



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**SISTEMA DE CLASES USANDO RECURSOS DIDÁCTICOS VIRTUALES
PARA EL MEJORAMIENTO DE LA HABILIDAD LISTENING.**

**SOTO PALADINES MONICA TERESA
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**MONTAÑO ABAD THAYANA MARIA
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CLASS SYSTEM USING VIRTUAL DIDACTIC RESOURCES FOR LISTENING SKILL IMPROVEMENT

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DEDICATION

At the end of this formative process with great happiness and humility I dedicate this work to God for guiding my path; to my father Felix Montaña, to my sister Maria del Carmen Montaña for being with me at every moment; to my angel my mother Edith Abad who although she is not physically present, her spiritual presence strengthened me to continue day by day.

Thayana Montaña.

To God, for his infinite goodness and strength to successfully complete my studies.

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To the teachers of Pedagogy in the National and Foreign Languages career.

Mónica Soto.

RESUMEN

La presente investigación aborda la problemática que presentan los estudiantes en el idioma inglés como lengua extranjera, en cuanto a la habilidad receptiva listening. Sobre esta base se implementa el uso de recursos didácticos virtuales que contribuyan al mejoramiento y fortalecimiento de la comprensión auditiva en los estudiantes de tercero bachillerato paralelo “A” de la Unidad Educativa Particular “Cepwol Altamira” de la ciudad de Santa Rosa. Se consideran los fundamentos pedagógicos, didácticos y psicológicos que permitieron la elaboración y aplicación de la propuesta pedagógica compuesta de un sistema de clases a través del uso de recursos didácticos virtuales. De tal manera, el sistema de clases aporta significativamente para la enseñanza aprendizaje del idioma inglés beneficiando a los alumnos de la institución educativa. Esta investigación se basa en un paradigma metodológico cuantitativo, bajo un diseño experimental del tipo pre experimental, con un diseño pre y post prueba. Además, se utilizaron métodos teóricos y empíricos (observación, encuesta, prueba pedagógica) para la recolección de datos que permiten organizar la información para su estudio en respuesta y verificación de la hipótesis planteada.

Palabras claves: Sistema de clases, recursos didácticos virtuales, enseñanza-aprendizaje, habilidad de listening.

ABSTRACT

This research addresses the problems faced by students of English as a foreign language in terms of the listening receptive skill. On this basis, it implements the use of virtual didactic resources that contribute to the improvement and strengthening of listening comprehension in third year students parallel "A" of "Cepwol Altamira" Private Educational Unit in Santa Rosa city. The pedagogical, didactic and psychological foundations that allowed the creation and execution of the pedagogical proposal composed of a class system through the use of virtual didactic resources are considered. In this way, the class system contributes significantly to the English language teaching and learning process, benefiting the students of the educational institution. This research is based on a quantitative methodological paradigm with an experimental design of the pre-experimental type, with a pre- and post-test design. In addition, theoretical and empirical methods (observation, survey, pedagogical test) were used for data collection to organize the information for its study in response to and verification of the hypothesis proposed.

Keywords: Class system, virtual didactic resources, teaching-learning, listening skill.

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INTRODUCTION

The mastery of English as a second language has developed to these days becoming the most practical language worldwide. As a result, learning English has primary importance in all continents. In this way, in environments where it is not the official language it is used in several contexts.

Grimaldi Herrera (2009) states that the use of English as a second language arose in ancient areas that were part of the British Empire. Due to the Empire's influence and power of the United States, the English language has become international. It is the world language of technology, science, aviation and communication. It is also the most studied language in schools. In addition to influencing the commercial and employment fields, it is an essential requirement for communication.

Listening comprehension is involved in most daily activities, it is crucial for the communicative competence in a foreign language. However, few opportunities to develop this skill outside the educational context are visible since English is not the main language in the students' natural environment. Therefore, teachers play an important role in motivating students to learn the foreign language by offering them different activities to be practiced in the classroom (Arévalo, 2019).

In Latin America, the auditory skills in the English language takes primary importance in the educational field, listening and speaking are part of the receptive skills that allow people to understand and communicate with the language in many situations. The hearing organ contributed actively in the development of articulated language; it had a significant influence on human brain evolution. Therefore, it generates auditory perception that contributes human beings to understand the language (Castro, 2019).

When students learn English they develop different skills in their classes; the receptive ones: listening and reading; and the productive ones: speaking and writing. These skills are basic for an effective use of the language “for a good communication, the communication skills are essential. The skills are speaking, listening, writing and reading. These are called the language skills” (Sreena & Iankumaran, 2018, p. 670).

In the classroom, it is necessary to manage all the skills for an effective use of the language “without listening, no speaking is possible, without reading no writing is possible. So, the four skills go in pairs” (Sreena and Iankumaran, 2018, p. 670).

In Ecuador, secondary school students graduate with a B1 level; in third level studies there are changes in terms of English language levels, therefore there are university careers that keep in their curriculum the teaching of English but there are careers that do not have English in the curriculum. However, a minimum level is required for graduation. Students have the opportunity to achieve the required level in their career by taking classes at the university language institute or providing an international certificate that proves English language proficiency (Nolivos, 2016).

In the Ecuadorian educational system some assessments have shown a low level of proficiency in listening English comprehension; students find it difficult to interact and understand the language in real and authentic situations that take place in the social field (Ortega Auquilla & Auccahuallpa Fernandez, 2017). Hence, this low level in language could hinder students when interacting effectively and spontaneously in English.

English is now considered a global language communication, mastering it benefits people in a competitive world.

El inglés actualmente es considerado como el idioma más importante y este fenómeno ha aumentado con la globalización de manera que se ha convertido en el principal idioma

internacional, de tal forma que ha obtenido mayor relevancia en vista a las necesidades de acceder a información moderna y a las necesidades que existen en el campo laboral. (Cativo de Cornejo, 2015, pág. 64)

From birth people are surrounded by the language they are going to learn, for this reason from an early age it is common for them to hear accents and words in different scenarios; hence listening is an essential element for learning a language.

Cova Jaime (2012) considers that listening is a common and active activity that involves understanding messages transmitted by the speaker. Moreover, it becomes a complex task because the person who receives the message can become distracted due to different factors such as psychological, pragmatic, social, didactic, among others.

In this way, mastering listening is to understand what is being expressed by different people in different contexts, the sender is the one who expresses a certain situation being heard by the receiver who is in charge of deciphering the message. For this reason, listening becomes a complex process to develop and the listener must use some mental processes to distinguish the phonemes, words, sentences to deduce their meaning.

Listening is an essential step, this is how the student comes into contact with the language, the learner identifies sounds that are not found in his or her mother tongue and unconsciously acquires new structures and vocabulary understanding. In order to teach a language we can see that:

Existe una gran cantidad y variedad de recursos didácticos: el periódico, las revistas, los audios, la televisión, la radio, el video, la fotografía, el franelógrafo, las transparencias, las diapositivas, las marionetas, la realia, los flashcards, los posters y carteles, los juegos, las canciones, los cómics, los CD-ROM, Internet y otros más. Hasta hace poco no se había

llegado a explotar debidamente a pesar de su enorme potencial. Sin embargo, en la actualidad se ha convertido en una alternativa que opta por un tipo de enseñanza más motivadora, más viva y más cercana a las necesidades e intereses de los alumnos. Es fundamental tener presente ciertos criterios para que se garantice una mejora de la calidad educativa: la práctica educativa, los procesos de comunicación, etc. (Chang, 2017, pág .268)

Nowadays there are a wide variety of teaching materials that teachers can offer to their students, they can practice and develop their interest in learning a foreign language and specifically to improve their listening skill. Teaching a foreign language is not an easy task as it involves many factors such as the master of the language, methodologies applied, contents, the time and the willingness of the teacher to teach.

According to the observation carried out in “Cepwol Altamira” Private Educational Unit, the following difficulties have been identified:

- Difficulty in understanding spoken messages.
- Limited vocabulary.
- Insufficient activities to develop listening skill.
- Little involvement in classroom activities.

Due to the aforementioned difficulties, the following **scientific problem** is formulated:
How to improve English listening skill in third year students of “Cepwol Altamira” Private Educational Unit?

There are many reasons that are part from the problem considered:

- Not good scores because of difficulties in listening skill.
- Failure in some listening activities that are carried out.

- Not understanding listening.
- Misunderstanding the activities that are going to be developed by students.

The **area of research** focuses on the teaching and learning process of the English language at the baccalaureate level.

The **overall objective** of the research is; To implement a class system with the use of virtual didactic resources that contribute to the improvement of English listening skill in third year “A” of “Cepwol Altamira” Private Educational Unit.

The **field of research** is: Virtual didactic resources.

In addition, the **specific objectives** are:

- To provide a theoretical basis in the use of virtual didactic resources in the teaching-learning process of the English language in relation to the improvement of listening.
- To diagnose the current state of the students' listening skill in English.
- To use virtual didactic resources that generate the active involvement of students enabling them to improve listening skill.
- To evaluate the effectiveness of the use of virtual didactic resources in the improvement of listening skill in the English language.

Hypothesis:

The implementation of virtual didactic resources will contribute to the improvement of listening skill in the English language in the students of the third year "A" of “Cepwol Altamira” Private Educational Unit.

The hypothesis studies the relationship between two variables:

Independent Variable: Virtual teaching resources as tools aimed at improving listening skill.

Dependent Variable: The improvement of listening skill which is defined as the ability to listen, also called oral comprehension or listening comprehension, it refers to the process of understanding oral text, either in face-to-face communication or through multiple electronic media and it involves not only listening to the message but also taking into account the voice tone, hesitation, interventions, repetitions, perception, which contribute to the understanding of the message (Rodríguez Martínez, 2018).

This research is carried out using a quantitative methodological paradigm with an experimental design of the pre-experimental type, with a pre- and post-test design.

The population of the research is considered to be 22 students of the third year "A" of "Cepwol Altamira" Private Educational Unit in Santa Rosa City.

This research is important because it aims to improve the ability of listening comprehension that allows the student to understand and decode the oral messages that are transmitted among people in different contexts.

The practical contribution is made by the class system with the use of virtual didactic resources for the improvement of English listening skill.

The structure of this research is composed of an introduction that details the theoretical design of the research, followed by chapter one, which is composed of the theoretical basis of the work. Later on, we find the methodological framework composed of the type of research, the objectives to be achieved, the methods and techniques used in the collection of information to resolve the research problem. Finally, the paper closes with conclusions based on the literature reviewed.

CHAPTER I

THE USE OF VIRTUAL DIDACTIC RESOURCES IN THE ENGLISH LANGUAGE TEACHING PROCESS

This chapter is composed of the theoretical foundation of virtual didactic resources consisting of different concepts and their process throughout history. In addition, a vision of the use of virtual didactic resources in the classroom is introduced.

1.1 Historical Background of the Evolution of Virtual Didactic Resources in the Teaching-Learning Process of English Language in General Unified Baccalaureate.

Didactic resources have been used throughout time in the teaching-learning process. They began in written form, in this way it is pointed out that:

The origin of the didactic or educational resource is as old as teaching, the first work *Orbis Sensualium Pictus* by J.A. Comenio developed in the seventeenth century represents the first textbook created to provide knowledge. It was composed of written text and images, as well as incorporating the native language of the students in the printed pages. The book has two features that make it didactic, the first is the integration of text and images and the second is the written words that were in the native language of the reader, which was the "vernácula" language (Area Moreira, 2007).

Since the work presented by the author, it is understood that there is a need to build and develop different written materials in order to convey knowledge not only through speech but also by written texts in a different and innovative way.

It should be emphasized that share of knowledge was carried out by focusing on the person's own knowledge acquired through experience "el adulto educaba con lo que conocía y

adquiría algo nuevo a lo largo de su experiencia, no precisamente de los libros” (Area Moreira, 2007, p. 3).

Afterwards, with the establishment of school systems in the 19th century the use of some resources was noticed. Area Moreira (2007) says the didactic resource did not achieve its application until the appearance of educational systems in the middle of the 19th century. Institutionalized education made for inhabitants is a historical event that appeared in Europe during the industrial revolution in the middle 19th century.

Since then, in the 20th century printed teaching materials became an innovative support for diverse teaching and learning activities in education. Area Moreira (2007) claims that printed teaching materials would help teachers in the teaching process. From early childhood education to higher education, distance learning and non-formal education, some training activities also include printed reference materials for teachers and students.

Today books have an essential role as part of the resources that have been used. So: “Los libros de texto, por ejemplo, han respondido tradicionalmente a una concepción de educación homogénea, centrada en los conocimientos y en la memorización donde se esperaba que el profesorado cumpliera prioritariamente funciones transitivas” (Pérez Alarcón, 2010, p.1).

Teachers that belong to an educational institution emphasize and support the use of many teaching resources, Fonseca Morales (2013) admits that “for several years the blackboard has been one of the teaching resources used by teachers and also expresses that it will continue to be an old and easy tool to use” (p.10), in the classroom the use of didactic resources such as textbooks or blackboard were part of the routine itself, as there were no advanced technological resources as today we have, those aforementioned took a fundamental role in teaching.

Resources have been used over the years, the efficiency of the teaching materials is directed to make learning easier in different educational areas through teaching related to the daily habit (Tomalá Alcívar & Murillo Quinto, 2013).

Subsequently, the history of ICTs began in the 1970s when the digital revolution started. Consequently, the concept of ICTs was recognized as related to recent advances in communication such as cellphones and computers. People have looked for tools to communicate, without delving into aspects such as messages sent with animals or the sound of drums, two advantages can be verified in the area such as the telegraph which allowed long-distance communication in the 19th century. As a consequence, in the second half of the 19th century the telephone was created and popularized as a basis of world communication (Vinuesa, 2018).

The ICT revolution began with the Egyptians and Sumerians who transmitted information through different portable media such as ideograms or pictograms, allowing communication between human beings. ICT has been evolving in reference to the industrial, technical and scientific advances. (Caladra Bustos & Araya Araño, 2009).

The arrival of new information and communication technologies have transformed the teaching and learning process. ICTs have played an important role in the learning of English as a foreign language. With the arrival of the Internet, there have been important changes in the use of virtual teaching resources.

El 30 de abril de 1993, hace más de diez años, el Laboratorio Europeo de Física de Partículas (CERN) con sede en Ginebra notificaba la disposición oficial de un programa informático designado World Wide Web (WWW). En otras palabras, el comienzo del Internet como una herramienta pública, que durante una década ha innovado radicalmente

muchas actividades de las personas en el mundo. (Grados Pazmiño y Trujillo Tandazo, 2015, pág. 3)

With the Internet development, the use of different traditional didactic resources have changed, going digital and using new resources in a virtual way. Today, teachers use digital texts, interactive whiteboards and other materials for class development.

Information and Communication Technologies (ICTs), essentially surfing the internet allows communication and the access to a variety of materials. The tasks achieved through ICTs in the educational field are motivating for students due to their playful condition and the use of audio and visual resources, aimed at improving the learning process. The changes generate that teachers receive training in the correct use of ICTs, the standards of teaching quality are debated in Ecuador where ICTs are part of their professional training for teachers (Navarrete Mendieta & Mendieta García, 2018).

En el rol que asume el personal educativo, los alumnos hacen uso de herramientas digitales para adquirir conocimientos, la evolución proviene de las concepciones con la grabadora, televisor, calculadora, entre otras, no obstante, los avances de las herramientas digitales se han convertido en recursos didácticos, donde el deseo por mejorar el aprendizaje integra la tecnología. (Hernández, 2017, pág. 329)

According to the USB channel (2012) in the interview to the teacher Carlos Maroya on the use of ICTs in teaching English, it is mentioned that activities can be enhanced and created using new information technologies even in a context not very close to English speakers language, for example on YouTube you can find several videos in English; instructional and authentic videos that allow the student from home to get involved in the language by listening to it for many times.

In addition, with the use of some resources such as Skype chat tools, the student can have the opportunity to interact with native English speakers.

Virtual teaching resources are constantly evolving in the teaching and learning process. Currently with a computer it is possible to access thousands of resources that help in the educational process: didactic planning is more accessible than ever before in history (Luján, 2016).

According to the above, didactic resources have developed over the years from the use of traditional didactic resources and the emergence of new information technologies. Nowadays, virtual didactic resources are applied and allow the presentation of information by the teacher to the students in an interactive way in order to develop motivation and interest in learning in the educational spaces of the English language.

1.2 Theoretical References on the Use of Virtual Didactic Resources in the Teaching-Learning Process of the English Language in General Unified Baccalaureate.

Teaching resources have evolved according to different needs in the teaching-learning process in educational institutions. There are several authors who have defined didactic resources. Pérez Porto and Gardey (2014) state that didactic resources are the primary materials or tools in education. Likewise “Cuando hablamos de recursos didácticos en la enseñanza estamos haciendo referencia a todos aquellos apoyos pedagógicos que refuerzan la actuación docente, optimizando el proceso de enseñanza-aprendizaje” (Moya Martínez, 2010, p. 1).

The definition of didactic resource can be taken in several ways, for example “apoyos didácticos, recursos didácticos, medios educativos” (Vargas Murillo, 2017, p.69).

According to Morales (2012, as quoted by Vargas, 2017), a didactic resource is understood as the set of resources that are involved in the teaching learning process. These resources can be virtual or physical and the aim of them is to enhance students' interest and guide teachers in the

teaching activity, also those are appropriate to use in order to adapt different content that will be taught in the class (p. 69)

Regarding what has been explained by different authors, didactic resources are all the tools used by the teacher in the classes with the purpose to innovate the teaching learning process of the English language.

Characteristics of Didactic Resources.

Area Moreira et al.(2010) provided the following features:

- Versatile as they are adaptable resources according to the students' needs and their different ways of learning and development in the classes.
- Coherent to introduce the topics, helping students to understand them.
- Flexible by allowing the incorporation of diverse elements in the educational process.

Functions of Didactic Resources.

According to Noguez Ramírez (2008) didactic resources have essential functions:

- Carriers of knowledge for learners, they play a creative role in the teaching learning process.
- Generators of meaningful learning for students, allowing them to develop comprehensive skills.
- They promote cognitive development and social skills in students.
- Diverse and adequate resources that allow teachers to explain their classes in an entertaining way.

Another author, Balbin Escurra (2018) identify the following didactic resources functions:

- Motivation: In charge of increasing students' interest to learn new knowledge through dynamic classes.

- Fixation: Allows learning to become meaningful, that is, lasting through observation and assimilation of new knowledge.
- Reinforcement: Necessary tools that enable interaction and clarify aspects not understood by the students through the presented information.
- Socialization: Students develop social skills, allowing them to interact and collaborate in the learning environment.

Types of Didactic Resources.

The use of resources have been introduced in different ways, according to the author Balbin Escurra (2018) there are several didactic resources such as:

- Audio resources: Consisting of recordings, audios, songs that allow learners to listen to specific topics in different contexts.
- Image resources: They are part of visible resources such as slides, screens, photographs, etc.
- Graphic resources: Resources that provide information like posters, slips of paper, acetates, etc.
- Printed resources: Those that we can see, read and get information. For instance books, magazines, newspapers, etc.
- Mixed resources: Resources that we can observe and listen to in order to get knowledge. They can be movies, documentaries, news, etc.
- ICTs resources: All types of computer technology such as interactive whiteboards, software, web pages, etc.

1.2.1 Didactic Foundations of the Use of Virtual Didactic Resources in the Teaching-Learning Process of the English Language in General Unified Baccalaureate.

It is important to mention that resource is “el medio de la clase necesario para lograr lo que se aspira” (Real Academia Española, 2022).

Didactic is referred “su propósito principal es instruir o enseñar” (Real Academia Española, 2022).

In other words, the didactic resource is a tool used in the varied educational environments that allow the students' in the teaching learning process.

The virtual didactic materials are represented by the different digital contents that help learning and lead to knowledge acquisition. These materials gather adequate requirements that facilitate teaching and learning favoring the acquisition of concepts, abilities, attitudes and skills in different educational contexts (Torres Chávez & García Martínez, 2019).

It is necessary to consider that Didactics is a broad field that encompasses different knowledge, research, theoretical and practical proposals focused on the teaching learning processes and it is defined as the science that explains and applies what is related to teaching as the intentional and systematic task to achieve the training of man, associated with the process of professional field (Abreu et al., 2017).

According to Nérici (1973) didactics is the study of all the technical resources aimed at guiding the student's learning, to reach a state of maturity that allows him/her to face reality; consciously, efficiently and responsibly. (p. 57)

Learning a language requires concentration and constant practice, which can be difficult for students because the classes are not very motivating, causing a lack of interest in learning the language. For this reason, didactic resources play an important role in the classroom as mediators

in teaching, allowing the interaction and involvement of students in different activities in their learning environment.

The didactic material aims to lead the student to work, research, discover and build; it has a functional and dynamic aspect, offering the possibility of acting and enriching the student's learning experience through the suggested materials (Nérici, 1973).

The didactic resources provide support in the educational process, allowing the student to master knowledge in an effective way, helping learners in their cognitive, psychomotor, socioemotional, auditory and language development easing the learning. Inquiring about the importance of didactic materials is due to several reasons, firstly the need of the educator in the use of methods and techniques that make possible the educational process. Secondly, the need for student engagement in the classroom (Espinoza Ganchozo, 2015).

Virtual didactic resources are part of teacher's pedagogy, through them it is possible to describe, explain and teach the student, making use of the most appropriate and effective methods to lead the student to knowledge acquisition.

Basically, didactic materials turn out to be elementary in the student development from the beginning of the educational process in childhood, since they are in a stage in which having fun means learning. Some of the didactic materials features are carriers, promoters and guides to introduce content, as well, they provide benefits on thinking development, knowledge assessment and creating experiences.

The purpose of educational resources for teachers is to provide a variety of materials to be applied in the classroom and to facilitate students' learning. The Internet is an ever-expanding source of information, everything can be found in an accessible and fast way.(Oceano Educación, 2019).

It can be determined that virtual didactic resources represent the essential characteristics for teachers' and students' help; they are relevant during the beginning of a subject learning process, allowing them to develop different abilities and skills through the strategies that the teacher includes in teaching. Resources should be planned according to the content area, organizing learning corners with optimal didactic material for the teaching learning process.

1.2.2. Pedagogical Characteristics of the Use of Virtual Didactic Resources in the Teaching-Learning Process of the English Language in General Unified Baccalaureate.

Virtual didactic resources have been characterized as an essential factor to provide students content information in a subject. Also, these kinds of resources motivate students to learn and feel involved in the class. Over time, there have been changes with the use of new technologies; at the beginning a blackboard, chalk or marker were used to teach but today virtual teaching resources like videos, music, PowerPoint presentations are being used. With teachers' creativity, these tools can be beneficial in the educational context (Meneses Benítez, 2007).

In addition, Quintero Muñoz (2016) mentions that virtual teaching resources are several, but they must fulfill subject and group work features, the content development raises new forms of relationship among the teacher and the student. The different materials lead to active participation in the classroom.

Many times, the teacher can give the control to the student to use the resource to his or her advantage. These materials help in the teaching-learning process in the classroom for students and teachers. For example, the use of Lyrics Training as one of the resources that the student can share videos and interact together with their peers for listening comprehension in English language context (Bohórquez & Pineda, 2015).

Pedagogical characteristics of virtual didactic resources:

As claimed by López et al. (2012)

- Encourages students' interest through dynamic activities that foster skills development.
- Encourages individual enterprise and autonomous learning.
- It is an interactive process through didactic resources.
- The ability to learn more in less time.
- Promotes students' and teachers' creativity, as well as observation and research.

More features are introduced by González (2014)

- To choose virtual learning resources in order to transfer new knowledge of the English language in the class.
- Fun activities can be made by the use of diversity resources.
- These resources allow teachers to create many tasks, attributing an active role in the classroom.
- They offer concise information, according to the content features established by the teacher.
- Through the didactic resources students can interact between the teacher and the student.
- A dynamic environment is created, sharing essential knowledge for the topic understanding.

Finding appropriate material and activities for each student according to their age, preferences will allow a dynamic environment and meaningful learning in the classroom, when the students' needs are met learning becomes relevant (Harmer, 2007).

As stated by several authors, the use of different didactic resources will depend on the teacher and the subject to be taught; as authors of this research it is considered that there many

benefits to use them in the classroom and the most important is that resources can encourage students' interaction, dynamism and commitment in the teaching learning process of the English language.

1.3 Contextual Background of the Teaching-Learning Process of English in General Unified Baccalaureate.

Teaching the English language has become relevant over time. In the 21st century, it has been observed that knowing a foreign language, precisely English, provides opportunities for people who master it as it allows them to know different cultures, share experiences, knowledge and understand communities.

1.3.1 Characteristics of the English Teaching-Learning Process in Latin America and Ecuador.

English language learning is internationally recognized as an essential source for global growth and competitiveness. Latin American countries today face the challenge of enhancing productivity as long-term inclusive growth. In such a way, they have been characterized by economic growth, increased competitiveness and the emergence of opportunities, for this reason, it is mentioned that the process of teaching English language provides stability in the region (Fiszbein et al., 2016).

Interest in learning English has increased significantly in Latin America, some countries have promoted language learning through programmes and policies. On the other hand, the results of the evaluations show that English proficiency remains low. The educational system does not produce professionals with certain language skills. Most schools do not provide enough English classes that students need to learn successfully (Cronquist & Fiszbein, 2017).

Today students need to master English and develop language skills to succeed professionally in different contexts. Peña Ledesma (2019) says that teaching the language must

start from an early age and it has to be included in the curriculum, therefore all governments have incorporated it into their curriculum, becoming a common goal in which Ecuador is also immersed.

In Ecuador, the teaching of English was introduced in 1912, however, it was not until 1950 that the subject officially became part of the curriculum in schools (Castro, Abreus et al., 2016 pág.21).

According to Ávila Salem (2010) in Ecuador English is the foreign language that is officially taught in private and public educational establishments in the country.

The Ministry of Education in Ecuador has implemented changes to improve the teaching and learning of English as a second language in educational institutions. One of the first changes adopted was the mandatory teaching of English in Ecuadorian secondary education since 1992 (British Council, 2015).

A curriculum reform called Curriculum Reform and Development for the Learning of English - CRADLE was introduced in 1992 and it was implemented in the country's secondary education institutions (Chuisaca & Paucar 2022). This project presented the books called "Our World Through English". The books contained several topics focused on the reality of the country through the English language, in addition to including teaching guides, hearing materials and exams materials.

The updating of the Curricular Reform, which transformed the structure of the curriculum in all subjects and began with the project "it's time to teach English", was carried out with the purpose of enhancing the teaching system of English as a foreign language, considering teaching competencies and methodology aspects (Peña Ledesma, 2017, pág.26).

It should be noted that the Ecuadorian government has supported teachers with scholarships through the "Go Teacher" program in 2012 by sending several teachers to American

universities to prepare and improve their English levels. In addition, the agreement 041-14 established by the Ministry of Education in 2014 considers the teaching of English five hours per week in educational institutions.

As the Senescyt (2014) points out in the press number 249 released:

Este jueves 7 de agosto de 2014, se llevó a cabo la graduación de 100 becarios ecuatorianos del Programa Go Teacher en Kansas State University, iniciativa desarrollada por la Secretaría de Educación Superior, Ciencia, Tecnología e Innovación con el fin de que los docentes estudiantes exploren temas relacionados con el currículo, la enseñanza y el aprendizaje del inglés, además de conocer y manejar estrategias pedagógicas para la enseñanza de éste como segundo idioma.

On the basis of the above, the results in teaching of English in Ecuador are far from what is desired in terms of educational goals. According to the newspaper El Universo (2020) in the tests of the 2020 edition of the English Proficiency Index (EPI) of the Education First (EF) program taken from more than 2.2 million people around the world, Ecuador ranked 19th in Latin America and 93rd among 100 countries in the world. The EF analysis shows that participants from Ecuador, ranked in the fifth lowest group. These people can just introduce themselves (name, place of origin, age), understand and give basic directions to a foreigner. The country moved from 35th place in 2014 to 93rd in 2020.

According to the research done by Cuenca University, the main reason for limited use of the English language is the lack of didactic resources, a condition that is evident in most of the schools in Cuenca city. An exploratory study was conducted to determine the cause of the students' poor English language performance. The study used a printed survey with a questionnaire that was answered by 168 English teachers, 92 teachers were monitored in the classroom and finally 54

teachers were interviewed, a total of 215 English teachers. The data exposed that the low level of English learning of high school students is provided by the use of traditional teaching strategies and the lack of didactic resources.(Calle et al., 2012).

Although there have been changes through reforms and programs to improve English language teaching in Ecuador, it is worth mentioning that in the educational centers students do not improve their English language skills because they do not practice enough in the classroom or because the language is not needed in the social context.

Listening comprehension represents difficulty for secondary students “the listening comprehension problems related to listening passage have been a frequent problem for English learners, especially when the listening passage is long and full of slangs, idioms, unfamiliar words and complex grammatical structures” (Ochoa Elizalde, 2017, p.9).

The selected place chosen to develop the research is "Cepwol Altamira" Private Educational Unit located in Santa Rosa city, with 15 teachers and 500 students. In the area of English language there are 4 teachers in charge of the subject.

By observing the difficulties exposed on the listening skill, through the use of virtual didactic resources it is intended that the students of the third year baccalaureate of high school improve in listening, as it is part of the fundamental skills for the proper management of the English language.

1.3.2 Diagnosis of the Current Level of Listening Comprehension of the English Level in Third Year Students in General Unified Baccalaureate.

In this section the results of the diagnosis are described according to what was carried out through the instruments previously elaborated in order to know the current state of listening comprehension of the English language in the students of third year of "Cepwol Altamira" Private

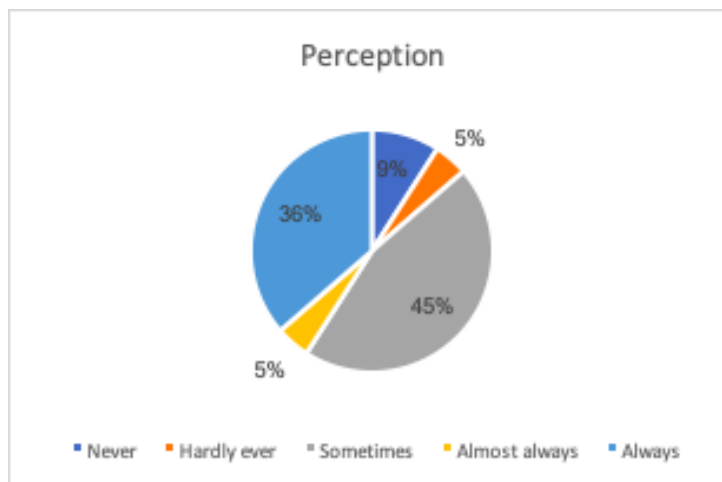
Educational Unit. Three techniques were used to collect information such as: observation, survey and pedagogical test.

Analysis of the results obtained from the application of the instruments.

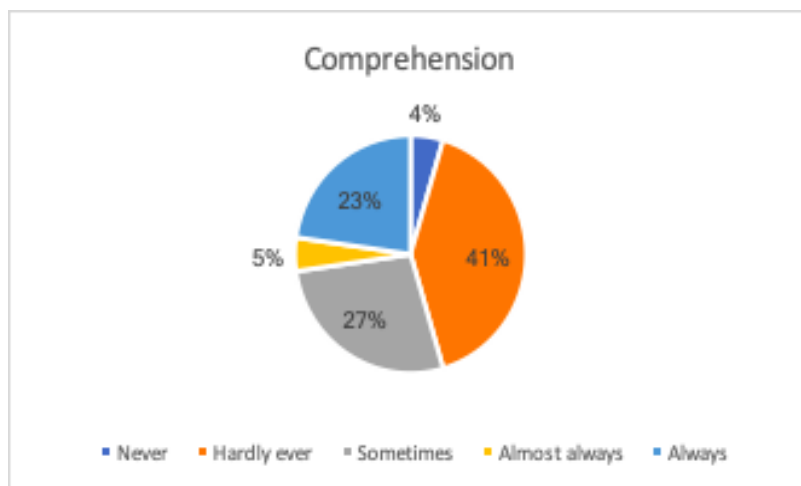
An observation form was used as a classroom evaluation instrument (Appendix 1) to determine the current state of the students' listening comprehension, and to verify whether the teacher uses resources aimed at improving listening skill in the classroom. This instrument made it possible to determine that:

- In the class session the teacher limits herself to using the book, focusing her teaching on grammar of the English language.
- The lack of use of virtual didactic materials and resources in the class that are aimed at listening in the English language was evidenced. During the class, the teacher used one academic audio to solve a short activity. It was observed that the teacher did not give the necessary and estimated time to practice diverse and varied listening comprehension activities.
- There were few listening comprehension exercises in the class session so few activities aimed at listening skill were presented for students to solve.
- The students do not understand the oral message provided by the teacher and therefore they find it difficult to respond to questions asked by the teacher during class.

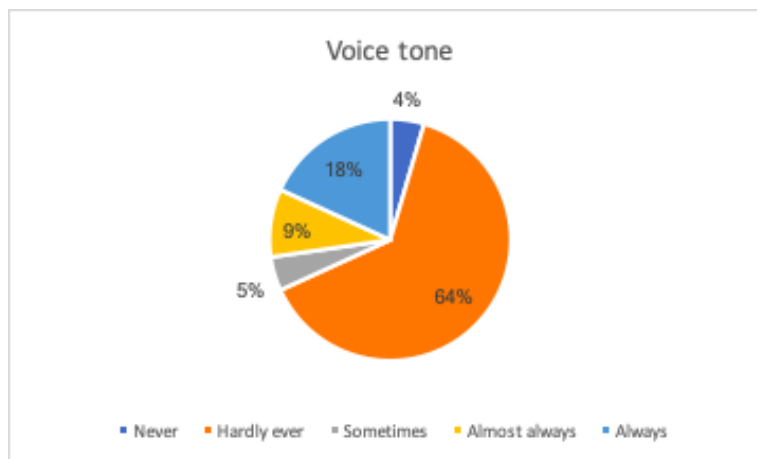
A survey (Appendix 2) was applied to the students in order to find out their personal opinion about the classes and how they work on listening comprehension in English, obtaining the following results:



In the first dimension, 45% of the students are not able to correctly understand and relate the message; they have difficulties in receiving the information transmitted by the speaker, which is why they have a low performance in listening.



In the second dimension, 41% of the students fail to assimilate and interpret the speaker's meaning. This factor is seen during the few listening activities in the classroom, and for this reason the shortcomings are visible.



In the third dimension, for 64% of the students, the way people speak influences the message interpretation. Thus, the speaker influences the students who receive the message and find it difficult to assimilate the content.



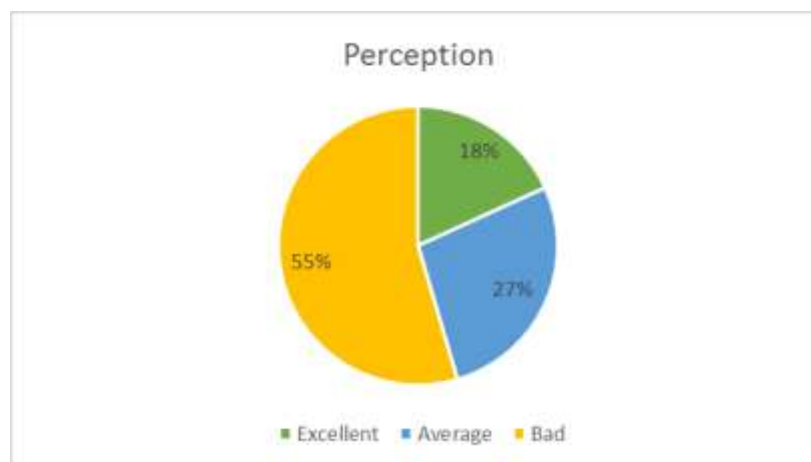
In the fourth dimension, 45% of the students indicate that they have difficulty understanding information in several contexts presented through the activities during class.

Pre test

Students were evaluated through a diagnostic test (Appendix 3) to know about their listening comprehension ability in the English language. The test contains ten multiple-choice and true/false questions that measure their listening comprehension level. The results were as follows:

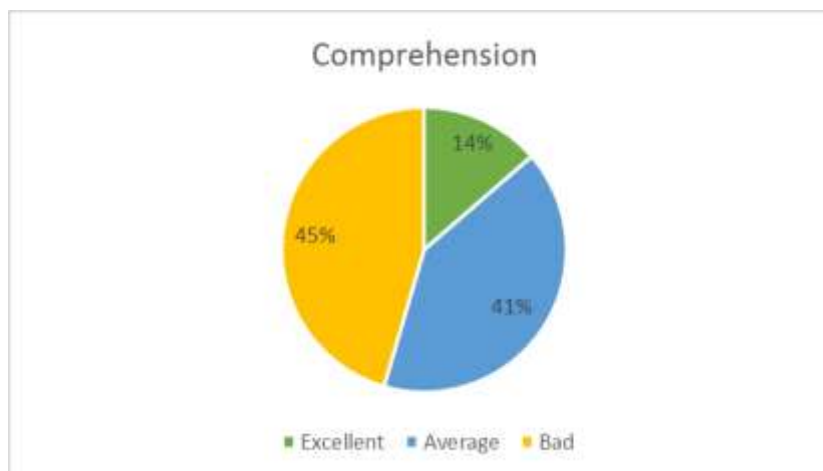
LEVELS	RESULTS	SCORE
EXCELLENT	4	9 - 10
AVERAGE	1	7 - 8
BAD	17	0 - 6

Dimension 1



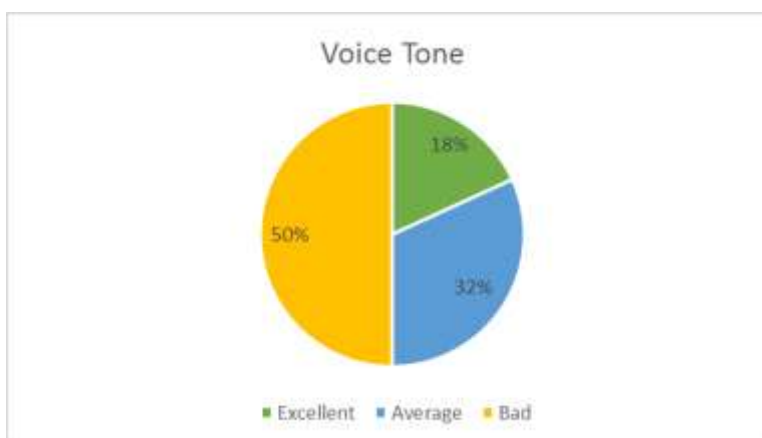
The dimension 1 perception was measured through the receptive indicator, indicating that most students have a low level of comprehension of information while 18% of students maintain an excellent level.

Dimension 2



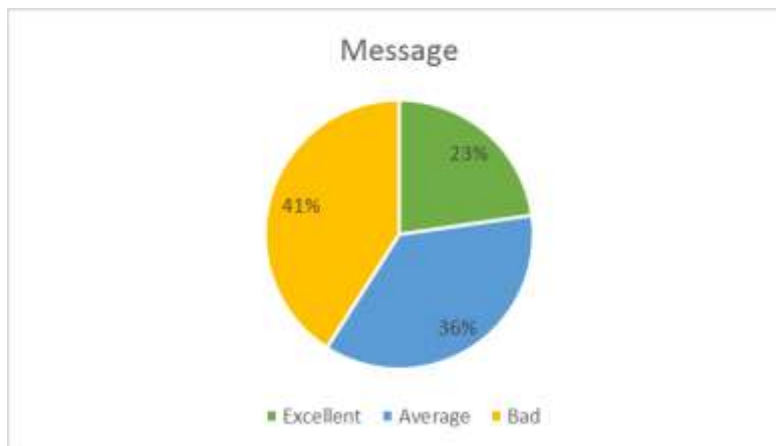
Regarding dimension 2, comprehension with the constructive indicator, equivalent to a high level of students, it is determined that the students do not understand the message emitted by the speaker of the English language, therefore, activities should be shared through didactic resources that can contribute to the improvement of listening.

Dimension 3



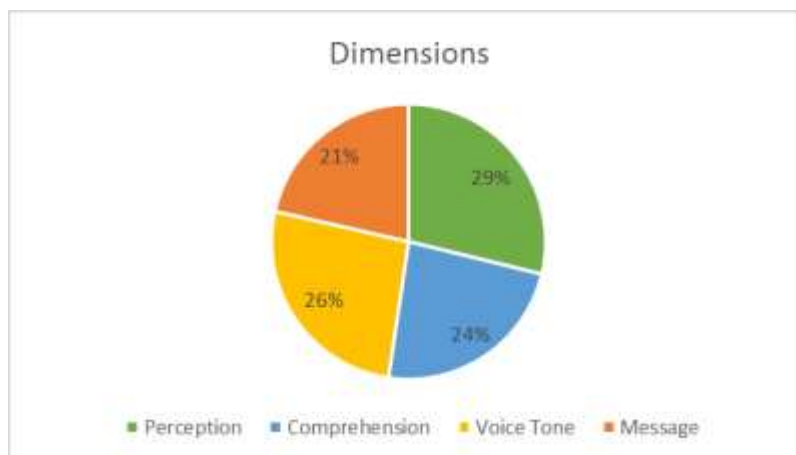
Regarding dimension 3, voice tone with the adequate indicator, it is visible that most students have difficulties in understanding the oral message transmitted by the speaker, therefore, the interpretation of the language depends on the way the speaker transmits it.

Dimension 4



According to dimension 4, message with the informative indicator, it was found that the students do not manage to grasp the message transmitted by the teacher, it is necessary to incorporate didactic resources to improve the listening comprehension skill.

Dimensions.



Based on the results obtained in each of the dimensions, there are evident insufficiencies in listening comprehension, since the students are unable to understand other people, construct meanings or express opinions, therefore there are deficiencies in the use of didactic resources for listening improvement.

According to the bibliography presented in the research and the results obtained in the different instruments and dimensions, it was identified that students have a low level of listening comprehension since they do not understand the message provided by the speaker, the voice tone has a significant influence in different contexts. For the reasons previously mentioned, it is considered that there is a need to apply the class system using virtual didactic resources to improve listening skill in the students of the third year of high school parallel "A" "Cepwol Altamira" Private Educational Unit located in Santa Rosa.

CHAPTER II

METHODOLOGICAL FRAMEWORK

In this chapter it is detailed the methodological support carried out for the development of this research, as well as the paradigm, type and the design used is presented. Also it describes the empirical and theoretical methods and population that has been chosen. Moreover, the techniques for data collection for the analysis of information are specified.

2.1 Paradigm and Type of Research.

This research is carried out within a quantitative paradigm of a pre-experimental type that seeks to interpret reality, understand the causes of the problem by collecting data to verify the proposed hypothesis.

“La investigación cuantitativa contribuye a establecer una posición objetiva del investigador, demostrando relaciones entre causas-efectos entre variables, orientando su actividad desde lo particular a lo general en torno al planteamiento del problema y la hipótesis formulada”. (Babativa, 2017, p.14).

2.2 Research Design.

Based on the hypothesis and the problem, the research is developed through an experimental design of a pre-experimental type with pre and post test in a single group.

2.3 Population and Sample of the Study Object.

The selected population is made up of 22 students, distributed in 9 women and 13 men from the third year of "Cepwol Altamira" Private Educational Unit in Santa Rosa city and the English teacher in charge of the course.

2.4 Research Methods.

Methods are used to know the procedures that were carried out in the investigative process and thus obtain conclusions about the developed research.

“Los métodos de investigación son las herramientas que los investigadores utilizan para obtener y analizar los datos” (Fernandes, 2021).

When developing a research from a quantitative methodological paradigm, different theoretical and empirical methods are used to fulfill the stated objectives, such as:

2.4.1 Theoretical Methods.

Those methods “permite descubrir la conexión esencial del objeto de investigación no observable, además de permitir la interpretación conceptual de los datos empíricos encontrados, la construcción y desarrollo de teorías, creando las condiciones para la caracterización de los fenómenos” (Sol Fabregat et al., 2017).

The following theoretical methods were used:

- Analytic and Synthetic Method.

Method used to separate elements in an organised way and analyse the causes, their nature and effects that characterize a reality that starts from a simple way to the complex one. Through its complementation, the analysis leads to the systematization of ideas. In the research it was used to process information through data analysis obtained and thus reach relevant conclusions to resolve the research problem.

- Historical Logical Method.

“Estudia la trayectoria real de los fenómenos y acontecimientos en el decursar de su historia” (Torres Miranda, 2020, p.15).

This method focuses on the historical review of the topic. It allows knowing the evolution in the improvement of listening skill in students through the analysis of its components. This method allows us to determine the evolution and development of the study subject, which in turn will allow us to support or validate relevant information in the research.

- Hypothetical-Deductive Method.

“Procedimiento metodológico que consiste en tomar unas aseveraciones en calidad de hipótesis y en comprobar tales hipótesis deduciendo de ellas conclusiones que se confrontan con los hechos” (Diccionario filosófico, 2015).

This method was important in the research since there is a hypothesis previously raised and through the observation of the studied phenomenon, it is desired to obtain information and deduce possible consequences and results.

-Systemic Method.

The main function of the systemic method is to develop some important features in the research to organize some complex objects in different types of systems. The systemic approach leads to develop modes and the explanation of nature in objects that are analyzed (Enfoque sistémico, 2017).

Method used in the research that represents a linear and organized sequence through a series of fundamental procedures focused on a class system for the improvement of listening skill for the fulfillment of the proposed objectives.

2.4.2 Empirical Methods.

Those methods that allow collecting research data, they are based on the experience and reality of the phenomena in the research environment.

“En este método se emplea la observación, se formula una hipótesis, luego se experimenta para llegar a una conclusión y encontrar la respuesta a los fenómenos que se presentan. Se basa en la experiencia de una persona” (Cerón, 2020).

The following empirical methods were used:

-Class Observation.

“La observación es un elemento fundamental de todo proceso de investigación; en ella se apoya el investigador para obtener el mayor número de datos” (Díaz Sanjuán, 2011).

In this research it makes it possible to understand the reality of the investigated subjects through the perception and interpretation of the phenomena studied to know the causes of the problem, it also contributes to identify certain features about listening in the English language, giving way to the development and improvement of this ability through the class system using virtual didactic resources proposed in this research.

-Pedagogical Test.

It evaluates the dependent variable of the study, diagnoses the knowledge level of the student. Through its application, it will be possible to verify the level of students and shortcomings in listening comprehension.

-Survey.

“Método que recopila información, hechos y números de los datos. Se usa comúnmente para probar o refutar una hipótesis que ha sido elaborada” (Redacción Encuesta, 2020).

Innovative method used to collect data using questions previously formulated by the researchers and presented to the subjects that are part of the research and thus obtain answers regarding the phenomenon of study that is the ability to listen in the English language.

-Documentary Analysis.

This analysis allowed us to obtain important information about the main difficulties that students have when practicing the listening activity in the classroom. By having the data and results, a new solution is proposed to improve listening skill.

2.5 Data Processing Techniques.

Likert Scale.

“Instrumentos psicométricos donde el encuestado debe indicar su acuerdo o desacuerdo sobre una afirmación, ítem o reactivo, lo que se realiza a través de una escala ordenada y unidimensional” (Matas, 2018).

In the data analysis the Likert scale was used in order to interpret the results obtained. It has 4 dimensions and indicators distributed as follows: Perception has 3 items, comprehension 3 items, voice tone 2 items and message 2 items.

2.6 Working with the Studied Variable of Research.

For the adequate development of the research the variables must be taken into account, so this section focuses on their conceptualization to carry out their execution. The research has these variables:

Dependent Variable: Improvement of the listening skill.

Independent Variable: Virtual didactic resources.

-Operationalisation of Variables.

Consistency Matrix							
Problem	Objectives	Hyphotesis	Variable and Indicators				
Scientific Problem. How to improve English listening skill in third year students of “Cepwol Altamira” Private Educational Unit?	General Objective. To implement a class system with the use of virtual didactic resources that contribute to the improvement of English listening skill in third year “A” of “Cepwol Altamira” Private Educational Unit. Specific Objectives: -To provide a theoretical basis in the use of virtual didactic resources in the teaching-learning process of the English language in relation to the improvement of listening. -To diagnose the current state of the students' listening skill in English. -To use virtual didactic resources that generate the active involvement of	The implementation of virtual didactic resources will contribute to the improvement of listening skill in the English language in the students of the third year "A" of “Cepwol Altamira” Private Educational Unit.	Dependent Variable: The improvement of listening skill which is defined as the ability to listen, also called oral comprehension or listening comprehension, it refers to the process of understanding oral text, either in face-to-face communication or through multiple electronic media and it involves not only listening to the message but also taking into account the voice tone, hesitation, interventions, repetitions, perception, which contribute to the understanding of the message (Rodríguez Martínez, 2018).				
			Dimensions	Indicators	Indicators Definition	Techniques and Instruments	Measurment Scale
			Perception	Receptive	It receives what the sender expresses and relates what it hears to what it already knows.	Observation	Likert Scale. (1) Never (2) Hardly ever (3) Sometimes (4) Almost always (5) Always
Comprehension	Constructive	Construct and represent meaning.	Survey				

	<p>students enabling them to improve listening skill.</p> <p>-To evaluate the effectiveness of the use of virtual didactic resources in the improvement of listening skill in the English language.</p>		<p>Voice tone</p>	<p>Use the adequate voice tone</p>	<p>It is the emphasis on what is expressed or emitted through oral expression.</p>	<p>Pedagogical test</p>	<p>Excellent Average Bad</p>
			<p>Message</p>	<p>Informative</p>	<p>Process of oral message comprehension.</p>		
<p>Level – Research design</p>	<p>Population</p>	<p>Techniques and Instruments</p>	<p>Analysis</p>				
<p>Level: Baccalaureate. Design: Experimental</p>	<p>Population: 22 students.</p>	<p>Variable: Dependent Instruments: Observation, Survey, Pedagogical test. Authors: Montaña Thayana – Soto Monica Year: 2022 Method of Administration: Face-to-face through virtual didactic resources.</p>			<p>Data were collected and presented in graphs describing the results.</p>		

In the chapter, the methodological framework of the research was described, which shows the procedures followed through the theoretical and empirical methods that were executed to solve the problem in the listening skill in third year of Baccalaureate students, the proposal of the class system using virtual didactic resources for the improvement of the listening skill was elaborated. The proposed class system through the use of didactic resources responds to the students' needs in order to achieve the improvement of the listening skill in an active way promoting the involvement and motivation of the students.

CHAPTER III

CLASS SYSTEM USING VIRTUAL DIDACTIC RESOURCES FOR LISTENING SKILL IMPROVEMENT

In this chapter, the contribution that the researchers provide to the educational institution is developed, the class system is specified through the use of virtual didactic resources for the improvement of the listening ability in third year students parallel “A” of "Cepwol Altamira" Private Educational Unit in Santa Rosa city.

3.1 Theoretical Foundation of the Class System Using Virtual Didactic Resources for Listening Skill Improvement.

Receptive and productive skill are necessary for the successful mastery of a language, in the case of listening comprehension studied in this research and essential to understand the oral message in various contexts, the difficulty that students have when facing to it is visible, for that reason the class system is implemented to improve this ability.

To give way to the class system it is essential to know specific concepts. We must understand that a system is “un conjunto ordenado de componentes relacionados entre sí, ya se trate de elementos materiales o conceptuales, dotado de una estructura, una composición y un entorno particulares” (Editorial Etecé,2021).

According to Pérez (2022) in the educational field "a class is the activity that takes place in the educational center dictated by a teacher for the students who are instructed in the same room"

In this way, it is understood that the class system is the set of activities that have a specific order and are applied within an educational space with the aim of imparting knowledge about a specific subject. The teacher is the instructor who plans the procedures that will be applied in the

teaching learning process of the students who are going to receive the content for their learning in an orderly manner.

According to various authors, including Harmer (2007), a class system must have certain characteristics:

-Planned since the aspects to be followed in the development of the activities about the proposed topics in the classroom are previously determined.

-Ordered because it follows a pattern, in that case classes are effective in order to achieve the proposed objectives.

-Interactive because a communication environment must prevail in which the ideas of students and teachers are safely exposed.

-Managed by joining and developing its planning, organization and presentation of topics for its operation.

The class system is made up of various integrating activities where the use of listening exercises is proposed for the development of listening comprehension. These activities are consistent with the content and according to the students' knowledge.

In the development of the class system to improve listening comprehension, pedagogical, didactic and psychological foundations were taken into account.

From the pedagogical point of view, the class system is based on Lev Vygotsky's sociocultural theory. According to García et al. (2015) citing Vigotsky (1980), la Teoría Sociocultural de Vygotsky pone el acento en la participación proactiva de los educandos con el ambiente que les rodea, siendo el desarrollo cognoscitivo fruto de un proceso colaborativo. (p.10) In this way, students acquire better results in their learning by being immersed in several activities that promote the learning of the target language, thus, with the teacher's help as a mediator if the

students are guided in the activities, they will be able to improve their English language skill. In addition, emphasis is placed on the Zone of Proximal Development of the same author, according to Hernández (1999), the concept of ZPD elaborated by Vigotsky (1979) mentions that “es la distancia entre el nivel real de desarrollo que permite resolver de forma independiente un problema, y el nivel de desarrollo potencial, en donde el problema es resuelto bajo la guía de otra persona (pág. 133)”. Therefore, the class system is intended to help the student to improve and solve specific problems in terms of acquiring knowledge.

In the same way, Piaget's cognitive theory cited by Muñoz (2010) is taken into account, which “hace énfasis en el estudio de los procesos internos que conducen al aprendizaje, cómo ingresa la información, cómo se transforma en el individuo y cómo se reproduce (pg. 74)”. Students will be able to assimilate, decipher and infer the oral message provided by other people.

From the didactic point of view, the class system has a specific order with objectives, contents, methods, resources and evaluation of results. The objectives are aimed at proposing what the students will achieve at the end of each class; the contents are the various topics that will be taught in the classroom; the methods are the systematic forms used to comply with the teaching learning process; the resources are all the supports or materials used in the explanation of the subject for knowledge acquisition and the evaluation is the one used to know the learning results achieved by the students after having received the class.

From the psychological point of view, the class system will allow students to organize, synthesize and integrate the acquired knowledge as a result of the proposed change through the various tools used in the class system to improve listening comprehension.

3.2 Theoretical Components and Sub-Skills Found in the Class System Using Virtual Didactic Resources for Listening Skill Improvement.

When working with the listening skill, there are necessary components that must be implemented for the effective development of the mentioned skill. From a theoretical point of view, authors such as Chang and Millet mention that listening comprehension activities have three essential components that will make the proposed exercises effective: The first component is the pre-audition that allows the student to familiarize himself/herself with the context that he/she is going to listen to through vocabulary on the topic to be developed; the second component called during-the-audition allows the student to listen to the speaker of the foreign language and become familiar with the voice tone for understanding the message and finally the third component is the post-audition in which the teacher as a mediator gives feedback on what had been listened so that the learner is able to solve the proposed activities.

According to Maslova (2017), there are sub-skills involved in the listening comprehension process such as:

- **Listening for Gist:** Listen for global understanding, that is to understand the main idea.
- **Listening for Specific Information:** Listen to find out some details, keywords.
- **Listening in Detail:** Listen to understand as much information as possible.
- **Listening for Mood & Attitude:** Listen to identify the attitude, feeling or mood the speaker is expressing.

The receptive listening skill can be one of the most complicated skills to assimilate for those who are learning a new language, as is the case of English as a foreign language. For this reason, in the development of a class system, the steps and stages mentioned must be taken into

account to ensure that students improve their listening comprehension of the language and to understand the information that is given to them in many scenarios.

3.3 Elements and Functional Structure of the Class System Through the Use of Virtual Didactic Resources for Listening Skill Improvement.

In this class system there are two essential elements that are the physical and non-physical elements. In addition, its structural function that has been proposed according to the objective of the class system and the activities to be developed in the learning environment are described.

-Physical Elements.

Students: They are the young men and women of the third parallel “A” of "Cepwol Altamira" Private Educational Unit. Students are the main actors who actively participate in the classroom with the aim of learning something new in the developed process.

Teacher: He/she is the mediator in the educational process, he/she uses the best learning tools for the students' benefit.

-Non-Physical Elements.

Objectives: “Son las guías metodológicas para la labor de enseñanza, dado su carácter operacional y la delimitación que establecen en los rasgos de conducta que se espera lograr en los alumnos” (Salcedo, 2011, pg. 129). That is, they are all those goals that will be achieved at the end of a process to obtain a result after the application of actions that will generate changes.

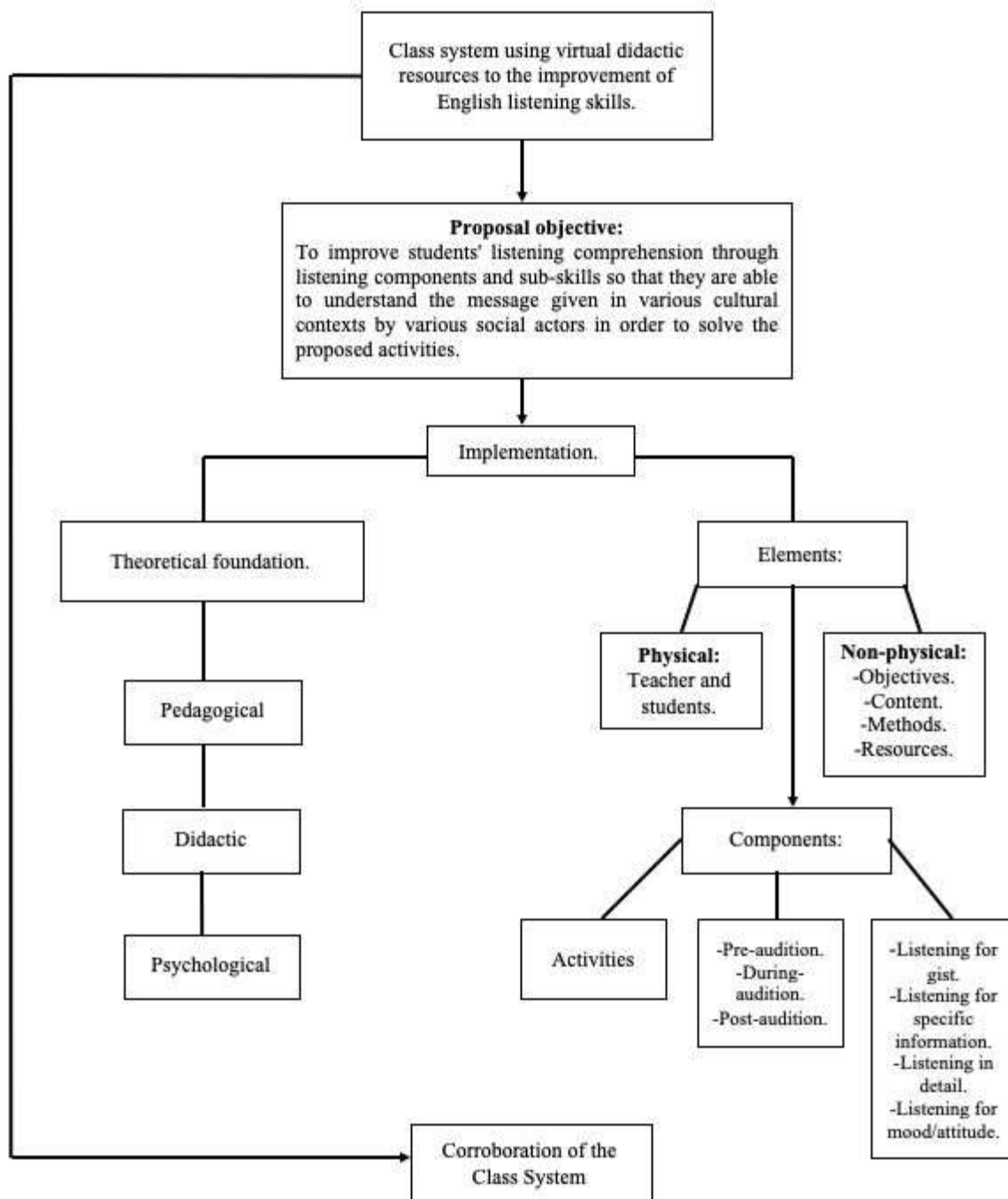
Contents: According to Sánchez (2018) “son el núcleo y la esencia de una propuesta curricular, lo que se va a enseñar en un ambiente de aprendizaje” (pg. 2). All those components that are part of a class and have to be learnt significantly.

Methods: “Recursos o herramientas de orden y secuencia utilizados para producir el conocimiento” (Aguilera, 2013). In this way, methods are the main ways or procedures used to obtain a result in a systematic and orderly manner for the purpose fulfillment.

Resources: “Medio de cualquier clase que, en caso de necesidad, sirve para conseguir lo que se pretende” (Real Academia Española, 2022). Therefore, they are the tools used in the educational process for the presentation and development of a specific topic. In this case, they are the virtual didactic resources that allow both the student and the teacher to interact in the activity, generating interest in the topic developed.

Assessment: For Ochoa & Moya (2019) “la evaluación es un proceso relacionado al aprendizaje para comprobar su desarrollo y adquisición de conocimientos durante el año escolar” (p. 44). In other words, it is the tool used to verify the results of the teaching learning process carried out by the actors mentioned, such as the teacher and the students.

3.4 Representative Model of the Class System Through the Use of Virtual Didactic Resources for Listening Skill Improvement.



Note: Prepared by the authors.

3.5 Description of the Class System Through the use of Virtual Didactic Resources for Listening Skill Improvement.

This section details the class system proposed by the researchers, consisting of 4 classes that were held during the first days of August 2022 in "Cepwol Altamira" Private Educational Unit and that are based on the contents of the book of third-year high school students to improve listening skill using virtual didactic resources.

Proposal Objective: To improve students' listening comprehension through listening components and sub-skills so that they are able to understand the message given in various cultural contexts by various social actors in order to solve the proposed activities.

Class 1

Objective: Students will be able to listen and watch a part about a movie in order to apply the listening for gist subskill in order to understand the main idea of the movie.

Content: Listening skill, movie genres, present simple, simple past.

Topic: Movie time.

Method: Individual work, listening for gist, underline the correct answer.

Resources: PowerPoint, projector, computer, television, speaker, YouTube.

Introduction: The class begins with the greeting to the students, the theme and objective of the class to be implemented are presented.

Development: First, a reminder of the verb tenses involved in the lesson is given; second, we proceed to explain about the various film genres that exist with the aim of solving an activity. Third, the listening activity is developed by applying the listening for gist sub-skill through the YouTube channel called "Exciting English" which presents a clip of the film entitled "Mean Girls". The first component (pre -audition) is to explain the vocabulary that they will hear in the clip.

Then, we proceed to the second component (during-the-audition) which allows the students to watch the video twice with English subtitles to understand the main idea that the actresses are talking about.

Conclusion: At the end, the third component (post-listening) is applied, in which the teacher asks questions about the general idea of the clip's theme of the film that they observed, in addition to answering questions. In this section, a short evaluation is taken in which the learners must underline the themes that are part of the general idea of the clip.

Class 2

Objective: Learners will be able to listen to a recording in order to apply the listening for specific information subskill in order to understand details about the topic presented.

Content: Listening skill, professions, university degrees and present perfect continuous.

Topic: My Future Profession.

Method: Individual work, listening for specific information, true and false questions.

Resources: Canva, projector, computer, television, speaker.

Introduction: Greeting, topic and objective.

Development: A reminder of the tense in the lesson is given first; second, we proceed to explain about the various existing professions with the aim of solving a reading activity. Third, we proceed to develop the listening activity by applying the listening for specific information sub-skill through the Canva virtual didactic resource when presenting a recording in which two students talk about their preferences in professions. It begins with the component (pre-audition) presenting the vocabulary that they will hear in the recording. Next comes the component (during-the-audition) that allows students to listen to the recording twice to understand specific information about the students' career preferences.

Conclusion: The third component (post-listening) is applied in which the teacher asks specific questions about the recording they heard, in addition to answering questions. In this section, a short evaluation is taken in which the learners must answer a questionnaire with true and false questions.

Class 3

Objective: Students will be able to watch a video and to listen to a recording in order to apply the listening in detail subskill to understand detailed information of the topic presented.

Content: Listening skill, environment vocabulary, relative clauses and present perfect.

Topic: The world needs us.

Method: Individual work, listening in detail, multiple option questions.

Resources: Classflow, projector, computer, television, speaker, Youtube.

Introduction: Greeting, topic and objective.

Development: A reminder of the tense that is in the lesson is given first; second, the importance of caring for the environment is explained with the aim of solving a personal opinion activity in which students are expected to answer a question. Third, the listening activity is developed by applying the sub-skill listening in detail through the virtual teaching resource Classflow by presenting a video about environmental pollution and its implications for the future. It begins with the component (pre-audition) presenting the vocabulary that they will hear in the video. Then, we proceed with the component (during-the-audition) that allows students to watch the video twice to understand detailed information about the topic in progress.

Conclusion: The third component (post-listening) is applied in which the teacher asks specific questions about the video they watched, in addition to answering questions. In this section a short evaluation is taken in which the learners must answer a questionnaire with multiple choice exercises.

Class 4

Objective: Students will be able to listen to a recording in order to apply the listening for mood/attitude subskill in order to understand the speaker's mood and opinion about the internet.

Content: Listening skill, internet vocabulary and future continuous.

Topic: Online world.

Method: Individual work, listening for mood/attitude, filling gaps.

Resources: Pear Deck, projector, computer, television, speaker.

Introduction: Greeting, topic and objective.

Development: A reminder of the present tense in the lesson is given first; second, we proceed to explain the birth of the internet with the aim of solving a skimming reading activity to obtain relevant information on the subject. Third, the listening activity is developed by applying the listening for mood/attitude sub-skill through the Pear Deck virtual didactic resource by presenting a recording on the use of the Internet in Ecuador and the speaker's attitude towards this problem. It begins with the component (pre-audition) presenting the vocabulary that they will hear in the recording. Then, we proceed to the component (during-the-audition) that allows students to listen to the recording twice to understand detailed information about the topic in progress.

Conclusion: The third component (post-listening) is applied in which the teacher asks specific questions about the recording, in addition to answering questions. In this section, a short evaluation is taken in which the students must answer a questionnaire with exercises to complete the answers on what was previously heard.

The application of the class system proposed in this research and developed through the 4 classes described in this chapter, represented a huge advantage in the improvement of the receptive skill under study, allowing the interaction and motivation of the students to solve the activities

presented efficiently, in addition to benefiting them in the learning of English as a foreign language.

CHAPTER IV

DISCUSSION OF RESULTS

This chapter provides the results related to the English language listening skill studied in this research, analyzing the application of the class system through the use of virtual didactic resources with the students of third parallel "A" of "Cepwol Altamira" Private Educational Unit.

The methodological approach used in this research was a quantitative methodological paradigm with an experimental design of the pre-experimental type, with a pre- and post-test design. Three techniques were used such as observation, a survey and a pedagogical test that allowed researchers to identify the problems that students had in the listening skill.

Techniques such as observation, survey and pre test were applied before the class system described in chapter three. These resources were applied during the English classes in the institution

The observation, survey and pre-test techniques were applied before the class system comprised by four classes described in chapter three. On July 18th, during the two hours of English of the academic calendar, the aforementioned resources were deployed. In the observation, it was evident the difficulty and lack of activities that allow the practice of listening in an extensive way; in addition, in the survey provided to the students it was observed that all the dimensions presented unsatisfactory results.

4.1 Description of Pre-Experiment.

Implementation of Pre-test.

During the first hour the observation and survey were applied, the teacher covered the topic of climate change according to her academic guide focusing her teaching on grammar; then the students worked on a book activity on the topic, the teacher played an academic audio to solve a

question from the book and provided the answers. In the second hour, prior to the application of the pre-test, the listening sub-skills were explained in a general way; key vocabulary was given to the students that would be useful for understanding topics and context through different academic audios. Students' doubts were resolved. It should be noted that the pre-test was prepared based on topics previously explained by the teacher in her classes, the pre test lasted 30 minutes. Finally, the reason for the application of different instruments was explained to the students to know the initial state of them in listening comprehension in the English language.

Once the initial state of listening comprehension of the students is known, we proceed to implement the class system using virtual didactic resources and focusing on the listening sub-skills of the English language, since they are necessary for the development of the skill. In "*Revista cultura*" the authors Sabatela & Abreus (2022) in their article *La enseñanza de la comprensión auditiva en inglés en un contexto monolingüe* confirm the difficulty that exists in developing listening comprehension in students because they are not continuously exposed to constant listening scenarios, besides being considered a secondary skill for its development in the classroom. As authors of the research, after observing this problem, we want to encourage listening in the classroom by recognizing the importance of this skill for the comprehension and production of the language.

Implementation of Post-test

Evidencing the results obtained in the pre-test, the four classes previously described and applied were conducted using the appropriate methodology so that the students through different topics and exposing them to different contexts in a didactic way, reinforce listening comprehension using the sub-skills of the English language.

The post-test is applied after having presented the classes using the same tool as in the pre-test in order to observe if the students improved in the listening skill, proving that 91% of the students improved their listening comprehension using the sub-skills to reach this level. The components of pre-listening, during-listening and post-listening are essential in listening as it is an active and individual process for understanding the message.

The implementation of the lesson plan fulfills the function of transmitting knowledge to the maximum in a descriptive way and indicates what should be done in the class sessions. That is, it is a planning tool that helps to organize contents and activities (Plan De Clase, 2022).

The classes were planned and organized through the lesson plan that functions as a guide for teachers, it follows an orderly process in the introduction of the topic, activities to be developed and the final evaluation in each session, that is , it is built with the contents, methods or resources to be applied and to evaluate the receptive ability.

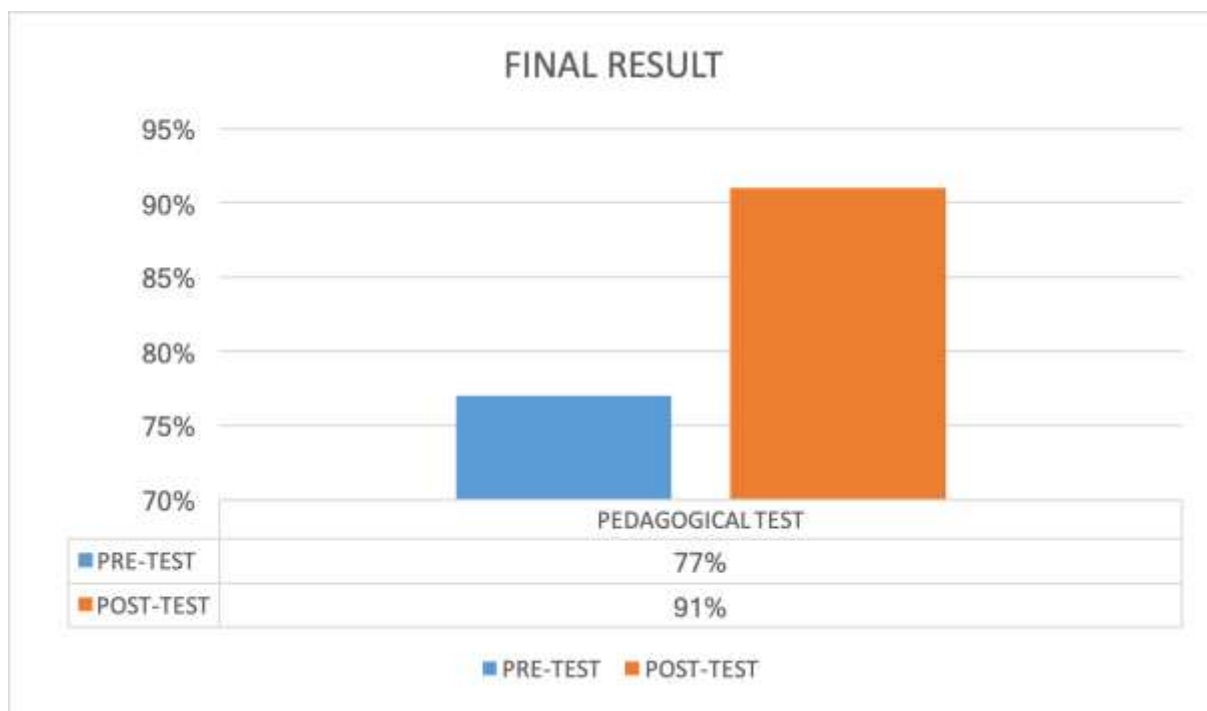
According to (Cuesta, 2017) the implementation of technological didactic resources strengthens the auditory development in English language learning through the application of virtual platforms, internet, videos, music, among others, allowing students to develop significant learning to apply in their daily lives. In this way, it is in line with the research carried out by sharing and agreeing with the author that the use of virtual didactic resources help to strengthen the listening skill favoring comprehension to achieve improvements in the English language.

In the research the listening skill is studied, as it is considered that this skill is crucial for language understanding, it is intended that students through different activities and academic audios are immersed in real contexts facing different situations, hence they train their ears and to improve their ability to listen and comprehend.

Nogueroles (2010) said “Las actividades de comprensión están encaminadas a que los alumnos procesen la información a cómo lo harían en la vida real. Deben representar un reto, pero sin dejar de ser comprensibles para no desmotivar a los estudiantes” (pg. 12). This is in line with the activities applied in the class system, we wanted students to be involved in different English speaking contexts through the academic audios focused on working in the receptive skill.

It is important that students understand the purpose of managing listening skill due to human beings are interacting and communicating all the time as Nogueroles (2010) states that from 80% in writing and reading, 45% is involved and dedicated to listening. In that case, listening is an active skill that allows people to receive and listen to information to be processed successfully.

ANALYSIS OF OVERALL PRE-TEST & POST-TEST RESULTS



4.2 Hypothesis Testing.

The verification of the application and effectiveness of the class system was carried out through the following hypothesis.

Hypothesis: The implementation of virtual didactic resources will contribute to the improvement of listening skill in the English language in the students of the third year "A" of "Cepwol Altamira" Private Educational Unit.

Margin of Error: 0.05

	EXCELLENT	AVERAGE	BAD	TOTAL
PRE-TEST	4	1	17	22
POST-TEST	20	1	1	22
TOTAL	24	2	18	44

H₀: Implementing a class system using virtual didactic resources will NOT improve listening skill in the English language.

H₁: If a class system using virtual didactic resources is implemented, YES, it will improve listening skill in the English language.

4.2.1 Expected and Observed Frequencies.

PRE-TEST	OBSERVED	FORMULA	EXPECTED	CHI-SQUARE
EXCELLENT	4	$24 \cdot 22 / 44$	12	5.333
AVERAGE	1	$2 \cdot 22 / 44$	1	0

BAD	17	$18 \cdot 22 / 44$	9	7.111
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POST-TEST	OBSERVED	FORMULA	EXPECTED	TOTAL
EXCELLENT	20	$24 \cdot 22 / 44$	12	5.333
REGULAR	1	$2 \cdot 22 / 44$	1	0
BAD	1	$18 \cdot 22 / 44$	9	7.111

4.2.1 Chi-Square Calculation Results.

PRE-TEST	POST-TEST	TOTAL AMOUNT
12.444	12.444	24.888

V/p	0,001	0,0025	0,005	0,01	0,025	0,05	0,1
1	10,8274	9,1404	7,8794	6,6349	5,0239	3,8415	2,7055
2 →	13,815	11,9827	10,5965	9,2104	7,3778	5,9915	4,6052
3	16,266	14,3202	12,8381	11,3449	9,3484	7,8147	6,2514
4	18,4662	16,4238	14,8602	13,2767	11,1433	9,4877	7,7794
5	20,5147	18,3854	16,7496	15,0863	12,8325	11,0705	9,2363
6	22,4575	20,2491	18,5475	16,8119	14,4494	12,5916	10,6446
7	24,3213	22,0402	20,2777	18,4753	16,0128	14,0671	12,017
8	26,1239	23,7742	21,9549	20,0902	17,5345	15,5073	13,3616
9	27,8767	25,4625	23,5893	21,666	19,0228	16,919	14,6837
10	29,5879	27,1119	25,1881	23,2093	20,4832	18,307	15,9872

V: grados de libertad

Figure: Chi-Square distribution table.

The Chi-Square is established with the value of 5.9915 due to the degree of freedom and margin of error of 0.05; on the other hand, the calculated according to the information of expected and observed data was 24.888, in such a way, if the calculated Chi Square is greater than that of the table, the null hypothesis is rejected, that is, if there was an improvement in the English language listening skill through the class system applied.

CONCLUSIONS

-A bibliographic research was carried out in order to know about the evolution and use of didactic resources in the educational field. Virtual didactic resources are innovative tools that are applied with the emergence of ICTs and those are essential to allow the interaction among teachers with their students in the classroom, as mentioned by different authors as a support in the teaching learning process in different educational modalities.

- The listening comprehension skill in the English language represents a challenge for students since they are not exposed to real scenarios in which listening to the language on a daily basis allows them to identify and become familiar with the different ways in which people express their opinions in multiple contexts. For this reason, the importance of learning to master this skill is emphasized because if the person does not understand the oral message it will be difficult to respond and produce the language in any scenario.

- The implementation of the class system using virtual didactic resources allowed the students to improve their listening comprehension of the English language, they understood the importance of the skill being developed and also they were able to solve the exercises proposed in the class sessions. Moreover, students are ready to understand the speaker's message in academic and real contexts.

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APPENDICES

APPENDIX 1

FICHA DE OBSERVACIÓN

Dimensión: Percepción		Nunca	Casi Nunca	A Veces	Casi Siempre	Siempre
Indicador: Receptivos						
1	Los estudiantes escuchan el mensaje oral y son capaces de relacionarlo con el vocabulario previamente aprendido.					
2	El docente utiliza audios y videos que permitan captar la idea del hablante.					
Dimensión: Comprensión						
Indicador: Constructivos						
3	Los estudiantes comprenden instrucciones presentadas por la docente.					
4	La docente utiliza recursos académicos que permiten el desarrollo de la comprensión auditiva de los estudiantes.					
Dimensión: Tono de voz						
Indicador: Usa el tono adecuado.						

5	Los estudiantes entienden adecuadamente el mensaje oral proporcionado por el docente.					
6	Los estudiantes comprenden al hablante en distintos contextos.					
Dimensión: Mensaje Indicador: Informativos						
7	Los estudiantes con facilidad interpretan el mensaje proporcionado por el hablante.					
8	La docente transmite el mensaje, los estudiantes participan en las actividades a desarrollar.					

APPENDIX 2



UNIVERSIDAD TÉCNICA DE MACHALA
FACULTAD DE CIENCIAS SOCIALES



PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Encuesta.

Encuesta dirigida a los estudiantes de tercer año de bachillerato de la Unidad Educativa Particular “Cepwol Altamira”

Objetivo: Determinar la situación actual de la comprensión auditiva en el idioma inglés de los estudiantes de la institución educativa.

Marque con una **X** de acuerdo a su criterio personal en cada uno de los enunciados.

(1) Nunca (2) Casi nunca (3) A veces (4) Casi siempre (5) Siempre

	Enunciado	(1) Nunca	(2) Casi nunca	(3) A veces	(4) Casi siempre	(5) Siempre
1	Me es fácil escuchar el mensaje y relacionarlo con el vocabulario previamente aprendido.					
2	Me es fácil entender un audio académico en inglés.					
3	Comprendo instrucciones orales dadas en inglés.					
4	Capto con facilidad la idea principal					

	del mensaje oral para resolver las actividades de comprensión auditiva.					
5	Me es fácil escuchar un audio completamente, luego representar la acción del mismo (llevar lo escuchado a la manera escrita)					
6	Me es fácil diferenciar distintas opiniones en un audio para elegir la respuesta correcta de acuerdo a las imágenes presentadas.					
7	El tono de voz del hablante influye en la comprensión del mensaje presentado.					
8	Entiendo el mensaje oral presentado por el docente.					
9	Me es fácil entender el contexto de una					

	conversación en el idioma inglés.					
10	Diferencio escenarios y distintas situaciones mencionadas en los audios.					

APPENDIX 3



UNIVERSIDAD TÉCNICA DE MACHALA
FACULTAD DE CIENCIAS SOCIALES
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS



Pedagogical test (Pre and Post test)

Listening comprehension

Name:

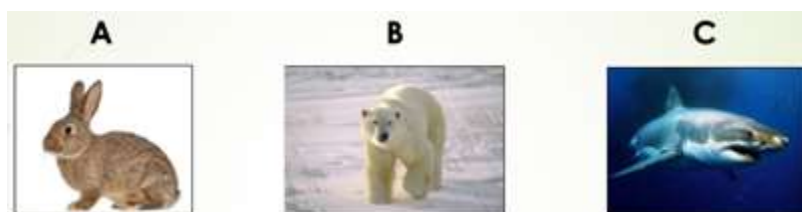
Read the questions. Then listen to three different recordings and circle the correct picture

A, B or C.

1. What does the man suggest going on holiday?



2. Which animal did the children enjoy seeing most?



3. How did they travel to France?



Listen to the recording and underline the correct answer.

4. What does the boy want to do first?

- A. Play outdoor games.
- B. Eat cake and ice cream.
- C. Open presents.

5. In the game, you have to:

- A. Touch another person.
- B. Catch a ball.
- C. Hide from others.

6. Who is coming to the party?

- A. Grandparents, cousins, and uncles.
- B. Friends, cousins, and grandparents.
- C. Aunts, grandparents, and cousins.

-Listen to the recording. Then mark with X if the sentences are true or false.



	True	False
7. Peter's number is 07460 990128.	()	()
8. Peter needs to give Maria the new project figures.	()	()

9. Peter might be in a meeting later that afternoon. () ()

10. Peter prefers Maria to email him back instead of calling back. () ()

APPENDIX 4

LESSON PLANS

		UNIVERSIDAD TÉCNICA DE MACHALA. D.L. No. 69-04 de 14 de abril de 1969 <i>Calidad, pertinencia y calidez</i> UNIDAD ACADÉMICA DE CIENCIAS SOCIALES. CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS. Lesson plan N° 1			
School: Particular Educational Unit “Cepwol Altamira”		Subject: English		Academic period: 2022 - 2023	
Teachers: Thayana Montaña and Mónica Soto		Grade: 3 rd Baccalaureate “A”		Teaching methods: Individual work, listening for gist, underline the correct answer.	
Theme: Movie time		Time: 1 hour			
Class objective: Students will be able to listen and watch a part about a movie in order to apply the listening for gist subskill in order to understand the main idea of the movie.					
Previous knowledge: Verb tenses					Date: Friday, 01 st August, 2022
Contents	Activities		Resources		Evaluation
Listening skill, movie genres, present simple, simple past.	<ul style="list-style-type: none"> The listening activity is developed by applying the sub-skill listening for gist through the YouTube channel called "Exciting English" a clip from the film "Mean Girls" is presented. The first component (pre-listening) is applied by introducing the vocabulary they will hear in the clip. The second component (during the audition) allows students to watch the video twice with English subtitles to understand the main idea that the actresses are talking about. 		<ul style="list-style-type: none"> PowerPoint Projector Laptop Television Speaker YouTube. 		Underline the correct answer according to the video presented.
Observation:					



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Calidad, pertinencia y calidez

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CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS.

Lesson plan N° 2



School: Particular Educational Unit “Cepwol Altamira”		Subject: English	Academic period: 2022-2023	
Teachers: Thayana Montaña and Mónica Soto		Grade: 3 rd Baccalaureate “A”	Teaching methods: Individual work, listening for specific information, true and false questions.	
Theme: My Future Profession.		Time: 1 hour		
Class objective: Learners will be able to listen to a recording in order to apply the listening for specific information subskill in order to understand details about the topic presented.				
Previous knowledge: Verb tenses			Date: Friday, 05th August, 2022	
Contents	Activities	Resources	Evaluation	
Listening skill, professions, university degrees and present perfect continuous.	<ul style="list-style-type: none"> The different professions are explained and the listening activity is developed by applying the sub-skill listening for specific information through the virtual didactic resource Canva by presenting a recording in which two students talk about their preferences in professions with the component (pre-listening) presenting the vocabulary that they will hear in the recording. With the component (during the listening) allowing students to listen to the recording twice to understand specific information about the students' career preferences. 	<ul style="list-style-type: none"> Canva Projector Laptop Television Speaker 	Resolve true/false questions.	
Observation:				



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CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS.

Lesson plan N° 3



School: Particular Educational Unit “Cepwol Altamira”		Subject: English	Academic period: 2022-2023
Teachers: Thayana Montaña and Mónica Soto		Grade: 3 rd Baccalaureate “A”	Teaching methods: Individual work, listening in detail, multiple option questions.
Theme: The world needs us.		Time: 1 hour	
Class objective: Students will be able to watch a video and to listen to a recording in order to apply the listening in detail subskill to understand detailed information of the topic presented.			
Previous knowledge: Verb tenses			Date: Monday, 08th August, 2022
Contents	Activities	Resources	Evaluation
Listening skill, environment vocabulary, relative clauses and present perfect.	<ul style="list-style-type: none"> • Personal opinion. • We proceed to develop the listening activity applying the listening in detail sub-skill through the virtual didactic resource Classflow by presenting a video about environmental pollution and its implications for the future. • With the component (pre-listening) presenting the vocabulary they will hear in the video. • With the component (during listening) allowing students to watch the video twice to understand detailed information about the developing topic. 	<ul style="list-style-type: none"> • Classflow • Projector • Laptop • Television • Speaker • YouTube 	Resolve multiple-choice exercises.
Observation:			



UNIVERSIDAD TÉCNICA DE MACHALA.

D.L. No. 69-04 de 14 de abril de 1969

Calidad, pertinencia y calidez

UNIDAD ACADÉMICA DE CIENCIAS SOCIALES.

CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS.

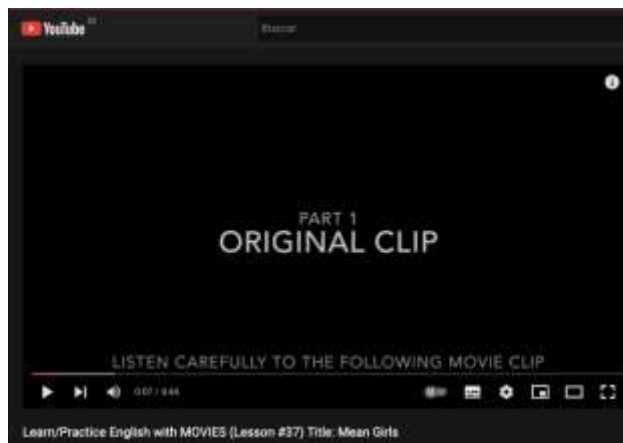
Lesson plan N° 4



School: Particular Educational Unit “Cepwol Altamira”		Subject: English	Academic period: 2022-2023
Teachers: Thayana Montaña and Mónica Soto		Grade: 3 rd Baccalaureate “A”	Teaching methods: Individual work, listening for mood/attitude, filling gaps.
Theme: Online world.		Time: 1 hour	
Class objective: Students will be able to listen to a recording in order to apply the listening for mood/attitude subskill in order to understand the speaker’s mood and opinion about the internet.			
Previous knowledge: Verb tenses			Date: Monday, 15th August, 2022
Contents	Activities	Resources	Evaluation
Listening skill, internet vocabulary and future continuous.	<ul style="list-style-type: none"> • Skimming. • We proceed to develop the listening activity applying the sub-skill listening for mood/attitude. • Use of the virtual didactic resource Pear Deck to present a recording on the use of the Internet in Ecuador and the attitude of the speaker to this problem. • With the component (pre-listening) The vocabulary to be heard in the recording is presented. • With the component (during the listening) it allows students to listen to the recording twice to understand detailed information about the developing topic. 	<ul style="list-style-type: none"> • Pear deck • Projector • Laptop • Television • Speaker 	Fill in the blanks according to audio.
Observation:			

APPENDIX 5

CLASS RESOURCES



★★★★☆

TOPIC: MOVIE TIME

Objective: Students will be able to listen and watch a part about a movie in order to apply the listening for gist subskill in order to understand the main idea of the movie.

Let's remember the tenses:

Form Present Simple

S + verb + object ...
Use it for: Facts, habitual actions, things that don't change, describing yourself.

S + don't/doesn't + verb + object ...
I + don't + like + task.
She + doesn't + like + task.

Do/Does + S + verb + object?
Do + you/it/he/she + like + task?
Does + he/she/it + like + task?

RELATIVE USE

Signal words

Always of frequency, like: Always, Usually, Sometimes, Never.

RELATIVE USE

The verb 'to be' is different:
I + am (American);
He/she/it + is (other);
you/we/they + are (other).

PAST SIMPLE TENSE

TO BE	VERBS
I + Was/were They were/were.	S + V-ed She worked yesterday.
I + was not/were not + ... They weren't/were.	S + did not + verb (base form) She didn't work yesterday.
Was/Were + S + ...? They weren't/were?	Did + S + verb (base form)? Did she work yesterday?

Usage Examples:

- To express completed action in the past: I saw a ghost last Friday.
- To describe a series of completed actions in the past: I finished work, walked to the beach, and found a nice place to swim.
- To express habits in the past: When I was young, I watched lots of television every day after school.
- For relative verbs (have, live, think, believe), know, think, need, see, wish: He had a small cottage in the woods.

... Movies can tell us a lot about a culture. They can tell us about the past, the present, and make even predict the future. They can reflect values and beliefs. Movies are, in a sense, a way of sharing ourselves to the world.

The Chinese American actor Jackie Chan never said, "Cinema reflects culture and there is no room in adapting technology, but not at the point of being more original." Movies help give us a more real place in the world.

MOVIE TIME CINEMA

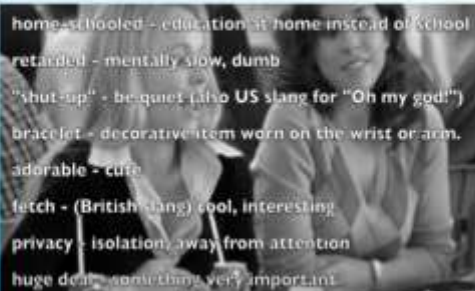
Movie Genres

There are many different types of movies. These types are called **genres**. Some stars are like **action movies** or **thrillers**. Others make us fall in love, like **romantic** movies that have a love story. There are also **science fiction** movies that take us to outer space or some fantastic planets. **Animated** movies tell stories through drawings or cartoons, like **Winnie the Pooh** or **Mickey Mouse**. **Documentaries** such as about history or biology or a famous person's life. **Comedies** make us laugh! **Action** movies keep us on the edge of our seats, waiting for the next exciting thing to happen. We can travel to unknown places with the characters in **adventure** movies. **Dramas** involve us in a story with many **twists and turns**. Magic or supernatural events happen in **fantasy** movies. **Musicals** make us sing and dance throughout the story. There is a type of movie for everyone!

Activity:

-Match each of the movies scenes with the movie genre:

- Horror
- Romantic
- Science Fiction
- Documentary
- Comedy
- Action
- Animated
- Drama
- Adventure
- Fantasy
- Musical

IMPORTANT VOCABULARY:


home-schooled - education at home instead of school
 retarded - mentally slow, dumb
 "shut-up" - be quiet (also US slang for "Oh my god!")
 bracelet - decorative item worn on the wrist or arm.
 adorable - cute
 fetch - (British slang) cool, interesting
 privacy - isolation, away from attention
 huge deal - something very important

ASSESSMENT:**"MEAN GIRLS CLIP"**

-Underline the correct answer according what you have listened in the video:

1. Where is the girl from?

- a. Africa.
- b. Australia
- c. Alemania

2. What does she have in her wrist?

- a. A scar
- b. A watch
- c. A bracelet

3. What is home schooled?

- a. Education in a school
- b. Education at home
- c. Education

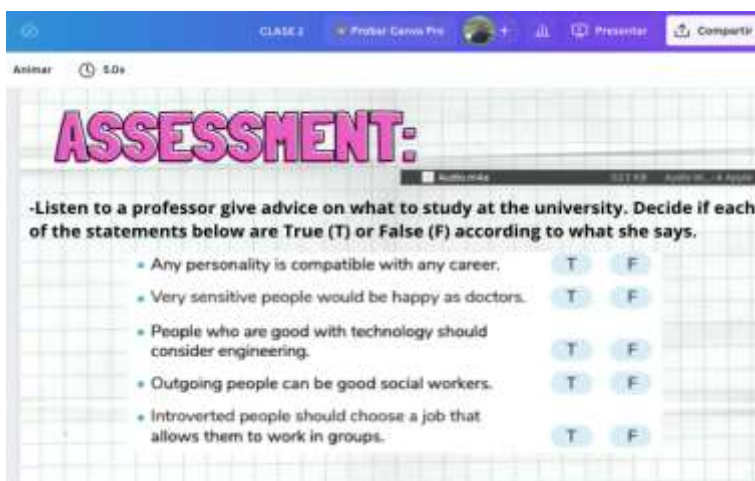
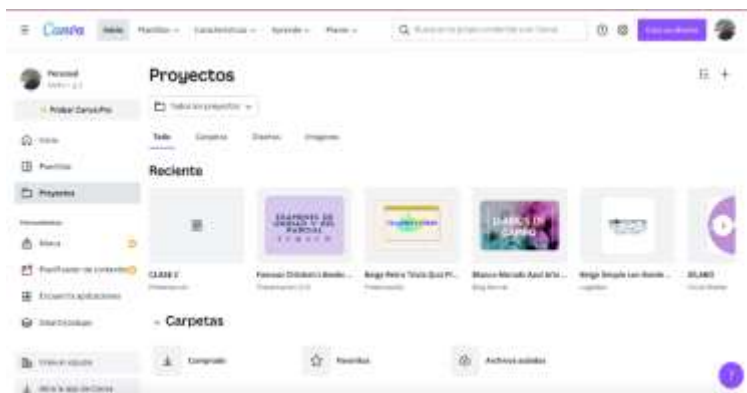
4. Who made the bracelet?

- a. Her mom.
- b. Her boyfriend
- c. Her friend

5. The slang "fetch is:

- a. Canadian
- b. American
- c. British

APPENDIX 6



My Future Career _____ *Name:* _____

Two classmates are discussing their future careers:

Richard: My mother is an accountant for a large company.
 Mona: My mother works part time as a dental assistant and my father is a plumber who has his own company.
 Richard: My father works as a store manager but he will retire in two years. My uncle will take his place as he is younger and the job provides a good salary. My mother will continue working for some time yet as she really enjoys her work.
 Mona: After high school I'll train to work in a dental office as well. My mom always tells me how much she enjoys her job. I will also have a lot of flexibility to work in many different countries.
 Richard: That's important, since unemployment can always be a problem.
 Mona: And you and your brother Paul?
 Richard: I will be a firefighter because I like to help people and it is an interesting job. Paul is more interested in finance and will work for a bank as a stockbroker.
 Mona: My sister is very creative and wants to be an artist. She draws very well, so she will likely work with my aunt in advertising.

A. True or false?

- | | | |
|---|---|---|
| 1. Richard's mother is an accountant. | T | F |
| 2. Richard's father does not work. | T | F |
| 3. Mona's mother is a manager. | T | F |
| 4. Paul is interested in working in a bank. | T | F |
| 5. Mona will be a nurse. | T | F |
| 6. Richard will be a firefighter. | T | F |
| 7. Mona's sister is not creative. | T | F |
| 8. Richard has a brother. | T | F |



B. Writing Practice:

Write a short paragraph describing what you will study and what profession you will have using the future tense.

APPENDIX 7

CLASSFLOW

Inicio Clases Recursos Herramientas

Crear e impartir lecciones interactivas con sencillas herramientas








YouTube

Burning fossil fuels, such as coal, oil and gas, releases carbon dioxide into the atmosphere.

The Environment - Learn English



TOPIC:
THE WORLD NEED US

OBJECTIVE: Students will be able to watch a video and to listen to a recording in order to apply the listening in detail subskill to understand detailed information of the topic presented.

Remember:

RELATIVE CLAUSES

- We use a relative clause to give extra information about the nouns in the main clause, without starting another sentence.
- The relative clause goes immediately after the noun it relates to.
- The relative pronouns are:

WHO / THAT	Subject or object pronoun for PEOPLE
WHICH / THAT	Subject or object pronoun for ANIMALS OR THINGS
WHERE	Refers to a PLACE
WHEN	Refers to a TIME expression
WHOSE	POSSESSION for people, animals and things.

When to use Present Perfect Tense!

We use the Present Perfect Tense to talk about *experiences*. It is important if we have done it in our lives or not. It is not important when we did it.

Examples

I have been abroad two times.
Anna has never broken a leg.
Have you ever eaten sushi?

Tip! We often use *never* and *ever* with the Present Perfect Tense to talk about experience.

The Time is Now



The planet is getting hotter, the ice caps are melting, there are more and more natural disasters like hurricanes and earthquakes...

Maybe the environment is urgently trying to tell us something. Some people say that the end of the world is coming soon, and that we humans are the cause of it. We certainly have a lot of responsibility to our planet, Mother Earth. Without the conditions that are unique to this planet, like oxygen and water, we as a species could not survive. Robert Swan, the first person to walk on the North and South poles, said: "The greatest threat to our planet is the belief that someone else will save it." If not us, who?

ASSESSMENT:

-Choose the correct answer (a,b or c) according what you have seen in the video:

1. What people do to help to prevent pollution?

- a. Forest fires
- b. Recycle and reuse
- c. Chemicals

2. What cities do to improve air quality?

- a. Smoking
- b. Use Aerosols
- c. Plant trees

3. What is global warming?

- a. Temperature increase
- b. Climate change
- c. Deforestation

4. What can be recycle?

- a. Plastic bottles
- b. Oils
- c. Bubble wrap

5. What is the issue facing environment nowadays?

- a. Overpopulation
- b. Illegal mining
- c. Ocean pollution

APPENDIX 8

TOPIC:
ONLINE WORLD

OBJECTIVE: Students will be able to listen to a recording in order to apply the listening for mood/attitude subskill in order to understand the speaker's mood and opinion about the internet.

Remembering tense:

Vocabulary:

ASSESSMENT:

-Listen to the audio about Internet in Ecuador and complete with the words that you hear:

In 2000, the Internet in Ecuador had yet to really 1. _____. Here in Tena we only had one Internet cafe, which had 2 computers. I worked there for a short while and thinking back makes me laugh.

The cafe had its own 2. _____. Almost everyone who came in would write emails from this account - hardly anyone had their own address. And then you'd come in from time to time to check if you had 3. _____ which would be sent to that one email account. Talk about no privacy!

It was at this cafe that I 4. _____ my first email account. The owner had to help me and I remember 5. _____ ideas by him.

Back then the internet in Ecuador was s-l-o-w. I can't remember the by-the-hour charge, but you needed a good hour if you planned to do anything substantial online.

APPENDIX 9

DURING CLASSES

