



A STRATEGY BASED INSTRUCTION FOR TEACHING LISTENING SKILLS TO  
FOURTH GRADERS AT FISHER KIDS BILINGUAL SCHOOL

BY

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AFFIDAVIT

I, Maria Lilia Calderón Brochero, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university.

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### **Abstract**

This study sought to determine to what extent is strategy-based instruction useful for improving 25 fourth graders' listening skills at Fisher Kids Bilingual School. Bearing in mind the results obtained in the learning needs analysis applied to students at the beginning of the intervention as well as certain negative aspects that were observed in the methodology offered by the textbook for the development of this skill, a set of listening activities were designed based on the development of making notes, inferring and keywords strategies.

To achieve this purpose, the students were trained for 6 weeks following the strategy based instruction model proposed by O "Malley and Chamot" s (1990), in order to help them to be more aware of their learning and able to apply different strategies that facilitate the understanding of the information.

The findings indicated the effectiveness of the use of those strategies not only contribute to the improvement of students' performance in listening skills, but also offer to teacher the possibility to adopt and adapt new approaches, strategies and teaching models that offer students more appropriate alternatives to learn and enhance their performance in listening skills.

Key words: Strategy Based Instruction, listening skill, comprehension, metacognitive.

*Dedication page*

**I would like to dedicate this work to:**

My God, who gave me the wisdom, strength and faith to achieve this purpose in my life.

My dear mom, my angel on earth, her unconditional love supported me from beginning to end.

My master teachers, whom I deeply admire for their dedication and capacity to teach.

My tutors, who guided, motivated and helped me to explore new ways to teach my students.

My students, the essence of my project.

Myself, for giving me the opportunity to brainstorm barriers, go beyond my fears to achieve what I want.

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## **2 Chapter 1: Introduction**

Over the years, strengthening citizens' mastery of the English language has been a major educational goal in Colombia. The use of English is intended to meet the need to communicate in social, academic, cultural and economic fields within a globalized world. Professionals are nowadays required to use this language to generate initiatives for economic growth in different businesses and production processes (Crystal, 2003).

The National Ministry of Education has implemented a bilingualism program, Programa Nacional de Bilingüismo Colombia 2004-2019, to promote students' achievement of international L2 standards as well to encourage the development of new pedagogical practices in English language learning. It is worth mentioning that one of the priorities that the Ministry of National Education has agreed to support this plan is to qualify teachers as a way to contribute with their professional development and the improvement of pedagogical practice at schools. Public and private institutions nowadays have this human resource to complement the application of new teaching methods.

However, as Usma (2009) has pointed out, there have been difficulties in implementing this policy. In his article "Education and Language Policy in Colombia: Exploring Processes of Inclusion, Exclusion, and Stratification in Times of Global Reform", he discusses the impact of the Programa Nacional de Bilingüismo (PNB), in relation to the different educational policies of the country, highlights the advantages of this program and also addresses its limited pertinence and some difficulties that its implementation promotes: Inequality, stratification and exclusion.

Through his study, he mentions three factors that show the negative impact of the implementation of the PNB in the social and cultural contexts of the country. Firstly, he states that PNB encourages the stratification of languages and cultures, prioritizing in the adoption of

international models and standards for the learning of a second language. Secondly, he emphasizes the learning of the native languages belonging to the indigenous communities, are not promoted but excluded, contributing to the extinction and not to the preservation of their languages as cultural patrimony.

Thirdly, he mentions that PNB focuses on the process of learning English towards the instrumentalization of the language, considering the need to contribute to national and international demands in productive processes and globalization. This shows that the main purpose is a lucrative one, and not social precepts to form citizens capable of interacting in intercultural contexts with respect for, and acceptance of, differences.

Despite the limitations in the national policy, English teachers need to strive for better teaching and learning of English in a way that promotes students' autonomy and commitment to their own development. Therefore, this study explores which strategies teachers can implement to help students from Fisher Kids Bilingual School to develop listening skills in a more autonomous, self-monitored form. This paper describes how data collection methods were applied in a research process designed for English teachers and students of the bilingual school Fisher Kids, including issues such as the use of teaching methods, learning styles, and the use of learning strategies to help them to better develop their skills, as well as which factors facilitated and negatively impact the process of English learning.

This document presents the results of this classroom-based experience focused on listening. According to the Ministry of Education, in terms of listening, students in fourth grade should be able to:

1. Closely follow what their teacher and their classmates say during a game or activity.
2. Participate in games and activities following simple instructions.

3. Identify the names of the characters and main events of a story read by the teacher and supported by images, videos or any type of visual material.
4. Recognize moods through the tone or volume of voice in a story read by the teacher or in a recording.
5. Identify who is speaking based on their physical description.
6. Understand personal information provided by classmates and the teacher
7. Identify objects, people and actions that are known in a short descriptive text read by the teacher.
8. Identify the sequence of actions and associate them with the moments of the day, when someone describes their daily routine.
9. Memorize and follow the rhythm of popular songs from English-speaking countries.

However, as I explain in the rationale section, some factors do prevent these standards from being achieved. I will first present my initial analysis of students' needs in the rationale section. In the methodology section, I present the remainder of the research question and describe the research paradigm, data collection process, a detailed description of each procedure, which instruments of data collection have been chosen for this study, and the participants. In the results section, I will provide information about how the theory that supports this study and the findings gathered by data collection methods answered the research question. I discuss the pedagogical implications in this section to achieve said purpose. I use the students' needs analysis in listening comprehension process to provide a detailed guidance on the most influential strategies that provide the teacher with greater opportunities to scaffold student's listening, allowing to strengthen their skills, and acquire a more active classroom role, thus becoming cognitively

aware of their own learning process. Finally, I conclude with some final thoughts and reflections on this experience.

## **2.1 Rationale**

Fisher Kids Bilingual School is a private school located in Valledupar, Colombia. It is divided into Pre-school and Primary school. There are 10 English teachers distributed across the school grades offered. The school has adequate classrooms and class size. Rooms are spacious and well illuminated, and they are equipped with necessary teaching and learning resources, such as the library, used to improve reading skills; and the audiovisual room, where teachers employ technological resources such as videos, slides, web pages.

The student population covers students between 2- 5 years of age in Pre-school and from 6 to 10 years of age in Primary school. The school curriculum is designed around notions of the complex thought theory of Edgar Morin. This proposal involves the integration of knowledge across school subjects. Each curricular project entails the development of four skills:

- 1- Thinking; by reading a story.
- 2- Memory; bits of intelligence.
- 3- Concentration; musical auditions,
- 4- Confrontation; pedagogical travel.

The school vision pursues the goal of becoming a bilingual school with high academic standards based on permanent teaching and learning. The school's English program seeks to implement English language teaching from kindergarten to fifth grade using English in subjects such as science, religion, citizenship, ECC and English.

From first to fifth grade of elementary school, English classes have a frequency of 4 hours per week, plus 1 additional hour to reinforce the skills practiced in English classes. The planning,

development and implementation of English classes are focused on maintaining students’ motivation through fun games, competitions, songs and other activities. Classes are taught in English to provide students with a real context for learning, and the teachers should create the appropriate environment to make learning accessible and achievable for them. The materials used include the student book and the workbook “Our *Discovery Island*” (from first grade to fifth grade) as well as CD-ROMs with interactive games.

In this school, I have been working with fourth graders and, based on some of the difficulties I encountered in students’ communicative competence development, I decided to do an intervention focused on listening skills considering two factors: students’ difficulties in listening tasks and the limited support offered by the textbook in this skill. I now elaborate on both factors.

## 2.2 Students’ difficulties in listening tasks

After a close examination of the way students receive and understand oral information from audio books, I decided to design an intervention to provide students’ uptake and use of listening strategies for helping them to overcome their limitations. An analysis of students’ difficulties according to the diagnostic test applied (**See Appendix**) is presented next.

Table 1  
*Task 1 description*

<b>TASK 1 DESCRIPTION:</b>	
Students are required to listen some descriptions about what specific member of the family do.	
<b>Performance analysis:</b>	The analysis of task 1, reveals that 54% of students have difficulties on listening skills most specifically to retain the information they have heard. In this case the students’ ability to develop effective listening exercises, is influenced by the type of listening materials they are exposed to, aspects such as length and speed need to be selected according to their level of understanding.
<b>Theory-based performance explanation</b>	Working memory is a mechanism used to process information that requires more cognitive efforts to develop a task. (Baddeley, Hitch 1974). In the same way, Hedge (2000) pointed out that in listening comprehension process listeners develop specific skills such as receiving and processing information in order to improve their progress in apprehending.

Source: Author

Table 2

*Task 2 description*


---

**TASK 2 DESCRIPTION:** students are required to listen and tick. It's the same context but two different situations. After listening they have to tick which of those things they like doing or do not.

---

<b>Performance analysis:</b>	The analysis of task 2 reveals that 66 % of students have difficulties on listening skills most specifically to associate the vocabulary with the new information provided by the text.
<b>Theory-based performance explanation</b>	In the development of listening skills students present certain difficulties in the process of comprehension. In line with this, Oxford (2001) says that when students are exposed to develop vocabulary task cognitive processes like recognition memory require to be activated. The information received is processed by generating an association or connection with the information that is possessed. To recall new words and manipulate information more effectively suggests the use of visual aids to generate an association between words.

---

Source: Author

Table 3

*Task 3 description*


---

**TASK 3 DESCRIPTION:** Students are required to focus on the pictures, then they have to listen some information about what animals eat following a sequence to number them.

---

<b>Performance analysis:</b>	The analysis of task 3, reveals that 34% of students have difficulties on listening skills most specifically understand when the speaker speaks faster. They showed difficulties to catch target words to number the images.
<b>Theory-based performance explanation</b>	The storage and maintenance of a large amount of information influences the loss of concentration and assimilation of the information and instruction to develop certain listening tasks. In order to familiarize them with target words it is necessary to construct background knowledge to increase and improve learner's vocabulary. In accordance with this, Oxford (2001) pointed out that an effective way of scaffold learners to catch target words effectively is by providing them with visual aids; teach them association processes between sounds, images and words encourages a more conscious word knowledge process.

---

Source: Author

Table 4

*Task 4 description*


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**TASK 4 DESCRIPTION:** Students are required to listen a short text about animals. Following the sequence while listening they have to circle the place where those animals live.

---

<b>Performance analysis:</b>	The analysis of task 4 reveals that 24% of students have difficulties on listening skills, they showed that while listening, they have difficulties to guess the meaning of unknown words by linking them to known words or sentences.
<b>Theory-based performance explanation</b>	Richards (1990), states that while students are exposed to listening strategies, bottom up process helps them to understand incoming language input by focusing on the specific details of sounds to create meanings.

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Source: Author



Table 5

*Task 5 description*


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**TASK 5 DESCRIPTION:** Students are required to listen a situation about animals in the jungle. According to the characters' answers they have to identify which animals are there. Then they have to tick or cross the animal's image.

---

<b>Performance analysis:</b>	The analysis of task 5 reveals that 54% of students have difficulties on listening skills most specifically to understand the meaning of unfamiliar vocabulary
<b>Theory-based performance explanation</b>	According to Goh (2000, p. 69), since "words are not heard in isolation but in specific contexts", to this, she states that a useful way to facilitate comprehension process is to adapt the use and meaning of words according to the listening situation. Top down approach, encourages the activation of their background knowledge to understand the meaning of the words used in specific listening contexts.

---

Source: Author

Table 6

*Task 6 description*


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**TASK 6 DESCRIPTION:** Students are required to listen a conversation among friends. They are asking what time they do some sports. They have to draw the time each one of them does sports.

---

<b>Performance analysis:</b>	The analysis of task 6 reveals that 54% of students have difficulties on listening skills most specifically to get specific information.
<b>Theory-based performance explanation</b>	When developing listening skills, selective attention encourages in the listeners the ability to obtain useful information to understand the situation and develop the task. Therefore, the process must be based on the design of meaningful activities with different strategy instruction models in order to facilitate the apprehension of specific information and contribute to the development of their skills. Oxford (1990). In line with this, Mendelsohn, (2001) and Vandergrift, (2004) pointed out that top down and bottom up processes are useful tools for listeners to interpret and use the meaning of spoken messages. To achieve this, it is necessary to define the purpose of the listening (e.g., listening for specific information, listening for details).

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Source: Author

### 2.3 Limited support for listening skills in the textbook

One of the assumptions motivating this study is that the textbook used at Fisher Kids Bilingual School does not provide strong opportunities to support and engage the kids in the process of developing listening skills. I will now justify this claim using examples from the book.

One of the problems with the textbook is that it does not provide clear instructions for what students should do. **In Appendix (B)**, a picture of an instruction in the textbook is provided. In it, it is possible to see that the instruction proposes that students listen and tick. They have to listen an oral text taking into account two different situations about what they like doing in their bedroom or do not like. However, this instruction is not clear because it does not provide them a

more precise orientation about what they have to focus on. The images and audios are the information providers, but if the student requires working independently without the teacher supervision instruction can possibly create confusion and frustration.

Another limitation in the textbook concerning listening skills is that the activities are not sufficiently varied. **Appendix (C) shows** a typical listening sequence in the textbook. Almost all of the activities consist of listen and tick, listen and complete, listen and circle. More meaningful activities, such as inferencing, listening for main ideas or predicting, are not included to support their learning process and helping them to be more conscious and autonomous when developing listening tasks.

Finally, the textbook does not provide sufficient scaffolding for listening skills. Walqui and Van Lier (2010), state that scaffolding “should be constantly changed, dismantled, extended, and adapted in accordance with the needs of the workers” (p. 24). Most of the time, one of the limitations that listening instruction presents is that students are not conscious of their own difficulties when they are exposed to a listening situation. They do not even know how to approach such situation and what strategies can be used to improve the apprehension and processing of information (Goh, 2003). For this reason, their ways of learning, their abilities, the material used and the teacher intervention should be oriented to positively influence their level of development and performance. **Appendix (D) shows** the lack of use of strategies for helping them to build meaningful knowledge. The instruction says: Look and number. Then listen and check. It is possible to notice that this type of activity is not guiding students to resort to the use of strategies to develop cognitive processes. It is worth mentioning, that the methodology proposed by the textbook, does not show a variety of texts in terms of content and genre, activities and strategies are not implemented in the textbook to promote listening activities with

clear purposes, for example: listen to infer, listen to main ideas, predict, these strategies can be useful for the improvement of the listening skill.

## 2.4 My Intervention

Considering the difficulties described and their possible causes, I decided to adjust the 4<sup>th</sup> grade course to integrate strategy-based activities. In my belief, this type of activities can be useful because they provide opportunities to develop strategies that improve their skills before, during and after listening tasks and empower students by fostering their awareness of how they listen (Vandergrift, 1997). In the theoretical framework section, I will discuss the nature of the strategy based approach more in depth.

## 2.5 Research Question

The research question I intend to answer through this study is: **To what extent is strategy-based instruction useful for improving fourth graders' listening skills?**

In connection with this question, my general objective is **to analyze the extent to which strategy-based instruction is useful in improving fourth grader's listening comprehension skills.**

This general question can be subdivided into the following sub questions:

- To what extent are students able to understand main ideas from short oral texts after strategy-based instruction?
- To what extent are students able to identify specific details in short oral texts after strategy-based instruction?

These questions can be turned into the following objectives:

- To analyze the extent to which students are able to understand main ideas from short oral texts after strategy-based instruction.
- To analyze the extent to which students are able to understand specific details in short oral texts after strategy-based instruction.

## 2.6 Literature Review

This review aims to explore some important aspects about strategy instruction bearing in mind its active role in the development of the listening process. For that reason, it is important to explore the role of explicit and integrated strategy instruction, strategy instruction for foreign language learners and assessment of listening strategy use, in relation to this current study.

Over the years, several studies have explored the issue of strategy instruction, advantages, limitations, as well, how the use of those strategies improves student's listening comprehension process. Strategy instruction stimulates students to identify their weaknesses and allows them to monitor, analyze and evaluate the implications of those strategies in their own learning process.

Different concepts and theories have been revealed through the implementation of strategy instruction in different contexts and provide useful information about its effectiveness.

### *Explicit and Integrated Strategy Instruction*

O'Malley and Chamot (1990), established some differences about how the instruction should be implemented. The authors mention that strategy instruction could be explicit, when the teacher inform students about the importance of the strategy and guide them during the development of listening activities, or it could be embedded, when the teacher does not make the student aware of why and how strategies are used.

Regarding separated or integrated strategy instruction, Chamot (1999), and Oxford (2002), favored the use of integrated strategy arguing that it can favor the student's listening process,

since it allows them to apply the acquired knowledge in the management of the strategies to develop future tasks. In the same way, recent studies carried out by Carrier, (2003), and Clement, (2007), affirm that the implementation of strategy instruction in the listening process, impacts positively the performance of the students, arguing that they acquire skills to approach new learning tasks applying the knowledge acquired in the use of the strategy instruction. In other words, this is due to one of the advantages that this approach provides since students are informed of how and why the strategy will be used.

Over the last decades, studies have focused on identifying and applying strategies to teach listening. Kalantarian (2016) developed an investigation called “The Effect of Strategy-Based Instruction on EFL Learners' Listening Performance”. This study was carried out with a sample of 62 EFL Iranian students in ages between 16 and 22 years old. The purpose of this research was to know how SBI improves their performance in the development of listening skills. For the selection process it was necessary to use a pre-test as an instrument to identify which students were linguistically competent to produce and understand the information provided. Therefore all students were exposed to the OQPT (Oxford Quick Placement Test) where only 62 students were selected according to the results obtained.

Listening strategies were applied in order to contextualize EFL learners with the use of some strategies. The time used to achieve this purpose was 10 sessions of 20 minutes for training them by using listening tests in the development of the strategy. To carry out the pedagogical intervention, the population was divided into two groups: experimental and control group. The experimental group focused on developing a set of cognitive and metacognitive strategies in order to develop listening skills. For the contrary, the control group was guided through some aural activities without following a strategy. After applying the post-test, the results obtained

showed that the use of strategies for the development of listening skills has a positive impact on the student's learning process allowing them to acquire a higher level of comprehension by becoming autonomous and more conscious listeners of their own ways of learning.

The recent work of Sarafianou and Gavriilidou (2015) involved the application of a methodology to a sample size of 192 Greek EFL students in the second year of upper secondary school. The study focused on discerning the benefits of integrated strategy instruction on an experimental group and comparing the results to those students who were made to follow a typical English language learning programme. On evaluation with the adapted Greek version of Oxford's Strategy Inventory of Language Learning (SILL, Gavriilidou & Mitits), the group following the programme with integrated strategy instruction showed 'significant improvement' in self-reported strategy use. The study justifies the usability of integrated strategy training in EFL classrooms worldwide.

The paper notes a sustained shift in thinking from the 1970's whereby the shift changed from the teacher being the focus of learning strategy to the students and more importantly to, the learning process. The paper also notes the intricacies of explicit strategy instruction, wherein those participating are informed of the benefits of strategy use prior to application, with the notion that learners can consciously and actively engage with learning objectives thus resulting in a more focused and amenable student attitude to the methods in place. This alludes to the frequently discussed concept of metacognitive awareness and the concept of learning to learn.

Sarafianou and Gavriilidou's paper focused on the application of strategy based instruction to teenagers with the aim of harnessing their 'increased cognitive ability' (Harmer, 2003) and need to be responsible for their learning and success. The main conclusions of the study revolve around the need for teachers to withdraw themselves from the limelight and focus on redefining

their roles and practicing learner-centered teaching approaches. It is interestingly noted that through this process and feedback loop both the teacher and the student can become metacognitively aware, a state which will enhance and improve learning absorption rates. The study shows that strategy- based learning can be successfully applied to teenage learner groups and be incredibly beneficial to student linguistic development.

The work of Amir Marzban and Fereshteh Isazadeh (2012) documents a comparison of the benefits of using Discovery Listening (DisL) against explicit Strategy-based instruction (SBI) on a group of 79 students at a Northern Iranian Higher Educational Institution. The study concluded that, in terms of overall impact, knowledge-building and listening development of the students, there was little difference between the two types of LC instructions in the classroom. An interesting subtlety, however, was that group mean scores for listening developed at a slightly faster rate for the DisL methodology than for the SBI group.

Moreover, considering that engagement, immersion and enjoyability of tasks are paramount to the successful application of any listening development methodology, it was noted that the Discovery Listening activities were far more enjoyable for most of the 79 participants. Feedback from SBI included students complaining that listening materials had been applied too fast or that words used in the activities were unfamiliar and complex.

The ideas of Renandya and Farrell (2010) are re-enforced by the results of this study in that the bulk of any professor's classroom time with his/ her student is most beneficially spent in the provision of students with targeted listening practice and with a focus on listening to 'meaningful, enjoyable and comprehensible' spoken text. It is therefore of paramount importance and a key learning from this study to note that any listening exercise provided to students needs to be relevant, vibrant, dynamic and applicable to any real-life situation that a student may

encounter to ensure both maximum engagement and maximum benefit for students, and that this notion should be kept and the front of the mind when devising and developing any material type of listening activity.

Another study conducted by Chen (2009), related to the effect of strategy instruction was carried out with 31 EFL students in Taiwan. The aim of this research was to study the student's performance in the development of listening strategies. Therefore, it was necessary to articulate the instruction model to the listening skill curriculum. During 14 weeks they were exposed to the use of metacognitive, cognitive and socio-affective listening strategies.

The students involved were required by the researcher to keep reflective journals in order to reflect and in a certain way evaluate how the strategy was developed and what effects it had during and after the development of the listening tasks. The reflections recorded in the journal were analyzed quantitatively and qualitatively.

Through the results obtained, the data showed that most of the students became more conscious and autonomous in the management of the different listening strategies. One of the most relevant data obtained through the information gathered in the students' journals revealed that making inferences, understanding each word and replay were the most used in the process and had greatest impact on the students. The metacognitive category, the results showed that there was an equitable balance in the use and election of the strategies, on the contrary, the quantitative results obtained showed that the use of affective strategies were more used by low and medium proficiency students .

The findings of this research corroborate that strategy instruction can be used as an essential part in the development and design of the curriculum for listening skills and therefore contribute



to the improvement of students' listening comprehension in the English learning process. Some limitations presented by this study refer to the reduced number of participants, an additional sample was not chosen to compare the effectiveness and applicability of the strategies and finally only one instrument was applied for the data collection (reflective journal).

Carrier (2003) developed a study with a sample of seven intermediate level ESL students at a high school in the Midwestern United States. The purpose of this study was to know the effectiveness of explicit instruction of listening strategies in ESL students. The time used to achieve this purpose was six weeks divided into 15 sessions. All students were exposed to the development of listening strategies focused on the use of, listening for specific information, discrete sounds, processing information delivered via video, and taking notes. Before the training two types of pre- test were used to identify student's level of understanding and management of the bottom up strategies (discrete listening skills) and top down (video listening skills).

After strategy instruction training, two post-tests were applied and results showed that both strategies significantly impacted students' comprehension process. Regarding note-taking, results show that this strategy helps students to listen effectively and allows them to attend to specific details to remember what they have heard. The limitations of this study are evidenced in two important aspects: the small number of participants (7 students), and the lack of experimental group to make the necessary and required comparisons involving the results and data collected in this type of research.

Thompson and Rubin (1996) conducted a study in a private university in Washington DC with the purpose to investigate the impact of cognitive and metacognitive strategy instruction on college level L2 learners' listening comprehension performance. The participants of this research were students enrolled in the Russian language training course. For this study only 36 of them

were randomly assigned to a control and experimental group. Both groups were exposed to 15 hours of training where the control group was focused on the use of videos for the development of oral and written activities and the experimental group on the use of cognitive and metacognitive strategies.

The sample was divided into control group who used the videos to develop oral and written skills, and the experimental group developed metacognitive and cognitive strategies. In order to analyze the listener's comprehension process, the first one included the listening portion of the Comprehensive Russian Proficiency Test (multiple-choice questions) and the second one a researcher-developed video comprehension test (open-ended and guided recall questions).

The first results obtained after rigorously analyzing the students' responses before and after applying the first test (video), showed that student's performance in the video test was superior and more significant than the results obtained with the control group, Thompson and Rubin (1996), attributed this to the fact that the results obtained initially with the pre-test students showed 31 high listening skills, on the other hand the audio test used was not proportional to the instructional model stipulated for the test.

In this section I have made an overview about some studies carried out in different contexts related to the effect of Strategy-Based Instruction in the development of listening skills. The results obtained in the different studies have proven that Strategy based Instruction helps students to improve their performance and development of listening skills, after implementing the strategies students are able to develop metacognitive abilities when they are informed about the strategies.

Taking into account the nature of this study and my point of view as researcher, it is worth mentioning that the process is more favorable for the students when they are informed about the

reasons why the teacher has decided to implement the strategies; in the first place, the results will be meaningful because the students obtain strategic knowledge to solve the problems experienced in the process acquiring different skills to face new tasks. In the second place, it helped to me to better guide students in the use of other alternatives to learn and therefore obtain better foundations that support the design of their materials and activities.

### **3 Chapter 2: Theoretical Framework**

As I mentioned before, this study focuses on promoting the use of listening strategies to help students overcome their limitations in listening comprehension. Therefore, this theoretical framework begins by discussing a theoretical account of the listening process, a description of learning strategies and an outline of strategy-based instruction. The review will demonstrate the connection between the theory and the current report throughout the text.

#### **3.1 Listening process**

Over the years, the importance of listening skills has gained importance in EFL and in SLA contexts. Although in the beginning, this ability was defined by Nunan (2002) as the “Cinderella Skill”, because it was neglected, Ur (1984) states that the listening ability should be regarded as much more important in the language learning process since it is necessary for the acquisition of the other skills. Developing this ability improves the understanding of the message, improves interaction, as well as, develops the listener's ability to effectively engage in communicative situations.

Listening is now considered as an active skill that involves many processes. Rost (2011) states that listening skill plays a significant role in language learning. He defines listening in terms of overlapping types of processing such as neurological, linguistic, semantic and pragmatic processing. The first one refers to how listeners perceive the sounds in order to recognize what was said. Semantic, involves comprehension and speech processing. Finally, pragmatic competence refers to how listeners are able to construct meaning from the different social situations. In line with this, Richards (1985) argues that “current understanding of the nature of listening comprehension draws on research in psycholinguistic, semantics, pragmatics, discourse

analysis, and cognitive science” (p.189). In other words, to develop effective listening processes requires constructing and representing meaning of the spoken speech as well as all the elements that it involves.

Brownell (1986) defines listening as a process of understanding that involves the ability to receive information, select and process it to understand the spoken message. According to O'Mally, Chamot, and Kupper (1989) "listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, which relies upon multiple strategic resources to fulfill the task requirement" (p. 19). When developing the listening skills, the listener receives the information and processes it to reach understanding.

### **3.2 Approaches to Learning and Teaching Listening**

Listening is an active and interactive process. To understand the oral language it includes some additional elements; selecting and processing the information, recognizing words, negotiating meaning and its function in social frames. Therefore, the context plays an important role as it determines and influences how the listener processes the information. Rost (2011). One useful way of understanding listening the distinction between bottom-up and top-down processing. Bottom -up processing is the ability to receive and process the incoming information by identifying linguistic features of the message (words, sounds,) of the spoken language. As Vandergrift & Goh say “Bottom-up processing involves segmentation of the sound stream into meaningful units to interpret the message” (p. 18).

For the contrary top-down process establishes that listeners can perceive the information easily when they resort to work from the knowledge they possess in relation to the information they receive to facilitate the processing of the message (Nunan, 2002). The way in which

listeners can interpret the situations based on their prior knowledge allows them to infer and construct some ideas and expectations about the listening text (Clement, 2007).

Vandergrift and Goh (2012), define schemata as a “networks of abstract mental structures that listeners use as a conceptual framework to fill in missing information as they listen”. (p. 65). It is important to familiarize the students with the activities to be carried out by applying different processes to activate their knowledge and contextualize them about the learning situation.

Therefore, Nunan (2002) suggests that to obtain more effective listening processes, schemata can be an alternative to guide students who present certain difficulties to understand the information.

### **3.3 Principles in the teaching of listening skills**

In this section, I discuss approaches to listening instruction, including the concept of intensive and extensive listening and how they can be used to strengthen the listening process. Vandergrift and Goh (2012) have classified approaches to listening process into three kinds: text-oriented instruction, communication-oriented instruction, and learner-oriented instruction. Text-oriented instruction is focused on listening comprehension. This approach involves the following stages: during the listening processes the students are required to repeat what they have heard, decode and imitate the sounds, or alternatively, they can write down details of the information to reinforce the input. Communication-oriented instruction is focused on constructing meaning from the listening input. In this approach, listening activities were developed in order to help and prepare students to develop oral and written activities. Communication-oriented listening lesson involves three stages: pre-listening, while-listening and post-listening.

Learner-oriented-instruction focused on the use of cognitive strategies, intends to help students to become aware about the use of strategy and facilitate listening comprehension processes. Besides, it encourages students to develop strategic competences when they listen.

This approach is known as Strategy Based-Instruction (SBI), it fosters students to develop strategic competence.

Ellis (1994) indicates that extensive listening (EL) actively contributes to the understanding and acquisition of the language when the listener is frequently exposed to different listening situations.

Susser and Robb, (1990) define extensive listening as a mental process where the source of input is selected by the learner's interests; (videos, games, songs). Similarly, Renandya and Farrell (2010) defined extensive listening as "all types of listening activities that allow learners to receive a lot of comprehensible and enjoyable listening input" (p. 5). Both concepts show that EL practice is a useful strategy to help learners to develop listening skills with academic purpose.

When developing EL, learners can acquire more useful vocabulary, improve pronunciation, as well as recognize the words. In intensive listening (IL), students listen specifically in order to work on a listening sub skill and to study the way English is spoken. It usually takes place in classrooms or language laboratories and it typically occurs when teachers are present to guide students through any listening difficulties and to point them to areas of interest. One form of intensive listening that this study draws on is Strategy-based instruction, as I will discuss in the upcoming section.

### **3.4 Types of Listener**

An effective communication requires a good listener to interpret the message accurately. In other words, the listener has the opportunity to construct meaning from the spoken language based on his linguistic and background knowledge as well as on the context where the listening situation takes place. Rost (2011) makes a description of the different types of listeners:

-Participant: a person who is being spoken to directly and who has speaking rights equal to others involved in the discourse (e.g. a conversation between two friends on a topic of mutual interest and shared background).

-Addressee: a person in a discourse who is being spoken to directly and who has limited rights to respond (e.g. a student in a traditional classroom in which the teacher is lecturing).

-Auditor: a person in a discourse who is a member of an audience that is being addressed directly and who has very limited rights to respond and is not expected to respond (e.g. a bus driver announcing the name of the next bus stop to the passengers (audience) on the bus).

-Overhearer: a person who is not being addressed, but who is within earshot of the speaker, and who has no rights or expectations to respond (e.g. hearing the conversation of a bank teller and the customer who is in front of you as you stand in line waiting) (p.78).

### **3.5 Listening strategies**

Strategies have been implemented in the classroom in order to help the learners to improve the comprehension process. The teacher focuses on identifying what tools or strategies the student initially uses to improve the comprehension process and complete tasks successfully. Based on this, and the learning needs identified, the teacher implements relevant strategies that involve all the necessary elements to overcome their limitations and enhance the student's skills. Besides, the teacher designs materials, worksheets and activities that contribute to achieve the objectives. Chamot (1989) defines learning strategies as “the steps, plans, insights, and reflections that learners employ to learn more effectively” (p. 13). According to Rubin (1975) strategies are “the techniques or devices which a learner may use to acquire knowledge.” p. 43. Richards (2008) establishes that the implementation of strategies helps students to learn in certain social learning situations and how they develop activities from their own experiences and



acquired knowledge. Besides, the author emphasizes that as students are exposed to the use of the strategy; they can be instructed in how to handle the listening skills they already have in relation to the strategy.

Vandergrift (1999) classifies listening strategies in three categories as, cognitive strategies, metacognitive strategies and socio-affective strategies. Cognitive Strategies is a mental process that enables the comprehension of the information and therefore provides the student with enough information to be stored in short or long term memory for further utilization. According to O'Malley and Chamot (1990), cognitive strategies are strategies that "reflect mental manipulation of tasks". Bottom- up and top-down processes are considered cognitive strategies.

Vandergrift (2003) states that socio-affective strategies are techniques used by listeners to mediate learning situations interacting with others. Similarly, Wilson (2003) establishes that socio-affective strategies are determined by the interaction among listeners taking into account the way in which they perceive the information during listening activities making comparisons and analyzing the information together in order to improve the comprehension.

According to Vandergrift (1997), metacognitive strategies are “mental activities for directing language learning” (p. 391). Metacognitive processes involve four stages: 1; planning for the activity, 2; monitoring comprehension, 3; solving comprehension problems, and 4; evaluating the approach and outcomes (P.105-106).

During this process, the listener is guided and instructed to make predictions, monitor his comprehension, and solve problems, based on the information and characteristics of the text. Besides, this metacognitive process allows students to make conscious decisions when listening a text attentively.

Vandergrift (1997) points out that metacognitive strategies and the way they are used by learners in listening comprehension processes make the difference between a more skilled and a less skilled listener. In the same way, Goh (2008) argues that metacognitive strategies have a positive impact on listening comprehension since they foster learner's confidence while listening.

Focusing on the listening skills, a useful descriptive framework is provided by Wilson (2008). As well his strategy framework is summarized below:

### **3.5.1 Strategy 1: Using world knowledge to predict what will be said**

This strategy consists of using prior knowledge about the social situation that is taking place in order to predict the meaning of participants' interventions. For example, if the listener is aware that the conversation is taking place at a restaurant, he is likely to predict that, at some point, a waiter will show up and ask for the costumers' order. He may also recall that the first meal ordered is typically an appetizer. This sort of information which is not provided but assumed from the situation is key in effective listening comprehension.

### **3.5.2 Strategy 2: Monitor performance while listening**

This strategy refers to using elicitation as a way to check how listeners are receiving and processing the information. For example students are required to develop a listening task, while listening questions can be used to check comprehension process.

### **3.5.3 Strategy 3: Pick out only salient points, listening selectively and ignoring irrelevant details**

This strategy focuses on highlight the most relevant features of the text. For example, listening for detail.

**3.5.5 Strategy 4: Note an approximation of a difficult word/name. Check later**

This strategy refers to note listener's perception of the words they heard. For example associating sounds and meanings to effectively identify the word.

**3.5.6 Strategy 5: Listen for key words for topic identification**

This strategy consists of using target words to predict what the topic is about. For example if the listener is contextualized by using a set of lexical items related to the main situation. They can make predictions about the text, context and actions.

**3.5.7 Strategy 6: Check with other listeners**

Use of communication strategies

This strategy consists of improving the listening comprehension process by negotiating meaning among listeners. For example after finishing a listening task, listeners can interact among themselves to clarify and check what they have heard.

**3.5.8 Strategy 7: Ask for clarification**

This strategy refers to using linguistic tools to confirm, improve or change the information inferred from a text.

**3.5.9 Strategy 8: Reconstruct orally or in writing**

This strategy consists of creating learning environment to elicitate listener's background knowledge about the situation.

### **3.5.10 Strategy 9: Take notes, writing down relevant information in shorthand**

This strategy consists of collecting specific information on a topic to complete a task. For example students are required to listen to a text about the habitat of animals. A significant activity to meet the purpose of the strategy is to write information about places.

Wilson's (2008) strategy framework was chosen for the design of the strategy-based activities in this study because it is comprehensive and applicable to students' needs. On one hand, it presents an overview of the importance of developing listening skills and explains clearly what students should do in listening comprehension processes. Besides, it provides practical ideas for conducting an effective listening lesson, and the different activities that can be applied in the designing of listening tasks.

On the other hand, it is applicable to students' needs considering that they can be applied to address constraints in the process. Wilson's strategy framework provides teachers with useful ideas to determine learners' needs and to select the strategies to be taught in the development of listening skills, and help the students to become better listeners.

## **3.6 Strategy-based (SB) instruction**

Mendelsohn and Rubin (1995) point out that strategy-based instruction in teaching listening skill can be defined as:

“A methodology that is rooted in strategy instruction... It is an approach that sees the objective of the SL/FL course as being to teach students how to listen. This is done first, by making learners aware of how the language functions – i.e., developing metalinguistic awareness, and second, by making them aware of the strategies that they use – i.e., developing what I call “metastrategic awareness.” Then, the task of the teacher becomes to instruct learners in the use of additional strategies that will assist them in tackling the listening task.” (p. 134)

Strategy-based instruction is an approach that seeks to induce learners to use listening strategies being more conscious of their own listening process. There are different approaches to strategy-based instruction. Cohen's (1998) Strategies-Based Instruction Model (SSBI) is a learner centered approach. In this model, the student is oriented systematically in the development of different activities through 5 stages.

1) Strategy preparation. The initial stage allows the teacher to explore and evaluate student's strategic knowledge. In other words, to know if the student has been exposed to the use of strategies in their learning process.

2) Strategy awareness-raising. The teacher uses this stage to show students new learning alternatives that can be useful for the development of their activities. Furthermore, the teacher makes students aware about the advantages of using the strategy as well as, how it contributes to overcome their limitations.

3) Strategy training. In this stage the teacher contextualizes the use and effectiveness of the strategy through examples. In addition, the students have the opportunity to express if they have been exposed and trained in the use of strategies throughout their learning process.

4) Strategy practice. In this stage, students apply the use of the strategy in different activities. After that, the students have the opportunity to evaluate the effectiveness of the strategy.

5) Personalization of strategies. In this stage the teacher makes a diagnosis about the student's weaknesses and shows them the advantages of the strategy model applied and its effectiveness in reducing their limitations. In the same way, and for greater effectiveness the students are informed that he / she can apply what they have learned in future tasks.

Oxford (1990) states that language learning strategies are the actions that students perform to carry out a task, therefore, students guide, evaluate and improve their learning. Oxford's strategy based model (Oxford et al., 1990) has the following stages:

- 1) Students are required to spontaneously develop activities (they have not been trained in the use of the strategy). At the end of the activity, the students evaluate and discuss how they developed the activity and what aspects contributed to understand the text.
- 2) The teacher actively involves the new strategies emphasizing their function and why those strategies will be used in the development of the task.
- 3) Students are exposed to the use of selected strategies to develop the activity and emphasize that the knowledge acquired through these strategies will allow them to develop future tasks.
- 4) The teacher induces and instructs the student through the practice of additional activities to select the strategies that will be most effective to perform the tasks.
- 5) In the final stage the teacher guides the students to make decisions about the strategies taking into account the results obtained to adopt and select the most appropriate depending on their learning needs, to develop autonomous learning processes.

According to O'Malley and Chamot's (1990), a strategy-based unit should include five steps:

1. Preparation: in this phase, the teacher identifies students' knowledge and their abilities related to the way in which they learn (learning strategies). The student is required to show through several questions what is his/her position about the topic. In other words, the students' prior knowledge is activated by elicitation. This is achieved through activities that measure the interaction between teacher-student and material such as: flashcards, videos and posters.

2. Presentation: At this stage, the teacher shows the students how to develop the activity based on a specific strategy. Through examples she familiarizes them with the use of strategy and explains advantages to successfully achieve the development of a task.

This is an opportunity to show the students the different strategies to comprehend listening information. The teacher introduces the topic by using different materials such as: flashcards and videos to identify the way in which learners perceive the information.

To achieve it, it is necessary:

- a. The strategy identification: The first step is to identify the strategy to encourage its use in the development of a specific task.
- b. How it can be used: At this stage, the teacher focuses on explaining how the students can use the strategy and how it works.
- c. Application: this stage allows the teacher to explain the students how and why strategies can be used in the development of listening tasks.
- d. Use: the teacher develops an active role in each of the previous stages; however, to guide the student about the use of the strategy it becomes necessary to model how to do it. In other words, the teacher carries out a specific part of the activity.
- e. Why is it important to use it: Through this stage the teacher explains the students the advantages of using the strategy for specific purposes allowing them to understand its purpose and effectiveness.

Practice: The practice allows the student to develop their skills, therefore, it is necessary to design specific activities that require the use of the strategy; these activities should help the students to explore and use what they have learnt. In this phase, the

materials, activities and teacher guidance offer them the possibility to use and explore the new strategies they are learning.

3. Evaluation. The teacher facilitates and guides students to evaluate the application of the strategies. Students should not necessarily be exposed to oral tests to develop listening skills, but to assess whether the use of such strategies have positively impacted their learning and development of their cognitive abilities. This can be monitored through the application of a checklist and questions to students about the use of strategy.
4. Expansion activities: through this phase, students can apply the learning strategies to develop new tasks.

As a complement to O'Malley and Chamot's (1990) framework, Vandergrift (1999) suggests a pedagogical sequence to scaffold students to develop listening strategies. This sequence is divided into three stages: planning (pre-listening), monitoring (listening), and evaluating (post-listening).

In pre-listening activities, the teacher plays an important role in the process of helping the students to activate their prior knowledge about the topic, questioning, sharing the information as well as the way in which it will be developed.

Pre-listening is a preparatory stage for while listening. The teacher provides a context to help learners to develop listening skills as well as to facilitate the comprehension process. Pre listening aims to expose learners with the language, activate their prior knowledge and help them become more aware of the input they will get during the process. Underwood (1989), states that pre-listening activities are useful strategies used by teachers to scaffold learners to explore and activate their knowledge. Field (1998) proposes a set of pre-listening tasks: brain-storming vocabulary, reviewing areas of grammar and discussing the topics of listening texts.



Vandergrif and Coh (2012) state, that pre-listening activities have three different functions: Language Orientation, Knowledge Generation and Strategy Activation.

Language Orientation: This strategy helps learners to be less anxious. Language is used to help students to recognize words and phrases. Knowledge Generation: Through this strategy learners can improve the way they can interpret an oral text. The information provided during this process give learners a great amount of input that help them to acquire the knowledge required by the task. Strategy activation: This stage is related to metacognitive processes.

Learners are trained to acquire the abilities for developing the task. Among other strategies can be used to develop pre-listening tasks are:

Brainstorming, Mindmapping, Discussion, Games, Questions, Reading, Pictures.

While listening: it is a stage in which the student may be exposed to oral texts to obtain and understand detailed information of the text. While in the listening stage, students monitor their listening process and check if the message has been understood.

According to Vandergrift (2004), this stage allows the student to develop cognitive processes for understanding and transforming information (metacognitive strategy. Similarly, Field (2002), states that it requires the development of effective listening processes that guarantee understanding. To do this, he suggests the use of intensive listening and to help students be aware that the variation of language (focus on form) can change the meaning of the word.

Some of the strategies used when developing while listening are:

Making notes: In developing listening skills, note taking makes reference to the development of a strategy focusing on specific points of an instruction. During listening and applying this strategy students can identify the required information more easily. Therefore, the process of

selecting information leads to an understanding of the main ideas of the text. According to Boyle (2011), note taking is a skill that can be best developed through writing.

The development of written skills helps to have greater retention in what is heard and favors in the student the ability to be actively involved in the process. It includes two different processes, listening and writing. Oxford (1990) defines note-taking strategies as “writing down the main idea or specific points” (p. 47). Learners listen at the same time they write the information provided by oral texts. Similarly, O’Malley and Chamot (1990), state that note-taking is “writing down key words and concepts in abbreviated verbal, graphic, or numerical form to assist performance of a language task” (p. 138). Making notes helps learners to understand, organize and remember the information. There are four elements that make part of this strategy: language, speed, organization, and accuracy.

Post listening stage allows the teacher and learners to know how effective the listening process was. The students will have the opportunity to compare and clarify the information received. According to Wilson (2008), “The post-listening stage is where students can reflect on their listening experience without the pressure of having to process real-time speech or do a task” (p. 97).

The post-listening stage, this process involves cooperative learning, individual work, where the teacher as a facilitator and guide helps the students to make conclusions and to evaluate the use and application of the strategies. The post listening stage provides teachers with a context to check how effective were the strategies used in the previous stages to help learners to understand the message of the text. Students use the information gathered in the previous stages (before and while listening) to develop other skills. These strategies might help the students to easily understand what they have heard.

In this chapter I have made an overview about some of the central themes and concepts related to the listening skills, and the different perspectives from which it has been viewed within EFL and SLA contexts. Knowing and addressing these concepts within this research provided me with useful information about the listening processes, and therefore allowed me to interpret the results of this research more effectively. In addition, this overview has also traced the importance of adopting a Strategy-Based instruction model for helping students to become autonomous a more conscious of their own listening process. Besides, it helped and guide to me to design and implement a strategy based unit for improving fourth graders listening skills.

## **4 Chapter 3: Methodology**

The present study sought to analyze the extent to which strategy-based instruction was useful in improving fourth grader's listening comprehension skills. It is important that students become effective and autonomous learners able to understand the input provided in oral texts. While exploring the process, this study might help the teacher to identify what strategies could help fourth graders to improve their level of proficiency when developing listening comprehension processes. In this section, I will describe brief but meaningful information related to the research method, research paradigms, type of study, participants, data collection instruments design, data collection instruments, pedagogical intervention and its data analysis.

### **3.1 Type of study**

This experience has been structured as an action-research study. Action research was adopted for this intervention for several reasons. Besides, it helps to teachers to improve the teaching process through self-reflection, exploration and research within their own context as a way to contribute to the improvement of learner's language learning. Burns (2010).

. The purpose was the design of a useful intervention to help students to improve the listening skills. The intervention includes a strategy based instruction model for evaluating its effectiveness in fourth graders. In the same way, I consider it is important to mention some authors and their conceptions about action research.

It was necessary to follow some specific steps that I will mention in this chapter.

According to Field (1997), "The term 'action research' was adopted to describe a small- scale investigation undertaken by a class teacher" (p. 192). In the educational field, research has become a challenge added to teaching. In the classroom, different problems, interactions, and

ways of learning are perceived by teachers; therefore, they require an intervention according to students' needs to tackle the way in which their teaching and learning process is oriented, as well as, provide them with cognitive tools to help them to overcome their limitations. To support this, Patton (1990) defines AR as "at solving specific problems within a program, organization, or community" (p. 157). Griffe (2012), points out that ARD can be defined "as small scale investigation by teachers on specific classroom problems for the purpose of curriculum renewal and/or professional development" (p. 109). In line with this, Burns (2005) states that "Action research is seen as a means towards creating meaning and understanding in problematic social situations and improving the quality of human interactions and practices within those situations" (p.1). Along the same lines, Kemmis and Henry (1989) cited by Allwright and Bailey (1991) defined action research as "a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out". (p. 44). Therefore, the term Action Research can be used as an implementation strategy in order to address aspects of educational origin that promote improvement in the quality of the process in situations not only social but also of individual learning. Taking into account the concepts mentioned above it is shown that action research could positively impact teachers' pedagogical experiences, since it allows them to explore their teaching methods and specific aspects of their professional context. Nunan (1989) states that action research is a form of 'teacher-research', in other words, carrying out research processes from their own pedagogical practice and the different learning experiences of their students. The objective of action research in the educational field facilitates the teacher to carry out a research

process aimed at improving pedagogical practice and improving student's learning and development. Norton (2009). Action research differs from other research in a number of ways:

- i. It is carried out by the practitioner (classroom teachers);
- ii. It can be collaborative or individual;
- iii. It is situational (identification and solution of problems in a specific context);
- iv. It can be aimed at changing things (improving the current state of affairs). (Nunan, 1992, p. 17).

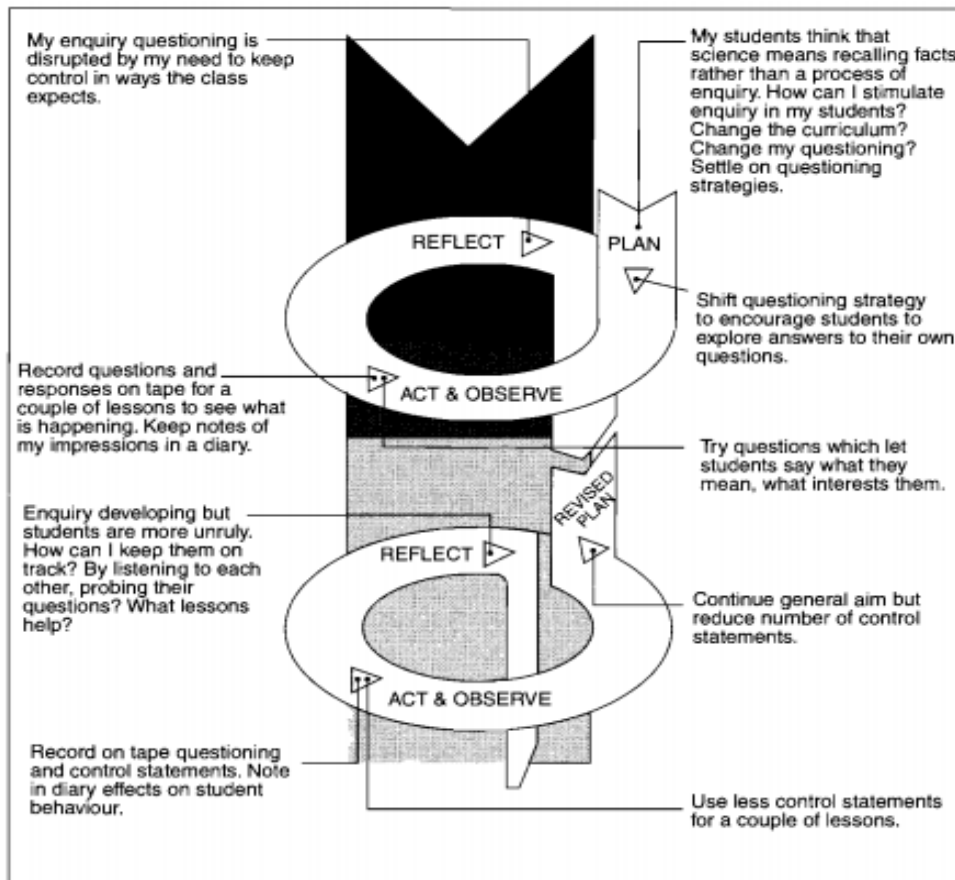
In addition to the different research questions that are sought through this study, other relevant information such as student's learning needs, help teachers to make decisions about how to intervene the pedagogical practices within the classroom, explore and adopt more meaningful strategies that allow the learners to perform autonomously and be empowered about their own learning process, action research and their systematic foundations are adopted to carry out this research and observe what happens during the intervention.

Consequently, the implementation of the action research in this intervention will facilitate my future pedagogical practices contributing to the improvement of my decision making in terms of design, action and evaluation of the different activities that I use within the classroom.

Due to its participative nature this study defined as an Action Research also seeks to create processes of self-reflection to detect the most influential aspects in the English learning process in relation to the research question that guides this study: To what extent is strategy-based instruction useful to improve fourth graders' listening skills?, including the impact it generates on students' level of performance to understand specific ideas and details of an oral test and thus provide tools that promote self-learning and improve pedagogical practice. Taking into account the main purpose of Action research, (Kemmis & McTaggart, 2000; Burns, 2009) it provides a

set of stages to guide the way in which they should be developed: action research involves 5 different reflective cycles: Planning, acting and observing and reflecting. Burns (1999) adapted from the Kemmis and Mc Taggart spiral in order to structure and specify step by step what actions are developed in each stage.

Figure 1  
*Burn's spiral*



2. Burn's spiral (Based on Kemmis & Mc Taggart 1999, p.33).

Burns (2009) states that the planning phase is the starting point in the identification of a problem. It refers to the detection of a problem observed in a specific context that obstructs the fulfillment of the proposed objectives, therefore, it requires an effective intervention that promotes the solution of it, in this case allowing to identify the student's limitations in the development of listening skills; the action stage promotes decision making in order to contribute

to the improvement of the problem, based on the way in which action will be planned and taken. For this purpose it is suggested to include collaborators who contribute their experiences and ideas on the subject, in other words, it leads to the implementation of all the tasks designed and selected to carry out as well as to give answers to research questions. The observation stage is to use the data and results obtained and analyze the effects within the research context. And finally, the reflection is to reflect on those effects to observe to what extent the plan effectively impacts the problem to take into account in future actions within the process.

**Planning:** The initial phase of this intervention focused on identifying the students' difficulties in the development of listening skills. This was done through the student's need analysis in listening skills, an interview applied to students and a questionnaire applied to teachers. After analyzing the results obtained, analyzing the origin of these difficulties and supporting the arguments with different theories, it was observed and concluded in a generalized way that the most common problems in the listening process were: retaining information, association of vocabulary with new words, guessing meaning of unfamiliar words, getting specific information, which limited the satisfactory development of their listening skills.

Taking into account the information provided above, in the same phase, a strategy based instruction unit was designed following O'malley and Chamot (1990) strategy based instruction model: Preparation (discussion about student's strategies knowledge), 2 presentation: (explanation and modeling of the strategies), 3: practice (use of target strategies), 4: Evaluation (self -reflection about the use and effectiveness of the strategies) and 5: Expansion activities (use of learning to develop new tasks).

**Acting.** In this phase, the strategy based unit was implemented. Sessions were audio-recorded, transcribed and analyzed. The results obtained from the different activities applied to



fourth grade students helped me to identify which strategies were most effective in improving students' listening comprehension.

**Observing.** The different sessions were audio recorded, transcribed and analyzed using an observation format. This format was used in order to observe student's behaviors and attitudes, teacher and student's roles, materials and strategies implemented during the intervention.

**Reflecting.** This final phase allowed first of all my reflection on specific aspects of the classes at the end of the implementation of each strategy, secondly, after implementing the strategy based unit, it allowed me to organize and analyze data, and to give answers to the questions and objectives of this research project.

#### 4.1 Participants

The participants of this study were 25 students aged 8-9 years old of fourth grade from Fisher Kids Bilingual School and five English teachers. Most of them are female. This is a private school located in Valledupar. Regarding to their English level, according to the national standards, they are in A2 English proficiency level.

Valledupar is the capital city of Departamento del Cesar. It is located in northeastern Colombia. The majority of the students belong to high socio economic strata; therefore, they have the opportunity to have extra English class at English Institutes or with the guidance of private English teachers. Regarding the materials used by the teacher to support the English learning process, we can find: Our discovery island Book by Pearson Editorial, which contains a student's CD-Room where students can practice by developing their abilities in the required skills. On the other hand, the book provides them with the opportunity to interact with different didactic materials such as: musical videos, short stories, simple tests in order to reinforce the topics they have worked in the English classes; flashcards, wordcards, web pages, dictionaries,

posters, didactic games are also useful tools that the teacher could use to engage them into the process.

#### **4.2 Data collection**

Taking into account the qualitative nature of this study some data collection instruments were used to collect reliable and valid data. These instruments were from the beginning a useful tool to identify, diagnose, design, apply, evaluate and report the insights about the effectiveness of a strategy based instruction model in listening training. Direct observation, questionnaire, and interview, (audiotapes) were used to collect the enough information to answer the research question. Both teachers and students were administered questionnaires and the interview, the applied and evaluated methods in qualitative and quantitative ways showed that some teachers do not include the use of strategies to develop listening skills.

#### **4.3 Interview**

The interview is a qualitative technique used for data collection through questions and answers. According to Nunan (1992), interview is “the elicitation of data by one person from another through person-to person encounters” (p. 2031). Similarly, Cohen, Manion and Morrison (2000) remind us that an interview is a “social, interpersonal encounter, not merely a data collection exercise” (p. 279). The use of this technique allows the exploration of the interviewee's point and their individual or collective conceptions on the subject; the information can be obtained in personal or by telephone. In this research this instrument was applied to 25 students in order to know their opinions about the listening process, and identify the weaknesses they presented in relation to the methodology, materials, activities and strategies used by the teacher to promote English learning in class.

The interview contained 10 open questions on relevant topics about English classes such as: tools and materials used in class, skills, listening texts, difficulties and limitations in the process. (See appendix S). The results obtained from this interview, were favorable to evaluate the student's attitude towards the different aspects involved in the English listening process. Besides, it is a starting point to explore the reasons why they consider that some skills are easier or more effective in their English learning. In some of the comments, this sense, it is shown that some of the comments provided by the interviewed students they refer to the low degree of satisfaction with some skills; this aspect is influenced not by the attitude toward the skill but the low level of development they present in the specific skill.

#### **4.4 Analysis of Students' interview**

Students' responses were analyzed one by one, identifying aspects regarding their attitude to the process as well as, the needs they reported when developing the different activities in the class.

The objective of question one was to know students' position regarding to the subject. ¿Qué es lo que más te gusta de la clase de inglés? There is a variety in their likes, showing a special interest in vocabulary management, songs and videos. However, most of them, showed their preferences for the use of images to support the activities and to help them to understand in an easier way.

The objective of question two was to identify students' abilities in the different skills. ¿Cuál es la habilidad que más se te facilita en la clase de inglés? The results for this question, showed most of students report the ability to develop reading skills, arguing their answers in the knowledge of the words. Now I present some extracts from the interviews to evidence this:

-“Umm,... leer es más fácil porque nosotros sabemos las palabras y pronunciarlas”.

-“Lo más fácil leer porque a veces hay imágenes las palabras son fáciles”.

¿Qué herramientas el profesor utiliza con más frecuencia en la clase de inglés?

In the question number three, students’ responses were focused on two aspects: videos and the textbook, they show their preferences for the development of listening skill and report some difficulties that limit the easy development of the activities.

The objective of question four was to know the students’ opinion regarding the relevance of the time intensity per week. ¿Consideras que las horas asignadas para el aprendizaje del inglés a la semana son suficientes para el aprendizaje del idioma? The results of this question, most of the students answered yes, they agreed with the hours per week assigned to develop English classes.

Some comments that support their answers are:

-“¿Cuántas horas vemos? Esteee... como 4! si miss eso nos ayuda porque entre más horas trabajamos podemos ehh...mejorar lo que no sabemos”.

-“Damos inglés 4 horas, miss creo que eso está bien porque hacemos más actividades y también porque nos explicas más”.

The objective of question five was to know the students’ interests about the implementation of the skills. ¿Qué habilidades te gustaría trabajar más en la clase inglés? In this question, most of the students showed their preferences for the listening skill. Some of the answers were argued mentioning they have difficulties to understand some specific information presented in the text.

-“En la clase me gustaría que viéramos o hiciéramos más escuchar porque siempre, oh bueno casi siempre es difícil”.

-“Para mí me gustaría más escucha porque casi que no entiendo”.

The objective of question six was to evaluate the effectiveness of the materials to develop listening skills.

¿Los materiales utilizados en las clases de inglés son apropiados para desarrollar habilidades de comprensión auditiva? Some of the responses given by students in this question are:

“Si, bueno el libro es aburrido”.

¿Porque es aburrido?

“Es aburrido porque siempre casi se hace lo mismo, de pronto el CD si es más chévere porque trae juegos y actividades súper fáciles”.

Ok.

-“Los materiales son buenos, pero son muy cortos”.

¿Qué es corto?

-“las cosas que escuchamos a veces en el libro”.

Ok.

Taking into account their attitude to this material (textbook), it is important to mention, if they do not feel motivate with the materials, they cannot be easily engaged in the process.

The objective of question seven was to identify students' needs in the development of listening skills. ¿Cuándo escuchas textos en inglés, que es lo que más se te dificulta para comprender? Some students answered when they develop listening activities in class, it is difficult for them to understand what the text is about. They like it when the teacher pauses the video and creates interaccional activities asking them about it and giving some explanations, for example, meaning of the words found in the text.

The objective of question eight was to determine what activities contribute to students' comprehension in listening skills. ¿La estrategia utilizada por el profesor durante los ejercicios de comprensión de escucha te permite obtener un mejor desempeño? Students' answers were influenced by some factors such as image associations and listening videos. However, the first

one is preferred by students, arguing the use of visual aids facilitates the development and understanding of the activity.

The objective of question nine was to identify which activities help them to be engaged in the process. ¿Cuándo realiza actividades de escucha que actividades son más fáciles para ti?

The different responses obtained from this question, showed that students enjoy the variety of activities the teacher proposes for listening process. For example exercises to complete empty spaces. Particularly with this type of activities, students showed a high degree of satisfaction because it facilitates the understanding and development of activities.

The objective of question ten was to identify the level of difficulty in developing listening skills ¿Cuándo realiza actividades de escucha que actividades son más difíciles para ti?

Among the most outstanding students 'responses, were activities to write and to listen, arguing it is difficult for them to carry out activities since they do not understand the text, therefore, it is difficult for them to answer the questions adequately.

#### **4.5 Classroom Observation**

The observation allows seeing in a general way different situations in the selected context. Nevertheless, to obtain useful results, it is important to establish its purpose and objective of the phenomenon of study. Marshall and Rossman (1990), pointed out that “observation is a fundamental and highly important method in all qualitative inquiry. It is used to discover complex interactions in natural settings” (p. 99). One of the advantages of using this technique is related to the observer's role, it allows them to have a more objective position in a given situation to analyze accurately the results obtained.

In the educational field, observation is used as a tool to investigate the context by identifying problematic situations and generating new approaches that allow providing students with better

opportunities in the learning process. With respect to this, Griffe (2012) says that classroom observation is the “systematic, intentional, and principled looking, recording, and analysis of the results of our observation for the purpose of research” (p. 178). For this research, the observation was carried out through video observation; activities were recorded and later analyzed. When analyzing the transcription of the information, some predominant categories were identified in the development of the class: role of the teacher, role of the student, material, strategy implemented in the context. Each one of them was analyzed in the format identifying positive and negative aspects to target in the implementation of the strategy based instruction unit.

The evidences will be presented below

First topic/strategy: Students will be able to understand information about wild animals by making notes.			
	Positive aspects of the lesson	Negative aspects of the lesson	Aspects to improve
Role of the teacher	<p>The teacher invited students to listen carefully and gave them some examples of key words to better guide the listening process.</p> <p>The teacher reminded students some characteristics about note taking strategy, and how it is used when observing some comprehension difficulties.</p> <p>The teacher emphasized on the use of symbols to make writing process faster.</p>		<p>Aspects to improve for the next cycle.</p> <p>These aspects will be used as a reference to identify the strengths of the process in the initial stage and make appropriate adjustments in the application of the following strategies to contribute to the improvement of student performance in the following activities as well as the results.</p> <p>To provide students with more opportunities to use the target language.</p> <p>To encourage</p>

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		students to ask for clarification
Role of the student	<p>Students used selective attention.</p> <p>Students asked timely questions</p> <p>Students kept an active participation.</p> <p>The students monitored their progress and difficulties through participation and answering comprehension questions made by the teacher.</p>	<p>During the development of the activities some students were anxious.</p>
Material and Strategy implemented	<p>The audio material was selected according to the student's level of understanding as well as taking into account their vocabulary knowledge.</p> <p>The instruction to develop the activities was explicit; it allowed the students to focus on specific aspects of the audio.</p> <p>The vocabulary learned in previous activities during the use of the strategy facilitated the comprehension process of the listening tasks, therefore students applied the strategy appropriately.</p> <p>The note taking activities were brief and followed a sequential order.</p> <p>The use of the strategy allowed the development of the activity. Note taking strategy was used to get relevant information.</p> <p>The use of flashcards and words cards contributed to the identification of the</p>	<p><b>Negative aspects:</b></p> <p>The design of the activities to carry out the making notes of activity 4 presented a high level of difficulty and took more time to develop. During the listening the students had to organize a group of words to form the sentence. In this way, listening and organizing the information at the same time, required more time to develop the listening task.</p>

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vocabulary.

Second topic/strategy: Students will be able to infer the meaning of the unfamiliar words in a descriptive text about the weather.

Role of the teacher	The teacher activated student's background knowledge, it allowed them to understand specific parts of the text.	To decrease the role of the teacher and expand the interaction among students.
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Role of the student	<p>The teacher constantly evaluates the understanding of the students and guides them to recall important aspects of the text</p> <p>Some students developed making note strategy to get specific information.</p> <p>The students participated actively asking questions before, during, and after the activities.</p>	<p>Negative aspects</p> <p>The students initially showed difficulty to identify and understand words from the aural text.</p>
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Material and Strategy	The use of visual clues helped students to make inferences about the text.
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implemented

**Third topic/strategy: Students will be able to understand information related to daily routines by focusing on keywords.**

Role of the teacher	<p>The teacher activated student's prior knowledge.</p> <p>The teacher kept students engaged in the listening process by monitoring their understanding and asking questions.</p>	To involve more activities in which the student can interact and discuss their answers with their classmates.
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Role of the student	<p>The students felt familiar with the vocabulary of the activities.</p> <p>Lack of attention from less skill listeners.</p> <p>Students did not asked for clarification.</p>
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Material and Strategy implemented	The implementation of different strategies in the activity, allowed the student to apply the acquired knowledge to develop the task and the teacher to monitor and evaluate the effectiveness of the previous strategies in the performance of the students.
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#### 4.6 Questionnaires

“Questionnaires are data- gathering instruments, are popular research instruments in many fields including communication, education, psychology, and sociology” (Griffe 2012, p. 135). This instrument was applied to teachers in order to collect some useful information regarding the effectiveness of materials, methodology, strategies, they implemented to facilitate students’ comprehension.

This questionnaire consisted of 9 statements. ( See Appendix U). The teachers chose the appropriate response that they adopted or advocated in English teaching process regarding the effectiveness of materials, methodology, strategies they implement to facilitate students’ comprehension. Five teachers' questionnaires were analyzed. They answered using the following response categories: agree, strongly agree, disagree, and strongly disagree.

Question 1: ¿Consideras que el tipo de actividades utilizadas en las clases de inglés, fomentan el interés y la comprensión de los estudiantes?

The responses of the 5 teachers agreed that the type of materials they use in English class encourages student’s interest.

Question 2: La intensidad horaria asignada para la enseñanza del inglés en la institución, es suficiente para reforzar el aprendizaje del idioma en los estudiantes?

3 out of 5 teachers agreed to the hours per week assigned to develop the English lessons. However, 2 of them disagreed, they consider that English lessons requires more time to reinforce the students' English language skills.

Question 3: ¿Consideras que texto guía de la asignatura, provee las actividades y estrategias necesarias para estimular el aprendizaje del idioma inglés?

2 teachers agreed, 2 disagreed and 1 strongly disagreed with this question. Therefore, 3 of them considered that English textbook does not provide the activities and strategies necessary to stimulate the English language learning.

Question 4: ¿Las estrategias que utilizas en la clase de inglés, son efectivas para estimular la comprensión y el desarrollo de las diferentes habilidades?

According to the strategies used in English classes, 3 teachers agreed. They considered that strategies are effective in stimulating the understanding and development of the different skills, 2 of them disagreed.

Question 5: ¿Consideras que el estilo de aprendizaje de los estudiantes es un factor fundamental para el diseño de las actividades y materiales de la clase?

For this question 5 out of 5 teachers agreed. They considered that learning style is a fundamental factor to take into account when designing activities and material for English classes.

Question 6: ¿Consideras que el trabajo en grupo fomenta la participación, intercambio de ideas que facilitan el desarrollo de las habilidades orales y de escucha?

5 of 5 teachers agreed that group work encourages participation; exchanging ideas to facilitate the development of oral and listening skills.

Question 7: ¿Consideras que el aula de clase está dotado con las herramientas necesarias para contribuir con el proceso de enseñanza-aprendizaje del inglés?

3 out of 5 teachers agreed and 2 disagreed. Therefore, most of them consider the classroom is not equipped with the necessary tools to contribute to English teaching-learning process.

Question 8: ¿Los materiales y recursos que utilizas en clase, estimulan el desarrollo de las diferentes habilidades en inglés?

2 out of 9 teachers agreed, 2 disagreed and 1 strongly disagreed regarding the materials and resources used in the English class. They consider these materials do not stimulate the development of different English skills.

Question 9: -¿Consideras que las actividades y materiales de escucha que utilizas, son adecuadas para nivel de comprensión de los estudiantes?

2 out of 5 teachers agreed and 3 disagreed that the listening activities and materials they use in English class are appropriate for students' level of understanding.

Taking into account the answers obtained by the teachers in questions 3 about the textbook, question number 4 about strategies used and question 9 about the activities implemented in English classes, in the applied questionnaire, it is evidenced that relevant components that integrate the English language learning process and therefore the development of listening skills such as English textbook, audio material, strategies, show that most of the English teachers are not totally satisfied about the effectiveness of these aspects on the level of student performance.

Therefore, the results obtained in this intervention, will provide teachers with the knowledge of new strategies to strengthen the listening process of their students as well as, it will be useful

for students to explore and identify new strategies that will strengthen their level of performance and autonomy to develop the different listening activities. O'Malley & Chamot (1990) state that in terms of teacher training, it is necessary to develop in teachers an understanding for delivering effective strategies instruction, and to adapt the instructional material as a supplement of the textbook.

#### **4.7 Description of the intervention**

In this section, I will describe the intervention that I carried out at Fisher Kids Bilingual School to promote students' listening comprehension skills. I will present the objectives and the unit plan that I used to complement regular class activities in the target group.

#### **4.8 General objective**

To promote 4<sup>th</sup> grade students' listening comprehension skills at fisher bilingual school through the implementation of strategy-based activities.

#### **4.9 Standards**

- Comprendo descripciones cortas y sencillas de objetos y lugares conocidos.
- Identifico la secuencia de las acciones y las asocio con los momentos del día, cuando alguien describe su rutina diaria.
- Identifico objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor.

#### **4.10 Learning outcomes**

At the end of this intervention, students should be able to:

- Use world knowledge to understand information from an oral descriptive text about likes and dislikes.
- Understand information about wild animals by making notes.
- Infer the meaning of the unfamiliar words in a descriptive text about the weather.
- Understand information related to daily routines by focusing in keywords

Table 7  
*Unit planning*

<b>Learning outcome</b>	<b>Time frame</b>	<b>Knowledge base</b>	<b>Teaching strategies and materials</b>	<b>Assessment</b>
Students will be able to understand information about wild animals by making notes.	February 1 <sup>st</sup> to February 15 <sup>th</sup>	<p><b>Grammar:</b> present simple, can-can't, there simple present tense, action verbs.</p> <p><b>Vocabulary:</b> wild animals</p>	<p>PREPARATION: the teacher will find out students prior knowledge about the use of the making notes strategy.</p> <p>PRESENTATION: the teacher will talk explicitly about the benefits and steps of using making notes strategy.</p> <p>GUIDED PRACTICE: the teacher will use a guide to scaffold the use of the making notes strategy and she will guide students step by step in applying it.</p> <p>INDEPENDENT PRACTICE: The teacher will use a complementary task.</p> <p>EXPANSION ACTIVITY: the teacher will design an activity where they understand information about animals using the making note strategy.</p>	EVALUATION: the teacher will use a complementary audio material to test students' abilities to understand information about animals.
Students will be able to infer the meaning of the unfamiliar words in a descriptive text about the weather.	Feb 22 <sup>nd</sup> to march 8 <sup>th</sup>	<p><b>Sequence markers:</b> now, in the afternoon, then, most of the time.</p> <p><b>Grammar:</b> there is-there are, present simple.</p>	<p>PREPARATION: the teacher will find out students prior knowledge about the use of making inferences strategy.</p> <p>PRESENTATION: the teacher will talk explicitly about the benefits and steps of making inferences strategy.</p> <p>GUIDED PRACTICE: the teacher will use a guide to</p>	EVALUATION: the teacher will use a complementary audio material to test students' abilities to understand

<p>Students will be able to understand information related to daily routines by focusing on keywords.</p>	<p>March 15<sup>th</sup> to March 29<sup>th</sup></p>	<p><b>Vocabulary:</b> numbers , cardinal points, weather, countries, months of the year seasons</p>	<p>scaffold the use of making inferences strategy and she will guide students step by step in applying it.</p> <p><b>INDEPENDENT PRACTICE:</b> The teacher will use complementary task.</p> <p><b>EXPANSION ACTIVITY:</b> the teacher will design an activity where they infer the meaning of the unfamiliar words in a descriptive text about the weather.</p> <p><b>PREPARATION:</b> the teacher will find out students prior knowledge about the use of the focusing on keywords strategy.</p> <p><b>PRESENTATION:</b> the teacher will talk explicitly about the benefits and steps of the use of the focusing on keywords strategy.</p> <p><b>PRACTICE:</b> The teacher will use a guide to scaffold the use of the use of the keywords strategy.</p> <p><b>GUIDED PRACTICE:</b> the teacher will use a guide to scaffold the use of keywords strategy and she will guide students step by step in applying it.</p> <p><b>INDEPENDENT PRACTICE:</b> The teacher will use complementary task.</p> <p><b>EXPANSION ACTIVITY:</b> the teacher will design an activity where they understand information related to daily routines by focusing on keywords by using all the previous strategies.</p>	<p>information about the weather.</p> <p><b>EVALUATION:</b> the teacher will use a complementary audio material to test students' abilities to understand information about daily routines.</p>
<p><b>Sequence markers:</b> then, usually, sometimes, in the morning, some days, after breakfast, after work, in the afternoon, at the midnight, at the weekends.</p>	<p><b>Reported speech:</b> she exclaimed</p> <p><b>Grammar:</b> simple present tense.</p>	<p><b>Vocabulary:</b> daily routines, the time, days of the week, adverbs of frequency.</p>		

The intervention was conducted by the researcher who also played a teacher role and 25 fourth grade students. The strategy instruction sessions were conducted at Colegio Bilingue Fisher Kids during the regular class time, each session lasted between 50-60 minutes long. It was

carried out during 6 weeks. Based on the results obtained through student's needs analysis carried out in phase one, the researcher designed some useful worksheets focus on the use of the different strategies as a way to help students to overcome their limitations in the development of listening skills.

The instructional design (units) was based on O'Malley and Chamot's (1990) strategy-based model that includes 5 steps: preparation, presentation, practice, evaluation and expansion, as well the strategies making notes, infer meaning of unfamiliar words and keywords. The topics of each unit were taken from the book *Our Discovery Island*, and the guides were designed by the researcher taking into account the student's level of proficiency, specifying the strategies for each one of them and using additional material such as videos and audios taken from you-tube and some web pages. Although the focus of the intervention is to improve the development of listening skills, the design of the different guides promotes the use of reading, writing and speaking skills.

#### **Example of SBI session (duration 50 minutes)**

Strategy-based instruction is an approach that seeks to induce learners to use listening strategies being more conscious of their own listening process. There are different approaches to strategy-based instruction. Following O'Malley and Chamot's (1990), each strategy-based unit should included five steps:

Procedure	Activities	Time
Preparation	Teacher identifies students' knowledge and their abilities related to the way in which they learn (learning strategies).	10
Presentation	Teacher shows the students how to develop the activity based on a specific strategy.	10
Practice	Students develop their skills, by using target strategy and the material.	20
Evaluation	The teacher evaluates the application of the strategies.	20
Expansion	Students apply the learning strategies to develop new tasks.(homework)	



**First topic/strategy: Students will be able to understand information about wild animals by making notes.**

Planning: taking into account the topics provided by the textbook ( Our Discovery island), and the different strategies selected to be implemented, a set of listening activities were designed and organized according to student's needs and level of proficiency in English language. Actions were carried out in the following way:

Design of activities and selection of the strategies;

Selection of listening material, and

Design of the observation format.

**Acting:** after selecting the strategy and designing the activities, the teacher, who is also the researcher, carried out the implementation of the strategy with fourth grade students

This stage was carried out following the model of strategy based instruction provided by O'Malley and Chamot's (1990). Actions were carried out in the following way:

**Preparation:** The teacher identified student's abilities.

The teacher interacted with the students and explored their knowledge on the topic.

The teacher used additional material to talk about the animals and introduced the strategy.

**Presentation:** The teacher used a worksheet to explain students how the strategy works and how to use it in the listening process.

**Task 1.** For this topic five worksheets were used, each one parallel to the instruction and in continuity with the other. For the development of these worksheets, 2 different audios about the animals were chosen. Before developing the first activity, several flashcards were used in order to elicit student's vocabulary and the recognition of the words.

**Practice:** Specific activities were designed.

The students were guided to develop the activities.

Students applied what they learned about making notes strategy to understand information about animals.

**Task 2.** In this activity, while listening, students should focus on making notes on specific aspects about animal. For example: what animals life in water?, during this activity, it was necessary to stop the video in order to monitor student's comprehension.

**Task 3.** In activity number 3, the students were required to listen an audio about the giraffes and the instruction was focused on making notes strategy. At this point of the activity, the students already showed more information about the text due to they were previously exposed to listen it three times.

**Evaluation.** The teacher applies the activity to the students to explore the effectiveness of the strategy in the listening comprehension process.

**Task 4.** In the activity number 4, students listened and selected the information, however, they showed some difficulty due to the structure of the worksheet, therefore the teacher emphasized on the vocabulary and elicited some of their answers by using word cards. In the second part of the activity, it was necessary to play the audio twice for each item, due to some limitations to help them to organize the information. Another point to consider is that while listening, some tips were given to the students about taking quick notes in order to improve the development of the activity.

**Expansion activities.** The teacher used this stage to implement making notes strategy in the next activities in order to help students to reinforce and apply the knowledge acquired in future tasks and strategies designed in this strategy unit.

**Task 5.** This final activity was a kind of mixture of all the information already mechanized by the students in the previous activities where they only had to relate the images with the information.

**Observing:** in this third stage, the observation was used as a tool to follow up the different aspects developed in the class, these aspects were collected through a format that shows the positive and negative aspects during the implementation of the strategy. The observation was carried out through audio recordings which were analyzed after the implementation of making notes strategy. The format implemented included relevant aspects about the class (role of the teacher, role of the student, material, strategy implemented in the context). See appendix

**Reflecting:** finally, through this stage the researcher analyzed and reflected on the effectiveness of the strategy and made relevant decisions to improve the process.

After analyzing the information obtained through the observation format, the researcher teacher analyzed and reflected about the different aspects evaluated, and made the appropriate adjustments to implement the next strategy. The data are shown in aspects to be improved in the observation format.

**Second topic/strategy: Students will be able to infer the meaning of the unfamiliar words in a descriptive text about the weather.**

Taking into account the results obtained through the reflection stage applied in the making notes strategy, some adjustments were made in the activities of the inferring strategy: more visual resources were used to improve students' listening comprehension.

Students' participation and the interaction among them was prioritized to improve their listening comprehension as well as to help them to clarify ideas.

**Planning:** To carry out the implementation of this strategy, 5 worksheets were designed and 4 different audios taken from you tube were applied, one of the audios was recorded with the voice of an English native speaker in order to improve the sound and the speed of the audio text .This strategy was focused on inferring strategy.

Actions were carried out in the following way:

The teacher selected the topic and designed the activities to help students to infer the meaning of the unfamiliar words in a descriptive text about the weather. On the other hand, this stage also included the aspects to be improved identified in making notes strategy.

To include oral activities to help students to use the target language.

To implement the use of visual material to help students to identify the vocabulary.

To promote the interaction among students to clarify their ideas.

To select the listening material, and

Complete the required information in the observation format.

To give students more opportunities to use the target language to communicate.

To foster students to ask for clarification

**Acting:** After selecting the strategy and designing the activities, the teacher implemented the plan to help students to infer meaning of unfamiliar words in a descriptive text about the weather.

Actions were carried out in the following way:

**Preparation:** The teacher identified the student's abilities.

The teacher interacted with the students and explored their knowledge on the topic.

The teacher used additional material to talk about the weather and introduced inferencing strategy.

To include oral activities to help students to use the target language.

To implement the use of visual material to help students to identify the vocabulary.

To promote the interaction among students to clarify their ideas.

To select the listening material, and

To design the observation format.

**Presentation:** The teacher showed student through examples how the strategy works and how to use it in the listening process.

**Task 1.** The first activity, developed in the pre-listening stage, focused on familiarizing the student with the context and the strategy. During the application of the activity it was observed that some students presented some doubts about their answers since they were not clear about the sequence of the seasons, to support them, the teacher used some flashcards.

**Practice:** Specific activities were designed.

The students were guided to develop the activities.

Students applied what they learned about inferring strategy.

**Task 2.** The second activity was focused on inferring meaning of unfamiliar words strategy, however, the teacher also included making notes strategy in order to support the development of the target strategy.

**Task 3.** In the third worksheet, during the listening, the students were required to match the information about countries with the different activities that are carried out there during the seasons of the year, some of the students showed their previous knowledge making some comments on situations watched in films about Canada and America.

**Evaluation.** The teacher applied the activity to the students to explore the effectiveness of the strategy in the listening comprehension process.

**Task 4** This activity was a guided design since it was required to make deeper inferences about the listening situation. Therefore it became necessary to scaffold them by asking questions and giving some useful examples to contextualize both the use of the strategy and the listening situation.

**Expansion activities:** The teacher used this stage to implement making notes strategy in the next activities in order to help students to reinforce and apply the knowledge acquired in the future tasks and strategies designed in this strategy unit.

**Task 5.** Activity number 5 concluded with the mix of strategies: understand the main idea, listen to specific details, inferring about the text. For that reason it was necessary to create a discussion about what the strategies are and how they are used.

**Observing:** At this stage of the observation, the teacher evaluated and identified the different difficulties students presented during the development of the activities to be improved in the application of the final strategy. Data collected were described in the observation format.

**Reflecting:** After applying the activities, the teacher evaluated the process, positive, negative and aspects to be improved were relevant to make effective adjustments for the next session. The data are shown in the observation format.

**Third topic/strategy: Students will be able to understand information related to daily routines by focusing on keywords.**

Initially the teacher explained the use of the strategy and gave some examples in order to contextualize students in the learning situation. Although the emphasis of the activity was the development of the inferring strategy, the students were exposed to a series of questions where they predicted the information. And the group discussion component was added to help students to confirm the information.

Actions were carried out in the following way:

**Planning:** to plan the topic and design the activities to help the students to understand information related to daily routines by focusing on keywords strategy.

To decrease the role of the teacher and expand the interaction among students

To promote the interaction among students to clarify their ideas.

To select the listening material, and

To complete the observation format.

**Acting:** the activities designed for the development of keyword strategy were implemented by the teacher, through them it is intended to help students understand information related to daily routines.

**Preparation:**

The teacher identified the student's abilities.

The teacher interacted with the students and explored their knowledge on the topic.

The teacher used additional material to talk about the weather and introduced inferring strategy.

**Presentation:** The teacher started the implementation of the activities with a brief explanation about keywords strategy.

**Task 1.** For this worksheet, two different audios about daily routines were used, the first about Melissa's routine and the second on Mike's routine. It is important to highlight that the information provided by Melisa's audio was totally understood by the students due to aspects such as vocabulary and the speaker's accent. In the course of the activity, both audios were repeated twice, however, the teacher intervened in a last listen using her voice to reinforce the information that was not perceived satisfactorily by some students.

**Practice:** Specific activities were designed.

The students were oriented to develop the activities.

Students applied what they learned about to infer the meaning of the unfamiliar words in a descriptive text about the weather.

**Task 2.** The second worksheet implemented scaffold students before listening to familiarize them with the information as well to reinforce the vocabulary.

**Task 3.** The third activity was focused on inferring words from the context. According to the instruction, a new listening was required to carry out this activity, however, students showed they were already familiarized with the vocabulary and that allowed them to easily recall the information.

**Evaluation.** The teacher applied the activity to the students to explore the effectiveness of the strategy in the listening comprehension process.

**Task 4.** For the development of this worksheet it was necessary to explain a little more about prediction strategy and a brief discussion was established with the students asking some examples of understanding. The instruction played an important role in the development of the activity since it allowed them to focus on specific points of the audio to obtain their answers. Each item required a listening.

**Expansion activities:** The teacher used this stage to implement making notes strategy in the next activities in order to help students to reinforce and apply the knowledge acquired in the future tasks and strategies designed in this strategy unit.

**Task 5.** The last worksheet was more favorable for the students since they were able to develop not only listening but also reading and writing skills. Having the written text to complete during the listening allowed the students to acquire and understand the information faster by making inferences and predictions according to the context.



**Observing:** at this stage the teacher noted all the process in the application of the activities. Throughout the implementation of this intervention, the material, actions and student's attitudes in each session allowed to ground, and feed this action research process within the classroom. Data collected were described in the observation format.

**Reflecting:** after applying the activities, the teacher reflected on the strategy applied and the interaction among students during the development of the activities. The data are shown in aspects to be improved in the observation format.

## **5 Chapter 4: Results**

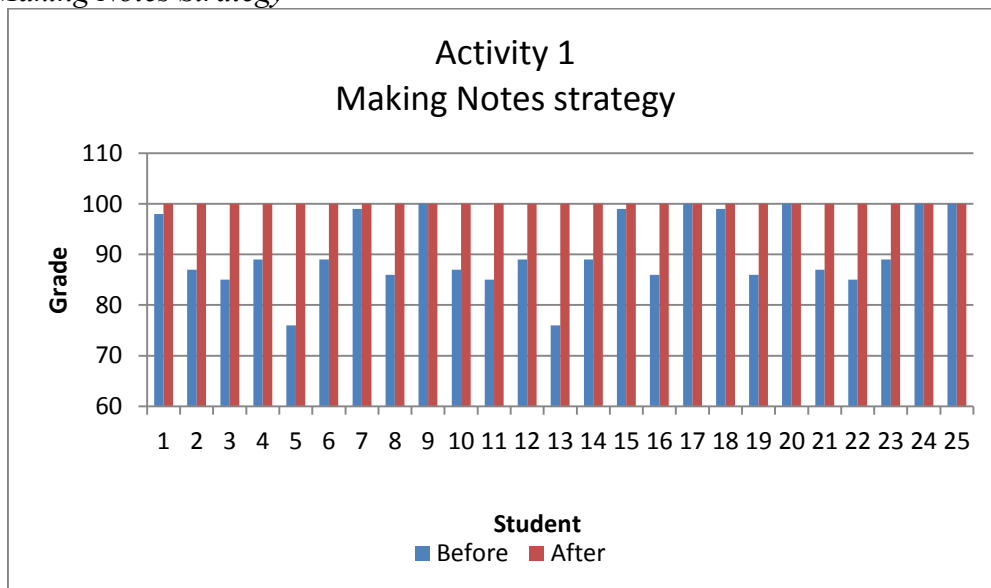
The objective of this study is to analyze the extent to which strategy-based instruction is useful in improving fourth grader's listening comprehension skills. In order to do that, a series of strategy-based activities were implemented with fourth graders at Fisher Kids Bilingual School in order to foster the development of specific listening strategies. In this section, I will provide an account of students' performance in these activities as a way to document the intervention and to ascertain whether strategy-based activities are useful for the aim of improving students' listening skills.

Performance figures show students' outcomes in a scale of 1 to 120 (in accordance with the school assessment system). Blue bars represent students' performance in the diagnostic task applied at the beginning of the study. Red bars represent their performance after exposure to strategy-based instruction.

### **5.1 Making notes strategy**

Activity 1 (see Appendix E) shows a model of scaffolding task used to contextualize listeners into the learning situation. The activity provides a set of expressions where students are required to draw lines between animal's images and the things they can possibly do. The results from activity 1 are presented in figure below:

Figure 2  
Activity 1 Making Notes Strategy



Source: Author

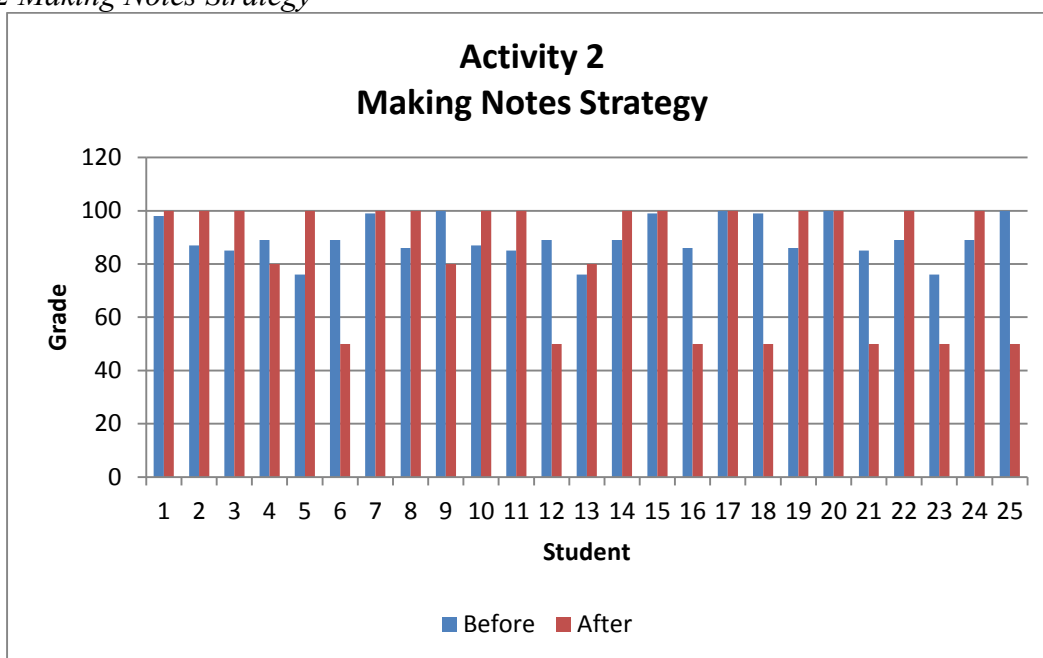
One of the findings from the analysis of the figure is that none of the students had a lower average than their initial average. Before being exposed to the task, the average of the students' performance was 90.64. Post-exposure, the average was 100 points. On the other hand, pre-exposure, only 8% of the students scored the 'lowest score', between 60 and 80 points. When applying the strategy, it is evident that 100% of the students obtained a superior performance of 80 points. Finally, it is evident that only 20% of the students maintained the same level of performance before and after the implementation of the strategy.

Regarding the effect of scaffolding, the results show that it contributed positively to listening comprehension. In this stage, it means that the students put into practice all the knowledge they were previously exposed in this activity. The teacher provided them with different materials (vocabulary, flashcards) a large amount of input about characteristics, skills and differences between animals, not only in order to effectively develop the exercise but also to contribute to the acquisition of competences that allow them to deal with future activities in a more

comprehensible way. According to Walqui & Van Lier (2010), scaffolding makes it possible for learning situations to be addressed prioritizing what they need to learn.

*Activity 2* (See Appendix F) targeted the making notes strategy. The activity required learners to listen to two different oral texts about animals to: Make notes about the place where animals live, list their names, compare their results with peers. The second audio provided information about giraffes. By using a graphic organizer, students wrote specific information about them. The results from activity 2 are presented in Graph below:

Figure 3  
*Activity 2 Making Notes Strategy*



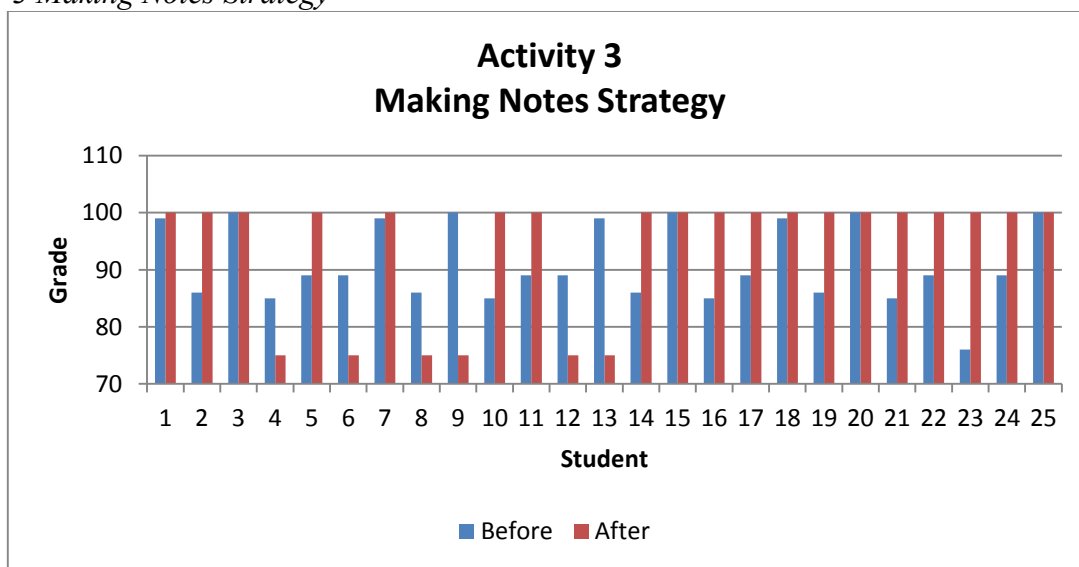
Source: Author

One of the findings from the figure is that post-exposure, 36% of the students had a lower performance in comparison to pre-exposure. Nevertheless, and perhaps more tellingly, 72% of the students remained at a superior performance of 60 points after the task. There was a noted decrease in the average grade, from 89.76 pre-exposure to 83.60 post-exposure. It is evident that only 8% of the students remained the same performance, irrespective of task exposure.

Through the results there was a noted decrease in the average grade in the students who paid increasing attention to specific details; it means they need to learn how to prioritize information during note taking. Oxford (1990), states that making notes strategy consists on appropriating the most relevant ideas of the text in written form to facilitate listener’s comprehension level. It is important to clarify that for this activity the oral text was designed taking into account important elements such as language, speed, organization, and accuracy. Therefore, the non-effectiveness of the strategy focuses more on not addressing the instruction in a clear manner for students to understand how to apply it properly. I think it was necessary to monitor how the students perceived the information while listening by eliciting their level of understanding.

*Activity 3* (See Appendix G). It is a guided practice. This aims to make notes strategy. According to the information provided by the text, while listening students have to complete a chart about what animals can do or can’t. In the second part they are exposed to listen to the same text to organize a set of utterances. The results from activity 3 are presented in figure below:

Figure 4  
*Activity 3 Making Notes Strategy*



Source: Author

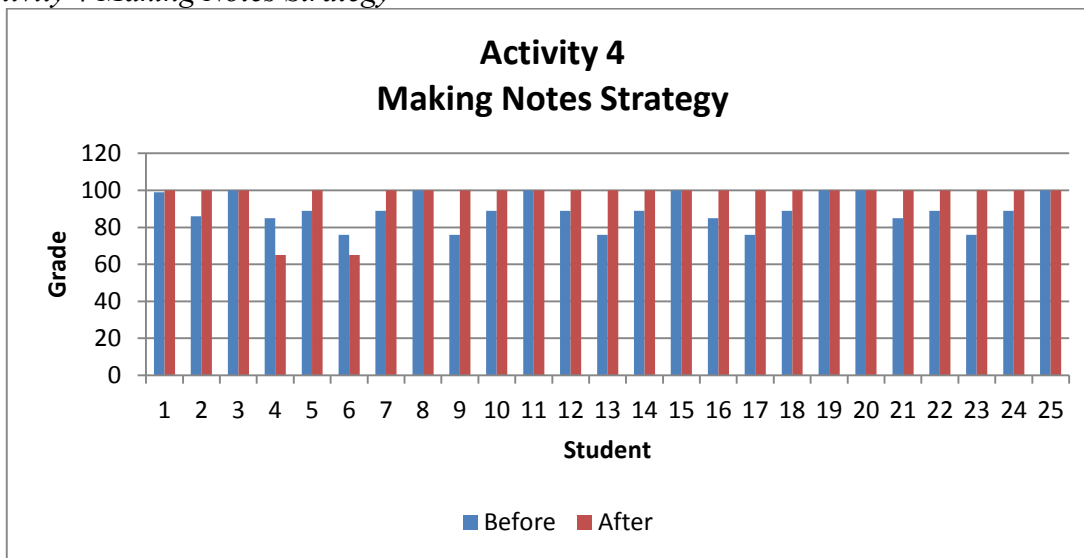
One of the findings from the figure is that that 16.16% of students remained at the same level of performance pre-and post-exposure and that 20% of students had lower performance pre-and post-exposure. In addition, 72% of the students showed a superior performance pre-and post-exposure. Finally, it is noted that for this activity the performance average increase from 91.16 to 94 points.

The development of listening strategies through explicit instruction had statistically meaningful effect on the results obtained. However, it is important to highlight that the second part of this exercise presented a higher level of complexity, it was necessary to reinforce some grammar and structural points. During strategy implementation, I could notice that the effective listening process occurs due to some aspects regarding to the strategy:

They used abbreviations to speed up writing. Wilson (2008) suggests the use of abbreviations to develop note taking strategy in order to listeners can recall the information later. Finally, it was necessary to repeat the oral text several times to provide listeners more opportunities to verify and compare the obtained information with their notes.

*Activity 4* (see Appendix H). Students have to write down animals and the place where they live. Then they have to list the activities animals do. The results from activity 4 are presented in figure below:

Figure 5  
*Activity 4 Making Notes Strategy*



Source: Author

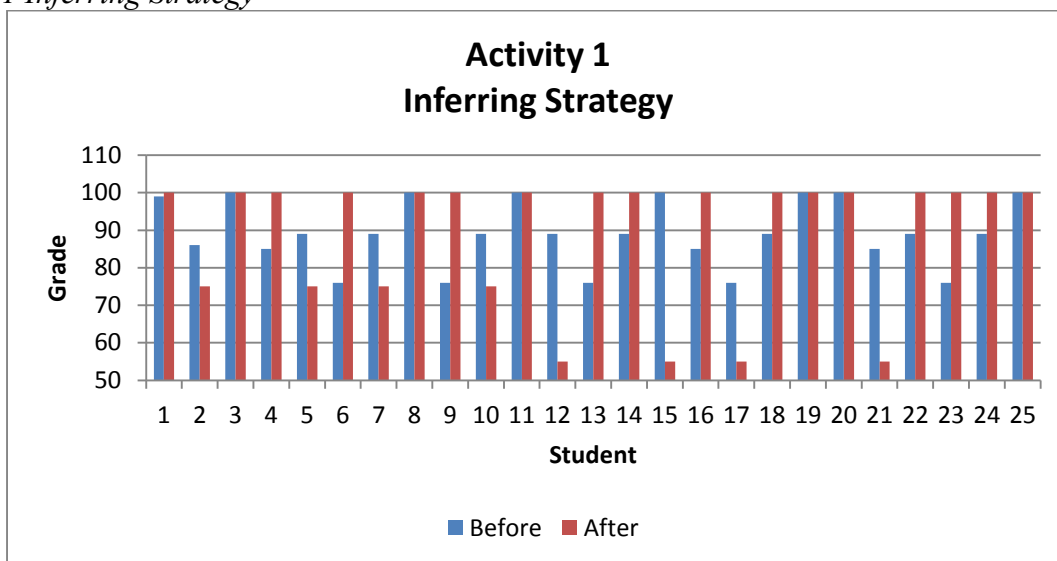
One key finding from the analysis of the figure is a marked improvement in average student performance; Pre-exposure, students averaged 91.16. Post-exposure, student average changed to 94. Another finding from the graph is that 28% of the students remained at the same performance reaching 100 points pre-and post-exposure. It is worth mentioning that only 8% of students showed a decrease in their performance. Finally, we can observe that 100% of students performed at a level above 60 points, pre-and post-exposure, and a further 76% performed at a level of 80 points pre-and post-exposure to the task.

The results obtained after exposure show that students improved their attention and prioritized the information during the listening process. Wilson (2002) states that in the development of listening activities, note taking allows students to guide their comprehension process focusing on what they need to listen for to grab their attention.

### 5.2 Inferring strategy

Activity 1 (See Appendix I) targeted the inferring strategy. The activity aimed to activate student’s prior knowledge. They are required to observe some images about the weather, into circles they have to write the month of the year of each of them. The results from activity 1 are presented in figure below:

Figure 6  
*Activity 1 Inferring Strategy*



Source: Author

One of the findings from the analysis of the figure is that the average performance had a slight decrease. Pre-exposure to the task they scored 89.28 points, and post-exposure to the task the score changed to 88.8 points. In addition to this, the figure shows that 24% of the students remained at the same level of performance, reaching 100 points pre-and post-exposure to the task. It is evident that 32% of the students had a decrease in the average obtained initially, however the 84 % of students had a performance average of above 60 points both pre-and post-exposure to the task.

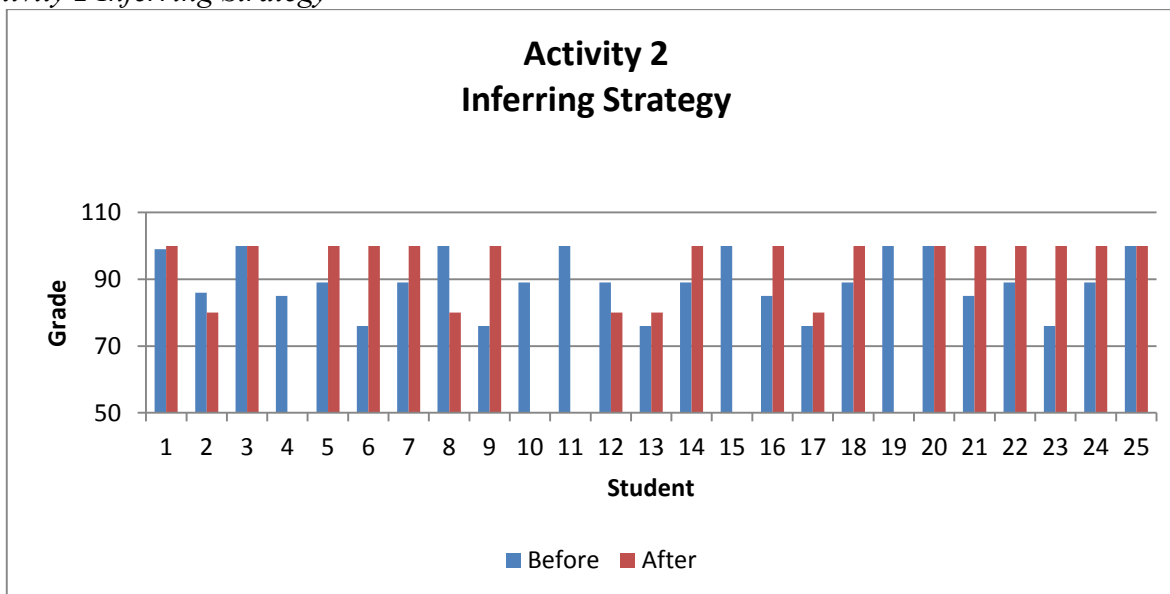


The differences between expected and obtained results may be due to certain factors that weakened the apprehension of information. The non-effectiveness of the strategy shows that factors such as: the lack of vocabulary, and the little knowledge about the context negatively impacted the development of the strategy. Field (2004) provides a theoretical support to help listeners to draw logical conclusions according to the purpose of listening. Top down and bottom up help students to construct meaning from their own knowledge and identify the linguistic features presented in the aural text.

Therefore it is necessary to use other alternatives that allow to verify the knowledge that the students have on the subject and give them enough support to guide them and favor the development of the strategy, prepare and keep them active in the listening process.

Activity 2 (see Appendix J). Students are exposed to listen a text about the weather report in different countries. They have to make notes about the weather on the map. The results from activity 2 are presented in figure below:

Figure 7  
*Activity 2 Inferring Strategy*



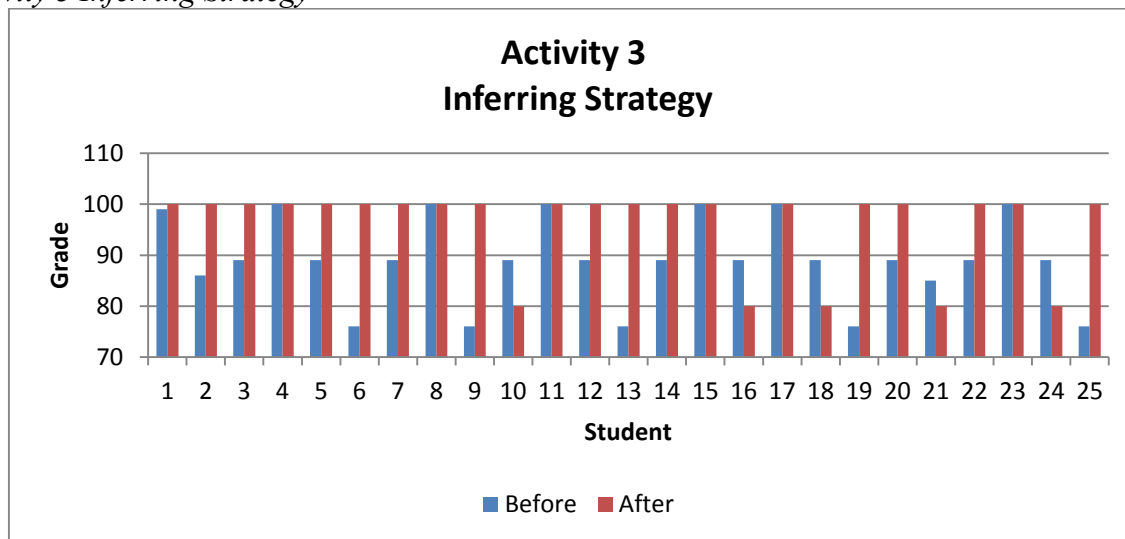
Source: Author

One of the findings from the analysis of the figure is that the average performance had a slight decrease after the task. Pre-exposure to the task they obtained 89.28 points, and post-exposure to the task, the average changed to 86 points. On the other hand, 32% of students had a decrease in their performance post-exposure, but 80% remained at a performance level above 60 points both before and after the implementation of the task. It is also shown that only 12% were consistent at an average performance of 100 points over the whole activity. Lastly, we noticed that 60% of all students obtained an equal or superior score following the task.

After exposure, the slight decrease in this activity shows that students need to pay attention to the specific details of the context, (sounds, intonation), that allow them to become familiar with the situation, understand and decode the information in case they present confusion in the listening process.

Activity 3 (see Appendix K). Students are provided with two types of information countries and activities people can do there. They have to make inferences matching both information. The results from activity 3 are presented in Graph below:

Figure 8  
Activity 3 Inferring Strategy



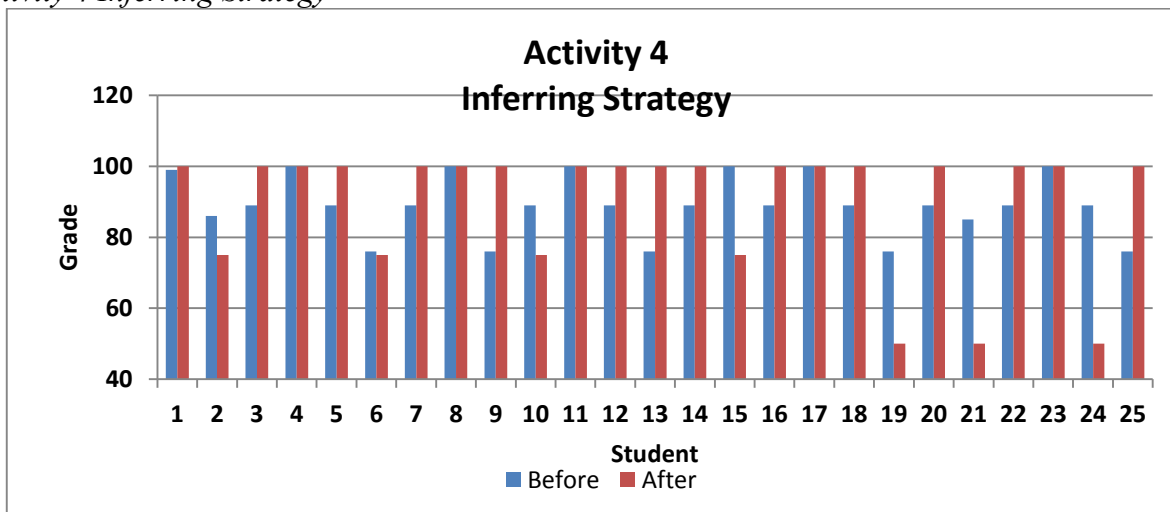
Source: Author

One of the findings from the analysis of the figure is that the average performance had a significant improvement after the task. Pre-exposure to the task they obtained 89.28 points, and post exposure to the task this score changed to 96 points. Additionally, 20% of students had a decrease in their performance after the task, but 100% of them had a higher performance than 70 points in both activities, it is also evident that 24% of the students had a performance average of 100 points during this activity, both pre-and post-exposure.

As it is shown, after expository test, students obtained a high level of performance in the development of the strategy. One of the aspects that favored the effectiveness of the strategy was large amount of vocabulary knowledge that students have about the listening situation, it facilitated the level of understanding and helped them to process the information to infer meaning accurately.

Activity 4 (see Appendix L). The activity is a guided practice. Students have to listen to an oral text about the weather to answer some questions. The results from activity 4 are presented in figure below:

Figure 9  
Activity 4 Inferring Strategy



Source: Author

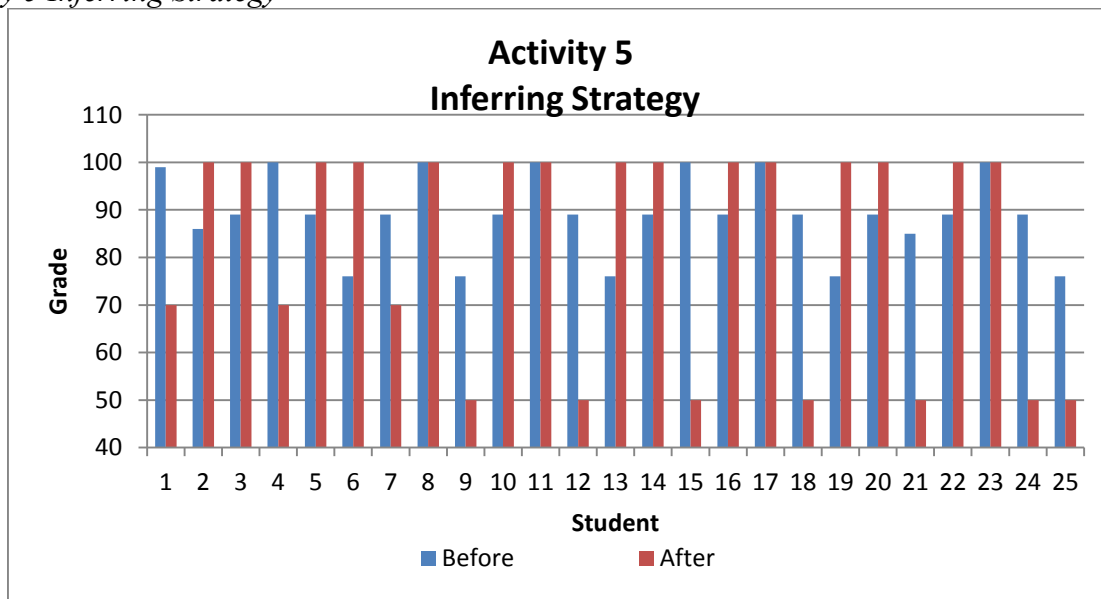
Post-exposure to the task, students obtained a lower performance than pre-exposure task. In addition, only 20% of students obtained 100 points during the activity, and 88% obtained an improvement superior to 60 points during the activity. In this activity, the average performance showed a significant increase; changing from 89.16 points before the application of the strategy to 90 points after the application.

There was a reduced percentage of differences prior and after implementation. Students did not show a purposeful making inferences process during implementation. After exposure, I could notice they paid more attention to complete the task by selecting the option according to what they intended to understand from the text, but not making proper use of the target language to associate background knowledge with aural input to infer meaning from the context.

Wilson (2008) argues that when developing listening skills with the purpose to infer meaning, activating schemata helps students to resort to previously acquired learning in front of the listening task to have a more logical position to associate the information, in this way they become familiar with the text favoring their level of understanding.

Activity 5 (See Appendix M). This activity involves the use of three different listening purposes: listen to understand the main idea, listen for specific details and make inferences strategies. To answer the question while listening students are exposed to an oral text to understand its main idea. Then they have to listen to the same text to complete a short fragment between the characters. After listening they have to make inferences with the information provided to answer some questions. The results from activity 5 are presented in figure below:

Figure 10  
Activity 5 Inferring Strategy



Source: Author

One of the findings from the analysis of the figure is that 16% of students remained at the same average of 100 points both pre-and post-exposure to the tasks. 40% of students showed lower scores in comparison with pre-exposure. Another finding shows that 72% of students remained at a performance level higher than 60 points during the activity. Finally, we can show

that 48% of the sample scored higher than 80 points in the activity. Post-exposure, the average performance decreased from 89.16 points (pre-exposure) to 82.4 points.

Although the percentage decreased after exposure, it is highlighted that the level of performance shows that making inferences at this stage reinforced the students' abilities to focus on the main objective of the activity, relying on alternative strategies not only to understand main idea or listen for specific details but to reinforce language input.

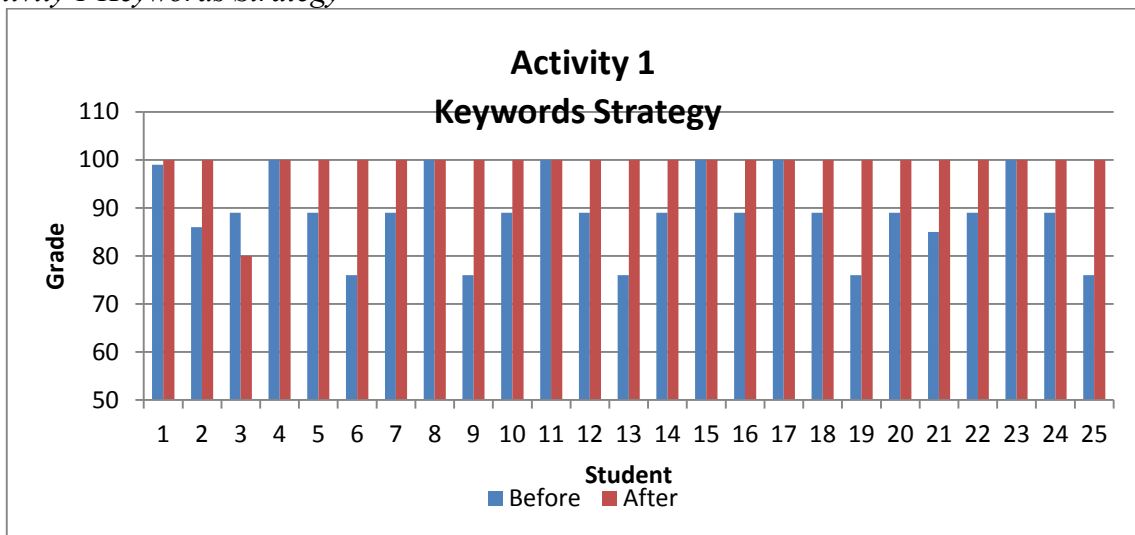
In summary, this activity helped the students to work out meaning of their inferences in relation to the information provided by the text, to ignore not relevant information and to keep focus on specific details, to interpret the text taking into account what they expected to hear from their own expectations making meaningful associations with the real aural situation.

Regarding to the purpose of activities 2, 3 and 5, it can be concluded that the results obtained to make inferences show a close relationship with top down and bottom up processes. According to Vandergrift (2012), a logical interpretation would be that both of them provide students with the development of cognitive skills to interpret the information presented in the text. Top down, in this case applied to infer the meaning of unfamiliar words involves the use of their prior knowledge to relate it significantly with the new information, and bottom-up involves the decoding of the information identifying the linguistic features to facilitate comprehension.

### **4.3 Keywords strategy**

Activity 1 (see Appendix N). Targeted to make notes strategy. Students are required to listen a text to write down what are the characters routines. The results from activity 1 are presented in figure below:

Figure 11  
Activity 1 Keywords Strategy



Source: Author

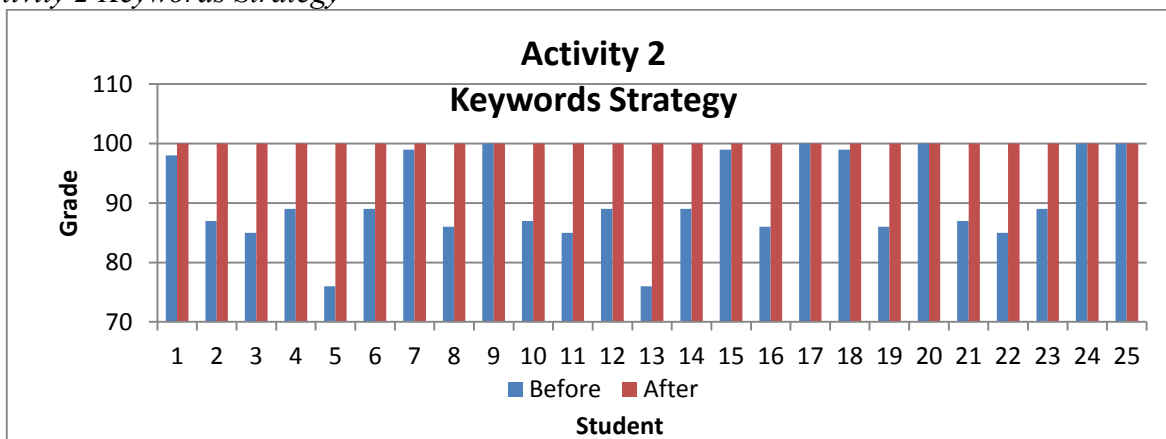
The figure shows that 24% of students remained at the same performance during the activity, scoring 100 points. 80% remained at a performance equal to or greater than 80 points both pre- and post-exposure. In a general performance analysis of the group, 100% of students remained at an average performance of over 60 points during the whole activity. It is also seen that only 4% of the students had a decrease in score after the application of the task.

As it is shown, the use of this strategy contributed to the effectiveness of students' performance after exposure. However, they still need to pay more attention to specific information to construct meaning. Listening for specific information requires the use of top down skills. According to Nunan (2002), top down requires a more cognitive process to reconstruct the information by activating the background knowledge and the information provided by the text to predict what is going to be said, in other words, they must be contextualized taking into account the input provided by the listening situation.

Activity 2 (see Appendix O). This activity aimed to scaffold students by providing them a set of vocabulary about the activities they do every day. Before listening they have to identify

according to the images what activities make part of their routines. While listening they hav to match the activities with the times. The results from activity 2 are presented in figure below:

Figure 12  
*Activity 2 Keywords Strategy*



Source: Author

One of the findings from the analysis of the figure is that, in comparison with scores pre-exposure, students’ performance average had a significant improvement post-exposure. Crucially, all students in the sample exhibited a superior performance post-exposure to the task; average scores increased to 90.64. Students demonstrated a significant improvement in average performance correlating to an application of the strategy; average scored post-exposure was registered as 100 points. However, only 8% of students maintained a score between 60 and 80 points during the activity. Similarly, only 8% of students maintained an average score between 60 and 80 points during the activity.

According to the results obtained after exposure, keywords strategy contributed to the comprehension of listening input. However, it is important to highlight some aspects, such as scaffolding, promoted self-confidence and allowed students to become familiar with the activity, taking into account their daily context and background knowledge. In addition, it was found that elicitation helped them to select the appropriate information to complete the task successfully.

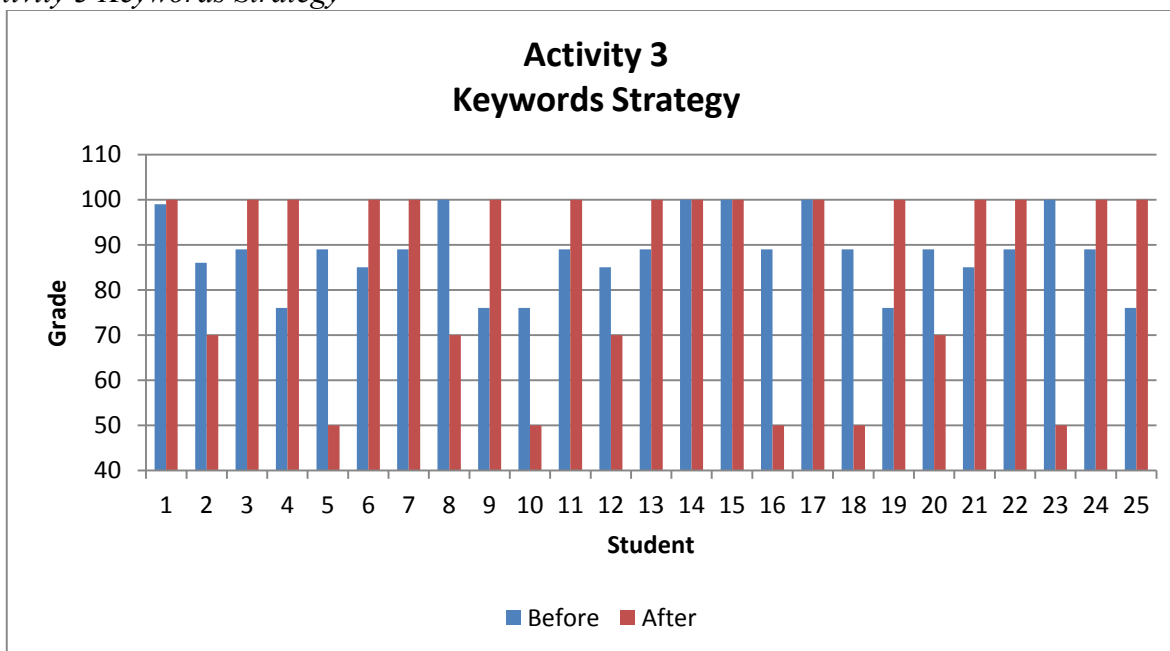
Richards (2008) concludes when students are exposed to listening comprehension processes, the



activation of background knowledge (top down processing) helps students to prioritize the information by using their own experience to associate and process incoming information in a meaningful way.

Activity 3 (see Appendix P). By using the same text students were aimed to infer words from context. They have to listen one more time to tick the words they hear. In the second exercise they have to identify the words they ticked in the previous activity next to their possible meaning. The results from activity 3 are presented in figure below:

Figure 13  
Activity 3 Keywords Strategy



Source: Author

One of the key findings from the analysis of the figure is that 80% of students remained at an average score greater than or equal to 60 points during the activity. Only 12% of students maintained a score of 100 points both pre-and post-exposure to the task. Further, 48% remained

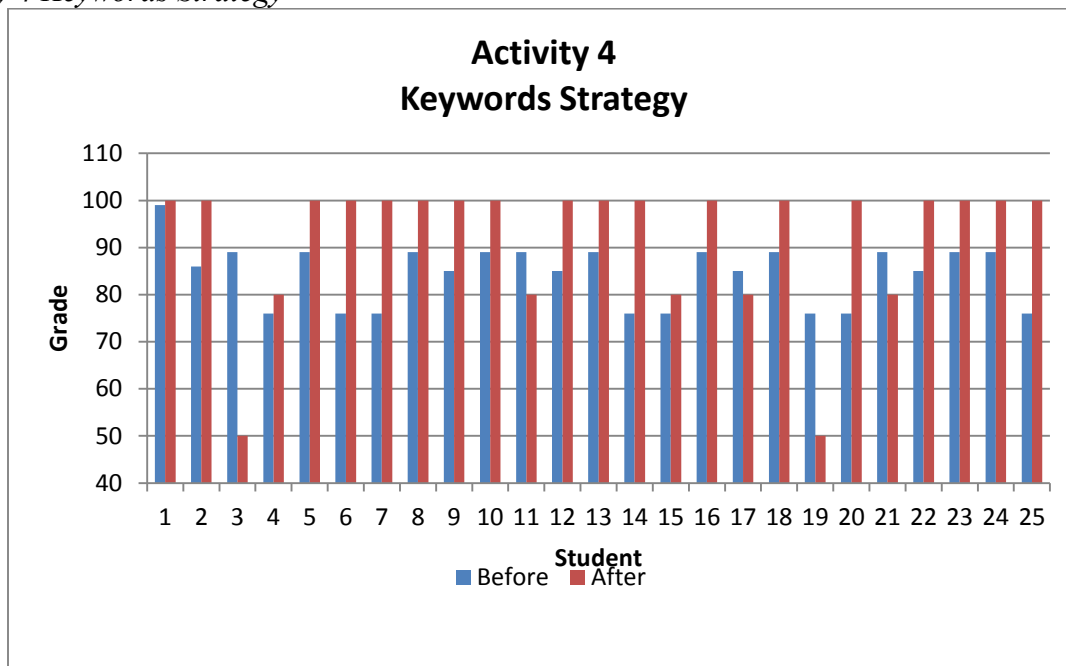
at an average score of greater than or equal to 80 points during the application of the activity. Additionally, 80% of students scored between 60 and 80 points both pre-and post-exposure to the task. However, 36% of them had a decrease in their scores after being exposed to the task. Additionally, the sample average performance had a slight decrease from 88.4 points before the task to 85.2 points after the task.

The main objective in this task was the use of keywords; however, it was interwoven with inferring strategy to obtain greater effectiveness in students' performance. The results showed that the use of this strategy may be favorable for students; however, regarding to the slight decrease after exposure a logical interpretation would be that some of them developed listening skills by using the background knowledge to integrate the information accurately identifying the words to infer its meaning in the given context.

Others showed weaknesses in the use of the given information to reconstruct the text in a meaningful way, in other words, they did not become familiar with certain particular points not explicit in the text to comprehend its overall meaning.

Activity 4 (see Appendix Q). This activity was used for predicting strategy. Students have to listen the beginning of the story to predict what the topic is going to be about. The second exercise students have to listen to the same text to provide writing information about the words they can recognize. The third one they have to listen to identify the activities each family member does. The results from activity 4 are presented in figure below:

Figure 14  
Activity 4 Keywords Strategy



Source: Author

One of the findings from the analysis of the figure is that students had a significant improvement due to the application of the strategy. Pre-exposure, students obtained 84.48 points, which shot to 92 points post-exposure to the task. The graph shows that 72% of students obtained a score of 100 points after the task was applied. The remaining 28% of the sample achieved scores of between 40 and 80 points. The figure shows that 20% of the sample showed a decrease in the score obtained post-exposure to the task. Here, it is worth mentioning that only 8% of the students' sample was unable to achieve a higher score than 60 points over the application of the activity.

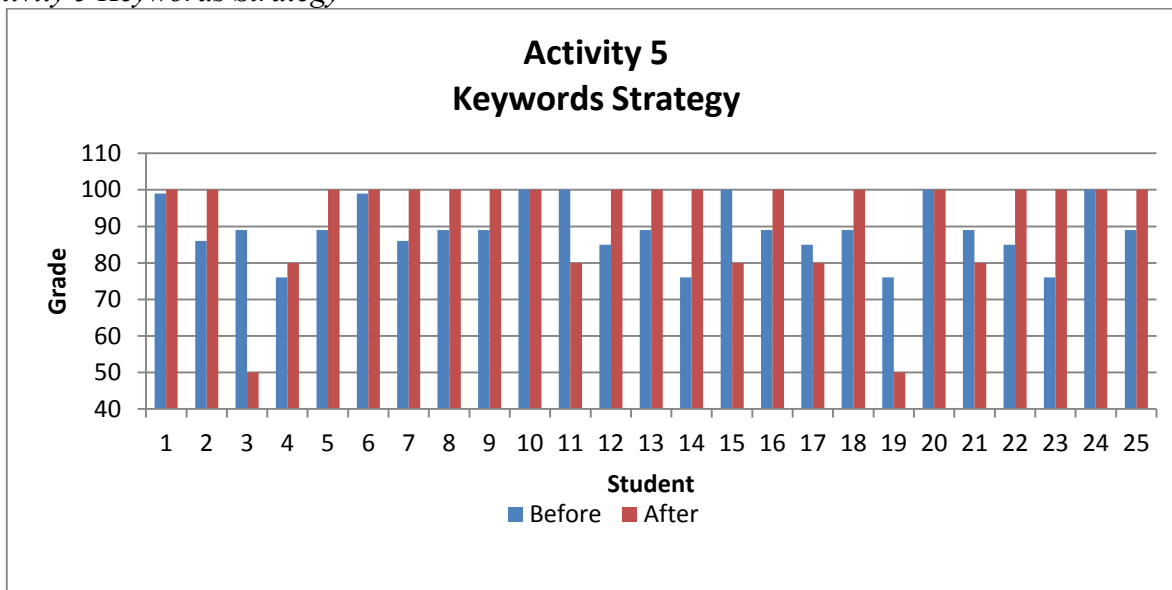
Bearing in mind the level of performance of students in the previous activity, it was necessary to reinforce the use of the strategy by focusing on the weaknesses presented above. In this opportunity the students were involved in the mixed -use of strategies (inferring, predicting and keywords), to scaffold them to acquire the required information to complete the task. The results

obtained showed they made clear use of world knowledge not only to interpret specific points given in the text but to predict the use of language to associate the information clearly and effectively.

Regarding the results obtained in activities 3 and 4, they may be associated with H. D. Brown's arguments (2001), who states that developing listening skills, keywords, predicting, various test-taking for listening comprehension, associating information with one's existing cognitive structure, make the students empower themselves of the process and be more autonomous when learning. Similarly, Nunan (2001) argues that inferring as a listening strategy foster students to become aware of the processes they are exposed to.

Activity 5 (see Appendix R). Targeted to understand information by using keywords strategy. Students are exposed to oral and written information. They have to listen to complete some empty spaces in the text. The results from activity 5 are presented in figure below:

Figure 15  
Activity 5 Keywords Strategy



Source: Author

The analysis from the figure shows that 78% of the students scored an average performance of 100 points after the task. Therefore, average overall performance increased. The score climbed from 89.2 to 92 points after the task. Only 8% of the student sample achieved a lower score of 60 points after the implementation of the activity. However, 92% of students scored greater than or equal to 60 points over the course of the activity. Overall, 20% of students showed a drop in performance after the task and 80% showed a significant improvement, scoring greater than 80 points after the application of the task.

Significant outcomes were obtained after being exposed to the strategy. Students made use of long-term memory to puzzle out the meaning of unfamiliar words by appropriating relevant elements of the context, giving a coherent sense to the use of information. The view that underpins this approach is argued by O'Malley, Chamot & Küpper, (1989). Listeners are able to make meaningful connections when they activate their prior knowledge to build meanings about the new learning situation, after processing such information is stored in long term memory.

## **6 Chapter 5: Discussion**

This study sought to determine to what extent is strategy-based instruction useful for improving fourth graders' listening skills. To achieve this purpose it was necessary to design some activities (pedagogical intervention), taking into account students' learning needs as well as their level of proficiency in English language. This intervention targeted some difficulties I encountered in students' listening competence development, and the limited support offered by the textbook in this skill.

This proposal followed O'Malley and Chamot's strategy Based Instruction model (1990), interwoven with some listening strategies stated by Wilson (2008) to improve students comprehension processes as well to create more learning opportunities.

Different theories and studies related to SBI in listening skills were mentioned in the theoretical framework to underpin their relationship with the findings obtained in this intervention; evidencing its effectiveness and teach ability as well as the strengths and weaknesses presented by students in the different learning situations they were exposed to. After the intervention, the results showed that integration of SBI in the development of activities to improve listening skills facilitates student's development of cognitive and metacognitive strategies, helping them to be more autonomous to explore and strengthen the way they learn and become aware of their own learning process.

When compared with the related studies used to support this intervention regarding the use of strategy based instruction to improve the level of understanding of students in the development of listening skills, results among those studies and the current intervention have shown some similarities. Strategy based instruction has shown it allows students not only to acquire knowledge about new learning strategies but also allows them to monitor their own learning

process, explore how and when to apply the strategies in the development of listening tasks.

Gavriilidou (2009), Carrier (2003), Clement (2007), Kalantarian (2016), Sarafianou and Gavriilidou (2015) and Chen (2009).

Compared to the study conducted by Chen (2009), the results showed that the use of inference strategy to understand and develop listening activities was the most frequently strategy used by students. Compared to the results obtained in this intervention during the application of the same strategy to infer the meaning of the unfamiliar words in a descriptive text, the results showed that it is not effective for students. The difference may lie in the methodology used to evaluate the results, since in Chen's study (2009), after applying the strategy, student's performance was monitored to evaluate and reflect on the use of the strategy. This provides greater tools to apply the pertinent adjustments, from the design and selection of the material to the way of intervening and mediating the different activities and the use of the strategies. In the present intervention the results were not analyzed immediately but at the end of the application of the selected strategies.

Strategy based instruction in Carrier's study (2003), have shown significant and similar results with this intervention. The development of listening skills focused on the use of listening for specific information and taking notes strategies. Regarding the results obtained and their impact on the development of the different activities, certain similarities in the findings can be evidenced in the analysis of the results related to these strategies, it is evident that SBI as in Carrier's study helped students to build meaning from their existing knowledge as well as students developed activities more autonomously prioritizing the information focusing on what they need to listen.

After applying the intervention, evaluating and analyzing the results, it can be concluded that the different strategies applied, the students showed the greatest gains in the use of the

metacognitive strategies. Regarding the results obtained pre and post exposure test, a positive impact is shown with biggest applicability in metacognitive strategies. As mentioned in the findings, making notes strategy to understand information, inferring the meaning of unfamiliar words, keywords to understand information can easily influence the process. In other words it means, how students throughout the intervention adopt the metacognitive strategies to identify and select according to the purpose of the listening which strategies could be more useful to facilitate the understanding of the information in the development of the activities.

On the other hand, I consider that one of the reasons why this statement is supported is due to the activities designed for the development of the different strategies since most of them required an individual performance and did not emphasize on pair work or discussions in order to use the cognitive and social affective strategies.

One of the limitations presented in the results shows that the low performance of the students could have been influenced by the way I tackled the activity. In certain cases, the learning strategies do not work in isolation but require others to reinforce those aspects that limit the apprehension of the information. SBI is a learner-centered approach; however, the teacher plays an important role in the effectiveness of the strategy. Cohen (1998) establishes that one of the functions of the teacher in SBI is the opportune orientation of the process showing the students how and why strategies are used to fulfill the purpose of the activity.

As an active part of the process and as a researcher, I consider that the integration of Strategy Based Instruction in the design of activities to develop listening skills can have significant long-term results as the students are more frequently exposed to different tasks to promote the use of these strategies to strengthen their skills, identify their limitations, evaluate their learning and



their progress in the process, becoming metacognitive aware in listening to apply what they have learned and use the language in different learning situations and purposes.

## 7 Chapter 6: Conclusion

This study aimed to analyze to what extent SBI is useful in improving fourth grader's listening comprehension skills. To obtain more specific results, it was divided into two sub questions; the first research question aimed to analyze the extent to which students are able to understand main ideas from short oral texts after strategy-based instruction. According to the results obtained and the analysis made based on the different theories, note taking favors the comprehension of main ideas in the text helping students to prioritize attention and reinforce the input language.

During listening, they were able to focus on the important details of the text where the required information is presented more explicitly. In this case, it can be considered that extensive listening process was developed unconsciously to prioritize the apprehension of the information in a more generalized way and ignoring the irrelevant details.

The second research question inquired to analyze the extent to which students are able to understand specific details in short oral texts after strategy-based instruction.

Regarding the use of making inference strategy, the result in certain cases shows that it contributes to the understanding of the main idea and specific details of the text. And finally the use of keywords strategy helps to understand the main idea and specific information. By contrast, the activities applied to "understand specific details" through keywords strategy, the results showed that students do not need to be guided in listening process as is required when they listen to understand the main idea. In this strategy students are more independent to pick out information from aural text.

These results may lead to some additional factors that have influenced the development of the activities and therefore, the effectiveness of the strategy: vocabulary knowledge, prior knowledge, context focus attention to help them to become familiar with the purpose of listening.

This shows that the different strategies do not work in isolation but sometimes serve as mediators to regulate the apprehension of information when they are exposed to listening comprehension processes. This means, strategies can assist each other to facilitate understanding, therefore, the acquired knowledge can be transfer to a new task students can infer meanings based on the clues provided by the text but based on the information they have from their past learning experience.

Although this research showed some negative results after implementation in the use of making inferences strategy to understand main information in short oral texts, it is important to mention some significant outcomes to evidence Strategy Based Instruction positively impact student's listening process to improve comprehension.

The results show the positive impact in terms of applicability in the integration of SBI in the listening process, more explicitly in the design of relevant activities to contribute to the purposes of the tasks. It establishes advantages for the student in improving levels of comprehension, as well as, it helps them to explore new ways of learning, fosters autonomy to adopt a more active role in their own learning process.

Another important aspect to highlight in terms of results is the metacognitive awareness development. Throughout the activities, students were able to apply or reuse the strategies already learned to overcome their limitations of understanding that the process presented. Regarding pedagogical implications, the findings obtained establish a starting point for the

teachers to reflect on giving a different direction to the teaching processes and contribute with the implementation of SBI to support learning process.

### *6.1 Limitations of the intervention*

In the current intervention, questionnaire, checklist or students' diaries were not used after the application of each strategy. I consider these are necessary tools to know, identify and analyze the position of the students against the use of the strategy and its impact on their learning. On the other hand, to measure the effectiveness of the strategies, more time is required in the application and design of the different activities. Therefore, I consider that by spending more time during student training, the design and selection of materials related to each strategy, students can enhance and improve the development of listening skills.

### *6.2 Pedagogical implications and further research*

Taking into account the results obtained and the conclusions of this intervention, I present some guidelines to improve the use of SBI as well as students' comprehension level in the development of listening skills. On the other hand, the results of this study provide a number of pedagogical implications for English teachers and researchers.

To design activities that promotes the use of appropriate vocabulary according to students' level of comprehension.

To strengthen students' knowledge on how and why strategies are used through examples.

To activate students' prior knowledge before exposing them to the development of listening tasks.

To encourage students participation, ask for clarification, this allows them to decrease their level of anxiety and obtain better results during the development of the skill listening.

Design activities that involve different strategies to help students overcome comprehension difficulties.

Expand the time and sessions to carry out the development of the different strategies. This can help students to be more effective listeners and work more autonomously.

After applying the activities, it is necessary to apply data collection tools to evaluate the process in a timely manner. This guarantees the obtaining of better results and making necessary adjustments to contribute to the improvement of students' level of comprehension.

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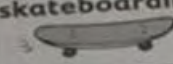
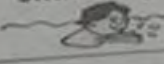



## **Appendixes**

**Appendix A: Tasks**

Task 1: listen and tick or cross

8 Listen and tick (✓) or cross (X).

**SKILLS**


	skateboarding 	swimming 	watching TV 	riding my bike 
Me 	✓	✓	X	✓
My mum	X	X	✓	✓
My dad		X		✓


like  
don't like

Task 2 listen and tick

she can hear the swans but at night it's very quiet. She doesn't like cleaning the castle, it's too big!

14 Listen and tick (✓).

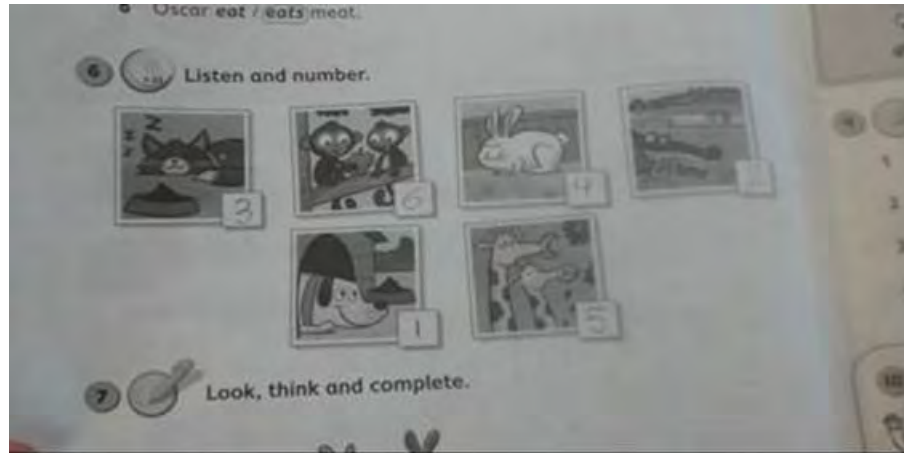
1 

2 

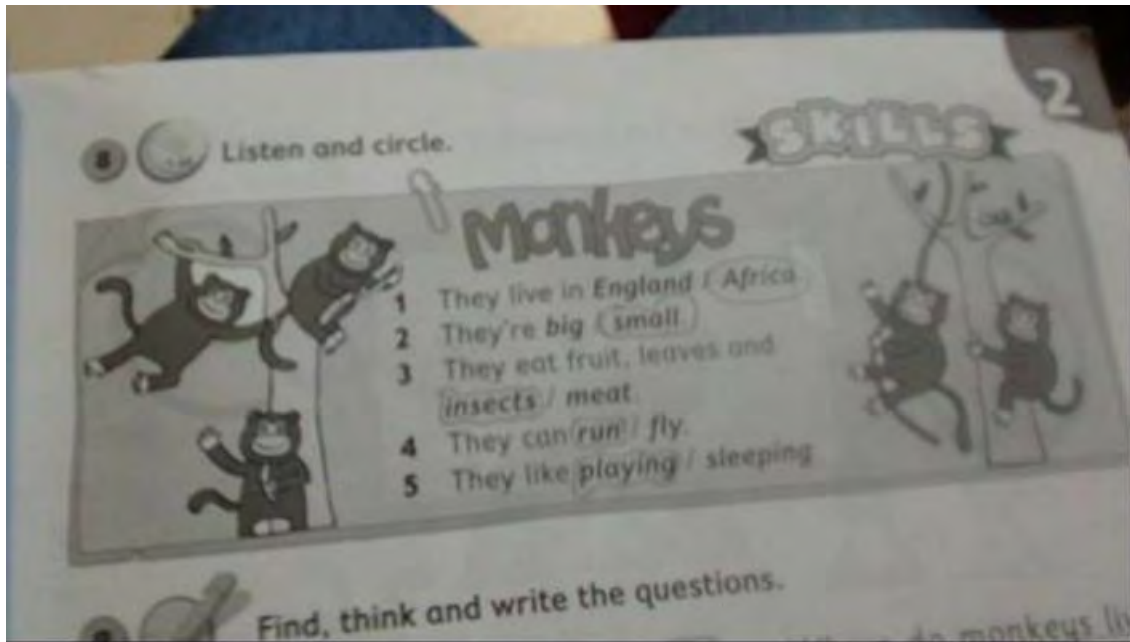
15 Look at Activity 14. Read, think and write 1 or 2.

4 I like reading. 2

Task 3 listen and number



Task 4 Listen and circle



Task 5 listen and tick or cross

11 Listen and tick (✓) or cross (X).

What animals are there in Jim of the Jungle?

STORY

Write the animals in the boxes. Add two more animals.

Task 6 listen and draw the times

3 Listen and draw the times.

Look at Activity 3 and complete the sentences.

four o'clock tea o'clock half past two eleven o'clock


does gymnastics at ten o'clock





**Appendix B Model of a typical instruction in the textbook**

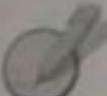
she can hear the swans but at night it's very quiet. She doesn't like cleaning the castle, it's too big!

doesn't like	cleaning the castle
--------------	---------------------

14  Listen and tick (✓).

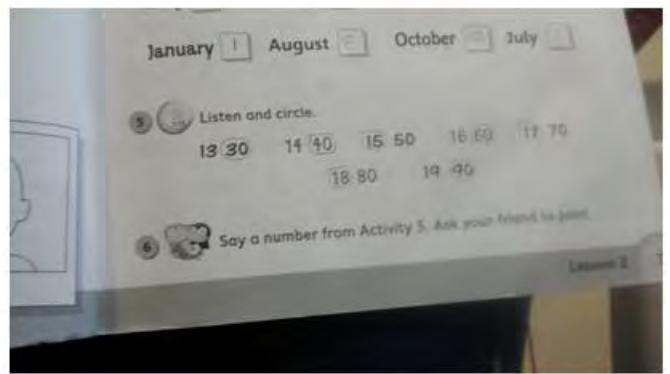
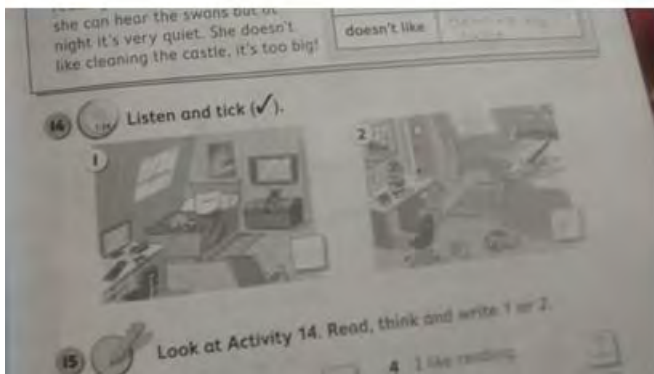
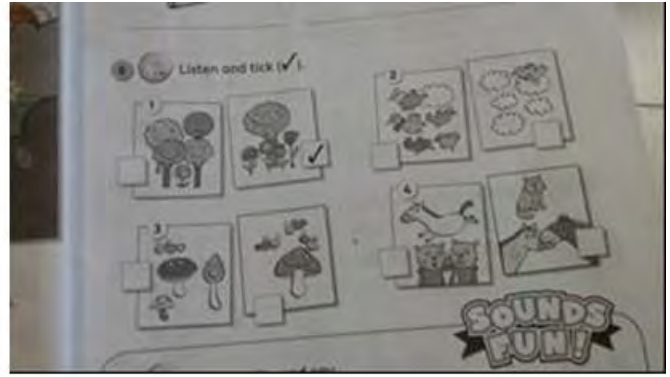
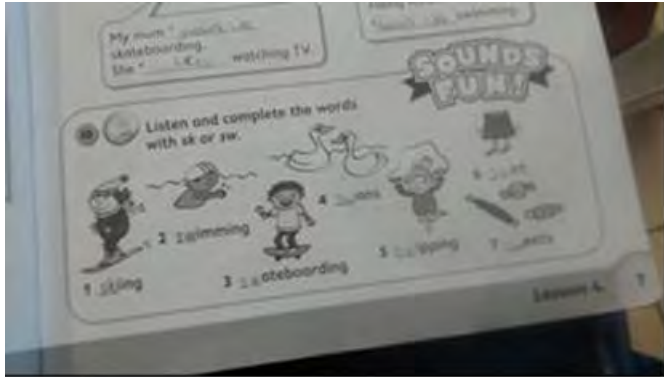
1 

2 

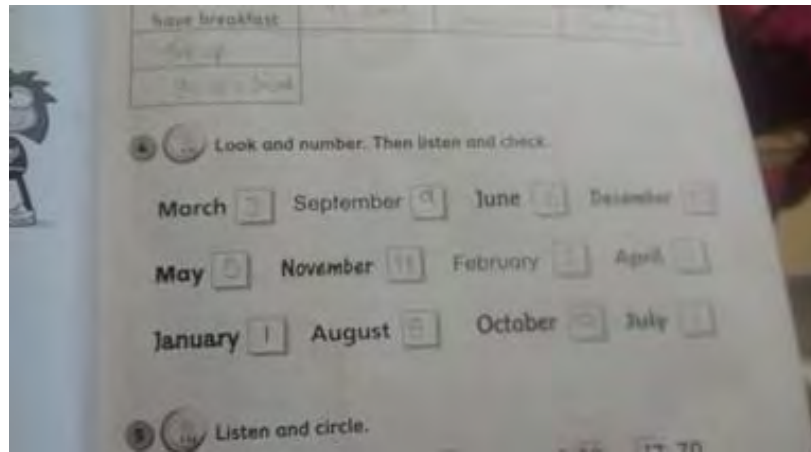
15  Look at Activity 14. Read, think and write 1 or 2.

4 I like reading. 2

### Appendix C: Typical listening sequence in the textbook



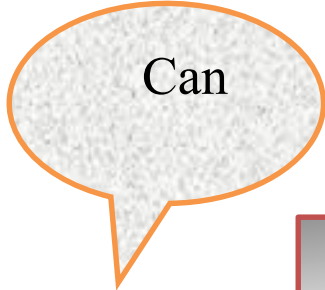
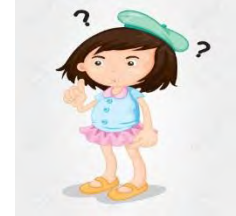
**Appendix D: Listening model activity in the textbook. Look and number. Then listen and check**



**Guides to scaffold the use of making notes, Inferring and keywords strategies**

Appendix E: Activity 1: Making Notes Strategy

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MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS  
STRATEGY-BASED INSTRUCTION FOR TEACHING 4TH GRADERS  
LISTENING SKILLS



Can monkeys  
swim?

Match the animals with the activities they can do.



Climb trees
Swim
Eat meat
Eat leaves
Fly
Run



1. Lion
2. Monkey
3. Giraffe
4. Elephant
5. Crocodile

**Appendix F: Activity 2: Making Notes Strategy**

**UNIVERSIDAD DEL NORTE  
MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS  
STRATEGY-BASED INSTRUCTION FOR TEACHING 4TH GRADERS  
LISTENING SKILLS**

# Wild Animals



**1. Listen and take notes under the following headings:**

A. What animals live in the water.

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B. What animals live on the ground?.

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---

C. What do cold water animals have?

---

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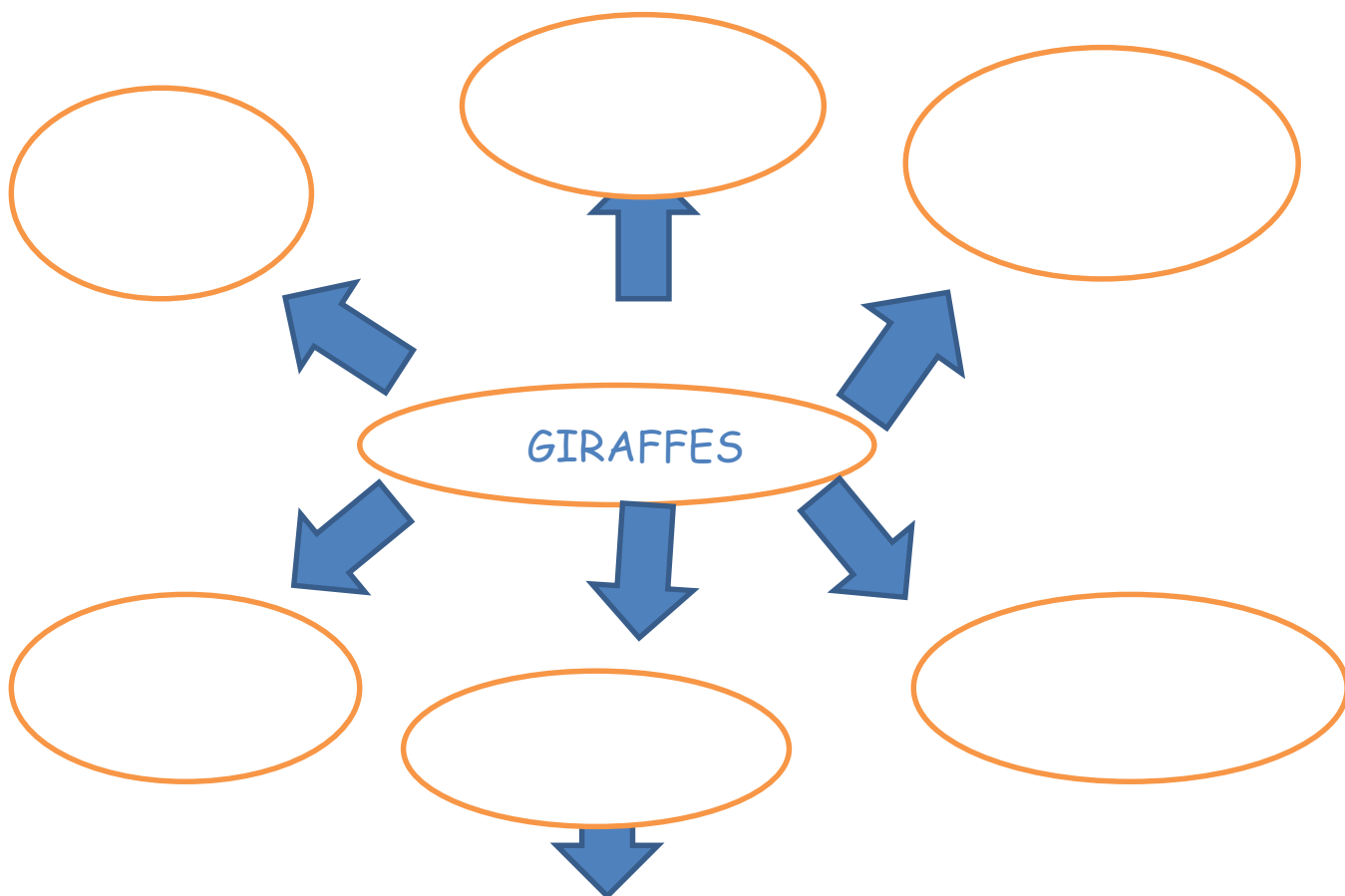
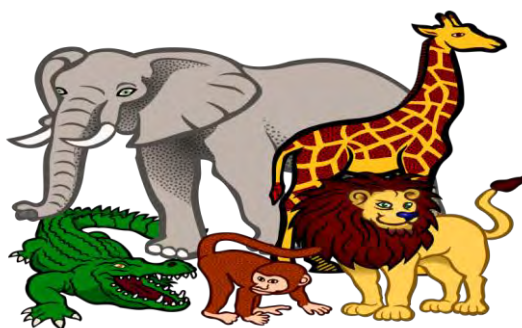
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**2. Listen and make notes about the animals you hear:**

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STRATEGY-BASED INSTRUCTION FOR TEACHING 4TH GRADERS  
LISTENING SKILLS

1. Compare your notes with your classmates.

Listen to the text about [giraffes](#) and take notes them.



**Appendix G: Activity 3: Making Notes Strategy**  
**UNIVERSIDAD DEL NORTE**  
**MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS**  
**STRATEGY-BASED INSTRUCTION FOR TEACHING 4TH GRADERS**  
**LISTENING SKILLS**

What can these animals do?

Listen and tick what animals can do, what they can't.



	RU	TALK	FL	JUMP	SWIM	SING	WALK
	N		Y				
JIRAFFE							
HIPPO							
CROCODILE							
MONKEY							
LION							
ELEPHANT							

Put these words in the correct order by writing a number in the brackets.

- eating ( ) meat ( ) like ( ) does ( ) n't ( ) It
- tallest ( ) animal ( ) the ( ) living ( ) the ( ) in ( ) world ( ) is ( )
- nose ( ) all ( ) eyes, ( ) ears ( ), top ( ) at ( ) His ( ) are ( ) and ( ) head ( ) the ( ) of ( ) his ( ).
- a ( ) body ( ) sharp ( ) Has ( ) and ( ) teeth ( ) large ( )
- It ( ) carnivorous ( ) is ( ) and ( ) hairy ( )





**Appendix H: Activity 4: Making Notes Strategy**  
**UNIVERSIDAD DEL NORTE**  
**MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS**  
**STRATEGY-BASED INSTRUCTION FOR TEACHING 4TH GRADERS**  
**LISTENING SKILLS**

# ANIMALS

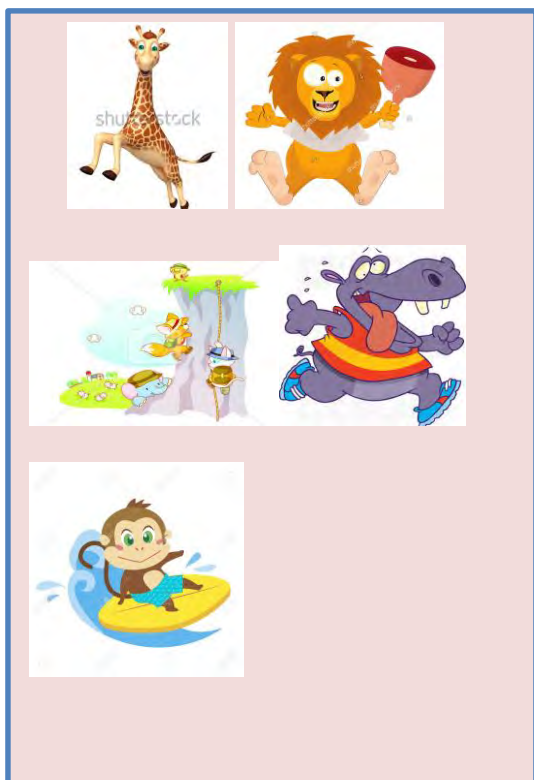


Listen and write in the box the name of the animals you can hear and the place they live.



1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____

Listen again. Write the activities you hear in the boxes.



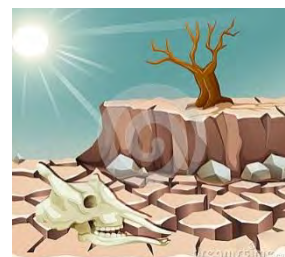
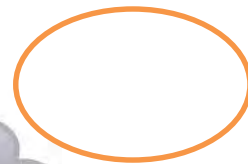
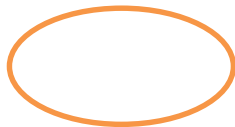
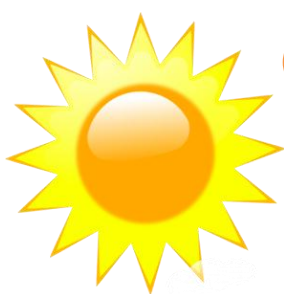
**ACTIVITIES**

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____

Appendix I: Activity 1: Inferring Strategy  
UNIVERSIDAD DEL NORTE  
MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS  
STRATEGY-BASED INSTRUCTION FOR TEACHING 4TH GRADERS  
LISTENING SKILLS

Pre-listening exercise








In what months of the year is the weather as shown in the pictures? What is your favorite weather? Why?



**Appendix J: Activity 2: Inferring Strategy**  
**UNIVERSIDAD DEL NORTE**  
**MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS**  
**STRATEGY-BASED INSTRUCTION FOR TEACHING 4TH GRADERS**  
**LISTENING SKILLS**

Listen to the weather report. Make notes about the weather on the map:

The image shows a world map with several empty speech bubbles and arrows pointing to various locations, intended for a weather report activity. To the right is a vertical list of flags for Canada, Mexico, England, France, Russia, Australia, and Japan.

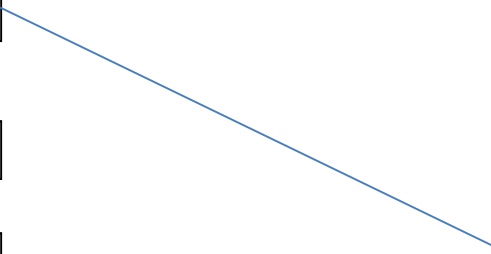

CANADA

MEXICO

ENGLAND

FRANCE

RUSSIA

AUSTRALIA

JAPAN

Appendix K: Activity 3: Inferring Strategy  
UNIVERSIDAD DEL NORTE  
MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS  
STRATEGY-BASED INSTRUCTION FOR TEACHING 4TH GRADERS  
LISTENING SKILLS

# WEATHER

Match the countries with the activities people can do according to the

North of Canada	They can go to the
South America	They can play in the
Europe	They can wear a
Asia	They can drink
America	They can go camping



What's your favorite weather?

**Appendix L: Activity 4: Inferring Strategy**  
**UNIVERSIDAD DEL NORTE**  
**MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS**  
**STRATEGY-BASED INSTRUCTION FOR TEACHING 4TH GRADERS**  
**LISTENING SKILLS**

**Guided practice**

Listen and answer the questions



1. What is he talking about?
  - a. Raining
  - b. Weather and temperature
  - c. Seasons
2. In the north of the country temperature is around 10° centigrade. People should?
  - a. Go outside
  - b. Stay at home
  - c. Go to the beach
3. In the east, there may be a thunderstorm in the afternoon. What people should wear?
  - a. Sunglasses
  - b. T-shirt
  - c. A coat
4. In the west and middle of the country the weather is dry. What do you think will happen next?
  - a. It's going to rain
  - b. The sun shines

**Appendix M: Activity 5: Inferring Strategy**  
**UNIVERSIDAD DEL NORTE**  
**MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS**  
**STRATEGY-BASED INSTRUCTION FOR TEACHING 4TH GRADERS**  
**LISTENING SKILLS**

**Listening strategy 3: Understand the main idea.**

**What are the children in the video talking about?**



**Listening strategy 4: Listen for specific details.**

**Listen to the children. Complete with the missing words in the spaces:**

*Freddie: it's so cold outside.*

*Lisa: I know. It's because it's \_\_\_\_\_.*

**Listening strategy 3: Make inferences**

**Listen to the excerpt (00:20). What is Fred going to do?**

- a) Give an example.
- b) Tell a story.
- c) Explain something.

**(01:10) What will Lisa do next?**



- a) Play a game.
- b) Suggest something.
- c) Say something she believes.

**(2:10) What can we say about Lisa?**

- a) She likes all seasons.
- b) She doesn't like some seasons.
- c) She only likes summer and winter.

**Appendix N: Activity 1: Keywords Strategy**  
**UNIVERSIDAD DEL NORTE**  
**MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS**  
**STRATEGY-BASED INSTRUCTION FOR TEACHING 4TH GRADERS**  
**LISTENING SKILLS**

Listen the [stories](#). Write the words to describe Mike and Melissa routines.

<p><b>MELISSA</b></p>  <p>A cartoon girl with orange hair, wearing a pink jacket and blue pants, holding a yellow paper with a red 'A+' grade.</p>	<p><b>MIKE</b></p>  <p>A cartoon boy with glasses, wearing a green tracksuit and a blue headband, running on a treadmill.</p>
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Appendix O: Activity 2: Keywords Strategy  
UNIVERSIDAD DEL NORTE  
MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS  
STRATEGY-BASED INSTRUCTION FOR TEACHING 4TH GRADERS  
LISTENING SKILLS

# DAILY ROUTINE

Before listening:

Tick the activities that you do every day.





**Appendix P: Activity 3: Keywords Strategy**  
**UNIVERSIDAD DEL NORTE**  
**MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS**  
**STRATEGY-BASED INSTRUCTION FOR TEACHING 4TH GRADERS**  
**LISTENING SKILLS**

Guided practice.

**Strategy 5: Inferring words from context**

Listen again. Tick the words that you hear:

Biscuits <input type="checkbox"/>	School <input type="checkbox"/>	Work <input type="checkbox"/>	Breakfast <input type="checkbox"/>	Heart <input type="checkbox"/>
Shopping <input type="checkbox"/>	Midnight <input type="checkbox"/>	Jumping <input type="checkbox"/>	Station <input type="checkbox"/>	Cook
<input type="checkbox"/> Family	<input type="checkbox"/> Coffee	<input type="checkbox"/> Wake up	<input type="checkbox"/> House	<input type="checkbox"/>
Car <input type="checkbox"/>	Homework <input type="checkbox"/>			

Write the words you ticked next to their possible meaning:

	Something to eat
	A routine activity
	A time of the day
	A meal of the day

Appendix Q: Activity 4: Keywords Strategy

UNIVERSIDAD DEL NORTE  
 MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS  
 STRATEGY-BASED INSTRUCTION FOR TEACHING 4TH GRADERS  
 LISTENING SKILLS



Strategy 6: Predicting

Listen to the beginning of the story. It is probably going to be about:

- Family member descriptions
- People's daily routines
- Personal stories

Listen and write as many words as you can recognize:

WORDS I KNOW	

Listen again. Write the activities each family member does:

	Activities
<b>MOM:</b>	
<b>DAUGHTER:</b>	
<b>SON:</b>	

**Appendix R: Activity 5: Inferring Strategy****Strategy 7: Understand information focus on keywords.**

**Listen one more time. Complete the words missing in the text:**

James and his wife, Joey are a \_\_\_\_\_ couple. They have a daughter. Their daughter is very young. She is one year old. James and Joey work from \_\_\_\_\_ to Friday. They usually get up early in the morning. At 8:35 A.M, Joey makes \_\_\_\_\_. They eat breakfast and drive to work. At 9:00 A.M, James gets to work. He drives fast. Joey gets to work at 9:20. She is a slow \_\_\_\_\_. At 10:00 o'clock she turns on the \_\_\_\_\_ and reads her emails. Then she sends emails to her customers. At 9:05 A.M Jim checks his mail box and fax machine. He reads his fax and sends a fax. He also reads his emails and sends replies. At 10:00 A.M he sits down and writes business reports At 12:00 o'clock James and Joey meet at the Japanese \_\_\_\_\_. James eats noodles and drinks soup. Joey eats Chinese dumplings and tofu. Sometimes they have rice and Chinese soup At 2:00 o'clock in the \_\_\_\_\_, they get back to their offices and work. At 4:00 P.M, they get to school and study English. After school, they go out for dinner. After dinner they go home. At home they watch TV and \_\_\_\_\_ mahjong. They go to \_\_\_\_\_ at 11:45 PM

### **Appendix S: Interview Schema to Students**

**Objective:** El objetivo de esta entrevista es conocer tu opinión sobre el proceso de aprendizaje del inglés, estos datos permitirán conocer y recolectar información sobre las diferentes estrategias que facilitan y favorecen el nivel de comprensión para desarrollar habilidades de escucha en clase de inglés. Se le agradece responder de acuerdo a sus intereses.

Los datos obtenidos a través de esta serán manejados con discreción.

Questions:

- 1-¿Qué es lo que más te gusta de la clase de inglés?
- 2-¿Cuál es la habilidad que más se te facilita en la clase de inglés?
- 3-¿Qué herramientas el profesor utiliza con más frecuencia en la clase de inglés?
- 4-¿Consideras que las horas asignadas para el aprendizaje del inglés a la semana son suficientes para el aprendizaje del idioma?
- 5-¿Qué habilidades te gustaría trabajar más en la clase inglés?
- 6-¿Los materiales utilizados en las clases de inglés son apropiados para desarrollar habilidades de comprensión auditiva?
- 7-¿Cuándo escuchas textos en inglés, que es lo que más se te dificulta para comprender?
- 8-¿La estrategia utilizada por el profesor durante los ejercicios de comprensión de escucha te permite obtener un mejor desempeño?
- 9-¿Cuándo realiza actividades de escucha que actividades son más fáciles para ti?
- 10-¿Cuándo realiza actividades de escucha que actividades son más difíciles para ti?

**Appendix T: Transcription of Interview applied to students**

	Questions	Answers
	<p>1-¿Qué es lo que más te gusta de la clase de inglés?</p> <p>2-¿Cuál es la habilidad que más se te facilita en la clase de inglés?</p> <p>-Bueno, cuando digo habilidades me refiero a cuando escuchamos, hablamos, leemos y escribimos.</p> <p>3-¿Qué herramientas el profesor utiliza con más frecuencia en la clase de inglés?</p> <p>4-¿Consideras que las horas asignadas para el aprendizaje del inglés a la semana son suficientes para el aprendizaje del idioma?</p> <p>5-¿Qué habilidades te gustaría trabajar más en la clase inglés?</p>	<p>-“Bueno, lo que más me gusta de la clase de inglés son las actividades porque son fáciles y divertidas”.</p> <p>-“¿La habilidad?¿cómo así?</p> <p>-“Ahh ya..pa mi es más fácil lectura pero a veces no entiendo cuando hay palabras raras.</p> <p>-“La miss usa bastante el libro y los videos”.</p> <p>-“¿Cuántas horas vemos? Esteee... como 4! si miss eso nos ayuda porque entre más horas trabajamos podemos ehh...mejorar lo que no sabemos”.</p> <p>-“¿Habilidades?</p>

	Questions	Answers
	<p>-Si, por ejemplo: Reading, writing, listening, speaking.</p> <p>6-¿Los materiales utilizados en las clases de inglés son apropiados para desarrollar habilidades de comprensión auditiva?</p> <p>-¿Porque es aburrido?</p> <p>Ok.</p> <p>7-¿Cuándo escuchas textos en inglés, que es lo que más se te dificulta para comprender?</p> <p>8-¿La estrategia utilizada por el profesor durante los ejercicios de comprensión de escucha te permite obtener un mejor desempeño?</p> <p>-¿Rápido? ¿Cómo así?</p> <p>-¿Es en el momento preciso que se termina?</p>	<p>-“Umm...leer”.</p> <p>-“Si, bueno el libro es aburrido”.</p> <p>-“Es aburrido porque siempre casi se hace lo mismo, de pronto el CD si es más chévere porque trae juegos y actividades súper fáciles”.</p> <p>-“Lo que más se me dificulta entender de qué hablan, porque a veces esteee, creo que dijeron una palabra y no es esa”.</p> <p>-“Si, bueno, a veces funciona cuando nos preguntas rápido sobre lo que se escucha”.</p> <p>-“Esteee...rápido, osea cuando</p>

	Questions	Answers
	<p>9-¿Cuándo realiza actividades de escucha que actividades son más fáciles para ti?</p> <p>10-¿Cuándo realiza actividades de escucha que actividades son más difíciles para ti?</p>	<p>terminas el video y nos preguntas enseguida porque así me acuerdo más de todo”.</p> <p>-“Umm...cuando escuchamos y llenamos las líneas con las palabras”.</p> <p>-“Las más, más difícil siempre es cuando tenemos que responder las preguntas, a veces me confundo y escribo mal”.</p>
	<p>1-¿Qué es lo que más te gusta de la clase de inglés?</p> <p>2-¿Cuál es la habilidad que más se te facilita en la clase de inglés?</p> <p>3-¿Qué herramientas el profesor utiliza con más frecuencia en la clase de inglés?</p> <p>-Sharick, esto es una entrevista, por lo tanto,</p>	<p>-“Lo que más me gusta es...esteee... cuando salimos al patio y jugamos viendo imágenes y aprendiendo vocabulario”.</p> <p>-“Umm,...leer es más fácil porque nosotros sabemos las palabras y pronunciarlas”.</p> <p>-“Ay! miss no sabes que usas?”.</p> <p>-“Bueno si, la miss usa muchas</p>

	Questions	Answers
	<p>quiero saber tu opinión sobre esta pregunta.</p> <p>Ok.</p> <p>4-¿Consideras que las horas asignadas para el aprendizaje del inglés a la semana son suficientes para el aprendizaje del idioma?</p> <p>5-¿Qué habilidades te gustaría trabajar más en la clase inglés?</p> <p>-Bueno como algunos no comprenden cuando menciono habilidades, me refiero a reading, writing, listening, speaking.</p> <p>6-¿Los materiales utilizados en las clases de inglés son apropiados para desarrollar habilidades de comprensión auditiva?</p> <p>7-¿Cuándo escuchas textos en inglés, que es</p>	<p>actividades chéveres como videos, el cd”.</p> <p>-“Damos ingles 4 horas, miss creo que eso está bien porque hacemos más actividades y también porque nos explicas más”.</p> <p>-“Aja. Me gustaría trabajar más writing porque me gusta y es la más fácil para mí”.</p> <p>-“umm, ok.</p> <p>-“Los materiales si porque casi siempre nos pones a escuchar los videos, nos preguntas y nosotros respondemos y así practicamos y practicamos más.</p> <p>-“Uy miss las palabras! a veces son</p>



	Questions	Answers
	<p>lo que más se te dificulta para comprender?</p> <p>8-¿La estrategia utilizada por el profesor durante los ejercicios de comprensión de escucha te permite obtener un mejor desempeño?</p> <p>9-¿Cuándo realiza actividades de escucha que actividades son más fáciles para ti?</p> <p>-Bueno esa pregunta se refiere a si cuando escuchas tienes que hacer alguna actividad por ejemplo: Los dictados, subrayar las palabras, completar.</p> <p>10-¿Cuándo realiza actividades de escucha que actividades son más difíciles para ti?</p>	<p>raras y no las entiendo bien, o no sé”.</p> <p>-“Si porque nos preguntas sobre que entendemos, a veces de las palabras”.</p> <p>-“¿Cómo así miss?”</p> <p>-“Ahh. Umm... más fácil es subrayar porque el dictado es difícil”.</p> <p>-“Las más difíciles son siempre escribir porque preguntas rápido y casi que no puedo responder todas las preguntas”.</p>
	<p>1-¿Qué es lo que más te gusta de la clase de inglés?</p>	<p>-“A mí lo que más me gusta de la clase es ummm... cuando aprendemos canciones”.</p>

	Questions	Answers
	<p>2-¿Cuál es la habilidad que más se te facilita en la clase de inglés?</p> <p>-La más fácil Vale.</p> <p>-¿Cuándo te sabes las respuestas?¿Cómo así?</p> <p>-Umm bien.</p> <p>3-¿Qué herramientas el profesor utiliza con más frecuencia en la clase de inglés?</p> <p>Si, aja.</p> <p>Aja</p> <p>4-¿Consideras que las horas asignadas para el</p>	<p>-“¿La más fácil o la más difícil?”.</p> <p>-“La más fácil es hablar pero cuando yo ya se las respuestas”.</p> <p>-“Si”.</p> <p>-“Ay missss, cuando preguntas digamos what is your name? Yo sé cómo se responde”.</p> <p>.En la clase de inglés?”.</p> <p>-“Lo que más usas”....</p> <p>-“Déjame acordarme...miss...creo que el libro porque siempre hacemos cosas ahí”.</p> <p>-“Claro mis, 4 horas son bastante, y</p>

	Questions	Answers
	<p>aprendizaje del inglés a la semana son suficientes para el aprendizaje del idioma?</p> <p>5- ¿Qué habilidades te gustaría trabajar más en la clase inglés?</p> <p>6- ¿Los materiales utilizados en las clases de inglés son apropiados para desarrollar habilidades de comprensión auditiva?</p> <p>Sí.</p> <p>7- ¿Cuándo escuchas textos en inglés, que es lo que más se te dificulta para comprender?</p> <p>-De todo lo que escuchas, ya sean las palabras, las ideas principales...</p> <p>8- ¿La estrategia utilizada por el profesor</p>	<p>creo que así podemos ver más temas, conocer más palabras”.</p> <p>-“En la clase me gustaría que viéramos o hiciéramos más escuchar porque siempre, oh bueno casi siempre es difícil”.</p> <p>-“¿Auditiva es cuando oímos verdad miss?”.</p> <p>-“Creo que los materiales son bien porque escuchamos cuentos, canciones”.</p> <p>-“¿De las palabras?”</p> <p>-“Ah, umm, las palabras y también si ellos dicen varias cosas muy muy rápido, así casi siempre me pierdo”.</p> <p>-“La estrategia!</p>

	Questions	Answers
	<p>durante los ejercicios de comprensión de escucha te permite obtener un mejor desempeño?</p> <p>9- ¿Cuándo realiza actividades de escucha que actividades son más fáciles para ti?</p> <p>-Ok, pero más específico, cuando escuchas los audios de inglés es más difícil ya sea comprender la situación, la idea...., completar con las palabras...</p> <p>10-¿Cuándo realiza actividades de escucha que actividades son más difíciles para ti?</p>	<p>Ummmm...escuchar, y cuando hacen preguntas fáciles de eso”.</p> <p>-“Escribir, leer...</p> <p>-“Aja, ahhh, creo que más fáciles es cuando escuchamos y hay que poner las palabras que faltan en los cuadritos”.</p> <p>-“Cuando por ejemplo nos preguntas preguntas difíciles, siempre estoy concentrada pero si no entiendo bien bien no hago la actividad como debe ser”.</p>
	<p>1-¿Qué es lo que más te gusta de la clase de inglés?</p> <p>¿Porque el internet?</p>	<p>-“Bueno me gustan varias cosas.. los juegos, los videos, cuando nos dejan tareas en internet”.</p> <p>-“Porque es divertido”.</p>

	Questions	Answers
	<p>2-¿Cuál es la habilidad que más se te facilita en la clase de inglés?</p> <p>3-¿Qué herramientas el profesor utiliza con más frecuencia en la clase de inglés?</p> <p>4-¿Consideras que las horas asignadas para el aprendizaje del inglés a la semana son suficientes para el aprendizaje del idioma?</p> <p>-¿Porque Dani?</p> <p>5-¿Qué habilidades te gustaría trabajar más en la clase inglés?</p> <p>6-¿Los materiales utilizados en las clases de</p>	<p>-“A veces me gusta escuchar, a veces es más fácil pero cuando vemos y podemos leer lo que están diciendo”.</p> <p>-“Miss tu usas bastante el libro y el CD”.</p> <p>-“Si, creo que si”.</p> <p>-“Porque así aprendemos más”.</p> <p>-“Bueno sería más chévere la lectura, así aprendemos a leer más rápido”.</p> <p>-“Los materiales son buenos, pero</p>

	Questions	Answers
	<p>inglés son apropiados para desarrollar habilidades de comprensión auditiva?</p> <p>¿Qué es corto?</p> <p>Ok.</p> <p>7-¿Cuándo escuchas textos en inglés, que es lo que más se te dificulta para comprender?</p> <p>8-¿La estrategia utilizada por el profesor durante los ejercicios de comprensión de escucha te permite obtener un mejor desempeño?</p> <p>9-¿Cuándo realiza actividades de escucha que actividades son más fáciles para ti?</p> <p>10-¿Cuándo realiza actividades de escucha que actividades son más difíciles para ti?</p>	<p>son muy cortos”.</p> <p>-“las cosas que escuchamos a veces en el libro”.</p> <p>-“Vee si casi nunca que entiendo, a veces un poquitico cuando dicen palabras que ya conozco”.</p> <p>-“Si miss cuando repites los videos y eso es mejor así porque escuchamos más veces y después sabemos de lo que hablan”.</p> <p>-“Bueno pa mi es más fácil cuando escucho y preguntas enseguida y si me la se respondo rápido”.</p> <p>-“Mas más difícil es responder las preguntas.</p>
	<p>1-¿Qué es lo que más te gusta de la clase de inglés?</p>	<p>-“A mí me gusta todo menos cuando hay evaluación porque a veces</p>

	Questions	Answers
	<p>2-¿Cuál es la habilidad que más se te facilita en la clase de inglés?</p> <p>3-¿Qué herramientas el profesor utiliza con más frecuencia en la clase de inglés?</p> <p>4-¿Consideras que las horas asignadas para el aprendizaje del inglés a la semana son suficientes para el aprendizaje del idioma?</p> <p>5-¿Qué habilidades te gustaría trabajar más en la clase inglés? ¿Cuáles?</p> <p>6-¿Los materiales utilizados en las clases de inglés son apropiados para desarrollar habilidades de comprensión auditiva? -¿Por qué?</p>	<p>son muy difíciles”.</p> <p>-“Lo más fácil leer porque a veces hay imágenes las palabras son fáciles”.</p> <p>-“En clase usamos bastante el libro casi todos los días”.</p> <p>-“Umm... vemos el lunes y el miércoles, si pero de pronto 3 días sería mejor”.</p> <p>-“Bueno yo creo que dos...”.</p> <p>-“Estee... escucha y leer, bueno y hablar”.</p> <p>-“Yo creo que sí”.</p> <p>-“Porque cuando nos aprendemos las palabras y sabemos las palabras es</p>

	Questions	Answers
	<p>7-¿Cuándo escuchas textos en inglés, que es lo que más se te dificulta para comprender?</p> <p>8-¿La estrategia utilizada por el profesor durante los ejercicios de comprensión de escucha te permite obtener un mejor desempeño?</p> <p>9-¿Cuándo realiza actividades de escucha que actividades son más fáciles para ti?</p> <p>10-¿Cuándo realiza actividades de escucha que actividades son más difíciles para ti?</p> <p>-Osea, ¿recuerdas cuando hacemos listening de los videos y eso, cuando hacemos algunas actividades para completar por ejemplo o las preguntas de comprensión?</p>	<p>más fácil y respondemos más rapidito”.</p> <p>-“Lo que más se me dificulta...umm...a veces identificar o saber las ideas que ellos quieren expresar”.</p> <p>-“Si miss, claro, sobre todo cuando detienes los videos y luego preguntas sobre lo que oímos.</p> <p>-“Lo mas más fácil cuando encontramos las palabras que nos dices”.</p> <p>-Ok.</p> <p>-“No se miss”.</p> <p>-“umm, si, lo más difcil es cuando hay preguntas y hay que responder hablando o escribiendo”.</p>



	Questions	Answers
	<p>1-¿Qué es lo que más te gusta de la clase de inglés?</p> <p>2-¿Cuál es la habilidad que más se te facilita en la clase de inglés?</p> <p>Bueno, eso sería una actividad de escucha.</p> <p>3-¿Qué herramientas el profesor utiliza con más frecuencia en la clase de inglés?</p> <p>4-¿Consideras que las horas asignadas para el aprendizaje del inglés a la semana son suficientes para el aprendizaje del idioma?</p> <p>5-¿Qué habilidades te gustaría trabajar más en la clase inglés?</p>	<p>-“ Ay miss me gusta cuando nos enseñas palabras con fotos, y cuando hacemos las actividades esas en el CD”.</p> <p>-“Bueno para mí lo más fácil es este cuando miramos videos, ¿eso cómo se llama?</p> <p>-“Aja, si cuando vemos videos y nos preguntas”.</p> <p>-“El libro, todos los días, o bueno casi siempre”.</p> <p>-“Si son suficientes”.</p> <p>-“Para mí me gustaría más escucha porque casi que no entiendo”.</p>

	Questions	Answers
	<p>6-¿Los materiales utilizados en las clases de inglés son apropiados para desarrollar habilidades de comprensión auditiva?</p> <p>¿Por qué?</p> <p>7-¿Cuándo escuchas textos en inglés, que es lo que más se te dificulta para comprender?</p> <p>8-¿La estrategia utilizada por el profesor durante los ejercicios de comprensión de escucha te permite obtener un mejor desempeño?</p> <p>-¿Por qué?</p> <p>-¿Los niños te refieres a los personajes de los audios o videos?</p> <p>9-¿Cuándo realiza actividades de escucha que actividades son más fáciles para ti?</p>	<p>-“La comprensión auditiva...umm.. A veces no son muy buenos o fáciles”.</p> <p>-“Esteee... creo que porque por las palabras a veces no las entiendo”.</p> <p>-“Bueno, lo que más se me dificulta es algunas palabras, porque a veces, este, hablan rápido” y no me da tiempo de entender bien”.</p> <p>-“A veces si, a veces no”.</p> <p>-“Porqueeee, algunas veces es más difícil y entendemos poquiticooo...o también fácil cuando los niños hablan lento”.</p> <p>-“aja, si”.</p> <p>-“Ummm, bueno, a veces es más fácil escribir, a veces es repetir, pero escribir es mejor porque cuando hay</p>

	Questions	Answers
	<p>10-¿Cuándo realiza actividades de escucha que actividades son más difíciles para ti?</p>	<p>que repetir se me olvidan las palabras”.</p> <p>-“Lo más difícil así cuando escucho es las palabras, o sea el vocabulario, y también cuando hacemos dictados que son rápidos”.</p>
	<p>1-¿Qué es lo que más te gusta de la clase de inglés?</p> <p>-¿Porque te confundes?</p> <p>-Ok.</p> <p>2-¿Cuál es la habilidad que más se te facilita en la clase de inglés?</p> <p>Si Sebas, pero debe haber algo que sea más fácil que todo.</p> <p>Ok.</p>	<p>-“Cuando trabajamos en el libro, bueno pero cuando nos dejamos tareas para la casa a veces me confundo.</p> <p>Porque a veces hago la tarea solo y no entiendo”.</p> <p>-“Miss... casi todo es difícil en inglés”.</p> <p>-“Aja si, este... las palabras y encontrarla cuando las pegas en el tablero”.</p>

	Questions	Answers
	<p>3-¿Qué herramientas el profesor utiliza con más frecuencia en la clase de inglés?</p> <p>¿Las páginas web?</p> <p>4-¿Consideras que las horas asignadas para el aprendizaje del inglés a la semana son suficientes para el aprendizaje del idioma?</p> <p>5-¿Qué habilidades te gustaría trabajar más en la clase inglés?</p> <p>6-¿Los materiales utilizados en las clases de inglés son apropiados para desarrollar habilidades de comprensión auditiva?</p> <p>7-¿Cuándo escuchas textos en inglés, que es lo que más se te dificulta para comprender?</p> <p>-Osea, ¿es mejor cuando hacemos pausas en</p>	<p>-“Uaumm... la miss usaaa... ¿cuando entramos a internet miss?, esteeeeee...”</p> <p>-“Si si, eso, las páginas web”.</p> <p>-“A mí me gustaría todo los días porque es mi favorita”.</p> <p>-“Uumm...me gustaría escuchar porque creo que es muy difícil para entender”.</p> <p>-“Si, todos, pero las flashcards son más chéveres”.</p> <p>-“Ahhhh, lo difícil es por ejemplo si escuchamos todo y a lo último es</p>

	Questions	Answers
	<p>los audios y pregunto enseguida?</p> <p>8-¿La estrategia utilizada por el profesor durante los ejercicios de comprensión de escucha te permite obtener un mejor desempeño?</p> <p>9-¿Cuándo realiza actividades de escucha que actividades son más fáciles para ti?</p> <p>10-¿Cuándo realiza actividades de escucha que actividades son más difíciles para ti?</p>	<p>que nos preguntas.</p> <p>-“aja, así”.</p> <p>-“Cuando a veces nos muestras las imágenes y son los que aparecen en los videos, así a veces lo recuerdo más rápido y bien”.</p> <p>-“Creo que escribir y hablar porque si entiendo a veces pero no sé cómo decir algunas cosas que entendí en ingles”.</p> <p>-“Dificilisiismo es....los dictados miss, me quedo a veces y me pierdo”.</p>
	<p>1-¿Qué es lo que más te gusta de la clase de inglés?</p> <p>2-¿Cuál es la habilidad que más se te facilita en la clase de inglés?</p>	<p>-“ Este..umm...¿qué me gusta?, me gusta cuando hacemos competencias para adivinar palabras y completar y adivinar.</p> <p>-“La más fácil, fácil, es cuando leemos lo que está en el libro”.</p>

	Questions	Answers
	<p>Ok, eso es lectura.</p> <p>3-¿Qué herramientas el profesor utiliza con más frecuencia en la clase de inglés?</p> <p>4-¿Consideras que las horas asignadas para el aprendizaje del inglés a la semana son suficientes para el aprendizaje del idioma?</p> <p>-La verdad.</p> <p>5-¿Qué habilidades te gustaría trabajar más en la clase inglés?</p> <p>6-¿Los materiales utilizados en las clases de inglés son apropiados para desarrollar habilidades de comprensión auditiva?</p> <p>7-¿Cuándo escuchas textos en inglés, que es lo que más se te dificulta para comprender?</p>	<p>-“Bueno, se usa el CD, el libro, los videos”.</p> <p>-“¿La verdad o mentira? Jaja”.</p> <p>-“Si son suficientes porque esteee... así podemos practicar y aprender”.</p> <p>-“Me gustaría más hablar porque no se mucho”.</p> <p>-”Yo creo que si miss porqueeee, con los materiales que trabajamos escuchamos siempre canciones, diálogos y así vamos entendiendo mejor”.</p> <p>-“Si y a veces no, cuando escucho,</p>

	Questions	Answers
	<p>8-¿La estrategia utilizada por el profesor durante los ejercicios de comprensión de escucha te permite obtener un mejor desempeño?</p> <p>9-¿Cuándo realiza actividades de escucha que actividades son más fáciles para ti?</p> <p>10-¿Cuándo realiza actividades de escucha que actividades son más difíciles para ti?</p>	<p>es fácil cuando en el tablero hacemos match con las palabras, pero es difícil a veces completar.</p> <p>-“umm, si miss, aunque a veces yo no sé qué hacer pero me explicas bien”.</p> <p>-“Fácil, fácil, eh..Así cuando escuchamos y preguntas y llenamos las lineass, y ¿qué más? Bueno, si eso”.</p> <p>-“No se miss, me parece que cuando tenemos que escribir, bueno a veces si escribo bien, pero otras no”.</p>

### Appendix U: Questionnaire Schema to Teachers

<b>Questionnaire Schema to Teachers.</b>				
<b>A strategy based instruction for teaching listening skills to fourth graders at Fisher Kids Bilingual School</b>				
<b>TEACHER QUESTIONNAIRE</b>	<b>GRADE:</b>	<b>UNIT:</b>	<b>LESSON:</b>	
<b>TOPIC:</b>	<b>DATE:</b>			
El siguiente cuestionario tiene como objetivo conocer su opinión sobre el proceso de enseñanza del inglés, estos datos permitirán conocer y recolectar información sobre las diferentes estrategias que facilitan y favorecen el nivel de comprensión para desarrollar habilidades de escucha en clase de inglés. Se le agradece responder de acuerdo a sus intereses.				
1-¿Consideras que el tipo de actividades utilizadas en las clases de inglés, fomentan el interés y la comprensión de los estudiantes?	Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
2-La intensidad horaria asignada para la enseñanza del inglés en la institución, es suficiente para reforzar el aprendizaje del idioma en los estudiantes?	Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
3-Consideras que texto guía de la asignatura, provee las actividades y estrategias necesarias para estimular el aprendizaje del idioma inglés?	Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
4-Las estrategias que utilizas en la clase de inglés, son efectivas para estimular la comprensión y el desarrollo de las diferentes habilidades?	Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
5-Consideras que el estilo de aprendizaje de los estudiantes es un factor fundamental para el diseño de las actividades y materiales de la clase?	Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
6-Consideras que el trabajo en grupo fomenta la participación, intercambio de ideas que facilitan el desarrollo de las habilidades orales y de escucha?	Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
7-Consideras que el aula de clase está dotado con las herramientas necesarias para contribuir con el proceso de enseñanza-aprendizaje del inglés?	Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
8- Los materiales y recursos que utilizas en clase, estimulan el desarrollo de las diferentes habilidades en inglés?	Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo
9-¿Consideras que las actividades y materiales de escucha que utilizas, son adecuadas para nivel de comprensión de los estudiantes?	Muy de acuerdo	De acuerdo	En desacuerdo	Muy en desacuerdo



**Appendix V: Class observation format.**

First topic/strategy: Students will be able to understand information about wild animals by making notes.			
	Positive aspects of the lesson	Negative aspects of the lesson	Aspects to improve
Role of the teacher			
Role of the student			
Material and Strategy implemented			
Second topic/strategy: Students will be able to infer the meaning of the unfamiliar words in a descriptive text about the weather.			
	Positive aspects of the lesson	Negative aspects of the lesson	Aspects to improve
Role of the teacher			
Role of the student			
Material and Strategy implemented			
Third topic/strategy: Students will be able to understand information related to daily routines by focusing on keywords.			
	Positive aspects of the lesson	Negative aspects of the lesson	Aspects to improve
Role of the teacher			
Role of the student			
Material and Strategy implemented			

## Appendix W: Consent Form for Participants Involved in Research



### Formato de Consentimiento

El proyecto de investigación “A strategy based instruction for teaching listening skills to fourth graders at fisher kids bilingual school”, orientado por la estudiante de maestría en la enseñanza del inglés de la Universidad del Norte tiene como objeto de investigación aplicar una intervención en el área del Inglés a los estudiantes de cuarto grado de básica de primaria del Colegio Bilingüe Fisher kids de la ciudad de Valledupar. El objetivo de esta investigación busca evaluar la implementación de una intervención en la habilidad de escucha basada en

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La participación de esta investigación es totalmente voluntaria, Los estudiantes ni otra persona involucrada en el estudio, recibirá beneficios como compensación por su participación en esta investigación. Su participación será completamente voluntaria y tendrá el derecho de retirarse en cualquier momento del estudio si usted así lo desea. Los datos adquiridos a través de las diferentes técnicas serán confidenciales y sus respuestas en las diferentes actividades y/o participación en la clase no tendrán ninguna influencia en los aspectos evaluativos de la asignatura. Sin embargo los resultados obtenidos a través de la intervención, permitirán mejorar el proceso de enseñanza-aprendizaje del inglés de los estudiantes y de igual modo Los docentes de inglés de la institución serán informados sobre los resultados y tendrán la oportunidad de mejorar sus prácticas pedagógicas en el área. Las clases serán grabadas a través de audios y analizadas a través de un formato de observación.

Firma de los estudiantes que aceptan participar de forma voluntaria en la investigación.

\_\_\_\_\_  
 Fecha: \_\_\_\_\_.

\_\_\_\_\_  
 Gloria Oliveros Osorio  
 Rector

**Appendix J: Sequence of activities applied to students**

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 LISTENING SKILLS



# ANIMALS

Listen and write in the box the name of the animals you can hear and the place they live.



1.	elephant
2.	guano
3.	manana
4.	crocodile
5.	hipo
6.	lion
7.	_____
8.	_____
9.	_____
10.	_____

Listen again. Write the activities you hear in the boxes.



ACTIVITIES	
1.	jump
2.	eat
3.	run
4.	fly
5.	climbing
6.	swim
7.	_____

eating

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# Wild Animals



1. Listen and take notes under the following headings:

A. What animals live in the water.

Hippo  
\_\_\_\_\_

B. What animals live on the ground?

Giraffe  
\_\_\_\_\_

C. What do cold water animals have?

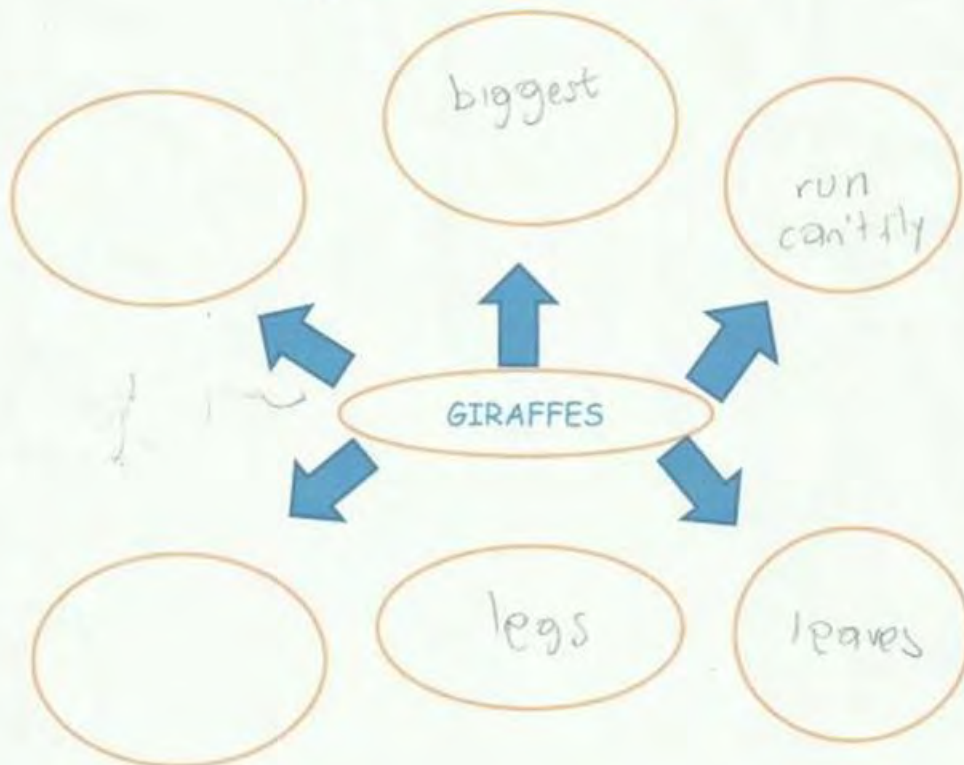
Hippo  
elephant  
\_\_\_\_\_

2. Listen and make notes about the animals you hear:

elephant  
giraffe - tallest  
monkey - can run  
crocodile

1. Compare your notes with your classmates.

Listen to the text about giraffes and take notes them.



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What can these animals do?

Listen and tick what animals can do, what they can't.



	RUN	TALK	FLY	JUMP	SWIM	SING	WALK
JIRAFFE	✓	✗	✗	✗	✗	✗	✓
HIPPO	✗	✗	✗	✗	✓	✓	✓
CROCODILE	✗	✗	✗	✗	✓	✗	✗
MONKEY	✓	✗	✗	✓	✓	✗	✓
LION	✓	✗	✗	✓	✗	✗	✓
ELEPHANT	✓	✗	✗	✗	✓	✗	✓

Put these words in the correct order by writing a number in the brackets.

- eating (4) meat (5) like (3) does (2) n't (1) It.
- tallest (5) animal (4) the (7) living (3) the (2) in (6) world (8) is (1).
- nose (10) all (2) eyes, (8) ears (6), top (11) at (4) His (5) are (9) and (3) head (13) the (1) of (12) his (7).
- a (2) body (4) sharp (6) Has (1) and (5) teeth (7) large (3).
- It (1) carnivorous (5) is (2) and (4) hairy (3).



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Can they...?

Can monkeys swim?

Match the animals with the activities they can do.

Climb trees
Swim
Eat meat
Eat leaves
Fly
Run

↓

1. Lion
2. Monkey
3. Giraffe
4. Elephant
5. Crocodile



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Listen the stories. Write the words to describe Mike and Melissa routines.

<p>MELISSA</p> 	<p>MIKE</p> 
<p>Brush teeth</p> <p>Shower</p> <p>breakfast</p> <p>cereal</p> <p>lessons 330</p> <p>Watch tv</p> <p>lunch</p>	<p>get up</p> <p>go to gym</p> <p>exercise</p> <p>working</p> <p>lunch</p> <p>internet</p> <p>surfing</p>

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# DAILY ROUTINE

Before listening:

Tick the activities that you do every day.



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Strategy 5: Inferring words from context

Listen again. Tick the words that you hear:

Biscuits <input checked="" type="checkbox"/>	School <input type="checkbox"/>	Work <input checked="" type="checkbox"/>	Breakfast <input checked="" type="checkbox"/>	Heart <input type="checkbox"/>
Shopping <input checked="" type="checkbox"/>	Midnight <input type="checkbox"/>	Jumping <input type="checkbox"/>	Station <input checked="" type="checkbox"/>	Cook <input type="checkbox"/>
<input checked="" type="checkbox"/> Family	<input checked="" type="checkbox"/> Coffee	<input checked="" type="checkbox"/> Wake up	<input type="checkbox"/> House	<input type="checkbox"/>
Car <input type="checkbox"/>	Homework <input type="checkbox"/>			

Write the words you ticked next to their possible meaning:

<i>biscuits</i>	Something to eat
<i>wake up</i>	A routine activity
<i>midnight</i>	A time of the day
<i>breakfast</i>	A meal of the day

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# My daily routine

Strategy 6: Predicting

Listen to the beginning of the story. It is probably going to be about:

- Family member descriptions
- People's daily routines
- Personal stories

Listen and write as many words as you can recognize:

WORDS I KNOW
monday work drive Ten, computer 10 am, restaurant, rige school dinner

Listen again. Write the activities each family member does:

	Activities
MOM:	read
DAUGHTER:	eat
DAD:	have

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Strategy 7: Understand information focus on keywords.



Listen one more time. Complete the words missing in the text:

James and his wife, Joey are a happy couple. They have a daughter. Their daughter is very young. She is one year old. James and Joey work from Monday to Friday. They usually get up early in the morning. At 8:35 A.M, Joey makes breakfast. They eat breakfast and drive to work. At 9:00 A.M, James gets to work. He drives fast. Joey gets to work at 9:20. She is a slow driver. At 10:00 o'clock she turns on the computer and reads her emails. Then she sends emails to her customers. At 9:05 A.M Jim checks his mail box and fax machine. He reads his fax and sends a fax. He also reads his emails and sends replies. At 10:00 A.M he sits down and writes business reports At 12:00 o'clock James and Joey meet at the Japanese restaurant. James eats noodles and drinks soup. Joey eats Chinese dumplings and tofu. Sometimes they have rice and Chinese soup At 2:00 o'clock in the afternoon, they get back to their offices and work. At 4:00 P.M, they get to school and study English. After school, they go out for dinner. After dinner they go home. At home they watch TV and play mahjong. They go to bed at 11:45 PM.

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Pre-listening exercise

In what months of the year is the weather as shown in the pictures? What is your favorite weather? Why?



January



MARCH



FEBRUARY



DECEMBER



SEPTEMBER



AUGUST

②

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Listening strategy 1: Making notes

Listen to the weather report. Make notes about the weather on the map:



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# WEATHER

Match the countries with the activities people can do according to the weather.



What's your favorite weather?

My favorite weather  
is winter



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Unit 2: guided practice

Listen and answer the questions



1. What is he talking about?
  - a. Raining
  - b. Weather and temperature
  - c. Seasons
  
2. In the north of the country temperature is around 10° centigrade. People should?
  - a. Go outside
  - b. Stay at home
  - c. Go to the beach
  
3. In the east, there may be a thunderstorm in the afternoon. What people should wear?
  - a. Sunglasses
  - b. T-shirt
  - c. A coat
  
4. In the west and middle of the country the weather is dry. What do you think will happen next?
  - a. It's going to rain
  - b. The sun shines

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Listening strategy 3: Understand the main idea.

What are the children in the video talking about?

Seasons



Listening strategy 4: Listen for specific details.

Listen to the children. Complete with the missing words in the spaces:

Freddie: *it's so cold outside.*

Lisa: *I know. It's because it's snowing.*

Listening strategy 3: Make inferences

Listen to the excerpt (00:20). What is Fred going to do?

- a) Give an example.
- b) Tell a story.
- c) Explain something.

(01:10) What will Lisa do next?

- a) Play a game.
- b) Suggest something.
- c) Say something she believes.

(2:10) What can we say about Lisa?

- a) She likes all seasons.
- b) She doesn't like some seasons.
- c) She only likes summer and winter.