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RESEARCH PROJECT:

**“DEVELOPMENT OF LISTENING SKILLS IN THE ENGLISH CLASS TO
IMPROVE THE ORAL EXPRESSION IN 8-10 YEAR OLD CHILDREN AT
CENTRO ECUATORIANO NORTEAMERICANO”**

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ABSTRACT

The purpose of this research project is to analyse the effect of the development of the listening skills on the oral production in 8 – 10 year old children at Centro Ecuatoriano Norteamericano. For English teachers, it is important that their students are able to understand what it is said in class and to speak in the target language. For this reason, evaluations to all the research instruments have been done to conduct this project, and they have been under the qualitative method, in which deductive and inductive method, as well as the analysis of literature review were equally important to develop this research. In addition, the sample population for this research was based on twelve students in a kids program: and the aim was to help them develop their speaking skill. The techniques applied were surveys to students to get information about what they do in class, observations and an interview to one of the teacher in charge of students in this program. The data analysis was based on the student's performance in class with the activities they did, and the teacher's interview, which gave information how they handle the class. All this information will help to understand the influence of listening skills on children's speaking at this institution. Finally, the results of the surveys are represented with graphics that will make easier the understanding the influence of different activities in students.

Keywords: listening, speaking, skills

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1. Introduction

Listening is maybe the most important skill to develop. But, why? Perhaps, it is because we spend more time listening than speaking (or other skills). This is why listening is important not only on the academic aspect, but in life in general too. According to the webpage Udemy, developing this skill helps improving relationships, and even becoming a better speaker (2013). This supports the idea that listening can actually influence on speaking abilities.

Pronunciation, grammar and specially vocabulary in little kids are some of the aspects that can be improved when listening because according to what they listen is that they will start speaking appropriately. As Gilakjani and Ahmadi (2011) mention, in students' life listening plays an important role since it is the main medium of learning at all stages of education. This is why it is important to develop good listening skills in our students; the younger they are when developing listening skills, the better listeners they will be. To help students become good listeners, teachers need a variety of strategies and resources.

Having a good development of students' listening skills can be achieved through the different activities that the teacher prepares. The problem is that teachers do not have enough resources to help them develop this skill. Some teachers are just given a recorder with the book CD and that is it. If students do not develop or improve this skill, they may have problems with the oral expression because they will not know what to say. In an English class, it is important for teachers that their students can understand them, and that they are able to express some short ideas, or that they may answer some basic questions in a short way. This will help students when growing and passing to higher courses; otherwise, there might be consequences when they do not develop this skill.

If students do not have good listening skills and have not improved their language acquisition at the end of the school year, they will have problems when going to the next grade. In higher courses, exercises are going to be more difficult and therefore, they will have more trouble because they will need to remember all or most of the vocabulary and structures learnt in previous courses. In addition, if students cannot cope with the teacher's demand (all activities done in class), they may fail the year.

1.1 *Background and Statement of the problem*

In some schools, not to say in most of them, English lessons are not given every day, and some others do not have as many hours of classes as teachers think it is necessary for students to start having a better acquisition of the language. This does not allow students to improve their English.

This study will be focused on the improvement of oral expression in children from 8-10 years old through their listening skills at Centro Ecuatoriano Norteamericano. Children in the Kids and Kids Junior programs have good listening skills. They can understand most of what the teacher says without any problem. Songs, and listening—reading activities are related to vocabulary they already know or that they are learning, so when they listen to those words from the recorder or the teacher they can understand what they hear. However, some students are not able to speak totally in English. Students usually answer to questions in Spanish. They say the answer correctly, but they do not use the target language.

The activities that students do depends on what the teacher prepares and on the content they need to learn. The teacher can bring different activities to help students develop specific skills. They can bring songs or stories for listening development or have students role-playing a conversation they have on their books. Teachers can also prepare material related to the content learnt like filling gaps or writing a short description of a topic given. Whatever happens in the classroom, it is up to the teachers.

It is important to mention that how students perform or develop their skills in class depends on what teachers want them to develop the most. For instance, if teachers want them to improve their listening skills, students will listen to a song or story and answer questions about it. If teachers want them to improve their writing skills, students will be writing short descriptions frequently, and so on.

Resources play an important role in this process. Students of second grade at this school are not required to read or write in English by themselves, but they have to be able to recognize a word when they hear it, and to understand words when they see them on quizzes or exams. This cannot be achieved if teachers do not help students with different activities besides the ones from the book. Having some other resources like a computer to look for online activities or games, or some extra listening activities from other texts or games can help to develop this skill in the students. Besides, depending on the activities, they can encourage students to start speaking in English.

Even when they cannot actually speak in English, when learning some grammar structures, students learn what the answers to specific questions are. For instance, if they are learning about food, and they see and listen to the question *Do you like pizza?* They know they have two options: *Yes, I do* or *No, I don't*. They practice this structure with different vocabulary words about food, and then in a different class they talk about toys, and they find it is the same answer. Short answers like these ones or some simple sentences like *The pencil is under the table* are things they have to know when giving the oral exam. At the end of the 'quimestre' students have a written and oral English exam in which they have to recognize and say vocabulary words, and they are asked questions like the ones practiced in class.

To sum up, when working with second graders, teachers need to be prepared with everything they may consider necessary to help students with their listening skills and therefore their speaking abilities. If teachers do not have all the material they need (including books, CDs, videos, flashcards,

webpages, etc), it is more likely that their students will not really pay attention or listen to what they say. And so, students will find the subject more difficult or boring, and they will not develop their language acquisition and their speaking ability. The purpose of this study is to help teachers develop their students' listening skills to improve their oral expression. This will help students to improve their skills in this language; therefore, they will be able to understand things when they hear it, to read some basic vocabulary words, and say simple short answers to questions asked by the teacher.

Statement of the problem

What are the effects of developing listening skills on the oral expression in 8 – 10 year old children at Centro Ecuatoriano Norteamericano.?

1.2 Objectives: Broad and Specific

1.2.1 General objective

To determine how the use of listening activities help in the improvement of oral expression in 8 – 10 year old children at Centro Ecuatoriano Norteamericano by using different listening strategies in class.

1.2.2 Specific Objective

- To identify students' listening skills level with a listening test to
- To identify the appropriate activities for students to improve their listening skills by implementing different listening activities in class
- To improve students' speaking to improve their communicate skills by using suitable listening activities.

1.3 Significance of the study

The reason why this research is important is because in this institution, Students are used to say things in Spanish. The students need to develop their speaking ability little by little so they can be able to talk to their teacher and classmates in English whenever it is necessary. It was mentioned, that listening is an important tool to help learners have a better acquisition of the language. This is the target of this study, that teachers can help students develop listening skills and therefore their speaking ability with the appropriate techniques and activities. In this way, educators will not need of their L1 to explain an English class or to use translation so learners understand what it is said, and students will improve their oral expression and will have better communicative skills.

This projects beneficiates to:

Students: developing listening skills in students will help them to be aware of all the sounds around them, they will be able to discriminate unnecessary information and pay attention to important things mention in a conversation or in a listening activity. Once their listening skills are developed, they will improve their oral expression. Students usually repeat what they listen in class, this helps them memorize new information, when they listen new words, and structures, they repeat and they get used to it and use it when it is necessary.

For teachers: this research will help teachers to have a variety of listening and speaking activities for them used in class with their students. Also, they will be able to create new activities to help students with their language skills development.

1.4 Scope and delimitation of the study

***Group** of students: Second graders

***Institution**: Centro Ecuatoriano Norteamericano

***Done by**: Sara Villon

***Time**: 6 months

CHAPTER II

2. Literature review

2.1 Introduction

This research is meant to emphasize how the listening skills can have some good effects on the oral production. The purpose is to help students improve their oral production through the improvements of their listening skills. Developing listening skills can be kind of hard because Spanish speakers are not used to listen to things in English, however, the development of listening can lead to good communicative skills

2.2 Theoretical Review

Floriasti (2012) states that “Listening and speaking influence each other as the more students get input from listening, the richer the knowledge they acquire; then, the more fluent they become”. This means that according to what students listen, they will start to improve their oral expression, they will acquire more vocabulary words, and they may be more aware of grammar structures. In a study done by Pavlenko (2010) it was shown that a more productive speech was developed in students who were in an integrated listening and speaking classroom, and that this development of oral/aural skills can be done through the communicative language approach. If we can apply this communicative approach in young learners, we could help them to become fluent speakers and good listeners. But how is this? Well, as students will be used to face real life situation, they will understand what they hear and will be able to give appropriate answers to what they listen.

As Gary Buck, president of Lidget Green, mentions, listening is a difficult thing for language learners to develop and become effective language users. The development or improvement of this skill has an impact or consequences (good ones) in other areas. Astorga mentions that special attention on listening produces an improvement of other skills (2015), and as Brown mentioned, it is crucial for a child to develop listening skills in order to cope with the academic demands of school and to learn adequate literacy skills (2012). If students have

their listening skills developed, it is more likely that they do good at school, and they will develop their other skills like speaking, reading and writing little by little.

It is important for students to improve or even develop, for very new beginners, their oral production. This will help students to use the target language in the English class. However, as Osada (2004) mentions, just speaking does not mean communication, what is said has to be understood by another person; without this, there is no communication at all. This means that it is necessary to listen carefully to what another person says to give appropriate answer and sustain a conversation and show interest on what it is being said.

2.3 Conceptual Framework

Listening

First of all, it has to be clear that listening is not the same as *hearing*. According to the webpage *Skills you need*, hearing refers just to sound you hear; however, listening includes paying attention to what is being said and also how others use their bodies (2011).

Listening plays an important part in communication. The listener needs to understand and interpret what they hear. Listening is not just a matter of hearing, it is important for the listener to be able to give an answer to what it is said (Sharma, 2011), that is why paying attention and understanding is important in this process.

Listening is one of the most difficult skills to develop, but why is this? According to Abrantes (2006) it is because we naturally learn a language through this skill. He states "*listening is a complementary skill to speaking and therefore it is important to stress listening when teaching English if students are to become good speakers. In essence if students are to become good speakers, they should be trained to become good listeners first.*"

To help develop listening we need to consider some aspects like pronunciation, grammar and vocabulary.

Pronunciation is important because according to the pronunciation of the words, listeners can have a better picture of what the speaker is saying. Pronunciation is good for acquiring English language and becoming fluent, too. When students listen things in English, they usually get used to how teachers pronounce those words. Students start pronouncing things in the way they listen those words. In a game, for example, in which teacher says things in slow motion and with a loud (or slow) voice, students will do the same thing the teacher does. This is why having a good pronunciation can help students to acquire language and a good pronunciation, because they will pronounce words as they listen.

Grammar is also important due to the listener has to identify if it is a formal or informal conversation. Word order should be considered when teaching listening. Students need to be aware of what the order of words are. In a class, in which students need to color school supplies according to the color the teacher says, it is important to say the correct sentences which would be, for example, *It is a **blue** pencil case.*

Vocabulary is important because there are some words that are similar in pronunciation, but they are written in a different way and have another meaning. An example of this is *ate* (verb) and *eight* (noun). If students have a wide vocabulary, it would be easy for them to identify words or even pictures. For example, in a class in which students have to color numbers, if they listen *Color number eight*, they will know they have to color a *number* because they listen this word, and because they see the numbers.

A good listener can use these factors simultaneously. Willis lists a series, of what he calls, enabling skills like recognizing discourse markers, e.g., Well; Oh, another thing is; Now, finally; etc., understanding different intonation

patterns and uses of stress, etc., which give clues to meaning and social setting

- understanding inferred information, e.g., speakers' attitude or intentions.

Yagang (n.d), states there are four aspects that make listening difficult. These are the message, the speaker, the listener, and the physical setting.

The message

This is related to the content and its organization. "The listening material may deal with almost any area of life. It might include street gossip, proverbs, new products, and situations unfamiliar to the student. Also, in a spontaneous conversation, speakers frequently change topics. In spontaneous conversations, people sometimes use ungrammatical sentences because of nervousness or hesitation. They may omit elements of sentences or add something redundant. This may make it difficult for the listener to understand the meaning."

The speaker

If students are reading something aloud, they usually have normal pace, volume, and intonation. On the other hand, when it is a normal conversation, these dialogues have a different intonation, pauses and hesitations. These things make difficult to understand what the other person is saying. These interruptions like pauses and hesitations can make it hard to get the idea of the different utterances said. When people start learning English and practicing normal conversations, it is common to make mistakes in grammar, pronunciation, vocabulary and even the fluency is not good enough to maintain a normal conversation. However, this skill can improve with the appropriate activities and feedback from the teacher.

The listener

The listeners will have some troubles when understanding things. If the listener has a small range of vocabulary and grammar knowledge, this becomes an obstacle for the listener to grasp the idea of what the speakers

wants to say because he will not understand some words. It is important for both, listener and speaker, to have a variety of vocabulary and be aware of grammar rules. This can help the listener to understand the intended message and give an appropriate answer.

The physical setting

This aspect refers to the noise obstructing the meaning of the message. Not only the noise makes it a hard task, but not seeing the speakers' body language (in case of listening a tape or the radio) and facial expressions obstructs the way the listener gets the meaning of the message. In a normal conversation, people is aware of everything, noises, movements, intonation, the intended message, interruptions, and everything around them. All those aspects affects the meaning of the message. This can either help or not to understand what the speakers is trying to say.

Nunam (2001) indicates that there are six different stages in the listening process (as cited in Segura: 2012). These are: Hearing, Attending, Understanding, Remembering, Evaluating and Responding. These stages occur in sequence and rapid succession.

Hearing is the perception of sound, without really paying attention. Attention refers to the selection of the part to be focused on. *Understanding*, this is the analyses of the part selected considering not only words but other aspects such as sounds like applause.

Remembering means that this information has been added to the mind's storage and will be me remember when needed. *Evaluating*, in this process, listeners identify facts and opinions and weigh evidence. Finally, *responding* refers to giving an answer to what has been listened.

Liao (n.d), indicates that there are three stages in this listening process. The first one is *pre-listening*, there are things that teachers can do in this stage like using Total Physical Response directions. In this kind of exercise students look at the teacher do mimics of a specific actions. For instance, in a young

learners' class, in which students are just getting their ear trained, teacher may say "*Open your book*" doing mimics with a real book and repeating it a couple of more times. In this way, students will understand that what they have to do is to open their books. As students are beginners. It will be easy for them when they grow older and understand those kind of utterances. Another option in this stage could be asking students to make drawing about a description of a sketch or picture. Students could look at a picture and make a simple sentence. For example, they could see a flashcard of the preposition *on* and they could actually say the sentence representing the picture.

She also mentions the *while- listening* stage. This is where students are required to take notes about what they listen, trying to predict possible details in the listening, but the most important objective is that students are required to get the main idea of what they are listening to.

Post - listening is the last stage. This is the section in which students can show what they really understood helping them to increase the speaking skill. Making summaries or discussing in pairs or groups, or teachers making some comprehension questions are activities that can be done in this stage according to Wei (n.d). These are activities more suitable to classes with a higher level of English. However, if the questions done by the teacher are for the students just answer yes or no or say vocabulary words, then this activity can be done with beginners

STRATEGIES FOR LISTENING

Bottom-up and *top-down* processing are the most common strategies in teaching listening. *The National Capitol Language Resource Center* webpage indicates that bottom-up implies focusing in the language of the message that is recognizing words and intonation. Top-down refers to using prior knowledge to help listeners to interpret what is being listened, and how the listener can get the main idea or make inferences on the given topics (2004).

One of the activities Liao suggest is having students work in pairs. One of them pretends to be doing a specific activity (let's say jumping), and the other students asks '*what are you doing?*', and the first student says to be doing a different action (swimming). The second student has to pay attention to do what he **listens** not what he **sees** his partner is doing. This means that he has to make mimics as he is swimming. What is the purpose of this activity? It is to enable students to immediately answer questions but to help them to give responses without distractions.

Liao also considers **taking notes** as a strategy to work with students; they have to write things as clearly as they can. In this activity the language, speed, and the organization play an important role. Students have to take notes in the language used in the listening. This will help them to remember specific words and their contexts. The speed is an element that will make students feel obligated to learn to write faster, abbreviation, or symbols to represent ideas. Organization is ideal to have a better understanding of what has been written; outlines or graphic organizers can be used in this process. With the information they have, then they can make a summary. Teacher gives feedback of the activity, and there, it is when he clarifies questions from students like the meaning of words, spelling, and words they missed from the listening.

"Listening strategies are techniques or actions that provide directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input" Sharma (2011).

Richards (2008) gives some smalls tasks that can be done like **choosing appropriate answer** according to a simple sentence given, students may choose *yes/ no* to show agreement with that sentence. He mentions a very similar activity but with *-wh* words like *when* and *where*, the difference is that in this activity students will listen to larger sentences with some stressed words, and the purpose is students to identify the stressed word and choose the correct option.

Speaking

For learners of English as a foreign language it is required to communicate in the target language, in this case English. As they do not start speaking since the first day, it is important for teachers to help them develop this skill little by little. Depending on the type of students, their ages, and the knowledge they already have of the language.

Richards (2008) talks about three different functions of speaking that “serve to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.” These functions are:

Talk as interaction

This is what we call *conversation*, this is the interaction among people to know each other, to start a small talk and to talk about them. Talking as interaction may include joking, recounting experiences, interrupting, among others. This kind of talk has features like reflecting speaker’s identity, degrees of politeness, and it may be formal or casual.

Talk as transaction

In this talk, the focus is on what it is said or done, not on the interaction of the people involved. Some typical examples are buying things, asking for directions, ordering food, making phone calls to obtain information, etc. This talk includes the use of skills such as confirming information, describing things, asking for clarifications, making comparisons and others.

Talk as performance

This is a public talk, like giving a speech, presentations, announcements and others. Talking as performance is more like monologue and it is similar to written language. Skills involved in this type of talk are using appropriate opening and closing, maintaining the audience engaged and using the correct grammar, vocabulary and pronunciation.

STRATEGIES FOR SPEAKING

Vălimăreanu (n.d) mentions some activities to consider for developing speaking.

Role play is a strategy that can be used to help students develop the speaking. This exercise consists in having students work in pairs or groups and make a kind of dramatization of simple conversation they may have on the book.

For students that have an advanced level of English; exercises like **debates** and giving points of view would be better. In these cases students express their opinion on a given issue or problem. And they have to defend them and consider others' opinions to give an appropriate answer.

Boyd – Bastone (2013) suggests the '**caretaker**' speech. Saying simple sentences with the right intonation is the key of this technique. Teachers describe an object with simple sentences putting emphasis on key words. This helps students focus on those key words to say sentences similar to the ones they listened.

According to The National Capital Language Resource Center, **using minimal response** is one strategy teachers can use to help specially beginners. There are students who are very shy at the beginning, and they just listen to the conversation. These students use very simple sentences, usually predictable sentences, just to show agreement or understanding (2004).

Sasson (2016) also mentions that using **picture prompts** can encourage students to speak in English. It is a brainstorming exercises in which students give their ideas (words, sentences) on a given topic according to the picture, of course.

Segura (2012) suggests other activities to star saying things in English like **drills, which** consists in repetition of vocabulary or grammar. In *substitution drill*, students have to change vocabulary words. *Transformation drills* relates to students changing into a question an affirmative sentences

given by the teacher. **Information gap** is another type of activity. In this exercise, students work in pairs and share information they do not have. **Playing games** is another strategy. **I spy** is technique for having students mention things in their classroom with a letter given. For instance, teacher can say *I spy with my little eye something beginning with M*, and so students will start mentioning things around the classroom that starts with *M*

2.4 Definition of terms

Skill: This is the ability to do things well.

Bottom – up processing: it is a process, in which perception begins with the stimulus itself. It suggests that people perceive elements by starting with the smaller part of that element and then building upward until having solid representation of it.

Top – down processing: it is the development of pattern recognition. In this process people focus their attention on the larger concept or idea, and then look for finer details of that concept or idea.

2.5 Hypothesis:

The development of the listening skill will positively influence the improvement of the oral expression in 8-10 year old children at Centro Ecuatoriano Norteamericano.

2.6 Variables and indicators

Variable	Definition	Indicators	Instruments
Independent	Listening development	* Understanding of stories and/or conversations	Test

		* Identify true/false information	
Dependent	Improvement of speaking	* Role playing a conversation * Introduce themselves	Oral presentation

Table 1: Variables

2.7 Summary

It was mentioned that the purpose of this research is to help students improve their oral expression through their listening skill. Using a series of different activities to develop both skills (listening/speaking) are the important tools for doing this project.

This project could also help other teachers to have a variety of activities to practice. If they want to practice one of these two or both skills, they will find different things they can use to make their classes different and funnier depending on the activity they choose.

Once students develop these two skills they will do better at communicating. They will improve their listening and will be able to understand what they hear, and they could give appropriate answer to questions and maintain a conversation.

To sum up, this research will be helpful for both students and teachers. Educators will have more activities to work in class and students will develop their communicative skills. As it was mentioned before, improving their listening skills will help students with the acquisition of the language. And in this way, the English class will be more productive and dynamic for the different activities that can be done in class.

CHAPTER III

3. Research Methodology and Findings

This chapter will gather the information needed to identify the effects of listening activities in children at *Kids* programs.

3.1 Methods and Techniques

This research is based on the reality of kids in their English classes. Children need to develop their listening skills to have a better understanding of the class; however, their oral expression can have some improvement to have a more active class. This is why the main purpose of this research is to determine what listening activities are appropriate to develop oral skills in students.

This project will be a qualitative research based on the scientific method. The reason why this type of research was chosen is because of the personal experience that the researcher has with the students, this will make it easier to gather information about how children react to different activities to develop their listening skills. Also the researcher can have a better understanding of different difficulties that may appear and make it hard for children to develop their speaking ability through listening activities, and therefore, the researcher will be able to give some proposal for the solutions to this problem.

3.2 Research Population, Sample, and Setting

For the elaboration of this research project, the population chosen was the students of *Kids Junior Program* in Centro Ecuatoriano Norteamericano. It is divided in Kids Junior 1, 2, 3 and 4. In Kids Junior 2, that was the groups of students selected for this research. There are approximately 40 students, this group was chosen because of the experience that the researcher has with this

course. The main purpose of this study is to improve their oral expression by developing first their listening skills.

Group	Population	Sample
Students	40	12
Teachers	2	1

Table 2: Sample

3.3 Research Instruments

To get the information needed, surveys (to children and the English teacher), and class observations will be applied.

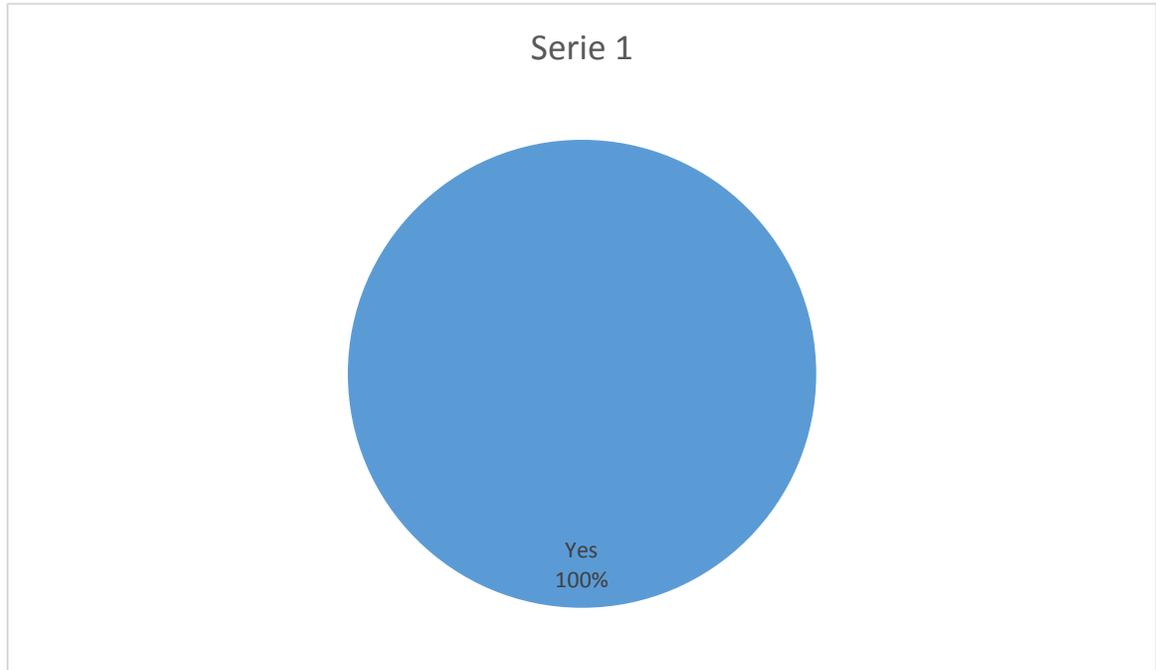
The **students' survey** will provide information about the activities they like doing in class for each ability and how often they do those activities.

The **teachers' interview** will give information about what skills they want their students to develop the most, the importance they give to listening and speaking activities and what materials they use.

The **class observation** will help the researcher to know how teachers develop their classes.

3.4 Findings and Analysis

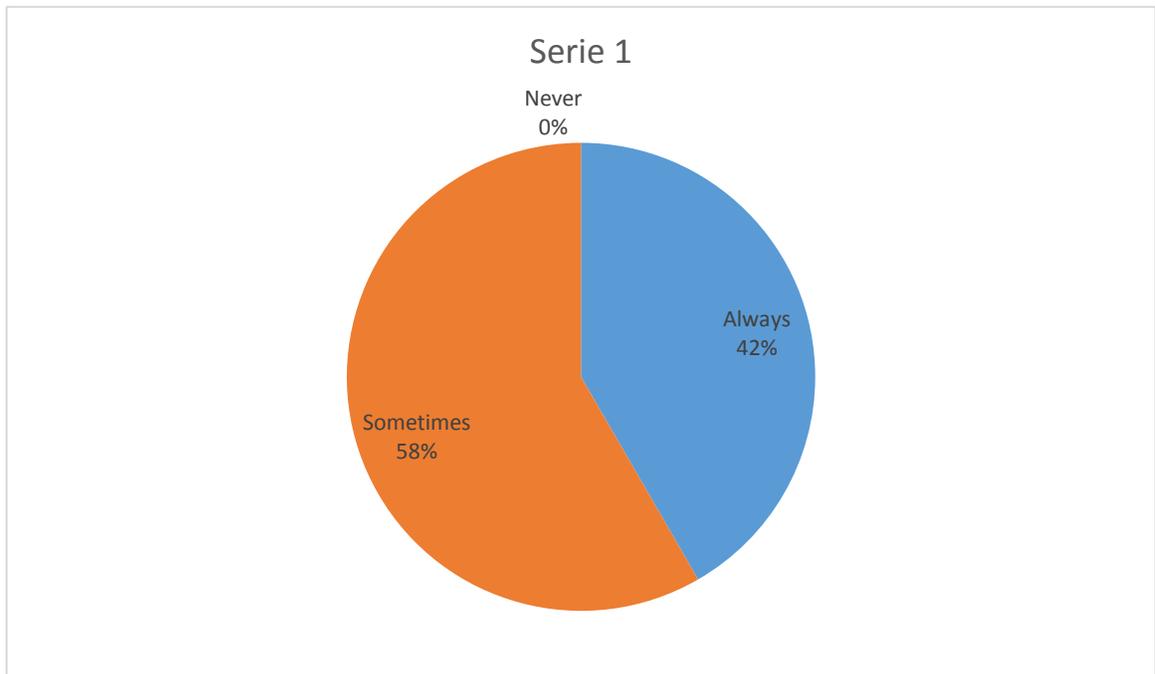
Graphic 1: *Do you like learning English?*



Source: students' survey, Centro Ecuatoriano Norteamericano

The twelve students who did this survey indicated that they like learning English. The *no*, and *not so much* options were not marked at all.

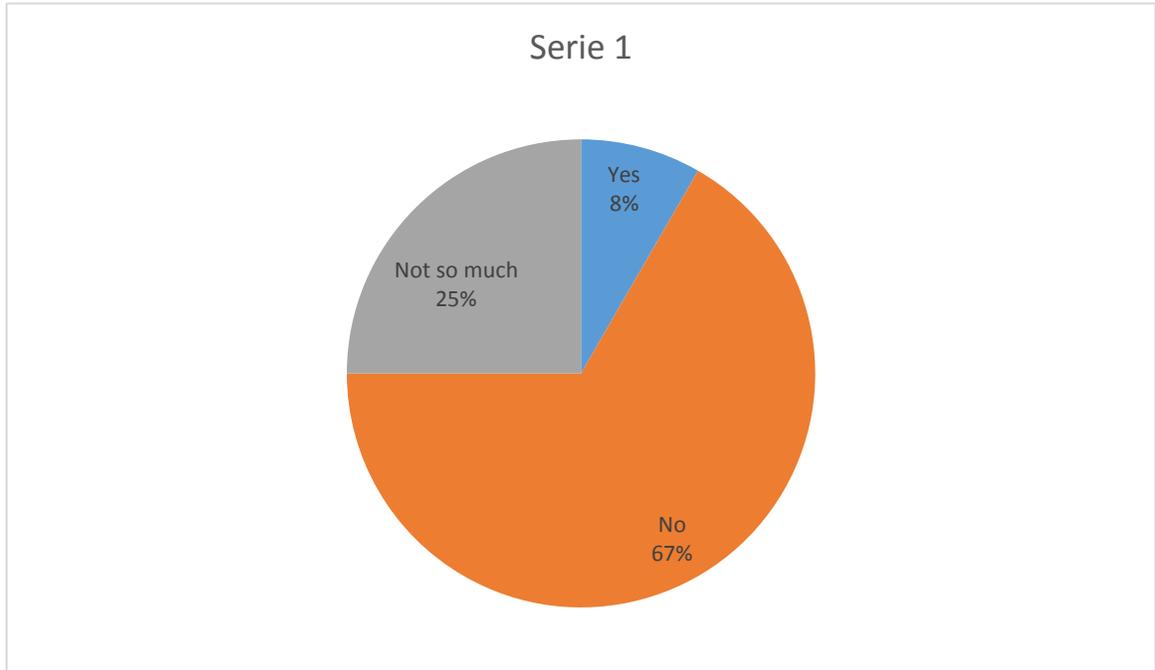
Graphic 2: How often do you do listening activities?



Source: students' survey, Centro Ecuatoriano Norteamericano

In this graphic, we can notice that 42% of students checked the *always* option as answer for this question, and the *sometimes* option was chosen for seven students

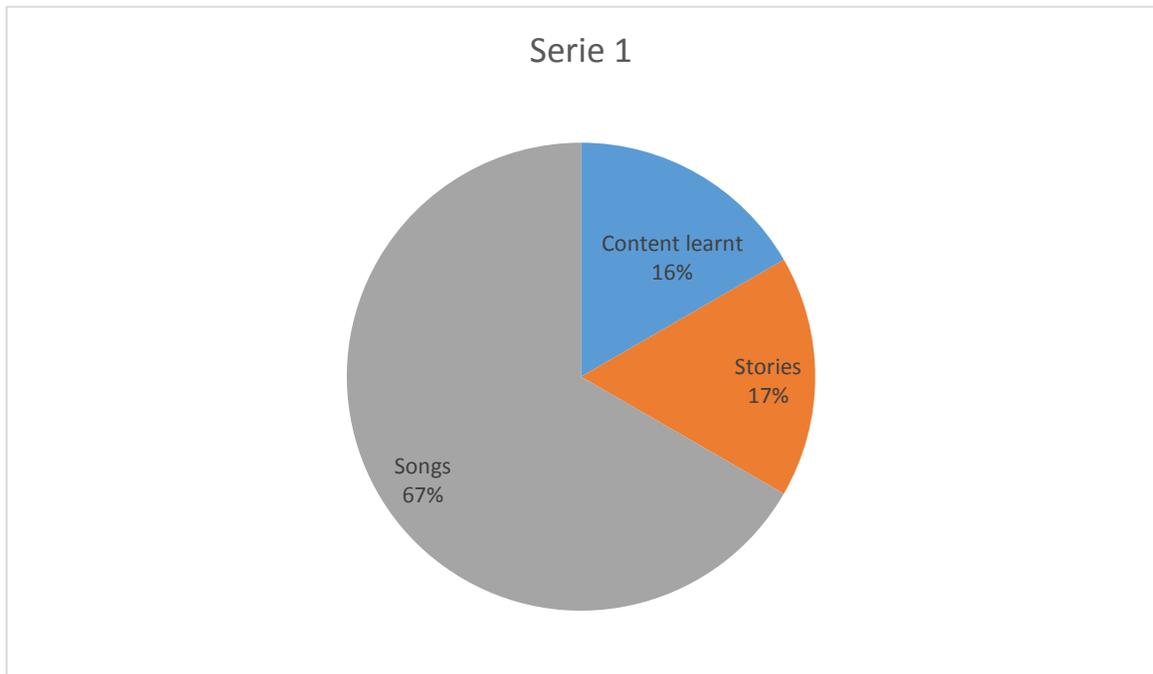
Graphic 3: Is it difficult for you when you do listening activities in your class?



Source: students' survey, Centro Ecuatoriano Norteamericano

In this question, 8% of the students thought it *is* difficult, 67% of them thought it is *not* difficult and the %25 of students thought that the listening activities are not so difficult.

Graphic 4: What kind of activities do you practice more?

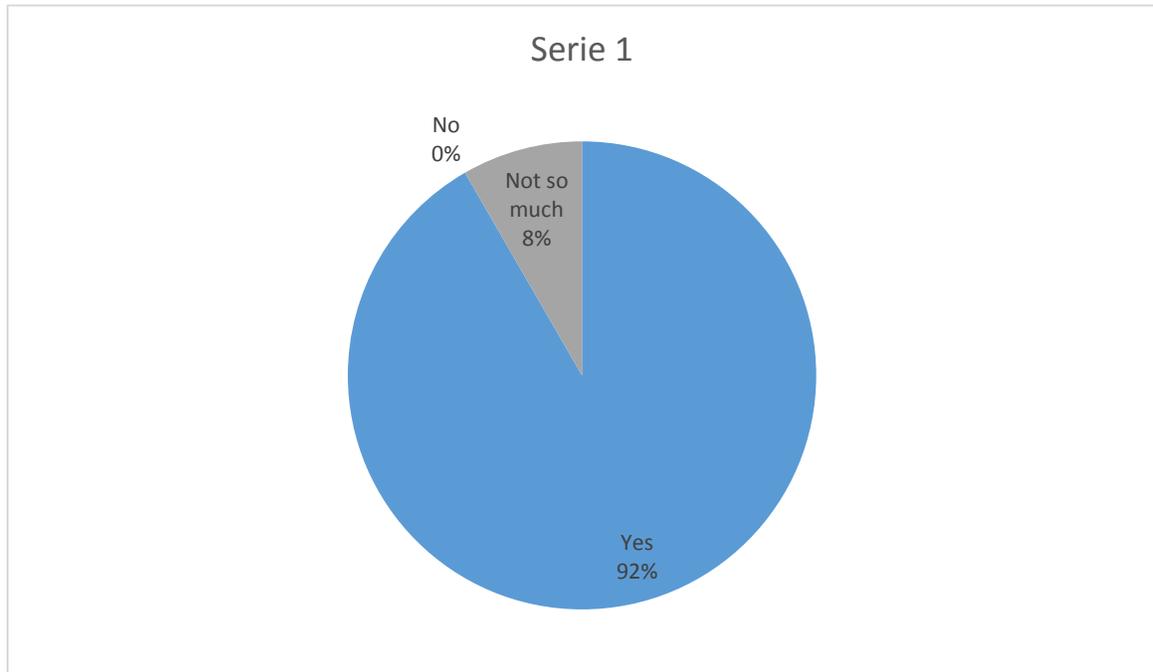


Source: students' survey, Centro Ecuatoriano Norteamericano

Source: students' survey, Centro Ecuatoriano Norteamericano

This graphic shows that 16% of the students consider that the listening activities are related to content learnt, 17% of them consider that the activity they practice the most is the stories, and 67% of the students consider that the listening activities they practice the most is songs.

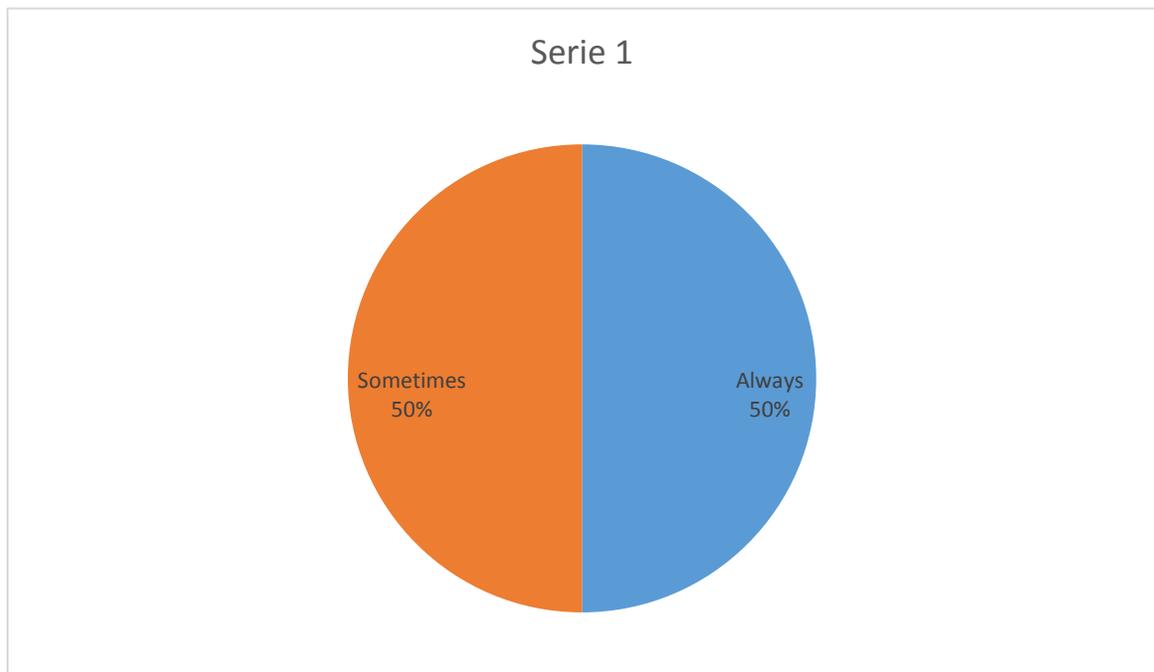
Graphic 5: Does your teacher encourage the class to ask questions to your partners?



Source: students' survey, Centro Ecuatoriano Norteamericano

In this graphic, we can notice that out of the twelve students who did the survey, 92% of them thought that teacher encouraged them to make questions to their partners, and 8% of the student does *not* think that the teacher encourages the class to make questions to their partners.

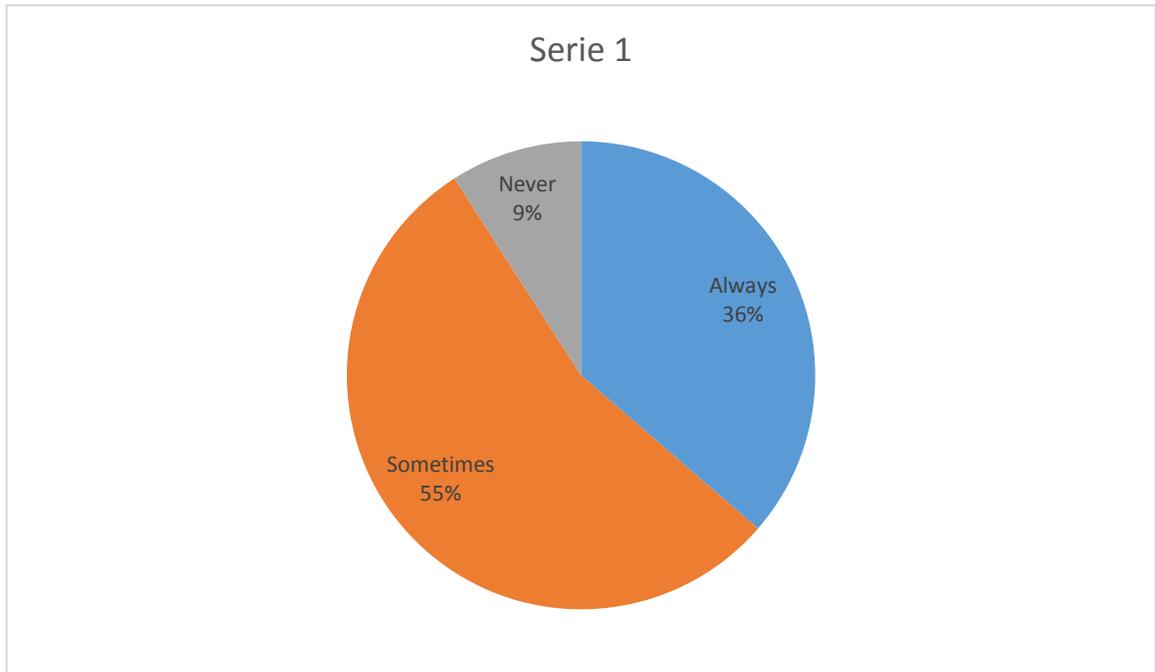
Graphic 6: How often do you practice making questions related to a listening activity(stories, conversation)?



Source: students' survey, Centro Ecuatoriano Norteamericano

This graphic shows that half of the class thought that they always make questions related to the listening activities, and the other half of the students do not think they always make questions related to the listening activities.

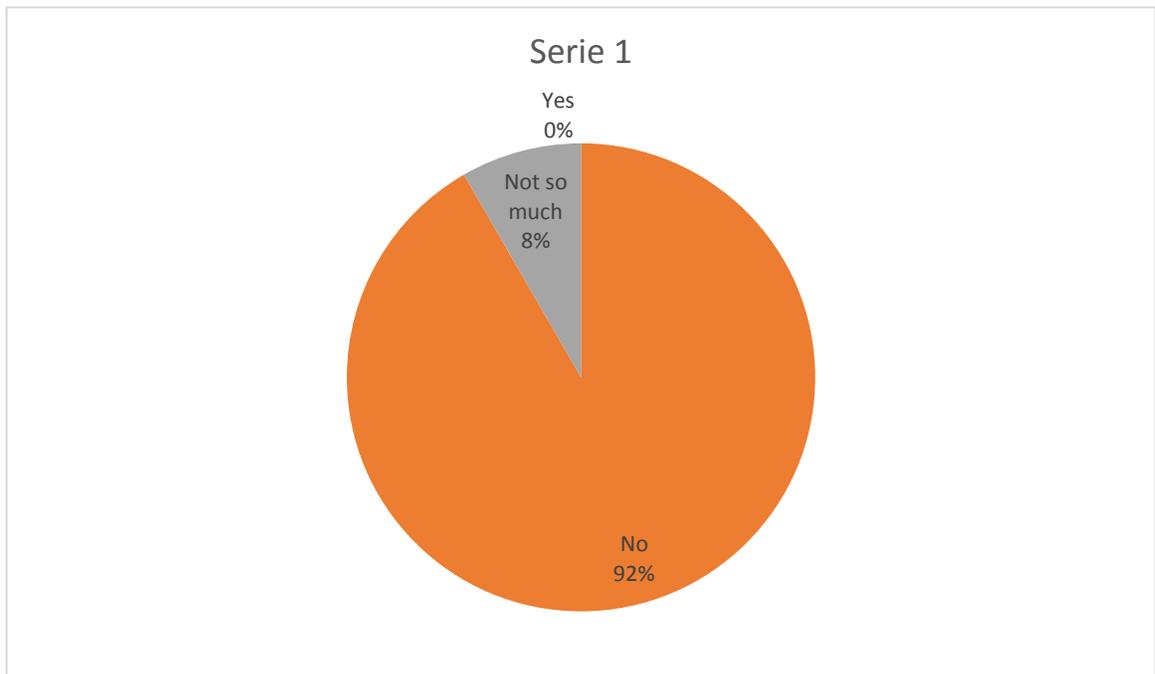
Graphic 7: Does your teacher encourage you to practice different speaking activities?



Source: students' survey, Centro Ecuatoriano Norteamericano

In this questions, 36% of the students indicated that the teacher *always* encourage them to practice different speaking activities, 55% of them thought that the teacher *sometimes* encourage them to practice speaking activities, one student does not think the teacher encourage them to do different speaking activities , and one student did not answer this question.

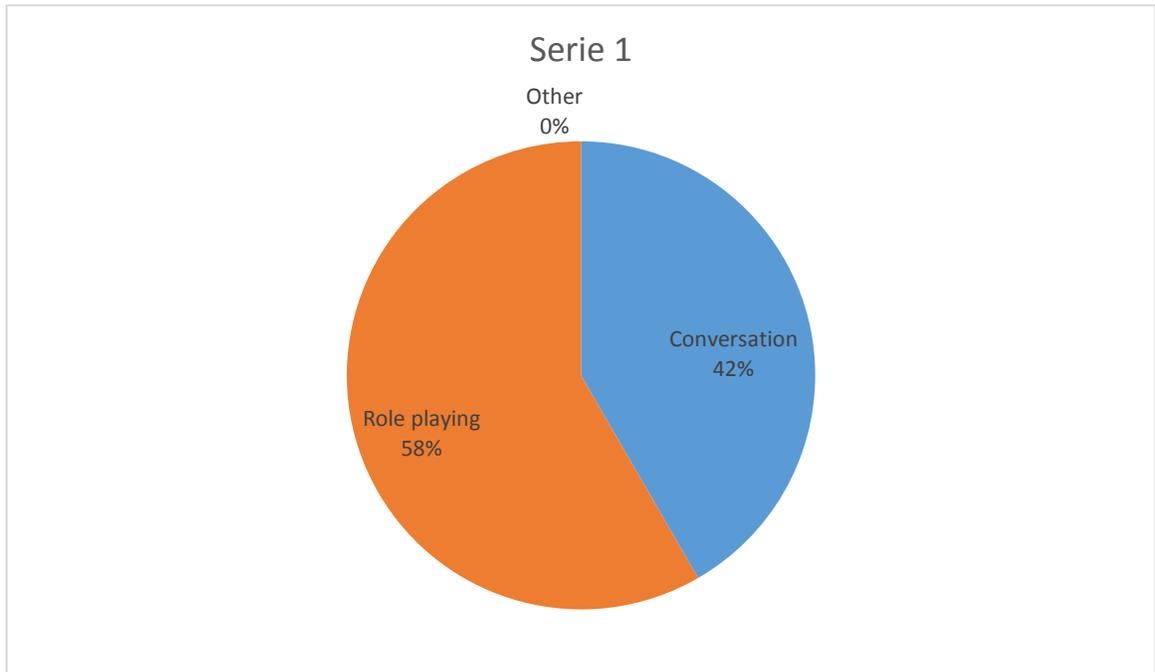
Graphic 8: *Is it difficult for you when you do speaking activities in your class?*



Source: students' survey, Centro Ecuatoriano Norteamericano

This graphic shows that 92% students thought it is *not* difficult at all when they do speaking activities in class, and one student thought that it is not so difficult when you do speaking activities in class.

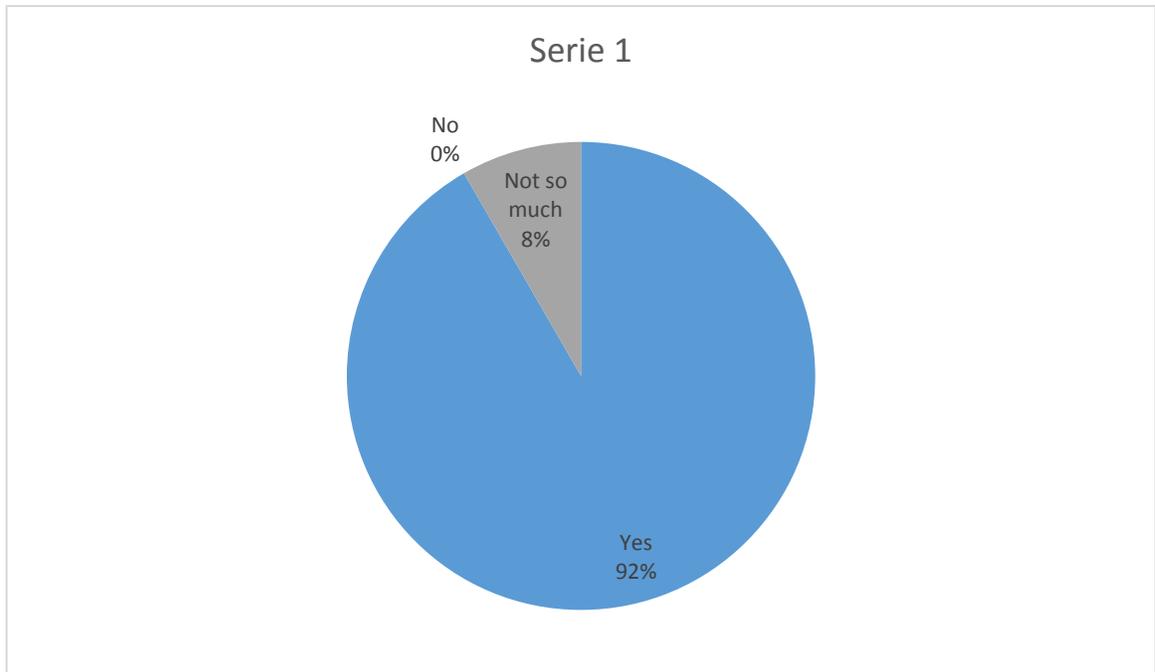
Graphic 9: What kind of speaking activities do you like more?



Source: students' survey, Centro Ecuatoriano Norteamericano

58% of the students indicated that they like more the role-playing speaking activity, and the other 42% of them indicated that they like more the conversation activities.

Graphic 10 Do you receive the appropriate feedback from your teacher when doing a listening/ speaking activity?



Source: students' survey, Centro Ecuatoriano Norteamericano

In this question, 92% of the students thought the teacher gives the appropriate feedback after the speaking/ listening activity and one student thought that the teaches does not really give them the appropriate feedback when they do this activities.

Class observation 1

Put a check in the corresponding option

	Yes	No	Sometimes
Teacher encourages students to participate in class		✓	
Teacher works on the different listening activities given on the book	✓		
Teacher checks if students understood the listening activities			
Teacher uses the listening activities to encourage students to ask questions about it	✓		
Teacher motivates students to answer questions in English	✓		
Students practice content learnt in class	✓		
Students ask their partners questions in English			✓
Teacher praises students for their participation in the speaking activities			✓

Class observation 2

Put a check in the corresponding option

	Yes	No	Sometimes
Teacher encourages students to participate in class	✓		
Teacher works on the different listening activities given on the book	✓		
Teacher checks if students understood the listening activities			
Teacher uses the listening activities to encourage students to ask questions about it			
Teacher motivates students to answer questions in English	✓		
Students practice content learnt in class			
Students ask their partners questions in English			
Teacher praises students for their participation in the speaking activities	✓		

Class observation 3

Put a check in the corresponding option

	Yes	No	Sometimes
Teacher encourages students to participate in class			✓
Teacher works on the different listening activities given on the book			
Teacher checks if students understood the listening activities			✓
Teacher uses the listening activities to encourage students to ask questions about it			✓
Teacher motivates students to answer questions in English	✓		
Students practice content learnt in class	✓		
Students ask their partners questions in English			✓
Teacher praises students for their participation in the speaking activities	✓		

Class observation 4

Put a check in the corresponding option

	Yes	No	Sometimes
Teacher encourages students to participate in class	✓		
Teacher works on the different listening activities given on the book	✓		
Teacher checks if students understood the listening activities			
Teacher uses the listening activities to encourage students to ask questions about it			✓
Teacher motivates students to answer questions in English	✓		
Students practice content learnt in class			
Students ask their partners questions in English			✓
Teacher praises students for their participation in the speaking activities			

Class observation 5

Put a check in the corresponding option

	Yes	No	Sometimes
Teacher encourages students to participate in class	✓		
Teacher works on the different listening activities given on the book	✓		
Teacher checks if students understood the listening activities	✓		
Teacher uses the listening activities to encourage students to ask questions about it			✓
Teacher motivates students to answer questions in English			✓
Students practice content learnt in class	✓		
Students ask their partners questions in English			✓
Teacher praises students for their participation in the speaking activities	✓		

Class observation 6

Put a check in the corresponding option

	Yes	No	Sometimes
Teacher encourages students to participate in class	✓		
Teacher works on the different listening activities given on the book			✓
Teacher checks if students understood the listening activities	✓		
Teacher uses the listening activities to encourage students to ask questions about it			✓
Teacher motivates students to answer questions in English	✓		
Students practice content learnt in class			
Students ask their partners questions in English			✓
Teacher praises students for their participation in the speaking activities	✓		

Teacher's interview

In the first question, the teacher said that the activities for developing listening skills depends on the age of the group, she suggested activities like completing a song or try to understand a movie without subtitles. In the second question, she made clear that students' skills can be developed in different way, but maybe role-playing can be a funny way to do as speaking activity. In question number three, she indicated that listening and speaking were the abilities she would like to develop in her students. In the next question, she indicated that she, in fact, does listening and speaking activities. In question number five, she mentioned that besides the book, she uses webpages because they provide activities for developing other skills too, and some of them provide worksheets to practice too. In question six, the role-playing and working in pairs about a specific topic was the speaking activity she uses in the classroom. The next question is about the listening activities she does, which are songs and completing dialogues. Question number eight indicates what she does when a students does not want to do the activity in class. She stops the class and make a game to try to engage the students back in the activity. In question number nine, she encourages students with posters around the classroom, and phrases or words in English they want to know. Finally, in the last question, she indicated that for her, between listening and speaking, listening is more important than speaking.

3.5 Resources, Timetable and Budget

To prepare these instruments, the following materials were used:

- A laptop
- Internet
- Printer
- Photocopies
- A pencil
- A stapler

Timeline

This is how this project was delivered:

ACTIVIDADES REALIZADAS	MESES																
	ABRIL				MAYO				JUNIO				JULIO				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Statement of the problem	X																
Objetivos		X															
Justificacion del Problema			X														
Revisión de justificación																	
Revisiones				X													
Capítulo 2					X	X											
Marco Conceptual						X	X										
Conceptual framework							X	X									
Revisión Conceptual framework									X	X							
Hipotesis									X	X							
Summary										X	X						
Revisión Capítulo 2												X	X				
Revisión													X				
Revisión de interpretación de datos														X	X		
Revisión Capítulo 3															X	X	
Revisión recomendaciones																X	X

ACTIVIDADES REALIZADAS	MESES												
	AGOSTO				SEPTIEMBRE				OCTUBRE				
	1	2	3	4	1	2	3	4	1	2	3	4	
Corrección ilustraciones	X												
Revisión aspectos		X											
Revisión			X										
Revisión citas y páginas				X	X								
Corrección material					X								
Encuestas						X							
Anexos							X	X					
Corrección capítulo 3								X	X				
Capítulo 4									X	X			
Revisión final										X	X		

Budget

To finish this research, it was necessary the following budget:

DETAILS	COST
Photocopies	\$ 4,00
Cds	\$2,00
Printed material	\$ 4,00
Internet	\$ 30,00
Transportation	\$ 100,00
Total	\$ 140,00

CHAPTER 4

4. Final conclusion

4.1 Conclusions

This project has as purpose to identify students' listening level and their oral expression. It also analyzes the effect of students' listening skills improvement on their speaking and the ability to communicate with their classmates and teachers.

The information gathered was useful for the researcher to be aware of the students' listening skills, and the listening activities they like doing. Some of them like working with songs, and some others like stories (for listening) and role-playing (for speaking), which are the most common activities children at this age like doing. However, some students find listening difficult when doing a listening activity because they do not understand what they hear or because they do not do those activities so frequently. Although most of them indicated that it is not difficult for them when speaking in English, through the observations made, it can be noticed that they have trouble working with the speaking activities they had. Also, in the teachers' survey, we could notice that those, in fact, are the activities the teachers prepare for them but they give as much help as their students need when working with them.

As it was mentioned in a previous chapter, that children are not really used to listening things in English. This is because everyone around them speaks in Spanish, but there are different activities teachers can use to help students to improve these two skills. Hopefully, this project will provide educators with interesting activities for students develop their listening and speaking and therefore their communicative skills.

To sum up, having good communicative skills is important. This is why, listening and speaking play an important role in the communicative skill. All the activities done in class that implement these two skills will help students in their communication process. Teachers need to decide what the most suitable activity is for them to work with.

4.2 Problems and Limitations

There were two problems that came up while doing this research. However, these two obstacle did not impede it to finish.

- One problem was that the Kids programs are only on Saturday mornings. That means that I could only work with the children one day a week and only in the morning.
- The other problem was that when I first started doing the project I worked with students in Kids Junior 1, and 2 weeks later, that course finished because the 10 weeks, which is the time each course lasts, were over. Then, students passed to Kids Junior 2, and I could finished the research. This fact did not affect the project too much because the age of the students is the same for all the Kids courses, and the students were the same.

4.3 Recommendations

Every foreign language teacher wants their students to be able to communicate in English. To reach that objective, it would be a good idea if teachers consider the following suggestions.

- Teachers need to prepare the correct speaking/ listening activity according to the group they have. They need to consider the amount and age of the students they have. If it is a large group, they can put students in groups and have them make a draw of what they listen and then present their work to the class. Also, teachers need to be aware that the activities they choose are related to the topic they are learning, because we need to be aware that after all, the activities should be related to a specific topic. They cannot just do an activity to speak or listen to something without a purpose. They need to think of activities in which they can practice vocabulary they are learning and reinforce knowledge like meaning and pronunciation. If it a listening activity, they can choose a song or story in which, for example, they grammar they are leaning is being used.

- Teachers also need to think of the activities students like the most and the ones they will be able to accomplish. There could be one or more students that cannot perform as well as their classmates, if this happens, educators have to be able to give the appropriate feedback and encourage these children to do their best in the different listening/ speaking activities they bring to class. It is important that teacher know students' strengths and weaknesses so he/ she can work on them and choose the correct activity for all of them.

- Although, this is totally up to the institution and their schedule they offer for its students, it would be a good idea, if classes to children were at least twice a week, maybe in this way, students could improve their skills a little bit faster because they will be exposed to the language more than just one day a week. This would help students start getting used to listening to things and people talking in English, and they could speak more often in class and reinforce their knowledge.

In conclusion, developing students' listening and speaking skills depends on the teachers, who are the ones that will always know their needs and will try to find the correct activity for them to do.

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Appendices

Appendix 1

Students' survey

Check the best answer for you

1. Do you like learning English?

Yes

No

Not so much

2. How often do you do listening activities?

Always

Sometimes

Never

3. Is it difficult for you when you do listening activities in your class?

Yes

No

Not so much

4. What kind of listening activities do you practice more?

Content learnt

Stories

Songs

5. Does your teacher encourage the class to ask questions to your partner?

Yes

No

Not so much

6. How often do you practice making questions related to a listening activity (stories, conversations)?

Always

Sometimes

Never

7. Does your teacher encourage you to practice different speaking activities?

Always

Sometimes

Never

8. Is it difficult for you when you do speaking activities in your class?

Yes

No

Not so much

9. What kind of speaking activities do you like more?

Conversation Role playing Other Specify

10. Do you receive the appropriate feedback from your teacher when doing a listening/ speaking activity?

Yes

No

Not so much

Appendix 2

Class observation

Put a check in the corresponding option

	Yes	No	Sometimes
Teacher encourages students to participate in class			
Teacher works on the different listening activities given on the book			
Teacher checks if students understood the listening activities			
Teacher uses the listening activities to encourage students to ask questions about it			
Teacher motivates students to answer questions in English			
Students practice content learnt in class			
Students ask their partners questions in English			

Teacher praises students for their participation in the speaking activities			
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Appendix 3

Teacher's interview

1. What kind of activities do you think are more appropriate to develop students' listening skills?
2. What kind of activities do you think are more appropriate to develop students' speaking skills?
3. What English skills do you consider the most important to develop in your students?
4. Do you implement listening and speaking activities with your students?
5. Besides the book, what other materials do you use in your English class?
6. What speaking activities do you use in your classroom?
7. What listening activities do you use in your classroom?
8. What do you do when a student says he/she does not want to do the activity in class?

9. What do you do to encourage all the students to ask and answer questions in English?

10. Which skill do you think is more important, listening or speaking?

Appendix 4

Pictures



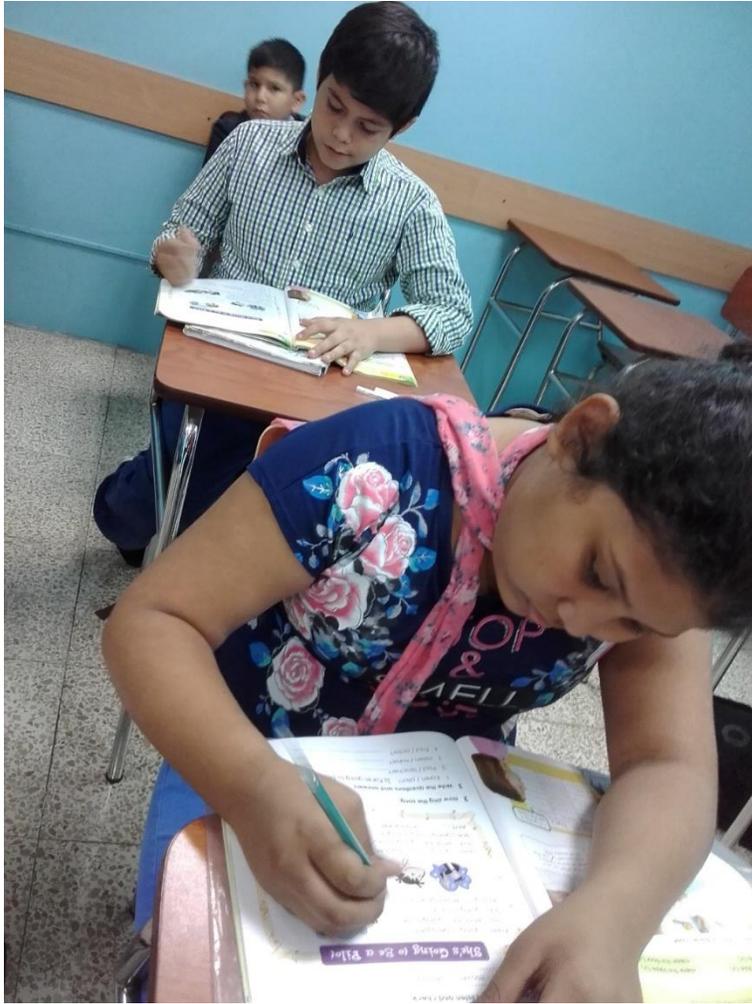
Picture 1: *Speaking activity 1*



Picture 2: Describing a picture



Picture 3: *Guessing the picture*



Picture 4: *Completing a song*



Picture 5: Reinforcement



Picture 6: *Listening activity*

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO:

DEVELOPMENT OF LISTENING SKILLS IN THE ENGLISH CLASS TO IMPROVE THE ORAL EXPRESSION IN 8-10 YEAR OLD CHILDREN AT CENTRO ECUATORIANO NORTEAMERICANO

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ÁREAS TEMÁTICAS:

EDUCACION

PALABRAS CLAVE:

RESUMEN:

El propósito de este proyecto de investigación es analizar el efecto del desarrollo de las habilidades auditivas en la producción oral en niños de 8-10 años en el Centro Ecuatoriano Norteamericano. Para los profesores de inglés, es importante que sus estudiantes sean capaces de entender lo que se dice en clase y de hablar en el idioma q se está aprendiendo. Por esta razón, se han realizado evaluaciones de todos los instrumentos de investigación para llevar a cabo este proyecto los cuales son importantes para desarrollar esta investigación. Además, la población de muestra para esta investigación se basó en doce estudiantes en un programa de niños: y el objetivo era ayudarles a desarrollar su habilidad de hablar en inglés. Las técnicas aplicadas fueron encuestas a los estudiantes para obtener información sobre lo que hacen en clase, observaciones y una entrevista a uno de los maestros a cargo de los estudiantes en este programa. El análisis de los datos se basó en el desempeño del alumno en clase con las actividades que realizaron, y la entrevista del maestro, que proporcionó información sobre cómo manejan la clase. Toda esta información ayudará a comprender la



Presidencia
de la República
del Ecuador



Plan Nacional
de Ciencia, Tecnología,
Innovación y Saberes



influencia de las habilidades auditivas en la expresión oral de los niños en esta institución.

No. DE REGISTRO (en base de datos):		No. DE CLASIFICACIÓN:	
DIRECCIÓN URL (tesis en la web):			
ADJUNTO PDF:	<input type="checkbox"/> SI	<input type="checkbox"/> NO	
CONTACTO CON AUTOR/ES	Teléfono: 2-84-69-73	E-mail: elizabeth1993_24@hotmail.com	
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Urkund Analysis Result

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Submitted: 2016-10-26 21:35:00
Submitted By: elizabeth1993_24@hotmail.com
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