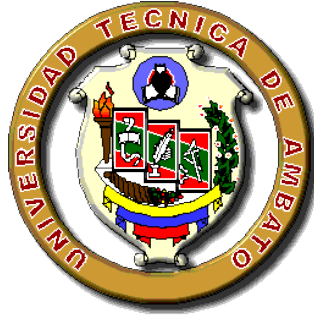


UNIVERSIDAD TÉCNICA DE AMBATO



DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Tema: THE AUDIOLINGUAL METHOD IN THE DEVELOPMENT OF LISTENING COMPREHENSION SKILLS OF ENGLISH LEARNERS

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

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Ambato – Ecuador

2018

A la Unidad de Titulación de la Universidad Técnica de Ambato

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Ruth Viviana Barona Oñate

DEDICATORIA

A mi amada familia
quienes me apoyaron en
todo este proceso.

Ruth Viviana Barona Oñate

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TEMA:

**“THE AUDIOLINGUAL METHOD IN THE DEVELOPMENT OF
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AUTORA: Licenciada Ruth Viviana Barona Oñate Magíster

DIRECTORA: Licenciada Enith Jessenia Mejía Sánchez Magíster

FECHA: 28 de junio de 2018

RESUMEN EJECUTIVO

El objetivo de aprender un idioma extranjero, como el inglés, es la comunicación. Los estudiantes deben desarrollar sus habilidades receptivas en primer lugar para producir el lenguaje para una comunicación eficaz. De esta manera, las habilidades de comprensión auditiva son vitales en el aprendizaje de una lengua extranjera. Este proyecto de investigación se llevó a cabo para determinar el beneficio del método audiolingual en el desarrollo de las habilidades de comprensión auditiva. El presente proyecto de investigación contó con 69 participantes. 58 de ellos eran estudiantes de inglés con nivel A2 divididos equitativamente en dos grupos, el grupo de control y el grupo experimental. El grupo experimental estuvo expuesto a la aplicación del método audiolingual para desarrollar habilidades de comprensión auditiva, mientras que el grupo de control continuó con el método regular. Además, se aplicó una encuesta para

evaluar la factibilidad de la propuesta de un folleto con actividades basadas en el método mencionado que se aplicó a 11 profesores del nivel A2 y a los 58 estudiantes. El análisis del rendimiento académico de los puntajes obtenidos por los sujetos del estudio de los grupos experimental y de control en la prueba de diagnóstico, el examen de mitad de período y el examen final mostró que hay mejoras en ambos casos. Sin embargo, el grupo experimental superó en 1,6 puntos al grupo de control en los puntajes promedio de la prueba final que demuestra el beneficio del método.

DESCRIPTORES: actividades de sustitución, comprensión del discurso oral, comunicación eficiente, destreza auditiva, ejercicios de repetición, estudiantes de Inglés, habilidades receptivas, idioma extranjero, método audiolingual, recepción de información.

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AUTHOR: Licenciada Ruth Viviana Barona Oñate Magíster

DIRECTOR: Licenciada Enith Jessenia Mejía Sánchez Magíster

DATE: June 28th, 2018

EXECUTIVE SUMMARY

The goal of learning a foreign language, such as English, is communication. Learners need to develop their input skills first to be able to produce the language to communicate information. In this way, listening comprehension skills are vital in a foreign language learning. This research project was carried out to determine the benefit of the audiolingual method in the development of listening comprehension skills. There were 69 participants in this research. 58 of them were students of English coursing level A2 divided equally into two groups, the control group and the experimental group. The experimental group was exposed to the application of the audiolingual method to develop listening comprehension skills whereas the control group continued with the regular method. In addition, a survey was applied to evaluate the acceptance of the proposal of a booklet with activities based on the mentioned method which was applied to 11 A2 teachers and the 58 students. The academic

performance analysis of the scores obtained by the study subjects of the experimental and control groups in the diagnostic test, midterm exam and final exam showed that there are improvements in both cases. However, the experimental group exceeded by 1.6 points to the control group in average scores of the final exam which demonstrates the benefit of the method.

KEYWORDS: substitution drills, oral discourse comprehension, efficient communication, listening comprehension skills, repetition exercises, English students, receptive skills, foreign language, audiolingual method, input information.

INTRODUCTION

The purpose of the present study was to determine the benefits of the audiolingual method in the development of listening comprehension skill of learners who are studying English at an Elementary level. The results obtained show a marked difference between the teaching and learning process with and without the method.

The following chapters are a summary of what was done in the research:

Chapter I. Problem Statement, refers to the problem and its contextualization. In addition, it deals with the prognosis and specific details of the problem such as the causes and consequences and delimitation. In the end, it deals with the justification as well as the objectives.

Chapter II. Theoretical Framework, goes through the research background. Moreover, it states the philosophical and legal foundations of the research. Finally, it covers the key categories of the two variables, their conceptualization and hypothesis.

Chapter III. Research Methodology, analyses the research approach used as well as the basic modality of research. It also shows the population and sample and the operationalization of variables. Finally, it explores the data collection, processing and analysis plan.

Chapter IV. Analysis and Interpretation, examines the academic performance of the control and experimental group. Then the hypothesis is verified which leads to the final decision. To conclude, it analyses and interprets the data obtained from the surveys applied to teachers and students.

Chapter V. Conclusions and Recommendations, informs the statements drawn from the analyzed data. Moreover, it identifies the suggestions based on the conclusions.

Chapter VI. Proposal, states the specific details of the proposal as well as its background information. In addition, It contains the reasons that led to the creation of a booklet of activities based on the audiolingual method. The objectives and the feasibility are also stated. The theoretical foundation explains in details the method applied in the activities of the booklet. The operational model shows the stages with which this proposal was developed. Finally, it presents the booklet of activities for the development of listening comprehension skills.

This research project also presents the annexes of the work done.

CHAPTER I

PROBLEM STATEMENT

1.1. Theme of the problem

The Audiolingual method in the development of Listening Comprehension Skills of English Learners.

1.2. Problem Statement

1.2.1. Contextualization of the problem

Throughout the world English is widely used for the communication in different areas such as, business, entertainment, technology and science. In a world that is provided with a rich variety of cultures, traditions, and especially languages, people have had the need to find something in common so that they can be able to communicate. Now that technology has taken over, everything is faster. Needless to say, the world needs to have a language in common that aims to make interaction quicker and more efficient.

In recent years this language has been gaining great importance among Ecuadorians due to the fact that it is a prodigious tool that provides access to updated information in any field. Furthermore, according to Reglamento de Regimen Académico (CES, 2013) in article 31, it establishes that the higher education students must pass B2 level

according to Common European Framework of Reference for Languages as a requisite of graduation. However, the study called English Proficiency Index (EPI) published at the end of 2015 indicates that Ecuador is in position 35 in a list where there were 65 countries analyzed (First, 2015). This means that Ecuador is in the group of countries that have a low proficiency level. This may be the result of the lack of methods to teach the language or the fact that teachers that do not have the preparation in English teaching are in charge of teaching this language to students. Evidently, the teaching and learning process of English must be improved.

Considering the previous facts, the institutions of higher education offer English courses so that students can achieve the necessary level through language centers where learners can have access to a free and ongoing source of English language learning that include the productive and receptive skills. The underlying purpose of requiring students to get a B2 level is for them to be able to communicate and face the challenges of understanding spoken information which is in English through listening comprehension skills and using it to sort out problems in their fields of study.

There has been evidence that there is a lack of methods to guide students through the best way in order to develop their receptive skills first according to my experience in primary, elementary and secondary schools. This absence of methods is why schools in Ecuador aim at improving the teaching and learning process of English as a foreign language in their institutions for them to aid the gaps found in knowledge of English between primary, elementary, secondary and higher education through the implementation of the Curriculum for General Basic Education. Their objective is to lead their learners to reach B1 level according to the Common European Framework by the time they finish 3rd year BGU (Bachillerato General Unificado). This curriculum has been implemented since the school year 2016-2017 for the Amazon and Highland Region and 2017-2018 for the Coast Region. This recent implementation makes it

difficult to evidence results on the receptive skills such as listening and reading and then their productive skills.

Meanwhile, Universidad Técnica de Ambato (UTA) in order to meet the requirement stated in Reglamento de Régimen Académico (CES, 2013), offers English courses and courses of other languages to students through its Language Center. According to the latest reform of Reglamento de Régimen Académico, higher education students must approve a B2 level in which they must be able to communicate efficiently as well as demonstrate that they have the productive and receptive skills of the language. Students that come from high schools are currently in false beginner levels. In other words, their listening comprehension skills are not developed and their understanding of instructions from their teachers and also the listening passages presented in course materials are deficient.

Consequently, UTA Language Center has considered to be appropriate to have five levels to comply with the level set for higher education institutions: A1 Starter, A2 Elementary, B1 Pre- intermediate, B1+ Intermediate and B2 Upper Intermediate. Students who are stronger can take an optional examination, which includes listening comprehension skills evaluation, before starting to study in the mentioned Center in order to skip the Starter level if they score over 80%. Students who do not approve this optional exam start in level A1 which, according to the Evaluation Center of UTA Language Center, happens to most of them. Level A1 teaches students the basics of English language. Although, listening comprehension exercises are practiced, contents at this level focus on vocabulary and structures that will give students the base for the rest of the levels. At the end of the program, students take an institutional sufficiency test which is the final requirement to finish their language studies. The focus of UTA Language Center is to train students so that they acquire the abilities of the language for a successful use in real life. The receptive skills, Reading and Listening, help students to get information from the context and process it in their brains. Whereas, the

productive skills are used to communicate ideas, knowledge or thoughts to an interlocutor. Students struggle with some of the skills at certain point.

In the meantime, one of the levels existent in the Languages Center is A2. In this level students must be able to comprehend basic relevant sentences and expressions that are frequently used in daily life. Therefore, they must possess good listening comprehension skills to understand the language used for simple and routine errands that require simple and straight exchange of information as said by (Council., 2001). It has been observed that the ability with which A2 students have most difficulty with is listening comprehension. This is evidenced in diagnostic tests taken in a semester according to the archives from the Evaluation Center of UTA Languages Center. The average done of the results of the students in the listening section of the mentioned tests shows that the 70% of those students got scores below the passing grades which is seven (7) in the mentioned Center. This phenomenon also appears on listening comprehension quizzes and tasks done during the classes. It is said that listening comprehension is the most difficult skill to teach and learn (Field, 2008) cited in (Nga, 2016). That is why students need help to improve this skill which is relevant for progressing in a language learning. In addition, listening is one of the receptive skills necessary for comprehension in general together with reading. Without those skills, the productive ones, such as speaking and writing, can not be developed.

1.2.2. Critical analysis

1.2.2.1. Problem scheme

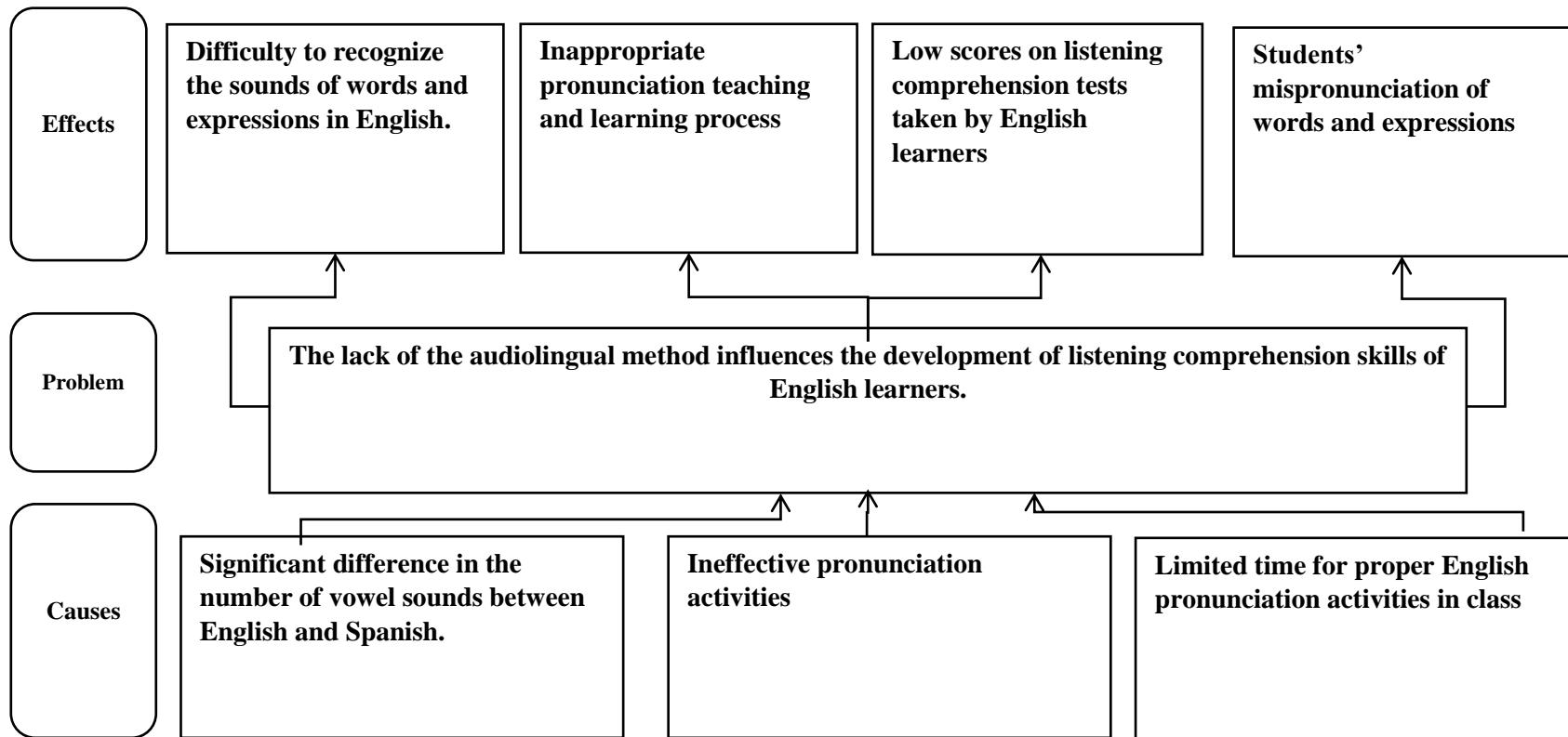


Figure 1. Problem scheme

Created by: Viviana Barona. (2018)

Generally, this investigation is focused on the lack of use of the audiolingual method and its influence in the development of the listening comprehension skills English learners at level A2 at the Languages Center of Universidad Técnica de Ambato. This issue arises from the fact that English language has 24 consonant sounds, 12 vowel sounds, and three diphthongs (Cable, 2013) which makes it difficult for Spanish speaking learners of English to recognize sounds in that language due to the fact that their native language solely has 5 vowel sounds. Consequently, developing the appropriate listening skills to continue the level may be difficult without the appropriate method. Additionally, the limited information that learners have about pronunciation of sounds in English results in difficulties at the time of recognizing the sound in English. Sounds in English are relevant to develop the listening skills required for comprehension of spoken language.

Moreover, having ineffective activities for teaching the pronunciation of sounds in English influences two relevant aspects in the language teaching and learning process. Firstly, the process becomes ineffective and the listening comprehension is heavily compromised. Secondly, as a result of the lack of appropriate methodology low scores on listening comprehension tests taken by learners appear.

Finally, the limited amount of time for proper English pronunciation activities in class, causes teachers to postpone or neglect those activities in order to prioritize other parts of the content they have to teach such as grammar, vocabulary or reading comprehension skills. However, English language teaching requires the teaching of pronunciation to give students the correct sounds for them to understand conversations properly.

1.2.3 Prognosis

University students are required to learn English because of academic purposes. If the issue of lack of use of Audio Lingual method for improving listening skills is not dealt with, English Learners at level A2 will have difficulties in the development of listening comprehension skills. This fact is seen more evidently in the vowel sounds in which the difference is big. Listening is a receptive skill which allows a person to acquire information from the context and to process it in their brain in order to give a response to an interlocutor. Without this ability, a student will not develop the speaking skill which is necessary to express him or herself and communicate thoughts or feelings in the language which is the core of language learning. Subsequently, a language learner will not be able to pass a level or finish the program of studying a foreign language.

Nevertheless, if the issue is tackled and listening skills are strengthened through the audiolingual method, A2 students will be able to fully understand spoken language at their level. This fact, will also help them to internalize expressions and process ideas in order to articulate appropriate responses which will improve the speaking skills. Learners will feel comfortable at communicating ideas and feelings. Furthermore, motivation to continue learning another language will be higher because they will be aware of their own progress. Under those circumstances, students will be able to pass the levels without any problem and finish the program of language learning and more importantly use their knowledge in the real life.

1.2.4. Setting of the problem

How does the Audio-Lingual method influence the development of the listening comprehension skill of English learners at level A2 at the Language Center in Universidad Técnica de Ambato?

1.2.5. Research questions

- How important is the audio-lingual method in the listening comprehension skill?
- What does the listening comprehension skill involve for A2 students of English in UTA Language Center?
- What is the state of the application of the audiolingual method in A2 students of English in UTA Language Center?
- How can the audiolingual method benefit the development of the listening comprehension skill of A2 students of English at UTA Language Center?

1.2.6. Research delimitation

Field: Education

Area: Methodology

Aspect: Teaching and Learning process

1.2.6.1. Temporal delimitation

This research was done during the academic period:

September 2017-February 2018

1.2.6.2. Specific location of research

This research will take place at the Language Center in Universidad Técnica de Ambato specifically with the English language students who are in A2 level.

1.3. Justification

Teaching a foreign language, specifically English, to university students requires the implementation of a strategy based on phonological characteristics inherent to that group. The absence of an appropriate strategy results in imbalance in the teaching-learning process and lack of motivation in students since their academic performance may not be optimal.

Finding a methodology that meets the needs of students is very useful because it will benefit the mentioned students in two aspects: the motivation and the better understanding of the mechanics of the language studied and to better develop the ability to listen and speak in the chosen language.

This study is **relevant** because CES (2013), determines that it is responsibility of the institutions of higher education to provide people who go through any of the careers or programs with actual knowledge of their rights as citizens and the country's socio-

economic, cultural and ecological reality as well as the mastery of a foreign language. This research focuses on the development of the listening comprehension skills of UTA Languages Center which provides its services to the community of Higher education students of Universidad Técnica de Ambato.

Moreover, it is **important** because of the fact that that university students learn how to communicate in a language other than their own. The students attending to universities in Ecuador are Spanish speakers which is the case of Universidad Técnica de Ambato. They experience big difficulties at the time of listening to spoken information that are due to the differences existing between Spanish and English. This may cause interference in developing basic integrated skills, comprehension and oral expression in the English language, evidenced by the poor performance on listening comprehension tests administered.

Furthermore, this research has an **impact** on the development of the foreign language skills. It is essential for students to improve all the skills but specially the listening comprehension skill since it is the process in which they actively receive input from which they subtract the meaning and then articulate a response. This is essential in communication and helps students to progress in the learning of a foreign language. The input received by listening focuses on selected aspects for constructing meaning and relate it to the knowledge that already exists. It is the base for speech and cognitive aspects to develop which makes it the most important of the skills. What makes students have difficulties to perform well at this skill in life is that they are immerse mostly in a Spanish speaking environment which is more challenging since they are not constantly practicing the skill. (Schneider, 2016).

This study **influences** the use of methodology in EFL classes because it proposes the audio linguistic method as a factor of development of the listening comprehension skills. It is defined as an instructional method that refers to English language teaching

and centers in listening and speaking (Mallick, 2016). This method, also known as the Army method since it was used to train soldiers during World War II, was adopted by language teachers in 1950. It was proposed as a concept by Fries in 1945 and modified by Lado in 1964 (Mallick, 2016), however it is applicable in the current foreign language teaching. There are some characteristics which are proper to this method, such as target language usage only, habit formation, patterns, structures, dialogues and L1 usage evasion (Mallick, 2016). Therefore, it is necessary the study of the relation of the mentioned method and the listening comprehension skill which is the input that a person needs to develop oral production.

Finally, this investigation **benefited** level A2 students because this level was chosen for the study. This level is where students have the elementary knowledge needed for this method to have the results required. Basics of English, such as structures and vocabulary, makes it possible to work with functions of the language rather than single words. This will make the application of the audiolingual method more effective and relevant as complete expressions in a conversation will be used. In addition, recognizing sound linked in complete expressions, not only in single words, is the major issue presented and impede the understanding of spoken instructions and listening passages. Consequently, it is important to do an extensive application of the audiolingual method in this level to enhance their comprehension of oral discourse. Furthermore, this research will benefit all the levels after A2 because the basic levels will have the appropriate listening comprehension skills to continue studying the upper levels. In addition, the long-term goal is to replicate what was done in the mentioned level in the upper ones.

1.4. Objectives

1.4.1 General

To determine the influence of audiolingual method in the development of listening comprehension skill in students of A2 level of English at UTA Language Center.

1.4.2. Specific

- To establish the importance of the audiolingual method in A2 students of English at UTA Language Center.
- To verify listening comprehension skills in students of A2 level of English at UTA Language Center.
- To determine the benefits of the audiolingual method in students of A2 level of English at UTA Language Center.
- To propose a didactic alternative that emphasizes the application of the audiolingual method for the development of listening comprehension skills of A2 students at UTA Language Center.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Research Background

Having checked the data repository of Universidad Técnica de Ambato it was not found any investigation project with the topic proposed.

Nevertheless, once checked other sources such as databases of international academic journals, there are similar research projects done about either the audiolingual method or the listening skill separately. However, investigations done about the two variables interacting with each other seem to be scarce. Similar investigations are detailed as follows:

People experiment different challenges according to their ages which results in those people having to reorganize they perceive and process speech (Schneider, 2016). That is why this author revised studies that research how age affects the ability to understand lectures and conversations which were freed from individual differences in words presented. As a result of that, it was concluded that age differences were minimized or eliminated. However, younger listeners benefited more from spatial separation and the contribution of reading to listening comprehension was independent of listening difficulty. It was concluded that, the difficulties older adults have are a result of auditory decline, proper of the age and that those declines, and the listening difficulty influences the linguistic and cognitive abilities that support listening comprehension.

Currently, an educational issue that it is urgent to solve is listening comprehension. It is important because it is crucial in language teaching and learning for developing communicative competences. This article addresses the use of linguistic findings when

teaching listening comprehension in a foreign language through the linguistic approach. It shows the connection between the speech perception process and the type of language which must be considered when designing comprehension teaching techniques and programs. It reported findings on English words and sentences peculiarities which have implications in teaching a foreign language (Masalimova, 2016).

A thorough study states that the audio-lingual method and the structural approach has a relative effect on the academic achievement of elementary school students in English language (Mallick, 2016). This experimental study done with a sample of two groups of 30 students, matched using intelligence tests. One was taught with audio-lingual method and the other with the structural approach resulting in equally significant contributions on the academic development of the children.

The theoretical and empirical research done by Hernández (2016), suggests that metacognition and cognitive strategies improve L2 listening skill. This study was done at a university level French class through observation of 5 listening-based sessions of a second-year class that had 26 students and their teacher during one semester. Data was collected using a teacher self-evaluation questionnaire and structured observation. Resultantly, there is evidence of cognitive work before, during and after listening teaching however there is lack of indication of explicit metacognitive teaching and strategy assessment (Hernández Wilson, 2016).

As stated by Utomo (2016), the audiolingual method can improve the learning of vocabulary like plural nouns. This investigation was done in the first-year class of SMP Advent Surakarta using classroom action research which contained planning, action, observation and reflection. Quantitative and qualitative data was collected subsequently it was shown that the audiolingual method does improve the learning of plural nouns evidenced by the scores of students in posts tests (Utomo, 2016).

Herawati (2016) states that audio lingual method is appropriate to teach speaking to students of second semester of English in the University of Riau Kepulauan because the meaning of it motivates them to be more active in learning which links ages and the kinds of knowledge units. This method helps the learner to acquire the meaning of the words in English and to develop the ability to react which can result in native like competence in English language (Herawati, 2016).

A study done in Ecuador by Ramos Cuadrado (2016), claims that English is a language that is easy to learn and fun. People develop skills in this language because of the importance of it that is why the institutions that teach this language need to have appropriate methodologies that benefit the teaching and learning process. The audio-lingual method contributes to improve the level of the students in a language through the correct pronunciation and grammar as well as accurate and quick responses in conversational situations (Ramos Cuadrado, 2016).

In consonance with Samawiyah (2016) pronunciation and spelling are recognized by phonetic symbols and it is especially difficult for people who learn English as a foreign language. The audio-lingual method was used in this classroom action research to provide clear input of vocabulary along with repetition, memorization and drills through media. Observations and tests were used to identify the fact that spoken words were identified through phonetic symbols which was useful on spoken texts. With the audio-lingual method, 30 of the 40 students researched scored the passing grade which was 75 (Samawiyah, 2016).

The most relevant similar studies done about this topic and presented in this section, show that this investigation can be done in order to gather more information about the correlation between audiolingual method and listening comprehension skills. This will benefit the teaching and language process of English.

2.2. Philosophical foundations

This study is based on two theories which are:

Firstly, the Behaviorism theory, which is the base of the creation of Audio-Lingual method, was designed by B. Frederic Skinner who argued that feelings are internal processes that should be studied by the usual scientific methods, emphasizing controlled experiments with both animals and humans. His theory states that human behavior reacts to external stimuli by means of which a behavior is reinforced. This has the intention to make it repeated or exterminated according to the consequences that the stimulus entails. Skinner's theory is based on the idea that events related to learning change or modify our behavior and our ways of acting according to certain circumstances. These changes are the result of the individual response to the stimuli a person experience. The response comes according to the stimulus we receive. When these stimuli are positive or negative, our being tends to repeat them or permanently exterminate them (Morales, 2018).

Secondly, the Socio Cognitive theory, which took the basis on the behavioral learning and then moved forward, was proposed by Albert Bandura who accepts that humans acquire skills and behaviors in an operative and instrumental way, rejecting that our learning is carried out according to the behavioral model. It emphasizes how cognitive factors intervene between observation and imitation which helps the subject to decide whether the pattern is going to be imitated or not. In addition, through a significant social model an unviable behavior is acquired using only instrumental learning (Bandura, 1977).

2.3. Legal foundation

Ecuador guarantees free education for all its citizens. Accordingly, Ecuadorians are required to undergo all the programs set in the National Curriculum such as initial, basic and baccalaureate education as specified in Article 6 of Ley Orgánica de Educación Intercultural (LOEI). Once finished the previous mentioned levels, students have the opportunity to access higher education studies through an exam which is administered by the government. The exam includes a section which is based entirely on listening skill which is why this ability has to be enhanced.

In Ecuador, higher education students who are enrolled in major have to approve B2 level according to the Common European Framework of Reference for Languages as stated in Article 31 of Reglamento de Régimen Académico (CES, 2013). In the mentioned article it is also claimed that the level B2 is considered as Sufficiency and students have to acquire it before they enroll in the last academic period of the major chosen which is important for them to continue their studies. That is to say that students need to get the certification as soon as they can, otherwise they will not be able to get their degree. One of the components of the sufficiency exam is the listening comprehension section which is worth 20% of the test. It is important for university students to develop this skill to succeed the 20% of it. That is why the present research pretends to help in the learning process of the target students in order to provide them with the opportunity to learn aspects in an easier way through the listening skill.

Moreover, Plan Nacional de Desarrollo 2017-2021 of Ecuador, in objective 1 claims that the government will guarantee a dignified life with equal opportunities for all people. That is why the English learning and its improvement as well as use in real life is important so that more people can have the same opportunities. In addition, objective

4 states that the government will guarantee sovereignty and peace and strategically position the country in the region and the world. In order to reach this objective, people must be able to communicate in a language that is widely understood which is English.

2.4. Key categories

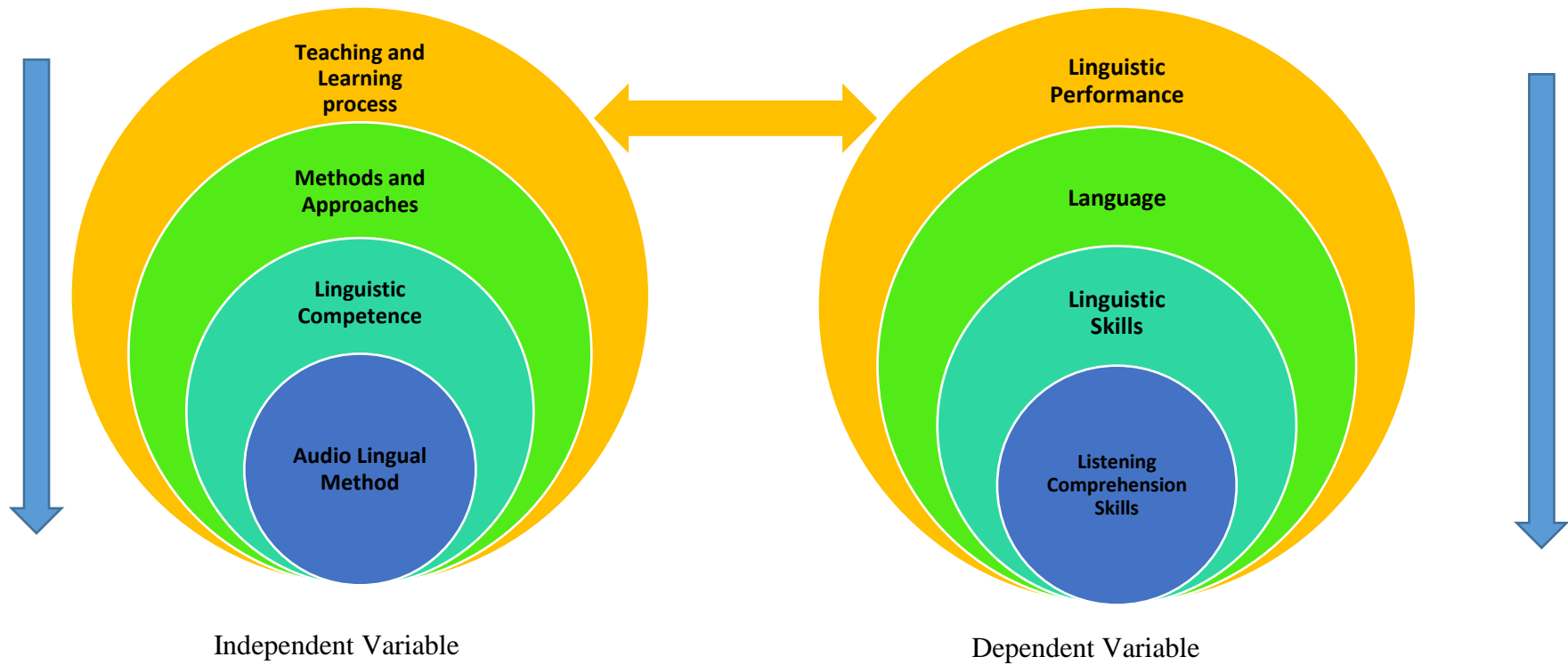


Figure 2: Key Categories

Created By: Viviana Barona (2018)

2.4.1. Dialectical view of conceptualizing variables

2.4.1.1. Independent variable framework: Audio-Lingual Method

- **Teaching and Learning process**

The teaching-learning process is conceived as the space in which the main protagonist is the student and the teacher fulfills a function of facilitator of the learning processes. It is the students who build knowledge from reading, to contribute their experiences and reflect on them, to exchange their points of view with their classmates and the teacher. In this space, it is intended that the student enjoy learning and commit to lifelong learning (Haber-Curran, 2015).

Dimensions:

Conception of education.

Education is the set of knowledge, orders and methods by means of which the individual is helped in the development and improvement of the intellectual, moral and physical faculties. Education does not create faculties in the student but cooperates in its development and precision. It is the process by which man is formed and defined as a person. The word educate comes from Educere, which means taking out. Apart from its universal concept, education has special characteristics according to the peculiar characteristics of the individual and of society. In the current situation, of a greater freedom and solitude of the man and of an accumulation of possibilities and risks in the society, it is derived that the education must be demanding, from the point of view that the subject must put more of his part to learn and develop their full potential (Peters, 2015).

Conception of teaching

Teaching refers to the transmission of knowledge, values and ideas among people. Although this action is usually related only to certain academic areas, it is worth noting that it is not the only means of learning (Van Manen, 2016).

Other institutions can be mentioned, such as religious or clubs and also outside of them, be it in family, cultural activities, with friends etc. In these last cases the teaching stops being strictly planned, to take a much more improvised form. However, this does not mean that it can not have transcendental effects on the person who receives the teachings (Richards J. C., 2014).

Conception of learning

The model considers the student as a knowledge builder. It is argued that a substantive part of learning occurs through doing, practicing, applying in real life what we learn in the classroom, so the experience that educational institutions provide the student through their programs is fundamental.

Learning is conceived not only as an end in itself, but as a tool. Learning must be in life, for life and for life. In this sense much of the learning must be developed in real scenarios, attending real situations. On the other hand, the understanding and attention of complex problems call for an interdisciplinary work, so that the student is encouraged to mix with students from other careers to take common subjects or to take subjects from other careers (Huda, 2016).

The new scheme demands students to be information seeking experts, critical readers who can determine relevance, veracity, relevance of the information. This goes far beyond the traditional teaching scheme in which the student is a recipient of a content that has not appropriated and which he thinks are unquestionable truths (Singh, 2017).

Components of the teaching and learning process

The teaching and learning process is a dialectical unit between instruction and education. The same characteristic exists between teaching and learning. The entire teaching-learning process has a systemic structure and functioning, that is, it is made up of elements or components that are closely interrelated. This approach leads to an analysis of the different types of relationships that operate to a greater or lesser extent in the components of the teaching-learning process (Whitton, 2016).

The components are:

- Objectives, which are the guides for the process.
- Contents, which are the elements of knowledge to be covered.
- Forms, of organization which are the ways in which contents are grouped.
- Methods, which are known as the strategies and tools to transmit contents.
- Media, which are the devices available to present information electronically
- Evaluation, which permits to assess the results of the process.

Objective-content-method relationship

The objective in teaching is the starting point and general pedagogical premise for all education, because it expresses the planned transformation that you want to achieve in the student. Therefore, it determines the content of the teaching, that is, the concrete information base that must be assimilated.

The objective also decisively influences the determination and selection of the totality of organizational ways and conditions that lead to its fulfillment, that is, the method and organization of teaching.

It is impossible to meet the high objectives of the education system, if organizational forms and methods that lead to formalism, schematism, routine and therefore purely reproductive learning are fulfilled. The development of the personality developed multilaterally can only be achieved if we select methods and organizational forms of

education that promote the development of cognitive independence and creative capacities.

The objective category occupies a leading role in the formation of the teaching process, constitutes the starting point and the general pedagogical premise of the whole teaching process. She fulfills the following functions.

Functions of the relationship

They determine the content, methods and organizational forms of teaching, by expressing the planned transformation that you want to achieve in the student in terms of the training of man to which society aspires.

They guide the work of the teacher, teachers and students in the teaching-learning process (guiding function).

They are essential criteria in the analysis of the effectiveness of teaching through the evaluation of their results. (value function).

They project the teacher's work towards the future (projective function).

English as a foreign language teaching and learning process

The teaching of foreign languages, particularly the English language, as a social phenomenon has not been left out of the various transformations that have taken place worldwide in recent years. This is why the educational systems have undergone changes, innovations, transformations, improvements and improvements, especially in universities, which have directly involved curricular projects, their contents and the teaching-learning process of this discipline (Cook, 2016).

To be able to communicate in any language, it is not enough to be able to understand and produce statements in a specific context, it is also necessary to develop the basic skills of the English language: listening and reading comprehension as well as oral and written expression. in addition to the necessary professional skills in the discipline.

Behind this growing interest in perfecting the methods to develop communication skills, linked to the globalized world, are reasons that respond to the linguistic markets of efficient language learning; For example, reasons of a sociolinguistic nature, closely related to migratory movements and international relations, as well as technical reasons, such as the possibility of registering, storing and processing the use of the language, due to the logical need to know more about an area of social behavior and human knowledge (Ellis, 2015).

- **Linguistic Competence**

Linguistic competence and communication are correlational. Linguistic competence comprises the knowledge and skills required to transmit ideas in an actual communication for instance, it is not only required to know vocabulary and grammar, but also the sociolinguistic conventions of a certain language. In other words, knowledge refers to the chunks of expression a person knows whether consciously or unconsciously whereas skills refer to the manner a person can use the existent knowledge in real situations (Richards J. C., 2014).

According to Chomsky cited in Tahir (2018), Linguistic Competence is a system of knowledge of the language. It does not only on the way language is used in communication. It mainly deals with the application of the language in actual performance between a speaker and a listener. It is important to develop linguistic competence to reach the goal of teaching and learning a language (Tahir, 2018).

Furthermore, having linguistic competence means the use of the language under psychological and environmental conditions which can be fatigue, nervousness, distractions and background noises.

Therefore, language and skills are necessarily and systematically related to linguistic competency.

Components

Four areas of knowledge and skill are comprised in linguistic competency:

Grammatical Competence: It associates to the dexterity of the verbal and non-verbal language code which includes features and rules of it, that is to say, vocabulary, word formation, sentence formation, pronunciation, spelling and semantics. This competence helps the student to accurately understand and express utterances in a literal manner.

Socio Linguistic Competence: It incorporates both, sociocultural and discourse rules. The first ones govern the way utterances are expressed and understood correctly in different contexts considering participants status, reasons and conventions of interaction while the second ones rule the formality in which language has to be used.

Discourse competence: It concerns the use of the combination of grammatical forms and meanings to produce a written or spoken text depending on the genre, for instance, a narrative, an argumentative essay, a business report or a personal email.

Strategic competence: It comprises the knowledge of verbal and non-verbal communication strategies to use as compensation for breakdowns or enhancement of effective communication.

- **Methods and Approaches:**

There are several methods and approaches regarding English as a foreign language teaching and learning process. The following are the approaches and methods that are most commonly related to the method studied in this research:

Grammar translation method

This method is the first known as such in the history of language teaching foreign and was the one that was traditionally used for the learning of classical languages, hence,

it became known as a "traditional" method. Its main objective is, basically, the knowledge of the words and grammatical rules of the target language so that the student can understand sentences as well as build them. In this way, the students can appreciate the culture and literature of the foreign language, acquiring, at the same time, a deeper knowledge of their own, as well as developing their intellect and ability to reason (Bueno Velazco, 2002).

Theoretically, this method consists in the teaching the second language through the native language, because all the information necessary to build a sentence or understand a text is facilitated through explanations in the learner's mother tongue.

Direct method

The "direct" method, traditionally called "natural" or "inductive", emerged as a reaction to the traditional method. It was not consciously considered as a methodological procedure, since it is known that naturalist strategies were applied intuitively in remote times for learning certain languages (for example, young Romans, who learned Greek together with slaves from Greece).

However, it is not until the first third of the sixteenth century when the French essayist Montaigne, argued that this procedure was the most appropriate for learning languages. He hired tutors who will teach him Latin at home and in a "natural" and oral way, so that he was one of the pioneers in proposing this "natural" approach as possible method in the teaching of languages. The "direct" method, therefore, is a continuation of the traditional "natural" method and arises from the attempt to de-link from the methodology used for the classical languages to develop a new procedure more in line with the spoken language "alive" (Ellis, 2015).

Intermediary method

This methodological approach is characteristic of the teaching of foreign languages

in German universities in the fifties and still used today. Like its own name indicates, the German verb *vermitteln* means reconcile, intermediate. This method consists of an attempt to unite traditional and modern methodological procedures linked to the reform movement of the twenties and the audiolingual conception that was developed in other countries (Cook, 2016).

Characteristics

- Active participation of the student.
- The class must be taught, fundamentally, in the target language, except for
- grammatical clarifications and other questions of difficult understanding.
- Memorization of new words in a specific context.
- Inductive learning in regard to grammar (we start from the example to get to the rule).
- Presentation of the grammar in a cyclical progression.
- Exercises for the oral use of the language, but also plenty of grammar and translation.

Although some manuals were created for the teaching of languages that had diverse aspects of this eclectic method, it is true that the praxis in the German classrooms he continued to master the "grammar and translation" method

Communicative approach

The obvious shortcomings of all the methodologies described above made it clear that none of them achieved by itself the objective of getting the students to communicate, so the solution must be in a mixture of elements. That is why the communicative approach appears. This approach covers, through activities, texts, dialogues and exercises which are varied and motivating, all the areas in which communication takes place (Hernández Reinoso, 2000).

Characteristics

- It exposes, as a starting point, thematic, functional, grammatical and lexical lists.
- It offers very diverse activities: interactive, motivating, based on content.
- It focuses on the development of communicative functions, sometimes even playful.
- It tries to expose a natural form of language, based on daily communication.
- It gives the correct importance to the grammatical, lexical and phonological aspects which are integrated into the communicative process.

Unlike the previous methods, the communicative approach achieves its objective by applying psychological and pedagogical principles in the development of materials. Consequently, harmony of necessary components for the communicative process, namely, of orthographic, phonological, morphological, lexical, syntactic, semantic, pragmatic and sociolinguistic type is achieved.

- **Audiolingual Method**

This method, which is also known as aural-oral and mim-mem, dates to the Second World War. Imperialism, political needs and strategic expansion, as well as successes in the investigation accelerated the development of this methodology (indisputable heir to the direct method) (Hernández Reinoso, 2000).

The long-term objective of this method is to reach the domain of the target language in a way that resembles natives. Whereas, its short-term objective is to reach listening comprehension, phonetic correction and recognition of sounds in order to produce them. This method includes the exercise of receptive and productive oral skills which uses sounds and repetition to teach vocabulary and grammar, trying to form a habit of structures in the student (Larsen-Freeman, 2013). This fact makes this method ideal to illustrate pronunciation to people whose language is learned by repetition.

Principles

This method is of a structuralist nature from the linguistic and behavioral point of view from the psychological point of view. The reasons why this was a widely accepted method are the following:

1. The language is spoken, not on paper.
2. A language is what inborn speakers say, not what somebody thinks they should say.
3. All languages are different.
4. A language is a set of habits.
5. Teachers must teach the language, not about the language (Bueno Velazco, 2002).

As European emigration to the United States grew, the need to find a lingua franca grew even more. On the other hand, the industrialization of the second half of the 19th century created a new class within the population, a class that had no academic training and could not aspire to learn languages by traditional methods because they had not studied classical languages, they had the methodological foundation that others had allowed them to face from a more comfortable position to learning the new European languages (Bueno Velazco, 2002). That is why the language teaching began to incorporate reforms which include the audiolingual method.

Positive aspects

This method has been applied for a long time. There are some good points that teachers may find when using the audio-lingual method in their teaching and learning process, such as:

- The content delivered is based on communicative situation.

- It is easier to manage students due to the fact that the teacher can monitor the activity.
- The target language is mainly used in the classroom which is good for students to improve their abilities.
- Teacher does not do the talking because the method focuses on patterns and drills to make students focus on speaking skills as well as good pronunciation.
- Activities are repeated and done in pairs or groups.
- Students form habits with structured dialogues.
- It makes it easier to control students' pronunciation because of the repetition they do.
- Teacher can be the model of pronunciation providing the exercise with the intonation and emotions given
- Teachers are able to spot the student's pronunciation error.
- Students memorize short dialogues and oral repetition of controlled structural practice which are the activities through which students acquire phonological and syntactic behaviors (Utomo, 2016).

Critics

This method is based on behaviorism in which students are considered as passive receptors whose behavior is molded by positive or negative reinforcement. That means that there is little creativity when producing a language and the actual person is not taken in consideration (Batista, 2003). That is why cognitivism stood up to make individuals who learn a language active participant. of it.

Elements

This method includes a linguistic program which contains fundamental elements such as phonology, morphology, syntax which are taught through patterns and repetitions (Hernández Reinoso, 2000).

Phonology: It is the part of the linguistics that studies the phonemes or theoretical descriptions of the vowel and consonant sounds that form a language. It is considered a subdiscipline of linguistics that deals with sounds of a language. It studies the function, organization and behavior of utterances (Lass, 1984).

Morphology: It studies how the words are constructed from smaller units that have a meaning. It is the branch of a discipline that deals with the study and description of external forms of an object. In this sense, it can be applied to the study of words (Linguistics), living beings (Biology) or the earth's surface (Geomorphology). The word is composed of the Greek words μορφή (morphé), meaning 'form', and λόγος (logos), 'treated' (Valli, 2000).

Syntax: Syntax is the part of grammar that studies how words are combined and related to form major sequences such as phrases and sentences, as well as the function they perform within them. The word syntax comes from the Latin syntaxis, and this in turn from a Greek word which means 'to order', 'to coordinate'. Some words that can be used as synonyms are: construction, arrangement, connection, meeting (Foley, 2009).

Patterns: A pattern is a model used as a guide that provides a regular or intelligible form that has to be systematically repeated and it is used for educational purposes. In language learning sentence patterns and grammar were introduced so as to students can memorize certain expressions (Richards J. C., 2014).

Repetition: It is the recurrence of an action for instance telling an expression again and again for a certain period. Repetition is the key factor in Audio-Lingual method which used guided conversations that were repeated until gradually learn the structures to produce the language (Richards J. C., 2014).

Characteristics of the teaching-learning process

This method has unique characteristics which are inherent to it and rule the teaching and learning process with it. For instance:

- Vocabulary and structures are learnt through dialogues and in groups or pairs. This facilitates the process of understanding the meaning.
- The imitation and the repetition allow students to learn dialogues
- There is a positive recognition of a positive student achievement
- Grammar is taught inductively (not explicit)
- Cultural information is in the context of dialogue
- The interaction occurs mainly from student to student. The teacher initiates it and then directs and controls it.
- The amount of vocabulary is kept to a minimum while the student adapts.
- The natural order of the language is maintained: listening comprehension, oral expression, written comprehension and written expression.
- The mother tongue can interfere with the learning process.
- The L1 is not used at any time.
- Dialogues and repetition activities through drills help reduce interference that may occur.
- The evaluation is done through formal exams.
- The questions evaluate only one point of the language: complete a sentence adding the missing word.
- The evaluation is done through formal examinations (Larsen-Freeman, 2013).

Techniques

There are different techniques that can be used in this method, for example:

Dialogue storage, in which students have to memorize a conversation through repetition.

Drills, in which students are asked to repeat in chorus.

Backwards drills, which are repetitions in chorus done from the beginning to the end.

Chain drills, in which the teacher begins with the first word and students repeat it by adding the next and so forth.

Substitution Drill, which is designed for students to change certain words from a text and personalize it (Hernández Reinoso, 2000).

Goal of the audio-lingual method: communication

The main goal of the audiolingual method is communication which refers to the action and result of communicating. When human beings communicate with each other they share issues which makes their own situations common to the person they interact with. Therefore, communication is an absolutely human activity and part of the relationship of people in any area and time of life (Romero, 2017).

Characteristics

Having a linguistic competence is to be able to communicate. Subsequently, communication has some characteristics to be recognized as that (Richards J. C., 2014):

- It is acquired and used in social interaction.
- Its form and message is unpredictable and creative at a high level.
- It presents constraints on appropriate language use and correct interpretations due to the fact that it takes place in discourse and sociocultural context.
- It is performed under memory limitations, fatigue and distractions which are considered restrictive psychological conditions.
- It always serves a purpose such as persuading, informing, inviting and so forth
- It is authentic which is opposite to what we may find in books.
- The outcomes determine whether communication was successful or not

In addition, communication is considered as an exchange and negotiation of information.

Communication process

For a communication process to take place, the presence of six elements is indispensable. First of all, there is a sender; that is, someone who transmits the information. Secondly, there is a recipient, someone to whom the information is addressed and who receives it. In third place, there is a contact through a communication channel, which can be very varied: the air through which the sound waves circulate, the paper that supports written communication, the voice, etc. Fourthly, there is an information or message to be transmitted. In addition, there is a code or system of signs common to the recipient and the sender, where the message is encrypted. The signs can be non-linguistic (symbols, signals and icons) and linguistic (scripts, sounds, associated concept, meaning, etc.). Finally, there is a referent or reality, to which it alludes by means of the code.

Communication in education

Education and communication can be understood in different ways; and, as they are understood, the use of them in the teaching - learning process will be approached with different criteria.

Etymologically the term communication means establishing a path or a bridge between two or more people. If this analysis is related to education, it is through communication that we transfer a certain type of knowledge, skill or valuation towards other people who hope to learn (Richards J. C., 2014).

Communication is essential in any field of human interaction. Through communication, whether oral or written, we can transmit and share knowledge, concepts, feelings, ideas, emotions, and amino states.

Dewey, quoted in Cirigliano & Villaverde (1997), relates education with communication and affirms that "it is the only situation that explains how a cultural element can pass to another person". In short, education is the sharing of experiences that the learner can acquire the same perception of a content sustained by the social group that is incorporated in the classroom. In this way, the educator is not only the one who educates, but the one who is educated through interaction with the learner, who, being educated, also educates. Thus, both become subjects of the process in which they grow together and in which the arguments of the authority no longer rule. It is evident that the student, as well as the educator, need to prepare to assume the new roles that current education requires. The role of the teacher as a mere transmitter of information has been transformed into that of organizer and director of the teaching process.

In this sense Freire, cited in Aguirre Raya (2005) indicates that "education is communication, it is dialogue, insofar as it is not the transfer of knowledge, but a meeting of interlocutors, who seek the meaning of meanings." For Paulo Freire communication and education are the same thing. That is to say, there cannot be one without the other, because for him the educational process communicative where the teacher and the student participate actively in the solution of the tasks and in the acquisition of new knowledge. That is why we can say that through communication, education manages to promote the integral, harmonious and permanent formation of man with a humanist, democratic, rational, critical and creative orientation, open to all currents of thought universal (Aguirre Raya, 2005).

Currently, the communication process is influenced using technology, according to Pérez-Fabara (2017), new technology helps change learning in the sense that it is easier for students to build knowledge and communicate thanks to technology, which facilitates communication and education.

2.4.1.2. Dependent variable framework: Listening Comprehension Skills

- **Linguistic Performance**

A study done in companies in Cataluña, Spain has analyzed the linguistic demands in the business field in bilingual contexts, indicating that these are conditioned by:

- 1) the language of the consumer markets;
- 2) the languages of the work technologies, and
- 3) the language of the owners of the companies

They consider that there is a more complex context due to linguistic heterogeneity presented by the European Union. Complexity that increases with the mobility of factors of production (manifested in the Economic and Monetary Union) and that manifests itself in a growing linguistic diversity of companies. In fact, as we will observe (Solé, 2005).

In the article, the mobility of factors places owners, workers and customers from different linguistic communities in the same space -physical or virtual- in which they must coordinate their activity. This situation results in the need for linguistic efficiency or the ability to do or fulfill a function by using the language appropriately.

- **Language**

The term language comes from the Latin “lingua” and it is the system through which man or animals communicate their ideas and feelings, either through speech, writing or other conventional signs, and can use all the senses to communicate. The human being uses a complex language that expresses with sound sequences and graphic signs. Animals, on the other hand, communicate through sound and body signs, which even man has not been able to decipher, and which in many cases are far from simple (Fromkin, 2018).

The language is studied by linguistics which science that is dedicated to the study of language, and the phylogeny: which is responsible for studying the historical evolution of a language. The first language (L1) that people learn is called the mother tongue and a foreign language or target language (L2) is a language different from their mother tongue (Ellis, 2015).

Language functions

Depending on the social context in which the language is produced, the speaker can use the formal language or technical language that is produced in situations that require the use of the standard language, for example, in classrooms or work meetings or language informal or everyday language that is used when there is intimacy among speakers, using colloquial expressions.

The everyday language is the use of an informal, familiar language and is characterized by being a spontaneous, relaxed and expressive language. In everyday language, the speaker uses onomatopoeia, short sentences, repetitions, redundancies, among others. In turn, the technical language is used by scientific and professional people (Key, 2017).

Importance

According to Barrueto (2017), language is one of the elements that distinguish human beings. It is vital because it allows you to establish communication with other living beings and thus live in community. On the other hand, if the human being did not have a system with which to communicate, society would not exist and there would be no human interaction.

Language allows us to:

- Understand reality through oral and written communication and thought organization.
- Express ideas, emotions, experiences, opinions with oral and written expression, dialogue and social relationship.

- Use conversation as a means of learning as well as personal and emotional development.
- Build equal relationships. Language is the engine for resolving conflicts in the community.
- Interact verbally and non-verbally adapting to any context.
- Make use of oral and written production and comprehension
- Have reflective knowledge of the language to explore all the expressive strategies that allow a better social interaction.
- To have command and formalization of the language that allow the development of the critical capacity and the empathic capacity to listen, understand and value the diverse opinions transmitted in the oral conversation and in the written texts.

Spoken Information

Spoken information is the one transmitted through oral communication established between two or more people using a language or shared code through a medium of physical transmission, which was traditionally air, although today we can add the phone or video conference. Spoken information transmits information, ideas, feelings, emotions, beliefs, opinions, attitudes to the person with whom we speak (Attwater, 2005).

To communicate spoken information, we use the voice to reproduce the sounds of the language, form words and produce messages that contain the information we want to transmit to our interlocutor. For this communication to take place, there must be at least two people involved who, alternatively, play the role of issuer, the one who delivers the information; and receiver, the one who receives it. The information is transmitted through a physical medium, which can be air, but it can also be a telecommunications device, such as a telephone or a computer (Madhavapeddi, 2015).

Characteristics

Spoken information is characterized by being spontaneous, developed on the fly, being direct and simple, by resorting to body language to reinforce or emphasize the message (gestures, attitudes, postures), by being dynamic and immediate. It is typical of the human being and is established in all the areas in which it relates and needs to communicate: from the personal to the professional, from the political to the economic or commercial (Sumner, 2015).

Examples of situations which involve spoken information are given daily: a conversation, a talk, a lecture, a speech, an interview, a debate, are quite common oral communication situations.

Pronunciation

Pronunciation, from Latin *pronuntiatio*, is the action and effect of pronouncing (articulate and emit sounds to speak, highlight, resolve, declare for or against something or someone). The concept is used to name the way or manner in which words are expressed (Oliveros, 2018).

The same word can be pronounced in different ways. In general, a single pronunciation is correct, while the rest are deviations of the language by different sociolinguistic factors. The usual thing is that, despite the different pronunciations, the interlocutors can understand each other. That's what happens if you talk an Argentinian and a Spanish, or an American and a Jamaican. However, if the pronunciation of certain words differs greatly from the usual pronunciation, a conflict of understanding may arise (Rajadurai, 2016).

On the other hand, the individual pronunciation of each word is complemented by the intonation of the sentences, which in some languages generates considerable changes.

By taking this factor into account, the difficulty of understanding people from different regions can be even greater. The geographical region, social class, age and education are some factors that influence the pronunciation. In everyday language, the modality of pronunciation is known as an accent. That is why people usually identify a person with a strange accent as foreign (Foote, 2016).

Sounds

English speakers make extensive use of the characters and their phonemes which make clear a single graphical representation of the English language may have different pronunciations. Thus, the letter "a" is pronounced in different ways as in "game" /ey/or "walk" /o/.

According to Baker and Goldstein, English has 15 vowel sounds: /iy/ as in sheep, /i/ as in ship, /ε/ as in yes, /ey/ as in train, /æ/ as in hat, /ʌ/ as in cup, /ə/ as in banana, /ər/ as in letter, /ɑ/ as in father, /ɔ/ as in ball, /ow/ as in no, /ʊ/ as in book, /uw/ as in boot, /ay/ as in fine and /e/ as in men. It also has 24 consonant sounds (Baker, 2008).

Accent

Within a single country, it is usual to have different accents throughout its length, and the differences between them can be from subtle alterations in the sound of a vowel to the complete omission of a syllable, or the change of the stressed syllable in certain words. This does not happen so drastically in all languages, which is due to several factors: English has many different accents and among all they exceed two thousand combinations of possible sounds (this number varies according to the study), while Japanese barely exceeds one hundred. However, this cannot be applied to all people born in the same city, since nurturing plays a fundamental role in the development of the accent (Li, 2018).

Apart from the hundreds of possible combinations of sounds and accents that may exist in each language, and their grouping according to geographical location, the particular

accent of the people who are responsible for the upbringing of a child, among whom are not only parents, but teachers and the rest of their environment, significantly affects the formation of the child's accent (Cai, 2017).

- **Linguistic Skills**

Language is the instrument of thought and learning. With the linguistic skills we receive information and provide it, and we build our reality.

- **Listening.** There is a big difference between hearing and listening: hearing is perceiving vibrations of sound; listening involves understanding and making sense of what is heard.
- **Speaking.** Children develop this linguistic ability automatically by listening to their relatives. They begin to relate, in a natural way, a set of specific sounds with a specific meaning. A good basis for academic success is a large exposure to language. This is seen when children whose parents have spoken to them more, arrive more prepared to assimilate knowledge to the school.
- **Reading.** The development of reading is the key to good learning in all areas of knowledge. It is absolutely necessary to understand what is read to assimilate the contents.
- **Writing.** It is the way to put the words spoken on paper. It is the longest teaching process for a child (Ellis, 2015).

Learning languages by developing the four linguistic skills

- Listening is the key skill and can be considered the basis of others. The greater the ability of the student of listening comprehension, the greater their ability to develop other skills. In the language laboratory, the teacher can distribute audio and video in real time to the students, creating different work groups and then carrying out highly motivating activities.

- Reading, on the other hand, will provide a mental structure and give richness to the vocabulary, which will benefit speech. The teacher can show a document to the whole class during a specific time and thus get the students to improve their agility and reading comprehension.
- Writing will give importance to the message and its presentation. It requires a more paused, more elaborate communication. In this skill, students have time to elaborate the message. The teacher can activate different functions such as group chat, where each group of students can share ideas and carry out collaborative activities on the same job.
- Finally, speaking is the main objective of the student. Speech will be especially nourished by all the resources that we can equip the student with. The more students read and listen, the greater their progress will be. It can be said that speech is the clearest result of the sum of all the material resources invested. In a traditional classroom it is sometimes difficult to get students to have fluent and motivating conversations. A language lab allows the teacher to create groups and conversation partners where the limit is set by the imagination. In addition, the language laboratory allows all these activities to be recorded simultaneously and then listened to and evaluated by the students themselves (Nunan, 2015).
- **Listening Comprehension Skill**

Listening is one of the linguistic skill, which refers to the interpretation of oral discourse. It involves, in addition, linguistic, cognitive, perceptive, attitudinal and sociological factors. It is a communicative ability that incorporates the entire process of interpreting discourse, from the mere decoding and linguistic comprehension of the phonic chain (phonemes, syllables, words, etc.) to interpretation and personal evaluation. In spite of its receptive nature, it requires an active participation of the listener. The mental image that the speaker has at the moment of transmitting certain information and the one that is formed by the listener, as the message is processed may

seem a lot, but they hardly coincide fully. Listening is correlated with reading comprehension. However, they are two different skills as different are oral language and written language (Martín Peris, 2005).

Processes of listening comprehension

Listening comprehension processes have traditionally been conceived from a synthetic processing perspective (bottom-up); a simple example is the theory of Koster (1991): once rejected the noises and non-linguistic sounds that we continuously perceive and select exclusively speech sounds (phonetic level), we classify them into phonemes (phonological level); with the phonemes we form words (lexical level); with these we establish morphosyntactic relationships and form sentences (morphosyntactic level); we attribute to these words and phrases a certain meaning (semantic level); and with the sentences we form a coherent text that we interpret according to the situation (pragmatic level) (Martín Peris, 2005).

Subsequently, models of speech interpretation and teaching of listening comprehension based on an analytical process (top down) emerge, in which the auditory comprehension process begins, precisely, through the most general aspects of discourse, the type of text, the knowledge of the situation, the general idea of each oral paragraph, etc. - and only later the listener goes into the details and nuances of the minor linguistic units. In an analytical process the listener uses his knowledge of the world and the specific discursive context to predict, formulate hypothesis and infer, not only during the hearing, but also before or after it. The better you know the speaker and the subject, the easier it is for you to predict what you are going to say next (Martín Peris, 2005).

The two previous linear models - synthetic processing and analytical processing - are perfectly compatible, since they can work in a coordinated and simultaneous way; this is how they are conceived in the interactive model. Since brain processing is not only sequential, but also in parallel, it is precisely the interactive model that seems most

appropriate to account for auditory comprehension processes. Let's illustrate with an example the interactive model (in this case, it begins with an analytical processing): from the title of a song, the students imagine the theme; After listening to the first verse, they already have a general idea of the content; stanza after stanza, they build an increasingly detailed auditory and mental image; (in that moment it is passed to a synthetic processing) to clarify some confusing points, consult dictionaries, grammars, the teacher, etc., reconstructing the value of each verse, until recomposing the song in its entirety (Martín Peris, 2005).

Listening Comprehension instruction

Nga, (2016) claims that listening strategy instruction importance has become more important because it helps to develop listening comprehension. The author claims that the learners' opinions is valuable when it comes to choose the right method to help them improve listening comprehension skills.

Moreover, when it comes to listening comprehension improvement, the cognitive strategy instruction is also important as stated by Lee (2016). This fact is important for further investigation on appropriate techniques to improve the mentioned skill.

Furthermore, the study related to shadowing done by Hamada (2016) argues that it is the best method to address improvement of listening comprehension since it is appropriate for low-proficiency learners and perception of phonemes.

Issues to consider in listening comprehension instruction

An important issue in the development of listening comprehension are the characteristics of the didactic materials that are used-the format (type of support, extension, acoustic quality, etc.), the content (theme, treatment, etc.), the level (lexical, grammatical, cultural, etc.) - and the use made of them, that is, the tasks that students perform with them. As a general rule, the oral texts offered to the learners of a target language are characterized by features that differentiate them from those heard by the natives; these are some of the usual characteristics: standard pronunciation (not

dialectal), forced vocalization, slow and uniform discursive rhythm, intonation with exaggerated oscillations; controlled vocabulary (calibrated to the specific level of the students); complete sentences appropriate to your grammar level; abusive repetitions of certain linguistic forms (eg, of the structures just presented); standard language, formal or cultured, avoiding colloquial, vulgar, etc. Although it is true that with all this the listening comprehension of the foreign learner is facilitated, the discourse is impregnated with a certain artificiality. Here are some examples of activities involving auditory comprehension (integrated with other skills), aimed at the development of different processes (consigned in parentheses): listen to a story and order some images (associate and distinguish), listen to a conversation about a house and draw it (transfer), invent the outcome of a tragicomedy (enlarge), take notes in class (summarize), listen to the beginning of a story, imagine and narrate the rest (predict) (Martín Peris, 2005).

Assessment of listening comprehension skills

Depending on the level of the students and the specific objectives of the course, the assessment of listening comprehension can focus on some of the following micro-skills:

- capture the objective of the speech;
- discriminate the main ideas of the complementary ones;
- discriminate the important words of the secondary ones;
- anticipate the continuation of the speech;
- infer what is not explicit, capture the implicatures;
- to detect and interpret the figurative sense, the double sense, the puns, the irony, the humor, in general, the fallacies;
- capture the mood and attitude of the issuer (Martín Peris, 2005).

Stages of listening comprehension instruction

Pre listening: Wilson (2008) states that this stage, which is done before listening to passages, makes the students set for the aspects they will listen to. In additions, it helps to motivate, contextualize and prepare students for what they are going to develop. As a result of that, learners will be more likely to be successful at the tasks performed when listening.

This fact represents a great importance in the comprehension of students due to the fact that it prepares their mind in order to acquire the knowledge and skills required to understand certain listening passages.

While Listening: Exercises like open or multiple-choice questions, etc are included in this stage. There is a reason for listening to the things we listen to in our daily lives which is also true when students do listening comprehension exercises as it keeps their attention focused. Nervousness is a factor that prevents students from developing their exercises which is why, according to the level, there must be enough opportunities for students to listen to audio passages (Cook, 2016).

Post listening: Done after having listened to the audio files provided, is the stage in which learners checks answers to comprehension questions, discuss diverse answers and analyzes difficulties, for instance, new vocabulary and respond to the content of the passage either in an oral or written way (Wilson, 2008). Definitely, this phase is relevant to the comprehension process since it supports the internalization of contents through the provision of own opinions.

2.5. Hypothesis

H0: The audiolingual method does not influence the development of listening comprehension skills in students of A2 level of English at UTA Language Center.

H1: The audiolingual method influences the development of listening comprehension skills in A2 students of English at UTA Language Center.

2.6. Signaling hypothesis variables

Independent Variable: Audio-Lingual method

Dependent Variable: Listening comprehension skills

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research approach

The following study will be developed based on the quantitative and qualitative approach in cooperation. This study is based on two theories. The first is Skinner's Behaviorism which highlights positive or negative reinforcement to a certain type of behavior as a way of learning. The second is Bandura's Socio Cognitive theory which states that people not only learn skills through behavior conditioning but also emphasizes that cognitive and social factors intervene in observation and imitation. Both theories are related to quantitative and qualitative approaches.

It is quantitative because it determines the cause and effect of the hypothesis which is specified at the beginning of the research, it will collect data in an objective way which will be represented and summarized in numbers and it will indicate samples to signify the population.

It is qualitative because the research includes describing a continuous process which is the teaching and learning process of English. Furthermore, certain pieces of data will be summarized in narrative forms that need to be described. Finally, this research focuses on the study of the behavior in its natural setting because it analyses cultural aspect influencing an EFL class.

3.2. Basic research modality

In the development of this investigation, the following modalities were used:

3.2.1. Bibliographic and Documental Research

This modality of research aims to gather all the theoretical information about the problem so as to have a basement of the referred problem and all the aspects that can influence it. The application of this research modality leads to the development of a well-informed concept of the research topic based on reliable, useful and relevant facts to contribute the investigation development.

The research was bibliographic, as it was presented by Sáez López (2017) The bibliographic review provides a referential frame, the same one that serves for the interpretation of the results, in our case we went to the sources of information such as books, specialized magazines, publications, and indexed articles, that is, primary documentary sources from where obtained relevant information about the studied variables.

3.2.2. Field Study

The study was conducted with this modality because the information was acquired directly from the place where the facts were found, in our study it was in UTA Language Center by a direct interaction between the researcher and the students that were taking the A2 level of English.

3.2.3. Correlational Research

This research examines the statistical relationship or correlation between independent and dependent variables through the use of tests in order to get quantitative data from the study subjects for this reason, the correlational study was chosen.

Hernández, Fernández Collado, & Baptista Lucio, (2003), mention that this type of investigative modality "has the purpose of evaluating the relationship that exists between two or more variables" (p.122); According to this, the research assumes the feasible project modality because the relationship between the audiolingual method and oral comprehension was analyzed, that is, to provide a solution to the problem posed.

3.3. Level or type of research

3.3.1. Exploratory Research

This study is exploratory because it allowed the researcher to know the variables which were subject of investigation. In other words, it permits us to explore the topic in a particular context analyzing the causes and effects produced by a superficial exploration of the issues regarding the listening comprehension and the audiolingual method.

3.3.2. Descriptive Research

This research is descriptive because it allowed us to point the initial conditions concerning the academic performance of students in level A2. Consequently, it describes the usage of the audiolingual method as a means to improve listening comprehension.

3.3.3. Observational Research

This investigation is observational because it took the results of the performance of the students participating in the control group as well as the experimental group. An

observational research is a specific type of study that is defined as having a statistical or demographic character (Mann, 2003). This study is characterized because, the work considered the measurement of the variables that are taken into account.

3.4. Population and/or sample

In order to determine the sample of our research, the study subjects were taken into consideration, in this case the students who study level A2 of English, applying a probabilistic cluster sampling (Herrera, 2004), which is detailed in the following table.

Table 1: Observation units

Sample	
English level A2 students, Control Group	29
English level A2 students, Experimental Group	29
Languages Center Teachers of A2 level	11
TOTAL	69

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3.5. Operationalization of variables

3.5.1. Operationalization of independent variable

Table 2. Operationalization of Independent Variable

INDEPENDENT VARIABLE: AUDIO-LINGUAL METHOD				
DEFINITION	CATEGORIES	INDICATOR	BASIC ITEMS	TECHNIQUES AN TOOLS
It is a method that emerges to develop language skills. It is based on patterns associated with repetitions to automate communication in the language students are learning. (Savignon, 2018)	Method	Repetition Pronunciation Drills Patterns	Have you heard about the audiolingual method? Do you think that repetition is a good way to learn pronunciation? Do you think that drills (repeat models) in class help to improve pronunciation? Would you like to have visual aids that facilitates the pronunciation teaching and learning process? Do you feel comfortable using substitution drills in class? Is the time set in class enough to perform pronunciation activities?	Survey Structured Questionnaire
	Linguistic competences	Language Clearness		
	Communication	Activities Achievable		

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3.5.2. Operationalization of dependent variable

Table 3. Operationalization of dependent variable

DEPENDENT VARIABLE: LISTENING COMPREHENSION SKILLS				
DEFINITION	CATEGORIES	INDICATOR	BASIC ITEMS	TECHNIQUES AN TOOLS
It is the ability to acquire and understand spoken information to build new knowledge that allows people to communicate using the English language with linguistic efficiency. (Pérez, 2011)	Acquire	Skills Dynamic	Do you agree with the fact that listening skills improve effective communication?	Survey Structured Questionnaire
	Understand	Speaking Teaching and learning process in EFL education	Do you think that visual elements allow students to improve listening skills?	
	Build		Do you think that the improvement of listening comprehension skills is an important factor in developing speaking?	
	Linguistic Efficacy	Emphasis Pronunciation Performance	Do you agree with the fact that listening skills improve academic performance?	

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3.6. Data collection plan

This research was conducted at UTA Languages Center. During the academic period September 2017-August 2018. This study took in consideration fifty-eight A2 students and eleven teachers that were teaching the level mentioned above.

Table 4: Data collection plan

BASIC QUESTIONS	EXPLANATION
1. What for?	In order to reach the objectives established for this investigation.
2. What subjects or objects?	Subjects: People who participated in the research (Level A2 English students and teachers)
3. What aspects is it about?	Indicators (Operationalization of variables table). Audiolingual method and listening comprehension skills
4. Who?	Researcher: Ruth Viviana Barona Oñate Subjects: Level A2 students
5. When?	During the academic period September 2017-August 2018
6. Where?	Language Center of Universidad Técnica de Ambato
7. How many times?	Once
8. What data collection techniques will be used?	Surveys, Academic performance porcentajes
9. What are the tools?	Questionnaire, academic performance register
10. What situation?	Class schedules Application of audiolingual method to the control group Application of audiolingual method to the experimental group

Created by: Viviana Barona (2018)

Regarding the academic performance percentages of student, two classes from the Languages Center were taken for analysis of their scores. The first class was one that underwent a textbook piloting process of UTA Language Center in the academic period September 2017-February 2018. This class used a material that included several exercises of repetition and substitution drills in order to make students memorize a dialogue and, after that, apply the expressions learnt in a new context. On the other hand, a second class was chosen for the study. Although the data, was collected during the same period of time, this class did not undergo the textbook piloting process in the mentioned center. Both of the classes belong to the regular program and have 29 students each. Their age ranges from 19 to 21 years old and all of them are university students.

Concerning the surveys, two similar questionnaires were created based on the operationalization of variables, one directed to teachers and the other aimed to students both in English. A digital tool known as Forms from Office 365 was used in order to create the online version of the questionnaires. This tool, not only facilitated the process of application of the survey, but also the addition of multimedia to make it more explanatory and the data tabulation.

In the case of the structured questionnaire for teachers, it underwent a validation process. Two experts in the field of languages teaching reviewed it and approved the mentioned questionnaire. For this reason, it remained unchanged due to the fact that language teachers are familiar with technical terms used in the survey and which are related to their field.

On the other hand, a pilot application of the survey for students was done in order to test its viability. During the pilot application done to five A2 students, there were some complications at the moment of responding to questions. Students have certain knowledge of English; however, they were unfamiliar with certain terminology which happens to be technical. The actions taken resulted in replacing the unknown technical words for more commonly used ones. In addition, a short video of a technique mentioned in the survey and a picture to clear up the meaning of a question were added to ease understanding.

3.7. Data processing and analysis plan

Once the data has been collected the following steps were shadowed:

1. A comparative analysis of the academic performance registers was done which allowed us to delimit the dimensions of the study.
2. A deep analysis was done to obtain the most possible knowledge of the data, with the intention of defining all the dimensions of the study which was reached by using the software SPSS.
3. Later on, the answers of the survey were classified according to the variables studied considering the objectives of the research. The complete set of responses given in the survey was considered as data, and the answers given to each item of the questionnaire were considered as analysis unit.
4. Data analysis. By reading the responses to the survey, information needed to each dimension, observing the frequency in which each answer appears.

Which lead to:

- Codify the information gathered.
- Group quantitative data in percentages and frequencies.
- Create table to synthesize information.
- Define the significative categories that constituted the variables.
- Do a deep descriptive study by calculating the performance indicators together with inferential statistical studies.
- Interpret data for the studied context.
- Draw conclusions.

The described process permitted to organize and analyze all the relevant information to test the hypothesis presented. It was done through the use of the statistical program SPSS version 21. The results are described in the next chapter.

- Data revision
- Data analysis
- Data representation

- Data synthetization
- Collection
- Data counting
- Data correction

In order to analyze the results, the subsequent plan was followed:

- Statistic representation
- Result Analysis
- Result interpretation
- Hypothesis testing
- Conclusions and recommendations

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1. Analysis of results and data interpretation

This research considered two groups for the study. The first was the control group which did not applied the method proposed. This group had 29 participants, men and women indistinctly that were studying at A2 level in the regular program at UTA Language Center. Their age ranged from 19 to 21 years old. On the other hand, the experimental group underwent the application of the audiolingual method. It had almost the same characteristics as the control group. There were 29 participants who were studying A2 Level of English. In addition, their age ranged from 19 to 21 years old.

A comparative analysis was done to determine the effectiveness of the method applied in the experimental group. A diagnostic test was given at the beginning of the semester was considered as the starting point. The midterm and final exams were compared to get full understanding of the progress the students were making in the experimental as well as the control group. The following charts present the data obtained.

4.1.1. Performance results without the application of the audiolingual method

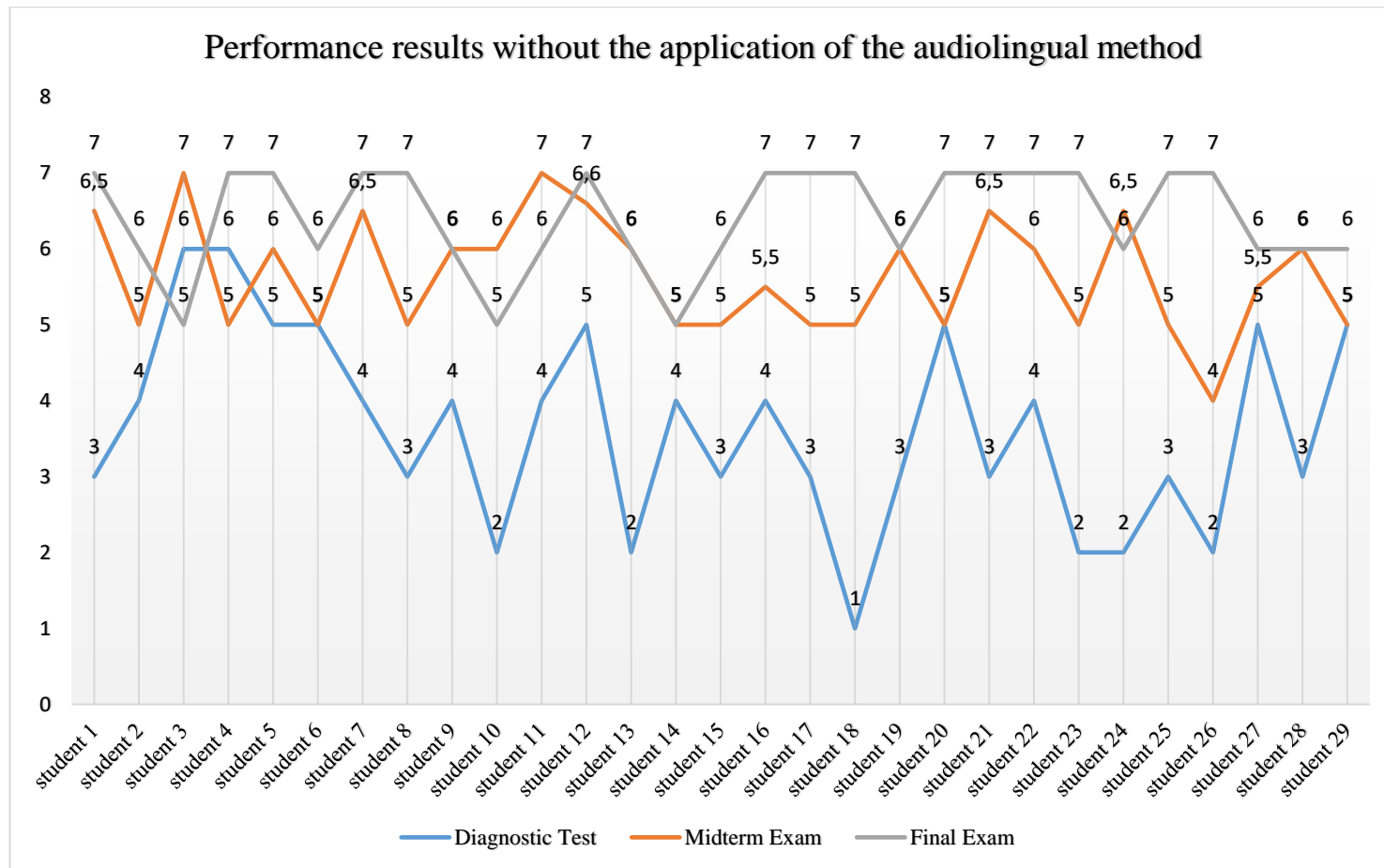


Figure 3. Performance results without the method

Created by: Viviana Barona (2018)

According to the data obtained, the academic performance of this group of students show little improvement. The results of the tests applied throughout the academic period show evidence to support this fact.

The scores of the listening comprehension evaluation in the diagnostic test imply a poor performance on understanding oral discourse with the highest score being five out of ten (5/10) and the lowest, one out of ten (1/10); whereas the mode score, which shows the score that occurs more frequently, is four (4/10). Clearly, students at the beginning of the semester demonstrated they had little development in listening comprehension skills due to a variety of facts that may mean that lack of appropriate methods were not used previously.

Regarding the midterm test, it was applied two months and two weeks after the diagnostic test. The scores of the listening comprehension evaluation in the midterm test imply a little improvement compared to the diagnostic test. The highest score turned out to be seven out of ten (7/10) whereas the lowest one was four out of ten (4/10). The mode score, which shows the score that occurs more frequently, is five (5/10) which shows that most students got a score below the passing grade which is seven (7/10) in Universidad Técnica de Ambato. On the other hand, the average score, which is five point six (5.6/10), shows an improvement of two point four points (2.4) considering that the average score of the listening comprehension evaluation in the diagnostic test was three point two (3.2/10).

Concerning the final test, it was applied two months and three weeks after the midterm test. The scores of the listening comprehension evaluation in the final test suggest a slight improvement compared to the midterm test. The highest score was seven out of ten (7/10) whereas the lowest one was five out of ten (5/10). The mode score, which shows the score that occurs more frequently, is seven (7/10) which shows that most students got a score just on the passing grade which is seven in Universidad Técnica de Ambato. In contrast, the average score, which is six point four (6.4/10), displays an improvement of zero point eight points (0.8) considering that the average score of the listening comprehension evaluation in the midterm test was five point six (5.6).

4.1.2. Performance results with the application of the audiolingual method

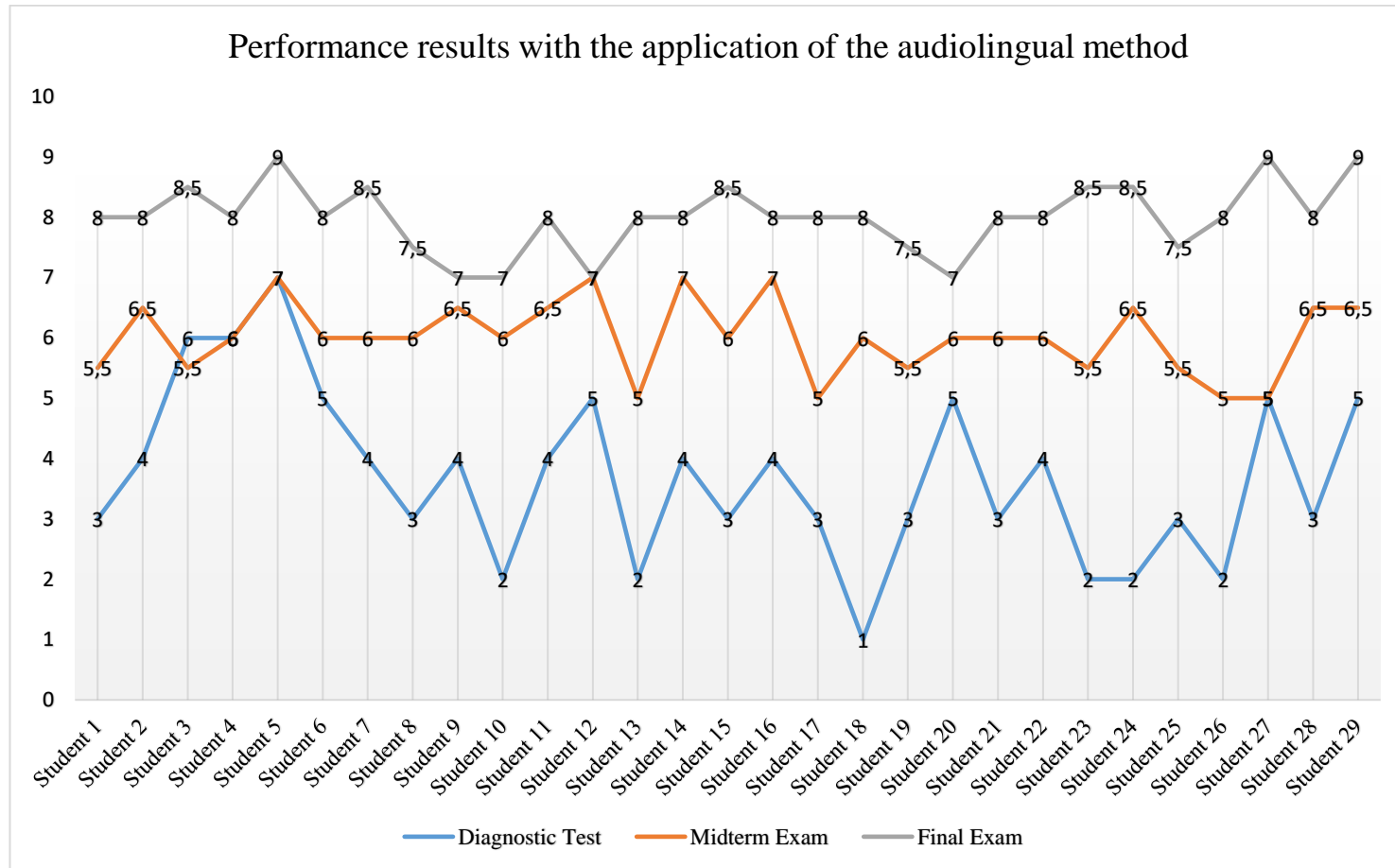


Figure 4. Performance results with the method

Created by: Viviana Barona (2018)

Generally speaking, according to the data gathered, the academic performance of this group of students show a significant improvement. The tests applied contain evidence on this fact.

The scores of the listening comprehension evaluation in the diagnostic test imply a poor performance on understanding oral discourse with the highest score being six out of ten (6/10) and the lowest, one out of ten (1/10); whereas the mode score, which shows the score that occurs more frequently, is three (3/10). Clearly, students at the beginning of the semester demonstrated they had little development in listening comprehension skills due to a variety of facts that may mean that lack of appropriate methods were not used previously.

Regarding the midterm test, it was applied two months and two weeks after the diagnostic test. The scores of the listening comprehension evaluation in the midterm test imply an improvement compared to the diagnostic test. The highest score turned out to be seven out of ten (7/10) whereas the lowest one was five out of ten (5/10). The mode score, which shows the score that occurs more frequently, is six (6/10) which shows that most students got a score a little below the passing grade which is seven (7/10) in Universidad Técnica de Ambato. On the other hand, the average score, which is six (6/10), shows an improvement of two point three points (2.3) considering that the average score of the listening comprehension evaluation in the diagnostic test was three point seven (3.7/10).

Concerning the final test, it was applied two months and three weeks after the midterm test. The scores of the listening comprehension evaluation in the final test suggest a significant improvement compared to the midterm test. The highest score was nine out of ten (9/10) whereas the lowest one was seven out of ten (7/10). The mode score, which shows the score that occurs more frequently, is eight (8/10) which shows that most students got a score above the passing grade which is seven (7/10) in Universidad Técnica de Ambato. In the same way, the average score, which is eight (8/10), displays a noteworthy improvement of two points (2) considering that the average score of the listening comprehension evaluation in the midterm test was six (6/10).

4.2. Hypothesis verification

4.2.1. Hypothesis approach

H_0 . The audiolingual method does not influence the development of listening comprehension skills in students of A2 level of English at UTA Languages Center.

H_1 . The audiolingual method influences the development of listening comprehension skills in A2 students of English at UTA Languages Center.

To perform the respective hypothesis testing, a T test was applied for independent samples.

4.2.2. Variables

Independent Variable: The audio lingual method

Dependent Variable: Listening comprehension skills

4.2.3. Significance level

The level of significance for the study was 5% equal to **0.05**

4.2.4. Description of the population

A total of 58 students corresponding to Level A2 of the Language Center were studied. It should be noted that the sample consists of a control group and an experimental group.

4.2.5. Specification of statistical test

To check if the distribution conforms to the normal curve, the normality of the data was checked first by means of the Kolmogorov-Smirnoff normality test. After that, the Student T-test was applied to independent samples with the use of the statistical program SPSS version 21.

4.2.6. Specification of acceptance and rejection

P-value estimation

The value of p is less than 0.05 = $p < 0,05$

The value of p is greater than 0.05 = $p > 0,05$

4.2.7. Decision making

If it is the p value, it is greater than 0.05, the null hypothesis will be accepted. Otherwise, when the p-value is less than 0.05, the null hypothesis will be rejected and the alternative hypothesis will be accepted.

4.2.8. Results

Table 5: Processing of the cases summary

Processing of the cases summary

	Cases					
	Valid		Lost		Total	
	N	Percentage	N	Percentage	N	Percentage
Listening Comprehension	58	100,0%	0	0,0%	58	100,0%

Created by: Viviana Barona (2018)

Table 6: Processing of the cases summary

Descriptive statistics

	N	Minimum	Maximum	Mean	Typ. Dev.
Listening Comprehension	58	5,00	9,00	7,2069	1,01322
Valid N (according to list)	58				

Created by: Viviana Barona, (2018)

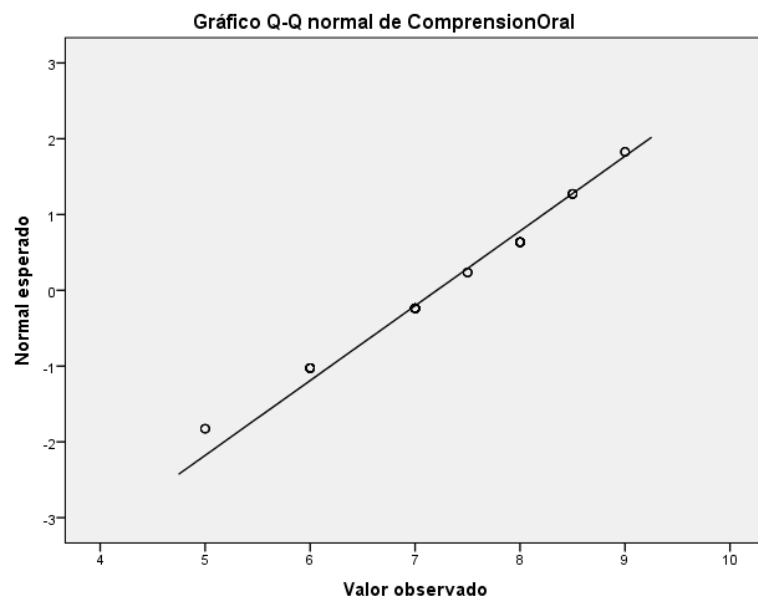
Table 7: Normality tests

Normality tests

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	gl	Sig.	Statistic	Gl	Sig.

Listening Comprehension	,178	58	,000	,930	58	,003
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Created by: Viviana Barona, (2018)



Graph 1: Data Normality

Created by: Viviana Barona, (2018)

Table 8: Group Statistics

Group Statistics

Groups		N	Media	Typical Deviation	Typ. Error típ. Of the mean
Listening	Control	29	6,4138	,68229	,12670
Comprehension	Experimental	29	8,0000	,56695	,10528

Created by: Viviana Barona (2018)

Table 9: Independent samples test

Independent samples test

		Levene's test for equality of variances		Test T for equality of means	
		F	Sig.	t	gl
Listening comprehension	Equal variances have been assumed	5,819	,019	-9,629	56
	No equal variances have been assumed			-9,629	54,183

Created by: Viviana Barona (2018)

Table 10: Independet sample tests

Independent samples test

		T test for means equality		
		Sig. (bilateral)	Means difference	Tip error of the difference
Listening comprehension	Equal variances have been assumed	,000	-1,58621	,16473
	No equal variances have been assumed			

Created by: Viviana Barona (2018)

Table 11: Independent samples test

Independent samples test		
	T test for means equality	
	95% trust Interval for the difference	
	Inferior	Superior
Listening Comprehension	Equal variances have been assumed No equal variances have been assumed	 -1,91645 -1,25597

Created by: Viviana Barona, (2018)

4.2.9. Final decision

After the intervention, it was evaluated whether the samples, of the experimental group that underwent the application of the audiolingual method, present significant improvements or not. For which the t-test for independent samples was used; First, the normality of the data was established, the second step was to apply a t test for independent samples and compare the results of the group.

In this sense, the p value of the experimental group shows a value of 0.000, that is, there are significant differences for the sample of the experimental group. Therefore, with a Sig. (Bilateral) of, 000 it is concluded: The intervention of audio lingual method obtained significant improvements in the oral comprehension of the A2 students of English of the Languages Center-UTA.

With the previous in mind, it was considered necessary the proposal of the application of the audiolingual method through a booklet of activities designed for teachers and students. That is why, a survey was applied to 11 teachers and 58

students with the intention of gathering support information for the booklet creation. The results are presented in the following tables.

4.3. Analysis of results and data interpretation of the survey results.

4.3.1. Survey applied to teachers

Question 1. Have you heard about the audiolingual method?

Table 12: Results of question 1 applied to teachers

OPTIONS	FREQUENCY	PERCENTAGE
YES	11	100,00
NO	0	0,00
TOTAL	11	100%

Source: Survey applied to teachers of A2 level at Languages Center
Created by: Viviana Barona, (2018)

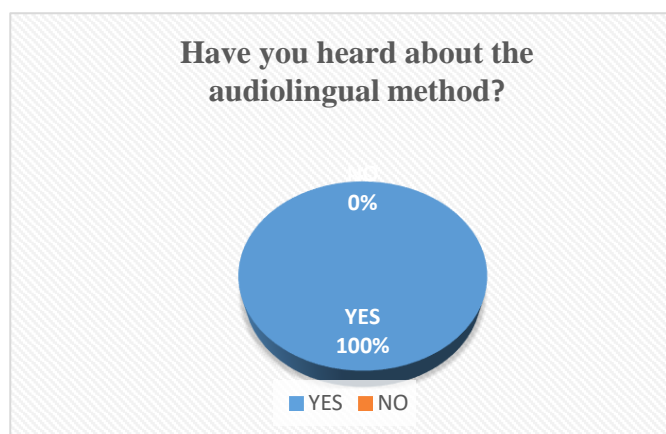


Figure 5. Audiolingual method

Created by: Viviana Barona (2018)

Data analysis and interpretation

According to the data obtained, we determined that 100% of the teachers surveyed mention that they know about the audiolingual method. This method consists of applying the grammar and practicing it through different types of repetition exercises until new habits are created and the speech becomes spontaneous. This shows that the audiolingual method has been part of teachers training and they have the specific knowledge required about it. Since the basics of the method is known, it will be easier for teachers to apply activities based on the method.

Question 2. Do you think that repetition is a good way to learn pronunciation?

Table 13: Results of question 2 applied to teachers

OPTIONS	FREQUENCY	PERCENTAGE
YES	10	90,91
NO	1	9,09
TOTAL	11	100%

Source: Survey applied to teachers of A2 level at Languages Center

Created by: Viviana Barona (2018)



Figure 6. Repetition for learning pronunciation

Created by: Viviana Barona (2018)

Data analysis and interpretation

According to the data obtained, it is determined that 91% of the respondents, repetitions in each class is a upright way to learn pronunciation. This is because repetition is continuous in order to enhance memorization and improve pronunciation with each repetition. While the 9% mention that repetition exercises do not improve pronunciation. This fact can be resulted from the boredom that continuous repetition in the same way for several times causes. This shows that the repetitions do improve pronunciation, whereby the pronunciation of each word is better learned, and students can express themselves clearly.

Question 3. Do you think that drills (repeat models) in class help to improve pronunciation?

Table 14: Results of question 3 applied to teachers

OPTIONS	FREQUENCY	PERCENTAGE
YES	11	100,00
NO	0	0,00
TOTAL	11	100%

Source: Survey applied to teachers of A2 level at Languages Center

Created by: Viviana Barona (2018)

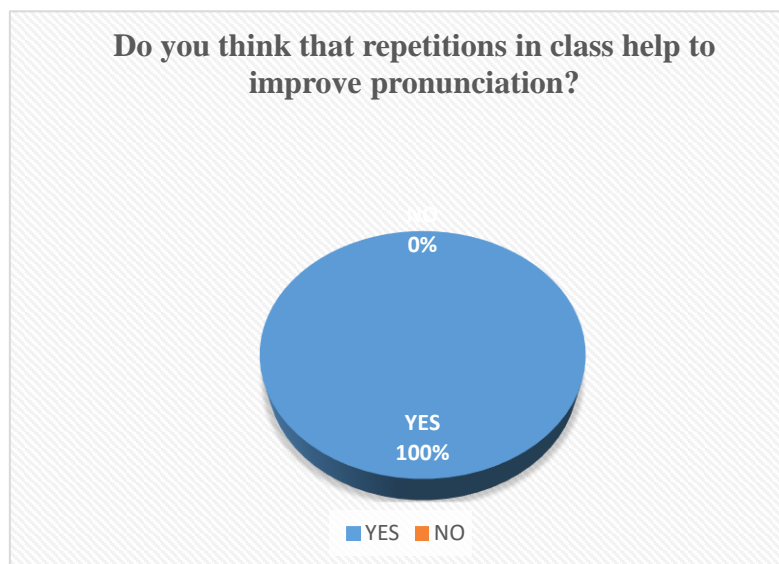


Figure 7. Repetition for improving pronunciation

Created by: Viviana Barona (2018)

Data analysis and interpretation

According to the data obtained, it is determined that 100% of the teachers mention that drill exercises performed in class help the pronunciation improvement. This shows that repetition exercises improve pronunciation because they are constant, and teachers show dedication in repetitive exercises, which improves the pronunciation of students in the process of teaching the English language.

Question 4. Would you like to have visual aids that facilitates the pronunciation teaching and learning process?

Table 15: Results of question 4 applied to teachers

OPTIONS	FREQUENCY	PERCENTAGE
YES	11	100,00
NO	0	0,00
TOTAL	11	100%

Source: Survey applied to teachers of A2 level at Languages Center

Created by: Viviana Barona (2018)

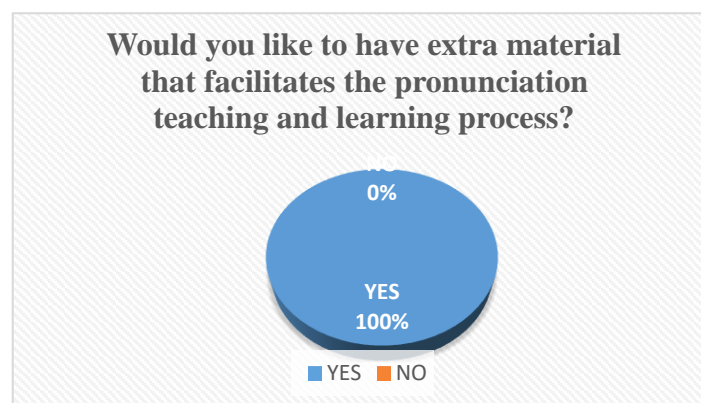


Figure 8. Visual aids

Created by: Viviana Barona (2018)

Data analysis and interpretation

According to the data obtained, it can be seen that 100% of teachers surveyed in the Languages Center mention that they would like to have visual resources to aid the teaching and learning process. Clearly, teachers consider that visual resources improve the teaching-learning process of pronunciation. All teachers agree that the pedagogical process of teaching English is necessary to use audiovisual elements to support the process of teaching pronunciation.

Question 5. Do you feel comfortable using substitution drills in class? See video for an example of substitution drills.

Table 16: Results of question 5 applied to teachers

OPTIONS	FREQUENCY	PERCENTAGE
YES	10	90,91
NO	1	9,09
TOTAL	11	100%

Source: Survey applied to teachers of A2 level at Languages Center

Created by: Viviana Barona (2018)

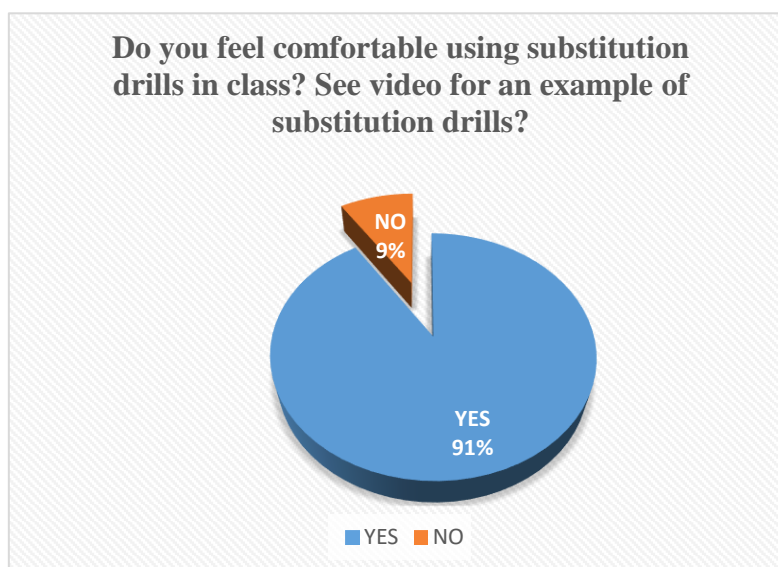


Figure 9: Substitution drills

Created by: Viviana Barona (2018)

Data analysis and interpretation

According to the data obtained, it can be seen that 91% of the teachers surveyed mention that actually they feel comfortable using substitution drills during their classes. While 9% mention that they do not feel comfortable using them in class. The survey shows that the clear majority of teachers prefer to use substitution drills during their classes. Evidently, it is very useful to use audiovisual substitution drills to teach English language.

Question 6. Is the time in class enough to do pronunciation activities?

Table 17: Results of question 6 applied to teachers

OPTIONS	FREQUENCY	PERCENTAGE
YES	2	18,18
NO	9	81,82
TOTAL	11	100%

Source: Survey applied to teachers of A2 level at Languages Center

Created by: Viviana Barona (2018)

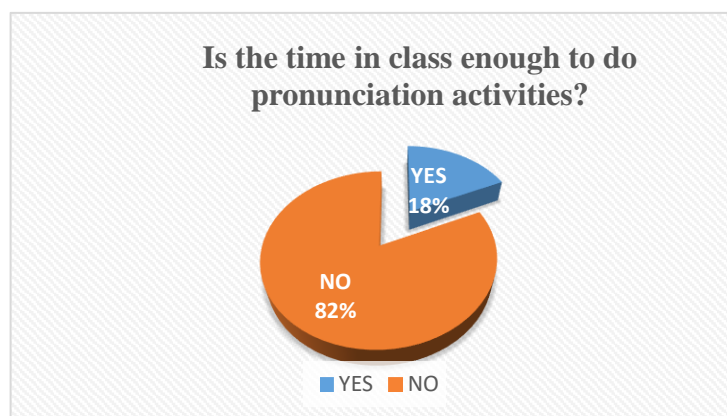


Figure 10. Time in class

Created by: Viviana Barona (2018)

Data analysis and interpretation

According to the data obtained, it can be seen that 82% of teachers surveyed mention that the time established in the class is not sufficient for pronunciation activities. While 18% mention that the time established in class is sufficient to perform the pronunciation activities. According to the results obtained, it can be seen that the vast majority claim that class time is not enough to develop all the activities related to the pronunciation of the English language due to the fact that they require time to make repetitions of single words. Visibly, teachers are not making students develop pronunciation exercises of complete expressions.

Question 7. Do you agree with the fact that listening skills improve effective communication?

Table 18: Results of question 7 applied to teachers

OPTIONS	FREQUENCY	PERCENTAGE
YES	11	100,00
NO	0	0,00
TOTAL	11	100%

Source: Survey applied to teachers of A2 level at Languages Center

Created by: Viviana Barona (2018)

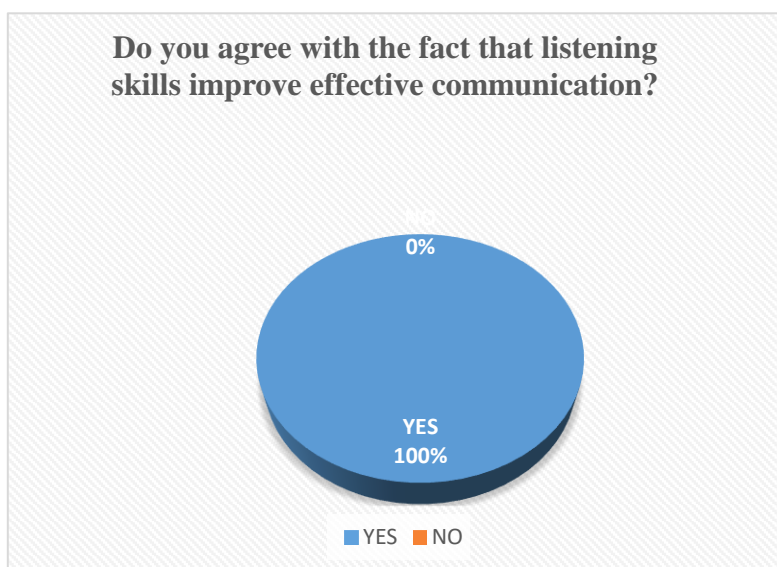


Figure 11. Listening skills

Created by: Viviana Barona (2018)

Data analysis and interpretation

According to the survey carried out by the teachers in the Languages Center the 100% of them agree with the fact that listening comprehension activities improve effective communication. From the data presented, it can be affirmed that listening comprehension activities improve effective communication in English language which emphasizes the importance of a method that helps to develop the mentioned skill.

Question 8. Do you think that visual elements permit students to improve listening skills?

Table 19: Results of question 8 applied to teachers

OPTIONS	FREQUENCY	PERCENTAGE
YES	9	81,82
NO	2	18,18
TOTAL	11	100%

Source: Survey applied to teachers of A2 level at Languages Center

Created by: Viviana Barona (2018)

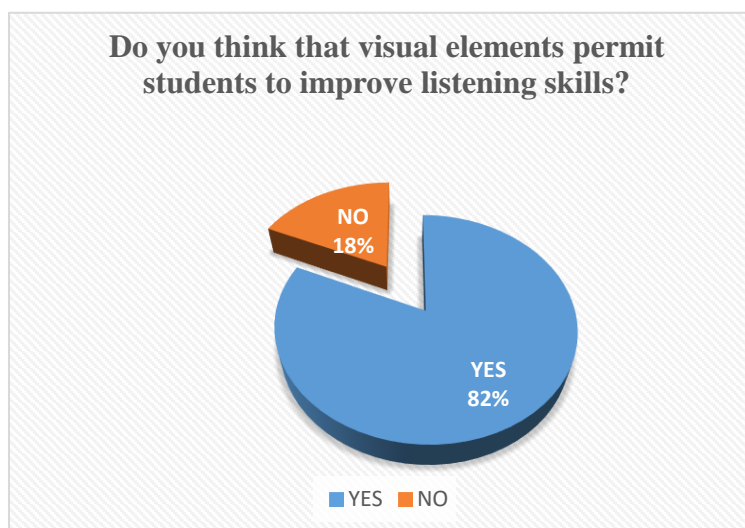


Figure 12. Visual Elements

Created by: Viviana Barona (2018)

Data analysis and interpretation

According to the data obtained by the teachers of the language center it is determined that 82% consider that the visual elements do improve listening comprehension skills while 18% consider that the visual elements do not help with the mentioned skills. From the data obtained it can be seen that the vast majority of teachers agree that, by working with visual elements during the teaching of English, students can improve their listening skills. This is because visuals target visual learners which is present, although at different percentages, in all the students.

Question 9. Do you think that the improvement of listening comprehension skills is an important factor in developing speaking?

Table 20: Results of question 9 applied to teachers

OPTIONS	FREQUENCY	PERCENTAGE
YES	10	90,91
NO	1	9,09
TOTAL	11	100%

Source: Survey applied to teachers of A2 level at Languages Center

Created by: Viviana Barona (2018)

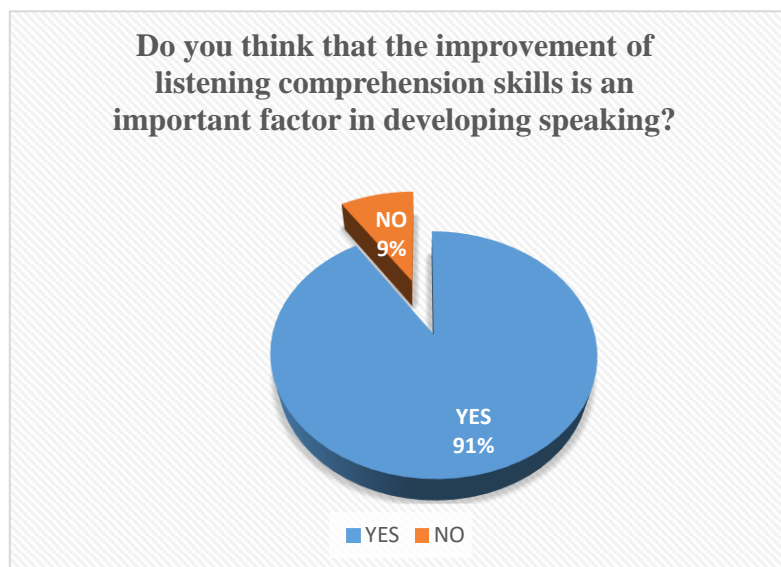


Figure 13. Importance of listening skills improvement

Created by: Viviana Barona (2018)

Data analysis and interpretation

According to the data obtained, it is determined that 91% of teachers surveyed mention that listening comprehension skills do improve speaking, while 9% , which represents one teacher, mentions that listening comprehension skills do not improve oral production. According to the data presented, it can be concluded that a large proportion of teachers in the language center agree that auditory skills can improve oral production in students who take English.

Question 10. Do you agree with the fact that listening skills improve academic abilities?

Table 21: Results of question 10 applied to teachers

OPTIONS	FREQUENCY	PERCENTAGE
YES	11	100,00
NO	0	0,00
TOTAL	11	100%

Source: Survey applied to teachers of A2 level at Languages Center

Created by: Viviana Barona (2018)

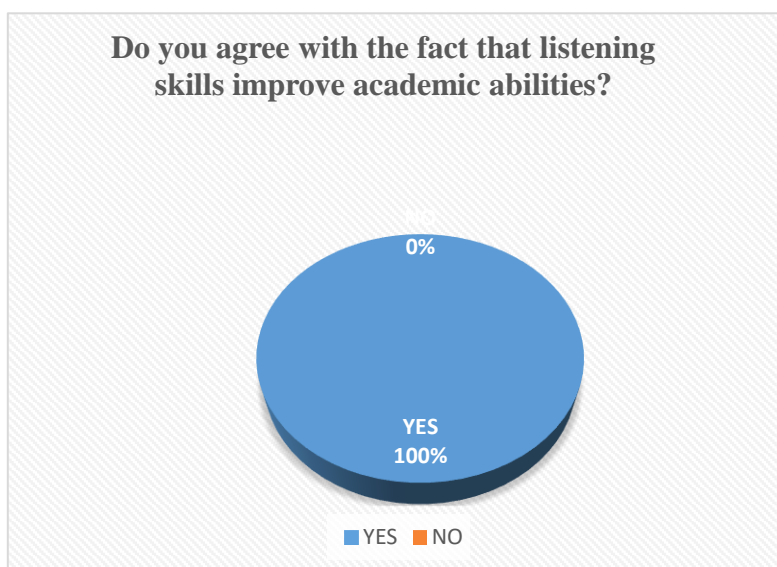


Figure 14. Influence of listening comprehension in academic abilities

Created by: Viviana Barona (2018)

Data analysis and interpretation

According to the data obtained, it is determined that 100% of the teachers surveyed agree that listening comprehension improves academic performance. With the data obtained, it can be affirmed that all teachers of the Languages Center agree that listening comprehension skills improve the academic performance of English which highlights the importance of improving listening skills.

4.1.2. Survey applied to students.

Question 1. Have you heard about the audiolingual method?

Table 22: Results of question 1 applied to students

OPTIONS	FREQUENCY	PERCENTAGE
YES	36	62,07
NO	22	37,93
TOTAL	58	100%

Source: Survey applied to students of A2 level at Languages Center

Created by: Viviana Barona (2018)

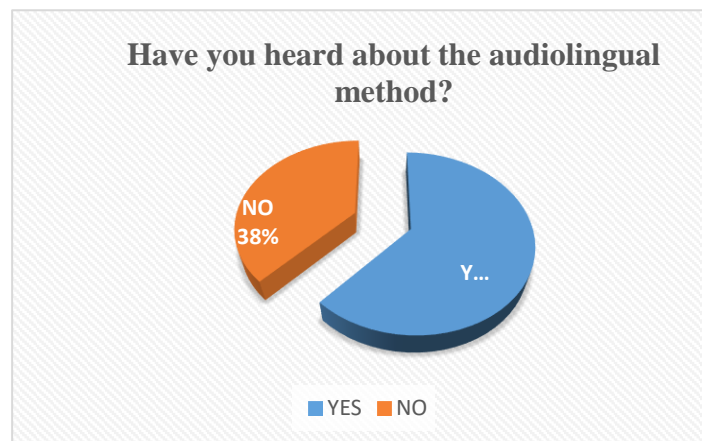


Figure 15. Audiolingual method

Created by: Viviana Barona (2018)

Data analysis and interpretation

According to the data obtained, it is determined that 62% of students have heard about the audiolingual method; while 38% have not heard about it. The data show that only a small group of students from the Languages Center corresponding to level A2 does not know about the audiolingual method. This information corresponds to the experimental group, according to the revision of the results online where the names of the respondents are registered.

Question 2. Do you think that repetition is a good way to learn pronunciation?

Table 23: Results of question 2 applied to students

OPTIONS	FREQUENCY	PERCENTAGE
YES	56	96,55
NO	2	3,45
TOTAL	58	100%

Source: Survey applied to students of A2 level at Languages Center

Created by: Viviana Barona (2018)



Figure 16. Repetition for learning pronunciation

Created by: Viviana Barona (2018)

Data analysis and interpretation

According to the data obtained, it is determined that 97% of the students surveyed mention that repetition is a way to learn pronunciation; while 3% of the students surveyed mention that repetition is not a way to learn pronunciation. Regarding the data presented, it is shown that the vast majority of students agree that repetition is an essential way to learn pronunciation. Clearly, students think that this helps students to better capture the information provided by their teacher.

Question 3. Do you think that repetitions in class help to improve pronunciation?

Table 24: Results of question 3 applied to students

OPTIONS	FREQUENCY	PERCENTAGE
YES	54	93,10
NO	4	6,90
TOTAL	58	100%

Source: Survey applied to students of A2 level at Languages Center

Created by: Viviana Barona (2018)



Figure 17. Repetition for improving pronunciation

Created by: Viviana Barona (2018)

Data analysis and interpretation

According to the data obtained, it is determined that 93% of the students surveyed mention that the repetition does help during the classes to improve the pronunciation of expressions; while 6% mention that repetition does not help for the mentioned purpose. Having analyzed the data obtained, it is affirmed that the great majority of A2 students of the Language Center agree on the fact that the repetitions made in class help to improve pronunciation which is an important factor to consider in an English class.

Question 4. Would you like to have extra material that facilitates the pronunciation teaching and learning process?

Table 25: Results of question 4 applied to students

OPTIONS	FREQUENCY	PERCENTAGE
YES	56	96,55
NO	2	3,45
TOTAL	58	100%

Source: Survey applied to students of A2 level at Languages Center

Created by: Viviana Barona (2018)

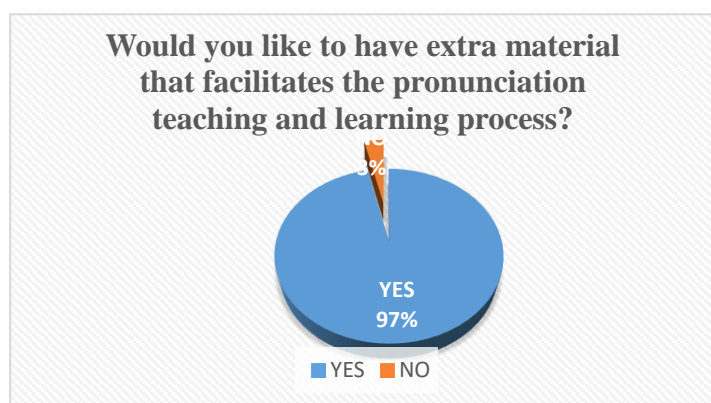


Figure 18. Extra material

Created by: Viviana Barona (2018)

Data analysis and interpretation

According to the data obtained, it is determined that 97% of the respondents mention that they would like to incorporate material that facilitates the process of learning pronunciation; while 3% mention that they would not like to have material that facilitates the process of teaching pronunciation. Based on the data collected, it can be seen that the vast majority of A2 students in the language center agree that it is important to incorporate audio visual material into the pronunciation learning process. Evidently, they consider it will help improve academic performance in English through pronunciation.

Question 5. Do you feel comfortable using substitution drills in class? See video for an example of substitution drills?

Table 26: Results of question 5 applied to students

OPTIONS	FREQUENCY	PERCENTAGE
YES	49	84,48
NO	9	15,52
TOTAL	58	100%

Source: Survey applied to students of A2 level at Languages Center

Created by: Viviana Barona (2018)

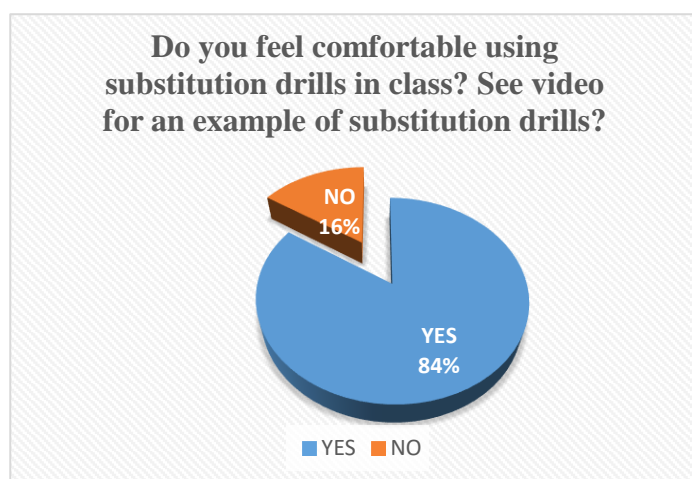


Figure 19. Substitution drills

Created by: Viviana Barona (2018)

Data analysis and interpretation

According to the data collected from A2 students of Languages Center we can see that 84% of students feel comfortable using substitution drills; while 16% of students mention that they do not like to use them during their classes. This shows that the A2 students of the language center will mostly feel comfortable using substitution drills during their classes. Clearly, they consider that listening and repeating helps to have a better pronunciation and of the foreign language learnt.

Question 6. Is the time in class enough to do pronunciation activities?

Table 27: Results of question 6 applied to students

OPTIONS	FREQUENCY	PERCENTAGE
YES	52	89,66
NO	6	10,34
TOTAL	58	100%

Source: Survey applied to students of A2 level at Languages Center

Created by: Viviana Barona (2018)

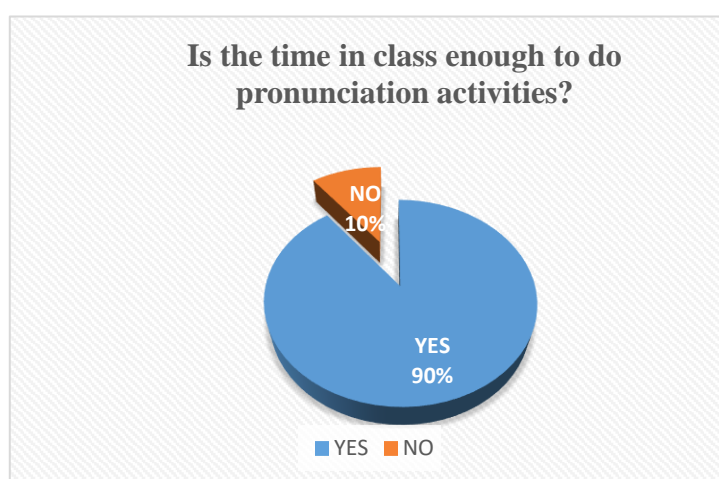


Figure 20. Time in class

Created by: Viviana Barona (2018)

Data analysis and interpretation

According to the data obtained, it is determined that 90% of the students surveyed mention that time in classes is sufficient for pronunciation activities; while 10% mention that time is not enough for them. According to the data obtained, it can be affirmed that students of level A2 mention that class time is sufficient to perform pronunciation activities. This fact contrasts with the opinion teachers have. However, this is an indicator that shows that students are eager to have pronunciation exercises in class.

Question 7. Do you agree with the fact that listening skills improve effective communication?

Table 28: Results of question 7 applied to students

OPTIONS	FREQUENCY	PERCENTAGE
YES	54	93,10
NO	4	6,90
TOTAL	58	100%

Source: Survey applied to students of A2 level at Languages Center

Created by: Viviana Barona (2018)

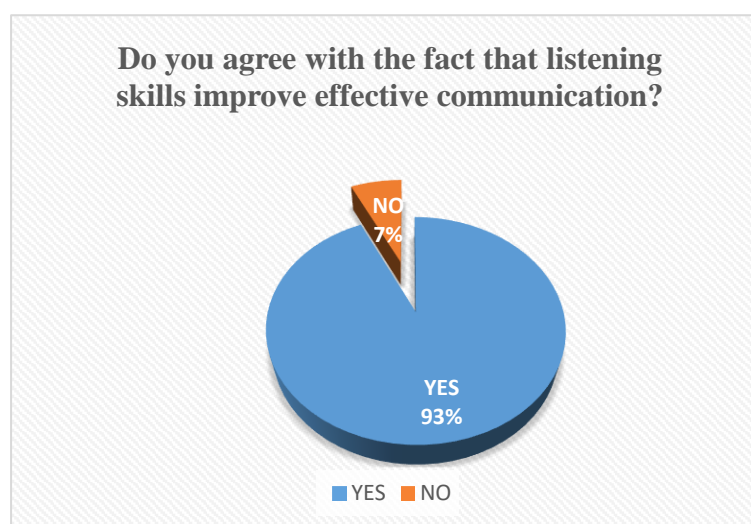


Figure 21. Listening skills

Created by: Viviana Barona (2018)

Data analysis and interpretation

The data show that 93% of the students consider that the listening skills help them to improve the effective communication. While the 7% of students affirm the opposite. The greater percentage of the students surveyed consider that the listening comprehension abilities improve effective communication, although a minimum number of students say that it will not help them to improve it. Clearly, Students are aware that they need to acquire models of expressions by listening in order to communicate.

Question 8. Do you think that visual elements permit students to improve listening skills?

Table 29: Results of question 8 applied to students

OPTIONS	FREQUENCY	PERCENTAGE
YES	53	91,38
NO	5	8,62
TOTAL	58	100%

Source: Survey applied to students of A2 level at Languages Center

Created by: Viviana Barona (2018)

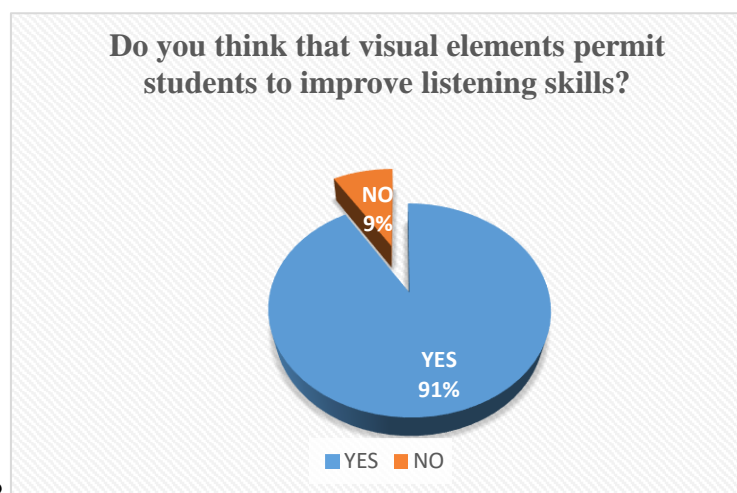


Figure 22. Visual elements

Created by: Viviana Barona (2018)

Data analysis and interpretation

The data show that 91% of the students consider that the visual elements allow to improve the ability to listen, while 9% maintain that the listening ability does not improve with them. The highest percentage of the students surveyed say that the visual elements allow to improve the listening skills, thus improving the comprehension of the English language.

Question 9. Do you think that the improvement of listening comprehension skills is an important factor in developing speaking?

Table 30: Results of question 9 applied to students

OPTIONS	FREQUENCY	PERCENTAGE
YES	55	94,83
NO	3	5,17
TOTAL	58	100%

Source: Survey applied to students of A2 level at Languages Center

Created by: Viviana Barona (2018)

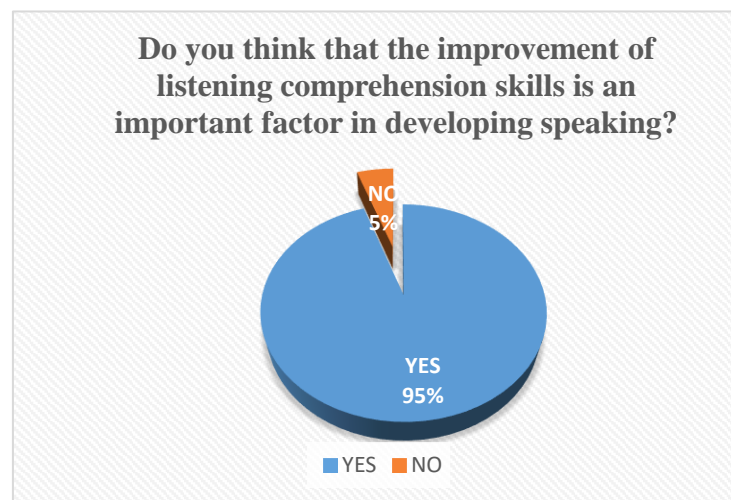


Figure 23. Importance of listening skills improvement

Created by: Viviana Barona (2018)

Data analysis and interpretation

According to the data obtained, it is determined that 95% of the students surveyed mention that listening comprehension skills are an important factor for oral comprehension, while 5% mention the opposite. According to the data obtained, it can be affirmed that the results show that the vast majority of students surveyed consider that listening skills are an important factor for listening comprehension skills.

Question 10. Do you agree with the fact that listening skills improve academic abilities?

Table 31: Results of question 10 applied to students

OPTIONS	FREQUENCY	PERCENTAGE
YES	56	96,55
NO	2	3,45
TOTAL	58	100%

Source: Survey applied to students of A2 level at Languages Center

Created by: Viviana Barona (2018)

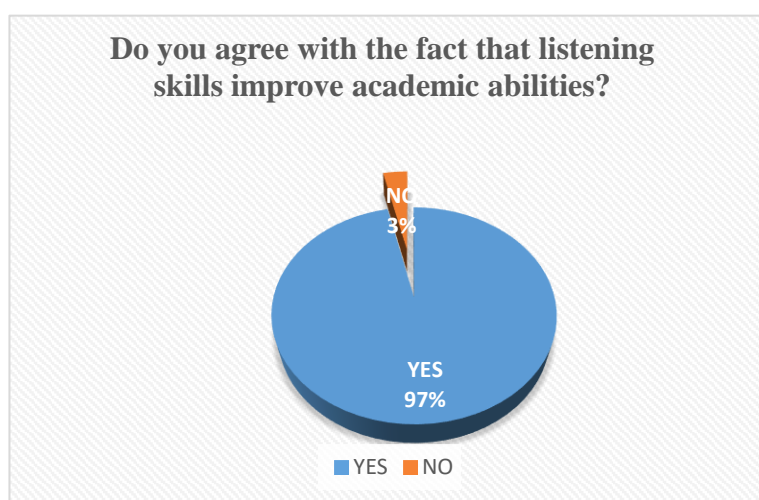


Figure 24. Influence of listening comprehension in academic abilities

Created by: Viviana Barona (2018)

Data analysis and interpretation

According to the data obtained, it is determined that 97% of the students surveyed mention that listening comprehension skills improve academic performance; while 3% pronounce themselves negatively. The data shows that the vast majority of A2 students in the Languages Center agree on the fact that listening comprehension skills improve academic performance. Clearly, it is important to apply a method to enhance listening skills

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- According to the surveys applied to teacher and students, all the teachers and almost all the students consider that practicing pronunciation develops the listening skill which is important for the development of speaking. It can be concluded that repetitions in each class improve pronunciation, since repetition exercises strengthen effective communication, in such a way that students can express their ideas clearly and fluently. Although the focus of the method is primarily speaking, the fact that students know pronunciation helps them to know how words sound together in expressions. Consequently, the method not only benefits the spoken production; but also, in the process of doing so, it helps to improve the listening skill. This is evident in the fact that students are able to recognize the sounds in listening passages played for them in the context of a different activity which is the test. In conclusion, the listening skill is important in order to develop the oral production skill to communicate with others.
- The academic analysis performed with the results of the diagnostic test applied to the control and experimental group indicates that the starting condition of students of A2 level of English at UTA Languages Center regarding the listening comprehension skill is poor. On average the control group got a score of three point two out ten (3.2/10) and the experimental group got a score of three point seven out of ten (3.7/10). It can be concluded that, at the beginning of the intervention, students' listening skill was not developed and that they must be addressed to improve the scholar's performance in it.

- Moreover, based on the results of the academic performance comparison, it was determined that, after the application of the audiolingual method, the students of the experimental group obtained better scores with average values of 8.0 / 10.0 on their listening tests. On the other hand, the students of the control group, which were not submitted to the application of the method, obtained average values of 6.4 / 10.0 on the same tests. In conclusion a significant improvement in their listening comprehension skill is established with the application of audiolingual method with drills to improve pronunciation.
- According to the analyzed data obtained from the teachers and students of UTA Language Center, it was established that it was necessary the design of a didactic alternative for the application of the audiolingual method. This alternative will serve as a tool to support the process of teaching English as a foreign language. It will contain activities aimed at exposing students to the language through the use of audiolingual method so that they internalize the language to recognize and use it in other contexts.

5.2 Recommendations

- According to the data collected in this research, the audiolingual method is considered to be important for level A2 students. Accordingly, this method should be part of the teaching and learning process of a foreign language because it will boost the understanding of spoken information. By doing this, students will achieve greater abilities to produce the language.
- With regard to the listening comprehension skill, it is advisable that teachers at the Language Center establish teaching methods based on continuous repetitions, which will contribute to memorization and improvement of the pronunciation of English. It is also suggested, to improve these skills due to their importance in the process of learning a foreign language. These skills will permit students to understand spoken information that is around them resulting in getting more amount of information which sometimes can be new and valuable for their lives. Academic performance will be also enhanced if listening skills improve. Students will have lots of information to apply which will help them to solve problems in their studies
- Based on all the analyzed factors, the application of the audiolingual method in all the students of the Language Center is recommended. This type of method focuses originally in oral production, however the results shown in this project imply that it can also improve the listening comprehension skill. By using different types of repetition exercises, new habits are created which contributes to ease the recognition of sounds in expressions when making oral discourse comprehension exercises. In addition, it becomes more spontaneous and helps students to recognize and understand the same sounds when told to them in a different context. It is suggested to use repetitions and substitution drills during the teaching and learning process of the English language.
- After having analyzed all the data, the proposal of the application of by using audio-visual elements as support techniques for the development of the listening comprehension skill is suggested. This will influence on the

listening skill, and thus the academic performance of the students of the Language Center of Universidad Técnica de Ambato. That is why, a booklet of activities that incorporates the method studied is proposed to give teachers exercises to practice pronunciation in a conversational context. This booklet will use the audios that teachers currently use within the textbooks regularly used to teach students. In this way the academic progress of contents will not be compromised.

CHAPTER VI

PROPOSAL

6.1. Informative data

Topic:

Booklet of activities for the application of audiolingual method to develop listening comprehension skills of English learners.

Name of the Institution:

Language Center of Universidad Técnica de Ambato

Beneficiaries:

Students and teachers of level A2

Location:

Address: Av. Los Chasquis y Río Payamino

Cantón: Ambato

Province: Tungurahua

Estimated time for the execution:

12 days (one activity per unit of the textbook)

Person in charge:

Researcher: Viviana Barona

Cost:

\$500,00

6.2. Background of the proposal

The research done shows the relevance of the audiolingual method in the development of listening comprehension skills. As a result of applying the audiolingual method, the recognition of sounds in words and expressions became familiar for students and thus, the comprehension of them in other contexts improved. Accordingly, the audiolingual method is recommended for the development of listening comprehension skills.

Furthermore, it was determined that, after the application of the audiolingual method, the students of the experimental group obtained better scores with average values of 8.0 / 10.0 on their listening tests. On the other hand, the students of the control group, which were not submitted to the application of the method, obtained average values of 6.4 / 10.0 on the same tests. In conclusion a significant improvement in the listening comprehension skill is established with the application of audiovisual resources with drills to improve the pronunciation.

Moreover, according to the surveys applied to teacher and students, all the teachers and almost all the students consider that practicing pronunciation develops the listening skill which is important for the development of speaking. That is because repetitions in class improve pronunciation, since those exercises strengthen effective communication, in such a way that students can express their ideas clearly and fluently. In conclusion, this method aids in the integral speaking formation of language students

According to the analyzed data obtained from the teachers and students of UTA Language Center, it was established to design a booklet for the application of the audiolingual method. This booklet will serve as a tool to support English as a foreign language teaching and learning process and teach listening comprehension skills to improve them. It will contain activities aimed at making students repeat

expressions in different ways so that they stay in their heads to recognize them and use them in other contexts.

6.3. Justification

The data obtained in the research clearly shows that a method that develops listening comprehension skills is necessary. Students need to listen to how a language is used to produce it themselves. This happens when babies learn their mother tongue. Newborns are exposed to the language and they get to listen and imitate the sounds they hear. They also repeat expressions heard by their parents. When learning a foreign language, the previous fact is also true. The experience of many people shows that repetition and imitation are important factors that help them to be aware of how expressions sound, so they feel more confident when listening to other people. This ability can be reached through the application of activities that incorporate drills in class.

In this way, the audiolingual method is important for this proposal. A design of a booklet is aimed at providing teachers and students with model conversations which contain patterns. Those patterns are repeated by students to internalize structures which results in easing the recognition of sounds in expressions used in conversations. In other words, when students repeat the patterns they are learning pronunciation at the same time and this fact is relevant for them to identify the same phrases in other listening passages. In this manner, they become familiar with the sound of the expressions and develop their listening comprehension skills.

Consequently, a booklet of activities is the most appropriate way in order to provide teachers and students with models. It shows models with patterns that help students to be aware of the pronunciation of words together in expressions and not separately. Students can practice model conversations by reading the booklet and adapting the model conversation with their own personal information. Teachers can make good use of a booklet that is an easy and quick way to find activities which

are based on the audiolingual method. In addition, considering that the result of the surveys applied to teachers show that they do not have enough time in class in order to practice pronunciation. This is why having an available booklet with quick and relevant activities of pronunciation can help them to save time.

6.4. Objectives

6.4.1. General

To develop the listening comprehension skill through the application of a booklet of activities based on the audiolingual method.

6.4.2. Specific

- Identify activities based on the audiolingual method for the development of the listening comprehension skill through patterns and repetition.
- Design a booklet of activities based on the proposed method to provide teachers and students with patterns of model conversations.
- Promote the use of a booklet to develop students' listening comprehension skill through patterns and repetitions.

6.5. Feasibility analysis

It is feasible to implement the booklet of this proposal in the institution. In this section some aspects of the feasibility are described.

Technical

This proposal can be put into operation and maintained because the activities presented in the attached booklet have been carefully planned. First, an analysis of the results of a control group and an experimental group was done to gather information about what the benefits of the audiolingual method are. It was shown that there was a significant improvement in the listening comprehension skill of the experimental group. After that, a survey was applied in order to analyze if students and teachers consider that the application of visual elements and aids in order to

practice pronunciation of expressions was feasible. The results portray a positive opinion which proves the creation of a booklet which shows dialogues in a visible way for students to have them in a printed for teachers to show them using a projector.

Tecnological

It is technologically feasible because there are different kinds of software that is available. Programs such as Microsoft Word was required in order to create the activities based on the book used by the Languages Center due to the fact that it mostly required text. Then, Adobe PDF was used in order to create the digital version of the booklet. After that, Adobe Flash player was utilized to create a multimedia application which contains the activities presented here in order to present them using the projector. All of the programs can be run in every computer, so the booklet is easy to use and the results of applying it will be successful.

Economic - financial

It is feasible because the economic resources for its implementation are not difficult to reach, it does not require many resources since the organization itself and the materials required, like paper, photocopies, computer and printer, are handy and available for the researcher. For the 11 teachers that are teaching A2 level, to use will not be a problem because every teacher will have a no cost copy of the booklet. For the students will just have a low cost which will be one photocopy of the booklet every week. Only in necessary cases, the university support can be sought.

6.6. Theoretical foundation

The activities presented on the booklet are based on the audiolingual method which is a method that emerges to develop language skills. It is based on patterns associated with repetitions to automate communication in the language students are learning. (Savignon, 2018)

This method, which is also known as aural-oral and mim-mem, dates from the Second World War. Imperialism, political needs and strategic expansion, as well as

successes in the investigation accelerated the development of this methodology (indisputable heir to the direct method) (Hernández Reinoso, 2000).

The long-term objective of this method is to reach the domain of the target language in a way that resembles natives. Whereas, its short-term objective is to reach listening comprehension, phonetic correction and recognition of sounds in order to produce them. This method includes the exercise of receptive and productive oral skills which uses sounds and repetition to teach vocabulary and grammar, trying to form a habit of structures in the student (Larsen-Freeman, 2013). This fact makes this method ideal to illustrate pronunciation to people whose language is learned by repetition.

Principles

According to (Bueno Velazco, 2002), this method is of a structuralist nature from the linguistic and behavioral point of view from the psychological point of view. The reasons why this was a widely accepted method are the following:

1. The language is spoken, not on paper.
2. A language is what inborn speakers say, not what somebody thinks they should say.
3. All languages are different.
4. A language is a set of habits.
5. Teachers must teach the language, not about the language.

As European emigration to the United States grew, the need to find a lingua franca grew even more. On the other hand, the industrialization of the second half of the 19th century created a new class within the population, a class that had no academic training and could not aspire to learn languages by traditional methods because they had not studied classical languages, they had the methodological foundation that others had allowed them to face from a more comfortable position to learning the

new European languages (Bueno Velazco, 2002). That is why the language teaching begun to incorporate reforms which include the audiolingual method.

Positive aspects

This method has been applied for a long time. (Utomo, 2016) admitted that there are some good points that teachers find when using the audio-lingual method in their teaching and learning process, such as:

- The content delivered is based on communicative situation.
- It is easier to manage students due to the fact that the teacher can monitor the activity.
- The target language is mainly used in the classroom which is good for students to improve their abilities.
- Teacher does not do the talking because the method focuses on patterns and drills to make students focus on speaking skills as well as good pronunciation.
- Activities are repeated and done in pairs or groups.
- Students form habits with structured dialogues.
- It makes it easier to control students' pronunciation because of the repetition they do.
- Teacher can be the model of pronunciation providing the exercise with the intonation and emotions given
- Teachers are able to spot the student's pronunciation error.
- Students memorize short dialogues and oral repetition of controlled structural practice which are the activities through which students acquire phonological and syntactic behaviors.

Critics

This method is based on behaviorism which considers students as passive receptors whose behavior is molded by positive or negative reinforcement. That means that there is little creativity when producing a language and the actual person is not taken

in consideration (Batista, 2003). That is why cognitivism stood up to make individuals who learn a language active participant. of it.

Elements

This method includes a linguistic program which contains fundamental elements such as phonology, morphology, syntax which are taught through patterns and repetitions (Hernández Reinoso, 2000).

Phonology: It is the part of the linguistics that studies the phonemes or theoretical descriptions of the vowel and consonant sounds that form a language. It is considered a subdiscipline of linguistic that deals with sounds of a language. It studies the function, organization and behavior of utterances (Lass, 1984).

Morphology: It studies how the words are constructed from smaller units that have a meaning. It is the branch of a discipline that deals with the study and description of external forms of an object. In this sense, it can be applied to the study of words (Linguistics), living beings (Biology) or the earth's surface (Geomorphology). The word is composed of the Greek words μορφή (morphé), meaning 'form', and λόγος (logos), 'treated' (Valli, 2000).

Syntax: Syntax is the part of grammar that studies how words are combined and related to form major sequences such as phrases and sentences, as well as the function they perform within them. The word syntax comes from the Latin syntaxis, and this in turn from the Greek σύνταξις, and means 'to order', 'to coordinate'. Some words that can be used as synonyms are: construction, arrangement, connection, meeting (Foley, 2009).

Patterns: A pattern is a model used a guide that provides a regular or intelligible form that has to be systematically repeated and it used for educational purposes. In language learning sentence patterns and grammar were introduce so as to students can memorize certain expressions (Richards J. C., 2014).

Repetition: It is the recurrence of an action for instance telling an expression again and again for a certain period. Repetition is the key factor in Audio-Lingual method

which used guided conversations that were repeated until gradually learn the structures to produce the language (Richards J. C., 2014).

Characteristics of the teaching-learning process

This method has unique characteristics which inherent to it and rule the teaching and learning process with it. For instance:

- Vocabulary and structures are learnt through dialogues and in groups or pairs. This facilitates the process of understanding the meaning.
- The imitation and the repetition allow students to learn dialogues
- There is a positive recognition of a positive student achievement
- Grammar is taught inductively (not explicit)
- Cultural information is in the context of dialogue
- The interaction occurs mainly from student to student. The teacher initiates it and then directs and controls it.
- The amount of vocabulary is kept to a minimum while the student adapts.
- The natural order of the language is maintained: listening comprehension, oral expression, written comprehension and written expression.
- The mother tongue can interfere with the learning process.
- The L1 is not used at any time.
- Dialogues and repetition activities through drills help reduce interference that may occur.
- The evaluation is done through formal exams.
- The questions evaluate only one point of the language: complete a sentence adding the missing word.
- The evaluation is done through formal examinations (Larsen-Freeman, 2013).

Techniques

There are different techniques that can be used in this method, for example:

Dialogue storage, in which students have to memorize a conversation through repetition.

Drills, in which students are asked to repeat in chorus.

Backwards drills, which are repetitions in chorus done from the beginning to the end.

Chain drills, in which the teacher begins with the first word and students repeat it by adding the next and so forth.

Substitution Drill, which is designed for students to change certain words from a text and personalize it (Hernández Reinoso, 2000).

6.7. Methodology

The booklet designed contains twelve activities which were based on the audiolingual method studied in this project. The criteria for selecting the activities was based on the fact that the institution where this investigation took place is now using a book that, even though it is based on the communicative approach, it does not include certain features of the audiolingual method such as repetition exercises and substitution drills. The textbook is called Cambridge English Empower and it consists of 12 units which present the necessary contents for level A2 in progression. Each unit has four lessons distributed in the following way: Lesson A and lesson B deal with the first and second part of the vocabulary and grammar that will help learners to communicate. Lesson C incorporates the lexis and structure learnt in the previous lesson in order to make students practice speaking skills through the use of videos and audios. Finally, Lesson C helps students to practice writing skills.

The activities of this booklet are a companion for the textbook used by the institution. They were designed based on the video or audio of Lessons C of each unit in the mentioned textbook because they have the necessary elements to apply the audiolingual method. This is why the booklet has 12 activities which were

created to provide practice of pronunciation of the language taught as well as to help students to internalize it by repetition and drills. Moreover, guided and independent learning principles were taken in consideration so that the teacher can make use of the activities in class or the learners can practice them on their own.

Finally, the booklet is thought to be an easy way to practice pronunciation and structures in a social way that students can enjoy and meet their partners.

6.8. Operational Model

Table 32: Operational Model

Stages	Objetives	Activities	Resources	People in charge	Time
Identification	<ul style="list-style-type: none"> Determine activities based on the audiolingual method for the development of listening comprehension skills through patterns and repetition. 	Documental research of the audiolingual method and the kind of activities done when applying it as well as the factors that intervene in listening comprehension.	<ul style="list-style-type: none"> Computer Access to indexed journals Paper Pen, pencils 	Researcher	1 week
Design	<ul style="list-style-type: none"> Design a booklet of activities based on the proposed method to provide teachers and students with patterns of model conversations. 	<p>Research about the most appropriate topics and objectives for the activities based on the contents of level A2.</p> <p>Creation of the booklet in a digital and printed version</p>	<ul style="list-style-type: none"> Computer Pen, pencils Software: Word, Adobe PDF, Flash Player Paper 	Researcher	2 weeks
Promoting	<ul style="list-style-type: none"> Promote the use of booklet to develop 	Promotion of the booklet among level A2 teachers.	<ul style="list-style-type: none"> Computer Pen, pencils 	Reearcher	1 week

	students' listening comprehension skills through patterns and repetitions.		<ul style="list-style-type: none">• Software: Word, Adobe PDF, Flash Player• Paper		
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Created by: Viviana Barona (2018)

BOOKLET OF ACTIVITIES

**AUDIO LINGUAL METHOD FOR
DEVELOPING LISTENING
COMPREHENSION SKILLS**

**REPETITION
DRILLS
PRONUNCIATION**

By Viviana Barona

INTRODUCTION

The benefits of learning a foreign language are undeniable. People can go beyond barriers with a tool that allows them to increase their confidence, train the brain, communicate when traveling around the world, make friends from another country, and others. That is why studying English, which is one of the most spoken languages in the world, will boost people's studies and careers because a large quantity of information in a variety of topics is available first in that language.

In this sense, students need to make good use of their listening comprehension skill to get information from around the world that will help them in their majors and future careers. Listening comprehension is a set of input skills with which we receive information to process and use. As English focuses mostly on sounds and intonation, students need a method which allows them to listen to the correct pronunciation and intonation in phrases used for communication.

Considering all of the above, this booklet provides the necessary practice in order to listen to, read, produce and experiment with the sounds and intonation of common expressions used in everyday life. The strategies used are repetition and substitution drills which are important to enhance the students' creativity when completing the same dialogue and personalizing it. There are also suggestions from which students can choose or have more ideas to do the completion exercises. In addition, the exercises are always done in pairs so students have an opportunity to socialize through the exercise.

In addition, teachers can use different pairing strategies to create variety and change interactions patterns. With this, the learning process is intended to be acquired in a fun and social way.

ACTIVITY 1

TOPIC: What's your name?

OBJECTIVE: To ask for and give information.

INSTRUCTIONS:

Task 1: Read and listen to the conversation between a receptionist and a client at a computer school.

A: Hello. How can I help you?

B: I'd like to do a computer course.

A: No problem.

B: When's the first lesson?

A: It's tomorrow at eight o'clock.

B: And where's the lesson?

A: It's here in Room 5.

B: Great. Can I book a place?

A: Certainly. What's your surname?

B: Moore.

A: Can you spell that, please?

B: M-O-O-R-E.

A: Thank you. Enjoy the class.



Task 2: Listen again and repeat.

Task 3: Work in pairs. Decide with your partner who is Student A and Student B.

Task 4: Listen again and repeat the phrases only for Student A or Student B. Then change roles.

Task 5: Practice the conversation with your partner. Then change roles.

Task 6: In pairs, complete the conversation with your ideas.

A: Hello. How can I help you?

B: I'd like to do _____.

A: No problem.

B: When's the first lesson?

A: It's _____ at _____.

B: And where's the lesson?

A: It's here in _____.

B: Great. Can I book a place?

A Certainly. What's your surname?

B: _____.

A Can you spell that, please?

B: _____.

A: Thank you. Enjoy the class.

Suggestions:

Courses: a guitar course, a cooking course, salsa lessons, driving lessons, etc

Saying when: On/next

Monday, Tuesday, Wednesday, thursday, Friday, Saturday, Sunday; tomorrow.

Hours: 6:30, 7 o'clock, etc.

Locations: Room 6, Classroom 9, etc

Tasks 7: Practice the conversation in pairs. Then change roles

Task 8: Change pairs and practice the conversation.

Source: Cambridge English Empower (Doff, 2015)

Adapted by: Viviana Barona (2018)

ACTIVITY 2

TOPIC: Could I have...?

OBJECTIVE: To ask for things and reply.

INSTRUCTIONS:

Task 1: Read and listen to the conversation between a nurse and a patient in a hospital.

A: Nurse!

B: Yes.

A: Could I have some water, please?

B: Sure, no problem. Here you are.

A: Thank you.



Task 2: Listen again and repeat.

Task 3: Work in pairs. Decide with your partner who is Student A and Student B.

Task 4: Listen again and repeat the phrases only for Student A or Student B. Then change roles.

Task 5: Practice the conversation with your partner. Then change roles.

Task 6: In pairs, complete the conversation with your ideas.

A: _____!

B: Yes.

A: Could I have _____, please?

B: Sure, no problem. Here you are.

A: Thank you.

Suggestions:

People: Waiter, name of your friend, receptionist, mum, dad or another person.

Things: some milk, some coffee, some juice, a sandwich, a hotdog or another thing.

Tasks 7: Practice the conversation in pairs. Then change roles.

Task 8: Change pairs and practice the conversation.

Source: Cambridge English Empower (Doff, 2015)

Adapted by: Viviana Barona (2018)

ACTIVITY 3

TOPIC: How about this Friday?

OBJECTIVE: To make plans to go out with friends.

INSTRUCTIONS:

Task 1: Read and listen to the conversation between two friends planning to go out.

A: Why don't we go to the cinema?

B: The cinema? That's a good idea.

A: How about this Saturday?

B: I'm sorry, I can't. I'm away this weekend.

A: Are you free on Monday?

B: Yes, Monday's fine.



Task 2: Listen again and repeat.

Task 3: Work in pairs. Decide with your partner who is Student A and Student B.

Task 4: Listen again and repeat the phrases only for Student A or Student B.

Then change roles.

Task 5: Practice the conversation with your partner. Then change roles.

Task 6: In pairs, complete the conversation with your ideas.

A: Why don't we go _____?

B: _____? That's a _____ idea.

A: How about this _____?

B: I'm sorry, I can't. I _____.

A: Are you free on _____?

B: Yes, _____'s fine.

Tasks 7: Practice the conversation in pairs. Then change roles.

Task 8: Change pairs and practice the conversation.

Source: Cambridge English Empower (Doff, 2015)

Adapted by: Viviana Barona (2018)

Suggestions:

Activities: to the park, to a restaurant, to the mall, for a walk, for a coffee shopping, swimming.

Days: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

Reasons: am away this weekend, am busy on Saturday, have to work on Friday.

ACTIVITY 4

TOPIC: Do you have a reservation?

OBJECTIVE: To learn what to say when you arrive at a restaurant and when you order food.

INSTRUCTIONS:

Task 1: Read and listen to the conversation between the waiter and a customer at a restaurant.

Arriving at a restaurant

A: Good evening. Do you have a reservation?

B: No, we don't. We'd like a table for four.

A: No problem.

B: Can we have a table by the window?

A: Yes, of course. This way, please.



Ordering food

A: Are you ready to order?

B: I'm ready.

A: What would you like for your starter?

B: I'd like the mushroom soup, please.

A: And for your main course?

B: I'll have the lamb with roast potatoes.



Task 2: Listen again and repeat.

Task 3: Work in pairs. Decide with your partner who is Student A and Student B.

Task 4: Listen again and repeat the phrases only for Student A or Student B. Then change roles.

Task 5: Practice the conversation with your partner. Then change roles.

Task 6: In pairs, complete the conversation with your ideas.

Arriving at a restaurant

A: Good evening. Do you have a reservation?

B: No, we don't. We'd like a table for _____.

A: No problem.

B: Can we have a table _____?

A: Yes, of course. This way, please.

Ordering food

A: Are you ready to order?

B: _____.

A: What would you like for your starter?

B: I'd like the _____, please.

A: And for your main course?

B: I'll have the _____.

Suggestions:

of people: 2,3,4,5, etc.

Locations of the table: by the door, by the hall, outside, inside.

Saying you are ready: Yes, I am; Fine, I think so.

Starters: Fish in lemon juice, Mixed bean salad, Chicken salad, Vegetable soup, Tomato soup, etc.

Main course: Spaghetti with tomato sauce, Roast chicken, Lamb with potatoes, Japanese chicken, etc

Tasks 7: Practice the conversation in pairs. Then change roles.

Task 8: Change pairs and practice the conversation.

Source: Cambridge English Empower (Doff, 2015)

Adapted by: Viviana Barona (2018)

ACTIVITY 5

TOPIC: Is there a restaurant near here?

OBJECTIVE: To ask for and give directions.

INSTRUCTIONS:

Task 1: Read and listen to the conversation between strangers at street about asking for and giving directions.

A: Excuse me, can you tell me how to get to the park?

B: Yes, go straight on and turn right at the corner.

A: Is that right into King Street?

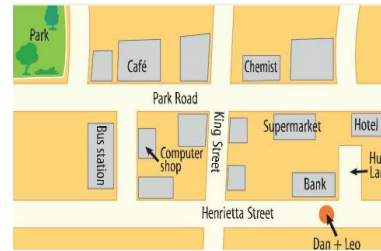
B: Yes, and go along King Street until you come to park

Road, then turn left.

A: Left into park Road?

B: Yes, and go straight on for about 50 metres. The park is on your right.

A: Thank you very much.



Task 2: Listen again and repeat.

Task 3: Work in pairs. Decide with your partner who is Student A and Student B.

Task 4: Listen again and repeat the phrases only for Student A or Student B. Then change roles.

Task 5: Practice the conversation with your partner. Then change roles.

Task 6: In pairs, complete the conversation with your ideas.

A: Excuse me, can you tell me how
to get to _____?

B: Yes, _____
and _____.

A: Is that right into _____?

B: Yes, and go along _____
until you come to _____,

then _____.

A: _____?

B: Yes, and _____ for
about _____ metres.

_____ is on your _____.

A: Thank you very much.

Suggestions:

Places: the station, the mall,
the university, the school,
Universidad Técnica de
Ambato, Bolivar Highschool,
etc

Directions: go straight on, turn
right, turn left,

Meters:
1,2,3,4,5.....50,56....etc.

Streets and avenues: Bolivar
street, Lalama street, Cevallos
Avenue, Los Chasquis Avenue,
Atahualpa Avenue.

Tasks 7: Practice the conversation in pairs. Then change roles.

Task 8: Change pairs and practice the conversation.

Source: Cambridge English Empower (Doff, 2015)

Adapted by: Viviana Barona (2018)

ACTIVITY 6

TOPIC: She is not here right now.

OBJECTIVE: To leave a message and ask for someone on the phone.

INSTRUCTIONS:

Task 1: Read and listen to the telephone conversation.

A: Hello, Sue Parker.

B: Hi, Sue. It's Nick. Is Melanie there, please?

A: No, sorry. She's not here just now. She's at her Spanish class. Do you want to leave a message?

B: No, it's OK. Can she call me back?

A: OK, I'll tell her.

B: Thanks. She can call me on my mobile.

A: OK... Just a minute. I need to find a pen to write the number.

B: It's OK, she knows my number.



Task 2: Listen again and repeat.

Task 3: Work in pairs. Decide with your partner who is Student A and Student B.

Task 4: Listen again and repeat the phrases only for Student A or Student B. Then change roles.

Task 5: Practice the conversation with your partner. Then change roles.

Task 6: In pairs, complete the conversation with your ideas.

A: Hello, _____.

B: Hi, _____. It's _____. Is _____ there, please?

A: No, sorry. _____'s not here just now. She's at _____.

Do you want to leave a message?

B: No, it's OK. Can _____ call me back?

A: OK, I'll tell _____.

B: Thanks. _____ can call me on my mobile.

A: OK... Just a minute. I need to find a pen to write

Suggestions:

Names: Marta, Pedro, John, Peter or your names.

Pronouns: Subject: She, He;
Object: her him.

the number.

B: It's OK, _____ knows my number.

Tasks 7: Practice the conversation in pairs. Then change roles.

Task 8: Change pairs and practice the conversation.

Source: Cambridge English Empower (Doff, 2015)

Adapted by: Viviana Barona (2018)

ACTIVITY 7

TOPIC: I'm sorry!

OBJECTIVE: To say excuse me and sorry.

INSTRUCTIONS:

Task 1: Read and listen to the conversation in which people express their apologies.

Conversation 1

A: Excuse me, but I think that's my coat.

B: Is it? I'm so sorry. I took the wrong one.

A: No problem. They all look the same.

Conversation 2

A: Excuse me, but I think this is my seat.

B: Oh, dear. I'm very sorry. I thought this was number 35.

A: Don't worry. The seat numbers are hard to read.



Task 2: Listen again and repeat.

Task 3: Work in pairs. Decide with your partner who is Student A and Student B.

Task 4: Listen again and repeat the phrases only for Student A or Student B. Then change roles.

Task 5: Practice the conversation with your partner. Then change roles.

Task 6: In pairs, complete the conversation with your ideas.

Conversation 1

A: Excuse me, but I think that's _____.

B: Is it? I'm so sorry. I took the wrong one.

A: No problem. They all look the same.

Conversation 2

A: Excuse me, but I think this is my seat.

B: Oh, dear. I'm very sorry. I thought this was _____.

A: Don't worry. The seat numbers are hard to read.

Suggestions:

Clothes and things: My jacket, my mobile, my pen, my pencil, etc.

Numbers or pronouns:

#1,2,3,4,5

mine

Tasks 7: Practice the conversation in pairs. Then change roles.

Task 8: Change pairs and practice the conversation.

Source: Cambridge English Empower (Doff, 2015)

Adapted by: Viviana Barona (2018)

ACTIVITY 8

TOPIC: I feel a bit sick.

OBJECTIVE: To talk about health and how you feel.

INSTRUCTIONS:

Task 1: Read and listen to the conversation between two friends about health.

A: Hey, are you OK? Are you all right?

B: Um, I think so.

A: Are you sure? You don't look well.

B: Yes, I feel a bit tired. Actually, I feel awful

A: Oh dear. Come and sit down. I'll get you some water.

A: Here's some water.

B: Thanks.

A: You poor thing. What's the matter?

B: I'm not sure. I don't feel well.

A: Have you got a headache?

B: No, I haven't.

A: Does your back hurt?

B: No, nothing like that.

A: Come on. I'll take you home.



Task 2: Listen again and repeat.

Task 3: Work in pairs. Decide with your partner who is Student A and Student B.

Task 4: Listen again and repeat the phrases only for Student A or Student B. Then change roles.

Task 5: Practice the conversation with your partner. Then change roles.

Task 6: In pairs, complete the conversation with your ideas.

A: Hey, are you OK? Are you all right?

B: Um, I think so.

A: Are you sure? You don't look well.

B: Yes, I feel a bit _____. Actually, I feel _____

A: Oh dear. Come and sit down. I'll get you _____

A: Here's _____.

B: Thanks.

A: You poor thing. What's the matter?

B: I'm not sure. I don't feel well.

A: Have you got _____?

B: _____

A: Does your _____ hurt?

B: _____

A: Come on. I'll take you _____.

Tasks 7: Practice the conversation in pairs.

Then change roles.

Task 8: Change pairs and practice the conversation.

Suggestions:

Feelings: sick, ill, bad / awful, terrible, etc.

Drinks and other helpful things: some water, some juice, some coffee, some milk, a blanket, a coat, etc.

Symptoms: a stomachache, a toothache, temperature, a backache, sore eyes, sore throat, etc.

Parts of the body: head, shoulder, leg, arm, neck, etc.

Answers:

Yes, I have.

No, I haven't.

Yes, it does

No, it doesn't

Places: home, to the doctor, to the pharmacist, etc.

Source: Cambridge English Empower (Doff, 2015)

Adapted by: Viviana Barona (2018)

ACTIVITY 9

TOPIC: Can I pay by card?

OBJECTIVE: Learn to shop for clothes.

INSTRUCTIONS:

Task 1: Read and listen to the conversation between a customer and a shop assistance.

A: Can I help you, sir?

B: Hi. There's no price on these shoes. How much are they?

A: They're €49.99.

B: Great. I'll take them. And these trousers and this shirt, please.

A: Altogether that's €15.97 please.

B: Can I pay by card?

A: Yes, of course. Just enter your PIN, please.

Shall I put the receipt in the bag?

B: Yes — thanks.

A: There you go, sir.

B: Thank you.

A: Thank you. Take care now.



Task 2: Listen again and repeat.

Task 3: Work in pairs. Decide with your partner who is Student A and Student B.

Task 4: Listen again and repeat the phrases only for Student A or Student B. Then change roles.

Task 5: Practice the conversation with your partner. Then change roles.

Task 6: In pairs, complete the conversation with your ideas.

A: Can I help you, sir?

B: Hi. There's no price on _____. How much are they?

A: They're _____.

B: Great. I'll take _____.

And _____ and _____, please.

A: Altogether that's _____ please.

B: Can I pay by card?

A: Yes, of course. Just enter your PIN, please.

Shall I put the receipt in the bag?

B: Yes — thanks.

A: There you go, sir.

B: Thank you.

A: Thank you. Take care now.

Tasks 7: Practice the conversation in pairs.

Then change roles.

Task 8: Change pairs and practice the conversation.

Suggestions:

Clothes and accessories:

Men: This shirt, this tie, this tuxedo.

Women: these earrings, these high heels, this blouse, this skirt, this dress.

Both: these jeans, these shorts, these sport shoes, these sneakers these shoes, this jacket, this T-shirt, this belt.

Prices:

\$= dollars

€=euros

Examples:

\$ 40

\$ 150.97

€ 300

€555,30

Source: Cambridge English Empower (Doff, 2015)

Adapted by: Viviana Barona (2018)

ACTIVITY 10

TOPIC: I need some help.

OBJECTIVE: To ask for help.

INSTRUCTIONS:

Task 1: Read and listen to the conversation between two friends in which one asks for help.

A: Leo, could you help me?

B: Erm

A: There's something I don't know how to do. Do you mind showing me?

B: No, not at all.

A: Everything is fine - it's great. But I don't know how to get into my email.

Can

you have a look?

B: Sure. OK - that's easy. You just need to change one small thing. OK So what you do is touch this button here.

A: OK.

B: And a new screen opens.

A: Oh yes.

B: And now you just touch here where it says 'Yes'.

A: Oh, that's easy. Great. Thanks, Leo. Thank you so much.

B: You're welcome.



Task 2: Listen again and repeat.

Task 3: Work in pairs. Decide with your partner who is Student A and Student B.

Task 4: Listen again and repeat the phrases only for Student A or Student B. Then change roles.

Task 5: Practice the conversation with your partner. Then change roles.

Task 6: In pairs, complete the conversation with your ideas.

A: _____, could you help me?

B: Erm

A: There's something I don't know how to do. Do you mind showing me?

B: No, not at all.

A: Everything is fine - it's great. But I don't know how to _____.

Can you have a look?

B: Sure. OK - that's easy. You just need to change one small thing. OK So what you do is _____

here.

A: OK.

B: And _____.

A: Oh yes.

B: And now you just _____.

A: Oh, that's easy. Great. Thanks, Leo. Thank you so much.

B: You're welcome.

Suggestions:

Names:

John, Lucas, Mark, Kate, Jane or your names.

Verbs for problems:

Log in to my account.

Save a file.

Download a document, picture, video, song.

Visit a website.

Create an account.

Verbs for instructions:

Click on

Open

Go to

Surf

Check

Complete

Tasks 7: Practice the conversation in pairs. Then change roles.

Task 8: Change pairs and practice the conversation.

Source: Cambridge English Empower (Doff, 2015)

Adapted by: Viviana Barona (2018)

ACTIVITY 11

TOPIC: What did you think of the concert?

OBJECTIVE: To ask for and express an opinion about thing they have seen.

INSTRUCTIONS:

Task 1: Read and listen to the conversation between two friends about their opinions on a concert.

A: So, what did you think of it? Did you enjoy it?

B: Yeah, it was a good concert. I really liked it.

How about you?

B: Yeah, me too.

A: But I didn't like all the bands.

B: No, me neither. I didn't like the first band very much.

A: Really? Oh, I thought they were quite good.

B: Did you? But all their songs were the same. They really only had one song.

A: Yeah, but the singer was so good. She's got an amazing voice.

B: Yeah, maybe. But I just thought they were a bit boring. I don't really like that kind of pop music.

A: Well, they aren't really pop, they're sort of folk rock. Anyway, I really liked them.



Task 2: Listen again and repeat.

Task 3: Work in pairs. Decide with your partner who is Student A and Student B.

Task 4: Listen again and repeat the phrases only for Student A or Student B. Then change roles.

Task 5: Practice the conversation with your partner. Then change roles.

Task 6: In pairs, complete the conversation with your ideas.

A: So, what did you think of _____? Did you enjoy it?

B: Yeah, it was a good _____. I really liked it.

How about you?

B: Yeah, me too.

A: But I didn't like _____.

B: No, me neither. I didn't like the _____.

A: Really? Oh, I thought it was quite _____.

B: Did you? But _____ was _____.

A: Yeah, but _____ was so _____.

_____ 's got an amazing _____.

B: Yeah, maybe. But I just thought _____ was a bit

_____. I don't really like that kind of _____.

A: Anyway, I really liked them.

Tasks 7: Practice the conversation in pairs.

Then change roles.

Task 8: Change pairs and practice the conversation.

Source: Cambridge English Empower (Doff, 2015)

Adapted by: Viviana Barona (2018)

Suggestions:

Events:

The concert, the film, the match, the trip, etc

Specific things at events:

the first band, the second band, the last band, the first singer, the second singer, the last singer, the location, the lights, the effects, the principal character, the villain, the hero, the setting, the story, the place, the weather, the food, the transport, the hotel.

Adjectives for opinion:

Good, bad, interesting, boring, tiring, confusing, lovely, ugly, cold, hot, etc

ACTIVITY 12

TOPIC: Is breakfast included?

OBJECTIVE: To use language for travel and tourism.

INSTRUCTIONS:

Task 1: Read and listen to the conversation between a receptionist and a client at a hotel.

A: Hello, how can I help you?

B: Hello. I've got a reservation for a double room for two nights.

A: A double room? Your name please?

B: Morton.

A: Thank you. So, that's two nights?

B: Yes. Is breakfast included?

A: Yes, it's from 6:30 am until 9:30 am in the dining room.

B: Is there wi-fi in the room?

A: Yes, there is.

B: And what time is check out?

A: It's 11 o'clock on the day you leave.



Task 2: Listen again and repeat.

Task 3: Work in pairs. Decide with your partner who is Student A and Student B.

Task 4: Listen again and repeat the phrases only for Student A or Student B. Then change roles.

Task 5: Practice the conversation with your partner. Then change roles.

Task 6: In pairs, complete the conversation with your ideas.

A: Hello, how can I help you?

B: Hello. I've got a reservation for a _____ room for _____.

A: A _____ room? Your name please?

B: _____.

A: Thank you. So, that's _____?

B: Yes. Is breakfast included?

A: Yes, it's from _____ a.m. until _____
a.m.in the dining room.

B: Is there wi-fi in the room?

A: Yes, there is.

B: And what time is check out?

A: It's _____ o'clock on the day you leave.

Suggestions:

Rooms:

Single, double, triple

of nights:

1 night, 2 nights, 3 nights,
etc

Name:

John, Derek, Milley, your
name

Time:

6:30

7:00

9:00

10:30

Tasks 7: Practice the conversation in pairs. Then change roles.

Task 8: Change pairs and practice the conversation.

Source: Cambridge English Empower (Doff, 2015)

Adapted by: Viviana Barona (2018)

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ANNEXES



UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE IDIOMAS

Av. De los Chasquis y Río Guayllabamba – Campus Huachi - Ambato Ecuador

e-mail dedi@uta.edu.ec

Memorándum Nro. UTA-CI-D-TE-MR-0633-2017

PARA: Lic. Viviana Barona
Maestrante de la Universidad Técnica de Ambato

ASUNTO: Autorización para aplicación del trabajo de investigación

FECHA: 27 de junio de 2017

En atención a su solicitud recibida el 26 de junio de 2017, autorizo aplicar en el Centro de Idiomas el Trabajo de Investigación "THE AWARENESS OF ENGLISH PRONUNCIATION THROUGH THE AUDIOLINGUAL METHOD IN THE DEVELOPMENT OF LISTENING COMPREHENSION SKILLS OF LEARNERS OF ENGLISH", en los cursos a usted asignados nivel A2 Elementary , paralelos C2 y D3.

Atentamente,

Dra. Elsa Hernández
Directora CI-UTA



EH/jp

UNIVERSIDAD TÉCNICA DE AMBATO DEPARTAMENTO DE POSGRADOS TEFL MASTER'S PROGRAM (STUDENTS)

SURVEY TO STUDENTS Research Topic: THE AUDIOLINGUAL METHOD IN THE DEVELOPMENT OF LISTENING COMPREHENSION SKILLS OF ENGLISH LEARNERS Objective: To determine what is the benefit of the audiolingual method in the development of listening comprehension skills in UTA Languages Center. Instructions: Please read the questions carefully and clic on YES or NO according to your opinion

Obligatorio

1

Have you heard about the audiolingual method?

- Yes
- No

2

Do you think that repetition is a good way to learn pronunciation?

- Yes
- No

3

Do you think that repetitions in class help to improve pronunciation?

- Yes
- No



4

Would you like to have extra material that facilitates the pronunciation teaching and learning process?

- Yes

- No

5

Do you feel comfortable using substitution drills in class? See video for an example of substitution drills



- Yes
- No

6

Is the time in class enough to do pronunciation activities?

- Yes
- No

7

Do you agree with the fact that listening skills improve effective communication?

- Yes
- No

8

Do you think that visual elements permit students to improve listening skills?

- Yes
- No

9

Do you think that the improvement of listening comprehension skills is an important factor in developing speaking?

- Yes
- No

10

Do you agree with the fact that listening skills improve academic abilities?

- Yes
- No

Enviar

Este contenido lo ha creado el propietario del formulario. Los datos que proporcione se enviarán a ese propietario. No proporcione nunca su contraseña.

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Con tecnología de Microsoft Forms

UNIVERSIDAD TÉCNICA DE AMBATO DEPARTAMENTO DE POSGRADOS TEFL MASTER'S PROGRAM (TEACHERS)

SURVEY TO TEACHERS Research Topic: THE AUDIOLINGUAL METHOD IN THE DEVELOPMENT OF LISTENING COMPREHENSION SKILLS OF ENGLISH LEARNERS Objective: To determine what is the benefit of the audiolingual method in the development of listening comprehension skills in UTA Languages Center. Instructions: Please read the questions carefully and clic on YES or NO according to your opinion

Obligatorio

1

Have you heard about the audiolingual method?

- Yes
- No

2

Do you think that repetition is a good way to learn pronunciation?

- Yes
- No

3



Do you think that drills (repeat models) in class help to improve pronunciation?

- Yes
- No

4

Would you like to have visual aids that facilitates the pronunciation teaching and learning process?

- Yes
- No

5

Do you feel comfortable using substitution drills in class? See video for an example of substitution drills



- Yes
- No

6

Is the time set in class enough to perform pronunciation activities?

Yes

No

7

Do you agree with the fact that listening skills improve effective communication?

Yes

No

8

Do you think that visual elements permit students to improve listening skills?

Yes

No

9

Do you think that the improvement of listening comprehension skills is an important factor in developing speaking?

Yes

No

10

Do you agree with the fact that listening skills improve academic performance?

Yes

No

Enviar

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UNIVERSIDAD TÉCNICA DE AMBATO



TEFL MASTER'S PROGRAM




PILOT APPLICATION OF SURVEY TO STUDENTS

RESEARCH TOPIC: THE AUDIOLINGUAL METHOD IN THE DEVELOPMENT OF LISTENING COMPREHENSION SKILLS OF ENGLISH LEARNERS

OBJECTIVE: To determine what is the benefit of audiolingual method in the development of listening comprehension skills in UTA Languages Center

INSTRUCTIONS: Complete the attached survey and write C for complicated and E for easy to understand next to the number of the questions?

Date	Name	Level	C for complicated and E for easy to understand	Signature
06-06-18	Mariana Vera		Question 1. E E 2. E E 4. C E 5. E E 6. E E 7. C E 8. C E 9. E E 10. E E	
06-06-18	Allyson Sánchez		Question 1. E E 2. E E 4. C E 5. E E 6. C E 7. C E 8. E E 9. E E 10. E E	

06-06-2015	Estefanía Yacchimeza		1. F 2. F 4. F 5. C 6. C 7. E 8. C 9. E 10. E Question 1. F 2. F 4. C 5. F 6. E 7. C 8. E 9. F 10. F	
06-06-2018	Alejandra Uamurca		Question 1. F 2. F 4. C 5. F 6. E 7. C 8. E 9. F 10. F	
06-06-2018	Dayana Perañeta		Question 1. F 2. E 4. C 5. E 6. E 7. C 8. C 9. D 10. E	

USE OF INFORMATION (CONSENT)

TITLE OF STUDY

The Audiolingual Method in the development of Listening Comprehension Skills

INVESTIGATOR

Lic. Viviana Barona, Mg.
Language Center
Universidad Técnica de Ambato
rv.barona@uta.edu.ec

PURPOSE OF STUDY

Teaching a foreign language, specifically English, to university students requires the implementation of a strategy based on phonological characteristics inherent to that group. The absence of an appropriate strategy results in imbalance in the teaching-learning process and lack of motivation in students since their academic performance may not be optimal.

Finding a methodology that meets the needs of students is very useful because it will benefit the mentioned students in two aspects: the motivation and the better understanding of the mechanics of the language studied and to better develop the ability to listen and speak in the chosen language.

This is why the purpose of this study is to determine the influence of audiolingual method in the development of listening comprehension skill in students of A2 level of English at UTA Language Center.

STUDY PROCEDURES

Through this study, I hope to deepen your understanding of the oral discourse and experience the relationship between the audiolingual method and the listening comprehension skills during the process of learning a foreign language. that can be useful to reflect on the institution. If you decide to participate in this study, you will participate in a SURVEY and a training during your language class. You will be given the opportunity to discuss and verify the final conclusions made by the researcher.

All surveys will be conducted in the month of February 2018. Your participation in the survey can last between 2 minutes to 5 minutes and will not require additional time or work. There will be no monetary compensation for their participation.

CONFIDENTIALITY

Your responses to the surveys and all the evidences of your participation of your participation will only be used for this investigation. Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents.

CONTACT INFORMATION

If you have any other questions or concerns, please write to the email address of Viviana Barona, rv.barona@uta.edu.ec, researcher.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

USE OF INFORMATION

NOMBRE	FIRMA
ALVAREZ ESCOBAR JOSELYN LIZETH	
BARRENO SÁNCHEZ JUAN SEBASTIÁN	
CAGUANA MUQUINCHE VANESSA LISBETH	
CASTRO VACA ADRIAN RUBEN	
CASTRO VILLAMAR PAOLA KARINA	
CRIOLO CRIOLLO JESSICA LISSETTE	
ESCOBAR CHANATASIG DIANA JIMENA	
ESPIN TORRES DORYAN JOEL	
GUANIPATIN GUALPA CARLOS ANDRES	
GUASTAY QUIROZ EDGAR	
LLAMUCA ARANDA MAYRA ALEJANDRA	
MANOBANDA BALLADARES JOSE GABRIEL	
MINIGUANO SALGUERO ALISON MONSERRATH	
MONCAYO YAGUAR KATHERINE	
MONTESDEOCA CABRERA EVELYN ABIGAIL	
NARANJO JARAMILLO SHARON RITA	
PATIÑO ALBARRACÍN BLANCA JIREH	
PEÑAFIEL ALTAMIRANO DAYANA ALEXANDRA	
PEREZ FIALLOS JOCELYN ESTEFANIA	
PINTADO PULLUPAXI CLARIZA MACARENA	
Pulamarin Andrango Fernanda	
QUINATO A CAPUZ YOMAYRA DEL PILAR	
RECALDE MEJIA CARLOS ANDRES	
ROJAS ROMO JOSELIN LISBETH	
RON PEÑAFIEL IRINA	
SANCHEZ VACA ALLYSON NICOLE	
VALENCIA ALBAN JUAN CARLOS	
VERA CONSTANTE MARIANA DE JESUS	
YACCHIREMA CHIMBO LISBETH ESTEFANIA	
ZUMBA AMANCHA ANDREA MICHELLE	

USE OF INFORMATION	
NOMBRE	FIRMA
CAJAS GUEVARA JHOSELIN ANAHIS	
CALUCHO TOBAR DANIELA MAYTE	
CANDO LAGLA SANDY MARICELA	
CANSECO ARRUNATEGUI TANNIA CAROLINA	
CHICAIZA RECALDE MICHAEL FABRICIO	
DUCHICELA JARA KARINA SIDNEY	
ESPIN DAVILA VERONICA ROMINA	
GARCIA SALINAS JESSICA ALEXANDRA	
GUSÑAY CONDO JHONNATAN MAURICIO	
HERRERA CORDOVA JHAJAYRA YAMILEX	
HINOJOSA GUILCASO KAROL TATIANA	
LOZADA MARTINEZ ANA LUISA	
MOREANO PANCHI JONATHAN FABRICIO	
Naula Pérez Daysi Mishell	
OCAÑA RODRIGUEZ ALISON MELISSA	
OLIVO MERA GABRIELA FERNANDA	
OROZCO GUTIERREZ JOHANA MISHELL	
QUIROGA ROMO DANIEL ALEJANDRO	
REMACHE VILLACIS ADRIANA CRISTINA	
SANTAMARIA PEÑA MARLON ISRAEL	
SILVA LOZADA GABRIELA MARISOL	
SOLIS IÑIGUEZ XAVIER IVAN	
SUPE SAILEMA JONATHAN XAVIER	
TORRES REINO KAREN JAQUELINE	
VALLE MIRANDA MARIA DE LOURDES	
VASQUEZ NUÑEZ ANDRES ALEJANDRO	
VIERA ZURITA VANESSA GABRIELA	
VILLALBA QUIÑONEZ GISEL PAOLA	
VILLEGAS ALVAREZ ANGEL FABRICIO	
YUGCHA LUCIA	

PILOT APPLICATION OF BOOKLET OF ACTIVITIES

ACTIVITY 1



ACTIVITY 2



ACTIVITY 3



ACTIVITY 4



ACTIVITY 5



ACTIVITY 6



ACTIVITY 7



PROMOTING THE BOOKLET WITH TEACHERS

