



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**

**CARRERA DE IDIOMAS**

**Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título  
de Licenciada en Ciencias de la Educación**

**Mención: Inglés.**

**THEME:**

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**“LISTEN AND DRAWING STRATEGY AND THE LISTENING SKILL”**

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**Ambato – Ecuador**

**2020**

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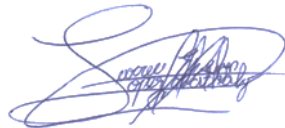
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Comments expressed in this report are the author’s responsibility.



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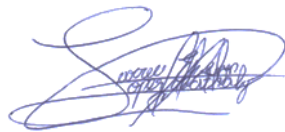
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## **DEDICATION**

To God, for giving me life, health, and perseverance to fulfill my dream of being an English teacher. To my parents; Alexis and Elevación, who were my inspiration and reason for studying, being a good person and an excellent professional.

Evelyn.

## ACKNOWLEDGEMENTS

I thank God infinitely for guiding me throughout my life and career and for being my strength in difficult times.

To my parents for the moral and economic support they have given me throughout my life.

To the teachers of the Carrera de Idiomas who shared with me their knowledge and provided me with the necessary tools to be a great professional.

To my thesis tutor Lcda. Mg. Cristina Jordán for her effort, patience and support provided during the development of this research.

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**UNIVERSIDAD TÉCNICA DE AMBATO**  
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**THEME:** LISTEN AND DRAWING STRATEGY AND THE LISTENING SKILL.

**AUTHOR:** Evelyn Nathaly Larrea López

**TUTOR:** Lcda. Mg. Cristina Jordán

**ABSTRACT**

Listening is the ability to analyze and comprehend what other people say, but due to many students find listening to be one of the most difficult skills to develop, it requires the support of effective strategies such as the listen and drawing strategy which is considered a great activity to apply in listening classes. Taking into account the reason above this research was raised, with the objective of determining the effectiveness of the listen and drawing strategy in the students' development of the listening skill. The experimental group were 28 children of the seventh-year "B" of Basic Education from "Unidad Educativa Luis A. Martinez". To achieve the objectives set up in this investigation, it was used quantitative research and pre-experimental design. The investigation consisted of the application of a pre-test, treatment (the use of the listen and drawing strategy), and post-test in order to figure out if the strategy helps students to improve their listening skill or not. The post-test results showed that most of the learners got very good grades, they improved their listening performance from 39% to 86%. Eventually, the Wilcoxon rank test was utilized to verify the hypothesis, the alternative hypothesis was accepted which means that listen and drawing strategy is effective in students' development of the listening skill.

**Key words:** Listen and drawing strategy, listening skill, listening skill development.

## CHAPTER I.

### THEORETICAL FRAMEWORK

#### 1.1 Investigative background

Pratama, Sukirlan, & Suket (2016), in their research entitled “Implementing Listen-and-Draw Technique to improve students’ Listening Comprehension”, developed in Lampung, aimed to find out whether the listening and draw technique improve the students’ listening comprehension. The researchers applied a pre-experimental research. The experimental group consisted of 40 students from second grade. The mean score of the pre-test was 69.05 over 100. After the two meetings in which the L&D technique was applied, the development of their listening comprehension was analyzed through the post-test. The final results showed an increase in their listening level to 69.05 to 85.95. This research demonstrated that owing to the application of the listen and draw technique children increased their listening comprehension significantly. In addition, the L&D technique could help children to solve the problems that they usually found in listening class. This study suggests that English professors use L&D technique as a method in teaching listening due to it helps to increase students' interest in the teaching and learning process.

Siswo (2013), in the research “The Implementation of Listen and Draw Activity to Teach Listening of a Descriptive Text to the Seventh Graders” which was developed in Surabaya, aimed to describe the implementation of the listening and draw technique and how students react to it. The researcher utilized a descriptive research under qualitative approach: 35 students of seventh-grade students of SMPN 4 Gres and the English teacher were observed. In this study, two instruments were used; observation sheet and questionnaire. After two observational meetings, it was concluded that the listen and draw” activity was helpful due to learners were able to understand the audio better and learn vocabulary, prepositions, shapes, and numbers. In addition, students had the opportunity to interpret their ideas about the audio. It helped them develop their imagination and feel more confident in class. Besides, more than half of the students in

the class agreed that the listen and draw activity was an interesting way to teach listening while just one student admitted that it was not attractive enough. Finally, most children said that this activity was simple to follow and helped them to increase their sensibility in listening. On the other hand, six of the students explained that they found some difficulties when developing the activity.

Chairunnisa (2017), in her research “The use of listen-and-draw technique to improve students’ listening skill” which was developed in Purwakarta., aimed to investigate the students’ achievement in listening skill with using the Listen-and-Draw technique. The researcher applied a quasi-experimental design; there were two groups of eighth-grade: one group (40 students) was exposed to the listen and draw technique and the other group (40 students) used the conventional techniques. The results of this research were the following: the post-test scores in the experimental group were higher than the control group. The mean of the experimental class was 69,7, while the mean of the control class was 56,4. It was concluded that the Listen and Draw technique had a significant influence on improving students’ listening skills.

Puteri (2018) in her research “The Effectiveness of Communicative Game “Listen and Draw” on Students’ Listening Skill”, developed in Jakarta, aimed to investigate the effectiveness of the listen and draw game on learners’ listening skill. She used a quasi-experimental design; there were two groups of seventh grade from MTs YASPINA Rempoa. In the experimental group, the listen and draw game was applied to develop listening skill. While the students from the controlled class learned the same topics through lectures. The pre-test` average of the experimental class was 30. 72 and the post-test average was 63.04. The pre-test` average of the controlled class was 35.27 and the post-test` average was 56.08. It was concluded that L&D activity was effective in students’ listening skill development. The study suggested to teachers to apply this technique in order to add variety to their listening lessons.

Khusna (2015), in her research “Listen and Draw as The Teaching Technique of Listening to the Tenth Grade Students of Ma Nu Miftahul Falah Cendono Dawe Kudus in the Academic Year 2014-2015” aimed to determine if there was any notable difference

between the students' listening skills before and after the application of the listen and draw technique. The researcher applied a pre-experimental design. The experimental group consisted of 42 students from tenth grade. The pre-test was classified as "bad" with an average of 58.83 while the post-test was classified as "excellent" with an average of 90.86. It was concluded that the listen and draw technique is useful for descriptive listening activities. In addition, the researcher suggested the use of it as an alternative technique in teaching listening.

## **1.2 Theoretical framework**

### **Independent Variable: Listen and Drawing Strategy**

#### **Listen and drawing strategy**

Listen and drawing strategy is a detailed listening activity in which the teacher describes people, objects, animals, or places using descriptive language; students listen and draw what the teacher says. Its main objective is checking students' listening comprehension, Pratama (2016). There are a variety of techniques to review students' listening comprehension such as games, songs, drawings, riddles, puzzles, writing notes, summaries, and outlines. However, listen and draw is one of the most appropriate activities to use in a listening class due to learners get fun and develop their listening skills at the same time, Murcia (2001).

According to Wright, Betteridge & Buckby (2006), listen and drawing strategy can be useful to teach other language skills, for instance, listening, speaking, reading, and others. Moreover, this strategy provides learners a different way of learning and improve their creativity.

Sulis (2018), provides an example of the listen and drawing strategy steps:

1. Before the lesson, choose an image easy to draw. Be sure that learners know most of the vocabulary in the image. It would be better to select an image that does not have so many items in it so it will be simple to describe and draw.

2. If the image is complex, learners could take a lot of time to draw it. To take advantage of the time, promote students to draw very quickly. Show how quickly they could draw by giving an example on the board.
3. Plan the instructions that you will give to the students.
4. At the beginning of the activity, tell the students that they do not have to be worried about how well their drawings are.
5. Give the first direction and grant learners a short time to draw. Encourage them to do it quickly.
6. Replay the instructions as many times as students need. If they don't understand, try to use different words. You can use their mother tongue to help them to comprehend but not very often because the purpose of this strategy is to help learners to develop the listening skill in English.
7. After the activity, tell your students to compare their drawings with their classmates in order to observe any similarities and differences. After that, show them the original picture to check the answers.

In this strategy, the educator tells learners what to draw. The educator can create or choose a picture from the textbook or any place. This strategy also can be used to evaluate vocabulary, grammar (prepositions), colors, and characteristics, Ytreberg & Scott (2001).

Nation & Newton (2008), propose three variations of the listen and draw strategy:

1. Pupils listen and color the picture according to the description.
2. Students listen and complete the details on a picture.
3. Students listen and classify parts of an image or diagram. Teachers should use a small list of words.

### **Advantages**

Listen and drawing strategy is related to listen and draw a picture. Grover (1996), says that activities that are related to pictures are great because they are fun and increase student interest and motivation. Using this activity, the only thing that students have to

do is listen to the description carefully and draw what they have heard instead of writing sentences. In addition, this strategy helps students to reinforce the use of prepositions.

Listen and drawing strategy has many advantages those are:

1. Learners pay attention to the teacher to listen to every detail and draw accurately.
2. It is not needed a lot of material; only paper, and pencil.
3. Young learners love drawing so they feel attracted to this activity.
4. Pictures and drawings help students to remember vocabulary related to the description that the teacher gave.
5. Learners can decorate and add color to their drawings at the end of the activity; it helps them relax.
6. It is a flexible strategy because it can be used to develop other language skills like speaking. If students work in pairs or in groups and take turns to describe the picture, it could be and speaking and listening activity at the same time.

### **Disadvantages**

There are no perfect strategies at the moment of teaching a language in this case English. If the strategy is suitable or not for the students depends on many factors, for instance, age, level, and abilities of the students. In addition, teachers play an important part too; how they encourage students to develop the activity, if they give clear instructions or not, their attitude at the moment to apply the activity, and how they give feedback.

According to Kasmi & Fadhilah (2017), the disadvantages of the listen and drawing strategy are:

1. This strategy takes a lot of time because students ask for repetition many times at slow speed.
2. If the teacher uses a lot this strategy during the lesson, students can get exhausted.
3. It can be complex to evaluate students' comprehension.
4. The lessons can be monotonous if the teacher does not experiment with other activities.
5. Some students feel demotivated during this activity because for them it is hard to draw or they don't do it very well.



## **Dependent Variable: Listening Skill**

### **Listening skill**

Listening is a mental process that takes place inside of people's heads; also, it is a social process that allows people to interact between them. Listening is considered as a complex process because it needs to be understood to teach it, evaluate it before integrating it with other skills like speaking, Bueno, Madrid & McLaren (2004).

According to Saricoban & Metin (2000), listening is the capacity to analyze and comprehend what other people say. For students, through listening, language becomes input. This happens in the classroom when students listen to the teacher, a song, a recording, or just their classmates.

Listening is a receptive skill that involves the ability to understand information produced by a speaker. There are a lot of differences between written and spoken language. Written language is well organized, uses punctuation, capital letters, exact vocabulary, and complex grammar. Also, it stays on the page but does not have visual support. On the other hand, spoken language is not well organized because it encloses interruptions, hesitations, and repetitions. Also, spoken language uses general vocabulary and simple grammar structures but people have to deal with the features of connected speech (linking sounds, contractions, accents, intonation, word stress, and sentence stress). In addition, spoken language disappears as soon as it is spoken, but speakers use body language (gestures, and facial expressions) to support communication. There are different listening subskills (listen for global understanding, specific information, detail, and infer attitude) which are used according to the listening purpose. Like in other language skills, teachers have to follow a pattern in order to develop a listening lesson: introductory activities, main activities (activities to develop listening subskills) and post-task activities, Spratt, Pulverness & Williams (2012).

### **Different Kinds of Listening**

According to Harmer (2007), there are two types of listening: intensive and extensive listening. Extensive listening refers to listen outside the classroom, for enjoyment, or for other reasons. The audio resources could be songs, videos, movies, or any other resource from the internet. Students enjoy this kind of spoken text because they choose de material according to their interests, and there is no intervention from the teacher. On the other

hand, intensive listening refers to listen specifically to develop the listening skill, and to study how English is spoken. It always occurs in the classroom or specific places to teach English like laboratories; teachers present the material according to the age, level, and interest of the students.

### **Listening Sub-skills**

According to Witko (2003), there are five listening sub-skills:

- **Listening for gist:** The purpose of listening for gist is to understand the general idea of a topic, without any focus on every single word or every detail. Different resources can be used for Gist-level listening like podcasts, lectures, conversations, reports, news, movies, and songs. This type of listening does not need intense attention from the listener because it is used to get general information of an aural text and choose whether to continue listening or not or pay more or less attention to the text.
- **Listening for specific information:** Listening for specific information is based on listening to specific pieces of info, for instance, names, places, objects, numbers, professions, or characteristics. In this sub-skill, it is needed to have an idea of what the text will be about. Predict or anticipate the information that will answer the questions in an exam, could be an excellent strategy to use. Be aware that the ideas in the recording could be expressed in different ways. The listener has to be able to identify when the information will be given and pay attention at that point. Sometimes, it also involves listening to figure out if the information is stated or not in the text.
- **Listening in detail:** It hinges on listening carefully and pay attention to every detail, without ignoring anything, in order to comprehend all the information that the text provides.
- **Listening to infer:** It is based on listening to a piece of information and draw logical conclusions by analyzing events, attitudes, sensations, opinions, facts, objects, and ideas. To make inferences, active listening and note-taking are requiring.
- **Listening to questions and responding:** It is the ability to listen and answer comprehension questions. There are seven different types of questions (open, closed, probing, paraphrasing, hypothetical, leading, and reflective), which are asked for different purposes.

## Listening principles

According to Wilson (2008), there are six listening principles:

1. Encourage students to listen as often as much as possible.  
"The more you practice, the master you get". If students practice a lot, they are going to be good at listening and they are going to be able to understand different accents. The main task of the teacher is to provide students listening material as much as possible and encourage them to practice outside the classroom through songs, podcasts, and movies.
2. Help students be prepared to listen.  
Learners need to be prepared to listen. This means that it is necessary to implement some activities before to start the listening part, for instance, make students read the topic of the listening and discuss in pairs about what the listening will be about or read the questions first. These activities help students to engage in the topic and the task.
3. Once may not be enough.  
There should not be occasions in which the teacher plays an audio track just one time. Students need to listen again in order to pick up the missing information. Encourage students to ask for clarification and repetition in live listening.  
The first time that the teacher plays the record is often used to give learners the general idea of the topic. The subsequent listening will be used to complete the activities.
4. Encourage students to respond to the content of listening, not just to the language.  
An important part of a listening lesson is to take out the meaning of what is being said, find out what students think about the topic. For example, ask student questions like: "Do you agree with her?" "Why", " What do you think about her attitude?", " What language did he use to invite her?"
5. Different listening stages demand different listening tasks.  
There are different things that teachers want to do with listening text, for that reason is mandatory to apply different tasks for different listening stages.
6. Good teachers exploit listening text to the full.  
Use the listening texts in different activities

## **Listening Strategies**

Listening is an important part of the daily life of each person. Humans are involved in interaction every instance so; mastery of the listening skill is needed for effective communication. While learning a foreign language, it is crucial to develop the listening ability. That is why teachers use a great number of strategies to help learners to master this skill. According to Sharma (2011), listening strategies are activities or techniques that help people to understand and recall the listening input directly. Listening strategies can be classified by how the listener processes the input: top-down strategies and bottom-up strategies.

Top-down strategies are based on the listener. The listener takes advantage of the knowledge having of the topic, the type of text, the language, and the context or situation. This previous knowledge calls up a great number of ideas that help the listener to understand the spoken text and guess what will happen next. Top-down strategies include listening for the gist, making inferences, summarizing, and predicting, Tyagi (2013).

Bottom-up strategies are based on the text. The listener takes into account the language that is used in the message, for instance, the grammar, vocabulary, and the combination of sounds and words. Bottom-up strategies include: listening for specific details, recognizing cognates, and recognizing word-order patterns, Tyagi (2013).

### **1.3 Objectives**

#### **1.3.1 General objective**

- ✓ To determine the effectiveness of the listen and drawing strategy in the students' development of the listening skill.

#### **1.3.2 Specific Objectives**

- ✓ To investigate the conceptual underpinning of listen and drawing strategy in the listening skill
- ✓ To analyze the importance of listen and drawing strategy in the learning process.
- ✓ To demonstrate how the listen and drawing strategy develops the listening skill.

The objectives established in the ongoing investigation were achieved. It was possible to determine *the effectiveness of the listen and drawing strategy in the students' development of the listening skill* because 28 children from seventh year of Basic Education of the Unidad Educativa Luis A. Martinez were exposed to the listen and drawing strategy to improve their listening skill. Before the treatment, students had serious problems processing auditory information. However, after the application of the strategy, learners showed better results.

Establishing *the conceptual underpinning of the listen and drawing strategy in the listening skill* was met due to some papers and previous studies related to this topic were found. Consequently, those researches contained relevant information like concepts, steps, variations, advantages, and disadvantages regarding the use of the listen and drawing strategy in listening skill development.

It was possible to *determine the importance of the listen and drawing strategy in the learning process* through the analysis of the students' initial level of English and how they were improving their listening abilities with the application of the listen and drawing strategy. The pre-test results showed that most students had a low level of listening proficiency, but after the treatment, they significantly improved their skills.

The objective *to demonstrate how the listen and drawing strategy develops the listening skill* was accomplished through the application of this strategy during 5 weeks (2 session a week). In addition, it was analyzed the reactions that the students had during the treatment. Children had positive reactions to the strategy, which helped them to improve their listening ability.

## **CHAPTER II.**

### **METHODOLOGY**

#### **2.1 Methods**

##### **2.1.1 Research Approach**

According to Stracuzzi & Martins (2012), quantitative research is based on quantifying a phenomenon. This type of research is more structured, and objective. Quantitative data is numerical; something that is measurable such as quantity, price, size, length, and duration. Data can be used to confirm or discard a hypothesis or predict relationships. Quantitative data are analyzed using statistical methods; it is presented in graphs, tables, and percentages. Based on this criterion, it is a quantitative research because the data was collected through the pre-test and post-test scores which later were analyzed to determine whether the listen and drawing strategy has an influence on the development of listening skill or not.

##### **2.1.2 Basic Mode of Research**

###### **Bibliographic:**

According to Santa & Martins (2012), bibliographical research is based on a review of documentary material of any kind. The aim is to establish a relationship between two or more variables. When this type of study is utilized, the researcher employs documents, selects information, analyzes data, and presents logical results.

It is a bibliographical investigation work because it supports the relationship between the listen and drawing strategy and the listening skill by bibliographic sources; for instance, magazines, books, and scientific articles.

###### **Field**

Field research consists of collecting data directly from the reality where the events occur, without manipulating or controlling the variables, Stracuzzi & Martins (2012).

This study was carried out with students from seventh-year of basic education of the Unidad Educativa Luis A. Martinez in order to extract information about the current situation of the listening skill proficiency of students and the effectiveness of the listen and drawing strategy.

## **Pre-experimental**

In a pre-experimental investigation, only one variable is analyzed with a minimal degree of control. There is no manipulation of the independent variable and a single group is exposed to the treatment, it means that does not exist a comparison between two groups. The first step is to apply a pre-stimulus test; after that, the treatment is administered and finally, a post-treatment test is applied, Zambrano, S. (2010).

The current research is pre-experimental owing to a pre-test has been taken to the experimental group to analyze the dependent variable which is the listening skill. It helped to evaluate the level of the learners in the listening ability. Subsequently, the treatment (listen and drawing strategy) was administered. Lastly, a post-test has been taken to figure out the effectiveness of the strategy.

### **2.1.3 Level of Research**

#### **Descriptive**

Descriptive research is based on describing realities, activities, events, and situations. Its main aim is to collect information about the relationship between factors, actors, and variables. In this type of study, it is necessary to explain the characteristics of the population and how the data was collected, Rojas (2015).

The current investigation is descriptive because the characteristics of the population have been specified. They are 28 students of the seventh-year of basic education from a public institution; boys and girls from 11 to 12 years old. In addition, the process of the research has been explained; the application of the pre-test, treatment, and post-test.

#### **Correlational**

Correlational investigation is based on measure two variables and establishes a statistical relationship between them, without incorporating external variables to achieve significant conclusions, Hernández, Fernández, & Baptista (2011).

The research was correlational in order to determine if the dependent variable (listen and drawing strategy) has a relationship with the independent variable (listening skill).

## 2.2 Resources

### 2.2.1 Participants

The participants of this research are students of the seventh-year "B" of Basic Education from "Unidad Educativa Luis A. Martinez", located in Ambato-Ecuador. The total population is composed of 28 students, mostly male, as there are eighteen male students and ten female students. The age range of the experimental group is between 11 to 12 years old.

*Table 1: Population*

Description	Number	Percentage
Men	18	64%
Women	10	36%
Total	28	100%

*Source:* Field Research

*Elaborated by:* Larrea, E. (2020)

### 2.2.2 Instruments

In order to achieve the objective of the research, a pre -test and post-test A1 Movers (YLE Movers) from Cambridge was used for measuring the students' achievement of their listening skill during the pre-experimental study. The tests consist of 5 parts; each part has 5 items (25 items in total), with 25 minutes as an estimated application time.

*Table 2: A1 Movers test components*

	Task types	Activities	Skills
<b>Part 1</b>	Matching	Listen and draw lines to match names to people in a picture.	Listening for names and descriptions.
<b>Part 2</b>	Note-taking	Listen and write a missing word or number in each gap	Listening for names, spellings and other information.
<b>Part 3</b>	Matching	Listen and match pictures with illustrated word or name by writing letter in box.	Listening for words, names and detailed information.
<b>Part 4</b>	3-option multiple choice	Listen and decide which picture shows the right answer to the question and put a tick in the box under it.	Listening for specific information.
<b>Part 5</b>	Coloring and writing	Carry out instructions, locate objects, color correctly and write.	Listening for words, colors and specific information.

*Source:* Cambridge

*Elaborated by:* Larrea, E. (2020)



The pre-test and post-test applied in this research are A1 Movers Tests (listening sample) which have validation from Cambridge. In addition, the results of both tests were established by a validated rating scale provided by Cambridge. The scale is divided into five shields; excellent, very good, good, regular, and bad.

### **2.2.3 Data Collection Procedure**

#### **Pre-Test**

First, learners took the A1 Movers listening part from Cambridge as a pre-test. The test was administered through an application called Zoom. The exam consists of five spoken texts, one for each part of it. The audios were played two times as A1 Movers instructions said. When the test's time was over, students sent photos of their answers to grade them. The pre-test was over 25 points; however, it was necessary to convert the scores over 5 points to place them into the rating Cambridge scale. The classification of the scores was the following: excellent (5points), very good (4 points), good (3 points), regular (2 points), and, bad (1 point).

#### **Application**

The days of the application of the listen and drawing strategy were according to the English class schedule of the students, 2 days a week, Mondays and Thursdays; for 5 weeks.

Through an option of the Zoom app, the investigator shared the screen of the computer to project the flashcards made in the PowerPoint program. The aim of this activity was to teach vocabulary and check the pronunciation of the words that learners needed to know for each session.

After students had their materials ready (worksheet, pencil, eraser, and colors), they had to listen, draw, and color what the investigator said. The instructions were repeating as many times as students needed. Then, children showed their drawings to compare the differences and similarities between them. At the end of each lesson, the investigator asked the students to compare their pictures with the real ones.

## **Post-Test**

The post-test was the same A1 Movers test and it was taken in the same way through the Zoom app. It was evident that students felt more confident at the moment of taking the exam because they learned vocabulary and practiced their listening skills for almost 10 days.

In general, the post-test results were better after the listen and drawing strategy was introduced as an alternative to improve students' listening skills.

### **2.2.4 Data Analysis**

Once the strategy was applied and the info was collected through the experimental population, the data were analyzed using the Statistical Package for the Social Sciences (SPSS). In this case, the SPSS software helped to analyze the normality of the data in order to determine which type of test to utilize to accept the null hypothesis or the alternative hypothesis.

## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1 Analysis and discussion of the results

##### 3.1.1 Pretest-Posttest Contrastive Analysis of Results

To analyze and contrast the Pre- Test and Post-Test results, it is necessary to apply a normality test. It is used to diverge the normality of a data set. There are two types of normality test that can be employ, Kolmogorov-Smirnov Test or Shapiro-Wilk Test. The usage of each one depends on the number of population to be studied, so the best option, in this case, is the Shapiro-Wilk Test. However, the Statistical Package for the Social Sciences (SPSS) administers both of them at the same time. The following chart shows the results.

*Table 3:* Tests for Normality

#### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	,190	28	,011	,921	28	,036
PostTest	,220	28	,001	,910	28	,020

a. Lilliefors Significance Correction

*Source:* SPSS Computer Package.

*Elaborated by:* Larrea, E. (2020)

The results obtained from the SPSS show that both the Pre-test and Post-test are not normally distributed. To be normal, they have to be higher than 0.05 in significance (sig). In this case, the Pre-test has 0.036 in sig while the Post-test has 0.020. T-student and Wilcoxon are the most common test to verify the hypothesis. Nonetheless, Wilcoxon is the right option to work with this kind of normality.

So as to figure out whether the listen and drawing strategy improve children's listening skills, a pre-test, and post-test were administered to seventh-grade students at Unidad Educativa Luis A. Martínez. Both tests evaluate students' understanding of simple dialogues regarding familiar topics and simple spoken descriptions about people and

objects. They include five tasks, each of them is over 5 points, as a result, the final grade is over 25 points. However, the scores were converted over 5 points to place them into the rating Cambridge scale.

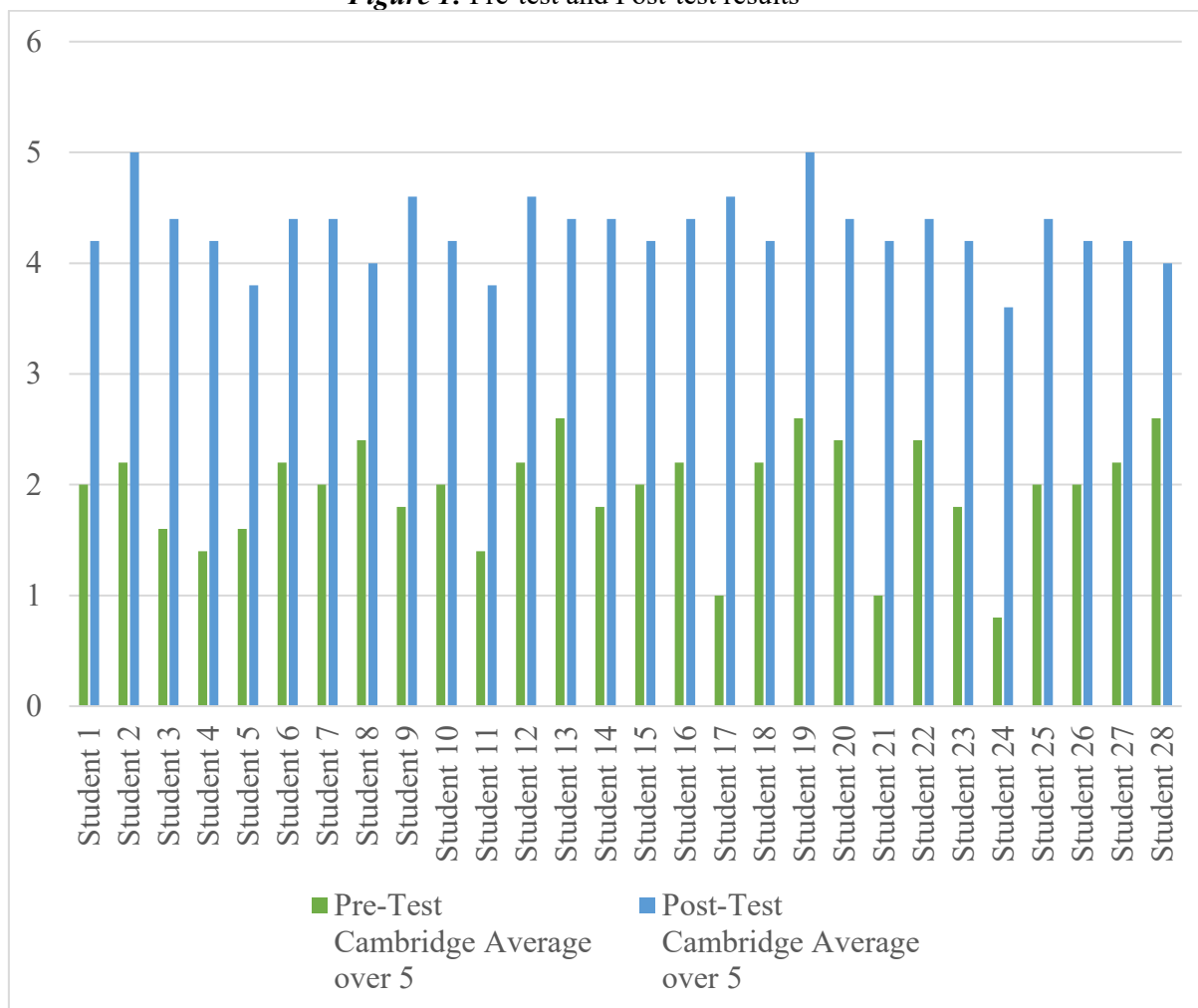
**Table 4:** Pre-test and Post-test results

<b>Researched Group</b>	<b>Pre-Test Cambridge Average over 5</b>	<b>Post-Test Cambridge Average over 5</b>
<b>Student 1</b>	2	4,2
<b>Student 2</b>	2,2	5
<b>Student 3</b>	1,6	4,4
<b>Student 4</b>	1,4	4,2
<b>Student 5</b>	1,6	3,8
<b>Student 6</b>	2,2	4,4
<b>Student 7</b>	2	4,4
<b>Student 8</b>	2,4	4
<b>Student 9</b>	1,8	4,6
<b>Student 10</b>	2	4,2
<b>Student 11</b>	1,4	3,8
<b>Student 12</b>	2,2	4,6
<b>Student 13</b>	2,6	4,4
<b>Student 14</b>	1,8	4,4
<b>Student 15</b>	2	4,2
<b>Student 16</b>	2,2	4,4
<b>Student 17</b>	1	4,6
<b>Student 18</b>	2,2	4,2
<b>Student 19</b>	2,6	5
<b>Student 20</b>	2,4	4,4
<b>Student 21</b>	1	4,2
<b>Student 22</b>	2,4	4,4
<b>Student 23</b>	1,8	4,2
<b>Student 24</b>	0,8	3,6
<b>Student 25</b>	2	4,4
<b>Student 26</b>	2	4,2
<b>Student 27</b>	2,2	4,2
<b>Student 28</b>	2,6	4

*Source:* Field Research

*Elaborated by:* Larrea, E. (2020)

**Figure 1:** Pre-test and Post-test results



**Source:** Field Research  
**Elaborated by:** Larrea, E. (2020)

**Analysis and Interpretation**

In graphic 1, it is possible to observe the individual results of 28 students based on two aspects: pre-test (green bars) and post-test (blue bars). In the pre-test, the researched group obtain scores from 0.8 to 2.6 which point out the low students’ development of the listening skill. On the other hand, in the post-test, the population got scores from 3.6 to 5 which indicate a better domain of the listening skill. Taking into account the results of the two tests, learners have progressed in the development of their listening skills after the application of the listen and drawing strategy.

### 3.1.2 Representation of Students Grades

*Table 5: Ranks*

Rating Scale	Cambridge Score	Points over 25
Excellent	5	25
Very Good	4	20
Good	3	15
Regular	2	10
Bad	1	5

*Source:* Cambridge

*Elaborated by:* Larrea, E. (2020)

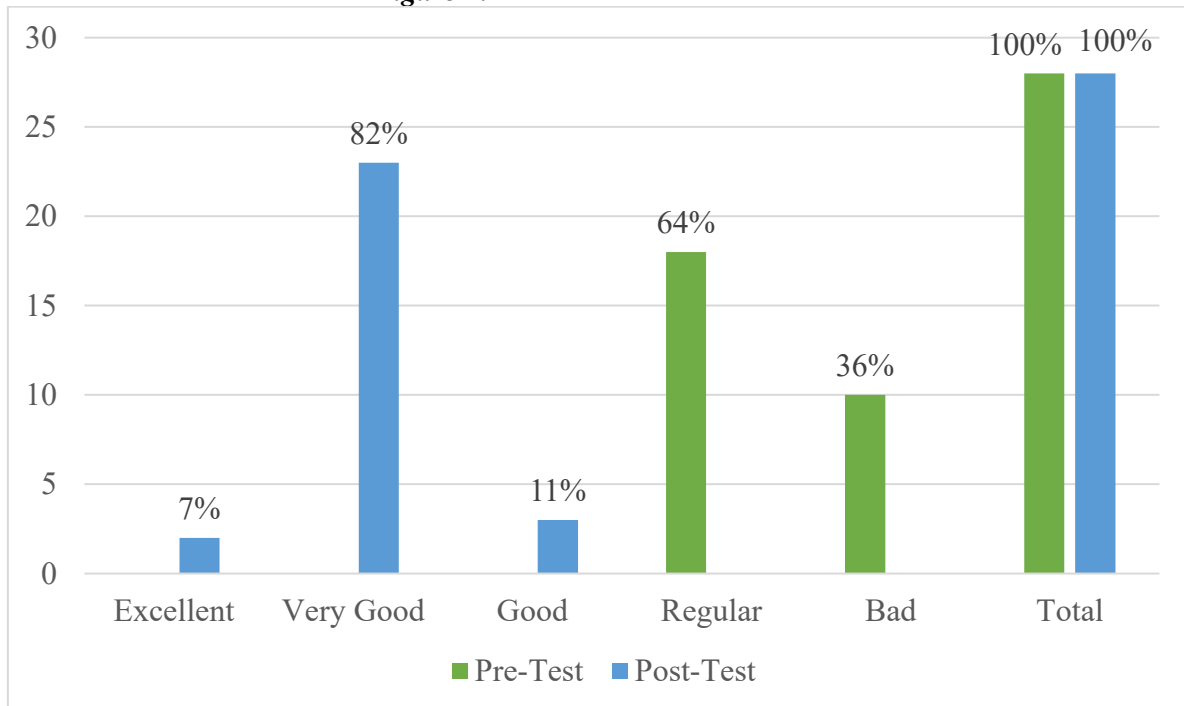
*Table 6: Classification of Scores*

Results	Excellent	Very Good	Good	Regular	Bad	Total
<b>Pre-Test</b>	0	0	0	18	10	28
<b>Post-Test</b>	2	23	3	0	0	28

*Source:* Field Research

*Elaborated by:* Larrea, E. (2020)

*Figure 2: Classification of Scores*



*Source:* Field Research

*Elaborated by:* Larrea, E. (2020)

## Analysis and Interpretation

In Table 5, it is possible to observe the Cambridge Ranking Scale, which is helpful to place students according to the points they obtained in both pre-test and post-test. This scale is composed of five levels, learners who got 5 over 5 are placed in the excellent rank, children who got 4 in the very good rank, students who got 3 in the good rank, learners who got 2 in the regular rank, and finally, those who got 1 in the bad rank.

Table 6 and Graphic 2 represent the results obtained in the pre-test and post-test. The experimental group was of 28 students (100%), whose pre-test results are the following: 10 students (36%) got a result of 1, it indicates that they were in the bad level, 18 students (64%) got a result of 2, it means that they were in the regular level. It is important to accentuate that there are not learners in the good, very good, and excellent levels. Nevertheless, post-test results are gratifying due to there is a notable improvement, nobody is in the regular and bad levels. There are 2 students (7%) in the excellent level a cause of they got 5, there are 23 children (82%) are in the very good level since they got 4, and finally, there are 3 learners (11%) in the good level as they got 3.

By analyzing the results, it was evident that students did not have the A1 level, most of them were not able to recognize the basic vocabulary and expressions that they should know at this level, this influenced the poor performance that learners had in the listening pre-test. However, the listen and drawing strategy helped them not only to improve their listening skill but also to learn lots of words.

### 3.1.3 Pre-Test and Post-Test Average

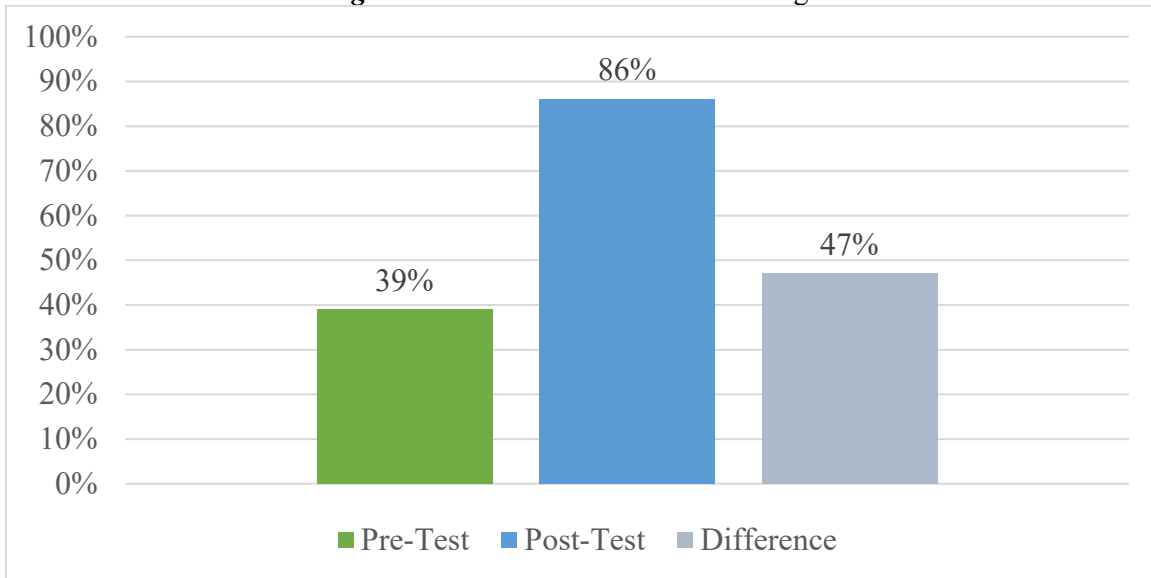
*Table 7: Pre-Test and Post-Test Average*

<b>Results</b>	<b>Pre-Test</b>	<b>Post-Test</b>	<b>Difference</b>
<b>Porcentage</b>	39%	86%	47%

*Source:* Field Research

*Elaborated by:* Larrea, E. (2020)

**Figure 3: Pre-Test and Post-Test Average**



*Source:* Field Research

*Elaborated by:* Larrea, E. (2020)

### **Analysis and Interpretation**

Figure 3 represents the percentage of learners' grades obtained in both pre-test and post-test. In addition, it shows the difference between them.

In the pre-test, children got 39% of performance, which means that they had serious problems in listening skill development. Nevertheless, the results of the post-test were satisfactory since children got 86% of performance. The difference between the pre-test and post-test were of 47% which demonstrates the listen and drawing strategy is a great activity to use in listening lessons.

## **3.2 Verification of Hypotheses**

### **3.2.1 Hypothesis Verification**

According to the results of the normality test stated in Table 2, the Wilcoxon Test is the best option to decide if the listen and drawing strategy was effective or not in the development of the listening skill.

### **3.2.2 Hypothesis Approach**

To verify the hypothesis, the following logical model was administered:



### 3.2.3 Null Hypothesis

H0: The application of the listen and drawing strategy is not effective in students' development of the listening skill.

### 3.2.4 Alternative Hypothesis

H1: The application of the listen and drawing strategy is effective in students' development of the listening skill.

### 3.2.5 Statistical Specifications

**Table 8:** Wilcoxon Signed Ranks test

		<b>Ranks</b>		
		N	Mean Rank	Sum of Ranks
PostTest - PreTest	Negative Ranks	0 <sup>a</sup>	,00	,00
	Positive Ranks	28 <sup>b</sup>	14,50	406,00
	Ties	0 <sup>c</sup>		
	Total	28		

a. PostTest < PreTest

b. PostTest > PreTest

c. PostTest = PreTest

**Source:** Field Research

**Elaborated by:** Larrea, E. (2020)

### Analysis and interpretation

In Table 8, it is possible to appreciate the results obtained from the Wilcoxon Test. It was used to compare the mean range of the pre-test and post-test and find out if there are differences between them. The experimental group was composed of 28 students (total ranks). Furthermore, there are 0 negative ranks and 14, 50 positive ranks which means that all the scores of the post-test are better than the pre-test.

**Table 9:** Wilcoxon Test Statistics  
**Test Statistics<sup>a</sup>**

	PostTest - PreTest
Z	-4,644 <sup>b</sup>
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

*Source:* Field Research

*Elaborated by:* Larrea, E. (2020)

### **Analysis and interpretation**

Table 9 shows that Z has a significance of -4,644 (bilateral) and the signed rank (sig) is 0.000. Considering that the sig value is less than 0.05, the null hypothesis is rejected and the alternative accepted. To sum up, the listen and drawing strategy is effective in students' development of the listening skill.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

After carrying out this investigation entitled "Listen and Drawing Strategy and the Listening Skill" implemented with students from seventh "B" grade of Basic Education of Unidad Educativa Luis A.Martinez, the following conclusions, and recommendations were established:

#### 4.1 Conclusions

- The pre-test scores showed that most of the students had a deficiency in their listening skill. However, after the treatment, students achieved a significant improvement in their listening ability. They increased their performance from 39% to 89%. The progress was 47% which demonstrates the effectiveness of the listen and drawing strategy in the development of the listening skill.
- Different studies have shown that listening is one of the harder skills to develop for students who are learning a second language, for that reason teachers have to find good strategies to help learners to develop this ability. Previous investigations show that listen and drawing strategy is a great alternative to use in listening classes, especially with young learners due to it is a fun activity that helps children to improve their listening skill and encourages them to continue learning.
- It was possible to determine that listen and drawing strategy is important in the learning process because, after the application, learners could more easily understand simple dialogues regarding familiar topics, simple spoken descriptions about people and objects, recognize familiar vocabulary and simple phrases. In addition, children became more active, paid more attention to the teacher and the recordings, and enjoyed what they were doing.
- The listen and drawing strategy is a flexible activity that can be adapted according to the learners' age, level, and experiences. Students like this strategy, especially children due to most of them love drawing, so they concentrate on each instruction

that the teacher says to discover the final result. In addition, the vocabulary presentation and the possibility to listen to the instructions as many times as they need; facilitate the comprehension of the aural text. To sum up, these positive aspects of the listening and draw strategy help students to improve their listening performance.

## **4.2 Recommendations**

- It is necessary that professors use innovative strategies in listening lessons such as the listen and drawing strategy. It will help students to improve their listening skills and other language skills. Traditional ways of teaching are bored and do not meet with learners' expectations, so they do not learn meaningfully as well as they do not feel motivated to continue learning.
- It is suggested to apply the listen and drawing strategy at the end of a lesson or a unit since it takes a lot of time because students ask for repetition many times at slow speed. In addition, if this strategy is used many times during the same lesson, learners can feel exhausted and frustrated, which is not favorable in the learning process.
- For future research, in order to obtain more accurate and significant results, it is advisable to carry out the investigation in a classroom where the investigator and the population have direct contact (not virtually). In addition, it is fundamental to employ a quasi-experimental research where the investigator can analyze both the experimental and the control group.

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## Annexes

### Annex 1: Approval

# CARTA DE COMPROMISO

Ambato, 27/04/2020

Dr. Marcelo  
Núñez  
Presidente  
Unidad de  
titulación  
Carrera de  
Idiomas  
Facultad de Ciencias Humanas y de la Educación

Mg. Juan Manuel Guaigua Guaigua en mi calidad de Vicerrector Académico de la Unidad Educativa Luis A. Martínez, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"LISTEN AND DRAWING STRATEGY AND THE LISTENING SKILL"** propuesto por la estudiante Evelyn Nathaly Larrea López, portadora de la Cédula de Ciudadanía 180490184-9, estudiante de la Carrera de Idiomas, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines

pertinentes. Atentamente.



.....  
Mg. Juan Manuel Guaigua Guaigua  
1801976927  
032846979  
0984499440  
sambosebastian2013@hotmail.com



**Annex 2: Pre-Test and Post-Test**

**Cambridge English A1 Movers Listening Test (Vol.2)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**INSTRUCTION:** There are five parts. Each part begins with one example. All tasks are heard twice.

**Part 1**

– 5 questions –

**Listen and draw lines. There is one example**

Mark

Clare

Peter

Jane



Fred

Daisy

Vicky

– 5 questions –

Listen and write. There is one example.



## Grandma's work

- Worked at: ..... City ..... Hospital
- 1) Had to wash: the ..... in the morning
- 2) Number of work days every week: .....
- 3) Wore: blue .....
- 4) At work, Grandma had: lots of .....
- 5) The hospital was for: ..... only

## Part 3

– 5 questions –

Mrs First is telling Paul about the people in her family. What is each person doing now?

Listen and write a letter in each box. There is one example.



her son

**B**



her uncle



her daughter



her cousin



her brother



her sister



**A**



**B**



**C**



**D**



**E**



**F**



**G**



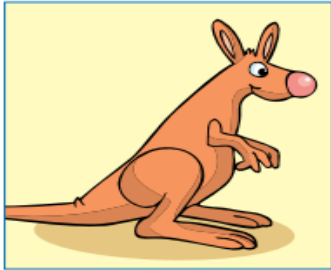
**H**

## Part 4

– 5 questions –

Listen and tick ( ✓ ) the box. There is one example.

Which is Charlie's favourite animal?



A



B



C

1) Which man is the girl's teacher?



A



B



C

2) What did Sally lose?



A

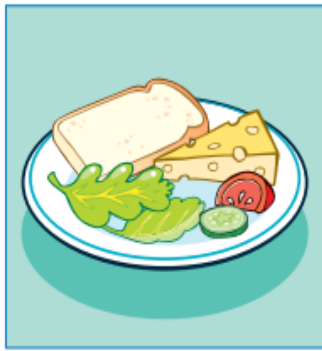


B



C

3) What does Hugo want to eat?



A



B



C

4) Where is Jill?



A



B



C

5) What must Ben's father buy?



A



B



C

## Part 5

– 5 questions –

Listen and colour and write. There is one example. Listen and colour and write.  
There is one example.



PRE-TEST: Cambridge English A1 Movers Listening Test (Vol.2)

Name: William Velasco

Date: Monday, May 18, 2020

INSTRUCTION: There are five parts. Each part begins with one example. All tasks are heard twice.

Part 1

- 5 questions -

Listen and draw lines. There is one example





## Part 2

- 5 questions -

Listen and write. There is one example.



### Grandma's work

- Worked at: ..... City ..... Hospital
- 1) Had to wash: the ..... in the morning
- 2) Number of work days every week: ..... *6 days* .....
- 3) Wore: blue ..... *shirt* .....
- 4) At work, Grandma had: lots of ..... *fruits* .....
- 5) The hospital was for: ..... *only* ..... only

### Part 3

– 5 questions –

Mrs First is telling Paul about the people in her family. What is each person doing now?

Listen and write a letter in each box. There is one example.



her son

B



her uncle

F



her daughter

D



her cousin

H



her brother

G



her sister

A



A



B



C



D



E



F



G



H

## Part 4

- 5 questions -

Listen and tick ( ✓ ) the box. There is one example.

Which is Charlie's favourite animal?



A



B



C

1) Which man is the girl's teacher?



A



B



C

2) What did Sally lose?



A



B



C

3) What does Hugo want to eat?



A



B



C

4) Where is Jill?



A



B



C

5) What must Ben's father buy?



A



B



C

## Part 5

– 5 questions –

Listen and colour and write. There is one example. Listen and colour and write. There is one example.



**Annex 3: Pre-Test Scores**

<b>Cajas Aitor</b>		
<b>Part 1</b>	(5 Marks)	0
<b>Part 2</b>	(5 Marks)	2
<b>Part 3</b>	(5 Marks)	4
<b>Part 4</b>	(5 Marks)	1
<b>Part 5</b>	(5 Marks)	3
<b>Final Grade</b>		<b>10/25</b>
<b>Cambridge average over 5</b>		<b>2</b>

<b>Excellent</b>	
<b>Very Good</b>	
<b>Good</b>	
<b>Regular</b>	<b>x</b>
<b>Bad</b>	

<b>Chimborazo Natalia</b>		
<b>Part 1</b>	(5 Marks)	2
<b>Part 2</b>	(5 Marks)	2
<b>Part 3</b>	(5 Marks)	2
<b>Part 4</b>	(5 Marks)	0
<b>Part 5</b>	(5 Marks)	2
<b>Final Grade</b>		<b>8/25</b>
<b>Cambridge average over 5</b>		<b>1.6</b>

<b>Excellent</b>	
<b>Very Good</b>	
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	<b>x</b>

<b>Cayambe Danny</b>		
<b>Part 1</b>	(5 Marks)	2
<b>Part 2</b>	(5 Marks)	1
<b>Part 3</b>	(5 Marks)	3
<b>Part 4</b>	(5 Marks)	2
<b>Part 5</b>	(5 Marks)	3
<b>Final Grade</b>		<b>11/25</b>
<b>Cambridge average over 5</b>		<b>2.2</b>

<b>Excellent</b>	
<b>Very Good</b>	
<b>Good</b>	
<b>Regular</b>	<b>x</b>
<b>Bad</b>	

<b>Chisaguano Evelyn</b>		
<b>Part 1</b>	(5 Marks)	1
<b>Part 2</b>	(5 Marks)	2
<b>Part 3</b>	(5 Marks)	1
<b>Part 4</b>	(5 Marks)	1
<b>Part 5</b>	(5 Marks)	2
<b>Final Grade</b>		<b>7/25</b>
<b>Cambridge average over 5</b>		<b>1.4</b>

<b>Excellent</b>	
<b>Very Good</b>	
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	<b>x</b>

<b>Coronel José</b>		
<b>Part 1</b>	(5 Marks)	1
<b>Part 2</b>	(5 Marks)	0
<b>Part 3</b>	(5 Marks)	2
<b>Part 4</b>	(5 Marks)	2
<b>Part 5</b>	(5 Marks)	3
<b>Final Grade</b>	<b>8/25</b>	
<b>Cambridge average over 5</b>	<b>1.6</b>	

<b>Excellent</b>	
<b>Very Good</b>	
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	<b>x</b>

<b>Criollo Joselyn</b>		
<b>Part 1</b>	(5 Marks)	2
<b>Part 2</b>	(5 Marks)	3
<b>Part 3</b>	(5 Marks)	2
<b>Part 4</b>	(5 Marks)	1
<b>Part 5</b>	(5 Marks)	3
<b>Final Grade</b>	<b>11/25</b>	
<b>Cambridge average over 5</b>	<b>2.2</b>	

<b>Excellent</b>	
<b>Very Good</b>	
<b>Good</b>	
<b>Regular</b>	<b>x</b>
<b>Bad</b>	

<b>Gaibor Génesis</b>		
<b>Part 1</b>	(5 Marks)	1
<b>Part 2</b>	(5 Marks)	3
<b>Part 3</b>	(5 Marks)	3
<b>Part 4</b>	(5 Marks)	1
<b>Part 5</b>	(5 Marks)	2
<b>Final Grade</b>	<b>10/25</b>	
<b>Cambridge average over 5</b>	<b>2</b>	

<b>Excellent</b>	
<b>Very Good</b>	
<b>Good</b>	
<b>Regular</b>	<b>x</b>
<b>Bad</b>	

<b>Garcés Abel</b>		
<b>Part 1</b>	(5 Marks)	1
<b>Part 2</b>	(5 Marks)	3
<b>Part 3</b>	(5 Marks)	4
<b>Part 4</b>	(5 Marks)	1
<b>Part 5</b>	(5 Marks)	3
<b>Final Grade</b>	<b>12/25</b>	
<b>Cambridge average over 5</b>	<b>2.4</b>	

<b>Excellent</b>	
<b>Very Good</b>	
<b>Good</b>	
<b>Regular</b>	<b>x</b>
<b>Bad</b>	

<b>Gavilanes Kimberly</b>		
<b>Part 1</b>	(5 Marks)	2
<b>Part 2</b>	(5 Marks)	2
<b>Part 3</b>	(5 Marks)	2
<b>Part 4</b>	(5 Marks)	1
<b>Part 5</b>	(5 Marks)	2
<b>Final Grade</b>	<b>9/25</b>	
<b>Cambridge average over 5</b>	<b>1.8</b>	

<b>Excellent</b>	
<b>Very Good</b>	
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	<b>x</b>

<b>Gonzales Sebastián</b>		
<b>Part 1</b>	(5 Marks)	1
<b>Part 2</b>	(5 Marks)	2
<b>Part 3</b>	(5 Marks)	3
<b>Part 4</b>	(5 Marks)	2
<b>Part 5</b>	(5 Marks)	2
<b>Final Grade</b>	<b>10/25</b>	
<b>Cambridge average over 5</b>	<b>2</b>	

<b>Excellent</b>	
<b>Very Good</b>	
<b>Good</b>	
<b>Regular</b>	<b>x</b>
<b>Bad</b>	



<b>Guaitara Adiel</b>		
<b>Part 1</b>	(5 Marks)	0
<b>Part 2</b>	(5 Marks)	2
<b>Part 3</b>	(5 Marks)	2
<b>Part 4</b>	(5 Marks)	2
<b>Part 5</b>	(5 Marks)	1
<b>Final Grade</b>		<b>7/25</b>
<b>Cambridge average over 5</b>		<b>1.4</b>

<b>Excellent</b>	
<b>Very Good</b>	
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	<b>x</b>

<b>Guayta Solange</b>		
<b>Part 1</b>	(5 Marks)	3
<b>Part 2</b>	(5 Marks)	2
<b>Part 3</b>	(5 Marks)	2
<b>Part 4</b>	(5 Marks)	2
<b>Part 5</b>	(5 Marks)	2
<b>Final Grade</b>		<b>11/25</b>
<b>Cambridge average over 5</b>		<b>2.2</b>

<b>Excellent</b>	
<b>Very Good</b>	
<b>Good</b>	
<b>Regular</b>	<b>x</b>
<b>Bad</b>	

<b>Guevara Oscar</b>		
<b>Part 1</b>	(5 Marks)	3
<b>Part 2</b>	(5 Marks)	2
<b>Part 3</b>	(5 Marks)	3
<b>Part 4</b>	(5 Marks)	2
<b>Part 5</b>	(5 Marks)	3
<b>Final Grade</b>		<b>13/25</b>
<b>Cambridge average over 5</b>		<b>2.6</b>

<b>Excellent</b>	
<b>Very Good</b>	
<b>Good</b>	
<b>Regular</b>	<b>x</b>
<b>Bad</b>	

<b>Herrera Alex</b>		
<b>Part 1</b>	(5 Marks)	1
<b>Part 2</b>	(5 Marks)	2
<b>Part 3</b>	(5 Marks)	3
<b>Part 4</b>	(5 Marks)	2
<b>Part 5</b>	(5 Marks)	1
<b>Final Grade</b>		<b>9/25</b>
<b>Cambridge average over 5</b>		<b>1.8</b>

<b>Excellent</b>	
<b>Very Good</b>	
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	<b>x</b>

<b>Jaramillo Mateo</b>		
<b>Part 1</b>	(5 Marks)	1
<b>Part 2</b>	(5 Marks)	2
<b>Part 3</b>	(5 Marks)	3
<b>Part 4</b>	(5 Marks)	2
<b>Part 5</b>	(5 Marks)	3
<b>Final Grade</b>		<b>10/25</b>
<b>Cambridge average over 5</b>		<b>2</b>

<b>Excellent</b>	
<b>Very Good</b>	
<b>Good</b>	
<b>Regular</b>	<b>x</b>
<b>Bad</b>	

<b>Jerez Doménica</b>		
<b>Part 1</b>	(5 Marks)	2
<b>Part 2</b>	(5 Marks)	2
<b>Part 3</b>	(5 Marks)	3
<b>Part 4</b>	(5 Marks)	1
<b>Part 5</b>	(5 Marks)	3
<b>Final Grade</b>		<b>11/25</b>
<b>Cambridge average over 5</b>		<b>2.2</b>

<b>Excellent</b>	
<b>Very Good</b>	
<b>Good</b>	
<b>Regular</b>	<b>x</b>
<b>Bad</b>	

<b>Lalaleo Wilson</b>		
<b>Part 1</b>	(5 Marks)	1
<b>Part 2</b>	(5 Marks)	0
<b>Part 3</b>	(5 Marks)	2
<b>Part 4</b>	(5 Marks)	0
<b>Part 5</b>	(5 Marks)	2
<b>Final Grade</b>		<b>5/25</b>
<b>Cambridge average over 5</b>		<b>1</b>

<b>Excellent</b>	
<b>Very Good</b>	
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	<b>x</b>

<b>Landa José</b>		
<b>Part 1</b>	(5 Marks)	2
<b>Part 2</b>	(5 Marks)	3
<b>Part 3</b>	(5 Marks)	2
<b>Part 4</b>	(5 Marks)	2
<b>Part 5</b>	(5 Marks)	2
<b>Final Grade</b>		<b>11/25</b>
<b>Cambridge average over 5</b>		<b>2.2</b>

<b>Excellent</b>	
<b>Very Good</b>	
<b>Good</b>	
<b>Regular</b>	<b>x</b>
<b>Bad</b>	

<b>Larrea Gabriel</b>		
<b>Part 1</b>	(5 Marks)	2
<b>Part 2</b>	(5 Marks)	2
<b>Part 3</b>	(5 Marks)	5
<b>Part 4</b>	(5 Marks)	2
<b>Part 5</b>	(5 Marks)	2
<b>Final Grade</b>		<b>13/25</b>
<b>Cambridge average over 5</b>		<b>2.6</b>

<b>Excellent</b>	
<b>Very Good</b>	
<b>Good</b>	
<b>Regular</b>	<b>x</b>
<b>Bad</b>	

<b>Lema Jennifer</b>		
<b>Part 1</b>	(5 Marks)	2
<b>Part 2</b>	(5 Marks)	2
<b>Part 3</b>	(5 Marks)	3
<b>Part 4</b>	(5 Marks)	2
<b>Part 5</b>	(5 Marks)	3
<b>Final Grade</b>		<b>11/25</b>
<b>Cambridge average over 5</b>		<b>2.2</b>

<b>Excellent</b>	
<b>Very Good</b>	
<b>Good</b>	
<b>Regular</b>	<b>x</b>
<b>Bad</b>	

<b>Maisanche Joel</b>		
<b>Part 1</b>	(5 Marks)	1
<b>Part 2</b>	(5 Marks)	0
<b>Part 3</b>	(5 Marks)	2
<b>Part 4</b>	(5 Marks)	0
<b>Part 5</b>	(5 Marks)	2
<b>Final Grade</b>		<b>5/25</b>
<b>Cambridge average over 5</b>		<b>1</b>

<b>Excellent</b>	
<b>Very Good</b>	
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	<b>x</b>

<b>Moyolema Anderson</b>		
<b>Part 1</b>	(5 Marks)	2
<b>Part 2</b>	(5 Marks)	3
<b>Part 3</b>	(5 Marks)	3
<b>Part 4</b>	(5 Marks)	2
<b>Part 5</b>	(5 Marks)	2
<b>Final Grade</b>		<b>12/25</b>
<b>Cambridge average over 5</b>		<b>2.4</b>

<b>Excellent</b>	
<b>Very Good</b>	
<b>Good</b>	
<b>Regular</b>	<b>x</b>
<b>Bad</b>	

<b>Palate Jonnathan</b>		
Part 1	(5 Marks)	2
Part 2	(5 Marks)	1
Part 3	(5 Marks)	3
Part 4	(5 Marks)	1
Part 5	(5 Marks)	2
Final Grade		9/25
Cambridge average over 5		1.8
Excellent		
Very Good		
Good		
Regular		
Bad		x

<b>Poaquiza Gissela</b>		
Part 1	(5 Marks)	2
Part 2	(5 Marks)	2
Part 3	(5 Marks)	2
Part 4	(5 Marks)	2
Part 5	(5 Marks)	2
Final Grade		10/25
Cambridge average over 5		2
Excellent		
Very Good		
Good		
Regular		x
Bad		

<b>Pazmiño Angel</b>		
Part 1	(5 Marks)	0
Part 2	(5 Marks)	1
Part 3	(5 Marks)	1
Part 4	(5 Marks)	0
Part 5	(5 Marks)	2
Final Grade		4/25
Cambridge average over 5		0.8
Excellent		
Very Good		
Good		
Regular		
Bad		x

<b>Portero Anderson</b>		
Part 1	(5 Marks)	2
Part 2	(5 Marks)	2
Part 3	(5 Marks)	3
Part 4	(5 Marks)	2
Part 5	(5 Marks)	2
Final Grade		11/25
Cambridge average over 5		2.2
Excellent		
Very Good		
Good		
Regular		x
Bad		

<b>Pico Nicole</b>		
Part 1	(5 Marks)	2
Part 2	(5 Marks)	2
Part 3	(5 Marks)	3
Part 4	(5 Marks)	0
Part 5	(5 Marks)	3
Final Grade		10/25
Cambridge average over 5		2
Excellent		
Very Good		
Good		
Regular		x
Bad		

<b>Villacís William</b>		
Part 1	(5 Marks)	2
Part 2	(5 Marks)	2
Part 3	(5 Marks)	4
Part 4	(5 Marks)	2
Part 5	(5 Marks)	3
Final Grade		13/25
Cambridge average over 5		2.6
Excellent		
Very Good		
Good		
Regular		x
Bad		

#### Annex 4: Post-Test Scores

<b>Cajas Aitor</b>		
<b>Part 1</b>	(5 Marks)	5
<b>Part 2</b>	(5 Marks)	4
<b>Part 3</b>	(5 Marks)	5
<b>Part 4</b>	(5 Marks)	2
<b>Part 5</b>	(5 Marks)	5
<b>Final Grade</b>		<b>21/25</b>
<b>Cambridge average over 5</b>		<b>4.2</b>

<b>Excellent</b>	
<b>Very Good</b>	<b>x</b>
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	

<b>Chisaguano Evelyn</b>		
<b>Part 1</b>	(5 Marks)	5
<b>Part 2</b>	(5 Marks)	4
<b>Part 3</b>	(5 Marks)	5
<b>Part 4</b>	(5 Marks)	3
<b>Part 5</b>	(5 Marks)	4
<b>Final Grade</b>		<b>21/25</b>
<b>Cambridge average over 5</b>		<b>4.2</b>

<b>Excellent</b>	
<b>Very Good</b>	<b>x</b>
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	

<b>Cayambe Danny</b>		
<b>Part 1</b>	(5 Marks)	5
<b>Part 2</b>	(5 Marks)	5
<b>Part 3</b>	(5 Marks)	5
<b>Part 4</b>	(5 Marks)	5
<b>Part 5</b>	(5 Marks)	5
<b>Final Grade</b>		<b>25/25</b>
<b>Cambridge average over 5</b>		<b>5</b>

<b>Excellent</b>	<b>x</b>
<b>Very Good</b>	
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	

<b>Chimborazo Natalia</b>		
<b>Part 1</b>	(5 Marks)	5
<b>Part 2</b>	(5 Marks)	5
<b>Part 3</b>	(5 Marks)	5
<b>Part 4</b>	(5 Marks)	2
<b>Part 5</b>	(5 Marks)	5
<b>Final Grade</b>		<b>22/25</b>
<b>Cambridge average over 5</b>		<b>4.4</b>

<b>Excellent</b>	
<b>Very Good</b>	<b>x</b>
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	

<b>Coronel José</b>		
<b>Part 1</b>	(5 Marks)	5
<b>Part 2</b>	(5 Marks)	4
<b>Part 3</b>	(5 Marks)	4
<b>Part 4</b>	(5 Marks)	2
<b>Part 5</b>	(5 Marks)	5
<b>Final Grade</b>		<b>19/25</b>
<b>Cambridge average over 5</b>		<b>3.8</b>

<b>Excellent</b>	
<b>Very Good</b>	
<b>Good</b>	<b>x</b>
<b>Regular</b>	
<b>Bad</b>	

<b>Criollo Joselyn</b>		
<b>Part 1</b>	(5 Marks)	5
<b>Part 2</b>	(5 Marks)	4
<b>Part 3</b>	(5 Marks)	5
<b>Part 4</b>	(5 Marks)	3
<b>Part 5</b>	(5 Marks)	5
<b>Final Grade</b>		<b>22/25</b>
<b>Cambridge average over 5</b>		<b>4.4</b>

<b>Excellent</b>	
<b>Very Good</b>	<b>x</b>
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	

<b>Gaibor Génesis</b>		
<b>Part 1</b>	(5 Marks)	5
<b>Part 2</b>	(5 Marks)	5
<b>Part 3</b>	(5 Marks)	3
<b>Part 4</b>	(5 Marks)	4
<b>Part 5</b>	(5 Marks)	5
<b>Final Grade</b>		<b>22/25</b>
<b>Cambridge average over 5</b>		<b>4.4</b>

<b>Excellent</b>	
<b>Very Good</b>	<b>x</b>
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	

<b>Garcés Abel</b>		
<b>Part 1</b>	(5 Marks)	4
<b>Part 2</b>	(5 Marks)	4
<b>Part 3</b>	(5 Marks)	5
<b>Part 4</b>	(5 Marks)	3
<b>Part 5</b>	(5 Marks)	4
<b>Final Grade</b>		<b>20/25</b>
<b>Cambridge average over 5</b>		<b>4</b>

<b>Excellent</b>	
<b>Very Good</b>	<b>x</b>
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	

<b>Gavilanes Kimberly</b>		
<b>Part 1</b>	(5 Marks)	5
<b>Part 2</b>	(5 Marks)	5
<b>Part 3</b>	(5 Marks)	4
<b>Part 4</b>	(5 Marks)	4
<b>Part 5</b>	(5 Marks)	5
<b>Final Grade</b>		<b>23/25</b>
<b>Cambridge average over 5</b>		<b>4.6</b>

<b>Excellent</b>	
<b>Very Good</b>	<b>x</b>
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	

<b>Gonzales Sebastián</b>		
<b>Part 1</b>	(5 Marks)	5
<b>Part 2</b>	(5 Marks)	4
<b>Part 3</b>	(5 Marks)	5
<b>Part 4</b>	(5 Marks)	2
<b>Part 5</b>	(5 Marks)	5
<b>Final Grade</b>		<b>21/25</b>
<b>Cambridge average over 5</b>		<b>4.2</b>

<b>Excellent</b>	
<b>Very Good</b>	<b>x</b>
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	

<b>Guaitara Adiel</b>		
<b>Part 1</b>	(5 Marks)	4
<b>Part 2</b>	(5 Marks)	4
<b>Part 3</b>	(5 Marks)	4
<b>Part 4</b>	(5 Marks)	2
<b>Part 5</b>	(5 Marks)	5
<b>Final Grade</b>		<b>19/25</b>
<b>Cambridge average over 5</b>		<b>3.8</b>

<b>Excellent</b>	
<b>Very Good</b>	
<b>Good</b>	<b>x</b>
<b>Regular</b>	
<b>Bad</b>	

<b>Guayta Solange</b>		
<b>Part 1</b>	(5 Marks)	5
<b>Part 2</b>	(5 Marks)	5
<b>Part 3</b>	(5 Marks)	5
<b>Part 4</b>	(5 Marks)	3
<b>Part 5</b>	(5 Marks)	5
<b>Final Grade</b>		<b>23/25</b>
<b>Cambridge average over 5</b>		<b>4.6</b>

<b>Excellent</b>	
<b>Very Good</b>	<b>x</b>
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	

<b>Guevara Oscar</b>		
<b>Part 1</b>	(5 Marks)	5
<b>Part 2</b>	(5 Marks)	4
<b>Part 3</b>	(5 Marks)	5
<b>Part 4</b>	(5 Marks)	4
<b>Part 5</b>	(5 Marks)	4
<b>Final Grade</b>		<b>22/25</b>
<b>Cambridge average over 5</b>		<b>4.4</b>

<b>Excellent</b>	
<b>Very Good</b>	<b>x</b>
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	

<b>Herrera Alex</b>		
<b>Part 1</b>	(5 Marks)	5
<b>Part 2</b>	(5 Marks)	5
<b>Part 3</b>	(5 Marks)	5
<b>Part 4</b>	(5 Marks)	3
<b>Part 5</b>	(5 Marks)	4
<b>Final Grade</b>		<b>22/25</b>
<b>Cambridge average over 5</b>		<b>4.4</b>

<b>Excellent</b>	
<b>Very Good</b>	<b>x</b>
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	

<b>Jaramillo Mateo</b>		
<b>Part 1</b>	(5 Marks)	5
<b>Part 2</b>	(5 Marks)	4
<b>Part 3</b>	(5 Marks)	5
<b>Part 4</b>	(5 Marks)	2
<b>Part 5</b>	(5 Marks)	5
<b>Final Grade</b>		<b>21/25</b>
<b>Cambridge average over 5</b>		<b>4.2</b>

<b>Excellent</b>	
<b>Very Good</b>	<b>x</b>
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	

<b>Jerez Doménica</b>		
<b>Part 1</b>	(5 Marks)	5
<b>Part 2</b>	(5 Marks)	5
<b>Part 3</b>	(5 Marks)	5
<b>Part 4</b>	(5 Marks)	2
<b>Part 5</b>	(5 Marks)	5
<b>Final Grade</b>		<b>22/25</b>
<b>Cambridge average over 5</b>		<b>4.4</b>

<b>Excellent</b>	
<b>Very Good</b>	<b>x</b>
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	

<b>Lalaleo Wilson</b>		
<b>Part 1</b>	(5 Marks)	5
<b>Part 2</b>	(5 Marks)	5
<b>Part 3</b>	(5 Marks)	5
<b>Part 4</b>	(5 Marks)	3
<b>Part 5</b>	(5 Marks)	5
<b>Final Grade</b>		<b>23/25</b>
<b>Cambridge average over 5</b>		<b>4.6</b>

<b>Excellent</b>	
<b>Very Good</b>	<b>x</b>
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	

<b>Landa José</b>		
<b>Part 1</b>	(5 Marks)	5
<b>Part 2</b>	(5 Marks)	4
<b>Part 3</b>	(5 Marks)	5
<b>Part 4</b>	(5 Marks)	3
<b>Part 5</b>	(5 Marks)	4
<b>Final Grade</b>		<b>21/25</b>
<b>Cambridge average over 5</b>		<b>4.2</b>

<b>Excellent</b>	
<b>Very Good</b>	<b>x</b>
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	

<b>Larrea Gabriel</b>		
<b>Part 1</b>	(5 Marks)	5
<b>Part 2</b>	(5 Marks)	5
<b>Part 3</b>	(5 Marks)	5
<b>Part 4</b>	(5 Marks)	5
<b>Part 5</b>	(5 Marks)	5
<b>Final Grade</b>		<b>25/25</b>
<b>Cambridge average over 5</b>		<b>5</b>

<b>Excellent</b>	<b>x</b>
<b>Very Good</b>	
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	

<b>Lema Jennifer</b>		
<b>Part 1</b>	(5 Marks)	5
<b>Part 2</b>	(5 Marks)	4
<b>Part 3</b>	(5 Marks)	5
<b>Part 4</b>	(5 Marks)	3
<b>Part 5</b>	(5 Marks)	5
<b>Final Grade</b>		<b>22/25</b>
<b>Cambridge average over 5</b>		<b>4.4</b>

<b>Excellent</b>	
<b>Very Good</b>	<b>x</b>
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	

<b>Maisanche Joel</b>		
<b>Part 1</b>	(5 Marks)	4
<b>Part 2</b>	(5 Marks)	4
<b>Part 3</b>	(5 Marks)	5
<b>Part 4</b>	(5 Marks)	3
<b>Part 5</b>	(5 Marks)	5
<b>Final Grade</b>		<b>21/25</b>
<b>Cambridge average over 5</b>		<b>4.2</b>

<b>Excellent</b>	
<b>Very Good</b>	<b>x</b>
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	

<b>Moyolema Anderson</b>		
<b>Part 1</b>	(5 Marks)	4
<b>Part 2</b>	(5 Marks)	5
<b>Part 3</b>	(5 Marks)	5
<b>Part 4</b>	(5 Marks)	3
<b>Part 5</b>	(5 Marks)	5
<b>Final Grade</b>		<b>22/25</b>
<b>Cambridge average over 5</b>		<b>4.4</b>

<b>Excellent</b>	
<b>Very Good</b>	<b>x</b>
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	

<b>Palate Jonnathan</b>		
<b>Part 1</b>	(5 Marks)	5
<b>Part 2</b>	(5 Marks)	4
<b>Part 3</b>	(5 Marks)	5
<b>Part 4</b>	(5 Marks)	2
<b>Part 5</b>	(5 Marks)	5
<b>Final Grade</b>		<b>21/25</b>
<b>Cambridge average over 5</b>		<b>4.2</b>

<b>Excellent</b>	
<b>Very Good</b>	<b>x</b>
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	

<b>Pazmiño Angel</b>		
<b>Part 1</b>	(5 Marks)	4
<b>Part 2</b>	(5 Marks)	4
<b>Part 3</b>	(5 Marks)	4
<b>Part 4</b>	(5 Marks)	1
<b>Part 5</b>	(5 Marks)	5
<b>Final Grade</b>		<b>18/25</b>
<b>Cambridge average over 5</b>		<b>3.6</b>

<b>Excellent</b>	
<b>Very Good</b>	
<b>Good</b>	<b>x</b>
<b>Regular</b>	
<b>Bad</b>	

<b>Pico Nicole</b>		
<b>Part 1</b>	(5 Marks)	5
<b>Part 2</b>	(5 Marks)	5
<b>Part 3</b>	(5 Marks)	5
<b>Part 4</b>	(5 Marks)	3
<b>Part 5</b>	(5 Marks)	4
<b>Final Grade</b>		<b>22/25</b>
<b>Cambridge average over 5</b>		<b>4.4</b>

<b>Excellent</b>	
<b>Very Good</b>	<b>x</b>
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	

<b>Poquiza Gissela</b>		
<b>Part 1</b>	(5 Marks)	4
<b>Part 2</b>	(5 Marks)	5
<b>Part 3</b>	(5 Marks)	5
<b>Part 4</b>	(5 Marks)	3
<b>Part 5</b>	(5 Marks)	4
<b>Final Grade</b>		<b>21/25</b>
<b>Cambridge average over 5</b>		<b>4.2</b>

<b>Excellent</b>	
<b>Very Good</b>	<b>x</b>
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	

<b>Portero Anderson</b>		
<b>Part 1</b>	(5 Marks)	4
<b>Part 2</b>	(5 Marks)	5
<b>Part 3</b>	(5 Marks)	4
<b>Part 4</b>	(5 Marks)	3
<b>Part 5</b>	(5 Marks)	5
<b>Final Grade</b>		<b>21/25</b>
<b>Cambridge average over 5</b>		<b>4.2</b>

<b>Excellent</b>	
<b>Very Good</b>	<b>x</b>
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	

<b>Villacís William</b>		
<b>Part 1</b>	(5 Marks)	5
<b>Part 2</b>	(5 Marks)	3
<b>Part 3</b>	(5 Marks)	4
<b>Part 4</b>	(5 Marks)	3
<b>Part 5</b>	(5 Marks)	5
<b>Final Grade</b>		<b>20/25</b>
<b>Cambridge average over 5</b>		<b>4</b>

<b>Excellent</b>	
<b>Very Good</b>	<b>x</b>
<b>Good</b>	
<b>Regular</b>	
<b>Bad</b>	



# Worksheet #1

## Listen and Draw

Teacher directions:

- Draw a table in the bottom left corner.
- Draw a plate with two carrots on the table.
- Draw a bird on the boy's head.
- Draw three flowers in the bottom right corner.
- Draw a rabbit between the boy and the table.
- Draw one cloud above the table.
- Draw a sun above the boy.
- Draw a bicycle between the boy and the flowers.
- Color the picture. You choose the colors.

# Worksheet #1

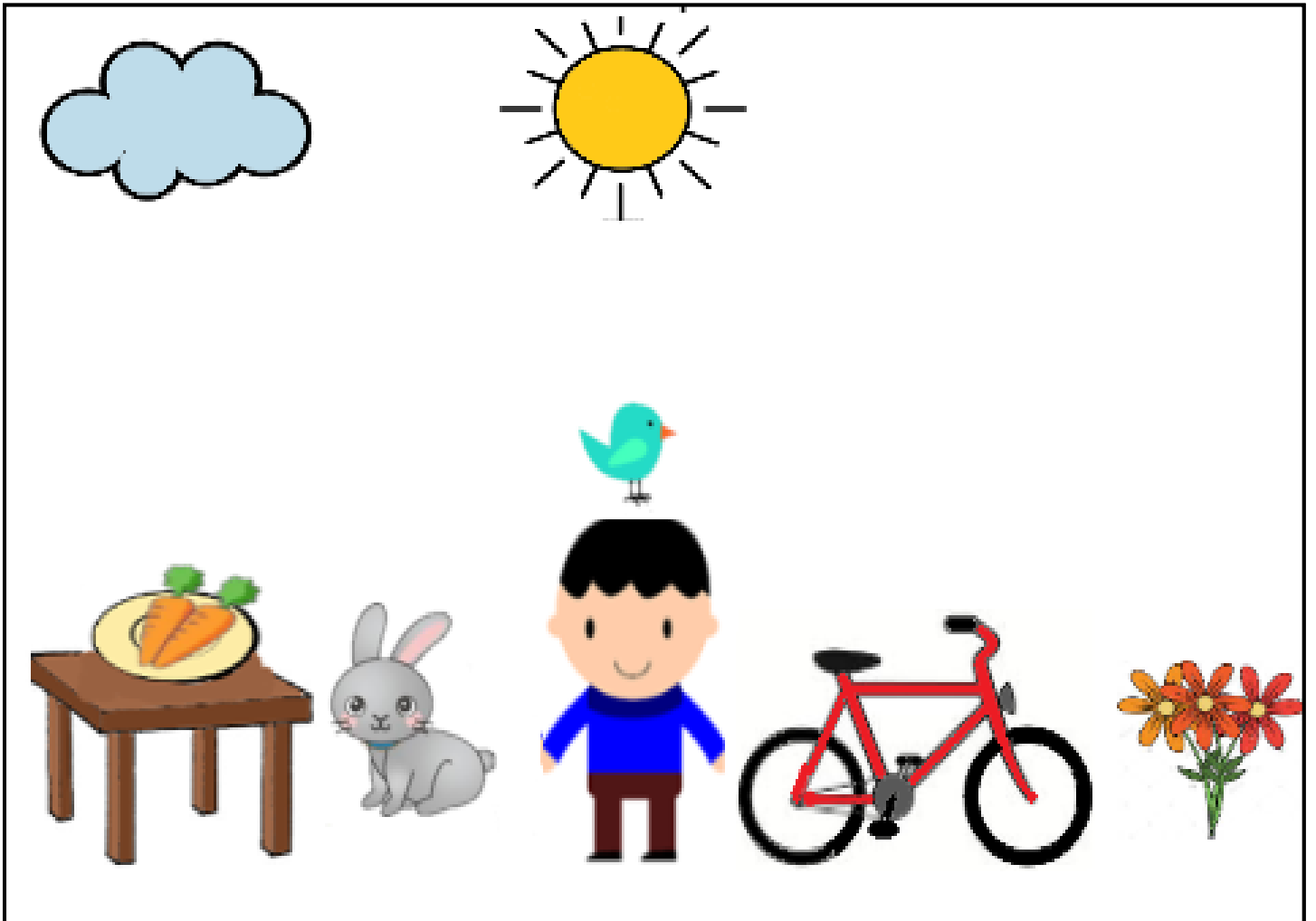
Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Listen and Draw



# Answer Key # 1



# Worksheet # 2

## Listen and Draw

Teacher directions:

- Go to Start: Draw a hat.
- Go two squares up: Draw a birthday cake with three candles.
- Go one square right: Draw a dress.
- Go three squares down: Draw a bag.
- Go two squares left: Draw three big apples and 2 small apples.
- Go one square up: Draw a skirt.
- Go three squares right: Draw a chocolate bar.
- Go two squares up: Draw a sweater.
- Go three squares left: Draw a glass of water.
- Go one square down: Draw a sad face.
- Go one square right: Draw a monster with one big head, four eyes, two mouths, three ears, one leg and two arms.
- Go two squares down: Draw a swimsuit.
- Go two squares right: Draw one big bread and two small breads.
- Go two squares up: Draw a pair of shoes.
- Go one square left: Draw a glove.
- Go one square down: Draw a shirt with a big pocket on the right side.

# Worksheet # 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Listen and Draw

	<b>START</b>	<b>FINISH</b>	

# Answer Key # 2



# Worksheet # 3

## Listen and Draw

Teacher directions:

- There is a cat with a dish of food on the right side of the girl.
- There is a bed in the lower-left corner.
- There is a carpet between the bed and the girl.
- There is a closet in the upper left corner.
- There is a desk in the upper right corner.
- There is an armchair between the closet and the desk.
- There is a computer on the desk.
- There is a magazine under the desk.
- There is a hairbrush on the carpet.
- There is a poster above the bed.
- There is a guitar on the armchair.
- There is a trash bin between the closet and the armchair.
- Color the picture. You choose the colors.

# Worksheet # 3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Listen and Draw





# Answer Key # 3



# Worksheet # 4

## Listen and Draw

Teacher directions:

- Put the paper horizontally.
- Draw a big rectangle.
- Draw three mountains in the middle of the rectangle.
- In the right corner of the rectangle, under the mountains, draw a small house with two windows and a door.
- Draw a chimney on the left side of the roof.
- Draw two big trees and a small tree next to the house.
- Draw two apples on the small tree.
- Draw three flowers between the big trees.
- Draw grass in the bottom left corner of the rectangle. There are two cows on the grass.
- Draw a lake between the grass and the trees. There is a frog in the lake.
- Draw a sun on the right side of the rectangle.
- Draw two clouds on the left side of the rectangle.
- One cloud is grey and it is raining.
- Draw a rainbow in the middle of the sky.
- Draw two women climbing the mountain. They are climbing with ropes.
- Color the picture. You choose the colors.

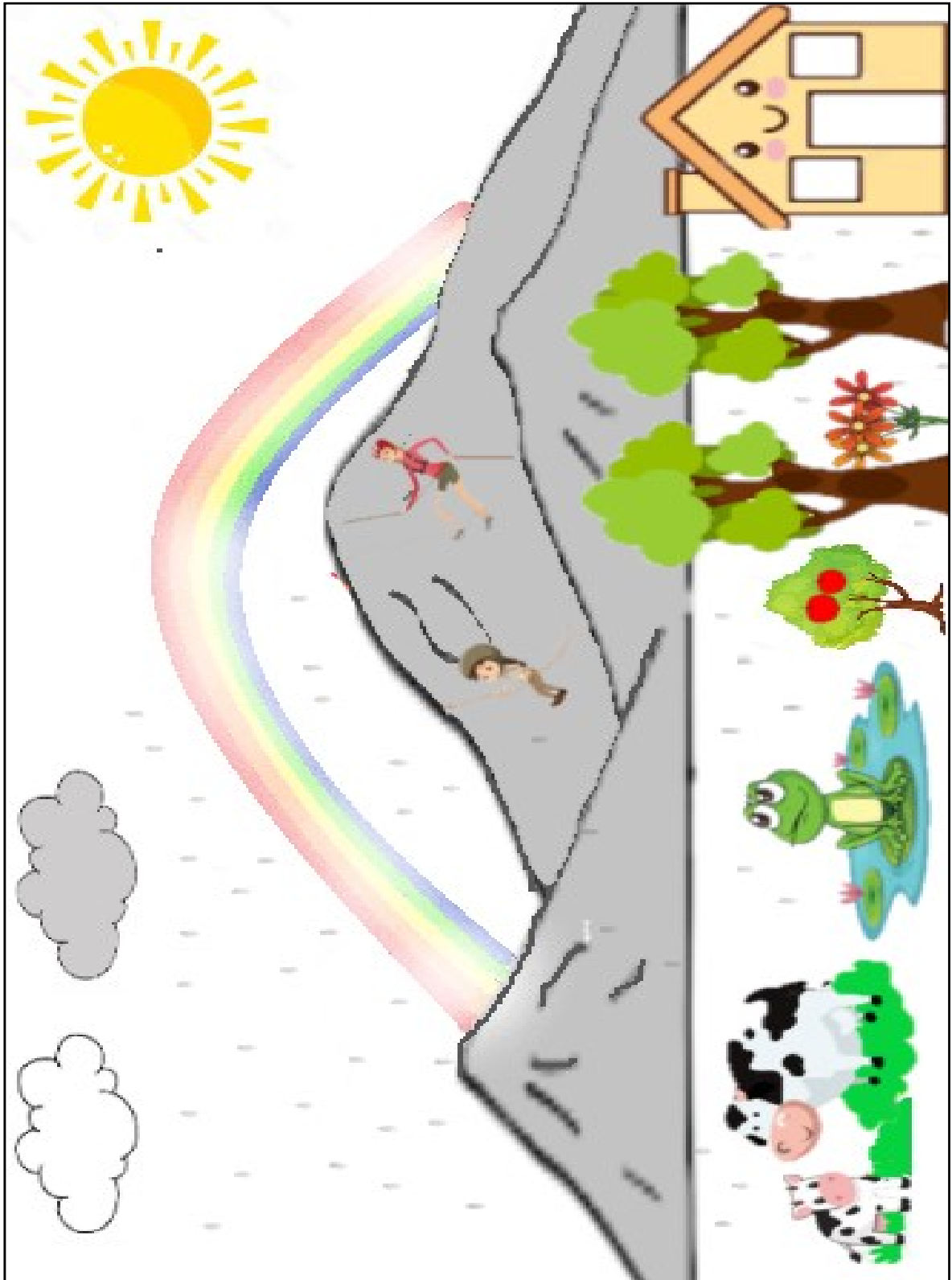
# Worksheet # 4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Listen and Draw

# Answer Key # 4



# Worksheet # 5

## Listen and Draw

Teacher directions:

**A**

He has blue eyes and blond wavy hair. He has a small nose with thin lips. He has a brown mustache. He is happy.

**B**

He has big brown eyes and brown curly hair. He has black earrings and red-framed glasses. He has a big nose with thick red lips. He is smiling.

**C**

She has short red hair and a fringe. She has big green eyes, thick brown eyebrows and a small nose. She has a tiny mouth with pink lips. She is sad.

**D**

This baby boy has big blue eyes and thin brown eyebrows. He has little curly brown hair. He has a small nose, pink cheeks, a tiny mouth, and two white teeth below. He is crying.

**E**

She has small black eyes, blonde hair, and red cheeks. She has a small nose and a big mouth with thick pink lips. She is happy.

**F**

He has small grey eyes and blonde straight hair. He has a big nose and thick lips. He has brown beard. He is angry.

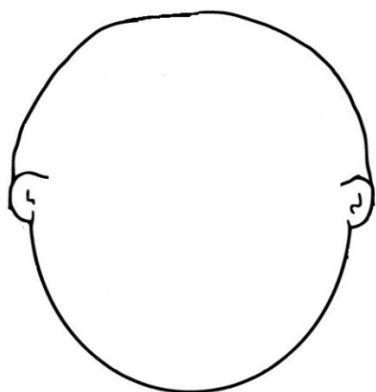
# Worksheet # 5

Name: \_\_\_\_\_

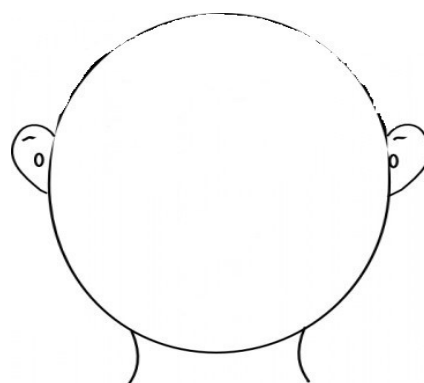
Date: \_\_\_\_\_

## Listen and Draw

A



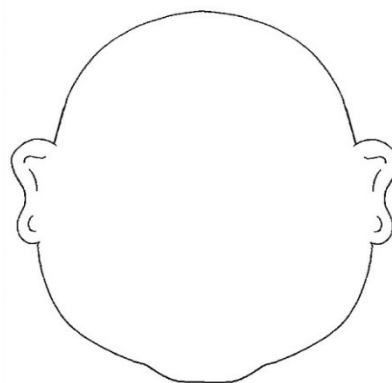
B



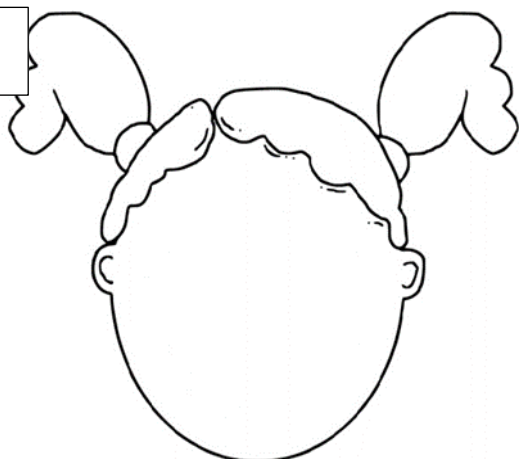
C



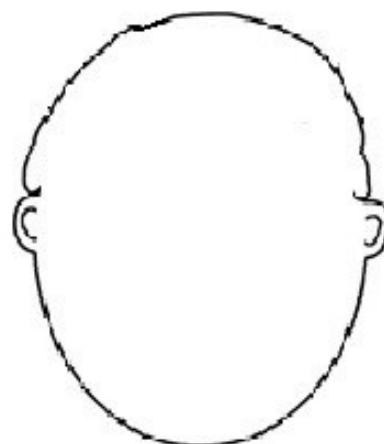
D



E



F



# Answer Key # 5

A



B



C



D



E



F



# Worksheet # 6

## Listen and Color and Draw

Teacher directions:

- Draw five oranges in the tree and two on the ground.
- Draw fire in the fire ring.
- Draw a moon in the sky.
- Color the bush green and yellow.
- Draw a map in the bottom left corner of the picture.
- Draw a canteen nest to the fire ring.
- Color the squirrel brown and draw two nuts for it to eat.
- Draw a small hole in the tree trunk for the squirrel's nest.
- Draw seven stars in the sky and a spider climbing up the tree trunk.
- Color the tent red and the lamp purple.
- Color the spider black.
- Color the map pink.
- Draw four flies flying around the lamp.
- Color two stars blue and three greys.
- Color the oranges that are on the tree orange.
- Color one nut yellow.

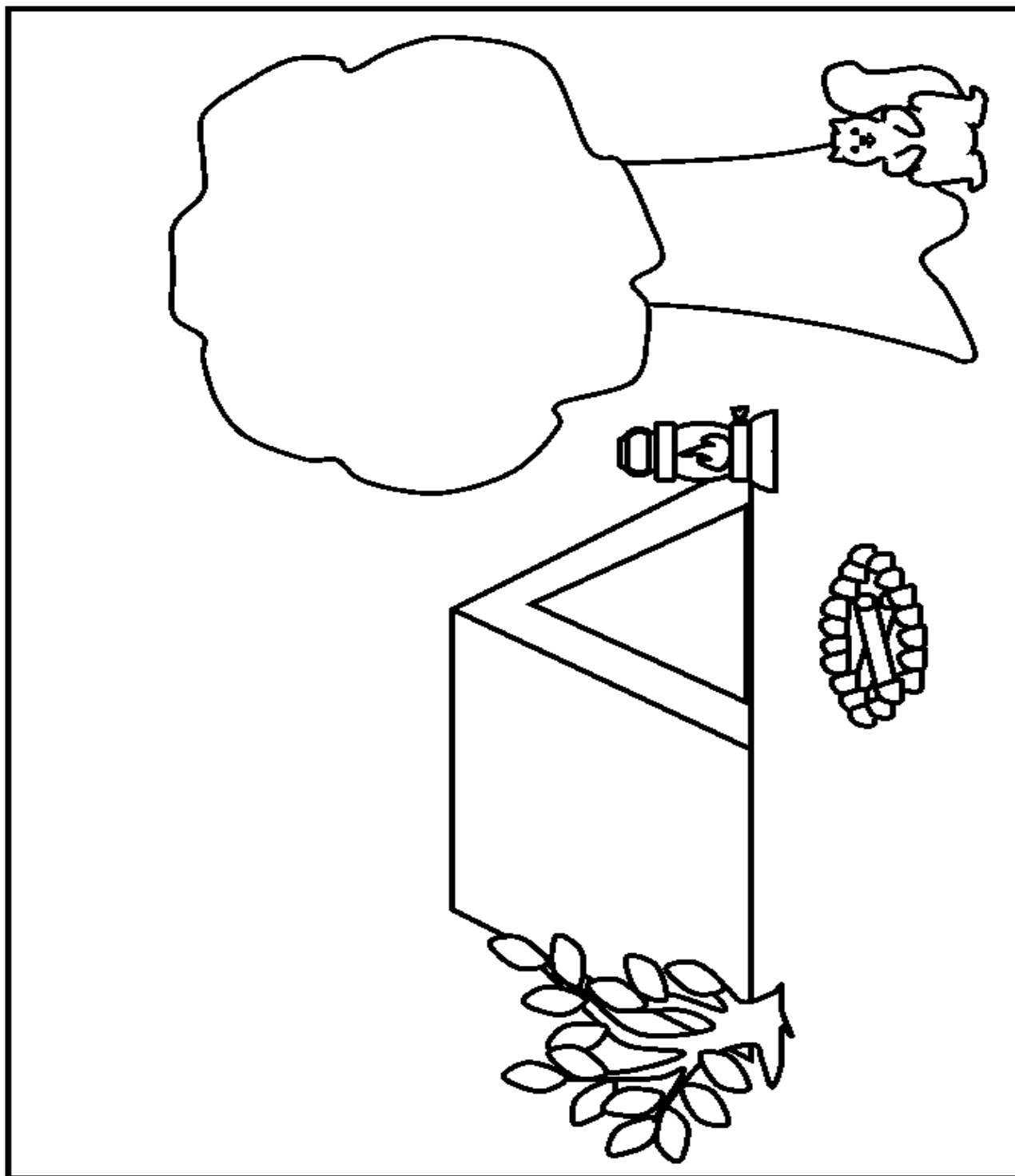


# Worksheet # 6

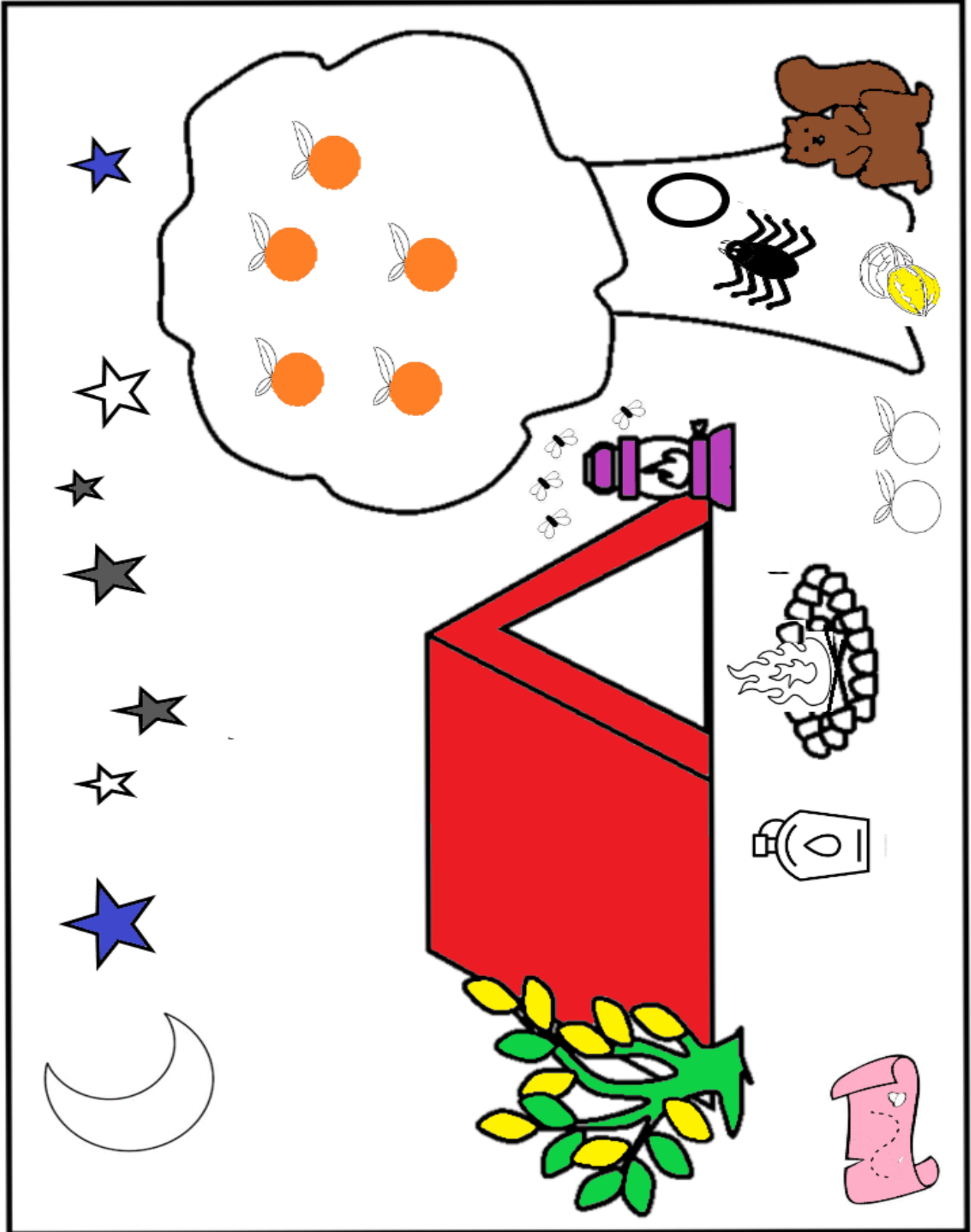
Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Listen and Color and Draw



# Answer Key # 6



# Worksheet # 7

## Listen and Color and Draw

Teacher directions:

- Color the glass of water on the desk blue.
- Color the bag that the girl is carrying black
- Color the socks of the boy who's standing red
- Draw a star next to the moon.
- Color the football on the ground yellow
- Color the sweater on the armchair pink
- Color the hair of the girl who is writing on the computer brown.
- Color the table tennis racket of the girl who is wearing a cap green.
- Draw a volleyball under the table tennis board.
- Draw a baseball bat next to the boy who is sitting in the armchair.
- Draw a poster of a basketball team on the wall.
- Color the table tennis board orange.
- Color the shorts of the boy who is sitting on the armchair purple.
- Color the sweater of the girl who is playing table tennis light blue.
- Color the shirt of the boy who is waving to the girls brown.
- Color the sneakers of the boy who has the football on his legs blue.
- Color the skirt of the girl who is wearing a T-shirt grey.
- Color the tennis racket yellow.

# Worksheet # 7

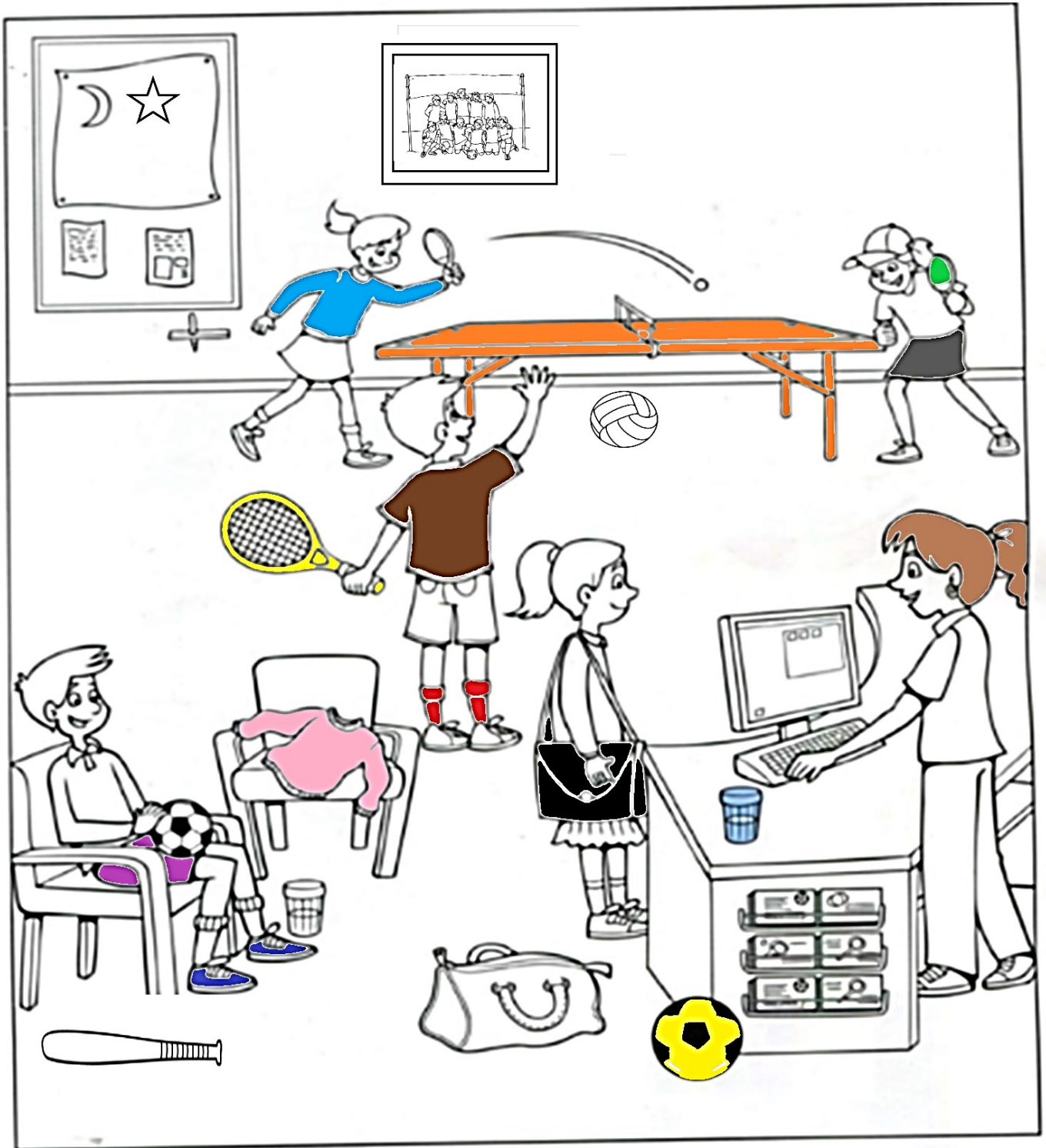
Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Listen and Color and Draw



# Answer Key # 7



# Worksheet # 8

## Listen and Draw

Teacher directions:

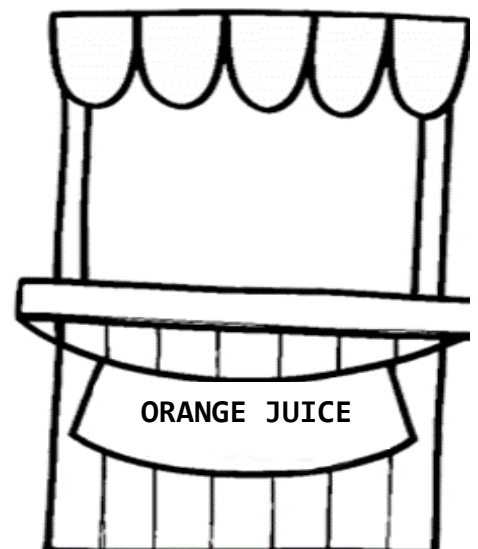
- Draw a girl behind the orange juice stand.
- Draw a jug of orange juice on the orange juice stand.
- Draw two glasses on the orange juice stand.
- Draw a bowl of sugar on the orange juice stand.
- Draw a girl and two boys standing in a line by the orange juice stand.
- Draw a bench in the lower-left corner.
- Draw a parrot standing on the bench.
- Draw a sun in the upper left corner.
- Draw a swing between the sun and the bench.
- Draw a slide next to the swing.
- Draw two boys playing on the slide.
- Draw a court next to the slide.
- Draw a family playing basketball on the court.
- Draw grass under the swing.
- Draw four butterflies flying in the sky.
- Color the picture. You choose the colors.

# Worksheet # 8

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Listen and Draw



# Answer Key # 8





# Worksheet # 9

## Listen and Draw

Teacher directions:

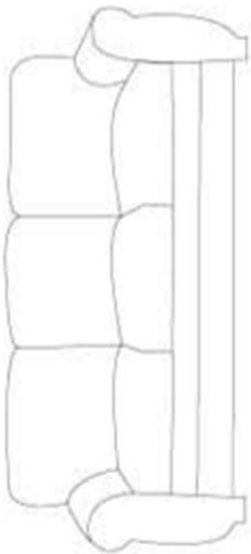
- Put the paper horizontally.
- There is a big table in the middle of the room.
- There is a cake with three candles in the middle of the table.
- There is a boy sitting at the table. He is wearing a birthday hat.
- Opposite the boy, there is a woman. She is taking pictures of the boy.
- There are four children standing around the table. They are singing a birthday song.
- There is a lot to eat on the table like candies, chocolates, pizza, sandwiches, and ice cream.
- There is a small circular table with two gifts in the bottom right corner of the room.
- There are two women sitting on the armchair. They are talking about the party.
- There are a girl and a boy dancing in the bottom right corner of the room.
- There are two girls playing with dolls in the upper left corner of the room.
- There are a lot of balloons decorating the room.
- There is a man sweeping because there is a lot of confetti on the floor.
- Color the picture. You choose the colors.

# Worksheet # 9

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Listen and Draw



# Answer Key # 9



# Worksheet #10

## Listen and Draw

### Teacher directions:


- The ocean is on the left side of the picture. The water is light blue with small waves. It is a sunny day, but there are some clouds in the sky.
- There is a small sailing boat on the ocean. There is a man wearing a blue cap on the boat. He is fishing.
- Under the umbrella, there is a brown chair. There is a woman sitting on the chair, she is drinking lemonade.
- In the middle of the sand, there is a man lying on a colorful towel. He is listening to music.
- On the left side of the man, there are two girls building a big sandcastle. They are wearing pink swimsuits.
- On the right side of the woman who is sitting under the umbrella, there is an ice cream stand. Two women are standing in a line, waiting to buy an ice cream.
- Near the water, there are three boys and three girls playing volleyball. They are wearing orange shorts and white t-shirts.
- There is a girl swimming in the ocean.
- Near the sailing boat, there are two sharks.
- Near the man, there are two crabs walking.

# Worksheet # 10

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Listen and Draw

	 <p>The illustration shows a simple line drawing of an umbrella and a deck chair. The umbrella is on the left, and the deck chair is on the right. Below these objects, a wavy line extends across the width of the right-hand box, suggesting a beach or a body of water.</p>
--	--

# Answer Key # 10



# Worksheet #1

Name: Luzel Capomisso

Date: Thursday, May 21,  
2020

## Listen and Draw








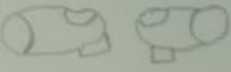


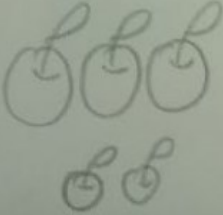





# Worksheet # 2

Name: Maisanche Joel

Date: Monday, May 25, 2020

## Listen and Draw

			
			
	START	FINISH	
			



# Worksheet # 3

Name: Gabriel Larrea

Date: Thursday May 28  
2020

## Listen and Draw



# Worksheet # 4

Name: Aitor Cajas

Date: Monday, June 1, 2020

## Listen and Draw



# Worksheet # 5

Name: *Angel Pazmiño*

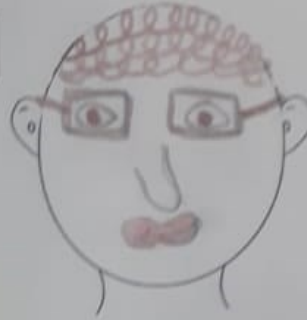
Date: *Thursday, June 4, 2020*

## Listen and Draw

A



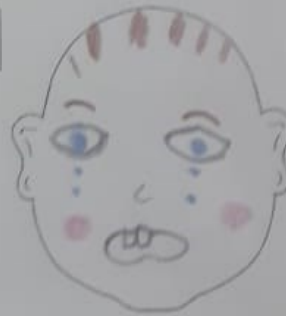
B



C



D



E



F



# Worksheet # 6

Name: Natalia Chimbarozo

Date: Monday, June 8, 2020

## Listen and Color and Draw



# Worksheet # 7

Name: Maisanche Joel

Date: Thursday, June 11, 2020

## Listen and Color and Draw



# Worksheet # 8

Name: Gabriel Larrea

Date: Monday, June 15, 2020

## Listen and Draw



# Worksheet # 9

Name: Aitor Cajas

Date: Thursday, June 18, 2020

## Listen and Draw

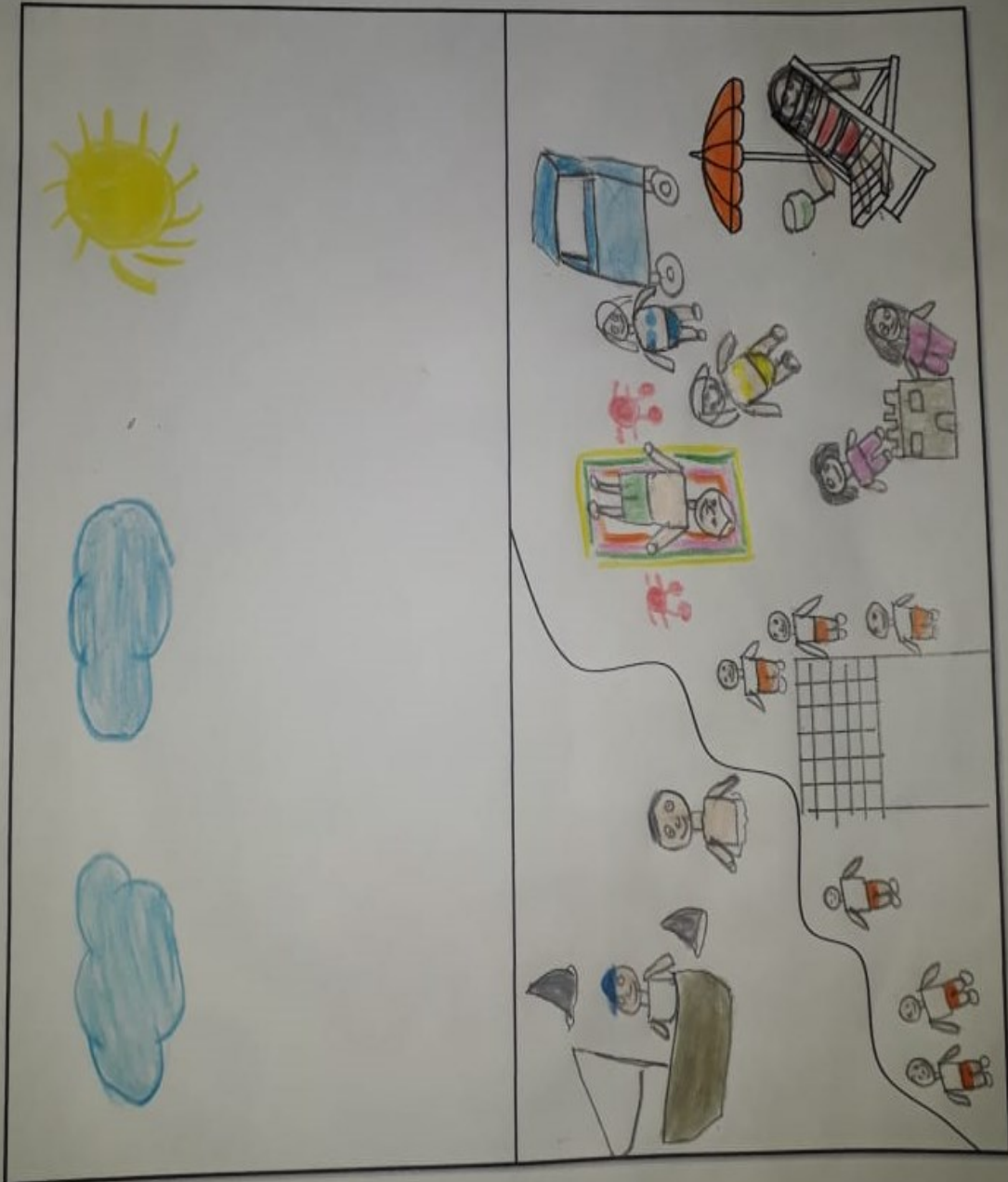


# Worksheet # 10

Name: Mateo Jaramillo

Date: Monday, June 17, 2020

## Listen and Draw





## Annex 6: Urkund análisis



### Document Information

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<b>Analyzed document</b>	TESIS_LARREA EVELYN.docx (D77462010)
<b>Submitted</b>	8/5/2020 1:30:00 AM
<b>Submitted by</b>	
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