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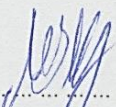
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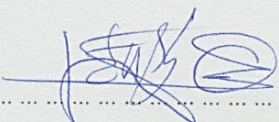
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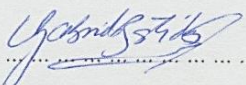
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DEDICATION

I dedicate my graduation work to my family because graduating from university is not my dream only, but it is also the dream of all my family who have supported me and helped me face difficult moments throughout the process.

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I thank God and my parents for all the support and strength they have given me throughout my studies at university.

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- ❖ MSc. Marcia Mantilla. Thesis Director
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- ❖ Colegio Universitario UTN

ABSTRACT

One year ago (2020), the author of this work could witness firsthand that a group of students from Colegio Universitario UTN had a poor listening skill in the English language. Many of them could not even comprehend the main ideas during listening activities. This work aims to demonstrate the effects of the application of methodological strategies for the English language listening for gist sub-skill training with those students. The target population of this mixed-methods research project was the 103 tenth-grade students from Colegio Universitario UTN, located in Ibarra, Ecuador, during the academic year 2020-2021. All the students were surveyed to collect precise data and design a set of methodological strategies and activities to train their English language listening for gist sub-skill. After applying those strategies and activities with the target students, the results showed that they caused positive linguistic and affective effects since they promoted: a) the comprehension of the main ideas in listening activities; b) class participation; c) comprehension of the lessons' main topics; d) mitigation of stress levels while doing listening activities; e) a safe environment; f) motivation; and g) engagement with the lessons. In conclusion, the application of these methodological strategies impacted positively on the target population.

Keywords: listening for gist sub-skill, English language, methodological strategies, tenth-grade students.

RESUMEN

Hace un año (2020), el autor de este trabajo pudo observar de primera mano que un grupo de estudiantes del Colegio Universitario UTN tenían una pobre habilidad de escucha en el idioma inglés. Muchos de ellos inclusive no podían comprender las ideas principales durante las actividades de escucha. Esta investigación tiene como objetivo demostrar los efectos de la aplicación de estrategias metodológicas para la práctica de la sub-habilidad de escuchar para comprender la idea principal en el idioma inglés con este grupo de estudiantes. La población objetivo de este proyecto de investigación de métodos mixtos fueron los 103 estudiantes de Décimo Año de EGB del Colegio Universitario UTN, ubicado en la ciudad de Ibarra, al año lectivo 2020-2021. Todos los estudiantes fueron encuestados para así obtener información precisa y diseñar un compendio de estrategias metodológicas y actividades para entrenar su sub-habilidad de escuchar para comprender la idea principal en el idioma inglés. Después de aplicar estas estrategias y actividades con los estudiantes objetivo, los resultados mostraron que aquellas produjeron efectos lingüísticos y afectivos positivos dado que promovieron: a) comprensión de las ideas principales durante las actividades de escucha; b) participación en clase; c) comprensión de los temas principales de las clases; d) mitigación de los niveles de estrés mientras se hace actividades de escucha; e) un ambiente seguro; f) motivación; y g) compromiso con las clases. En conclusión, la aplicación de estas estrategias metodológicas impactó positivamente en la población objetivo.

Palabras claves: habilidad de escuchar para comprender la idea principal, idioma inglés, estrategias metodológicas, estudiantes de Décimo Año EGB.

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INTRODUCTION

Background

Foreign language learning is a dynamic process that mainly involves the development of four primary language skills: listening, speaking, reading, and writing. In this process, listening is one of the most important skills since it is the basis to develop the rest of the skills as numerous studies and widely recognized linguists like Stephen Krashen have shown. Moreover, Krashen (1985, as cited in Xu, 2011) states that the two receptive skills: listening and reading, should be trained first in foreign language learning, and as long as a sufficient amount of input is provided, the development of the other two macro skills (speaking and writing) is followed automatically.

The listening skill can be separated into sub-skills such as listening for detail and listening for gist. Listening for gist is a listening sub-skill that plays an important role in language comprehension since it is the ability to comprehend the main ideas from any type of aural information, such as lectures, reports, interviews, songs, talks, conversations, etc. When listening for gist, one does not pay much attention to specific details or discrete information but one tries to get a general understanding of the thematic (Siegel, 2018). Furthermore, listening for gist is indispensable for oral communication since this sub-skill allows the individual to comprehend the main ideas of what is being talked about and then respond in accordance with it.

However, listening for gist is not an easy task for language learners since many factors influence listening comprehension. For that reason, it is necessary to explore the factors that influence listening success as well as the methodological strategies that different methods provide for language teaching.

Motivations to develop this research project

One year ago, during the in-class observation practicum of this work's author at Colegio Universitario UTN, located in Ibarra, Imbabura, Ecuador, the author could witness that a group of students had a poor listening skill. Many of them could not even comprehend the main ideas during listening activities. At that moment, it was clear to the author that those students needed some reinforcement in the listening for gist sub-skill. Therefore, the main motivation to develop this work is to provide a set of methodological strategies to train the listening for gist sub-skill of those students, tenth-graders, so that they can efficiently process and understand the main ideas of auditory messages in the English language.

Research problem

The causes of the poor listening for gist sub-skill that tenth-graders from Colegio Universitario UTN have must be numerous; however, the author speculates that the leading causes are three:

The first one is that the strategies and activities used to train their listening for gist sub-skill are not the most appropriate and do not motivate the students, leading to losing their attention during lessons. Therefore, there is a need for interactive and engaging strategies and activities that motivate the students towards the English language.

The second cause is that the students are not sufficiently exposed to comprehensible input in the target language, which consequently prevents them from developing their listening for gist sub-skill.

Finally, the last cause is that their teacher does not know many activities and methodological strategies for the training of the listening for gist sub-skill to implement into their lessons. As a result, the students' listening for gist sub-skill is not sufficiently trained.

Furthermore, it is necessary to state that this problem is not unusual in language learning, but it is a common issue since listening is one of the most challenging skills for language learners. Therefore, this problem does not happen to the students mentioned above only, but many language learners from all over the world experience it too.

Many questions have been raised during the analysis of this problem; however, some of the most important for the development of this research project are:

- ➢ What does the tenth-grade English teacher do to train the listening for gist sub-skill of their students?
- ➢ What factors hinder listening comprehension in a foreign language?
- ➢ What factors facilitate listening comprehension in a foreign language?
- ➢ What are the most suitable methodological strategies and activities to train the English language listening for gist sub-skill of young learners?

Justification

It is necessary to remark that the lack of sufficient training in the listening for gist sub-skill of tenth-graders from Colegio Universitario UTN will probably not facilitate much the development of the rest of their language skills, nor the acquisition of other language features such as pronunciation, intonation, and vocabulary since listening is the source of acquisition of many of those features. Regarding this point, Renukadevi (2014) indicates that numerous studies concerning language skills acquisition have shown that, when people communicate, 45% of language competence is gained from listening.

With all the causes of this problem mentioned and the consequences it may lead to, the need to develop a set of methodological strategies and activities to train the listening for gist sub-skill of tenth-graders from Colegio Universitario UTN is manifest and necessary.

The main and direct beneficiaries of this work are tenth-grade students from Colegio Universitario "UTN" and the English teacher who works with them. The proposal of this work will help the teacher train their students' listening for gist sub-skill. However, they are not the only beneficiaries; other people benefit from this work too. First, all the English teachers and the students who belong to Colegio Universitario UTN. Second, English teachers who do not belong to Colegio Universitario UTN but find this work useful to be used with their students since this work can be read by everyone on the institutional repository of Universidad Técnica del Norte. Finally, the field of English language teaching and learning.

Effects and Impacts

Two units of the didactic guide for training the English language listening for gist sub-skill were applied with the target students in order to identify its effects. The effects that the guide produced were found to be totally positive since the students indicated that the strategies and activities applied caused positive linguistic and affective effects. Linguistic effects: a) comprehension of the main ideas in listening activities; b) class participation; and c) comprehension of the lessons' main topics. Affective effects: d) mitigation of stress levels while doing listening activities; e) a safe environment; f) motivation; and g) engagement with the lessons. These results and procedures are described more in-depth in the effects section, exactly after the proposal.

Also, the impacts that this research project is expected to generate on the target students are highly positive. They are divided into linguistic impact, academic impact, and listening for gist sub-skill impact. All of them were assigned the maximum score (high positive) since all the strategies and activities in the guide are designed to train and reinforce those three stated areas. This information is detailed in the impacts section, just after the effects section.

Objectives

General objective

➢ To demonstrate the effects of the application of methodological strategies for the English language listening for gist sub-skill training of young learners.

Specific objectives

➢ To characterize the methodological strategies for the training of the English language listening for gist sub-skill of young learners.
➢ To design a set of reinforcement strategies for the English language listening for gist sub-skill training of young learners.
➢ To apply two units from the set of reinforcement strategies for the English language listening for gist sub-skill training with young learners.

Problems and difficulties encountered throughout the development of this work

Fortunately, almost everything flowed smoothly throughout the development of this work, thanks to the authorities from Colegio Universitario UTN, the English teacher of tenth-graders from this institution, tenth-graders, and the tutor of this work. The only difficulty encountered was that some students did not have internet access at home, and therefore, those students could not answer the surveys conducted with them, nor could they attend the application of the methodological strategies. Apart from that, no more difficulties were encountered.

Structure

This work is divided into four chapters, as follows:

Chapter I contains the theoretical framework, which is subdivided into three sections. Section one mainly covers the language learning standards, descriptors, and performance criteria for tenth-grade students in Ecuador. Section two concerns main concepts, other similar studies, and the theories that support this work. Finally, section three characterizes the most suitable strategies and activities for training the listening for gist sub-skill of young learners.

Chapter II describes the methodology used to collect the data and analyze it. All the methods, techniques, and instruments used are detailed in this chapter.

Chapter III covers the analysis and discussion of the data collected.

Chapter IV comprises the proposal, which is a didactic guide to train the listening for gist sub-skill of tenth-graders from Colegio Universitario UTN; the effects of the application of that didactic guide with the target students; and the main impacts of this research project.

The conclusions and recommendations can be found just after these four chapters.

Finally, the authorizations to execute this work; rubrics; pictures; and other formal documents can be seen in the appendices section.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. NORMATIVE SECTION

1.1.1. Classification of young learners according to the Common European Framework of Reference (CEFR)

The CEFR classifies young learners into two groups, the first group comprises learners aged 7-10 years, and the second group is composed of learners aged 11-15 years (Moe & Hasselgreen, 2018). The target population of this work is tenth-grade students who are between 13-14 years approximately. Therefore, they belong to the second group according to The CEFR classification of young learners.

1.1.2. The English Language Learning Standards (ELLS) for elementary and high school students in Ecuador

The current English Language Learning Standards established by the Ecuadorian Ministry of Education are outcomes, in terms of knowledge and skills, expected to be achieved by the students at the end of a language proficiency level; this knowledge and these skills are acquired throughout the teaching and learning process (Ministerio de Educación, 2012).

The current standards established by Ministerio de Educación del Ecuador for Ecuador's ELLS are A1, A2, and B1. These standards are based on the Common European Framework of Reference for Languages and are expected to be reached as follows:

Educación General Básica (EGB) Sublevel Elemental and Media

- ❖ Level PREA1: at the end of the 3rd year of EGB Elemental
- ❖ Level A1: at the end of the 5th year of EGB Media
- ❖ Level A2: at the end of the 7th year of EGB Superior

Educación General Básica Sublevel Superior and Bachillerato General Unificado (BGU)

- ❖ Level A1: at the end of the 9th year of EGB Superior
- ❖ Level A2: at the end of the 1st year of BGU
- ❖ Level B1: at the end of the 3rd year of BGU

The following figure illustrates the progression of the English language proficiency levels meant to be reached by learners in both EGB and BGU:

Figure 1

Levels of Proficiency: Branching Approach
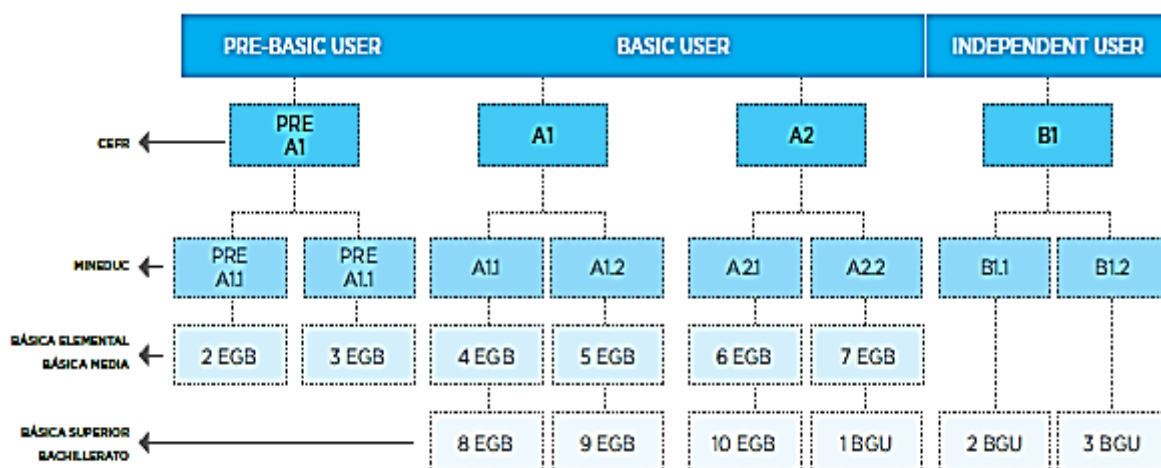
Retrieved from "Levels of Proficiency: Branching Approach" by Ministerio de Educación del Ecuador, 2019, *Currículo de los Niveles de Educación Obligatoria. Subnivel SUPERIOR* (2nd ed., p. 484). Copyright 2019 by Ministerio de Educación del Ecuador.

As shown in figure 1, tenth-graders are meant to work on reaching the A2.1 level of language proficiency throughout tenth grade, according to Ministerio de Educación del Ecuador.

1.1.3. Performance criteria for the English language listening skill for tenth-graders in Ecuador

The Ecuadorian Ministry of Education divides the learning of English into five threads:

1) Communication and Cultural Awareness
2) Oral Communication (Listening and Speaking)
3) Reading
4) Writing
5) Language through the Arts

Additionally, each of these threads is subdivided into sub-threads. Sub-threads that are not necessary to be described in this work, except for the second sub-thread which will be discussed further on.

The curriculum is designed to develop the four macro language skills: listening, speaking, reading, and writing. However, while reading and writing are two separate threads, speaking and listening are sub-threads within one main thread: Oral Communication. Therefore, the performance criteria for reading and writing are easy to identify because they are two separate threads, but the criteria for listening and speaking are not easy to recognize because they are not

separated threads. Therefore, the author of this work chose from the criterion for Oral Communication the criterion performance that was more in accordance with the listening skill for tenth-graders as follows:

Table 1

Performance criterion for the English language listening skill of tenth-graders

Curricular Thread 2	
Oral communication	
Listening skill	
■ Mandatory □ Desirable	
EFL 4.2.1	Understand phrases and expressions related to areas of most immediate priority within the personal and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.)
EFL 4.2.3	Follow and understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age-appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.)
EFL 4.2.4	Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements. (Example: colloquial greetings, exclamations, interjections, etc.)
EFL 4.2.5	Understand most changes in the topic of discussion if people speak slowly.
EFL 4.2.7	Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary.
EFL 4.2.8	Follow main ideas in topics covered in other curricular subjects with the help of visual support, using concepts and vocabulary that have been studied in advance.

Note: **EFL 4.2.8** → 'EFL'= English as a Foreign Language, '4'= Sublevel (Superior) of EGB, '2'= Number of Curricular Thread, '8'= Number of the item of the performance criteria. Retrieved from *Currículo de los Niveles de Educación Obligatoria. Subnivel SUPERIOR* (2nd ed., pp. 486-487) by Ministerio de Educación del Ecuador, 2019. Copyright 2019 by Ministerio de Educación del Ecuador.

1.1.4. Common European Framework of Reference Descriptors for listening comprehension according to the A2 level of language proficiency

The listening comprehension descriptors for the A2 level of language proficiency according to the Common European Framework of Reference are:

Table 2

CEFR Descriptors for listening comprehension according to the A2 level of language proficiency for young learners aged 11-15

LEVEL A2	
SPOKEN RECEPTION	**CEFR Descriptors**
OVERALL LISTENING COMPREHENSION	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided speech is clearly and slowly articulated.
1. Understanding conversation between other speakers	Can follow in outline short, simple social exchanges, conducted very slowly and clearly.
2. Listening as a member of a live audience	- Can follow a very simple, well-structured presentation or demonstration, provided that it is illustrated with slides, concrete examples or diagrams, it is delivered slowly and clearly with repetition and the topic is familiar. - Can understand the outline of simple information given in a predictable situation, such as on a guided tour, e.g. 'This is where the President lives.'
3. Listening to announcements and instructions	- Can catch the main point in short, clear, simple messages and announcements. - Can understand simple directions relating to how to get from X to Y, by foot or public transport. - Can understand basic instructions on times, dates and numbers etc., and on routine tasks and assignments to be carried out.

	- Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.
4. Listening to audio media and recordings	- Can extract important information from short radio broadcasts, such as the weather forecast, concert announcements or sports results, provided that people talk clearly.
	- Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.

AUDIO-VISUAL RECEPTION	**Descriptors**
1. Watching TV and film	Can follow changes of topic of factual TV news items, and form an idea of the main content.

Retrieved from "Table of a Representative Sample of Descriptors of Language Competences for Young Learners aged 11-15 Years" by Moe, E., & Hasselgreen, A., 2018 Edition. Collated representative samples of descriptors of language competences developed for young learners: resource for educators. Volume 2: Ages 11-15. Copyright 2018 by Council of Europe.

1.2. LINGUISTIC SECTION

1.2.1. Differentiating listening from hearing

Listening and hearing seem two similar terms. Indeed, many people use them interchangeably although the remarkable differences between them. From a medical perspective, Douglas and Flexer (2011) define listening as the act of "applying meaning to sound, allowing the brain to organize, establish vocabulary, develop receptive and expressive language, learn, internalize, and indeed […] listening is where hearing meets brain" (p. 30). This definition assigns a relevant role to the brain in the act of listening.

In the same study, Douglas and Flexer assign another essential characteristic to the act of listening, which is 'activeness.' They state that it is an active process that requires one to pay attention to those specific parts of an aural message that most interest the receptor while dismissing the ones that do not raise any interest to him/her. Agreeing with that definition, Henning (1966, as cited in Al-Musalli, 2001) indicates that listening is "[…] a full-attention, continuing process while hearing is a momentary awareness, possibly marginal to the center of attention, of a recognized auditory stimulus" (p. 39).

From the language teaching and learning perspective, Tyagi (2013) understands listening as a five-stage process: 1) hearing, 2) understanding, 3) remembering, 4) evaluating, and finally 5) responding. This definition helps to understand that listening is a broader and more complex process than hearing. Hearing, as Tyagi states, is just the first stage of listening.

On the other hand, from a medical perspective, Bullock (1992, as cited in Webster, 1992) defines hearing as "the sensory modality concerned with the perception of sound acting upon the ears of vertebrates or the special acoustic sense organs of invertebrates, at low and moderate intensities […]" (p. 787). That definition understands hearing as a sense or as a biological capacity. Douglas and Flexer (2011) indicate that hearing is "a sensory-based passive process. Presuming one has normal hearing, it takes no effort to hear; hearing occurs all the time, and hearing cannot be switched off. Hearing occurs at every moment of every day" (p. 30).

With all the definitions mentioned above, it is easy to identify three significant differences between listening and hearing. First, listening requires full attention and mental effort, while hearing does not at all. Listening also requires 'willingness,' according to Tyagi (2013); otherwise, the listening process does not occur, and it would simply be hearing. Second, hearing is more about a physiological process that does not require any mental effort, contrary to listening, which is more about a mental process that requires some mental effort. Concerning this point, Henning (1966, as cited in Al-Mussali, 2011) states that listening is a continuous process that requires full attention, while hearing is a quick moment of consciousness lacking of attention. Finally, hearing is a sense and listening is a skill.

Nevertheless, it is essential to say that without the sense of hearing, people could not listen. Douglas and Flexer (2011) mention that dogs have extraordinarily hearing, but they are not good listeners; even the smartest dog can recall and respond to a dozen of words only. They remark that "extraordinary" listening is a unique human skill.

1.2.2. Language skills

A skill is "the ability to do something well" (Oxford Learner's Dictionaries, n. d., Definition A1) with ease and expertise. A skill is also defined as "the ability to use one's knowledge effectively and readily in execution or performance" (Merriam-Webster, n. d., Definition 1a). However, skills are not innate but they need training to be developed. Within languages, there are four primary skills: listening, speaking, reading, and writing.

a. Listening

Listening, as was discussed before, is not the same as hearing. Listening is a mental process that requires full attention and willingness; it is the action of attaching meaning to sound. This skill plays a crucial role in foreign language learning since through listening, it is acquired most of the vocabulary, word stress, intonation, grammar structures, and even more from a language. Krashen and Terrell's (1998) viewpoint on language skills development is that fluent speaking

only emerges after the learner has acquired a satisfactory amount of competence through input. That is why listening is so important in foreign language acquisition.

b. Speaking

There are various definitions for this skill. Chaney (1998, as cited in Leong & Ahmadi, 2017) states that speaking is the process of creating and conveying meaning through verbal and non-verbal symbols. Torky (2006) mentions that speaking, according to the approach adopted by audio-lingualism, "is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances" (p. 33).

c. Reading

Gilakjani and Sabouri (2016) indicate that "reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies" (p. 229). Wixson et al. (1987, as cited in Gilakjani & Sabouri, 2016) provide a broader definition about reading; they state that reading is a process of creating meaning that involves three main factors: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context. The reader's prior knowledge is an essential part of reading because it allows the reader to understand a text better since the reader connects or relates the information read with what he/she already knows. The reading context is also quite important because a word or expression does not mean the same in all contexts since its meaning varies depending on the setting in which it is used. For those reasons, the reader's prior knowledge and reading context are essential components of the reading process.

d. Writing

Writing refers to the ability to express one's ideas or thoughts through letters. Olson (2020) refers to writing as "a form of human communication by means of a set of visible marks that are related […] to some particular structural level of language" (para. 1). Therefore, writing is the ability to put these marks in an intelligible form to express an idea.

1.2.3. Language skills categorization

In the language learning field, the four primary skills are divided into two groups:

a. Receptive skills: listening and reading. They are called receptive skills because they involve the act of receiving information through texts, auditory messages, or visual media, which is then analyzed and interpreted by the receiver.

b. Productive skills: speaking and writing. They are called productive skills because they demand language production, such as ideas and thoughts in order to be conveyed either in speech or text.

When learning a foreign language, the four skills need to be developed to use the target language appropriately. However, in this work, the focal point is to understand the nature of the listening skill and provide strategies to train the listening for gist sub-skill. Therefore, from this point forward, this work focuses on this sub-skill.

1.2.4. Listening for gist sub-skill

Regarding listening sub-skills, the two most essential for an L2 learner and the most trained in EFL classrooms are listening for gist and listening for details. Listening for gist means listening for the main idea while excluding details or unnecessary information. Zare-Behtash et al. (2017) state:

> The key to success in listening for gist task is to ignore the ambiguous parts and to extract the main idea by juxtaposing those parts which are understood. In other words, the non-understandable parts must be pushed out, and the understood parts must be kept in for further processing. (p. 125)

Besides the other linguistic skills used when listening for gist, a person also uses the context and his/her prior knowledge to help him/her catch the whole picture of auditory messages.

Apart from the importance of listening for gist in L2, listening for gist is an indispensable skill for personal and educational reasons too. Regarding personal reasons, when a person listens to an aural text, gist-level listening allows the person to take decisions that depend on their interests and motivation. Since once the main idea of a text is comprehended, the listener is free to take their own decisions, such as stopping listening, keeping listening at gist level, or continuing listening for more details (Siegel, 2018). Regarding educational reasons, the influence of listening for gist in L2 books, L2 listening tests, and L2 material is quite significant. Therefore, listening for gist also becomes a fundamental sub-skill for personal and educational purposes.

1.2.5. The cognitive process of listening for gist

Listening for gist is a process that demands full attention from the learner in order to properly understand the main ideas from a passage or conversation. For Buck (2001, as cited in Siegel, 2018) to comprehend the gist of any piece of aural information, the listener has to extract and gather together meaning from many idea units and then establish the relationship between them. Which consequently gives the listener the gist of what was listened to. Agreeing with that description, Siegel (2018) characterizes this process as follows:

> To get the gist of a text, the listener is required first to process the text at the level of idea units and then to combine those summaries to construct the overall gist. When considering the notion of idea units, it is important to acknowledge that understanding a single idea unit, an individual piece of information, or a discrete fact from a text may contribute to getting the overall gist but does not by itself achieve this purpose or constitute such achievement. (p. 3)

As it can be seen, listening for gist is not a simple process but it requires full attention in order to get an accurate understanding of a piece of aural information.

1.2.6. Situations in which listening for gist is required

People use different language skills and sub-skills when communicating, people do not use one skill only, nor they separate their skills because it is impossible. However, there are situations in which one skill or sub-skill is used more than the others. The following are some situations in which the listening for gist sub-skill is required more than the others:

- ❖ Listening to or watching the news: when doing either of these activities, what a person usually tries to do is catching the main point of a report or visualizing the whole picture.
- ❖ Oral communication: to catch the main point of a message, a person needs to store the main point of it in his short-term memory to process it and respond appropriately.
- ❖ Attending plays
- ❖ Attending presentations
- ❖ Taking English lessons at school
- ❖ Other types of auditory information

It is important to mention that to efficiently comprehend the main ideas of auditory messages in all of the situations mentioned before, a foreign language learner needs practice.

1.2.7. Pedagogical implications for teaching listening for gist

According to Siegel (2018), to facilitate learners' ability to listen for gist in the EFL classroom, teachers can select from three types of exercises: response, demonstration, and production.

Table 3

Types of exercises to facilitate listening for gist

Type	Characteristic	Strategies
Response	They require learners to answer basic questions in order to show their understanding of the gist.	- Learners can be required to select an answer from different options. For example, true or false questions or multiple-choice questions that ask about the main ideas of a listening text. - After listening to a passage, learners can also be encouraged to select the most appropriate title for it.

		- Visual support to help learners understand the gist of a passage.
Demonstration	Teacher-led explanations of how to use linguistic signals to help comprehend main ideas.	- The use of the board to display important information.
		- Transcriptions of the listening texts to show the students.
		- Visual depictions of sounds and words.
Production	They require learners to produce some language in order to show their understanding of the gist. It can require two or more skills (e.g., listening + speaking, listening + writing).	- Students can be invited to predict the content of the listening text before the listening activity or during the listening activity.
		- Students can be encouraged to listen and then retell the gist of the passage (summarizing).
		- Learners can be asked to paraphrase the content in written or spoken form.
		- Activities to encourage the students to put into practice in a written or spoken form the language learned.

Own elaboration. Information retrieved from "Listening for Gist" by Siegel, J., (2018). In The TESOL Encyclopedia of English Language Teaching (eds J.I. Liontas, T. TESOL International Association and M. DelliCarpini). Copyright 2018 by John Wiley & Sons, Inc.

It must be observed that in many of these strategies and activities, the listening for gist sub-skill is not isolated, but many of them integrate other language skills like reading, speaking, and writing to help learners show their understanding of the gist (Siegel, 2018). Besides, language skills are not commonly isolated in language learning.

1.2.8. Factors that influence listening success

Listening is an act of everyday life in which different factors are involved; factors that influence listening comprehension. These factors have been researched in both fields, first and second language listening. Some of them are pace of speech, speakers' accent, learner's interest, among others. In a study executed by Goh (1999), the researcher discovered twenty factors that the students believed impacted their listening comprehension. All these factors were organized into five categories according to their mutual characteristics:

Table 4

Student's task knowledge about factors that influenced their listening comprehension

Category	Factors	Description
1. TEXT	**a. Phonological modifications**	Features that might make it difficult to divide streams of speech, such as linking, stress.
	b. Vocabulary	The presence of familiar/unfamiliar content words. This includes English idioms, jargon and academic terms.
	c. Speech rate	The perceived speed or slowness at which words are produced.
	d. Type of input	Effects of features related to specific test types, such as lectures, TV/radio news broadcast, stories, face-to-face conversations.
	e. Sentence length and complexity	Sentence types, such as simple sentences or long complex ones with embedded clauses.
	f. Visual support	Pictures, handouts, captions, subtitles that support the spoken text.
	g. Signposting[1] and organisation	The presence of macro-and micro-discourse markers.[2]
	h. Abstract and non-abstract topics	Abstract topics dealing with concepts compared with those that describe events, people or objects.
2. SPEAKER	**a. Accent**	This is related to where a speaker comes from. Many students felt they had particular problems understanding English speakers in Singapore who spoke Singlish.

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[1] Signposting: provide an area with a signpost or signposts.
[2] Discourse markers: a word or phrase whose function is to organize discourse into segments, for example *well* or *I mean.*

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	b. Competence in speaking	The speaker's command of English, overall fluency, and their ability to interest listeners or facilitate their comprehension.
	a. Interest and purpose	This is related to whether the information is crucial to the listener or can generate sufficient interest in them to continue listening.
	b. Prior knowledge and experience	This includes specific knowledge about the topic being talked about.
	c. Physical and psychological states	Fatigue, nervousness, anxiety, impatience, feeling relaxed and calm.
	d. Knowledge of context	A general sense of what the spoken input is about
3. LISTENER	e. Accuracy of pronunciation	Listeners who themselves do not pronounce certain words accurately may have problems recognizing these words when the speaker says them correctly.
	f. Knowledge of grammar	The ability to parse long complex sentences.
	g. Memory	The ability to retain what is heard or processed.
	h. Attention and concentration	The ability to direct one's attention to the task at hand, and not to be distracted or discouraged when understanding is not immediately forthcoming.
4. TASK	**Sufficient time available for processing**	Time available between processing one part and the next or before responding.
5. ENVIRONMENT	**Physical conditions**	The presence of noise, the acoustics in a room, or the loudness of input.

However, the researcher in the same study discovered that learners perceived five factors as the ones that most influenced their listening comprehension, they are "vocabulary"; "prior knowledge"; "speech rate"; "type of input"; and "speaker's accent." Besides, research on the same topic has also identified these five factors as the ones that most influence listening comprehension.

Goh (1999) also remarks on the importance of being aware of the factors that influence listening success for foreign language teachers as follows:

> Insights on how listening comprehension may be influenced by these external and internal factors are extremely useful because cognitive processes that take place during listening comprehension are not normally observable directly. Thus, information on factors that might enhance or hinder these processes can help teachers to better understand their learners' needs and problems. (pp. 17-18)

1.2.9. Language learning theories

1.2.9.1. Stephen Krashen's Theory of second language acquisition

Stephen Krashen's Monitor Model developed in the 1970s-1980s is a second language learning theory that explains how a foreign or second language is acquired and learned. He developed his theory based upon the idea that language acquisition and language learning are two different processes. Furthermore, he claims that people learn a second language in only one way, and this is 'comprehensible input.' He divides his theory into five hypotheses: 1) The Acquisition-Learning Distinction; 2) The Natural Order Hypothesis; 3) The Monitor Hypothesis; 4) The Input Hypothesis; and 5) The Affective Filter Hypothesis. However, the three most important hypotheses for this research project are the first, fourth, and fifth hypotheses.

a. The Acquisition-Learning distinction

Stephen Krashen differentiates second language acquisition and second language learning. Krashen states that these two processes are different. "Language acquisition is very similar to the process children use in acquiring first and second languages" (Krashen, 2002, p. 1). He states that language acquisition is a 'subconscious' process in which one does not take formal lessons about a second language, but one naturally acquires it from the environment, from everything the person listens to, sees, and feels. For instance, the Ecuadorian immigrants in the USA who have a decent English level to communicate and have never taken formal English lessons to reach that level. They have acquired it from the environment, from the need to communicate with people to survive in that country.

Another interesting example to understand Krashen's language acquisition hypothesis is the case of native indigenous people in Ecuador, such as Quichua and Tsáchila people. Their mother tongue is different from Ecuador's most spoken language (Spanish). However, they have had to

acquire it from the environment to communicate in the new environments where they interact too, and above all, to insert themselves into the Ecuadorian society. They usually have to learn Spanish from early ages, often since they go to elementary school where the language of instruction is mainly Spanish. They acquire Spanish from what they hear, from their friends, from their teachers, from the native speakers of Spanish where the school is located, and from the interaction with their peers. It exemplifies Krashen's language acquisition hypothesis that says that language acquisition happens through meaningful interaction in the second language, in which talkers concentrate on meaning rather than on the conscious form of the message and rules (Krashen, 2002).

On the other hand, second language learning is the 'conscious' study of the language. It occurs when taking formal lessons, which usually follow a sequence established by the teacher. First, the explicit presentation of vocabulary, rules, etc. Second, the practice of them. And finally, the feedback or correction provided by the teacher.

b. The Input hypothesis

The input hypothesis (1977) is the keystone of the present work. This hypothesis relates to acquisition because Krashen (2009) states that "if the Monitor hypothesis is correct, that acquisition is central and learning more peripheral, then the goal of our pedagogy should be to encourage acquisition" (p. 22).

The input hypothesis claims that people acquire a second language in the same way and only in one way: "comprehensible input." The input a learner receives should not be too much above their current level nor too low because if the input is too challenging, the learner will not understand a word. On the other hand, if the input is too easy, it will not raise any interest in the learner. For that reason, the input should be a little bit above the learner's current level so that it challenges him/her, and consequently, learning takes place and the learner moves to a higher level (Krashen, n.d.).

Krashen (2002) explains his viewpoint with a brief model: 'i'= current competence, 'i+1'= next level; to move from stage 'i' to 'i+1' the input a learner receives should be 'i+1' so that the learner understands the input provided that contains something he already knows (i) and new structures (i+1) that are a little above the learner's current competence. However, after explaining this, Krashen raises the following question: how can a learner understand language that contains new structures above his current competence?

The answer to this question is that "we use more than our linguistic competence to help us understand. We also use context, our knowledge of the world, our extra-linguistic information to help us understand language directed at us" (Krashen, 2009, p. 22). Therefore, context and realia play an essential role in second language acquisition. People can understand and learn

new vocabulary, structures, etc., by inferring its meaning from the context and the realia used to explain them. These two aspects can make 'i+1 input' comprehensible for the learner.

c. Krashen's Affective Filter

This hypothesis is quite interesting. Krashen emphasizes that even large amounts of comprehensible input do not guarantee second language acquisition. If the learner presents a negative attitude or experiences feelings of anxiety towards the target language, these factors called 'metaphorical barrier' cause poor learning outcomes and prevent the learner from successfully acquiring a second language despite large quantities of input are provided. For that reason, the mental and physical state of the learner influences very much second language acquisition because a tense, anxious, bored, or demotivated learner may filter out input, creating a barrier for acquisition (Lightbown & Spada, 2013).

Krashen's Monitor Model has been argued by many researchers and theorists, saying that his hypotheses are not possible to be tested in empirical research. Nevertheless, his hypotheses, especially the comprehensible input hypothesis, are still considered and used as a source of insight into second language acquisition research and second language teaching.

1.2.9.2. The cognitive perspective on second language learning

From the 1990s on, the cognitive perspective played a central role in second language acquisition research. This theory focuses more on the brain, making use of neurology and neurobiology to understand this process. This perspective understands the process of language acquisition similar to how a computer works. It "uses the computer as a metaphor for the mind, comparing language acquisition to the capacities of computers for storing, integrating, and retrieving information" (Lightbown & Spada, 2013, p. 108).

In addition, the cognitive perspective argues the mental distinction that Krashen makes between acquisition and learning. For the cognitive perspective, first and second language acquisition are seen as the same processes of perception, memory, categorization, and generalization (Lightbown & Spada, 2013).

a. Information processing

From the cognitive perspective, language acquisition is the process of building up knowledge. At the beginning of the learning process, the learner pays attention to certain features of the language which are new for them. Then, with use and experience, it becomes easy to access those features. Once this knowledge becomes easy to access, the learner starts paying attention to other language features, and with practice, they become automatic knowledge. For example, for a proficient speaker, the process of choosing the right words, pronunciation, and grammatical structure to convey their ideas is essentially automatic thanks to their vast amount of knowledge and practice. This is something called the automaticity of the language. Therefore, the cognitive

perspective states that language acquisition is the process of building up knowledge that, with practice and experience, becomes automatized knowledge and results in automatic speaking and comprehension.

b. Storage and recall of information

How people store and retrieve language is another interesting process that the cognitive perspective tries to explain. It says that when people store information, they also save in their minds aspects of its context. Therefore, according to transfer-appropriate processing (TAP), information is best recalled in situations, circumstances, or contexts similar to those in which that information was acquired (Lightbown, 2008, as cited in Lightbown & Spada, 2013). Additionally, this perspective mentions that learners do not acquire language word by word, but they, at least, partly acquire language in small units or chunks.

1.3. LANGUAGE TEACHING METHODOLOGY SECTION

1.3.1. Methods and Approaches in language teaching

There are several methods and approaches for language teaching that have been developed throughout history. The widely known Grammar-Translation Method was the first one to appear. Its main goal was to develop the learner's ability to read foreign texts. Therefore, classroom activities were around translation and grammar rules. Then as new language needs appeared, new methods and approaches were developed, such as The Direct Method and The Audiolingual method. These new methods aimed at developing the learner's four language skills: listening, speaking, reading, and writing, and not only reading and writing as The Grammar-Translation Method did.

Some methods are more accepted than others by teachers and researchers. Researchers have tried to test each method's effectiveness for language teaching and have discovered the strengths and weaknesses of each one. It has been proven that some methods are better than others for certain contexts, specific learners, and specific needs. However, each method provides valuable insights into the nature of language learning and teaching as well as valuable strategies to teach a foreign language.

a. Total Physical Response (TPR)

The Total Physical Response Method was developed by James Asher in the 1960s and enjoyed some popularity during the 1970s and 1980s. This method is all about learning a second language by associating meaning with physical activity. Asher sees first language acquisition and adult second language learning as similar processes. "He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses" (Richards & Rodgers, 2001, p. 73). Therefore, he believes that second language learners should go through the same process by which children

acquire their mother tongue. Besides, Asher mentions that this process should occur in a stress-free environment to facilitate learning as it happens in first language acquisition (Richards & Rodgers, 2001).

Asher believes that there is an order of language development. He thinks that children develop listening competence before developing the ability to speak. And once the learner has acquired a sufficient amount of listening command, speaking emerges naturally as a result. That is why this method emphasizes developing listening comprehension through physical association first, and not forcing the learner to speak at early stages but letting him/her speak once he/she feels ready to do it. As a final characteristic of this method, Asher remarks that listening comprehension is just a means to develop oral fluency, which is the final goal of this method.

The strategies from the Total Physical Response Method for training the listening skill are:

- ❖ To use imperative drills activities to elicit action from the learner. Another classroom activity suggested is role-plays centered on everyday situations.
- ❖ As this method is connected with the trace theory of memory in psychology, which states that "the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled" (Richards & Rodgers, 2001, p. 73). It suggests often review done verbally associated with physical responses.
- ❖ To create a safe and quiet environment to reduce stress and facilitate learning. For example, by using game-like movements.
- ❖ To focus on meaning rather than language form. For instance, the teacher can give commands (e.g., bring your red book and a pencil) or ask the learner questions (e.g., Where is your toothpaste?) so that the learner focuses on interpreting meaning through movements rather than language form with abstract explanations.
- ❖ To use materials and realia to help the learner understand new vocabulary but in later stages because, in the early stages, the teacher's voice, actions, and gestures are enough.
- ❖ "In giving feedback to learners, the teachers should follow the example of parents giving feedback to their children. At first, parents correct very little, but as the child grows older, parents are said to tolerate fewer mistakes in speech" (Richard & Rodgers 2001, p. 76). Early mistake correction may inhibit the learner.
- ❖ The teacher decides what will be learned. The teacher chooses the information to be taught.
- ❖ Grammar is taught inductively.
- ❖ Not to teach more than thirty-six new lexical items during an hour to facilitate assimilation because Asher (1977, as cited in Richards & Rodger, 2001) claims that students can assimilate only from 12 to 36 new lexical items in an hour.

b. Suggestopedia

The psychiatrist and educator Georgi Lozanov developed the Suggestopedia method. This method is based on the principles of Suggestology[3], and therefore positive suggestion is the key feature of this method. Positive suggestion means to make the learner feel as comfortable and confident as possible to learn a language because Lozanov claims that Suggestopedia accelerates the language learning process around three times more than using other methods. However, it has been argued by many other researchers in the field.

To make the learner feel comfortable and confident, Suggestopedia makes two essential recommendations. First, the learning environment should be harmoniously decorated and arranged so that it makes the learner feel calm and, at the same time, disposed towards language learning. Second, music can be used as an activity to teach the target language or as background noise. It increases self-satisfaction, relaxes the learner, and the unique potential of rhythm energizes and brings order (Gaston, 1968 as cited in Richards & Rodgers, 2001). Thus, this method considers the learners' physical and emotional state as quite influential factors in language learning success, a claim that has been proven to be accurate and accepted by the language teaching and learning field. Finally, as in other methods, errors are welcomed (e.g., mispronunciation, incorrect spelling, etc.) because the emphasis is not on language structure (Shikare, 2016). However, they are corrected gently and with a soft voice (Larsen-Freeman & Anderson, 2011).

Some learning activities within the Suggestopedia method are imitation, questions and answers, role play, games, song, and listening activities which are the type of activities that are more original to this method (Richards & Rodgers, 2001).

c. Whole Language

The Whole Language movement was created in the 1980s by a group of U.S. educators. It is considered an approach by some people, a method, a philosophy, and even a belief by others, but what is clear is that it concentrates on developing the four macro language skills and does not focus on one or two language skills only as other methods do. The reason is that it sees language as a "whole."

This method is within the group of methods designed to help learners acquire an L2 in the same way children acquire their first language. Two principles differentiate it from the other methods mentioned in this work. The first one is that learning does not just follow a curriculum but also considers the learners' interests, needs, and objectives. "The teacher has the responsibility of negotiating a plan of work with the learners" (Richard & Rodgers, 2001, p. 110). This plan of

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[3] Suggestology is defined by Lozanov (2005) (the creator) as the science of suggestion. Lozanov states that Suggestology could show the actor how to win the audience, the athlete how to rally his energy, and the teacher how to direct his/her teaching.

work can include activities, materials, etc. That is why it is called a student-centered method. Second, it tries to make learning authentic, which means that the learning activities are designed to be real situations and using authentic material like newspapers, magazines, films, etc., a not choosing pre-oriented language learning material. For example, the teacher can create a situation in which learners write real letters to real people.

A vital characteristic of this method is that it is based on the constructivist theory of learning. Therefore, the teacher is seen as the facilitator in charge of creating opportunities for the learners to learn by building up their own learning in collaboration with their peers.

Additionally, this method does not prohibit using the students' target language in the classroom, but it recommends that the teacher use it only when he/she thinks it may be necessary.

d. Task-Based Language Teaching

It is necessary to clarify it is an approach, not a method, but this approach's strategies are pretty helpful for the English language listening for gist sub-skill training.

Tasks are the central means of learning in this approach. Its proponents defend the idea that tasks provide powerful opportunities to learn a second language because they require the usage of different language skills (depending on the task); they demand collaborative work; communication among peers; and focus on meaning rather than language form.

The types of tasks within this approach are two, Nunan (1989, as cited in Richards & Rodgers, 2001) describes them as follows:

1. Real-world tasks: they are designed for practicing language and tasks that are thought to be important and valuable in the real world. E.g., booking a room.
2. Pedagogical tasks: they do not reflect real-world needs, but they have a psycholinguistic basis in SLA theory.

It is important to mention that all the tasks in this method involve the use of authentic material (realia) whenever possible.

The teacher is the one who chooses the tasks after an analysis of the students' needs. The teacher provides the pre-task activities, the task activity, and post-task activities; while monitoring and helping learners who are involved in collaborative and thought-demanding tasks.

Regarding the practice of the listening skill in this method, there are activities called input-providing tasks (e.g., 'listen and do' tasks) that aim to introduce new language and work on this receptive skill (Larsen-Freeman & Anderson, 2011). These tasks do not involve listening skill usage only, but productive skills are also used when communicating with their peers to do a task.

e. The Natural Approach

It is an approach designed by Tracy Terrell and Stephen Krashen in 1983. It is said it is an approach for beginners designed to help them reach an intermediate level. They remark that this approach is underlying the 'naturalistic' principles and findings in second language acquisition research. Since Krashen is one of the developers of this approach, it is based on his language acquisition theory. Stephen Krashen makes a clear distinction between language learning (the formal and conscious study of a foreign language) and language acquisition (the natural and subconscious acquisition of a foreign language). He affirms that the Natural Approach is intended to help learners acquire an L2 naturally and not learn it.

The influence of Krashen is seen in the principles of this approach. First, there is much emphasis on providing learners comprehensible input slightly above their current level since Krashen thinks this is the only way to acquire a second language. Second, there is a solid effort to minimize stress and make the learner feel confident and motivated in the classroom (the affective filter hypothesis). Third, there is no demand for formal grammar instruction. Finally, language production is not encouraged at the early stages of the language learning process. Later on, and once the learner has acquired sufficient listening competence, the learner himself will feel ready to produce language.

Other characteristics of this approach are:

- ❖ The use of realia to help learners understand the language presented.
- ❖ Emphasis on exposure rather than production.
- ❖ Learners' oral production does not necessarily need to be grammatically correct but clear in meaning.
- ❖ The goals of the course are based on the assessment of students' needs. The teacher determines what language and skills their learners will need (Krashen & Terrell, 1983, as cited in Richards & Rodgers, 2001). Also, the teacher is the one who chooses the language acquisition activities.
- ❖ The use of techniques borrowed from other methods such as command-based activities from Total Physical response.
- ❖ The language of instruction is the target language. The student's native language is not used.

CHAPTER II: METHODOLOGY

2.1. Type of research

2.1.1. Mixed-methods research

This is a mixed-methods research project because it "collects and analyzes both qualitative and quantitative data within the same study" (Shorten & Smith, 2017, p. 74). It is qualitative because it collects qualitative data as opinions and experiences from the target population to be analyzed and interpreted with the final purpose of understanding a phenomenon, which is the nature of qualitative research; as Damico and Simmons-Mackie (2003) say, "qualitative research refers to a variety of analytic procedures designed to systematically collect and describe authentic, contextualized social phenomena with the goal of interpretive adequacy" (p. 132). This study is also quantitative because the qualitative data collected is transformed into numbers in order to make generalizations about a phenomenon.

2.2. Methods

2.2.1. Inductive

It is a process through which general conclusions are made based on specific situations. It goes from specific observations to broad generalizations (Streefkerk, 2019). In this study, general conclusions were made based on the data collected from a specific population: tenth-graders from Colegio Universitario UTN.

2.2.2. Deductive

Different from the inductive method process, it moves from generalizations to specificities. This method was used to examine different methodological strategies for language teaching, and then deduce and choose the most appropriate strategies for training the English language listening for gist sub-skill of the target students.

2.2.3. Scientific

In a few words, the scientific method is "the process of observing, asking questions, and seeking answers through tests and experiments" (The Editors of Encyclopaedia Britannica, 2020, para. 2). As all the research projects executed at higher education should follow those lines, this work is not the exception. This method is present throughout this work as it aligns with those principles.

2.2.4. Descriptive

This method was used throughout the research process. However, it was mainly employed to describe, detail, and characterize three main points. First, to describe the research problem, its

causes and its consequences. Second, to characterize the methodological strategies for training the English language listening for gist sub-skill of young learners. Finally, to describe the effects of the application of those strategies with the target population.

2.3. Population identification

The target population of this study was tenth-grade students from Colegio Universitario UTN, located in Ibarra, Ecuador, during the 2020-2021 academic year.

Table 5

Population identification

High school	Grade	Class	Students
Colegio Universitario UTN	1Oth	"A"	34
		"B"	34
		"C"	35
TOTAL			103

Own elaboration. February, 2021. Information provided by the tenth-grade English teacher from Colegio Universitario UTN.

The students are aged between 13-14 years and have Spanish as their mother tongue. They study English as a foreign language at this institution. However, these students do not have many opportunities to use the English language or keep in touch with it outside the school as their socio-economic background is not the most favorable.

Data was collected from three authorities of this institution too. They are the vice-principal; the coordinator of the English Area; and the tenth-grade English teacher.

2.4. Sample identification

No sample was taken for this research project but the census method was used to collect accurate data since everyone is surveyed and no one is excluded when using this method. However, not everyone could answer the survey. Seven students from a total of one hundred three could not answer it due to lack of internet access at home.

2.5. Techniques and data collection instruments

2.5.1. Documentary analysis

It was used to review the literature and understand the nature of listening and choose the most valuable information to support this work. The information was collected from different sources like scientific articles, books, videos, conferences, websites, and dictionaries. The theories and methods that support this work were mainly gathered from books specialized in language teaching and learning. Finally, findings and facts to compare the results of this study with others were mainly collected from scientific articles.

2.5.2. Survey

This technique was used to collect data from the students mentioned above. The instrument used was a questionnaire with six questions using the Likert scale (see appendix 4) to measure the students' valuation and emotional experience towards listening activities in English. The questions were written in Spanish to avoid misunderstanding from the students.

Before collecting the data, the author of this work talked with the principal of Colegio Universitario UTN to let her know the objectives of the study and get the authorization (see appendix 2) to survey the students. The students were surveyed in one day in three different meetings, one meeting for each class (A, B, and C). They were surveyed online due to the current pandemic, pandemic which did not allow physical contact. Finally, question by question was explained to the students to make all the questions clear for them. Additionally, it is necessary to mention that different technological tools were employed to survey all of them, such as a computer; the software "Google forms"; and "Zoom".

2.5.3. Interview

This technique was used to collect data from three different authorities: the vice-principal of the institution mentioned above; the coordinator of the English Area; and the tenth-grade English teacher. The instrument used was a questionnaire with open-ended questions which were almost the same for all of them; however, the questions slightly varied in terms of specificity depending on the authority.

They were interviewed online because of the same reason the students were. This interview aimed at collecting data about the English language teaching and learning process carried out at the institution with tenth graders. The software used for the interviews was "Zoom."

2.6. Data analysis process

After collecting the data, the programs "Microsoft Word" and "Microsoft Excel" were used to organize all the data collected. The results of each of the six questions were analyzed and compared with other similar studies and theories in order to get a better understanding of them.

CHAPTER III: RESULTS AND DISCUSSION

3.1. Survey taken by tenth-graders from Colegio Universitario UTN

Figure 2

The degree of significance of the English language listening for gist sub-skill development
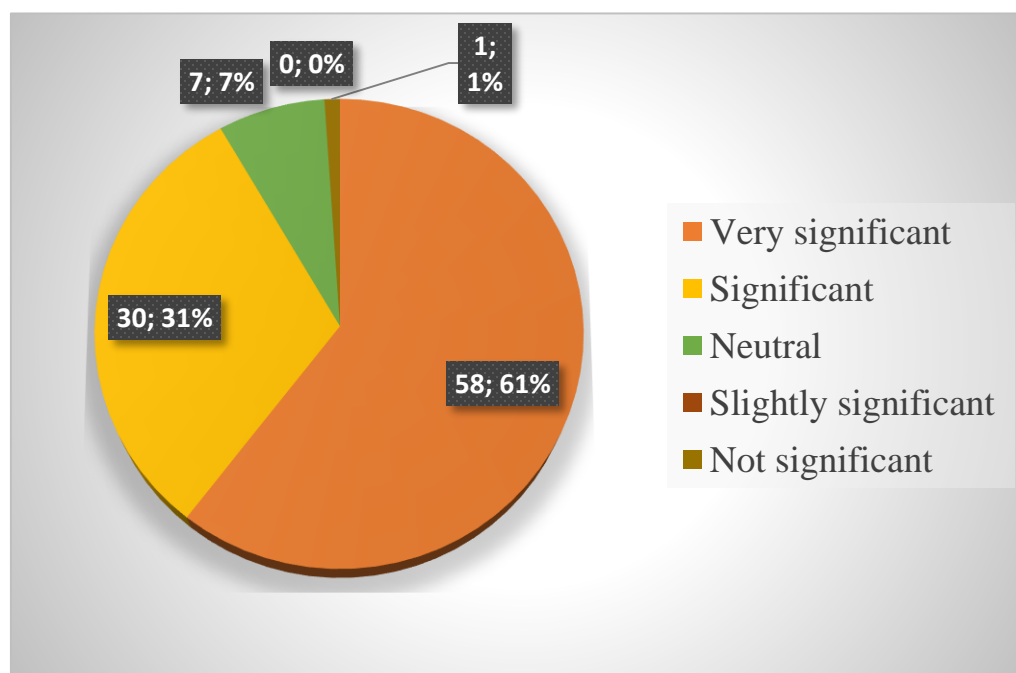
Own elaboration. Source: survey March 2021.

Figure 2 shows the degree of significance that tenth-grade students from Colegio Universitario UTN assign to the English language listening for gist sub-skill development. It can be seen that by adding the two first answer options, "very significant" and "significant," the large majority of students (92%) think that the development of this sub-skill is quite significant. These results show that both the students and their teacher (based on the interview with the teacher) are aware of the importance of the listening for gist sub-skill in L2.

Traditionally, the productive skills, speaking and writing, have been the skills that get most of the attention in the EFL classroom. However, the listening skill has lately started to gain more attention thanks to the recent theoretical development in language learning and teaching (Dhanapala, 2019). Every year more language teachers become aware of the importance of the listening skill since it is the source of acquisition of many different language features, such as "pronunciation, word stress, vocabulary, and syntax […]" (Renukadevi, 2014, p.60).

Figure 3

The degree of difficulty to understand the main ideas in listening activities in English
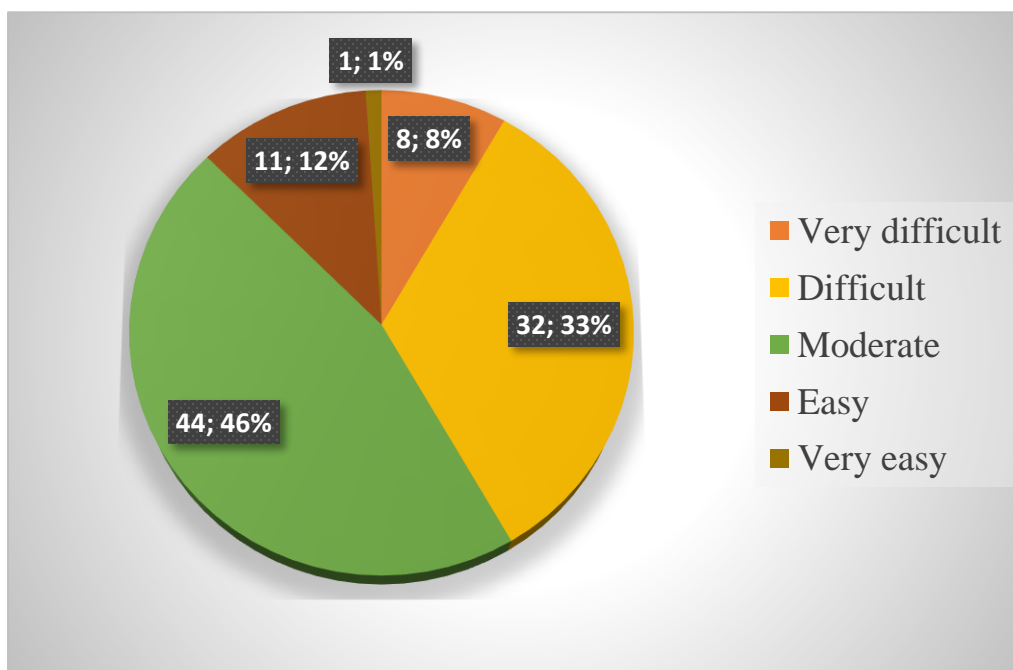
Own elaboration. Source: survey March 2021.

Figure 3 shows how difficult comprehending the main ideas in listening activities in English is for the target students. For more than two-fifths of the students, it represents a moderate level of difficulty. However, for a significant amount of the students (41%), which is the result of adding the two first answer options ("very difficult" and "difficult"), it is difficult to understand the main ideas in listening activities in English. This is not unusual in language learning since "listening is believed to be one of the most challenging of the four macro language skills" (Tran & Duong, 2020, p. 77). The main reason is that listening in a foreign language is a complex process that demands many things from the learner, such as full attention, willingness, sound discrimination, and prior knowledge, to mention a few.

Apart from the natural complexity of listening in a foreign language, there are external factors that make this act a challenging one, such as failing to understand the speaker's accent, fast pace of speech, challenging vocabulary, and others which will be discussed in-depth in the analysis of figure four.

Figure 4

The degree of stress while doing listening activities in English
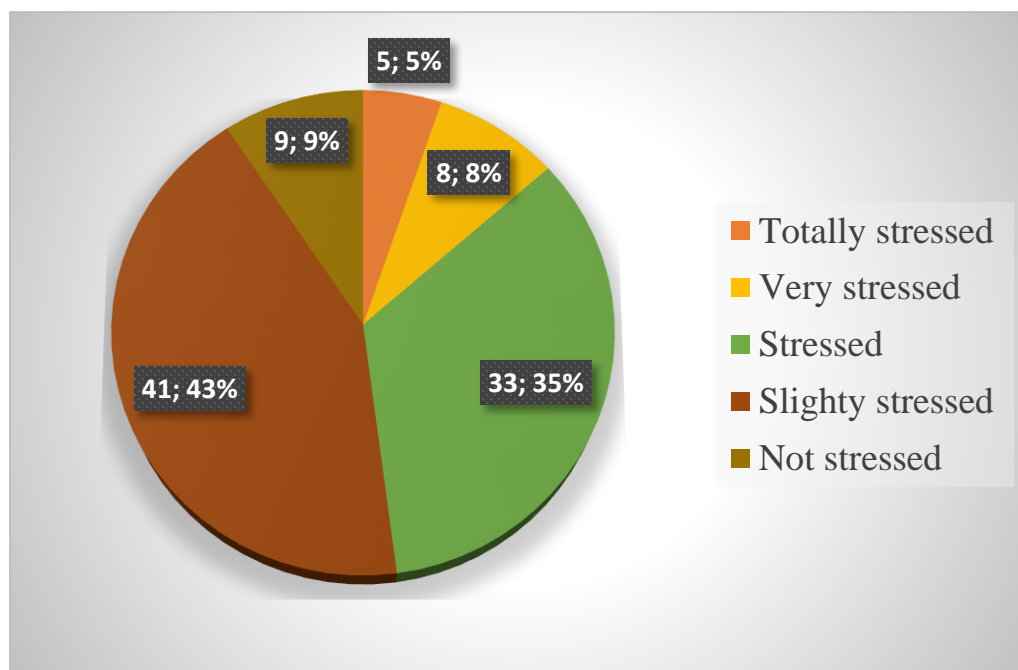
Own elaboration. Source: survey March 2021.

Figure 4 illustrates the degree of stress that the target students experience while doing listening activities in English. The data collected shows that the large majority of the students experience stress at different levels while doing listening activities in English. It means that listening activities for many of the students are challenging activities that involve pressure, tension, and 'anxiety' which is the result of stress. Among all the factors that influence language learning, anxiety is one of the most influential (Arnold, 1999, cited in Zhai, 2015). Furthermore, the literature says that anxiety is a common issue in language learning, being speaking and listening anxiety the most frequent types in EFL classrooms.

In a study conducted by Zhai (2015), a significantly negative correlation between anxiety and listening comprehension on L2 was found, being the leading causes lack of confidence and listening strategies; characteristics of listening comprehension and materials; and fear of negative evaluation. In another study carried out by Prastiyowati (2019) with a group of university students, it was found that the students were usually in a moderate level of anxiety while doing listening activities, and the causes were different. The causes were getting worried about mispronouncing ideas; getting anxious because of unfamiliar words and topics; text speed; and even students' low confidence had an impact on their listening comprehension. It shows

that the causes of listening anxiety are different and numerous, and that anxiety can come from the material, the teachers, the methods used, and the students.

In conclusion, the stress that the target students experience is alarming because it can inhibit their listening skills development and language learning in general, as listening is the source of acquisition of different aspects of language. Therefore, it is a problem that deserves a lot of attention in order to provide strategies for trying to reduce the anxiety that these specific students experience while doing listening activities. Otherwise, it may become an obstacle in their English language learning process.

Figure 5

Factors that hinder the comprehension of the main ideas in listening activities in English
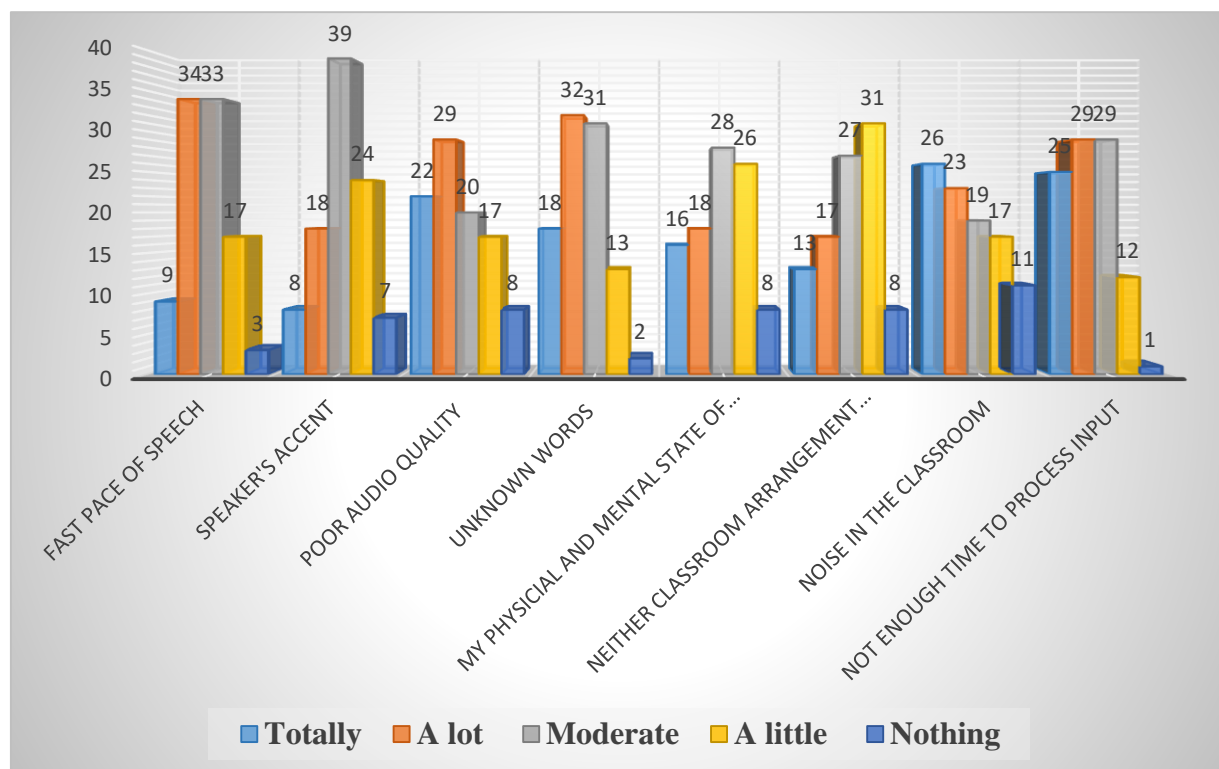
Own elaboration. Source: survey March 2021.

Figure 5 shows the factors that hinder the comprehension of the main ideas in listening activities in English for the target students. Overall, the students said that all the factors stated in the survey hinder, at different levels, their comprehension of the main ideas in listening activities. This is the hierarchical order of impact stated by the students: 1) not enough time to process input; 2) unknown words; 3) fast pace of speech; 4) poor audio quality; 5) noise in the classroom; 6) speaker's accent; 7) physical and mental state; and 8) neither classroom arrangement nor contextualization.

The results of this work are similar to the ones found in a study executed by Goh (1999). The factors reported by the students from this study were: vocabulary; prior knowledge (which has a link with contextualization of topics); speech rate; type of input; and speaker's accent. These results show that most of the factors that inhibit listening comprehension come from external sources like the material, the strategies used by the teacher, and the classroom environment. It means that language teachers should be more careful when choosing the material and strategies for listening activities in order to try to reduce the negative impact that the factors mentioned above cause.

Figure 6

Factors that facilitate the comprehension of the main ideas in listening activities in English
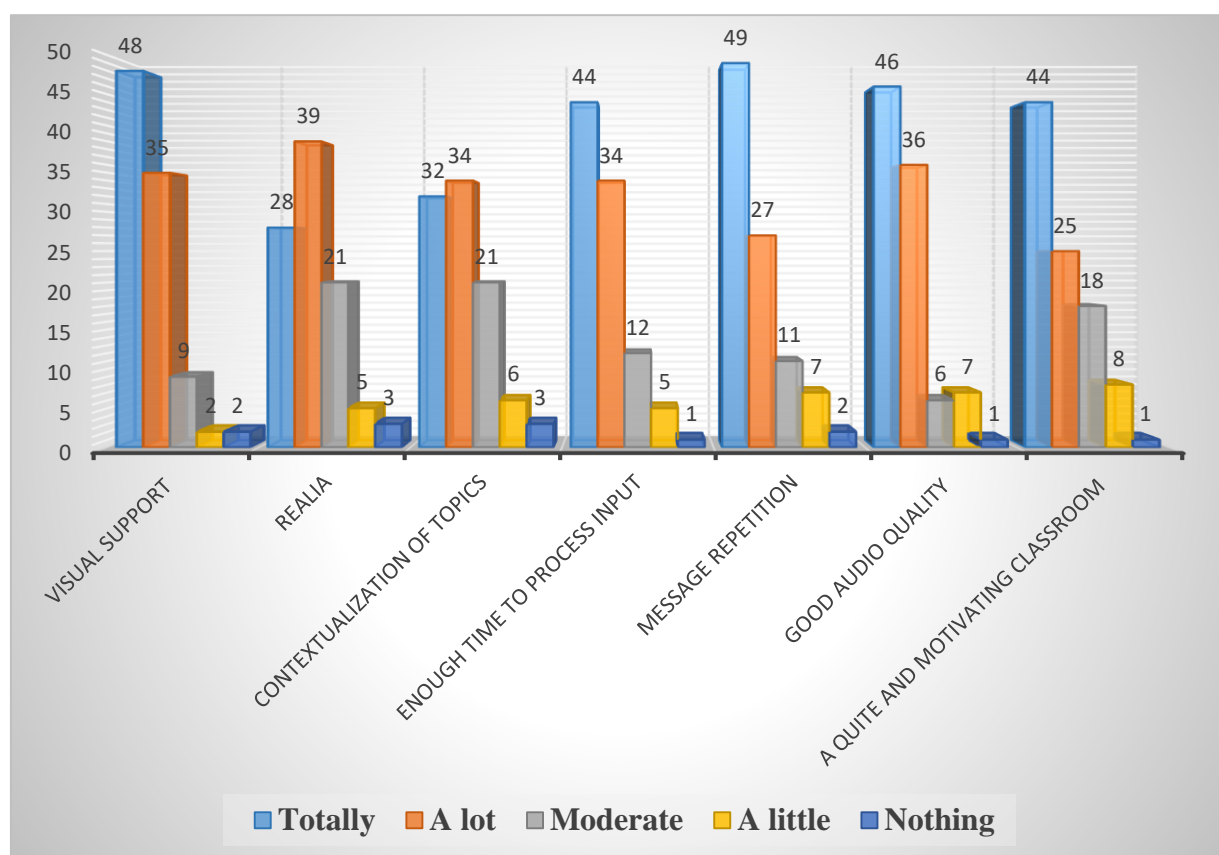
Own elaboration. Source: survey March 2021.

Figure 6 illustrates the factors that facilitate the comprehension of the main ideas in listening activities in English for the target population. Altogether, the students said that all the factors in the survey greatly facilitate their listening comprehension. This is the hierarchical order of facilitation stated by the students: 1) visual support; 2) enough time to process input; 3) realia; 4) good audio quality; 5) contextualization of topics; 6) a quiet and motivating classroom; and 7) message repetition.

In a study executed by Yildiz and Albay (2015), which tried to identify the factors affecting listening comprehension and strategies for improvement with a group of Iraqi language learners, some strategies and factors were found to influence listening comprehension positively. First, the new language must be taught beforehand (during pre-listening activities). Second, the difficulty of listening texts must be at the learner's listening level. Third, listening texts must catch the learner's attention, in other words, listening texts must be motivating and must consider students' interests. Fourth, the speed of speech delivery must be slightly slower than everyday speech. Fifth, the use of native accents. And sixth, a quiet and motivating listening environment should be created. These factors are similar to the ones found to facilitate listening comprehension in this research project. Nevertheless, it is important to say that "learners need to have a good mastery of linguistic knowledge. Without sufficient grammar, vocabulary and pronunciation knowledge comprehension of listening materials does not occur" (Yildiz & Albay, 2015, p. 24).

Figure 7

Activities that have been useful to improve the listening skill in English
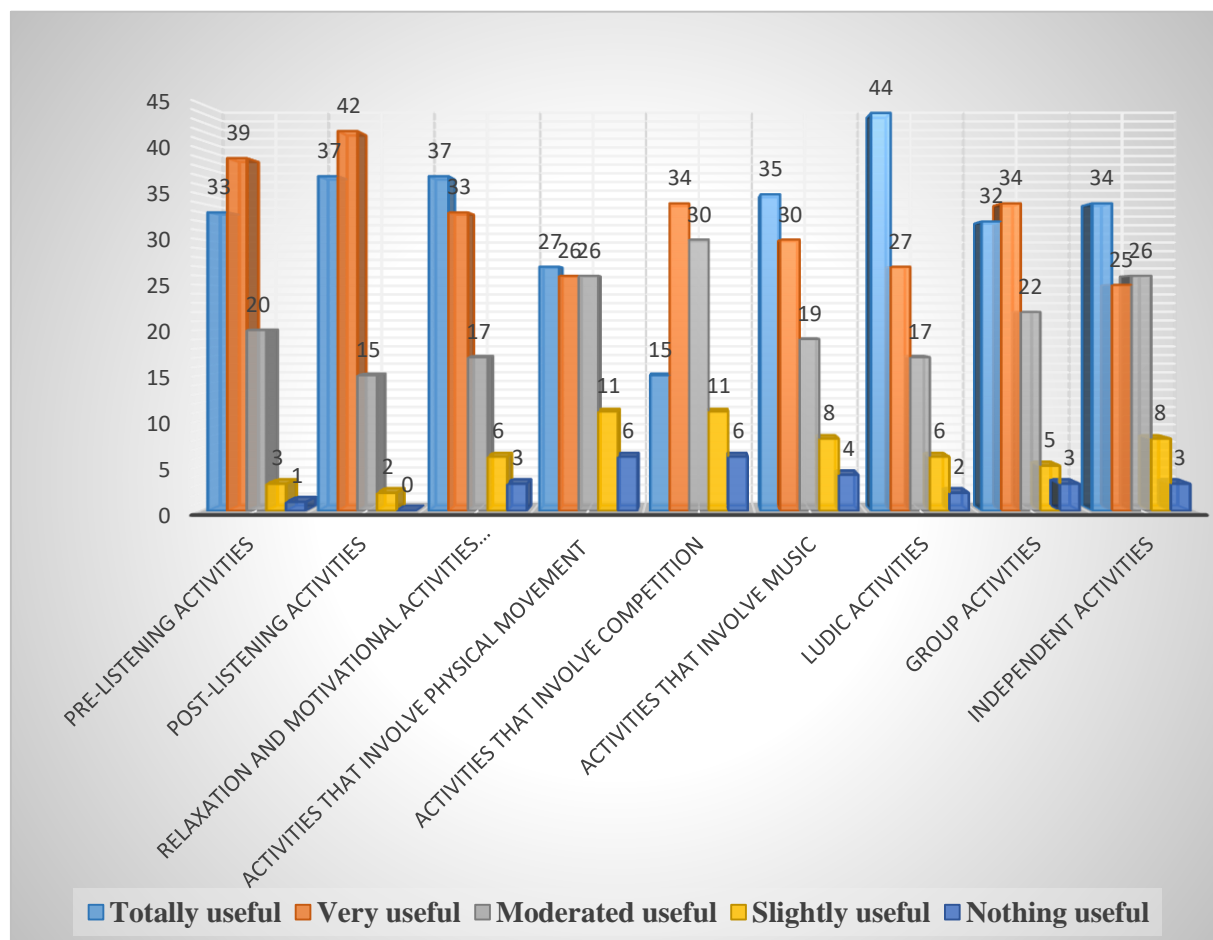
Own elaboration. Source: survey March 2021.

Figure 7 shows the activities that have been useful to improve the listening skill in English for the target students. They said that all the activities stated in the survey have been useful, at different levels, to improve their listening skills in English. This is the hierarchical order of usefulness stated by the students: 1) post-listening activities; 2) pre-listening activities; 3) ludic activities; 4) group activities; 5) relaxation and motivational activities before listening activities; 6) independent activities; 7) activities that involve music; 8) activities that involve competition; and 9) activities that involve physical movement.

It should be noticed that, based on the students' experiences, pre-listening activities, post-listening activities, and ludic activities have been the most helpful activities for this specific group. It makes much sense because pre-listening activities help the learner predict the content and know what the listening activity will be about, while post-listening activities help the learner practice what he/she has learned. And ludic activities are great activities to engage learners with the lessons. A research study executed by Dyah (2012) in which interactive games were used to practice the listening skill, it was found that this type of activities do help to improve the listening skill because it could be seen an improvement of 1.60 points in the students' scores after using interactive games.

3.2. Summary

The listening for gist sub-skill is a fundamental sub-skill of L2 and the results showed that the target students are aware of its importance. However, for a significant amount of the students, it is difficult to understand the gist during listening activities in English. This is not unusual in L2 since listening is one of the most challenging skills for language learners. This specific result is quite important for this work because it confirms that the students need to reinforce their listening for gist sub-skill so that, after some training, they can get the gist of aural information without great effort.

The students also indicated that most of them experience stress while doing listening activities. It has been found by different studies that stress has a negative impact on listening comprehension. Different language teaching methods provide valuable strategies to mitigate stress levels, for example, the Suggestopedia method recommends playing some background music while working. This method claims that music helps mitigate the stress that is typical of language classrooms. Other methods also suggest to use didactic games to start lessons.

It was found that different factors hinder the target students' listening comprehension of the main ideas. The hierarchical order of impact stated by them is as follows: 1) not enough time to process input; 2) unknown words; 3) fast pace of speech; 4) poor audio quality; 5) noise in the classroom; 6) speaker's accent; 7) physical and mental state; and 8) neither classroom arrangement nor contextualization. Therefore, all these factors should be avoided in the proposal by implementing actions like giving the students enough time to process input; introducing in advance the vocabulary to be used during the listening activities; regulating the speech rate of

the listening texts; using high audio quality recordings for listening activities; using familiar accents; contextualizing topics; providing the students visual support during tasks, and promoting a quiet and motivating environment.

Finally, the activities that the students indicated that have been useful to improve their listening for gist sub-skill should be integrated into the proposal too: 1) post-listening activities; 2) pre-listening activities; 3) ludic activities; 4) group activities; 5) relaxation and motivational activities before listening activities; 6) independent activities; 7) activities that involve music; 8) activities that involve competition; and 9) activities that involve physical movement.

3.3. Interview conducted with the English teacher of tenth-graders from Colegio Universitario UTN

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TRABAJO DE GRADO: "APPLICATION OF METHODOLOGICAL STRATEGIES FOR THE ENGLISH LANGUAGE LISTENING FOR GIST SUB-SKILL TRAINING OF YOUNG LEARNERS"

Entrevista dirigida a: Lic. Gladys Vallejos. **Docente de Inglés de los Décimos Años de EGB**

Aplicada por: Brayan Fuertes Camacás. **Estudiante a cargo de la investigación**

Fecha de aplicación: 19 de febrero del 2021

Objetivo: Demostrar los efectos de la aplicación de estrategias metodológicas para la práctica de la subhabilidad de escuchar para comprender la idea principal en el idioma inglés con estudiantes jóvenes.

¿Qué información adicional le gustaría conocer sobre el presente trabajo de investigación?

[aah] No ninguna información adicional. Yo creo que es un tema bastante claro, bastante interesante también.

1. ¿Qué actividades ha implementado usted para promover la práctica de la *subhabilidad para comprender la idea principal de mensajes auditivos (listening for gist sub-skill)* en el idioma inglés con los estudiantes de los Décimos Años de EGB en las clases de lengua extranjera?

Bueno [eeh], al momento pues como le mencionaba no estamos trabajando en forma presencial, pero hemos estado haciendo lo posible por seguir desarrollando las habilidades del idioma y obviamente dentro de estas habilidades pues las habilidades de escuchar que es una de las habilidades más importantes, una de las habilidades de entrada más importantes para que ellos puedan [eeh] desarrollar sus..., el resto de sus habilidades [eh] especialmente las de salida ¿no? Entonces [eeh] dentro de las estrategias que nosotros utilizamos pues es el uso de [eeh] audios, el uso de canciones, hacerles escuchar entrevistas [eeh] y aplicarles [eeh] ciertos tips de información general para que ellos vayan sacando su..., el tema principal, por ejemplo, la idea

general de lo que escucharon o de que se trataba la conversación. Esas, esas son las estrategias que nosotros utilizamos en el aula, más que ahorita que estamos en teletrabajo prácticamente. Pero como le decía pues igual seguimos tratando de enviarles [aam] con algunos videos, con los audios también para hacer [eeh] el desarrollo de esta habilidad.

2. ¿Cuáles han sido las dificultades que se han evidenciado o percibido en la práctica de la *subhabilidad para comprender la idea principal de mensajes auditivos* en el idioma inglés con los estudiantes de los Décimos Años de EGB en las clases de lengua extrajera?

Bueno [eeh] las dificultades más importantes que nosotros tenemos pues es [aam] [loo…] lograr con los estudiantes que ellos se sientan más motivados al aprendizaje del inglés. Esa es una de las [eeh] de las barreras que nosotros se nos hace muy difícil de romper [eeh] tomando en cuenta que ellos en realidad [aah] a la edad de ellos pues no sienten la necesidad de aprender este idioma, no lo toman como una herramienta de comunicación que les va a ser muy útil [eeh] a futuro ¿no?, entonces esa principalmente. La falta de práctica permanente, ellos practican solamente cuando estamos en el aula, [eeh] [noo…], ellos no se sienten motivados a practicar escuchando fuera de las aulas de clase entonces les hace falta bastante lo que se refiere [aah] la práctica.

3. ¿En qué grado estas dificultades han afectado el rendimiento académico de dichos estudiantes?

Bueno hay que tomar en cuenta que nosotros hacemos un trabajo integral, ¿no cierto? Entonces de acuerdo a lo que nosotros vamos desarrollando, nosotros vamos evaluando; de manera que no podríamos decir que esto haya afectado en gran manera el rendimiento académico realmente porque cómo le indicio nosotros hacemos un trabajo que considera todas las áreas dentro del aprendizaje del idioma. Considera el desarrollo de las cuatro habilidades y de acuerdo a lo que nosotros vamos trabajando, de acuerdo a lo que nosotros vamos practicando, nosotros hacemos [uun] una práctica bastante amplia de lo que es "listening", pero esto [aah] no afecta grandemente en la evaluación porque nosotros lo que tratamos es de que el estudiante sea capaz de comunicarse dentro de su nivel [si...]. Entonces no puedo decir que esto afecte enormemente en el rendimiento académico, realmente.

Entrevistador: Entonces [eeh] se podría considerar que el efecto es bajo verdad, no de gran magnitud, poco.

Entrevistada: No es de gran magnitud [ajá]. No, no es de gran magnitud en lo que se refiere [aah] a su rendimiento académico, en lo que se refiere a su calificación final.

4. Siendo la habilidad de escucha la fuente para la producción oral, ¿cómo cree usted que mejoraría la producción oral en el idioma inglés de los estudiantes de los Décimos Años de EGB si tuvieran una buena habilidad de escucha?

Bueno [eeh] desarrollar esta habilidad pues es una de las bases fundamentales, ¿no cierto?, para que ellos puedan desarrollar [eeh] las otras habilidades como le mencionaba antes especialmente las habilidades de salida. Entonces [eeh] si lográramos con ellos desarrollar [eeh] en un alto grado la habilidad de escucha, podríamos desarrollar en mayor grado también el resto de habilidades especialmente [eeh] lograr una comunicación [eeh] tanto en forma oral como en forma escrita después de que ellos hayan escuchado o hayan tenido [eeh] esa exposición [a una], a una conversación, por ejemplo. Entonces es de vital importancia que ellos desarrollen una buena habilidad de escucha.

5. ¿Por qué cree usted es importante la aplicación de estrategias metodológicas que apunten a la práctica de la habilidad de escucha en el idioma inglés con los estudiantes de los Décimos Años de EGB?

Bueno la pregunta dice específicamente con los estudiantes de décimo, yo diría que con todas las personas que quieren aprende un nuevo idioma ¿no? [eemm…] Es [aah] muy importante una buena aplicación e estrategias metodológicas para desarrollar la habilidad de escuchar y comprender lo que se escucha porque esto simplemente repercute en la habilidad de una buena producción oral o de una buena producción escrita. Entonces siendo esta una habilidad de entrada, [eeh] es la base fundamental, de hecho, es la primera fuente que deberían estar expuestos los chicos para poder comprender un idioma nuevo, si queremos nosotros llegar [aah] lograr realmente que ellos puedan comunicarse que es el objetivo final de aprender un nuevo idioma, utilizarlo como una herramienta de comunicación.

Entrevistador: Así es licenciada, [eeh] como usted mencionó, esa es más bien la [eeh] la base de este trabajo, ya que la habilidad de escucha es la habilidad que se debería desarrollar primero, antes que las demás habilidades, ¿verdad?

Entrevistada: Así es.

Entrevistador: Es por la cual adquirimos muchas [eeh] características del idioma. Listo licenciada, muchas gracias.

6. En base a su experiencia y la realidad de los estudiantes de los Décimos Años de EGB, ¿de qué manera considera usted se puede hacer más relevante para dichos estudiantes el desarrollo de la habilidad de escucha en el idioma inglés?

Haber, [aam] ¿de qué manera se podría hacer más relevante la habilidad de escucha? Bueno en primer lug….

Entrevistador: Atraerlos de pronto, ajá.

Entrevistada: Atraerlos hacia [hacia] que ellos [eeh] desarrollen ésta habilidad, es lo que usted se refiere, ¿no cierto?

Entrevistador: Así es.

Entrevistada: Bueno en primer lugar yo creo que [eeh] al igual que el aprendizaje general del idioma, yo creo que motivarles es [aah], motivarles a corto y a largo plazo es la base del conocimiento, es la base del aprendizaje, no solamente de un idioma sino de cualquier cosa que nosotros aprendemos, pues [eeh] depende mucho de la motivación que nosotros tenemos. Entonces primero pues motivarlos, ¿no cierto? motivarlos, y en segundo lugar pues tratar de exponerlos al máximo [eeh] o el mayor tiempo posible a lo que sea diálogos, a lo que sea canciones, exponerlos [aah] [aah] las conversaciones, [eeh] especialmente de [eem] [dee…] angloparlantes nativos que eso les puede ayudar a ellos a desarrollar ésta, ésta habilidad. Entonces pienso yo que de esa manera se puede hacer que los chicos se vean un poco más interesados en [eeh] desarrollar este aprendizaje.

7. En base a su experiencia y la realidad de los estudiantes de los Décimos Años de EGB, ¿cómo piensa usted se puede reforzar las actividades del texto de inglés para el desarrollo de la habilidad de escucha?

Bueno en mi opinión pues creo que [eeh] utilizar un solo texto para el aprendizaje de un idioma no es muy adecuado. Yo pienso que siempre pues como docentes nosotros debemos estar en [een] la búsqueda de otros materiales ¿no? Y pues ahora hay que aprovechar esta cantidad tan grande, hay [un] unas fuentes muy buenas de [eem] a través del internet, a través del YouTube nosotros podemos encontrar [eeh] muchos materiales para que [eeh], para poder desarrollar la habilidad de escucha en los estudiantes. Entonces pues hay que tratar de [eem] llamar la atención de los chicos a través de lo que a ellos les gusta, por ejemplo. A través de una narración, a través de algún cuento, a través de alguna leyenda, a través de conocer las tradiciones de otros [eeh] países que puede ser cosas que a la edad de ellos les llama mucho la atención. Así mismo la música pues [eeh] es un lenguaje universal ¿no? Y que a veces nosotros incluso tarareamos canciones en otro idioma sin saber lo que estamos cantando. [eeh] Yo pienso que eso es muy importante. Entonces [eem] utilizar solamente un texto de inglés como le decía en mi opinión no es muy […] adecuado, no es muy valedero, siempre hay que buscar muchas otras fuentes. [eeh] Hay gran cantidad de [eeh] material que nosotros podemos utilizar a través de [eeh] de fácil acceso ahora ¿no?, que incluso son gratuitos, y nosotros podemos exponerles a nuestros chicos a escuchar charlas, entrevistas, a escuchar podcasts, etc., de diferentes temas. Entonces si se puede, y se debe utilizar [aam] una mayor cantidad de fuentes, no solamente un solo texto.

GRACIAS POR SU VALIOSA COLABORACIÓN

3.4. Interview conducted with the coordinator of the English Area from Colegio Universitario UTN

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TRABAJO DE GRADO: "APPLICATION OF METHODOLOGICAL STRATEGIES FOR THE ENGLISH LANGUAGE LISTENING FOR GIST SUB-SKILL TRAINING OF YOUNG LEARNERS"

Entrevista dirigida a: Lic. Narcisa Hinojosa. **Coordinadora del Área de Lengua Extranjera**

Aplicada por: Brayan Fuertes Camacás. **A cargo de la investigación**

Fecha de aplicación: 22 de febrero del 2021

Objetivo: Demostrar los efectos de la aplicación de estrategias metodológicas para la práctica de la subhabilidad de escuchar para comprender la idea principal en el idioma inglés con estudiantes jóvenes.

¿Qué información adicional le gustaría conocer sobre el presente trabajo de investigación?

Entrevistada: Bueno, sería bueno saber también [eeh] cuál sería el aporte de usted ¿no?, [eeh] una vez que se desarrolle [este…] esta temática ¿Cuál sería el aporte que dejaría, de parte de usted?

Entrevistador: Si, ajá. Si, muchas gracias por la pregunta [eeh]. Justamente de esto conversaba con la señora rectora de la Institución y con la señora [eeh] docente a cargo de los décimos ¿no? [eeh] Al final pues se va a realizar una propuesta, una guía metodológica de cuatro unidades que será la propuesta de mi trabajo de investigación donde se encontrarán estrategias metodológicas, actividades [co...], muy detallado ¿no?, con los recursos [eeh], con el tiempo, muy detallado [esta, esta] estas cuatro unidades para que se pueda trabajar esta habilidad "listening for gist sub-skill". Entonces, este es [eeh] de alguna manera el aporte que me gustaría hacer a la institución [dee…] de mi parte [eeh] por la apertura que me han brindado ¿no?, [een, en] en la presente institución para poder trabajar. Al final de esto pues socializaré esta propuesta con ustedes los señores y señoras docentes de inglés [de laa…] de la Institución también, ajá al final [dee…] del trabajo de investigación.

Entrevistada: Ya, ya gracias.

1. ¿Qué estrategias se han implementado para promover la práctica de la *habilidad de escucha* en el idioma inglés con los estudiantes de los Décimos Años de EGB en las clases de lengua extranjera?

Bueno, lamentablemente yo no podría decir que se ha implementado o se ha promovido [una…] una destreza ¿no? en sí para [eeh] promover [esta…] esta destreza de escuchar en inglés ya que no contamos con, con los medios necesarios. Lo que hacemos nosotros es utilizar los [ooh], los audios o buscar audios relacionados a diferentes temas. Pero, pero hemos [aah], pero hemos [aah] aplicado destrezas en sí para, [para la], para promover esta habilidad. Se trabaja en la, en las cuatro destrezas más el vocabulario y la gramática en todas… [eeh], por igual digámosle.

2. ¿Cuáles han sido las dificultades que se han evidenciado o percibido en la práctica de la *habilidad de escucha* en el idioma inglés con dichos estudiantes en las clases de lengua extrajera?

Entrevistada: Primeramente, no contar con [aah], con los medios necesarios como son por ejemplo [aah] que se yo computadoras [eeh], los [aah], o un laboratorio. Permítame un ratito.

Entrevistador: No se preocupe licenciada.

Entrevistada: Disculpe la, la interrupción.

Entrevistador: No se preocupe licenciada.

Entrevistada: Decíamos que, que el no tener los medios tecnológicos necesarios porque no contamos por ejemplo con un laboratorio de inglés donde podamos hacer nosotros la práctica con los chicos. [eel] El área se ha visto siempre [eeh] preocupada y lo que hacemos nosotros es por ejemplo tener las grabadoras o [los…] los parlantes para poder nosotros realizar [eeh] la práctica de esta destreza. Pero si es un limitante ¿no? y lo que hace es que muchas veces, por ejemplo, en la institución, digamos en ciertos cursos no hay, no hay la conexión disponible de electricidad, que tiene más alto voltaje […], nos hemos visto con este tipo [de…] de problemas y esto ha hecho de que tengamos nosotros de que cuando se tiene que hacerles escuchar, uno mismo leer, y no es lo mismo ¿no? O sea, no es igual escuchar a un nativo que escucharle, que nos escuchen a nosotros. Entonces eso ha sido una de las, de las grandes problemáticas que tenemos siempre. Por ejemplo, nosotros no podemos hacer actividades en [la…], en las computadoras o acceder a diferentes tipos [de…] de material que tienen para trabajar con los chicos porque no tenemos el espacio nosotros. O sea, la institución cuenta [con, con] con un laboratorio de computadoras pero no nos permiten utilizar.

Entrevistador: Muchas gracias, y de pronto de parte de los estudiantes, ¿qué dificultad se ha evidenciado con ellos en la práctica de esta habilidad?

Entrevistada: No les gusta, jeje. No les gusta. Bueno de por si a los estudiantes es conocido digamos a nivel general de que la asignatura poco les gusta ¿no? El inglés [no, no, no] no viene a ser una de esas materias que a los estudiantes les, les guste. [eeh] Y el hecho mismo de que cuando tienen que escuchar, si la información está muy, demasiado extensa digámosle así, [no...] no les gusta ¿no? Pocos son los que, los que en verdad aprovechan esto, pero de ahí la gran mayoría no. Y cuando de repente se les hace escuchar el audio nativo, [eel] el propio, peormente. O sea, ahí, ahí lo que la gran mayoría de estudiantes dice es lea usted porque parece que como uno se les lee un poquito más despacio, más vocalizado, entonces captan más la información. Pero cuando es con [eel] con el audio propio, ahí si tienen bastante problema en captar la información.

3. ¿En qué grado estas dificultades han afectado el rendimiento académico de dichos estudiantes?

En formal general yo creo que no le afecta tanto el rendimiento académico porque como le comentaba nosotros trabajamos en [een] las cuatro destrezas por igual: "reading, writing, listening, speaking" y [eeh] el "grammar y vocabulary". Pero en la que siempre tienen mayor dificultad los estudiantes es [een] en las destrezas del output que son las del "writing" y del "speaking". Entonces [eeh] no podríamos decir que se..., que el rendimiento se afecta mucho porque [eeh] como va todas a la par, o sea va actividades a la par entonces la una [lee] le mejora a la otra nota ¿no cierto? Pero si, si hay bastante dificultad. Más en la de "listening" porque en "Reading" como tienen las [eeh] las lecturas ellos pueden acceder, pueden leer y buscar el significado, que se yo. Pero en cambio en "listening" siempre se quedan con esa..., con esa duda. Y muchas veces los [aah] audios o el material [aah] usted piensa que es esa la respuesta y total es que no ha sido ha sido otra. Entonces si es un poquito más dificultoso para ellos. Pero el rendimiento académico en sí, personalmente yo creo que no se afecta ¿por qué? Se está [aah] enseñando todas las destrezas por igual.

4. Siendo la habilidad de escucha la fuente para la producción oral, ¿cómo cree usted que mejoraría la producción oral en el idioma inglés de los estudiantes de los Décimos Años de EGB si tuvieran una buena habilidad de escucha?

Yo creo que mejoraría mucho ¿no? Porque pongámonos a analizar en español, o los niños pequeños, los niños no aprenden [eeh] el español leyendo de una ¿no?, ellos aprenden escuchando, ¿escuchando a quiénes?, los papás, a la gente que le rodea, y eso aprenden. Entonces [si...] si nos pusiéramos nosotros [aah] a mejorar esta destreza que escuchen, yo creo que si mejoraría ¿no? porque así hemos aprendido nosotros de niños ¿no?, escuchando.

Entrevistador: Así es

Entrevistada: He inclusive, inclusive si nos ponemos a analizar los niños que están [en el], en el "pre-kinder", o en el jardín, los más pequeñitos ¿cómo les enseñan en inglés las profesoras?

Las profesoras solamente mediante lo que les hacen escuchar. Claro lógicamente utilizan gráficos o material también, pero si es más escuchando. Entonces ahí ellos van desarrollando más la producción oral.

5. ¿Por qué cree usted es importante la aplicación de estrategias metodológicas que apunten a la práctica de la habilidad de escucha en el idioma inglés con los estudiantes de los Décimos Años de EGB?

Bien, por lo general siempre las estrategias metodológicas aplicadas en los alumnos siempre mejoran ¿no?, en cualquiera de las destrezas [y si…] y si son estrategias prácticas, productivas que van a ayudar a los jóvenes es importantísimo porque [eeh] deberíamos encaminarnos también [a la…] a la aplicación de estrategias metodológicas que estén digamos actuales, que sean innovadoras.

6. En base a su experiencia y la realidad de los estudiantes de los Décimos Años de EGB, ¿de qué manera considera usted se puede hacer más relevante para dichos estudiantes el desarrollo de la habilidad de escucha en el idioma inglés?

Por lo general [eeh] a la mayor parte de los jóvenes, no solamente a los chicos de décimos años, a la mayoría de estudiantes lo que se les dice es escuchen canciones en inglés, [eeh] escuchen una película en inglés ¿sí?, aunque la traducción digámosle está en español abajo leyéndole, pero escuchen y el momento que ellos puedan escuchar se van dando cuenta y van captando algunas palabras. Que le capten una, dos o tres para ellos ya es importantísimo y se sienten a gusto y sienten que si son capaces de hacer eso. Entonces yo creo que es relevante poner en práctica [y…] y buscar alternativas ¿no? para ir mejorando esto, que vayan a la par con la innovación tecnológica que decía, pero utilizando también materiales que puedan acceder.

7. En base a su experiencia y la realidad de los estudiantes de los Décimos Años de EGB, ¿cómo piensa usted se puede reforzar las actividades del texto de inglés para el desarrollo de la habilidad de escucha?

Bien, si hablamos de textos [eem], no sé si ustedes tienen conocimiento, pero desde hace creo yo que es un año atrás me parece, [el ministerio...] el colegio trabaja con los libros del ministerio de educación ¿sí? Nos [aah] ayudaban con los textos anteriores, pero en la actualidad estamos trabajando con módulos. Yo no sé el Ministerio de Educación en base a qué cambiaron los textos anteriores porque los textos anteriores si eran factibles e inclusive nos daban el CD y en el CD nosotros podíamos escuchar, [eeh] teníamos el material digamos idóneo ¿no? Pero actualmente, me parece que es desde el año atrás, que ellos cambiaron a módulos. Y los módulos desde mi forma de pensar, desde mi punto de vista, no tienen ni pies ni cabeza, es una mezcla de gramáticas, es una mezcla de todo. Los audios no nos [aah] no es posible muchas veces bajar del internet porque no hay un CD que le diga aquí está el CD de audios, usted tiene que buscar la información y eso si ha afectado mucho ¿por qué? Porque no tenemos nosotros el material

[aah] idóneo para poder con los estudiantes trabajar. Entonces el cambio de material, el cambio del texto que ha habido si ha dificultado bastante. Más que nada ¿por qué?, como le digo antes los textos eran de acuerdo al nivel que los estudiantes estaban de octavo a tercero de bachillerato, [iba] iba en secuencia las gramáticas ¿sí?, empezaba desde el octavo desde la gramática más sencilla el verbo 'to be' iba aumentando y los audios eran igual, tenía su CD y podía escuchar. Inclusive había el material que les proveían a los chicos también, ellos recibían su CD. Entonces si tenemos un material que no está apto, que no está acorde, difícilmente se hace la práctica de esta habilidad. [y…] Y como le cuento, cambiaron [cambiaron] estos textos y fue para peor. Entonces los audios son muy difícil de conseguir, les tiene usted que tener que estar buscando en el internet, bajándoles, lo que antes no sucedía eso. Los estudiantes tenían acceso al material y hoy en día ya no.

GRACIAS POR SU VALIOSA COLABORACIÓN

3.5. Interview conducted with the vice-principal of Colegio Universitario UTN

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TRABAJO DE GRADO: "APPLICATION OF METHODOLOGICAL STRATEGIES FOR THE ENGLISH LANGUAGE LISTENING FOR GIST SUB-SKILL TRAINING OF YOUNG LEARNERS"

Entrevista dirigida a: Mgtr. Rosita Almeida. **Vicerrectora del Colegio Universitario UTN**

Aplicada por: Brayan Fuertes Camacás. **A cargo de la investigación**

Fecha de aplicación: 26 de febrero de 2021

Objetivo: Demostrar los efectos de la aplicación de estrategias metodológicas para la práctica de la subhabilidad de escuchar para comprender la idea principal en el idioma inglés con estudiantes jóvenes.

¿Qué información adicional le gustaría conocer sobre el presente trabajo de investigación?

Entrevistada: Bueno como información…, Buenos días, como información adicional sería [eh] si se va a desarrollar alguna […] algún documento ¿sí?, [que…] que nos permita a nosotros [eeh] tal vez socializar, o ¿vamos a tener acceso a esa información? Para poder socializar en este caso en la institución y de alguna forma nos permita [eeh] mejorar los procesos dentro de ésta subhabilidad en el idioma inglés que se aplican con los estudiantes, eso sería.

Entrevistador: Sí magíster, el objetivo es al final [eh] de éste trabajo socializar la propuesta ¿no?, con el docente, con la señora docente de Décimo y también con todos los docentes del Área de Inglés. Y pues como esto, como todos los derechos del trabajo se brindan a la universidad, pues el trabajo la guía en sí…, la propuesta será una guía de cuatro unidades con actividades recursos bien detallada ¿no? para practicar ésta subhabilidad, sin embargo todos estos […] los derechos se brindan a la universidad por lo que no podemos nosotros compartirle a otras personas pero, lo que si voy a hacer es para la socialización [eeh] ésta guía pasarla de manera digital con un recurso que me permita socializar con los docentes y poderles brindar de manera digital [ajá] eso si lo voy a hacer magíster, [ajá] para que tengan ¿no? también para que les sirva como actividades extras para los docentes de inglés. Listo.

Entrevistada: Ya, muy bien.

1. ¿Qué estrategias se han implementado para promover la práctica de la *habilidad de escucha* en el idioma inglés con los estudiantes de los Décimos Años de EGB en las clases de lengua extranjera?

Haber bueno, considerando que es una […], son cuatro habilidades dentro del idioma inglés y todas están interrelacionadas [eeh] dentro [de] de los recursos que se ha utilizado para, para el desarrollo de los contenidos que se encuentran dentro del Área de Inglés y de la asignatura de Inglés es la utilización de dispositivos multimedia. Los compañeros docentes utilizan, dentro de sus recursos, videos, audio scripts, [eeh] en base a ellos también elaboran cuestionarios. Además de eso utilizan [eeh] plataformas [eeh] que están disponibles en lo que corresponde a la web ¿no? especialmente. YouTube también utilizan, es esa parte como recurso ¿no? Pero en general lo que se utiliza son los dispositivos multimedia.

2. ¿Cuáles han sido las dificultades que se han evidenciado o percibido en la práctica de la *habilidad de escucha* en el idioma inglés con dichos estudiantes en las clases de lengua extranjera?

Bueno, yo creo que es un inconveniente que hemos tenido no solamente, o el producto tal vez, de que dentro de lo que es educación básica media especialmente, no se desarrolla ésta subhabilidad y eso como que va acarreando una serie de dificultades que no permite desarrollar en un cien por ciento en ésta habilidad dentro de cada uno de los años, especialmente del nivel

básica superior ¿no?, como es el de [...] el de Décimo año de Educación Básica. Esos son, han sido los inconvenientes que [een] en un porcentaje alto de los estudiantes no tienen desarrollado ésta habilidad. Eso como le cuento, ellos no practican ésta habilidad ¿no? dentro de las acciones que realizan y por ende no le encuentran o no encuentran la motivación necesaria para poder desarrollar ésta, ésta habilidad.

3. ¿En qué grado estas dificultades han afectado el rendimiento académico de dichos estudiantes?

Bueno, como le mencionaba es una dificultad que en realidad si tenemos porque ésta habilidad no la encuentran dentro [del] del entorno en el cual ellos se desarrollan y por ende no la pueden desarrollar de la mejor manera, solo cuando están en las, en las clases de inglés ¿no? Ahí se trata con los recursos que le mencionaba de desarrollar ésta habilidad. Pero sí creo que ha afectado en un 25 % creo yo en el desarrollo de lo que es [eeh] el rendimiento académico de los estudiantes.

4. Siendo la habilidad de escucha la fuente para la producción oral, ¿cómo cree usted que mejoraría la producción oral en el idioma inglés de los estudiantes de los Décimos Años de EGB si tuvieran una buena habilidad de escucha?

Bueno yo creo que [eh] como le mencionaba dentro del Área de inglés, todas las [aah] habilidades que se desarrollan [eeh] son […] son importantes [eh] están interrelacionadas. Si ésta habilidad se mejora, nos permitiría mejorar las [eh] las otras habilidades del área de inglés ¿no? como son el "speaking", el "writing", etc. El "listening", entonces me parece muy importante si se desarrolla ésta habilidad se mejoraría de manera creo yo sustancial, ya que [se…] como le dije ¿no?, permitiría interrelacionar y desarrollar de mejor manera las otras habilidades del inglés fomentándose un proceso de comunicación un poco más fluido de mayor efectividad.

5. ¿Por qué cree usted es importante la aplicación de estrategias metodológicas que apunten a la práctica de la habilidad de escucha en el idioma inglés con los estudiantes de los Décimos Años de EGB?

Bueno es muy importante ¿no? [eeh] a nivel educativo en cualquier área del conocimiento [eel] los resultados que nosotros deseamos obtener siempre están ligados a las estrategias metodológicas que nosotros aplicamos. Entonces es muy importante considerando el nivel en el que se encuentran los estudiantes, considerando su realidad porque uno de los [eh] de los procesos que tenemos que realizar como docentes es conocer la realidad del estudiante, el entorno en el que se desarrolla y de acuerdo a eso aplicar las estrategias metodológicas. Entonces [eh] yo pienso que la aplicación de estrategias metodológicas enfocadas principalmente en el desarrollo de ésta subhabilidad son muy importantes considerarlas porque como le mencionaba

todas las habilidades están relacionadas y si desarrollamos una habilidad por ende nos permitirá desarrollar las otras habilidades del inglés.

6. En base a su experiencia y la realidad de los estudiantes de los Décimos Años de EGB, ¿de qué manera considera usted se puede hacer más relevante para dichos estudiantes el desarrollo de la habilidad de escucha en el idioma inglés?

A ver, [eeh] todo es parte un proceso ¿no? [eeh] siempre el aplicar nuevas estrategias, el conocer la realidad en la que vamos a aplicar esas estrategias, [el] el saber que recursos son los idóneos, primeramente [para] para poder [eem…] encontrar o fundamentar lo que corresponde a la motivación dentro del estudiante. Eso creo que es una parte fundamental, [eh] empezar por eso y luego definir de acuerdo, como usted sabe siempre para poder aplicar cualquier proceso se hace una evaluación, considerando esa evaluación se debe, [eh] se debe ver cuáles son [son] los puntos o los contenidos, en éste caso, de la habilidad que usted me está mencionando que debemos desarrollar; si debemos de partir tal vez de algo básico o ellos ya tienen una base como para poder ir generando un poco más de complejidad. Entonces yo creo que todo está sujeto a la realidad en la que se desenvuelve el estudiante, al contexto en el que se desenvuelve, y de acuerdo [ah] a las bases que él tiene dentro de estas habilidades principalmente, que como le mencioné anteriormente es una habilidad bastante importante desarrollarla porque nos va a permitir por ende desarrollar las otras habilidades del inglés. Y también es muy importante enfocarse en el desarrollo de ésta habilidad, ya que, y hacerle ver ¿no? como le decía la motivación debe ser intrínseca para que el estudiante se motive a desarrollar [este] estas habilidades del idioma inglés que muchos problemas a veces nos ocasiona por lo que no se desarrollan dentro de su contexto. A nivel de sus familias muchas veces los padres, especialmente de nuestra institución, [no] no saben por ejemplo los saludos en inglés. Así estoy poniendo una situación que en muchos de los casos se da en nuestra institución con esos estudiantes considerando que son de bajos recursos económicos y la mayoría de los padres de familia [eh] nos son terminados en muchos casos la secundaria. Entonces esto nos influye también en unos de los problemas que hemos detectado dentro de la institución para el desarrollo de las habilidades que comprende el idioma inglés.

GRACIAS POR SU VALIOSA COLABORACIÓN

3.6. Summary

The current pandemic forced schools all over the world to move from regular learning to remote learning, and despite the challenges of this type of education, the English teacher has done her best to continue teaching the English language to tenth-grade students. Some of the material used by the teacher to promote the development of the listening for gist sub-skill of this group of students is songs, interviews, and audio recordings. With that material, the teacher encourages the students to extract the main ideas and practice their listening for gist sub-skill. And as this material is familiar to the students, some of it should be integrated into the proposal of this work.

However, some difficulties have been encountered by the teachers while teaching the listening for gist sub-skill to the target students. The lack of motivation that the students show towards learning English is the main challenge that the teachers have to face. The second one is the lack of practice outside the classroom, which is a result of the first problem. Therefore, it suggests that the proposal of this work should incorporate topics and activities that raise the students' interests so that their motivation towards learning English increases.

It was also said by the interviewees that developing good listening skills greatly contributes to improving the rest of the language skills, especially speaking, because it is the source of acquisition of many language features, such as word stress, syntax, intonation, and vocabulary, among others. Therefore, it becomes relevant for the students to develop good listening skills in order to improve their oral production.

Language teaching methods provide valuable methodological strategies and activities to practice listening comprehension, and the interviewees agree with this point. They say that appropriate methodological strategies generally work when applied with the students, and it is even better if the activities are engaging and interesting to them. Therefore, it is quite important, to the interviewees, to apply good methodological strategies and activities that aim at reinforcing the students' listening comprehension.

Finally, according to the interviewees, to make the practice of this sub-skill more relevant and appealing to the students, the material and topics chosen to be taught should raise their interest and catch their attention. The language, topics, and material used should also be in accordance with their age and context. For example, songs, stories, and videos are great material to catch the students' attention. Consequently, some of this type of material should be considered into the proposal of this work.

CHAPTER IV: PROPOSAL

4.1. Introduction

The data collected showed that tenth-grade students from Colegio Universitario UTN experience different difficulties while doing listening activities in English. The students said that they were aware of the significance of the listening for gist sub-skill in the English language. However, they pointed out that they struggled with listening activities in the classroom because they generated stress. Also, other factors like not enough time to process input, unfamiliar vocabulary, fast pace of speech, and neither classroom arrangement nor contextualization, to mention a few, negatively affected their comprehension of the main ideas in listening activities. Therefore, the present didactic guide was developed to help those students mitigate all the difficulties they experience while doing listening activities and make the learning of English an easy and dynamic process for them.

This didactic guide aims at facilitating the reinforcement of the listening for gist sub-skill in an interactive way while trying to avoid the factors that have inhibited the students' listening comprehension and implementing all the aspects that have helped them comprehend the main ideas in listening activities, as it is analyzed in chapter III. The activities that are part of this guide are designed to motivate the students towards the English language in general, and more specifically listening activities. They involve different principles that different language teaching and learning methods suggest, such as pre-, while-, and post-listening activities, cooperation, physical movement, music, games, among others which are detailed in the methodology table of each unit. Furthermore, they are designed to be interactive and student-centered so that the students become the co-constructors of their own learning following the principles of Constructivism.

4.2. Proposal's name

DIDACTIC GUIDE TO FACILITATE THE TRAINING OF THE ENGLISH LANGUAGE LISTENING FOR GIST SUB-SKILL OF YOUNG LEARNERS

4.3. Presentation

The present didactic guide does not replace the book to teach the English language to the target population, but it aims to serve as a companion guide for the English teacher to facilitate the training of the English language listening for gist sub-skill of their students. The guide is composed of four different units; they go from basic topics to more complex ones. These topics were taken from the Performance criteria for the English language listening skill for tenth-graders in Ecuador. Each unit has six stages: warm-up, lead-in, pre-listening, during-listening, post-listening, and extension. And each contains activities and strategies that help learners train their listening for gist sub-skill and accomplish the aims set at the beginning of each unit.

The methodology used for each unit is presented in a table before each unit's cover page, however here is a brief description of the main stages:

In the Pre-listening stage, the students get familiarized with the topic and the vocabulary to be used throughout the unit. Here, the students' prior knowledge is activated and the target vocabulary is introduced.

In the During-listening stage, the students interact with the listening texts. Here, they are required to listen at gist-level to different listening texts in order to get the main ideas. Then they have to show their listening comprehension through comprehension tests and other types of activities.

In the Post-listening stage, the target vocabulary is reinforced and put into practice. Here, the learners are required to use the target vocabulary through meaningful activates which require the integration of skills: reading, writing, listening, and speaking.

In the Extension stage, the learners use and expand the language learned while integrating language skills. The students have to work collaboratively on different types of projects which are then presented to the class.

Finally, at the end of each unit, the students use a rubric to self-evaluate their work throughout the unit.

It should be also noted that this didactic guide is designed to be executed in person. However, some alternative online activities are also included.

4.4. General Objective

To facilitate the training of English language listening for gist sub-skill of tenth-graders from Colegio Universitario UTN.

4.5. Units

UNIT 1: MY HOBBIES

UNIT 2: THE FOOD WE EAT

UNIT 3: THE WEATHER

UNIT 4: GETTING TO KNOW OUR CONTINENT, THE AMERICAS

The following table shows the methodology of unit 1:

Table 6

Unit 1 Methodology

UNIT 1: MY HOBBIES

Unit aims:

By the end of this unit, the students will be able to:

- comprehend the gist of different conversations and presentations about hobbies
- share what they like to do in their free time
- give a short presentation about their hobbies

| Stages	Strategies	Activities	Time
Warm-up	- Didactic game	- "Name ten things"	4 minutes
Lead-in	- Listening at gist-level	- Listening to the definitions and guessing the hobbies.	6 minutes
PRE-LISTENING	- Activating the students' prior knowledge - Contextualizing - Using visuals	- Writing as many hobbies as they know on the board. -Vocabulary presentation.	16 minutes
DURING-LISTENING	- Prediction - Listening at gist-level	- Encouraging the students to predict the context of the listening text. - Listening to different conversations about hobbies in order to identify the main ideas.	24 minutes

	- Showing gist comprehension	- Gist comprehension tests.	
		- Summarizing.	
POST-LISTENING	- Integrating skills: Listening + Writing,	- Writing what they like and don't like doing in their free time (using a table).	30 minutes
	Listening + Speaking (communicating among peers)	- Sharing their tables with the class.	
		- Looking for the classmates who share their same hobbies.	
		- Singing a song.	
			Time: 1h 20m
EXTENSION	Project to integrate skills: Listening + Reading + Writing + Speaking	Preparing and then delivering a presentation about their favorite hobbies.	2 hours
			Total: 3h 20m

Own elaboration

Additionally, the following background music can be played during activities:

Link: https://bit.ly/3yFzLo8 Source: HALIDONMUSIC (2018)

4.5.1. UNIT 1: MY HOBBIES
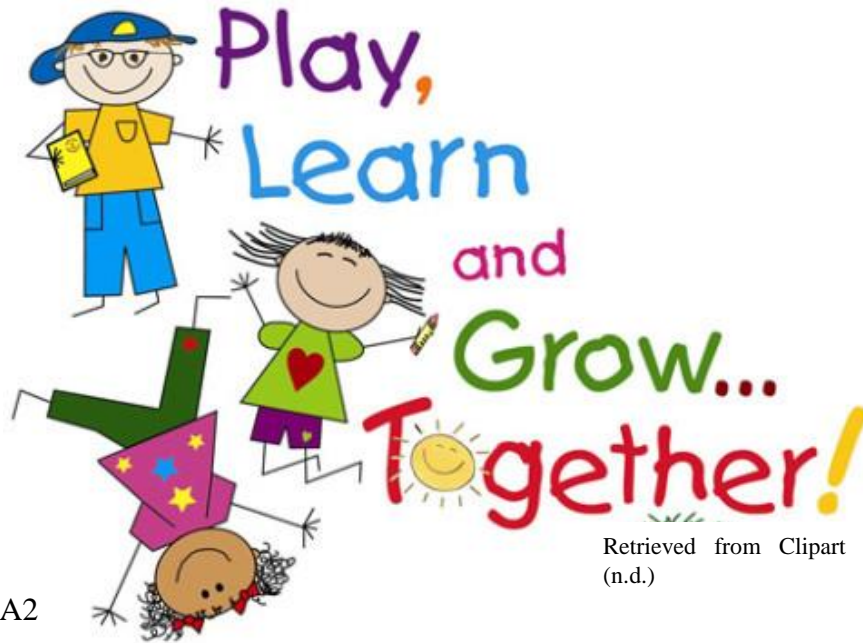
Retrieved from Clipart Library (n.d.)

Age group / level

13-14 / CEFR level A2

CEFR Descriptors (CEFR, cited in Moe & Hasselgreen 2018):

- Can follow in outline short, simple social exchanges, conducted very slowly and clearly.
- Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.
- Can follow a very simple, well-structured presentation or demonstration, provided that it is illustrated with slides, concrete examples or diagrams, it is delivered slowly and clearly with repetition and the topic is familiar.

Unit aims:

By the end of this unit, the students will be able to:

- comprehend the gist of different conversations and presentations about hobbies
- share what they like to do in their free time
- give a short presentation about their hobbies

Time: 3h 20m

Resources: computer, internet access, projector and speakers (if possible), sheets of paper, flashcards or pictures, markers, colors, pencils, glue, and pens.

Target Vocabulary: Hobbies

Warm-up

1. Play the game "Name ten" with the students. Invite the students to name ten things that belong to a specific category.

Categories:

- **name ten sports**; **name ten musical instruments**; **name ten things you can find in your house**; **name ten countries from the Americas**; **name ten things you can find in the forest.**

Lead-in

2. Read the definitions of the following hobbies and items, and invite the students to guess their names. Give one mark for each correct answer and identify the winning student.

- An activity that someone does for pleasure when they are not working → **Hobby**
- The skill or activity of getting information from books → **Reading**
- A game played between two teams of eleven people, where each team tries to win by kicking a ball into the other team's goal → **Football**
- A game in which the player controls moving pictures on a screen by pressing buttons → **Video game**
- A musical instrument, usually made of wood, with six strings and a long neck, played with the fingers → **Guitar**
- The sport of riding a bicycle → **Cycling**
- The art or process of making pictures with a pencil, pen, etc., or a picture made in this way → **Drawing**
- The activity of making musical sounds with the voice, usually a tune with words → **Singing**
- Physical activity that you do to make your body strong and healthy → **Exercising**

Definitions taken from Cambridge Dictionary (n.d.). https://dictionary.cambridge.org/

If the students do not guess one hobby that easily, say the first letter of it to help them guess its name.

Pre-listening

3. Activate the students' prior knowledge by inviting them to write on the board as many hobbies as they know.

Link to online board if executed online: https://bit.ly/3oQdYpn
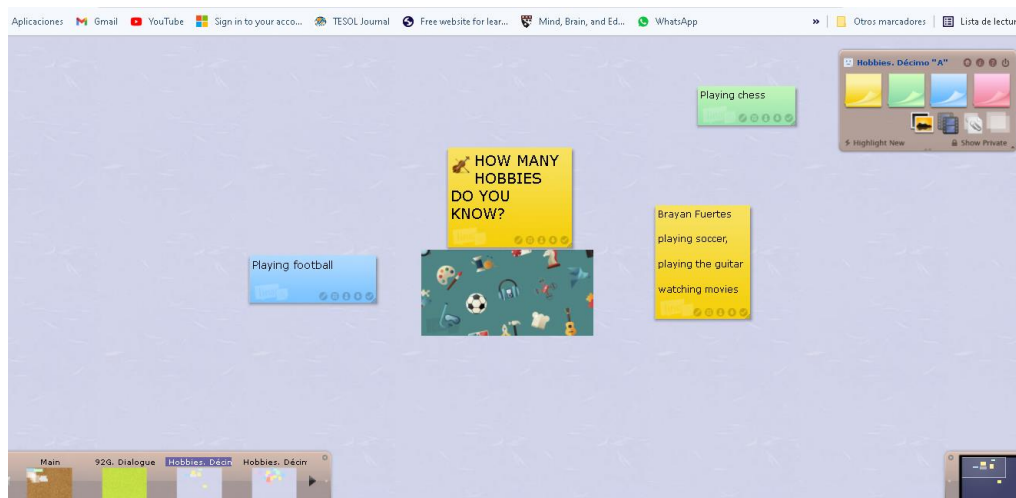
4. Introduce the vocabulary to be used throughout the unit by showing the students pictures of hobbies and eliciting their names.

- Hobbies: running, playing basketball, listening to music, watching movies/series, work out or exercise, reading, drawing, fishing, singing, cycling, photography, collecting coins, playing video games, playing the guitar, playing cards, playing football/soccer.

Link to activity: https://bit.ly/3fpnTz7
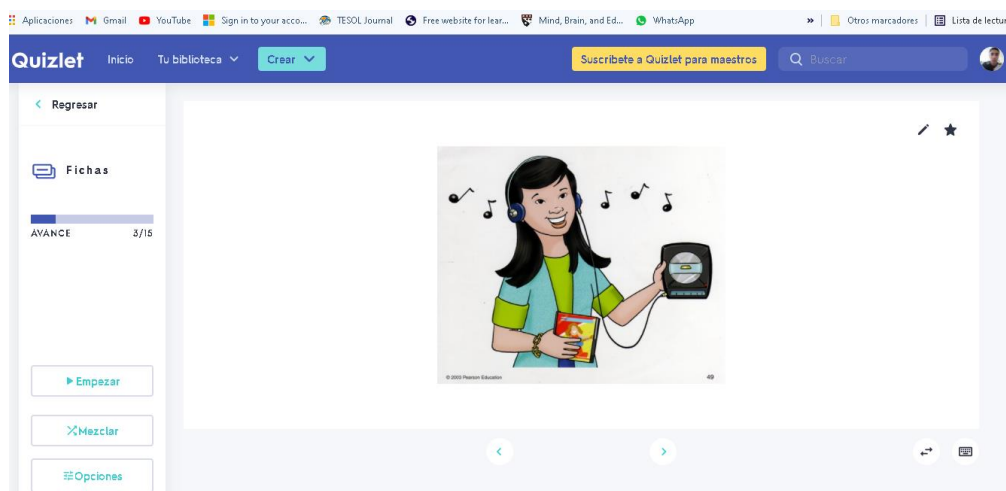
During-listening

5. The students listen to a conversation in which two people talk about their hobbies. Then they answer some comprehension questions. Play the audio twice if the students need it.

Link to conversation: https://bit.ly/3oUb3f3

HOBBIES

Name: ……………………………………………………………….

Class: ……………………………………………………………..

Date: ………………………………………………………………

Retrieved from Clipart Library

Choose True or False

1. The main topic of the conversation is sports.	**True**	**False**
2. The main point that Vanessa and Brayan discuss is their hobbies.	**True**	**False**
3. Vanessa does not like to be in contact with nature.	**True**	**False**
4. Vanessa likes listening to music.	**True**	**False**
5. Vanessa's favorite types of music are Pop and Romantic music.	**True**	**False**
6. Brayan likes to go to the gym.	**True**	**False**
7. Brayan's favorite hobby is exercising at home.	**True**	**False**
8. Brayan and Vanessa like watching movies in their free time.	**True**	**False**
9. Brayan does not like reading.	**True**	**False**
10. Vanessa thinks that the book "The Adventures of Tom Sawyer" sounds interesting.	**True**	**False**

Answers:
1. False   2. True   3. False   4. True   5. True   6. False
7. True   8. True   9. False   10. True

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6. Check the answers with the students and provide feedback.

7. The students listen to the conversation again and write, in summary, what Brayan and Vanessa like to do in their free time.
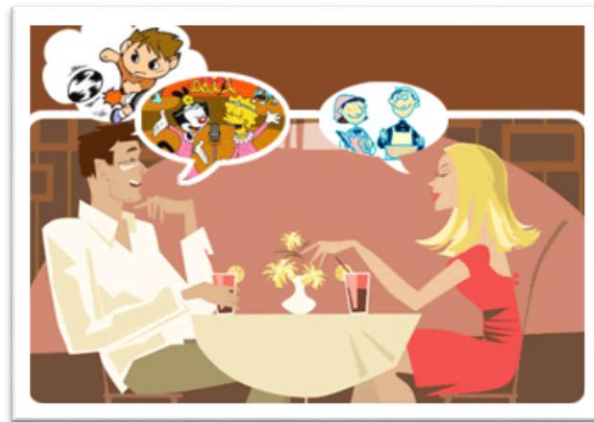
Link to conversation: https://bit.ly/3oUb3f3

	Hobbies
Vanessa	• • • •
Brayan	• • •

> **Answers**
> **Vanessa:** playing basketball, going running, listening to music, watching movies.
> **Brayan:** exercising at home, watching movies, reading books.

8. Encourage the students to predict the content of the next listening text based on the following picture.

Retrieved from eChineseLearning (2015)

9. Now the students listen and watch a video in which two people talk about their hobbies. Then the students take a quiz about it. Play the video twice if the students need it.

Link to video: https://www.youtube.com/watch?v=-UX0X45sYe4

By Learn English Conversation (n.d.)

HOBBIES

Name: ………………………………………………………………….

Class: ………………………………………………………………

Date: ………………………………………………………………

Retrieved from Clipart Library

Circle the correct answer

1. One of the man's hobbies are:

a) collecting coins　　　　b) going cycling　　　　c) collecting stamps

2. Where does he collect the stamps from?

a) from his country only　　b) from America only　　c) from all over the world

3. Why does the man want all of those stamps?

a) because that is his job

b) because he thinks he won't be able to go to those countries himself

c) because that is relaxing

4. What is another hobby of his?

a) collecting bears　　　　b) collecting beer cans　　c) gathering birds

5. Does he like to drink beer?

a) yes　　　　　　　　　b) no　　　　　　　　　c) sometimes with his friends

6. What is the woman's hobby?

a) reading　　　　　　　b) writing　　　　　　　c) swimming

7. What does she read about?

a) science and best sellers　b) best sellers and comedy　c) best sellers and science
fiction

8. What kind of science does she like to read about?

a) nature and electricity   b) electronics and nature   c) electricity and nursing

> **Answers:**
> 1. c   2. c   3. b   4. b   5. b   6. a   7. a   8. b

10. Check the answers with the students and provide feedback.

Post-listening

11. Ask the students to write five things they like and do not like to do in their free time. Then invite two students to share their tables with the class.

I like / love	I don't like / hate
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Play the following background music while the students work: https://bit.ly/3yFzLo8

Source: HALIDONMUSIC (2018)

12. Once everyone finishes their tables, invite them to look for the classmates who share their same hobbies. They can use this question to ask their classmates: *What do you like to do in your free time?*

Next, based on the students' answers, find how many students like "reading," "drawing," "painting," "playing chess," etc., as a hobby.

13. To finish, the students can sing the following song: https://bit.ly/2RPyMkH

By David Jennings (2015) from "Grammar Songs for Learning English by David Jennings" YouTube Channel and www.davesmusiccave.com.

© CanStockPhoto.com - csp72814718

What do you do in your free time,
in your spare time, in your leisure time?
What do you do in your free time?
Please tell us what you do.

I like cooking. I like eating,
and watching TV, and just relaxing.
What do I do in my free time?
I'll tell you what I do.

I like swimming. I like jogging,
playing football and basketball.
What do I do in my free time?
I'll tell you what I do.

I like dancing. I like clubbing,

and then sleeping in, or hanging out.
What do I do in my free time?
I'll tell you what I do.

I like shopping. I like sightseeing,
watching movies, and listening to music.
What do I do in my free time?
I'll tell you what I do.

I like texting.
I like gaming, surfing the net, and chatting with friends.
What do I do in my free time?
I'll tell you what I do

Extension

The students prepare individually a presentation about their hobbies. The presentation material should only have keywords or notes to help the students talk about their hobbies. The students may need colors, markers, pencils, pictures, etc., to illustrate their presentations.

Show the students this example:

> Hi my name is Karen, I am 14 years-old. Today I am going to talk about my hobbies. I like to do a lot of things in my free time, for example:
>
> 1. I like jumping rope with my friends in the afternoons. I love this game because it is very fun.
> 2. I love drawing and painting because it is relaxing. I have a lot of colors in my house to paint my drawings.
> 3. I also like to visit my grandma because she is very nice with me. She gives me a lot of delicious food and, sometimes, she gives me candies or money to buy candies. I love my grandma.
> 4. Finally, I like to go hiking with my mom because it is very relaxing and we can see a lot of trees, animals, and plants. We like to go hiking at the weekends. Thank you!
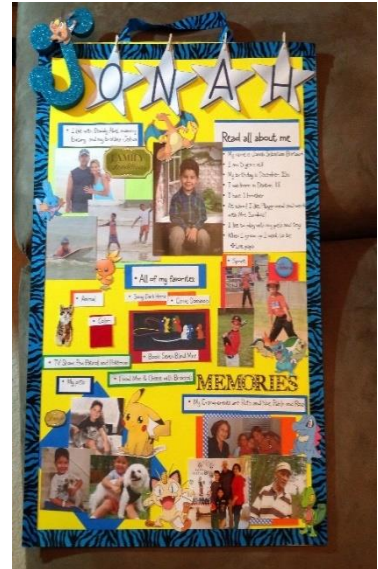
During the presentations:

- While each student delivers his/her presentation, the rest of the students listen carefully.
- The teacher should ask the students questions about their classmates' presentations to check their listening comprehension.

For example,

What does (Daniel) like to do in his free time? or,

Do you remember what (Karen's) favorite hobby is?

Retrieved from Clipart Library

At the end of Unit 1, the students self-evaluate their work throughout this unit with the following rubric:

Self-evaluation of my work throughout Unit 1

My name:	

What new skills or knowledge have I learned as a result of my work during Unit 1?

....

………………………………………………………………………………………….

What areas do I see myself needing to improve?

....

………………………………………………………………………………………………

Rate your work for each of the below areas	Excellent 😃	Good 🙂	Average 😐	Poor 🙁
Listening for gist sub-skill				
Work quality				
Team work				
Attitude				
Organization ability				
Leadership				
Responsibility				
Behavior				
Rate your overall work throughout this unit				
Excellent ☐	Good ☐	Average ☐	Poor ☐	

Adapted from "Rubric for Project Self-Evaluation" by Savory, P., 2009, *Industrial and Management Systems Engineering-- Instructional Materials,* 5. University of Nebraska-Lincoln. https://bit.ly/2QXtVxs

Further reading

https://games4esl.com/list-of-hobbies-in-english/

https://7esl.com/hobbies/

https://manwrites.com/how-to-talk-about-hobbies-in-english/

https://gonaturalenglish.com/how-to-talk-about-hobbies-in-english/

The following table illustrates the methodology of unit 2:

Table 7

Unit 2 Methodology

UNIT 2: THE FOOD WE EAT

Unit aims:

By the end of this unit, the students will be able to:

- understand the gist of stories and conversations about food
- distinguish food groups
- say what their favorite foods are
- act out in a play about food

Stages	Strategies	Activities	Time
Warm-up Lead-in	- Didactic game + physical movement - Contextualizing	"Simon says" Writing what they like to eat for breakfast, lunch, and dinner.	4 minutes 6 minutes
PRE-LISTENING	- Activating the students' prior knowledge - Using visuals - Contextualizing - Prediction	- Showing the students pictures of foods and inviting them to say what foods they can see. -Vocabulary presentation and explanation. - Encouraging the students to predict the content of the listening text based on a picture.	16 minutes

DURING-LISTENING	- Listening at gist-level	- Listening to a story and conversation about food in order to identify the main ideas.	24 minutes
	- Showing gist comprehension	- Gist comprehension tests. - Summarizing what they listened to.	
POST-LISTENING	- Showing vocabulary comprehension.	- Sorting food groups.	
	- Integrating skills: Writing	- Writing their favorite foods using a table.	30 minutes
	Listening + Speaking (communicating among peers)	- Sharing their food tables with their classmates.	
	Reading + Speaking	- Identifying the odd one out (food groups).	
			Time: 1h 20m
EXTENSION	Project to integrate skills: Listening + Reading + Writing + Speaking	Preparing and acting out in a play about healthy food vs. junk food.	2 hours
			Total: 3h 20m

Own elaboration

Additionally, the following background music can be played during activities:
Link: https://bit.ly/3bY8EL8 Source: HALIDONMUSIC (2019).

4.5.2. UNIT 2: THE FOOD WE EAT
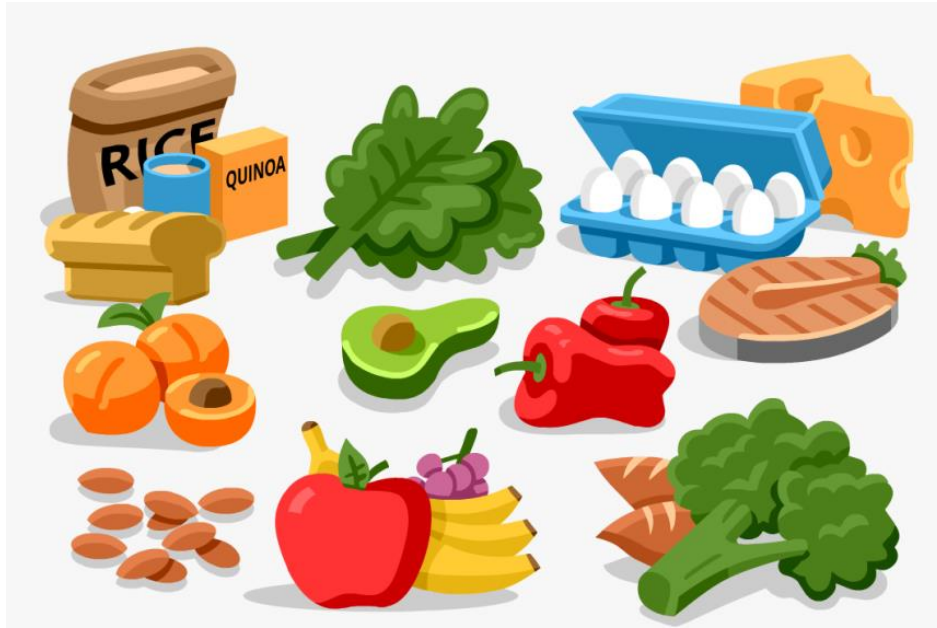
Retrieved from Clipart Library

Age group / level

13-14 / CEFR level A2

CEFR Descriptors (CEFR, cited in Moe & Hasselgreen 2018):

- Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided speech is clearly and slowly articulated.
- Can follow in outline short, simple social exchanges, conducted very slowly and clearly.
- Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.
- Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.

Unit aims:

By the end of this unit, the students will be able to:

- understand the gist of stories and conversations about food
- distinguish food groups
- say what their favorite foods are
- act out in a play about food

Time: 3h 20m

Resources: computer, internet access, projector and speakers (if possible), sheets of paper, flashcards or pictures, markers,

.

colors, pencils, glue, cardboard, pens, and pencils.

Target Vocabulary: Food groups; healthy food vs. unhealthy food

Warm-up

1. Play "Simon says" with the students, outside or inside the classroom.

Commands: stand up, sit down, bring something yellow; bring something white, show me something black, touch the tree (column, pole, etc.) and come here the fastest you can, jump four times, spin three times, scream "I love my high school" the loudest you can.

Other ideas: raise both hands in the air, shake your right arm, shake your left arm, make circles with your arms, touch your face, touch your nose, touch your mouth, touch your forehead, make a sad face, make a happy face.

Lead-in

2. Ask the students to complete the following table. After finishing, invite two students to share their tables with the class.

What do I like to eat for			What is my favorite snack?
Breakfast?	**Lunch?**	**Dinner?**	
…………………………… …………………………… …………………………… ……………………………	…………………………………… …………………………………… …………………………………… ……………………………………	………………………………… ………………………………… ………………………………… …………………………………	…………………………… …………………………… ……………………………. ……………………………

Pre-listening

3. Activate the students' prior knowledge. Show the students pictures of foods and invite them to say what foods they can see. Link to more pictures: https://www.foodiesfeed.com/
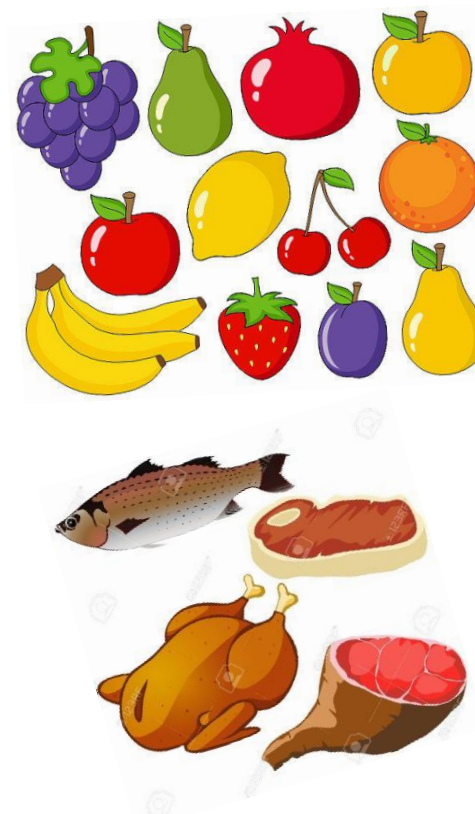
Retrieved from Clipart Library

3. Explain to the students the five food groups.

- o **Vegetables:** broccoli, carrots, onions, spinach, lettuce, tomato.
- o **Fruits:** apple, peach, orange, tangerine, grapes, banana, avocado, watermelon.
- o **Fish, meat and alternatives**: fish, pork, beef, lamb, chicken, turkey.
- o **Dairy products or milk products:** milk, cheese, yogurt, butter, eggs.
- o **Grains:** oats, wheat, rice, corn, quinoa, beans, peas.

Teach *junk food* too although it is not a food group.

- o **Junk food group:** Hamburgers, deep-fried foods, pizza, soda, French fries, doughnuts.

Then introduce the vocabulary to be used throughout the unit. Try to elicit the food names and the group they belong to.

Link to activity: https://quizlet.com/_9tfdp8?x=1qqt&i=3ejlau
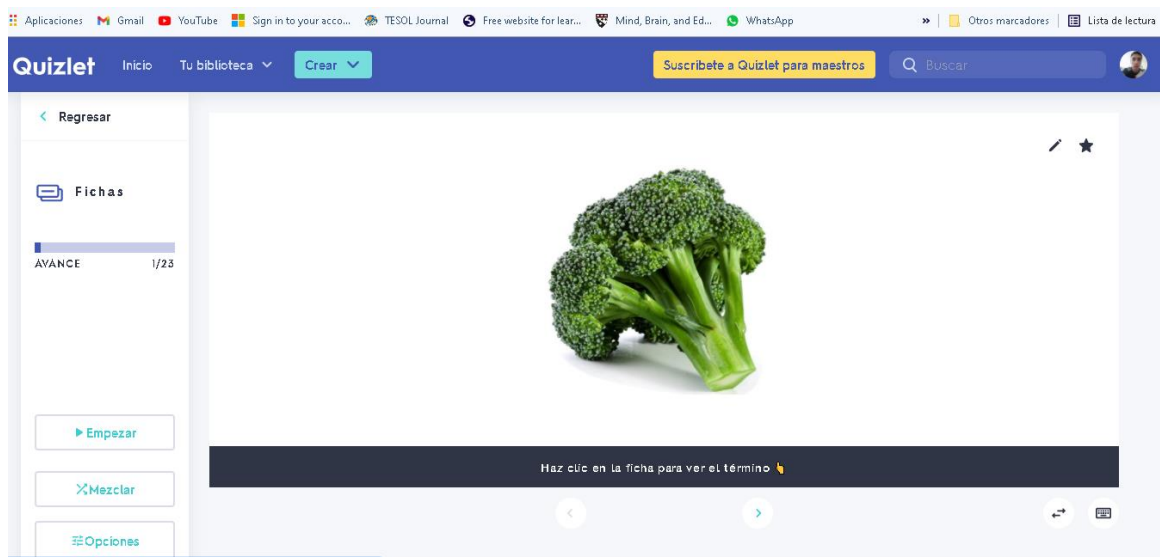
4. Show the students the following picture and encourage them to predict the content of the next listening text.

Retrieved from Clipart Library

During-listening

5. The students listen to a story. Then the students answer some comprehension questions. Play the audio recording twice if the students need it.

Link to story: https://bit.ly/3fnP9hb

Audio script:

Hello everyone, this is Brayan again. Today I am going to tell you a funny anecdote that happened to me yesterday night. I went with my girlfriend to this famous restaurant called "Tastes of the world," you know this big white restaurant in the city center. I ordered a strange dish that was on the menu, you know I like to try new things sometimes, anyways it was a vegetable soup and had carrots, onions, tomatoes, potatoes, peas, and beans, oh and my favorite vegetable, broccoli. The waiter told

Retrieved from Clipart Library

me that this dish was from India, it was so, so tasty. I think this is now my favorite soup. My girlfriend ordered a beef steak with French fries and some vegetables. Everything was really, really good until this point, but when my girlfriend screamed out, the nightmare became. My girlfriend screamed really loud because she said she saw an insect on her plate, imagine that. She said "an insect" "an insect on my plate," and everyone got scared and left the restaurant immediately. The restaurant got completely empty in one minute. The waiters and chefs came to us to see what happened and my girlfriend told them that she saw an insect on her plate, but then it was such a surprise when she realized that it was not an insect, it was just the form of some vegetables that looked like an insect. It was so embarrassing for her and me. Everyone left the restaurant and took with them a wrong impression of it. Everything because of us. Then, we apologize to the waiters and chefs but they didn't seem very happy, they all looked mad. I think we should never, never go back to that restaurant again.

Comprehension questions

Name: …………………………………………………………………………….……………

Class: …………………………………………………………………………………………

Date: ……………………………………………………………………………

Retrieved from Clipart Library

Circle the correct answer

1. Where did Brayan and his girlfriend go yesterday?

a) a resort   b) a restaurant   c) the train station

2. What is the name of Brayan's girlfriend?

a) Elena   b) Allison   c) doesn't say

3. What is the name of the restaurant Brayan went to?

a) "Tastes of America"   b) "Tastes of the world"   c) "Tastes of the lost land"

4. Does Brayan like to try new things?

a) Yes   b) No   c) doesn't say

5. What did Brayan order at the restaurant?

a) a fruit soup   b) a vegetable soup   c) a chicken soup

6. What did Brayan's girlfriend order?

a) a beefsteak with French fries and vegetables.

b) a beefsteak with Polish fries.

c) a soup

7. What is Brayan's favorite vegetable?

a) carrots   b) avocado   c) broccoli

8. Why did Brayan's girlfriend scream out?

a) because she saw a thief.

b) because she saw a cockroach on her plate.

c) because she saw an insect on her plate.

9. Was it really an insect that Brayan's girlfriend saw on her plate?

a) Yes, it was.   b) Yes, it was a big insect.   c) No, it was not.

10. Do they want to go back to that restaurant again?

a) Yes, they do.   b) No, they don't.

Answers:
1.b   2.c   3.b   4.a   5.b   6.a   7.c   8.c   9.c   10.b

6. Review the answers with the students and provide feedback.

7. The students listen to the story again and summarize it, considering only the main ideas.

Link to story: https://bit.ly/3fnP9hb

Summarizing the story!
…………………………………………………………………………………………………….....................
………
…………………………………………………………………………………………………….....................
………..

8. The students listen and watch a conversation about food. Then they answer some comprehension questions. But before the video, teach the following foods:

- Omelet, pancakes, bacon, toast, fruit salad, vanilla. *People usually eat those foods at breakfast.*

Link to video: https://www.youtube.com/watch?v=jYwQ7fNjFgg by Learn English conversation (n.d.)

Comprehension questions

Name: …………………………………………………………………….

Class: …………………………………………………………………….

Circle the correct answer

1. Where are Al and Bob?

a) at a restaurant   b) at home   c) in the office

Retrieved from Clipart Library

2. What did Al get at the very beginning of the video?

a) water   b) juice   c) coffee

3. What does the waitress usually like for breakfast?

a) an omelet   b) fruit salad   c) vegetable salad

4. What did Al order for breakfast?

a) a cheese omelet   b) ice cream   c) bacon   d) toast

e) pizza   f) pancakes   g) fruit salad   h) chicken

5. How many pancakes did Al order?

a) thirty   b) three   c) thirteen

6. What did Bob order?

a) a hamburger   b) fruit salad   c) ice cream and a hamburger

7. What kind of ice cream did Bob order?

a) chocolate ice cream   b) vanilla ice cream   c) strawberry ice cream.

8. Did Bob order pizza?

a) No   b) Yes   c) Doesn't say

Answers:
1.a   2.c   3.a   4.a,c,d,f,g   5.b   6.c   7.b   8.a

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Post-listening

9. Print out some pictures of different foods.

- o **Vegetables:** broccoli, carrots, onions, spinach, lettuce, tomato.
- o **Fruits:** apple, peach, orange, tangerine, grapes, banana, avocado, watermelon.
- o **Fish, meat and alternatives**: fish, pork, beef, lamb, chicken, turkey.
- o **Dairy products or milk products:** milk, cheese, yogurt, butter, eggs.
- o **Grains:** oats, wheat, rice, corn, quinoa, beans, peas.
- o **Junk food group:** Hamburgers, deep-fried foods, pizza, soda, French fries, doughnuts.

https://7esl.com/food-and-drinks-vocabulary/

Then draw the following table on the board and place the pictures on the desk. After that, ask the students to put the pictures of the foods into the correct group. For example,

Vegetables	Fruits	Fish, meat and alternatives	Dairy products	Grains
broccoli, onions, spinach, lettuce, tomato, carrots.	apple, peach, tangerine, banana, avocado, grapes.	fish, pork, beef, lamb, turkey.	milk, yogurt, butter, cheese.	wheat, rice, corn, quinoa, beans, peas.

Link to online activity if done online: https://wordwall.net/play/15962/718/794

10. The students complete the following table. Then once everyone finishes, they share their tables in groups of four.

What are my favorite …				
Vegetables?	**Fruits?**	**Meat or alternatives?**	**Dairy products?**	**Grains?**
My favorite vegetables are broccoli, carrots, cabbage, tomato, and lettuce.				

Play the following background music while working: https://bit.ly/3bY8EL8

Source: HALIDONMUSIC (2019)

11. To finish, write four foods in a group, for example:

o   apple, orange, rice, peach.

Then ask the students to choose the odd one out and say why. In this case, the students may say, "rice is the odd one out because it is a grain and the rest of the foods are fruits." Groups:

o   **broccoli, carrots, peas, lettuce.** (*peas* *is the odd one out because it is not a vegetable*).
o   **hamburger, deep-fried foods, pizza, rice.** (*rice* *is the odd one out because it is not junk food*).
o   **beans, corn, peas, avocado**. (*avocado* *is the odd one out because it is not a grain*).
o   **grapes, banana, watermelon, cheese.** (*cheese* *is the odd one out because it is not a fruit*).
o   **fish, pork, lamb, milk.** (*milk* *is the odd one out because it is not meat or alternatives*).
o   **cheese, yogurt, butter, onion**. (*onion* *is the odd one out because it is not a milk product*).
o   **chicken, turkey, beef, pizza.** (*pizza* *is the odd one out because it is not meat or alternatives*).

Additional activity

This activity can be used as homework. The students use the following table to record what they eat at lunch for the next week until the next lesson. Next lesson, the students share their food tables in groups of four.

DAY	What did I eat?	Drawing
MONDAY	Today I ate rice, beans, a piece of roast chicken, and tomato salad with a glass of orange juice.	
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		
SATURDAY		
SUNDAY		

Extension

First, divide the class into two or three groups (it will depend on the number of students). Then with the teacher's assistance, each group will prepare a play titled "Healthy food vs Junk food."

Play

Let us suppose one group is made up of ten students. Divide the group into two groups of five students. One group will represent **"Healthy food,"** and the other group will represent **"Junk food."** One student from the healthy food group will be the queen, and another student from the junk food group will be the king.

The other four students from the healthy food will represent healthy foods, and the other four students from the junk food group will represent junk foods as follows.

Lines

Host: Hello everyone, today you are going to watch a short drama titled "Healthy food vs Junk food. I hope you enjoy it.

<u>Healthy food group</u>

Queen: Hello everyone, my names is (…), and I am the queen of healthy food and they are my friends:

1. **Grapes:** "Hi, I am grapes and I am a fruit. I am here to tell you that I am good for your heart".
2. **Carrot:** "Hello, I am a carrot and I am a vegetable. I want to tell you that I have several vitamins".
3. **Pork:** "Hi, I am a meat and I am here to tell you that I am good for your muscles."
4. **Milk:** "Hello, I am milk and I want to tell you that I am good for your bones and teeth".

<u>Junk food group</u>

King: Good morning everyone, my name is (…), and I am the king of junk food and they are my friends:

1. **Pizza:** "Hello, I am a pizza and I am very, very delicious".
2. **Soda pop:** "Hi, I am a soda pop and I am so, so sweet".
3. **Cake:** "Hello, I am a cake and I have lots of sugar".
4. **Hamburger:** "Hi, I am a hamburger and I have many calories. But I am so, so tasty".

Queen: As you see I am better than you.

King: No, I am better than you.

Queen: No, I am better than you.

King: I am better than you.

Queen: Okay, come here my friends.

King: All right, my friends come here.

Retrieved from Clipart Library

They start pulling a rope to see who wins. **The winner must always be the healthy food group.**

Idea adapted from Loyalty Academy (2018). *"Healthy Food Vs Junk Food".* https://bit.ly/3urfJdA

Important:

The other groups must choose other foods for their plays.

Then the students make their costumes. The students may need cardboard, pencils, markers, colors, scissors, pictures, etc.

Retrieved from Clipart Library

Once everything is finished, the groups can present their plays.

Retrieved from Clipart Library

At the end of Unit 2, the students self-evaluate their work throughout the unit with the following rubric:

Self-evaluation of my work throughout Unit 2

My name:	

What new skills or knowledge have I learned as a result of my work during Unit 2?

....

…………………………………………………………………………………………….

What areas do I see myself needing to improve?

....

…………………………………………………………………………………………

Rate your work for each of the below areas	Excellent 😀	Good 🙂	Average 😐	Poor 🙁
Listening for gist sub-skill				
Work quality				
Team work				
Attitude				
Organization ability				
Leadership				
Responsibility				
Behavior				

Rate your overall work throughout this unit			
Excellent ☐	Good ☐	Average ☐	Poor ☐

Further reading

https://www.english-learn-online.com/vocabulary/foods/learn-foods-vocabulary-in-english/

https://www.thoughtco.com/food-vocabulary-guide-1212309

https://www.speaklanguages.com/english/vocab/foods

https://7esl.com/food-and-drinks-vocabulary/

The following table shows the methodology of unit 3:

Table 8

Unit 3 Methodology

UNIT 3: THE WEATHER

Unit aims:

By the end of this unit, the students will be able to:

- identify weather conditions from different weather forecasts presented orally
- describe weather conditions
- give a 5-day weather forecast

Stages	Strategies	Activities	Time
Warm-up Lead-in	- Preparing the ear with a didactic game - Contextualizing	"Listen and guess the place". Easy questions about the weather.	10 minutes 4 minutes
PRE-LISTENING	- Activating the students' prior knowledge - Using visuals - Contextualizing	- Writing all the words that they associate with "weather". -Vocabulary presentation and explanation.	15 minutes
DURING-LISTENING	- Prediction - Listening at gist-level	- Encouraging the students to predict the content of the listening text based on a picture. - Listening and watching videos about weather vocabulary	21 minutes

		and weather forecasts to identify the main ideas.	
	- Showing gist comprehension	- Gist comprehension tests.	
POST-LISTENING	- Showing vocabulary comprehension	- Matching weather adjectives and nouns to the pictures.	30 minutes
		- Sorting the elements of different weather conditions.	
	- Integrating skills: Writing	- Recalling and writing what the weather of last week was like (using a table).	
	Listening + Speaking (communicating among peers)	- Comparing their weather tables with their classmates.	
			Time: 1h 20m
EXTENSION	Project to integrate skills: Listening + Reading + Writing + Speaking	Preparing and then giving a weather forecast presentation.	2 hours
			Total: 3h 20m

Own elaboration

Additionally, the following background music can be played during activities:

Link: https://www.youtube.com/watch?v=BjnnUCmNREI Source: HALIDONMUSIC (2018)

4.5.3. UNIT 3: THE WEATHER

Age group / level

13-14 / CEFR level A2

CEFR Descriptors (CEFR, cited in Moe & Hasselgreen 2018):

- Can extract important information from short radio broadcasts, such as the weather forecast, concert announcements or sports results, provided that people talk clearly.
- Can follow changes of topic of factual TV news items, and form an idea of the main content.
- Can catch the main point in short, clear, simple messages and announcements.
- Can follow a very simple, well-structured presentation or demonstration, provided that it is illustrated with slides, concrete examples or diagrams, it is delivered slowly and clearly with repetition and the topic is familiar.

Unit aims:

At the end of this lesson, the students will be able to:

- identify weather conditions from different weather forecasts presented orally
- describe weather conditions
- give a 5-day weather forecast

Time: 3h 20m

Resources: computer, internet access, projector and speakers (if possible), sheets of paper, flashcards or pictures, markers, colors, pencils, and pens.

Target Vocabulary: The weather

Warm-up

1. Play the game "Guess the Name of the Place" with the students. The students listen to an audio recording in which sounds of different places are played. The students have to guess the name of the places. Give one mark to each correct answer.

Link to audio recording: https://aroundsnd.page.link/fXJGwUG8m5nBCGZq6

> **Answers:**
>
> 1. Hospital   5. Hair salon or beauty salon   9. A street or a city
>
> 2. Restaurant   6. Church   10. Stadium
>
> 3. Library   7. The sea   11. Train station
>
> 4. Forest or mountain   8. Police station

Lead-in

2. Go outside the classroom and ask the students questions about the weather. Use the following questions:

- Point to the sun and ask the students: *What is the name of it?*

  Do the same with the *clouds, rain (picture if needed), and sky.*
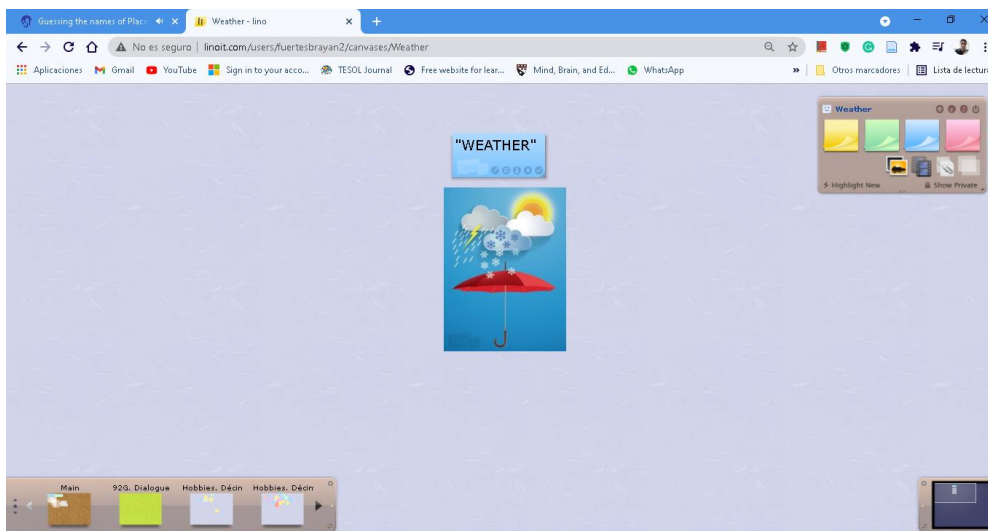
Ask the students:

- *Today is ... (sunny, rainy, cloudy, partly cloudy, or stormy)?*
- *Yesterday was ... (sunny, rainy, cloudy, or foggy)?*
- *Is it warm or cold outside?*
- *Is it warm or cold inside?*
- *Is it raining now*?
- *What do you like, sunny or rainy days*?
- *On your last birthday*, it *was (sunny, rainy, cloudy, partly cloudy, or stormy)?*

Link to flashcards only if needed: https://bit.ly/3oSnrfD

Pre-listening

3. Write "weather" on the board and invite the students to write all the words that they associate with that word: "weather".
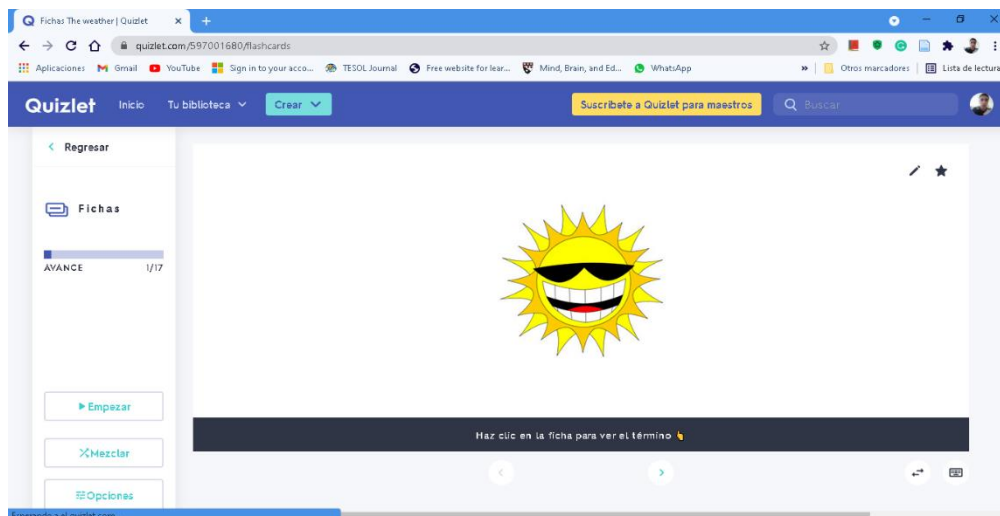
Link to online board if done online: https://bit.ly/2QUQov5

4. Introduce the vocabulary to be used in the unit. Elicit the vocabulary items from the students.

- o   sun, rain, cloud, fog, storm, snow, wind, lightning.
- o   sunny, rainy, cloudy, foggy, stormy, snowy, windy, clear, partly cloudy.
- o   hot, warm, cool, cold.
- o   raining, snowing.

Link to activity: https://quizlet.com/597001680/flashcards

During-listening

5. Ask the students to look at the following picture and encourage them to predict the content of the video.

Retrieved from Pearson Education, as found in Language Planet Toluca (n.d.)

6. The students listen and watch a video about weather vocabulary. Then they answer some comprehension questions. Link to video: https://www.youtube.com/watch?v=yszaiqhK1Aw By Pearson Education, as found in Language Planet Toluca (n.d.)

THE WEATHER

Name: ……………………………………………………………………

Class: ……………………………………………………………………

Part two of the video (telephone conversation).

1. Where is Jim?

…………………………………………………………………….

2. What is Jim doing in Miami?

………………………………………………………………………

Choose True or False

Retrieved from Clipart Library

3. It is raining in Miami.   T / F

4. It is cold in Miami.   T / F

5. Jim is having a good time.   T / F

Part three of the video (World Weather Update).

Circle the correct answer. According to the weather meteorologist, what is the weather like in the different parts of the world?

6. **Mexico:**   a) clear   b) stormy   c) cloudy   d) sunny

7. **Canada:**   a) foggy   b) cloudy   c) snowy   d) rainy

8. **England:**   a) cloudy   b) rainy   c) windy   d) stormy

9. **Japan:**   a) sunny   b) foggy   c) windy   d) snowy

10. **Brazil:**   a) hot   b) warm   c) cool   d) clear

11. **Italy:**   a) hot   b) warm   c) cool   d) cold

12. **Australia:**   a) hot   b) warm   c) cool   d) cold

13. **Russia:**   a) hot   b) warm   c) cool   d) cold

Answers:
1. Miami   2. He is on vacation   3. T   4. T   5. F
6. d   7. b   8. b   9. d   10. a   11. b   12. c   13. d

---

7. Check the answers with the students and provide feedback.

8. The students listen and watch a weather forecast. Then the students take a quiz about it.

Link to video: https://www.youtube.com/watch?v=gzPA-YKJmVk

by Pui Tak Center's ESL Program (2018)

WEATHER FORECAST

Name: ………………………………………………………………

Class: ………………………………………………………………

Date: ………………………………………………………………

Weather Forecasting

Retrieved from Clipart Library

Circle the correct answer

1. The weather report is for

 a) Miami   b) Charleston   c) Chicago

2. That day, the morning was …

a) cold and sunny   b) cold and cloudy   c) cloudy but warm

3. In the evening, it will …

a) snow   b) rain   c) stop raining

4. On Tuesday, it will be …

a) sunny and hot   b) sunny but cold   c) sunny and warm

5. On Wednesday, the temperature will …

a) go down to 31°   b) go up to 31°   c) go down to 13°

6. On Thursday, it will be …

a) rainy and windy   b) rainy but sunny   c) foggy and windy

7. On Saturday, it will …

a) rain   b) snow   c) be stormy
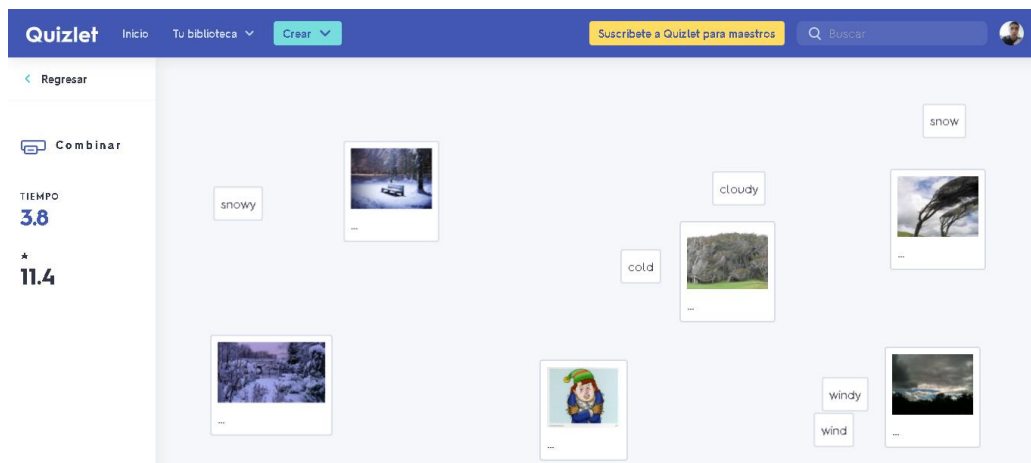

Answers:

1. c   2. b   3. b   4. c   5. a   6. a   7. b

---

9. Check the answers with the students and provide feedback.

Post-listening

10. The students match the weather conditions to the pictures. They can play either with their smartphones or computers: Link to game: https://quizlet.com/597001680/match

11. The students sort the elements and characteristics of each weather condition. The answers can vary.

sun, rain, clouds, fog, storm, snow, wind, lightning, cold, cool, warm, hot.

sunny	rainy	cloudy	foggy

windy	snowy	clear	stormy

12. The students try to recall what the weather of last week was like using the following table. They can add simple drawings or pictures.

DAY	What was the weather like?	How did I feel?
WEDNESDAY	(It rained in the morning but it was sunny in the afternoon).	a) Not very good ☹ b) Okay ☺ c) Really good 😃
TUESDAY		a) Not very good ☹ b) Okay ☺ c) Really good ☺
MONDAY		a) Not very good ☹ b) Okay ☺ c) Really good 😃
SUNDAY		a) Not very good ☹

		b) Okay	🙂
		c) Really good	😃
SATURDAY		a) Not very good	🙁
		b) Okay	🙂
		c) Really good	😃
FRIDAY		a) Not very good	🙁
		b) Okay	🙂
		c) Really good	😃
THURSDAY		a) Not very good	🙁
		b) Okay	🙂
		c) Really good	😃

Adapted from Bertrand (2017). *What is the weather like?*

Play the following background music while working:
https://www.youtube.com/watch?v=BjnnUCmNREI Source: HALIDONMUSIC (2018)

13. Once everyone completes their tables, the students, in pairs, compare their weather tables. They see if they have the same information. For example,

Student A: "On Monday, it was sunny."

Student B: "Yes, that is correct" or "No, it was not sunny at all. It was cloudy around my house."

Extension

The students, in pairs, create their five-day weather forecast presentation for next week (Monday-Friday). It can be about any city from Ecuador (Ibarra, Quito, Otavalo, Guayaquil, Tulcán, etc.), and they can use pictures, colors, or any other material to illustrate their weather forecasts.

Show the students this example of what they may say during their presentations:

Retrieved from Clipart Library

Hi everyone, today we are going to inform you how the weather for next week in Quito is going to be like.

Monday: On Monday it is going to be sunny all the day. You can go outside and play with your dog.

Tuesday: It is going to rain in the afternoon and it will be very cold. If you have to go out, do it in the morning. Highest T.: 15 C°; Lowest T: 9 C°

Wednesday: On Wednesday, the rain will continue and it will rain all day.

Thursday: It will be clear and sunny. Although some rains are expected at night.

Friday: It will rain in the morning and will be foggy at night. Highest: 17 C°; Lowest: 11 C°

Thanks for watching.

The student may need some explanation and assistance. Therefore, look for Ibarra next week's weather forecast. Then review the meaning of the symbols and what weather forecasts look like. Next invite two students to tell the class what the weather for next week will be like.
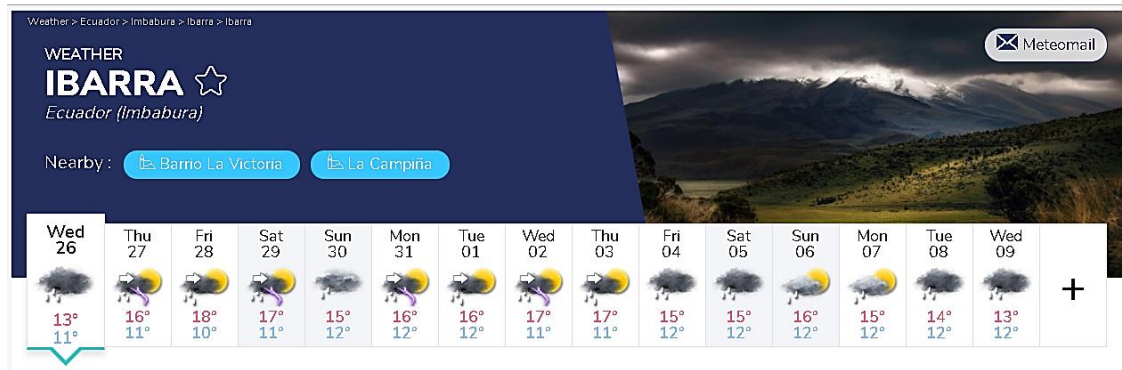
Retrieved from Weather Crave (2021)

Finally, show the students an example of a weather forecast.

Link to video: https://www.youtube.com/watch?v=gzPA-YKJmVk

Source: Pui Tak Center's ESL Program (2018)

During the presentations:

- Each pair of students presents their weather forecast for next week while the rest of the students listen to the presentations carefully.
- The rest of the students answer some questions asked by the teacher in order to check their listening comprehension. For example:

  Is it going to rain on Friday in Ibarra (Quito, Otavalo….)?

  Is it going to be sunny tomorrow in Otavalo (Tulcán, Cayambe …)?

At the end of Unit 3, the students self-evaluate their work throughout the unit with the following rubric:

Self-evaluation of my work throughout Unit 3

My name:	

What new skills or knowledge have I learned as a result of my work during Unit 3?

....

…………………………………………………………………………………………………….

What areas do I see myself needing to improve?

....

…………………………………………………………………………………………………

Rate your work for each of the below areas	Excellent 😃	Good 🙂	Average 😐	Poor 🙁
Listening for gist sub-skill				
Work quality				
Team work				
Attitude				
Organization ability				
Leadership				
Responsibility				
Behavior				
Rate your overall work throughout this unit				
Excellent ☐	Good ☐	Average ☐	Poor ☐	

Adapted from "Rubric for Project Self-Evaluation" by Savory, P., 2009, *Industrial and Management Systems Engineering-- Instructional Materials,* 5. University of Nebraska-Lincoln. https://bit.ly/2QXtVxs

Further reading

https://www.englishclub.com/vocabulary/weather-vocabulary.htm

https://www.vocabulary.cl/english/weather.htm

https://www.vocabulary.cl/english/temperature.htm

The following table illustrates the methodology of unit 4:

Table 9

Unit 4 Methodology

UNIT 4: GETTING TO KNOW OUR CONTINENT, THE AMERICAS

Unit aims:

By the end of this unit, the students will be able to:

- comprehend the gist of a conversation involving information about American countries
- understand the gist of riddles and descriptions about American countries in order to give an answer
- give a presentation about an American country
- understand the gist from different presentations about American countries
- get familiarized with basic information about American countries

Stages	Strategies	Activities	Time
Warm-up	- Didactic game	"Solving anagrams".	4 minutes
Lead-in	- Contextualizing	Solving geography riddles.	6 minutes
PRE-LISTENING	- Activating the students' prior knowledge - Using visuals - Contextualizing	- Identifying American countries, its subdivisions, and near oceans. -Vocabulary presentation and explanation.	15 minutes
DURING-LISTENING	- Listening at gist-level	- Listening carefully to identify the country.	25 minutes

	- Prediction	- Encouraging the students to predict the content of the listening text based on a picture.	
	- Listening at gist-level	- Listening to a conversation to identify the main ideas.	
	- Showing gist comprehension	- Gist comprehension tests.	
		- Summarizing what they listened to.	
POST-LISTENING	- Integrating skills: Reading + Writing	- Searching for key facts about an American country in order to complete a table.	30 minutes
	Listening + Speaking (communicating among peers)	- Sharing their country tables with their classmates (groups of four).	
	- Showing vocabulary comprehension.	- Playing a videogame (writing the correct name of the country, continent, and ocean)	
		- Answering questions about American countries.	
			Time: 1h 20m

EXTENSION	Project to integrate skills: Listening + Reading + Writing + Speaking	Preparing and then giving a presentation about an American country (in pairs).	2 hours
		Total:	3h 20m

Own elaboration

Additionally, the following background music can be played during activities:

Link: https://bit.ly/3bY8EL8 Source: HALIDONMUSIC (2019).

4.5.4. UNIT 4: GETTING TO KNOW OUR CONTINENT, THE AMERICAS

Retrieved from Patchman123 (2017)

Age group / level

13-14 / CEFR level A2

CEFR Descriptors (CEFR, cited in Moe & Hasselgreen 2018):

- Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided speech is clearly and slowly articulated.
- Can follow in outline short, simple social exchanges, conducted very slowly and clearly.
- Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.
- Can follow a very simple, well-structured presentation or demonstration, provided that it is illustrated with slides, concrete examples or diagrams, it is delivered slowly and clearly with repetition and the topic is familiar.

Unit aims:

By the end of this unit, the students will be able to:

- comprehend the gist of a conversation involving information about American countries
- understand the gist of various riddles and descriptions about American countries in order to give an answer
- give a presentation about an American country
- understand the gist from different presentations about American countries
- get familiarized with basic information about American countries

Time: 3h 20m

Resources: world map, computer, internet access, projector and speakers (if possible), sheets of paper, flashcards or pictures, markers, colors, pencils, glue, cardboard, pens, and pencils.

Target Vocabulary: Geography

Warm-up

1. Encourage the students to solve the following anagrams:

- **pcaicfi noace**   → *(Pacific Ocean)*
- **aamceir**   → *(America)*
- **roupee**   → *(Europe)*
- **guaarypa**   → *(Paraguay)*
- **acadna**   → *(Canada)*
- **reocdua**   → *(Ecuador)*
- **sarhonud**   → *(Honduras)*
- **undeit ssetta**   → *(United States)*
- **upre**   → *(Peru)*

Lead-in

2. Read the following geography riddles to the students. The students must listen carefully in order to guess the answer. Give one point to each correct answer and, at the end of the activity, identify the winning student.

- What part of Ecuador is in Chile? **The letter E**
- What is the capital of Quito? **The letter Q**
- "Tourists travel hours to see the famous art in Italy. Tourists often are pretty smitten with the castles in Great Britain. Tourists come by car and plane to visit Norway, France, and Spain. Tourists come by ship and train to visit Greece and see Ukraine. Tourists by the bunch vacation at this old world destination. Which continent is this? **Europe**" (Holub, 2004, as cited in Continents and Oceans for kids, n.d., riddle 1).
- "In this country, most speak English. However, you will find that is not all. As there are many who speak French like in Quebec and Montreal. **Canada**" (Riddles For Kids, n.d., riddle 6).

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- "I have the biggest country. I have the Dead-est Sea. Three-fifths of the Earth's people live on top of me. I touch three of the oceans, but my true claim to fame is I'm the biggest continent. Do you know my name? **Asia**" (Holub, 2004, as cited in Continents and Oceans for kids, n.d., riddle 2).
- "I've got a lot of desert, so I've got a lot of sand. I've got a lot of countries, and I've got a lot of land. I've got a lot of pyramids; a lot of jungles, too. I've got a lot of lions, and they aren't kept in a zoo! Which continent is this? **Africa**" (Holub, 2004, as cited in Continents and Oceans for kids, n.d., riddle 3).
- What Am I? "I have a floor but I'm not a room. I wave but have no hand I'm wet but I'm not a towel. I have currents but no electricity. I contain fish but I'm not a tank. I cover a lot of the planet but I'm not land. **The ocean**" (Pepper, 2015, riddle 4).

Pre-listening

3. Activate the students' prior knowledge. Using a world map without labels, point to a country from the Americas and elicit its name. Target vocabulary

- o **Continent:** The Americas and its sub-divisions: North America, Central America, and South America.
- o **Countries:** all the countries from South and North America, and the main countries from Central America.
- o **Oceans:** The Atlantic and Pacific Oceans.

Link to world map without labels: https://bit.ly/2TrlXOr
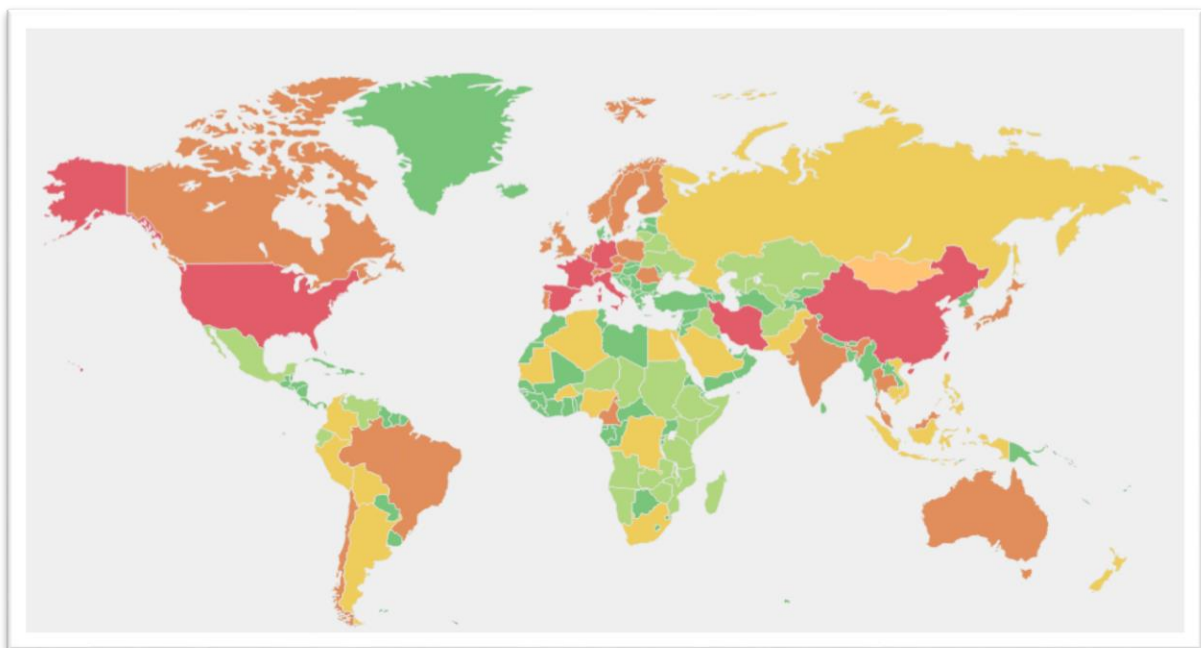
Retrieved from Printablee (2009)

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At this point, if the students do not know the names of some countries in English, tell them to say it in Spanish, but you immediately tell them how to say it in English.

4. Introduce the vocabulary. Show pictures of the target vocabulary to the students and elicit their names.

Target vocabulary:

- o **Continent:** The Americas and its sub-divisions: North America, Central America, and South America.
- o **Countries:** all the countries from South and North America, and the main countries from Central America.
- o **Oceans:** The Atlantic and Pacific Oceans.

Link to activity: https://bit.ly/3xjTJDE
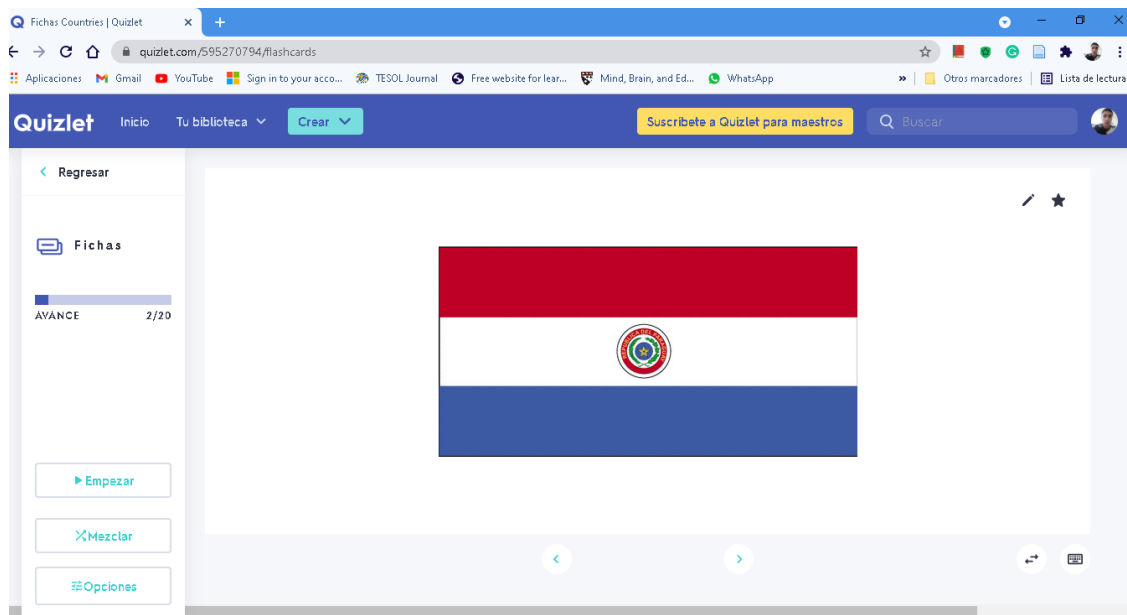
During-listening

5. Read some facts about an American country to the students. The students must listen carefully in order to identify the country's name. Give one point to each correct answer.

- This country is the second most biodiverse country in the world, just after Brazil. One of the greatest writers from South America is from this country; his name is Gabriel García Márquez. It is the only South American country that shares borders with two oceans, the Pacific Ocean and the Atlantic Ocean. → **Colombia**
- This is the second-largest country in the world, just after Russia. It shares borders only with one country. One of the most popular sports in this country is ice hockey. What country is it? → **Canada**
- This is a small country located in Central America. It shares borders with Colombia in the south and Costa Rica in the north. The colors of its flag are red and white, and it has two stars. What country is it? → **Panama**
- This is a big country; it is actually the world's eighth-largest country. It is worldwide known by its beef. Many great soccer players were born here. There is a sun just in the center of its flag. What country is it? → **Argentina**
- This is the third-largest country in the world. Many movies are filmed in this country, and lots of people around the world watch them. Many of the best inventions were invented here, for example, airplanes and computers. Two of the most popular sports in this country are football and basketball. What country is it? → **The United States**
- The most popular sport in this country is baseball. Its cigars are famous around the world and considered one of the best cigars worldwide. Christmas was banned for 30 years in this country some time ago. This is a socialist republic. What country is it? → **Cuba**
- This is one of the most beautiful countries in the Americas. It has some of the most exemplary colonial architecture in the Americas too. It is the closest country to space. It has four different regions, and they are truly beautiful and unique. The famous Panama Hat is actually from this country. What country is it? → **Ecuador**

6. Show the students the following picture and encourage them to predict the content of the next listening text.

Retrieved from Clipart Library

7. Now the students listen to the conversation. Then they answer some comprehension questions about it.

Link to conversation: https://aroundsnd.page.link/TbPG46CRhoKsYmta7

Audio script

Vanessa: Hello, Brayan. How are you? It is nice to see you again after a lot of time.

Brayan: Hey Vanessa. I am very happy to see you again too. I am doing really well, and you?

Vanessa: I am okay. I heard you won a tour to Central America. Is that true?

Retrieved from
Clipart Library

Brayan: Yes, that is absolutely true. I just arrived this morning. The tour was fantastic and the places were so beautiful.

Vanessa: And what places did you visit?

Brayan: I visited three countries. First, we went to Cuba, I do not remember exactly the name of Cuba's capital city, but we went to that city. Its colonial architecture is really nice. The houses there are painted in many different colors. Then we travelled to the Dominican Republic. The beaches there are marvelous and the food was splendid, well at least it was for me because my mom did not like it at all. Anyways, finally, we went to Haiti. Many people there speak French, I did not know this, but this is because they were colonized by France a long time ago.

Vanessa: It sounds like you had the tour of your dreams.

Brayan: Yes, I really enjoyed this tour.

Vanessa: I would like to travel to the Dominican Republic someday. Where is it exactly?

Brayan: Well, it occupies half of a big island located in the Caribbean Region, an island shared with Haiti.

Vanessa: Thank you. I will visit you at the weekend to see the pictures. Is that Okay?

Brayan: Sure. You can come any day.

Vanessa: Thanks, see you at the weekend then.

Brayan: See you.

Comprehension questions

Name: ....

Class: ....

Date: ....

Circle the correct answer

1. To what part of the American Continent did Brayan travel?

a) North America   b) Central America   c) South America

2. How many countries did Brayan visited?

a) three   b) thirteen   c) thirty

3. According to Brayan, what country's architecture is really nice?

a) Cuba   b) Haiti   c) Dominican Republic

4. What is Cuba's capital city?

a) San José   b) Santo Domingo   c) Havana

5. According to Brayan, what country's beaches are marvelous?

a) Cuba   b) Dominican Republic   c) Haiti

6. Whom did Brayan travel with?

a) his girlfriend   b) his sister   c) his mom

7. In what of the countries that Brayan visited, many people speak French?

a) Haiti   b) Cuba   c) Dominican Republic

8. What country would Vanessa like to travel to?

a) Cuba   b) Dominican Republic   c) Haiti

9. When will Brayan and Vanessa meet again?

a) Next week   b) Tomorrow   c) at the weekend

10. What was the second country that Brayan traveled to?

a) Cuba   b) Haiti   c) Dominican Republic

```
Answers:
1.b    2.a    3.a    4.c    5.b    6.c    7.a    8.b    9. c    10. c
```

8. Check the answers with the students and provide feedback

9. The students listen to the conversation again and write a summary of it in 50 words or less, considering only main ideas.

Link to conversation: https://aroundsnd.page.link/TbPG46CRhoKsYmta7

Summarizing!

....

....

....

....

Post-listening

10. Give each student one country from the Americas and ask them to search for the following facts to complete the table.

Panama	
Location:	
Capital city:	
Population:	
Currency:	
Official language(s):	

11. Once everyone finishes their tables, in groups of four, they share their tables with their classmates.

12. The students play a game in which they have to write the correct name of the country, ocean, or continent displayed on the screen.

Link to game: https://quizlet.com/595270794/gravity
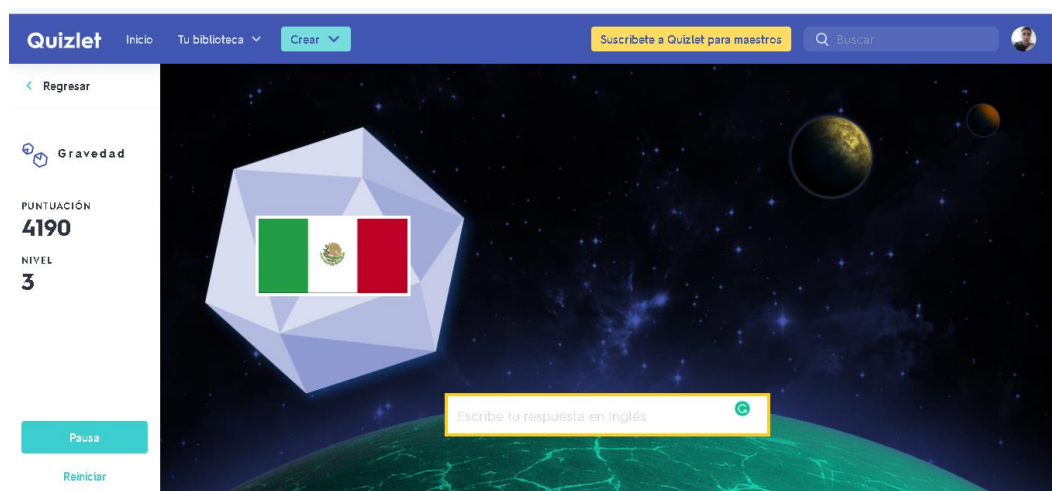
13. To finish, ask the students general questions about the countries from the Americas.

Questions:

a) Where is Colombia *(South America),* Panama *(Central America)*, Mexico *(North America)*, Paraguay *(S.A.)*, Venezuela *(S.A.)*, Cuba *(C.A.)*, Canada *(N.A.)*, Dominican Republic *(C.A.)*, Guatemala *(C.A.)*, and Chile *(S. A)?*

b) What is the capital city of Argentina *(Buenos Aires)*, Uruguay *(Montevideo)*, Mexico *(Mexico City)*, Dominican Republic *(Santo Domingo),* Peru *(Lima),* Cuba *(Havana),* Costa Rica *(San José),* Chile *(Santiago),* Canada *(Ottawa),* and United States *(Washington, D.C.)?*

c) What is the national currency of Argentina *(Argentine peso)*, Canada *(Canadian dollar),* Dominican Republic *(Dominican Peso),* Brazil *(Brazilian Real),* Peru *(Peruvian Sol),* Chile *(Chilean Peso),* Ecuador *(United States Dollar)*, Paraguay *(Paraguayan Guaraní),* Venezuela *(Venezuelan bolívar),* Panama *(Panamanian balboa and Unites States Dollar)*?

d) Where is/was Frida Khalo *(Mexico)*, Gabriel García Márquez *(Colombia)*, Pablo Neruda *(Chile)*, Shakira *(Colombia),* Juan Luis Guerra *(Dominican Republic),* Neymar *(Brazil),* and Neil Armstrong (United States) from?

Additional activity

This activity can be used as homework. Give each student a country from the Americas and ask them to search for the national animal of the given country and complete the following table for next lesson.

United States	
National animal:	*Bald eagle*
Reason why:	Most writers say because of its associations with authority, strength, and freedom.

Next lesson, the students can present their tables to the class.

Extension

In pairs, the students prepare a presentation about any country from the Americas. The students choose the country they want to talk about. They can use any material to illustrate their presentation. They may need cardboard, pencils, markers, colors, scissors, pictures, etc.

The presentation must have the following points:

1. The reason why you chose that country	2. Location	3. Capital city
4. Official language(s)	5. Population	6. Flag
7. Currency	8. Food	9. Weather
10. Traditions (1)		

Show the students this example:

Hi, my name is Brayan and my partner's name is Vanessa. Today we are going to talk about Uruguay.

Country: Uruguay

1. **Why did we choose this country?** We chose this country because we think it is very beautiful and we like its culture.
2. **Location:** South America. Shares borders with Brazil and Argentina.
3. **Capital city:** Montevideo
4. **Official languages:** Spanish
5. **Population:** 3.462 million people
6. **Flag:** picture (consists of five white stripes and four blue stripes arranged horizontally and one sun in the upper-left corner).
7. **Currency:** Uruguayan peso
8. **Food:** Choripán is a very popular fast food. It has grilled chorizo and bread, commonly served with chimichurri sauce.
9. **Weather:** Temperate
10. **Traditions:** people like to get together to barbecue. Thank you!

During the presentations:

- The students listen carefully to the presentations.
- After each presentation, the teacher asks the students questions to check their listening comprehension. For example:

  What is the capital city of (Peru, Canada, etc.)?
  What is the national currency of (Mexico, Panama, etc.)?
  What is a tradition from (Uruguay, Ecuador, Peru, etc.)?

Retrieved from Clipart Library

The students self-evaluate their work throughout this unit with the following rubric:

Self-evaluation of my work throughout Unit 4

My name:	

What new skills or knowledge have I learned as a result of my work during Unit 4?

....

…………………………………………………………………………………………….

What areas do I see myself needing to improve?

....

…………………………………………………………………………………………

Rate your work for each of the below areas	Excellent ☺	Good ☺	Average 😐	Poor ☹
Listening for gist sub-skill				
Work quality				
Team work				
Attitude				
Organization ability				
Leadership				
Responsibility				
Behavior				

Rate your overall work throughout this unit			
Excellent ☐	Good ☐	Average ☐	Poor ☐

Adapted from "Rubric for Project Self-Evaluation" by Savory, P., 2009, *Industrial and Management Systems Engineering-- Instructional Materials,* 5. University of Nebraska-Lincoln. https://bit.ly/2QXtVxs

Further reading:

https://en.wikipedia.org/wiki/Americas

https://www.worldatlas.com/articles/national-animals-of-south-and-central-america.html

https://www.worldatlas.com/articles/national-animals-of-north-american-and-caribbean-countries.html

https://www.nationalgeographic.org/topics/mapping-the-americas/?q=&page=1&per_page=25

4.6. EFFECTS

4.6.1. Introduction

After finishing the didactic guide, which contains the methodological strategies and activities to train the English language listening for gist sub-skill of young learners, two units of this guide were applied with the target population: tenth-graders from Colegio Universitario UTN. The units applied were:

UNIT 1: MY HOBBIES

UNIT 2: THE FOOD WE EAT

4.6.2. Procedure

After getting the approval from the principal of Colegio Universitario UTN and the tenth-grade English teacher, the two units were applied with the target students, which corresponds to three different classes: Décimo Año de EGB "A", Décimo Año de EGB "B", and Décimo Año de EGB "C". The best activities of each unit were chosen to be delivered in a one-hour lesson with each class. The lessons were delivered online due to the current pandemic; pandemic which does not allow physical contact.

The tenth-grade English teacher monitored the three lessons and used a rubric (see appendices 7, 8 & 9) to evaluate them. The final scores given by the teacher to all the lessons were excellent; ten out of ten points were given to each lesson. The director of this work also monitored one lesson; it was the last lesson. These rubrics can be found in the appendices. The following table describes the application schedule:

Table 10

Application schedule

Class	Unit	Date
Décimo Año de EGB "A"	1	Wednesday 12th May 2021
Décimo Año de EGB "C"	2	Thursday 13th May 2021
Décimo Año de EGB "B"	1	Friday 14th May 2021

Own elaboration. May, 2021.

After each lesson, the students answered a survey (see appendix 6). This survey was used to identify the effects that the application of methodological strategies produced. Unfortunately, some students could not join the lessons, and consequently, they could not answer the survey either because they did not have internet access or had internet difficulties at that moment. The following table shows the number of students who could join the lessons and answer the survey.

Table 11

Students who could join the lessons and answer the survey

Class	Students in total	Students who could join the lessons and answer the survey
Décimo Año de EGB "A"	34	27
Décimo Año de EGB "B"	34	25
Décimo Año de EGB "C"	35	19
Total	103	71

Own elaboration. May, 2021.

Then the data collected was analyzed, and the following are the results:

4.6.3. Post-application survey taken by tenth-graders from Colegio Universitario UTN

Figure 8

How useful the strategies applied for comprehending the main ideas in listening activities were
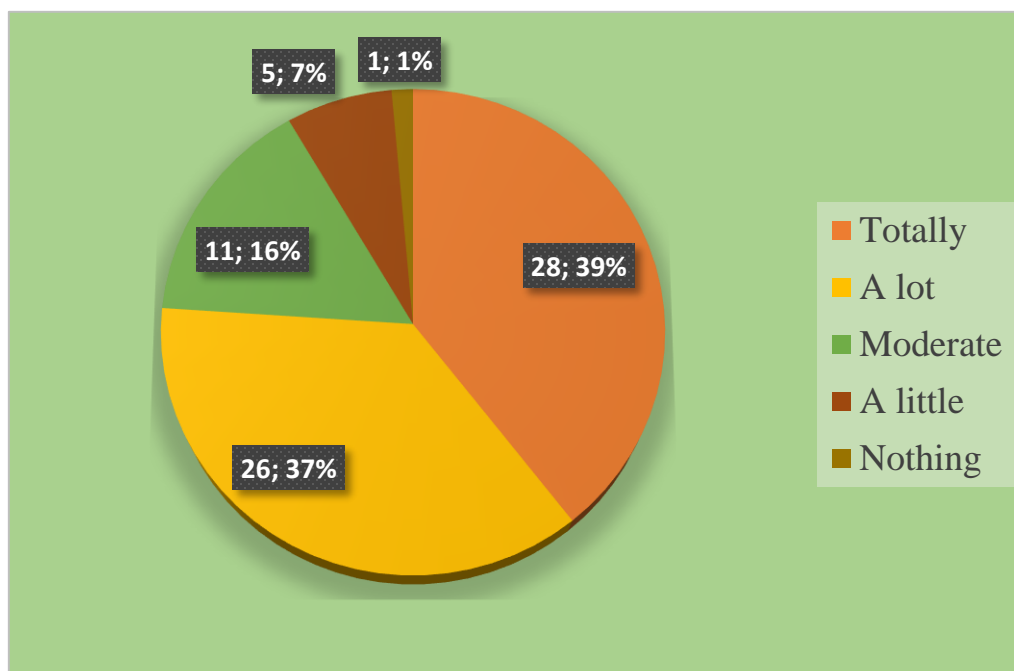
Own elaboration. Source: post-application survey May 2021.

Figure 8 shows how useful the strategies and activities applied for comprehending the main ideas in the listening activities were for the target students. Almost two-fifths of the students said that the strategies and activities applied were "totally" useful, closely followed by "a lot" useful. The sum of these two answer options is 76%, which indicates that for the large majority of students, the strategies and activities applied were significantly useful for comprehending the main ideas in listening activities.

Figure 9

How much the strategies applied helped the students mitigate their stress levels during listening activities
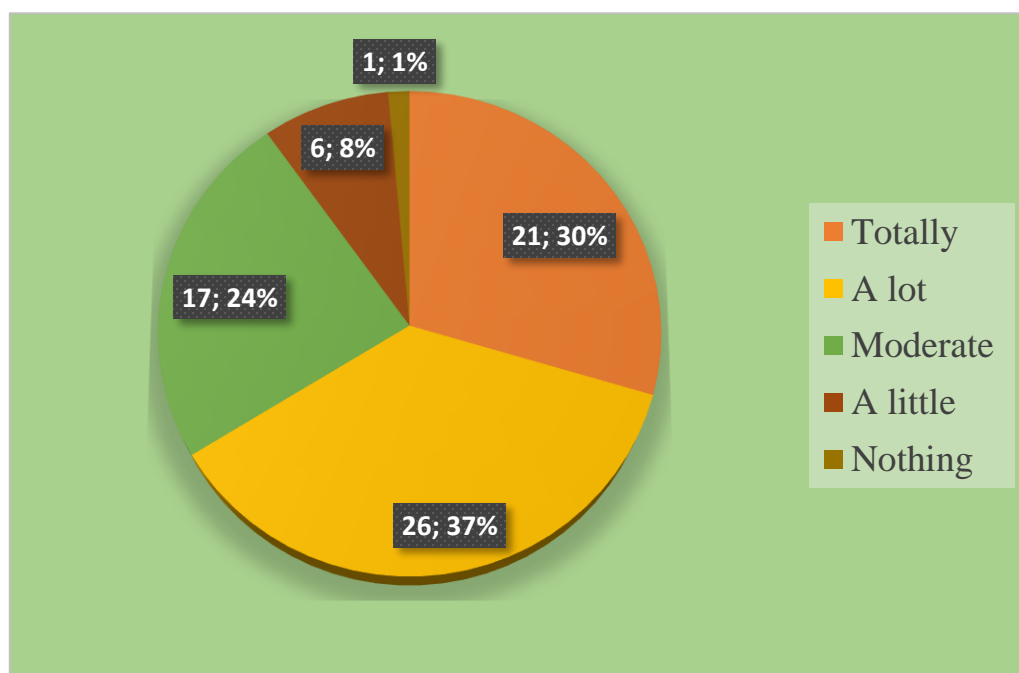
Own elaboration. Source: post-application survey May 2021.

Figure 9 shows how much the strategies and activities implemented helped the target students mitigate their stress levels during listening activities. More than a third of the students said that those strategies helped them "a lot," followed by "totally" helped. The sum of these two answer options is 67%, which accounts for a significant proportion of the students saying that those strategies highly helped them mitigate their stress levels.

These results are quite satisfactory because the data obtained from the first survey indicated that the majority of the students felt stressed out at different levels while doing listening activities in English. It means that the strategies and activities applied helped the students significantly mitigate their stress levels.

Figure 10

How much the strategies applied helped to create a safe environment

Own elaboration. Source: post-application survey May 2021.

Figure 10 illustrates how safe and calmed the students felt while applying those strategies and activities with them. Almost two-fifths of the students said that they felt "a lot" safe and calmed, nearly followed by "totally" safe and calmed. The addition of these two answer options is 73%, which indicates that the large majority of the students felt safe and calmed while applying those strategies and activities with them. Therefore, it is clear that the strategies and activities applied promote a safe environment.

Figure 11

The degree of motivation that the methodological strategies applied promoted
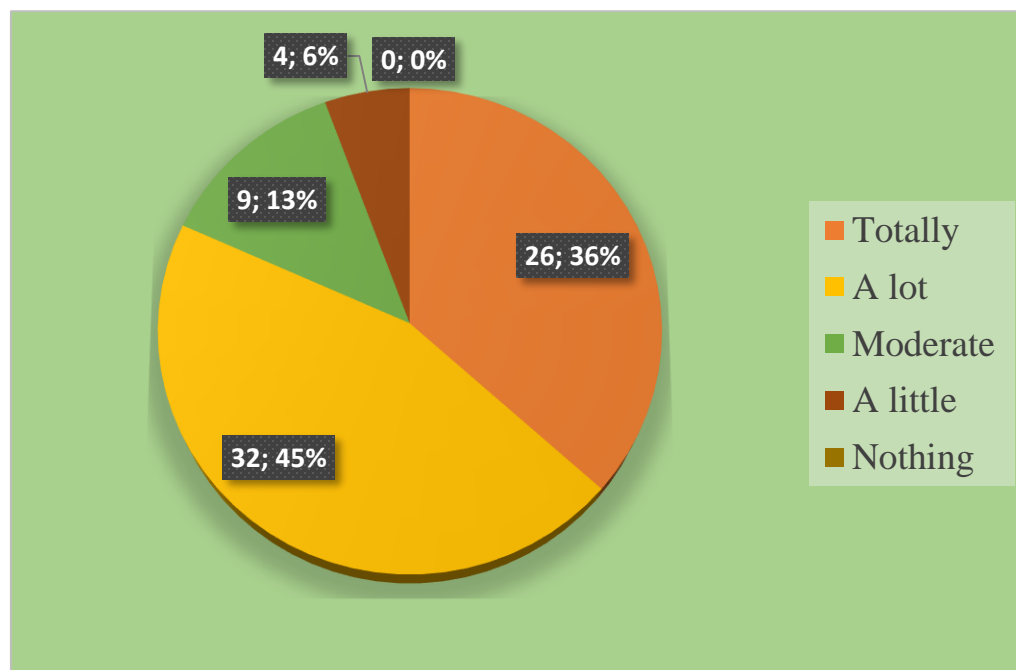
Own elaboration. Source: post-application survey May 2021.

Figure 11 illustrates the degree of motivation the strategies applied promoted on the target students. Almost half of the students said that they felt "a lot" motivated while the application, followed by "totally" motivated. The addition of these two answer options is 81%, which means that the large majority of students were highly motivated by the methodological strategies and activities applied with them.

Figure 12

The degree of engagement that the methodological strategies applied promoted
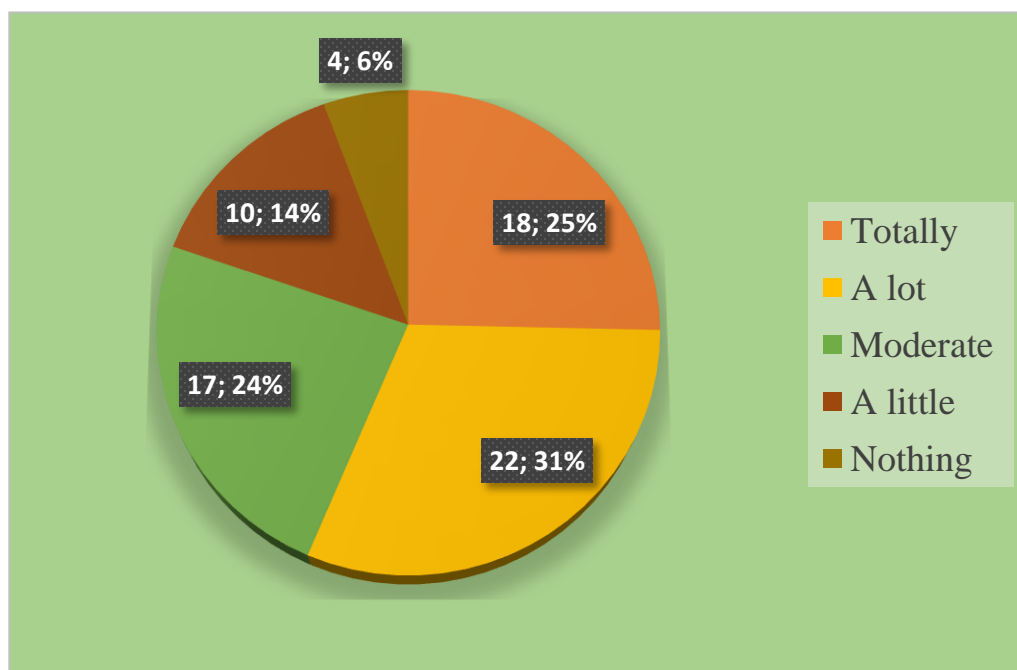
Own elaboration. Source: post-application survey May 2021.

Figure 12 indicates how engaged the students were during the application of those strategies and activities. Almost a third of the students said they were engaged "a lot," followed by "totally" engaged. The sum of these two answer options is 56%, which indicates that more than half of the students were highly engaged while applying those methodological strategies and activities with them.

Figure 13

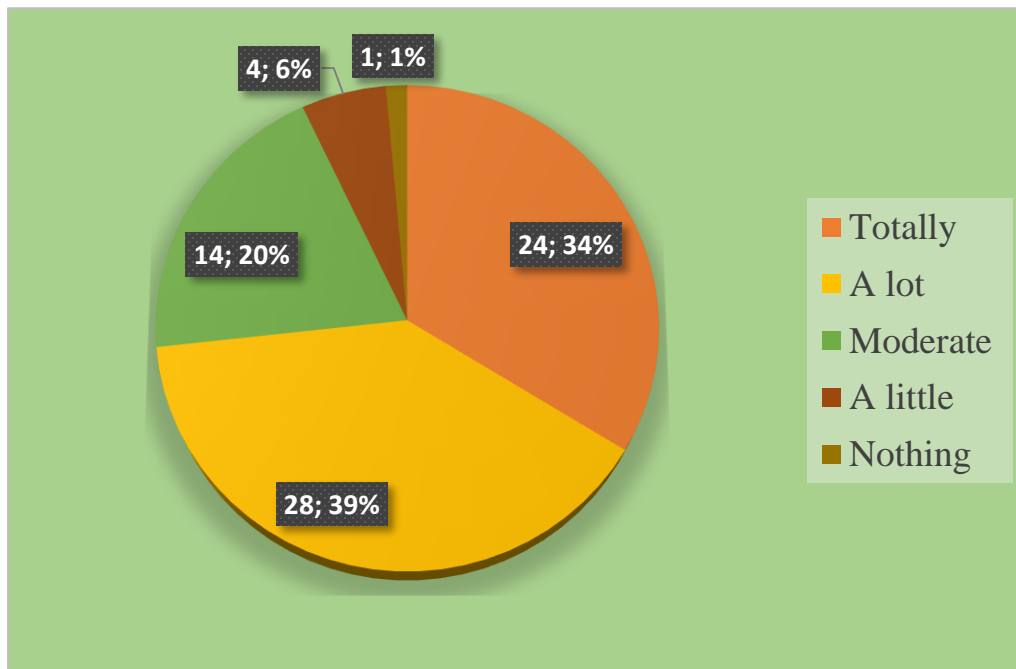*The degree of class participation that the methodological strategies applied promoted*
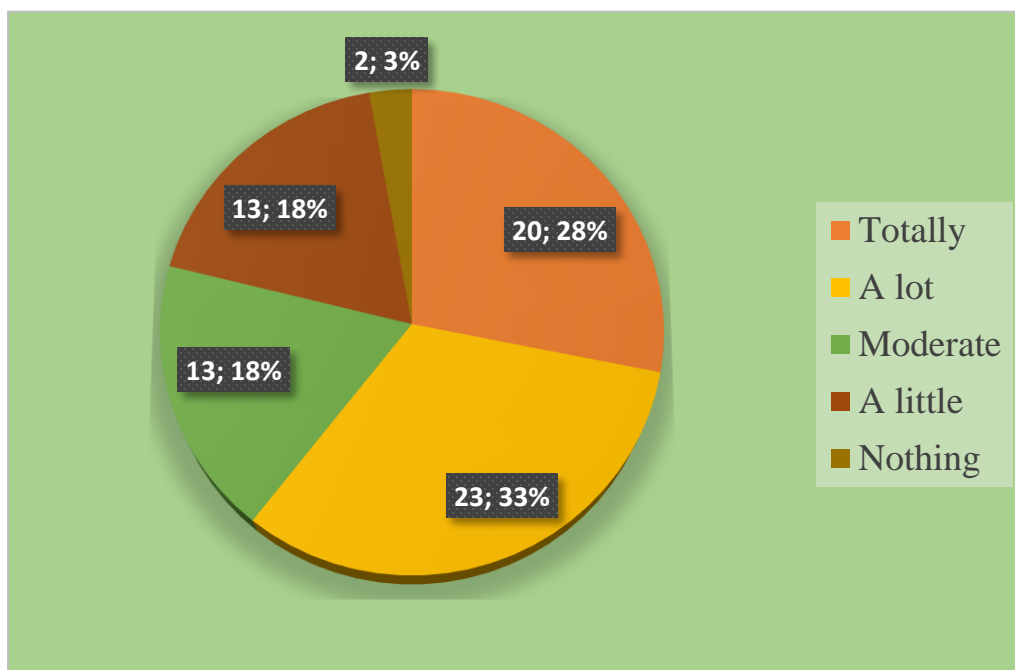
Own elaboration. Source: post-application survey May 2021.

Figure 13 shows how much the strategies and activities applied promoted class participation. More than a third of the students said that those strategies promoted "a lot" their participation, nearly followed by "totally" promoted. The addition of these two answer options (61%) indicates that more than half of the students felt that the implemented strategies highly promoted their participation.

Figure 14

How much the strategies applied helped the comprehension of the lessons' main topics
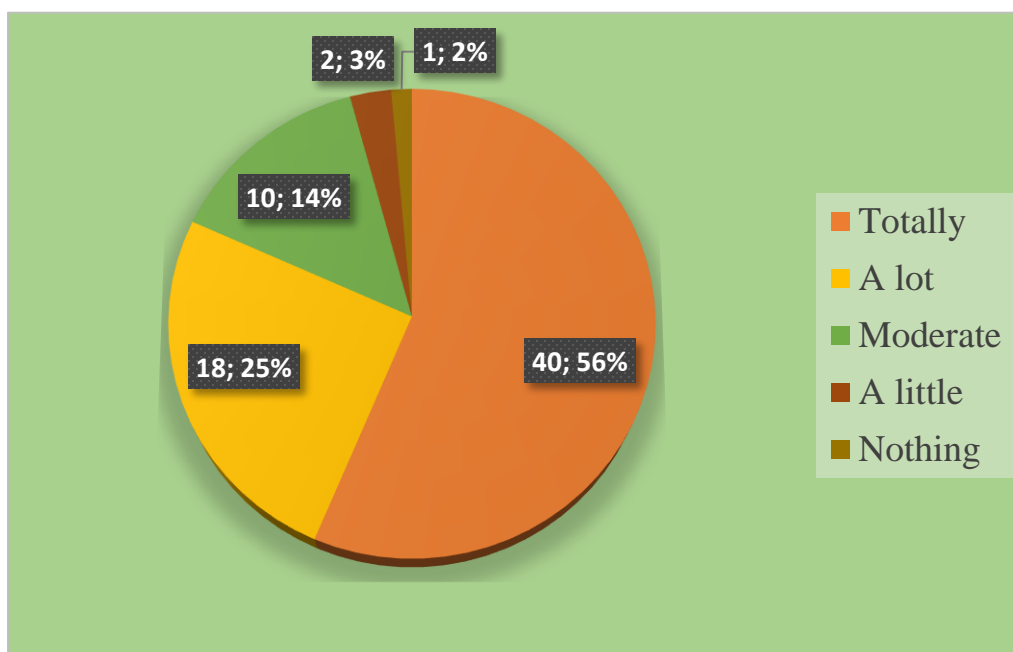
Own elaboration. Source: post-application survey May 2021.

Figure 14 illustrates how much the strategies implemented helped the students comprehend the lessons' main topics. The results show that, for more than half of the students, those strategies "totally helped" them comprehend the lessons' main topics, followed by helped "a lot". The sum of these two answer options (81%) indicates that those strategies highly helped the students comprehend the lessons' main topics.

In conclusion, the methodological strategies and activities applied impacted positively on the students since they caused positive linguistic and affective effects:

Linguistic effects:

    a. Comprehension of the main ideas in listening activities
    b. Class participation
    c. Comprehension of the lessons' main topics

Affective effects:

    d. Mitigation of stress levels while doing listening activities
    e. A safe environment
    f. Motivation
    g. Engagement with the lessons

4.7. IMPACTS

To assess the impact levels of this research project, the following table was used:

Table 12

Impact levels equivalence

Number	-3	-2	-1	1	2	3
Impact level equivalence	High negative	Medium negative	Low negative	Low positive	Medium positive	High positive

Own elaboration. May, 2021.

4.7.1. Linguistic impact

Table 13

Linguistic impact indicators

Impact levels Indicators	-3	-2	-1	1	2	3
a. Sharing what we like to do in our free time						x
b. Distinguishing food groups						x
c. Using vocabulary to describe weather conditions						x
d. Getting familiarized with basic information about American countries						x
e. Mitigating the stress that listening activities generate						x
TOTAL						**15**
						∑=15

Own elaboration. May, 2021.

Linguistic impact level $= \dfrac{\Sigma}{\text{Number of items}} = \dfrac{15}{5} = \mathbf{3}$

Linguistic impact level $=$ high positive

Analysis

The linguistic impact of this research project is expected to be high positive as the maximum score was assigned to all the indicators. It is estimated a high positive impact on each of the five linguistic indicators since a whole unit of the didactic guide is designed to work on each of them, except for the last one that is present in all the units.

a. The first unit seeks to reinforce the vocabulary to talk about hobbies and help the students be able to share what they like to do in their free time through interactive activities.
b. The second unit aims at reinforcing food vocabulary and help the students reach the command to distinguish food groups.
c. The third unit aims to strengthen weather vocabulary, help students differentiate weather conditions, and use the vocabulary to describe them.
d. The fourth unit seeks to review and learn basic information about American countries while getting familiarized with them.
e. Finally, strategies like task decomposition, interactive and ludic games, and music, are part of the guide to help the students mitigate the stress that listening activities generate.

4.7.2. Academic impact

Table 14

Academic impact indicators

Indicators / Impact levels	-3	-2	-1	1	2	3
a. Ability to prepare presentations						x
b. Ability to deliver oral presentations						x
c. Group work skills						x
d. Visual-spatial intelligence						x
e. Logical reasoning					x	
TOTAL					2	12
						$\sum=14$

Own elaboration. May, 2021.

Academic impact level $= \dfrac{\Sigma}{\text{Number of items}} = \dfrac{14}{5} = \mathbf{2,8}$

Academic impact level $=$ high positive

Analysis

Overall, the academic impact of this work is estimated to be high positive since the maximum score was assigned to the first four indicators, while only one indicator got two out of three points (medium positive). It is estimated a high positive academic impact on the indicators as:

a. The extension of each unit is designed to encourage the students to prepare presentations about basic topics, such as hobbies and food. As a result, they are expected to develop their skills (summarizing, organization, etc.) to prepare presentations.

b. After preparing their presentations, the students have to deliver them orally. Consequently, the students are expected to develop their ability to deliver presentations.

c. There are numerous activities in which the students have to work in groups or pairs. As a result, they develop group work skills, such as organization, collaboration, communication, conflict resolution, and listening, to mention a few.

d. There are several activities that promote the visual-spatial intelligence by encouraging the students to listen carefully, picture in their minds what was said, analyze, and retain that information to perform a task or give the answer to a question.

e. Finally, the last indicator got two out of three points. There are various activities throughout the four units in which the learners have to guess the hobby, the country, etc., based on premises read or shown by the teacher in order to practice logical reasoning. However, this indicator was assigned a medium positive impact since it is a complex ability that needs more practice and to be expanded into other areas like mathematics.

4.7.3. Listening for gist sub-skill impact

Table 15

Listening for gist sub-skill impact indicators

Indicators \ Impact levels	-3	-2	-1	1	2	3
a. Comprehending the gist from conversations and presentations about hobbies						x
b. Understanding the gist from stories and conversations about food						x
c. Identifying weather conditions from different weather forecasts presented orally						x

d. Catching the gist from different conversations and presentations involving American countries' information.	x
e. Understanding the gist from descriptions, definitions, and riddles in order to give an answer	x
TOTAL	**15**
	Σ=15

Own elaboration. May, 2021.

$$\text{Language skills impact level} = \frac{\Sigma}{\text{Number of items}} = \frac{15}{5} = \mathbf{3}$$

Language skills impact level   =   high positive

Analysis

a. It is expected a high positive impact on the first indicator since, throughout the first unit of the didactic guide, the students practice listening to different conversations about hobbies as well as listening to their classmates' presentations in order to comprehend the gist of each of them.

b. A high positive impact is estimated on the second indicator as, throughout unit 2, the learners will find activities in which they have to understand the gist from stories and conversations about food.

c. A high positive impact is also expected on the third indicator as the students have to identify weather conditions from numerous weather forecasts presented by people from the internet and their classmates.

d. Three out of three points were assigned to the fourth indicator. It means that a high positive impact is expected on it because the students have to do it several times by listening to conversations and their classmate's presentations in unit 4.

e. Finally, it is expected a high positive impact on the last indicator since the students will find these types of activities throughout the four units. For example, listening to the definition of a hobby in order to guess its name; or listening to riddles about American countries and in order to guess the country, among others. In addition, these types of activities are expected to bring a lot of fun to the lessons.

CONCLUSIONS

- Listening is an essential language skill for language learning since different studies have shown that 45% of language competence is gained through listening.

- Listening is the source of acquisition of many different aspects of language, such as word stress, intonation, grammar structures, vocabulary, and syntax, among others.

- Several factors hinder L2 listening comprehension but among the most frequently listed by language learners are: fast pace of speech; unfamiliar accents; lack of visual support; not enough time to process input; unknown vocabulary; poor audio quality; no contextualization of topics; and the language competence of the learner.

- Listening is one of the most challenging skills in foreign language learning and therefore, listening activities can generate stress, anxiety, and tension in young learners.

- Among the factors to facilitate listening comprehension, the most frequently listed by language learners are: visual support; pre and post-listening activities; enough time to process input; a safe and motivating environment; listening texts suitable for their listening level; good audio quality; speech rate slightly slower than everyday speech; and topics that raise their interest.

- Language teaching methods provide valuable strategies and activities to train the listening for gist sub-skill of young learners in an interactive and dynamic way, as it was witnessed during the lessons executed with the target population of this work.

- The methodological strategies and activities applied with the target students of this work impacted positively on them since they caused positive linguistic effects: a) comprehension of the main ideas in listening activities; b) class participation; and c) comprehension of the lessons' main topics.

- The methodological strategies and activities applied with the target students of this work impacted positively on them since they promoted positive affective effects: d) mitigation of their stress levels while doing listening activities; e) a safe environment; f) motivation; and g) engagement with the lessons.

RECOMMENDATIONS

- To implement more listening activities in the EFL classroom with young learners aged 13-14 years who are working on reaching the A2 level.

- To expose young learners to different types of input, such as lectures, podcasts, cartoons, stories, movies, TV/ radio news, music, etc.

- To try to avoid the factors that hinder listening comprehension, such as fast pace of speech; unfamiliar accents; lack of visual support; not enough time to process input; unknown vocabulary; poor audio quality; and no contextualization of topics.

- To use strategies like task decomposition, relaxation exercises, music, and interactive and ludic games to help young learners mitigate their stress levels during listening activities.

- To facilitate young learners listening comprehension, teachers should use visual support; audio recordings with the speech rate slightly slower than everyday speech; topics that raise the students' interest; listening texts suitable for the learners' listening level; good audio quality; implement pre- and post-listening activities; give enough time to process input; and create a safe and motivating environment.

- Language teachers should analyze different language teaching methods and choose the most appropriate strategies and activities to train the listening for gist sub-skill of young learners.

- Language teachers might want to implement the didactic guide of this research project with young learners working on reaching the A2 English level since it was found to cause positive linguistic effects in this type of learners.

- Language teachers might want to use the strategies and activities found in this work with young learners working on reaching the A2 English level since they were found to cause positive affective effects in this type of learners.

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APPENDICES

Appendix 1. Letter to require the authorization to execute this project at Colegio Universitario UTN

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

DECANATO

Oficio 044-D
Ibarra, 04 de febrero de 2021

Magíster
Diana Flores
RECTORA COLEGIO UNIVERSITARIO UTN

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando. Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias, al señor Fuertes Camacás Brayan Orlando, estudiante de octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, portador de la cédula de ciudadanía 0401863113, para que obtenga información y desarrolle el trabajo de grado con el tema: "APPLICATION OF METHODOLOGICAL STRATEGIES FOR THE ENGLISH LANGUAGE LISTENING FOR GIST SUB-SKILL TRAINING OF YOUNG LEARNERS", en el Colegio Univeritario UTN.

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Mgs. Raimundo Alonso López Ayala
DECANO FECYT

Appendix 2. Authorization provided by the principal of Colegio Universitario UTN to execute this research project at this institution
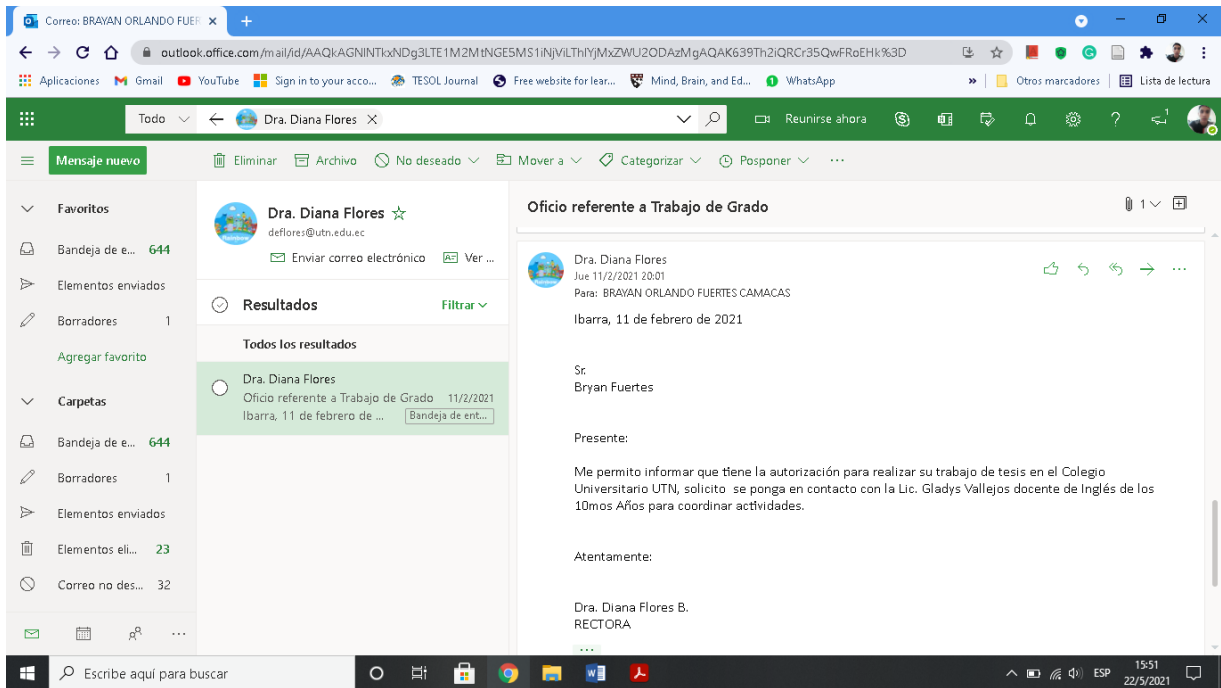
Appendix 3. Interviews conducted with the vice-principal of Colegio Universitario UTN, the head of the English Area, and the tenth-grade English teacher of this institution.
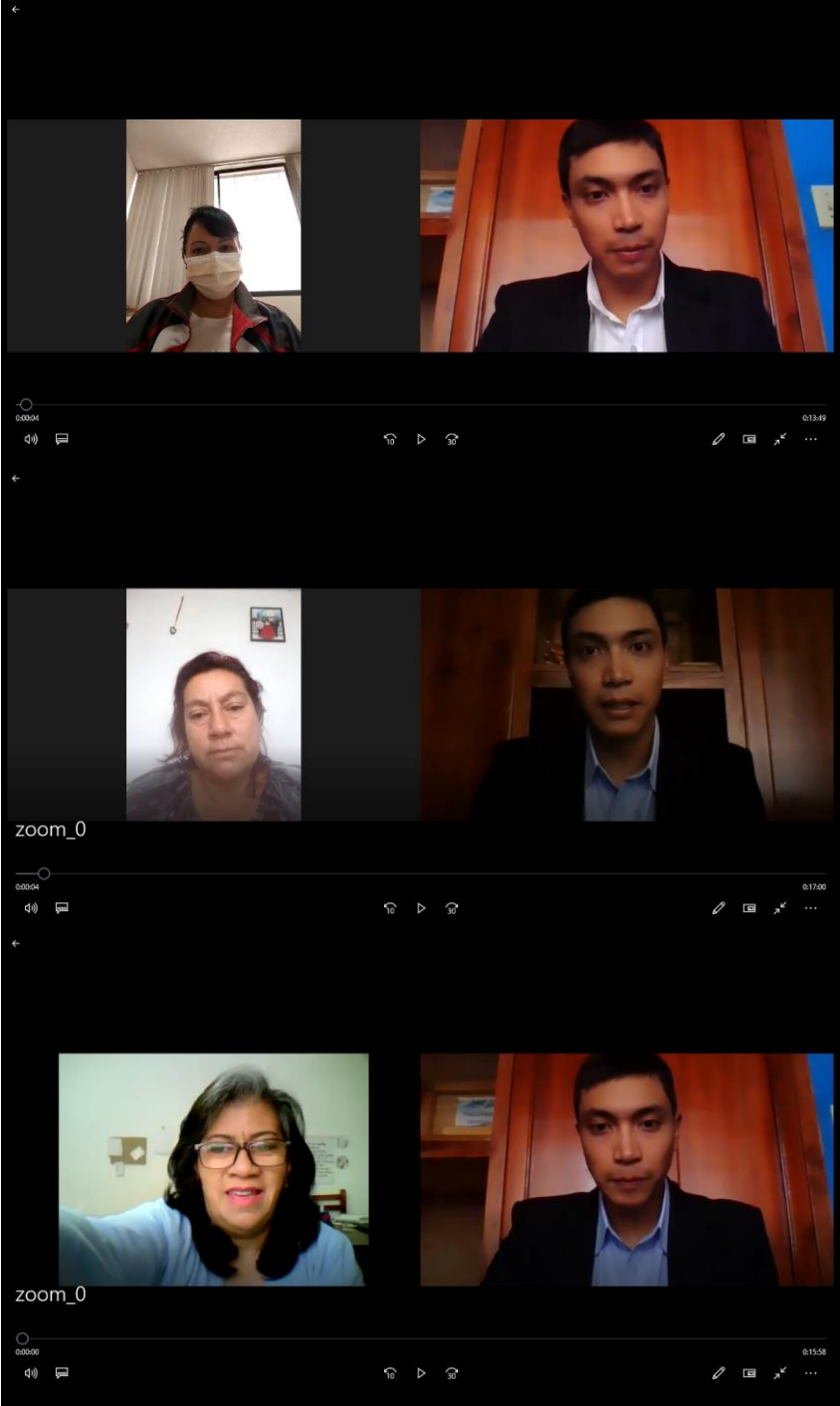
Appendix 4. Survey taken by tenth-grade students from Colegio Universitario UTN

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TRABAJO DE GRADO: "APPLICATION OF METHODOLOGICAL STRATEGIES FOR THE ENGLISH LANGUAGE LISTENING FOR GIST SUB-SKILL TRAINING OF YOUNG LEARNERS"

Encuesta dirigida a: Estudiantes de los Décimos Años de EGB del Colegio Universitario UTN

Fecha de aplicación: 3 de marzo de 2021

Objetivo: Demostrar los efectos de la aplicación de estrategias metodológicas para la práctica de la subhabilidad de escuchar para comprender la idea principal en el idioma inglés con estudiantes jóvenes.

Agradecemos de antemano la honestidad de sus respuestas. A continuación, marque con una 'x' para responder las preguntas.

1. En una escala del 1 al 5, donde **1 corresponde** a **'muy importante'** y **5** a **'nada importante'**, valore la importancia de desarrollar la habilidad para comprender la idea principal en actividades de escucha de material didáctico en inglés.

1	2	3	4	5
Muy importante	Importante	Neutral	Poco importante	Nada importante
🙂	🙂	😐	🙁	🙁

2. En una escala del 1 al 5, donde **1 corresponde** a **'muy difícil'** y **5** a **'muy fácil'**, valore cuán complicado es para usted comprender la idea principal en actividades de escucha en inglés.

1	2	3	4	5
Muy difícil	Difícil	Neutral	Fácil	Muy fácil
🙁	🙁	😐	🙂	🙂

3. En una escala del 1 al 5, donde **1 equivale** a **'totalmente estresado'** y **5** a **'nada estresado'**, valore su nivel de estrés al realizar actividades de escucha en inglés.

1	2	3	4	5
Totalmente estresado	Muy estresado	Estresado	Poco estresado	Nada estresado

4. En una escala del 1 al 5, donde **1 equivale** a **'totalmente'** y **5** a **'nada'**, ¿en qué medida los siguientes factores **dificultan** su comprensión de la idea principal en actividades de escucha en inglés?

Factores	Escala				
	1	2	3	4	5
	Totalmente	Bastante	Medianamente	Poco	Nada
1. Alta velocidad de elocución					
2. Acento del locutor					
3. Mala calidad del audio					
4. Palabras desconocidas					
5. Su situación física y mental de ese momento (estrés, ansiedad)					
6. Nula contextualización del tema					
7. Ruido en el aula					
8. Poco tiempo para procesar la información					

5. En una escala del 1 al 5, donde **1 equivale** a **'totalmente'** y **5** a **'nada'**, ¿en qué medida los siguientes factores **facilitan su comprensión** de la idea principal en actividades de escucha en inglés?

Factores	Escala				
	1	2	3	4	5
	Totalmente	Bastante	Medianamente	Poco	Nada
1. Soporte visual					
2. Material real (realia)					
3. Contextualización de los temas					

4. Ambientación tranquila y motivadora del salón de clases					
5. Tiempo suficiente para procesar la información					
6. Repetición del mensaje					
7. Buena calidad del audio					

6. En una escala del 1 al 5, donde **1 equivale** a **'totalmente útil' y 5** a **'nada útil'**, ¿qué tipo de actividades **han sido más útiles** para mejorar su habilidad de escucha en el idioma inglés?

Actividades	Escala				
	1 Totalmente útil	2 Muy útil	3 Medianamente útil	4 Ligeramente útil	5 Nada útil
1. Actividades introductorias a la actividad de escucha					
2. Actividades posteriores para poner en práctica lo escuchado					
3. Actividades de relajación y motivación antes de la actividad de escucha					
4. Actividades que involucren movimiento físico					
5. Actividades de competencia					
6. Actividades que involucren música					
7. Actividades lúdicas (juegos)					
8. Actividades grupales					
9. Actividades individuales					

GRACIAS POR SU VALIOSA COLABORACIÓN

Appendix 5. Application or socialization of the didactic guide with tenth-graders from Colegio Universitario UTN
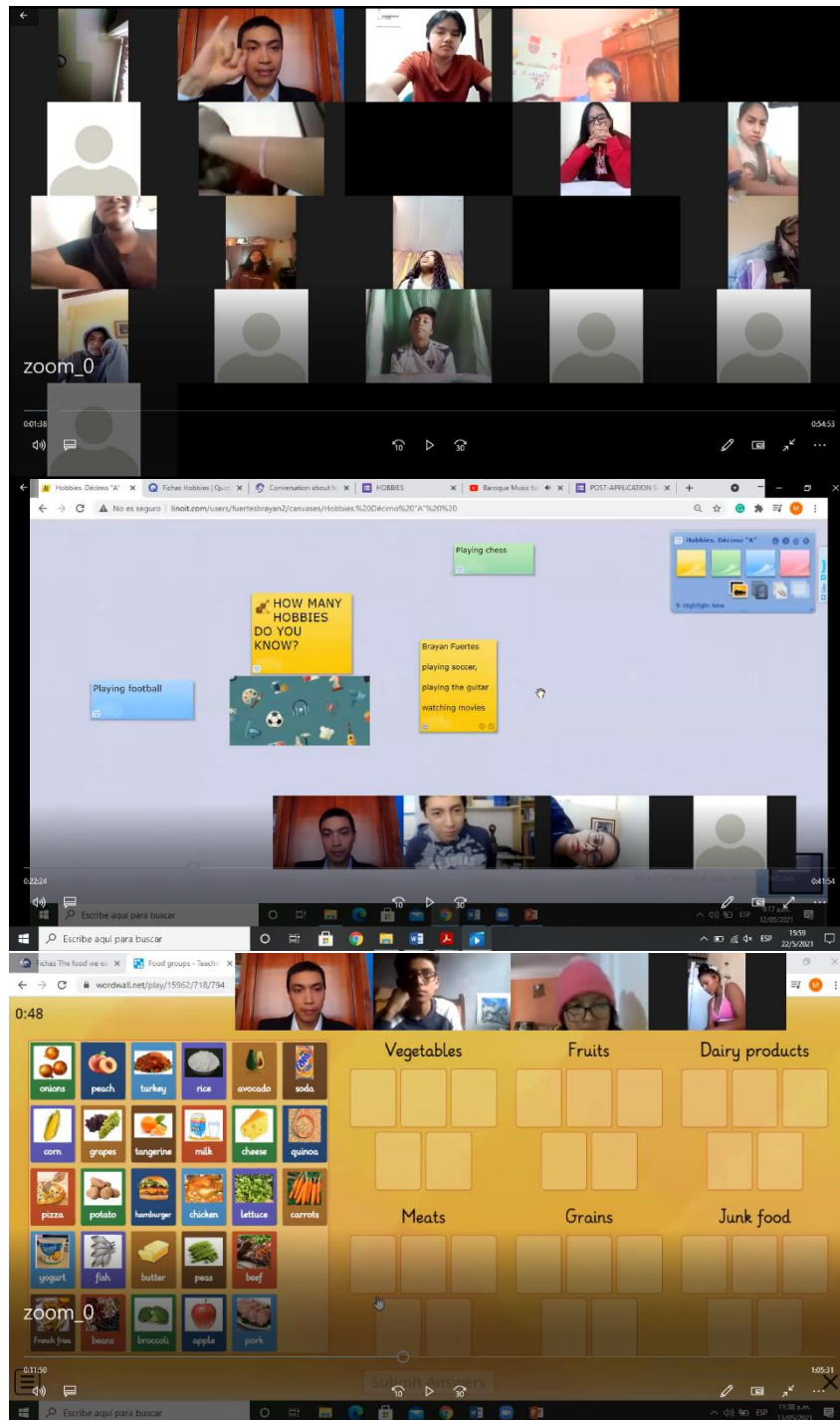
Appendix 6. Post-application survey taken by tenth-grade students from Colegio Universitario UTN

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TRABAJO DE GRADO: "APPLICATION OF METHODOLOGICAL STRATEGIES FOR THE ENGLISH LANGUAGE LISTENING FOR GIST SUB-SKILL TRAINING OF YOUNG LEARNERS"

Encuesta dirigida a: Estudiantes de los Décimos Años de EGB del Colegio Universitario UTN

Fecha de aplicación: 12, 13, y 14 de Mayo de 2021

Objetivo: Demostrar los efectos de la aplicación de estrategias metodológicas para la práctica de la subhabilidad de escuchar para comprender la idea principal en el idioma inglés con estudiantes jóvenes.

Responda las siguientes preguntas y enunciados utilizando la escala del 1 al 5, donde **1 corresponde** a **'totalmente' y 5** a **'nada'**.

<div align="center">

Post-application survey

</div>

Preguntas	Escala				
	1 Totalmente	**2** Bastante	**3** Medianamente	**4** Poco	**5** Nada
1. ¿Cuán útiles fueron para mí las estrategias y actividades aplicadas para comprender la idea principal en las actividades de escucha?					
2. Las estrategias y actividades aplicadas					

me ayudaron a reducir mi nivel de estrés durante las actividades de escucha.				
3. ¿Cuán seguro y tranquilo me sentí con la clase?				
4. ¿Cuán motivado me sentí con la clase?				
5. ¿Cuán involucrado me sentí durante la clase?				
6. ¿Cuánto promovieron las estrategias y actividades aplicadas mi participación durante la clase?				
7. Las actividades y estrategias aplicadas me ayudaron a comprender el tema general de la clase.				

Source: Own elaboration. May, 2021.

GRACIAS POR SU VALIOSA COLABORACIÓN

Appendix 7. Rubric used by the tenth-grade English teacher to evaluate the lesson with Décimo Año de EGB "A"

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Application of units from the set of reinforcement strategies for the English language listening for gist sub-skill training of young learners

Tenth grade teacher: Lic. Gladys Vallejos C.

Student teacher: Brayan Orlando Fuertes Camacás

Class: TENTH "A"

Unit: 1

Date: 12 /05/2021

CLASS EVALUATION FORM

A) LESSON PLAN

Lesson Components	3 Basic Proficiency	4 Outstanding Performance	Score
Objectives	Objectives provide a sense of what students will know and be able to do as a result of the lesson.	Objectives provide a clear sense of what students will achieve as a result of the lesson.	4
Lesson stages and activities within each one	The activities described in each stage of the lesson are interconnected and they are likely to help students achieve the learning objective	The activities described in each stage of the lesson are well articulated and they are likely to help students achieve the learning objective	4
Resources and materials	The resources are likely	The resources are likely	4

	to enhance learning.	to enhance learning significantly.	
Evidence of learning	Ideas on evidence of learning on an ongoing basis are clear.	Ideas on evidence of learning on an ongoing basis are clearly articulated.	4
SUBTOTAL			16

B) PROCEDURAL INSTRUCTION DELIVERING

ITEM	The Teacher shows the following skills and competences throughout the Class.	Emerging 2	Proficient 3	Accomplished 4
1	Employs a variety of materials throughout the lesson for language learning, including the book, visual aids, props, and realia.			4
2	Makes adjustment to the lesson plan to meet student needs, interest, and motivation.			4
3	Demonstrates confidence and poise when managing the classroom environment.			4
4	Develops and maintains motivation, accepting the classroom environment.			4
5	Interacts with the students using respectful vocabulary.			4
6	Answers the students' questions in a clear and concise way.			4
7	Meets the time established for the lesson.			4
8	Shows proficiency in the target language.			4

SUBTOTAL	

LESSON PLAN	16 /16		
PROCEDURAL INSTRUCTION DELIVERING	32/32		
TOTAL	48/48	AVERAGE	10/10

Adapted from: Universidad Técnica del Norte (n.d.). *FIFTH LEVEL CLASS EVALUATION FORM.*

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Lic. Gladys Vallejos C.

Appendix 8. Rubric used by the tenth-grade English teacher to evaluate the lesson with Décimo Año de EGB "C"

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Application of units from the set of reinforcement strategies for the English language listening for gist sub-skill training of young learners

Tenth grade teacher: Lic. Gladys Vallejos C.

Student teacher: Brayan Orlando Fuertes Camacás

Class: TENTH "C"

Unit: 1

Date: 13 /05/2021

CLASS EVALUATION FORM

A) LESSON PLAN

Lesson Components	3 Basic Proficiency	4 Outstanding Performance	Score
Objectives	Objectives provide a sense of what students will know and be able to do as a result of the lesson.	Objectives provide a clear sense of what students will achieve as a result of the lesson.	4
Lesson stages and activities within each one	The activities described in each stage of the lesson are interconnected and they are likely to help students achieve the learning objective	The activities described in each stage of the lesson are well articulated and they are likely to help students achieve the learning objective	4
Resources and materials	The resources are likely	The resources are likely	4

	to enhance learning.	to enhance learning significantly.	
Evidence of learning	Ideas on evidence of learning on an ongoing basis are clear.	Ideas on evidence of learning on an ongoing basis are clearly articulated.	4
SUBTOTAL			16

B) PROCEDURAL INSTRUCTION DELIVERING

ITEM	The Teacher shows the following skills and competences throughout the Class.	Emerging 2	Proficient 3	Accomplished 4
1.	Employs a variety of materials throughout the lesson for language learning, including the book, visual aids, props, and realia.			4
2	Makes adjustment to the lesson plan to meet student needs, interest, and motivation.			4
3	Demonstrates confidence and poise when managing the classroom environment.			4
4	Develops and maintains motivation, accepting the classroom environment.			4
5	Interacts with the students using respectful vocabulary.			4
6	Answers the students' questions in a clear and concise way.			4
7	Meets the time established for the lesson.			4
8	Shows proficiency in the target language.			4

SUBTOTAL	

LESSON PLAN	16 /16		
PROCEDURAL INSTRUCTION DELIVERING	32/32		
TOTAL	48/48	AVERAGE	10/10

Adapted from: Universidad Técnica del Norte (n.d.). *FIFTH LEVEL CLASS EVALUATION FORM.*

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Lic. Gladys Vallejos C.

Appendix 9. Rubric used by the tenth-grade English teacher to evaluate the lesson with Décimo Año de EGB "B"

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Application of units from the set of reinforcement strategies for the English language listening for gist sub-skill training of young learners

Tenth grade teacher: Lic. Gladys Vallejos C.

Student teacher: Brayan Orlando Fuertes Camacás

Class: TENTH "B"

Unit: 2

Date: 14 /05/2021

CLASS EVALUATION FORM

A) LESSON PLAN

Lesson Components	3 Basic Proficiency	4 Outstanding Performance	Score
Objectives	Objectives provide a sense of what students will know and be able to do as a result of the lesson.	Objectives provide a clear sense of what students will achieve as a result of the lesson.	4
Lesson stages and activities within each one	The activities described in each stage of the lesson are interconnected and they are likely to help students achieve the learning objective	The activities described in each stage of the lesson are well articulated and they are likely to help students achieve the learning objective	4
Resources and materials	The resources are likely	The resources are likely	4

	to enhance learning.	to enhance learning significantly.	
Evidence of learning	Ideas on evidence of learning on an ongoing basis are clear.	Ideas on evidence of learning on an ongoing basis are clearly articulated.	4
SUBTOTAL			16

B) PROCEDURAL INSTRUCTION DELIVERING

ITEM	The Teacher shows the following skills and competences throughout the Class.	Emerging 2	Proficient 3	Accomplished 4
1	Employs a variety of materials throughout the lesson for language learning, including the book, visual aids, props, and realia.			4
2	Makes adjustment to the lesson plan to meet student needs, interest, and motivation.			4
3	Demonstrates confidence and poise when managing the classroom environment.			4
4	Develops and maintains motivation, accepting the classroom environment.			4
5	Interacts with the students using respectful vocabulary.			4
6	Answers the students' questions in a clear and concise way.			4
7	Meets the time established for the lesson.			4
8	Shows proficiency in the target language.			4

SUBTOTAL	

LESSON PLAN	16 /16		
PROCEDURAL INSTRUCTION DELIVERING	32/32		
TOTAL	48/48	AVERAGE	10/10

Adapted from: Universidad Técnica del Norte (n.d.). *FIFTH LEVEL CLASS EVALUATION FORM.*

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Lic. Gladys Vallejos C.

Appendix 10. Urkund Analysis Result

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Document Information

Analyzed document	FINAL REPORT _FUERTES BRAYAN.docx (D110996350)
Submitted	8/5/2021 1:38:00 AM
Submitted by	MARCIA LUCIA MANTILLA GUERRA
Submitter email	mlmantilla@utn.edu.ec
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