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DE GUAYAQUIL**

**FACULTAD DE EDUCACIÓN  
CARRERA DE INGLÉS**

**PROYECTO DE INVESTIGACIÓN PREVIO A LA  
OBTENCIÓN DEL TÍTULO DE LICENCIADO EN LENGUA  
INGLESA MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE  
SISTEMAS EDUCATIVOS EN T.E.F.L.**

**TOPIC:**

**TEACHING STRATEGIES AND THE LISTENING SKILLS IN  
FIFTH GRADE STUDENTS EGB AT UNIDAD EDUCATIVA EL  
LIBERTADOR, SCHOOL YEAR 2020-2021**

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Teaching Strategies and the Listening Skills in Fifth Grade Students EGB at Unidad Educativa El Libertador, School Year 2020-2021

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English is considered the main language people learn to communicate. This is the reason it is known as a global language. For this reason, people tend to master this foreign language to establish effective communication for varied purposes. As communication is the main goal, to understand the message is crucial, that is, the development of the listening skill plays an important role in communication. However, communication is also impossible without message comprehension. In other words, the ability that people need to decode a message is also indispensable. The current research is developed in a private middle education institution of Guayaquil, Ecuador that includes English as a Foreign Language in the curriculum to fulfill the requirements of the Ecuadorian authorities and to give students an education according to the standards. It has been observed that fifth-grade students show some problems in their listening decoding performance. They have some difficulties to understand a message and in consequence to establish effective communication in English, in addition to problems to understand sounds, tone, rhythm in fluent English language. This study applied an inductive and deductive method and referred to a descriptive and field type of research with a qualitative and quantitative approach.

The application of the research techniques and tools helped to determined that the application of teaching strategies have an important influence on the listening skills in fifth-grade students.

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El estudiante egresado DANIEL ANDRÉS ARCE MATUTE, declara bajo juramento, que la autoría del presente proyecto de investigación, TEACHING STRATEGIES AND THE LISTENING SKILLS IN FIFTH GRADE STUDENTS EGB AT UNIDAD EDUCATIVA EL LIBERTADOR, SCHOOL YEAR 2020-2021, corresponde totalmente al suscrito y me responsabilizo con los criterios y opiniones científicas que en el mismo se declaran, como producto de la investigación realizada.

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En mi calidad de Tutor del Proyecto de Investigación TEACHING STRATEGIES AND THE LISTENING SKILLS IN FIFTH GRADE STUDENTS EGB AT UNIDAD EDUCATIVA EL LIBERTADOR, SCHOOL YEAR 2020-2021, designado(a) por el Consejo Directivo de la Facultad de Educación de la Universidad Laica VICENTE ROCAFUERTE de Guayaquil.

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MÉLIDA ROCÍO CAMPOVERDE MÉNDEZ

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First of all, I want to thank God with all my heart for having given me life, guiding me and giving me wisdom to overcome any obstacle I have faced, and move forward to fulfill my goals.

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This research project is dedicated to:

My parents, because their great love, affection, patience, and effort have allowed me to successfully achieve this important goal. I also thank them from the bottom of my heart for encouraging in me the effort and courage to be able to complete my professional career.

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## INTRODUCTION

Teaching strategies are important because they help students learn and become independent learners, so they will be able to build their own learning. On the other hand, teachers' role has changed because currently oversees leading students to successful learning through appropriate strategies, and they need to apply strategies to help students improve their performance, so excluding teaching strategies from the language learning process may result in students' learning failure. Since English is considered the official language around the world, people have reasons enough to acquire it and develop communicative skills. For this reason, listening turns into an important skill to be developed, and anything teachers can apply to fulfill this purpose becomes important. The current research work covers the problems that fifth-grade students EGB show in their listening decoding performance. They show some difficulties to understand a message and in consequence to establish effective communication in English, in addition to problems to understand sounds, tone, rhythm in fluent English language.

Chapter I includes the background of the problem of the current research work, as well as its formulation and systematization. Additionally, the broad and specific objectives are included. These objectives are directed to determine the importance of teaching strategies in the listening skills in fifth-grade students EGB at Unidad Educativa El Libertador, school year 2020-2021. For this purpose, the way teaching strategies can help students improve English language learning is explained, and students' common problems in speaking are identified. On the other hand, the rationale described in this section explains the importance, social relevance, beneficiaries, and the impact of the proposal. The study is also delimited, the idea to defend is established, and the research line in which this study is framed is also included.

Chapter II covers the Research Theoretical Framework, which refers to the most important theories that sustain this study. Moreover, in this section, the main concepts discussed along the document are defined, as well as the Legal Framework, that selects the laws and regulations regarding education and English language teaching.

Chapter III details the Research Methodology, which includes the methods, research type, and approach of the study. This chapter also describes the techniques and tools applied to get the data to be processed and analyzed. This section also presents the research population and sample, and the results and findings resulted from data processing.

Chapter IV presents the research proposal to solve the research problem. This proposal is based on appropriate teaching strategies to help fifth-grade students at UE El Libertador enhance their listening skills. The conclusions and recommendations based on the whole process are included.

# **CHAPTER I**

## **THE RESEARCH PROBLEM**

### **1.1 Topic**

Teaching Strategies and the Listening Skills in Fifth Grade Students EGB at Unidad Educativa El Libertador, school year 2020-2021.

### **1.2 Background of the problem**

English is considered the main language people learn to communicate. This is the reason it is known as a global language. For this reason, people tend to master this foreign language to establish effective communication for varied purposes. As communication is the main goal, to understand the message is crucial, that is, the development of the listening skill plays an important role in communication. Speaking has been described as the most important skill in language learning because it would be impossible to communicate with others without it. However, communication is also impossible without message comprehension. In other words, the ability that people need to decode a message is also indispensable. It is common to find students with problems to understand a message, usually because English is not their native language, and because they understand the message in real-time without repetition. For this reason, appropriate teaching strategies to enhance listening skills are needed.

Davis (2017) states that teaching strategies need to be innovative to engage students in the classroom. The author says that when students are involved in the lesson, they learn and retain more, and usually find joy in completing the task planned by the teacher. In this sense, the strategies that the teacher applies are decisive for the language learning process and the development of the skills. Teachers' role then has changed because currently oversees leading students to successful learning through appropriate strategies. Teachers have to apply strategies to help students improve their performance, so excluding teaching strategies from the language learning process may result in students' learning failure.

Ecuadorian authorities have launched a set of English standards, which have been organized into five domains and are developed around English language teaching and learning. This set of domains covers aspects of structure and communication, language acquisition, and the development and the decoding of a message. Students need to reach the

appropriate proficiency level of listening performance and interaction at the end of each educational level (Ministerio de Educación, 2012). However, Educational First, an international organization that follows people's performance in English has classified Ecuador as #81 in the group of countries with a very low level of English language proficiency in 2019, the lowest score in Latin America (EF, 2019). It represents a decrease since 2018 when the country was classified in the group of countries with a low level of English (EF, 2018).

“Unidad Educativa El Libertador” is a private educational institution in Guayaquil. The institution includes English as a foreign language in the curriculum to fulfill the requirements of the Ecuadorian authorities and to give students an education according to the standards. It has been observed that fifth-grade students EGB show some problems in their listening decoding performance. They show some difficulties to understand a message and in consequence to establish effective communication in English, in addition to problems to understand sounds, tone, rhythm in fluent English language. Some possible reasons could be teachers without the training needed in the latest teaching tools, techniques, methods, and strategies, or teachers with little time to plan activities based on appropriate strategies. This may happen because the institution does not consider teachers’ training a priority, possibly because of budget problems, or because teachers are charged with many class hours and other paperwork that impede them to dedicate more time to apply strategies in language learning.

For the reasons explained above, the current research work proposes the elaboration of a booklet with a set of appropriate teaching strategies directed to enhance students’ listening skills and their performance in the English language.

### **1.3 Statement of the Problem**

How important are the teaching strategies for the listening skills in fifth-grade students EGB at Unidad Educativa El Libertador, school year 2020-2021?

### **1.4 Systematization of the Problem**

- What are the theoretical foundations that support the teaching strategies and listening skills?
- What are the common features of teaching strategies and listening skills?
- How can teaching strategies help students improve the listening skill?

- Which are the common problems that students have in listening performance?
- What teaching strategies are appropriate to enhance students listening skills?

### **1.5 Broad Objective**

To determine the importance of teaching strategies in the listening skills in fifth-grade students EGB at Unidad Educativa El Libertador, school year 2020-2021.

### **1.6 Specific Objectives**

- To establish the theoretical foundations that support the teaching strategies and listening skills.
- To describe the way teaching strategies can help students improve their listening skills, through the review of the literature.
- To identify the common problems that students have in listening to decoding performance through the application of the research tools.
- To design a guide with a set of appropriate teaching strategies to enhance students listening skills.

### **1.7 Research justification**

Strategies applied in the classroom by teachers in language learning have developed over time. One reason teaching strategies are important is that they help students learn and become independent learners, that is, students “build” their own learning. The present research work has great *importance* because it attempts to identify the common difficulties students face when listening to English and proposes the use of appropriate teaching strategies to overcome those difficulties.

Since English is considered the official language around the world, people have reasons enough to acquire it and develop communicative skills. For this reason, listening turns into an important skill to be developed, and anything teachers can apply to fulfill this purpose becomes important. This research work is *relevant for society* because it recommends the application of suitable teaching strategies to help learners decode a message, understand connections, communicate effectively, and get wealthy in life.

In order to achieve the objectives of the current study, previous studies and literature related to the research variables have been consulted and analyzed. In addition, a systematized methodological process has been carried out. Quantitative and qualitative



research techniques were used to determine the importance of teaching strategies in the listening skills in students, determining in both variables are the procedures for ranking descriptive and explanatory factors. Among the research tools applied, the observation, the interview, and the survey were administered. The results were processed with Microsoft Excel, so tables and graphics were made to draw conclusions.

The main beneficiaries of this study are fifth-grade EGB teachers and students at Unidad Educativa El Libertador. Teachers can have the chance of improving their practices in language teaching, and students may enhance their listening skills and language acquisition using appropriate teaching strategies. The institution is also another beneficiary, because if students have more chances of achieving their output profile.

Finally, the proposal presented in this research work has an important *impact* in the society and educational community, because when teachers apply appropriate teaching strategies in language learning, students are being directed to use of their skills in a good way.

### 1.8 Delimitation of the study

<b>Responsible Unit:</b>	Universidad Laica Vicente Rocafuerte
<b>Responsible Person:</b>	Daniel Andrés Arce Matute
<b>Field:</b>	Education
<b>Area:</b>	English
<b>Population:</b>	Fifth grade students EGB
<b>Period:</b>	School Year 2020-2021

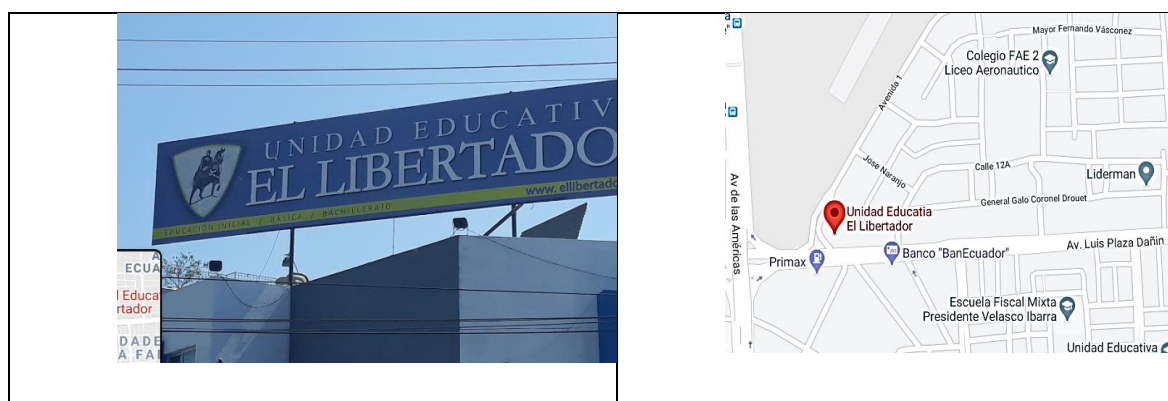


Figure 1. Institution Location.  
Source: Google Maps (2020).  
Elaborated by: Arce, D. (2020).

## **1.9 Idea to defend**

Teaching strategies are important for the listening skills in fifth-grade students EGB at Unidad Educativa El Libertador, school year 2020-2021.

## **1.10 Research line**

The current research work has been framed within the Education Faculty research, which is the “performance and professionalization of the teacher”, and also within its research sub-line “communicative competencies in teachers and students”.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1 Theoretical framework background**

Several studies regarding teaching strategies and the development of the listening skills have been consulted as part of the theoretical framework background. The authors that have carried out those studies belong to a variety of foreign and domestic universities, such as Universidad Nacional Autónoma de Nicaragua - UNAN, Nicaragua; Universidad de Córdoba, Colombia; Universidad Técnica de Machala, Universidad Técnica de Ambato, Universidad de Guayaquil, and Universidad Laica Vicente Rocafuerte de Guayaquil, Ecuador. These studies contributed not only to support, but also to validate the current research work, and are discussed as follows:

Gallegos & Gómez (2016) wrote a research work titled *Analysis of Strategies and Methods for teaching listening to 9th grade, group “A” EFL students at República de Cuba Secondary School during the second semester 2016*, to fulfill the requirements for the Bachelor of Arts degree from Universidad Nacional Autónoma de Nicaragua, Managua-Nicaragua. The study’s broad objective was to describe the strategies, methods and styles applied to develop the listening skill in students of 9<sup>th</sup> grade at a secondary school. This study was presented as a descriptive and field research, applying a mixed approach, that is qualitative and quantitative, which was the basis for the design and application of the research tools. The results of the study showed that students needed to improve their listening skills, as they did not receive enough training during class hours, technology was not considered by the teacher as a resource in the classroom, and there was a lack of teachers’ training. The authors proposed a set of listening strategies based on audiovisual resources that once applied managed to improve students’ performance in this second language skill in at least 50%.

The importance of this research for the current study is that it allowed identifying the methods and strategies applied to enhance the listening skill in students. The application of the research tools confirmed the importance of the scientific method to gather data and draw conclusions and recommendations. Both studies were similar in several aspects, such as their methodological framework, that is the type of research and the research approach, having similar research techniques too; moreover, the population was also similar. What is more,

both works propose the improvement of listening skills through the application of teaching strategies.

Caro & Peinado (2019) carried out an exploratory study titled *Using Mobile-Assisted Language Learning (MALL) to Enhance 10th Graders' Listening Skill: An Exploratory Case Study*, as a requirement for the Bachelor's Degree of English Teacher from Universidad de Córdoba, Colombia. The study was aimed to analyze the aspects of the listening skill that students can develop with the MALL (Mobile-Assisted Language Learning) approach, as well as students' and teachers' perceptions regarding smartphones in EFL lessons. This work was presented as descriptive and as applying a qualitative-quantitative approach. The application of the research tools allowed to conclude that MALL is an efficient strategy to develop listening skills in the English language, and that can be used as a strategy to teach English in an interesting and dynamic way. Furthermore, the study concluded that students were able to improve not only in one skill but also the others in many aspects, which demonstrated that the use of MALL served as a fundamental aid in English language learning.

It is important for the current study to refer to other authors' research work, first of all, because through the application of the scientific method it was possible to determine the relevance of a strategy to improve the listening skill in students. Furthermore, the research work showed several similarities with the current study, such as the broad objectives, which in both cases are aimed to highlight the role and the importance of the listening skill; or their methodology, the research type and approach, which in both studies are the same, that is, descriptive and mixed; the population is also similar as both studies are focused on students from general basic education, and both studies were able to confirm the research assumptions.

Espinoza (2016) developed a research work titled *Motivation as a strategy to develop the listening skills outside the classroom in Eighth-grade students*, as a requirement to obtain a Bachelor's degree in Education, with a major in English from Universidad Técnica de Machala UTMACH, Ecuador. The research focused on identifying strategies to develop the listening skill in the students, as well as to analyze the problems that students of eight years of basic education have in acquiring this skill. It was possible to identify a descriptive and field type of research, and a mixed approach. The research tools were designed and applied in accordance with the approach described and included the observation, interview, and

survey techniques. Additionally, the results obtained could conclude that strategies to motivate students were needed as important aspects to improve listening in students.

The relevance of Espinoza's study for the current research work lies on the fact that it analyses the importance of motivation in the classroom and detects the factors that affect students' performance of listening, which is an important component of learning a second language. The ability that a student has for listening and understanding actively a message, represents an important impact on building the communication skills that students need both inside and outside of the classroom. Good communication skills are essential for solving conflicts and build trust in the classroom, as well as to inspire students to continue their learning of English as a second language and strengthen teams. Improving students' ability to decode a message will allow them to absorb the information as it is given to them, increasing and enhancing also other skills. On the other hand, Espinoza's study has several similarities regarding the current research work, such as the objectives, the methodological framework, and the proposed plan.

Calero (2018) carried out a research work titled Listening journals for extensive and intensive listening practice for second-level students BGU at Unidad Educativa Francisco Flor, as a requirement to obtain a Bachelor's degree in Education from Universidad Técnica de Ambato, UTA, Ecuador. The study's main objective was to determine the influence of listening Journals on intensive and extensive listening practice in students. For this purpose, the researcher turned to a bibliographical review in order to identify the theoretical foundations supporting the research variables. The research tools allowed to determine the level of accuracy that students had in extensive and intensive listening, which in fact, helped the author to propose components of listening Journals to train student's auditory system by using top-down and bottom-up processing skills, and in that way to improve students' listening comprehension skills.

The importance of Calero's research for the current study lies in the use of listening journals to reach accuracy through intensive an extensive listening practice. The fact that intensive listening builds general, foundational skills, and extensive listening focuses on training in a real-world context, turns this study is an essential resource to enhance communication in the classroom. Besides, referring to Calero's work is important because it shows several similarities to the current study, such as the application of qualitative and

quantitative research tools to obtain the data to confirm their idea to defend and that allowed to draw conclusions and recommendations.

Mancilla (2019) worked out a research project titled *The influence of pop music use for the development of listening comprehension*, as a requirement to obtain a Bachelor's degree in English Language and Linguistics from Universidad de Guayaquil, Ecuador. This study was aimed to determine the influence of using pop music to enhance listening in students. For this purpose, a field study with and quantitative approach was applied. The statistical data analysis allowed the researcher to confirm deficiencies in the development of listening comprehension of students from ninth grade due to an inadequate environment for listening development, scarce use of methodological strategies for listening comprehension, and lack of engaging listening material to motivate students in the classroom. As a proposal, the project suggested a system of listening activities using pop songs directed to improve listening in students. The research work concluded that music is a powerful tool that can develop and reinforce the listening skills in learners if applied correctly because it brings to the classroom a high level of motivation.

Mancilla's work has great importance for the current research project because it proved that the application of a specific teaching strategy helped to develop the listening skill in students. The fact that students will be able to enhance this skill is relevant in language learning because it also enhances their ability to use other skills in English. Mastering the listening skill allows students to follow instructions and directions, as well as to understand expectations, and to establish a comprehensible communication. Another factor that makes This work relevance is that it has several coincidences in objectives, methodology, and solution proposal, as both studies, are descriptive and consider teaching strategies to solve students' listening difficulties.

Villón (2016) accomplished a research project titled *The development of listening skills in the English class to improve the oral expression in 8-10-year-old children at Centro Ecuatoriano Norteamericano*, as a requirement to obtain the Bachelor's degree in the English Language with a major in Teaching and Management of TEFL systems from Universidad Laica Vicente Rocafuerte de Guayaquil. The study has the main purpose to analyze the effects of the listening skills development on oral production in students. The project applied a descriptive and field type, with a mixed approach, as qualitative and quantitative research tools were designed. The results obtained from the application of the observation, interview,

and survey techniques, plus the analysis of the literature review helped to understand the influence of listening skills on children's speaking, as well as to draw conclusions and recommendations. Another important factor to establish the importance of Villón's project is the series of similarities the study has with the current research work. Both studies are aimed to improve the listening skill in students, applying a descriptive type of research with qualitative and quantitative instruments.

## **2.2 Literature Review**

### **2.2.1 Teaching Strategies: definitions**

The word *Strategy* is a word that is rooted in the Greek term *strategia*, that is, "steps taken for the purpose of winning a war" (Cambridge Dictionary, 2019). Oxford, cited by Nurmela (2017) stated that in language learning, a strategy is considered useful if it is able to relate appropriately to target language task, if it is suitable for students' learning styles and preferences, and if students use the strategy in an effective way, linking it with other strategies. The author highlights that such strategies make the learning experience easier, faster, and enjoyable, so students feel they can transfer their experience to new situations, as they feel more independent.

Because of the fact that learners are not all the time aware of the benefits of using teaching strategies, teachers should help them develop such awareness and enable them to use as many as possible (Nurmela, 2017). In fact, teachers and researchers agree that teaching strategies are powerful elements in foreign language proficiency and have given students instructions that helped them use those strategies. Besides, the role of motivation in language teaching and learning is essential. Bandura, cited by Chilingaryan (2015) affirms students with a high amount of motivation work more than others and have more perseverance to convey difficulties. The author says that learners find satisfaction when a learning task has been accomplished successfully (p. 4).

Guerrero (2015) explains that strategies are closely related to motivation, especially because of the sense of self-efficacy that makes students expect successful learning. Conversely, the author explains that when an individual develops a level of confidence for completing a task successfully, it is closely related to the effective use of teaching strategies. In other words, having access to an appropriate set of strategies should lead students to higher expectations of learning success, which is an important component of motivation.

## **2.2.2 Main Features about Teaching Strategies**

Regarding language teaching and learning strategies, Oxford (2003) states that these are the qualities that will allow students to become more proficient language learners. The author mentioned that language learning involves “creating a practiced eye, a receptive ear, and involved heart and a responsive mind” (p. 8), and that all these aspects cannot be the job of the teacher alone. In fact, the author says that a student can be successful in language learning by becoming an autonomous learner. Thus, with the use of teaching strategies that should be facilitated by teachers, they will get autonomy and more meaningful learning.

Owen (2017) explains some features regarding foreign language teaching strategies, pointing that students have lots of benefits when learning a foreign language, but it depends on teachers to foster the enthusiasm they need to learn. The author affirms that language teaching needs to include some fun, interaction, and variety, thus motivation will make learners participate actively. Among the teaching strategies that have increased students’ motivation towards languages in the classroom, the author mentioned the following:

### **2.2.2.1 The Natural Approach**

The natural approach was developed by Stephen Krashen and Tracy Terrell as a method in language learning. It focuses on fostering naturalistic language acquisition in a classroom setting, emphasizing communication, decreasing importance on structure and error correction. Efforts are also made to make the learning environment as stress-free as possible. In the natural approach, language output is not forced, but allowed to emerge spontaneously after students have attended to large amounts of comprehensible language input. The natural approach shares many features with the direct method, which was formulated around 1900 and was also a reaction to grammar-translation. Both the natural approach and the direct method are based on the idea of enabling naturalistic language acquisition in the language classroom; they differ in that the natural approach puts less emphasis on practice and more on exposure to language input and on reducing learners' anxiety (Rojas & Zambrano, 2014).

In her study, Owen (2017) states that this theory contemplates a strong emphasis on using the target language in the classroom, without considering accuracy essential. In other words, little emphasis is given to structure. According to the author, under this umbrella, the students are more responsible for understanding grammar and vocabulary on their own. In



this way, classroom activities will be based on practice, with students speaking the second language all the time, instead of having the teacher explaining grammar. Some of the common activities under this approach include questioning, reading passages, and role-plays.

#### **2.2.2.2 Vocabulary Checks**

According to Owen (2017), a never-failing way to know to what extent students learned a topic is by checking vocabulary. Teachers need to consider that sometimes the way students see work is totally different from the meaning given to that word. The author suggests the use of flashcards to make the meaning more understandable as they have always been suitable for vocabulary revision, and even for including games in the classroom.

#### **2.2.2.3 Generating Competition**

Competitions are not a conventional approach to language learning. Owen (2017) affirms that generating competition in the classroom means to generate also a purpose for learning, and, in fact, a source of motivation too. Besides, the activities prepared by the teacher with this element included encouraging learners to participate actively without them realizing their attitude in the classroom. The author suggests the inclusion of vocabulary-based games that students can use to play. In this sense, the gamification of learning turns into an effective and motivating factor in language lessons.

### **2.2.3 Classification of Teaching Strategies**

#### **2.2.3.1 The Memory Strategies**

Nurmela (2017) defines memory strategies as being based on some rather simple principles or rules, such as laying things out, but in a specific order, associating, or reviewing. The author explains that memory principles applied implies a set of challenges that a student will have to face when learning vocabulary. In this sense, teachers need to consider it is possible to associate words and phrases with images, so students will keep them in their brain to be retrieved later for communication. Another factor that the author suggests considering is that some students remember more efficiently words when they are linked to sounds, motion, or even touch.

Additionally, the author states that is at the beginning of the language learning process in which the use of memory strategies is essentials, and that as the learning process

progresses, the reference to memory strategies tends to decrease, becoming in less the awareness about it (Nurmela, 2017). An illustrative example that the author shares is the application of a memory strategy by making association: a student can remember the name of a person born in France by associating her name with the form of her face.

#### **2.2.3.2 The Cognitive Strategies**

Cognitive strategies are considered as some of the most common strategies in foreign language learning. It is based on repetition, analysis, and summary of the utterances in L2, and includes four basic steps: practicing, receiving & sending messages, analyzing & reasoning, and finally, creating structure (Nurmela, 2017).

The author explains that this kind of strategy allows students to control and manipulate the material used for language learning directly, so students will have the chance of reorganizing information to build knowledge structures. Practicing, as one of the steps mentioned before, is considered the most important step achieved by repetition, managing sounds, and patterns. The second step, receiving & sending messages, is applied when students need to find the main idea of a text by using skimming and scanning. In this case, students should remember that they do not need to check every word. The third step, analyzing & reasoning, is commonly used by adults as a learning strategy to comprehend the meaning of the L2 (Nurmela, 2017).

#### **2.2.3.3 The Compensation Strategies**

The compensation strategies are those used by students when they experience an L2 lack of knowledge, focusing on a deficiency in grammar and vocabulary. Nurmela (2017) affirms that when students are not aware of the meaning of a word or an expression, they usually guess or interpret its meaning. According to the author, this kind of strategy is used during the production stage, to reinforce structure understanding.

#### **2.2.3.4 The Metacognitive Strategies**

The metacognitive strategies are related to general knowledge and usually implies long-term benefits. Nurmela (2017) mentions that this strategy may include students tuning a podcast recorded once a week with the purpose of enhancing their listening skills. The author describes three aspects considered in this strategy: centering students' learning, arranging & planning students' learning, and evaluating students' learning.

Nurmela (2017) describes *centering learning* as focusing on the student in order to select and plan the activities or the skill to be developed according to their particular interests or skills. Additionally, the author states that *arranging & planning* is meant to help students in their organization in order to grab maximum benefit. Additionally, *evaluating learning* assists students that have difficulties to monitor errors and evaluate progress.

#### **2.2.3.5 The Affective Strategies**

The affective strategies include emotion, motivation, or values as important factors that influence students' learning. Nurmela (2017) describes three sets of strategies belonging to this group: lowering students' anxiety; encouraging yourself and taking students' emotional temperature. The author emphasizes that a good student can control their emotions and behavior regarding language learning and understands that it has no sense to have negative feelings because it delays learning. According to Nurmela (2017) a way in which teachers can help students with positive feelings is assigning them more responsibility in the classroom, giving them more opportunities to communicate and, and teaching affective strategies.

#### **2.2.3.6 Social Strategies**

Social strategies are considered crucial in language learning, as it implies communication between people.

These strategies are most developed in contexts where listeners are engaged in interaction with a target language speaker in order to manage the social and affective challenges of these listening events. Vandergrift and Cross (2018) affirm that practice in using affective strategies for interactive listening is relatively easy to incorporate into classroom if students are used to work in group and with cooperative learning activities. The authors indicate that in these types of activities, students learn to question their interlocutor, seek clarification, or clarify misunderstanding using expressions such as: Pardon me? Would you please repeat that? I don't understand. What was that (last) word? Could you speak more slowly, please? Types of tasks where language learners can practice the use of these expressions in authentic ways include:

- Information gap: The fundamental premise underlying information-gap tasks is that each participant has some of the information needed for the group to complete the task successfully; that is, each participant needs to speak and understand what the

others are saying. This can involve putting various parts of a story together to create the whole or describing a picture where each member of a dyad has a slightly different version of the same picture. In all cases, the pictures are prompts only and participants must rely totally on speaking and understanding in order to complete the task. Problems in comprehension and misunderstanding are clarified through strategies, with the help of the expressions listed above.

- Jigsaw listening: These tasks are somewhat similar to information-gap activities in that each participant brings required information in order for his/her home group to complete a task. Information is gathered by listening to part of a recording in group (often called the “expert” group and includes one member from each home group) as often as necessary so that all members have the necessary information to bring back to their home group. Members from each expert group then share with their respective home group what they understood so that the home group can reconstruct the basic content of the text as a whole. Members use the above strategies to clarify, as required, the information each member shares. The amount of information to be brought from the expert group to the home group needs to be limited so as not to overtax memory.
- Contradict the speaker: The teacher or a student gives a short presentation on a familiar topic related to the current theme of study; however, the text has a number of obvious errors in it. Students (or interlocutor, in the case of dyads) are expected to detect the errors and then intervene with an appropriate clarification request. In this case, some additional clarification requests such as “Did I hear you say ...?” or “What was that again?” may need to be provided in addition to those listed above.
- Picture dictation: The teacher, or another student, gives a detailed description of a scene (that uses some of the vocabulary the class has been learning recently), speaking slowly enough for students to be able to draw what they hear. Students are encouraged to ask questions to clarify the position or size of items, for example. In order to force students to seek clarification and verification, items can be situated where they would not normally be found. This activity can also take the form of following directions on a map (Vandergrift & Cross, 2018).

The authors suggest that teachers need to be aware of the fact that occasionally, competition generates a strong desire of being better than others, which in most cases results in anxiety and fear of failure, so teachers need to help students improve their behavior and

change their confrontation to cooperation. In addition, students could use this strategy by doing something together in the target language, such as talking by phone regularly.

## **2.2.4 Strategies to Enhance Listening Skill**

Teng (2020) states that students becoming effective listeners is an essential factor in language learning and teaching. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations.

### **2.2.4.1 Pre-Listening Activities**

Liao (2016) affirms that students need to understand the way in which the listening message is recognized and connect it to the topic as in the pre-listening stage. The author adds that teachers can even apply TPR directions, film watching, or picture descriptions to set students' brains in second language listening. Some common activities that can be applied for these purposes are described below.

- *Mixed-Up Charades*. The author describes this activity as aimed to inhibit students' impulse to immediately answer questions and to answer to the speaker without any internal distractions.
- *What was the message: Who ate the cheese?*. This task is used for training learners to listen and keep the information in mind. Also, for listening details, and for listening implied meaning. During the activity, learners listen to a set of short conversations about the topic *Who ate the cookies?* Students are meant to understand several aspects of the talk, cross out the irrelevant clues, and jot down the right one in a chart (Liao, 2016).
- *Watching movies: Hearing ears*. In this activity, the main objective is to explore the things that learners heard, and also those things they can remember. After that, students will need to build their memorization and listening skills and they will finally develop a desire to learn the way for taking notes and paying attention in listening (Liao, 2016).
- *Jeopardy*. Liao (2016) describes this activity as having the purpose of encouraging students to activate their previous knowledge by asking questions. Students will

experience brainstorming or discussions. During the questioning stage, students may develop their confidence and asking questions skills.

- Vocabulary competition. Liao (2016) explains that in this kind of activity, the teachers should present around 5 to 10 words previous to listening otherwise, listeners' concentration will be affected by the new words for getting the main idea. In other words, this task applies competition for letting students learn a way of finding the relevant words in a text, working cooperatively, and not passively.

#### **2.2.4.2 While-Listening**

Houston (2019) describes 10 activities that teachers can use while students are listening to a text. The author suggests setting a task for the while-listening stage, so that students can be actively involved and focus on as they listen. In some cases, the author says, students will need to listen more than once to complete the activity. Among the activities, Houston discusses 3 or 4 as the most important, and considers that a teacher may wish to use a traditional sequence of listening for main ideas, listening for details, and making inferences, and lists some of the most relevant:

- Listen for main ideas. In this activity the author suggests giving students a question such as *Which of these topics do the three students talk about? Circle the topics you hear.*
- Listen for details. This activity includes instructions such as: *Ask students to read over the following questions. Let them listen to the audio track two or three times to get the answers.*
- Making inferences. In this kind of activity, the teacher may ask students to read over a set of questions, letting them listen to an audio track to determine the answers.
- Correct the errors. The teacher gives students a transcript and tells them, for example, that there are a certain number of errors, asking them to correct them as they listen.
- Gap fill. Students are given a transcript, and the teacher asks them to fill in the blanks as they listen.
- Definitions. Students are asked to look at a list of words and phrases. The teacher will play the audio track and will ask them to write the words that have the same meaning.

- Multiple Choice. Students are given a worksheet with several questions. The teacher asks them to choose the best answer according to the audio they listened.
- Bingo. The teacher writes a set of words on the board related to a topic. Then, students are asked to create a 4X4 bingo grid on their paper and choose 16 words from the board to write in the boxes (one word in each box), in any order. The teacher asks students to listen carefully and put an X on any word they hear. When they have four words in a row, they need to shout “BINGO”.

### **2.2.4.3 Post-Listening**

According to Liao (2016), EFL students requires to act upon the message they heard to expand their thinking. For this reason, post-listening activities are considered useful for students to practice their speaking and recalling their life experiences. Among the activities that the author recommends in this stage are the following:

- Oral summary. According to Liao (2016), once the student listened and understood the message, he or she needs to think aloud by telling someone else what they have heard. For this reason, the oral summary is needed in EFL classrooms.
- Song & Stress. The author explains that students may enhance their listening and speaking skills by paying attention to the use of stress and intonation in a song (Liao, 2016).
- Retell the ending of a story. Liao (2016) affirms that by retelling the story, students will have to pay attention to the pronunciation of words, as well as the stress and intonation of the sentences. An important step is to practice or imitate the listening message.

### **2.2.5 Listening Skills: Definition and Importance**

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 (2015).

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, 2017) that is why paying attention and understanding is important in this process.

Listening is considered as one of the most difficult skills to master. Abrantes (as cited in Villón, 2016) explains that it is because we naturally learn a language through this skill. He states that “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” (p. 1). The author affirms that this skill is considered an active procedure that requires listener participation, who will be actively engaged during the process. Abrantes (as cited in Villón, 2016) adds that an important feature to be taken into consideration is that the message transmitted requires a great amount of attention, so the student listening will be able to repeat exactly or almost exactly what he or she heard. Consequently, the author concludes that listening cannot be an isolated skill, but a skill that is complemented by the other three.

### **2.2.6 Listening Sub-Skills**

The listening sub-skills enhance the ability to listen. The British Council (2015) affirm that they are closely related to basic cognitive processes (observe, compare, relate, classify, analyze, and synthesize). It considers a few sub-skills that English learners can use to help them in the development of listening.

- **Selecting.** It consists of distinguishing which are the relevant words of a discourse (nouns, verbs, key traits) of those that are not (catchphrases: that is, repetitions, redundancy, among others); in addition, it means knowing how to group the elements into higher and significant units: the sounds in words, the words in phrases, the phrases in sentences, the sentences in paragraphs or thematic sections, among others.
- **Interpreting.** It means understanding the content of the speech: understand the intention and the communicative purpose; understand the global meaning, the message; understand the main ideas; discriminate relevant information from irrelevant information; understand details or supporting ideas; relate important ideas and details (thesis and examples; plot and anecdote).
- **Anticipate.** It consists of knowing how to activate all the information we have about a person or a topic to prepare the understanding of the speech; knowing how to foresee the topic, the language (words or expressions), and the style of the speech.
- **Infer.** It consists of knowing how to infer data from the issuer: age, sex, character, attitude, socio-cultural origin, purposes; it is also to know how to extract information from the communicative context: situation (street, house, office, classroom), the role of the sender and receiver, type of communication.



- To hold back. It consists of remembering words, phrases, and ideas for a few seconds to be able to interpret them later; it is also to retain in long-term memory aspects of a speech (the most relevant information, the structure of the speech, some special words, etc.). (p. 21)

### 2.2.7 Components of the Listening Skills

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 the English language and becoming fluent, too. When students listen to things in English, they usually get used to how teachers pronounce those words. Students start pronouncing things in the way they listen to those words. In a game, for example, in which the 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 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 is. 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 to color number eight, they will know they have to color a number because they listen to this word and because they see the numbers. s

A good listener can use these factors simultaneously. Willis (as cited in Abrantes, 2016) lists a series, of what he calls, enabling skills like the recognition of discourse markers,

such as well; oh, another thing is; now, finally; and so on; understanding different intonation patterns and uses of stress, among others.

## **2.2.8 Decoding Elements in Listening**

Yagang (as cited in Abrantes, 2016) states there are four aspects that make listening difficult: the message, the speaker, the listener, and the physical setting.

### **2.2.8.1 The Message**

This is related to the content and its organization. Yagang (as cited in Abrantes, 2016) explains that the listening material can be related to any area of life, such as street gossip, proverbs, and even unfamiliar situations. Also, the author describes that in a natural or spontaneous conversation, the student that speaks changes topics frequently or uses ungrammatical sentences because of nervousness or hesitation, which could turn difficult for the listener to understand the meaning.

### **2.2.8.2 The Speaker**

If students are reading something aloud, they usually have normal pace, volume, and intonation. Besides, when it is a normal conversation, these dialogues have a different intonation, pauses, and hesitations. These things make it 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 fluency is not good enough to maintain a normal conversation. However, this skill can improve with the appropriate activities and feedback from the teacher.

### **2.2.8.3 The Listener**

The listeners will have some trouble 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 speaker 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.

#### **2.2.8.4 The Physical Setting in Listening**

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 to a tape or the radio) and facial expressions obstruct the way the listener gets the meaning of the message. In a normal conversation, people are aware of everything, noises, movements, intonation, the intended message, interruptions, and everything around them. All those aspects affect the meaning of the message. This can either help or not understand what the speakers are trying to say.

Nunam (cited in Segura, 2015) indicates that there are six different stages in the listening process. 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 analysis 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 remembered when needed. Evaluating, in this process, listeners identify facts and opinions and weigh the evidence.
- Responding refers to giving an answer to what has been listened to.

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 specific actions. For instance, in a young learners' class, in which students are just getting their ear trained, the 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 kinds 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 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 to, 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 their listening skills. 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 for 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.

## **2.3 Conceptual Framework**

### **Teaching Strategies**

Any action which may have taken to solve a problem in learning, to help someone make the most of the learning process, to speed up and optimize the cognitive, affective, or social behavior (Mariani, 2002).

### **Listening Skill**

Listening is one of the most difficult skills to master because people naturally learn a language through this skill. 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 (Villón, 2016).

### **Learning Styles**

Specific actions, behaviors, steps, or techniques, such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task, use by students to enhance their own learning (Scarcella & Oxford, 1992).

### **Cognitive Strategy**

It enables the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing

information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formal (Oxford, 2003).

### **Compensatory Strategy**

It helps learners to make up for missing knowledge. Example: guessing from context in listening and reading; using synonyms, and talking around the missing word to aid speaking and writing (Oxford, 2003).

### **Language Acquisition**

It is the process of acquiring information, skills or quality. The studying of language evolves how the students learn the language. When students learn without seeing grammar it would be easier (Online Etymology Dictionary, 2018).

### **Communicative Competence**

The ability of “classroom language learners to participate in the negotiation of meaning” and “the need for learners to have the experience of communication . . . as distinct from their ability to recite dialogs or perform on discreet-point tests of grammatical knowledge” (Savignon, 2001).

### **Communication**

It is an interdisciplinary concept as it is approached from different fields such as linguistics, psychology, ecology, mathematics, and others, enabling us to transmit and share facts, ideas, data, feelings, attitudes. It plays a key role in all the fields of activity; therefore, it should be effective so as to be an element of success for every relationship, organization, meeting, research, etc. (Essays, UK, 2018)

### **Skill**

A skill may be called the ability to do something well. Swimming, playing, etc. are skills that people perform after acquiring them. Knowing about these things is an intellectual exercise (cognition) and using or doing them is a skill (action) (Husain, 2015).

**Learning Activities.** Learning activities refer to the teacher guided instructional tasks or assignments for students. These are student activities. As a group, we discussed that a teacher determines the strategy that will best facilitate the learning. The teacher then

decides the activity that the students will do to use the intended strategy and to accomplish the intended learning (Norwest Missouri State University, 2015).

**Motivation.** It is the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language. Motivation is also an important contributor to language achievement in terms of linguistic outcomes, which traditionally embrace the knowledge structure of the language, i.e. vocabulary, grammar and pronunciation, and the four basic skills of the language, including listening, understanding, reading, and writing (Anjomshoa, Leila; Sadighi, Firooz, 2015).

## 2.4 Legal Framework

### CONSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR

#### TÍTULO I

#### ELEMENTOS CONSTITUTIVOS DEL ESTADO

##### Capítulo primero

##### Principios fundamentales

**Art. 3.-** Son deberes primordiales del Estado:

1. Garantizar sin discriminación alguna el efectivo goce de los derechos establecidos en la Constitución y en los instrumentos internacionales, en particular la educación, la salud, la alimentación, la seguridad social y el agua para sus habitantes...

**Art. 26.-** La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

**Art. 27.-** La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.

The relevance of the Ecuadorian Constitution for this project lies in the fact that it establishes the education as a right of people throughout their entire lives, that is, one of those rights that takes concrete actions and generates an obligation. In turn, the Constitution establishes that people must receive an education of quality, which implies that the teacher must apply adequate methodologies and strategies to achieve the objectives set.

## **LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL (II Suplemento al RO 417 de marzo 31 de 2011)**

Art. 3.- Fines de la educación.- Son fines de la educación:

- a. El desarrollo pleno de la personalidad de las y los estudiantes, que contribuya a lograr el conocimiento y ejercicio de sus derechos, el cumplimiento de sus obligaciones, el desarrollo de una cultura de paz entre los pueblos y de no violencia entre las personas, y una convivencia social intercultural, plurinacional, democrática y solidaria...

The LOEI is important for this study because it is the Law that regulates secondary education and because it establishes the purposes that education should have for the development of the person. For the purposes of education to be fulfilled, it must benefit students. The teaching of the English language is an aspect that allows those who learn it to know other cultures and different ways of thinking, in addition to giving them the opportunity to be better prepared for the future.

### **ECUADORIAN IN-SERVICE ENGLISH TEACHER STANDARDS**

The Ministry of Education (2012) issued the Ecuadorian in-Service English Teacher Standards, which is a document widely used in several countries and based on the TESOL. The document is organized into five domains that fit with those stated for the general curriculum, of some which are related to English language teaching and learning, which are explained as follows:

- The first domain, “Language” includes specific domains for language structure and communication, language acquisition and development, and language fluency. Given the fact that Ecuador is a multicultural country, a certain number of Ecuadorian students who are learning English may descend from indigenous cultures- where Spanish is their second language; and

English their third- the second domain is about “Culture”. Therefore, Ecuadorian English teachers need to have knowledge of other cultures and know the way culture may affect their learning of English in Ecuador.

- The third domain is devoted to “Curriculum Development”, particularly aspects related to planning for standards-based English, implementing and managing standards, and using resources and technology effectively.
- The fourth domain deals with “Assessment” (i.e. the gathering and evaluation of information related to English language learning) and includes the issues involved for learners as well as those related to language proficiency and classroom-based assessment.
- The fifth domain embodies the matter regarding “Professionalism and Ethical commitment” to keep teachers current with new instructional techniques, research results, and advances in the English teaching field for professional development. (pp. 3-10)

The Ecuadorian Standards are relevant for this research work because they are descriptions of the expected learning achievements of the students and constitute common references that they must achieve throughout their school years.



## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

#### **3.1 Methodology**

The current research work applies the inductive method, by means of which it is possible to obtain information and establish conclusions regarding the object of study. This was done with the help of the application of the corresponding research tools, aimed at determining the importance of teaching strategies in the listening skills in students. In addition, the deductive method was applied, through which the idea to defend in the present study is outlined and based on which logical conclusions were obtained.

#### **3.2 Type of Research**

The present study is described as field research because it was being developed in the same place where the problem was found, that is, in students of Fifth grade EGB at U.E. El Libertador. All the information required was obtained from the institution.

The study is also descriptive because it applied research instruments to describe possible problems and their causes, and in addition, it described the main features of the objective of this study, as well as the two variables.

#### **3.3 Research Approach**

This study has a qualitative-quantitative approach. The qualitative part is given through the application of the observation technique, aimed to identify the difficulties that students face in listening. The results will be submitted to interpretations and supported by the theoretical framework. In addition, an interview was also applied,

The quantitative part was directed to measure the research variables, that is, Teaching Strategies and Listening Skills, with the use of mathematical and statistical analysis. It used a collection of data that was gathered through a survey of English teachers. The information process generated tables and graphs that were interpreted in order to draw conclusions.

#### **3.4 Research techniques and tools**

In the current research work, the following techniques were considered:

**The observation.** It is defined as a research technique consisting of the act of observing people, phenomena, facts, cases, objects, actions, or situations, in order to obtain the information needed in research work (Labarca, 2019). The current research work applied the observation technique to collect data and evidence about common problems in listening to Fifth-grade students EGB at UE El Libertador.

**The structured observation guide** is used to collect data on a specific topic, these data are obtained through observation. In this research work, the observation guide includes 10 items to identify the common difficulties Fifth-grade students' face in the development of the listening skill

**The survey.** Labarca (2019) defines the survey as a technique that includes a set of standardized research procedures to collect data and analyzes them from a sample of cases representative of a larger population or universe. This study applied the survey technique to determine the importance of teaching strategies in the listening skills in Fifth-grade students.

**The questionnaire** was applied a set of 10-close-ended questions to English teachers of UE El Libertador to gather information.

**The interview.** It allows a direct approach to individuals of reality. It is considered a very complete technique (Hernández, Fernández, & Baptista, 2014). This research work uses the interview to get information that cannot be obtained through observations and is done directly to a respondent, in this case to the Director of UE El Libertador, in order to get his opinion about the role of the teaching strategies in the development of the listening skills.

**The questionnaire** included a set of 10-open-ended question to the director of the institution, in order to know his opinion about the role the teaching strategies in the development of listening skills.

### 3.5 Research Population and Sample.

Table 1.  
*Population and Sample*

GROUP	POPULATION	SAMPLE	PERCENTAGE
Students	25	25	100
English teachers	4	4	100
School Principal	1	1	100

Source: Unidad Educativa El Libertador.  
Elaborated by: Arce (2019).

### 3.6 Results / Findings and Analysis

#### 3.6.1 Students' observation guide

An observation guide was applied to the reading class at Unidad Educativa El Libertador, to verify the procedures that English teachers apply to develop the listening skills in Fifth-grade students. The observations were held during the last part of the school year 2019-2020, to identify the common difficulties students' face in the development of the listening skill:

Table 2.  
*Students' observation guide*

ITEMS	YES	NO
Students:		
1. Listen for specific information	X	
2. Listen for general understanding	X	
3. Predict listening content		X
4. Infer listening meaning		X
5. Practice intensive listening	X	
6. Practice extensive listening		X
In the Classroom:		

7. The sitting arrangement is appropriate for listening and seems to be planned by the teacher		X
8. Classroom equipment and resources for listening are available		X
9. The quality of listing recording is good	X	
10. The teacher planned the time and activities to be developed to improve listening.		X

Source: Unidad Educativa El Libertador.

Elaborated by: Arce (2019).

### **Analysis:**

- Even though the teacher applies intensive listening in the English class, in which they are focused on details, students are not encouraged to practice extensive listening, that is, they are not exposed to a varied of recordings or videos about the same topic, and as a consequence, students are not trained to apply these skills to a real-world context.
- The teacher does not use clues or students' prior knowledge regarding the situation they hear. That means students do have the chance of reasoning, infer, guess, or speculate regarding facts or circumstances in the listening.
- The physical set up of the classroom may bring benefits to the development of the listening skill in students. However, the teacher does not consider this element when planning the listening practice.
- The resources used in the classroom to develop the listening skills are limited to a CD player. Students have very few opportunities to practice through videos or any other interactive material.

### **3.6.2 The Interview**

The director of the institution was interviewed to know his opinion about important aspects related to the development of listening skills. The results were the following:

Table 3.  
*Director's interview*

QUESTION	DIRECTOR
1. In your opinion, which is the most important skill to be developed in English?	I think speaking is one of the most important because it is the basis for communication.
2. How important is the listening skill when learning English?	Like other skills, the development of listening is necessary for students. If they do not decode a message, they cannot establish communication.
3. What teaching strategies do your teachers apply to enhance listening skills?	Teachers are meant to give priority to identifying information through skimming and scanning. However, some of them do not apply what the curriculum describes.
3. When teaching listening, how important is teaching vocabulary?	Students are supposed to recognize the meaning of new words in context. I do not think vocabulary is taught deeply.
6. Do you believe that the use of audio recordings or video clips engage students in their listening? Explain why.	Of course. Both are good options that teachers mostly use in the classroom.
8. What methodology does the institution apply to enhance listening skills?	Teachers have the freedom to apply the methods and strategies they consider appropriate.
9. Can you describe the teaching process for the development of listening skills?	It is a process that takes time. Students are not in a native environment and many do not practice listening in English at home. In the classroom, there are other skills and subskills that need to be taught.
10. What do you think are the common difficulties for students to develop their listening skills?	Usually, students find it difficult to understand the word sounds. They may know

	<p>the meaning of words, but they do not recognize words because of the stress, intonation, or phoneme sounds.</p>
<p>11. Does the English curriculum in your institution give special attention to enhance listening skills?</p>	<p>Teachers spend time listening in every English class, at the same time than for the other skills.</p>
<p>12. What kind of resources are available in the institution for teachers to promote listening?</p>	<p>Teachers have a CD player and a projector. There is also a lab, which is used for other subjects too.</p>

Source: Unidad Educativa El Libertador.  
Elaborated by: Arce (2019).

### **Analysis**

- The director considers speaking as an important skill and listening skill as having the same importance as the others. In consequence, a common English class does not make any special emphasis or time dedication to develop that skill.
- There is no special attention to students' phonological awareness skills, so most students may have difficulties recognizing and manipulate sounds. This also implies that teachers do not make emphasis on rhyme, word syllable, or sentence segmentation that facilitate students listening.
- When teaching listening, teachers do not apply special strategies to enhance this skill. They try to dedicate the same time to the other skills. Teachers count with very few resources in the classroom and the lab available is not used exclusively to promote listening.

### **3.6.3 The Survey**

A survey was applied to English 4 teachers Unidad Educativa El Libertador with the purpose of getting to determine the importance of teaching strategies in listening skills. This information is considered important to determine the causes of the students' limitation of listening skills. The questionnaire included 7 items, which were processed and showed the following results:

Table 4:  
*Use of technology in the classroom.*

Scale	Frequency	Percentage
Never	0	0%
Rarely	3	75%
Usually	1	25%
Very often	0	0%
Always	0	0%

Source: U.E. El Libertador  
 Elaborated by: Arce, D. (2019).

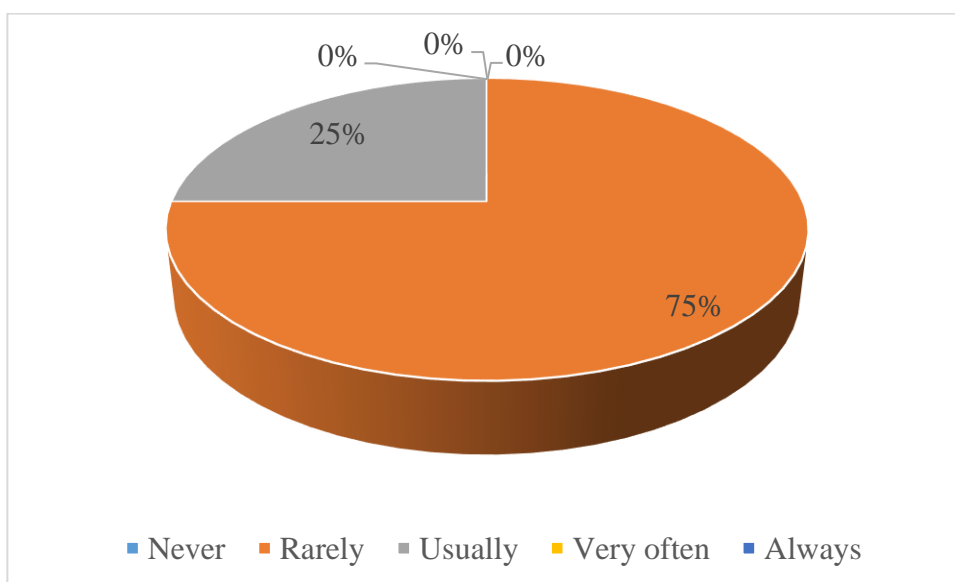


Figure 2: Use of technology  
 Source: U.E. El Libertador  
 Elaborated by: Arce, D. (2019).

### **Analysis:**

The first question of the survey asked teachers if they apply technology in their English classes to enhance technology. The intention of this question was to know teachers' acceptance of the technology. Most teachers said they rarely apply technology in the classroom, which has sense since the institution does not have enough resources available.

These results make us reflect on the fact that even though students grow up with technology as a natural part of their lives, this fact is not exploded in the classroom, unfortunately, due to lack of resources.

Table 5.  
*Students are exposed to new vocabulary previous a listening activity.*

Scale	Frequency	Percentage
Never	2	50%
Rarely	1	25%
Usually	1	25%
Very often	0	0%
Always	0	0%

Source: U.E. El Libertador  
 Elaborated by: Arce, D. (2019).

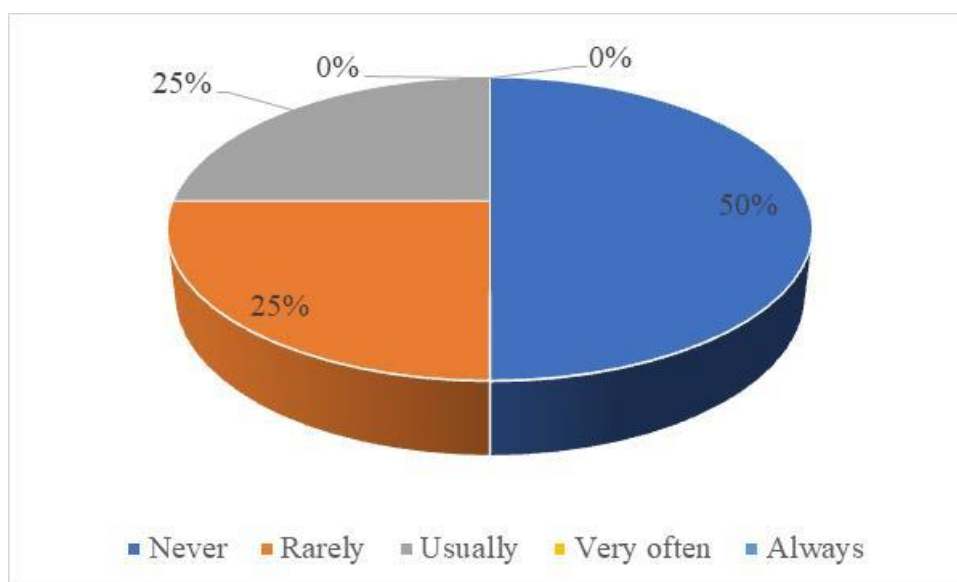


Figure 3: Students are exposed to new vocabulary previous a listening activity.

Source: U.E. El Libertador  
 Elaborated by: Arce, D. (2019).

### **Analysis:**

An important element when teaching listening is to give students the elements to recognize meaning. Knowing the vocabulary to be presented in advance helps students to decode the message of the listening. Unfortunately, it's half of them do not expose students to new vocabulary, which means they underestimate its importance.



Table 6.  
*Students are exposed to plenty of recorded material*

Scale	Frequency	Percentage
Never	0	0%
Rarely	4	100%
Usually	0	0%
Very often	0	0%
Always	0	0%

Source: U.E. El Libertador  
 Elaborated by: Arce, D. (2019).

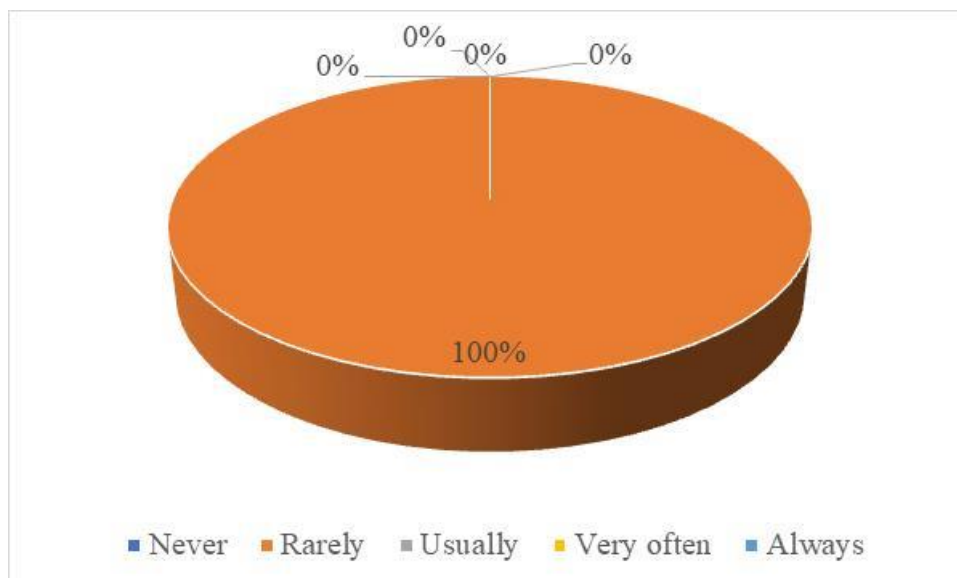


Figure 4: Students are exposed to new vocabulary previous a listening activity.  
 Source: U.E. El Libertador  
 Elaborated by: Arce, D. (2019).

**Analysis:**

Unlike Spanish, which students have daily contact with, English listening requires students to be exposed as much as possible with active listening. This makes students confident and ready to decode a message and engage in conversations, as this skill allows get the information needed to make decisions on any kind. All the teachers surveyed answered that students are rarely exposed to plenty of recorded material, which denotes a lack of practice that may lead to students’ deficiencies in this skill.

Table 7.  
*Pre-listening activities are included when teaching listening*

Scale	Frequency	Percentage
Never	0	0%
Rarely	4	100%
Usually	0	0%
Very often	0	0%
Always	0	0%

Source: U.E. El Libertador  
 Elaborated by: Arce, D. (2019).

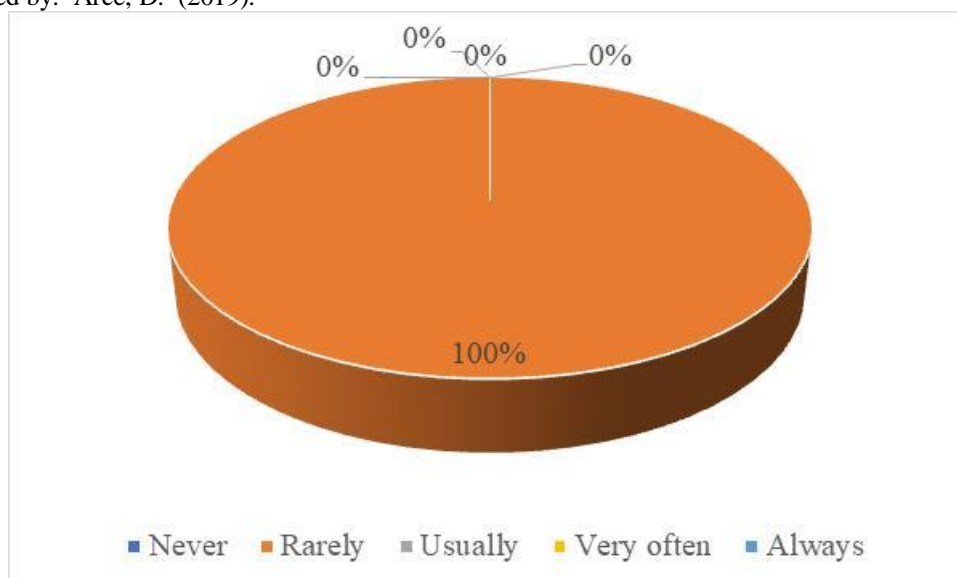


Figure 5: Pre-listening activities are included when teaching listening  
 Source: U.E. El Libertador  
 Elaborated by: Arce, D. (2019).

**Analysis:**

All teachers affirmed that they rarely apply pre-listening activities. These kinds of activities are tasking that students need to do before listening and that makes them get prepared for practicing this skill. They are important because they usually activate vocabulary, make students predict content, and generate an interest understanding of the task. The fact that students are not exposed to this kind of activity is a clear disadvantage for the listening enhancement.

Table 8.  
*Activities for predicting content are included in the listening session.*

Scale	Frequency	Percentage
Never	2	50%
Rarely	1	25%
Usually	1	25%
Very often	0	0%
Always	0	0%

Source: U.E. El Libertador  
 Elaborated by: Arce, D. (2019).

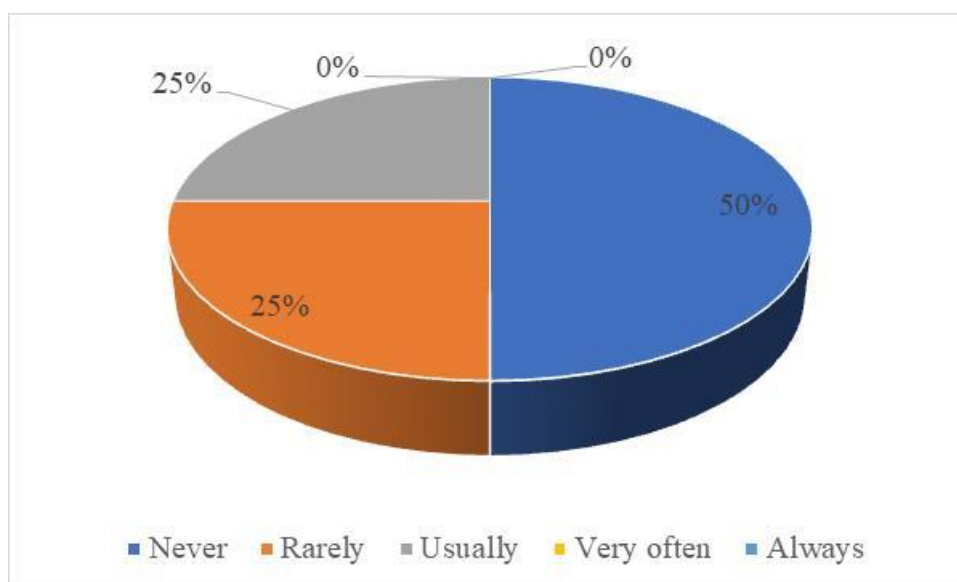


Figure 6: Activities for predicting content are included in the listening session  
 Source: U.E. El Libertador  
 Elaborated by: Arce, D. (2019).

**Analysis:**

Most teachers answered that they rarely or never include activities for predicting content, and only some few of them usually include them. Predicting is an important listening strategy. It allows students to use the information to anticipate what will happen in the listening and to infer what will come next usually based on their prior knowledge.

Table 9.  
*Plenty of while listening activities are included in the listening session.*

Scale	Frequency	Percentage
Never	2	50%
Rarely	1	25%
Usually	1	25%
Very often	0	0%
Always	0	0%

Source: U.E. El Libertador  
 Elaborated by: Arce, D. (2019).

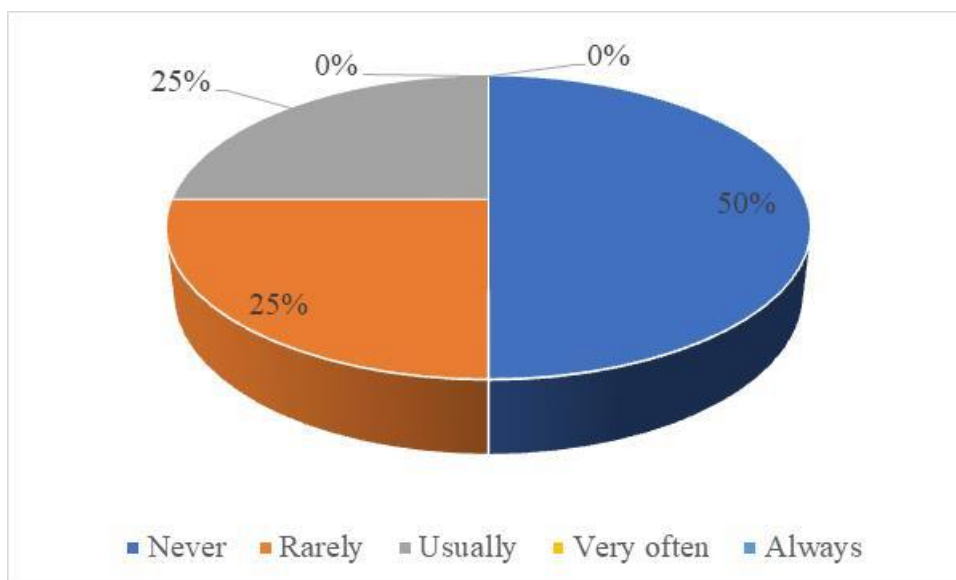


Figure 7: *Plenty of while listening activities are included in the listening session.*

Source: U.E. El Libertador  
 Elaborated by: Arce, D. (2019).

### **Analysis:**

An important number of teachers answered that they rarely or never include plenty of while listening activities in their classes. These kinds of activities are those that students are asked to do during the listening time and are meant to help learners develop the skill of eliciting a spoken message.

Table 10:  
*Students are exposed to plenty of post-listening activities*

Scale	Frequency	Percentage
Never	0	0%
Rarely	2	50%
Usually	2	50%
Very often	0	0%
Always	0	0%

Source: U.E. El Libertador  
 Elaborated by: Arce, D. (2019).

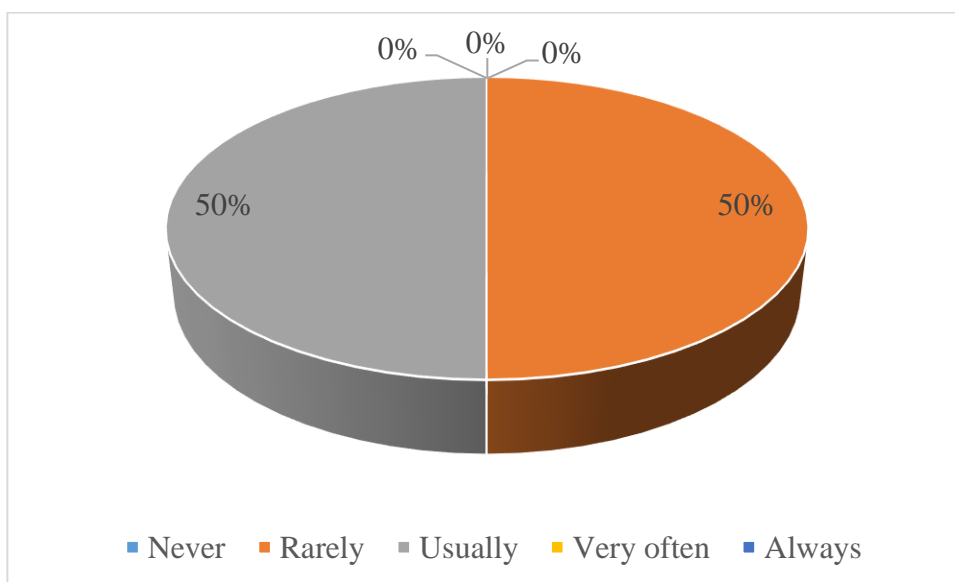


Figure 8: Students are exposed to plenty of post-listening activities.

Source: U.E. El Libertador  
 Elaborated by: Arce, D. (2019).

### Analysis:

Only half of the teachers said that they usually expose students to plenty of post-listening activities. The other half answered they rarely do it. The post-listening activities are means to follow up students' listening and use the knowledge students obtained from listening for the development of other skills. In other words, they are essential and should be considered for every teacher in the listening session.

# CHAPTER IV

## THE PROPOSAL

### 4.1 Topic

Guide of Teaching Strategies to Enhance Listening Skills in Students.

### 4.2 General Objective

- Provide teachers a set of teaching strategies for improving students' listening skills.

### 4.3 Specific Objectives

- Select the main teaching strategies to enhance listening skills.
  - Contribute to improving listening skills through activities based on teaching strategies.

### 4.4 The Proposal Scheme

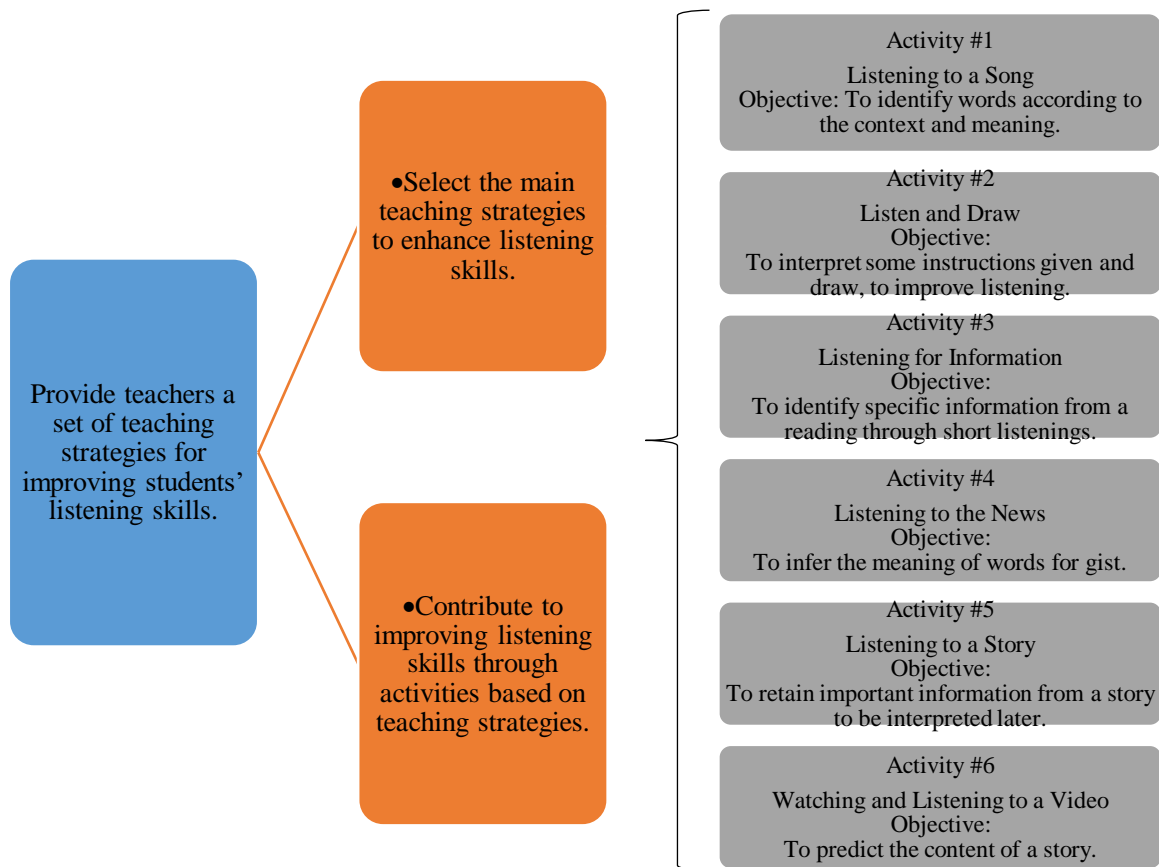


Figure 9. The proposal scheme.  
Elaborated by: Arce, D. (2020).

## 4.5 The Proposal Development



# *Guide of Teaching Strategies to Enhance Listening Skills in Students*

*Daniel Andres Arce Matute*

*2020*

## Activity #1

### Listening to a Song

**Strategy:** Listening to a song.



Figure 10: Listening to a song.

Source: PNGEggs (2020). Retrieved from <https://www.pngegg.com/en/png-bclqb>

**Sub-skill:** Selecting.

**Objective:** To identify words according to the context and meaning by selecting the correct information from a text.

**Materials:**

1. Internet
2. Computer
3. Speakers
4. Worksheets

**Time:** 45 minutes

**Description:**

Students listen to the song three times so that they can decode the message that is conveyed in each activity.

**Pre-listening activities**

1. Song title: Share with students the title of the song selected.
2. Ask students to predict words that they think will be included in the song.




## While-listening activities

1. Listen and write down the verbs in the song.
2. Worksheet: Listen to the song and select the correct option of words.
3. Listen again and check to see if they were correct.

**Don't Give Up**  
Bruno Mars

Choose the correct alternative for each situation. Then, listen and check.




When you **want/wants** to do something that's new  
And it **seem/seems** really, really hard to do  
You **feel/feels** like quitting, you **feel/feels** you're through  
Well I **have/has** some advice for you

If you **want/wants** to catch a ball  
But you're having no luck at all  
The ball **hit/hits** your head, it **hit/hits** your nose  
It **hit/hits** your belly, your chin and toes  
Well, try and try and try again  
Keep on trying and soon end  
You **put/puts** your hands out in the air  
You'll catch the ball  
Yes this I **swear/swears**

Don't give up  
Keep on trying  
You're gonna make it  
I ain't lying  
Don't give up, don't ever quit  
Try and try and you can do it  
Don't give up, yeah

You got yourself rollerskates  
You **put/puts** them on and you **feel/feels** great  
You **stand/stands** up, then you **fall/falls**,  
Don't think you can skate at all  
You **get/gets** back up, then you **trip/trips**,  
You **skip/skips** and **tip/tips** and **slip/slips**, and **flip/flips**  
You **try/tries** and **try/tries** and **try/tries** some more  
And soon you're skating across the floor

Don't give up  
Keep on going  
You're on a boat,  
So keep on rowing  
Don't give up, don't ever stop  
Try and try and you'll come out on top  
Don't give up



Don't give up, keep on moving.  
You're gonna get there, just keep on grooving

Don't give up, don't pack it in  
Try and try, and you'll win  
Don't give up, no no no (x4)  
Don't give up!

Figure 11: Don't give up.  
Source: PNGEggs (2020).

## After-listening activities

1. Students listen to the song and make sentences of five to six words that they hear in the song.
2. Pair work: students use the words recognized to make a short poem.
3. Students select the words that appear in the listening and those that not.

## Evaluation

	Concern	Need to work	Good	Very Good
Recognize familiar words				
Identify basic words or phrases.				
Can follow speech that is carefully articulated				

## Activity #2

### Listen and Draw

**Strategy:** Listen and Draw



Figure 12: Listening and draw.

Source: PNGEggs (2020). Retrieved from <https://www.pinterest.com>

**Sub-skill:** Interpreting

**Objective:** To follow articulated speech by interpreting some instructions given.

**Materials:**

1. Sheets of paper
2. Pencil or pen
3. Color pencils

**Time:** 45 minutes**Description:****Pre-listening activities**

1. Activating previous knowledge:
  - Do you like drawing?
  - What do you like to draw?
2. Previously, choose a simple picture with few objects to draw. Be sure your students know the vocabulary to describe the objects in the picture.
3. Encourage students to draw quickly. Show students how to draw the picture on the board.

**While listening**

4. Give students the first instructions and give them time to carry out the activity.
  - ‘Have you got a pen and some paper?’
  - ‘I’m going to give you some instructions. Listen, and draw what I say.’
  - Tell students not to worry about their drawings. Explain this is not an art class, and that they must just draw quickly!’

**After-listening activities**

5. Once they finish, ask students to compare and interpret their drawings with a partner:
  - ‘Now compare your drawing with your friend’. Are there any differences?’
6. Tell students they can use some of the following phrases which the teacher should write on the board:
  - ‘That’s a great picture!’
  - ‘That’s a funny picture!’

Repeat each instruction as many times as you feel your students need. If they still don't understand, use a different word. You can also use their home language to help them understand.

But remember you are helping them to listen in English, so try not to use the home language very often.

7. After you have read the instructions, tell your students to compare their drawings. Have them note any differences and then tell them to compare their pictures with the one in the textbook.

*Variation:*

If students enjoy the activity, ask them to do it in pairs or groups. One of the students may select a picture from the textbook and describe it. The other students may draw the picture from the description. You could also tell your students to choose a picture and ask you to draw it on the board.

**Essential questions:**

- Did you enjoy this activity?
- Was it easy or difficult to draw?

**Evaluation**

	Concern	Need to work	Good	Very Good
Can follow basic instructions to draw a picture				
Identify basic words or phrases.				
Can follow speech that is carefully articulated				

## Activity #3

### Listening for Information

**Strategy:** Listening for Information



Figure 13: Listening for information.  
Source: PNGEggs (2020). Retrieved from <https://www.pinterest.com>

**Sub-skill:** Anticipating

**Objective:** To identify specific details through short listenings by anticipating the kind of information that is likely to hear.

**Materials:**

1. Textbook
2. Worksheets
3. Pen or pencil

**Time:** 45 minutes

**Description:**

**Pre-listening activities**

1. Choose a text from the textbook. Check if the first paragraph is short enough to ask questions about it.
2. Write on the board the main vocabulary and ask to make students infer their meaning.

3. Prepare two questions to ask about the text.
4. Write the questions on the board and tell students that they will have to answer the questions from the story they will listen to.
5. Write on the board the words student may need to know, and briefly explain their meaning.

**While-listening activities**

6. Read the first paragraph aloud. Students must keep their books closed.
  - ‘I’m going to read a paragraph about ...’
  - ‘Look at the questions on the board and write them in your notebooks.’
7. Make a pause and tell students to discuss the answers to the questions in pairs. If necessary, read the paragraph again to help them answer.
  - ‘Now listen carefully and find the answers to the questions.’
  - ‘Shall I read that again?’

**After-listening activities**

8. Then, ask students to discuss the answers in pairs.
  - ‘Now discuss the answers in pairs.’
9. Ask students to discuss in pairs what might happen next. Give a short time limit for this. Ask students for some suggestions.

**Evaluation**

	Concern	Need to work	Good	Very Good
Recognize specific information.				
Identify basic words or phrases.				
Can follow speech that is carefully articulated				

## Activity #4

### Listening for the News

**Strategy:** Listening to the News



Figure 14: Listening to the News.

Source: PNGEggs (2020). Retrieved from <https://www.pinterest.com>

**Sub-skill:** Inferring

**Objective:** To recognize the gist by inferring the meaning of words.

**Materials:**

1. Internet
2. Computer
3. Speakers
4. Worksheets
5. Audio file

**Time:** 45 minutes

**Description:**

**Pre-listening activities**

1. Select a suitable audio for students, and also short and interesting.
2. Prepare a few questions about the reading that students will need to answer.

3. Prediction – Write on the board the title of the news story and make students infer 10 words or phrases they think will be in the story.
4. Write on the board the questions and tell students they must answer them.
5. Students then listen to the news story to check their ideas.

**While-listening activities**

6. Make pauses for students to discuss the answers with a partner.
7. Check students’ understanding and give some support if they cannot find the answers.

**After-listening activities**

8. Students will discuss the answers with a partner.
9. Give students a sheet of paper and ask them to draw a 5-stages cartoon regarding the News.
10. Students show each story to the class and explain what it means.

**Evaluation**

	Concern	Need to work	Good	Very Good
Interpret the content of News.				
Identify basic words or phrases.				
Can follow speech that is carefully articulated				



## Activity #5

### Listening to a Story

**Strategy:** Listening to a Story



Figure 15: Listening to a story.  
Source: PNGEggs (2020). Retrieved from <https://www.pinterest.com>

**Sub-skill:** To retain

**Objective:** To recognize basic phrases by retaining important information from a story.

**Materials:**

1. Internet
2. Computer
3. Speakers
4. Worksheets

**Time:** 45 minutes

**Description:**

**Pre-listening activities**

1. Select an interesting but simple story.
2. Make students infer the meaning of the main words and phrases included in the story.

3. Ask students to predict the content of the story based on the vocabulary checked.
4. Write on the board some questions about the reading and ask students to write them down on their notebooks.
5. When the students had finished writing, I asked: ‘Do you understand the questions?’

**While-listening activities**

6. Read the first two paragraphs of the story and make a pause to check students’ understanding.
7. Students answer the questions and compare them

**After-listening activities**

8. In pairs, students make a poster representing the story, and will present the story to the class.

**Evaluation**

	Concern	Need to work	Good	Very Good
Infer the meaning of words and phrases.				
Identify basic words or phrases.				
Can follow speech that is carefully articulated				

## Activity #6

### Watching and Listening to a Video

**Strategy:** Watching and listening to a video.



Figure 16: Watching and Listening and a video.  
Source: PNGEggs (2020). Retrieved from <https://www.pinterest.com>

**Sub-skill:** Predicting.

**Objective:** To identify specific information by predicting the content of a story.

**Materials:**

1. Internet
2. Computer
3. Speakers
4. Worksheets

**Time:** 45 minutes

**Description:**

**Pre-listening activities**

1. Ask students:  
Do you like going to the park?  
Which is your favorite park?
2. Tell students they will watch a video about the Yellowstone Park.
3. Read the following statements and discuss them with students:

Yellowstone is one of the greatest parks in the United States.

In you want to hire a bike in Yellowstone, you need to book it before you travel.

There are many places in Yellowstone Park where people can cycle around.

**While-listening activities**

4. Watch the video to check if your answers were correct.
5. Watch the video again to confirm the main meaning.

**After-listening activities**

6. Answer the following questions regarding the reading.

Yellowstone is one of biggest parks in the world.

Hiring a bike in Yellowstone is cheap.

Most of Yellowstone attractions are near one from another.

**Evaluation**

	Concern	Need to work	Good	Very Good
Identify specific information				
Predict content.				
Can follow speech that is carefully articulated				

#### **4.6 Results / Benefits of the Proposal**

- The current proposal provides a source of resources for teachers who may need to improve the listening skills in students. This proposal provides the teacher with the tools to establish a bridge between the spoken language and comprehension. The ability to decode a message when telling stories will allow students understand a message.
- This guide helps teachers to encourage children identify the meaning of an audio file, as well as a clear beginning, middle and end in stories, having a positive impact on the teaching strategy of using children's stories for listening development. When used in a didactic, planned, and organized way, it motivates children to actively participate, and improve, among other aspects, their verbal memory.
- This guide encourages more social interaction. When the teacher plans a shared reading to enhance listening, it favors communication between the teacher and the children, because when the teacher reads the stories to students, the listening skill is promoted.
- The application of the current proposal for the development of the listening skills will improve also linguistic skills, since reading is involved, and it is a determining factor to acquire new vocabulary. In addition, the child who reads tends to have better reading comprehension and better writing, which will benefit him when studying.

## CONCLUSIONS

Once the current study was carried out, with the objective of determining the importance of teaching strategies in the listening skills in fifth-grade students EGB at Unidad Educativa El Libertador, school year 2020-2021, the following conclusions were drawn:

- The review of the literature regarding the study variables, that is, teaching strategies and reading fluency, made it possible to select and organize the theoretical foundations with the purpose of supporting the research project.
- Once the research tools were applied, it was possible to identify the problems or difficulties in reading fluency that students of fifth-grade EGB at Unidad Educativa El Libertador face.
- The background of the literature review included a varied of arguments belonging to several authors, whose work was similar to the current study. Those research works helped to conclude that teaching strategies influence on reading fluency in Students of Fifth Grade.
- The observation guide helped to perceive that even though students are not likely to practice extensive listening, mainly because the teacher do not expose them to a varied of recordings or videos about the topic to be taught. Therefore, students do not receive plenty of information to predict, anticipate or infer, and also to apply those skills to a the real-world.
- The teacher does not consider the importance of the classroom organization. This consideration can bring important benefits to the development of the listening skill in students. In addition, this element is not considering neither when planning the listening practice.
- The teacher takes hand of basic resources to make students practice listening. Those resources are limited to computer speakers of a portable CD player. As a consequence, students are not motivated to listen.
- The director of the institution believes that the listening skills has the same importance as the others and would prefer to give more emphasis to the speaking skill. As a result, teachers neither make any special emphasis or time dedication to develop that skill, not give special attention to students' phonological awareness skills.
- Teachers do not apply special strategies to enhance the listening skill, as there is not a lab available to facilitate listening, and there are only basic resources in the classroom.

- Regarding the procedures applied by the teacher to enhance the listening skills, the survey revealed that only few teachers apply technology in the classroom, mainly because the institution does not have enough resources available. In addition, not all of them expose students to new vocabulary. They do not expose them to plenty of recorded material, or do not consider applying pre-listening activities.
- The proposal of a Guide of Teaching Strategies to Enhance Listening Skills in Students will improve teachers' practices and will enhance students listening skills.

## **RECOMMENDATIONS**

- The institution should provide teachers the necessary resources and training about strategies and technological resources to improve their practices in the classroom and the listening skills in students.
- Teacher should prepare appropriate activities to promote the development of the listening skills in students. The topics selected in those activities should consider students' age, interests, and way of learning.
- Teachers should apply the proposed Guide of Teaching Strategies to Enhance Listening Skills in Students to motivate students and stimulate their interest in practicing listening not only inside the classroom, but also outside, and consequently, to enhance students listening skills.



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## ANNEX 1

### Observation Guide

**Objective:** To verify the procedures that English teachers apply to develop the listening skills in Fifth-grade students.

ITEMS	YES	NO
Students:		
1. Listen for specific information		
2. Listen for general understanding		
3. Predict listening content		
4. Infer listening meaning		
5. Practice intensive listening		
6. Practice extensive listening		
In the Classroom:		
7. The sitting arrangement is appropriate for listening and seems to be planned by the teacher		
8. Classroom equipment and resources for listening are available		
9. The quality of listing recording is good		
10. The teacher planned the time and activities to be developed to improve listening.		

## ANNEX 2

### Director's Interview

**Objective:** To establish the Director's opinion about important aspects related to the development of listening skills.

1. In your opinion, which is the most important skill to be developed in English?
2. How important is the listening skill when learning English?
3. What teaching strategies do your teachers apply to enhance listening skills?
4. When teaching listening, how important is teaching vocabulary?
5. Do you believe that the use of audio recordings or video clips engage students in their listening? Explain why.
6. What methodology does the institution apply to enhance listening skills?
7. Can you describe the teaching process for the development of listening skills?
8. What do you think are the common difficulties for students to develop their listening skills?
9. Does the English curriculum in your institution give special attention to enhance listening skills?
10. What kind of resources are available in the institution for teachers to promote listening?

## ANNEX 3

### Teachers' Survey

**Objective:** To determine the importance of teaching strategies in listening skills.

**Instructions:** Select an option with honesty. There are no right or wrong answers. The survey is anonymous. Try not to leave any questions unanswered. Mark with a cross the box that corresponds to your answer.

1 = Never 2 = Rarely 3 = Sometimes 4 = Frequently 5 = Always.

ITEM	1	2	3	4	5
1. Use of technology in the classroom.					
2. Students are exposed to new vocabulary previous a listening activity.					
3. Students are exposed to plenty of recorded material					
4. Pre-listening activities are included when teaching listening					
5. Activities for predicting content are included in the listening session.					
6. Plenty of while listening activities are included in the listening session.					
7. Students are exposed to plenty of post-listening activities					

## ANNEX 4

### Validation of the Proposal



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the proposed Project Plan

TEACHING STRATEGIES AND THE LISTENING SKILLS IN FIFTH GRADE  
STUDENTS EGB AT UNIDAD EDUCATIVA EL LIBERTADOR, SCHOOL YEAR  
2020-2021

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect		✓			
Social impact		✓			
Feasibility	✓				
Relevance		✓			
Originality		✓			
Language	✓				
Comprehension	✓				
Creativity		✓			

#### Comments:

The application of these strategies gives opportunities and variety for students to share interaction in the development of the planned activities.

Name:	Mg. Janeth L. Mora Zapater	
Occupation:	Director	
Phone number	0990536501	

Author: Daniel Andrés Arce Matute




**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL**

**Validation of the proposed Project Plan**

**TEACHING STRATEGIES AND THE LISTENING SKILLS IN FIFTH GRADE  
STUDENTS EGB AT UNIDAD EDUCATIVA EL LIBERTADOR, SCHOOL YEAR 2020-  
2021**

<b>Alternatives</b>	<b>Very significant</b>	<b>Significant</b>	<b>Somehow significant</b>	<b>Not that significant</b>	<b>Not significant</b>
<b>Scientific aspect</b>	X				
<b>Social impact</b>	X				
<b>Feasibility</b>	X				
<b>Relevance</b>	X				
<b>Originality</b>	X				
<b>Language</b>	X				
<b>Comprehension</b>	X				
<b>Creativity</b>	X				

**Comments: It's clear that these ideas and findings will allow teachers to complete an excellent final application and has a good potential on fifth graders.**

<b>Name:</b>	MSc. Luis León Veliz	
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UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL  
Validation of the proposed Project Plan

TEACHING STRATEGIES AND THE LISTENING SKILLS IN FIFTH GRADE  
STUDENTS EGB AT UNIDAD EDUCATIVA EL LIBERTADOR, SCHOOL YEAR 2020-  
2021  
RATING SCALE

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	X				
Social impact	X				
Feasibility	X				
Relevance	X				
Originality	X				
Language	X				
Comprehension	X				
Creativity	X				

I really like your proposal, the activities are creative in order to engage students in the learning process, congratulations!

Name:	MSc. Norma Hinojosa Garcés	 Signature
Occupation:	Coordinator	
Phone number:	0993742876	

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