Source: Test applied to students.
Developed by: Tigse, M. (2018).

Additionally, it is observed that multimedia elements allow to obtain better results in listening skill compared to a regular teaching methodology, when the researcher compares the results of control and experimental groups.

4.2 Hypothesis approach

It was taken an experimental group of students to determine whether or not multimedia elements influence the listening skill comprehension in students of superior education. The aim of the statistical was to compare the results obtained between the pre-test and post-test in the experimental group.

The paired sample Student T-Test is applied to verify the hypothesis because it is used a numerical scale (Listening paper was rated over 10). It starts from the identification of the null hypothesis and the alternative hypothesis, as follows:

Null hypothesis H$_0$: Multimedia elements do not influence the listening skill comprehension in students of superior education.

Alternative hypothesis H$_1$: Multimedia elements influence the listening skill comprehension in students of Superior Education.

4.2.1 Variables

Independent variable: Multimedia elements.

Dependent   variable: Listening   skill.

4.2.2 Mathematical model

The mathematical model of the test is the next:

H₀: $\mu_1 = \mu_2$

H₁: $\mu_2 > \mu_1$

Where:

μ_1 = population average in the pre-test.

μ_2 = population average in the post-test.

In this case it is considered a statistical test of hypotheses to a single tail because the researcher aims to demonstrate if multimedia elements influence the listening skill comprehension in a positive way (it allows to improve the comprehension level). (post-test mean is upper than pre-test mean).

The Student t-test formula is the next:

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

Where:

t = Student T-Test from the data.

$\bar{x}_d$ = differences average in the sample.

n = pre-test and post-test data number (46 and 45 data, experimental and control group respectively).

S_d = standard deviation of the differences.

4.2.3 Specification of the regions of acceptance and rejection

The distribution under the null hypothesis of the variable T is a Student t-test with (n - 1) degrees of freedom.

4.2.4 Decision making

The null hypothesis (H_0) will be rejected and the alternative (H_1) will be accepted if the 'p' value or level of bilateral significance is smaller than or equal to a (0.05). It means if the Student T value is on the null rejected region in the Student T-Test distribution, the alternative hypothesis (H_1) will be accepted.

4.2.5 Selection of the level of significance

To verify the hypothesis, the following level of significance was used: $\boldsymbol{\alpha = 0.05}$

4.2.6 Degrees of freedom

The formula to determine the degrees of freedom is the next:

$$df = n - 1$$

Where:

n = pre-test and post-test data number.
df = degrees of freedom

$$df = 46 - 1$$
$$df = 45 \rightarrow \text{Experimental group}$$

$$df = 45 - 1$$
$$df = 44 \rightarrow \text{Control group}$$

According to the selected level of significance (0.05) and the degrees of freedom (45 and 44, respectively), Student t value are 1.67943 in experimental group and 1.68023 in control group (see Annex Nº 6).

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- It has been identified that students of "Francisco de Orellana" Technological Institute of Puyo city have difficulties in listening skills comprehension. Students themselves state that they do not understand the conversations they hear in English and they cannot interact actively in conversations. English teachers generally make students listen to dialogues and interviews through audios and videos. Teachers often use questionnaires with audio questions to assess students' understanding of listening skills. In that sense, the activities in class basically focus on developing a passive listening learning because the students' level of knowledge does not allow to work with active learning.

- The use of multimedia elements for English language teaching is not widespread diffuse at "Francisco de Orellana" Technological Institute. The resources used consist of a virtual platform and DVD players, the latter is used for audio reproductions as an element that serves to perform tasks aimed at developing the listening skill within the classroom. It is considered that the use of multimedia elements could offer learners great advantages according students' perception so it is appropriate to incorporate the use of audios, videos and images. In this way, it is possible to incorporate several elements such as: films, conferences, tutorials, news, streaming, dialogues, interviews, narrations, podcasts, photos and so on.

- An A2 level test was applied to assess the listening skill of the students at the "Francisco de Orellana" Technological Institute prior (pre-test) to the application of teaching strategies based on the use of multimedia elements, and another after (post-test) the application of the strategies. In order to study the effect of the use of multimedia elements, two groups of students were established, one of control and the other experimental, in the latter the multimedia elements were adopted. The grades obtained in the post-test by the students of experimental group reflected the best performance related to listening section, whose difference respect to the pre-test was significant, according to the statistical Student t-test.

- The adoption of multimedia and audiovisual elements in the English language teaching and especially for the development of listening skills offers many advantages. It allows students to improve their understanding of words, sentences, short and long conversations. In this way the students of the institute in the future will be able to develop an active language learning, through interaction of the four proficiency skills listening, reading, speaking, and writing.

5.2 Recommendations

- It is strongly recommended to manage the incorporation of new multimedia resources for "Francisco de Orellana" Technological Institute, such as an audiovisual laboratory for using in English language teaching which should have an overhead/slide projector, multimedia personal computers with unlimited internet, VCD/DVD player, microphones, and so on in order to develop a better students' understanding to pass from the actual passive listening to an active one through enhancement of cognitive skills.

- It is also advised that teachers apply the proposed virtual platform multimedia elements for English language teaching in order to widespread them at the "Francisco de Orellana" Technological Institute as well as at other dimension to develop the listening skill within the classroom. It is considered that the use of multimedia elements offer learners great advantages according students' perception. In this way it would be possible to incorporate several elements such as: films, conferences, tutorials, news, streaming, dialogues, interviews, narrations, podcasts, and photos among others.

- It is also recommended to apply internationally standardized assessments periodically, at the beginning of an academic period and at the end of it, in order to know the student learning progress. Furthermore, it is necessary to analyze the obtained results based on the teachers' objectives to enhance learners' listening performance.

- It is also suggested to use multimedia and audiovisual elements in the English language teaching; especially for the development of listening skills because as it was proved in the present study, it offers many advantages. The use of multimedia elements allows students to improve their understanding of words, sentences, short and long conversations. In this way the students will be able to develop active language learning, through interaction.

CHAPTER VI

THE PROPOSAL

TOPIC: VIRTUAL CLASSROOM WITH MULTIMEDIA ELEMENTS TO IMPROVE THE LISTENING SKILL COMPREHENSION IN STUDENTS OF SUPERIOR EDUCATION.

6.1 Informative data

Name of the institution: Francisco de Orellana Technological Institute
Location: Puyo

Beneficiaries: Students and teachers of the third semester.

Estimated time for the execution: Two months
Beginning: November 5th, 2018
End: December 27th, 2018
People in charge: Researcher: Mariela Victoria Tigse Zambrano.

6.2 Background of the proposal

According to the investigation with the students of Francisco de Orellana Technological Institute, the use of classroom google platform, as a multimedia element, has been applied for the development of listening skill comprehension of the students of third level with a group of 91 students who belonged to the control and the experimental group. This proposal lasted 8 weeks during the months of November and December. Furthermore, the students took two main exams which were based on Cambridge level 1test in the listening part. The pre-test was carried out before the researcher's intervention and the post-test had the same structure and was developed before the intervention.

Students received three hours a week of English classes. This time was used to teach vocabulary, grammar, and exercises. There was the necessity to create spaces in order to develop the listening comprehension, as homework for the students.

The application of this platform and the use of this app were oriented to enhance the students' listening skill because students struggled on it. However, during and after the application of the classroom google platform and the listening activities, the students showed a good attitude to leaning and demonstrated their interest for improving their listening skill.

The multimedia elements are applicable in all topics of study, that is the reason why the students showed a great interest in using the designed on-line platform trying to get learning in a meaningful way; for that reason, classroom activities were designed and put into practice in a meticulously form to encourage learning and motivation. The current proposal aims to implement the use of Classroom google platform to improve the listening comprehension through audios and videos carefully selected and posted in the platform in it for the students of third level of Francisco de Orellana Technological Institute.

6.3   Justification

The application of the current proposal is justified because of its importance, and value.

This proposal is **important** because a classroom platform was designed as technologic resource to facilitate de teacher´s work. It offers a great variety of activities to develop the listening comprehension in the students of Francisco de Orellana Technological Institute. Furthermore, these activities are linked with the topics that students learn in classes in order to reinforce their knowledge. The activities follow a methodological process in order to facilitate their

understanding. Finally, this resource allows the interaction of teacher-students and student-student.

Moreover, this proposal is very **valuable** because it is the first time that an instructor develops a research in this field at this higher education institute. This fact gives the current proposal high value because it could be the basis for further research. It is also valuable because teaching learning process would be developed with another perspective not only for hearing but also for listening and understanding.

6.4   Objectives
6.4.1. General objective

To improve the listening skill comprehension through a virtual classroom with multimedia elements.

6.4.2. Specific objectives

- To socialize different topics to develop listening comprehension according students' needs.

- To determine the most effective multimedia elements to be used according to learners` level and interests

- To improve the students' listening skill through a virtual classroom with multimedia elements

6.5   Feasibility analysis

The present proposal is feasible because of human talent and material resources.

It is needed to say that human talent at Francisco de Orellana Technological institute is concerned about the students' improvement. That is the reason why,

this proposal has the permission of the authorities and the commitment of students, teachers, and parents. All of them would support and make their best in order to do this proposal a successful way of listening improvement.

On the other hand, there are enough technological resources for implementing this proposal. Computer laboratory, internet access, and a projector are needed to do this. For that reason, there is a high motivation of students because they have enough materials for their learning process.

Furthermore, the application of this proposal and additional materials would be afforded by the researcher, so it would not cause any economic contribution from the students or parents.

6.5.1 Administrative analysis

The authorities, teachers and students have demonstrated interests to improve the knowledges of the English language, so they give the necessary support for start with this proposal.

6.5.2 Economic feasibility.

The application of this proposal doesn´t need a number of economic resources because the institute have the necessary materials to adapt this proposal.

6.5.3 Social feasibility

This proposal is to work with the students of Technological Institute Francisco de Orellana.

For this reason, it is operationally feasible and considerable the use of platform to develop the listening skill.

6.6 Technical scientific foundation

Nowadays, the technology advance is fundamental in order to teach, because the internet give students the possibilities to develop their skills and their own knowledge through the listening practice, so when students use the platform they are able to listen audios and watch videos and with these activities they are going to increase the comprehension of the listening skill.

Platform

Bower (2006) states **virtual classrooms** are valuable teaching tools to presenting face-to-face, facilitating online classes through a virtual classroom interface which proposes several new challenges. Furthermore, there are many ways to use virtual classrooms for teaching purposes. In a virtual classroom, the students face with programming skills through the screen which is available all the time. Teachers model to impart attitudes through processes, problem solving, and other language skills such as listening comprehension. There is an advantage of using virtual classrooms which is detailed as having all programs ready and available on each machine. This kind of leaning allows students to recall information for more deeply processing with a narrow relationship among teacher, students, and laboratory. Besides, virtual classrooms help higher students to learn more effectively because they have control over their leaning experience. Moreover, teachers can control students' performance and promote more active participation.

In sum, virtual classrooms provide many opportunities to improve the quality of students' learning. For this reason, the present proposal has been designed with ten pedagogical lessons which were combined with online listening activities. General virtual classroom activities as well as particular to computer tasks are described.

There are a lot of ways to talk about platforms, they are considered of different name such as the following:

- Learning Platform (LP).

- Learning Support System (LSS).

- Integrated Learning System (ILS).

- Virtual Learning Environment (VLE).

- Learning Management System (LMS).

- Course Management System (CMS).

- Management Learning Environment (CME).

In some cases, it is considered as an educative tool that permit to create activities oriented to improve the knowledges in which learning is significative.

According to Prats (2002) a digital space and technological interchange does not work with a social space. It is a mechanism of motivation to stimulate people to make use of digital spaces.

To Santovenia (2016) argues that a virtual learning platform is something that permits to adapt to the necessities of students and teachers, it is easy to use and it offers clear navigability in all its pages.

On the other hand, Peralta (2015) considers that it is software designed to help parents, students and educators allow teachers to create, design and evaluate high quality online courses and virtual learning environments. Some of these platforms are free softwares. However, in general, in any virtual educational platform we will find a computer environment with many tools grouped and optimized for teaching purposes.

6.7   Classroom google platform

Actually, there are a lot of educative platforms which are free. There teachers and students can interact virtually.   So, google classroom is an educational tool that help teachers to create and organize tasks in a rapid way in order to communicate with students efficiently and easily, who can do the activities virtually.

With google classroom teachers can:

- Create and collect tasks: Classroom integrates Google Docs, Drive and Gmail to help teachers create and collect tasks without using paper.
- Improve communication in class: Teachers can make announcements, questions and comments to students in real time.
- Stay organized: Classroom automatically creates Drive folders for each task and for each student. Students can easily see the jobs that they have pending on their homework page.

6.8   Methodology

The methodology used in this proposal is the communicative approach because students use the platform to do the activities and interact among them with the use of the information placed on it. The goal of teaching is to do a task that is interesting for the students and use the background knowledge they already have to complete the task in a meaningful and interactive way.

The use of on-line audios as multimedia elements is essential in order to integrate hearing, thinking, feeling, and listening comprehension. The teacher has designed some activities for further communicative fostering among students to promote a better understanding of the topic through pair and group interaction and communication.

This proposal is practical for students because they listen audios in order to complete a task. In that way, they receive information and acquire the language for further use in daily life. Additionally, Natural Approach is also considered because there is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

The activities in this proposal are focused on audios and videos considering that the listening comprehension development. It is an important the receptive skill which has to be strengthened in order to foster the rest of language skills.

The proposal is dealing to share with the students a social educational model because they can learn by sharing the audios and videos through the application that Google Classroom platform provide.

6.9 Operating model

Table Nº 7. Operating model

| PHASES	OBJECTIVES	ACTIVITIES	RESOURCES	PEOPLE RESPONSIBLE	TIME
1.- PLANNING	To prepare the activities and present the use of the platform to improve the listening skill comprehension.	Preparation of the activity. Planning and creating the proposal.	Bibliography Computing Internet	Author of the proposal (teacher)	**2 weeks**
2.- SOCIALIZATION	To present the usage of the platform to teachers and students with a demonstration.	Socialization of the platform to students and the usage of it.	Laptop Projector Board and markers	Author of the proposal Teacher	1 day
3.- APPLICATION	Student creates the accountant in order to have access to the platform to listen the audios and complete the assignments.	Teacher check the students' assignments through the platform.	Laptop internet	Author of the proposal. Students.	5 weeks
4.- EVALUATION	To verify the application and usage of the platform.	Teachers checking at least every week to verify the homework of each students.	Laptop Internet	Teacher student	2 months

Author: Tigse, V. (2018)

6.10   Proposal model

VIRTUAL CLASSROOM

Google Classroom

Listening skill comprehension activities

INSTITUTO TECNOLOGICO
SUPERIOR
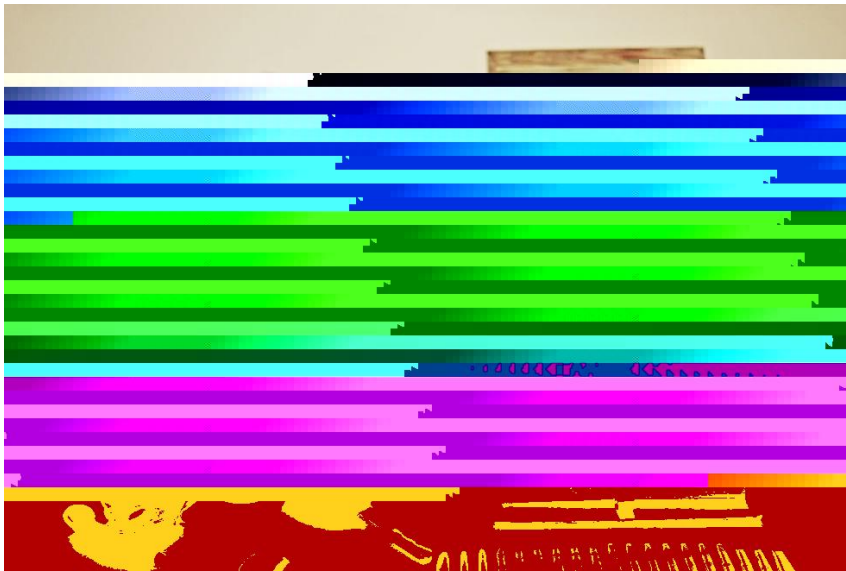FRANCISCO DE ORELLANA
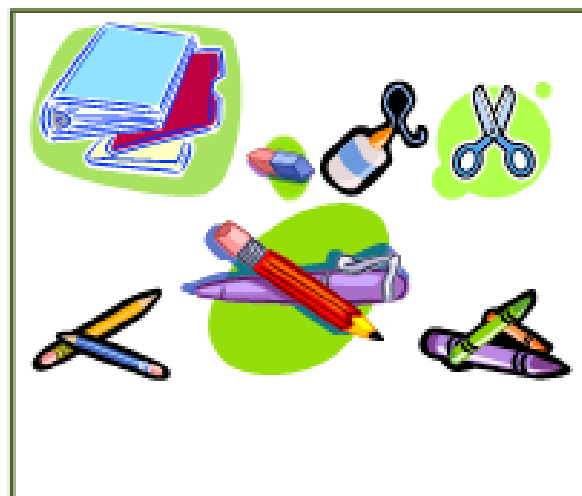
Activity 1
Personal objects

Teacher: Lic. Mariela Tigse Zambrano

Level: Third level

Lesson Aim: Students will be able to practice the verb be asking for and giving information about personal objects.

Audio 1: Personal Objects

Resource: https://www.gettyimages.com/detail/photo/ladys-personal-objects-seen-from-above-royalty-free-image/500719986

1. **Listen and number the objects in the order you hear them.**

Bag		A pen	
Earrings		A phone	
Glasses		A sandwich	
Keys		An umbrella	
A laptop		A wallet	
A lipstick			

2. **In pairs, ask and answer about what objects you have in your backpack.**

Activity 2
Demonstrative pronouns

Teacher: Lic. Mariela Tigse Zambrano

Level: Third level

Lesson Aim: Students are able to practice this, these, that and those giving information about personal objects.

Audio 2: Demonstrative Pronouns

Resource: https://www.vanityflor.es/blog/regalar-rosas-san-valentin/

1. **Circle the correct word in the dialogues bellow**

1. **A: This/ That** is my new boyfriend.

   B: Oh Wow! He´s cool.

2. **A: This/ That** is my family´s apartment**.** It has a great panorama.

   B: Wow! You are lucky. I can´t see anything from my apartment.

3. **A: This/ These** are my new earrings. Do you like **it / them**?

   B: Ummm. They are interesting..

4. **A:** Excuse me. What are **these / those**?

   B: It / They are mangos. Very fresh, very delicious. Two for 1 dollar.

5. **A: This rose / These roses** are for you. I love you!

   B: Oh Favio! **They / These** are beautiful!. Thank you.

Activity 3
Personal information

Teacher: Lic. Mariela Tigse Zambrano

Level: Third level

Lesson Aim: Students will be able to practice the verb BE by giving personal information.

Audio 3: Personal Information

Resource: https://n-lightenment.com/ego-and-conversation/

1. **Listen the audio 3 and complete with the information that you hear.**

First name:

Surname:

Hotel Address: .   Sea Parade

Phone:

E-mail:

2. **Talk to your friend and ask and answer about your personal information. Fill in the box below with your partner's information. Use the following questions:**

   a. *What is your name?*

   b. *What is your surname?*

   c. *What is your address?*

   d. *What is your phone number?*

   e. *What is your e-mail address?*

First name:

Surname:

Address: .

Phone:

E-mail:

Activity 4
Family members

Teacher: Lic. Mariela Tigse Zambrano

Level: Third level

Lesson Aim: Students will be able to learn to talk about family relationship.

Audio 4: Family Members

Resource:https://www.amazon.com/Family-9-Piece-Collection-Picture-
Frames/dp/B00N6EDTR8

Listen and complete the family tree with these names.

Alexandra   Ann   Camila   Edward   Peter   Richard   Sandra

1. **Look at the family tree. Are the a-j true (T) or false (F)**

a. Edward is David´s father.   _____
b. Sandra is Camila´s aunt.   _____
c. Edward and Alexandra have a daughter. _____
d. Peter and Camila have cousins.   _____
e. David has two brothers.   _____
f. Peter and Camila´s grandfather is Ann. _____
g. Ann´s husband is Richard.   _____
h. David has a wife.   _____
i. Camila is Peter´s sister.   _____

2. **Complete the following diagram with the members of your family.**

Family Tree
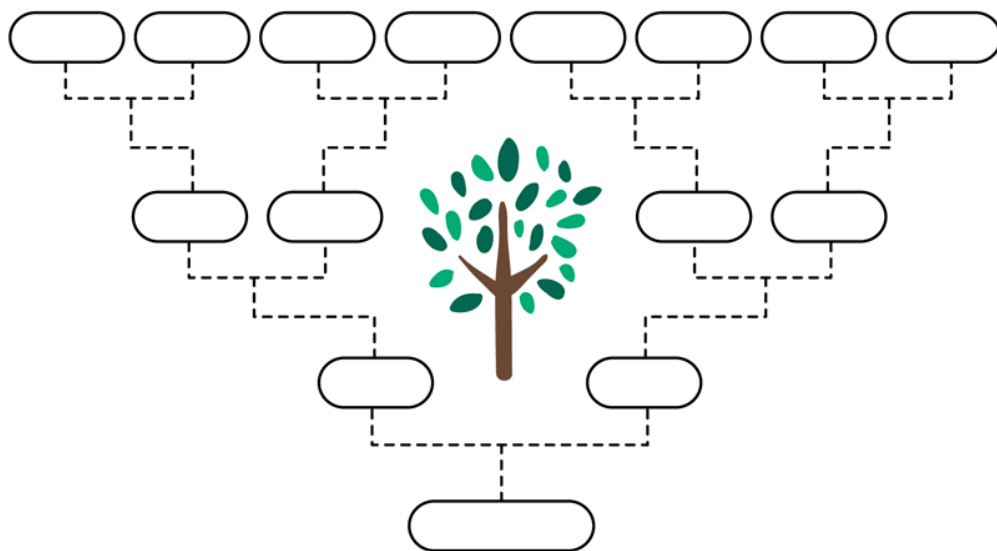
Source: https://freefamilytreetemplates.com/simple-family-tree-template/

3. **Describe your family tree to the rest of the class.**

*There are five members in my family. My father's name is ……. He is ….
years old……….*

Activity 5
Weather

Teacher: Lic. Mariela Tigse Zambrano

Level: Third level

Lesson Aim: Students will be able to give personal information related to free time activities.

Audio 5: Four Seasons or two

Resource: https://www.123rf.com/photo_28564223_stock-vector-four-seasons-banners-with-abstract-trees.html

1. **Listen to the audio FOUR SEASONS OR TWO and answer the following.**

a.   Write the months that are mentioned.

b.   Write the seasons that are mentioned in paragraph 1.
c.   Write the names of two countries and a continent.
d.   Write the two words that are considered seasons.

2.   **Talk to your partner and describe what your favorite season is.**

_____

_____

_____

_____

Activity 6
"Can" modal

Teacher: Lic. Mariela Tigse Zambrano

Level: Third level

Lesson Aim: Students will be able to practice and extend their knowledge about their abilities by watching a video about Obama.

Audio 6: Change. We can believe in

Resource: https://www.politifact.com/truth-o-meter/article/2017/jan/05/tracking-obamas-top-25-campaign-promises/

1.   **Watch the video and check the items that he mentions.**

A voice

	A room
	An apartment
	A house
	A city
	A state
	A country
	A nation
	The people
	The world

2. **In pairs, talk and write using the table below. Then, share your ideas with the rest of the class.**

My abilities		My partner's abilities	
Can	**Can't**	**Can**	**Can't**

Activity 7
Vacation

Teacher: Lic. Mariela Tigse Zambrano

Level: Third level

Lesson Aim: Students will be able to talk about vacation and free time activities.

Audio 7: Vacation

Resource: https://ownerupdate.bluegreenvacations.com/travel-services/use-your-points-to-expand-your-vacation-options

1. **Listen 1-8. Choose and say I like / I don´t like**

2. **Listen and match 9-14 about Emily, Josh and You**

N°	Subject	Emily	Josh	You

1	Camping			
2	Cooking			
3	Dancing			
4	Drinking wine			
5	Eating out			
6	Shopping			
7	Swimming			
8	Visiting museums			
9	Kayaking			
10	Reading novels			
11	Sightseeing			
12	Snorkeling			
13	Sunbathing			
14	Talking a class			

3. **Prepare a mind map with your ideas about the activities you do in your free time.**
   Use this picture as example.

Source: http://templatelab.com/mind-map/
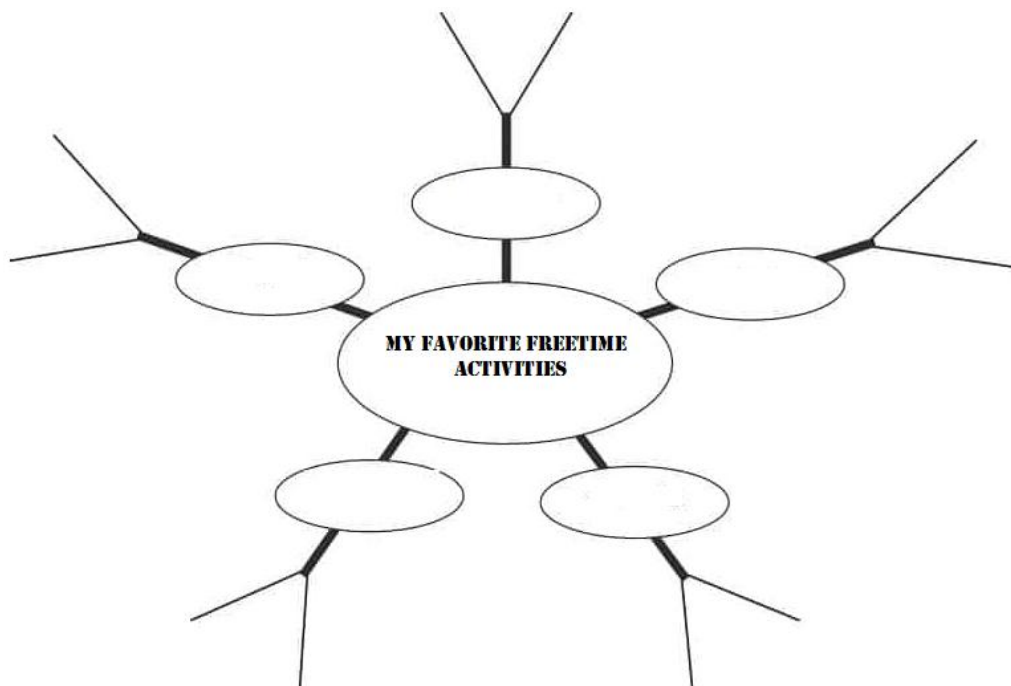
Activity 8
Past simple

Teacher: Lic. Mariela Tigse Zambrano

Level: Third level

Lesson Aim: Students will be able to start talk about past events

Audio 8: Past simple

Resource: https://society6.com/product/i-told-you-i-was-trouble_print

1. **Listen and write true (T)or false (F)**

a. All the others in the 27 Club were also singers. _____
b. Amy recorded Franks seven years after she started theater school. _____
c. Amy got five Grammy awards when she was 21 years old. _____
d. Her husband worked with her. _____
e. She divided public opinions. _____
f. She died because she mixed alcohol and drugs. _____

3. **Talk with a partner and write down "What you did yesterday".**

   Yesterday, I ....……………………………………………….

   …………………………………………………………………………………

   ………………………………………………………………………………….

Answers sheet-Activity 1
Personal objects

Lesson Aim: Students will be able to practice the verb be asking for and giving information about personal objects.

Audio 1: Personal Objects

1. **Listen and number the objects in the order you hear them.**

Bag	1	A pen	4
Earrings	3	A phone	8
Glasses	7	A sandwich	2
Keys	11	An umbrella	6
A laptop	9	A wallet	10
A lipstick	5		

2. **In pairs, ask and answer about what objects you have in your backpack.**

(They ask and answer with their personal information)

Answers sheet-Activity 2
Demonstrative pronouns

Lesson Aim: Students are able to practice this, these, that and those giving information about personal objects.

Audio 2: Demonstrative Pronouns

Resource: https://www.vanityflor.es/blog/regalar-rosas-san-valentin/

1. **Underline the correct word in the dialogues bellow**

1. **A: <u>This</u>/ That** is my new boyfriend.

   B: Oh Wow! He´s cool.

2. **A: This/ <u>That</u>** is my family´s apartment**.** It has a great panorama.

   B: Wow! You are lucky. I can´t see anything from my apartment.

3. **A: This/ <u>These</u>** are my new earrings. Do you like **it / <u>them</u>**?

   B: Ummm. They are interesting.

4. **A:** Excuse me. What are **these / <u>those</u>**?

   B: It / They are mangos. Very fresh, very delicious. Two for 1 dollar.

5. **A: This rose / <u>These roses</u>** are for you. I love you!

   B: Oh Favio! **<u>They</u> / These** are beautiful!. Thank you.

2. **Look for a family photograph and describe it to your partner.**
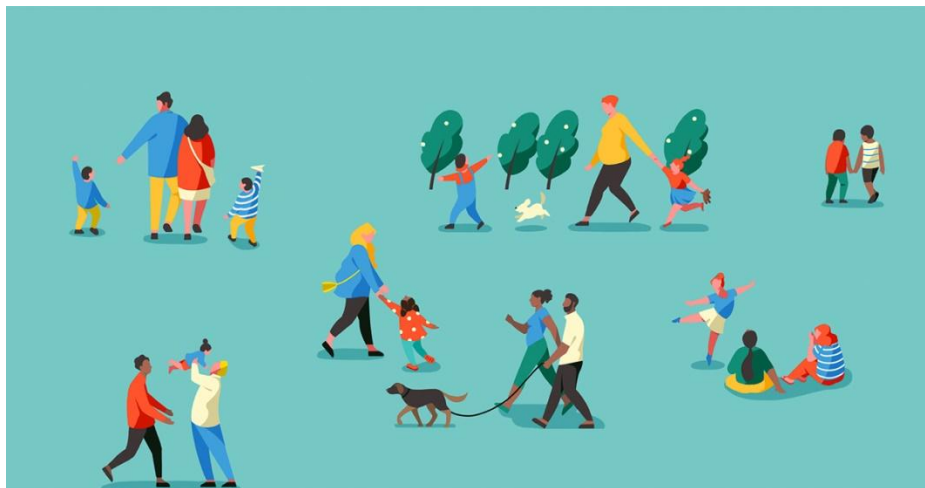
Source: https://www.theatlantic.com/family/
Ex.

Partner 1: Who is that woman in brown pants and orange sweater?

Partner: 2: That is my aunt, Rose.

Partner 1: And, who is that man in yellow pants and blue sweater?

Partner: 2: That is my uncle, Luis.

Partner 1: Who are those two boys that are walking?

Partner: 2: Those are my cousins Alan, and Javier.

Answers sheet-Activity 3
Personal information

Lesson Aim: Students will be able to practice the verb BE by giving personal information.

Audio 3: Personal Information

Resource: https://n-lightenment.com/ego-and-conversation/

3. **Listen the audio 3 and complete with the information that you hear.**

First name: Karin

Surname: Spalding

Address: Keamy Drive, San Francisco, Sea Parade

Phone: (415)765-8938

e-mail address: karinspalding@SPDG.com

4. **Talk to your friend and ask and answer about your personal information. Fill in the box below with your partner's information.**

   Use the following questions: (own information)

   f.   *What is your name?*

   g.   *What is your surname?*

   h.   *What is your address?*

   i.   *What is your phone number?*

   j.   *What is your e-mail address?*

Answers sheet-Activity 4
Family members

Lesson Aim: Students will be able to learn to talk about family relationship.

Audio 4: Family Members

Resource:https://www.amazon.com/Family-9-Piece-Collection-Picture-Frames/dp/B00N6EDTR8

Listen and complete the family tree with these names.

Alexandra   Ann   Camila   Edward   Peter   Richard   Sandra

4. **Look at the family tree. Are the a-j true (T) or false (F)**

j. Edward is David´s father.   ___T____
k. Sandra is Camila´s aunt.   ___F____
l. Edward and Alexandra have a daughter.   ___T____
m. Peter and Camila have cousins.   ___T____
n. David has two brothers.   ___T____
o. Peter and Camila´s grandfather is Ann.   ___F____
p. Ann´s husband is Richard.   ___F____
q. David has a wife.   ___T____
r. Camila is Peter´s sister.   ___F____

5. **Complete the following diagram with the members of your family.**
   (own information)
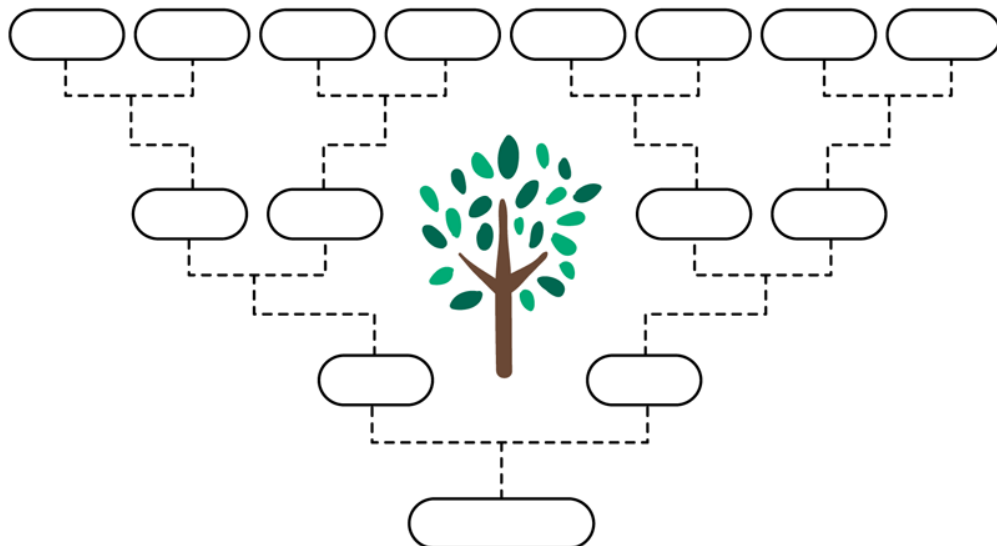
Family Tree

6. **Describe your family tree to the rest of the class.** (Example)

   *There are six members in my family. My father's name is Peter. He is 50
   years old. I have two brothers and one sister. I am the second oldest of my*

brothers and sister. My Dad goes to work everyday from 8 am to 8 pm. His job is to communicate with Vietnamese people. My mom doesn't work outside the home. She stays home and takes care of the house. She also raises the kids and cooks everyday. My oldest brother is 23 years old. He doesn't work or go to school. He just stays home and only does the things he wants to do. He also spends a lot of money that dad earns. My younger brother is just the opposite. He is 18 years old. Everyday he goes to school and sometimes he goes to work. He also helps my parents when he has free time. He had diploma from high school and now he is enrolled in the University. My parents are proud of him very much. Finally is my sister is 11 years old and a cute girl. She is in the fifth grade. I think she is a very smart girl. I love her and my parents very much.

Answer sheet-Activity 5
Weather

Lesson Aim: Students will be able to give personal information related to free time activities.

Audio 5: Four Seasons or two

Resource: https://www.123rf.com/photo_28564223_stock-vector-four-seasons-banners-with-abstract-trees.html

3. **Listen to the audio FOUR SEASONS OR TWO and answer the following.**

e. Write the months that are mentioned.

August   September   October   November
f. Write the seasons that are mentioned in paragraph 1.
   Winter   Spring   Fall
g. Write the names of two countries and a continent.
   Australia   Africa   United State
h. Write the two words that are considered seasons.
   Dry and wet seasons.

4. **Talk to your partner and describe what your favorite season is.** (Own

   information)

   My favorite season is summer because ...._____

   _____

   _____

   _____

Answers sheet-Activity 6
"Can" modal

Lesson Aim: Students will be able to practice and extend their knowledge about

their abilities by watching a video about Obama.

Audio 6: Change. We can believe in

Resource: https://www.politifact.com/truth-o-meter/article/2017/jan/05/tracking-obamas-

top-25-campaign-promises/

4. **Watch the video and check the items that he mentions.**

X	A voice

X	A room
	An apartment
	A house
X	A city
X	A state
	A country
X	A nation
	The people
X	The world

5. **In pairs, talk and write using the table below. Then, share your ideas with the rest of the class.** (own information)

My abilities		My partner's abilities	
Can	**Can't**	**Can**	**Can't**

Answers sheet-Activity 7
Vacation

Lesson Aim: Students will be able to talk about vacation and free time activities.

Audio 7: Vacation

Resource: https://ownerupdate.bluegreenvacations.com/travel-services/use-your-points-to-expand-your-vacation-options

4. **Listen 1-8. Choose and say I like / I don´t like**

5. **Listen and match 9-14 about Emily, Josh and You**

N°	Subject	Emily	Josh	You

1	Camping			√
2	Cooking			X
3	Dancing			√
4	Drinking wine			√
5	Eating out			√
6	Shopping			X
7	Swimming			√
8	Visiting museums	√	√	
9	Kayaking	√	X	
10	Reading novels	X	√	
11	Sightseeing	√	X	
12	Snorkeling	X	X	
13	Sunbathing	√	X	
14	Talking a class	X	√	

6. **Prepare a mind map with your ideas about the activities you do in your free time.**
Example (own information)

Source: https://www.youtube.com/watch?v=Rl50I0GV3gE

Answers sheet-Activity 8
Past simple

Lesson Aim: Students will be able to start talk about past events

Audio 8: Past simple

I TOLD YOU
I WAS
TROUBLE

Resource: https://society6.com/product/i-told-you-i-was-trouble_print

2. **Listen and write true (T)or false (F)**

a. All the others in the 27 Club were also singers. ___T__
b. Amy recorded Franks seven years after she started theater school. ___T__
c. Amy got five Grammy awards when she was 21 years old. ___F__
d. Her husband worked with her. ___F__
e. She divided public opinions. ___T__
f. She died because she mixed alcohol and drugs. ___T__

6. **Talk with a partner and write down "What you did yesterday".**

Possible answer

Yesterday, I went to work, I taught at school. I taught English at school and played sports with my kids. It was lots of fun.

- **https://classroom.google.com** is the link where students and teacher can enter to star to work in the google classroom.

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- This page shows the activities created in classroom.
- The activities can be created easily, conducting to the students with tasks, instructions and we can create a test on Google Forms and attach files, audio and video.

- The tests can be created in the google forms by adding different questions and with several types of answers.

- We can insert the files directly from Google Drive.
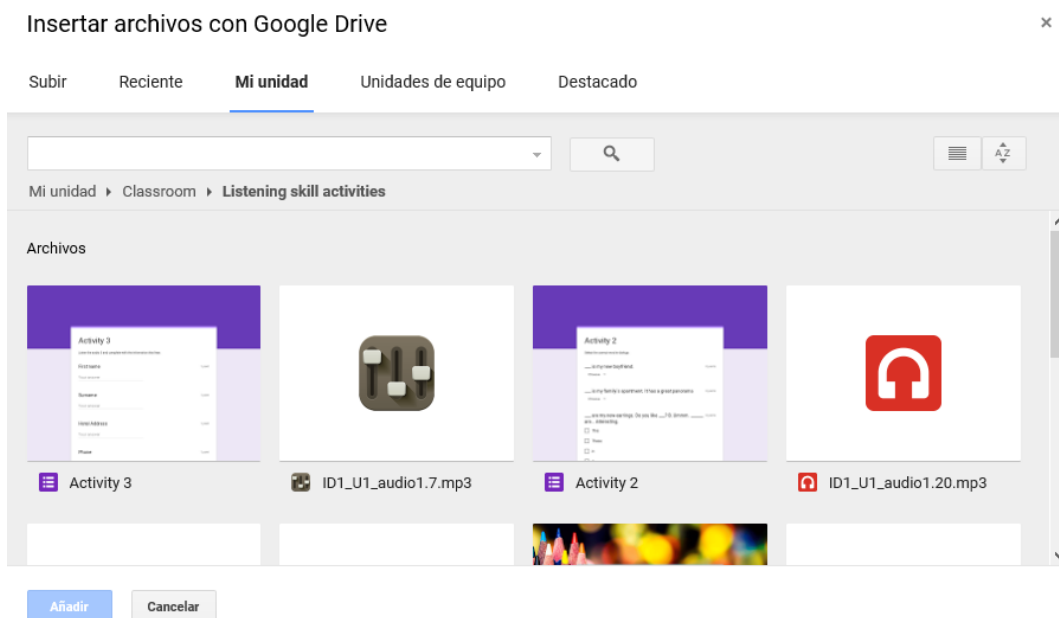
- When students go to the virtual classroom observe a page similar as teacher.

- The students can easily answer the tests.

Activity 2

Select the correct word in dialogs.

___ is my new boyfriend.   0 puntos

This ▾

___ is my family´s apartment. It has a great panorama   0 puntos

This ▾

___ are my new earrings. Do you like ___? B. Ummm. _____   0 puntos
are... interesting.

☐ This

☑ These

☐ it

☑ them

☐ They

☑ It

A. Excuse me. What are ____? B. ____ are mangos. Very   0 puntos
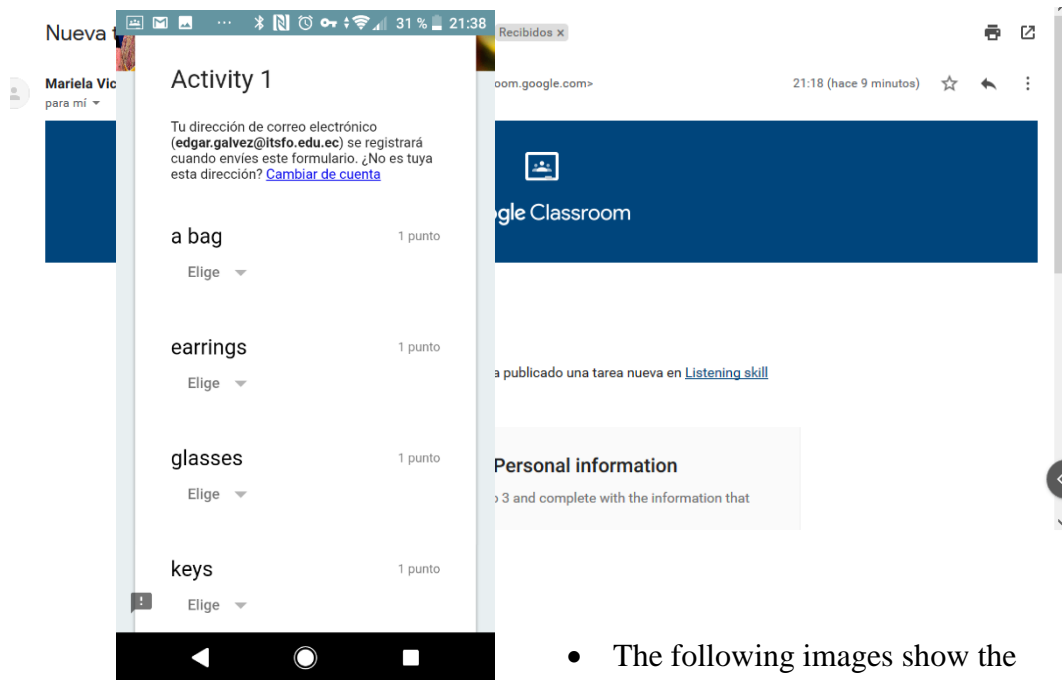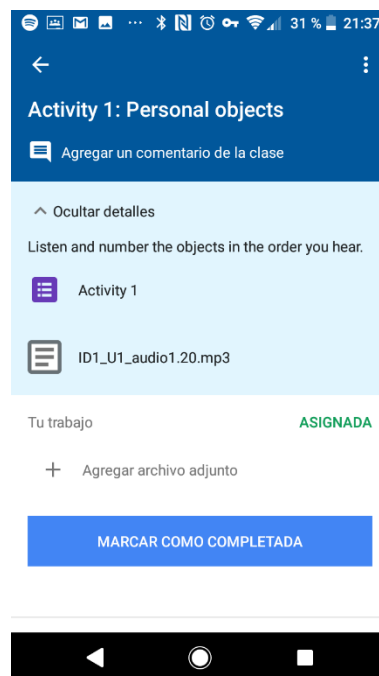fresh, very delicious. Two for a dollar.

☑ these

☐ those

☑ It

☐ They

- When a new activity is inserted the student is notified by email.

- The following images show the virtual classroom in the classroom app, displayed through the smartphone.

99
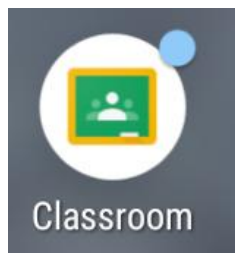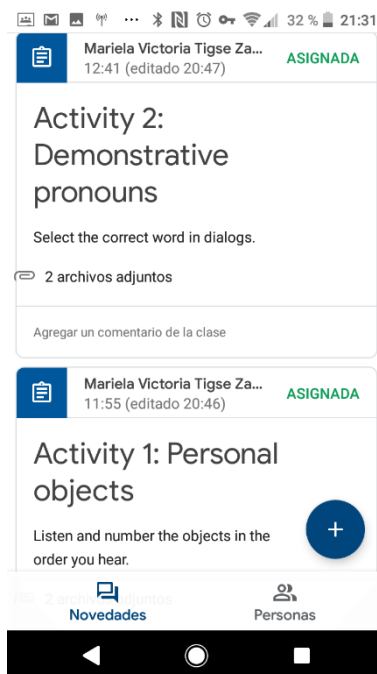
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Annexes

Annex Nº 1

PET EXAM - PRE-TEST AND POST TEST

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

KEY ENGLISH TEST

Listening   **0085/02**

SAMPLE TEST 1

Time   Approximately 30 minutes (including 8 minutes' transfer time)

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 8 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are five parts to the test.

Each question carries one mark.

You will hear each piece twice.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.

2

Part 1
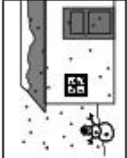
Questions 1-5

You will hear five short conversations.
You will hear each conversation twice.
There is one question for each conversation.
For questions 1-5, put a tick (✓) under the right answer.
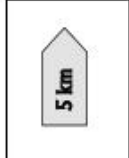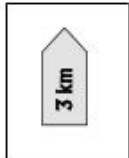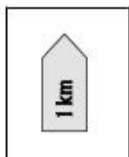
Example:

0 How many people were at the meeting?

A	B	C
3	13	30 ✓
☐	☐	☑
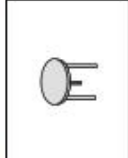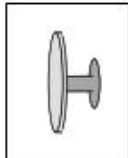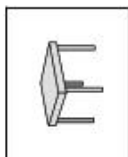
1 Where is the woman going to go on holiday this year?

A	B	C
Canada	Italy	Turkey
☐	☐	☐

2 What time was the man's appointment?

A	B	C
☐	☐	☐

3

3 What will the weather be like?

A	B	C
☐	☐	☐

4 How far is the nearest supermarket?

A	B	C
5 km	3 km	1 km
☐	☐	☐

5 Which table does Sally like?

A	B	C
☐	☐	☐

[Turn over

Questions 11-15

Listen to Jenny talking to Mark about buying a computer game.

For questions **11-15**, tick (✓) **A**, **B** or **C**.
You will hear the conversation twice.

Example:

0   The name of the computer game is
A   City 2010
B   City 2001   ✓
C   City 2100

11 The game is **not** good for people under
A   eight.
B   ten.
C   twelve.

12 Black's PC shop is in
A   Cambridge.
B   London.
C   Peterstown.

13 The address of the shop is
A   29 Hunter Road.
B   29 Walker Street.
C   29 Marsden Street.

14 The last day you can get a free game is
A   Monday.
B   Thursday.
C   Friday.

15 The computer game cost
A   £26.
B   £30.
C   £46.

[Turn over

Questions 6-10

Listen to Tom talking to a friend about a sports afternoon.
What sport did each person do?

For questions **6-10**, write a letter (**A-H**) next to each person.
You will hear the conversation twice.

Example:

0   Tom   [D]

People

6   Sam

7   Jane

8   Paul

9   Susan

10 Anne

Sports

A   basketball

B   football

C   golf

D   horse-riding

E   skiing

F   table-tennis

G   tennis

H   volleyball

6

Part 4

Questions 16-20

You will hear a man asking for information about a train.

Listen and complete questions **16-20**.
You will hear the conversation twice.

TRAIN	
To:	Newcastle
Day of journey:	**16**
Train leaves at:	**17**
Return ticket costs:	**18** £
Food on train:	**19** Drinks and
Address of Travel Agency:	**20** 22 .... Street

PET Handbook 2004 - Listening Sample Test 1

7

Part 5

Questions 21-25

You will hear some information about a museum.

Listen and complete questions **21-25**.
You will hear the information twice.

Manor House Museum

YOU CAN SEE:

Downstairs:

Entrance Hall: old photos

Front Room: **21** pictures of Italian

Upstairs:

Left: **22** more than 150

Right: **23** .... from films and TV

Price of guide book: **24** £

Museum closes at: **25**

You now have 8 minutes to write your answers on the answer sheet.

PET Handbook 2004 - Listening Sample Test 1

This is the Cambridge Key English Test Listening Test, Sample Paper 1.
There are five parts to the test. Parts One, Two, Three, Four and Five.

We will now stop for a moment before we start the test.
Please ask any questions now because you mustn't speak during the test.

Pause

Now look at the instructions for Part One.

Pause

You will hear five short conversations.
You will hear each conversation twice.
There is one question for each conversation.
For questions 1-5, put a tick under the right answer.
Here is an example:

How many people were at the meeting?

Woman Were there many people at the meeting?
Man About thirty.
Woman That's not many.
Man No, but more than last time.

Pause

The answer is 30, so there is a tick in box C.
Now we are ready to start.
Look at question one.

Pause

1 Where is the woman going to go on holiday this year?

Man Are you going to go on holiday with your sister again this year?
Woman Yes, she comes home from Canada tomorrow, and then we're going to go away next week.
Man Where are you going?
Woman I've booked a hotel in Turkey. My sister wanted to go to Italy again, so I hope she doesn't mind.

Pause
Now listen again.
Repeat
Pause

2 What time was the man's appointment?

Man Hello – I have an appointment to see the dentist at eleven.
Woman Oh dear, you're very late. That was over half an hour ago.
Man What time is it now?
Woman It's eleven forty.

Pause
Now listen again.
Repeat
Pause

3 What will the weather be like?

Man I hope you have a nice holiday with lots of sun.
Woman Thanks, but I heard the weather forecast and it isn't very good.
Man Is it going to rain?
Woman It's worse than that. It's going to snow!

Pause
Now listen again.
Repeat
Pause

4 How far is the nearest supermarket?

Woman How far is the nearest supermarket?
Man Well, Johnson's is the best one but that's nearly five kilometres away.
Woman Isn't there one nearer?
Man Well, there is one three kilometres away but it's not very good.

Pause
Now listen again.
Repeat
Pause

5 Which table does Sally like?

Man What are you looking for, Sally?
Sally A table for my bedroom.
Man There are some small round ones there.
Sally I think I'd prefer that small square one.

Pause
Now listen again.
Repeat
Pause

This is the end of Part One.

Pause

Now look at Part Two.

Pause

Listen to Tom talking to a friend about a sports afternoon.
What sport did each person do?
For questions 6-10, write a letter A-H next to each person.
You will hear the conversation twice.

Pause

Girl Did you go to the sports afternoon last Friday, Tom? I couldn't go.

Tom Yes, we had a great afternoon. We all did a new sport. I had some horse-riding lessons.

Girl Really. What did the others do?

Tom Well, Sam was happy. There's a dry ski slope there so he went skiing.

Girl Really? Did Jane do the same thing?

Tom She didn't want to. She played volleyball with some other people. She was tired after the game.

Girl What about Paul and Susan?

Tom Well, Paul wanted to try basketball, but they don't do that on Fridays - so he did golf. And Susan did very well. She played in a football team and got two goals!

Girl Great. Did anyone play tennis?

Tom Nobody did that. Anne didn't want to do anything but she had to play something so she had a game of table-tennis.

Girl Did she like that?

Tom Yes - I think so.

Girl Well, I hope I can go next time.

Pause

Now listen again.

Repeat

Pause

This is the end of Part Two.

Pause

Now look at Part Three.

Pause

Listen to Jenny talking to Mark about buying a computer game.
For questions 11-15, tick A, B or C.
You will hear the conversation twice.
Look at questions 11-15 now. You have 20 seconds.

Pause

Now listen to the conversation.

Jenny Hi, Mark. What are you doing?

Mark Hello, Jenny. Shopping for a present for my little brother.

Jenny I bought my brother a computer game called City two thousand and ten. He plays with it for hours.

Mark How old is he?

Jenny 10.

Mark Oh - my brother's twelve.

Jenny That's OK. This game's good for eight to thirteen year olds.

Mark Great. Where did you buy it?

Jenny In Black's PC shop. I looked everywhere in Cambridge and Peterstown, but I had to go to a shop in London to find it.

Mark Where is the shop?

Jenny In Marsden street. You know Hunter Road? Turn left at the end and it's opposite Walker's department store at number twenty nine.

Mark I can go there next Thursday.

Jenny That's good. Next week from Monday to Friday you get a second game free!

Mark Great. How much was your brother's game?

Jenny I bought two games that day and paid forty-eight pounds altogether, so my brother's game was twenty six pounds.

Mark Oh, less than thirty? That's not bad. Thanks, Jenny.

Pause

Now listen again.

Repeat
Pause

This is the end of Part Three.

Pause

Now look at Part Four

Pause

You will hear a man asking for information about a train.
Listen and complete questions 16-20.
You will hear the conversation twice.

Pause

Woman Hello. Can I help you?

Man Yes, please. I want some information about a train to Newcastle.

Woman Certainly. When are you going to travel? Today?

Man Oh no. On Tuesday. I think there's one at about half past eleven in the morning.

Woman Let me see. Yes, there is. It arrives in Newcastle at half past one.

Man That's fine. How much is a ticket please?

Woman Well, a single is twenty five pounds.

Man I'd like a return, please.

Woman Then that's forty pounds.

Man Right. Can I get a meal on that train, you know, lunch?

Woman Mmm. I'm afraid there isn't a restaurant car on that train, but they sell drinks and sandwiches.

Man That'll be OK. Must I buy my ticket at the station ticket office, or can I get one in the town centre?

Woman You can buy one at the Northern Travel Agency at 22 Market Street.

Man 22 what street?

Woman Market. M A double t, E T.

[Turnover]

1	C
2	B
3	A
4	B
5	C
6	E
7	H
8	C
9	B
10	F
11	A
12	B
13	C
14	C
15	A

For numbers 16-25, recognisable spelling is accepted, except in numbers 16, 20, 21, 22.

16	Tuesday
17	11.30 / half past eleven / eleven thirty
18	(£) 40 / forty pounds
19	sandwich(es)
20	(22) Mallet (Street)
21	garden(s)
22	clock(s)
23	clothes
24	(£) 1.75
25	5.30 / half past five

Man: I'll do that then. Thank you very much.
Woman: Not at all. Goodbye.

Pause
Now listen again.
Repeat
Pause

This is the end of Part Four.

Pause

Now look at Part Five

Pause

You will hear some information about a museum.
Listen and complete questions 21-25.
You will hear the information twice.

Pause

Man: Good afternoon, everybody, and welcome to the Manor House Museum. Before you go round, I'd like to tell you about some of the interesting things we have for you.

Here in the entrance hall, you can see some old photos of the town. Over there in the Ford Room, we have some pictures of gardens painted in Italy. The colours of the flowers are really beautiful.

Upstairs on the left is our famous clock collection. We have more than a hundred and fifty different clocks and they all tell the right time. The oldest is four hundred years old!

On the right we have a clothes show. Famous actors once wore these clothes in films or television plays. Some of them are really beautiful.

You may like to buy the guide book to the museum - this has many coloured photographs and it costs £1.75. You can buy one over there.

We are open until five thirty today, so you have lots of time. Enjoy your visit!

Pause
Now listen again.
Repeat
Pause

This is the end of Part Five.

You now have eight minutes to write your answers on the answer sheet.

Pause
You have one more minute.
Pause

This is the end of the test.

[Turn over

Annex Nº 2

Rubric

	Number of correct answers and meaning					
Listening skill Rubric						
Parts	**0**	**1**	**2**	**3**	**4**	**5**
	Area of concern	Bad	Needs work	Acceptable	Good	Very good
Part 1: Short conversations Single choice	The student was not able to understand any conversations. All the answers were incorrect. It means he/she did no understand vocabulary or information to answer the questions.	The student showed a poor understanding of the conversations. The vast majority of answers were wrong. That means student found it very difficult to concentrate on the listening task.	The student showed a regular understanding of the vocabulary and information. Most of the answers were wrong. That means student found it difficu to concentrate on the listening task.	The student showed an acceptable understanding of the vocabulary and information. Some answers were accurate and related to the information given, with an only a few errors.	The student showed a good general understanding of the vocabulary and information, with most questions completed. He/she was mostly attentive and usually able to listen with goo concentration.	The student knows the vocabulary and grammar. He/she was able to concentrate fully and listen very attentively throughout the assessment. He/she was able to answer all the questions.
Part 2: Long conversation Match						
Part 3: Long conversation Single choice						
Part 4: Long conversation Complete information						
Part 5: Long monologue Complete information						

Annex Nº 3

Apéndice III

Valores percentiles (t_p)
correspondientes a
la distribución t de Student
con ν grados de libertad
(área sombreada $= p$)

ν	$t_{.995}$	$t_{.99}$	$t_{.975}$	$t_{.95}$	$t_{.90}$	$t_{.80}$	$t_{.75}$	$t_{.70}$	$t_{.60}$	$t_{.55}$
1	63.66	31.82	12.71	6.31	3.08	1.376	1.000	.727	.325	.158
2	9.92	6.96	4.30	2.92	1.89	1.061	.816	.617	.289	.142
3	5.84	4.54	3.18	2.35	1.64	.978	.765	.584	.277	.137
4	4.60	3.75	2.78	2.13	1.53	.941	.741	.569	.271	.134
5	4.03	3.36	2.57	2.02	1.48	.920	.727	.559	.267	.132
6	3.71	3.14	2.45	1.94	1.44	.906	.718	.553	.265	.131
7	3.50	3.00	2.36	1.90	1.42	.896	.711	.549	.263	.130
8	3.36	2.90	2.31	1.86	1.40	.889	.706	.546	.262	.130
9	3.25	2.82	2.26	1.83	1.38	.883	.703	.543	.261	.129
10	3.17	2.76	2.23	1.81	1.37	.879	.700	.542	.260	.129
11	3.11	2.72	2.20	1.80	1.36	.876	.697	.540	.260	.129
12	3.06	2.68	2.18	1.78	1.36	.873	.695	.539	.259	.128
13	3.01	2.65	2.16	1.77	1.35	.870	.694	.538	.259	.128
14	2.98	2.62	2.14	1.76	1.34	.868	.692	.537	.258	.128
15	2.95	2.60	2.13	1.75	1.34	.866	.691	.536	.258	.128
16	2.92	2.58	2.12	1.75	1.34	.865	.690	.535	.258	.128
17	2.90	2.57	2.11	1.74	1.33	.863	.689	.534	.257	.128
18	2.88	2.55	2.10	1.73	1.33	.862	.688	.534	.257	.127
19	2.86	2.54	2.09	1.73	1.33	.861	.688	.533	.257	.127
20	2.84	2.53	2.09	1.72	1.32	.860	.687	.533	.257	.127
21	2.83	2.52	2.08	1.72	1.32	.859	.686	.532	.257	.127
22	2.82	2.51	2.07	1.72	1.32	.858	.686	.532	.256	.127
23	2.81	2.50	2.07	1.71	1.32	.858	.685	.532	.256	.127
24	2.80	2.49	2.06	1.71	1.32	.857	.685	.531	.256	.127
25	2.79	2.48	2.06	1.71	1.32	.856	.684	.531	.256	.127
26	2.78	2.48	2.06	1.71	1.32	.856	.684	.531	.256	.127
27	2.77	2.47	2.05	1.70	1.31	.855	.684	.531	.256	.127
28	2.76	2.47	2.05	1.70	1.31	.855	.683	.530	.256	.127
29	2.76	2.46	2.04	1.70	1.31	.854	.683	.530	.256	.127
30	2.75	2.46	2.04	1.70	1.31	.854	.683	.530	.256	.127
40	2.70	2.42	2.02	1.68	1.30	.851	.681	.529	.255	.126
60	2.66	2.39	2.00	1.67	1.30	.848	.679	.527	.254	.126
120	2.62	2.36	1.98	1.66	1.29	.845	.677	.526	.254	.126
∞	2.58	2.33	1.96	1.645	1.28	.842	.674	.524	.253	.126

Fuente: R. A. Fisher y F. Yates, *Statistical Tables for Biological, Agricultural and Medical Research* (Tablas de estadísticas para la investigación biológica, agrícola y médica) (5a. edición), Tabla III, Oliver and Boyd Ltd., Edinburgh, con autorización de los autores y editores.

Source: Spiegel & Stephens, 2009, p.563.