



**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
SISTEMA DE EDUCACIÓN SUPERIOR SEMIPRESENCIAL
CARRERA:**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADAS EN CIENCIAS DE
LA EDUCACIÓN**

ESPECIALIZACIÓN: LENGUAS Y LINGÜÍSTICA

EDUCATIONAL PROJECT

TOPIC:

**“INFLUENCE OF MOTIVATIONAL ESTRATEGIES FOR THE
DEVELOPMENT OF THE LISTENING COMPREHENSION”**

PROPOSAL:

**DESIGN OF A BOOKLET WITH USEFUL MOTIVATIONAL
STRATEGIES IN ORDER TO DEVELOP THE LISTENING SKILL**

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UNIVERSIDAD DE GUAYAQUIL
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En virtud de la resolución del H. Consejo Directivo de la Facultad de fecha 16 de Agosto del 2016, en la cual se me designo Consultor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, Especialización Lenguas y Lingüística.

Tengo a bien informar lo siguiente:

Que los egresados: **Merino Alcívar Dolores y Espinoza Montero Brigitte**, diseñaron y ejecutaron el proyecto de investigación con el tema: **"INFLUENCE OF MOTIVATIONAL ESTRATEGIES FOR THE DEVELOPMENT OF THE LISTENING COMPREHENSION"**, Propuesta: **"DESIGN OF A BOOKLET WITH USEFUL MOTIVATIONAL STRATEGIES IN ORDER TO DEVELOP THE LISTENING SKILL"**, el mismo que cumplió con las directrices y recomendaciones dadas por el suscrito.

Los participantes han ejecutados satisfactoriamente las diferentes etapas constitutivas del proyecto: por lo expuesto se procede a la **APROBACIÓN** del proyecto, y pongo a vuestra consideración el informe de rigor para los efectos legales correspondientes.

Atentamente:

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MSc. LARRY TORRES VIVAR
Consultor Académico

DEDICATION

To our God, for allowing me to live this special opportunity in our lives, because he gave us the strength and wisdom at every moment to be able to successfully complete the present project that will undoubtedly serve our society

To our family because they gave us support and at the same time they have helped us in all our needs to obtain excellent results as good professionals and manufacturers of dreams. They understood us and helped us in every step we took and in their unconditional prayers during our study period and the development of this project.

Merino Alcivar Dolores

Espinoza Montero Brigitte

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It is mainly dedicated to our Almighty God for giving me life, knowledge, wisdom and audacity to create this wonderful project. To our parents that, one way or another by always being present and willing to help with all their love and patience in my life every moment. To our Tutor in this Project of Degree, MSc Larry Torres for showing a lot of patience and guiding us in every step for this Project. To our university, for giving me the opportunity to be part of the higher education system and fulfill this dream. To all, who have somehow collaborated to the achievement of this degree work, we sincerely appreciate your valuable cooperation

Merino Alcivar Dolores

Espinoza Montero Brigitte

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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA		
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Key Work: Listening Skills, Students, Teachers, Motivational strategies



UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y Ciencias de la Educación
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TEMA: “INFLUENCIA DE LAS ESTRATEGIAS DE MOTIVACIÓN PARA EL DESARROLLO DE LA COMPREHENSIÓN DE ESCUCHA”

PROPUESTA: “DISEÑO DE UN LIBRO CON ESTRATEGIAS DE MOTIVACION UTIL PARA DESARROLLAR LA HABILIDAD DE ESCUCHA

AUTORES: Merino Alcivar Dolores y Espinoza Montero Brigitte

TUTOR: MSc. Larry Torres

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La presente investigación del proyecto está buscando proveer a los estudiantes del profesor las herramientas pedagógicas de la motivación para apoyar y desarrollar las habilidades básicas para mejorar el desarrollo de la comprensión de la escucha. Los investigadores del diseño metodológico se utilizan según la necesidad de la escuela. En este proyecto se aplica una encuesta estructurada, con 10 preguntas cerradas utilizando la escala de Likert a los estudiantes y los mismos números al director y al profesor de inglés. Estas frases interrogativas se tabulan y representan representación gráfica. Esto demostrará que las debilidades se fortalecerán fácilmente porque los estudiantes quieren obtener los resultados proyectados. En los estudiantes de décimo año básico, va a mejorar el desarrollo de la comprensión de la escucha en inglés porque el profesor será una herramienta de investigación cuando comience a transmitir lo que se indica en el folleto y los estudiantes mostrarán una mejor comprensión en la escucha lo mejor posible con las nuevas herramientas pedagógicas. En consecuencia, se reflejará una motivación real, tanto intrínseca como extrínseca, que les dará mayor seguridad y convicción cuando apliquen esta segundo idioma.

PALABRAS CLAVES: Habilidades de escuchar, Estudiantes, Profesores, Estrategias motivacionales.

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INTRODUCTION

Currently, where the English language occupies an important place in the lives of people and has become in an indispensable tool for communication all around the world. It is necessary that students know how it influences in modern society both academic and personal life. For that reason, the authors of this research intend to contribute with some especial information that will help to acquire this language correctly. Likewise, the teaching learning process of the English is no longer a privilege but a necessity in students that require to increase their learning outcomes either in English institutions or high schools.

On the other hand, the elaboration of this investigation has been developed taking into account some aspects that are mandatory in the realization of educational projects. Several rules have been followed according to the laws of the Faculty of Philosophy and the University of Guayaquil regarding to this research.

This project has been developed in four chapters and a booklet that all of them contain useful and important information which is supported for scientific and bibliographic studies.

Chapter I The problem: Outline of the problem, Conflict situation, Scientific Fact, Causes, Formulation of the problem, Variables, Objectives, Questions of the investigation, Justification.

Chapter II The Theoretical Frame: Backgrounds, Theoretical foundation, Epistemological Foundation, Pedagogical Foundation, and Legal Foundation.

Chapter III The methodology: Design of investigation, Instruments of investigation, Application of the instruments of the investigation, Operationalization of Variables, Chi Square, Analysis of the results. Conclusions and recommendations.

Chapter IV The proposal: Topic of the proposal. Antecedents. Justification, Objectives. Importance. Feasibility, Description of the proposal. Legal, pedagogical, sociological aspects, Conclusion, Bibliography.

CHAPTER I

THE PROBLEM

CONTEXT OF THE SITUATION

The language is the base of the communication between human beings, and the English one has a fundamental role in this age of globalization, from there come up the idea to develop motivational strategies that help the teacher to reach a better use of the different tools that are necessary in the teaching learning process..

The problem that exists in many public schools specifically in the English area is the lack of interest to learn this language and maybe a little refusal for this subject and also the inappropriate methodology used by teachers make that this important language has poor scholastic yield.

The Escuela de Educación Fiscal Bàsica “Victor Emilio Estrada” that is located in Punà Island, zone 8, circuito 6, District 1; is the center of our research work and helping in the training of an interactive and meaningful learning for the students of tenth year in the English subject in order to develop a big interest in the listening skill.

CONFLICT SITUATION

First of all, it goes without saying that the English language learning in this country especially in public institutions is one of the most important issues facing us today. It could notice in the demonstrative classes made by the researchers that most of the students show little enthusiasm and interest in the acquisition of new knowledge for this subject, especially

when they practice listening skill. Besides, they feel unmotivated and did not care learning.

Another factor to consider is that although the institution possesses the necessary technological equipment such as computers and laptops, projectors, speakers, big screens for a better teaching-learning process, they are not taken advantage in a useful way since teachers do not use them, because they do not know manage them or simply they are used to working with same traditional and repetitive strategies and techniques since years ago, disserving the development of the listening skill.

In the same way it is important to indicate that the motivation is the base for the English learning, teachers have to keep motivated their students, it is a relevant point since according to experts not only language educators but also teachers in general of any subject must apply strategies and techniques of motivation because it will help them to awake the interest and engage students for the new content of the class.

Sometimes, teachers have to adapt to the reality of their job, so we have to look for strategies according to students' necessities; for example when we have to make a listening activity in class, use songs or phrases that we repeat every day because the students cannot understand them easily. So the purpose is that they get used to listen and their learning will be meaningful.

Most of the students want to understand through listening what other people are speaking but they accept the ignorance about the meaning of the phrases. However, most of the time they know the words but the pronunciation is hard for them.

We must know that is necessary to get a variety of resources, such as images, dictionaries, songs, flashcards, games and others for an effective learning that motivate students for acquiring a new language.

In conclusion, there is the necessity that the teachers of “Escuela de Educaciòn Fiscal Bàsica “Victor Emilio Estrada” implement the

motivational strategies with the aim of promoting the development of listening skills and reach the required achievements in the students.

SCIENTIFIC FACT

Deficiency in the development of listening skill in students of tenth year of General Basic Education at Escuela de Educación Fiscal Bàsica “Victor Emilio Estrada” that is located in Punà Island, zone 8, circuito 6, District 1 in the school year 2016 – 2017.

CAUSES

- The enthusiasm for the English language is decreasing day by day due to the lack of intrinsic and extrinsic motivation, it leads that all students are boring and do not put interest for the class.
- Teachers do not practice listening skill with the appropriate methodology consequently students do not understand what they listen to.
- Teachers only work with the textbook given by the government and do not create new additional didactic materials that incentivize students for the English subject.

FORMULATION OF THE PROBLEM

What is the incidence in the application of a didactic guide that contains motivational strategies in order to develop the listening skill in students of tenth year of General Basic Education at Unidad Educativa “Victor Emilio Estrada” located in Punà Island, Zone 8, Circuito 6, Distrito 1 in the school year 2016 – 2017?

VARIABLES OF THE INVESTIGATION

Independent variable

Motivational Strategies.

Dependent variable

Listening Skill

OBJECTIVES OF THE INVESTIGATION

General

To reinforce the teaching of the English language by means of useful motivational strategies in order to improve the listening skill of students of tenth year at Unidad Educativa “Victor Emilio Estrada.”

Specific objectives

To identify the problems that students present in English class by means of different diagnostic tests.

To examine the aspects that provoke failures in the listening skill practices through different useful activities.

To assess students with the purpose of having a clear reality of the problems that present in listening class.

QUESTIONS OF THE INVESTIGATION

- Will the objectives be fulfilled?
- Why is important the development of listening skills?
- What type of foundation will serve for the scientific support?
- What kind of methodology will use the researchers for collecting data?
- How will the handbook implementation improve the listening skill in the students?

JUSTIFICATION AND IMPORTANCE

Learning English is a vital language to be learned because it is the International language in the world. People need to learn English for following the globalization era. It is often said that English is considered the first language all over the world, for that reason, it is necessary and sometimes must be mandatory to acquire this language in our academic life because it can support us in many aspects in daily life.

English is not only important for education but also for any field that it be required. There are some reasons why we need to learn English in order to communicate each other by letters, emails, text message. Etc.

Some important examples about how we can use the English language are: to communicate internationally, to learn science and technology, and to get more opportunities of job.

The first reason is English to communicate internationally. Certainly everyone who wants to go abroad should know and master English. By learning this language we can go anywhere easily because in all parts of the world people generally uses English for communication.

Besides in our country is often visited by tourist even they live in another region for short or long time it depends on their need. For this case our people have to speak English to communicate with them.

That is why English is important to be learned not only for students but also the big community that depends on their handicraft. With this investigation work the authors are introducing in an easy way to practice and learn English through modern and useful motivational strategies that will develop the listening skill because the proposal consist of activities and exercises that awake the interest for this subject.

To sum up, nowadays, English is important to be learned contemplated and applied in daily life

CHAPTER II

THEORETICAL FRAME

Background

The challenges presented by students who struggle to connect with curriculum learning in school constitute an issue that confronts education systems worldwide. The authors of this investigation want to review ways in which such students can be encouraged to engage more positively in their own learning, a process that benefits both the apprentices and the whole educational community. In this chapter will be applied a range of strategies, based on a set of theoretical considerations. Likewise, the investigations made by the authors in the different sources, as well as, in the library of the Faculty of Philosophy have been found some similar topics but focused from distinct viewpoint, it means another way used for the elaboration of this proposal, other ideas, and expressions.

MOTIVATION

The term motivation is derived from the Latin verb *movere* (to move). The idea of movement is reflected in such common sense ideas about motivation as something that gets us going, keeps us working, and helps us complete tasks. Yet there are many definitions of motivation and much disagreement over its precise nature. These differences in the nature and operation of motivation are apparent in the various theories that the authors want to cover in this chapter.

Definition

"Motivation is dependent on the fulfillment of fundamental, innate psychological needs for competence, relatedness, and autonomy" (Thijs, 2011).

Motivation is the stage that triggers the whole decision process" (Harmon-

Jones, & Harmon-Jones, 2010).

Motivation involves goals that provide impetus for and direction to action. Cognitive views of motivation are united in their emphasis on the importance of goals. Goals may not be well formulated and may change with experience, but the point is that individuals are conscious of something that they are trying to attain or avoid.

"Motivation is defined as a cognitive process" (Osborn, Irwin, Skogsberg, & Feltz, 2012).

Motivation requires activity physical or mental. Physical activity entails effort, persistence, and other overt actions. Mental activity includes such cognitive actions as planning, rehearsing, organizing, monitoring, making decisions, solving problems, and assessing progress. Most activities that students engage in are geared toward attaining their goals.

Finally, motivated activity is instigated and sustained. Starting toward a goal is important and often difficult because it involves making a commitment and taking the first step. But motivational processes are critically important to sustain action. Many major goals are long term, such as earning a college degree, obtaining a good job, and saving money for retirement. Much of what is known about motivation comes from determining how people respond to the difficulties, problems, failures, and setbacks they encounter as they pursue long-term goals. Such motivational processes as expectations, attributions, emotions, and affects help people surmount difficulties and sustain motivation.

Relation of Motivation to Learning and Performance

Keith Mitchell (2005) perceives in students exemplify the intuitive understanding of the role of motivation in classroom learning and performance. Motivation can affect both new learning and the performance of previously learned skills, strategies, and behaviors. Activities such as drills and review sessions involve performance of previously learned skills, but most class time is spent learning facts, beliefs, rules, concepts, skills, strategies, algorithms, and behaviors.

As an example of the effect of motivation on performance is to complete some review material and that the students, being less than enthusiastic about this assignment, work unenthusiastically. To boost students' motivation, this author announces that they will have free time as soon as they complete the assignment. Assuming that the students value free time, teachers would expect them to quickly finish their work.

Such performance effects often are dramatic, but the role of motivation during learning is equally important. Motivation can influence what, when, and how students learn (Schunk, 1995).

“Students motivated to learn about a topic are apt to engage in activities they believe will help them learn, such as attend carefully to the instruction, mentally organize and rehearse the material to be learned, take notes to facilitate subsequent studying, check their level of understanding, and ask for help when they do not understand the material.” (Zimmerman, 2000 p 69).

In contrast, students unmotivated to learn are not apt to be as systematic in their learning efforts. They may be inattentive during the lesson and not organize or rehearse material. Note taking may be done haphazardly or not at all. They may not monitor their level of understanding or ask for help when they do not understand what is being taught. It is little wonder that learning suffers.

A key point is that motivation bears a reciprocal relation to learning and performance; that is, motivation influences learning and performance and what students do and learn influences their motivation (Pintrich, 2003; Schunk, 2005).

When students attain learning goals, goal attainment conveys to them that they possess the requisite capabilities for learning. These beliefs motivate them to set new challenging goals. Students who are motivated to learn often find that once they do they are intrinsically motivated to continue their learning.

Motivation in Education

Motivation always has been a key variable in education:

- “The success of a training program is largely contingent on the beneficiary's training motivation.” (Guerrero & Sire, 2000)
- “The general definition of motivation to learn is an individual's desire to work towards a learning goal. The motives which are the basis for the learning desire activate, direct and maintain the learning activity. Ruohotie.” (2000:8)

TYPES OF MOTIVATION

Integrative & instrumental motivation

According to Gardner and Lambert (2002), there are two types of motivation: integrative and instrumental. The integrative motivation means learning the language with the intention of participating in the culture of its people. And instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive. These two types of motivation can affect and control the procedure and outcome of learning.

Cook (2000) further believes that the integrative and instrumental motivation suggested by Gardner and Lambert is useful and effective factor for second language learning.

Gardner (2005) and Ellis (2004) also introduce the mentioned types of motivation; the former occurs when the student likes to join or be a member of the certain crowd and the culture. The latter crops up when the learner anticipate numerous benefits that he proposes to have while learning some particular language. Comparing these two types of motivation with each other.

Ellis (2004) believes that the best and the perfect motivation is the integrative motivation. He believes that integrative motivation is more competent and well-organized. Students who don't have instrumental or integrative motivation, in fact, will face with problems and difficulties to learn and gain knowledge of a second language in the classroom and generally, learning the language would be difficult for them (Cook, 2000).

Intrinsic & extrinsic motivation

There is also another concept in the field of motivation introduced by Ryan & Deci (2000) as Self-Determination Theory; Ryan & Deci (2000) say that Self-Determination Theory categorizes and tells apart diverse types of motivation in accordance with the different rationales, causes, or targets which strengthen a deed or an achievement. In proportion to this theory, the most fundamental difference is between intrinsic motivation and extrinsic motivation. Intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant. Students who have intrinsic motivation

are inclined to stay with intricate and complicated problems and gain knowledge from their slips and mistakes (Walker, Greene, & Mansell, 2006).

Besides, intrinsic motivation is essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge is assimilated or mixed with new knowledge. Extrinsic motivation, on the other hand, is the propensity to take part in activities because of the reasons which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark (Vansteenkiste, Lens, & Deci, 2006).

To come to the point, intrinsic motivation is a motivation to do an activity because of itself. In fact, students who are intrinsically motivated do and practice the activities and works because they feel that those activities are enjoyable.

Intrinsic motivation is a response to needs that exist within the learner, such as curiosity, the need to know, and feelings of competence or growth (Eggen & Kauchak, 2004). It exists when someone works because of an inner desire to accomplish a task successfully, whether it has some external value or not (Spaulding, 2002). In other words, intrinsic motivation is a prototype of autonomous internal motivation. In this type of motivation students are being motivated to do some activities because they find the activity interesting and profoundly valuable so they are there completely what they want to do and it satisfies the basic psychological needs. It is the prototype really willingness and choice. Intrinsic motivation promotes learning and revitalization not only for students and their learning but across the lifespan. They feel real sense of willingness and valuation

about doing this activity

Extrinsic motivation, on the other hand, is motivation to do a work or an activity as a means or way to achieve a target. Those who are extrinsically motivated perform and do affairs as they think that their contribution will cause enviable results like a reward, teacher admiration, or evasion of punishment (Pintrich & Schunk, 1996).

MOTIVATION AND LANGUAGE LEARNING

Motivation and Language Learning Motivation is a basic and essential part of teaching (Brewer & Burgess, 2005). Gardner (1885), believes that with the intention of being motivated, the learner, requires, and needs to have something to anticipate, foresee, expect and long for, a reason, principle, or rationale having to do with aim or target.

Concerning second foreign language acquisition, this intention would be learning a foreign language. In fact, there must be something that the learner desires to achieve or do, being the target language the vehicle to attain it.

According to Cook (2000) the performance and presentation of a number of learners in the context of second or foreign language learning is improved and superior to others, the reason is that they are better motivated.

Ellis (2004) sees the incident of learning by means of motivation and believes that the learning process simply occurs when a person is motivated. Relating to this matter, Ellis (1994, p. 508) says that “language

teachers readily acknowledge the importance of learners' motivation, not infrequently explaining their own sense of failure with reference to their students' lack of motivation".

Cook (2000) states that acquisition of language is not the same among learners. He also believes that there are three main factors which influence the Second Language Acquisition. These three factors are: age, personality and motivation. Motivation is the most significant factor among the mentioned three factors that affect second language acquisition.

Ellis (1994, p. 715) suggests that motivation is "the effort which learners put into learning an L2 as a result of their need or desire to learn it". Also, Lightbrown and Spada (2001, p. 33) identify motivation in SLA as an intricate incident which can be identified along with two factors: "learners' communicative needs and their attitudes towards the second language community". They believe that when learners think that they need to speak the second language with the aim of being in touch with others or accomplishing and achieving specialized desires and goals, they will be motivated to obtain expertise and skill in it. Gardner and Lambert (2002) name the mentioned situation as integrative motivation and instrumental motivation. Research has proved that whether second language learning is successful or not directly and strongly concerns with these types of motivation (Lightbrown & Spada, 2001).

MOTIVATION IN THE ESL CLASSROOM

Motivation has long been a major problem for most teachers of English as a Second Language (ESL) or as a foreign language all over the world.

Motivation in the ESL/EFL classroom is easily one of the most important

factors that all teachers agree with this issue. The main reason is that most of the students have low motivation to learn English. In addition to that, while most of them have a vague sense that whether "English will be useful for my future" or not, they do not have a clear idea of what that means, nor is that a very strong motivator; it's too vague and too far off.

The first step in tackling the problem of motivation is that the teachers need to understand and appreciate the role and importance of motivation in any learning. In the context of second language learning.

William Littlewood (2007: 53) observes that in second language learning as in every other field of human learning, motivation is the critical force which determines whether learners embark on a task at all, how much energy they devote to it, and how long they persevere. It is a complex phenomenon and includes many components: the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on. These factors play a role in every kind of learning situation.

"Student motivation is influenced by both internal and external factors that can start, sustain, intensify, or discourage behavior" (Reeve, 2006).

The teacher has to activate these motivational components in the students but that is the precise problem.

MOTIVATION AND LISTENING SKILLS

Motivation is very important to get success in learning language. Dörnyei (2011) stated that motivation plays more important role in the second language learning process. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and

neither are appropriate curricula and good teaching enough on their own to ensure student achievement.

On the other hand, high motivation can make up for considerable deficiencies both in one's language aptitude and learning conditions. In their seminal work, Gardner and Lambert (2012) emphasize that, although language aptitude accounts for a considerable proportion of individual variability in language learning achievement, motivational factors can override the aptitude effect. However, there are two distinct types of motivation concerned with second language learning; integrative motivation and instrumental motivation (Mun, 2011).

Motivation from two aspects can increase the students' learning process in foreign language. This research concerns with the listening skills. Listening is the basic of communication in learning foreign language. Particularly, learning listening comprehension is assumed more important place in foreign language teaching and learning process, and is probably one of the most difficult tasks of language learners.

Motivation is one important element directly influencing their achievement. As cited in Nguyễn (2011), Littlewood, (2004) stated that motivation is the crucial force which determines whether the listener embarks on a task at all. In listening learning process needs motivation that can support and improve their skill. The appropriate motivation is the key to get succeed to be a good listener. The primary motive for learning a language is that it provides a means of communication. There is a close relationship between motivation and interest. Motivation is something that encourages the student to achieve a certain goal and interest is the desire the student has to give attention to something. Motivation and interest are important in language learning and when student is learning listening comprehension they must be stimulated.

Teachers must try to avoid boring or over-theoretical subjects, using as far as possible ones, educators think that students may be interested in, that seem of practical relevance, that may arouse or stimulate them. Often the student is not motivated because the topic is irrelevant; the activity is not appropriate to the student's level; or the content of the class is not related to student's reality. When any of these constraints occurs the student may not feel interested.

“Sometimes the length of time we are required to listen for, without participating, may cause memory problems or even fatigue, so that in the end teachers simply no longer listen with understanding. Hence a teacher who wants the student to be motivated and interested in a listening class should select activities that are attractive, give them a purpose for listening, and pick up topics according to student's school level and reality. All of this is interesting to the student and positive to the teacher too. Using interesting passages and doing the right sort of exercises in a coherent sequence are essential to an effective lesson.” Byrne (2008, p 79)

WAYS OF MOTIVATING STUDENTS IN THE CLASSROOM

Pair work or Group work

One of the successful ways, if the teacher is resourceful and skilful enough, to motivate their students to participate in the lesson is to use “pair work” or “Group work” appropriately. Language is best learned through the close collaboration and communication among students. This type of collaboration results in benefits for all or both learners. In fact, learners can help each other while working on different types of tasks such as writing dialogues, interviews, drawing pictures and making comments

about them, play roles, etc. Paul, D. Eggen, & Don Kauchak. (2004).

Researches on Second Language Acquisition have shown that learners have differences in mastering skills. While one student is good in drawing, another can be good in expressing ideas verbally; a third other student can be good at role play and imitation. Besides, some students find it less stressful, if not much comfortable to learn certain rules or usages of language from their peers and comrades than from their teacher. Finally, communicative language teaching requires a sense of community and an environment of trust and mutual confidence which “pair work” or “Group work” can provide.

The seating of the students

The way the students are seated in the classroom will often determine the dynamics of the lesson. Indeed, a simple change in the seating pattern can make an incredible difference to group coherence and student satisfaction, and it has seen many other cases where seating has been a crucial element in the success or failure of the lesson. The seating pattern teachers use may, in some cases, not be fully under the control. Student numbers are also going to be an issue.

The class is likely to be more successful if teachers keep the following principles in mind:

a) Try and maximize eye contact.

Both teacher to student and student to student. In full class phases of the lesson, if the person who is speaking does not have eye contact with the

others, then attention is likely to drop.

b) Make sure students are seated at a comfortable distance from each other.

Make sure teachers do not have one student sitting alone or outside the groups. Besides, try to leave a fair empty, but not so much a space because large distances between the students will tend to lead to a muted atmosphere, low pace, and less active student participation in the lesson.

c) Think in advance about how you will organize changing partners or changing groups.

This is a stage of the lesson which can potentially descend into chaos if it is not tightly controlled, with students wandering aimlessly around not knowing where to go or confidently moving to the wrong place.

The Error Correction

It is always asked whether teachers should correct all students' errors, whenever they occur. The reasonable answer is that if teachers stop at every single error and treat it with no room for errors to take place, this will lead to a gap of communication and students will be too much afraid of making mistakes. Hence, due to being too much obsessed with making errors, students will be too much reluctant to participate. Thus, teachers should be aware of when to correct errors and how to do that without any hurt and humiliation. In a learner centered classroom, it should be better to correct errors, which students make unconsciously, whenever there is a gap of communication or when not treating the error will result in a misunderstanding of the idea expressed.

Concerning the ways of how to correct errors, there are several

techniques which the teacher, who is seen as the monitor, should choose from them according to the type of the error and task where the incorrect form of language occurs. Among these ways of correction teachers can state: self correction, peer correction and teacher correction. Ryan, R. M., & Deci, E. L. (2006).

Role play

This is another technique to vary the pace the lesson and to respond to the fundamental notion of variety in teaching. Teachers are advised to use the role- play activity in order to motivate their students and to help the less motivated learners take part in the lesson. Besides, certain tasks in the student's book are followed by a role play activity where it becomes a necessity to undergo such an activity. As good examples of that teachers can state: the hide and guessing game, dramatizing an interview of customer and shop assistant, doctor and patient conversation, etc...

Using realia, flash cards, stories, and songs in teaching

Realia and flash cards are considered as important tools in teaching especially a foreign language, since they play the role of a facilitator in teaching new vocabularies such as fruits, vegetables, clothes items, etc. Besides, they are very helpful in drawing especially beginners' attention to follow and match new words to items. In addition, realia is an authentic material that helps the teacher to overcome classroom artificiality. Creating stories with the students is another way of developing speaking and writing skills. Actually, creating stories is grounded in the students' ability to create a story from their personal experience. In creating stories some issues are revealed such as: fluency, whether the students have enough language to create the story, and accuracy.

Teachers are able to demonstrate techniques of using songs in different

ways to teach grammar, vocabulary, pronunciation and community building because the students like songs and they motivate the students to learn the English language in an interesting way. Teachers can elicit students' ideas about the song through activities such as prediction, mind maps, word splashes, etc. Students discuss questions such as the feelings in the song, what will happen next, etc. and write their responses in an interesting manner. Students may write and present how the song makes them feel and then draw a picture of their feelings while listening to the song. Teachers respond to this presentation and ask questions. Then, feedback is provided from the group.

Using audio visual material

Since a few of schools are equipped with various audio visual materials such as cassette recorders, videos, computers, projectors, and others, teachers should use these materials when teaching. Indeed, they should include the appropriate material to use while planning their lessons. For instance, they should include a cassette player in a lesson based on listening, while they need to include a computer in any e-lesson or a lesson about designing a website or an internet page about the school. Whereas, they can use an overhead projector in presenting writing drafts for classroom correction or to read.

LISTENING SKILL

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication, without the ability to listen effectively, messages are easily misunderstood, as a result, communication breaks down and the sender of the message can easily become frustrated or irritated. If there is one communication

skill students should aim to master, then listening is it.

Definition

“It is more complex than merely hearing. It is a process that consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding. The stages occur in sequence but people are generally unaware of them.” (Sheila Steinberg, 2007)

Listening skill can be defined as, “Listening is the act of hearing attentively”. It is also a process similar to reading which should possess knowledge of phonology, syntax, semantics and text understanding.

Thomlison (2004) defines listening as, “Active listening, which is very important for effective communication”. Listening can be also defined as, “More than just hearing and to understand and interpret the meaning of a conversation”.

Listening consists of auditory discrimination, aural grammar, choosing necessary information, remembering it, and connecting it to the process between sound and form of meaning (Morley, 1972 as cited in Pourhosein Gilakjani & Sabouri, 2016).

Rost (2009) told that listening is an active mental ability. It helps us to understand the world around us and is one of the necessary parts in making successful communication (as cited in Pourhosein Gilakjani & Sabouri, 2016).

Pourhossein Gilakjani and Ahmadi (2011) stated that listening includes listening for thoughts, feelings, and intentions and this needs active involvement, effort, and practice.

Listening skill makes students successful in high schools, universities, workplace, family and in the society. Listening skills involve a different set of etiquettes, questioning for explanation, showing empathy and providing a suitable response. Good listening skills include the understanding ability. Body language is also a part of listening skill. Eye contact with the speaker, sitting straight and alert are the good gestures of a good listener.

TYPES OF LISTENING

GENERAL LISTENING TYPES

The two main types of listening, the foundations of all listening sub-types are:

Discriminative Listening

Discriminative listening is first developed at a very early age – perhaps even before birth, in the womb. This is the most basic form of listening and does not involve the understanding of the meaning of words or phrases but merely the different sounds that are produced. In early childhood, for example, a distinction is made between the sounds of the voices of the parents – the voice of the father sounds different to that of the mother.

Discriminative listening develops through childhood and into adulthood. As students grow older and develop and gain more life experience, the

ability to distinguish between different sounds is improved. Not only students can recognize different voices, but they also develop the ability to recognize subtle differences in the way that sounds are made, this is fundamental to ultimately understanding what these sounds mean. Differences include many subtleties, recognizing foreign languages, distinguishing between regional accents and clues to the emotions and feelings of the speaker.

Being able to distinguish the subtleties of sound made by somebody who is happy or sad, angry or stressed, for example, ultimately adds value to what is actually being said and, of course, does aid comprehension. When discriminative listening skills are combined with visual stimuli, the resulting ability to 'listen' to body-language enables students to begin to understand the speaker more fully – for example recognizing somebody is sad despite what they are saying or how they are saying it.

Comprehensive Listening

Comprehensive listening involves understanding the message or messages that are being communicated. Like discriminative listening, comprehensive listening is fundamental to all listening sub-types.

In order to be able use comprehensive listening and therefore gain understanding the listener first needs appropriate vocabulary and language skills. Using overly complicated language or technical jargon, therefore, can be a barrier to comprehensive listening. Comprehensive listening is further complicated by the fact that two different people listening to the same thing may understand the message in two different ways. This problem can be multiplied in a group setting, like a classroom or business meeting where numerous different meanings can be derived from what has been said.

Comprehensive listening is complimented by sub-messages from non-

verbal communication, such as the tone of voice, gestures and other body language. These non-verbal signals can greatly aid communication and comprehension but can also confuse and potentially lead to misunderstanding. In many listening situations it is vital to seek clarification and use skills such as reflection aid comprehension.

SPECIFIC LISTENING TYPES

Discriminative and comprehensive listening are prerequisites for specific listening types. Listening types can be defined by the goal of the listening. The three main types of listening most common in interpersonal communication are:

Informational Listening

Whenever students listen to learn something, they are engaged in informational listening. This is true in many day to day situations, in education and at work, when people listen to the news, watch a documentary, when a friend tells a secret, etc.

Although all types of listening are active they require concentration and a conscious effort to understand. Informational listening is less active than many of the other types of listening. When students are listening to learn or be instructed they are taking in new information and facts, they are not criticizing or analyzing. Informational listening, especially in formal settings like in work meetings or while in education, is often accompanied by note taking a way of recording key information so that it can be reviewed later.

Critical Listening

Students can be said to be engaged in critical listening when the goal is to evaluate or scrutinize what is being said. Critical listening is a much more active behavior than informational listening and usually involves some sort of problem solving or decision making. Critical listening is akin to critical reading; both involve analysis of the information being received and alignment with what students already know or believe. Whereas informational listening may be mostly concerned with receiving facts and new information, critical listening is about analyzing opinion and making a judgment.

When the word critical is used to describe listening, reading or thinking it does not necessarily mean that students are claiming that the information they are listening to is somehow faulty or flawed. Rather, critical listening means engaging in what they are listening to by asking themselves questions. Critical listening is, therefore, fundamental to true learning.

It is often important, when listening critically, to have an open-mind and not be biased by stereotypes or preconceived ideas. By doing this students will become a better listener and broaden their knowledge and perception of other people and their relationships.

Therapeutic or Empathic Listening

Empathic listening involves attempting to understand the feelings and emotions of the speaker, to put students into the speaker's shoes and share their thoughts.

Empathy is a way of deeply connecting with another person and therapeutic or empathic listening can be particularly challenging. Empathy

is not the same as sympathy, it involves more than being compassionate or feeling sorry for somebody else, it involves a deeper connection, a realization and understanding of another person's point of view.

Counsellors, therapists and some other professionals use therapeutic or empathic listening to understand and ultimately help their clients. This type of listening does not involve making judgments or offering advice but gently encouraging the speaker to explain and elaborate on their feelings and emotions. Skills such as clarification and reflection are often used to help avoid misunderstandings.

OTHER LISTENING TYPES

Although usually less important or useful in interpersonal relationships there are other types of listening, these include:

Appreciative Listening

Appreciative listening is listening for enjoyment. A good example is listening to music, especially as a way to relax.

Rapport Listening

When trying to build rapport with others students can engage in a type of listening that encourages the other person to trust and like them. A student, for example, may make an effort to listen carefully to what the teacher are saying in order to try to understand and to keep connected with the educator.

Selective Listening

This is a more negative type of listening, it implies that the listener is somehow biased to what they are hearing. Bias can be based on preconceived ideas or emotionally difficult communications. Selective listening is a sign of failing communication, students cannot hope to understand if they have filtered out some of the message and may reinforce or strengthen their bias for future communications.

TEACHING LISTENING

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.

Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them.

Listening involves a sender, a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of

vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language.

Given the importance of listening in language learning and teaching, it is essential for language teachers to help their students become effective listeners. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom.

STRATEGIES FOR DEVELOPING LISTENING SKILLS

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.

Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation.

LISTENING STRATEGIES

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include

- Listening for the main idea
- Predicting
- Drawing inferences
- Summarizing
-

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

- Listening for specific details
- Recognizing cognates
- Recognizing word-order patterns

Strategic listeners also use metacognitive strategies to plan, monitor, and evaluate their listening.

- They plan by deciding which listening strategies will serve best in a particular situation.
- They monitor their comprehension and the effectiveness of the selected strategies.
- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.

Listening for Meaning

To extract meaning from a listening text, students need to follow four basic steps:

- Figure out the purpose for listening. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.
- Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.
- Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up strategies simultaneously to construct meaning.
- Check comprehension while listening and when the listening task is over. Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies.

GOALS AND TECHNIQUES FOR TEACHING LISTENING

Instructors want to produce students who, even if they do not have complete control of the grammar or an extensive lexicon, can fend for themselves in communication situations. In the case of listening, this means producing students who can use listening strategies to maximize their comprehension of aural input, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension.

- To accomplish this goal, instructors focus on the process of listening rather than on its product.

- They develop students' awareness of the listening process and listening strategies by asking students to think and talk about how they listen in their native language.
- They allow students to practice the full repertoire of listening strategies by using authentic listening tasks.
- They behave as authentic listeners by responding to student communication as a listener rather than as a teacher.
- When working with listening tasks in class, they show students the strategies that will work best for the listening purpose and the type of text. They explain how and why students should use the strategies.
- They have students practice listening strategies in class and ask them to practice outside of class in their listening assignments. They encourage students to be conscious of what they're doing while they complete listening tape assignments.
- They encourage students to evaluate their comprehension and their strategy use immediately after completing an assignment. They build comprehension checks into in-class and out-of-class listening assignments, and periodically review how and when to use particular strategies.
- They encourage the development of listening skills and the use of listening strategies by using the target language to conduct classroom business: making announcements, assigning homework, describing the content and format of tests.
- They do not assume that students will transfer strategy use from one task to another. They explicitly mention how a particular strategy can be used in a different type of listening task or with another skill.

By raising students' awareness of listening as a skill that requires active engagement, and by explicitly teaching listening strategies, instructors

help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way they give their students the foundation for communicative competence in the new language.

DEVELOPING LISTENING ACTIVITIES

As teachers design listening tasks, keep in mind that complete recall of all the information in an aural text is an unrealistic expectation to which even native speakers are not usually held. Listening exercises that are meant to train should be success-oriented and build up students' confidence in their listening ability.

Construct the listening activity around a contextualized task.

Contextualized listening activities approximate real-life tasks and give the listener an idea of the type of information to expect and what to do with it in advance of the actual listening. A beginning level task would be locating places on a map or exchanging name and address information. At an intermediate level students could follow directions for assembling something or work in pairs to create a story to tell to the rest of the class.

Define the activity's instructional goal and type of response.

Each activity should have as its goal the improvement of one or more specific listening skills. A listening activity may have more than one goal or outcome, but be careful not to overburden the attention of beginning or intermediate listeners.

Recognizing the goal of listening comprehension in each listening situation will help students' select appropriate listening strategies.

Identification: Recognizing or discriminating specific aspects of the message, such as sounds, categories of words, morphological distinctions

Orientation: Determining the major facts about a message, such as topic, text type, setting

Main idea comprehension: Identifying the higher-order ideas

Detail comprehension: Identifying supporting details

Replication: Reproducing the message orally or in writing

Use pre-listening activities to prepare students for what they are going to hear or view.

The activities chosen during pre-listening may serve as preparation for listening in several ways. During pre-listening the teacher may

- Assess students' background knowledge of the topic and linguistic content of the text
- Provide students with the background knowledge necessary for their comprehension of the listening passage or activate the existing knowledge that the students possess
- Clarify any cultural information which may be necessary to comprehend the passage
- Make students aware of the type of text they will be listening to, the role they will play, and the purpose(s) for which they will be listening
- Provide opportunities for group or collaborative work and for background reading or class discussion activities

Sample pre-listening activities:

- Looking at pictures, maps, diagrams, or graphs
- Reviewing vocabulary or grammatical structures
- Reading something relevant
- Constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)
- Predicting the content of the listening text
- Going over the directions or instructions for the activity
- Doing guided practice

Match while-listening activities to the instructional goal, the listening purpose, and students' proficiency level.

While-listening activities relate directly to the text, and students do them do during or immediately after the time they are listening. Keep these points in mind when planning while-listening activities:

If students are to complete a written task during or immediately after listening, allow them to read through it before listening. Students need to devote all their attention to the listening task. Be sure they understand the instructions for the written task before listening begins so that they are not distracted by the need to figure out what to do.

Keep writing to a minimum during listening. Remember that the primary goal is comprehension, not production. Having to write while listening may distract students from this primary goal. If a written response is to be given after listening, the task can be more demanding.

Organize activities so that they guide listeners through the text. Combine global activities such as getting the main idea, topic, and setting with selective listening activities that focus on details of content and form.

Use questions to focus students' attention on the elements of the text crucial to comprehension of the whole. Before the listening activity begins,

have students review questions they will answer orally or in writing after listening. Listening for the answers will help students recognize the crucial parts of the message.

Use predicting to encourage students to monitor their comprehension as they listen. Do a predicting activity before listening, and remind students to review what they are hearing to see if it makes sense in the context of their prior knowledge and what they already know of the topic or events of the passage.

Give immediate feedback whenever possible. Encourage students to examine how or why their responses were incorrect.

Sample while-listening activities

- Listening with visuals
- Filling in graphs and charts
- Following a route on a map
- Checking off items in a list
- Listening for the gist
- Searching for specific clues to meaning
- Completing cloze (fill-in) exercises
- Distinguishing between formal and informal registers

EPISTEMOLOGICAL FOUNDATION

All research work is based on a certain vision of the world, employs a methodology, and proposes results aimed at predicting, prescribing, understanding or explaining. By recognizing these epistemological presuppositions, researchers can control their research approach, increase the validity of their results and ensure that the knowledge they

produce is cumulative.

Definition

"The epistemology is the theory of knowledge. It is the branch of philosophy that studies the scientific research". (Romero, 2010)

The Epistemology deals with the definition of learning and knowledge and the degree to which each is valid.

Educational, cognitive and behavioral theories base their analysis study on the epistemological foundation.

“Epistemology is the name for a field of inquire, namely, the branch of philosophy that studies knowledge and inquiry. This is the sense that is most directly derived from the word’s etymological origin: the “logos” of episteme”. (Claudia W. Ruitenber, D.C. Phillips, 2011, pág. 44)

An epistemological analysis from personal knowledge allows somebody to review the structure, nature and organization of scientific content as part of the investigation.

“An epistemological theory is consequently defined by specific set of epistemic context (or knowledge bases), that is to say a specific standards of transportation rules”. Frank Lihoreau, Manuel Rebuschi, (2014, pág. 67)

When the research work is done is possible have an overview of what is planned, the purpose for which it is proposed. The methodology use the results obtained as a result of the investigation makes the person can make a prediction, understanding and explanation of the investigation.

The epistemological study focuses on knowledge and how it is generated and developed in society. Knowledge is cumulative, i.e. always learn something that complements or replaces clarifies the knowledge learned. The researchers focused their attention on the validity of the results, and how to influence these results in society.

Within the study epistemological relationship becomes three aspects: Positive, interpretive - constructivist paradigm.

The positive aspect leads to the theory of behaviorism. Characterized learning as observable behavior, the variants derived from this study are known as classical and operant knowledge.

This approach is said that a person learns according to positive change in behavior, achieved through trial and error.

The interpretative aspect is based on the approach of each paradigm. The study of a process performed allows us to analyze and reflect on the epistemological validity and legitimacy of the work done.

The constructivist aspect from epistemological position inferred in conceptualizing learning has been built. The experiences and new knowledge to produce new behaviors (responses) or modify existing ones, according to the reaction of each result.

"The objective of the epistemology of the education is to study critically education in all its aspects, in order to refine it." (Fingermarr, 2011)

PEDAGOGICAL FOUNDATION

"The pedagogy comes from the word PADOS = child and the word AGOGIA = lead or lead, by which you can understand that is the Greek word that means driving the child". (Apolo, 2010)

Pedagogical theory allows people to review, analyze, articulate and define the issues concerning training, teaching, learning, school organization and curriculum.

The pedagogy consider that the thought is structured, constituted by values, beliefs and assumptions that allow the teacher to interpret situations, conceptualize, investigate, systematize knowledge and behaviors observed in class.

"The pedagogy is the science, art, knowledge or discipline, which is responsible for the education, that is to say, is aimed at the raised, study and solution of the educational problem" (Star, 2009)

The teacher then should be alert to the events and changes that occur in the knowledge shown by the students, and in turn can redirect them, transform them for a good student learning; thus the process contributes to raising the analytical level students, preparing them to take responsibility in their life.

"When considering a teacher's role in using a particular pedagogy it is easy to slip into the belief that the pedagogy exists, as it were, independent of the teacher and it is simply to be implemented by the teacher" (Richard Tinning, 2009, pág. 67)

Teaching is geared to education, proper to the human being and developed in the society. Pedagogy besides reviews the way the Teachers transfer the knowledge to their students. The Teacher in addition to their

teaching activities, must route their students to develop skills that make him a better human being prepared.

There are students whose knowledge they acquire empirically; others, like the practice before that the concepts. The teacher must identify the learning style of the students and according that enhance the investigative spirit of them.

Pedagogy and Education

The Constructivism Theory

“Constructivism is a learning theory in which students actively build their own knowledge through problem-solving and understanding. It is a process that emphasizes hands-on and real-life experiences, and in the obtaining of goals and purposes.” (Frances Cristie, J.R. Martin, 2007)

Constructivist theory suggests that knowledge of the human being has been built according to each lived experience, it is the result of man's interaction with society.

Prior knowledge that human being, associates, compared, modified according to new learning. The construction of knowledge is proper to the human being, who daily receive a wealth of knowledge, assimilate, converts and transfers them in their behavior.

Processes of constructivist theory.

Stages of constructivist theory is analyzed from three points of view:

1. Learning is an individual process, so each person is responsible for the construction of their knowledge. The teacher facilitates the topic to study, materials and it is the student who is responsible for investigating, exploring, discovering and inventing data and concepts to their own knowledge.

2. The prior knowledge helps students as a basis for the construction of new knowledge. In this case they already know the basic sounds of words, which will now learn how to pronounce them according to the rules of phonetics.

3. Students develop concepts separately from the concepts they already possess. They use their memory and find data that will lead to the conceptualization of something you are learning. From this point of view, students are sure of what you know, but if you find other resources and theories that contradict the primary idea, and if it is valid in his opinion this new knowledge, assimilate and create new knowledge.

SOCIOLOGICAL FOUNDATION

Definition

"It is the science that studies, describes and analyzes the processes of life in society. Its object of study are human beings and their social relationships, human societies." (Núñez, 2013)

Science that helps to maintain the relationships within a group of people making life in society is the most enjoyable for all those who depend on it by improving the development of a country.

Sociology and Society

"The sociology is the science that studies the society. The sociology in any scientific discipline makes a distinction between use as discipline pure and as discipline applied." (Moreno, 2009)

The sociology allows for search and application of knowledge by allowing these are applied to daily life to improve the existing problems of a society or conglomerate of people developing new methods that are applicable.

PSYCHOLOGICAL FOUNDATION

Definition:

"Science that deals with the study of the behavior as a function of the personality and within a social and cultural context". (Borvita, 2010)

It is the science that allows to recognize the different personality types that the human being can develop during the personal development as an intellectual in such a way that can differentiate the awareness, mind and behavior.

Psychology and Education

"The psychology of education is a branch of psychology that specializes in the study of the teaching-learning process in educational environments". (Trujillo, 2013)

The psychology collaborates with the process of teaching contributing with relevant data that allow you to find the best environment for the

development of learning discovering new forms, techniques and tools that will allow students to acquire the new knowledge.

"The personality of the student develops with the extraordinarily creative activities to be able to give free rein to their imagination." (Bermell, 2005)

That is to say as established the goal of all teaching appreciation, which consists of the enjoyment classes, pleasant experience that elevates the human spirit; the understanding, compression of the ideas of the teacher, the respect for the new knowledge, performing some of the difficulties that the teacher has exceeded in the work; and the acquisition of a critical judgment with respect to the work, develop the aesthetic sense of what is considered work of art.

LEGAL FOUNDATION

This project is based on the constitution of the republic and in the general education act and its Regulations.

REGLAMENTO GENERAL A LA LEY ORGÁNICA DE EDUCACIÓN

CAPÍTULO II

De los principios de la educación

Art.2.- La educación se rige por los siguientes principios:

b.- Todos los ecuatorianos tienen el derecho a la educación integral y la obligación de participar activamente en el proceso educativo nacional.

c.- Es deber y derecho primario de los padres, o de quienes los representan, dar a sus hijos la educación que estimen conveniente. El Estado vigilará el cumplimiento de este deber y facilitará el ejercicio de este derecho;

f.- La educación tiene sentido moral, histórico y social; se inspira en los principios de nacionalidad, democracia, justicia social, paz, defensa de los derechos humanos y está abierta a todas las corrientes del pensamiento universal.

h.- La educación se rige por los principios de unidad, continuidad, secuencia, flexibilidad y permanencia.

LA CONSTITUCIÓN DEL ECUADOR

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.

Art. 66.- La educación es derecho irrenunciable de las personas, deber inexcusable del Estado, la sociedad y la familia; área prioritaria de la inversión pública, requisito del desarrollo nacional y garantía de la equidad social. Es responsabilidad del Estado definir y ejecutar políticas que permitan alcanzar estos propósitos.

La educación, inspirada en principios éticos, pluralistas, democráticos, humanistas y científicos, promoverá el respeto a los derechos humanos, desarrollará un pensamiento crítico, fomentará el civismo; proporcionará destrezas para la eficiencia en el trabajo y la producción; estimulará la creatividad.

CHAPTER III

METHODOLOGY

Set of rules established to follow systematic procedures which specific methods are derived to analyze, interpret, or find possible solutions to different kind of problems presented in a discipline.

According to Duval-Jouve (2011) methodology is the group of knowledge and the only way to get to the truth is not observation or comparison, induction or isolated, but it is the meeting of all these operations helped by the principles of reason.

The authors of this project may conclude that methodology is very important in the realization of this research since it will give the steps to follow in each phase and consequently to find a possible solution to the problem.

Modality of the investigation

In this research, investigators will apply various methods and resources, which allow them to reach the achievement in a practical way.

FIELD RESEARCH:

In most of the researches, field research is the first step that investigators use in order to collect data. To do this, may be applied different activities such as face-to-face interviewing, telephone and postal surveys, and direct observation.

According to Arias (2004) the field research is the collection of information directly from the place where the events are happening, without manipulating or controlling some variables.

This investigative project is settled in the modality of field; according to the place where it is carried out, which is Escuela de Educación Básica Victor Emilio Estrada. This procedure determine the exact site and the correct information that is obtained in a real way.

Applied Research

Applied research is related to scientific study and research that seeks to find possible solutions to any problem that can occur any time.

Gomez 2006, stated that the main objective of this type of research is to study the facts discovered and try to solve the problem completely. (Gomez, 2006)

According to the objectives, this research is applied since it is conducted to answer specific questions and solve the problems in this investigation.

Action Research

It is a process elaborated by the researchers that are making the investigation with the purpose of improving the whole process made at that time. In this case the action research was applied to students of tenth year of Basic Education throughout observation, listening, analyzing, questioning for constructing own knowledge.

According to Maria Perez Serrano the action research is a process of investigation where the participants are undertaken in developing and accepting the responsibility of their own actions in order to diagnose problematic situations and implement actions for change” (Perez Serrano, 2000)

For its purpose, it is an action investigation since it intends to solve a real and evident problem. This process consists of practical activities rather than theoretical ones. The main objective is proving the practices in a determined place.

TYPES OF INVESTIGATION

Qualitative research

It is a selection method with complex requirements which all the processes, activities, and any social, cultural situation that occurs in context must be understood by the person who is in charge of the investigation. Instead of generating numerical data supporting or refuting clear cut hypotheses, qualitative research aims to produce factual descriptions based on face to face knowledge of individuals and social groups in their natural settings.

According to Parkinson & Drislane it is a research using methods such as participant observation or case studies which result in a narrative,

descriptive account of a setting or practice. (Drislane, 2011)

This type of research allows the authors of this project identify how the investigation happens in real situations, it means that they can notice the problem when it was occurring.

Quantitative research

This research studies the phenomena through statistical methods for comparing the relationships of the variables. It also produces numerical data.

This type of research allows to the authors to obtain arithmetical evidence about the advancement of the investigation. Besides, by means of this research it can get a better understanding of the results.

The Experimental research

It is an organized investigation with the main purpose of expecting and adjusting phenomena, thus, analyzing probability and causality among selected variables.

In this project is necessary to bear in mind that the investigation must be effective and precise that allow to the researchers to have everything under control and not to have spontaneous mistakes.

LEVELS OF INVESTIGATION

The levels considered for the development of this research are the next:

Exploratory

It is a type of Investigation that goes through a problem or situation which provides intuition to the researchers. This research provides details where

a small amount of information exists. It may use a variety of methods such as trial studies, interviews, group discussions, experiments, or other tactics for the purpose of gaining information.

The first level of this investigation is exploratory since the main objective is to create definitions, conclusions, gathered information, find out new ideas in order to assert in the selection of methods that are going to be employed in the formulation of the problem.

Descriptive

Descriptive research is used to get data regarding to the changes in the variables that have occurred with the phenomena during the period of time that has lasted the process.

According to Muñoz (2010) this type of research studies, analyzes, describes and specifies situations and properties of individuals, groups, communities or any other phenomenon or object that is subjected to analysis. (Muñoz, 2010)

The second level of this investigation is descriptive since it provides to the researchers an accurate interpretation of characteristics of the actual group of study. These studies permit describe what exists, determining the frequency with which something occurs, and categorizing information to identify some characteristics and elements of the problems.

Explanatory

The main purpose of this research is to figure out the questions of why something is happening. This research goes beyond of the exploratory, its principal goal is to find the reasons behind a theory or phenomenon.

It's the kind of research that explains the why of things, causes of events, physical, social, events, phenomena or objects.(Rivasplata - Sabino, 2010)

The third level of this investigation is explanatory since it intends to seek and clarify the causes and reasons of the phenomena. It is done by means of the scientific method, testing the evidence, extending an idea, and use it for improving the quality of the investigation, as well as, analyzing the causes and consequences of a problem.

INSTRUMENTS OF THE INVESTIGATION

METHOD

Definition

Specific procedure for accomplishing or approaching something, especially a systematic or established one.

According to Jarrin the method is the form, manner, mode strategy how to make a research to reach its objectives. (Jarrin, 2004)

Through the employment of different methods and procedures the researchers can obtain enough knowledge to reach the goals.

TYPES OF METHODS

Direct Observation

This is a method that help to collect valuable information in which the researcher observes the subject in its usual environment without altering it.

For the development of this project the researchers used this method in order to identify directly the problem and the possible solution according to the objectives traced at the beginning.

For Jaime Deza the observation Method is an inspection made directly to a phenomenon or event in the presented context, to see all their behavioral aspects and features". (Ledesma J. M.-S., 2010)

Through the application of this method the researchers of this investigative project could notice at the first moment the existence of the problem in the development of the reading skill in students of tenth year of Basic Education at Unidad Educativa Victor Emilio Estrada.

Deductive Method

The deductive method is an approach of reasoning that is based on deduction. It starts from a general case drawing a conclusion about something more specific.

Beiske argues that deductive research explores a recognized theory or phenomenon and tests if that theory is valid in a given circumstances. (Beiske, 2007)

This method was used in this project to present concepts, to follow rules in order to be analyzed, compared, and presented in the precise moment. Moreover, it allowed to establish and choose the origins which influence in the low performance of the reading skills. .

Inductive Method

Inductive research is an adaptable approach since there is no requirement of pre-determined theory to collect information. Most of the time the investigators use observed data and facts to reach a tentative hypothesis and define a theory.

Goddard and Melville consider Inductive approach starts with the observations and theories are formulated towards the end of the research

and as a result of observations (Melville, 2004)

The induction method allows to the researchers of this investigation to determine the reality of the phenomena based on experiences and observations. Besides, it could extract a general approach of the problem making a conclusion about the problem which is low performance in the reading skills and consequently to find a possible solution.

Scientific Method

It is an organized method to research questions and problems through objective and accurate observation, collection and analysis of data, direct experimentation, and replication (repeating) of these procedures. Scientists affirm the importance of gathering information carefully, remaining unbiased when evaluating information, observing phenomena, conducting experiments, and accurately recording procedures and results.

For Mario Bunge the scientific method is a characteristic feature of science, both pure and the applied. (Bunge, 2003)

The scientific method is a systematic procedure that allows to the researchers of this investigation to find out and obviously to understand the events that have happened throughout the period of time that has lasted this investigation in order to get truthful results.

TECHNIQUE

A way of carrying out a particular task, especially the execution or performance of a scientific procedure.

According to Perez technique is the procedure whose instrument is used

to record and organize information. (Perez, 2002)

For the realization of this investigative work was necessary to resort to the following techniques:

Survey

An investigation of the opinions or experiences of a group of people, based on a series of questions.

According to Robert Groves the survey is a systematic technique for collecting information from a sample of entities in order to construct quantitative descriptors of the attributes of the larger population of which the entities are members.(Groves, 2004)

The survey is a technique that through a correct questionnaire we can compile information of the whole population of a part of it.

In this project the students of tenth year of Basic Education were surveyed through a questionnaire of 10 statements.

Interview

A formal meeting in which someone is asked questions in order to find out some specific issues related to any topic.

According to Tamayo y Tamayo the main advantage of the interview is that they are the same social actors who provide data on their behavior, opinions, desires, attitudes, and expectations. (Tamayo, 2001)

In this project the interviews were made to the authority and the English teacher of the institution.

Population

A group of individuals from which samples are taken for statistical measurement.

According to Arias the population is the finite or infinite set of elements with common characteristics, for which will extend the research findings. This is limited by the problem and the objectives of the study. (Arias., 2006)

It is the whole members of the institution integrated by one director, teachers, students and the parents.

Sample

The sample is a representative part of the elements of a population. A portion drawn from a population, the study of which is intended to lead to statistical estimates of the attributes of the whole population.

The sample is applied to 25 students of tenth year of Basic Education at Unidad Educativa Victor Emilio Estrada in the school year 2016 – 2017.

STRATUM

STAFF	POPULATION	SAMPLE
AUTHORITIES	1	1
TEACHERS	16	1
STUDENTS	346	25
TOTAL	363	27

OPERATIONALIZATION OF VARIABLES

VARIABLES	DIMENSIONS	INDICATORS
<p style="text-align: center;">INDEPENDENT MOTIVATION</p>	DEFINITION	Motivation is dependent on the fulfillment of fundamental, innate psychological needs for competence, relatedness, and autonomy
	TYPES	Integrative and instrumental motivation. Extrinsic and Intrinsic motivation
	STRATEGIES	Pair work Work Group Seating of the students The error correction Role play Use realia Flashcards
<p style="text-align: center;">DEPENDENT LISTENING SKILL</p>	DEFINITION	Ability to accurately receive and interpret messages in the communication process.
	TYPES	Discriminative Comprehensive Informational Critical Therapeutic
	STRATEGIES	Listening for the main idea Predicting Drawing inferences Summarizing



UNIVERSITY OF GUAYAQUIL
FACULTY OF LETTER AND SCIENCES OF EDUCATION
INTERVIEW TO THE DIRECTOR

Objective: To know director's point of view about the importance of the application of this didactic guide to encourage the listening skill.

Question 1: Do you think students need to strengthen the listening skill?

Question 2: Do you think that listening in English will help to increase the students' culture? Why?

Question 3: What suggestions would you offer to improve the English classes?

Question 4: How can you help us to solve the lack of interest in this skill?

Question 5: How does listening benefit the students?



**UNIVERSITY OF GUAYAQUIL
FACULTY OF LETTER AND SCIENCES OF EDUCATION
INTERVIEW TO THE ENGLISH TEACHER**

Objective: To know teacher's point of view about the importance of the application of a didactic guide with strategies of motivation for development of the listening skill.

Question 1: Do your students have problems when they listen to? How did you notice them?

Question 2: Do you think it is necessary to improve the listening skills? Why?

Question 3: Does the institution have an additional didactic resource to improve the listening skills?

Question 4: What is your opinion about the use of strategies of motivation to encourage students in classroom?

Question 5: Would you like to put into practice this additional didactic resource to improve the listening skills in your students?

ANALYSIS OF RESULTS

Educational problems affect the students in different ways, therefore the use of direct observation, surveys to students and personal interviews to teachers and directives provided a deeper vision of all their needs.

The authorities of the institution and the English teacher were interviewed with five open questions. They provided their personal opinions about other aspects of the learning process

The technique that the researchers of this project used with thirty four students was the survey that included ten close questions with five different alternatives chosen from Likert scale. The answers were very helpful to get conclusions and set recommendations.



UNIVERSITY OF GUAYAQUIL
FACULTY OF LETTER AND SCIENCES OF EDUCATION
APPLICATION OF THE INSTRUMENTS OF INVESTIGATION

SURVEY TO THE STUDENTS

OBJECTIVE: To determine if the use of motivational strategies will improve the development of listening skills.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2	3	4	5

INSTRUCTION: Mark an "X" in your answer

N°	STATEMENTS	1	2	3	4	5
1	The teacher must use motivational strategies to teach English.					
2	You understand the English classes					
3	You feel disinterested for the English subject					
4	The English teacher motivate you in the English classes.					
5	You want to understand when other people speak in English					
6	The English teacher must practice listening skill.					
7	The listening skill is important for you.					
8	You feel motivated when practice listening skill					
9	The English teacher uses different didactic materials.					
10	You want to practice listening skill with an additional didactic resource.					



UNIVERSITY OF GUAYAQUIL
FACULTY OF LETTER AND SCIENCES OF EDUCATION
APPLICATION OF THE INSTRUMENTS OF INVESTIGATION

RESULTS OF SURVEYS

N°	STATEMENTS	1	2	3	4	5	TOTAL
1	The teacher must use motivational strategies to teach English.	17	3	0	1	4	25
2	You understand the English classes	2	1	3	6	13	25
3	You feel disinterested for the English subject	24	1	0	0	0	25
4	The English teacher motivate you in the English classes.	0	0	0	0	25	25
5	You want to understand when other people speak in English	15	5	0	2	3	25
6	The English teacher must practice listening skill.	21	3	0	1	1	25
7	The listening skill is important for you.	14	11	0	0	0	25
8	You feel motivated when practice listening skill.	2	4	1	5	13	25
9	The English teacher uses different didactic materials.	2	1	0	5	17	25
10	You want to practice listening skill with an additional didactic resource.	18	4	1	1	1	25

ANALYSIS OF RESULTS

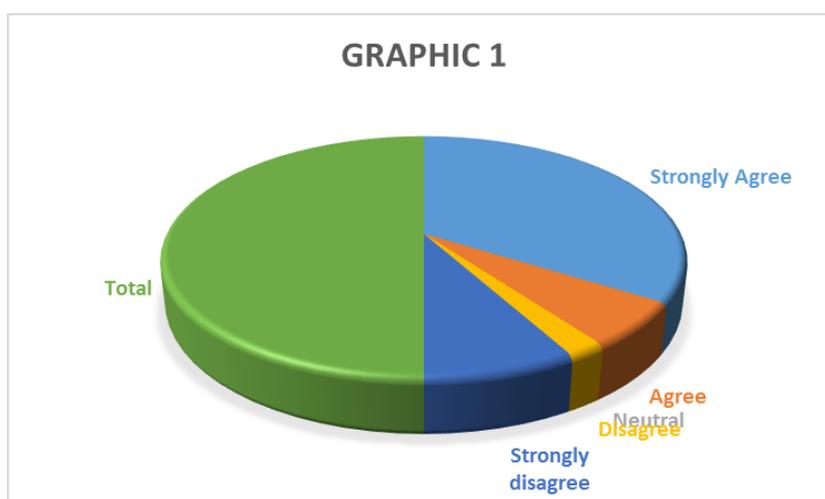
STATEMENT 1: The teacher must use motivational strategies to teach English

SAMPLE: 25 Students

Course: 10th

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Agree	17	68%
Agree	3	12%
Neutral	0	0%
Disagree	1	4%
Strongly disagree	4	16%
Total	25	100 %

Source: Unidad Educativa Victor Emilio Estrada
Researchers: Dolores Merino And Brigitte Espinoza



Source: Unidad Educativa Victor Emilio Estrada
Researchers: Dolores Merino And Brigitte Espinoza

ANALYSIS

In this statement most of the students agree that the English teacher must use motivational strategies for teaching English, it happens because they realize that the knowledge have not been acquired in a correct form due to the lack of techniques that motivate them.

ANALYSIS OF RESULTS

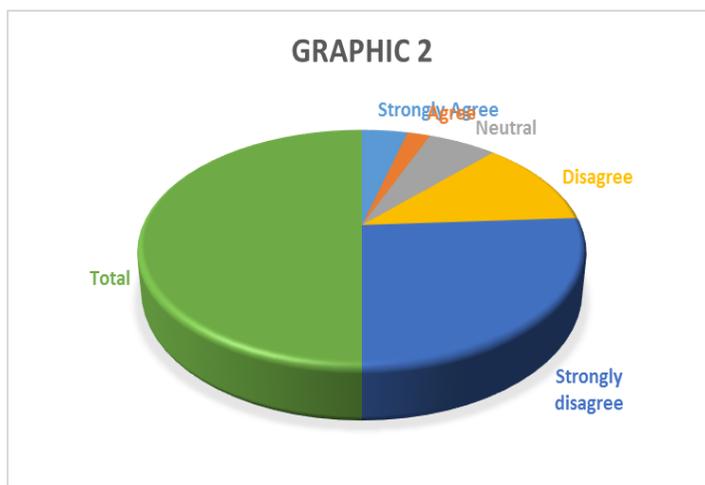
STATEMENT 2: You understand the English classes.

SAMPLE: 25 Students

Course: 10th

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Agree	2	8 %
Agree	1	4 %
Neutral	3	12%
Disagree	6	24%
Strongly disagree	13	52%
Total	25	100%

Source: Unidad Educativa Victor Emilio Estrada
Researchers: Dolores Merino And Brigitte Espinoza



Source: Unidad Educativa Victor Emilio Estrada
Researchers: Dolores Merino And Brigitte Espinoza

ANALYSIS

According to the results obtained in this statement the majority of the students do not understand the English classes. It is due to several reasons such as the scarce of motivation, ancient methodology, etc. For that reason the researchers intend to apply an additional didactic resource help to the teaching learning process.

ANALYSIS OF RESULTS

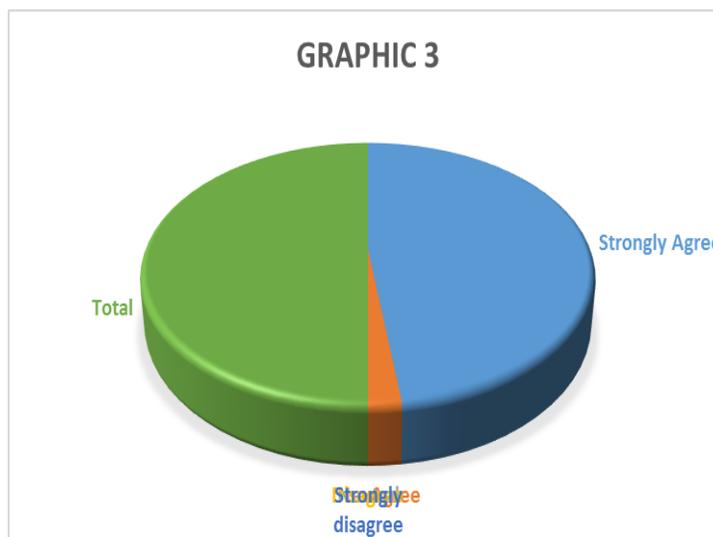
STATEMENT 3: You feel disinterested for the English subject

SAMPLE: 25 Students

Course: 10th

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Agree	24	96%
Agree	1	4%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	25	100%

Source: Unidad Educativa Victor Emilio Estrada
Researchers: Dolores Merino And Brigitte Espinoza



Source: Unidad Educativa Victor Emilio Estrada
Researchers: Dolores Merino And Brigitte Espinoza

ANALYSIS

In this statement almost the whole of the students answered that they feel disinterested for the English classes. This situation occurs since the methodology used by the teacher is not the most appropriate according to the students' necessities. For that reason, introducing the additional material they will awake the interest for this subject.

ANALYSIS OF RESULTS

STATEMENT 4: The English teacher motivates you in the English classes.

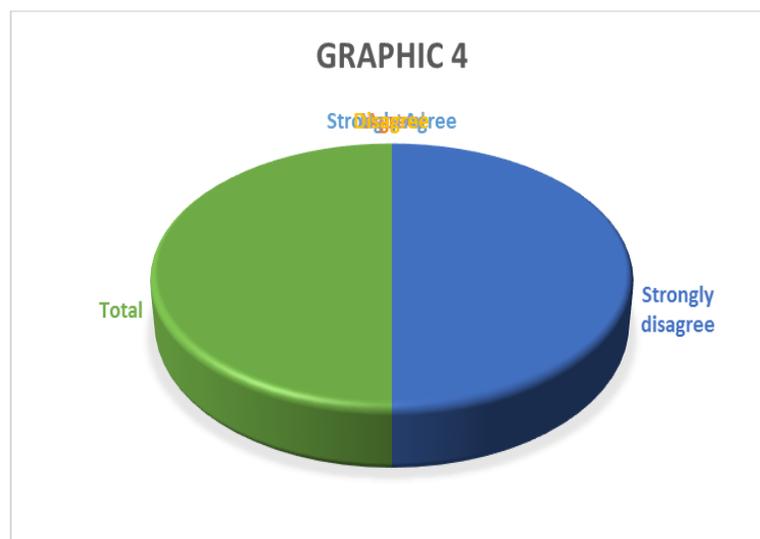
SAMPLE: 25 Students

Course: 10th

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Agree	0	0%
Agree	0	0%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	25	100%
Total	25	100%

Source: Unidad Educativa Victor Emilio Estrada

Researchers: Dolores Merino And Brigitte Espinoza



Source: Unidad Educativa Victor Emilio Estrada

Researchers: Dolores Merino And Brigitte Espinoza

ANALYSIS

According to the results of this statement the whole of students disagree with the English teacher. It happens because the teacher does not use different strategies that involve students for the new information. Besides, they are used to work with the same traditional approach that currently is obsolete.

ANALYSIS OF RESULTS

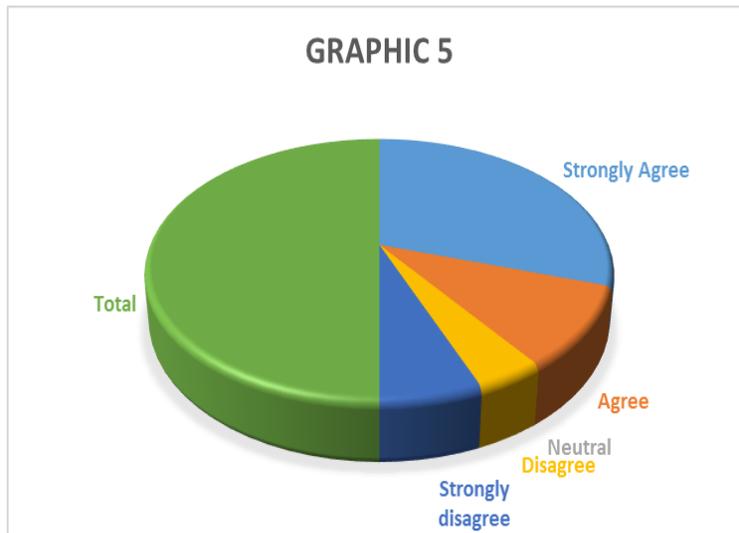
STATEMENT 5: You want to understand when other people speak in English.

SAMPLE: 25 Students

Course: 10th

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Agree	15	60%
Agree	5	20%
Neutral	0	0%
Disagree	2	8%
Strongly disagree	3	12%
Total	25	100%

Source: Unidad Educativa Victor Emilio Estrada
Researchers: Dolores Merino And Brigitte Espinoza



Source: Unidad Educativa Victor Emilio Estrada
Researchers: Dolores Merino And Brigitte Espinoza

ANALYSIS

According to the results of this statement almost the whole students want to understand when other people speak in English, they have realized of the importance that this language has in modern society. It is a good signal for the researchers sine they count with the willing of the students.

ANALYSIS OF RESULTS

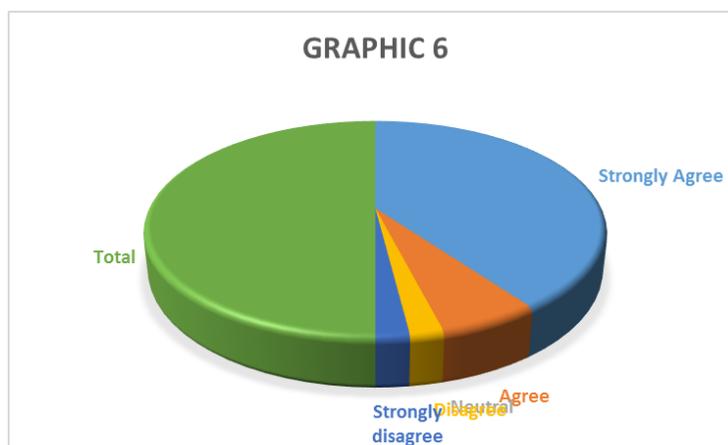
STATEMENT 6: The English teacher must practice listening skill

SAMPLE: 25 Students

Course: 10th

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Agree	20	80%
Agree	3	12%
Neutral	0	0%
Disagree	1	4%
Strongly disagree	1	4%
Total	25	100%

Source: Unidad Educativa Victor Emilio Estrada
Researchers: Dolores Merino And Briggitte Espinoza



Source: Unidad Educativa Victor Emilio Estrada
Researchers: Dolores Merino And Briggitte Espinoza

ANALYSIS

In this statement most of the students answered agree regarding that the English teacher must increase the practices if the listening skills, they have noticed that do not understand not even a sentence because of the lack of this ability. Introducing this additional material they will have the opportunity to develop it easily.

ANALYSIS OF RESULTS

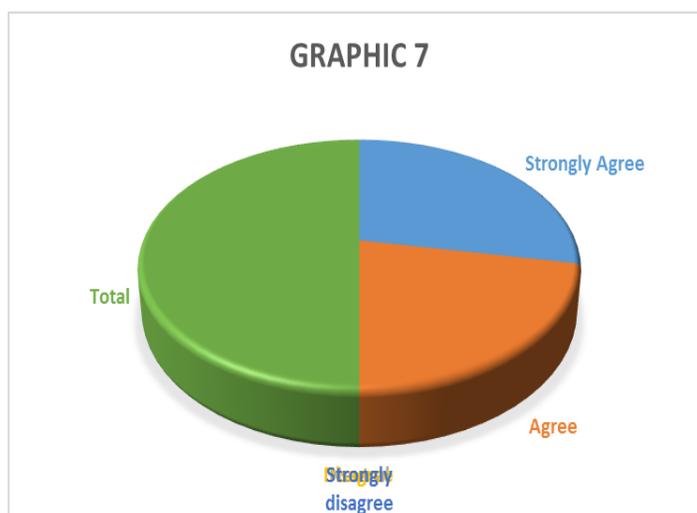
STATEMENT 7: The listening skill is important for you.

SAMPLE: 25 Students

Course: 10th

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Agree	14	66%
Agree	11	44%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	25	100%

Source: Unidad Educativa Victor Emilio Estrada
Researchers: Dolores Merino And Briggitte Espinoza



Source: Unidad Educativa Victor Emilio Estrada
Researchers: Dolores Merino And Briggitte Espinoza

ANALYSIS

In this statement all students have answered that listening skill is important for them and they have showed it in the demonstrative classes and the application of this didactic guide. The researchers are sure that students satisfied using this new material.

ANALYSIS OF RESULTS

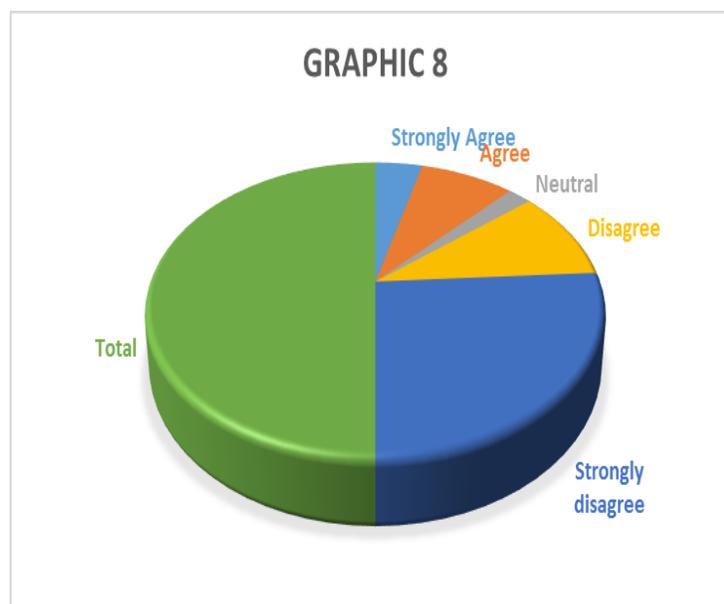
STATEMENT 8: You feel motivated when practice listening skill.

SAMPLE: 25 Students

Course: 10th

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Agree	2	8%
Agree	4	16%
Neutral	1	4%
Disagree	5	20%
Strongly disagree	13	52%
Total	25	100%

Source: Unidad Educativa Victor Emilio Estrada
Researchers: Dolores Merino And Briggitte Espinoza



Source: Unidad Educativa Victor Emilio Estrada
Researchers: Dolores Merino And Briggitte Espinoza

ANALYSIS

In this statement students have answered they do not feel motivated when teachers are practicing listening skill. It happens because they have not upgrading their knowledge as a result they give bored classes.

ANALYSIS OF RESULTS

STATEMENT 9: The English teacher uses different didactic materials

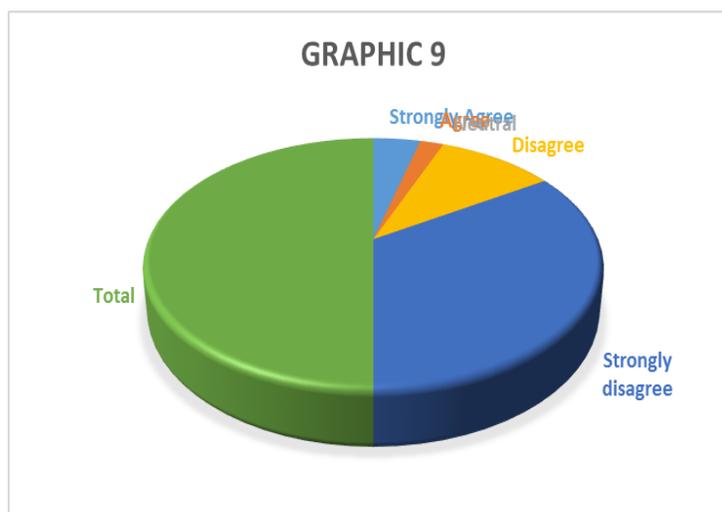
SAMPLE: 25 Students

Course: 10th

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Agree	2	8%
Agree	1	4%
Neutral	0	0%
Disagree	5	20%
Strongly disagree	17	68%
Total	25	100%

Source: Unidad Educativa Victor Emilio Estrada

Researchers: Dolores Merino And Briggitte Espinoza



Source: Unidad Educativa Victor Emilio Estrada

Researchers: Dolores Merino And Briggitte Espinoza

ANALYSIS

According to the results most of the students disagree in the answers. English teacher is only limited to work with the text book given by the government and this produces a serious lack of alternatives of teaching. For that reason the authors of this investigation intend to contribute with the necessary tools for change this situation definitely.

ANALYSIS OF RESULTS

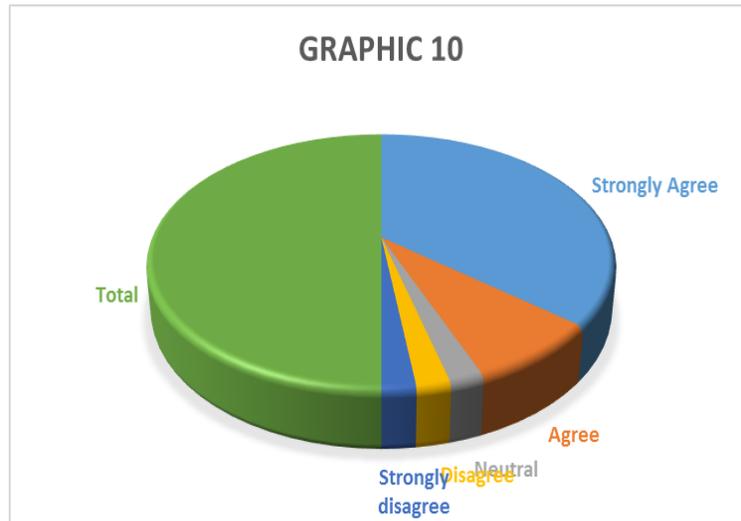
STATEMENT 10: You want to practice listening skill with an additional didactic resource.

SAMPLE: 25 Students

Course: 10th

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Agree	18	72%
Agree	4	16%
Neutral	1	4%
Disagree	1	4%
Strongly disagree	1	4%
Total	25	100%

Source: Unidad Educativa Victor Emilio Estrada
Researchers: Dolores Merino And Briggitte Espinoza



Source: Unidad Educativa Victor Emilio Estrada
Researchers: Dolores Merino And Briggitte Espinoza

ANALYSIS

In this statement most of the students have answered that they want to practice English with an additional resource. For that reason, is imperative the introducing of the didactic guide that will strengthen the teaching learning process and will help students feel more confident in the acquisition of this second language.

CHI SQUARE

Objective.- To demonstrate the relation between the Independent and Dependent variable.

Independent Variable: Motivational Strategies

Dependent Variable: Listening skills

The English teacher motivate you in the English classes						(recuento, fila %, columna %, total %)
You feel motivated when practice listening skill	NEUTRAL	AGREE	STRONGLY AGREE	DISAGREE	STRONGLY DISAGREE	Total
AGREE	,00 ,00% ,00%	,00 ,00% ,00%	,00 ,00% ,00%	,00 ,00% ,00%	1,00 100,00% 2,63%	1,00 100,00% 1,72%
STRONGLY AGREE	,00 ,00% ,00%	,00 ,00% ,00%	,00 ,00% ,00%	,00 ,00% ,00%	3,00 100,00% 7,89%	3,00 100,00% 5,17%
NEUTRAL	,00 ,00% ,00%	,00 ,00% ,00%	,00 ,00% ,00%	,00 ,00% ,00%	7,00 100,00% 18,42%	7,00 100,00% 12,07%
DISAGREE	,00 ,00% ,00%	,00 ,00% ,00%	,00 ,00% ,00%	,00 ,00% ,00%	8,00 100,00% 21,05%	8,00 100,00% 13,79%
* STRONGLY DISAGREE	2,00 5,13% 100,00%	3,00 7,69% 100,00%	7,00 17,95% 100,00%	8,00 20,51% 100,00%	19,00 48,72% 50,00%	39,00 100,00% 67,24%
TOTAL	2,00 3,45% 100,00%	3,00 5,17% 100,00%	7,00 12,07% 100,00%	8,00 13,79% 100,00%	38,00 65,52% 100,00%	58,00 100,00% 100,00%

CHI SQUARE TEST

As it can be observed the value P is less than 0,05, for that reason, it can affirm that there is relation between the two variables. Therefore, the motivational strategies has influence in the listening skill.

Casos					
Válido		Perdidos		Total	
N	Porcentaje	N	Porcentaje	N	Porcent
25	100,0%	0	0,0%	25	100,

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- Students want to practice listening skill in another way.
- A huge amount of students do not understand when they listen to others speaking in English..
- Listening practices are scarce in the English classroom.
- Teachers do not use the appropriate methodology for imparting listening skill.
- Students want to develop the listening skill.
- Teachers must incentivize students using motivational strategies.
- Teachers must create their own additional didactic material.

RECOMMENDATIONS

- It is important to apply interesting and motivating techniques to strengthen the development of the listening skill.
- It is necessary to encourage the students to listen for pleasure.
- It is significant to build a pleasant learning atmosphere in class in order to increase the relationship between teachers and students.

- It is important to get the attention of the students through didactic material.
- Teachers should apply modern strategies of motivation that help the students to learn content easier.
- It is important to motivate the listening skills in students.
- Teachers should foster the listening skill in class.

CHAPTER IV

THE PROPOSAL

DESIGN OF A BOOKLET WITH USEFUL MOTIVATIONAL STRATEGIES IN ORDER TO DEVELOP THE LISTENING SKILL IN STUDENTS OF TENTH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA VICTOR EMILIO ESTRADA IN THE SCHOOL YEAR 2016 - 2017

JUSTIFICATION

One of the major problem of students in the development of the English language is the listening skill. They in most of cases cannot understand what teachers or people are saying. Besides, teachers sometimes apply the traditional methodology without addressing to the increase of the listening comprehension.

After analyzing the results of surveys and interviews the authors of this investigation observed that the students' goal is learn to listen and consequently understand the words. Furthermore, it was notorious that students were afraid and feel ashamed when they have to answer a question made by the teacher.

With the words mentioned above, the authors of this project decided to help in the developing of the listening comprehension and elaborated a booklet with useful motivational strategies in order to awake the interest of the students for this skill. This didactic material contains modern techniques that will keep them motivated while the teacher imparting the new information. All of these accompanied with different approaches that will allow students learn with dynamism, motivation and creativity, also give them security to participate more in class.

In the same way, the elaboration of an additional didactic resource will encourage teachers in giving a more entertained class increasing the attention of the students for the new knowledge. Likewise, the lack of understanding while students listen to another person will decay little by little since they are going to be ready for comprehending.

Finally, the acceptance of this proposal will be very relevant for the whole educational community since authorities will feel satisfied with their students that have increased their scholastic yield. Besides, parents will see reflected the good performance of their children not only in class but also in real life, when they can understand with less difficulty this language. Also the proposal is relevant because students will improve their academic performance, will be more motivated to investigate the learned class and will perform their duties with efficiency and responsibility.

OBJECTIVES

General

To introduce the new didactic material by means of motivational strategies in order to awake the interest of the students for the listening skill.

Specifics

To determine the correct use of the booklet through practical classes to demonstrate its usefulness.

To establish the different strategies that are going to put in practice in listening classes.

To assess students through different instruments of evaluation in order to confirm the acquisition of the new knowledge.

FEASIBILITY

Before elaborating any educational project, it is important that the researchers take into account whether the realization of this is possible through different aspects that lead to its execution and culmination successful. To do this is important to bear in mind the resources, the support and people who are going to contribute for the development of this.

First of all, it is worth considering that this proposal is viable to apply in this institution because it counts with the support of the whole educational community, it means the authorities, teachers and also it has been socialized and approved by the family parents.

Second, the expenses that were needed before, during, and after the process for different necessities, such as, transportation, copies, snacks, and various, were covered by the researchers who do not hesitate in spending the necessary money in order to achieve the objective and to finish this project successfully.

Finally, the human talent, had a great contribution for the execution of this educational project it means all the people who were involved in the development, were ready to help in each moment when it was required.

DESCRIPTION OF THE PROPOSAL

A booklet with useful motivational strategies is an useful tool both teachers and students since it will guide to strengthen the teaching learning process and keep the students attention when the educator is transmitting the new knowledge.

It also includes relevant topics related to how activate students at the beginning of the English class and not to feel boring during the process. Besides, it is mixed with multiple exercises about listening skill that must be worked through internet. In addition, the topics and themes that contains the booklet is according to necessities of teachers and students who want to increase the level of the teaching learning process.

PEDAGOGICAL ASPECT

In the present work has been selected the most important pedagogical aspects that have good results in the teaching learning process currently. It will serve as example both teachers and students who want to increase the learning outcomes through didactic activities.

It is important to make that students awake the interest for listening skill by means of strategies of motivation that will help to catch their attention and will improve their understandings. All of this must be accompanied by a comfortable environment so that it does not affect their performing and they encounter a dynamic place for studying.

PSYCHOLOGICAL ASPECT

In the Educational field is common to find several students with different ways of behavior. With the development of this research the investigators have demonstrated that the attitude of the students plays an important role in the acquisition of a second language since teachers must apply the appropriate psychological technique or motivation according to the necessities of the students. Applying the empathy will improve the relationship among educators and students that is very important in all academic process.

LEGAL ASPECT

The researchers of this investigation have described during the development of this work why is important to take into consideration the educational laws, rights, and duties of the students that must be followed during any academic process.

CONCLUSION

Motivation is a crucial factor in learning and teaching a foreign language, precisely in listening skills. In fact, it is essential and important for an English teacher to know what the type of motivation is and how it is formed, captured, finally displayed in the learner of foreign language. Both intrinsic and extrinsic motivations can activate the learners; The extrinsic motivation in an extroverted is in such a way that the learner takes advantage from and feels satisfy by communicating with others, while, in an introverted, the learner uses language for meditation and personal thinking in addition to personal activities and affairs. Students with requisite motivation may become effective language learners with ultimate language proficiency. In this research, the authors tried to internalize the students' awareness to

listening skills whether they are intrinsically motivated or extrinsically motivated. Thus, teachers of English and lecturers ought to realize and give heed to the personality and interests of their students. They also should wise up to their motivation, particularly, it`s types.

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ANENEXES

1

DOCUMENTS



Ministerio
de Educación

ESCUELA DE EDUCACIÓN BÁSICA

"VÍCTOR EMILIO ESTRADA"

Puná - Ecuador

Puná 20 de febrero 2016

La suscrita Directora (e) de la Escuela Fiscal Básica Víctor Emilio Estrada por medio de la presente comunico que las estudiantes Merino Alcívar Dolores Agustina con C.I 0922535000 y Espinoza Montero Brigitte Elizabeth con C.I 0931443725, de la carrera de lenguas y Lingüística modalidad semipresencial centro universitario Guayaquil, están autorizada para realizar su Proyecto educativo en la institución a la que represento.

TOPIC: INFLUENCE OF MOTIVATIONAL ESTRATEGIES FOR THE DEVELOPMENT OF THE LISTENING COMPREHENSION IN THE STUDENTS OF TENTH GRADE OF THE BASIC EDUCATION OF THE EDUCATIONAL UNIT FISCAL VICTOR EMILIO ESTRADA ZONA:8 CIRCUITO:6 DISTRITO:1 ISLA PUNA, PROVINCIA DEL GUAYAS.

Atentamente,

LOURDES SANTOS PEREZ
DIRECTORA(E)





UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNVERSTARIA- NIVEL PREGRADO

Guayaquil, 24 de Junio del 2016

MSc:

Silvia Moy-Sang Castro
Decana de la Facultad de Filosofía
Letras y Ciencias de la Educación
Ciudad.-

De mis consideraciones:

Por medio de la presente me dirijo a usted para solicitar la revisión y aprobación de nuestro tema para el proyecto de titulación para continuar con la elaboración del mismo.

Los integrantes de éste proyecto de Titulación del Grupo "B" Modalidad Semipresencial son:

- Dolores Agustina Merino Alcívar C.I. 0922535000 Celular: 0969054133 Correo electrónico: lolitadama2000@gmail.com
- Briggette Elizabeth Espinoza Montero C.I. 0931443725 Celular: 0988073861 Correo electrónico: briggette_0311@hotmail.com

TEMA:

INFLUENCIA DE LAS ESTRATEGIAS MOTIVACIONALES PARA EL DESARROLLO DE LA COMPRESION AUDITIVA DE LOS ESTUDIANTES DE DECIMO AÑO DE EDUCACION GENERAL BASICA DE LA UNIDAD EDUCATIVA FISCAL "VICTOR EMILIO ESTRADA" ZONA 8 CIRCUITO 6 DISTRITO 1 PARROQUIA ISLA PUNA, PROVINCIA DEL GUAYAS.

PROPUESTA:

DISEÑO DE UNA GUIA DIDACTICA CON ESTRATEGIAS MOTIVACIONALES PARA DESARROLLAR LA COMPRESION AUDITIVA.

TOPIC:

INFLUENCE OF MOTIVATIONAL ESTRATEGIES FOR THE DEVELOPMENT OF THE LISTENING COMPREHENSION IN THE STUDENTS OF TENTH GRADE OF THE BASIC EDUCATION OF THE EDUCATIONAL UNIT FISCAL "VICTOR EMILIO ESTRADA" ZONA 8 CIRCUITO 6 DISTRITO 1 PARROQUIA ISLA PUNA, PROVINCIA DEL GUAYAS.

PROPOSAL:

DESIGN OF A DIDACTIC GUIDE WITH MOTIVATIONAL ESTRATEGIES FOR THE DEVELOPMENT OF THE COMPREHENSION LISTENING.

Agradezco de antemano por la atención prestada.

Atentamente,

Dolores Agustina Merino Alcívar
C.I. 0922535000

Briggette Elizabeth Espinoza Montero
C.I. 0931443725

UNIVERSIDAD DE GUAYQUIL
Escuela de Lenguas y Inglés

29 JUN 2016 H
Fabián
ESPINOZA



Guayaquil, 16 de Agosto del 2016

MSc.

LARRY TORRES

PROFESOR(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Asesor de Proyectos Educativos.

En dicha designación constan los nombres de los estudiantes de la Escuela de Lenguas y Lingüística: **MERINO ALCIVAR DOLORES AGUSTINA Y ESPINOZA MONTERO BRIGGETTE ELIZABETH**

TOPIC: INFLUENCE OF MOTIVATIONAL ESTRATEGIES FOR THE DEVELOPMENT OF THE LISTENING COMPREHENSION IN THE STUDENTS OF TENTH GRADE OF THE BASIC EDUCATION OF THE EDUCATIONAL UNIT FISCAL VICTOR EMILIO ESTRADA ZONA 8 CIRCUITO 6 DISTRITO 1 PARROQUIA ISLA PUNA, PROVINICA DEL GUAYAS.

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

Ab. Jacinto Calderón Vallejo, MSc.

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

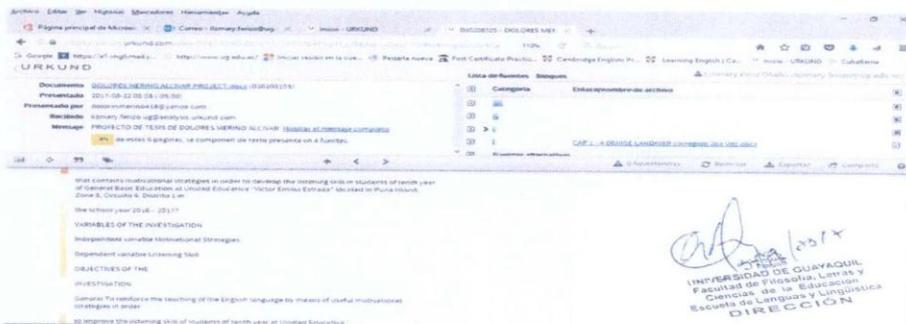
UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y
Ciencias de la Educación
Escuela de Lenguas y Lingüística
DIRECCION

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ledo. Fabricio Conforme Briones	DIGITADOR	
Aprobado por:	MSc. Jacinto Calderón Vallejo	DIRECTOR	



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, CIENCIA Y LETRAS DE LA EDUCACIÓN
CARRERA: LENGUAS Y LINGÜÍSTICA
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado **Msc. Larry Torres Vivar**, tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por: Merino Alcívar Dolores Agustina C.C.: **0922535000** y Espinoza Montero Brigitte Elizabeth C.C.: **0931443725** con mi respectiva supervisión como requerimiento parcial de la obtención del título de Licenciado en lengua y lingüística.



Se le informa que el trabajo de titulación:

TOPIC:

INFLUENCE OF MOTIVATIONAL ESTRATEGIES FOR THE DEVELOPMENT OF THE LISTENING COMPREHENSION.

PROPOSAL:

DESIGN OF A BOOKLET WITH USEFUL MOTIVATIONAL STRATEGIES IN ORDEN TO DEVELOP THE LISTENING SKILL.

Ha sido orientado durante todo el periodo de ejecución en el programa Anti plagio URKUM quedando el 4% de coincidencia.


Atentamente
Msc. Larry Torres Vivar

Documento DOLORES MERINO ALCIVAR PROJECT.docx (D30208105)

Presentado por doloresmerino18@yahoo.com

Recebido lizmary.ferizo.ug@analysis.urkund.com

Mensaje PROYECTO DE TESIS DE DOLORES MERINO ALCIVAR Mostrar el mensaje completo

4 de estas 6 páginas, se componen de texto presente en 4 fuentes.

Lista de fuentes Bloques

Categoría Enlace/nombre de archivo

Categoría	Enlace/nombre de archivo
	CAP 1 - 4 DENISE LANDIVAR corregido 2da Ver.docx

Fuentes alternativas

0 Advertencias Reiniciar Exportar Compartir

that contains motivational strategies in order to develop the listening skill in students of tenth year of General Basic Education at Unidad Educativa "Victor Emilio Estrada" located in Puna Island, Zone 8, Circuito 6, Distrito 1 in

the school year 2016 - 2017?

VARIABLES OF THE INVESTIGATION

Independent variable Motivational Strategies.

Dependent variable Listening Skill

OBJECTIVES OF THE INVESTIGATION

General To reinforce the teaching of the English language by means of useful motivational strategies in order

to improve the listening skill of students of tenth year at Unidad Educativa "

[Handwritten Signature]

UNIVERSIDAD DE GUAYAQUIL
 Facultad de Filosofía, Letras y
 Ciencias de la Educación
 Escuela de Lenguas y Lingüística
DIRECCIÓN

Urkund Analysis Result

Analysed Document: DOLORES MERINO ALCIVAR PROJECT.docx (D30208105)
Submitted: 2017-08-22 07:08:00
Submitted By: doloresmerino418@yahoo.com
Significance: 4%

Sources included in the report:

4


UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y
Ciencias de la Educación
Escuela de Lenguas y Lingüística
DIRECCIÓN



UNIVERSITY OF GUAYAQUIL
FACULTY OF LETTER AND SCIENCES OF EDUCATION
INTERVIEW TO THE DIRECTOR

Objective: To know director's point of view about the importance of the application of this didactic guide to encourage the listening skill.

Question 1: Do you think students need to strengthen the listening skill? Yes, because this skill is necessary to develop the foreign language.

Question 2: Do you think that listening in English will help to increase the students' culture? Why?

Why it will help to relate to the language in a practical way.

Question 3: What suggestions would you offer to improve the English classes?
Make activities for the sea class more fun, in this way learning is spontaneous.

Question 4: How can you help us to solve the lack of interest in this skill? Lack of interest is often the result of students' frustration at not understanding the language, and using motivational strategies, in each class will discover something new.

Question 5: How does listening benefit the students?
Develop listening comprehension.



UNIVERSITY OF GUAYAQUIL
FACULTY OF LETTER AND SCIENCES OF EDUCATION
INTERVIEW TO THE ENGLISH TEACHER

Objective: To know teacher's point of view about the importance of the application of a didactic guide with strategies of motivation for development of the listening skill.

Question 1: Do your students have problems when they listen to? How did you notice them?

Yes, I have noticed it at the moment in which works are done that have to do with audio, conversations, etc.

Question 2: Do you think it is necessary to improve the listening skills? Why?

Yes, it is necessary since the ability to listen is undoubtedly the basis for learning the language

Question 3: Does the institution have an additional didactic resource to improve the listening skills?

Currently the institution does not have this type of resources.

Question 4: What is your opinion about the use of strategies of motivation to encourage students in classroom?

In my opinion teachers always have to be up to date on strategies to make our classes a space of motivation that helps improve learning.

Question 5: Would you like to put into practice this additional didactic resource to improve the listening skills in your students?

Yes, since it is always important to have new resources that help to improve learning.



ANENEXES

1

PHOTOS

**EVIDENCIAS FOTOGRAFICAS
ESCUELA FISCAL VICTOR EMILIO ESTRADA**



Instalaciones de la Escuela Fiscal Victor Emilio Estrada Ubicada en el Canton Guayaquil, Provincia del Guayas

FUENTE: Unidad Educativa Víctor Emilio Estrada

ELABORADO POR: Dolores Merino Alcivar y Briggette Espinoza Montero



Foto con docentes y Directora de la Escuela Fiscal Victor Emilio Estrada

FUENTE: Unidad Educativa Víctor Emilio Estrada

ELABORADO POR: Dolores Merino Alcivar y Briggette Espinoza Montero

ENTREVISTA CON LA DIRECTORA DE LA ESCUELA FISCAL VÍCTOR EMILIO ESTRADA



Entrevista con la Directora Lcda. Lourdes Santos Pérez para realizar encuestas a los estudiantes de Decimo año de Educación básica.

FUENTE: Unidad Educativa Víctor Emilio Estrada

ELABORADO POR: Dolores Merino Alcivar y Briggette Espinoza Montero

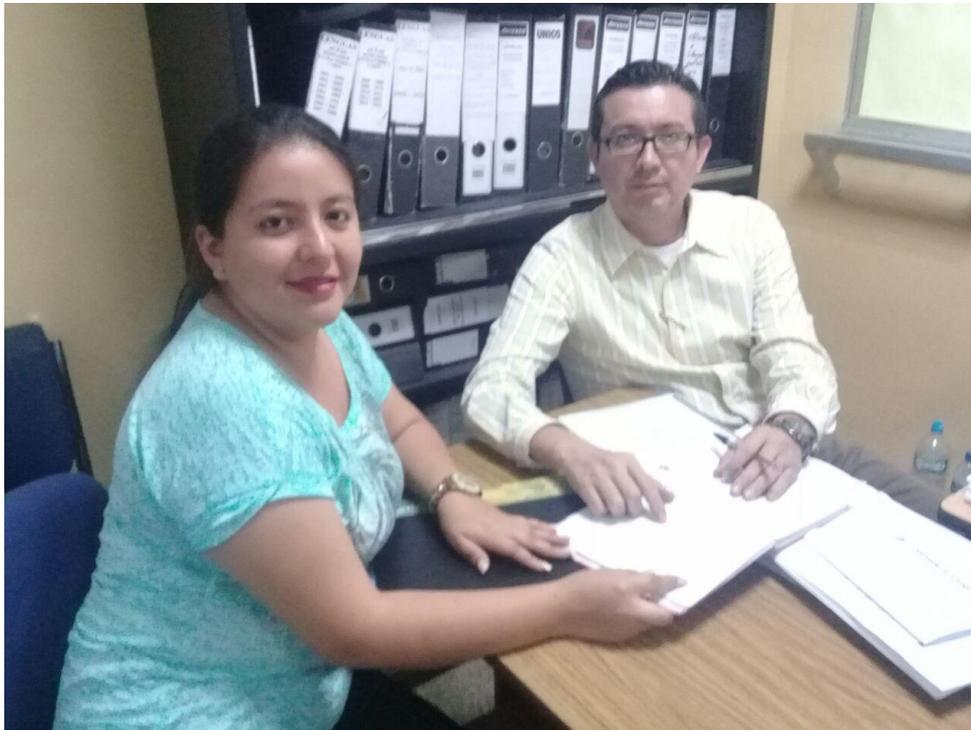


Encuestas a los estudiantes de Decimo año de Educación básica

FUENTE: Unidad Educativa Víctor Emilio Estrada

ELABORADO POR: Dolores Merino Alcivar y Briggette Espinoza Montero

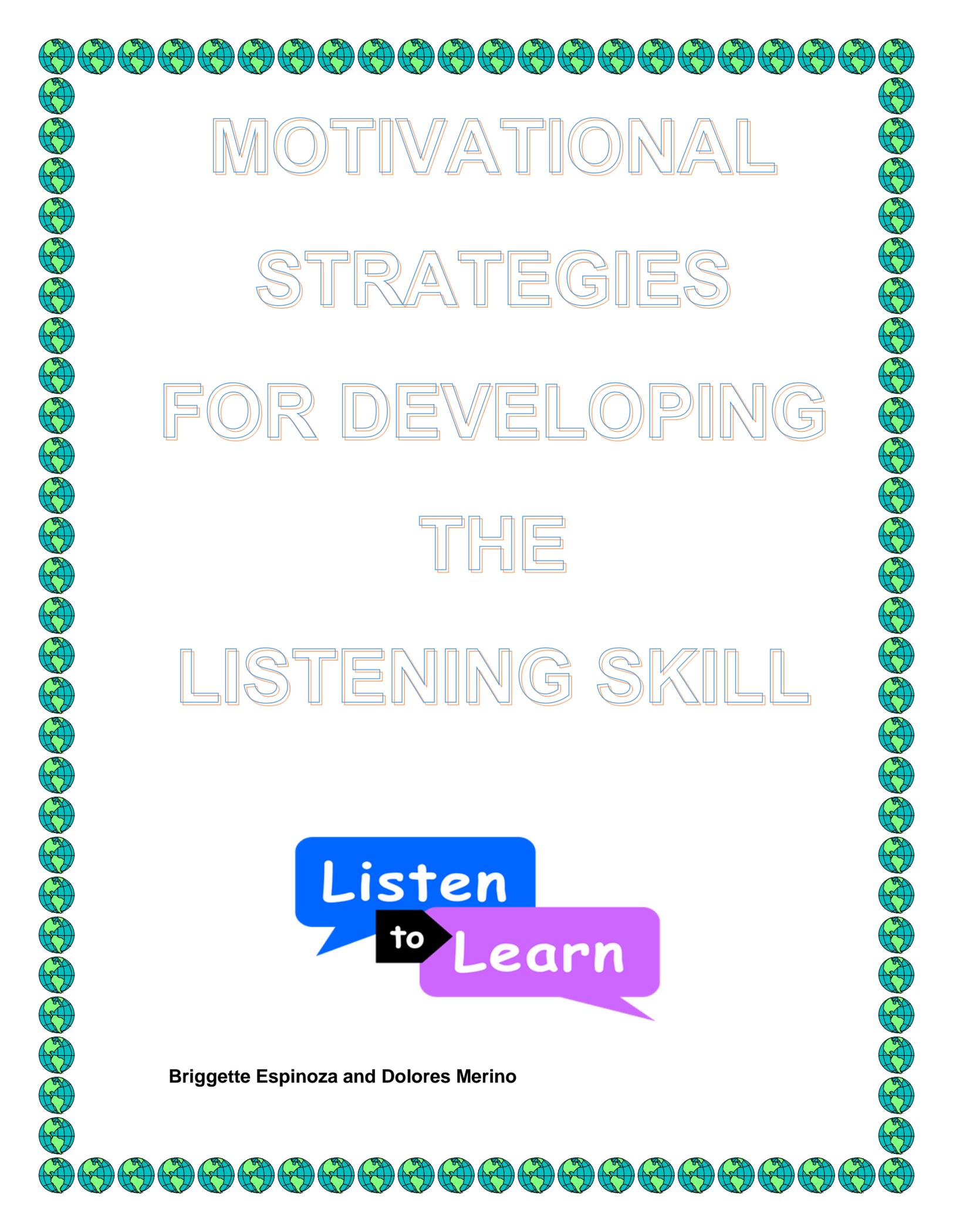
REVISION DE TESIS



Revisión de Tesis con el tutor MSc. Larry Torres Vivar

FUENTE: Unidad Educativa Víctor Emilio Estrada

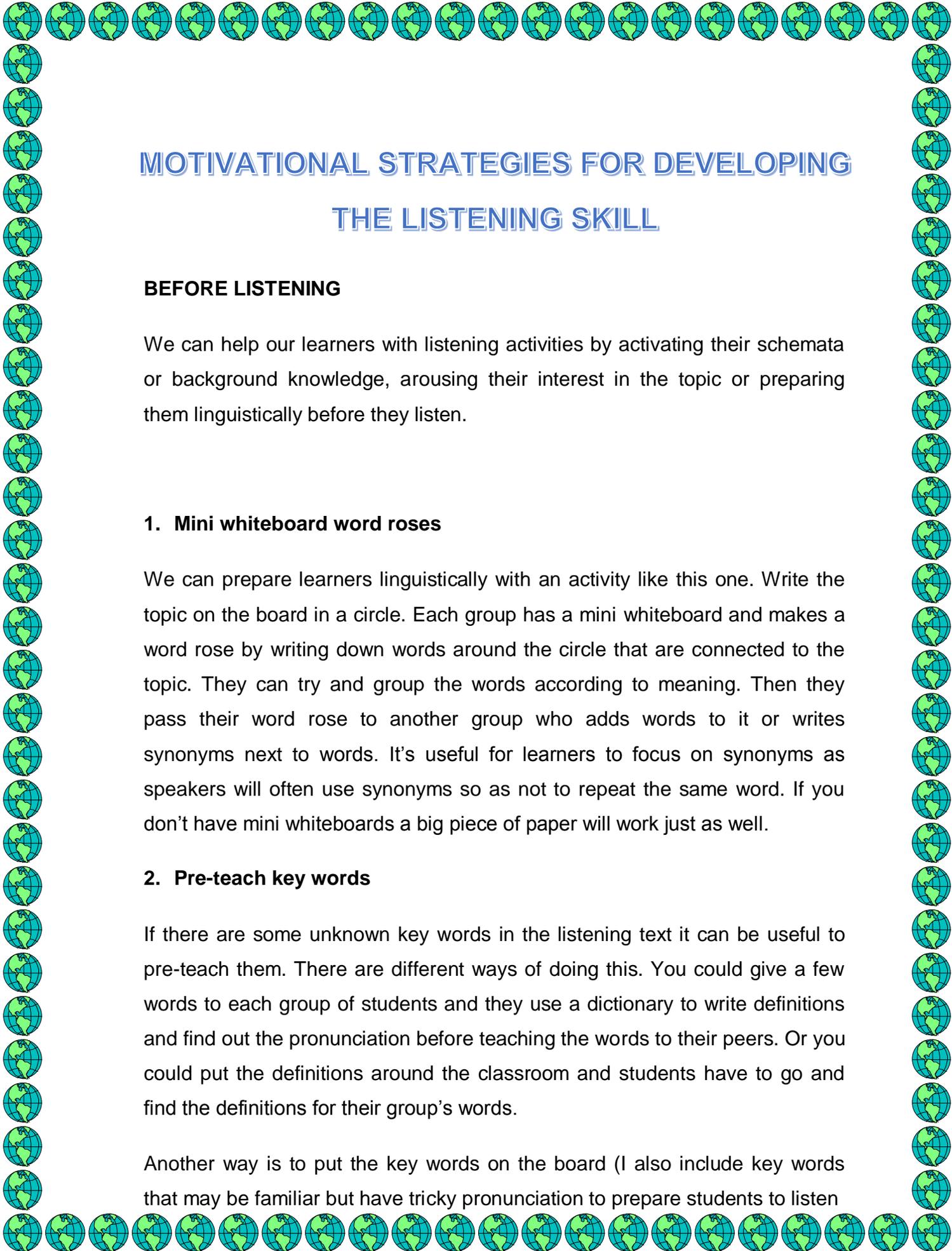
ELABORADO POR: Dolores Merino Alcivar y Brigette Espinoza Montero



MOTIVATIONAL STRATEGIES FOR DEVELOPING THE LISTENING SKILL



Brigette Espinoza and Dolores Merino



MOTIVATIONAL STRATEGIES FOR DEVELOPING THE LISTENING SKILL

BEFORE LISTENING

We can help our learners with listening activities by activating their schemata or background knowledge, arousing their interest in the topic or preparing them linguistically before they listen.

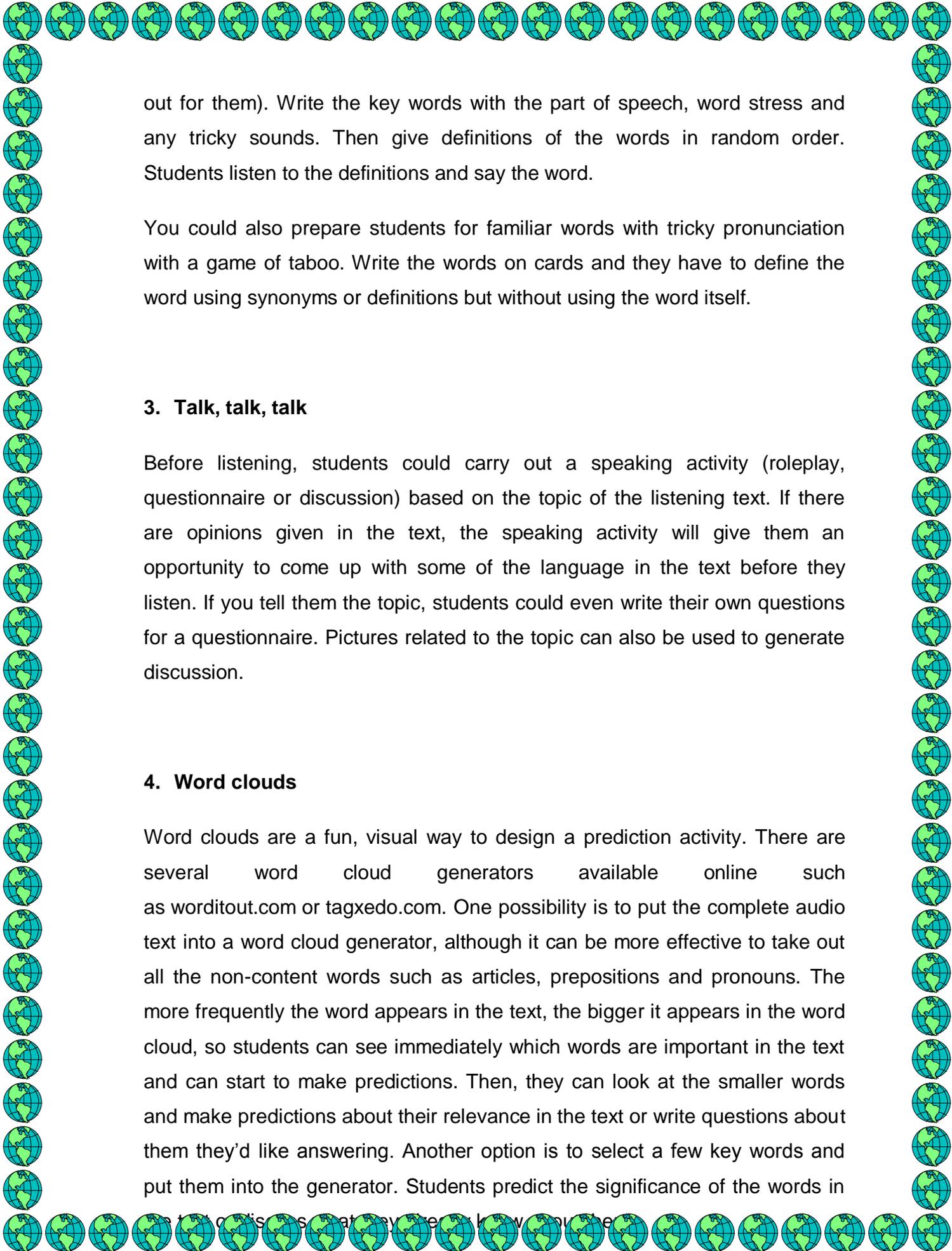
1. Mini whiteboard word roses

We can prepare learners linguistically with an activity like this one. Write the topic on the board in a circle. Each group has a mini whiteboard and makes a word rose by writing down words around the circle that are connected to the topic. They can try and group the words according to meaning. Then they pass their word rose to another group who adds words to it or writes synonyms next to words. It's useful for learners to focus on synonyms as speakers will often use synonyms so as not to repeat the same word. If you don't have mini whiteboards a big piece of paper will work just as well.

2. Pre-teach key words

If there are some unknown key words in the listening text it can be useful to pre-teach them. There are different ways of doing this. You could give a few words to each group of students and they use a dictionary to write definitions and find out the pronunciation before teaching the words to their peers. Or you could put the definitions around the classroom and students have to go and find the definitions for their group's words.

Another way is to put the key words on the board (I also include key words that may be familiar but have tricky pronunciation to prepare students to listen



out for them). Write the key words with the part of speech, word stress and any tricky sounds. Then give definitions of the words in random order. Students listen to the definitions and say the word.

You could also prepare students for familiar words with tricky pronunciation with a game of taboo. Write the words on cards and they have to define the word using synonyms or definitions but without using the word itself.

3. Talk, talk, talk

Before listening, students could carry out a speaking activity (roleplay, questionnaire or discussion) based on the topic of the listening text. If there are opinions given in the text, the speaking activity will give them an opportunity to come up with some of the language in the text before they listen. If you tell them the topic, students could even write their own questions for a questionnaire. Pictures related to the topic can also be used to generate discussion.

4. Word clouds

Word clouds are a fun, visual way to design a prediction activity. There are several word cloud generators available online such as worditout.com or tagxedo.com. One possibility is to put the complete audio text into a word cloud generator, although it can be more effective to take out all the non-content words such as articles, prepositions and pronouns. The more frequently the word appears in the text, the bigger it appears in the word cloud, so students can see immediately which words are important in the text and can start to make predictions. Then, they can look at the smaller words and make predictions about their relevance in the text or write questions about them they'd like answering. Another option is to select a few key words and put them into the generator. Students predict the significance of the words in

Water Basketball

Listening Skills

1 Listen to the dialogue between Rod and Paul. Then choose the correct answer.

- Rod is looking for ... for the volleyball team.
 - a net
 - a ball
 - players
- Paul ... jump high.
 - can't
 - can
 - mustn't
- Water basketball is similar to ...
 - ordinary basketball
 - water volleyball
 - water football
- In water basketball, you can ... the ball.
 - throw
 - run with
 - swim with
- Rod and Paul decide to ... on Saturdays.
 - play volleyball
 - go swimming
 - play water basketball

2 Listen again and answer the questions.

- Why can't Paul play volleyball?
- What sport does Paul usually play?
- Who is very athletic and loves ball games?
- How many people can play water basketball?
- Where is Paul going now?



Fact File

3 Listen again and fill in this fact file about water basketball.

Name of sport:	Water basketball
Number of players:	
Equipment:	swimming cap, goggles, basketball and _____
Rules:	
How to win:	

**QUIZ COMPARATIVE AND SUPERLATIVE
LISTENING COMPREHENSION**

Name:] _____

SOURCE: Grammar Snacks - British Council - Comparatives and Superlatives
<https://www.youtube.com/watch?v=3UPLIVqbdCs>

1. Complete the sentences using the comparative or superlative form of the following adjectives

GOOD TASTY, VARIETY, FRIENDLY, GOOD, CHEAP, NEAR, DISGUSTING, AMAZING, GOOD, CRISPY, BAD, GOOD

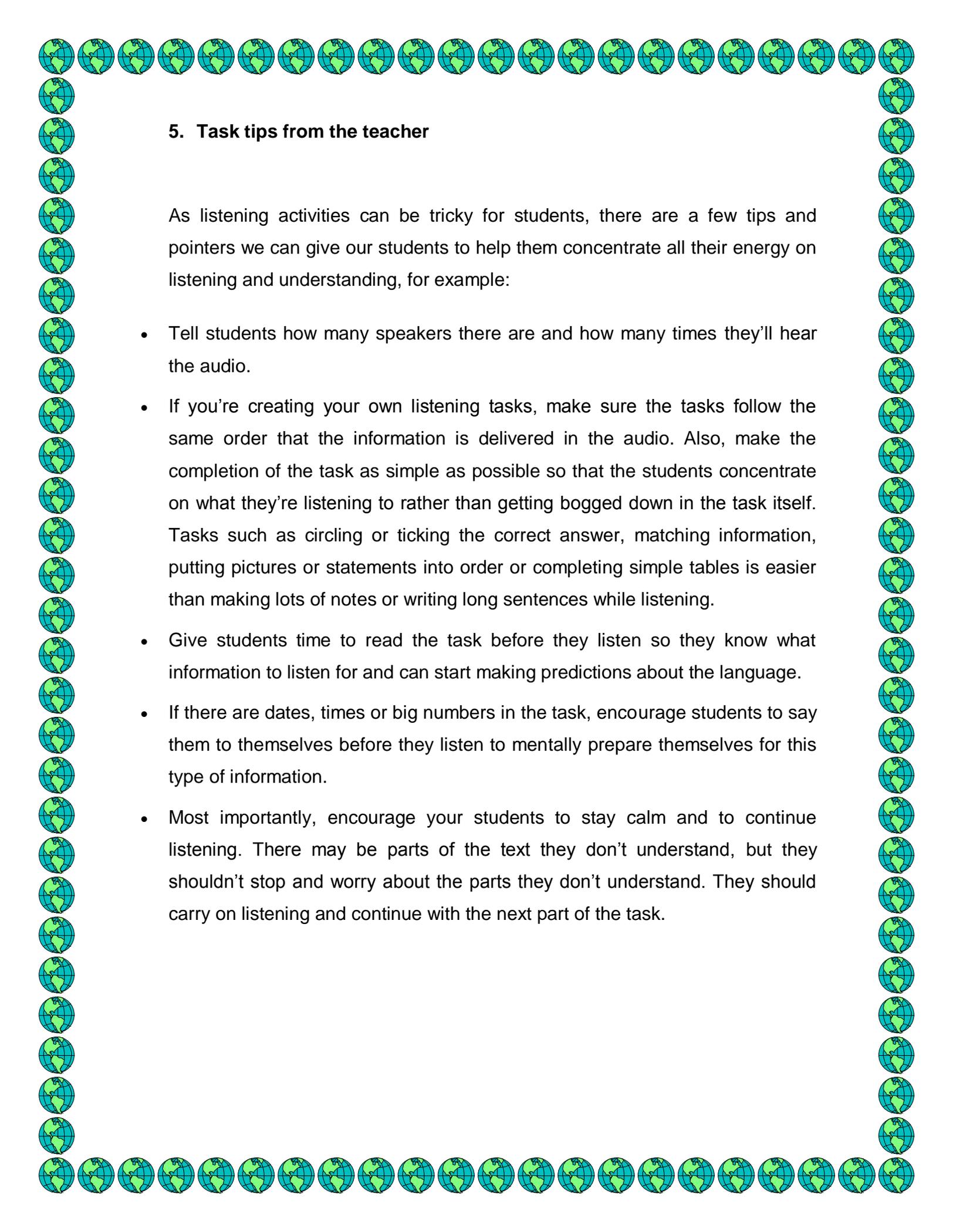
- B1: So where do you get _____ pizza in London?
- B2: No doubt about it, it has to be Pietro's
- B3: No way, the pizzas in The Bella Napoli just around the corner are so much _____ and they have got _____ and _____ waiters.
- B1: Yeah, I think she's right, Alfie: much _____ quality
It's not _____ though, but they are so good.
- B2: All right, then, yeah, La bella Napoli is _____ than Pietro's. The cheese is not as good though, and for me it's all in the chees
- B3: You could have pasta?
- B2: Pasta in the Bella Napoli? They do _____ pasta I've ever tasted.
- B3: all right!

RING RING RING.....

- B3: Hi! Mom how's Rome?
- B4: hello, love, yes, all's well, thanks, what are you doing?
- B3: I'm with Oliver and Alfie, we are going to have a pizza. I'll put you on speaker phone.
- B4: That's a coincidence! I've just eaten _____ pizza ever. It was _____ I've ever had.
- B3: sounds good
- B1 : was the base good? mum
- B4: OH YES, _____ base ever, really delicious.
- B2: I wish you could send it over over here Mrs G
- B4: I'll save you a slice Alfie! so where are you going to eat?
- B1: La Bella Napoli
- B4: oh yes! They are not bad! They use _____ cheese, though, For me it's all in the cheese.
- B2: That's what I said. Mrs G
- B1: Yes, maybe the pizza at the bella Napoli is not as _____ as I remember.
- B3: Thanks a lot mum!

2. Who are the speakers? Match up

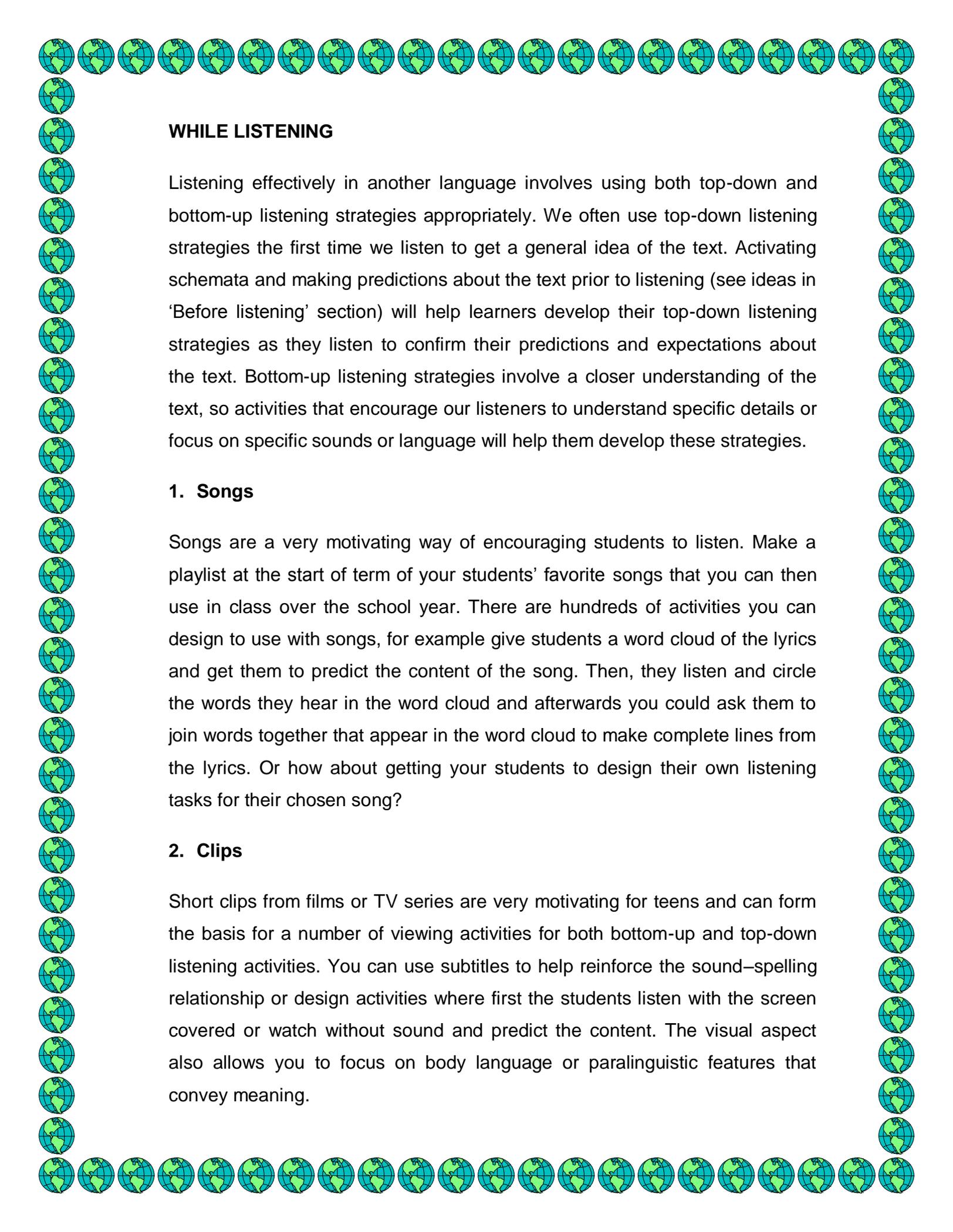
- | | |
|----|-------------------|
| B1 | Alfie |
| B2 | Mrs G |
| B3 | Oliver |
| B4 | Mrs G's daughter. |

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5. Task tips from the teacher

As listening activities can be tricky for students, there are a few tips and pointers we can give our students to help them concentrate all their energy on listening and understanding, for example:

- Tell students how many speakers there are and how many times they'll hear the audio.
- If you're creating your own listening tasks, make sure the tasks follow the same order that the information is delivered in the audio. Also, make the completion of the task as simple as possible so that the students concentrate on what they're listening to rather than getting bogged down in the task itself. Tasks such as circling or ticking the correct answer, matching information, putting pictures or statements into order or completing simple tables is easier than making lots of notes or writing long sentences while listening.
- Give students time to read the task before they listen so they know what information to listen for and can start making predictions about the language.
- If there are dates, times or big numbers in the task, encourage students to say them to themselves before they listen to mentally prepare themselves for this type of information.
- Most importantly, encourage your students to stay calm and to continue listening. There may be parts of the text they don't understand, but they shouldn't stop and worry about the parts they don't understand. They should carry on listening and continue with the next part of the task.

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WHILE LISTENING

Listening effectively in another language involves using both top-down and bottom-up listening strategies appropriately. We often use top-down listening strategies the first time we listen to get a general idea of the text. Activating schemata and making predictions about the text prior to listening (see ideas in 'Before listening' section) will help learners develop their top-down listening strategies as they listen to confirm their predictions and expectations about the text. Bottom-up listening strategies involve a closer understanding of the text, so activities that encourage our listeners to understand specific details or focus on specific sounds or language will help them develop these strategies.

1. Songs

Songs are a very motivating way of encouraging students to listen. Make a playlist at the start of term of your students' favorite songs that you can then use in class over the school year. There are hundreds of activities you can design to use with songs, for example give students a word cloud of the lyrics and get them to predict the content of the song. Then, they listen and circle the words they hear in the word cloud and afterwards you could ask them to join words together that appear in the word cloud to make complete lines from the lyrics. Or how about getting your students to design their own listening tasks for their chosen song?

2. Clips

Short clips from films or TV series are very motivating for teens and can form the basis for a number of viewing activities for both bottom-up and top-down listening activities. You can use subtitles to help reinforce the sound-spelling relationship or design activities where first the students listen with the screen covered or watch without sound and predict the content. The visual aspect also allows you to focus on body language or paralinguistic features that convey meaning.



Listening Comprehension on YouTube

<http://www.youtube.com/watch?v=C48aGtPluZo>

1. What does Sidd Singhal say about the American dream:

- A. The American dream is available to everybody
- B. The American dream is only for people who already are rich
- C. The American dream is only for people in America

2. What is the American Dream to Susan Mendez?

- A. It is having a great family and a great home.
- B. It is having a great family, a great home on the beach, and enough money to support herself and the family.
- C. It is having a great family and enough means to support her family.

3. What does Aliyah Pierce think it is?

- A. The American dream is to be rich.
- B. The American dream is to become a lawyer and a judge.
- C. There is no such thing as the American dream!

4. What is the American Dream according to Mark Cates?

- A. To be able to go or do how you want to in life.
- B. To be able to buy things to make your life successful.
- C. The opportunity to meet your dreams and achieve success.

5. How many people have actually achieved their dream according to the New York/CBS poll?

- A. About 50 % of the people asked.
- B. More than 50 % of the people asked.
- C. Less than 50 % of the people asked.

The American Dream

Date..... grade.....name.....Story title.....



Listen to the story and try do the following exercises:



1. How many people went to the zoo? a. 3 b.4 c.5 d.2
2. What is the boy's name? a. Tim b. Tom c. John d. Ted
3. What is the girl's name? a. Alice b. Holly c. Molly d. Jane
4. Can Tom see a giraffe? A. Yes, he can. B. No, he can't c. I don't know
5. Can Holly see a lion? A. Yes, she can. B. No, she can't c. I don't know
6. Can Tom see a lion? A. Yes, he can. B. No, he can't c. I don't know
7. Can Holly see a giraffe? A. Yes, she can. B. No, she can't c. I don't know
8. Can Holly see a snake? A. Yes, she can. B. No, she can't c. I don't know
9. Can Tom see a snake? A. Yes, he can. B. No, he can't c. I don't know
10. Can Mom see Tom? A. Yes, she can. B. No, she can't c. I don't know
11. Where is Tom? A. on the gorilla b. in the cage c. on the elephant

1. Do you have a pet?
2. What is it?
3. What is its name?
4. What color is it?
5. Do you take care about it?
6. Who helps you?
7. Do you feed it on time?
8. Why do you keep it?
9. Does it like to play with you?
10. How often do you take it for a walk?

How many animals can they see?



1. How many crocodiles can Dad see? a. 3 b.4 c.1 d.2 e.7 f.5
2. How many crocodiles can Holly see? a. 2 b. 3 c. 4 d. 5
3. How many ducks can Dad see? a. 3 b.4 c.1 d.2 e. 1 f.5
4. How many penguins can Holly see? a. 2 b. 3 c. 4 d. 5 e. 6
5. How many penguins can Dad see? a. 3 b.4 c.1 d.2 e. 1 f.5
6. How many monkeys can Holly see? a. 2 b. 3 c. 4 d. 5 e. 6
7. Why did dad's bananas disappear?
8. Do you like feeding the animals?
9. When did you go last to the ZOO?.....
10. Do you like animals being in the cage? Why? Explain your answer.....
.....
.....
11. Have you ever been on a safari? What is the difference between a zoo and a safari?.....
.....
.....
12. What would you say to people if you were an animal in the cage?
.....
.....

ENGLISH LISTENING TEST

Name: _____ Class: _____ Number: _____ Date: ____/____/____

My favourite hobbies



A. Listen to texts A and B. Use the pictures as clues and write down what Peter and Rachel like doing in their free time. (15p)

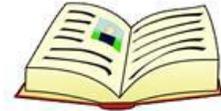


1. _____

2. _____

3. _____

4. _____



5. _____

6. _____

7. _____

8. _____



9. _____

10. _____

11. _____

12. _____

B. Now complete the following table with the information from the texts A and B. Follow the example. (15p)

PETER

RACHEL

SURNAME

AGE

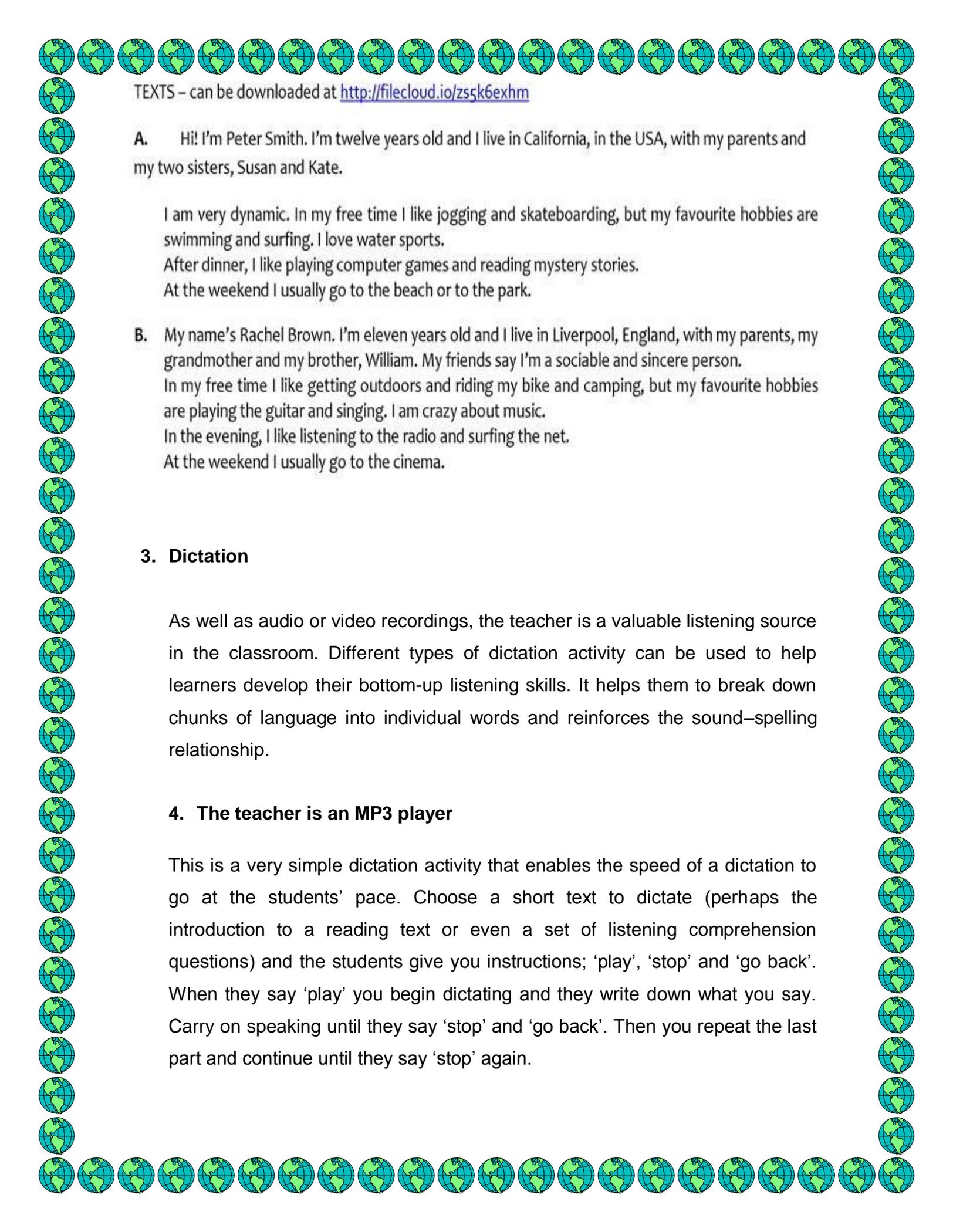
HOMECOUNTRY

FAMILY

TYPE OF PERSON

WEEKEND ACTIVITIES

sociable and



TEXTS – can be downloaded at <http://filecloud.io/zs5k6exhm>

A. Hi! I'm Peter Smith. I'm twelve years old and I live in California, in the USA, with my parents and my two sisters, Susan and Kate.

I am very dynamic. In my free time I like jogging and skateboarding, but my favourite hobbies are swimming and surfing. I love water sports.

After dinner, I like playing computer games and reading mystery stories.

At the weekend I usually go to the beach or to the park.

B. My name's Rachel Brown. I'm eleven years old and I live in Liverpool, England, with my parents, my grandmother and my brother, William. My friends say I'm a sociable and sincere person.

In my free time I like getting outdoors and riding my bike and camping, but my favourite hobbies are playing the guitar and singing. I am crazy about music.

In the evening, I like listening to the radio and surfing the net.

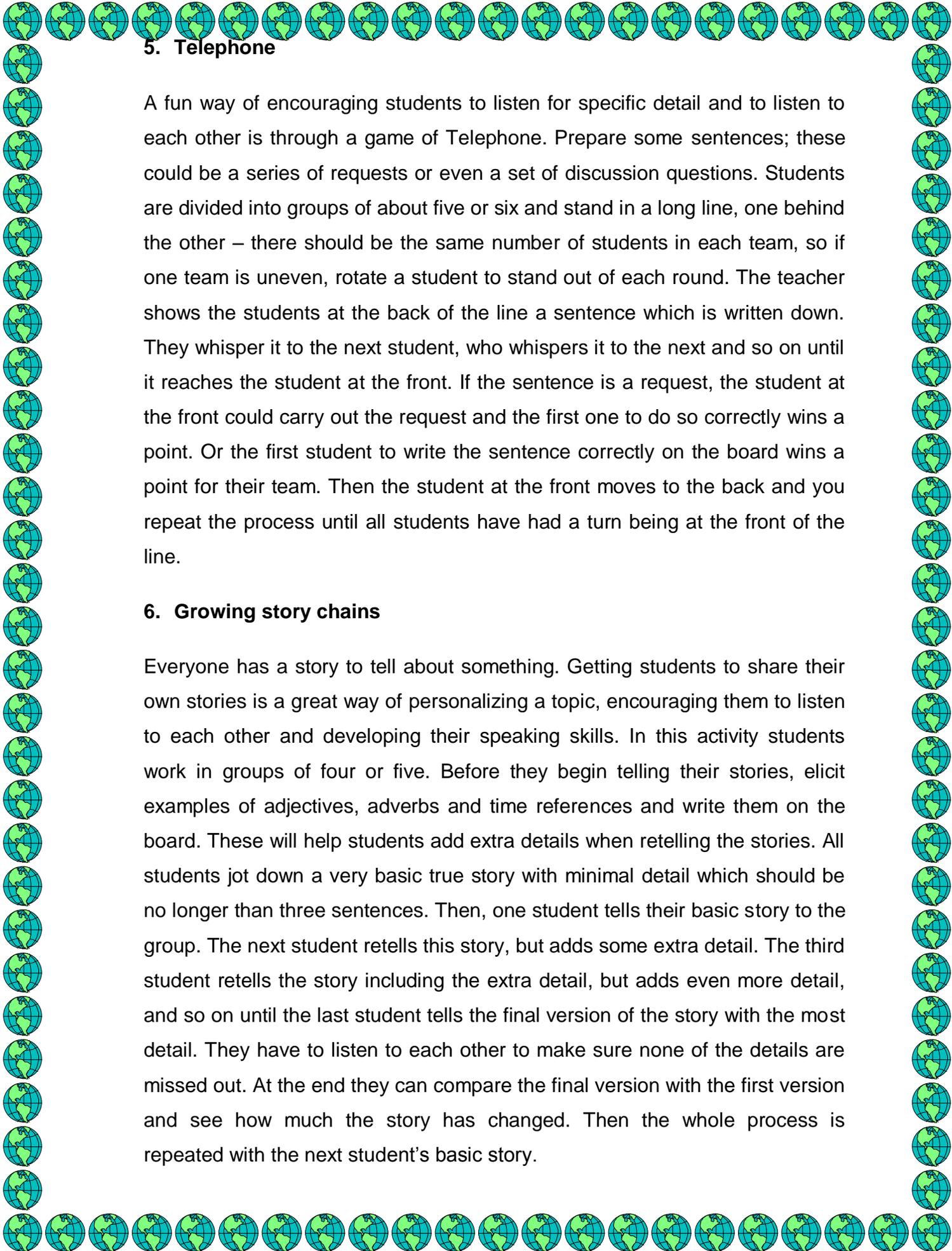
At the weekend I usually go to the cinema.

3. Dictation

As well as audio or video recordings, the teacher is a valuable listening source in the classroom. Different types of dictation activity can be used to help learners develop their bottom-up listening skills. It helps them to break down chunks of language into individual words and reinforces the sound–spelling relationship.

4. The teacher is an MP3 player

This is a very simple dictation activity that enables the speed of a dictation to go at the students' pace. Choose a short text to dictate (perhaps the introduction to a reading text or even a set of listening comprehension questions) and the students give you instructions; 'play', 'stop' and 'go back'. When they say 'play' you begin dictating and they write down what you say. Carry on speaking until they say 'stop' and 'go back'. Then you repeat the last part and continue until they say 'stop' again.

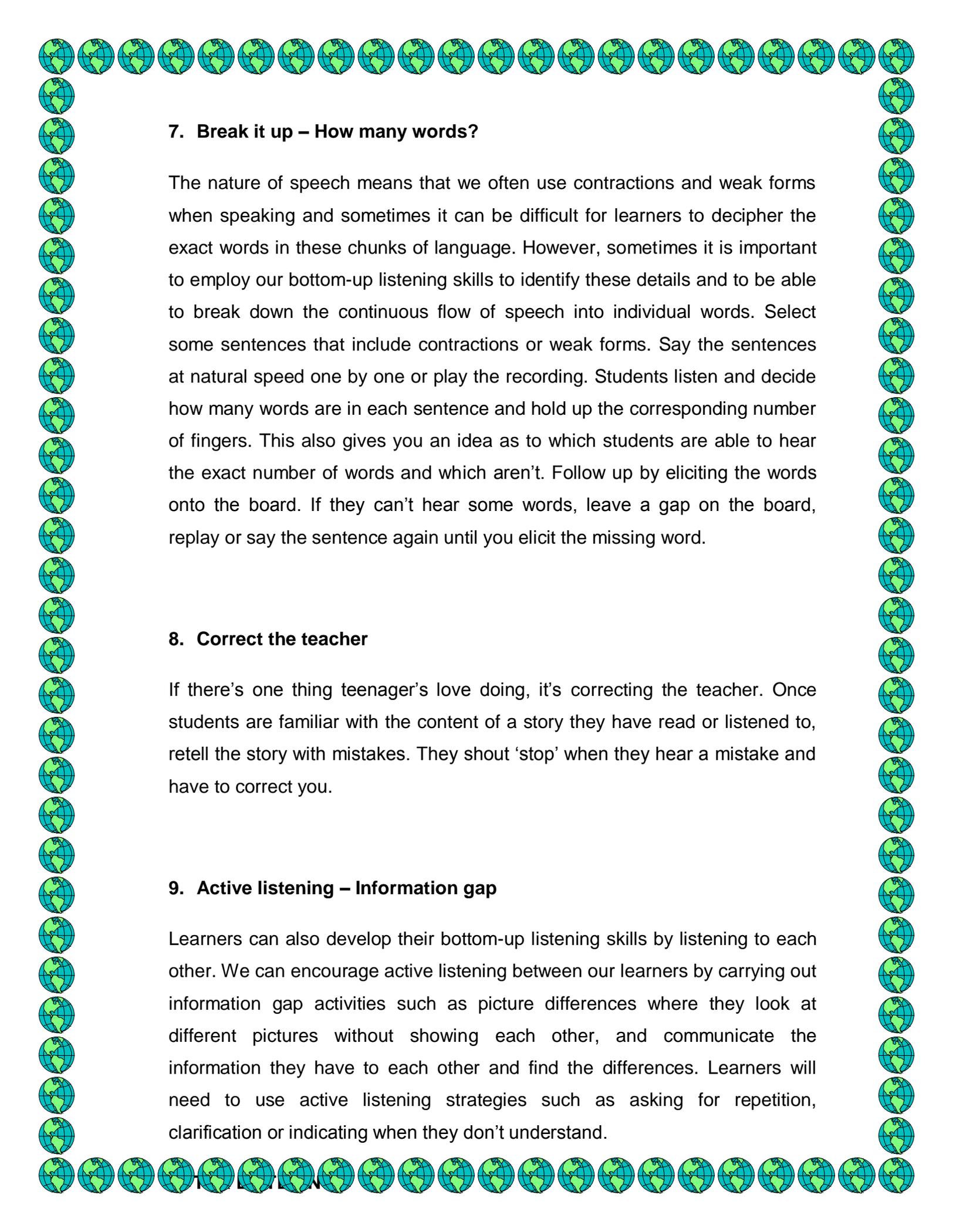
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5. Telephone

A fun way of encouraging students to listen for specific detail and to listen to each other is through a game of Telephone. Prepare some sentences; these could be a series of requests or even a set of discussion questions. Students are divided into groups of about five or six and stand in a long line, one behind the other – there should be the same number of students in each team, so if one team is uneven, rotate a student to stand out of each round. The teacher shows the students at the back of the line a sentence which is written down. They whisper it to the next student, who whispers it to the next and so on until it reaches the student at the front. If the sentence is a request, the student at the front could carry out the request and the first one to do so correctly wins a point. Or the first student to write the sentence correctly on the board wins a point for their team. Then the student at the front moves to the back and you repeat the process until all students have had a turn being at the front of the line.

6. Growing story chains

Everyone has a story to tell about something. Getting students to share their own stories is a great way of personalizing a topic, encouraging them to listen to each other and developing their speaking skills. In this activity students work in groups of four or five. Before they begin telling their stories, elicit examples of adjectives, adverbs and time references and write them on the board. These will help students add extra details when retelling the stories. All students jot down a very basic true story with minimal detail which should be no longer than three sentences. Then, one student tells their basic story to the group. The next student retells this story, but adds some extra detail. The third student retells the story including the extra detail, but adds even more detail, and so on until the last student tells the final version of the story with the most detail. They have to listen to each other to make sure none of the details are missed out. At the end they can compare the final version with the first version and see how much the story has changed. Then the whole process is repeated with the next student's basic story.

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7. Break it up – How many words?

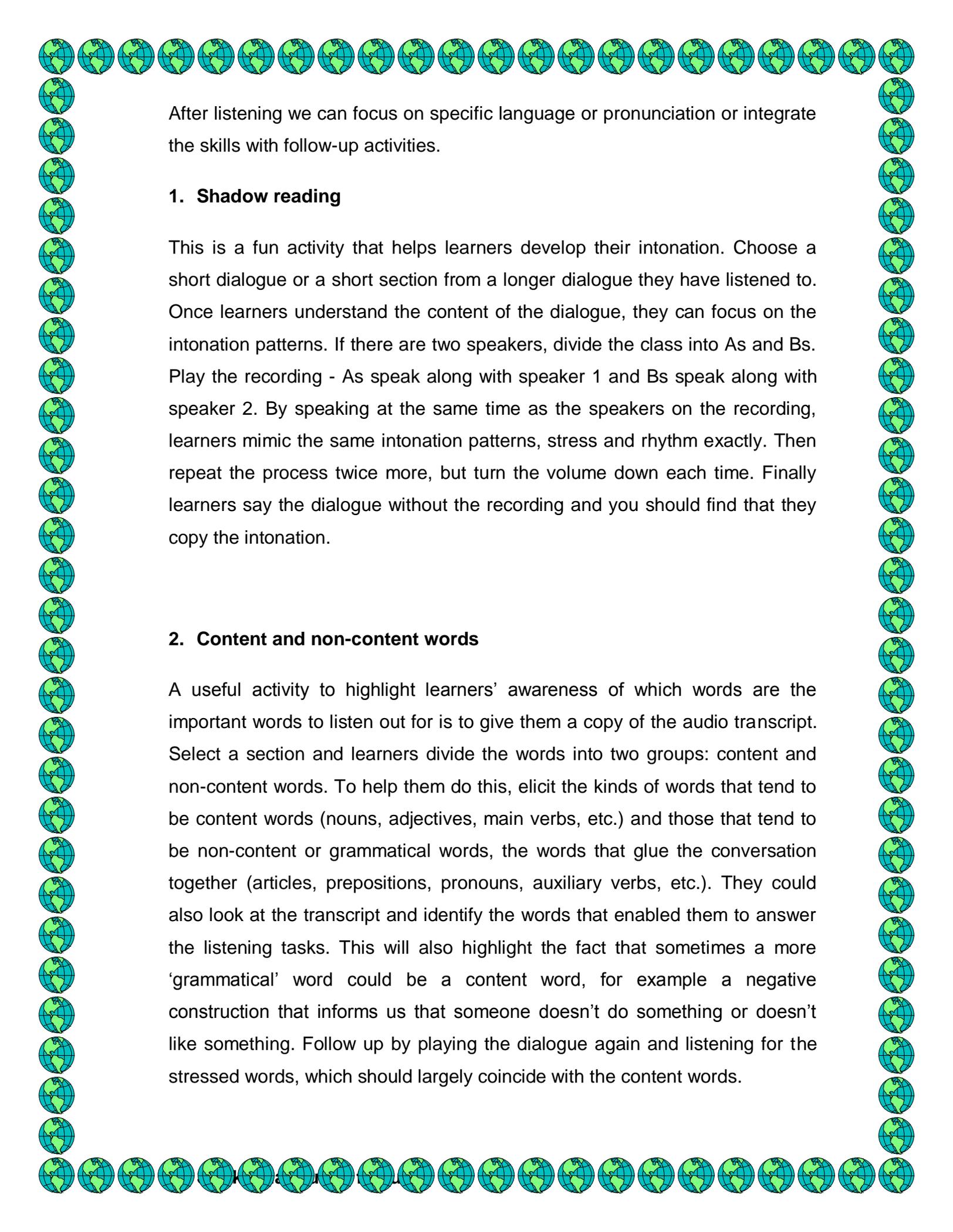
The nature of speech means that we often use contractions and weak forms when speaking and sometimes it can be difficult for learners to decipher the exact words in these chunks of language. However, sometimes it is important to employ our bottom-up listening skills to identify these details and to be able to break down the continuous flow of speech into individual words. Select some sentences that include contractions or weak forms. Say the sentences at natural speed one by one or play the recording. Students listen and decide how many words are in each sentence and hold up the corresponding number of fingers. This also gives you an idea as to which students are able to hear the exact number of words and which aren't. Follow up by eliciting the words onto the board. If they can't hear some words, leave a gap on the board, replay or say the sentence again until you elicit the missing word.

8. Correct the teacher

If there's one thing teenager's love doing, it's correcting the teacher. Once students are familiar with the content of a story they have read or listened to, retell the story with mistakes. They shout 'stop' when they hear a mistake and have to correct you.

9. Active listening – Information gap

Learners can also develop their bottom-up listening skills by listening to each other. We can encourage active listening between our learners by carrying out information gap activities such as picture differences where they look at different pictures without showing each other, and communicate the information they have to each other and find the differences. Learners will need to use active listening strategies such as asking for repetition, clarification or indicating when they don't understand.



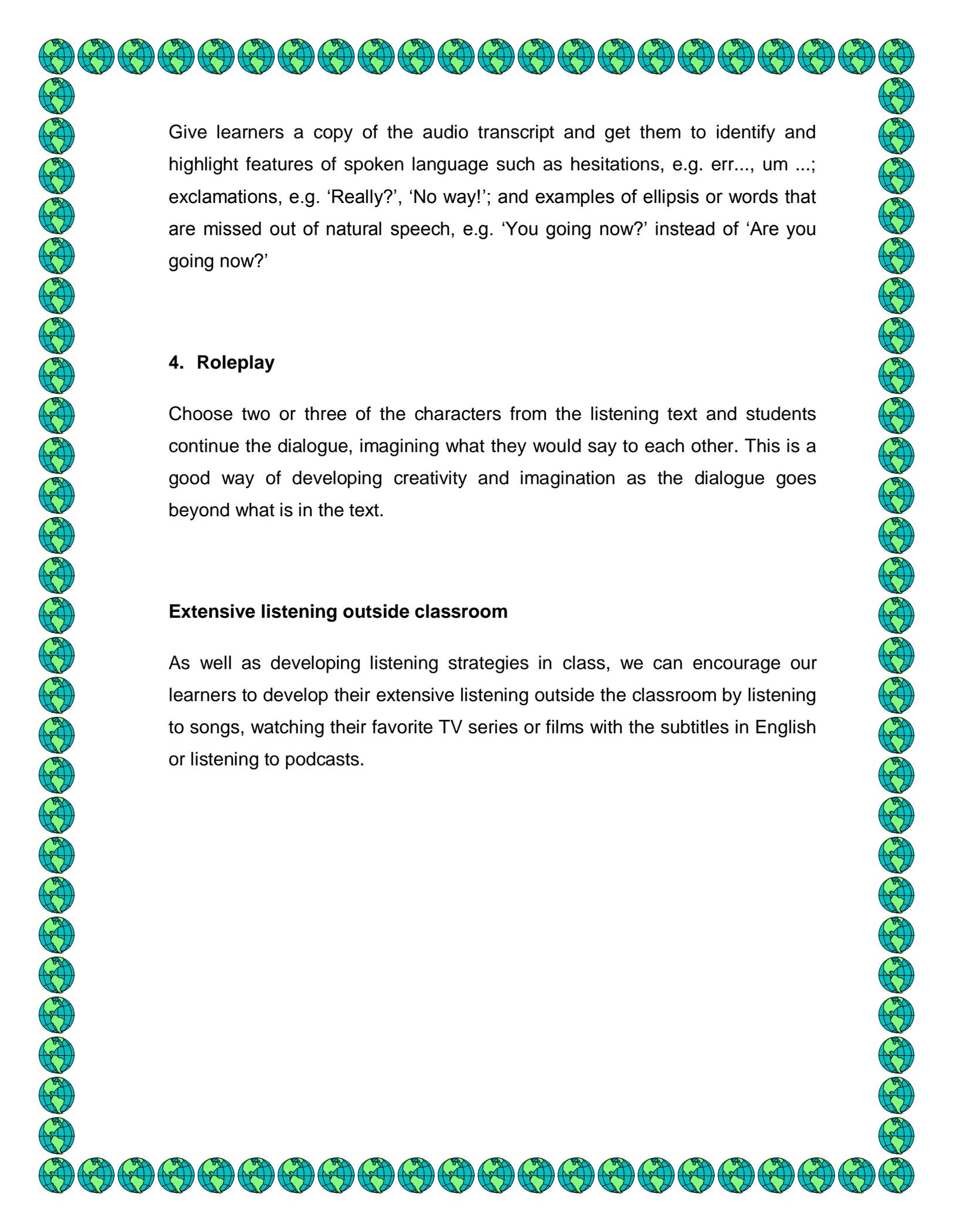
After listening we can focus on specific language or pronunciation or integrate the skills with follow-up activities.

1. Shadow reading

This is a fun activity that helps learners develop their intonation. Choose a short dialogue or a short section from a longer dialogue they have listened to. Once learners understand the content of the dialogue, they can focus on the intonation patterns. If there are two speakers, divide the class into As and Bs. Play the recording - As speak along with speaker 1 and Bs speak along with speaker 2. By speaking at the same time as the speakers on the recording, learners mimic the same intonation patterns, stress and rhythm exactly. Then repeat the process twice more, but turn the volume down each time. Finally learners say the dialogue without the recording and you should find that they copy the intonation.

2. Content and non-content words

A useful activity to highlight learners' awareness of which words are the important words to listen out for is to give them a copy of the audio transcript. Select a section and learners divide the words into two groups: content and non-content words. To help them do this, elicit the kinds of words that tend to be content words (nouns, adjectives, main verbs, etc.) and those that tend to be non-content or grammatical words, the words that glue the conversation together (articles, prepositions, pronouns, auxiliary verbs, etc.). They could also look at the transcript and identify the words that enabled them to answer the listening tasks. This will also highlight the fact that sometimes a more 'grammatical' word could be a content word, for example a negative construction that informs us that someone doesn't do something or doesn't like something. Follow up by playing the dialogue again and listening for the stressed words, which should largely coincide with the content words.



Give learners a copy of the audio transcript and get them to identify and highlight features of spoken language such as hesitations, e.g. err..., um ...; exclamations, e.g. 'Really?', 'No way!'; and examples of ellipsis or words that are missed out of natural speech, e.g. 'You going now?' instead of 'Are you going now?'

4. Roleplay

Choose two or three of the characters from the listening text and students continue the dialogue, imagining what they would say to each other. This is a good way of developing creativity and imagination as the dialogue goes beyond what is in the text.

Extensive listening outside classroom

As well as developing listening strategies in class, we can encourage our learners to develop their extensive listening outside the classroom by listening to songs, watching their favorite TV series or films with the subtitles in English or listening to podcasts.

Grown up and living at home
BBC English – 6 Minute English



Activities before listening

1. What is the topic of today's listening?
2. What do you expect to listen to about?
3. Is it a current topic?
4. What is the reason for it?
5. How do young people solve their living?
6. What possibilities do they have?
7. What do most of them prefer? Why?
8. Look at the picture – what does it say about this problem?
9. What are your visions for future?
10. Where would you like to live? Why?
11. Where wouldn't you like to live? Why?
12. When do you want to leave your parents' house?
13. What age is suitable for it?
14. What do you think about mom's hotel?
15. Are there any advantages/disadvantages?

Explain these words: grow up, reside, get hitched, cramped, accommodation, the property ladder, environment, incentive, virtues, fault

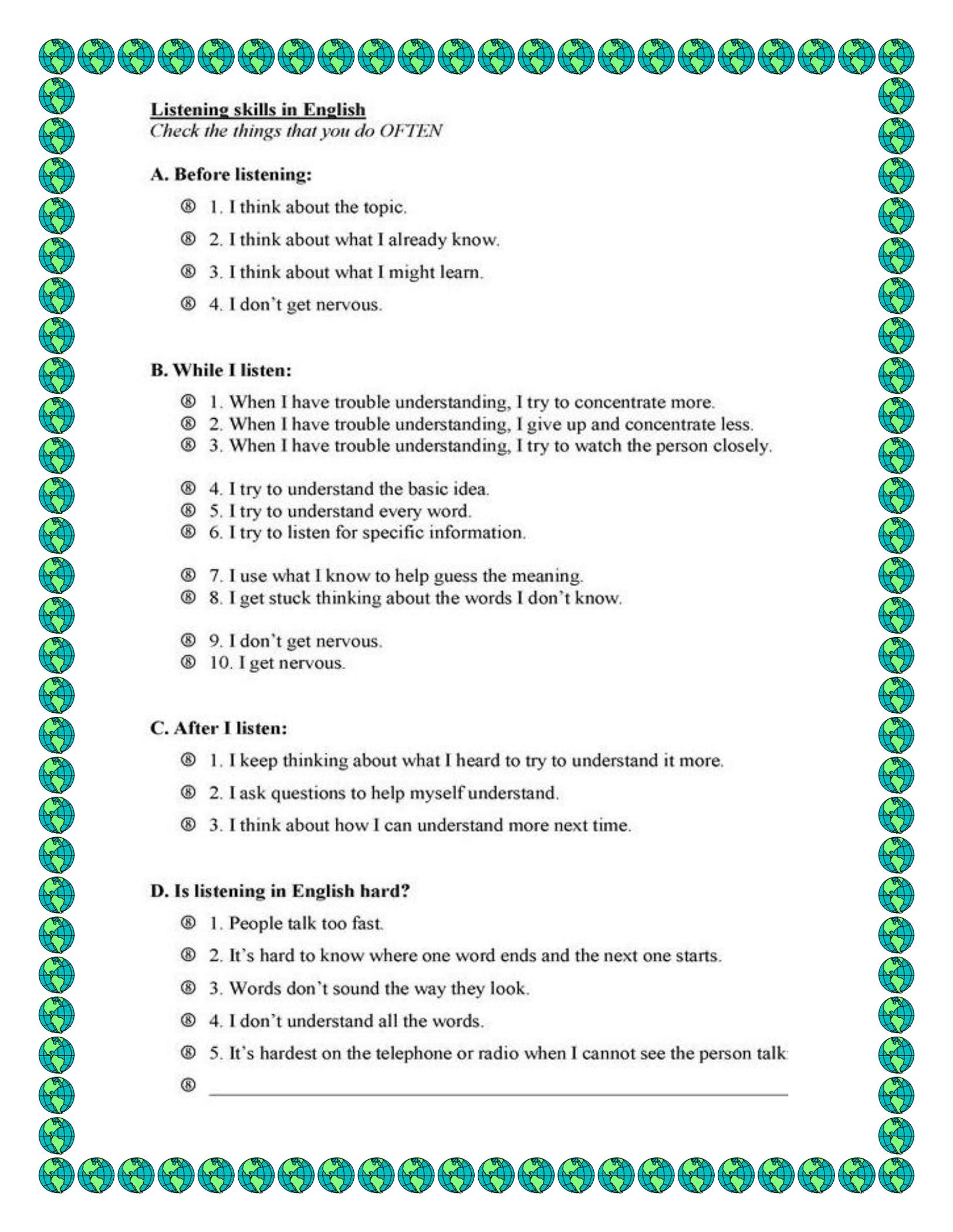
Listen to the radio programme

http://www.bbc.co.uk/worldservice/learningenglish/general/sixminute/2014/05/140516_6min_living_at_home.shtml

Activities after listening

Answer these questions:

1. What is the topic of that programme?
2. When did Finn and Rob leave home?
3. What is the trend nowadays in UK related to leaving home?
4. What is the question of the day?
5. What are the reasons to stay living with the parents in the twenties?
6. What is flatshare?
7. What was the goal of Luke Sibson? Did he reach it?
8. What does Alberto Baragan say about his living?
9. How do parents influence young people to stay at home?
10. What is the correct answer to the question of the day?



Listening skills in English

Check the things that you do OFTEN

A. Before listening:

- Ⓢ 1. I think about the topic.
- Ⓢ 2. I think about what I already know.
- Ⓢ 3. I think about what I might learn.
- Ⓢ 4. I don't get nervous.

B. While I listen:

- Ⓢ 1. When I have trouble understanding, I try to concentrate more.
- Ⓢ 2. When I have trouble understanding, I give up and concentrate less.
- Ⓢ 3. When I have trouble understanding, I try to watch the person closely.

- Ⓢ 4. I try to understand the basic idea.
- Ⓢ 5. I try to understand every word.
- Ⓢ 6. I try to listen for specific information.

- Ⓢ 7. I use what I know to help guess the meaning.
- Ⓢ 8. I get stuck thinking about the words I don't know.

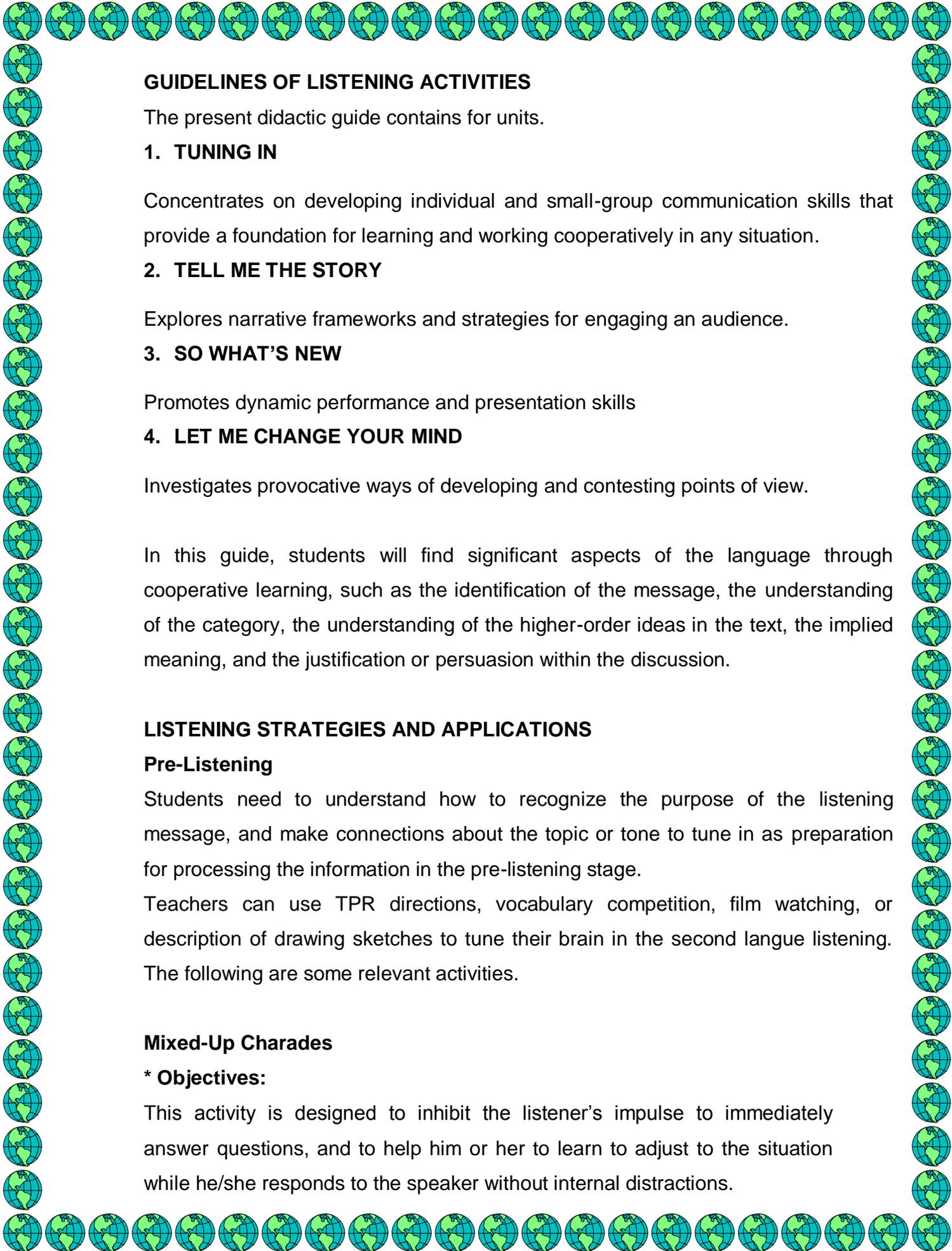
- Ⓢ 9. I don't get nervous.
- Ⓢ 10. I get nervous.

C. After I listen:

- Ⓢ 1. I keep thinking about what I heard to try to understand it more.
- Ⓢ 2. I ask questions to help myself understand.
- Ⓢ 3. I think about how I can understand more next time.

D. Is listening in English hard?

- Ⓢ 1. People talk too fast.
- Ⓢ 2. It's hard to know where one word ends and the next one starts.
- Ⓢ 3. Words don't sound the way they look.
- Ⓢ 4. I don't understand all the words.
- Ⓢ 5. It's hardest on the telephone or radio when I cannot see the person talk.
- Ⓢ _____



GUIDELINES OF LISTENING ACTIVITIES

The present didactic guide contains for units.

1. TUNING IN

Concentrates on developing individual and small-group communication skills that provide a foundation for learning and working cooperatively in any situation.

2. TELL ME THE STORY

Explores narrative frameworks and strategies for engaging an audience.

3. SO WHAT'S NEW

Promotes dynamic performance and presentation skills

4. LET ME CHANGE YOUR MIND

Investigates provocative ways of developing and contesting points of view.

In this guide, students will find significant aspects of the language through cooperative learning, such as the identification of the message, the understanding of the category, the understanding of the higher-order ideas in the text, the implied meaning, and the justification or persuasion within the discussion.

LISTENING STRATEGIES AND APPLICATIONS

Pre-Listening

Students need to understand how to recognize the purpose of the listening message, and make connections about the topic or tone to tune in as preparation for processing the information in the pre-listening stage.

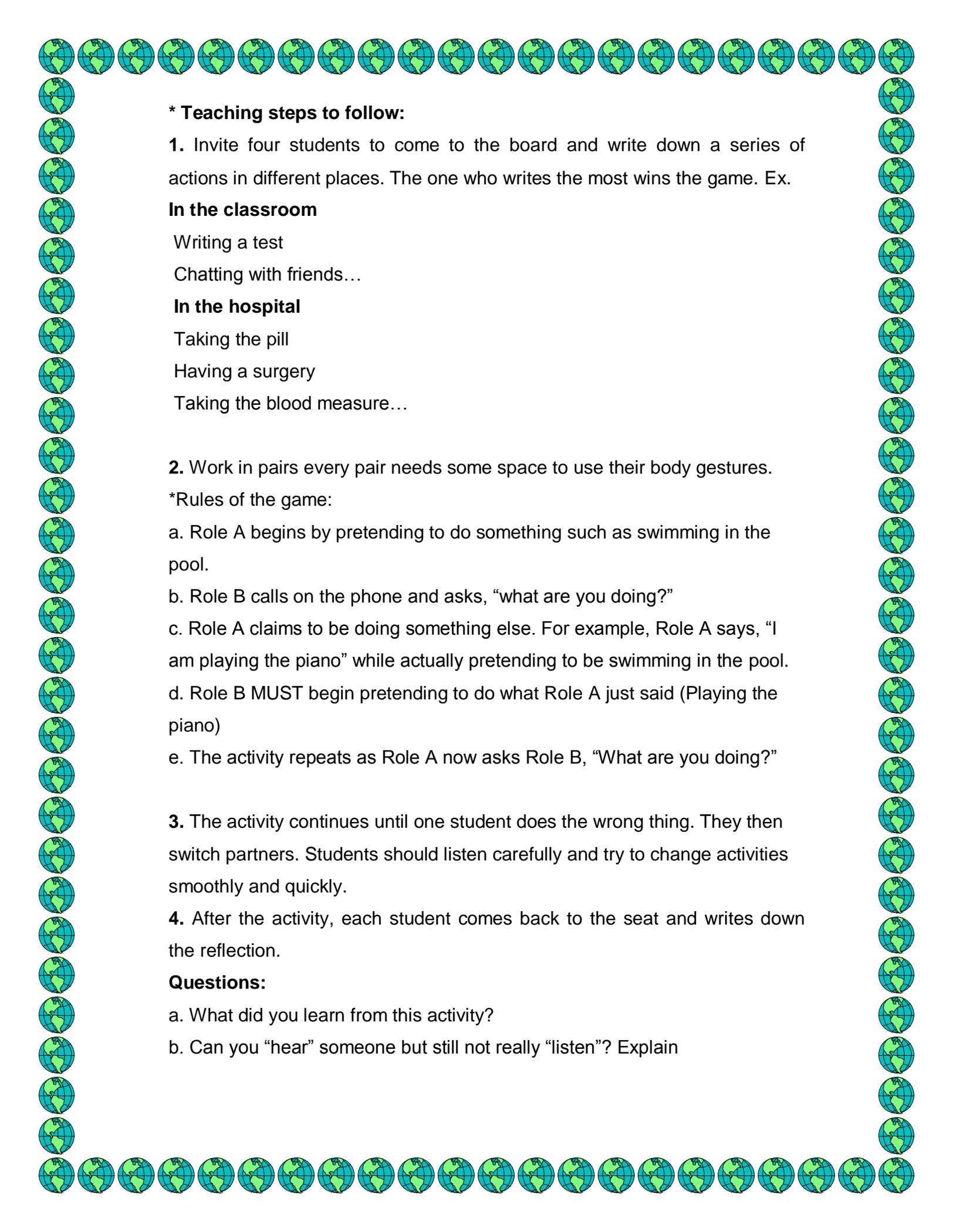
Teachers can use TPR directions, vocabulary competition, film watching, or description of drawing sketches to tune their brain in the second language listening.

The following are some relevant activities.

Mixed-Up Charades

*** Objectives:**

This activity is designed to inhibit the listener's impulse to immediately answer questions, and to help him or her to learn to adjust to the situation while he/she responds to the speaker without internal distractions.



*** Teaching steps to follow:**

1. Invite four students to come to the board and write down a series of actions in different places. The one who writes the most wins the game. Ex.

In the classroom

Writing a test

Chatting with friends...

In the hospital

Taking the pill

Having a surgery

Taking the blood measure...

2. Work in pairs every pair needs some space to use their body gestures.

*Rules of the game:

a. Role A begins by pretending to do something such as swimming in the pool.

b. Role B calls on the phone and asks, "what are you doing?"

c. Role A claims to be doing something else. For example, Role A says, "I am playing the piano" while actually pretending to be swimming in the pool.

d. Role B MUST begin pretending to do what Role A just said (Playing the piano)

e. The activity repeats as Role A now asks Role B, "What are you doing?"

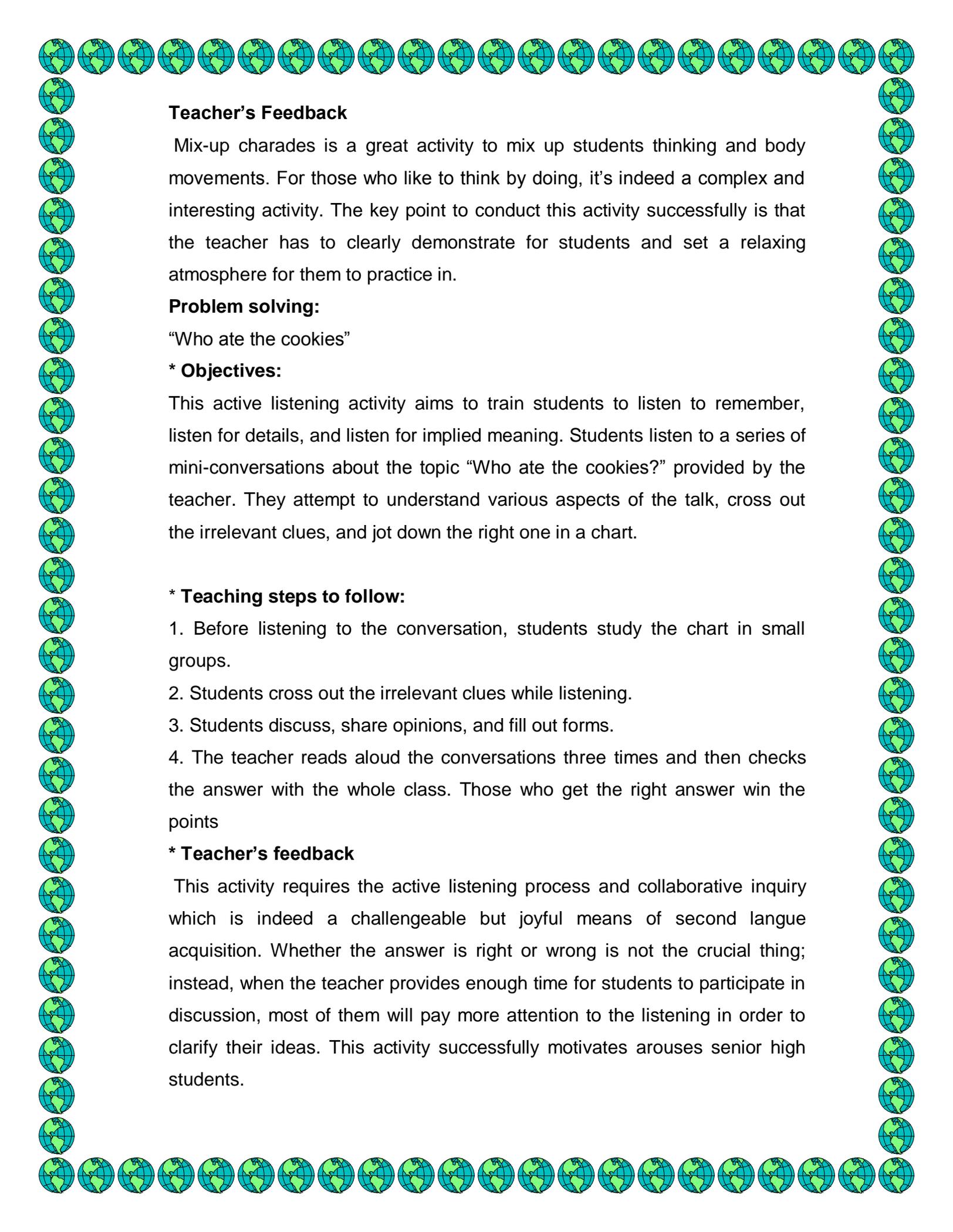
3. The activity continues until one student does the wrong thing. They then switch partners. Students should listen carefully and try to change activities smoothly and quickly.

4. After the activity, each student comes back to the seat and writes down the reflection.

Questions:

a. What did you learn from this activity?

b. Can you "hear" someone but still not really "listen"? Explain

A decorative border of small globe icons surrounds the text. The globes are arranged in a rectangular frame, with one row at the top, one at the bottom, and vertical columns on the left and right sides. Each globe is a stylized representation of Earth with blue oceans and green continents.

Teacher's Feedback

Mix-up charades is a great activity to mix up students thinking and body movements. For those who like to think by doing, it's indeed a complex and interesting activity. The key point to conduct this activity successfully is that the teacher has to clearly demonstrate for students and set a relaxing atmosphere for them to practice in.

Problem solving:

"Who ate the cookies"

*** Objectives:**

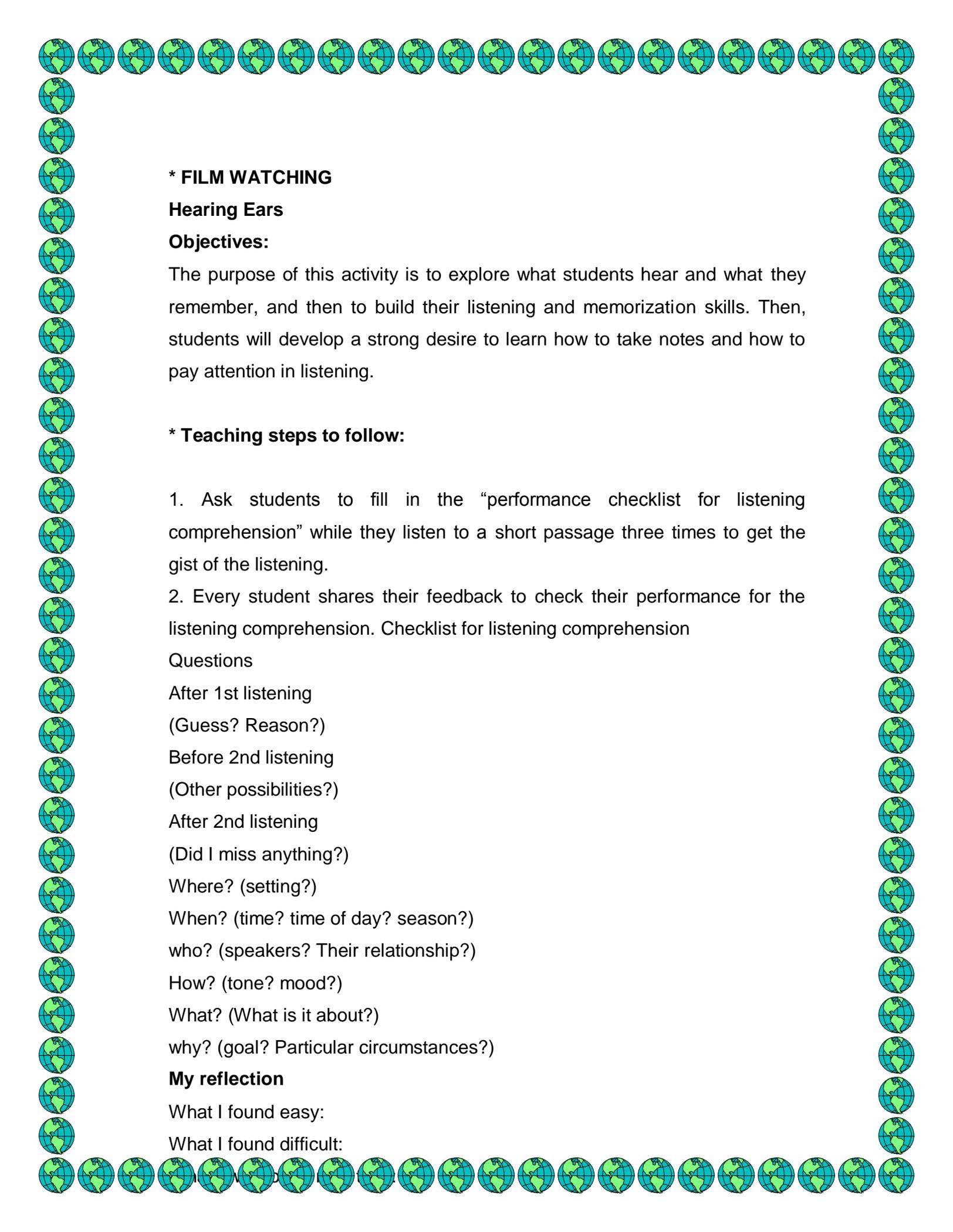
This active listening activity aims to train students to listen to remember, listen for details, and listen for implied meaning. Students listen to a series of mini-conversations about the topic "Who ate the cookies?" provided by the teacher. They attempt to understand various aspects of the talk, cross out the irrelevant clues, and jot down the right one in a chart.

*** Teaching steps to follow:**

1. Before listening to the conversation, students study the chart in small groups.
2. Students cross out the irrelevant clues while listening.
3. Students discuss, share opinions, and fill out forms.
4. The teacher reads aloud the conversations three times and then checks the answer with the whole class. Those who get the right answer win the points

*** Teacher's feedback**

This activity requires the active listening process and collaborative inquiry which is indeed a challengeable but joyful means of second langue acquisition. Whether the answer is right or wrong is not the crucial thing; instead, when the teacher provides enough time for students to participate in discussion, most of them will pay more attention to the listening in order to clarify their ideas. This activity successfully motivates arouses senior high students.



*** FILM WATCHING**

Hearing Ears

Objectives:

The purpose of this activity is to explore what students hear and what they remember, and then to build their listening and memorization skills. Then, students will develop a strong desire to learn how to take notes and how to pay attention in listening.

*** Teaching steps to follow:**

1. Ask students to fill in the “performance checklist for listening comprehension” while they listen to a short passage three times to get the gist of the listening.

2. Every student shares their feedback to check their performance for the listening comprehension. Checklist for listening comprehension

Questions

After 1st listening

(Guess? Reason?)

Before 2nd listening

(Other possibilities?)

After 2nd listening

(Did I miss anything?)

Where? (setting?)

When? (time? time of day? season?)

who? (speakers? Their relationship?)

How? (tone? mood?)

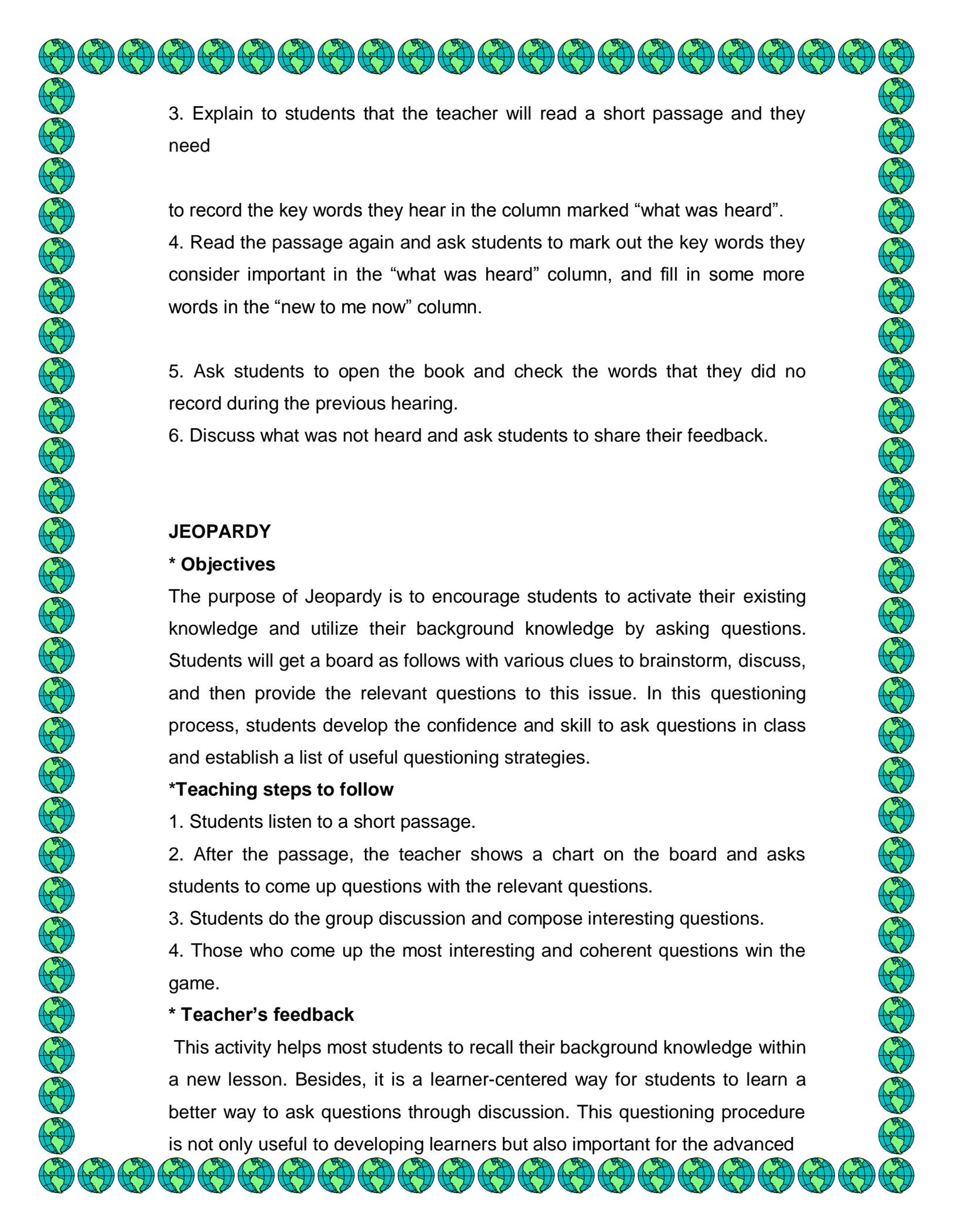
What? (What is it about?)

why? (goal? Particular circumstances?)

My reflection

What I found easy:

What I found difficult:



3. Explain to students that the teacher will read a short passage and they need

to record the key words they hear in the column marked “what was heard”.

4. Read the passage again and ask students to mark out the key words they consider important in the “what was heard” column, and fill in some more words in the “new to me now” column.

5. Ask students to open the book and check the words that they did not record during the previous hearing.

6. Discuss what was not heard and ask students to share their feedback.

JEOPARDY

*** Objectives**

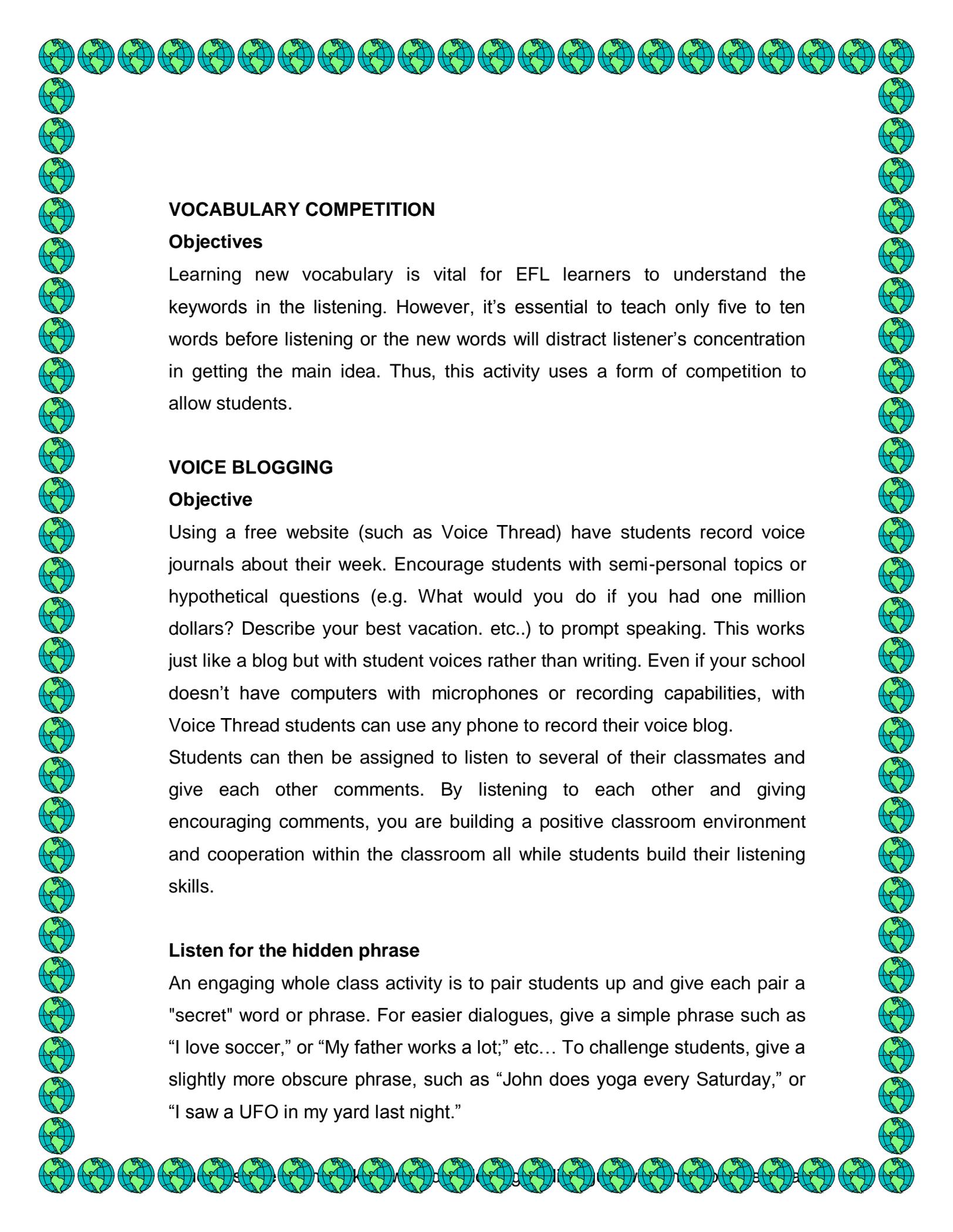
The purpose of Jeopardy is to encourage students to activate their existing knowledge and utilize their background knowledge by asking questions. Students will get a board as follows with various clues to brainstorm, discuss, and then provide the relevant questions to this issue. In this questioning process, students develop the confidence and skill to ask questions in class and establish a list of useful questioning strategies.

***Teaching steps to follow**

1. Students listen to a short passage.
2. After the passage, the teacher shows a chart on the board and asks students to come up questions with the relevant questions.
3. Students do the group discussion and compose interesting questions.
4. Those who come up the most interesting and coherent questions win the game.

*** Teacher’s feedback**

This activity helps most students to recall their background knowledge within a new lesson. Besides, it is a learner-centered way for students to learn a better way to ask questions through discussion. This questioning procedure is not only useful to developing learners but also important for the advanced

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VOCABULARY COMPETITION

Objectives

Learning new vocabulary is vital for EFL learners to understand the keywords in the listening. However, it's essential to teach only five to ten words before listening or the new words will distract listener's concentration in getting the main idea. Thus, this activity uses a form of competition to allow students.

VOICE BLOGGING

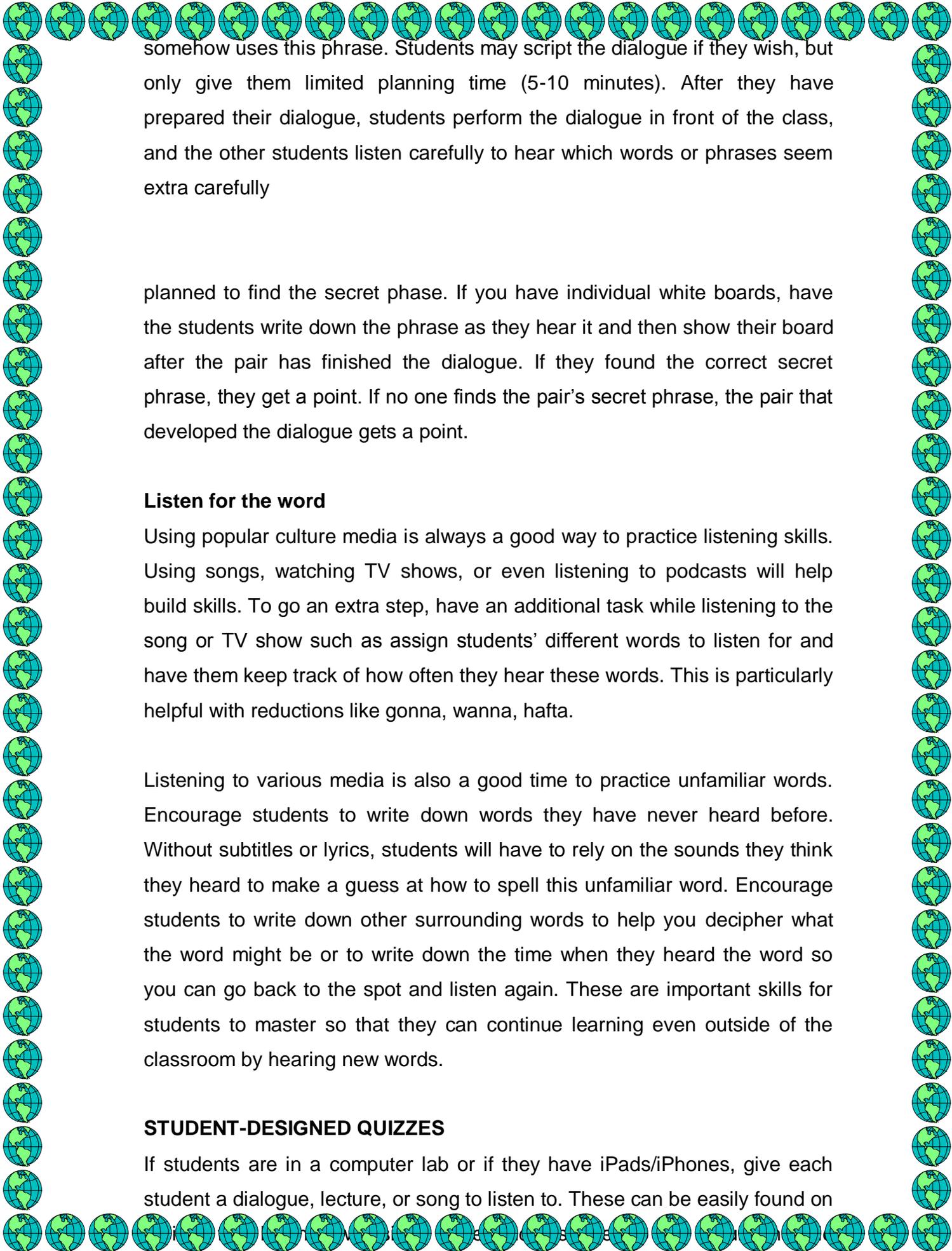
Objective

Using a free website (such as Voice Thread) have students record voice journals about their week. Encourage students with semi-personal topics or hypothetical questions (e.g. What would you do if you had one million dollars? Describe your best vacation. etc..) to prompt speaking. This works just like a blog but with student voices rather than writing. Even if your school doesn't have computers with microphones or recording capabilities, with Voice Thread students can use any phone to record their voice blog.

Students can then be assigned to listen to several of their classmates and give each other comments. By listening to each other and giving encouraging comments, you are building a positive classroom environment and cooperation within the classroom all while students build their listening skills.

Listen for the hidden phrase

An engaging whole class activity is to pair students up and give each pair a "secret" word or phrase. For easier dialogues, give a simple phrase such as "I love soccer," or "My father works a lot;" etc... To challenge students, give a slightly more obscure phrase, such as "John does yoga every Saturday," or "I saw a UFO in my yard last night."



somehow uses this phrase. Students may script the dialogue if they wish, but only give them limited planning time (5-10 minutes). After they have prepared their dialogue, students perform the dialogue in front of the class, and the other students listen carefully to hear which words or phrases seem extra carefully

planned to find the secret phrase. If you have individual white boards, have the students write down the phrase as they hear it and then show their board after the pair has finished the dialogue. If they found the correct secret phrase, they get a point. If no one finds the pair's secret phrase, the pair that developed the dialogue gets a point.

Listen for the word

Using popular culture media is always a good way to practice listening skills. Using songs, watching TV shows, or even listening to podcasts will help build skills. To go an extra step, have an additional task while listening to the song or TV show such as assign students' different words to listen for and have them keep track of how often they hear these words. This is particularly helpful with reductions like gonna, wanna, hafta.

Listening to various media is also a good time to practice unfamiliar words. Encourage students to write down words they have never heard before. Without subtitles or lyrics, students will have to rely on the sounds they think they heard to make a guess at how to spell this unfamiliar word. Encourage students to write down other surrounding words to help you decipher what the word might be or to write down the time when they heard the word so you can go back to the spot and listen again. These are important skills for students to master so that they can continue learning even outside of the classroom by hearing new words.

STUDENT-DESIGNED QUIZZES

If students are in a computer lab or if they have iPads/iPhones, give each student a dialogue, lecture, or song to listen to. These can be easily found on



times and then create a quiz for another student to take. Students will be excited to “play teacher” by creating quiz questions, and they will have to rely on their listening skills to write accurate questions.

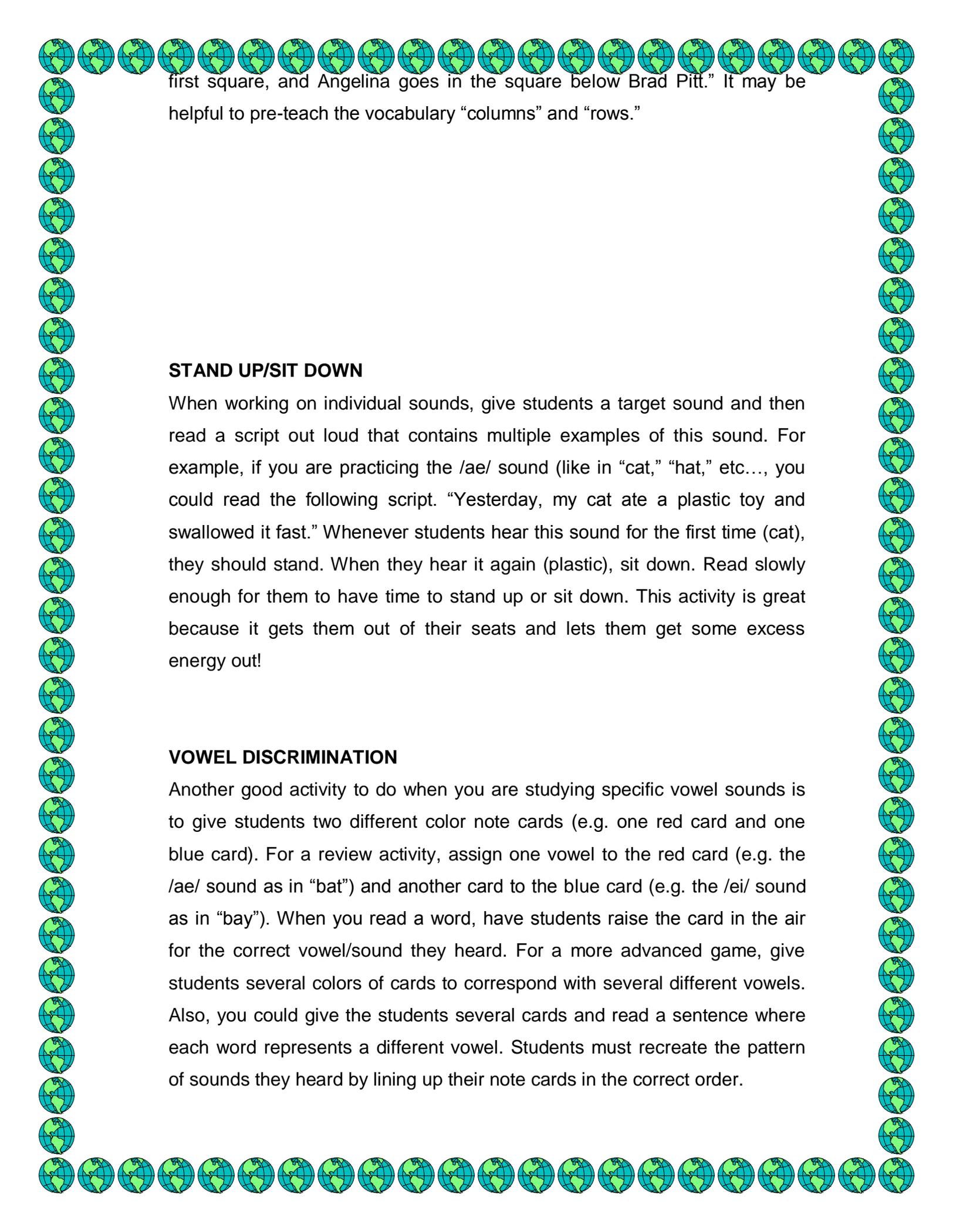
DESCRIBE THE...

Place students into pairs and have them sit back to back. Give one student in the pair a unique picture with a lot of simple shapes drawn on it. I prefer to draw my own pictures with randomly placed hearts, flowers, stars, houses, stick figures, etc. Put these shapes in different places, angles, and with extra features as desired. Give the second student in the pair a blank piece of paper. The student with the picture must dictate to his/her partner how to draw the picture. Make sure to emphasize no cheating or peeking! When finished, change the pictures around the groups and have the partners switch roles. When everyone has drawn once, the team with the most similar pictures win!

PUT THE CELEBRITY IN THE RIGHT PLACE

Similar to the picture describing game, this game has a similar setup but without the drawing. Give students a chart with many different celebrities in the boxes/grid. This can be easily done by creating a table in a word processing program and pasting internet images of celebrities in the table. Be sure to make several different versions with celebrities in the different spaces. It’s okay if the students don’t know all of the celebrities; in fact, it may be better if there are some they don’t know, so they have to rely on describing physical features rather than giving names. Print a second blank grid with the pictures of the celebrities cut out into individual pieces but not attached to the grid.

Students should sit back to back and be instructed to not peek or cheat. The student with the table with pre-assigned celebrities should give the other student instructions on how to fill in his table with the celebrity picture pieces.



first square, and Angelina goes in the square below Brad Pitt.” It may be helpful to pre-teach the vocabulary “columns” and “rows.”

STAND UP/SIT DOWN

When working on individual sounds, give students a target sound and then read a script out loud that contains multiple examples of this sound. For example, if you are practicing the /ae/ sound (like in “cat,” “hat,” etc..., you could read the following script. “Yesterday, my cat ate a plastic toy and swallowed it fast.” Whenever students hear this sound for the first time (cat), they should stand. When they hear it again (plastic), sit down. Read slowly enough for them to have time to stand up or sit down. This activity is great because it gets them out of their seats and lets them get some excess energy out!

VOWEL DISCRIMINATION

Another good activity to do when you are studying specific vowel sounds is to give students two different color note cards (e.g. one red card and one blue card). For a review activity, assign one vowel to the red card (e.g. the /ae/ sound as in “bat”) and another card to the blue card (e.g. the /ei/ sound as in “bay”). When you read a word, have students raise the card in the air for the correct vowel/sound they heard. For a more advanced game, give students several colors of cards to correspond with several different vowels. Also, you could give the students several cards and read a sentence where each word represents a different vowel. Students must recreate the pattern of sounds they heard by lining up their note cards in the correct order.