



**CATHOLIC UNIVERSITY
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**FACULTY OF ARTS AND HUMANITIES
SCHOOL OF PEDAGOGY OF NATIONAL AND FOREIGN
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TITLE OF PAPER

**Improving 8th-grade EFL students listening skills at Santo Domingo de
Guzman School during the first half of the scholastic year 2022 - 2023**

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We certify that this research project was presented by **Tais Ivis Roche Valenzuela** and **Juan José Santana Villacís** as a partial fulfillment of the requirements for the **Bachelor's Degree in EFL pedagogy**.

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Guayaquil, on theth day of of 2022

Atentamente,

Ximena Jarrín Hunter
Docente tutor

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I want to pay special thanks to God for providing me with the courage I needed to continue on with this experience and not give up. To be able to finish this project which initially seemed impossible has been a remarkable adventure, made possible with the assistance of some incredible people. No work can be produced by a single individual alone. The completion of this project was made possible by the participation of the School of Pedagogy of National and Foreign languages-English career members and teachers, the project's tutor, as well as my parents and family. They have all contributed a part of who they are to the creation of a work that has required four months of time and dedication. The words "thank you" cannot express my sincere thanks, but the impact you have left in me will endure forever.

Juan José Santana Villacís

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Tais Ivis Roche Valenzuela

DEDICATION

To my little sister "Ari," the holiest and beautiful person, who has always supported me and inspired me with love, affection, and care.

To my stepfather, "Vid," who has continuously motivated me to put in the necessary effort to pursue my aspirations and make them a reality.

Finally, I dedicate this work to my sister "Wiwi" for being my finest teacher during this journey and for every smile she gives me, for her unconditional love, and for her wise words of inspiration and motivation that encourage me to work hard and keep going forward despite all the challenges.

Juan Jose Santana Villacís

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Tais Ivis Roche Valenzuela



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ABSTRACT

Listening skill is a basis to develop various abilities such as: vocabulary increase, listening comprehension, and even self-reliance. This research is focused on the study of listening comprehension rate and accent in the 8th-grade students at “Unidad Educativa Santo Domingo de Guzmán”. This study is done to provide an analysis that determines the listening problems students face when performing listening activities. The detected failures are: the low English level that students present, the high difficulty level presented in the English textbook, the British accent used in the recordings from the textbook, the speaker’s speed rate, and the poor use of English laboratories to practice listening skills. Finally, it was proposed that 8th-grade students at "Unidad Educativa Santo Domingo de Guzmán" do listening activities that have been adapted from the textbook "Fusion," from the second term of the scholastic year, onto the website "LiveWorksheet" in a qualitative approach since information will be acquired from participants in this research study.

Keywords: Listening, speaker’s speed, LiveWorksheet, adapted activities, British accent.

INTRODUCTION

There are four linguistic abilities in the English language which are reading, writing, listening, and speaking, all of which are constantly in demand. They make up the whole language, and English as a Foreign Language (EFL) learners should master all of them. Sometimes, listening skills are underestimated in classrooms; in fact, some teachers when teaching skip it or don't fully develop the skill. Listening skills could be enhanced by several other sub-skills.

According to Hamouda (2013), listening comprehension is the ability to repeat the text and the understanding of what has been heard, even though the listener may only repeat the noises without truly understanding what has been said. According to Rubin (1995), Listening is the skill that places the most processing demands on EFL students since it requires them to retain material in their short-term memory while also attempting to grasp it. This research would help in fostering listening skills for the 8th-grade students at "Unidad Educativa Santo Domingo de Guzmán". During the English lessons, these learners encounter listening problems on the English textbook that are using right now. It can be difficult for students and teachers to follow the textbook without the necessary language proficiency. According to Yiching (2005), several barriers, such as belief barriers, material barriers, habitual barriers, information processing barriers, English proficiency barriers, strategic barriers, and affective barriers, are what cause problems with listening.

This research study acknowledges this present situation where students struggle with the listening comprehension as a mean for achieving listening activities in the classroom and acquiring the target language.

Improving 8th grade EFL students listening skills at Santo Domingo de Guzman School during the first half of the scholastic year 2022 - 2023

JUSTIFICATION

Listening as one of the fundamental learning skills for students that interprets oral communication has become one of the most, if not the most difficult learning skill in a variety of examinations at an early age level up to an adulthood level. Many people have considered that listening skills are not even worth emphasizing as other skills as this one alone tends to be considered one that will be developed on its own by children growing up. On the other hand, skills such as, grammar, vocabulary and speaking are usually the skills retaining a much broader focus on education. According to Richards, Platt & Platt (2000) and Gilakjani and Ahmadi (2011), listening comprehension is the process of understanding speech and it concentrates on role of linguistic units such as phonemes, words, and grammatical structures and the role of listener's anticipations, the situation and context, previous knowledge, and the subject.

According to Hamouda (2013), EFL learners have crucial problems in listening comprehension because institutions pay attention to grammar, reading, and vocabulary. Listening and speaking skills are not significant parts of many books and teachers do not consider these skills in their classes. Moreover, this will provide them with quality education by remodeling their old methodologies, which for many students have become a difficulty when being evaluated on listening skills. Institutions may use this opportunity to grant students a better methodology not yet applied in other institutions.

This research will help teachers at Santo Domingo de Guzman School to remodel their methodologies and be able to approach students in a much easier way, as this has become a great issue in language arts classes. In addition, it will become a great asset to teachers in the institution to give a thorough understanding as to how listening skills can potentially help students to further up their academic achievements, not only in school but also in their daily school activities.

PROBLEM STATEMENT

“Santo Domingo de Guzmán” 8th grade EFL students have presented difficulties at the moment of understanding and completing listening activities. One of the causes might be that they have not enough vocabulary knowledge, exercises that are not according to their English level, speaking speed rate or content within audios while performing their listening activities in language arts classes. This problem has become an issue not only for students but for English teachers when assigning in-class activities or homework, demanding students to put greater effort into their listening assignments as such causing them a great deal of frustration at the moment of performing their listening activities.

RESEARCH QUESTIONS

- What problems do 8th grade students at “Santo Domingo de Guzman” face when performing listening activities?
- How can apps or websites improve listening comprehension in 8th grade EFL students at “Santo Domingo de Guzman” school?

GENERAL OBJECTIVE

To analyze the listening issues students of 8th grade at Santo Domingo de Guzman face while performing activities from the textbook used.

Specific objectives

1. To test 8th-grade students listening skills using the textbook exercises provided by the institution.
2. To analyze the difficulties that students may experience during the pre-listening and while-listening.
3. To propose adapted listening exercises using the audios of the textbook ‘Fusion’ from Oxford University Press.

CHAPTER I

THEORETICAL FRAMEWORK

Listening

Brown (1977) mentioned that there has been a revolution in English education. It was still true in the early 1970s that spoken language was inferior to written language. Today, everyone agrees on the significance of teaching the spoken language. It is now widely accepted that anyone learning a foreign language must be able to speak it, even though their primary need for it may still be to read or to write it. This is because spoken language materials require a great deal of energy and creativity, and it is often assumed that anyone learning a foreign language must be able to use it for talking. This shift has made it so that issues with comprehending a foreign language when spoken have gained more attention in both teaching and study. We now have a much better understanding of the comprehension processes, and there are many courses available that purport to teach listening comprehension. There are also numerous books and conferences that purport to instruct teachers on how to enhance their students' listening comprehension performance.

Learners should first learn to comprehend the spoken language they hear if they wish to learn to speak. If language learners wish to interact with native speakers, they need first to learn to comprehend the core idea of what native speakers are telling in real language circumstances. Therefore, listening is crucial, and both teachers and students need to pay attention to it in order to achieve their communication goals. Because it provides input for students and plays a significant part in the expansion of students' language knowledge, listening is crucial for language learning (Rost, 1994).

According to Kurita (2012), teachers may need to modify their listening exercises to make them more effective because students may find it challenging to master listening comprehension skills. To succeed in language acquisition and increase their intelligible input, learners need to develop their listening comprehension skills. Students are driven to have access to spoken English, such as interactions with native speakers, because doing so can boost their confidence in their ability to understand what they are hearing.

Despite the fact that many EFL programs have long neglected to teach listening comprehension (Mendelsohn, 1994; Gilakjani and Ahmadi, 2011), listening

comprehension instruction is now regarded as being much more crucial in both SLA research and EFL classrooms.

According to Nunan (1998, referenced by Gilakjani & Ahmadi, 2011), listening involves an active process of decoding and inferring meaning from both verbal and non-verbal cues. There was a review of significant listening comprehension difficulties. The researcher defines the terms "listening" and "listening comprehension," discusses the various steps involved in the process, elaborates on the role of teachers in teaching listening comprehension, and reviews teaching guidelines.

The skills involved in listening include auditory discrimination, aural grammar, information selection, memory, and connection between sound and meaning (Morley, 1972 as cited by Gilakjani & Sabouri, 2016).

According to Rost (2009), hearing requires active mental processing. It aids with our comprehension of the world around us and is a component of effective communication (as cited by Gilakjani & Sabouri, 2016).

Gilakjani and Ahmadi (2011), mention that active participation, effort, and practice are required for listening to encompass hearing for ideas, feelings, and intentions.

According to Ahmadi (2016), when learning and using a second language, comprehension of the spoken language is crucial. It is a prerequisite for activities involving real conversation in the classroom. Oral communication between native and non-native speakers is facilitated by this ability. Learners can develop their listening comprehension skills through instruction and practice. Making listening comprehension a crucial part of the teaching process is one way that language teachers can help their students who need to improve their listening comprehension skills. The researcher argued that extensive listening practice in the target language is necessary for learners who want to advance their listening abilities. According to a review of the research, teachers should give students the right resources and activities so they may practice understanding English language. Teachers should provide students with the chance to hear native speakers speak, and they should choose listening materials written by non-native speakers so that students can practice their listening skills and avoid being dissatisfied. Teachers can use texts spoken by native speakers as teaching

resources and exercises once students have honed their listening abilities to a certain level. Appropriate listening comprehension instruction can reduce listening anxiety and give students a solid foundation for becoming autonomous learners who can successfully use listening as a learning tool.

Listening Comprehension

The term "listening comprehension" has several different meanings. Understanding spoken language involves several different processes, including listening comprehension. Understanding speech sounds, specific word meanings, and sentence structure are a few examples of these (Nadig, 2013 as cited by Gilakjani & Sabouri, 2016). According to Hamouda (2013), listening comprehension is the ability to repeat the text and the understanding of what has been heard, even though the listener may only repeat the noises without truly understanding what has been said.

According to O'Malley, Chamot, and Kupper (1989, as cited in Pourhossein Gilakjani & Ahmadi, 2011), listening comprehension is an active process in which the listener generates meaning while relying on multiple strategic resources to complete the task requirement.

There are four parts to listening comprehension says Chastain (1988). The first is the capacity for differentiating between every sound, intonation pattern, and voice quality in the second language and those of the same sounds in the native tongue. The second is comprehending an individual speaker's entire message. According to Rivers (1981), understanding spoken messages depends on understanding semantic meaning, moving from what is understood in the sound sequence in relation to syntax knowledge only when the meaning cannot be understood.

The third skill is the capacity to retain the message in the auditory memory until it can be processed. Teachers need to be aware that students should hear as much language as possible to improve their auditory memory. This means that the majority of class time should be spent using the language that is being taught. The content's level of complexity and presentation pace must be tailored to the audience. Auditory memory is boosted by understandable language activities. The idea of improvement is key in this context. Sentences should gradually become more complex as they progress

from simpler to more complex ones. Based on how well the students can understand, the delivery pace should be increased (Chastain, 1988).

Speech reception at the levels of syntax, lexicon, pragmatics, and discourse is known as comprehension. Therefore, comprehension is the final element. It requires a variety of actions. Contextualization is the first stage. Real language takes place within a communicative framework, and in order to duplicate the speaker's message, the listener must be aware of this context. The second stage is to activate relevant prior information and make use of it to anticipate any potential thoughts the communication may include. Predicting the message's overall substance is the third phase. In order to listen well, one must look forward in expectation of what will happen next. Instead of attempting an unexpected and instantaneous interpretation, they are reviewing the material they have already received (Kaspar, 1984).

The fourth stage is to sample the key meaning-bearing elements of the content. It takes more effort on the part of the listener to comprehend content about unknown subjects, and as a result, they depend more on language cues to make up for their lack of prior knowledge. The last stage is to use the samples to validate or disprove the earlier predictions. The samples are accepted as accurate when they match the listeners' expectations. When the samples fall short of their expectations, they should reevaluate either their expectations or the content in order to make the message meaningful (Kaspar, 1984).

Morley and Lawrence (1971) assert that there are general guidelines for instructing listening comprehension. They are as follows:

1. Lessons on listening comprehension should have defined objectives that are well-stated.
2. Careful step-by-step preparation should be used when creating listening comprehension classes. This implies that learners are given instructions on "what to listen for, where to listen, when to listen, and how to listen," as well as a progression from simple to more complicated listening exercises.
3. The format of the listening comprehension exercise should require active, obvious student participation. In other words, the most outspoken student

- participant inserts his written response to the listening comprehension content, and quick feedback on performance keeps students interested and motivated.
4. Lessons in listening comprehension should emphasize the importance of communication in developing concentration. The lesson ought to emphasize the need for this. This is accomplished by presenting the writing assignment to the students prior to their listening to the lesson.
 5. Conscious memory training should be emphasized in listening comprehension lessons. Enhancing learners' instant recall in order to lengthen their memories is one of listening's goals. There is no way to separate hearing, thinking, and remembering because listening is receiving, receiving is thinking, and thinking requires memory.
 6. Lessons on listening comprehension should "teach" rather than "test." It implies that the purpose of reviewing the students' responses should solely be seen as feedback, a technique to help the students understand how they performed and how they are developing. There shouldn't be a pass/fail mentality when it comes to exercise modification.

Listening skills

As reported by Wah (2019), listening is a crucial skill for anyone learning English since, in verbal communication, understanding the speaker's words and responding appropriately are essential. Additionally, everyone wants to be able to grasp what English speakers are saying at a normal pace. Everyone wants to be able to comprehend English-language movies, TV shows, music, and announcements. In other words, studying English enables you to communicate in your everyday life. However, for the students to perfect, listening is a very demanding and difficult talent.

Researchers have discovered that in order to comprehend aural information, students must employ effective learning strategies and skills. These methods are often created to aid students in various academic disciplines. According to some, employing instructional approaches is one of the best ways to help students who are having some learning issues, and strategy training is a good option and frequently essential to students' success. EFL students are aware of the various listening aids available for improving their listening skills and teachers should motivate them to practice utilizing the techniques taught in the class. (Beckman, 2002; Reid & Lienemann, 2006).

Wah (2006) claims that listening is one of the four abilities necessary for acquiring a language, along with speaking, reading, and writing. Although input (hearing and reading) alone is not adequate for acquisition, input is unquestionably crucial for EFL learning. Wah says that listening to numerous spoken words in daily life; conversations can only take place when one can understand what the conversation partner says. Despite years of listening classes, it is still found that some students' listening skills are lacking. Although these four skills are the least taught in the classroom, listening is the most crucial and fundamental of them all. In general, students' poor attention spans and time constraints cause them to develop these skills later than expected.

Baker and Brown (1984) identified that learners can encounter a variety of obstacles when learning English, just as they do when learning their native tongue. Diverse learning techniques and strategies will help learners. The students will learn how and when to employ learning methods to address their language challenges after making practice and use of them. The correct supervision should be offered to the pupils in order to help them enhance their listening skills.

According to Rubin (1995), listening is the skill that places the most processing demands on EFL students since it requires them to retain material in their short-term memory while also attempting to grasp it. Additionally, as she adds, "Whereas learners can review the content at their leisure when reading, they typically don't have the opportunity to do so when listening."

O'Malley, Chamot, and Kupper (1989) asserted that "listening comprehension is an active and intentional process in which the listener generates meaning by using clues from contextual information and from current knowledge." It is obvious that we are unable to see or watch how people listen. Understanding the listening process, however, can encourage us to reevaluate our listening instruction strategies. Bottom-up and top-down processing are two essential elements for elucidating the listening process in this context. Bottom-up and top-down processing are two different types of processes that are used actively during listening to generate meaning. Richards (1990) identified these two as follows:

1. Bottom-up processing: This technique aids students in understanding text by enabling them to identify lexical and phonetic aspects. Bottom-up exercises are very helpful for children who need to broaden their language repertoire since they directly address language forms at the word and sentence levels. The speed and accuracy of perceiving and processing aural input will improve as they become more aware of the linguistic aspects of the input. Students could be asked to identify grammatical forms and functions, discern particular sounds, word borders, and stressed syllables, recognize contractions and related speech, and recognize linking words in order to develop bottom-up processing.

2. Top-down processing: Using the information offered by sounds and words, top-down processing constructs the meaning of a listening text using prior knowledge and experience. The listener uses her understanding of the text's topic, speakers, and setting, as well as matching it to the aural input, to determine the meaning of a text. The following are examples of top-down listening techniques: listening for the gist, key ideas, topic, and setting of the text; listening for specific information; sequencing the material; and making predictions, educated guesses, and inferences.

Listening (Types and strategies)

Wah (2019) identifies seven primary categories of listening. They are selective, intensive, interactive, discriminative, comprehensive, critical and appreciative listening. Every category aid learners in developing a variety of abilities and methods.

- 1. Selective listening** refers to providing information to activities that encourage students to extract particular information from texts, even when the texts themselves are well beyond the students' current linguistic and subject-matter proficiency.
- 2. Intensive listening** is the formal input to activities that tries to draw learners' attention to linguistic elements once text meaning has been developed for a particular piece of content.
- 3. Interactive listening** refers to formulating suitable responses and focuses on assisting listeners in becoming aware of cultural variations in listener feedback

techniques as well as possibilities for offering such feedback. The effectiveness and comfort of the learners' participation in group discourses can be improved by their awareness of the options and tactics available to listeners.

4. **Discriminative listening** is the cornerstone of all other listening behaviors and denotes how to recognize auditory and visual messages by using distinguishing behaviors.
5. **Listening for comprehension:** This is important for understanding what is being said while avoiding passing judgment on the message and by putting the speaker's meaning first rather than one's own.
6. **Critical listening** is defined as evaluating what is being said, differentiating from irrelevant information, and understanding the information in order to make a decision about the message and accept or reject convincing arguments.
7. **Appreciative listening** aims to make the subject enjoyable or provide the listener with a sensory sensation from the content.

According to Vandergrift (2003), listening is essential for language learning. The aural input that forms the foundation for language learning and enables learners to communicate in spoken language is provided by listening. Learners are guided by instructors in how to modify their listening style to deal with a variety of circumstances, input types, and listening goals. The following categories can be used to classify strategies: cognitive, metacognitive, and socio-affective.

Cognitive Strategies

Learners utilize cognitive strategies, or problem-solving procedures, to manage learning problems and speed up the acquisition of knowledge or skills (Derry & Murphy, 1986). According to Brown and Palincsar (1982; O'Malley and Chamot (1990), cognitive strategies are connected to a learning task and entail direct manipulation or transformation of the learning contents. Cognitive techniques are used

by language learners to aid in the processing, storing, and recalling of new knowledge. Four cognitive techniques will be examined in detail, as follows:

The first cognitive strategy is employed when listeners attempt to understand the input task rather than using translation. Thus, this tactic draws the listener's focus on the meaning and organization of the target language.

The second cognitive strategy is concentrating on the keywords to comprehend the new words. The listener gives sentences meaning by applying what he or she knows about the words in the target language. This tactic is particularly helpful, especially for novice listeners who rely on a limited vocabulary to develop comprehension.

The third cognitive strategy relies on the main idea in order to understand the entire text. The topic is located initially using this technique, and the details are located subsequently. Skimming is one of the tactics used in this strategy. This method helps the learner quickly identify the key idea and comprehend the aural language input. Guessing the meaning based on any cues is the fourth cognitive technique (contextual or linguistic). When they do not understand all the words or the sentence's general meaning, listeners utilize this technique. This technique is used by both native and non-native speakers when they have not listened carefully enough or whenever the meaning is unclear.

Metacognitive Strategies

Planning, observing, evaluating, and adapting their learning are all examples of management practices known as metacognitive strategies (Rubin, 1987). For instance, when using metacognitive planning strategies, listeners can specify the goals of a planned listening activity and pay attention to certain linguistic cues or contextual information that would help them understand the aural input.

Oxford (1990) asserts that the intentional application of metacognitive strategies aids students in regaining focus after being disoriented. Despite the significance of self-monitoring and self-evaluation, learners do not employ metacognitive methods very frequently. Baker and Brown (1984) distinguished between knowledge of cognition (sometimes known as "knowing what") and management of cognition as two categories of metacognitive abilities (i.e., knowing

how). The first type focuses on the students' knowledge of what is happening, whereas the second type discusses what students should do in order to listen successfully.

According to empirical research, the employment of metacognitive methods distinguishes highly experienced EFL listeners from those who are less proficient (Bacon, 1992; Goh, 1998, 2000; O'Malley & Chamot, 1990; Vandergrift, 1998, 2003). O'Malley et al. (1989) found that good listeners utilize more repair mechanisms to bring their focus on the task when there is a cognitive breakdown, but less talented listeners give up and quit listening. According to Vandergrift's findings from 2003, more adept listeners employed twice as many metacognitive techniques as their less adept peers. By keeping their attention on what the speaker is saying, listeners can concentrate on the speaker's message without being distracted by other distractions.

This strategy is especially helpful when engaging in class, watching TV, listening to the radio, or conversing with others. Making an informed choice about what to focus on in advance is the second metacognitive technique. Selective attention is a strategy used by listeners to speed up the comprehension process. To understand spoken language with various accents, some listeners, for instance, opt to concentrate on pronunciation and accents. However, paying too much attention to accents might hinder comprehension because it can be a diversion and induce misinterpretation.

Socio-affective Strategies

Socio-affective methods are the last group of strategies, and they comprise initiatives to foster a positive emotional reaction and attitude toward language learning (Chamot & O'Malley, 1987). Socio-affective strategies are the methods that listeners use to cooperate with others, confirm understanding, or lessen anxiety, according to Vandergrift (2003). Gardner and Mac Intyre (1992, 1993) argue that affective strategies used to influence learning experiences are critical because the learning context and learners' social-psychological aspects (i.e., how learners feel about learning) are inextricably linked.

According to Aneiro's (1989) research, utilizing emotive methods may help to improve and facilitate listening because there is a significant association between low anxiety and high listening performance. O'Malley and Chamot (1987) discovered that among the four management techniques, the social and emotional strategies in

listening comprehension, as well as the cognitive and social strategies, had an immediate impact on the learning context.

The Importance of Listening Skills

In people's daily interactions, listening is crucial to communication. It is the medium via which people acquire a significant percentage of their education, information, understanding of the world and human affairs, ideals, and sense of values, according to Guo and Wills (2006). (p. 3). Mendelson (1994) noted that speaking accounts for 25 to 30 percent of communication time, reading for 11 to 16 percent, and writing for roughly 9 percent (p. 9). According to Peterson (2001), who emphasizes the value of listening in language learning, "no other sort of language input is as straightforward to assimilate as spoken language, received through listening. Through listening, students can develop an understanding of how different linguistic systems interact, laying the groundwork for more fluid and productive language use (p. 87).

Listening is essential not only in everyday life but also in the classroom. One only becomes aware of the incredible feats of listening performed when one is in an unusual listening situation, like listening to a language in which one is not fluent, according to Anderson and Lynch (2003). (p. 3). Most people mistakenly believe that speaking and writing in a second language proves that they are fluent in that language; nevertheless, successful communication is impossible without good listening abilities. In other words, hearing is a fundamental ability in language learning, and students will spend more than half of their time using a foreign language for functional purposes (Nunan, 1998). According to Rost (1994), listening is crucial in language instruction for the reasons listed below:

1. Listening is important in language classes because it gives students input. Any learning cannot start if the information is not understood at the proper level.
2. Spoken language gives the student a way to interact, because comprehension requires interaction between students. It's imperative to have access to language speakers. Furthermore, the inability of language learners to comprehend what they hear encourages interaction and learning rather than acting as a barrier.
3. Understanding language as native speakers presents a difficulty for the learner.

4. Listening activities give teachers a way to alert students to new linguistic forms (Vocabulary, grammar, and interaction patterns) (p. 141-142).

In conclusion, listening is critical for maintaining successful communication and plays a significant role in both daily life and academic settings. According to Anderson and Lynch (2003), who emphasize the value of listening, speaking and listening abilities are equally vital because people cannot interact face-to-face without both types of skills being acquired. Because listening allows students to receive information and gain understanding, listening skills are crucial for learning. (Wallace, Stariha & Walberg, 2004)

Problems presented with listening skills

Listening is one of the most important components of learning and teaching English. Learners need to devise certain strategies, such as taking notes while listening, practicing, or having techniques for feeling comfortable while listening, in order to be successful at the skill. According to Kurita (2012), learners can successfully listen if they establish their own listening strategies. According to Vandergrift (2004), students should develop their listening skills so they can better listen when they are learning. According to Yagang (1993), listening is influenced by four factors: the message, the speaker, the listener, and the physical environment. Because there are so many variables that can readily affect listening skills, it can be challenging to identify whether there is a listening issue.

Without a question, learning a second language requires the ability to listen. The issues with listening have just recently begun to be looked at, despite the fact that they are very important. Identifying listening issues in a second language is the first step to successful listening. Researchers in this field have discovered several common listening issues in ELT, and we can see how they have been grouped when we look at them. It is crucial to recognize the issues that students face and to find solutions to those issues. The most frequent listening issues students encounter, according to Goh (1999), are forgetting what they hear quickly, not understanding the words they know, understanding the message but not the intended message, neglecting the next part while pondering the meaning, and being unable to mentally represent what they hear. In addition, Goh underlines the difficulty with concentration and missing the start of

the text. Goh also advises conducting additional research on how students view and approach their listening difficulties.

According to Underwood (1989), the main issues are as follows: difficulty to manage speaker speed, difficulty to manage speaker accent, ability to get things repeated, listener's limited vocabulary, inability to pick up on "signals," issues with interpretation, inability to focus, and established learning habits.

Field (2003) stressed the following listening issues: Students understand the word, but they use it incorrectly. They were misled by a word's phonological change. (Reduction, amalgamation, omission, cliticization, and re-syllabification). Students are familiar with the word in written form, but not in conversational form. Students find it challenging to understand a word from a dialogue or other associated speech.

However, Chen (2005) believes that several barriers, such as belief barriers, material barriers, habitual barriers, information processing barriers, English proficiency barriers, strategic barriers, and affective barriers, are what cause problems with listening. He discusses forgetting to use strategies, thinking of techniques as additional burdens on information processing, being troubled by how complex strategies are, having difficulties carrying out the right strategies, and even not being able to understand the material after using strategies.

More information on psychological impediments to listening, the significance of speech rate in listening, and taking pauses throughout a lengthy listening activity is provided by Yousif (2006). He contends that instructors ought to pay more attention to the listening issues of their students and modify their actions accordingly.

Kurita (2012) offers various listening recommendations for both experienced and novice students. She recommends dictation, particularly for young students, and believes that listening skills for both students can be greatly improved by minimizing anxiety.

The use of apps and websites in listening practice

According to Trinder (2017), technology is viewed as a significant feature in today's second and foreign language pedagogies. Recent empirical research has mostly reported on the use of technology in education, particularly in language learning. The

quick growth of technology has drawn academics to examine its use in pedagogical settings in greater detail. Recently, networks like Facebook, YouTube, WhatsApp, and Vlogs have been incorporated in language schools. These days, using such technology might help students' language learning activities be better facilitated.

The most contemporary technology could be utilized to assist students in receiving an adequate exposure to input in the target language, particularly in the context of second and foreign language learning where exposure to both oral and written input is crucial for the students' L2 growth.

Smith (2016) stated that they can practice, for instance, by watching captioned movies, listening to podcasts, reading e-books, or reading digital stories. The sources of language input are now readily available and abundant on online platforms, even for those who live a long way from the target-language population. Through social media sites, several activities might also be done outside of class. Thus, there are at least two ways that modern technology may be able to help students acquire L2s: by offering a wealth of resources and encouraging connection outside the classroom. Students are not only not restricted to the formal schedule in the classroom but can also learn collaboratively at their convenience.

According to Borekci (2019), extended listening is one of the worthwhile language learning practices that may be done conveniently outside of class. L2 students in EL spend a lot of time listening to entertaining listening materials. But in addition to being entertaining and interesting, practicing EL offers individuals a wealth of advantages. If students can do it consistently, EL can assist them in expanding their L2 vocabulary and advancing their L2 proficiency. Students should at least consistently listen to things that are easy to understand in order to create comprehensive listening conditions. They are free to listen to any engaging content they like. It is also possible to apply a range of activities by fusing listening with reading or seeing. The most crucial factor is that students listen to content that is appropriate for their level of skill in order for them to fully comprehend it. Students do not need to worry about finding interesting and understandable EL materials in the modern internet era because there are a variety of listening resources available.

The use of modern technologies to support students' EL practice has been investigated in emerging studies. Some electronic tools, like podcasts and cell phones, are considered as having the potential to be used for EL outside the classroom. Podcasts give students the ability to control their listening through the pause and repeat features in addition to assisting them in choosing their own EL materials. When listening to podcasts, we can listen again if necessary to fully comprehend the topic. In addition to podcasts, mobile phones are also advised because they are convenient for students to use whenever and wherever they wish. But as Reinders and Cho (2010) pointed out, not all kids have access to mobile devices, so we need to be aware of this.

The majority of EFL teachers choose YouTube as a suggested platform, despite the fact that their preferences for resources for accessing EL materials vary depending on the subject. They both agree that the best EL apps and websites are ones that give us access to appropriate listening materials on a wide range of subjects. When choosing the finest platforms to employ, accessibility becomes a crucial factor as well. We can use social media platforms, which are generally accessible, practical, and furnished with a variety of assisting features, to facilitate interaction outside of the classroom. Despite the need for refinement, a platform like LiveWorksheet can be a good choice, as the majority of EFL teachers find it to be (Kabooha & Elyas, 2018).

Common apps and/or websites used for listening

The Covid-19 epidemic has had an impact on developments in all facets of society, particularly in the global school system. Learning continues as usual throughout this pandemic, but in a different setting and with various resources available. The idea behind this at-home learning activity is to give students access to resources and learning materials without having to worry about time or space limits. This at-home learning activity is anticipated to enhance learning activities with spatial constraints and streamline the distribution of learning materials to students. Changes in the way that learning is implemented—from face-to-face instruction at school to online instruction—are made at home. The ability of teachers and students to conduct learning from home is one of the difficulties presented by the flexibility of online learning in this constrained setting. According to Gusty (2020), the infrastructure and facilities that schools and students aren't ready to promptly and accurately carry out online learning.

However, a key element in the effectiveness of online learning during the Covid-19 pandemic is the community's patience, from professors to students (Arief, 2020). Additionally, online education must consider how students' psychological health is affected by studying at home. To execute learning objectives in this situation, the teacher must be able to effectively control each learning component. Additional issues with online learning include network limitations, the accessibility of devices, and the present level of technological proficiency. Along with original and inventive mediums and procedures. It is employed to assess students' comprehension of the subject matter and gauge learning results.

According to Listiyaningsih (2017), listening is a skill that must be learned in order to learn a language since it allows the listener to effectively catch and process speech. When listening, one must be able to differentiate between sounds, comprehend vocabulary and grammar, evaluate intonation and meaning, keep everything in mind at once, and adjust to the sociocultural context of the expressions heard (Vandergrift, 2012). So that students can listen and understand properly, it is necessary to teach listening skills using practical tactics and procedures. Today's online learning needs to be supported by the use of technology. According to experts in educational technology, it is essential to stress the use of technology because it is a tool that can be used to create meaningful experiences in the teaching and learning process. This is because technology is a tool that can be used to assess and test learning outcomes critically and have a high degree of critique (Fournier, 2011). A video is a technology that is frequently used for online learning since it makes it simple for students to understand the information being provided.

Using LiveWorksheet for listening practice

Hubbard (2010) offered the participants a listening training course that comprised group instruction, discussions of the use of tools and techniques, and stages for success. This is done in order to effectively accomplish specific learning objectives and goals. It is easier for students and teachers when online technology systems are integrated into the environment, especially for parents who are less inclined to collaborate, help, trade information, or assess student performance in online learning. Therefore, in this era of online learning, technological advancements and originality are required, such as programs and platforms that can pique students' interest in the

learning process. A live worksheet is one of the platforms used for junior high school pupils with this type of learning methodology. This school's students lack listening skills, so they require an engaging medium to motivate their listening skills. Liveworksheet is a web-based platform that offers an alternative medium for delivering material in the form of live worksheets that can be accessed and responded to by students online.

On this platform, learning is delivered via distributing content in the form of tutorial videos and homework. The collection of tasks can be completed on the same day if there are no impediments, or on a different day after comprehending the instructional video that has been supplied. Students can quickly re-access it the next day if they require it or are having trouble understanding it. It has also changed one's perspective from using conventional spreadsheets that must be printed and created offline to spreadsheets that students can work on online without having to print, while still providing an attractive display and a variety of activities that can be accessed without time restrictions.

Because of the delivery method and media employed at this school, which are still unproven by the low listening scores, listening skills are in poor condition. As a result, pupils require media that piques their interest in learning. In order to educate listening, the author mostly uses audiovisual and video content on the live worksheet platform.

The use of appropriate technology in its delivery can aid students who are learning at home. Technology is a tool that can be employed to develop memorable teaching and learning experiences. According to Flipped, one technology that can be utilized is the Liveworksheet platform (2021). Students frequently eagerly respond to questions on LiveWorksheets on well-known subjects like characterizing someone or recalling their most memorable experience, which is another indication of this. In particular, if students do not comprehend the lesson, they can view the learning videos that are part of the platform again at any time.

According to Saleh (2020), the findings of various studies demonstrated that teachers used live worksheets more frequently than other digital tools like Google Forms, Zoom, Google Meet, Kahoot, and others. According to researchers, online

learning tools like LiveWorksheet offer efficient instruction that is comparable to that found in traditional classrooms. Students can benefit by being given the correct topic, having a realistic learning scenario, understanding the direction of the learning objectives, and being well-prepared. This is demonstrated by the fact that students frequently reply excitedly to questions on LiveWorksheets that are based on well-known subjects, such as describing someone or recalling a great experience.

The LiveWorksheet platform is used as an assessment tool for assessing students' readiness to engage with and learn from the LiveWorksheet, according to the research findings of Mukti (2021). The character attributes of each student can be molded and established in this online school. Because students want to learn independently of outside influences and pressure, this study does not reflect the fear of making mistakes. The effectiveness of encouraging students' communication abilities and, ultimately, their second language proficiency, has also been demonstrated in all areas. One contributing component, nevertheless, is more important than the others. Numerous reasons have also been proposed as ways to lower students' nervousness and boost their self-assurance.

CHAPTER II

METHODOLOGY

Antecedents

This investigation is being conducted at the Unidad Educativa Particular Bilingüe "Santo Domingo de Guzmán," which is located at Calle 5ta. No. 608 y Las Monjas, Guayaquil, Ecuador.

This is a private school with 1.446 students; it is a school exclusively for girls and only runs in the morning. Students attend fifteen hours of English instruction per

week. The 8th grade has only 4 teachers. There are usually from 30 to 35 students in each course.

The textbook currently used is Fusion level 2 which corresponds to intermediate level. Fusion 2 is a textbook published by Oxford University Press. It consists of 12 units, and each one guarantees that students have 21st-century skills and cultural awareness. Additionally, each unit concludes with a project and includes a dictionary of terms and a list of terms and phrases connected to its subject matter. The student's book and the workbook are combined into a single volume and are both available online.

Methodology design

This study was carried out, using action research as a methodology. Action research is any systematic investigation carried out by educators, directors, advisors, or others with a stake in the teaching-learning process with the aim of learning more about how particular schools run, how they teach, and how their students learn, according to Mills (2011) and quoted by Craig Mertler (2017).

It must be made clear that the main objective of this study is to analyze the listening issues students of 8th-grade at Santo Domingo de Guzman face while performing activities from the textbook used.

The paradigm for the problem analysis will be a mixed method approach since we are using a test and an open interview. As a result, the outcome of the given test in class to the 8th graders was quantitative and the outcome of the five open-ended questions given to the teachers was qualitative.

In a mixed-method study, the researcher uses both qualitative and quantitative data gathering and analysis techniques in a single investigation. This kind of research helps a policy researcher to both qualitatively comprehend and quantitatively and graphically and statistically describe complicated processes. According to Rossman and Wilson (1991), a multimethod approach to policy research has the capacity to explain the complex phenomena of our social environment by viewing it through numerous lenses and employing eclectic approaches that better react to the multiple stakeholders of policy concerns than a single method or approach to research.

When conducting a study using mixed methods, quantitative and/or qualitative data are collected simultaneously or sequentially, and only the information is incorporated at one or more stages of the research process (Teddlie & Tashakkori, 2003). Example: A survey that is completed online primarily consists of closed-ended questions (i.e., participants are asked to rate statements on a 5-point Likert scale), but it also contains some sections where participants can type their own comments to elaborate on any answers to the closed-ended questions.

Morse, J.M. (2009) defines mixed method research as a methodical approach to using two or more research approaches to address a single research question. It may involve utilizing two (or more) qualitative or quantitative methods, or it may combine the use of both. The latter pairing of qualitative and quantitative techniques is the most challenging since combining paradigms requires the application of opposing presumptions and investigative guidelines by the researcher. The objective is to maintain as much validity as possible while following the norms built into each paradigm. The key is to be aware of the rules of inquiry that may or may not be violated or compromised, to anticipate the consequences of doing so, and to be aware of solutions.

Participants

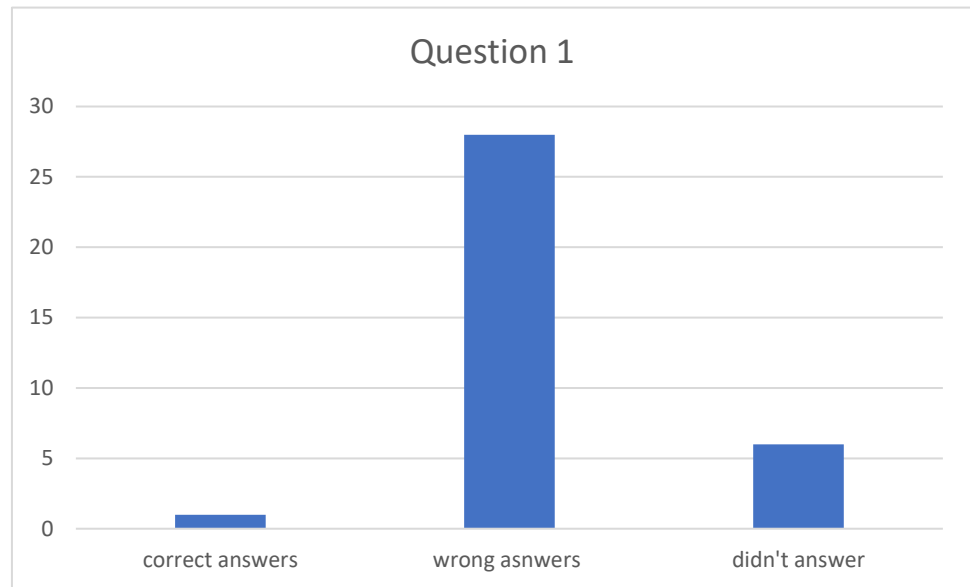
The participants that are involved in this study are 8th-grade students and two English teachers from ‘Santo Domingo de Guzmán’ school. The group of students is made up of 35 girls from 12 to 13 years old approximately who receive 14 hours of English per week.

Data gathering instruments

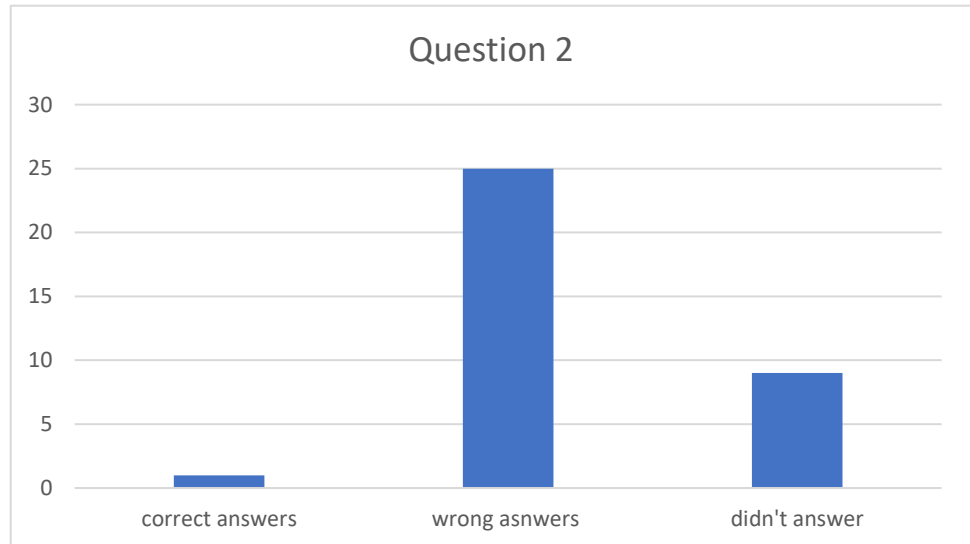
The instruments used for this study are a listening test taken from the textbook Fusion 2 (2021) in order to discover the problems 8th-grade students, face when doing listening activities, The teacher’s interview script has five questions created by the authors and validated by two teachers from the School of Pedagogy of National and Foreign Languages - English from the Catholic University.

CHAPTER III
DATA ANALYSIS

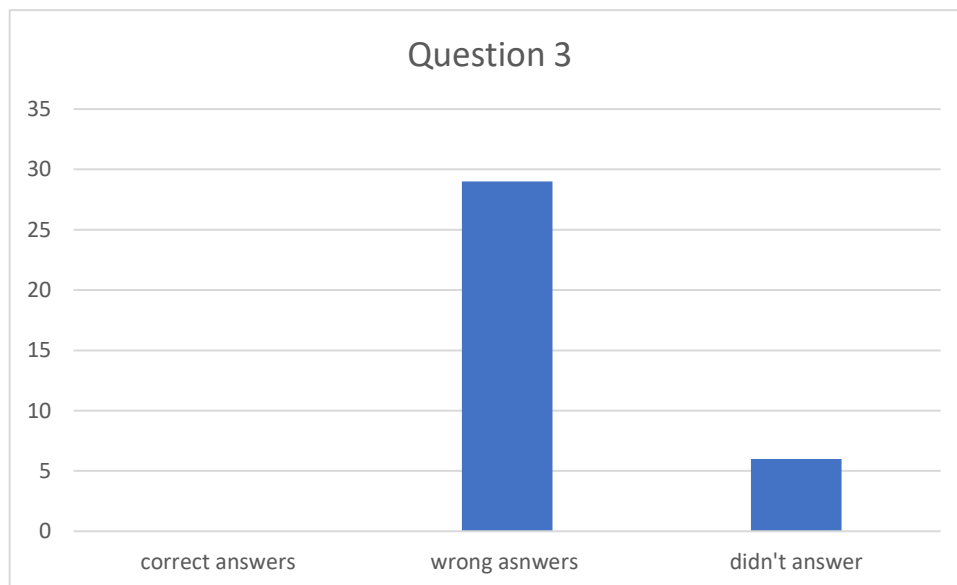
Bar graphs description



According to this graph from the total number of 35 students, two of them answered the first question correctly, while twenty-eight students answered it wrong and six of them didn't answer.



In the second graph which correspond to the second question, just one student answered it correctly, while twenty-five answered it wrong and nine students left the question in blank.



According to this graph which belongs to the last question, none of the students answered it correctly, while twenty-nine wrote wrong answers and six of them preferred not to answer this question.

Analysis of test results

For describing the listening problems, the following test was applied. This test has three sections which included open-ended questions and filling the gaps. Before starting the test, the teacher explained to the students that they will carry out some listening exercises to find out their skill level. They were reminded that this test will not affect their grades and to answer it as honestly as possible. When the students received the test, the teacher gave them a few minutes to read and clearly understand the questions before playing the audio recording. After some minutes, the learners expressed that they were ready to take the test. The students were communicated that the audios would be played twice, and they agreed to it. When students were performing the test there was a lot of noise outside the classroom, but they said that they could hear well. While they were completing the exercises, they looked unsure about their answers and started erasing them many times. As a result, the students were not able to catch up with the audio recording hence, missing valuable information for the following exercises that were coming along.

In the first and second sections of the test, it was noticed that the problem was not only understanding the audios but the questions the students had to answer. As a

result, they completed the sentences with only few words or phrases, which was incorrect as they did not understand that they had to answer the questions in full sentences. Twenty-five answers were not written fully. This situation is related to what Goh (1999) said about students forgetting what they hear quickly, not understanding the words they know, understanding the message but not the intended message, neglecting the next part while pondering the meaning, and being unable to mentally represent what they hear.

In the last section, which was a dictation, the students had to listen and write five sentences in provided gaps, as the students listened, they had to put the sentences in the correct place in the dialogue. As a result, all the students did not understand the instructions and copied the sentences in the order they heard them. According to Kurita (2012), learners can successfully listen if they establish their own listening strategies. The students admitted at the end of the test that they could understand the dialogues when they heard the speakers, but they were unsure of how to put it in writing. This fact explains why there were twenty-nine students who made grammatical errors connected to the question as well as unfinished words and sentences in the exercises.

It should be noted that the students do not practice enough English inside and outside of the classroom and this makes it very difficult for them to apply it in listening exercises even less if there are questions involved.

Teachers' interview

1. What are the most common difficulties that 8th-grade students face when doing listening exercises?
2. Do you think the level of the audios used in the listening exercises provided by the textbook you are currently using are challenging for the 8th-grade students? If yes, why? / If not, why not?
3. Have you used apps or websites to reinforce students listening skills? If yes, why? / If not, why not?
4. How useful do you consider listening to exercises through apps or websites would be for 8th-grade students?
5. Apart from the textbook resource platform, would you be open to employ a website that provides adapted listening exercises using the same audios of the textbook? Why? Why not?

Analysis of teachers' interview

For this analysis two teachers were interviewed, and they will be known as teacher A and teacher B.

In the first question, teacher A considers that the most common difficulty when doing listening exercises is the British accent, it is hard for the students to get information or details like easy words or even short phrases. According to Underwood (1989), the main issues are as follows: difficulty to manage speaker speed, difficulty to manage speaker accent, ability to get things repeated, listener's limited vocabulary, inability to pick up on "signals," issues with interpretation, inability to focus, and established learning habits. On the other hand, teacher B thinks that these listening problems come from the primary education or maybe the student's inability to practice this skill every day, which will lead to the main reason as to why they cannot complete the listening exercises.

For question number two, teacher A believes that the level of the audios is challenging not only for the accent but also for the noise around the classroom. This teacher also mentioned the speed of the listening exercises as a reason of students failing in this skill. According to Yousif (2006), more details are needed on psychological barriers to hearing, the importance of speech rate in listening, and pausing frequently during a lengthy listening exercise. However, teacher B just considers that the audios are too challenging for the 8th grade students.

Regarding question number three, teacher A thinks apps and websites are very helpful to create her own resources and, in this way, aid the students to access and listen to the textbook audios as many times as they want. On the other hand, teacher B mentioned that it is not only helpful for 8th-grade students but also with any students at any level, the more they practice the more they learn.

For question number four, teacher A said she uses many websites but the most common one for her to use is LiveWorksheet. The teacher creates her own activities to practice with students some listening exercises from the Cambridge test. Teacher B has used websites too, she is always looking for online materials to reinforce this skill,

and she first provides keywords in the pre-listening activities, so it would be easy to answer any activity.

In question number five, for teacher A it is important to look for student's needs, so she considers it necessary to adapt listening exercises when it has a high degree of difficulty and students would repeat the audios as many times as they need to, if there is a way to slow down the speed rate of the audios, it would be better for students. While teacher B expresses that she is open to accepting recommendations or any innovations since it is helpful to get better results.

CONCLUSIONS

After analyzing the teachers' interview and the listening test provided to the students, it is possible to draw the following conclusions:

- The most frequent problem encountered when performing listening activities is the British accent and the control of the speaker's speed, which makes it challenging for 8th grade students at Santo Domingo de Guzman to understand the content in audios or details like simple words or even short phrases.
- The limited vocabulary that listeners display while participating in listening activities was another issue that was discovered and that students must deal with.
- Some listening activities are not applied in the correct environment, in other words, they are not used at the appropriate classrooms that have less noise around them.
- There are some teachers that do not provide much attention when developing these listening skills since students already come with a very low level of English and don't practice it often.

- Most of the listening activities from the textbook include open-ended questions which makes it difficult to grasp the required information to complete the answers.

RECOMMENDATIONS

- Teachers should record their own voices as this would lessen the difficulty on the listening activities. Teachers should also regulate the speaker's speed.
- When completing listening exercises, teachers should consider the vocabulary's difficulty and offer more manageable words by giving a wide range of vocabulary words in word boxes.
- The school has some well-equipped laboratories where students can be taken to lessen noise from adjacent classes when listening activities are taking place.
- It is suggested that students work on these listening skills every day, or at least for a while each day. For instance, a few minutes per day or a few hours per week.
- Teachers should implement adapted listening activities from the original textbook into the LiveWorksheet. This would make up for many of the weaknesses eighth graders exhibit when engaging in open-ended questions for listening activities.

CHAPTER IV PROPOSAL

Introduction

The difficulty in which listening activities were implemented for students was discovered to be the main teaching challenge once the research was completed. With

this in mind, it is suggested that 8th-grade students at "Santo Domingo de Guzmán School" do listening activities that have been adapted from the textbook "Fusion," units 1 and 2 from the second term of the scholastic year, on the website "LiveWorksheet." Information was gathered based on the listening test that was applied, and it acknowledges the current issues that students exhibit during listening exercises.

General Data				
Project Title:	Improving 8th-grade EFL students listening skills at Santo Domingo de Guzman school during the first half of the scholastic year 2022 - 2023			
Project Team:	Tais Roche, Juan Santana			
Main Objective:	To implement the use of a website for listening exercises by using the textbook "Fusion" from the first two units in the second term of the scholastic year for 8th graders at "Santo Domingo de Guzmán".			
Specific Objectives:	<ol style="list-style-type: none"> 1. To analyze the usefulness of the website Liveworksheet for listening purposes. 2. To select listening exercises provided by the textbook Fusion. 3. To adapt listening exercises taken from the textbook Fusion using the website Liveworksheet. 			
Execution time:	Starting	May 11th	Ending	September 20th
Evaluation time:	Starting		Ending	
Project Description				
This project involves putting various strategies into practice while utilizing tools like LiveWorksheet. In addition to an adapted evaluation that has been specially designed to assess the various listening skills utilized, test and teachers' interviews are used to define the objective and procedure for each strategy.				

Objectives

Execution Matrix						
Objective (number)	Activity	What will be done	What change is expected - Outcomes	Resources	Time	Responsibility


S.O.1	Provide listening exercises using Liveworksheet	The teacher will program the liveworksheet and the students will be able to listen to it and answer the exercises given. LINK TO THE ACTIVITY	Students will understand the listening exercises and they will complete the activities they could repeat the audios many times as well.	LiveWorksheet	10 days	English teachers
S.O.2	Select the listening exercises from the textbook	The teacher will select the audios from units 1 and 2.	Students will practice listening exercises from the textbook	Textbook	3 days	English teachers
S.O.3	Adapt listening exercises taken from the textbook	The teacher will adapt listening exercises. LINK TO THE ACTIVITY	Students will be able to better comprehend the listening exercises such as; multiple choice and match questions,	LiveWorksheet	1 day	English teachers

			filling the blanks and wordbox.			
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Gantt chart

Strategy	Starts	Ends	2022										
			July	August	Sep.	Oct.	Nov						
Design and planning of the proposal	04/07/22	30/08/22	█	█	█								
Listening from the textbook	05/09/22	09/09/22				█							
Listening from the textbook with a low speed	12/09/22	16/09/22				█							
Live Worksheet listening exercises (UK version)	12/09/22	16/09/22				█							
Live Worksheet listening exercises (US version)	19/09/22	23/09/22					█						
Live Worksheet listening exercises (teacher's voice recorder)	26/09/22	30/09/22						█					
Select listening exercises from the textbook	03/10/22	07/10/22							█				
Live Worksheet listening exercises (adapted from the textbook)	10/10/22	14/10/22								█			
Project assessment	17/10/22	21/10/22									█		

Listening test

3  1.17 Listen to four people who found secret notes. What were they doing when they found the notes?

Speaker 1

Speaker 2

Speaker 3

Speaker 4

4  1.17 Listen again and answer the questions.

1 How was speaker 1 feeling before he found the note? Why?

2 How did speaker 2 feel after he found the note?

3 What was the weather like on the day that speaker 3 found her note?

4 What did speaker 4 do with her note? Why?

4  1.21 **Dictation** Listen and write the five sentences you hear. Match the sentences to gaps A–E in the dialogue.

Clerk OK. You're looking for some lost property.

Customer Yes, that's right.

Clerk **A**

Customer It's big, and pretty unusual.

Clerk What's it made of?

Customer **B** But it has a metal handle.

Clerk What color is it?

Customer **C**

Clerk **D**

Customer I don't know. It doesn't have a label on it.

Clerk **E**

Customer Yes! That's it!

Adapted version

Listen and circle then correct answer.

1. before to find the notes, speaker 1 was feeling

a. Worried

b. Nervous

c. Stressful



2. After to find the note, speaker 2 was feeling

a. Better

b. Happy

c. Surprised

3. What was the weather like on the day the speaker 3 found the note?

a. rainy

b. sunny

c. cloudy

4. What did the speaker 4 do with her note?

a. Gave it to the server.

b. kept it in her bag.

Listen again and match.

What were they doing when they found the notes?

- a. The speaker 1 was
- b. The speaker 2 was
- c. The speaker 3 was
- d. The speaker 4 was


- putting sugar in her coffee.
- unpacking the shopping bag.
- having a cup of tea.
- Choosing a DVD at the library.
- Buying a chocolate box at the bus shop.
- Waiting for the bus.

Listen and complete the dialogue



Clerk OK. You're looking for some lost property.
Customer Yes, that's right.
Clerk A
Customer It's big, and pretty unusual.
Clerk What's it made of?
Customer B But it has a metal handle.
Clerk What color is it?
Customer C
Clerk D
Customer I don't know. It doesn't have a label on it.
Clerk E
Customer Yes! That's it!

Unit 1 (original version)

5  1.02 Listen again and answer the questions.

1 What are the students preparing for?

2 What color is Matthew's hair?

3 Who is wearing his dad's clothes? Describe them.

4 Is Sophie dancing?

5 What is Nathan's real hair like?

6 Why isn't Kate in the picture?

Adapted version

Listen to the students for drama club, read carefully and choose the correct answer



1. The students are preparing for

- a. Performing a play
- b. School musical
- c. School festival

2. Matthews has:

- a. Black hair
- b. Red hair
- c. White and black hair

3. Describe the Tom's clothes

- a. Blue soccer socks and soccer shorts, and a red T-shirt.
- b. Blue hat, jacket, and pants.
- c. White t-shirt, baggy pants, and walking stick.

4. Nathan's real hair is

- a. Curly and short hair
- b. Straight hair
- c. Wave and short

5. Katie was no in the picture because

- a. She was sick
- b. She was arriving
- c. She took the picture.



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APPENDICES

Listening tests – Exercises from the textbook.

LISTENING PRACTICE

1.17 Listen to four people who found secret notes. What were they doing when they found the notes?

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4

1.17 Listen again and answer the questions.

1 How was speaker 1 feeling before he found the note? Why?

2 How did speaker 2 feel after he found the note?

3 What was the weather like on the day that speaker 3 found her note?

4 What did speaker 4 do with her note? Why?

1.21 DICTATION Listen and write the five sentences you hear. Match the sentences to gaps A-E in the dialogue.

Clerk OK. You're looking for some lost property.

Customer Yes, that's right.

Clerk A

Customer It's big, and pretty unusual.

Clerk What's it made of?

Customer B But it has a metal handle.

Clerk What color is it?

Customer C

Clerk D

Customer I don't know. It doesn't have a label on it.

Clerk E

Customer Yes! That's it!

LISTENING PRACTICE

1.17 Listen to four people who found secret notes. What were they doing when they found the notes?

- Speaker 1 She is very nervous, and go to the super
Speaker 2 He is going to see a movie
Speaker 3 He feeling so happy in this morning
Speaker 4 She is go this morning to coffee.

1.17 Listen again and answer the questions.

1 How was speaker 1 feeling before he found the note? Why?

She feeling very nervous because she see one a note in her backpack shopping.

2 How did speaker 2 feel after he found the note?

3 What was the weather like on the day that speaker 3 found her note?

4 What did speaker 4 do with her note? Why?

She put the note under to the coffee.

1.21 DICTATION Listen and write the five sentences you hear. Match the sentences to gaps A-E in the dialogue.

Clerk OK. You're looking for some lost property.

Customer Yes, that's right.

Clerk A What

Customer It's big, and pretty unusual.

Clerk What's it made of?

Customer B Is this it? But it has a metal handle.

Clerk What color is it?

Customer C Is right blue

Clerk D

Customer I don't know. It doesn't have a label on it.

Clerk E It's narrow plastic

Customer Yes! That's it!

Teachers' interview questions

1. What are the most common difficulties that 8th grade students face when doing listening exercises?
2. Do you think the level of the audios used in the listening exercises provided by the textbook you are currently using are challenging for the 8th grade students? If yes, why? / If not, why not?
3. Have you used apps or websites to reinforce students listening skills? If yes, why? / If not, why not?
4. How useful do you consider listening to exercises through apps or websites would be for 8th grade students?
5. Apart from the textbook resource platform, would you be open to employ a website that provides adapted listening exercises using the same audios of the textbook? Why? Why not?

Teacher's Interview Script

Teacher B

What are the most common difficulties that 8th grade students face when doing listening exercises?

I think that most of the students have difficulties because they are not used to doing this kind of activity every day; maybe the problem could be that Primary School teachers didn't practice with those kinds of activities that's why the moment that they need to feeling gaps or catch any word they don't know how to do it, they can't understand clearly the words that is given to them.

Do you think the levels of the audios used in the listening exercises provided by the textbook you are currently using are challenging for the 8th grade students? If yes, why? / If not, why not?

The levels of the audios are not the appropriate for the grade of students, in fact I think that those listening are not prepared enough to work with this kind of students I mean not native speakers.

How useful do you consider listening to exercises through apps or websites would be for 8th grade students?

Well, any practice is useful, it doesn't matter if the level is low or maybe intermediate or Higher but if you practice listening, the more that you practice the more that you learn even though when we use the textbook I mean as a teacher, we should choose materials that students are able to do it according to their English level I would say that it would be much better, it would be more productive not only for teachers but for students.

Have you used apps or websites to reinforce students listening skills? If yes, why? / If not, why not?

Yes, I have. Most of the times I am looking for more materials to reinforce listening skills but first I tried to give them or provide them vocabulary, enough key words so they don't find it much easier to work in any listening activity.

Apart from the textbook resource platform, would you be open to employ a website that provides adapted listening exercises using the same audios of the textbook? Why? Why not?

It will be much better than before; I would accept the recommendations or Innovations okay when we innovate, we can get better results than before.

Teacher A

What are the most common difficulties that 8th grade students face when doing listening exercises?

Well, I consider that my students; when they listen some audios, especially if they are British pronunciation, they have difficulties When they listen for details, some information like words, numbers and when they listen for list too.

Do you think the levels of the audios used in the listening exercises provided by the textbook you are currently using are challenging for the 8th grade students? If yes, why? / If not, why not?

Well, I think they are challenging not only for the British pronunciation of the audios is because of the noise around them in the classrooms or when the speaker speaks so

fast. They are most of the difficulties they have, so for them they are very, very challenging.

How useful do you consider listening to exercises through apps or websites would be for 8th grade students?

I think they are so useful; I use some of the websites to create my own resources, it's so useful because they can listen to audios as many times like they want, and they can practice the same the same activities. So, I think that's the reason is they are very used.

Have you used apps or websites to reinforce students listening skills? If yes, why? / If not, why not?

Yes, I have used some of the web pages, but one that I usually use almost all the time is lime washed. So, if I notice that they have problems in some listening exercises international, for example, from Cambridge exams. So, create some exercises according to the part that they are practicing with different tasks, for example. So yes, it's a good resource that I usually use to reform to this skill to my students.

Apart from the textbook resource platform, would you be open to employ a website that provides adapted listening exercises using the same audios of the textbook? Why? Why not?

Yes, it is possible. I would use some websites with the same audio according to my students needs if they need to listen several times so I can use a platform that I can play twice, the times that they want to listen so they can practice more and if there's a website that they can play slow the audio so slow it will be perfect So yes, I would like to employ those exercises.

School authorization



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FAH-PINE-006-2022

Miércoles, 20 de julio del 2022

Hna.
Martha Vásquez López
Rectora
Unidad Educativa Particular Bilingüe Santo Domingo de Guzmán

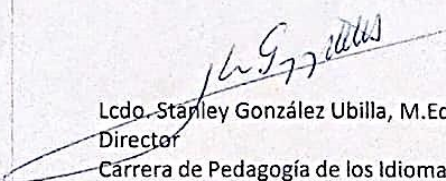
De mis consideraciones:

Reciba un cordial saludo. Por el presente solicito a usted muy comedidamente, salvo su mejor criterio, se permita a la Srta. Roche Valenzuela, Tais Ivis con C.I. 0943994186 estudiante del 8vo ciclo de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros – inglés, de la Facultad de Artes y Humanidades de la Universidad Católica de Santiago de Guayaquil, realizar observaciones áulicas que le permita recolectar información para elaborar su Trabajo de Integración Curricular.

Las Srta. Roche estaría realizando dicha actividad durante la clase de inglés que reciben los estudiantes, durante los meses de julio y agosto del presente.

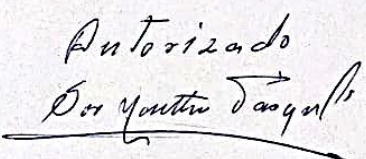
De antemano agradezco la atención brindada.

Atentamente,


Lcdo. Stanley González Ubilla, M.Ed.
Director

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Autorizado
Por *Yonthen Jangal*





DECLARACIÓN Y AUTORIZACIÓN

Nosotros, **Roche Valenzuela, Tais Ivis** C.C: # 0943994186 y **Santana Villacís, Juan José**, con C.C: # 0915746952 autores del trabajo de titulación: **Improving 8th-grade EFL students listening skills at Santo Domingo de Guzman School during the first half of the scholastic year 2022–2023** previo a la obtención del título de **Licenciados en Pedagogía de los Idiomas Nacionales y Extranjeros-Inglés** en la Universidad Católica de Santiago de Guayaquil.

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TÍTULO Y SUBTÍTULO:	Improving 8 th grade EFL students listening skills at Santo Domingo de Guzman School during the first half of the scholastic year 2022–2023		
AUTOR(ES)	Tais Ivis Roche Valenzuela, Juan José Santana Villacís		
REVISOR(ES)/TUTOR(ES)	Ximena Marita Jarrín Hunter,		
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ÁREAS TEMÁTICAS:	Language, Arts, Pedagogy		
PALABRAS CLAVES/ KEYWORDS:	Listening comprehension, speaker's speed, LiveWorksheet, textbook, British accent.		
ABSTRACT	<p>Listening skill is a basis to develop various abilities such as: vocabulary increase, listening comprehension and even self-reliance. This research is focused on the study of listening comprehension rate and accent in the 8th grade students at "Unidad Educativa Santo Domingo de Guzmán". This study is done to provide an analysis that determines the listening problems students face when performing listening activities. The detected failures are; the low English level that students present, the high difficulty level presented in the English textbook, the British accent used in the recordings from the textbook, the speaker's speed rate and the poor use of English laboratories to practice listening skills. Finally, it was proposed that 8th grade students at "Unidad Educativa Santo Domingo de Guzmán" do listening activities that have been adapted from the textbook "Fusion," from the second term of the scholastic year, onto the website "LiveWorksheet" in a qualitative approach since information will be acquired from participants in this research study.</p>		
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