UNIVERSITY OF EL SALVADOR

SCHOOL OF ART AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT



“DIDACTIC RESOURCES USED FOR TEACHING LISTENING, AND THEIR

CONTRIBUTION TO ENGLISH STUDENTS”.

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**UNDERGRADUATE WORK PRESENTED TO OBTAIN THE DEGREE OF:**

LICENCIATURA EN IDIOMA INGLÉS, OPCIÓN ENSEÑANZA

**L10411**

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MAIN CAMPUS, MARCH 1ST 2013

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**ACKNOWLEDGMENTS**

**Special thanks to:**

**MTE. Nelson Martinez from Universidad Don Bosco, for his idea and contribution in selecting the topic and his guidance in approaching it.**

TO ALMIGHTY GOD

My Lord and Savior, who always gives me strengths, intelligence, wisdom, and guidance, and for giving me the opportunity to finish this major.

TO MY MOTHER

To Maria Reyes for her unconditional love, economical and emotionally support, and effort that has contributed to my success.

TO MY BROTHERS

Silvia Alfaro and Jesús Alfaro for their love and support.

TO MY PARTNERS

For sharing the good and bad times through the development of the research.

TO MY ADVISOR

Lic. Jorge H. Aguilar for his contribution and guidance of this work.

And to the rest of my family and friends that I have not mentioned but who are part of this success.

**Cecilia Alfaro**

TO GOD ALMYGHTY

Who guides my steps and helps me during the whole way.

TO MY WIFE AND SON

Ada Guadalupe and Ian Mateo, who gave me the strength and determination to accomplish the goal.

TO MY MOTHER

Rosa Lidia for her love, support and for being there for me all the time.

TO MY BORTHER AND SISTERS

Mayra, Braulio, and Katherine for their love and support, and for sharing those moments together.

TO THE REFEREEING

The Refereeing career and refereeing family, who allow me to have an economical support, give me the motivation to study the English Career, and teach me the discipline and order to work honestly.

TO MY FRIENDS

Ovidio Reyes and Claribel Renderos, who encourage me to keep going in the effort and for their special friendship and support.

TO MY PROFESSOR

Roldolfo Alexander Sibrian, MA

Pedro Antonio Salazar Murcia, MTI.

Miguel Angel Carranza Campos, M.E.S.

For their technical training and specially for their friendship and understanding.

TO OUR FRIEND

Kenny Reinosa for special help and support in the guidance of the project.

TO MY ADVISOR

Lic. Jorge Humberto Aguilar for his guidance and contribution in the process, also for his friendship.

TO MY PARTNER

Xenia and Cecilia for being part and sharing this journey together.

To every family member, friend, professor, partner and person who help me in my process and way to the goal.

**Elmer Bonilla**

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**ABSTRACT**

Getting a new languages is not an easy matter, there are several factors included in here.

One of the most important factors is the didactic resources that are used when teaching a second language. That is why the following research presents, in a simple way, the topic “Didactic Resources used for teaching listening and their contribution to English students of advanced English I courses”.

The idea of developing this project was that the researchers noticed the lack of up-to- date didactic resources to improve the listening skill in the Foreign Languages Department.

It contains eight chapters which explain the importance on the development of the listening skill in the Foreign Languages Department students. It does not only show these resources as the ones been used, but also the ones that should be applied when acquiring a second language through a variety of listening activities to reinforce the skill.

Besides, it provides Foreign Languages Department teachers´ opinions about the needs and difficulties that they face when teaching this area. Moreover, you will find useful information (recommendations) to be considered. In addition, it is presented different instruments used to gather the information from teachers and students.

It will highlight the contribution that these resources had have through times and can be some good changes in the Foreign Languages Department to be updated in this competitive world.

**INTRODUCTION**

Throughout the next pages, the researchers prove the need to have more didactic resources to develop the listening of students enrolled to advanced English I and how they contribute in the development of this skill.

This investigation project is formed by eight chapters:

Chapter I, is the Statement of the problem and includes a Description of the Problematic Situation, and Justification of the Problem. It also includes the Objectives of the investigation.

Chapter II, is the Theoretical Framework and includes the Background and the Theoretical Bases for the investigation and the hypotheses.

Chapter III, contains the methodology of the investigation, which describes the Population and Sample for this investigation as well as the description of the instruments that were used to gather the information.

Chapter IV, the analysis and interpretation of the Results, show the results of the instruments used to gather the information and includes graphics to visualize and summarize the information obtained.

Chapter V shows the conclusions.

Chapter VI, the recommendations reached for everyone involved in this issue, including the Foreign Languages Department, the teachers and the students.

Chapter VIII, limitations found during the process.

Chapter IX, includes the annexes (interview, questionnaire, and survey).

**CHAPTER I**

**STATEMENT OF THE PROBLEM**

**Topic:**

Didactic resources used for teaching listening, and their contribution to English students.

* 1. **DELIMITATION OF THE PROBLEM**

Didactic resources used for teaching listening, and their contribution to the students from Advanced English I courses at the Foreign Languages Department (FLD) of the University of El Salvador (UES), 2011.

* 1. **DESCRIPTION OF THE PROBLEM**

The FLD at the UES is in charge of preparing professionals with a high English level. Consequently, students from the Licenciatura en Idioma Inglés Opción Enseñanza have to be able to perform at a high level the four English macro-skills, which are Speaking, Reading, Writing, and Listening.

 Since language acquisition is partly based on listening skill, it is essential to identify the didactic resources used for teaching listening at the FLD. Because of the fact and importance of the didactic resources for teaching listening, the FLD should have the didactic resources and advanced technology such as a well-equipped lab with interactive programs which allow students to be proficient in authentic situations where they are likely to encounter when they use the language outside the classroom and to be competent professionals in the English language major.

 If the students of the University of El Salvador (UES) enrolled in Advanced English I courses of the English major and these do not have up to date didactic resources to develop their listening skill, they will be missing the required conditions for an effective learning. Even if the teachers in charge of Advanced English I courses follow an organized program to prepare their classes, the lack of appropriate equipment makes a difference in the language attainment.

 With the lack of didactic resources, teachers have to prepare their classes and seek for the adequate material to use in the classroom, even by using their own belongings. Facilitators tend to ask students to practice the listening by themselves. This causes students to lose their interest in increasing their listening and more when they do not have resources to get it. In addition, the problem arises when students face listening in real situations, for example: when talking with native speakers.

 Problems about listening comprehension can be attributed to a lack of emphasis on listening; as a result some questions emerge: why do listening comprehension problems happen? What makes listening difficult? Is the English skill practice enough? And what are the didactics resources used by teachers in the FLD? Are those according to the real situations outside the classroom?

In short, this research intends to describe the most appealing didactics resources for teaching listening, which ones are used in the Advanced I English courses, and how they contribute to these students’ language learning.

* 1. **OBJECTIVES**

**General objective:**

-To find out which the didactic resources for teaching listening are, and their contribution to students from Advanced English I courses at the Foreign Languages Department at the UES in 2011.

**Specific objectives:**

- To identify what didactic resources are mostly used by teachers of the Foreign Languages Department for teaching listening.

- To describe the didactic resources applied in the development of the listening skill at the Advanced English I courses from the FLD.

- To present advantages of using effective didactic resources for teaching listening.

-To describe the most common difficulties students face when learning listening skills.

* 1. **QUESTIONS**

**General research question:**

What are the didactic resources that teachers in charge of Advanced English I courses, 2011 use for teaching listening skill?

**Specific research questions:**

1. What are the didactic resources the FLD provides to teachers to develop listening in Advanced English I students?
2. Which are the most used didactic resources for teaching listening at the Foreign Languages Department?
3. How does the use of didactic resources improve the listening skill in students from Advanced English courses?
4. How accessible are the didactic resources provided by FLD to develop effective listeners?
	1. **JUSTIFICATION**

Learning a second language is promoted when students are immersed in an environment that satisfies the listening acquisition process. Having adequate didactic resources for listening would help teachers reach the objectives of the course more successfully as well as enhancing students’ language. Therefore, this environment should include necessary didactic resources to domain the listening skill. In fact, it is required the use of authentic material such as an equipped lab with headsets, videos, recordings, computers, internet, DVD’s, and interactive programs among others.

 Since the different skills are difficult to develop when learning a language, especially when taking into consideration that not all students get the opportunity to practice it outside the classroom, the application of a variety of didactic resources are considered to be very important to practice listening.

 According to Howat and Dakin (1974) listening is “the ability to identify and understand what others are saying, this involves understanding a speaker's accent or pronunciation, his grammar and vocabulary and grasping his meaning”. Based on the previous definition it is a must to be surrounded by an equipped environment that can fulfill students’ needs when learning a second language.

On the other hand, the changing world demands a high listening level to be effective in English communication. It is necessary that the FLD prepares students not only with strategies but also with implementation of didactic resources for listening. Their combination helps students gain confidence, practice and opportunities to grow as listeners. Here is where didactic resources play an important role in the achievement of this skill in order to have successful students. Edelvives (Tecnología educativa. Zaragoza: Edelvives 1991) points out in the importance of the use of didactic resources which “are an aid to solve listening problems”. In that way, didactic resources contribute to reach the high listening level required to be competitive in English communication.

 As a summary, didactic resources are pretty important in the teaching/learning listening skill process. That is the reason why this research will focus on the necessity of identifying and analyzing the didactic resources used for teaching listening and their contribution to students from advanced English I courses at the Foreign Languages Department in 2011.

**CHAPTER II**

**THEORETICAL FRAMEWORK**

**2.1 BACKGROUND**

 Although a specific investigation concerning the topic of resources in teaching listening skills has not been found in the context of the Foreign Languages Department, previous research has been made on other contexts, which provide useful data about listening skill development and teaching. These points are addressed below.

**2.2 THEORETICAL BASES**

**Language acquisition**

**First Language Acquisition (L1)**

 For children to acquire any language as their mother tongue, they need to be exposed to it during the first two or three years of life, with interaction with other users of the same speech in order to develop the faculty of understanding and using it. Cultural transmission is important to be considered since “the language a child learns is not genetically inherited, but is acquired in a particular language-using environment (Yule, George, 1996).

 In L1, there is no formal instruction, but according to George Yule the oral communication is not acquired in a “parrot – fashion” way. Children do not only repeat what they hear, but they experiment with the words and phrases to see if their outcome is correct or not.

**Second Language Acquisition (L2)**

 “While it is true that many young children whose parents speak different languages can acquire a second language in circumstances similar to those of first language acquisition, the vast majority of people are not exposed to a second language until much later” (YULE GEORGE, 1996).

Children do not have the mental barrier that teenagers and adults have. This makes it easier for children to experiment with the language to see if their outcome is correct or not since there is no unwillingness or embarrassments in using the language. On the other hand, grown-ups are afraid of making mistakes because they can feel ashamed if being corrected. This is known as the “affective filter”. The affective filter is often used to describe a kind of barrier to acquisition that results from negative feelings or experiences. Basically, If you are stressed, uncomfortable, self-conscious or unmotivated, you are unlikely to learn anything. (YULE GEORGE, 1996).

When children are corrected in a non- threatening way, they are able to experiment with the language, in contrast to what can happen in a classroom where shy students can refrain from participating in class because of their classmates´ mockery. Thishas caused many changes in the approaches in which L2 is taught. For example, one radical feature of most communicative approaches is the tolerance of “errors” produced by learners. Traditionally, “errors” were regarded negatively and had to be eradicated. The tendency nowadays is to let students talk, even when they make errors. Error correction should be done in a natural way, like it happens in L1 acquisition. Students are not interrupted, but asked to repeat or to clarify what they have said, when they have finished talking. In many cases students will be able to correct errors by themselves.

**The four language skills**

 (<http://www.sil.org/lglearning/developing.htm>)

 The four macro-skills in a language are: Speaking, Reading, Writing, and Listening are essential when someone learns a second language. If a person is only good at reading and writing, it cannot be said that this person is proficient in the language. The same situation happens when a person has only developed the speaking and listening skills. Listening is the ability to understand spoken language. Speaking is the ability to produce oral language accurately and creatively. Speaking involves pronunciation, fluency and coherence. Reading is the ability to understand written material and Writing is the ability to use the language in a written form. It involves spelling, grammar and coherence. Even though, the four skills are important, the researchers will focus on listening.

**Section 1: LISTENING**

**The listening skill**

 **Hearing vs. Listening**

 Is there any difference between hearing and listening? The answer is right, there is! **Hearing** is simply the act of perceiving sound by the ear. If you are not hearing-impaired, hearing simply happens. **Listening**, however, is something you consciously choose to do. Listening requires concentration so that your brain processes meaning from words and sentences. Listening leads to learning.

Most people tend to be "hard of listening" rather than "hard of hearing."

 **What is listening?**

 Learning a language depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Listening is the process of interpreting messages, which involves a sender (person, television, and radio), a message and a receiver (the listener).

 Listening is the language skill which learners usually find most difficult. This is often because they feel under unnecessary pressure every word. Listening comprehension is the receptive skill in the oral mode. (<http://www.sil.org/LinguaLinks/languagelearning/OtherResources/GudlnsFrALnggAndCltrLmngPrgm/ListeningComprehensionSkill.htm>). When people speak of listening, what they really mean is listening and understanding what they hear.

 Listening is an art, that when done well, delivers tremendous benefits. The goal of listening well is to achieve a two- way trustful communication. A trusty non appreciation, but it also creates an atmosphere of trust, honor and respect. People definitely feel good when others listen and pay attention to what they are saying and respond accordingly.

 **Listening is an active process that has three basic steps. (http://www.infoplease.com/homework/listeningskills1.html).**

1. **Hearing.** Hearing just means listening enough to catch what the speaker is saying. For example, when you are listening to the news and the reporter says there has been an automobile accident on any street, you have heard what has been said if you can repeat the fact.
2. **Understanding.** The next part of listening happens when you take what you have heard and understand it in your own way. For example, in the case of the news, you can create a mental image of the crash.
3. **Judging.** After you are sure you understand what the speaker has said, you start reasoning what the consequences might be. You can decide not to take that street because you consider that there could be a traffic jam due to the accident.

**Listening purposes**

 In real life, there are two purposes we often listen to:

 **First purpose:** casual listening: sometimes we listen with no particular purpose in mind, and often without much concentration. Examples: listening to the radio while doing some housework, traveling on the bus and listen to people’s conversation, etc.

 **Second purpose:** focused listening: we listen for particular purposes, getting details for specific aspects and their comprehension that listener is interested in. (DOFF, 1992)

**SECTION 2-TEACHING LISTENING**

**What about teaching listening skill?**

Teaching listening skill is one of the most difficult tasks for any EFL teacher. This is because successful listening skills are required over time and with lots of practice. “One of the largest inhibitors for students is often mental block. While listening, a student suddenly decides that he or she does not understand what is being said. At this point, many students just tune out or get caught up in an internal dialogue trying to translate a specific word. Some students convince they are not able to understand spoken English well and create problems for themselves” (Beare, Kennet). The Challenge of Teaching Listening Skills, <http://esl.about.com/cs/techinglistening/a/a_tlisten.htm>). Besides mental block, there are other barriers that affect pupil´s listening processes negatively. For instance, the noise in the surroundings, the native language interference, idiomatic expressions and the different accents can also cause problems to anyone learning a new language.

 It is important that teachers encourage students to listen to information in English as often as possible. This helps to get used to the foreign language in the oral mode. Having as frequent input as possible helps students when later trying to express their own ideas about what they have learned. Even at the beginning when students might understand very little, teachers should encourage them to continue listening to English because the results will soon appear if students are patient enough.

Although listening comprehension skills cannot be “taught” by themselves , the English (EFL) teacher can guide the learner’s practice in listening and increment their intensity of study and practice to aid in the development of listening comprehension skills in EFL learners.

English teachers should be resourceful in identifying and acquiring materials to increase their classes in proving as broad a variety of listening comprehension materials as possible for their classes. Thus, by integrating any and all available resources, any English language teaching professional can effectively aid learners not only in developing their listening comprehension skills but also in the demonstration of multiple aspects of connected speech in worldwide English. (Article Source: http://EzineArticles.com).

 Listening is an active activity (Russ Lombardo). That is why it is important to apply strategies, activities and resources that can contribute directly to the comprehension of it.

 **Strategy** is defined as “A general plan for achieving something, often over a long period of time.” (Larousse, Advanced learners English Dictionary).

### Listening Strategies

 Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

 Appropriate listening strategies also need to be actively taught. They can be classified as follow:

 **Top down and bottom up strategies**

* Top down strategies are listener based.

 In these, the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next.

 Top down strategies include: listening for the main idea, predicting, drawing inferences and summarizing.

* Bottom up strategies are text based.

 In these, the listener decodes the sounds that one hears in a linear fashion from the smallest meaningful units to complete texts.

 Bottom up strategies include: listening for specific details, recognizing cognates and recognizing word-order patterns.

Most foreign language students are simply not aware of how to listen. One of the teacher´s jobs is to equipping them with listening strategies that extend beyond the classroom. Teachers have to consider strategies as the following:

* Looking for key words
* Looking for nonverbal cues to meaning
* Predicting a speaker´s purpose by the context of the spoken discourse
* Guessing at meanings
* Listening for the general gist

**Methodology and techniques for teaching listening skill**

 There are some specific guidelines in methodology that teachers should follow in order to help students developing their listening skill (Lougheed Lin, 2003). What follows is a summary of her suggestions.

 To have significant and interesting listening exercise for students, they need to reflect everyday language. They should also include extended talks, recorded messages, and radio advertisements and public announcements among others.

 The objective of the exercises should be to expose students to bring their real life experiences into the classroom. “They need to learn that to understand spoken English they have to know more than just words and grammar. They have to listen to stress intonation patterns and make assumptions about the context. It is relevant for students to be actively involved in their learning process; this is why the exercises must have a clear context. This can be done by providing a variety of activities for students like “discuss pictures, identify vocabulary, complete charts, sequence information and perform similar tasks.” (Lougheed Lin et al, 2003).

 It is important to take into consideration that students learning and listening processes are different. Students´ native language can create an obstacle since they tend to translate what they hear into their own language.

 Lougheed Lin also gives some suggestions for those who teach their students how to develop their listening skill. Since students are not expected to understand everything during the first time the recording is played, the first listening is usually for students to obtain a general idea. Listening to the recording two, three or more times will help them notice the details and internalize the patterns, intonation and meaning of the conversation.

 Some exercises should help students distinguish between different grammar structures used by the speakers. Also, a variety of activities should be included to satisfy the need of those students who learn differently from others. For example: acting out role plays, describing pictures, interviewing others and working in pairs or groups. The idea is for students to use the vocabulary in meaningful way for their lives.

**What is an activity?**

* “An organizational unit for performing a specific function”.

(Merriam- Webster´s Collegiate Dictionary, eleventh edition).

* “Something that someone does in order to achieve a goal”. (Macmillan, English Dictionary).

**Listening activities structure**

Good listening lessons go beyond the listening task itself with related activities. To accomplish listening goal the teacher can set the 3 stages of listening before, during and after the listening in order to help students get a better comprehension.

 Here is the basic structure.

**Pre listening.**

 The purpose of this part is to help students to think (predict) about the activity and to motivate them to listen to. Example: brainstorming, discussing, questioning. (Baker, 2000), looking at pictures, maps, diagrams, graphs, reviewing vocabulary or grammatical structures, reading something relevant, discussing the topic, giving students information about the context, getting students to predict what they will hear, etc.

 **Listening phase. (During listening).**

 The purpose of this is to give students a real reason to listen to. The teacher can set different types of tasks in order to help students to listen for general idea or specific information (Baker, 2006). Example: listening with visual, filling in graphs and charts, checking off items in a list, searching for specifics clues to meaning, decide what is and is not important to understand, listen/view again to check comprehension, answering question- comprehension, multiple choice, completing something- a form, a grid, chart using the information they hear, following direction on a map, doing something in response to what students hear, etc.

 **Post listening.**

 In this phase, it is usual to do activities which require students to react to what they have read or listened to by using information they have found out. It gives a chance to check learner´s understanding and to feedback and consolidate what they have learnt (Lindsay & Knight, 2006). This phase drives students to practice speaking, writing and pronunciation. Example: students can make up similar dialogues or discuss what they have heard; they can write notes, compare them and give opinions of what they have listened to.

 **PROBLEMS WHEN LEARNING LISTENING**

**STUDENTS´ LISTENIG PROBLEMS**

 For EFL/ESL students acquiring a language presents some conditions that make learning difficult. At Geddes and White (1978) have pointed out the difficulties students face when encountering unmodified authentic speech are well known to most teachers. Often students tend to panic when they hear native speakers in a conversation, radio broadcast, films or other natural contexts, trouble with fast, natural speech, difficulty of keeping up and predicting or thinking ahead, lack of sufficient vocabulary, stress and intonation patterns, tiring, difficult to focus particularly on exams, inability to distinguish between different speakers or background noise.

There are some circumstances that will make students learn a second language naturally. However, due to the fact that EFL/ESL students have different acquisition of the language it is advisable to introduce authentic materials early on in the listening process.

 It is necessary to have some resources that can contribute to get a better comprehension in a faster way. For example: being exposed to it which they more or less understand even if they can’t produce the same language spontaneously themselves. This fact motivates them to learn the language in order to be able to communicate and give them the opportunity to use the language they are learning.

Teachers can help students overcome these problems by using visual, audio, text and the human resources to solve students’ ´troubles explained above.

 **DIDACTIC RESOURCES FOR TEACHING LISTENING**

**What is a didactic resource?**

 Resources are any instruments that help us to achieve any goal; that is, auxiliary material with which the pupils develop the learning process. Therefore, the blackboard, computer and video are resources, but the crucial element is the word, which is an unlimited resource because it is an intermediary between the reality and us.

 Timothy J. Newby (Instructional Technology for Teaching and Learning, year ) categorizes didactic resources in 3 main areas**: video, audio and text**

 They will be the bases of this investigation including the **human resource** due to people are also a basic resource in the teaching-learning process.

1. **Video** is defined as the display of recording pictures on a television type screen. Any media formal that employs a cathode-ray screen to present a picture can be referred to as video: videotapes, videodisc and DVD.

 One of the most popular resources is the video, since it is a good motivating force because it provides a closer approach to reality through the ear and eye and keeps the students active because it allows learners to see facial expressions and the body language at the same time as they hear the stress, intonation, and rhythm of the language.

 Video can bring advantages to work with. It can allow the non-native teacher to bring samples of genuine interaction to the classroom and enable the students to eavesdrop on that communication, studying in repeatedly, and absorbing aspects of communication that are difficult to access in any other way. In fact, video can fulfill different functions for learners at different levels of proficiency. For beginning learners it can provide examples of authentic language use in limited contexts of use. In this way, it can validate the language they are learning and demonstrate its use in the world beyond the classroom. With higher level students, it can provide variety, interest, and stimulation and thereby help to maintain motivation. It can also be used for extensive listening and listening for gist. With advanced students, video can fulfill the same functions as for native speakers, to provide information and entertainment. At this level, it can be used as a stimulus for discussion and debate.

**Computer**

 Computers are becoming increasingly popular for teaching English as a second language for its exclusive advantages: they allow a kind of interaction –with a program- and the process of learning is individualized, according to the abilities of the student. As it implies an active working, it improves the assimilation of contents and create an autonomous learning –the pupils learn to learn by themselves; also, the combination of the visual, sound and movement provides a very attractive presentation. Working with a computer may be similar to the textbook, but we can present the activity with a particular task, and test at the beginning and end, to check previous knowledge and learning.

 **The overhead projector**

It has advantages like the presentation of drawings or charts already prepared without losing time to do it in class. It is also useful that parts of books or notes can be reproduced, and a paper used to keep the focus or hide answers.

**Movies**

 Movies give long and detailed summaries of all of the slang and idioms; it is a wonderful resource for ESL students. They are enjoyable if they are based on good stories or interesting topics. (PENNY UR,1992). Students really enjoy watching [movies](http://ask.metafilter.com/113248/Movies-for-ESL-students) and TV for a variety of reasons. For one, they get exposure to natural language in a non-threatening setting. Secondly, movies and video provide common ground to [students](http://www.njit.edu/news/2011/2011-203.php) of any international background.

1. **Audio**: is defined as.
* “Equipment / tape that records or produces sound.” (Larousse, Advanced Learners´, English dictionary).
* “Sound, especially music, that is recorded, broadcast, or played on electronic equipment.” (Macmillan, English Dictionary).

As audio resources can be mentioned:

 **The tape**

 It can represent communicative situations, like asking for addresses, where some cultural differences can also be perceived and explained.

 **Tape recorder**

 It gives a chance for students to listen to a variety of voices apart from the teacher´s and it is a way of bringing native speakers into the classroom (DOFF ADRIAN, 1992).

**CD players**

 They are authentic audio material which allows teachers to enhance students´ pronunciation, intonation, and use of the language. Besides, another activity developed with CD players is the presentation of songs. Songs can be a successful resource, but must be selected carefully, according to the pupil’s interest, needing, level of difficulty and motivation.

**Radio**

 It is one of the greatest listening challenges available because you do not have the benefit of language body and faced expressions on the radio. It is used to practice the listening skill when trying to understand the content of a news broadcast.

**Songs**

 Songs create a relax environment and low anxiety in students. Songs are used for sake of vocabulary or structures and to get students to produce oral English.

Some activities using audio resources are:

* Casual conversations among native speaking or bilingual friends
* Radio and TV news and weather broadcast
* Messages recorded from answering machines
* Telephone conversations
* Sporting commentaries
* Formal lectures
* Songs and music extracts from radio

These realia provide cultural background, assist in explaining new vocabulary and stimulates students’ motivation and interest, and can help to show learners how language is used in genuine contexts of use. In short, they can help to bring the language classroom to life.

 **Audio-Visual Resources**

A valuable audio-visual aspect is provided to English as Foreign Language (EFL) learners by native-speaker-produced CDs and DVDs. Speech and cultural elements can be illustrated or demonstrated using authentic audio-visual materials such as movie clips and documentaries, student-produced recordings and TV programs or commercials, among many others.

**Audio cassettes or CD – ROMs**

A wide range of CDs and DVDs exist to provide native speech modeling of different speaking, pronunciation, national and regional English accents. Multiple varieties of English are commonly used throughout the world and having examples of these by which learners can be exposed to the differences in spoken English will be helpful in demonstrating pronunciation variables. Online, over-the-air and cable radio broadcasts can be especially effective and are readily available in much of the world.

**Text**

Text refers to letters and numbers usually presented to students in the form of printed material or in a computer screen. Examples: study guides, manuals, worksheets, textbooks and a computer display.

 Harmer (1991) points out that: “Good textbooks often contain lively and interesting material, they provide sensible progression of language items, clearly showing what has to be learnt and in some cases summarizing what has been studied so that students can revise grammatical and functional points that they have been concentrating on. Textbooks can be systematic about the amount of vocabulary presented to the students to study on their own outside the class. Good textbooks also relieve the teacher from the pressure of having to think of original material for every class. Indeed there is a greater variety of published material for teaching and learning English than ever before”

 Listening texts are increasingly based on authentic input, which learners who have only had experience with non-authentic data will find possibly a little off-putting.

**Human**

 Physical descriptions can be practiced and bringing new people to the class, like native speakers can increase the interest of the pupils. Telling own experiences are also a source of approaching to the other culture.

**TIPS TO DEVELOP LISTENING**

**Some tips to become a good listener are the following:** (<http://www.infoplease.com/homework/listeningskills1.html>).

* Give your full attention on the person who is speaking. Focus your sight on the person and avoid distracting yourself.
* Do not focus only your sight but also your mind. It can be easy to let your mind wander if you think you know what the person is going to say next.
* Do not interrupt the person you are speaking to. Doing so can give the impression that you are not listening, even if you really are.
* Concentrate your attention on the main ideas. The main ideas are the most important points the speaker wants to get across.
* Ask questions. If you are not sure you understand what the speaker has said, just ask for clarification.
* Use facial expressions to give feedback. For example, nodding, smiling, frowning, laughing, or being silent are good ways to show that you are really listening.
* Avoid emotional environment. When you are too emotionally involved in listening, you tend to hear what you want to hear- not what is actually being said. Try to remain objective and open- minded.

**Ideas to make listening activities successful**

The following ideas will help make your listening activities successful.

* **Noise**Reduce distractions and noise during the listening segment. You may need to close doors or windows or ask children in the room to be quiet for a few minutes
* **Equipment**If you are using a cassette player, make sure it produces acceptable sound quality. A counter on the machine will aid tremendously in cueing up tapes. Bring extra batteries or an extension cord.
* **Repetition**Read or play the text a total of 2-3 times. Tell students in advance you will repeat it. This will reduce their anxiety about not catching it all the first time. You can also ask them to listen for different information each time through.
* **Content**Unless your text is merely a list of items, talk about the content as well as specific language used. The material should be interesting and appropriate for your class level in topic, speed, and vocabulary. You may need to explain reductions (like 'gonna' for 'going to') and fillers (like 'um' or 'uh-huh').
* **Recording Your Own Tape**Write appropriate text (or use something from your textbook) and have another English speaker read it onto tape. Copy the recording three times so you do not need to rewind. The reader should not simply read three times, because students want to hear exact repetition of the pronunciation, intonation, and pace, not just the words.
* **Video**You can play a video clip with the sound off and ask students to make predictions about what dialog is taking place. Then play it again with sound and discuss why they were right or wrong in their predictions. You can also play the sound without the video first, and show the video after students have guessed what is going on.
* **Homework**Give students a listening task to do between classes. Encourage them to listen to public announcements in airports, bus stations, supermarkets, etc. and try to write down what they heard. Tell them the telephone number of a cinema and ask them to write down the playing times of a specific movie. Give them a tape recording of yourself with questions, dictation, or a worksheet to complete.

**2.3. HYPOTHESES**

* The current didactic resources applied in teaching listening in advanced I courses of Licenciatura en Idioma ingles Opcion Enseñanza 2011 at the Foreign Languages Department of the University of El Salvador are not the most suitable tools to improve students’ listening skill.

**2.4. VARIABLES**

**Dependent variable**

* The current didactic resources applied in teaching listening in advanced I courses

**Independent variable**

* Are not the most suitable tools to improve students’ listening skill.

**CHAPTER III**

**METHODOLOGY OF THE INVESTIGATION**

**3.1 KIND OF INVESTIGATION**

 The methodology implemented through this research work was: Exploratory and Descriptive due to the following reasons:

* Exploratory:

This research is exploratory since it consists on examining the topic “Didactic Resources used for Teaching Listening and their contribution to students from Advanced I courses at the Foreign Language Department of the UES, 2011”, which lacks sufficient background studies in the FLD context.

To develop this project, it was necessary to look for previous field notes from other students’ research that are related with this topic to identify or discover important variables that were helpful for the accomplishment of the topic.

 Through the literature consulted to this research, important theories about the different didactic resources teachers can apply in the classroom have been found in order to increase students listening skill. Moreover, the present research explored didactic resources used by teachers of the FLD to become students’ good listeners in the real life (outside the classroom).

* Descriptive:

This research describe the didactic resources used by teachers of the Foreign Languages Department to develop students listening performance, and how these resources are applied in teaching listening.

**3.2 DESIGN OF THE INVESTIGATION**

The approach that used for this investigation was the quantitative because it allowed the researchers to gather reliable data as well as the measurement of the variables with some precision using numeric scales and the analysis through a statistics method.

**3.3 POPULATION AND SAMPLE**

 Besides, the establishment of population sample was essential to the running of this research. In this case, the population was the students who were studying Advanced English I in Licenciatura en Idioma Inglés opción Enseñanza 2011. From the whole population, which was 240 students, a sample of 50 students were taken, representing 21 percent of them. In addition, the researchers will approached the teachers staff of these courses, and the Head of the FLD.

* 1. **TECHNIQUES AND INSTRUMENTS FOR DATA GATHERING**

 In order to find valuable information about the research topic the researchers administered the following instruments:

* Surveys:

 They were be administrated to the population sample of 50 Advanced English I students.

* Questionnaires:

 They were addressed to teachers in charge of Advanced English I courses, in order to get specific information about the topic.

* Personal Interview to the Head of the FLD

Instruments should be answered individually and in written form. Then, information gathered will be statistically organized and analyzed.

 In addition, the data obtained from teachers and students will provide meaningful issues, ideas and recommendations to improve and sustain the listening of students of the FLD.

**3.5 PROCEDURE**

Once the topic of the investigation has been established and the instruments for gathering information have been elaborated, the researchers will proceed as follows:

1. The survey to students who were enrolled in the course studied. The researchers asked for permission to pass it to 50 students of three groups, it is important to mention due to the classes schedule, it was not possible to cover all the groups.
2. A questionnaire to the teachers who were giving Advanced English I courses. The researchers meet with 3 teachers presenting a formal letter from the advisor in order to get their permission to get their valuable information to the investigation.
3. An interview to the head of the Foreign Languages Department.

**CHAPTER IV**

**ANALYSIS AND INTERPRETATION OF THE RESULTS**

**4.1 DATA ANALYSIS**

The main goal of the data analysis is to present meaningful information from research instruments, and therefore statistics taken from a sample that consisted on: interview to the head of the FLD, one questionnaire from 3 teachers, and a survey to 50 students from Advanced English courses.

This data contains a quantitative and qualitative analysis which allows distinguishing the different opinions of Advanced English students and teachers from the FLD about didactic resources used to develop listening skill. The quantitative analysis contributes to determine the didactic resources used to carry out the listening activities, as well as students information about how those resources help them to improve their listening skill. The qualitative analysis facilitates information and opinions from the head of the FLD.

 The collected data has been organized in frequency tables and graphics which show each student selective information. Besides, it was necessary to address an interview to 3 teachers of Advanced English level which are knowledgeable of the didactic resources used in the FLD. Also, an interview addressed to the head of the FLD to obtain useful data which allows determining the importance this department gives to didactic resources used to develop listening skill.

In order to find out about real situations and information related to the topic it was necessary to design the instruments (surveys, interviews and questionnaires). Once the instruments were applied, they were analyzed and some conclusions were made about the collected data.

**1. Which are the didactic resources used by your teacher when teaching listening?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student** | **Option A** | **Option B** | **Option C** | **Option D** |
| 1 | X | X |  |  |
| 2 | X | X |  |  |
| 3 | X |  |  |  |
| 4 | X | X | X |  |
| 5 |  | X |  |  |
| 6 |  | X |  |  |
| 7 |  | X |  |  |
| 8 | X | X |  |  |
| 9 |  | X |  |  |
| 10 | X | X |  |  |
| 11 | X | X |  |  |
| 12 |  | X |  |  |
| 13 |  | X |  |  |
| 14 | X | X |  |  |
| 15 |  | X |  |  |
| 16 | X | X |  |  |
| 17 | X | X |  |  |
| 18 |  | X |  |  |
| 19 |  | X |  |  |
| 20 |  | X |  |  |
| 21 | X | X | X |  |
| 22 |  | X |  |  |
| 23 |  | X |  |  |
| 24 | X |  |  |  |
| 25 | X | X |  |  |
| 26 |  | X |  |  |
| 27 | X | X |  |  |
| 28 | X | X |  |  |
| 29 |  | X |  |  |
| 30 | X | X |  |  |
| 31 | X |  |  |  |
| 32 |  | X |  |  |
| 33 |  | X |  |  |
| 34 | X |  |  |  |
| 35 | X | X |  |  |
| 36 |  | X |  |  |
| 37 |  | X |  |  |
| 38 | X | X |  |  |
| 39 | X | X | X |  |
| 40 |  | X |  |  |
| 41 | X | X |  |  |
| 42 |  | X |  |  |
| 43 |  | X |  |  |
| 44 |  | X |  |  |
| 45 |  | X |  |  |
| 46 | X | X |  | x |
| 47 | X | X | x |  |
| 48 |  | X |  |  |
| 49 |  | X |  |  |
| 50 |  | X |  |  |

**Options**

**A Text B Audio C Video D Others**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Results** | **Option A** | **Option B** | **Option AB** | **Option ABC** | **Option ABD** |
| percentages | 8% | 52% | 30% | 8% | 2% |
| Total general | 4 | 26 | 15 | 4 | 1 |

**1. Which are the didactic resources used by your teacher when teaching listening?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Options**  | **A Text** | **B Audio** | **C Video** | **D Others** |  |
|  |  |  |  |  |  |
| **Results** | **A. Text** | **B. Audio** |  **A-B. Text and Audio** | **A-B-C. Text, Audio and Video** |  **A-B-D. Text, Audio and others** |
| percentages | 8% | 52% | 30% | 8% | 2% |
| Total general | 4 | 26 | 15 | 4 | 1 |

**Analysis – Question 1.**

*Which are the didactic resources used by your teacher when teaching listening?*

Based on the previous question the percentage of students who think that didactic resources used by teachers when teaching listening are: Audio 52%, Audio and Text 30%, Text 8%, Text, Audio and Video 8% and Text, Audio and others(songs and worksheets) 2%.

These results show that the didactic resources in some way are limited to Audio CD and book activities, and it would be said that is due to the lack of a variety of didactic resources.

**2. What kind of activities are more used by your teacher for the listening skill?**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Student** | **Option A** | **Option B** | **Option C** | **Option D** | **Option E** | **Option F** | **Option G** |
| 1 | X |  |  |  |  |  |  |
| 2 | X |  |  | X |  |  | X |
| 3 | X |  |  |  |  |  | X |
| 4 | X |  |  |  |  |  |  |
| 5 | X |  |  |  |  |  | X |
| 6 | X |  |  |  |  |  | X |
| 7 |  |  |  | X |  |  |  |
| 8 | X |  |  |  |  |  | X |
| 9 | X |  |  |  |  |  | X |
| 10 | X |  |  | X |  |  |  |
| 11 | X |  |  |  |  |  |  |
| 12 | X |  |  |  |  |  | X |
| 13 | X |  |  | X |  |  | X |
| 14 | X |  |  |  |  |  |  |
| 15 |  |  |  | X |  |  |  |
| 16 | X |  |  | X |  |  | X |
| 17 | X |  |  |  |  |  | X |
| 18 | X |  |  |  |  |  |  |
| 19 | X |  |  | X |  |  |  |
| 20 | X |  |  |  |  |  | X |
| 21 | X |  |  | X |  |  |  |
| 22 | X |  |  |  |  |  |  |
| 23 | X |  |  |  |  |  |  |
| 24 | X |  |  |  |  |  | X |
| 25 | X |  |  |  |  |  | X |
| 26 | X |  |  | X |  |  | X |
| 27 | X |  |  |  |  |  |  |
| 28 | X |  |  |  |  |  |  |
| 29 | X |  |  |  |  |  |  |
| 30 | X |  |  |  |  |  |  |
| 31 |  |  |  | X |  |  |  |
| 32 | X |  |  |  |  |  | X |
| 33 | X |  |  |  |  |  |  |
| 34 | X |  |  | X |  |  | X |
| 35 | X |  |  |  |  |  | X |
| 36 | X |  |  |  |  |  | X |
| 37 | X |  |  |  |  |  | X |
| 38 | X |  | X |  |  |  | X |
| 39 | X |  | X | X | x |  | X |
| 40 |  | X | X |  |  |  | X |
| 41 |  | x | X | x |  |  |  |
| 42 |  |  |  |  |  |  |  |
| 43 | X |  |  |  |  |  |  |
| 44 |  |  | X |  |  |  | X |
| 45 |  |  |  |  |  |  | X |
| 46 | X |  |  |  |  |  | X |
| 47 | X |  | X |  |  |  | X |
| 48 | X |  |  |  |  |  | X |
| 49 |  |  | x |  |  |  | X |
| 50 | x |  |  |  |  |  |  |

**Options: A. Audio recordings B. Dictations C. Watching movies D. Listening to native speakers E. Going to the lab F. Others G. Listening to music**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Options** | **Option A** | **Option AD** | **Option ACG** | **Option ACDEG** | **Option ADG** | **Option AG** | **Option BCG** | **Option CD** | **Option CG** | **Option** **D** | **Option G** |
| Percentage | 30% | 8% | 4% | 2% | 8% | 30% | 2% | 2% | 4% | 6% | 4% |
| Total general | 15 | 4 | 2 | 1 | 4 | 15 | 1 | 1 | 2 | 3 | 2 |

**2. What kinds of activities are more used by your teacher for the listening skill?**

**Options**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **A. Audio recordings** | **B. Dictations** | **C. Watching movies** | **D. Listening to native speakers** | **E. Going to the lab** | **F. Others G. Listening to music** |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Options** | **A** | **A-D** | **A-C-G** | **A-C-D-E-G** | **A-D-G** | **A-G** | **B-C-G** | **C-D** | **C-G** | **D** | **G** |
| Percentage | 30% | 8% | 4% | 2% | 8% | 30% | 2% | 2% | 4% | 6% | 4% |
| Total general | 15 | 4 | 2 | 1 | 4 | 15 | 1 | 1 | 2 | 3 | 2 |



**Analysis – Question 2**

*What kinds of activities are more used by your teacher for the listening skill?*

Among different activities that contribute to get a high level of listening students think the following activities are more used by their teachers. The data obtained is 30% audio recordings, 30% audio recordings and listening to music, 8% audio recording and listening to native speakers, 8% audio recordings, listen to native speakers and listening to music, 6% listening to native speakers, 4% audio recordings, watching movies and listening to music, 4% watching movies and listening to music, 4% listening to music, 2% watching movies and listening to native speakers, 2% dictations, watching movies and listening to music, 2% audio recordings, watching movies, listening to native speakers, going to the lab and listening to music.

The fact that students expressed that the most used activities in class when listening activities occur are audio recording and listening to music limit students’ experience to relate with authentic material and it becomes a mechanical process. While to be exposed to other kinds of activities like listening to native speakers, watching movies, dictations and going to the lab, in the same frequency or more than audio recording and listening to music would increase their capacity to develop a very good listening skill.

**3. How often does the teacher develop listening activities using didactic resources in the class?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student** | **Option A** | **Option B** | **Option C** | **Option D** |
| 1 |  |  |  | X |
| 2 |  |  |  | X |
| 3 |  | X |  |  |
| 4 |  |  |  | X |
| 5 |  |  |  | X |
| 6 | X |  |  |  |
| 7 |  |  |  |  |
| 8 |  | X |  |  |
| 9 |  |  |  | X |
| 10 |  |  |  | X |
| 11 |  |  | X |  |
| 12 |  |  |  | X |
| 13 |  |  |  | X |
| 14 |  |  |  | X |
| 15 | X |  |  |  |
| 16 |  |  |  | X |
| 17 | X |  |  |  |
| 18 | X |  |  |  |
| 19 |  | X |  | X |
| 20 |  |  |  | X |
| 21 |  |  | X |  |
| 22 | X |  |  |  |
| 23 |  |  | X |  |
| 24 |  |  |  | X |
| 25 | X |  |  |  |
| 26 |  |  |  | X |
| 27 |  |  | X |  |
| 28 | X |  |  |  |
| 29 |  |  |  | X |
| 30 |  |  | X |  |
| 31 |  |  |  | X |
| 32 |  |  |  | X |
| 33 |  |  |  | X |
| 34 |  |  |  | X |
| 35 |  | X |  |  |
| 36 | X |  |  |  |
| 37 | X |  |  |  |
| 38 |  |  |  | X |
| 39 | X |  |  |  |
| 40 |  |  |  | X |
| 41 | X |  |  |  |
| 42 |  |  | x |  |
| 43 |  |  |  | X |
| 44 |  |  |  | X |
| 45 | X |  |  |  |
| 46 | X |  |  |  |
| 47 | X |  |  |  |
| 48 |  |  |  | X |
| 49 |  |  |  | X |
| 50 |  |  |  | X |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Didactic resource** | **Every class** | **Once a week** | **Twice a week** | **Only when the book requires it** |
| Percentage | 28% | 8% | 12% | 52% |
| Total general | 14 | 4 | 6 | 26 |

**3. How often does the teacher develop listening activities using didactic resources in the class?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Didactic resource** | **Every class** | **Once a week** | **Twice a week** | **Only when the book requires it** |
| Percentage | 28% | 8% | 12% | 52% |
| Total general | 14 | 4 | 6 | 26 |

**Analysis – Question 3.**

*How often does the teacher develop listening activities using didactic resources in the class?*

Practice is a main key to learn and develop any skill. That is why it is important to know how often the teachers encourage students to practice listening skill. The data obtained from the questionnaire states 52% of students agreed that teachers do these activities only when the book requires it. 28% think it happens on every class. 12% think twice a week and only 8% think once a week.

This clearly represents the importance teachers give to listening activities. Getting 52% of the results states these activities are developed only when the book requires it makes us feel worried about the performance students will get at the end of the career. If they do not have enough practice, the results seem not to be good.

**4. In this course, how often do you go to the lab?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student** | **Option A** | **Option B** | **Option C** | **Option D** |
| 1 |  |  |  | X |
| 2 |  |  |  | X |
| 3 |  |  |  | X |
| 4 |  |  |  | X |
| 5 |  |  |  | X |
| 6 |  |  |  | X |
| 7 |  |  |  | X |
| 8 |  |  |  | X |
| 9 |  |  |  | X |
| 10 |  |  |  | X |
| 11 |  |  |  | X |
| 12 |  |  |  | X |
| 13 |  |  |  | X |
| 14 |  |  |  | X |
| 15 |  |  |  | X |
| 16 |  |  |  | X |
| 17 |  |  |  | X |
| 18 |  |  |  | X |
| 19 |  |  | X |  |
| 20 |  |  |  | X |
| 21 |  |  | X |  |
| 22 |  |  | X |  |
| 23 |  |  |  | X |
| 24 |  |  | X |  |
| 25 |  |  |  | X |
| 26 |  |  |  | X |
| 27 |  |  | X |  |
| 28 |  |  |  | X |
| 29 |  |  | X |  |
| 30 |  |  | X |  |
| 31 |  |  | X |  |
| 32 |  |  | X |  |
| 33 |  |  |  | X |
| 34 |  |  |  | X |
| 35 |  |  |  | X |
| 36 |  |  |  | X |
| 37 |  |  |  | X |
| 38 |  |  |  | X |
| 39 |  |  |  | X |
| 40 |  |  |  | X |
| 41 |  |  |  | X |
| 42 |  |  |  | X |
| 43 |  |  |  | X |
| 44 |  |  |  | X |
| 45 |  |  |  | X |
| 46 |  |  |  | X |
| 47 |  |  | x |  |
| 48 |  |  |  | X |
| 49 |  |  |  | X |
| 50 |  |  |  | x |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Didactic resource** | **Once a week** | **Twice a week** | **Only when necessary** | **Never** |
| Percentage | 0% | 0% | 20% | 80% |
| Total general |  |  | 10 | 40 |

**4. In this course, how often do you go to the lab?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Didactic resource** | **Once a week** | **Twice a week** | **Only when necessary** | **Never** |
| Percentage | 0% | 0% | 20% | 80% |
| Total general |   |   | 10 | 40 |

**Analysis – Question 4.**

*In this course, how often do you go to the lab?*

The results gotten from the questionnaire administered to Advanced English students reflect that 80% of them think that they never go to Foreign Languages Department lab, 20% think they go only when it is necessary, while in the other two options which are once a week and twice a week the result was 0%.

In many cases, students will be able to correct errors by themselves, in the way they are exposed to experiment with the language. But in this case that most students express they do not go to the lab very often reduces their chances to improve and acquire the language the closest as possible to a natural way. Moreover, this shows that the laboratory does not have the capacity to meet the needs of students to use it because of the large numbers of students in all the intensive courses. But it also shows the lack of motivation to teach this skill teachers might have.

**5. What activities do you do by your own to improve your listening?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student** | **Option A** | **Option B** | **Option C** | **Option D** |
| 1 | X | X |  |  |
| 2 | X | X |  |  |
| 3 | X | X | x |  |
| 4 | X | X |  |  |
| 5 | X | X |  |  |
| 6 |  | X |  |  |
| 7 | X | X |  |  |
| 8 | X | X |  |  |
| 9 | X | X |  |  |
| 10 | X | X |  |  |
| 11 | X | X |  |  |
| 12 | X | X |  |  |
| 13 |  | X |  |  |
| 14 | X | X |  |  |
| 15 | X |  |  |  |
| 16 | X | X |  |  |
| 17 | X |  |  |  |
| 18 | X |  |  |  |
| 19 |  | X |  |  |
| 20 |  | X |  |  |
| 21 |  | X |  |  |
| 22 |  | X |  |  |
| 23 |  | X |  |  |
| 24 | X |  |  |  |
| 25 | X | X |  |  |
| 26 | X | X |  |  |
| 27 | X |  |  | X |
| 28 | X | X |  |  |
| 29 | X |  |  |  |
| 30 | X | X |  | X |
| 31 | X | X |  |  |
| 32 | X |  |  |  |
| 33 | X |  |  |  |
| 34 | X |  |  |  |
| 35 | X |  |  |  |
| 36 | X | X |  |  |
| 37 |  | X |  |  |
| 38 | X | X |  |  |
| 39 | X | X |  |  |
| 40 | X | X |  | X |
| 41 | X |  |  |  |
| 42 | X | X |  |  |
| 43 |  | X |  |  |
| 44 | X | X |  | X |
| 45 | X | X |  |  |
| 46 | X |  |  |  |
| 47 | X | X |  | X |
| 48 | X |  |  |  |
| 49 |  | X |  |  |
| 50 | X | x |  |  |

**Options**

**A. Watching English movies B. Listening to music C. Going to the lab E. Others**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Options** | **Option A** | **Option AB** | **Option ABC** | **Option ABD** | **Option AD**  | **Option B** |
| Percentage | 24% | 46% | 6% | 2% | 2% | 20% |
| Total general | 12 | 23 | 3 | 1 | 1 | 10 |

**5. What activities do you do by your own to improve your listening?**

**Options**

|  |  |  |  |
| --- | --- | --- | --- |
| **A. Watching English movies** | **B. Listening to music** | **C. Going to the lab** | **E. Others** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Options** | **A** | **B** | **A-B** | **A-B-C** | **A-D**  | **A-B-D** |
| Percentage | 24% | 20% | 46% | 6% | 2% | 2% |
| Total general | 12 | 10 | 23 | 3 | 1 | 1 |

**Analysis – Question 5**

*What activities do you do by your own to improve your listening?*

There are different activities that students apply by themselves to develop their listening skill. The results are: 46% watching English movies and listen to music, 24% watching English movies. 20% listening to music, 6% watching English movies, listening to music and going to the lab, 2% watching English movies, listening to music and others (reading, watching TV and practice in classes), 2% watching English movies and others (reading, watching TV and practice in classes).

Even though students try to improve by their own, it is necessary to do it with the teacher. So the practice with the teacher will help students to correct any mistake they acquire when learning by themselves; this can be a good way to check students development. That is why this is very relative to the previous question regarding the visit to the lab which contributes not only to the development of listening, but also the opportunity to hear a variety of accents representative of several regions and educational backgrounds.

**6. What do you consider is your level on listening skill?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student** | **Option A** | **Option B** | **Option C** | **Option D** |
| 1 |  |  |  | X |
| 2 |  |  | X |  |
| 3 |  |  | X |  |
| 4 |  |  | X |  |
| 5 |  | X |  |  |
| 6 |  | X |  |  |
| 7 |  |  | X |  |
| 8 |  | X |  |  |
| 9 |  |  | X |  |
| 10 |  |  |  | X |
| 11 |  |  | X |  |
| 12 |  |  | X |  |
| 13 |  |  | X |  |
| 14 |  |  | X |  |
| 15 |  |  | X |  |
| 16 |  |  | X |  |
| 17 |  | X |  |  |
| 18 |  | X |  |  |
| 19 |  | X |  |  |
| 20 |  | X |  |  |
| 21 |  |  | X |  |
| 22 |  | X |  |  |
| 23 |  | X |  |  |
| 24 |  |  | X |  |
| 25 |  | X |  |  |
| 26 |  | X |  |  |
| 27 | x |  |  |  |
| 28 |  | X |  |  |
| 29 |  | X |  |  |
| 30 |  |  | X |  |
| 31 |  | X |  |  |
| 32 |  |  | X |  |
| 33 |  |  | X |  |
| 34 |  |  | X |  |
| 35 |  |  | X |  |
| 36 |  | X |  |  |
| 37 |  | X |  |  |
| 38 |  |  | X |  |
| 39 |  |  | X |  |
| 40 |  | X |  |  |
| 41 |  | X |  |  |
| 42 |  |  | X |  |
| 43 |  | X |  |  |
| 44 |  |  | X |  |
| 45 |  |  | X |  |
| 46 |  | X |  |  |
| 47 |  | X |  |  |
| 48 |  | X |  |  |
| 49 |  |  |  | x |
| 50 |  | X |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Didactic resource** | **Excellent** | **Satisfactory**  | **Needs improvement** | **unsatisfactory** |
| Percentage | 2% | 46% | 46% | 6% |
| Total general | 1 | 23 | 23 | 3 |

**6. What do you consider is your level on listening skill?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Didactic resource** | **Excellent** | **Satisfactory**  | **Needs improvement** | **unsatisfactory** |
| Percentage | 2% | 46% | 46% | 6% |
| Total general | 1 | 23 | 23 | 3 |

**Analysis – Question 6**

*What do you consider is your level on listening skill?*

Students tend to measure their level of listening skill based on the training they have had in classes. The data obtained shows that 46% feels satisfaction with their level acquired and 46 % need improvement. 6% feel unsatisfactory level and 2% feel excellent with the level they are in.

This information leads us to have the perception that students can develop many other activities which would help them to improve their level and capacity to listen. Also, it shows that students do not have good guidelines that they can take as a parameter to measure they real level and the areas and ways to improve. This shown by the percentages given by their answers because if you add positive aspects the result is a 48% against a 52% of negative aspects.

**7. How much time do you spend in a listening activity in class?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student** | **Option A** | **Option B** | **Option C** | **Option D** |
| 1 |  | X |  |  |
| 2 |  | X |  |  |
| 3 |  | X |  |  |
| 4 |  | X |  |  |
| 5 |  | X |  |  |
| 6 |  | X |  |  |
| 7 |  |  | X |  |
| 8 |  |  | X |  |
| 9 | X |  |  |  |
| 10 |  |  | X |  |
| 11 |  |  | X |  |
| 12 |  |  | X |  |
| 13 |  |  | X |  |
| 14 |  | X |  |  |
| 15 | X |  |  |  |
| 16 | X |  |  |  |
| 17 | X | X |  |  |
| 18 | X |  |  |  |
| 19 |  |  | X |  |
| 20 | X |  |  |  |
| 21 |  | X |  |  |
| 22 |  |  | X |  |
| 23 |  |  | X |  |
| 24 | X |  |  |  |
| 25 |  |  | X |  |
| 26 |  |  | X |  |
| 27 | X |  |  |  |
| 28 |  |  | X |  |
| 29 |  |  |  | X |
| 30 | X |  |  |  |
| 31 |  |  |  |  |
| 32 |  | X |  |  |
| 33 | X |  |  |  |
| 34 | X |  |  |  |
| 35 | X |  |  |  |
| 36 | X |  |  |  |
| 37 | X |  |  |  |
| 38 | X |  |  |  |
| 39 |  | X |  |  |
| 40 |  |  |  |  |
| 41 | X |  |  |  |
| 42 |  | X |  |  |
| 43 | X |  |  |  |
| 44 |  |  | X |  |
| 45 | X |  |  |  |
| 46 |  |  |  | X |
| 47 |  |  | X |  |
| 48 | x |  |  |  |
| 49 |  |  |  |  |
| 50 |  | x |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Didactic resource** | **5-10 min** | **10-20 min** | **20-30 min** | **More than 30 min** |
| Percentage | 40% | 28% | 28% | 4% |
| Total general | 20 | 14 | 14 | 2 |

**7. How much time do you spend in a listening activity in class?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Didactic resource** | **5-10 min** | **10-20 min** | **20-30 min** | **More than 30 min** |
| Percentage | 40% | 28% | 28% | 4% |
| Total general | 20 | 14 | 14 | 2 |

**Analysis – Question 7**

*How much time do you spend in a listening activity in class?*

The data obtained shows that 40% of students spend between 5-10 minutes to listening activities. 28% between 10-20 minutes and other 28% between 20-30 minutes and only 6% of population sample spends more than 30 minutes.

Training listening activities builds up students’ confidence in their listening ability. The results give evidence that most of them have the listening activity in class as the only place where they practice, while a range of 56% spends an average of around 20 minutes, which can be considered that they have practice out of the class.

**8. When you listen to people speaking in real situation, in your opinion, what is the percentage of comprehension you get?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student** | **Option A** | **Option B** | **Option C** | **Option D** |
| 1 |  | X |  |  |
| 2 |  | X |  |  |
| 3 |  | X |  |  |
| 4 |  |  | X |  |
| 5 |  |  | X |  |
| 6 |  |  | X |  |
| 7 |  |  | X |  |
| 8 |  |  | X |  |
| 9 |  |  | X |  |
| 10 |  |  | X |  |
| 11 |  |  | X |  |
| 12 |  |  | X |  |
| 13 |  |  | X |  |
| 14 |  |  | X |  |
| 15 | X |  |  |  |
| 16 | X |  |  |  |
| 17 |  |  | X |  |
| 18 |  |  | X |  |
| 19 |  |  |  |  |
| 20 | X |  |  |  |
| 21 | X |  |  |  |
| 22 |  |  | X |  |
| 23 |  |  | X |  |
| 24 | X |  |  |  |
| 25 |  |  | X |  |
| 26 |  |  | X |  |
| 27 | X |  |  |  |
| 28 |  | X |  |  |
| 29 |  | X |  |  |
| 30 |  |  | X |  |
| 31 |  | X |  |  |
| 32 |  |  | X |  |
| 33 |  |  | X |  |
| 34 | X |  |  |  |
| 35 |  | X |  |  |
| 36 |  |  | X |  |
| 37 |  |  | X |  |
| 38 |  |  | X |  |
| 39 |  |  |  | X |
| 40 |  | X |  |  |
| 41 |  |  | X |  |
| 42 |  | X |  |  |
| 43 |  |  | X |  |
| 44 |  |  | X |  |
| 45 |  | x |  |  |
| 46 |  |  | X |  |
| 47 |  |  | X |  |
| 48 |  |  | X |  |
| 49 |  |  | X |  |
| 50 |  |  | X |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Didactic resource** | **30-40** | **50-60** | **70-80** | **90-100** |
| Percentage | 16% | 20% | 62% | 2% |
| Total general | 8 | 10 | 31 | 1 |

**8. When you listen to people speaking in real situation, in your opinion, what is the percentage of comprehension you get?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Didactic resource** | **30-40** | **50-60** | **70-80** | **90-100** |
| Percentage | 16% | 20% | 62% | 2% |
| Total general | 8 | 10 | 31 | 1 |

**Analysis – Question 8**

*When you listen to people speaking in real situation, in your opinion, what is the percentage of comprehension you get?*

Listening comprehension is an issue that students from Advanced English level have to develop. The data obtained reflects that 62% of students qualified themselves between 70-80% of comprehension, 20% between 50-60%, 16% between 30-40% and only 2% between 90-100%.

Even though they do not have a guide how to measure their level, it seems most of them are very confident regarding the comprehension level they have, but there is a good percentage that is below and needs to improve that skill.

**9. How do you consider the didactic resources for teaching listening used by the teachers at the Foreign Languages Department?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student** | **Option A** | **Option B** | **Option C** | **Option D** |
| 1 |  |  | X |  |
| 2 |  |  | X |  |
| 3 |  |  | X |  |
| 4 |  | X |  |  |
| 5 |  |  | X |  |
| 6 |  |  |  | X |
| 7 |  |  |  | X |
| 8 |  |  | X |  |
| 9 |  | X |  |  |
| 10 |  |  | X |  |
| 11 |  |  | x |  |
| 12 |  | X |  |  |
| 13 |  |  | X |  |
| 14 |  |  |  | X |
| 15 |  |  |  | X |
| 16 |  |  |  | X |
| 17 |  | X |  |  |
| 18 |  |  | x |  |
| 19 |  | x |  |  |
| 20 |  |  |  | X |
| 21 |  |  |  | X |
| 22 |  |  | X |  |
| 23 |  |  |  | X |
| 24 |  |  |  | X |
| 25 |  |  | X |  |
| 26 |  |  | X |  |
| 27 |  |  |  | X |
| 28 |  | X |  |  |
| 29 |  |  | X |  |
| 30 |  |  | X |  |
| 31 | X |  |  |  |
| 32 |  |  | X |  |
| 33 |  | X |  |  |
| 34 |  |  | X |  |
| 35 |  |  | X |  |
| 36 | x |  |  |  |
| 37 |  | X |  |  |
| 38 |  |  | x |  |
| 39 |  | X |  |  |
| 40 |  | X |  |  |
| 41 |  |  | X |  |
| 42 |  | X |  |  |
| 43 |  | X |  |  |
| 44 |  |  |  | X |
| 45 |  |  | X |  |
| 46 |  |  |  | X |
| 47 |  |  | X |  |
| 48 |  |  | X |  |
| 49 |  |  | X |  |
| 50 |  | x |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Didactic resource | Excellent | Very good | Good | Need to improve |
| Percentage | 4% | 26% | 46% | 24% |
| Total general | 2 | 13 | 23 | 12 |

**9. How do you consider the didactic resources for teaching listening used by the teachers at the Foreign Languages Department?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Didactic resource | Excellent | Very good | Good | Need to improve |
| Percentage | 4% | 26% | 46% | 24% |
| Total general | 2 | 13 | 23 | 12 |

**Analysis – Question 9**

*How do you consider the didactic resource for teaching listening used by teachers at the Foreign Language Department?*

Students give their opinions regarding the didactic resources the FLD has to support students listening skill. 46% of students think that didactic resources are good. 26% think they are very good. 24% think they need to improve and only 4% think they are excellent.

The level of satisfaction of students regarding the didactics resources mostly of them is in the idea they are good to very good, which makes emerge the question if they really know which these are and the quality of them. But there is a considerable percentage that thinks didactics resources in the FDL need to improve.

**10. Which factors do you consider influence your listening skill development at the Foreign Language Department?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student** | **Option A** | **Option B** | **Option C** | **Option D** |
| 1 | X |  |  |  |
| 2 |  | X |  |  |
| 3 |  | X |  |  |
| 4 |  | X |  |  |
| 5 |  | X |  |  |
| 6 |  |  | X |  |
| 7 |  | X |  |  |
| 8 |  | X |  |  |
| 9 | X |  |  |  |
| 10 |  | X |  |  |
| 11 |  | X |  |  |
| 12 |  |  | X |  |
| 13 | X |  |  |  |
| 14 |  |  | X |  |
| 15 | x |  |  |  |
| 16 |  | X |  |  |
| 17 |  | X |  |  |
| 18 |  | X |  |  |
| 19 | X |  |  |  |
| 20 |  |  | X |  |
| 21 | X |  |  |  |
| 22 |  |  | X |  |
| 23 |  | X |  |  |
| 24 | X |  |  |  |
| 25 | X |  |  |  |
| 26 |  | X |  |  |
| 27 | X |  |  |  |
| 28 | X |  |  |  |
| 29 |  |  | X |  |
| 30 |  |  | X |  |
| 31 |  | X |  |  |
| 32 |  | X |  |  |
| 33 | X |  | X |  |
| 34 |  | X |  |  |
| 35 |  | X | X |  |
| 36 | X |  |  |  |
| 37 |  |  | X |  |
| 38 |  |  | X |  |
| 39 |  |  | X |  |
| 40 | X |  | X |  |
| 41 |  |  |  | X |
| 42 | X |  | X |  |
| 43 | X |  | X |  |
| 44 |  | X |  |  |
| 45 | X |  |  |  |
| 46 | X |  |  |  |
| 47 | X | X | X |  |
| 48 | X | X |  |  |
| 49 | X | X |  |  |
| 50 |  |  | X |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Didactic resource | Not enough Didactic Resources | Lack of Authentic materials | Poor listening activities | Others |
| Percentage | 40% | 42% | 34% | 2% |
| Total general | 20 | 21 | 17 | 1 |

**10. Which factors do you consider influence your listening skill development at the Foreign Language Department?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Didactic resource | Not enough Didactic Resources | Lack of Authentic materials | Poor listening activities | Others |
| Percentage | 40% | 42% | 34% | 2% |
| Total general | 20 | 21 | 17 | 1 |

**Analysis – Question 10**

*Which factors do you consider influence your listening skill development at the FLD?*

The data obtained shows that the factors that influence the listening skill are: 34% lack of authentic materials, 28% not enough didactic resources, 20% poor listening activities, 6% not enough didactic resources and lack of authentic material, 4% not enough didactics resources and poor listening activities, 4% lack of authentic material and poor listening activities, 2% not enough didactic resources, lack of authentic material and poor listening activities, 2% others (videos, movies).

This information gives the idea that Listening activities are guided mostly by the book, without taking into consideration authentic materials which prepare students for the types of listening they will use outside the classroom, while not enough didactics resources and poor listening activities affect students’ listening process.

**4.1.2 QUESTIONNAIRE TO TEACHERS**

|  |
| --- |
| 1. In your class, which didactics resource do you use the most for listening?-video – text – audio – other Which: |
| Teacher 1 | Teacher 2 | Teacher 3 |
| AudioTextOthersWhich: when students are in oral presentations that is considered a listening activity resource as well. | Audio | AudioText |
| Conclusion |
| Based on teacher´s answers gotten from the questionnaires all of them agreed that Audio is the most used didactic resource to teach listening followed by text and others such as oral presentations. |

|  |
| --- |
| 2. Why do you consider necessary the use of didactic resource when teaching listening in the classroom? |
| Teacher 1 | Teacher 2 | Teacher 3 |
| In most cases they are the only means of listening that students are exposed to. | It´s part of the whole teaching process | To develop the skill |
| Conclusion |
| Teachers consider necessary the use of didactic resources because they are mean to get exposed to the language, it is part of the teaching process and it helps to develop the skill. |

|  |
| --- |
| 3. Which are the listening activities that are usually applied in the classroom to develop student listening?1 Fast dictation2 Films/ Movies3 Following a written text4 Selective listening5 Songs/ Music6 Listening to a familiar text7 TV programmers8 Listening to native speakers9 Audio recordings10 Others  |
| Teacher 1 | Teacher 2 | Teacher 3 |
| Following a written text  Selective listening Songs/ MusicAudio recordingsOthers: oral presentations, teachers, lectures |  Following a written text Selective listening Songs/ Music Listening to a familiar textAudio recordings | Audio recordings |
| Conclusion |
| Among different activities teachers consider that The most used activities in the classroom are following a written text and audio recordings. |

|  |
| --- |
| 4. How often do you develop a listening activity in your class?- Every class- once a week- twice a week-only when the book requires it |
| Teacher 1 | Teacher 2 | Teacher 3 |
| Every class | Only when the book requires it | Twice a week |
| Conclusion |
| In here we got different answers related to the frequency that teachers have to develop listening activities teacher one said on every class, teacher number two said only when the book requires it and teacher number three said twice a week so we can conclude they don’t have a format or a standard rule to develop listening. |

|  |
| --- |
| 5. What are the stages that you develop when making a listening activity? |
| Teacher 1 | Teacher 2 | Teacher 3 |
| Pre listeningWhile listening/during listeningPost listening | Pre listening activitiesListening activitiesPost listening activities | PreDuringPost |
| Conclusion |
| Even though all teachers know the stages when developing a listening activity it is clearly seeing on the previous question they do not practice it very often. |
| 6. How useful are the didactic resources for teachers at the Foreign Language Department? |
| Teacher 1 | Teacher 2 | Teacher 3 |
| They are very useful but in the department the lack of didactic resources is big. | Very useful | Very useful |
| Conclusion |
| All of them agree that didactic resources are very useful however teacher one complaint due to the lack of resources in the Foreign Language Department. |

|  |
| --- |
| 7. What are the didactic resources the FLD provide to teach listening? |
| Teacher 1 | Teacher 2 | Teacher 3 |
| Tape recorder(we share it with 2 more teachers)LaptopProjector(there is only one working at the moment) | Tape recordersLab | Cd player |
| Conclusion |
| Teachers basically consider that the tape recorder is the most used resource that FLD provides along with the lab which teacher number mentioned it. |

|  |
| --- |
| 8. What are the advantages that didactic resources offer to Advanced English students in the development of the listening skill? |
| Teacher 1 | Teacher 2 | Teacher 3 |
| Develop their listening skill They are exposed to authentic materialThey can listen to different accounts | NO ANSWER | They help to develop the skill |
| Conclusion |
| Teacher one and three agree that one of the advantages that didactic resources offer to Advanced English students is that help to develop the listening skill however only teacher one mentioned that besides it they are exposed to authentic material and they can listen to different accounts |

* + 1. **PERSONAL INTERVIEW TO THE HEAD OF THE FLD**

 **(Lic. Nicolas Ayala, August 2011)**

|  |  |
| --- | --- |
| **QUESTIONS** | **ANSWERS GOTTEN** |
| 1. Do you consider necessary the use of didactic resources when teaching listening in the classroom?
 | Sounds, visual aids, not just sounds visual aids are important. |
| 1. Which are the didactic resources the FLD offers to teachers for teaching listening?
 | Tape recordersLaptopSpeakersComputersComputer centerCassettesLanguage labProjectors |
| 1. How accessible are those resources for the teachers at the FLD?
 | For everyone, make a reservation, folders to sign and reserve in advance, we do not have enough, 4 digital projectors two out of service three laptop computers, most of them have their own computer. |
| 1. How useful are the didactic resources for teachers at the FLD?
 | Good enough as they can be. They use the equipment depends on teachers skill technology. We are in the age of technology, videos and are effective; you teach what have to teach.Old way no tape, no audio no native speakers, conversation club, maybe they do not know. |
| 1. Do you consider the actual didactic resources are appropriate for teaching a foreign language?
 | Yes, we have the basic more type recorders, compacts equipment, USB, memories, MP3. |
| 1. How do you consider the usage teachers give to didactic resources that FLD provides them?
 | It has to do with age, some teachers never use technology, and some others do not use them. We have from one extreme to the other one. |
| 1. Which are the advantages that didactic resources offer to advanced English students in the development of the listening skill?
 | Not only some students but teachers, web sites to get in contact with native speakers, conferences.Be expose to native speakers best being face to faceInteract with them, improve their professional area. |
| 1. Which are the advantages that didactic resources offer to advanced English teachers in the development of the listening skill?
 | DownloadsAuthentic inputTake computer to classTo news |
| 1. In your opinion, from the didactic resources the FLD has, which ones need to be improved?
 | We need more equipmentThey are good but we need equipmentNeed to upgrade the computer lab, install computer at the end of the year.Another human resource in that areaThere are plans to move the lab. |

**4.1. Findings**

Based on the information collected from the data analysis the research question can be answered as follow:

**General questions:**

*What are the didactic resources that teachers in charge of Advanced English I, 2011 courses use for teaching listening skill?*

According to the students, the teachers from the FLD used Audio as the most used didactic resource in that course. The same answer was gotten from teachers at the FLD who agreed Audio as the most used didactic resource for the listening skill used in their classes. The head of the Department stated that among all materials that the FLD provides to teachers the most used for listening are Audio and audiovisual like: CD players, laptops, speakers, computers, computer center, compact disc, language lab and projector.

**Specific questions:**

1. *What are the didactic resources the FLD provides to teachers to develop listening in Advanced English I?*

Teachers agreed that the didactic resources provided by the FLD are the CD player, laptop, projector, lab and CD player. However the head of the department holds those materials are: CD players, laptop, speakers, computers, computer center, compact discs, language lab and projector.

1. *Which are the most used didactics resources for teaching listening at the Foreign Language Department?*

According to the students, the teachers from the Foreign Language Department agreed that one of the most didactic resource used by teachers is the audio which includes: CD player. In second place, students said teachers applied audio and text to their classes. As well as based on teacher´s answers gotten from the survey all of them agreed the same.

1. What are the advantages that didactic resources offer to develop listening skill in Advanced English I students?

Students answers regarding this are pretty clear, half of the interviewed think that the didactic resources they use directly or indirectly from the FLD has helped them to acquire a satisfactory level of comprehension and that those resources are good for learning listening. Teacher thoughts regarding the advantages of the didactic resources are that they are part of the whole teaching process and help to develop the listening skill. On the other hand, the head of the department added, among a bunch of advantages the fact that there is a website to get in contact with native speakers and this can help student to get fluency in their speaking. Also, teachers can download authentic material from the lab and take the computer to the class to do different kinds of activities

1. How accessible are the didactic resources provided from FLD to develop effective listeners?

In the Foreign Languages Department, teachers and students have accessibility to those resources, based on the Head of the department’s opinion, just by making a reservation in advanced, due to insufficient quantity and quality of this kind of equipment. In addition, teachers’ opinion about it is pretty similar, all of them agreed that didactic resources are very useful however one of them complaint due to the lack of resources in the Foreign Language Department. On the other side, student’s answers reflect that 80% of them never go to Foreign Languages Department lab being this a very useful tool to develop the listening skill.

**CHAPTER V**

**CONCLUSIONS**

**5.1. CONCLUSIONS**

After gathering, analyzing and interpreting the results of the instruments used for the investigation, the researchers drew the following conclusions:

Based on the theoretical framework, there is variety of didactics resources that teachers of the FLD can use when teaching listening, for example: Video, Computer, overhead projector, movies, audio tape, tape recorder, CD player, Radio, audiovisual, cassette, CD Rom, text, study guides, worksheet, text books, and native speakers’ human resources, which increase the interest in students of a foreign language. However, according to the result gotten from Students and Teachers, they agree audio resource is most used, and audio, text and video in a minor way. Teachers agree with the opinion that students need to be exposed to all kinds of resources to have an effective performance in the listening skill.

The advantage of using didactic resources in an effective way is that they contribute to reach a high listening level required to be proficient in English communication. This is because successful listening is required over time and with lots of practice.

The FLD needs to improve the technology regarding didactic resources for teaching listening by equipping and updating them appropriately. Because the effectiveness of teaching listening is in providing authentic material and real situation input through practice and time, where teachers guide students to practice listening and increment their intensity of studying by providing them a variety of activities for students.

Teachers consider the use of didactic resources in the classroom is important since they are part of the teaching process and they have to develop students’ listening skills. However, they complain about the lack of resources the FLD provides that is the reason way they most use the audio resources (CD player).

**CHAPTER VI**

**RECOMMENDATIONS**

**6. Recommendations**

* 1. **TO THE FLD**
* Provide the teachers with the appropriated didactic resources so that they can implement the use of it and improve the listening skill in students.
* Invest in new technology equipment to facilitate the practice of listening activities to teachers and students.
* Maintain the English Lab equipment in excellent conditions to let the teachers an effective usage of time and the listening activities.
* Create a multipurpose (audiovisual) room or center.
* Have all classrooms assigned to FLD equipped with all the needed audio, visual and audiovisual resources
	1. **TO THE TEACHERS**
* Engage students with the implementation of attractive listening activities.
* Provide the students with different types of input such as: films, TV plays, everyday conversations, interviews, storytelling, English songs and so on.
* Make appropriate usage of the didactic resources provided by the FLD.
* Motivate students to invest time practicing the listening skill by their own as often as possible.
* Let the students practice listening strategies in class and ask them to practice outside of class in their listening assignments.
* Use the three types of didactic resources for listening skill: audio, text and video.
* Teachers should have a set of exercises, tasks, and activities that they can use with their classes whenever they may be needed.
	1. **TO THE STUDENTS**
* Invest time by your own in listing exercise. Make use of web sites to acquire complex sentences structures and colloquial words, and expressions as needed.
* Listen carefully to your favorite songs in English and try to write down the words in order to get new vocabulary.
* Before doing a listening activity in class make guesses and predictions about what you will hear. This will help you increase your listening speed.
* Try to identify your own strengths and weaknesses as a listener and work on ways to improve.

 **CHAPTER VIII**

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**CHAPTER IX**

**ANNEXES**

**8.1. GLOSSARY**

|  |  |
| --- | --- |
| **CONCEPT** | **DEFINITION** |
| Language: | The use by human being of voice sounds, and often of written symbols that represent these sounds, in organized combinations and patters to express and communicate thoughts and feelings. |
| Listening: | Listening is the process of interpreting messages, which involves a sender (person, television, and radio), a message and a receiver (the listener).  |
| Learning. |  A conscious process of accumulation knowledge of the vocabulary and grammar language |
| Audio: | Equipment /tape that records or produces sound.Sound, especially music that is recorded, broadcast, or played on electronic equipment. |
| Video: | The display of recording pictures on a television type screen. Any media formal that employs a cathode-ray screen to present a picture can be referred to as video: videotapes, videodisc and DVD |
| Text: | Letters and numbers usually presented to students in the form of printed material or in a computer screen. Examples: study guides, manuals, worksheets, textbooks and a computer display. |
| ListeningStrategy: | Techniques or activities that contribute directly to the comprehension and call recall of listening input |
| Activity: | An organizational unit for performing a specific function.Something that someone does in order to achieve a goal. |
| Didactic resources: | Resources are any instruments that help us to achieve any goal; that is, auxiliary material with which the pupils develop the learning process. |
| Competence: | It is the demonstrated performance and application of knowledge to perform a required skill or activity to a specific, predetermined standard. |
| Communicative Competence. |  The ability to use the language correctly and appropriately to accomplish communication goals. |
| Syllabi: | It is a group of contents that are planned to be taught. |
| First language (L1) | It is the students’ native language or mother tongue.The language a human being learns from birth. |
| Second language (L2) | Any language learned after the first language or mother tongue (L1) |
| ESL: | English as a Second Language. |
| EFL: | These letters stand for English as a foreign language. It indicates the use of EnglishIn a non-English-speaking region.  |
| Strategy: | A general plan for achieving something, often over a long period of times.  |
| Bottom Up: | Techniques tipically focus on sounds, words, intonation, grammatical structures, and other components of spoken language. |
| Top down: | Techniques more concerned with the activation of schemata with deriving meaning with global understanding and with the interpretation of a text. |
| DVD: | Digital Video Disk |
| CD: | Compact Disk |
| Acquisition: | The gradual development of ability in a language by using in naturally in communicative situations |
| Syllabus | An integrated course of academic studies document with an outline and summary or topics to be covered on a course. |
| Affective filter |  Kind of barrier to acquisition that results from negative feelings or experiences |
| Authentic material: | Language samples, either oral or written, that reflect a naturalness of from and an appropriate of cultural and situational context that would be found in the language as used by native speakers.  |

**8.2. BUDGET**

 The resources used to carry out the present research are as follow:

* Financial

As follow there is the budget the researchers used.

|  |  |
| --- | --- |
| Books | $55.00(Metodologia de la investigación, Teaching Listening Comprehension). |
| Internet | $50.00 |
| USB | $10.00 |
| Bond Paper | $ 15.00 |
| Photocopies | $110.00 |
| CDs | $ 5.00 |
|  |  |
| Transportation | $450.00 |
| Ink | $60.00 |
| Food and snacks | $80.00 |
|  |  |
| Prints | $60.00 |
| Total | $ 890.00 |

* Material

Books, Handouts, Internet articles, Computer, Cds, USB, photocopies, Advanced English I syllabus, among others.

* Human

Head of the Foreign Languages Department.

Coordinator of Proceso de Graduacion.

Advisor Lic. Jorge H. Aguilar

Students from Advanced English I courses, 2011

Teachers from Advanced English I courses, 2011

Personnel of the English Lab

Researchers

2010

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Month | MAYO | JUNIO | JULIO | AGOSTO | SEPTIEMBRE | OCTUBRE | NOVIEMBRE | DICIEMBRE |
| No | Activity | Week | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 1. | Group work selection |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. | Assessor assignment  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. | Assessing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. | Topic selection |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. | First draft profile |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. | Second draft profile |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. | Third draft profile |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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|  | Month | ENERO | FEBRERO | MARZO | ABRIL | MAYO | JUNIO | JULIO | AGOSTO |
| No | Activity | Week | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
|  | Assessing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. | Third draft profile |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. | Theoretical framework |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. | Methodology of the investigation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. | Gathering data Instruments  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
|  | Month | SEPTIEMBRE | OCTUBRE | NOVIEMBRE | DICIEMBRE |
| No | Activity | Week | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 1 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
|  | Assessing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. | Gathering data Instruments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. | Gathering data and instruments application |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

2012

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Month | ENERO | FEBRERO | MARZO | ABRIL | MAYO | JUNIO |
| No | Activity | Week | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
|  | Assessing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14. | Summarizing data |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15. | Data analysis process and  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Interpretations of the results |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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2012

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Month | JULIO | AGOSTO | SEPTIEMBRE | OCTUBRE | NOVIEMBRE | DICIEMBRE |
| No | Activity | Week | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
|  | Assesing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16. | Conclusions and recommendations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 17.  | Report elaboration |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18. | Report correction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 19. | Final report presentation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 20. | Presentation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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**University of El Salvador** Survey for Students

**School of Arts and Sciences**

**Foreign Language Department**

**Objective:** To collect information about the didactics resources used for teaching listening and their contribution to students from Advanced courses at the Foreign Language Department of UES, 2011.

**Instructions:** Mark with a check the best choice for you, and give information when necessary.

1. Which are the didactics resources used by your teacher when teaching listening?

 Text Audio Video Others

If others specify which: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What kind of activities are more used by your teacher for the listening skill?

 Audio recordings Watching movies Going to the lab Listening

 to music
 Dictations Listening to native Others speakers

If others specify which: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. How often does the teacher develop listening activities using didactic resources in the class?

 Every class Once a week Twice a week Only when the

 book requires it

4. In this course, how often do you go to the lab?

 Once a week Twice a week Only when is Never

 necessary

If never explain why: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. What activities do you do by your own to improve your listening?

 Watching Listening to Going to the lab Others

 English movies

If others specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. What do you consider is your level on listening skill?

 Excellent Satisfactory Needs Unsatisfactory improvement

7. How much time do you spend in a listening activity in class?

 5-10 minutes 10-20 minutes 20-30 minutes more than 30 minutes

8. When you listen to people speaking in real situation, in your opinion, what is the percentage of comprehension you get?

30-40% v 50-60% 70-80% 90-100%

9. How do you consider the didactic resources for teaching listening used by the teachers at the Foreign Language Department?

Excellent Very good Good They need

 to improve

10 .Which factors do you consider influence your listening skill development at the Foreign Language Department?

 Not enough Authentic Poor listening Others didactics resources material activities

Others: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**UNIVERSITY OF EL SALVADOR**  Questionnaire for Teachers

**SCHOOL OF ARTS AND SCIENCES**

**FOREIGN LANGUAGE DEPARTMENT**

**Objetive:**

To gather information from Advanced English teachers about the Didactic resources used for teaching listening and their contribution to students from Advanced English II courses at the Foreign Language Department of the UES, 2011.

**Instructions:** Please, provide the information that is require according to the objective by reading the following questions. Write a check on the line or answer when need it.

1. In your class, which didactic resources do you use the most for listening?

\_\_\_\_\_\_ Video \_\_\_\_\_\_ Audio \_\_\_\_\_\_ Text \_\_\_\_\_ Others

If others, specify which:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Why do you consider necessary the use of didactic resources when teaching listening in the classroom?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Which are the listening activities that are usually applied in the classroom to develop student’s listening performance?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Fast dictation |  | Listening to a familiar text |
|  | Films / Movies |  | TV programmers |
|  | Following a written text |  | Listening to native speakers |
|  | Selective listening |  | Audio recordings |
|  | Songs / Music |  | Others |

If others specify which:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How often do you develop a listening activity in your class?

 \_\_\_ Every class \_\_\_ Once week \_\_\_ Twice a week \_\_\_ Only when the book requires it

1. What are the stages that you develop when making a listening activity?

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. How useful are the didactic resources for teachers at the Foreign Languages Department?

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1. What are the didactic resources the FLD provides to teach listening?

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1. What are the advantages that didactic resources offer to Advanced English students in the development of the listening skill?

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**Thank you**

**Universidad of El Salvador** Head of the Department interview

**School of Arts and Sciences**

**Foreign Languages Department**

**Objective:**To gather information about the Didactic Resources that the Foreign Languages Department provides to teachers from Advanced English I for Teaching Listening in the semester I, 2011.

**Instructions:** Please provide the information that is required according to the objective by reading the following questions and answering them.

1. Do you consider necessary the use of didactic resources when teaching listening in the classroom?

Why? Why not?

2.Which are the didactic resources the FLD offers to teachers for Teaching listening?

3. How accessible are those resources for the teachers in the FLD?

4. How accessible are those resources for students at the FLD?

5. How useful are the didactic resources for teachers at the FLD?

6. Do you consider the actual Didactic resources are appropriate for teaching a foreign language?

7. How do you consider the usage teachers give to didactic resources that FLD provides them?

8. Which are the advantages that didactic resources offer to Advanced English students in the development of the listening skill?

9. Which are the advantages that didactic resources offer to Advanced English teachers in the development of the students´ listening skill?

10. In your opinion, from the Didactic Resources the FLD has, which ones need to be improved?