



# **UNIVERSIDAD TÉCNICA DE MANABÍ**

Facultad de Filosofía, Letras y Ciencias de la Educación  
Escuela de Idiomas y Lingüística

## **RESEARCH PAPER**

**In order to obtain the Bachelor Degree – English Major  
Licenciadas en Ciencias de la Educación –Mención Inglés**

**Modality: Quantitative Investigation**

### **Theme:**

The audiolingual method and its incidence on the development of the listening skill in the students of the languages and linguistics school during the school term 2016.

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## DEDICATION

*I want to dedicate this research paper firstly God for giving me the wisdom to choose the best decisions in my life and help me realize this professional achievement. Thank God for all the blessings you give me, and my son Rafael for being my inspiration to be a successful professional, you are my sweet love, my happiness, my joy and motivation to finish my career. I love you so much. This effort is dedicated for you, my Rafa!*

Piedad Palma

## DEDICATION

*This research paper is dedicated to my family, to my parents Nelly and Wilfrido and my sister Korin for being the principal pillar of my life and my inspiration to be a better person I want to say thanks for all the support give me always, without you i wouldn't have achieved, I love them, and I am really grateful to my loved husband Gasendy and my mother in law Aracely this success is also yours.*

Kelly Solórzano

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Finally, our sincere thanks to teachers of the Languages and Linguistics Major and the Universidad Técnica de Manabí for allowing us to carry out this work in this Educational Institution.

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#### CERTIFICA:

Como tutora de este trabajo de investigación, titulado, **EL MÉTODO AUDIO LINGUAL Y SU INCIDENCIA EN EL DESARROLLO DE LA DESTREZA DE ESCUCHAR EN LOS ESTUDIANTES DE LA ESCUELA DE IDIOMAS Y LINGÜÍSTICA DURANTE EL PERIODO 2016**, ha sido desarrollado por las autoras **PALMARIVERA PIEDAD ALEXANDRA** y **SOLORZANO MACIAS KELLY DAYANARA**, durante el periodo 2016 bajo mi supervisión y cumple con las disposiciones establecidas para el efecto DE ACUERDO AL REGLAMENTO DE LA UNIDAD DE TITULACIÓN ESPECIAL DE LA UNIVERSIDAD TECNICA DE MANABÍ, TÍTULO II, DE LA TITULACIÓN, CAPÍTULO 1, DE LA UNIDAD DE TITULACIÓN, Artículo 8 en el cual afirmo que está listo para que continúe con el siguiente proceso, particular que pongo a su conocimiento para que Dr. Jesús Fernández Leyva, M. Sc., emita el informe respectivo como REVISOR.

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El trabajo de investigación, modalidad Investigativa Cuantitativa con el tema, **EL MÉTODO AUDIO LINGUAL Y SU INCIDENCIA EN EL DESARROLLO DE LA DESTREZA DE ESCUCHAR EN LOS ESTUDIANTES DE LA ESCUELA DE IDIOMAS Y LINGÜÍSTICA DURANTE EL PERIODO 2016**, lo he revisado junto con el reporte final que me fue dado por el tutor, BA. Rosalyn Yahaira Cedeño Zambrano, M. Sc., por lo tanto doy mi reporte no vinculante de acuerdo con las reglas del Departamento de tesis "Unidad de Titulación Especial" de la Universidad Técnica de Manabí, Título II, del grado, capítulo I, Unidad de Grado, art 9, por los cuales yo afirmo que está listo para continuar con el proceso siguiente asunto que comunico al tribunal de revisión, sustentación y evaluación.

BA. Jesús Fernández Leyva M. Sc.

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## **RESUMEN**

La correcta aplicación de un método para la enseñanza es fundamental en el quehacer educativo. Esta es la base para el desarrollo de competencias en los estudiantes de manera que las mantengan durante el transcurso de la vida.

Este trabajo tiene como finalidad exponer las ventajas de utilizar el método Audio Lingual al momento de aprender una lengua extranjera en este caso del idioma inglés a los estudiantes de la carrera de Idiomas y Lingüística de la Universidad Técnica de Manabí, quienes necesitan estar empoderados de los conocimientos necesarios para dominar el idioma inglés como segunda lengua.

Como apoyo en esta investigación se utilizaron las teorías Charles Fries precursor del método audiolingual derivadas de la psicología conductista que rechaza los antiguos métodos y se basa en repeticiones intensivas, dando preponderancia al entrenamiento auditivo.

Producto del análisis y al aplicar varios instrumentos que permiten avalar la certeza de los datos, se puede notar que al utilizar correctamente el método Audiolingual en las clases de inglés en alumnos de la carrera de Idiomas y Lingüística de la Universidad Técnica de Manabí, se genera un mejor desarrollo de la habilidad de escuchar.

**Palabras clave:** Método Audiolingual, Competencias, Habilidad de escuchar.

## **ABSTRACT**

The correct application of a teaching method is essential in educational tasks. This is the base for students to develop and keep skills during the course of their life.

This paper aims to show the advantages of using the Audiolingual method when learning a foreign language in this case of the English language for students of the Languages and Linguistics Major from the Universidad Técnica de Manabí, who need to be empowered to master English as a second language.

As support in this research the theories of Charles Fries as a precursor of the Audiolingual method were used, derived from behavioral psychology and that rejects the old methods and is based on intensive repetitions, giving preponderance to auditory training.

As a result of the analysis and the application of some instruments to guarantee the accuracy of the data, it can be noted that using the Audiolingual method correctly in the English classes in students of the Language and Linguistics Major from the Universidad Técnica de Manabí generates a better development of the listening skill.

**Keywords:** Audiolingual Method, skills, listening skill.

## **PROBLEM STATEMENT**

One of the most applied methods for teaching English is the audio lingual method which is based on the progress that students have when they show their acquired knowledge, and since the development of the listening skill plays a very important role in learning a foreign language is vital to know the effects that causes the correct application of this teaching method in the same way. If a good teaching method is not used, student's motivation and development can be reduced indeed; this could be the case of students of languages and Linguistics Major, for this reason it is very important that teachers use all the means that are around to get students to use the English language as a communication tool.

This research will focus on discovering if the audio lingual method is applied in the Languages and Linguistics Major and what weaknesses are presented in order to determine how this method affects the development of the skill of listening.

## **PROBLEM FORMULATION**

Based on the foregoing it may raise the issue as follows:

How does the audio lingual method affect on development listening skills in students of the Languages and Linguistics Major of the Universidad Técnica de Manabí, during the school term 2016?

## **LITERATURE REVIEW AND DEVELOPMENT OF THE FRAMEWORK**

### **METHODS**

“Historically, different teaching methods have promoted the listening skills in the classroom, however, the investigation of this skill was until a few decades ago relegated in studies” (Córdova, Coto, & Ramírez , 2005, pág. 1), the different methods that were used in the teaching of foreign languages based on a grammatical approach gave preference to the development of reading and writing skills. It’s not until the stage during the Second World War that the attention to listening. However, the twenty-first century witnessed an explosion of new methodologies and approaches that focused on the most creative and attractive approaches. Among which stand:

#### **Grammar Translation Method**

This is a traditional method and it was used to teach Latin and Greak. The focus was on the translation of text, grammar and learning vocabulary, there was no emphasis on speaking and listening comprehension (Rhalmi, 2009), then this teaching method is common in many countries and some institutions around the world.

Richards, J&Rogers T. (2014) this method was used in Europe in the 1840s until 1940, but continues to be used in some parts of the world, this method was rejected because it increased communication between European countries.

According to Scrivener (2011) this method is characterized by being a traditional method, it uses a lot of the mother tongue, students read many texts and have to translate them, with this method very little listening and speaking skills is developed.

In other way Larsen (2011) agrees with Scrivener that this method was one of the first in the teaching of the English language, today it is known as Classical Method, and allows the reading of foreign literature.

### **Techniques**

Translation of a paragraph in textual form, questions reading comprehension, use of synonyms and antonyms, application of grammar rules, through the explanation of these, activities to complete blanks, vocabulary memorization activities, use of words in sentences, writing compositions.

### **The Direct Method**

According Zainudding (2011) this method focuses on vocabulary learning and teacher-student interaction, limited to questions and answers. The direct method stress the association between objects and concepts.

One of the principles of this method is that it does not allow the translation of texts and the meaning of the words was given directly through demonstrations and visual aids.

Larsen-Freeman, D (2011).

Then we have the techniques according to research by Larsen-Freeman:

### **Techniques:**

According to (Celce-Murcia, 2011) the direct method has some techniques

Reading aloud, questions and answers exercises, students correct their own mistakes, practice conversations, fill -Blank Exercises, dictation.

## **Suggestopedia**

The precursor of this method was Georgi Lozanov, it considers that the lack of interest in the learning of a language is that psychological barriers are created and the fear of the new learning. This method consists in the application of the suggestive study towards the pedagogy so that the student is not afraid to learn new things and is supported in the fine arts to achieve the objectives. (Larsen-Freman & Anderson, 2011).

According to (Richards & Rodgers, Approches and methods in language teaching , 2014) this method has as main element of the physical environment and the atmosphere inside the classroom, so that the students feels comfortable, confident and thus they have a good learning.

## **Techniques**

The teacher promotes a good atmosphere in the class, posters are used for the information of the language, the role play is a resource used in this method, as it allows the student to perform the character of another person, music is used to dramatize dialogue, while students read, and on other occasions it is used for students to listen a Reading.

## **Total physical response**

According to (Larsen-Freman & Anderson, 2011). This method was created by James Asher in August 1968 because there was a lack of foreign language teaching methods that would develop listening and speaking skills. He proposes the teaching of another language through the acquisition of listening, and then continue with the expressions. The teacher uses the mother tongue of the students to explain how the learning will develop. Inside the classroom the teacher asks for volunteers to perform the different



activities, while the other students listen and observe the class. The atmosphere in the room is very quiet and students have fun while learning.

### **Techniques**

The teacher plans to use commands before the class and tries to make their class fun.

Changing roles, the teacher is the student and the student is the teacher, to create a good atmosphere full of confidence and creativity. The decrees must be performed in sequence according to what is planned in classes.

### **Communicative language teaching (CLT)**

According to Sauvignon (1991) it's not a method but a focus on language teaching where most importance is given to the interaction as a means and ultimate goal in learning a language. It is also said that the CLT is an extension of audio-lingual method and unlike this; its main objective is that students generate meaningful phrases undersides of building perfectly right or to get an accurate pronunciation grammatical structures. Then again basic language skills including listening are used to achieve the objectives of this approach. This method focuses on communication based on real events, and so the student is motivated to learn something new that serves in daily routine.

### **Techniques**

Role play is a very important activity that helps students communicate. Games are important in this method and have a lot of advantages for students, the teacher can use them to help develop the skills. Group work, students interact with each other facilitating the teaching-learning process, share their ideas and experiences.

Speeches is an excellent technique for students to become interested in learning more about a topic using the new language. (Celce-Murcia, 2011)

**Task - Based Learning (TBL).** - According to (Carless, 2007) TBL main idea is that students learn more effectively when their minds are focused on a task, rather than the language itself is being used to achieve this task. The task-based learning is a different way of teaching languages and this can help the student by station oneself in a situation like in the real world. A situation in which oral-aural communication is essential to realize a specific task. The task-based learning has the advantage of getting the student to use their skills in their current level to help develop language through its use.

### **Techniques**

Tasks assigned are puzzles that have to be completed and thus have the opportunity to speak and listen. Feedback is important according to the students' level. The tasks gives them the chance for interaction and communication with students. (Russo, 1999)

### **Audiolingual method**

According to (Velasco, 2012) the audiolingual method responds to the current behaviorist. In this method, grammatical structures are presented and what you want to is that the student does not translate or use their mother tongue, and taking as bases behavioral theories, this method proposes repetition and mechanical practice of grammatical structures learned intuitively.

According to (Aballí, n/d) The audiolingual method is based on memorizing dialogues, skills are taught in sequence, first listening, then speaking, is followed by reading and finally writing, then the most important thing was to hear and speak; so that the correct

pronunciation was important from the start and no error or margin of error was minimal, since the perfection of the new language was sought.

Students learn the new language without considering their meaning or content, only the structures are practiced with exercises substitution and repetition are the known "pattern- drills". The written forms should be introduced after students develop listening and speaking skills.

According to (Abio, 2011) The audiolingual method gives priority to oral and auditory expression where these are considered as a system used for social communication sounds much emphasis on mechanical exercises done and imitation where technological means are used as a recorder, projectors, etc.; therefore acquire a foreign language means acquiring new habits through repetitive practice structure, vocabulary and students' pronunciation.

According to (Hernandez F., 2000, pp. 144-145) the aim is to develop the listening skill in the students sympathetically and speak at the first stage, the emphasis is on the spoken language daily and then will go to the more complex forms of expression.

Between main activities of the audiolingual methods are: The memorization and repetition of dialogues: used to practice pronunciation, students listen to recordings of conversations again and again to try to repeat exactly the pronunciation and developing the listening skill in students; and exercises replacement: manipulation of grammatical structures (Melonari, 2011, p. 32).

The elements that characterized this method were:

Separation of the four skills: speaking, listening, writing and reading. The most important were oral skills (speaking and understanding). Use dialogue as a presentation

for excellence. Emphasis on mechanical and repetitive exercises. (Conception & Martínez, 2002).

In the audiolingual method the correct pronunciation of students should be reinforced and the wrong must be corrected immediately. This method gives much importance to the listening skill (Hernandez E., 2014, pp. 37-40)

### **TECHNIQUES OF AUDIOLINGUAL METHOD.**

The objective of the techniques is to guide to better learning, if the second language is being acquired at a high level of university education in this case, it is likely that the tools are more complex method because it does not have the same capacity retention of a child.

According to (Stokes, 2006) Exist several resources or techniques used in this method as: Technique Repetition Chain, Technical Group (Working in pairs or groups), Dictation Method, Dialog Memorization, Transformation Drill, Question and answer drill, Complete de Dialog and Multiple-Slot Substitution Drill.

#### **Technique Repetition Chain (Chain Drill):**

This technique can be applied in groups or the whole class. This technique is that students must describe and ask questions about object in English, at the end the student has acquired vocabulary and good pronunciation with the help of the teacher. (Stokes, 2006)

#### **Technical Group (Working in pairs or groups)**

According to (Feira, 2010) in this technique, there is a leader of the group or a student who has good level of the language; students can express themselves between them and

even exchange ideas on the material provided by the teacher. The teacher monitors the groups and encouraged to develop two important skills in this method listening and speaking, at the end of the class there will be a group exposition.

### **Dictation Method**

According to (Stokes, 2006) this technique is rarely used by teachers to teach English, but is very important for the teacher because it allows knowing the progress in acquiring the listening comprehension and writing by students.

### **Memorization Dialogues**

This technique begin with a short conversation or dialog, but in this conversation will try to memorize through mimicry or applied role playing.

There are three ways to applied role paying in the classroom.

1- Students take the role of one character of a dialog and the teacher takes the other with roles switching after a while.

2- One half of the class plays the role of one character from the dialog and the other half plays the other with roles switching after a while.

3- Pair-work in which two students perform the dialog before their classmates.

(Nagaraj, 2005, págs. 98-101)

### **Transformation Drill:**

According to (Peraza, 2014). A grammatical tool, all students can transform sentences of one form into another form. Example: transforming an affirmative sentence into a negative- affirmative one, a passive sentence into an active one or a question sentence.

**Question and answer drill:**

Otherwise (Stokes, 2006) Students can answer questions and ask others as accurately and quickly as possible.

**Complete the Dialog:**

It simply consists of a dialog of which some linguistic items, grammatical or lexical, and students can complete according all knowledge. It is a simple way for students or learners can learn grammar. (Kwan Su Li, 2010)

**Multiple-Slot Substitution Drill:**

The teacher give his or her students some clues –two or more- then students can substitute and make any changes, as needed, to the structure of the sentences like subject, verb.

E.g. She is playing in the school yard (cues: they/ go/ the park)

The professor, who leads the interaction in the classroom, is also responsible to provide students with the speech model, also he directs and controls student learning; then we can say that the role of the teacher is as a conductor, directs and controls the learning of their students.

The student is guided through techniques to result correct answers and create strategies as responses memorizing dialogues, simultaneous repetition, the reformation and reconstruction of new ideas, as well as developing the skills of the student. (Nagaraj, 2005, págs. 98-101)

**Minimal Pairs**

The teacher works with pairs of words which differ in only one sound, for example, ‘ship/sheep’ students are first asked to perceive the difference between the two words and later to be able to say the two words. (Larsen-Freman & Anderson, 2011).

### **Grammar Game**

According to (Larsen-Freman & Anderson, 2011). The games help the practice of grammar point within a context students are able to express themselves, in a limited way in this method there is also much repetition in this game.

### **TEACHER’S ROLE**

According to (Ochoa G. , 2011, págs. 20-21) “Teacher is the one who conducts the class all the time. He establishes what is going to be taught and how it is going to be done. No students’ intervention was necessary”, then the professor, who directs the interaction in the classroom, is also responsible for providing students with the speech model, also, he directs and controls student learning; then it can be noted that the role of the teacher is as a conductor, directs and controls the learning of their students.

### **LEARNER’S ROLE**

“The audiolingual methodology considers students like passive receptors of sounds or structures. Many exercises of repetition, substitution, and memorization were used in the audio lingual method, and students performed the task with no opinion or suggestions to make”. (Ochoa G. , 2011, págs. 20-21) The student is directed using correct techniques to result in and exact at the same time create strategies as:

memorizing dialogues, simultaneous repetition, the reformation and reconstruction of new ideas, as well as developing the skills of the student.

## **TYPES OF LEARNING AND TEACHING ACTIVITIES**

According to (Cabrera M., 2014, pp. 18-20). Dialogues and drills form the basis of audiolingual classroom practices. Dialogues provide the means of contextualizing key structures and illustrate situations. Dialogues are used for repetition and memorization. Correct pronunciation, stress, rhythm, and intonation are emphasized. After a dialogue has been presented and memorized, specific grammatical patterns in the dialogue are selected and become the focus of various kinds of drill and pattern-practice exercises. The following exercises can be used:

**Repetition:** Students should repeat the sentence aloud so that all students can hear

Examples:

This is the seventh month. – This is the seventh month.

**Inflection:** A word appears in another sentence but differently.

I bought the ticket. – I bought the tickets

He ...

**Replacement:** Words can be replaced with another.

Examples

He bought this house cheap. – He bought it cheap



**Restatement:** Students rephrase a sentence and direct it to another person by to the instructions.

Examples

Tell him to wait for you. – Wait for me

Ask her how old she is. – How old are you?

**Transposition:** It is to change the order of the phrase when you add a word.

Examples

I'm hungry. (So). – So am I

I'll never do it again. (Neither). – Neither will I...

**Expansion:** A word is added and has a particular place in the sentence.

Examples.

I know him. (Hardly). – I hardly know him

**Contraction:** One word is synonymous phrase.

Examples.

Put your hand on the table. – Put your hand there

They believe that the earth is flat. - They believe it...

**Transformation:** A sentence is changed to negative or interrogative following the changes in time, voice, aspect or form.

Examples.

He knows my address.

He doesn't know my address

Does he know my address?

**Interrogation:** Two separate utterances are integrated into one.

Examples.

They must be honest. This is important. – It is important that they must be honest.

I know the man. He is looking for you. – I know the man who is looking for you.

**Rejoinder:** Students make an equal sentence given another sentence.

Be polite. Examples

Thank you. -You're welcome

May I take one? -Certainly

Answer the question. Examples

What is your name? – My name is Smith

**Restoration:** The student is given a sequence of words that have been culled from a sentence but still bear its basic meaning. He uses these words with a minimum of changes and additions to restore the sentence to its original form.

Examples.

Students/waiting/bus. – The students are waiting for the bus.

**Music:** Among the auditory resources used in the audiolingual method have music as classroom activities based songs where note taking, exercises to complete or fill blanks are included, encourage pronunciation and improving the listening skill, so students learn to listen selectively, for specific information, main ideas, topic, details or other implication.

### **The role of instructional materials**

Instructional materials help the teacher to develop language in the learner o student. They are primarily teacher-oriented. Tape recorders and audiovisual equipment often have central roles in an audiolingual course. A language laboratory may also be considered essential. It provides the opportunity for further drill work and to receive controlled error-free practice of basic structures. (Richards & Rodgers, *Approches and methods in Language Teaching* , 2001, págs. 63-64)

## **CHARACTERISTICS OF AUDIOLINGUAL METHOD**

According to (Peraza, 2014). The main characteristics of the audiolingual method are:

Repetitive exercises, the vocabulary is not important, many oral exercises, focuses more in pronunciation, the teacher is a teaching model, there are prizes for those who progress, it is important that students produce sentences without mistakes, the grammatical structures are learned by repetition.

The objective of this method is to develop the student's listening skill sympathetically and speak at the first stage. This learning is based on simple dialogues containing vocabulary and basic structures, making use of materials like hearing music, dialogue,

puns, visual, listening and repeating in a group or individually (Alvarez, 2013, pp. 12-15).

The audiolingual method is effective and fast for the acquisition of a foreign language; it allows to reach a language spontaneously.

## **ADVANTAGES**

According to (Anwar, 2010) the audiolingual method has made some contributions to the educational field as:

### **1. No translation is permitted to teach vocabulary:**

We must not use translation as an activity to teach vocabulary. We can create and use new ways to explain the difficult words. In this method realia is used, flashcards, gestures, mimicry, synonyms and antonyms to explain a different words. Students employ the dictionary for check and understand the difficult words.

### **2. Through teacher's modeling, students learn pronunciation, intonation and stress :**

The teacher models Word stress, students learn the correct sounds of the different terms, then the teacher must use repetition, choral work and words to practice the new vocabulary.

### **3. Teaching grammatical patterns**

In this method is important teaching structures and patterns because sometimes we know people who speak English very well but, they don't write very well.

Writing is communication too students must create a correct mental pattern, it is positive to let students express their ideas in a real conversations.

**4. The Audiolingual Method has been based on a real psychological approach:**

**Behaviorism**

This method has foundations in pedagogy, then is a good method all these characteristics have made the audiolingual method a good tool which objective is to teach through certain kinds of proved processes.

**5. The teacher's creativity can be used to give positive reinforcement:**

The idea is to motivate students to do their best and plan some interesting activities that all the class can enjoy. For example, the end of a movie, some kind of festival, a small custom party, a pet day, a love day, etc. These are simply ideas that the teacher can employ to reinforce his efforts. All ideas and activities are very usefull to help their students to acquire a new language.

**6. Students can use the foreign language to speak:**

The native language cannot be used, students must have to use the foreign language to express any idea they have, and they can share all ideas about topic and practice all vocabulary and different structures learnt.

## **DISADVANTAGES**

According to (Sullivan, 2014) the audiolingual method has some disadvantages:

It's a mechanical method since it demands pattern practice, drilling, memorization or over-learning. Here, the teacher is who dominates this method. The teacher models the language, controls the direction and pace of learning, and monitors and corrects the learner's performance. The learners have a passive role, since they have little control over their learning. In this method does not develop all basic skills, such as listening, reading, speaking and writing. This method doesn't important to communicative

competence. Materials in the audiolingual method are very important for the teachers. The teacher's book contains the structured sequence of lessons to be followed, and the dialogues, drill, and other practice activities.

Otherwise (Rika, 2013). The audiolingual method is based on mechanical learning and there is no space for mistakes. As a result of that mechanical learning, it becomes senseless for students, they complete the tasks because they have to do that, not because they are interested in learning. The ALM methodology does not let students create a meaningful environment to learn the topic or structures that are going to be presented to them, for that some people think that the audiolingual method doesn't permit interaction between students, share all real experiences. The ALM methodology does not allow students understand the structure or the meaning of it; the only thing that is measured is how well or badly students can follow a structure and repeat it with the adequate tone of voice, showing they are capable to substitute some words inside a sentence.

## **LISTENING**

According to (Rost, 2011) , "listening is the entrusted skills to perceive a message through the ears, to direct it for the auditory conduit and finally to analyze it in the brain". So when we listen, we use our ears to receive a message in other words sounds this include letters, stress, rhythm and pauses then we use our brain to convert these into messages with sense to us.

(Rost, 2002) defines listening as: "an active and complex process of interpretation in which the person who listens establishes a relation between what he listens and what he

or she already knows”. It can be said listening is a form of communication and an active process.

Thomlison (1984) said: “Active listening, is very important for effective communication”. Listening can be also defined as, “More than just hearing and to understand and interpreting the meaning of a conversation”. So listening is the art of hearing attentively. If the listening skill is used in a correct way we can master the tools of communicative skills. Listening is difficult, as human mind tends to distract easily. A person who controls his mind and listens attentively acquires other skills and benefits.

Considering the above can be summarized that the skills or listening skills is a process in which the receiver has to initiate several of mental procedures for information perceived by the ear is understood by the brain and thus carry out the process right to inform or communicate meaning in particular.

## **IMPORTANCE OF LISTENING**

Listening skill is very important, it can be said it is equal or more than the oral skills because one doesn't work without another, it is that humans spend most of our lives in listening, we listen more than we talk.

According to a publication of the University of Melbourne, listening skills are the most widely used in language classes so developing this skill is essential to understand and learn better language. The key of all the effective communication is listening, without the listening skill effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated.

In an act of communication you need two people, one speaking and the other listening, it is of great importance that students become accustomed to the sounds, intonation,

rhythm and accent of the English language, so the teacher should use the different tools to the students be able to develop this skill. (Manaj, 2015)

According to (Richards, 2008) the different techniques that the teacher uses to develop the skill should be easy to understand, since the student from his first levels must associate phonetics with the meaning of words.

In order to perfect the listening skills, students should perform listening exercises according to the student's listening level, so the student must pay attention to the meaning of the words (Manaj, 2015).

Listening is vital when the student or learner wants to develop the speaking skill. Speaking is effective through listening. When students hear all the sounds they can differentiate of sounds. Listening comprehension is not important when students want to learn English or other languages.

Many English teachers consider this activity as the most relevant of all. By listening actively the student thinks, acquires vocabulary and syntax as well as a better pronunciation of the language.

## **LISTENING STAGES**

According to (Maldonado, 2010) the listening stages are: pre-listening, while-listening and post-listening.

**Pre-listening:** It refers to activities that students do before the activity of listen in order to prepare the ear. These activities have different purposes as education or activation of vocabulary, predict the content, generate interest and review the understanding of the task.



**While-listening:** It's the same stage in which students are exposed to audio resource in order to catch in a clear and concise content that it presents.

**Post-listening:** During the post-listening proceeds to track activity hearing and determine that it has been understood there from. However the post-listening activities are the easiest way to assess how was the listening.

## **SUBSKILLS OF LISTENING**

It was understood for a long time that the four fundamental skills working with language teaching are: reading, writing, listening and speaking. However, with the entry of communicative approaches to language universe begins to disagree on the definition of the skill of listening. Some authors like **Joyce Choate and Thomas Rake** call listening, escuna, hearing or correct processing of language. In turn these skills and sub-skills comprise between listening sub-skills are used in:

**Listening for gist.** -The goal is to catch the main idea before starting a discussion on the content of the same subject.

**Listening for detail.** - Just focus on listening and understanding a part of the auditory text, regardless of the subject in general.

**Listening for specific information.** - Students listen for background information, at word level.

**Predicting.** - Students try to guess the key information contained in the recording before heard.

**Inferring meaning.** – It's a skill of thought in which we make deductions to go beyond what is stated. It is making analogies about situations that we can easily recognize.

**Recognizing context.** - Students listen and look for context clues to identify where the conversation takes place.

## **TYPES OF LISTENING**

There exist different types of listening depending upon the situation and the environment, where the listening takes place. Different authors in their respective publications agree on the types of listening exist but according (Chapman, 2004) the best known are:

**Informative listening.** - The sole purpose of listening information is getting the right information, collecting the key points in the story and understanding the message being sent.

**Appreciative listening.** - It has done with intent to enjoy the history, music or information to be transmitted. The American Society for Training and Development (2002) recommends that in order to truly engage in appreciative listening, "should be avoided participation in other communications and focus solely on the sounds you are hearing full impact."

**Critical listening.** - When you listen critically, learn to listen to the information and then recognize key points and arguments, solidifying his opinion on a matter. Through critical listening, you learn to analyze the speaker and his agenda, and decide whether or not you agree with it.

**Relationship listening.** - Through this listening is to improve relations between people. Also it's called as therapeutic listening or empathy. It is used to help a friend through a problem, resolve conflicts between co-workers and understand relationships, open through support and be open and honest.

**Discriminative listening.** - It makes you look beyond the words that speaker

pronounces to detect what is the underlying message. Someone who is hearing discriminative seek expert body language, the change in pitch and volume to discern what the speaker is thinking and feeling.

## **DISADVANTAGES**

People sometimes think that skill and ability mean the same thing, but the ability is innate, while the skill is acquired through effort and practice (Corcino, 2013). Thus the teaching of a language should help students acquire skills such as the capacity to understand, to understand a foreign language and get to grips with a new language.

Listening difficulties are common to all languages because in them affects not only the level of knowledge of the language achieved, but also psychological factors, contextual and sociological. In Spanish for example, the relationship with phonetics allows an apparent advantage over other languages because the word is read as it's written in most cases, which permits the student to recognize the oral forms in texts.

## **ACTIVITIES TO DEVELOP LISTENING SKILLS**

It's clear that in the English language students should develop four skills: reading, writing, speaking and listening; but the skill of listening is considered vital to speak. According to (Donoso & Urdánigo , 2011) "To expand listening skills in English can apply audiovisual techniques such as flash cards, graphics using the blackboard, pictures and interesting films that help us skills ", then to develop listening skill it can apply different techniques because, this skill it's one of the most difficult for both the teacher and the student, and to succeed in this skill lot of time and practice is needed. According to (Herembás & Taimal , 2010, págs. 27-30) "To develop the listening skill, the following activities are emphasized: legends, biographies, histories, stories, poems,

readings, discussions, debates, quizzes and personal experiences", Thus, the teacher should implement these activities so that the students are able to: listen to the information and transmit this information to others.

“Activities such as listening to a paragraph that reads aloud and summarize in your proper words or listen to a song and intent to explain the content, are important activities that are part of learning.” (Anglo, 2012), then the professor can perform various activities with their ingenuity and creativity to motivate and encourage students to develop this important skill.

Exercises to extend listening should be attractive to capture the attention of students at the same time should be significant. According to (Ur, 1984) teachers must prepare their students for listening comprehension in daily life to this he suggests four types of exercise:

1. - listening unanswered: students face large amounts of text accompanied by some type of visual support. Some examples are: listen and follow a written text, listen aided by visual materials, listen to stories, songs, movies and TV shows.
2. - listening with short answers: listen short answer, students are exposed to short dialogues or sentences for which must provide answers short, generally nonverbal immediately. Examples of these exercises are: detect error, discriminating false or true information, to draw, further maps, guess, and follow direction, sort photos or drawing, mark items.
3. - listening longer answers: students answer with longer responses that require more analysis of what is heard. Some kinds of exercises are: answer question, fill blanks, paraphrasing, predict, repeat a text, summarize, and translate.

4. - listening as the basis for the study and discussion: listening as the basis for the study and discussion, expected that students understand what they have heard for analysis, interpret and evaluate. Examples of these exercises are:

- Jigsaw consisting of a listening group in which three or four groups of the same class heard a single piece of information. This information will only be fully understood when all other groups to share information.
- Problem solving

All texts or guides of study contain texts or exams for evaluating the level acquire about listening comprehension but is very difficult find learning materials thought for development this skill.

According (River, 2016) there are some materials that should be adapted for helping listening comprehension:

- The dialogue of a story, all students can use a simple vocabulary. The meaning of some words, phrases and phrases that will appear in the dialogue can be explained through gestures, synonyms, etc., the idea is that students can interpret the story.
- True and false activity can help the listening comprehension, but the speaking practice would begin after listening comprehension.
- Students can practice different dialogues using model dialogue, then students imitate the same conversation can be adapted.

- Memorization of techniques represent an approach that allow to memorize larger segments at the same way students can have more confidence when they speak in front of classmates and so develop listening comprehension .
- Teachers should use the imagination and creativity for create new techniques for helping their students to develop listening skill.

It is important to combine these different kinds of activities to extend or develop listening skills of students and of course thinking in the level of study in which they are. It should be taken into account when planning exercises specific needs of students and learning problems shouldn't be ignored. (Khalili Sabet & Mahsefat, 2012)

It is important that activities and materials are appropriate in language classes, as they are fundamental because they attract students' attention and increase the effectiveness of listening comprehension, if the materials and activities are not relevant, interesting and appropriate to the level of students, the primary objective should be the proper development of listening, it cannot be achieved. (Vandergrift, n/d).

## **VISUALIZATION AND ACHIEVEMENT OF OBJECTIVES**

### **GENERAL OBJECTIVE**

To determine the incidence of audiolingual method on the development of listening skill in the students of Languages and Linguistics Major during the school term 2016.

### **SPECIFIC OBJECTIVES**

- To diagnose the application of the audiolingual method on the development of the listening skill in the students of the Languages and Linguistics Major.
- To recognize the level of development of listening skill in students of the Languages and Linguistics Major.
- To create a proposal considering the results of this research.

## **HYPOTHESES ELABORATION AND VARIABLES DEFINITION**

This research outlines the following hypotheses:

### **GENERAL HYPOTHESIS**

The audiolingual method impacts positively on the development of listening skill in the students of the Languages and Linguistics Major.

### **SPECIFIC HYPOTHESES**

The audiolingual method is applied to develop the listening skill in the Languages and Linguistics Major's students.

The level of development of listening skills in students of Languages and Linguistics Major is related to the applied method.

The proposal about a guide with audiolingual method techniques will permit to increase the level of listening in students of the Languages and Linguistics Major.



## **VARIABLES**

### **INDEPENDENT VARIABLE:**

Audiolingual method

### **DEPENDENT VARIABLE:**

Development of listening skill.

## OPERACIONALIZATION OF VARIABLES

### Independent Variable: Audiolingual Method

CONCEPTUALIZATION	CATEGORY	INDICATOR	ÍTEMS	TECHNIQUES
<p><b>Audiolingual method</b></p> <p>It arose from the need to have a good oral and auditory mastery of a foreign language. Its focus was directed to the acquisition of a new language based on structural linguistics. Improving oral proficiency was possible only if the listening skill malfunctioned, since speaking is the result of the perceived stimulations to hear. Handle the sound system was necessary to use appropriate phonemes and thus have a similar pronunciation to the native.</p>	<p>Characteristics</p>       <p>Techniques of audiolingual method</p>	<ul style="list-style-type: none"> <li>• Fluency</li> <li>• Listening Comprehension</li> <li>• Pronunciation as a native</li> <li>• Self-confidence</li>   <li>• Memorization dialogues</li> <li>• Transformation drill</li> <li>• Question and answer drill</li> </ul>	<p>Incidence of the audiolingual method on the development of listening skill.</p>     <p>Using of memorization dialogues to develop listening skill.</p> <p>Using of repetition to develop listening skill.</p> <p>Using of music to develop listening skill.</p>	<p>Survey to Teachers</p> <p>Survey to Students</p>

**Dependent Variable: Development of listening skill**

CONCEPTUALIZATION	CATEGORY	INDICATOR	ÍTEMS	TECHNIQUES
<p><b>Development of Listening Skill</b></p> <p>Listening is an active and complex process of interpretation in which the person who listens establishes a relation between what he listens and what he or she already knows. We can say listening is a form of communication and an active process.</p> <p>Listening skill is very important can be said equal or more than the oral skills because one doesn't work without another, it is that humans spend most of our lives in listening, we listen more than</p>	Characteristics	<ul style="list-style-type: none"> <li>• Definition</li> <li>• Importance</li> </ul>	Impact of using the audiolingual method to develop the listening skill.	<p>Survey to Teachers</p> <p>Survey to Students</p>
	Listening stages	<ul style="list-style-type: none"> <li>• Pre-listening</li> <li>• While-listening</li> <li>• Post-listening</li> </ul>	Level of listening comprehension	
	Subskill	<ul style="list-style-type: none"> <li>• Listening for gist</li> <li>• Listening for detail</li> <li>• Listening for specific information</li> </ul>	Level of fluency and pronunciation	
	Types	<ul style="list-style-type: none"> <li>• Predicting</li> <li>• Inferring meaning</li> <li>• Recognizing</li> </ul>		

<p>we talk.</p> <p>Many English teachers consider this activity as the most important of all. By listening actively the student thinks, acquires vocabulary and syntax as well as a better pronunciation of the language.</p>		<p>context</p> <ul style="list-style-type: none"> <li>• Informative listening</li> <li>• Appreciative listening</li> <li>• Critical listening.</li> <li>• Relationship listening</li> <li>• Discriminative listening.</li> </ul>	<p>Preparation a manual of exercises to develop listening skill based on audiolingual method.</p>	
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## **DEVELOPMENT OF RESEARCH DESIGN**

### **TYPE OF STUDY**

The current research took place at the Universidad Técnica de Manabí, Languages and Linguistics Major. The study was non-experimental type, since the phenomenon was not caused and the variables were not manipulated. In any case, it was carried out an analysis and description of the variables.

### **METHOD**

The study applied the Inductive-Deductive method (to analyze the problem from the general to particular) and Analysis-Synthesis, which it was based on the literature review with the aim of examine the study variables contrasted in the reality.

### **TECHNIQUES**

To collect data, the techniques applied were:

- **Survey:** it was applied to students and teachers to get findings and viewpoints related to this study.
- **Bibliography:** It allowed the structuration of the framework to deepen it in the philosophical and scientific field and contrast it in the reality.
- **Tabulation of Data:** to represent and analyze the obtained data from participants regarding the research.

### **INSTRUMENTS**

- Questionnaires
- Bibliographic records, textual quotes and mnemonics
- Tables and figures

### **RESOURCES**

#### **HUMANS**

- Students of the Languages and Linguistics Major
- English Teachers
- 2 Researchers
- Tutor
- Reviewer

## **MATERIALS**

- Copies
- Computer
- Camera
- Books, Journals
- Publication manual of the American Psychological Association (A.P.A)
- Módulo II investigación formativa(SBU-UTM)
- Folders
- Internet
- Notebook

## **FINANCIAL**

The estimated cost of this thesis was financed with equity and self-management of the authors of the research, which it had a cost of US \$ 300.

## DEFINITION AND SELECTION OF SAMPLE

### POPULATION

The population of this research involved 115 students of the Languages and Linguistics Major of the Universidad Técnica de Manabí in Ecuador, and 5 English teachers in the aforementioned institution, it being distributed of the following way:

Languages and Linguistics Major	Population
Teachers	5
Students of the Languages and Linguistics Major	115
<b>Total</b>	<b>120</b>

### SAMPLE

It is noteworthy that the sample was constituted of 69 students (male/female) with regard to the population of students of the Languages and Linguistics Major.

Determined by the software web <https://www.surveymonkey.com/mp/sample-size-calculator/> and printed below:

Calculate Your Sample Size:

? Population Size:

? Confidence Level (%): 99

? Margin of Error (%):

**Result: 69**

\*This sample size calculator uses a normal distribution (50%) to calculate your optimum sample size.

## DATA COLLECTION AND DATA ANALISYS

### SURVEYS ADDRESSED TO TEACHERS

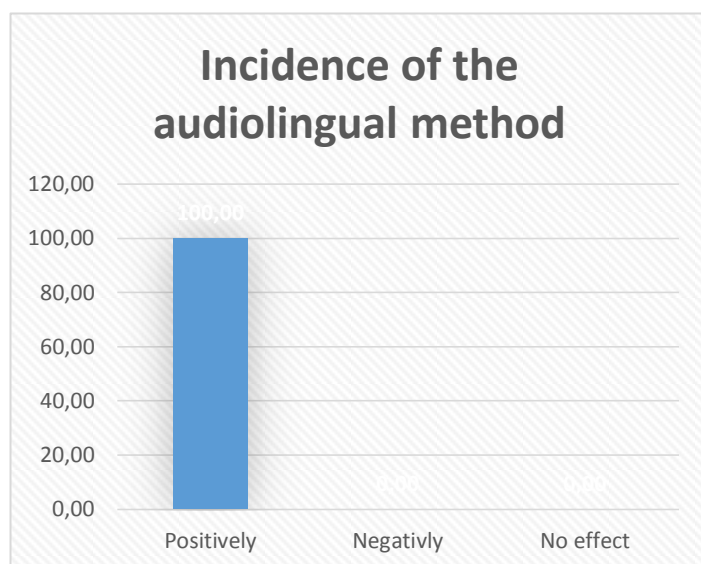
#### 1. HOW DOES AUDIOLINGUAL METHOD AFFECT THE DEVELOPMENT OF THE LISTENING SKILL?

**Table 1** Incidence of the audiolingual method

VARIABLE	FREQUENCY	PERCENTAGE
Positively	5	100,00
Negatively	0	0,00
No effect	0	0,00
<b>TOTAL</b>	<b>5</b>	<b>100</b>

Note: prepared by the authors who took as a source of the study teachers of Languages and Linguistics Major of the Universidad Técnica de Manabí

**Figure 1**





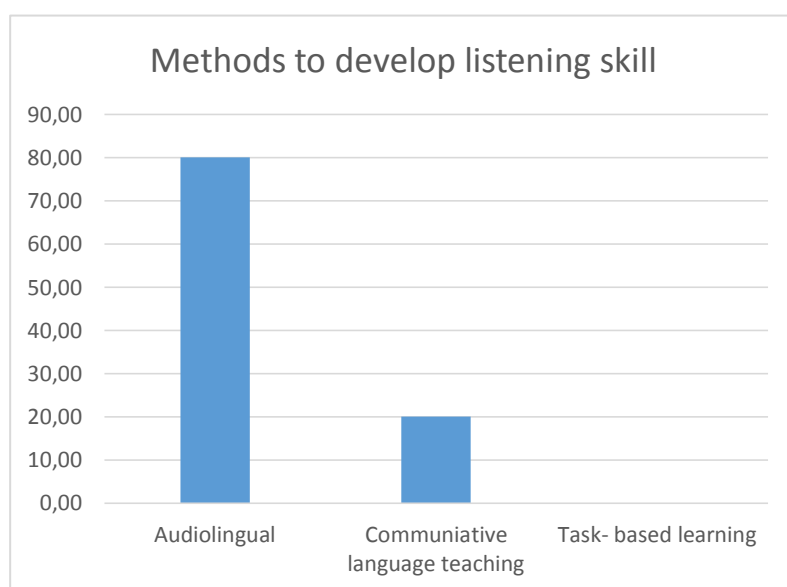
## 2. WHAT METHOD DO YOU USE THE MOST TO DEVELOP THE LISTENING SKILL IN STUDENTS?

**Table 2:** Methods to develop listening skill

VARIABLE	FREQUENCY	PERCENTAGE
Audiolingual	4	80,00
Communicative language teaching	1	20,00
Task- based learning	0	0,00
<b>TOTAL</b>	<b>5</b>	<b>100</b>

Note: prepared by the authors who took as a source of the study teachers of Languages and Linguistics Major of the Universidad Técnica de Manabí

**Figure 2**



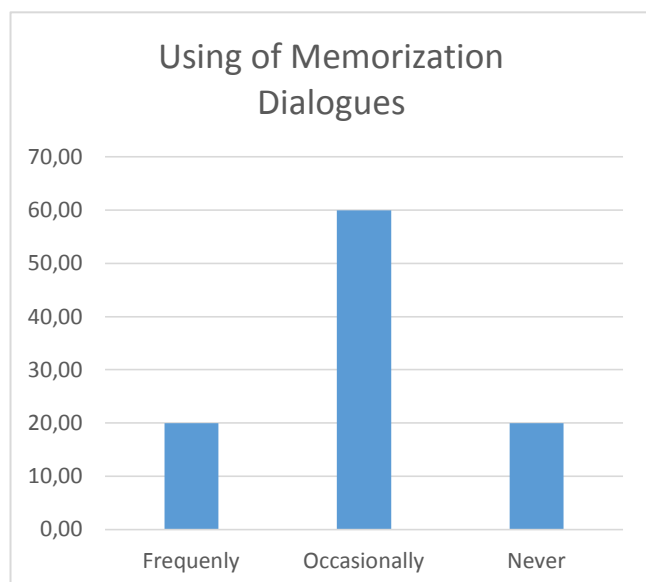
### 3. DO YOU USE MEMORIZATON DIALOGUES TO DEVELOP LISTENING SKILL IN STUDENTS?

**Table 3:** Using of Memorizing Dialogues

VARIABLE	FREQUENCY	PERCENTAGE
Frequently	1	20,00
Occasionally	3	60,00
Never	1	20,00
<b>TOTAL</b>	<b>5</b>	<b>100</b>

Note: prepared by the authors who took as a source of the study teachers of Languages and Linguistics Major of the Universidad Técnica de Manabí

**Figure 3**



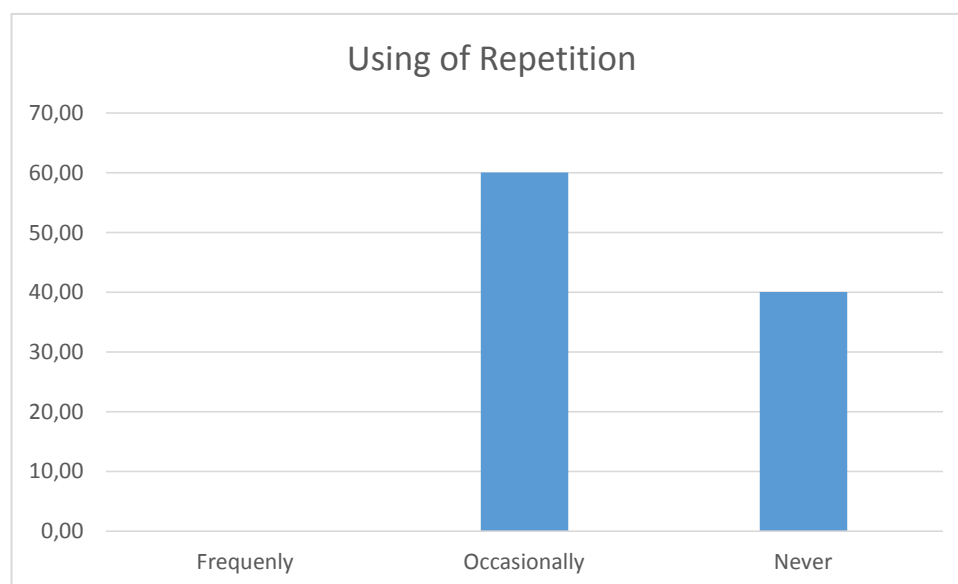
#### 4. DO YOU USE REPETITION TO DEVELOP LISTENING SKILL IN STUDENTS?

**Table 4: Using of Repetition**

VARIABLE	FREQUENCY	PERCENTAGE
Frequently	0	0,00
Occasionally	3	60,00
Never	2	40,00
<b>TOTAL</b>	<b>5</b>	<b>100</b>

Note: prepared by the authors who took as a source of the study teachers of Languages and Linguistics Major of the Universidad Técnica de Manabí

**Figure 4**



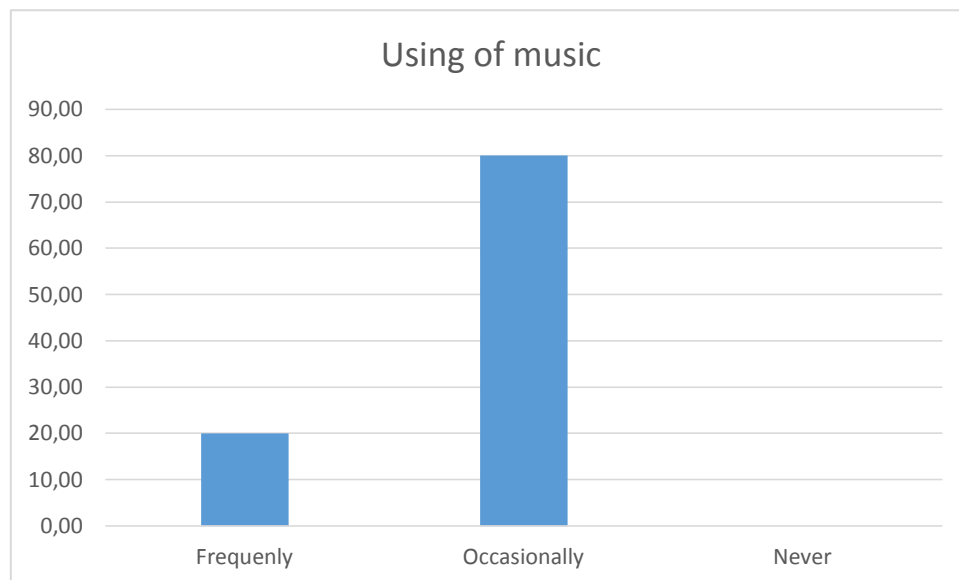
## 5. DO YOU USE MUSIC TO DEVELOP LISTENING SKILL IN STUDENTS?

Table 5: Using of Music

VARIABLE	FREQUENCY	PERCENTAGE
Frequently	1	20,00
Occasionally	4	80,00
Never	0	0,00
<b>TOTAL</b>	<b>5</b>	<b>100</b>

Note: prepared by the authors who took as a source of the study teachers of Languages and Linguistics Major of the Universidad Técnica de Manabí

Figure 5



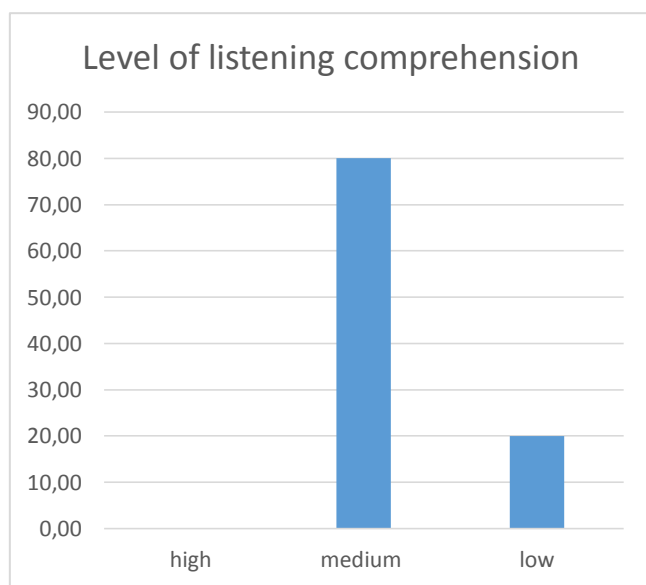
## 6. WHAT LEVEL OF LISTENING COMPREHENSION DO YOUR STUDENTS HAVE?

Table 6: Level of Listening Comprehension

VARIABLE	FREQUENCY	PERCENTAGE
high	0	0,00
medium	4	80,00
low	1	20,00
<b>TOTAL</b>	<b>5</b>	<b>100</b>

Note: prepared by the authors who took as a source of the study teachers of Languages and Linguistics Major of the Universidad Técnica de Manabí

Figure 6



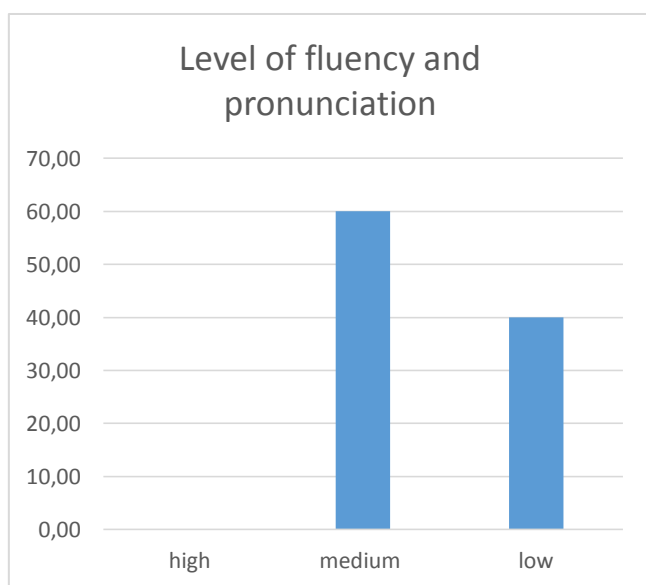
## 7. WHAT LEVEL OF FLUENCY AND PRONUNCIATION DO YOUR STUDENTS HAVE?

Table 7: Level of fluency and pronunciation

VARIABLE	FREQUENCY	PERCENTAGE
high	0	0,00
medium	3	60,00
low	2	40,00
<b>TOTAL</b>	<b>5</b>	<b>100</b>

Note: prepared by the authors who took as a source of the study teachers of Languages and Linguistics Major of the Universidad Técnica de Manabí

**Figure 7**



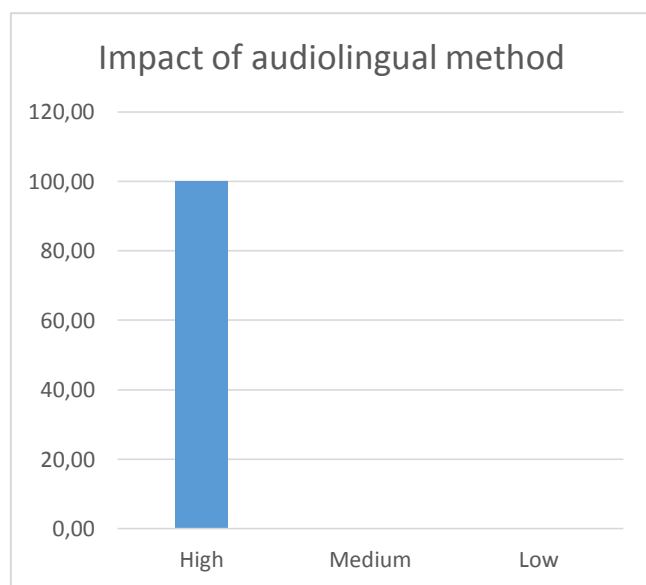
## 8. WHAT DO YOU THINK THE IMPACT OF USING THE AUDIOLINGUAL METHOD TO DEVELOP THE LISTENING SKILL IS?

Table 8: Impact of using audiolingual method

VARIABLE	FREQUENCY	PERCENTAGE
High	5	100,00
Medium	0	0,00
Low	0	0,00
<b>TOTAL</b>	<b>5</b>	<b>100</b>

Note: prepared by the authors who took as a source of the study teachers of Languages and Linguistics Major of the Universidad Técnica de Manabí

**Figure 8**



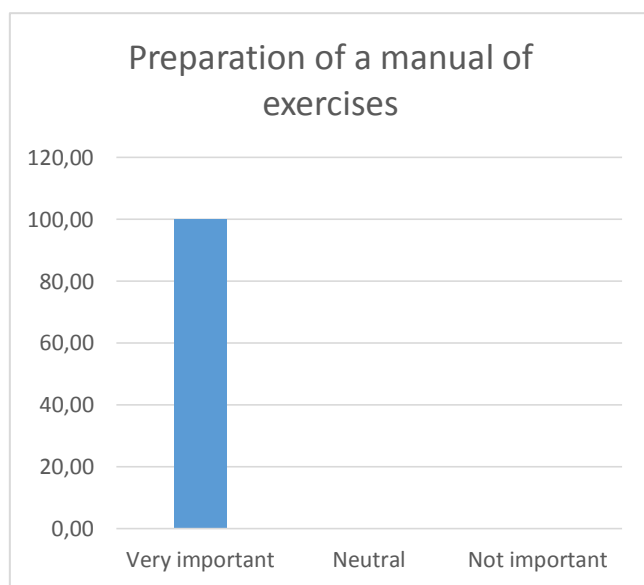
## 9. HOW NECESSARY IS IT TO CREATE A MANUAL OF EXERCISES TO DEVELOP LISTENING SKILL BASED ON AUDIOLINGUAL METHOD?

Table 9: Preparation of a manual of exercises

VARIABLE	FREQUENCY	PERCENTAGE
Very important	5	100,00
Neutral	0	0,00
Not important	0	0,00
<b>TOTAL</b>	<b>5</b>	<b>100</b>

Note: prepared by the authors who took as a source of the study teachers of Languages and Linguistics Major of the Universidad Técnica de Manabí

**Figure 9**





## STUDENTS' SURVEYS

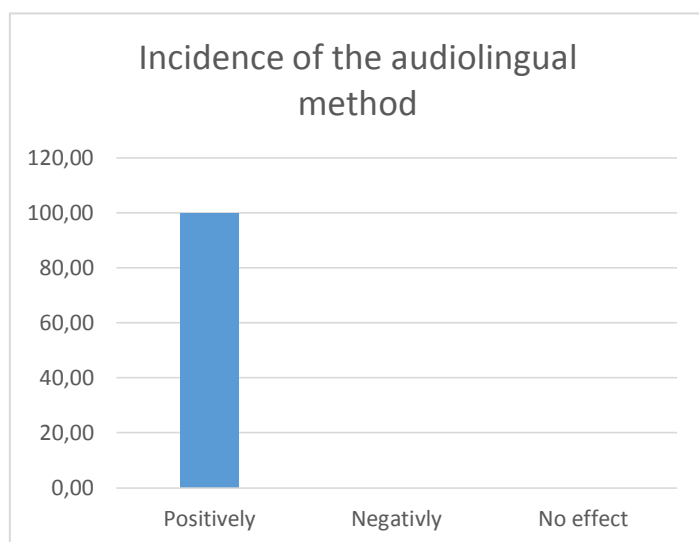
### 10. HOW DOES THE AUDIOLINGUAL METHOD AFFECT THE LISTENING SKILL?

Table 10: Incidence of the audiolingual method

VARIABLE	FREQUENCY	PERCENTAGE
Positively	69	100,00
Negatively	0	0,00
No effect	0	0,00
<b>TOTAL</b>	<b>69</b>	<b>100</b>

Note: prepared by the authors who took as a source of the study teachers of Languages and Linguistics Major of the Universidad Técnica de Manabí

**Figure 10**



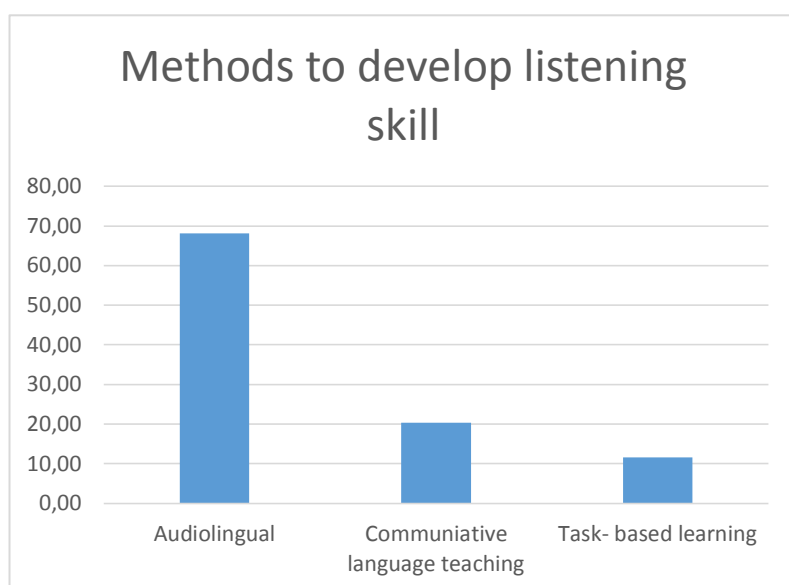
# 11. WHAT METHOD DO YOUR TEACHERS USE THE MOST TO DEVELOP THE LISTENING SKILL?

Table 11: Methods to develop listening skill

VARIABLE	FREQUENCY	PERCENTAGE
Audiolingual	47	68,12
Communicative language teaching	14	20,29
Task- based learning	8	11,59
<b>TOTAL</b>	<b>69</b>	<b>100</b>

Note: prepared by the authors who took as a source of the study teachers of Languages and Linguistics Major of the Universidad Técnica de Manabí

Figure 11



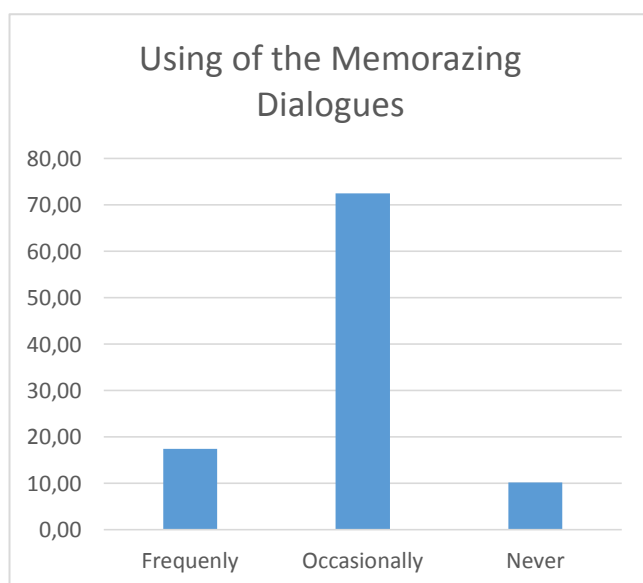
## 12. HOW OFTEN DO YOUR TEACHERS USE MEMORIZATON DIALOGUES TO DEVELOP LISTENING SKILL?

**Table 12: Using of Memorizing Dialogues**

VARIABLE	FREQUENCY	PERCENTAGE
Frequently	12	17,39
Occasionally	50	72,46
Never	7	10,14
<b>TOTAL</b>	<b>69</b>	<b>100</b>

Note: prepared by the authors who took as a source of the study teachers of Languages and Linguistics Major of the Universidad Técnica de Manabí

**Figure 12**



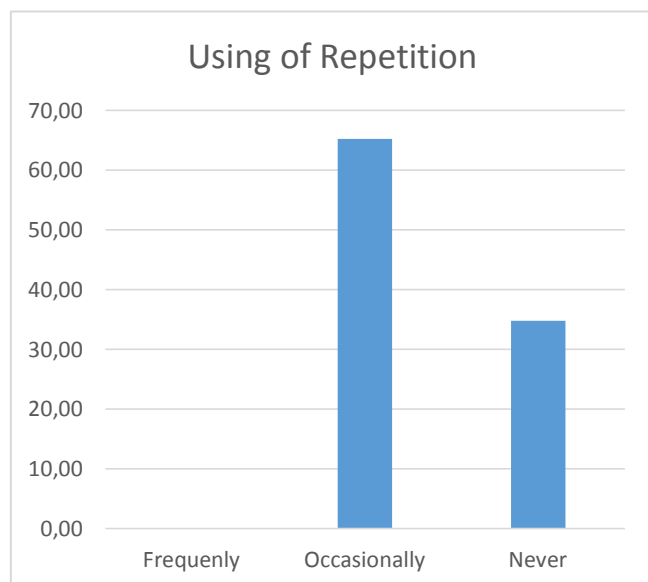
### 13. HOW OFTEN DO YOUR TEACHERS USE REPETITION TO DEVELOP LISTENING SKILL?

Table 13: Using of Repetition

VARIABLE	FREQUENCY	PERCENTAGE
Frequently	0	0,00
Occasionally	45	65,22
Never	24	34,78
<b>TOTAL</b>	<b>69</b>	<b>100</b>

Note: prepared by the authors who took as a source of the study teachers of Languages and Linguistics Major of the Universidad Técnica de Manabí

Figure 13



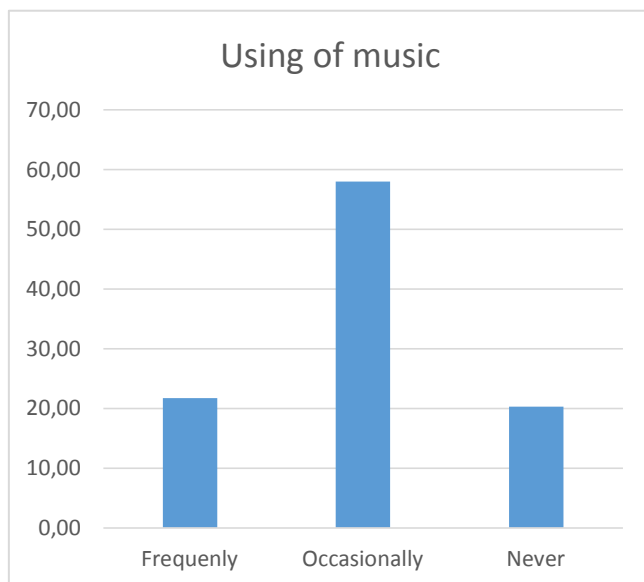
#### 14. HOW OFTEN DO YOUR TEACHERS USE MUSIC TO DEVELOP LISTENING SKILL IN STUDENTS?

**Table 14: Using of Music**

VARIABLE	FREQUENCY	PERCENTAGE
Frequently	15	21,74
Occasionally	40	57,97
Never	14	20,29
<b>TOTAL</b>	<b>69</b>	<b>100</b>

Note: prepared by the authors who took as a source of the study teachers of Languages and Linguistics Major of the Universidad Técnica de Manabí

**Figure 14**



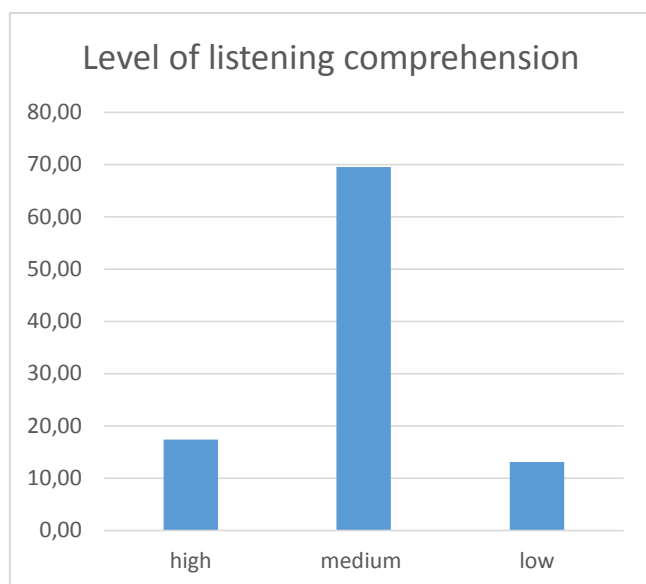
## 15. HOW DO YOU CONSIDER YOUR LEVEL OF LISTENING COMPREHENSION IS?

**Table 15: Level of listening comprehension**

VARIABLE	FREQUENCY	PERCENTAGE
high	12	17,39
medium	48	69,57
low	9	13,04
<b>TOTAL</b>	<b>69</b>	<b>100</b>

Note: prepared by the authors who took as a source of the study teachers of Languages and Linguistics Major of the Universidad Técnica de Manabí

**Figure 15**



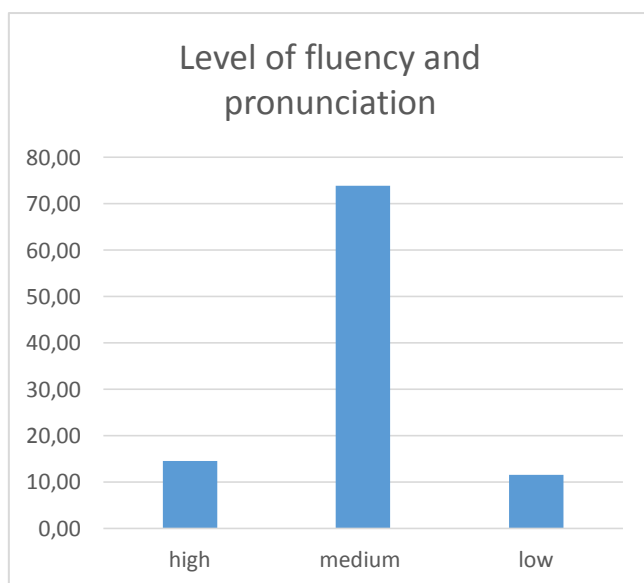
## 16. HOW DO YOU CONSIDER YOUR FLUENCY AND PRONUNCIATION?

Table 16: Level of fluency and pronunciation

VARIABLE	FREQUENCY	PERCENTAGE
high	10	14,49
medium	51	73,91
low	8	11,59
<b>TOTAL</b>	<b>69</b>	<b>100</b>

Note: prepared by the authors who took as a source of the study teachers of Languages and Linguistics Major of the Universidad Técnica de Manabí

Figure 16



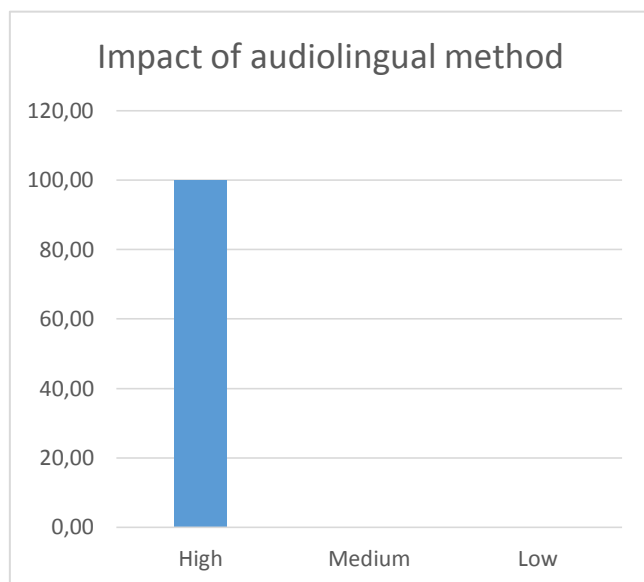
**17. WHAT DO YOU THINK THE IMPACT OF USING THE  
AUDIOLINGUAL METHOD TO DEVELOP THE LISTENING SKILL  
IS?**

**Table 17: Impact of using of audiolingual method**

VARIABLE	FREQUENCY	PERCENTAGE
High	69	100,00
Medium	0	0,00
Low	0	0,00
<b>TOTAL</b>	<b>69</b>	<b>100</b>

Note: prepared by the authors who took as a source of the study teachers of Languages and Linguistics Major of the Universidad Técnica de Manabí

**Figure 17**





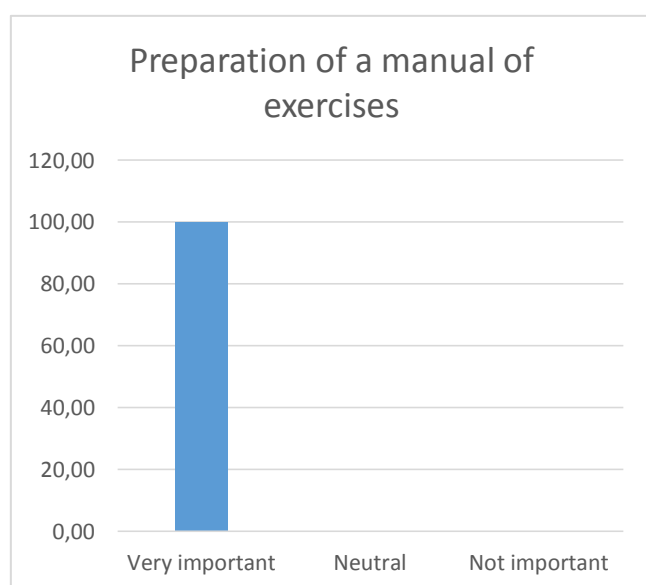
# **18. HOW NECESSARY IS IT TO CREATE A MANUAL OF EXERCISES TO DEVELOP LISTENING SKILL BASED ON AUDIOLINGUAL METHOD?**

Table 18: Preparation of a manual of exercises

VARIABLE	FREQUENCY	PERCENTAGE
Very important	69	100,00
Neutral	0	0,00
Not important	0	0,00
<b>TOTAL</b>	<b>69</b>	<b>100</b>

Note: prepared by the authors who took as a source of the study teachers of Languages and Linguistics Major of the Universidad Técnica de Manabí

**Figure 18**



## **ANALISYS OF TABLE AND FIGURE OF QUESTION N° 1**

### **HOW DOES AUDIOLINGUAL METHOD AFFECT THE LISTENING SKILL?**

Statistical data shows that from 100% of surveyed teachers: 5 teachers what equivalent to 100% declared that audiolingual method affect positively the listening skill.

Nowadays the teachers know that listening is a fundamental part to master English, and they know that to start talking fluently in English is necessary to practice the listening. The audiolingual method develops the listening skill and speaking, and this equates correct pronunciation and grammar, so that's the reason why the first option have the highest score in the statistical data showed previously.

## **ANALISYS OF TABLE AND FIGURE OF QUESTION N° 2**

### **WHAT METHOD DO YOU USE THE MOST TO DEVELOP THE LISTENING SKILL IN STUDENTS?**

Statistical data shows that from 100% of surveyed teachers: 4 teachers what equivalent to 80% declared that the method most used is audiolingual method and 1 teacher what equivalent to 20% declared that the method most used is communicative language teaching CLT.

It may be noted that most teachers use the audiolingual method in their class as a tool to develop listening skills in their students this method is effective and quick for the acquisition of a foreign language in a spontaneous way.

## **ANALISYS OF TABLE AND FIGURE OF QUESTION N° 3**

## **DO YOU USE MEMORIZATION DIALOGUES TO DEVELOP LISTENING SKILL IN STUDENTS?**

Statistical data shows that from 100% of surveyed teachers: 1 teacher what equivalent to 20% declared they use memorization dialogues frequently, 3 teachers what equivalent to 60% declared they use memorization dialogues occasionally and 1 teacher what equivalent to 20% declared they never use memorization dialogues.

In the audiolingual method, the acquisition of a language depends on memorizing and imitate, memorization activities can provide students with a relatively easy challenge that can help build vocabulary and grammar bases that can be accessed years later when needed. However the teachers surveyed do not use memorization dialogues frequently, they use them occasionally.

## **ANALYSIS OF TABLE AND FIGURE OF QUESTION N° 4**

### **DO YOU USE REPETITION TO DEVELOP LISTENING SKILL IN STUDENTS?**

Statistical data shows that from 100% of surveyed teachers: 3 teachers what equivalent to 60% declared they use repetition occasionally and 2 teachers what equivalent to 40% declared they never use repetition to develop listening skill in the students.

In the audiolingual method, students learn the new language without considering their meaning or content, only the structures are practiced with exercises substitution and repetition are the known "pattern- drills". However the teachers use repetition occasionally, maybe they think is a technique for kids but if the second language is being acquired at a high level of university education for example in this case, the tools

should be more complex method because it does not have the same retention capacity of a child.

#### **ANALISYS OF TABLE AND FIGURE OF QUESTION N° 5**

##### **DO YOU USE MUSIC TO DEVELOP LISTENING SKILL IN STUDENTS?**

Statistical data shows that from 100% of surveyed teachers: 1 teacher what equivalent to 20% declared they use music frequently and 4 teachers what equivalent to 80% declared they occasionally use music to develop listening skill in the students.

The results show that the teachers use music in their classes occasionally to develop listening skill however it is very important to use music frequently, since among the aural materials used in the audio lingualmethod have music as classroom activities based songs, where note taking, exercises to complete or fill blanks are included, to encourage pronunciation and improving the listening skill, so students learn to listen selectively.

#### **ANALISYS OF TABLE AND FIGURE OF QUESTION N° 6**

##### **WHAT LEVEL OF LISTENING COMPREHENSION DO YOUR STUDENTS HAVE?**

Statistical data shows that from 100% of surveyed teachers: 4 teachers what equivalent to 80% declared that listening comprehension in their students is medium level and 1 teacher what equivalent to 20% declared that listening comprehension in their students is low level.

It may be noted that most students have a medium level in listening comprehension, this means that teachers need to keep improving the techniques to develop listening skills in

their students, because listening is the key of all the effective communication, this skill is essential to understand and learn better language.

#### **ANALISYS OF TABLE AND FIGURE OF QUESTION N° 7**

##### **WHAT LEVEL OF FLUENCY AND PRONUNCIATION DO YOUR STUDENTS HAVE?**

Statistical data shows that from 100% of surveyed teachers: 3 teachers what equivalent to 60% declared that fluency and pronunciation in their students is medium level and 2 teachers what equivalent to 40% declared that fluency and pronunciation in their students is low level.

It may be noted that most students have an average level in fluency and pronunciation, this means that teachers need to improve the techniques to develop listening skills in their students, since in the audiolingual method learners acquire fluency and his speech becomes like a native.

#### **ANALISYS OF TABLE AND FIGURE OF QUESTION N° 8**

##### **WHAT DO YOU THINK THE IMPACT OF USING THE AUDIOLINGUAL METHOD TO DEVELOP THE LISTENING SKILL IS?**

Statistical data shows that from 100% of surveyed teachers: 5 teachers what equivalent to 100% declared the impact of using the audiolingual method to develop listening skill is high.

The results indicate that the audiolingual method has a high impact on the skills of listening, study programs focusing on the audio lingual method show a substantial

increase in language learning, therefore should be continued strengthened for proper application.

#### **ANALISYS OF TABLE AND FIGURE OF QUESTION N° 9**

##### **HOW NECESSARY IS IT TO CREATE A MANUAL OF EXERCISES TO DEVELOP LISTENING SKILL BASED ON AUDIOLINGUAL METHOD?**

Statistical data shows that from 100% of surveyed teachers: 5 teachers what equivalent to 100% declared that is very important to create a manual of exercises to develop listening skill based on audiolingual method.

The results indicate that is very important to create a manual of exercises to develop listening skill based on audiolingual method as a guide for teachers of the Languages and Linguistics Major in order to apply more dynamic exercises that will help their student learn the language of funny easy and practical way.

#### **ANALISYS OF TABLE AND FIGURE OF QUESTION N° 10**

##### **HOW DOES THE AUDIOLINGUAL METHOD AFFECT THE LISTENING SKILL?**

Statistical data shows that from 100% of surveyed students: 69 students what equivalent to 100% declared that audiolingual method affect positively the listening skill.

The audiolingual method develops the skills of listening and speaking, and this equates correct pronunciation and grammar, so that's the reason why the first option have the highest score in the statistical data showed previously.

#### **ANALISYS OF TABLE AND FIGURE OF QUESTION N° 11**

## **WHAT METHOD DO YOUR TEACHERS USE THE MOST TO DEVELOP THE LISTENING SKILL IN STUDENTS?**

Statistical data shows that from 100% of surveyed students: 47 students what equivalent to 68, 12% declared that the method most used by teachers is audiolingual method, 14 students what equivalent to 20, 29% declared that the method most used by teachers is communicative language teaching CLT and 8 students what equivalent to 11, 59% declared that the method most used by teachers is Task Based Learning.

It may be noted that most teachers use the audiolingual method in their class as a tool to develop listening skills in their students because it is effective and quick for the acquisition of a foreign language in a spontaneous way.

## **ANALISYS OF TABLE AND FIGURE OF QUESTION N° 12**

### **HOW OFTEN DO YOUR TEACHERS USE MEMORIZATON DIALOGUES TO DEVELOP LISTENING SKILL?**

Statistical data shows that from 100% of surveyed students: 12 students what equivalent to 17, 39% declared that their teachers use memorization dialogues frequently, 50 students what equivalent to 72, 46% declared that their teachers use memorization dialogues occasionally and 7 students what equivalent to 10, 14% declared that their teachers never use memorization dialogues.

In the audiolingual method, the acquisition of a language depends to memorize and imitate, memorization activities can provide students with a relatively easy challenge that can help build vocabulary and grammar bases that can be accessed years later when

needed. However the students surveyed said their teachers do not use memorization dialogues frequently they use them occasionally.

### **ANALISYS OF TABLE AND FIGURE OF QUESTION N° 13**

#### **HOW OFTEN DO YOUR TEACHERS USE REPETITION TO DEVELOP LISTENING SKILL?**

Statistical data shows that from 100% of surveyed students: 45 students what equivalent to 65, 22% declared that their teachers use repetition occasionally and 24 students what equivalent to 34, 78% declared that their teachers never use repetition.

In the audiolingual method, students learn the new language without considering their meaning or content, only the structures are practiced with exercises substitution and repetition are the known "pattern- drills", one of the main activities of audiolingual method is repetition. However students said their teachers use repetition occasionally, maybe they think is a technique for kids but if the second language is being acquired at a high level of university education for example in this case, the tools should be more complex method because it does not have the same retention capacity of a child.

### **ANALISYS OF TABLE AND FIGURE OF QUESTION N° 14**

#### **HOW OFTEN DO YOUR TEACHERS USE MUSIC TO DEVELOP LISTENING SKILL?**

Statistical data shows that from 100% of surveyed students: 15 students what equivalent to 21, 74% declared that their teachers use music frequently, 40 students what equivalent to 57, 97% declared that their teachers use music occasionally and 14



students what equivalent to 20, 29% declared that their teachers never use music in classes.

The results show that the teachers use music in their classes occasionally to develop listening skill however it is very important to use music frequently, since among the aural materials used in the audiolingual method have music as classroom activities based songs, where note taking, exercises to complete or fill blanks are included, to encourage pronunciation and improving the listening skill, so students learn to listen selectively.

#### **ANALISYS OF TABLE AND FIGURE OF QUESTION N° 15**

##### **HOW DO YOU CONSIDER YOUR LEVEL OF LISTENING**

##### **COMPREHENSION IS?**

Statistical data shows that from 100% of surveyed students: 12 students what equivalent to 17, 39% declared that his listening comprehension is high level, 48 students what equivalent to 69, 57% declared that his listening comprehension is medium level and 9 students what equivalent to 13, 04% declared that his listening comprehension is low level.

It may be noted that most students have a medium level in listening comprehension, this means that teachers need to improve the techniques to develop listening skills in their students, because listening is the key of all the effective communication, this skill is essential to understand and learn better language.

#### **ANALISYS OF TABLE AND FIGURE OF QUESTION N° 16**

##### **HOW DO YOU CONSIDER YOUR FLUENCY AND PRONUNCIATION?**

Statistical data shows that from 100% of surveyed students: 10 students what equivalent to 14, 49% declared that his fluency and pronunciation is high level, 51 students what equivalent to 73, 91% declared that his fluency and pronunciation is medium level and 8 students what equivalent to 11, 59% declared that his fluency and pronunciation is low level.

It may be noted that most students have an average level in fluency and pronunciation, this means that teachers need to improve the techniques to develop listening skills in their students, since in the audiolingual method learners acquire fluency and his speech becomes like a native.

#### **ANALISYS OF TABLE AND FIGURE OF QUESTION N° 17**

##### **WHAT DO YOU THINK THE IMPACT OF USING THE AUDIOLINGUAL METHOD TO DEVELOP THE LISTENING SKILL IS?**

Statistical data shows that from 100% of surveyed students: 69 students what equivalent to 100% declared the impact of using the audiolingual method to develop listening skill is high.

The results indicate that the audiolingual method has a high impact on the skills of listening, study programs focusing on the audiolingual method show a substantial increase in language learning, therefore should be continued strengthened for proper application.

#### **ANALISYS OF TABLE AND FIGURE OF QUESTION N° 18**

## **HOW NECESSARY IS IT TO CREATE A MANUAL OF EXERCISES TO DEVELOP LISTENING SKILL BASED ON AUDIOLINGUAL METHOD?**

Statistical data shows that from 100% of surveyed students: 69 students what equivalent to 100% declared that is very important to create a manual of exercises to develop listening skill based on audiolingual method.

The results indicate that is very important to create a manual of exercises to develop listening skill based on audiolingual method as a guide for teachers of the Languages and Linguistics Major in order to apply more dynamic exercises that will help their student learn the language of funny easy and practical way.

## **ELABORATION OF RESULTS REPORT**

### **ACHIEVEMENT OF OBJECTIVES**

Once examined and demonstrated the results of the surveys through the tables and figures with their respective frequencies and percentages, the proposed objectives have been reasoned in the following way:

#### **GENERAL OBJECTIVE**

In regard to the general objective: **To determine the incidence of audiolingual method on the development of listening skill in the students of Languages and Linguistics Major.**

This objective is absolutely demonstrated in the first and eighth questions of the surveys addressed to teachers and students, represented in tables and figures: **How does the audiolingual method affect the listening skill? And what do you think the impact of using the audiolingual method to develop the listening skill is?** Where, 100 % of teachers answered to the alternative positively and high and 100 % of students chose the same one.

In conclusion, this research is feasible since, Audiolingual Method affects positively on development of listening skill in students of the Languages and Linguistics Major and the impact of this method is high. In other words, a language can be learned through this method.

## **SPECIFIC OBJECTIVES**

In regard to the first specific objective: **To diagnose the application of the audio lingual method on the development of the listening skill in the students of the Languages and Linguistics Major.**

This objective is totally demonstrated in the second and eleventh question of the surveys addressed to teachers and students, which are represented in tables and figures: **What method do you use the most to develop the listening skill in students? And what method do your teachers use the most to develop the listening skill?** Where 80 % of teachers answered to the alternative audio lingual method, and 68, 12 % of students answered to the alternative audiolingual method too. Briefly, it can be said that teachers apply the audiolingual method in their classes as a tool to develop listening skills in their students because it is effective and quick for the acquisition of a foreign language in a spontaneous way.

In regard to the second specific objective: **To recognize the level of development of listening skills in students of the Languages and Linguistics Major.**

This objective is utterly demonstrated in the sixth and fifteenth question of the surveys addressed to teachers and students, which are represented in tables and figures: **What level of listening comprehension do your students have? And how do you consider your level of listening comprehension is?** Where 80 % of teachers and 69, 57 % of students answered to the alternative, medium.

It can be noticed, what is the level of listening comprehension in the students, and they have medium level, this means that teachers need to keep improving the techniques to develop listening skills in their students, because listening is the key of all the effective communication, this skill is essential to understand and learn better language.

In regard to the third specific objective: **To create a proposal considering the results of this research.**

This objective is utterly demonstrated in the ninth and eighteenth question of the surveys addressed to teachers and students, which are represented in tables and figures: **How necessary is it to create a manual of exercises to develop listening skill based on audiolingual method?** Where, 100 % of teachers and 100 % of students selected the alternative, very important. According to these results, it can be said that is very important to create a manual of exercises to develop listening skill based on audiolingual method as a guide for teachers of the Languages and Linguistics Major. Therefore, this research is absolutely feasible since, the proposal of solution was designed as guide to motivate teachers to apply more dynamic exercises that will help their student learn the language in a funny easy and practical way.

## VERIFICATION OF HYPOTHESIS

### GENERAL HYPOTHESIS

Regarding the general hypothesis: The **Audio lingual method impact positively on the development of listening skill in the students of the Languages and Linguistics Major.**

This hypothesis is absolutely demonstrated in the first and eighth questions of the surveys addressed to teachers and students, represented in tables and figures: **How does the audiolingual method affect the listening skill? And what do you think the impact of using the audiolingual method to develop the listening skill is?** Where, 100 % of teachers answered to the alternative positively and high and 100 % of students chose the same one.

In conclusion, this research is feasible since, Audiolingual Method affects positively on development of listening skill in students of the Languages and Linguistics Major and the impact of this method is high. In other words, a language can be learned through this method.

### SPECIFIC HYPOTHESIS

Regarding the first specific hypothesis: **In the Languages and Linguistics Major the audiolingual method is applied to develop the listening skill in the students.**

This hypothesis is totally demonstrated in the second and eleventh question of the surveys addressed to teachers and students, which are represented in tables and figures: **What method do you use the most to develop the listening skill in students? And what method do your teachers use the most to develop the listening skill?** Where 80 % of teachers answered to the alternative audio lingual method, and 68, 12 % of

students answered to the alternative audiolingual method too. Briefly, it can be said that teachers apply the audiolingual method in their classes as a tool to develop listening skills in their students because it is effective and quick for the acquisition of a foreign language in a spontaneous way.

Regarding the second specific hypothesis: **The level of development of listening skills in students of Languages and Linguistics Major is related to the applied method.**

This hypothesis is demonstrated in the sixth and fifteenth question of the surveys addressed to teachers and students, which are represented in tables and figures: **What level of listening comprehension do your students have? And how do you consider your level of listening comprehension is?** Where 80 % of teachers and 69, 57 % of students answered to the alternative, medium. The most of the students have a medium level in listening comprehension, this means that teachers need to keep improving the techniques to develop listening skills in their students, because listening is the key of all the effective communication, this skill is essential to understand and learn better language.

Regarding the third specific hypothesis: **The proposal about a guide with audiolingual method techniques will permit to increase the level of listening in students of the Languages and Linguistic Major.**

This hypothesis is utterly demonstrated in the ninth and eighteenth question of the surveys addressed to teachers and students, which are represented in tables and figures: **How necessary is it to create a manual of exercises to develop listening skill based on audiolingual method?** Where, 100 % of teachers and 100 % of students selected the alternative, very important. According to these results, it can be said that is very



important to create a manual of exercises to develop listening skill based on audiolingual method as a guide for teachers of the Languages and Linguistics Major.

Therefore, this research is absolutely feasible since, the proposal of solution was designed as guide to motivate teachers to apply more dynamic exercises that will help their student learn the language of funny easy and practical way and this guide with audio lingual method techniques will permit to increase the level of listening.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **CONCLUSIONS**

Once obtained the findings from the study place and analyzed the results, we conclude that:

- The audiolingual method impacts positively on the development of listening skill in the students of the Languages and Linguistics Major of the Universidad Técnica de Manabí.
- Teachers in the Languages and Linguistics Major apply the audio lingual method to develop the listening skill in the students.
- The level of development of listening skills in students of Languages and Linguistics Major is closely linked to the applied method.
- The proposal of solution about a guide with audiolingual method techniques is absolutely necessary since it will permit to increase the level of listening in students of the Languages and Linguistics Major.

## **RECOMMENDATIONS**

After having finished this research on Audiolingual method and its incidence on development in the listening skill is required to set up some recommendations:

- Due to the positive incidence of the audiolingual method in the listening skill all the teachers of the Language and Linguistics Major should strive to continue applying it and get the most out of it.
- Teachers should continue applying the audiolingual method due to the high impact it has on the teaching- learning process of a foreign language.
- Listening skill should be improved by all students, since listening is the key of all the effective communication.
- The manual of techniques (proposal of solution) should be used by all teachers to intensify the development of the listening skill in students at the Languages and Linguistics Major.

## **PROPOSAL OF SOLUTION**

### **INTRODUCTION**

With this guide students of Languages and Linguistics Major of the Universidad Técnica de Manabí will learn, develop and practice the English language fluently, it will help teachers in their classrooms.

It has produced this manual based on audio lingual method where a series of organized and varied activities proposed, using different techniques of this method.

This is designed as a useful and practical manual for the same wording, a simple clear language that facilitates understanding has been used. In addition, this manual is comprised of various activities and each contains: name of the technique, subject, activity, purpose of the activity, and consist procedure in which the steps that teachers must follow to achieve the goal.

Hoping that this manual will provide a useful tool in the classroom so that teachers optimize the teaching-learning process, benefiting stakeholders of education.

### **JUSTIFICATION**

The present proposal has allowed to develop a guide of techniques used in the audiolingual method for the development of the listening skills and English in the students of the Languages and Linguistics Major of the Universidad Técnica de Manabí addressed to teachers the same that will serve as a source of written and practical information in the teaching work and in this way to improve the participation in the class and that the students have security at the moment of being expressed in the English language.

This proposal will be of great support to the teacher in all its activities within the teaching-learning process, since the correct application of the techniques will help to improve the development of listening skill.

As researchers we are very convinced that this guide is developed taking into account the needs of students and teachers of English language and language courses, and can be used as reinforcement in their classes, so it is important to have it close to the materials and resources for the class.

### **OBJECTIVE OF THE PROPOSAL**

To increase the level of listening skill based on audiolingual method in the students of Languages and Linguistics Major of the Universidad Técnica de Manabí.

### **BACKGROUND**

The English language is very important for student's development, and it is the official language of this globalized world. It is a tool that allows us to communicate with people from other countries. Then the English language has become the most important global language.

Ecuador has not been the exception, as each day; we are looking for new alternatives to help new students to acquire English as a foreign language. There are various methods for the acquisition of this language and one of them is the 'audio lingual method' The 'lingual audio method' is emerged as the result of the need to have good domain oral and auditory of a foreign language during and after World War II.

The principal exponent of this method was Charles Fries, the language should teach through oral pronunciation and practice the basic models of sentences, the oral training was the most important, followed by the pronunciation, speaking, reading and writing, and then the audio language method is effective and fast for the acquisition of a foreign language because it allows its acquisition spontaneously.

## BUDGET

ÍTEMS	COST
Use of internet, module of investigation and manual of A.P.A	\$ 20.00
Transport , CDs and folders	\$ 40.00
Use of internet, module of investigation and manual of A.P.A	\$ 20.00
Copies, transport and printing white/black and color	\$ 40.00
Use of internet	\$ 20.00
Transport, folders and plagiarism control	\$ 60.00
Research paper binding, CD recording and manuals	\$ 100.00
<b>TOTAL</b>	<b>\$ 300,00</b>

The cost of this research paper was approximately of \$ 300, 00 dollars.

## CHRONOGRAM 2016

ACTIVITIES	MAYO				JUNE				JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				RESOURCES		COSTS
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	HUMANS	MATERIALS					
Topic selection and elaboration of the project	x	x																							Research paper authors	Use of internet, module of investigation and manual of A.P.A	\$ 20.00				
Review and approval of the project			x	X	x																				Research paper authors and authorities	Transport , CDs and folders	\$ 40.00				
Selection of bibliographical sources and development of the framework						x	x	x	x	x															Research paper authors	Use of internet, module of investigation and manual of A.P.A	\$ 20.00				
Application of the survey and preparation of statistical tables with their analysis											x	x	x	x	x										Research paper authors, students and English teacher of Languages and Linguistic Major	Copies, transport and printing white/ black and color	\$ 40.00				
Preparation of the proposal																x	x	x	X	x					Research paper authors, Vice-Dean and advisor	Use of internet	\$ 20.00				
Review and correction of the research paper																				x	X	x	x		Research paper authors, advisor and reviewer	Transport, folders and plagiarism control	\$ 60.00				
Approval and defense of the research paper																								x	x	x	x	Research paper authors, advisor and reviewer	Research paper binding, CD recording and manuals	\$ 100.00	
TOTAL																												\$ 300.00			

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## APENDICES



### UNIVERSIDAD TÉCNICA DE MANABÍ

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

ESCUELA DE IDIOMAS Y LINGÜÍSTICA

#### ENCUESTA DIRIGIDA A DOCENTES.

La presente encuesta tiene como objetivo determinar la incidencia del método audio lingual en el desarrollo de la destreza de escuchar en los estudiantes de la escuela de idiomas y lingüística. Por favor, sírvase contestar de la manera más honesta y veraz. Agradecemos de antemano su criterio dada la importancia de este trabajo.

1. ¿Cómo influye el método audio lingual en la destreza de escuchar del idioma inglés?
  - a. Positivamente ( )
  - b. Negativamente ( )
  - c. No influye ( )
2. ¿Cuál es el método que más utiliza para desarrollar la destreza de escuchar (listening skill) en los estudiantes?
  - a. Audiolingual ( )
  - b. Communicative Language Teaching ( )
  - c. Task - Based Learning ( )
3. ¿Utiliza diálogos de memorización para desarrollar la destreza de escuchar?
  - a. Frecuentemente ( )
  - b. De vez en cuando ( )
  - c. Nunca ( )
4. ¿Utiliza la técnica de repetición para desarrollar la destreza de escuchar?
  - a. Frecuentemente ( )
  - b. De vez en cuando ( )
  - c. Nunca ( )
5. ¿Utiliza música para desarrollar la destreza de escuchar?
  - a. Frecuentemente ( )
  - b. De vez en cuando ( )
  - c. Nunca ( )
6. ¿Qué nivel de comprensión auditiva tienen sus estudiantes?
  - a. Alto ( )
  - b. Medio ( )
  - c. Bajo ( )
7. ¿Qué nivel de fluidez y pronunciación tienen sus estudiantes?
  - a. Alto ( )
  - b. Medio ( )
  - c. Bajo ( )
8. ¿Cómo considera que es el impacto al utilizar el método audio lingual para el manejo la escucha?
  - a. Alto ( )
  - b. Medio ( )
  - c. Bajo ( )
9. ¿Cuán necesario es crear un manual dinámico para desarrollar la destreza de escuchar basándose en el método audio lingual?
  - a. Muy importante ( )
  - b. Neutral ( )
  - c. Poco importante ( )

**Muchas gracias**



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**ENCUESTA DIRIGIDA A ESTUDIANTES.**

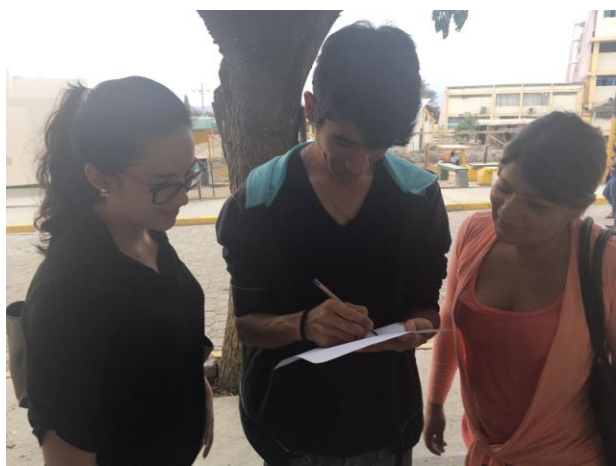
La presente encuesta tiene como objetivo determinar la incidencia del método audio lingual en el desarrollo de la destreza de escuchar en los estudiantes de la escuela de idiomas y lingüística. Por favor, sírvase contestar de la manera más honesta y veraz. Agradecemos de antemano su criterio dada la importancia de este trabajo.

10. ¿Cómo influye el método audio lingual en la destreza de escuchar del idioma inglés?
  - a. Positivamente ( )
  - b. Negativamente ( )
  - c. No influye ( )
11. ¿Cuál es el método que más utilizan sus docentes para desarrollar la destreza del listening?
  - a. Audiolingual ( )
  - b. CommunicativeLanguageTeaching ( )
  - c. Task - BasedLearning( )
12. ¿Sus profesores utilizan diálogos de memorización para desarrollar la destreza de escuchar?
  - a. Frecuentemente ( )
  - b. De vez en cuando ( )
  - c. Nunca ( )
13. ¿Sus profesores utilizan la técnica de repetición para desarrollar la destreza de escuchar?
  - a. Frecuentemente ( )
  - b. De vez en cuando ( )
  - c. Nunca ( )
14. ¿Sus profesores utilizan música para desarrollar la destreza de escuchar?
  - a. Frecuentemente ( )
  - b. De vez en cuando ( )
  - c. Nunca ( )
15. ¿Cómo considera su nivel de comprensión auditiva?
  - a. Alto ( )
  - b. Medio ( )
  - c. Bajo ( )
16. ¿Cómo considera su nivel de fluidez y pronunciación?
  - a. Alto ( )
  - b. Medio ( )
  - c. Bajo ( )
17. ¿Cómo considera que es el impacto al utilizar el método audio lingual para el manejo la escucha?
  - a. Alto ( )
  - b. Medio ( )
  - c. Bajo ( )
18. ¿Cuán necesario es crear un manual dinámico para desarrollar la destreza de escuchar basándose en el método audio lingual?
  - a. Muy importante ( )
  - b. Neutral ( )
  - c. Poco importante ( )

**Muchas gracias**



**Research paper review by advisor.**





**Applications of surveys to Language and Linguistics students.**



**Applications of surveys to Language and Linguistics teachers.**



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