UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

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

Mención: Inglés

TOPIC:

"AUDIOCOMICS AND THE LISTENING SKILL DEVELOPMENT OF THE ENGLISH LANGUAGE"

Author: Jéssica Alejandra Ilaño Beltrán.

Tutor: Lcda. Mg. Ximena Alexandra Calero Sánchez.

Ambato – Ecuador

2018

SUPERVISOR APPROVAL

CERTIFY:

I, Lcda. Mg. Ximena Alexandra Calero Sánchez holder of the I.D No. 180288406-2, in my capacity as supervisor of the Research dissertation on the topic:

"**AUDIOCOMICS AND THE LISTENING SKILL DEVELOPMENT OF THE ENGLISH LANGUAGE**" investigated by Miss Jéssica Alejandra Ilaño Beltrán with I.D No. 180481224-4 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.

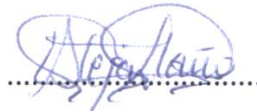Lcda. Mg. Ximena Alexandra Calero Sánchez

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DECLARATION PAGE

I declare this undergraduate dissertation entitled "**AUDIOCOMICS AND THE LISTENING SKILL DEVELOPMENT OF THE ENGLISH LANGUAGE** " is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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

Jéssica Alejandra Ilaño Beltrán

I.D. 180481224-4

AUTHOR

TO THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN SCIENCES AND EDUCATION

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "**AUDIOCOMICS AND THE LISNTENING SKILL DEVELOPMENT OF THE ENGLISH LANGUAGE**" which is held by Jéssica Alejandra Ilaño Betrán undergraduated student from Carrera de Idiomas, promotion: 2018, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

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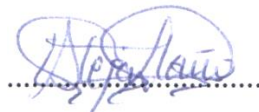I.D. 180269645-8
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DEDICATION

First, I want to dedicate this investigation to my father Bolívar and brother Alejandro, who have supported me in every step I have taken on my way so far. Moreover, it is dedicated to my grandpas, especially to Laura, who has always advised me when I needed. Also, to all my relatives from my dad and mom's side. And last but not least, it is dedicated to my other half Roberto M. for pushing me to finish my research.

Alejandra

AKNOWLEDGEMENTS

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UNIVERSIDAD TÉCNICA DE AMBATO

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CARRERA DE IDIOMAS

Topic: AUDIOCOMICS AND THE LISTENING SKILL DEVELOPMENT OF THE ENGLISH LANGUAGE

Author: Jéssica Alejandra Ilaño Beltrán.

Tutor: Lcda. Mg. Ximena Alexandra Calero Sánchez.

Date: September 21st, 2018.

Abstract

The present study aimed to define the influence of audiocomics on the listening skill development on young adults. This research was based on quantitative and qualitative methodologies to analyze all the information obtained from students. The basic method of investigation of this work was quasi-experimental because the population was insufficient to form two groups, control and experimental, then there was just an experimental group. But at any rate, all the learners took the survey and the pre & post test for monitoring if their listening skill development did have an advancement. To confirm the raised hypothesis, the author selected the statistic test "student T" or "T-test", as it was the most proper for a quasi-experimental investigation. Therefore, teachers and learners had a new perspective of developing students' listening skill by using audiocomics in classes.

Key words: Audiocomics, listening skill development, English language.

Introduction

The current investigative work "AUDIOCOMICS AND THE LISTENING SKILL DEVELOPMENT OF THE ENGLISH LANGUAGE" is intended to demonstrate the audiocomics' influence on the listening skill development of the English as a foreign language, being aware that this is the first skill to be developed. (Renukadevi, 2014). This research is carried out because it is noticed the lack of audiocomics' usage in the teaching-learning process at Universidad Técnica de Ambato. Hence, these pages contain theoretical support about the auditable comics and the listening skill, and the application of the material in real English classes.

The universe of study is formed by thirteen students between twenty to twenty-five years old; where there is a man and twelve women from Carrera de Idiomas at Universidad Técnica de Ambato. Therefore, this research has a quasi-experimental method of investigation, as there is not control group, but experimental. Some steps were followed to verify the hypothesis of this quasi-experiment. First, a survey directed to students diagnosed the current situation of the listening skill development of the population. Then, students took a standardized test PET (Preliminary English Test) as a pre-test to establish their listening skill level. After that, the researcher applied the audiocomics in Advanced English classes creating activities such the ones found in the pre-test, so the application lasted two weeks. Finally, there was a post-test to check students' listening improvement.

In brief, this investigation analyzes and determines the current situation of the listening skill development of the sixth-semester students, as well as the relationship between audiocomics and the listening skill. Moreover, this document includes a deeper description of how this project was applied and theoretical support of both variables for future investigations.

There are five chapters that englobe the most relevant data of this research, below described:

Chapter 1. The Problem: This chapter deeply explains the problem of audiocomics and the Listening skill development of the English language. At this stage, general and specific objectives are set to define what the author should have done at the end.

Chapter 2. Theoretical framework: Similar investigations are presented to support the author with some pieces of information. Moreover, independent and dependent variable categories are displayed and shown in detail to understand them better and the relationship between them. Then, it is established a hypothesis to be verified later on.

Chapter 3. Methodology: The basic method of investigation, research modalities, and type of research are some of the aspects that the methodology chapter contains. Furthermore, there is a brief description of the population and the validation of the instruments used to carry out the project.

Chapter 4. Analysis and interpretation of results: In this chapter, the numerical data obtained from the survey and the pre & post test applied on the sixth-semester students is tabulated and interpreted through different graphics to have a better understanding of it.

Chapter 5. Conclusions and recommendations: After finishing this quasi-experiment, the researcher found out some remarkable results that are shown in this chapter. Moreover, conclusions and recommendations were established in case of possible future researches.

CHAPTER I

THE PROBLEM

1.1 Research topic

Audiocomics and the listening skill development of the English language.

1.2 Problem statement

1.2.1 Contextualization

Some decades ago, the main teachers' resources worldwide were boards, chalks or markers, erasers, and books; these scenes can still be evidenced in establishments from different areas of some countries. However, thanks to the fact that technology has been evolving day by day and supporting the academic environment (De la Fuente, Carrasco, Konya, & Burgos, 2013); there are already new tools that have been well-received by teachers and students. This great advance was relevant in the teaching-learning process of the foreign language, English, since it involved the innovation of not only tools and didactic material; but also, methodology, strategies, and the use of techniques.

At this point, electronic device integration within the classroom is considered as essential material for learning a foreign language (Rekola & Savo, 2018). Ecuador was one of the countries that joined this initiative, it was notorious by checking the proposal "Comunidad Educativa en Linea" (CEL) and the number of establishments that have Internet connection (Ministerio de Educación, 2015). Furthermore, mobile technologies do not only need wi-fi to keep people online; but

also, they can work using phone credit. Then, Internet resources, and technologies become the most important elements when imparting knowledge (Khannanov, Polat, Martinez, Aston, & Charp, 2003). Internet offers immense amounts of information that allow to approach topics from different points of view. Electronic publications, digital magazines databases and virtual libraries are already available in the network (Romero, 2009). Nowadays, a lot of professors use cellphones and smartphones to make their students listen to some auditable material (Luque & Martos, 2015).

Ecuadorian Ministry of Education had already designed a program to improve the digital learning and to democratize the technology usage. Thus, the country had an incorporation of different teaching material, such as computers, digital boards, head projectors, and audio system, all this stuff to get a place to the ICT (Information and Communication Technologies) in the academic field.

> The Democratization principles of technology usage and dissemination of digital learning, there are some activities that belong to the four different areas: The first one regards public educational establishments of the country with access to technological infrastructure for benefiting to the academic community. Second area is related to the educational staff that must be trained in ICT applied to education purposes to influence the education quality. Then, the third field is the educational software for initial education, basic general education and baccalaureate, in all the Spanish, Quichua, Shuar, and English curriculum. (Ministerio de Educacion, 2018)

Finally, Community Technology Classrooms for the Ecuadorian population can get advantage of the Information and Communication Technologies in every academic area; according to the new school management model.

Nonetheless, in the province of Tungurahua, specifically at Universidad Técnica de Ambato, it has been possible to detect the lack of audiocomics as teaching material. Based on interviews, there are some teachers who are not familiar with this kind of tool, that is why they do not use auditory comics in academic field. Although, it might also happen because when listening to the word "comic", many of the students do not consider the class seriously. In fact, tutors select material which has already been used in the teaching-learning process, because they are sure of the product they will get through the traditional material. At Universidad Técnica de Ambato, there are plenty studies about the information and communication technologies attached to education, as well as comics and digital comics, but there is no one about audiocomics.

1.2.2 Critical analysis

Figure 1: Problem Tree

Traditional complementary audio material.	Low students' motivation and cheating from previous levels.	Unawareness of the benefits that audiocomics have on the listening development.

PROBLEM

Lack of audiocomics use in the listening skill development of the English language.

Some teachers' unfamiliarity with ICT (Information and Communication Technologies)	Monotony in the use of listening material.	Little understanding of how to use audiocomics in academic environment.

CAUSES

Source: Direct research
Author: Ilaño, J. (2018)

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The lack of audiocomics usage to develop the English listening skill of the students from Carrera de Idiomas at Universidad Técnica de Ambato is provoked for plenty incidents, such as the unawareness of audiocomics as these are relatively new, insufficient information about the use of audiocomics in EFL classrooms, few studies about audiocomics and the listening skill, unfamiliarity with websites that offer audiocomics, unfamiliarity with Information and Communication Technologies (ICT). These causes have some effects that intensify the problem and through them, it is possible to realize where the issue starts. To extend the comprehension of this affair, the most serious reasons are shown below:

The most significant cause is the teacher's unfamiliarity with ICT, since it does not allow teachers to get advantages from the material that different sources present. The effect is the usage of traditional complementary audio material, emphasizing worksheets, handouts, exercises students should complete during the listening, or even the post-listening activities which reinforce the learning.

Another factor that contributes to the problem is that tutors sometimes play the same kind of audios they already used with previous levels, which are not getting students' interest. Hence, students' attitude turns to be negative in front of similar and traditional audios and even activities. The group will show their disagreement by cheating the answers or tasks from students from previous levels. Then, teachers need to choose between the variety of audios, the ones which keep students' attention, so they will be enthusiastic and could not copy them.

In addition, some teachers and students ignore how auditive comics could be used with academical purposes or even the audiocomics existence. In that way, the small percentage of pupils that really know about this kind of comics, listen to them in Spanish. Otherwise, students could listen to them in English but with a recreative focus instead of an educational one.

People involved in academic affairs are not familiarized with how audiocomics and listening ability work together; so, there is an unknowingness of the benefits this tool has on this receptive ability, thereby, the listening skill development is weak. Nonetheless, considering that Brown (1980) claimed that at least until sixth grade of basic education, the ability to listen is considered as the most viable way of learning, since 60% of the whole student's time is invested in auditory compression.

1.2.3 Prognosis

In case that the lack of audiocomics use in Carrera de Idiomas at Universidad Técnica de Ambato continues, teachers will keep doubts of how audiocomics can be adapted to academic purposes. At the same time, instructors will plan their classes with the same auditable resources which are not appealing for students and make the class monotonous and boring. Then, the classroom environment will not be adequate having students with slight motivation to listen to traditional material. This situation will affect the development and improvement of their receptive skill that will not have a relevant increase.

In other words, the study of the audiocomics use to boost the listening skill in students from colleges is significant to support teachers with an original audio that retain students' enthusiasm for learning a new language.

1.2.4 Problem formulation

How do audiocomics influence the listening skill development of the English language?

1.2.5 Research questions

- ✓ What are the benefits of using audiocomics in the English listening skill development?
- ✓ Why is the listening skill development important during learning English as a foreign language?
- ✓ What is the relationship between audiocomics and the English listening skill development?
- ✓ Which activities does the teacher use for developing students' listening skill?

1.2.6 Delimitation of the research object

1.2.6.1 Content delimitation

Field: Education

Area: English

Aspect: Audiocomics

1.2.6.2 Spatial delimitation

This investigation project was carried out at Universidad Técnica de Ambato in Tungurahua province. The group was sixth-semester students from Carrera de Idiomas.

1.2.6.3 Temporal delimitation

This research was conducted during the whole academic period, from March to August 2018.

1.3 Justification

Audiocomics are new material for both teachers and students, and all the authorities who want to know how audiocomics work to incorporate them teaching-learning material list. In fact, the use of a modern instrument to improve the listening skill arouses the **interest**, due to that receptive ability is one of the first to be developed.

This investigative work is **practical**, since the place where the research is done to the set objectives. The setting is the Carrera de Idiomas at Universidad Técnica de Ambato, because the college grants total access for investigations. On the other hand, the general and specific objectives are not complicated to achieve and those are within the limits. Furthermore, there is enough time to cover with all the steps needed for having a trustworthy project.

Likewise, this investigation is the great **importance** because through it, the area that needs to be reinforced in using ingenious listening supply is reflected. Not only for strengthening the students' auditable skill development, but also for facilitating the teachers' performance inside the classroom. In that way, professors might be encouraged to design distinct lesson plans which include audiocomics as English listening material, decreasing little by little the current problem.

This research is considered **original**, because even when there are studies about comics, digital comics, ICT inside the classroom, and so on; there is no one about audiocomics. It means, this time a topic that has been never treated before at the Universidad Técnica de Ambato is analyzed. Therefore, this project collaborates with the theoretical arguments that the two variables need. In that way, audiocomics are included and their usage increases in the pedagogical environment.

1.4 Objectives

1.4.1 General

Study the use of audiocomics and the listening skill development of the English language.

1.4.2 Specific

- ✓ Diagnose the current situation of the listening skill development.
- ✓ Analyze the audiocomics effects on the English listening skill development.
- ✓ Determine the relationship between audiocomics and the auditory skill.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Investigative background

To develop this research, it was important to investigate and analyze about what kind of works have been studied about the two variables in the English language and how those are related to the actual project. In that way, it will be easier to have an expansive view of audiocomics and the listening development relationship that will be studied this time. There are different projects and investigations carried out about ICT in an academic environment as well as the listening skill development. Some of these works were applied on students from Universidad Técnica de Ambato and there are others international investigations. In fact, all the following studies will support the theoretical framework of the current investigation. Wherefore, the author has some guides with the necessary parameters to follow for having better results.

Manjarrés (2015) designed the study "The digital comics influence on the reading skill development on students from intermediate B2 and advanced C1 English level, from the language center". The main objective was to determine the digital comics influence on the reading skill development of a specific group from language center at Universidad Técnica de Ambato. The data was collected through a survey directed to students and teachers, so the conclusions and recommendations were based on the instrument answers. This research had a quanti-qualitative approach because the author looked for an improvement of the reading skill and concrete data. Some of the conclusions and recommendations given by the researcher, students support the idea of using pictures in digital stories to help them with the information process. Moreover, a big percentage of the group are able to use laptops

or ICT at home. Also, students claim that teachers employed extra activities to promote students' learning.

According to Pazmiño (2015) and his investigation "Comics as tools that foster the reading skill and recover the oral tradition of local legends in teenagers from first year of Bachillerato in the Tungurahua province" had as objective define how comics foster the reading skill and recover the oral tradition of local legends. The instruments were an interview, an observation check list, and a structured survey directed to students. Consequently, the methodolgy focused on quantitave and qualitative approach. The author had the cooperation of 193 students from first year of Bachillerato of different high schools in the Tungurahua province. Due to the data collected the researcher could conclude that, comics are part of the teens' interests and influences. Then, the most popular comics' genres are comedy, drama, fantasy, thriller, and adventure. Additionally, the best way to foster the read skill is through comics not only printed as magazines, but also digitally on the Internet.

In the same way, Sevilla (2012) with his investigative work "New technologies of the information and communication and its influence on the skills development of the English language (listening – speaking – reading – writing) on students from Carrera de Inglés of Facultad de Ciencias Humanas y de la Educación at UTA" established the influence of using the NITC's in the English skills development from Carrera de Inglés is the general objective of this project. There was a survey directed to students and another one to teachers to pick up the data. The population was created for 85 pupils and 25 professors all of them from the Carrera de Inglés at Universidad Técnica de Ambato. The conclusions of Sevilla's research were the following, the use of NICT's as teaching tools provides indisputable advantages in the process of learning a new language when these are used in a critical way. Also, teachers, who seek to improve their professional performance and to get learners' attention, were benefited. Further, pupils spend more time with technological tools, means they become more familiarized.

By pursuing the concept that listening should play a relevant role in the teaching-learning process, "A Study of factor affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement" (Gilakjani & Ahmadi, 2011) tries to find the factors that influence English listening comprehension and the strategies to be taken that might improve students' listening comprehension. The article claims that plenty universities bear in mind the teaching of reading, vocabulary, and grammar points; rather than the listening development. It mentions the students' need for improving their receptive skill, however the emphasis remains on the other abilities that seem to be more significant. The authors concluded that it is mandatory the use of the most advanced listening teaching methods and materials, to raise listening comprehension levels. Since these levels affect the improvement of the others linguistic abilities. The study suggests spending much more time doing activities that let the development of receptive skills. Thus, teachers must provide numerous opportunities for students to practice listening skills and to become actively engaged in the listening process.

Galloway & Rose (2014) carried out the study "Using listening journals to raise awareness of Global Englishes in ELT" which principal objective was the usage of listening journal as a tool to introduce learners to English as Lingua Franca. The data was obtained thanks to a listening journal directed to students and an interview that served as research instruments. Then, the approach was a combination of quantitative and qualitative approach, as the results were not only related to numbers but attitudes. The population was 108 students from Japan who completed the GE courses. The authors highlighted in their conclusions that students were interested in listening to speakers from diverse lingua-cultural backgrounds. On the other hand, the opportunity to let students choose what material is going to be used, motivate and encourage them to listen to it.

This last investigation supports the idea of using audiocomics as these do not always present a specific English, but there are different dialects which help pupils to comprehend and interpret English as a language itself.

2.2 Philosophical foundation

This research was based on the constructivist approach by Piaget. During the whole investigation and application of this project, the author bears on all the learning theories, and teaching methods that the constructivism covers. The constructivist approach refers to learners constructing or creating their own knowledge by themselves, during this stage the learner must work independently (Piaget, 1977). Thus, students will receive information that must be linked to their previous knowledge or experiences and they will form new meanings, learning.

2.3 Legal basis

This proposal is based on some laws, established by the Ministry of Education and the government which are applied to the Ecuadorian education and specifically to the establishment where the project will be conducted. The most relevant ones are the following:

Ley Orgánica de Educación Superior (2010)

Article 3, literal K

Promote associative mechanisms with other colleges, and academic establishments from other countries, to study, analyze, investigate, and propose solutions to national, regional, continental, and worldwide problems.

Plan Nacional del Buen Vivir (2013) establishes that:

"**Goal 4.**- Strengthen the capacities and potential of citizens.

Policy 4.8: Encourage dialogue as an articulated axis of the pedagogical model and the use of the educational space.

Guideline i: Promote the learning of a foreign language under international accreditation parameters, from early education to higher education"

Consejo de Educación Superior (2014) seeks that:

Reglamento de Régimen Académico

Chapter III

Article 30: Regarding Learning a Foreign Language, it is set up that specific subjects to foreign language learning can or cannot be part of the curriculum career. However, the *Instituciones de Educación Superior* assure the language proficiency level to cover with the graduation requirements of the technique level careers, superior technological or its equivalents and third level or degree. The sufficiency of the foreign language must be evaluated once the student has completed and approved 60% of the curriculum program; the evaluation enables learners to continue their studies.

B1 will be understood as the proficiency level of the foreign language based on the CEFR (Common European Framework of Reference for Languages), for careers of third level or degree courses

Constitución de la República del Ecuador (2008)

Tittle III, "De los Derechos, garantías y deberes"

Chapter IV, "De los derechos, económicos, sociales y culturales."

Section Nineth, "De la ciencia y la tecnología"

Article 80, claims that**:**

The state will promote the science and technology, especially in every academic level that has as main objective to improve the productivity, competitiveness, the sustainable management of natural sources and the basic necessities satisfaction of the population.

To guarantee the freedom of scientific and technological activities and the legal protection of its results, as well as collective ancestral knowledge.

Scientific and technological research will be carried out in the universities, polytechnic schools, technical institutes and technological centers, scientific research centers, in coordination with productive sectors where relevant, and with the public body established by law, which will also regulate the status of the researcher scientific.

Constitución de la República del Ecuador (2008)

Tittle VII "Régimen del Buen Vivir"

Chapter I "Inclusión y equidad", Section I Education

Article 347, it is responsability of the State**:**

8. To incorporate information and communication technologies in the educational process and promote the link between teaching and productive or social activities.

All the laws above supported this project to continue working on it and whereby them, it can be evident the seriousness of studying English. This work tries to improve the level of listening skill in students at universities, owing to that *Instituciones de Educación Superior* guarantee the language proficiency level at the end of the learner career. Thus, this investigation will help students to achieve B1 level based on the CEFR.

2.4 Main categories

Figure 2: Main categories

Authentic material for learning

Authentic listening material

Audiocomics

INDEPENDENT VARIABLE

Linguistic skills

Receptive skills

Listening skill

DEPENDENT VARIABLE
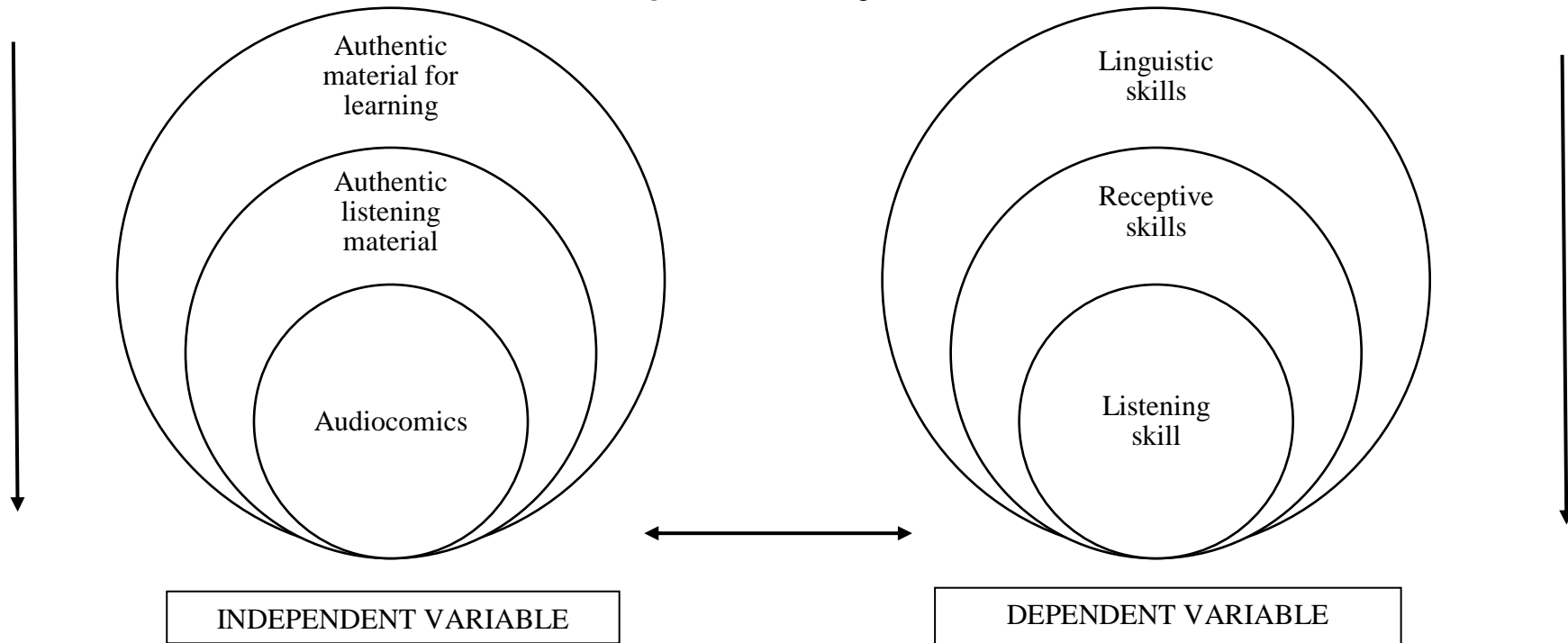
Source: Direct research
Author: Ilaño, J. (2018)

Independent variable

2.4.1 Authentic material for learning

Definition

Authentic materials are real objects intended for native speaker audience, it implies samples of real language, not only written but also spoken that are typically from that culture (Colorado & Dilley, 2006).

Likewise, Álvarez (2011) states that real objects or realia are essential while learning a foreign language (English), because their authenticity, vocabulary, and grammatical forms raise interest in the target language and culture; as long as they grant a variety of activities.

Authentic material is not created necessarily for learning, but those can be used for academic purposes and they make an excellent role as tools of learning as they are authentic. The authentic material is designed for native speakers, so it is common to distinguish real language as well as culture in them. Indeed, authentic material is stuff of daily lives (Ianiro, 2007).

Then, authentic material also called realia are real objects of daily use that display legitimate language about a certain culture, those are used for learning purposes to make students become familiar with authentic expressions, vocabulary, and grammatical forms.

Advantages

> The use of authentic material in the classroom engages learners to literacy activities when they are not in an academic environment. To illustrate, a study of Association of Business Executives (ABE), General Educational Development (GED), and English as a foreign language students (EFL) concludes that "If students express interest in improving nutrition, having them read authentic materials such as food labels inside the classroom should increase the likelihood they will also read labels at the supermarket" (Purcell-Gates, Degener, Jacobson, & & Soler, 2001).

> According to Cancelas (1997) the use of authentic material is the best way to present any kind of glossary, since teachers can represent the list of words with real objects, so learners can easily understand what item is without using translation to their mother tongue.

> Realia allows students to discover and identify the differences and similarities between their own culture and the target one, which in turn raises students' interest for learning about the target culture and its language (Colorado & Dilley, 2006).

> Real objects create the atmosphere when learners prepare role-plays. All this stuff helps to imagine in real situations in which they can be involved (Cancelas, 1997).

Real objects may be used when learner's role play situations where they prepare a recipe, ask for an address, order at the restaurant, buy at the supermarket, and so more.

Types of materials

This kind of material is divided into three main types: visuals, auditory, and audiovisual. Visual realia are mainly printed materials, but they can also be drawn, painted, or even illustrations presented on a screen (Cancelas, 1997). Then, auditory and audiovisual material. Most of the time, these two categories go together because the technology and media allow present them at time (Cancelas, 1997). Of course, it is optional to watch the images and listen to the audios at once.

Some examples of these three types of materials are presented in the table below:

Table Nº 1: Types materials

Visuals	Auditory	Audiovisual
Calendars	Phone messages	Interviews
Letters	Phone calls	Video calls
Magazines	Radio broadcasts	News
Coupons	Podcasts	TV shows
Newspapers	Audiocomics	Movies
Menus	Poems	Videos
Photos	Recordings	DVD
Comics	E-books	Announcements
Traffic tickets	Voice notes	Songs

Source: Direct research
Author: Ilaño, J. (2018)

Comics

Origin

Comic appeared due to the competitiveness between the most well-known journals in New York during '80s, "The world" and "The morning journal". In 1893, "The world" decided to publish complements for Sundays created by some artists from the same journal, such as Richard Felton Outcault. The artist started creating and drawing the first comics ever, having a great result with his artworks. By July 1895, "The world" published the comic "The yellow kid" was on the top (Montijano, 2006).

At the beginning comics were rudimentary, they had just text and images which supported the story. Indeed, many of the principal characteristics, of what we know as comics, were not include. For instance, Outcault wrote his story on the kid garment, because there was no a specific spot, there were no balloons or vignettes, as well as angles, or frames. Even the color, the first publications were just black and white, later some colors were added to make them appealing.
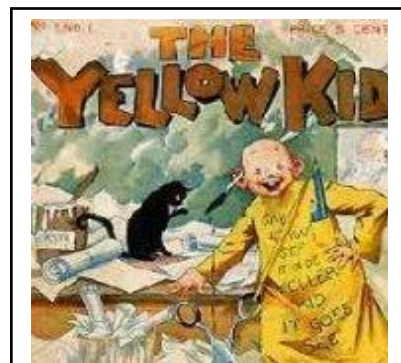
Figure 3: The yellow kid
Author: Yellow Kid (Felton, R. 1895)

After some years, comics started evolving by changing their design. Vignettes were attached including the iconic language and texts and ideas in the graphics. Different strategies were used to enclose and, most importantly, to differentiate the ideas that each image wanted to express. Balloons were the name of the figure which enclosed onomatopoeias, and specific symbols that have universal acceptance and knowledge.

Principal peculiarities of a comic:

- Vignettes
- Frame.
- Plans and angles.
- Balloons and onomatopoeia.

Currently, there are comic books which contain a collection of different kind comics in just a book. Another subcategory of comics are digital comics, these are online comics that could be found in any comic webpage, it is similar to an e-book. Comics which are printed on paper, but designed with digital tools are part of this category (Chandran, 2013).

Definition

Since comics appeared, they have adopted many definitions, one of the first suggestions was given by Hayman & Pratt, they said that "it is a comic when it shows a sequence of discrete, juxtaposed pictures that comprise a narrative, either in their own right or when combined with text." Thus, by 1900, the terms comics and comic strips became established in the United States, as long as all strips were comic. While, "bande dessinée" is the French term, and "historieta" is used in Spanish (Kunzle D. , 2017). However, there are many words that do not change in English, Spanish, or another language; "comic" is one of these terms adopted in Spanish, so it could be named as "comic" in both languages.

According to the Macmillan Online Dictionary (2018), comic or comic book is a magazine designed for young audience that tells a story displayed through series of drawings.

An updated definition concept of comics claims that comics are a series of adjacent drawn images, that are exposed in an horizontal way. These texts should be read as their presentation, in chronological sequence (Kunzle D. , 2017).

In brief, it could be said that a comic or comic strip is a collection of drawings and texts that are linked between them, because the illustrations represent the ideas written below them, or the onomatopoeias in the balloons.

Comics' genres

Comics were called "Comic-strip" because artists focused on kids and its content was only comical, hence its name "Comic". Then, they turned their comic strips into another perspective proposing political, social, and supernatural themes of everybody interest. Although, all comics agree in their aspects, and components, nowadays there is a wide variety of comics' genres to choose (Genres, 2016):

- Superheroes   - Supernatural
- Adventures   - Kid strips
- Sci-fi   - Historical
- Horror   - Comedy

2.4.1 Authentic listening material

There are several defitions of what listening authentic material is, however the most relevant for this project are the following:

García & Arreza (2004) states that listening authentic material is any kind of oral or written language samples, that at the beginning were exclusivily produced to communicate between native speakers in different real contexts. Thus, those are not part of a specific subject, in other words neither linguistic nor grammatical point were involved in them.

Any material that was not created for using it in the teaching-learning process of languages (Nunan, 2009). It means, the first unique purpose of the listening authentic material was to let people share their ideas between them, however, some experts thought about using it as part of academic material, in which students could realize how these productions of language were expressed in real situations.

Garduño (2005) points that authentic listening materials are radio programs, audio conferences, calls, fax. In long distance education, audio conference is considered as the most primitive form of communication that has a pedagogical approach. Presently, everyday tools for teaching listening are: songs, phone calls, messages, conversations, and TV and radio broadcasts.

Brown (1990) states that the most useful material for foreign students are those that contain plenty examples of authentic speech used in real native context. Thus, students will be trained for facing that kind of situations.

Importance

Brown D. H. (2001) claims that the students' exposure to authentic listening material and real-world tasks empower them to grasp the significance of the

material they are using in particular activities to their long-term communicative goals.

Different authentic language, such as radio broadcasts, television programs, video and film, and so on, enable learners to engage in tasks which reflect contexts of real life. (Herron & Seay, 1991)

At this point, students are familiarized with the culture they are learning about, way of talking, likes, and dislikes, etc. As long as the language is shown, students continue developing listening strategies to work independently in the learning process, so they get confidence with the language they are studying (Gower, 2005).

2.4.1.2 Audiocomics

Audiocomic is a term formed by two words, "audio" and "comic". Thus, according to the online dictionary WordReference (2018) "audio" is a technique or electronic system of recording, transmition, and reproduction of sound. Otherwise, the Encyclopedia Britannica (2017) "comic" is a group of drawn images that narrates a chronological story through words and phrases that are enclosed in balloons next to the illustrations, or appear as text.

Complementing both concepts, it could be said that an audiocomic is an online cartoon that has a recording which includes voices, music, and even sound effects of the scenes of each chapter of the comic. It means, It means that it is not a story for Reading, but simply auditable. In certain cases, there are illustrations, depending on the website where the audiocomic is available, some other sites add images related to the audiocomics' pot.

Audiocomics have evolved from a constant change of comics' significant characteristics and features with the vital advancement of technology. It can be said that an audiocomic does not have a large number of elements that constitute itself. However, the main component of the audiocomics are the recordings that give life to these unique online comics. On the other hand, certain websites add a few drawings and balloons with onomatopoeias of the most striking ideas and / or scenes in story.

The audiocomics can be listened to chapter by chapters or the complete story, the time of the audiocomics depends on the format they have and the web page that provides them. Moreover, there are certain online pages that allow to download the audiocomics without any cost.

Audiocomics genres

Audiocomics are a branch of comics, so they have the same classification in genres; such as superhero, scary, comedy, sci-fi, supernatural, and so on. Although the most frequently audiocomics among young population are those designed by "Marvel" and "DC". By this way

Marvel	**DC**
- X-men	- Batman
- Daredevil	- Aquaman
- Spiderman	- Superman
- Avengers	- Justice league
- Deadpool	- Flash
- Star Wars	- Raven

Advantages

As teaching resources, audiocomics provide a direct connection between students and the social context. These are means and resources that motivate to participate actively in the learning process. (Arranz & García, 2011)

Students can practice tasks focus on linguistic skills development, and this improvement is reflected on the more advanced activities when learners feel motivate for being exposed to fresh material. (Castillo, 2012)

The most pertinent audiocomics' advantages are that this kind of material supports the idea of exposing students to authentic language, so learners can be familiarized with the foreign language they are learning.

Websites to listen to audiocomics

There are not too many online pages where to find audiocomics, as they are recently new material. However, the researcher recommends the use of the following websites that offer a variety of audiocomics' genres.

- o Mixcloud: https: //www.mixcloud.com/discover/comics
- o Spreaker Inc.: https://www.spreaker.com/tags/comics
- o Pocket Universe Productions:
  http://pocketuniverseproductions.com/projects

Dependent variable

2.4.2 Linguistic skills

Linguistic or language skills are also named as communicative abilities, and therefore it is the proper way of using the language, depending on social situations. There are four linguistic skills, but a current study pretends to add the oral interaction as another skill because the expression and hearing simultaneously enliven at the beginning of a conversation (Martos F. , 2012).

However, the four skills are the only ones regarded as linguistic skills while learning a language. Hinkel (2017) describes the connection of linguistic skills in two ways: "the direction of communication (in or out) and the method of communication (spoken or written)."

People who use English language to express their ideas have different skills, such as talking by phone, writing letters, listening to radio broadcasts, reading books, etc. It means, this group of people have the basic skills: listening, speaking, reading, and writing (Harmer, 1991). Thereby, the priority of linguistic skills is the human communication. The capacity of sharing individual thoughts, ideas, or needs with others, and likewise working productively within the society.

Linguistic skills are classified in two major groups (productive and receptive skills), as not all of them have the same function.

Figure 4: Linguistic skills
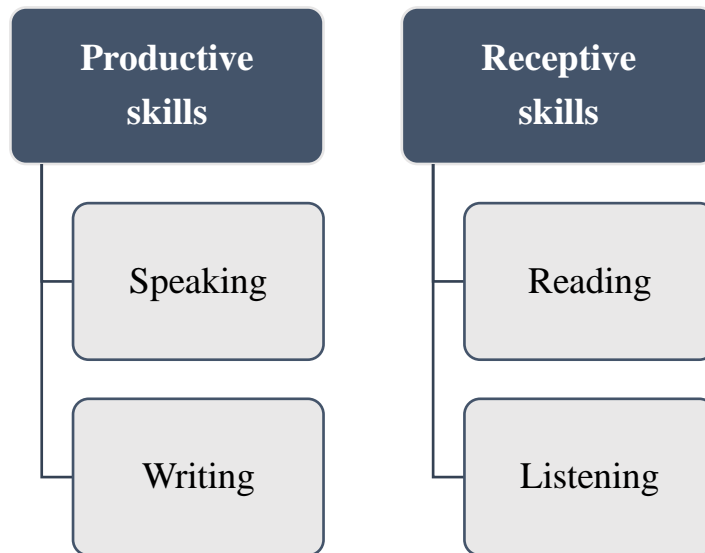
Source: Direct research
Author: Ilaño, J. (2018)

Productive skills

Active skill is another term for productive skill, the same that is part of the methods of communication. As its name explains by itself, productive skills are the ones in which students just produce language. Here, learners share their ideas in an oral (speaking) or written way (writing).

The main characteristic of this kind of skills is that pupils are capable to develop a final product, while in receptive skills they only receive information for comprehension.

Speaking

Speaking is one of the most valuable skills in language, it is responsible for keeping people communicated between them. In speaking, there are verbal and non-verbal usages in various contexts, and the unique aim is to build and share meaning (Chaney & Burk, 1998).

"Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also the medium through which much language is learned" (Bygate, 1987).

Both authors above agree upon speaking's weight into communication, they say that speaking is used not only in social areas; but also for academic, professional, or business purposes, everything depends on contexts. Speaking is a linguistic ability employed by people to express themselves using their own words, so this active skill is used in any aspect of life.

Writing

Similarly, to speaking, this is another productive skill. Writing is the process of using symbols, like letters, punctuation, and spaces; to communicate thoughts and ideas in a meaningful way.

Commonly, a pen or pencil is used for writing, when using them the writing is normally on paper or board. A keyboard is usually connected to a typewriter, computer, or mobile device (Essberger, 2018). Furthermore, voice recognition

programs are available for people who have any kind of vision troubles, as well as problems to use their hands.

In the same way, the online encyclopedia of writing systems & languages Omniglot (2018), writing is a method of representing the language tactile or visually. Writing systems need groups of symbols to present the image that corresponds to each sound. Moreover, there are symbols which serve as punctuation or numbers.

2.4.2.1 Receptive skills

Definition

In compliance with SIL International (1999) the receptive skills are the ones in which learnes decode the message to reach a correct perception of what transmitters want to communicate.

In accordance with Spratt, Pulverness, & Williams (2011), receptive skills involves learners responses to language rather than producing. In reading, it would be making sense of texts while in listening the focus is on the sounds of language, but always relating the message with the knowledge of the world.

Receptive skills are linguistic skills where the main aim is to understand and assimilate the information or data, in this direction students do not produce the language at all; and that is the reason why they are also named as passive skills. Actually, they are categorized by their direction of communication, because students have the role of receivers for comprehending the information instead of having an active and direct participation.

Reading

As part of passive skills is reading, that is defined as a complicated process that includes plenty strategies to understand the lecture and to assimilate the problem solving for interpreting what the author really wants to transmit. (Johnston, 1989)

Opposing Johnston, Mundhe (2015) in his research argues that reading is not a passive activity, indeed it is an interactive skill in which readers not only move their eyes through the document but they bring their personal knowledge to the text. This process involves the interaction between the reader, the text, and the message; encouraging readers' ideas, points of view, and thoughts.

Characteristics

There are specific characteristics that help to distinguish receptive skills from productive skills. (Najera, 2014)

- The number of words to transmit the message is meaningful.
- The receptor cannot manage the language used.
- The information can be spontaneous and hypothetical.
- The data can be immediate.
- Different codes can be used for communicating, such as verbal and non-verbal.

2.4.2.2 Listening skill

Definition

Listening skill is defined as a process in which the ideas that the transmitter wants to express are received by the addressee, therefore the meaning is represented with the supporting of the imagination and empathy. This receptive skill is a practice in which the person who receives the message must connect it to previous knowledge (Rost, 2002).

Cruz & Tápanes (2010) in their book, define listening skill as an active process that is not natural, that is why it needs to be taught. Listening ability works in conjunction with the speaking, and indeed the level of these skills are equitable most of the time.

In this active process students acquire listening comprehension abilities for understanding a foreing language. These abilities include:

- Clearly understanding of the message: the listener must have clear global idea of the whole message, it means he does not need to understand every single word, but connect all of them to create the main idea.
- Determine the principal ideas: more than one principal idea can be found in the listening, so students should pay attention to all the ideas given by the speakers to differentiate between the main ideas and the secondary ones.
- Identify speakers attitude: most of the time, the listener is not able to see the gestures, or body language; so he needs to figure out the attitude of the speakers to know, for example, if they are expresing sarcasm.
- Establish the relation between the speakers, speakers attitude, and the context: this is probably one of the most important abilities, because the listener should perceive speakers relationships, attitudes among each others,

and the context in which the characters are. However, once the listener matches all the elements together, he has a clear idea of what intention has every speaker.

- Distinguish key sounds or words: sometimes, to recognize the clue word or sound is the only thing needed to imagine what the speakers are doing or the setting.

In brief, listening skill is a procedure in which a person (transmitter) transmits his thoughts and ideas (message) to another person or group of people (receiver/s). After that, the message and series of factors are analyzed and represented for the receivers, who relate them with previous knowledge.

Importance

Starting from the idea that most of the time babies spend listening, parents usually devote a lot of time talking to stimulate their kids who initially only listen. After this stimulus, children start talking their first words, then go to school and learn how to read and write (Anderson & Lynch, 2002). Thus, listening is one of the first skills in developing when acquiring or learning any spoken language (Ondarra, 2000).

Then as well, Krashen (1985) states that listening comprehension has a significant role during the language learning process. As long as almost all languages are learnt by listening to them.

In the same vein, Brown (1980) points out that listening comprehension is the most effective learning method, at least until 6th level of basic education, inasmuch as approximately 60% percent of the student reading time is occupied in listening.

Listening is favorable to improve students' pronunciation. While more listening to spoken English, better acquiring of rhythm, intonation, and stress (Harmer, 2007).

Difficulties

There are several factors that educators should bear in mind when developing the listening skill. Some of them are linguistic features, time, and physical settings. Linguistic features are all the aspects related to the language itself. As part of them Brown (2001) & Yagang (2017) proposed the following troubles:

- Clustering.- When learning a new language, students are conditioned to handle basic units of organization. That is why they have problems in listening activities where they must listen to long set of words and sometimes retain them.
- Redundancy.- Spoken as well as written language add unnecessary information, repetitions of phrases or sentences with different words. Besides, the use of insertions such as "You know", "I mean" are barrier for students, making them get confused.
- Reduced forms.- Speakers normally use reductions that can be noticeable phonological, morphological, syntactic, and pragmatically. As model of some of them; "r u ok?", "they're", "OMG", "Mom! Phone!".
- Colloquial language.- In institutions, learners are exposed to academic language, so in many cases they are not familiarized with some words or expressions as idioms and slangs.
- Rate of delivery- It refers to speaker's speed of delivery and the pauses they make while the talking.

- Stress, rhythm, and intonation.- These three elements are significant to identify the real meaning of the message, to know if it is sarcasm, a question, an insult, or a joke.

Time.- teachers sometimes assign a very short time for listening to audios and completing the activities at the same time. (Brown & Yule, 1980) That is a common situation when professors do not give the importance that these tasks merit to improve the listening development.

Physical Settings.- They refer to background noises that distract the listener. Any interference produced by the equipment that is probably inappropriate for the listening activity. Lack of images does not allow students to notice the speaker's body language. Facial expressions are the key to understand the meaning of any phrase learners cannot comprehend just by listening to the extract (Yagang, 2017).

Principles for developing listening ability

Rost (2014) in her book "Listen in Action" draws out four principles to develop the listening skill:

1. Face-to-face interaction.- Learners have the chance to interact face to face with their partners, teachers, or even a native speaker if possible. During these situations students receive new language and check how their listening skill is developed.

2. Focus on meaning.- Students focus on meaning and learning fresh language through the use of their linguistic and non-linguistic skills to comprehend.

3. Work on comprehension activities.- It can be done by setting goals that allow pupils to judge and assess their own capabilities and achievements.

4. Attention to accuracy and analysis of form.- To have a persistent progress, students must appreciate precisely the sounds and words; so then they could hear the message of the listening passage.

The points mentioned above can be used for any person who wants to improve his/her listening ability. However, these principles must get the attention of teachers, because they are useful to develop students listening skill.

2.5 Hypothesis

The audiocomics do **influence** the listening skill of the English language.

2.6 Signaling of hypothesis variables

- **Independent variable**: Audiocomics.
- **Dependent variable:** Listening skill

Relatioship term: Influence

CHAPTER III

METHODOLOGY

3.1 Approach

The research is based on two approaches, qualitative and quantitative. It is qualitative because it is looking for answers to explain a problem. This approach does not concern about numerical measurements, but qualities (Sampieri, Collado, & Lucio, 2006). Furthermore, the project involves human science characteristics when working with people, which is another particularity covered by this focus.

This work was carried out with a group of students from 6th level of an English class from Carrera de Idiomas at Universidad Técnica de Ambato. Differently, the project is quantitative because it correlates both variables between them, audiocomics and the listening skill development. Sampieri et al. (2006) claimed that a quantitative work gives accurate numerical information, the same that must be analyzed and interpreted using statistical methods. Then, the quantitative approach is also part of this project, as it lets the author manage numbers.

In brief, even when the two approaches already mentioned differ from each other, both are useful for the project as long as these allow applying various characteristics from each one in just an investigation.

3.2 Basic method of investigation

Fieldwork.- According to Herrera, Medina, & Naranjo (2010), fieldwork method is achieved when students' and teachers' participation is direct, and the researcher investigates in the natural environment where the problem takes place to get essential information linked to the objectives which helps to solve the issue. On this

wise, the author of the project should stay in a real English class of sixth level from Carrera de Idiomas at UTA, interacting with the teacher and students for collecting the data.

Bibliography or documentary.- Herrera et al. (2010) proposed that a work has a bibliography method of investigation when it is based on scientific documents, journals, book, and similars; to expand and deepen different concepts of focuses. As many of the projects need to be backed by theoretical support, this is not the exception, so the information that supports this investigation was taken from books, scientific papers, journals and websites that had a connection with the present project.

Quasi-experimental.- This modality helps to determine the relationship of cause and effect between the dependent and the independent variable (Herrera et al., 2010). It occurs by manipulating the independent variable "audiocomics" on the dependent "listening skill development" to ascertain if the hypothesis is correct.
It is quasi-experimental because the researcher cannot randomly choose the sample, instead all the group is taken into account as the sample (White & Sabarwal, 2014).

The methods of investigation above describe how the work is done during the whole investigation, application of the dependable variable, and collection of the data. All the modalities are pertinent since these deeply explain the process that this project follows.

3.3 Level or type of research

There are 2 types of research in which this project is based on, the same that will be specified below:

Descriptive.- This type of research allows to describe the current situation of sixth-level students in terms of knowledge of the listening skill from Carrera de Idiomas at UTA. Many investigations with this type of level also contain research questions and hypothesis that need of precise measurement to be answered.

Association of variables.- In this level, the researcher evaluated the independent variable incidence on the dependent variable to find out if there is a real correlation between both of them (Herrera et al., 2010). In this point, it assists to check the audiocomics influence on the listening skill development.

3.4 Population and sample

The current research work was carried out at Universidad Técnica de Ambato with a universe of study formed by sixth-semester students from Carrera de Idiomas.

Table Nº 2: Population

Description	Girls	Boys	Total
Sixth-level students from an English class	12	1	13

Source: Direct research
Author: Ilaño, J. (2018)

3.5 Operationalization of variable

INDEPENDENT VARIABLE: Audiocomics

Table Nº 3: Independent variable operationalization

Conceptualization	Categories	Indicators	Items	Techniques
Audiocomics are as their name say audios which tell a story, so they are auditory comics that can contain graphics and small phrases or statements depending on the author.	Auditory comics	audios	Part 1: Listen to an extract from an audiocomic, you have to choose the appropriate answer for each question.	Pre-test (PET)
Audiocomics **length** is between an hour and three, but they can be presented in different ways, depending on the listening subskill that wants to be improved. It can be listened scene by scene, chapters, or	Length	Scenes Chapters Completed audiocomics	Part 2: Listen to an audiocomic scene to answer six multiple choice questions. Part 3: Listen to an audiocomic scene to complete the box, there are six gaps.	

complete audiocomics. As audiocomics are part of comics, they have almost the same kind of genres. Between the most common **Audiocomics genres**; there are superheroes, sci-fi, comedy, scary, and others.	Audiocomics genres	Sci-fi Superhero Comedy Scary	Part 4: Listen to an audiocomic extract to answer six true/false questions.	

Source: Direct research
Author: Ilaño, J. (2018)

DEPENDENT VARIABLE: Listening skill

Table Nº 4: Dependent variable operationalization

Conceptualization	Categories	Indicators	Items	Techniques
Listening skill is one the four **linguistic skills**. Listening skill is part of the receptive skills, because the listener just **receives meaning**, but there is no production of knowledge. In fact, listening is a process in which there are three main **elements**: the transmitter, who orally expresses his ideas; the addressee, who receives and represents the information; and	Linguistic skills	Receptive skills Productive skills	Part 1: Listen to seven short recordings and for each recording you have to choose the best of three pictures.	Post-test
	Receives meaning	No production of knowledge	Part 2: You listen to a longer recording and answer six multiple choice questions.	
	Elements	Transmitter Addressee Message	Part 3: This is a longer monologue. While you listen, you need to complete some notes. There are six gaps to complete.	

the message, the thoughts transmitted.			Part 4: Listen to a longer recording and answer 6 True/False questions.	

Source: Direct Research
Author: Ilaño, J. (2018)

3.6 Information collection plan

There were some techniques and instruments used to collect data, a survey directed to students, a pre-test and post-test specifically the Preliminary English Test (PET). Moreover, there were some guidelines for the information collection:

Table Nº 5: Information collection plan

Basic questions	Explanation
Why?	To achieve research objectives.
What people of objects?	13 students from sixth semester of Carrera de Idiomas at Universidad Técnica de Ambato
Which aspects?	The audiocomics and listening skill development of English language.
Who?	The researcher: Alejandra Ilaño.
When?	2018
Where?	Universidad Técnica de Ambato
How many times?	1
With what?	A structured survey, a pre-test, audiocomics, and a post test.
In which situation?	Respect, and investigative professionalism

Source: Direct research
Author: Ilaño, J. (2018)

3.6.1 Validation and reliability of the instruments of data collection.

To validate the activities for the audiocomics, the tutor and the Advanced-English-teacher inspected the instruments to give some suggestions for enhancing their quality. Thereupon, the techniques were corrected and approved by the leading professors. Notwithstanding, the survey reliability was proven in virtue of Cronbach alpha calculation. This method is the most efficient for estimating the reliability of a measurement instrument (survey) through a set of elements that can expect the same objective of a common and constant issue (Frías, 2014). George & Mallery (2003) contemplated that a reliability of 0.7 is a suitable value and it is the minimum acceptable. Then the survey is reliable with a tolerable value of 0.705. Below is shown the table with all the values and process:

Table 6: Cronbach alpha calculation

Nº	Name	Item 1	Item 2	Item 3	Item 4	TOTAL
1	Student 1	2	1	1	2	6
2	Student 2	2	3	1	2	8
3	Student 3	3	2	2	3	10
4	Student 4	1	2	1	3	7
5	Student 5	2	2	1	2	7
6	Student 6	2	2	2	2	8
7	Student 7	2	2	1	2	7
8	Student 8	3	1	1	3	8
9	Student 9	3	1	1	2	7
10	Student 10	2	2	1	3	8
11	Student 11	2	1	3	2	8
12	Student 12	2	2	1	3	8
13	Student 13	3	2	1	2	8
Variance		0,4	0,4	0,4	0,3	0,8
K:		4	Section 1:			1,333
Σvi:		1,4	Section 2:			-0,529
Vt:		0,90	Absolute:			0,529
			α:			**0,705**

Source: Direct research
Author: Ilaño, J. (2018)

3.7 Information processing plan

The author followed some steps to carry out the project and the data collection chronologically:

1. A survey directed to students was elaborated based on the operationalization of variables. Its objective was to diagnose the current situation of the listening skill development of sixth-level students at Universidad Técnica de Ambato.

2. After having checked the answers, the data was tabulated and represented with graphs to show the different percentages of each question.

3. Later, the listening skill level of the group was established through a pre-test, the same that was chosen in conjunction with the tutor of this research and the teacher in charge of the English class; considering the students level which was B1 from the CEFR. The pre-test was a Preliminary English Test which included the four parts of the listening skill.

4. The following week, the researcher applied the audiocomics in the English classes, so there were six sessions in total which were carried out in 2 weeks. To reinforce the listening skill, there were activities similar to the ones students found in the PET, so each session lasted between 10 to 15 minutes to complete all the tasks. There is an investigation akin to this, that was applied in the lenght by Manjarrez (2015), that is why this period of thime was chosen for this project.

5. The ensuing step was to give a post-test to learners to analyze their progress. The results delivered an average of students' listening level to compare the pre-test and post-test outcomes. Therefore, the T-test was the statistic test to approve the significance value of the audiocomics usage.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis of results

The present chapter displays the obtained results from the application of this project. All the data below was picked up from sixth-level students from Carrera de Idiomas at Universidad Técnica de Ambato. This information is represented through tables and charts in which the frequency and percentages are visible to have a better understanding of them.

First, there is a deep analysis of each question in the survey to show the current situation of the listening skill development of the group. Then, the results from the pre-test (PET) are illustrated with graphics highlighting how well students did in each part of the test. After that, there is an introduction of the outcomes from the student's post-test. Finally, the first test is compared with the second test to confirm the hypothesis. To achieve this verification, T-test was used because the data is obtained from the same group and the purpose is to examine the differences or similarities between both conditions.

In brief, the numerical data presented in the following pages supports the understanding of how this project was carried out in every stage. By the same token, it helps to fulfill all the objectives previously set.

4.2 Interpretation of results

STUDENT'S SURVEY

Question 1: Do you like to listen to audio material in classes?

Table 7: Students preferences in audio material.

Alternative	Frequency	Percentage
Always	4	31%
Sometimes	8	61%
Never	1	8%
Total	13	100%

Source: Students' survey
Author: Ilaño, J. (2018)

***Figure 5*:** Question #1
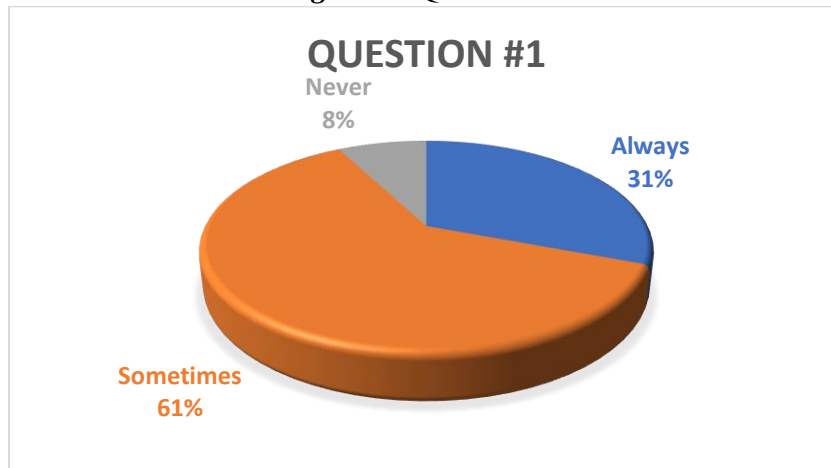
Source: Students' survey
Author: Ilaño, J. (2018)

Analysis and interpretation

From the group of students, it is set up that just 31% always like to listen to audios in classes, while 61% sometimes like to listen to audios. Finally, the 8%, which represents a student, do not like to listen to audios.

It can be concluded that the majority of students occasionally like to listen to audios in classes, so it would not be in every class.

Question 2: Do the audios last between 5 and 10 minutes?

Table 8: Audios duration.

Alternative	Frequency	Percentage
Always	1	8%
Sometimes	8	61%
Never	4	31%
Total	13	100%

Source: Students' Survey
Author: Ilaño, J. (2018)

*Figure 6***:** Question #2

Source: Students' survey
Author: Ilaño, J. (2018)

Analysis and interpretation

In this question, 8 students agree that the audios they listen in classes last between 5 and 10 minutes. On the other hand, 31% of the whole group said that the audios are not between the range, albeit a student stated that the audios are always between 5 and 10 minutes long.

In brief, 61% of students pointed out that teachers play audios which are sometimes between 5 and 10 minutes long.

Question 3: How often do you listen to audiocomics?

Table 9: Audiocomics usage.

Alternative	Frequency	Percentage
Always	1	7%
Sometimes	2	15%
Never	10	77%
Total	13	100%

Source: Students' survey
Author: Ilaño, J. (2018)

Figure 7: Question #3
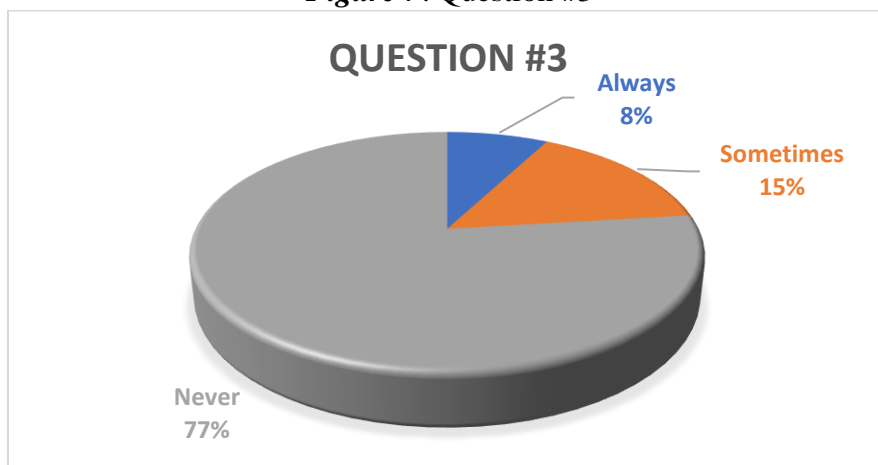
Source: Students' survey
Author: Ilaño, J. (2018)

Analysis and interpretation

According to the results, just a student always listens to audiocomics, which represents 8% of the population. Thus, 15% of the total learners sometimes listen to these auditable comics; and consequently 77% of them never listen to audiocomics.

In that case, 10 students affirmed that they never listen to audiocomics neither for distraction nor for education.

Question 4: Would you like to listen to audiocomics in classes?

Table 10: Students preferences to listen to audiocomics in classes.

Alternative	Frequency	Percentage
Always	4	31%
Sometimes	9	69%
Never	0	0%
Total	13	100%

Source: Students' survey
Author: Ilaño, J. (2018)

Figure 8: Question #4

Source: Students' Survey
Author: Ilaño, J. (2018)

Analysis and interpretation

At this point, 31% would always like to listen to audiocomics in classes; and the rest of them would like to listen to this kind of audios sometimes. Therefore, there is a 0% that would never like to listen to audiocomics.

Then, 69% of students assured that they would like to listen to audiocomics in class to improve their listening development but from time to time.

Question 5: What kind of audiocomics would you like to listen to?

Table 11: Student preferences in audiocomics.

Alternative	Frequency	Percentage
Superheros	3	23%
Science fiction	5	39%
Scary	1	8%
Comedy	2	15%
Others	2	15%
Total	13	100%

Source: Students' survey
Author: Ilaño, J. (2018)

Figure 9: Question #5
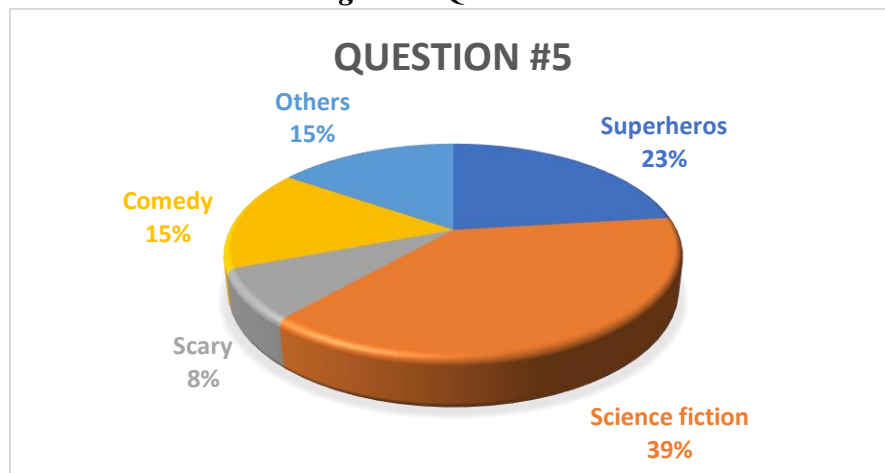
Source: Students' survey
Author: Ilaño, J. (2018)

Analysis and interpretation

The fifth question was about student preferences to listen to audiocomics. Three students would like to listen to superheros genre, whereas sci-fi audiocomics are appealing for 39% of the population. Scary genre got the attention of the 8% and comedy 15%; so 2 students indicated that they would like to listen to others audiocomics, such as musicals and romance. It could be said that sci-fi genre is the most attractive audiocomic that students would like to listen to, having a 39% of acceptation between the group.

STUDENT'S PRE-TEST

In chapter four, it was explained what kind of pilot test was chosen for obtaining the initial grades before starting the application of the tool. Then, in agreement with PET, the test included four parts that are clearly represented below. As there is the average of each section of the pre-test, it will be appreciable in which questions students succeeded and the most difficult parts of the test.

The Pet test is graded over 25 points, divided in the following way: the first part has 7 questions which means 7 points, while the second, third, and fourth parts are graded over 6 points, each question over 1 point.

Table 12: Pre-test scores & percentages

Nº	Name	Part 1	Part 2	Part 3	Part 4	Percentage Part 1	Percentage Part 2	Percentage Part 3	Percentage Part 4
1	Student 1	4	3	3	4	57%	50%	50%	67%
2	Student 2	4	3	3	4	57%	50%	50%	67%
3	Student 3	2	1	5	4	29%	17%	83%	67%
4	Student 4	6	2	4	5	86%	33%	67%	83%
5	Student 5	6	1	2	1	86%	17%	33%	17%
6	Student 6	3	2	2	5	43%	33%	33%	83%
7	Student 7	3	3	4	5	43%	50%	67%	83%
8	Student 8	2	3	1	4	29%	50%	17%	67%
9	Student 9	6	5	6	5	86%	83%	100%	83%
10	Student 10	4	5	4	5	57%	83%	67%	83%
11	Student 11	2	4	1	3	29%	67%	17%	50%
12	Student 12	4	3	3	3	57%	50%	50%	50%
13	Student 13	6	3	4	5	86%	50%	67%	83%
	Average	**4**	**2,9**	**3,2**	**4,1**	**57,1%**	**48,7%**	**53,8%**	**67,9%**

Source: Students' pre-test
Author: Ilaño, J. (2018)

Figure 10: Pre-test scores
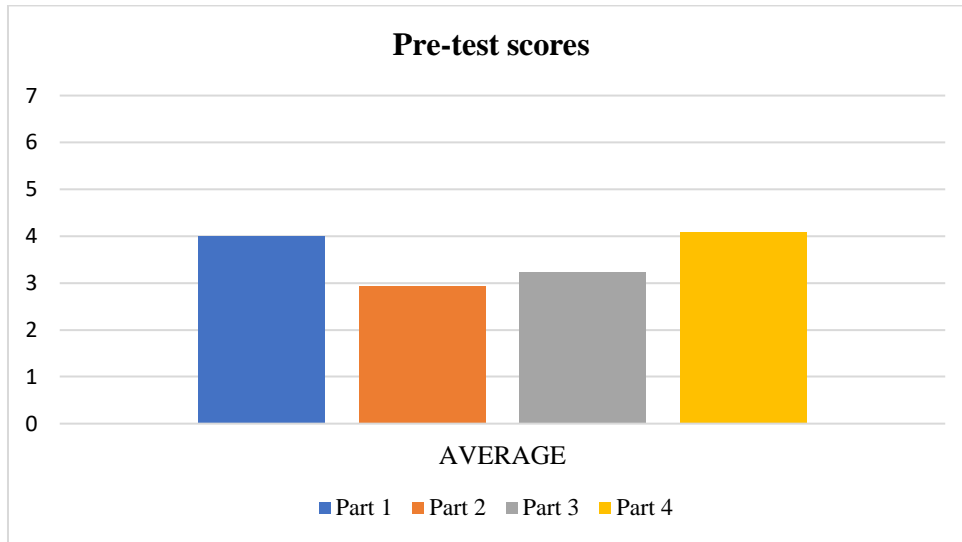
Source: Students' pre-test
Author: Ilaño, J. (2018)

Analysis and interpretation

Each part of the test has a specific task to do. Consequently, part 1 and 2 are multiple choice activities, these differ in the way of presenting the options. Part 1 does it through pictures, while in the second part written ideas are shown. Next part displays a chart with some blanks to be completed by listening a monologue. Last part, students listen to a longer monologue to answer 6 yes/no questions.

Part 1 and 4 were the questions in which students got a higher score. The average of the first part is 4 over 7 points which represents 57,1%; while in the last part it is 4,1 over 6 points representing a percentage of 67,9%. In the second part, the average of the class was 2,9 points, so it is 48,7% and just by tenths, that part is separated from the third one, which has a percentage of 53,8% transforming into 3,2 points. It brief, the group had a better performance in part 4 with an average of 4,1 points and a percentage of 67,9%, while the lower average was in the second part where learners got just 2,9 points, it means 48,7%.

STUDENT'S POST-TEST

This post-test is similar as the pre-test, because it is a PET, so it will be same graded exactly the same. The first part over 7 points as there are 7 questions, while the other parts are graded over 6 points each one.

Table 13: Post-test scores & percentages

Nº	Name	Part 1	Part 2	Part 3	Part 4	Percentage Part 1	Percentage Part 2	Percentage Part 3	Percentage Part 4
1	Student 1	7	2	3	6	100%	33%	50%	100%
2	Student 2	7	2	5	6	100%	33%	83%	100%
3	Student 3	7	5	6	5	100%	83%	100%	83%
4	Student 4	7	5	4	4	100%	83%	67%	67%
5	Student 5	6	5	4	6	86%	83%	67%	100%
6	Student 6	7	4	5	4	100%	67%	83%	67%
7	Student 7	7	4	4	5	100%	67%	67%	83%
8	Student 8	7	6	5	6	100%	100%	83%	100%
9	Student 9	7	6	6	6	100%	100%	100%	100%
10	Student 10	7	4	4	6	100%	67%	67%	100%
11	Student 11	7	6	5	6	100%	100%	83%	100%
12	Student 12	7	3	4	6	100%	50%	67%	100%
13	Student 13	7	5	4	4	100%	83%	67%	67%
	AVERAGE	**6,9**	**4,4**	**4,5**	**5,4**	**98,9**%	**73,1**%	**75,6**%	**89,7**%

Source: Students' post-test
Author: Ilaño, J. (2018)

Post-test scores

AVERAGE

■ Part 1   ■ Part 2   ■ Part 3   ■ Part 4
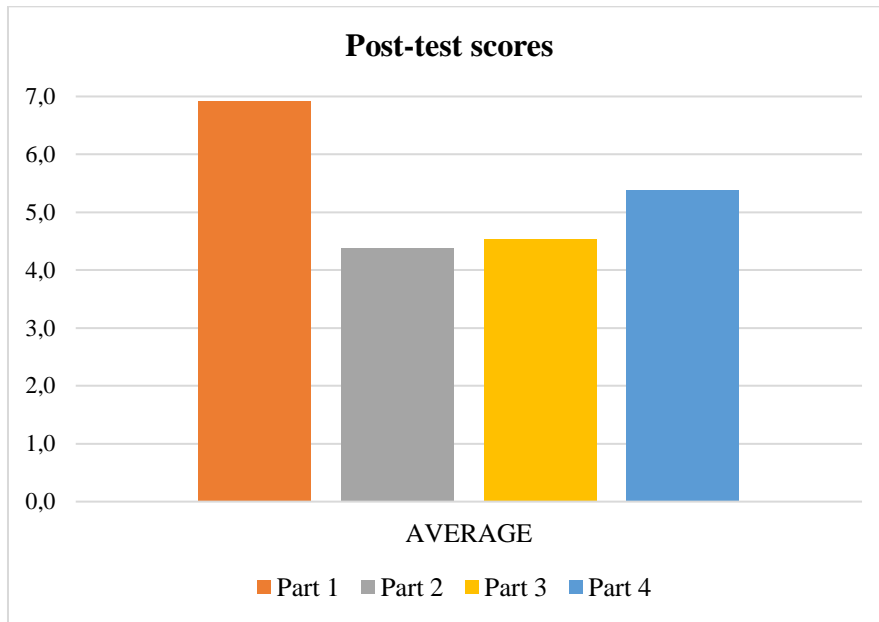
Source: Students' post-test
Author: Ilaño, J. (2018)

Analysis and interpretation

Learners got their higher score in the first group of questions with 6,9 points, which means 98,9%. In the next section, students achieved an average of 73,1% and over 6, they got 4,4 points. Almost similar in the third part, there were 6 questions and the population average score was 4,5 points, so a percentage of 75,6%. On the other hand, the class got 5,4 over 6 points in the last part; turning it into percentage it will be 89,7%.

In a few words, the higher percentage obtained by the students was 98,9% in the first part where they got 6,9 points; whereas the section of the test where pupils had the lower scores was the second getting 4,4 over 6 points showing 73,1%.

Table 14: Pre & post-test scores & percentages

Nº	Name	Pre-test	Percentage	Post-test	Percentage
1	Student 1	14	56%	18	72%
2	Student 2	14	56%	20	80%
3	Student 3	12	48%	23	92%
4	Student 4	17	68%	20	80%
5	Student 5	10	40%	21	84%
6	Student 6	12	48%	20	80%
7	Student 7	15	60%	20	80%
8	Student 8	10	40%	24	96%
9	Student 9	22	88%	25	100%
10	Student 10	18	72%	21	84%
11	Student 11	10	40%	24	96%
12	Student 12	13	52%	20	80%
13	Student 13	18	72%	20	80%
	Average	**14**	**57**%	**21**	**85**%

Source: Students' post-test
Author: Ilaño, J. (2018)

Figure 12: Pre & post test comparison
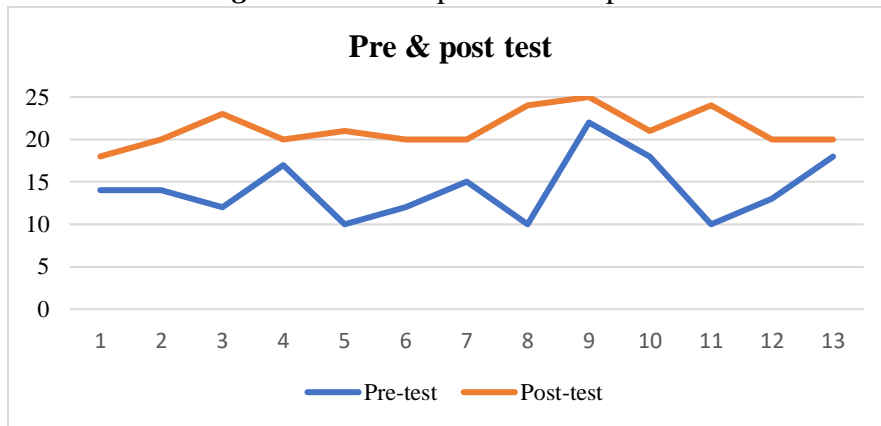
Source: Students' pre & post-test
Author: Ilaño, J. (2018)

In figure 12, it is shown how many much improve their listening skill development of the English language. The blue line represents the pre-test taken by the students before applying audiocomics in their ussual classes while the orange one points out the scores after implementing the new auditable material. To this extend, in the first test students got an average of 14 points over 25, so just 57% of the test was right; but in the second test their average increased until 21 points which means 85%.

4.3 Verification of the hypothesis

It was used the T-test to verify which hypothesis corresponds to the current project "Audiocomics and the listening skill development of English language." T student test was chosen because this test is precisely used to examine the differences between two independent and small samples that have normal distribution and homogeneity in their variances (Sánchez, 2015).

4.3.1 Logical model

Null Hypothesis (H0): Audiocomics do not influence the listening skill development of the English language of sixth-semester students from Carrera de Idiomas at Universidad Técnica de Ambato, Tungurahua province.

Alternative Hypothesis (H1): Audiocomics influence the listening skill development of the English language of sixth-semester students from Carrera de Idiomas at Universidad Técnica de Ambato, Tungurahua province.

4.3.2 Mathematical model

$$\textbf{H0: O} = \text{E}$$
$$\textbf{H1: O} \neq \text{E}$$

Significance level selection

As this project is for social sciences the P. value should be equal or less than 0,05 for having a significance level. Therefore, it means that just 5% is not a probability of difference between the scores and 95% is the probability of difference.

$$t = \frac{\bar{x} - \mu}{\frac{s_x}{\sqrt{n}}}$$

Where:

$\bar{x}$ = Mean

μ = Estimates mean of

s_x = Standard deviation

n = Sample size

Table Nº 15: T-Student

Mean	14,23
Estimates mean of	21,23
Standar Deviation	4
Degrees of Freedom	12
T Critical Value	2,17
T Statistic Value	**- 5,92**
P Value	**0,0001**

$$t = \frac{14,231 - 21,231}{\frac{4}{\sqrt{13}}}$$

$$t = -\mathbf{5,9215}$$

T statistic value obtained was -5,92 which gave a P value of **0,0001**, so the result is acceptable in according to the significance level of 5%. It means that Null hypothesis is rejected H0, while the Alternative Hypothesis **H1** is accepted. Hence, as stablished in **H1**; Audiocomics influence the listening skill development of the English language.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

After analyzing and interpreting the results obtained from the application of the audiocomics on sixth-level students from Carrera de Idiomas at Universidad Técnica de Ambato, there are some conclusions and recommendations to share for future investigations.

5.1 Conclusions

- ✓ Audiocomics does help in the listening skill development, this is proven by analyzing the pre-test scores and the post-test scores. The average of the pre-test was 14 points over 25, which means a little more than the mean of the grade. On the other hand, the post-test's results were satisfactory given an average of 21 points over 25.

- ✓ The effects were pleasant as the group worked with an innovative audio material that they enjoyed. Then, let students to choose the audios they will listen gives a more delightful atmosphere where pupils have confidence to complete the activities.

- ✓ The interventions of the researcher with audiocomics in common English classes found out a real relationship between the ingenious material and the listening skill development. It shows a remarkable improvement of the receptive skill previously mentioned. Likewise, it was proven through a T-test the significance level, which was 0,0001 confirming the alternative hypothesis. Therefore, Audiocomics influence the listening skill development of the English language.

5.2 Recommendations

- ✓ English teachers must be aware of learners' listening skill development and give prominence to increase its level, in interest of boosting not only grades, but also students' communication in a foreign language, bearing in mind that this linguistic ability is prominent when learning a foreign language.

- ✓ Tutors must always keep in mind the usage of authentic and new stuff for getting students' attention. Nowadays, there are plenty online pages that assist with peculiar methods, techniques, and material for teaching English and improving all the skills. Thus, professors will avoid using the same traditional listening material.

- ✓ Next time, for having better outcomes is advisable to design the plan of this kind of material in a longer period of application and to have the experimental and the control group, so the results will be more accurate and significant.

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Audiocomics and the listening skill development of the English language.

Jéssica Alejandra Ilaño Beltrán

Universidad Técnica de Ambato

ale.jek1994@gmail.com

Mg. Ximena Alexandra Calero Sánchez

Universidad técnica de Ambato

ximenacalero@gmail.com

ABSTRACT

This paper is aimed to determine the influence of the audiocomics on the listening skill development of the English language. This quasi-experiment was carried out on thirteen sixth-level students from Carrera de Idiomas at Universidad Técnica de Ambato. First, there was a survey directed to learners to diagnose the current situation of their listening skill development. Then, a pre-test was taken by the group to evaluate their listening skill before applying the audiocomics. After 2 weeks of applying the new material, a post-test was given by the author to conclude that there was a significant improvement of the population's listening skill. In brief, the results demonstrated that Audiocomics has a positive effect on the listening skill development of the English language.

Keywords: Audiocomics, listening skill development, English language

1. INTRODUCTION

Ecuadorian Ministry of Education assures the language proficiency level achievement, that must be covered as a graduation requirement of the technique level careers, superior technological or its equivalents and third level or degree. In the country, the proficiency level of the foreign language is understood as B1 according to the Common European Framework (Ministerio, Educacion.gob.ec, 2018). Thus it was also designed a program to improve the teaching-learning process, where computers, digital boards, head projectors, and audio system are the principal tools teaching. However, despite all the laws created the students' foreign language do not reflect a B1 level as previously set. Therefore, thinking about supporting the proficiency level accomplishment, the following proposal is based on the investigation of audiocomics and the listening skill development of the English language.

INVESTIGATIVE BACKGROUND

This research exposed the relationship between the audiocomics usage and the improvement of listening skill of English language. Nevertheless, is interesting to compare and relate this study with others to have a superior comprehension of what it is about. For instance, Meinardi (2009) wrote the article "Speed bumps for authentic Listening material" in which the author stated the need of using authentic material for increasing the listening skill and she took advantage of the Information and Communication Technologies. Another relevant research was carried out by Manjarrés (2015), "The influence of digital comics over the development of reading skills". This project helped to define the length of the

interventions with audiocomics in classes, because even when it was about reading skills the independent variable was similar. Therefore, that investigation supported the idea that audiocomics were appealing for pupils.

AUDIOCOMICS

Origin

This auditable material is a derivation of comics, those which little by little and with the technological advancement were changed some significative aspects and characteristics. In the last decades, various ideas were produced about how to spread traditional comics through the network, so digital comics were created. After that, it was noticeable the nonexistence of entertainment recordings and this is how the thought of creating audios that act a comic strip appeared, currently called audiocomics.

The most characteristic point of an audiocomic is that it does not need to be read, on the contrary, the followers simply have to listen to it. In few cases you can see certain images and additions such as ballons with onomatopoeias that express ideas of the most relevant scenes, all these extra elements depend on the administrator of the website where the listening comics are. Thanks to the variety of online sites that offer audiocomics to listeners, they can be found in various languages and genres.

Definition

The term audiocomic is made up of two words "audio" and "comic". According to the online dictionary WordReference (2018), "Audio" is a technique that consists of recordings that transmit and/or reproduce sounds; while Kunzle (2017) described "Comics" as series of adjacent cartoons which present a story that must be horizontally read in order. Complementing both

concepts, it can be concluded the term "Audiocomic" refers to a clearly auditory comic strip on different online pages, containing recordings of the dialogues, music, and even special effects of the scenes of each chapter that give life to an audio strip.

Advantages

Among the advantages that the audience can enjoy is that the audiocomics can be listened to from chapter to chapter, complete comics, and the desired length during the day, although the best thing to do is to listen to at least one complete chapter in order to not lose the sequence of the plot. The audience can even choose an online cartoon depending on the duration or format it has, because those are bound to the website parameters. Another important factor is that students would save time by doing another type of task while still listening to the recordings. In addition, there are certain websites that allow audiocomics to be downloaded for free.

LISTENING SKILL

There are four language skills that the learner must develop when acquiring or learning a language, although thanks to recent studies, it is intended to attach oral interaction as an additional skill, since when starting a conversation, expression and listening are simultaneously revived (Martos F, 2012). Moreover, Hinkel (2017) described the connection of linguistic skills in two ways; "the direction of communication (in or out) and the method of communication." Among the receptive skills are reading and listening comprehension, which are part of direction of communication; while oral and written expressions belong to the productive skills or methods of communication.

Definition

Rost (2002) regarded listening as a practice in which the person who receives the message must connect it to previous knowledge. In the same way, Cruz & Tápanes (2010) mentioned that listening skill is an active process where students acquire listening comprehension abilities for understanding a foreing language. Then, listening skill is the ability in which a person (transmitter) transmits his thoughts and ideas (message) to another person or group of people (receiver/s).

Importance

All language abilities are fundamental, but listening skill is highly valued, as it is the first to be activated during the process of learning a language, which makes it play a really important role (Krashen, 1985). Furthermore, Brown (1980) pointed out that listening comprehension is the most effective learning method, as an estimated of 60% percent of the student reading time is occupied in it, whether it is in their teachers' talks and lectures or in presentations and discussions with their peers.

2. METHODOLOGY

This proposal was supported by the qualitative and quantitative approach. Herrera, Medina, & Naranjo (2010), established that qualitative approach looks for answers to explain the problems and quantitative approach allows to analyze and interpret the numerical information using statistical methods. The modality used was quasi-Experimental as the researcher cannot randomly choose the

sample, by contrast all the population was the sample. The universe of study was formed by thirteen sixth-level students from Carrera de Idiomas at Universidad Técnica de Ambato. The group was created by twelve women and a man, all of them between 20 and 25 years old.

Instruments

There were some techniques and instruments used to collect data, a survey directed to students, a pre-test and post-test specifically the Preliminary English Test (PET).

Procedure

First, a survey was directed to sixth-level students to diagnose the current situation of their listening skill development. Therefore, it was detected the student's ignorance about the audiocomics existence, as well as the lack usage of them in classes, the learner's interest in knowing and developing their listening skill through this material.

Later, the listening skill level of the group was evaluated through a pre-test, the same that was chosen in conjunction with the tutor of this research and the teacher in charge of the English class; considering the students level which was B1 from the CEFR. The pre-test was a Preliminary English Test which included the four parts of the listening skill.

The following week, the researcher applied the audiocomics in the English classes, so there were six sessions in total which were carried out in 2 weeks. To reinforce the listening skill, there were activities similar to the ones students found in the PET, so each session lasted between 10 to 15 minutes to complete all the tasks. There is an investigation akin to this, that was applied in the lenght by Manjarrez (2015), that is why this period of time was chosen for this project.

The ensuing step was to give a post-test to learners to analyze them. The results delivered an average of students' listening level to compare the pre-test and post-test outcomes. Therefore, the T-test was the statistic test to prove the significance of the listening skill increasement.

HYPOTHESIS VERIFICATION

This project is for social sciences, so the P. value should be equal or less than 0,05 for having a significance level. Therefore, it means that just 5% of probability that the results obtained were random and 95% of probability that those were not. The P. Value obtained due to the T-test is **0,0001** which is acceptable in according to the significance level. In other words, the alternative hypothesis is accepted and the Audiocomics influence on the listening skill development of the English language.

3. RESULTS

The numerical data of the pre and post-test are presented through figures to illustrate the percentages of each part. The test included four parts that are clearly represented below. As there is the average of each section, it will be appreciable in which questions students succeeded and the most difficult parts of the test. The Pet test is graded over 25 points, divided in the following way: the first part has 7 questions which means 7 points, while the second, third, and fourth parts are graded over 6 points, each question over 1 point.

Figure 1: Pre-test scores
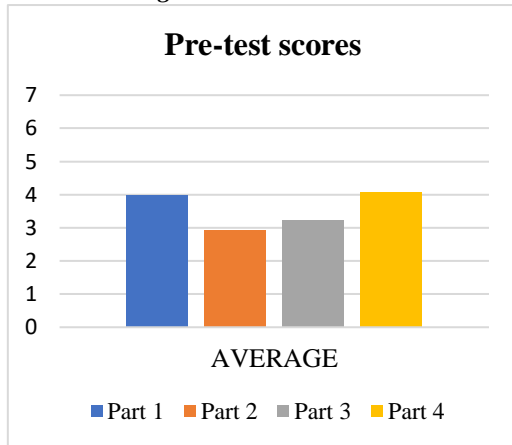
Pre-test scores

Source: Students' pre-test
Author: Ilaño, J. (2018)

Part 1 and 4 were the questions in which students got higher scores. The average of the first part is 4 over 7 points which represents 57,1%; while the last part has 4,1 over 6 points representing 67,9% percent. In the second part, the average of the class was 2,9 points, so it is 48,7% and just by tenths, that part is separated from the third one, which has a percentage of 53,8% transforming into 3,2 points. It brief, the group had a better performance in part 4 with an average of 4,1 points and a percentage of 67,9%, while the lower average was in the second part where learners got just 2,9 points, it means 48,7%.

Figure 2: Post-test results
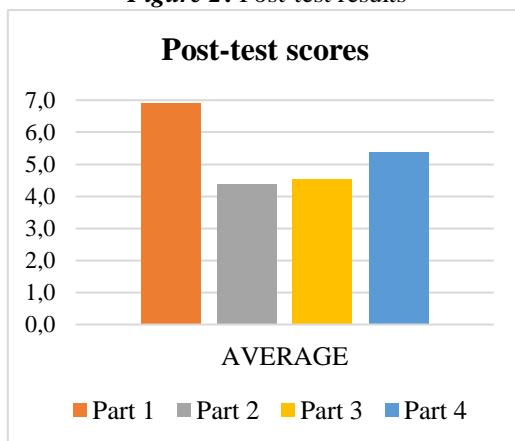
Post-test scores

Source: Students' post-test
Author: Ilaño, J. (2018)

Learners got their higher score in the first group of questions with 6,9 points, which means 98,9%. In the next section, students achieved an average of 73,1% and over 6, they got 4,4 points. Almost similar in the third part, there were 6 questions and the population average score was 4,5 points, so a percentage of 75,6%. On the other hand, the class got 5,4 over 6 points in the last part; turning it into percentage it will be 89,7%. In a few words, the higher percentage obtained by the students was 98,9% in the first part where they got 6,9 points; whereas the section of the test where pupils had the lower scores was the second getting 4,4 over 6 points showing 73,1%.

Figure 3: Pre & Post Test Comparison
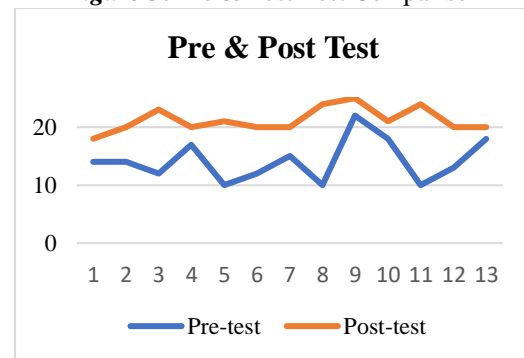
Pre & Post Test

Source: Students' pre & post-test
Author: Ilaño, J. (2018)

Finally, students' pre and post-test scores are compared between them. The blue line represents the pre-test taken by the students before applying audiocomics while the orange one points out the scores after the new material implementation. To this extend, in the first test students got an average of 14 points over 25, so just 57% of the test was right; but in the second test their average increased until 21 points which means 85%.

4. CONCLUSIONS

Audiocomics does help in the listening skill development, this is proven by analyzing the pre-test scores and the post-test scores. The average

of the pre-test was 14 points over 25, which means a little more than the mean of the grade. On the other hand, the post-test's results were satisfactory given an average of 21 points over 25.

The effects were pleasant as the group worked with an innovative audio material that they enjoyed. Then, let students to choose the audios they will listen gives a more delightful atmosphere where pupils have confidence to complete the activities.

The interventions of the researcher with audiocomics in common English classes found out a real relationship between the ingenious material and the listening skill development. It shows a remarkable improvement of the receptive skill previously mentioned. Likewise, it was proven through a T-test the significance level, which was 0,0001 confirming the alternative hypothesis. Therefore, Audiocomics influence the listening skill development of the English language.

5. RECOMMENDATIONS

For further research, it is suggested:

To apply the auditable material (audiocomics) in a larger population, so the researcher would randomly choose the sample to carry out an experimental design where there would be an experimental and control group. In summary, the outcomes would be more accurate and significant.

To plan the length of the interventions in a longer period of time, where the population can listen to complete audiocomics and become familiar with them.

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Annex 2: Survey directed to students

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UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

</div>

SURVEY DIRECTED TO STUDENTS OF UNIVERSIDAD TÉCNICA DE AMBATO

General Objective.- Diagnose the current situation of the listening skill development of sixth-level students at Universidad Técnica de Ambato.

Instructions.- Read the questions in detail and mark with an (X) the option that you consider appropriate.

1. Do you like to listen to audios in classes?

a) Always (……) b) Sometimes (……) c) Never (……)

2. Do the audios last between 5 and 10 minutes?

a) Always (……) b) Sometimes (……) c) Never (……)

3. How often do you listen to audiocomics?

a) Always (……) b) Sometimes (……) c) Never (……)

4. Would you like to listen to audiocomics in classes?

a) Always (……) b) Sometimes (……) c) Never (……)

5. What kind of audiocomics would you like to listen to?

a) Superhero (……) b) Science fiction (……)

c) Scary (……) d) Comedy (……)

e) Others: (……………………….…)

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

PRE-TEST   PET (Preliminary English Test)

Date:_____Level:_____

PART 1: Listen to **seven short recordings** and for each recording you have to choose the best of three pictures.

INSTRUCTION: There are **seven questions** in this part. For each question, there are three pictures and a short recording. Circle the correct letter.

1. **What will the weather be like at the weekend?**

A   B   C

2. **What did the woman do on holiday?**

A   B   C

3. **Where is the man's book?**

A   B   C

4. **What do they need to buy?**

A   B   C

5. **What is the woman's son studying at the moment?**

A   B   C

6. **What is in the suitcase?**
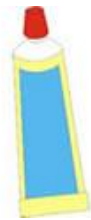
A   B   C

7. **What does the man's brother look like?**

A   B   C

PART 2: You listen to **a longer recording** and answer **6 multiple choice questions**.

INSTRUCTION: You will hear a radio interview with the manager of a summer activity course. For each question, circle the correct letter.

1. **This year, the course will run for...**

   A. six weeks.
   B. seven weeks.
   C. eight weeks.

2. **The problem last year was that...**

   A. few people wanted to attend.
   B. there were too few workers.
   C. there was nothing to do on rainy days.

3. **This, year, for the first time, children will...**

   A. do creative activities.
   B. do new outdoor sports.
   C. organise events.

4. **Molly doesn't think children will come for six weeks because...**

   A. it's too expensive.
   B. they will do the same activities again and again.
   C. their parents will want to spend time with them.

5. **The course isn't open to teenagers because...**

   A. Molly thinks they aren't interested in the activities which are available.
   B. Molly thinks they should spend time with young people of a similar age.
   C. Molly's staff think that teenagers are difficult to please.

6. **It's important that parents of children attending the course...**

   A. pay the full amount immediately.
   B. choose the activities the child wants to do when they apply.
   C. inform Molly about any food the child cannot eat.

PART 3: This is **a longer monologue**. While you listen you need to complete some notes. There are **six gaps** to complete.

INSTRUCTION: You will hear a radio announcer giving details about a local Motor Show. For each question, **fill in the missing information** in the spaces. Write **NO more than three words** and/or a number.

Eastbrook Motor Show

Date:	_____
Location:	_____Show Ground
Displays:	Old cars and buses Cars of the_____
Famous People:	Jack Tyler from the Television Show _____ Top Racing Driver Michael Boreman
For Ladies:	Stalls selling gifts, jewellery and clothes Competition - Guess the number of_____ in the car
Price of Family Ticket:	£_____

PART 4: Listen to **a longer recording** and answer **6 True/False questions**.

INSTRUCTION: You will hear a man and a woman, Steve and Caroline talking about summer jobs. Decide, if it is correct, circle Yes. If it is not correct, circle No.

1. **Steve hasn't arranged any work for the summer yet.**
   Yes   No

2. **Caroline's work will allow her to have free time during the day.**
   Yes   No

3. **Caroline's work will be located in a city.**
   Yes   No

4. **Caroline found out about the job from the internet.**
   Yes   No

5. **Caroline says that work at music festivals is badly paid.**
   Yes   No

6. **Caroline does not have to pay for her accommodation.**
   Yes   No

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

Battle for L.A.

Date:_____   Level:_____

PART 1. Listen to **an extract** from **an audiocomic** to answer the **2 questions** below.

INSTRUCTION: There are **2 questions** with three pictures (options) and just **an audiocomic**. Choose the correct picture and circle the letter.

1. **What did not the men close?**

A   B   C
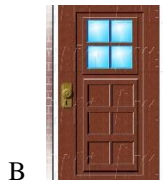
2. **Where were the men when the shooting began?**

A   B   C

PART 4: Listen again to the **audiocomic** to **answer 3 True/False questions**.

INSTRUCTION: Two men are investigating a case. You will decide, if it is correct, circle Yes. If it is not correct, circle No.

1. **It was colder outside than inside.**
   Yes   No

2. **The man did not find booby traps in the hallway.**
   Yes   No

3. **The men got 2 shots left.**
   Yes   No

4. **There were 14 more guns looking for the men.**
   Yes   No

Annex 5: Audiocomics activities – Battle for L.A.

Battle in L.A.

**Date:**_____   **Level:_____**

PART 2. Listen to **an extract from an audiocomic** to answer **3 questions** below.
INSTRUCTION: Two men are talking about books while waiting for a person.
Circle the correct letter.

1. **Oscar Wilde works are described as...**
    A. Odd things where everybody disappears.
    B. Delightfull and with all the attractions.
    C. Similar to Jack London books.

2. **In funny pages, the girl is known as...**
    A. Ellen Patrick.
    B. Van Loan.
    C. Domino Lady.

3. **The man wanted to say he's surprised because Ellen is a...**
    A. Woman.
    B. Californian.
    C. Clever.

PART 4: Listen again to the **audiocomic** to **answer 4 True/False questions**.

INSTRUCTION: Two men are talking about books while waiting for a person.
You will decide, if it is correct, **circle** Yes. If it is not correct, circle No.

1. **"The Coldest Winter I Ever Spent Was a Summer in San Francisco" was written by Samuel Clemens.**
   Yes   No

2. **It is said that Oscar Wilde could be seen in San Francisco.**
   Yes   No

3. **The man introduces Ellen to phantom detective.**
   Yes   No

4. **Phantom detective has heard about Ellen.**
   Yes   No

Annex 6: Audiocomics activities – The starling project.

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UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

The Starling Project

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Date:_____ **Level:**_____

PART 3. Listen to **an audiocomic** and complete some notes. There are **8 gaps** to complete.

INSTRUCTION: You will hear an audiocomic about a stealing. For each question, **fill in the missing information** in the spaces. Write **NO more than three words.**

Location	_____ _____ _____ Building
Thieves roles	Adam _____ people inside the place before getting inside. Bob was in charge of looking the doors up. Charlie _____ out the drawers.
People inside	4 customers. _____ tellers a manager.
Securities the robbers asked for	Special pass in the cash drawers. Alarms when removing the last _____.
Number Cops:	_____ uniforms.
Solution when police arrived	Hostages put the _____ on. Everybody _____, because they will be there for a while.

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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

The Starling Project

Date:_____   **Level:**_____

PART 2: Listen to **a longer audiocomic** to **answer 6 multiple choice questions**.

INSTRUCTION: The police arrived to the stealing. You will decide, if it is correct, circle Yes. If it is not correct, circle No.

1. **The bank is in the building...**
    A. That has the perimeter around it.
    B. Where the construction is going on.
    C. That belongs to the Director-General International.

2. **It seems like the thieves want to…**
    A. Give the Director-General of the bank a piece of their mind.
    B. Get all the money in the bank.
    C. Get outside as quickly as they can.

3. **The police think there would be a problem if…**
    A. The Director-General arrived to the bank.
    B. The hostages-takers wanted to get outside like Elvis.
    C. The robbers asked for a bus or van.

4. **The person in charge of the negotiation is...**
    A. Harry Middleton, who works for the Tribunal of justice.
    B. Tony Russo, who is a special agent at the bureau.
    C. The special agent and justice tribunal.

5. **The DC police is divided into groups where…**
    A. A group is in charge of answering the line.
    B. A woman and 3 men are leaders of the divisions.
    C. There are 21 tactical officers and 38 regular.

6. **There is an officer who does not want to work with Harry because…**
    A. He is a simple professor.
    B. He is not trained to work in those situations.
    C. He is a worker for the International Tribunal for justice.

Annex 8: Audiocomics activities – The X-files: Cold cases.

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CARRERA DE IDIOMAS

The X-files: Cold Cases

Date:_____   Level:_____

PART 3. Listen to **an audiocomic** and complete some notes. There are **6 gaps** to complete.

INSTRUCTION: You will hear an audiocomic about a X-files. For each question, **fill in the missing information** in the spaces. Write **NO more than three words.**

Location	FBI headquarters_____ DC, 3:07 pm
Problem:	An attack is going on.
Attack Time	Since last _____ minutes
Attack Goal	_____ _____ from the X-files Department.

Location	Spotsylvania County _____, 2:25 pm
Exams the doctor made	Take a little blood.
Girl Symptoms	She feels fine, but she has a slight _____.
Treatment	Take some antibiotics. Drink plenty of _____.

Annex 9: Audiocomics activities – The X-files: Stolen lives.

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EDUCACIÓN
CARRERA DE IDIOMAS

The X-files: Stolen Lives

Date:_____   Level:_____

PART 1. Listen to **an extract** from **an audiocomic** to answer the **question** below.
INSTRUCTION: There is a **question** with three pictures (options) and an **audiocomic**. Choose the correct picture and circle the letter.

1. **Who are the people of the syndicate?**

A   B   C

PART 4: Listen to the **audiocomic** to **answer 6 True/False questions**.

INSTRUCTION: It is a meeting in a syndicate. You will decide, if it is correct, **circle** Yes. If it is not correct, circle No.

1. **The syndicate always kept in touch.**
   Yes   No

2. **Members of the syndicate have knowledge and experience.**
   Yes   No

3. **The syndicate used to experiment on innocent subjects.**
   Yes   No

4. **The aliens arrived to the Earth.**
   Yes   No

5. **The speaker is a friend of the audience.**
   Yes   No

6. **The speaker's plan is to use the best parts of the people there.**
   Yes   No

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA
EDUCACIÓN
CARRERA DE IDIOMAS

POST-TEST   PET (Preliminary English Test)

Date:_____   **Level:**_____

PART 1: Listen to **seven short recordings** and for each recording you have to choose the best of three pictures.

INSTRUCTION: Listen to **seven short conversations** about people's homes. For each question, circle the correct letter.

1.

A   B   C

2.

A   B   C

3.

A   B   C

4.

A

B

C

5.

A

B

C

6.

A

B

C

7.

A

B

C

PART 2: You listen to **a longer recording** and answer **6 multiple choice questions**.

INSTRUCTION: Listen to Adam talking to Carol about his day. Choose the correct answer. For each question, circle the correct letter.

1. **Adam went to bed late because…...**

   A. He was fixing his computer.
   B. He didn't feel tired.
   C. His son felt sick.

2. **Adam's son returned to bed at...**

   A. Four o'clock a.m.
   B. Six o'clock a.m.
   C. A quarter to seven a.m.

3. **At ten to eight,**

   A. Adam's alarm clock went off.
   B. Adam got up.
   C. Adam left home.

4. **In the morning, Adam didn't have time to…**

   A. Wash.
   B. Have breakfast.
   C. Buy petrol.

5. **Adam borrowed money to buy...**

   A. A bus ticket.
   B. Lunch.
   C. Petrol.

6. **This evening, Adam will...**

   A. Relax and watch TV.
   B. Spend time with his family.
   C. Be very busy.

PART 3: This is **a longer monologue**. While you listen you need to complete some notes. There are **six gaps** to complete.

INSTRUCTION: A man needs to buy a part for his car. He calls a company to order the part. Listen and complete the details in the order form.

Forename:	**Allan**
Surname:	
Postcode:	
Postal address:	27 Park Hill Road, Nutley
Part Required:	Inside Light
Make:	
Model:	Spirit
Year:	
Cost Including Tax and Postage:	£35.76
Card Number:	
Expiry Date:	06/19
Security Code:	

PART 4: Listen to **a longer recording** and answer **6 True/False questions**.

INSTRUCTION: Listen to Kevin and Maria. They are talking about Maria and her sister, Catherine. Choose true or false.

1. **Maria has brown, curly hair.**
   True   False

2. **Maria and Catherine have the same colour eyes.**
   True   False

3. **Catherine's nose and mouth look like Maria's.**
   True   False

4. **Catherine is taller than Maria.**
   True   False

5. **Maria isn't as outgoing as Catherine.**
   True   False

6. **Both Catherine and Maria are independent.**
   True   False

Annex 11: Urkund Analysis
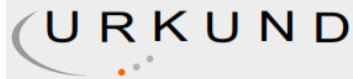
URKUND

Urkund Analysis Result

Analysed Document: TESIS_Alejandra_Ilaño.docx (D40634642)
Submitted: 7/23/2018 4:14:00 PM
Submitted By: xcalero@uta.edu.ec
Significance: 3 %

Sources included in the report:

Final Project Viviana Barona.docx (D40438496)
Tesis Alex Ivan Punina.docx (D40211155)
TESIS MIRYAN SALAZAR.docx (D40253000)
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Instances where selected sources appear:

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