



MAJOR PAPER

TITLE:

LISTENING COMPREHENSION SKILL WEBSITE IN 11TH GRADE STUDENTS

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SCHOOL YEAR:

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RESUME

Cette recherche qui a comme titre « site web de compréhension auditive pour les étudiants de la 11^{ème} année » part d'un diagnostic réalisé aux étudiants du niveau moyen supérieur de la municipalité de Cabaiguán, où on trouve la problématique reliée avec la compréhension auditive en tant que habileté peu travaillée dans ce niveau. Pour ça, on a appliqué de différentes méthodes scientifiques comme : l'entrevue, l'épreuve pédagogique, et l'analyse de documents pour constater la magnitude du problème. Comme méthodes théoriques on a appliqué l'analyse théorique-logique, la méthode analytique synthétique, l'inductif-déductif, pour expliquer du point de vue scientifique la recherche et le calcul du percent, pour pouvoir arriver jusqu'à les conclusions et la validation des résultats. L'objectif essentiel de la recherche consiste à faire un site web pour développer la compréhension auditive des étudiants de la 11^{ème} année, lequel a été désigné à partir d'un conjoint d'exercices interactifs avec des dialogues, des chansons, des vidéos, des lectures sur thématiques culturelles et aussi avec une section de divertissement. Pour la confection de ce site on a eu compte des caractéristiques cognitives, affectives et volitives des étudiants de ce niveau.

INTRODUCTION

The listening comprehension teaching has not taken the same place through the years. For example, in the grammar-translation method used at the end of the XIX century, in which translation constituted the main exercitation activity, listening comprehension was not taken into account. Even, in some cases when pronunciation was worked with, it was designed to the practice of the oral expression, and not to listening comprehension.

Subsequently, the direct and natural methods began to offer some importance to listening comprehension, although they did not do it as an independent manifestation, but closely bound to the oral expression. In fact, these methods did not behold specific exercises in an explicit way aimed to develop the listening comprehension skills.

At the beginning of the XX century, the creators of the Direct Method started to grant a special attention to the teaching of this aspect from the verbal activity, although under the wrong conception that a subconscious comprehension could be produced, without mental analysis. Nevertheless, the distinction between receptive and reproductive skills they made is fundamental to the methodology of the foreign language teaching. Later the value of the context to listening comprehension was set up, which markedly influenced on the creation of the audiovisual methods.

The simultaneous teaching of the oral skill was conceived together with reading and writing in many of teaching methods in the 1940s. The textbooks focused on different exercises related to the listening comprehension learning. This aspect of the verbal activity has found its specific place nowadays, and, in the different methodological approaches (audio-oral, conscious practice, audiovisual-global structure) are conceived exercises aimed to develop this skill.

The listening skill is essential in all human activity. It is estimated that the total time used in an adult communication activity, the greater the amount of time used in

hearing. It is followed by the oral communication, reading, and finally, writing. Besides the communicative interaction, the majority of the received information comes from activities related to listening, for example: when watching films, listening to songs, or just listening to a foreigner while speaking. Students also learn while listening to their teachers, classmates, or recordings in the classroom.

The listening comprehension development is one of the hardest tasks for the teacher of English as a foreign language. This happens due to the impossibility on behalf of the learners of acquiring mechanic methods to work with it. Listening comprehension is sometimes frustrating for the students, because there are not pre-established requirements to enhance it, and most of all because of the time needed to acquire it.

Listening comprehension is not acquired naturally, that is why it should be taught. The listening comprehension practice is very important where English is taught as a foreign language, because other skills such as speaking, reading and writing can be affected, due to this, listening comprehension must have a relevant role in everyday's teaching to fulfill communication.

The development of the listening comprehension skill helps the speaking skill, what is produced orally is almost listened first; they both are complemented in the communication process.

The communication process is an active process in which students face some difficulties: first, their experiences in the foreign language usage are usually very limited; second, they do not have the chance of interacting with native speakers, sometimes they have to listen to something in certain period of time to do any ordered activity. Finally it is added that in many cases students are deprived of contextual elements, they cannot see the speakers, so they cannot appreciate gestures or facial expressions that would help the understanding or have to remember who the speaker or speakers are or the stage of the conversation or the place is taking place.

The National System of Education of Cuba includes the foreign language teaching as a piece of the new generations' integral and harmonic formation. To review the

linguistic knowledge in the mother tongue and in a foreign language is one of the most important tasks of the today's Cuban school.

Nowadays, listening comprehension is not taking the place it deserves. Nowadays, teachers from Senior High Education aim their attention at structural and semantic aspects of the language and see them as paramount skills to perfect the rest of the skills mainly speaking.

During the diagnosis stage, the researcher of this paper could detect some students' potentialities and some problems that hinder the listening comprehension skill in this level (11th grade). Among the **potentialities** can be mentioned: many of the students are interested and motivated in learning English, they achieve good learning levels in the foreign language, and they like to interact with technology. Within the **problems** are: students do not have a foreign phonemic ear developed in the English language, do not have listening strategies, they are not exposed to frequent listening activities, they cannot distinguish similar sounds or phonemes, they are not able to complete listening exercises, they cannot predict what is going to come next, they do not have sequenced materials to develop this skill among others.

Taking into account the importance of this problem and the above-mentioned information and, of course, the great importance that our government gives to the teaching of the English language (as an international language) the following scientific problem is stated:

Scientific problem: How to contribute to the development of the listening comprehension skill in students from 11th grade at Nieves Morejón Lopez Senior High?

Objective: to apply a website to develop the listening comprehension skill in students from 11th grade at Nieves Morejón Lopez Senior High.

For a better organization of the work the following scientific questions and tasks are set:

Scientific questions:

1. What are the basic backgrounds that support the development of the listening comprehension skill in students from 11th grade?
2. What is the current state of the listening comprehension skill in students from 11th grade?
3. What elements of the new technologies to use to develop the listening comprehension skill in students from 11th grade.
4. How to validate the results of the proposal of a website to develop the listening comprehension skill in students from 11th grade?

Scientific tasks:

1. Analysis of the philosophical, pedagogical, didactic and psychological backgrounds that sustain the development of the listening comprehension skill in students from 11th grade.
2. Diagnosis of the real state of the development of the listening comprehension skill in students from 11th grade in Nieves Morejón Lopez Senior High School.
3. Elaboration of a website to develop the listening comprehension skill in students from 11th grade in Nieves Morejón Lopez Senior High.
4. Validation of the proposal by experts.

To implement this work different research methods and **tools of the educational research** are used.

Among the **theoretical methods**:

1. **Historical and Logical analysis:** evidenced by studying the historical evolution of the listening comprehension skill in the process of learning of the English subject in Senior High School.
2. **The analytic – synthetic.....:** by this method a decomposition of different aspects related to develop listening comprehension skill from the English

class in High School is made, to the integration of the proposed teaching activities towards this end is done.

3. **Inductive - deductive:** to establish the necessary directions in the research process and identify general trends and characteristics of teaching experience.

Within **empirical methods** are used:

1. **Interview:** conducted with the objective of diagnosing **the initial state of** the sample in relation to the development of the listening comprehension skill, students from 11th grade English class.
2. **Pedagogical test:** to determine the up-datedness of the students who were selected as sample regarding the listening comprehension skill.
3. **Document Analysis:** to consult how different documents such as methodological guide lines, syllabi, and others treat the listening comprehension skill in senior High School.

Among the **mathematic and statistic methods**

1. **Perceptual calculation:** to present the obtained data in the application of the instruments in a table and reach to conclusions, also to compare the initial and final outcomes of the work and perfect the activities in the website according to the results obtained.

The processing of the literature related to the development of the listening comprehension skill corroborates that at the present time there are profound and functional studies on the subject. These serve as a background, in elaborating websites for the English lessons in such a way that they can contribute to develop listening comprehension skill in 11th grade students “Nieves Morejón Lopez Senior High School”

The **population** is composed of 215 students in 11th grade at Nieves Morejón Lopez Senior High School. The **sample** is composed of 30 students (13.9%) of the

group five in 11th grade at Nieves Morejón Lopez Senior High School. There are four advanced students in the use of the English language, six are average and the rest of the group are slow learners, but none of them can be considered as a good listener of the English language, that is, these students do not have a well-developed listening comprehension skill.

This research paper has as **scientific newness** the design of a website called ***“Improve your listening skill”*** which objective is to develop that skill, mainly in 11th grade students at Nieves Morejón Lopez Senior High School. The site consists of five main sections: home, exercises, cultural reading, vocabulary and enjoyment. Each of them has its own characteristics:

Home welcomes the students to the site and offers them some useful tools they may need while interacting with it. **Exercises** section has a set of interactive activities with dialogues, music and tapes about real life situations and students will be able to check their answers once they have finished. **Cultural reading** brings some curious and cultural listening-reading aspects about some English speaking countries. **Vocabulary** section offers the students a set of meanings of possible unknown words by them. Finally, **enjoyment** section brings cartoons, tales and subtitled video clips to make learning a little more enjoyable.

DEVELOPMENT

What is listening comprehension?

The teaching of English has taken a particular importance as a foreign language in the young ones' integral formation, making emphasis on its four communicative skills: listening, speaking, reading and writing. These skills should be developed in an integrated way, complementing one another.

However, reading, writing, and speaking are the most worked skills in Senior High Education, while the listening comprehension has been worked and researched in a lesser degree. This last skill constitutes the base of the oral expression, and at the same time it establishes the communicative competence essence, that is the formation and development of the four communicative skills.

The listening comprehension process was relegated to a second position for a long time into the English teaching – learning process that is why the research attempts were aimed towards writing, reading and speaking development, giving a lesser attention to the listening comprehension development.

Listening implies more than the simple perception of sounds, a listening process requires more than paying attention to the speaking sounds and the comprehension of a message. Studies show that man captures more than 40% of daily communication by listening, 35% is captured by speaking, and only 9% through writing.

The successful listening will be achieved when its components are integrated. Listening constitutes a coordination of the components of the skill itself in that meaning. This integration of the perceptive skills, so as the analysis and synthesis skills is what is known as “listening skill” in somebody.

Some authors, such as, Antich, R. (1975) and Medina, A (1998, 2004), offer special attention to the listening comprehension skill in a foreign language in the teaching-learning process, from the linguistic and didactical and methodological view points.

The word “listening” has been defined and redefined by many authors among them:

In accordance with Shurm and Glisan¹, listening is used as a vehicle to the acquisition of a language and it serves as a catalyst to other skills and contents integration.

Ranking¹ considers that listening is: “the ability of comprehending the spoken language”

Johnson¹ expanded his definition to “...the ability of comprehending and answering in an effective way the oral communication”. Jones¹, on his own, asserted that listening constitutes “...an active process through which the emitted sounds are received by any source, these ones are critically interpreted, and demonstrated by a receptor”. Nichols¹ shortened this definition to the fact of “providing meaning to oral symbols”. Underwood¹ simplified his definition to “activity of paying attention and trying to give meaning to what is listened”.

Purdy¹ defined listening as the “active and dynamic process of paying attention, perceiving, interpreting, and remembering the expressed things (on a verbal or non-verbal way), precautions and information given by other human beings”.

“Combination of all that that we listen to, what we understand and remember”¹ is a more updated definition of listening comprehension.

After studying the concepts, it can be determined that the listening comprehension is a process which constitutes the base of the oral expression. It is used as vehicle

¹ Taken from Website: www.eumed.net

to the acquisition of a language; it is the ability of comprehending and answering the spoken language; it is an active and dynamic process to give meaning to what is listened.

All the concepts mentioned above keep a wide relation, but the author of this research paper assumes the concept given by Ranking (“the ability of comprehending the spoken language”), because he synthesizes in a concrete way the purpose of this research paper and the characteristics of the website to be created by the author.

Why does listening comprehension get neglected?

Despite their own experience in learning languages many people seem to think that listening, and comprehending generally, is fairly easy – certainly much easier than speaking or writing.

This may be because, in most circumstances, the “act of comprehending” causes much less anxiety. It is much less public than speaking or writing, where performance, mistakes and all, is available for inspection. It is much easier to cover up or be unaware of errors of comprehension. For the most part people can imagine themselves that they have understood the gist of what they heard and as long as they smile, nod occasionally and look generally attentive, no-one else is likely to know how much or how little people have actually understood.

This probably explains why many teachers over-estimate their students’ skills in listening comprehension. The process of comprehension, being a part of learning, is invisible; all that can be observed is the evidence that it has or has not taken place. In many circumstances such evidence is easy to fake; and in the classroom it is particularly easy to copy it from others who *have* understood, or to work out what people are supposed to do from the general situation.

The process of comprehension

What happens when people comprehend a spoken message in their mother tongue?

A. Perception – cracking the code

First they have to be able to recognize and discriminate between contrasting sounds or letter and word shapes.

B. Decoding – making sense of the message.

Each short stretch of meaningful material which is heard has to be:

- Recognized as meaningful and understood on reception.
- Held in the short-term memory long enough for it to be
- Related to what has gone before and/or what follows.

C. Prediction and selection – redundancy to the rescue.

Prediction and selection are both possible partly as a result of what is known as redundancy. When people talk to someone, there are many things which may cause the hearer to lose part of the message e.g. fatigue, noise, distraction. Languages protect messages against such loss by giving more information than would be necessary if transmission and reception were perfect. This provision is called “redundancy”. Thus in *normal* circumstances of noise, etc., “redundant” information is *vital* for the protection of the message. In everyday use, the word “redundant” means “unnecessary”, but in the scientific use employed here it means “necessary as a safeguard for communication”

D. Comprehension of foreign language (FL) material

With material in a FL the general process of comprehension is, presumably, similar but with the following factors making it more difficult.

- i. All the stages in the process are likely to take longer; it takes us longer to recognize “familiar” elements as familiar, and longer to see the relationships between the successive short stretches of material. When reading, people may want to keep looking back to check that our initial assessment of such relationships is correct, and this will slow us down further; when listening, we cannot do this easily.
- ii. At each stage people are much more likely to make mistakes: to fail to discriminate correctly between contrasting forms; to confuse one word with another that looks or sounds similar; to misunderstand or fail to see important grammatical relationships. This can be a cumulative process so that people end up getting a completely wrong idea or getting completely confused.
- iii. People are very much likely to come across stretches of language which they do not understand at all they have then either to devise ways of working out their meaning from context or to train ourselves to ignore what they cannot understand, in the hope that people will still get the gist of the message or that the full meaning will become clear later.
- iv. As people are much more familiar with the FL it is much more difficult for them to anticipate and predict and they cannot select with the same degree of confidence. People are less sure what is important so we try to pay equal attention to everything. Thus more processing time is taken into up, and less remains in which to attempt to predict and select.
- v. Their STM for FL material is likely to be much less efficient. All the factors mentioned above place extra burdens on it. It may, not surprisingly, stop working altogether from time to time, resulting in that complete lack of comprehension which is familiar to all FL learners.

Some differences between reading and listening comprehension

So far as it has been looking at comprehension processes common to both reading and listening, but there are some important differences which should be remembered when choosing or devising listening exercises the first six differences mentioned below tend to make listening more difficult than reading:

Initial perception may be more difficult as there is the possibility of a greater range of variation in the way different speakers produce the 'same' sound. Think of all the varieties of vowel sounds used by speakers with accents and compare this with the much narrower range of variation in types of print. This is an important point to consider if students are going to come into contact with a variety of English speakers, not only native speakers of English but others whose pronunciation of English is affected by their own mother tongue.

Speech is much more likely to be distorted by various types of noise. Think of telephone conversations, announcements over public address systems and conversations in crowded, noisy places. If people are really interested in writing material they can shut out many distractions but this is more difficult with speech, and it demands a greater degree of concentration.

The listener has little or no control over the speed of the input of spoken material. He can occasionally ask someone to slow down but in most circumstances his comprehension just has to try to keep pace with the speed at which the message is being delivered.

Spoken material is usually heard only once. There are a few of exceptions to this (see point (vi) below), but in most cases people cannot go back and 're-hear' material in the same way that they can re-read it and they certainly cannot keep going back and checking that they heard correctly while the message is still coming in, because people just cannot stop the flow.

As people cannot stop the inflow of information they have very little time in which to try to work out the meaning of unfamiliar stretches of material. People just have to

keep on paying attention to the new material coming in and hope that they will get the general idea.

The listener sometimes has to deal *simultaneously* with another task. This applies not only to formal note-taking but to other tasks like taking down directions or messages from telephone calls.

The next four differences can make listening easier than reading.

Spoken material is normally much less densely packed with information than written material (genuine spoken material, not written texts read aloud). There is usually much more repetition, not necessarily exact repetition but rephrasing and recasting. Sometimes this is marked by such phrases as –‘I mean...’, ‘What I am trying to say is...’, but people also often hear or read the same idea simply repeating in slightly different words. This, of course, is only a help to the listener if he *recognizes* it as repetition. For the learner who has not reached the stage where he can readily recognize the same idea in different words, this aspect of spoken material may be an added difficulty.

Another thing which makes the information less dense and which, like repetition, partly compensates for the listener’s lack of control over speed is the number of pauses and hesitations in normal speech.

If he knows how to interpret them, the listener gets considerable help in comprehension from such aspects of speech as intonation and the placing of stress. These are not available to the reader, who has to rely on the hints provided by such devices as punctuation. Through intonation and stress the speaker can make grammatical relationships clearer, and emphasize what is important or new. At the same time he de-emphasizes asides, parenthetical remarks and less important material and this helps the listener in the process of selection.

It is important to remember, however, that all this help is available only to those who have learned how to use it. Learners whose MTs have very different intonation

systems and stress patterns from those of English may need considerable help and practice in this area.

In many circumstances, the listener gets additional cues to meaning from outside the language itself. These may come from his knowledge of what to expect in the general situation, from various gestures made by the speaker, and so on.

In conversation the listener can ask for clarification of something he is unsure of. Students need to be taught appropriate ways of doing this so that they will be able to ask for further explanation confidently and without causing offence.

What is a website?

Many are the articles in Internet that make reference to the term website. In a Wikipedia article about the topic, was found that a website, also written as web site, or simply site, is a set of related web pages typically served from a single web domain. A website is hosted on at least one web server, accessible via a network such as the Internet or a private local area network through an Internet address known as a uniform resource locator (URL). All publicly accessible websites collectively constitute the World Wide Web.

A Cuban concept given to website (from EcuRed) is that it is a set of organized and coherent web pages (generally files in html, php and cgi format) and objects (graphics, animations, sounds). Its subject matter can be varied.

While another article says that a website is a virtual space in Internet. This is about a set of documents (web pages) hierarchically organized, which are accessible from the same domain or subdomains of the World Wide Web (WWW). A website may be formed by one or more web pages that include HTML documents, photos, sounds, videos, flash animations and other contents capable to be shared on line, and appear as digital information on a computer screen. The Home Page of a website is often called index, which can have the extension .htm, php, .asp, among

others. The terms “website” and “page site” are usually used as synonyms, but they are not.

What are the differences between a website and a web page?

A web page is part of a website, and it is an only file with a given file name, while a website is a set of files called web pages. If they are compared with a book, the website would be the whole book, whereas one web page would be a chapter from that book. The title of the book would be the name of the website domain. A chapter, as well as a web page, has a name which defines it. It is said that a web page would be a chapter instead of a page from the book, because it is often necessary to move up and down on the screen to watch the whole content from a web page, as well as in a book it is necessary to skip the pages to search the whole content from the chapter. Finally, the index of the book would be the map of the website.

Main characteristics of a good website.

It is easy to make a good website taking into account that it should:

- 1. be easy to read:** Using a large and easy to read font, so as not to use light text on a dark background. Keeping a black text on a white background for an easy reading.
- 2. be easy to find:** Not hiding the interesting things in order to navigate through the website for it to make sense.
- 3. have a clear goal:** Visitors know what the website is about when they enter to the Home Page, then set their own goals clearly.
- 4. not be overloaded:** Having only what is needed to arrive at the goal, and offering a faster running.

Kinds of websites:

There are several kinds of websites, even more than what people think about, and of course, every one of them has its own characteristics and purposes. It is important taking into account that they are classified according to different parameters, among them some of the most relevant ones are:

- **Contents visibility**
- **Contents updating**
- **Activity or main goal.**

According to “contents visibility”, websites are structured by:

- **Intranets:** An intranet is an illustrated website in a private red with a goal mainly business or organizational.
- **Extranets:** Extranet is understood as an “intranet taken to internet”, in other words, it continues being a website with a previous purpose, restricted to certain number of people, whose range requires being in Internet. Any private area from a website which permits the user to consult, modify, create and eliminate inner data from the company are examples of extranets
- **Public websites:** These are websites “at the usage”, of public data, originated to be used by every users.

There are three kinds of websites according to the contents updating:

- **Static websites:** Websites in which contents are not modified. They are websites which have been created whose information stay inalterable trough the passage of the time.
- **Dynamic websites:** Those websites whose contents vary in a permanent way. The social networks, the newspapers, etcetera, are clear examples of these kinds of websites.
- **Websites which combine both kinds** (dynamic and static ones): Business websites usually combine some static information (Who we are, Where we

are, Philosophy, etcetera) with dynamic information (News from the company, Carried out projects, etcetera)

According to the activity or main goal that websites carry out, some of the classifications could be:

- **Commercial / Advertising:** Most of the websites from the companies have this main objective: making the company known and publishing their services. Products or specific campaign mini-sites could be added to this list.
- **Sale:** The electronic-commerce-websites have as main objective the sale of products.
- **Social:** Websites in which the whole included information are generated by the users of the site. Forums, blogs, networks such as Facebook or MySpace, etcetera belong to this type of website.
- **Informative:** The ones based mainly on contents presented by the website, they are the opposed to the social webs, for the contents are updated frequently by “in” company users. Newspapers, weather forecasts, Stock Exchange, etcetera, are clear examples of websites with these characteristics.
- **Search engine:** Websites which permit the users to find what they are looking for. Added to this list are Google, Bing, Yahoo, among others, and the service, products directories, etcetera.

It is recommendable to the companies to have websites that permit them to keep their contents, in such a way they can have a **dynamic website** which constitutes **a tool instead of an end**. A website is a tool that permits the company to promote its products and services, to inform, to get better its relationships with the customers, etcetera and all this requires from dynamic contents.

Anyway, each company has a budget and some requirements and it is necessary to be flexible, providing as much economic ways of entering to Internet (as a

“presence web”) as complex solutions such as extranets which require of system integration and data synchronization.

The previous websites classifications are not the only ones that exist, there are more of them, and these are some other types of websites:

- **Blog:** In these sites readings, online newspapers or author’s comments are added. Besides including forums in which the readers can exchange and share opinions.
- **To the electronic commerce:** these ones permit the users to buy and sell any kind of products.
- **Downloads:** The users can upload and download any electronic content such as music, films, videogames, wallpapers, etcetera, by means of these sites.
- **Development:** Information related to the developments of design, web, software and anything related to informatics is introduced in these sites.
- **Institutional:** These websites are elaborated by any company, with or without lucrative goals, to make them known, to place own information and they work as contact via to the customers or members. Besides, in the case of a company, it is useful to promote its goods and services.
- **Virtual community:** People who have the same interests can get in touch by means of forums of chat in these websites.
- **Directory:** In these websites information of diverse thematic is introduced and it is organized by different categories
- **Information:** As its name indicates it, these websites contents try to inform who visit them. They usually belong to educative organizations or the government.
- **Web 2.0:** Are the ones in which the state-of-the-art technology is used and their users are the ones in charge to keep them updated.
- **Personal:** These websites are administrated by one or few people and they contain material about any theme.

- **Wiki:** Users are ones who upload and edit the content in these websites.
- **Educative:** These websites offer distance courses, they offer information and downloadable content about different subjects and they can be aimed as well students as teachers.
- **Portal:** This website works as a point of start to have access to certain intranet any other Internet resource.
- **Auction:** In these sites the registered users can auction any kind of products and services.
- **Span:** These websites do not contain any relevant value, and what they look for is laying the searching motors for the users enter to them, so their administrators can obtain some profits thanks to the inserted publicity.

There is an innumerable group of websites aimed to work with the English Language development. Each of them has its own characteristics; but their goal, somewhat, somewhere, somehow, is the same: making the users to get good at English. These websites belong to the **Educative** – website – classification, and some of these websites directions are:

1. Eillo

Eillo focuses on people's English listening skill. They can listen to speakers from all over the world for different topics, such as sports, travels, games, and so on. There is a related text script under the audio player. People can also listen to some nice English songs or watch some videos.

2. Fun Easy English

Fun Easy English mainly focuses on the basic English knowledge and teaching tips, its courses include pronunciation, grammar, idioms, slang, writing, tests and much more. Most of those courses are launched in Video format, in addition with text scripts and pictures.

3. Go4English.com

Go4English.com is owned by British Council, which is the UK's international cultural relations body. The website offers English learning information and tests for teachers, students and kids. People can learn English online while they are taking a test, listening to a song, or even playing a game.

4. Lang-8

Lang-8 focuses on writing in a foreign language. Users write in the language that they are learning, then native speakers will correct their writing, and users can also help others learn their native language by correcting their writing.

5. Busuu

For every language people choose to learn, Busuu provides a few courses, including writing exercises, vocabulary training, reading comprehension, and so on. Besides courses, people can also learn English online by joining the community and chatting with other members.

6. Livemocha

The Livemocha website focuses on learning a foreign language by courses and communications. To learn English online, users can pick up an English course, submit their answers, or chat with the members whose native language is English. And they can help other members by checking their submissions.

7. VocabSushi

VocabSushi is for people to learn vocabulary with real-world, contextual examples found in the daily news. Users pick up a vocabulary word, understand its meanings, read the sentence samples, listen to the speakers, and then they can take a test and check if they have learned that word.

8. BBC Learning English

On the BBC Learning English website, people can learn grammar, vocabulary, pronunciation, and so on, they can take a test, and they can also learn how to teach others English. The most interesting course is 6 Minute English, in which people can listen to a short audio record, which can be downloaded both in MP3 and PDF formats.

9. Learn English Free Online

With an over 10 years history, Learn English Free Online is an abundant website for EFL/ESL learners and teachers. People can learn vocabulary with the related pictures, they can get some English learning tips, they can take some funny test, and so on.

10. Exam English

As the name, the website Exam English is for people to take exams, including TOEFL, CPE, KET, and nearly all the other famous international ESL/EFL exams. People can test their English level by reading, listening, grammar, vocabulary, or writing separately.

As it was already said, each of the mentioned websites has its own characteristics, for example, another very popular one is the so called “**Aprender Ingles online**” whose characteristics are:

- **Funny:**

It is a course of English, it is a new and revolutionary method to learn English with the lesser possible effort because people have fun at the same time.

- **Innovator:**

The most interactive method in the market, and the only one that permits the users to speak English through Internet and learn English with its pronunciation.

- **Academic:**

It contains all the necessary English grammatical explanations in an auditory way.

- **Flexible:**

People can study the course at their own pace, whenever and wherever they please. Users mark their rhythm. Learning English is easy.

- **Certified:**

Users can learn English from all the course levels, which had been marked by the company study certify. Users obtain a certify per every finished level.

The previous treated websites are clear examples of good options that people could take into account when learning English; but they do not constitute a useful tool to the 11th Cuban students because they cannot count on Internet in their schools (just intranet) up to 12th grade. Even if they could count on Internet access, interacting whit those websites would be a remote idea due to they would not have as much quota (20MB per week) as it requires to interact with the listening, reading, and video exercises the sites have, as well as downloading any additional information they may need to study; not taking into account that computers are not the best ones and connection is not fast, and it would take a longer time in loading the sites contents. On the other hand, there is not any Cuban website to work on teaching any English skill, mainly listening comprehension.

“Improve your listening skill”, a new alternative website aimed to develop the listening skill in students from 11th grade, although it could be used by any student from any educational level, or anyone interested in learning English. This site is easy to work with, and students can interact directly with it when doing the exercises. This website is not overloaded, which permits it to run fast, and it is not necessary to have an Internet quota to have access to it. It has five main sections:

- 1. Home:**

This is the first section where students are going to find a clear explanation about how to work with the website. It counts on a download section where students can download an "Oxford Dictionary" which could be very useful when they do not know any word meaning (it also has their pronunciation and examples about how to use them), besides it has an updated browser that permits a better interaction with the site, in case the user's is not the appropriated.

2. Exercises:

This section is provided of interactive exercises with dialogues, songs and tapes, which goal is to turn the students into better listeners and turn them into good users of the English language. In each of them, its listening skill will be trained by means of different situations. Once the proposed exercises are done, a final mark will be given, besides it offers the possibility of checking and comparing the given answers with the right ones.

2.1 Dialogues:

This sub-section contains recorded dialogues with some missing words, which need to be typed while listening to them; and the level of complexity will increase while students progress.

2.2 Songs:

This is a very updated and fresh part of the site where students are going to find songs where they can choose their favorite singers subdivided into Easy, Medium and Difficult sections, according to the vocabulary level, but it is also taking into account how fast and obscure songs are. These exercises are aimed at completing while listening to the songs.

Besides, there is a "Classics" section with a selection of classical songs.

2.3 Tapes:

This section is loaded with real life situations, but this time with videos. Students have to solve the ordered exercises about every tape.

3. Cultural Reading:

This section offers some cultural and curious aspects about some English - Speaking - Countries. Here, the users will find a set of listening materials with their scripts, this section will help them get more vocabulary, adapt and train their ears to the spoken language, and get knowledge besides getting a right pronunciation of the English foreign language.

4. Vocabulary

This section provides the students with a set of meanings of unknown words that appear in the rest of the previous sections.

5. Enjoyment.

This section is subdivided into three sections, which have the same goal: to make the students use the English language, being careful with fluency, getting new vocabulary and enjoy while learning.

5.1. Cartoons

Besides offering joy and laughs, cartoons are very useful when offering vocabulary and language training.

5.2. Tales

Fairy tales always bring morals within them, but they also help develop the listening skill.

5.3 Video clips

This subsection provides students with subtitled video clips, which make listening activities more enjoyable and at the same time they practice reading aloud.

Initial stage

As results of the **interview**, 21 students (70%) matched that their teachers work with the development of listening skill sometimes, 5 (16.7%) matched seldom and 4 (13.3%) never. Regarding the type of activities they do to develop the skill, 26 students (86.7%) matched dialogues, while 4 (13.3%) readings. All the students (100%) agreed they do not use any website to train their listening, and they do not have the possibility of developing it in the Sunrise educative software because it does not have any section for this.

In the listen to and complete exercise given as **Initial Pedagogical Test** to state how developed is the listening skill in eleventh graders, the results were that none (0%) was able to complete the exercise completely, out of 18 blanks to be filled, 13 were done as high level.

- High level (16 – 18 words): 0 students (0%)
- Medium level (10 – 15 words): 11students (36.7%)
- Low level (0 – 9 words): 19 students (63.3%)

Website Activities

Activity 1

Title: At the pub

Objective: To develop the listening comprehension skill through filling in the blanks making use of the Simple Continuous Tense.

Teaching aids: computer, earphones or speakers.

Procedure: Enter to “Improve your listening skill” website/ Go to Exercises section/ Dialogues/ At the pub

Orientation:

1. Read the dialogue carefully.
2. Play the dialogue.
3. Listen and complete the blank spaces.
4. Replay the dialogue as many times as you need.
5. Check your answer in the key *Submit*.

At the pub

- Oh, hello, Lisa! Where is Bill?
- He's _____ at the bar, _____ draught beer.
- Oh, yes... And where are the children?
- They are next to the window, _____ soft drink.
- And what is Betty _____?
- She is _____ darts with the barman.

Activity 2

Title: Inviting a friend

Objective: To develop the listening comprehension skill.

To complete the dialogue using verbs, nouns and adverbs.

Procedure: Enter to "Improve your listening skill" website/ Go to Exercises section/ Dialogues/ Inviting a friend

Orientation:

1. Read the dialogue carefully.
2. Play the dialogue.
3. Listen and complete the blank spaces.
4. Replay the dialogue as many times as you need.
5. Check your answer in the key *Submit*.

Inviting a friend

- Are you free _____ night? My _____ would like to have you home for _____.
- Well, that's very nice. But are you sure it will not be too much trouble for them?
- No! My _____ will help them, she will prepare a cake and my _____ has already _____ a chicken and a lot of cheese for you.
- Well, I'd like to go but I've already _____ a friend to my house.
- That's not a _____. Bring your friend with you.
- That's a very good idea! Well, okay, then.
- O.K. ___ you tomorrow.
- All right. We'll be there at half past six. But don't forget to give me your _____.

Activity 3

Title: At the travel agency

Objective: To develop the listening comprehension skill.

Procedure: Enter to “Improve your listening skill” website/ Go to Exercises section/ Dialogues/ At the travel agency

Orientation:

1. Read the dialogue carefully.
2. Play the dialogue.
3. Listen and complete the blank spaces.
4. Replay the dialogue as many times as you need.
5. Check your answer in the key *Submit*.

At the travel agency

- Good morning. I'd like to _____ the USA next month but I'm not sure I'll be able to find enough money.
- Our package tours are not _____, sir.
- Really? But I'd like to get accommodation in good _____.
- With full board or half board, sir?
- Half board _____ I'd _____ to be free to eat _____ I want at lunch time.

Activity 4

Title: The shopping list

Objective: To develop the listening comprehension skill.

Procedure: Enter to “Improve your listening skill” website/ Go to Exercises section/ Dialogues/ The shopping list

Orientation:

1. Read the dialogue carefully.
2. Play the dialogue.
3. Listen and complete the blank spaces.
4. Replay the dialogue as many times as you need.
5. Check your answer in the key *Submit*.

The shopping list

- I think I've got everything.
- I _____ to tell you to buy _____ mustard. We haven't got any left.
- That's all right. I _____ some.
- Fine. I see you have twelve cartons of yoghurt. But... let me see... What about the _____ cereal? Where is it?
- What _____ cereal? You didn't tell me to buy _____ cereal! So I didn't buy any. It wasn't on the list!
- It was on the list! I _____ it myself. On the back, I _____ very well.
- If you _____ it on the back, I _____ not see it!

Activity 5

Title: "Russian Roulette"

Objective: To develop the listening comprehension skill.

Procedure: Enter to "Improve your listening skill" website/ Go to Exercises section/ songs /easy/ "Russian roulette".

Orientation:

1. Read the song carefully.
2. Play the song.
3. Listen and complete the blank spaces.
4. Replay the song as many times as you need.
5. Check your answer in the key *Submit*.

"Russian Roulette"

_____ a breath,

_____ it deep.

'Calm yourself', He _____ to me

If you _____, you _____ for keeps.

_____ the gun and count to _____.

I´m sweating now,

Moving slow,

No _____ to think. My turn to go

[Chorus]

And you _____ see my heart beating

You _____ see it through my chest.

Said I'm terrified but I'm not leaving

I know that I must pass this test

So, just pull the trigger

Say a prayer to yourself

He _____ 'close your _____, _____ it helps'

And then I get a scary thought

That he's here - means he's never lost

[Chorus]

As my life flashes _____ my _____

I'm wondering will I ever _____ another sunrise?

So many won't get the chance to say good-bye

But its too late to think of the value of my life

[Chorus] x 2

So, just pull the trigger

Activity 6

Title: "Walks like Rihanna"

Objective: To develop the listening comprehension skill.

Procedure: Enter to "Improve your listening skill" website/ Go to Exercises section/ songs /medium/ "Walks like Rihanna".

Orientation:

1. Read the song carefully.
2. Play the song.
3. Listen and complete the blank spaces.
4. Replay the song as many times as you need.
5. Check your answer in the key *Submit*.

"Walks like Rihanna"

_____ you seen that girl?

_____ you seen her?

She's the freakiest thing, you gotta meet her

You do whatever it _____ to get her by your side

It's not the way she _____ with a little laugh

It's not the way she _____ in a photograph

But all the _____ – they crowd around

[Chorus]

She can't sing, she can't dance

But who _____ – she walks like Rihanna!

She can't sing, she can't dance

But who _____ – she walks like Rihanna!

_____ you seen that girl?

_____ you seen her?

With the way she _____ you wanna kiss her

She'll be the girl of your dreams if you can close your eyes

You can feel that beat when she's in the room

You can feel your heart going boom boom

And all the _____ – they crowd around

[Chorus]

She walks like Rihanna!

She walks like Rihanna!

Our hearts go boom boom boom boom boom [7x]

(she _____ like Rihanna!)

She can't sing, she can't dance

But who _____ – she walks like Rihanna!

[Chorus]

She walks like Rihanna!

She walks like Rihanna!

Our hearts go boom boom boom boom boom [x4]

(she walks like Rihanna!)

Activity 7

Title: "My dilemma"

Objective: To develop the listening comprehension skill.

Procedure: Enter to "Improve your listening skill" website/ Go to Exercises section/ songs / difficult/ "My dilemma".

Orientation:

1. Read the song carefully.
2. Play the song.
3. Listen and complete the blank spaces.
4. Replay the song as many times as you need.
5. Check your answer in the key *Submit*.

"My Dilemma"

You _____ me so upset _____

I feel like I could lose my mind

The _____ goes nowhere

Cuz you're _____ gonna take me _____

[Pre-Chorus]

And I know what I know

And I know you're no ____ for me

Yeah I know what I know

And I know it's not meant to __

[Chorus]

Here is my dilemma

One half of me wants ya

And the other half wants to forget

My-my-my dilemma

From the _____ I met ya

I just can't get you out of my head

And I tell myself to run from you

But I find myself attracted to my dilemma

My dilemma

It's you

Your ____ have told a thousand lies

But I believe them when they look in mine

I heard the rumors but you won't come clean

I guess I'm hoping it's because of me

[Pre-Chorus]

[Chorus]

I _____ live without you

Your smile, your _____,

The way you _____ me feel inside

I _____ live without you

But I don't wanna, I don't wanna, oh

You _____ me so upset _____

[Chorus]

Activity 8

Title: "I guess I loved you"

Objective: To develop the listening comprehension skill.

Procedure: Enter to "Improve your listening skill" website/ Go to Exercises section/ songs / classics/ "I guess I loved you".

Orientation:

1. Read the song carefully.
2. Play the song.
3. Listen and complete the blank spaces.

4. Replay the song as many times as you need.
5. Check your answer in the key *Submit*.

“I guess I loved you”

Now, tomorrow is all _____

No need to look _____ the door, you won't be standing there no more

I had my chance to dance _____ dance

I didn't even realize that this _____ all love and no lies then I lost you

[Chorus]

Why? I guess I loved you, oh, less, less than I _____

Now all there is me and me, I turn around and all I _____

The past where I have left our destiny, now

Now, tomorrow's a mystery

I _____ live without a dream vanishing from reality

I wanna know, would you come _____ to me?

Now that I finally realize you are my home

You are my life, I need you

[Chorus]

Oh, I guess I loved you, oh, less, less, less, less than I could
Another time, another run, to mend both of our _____ hearts

To tell you how much I can love you now

I, I guess, I guess I loved you

I guess I loved you, ooh

Activity 9

Title: Asking for directions

Objective: To develop the listening comprehension skill.

Procedure: Enter to “Improve your listening skill” website/ Go to Exercises section/
tapes/ 01-Asking for directions

Orientation:

1. Read the statements to be selected.
2. Play the video.
3. Listen and match the right answer in every situation.
4. Replay the video as many times as you need.
5. Check your answers in the keys *Show Feedback*.

Asking for directions

Watch the video and match the right answer in every situation:

Where is the station please?

___ It's near the park.

___ It's near the bank.

___ It's near the hospital.

Where is the bank, please?

___ It's in the right of the hotel.

___ It's at the right of the hotel.

___ It's on the right of the hotel.

Where is the hotel, please?

___ It's on the left of the bank.

___ It's on the left of the park.

___ It's on the right of the bank.

Where is the museum, please?

___ It's next to the post office, on the right.

___ It's by the post office, on the right.

___ It's next to the post office, on the left.

Activity 10

Title: A phone call

Objective: To develop the listening comprehension skill.

Procedure: Enter to “Improve your listening skill” website/ Go to Exercises section/ tapes/ 06-A phone call

Orientation:

1. Read the statements to be selected.
2. Play the video.
3. Listen and match the statement you think goes with the video.
4. Replay the video as many times as you need.
5. Check your answer in the key *Show Feedback*.

A phone call

Pay close attention to the video, and then read the texts below. Select the more loyal version.

___ Tom’s son got to England with his sister. She is taller than he is. Tom’s daughter’s hair is brown, and she wears sunglasses, she had a big suitcase with her because she brought a lot of things with her.

___ Tom’s children will travel together to England. The boy is shorter than the girl. The girl’s hair is brown and she wears sunglasses. Her suitcase is very big; she has a lot of things with her.

___ Tom’s children are traveling to England together. The girl is very tall for a girl, she is about six feet, in fact, and she is taller than the boy. The girl’s hair is brown,

she wears glasses, and she takes a lot of things with her, that's why she has a big suitcase.

Result analysis

After the pre-experiment the following results were obtained:

As result of the interview before the experiment 21 students (70%) matched that their teachers work with the development of listening skill sometimes, 5 (16.7%) matched seldom and 4 (13.3%) never, after the application of the work, 23 students (76.7%) matched that their teachers work with the development of the listening skill almost always, and 7 students (23.3%) selected always, because they worked out this skill in every lesson.

According to the kind of activities students do to develop their listening, before the experiment, 30 of them (100%) matched dialogues, while 9 (30%) readings, after, all students (100%), matched dialogues, 27 (90%) selected readings, while 28 (93.3%) matched listenings and 24 (80%) audiovisuals, the aspect validates the Website as an instrument to develop this skill.

Before the experiment all the students (100%) agreed that they do not use any website to train their listening, but after they all (100%) agreed that they do use a website in lessons, and it is ***“Improve your listening skill”***. All the students think that the site contributes to their listening development, and the sections they like the most are music, and enjoyment; although there were 9 students (30%) that also like tapes section.

In the listen and complete exercise given as Final Pedagogical Test to state how developed have got students' listening skill, out of 17 blanks to be filled, the results were:

- High level (15 – 17 words): 9 students (30%)
- Medium level (10 – 14 words): 18 students (60%)

- Low level (0 – 9 words): 3 students (10%)

Activities Result Analysis.

Each activity was validated to perfect the Website after the interaction of the students with them:

Activities Validation

Activity 1

Title: At the pub

In this activity, students from the sample put into practice their command of the use of the present continuous tense. This activity was visited by 21 students (70%) from the sample and 17 of them (56.6%) did the exercise. Out of 5 blanks to be filled, at least 9 of those students filled three blanks rightly, while 8 did it completely right.

Activity 2

Title: Inviting a friend

Some members of the family, regular and irregular verbs, as well as other nouns, are the missing words to fill with in the blanks in this activity. This exercise had 18 visits (60%). All the visitors did the exercise in the right way. The students were evaluated by the website when they finished.

Activity 3

Title: At the travel agency

This activity was visited by 20 students (66.6%) from the sample, 19 (63.3%) of them did the exercise, in which they needed to type adjectives, verbs, nouns and conjunctions in order to fill in the blanks and get a mark by the site. 2 students filled 4 spaces rightly out of 6 spaces to be filled, while 17 students did the exercise properly, getting the maximum mark.

Activity 4

Title: The shopping list

This activity is mainly focused on the simple past and the present perfect tenses, for students had to complete with irregular verbs as well as some adjectives. 22 students from the sample (73.3%) entered to this activity, but only 20 of them (66.6%) did the exercise. There were 10 blank spaces to be filled; at least 6 of them were rightly filled by 5 students while 15 students were able to do the whole exercise correctly.

Activity 5

Title: “Russian Roulette”

The 30 students from the sample (100%) entered to the “Songs” section in order to fill the blank spaces of the “Russian Roulette” song with verbs, nouns, conjunctions and adverbs. This song is also appropriated to work with the simple present tense, as well as the modal verbs. The highest mark was given only to 3 students, while 18 students were able to complete more than 10 blank spaces (there were 14 spaces), the rest of them completed up to 5 blanks.

Activity 6

Title: “Walks like Rihanna”

“Walks like Rihanna” is aimed at working with the third person singular in the simple present tense. This activity had 28 visits (93.3%) from the sample, being 2 students the ones in getting the best mark. Out of 13 blanks to be filled, at least 20 students were able to fill 9 of them and the rest of the students completed up to 6 blanks.

Activity 7

Title: “My dilemma”

This activity had 25 visits (83.3%). This song is also good to work the third person singular of the simple present tense. Out of 15 blanks to be filled, 11 of them were rightly filled as the highest mark by 7 students, while the others varied between 8 and 10 filled blanks.

Activity 8

Title: “I guess I loved you”

“I guess I loved you” had 14 visits (46.6%); this activity is useful when teaching the simple past tense. There were 11 blanks to fill in this activity; 3 students were able to complete them all in the right way, while the rest of the students completed between 6 and 8 blanks.

Activity 9

Title: Asking for directions

This activity is aimed at recognizing where places are. It was visited by 24 students (80%) from the sample, but only 19 of them (63.3%) did the exercise, from which 16 selected the right answer in every situation, while the rest of them were between 2 or three right answers (there were 4 situations, everyone of them with 3 possible answers).

Activity 10

Title: A phone call

A phone call is an activity that needs certain level of comprehension and good trained ears. It consists in selecting the most loyal version of a video among three possible answers. This activity is appropriated to work with the future, simple past and present continuous tenses. This activity was visited by 21 students and (70%) 20 of them (66.6%) did it. There were 15 right students and 5 incorrect in answering.

The outcomes obtained throughout the research let the paper conclude that the proposed activities were successful, they achieved their goal: to develop the students' listening skill, and they motivated students to work with "*Improve your listening skill*" website. Activities from Dialogues and Tapes sections had very good results, although they were not so visited by the students as well as the Songs section, what proves that students are much more motivated to study when they count on updated materials, like their favorite singers' songs. The activities students interacted the most were: The shopping list, Russian Roulette and Asking for directions.

Experts' validation

"Improve your Listening Skill" website was validated by the M.Sc. Geonel Rodríguez Pérez (24 years of work experience), M.Sc. Nurelys Espinosa Martínez (26 years of work experience), M.Sc. Nelson Martínez Luna (37 years of work experience), and M.Sc. Mainelis Pérez Gutiérrez (7 years of work experience) from the Jose Martí University; M.Sc. Nail Felipe Morales (35 years of work experience), from Nieves Morejón López Senior High School; Yenisbel Machado Hernández (18 years of work experience), methodologist of English in the municipality of Cabaiguán; as well as Dr.Sc. Arlex Alcibiades Valdés González (___ years of work experience) and M.Sc. Luis Humberto Nápoles Rogert (___ years of work experience), IT specialists from the Jose Martí University.

The indicators taken into account in order to validate the website by means of the interview made to the experts were: efficiency, reliability, objectiveness, pertinence, adaptableness, accessibility, attainability, motivation and interaction. To evaluate the site according to each one of these indicators, it was created a scale from 1 to 5, where 1 was the lesser mark, and 5 the higher one.

The majority of the punctuations given by the validators varied between 4 and 5. Some of the indicators like efficiency, pertinence, motivation and interaction were

marked with the higher punctuation, 40; while reliability, adaptableness and objectiveness got 39 points; on the other hand, accessibility and attainability punctuation was 32.

The website had a great acceptance by the validators, who agreed that it had the characteristics and sections needed to develop the listening skill, and the students' cultural level; though its access could be awkward, for it is not online yet.

CONCLUSIONS

The bibliographical revision permitted to sustain the theoretical groundings in relation to the listening comprehension skill of the English Language in 11th grade students and it also led to the supportedness of the socio – historical – cultural conception stated by Vigotsky which has a deep materialistic support. The bibliographical analysis also allowed to state important and relevant precepts and definitions in regards to the development of this skill in this level. Besides, it permitted the theoretical study of different trends, sources and positions related to this topic.

The diagnostic study employed to students from the group two in 11th grade at Nieves Morejón Lopez Senior High School, about their English listening comprehension development proved that students have strength, weaknesses and potentialities to develop the listening comprehension skill and that the problem lies mainly on the few work done at school to develop this skill.

The website is structured in sections like songs, tapes, enjoyment, dialogues, cultural readings, vocabulary. In within enjoyment there are cartoons, video clips and tales all these sections are characterized by the interactive exercises with dialogues, songs and videos that it contains, all the sections are related to the real needs, likes and preferences of the students. Besides, it records all the tracks of the students in it.

The Website was validated as efficient, reliable, objective, pertinent, adaptable, accessible, attainable, motivating and interactive. The experts who validates coincide in need of expanding it to other learning levels.

RECOMMENDATION

It is recommended the continuity of the topic in other areas of the English teaching learning process.

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Annex 1

Entrevista

Objetivo: determinar cómo se trabaja la habilidad de escuchar en las clases de inglés de octavo grado

1. ¿Con qué sistematicidad tu profesor trabaja la habilidad de escuchar en clases?

siempre casi siempre a veces rara vez nunca

2. ¿Qué tipo de actividades desarrollan en el aula para desarrollar la habilidad de escuchar?

diálogos lecturas audiciones audiovisuales

3. ¿Usas algún sitio web en clases para desarrollar habilidad de escuchar?

Si No

4. ¿Tienes la posibilidad de desarrollar la habilidad de escuchar en el software educativo "Sunrise"?

Annex 2

Initial Pedagogical test

Objective: to state how developed the listening skill in eleventh students is.

Listen and complete in the blanks.

- Hello, Betty, ___ are you?
- ____, thank you, and you, Bob?
- I'm ____, thanks. Oh excuse me; _____ is the post office _____?
- It's near the _____, on the right of the _____.
- Did your _____ arrive _____?
- Yes, she did.
- How does she _____ _____?
- She is _____ now; her hair is _____ and _____. She has _____ _____ and her _____ are _____.
- Thank you, good bye.
- Good bye.

Annex 3

Document Analysis

Objective: to determine how listening comprehension is treated in these documents for the grade.

Annex 4

Final Pedagogical test

Objective: to state how developed have got students' listening skill

Listen and complete in the blanks.

- Robert, would you like to be a _____, like your _____?
- Well, I don't _____, really.
- Why not? He has a _____ good _____.
- Yes of course, but I don't think I'd like to stay in a _____ all the time. I like to go _____, _____ a lot of different _____. And I enjoy _____.
- Then you could be a salesman. You'd go _____ town to town, _____ in hotels, eat in _____.
- I'd _____ that. But I don't think I'll be able to do it.
- Really? I don't understand.
- Well, it's easy. I like to travel, but as a tourist, and when I like a _____, I want to stay there _____ long _____ I wish. This would not be possible if I worked for a boss.

Annex 5

Entrevista

Objetivo: determinar cómo ha avanzado el trabajo de la habilidad de escuchar en las clases de inglés de onceno grado

1. ¿Con que sistematicidad tu profesor trabaja la habilidad de escuchar en clases?

siempre a veces rara vez nunca

2. ¿Qué tipo de actividades desarrollan en el aula para desarrollar la habilidad de escuchar?

diálogos lecturas audiciones audiovisuales

3. ¿Usas algún sitio web en clases para desarrollar habilidad de escuchar?
¿Cuál?

4. ¿Consideras que el sitio web contribuya al desarrollo de la audición?
¿Cuáles son las secciones que más te atraen?

Annex 6

ACTIVITIES	VISITS	PARTICIPATION	RESULTS		
			HIGH	MEDIUM	LOW
DIALOGUES					
AT THE PUB	21	17	8	9	—
INVITING A FRIEND	18	18	18	—	—
AT THE TRAVEL AGENCY	20	19	17	2	—
THE SHOPPING LIST	22	20	15	5	—
SONGS					
RUSSIAN ROULETTE	30	30	3	18	9
WALKS LIKE RIHANNA	28	28	2	20	6
MY DILEMMA	25	25	—	7	8
I GUESS I LOVED YOU	14	14	3	11	—
TAPES					
ASKING FOR DIRECTIONS	24	19	16	3	—
A PHONE CALL	21	20	15	5	—

Annex 7

Validación por expertos

Objetivo: validar el sitio web “Improve your listening skill”

La escala de validación está entre los valores de 1 al 5, siendo el 1 el menor y el 5 el mayor.

INDICADORES	CALIFICACIÓN
Eficiencia	5-5-5-5-5-5-5-5
Confiabilidad	4-4-4-4-4-4-4-4
Objetividad	5-4-5-5-5-5-5-5
Pertinencia	5-5-5-5-5-5-5-5
Adaptabilidad	5-5-5-5-5-4-5-5
Accesibilidad	4-4-4-4-4-4-4-4
Alcance	4-4-4-4-4-4-4-4
Motivación	5-5-5-5-5-5-5-5
Interactividad	5-5-5-5-5-5-5-5