Thesis

Communicative activities and development of listening skills in students of the first cycle at Instituto Superior Tecnologico Privado CIBERTEC - Miraflores, 2017

Presented by
Wilmer TAPIA BARBOZA

Adviser
Rogil SÁNCHEZ QUINTANA

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Communicative activities and development of listening skills in students of the first cycle at Instituto Superior Tecnologico Privado CIBERTEC - Miraflores, 2017
I dedicate this work to my deceased father Roberto Tapia and my beloved mother Maria Barboza for giving their sons and daughters support, love, encouragement and for showing us the meaning of sacrifice and respect that makes us be honored people.

This work is also dedicated to my colleagues, to all who helped me in my education as well as in my life without any exception.
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Resumen

En la investigación titulada *Communicative activities and development of listening skills in students of the first cycle at Instituto Superior Tecnologico Privado CIBERTEC - Miraflores, 2017*, las actividades comunicativas son realmente importantes en el proceso de aprendizaje del idioma inglés porque ayudan a captar la atención y la participación oral de nuestros alumnos. Ayudan a los estudiantes a desarrollar sus habilidades para escuchar y hablar y los capacitan para comunicarse en contextos de la vida cotidiana. El propósito de este estudio fue determinar en qué medida las actividades comunicativas se relacionan con el desarrollo de habilidades de escucha en estudiantes del instituto CIBERTEC ubicado en Miraflores. Específicamente, el estudio fue diseñado para evaluar la comprensión auditiva de los estudiantes a través del uso de algunas actividades comunicativas en clase. Para lograr los objetivos del estudio, se utilizó un método descriptivo. Los datos se recopilaron mediante cuestionarios y pruebas de audición para sesenta estudiantes en el primer ciclo. Con base en la información recopilada a través de los instrumentos anteriores y su análisis e interpretación, los hallazgos del estudio indicaron que las actividades comunicativas están significativamente relacionadas con el desarrollo de las habilidades auditivas en los estudiantes participantes.

Palabras clave: actividades comunicativas, habilidades para escuchar y desarrollo.
Abstract

In the research entitled Communicative activities and development of listening skills in students of the first cycle at Instituto Superior Tecnologico Privado CIBERTEC - Miraflores, 2017, communicative activities are really important in the English language learning process because they help to catch our students’ attention and oral participation. They help Students develop their listening-speaking skills and train them to communicate in daily life contexts. The purpose of this study was to determine to what extend communicative activities relate to the development of listening skills in students of CIBERTEC institute located in Miraflores. Specifically, the study was intended to assess students’ listening comprehension though the use of some communicative activities in class. In order to achieve the objectives of the study, a descriptive method was used. The data were collected by mean of questionnaires and listening tests given to sixty students in the first cycle. Based on the information collected through the above instruments and its analysis and interpretation, the findings of the study indicated that communicative activities are significantly related to the development of listening skills in the participant students.

Keywords: Communicative activities, Listening skills, and development.
Introduction

Nowadays speaking a foreign language, especially English, has become an indispensable requirement in the society not only local but worldwide. Supporting this, Oré (2013) states that “The impressive spread of the English language since the end of the Second World War has dimensioned this language in such a way that for many people it is today "the language of the world" (English, the world’s language)” (Own translation p.11)

In order to be within the group of competent professionals with projection to a professional and work development in a globalized world, apart from having particular skills and knowledge, we need to communicate efficiently in English. Based on my work experience, I can say that mastering English has become a necessity for my students: Computer sciences, Management and business and Marketing students.

These students need to have a high intermediate level of the language that would help them to communicate in different work, academic and social contexts, giving them the opportunity to multiply their job opportunities and access to a better education and information according to the demands of the 21st century.

Teaching English language is compulsory taught at CIBERTEC Institute and we emphasize the practice of the four skills: listening, speaking, reading and writing. However, the students finish their studies showing greater difficulty in the development of their listening skills. This has become a real problem to achieve effective oral communication.

The main reason for choosing this topic for my master thesis: "Communicative activities and development of listening skills in students of the first cycle at Instituto Superior Tecnológico Privado CIBERTEC- Miraflores, 2017" was understanding how important is listening in the learning language process and how using communicative activities can help us develop in our students their listening skills in order to interact and
communicate efficiently. Also, my motivation for doing this research was providing all English teachers with clear and useful information that will help them avoid this problem and improve the development of listening skills in their students.

This dissertation comprises five chapters:

In chapter I, I describe and formulate the problem. I also set the objectives and scope and relevance of the problem. Nowadays, many teachers do not realize the importance of listening skills and continue using traditional methods instead of using communicative activities to improve our students’ communicative skills.

In chapter II, I present the research background and the literature review on communicative activities and listening skills as well as the listening process and the activities in a listening lesson. Chapter III presents the hypothesis and variables as well as the operationalization of variables for this research. In chapter IV, I mention the methodology I used for this research: Research approach, research type, research design, population and sample, techniques and instruments of data collection as well as the statistical treatment. Chapter V sets out the results: validity and reliability of instruments, presentation and analysis of results, discussion and the conclusions that emphasize the use of communicative activities and development of listening skills. Richards (1990) points out that students’ language proficiency can be improved through the interaction between the teacher and the students, and the students among themselves in the real life and authentic communication contexts. Supporting this, Rivers (1987) argues that students will use language spontaneously and communicatively if they learn the target language in meaningful situations. We as teachers should provide students with meaningful activities and give them ample opportunities to interact using the language for communicative purposes.
Finally, after hypothesis testing we have arrived the use of communicative activities is significantly related to the development of listening skills in students of Instituto de Educacion Superior Tecnologico Privado CIBERTEC Miraflores, 2017, which means that the better the perception of communicative activities, there will be higher levels of development of listening skills. In addition, there is a Spearman correlation of 0.456 that represents a moderate positive correlation.
Chapter I

Research problem

1.1. Determination of problem

The main problem in learning a foreign language in our country is the development of the four skills, listening, speaking, writing and reading. However in the Peruvian context, those skills are not developed enough due to a set of factors such as the number of students per classroom, the lack of appropriate use of learning resources and the exaggerated use of grammar approaches which cause some students to lack motivation when learning a foreign language, in this case English.

As a consequence, students have many problems, especially in listening comprehension. Since listening comprehension belongs among the most difficult skills it is crucial for teachers to help their students to learn good listening strategies because without proper understanding they cannot contribute to various discussions and more over listening provide exposure to the target language.

Listening comprehension process provides beneficial intuitions in teaching listening. Most students may find listening comprehension skill difficult to learn and this can also provide teachers with opportunities to change their listening exercises into more effective ones. Developing listening comprehension skill helps students to succeed in language learning to enhance comprehensible input. Since students’ self-reliance in listening comprehension will be increased, they will be motivated to have access to spoken English such as conversations with native speakers (Kurita, 2012).

According to Pourhosein Gilakjani and Ahmadi (2011), listening plays a significant role in the communication process. Ferris (1998), Murphy (1991), Vogely (1998), and Hamouda (2013) expressed that listening is the most frequently used skill in the language classrooms. Therefore, it is obvious that listening is very important for
the lives of students since it is used as a means of learning at all phases of instruction. Despite its significance in foreign language learning, the instruction of listening comprehension has been overlooked in many EFL classes. According to Oxford (1990), listening develops faster than the three other language skills and it can make easy the development of the other language skills.

To develop listening skills you need to create an appropriate and flexible educational psychology atmosphere for the student to feel free and safe. Thus, the psychological pressure does not limit the conscious learning and student expresses more easily and without storing the content, expressing as language in real life.

Finally, in assessing the listening comprehension must be flexible, understandable and take account of psychopedagogical characteristics of the students to evaluate them in a favorable environment, so they can express in a conscious, creative, spontaneous and entertaining way.

The purpose of this thesis is to determine to what extend communicative activities relate to the development of listening skills in students of the “Instituto de Educación Superior Tecnológico Privado CIBERTEC” in Miraflores.

1.2 Formulation of problem

1.2.1. General problem

To what extent are communicative activities related to the development of listening skills in students of the first cycle at “Instituto de Educación Superior Tecnológico Privado CIBERTEC” Miraflores, 2017?

1.2.2. Specific Problem

SP1. To what extent is the use of role play related to the development of listening skills in students of the first cycle at “Instituto de Educación Superior Tecnológico Privado CIBERTEC” Miraflores, 2017?
SP2. To what extent is the use of discussion related to the development of listening skills in students of the first cycle at “Instituto de Educación Superior Tecnológico Privado CIBERTEC” Miraflores, 2017?

SP3. To what extent is the use of information gap related to the development of listening skills in students of the first cycle at “Instituto de Educación Superior Tecnológico Privado CIBERTEC” Miraflores, 2017?

1.3. Objectives

1.3.1. General objective

To establish the relationship between the use of communicative activities and the development of listening skills in students of the first cycle at “Instituto de Educación Superior Tecnológico Privado CIBERTEC” Miraflores, 2017.

1.3.2. Specific objectives

SO1. To establish the relationship between the use of role play and the development of listening skills in students of the first cycle at “Instituto de Educación Superior Tecnológico Privado CIBERTEC” Miraflores, 2017.

SO2. To establish the relationship between the use of discussion and the development of listening skills in students of the first cycle at “Instituto de Educación Superior Tecnológico Privado CIBERTEC” Miraflores, 2017.

1.4. Scope and relevance of problem

Theoretical relevance

This research showed us the efficiency of the communicative activities in developing listening skills applied to an English class, also let us know the results after the application of the hypothesis testing.

Practical relevance

The use of communicative activities will help to solve the problems of developing listening in learning English language and benefit the teachers from CIBERTEC and their English classes from its results.

Methodological relevance

During the development of the research process we built and validated a new instrument in order to gather information from the informers.

1.5. Limitations of the research

Geographical Limitations

This research was applied to students of the “Instituto de Educación Superior Tecnológico Privado CIBERTEC” in the district of Miraflores, Province and Department of Lima, Peru.

Time Limitations

The development of this research took place among the months of September 2016 and July 2017.

Resources limitations

The research was financed by the author’s own expenses. No public or private institution financed this investigation.
Chapter II
Theoretical framework

2.1 Research background

2.1.1. International background

Temerová (2007) in her thesis *How to improve students’ communicative skills* concludes that:

It was proved that students’ progress in speaking a foreign language depends on motivation and encouragement from their teachers. I found out that if there are no stimulating factors and the students are not motivated, it leads to boredom in class. To prevent this, entertaining communicative activities and interesting topics proved to be very useful and effective. Another fact which I found reasonable while evaluating presented activities, was distinguishing them according to the teacher’s objective. The fluency activities proved to be essential while practicing fluent conversation to prepare students for the real world. On the other hand, the accuracy activities focused on grammar and due to them the students were given the opportunity to practice the correct use of foreign language. Since using various types of communicative activities proved very beneficial in my classes, I would like to recommend them to all teachers whose aim is to improve their students’ communicative skills.

Khasanah (2011) in his thesis *Improving listening skills through storytelling*. The author of the research presents the following conclusions:

Through storytelling, it is able to help student’s improvement in their listening skill. Storytelling is one of the appropriate methods in teaching English especially in teaching listening process. Besides that, teaching listening which is using storytelling can make students more enthusiastic, excited and happy in learning listening process. The students’ progress during teaching learning process is better. It is supported by the result mean of the
pre-test 43, 40 to 60 in post-test in cycle 1 and pre test in 58, 86 to 73, 40 in pos test in the second cycle. In addition from t-test calculation shows that there is significance differences between pre-test and post-test not only in first cycle but also in second cycle.

Kus´nirek (2015) in her research “Developing students’ speaking skills through role-play” concludes:

1. First of all, the research revealed that implementing role-play activities develops students’ speaking skills. Such a task is more appealing to the learners because they find it funny to play someone else’s role.

2. Furthermore, some students claimed that they had overcome their fear of speaking because they had quite much time devoted only to speaking in the target language.

3. Also, working in pairs and groups was appealing to the students, because they could overcome their fear of speaking in front of people with whom they did not have a close relationship.

4. Role-play seems be an efficient speaking exercise and teachers should not forget to implement such an exercise from time to time.

Khadeja (2010) in their thesis The Effectiveness of Using Storytelling Technique in Enhancing 11th Graders' Listening Comprehension Sub-Skills in Middle Gaza Governorate. The authors of the research present the following conclusions:

Storytelling is an approach that worth pursuing in teaching English as foreign language classes in the Palestinian context. Learners' ability to get the gist, to recognize characters and to summarize what they listened to through the storytelling technique was high. Class environment changed from a dry boring one to a warm environment full of student’s concentration, participation and production. The development that the target learners achieved is a motivator for teachers to incorporate storytelling in their lesson plan and to utilize the benefits of storytelling in their classrooms. The researchers of this study tried to
explain that storytelling has unlimited benefits, and reached the following points and the
findings related to storytelling technique:

1. It had the superiority over the traditional method in teaching listening comprehension.

2. It provided the learners with a better learning environment which reflected on their scores.

3. It provided the learners with enjoyment and pleasure that affect their achievement positively.

4. Opening a lesson with a story may put the students at ease and allow them to understand something concrete before going on to the related abstract concept.

5. The greatest benefit of storytelling is conveying values.

6. Storytelling is a tool of gaining verbal skills.

7. Storytelling teaches wisdom, or how people behave in a gentle way to guide young people.

8. By storytelling the students may share experience of others in different times.

   Jondeya (2011) in her thesis The Effectiveness of Using Information Gap on Developing Speaking Skills for the Eight Graders in Gaza Governorate Schools. The author of the research presents the following conclusions:

1. Information gap activities can better improve the students’ interaction with the teacher and other students. When they were practicing in pair work and group work, all of them participated. It meant that students’ participation in the class also improved. On the other hand, they decreased the amount of teacher talking time.

2. Information gap activities can maximize students’ opportunities to speak during the English lesson and provide the potential benefits of student-student interaction. In order to elicit information and opinions from the teacher and friends, the students needed to
interact among them. They should spend most of the time working in pairs and groups.

The students have reasons to interact and tasks to fulfill.

3. Information gap activities encourage students’ practice opportunities of the target language receptivity in the lessons as a result of presenting various tasks. In the light of students’ reflections for the tasks used during the study, which were very positive, it showed that students were receptive to the idea of information gap activities while learning English. Translating all the ideas of the findings into the framework of improvement, all language teachers are invited to become familiar with information gap activities which are a very popular and adaptable framework in communicative language teaching. When adopting this framework, language teachers should provide their students with a variety of enjoyable tasks.

In conclusion, the results of this study showed us how important it is to use activities that encourage speaking. Information gap is highly proved as one of the activities that enhance the oral proficiency of the students.

Sanaa (2013) in his theses *Developing the Students’ Speaking Skill through Communicative Language Teaching*, concludes that:

The collected results from students’ and teachers’ questionnaires show that communicative language teaching is an effective method to develop students’ speaking skill. The analysis of students and teacher questionnaire revealed that the communicative language teaching approach (CLT) has positive impact on the students’ oral performance. It encourages students’ participation, promotes confidence, prepares students for real-life communication. Besides it gives opportunity to the students to use the target language freely and it puts the students in positions where they can practice the speaking skill. Moreover, it allows students to make decisions about how to express and to achieve the goal of developing their speaking skill.
2.1.2. National Background

Ulloa and Castillo (2008) in their thesis *Application of the program based on role play technique to improve the speaking skill and listening in students of 2nd grade of secondary at Jose Faustino Sánchez Carrión*, arrived at the conclusion that if the techniques are used properly, they activate impulses and individual motivations. The techniques themselves are not enough to achieve the objectives; these are only means that can be used to achieve different objectives according to the specific conditions of application, with the group, with the contents of the subject, with the provision of student and process with the ability of teachers to implement them. Each technique has different features that make it suitable for certain groups in different circumstances.

2.2. Theoretical Bases

This part of the thesis presents information related to the activities and the relationship that has with listening and language learning.

**Subchapter I. Communicative activities**

**Communicative Language Teaching**

English has become very important on today’s world and teachers have been looking for a significant method to meet the demand of learners to use this language for communication.

Since its inception in the 1970s, Communicative Language Teaching, or CLT, has taken more account of how language is used as a means of communication than previous teaching approaches had done. Littlewood (1981) defines CLT as a teaching method that pays “systematic attention to functional as well as structural aspects of language, combining these into a more communicative ability” (p.1).

Harmer (2001, p.84) adds that communicative language teaching is a set of belief which includes not only re-examination of what aspects of language to teach
that stresses the significance of language functions, but also a shift in emphasis in how
to teach that is related to the idea that language learning will take care of itself and that
plentiful exposure to language in use and plentiful opportunities to use it are vitally
important to students’ development of knowledge and skills.

Richards (2006, p.3) expands on this, arguing that CLT includes knowing:

1. how to use the language for a range of different purposes and functions;
2. how to vary our use of language according to the settings and participants;
3. how to produce and understand different types of texts (e.g. narratives, reports,
   interviews, conversations) ; and
4. how to maintain communication despite having limitations in language knowledge.

**Definition of communicative activities**

Communicative activities include any activities that engage the learners where their
main purpose of the activities is to communicate meanings effectively (Littlewood, 2002,
p.16). Harmer (2001, p.85) also states that communicative activities are typically involving
students in real or realistic communication.

Liao (2000) states that communicative activities refers to the classroom activities that
provide a genuine information gap and make it possible for language learners to
communicate with target language in Communicative Language Teaching Approaches. In
other words, communicative activities are activities that give students both a desire to
communicate and a purpose which involve them in a varied use of language. They have
real purposes: to find information, to break down barriers, to talk about oneself, and to
learn about the culture. Even when a lesson is focused on developing reading or writing
skills, communicative activities should be integrated into the lesson.
Characteristics of communicative activities

Harmer (2001, p.85) proposed the following characteristics of communicative activities:

1. Desire to communicate, means that the students should have a desire to communicate something.

2. A communicative purpose, means that the students should have a purpose for communicating (e.g. to make a point, to buy an airlines ticket, to write a letter to a newspaper).

3. Content not form, means that students should be focused on the content of what they are saying or writing rather than on a particular language form.

4. Variety of language, means that students should use a variety of language rather than just one language structure.

5. No teacher intervention, means that the teacher will not intervene to stop the activity, and

6. No materials control, means that the materials the teacher relies on will not dictate what specific language forms the student use either.

Harmer, then, defines that communicative activities are those which exhibit the characteristics at the communicative end. Students are somehow involved in activities that give them both desire to communicate which involves them in varied use of language (2001,p.51). It means that such activities are important to stimulate the students to communicate.

Sample communicative activities

Communicative activities are dealt with a large number of methodology books and their classification is distinguished according to each author’s point of view. However, all of them mention the same or similar communicative tasks but in different extent. Here are some types of typical communicative activities.
Information gap activities

An information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information—because they have different information, there is a “gap” between them. (Harmer, 2007, p.129).

Richards (2006, p.18) states that an important aspect of communication in CLT is information gap that refers to a real communicative situation in which people normally communicate in order to get information they do not possess. Littlewood (2002, p.22) labels these activities as functional communication activities that emphasize sharing the information among learners and its processing. The most common information gap activities are exchanging personal information, discovering missing information, identifying differences on pictures, creating a story based on flashcards and so on. This makes the students cooperate and communicate with each other to find the lacking information.

Role play activity

Role-play is "a classroom activity which gives the student the opportunity to practice the language, the aspects of role behaviour, and the actual roles he may need outside the classroom" (Livingstone, 1983, p. 6). Furthermore, "it is a largely spontaneous dramatic activity usually performed by a small group of persons whose goal is to explore some problematic social encounter, an exploration intended to provide both participants and observers with a learning experience" (Sharan & Sharan, 1976, p. 160). Krish (2001) further clarifies what is meant by a role-play. He defines it as a "highly flexible learning activity which has a wide scope for variation and imagination". Back in 1976, Wilkins illustrated the importance of role-play in the classroom by pointing out that.

Role-playing is likely to be a most important technique in teaching to a notional, and particularly a functional, syllabus. It will ensure that all utterances are properly
contextualized and it will require the learner to attempt to exhibit the very language behavior that we have defined as the principal objective of language learning (p. 81).

Clearly, role-play has many advantages, such as maximizing the students' activity, increasing the possibility of effective learning and the motivation to learn, giving the students a chance to use the language by themselves without the teacher's direct control, allowing the students to explore feelings and beliefs within a framework that is non-threatening to themselves or others, improving the students' speaking skills in various situations, and helping them to interact (Livingstone, 1983; Krish, 2001). In particular, role-play is a kind of mask for shy learners, in which difficulty in conversations can be liberated; furthermore, it is fun and brings enjoyment, which leads to better learning as agreed by both learners and teachers (Krish, 2001).

However, certain disadvantages are associated with the application of role-play. These are related to small-size classes with huge student numbers, the noise created by role-play groups in a small classroom, and the long time it requires (Livingstone, 1983).

**Discussions**

Discussions are commonly used activities in speaking lessons. A topic is introduced to the students via a reading or a listening passage and then they are asked to discuss a related topic in order to come up with a solution or a response. Celce-Murcia (2001) mentions that students need to be reminded that each person within a group should have a specific responsibility in the discussion- either keeping time, taking notes or reporting the results made by the group members.

These activities can be held after the content-based lesson is completed for various reasons. Students may be intending to share ideas, arrive at conclusions and find solutions to problems in their discussion groups.
In relation to this, Harmer (2007, p.128) states that something we should always remember is that people need time to assemble their thoughts before any discussion. Consequently, it is important to give students pre-discussion rehearsal time. For example, we can put them in small buzz groups to explore the discussion topic before organizing a discussion with whole class.

**The teacher’s role in communicative activities**

Most students will not engage in an interaction by themselves unless the teachers start first. Obviously, the role of the teacher is very crucial in motivating and creating interest in the topics. The basis of communicative approach is this capacity of the teacher to adapt himself, to change roles. Hedge Tricia (2000) identifies important roles the teachers can play:

As controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback; as promoter while students are working together and as resource if students need help with words and structures during the pair work.(p.26).

Controller: within a classroom interaction and especially learner-teacher interaction, the teacher is responsible for the teaching and learning processes. Harmer (2001) asserts that the teacher job here is to transmit knowledge from himself to his students.

Assessor: the most expected act from the teacher is to show the learners that their accuracy is being developed; Harmer (2001) says that this is done through giving correction or by praising them. The students have to know how they are being assessed; the teacher should tell them their strengths and weaknesses, the students, then can have a
clear idea about their levels and what they need to concentrate on. The assessor teacher should pay attention also to the learner’s reactions and how to deal with them.

Corrector: the teacher has to decide when and where to correct student’s production. Another important point is that the teacher should be careful when correcting pronunciation mistakes or errors the learners commit during classroom interaction, i.e. he works seriously to give the correct pronunciation, form or meaning because the learners very often acquire these issues from their teachers.

Organizer: it is the most important role- according to Harmer (2001) – that the teacher acts in a classroom where many things must be set up such as organizing pair/group work, giving learners instructions about how well they interact, and finally stopping everything when the time is over. The teacher in such a role spends much time in engaging all the class in the interaction and ensures its participation. Once the students are involved in the interaction, the teacher can stop interacting and let the learners speak and listen to each other, exchange views and why not correct each other too.

Prompter: Sometimes the learners do not find the words when they talk to each other or with the teacher, the role then of the latter is to encourage the learners to think creatively so that to be independent from the teacher. In such role, the teacher must prevent himself to help the students even if he wants so that they will be creative in their learning (Ibid.)

Resource: the job of the teacher here is to answer student’s questions. For example, when they want to know how to say something or when they look for the meaning of a given word or phrase, they go back to their teachers as a resource of information. In turn, the teacher should be able to offer such needed information.

Another role the teacher needs to adopt in a classroom interaction is the observer.
Harmer (2001) points out that, the teacher here should distract the students’ attention so that they can interact naturally and spontaneously. Moreover, he has to take notes about his learners in their use of actual language. Teachers do not use observation only to give feedback, but also to evaluate the success of the classroom interaction in developing the speaking skill of the learners. If there is failure in achieving fluency, then the teacher tries to bring changes for the classroom in the future.

Subchapter II. Listening as a language skill

Definition of listening

Listening is not an easy issue to be explored and it is not that easy to provide the appropriate definition of it. It happens when hearing with attention to something such as music, the radio or hearing some people talking. It takes more than just receiving sound waves, but transmitting these ones to the brain for latter application; as Brown (2001) says:

Listening is not a one-way street. It is not merely the process of a unidirectional receiving of audible symbols. One facet—the first step—of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. But that is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms.(p.69).

I agree with this statement because listening takes more than just getting sounds and it is a long and complex process in which human being use a variety of strategies or techniques to use this input and react towards it.

Listening process requires not just hearing sounds; but also requires attending to the sounds of the language and trying to infer the message. Rost (1988, p.66) defines the meaning of listening as a process that involves a continuum of active processes that are
under the control of listeners and passive processes, which are not. He also differentiates “hearing” from “listening” and processes involved in “audition”

In addition, Rost (1990, p.15) states that listening is used in language teaching to refer to a complex process that allows us to understand spoken language. Listening is not only a skill area in language performance, but also a critical means of acquiring a second language.

Rivers (1981, p.46) states that listening is a vital element in the competent language performance of adult ESL learners, whether they are communicating at school, at work, or in the community. Through the normal course of a day, listening is used nearly twice as much as speaking and four to five times as much as reading and writing.

Definitely, in an ESL process learners are always listening to some directions, requests, dialogues, stories or any situations that expose them to react towards listening input. This situation happens most of the time they are studying.

**Importance of listening skills.**

Listening comprehension needs more concentration and a quick understanding is also required. When listening, a lot of factors should be specifically paid attention. They are context, facial expressions, and body gestures that are very important for the listeners to facilitate the understanding of what is conveyed by speakers (Ziane, 2011).

According to Rost (1994) and Ziane (2011), listening comprehension is very important because it is a process through which we get input and without its comprehension learning does not happen. Doff (1995) and Ziane (2011) represented that listening has a significant effect on developing speaking. That is, we cannot develop our speaking ability unless we develop our listening skill. If a learner has a good listening ability in English language, it would be very easy for him to listen to the radio, to study,
watch films, or communicate with foreigners. Learners should have lot of practice and exposure to English in order to develop this ability.

According to Hedge (2000), listening has an important role in everyday life and when people are engaged in communication nine percent is spent to writing, 16 percent to reading, 30 percent to speaking, and 45 percent to listening which shows the significance of listening in the communication process. Lundsteen (1979) expressed that listening is the first skill to appear. He continued that children listen before they speak. Hedge (2000) indicated that modern society likes to change from printed media towards sound and its members. Therefore, the significance of listening cannot be ignored. He emphasized that listening is of great importance in English language classrooms.

**The process of listening**

When listening to somebody or something we use different strategies in order to understand the message and that is why it is so important for teachers to help their students to learn how to listen.

<Some researchers identified the listening process as follow: Brown (1990, p.54) points out that there are three aspects from which one can interpret an utterance. First, before listening, one uses background (top-down) to predict the utterance. While listening, we use the phonological system and other discrete aspects of the utterance (bottom-up) to confirm/reject our predictions and also get information/details we did not predict. After the utterance, we try to infer what the speaker meant. In our everyday listening we usually employ all three nearly all the time. While listening, as we confirm or reject predictions, we make new predictions and are drawing inferences at the same time, as we continue listening and deciphering the phonological code.

Richards (1983, pp.219-240) classifies listening tasks to engage in bottom up (work on the incoming message itself, decoding sounds, words, clauses and sentences) and the
top down process, which uses background knowledge to assist in comprehending the message.

These researches explained the process simply: the mind sets up the expectations and the sound provides confirmation if what the listener hears is weak, unfamiliar, or incomplete. Therefore, the listener needs to employ higher level cognitive skills to interpret context and hear clearly what is being said.

**Bottom-up and listening processing**

Nunan (1998) pointed out that the bottom-up processing requires building meaning from the smallest unit of the spoken language to the biggest one in a linear mode; learners make use of their linguistic knowledge to identify linguistic elements in an order, from the smallest linguistic unit like phonemes (bottom) to the largest one like full texts (top).

In relation to this, Richards (2008) states that bottom-up processing refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization – sounds, words, clauses, sentences, texts – until meaning is derived. Comprehension is viewed as a process of decoding.

Hedge (2000, p. 230) points out that we use our knowledge of the language and our ability to process acoustic signals to make sense of the sounds that speech presents to us. In other words we create the message from the individual parts e.g. from sounds to words to grammatical units to lexical meaning. And at the same time with this process we use any clues that can help us with the meaning.

Hedge claims that there are several clues such as the stress implied on certain meaningful units, relationship between stressed and unstressed syllables; we also use our lexical and syntactic knowledge to get the meaning of the words.
Top down processing

The top-down on the other hand, refers to interpreting meaning as intended by the speakers through schemata or structures of knowledge in the brain (Nunan, 1998). In other words using schemata (background knowledge and global understanding) to draw meaning from and infer the message, which means that the previous background knowledge of the topic of conversation helps the listener to guess and interpret what the speaker is intending to say; this previous knowledge enables him/her to predict what may come next. We can label the prior knowledge a schematic knowledge, as well. Nunan (1997) says that in the top-down strategy the listener reconstructs the original meaning of the speaker using received sounds as clues. In this reconstruction process, the listener uses the background knowledge of the context and setting in which the conversation takes place to understand what he/she hears.

Richards (2008) states that top-down processing refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of “schemata” or “scripts”- plans about the overall structure of events and the relationship between them.

Types of listening

Fadwa and Al-Jawi (2010) stated “Learners can improve their listening skills and gain valuable language input through a combination of extensive and intensive listening material and procedures”(p.8). They also argued that listening of both kinds is important since it provides the perfect opportunity to hear voices and enables students to acquire...
good speaking habits because of the spoken English they take in, and helps to improve their own pronunciation.

**Extensive listening**

Extensive listening refers to the listening that the students typically do away from the classroom, for pleasure or some other reasons, it is a way to improve your listening fluency. Students can get materials for extensive listening from many sources, they are supposed to use an audio materials that consist of texts that they can enjoy listen to (songs, movies, etc), because they can listen and understand them without being directed by a teacher, they can also use tapes or CDs about their course book dialogues to listen to again after they have studied them in class (Richards, 2008).

Students can get involved in an extensive listening at their own by watching English language films with subtitle; as they hear the English dialogue, the subtitles help them understand; as they understand, they will, to some extent, grasp the language they hear (Harmer, 2007). In this context, Fadwa and Al-Jawi (2010) stated:

In order to encourage extensive listening we can have students perform a number of tasks. They can record their responses to what they have heard in a personal journal, or fill in report forms, which we have prepared, asking them to list the topic, assess the level of difficulty, and summarize the contents of a tape. We can have them write comments on cards which are kept in a separate ‘comments’ box.

Extensive listening gives you the opportunity to hear so many different voices and styles plus you will be able to learn them naturally so it helps you get used to the natural speed of spoken English. As you listen to more and more videos and songs, you will see that the most important words and sentence recur frequently. However, students who do only extensive listening often become lazy in speaking and they make many mistakes; consequently, students must do both intensive listening plus extensive listening.
Intensive listening

Intensive listening is different from extensive listening; it is about studying small details and trying to focus on every piece of information of a text. Students listen specifically in order to study the way in which English is spoken and practice listening skill. It usually occurs in classrooms or language laboratories with, of course, the guides of the teacher, it typically occurs when teachers are present to direct students during listening and help them if they face any difficulties, as well as points them to spots of interest (Harmer, 2007).

According to Fadwa and Al-Jawi (2010), intensive listening is also labeled “live listening”, it is a common way to ensure true communication where the teacher makes discussions with the students. It has obvious advantages as students can interrupt and ask the teacher for more explaining. They can point out if the speaker is going slowly or too fast through their words and expressions. Intensive listening or live listening could be applied on the following forms: reading aloud, storytelling, interviews, conversations (Fadwa & Al-Jawi, 2010).

Intensive listening: Live listening

According to Harmer (2011, p. 306) intensive listening is live listening, where the teacher and/or visitors to the class talk to the students. This has obvious advantages since it allows students to practice listening in face-to-face interactions and, especially, allows them to practice listening “repair” strategies. Some examples of live listening are:

1. Story-telling

Teachers are ideally placed to tell stories which, in turn, provide excellent listening material. At any stage of the story, the students can be asked to predict what is coming next, to describe people in the story or pass comment on it in some other way. Re-telling stories is a powerful way of increasing language competence.
2. Interviews

One of the most motivating listening activities is the interview, especially where students themselves think up the questions. In such situations, students really listen for answers they themselves have asked for. Where possible, we should have strangers visit our class to be interviewed, but we can also be the subject of interviews ourselves.

3. Conversations

If we can persuade a colleague to come to our class, we can hold conversations with them about English or any other subject. Students then have the chance to watch the interaction as well as listen to it. We can also extend storytelling possibilities by role-playing with a colleague.

Teaching listening process in-class

The teaching model of listening is divided into three stages: stage one is preparation before class (before listening); stage two is classroom teaching (while listening); and stage three is learning after class (post listening). During these stages, teachers and students set teaching objectives, choose the teaching content and design teaching activities interchangeably (Saricoban, 1999). Those stages are processed during the flow of the lesson in the form of activities so the students would not be conscious when the teacher apply them.

Activities in the listening lesson

Pre-listening activities

In this stage the teacher prepares his students to listen. The teacher asks the students what they are going to listen and he tries to create a discussion atmosphere (Saricoban, 1999).

Pre-listening involves so many different activities. Underwood (1989), gives a number of activities that can be done in the classroom before the direct listening, they are:
• The teacher gives background information;
• The students read something relevant;
• The students look at pictures;
• Discussion and answer session;
• Written exercises;
• Following instructions for while-listening activity;
• Suggestion of how the while-listening activity will be done (Underwood, 1989).

Those activities offer an opportunity to add some knowledge, which will help them to pursuing the listening text.

**During listening activities**

In this stage the teacher helps his students to focus on the listening text and direct their understanding of the text. While students are listening to the tape, the teacher asks the students to listen to the tape very carefully and take some notes. In addition, he gives information lists to the students so as they listen to the tape, they try to fill the blanks with appropriate information.

**Post-listening activities**

According to Saricoban (1999) after listening activities require a teacher’s help to students in order to combine what they have learnt from the text into their existing knowledge. The teacher writes some questions on the board and asks them to answer the questions thus to check their understanding of what they have listened to. They are also motivated to talk and participate in the activity dominantly (Saricoban, 1999).

**2.3. Definition of key terms**

**Communicative activities.** Communicative activities refers to the classroom activities that provide a genuine information gap and make it possible for language learners to
communicate with target language in Communicative Language Teaching Approaches (Liao, 2000).

**Listening.** Listening for Brownell (1986) is "a process involving six skill areas, or components: hearing messages, understanding messages, remembering messages, interpreting messages, evaluating messages, responding to messages."

According to Rivers (1981), listening is not a passive skill, nor even, as has traditionally been believed, a receptive skill. Listening is a creative skill.

**Skill.** Skill is ability to do something well (Horny, 1987)
Chapter III

Hypothesis and variables

3.1. Hypothesis

3.1.1. General hypothesis

The use of Communicative activities is significantly related to the development of listening skills in students of the “Instituto de Educación Superior Tecnológico Privado CIBERTEC” Miraflores, 2017.

3.1.2. Specific Hypotheses

SH1. The use of role play is significantly related to the development of listening skills in students of the “Instituto de Educación Superior Tecnológico Privado CIBERTEC” Miraflores, 2017.

SH2. The use of discussion is significantly related to the development of listening skills in students of the “Instituto de Educación Superior Tecnológico Privado CIBERTEC” Miraflores, 2017.

SH3. The use of information gap is significantly related to the development of listening skills in students of the “Instituto de Educación Superior Tecnológico Privado CIBERTEC” Miraflores, 2017.

3.2. Variables

Variable 1: Communicative activities

The use of communicative activities motivates students to learn each day because activities depend on participation and inclusion in different activities. Besides activities promotes personal values, boost happiness, pleasure and comfort. For this reason, the use of activities is an excellent methodological strategy to develop listening skills.
Variable 2: Development of listening skills

When you think about production of the language, first it is important to take into consideration the development of the listening skill; as in the normal mother tongue development, children have to listen before they are able to modulate their first words. Listening is one of the most important skills in the acquisition of a new language, children have to understand what the teacher says in order to imitate this action and begin the communicative process. Peterson (1991) says that using active listening skills creates an important role in an effective communication; and the goal of active listening is to develop a clear understanding of the speaker’s way of communication and listener’s interest in the message that the speaker is trying to share.
3.3. Operationalization of variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>Dimensions</th>
<th>Indicators</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Variable I:</strong></td>
<td>Role play</td>
<td>- Students communicate in pairs assuming a variety of social roles.</td>
<td>1</td>
</tr>
<tr>
<td>Communicative activities</td>
<td></td>
<td>- Students communicate in groups assuming a variety of social roles.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Students listen and tell a story in different social roles.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Students listen and practice an interview exchanging social roles.</td>
<td>4 5</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
<td>- Students share ideas about an event.</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Students criticize or give opinions about an event.</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students discuss the theme of a song heard.</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Students discuss the main theme of a documentary heard.</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Students give their opinion about a video seen.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Information gap</td>
<td>- Students talk exchanging ideas in the target language.</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Students ask and answer to complete information in the target language.</td>
<td>12</td>
</tr>
<tr>
<td><strong>Variable II:</strong></td>
<td>Listening comprehension of story telling</td>
<td>- Students listen to the narration of a story and answer with true-false</td>
<td>1</td>
</tr>
<tr>
<td>Development of listening skills</td>
<td></td>
<td>- Students listen to the narration of a story and choose the correct</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Listening comprehension of interviews</td>
<td>alternative</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Students listen to a radio interview and identify the characters</td>
<td>3,4,5,6,7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Students listen to a radio interview and choose the correct alternative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listening comprehension of conversations</td>
<td>- Students listen to a conversation and identify the main characters</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Students listen to the narration of a story and answer with true-false</td>
<td></td>
</tr>
</tbody>
</table>
Chapter IV

Methodology

4.1. Research approach

According to Hernandez, Fernandez and Baptista (2014), this research is descriptive because it gives information about the characteristics of the participants and the data and all information was collected without changing the place where it is being applied. Moreover, descriptive study gives information about the happening in a natural way. In this research, a descriptive statistic is used to tell us what the phenomenon is. (Own translation).

4.2. Research type

According to Valderrama (2013), this study is a basic investigation because it provides an organized body of scientific knowledge and does not necessarily produce immediate and practical utility results. The purpose is to collect information from reality to enrich the theoretical and scientific knowledge oriented to the discovery of principles and laws. (Own translation).

4.3. Research design

According to Hernandez, Fernandez and Baptista (2014), this investigation is transversal and descriptive because it collects data in a single moment, in a unique time. The purpose is to describe and analyze their impact and interrelation at a given time. That is, they describe relationships in one or more groups or sub groups and often describe the variables included in the research in order to establish the relationship between them. First, they are descriptive of individual variables; then, they go further about descriptions and they establish relations. (Own translation p. 158).
4.4. Population and sample

This research was developed with students of the first cycle at “Instituto de Educación Superior Tecnológico Privado CIBERTEC”, placed in Miraflores. This institute is a private institution. The population will be 60 students of the basic level. All students will take part in the research; the sample will be the same as the population.

4.5. Techniques and instruments for data collection

Data collection techniques

Survey

In a survey, a series of questions on one or several subjects are made to a sample of selected people following a series of scientific rules that make that sample, as a whole, representative of the general population from which it comes.

Data collection instrument

The instruments were selected in accordance with the design and purposes of the research. They are a questionnaire about the "communicative activities", which contains 12 items, and an evaluation about the "listening skills" that contains 8 items.

a) Instrument on: Communicative activities

Data sheet:

Name: Questionnaire to measure communication activities

Author: Wilmer Tapia Barboza

Exam administering: Individual and collective

Administering time: Between 10 to 15 minutes, approximately

Scope of application: People from 20 years old and upward

Significance: Perception of communicative activities

Type of response: Items are answered through escalation of five categorical values.
Objective

This questionnaire is part of this study that aims to obtain information about the communicative activities of students of the first cycle at Instituto Superior Tecnologico Privado CIBERTEC-Miraflores, 2017.

Application character

The Questionnaire is an instrument that uses the technique of the survey. It is anonymous, which is why respondents are asked to answer with sincerity.

Description

The questionnaire consists of 12 items, each of which has five response possibilities: Never (0), Rarely (1), Sometimes (2), Often (3), Always (4). Also, the respondent can only mark an alternative, with a cross (X). If he/she marks more than one alternative, the item is invalidated.

Structure

The dimensions that evaluate the communicative activities are the following:

a) Role play
b) Discussion
c) Information gap

Table 1
Table of specifications for the questionnaire on communicative activities

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Structure of the questionnaire Items</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role play</td>
<td>1, 2, 3, 4, 5</td>
<td>5</td>
<td>41.66%</td>
</tr>
<tr>
<td>Discussion</td>
<td>6, 7, 8, 9, 10</td>
<td>5</td>
<td>41.66%</td>
</tr>
<tr>
<td>Information gap</td>
<td>11, 12</td>
<td>2</td>
<td>16.66%</td>
</tr>
<tr>
<td>Total items</td>
<td></td>
<td>12</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
Table 2  
*Levels and ranges of the questionnaire on communicative activities*

<table>
<thead>
<tr>
<th>Levels</th>
<th>Very bad</th>
<th>Bad</th>
<th>Regular</th>
<th>Good</th>
<th>Very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role play</td>
<td>0 – 5</td>
<td>6 – 10</td>
<td>11 – 15</td>
<td>16 – 20</td>
<td>21 – 25</td>
</tr>
<tr>
<td>Discussion</td>
<td>0 – 5</td>
<td>6 – 10</td>
<td>11 – 15</td>
<td>16 – 20</td>
<td>21 – 25</td>
</tr>
<tr>
<td>Information gap</td>
<td>0 – 2</td>
<td>3 – 4</td>
<td>5 – 6</td>
<td>7 – 8</td>
<td>9 – 10</td>
</tr>
<tr>
<td>Communicative activities</td>
<td>0 – 12</td>
<td>13 – 24</td>
<td>25 – 36</td>
<td>37 – 48</td>
<td>49 – 60</td>
</tr>
</tbody>
</table>

b) **Instrument on the development of listening skills**

**Data sheet**

Name: Evaluation of the development of listening skills  
Autor: Wilmer Tapia Barboza  
Exam administering: Individual and collective  
Administering time: Between 20 to 50 minutes approximately  
Scope of application: People from 20 years old and upward  
Significance: Level of development of listening skills  
Type of response: Items are answered through binomial scaling  

**Objective:**

The present evaluation is part of this study that aims to obtain information about the level of development of listening skills.

**Application character**

The evaluation is an instrument that uses the technique of the survey, and students are asked to answer sincerely.
Description:

The instrument consists of 8 items. Its scale is vigesimal.

Structure:

The dimensions evaluate the development of:

a) Listening comprehension of story telling
b) Listening comprehension of interviews
c) Listening comprehension of conversations

Table 3
Table of specifications for the questionnaire of evaluation on development of listening skills.

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Structure of the questionnaire</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening comprehension of story telling</td>
<td>1,2</td>
<td>2</td>
</tr>
<tr>
<td>Listening comprehension of interviews</td>
<td>3,4,5,6,7</td>
<td>5</td>
</tr>
<tr>
<td>Listening comprehension of conversation</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Total items</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

Table 4
Levels and ranges of the questionnaire on development of listening skills

<table>
<thead>
<tr>
<th>Levels</th>
<th>Low</th>
<th>Regular</th>
<th>High</th>
<th>Very high</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening comprehension of story telling</td>
<td>0 – 2</td>
<td>3 – 4</td>
<td>5</td>
<td>6 – 7</td>
</tr>
<tr>
<td>Listening comprehension of interviews</td>
<td>0 – 1</td>
<td>2 – 3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Listening comprehension of conversations</td>
<td>0 – 2</td>
<td>3 – 4</td>
<td>5 – 6</td>
<td>7 – 8</td>
</tr>
<tr>
<td>Development of listening skills</td>
<td>0 – 5</td>
<td>6 – 10</td>
<td>11 – 15</td>
<td>16 – 20</td>
</tr>
</tbody>
</table>

4.6. Statistical treatment

SPSS software version 23 was used to process the data, as defined by Hernández, et al. (2014), the SPSS (Statistical Package for the Social Sciences), developed at the University of Chicago, is one of the most widespread and is currently owned by IBM. Also, for the reliability of the instrument Cronbach's Alpha will be used; for the normality of the data we will use Kolmogorov Smirnov since the sample is greater than 50 people, it helped us to make a statistical decision. If they are normal data we used R -Pearson and if they are not normal Rho Spearman data.
Chapter V

Results

5.1. Validity and reliability of the instruments

Validity of the instruments

a) Content validity analysis of the questionnaire on communicative activities according to expert judgment

Validity of the instrument: It was measured through the content validity, the purpose of which was to gather the opinions and suggestions of experts dedicated to teaching with academic degrees of Master or Doctor of Educational Sciences. In this procedure, each expert issued a judgment on a set of aspects related to the questionnaire of communicative activities. The range of values ranged from 0 to 100%. Taking into account that the average score of the judgments issued by each expert was 84.9%, the qualifier was considered higher than 80% as an indicator that the questionnaire of communicative activities met the category of adequate in the evaluated aspect. The results are shown in the following table:
Table 5

Content validity of the questionnaire on communicative activities according to expert judgment

<table>
<thead>
<tr>
<th>Experts</th>
<th>Communicative activities Percentage</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Oré de los Santos, Miguel</td>
<td>90.0</td>
<td>Applicable</td>
</tr>
<tr>
<td>1. Mendoza Tomaylla, Jean Pierre</td>
<td>88.0</td>
<td>Applicable</td>
</tr>
<tr>
<td>2. Zárate Aliaga, Edith</td>
<td>90.0</td>
<td>Applicable</td>
</tr>
<tr>
<td>Average</td>
<td>90,00%</td>
<td>Applicable</td>
</tr>
</tbody>
</table>

b) Content validity analysis of the test on development of listening skills according to expert judgment

Validity of the instrument: It was measured through content validity, the purpose of which was to collect the opinions and suggestions of experts dedicated to teaching with a master's degree or a doctorate in Educational Sciences. In this procedure, each expert gave an evaluation judgment of a set of aspects related to the development of listening skills test. The range of values ranged from 0 to 100%. Taking into account that the average score of the judgments issued by each expert was 85.4%, the qualifier was considered higher than 80% as an indicator that the development of listening skills test met the category of adequate in the evaluated aspect. The results are shown in the following table:
Table 6
Content validity of the test on development of listening skills according to expert judgment

<table>
<thead>
<tr>
<th>Experts</th>
<th>Development of listening skills Percentage</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Oré de los Santos, Miguel</td>
<td>87.0</td>
<td>Applicable</td>
</tr>
<tr>
<td>3. Mendoza Tomaylla, Jean Pierre</td>
<td>88.0</td>
<td>Applicable</td>
</tr>
<tr>
<td>4. Zárate Aliaga, Edith</td>
<td>90.0</td>
<td>Applicable</td>
</tr>
<tr>
<td>Average</td>
<td>90.0%</td>
<td>Applicable</td>
</tr>
</tbody>
</table>

Table 7
Values of validity levels

<table>
<thead>
<tr>
<th>Values</th>
<th>Validity levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 – 100</td>
<td>Excellent</td>
</tr>
<tr>
<td>81 - 90</td>
<td>Very good</td>
</tr>
<tr>
<td>71 - 80</td>
<td>Good</td>
</tr>
<tr>
<td>61 - 70</td>
<td>Regular</td>
</tr>
<tr>
<td>51 - 60</td>
<td>Bad</td>
</tr>
</tbody>
</table>


Given the validity of the instruments by expert judgment, where the Questionnaire on communicative activities and the Test on the development of listening skills, obtained the value of 90% and 90% respectively, so we can deduce that both instruments have a very good validity.

Reliability of the instruments

Reliability of the instrument: Communicative activities

In this case, for the calculation of reliability by the internal consistency method, it was based on the premise that, if the questionnaire has questions with several response alternatives, as in this case; the reliability coefficient of ALFA DE CRONBACH is used. For which the following steps were followed:

a. To determine the degree of reliability of the instruments, by the internal consistency method. First, a pilot sample of 10 members of the population was determined. Subsequently, the instrument was applied to determine the degree of reliability.
b. Then, the reliability coefficient for the instruments was estimated by the internal consistency method, which consists of finding the variance of each question, in this case the variance of the questions was found, according to the instrument.

c. Subsequently, the obtained values are added, the total variance is found and the existing level of reliability is established. For which the coefficient of Cronbach's alpha was used. So we have:

\[
\alpha = \frac{K}{K-1} \left[ 1 - \frac{1}{S_t^2} \sum S_i^2 \right]
\]

Where:
- \( K \) = Number of questions
- \( S_i^2 \) = Variance of each question
- \( S_t^2 \) = Total variance

d. From the observation of the obtained values we have:

<table>
<thead>
<tr>
<th>Survey</th>
<th>Nº of Items</th>
<th>Nº of Cases</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicative activities</td>
<td>12</td>
<td>10</td>
<td>0.974</td>
</tr>
</tbody>
</table>

Source: Own elaboration

Reliability for the instrument of the variable: Development of listening skills

The reliability of the instrument will be found through the procedure of internal consistency with the Kuder Richarson - 20 coefficient. In this case, for the calculation of reliability by the internal consistency method, the premise was that if the instrument has questions with two response alternatives, as in this case; the Kuder Richarson - 20 reliability coefficient is used.

In this research, the Kuder Richarson - 20 reliability test was used through the SPSS software, which is the most frequent indicator of analysis.
This coefficient determines the internal consistency of a scale by analyzing the average correlation of a variable with all the others that make up that scale; for this the items are with options in binomial scale.

The reliability process was carried out, for which it was necessary to carry out a pilot test to a small percentage of the study sample, a total of 10 students.

**KUDER RICHARSON 20**

\[
r_{20} = \left( \frac{K}{K - 1} \right) \left( \frac{\sigma^2 - \sum pq}{\sigma^2} \right)
\]

Where:
- \( K \) = Number of items in the instrument
- \( p \) = Percentage of people who answer correctly each item
- \( q \) = Percentage of people who answer incorrectly each item
- \( \sigma^2 \) = Total variance of the instrument
Table 9
Reliability level of assessment of development of listening skills

<table>
<thead>
<tr>
<th>Survey</th>
<th>Nº of items</th>
<th>Nº of Cases</th>
<th>Kuder Richardson 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of listening skills</td>
<td>8</td>
<td>10</td>
<td>0.861</td>
</tr>
</tbody>
</table>

Source: Appendix

The values found after the application of the instruments to the pilot groups at the level of the two variables to determine the level of reliability can be understood by means of the following table:

Table 10
Values of reliability levels

<table>
<thead>
<tr>
<th>Values</th>
<th>Reliability level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.53 or less</td>
<td>Null reliability</td>
</tr>
<tr>
<td>0.54 to 0.59</td>
<td>Low reliability</td>
</tr>
<tr>
<td>0.60 to 0.65</td>
<td>Trustworthy</td>
</tr>
<tr>
<td>0.66 to 0.71</td>
<td>Very trustful</td>
</tr>
<tr>
<td>0.72 to 0.99</td>
<td>Excellent reliability</td>
</tr>
<tr>
<td>1.0</td>
<td>Perfect reliability</td>
</tr>
</tbody>
</table>


As in the application of the questionnaire of: Communicative activities, the value of 0.974 was obtained and in the application of the questionnaire of: Development of listening skills, the value of 0.951 was obtained, we can deduce that both instruments have an excellent reliability.
5.2. Presentation and analysis of results

Descriptive level

Description of the variable and dimensions: Communicative activities

Table 11

*Frequency distribution of the variable Communicative activities*

<table>
<thead>
<tr>
<th>Levels</th>
<th>Range</th>
<th>Absolute frequency (f)</th>
<th>Relative frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>[49 - 60]</td>
<td>7</td>
<td>11.7%</td>
</tr>
<tr>
<td>Good</td>
<td>[37 - 48]</td>
<td>13</td>
<td>21.7%</td>
</tr>
<tr>
<td>Average</td>
<td>[25 - 36]</td>
<td>32</td>
<td>53.3%</td>
</tr>
<tr>
<td>Bad</td>
<td>[13 - 24]</td>
<td>8</td>
<td>13.3%</td>
</tr>
<tr>
<td>Very bad</td>
<td>[0 - 12 ]</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>60</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 1. Communicative activities

Table 11 and Figure 1, from a sample of 60 students, 53.3% (32) considers that the perception of communicative activities is average, 21.7% (13) considers it good, 13.3% (8) considers it bad and finally 11.7% (7) considers that the perception of communicative activities is very good.
Table 12  
*Frequency distribution of the dimension: Role play*

<table>
<thead>
<tr>
<th>Levels</th>
<th>Range</th>
<th>Absolute frequency (f)</th>
<th>Relative frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>[21 - 25]</td>
<td>1</td>
<td>1.7%</td>
</tr>
<tr>
<td>Good</td>
<td>[16 - 20]</td>
<td>15</td>
<td>25.0%</td>
</tr>
<tr>
<td>Average</td>
<td>[11 - 15]</td>
<td>32</td>
<td>53.3%</td>
</tr>
<tr>
<td>Bad</td>
<td>[6 - 10]</td>
<td>12</td>
<td>20.0%</td>
</tr>
<tr>
<td>Very bad</td>
<td>[0 - 5]</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>60</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Table 12 and Figure 2, from a sample of 60 students, 53.3% (32) considers that the perception of role play is average, followed by 25% (15) that considers it is good, 20.0% (12) considers that it is bad and finally 1.7% (1) considers that the perception about the role play is very good.
Table 13

*Frequency distribution of the dimension: Discussion*

<table>
<thead>
<tr>
<th>Levels</th>
<th>Range</th>
<th>Absolute frequency (f)</th>
<th>Relative frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>[21 - 25]</td>
<td>8</td>
<td>13.3%</td>
</tr>
<tr>
<td>Good</td>
<td>[16 - 20]</td>
<td>13</td>
<td>21.7%</td>
</tr>
<tr>
<td>Average</td>
<td>[11 - 15]</td>
<td>18</td>
<td>30.0%</td>
</tr>
<tr>
<td>Bad</td>
<td>[6 - 10]</td>
<td>20</td>
<td>33.3%</td>
</tr>
<tr>
<td>Very bad</td>
<td>[0 - 5]</td>
<td>1</td>
<td>1.7%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>60</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

![Graph showing frequency distribution](image)

**Figure 3. Discussion**

Table 13 and figure 3, from a sample of 60 students, 33.3% (20) considers that the perception about discussions is bad, 30.0% (18) considers it is average, another 21.7% (13) considers that it is good, 13.3% considers it is very good and finally 1.7% (1) considers that the perception about the discussions is very bad.
Table 14

*Frequency distribution of the dimension: Information gap*

<table>
<thead>
<tr>
<th>Levels</th>
<th>Range</th>
<th>Absolute frequency (f)</th>
<th>Relative frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>[9 - 10]</td>
<td>1</td>
<td>1,7%</td>
</tr>
<tr>
<td>Good</td>
<td>[7 - 8]</td>
<td>18</td>
<td>30,0%</td>
</tr>
<tr>
<td>Average</td>
<td>[5 - 6]</td>
<td>16</td>
<td>26,7%</td>
</tr>
<tr>
<td>Bad</td>
<td>[3 - 4]</td>
<td>23</td>
<td>38,3%</td>
</tr>
<tr>
<td>Very bad</td>
<td>[0 - 2]</td>
<td>2</td>
<td>3,3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>60</strong></td>
<td><strong>100,0%</strong></td>
</tr>
</tbody>
</table>

Figure 4. *Information gap*

Table 14 and Figure 4, from a sample of 60 students, 38.3% (23) considers that the perception about the information gap is bad, 30.0% (18) considers it is good, 26.7% (16) considers that it is average, 3.3% considers it is very bad and finally 1.7% (1) considers that the perception about the exchange of information is very good.
Description of the variable and dimensions: Development of listening skills

Table 15

*Frequency distribution of the variable: Development of listening skills*

<table>
<thead>
<tr>
<th>Levels</th>
<th>Range</th>
<th>Absolute frequency (f)</th>
<th>Relative frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>[16 - 20]</td>
<td>3</td>
<td>5.0%</td>
</tr>
<tr>
<td>High</td>
<td>[11 - 15]</td>
<td>43</td>
<td>71.7%</td>
</tr>
<tr>
<td>Average</td>
<td>[6 - 10]</td>
<td>14</td>
<td>23.3%</td>
</tr>
<tr>
<td>Low</td>
<td>[0 - 5]</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>60</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 5. *Development of listening skills*

Table 15 and Figure 5, from a sample of 60 students, 71.7% (43) has a high level of development of listening skills, followed by 23.3% (14) that has an average level and finally a 5.0% (3) that has a very high level of development of listening skills.
Table 16
*Frequency distribution of the dimension: Listening comprehension of story-telling*

<table>
<thead>
<tr>
<th>Levels</th>
<th>Range</th>
<th>Absolute frequency (f)</th>
<th>Relative frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>[6 - 7]</td>
<td>16</td>
<td>26.7%</td>
</tr>
<tr>
<td>High</td>
<td>[5]</td>
<td>42</td>
<td>70.0%</td>
</tr>
<tr>
<td>Average</td>
<td>[3 - 4]</td>
<td>2</td>
<td>3.3%</td>
</tr>
<tr>
<td>Low</td>
<td>[0 - 2]</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>60</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 6. *Listening comprehension of story-telling*

Table 16 and Figure 6, from a sample of 60 students, 70.0% (42) has a high level in their development of listening comprehension of story-telling, followed by 26.7% (16) that has a very high level and finally 3.3% (2) that has an average level in their development of listening comprehension of story-telling.
Table 17

*Frequency distribution of the dimension: Listening comprehension of interviews*

<table>
<thead>
<tr>
<th>Levels</th>
<th>Range</th>
<th>Absolute frequency (f)</th>
<th>Relative frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>[5]</td>
<td>6</td>
<td>10,0%</td>
</tr>
<tr>
<td>High</td>
<td>[4]</td>
<td>46</td>
<td>76,7%</td>
</tr>
<tr>
<td>Average</td>
<td>[2 - 3]</td>
<td>8</td>
<td>13,3%</td>
</tr>
<tr>
<td>Low</td>
<td>[0 - 1]</td>
<td>0</td>
<td>0,0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>60</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

**Figure 7. Listening comprehension of interviews**

Table 17 and Figure 7, from a sample of 60 students, 76.7% (46) has a high level in their development of listening comprehension of interviews, 10.0% (6) has a very high level and finally 13.3% (8) has an average level in their development of listening comprehension of interviews.
Table 18
Frequency distribution of the dimension: Listening comprehension of conversations

<table>
<thead>
<tr>
<th>Levels</th>
<th>Range</th>
<th>Absolute frequency (f)</th>
<th>Relative frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>[7 - 8]</td>
<td>2</td>
<td>3.3%</td>
</tr>
<tr>
<td>High</td>
<td>[5 - 6]</td>
<td>17</td>
<td>28.3%</td>
</tr>
<tr>
<td>Average</td>
<td>[3 - 4]</td>
<td>37</td>
<td>61.7%</td>
</tr>
<tr>
<td>Low</td>
<td>[0 - 2]</td>
<td>4</td>
<td>6.7%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>60</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 8. Listening comprehension of conversations

Table 18 and Figure 8, from a sample of 60 students, 61.7% (37) has an average level in their development of listening comprehension of conversations, followed by 28.3% (17) that has a high level, another 3.3% (2) has a very high level and finally 6.7% (4) has a low level in their listening comprehension of conversations.

Inferential level

Statistical test for the determination of normality

For the analysis of the results obtained, initially, the type of distribution presented by the data will be determined, both at the level of variable 1, and variable 2, for this we
use the Kolmogorov-Smirnov test of goodness of fit. This test allows measuring the degree of concordance between the distribution of a data set and a specific theoretical distribution. Its objective is to indicate if the data come from a population that has the specific theoretical distribution.

Considering the obtained value in the distribution test, the use of parametric (Pearson's r) or nonparametric (Spearman's Rho and Chi-square) statistics will be determined. The steps to develop the normality test are the following:

**Step 1:**
Propose the null hypothesis (Ho) and the alternative hypothesis (H1):

Null Hypothesis (H0):
There are no significant differences between the ideal distribution and the normal distribution of the data

Alternative hypothesis (H1):
There are significant differences between the ideal distribution and the normal distribution of the data

**Step 2:**
Select the level of significance
For the purposes of this investigation it has been determined that: $\alpha = 0.05$

**Step 3:**
Choose the statistical test value
The statistical test value that has been considered for this hypothesis is Kolmogorov-Smirnov
Table 19

<table>
<thead>
<tr>
<th>Normality tests</th>
<th>Kolmogorov-Smirnov(^a)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistical</td>
</tr>
<tr>
<td>Communicative activities</td>
<td>.178</td>
</tr>
<tr>
<td>Development of listening skills</td>
<td>.180</td>
</tr>
<tr>
<td>a. Significance correction of Lilliefords</td>
<td></td>
</tr>
</tbody>
</table>

**Step 4:**

We formulate the decision rule

A decision rule is a statement of the conditions under which the null hypothesis is accepted or rejected, for which it is essential to determine the critical value, which is a number that divides the region of acceptance and the region of rejection.

**Decision rule**

If \( \alpha (\text{Sig}) > 0.05 \); The null hypothesis is accepted

If \( \alpha (\text{Sig}) < 0.05 \); The null hypothesis is rejected

**Step 5:**

Decision making

As the p value of significance of the normality test statistic has the value of 0.000 and 0.000; then for Sig values <0.05; It is true that; the Null Hypothesis is rejected and the Alternative Hypothesis is rejected. This means that; according to the obtained results we can affirm that the data of the study sample do not come from a normal distribution.

Also, as we can observe in the following graphs, the distribution curve differs from the normal curve.
As we can see in Figure 9, the frequency distribution of the scores obtained through the questionnaire of the communicative activities are skewed to the left, having an average of 50.52 and a standard deviation of 11.338, likewise, the graph shows that the distribution curve differs from the normal curve, considered as a platicurtic curve, according to Vargas (2005), "has a low degree of concentration around the central values of the variable" (p 392), therefore it is affirmed that the curve is not normal.
Figure 10. Frequency distribution of the scores in development of listening skills

As we can see in Figure 10, the frequency distribution of the scores obtained through the instrument of development of listening skills is skewed to the left, with an average of 15.34 and a standard deviation of 1.297. Also, the graph shows that the distribution curve differs from the normal curve, considered as a platicuric curve.

Also, we can see that the level of significance (Sig. Asymptotic bilateral) for Kolmogorov-Smirnov is less than 0.05 both in the scores obtained at the level of the Questionnaire of communicative activities as in the instrument of development of listening skills, so that it can be deduced that the distribution of these scores in both cases differs from the normal distribution, therefore, for the development of the hypothesis test; non-parametric tests for non-normal distribution of data and Spearman's Rho (degree of relationship between variables) will be used.
Hypothesis testing

General hypothesis

The use of communicative activities is significantly related to the development of listening skills in students of the Instituto Superior Tecnologico Privado CIBERTEC Miraflores, 2017.

Step 1: Statement of the null hypothesis (H₀) and the alternative hypothesis (H₁):

Null hypothesis (H₀):

The use of communicative activities is not significantly related to the development of listening skills in students of the Instituto de Educacion Superior Tecnologico Privado CIBERTEC Miraflores, 2017.

Alternative hypothesis (H₁):

The use of communicative activities is significantly related to the development of listening skills in students of the Instituto de Educacion Superior Tecnologico Privado CIBERTEC Miraflores, 2017.

Step 2: Selecting the level of significance

The level of significance consists of the probability of rejecting the Null hypothesis, when it is true, this is called Type I error, some authors consider that it is more convenient to use the term Risk level, instead of significance. This level of risk is denoted by the Greek letter alpha (α).

For this investigation it has been determined that: 
\[ \alpha = 0.05 \]
Step 3: Choosing the statistical value of the test

In order to establish the degree of relationship between each of the variables under study, Spearman's Rho Correlation Coefficient has been used.

### Table 20

*Contingency table Communicative activities * Development of listening skills*

<table>
<thead>
<tr>
<th>Communicative activities</th>
<th>Correlation coefficient</th>
<th>Development of listening skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sig. (bilateral)</td>
<td>0.456***</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

Step 4: Interpretation

It is also observed that communication activities are directly related to the development of listening skills, that is, the better the perception of communicative activities, there will be higher levels of development of listening skills. In addition, according to the Spearman correlation of 0.456 it represents a moderate positive correlation.
Step 5: Decision making

As a result, it is verified that: The use of communicative activities is significantly related to the development of listening skills in students of the Instituto de Educacion Superior Tecnologico Privado CIBERTEC Miraflores, 2017.

Specific hypothesis 1

The use of role play is significantly related to the development of listening skills in students of the Instituto de Educacion Superior Tecnologico Privado CIBERTEC Miraflores, 2017.

Step 1: Statement of the null hypothesis (Ho) and alternative hypothesis (H1):

Null Hypothesis (H0):
The use of role play is not significantly related to the development of listening skills in students of the Instituto de Educacion Superior Tecnologico Privado CIBERTEC Miraflores, 2017.

Alternative Hypothesis ($H_1$):

The use of role play is significantly related to the development of listening skills in students of the Instituto de Educacion Superior Tecnologico Privado CIBERTEC Miraflores, 2017.

Step 2: Selecting the level of significance

The level of significance consists of the probability of rejecting the Null hypothesis, when it is true, this is called Type I error, some authors consider that it is more convenient to use the term Risk level, instead of significance. This level of risk is denoted by the Greek letter alpha ($\alpha$).

For this investigation it has been determined that: $\alpha = 0.05$

Step 3: Choosing the statistical value of the test

In order to establish the degree of relationship between each of the variables under study, Spearman’s Rho Coefficient has been used.

<table>
<thead>
<tr>
<th>Table 21</th>
<th>Contingency table Role play * Development of listening skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spearman’s rho</td>
<td>Development of listening skills</td>
</tr>
<tr>
<td>Role play</td>
<td>Correlation coefficient</td>
</tr>
<tr>
<td></td>
<td>Sig. (bilateral)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
</tbody>
</table>

Step 4: Interpretation

It is also observed that the role play is directly related to the development of listening skills, that is, the better the perception of the role play, there will be higher levels of development of listening skills. In addition, according to the Spearman correlation of 0.499 it represents a moderate positive correlation.
Step 5: Decision making

As a result, it is verified that: The use of role play is significantly related to the development of listening skills in students of the Instituto de Educacion Superior Tecnologico Privado CIBERTEC Miraflores, 2017.

Specific Hypothesis 2

The use of the discussion is significantly related to the development of listening skills in students of the Instituto de Educacion Superior Tecnologico Privado CIBERTEC Miraflores, 2017.
Step 1: Statement of the null hypothesis (Ho) and the alternative hypothesis (H1):

Null Hypothesis (H₀):

The use of discussion is not significantly related to the development of listening skills in students of the Instituto de Educacion Superior Tecnologico Privado CIBERTEC Miraflores, 2017.

Alternative Hypothesis (H₁):

The use of discussion is significantly related to the development of listening skills in students of the Instituto de Educacion Superior Tecnologico Privado CIBERTEC Miraflores, 2017.

Step 2: Selecting the level of significance

The level of significance consists of the probability of rejecting the Null hypothesis, when it is true, this is called Type I error, some authors consider that it is more convenient to use the term Risk level, instead of significance. This level of risk is denoted by the Greek letter alpha (α).

For this investigation it has been determined that: \( \alpha = 0.05 \)

Step 3: Choosing the statistical value of the test

In order to establish the degree of relationship between each of the variables under study, Spearman's Rho Correlation Coefficient has been used.

**Table 22**

*Contingency table Discussion * Development of listening skills

<table>
<thead>
<tr>
<th>Spearman’s rho</th>
<th>Development of listening skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>Correlation coefficient 0.423**</td>
</tr>
<tr>
<td></td>
<td>Sig. (bilateral) 0.000</td>
</tr>
<tr>
<td></td>
<td>N 60</td>
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</tbody>
</table>

Step 4: Interpretation

It is also observed that the use of discussion is directly related to the development of listening skills, that is, the better the use of discussion, there will be higher levels of
development of listening skills. In addition, according to the Spearman correlation of 0.423 it represents a moderate positive correlation.

**Figure 13. Dispersion diagram Discussion * Development of listening skills**

**Step 5: Decision making**

As a result, it is verified that: The use of the discussion is significantly related to the development of listening skills in students of the Instituto de Educacion Superior Tecnologico Privado CIBERTEC Miraflores, 2017.

**Specific hypothesis 3**

The use of information gap is significantly related to the development of listening skills in students of the Instituto de Educacion Superior Tecnologico Privado CIBERTEC Miraflores, 2017.
Step 1: Statement of the null hypothesis (Ho) and the alternative hypothesis (H 1):

Null Hypothesis (H₀):

The use of information gap is not significantly related to the development of
listening skills in students of the Instituto de Educacion Superior Tecnologico Privado
CIBERTEC Miraflores, 2017

Alternative Hypothesis (H₁):

The use of information gap is significantly related to the development of
listening skills in students of the Instituto de Educacion Superior Tecnologico Privado

Step 2: Selecting the level of significance

The level of significance consists of the probability of rejecting the Null
hypothesis, when it is true, this is called Type I error, some authors consider that it is more
convenient to use the term Risk level, instead of significance. This level of risk is denoted
by the Greek letter alpha (α)

For this investigation it has been determined that: \( \alpha = 0.05 \)

Step 3: Choosing the statistical value of the test

In order to establish the degree of relationship between each of the variables under
study, Spearman's Rho Correlation Coefficient has been used.

<table>
<thead>
<tr>
<th>Spearman’s rho</th>
<th>Development of listening skills</th>
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</thead>
<tbody>
<tr>
<td>Information gap</td>
<td>Correlation coefficient 0.539*</td>
</tr>
<tr>
<td></td>
<td>Sig. (bilateral) 0.000</td>
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<tr>
<td></td>
<td>N 60</td>
</tr>
</tbody>
</table>

Step 4: Interpretation

It is also observed that the use of information gap is directly related to the
development of listening skills, that is, the better the use of information gap there will be
higher levels of development of listening skills. In addition, according to the Spearman correlation of 0.530 it represents a high positive correlation.

![Dispersion diagram Information gap vs. Development of listening skills](image)

**Figure 14.** Dispersion diagram Information gap vs. Development of listening skills

**Step 5: Decision making**

As a result, it is verified that: The use of information gap is significantly related to the development of listening skills in students of the Instituto de Educacion Superior Tecnologico Privado CIBERTEC Miraflores, 2017.

**5.3. Discussion**

In the general hypothesis is observed that communicative activities are directly related to the development of listening skills, that is, the better the perception of communicative activities, there will be higher levels of development of listening skills. In addition, according to the Spearman correlation of 0.456 it represents a moderate positive correlation. Therefore, the use of communicative activities is significantly related to the development of listening skills in students of the Instituto de Educacion Superior
This finding corresponds to the results obtained in the research works carried out by Sanaa, M (2013) and Temerová, L. (2007) where they conclude that using communicative activities proved very beneficial in their classes. These activities encourage students’ participation, promote confidence and prepare students for real life communication.

In the specific hypothesis 1 is observed that the role play is directly related to the development of listening skills, that is, the better the perception of the role play, there will be higher levels of development of listening skills. In addition, according to the Spearman correlation of 0.499 it represents a moderate positive correlation. Therefore, the use of role play is significantly related to the development of listening skills in students of the Instituto de Educacion Superior Tecnologico Privado CIBERTEC Miraflores, 2017. This finding corresponds to the results obtained in the research work carried out by Kus´nierek, A. (2015) where it is concluded that implementing role play activities develop students’ speaking skills and they are more appealing to the learners because they find it funny to play someone else’s role.

In the specific hypothesis 2 is observed that the use of discussion is directly related to the development of listening skills, that is, the better the use of discussion, there will be higher levels of development of listening skills. In addition, according to the Spearman correlation of 0.423 it represents a moderate positive correlation. Therefore, the use of the discussion is significantly related to the development of listening skills in students of the Instituto de Educacion Superior Tecnologico Privado CIBERTEC Miraflores, 2017. This finding corresponds to the results obtained in the research work carried out by Khadeja Abd Al-Rahman Abo Skhela (2010) where it is concluded that class environment changed from a dry boring one to a warm environment full of student’s concentration, participation and production by means of using this activity to promote discussions.
In the specific hypothesis 3 is observed that the use of information gap is directly related to the development of listening skills, that is, the better the use of information gap there will be higher levels of development of listening skills. In addition, according to the Spearman correlation of 0.530 it represents a high positive correlation. Therefore, the use of information gap is significantly related to the development of listening skills in students of the Instituto de Educacion Superior Tecnologico Privado CIBERTEC Miraflores, 2017. This finding corresponds to the results obtained in the research work carried out by Jondeya, R. (2011) where it is concluded that using information gap activities in class is very important because they encourage speaking and they are highly proved as one of the activities that enhance the oral proficiency of the students.
Conclusions

1. The use of communicative activities is significantly related to the development of listening skills in students of Instituto de Educacion Superior Tecnologico Privado CIBERTEC Miraflores, 2017, which means that the better the perception of communicative activities, there will be higher levels of development of listening skills. In addition, there is a Spearman correlation of 0.456 that represents a moderate positive correlation.

2. The use of role play is significantly related to the development of listening skills in students of Instituto de Educacion Superior Tecnologico Privado CIBERTEC Miraflores, 2017, which means that the better the perception of the role play, there will be higher levels of development of listening skills. In addition, there is a Spearman correlation of 0.499 that represents a moderate positive correlation.

3. The use of the discussion is significantly related to the development of listening skills in students of Instituto de Educacion Superior Tecnologico Privado CIBERTEC Miraflores, 2017, which means that the better the use of discussion, there will be higher levels of development of listening skills. In addition, there is a Spearman correlation of 0.423 that represents a moderate positive correlation.

4. The use of information gap is significantly related to the development of listening skills in students of Instituto de Educacion Superior Tecnologico Privado CIBERTEC Miraflores, 2017, which means that the better the use of information gap there will be higher levels of development of listening skills. In addition, there is a Spearman correlation of 0.530 that represents a high positive correlation.
Recommendations

According to the conclusions mentioned above, the following recommendations may be provided in order to develop and improve students’ listening comprehension skills:

1. Because of the use of communicative activities is significantly related to the development of listening skills, general coordinators in the different professional careers of CIBERTEC Institute should implement training courses and workshops in a permanent way to train the teachers in the correct use of communicative activities or techniques during the English learning process.

2. English teachers’ coordinators in the different subjects at CIBERTEC Institute should monitor their colleagues every certain period of time, to verify the appropriate use of the communicative approach in the development of listening skills when learning the English language.

3. English teachers at CIBERTEC Institute should move from the traditional method in teaching listening into new modern techniques, such as, role play, discussion and information gap techniques that create a new and motivating environment.

4. Teachers in the English department at CIBERTEC Institute should guide and monitor the students during the listening activities. They should provide students a warm atmosphere and meaningful activities where they could interact in daily life contexts.

To conclude, I think that the use of “communicative activities” in class is the most suitable strategy to motivate our students and create a nice environment for them, improve listening comprehension and help students to communicate in a natural and friendly way.
References


Appendices
Appendix A  
Consistency matrix: Communicative activities and development of listening skills in students of the first cycle at Instituto Superior Tecnologico Privado CIBERTEC – Miraflores, 2017

<table>
<thead>
<tr>
<th>Formulation of the problem</th>
<th>Study objectives</th>
<th>Research hypothesis</th>
<th>Study variables</th>
<th>Methodology</th>
<th>Population and sample</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General problem</strong></td>
<td><strong>General objective</strong></td>
<td><strong>General hypothesis</strong></td>
<td><strong>Variable I</strong></td>
<td><strong>Research approach:</strong></td>
<td><strong>This research will be developed with students of the first cycle at Instituto de Educación Superior Tecnológico Privado CIBERTEC, placed in Miraflores. This institute is a private institution. The population will be 60 students of the basic level. All students will take part in the research; the sample will be the same as the population.</strong></td>
</tr>
<tr>
<td>To what extend do the communicative activities relate to the development of listening skills in students of the Instituto de Educación Superior Tecnológico Privado CIBERTEC, Miraflores, 2017?</td>
<td>To establish the relationship between the use of communicative activities and the development of listening skills in English Language in students of the Instituto de Educación Superior Tecnológico Privado CIBERTEC, Miraflores, 2017.</td>
<td>The use of Communicative activities is significantly related to the development of listening skills in students of the Instituto de Educación Superior Tecnológico Privado CIBERTEC, Miraflores, 2017.</td>
<td>Communicative activities</td>
<td>Quantitative</td>
<td></td>
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<tr>
<td><strong>Specific problems</strong></td>
<td><strong>Specific objectives</strong></td>
<td><strong>Specific Hypotheses</strong></td>
<td><strong>Variable II</strong></td>
<td><strong>Research type:</strong></td>
<td><strong>Substantive</strong></td>
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<tr>
<td>1. To what extent does the use of role play relate to the development of listening skills in English language in students of the Instituto de Educación Superior Tecnológico Privado CIBERTEC, Miraflores, 2017?</td>
<td>1. To establish the relationship between the use of role play and the development of listening skills in English language in students of the Instituto de Educación Superior Tecnológico Privado CIBERTEC, Miraflores, 2017.</td>
<td>1. The use of role play is significantly related to the development of listening skills in students of the Instituto de Educación Superior Tecnológico Privado CIBERTEC, Miraflores, 2017.</td>
<td>Development of listening skills</td>
<td>Descriptive</td>
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<tr>
<td>2. To what extent does the use of discussion relate to the development of listening skills in English language in students of the Instituto de Educación Superior Tecnológico Privado CIBERTEC, Miraflores, 2017?</td>
<td>2. To establish the relationship between the use of discussion and the development of listening skills in English language in students of the Instituto de Educación Superior Tecnológico Privado CIBERTEC, Miraflores, 2017.</td>
<td>2. The use of discussion is significantly related to the development of listening skills in students of the Instituto de Educación Superior Tecnológico Privado CIBERTEC, Miraflores, 2017.</td>
<td>Development of listening skills</td>
<td>Correlational</td>
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</table>

**Research instruments**
- Questionnaire
- Listening test

**Data collection techniques**
- Survey
- Documentary analysis
Cuestionario acerca de la relación del uso de actividades comunicativas y las habilidades receptivas del Idioma Inglés

Querido estudiante:

El siguiente cuestionario tiene por propósito final, dar a conocer el uso de actividades comunicativas para desarrollar habilidades auditivas. Tus respuestas serán respetadas y serán de confidencialidad. No escribas tu nombre en ninguna parte del cuestionario.

Instrucciones: lee cada oración y selecciona solo una de las cinco alternativas, el que creas correspondiente a tu criterio. Escoge del 1 al 4 con un aspa X. No hay respuesta correcta ni errónea. Asegúrate de responder todas las preguntas.

**Escala**

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<th>Nunca</th>
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<th>A menudo</th>
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<table>
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<td></td>
<td>0 1 2 3 4</td>
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<tr>
<td>Dimension: Juego de roles</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>El profesor realiza con los estudiantes prácticas auditivas en parejas asumiendo una variedad de roles sociales.</td>
</tr>
<tr>
<td>2</td>
<td>El profesor pide que los estudiantes se comuniquen en grupos asumiendo una variedad de roles sociales.</td>
</tr>
<tr>
<td>3</td>
<td>El profesor hace que los estudiantes escuchen una historia para desarrollar la habilidad auditiva en clase.</td>
</tr>
<tr>
<td>4</td>
<td>El profesor promueve que los estudiantes escuchen una entrevista para desarrollar la habilidad auditiva en clase.</td>
</tr>
<tr>
<td>5</td>
<td>El profesor hace que los estudiantes escuchen una conversación para desarrollar la habilidad auditiva en clase</td>
</tr>
<tr>
<td>Dimension: Debate</td>
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</table>
6. El profesor promueve que los estudiantes compartan ideas acerca de un evento para desarrollar mejor la comprensión auditiva.

7. El profesor pide a los estudiantes que realicen críticas a sus opiniones acerca de un evento para desarrollar mejor la comprensión auditiva.

8. El profesor pide que los estudiantes escuchen una canción para desarrollar la habilidad auditiva fuera de clase.

9. El profesor hace que los estudiantes escuchen un pequeño documental para desarrollar la habilidad auditiva fuera de clase.

10. El profesor pide a los estudiantes que escuchen un video para desarrollar la habilidad auditiva fuera de clase.

Dimensión: Intercambio de información

11. El profesor pide a los estudiantes que intercambien ideas en el idioma inglés para desarrollar mejor la comprensión auditiva.

12. El profesor pide a los estudiantes que pregunten y respondan para conseguir información en el idioma inglés para desarrollar mejor la comprensión auditiva.
UNIVERSIDAD NACIONAL DE EDUCACIÓN
Enrique Guzmán y Valle
"Alma Máter del Magisterio Nacional"

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:
   a. Apellido y Nombre(s) del informante: **ORE DE LAS SANTOS**
   b. Cargo e institución donde labora: **DO CON CRE - UDE**
   c. Nombre del instrumento: Cuestionario
   d. Autor del instrumento: Wilmer TAPIA BARBOZA
   e. Tesis: Communicative activities and development of listening skills in students of the first cycle at Instituto Superior Tecnológico Privado CIBERTEC- Miraflores, - Lima, 2017

II. ASPECTOS DE VALIDACIÓN:

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<th>INDICADORES DE EVALUACIÓN DEL INSTRUMENTO</th>
<th>CRITERIOS</th>
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<th>Bueno (71-80)</th>
<th>Muy Bueno (81-90)</th>
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III. OPINIÓN DE APLICABILIDAD: **APLICABLE (90)**

IV. PROMEDIO DE VALORACIÓN:

Lugar y fecha: **Cusco, 7/11/17**

Firma (del experto informante): **[Signature]**
UNIVERSIDAD NACIONAL DE EDUCACIÓN

Enrique Guzmán y Valle
“Alma Móder del Magisterio Nacional”

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:
   a. Apellido y Nombre(s) del informante: Hendrya Jiménez, Juan Pierre
   b. Cargo e institución donde labora: Jefe de la División de Investigación
   c. Nombre del instrumento: Cuestionario
   d. Autor del instrumento: Wilmer Tapia Barboza
   e. Tesis: Communicative activities and development of listening skills in students of the first cycle at Instituto Superior Tecnológico Privado CIBERTEC: Miraflores, Lima, 2017

II. ASPECTOS DE VALIDACIÓN:

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<tr>
<td>10. PERTINENCIA</td>
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PROMEDIO DE LA VALORACIÓN CUANTITATIVA:

III. OPINIÓN DE APLICABILIDAD: ¡Muy Bueno!

IV. PROMEDIO DE VALORACIÓN: 68%

Lugar y fecha: La Cantua, 07 de diciembre 2019

DNI N°: 289131314

Teléfono N°: +51 73 168 39

Firma del experto informante:
I. DATOS GENERALES:
   a. Apellido y Nombre(s) del informante: Dra. Edith Zárate Aliaga
   b. Cargo e institución donde labora: Docente Dálek-UNEU
   c. Nombre del instrumento: Questionario
   d. Autor del instrumento: Wilmer Tapia Barboza
   e. Tesis: "Communicative activities and development of listening skills in students of the first cycle at Instituto Superior Tecnológico Privado CIBERTEC-Miraflores, Lima, 2017"

II. ASPECTOS DE VALIDACIÓN:

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PROMEDIO DE LA VALORACIÓN QUANTITATIVA: 90

III. OPINIÓN DE APLICABILIDAD: APLICABLE

IV. PROMEDIO DE VALORACIÓN: Muy Bueno

Lugar y fecha: [Nombre]

Firma del experto informante
Appendix C

LISTENING TEST

(Time- approximately 40 minutes.)

INTENSIVE LISTENING

A. Story telling: The Ayar brothers

1. Listen to the story then put true (T) or false (F).

   a. Four men and three girls emerged from the land.  
   b. Ayar Uchu was the strongest of the Ayar brothers. 
   c. The three brothers were jealous of Ayar Cachi’s power. 
   d. The three brothers found a stone idol in the Huanacaure Mountain.

2. Listen to the story and choose the correct answer:

   2.1. The Ayar brothers and their wives emerged from ____________.
   a . the lake  
   b- the land  
   c . the river

   2.2. Ayar Uchu was Mama Cora’s ____________.
   a . brother in law.  
   b- husband.  
   c . son

   2.3. Ayar Cachi and his wife were locked up into a ____________.
   a . room .  
   b- cave.  
   c . house

B. Interview: Supermodel

Listen to this radio interview between a psychiatrist and a supermodel and choose the best answer for each question.

3. The psychiatrist says that many people who come on the programme…

   a. believe they have had wonderful childhoods.  
   b. found it easier to make money because of their looks. 
   c. wish they had been born beautiful.

4. What does the psychiatrist find hard to believe?

   a. Agnetta’s mother was beautiful.
b. Agnetta was not a beautiful child.
c. Agnetta was glad her mother was beautiful.

5. Why did Agnetta think it was fortunate that she was an ugly child?
   a. She had to try harder to be loved.
   b. It made her relationship with her father stronger.
   c. It helped her cope with being beautiful later on.

6. Why does Agnetta believe her mother’s departure was a good thing?
   a. Her father was much happier.
   b. She didn’t feel so ugly any more.
   c. It made her keener to succeed.

7. What does the psychiatrist think about Agnetta now?
   a. Her experience has made her strong.
   b. She still feels ugly and unloved.
   c. She has not been greatly affected by her loss.

C. Conversation: Where does it hurt?

8. Listen to Mr. Jenkins talking to his doctor and decide whether the statements are true (T) or false (F).

   1. He fell over his guitar. (   )
   2. The doctor examines both his feet. (   )
   3. He can move his toes without pain. (   )
   4. His ankle hurts a bit. (   )
   5. His right foot is swollen. (   )
   6. He needs to lose some weight. (   )
   7. The receptionist will call the hospital. (   )
   8. He can get some crutches from the hospital. (   )
I. DATOS GENERALES:
   a. Apellido y Nombre(s) del informante: **DOÑA DE LOS SANTOS AGUER**
   b. Cargo e institución donde labora: ** DOCENTE - UNE**
   c. Nombre del instrumento: **Listening Test**
   d. Autor del instrumento: **Wilmer TAPA BARBOZA**
   e. Título: **Communicative activities and development of listening skills in students of the first cycle at Instituto Superior Tecnológico Privado CIBERTEC- Miraflores, - Lima, 2017**

II. ASPECTOS DE VALIDACIÓN:

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PROMEDIO DE LA VALORACIÓN QUANTITATIVA: **87**

III. OPINIÓN DE APLICABILIDAD: **ES APLICABLE**

IV. PROMEDIO DE VALORACIÓN: **87**

Lugar y fecha: **CECO 5/06, 7/11/19**
Teléfono: **460-1285, 498-5356**

Firma del experto informante:
UNIVERSIDAD NACIONAL DE EDUCACIÓN
Enrique Guzmán y Valle
"Ama Mater del Magisterio Nacional"

INFORME DE VALIDACIÓN DE INSTRUMENTO POR JUICIO DE EXPERTO

I. DATOS GENERALES:
   a. Apellido y Nombre(s) del informante: Méndez, Tomás; López Pérez, Juan
   b. Cargo a institución donde labora: Docente
   c. Nombre del instrumento: Listening Test
   d. Autor del instrumento: Wilmer TAIPA BARBOZA
   e. Tesis: Communicative activities and development of listening skills in students of the first cycle at Instituto Superior Tecnológico Privado CIBERTEC- Miraflores, Lima, 2017

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PROMEDIO DE LA VALORACIÓN CUANTITATIVA: 88

III. OPINIÓN DE APLICABILIDAD: Muy Buena

IV. PROMEDIO DE VALORACIÓN: 88 %

Lugar y fecha: Arequipa, 04 de septiembre 2012
DNI N°: 11153514
Teléfono N°: 987-316309

Firma del experto informante
I. DATOS GENERALES:
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   d. Autor del instrumento: Wilmer TAPIA BARBOZA
   e. Tesis: Communicative activities and development of listening skills in students of the first cycle at Instituto Superior Tecnológico Privado CIBERTEC- Miraflores, Lima, 2017

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PROMEDIO DE LA VALORACIÓN CUALITATIVA: 90

III. OPINIÓN DE APLICABILIDAD: Aceptable

IV. PROMEDIO DE VALORACIÓN: Muy Buena

Lugar y fecha:
DNI N° 09-2644835
Teléfono N° 192573469

Firma del experto informante
Appendix D

A. Storytelling: The Ayar brothers

The script

The origins of the Inca Empire have many similar stories and the one of the Ayar Brothers is one of the most popular versions.

Long, long, very long time ago over the Pacaritambo Mountain, four young men and four young women emerged from the land. Ayar Manco and his wife Mama Ocllo, Ayar Cachi and his wife Mama Cora, Ayar Uchu and his wife Mama Rahua and finally Ayar Auca and his wife Mama Huaco. They were the Wiracocha god sons and daughters which meant they were brothers and sisters also.

Ayar Cachi was the strongest of all, he was so strong that every time he threw rocks with his slingshot, theses rocks knocked down mountains or reached the highest part of the sky and made it rain and thunder.

The other three brothers were very jealous of his power and decided to leave Ayar Cachi out of the “Let’s build the Inca Empire” equation so they tricked him and his wife into going in to a cave to search for food and locked him up for good with a giant stone.

Legend says that his brother’s betrayal made Ayar Cachi so mad that his screams made the earth tremble and the skies shiver.

The other brothers continued their quest, eventually arriving to the Huanacaure Mountain where they found a stone idol. Ayar Uchu decided to destroy it but as soon as he touched it he was turned into stone.

The remaining brothers knew they had an important mission so they couldn’t stop to grieve. Ayar Auca miraculously grew wings and flew away hoping to find the place they were so desperately looking for in order to found the Inca Empire. He flew over a place called “Pampa del Sol” and decided to explore it. As soon as he landed he also was turned into stone.

There was only one brother left, Ayar Manco and as we mentioned in our Manco Capac & Mama Ocllo Legend, he is the one that received the honor and responsibility of leading the foundation of the Inca Empire.

He arrived to the city of Cusco, sunk his golden stick and started to build the new Inca civilization and Empire.

Taken from: Peruvian Folk tales
https://latinfolktales.wordpress.com/category/peruvian-folk-tales/
B. Interview: Supermodel
The script

Interviewer: It’s amazing how many people I interview for this programme tell me what idyllic childhoods they had and I wonder if my guest today will say the same. She’s Agnetta Linstrom, supermodel. Agnetta, welcome to our studio. You are indeed a very beautiful woman. Clearly it’s made you a lot of money. Are you glad you were born beautiful?

Agnetta: Actually, I wasn’t born beautiful. My mother was a very good-looking lady so everyone was surprised. I was such an ugly little thing.

Interviewer: That’s hard to believe. So your mother was very attractive and you were not and you remember this. Was this difficult for you?

Agnetta: Not at all. Until I was five everything was perfect. In a way it was good not to be a pretty child. I had to try harder.

Interviewer: Try harder?

Agnetta: Yes. I had to work hard to make people love me.

Interviewer: That sounds a strange thing for a child to have to do. What happened to end this happy childhood?

Agnetta: My mother went away. I mean she left my father and me for someone else.

Interviewer: That must have changed things.

Agnetta: Yes. I was sad for a long time but it also helped me to be strong. I worked harder at being good at things. I still do and that’s why I am where I am now.

Interviewer: That’s very interesting. It’s as if you learnt when you were very young how to make yourself acceptable to others. And you still do that.

Agnetta: I don’t mind that. I am who I am.

Interviewer: Do you mean, perhaps, you were still that ugly little girl who lost a beautiful mother?

Agnetta: It could be. Yes, I think inside I am an ugly little girl.

Interviewer: Perhaps too ugly to be loved by her mother.

Agnetta: No, no but it is important to be loved.

Interviewer: You sound sad when you say that.

Agnetta: Yes.

Interviewer: And now you are beautiful, rich and successful.

Agnetta: Yes, I am. (hesitantly)

Interviewer: You sound as if it’s not quite enough.

Agnetta: It is never enough, is it?

Interviewer: No. So Agnetta let us look at your life now…

Taken from: Test your listening (page 71)


C. Conversation: Where does it hurt?
The script

Doctor: Good morning Mr. Jenkin. What can I do for you?
Mr. Jenkins: I’ve come about my foot. I think I’ve damaged it.
Doctor: Aha. How did you do that then?
Mr. Jenkins: I think it was when I was playing my guitar. Sounds stupid, doesn’t it?
Doctor: Well… What happened exactly?
Mr. Jenkins: My dog came and I tripped over her. Didn’t see her and now I’m in agony.
Doctor: I’d best have a look then. Can you take your socks and shoes off, please?
Mr. Jenkins: But it’s only the right one that’s affected.
Doctor: I need to compare them.
Mr. Jenkins: I don’t think there’s much to see. Ouch!
Doctor: Tender there, is it?
Mr. Jenkins: You bet!
Doctor: And does it hurt when I bend your toes?
Mr. Jenkins: No.
Doctor: And what about your ankle?
Mr. Jenkins: I don’t think so.
Doctor: Good. Well this foot is definitely bigger than your other one. You may have broken a small bone but it could just be a bad sprain. You’ll need an X-ray.
In the meantime, don’t put any weight on it.
Mr. Jenkins: How can I get home then?
Doctor: We can lend you some crutches and you’ll need a taxi to get you to the hospital. The receptionist will make an appointment for you but I’d like it to be as soon as possible.
Mr. Jenkins: Thanks, doctor.

Taken from: Test your listening (page 68)

Appendix E

Story telling: The Ayar brothers
Interview: Supermodel

Conversation: Where does it hurt?
Answering to the questionnaire