UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

ESCUELA DE LENGUAS Y LINGÜÍSTICA.

TOPIC:

INFLUENCE OF PRE-LISTENING STRATEGIES FOR THE IMPROVEMENT OF LISTENING COMPREHENSION SKILLS.

PROPOSAL:

DESIGN A MANUAL WITH PRE-LISTENING ACTIVITIES.

EDUCATIVE PROJECT

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, MAJOR IN: LENGUA Y LINGÜÍSTICA INGLESA.

RESEARCHER:

Maria Elizabeth Castro Castillo

Tatiana Sofia López Pino

DIRECTED BY:

LCDO. MSc. Lucila Sanchez

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2017

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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
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TOPIC:
Influence of pre-listening strategies for the improvement of listening comprehension skills.

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DEDICATION

This project is dedicate to our parents that were the ideal support at every moment so we could finish this new stage in our lives, giving us their unconditional help and love, motivating us to keep on striving no matter the obstacles that life throws at us. All this is left in God's hands, the wonderful being that makes everything possible.

Maria Elizabeth Castro Castillo and Tatiana Sofia López Pino

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We would like to thank God for being our strength every moment of our lives because since we can remember, we have been given a second opportunity; we knew that we had to take advantage of every second in our lives and set goals thanks to you Celestial Father. Today, this is one of our achievements.

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Thanking our mothers, sisters and friends as well for giving us a voice at the most complicated moments. This is for you… for being there in good times and bad times and for offering us a shoulder to lean on, and for being our support.

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Maria Elizabeth Castro Castillo and Tatiana Sofia López Pino

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AUTORES: * Castro Castillo María Elizabeth * López Pino Sofía	**REVISOR:** MSc. Lucila Sanchez	
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ÁREAS TEMÁTICAS: Education, Pedagogy, Pre- Listening, Didactic, Comprehension		
PALABRAS CLAVE: LISTENING, COMPREHENSION, SKILLS, INTERACTIVE		
RESUMEN: In today's listening world, there are many variables that must be considered in order to develop the adequate listening skill that needs to be shared in the listening realm. Structure, syntax, coherence, vocabulary and other abilities are just part of the ingredients that must be used for the right learning of the English language. It is the listener that has to engage the right type of techniques so understanding could be hooked and finally become addicted to it. Learners cannot only foresee what they heard but also recite and understand a lot faster and even in an improved manner once listening sets in while they are brainstorming ideas to progress and anticipate a sentence. It is an amazing process that takes practice due to the fact that even though there are pictures related to the words heard, not everyone processes such information in the same manner, style or with the same concept.		
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ADJUNTO PDF:	**X SI**	**NO**
CONTACTO CON AUTOR: **Castro Castillo María Elizabeth** **López Pino Sofía**	**Teléfono:** 0981078814 042864243	**E-mail:** mariaeliza84@hotmail.es ts-lopezp@hotmail.com
CONTACTO EN LA INSTITUCIÓN:	**Nombre**: Cesar Marín	
	Teléfono: (04)2294888	
	E-mail: ugrector @ug.edu.ec	

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RESUMEN: En el mundo de la escucha de hoy en día, hay muchas variables que deben considerarse para desarrollar la habilidad auditiva adecuada que debe compartirse en el ámbito de la escucha. La estructura, la sintaxis, la coherencia, el vocabulario y otras habilidades son solo parte de los ingredientes que se debe utilizar para el correcto aprendizaje del idioma inglés. Es el oyente el que tiene que emplear el tipo correcto de técnicas para que la comprensión pueda engancharse y finalmente convertirse adicto a ella. Los estudiantes no solo pueden preveer lo que escucharon, sino también recitar y comprender mucho más rápido e incluso de una manera mejorada una vez que la escucha se establece mientras están intercambiando ideas para progresar y anticipar una oración. Es un proceso sorprendente que requiere práctica debido al hecho de que aunque hay imágenes relacionadas con las palabras escuchadas, no todos procesan dicha información de la misma manera, estilo o con el mismo concepto.		
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ADJUNTO PDF:	**X SI**	**NO**
CONTACTO CON AUTOR: **Castro Castillo María Elizabeth** **López Pino Sofía**	**Teléfono:** 0981078814 042864243	**E-mail:** mariaeliza84@hotmail.es ts-lopezp@hotmail.com
CONTACTO EN LA INSTITUCIÓN:	**Nombre**: Cesar Marín	
	Teléfono: (04)2294888	
	E-mail: ugrector @ug.edu.ec	

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UNIVERSIDAD DE GUAYAQUIL
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CARRERA EDUCACIÓN BÁSICA

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PROPOSAL:
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AUTHORS: Maria Elizabeth Castro Castillo
Tatiana Sofia López Pino

CONSULTOR ACADÉMICO: MSc. Lucila Sanchez

ABSTRACT

In today's listening world, there are many variables that must be considered in order to develop the adequate listening skill that needs to be shared in the listening realm. It is substantially needed for listening to be practiced as much as possible. Structure, syntax, coherence, vocabulary and other abilities are just part of the ingredients that must be used for the right learning of the English language. It is the listener that has to engage the right type of techniques so understanding could be hooked and finally become addicted to it.

Developing students listening abilities are also connected to the purpose of this project. Learners cannot only foresee what they heard but also recite and understand a lot faster and even in an improved manner once listening sets in while they are brainstorming ideas to progress and anticipate a sentence.
The listening process is soluble if it is practiced properly. Teachers that are in charge of such academic skill need to be prepared to the most of their capacity in order to show such skill the right way, making students aware of all the advantages and disadvantages there are when listening is done correctly and when it is not. The most memorable lessons are the ones that are never forgotten so teachers and instructors must also have the rapport to reach to students and make this ability fun learning and not the traditional skill that has been around since schooling began.

This investigation went a bit beyond about the influence listening comprehension has in our everyday lives. It also explains how the mind sets and distinguishes the way it relates sound, word and picture inside the brain. It is an amazing process that takes practice due to the fact that even though there are pictures related to the words heard, not everyone processes such information in the same manner, style or with the same concept.

KEY WORDS: listening, comprehension, skills, interactive

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CARRERA EDUCACIÓN BÁSICA

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RESUMEN

En el mundo de la escucha de hoy en día, hay muchas variables que deben considerarse para desarrollar la habilidad auditiva adecuada que debe compartirse en el ámbito de la escucha. La estructura, la sintaxis, la coherencia, el vocabulario y otras habilidades son solo parte de los ingredientes que se debe utilizar para el correcto aprendizaje del idioma inglés. Es el oyente el que tiene que emplear el tipo correcto de técnicas para que la comprensión pueda engancharse y finalmente convertirse adicto a ella. Los estudiantes no solo pueden prever lo que escucharon, sino también recitar y comprender mucho más rápido e incluso de una manera mejorada una vez que la escucha se establece mientras están intercambiando ideas para progresar y anticipar una oración. Es un proceso sorprendente que requiere práctica debido al hecho de que aunque hay imágenes relacionadas con las palabras escuchadas, no todos procesan dicha información de la misma manera, estilo o con el mismo concepto.

PALABRAS CLAVES: escuchar, comprensión, interactuar, destrezas

INTRODUCTION

Listening skills development should be helped with visual aids in the classroom. It motivates and stimulates students' prior learning, making students engage into understanding including all the active and inactive vocabulary involved so comprehension could be developed to the fullest.

The first chapter talks about the problem and the deficiencies found in students. The second chapter shows the theoretical aspect and how such deficiencies were addressed according to the methods and formulations involved to conceptualize the problem at hand. The third chapter will show all the results and mathematical results about the interviews and surveys done with the investigation in mind and the fourth chapter will elaborate the proposal and how such solution will improve students in their writing abilities.

Most of the topics found in this thesis can be related and found in connection to the Good Living Act that it is established under the Constitution of the Republic of Ecuador and all its vigilant rules and regulations. The purpose of the good living act is to improve the education and the style of living in all Ecuadorians and legal residents in the country. This is based on the nation's prosperity and goals that are significant to maintain the welfare of the citizens and legal residents in Ecuador. This also motivate teachers' potentials and education as main role players in the infrastructure of the good living act construction.

What is the sense of knowing all the vocabulary in the world if there is no way to understand such vocabulary in order? To make sense, there should be structure when listening and mandatory understanding when speaking. Listening can be helped with gestures and making faces, but listening must be in the most adequate mode to have meaning, sense, syntax and full understanding. Therefore, listening is a lot more exquisite for

expressing oneself to the fullest and having clear and sound understanding. Listening should be the most precise and finessed skill.

CHAPTER I: THE PROBLEM

The problem, context investigation, problem investigation, conflict situation, scientific situation, causes and consequences, problem formulation, investigation objectives, general objectives and specific objectives, questions of the investigation, rationale

CHAPTER II: THEORETICAL FRAME

Theoretical framework, background of the investigation, theoretical bases, epistemology fundamentations, philosophic fundamentations, pedagogical fundamentations, psychological fundamentation, sociological fundamentations, legal fundamentation, glossary.

CHAPTER III: METHODOLOGY

Methodology, process, analysis, results discussion, methodological design, types of investigation, population and sample, operationalization of variables, investigation methods, instruments and techniques of the investigation, analysis and interpretation of data, conclusion and recommendations.

CHAPTER IV: THE PROPOSAL

Justification, synthesis, general objective, specific objectives, feasibility, description, social impact, beneficiaries, bibliography, glossary

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CHAPTER I

THE PROBLEM

Research Context

The target population for this investigation is focused on the students of 8th grade of General Basic Education (EGB, for its acronym in Spanish) of the Educational Unit “Kruger Carrión Loor” Number 442, a public high school founded in October 31st, 2001, located in Cooperativa de Vivienda Pancho Jácome, a low-income neighborhood in Guayaquil, Ecuador. Nowadays, the school counts with eight hundred and fifty students and offers two shifts: morning and afternoon, and it is operating in a 505 square meter estate.

The educational unit got its start in January of 1981, with its original name “María Barquet Isaias.” Its initial facilities were constructed on illegal property lands, therefore they were forced to evict the area within their early beginning years. However, with the passage of time, the educational unit managed to survive and functioned with a total of four hundred students.

Finally, thanks to the help of the former Educational Supervisor and Professor Kruger Carrión Loor, the school was eventually legalized. For this reason the school name was changed into the one it displays in current times: “Unidad Educativa Kruger Carrión Loor”.

Conflict situation

Several problems have been identified within the group of students of 8th grade of the educational unit “Kruger Carrión Loor”. For instance, the teacher does not apply strategies to teach listening skills. On the one hand, this occurs due to the insufficient technological resources, in this case there

is no access to a CD player for students and teachers to perform listening practices during class time. Instead, the teacher focuses on drillings, a technique that focuses on repeating from a listening model provided either by the teacher's direct words or from a recording, and written repetition of words or sentences, in addition to the teaching of grammar rules. Besides to this, the teacher does not make correct use of didactic material or appropriate strategies to engage students in the learning experiences.

On the other hand, as a result of the latter facts, students are not able to understand what the teacher explains. In fact, students are unable to enter a conversation because they simply cannot interpret what the speaker says, or they are incapable of understanding the lyrics of a song in English, or listen to the dialogues in a film in this language. In like manner, students are not able to answer the questions the teacher asks in class.

Under the circumstances mentioned before and as a consequence of them, students show little interest during English lessons, likewise they do not perform listening activities meant to develop their auditory skills. The result is that the listening comprehension skills needed to achieve the level A1.1, aim of this course, are not being developed within the English class.

For this reason, it is crucial to develop pre-listening activities that include the pre-teaching of vocabulary in order for students to be able to understand and therefore respond to information presented in a listening text.

Scientific Fact

Christine Goh (1998) developed a study over a population of more that forty students of English as a foreign language (EFL). The results showed that the main cause of the problems in acquiring listening skills is the little knowledge of English vocabulary. This was shown when a lot of

students reported that the unacquainted words remained the major problem at the moment of understanding a listening text.

Causes

- Insufficient didactic resources for developing listening skills.
- Isolation of listening skills practice within the process of learning of the English language.
- Incorrect use of listening strategies by the teacher.
- Little knowledge of English vocabulary by students.

Formulation of the problem

How do Pre- listening strategies influence in the development of listening comprehension skills in students of 8th grade from the Educational Unit Kruger Carrión Loor, District 8, Zone 8, in Guayaquil city, through the school year 2016-2017?

Research objectives

General objective

To determine how the listening strategies influence in the listening skills development through a field, bibliographical and statistical research in order to design a manual guide for the teacher to improve the development of the listening skills.

Specific objectives

- Identify listening strategies through a field study, bibliographic and statistical analysis.

- Define the development of listening skills through a field study, bibliographic and statistical analysis.
- To design a manual guide with pre-listening activities from the data obtained.

Research questions

- What is the importance of listening strategies in the development of listening skills?
- Why do students not develop listening skills properly?
- What is a manual guide for the teacher? And how could it be created for assisting listening skills development in students?
- How do the pre-listening activities play an important role in the development of listening skills in students?

Justification

The teaching of Listening Skills has been through a long line of changes since the first time any kind of strategy was used for the development of this ability. Yet the Common of Reference for Languages (CEFR), a standard that is used internationally for describing the different skills in the proficiency of a language, especially English, emphasizes that students European Framework must reach an adequate development of listening skills as described in the level A1 of this standard. The latter coincides with the expectations of the Ecuadorian English that emphasizes that students of 8th grade must reach a preliminary A1 level in English, which they call A1.1, from subdividing the A1 level into two stages –A1.1 and A1.2. Consequently, students within the Ecuadorian educational system must obtain a better performance of their listening abilities in their process of learning the English language.

Besides, the National well living national Plan states that the Ecuadorian system of education, including basic, and high school education, (art 343); in addition the higher education system (art 350), are the institutions called to strengthen the capacities and opportunities of the population and to train people academically and professionally under a scientific, humanistic vision including the knowledge and cultures of our people. This way, Ecuadorian people will be able to outperform academically and therefore have more opportunities in the labor field.

As a matter of fact, the Organic Law of Intercultural Education (LOEI) in its third chapter, article 7 states that all students have the right to: (f) receive educational support and academic tutoring according to their needs. Consequently, it is of great importance to offer learning strategies with the purpose of improving the listening skills of students.

Furthermore, according to Gillian (2011), Listening Comprehension is very important because it helps us recognize the relevance of global knowledge in students dealing with Listening Skills to help them improve in their language proficiency to the fullest. Thus, the Listening Comprehension skill is of great importance at the moment of improving the proficiency of a student who is going through the process of learning a foreign language, in this case, English.

Given these points, the main beneficiaries of this project are students from the 8th grade of the Educational Unit “Kruger Carrión Loor”, because this proposal pursues as its main objective the improvement of listening comprehension skills through Pre-listening activities for the group of students mentioned. Therefore, in the long run, as more students might benefit from the strategies proposed in this project, it will give rise to better employment opportunities and social evolution for the citizenship in general in the country improving their quality of life in every aspect.

CHAPTER II

THEORETICAL FRAMEWORK

Background of the Investigation

The authors of this present, current, research project have focused the attention in searching the use of listening strategies to improve listening comprehension in English language learners (ELL). Considering that listening comprehension is one of the language skills that needs to be developed at the 8th grade in “Kruger Carrión Loor” middle school, the researchers of this study estimate the role of the English language teacher inside the classroom as imperative since he is a professional and human support for learners. Educators should create a learning environment that promotes students confidence in order to assist learners to develop and strengthen clarity and accuracy comprehension when listening a foreign language.

Pourhossein & Reza (2011) state that listening comprehension is crucial in the learning process. Because of this, effective listening strategies and appropriate and positive learning environment that avoids intervention and distraction. When students work in the mentioned skill, it is necessary to retain learners’ attention and to obtain higher rates of answering when the teacher displays questions. Thus, the application of listening strategies allows students to receive meaningful input that facilitates knowledge acquisition and improvement of listening comprehension skills, and the completion of specific listening tasks.

The research in its process is generated in three steps to follow which the analytical method will pleased the 150 students already enrolled in 1st, 2nd, 3rd, 4th of ESO (Compulsory Secondary Education) and 1º and 2º of Bachelor in the City of Madrid with different institutions in mind as a whole.

A large part of the participants (70%) indicate in a real way that the foreign language does not incur the greatest problem in the classroom. They indicate that the teacher speaks the native language (Castilian) for certain explanatory moments. Twenty-seven percent of those surveyed through the survey tool feel the complex of being able to express themselves in English in a social way compared to 73% that if they can express or maintain the facility to express themselves in the language, not in a fluid way but achieve dialogue in the foreign language by understanding a foreigner in his oral and written expression. 52% of students believe they can understand a native speaker from the United States or the United Kingdom, but 48% say that it is impossible for them to understand or understand a native speaker, in many cases students listen to the teacher's interpretation and compared to what they hear on a CD player and this does not allow them to progress because everything is very complex in their understanding. There is a chance that this problem can be solved, which could be socialized through a social and educational project that exchange students from English-speaking countries participate in the teaching-learning process and contribute in their language the enrichment that this students of can generate 36% of these students can watch videos in the original version and understand what the characters express within it, 64% of the participants sometimes focus their attention on watching and listening to the original videos. (Cortez, 2017).

> Cortez, Sorto & Velasquez (2015) applied most used listening strategies and concluded that it was possible to show how important the use of listening strategies helps with the development of their listening skill in the English language and how to recognize which are necessary and use them for the benefit of students, (Cortez, 2017)

It was possible to know that mostly pre-listening strategies used by students to increase their listening skills were auditory monitoring and planning. Students knew how to manifest that their development and hearing ability increases using such strategies.

Theoretical Foundation

This process, based on understanding and evaluating the auditory system, is oriented in that development must lead to the order of functions that involve the actual action or fact of the teaching process.

Indicates that the knowledge that professional science education personnel must generate the student or student population should effectively guide the auditory understanding of the process in the classroom. In addition to this the class planning process should guide the acquisition of knowledge. On the basis of reception and productivity in acquired comprehension skills, the first one indicates that the student will be able to verify, recognize and express what he sees and hears but in the foreign language according to applied exercises. The point is once acquired the ability to understand the system of induction of learning to students. This frames the distinction in the spoken exercise. In practice, specific points should be prioritized in forms, games, the use of grammar and spelling to define the understanding of language rules from the beginning to improve the lesson process in the classroom (Pulverness, Spratt and Williams, 2012).

Pulverness, Spratt and Williams (2012) indicate that listening leads to the understanding of skills, adding the following four defined: Speak as a method of information transfer and verbal communication. Exchange of information, where the student can verify and communicate in the English language what he wants to express besides understanding what the other party indicates.

Use of grammar, which can increase the student's vocabulary and gradually increase the pronunciation of words. The social relation, entails the verification of participation between the spoken dialogue the mistakes made and the interaction to solve the problems in the short term. For Thornbury (2012) the ability to speak in the language also entails the skills to understand immediately and relationship in the system spoken according to his phonetics.

Scrivener (2015) indicates that knowing to listen, leads to the acquisition of knowledge in an efficient way and guides the student to be able to speak. This point is reinforced by strategies aimed at making each student able to apply any development, in earlier times this process only aimed at students only acquiring the ability to conjugate verbs and only answer easy questions, that changes over time where the ability guides them to acquire the spoken form, understanding of the heard and form of expression in the continuous dialogue facilitating the teaching process directed by the teacher.

The definition of listening

Harmer (2007) indicates that, as a receptive ability, the learner must acquire an organization and be able to define listening skills, define words in their vocabulary, and convey meanings of pronounced vocabulary and effective learning block. This process is validated by Brinton, et al. (2014) when they include students, listening techniques and maintains the acquisition of variety and strategies for communication skills within the classroom. Crandall and Shin (2014) indicate that "this ability can be overlooked because it seems passive." When people hear, they do not move their lips or take any outside action that they may perceive some kind of long-term danger. However, …… it is an active process that requires different kinds of skills and strategies." (page 55) Teachers might treat it as

passive as with reading. Nonetheless, it is an interactive skill, as also suggested by Thornbury (2012). Moreover, Crandall & Shin (2014) state that it is an active process. There is interaction between the listener and what is heard. There is a process of interpretion and reasoning the messages. Peterson (as cited in Crandall and Shin, 2014) points out that it is “a multilevel, interactive process of meaning creation.”

Listening Comprehension Definition

Listening is considered as the strategy to generate ability to understand different sounds and the statement of sentences that guides the transition to information by speech or continuous dialogue, according to the exercises issued, the phonetics of the student is enabled and expands continuously , establishing strategic parameters where the analysis of the information received means that each student can generate his own dialogue, think and communicate in a correct way, defining stability in the acquisition of student knowledge in the teaching-learning process. Morley (as quoted in Crandall and Shin, 2014) indicates that it should be remembered that classroom facts in English language teaching can generate listening skills and this can support contractual statistics that establish this Process type. Audiobooks are also in the part of improving listening skills. However, they are not that much involved in the classroom in public schools due to their costy prices.

In addition, Wilson (2008) reports that "people listen primarily for information and pleasure." "The BBC was founded in 1922 to broadcast on radio, and its first director general, John Reith, announced that the company should" inform, educate and entertain ". In this same issue, Brown (as quoted in Brinton, et al., 2014) indicates that the meaning of the teaching process in the acquisition of sound abilities means that each student understands at each level the grammatical process and play games that improve phonetics and listening skills.

Listening and the importance in language learning:

People who practice the language, in many cases only know how to express themselves but not to listen, this point generates the participation of the speaker of the foreign language, who acquires the ability of language, reading, listening, speaking and writing as such of which it takes time to achieve absolute mastery, listening or guidance to the achievement of specific objectives. According. Wilson (2008) indicates that the auditory ability encodes the speech, the contractual process in a mental way, establishes the participation of the perception of the main objective that is to speak naturally and acquire the ability of both the native language and the expression and understanding of the foreign language. In the classroom, instructional functions in many cases become boring, to achieve this end, play games and individual participation should be complemented to define student safety in their strategic method of speaking and writing and the end of study listening and understanding what you hear. This process entails checking the development of habits and skills when the teacher and his students generate dialogue in the foreign language.

Teaching listening

The fact that relates the memory to the due process of acquiring skills in the area of listening and being able to express itself, in many cases by boredom recruits the capacity for understanding by hurting the class generated under study techniques by improving the participation of schemes in the classroom of class. Harmer (2007) indicates that listening and understanding can guide the students' cognitive and psychological safety, which can define their strategic guidelines to establish practice parameters and improve oral and written expression and their relationship with listening and understand what you hear.

On the other hand, Brinton, Celce-Murcia and Snow (2014) orient that from the last academics, the process of teaching to listen and to understand what is heard in the English language, generates little polished abilities in the students, for this the teacher must incur to improve the teaching process in the classroom, which only know how to listen is not complementary to define the English language of which in its process.

Pre listening strategies**:** Pre-listening strategies take aim to deal with all of these issues: to generate interest, build confidence and to facilitate comprehension. In order to achieve this successfully, the following must be taken into consideration as well.

This is perhaps the most important thing to do - when speaking, someone is giving an idea of what the conversation is all about, where and why. In normal life, the idea of the context of something that is being listened to is present. And its **benefits** are self-explanatory by giving students the ability to understand complex audio material in the language, conversation and such.

Generating interest- Motivating students is a key task for teachers to do. If they are to do a listening about sports, looking at some dramatic pictures of sports players or events will raise their interest or remind them of why they (hopefully) like sports. Personalization activities are very important here. A pair-work discussion about the sports they play or watch, and why, will bring them into the topic, and make them more willing to listen.

Activating prior knowledge – “what do you know about…?” is the questions that should address students in order to activate that prior knowledge and vocabulary. The teacher should warm up students with instructions like, 'You are going to listen to an ecological campaigner talk about the destruction of the rainforest'. This sets the context, but if students are put straight in to the listening, the students have had no time to transfer

or activate their knowledge (which may have been learnt in their first language) in the second language. What do they know about rainforests? - Where are they? What are they? What problems do they face? Why are they important? What might an ecological campaigner do? What organizations campaign for ecological issues?

Acquiring knowledge-Students may have limited general knowledge about a topic. Providing knowledge input will build their confidence for dealing with a listening activity. This could be done by giving a related text to read, or, a little more fun, a quiz.

Activating vocabulary / language-Just as activating topic knowledge is important, so is activating the language that may be used in the listening. Knowledge-based activities can serve this purpose, but there are other things that can be done. If students are going to listen to a dialogue between a parent and a teenager who wants to stay overnight at a friend's, why not get students to role play the situation before listening. They can brainstorm language beforehand, and then perform the scene. By having the time to think about the language needs of a situation, they will be excellently prepared to cope with the listening activity.

Predicting content- Once students get to know the context for something, they are able to predict possible content. Giving students a choice of things that they may or may not expect to hear, they need to choose what they think will be mentioned, using their capabilities to put **critical listening** at work for their own behalf.

Pre-learning vocabulary- When students listen in their first language, they can usually concentrate on the overall meaning because they know the meaning of the vocabulary. For students, large numbers of unknown words will often hinder listening, and certainly lower confidence. Vocabulary for students to study before listening, perhaps matching words

to definitions, followed by a simple practice activity such as filling the gaps in sentences should be put into practice first concerning the vocabulary just learn to make it applicable to the task.

Checking / understanding the listening tasks- By giving students plenty of time to understand the main listening comprehension tasks, they would be allowed to get some idea of the content of the listening. They may even try to predict answers before listening, aiding their **discriminative listening** to the exercise and to their own benefit to be able to differentiate one type of source from another, (Rees, 2011).

Epistemology Foundation

Many son techniques used a journal in the classroom that determine the professional science education that the sea class harnessed to the maximum, as well as specific points that denote the learning process relationship. Thornbury (2012) includes an extensive list of sub-skills that within the practitioner's class can guide their students in constant practice, elevation system by practice and constant monitoring, among the following:

Systematic presentation of listening and their terms

- Systematic presentation of listening and its terms
- Perceive and discriminate individual sounds. At this point you must select the sounds so that the student can orient continuously in the practice of listening, adding the games play to know how to start in the process of sounds.
- Segmentation of the voice stream in recognizable units such as words and phrases. In practice, peer reproduction should be oriented, reading short paragraphs and then extended to lengthy paragraphs and the question of what it means to guide the student in the process of acquiring knowledge.

Systematic presentation of listening and their terms

Use stress and intonation signals to distinguish given information from new information. As Scrivener (2015) suggests, teachers have an effective tool and this should guide oral and written expression to the need to be able to see the purpose of acquiring knowledge.

Attending to discourse markers and using these to predict changes in the direction of the talk. Attend discourse markers and use them to predict changes in the direction of the talk. This process consists of the type of monitoring to see which's is the strategy that is generating the best result before the independent participation of the process of teaching English.

Guessing the meaning of unfamiliar words using context. Nuttall (2015) indicates that the skills to be acquired should be classified as the strategic method to determine who are very advanced and who are really staying in the process of acquiring skills under an effective vocabulary and a vocabulary to be extended and extended by analyzing the process of text to express and understand in their way of hearing what is being defined to the listeners of the classroom.

Use clues in the text (such as vocabulary proficiency) and context clues to predict what is to come. By engaging in the aforementioned, the student, by his own means and initial skills in oral and written expression and begins to define what I have just said indicating that his ability to listen is effective and is giving results today.

Making inferences about what is not said. Really many students find it difficult to engage in targeted tasks, but as time passes through playful games, these students begin to define more technical expression skills by improving listening and understanding skills.

- Integrates the process of the skill by the expression of the information before the visualization by the effect of the recording of his own in the practice.
- The ability to listen, carries through the contractual system in the domain of the teaching process.
- Recognition of what is heard by other speakers without interrupting but knowing that it is going to be expressed continuously.
- To understand under techniques of interest to speak the language.
- Repetition of the other partners and socialization of the implementation of the strategies before the participation of the language and the technicians to improve the listening ability and the understanding of the language.
- Start with song processes, establish a socialization dialogue, can constantly improve the teaching process and participation of all students in what they hear and know what they are saying and then expressed as if it were native language with all participants.
- Singing is a very interesting technique in the participation of the students, the barrier breaks the orients them within the participation in the classroom of the classes on the subject the next level of acquisition of learning.

Scrivener (2015) suggests: "You need to solve your proper particular theory about how the crowd listens so that the orientation tables in the planning that orient the contractual reality of the acquisition process of knowledge, of each student in the foreign language Chomsky cited in Bovitch, Bramwell-Jones, Cullimore, Massas, & Perun, 2011) in the process of observation analysis indicates that the student's curiosity can lead to an evolution in the process of acquisition of knowledge and / can achieve the goal of the student learning the language in the planned time.

Psychological Foundation

In this sense, Metters (2015) has identified three profiles in a learning classroom to train teachers and draw the enormous benefit of their varieties. Motivation to its students, intellect of the juvenile proceeding optimization and strategies for due process in the teaching - learning. The three profiles are:

The naughty.- Being its main factor is to announce the interaction of devils based on playful reflexes to be able to go to define the power of acquisition in the short term.

The know-it-all.- Group of very intelligent students that generate in the short term competition and active participation, of which they are the most calm of classes in which in their organization they raise their hands to speak, since the process of questions that guide responses, make them participatory and competitive on a constant basis.

The zoo. - It entails that the students, establish interactivity and constant participation, from which to verify between murmurs their contractual action in the teaching-learning process considering a type of comfortable relationship according to the drama exposed by all and the socialization they have exposed.

At this point, students in the classroom participate in a normal way, but teachers must be motivated by the practice to be consistent in the process of acquisition of skills in a natural or complex way (Pulverness et al, 2012). In view of the situation expressed, it is possible to overcome fears defined by the students, from which the vocabulary in its extension can guide each student in planning the times for constant practice to define the adjacent points and can have a coordinated time to express their ideas and generate free themes in constant practice.

This two are related not only in the NEW CURRICULAR GUIDELINES that the government of Ecuador emphasizes in the second thread as ORAL COMMUNICATION (LISTENING, SPOKEN PRODUCTION AND SPOKEN INTERACTION) but it is also display in many other concepts that the relationship between listening and speaking is conjugal. Audio CDs are not the only source to improve listening skills. There is the natural relationship between both as when one person speaks, the other person LISTENS.

> Buckingham (2015) states that within the capabilities to learn, goals must be set to meet as specific challenges to encourage each student that could enter a system of constant participation in English acquisition throughout the process, which will analyze constant cases of low purchasing power and define the best solutions that maintain or guide successful activities, depending on where to define their interaction.

This teaching process implies that the constant participation of the English language learning system can generate the constant participation of the same. Ward (as quoted in Buckingham, 2015) says that motivation can be compared to justice and less.

This is the consequence when students peak to other students do not have the answer they expected because the listener does not interpret nor understands the speaker or the speech. The productive system to be considered within the process of innovation and updates, which can determine how the process to verify and stabilize the strategic guidelines that favor the process of learning and listening. According to the acquisition of knowledge can be achieved the motivation of the process and increase interest and will.

Pedagogical Foundation

According to Wilson (2008), it entails, according to the designed process, to provide penetration according to the sequential process under efficiency results. This involves the process of providing insights into the sequence of a lesson to achieve effective results. The teaching-learning process consists of detailing the strategic factors in the process of speaking, reading, listening to understand what is being said and writing in the context of skills acquisition. It is considered that the strategic theme that teachers should formulate, will establish schemes of considerable participation in the point of generating ideas and competencies for each student. This situation consists of the preparation and purchasing power of the constant participation of the continuous process of learning in the ability to listen and of the time set to determine the ideas and of the information to be expressed as a method of communication in the English language.

This would possibly generate a type of questioning, based on the raining of questions and exposition of ideas that can originate in the classroom. Based on the above, the teachers' group of school institutions are still planning only time. Students who follow a schedule are used to be used in the process of teaching and acquiring the ability to listen and understand what is heard. The average student usually engages in routine and test activities, which combine the sustainability of the directional process between the top and bottom and vice versa according to each approach. At this point the combination of the play system and the academic process, allow the student to feedback the knowledge and establish the processes to reflect on any type of problem and possibly provide a solution in the short term.

The process of trial activities allow the strategic system of the teaching-learning process, establish or lead to verify the guidelines according to learning experiences listening to the applied reading.

Brinton et al. (2014) indicates in a summarized way that the type of vocabulary should basically guide the type of methodology applied in the acquisition of the language, which according to the approach is considered according to the increase of words and the use of words in an important way and priority.

Grammar-translation approach.- The natural approach generates facilities to facilitate the compatibility of the teaching process, which considers enabling the parameters of understanding important events and not so important in the world, but to achieve this process should motivate the student in a continuous way, without incurring in rewarding students as this would generate shortcomings in the process of acquiring knowledge and listening skills according to the type of lesson issued by the teacher.

The level that has been obtained before the increase of vocabularies in the exposed vocabulary, generates the possible limitation of the student or substantial advance of the same one in the acquisition of the language. The playful material applied, leads to verify that the approach of listening on the part of the student can only be fulfilled when trying to collaborate in groups or facilitate the admission of help for those who least understand the process by the collaboration of those who fully understand everything the process.

The main focus within the learning process is to verify the phonetic strategies being implemented in the oral language and the fluency that is generated when listening to the spoken text. In the British regions. The grammar and words little taken into account do not become important, but how the dialogue has been implemented to the current system of life. The utility of simple texts means that the student can increase his knowledge before listening to the focus on approach in the learning process in the listening and the understanding of the same according to the phonetic training obtained.

Direct method.- The type of text that familiarizes each student serves as usefulness within the synergy in the classroom. The process of drawings, graphics, images and others, are established as the main strategies to successfully achieve teaching. The approach according to the method or technique applied may improve the communication and processing system of information from the native to the foreign language.

Approximation to reading.- The decrease and interest in reading becomes a real problem, the frequent vocabulary when not implementing listening strategies cannot effectively guide students, of which in their usefulness and the frequency level that they is used, leads to an average of 2000 words being used as a minimum factor in the beginning of acquiring knowledge and understanding of reading and text speak, or Michael West (as quoted in Brinton et al, 2014). The process mentioned has not been used in the present times because the idea of stabilizing the conventional system of the constructivist process in the acquisition of the language according to the play materials used becomes confused.

Audiolinguistics.- Used to be able to effectively guide the illustration of grammar and inclusion of the system before the vision of the purchasing process of knowledge that guide the memorization of the vocabulary exposed and the generation of habits that allow regular feedback to students on the skills acquired.

The instruction of the communicative language.- The glossary is defined based on the authenticity of the process, this entails to verify how useful the use of the same, and how can present cognitive strategies that favor the acquisition of knowledge in the classroom.

Nuttall (2015) in his approach to the subject, indicates that the importance of the same is due to practice, for this many students ignore and do not attend the teacher's ease of speech in English language teaching,

being the representation of classes dynamics that generate synergy that will facilitate the process of acquiring the ability to listen actively and receptively. The active part, generates the ability for the student to evolve daily, the second group entails to verify the recognition of the text but not to answer what has been understood, the actor at this point only identifies everything he hears but does not consider that the important part of the language or L1 in the learning of any foreign language. In this situation the differentiation of words focuses on the strategic aspects of communication issued by each student.

Cohen (2014) in his contribution of a teaching technique based on the use of vocabulary. It involves a direct way of entering short textbooks that increase the vocabulary per book dynamic and that fit in a pocket of habitual clothes, generating a habitual system of the language conveyed continuously by the student. This technique is considered low cost and of absolute utility, many students do not take advantage of this resource but most that if it takes advantage of it, determines that a complete book would generate unwind and fatigue but a pocket book is easy to access, it only maintains it essential in the classroom and facilitates the student acquisition process at the time it is generated. The beginning of this technique, should consider the selection of words from the simplest to the most complicated and in a few words the relationship of the same. It is considered as an enabler the system of issuance of pocketbook or play cards according to the type of study to be applied.

It is considered important that the level of guidance that teachers can apply will improve each activity and participation in the acquisition of knowledge in the classroom. Cohen (2014) indicates that if teachers involved more students, they could consider language as the visual and listening system that play cards establish in the teaching process. The participation of the fact, are of the utmost importance since as a company, they may consider that the usefulness of the card can be used from both

sides and establish the approach lost by the student in the teaching-learning process. A template is useful when students can say that the fear of expressing themselves in the English language is improving more and more, the usefulness of the double card, considers that the necessary words are important to implement the growth of vocabulary when learning the foreign language.

Pulverness et al (2012) it indicates that in the constructivist development that through the teaching process emitted by the teacher, this leads to constant practice in continuous control. The use of language, should set the parameters of a positive and non-negative environment as usually happens in today's classrooms. The application of strategies, the type of exercises, tools and playful materials, participation to gradually involve grammar and establishing the orientation to increase vocabulary in a constant way that lead to reading, writing listening and understanding in all aspects that allow an effective pronunciation.

Although the above becomes beneficial, the participation of internal importance is not used by the student and limits it to a context that achieve boredom, but if strategies are used and parameters are established where the incessant participation leads to the generation useful preparation, would not generate problems for any student, but would facilitate the process of learning and listening in the language correctly and effectively.

The constant practice but controlled use, would make the student useful skills and this would incur in reading without getting bored of it and expose their constant participation in the system to improve pronunciation of the language, generate important correctives and establish feedback at the end of practice or lesson in the classroom.

Sociological Foundation

This situation can lead to being intended to belong in the process of socialization, where people and adopts the necessary values to be able to implement improvements where the student can express themselves in the contractual objective or group processes in continuous development. This could be limited to a poor vocabulary, but if the participation of the contractual system in the acquisition of knowledge, the language can be acquired in the short term, under constant practice can be established parameters of continuous benefit and in turn this may detail the orientation to define their participation in society, learning of the multicultural system of the sector, customs, and magnification of the internal process in all important aspects. At this point the teachers, lead to the need to promote strategic norms and practices that improve the teaching-learning process.

The group of students within the classroom must combine the values acquired, the systems of words implemented, the exchange of these words and the constructivist structure in the process of sharing the skills and establish based on quantity the absolute quality in this aspect .The constant participation of the play material and the short and long text will allow the student to speak in the foreign language and listen to the same generating understanding between both processes. Pulverness et al (2012) recommends that group work should be oriented and interactive parameters should be established in the continuous development according to planning and coordination to the curricular mesh that allows the constant practice to benefit the process of acquiring knowledge in the listening of the language.

Scrivener (2005) guides q to analyze the type of situations that are occurring in the classroom, for this the students will be able to analyze the teachers and the teacher to all their students and the use of the technological resource in the constant dialogue. On the other hand, Bilbrough (2007) indicates that the current literature of the foreign language

in the continuous language will be able to remit the feeling emitted by the interlocutors in the interaction of English participation. It also exists to be able to respond to the transfer system based on the information obtained, implemented the ludic strategies and the use of the synergy to the motivation of the same, implementing the expected communication opportunity.

The practice of listening comprehension is a daily task for language learners. It is also the most negative when it comes to examinations in the classroom. The student feel reluctant to such listening task due to the insufficient practice in such skill (Scrivener, 2005)

Legal Foundation

Teachers in the classroom, based on considering or certifying the level of understanding of B2 language that will be eligible and participatory in secondary schools. Higher level teachers should achieve at least C1 level in order to become teachers in a secondary education classroom and B3 for the school system. Although the high school student must reach level B1 and in his university studies level B2, he does not conceive of the constant participation of the conventional system of this whole process.

The language should consider its participation in the natural system of expression without forcing current knowledge and facilitate the level of teaching learning in the interaction of communication based on the information obtained.

The language under strategies proposed in level B2 considers that the student will already be able to speak and think in English and acquire the ability to listen and understand what is heard by opining and defining the language's response in all aspects.

Buckingman (2015) states that "allowing students to concede is minuscule what creates the discrepancy between a readiness in which there is teaching that is occurring or in which students are existing under their probability" (page 31)

The structure of the skeleton of language maintains, among its interactivity, participatory communication in the phonetic system of expression of prayer.

The National Plan for Good Citizen Living, generates within its norms, based on the contemporaries that generate facilities of the humanity in the process of which constitutes and builds quality society in the equity of the educational process to the citizenship in general. The Sumak Kawsay leads to verify how it can generate a reinforcement in the social field, from which the community should present the type of value it requires to be able to obtain educational and constructive happiness in every aspect.

In Ecuador, the Government of the Eco. Rafael Correa, generated a lot of investment in education, of which coordination and development planning, leads to the objectives according to the central public policy. This process entails verifying the contractual system that the curricular mesh generates based on the articles that Article 26 of Objective 4 of the LOEI, (Ley Organica de Educacion Intercultural y Reglamento, General Law, Section 26, 2011) and these laws and regulations support the investigation because it is in compliance within the presiding norms and parameters that the constitution establishes in the articles mentioned previously. The standards and fundamental grounds for this project are also to improve and made vigilant within the required time all the recommendations that this project will support.

CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS AND RESULT DISCUSSION

Methodology Design

This project can be stated as of mixed method because the data is focused on quantitative and qualitative research. The aim of this investigation project is to establish that the participation between variables is considered important. Of which the pre-listening strategy can guide the benefit of the acquisition of the English language, where the listening comprehension would deepen the students of the "Kruger Carrión Educational Unit".

The institution based on the strategies to be proposed leads to verify how the current system can establish a precise system of contingents that improve the learning process of the language and its understanding based on the instruments used in the field investigation, the main focus is to generate qualitatively under the system of empirical and theoretical development. It is also of quantitative character because of the percentages and numeric results that the surveys and analysis provide.

Types of Investigation

Applied Investigation

The prior investigation of the study problem considers that constant intervention should be made in the process of improving teaching guidelines in the classroom, which should create the effective method that leads to listening comprehension through the students of the "Kruger Carrión Educational Unit".

Descriptive Investigation

This development under the descriptive methodology considered that the difficulty of acquisition of listening skills, are generated effectively in the eighth grade students of the Kruger Carrion Educational Unit are facing today.

Explicative Investigation

This investigation is explicative because it tries to explain how the lack of listening comprehension that substantially affects the progress of acquisition of listening skills in the students of the "Kruger Carrión Educational Unit". It is caused as important factors of the situation of the anticipated problem:

- Deficiency of didactic resources for develop of listening skill.
- Difficulties to activate previous knowledge for listening skill development.
- Incorrect use of listening strategies by the teacher.

Population and Sample

The chart below details the amount of students of the 8th grade and the staff of the Unidad Educativa Kruger Carrion, District # 8, zone 8, Circuit 06, Province of Guayas, City Guayaquil, Elective period 2016 – 2017 as an important basis of development. At this point, although the study population is less than 100 students, it is not necessary to apply statistical formula since the population is the same used in the educational institution mentioned.

Table 1 Population and Sample

Population	Sample
29	29

Source: "8th Grade of the Unidad Educativa Kruger Carrion
Researchers: Castro Castillo María Elizabeth and López Pino Sofía

Table 2 Operalilzation of the Variables

VARIABLE	DIMENSION	INDICATOR
Independent variable Pre-listening strategies	Pre- listening	Definition Importance and benefits
	Pre – listening Strategies	- Activation of prior knowledge - Systematic presentation of listening - Listening for detail and listening making inferences
	Pre- listening activities	Vocabulary competition Film watching Problem solving jeopardy
	Resource	Audiobook Visual material
DEPENDENT VARIABLE	**DIMENSION**	**INDICATOR**
Depend Variable Listening comprehension	Significance	Definition Importance
	Stages	Pre- listening While listening Post listening
	Types	•Critical listening •Discriminative listening
	Approach	Communicate language teaching (CLT)

Source: 8th Grade of the Unidad Educativa Kruger Carrion
Authors: Castro Castillo María Elizabeth and López Pino Sofía

Methods of the Investigation

The specialized methodology used was the following:

Theoretical Methods

Analysis – Synthesis. This method allows the decomposition of the educational movement (teaching-learning about listening, vocabulary and auditory comprehension) and, otherwise, the understanding of the constructivist parts that guides the systematization and organization of play strategies based on achievement of students' ability to listen to the English language.

Deductive The particle process based on the previous inquiry, considers as important the particular cases exposed in the "Educational Unit Kruger Carrión", so that would be incurred in general knowledge. It maintains a synthetic-analytic process, concepts, axioms, statutes or canons, from which personal terminations or solutions are extracted and presented, based on general beliefs.

The methodical technique follows the following steps:

- Attention.
- Insight.
- Manifestation.

Historic-logic. Based on the above, it is possible to incur verification under the historical aspects of the study subject, which seeks to verify the points that deepen the problem, from which a type of care schedule can be defined based on the problems of the history of the institution that originates the feasible solution of the problem.

Systematic-structural-functional As a possible solution, an Activity Manual is generated that generates the ability to listen and establish contractual parameters that allow the constant participation in the column of the teaching-learning process in the description of the analytical process of the system.

Types of Investigation

The previous inquiry, is established in three important points of which were considered as: exploratory, descriptive and explanatory. The first point is generated through the exploratory method, which addresses the process that would stabilize or impair the acquisition of knowledge of students, descriptive research because it describes the system of elements of the teaching process and explanatory because it contributes to the knowledge acquired as a participatory strategy in a scientific way.

Instruments and Techniques

The following parameters were implemented under the tools and techniques:

It was incurred to acquire real information, of which eighth grade students during the use of participatory **surveys** according to questionnaire, which entailed to verify the information obtained and to raise according to their development the contractual level of participatory skills and listening comprehension of the English language, verify the main phonetics to improve the auditory level and the implementation of pre-listening strategies.

The interview was conducted to the 8th grade teacher through a deliberate colloquium with the purpose of obtaining information on the established variables and the possible proposal of the situation.

METHODS AND STADISTIC TECHNIQUES
APPLICATION OF THE INVESTIGATION INSTRUMENTS
SURVEY TO THE STUDENTS

Specific instruction:

Place a "check mark" on the answer you consider the most appropriate on every question.

1.- Totally Disagree
2.- Disagree
3.- Indifferent
4.- Agree
5.- Totally Agree

	1	2	3	4	5
1. I choose my own English songs to listen to					
2. I use the internet as an access to listen to songs of my own interest.					
3. I memorize English songs that I like.					
4. Watching TV programs in English increase my listening skill development.					
5. I listen to English activities because of own pleasure					
6. I use the didactic resources that the school library offers to improve my listening skills.					
7. I listen to dialogues in English as a mean to improve my listening skills.					
8. I listen to audiobooks that allow me to get main ideas about the book.					
9. I listen to audios like dictations, using images and key words.					
10. I practice pre-listening exercises on my free time.					
11. I consider new vocabulary learning important in order to maximize listening comprehension as part of my learning.					
12. I use didactic resources in class that favor my listening skill development					
13. I do pre-listening activities in class as a strategy to improve my listening comprehension					
14. I know that the improper use of listening strategies stop the listening skill development					
15. I believe that the inadequate use of audio exercises in class is due to the lack of my listening development					

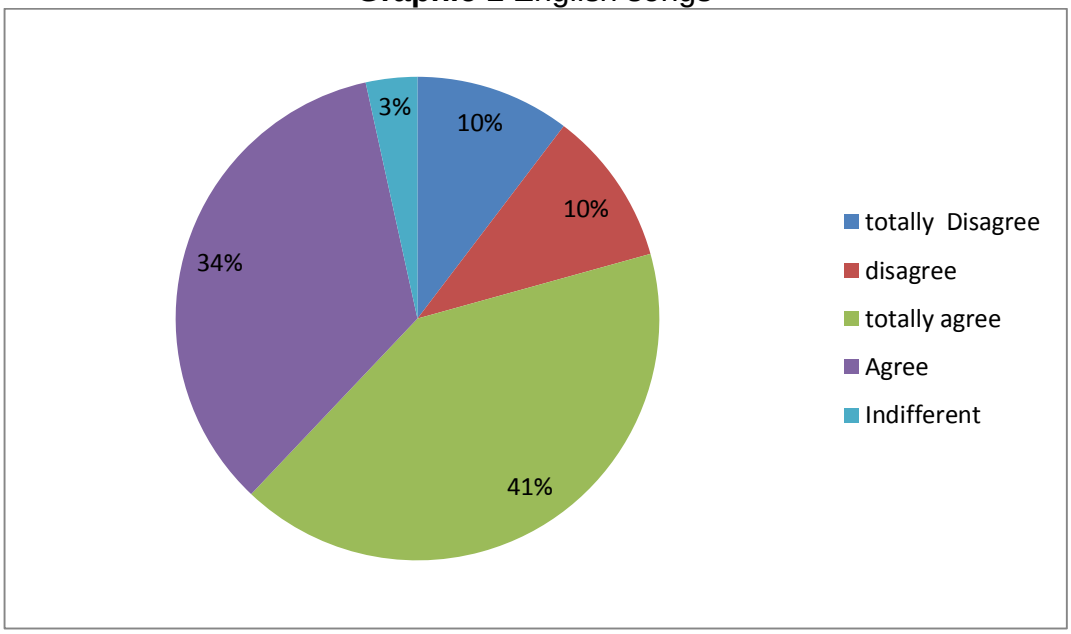
RESULTS OF THE STUDENTS SURVEY

Table 3 English songs

I choose my own English songs to listen to			
	CATEGORIES	**FREQUENCY**	**PERCENTAGE**
Code Item # 1	**1- Totally disagree**	3	10.34%
	2- Disagree	3	10.34%
	3- Indifferent	1	3.44%
	4- Agree	10	34.48%
	5- Totally agree	12	41.37%
	Total	29	100%

Title: I choose my own English songs to listen to
Source: Students of the 8th grade in Unidad Educativa Kruger Carrion
Author: Maria Elizabeth Castro Castillo and Sofía López Pino

Graphic 1 English songs



COMMENT: The analysis demonstrates that 41% of students choose their own music to listen to and that such initiative has an advantage for them to learn English on their own, probably avoiding the mispronunciations they may get from teachers or other non-native speakers that may offset students' proper pronunciation.

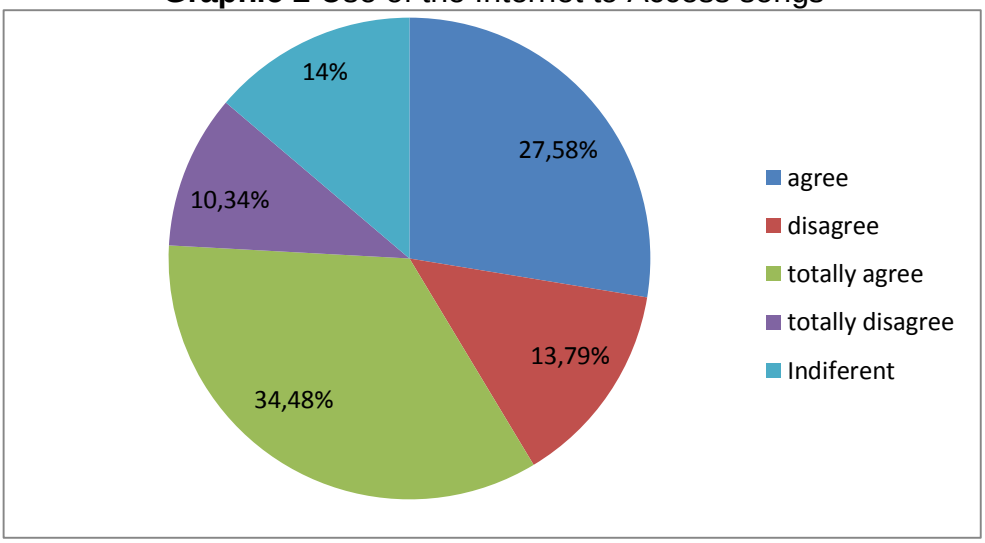
RESULTS OF THE STUDENTS SURVEY

Table 4 Use of the Internet to Access songs

I use the internet as an access to listen to songs of my own interest.			
	CATEGORIES	**FREQUENCY**	**PERCENTAGE**
CODE ITEM #2	**1- totally disagree**	3	10.34%
	2- disagree	4	13.79%
	2- Indifferent	4	13.79%
	4- agree	8	27.58%
	5- totally agree	10	34.48%
	Total	29	100%

Title: 2. I use the internet as an access to listen to songs of my own interest.
Source: Students of the 8th grade in Unidad Educativa Kruger Carrion
Author: Maria Elizabeth Castro Castillo and Sofia López Pino

Graphic 2 Use of the Internet to Access songs



COMMENT: The results show that the 34.48% of students use the internet as a means for them to listen to music of their own interest. Researchers can conclude that students could improve listening skills if they are exposed to more online activities, take on listening songs to increase their vocabulary.

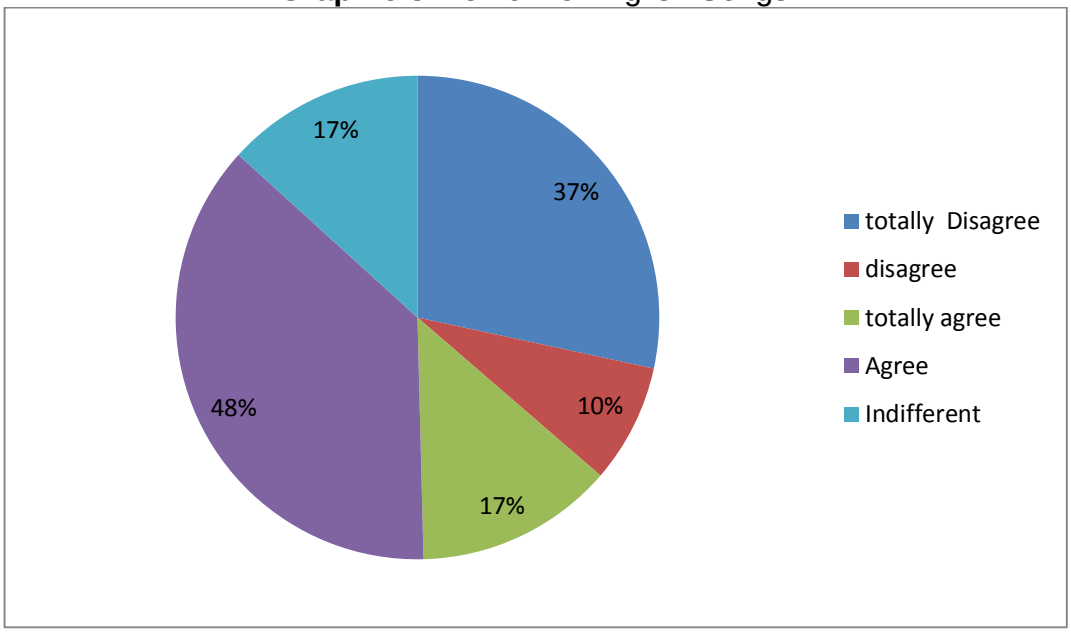
RESULTS OF THE STUDENTS SURVEY

Table 5 Memorize English Songs

	I memorize English songs that I like.		
	CATEGORIES	**FREQUENCY**	**PERCENTAGE**
CODE ITEM #3	**1- Totally disagree**	2	6.89%
	2- Disagree	3	10.34%
	3- Indifferent	5	17.24%
	4- Agree	14	48.27%
	5- Totally agree	5	17.24%
	Total	29	100%

Title: 3. I memorize English songs that I like.
Source: Students of the 8th grade in Unidad Educativa Kruger Carrion
Author: Maria Elizabeth Castro Castillo and Sofia López Pino

Graphic 3 Memorize English Songs



COMMENT: A total of 85% of the class has a positive result about memorizing songs the like in English. The majority of the class enjoys such activity, it is necessary to consider the use of Pre-listening activities that include lyrics according to the students proficiency level, avoiding song with lyrics may be too difficult for them to understand or decipher.

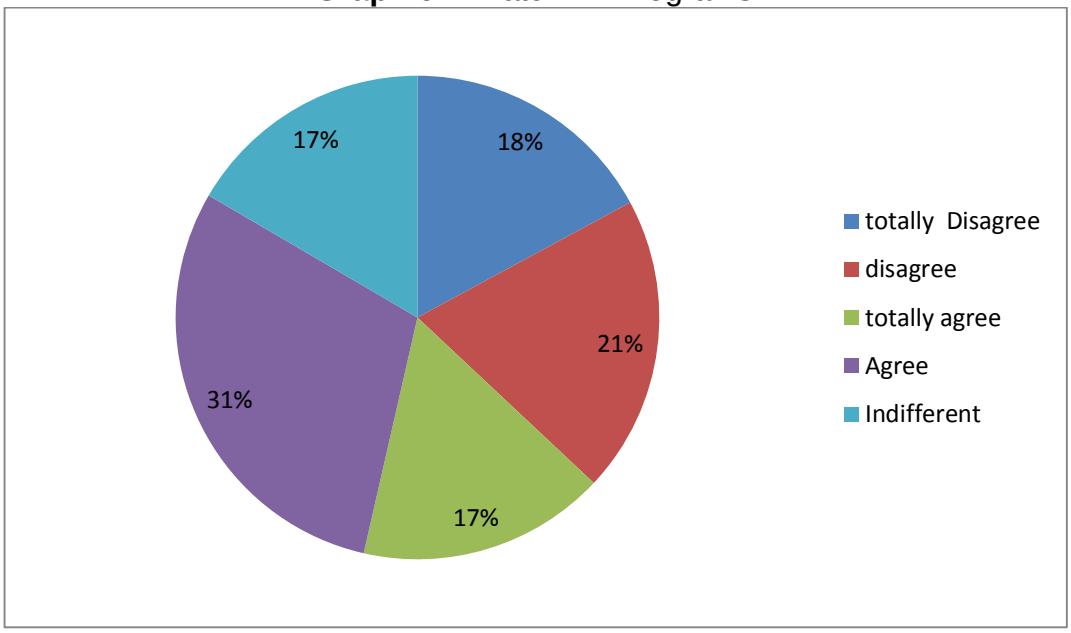
RESULTS OF THE STUDENTS SURVEY

Table 6 Watch Tv Programs

Watching TV programs in English increase my listening skill development.			
	CATEGORIES	**FREQUENCY**	**PERCENTAGE**
CODE ITEM # 4	**1- Totally disagree**	4	13.79%
	2- Disagree	6	20.68%
	3- Indifferent	5	17.24%
	4- Agree	9	31.03%
	5- Totally agree	5	17.24%
	Total	29	100%

Title: 4. Watching TV programs in English increase my listening skill development.
Source: Students of the 8th grade in Unidad Educativa Kruger Carrion
Author: Maria Elizabeth Castro Castillo and Sofia López Pino

Graphic 4 Watch Tv Programs



COMMENT: A 31% of the students agree that involving themselves with multi-media in the English language would help them to improve their listening skills. It is suggested that watching tv is an interesting listening strategy to improve their listening comprehension skill.

RESULTS OF THE STUDENTS SURVEY

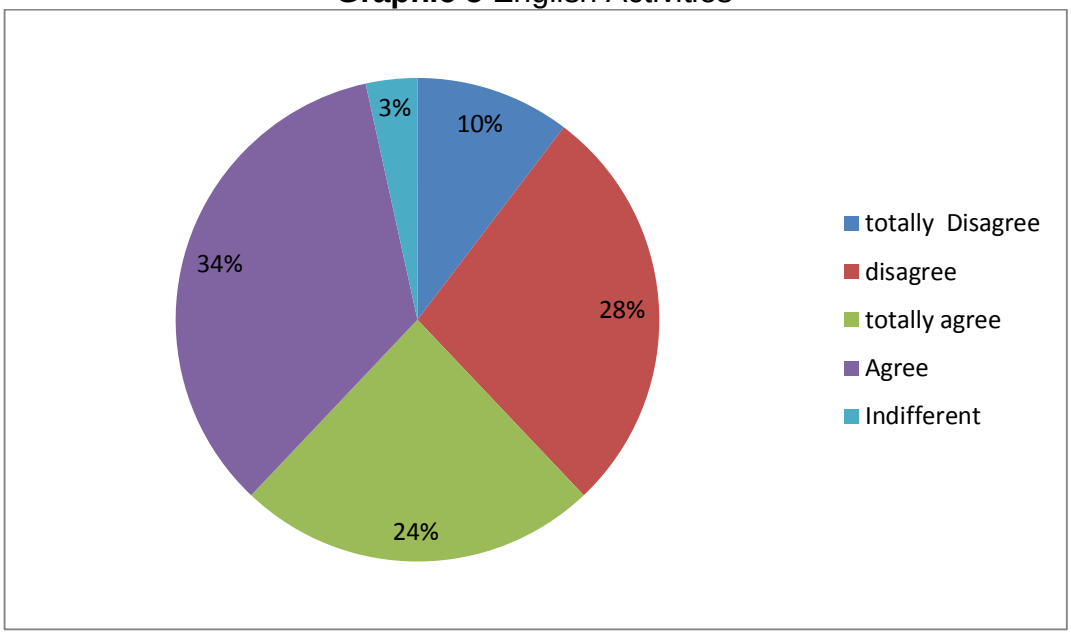
Table 7 English Activities

I listen to English activities because of own pleasure

	CATEGORIES	FREQUENCY	PERCENTAGE
CODE ITEM #5	**1- Totally disagree**	3	10.34%
	2- Disagree	8	27.58%
	3- Indifferent	7	24.13%
	4- Agree	10	34.48%
	5- Totally agree	1	3.44%
	Total	29	100%

Title: 5. I listen to English activities because of own pleasure
Source: Students of the 8th grade in Unidad Educativa Kruger Carrion
Author: Maria Elizabeth Castro Castillo and Sofia López Pino

Graphic 5 English Activities



COMMENT: The results show that the 34% of students agree in listening to English activities on their own. For this reason, it is important to apply English activities such as listening dialogues in class as key listening strategies.

RESULTS OF THE STUDENTS SURVEY

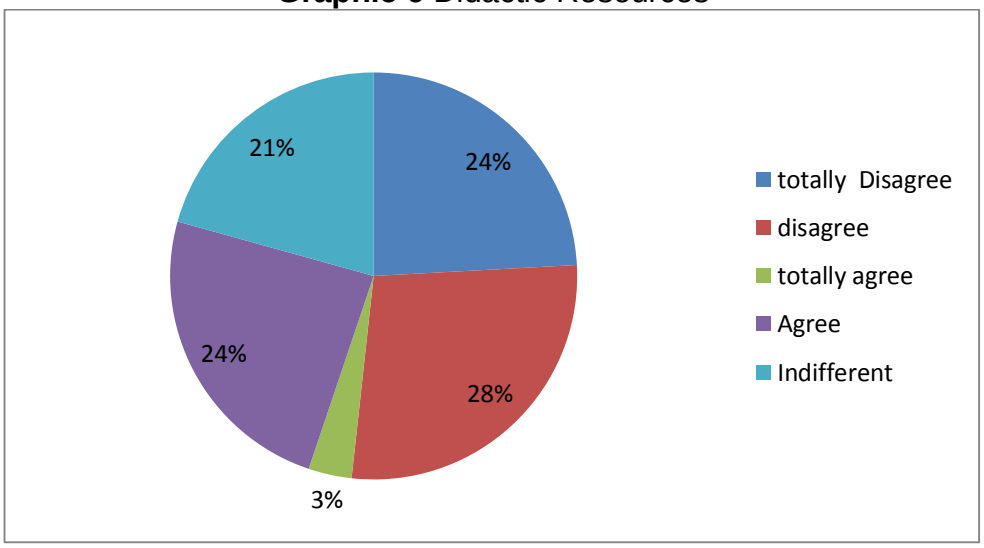
Table 8 Didactic Resources

I use the didactic resources that the school library offers to improve my listening skills.

	CATEGORIES	FREQUENCY	PERCENTAGE
CODE ITEM 6	**1- Totally disagree**	7	24.13%
	2- Disagree	8	27.58%
	3- Indifferent	6	20.68%
	4- Agree	7	24.13%
	5- Totally agree	1	3.44%
	Total	29	100%

Title: 6. I use the didactic resources that the school library offers to improve my listening skills.
Source: Students of the 8th grade in Unidad Educativa Kruger Carrion
Author: Maria Elizabeth Castro Castillo and Sofia López Pino

Graphic 6 Didactic Resources



COMMENT: the results show that the 24% of students do not use didactic resources from the school library to improve their listening skills can be one of the unseen causes that is also adding up to the problem that students face.

RESULTS OF THE STUDENTS SURVEY

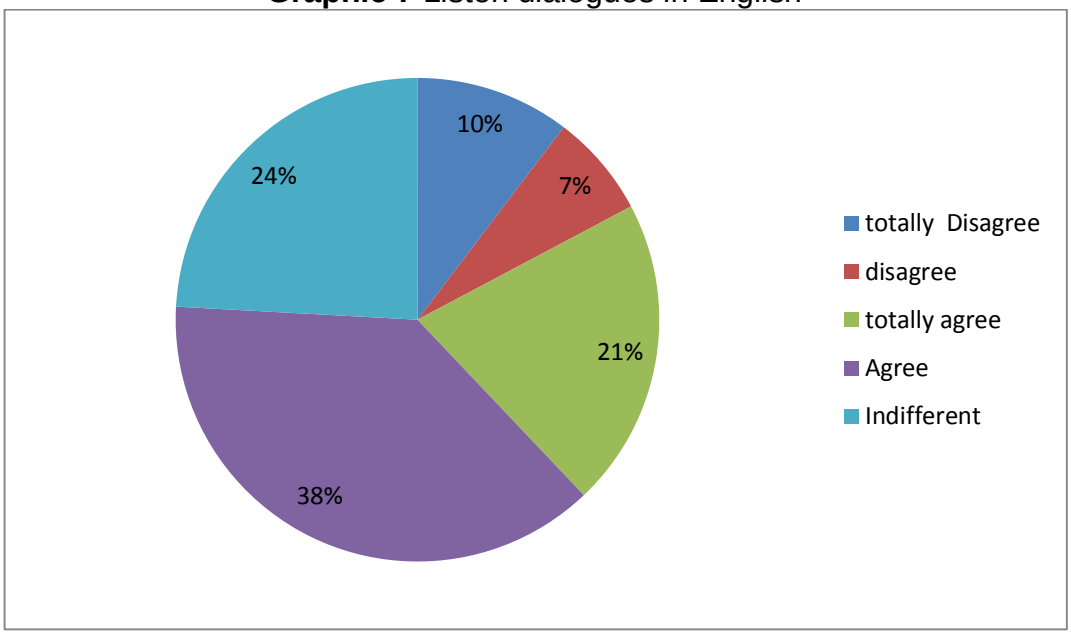
Table 9 Listen dialogues in English

I listen to dialogues in English as a mean to improve my listening skills.

	CATEGORIES	FREQUENCY	PERCENTAGE
CODE ITEM 7	**1- Totally disagree**	3	10.34%
	2- Disagree	2	6.89%
	3- Indifferent	7	24.13%
	4- Agree	11	37.93%
	5- Totally agree	6	20.68%
	Total	29	100%

Title 7: I listen to dialogues in English as a mean to improve my listening skills.
Source: Students of the 8th grade in Unidad Educativa Kruger Carrion
Author: Maria Elizabeth Castro Castillo and Sofia López Pino

Graphic 7 Listen dialogues in English



COMMENT: the results demonstrate that the 58% of students listen to dialogues to improve their listening skills. The other students do not really engage in such activity as the majority of the class. This information shows that students could be found an advantage if they are listening to dialogues because it will also help them in the speaking skills.

RESULTS OF THE STUDENTS SURVEY

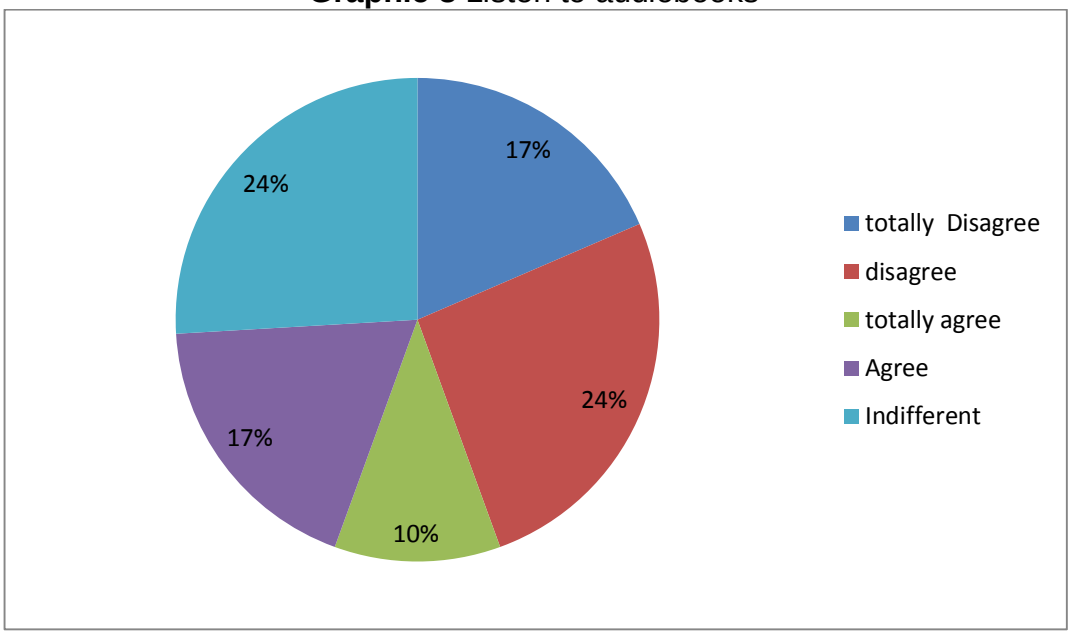
Table 10 Listen to audiobooks

I listen to audiobooks that allow me to get main ideas about the book.

	CATEGORIES	FREQUENCY	PERCENTAGE
CODE ITEM 8	**1- Totally disagree**	5	17.24%
	2- Disagree	7	24.13%
	3- Indifferent	7	24.13%
	4- Agree	5	17.24%
	5- Totally agree	3	10.34%
	Total	29	100%

Title: I listen to audiobooks that allow me to get main ideas about the book.
Source: Students of the 8th grade in Unidad Educativa Kruger Carrion
Author: Maria Elizabeth Castro Castillo and Sofia López Pino

Graphic 8 Listen to audiobooks



COMMENT: An amped amount of the class are not interested in listening to audiobooks to get main ideas or the gist from such context. A substantial part of students do not pay mind to such fact and the same amount do not agree in doing so. It is a bit challenging for students to improve this skill on their own.

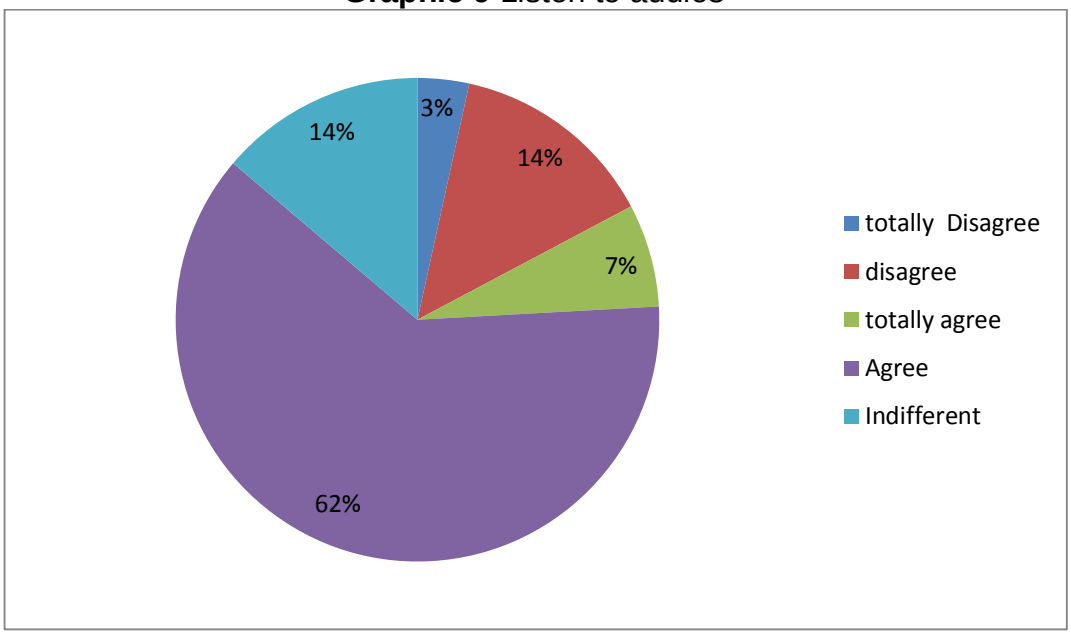
RESULTS OF THE STUDENTS SURVEY

Table 11 Listen to audios

I listen to audios like dictations, using images and key words.			
	CATEGORIES	**FREQUENCY**	**PERCENTAGE**
CODE ITEM 9	**1- Totally disagree**	1	3.44%
	2- Disagree	4	13.79%
	3- Indifferent	4	13.79%
	4- Agree	18	62.06%
	5- Totally agree	2	6.89%
	Total	29	100%

Title 9: I listen to audios like dictations, using images and key words.
Source: Students of the 8th grade in Unidad Educativa Kruger Carrion
Author: Maria Elizabeth Castro Castillo and Sofia López Pino

Graphic 9 Listen to audios



COMMENT: The majority of the class believes that using listening aids like dictation, exercises that use images and key words can be helpful. Thus, its usage, On the other hand, there are still students that do not agree with such believe and the remaining others feel indifferent about it.

RESULTS OF THE STUDENTS SURVEY

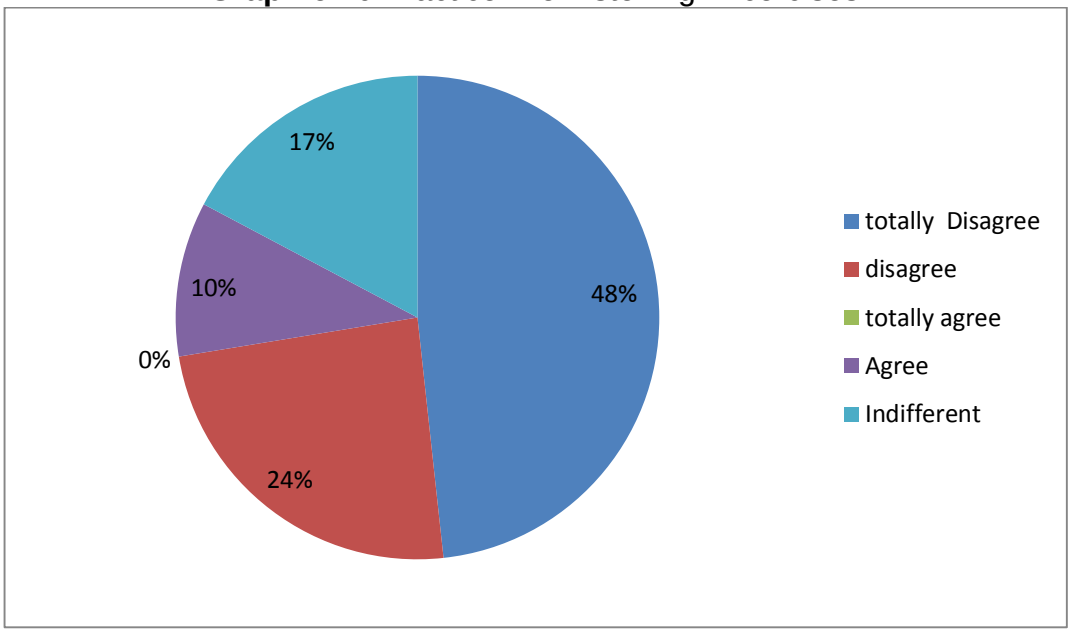
Table 12 Practice Pre-Listening Excercises

I practice pre-listening exercises on my free time.

	CATEGORIES	FREQUENCY	PERCENTAGE
CODE ITEM 10	**1- Totally disagree**	14	48.27%
	2- Disagree	7	24.13%
	3- Indifferent	5	17.24%
	4- Agree	3	10.34%
	5- Totally agree	0	0%
	Total	29	100%

Title: I practice pre-listening exercises on my free time.
Source: Students of the 8th grade in Unidad Educativa Kruger Carrion
Author: Maria Elizabeth Castro Castillo and Sofia López Pino

Graphic 10 Practice Pre-Listening Excercises



COMMENT: Almost half of students do not use pre-listening exercises on their free time. None of them really do. Only a small percentage of the class is interest in the concept. About three students, are engaged in doing listening activities outside the classroom.

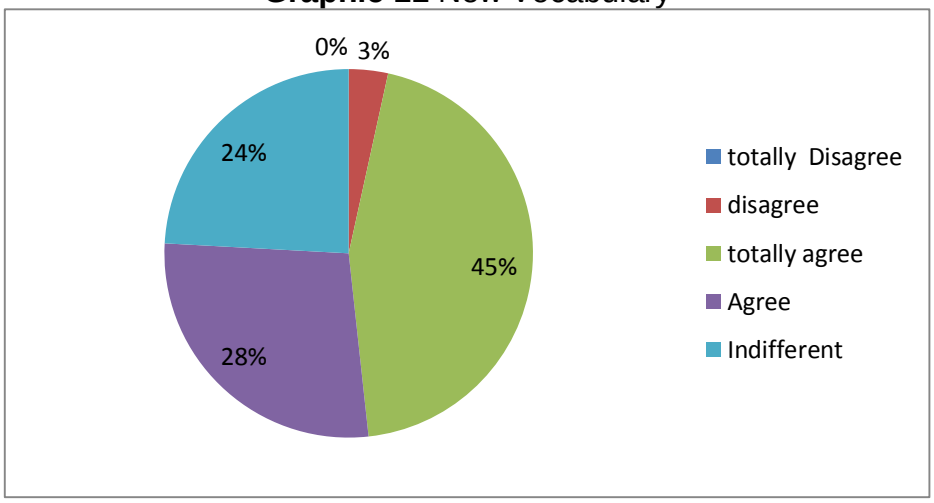
RESULTS OF THE STUDENTS SURVEY

Table 13 New Vocabulary

I consider new vocabulary learning important in order to maximize listening comprehension as part of my learning.			
	CATEGORIES	**FREQUENCY**	**PERCENTAGE**
CODE ITEM 11	**1- Totally disagree**	0	0%
	2- Disagree	1	3.44%
	3- Indifferent	7	24.13%
	4- Agree	8	27.58%
	5- Totally agree	13	44.82%
	Total	29	100%

Title: 11. I consider new vocabulary learning important in order to maximize listening comprehension as part of my learning.
Source: Students of the 8th grade in Unidad Educativa Kruger Carrion
Author: Maria Elizabeth Castro Castillo and Sofia López Pino

Graphic 11 New Vocabulary



COMMENT: Even though other statements seem negative, most of the class do consider vocabulary as an important tool to maximize listening comprehension. However, the lack of practice and pariticipation of their own does not help to progress such topic.

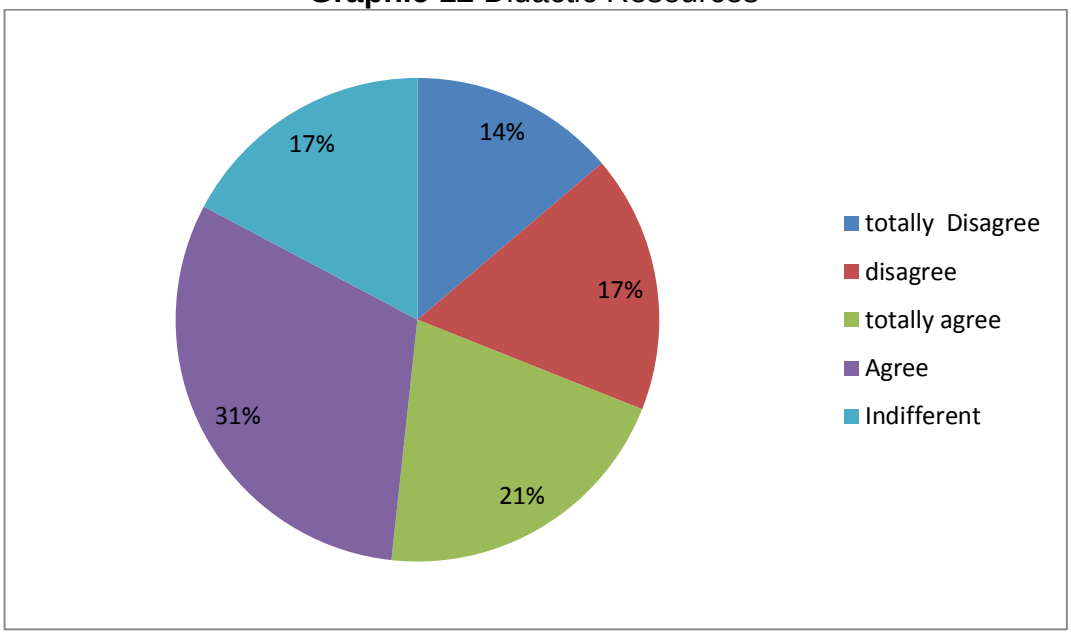
RESULTS OF THE STUDENTS SURVEY

Table 14 Didactic Resources

I use didactic resources in class that favor my listening skill development			
	CATEGORIES	**FREQUENCY**	**PERCENTAGE**
CODE ITEM 12	**1- Totally disagree**	4	13.79%
	2- Disagree	5	17.24%
	3- Indifferent	5	17.24%
	4- Agree	9	31.03%
	5- Totally agree	6	20.68%
	Total	29	100%

Title: 12. I use didactic resources in class that favor my listening skill development
Source: Students of the 8th grade in Unidad Educativa Kruger Carrion
Author: Maria Elizabeth Castro Castillo and Sofia López Pino

Graphic 12 Didactic Resources



COMMENT: The use of didactic resources in class favor students listening and the majority agree with such terms. The remaining of the class vary in their opinions according to the survey and the results. Most of them use didactic resources to also favor their speaking ability by repeating words on their own.

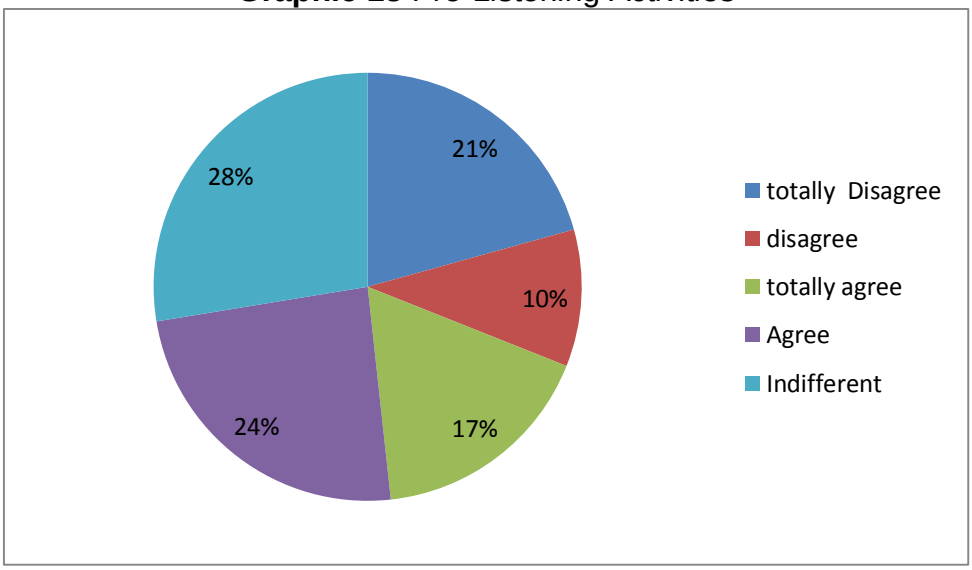
RESULTS OF THE STUDENTS SURVEY

Table 15 Pre-Listening Activities

I do pre-listening activities in class as a strategy to improve my listening comprehension			
	CATEGORIES	**FREQUENCY**	**PERCENTAGE**
CODE ITEM 13	**1- 3Totally disagree**	6	20.68%
	2- Disagree	3	10.34%
	3- Indifferent	8	27.58%
	4- Agree	7	24.13%
	5- Totally agree	5	17.24%
	Total	29	100%

Title: I do pre-listening activities in class as a strategy to improve my listening comprehension
Source: Students of the 8th grade in Unidad Educativa Kruger Carrion
Author: Maria Elizabeth Castro Castillo and Sofia López Pino

Graphic 13 Pre-Listening Activities



COMMENT: most of the class agree that doing pre-listening activities can improve their listening comprehension skills. Others feel indifferent about it and the remaining of the class disagree. The class would be in the same frame of mind if there were more time spent in such activities in the classroom.

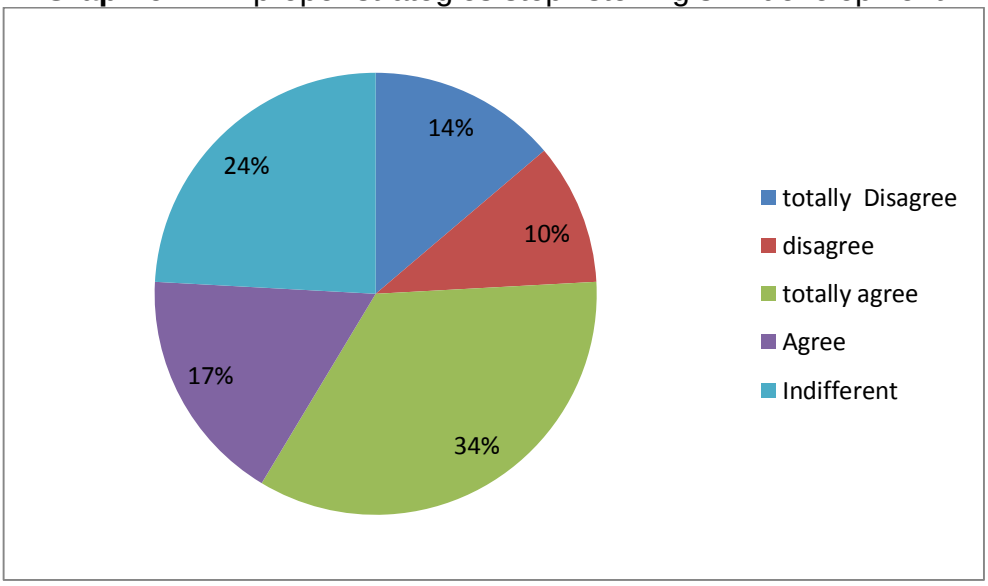
RESULTS OF THE STUDENTS SURVEY

Table 16 Improper strategies stop listening skill development

I know that the improper use of listening strategies stop the listening skill development			
	CATEGORIES	**FREQUENCY**	**PERCENTAGE**
CODE ITEM 14	**1- Totally disagree**	4	13.79%
	2- Disagree	3	10.34%
	3- Indifferent	7	24.13%
	4- Agree	5	17.24%
	5- Totally agree	10	34.48%
	Total	29	100%

Title: 14.I know that the improper use of listening strategies stop the listening skill development
Source: Students of the 8th grade in Unidad Educativa Kruger Carrion
Author: Maria Elizabeth Castro Castillo and Sofia López Pino

Graphic 14 Improper strategies stop listening skill development



COMMENT: A high number of students (51%) believe that the improper use of listening strategies stop the listening skill development. This makes the fact challenging for the staged proposal that will be used with the students.

RESULTS OF THE STUDENTS SURVEY

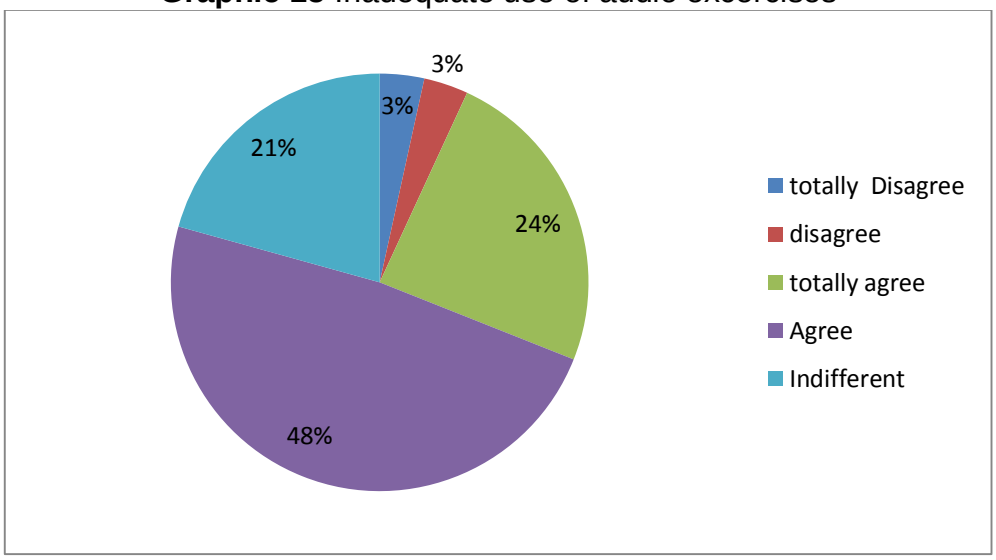
Table 17 Inadequate use of audio excercises

I believe that the inadequate use of audio exercises in class is due to the lack of my listening development

	CATEGORIES	FREQUENCY	PERCENTAGE
CODE ITEM 15	**1- Totally disagree**	1	3.44%
	2- Disagree	1	3.44%
	3- Indifferent	6	20.68%
	4- Agree	14	48.27%
	5- Totally agree	7	24.13%
	Total	29	100%

Title: I believe that the inadequate use of audio exercises in class is due to the lack of my listening development
Source: Students of the 8th grade in Unidad Educativa Kruger Carrion
Author: Maria Elizabeth Castro Castillo and Sofia López Pino

Graphic 15 Inadequate use of audio excercises



ANALYSIS: A majority of students believe the inadequate use of audio exercises are due to under development listening skills. This fact is considered as one of the reasons students also lack practice in class participation.

Analysis of the Teacher's Interview

The teacher has tried to find solutions to the problem which is obvious as students do their best to come and learn vocabulary for listening strategies and the fact that the results of the chi square also set the proper statistics to be used and have potential of effectiveness to the ratio of the29 students that are part of this investigation. With such results concluded and given by the teacher, it can be demonstrated that students are in a vast need to learn vocabulary in order to improve their listening skills with listening warm up activities in the classroom.

Analysis of the Observation Guide

The outcome of the class observation with the results of the students' survey and the chi square output which are reliable to the problem and applicable to the solutions, have provided the most precise results as one of the main solutions for students' listening problems that can be solved with the right application, methods, approach and techniques with the pre-listening strategies that are in the proposal.

I consider new vocabulary learning important in order to maximize listening comprehension as part of my learning.			
	CATEGORIES	**FREQUENCY**	**PERCENTAGE**
CODE ITEM 11	**1- Totally disagree**	0	0%
	2- Disagree	1	3.44%
	3- Indifferent	7	24.13%
	4- Agree	8	27.58%
	5- Totally agree	13	44.82%
	Total	29	100%

I do pre-listening activities in class as a strategy to improve my listening comprehension			
	CATEGORIES	**FREQUENCY**	**PERCENTAGE**
CODE ITEM 13	**1- 3Totally disagree**	6	20.68%
	2- Disagree	3	10.34%
	3- Indifferent	8	27.58%
	4- Agree	7	24.13%
	5- Totally agree	5	17.24%
	2Total	29	100%

Pruebas de chi-cuadrado

	Valor	gl	Sig. asintótica (bilateral)
Chi-cuadrado de Pearson	49.079[a]	12	.010
Razón de verosimilitudes	52.847	12	.010
Asociación lineal por lineal	23.741	1	.200
N de casos válidos	29		

a. 20 casillas (100.0%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es .10.

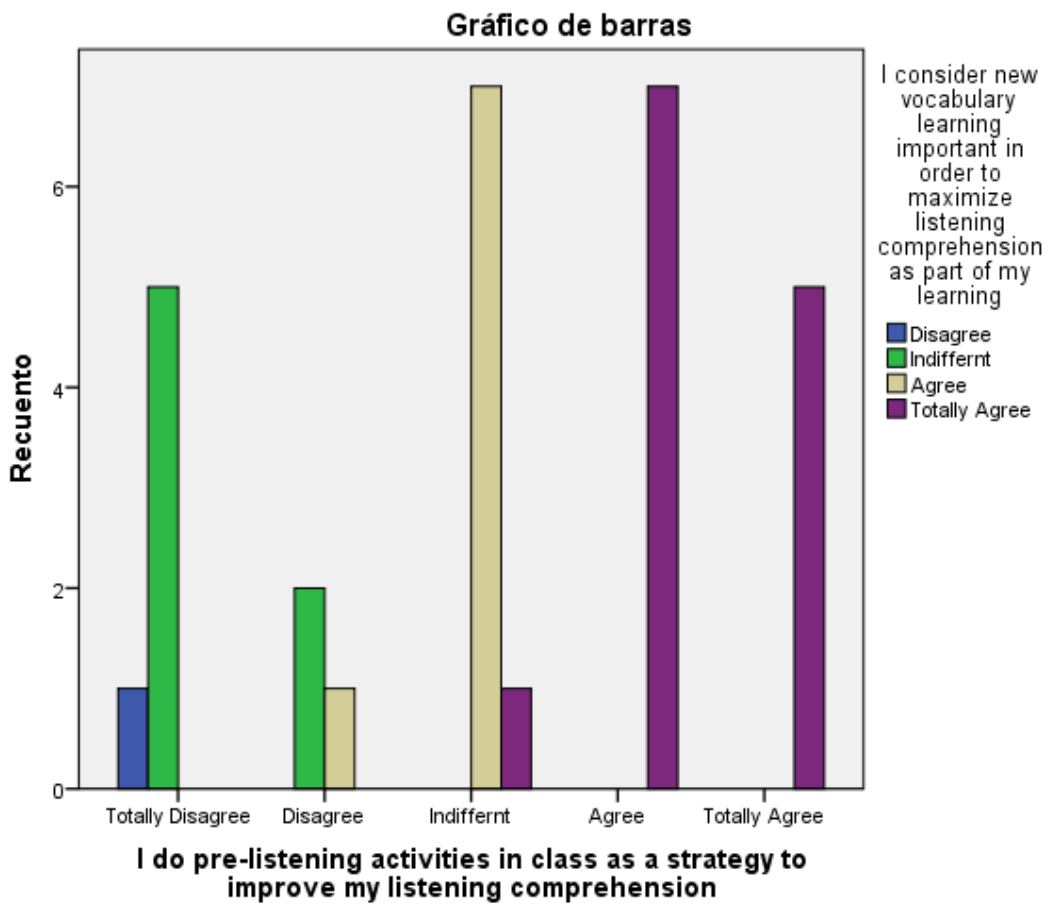
Resumen del procesamiento de los casos

	Casos					
	Válidos		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
I do pre-listening activities in class as a strategy to improve my listening comprehension * I consider new vocabulary learning important in order to maximize listening comprehension as part of my learning	29	96.7%	1	3.3%	30	100.0%

Source: IBM SPSS Statistics 20, Chi Square Formula, Analysis
Developed by: Maria Elizabeth Castro Castillo and Sofia López Pino.

Chi Square Analysis: The chi-square analysis based on the formulas suggested by IBM SPSS Statistics 20 displays there is a Pearson value of 0.010 of frequency between the two variables (Item13, Item11). This result matches with the range that indicates that the value is acceptable, in a scale from 0.00 to 0.05 (verosimilitudes; Lineal Association). Thus there is a significant corelation within the dependent variable (Item 11, vocabulary learning) and the independent variable (Item13, listening comprehension).

Analysis of Variance Test (Pearson)



Correlation Test

Source: IBM SPSS Statistics 20, Pearson's Correlation Chart, Survey Items Developed by: Maria Elizabeth Castro Castillo and Sofia López Pino.

Correlation Chart results: I do pre-listening activities in class as a strategy to improve my listening comprehension * I consider new vocabulary learning important in order to maximize listening comprehension as part of my learning

			I consider new vocabulary learning important in order to maximize listening comprehension as part of my learning				Total
			Disagree	Indiffernt	Agree	Totally Agree	
I do pre-listening activities in class as a strategy to improve my listening comprehension	Totally Disagree	Recuento	1	5	0	0	6
		% dentro de I do pre-listening activities in class as a strategy to improve my listening comprehension	16.7%	83.3%	0.0%	0.0%	100.0%
	Disagree	Recuento	0	2	1	0	3
		% dentro de I do pre-listening activities in class as a strategy to improve my listening comprehension	0.0%	66.7%	33.3%	0.0%	100.0%
	Indiffernt	Recuento	0	0	7	1	8
		% dentro de I do pre-listening activities in class as a strategy to improve my listening comprehension	0.0%	0.0%	87.5%	12.5%	100.0%
	Agree	Recuento	0	0	0	7	7
		% dentro de I do pre-listening activities in class as a strategy to improve my listening comprehension	0.0%	0.0%	0.0%	100.0%	100.0%
		Recuento	0	0	0	5	5

	Totally Agree	% dentro de I do pre-listening activities in class as a strategy to improve my listening comprehension	0.0%	0.0%	0.0%	100.0%	100.0%
		Recuento	1	7	8	13	29
Total		% dentro de I do pre-listening activities in class as a strategy to improve my listening comprehension	3.4%	24.1%	27.6%	44.8%	100.0%

Interpretation: The correlation chart shows that the dependent variable (listening comprehension) and the independent variable (pre-listening strategies) are in related coordination to one another because the results obtained from the Pearson's relation coefficient of this test is r= 49.079. According to the read out of such results received, that is within the range of, 0.9 and 0.99 means the correlation between the two variables is highly in agreement.

Correlation Between Variables

With the following result previously analyzed and mentioned in the data given above by the operational graphics of both variables and their related statements, the data results of the general objective of this project, the analysis of the influence that pre-listening strategies manifest in the development of the listening skill has been carried out through direct observations, interviews state the following conclusions and recommendations carried out the following conclusion and recommendations are stated by the researchers of this project.

The interpretation of data results and test analysis carried out can conclude that it is imperative to design of a system of pre-listening strategy activities for the improvement of listening skills in students.

The chi-square analysis based on the formulas suggested by IBM SPSS Statistics 20 displays there is a Pearson value of 0.010 of frequency between the two variables (Item13, Item11). This result matches with the range that indicates that the value is acceptable, in a scale from 0.00 to 0.05 (verosimilitudes; Lineal Association). Thus there is a significant corelation within the dependent variable (Item 11, vocabulary learning) and the independent variable (Item13, listening comprehension).

The correlation chart shows that the dependent variable (listening comprehension) and the independent variable (pre-listening strategies) are in related coordination to one another because the results obtained from the Pearson's relation coefficient of this test is r= 49.079. According to the read out of such results received, that is within the range of, 0.9 and 0.99 means the correlation between the two variables is highly in agreement.

With the following result previously analyzed and mentioned in the data given above by the operational graphics of both variables and their related statements, the data results of the general objective of this project, the analysis of the influence that pre-listening strategies manifest in the development of the listening skill has been carried out through direct observations, interviews state the following conclusions and recommendations carried out the following conclusion and recommendations are stated by the researchers of this project.

The interpretation of data results and test analysis carried out can conclude that it is imperative to design of a system of pre-listening strategy activities for the improvement of listening skills in students.

- - The group of strategies are generated under the skills of auditory development based on improving the level of methods applied to obtain the favorable results according to applied strategies.

- The student, considers the monotony of the system acquired in the ideal process under strategic guidelines that allow the development of initial skills in the short term.
- The language learning system maintains contractual stability where the pre-listening skill will be polished with constant practice.
- The lack of motivational strategies lead to the student learning the English language is constantly bored what does not allow him to be a human being skills, but constant failure, failures originated by the teacher in every aspect.
- The interactivity of auditory abilities are concentrated in the applied synergy of which the strategies and use of techniques would allow the students to be benefited in this process of teaching and the ability to listen.
- It is necessary to design a manual guide that includes pre-listening activities that slowly increase the level of exercise difficulty to assist teachers to improve students pre-listening skills.
- To work on a CD with listening exercises to promote pre-listening activities in order to cover students' weaknesses in the listening skill, and eventually to help students progress with practice and participation.

CHAPTER IV

PROPOSAL

Design a manual guide with pre-listening activities.

Justification

According to the results of the survey carried out in students of the 6th basic year at Unidad Educativa Kruger Carrion, there is a deficiency with the development of the main consciousness of which the acquired knowledge, generates a type of vocabulary based on the capacity acquired according to the conventional system and avoiding student stress in the acquisition of knowledge effectively. For this reason, it is very important to develop a useful material to assist teachers to improve their students' listening skills, through a manual with pre-listening activities.

Pre-listening activities are developed before starting a listening activity in order to prepare students for listening. These activities have various purposes, including pre-teaching or activating vocabulary, predicting content, generating interest and checking understanding of task that will improve students' insufficiency in pre-listening tasks and listening activities.

The understanding of listening skill, as important as other skills, is essential for English language TEACHERS through the use of a manual guide with pre-listening activities focused on listening comprehension.

The main idea according to the objective, with the aim of improving the type of oral and written expression and the system of skills that allows to establish the continuous improvement of establishing strategic parameters in the acquisition of the language, from which to establish pre-listening activities including activities that are timed in order for the student

to improve by identifying cognates and the other strategies that involve pre-listening activities. These well-designed listening activity are broken down into carefully sequenced "phases" that build on each other. The initial pre-listening phase should prepare students by helping them activate their background knowledge and clarify their expectations and assumptions about the text. Use the word "authorization" to establish contractual parameters where the vocabulary increment allows the use of these strategies to generate the expected skills.To design a manual guide with pre-listening activities to enhance the students' listening comprehension skills.

The application of strategies that can generate the ability to pre-listen from which skills can be developed where students can grow in a talented and non-deficient way as they currently do in their learning process.

Establish playful resources for teachers to improve their teaching skills and students acquire the skills to be able to listen and understand what is heard.

General Objective

To design a manual guide with pre-listening activities to enhance the Students' listening comprehension skills.

Specific Objectives

- To apply pre-listening listening activities to develop listening skill in students.
- To reinforce the listening comprehension skills in students.
- To provide a didactic resource to the teachers to enhance students' listening skills.

Theoretical Aspects

The design model is generated as a guide to pre-listening activities that focus on the process of listening comprehension considering the following parameters.

Pedagogical

Communication is the process that will allow the student to solve their problems in constant practice in acquiring the language. According to Wilson (2008), it indicates that the process of acquisition of knowledge about the sequential that allows to mention the due process according to the abilities under effective results, generates constant participation of different abilities and the use of books that allow to improve the daily reading to be able to it expressing orally and thus be able to establish the strategic requirements needed by the student so that in the short term the student can express himself in the foreign language and be able to understand what he speaks.

Under these parameters the contractual interest according to the subject of study, allows to consider that the interactivity is participatory and that the students initiate the process of up and down and vice versa. In this way, the following parameters are presented, which teachers should consider in order to stabilize the educational system that allows each student to continue and continue in the cognitive development of language acquisition. There is also a kind of mix that allows for a substantial focus on feedback during the classroom education process.

Linguistic

According to the absolute approach that defines the process of continuing education under effective strategies, they are considered to be

able to interact and verify the power of knowledge acquisition, establishing the parameters according to the problem of study, the barriers that the same student is allowed to generate and the strategy or group of strategies that will allow the solution to the problem of study.

In this way the type of inquiry applied to the conventional system according to the curricular mesh, this one based on educational strategies of psychopedagogical induction and use of the cognitive resources under the use of the ludic material, will be able to guide that the due process, can orient the capacity of power listen in the language and retain the information under the understanding of which to apply the contractual sentences, can define what would be the best guideline of the information obtained and how the student can participate through effective communication according to the process designed.

Listening involves both bottom-up and top- down perception process and requires the use of non- linguistic as well as linguistic knowledge. The holistic approach to the description process of speech perception assumes revealing the features of a speech signal which allows to identify the perceived speech units as integrals units too. This same process holds as an explanation according to Brinton, et al. (2014) indicates that active listeners generate skills and strategies defined in oral expression, which leads to the improvement of communication skills. Crandall and Shin (2014) indicate that "this skill achieves a high degree of openness as it seems patient. 8th graders meet all assigned language standards.

This proposal will provide a source in which students practice pronunciation, intonation, phonic of words that students are not able to recognize or cannot figure when they are doing listening activities.

Didactic

From the didactic point of view, many activities and creative methods, such as pre-listening vocabulary that will be included to practice pre-listening strategies and to keep students engage with the activities for the listening habits could gradually show improvement and could help them provide differences between words by listening the first time.

Feasibility

Financial: All the expenses of the present project would be covered by the researchers.

Technological The design of the manual guide will be developed by applying basic Microsoft office applications by the researchers.

HUMAN The present project will be carried out by the researchers, institutional teachers and students.

Legal This project is based on the English national curriculum guide lines. It will include the activities that will allow students to reach the required level of A1.1 according to the Common European Framework Report. The LOEI supports the legal part of this project under the 4th objective and its 26th Article.

Description

The manual guide is going to be used for English language teachers of 8th grade students. It is proposed as an extracurricular activity manual that helps teachers with listening activities with the **Starship English textbook** which is used in Public Middle and High Schools with 8th grade students. However, this manual can be applied in other kind of texts because diverse activities can be suggested and modified to be applied to other kind of texts with similar topics. The content of this manual guide will be displayed in the following structure:

1. Front page
2. Introduction
3. Teachers' consideration and instructions
4. Table of content
5. Pre listening activities for dialogues
6. Giving personal information unit 1 (instructions for the suggested activities are included)
7. Band Auditions unit 2 (instructions for the suggested activities are included)
8. Describing people unit 3 (instructions for the suggested activities are included)
9. First day of school unit 4 (instructions for the suggested activities are included).

A- This manual will contain 4 units. Each unit will have its topic and the following specific elements as the general objective to be reached for that unit.

B- **Pre-listening strategies** will explain the diverse listening strategies and skill proposed for the unit.

C- **Listening activity** will guide the teacher about the book to be used, page and the audio corresponding to the listening activity in the book.

D- **Suggested Activities**- on this chart, the teacher will find five suggested activities where each one of them will include a specific objective and purpose. These activities are planned for the teacher to choose one of them to be applied with the specific exercise in the text. The teacher needs to select the activity related to the class accordingly. Each activity will contain the **name of the activity**, the **time for preparation**, the **time for completion**, **materials to be used**, **group configuration**, **seating arrangement**, **related vocabulary skills** which are abilities that can be orchestrated as integrated skills to the activity at hand. Skills as listening, speaking, reading, vocabulary and grammar in some cases. The step by step will be provided for the teacher.

The dynamic activities, lead to a style of contractual processes that will allow the locks, of the foreign language learning model, considered important to generate language listening skills and understanding of the language, directly involve and benefit in a suggestive way the students of the 8th grade in the Kruger Carrión Educational Unit will be able to participate in these and multiple achievements to their parents, generating a comprehensive stability in the acquisition of the language, the contribution to the current society and the system considered as strategic to determine the lexicon in a situation where the variation of knowledge can affect the same and destabilize the interest for the appreciation of the English language learning in all aspects, for this the guide or manual of processes is considered as the best strategy. The manual guide of pre-listening activities include:

- Unit 1- Pre-listening vocabulary pronunciation, links of activities that can assist students to differentiate intonation of the new vocabulary words that they are learning.
- Unit 2- Matching activities in which students select the word they hear from an activity worksheets.
- Unit 3- Pre-listening activities to focus are important for the student because they will focus on how the student can relate the meaning, intonation, stress of the key words that are going to be in the listening activities with the help of pictures that are in four different activities for the class.
- Unit 4- filling in the blanks activities to help in the development of listening skills and other didactic activities
- Unit 5- reinforcement related activities will help students to practice more pre-listening activities with related exercises of the other units that have been conducted.

The aforementioned will be able to define the teaching-learning process, establishing strategic parameters where students with acquired

skills will be able to define the system of continuous communication of the language and creation abstract thinking of the same improving increasingly until the language can be acquired effectively without any complication . Cognates and other miscellaneous activities will be used in reinforcement exercises to encourage students to make proper use of pre-listening activities and apply them in listening comprehension.

As previously mentioned, this proposal results will **consist of 5 units with 5 exercise** in where students will be listening to conversations and accidental contexts in which the students will have to recognize the issues in each pre-listening diligence with their own expression or the sentences of the reheating procedures.

These pre-listening activities are important because as previously mentioned students will **match pictures and words** by using images with key words that the teacher believes are necessary for the student to know about them.

Images related to the words and have four different game activities in such task. The **teacher will divide the class in four different groups** and **assigned an activity to each group** and involved in games.

Students will have 3 minutes for student to match pictures and words, then students will be asked to pronounce the words, then the CD will be played so students could listen and repeat the words.
The activities are all orientated to help students

Conclusions and Recommendations

Conclusions

- Skills applied on the basis of obtaining the conventional system, generates facility in the continuous development, of the student under the ability to listen, with these parameters could indicate that the strategies generated the expected results.
- Students do not obtain motivation from their teachers which harms the foreign language skills process.
- The level of acquisition of knowledge, considered appropriate, is not producing the desired effect, generating contractual skills that do not allow parameters to be established and general skills to grow.
- There is no motivation about the success of each student based on the use of continuous reading, and the strategic parameters are not generated to induce the student to read continuously.
- Interaction and development of auditory abilities are not considered important, from which a process of updating and continuous training in the use of effective techniques could establish the desired parameters to solve the problem in every aspect.
- It is necessary to reactivate the enthusiasm in the classroom, doing demonstrative exercises, preparing the lesson appropriately so that students feel motivated to learn English.
- Practicing in class pre-listening activities will gradually lower the lack of listening understanding in students.
- Didactic and dynamic classes will set the ambience in a more active tone giving students the proper participation with activities done in the classroom.
- Pair work and group work will allow for the required techniques to be put into practice at a maximum in order for students to acquire pre-listening skills and total listening development.

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ANEXXES

ANEXX ONE - DOCUMENTS

Guayaquil, Octubre ___ del 2017

Máster
SILVIA MOY-SANG,
Decana Facultad de Filosofía, Letras y
Ciencias de la Educación,
Universidad de Guayaquil
Ciudad.-

Apreciada Sra. Decana:

En virtud de la disposición de la Autoridad Académica de la Escuela de Lenguas de fecha_____ del 2017, en la cual se me designó Asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización **LENGUAS Y LINGÜÍSTICA**, tengo a bien informar lo siguiente:

Que las profesoras Maria Elizabeth Castro Castillo

Tatiana Sofia López Pino

Diseñaron y ejecutaron el Proyecto Educativo

TOPIC:

INFLUENCE OF PRE-LISTENING STRATEGIES FOR THE IMPROVEMENT OF LISTENING COMPREHENSION SKILLS.

PROPOSAL:

DESIGN A MANUAL WITH PRE-LISTENING ACTIVITIES.

El mismo que ha cumplido con las directrices y recomendaciones dadas por la suscrita.

Los participantes han ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a su **APROBACION** y se pone a vuestra consideración de rigor para los efectos legales correspondientes.

Atentamente

.....

Msc. Lucila Sánchez P.

Consultor Académico

UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNIVERSITARIA– NIVEL PREGRADO

Guayaquil, 24 de Junio del 2016

Sra.
Msc.Silvia Moy-Sang Castro
Decana
Ciudad.-

NOSOTROS, **CASTRO CASTILLO MARIA ELIZABETH** CON **C.I 0923810113** Y **LOPEZ PINO TATIANA SOFIA** CON **C.I.0926332008** DE LA CARRERA DE LENGUAS Y LINGUISTICAS, INGLÉS – ITALIANO, MODALIDAD PRESENCIAL.

SOLICITAMOS MUY RESPETUOSAMENTE SE NOS AUTORICE PODER DESARROLLAR NUESTRO PROYECTO EDUCATIVO EN LA UNIDAD EDUCATIVA "KRUGER CARRIÓN LOOR"

TEMA: **Influence of listening strategies for the improvement of listening skill.**

PROPUESTA: **Design a manual for the teacher with pre-listening activities.**

DE ANTEMANO NUESTROS MÁS SINCEROS AGRADECIMIENTOS.

ATENTAMENTE,

CASTRO CASTILLO MARIA ELIZABETH
C.I 0923810113

LÓPEZ PINO SOFIA TATIANA
C.I. 0926332008

Ministerio de Educación

ESCUELA DE EDUCACIÓN BÁSICA Nº 442
PROF. KRÚGER CARRIÓN LOOR
Coop. Pancho Jácome 1. Km 8 ½ vía a Daule
krugercarrion@hotmail.com
Teléfono: 0999989072
Guayaquil-Ecuador

SEP/05/16.

Guayaquil, 5 de Septiembre del 2016.

PARA: Abg. Jacinto Calderón Vallejo Msc.
Director de la Escuela de Lenguas y Lingüística.
Universidad de Guayaquil
DE: Prof. José Jiménez Gurumendi.
Director.
Asunto: AUTORIZACIÓN PARA REALIZAR EN LA INSTITUCIÓN EL PROYECTO DE TESIS DE GRADO, A LOS ESTUDIANTES DE LA UNIVERSIDAD.

Saludos Cordiales

Por de la presente reciba un cordial saludo, al mismo tiempo comunico a usted que autorizo a los estudiantes : Castro Castillo María Elizabeth y López Pino Tatiana Sofía , para que realicen en esta Institución Educativa su proyecto de investigación para la elaboración del trabajo de Titulación previo a la obtención del título de licenciado (a) en Ciencias de la Educación, mención Lengua Inglesa y Lingüística .
Particular que comunico para los fines pertinentes.

Prof. José Jiménez Gurumendi
Director

Escuela Fiscal Mixta No. 442 Prof. KRUGER CARRION LOOR Coop. P. Jácome 8½ Vía Daule Guayaquil - Ecuador

UG
Universidad de Guayaquil
Facultad de Filosofía, Letras y Ciencias de la Educación
Escuela de Lenguas y Lingüística
Guayaquil – Ecuador
Teléfono: 2294-888
Mail: lenguas.linguistica.filo@gmail.co

Oficio No. 150

Guayaquil, 27 de Junio del 2016

Licenciado

José Jimenez

RECTOR DE LA UNIDAD EDUCATIVA 2KRUGER CARRIÓN LOOR"
Ciudad.-
De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que las estudiantes: **CASTRO CASTILLO MARIA ELIZABETH Y LOPEZ PINO TATIANA SOFÍA**, de la Escuela de Lenguas y Lingüística puedan aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado(a) en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TEMA: Influences of listening strategies for the improvement of listening skill.

PROPUESTA: Design a manual for the teacher with pre-listening activities.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que usted acertadamente dirige; aspiro que nuestra petición tenga la acogida favorable de su parte.

Le anticipo mis reconocimientos.

Atentamente,

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

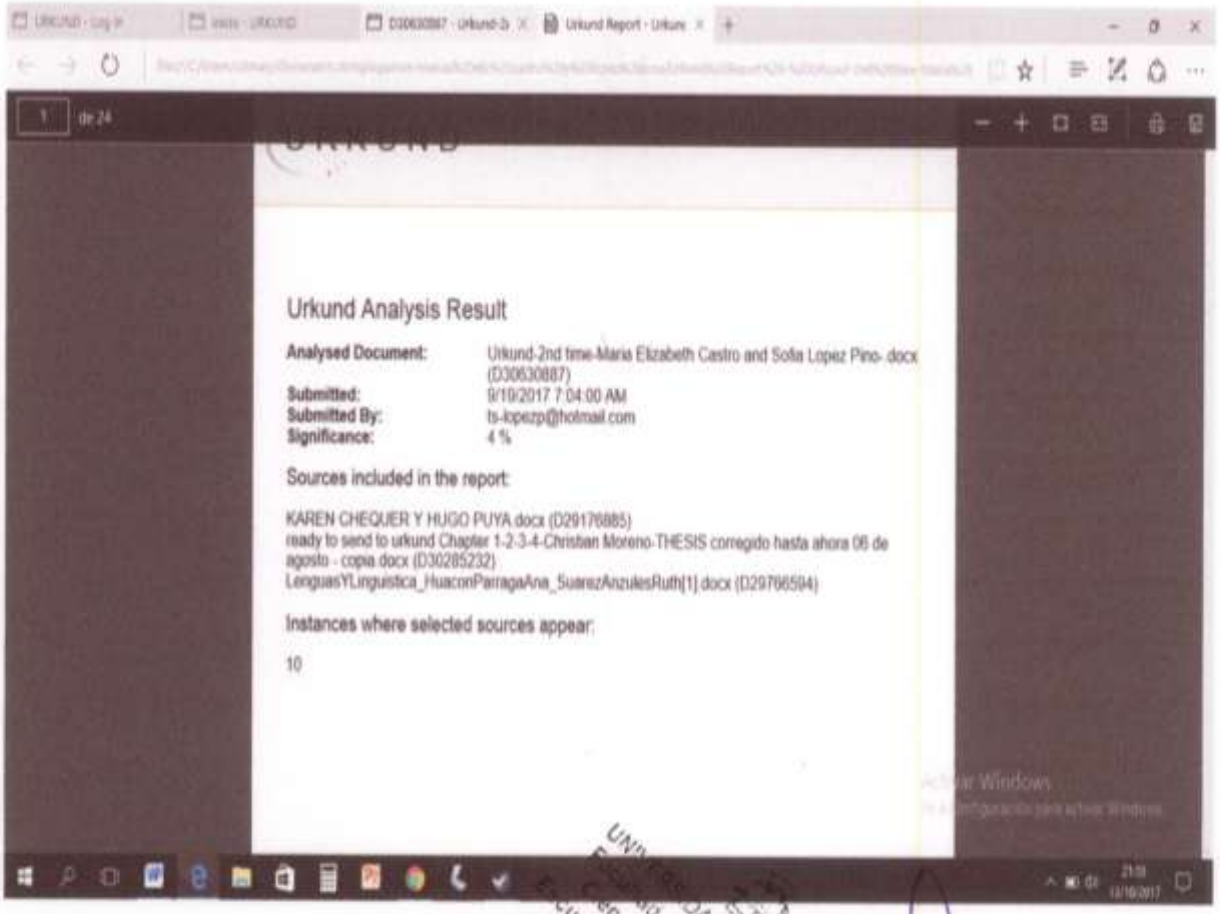
Ab. Jacinto Calderón Vallejo, MSc.

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Dra. Alexandra Delgado López	SECRETARIA	
Aprobado por:	MSc. Jacinto Calderón Vallejo	DIRECTOR	

Caminemos juntos a la es

ANEXX TWO - URKUND



Urkund Analysis Result

Analysed Document: Urkund-2nd time-Maria Elizabeth Castro and Sofia Lopez Pino- docx (D30630887)
Submitted: 9/19/2017 7:04:00 AM
Submitted By: ts-lopezp@hotmail.com
Significance: 4 %

Sources included in the report:

KAREN CHEQUER Y HUGO PUYA docx (D29176885)
ready to send to urkund Chapter 1-2-3-4-Christian Moreno-THESIS corregido hasta ahora 06 de agosto - copia docx (D30285232)
LenguasYLinguistica_HuaconParragaAna_SuarezAnzulesRuth[1].docx (D29766594)

Instances where selected sources appear:

10

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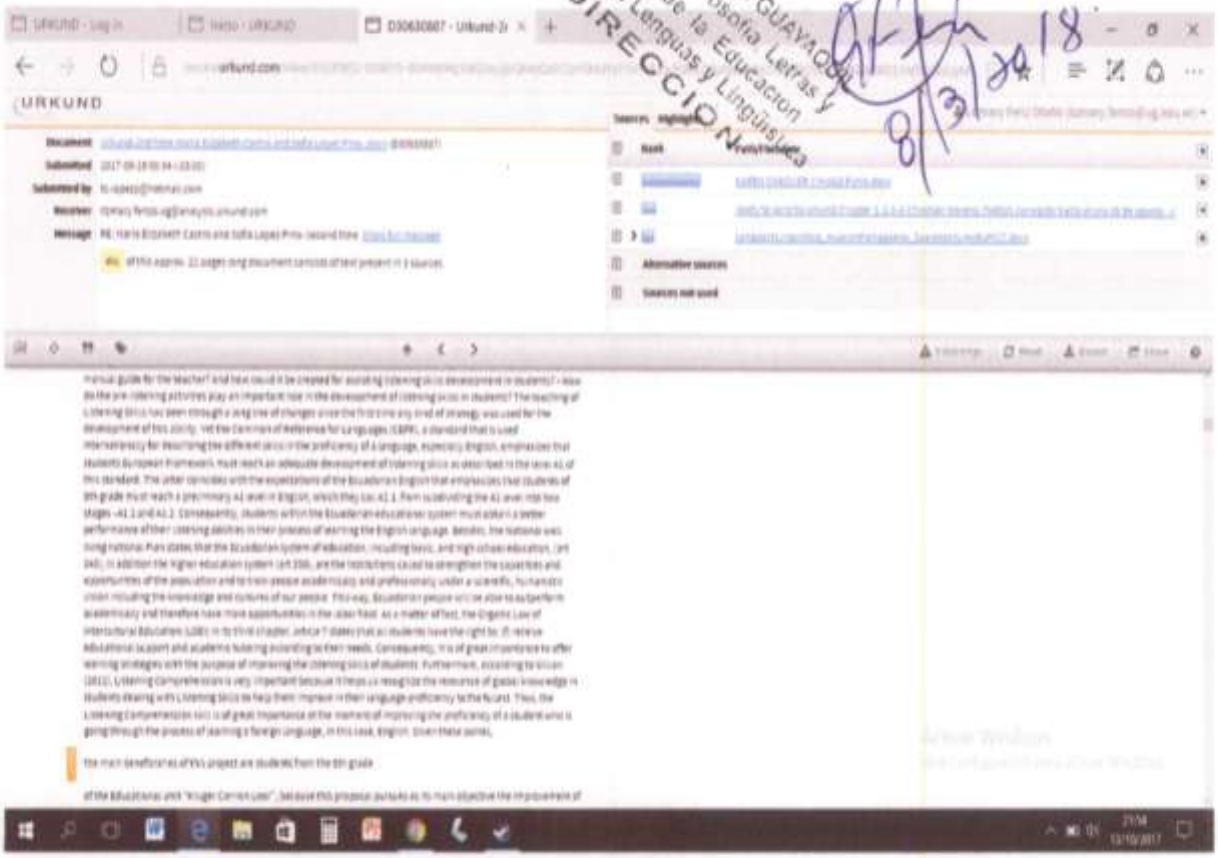
8/3/2018



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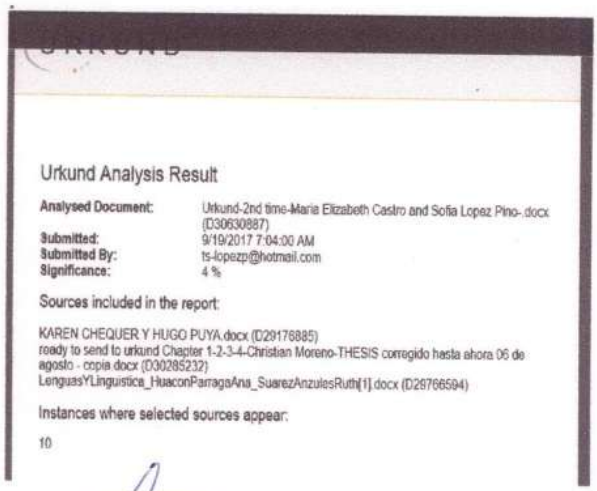
FACULTAD DE FILISOFIA, LETRAS Y CIENCIA S DE LA EDUCACIÓN
CARRERA : INGLES - ITALIANO

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrada, Msc. **LUCILA SANCHEZ,** tutor de titulación certifico que el presente trabajo de titulación, ha sido elaborado por **CASTRO CASTILLO MARIA ELIZABETH CON CI. 0923810113** y **LOPEZ PINO TATIANA SOFIA CON CI.0926332008** con mi representativa supervisión como requerimiento parcial para la obtención del título en LICENCIADA EN CIENCIAS DE LA EDUCACIÓN carrera: INGLES - ITALIANO

Se informa que el trabajo de titulación **TOPIC: INFLUENCE OF PRE-LISTENING STRATEGIES FOR THE IMPROVEMENT OF LISTENING SKILLS. PROPUESTA: DESIGN A MANUAL WITH PRE – LISTENING ACTIVITIES**, ha sido orientado durante todo en periodo de ejecución en el programa anti plagió URKUND, quedando el 4% coincidencia.



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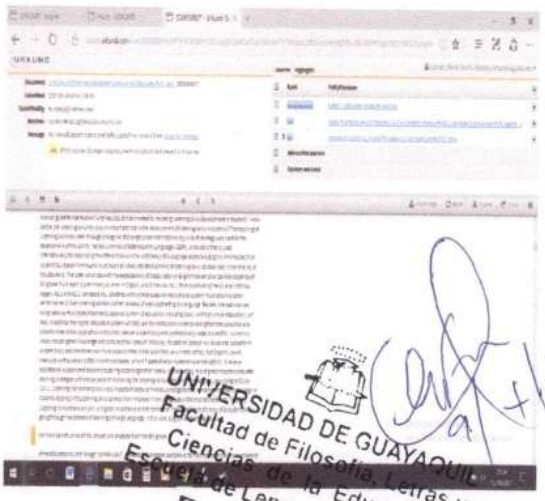


MSC. Lucila Sánchez

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

ANEXX THREE – SURVEYS AND INTERVIEWS

UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND SCIENCE OF EDUCATION
SCHOOL OF LANGUAGES AND LINGUISTICS

INTERVIEW TO THE ENGLISH TEACHER OF EIGHT GRADE OF BASIC EDUCATION AT"KRUGER CARRION LOOR" HIGH SCHOOL

1. Do you think that it is necessary to develop the Listening skill in your students? Why?

2. Do the students actively participate in listening activities? How?

3. What method, strategies and techniques, do you use to make listening exercises? Explain.

4. Do you consider important to apply Pre-Listening Strategies before Listening Activities? Why?

5. Do you use Pre-Listening Strategies before Listening Activities? Explain.

6. How do you register the progress of your students in Listening Skill? Explain.

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIA DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA

Encuesta dirigida a los estudiantes de la Unidad Educativa "Kruger Carrión Loor"

Instrucciones: Seleccione con una (x), la respuesta correcta según su opinión.

1	**Totalmente desacuerdo**
2	**Desacuerdo**
3	**Ni de acuerdo ni desacuerdo**
4	**De acuerdo**
5	**Totalmente de acuerdo**

Ítem	Preguntas	1	2	3	4	5
1	Escucho canciones en inglés escogidas por gusto personal.					
2	Utilizo internet como vía de acceso a canciones de interés en inglés.					
3	Memorizo canciones en inglés que son de mi agrado.					
4	Ver programas televisivos en inglés incrementa el desarrollo de mi destreza auditiva.					
5	Realizo actividad de escucha en inglés por placer.					
6	Utilizo los recursos didácticos que ofrece la biblioteca del plantel para mejorar mi destreza auditiva.					
7	Escucho diálogos en inglés como un medio para mejorar mi habilidad auditiva.					
8	Escucho un audiobook que me permita obtener las ideas principales del libro escogido.					
9	Realizo ejercicios de destreza auditiva como: dictado, escuchar con imágenes y palabras claves.					
10	Practico ejercicios de Pre-listening en mi tiempo libre.					
11	Considero importante del conocimiento del nuevo vocabulario para optimizar la comprensión auditiva en mi aprendizaje.					
12	Utilizo recursos didácticos en clase que favorecen el desarrollo de mi destreza auditiva.					
13	Realizo actividades de Pre-listening en clase como estrategia para mejorar mi comprensión auditiva.					
14	Mi poco interés por el idioma inglés me impide desarrollar mi comprensión auditiva.					
15	Mi poco desarrollo auditivo me impide alcanzar un mejor desempeño al realizar ejercicios de audio en clase.					

UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND SCIENCE OF EDUCATION
SCHOOL OF LANGUAGES AND LINGUISTICS

Course:
Subject:
Topic:
Date:
Time:

Morning shift		**Afternoon shift**	
Start		**Finish**	

Observation information form

The teacher:	**YES**	**NO**
Uses proper aids to support listening activities		
Applies Listening Strategies during class.		
Employs Pre-listening activities to strengthen the listening skill.		
Employs While listening activities to strengthen the listening skill.		
Employs Post listening activities to strengthen the listening skill.		
Evaluates students understanding of listening activities at the end of each lesson.		
Registers listening academic performance development of each student.		
Encourages students participation in class along listening activities.		
Anticipates lesson's for future classes.		
Applies additional curricular material to enhance listening skill on students.		

ANEXX FOUR – PHOTOS

Assisting students with their listening workshops

Helping students with the survey questions too

Monitoring while explaining the pre-listening tasks and their activities

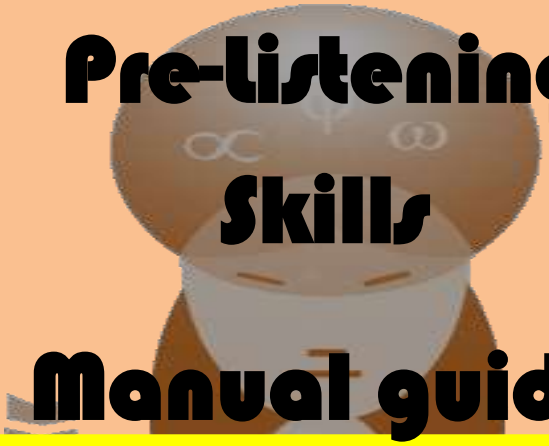
Following the investigation process with the help of experts.

Sharing knowledge among professionals and future teachers

With our thesis advisor and her expertise

ANEXX FIVE – DIDACTIC MATERIAL

Developing Pre-listening Skills Manual guide



LISTENING WORKSHEETS

Fun Activities

Written by:

Castro Castillo María Elizabeth
Sofia López Pino

INTRODUCTION

The following manual guide will help teachers improve the Learning Process about the English Language and catch the student's interest. The manual guide is easy and understandable; it's also based on active strategies which are useful to create a good environment in the classroom. The booklet provides the teacher many useful activities that can motivate students into feeling comfortable and confident when learning new methods and techniques about listening strategies using websites, but there are some items which teachers need to take into consideration to make students reach utter understanding. It is extremely important to follow some recommendations. These dynamic activities are involved with this manual where the students of 8th basic year at Unidad Educativa Kruger Carrion will be the direct beneficiaries and parents, as the society. The structure of each exercise is designed to have students participating in pre-listening skill development, making students have knowledge of the words in the lexical aspect and preparing students to practice the language with situations that can be related to their everyday lives or to any present given situation. The manual guide of pre-listening activities include:

- Unit 1- Pre-listening vocabulary pronunciation, links of activities that can assist students to differentiate intonation of the new vocabulary words that they are learning.
- Unit 2- Matching activities in which students select the word they hear from an activity worksheets.
- Unit 3- Pre-listening activities to focus are important for the student because they will focus on how the student can relate the meaning, intonation, stress of the key words that are going to be in the listening activities with the help of pictures that are in four different activities for the class.
- Unit 4- filling in the blanks activities to help in the development of listening skills and other didactic activitie.
- Unit 5- reinforcement related activities will help students to practice more pre-listening activities with related exercises of the other units that have been conducted.

Teachers should consider

- ✓ Knowing the learners knowledge and vocabulary.
- ✓ Motivating learners to do each active strategy.
- ✓ Dividing the class into groups when it is necessary.
- ✓ Explaining learners what they are going to do.

Objective: to make clear the purpose, and objectives when applying listening strategies using websites.

Type of exercise	:	Listening
Name	:	**IMPROVING LISTENING WITH WEBSITES**
Skills	:	Pre-Listening
Description	:	This is a group and individual activity focused on different types of activities that are explained with the instructions to follow in order to make sentences, practice pre-listening to understand and communicate properly. Teachers need to start these kinds of activities with simple listening exercises. The group or individual that finishes first is the winner.
Objective	:	To use exercises for motivation in students pre-listening skills improvement.
Instructions	:	• Teach the content before using it. • Explain the activity. • Break the class up in pairs or in groups. • Give an example with a group of learners. • Start the game when the teacher says.
Resources	:	Flashcards, markers and worksheets, etc.
Rules	:	• Learners have to listen carefully what the teacher says. • Learners are not allowed to speak in Spanish. • One student in the group has to raise his/her hand to say the sentence or answer once he/she finishes and is asked to do so by the teacher. • If the student doesn't answer properly another group will have the chance to do it.
Suggestions	:	In order to develop the pre-listening comprehension skills, learners can test themselves with the excerpts and activities found in all the groups in their notebooks.

TABLE OF CONTENT

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Unit 1

Objective: to relate making predictions about personal information as the main task of discussion to checking / understanding of the listening tasks.

Pre-Listening Strategies: Making predictions and discussions activate previous vocabulary knowledge, follow the script.

Listening activity: Textbook: Starship English. **Page:** 6. **audio**: Hello

Suggested Activities:		
Activity	**objective**	**purpose**
A- Vocabulary Practice	To activate prior knowledge, facilitate students the understanding of the listening activity,	To facilitate students' understanding of the vocabulary related to personal information in order to get a library card according to the listening.
B- Class Discussion	To discuss about the advantages and disadvantages of having a library card and other entitlements	To relate students with their educational ambience and the benefits or restrictions of library regulations
C- Making Predictions	To have students predict information related to a conversation about getting a library card and the personal information involved	To provide personal information when registering for a library card.
D- Check understanding	To have students complete comprehension exercises from pre-listened activities.	To have students activate their short term memory with information from pre-listened exercises.
E- Follow the transcript	To make students practice pronunciation along the script of the dialogue, conversation they pre-listen to.	To practice reduced vowel sound, consonant sound, word stress and intonation with the pre-listening exercise.

SUGGESTED ACTIVITY No. 1

A. VOCABULARY PRACTICE

Time for preparation: 2 minutes

Time for completion of the activity A: 7 minutes

Materials: Photocopiable worksheets

Group configuration: the activity can be individually, pair work or group work.

Seating arrangement: Sitting would be accordingly to the configuration of the class.

Related vocabulary: wording about personal information, favorite personal items, hobbies and leisure activities.

Related skills: Listening- sound discrimination
Speaking- intonation, word stress
Reading- instructions, infer
Vocabulary- associated words
Grammar- sentence structure, word order

Instructions

1. Students are set in pairs
2. Students fill out the worksheet with their names, class and teacher's information
3. Teacher gives an example of the activity.
4. Students work in pairs and match both columns
5. Teacher monitors students as they work
6. Teacher then checks for understanding of the activity. Vocabulary practice in order for the students to engage by matching the half of each sentence with one another.

Student's name: _____
Class:_____
Teacher:_____
Date:_____

A. VOCABULARY PRACTICE:

<u>*Match the information from each column.</u>

1. My name' s ⋯	A. ⋯ are you?
2. Surname:	B. ⋯ Tom.
3. Can you spell⋯?	C. ⋯ pen.
4. What class ⋯	D. ⋯ a pen?
5. How old ⋯	E. ⋯ are you in?
6. Have you got⋯?	F. ⋯ your name please?
7. Here' s your ⋯	G. Rodriguez.

Photocopiable

CLASS DISCUSSION: What about libraries

Time for preparation: 3 minutes

Time for completion of activity B: 12 minutes

Materials: **No worksheet is needed**.

When: suggested as an extra activity for unit 1, open floor discussion on page 5 from students textbook

Group configuration: pair work or small group work.

Seating arrangement: Sitting would be accordingly to the configuration of the class and students can stand up and go around the classroom asking other students.

Related activities: wording about personal information, favorite places and spots around the house, academic activities done as hobbies.

Related skills: Listening- Authentic language
Speaking- intonation, word stress, dialogue
Reading- instructions, and dialogues
Vocabulary- associated words with library conversation
Grammar- sentence structure, word order

Instructions of the activity:

1. Students are set in pairs
2. Students fill out the worksheet with their names, class and teacher's information
3. Students listen to the teacher as the instructions are given
4. Teacher asks to the class.
5. Students work in pairs and **ask each other** on their opinions about libraries.
6. Teacher monitors students as they dialogue
7. The class discuss about the advantages, disadvantages the resourcefulness and other aspects they want relevant to the library in their school.

c. Listen to the conversation.

Time for preparation: 5 minutes

Time for completion of activity **C1**: 7 minutes

Materials: Photocopiable worksheets

When: suggested as an extra activity for unit 1, listening section on page 5 from students textbook

Group configuration: the activity can be in pair work or group work.

Seating arrangement: Students can walk around the classroom after the activity has been done and students can compare answers **with other students**. Sitting would be accordingly to the configuration of the class and students can stand up and go around the classroom asking other students.

Related activities: wording about personal information

Related skills: Listening- not applicable- pre listening activity
Speaking- intonation, word stress, dialogue
Reading- instructions, infer meaning
Vocabulary- associated words with following activity
Grammar- sentence structure, word order

Instructions of the activity C1:

1. Students are set in the right sitting arrangement of 2 students.
2. Students fill out the worksheet with their names, class and teacher's information
3. Students listen to the teacher as the instructions are given
4. Teacher gives an example of the activity by guessing the words that might be related to the listening.
5. Students work in pairs and ask each other about related vocabulary.
6. Teacher monitors students as they dialogue and compare their answers.
7. Teacher then checks for understanding of the activity. The class discuss about the resourcefulness and other aspects they find relevant to the vocabulary in the pre-listening activity.
8. Students try to also guess who may be in the conversation.
9. Students share their opinions with the rest of the class.

Student's name: _____
Class:_____
Teacher:_____
Date:_____

1- **<u>Circle the information you think the school library needs in order to give someone a library card. Then, compare with your partner.</u>**

First name	Surname	Favorite song/pet
Class	Favorite book	Age
Favorite hobby	Best shopping center	Car or vehicle

2- **Take notes in the space below about the information your classmates shared with you.**

STUDENT A HAD

_____
_____
_____
_____

STUDENT B HAD

_____
_____
_____
_____**STUDENT C HAD**

_____
_____
_____
_____**STUDENT D HAD**

_____
_____
_____

Photocopiable worksheet

Photocopiable worksheet

C. Making predictions.

Time for preparation: 3 minutes

Time for completion of activity C 2: 7 minutes

Materials: Photocopiable worksheets

When: suggested as an extra activity for unit 1, listening section on page 5 from students textbook

Group configuration: the activity can be in pair work or group work.

Seating arrangement: Students can walk around after the activity and compare answers. Sitting would be accordingly to the configuration of the class and students can stand up and go around the classroom asking other students.

Related activities: wording about personal information, favorite personal items, hobbies and leisure activities.

Related skills: Listening- sound discrimination
Speaking- intonation, word stress
Reading- instructions, infer
Vocabulary- associated words
Grammar- sentence structure, word order

Instructions of the activity C2:

1. Students are set in the right sitting arrangement of 2 students or groups of three.
2. Students fill out the worksheet with their names, class and teacher's information
3. Students listen to the teacher as the instructions are given
4. Teacher gives an example of the activity by filling out one of the gaps in the listening task.
5. Students work in pairs and fill out the dialogue.
6. Teacher monitors students as they fill in the blanks and compare their answers.
7. Teacher then checks for understanding of the activity. The class discuss the answers about the listening activity.
8. Students try to also extend the dialogue if they could.
9. Students share their opinions with the rest of the class.

Students' name: _____
Class:_____
Teacher:_____
Date:_____

1: Listen to the conversation at the library and fill in the blanks on the sheet with the information you hear. (extra tip)
http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/library-giving-personal-information

Lucy: Hello.

School librarian: Hello, what's your _____?

Lucy: My name's Lucy.

School librarian: And what's _____ surname, Lucy?

Lucy: Moore.

School librarian: Can you _____ that?

Lucy: M-O-O-R-E.

School librarian: _____ you. What _____ are you in?

Lucy: Class 1B.

School librarian: Class 1B. And how _____ are you, Lucy?

Lucy: I'm _____.

School librarian: Have you got a _____?

Lucy: Yes, here _____ are.

School librarian: Thank you ... OK, thank you, Lucy. Here's your school library _____.

Lucy: Thanks. Bye.

School librarian: Goodbye.

D. check understanding

Time for preparation: 4 minutes

Time for completion of activity D: 8 minutes

Materials: Photocopiable worksheets

When: suggested as an extra activity for unit 1, listening section on page 7 from students textbook

Group configuration: the activity can be in pair work or group work.

Seating arrangement: Students can walk around after the activity and compare answers. Sitting would be accordingly to the configuration of the class and students can stand up and go around the classroom asking other students.

Related activities: wording about personal information and items.

Related skills: Listening- sound discrimination
Speaking- intonation, word stress
Reading- instructions, infer
Vocabulary- associated words
Grammar- sentence structure, word order

Instructions of the activity:

1. Students are set in the right sitting arrangement of 2 students or groups of 3.
2. Students fill out the worksheet with their names, class and teacher's information
3. Students listen to the teacher as the instructions are given
4. Teacher gives an example of the activity by putting a circle around the words in the listening task.
5. Students work in pairs and circle the correct answers in the dialogue.
6. Teacher monitors students as they circle the words and compare their answers.
7. Teacher then checks for understanding of the activity. The class discuss and compare the answers about the listening activity.

Student's name: _____
Class:_____
Teacher:_____
Date:_____

Activity D

***Check your understanding: multiple choice**

***Do this exercise after you listen. Circle the correct word to complete these sentences.**

1. Lucy's surname is (**More / Moor / Moore**) .
2. She's in class (**1C / 1B / 4B**) .
3. Lucy is (**13 / 14 / 15**)
4. The librarian asks for Lucy's (**address / photo / passport**)

E. Follow the Script

Time for preparation: 4 minutes

Time for completion of activity: 8 minutes

Materials: Photocopiable worksheets

When: suggested as an extra activity for unit 1, listening section on page 8 from students textbook

Group configuration: in pair work or group work.

Seating arrangement: Students can walk around after the activity and compare answers. Sitting would be accordingly to the configuration of the class and students can stand up and go around the classroom asking other students.

Related activities: wording about personal information and items.

Related skills: Listening- sound discrimination
Speaking- intonation, word stress
Reading- instructions, infer
Vocabulary- associated words
Grammar- sentence structure, word order

Instructions to the activity:

1. Students are set in pairs or small groups of 3.
2. Students fill out the worksheet with their names, class and teacher's information
3. Students listen to the teacher as the instructions are given
4. Teacher gives an example of the activity by reading along a line or two with the listening excerpt.
5. Students work individually and read the dialogue along with the listening.
6. Teacher monitors students as they read along.

Students' name: _____
Class:_____
Teacher:_____
Date: _____

Activity E

*Follow the transcript to have acquaintance practice gradually

Lucy: Hello.

School librarian: Hello, what's your name?

Lucy: My name's Lucy.

School librarian: And what's your surname, Lucy?

Lucy: Moore.

School librarian: Can you spell that?

Lucy: M-O-O-R-E.

School librarian: Thank you. What class are you in?

Lucy: Class 1B.

School librarian: Class 1B. And how old are you, Lucy?

Lucy: I'm 13.

School librarian: Have you got a photo?

Lucy: Yes, here you are.

School librarian: Thank you ... OK, thank you, Lucy. Here's your school library card.

Lucy: Thanks. Bye.

School librarian: Goodbye.

End of unit 1.

Unit 2

Objective: to relate students about being part of a music band or playing an instrument according to the pre-listening tasks.

Pre-Listening Strategies: Making predictions and discussions activate previous vocabulary knowledge, follow the script.

Listening activity: Textbook: Starship English. **Page:** 20. **Topic**: Can you play an instrument?

Suggested Activities:		
Activity	**objective**	**purpose**
A- Vocabulary Practice	To activate prior knowledge, facilitate students the understanding of the listening activity,	To facilitate students' understanding of the vocabulary related to auditions to bands and musical instrument.
B- Class Discussion	To discuss about the advantages and disadvantages of being a musician and playing instruments	To relate students with their extra-curricular activities like music and art classes or any repositories in the field
C- Making Predictions	To have students predict information related to a conversation about getting joining a rock band	To provide experiences in joining a singing group, choir, band or a duets.
D- Check understanding	To have students complete comprehension exercises	To have students activate their short term memory with information
E- Follow the transcript	To make students practice pronunciation along the script of the dialogue, conversation.	To practice reduced speech sound, consonant sound, word stress and intonation with the exercise.

APPLYING ACTIVITIES

SUGGESTED ACTIVITY No. 2

Time for preparation: 2 minutes

Time for completion of the activity A: 7 minutes

Materials: Photocopiable worksheets

Group configuration: the activity can be individually, pair work or group work.

Seating arrangement: Sitting would be accordingly to the configuration of the class.

Related vocabulary: wording about personal information, favorite personal items, hobbies and leisure activities.

Related skills: Listening- sound discrimination
Speaking- intonation, word stress
Reading- instructions, infer
Vocabulary- associated words
Grammar- sentence structure, word order

Instructions of the activity:

1. Students are set in pairs
2. Students fill out the worksheet with their names, class and teacher's information
3. Teacher gives an example of the activity.
4. Students work in pairs and place the proper names to the pictures.
5. Teacher monitors students as they work
6. Teacher then checks for understanding of the activity. Vocabulary practice in order for the students to engage by relating words to picture.

A. VOCABULARY PRACTICE

A. VOCABULARY PRACTICE: Match the pictures with the correct word in the boxes:

Drums

Band

Guitar

sing

Maracas

BAND AUDITIONS

CLASS DISCUSSION: WHAT ABOUT BANDS?

Can you play a musical instrument? What instrument would you like to play? Would you like to be in a band? Why? Why not? Give reasons to support your choice. Then explain your answers to the class.

Time for preparation: 3 minutes

Time for completion of activity B: 12 minutes

Materials: **No worksheet is needed**. **Just the teachers' instructions about students discuss bands, duets or playing an instrument.**

When: suggested as an extra activity for unit 1, open floor discussion on page 15 from students textbook

Group configuration: in pair work or group work.

Seating arrangement: Sitting would be accordingly to the configuration of the class and students can stand up and go around the classroom asking other students.

Related activities: wording about personal information, favorite hobbies, sports and other miscellaneous.

Related skills: Listening- Authentic language
Speaking- intonation, word stress, dialogue
Reading- instructions, and dialogues
Vocabulary- associated words with library conversation
Grammar- sentence structure, word order

Instructions of the activity:

1. Students are set in the right sitting arrangement of 2 students.
2. Students listen to the teacher as the instructions are given
3. Teacher gives an example of the activity in dialog with another student.
4. Students work in pairs and **ask each other** on their opinions about instruments, bands and music.
5. Teacher monitors students as they dialogue
6. Teacher then checks for understanding of the activity. The class discuss about the advantages, disadvantages the resourcefulness and other aspects they want relevant to their hobbies in school.

c. Making Predictions

Time for preparation: 5 minutes

Time for completion of activity : 7 minutes

Materials: Photocopiable worksheets

When: suggested as an extra activity for unit 2, listening section on page 20 from students textbook

Group configuration: in pair work or group work.

Seating arrangement: Students can walk around the classroom after the activity has been done and students can compare answers **with other students**. Sitting would be accordingly to the configuration of the class and students can stand up and go around the classroom asking other students.

Related activities: wording about music, instruments and such

Related skills: Listening- not applicable- pre listening activity
Speaking- intonation, word stress, dialogue
Reading- instructions, infer meaning
Vocabulary- associated words with following activity
Grammar- sentence structure, word order

Instructions

1. Students are set in the right sitting arrangement of 2 students.
2. Students fill out the worksheet with their names, class and teacher's information
3. Students listen to the teacher as the instructions are given
4. Teacher gives an example of the activity by **matching** the words that might be related to the listening. The students **PREDICT** meaning of the words.
5. Students work in pairs and ask each other about related vocabulary.
6. Teacher monitors students as they dialogue and compare their answers.
7. Teacher then checks for understanding of the activity. The class discuss about the resourcefulness and other aspects they find relevant to the vocabulary in the pre-listening activity.
8. Students try to also guess who may be in the conversation.
9. Students share their opinions with the rest of the class.

C. LISTENING COMPREHENSION ACTIVITIES:

1. **Predicting Vocabulary:** Do this exercise **before** you listen. Match the vocabulary with the definition and write a, b or c next to the number 1, 2 and 3.

1…….. band

a. An object like a piano, guitar or drum that you use to play music.

2…….. instrument

b. A time when a band asks new people to sing or play to decide if they can be in the band.

3…….. audition

c. A group of people who play music.

D. CHECK UNDERSTANDING

Time for preparation: 4 minutes

Time for completion of activity D: 8 minutes

Materials: Photocopiable worksheets

When: suggested as an extra activity for unit 3, listening section on page 24 from students textbook

Group configuration: the activity can be in pair work or group work.

Seating arrangement: Students can walk around after the activity and compare answers. Sitting would be accordingly to the configuration of the class and students can stand up and go around the classroom asking other students.

Related activities: wording about personal interests and hobbies

Related skills: Listening- sound discrimination
Speaking- intonation, word stress
Reading- instructions, infer
Vocabulary- associated words
Grammar- sentence structure, word order

Instructions of the activity:

1. Students are set in the right sitting arrangement of 2 students or groups of 3.
2. Students fill out the worksheet with their names, class and teacher's information
3. Students listen to the teacher as the instructions are given
4. Teacher gives an example of the activity by putting a circle around the words True or false.
5. Students work in pairs and circle the correct answers.
6. Teacher monitors students as they circle the words and compare their answers.
7. Teacher then checks for understanding of the activity. The class discuss and compare the answers about the listening activity.

D. Check Understanding:

Check your understanding: **true or false**

Circle True or False for these sentences accordingly.

1. The boy wants to be in the band.	True	False
2. He doesn't like singing.	True	False
3. He can't remember the song on the guitar.	True	False
4. The boy is good at the drums.	True	False
5. The girl says she will call him the next day.	True	False

E. FOLLOW THE SCRIPT.

Time for preparation: 3 minutes

Time for completion of activity E: 4 minutes

Materials: Photocopiable worksheets

When: suggested as an extra activity for unit 3, listening section on page 27 from students textbook

Group configuration: in pair work or group work.

Seating arrangement: Students can walk around after the activity and compare answers. Sitting would be accordingly to the configuration of the class and students can stand up and go around the classroom asking other students.

Related activities: wording about personal interests and items.

Related skills: Listening- sound discrimination
Speaking- intonation, word stress
Reading- instructions, infer
Vocabulary- associated words
Grammar- sentence structure, word order

Instructions to the activity:

1. Students are in pairs or small groups
2. Students fill out the worksheet with their names, class and teacher's information
3. Students listen to the teacher as the instructions are given
4. Teacher gives an example of the activity by reading along a line or two with the listening excerpt.
5. Students work individually and read the dialogue along with the listening.
6. Teacher monitors students as they read along.

E. Follow the script. WHILE LISTENING ACTIVITY

A. Check your understanding: **gap fill**
Do this pre-listening exercise.
Complete the gaps with a phrase from the box.
Listen to your teacher and repeat. Carefully pay attention to the words pronunciation and intonation.

band audition	I love music	I love singing
I can't remember	Yes, I can	I can play the guitar

Boy: Ah, band auditions. Great! I'd love to be in a band! … Hi. Is this the _____?

Girl: Hello. Yes. So you'd like to be in our band?

Boy: Yes, _____.

Girl: Well, we need a singer, a guitarist and a drummer.

Boy: Oh, _____!

Girl: OK, so you can sing. Let's sing the beginning of this song … Right, OK, mmm, maybe not. Can you play an instrument?

Boy: Er, well, _____ a little.

Girl: OK, let's hear you. What can you play? … That's it?

Boy: Er, yeah. _____ any more.

Girl: Erm, can you play the drums?

Boy: Yeah, sure.

Girl: OK! OK! STOP! That's enough. Erm, what about the maracas? Can you play the maracas?

Boy: _____.

Girl: Great, great! Hmm … thanks for coming. I'll call you next week

End of unit 2

Unit 3 DESCRIBING PEOPLE

DESCRIBING PEOPLE
(everyday people)

Pre-Listening Strategies: Making predictions and discussions activate previous vocabulary knowledge, follow the script.

Listening activity: Textbook: Starship English. **Page:** 29. **Topic**: HOW DO YOU FEEL?

Suggested Activities:		
Activity	**objective**	**purpose**
A- Vocabulary Practice	To activate prior knowledge, facilitating students understanding of the listening activity,	To facilitate students' understanding of the vocabulary related to description and adjectives.
B- Class Discussion	To make comparisons among students physical appearance and their behavior	To relate students on how to describe people and other characteristics
C- Making Predictions	To have students predict information related to a conversation about describing people	To provide experiences about describing people
D- Check understanding	To have students complete comprehension exercises.	To have students activate their short term memory with information.
E- Follow the transcript	To make students practice pronunciation along the script of the dialogue, conversation they listen to.	To practice reduced speech sound, consonant sound, word stress and intonation with the listening exercise.

SUGGESTED ACTIVITY No. 3

APPLYING ACTIVITIES

ACTIVITY A

Time for preparation: 2 minutes

Time for completion of activity A: 7 minutes

Materials: Photocopiable worksheets

Group configuration: pair work or group work.

Seating arrangement: Sitting would be accordingly to the configuration of the class.

Related vocabulary: wording about describing places, events, retelling stories, physical appearances.

Related skills: Listening- adjectives
Speaking- intonation, word stress
Reading- instructions, infer
Vocabulary- associated words
Grammar- sentence structure, word order

Instructions of the activity:

1. Students are in pairs
2. Students fill out the worksheet with their names, class and teacher's information
3. Teacher gives an example of the activity.
4. Students work in pairs and place the proper names to the opposites.
5. Teacher monitors students as they work
6. Teacher then checks for understanding of the activity. Vocabulary practice in order for the students to engage by relating words.

A. VOCABULARY PRACTICE: MATCH EACH ADJECTIVE WITH ITS ANTONYM:

1. Pretty (cute)	a. light
2. Long	b. big
3. Dark	c. ugly
4. identical (the same)	d. short
5. Small	e. different

I. Write 3 sentences with 3 different words that you can relate to.

1. _____
2. _____
3. _____

II. Share your sentences with the class. Compare which are similar and which have almost the same meaning as yours.

B. CLASS DISCUSSION: YOUR APPEARANCE

What would you change about your appearance? Have you ever considered plastic surgery for any part of your face or body? Why?

Time for preparation: 3 minutes

Time for completion of activity B: 12 minutes

Materials: **No worksheet is needed**.

When: suggested as an extra activity for unit 4, open floor discussion on page 30 from students textbook

Group configuration: pair work or group work.

Seating arrangement: Sitting would be accordingly to the configuration of the class and students can stand up and go around the classroom asking other students.

Related activities: wording about personal information, describing folks

Related skills: Listening- Authentic language
Speaking- intonation, word stress, dialogue
Reading- instructions, and dialogues
Vocabulary- associated words with library conversation
Grammar- sentence structure, word order

Instructions of the activity:

1. Students are set in pairs
2. Students listen to the teacher as the instructions are given
3. Teacher gives an example of the activity in dialog with another student.
4. Students work in pairs and **ask each other** on their opinions about personal appearance and things they want to change about their look.
5. Teacher monitors students as they dialogue
6. Teacher then checks for understanding of the activity. The class discuss about the looks and physical appearance about other people and which movie star is the ideal look for them.

C. Making Predictions

Time for preparation: 5 minutes

Time for completion of activity: 7 minutes

Materials: Photocopiable worksheets

When: suggested as an extra activity for unit 3, listening section on page 30 from students textbook

Group configuration: pair work or group work.

Seating arrangement: Students can walk around the classroom after the activity has been done and students can compare answers **with other students**. Sitting would be accordingly to the configuration of the class and students can stand up and go around the classroom asking other students.

Related activities: wording about personal and physical appearance

Related skills: Listening- not applicable- pre listening activity
Speaking- intonation, word stress, dialogue
Reading- instructions, infer meaning
Vocabulary- associated words with following activity
Grammar- sentence structure, word order

Instructions of the activity:

1. Students are set in pairs
2. Students fill out the worksheet with their names, class and teacher's information
3. Students listen to the teacher as the instructions are given
4. Teacher gives an example of the activity by **matching** the words that might be related to the pictures in the listening exercise.
5. Students work in pairs and ask each other about related vocabulary.
6. Teacher monitors students as they dialogue and compare their answers.
7. Teacher then checks for understanding of the activity. The class discuss about the resourcefulness and other aspects they find relevant to the vocabulary in the pre-listening activity.
8. Students try to also guess who may be in the conversation.
9. Students share their opinions with the rest of the class.

C. LISTENING COMPREHENSION ACTIVITIES:

Before listening to the dialogue, match the characteristics of the dialogue with their possible description.

Match the person with the correct description and write a–d next to the numbers 1–4.

1…….. a. She's got straight, ginger hair.
.

2…….. b. He's older and he's wearing glasses.

3…….. c. She's got black, curly hair.

4…….. d. He's got short, brown hair.

ACTIVITY D Pre-listening activity. Activate your prior knowledge.

Time for preparation: 4 minutes

Time for completion of activity: 8 minutes

Materials: Photocopiable worksheets

When: suggested as an extra activity for unit 3, listening section on page 26 from students textbook

Group configuration: in pair work or group work.

Seating arrangement: Students can walk around after the activity and compare answers. Sitting would be accordingly to the configuration of the class and students can stand up and go around the classroom asking other students.

Related activities: wording about personal description and appearances

Related skills: Listening- sound discrimination
Speaking- intonation, word stress
Reading- instructions, infer
Vocabulary- associated words
Grammar- sentence structure, word order

Instructions of the activity:

1. Students are set in pair.
2. Students fill out the worksheet with their names, class and teacher's information
3. Students listen to the teacher as the instructions are given
4. Teacher gives an example of the activity by putting a circle the correct words.
5. Students work in pairs and circle the correct answers.
6. Teacher monitors students as they circle the words and compare their answers.

Teacher then checks for understanding of the activity. The class discuss and compare the answers about the listening activity.

ACTIVITY D: Activate your prior vocabulary knowledge with the pre-listening exercise.

Check your understanding: **multiple choice**

Do this exercise to activate your vocabulary for pre-listening.

Circle the best word to complete these sentences.

1. Aurelia is asking about Hannah's boyfriend / brother / friend .

2. Hannah's brother, Jem, has long, brown hair / a girlfriend / a twin sister .

3. Hannah has one brother / two brothers / a brother and a sister .

4. Alex and Jem look different / look the same / have the same hair but different
eyes .

check and compare your answers with your partner and write down the reason why the answer is the correct one.

1 Aurella asked Hanna because:

a. She wants to know b. is her brother c. needs her purse

2 Alex and Jem are:

a. students b. twins c. pilots

3 Hannah has:

a. a twin b. two brothers c. a sister

4. Aurella thinks the twins are:

a. big heads b. rough and tough c. cute

E. FOLLOW THE SCRIPT. THEN PRACTICE THE COMPLETE DIALOG WITH A PARTNER.

Time for preparation: 3 minutes

Time for completion of activity E: 4 minutes

Materials: Photocopiable worksheets

When: suggested as an extra activity for unit 3, listening section on page 32 from students textbook

Group configuration: in pair work or group work.

Seating arrangement: Students can walk around after the activity and compare answers. Sitting would be accordingly to the configuration of the class and students can stand up and go around the classroom asking other students.

Related activities: wording about describing.

Related skills: Listening- sound discrimination
Speaking- intonation, word stress
Reading- instructions, infer
Vocabulary- associated words
Grammar- sentence structure, word order

Instructions to the activity:

1. Students are set in pairs or small group of three people.
2. Students fill out the worksheet with their names, class and teacher's information
3. Students listen to the teacher as the instructions are given
4. Teacher gives an example of the activity by reading along a line or two with the listening excerpt.
5. Students work individually and read the dialogue along with the listening.
6. Teacher monitors students as they read along.

ACTIVITY E

Check your understanding: fill in the gaps

Do this exercise before you listen.

Complete the gaps with the correct word. The practice the dialogs

1. That? Er, that's my _____, Jem.

2. And that's his girlfriend, Lucy. The _____ girl with the _____, _____ hair.

3. Alex and Jem are _____. They're both _____.

4. They're exactly the same! They're both _____ and _____.

5. They've both got _____, _____ hair, _____ eyes and _____ ears!

6. They're not big. I think they're _____!

7. And, has Alex got a _____?

End of unit 3

Unit 4 FIRST DAY OF HIGH SCHOOL

FIRST DAY OF HIGH SCHOOL
(it's a day of fun)

Objective: to know about the first day of school as the main task of discussion of the pre-listening tasks.

Pre-Listening Strategies: Making predictions and discussions, activate previous vocabulary knowledge, follow the script.

Listening activity: Textbook: Starship English. **Page:** 40. **Topic**: Street Life?

Suggested Activities:		
Activity	**Objective**	**purpose**
A- Vocabulary Practice	To activate prior knowledge, facilitating students understanding of the listening activity,	To facilitate students' understanding of the vocabulary related to events and school life according to the listening.
B- Class Discussion	To make comparisons among students attire and styles when going to events or inaugurations	To make activities match the exercise
C- Making Predictions	To have students predict information related to a conversation about styles and school related issues	To provide experiences of people and school.
D- Check understanding	To have students complete comprehension by applying exercises from what they listened in the task.	To have students activate their memory with information they just listened to in the activity.
E- Follow the transcript	To make students practice pronunciation along the script of the dialogue, conversation they listen to.	To practice reduced speech sound, consonant sound, word stress and intonation with the listening exercise.

APPLYING ACTIVITIES

SUGGESTED ACTIVITY No. 4

ACTIVITY A

Time for preparation: 2 minutes

Time for completion of activity A: 7 minutes

Materials: Photocopiable worksheets

Group configuration: the activity can be individually, pair work or group work.

Seating arrangement: Sitting would be accordingly to the configuration of the class.

Related vocabulary: wording about describing places, events, retelling stories, going back to school, things at home.

Related skills: Listening- adjectives
Speaking- intonation, word stress
Reading- instructions, infer
Vocabulary- associated words
Grammar- sentence structure, word order

Instructions:

1. Students are set in pairs or small groups
2. Students fill out the worksheet with their names, class and teacher information
3. Teacher gives an example of the activity.
4. Students work in pairs and place the proper names to the activities done in school.
5. Teacher monitors students as they work
6. Teacher then checks for understanding of the activity. Vocabulary practice in order for the students to engage by relating vocabulary.

1. MATCH QUESTIONS AND ANSWERS.

2. What is that?	A. In Class 101.
3. Where is she?	B. He’ s my friend.
4. Who is he?	C. At school.
5. What class are you in?	D. It’ s a book.

I. Write the words into the correct group.

classroom	family	bedroom	pets
dad	homework	class	teacher

SCHOOL	HOME

B. CLASS DISCUSSION:
What do you like the most about the first day of class? Have you ever wanted to be in school while you were on vacation? Why? What do

Time for preparation: 3 minutes

Time for completion of activity B: 12 minutes

Materials: **No worksheet is needed**.

When: suggested as an extra activity for unit 4, open floor discussion on page 30 from students textbook

Group configuration: pair work or group work.

Seating arrangement: Sitting would be accordingly to the configuration of the class and students can stand up and go around the classroom asking other students.

Related activities: wording about school, friends, vacations, etc

Related skills: Listening- Authentic language
Speaking- intonation, word stress, dialogue
Reading- instructions, and dialogues
Vocabulary- associated words with library conversation
Grammar- sentence structure, word order

Instructions of the activity:

1. Students are set in pairs
2. Students listen to the teacher as the instructions are given
3. Teacher gives an example of the activity in dialog with another student.
4. Students work in pairs and **ask each other** on their opinions about school, vacation, going back to school, things expected that day.
5. Teacher monitors students as they dialogue
6. Teacher then checks for understanding of the activity. The class discuss about the first day of school and things that are related with vacation, missing friends, etc.

you expect to see?

c. Making Predictions.

Time for preparation: 5 minutes

Time for completion of activity: 7 minutes

Materials: Photocopiable worksheets

When: suggested as an extra activity for unit 4, listening section on page 35 from students textbook

Group configuration: pair work or group work.

Seating arrangement: Students can walk around the classroom after the activity has been done and students can compare answers **with other students**. Sitting would be accordingly to the configuration of the class and students can stand up and go around the classroom asking other students.

Related activities: wording about personal and physical appearance

Related skills: Listening- not applicable- pre listening activity
Speaking- intonation, word stress, dialogue
Reading- instructions, infer meaning
Vocabulary- associated words with following activity
Grammar- sentence structure, word order

Instructions of the activity:

1. Students are set in pairs
2. Students fill out the worksheet with their names, class and teacher's information
3. Students listen to the teacher as the instructions are given
4. Teacher gives an example of the activity by **putting a circle around** the True or False words that might be related to the pictures in the listening exercise.
5. Students work in pairs and ask each other about related vocabulary.
6. Teacher monitors students as they dialogue and compare their answers.
7. Teacher then checks for understanding of the activity. The class discuss the answers about the listening activity.
8. Students try to also guess who may be in the conversation.
9. Students share their opinions with the rest of the class.

C. Before listening the complete dialogue, circle True or False according to your understanding.

Circle True or False for these sentences.

a. Jing and Tania are in the same class. True False

b. Their teacher is a man. True False

c. Jing knows where the classroom is. True False

Check your understanding: Before listening to the dialogue, write a number (1-4) to put the conversation in order.

Tania: Nice to meet you, Jing. What class are you in?
Jing: I'm in class 1B. And you? N° _____

Tania: Me too. I'm in class 1B too.
Jing: Who's our teacher?
Tania: Mr Smith. N° _____

Tania: Hi. I'm Tania. What's your name?
Jing: Hello. My name's Jing. N° _____

Jing: And where's our classroom?
Tania: This way. Come with me.
Jing: OK. Great. N° _____

ACTIVITY D check understanding.

Time for preparation: 4 minutes

Time for completion of activity: 8 minutes

Materials: Photocopiable worksheets

When: suggested as an extra activity for unit 4, listening section on page 32 from students textbook

Group configuration: in pair work or group work.

Seating arrangement: Students can walk around after the activity and compare answers. Sitting would be accordingly to the configuration of the class and students can stand up and go around the classroom asking other students.

Related activities: wording about personal opinions about universities, etc.

Related skills: Listening- sound discrimination
Speaking- intonation, word stress
Reading- instructions, infer
Vocabulary- associated words
Grammar- sentence structure, word order

Instructions of the activity:

1. Students are set in pair.
2. Students fill out the worksheet with their names, class and teacher's information
3. Students listen to the teacher as the instructions are given
4. Teacher gives an example of the activity by putting a circle the correct words.
5. Students work in pairs and circle the correct answers.
6. Teacher monitors students as they circle the words and compare their answers.

Teacher then checks for understanding of the activity. The class discuss and compare the answers about the listening activity.

Guess the missing word in the conversation and then circle it before listnening to the dialog

Tania: Hi. I'm Tania. What's your _____?

a. Name b. husband c. son

Jing: Hello. My name's Jing.

Tania: Nice to _____ you, Jing. What _____ are you in?

a. See/ book b. meet/ class c. go/ bus

Jing: I'm in class 1B. And _____?

a. You b. her c. they

Tania: ____ too. I'm ____ Class 1B too.

a. Her/ to b. He/ at c. Me/in

Jing: Who's our _____?

a. Father b. teacher c. Chef

Tania: Mr Smith.

Jing: And where's _____ classroom?

a. her b. his c. our

Tania: This way. Come _____ me.

a. to b. with c. next to

Jing: OK. Great.

E. FOLLOW THE TRANSCRIPT.

Time for preparation: 3 minutes

Time for completion of activity E: 4 minutes

Materials: Photocopiable worksheets

When: suggested as an extra activity for unit 4, listening section on page 36 from students textbook

Group configuration: in pair work or group work.

Seating arrangement: Students can walk around after the activity and compare answers. Sitting would be accordingly to the configuration of the class and students can stand up and go around the classroom asking other students.

Related activities: wording about school classes, teachers, classrooms.

Related skills: Listening- sound discrimination
Speaking- intonation, word stress
Reading- instructions, infer
Vocabulary- associated words
Grammar- sentence structure, word order

Instructions to the activity:

1. Students are set in pairs or small group of three people.
2. Students fill out the worksheet with their names, class and teacher's information
3. Students listen to the teacher as the instructions are given
4. Teacher gives an example of the activity by reading along a line or two with the listening excerpt.
5. Students work individually and read the dialogue along with the listening.
6. Teacher monitors students as they read along.

E: listen to your teacher and repeat. Pay close attention to the words pronunciation and intonation.

Listen to your teacher and repeat. Carefully pay attention to the words pronunciation and intonation.

Tania: Hi. I'm Tania. What's your name?

Jing: Hello. My name's Jing.

Tania: Nice to meet you, Jing. What class are you in?

Jing: I'm in class 1B. And you?

Tania: Me too. I'm in Class 1B too.

Jing: Who's our teacher?

Tania: Mr Smith.

Jing: And where's our classroom?

Tania: This way. Come with me.

Jing: OK. Great.