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TITLE

**COOPERATIVE LEARNING STRATEGIES TO IMPROVE LISTENING SKILLS IN
STUDENTS FROM EIGHT GRADE**

A Master Thesis Submitted in Partial Fulfillment of the Requirements for the Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Enseñanza de inglés

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/ **MASTER’S DEGREE AT:** Master in Pedagogy of National and Foreign Languages: Mention in English Language, Técnica del Norte University, Ibarra

DIRECTOR: MSc. Fernando Flores A.

The General Objective of this Thesis was: To implement Cooperative Learning strategies to improve listening skills in eight-year students at UE Daniel Reyes.

Among the Specific Objectives were:

To determine the students’ listening skill problems in English as a Foreign Language,
To develop a guidebook using cooperative learning strategies to improve listening skills in the learning process from the eighth year. to apply cooperative learning strategies in students from eighth grade.

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DEDICATION

First of all, it is important to highlight that family support is the biggest love on earth. Thus, the present work is primarily dedicated to my parents who have encouraged, motivated and guided me to make this possible; the only ones who deserve all my admiration as they have been the best role model I could have; my daughter Isabella, who makes me a strong woman every day, I hope my accomplishments become a reference for her and she can reach as far as her mom has gotten or even more. To my siblings, the ones who unconditionally helped me out to not give up upon my studies and supported me at any time.

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CONTENT

AUTHORIZATION OF USE AND PUBLICATION IN FAVOR OF THE UNIVERSITY.....	2
BIBLIOGRAPHIC RECORD.....	4
DEDICATION	5
ACKNOWLEDGEMENTS.....	6
INDEX OF FIGURES	10
INDEX OF TABLES	11
ABSTRACT.....	12
RESUMEN	13
Chapter I.....	14
1. The Problem.....	14
1.1 Introduction	14
1.2 Problem description.....	15
1.3 Research Question	16
1.4 Justification	16
1.5 Significance	17
1.6. Objectives.....	17
1.6.1. General objective	17
1.6.2. Specific objectives.....	17
Chapter II.....	18
2. Theoretical framework	18
2.1 Learning theories of English	18
2.1.1 Behaviorism	19
2.1.2 Reinforcement	20
2.1.3 Positive reinforcement.....	20
2.1.4 Negative reinforcement.....	21
2.1.5 Cognitivism.....	21
2.1.6 Constructivism	22
2.1.7 Multiple intelligence	23
2.2 Teaching Learning process.....	24
2.3 Teaching and Learning Strategies	25
2.3 Methods and Approaches.....	28
2.4 Cooperative Learning.....	29

2.5	The Essential Elements of Cooperative Learning in the Classroom.....	30
2.6	Teacher's and student's role	31
2.7	Cooperative learning strategies	32
2.7.1	Think-Pair-Share.....	33
2.7.2	Round Table	33
2.7.3	Jigsaw II.	34
2.7.4	Circle-the-Sage	34
2.7.5	Timed-Pair-Share	34
2.7.6	Agree-Disagree Line-ups	35
2.7.7	Rally Coach	36
2.8	Task-Based Learning	36
2.8.1	Task-Based Learning Strategies	38
2.9	Total Physical Response	41
2.10	Total Physical Response Strategies	42
2.11	The four English skills.....	43
2.12	Productive skills.	44
2.13	Receptive skills.....	46
2.14	Different sub-skills of listening and reading	47
2.15	Listening skill	48
2.15.1	Repetition and Storage	49
2.15.2	Retention and Assimilation	50
2.16	Listening for a purpose	51
2.17	Types of Activities for Listening with a Purpose	52
Chapter III.....		54
3.	Research Methodology.....	54
3.1	Research approach.....	54
3.2	Research Design.....	55
3.3	Population and sample	56
3.4	Tools / techniques.....	56
3.5	Ethical Considerations.....	58
Chapter IV		59
4.	Findings of the Study.....	59
4.1	Discussions of Findings	59
4.2	Teachers` interview.....	59
4.3	Survey - Students` Questionnaire	61
Chapter V		71

5. Academic Proposal.....	71
5.1 Proposal	71
5.2 Rationale	71
5.3 Theoretical Foundation.....	72
5.4 Objectives.....	72
General.....	72
Specifics.....	72
5.6. Proposal Development.....	73
Chapter VI	102
6. Conclusions and Recommendations	102
6.1 Conclusions	103
6.2 Recommendations	103
REFERENCES	105
Annexes.....	110
Appendix 1. Teachers' Interview.....	110
Appendix 2. Cuestionario dirigido a los estudiantes.....	112

INDEX OF FIGURES

Figure 1: <i>A brief explanation of the four Language Learning Theories analyzed in this research.....</i>	19
Figure 2: <i>A brief description of what the 6 E's and S means</i>	26
Figure 3. <i>Fundamental ideas in constructivism.</i>	31
Figure 4. <i>Through this figure it is possible to visualize the task cycle by using the TBL approach that the author wants to mention (Willis, 2013).</i>	37
Figure 5. <i>Six steps to apply Teaching effective skill procedure.</i>	45
Figure 6. <i>Name: Gender of students</i>	61
Figure 7. <i>Name: Time practice English</i>	62
Figure 8. <i>Name: Enjoy English</i>	63
Figure 9. <i>Name: common English activities</i>	63
Figure 10. <i>Name: enjoy listening English.....</i>	64
Figure 11. <i>Name: frequency of listening English.....</i>	65
Figure 12. <i>Name: students' opinion about working in groups.....</i>	66
Figure 13. <i>Name: Activities.....</i>	66

INDEX OF TABLES

Table 1. <i>Ways of Learning: Learning Theories and Learning Styles in the Class</i>	22
Table 2. Multiple Intelligences according to Gardner.....	24
Table 3. <i>Sub models of the Cooperative-constructive Model</i>	30
Table 4. <i>Types of Task-Based Learning strategies</i>	38

ABSTRACT

This research study focuses mainly on applying the use of cooperative work strategies to develop the listening skill, because English classes have been evidenced that a large percentage of students are facing troubles with their listening skill. Therefore, students have difficulties in the development and understanding of the English language. English listening skill is part of the whole development of this foreign language. Hence, this research is based on a mixed approach, with the intention of collecting as much information as possible to determine the cause and consequences of the development of listening skill in the English language. On the other hand, the data collected from the qualitative and quantitative approaches served as the cornerstone to finding answers to the problems found with the development of the listening skill in the eighth-year students of the Daniel Reyes school and their teachers in charge of the English department. Through the analysis of the information gathered, the use of a guide with methodological strategies that are elaborated with activities based on cooperative work was proposed, which shows positive action in the development of the listening skill in the English language. By the way, students demonstrated more confidence and safety when they participated in activities where pupils listened to short dialogues and information related to the lesson topic, showing that the assigned workgroup strengthened their cooperation by identifying keywords and general ideas to understand short conversations. Moreover, in the proposal guide, seven cooperative learning strategies were elaborated, which activities were sought in accordance with the student's English level, therefore, the activities are designed with themes that draw learners' attention related to the environment where students live and current issues.

Keywords: Cooperative work, listening skill, work guide, development, Daniel Reyes.

RESUMEN

Este estudio se enfoca principalmente en aplicar el uso de estrategias de trabajo cooperativo para el desarrollo de la habilidad de escuchar, debido a que en las clases de inglés se ha evidenciado un gran porcentaje de estudiantes que presentan dificultades en el desarrollo y comprensión del idioma inglés a través del uso de la habilidad de escuchar, habilidad que es parte de un buen desenvolvimiento para alcanzar el dominio del idioma extranjero. Esta investigación está basada en un enfoque mixto, con la intención de recolectar tanta información que sea posible para determinar causa y consecuencias del desarrollo de la habilidad de escuchar del idioma inglés. Los datos recopilados de los enfoques cualitativos y cuantitativos sirvieron como pilares de estudio, para buscar solución a los inconvenientes encontrados con el desarrollo la habilidad de escuchar en los estudiantes de octavo año de la Unidad Educativa Daniel Reyes y sus docentes a cargo del área de inglés. Mediante el análisis de la información se propuso el uso de una guía con estrategias metodologías que están elaboradas con actividades basadas en el trabajo cooperativo el cual muestra una acción positiva en el desarrollo de la habilidad de escuchar en inglés, ya que los estudiantes demostraron más confianza y seguridad cuando participaron en actividades donde ellos escuchaban dígalos cortos he información relacionada al tema de clase, demostrando que el grupo de trabajo asignado fortalecía su cooperativismo identificando palabras claves he ideas generales para comprender conversaciones cortas. En la guía se elaboraron siete estrategias del aprendizaje cooperativo, de las cuales se buscó actividades que puedan estar acorde al nivel de los estudiantes de octavo año de educación básica, por lo tanto, las actividades están diseñadas con temas los cuales llaman la atención de los estudiantes, relacionados al entorno donde los ellos se desenvuelven y temas de actuales.

Palabras clave: Trabajo cooperativo, habilidad de escuchar, guía de trabajo, desarrollo, Daniel Reyes.

Chapter I

1. The Problem

1.1 Introduction

According to David Crystal in his book *A History of the English Language*, around 330 to 360 million people speak English as their first language. Consequently, it is considered a universal language which it is spoken in a large number of countries. Something important to mention is that the English language has four skills connected among them and allowed people to interact with people from English countries. However, one of the skills that present a kind of difficulty is Listening because it usually requires a considerably long period to be developed. Typically, teaching listening skills is one of the most challenging tasks that a teacher faces as well (Walker, 2014).

Richards and Rodgers (2001) consider the English language a part of the curriculum and its main objective is to help the students develop their communicative language skills. Furthermore, the students from Educational institutions have to overcome a level according to the Common European Framework of Reference for Languages (CEFRL). In this case, students from the eight-level should get an A1.1 in all skills. Based on CEFRL at the end of the eight-level in listening ability, students have to understand expressions, words, and sentences related to the learner's personal and educational background.

In fact, there is not a single method or technique which functions to teach all skills, and most of the cases in educational centers. Teachers do not apply appropriate strategies to enhance listening skills in a friendly way, so it is primordial to look for a set of methods and techniques that help teachers and students to improve this ability (Biloon, 2016).

In addition, the analysis of current teaching methodologies such as Cooperative Learning Method, Task-Based Learning, and Total Physical Response is essential because they have shown high advanced in developing students' communicative skills. Mentioning Cooperative Learning, it is necessary to highlight because it applies Vygotsky, Piaget, and Kohlberg's ideas. These researchers claim that social settings are active dynamics in the learning process as students attempt to imitate real-life learning (Palmer, Peters, & Streetman, 2010).

Consequently, the development of this research work has a superlative importance for the improvement listening skill. Research work that is structured in the following way:

Chapter I presents the problem, the objectives, and the beneficiaries of the research.

Chapter II contains the theoretical foundations that support of this investigation

Chapter III explains the research methodology, techniques, and tools used in this research to get the required data.

Chapter IV presents the data analysis and the discussion of results

Chapter V presents a guidebook with strategies based on Cooperative Learning

1.2 Problem description

In 2018, Ecuador was ranked 65th in the world of English language proficiency among 88 countries according to a survey carried out by Education First. The analysis of this survey placed Ecuador in a low situation in the acquisition of English language, it means that the Ecuadorian Education system has a low level of English. Therefore, the educational authorities took the decision to design a new curriculum focused on students' skills development.

When acquiring a foreign language, the principal learner's purpose is to have suitable communicative skills from four language skills (reading, writing, listening, and speaking); Kurita (2012) mentioned learning a new language turns complicated when learners do not have the adequate strategies to get it. In this case, listening skill is considered the most challenging and difficult one by both foreign language teachers and students; Krashen (1994) mentioned, that listening activities are much complex; it is like the cornerstone in language acquisition.

This skill is not well developed in Ecuadorian English students because it is a challenge for them to understand every single word in a simple conversation. Many factors have influenced in the improvement of Listening skills, quoting first pronunciation. "The pronunciation of words may also differ greatly from the way they appear in print" (Bloomfield, 2010). Additionally, some students pretend to write the words as they are pronounced, but the result is always the same, ideas with no sense. Another important factor to mention is fluency, which can influence the comprehension of listening skills so that

listeners are not able to get the main ideas because of the speed they are exposed. Those factors and lack of vocabulary and grammar hinder the understanding of any passage.

In Ibarra city students from Daniel Reyes high school present intractability in listening skill development as a result of lack of current strategies used by teachers, so the students get frustrated when teachers start their classes in English because they do not understand what the teacher is saying. For this reason, teachers from Daniel Reyes high school prefer to teach grammar as the basis of learning instead of developing the other skill. Additionally, the lack of appropriate learning resources and didactic material is a significant problem that produces students' disinterest in learning English.

1.3 Research Question

How can cooperative learning strategies improve students' listening skills from Daniel Reyes high school?

1.4 Justification

David Nunan commented that listening is the "Cinderella Skill," which is overlooked by its elder sister "speaking" in second language learning. But most often surprisingly, listening skill is ignored in a way or another (Nunan, 1997, p.238).

Cooperative learning strategies to improve listening skill are relevant because they contribute to educators' and students' listening development. Furthermore, integrating strategies based on this method is a powerful tool because it makes the participants or students feel positively correlated; increase retention and more positive relationships. Deutsch (1949) mentions, that the learners can reach their goals if they work together. The participants look for the benefits for themselves and other group members. Moreover, cooperative learning helps students feel comfortable and participate actively in class. For these reasons, a guidebook with strategies based on this method can enhance the listening level of eighth grades students in Daniel Reyes high school.

This educational institution is located in San Antonio de Ibarra and it is known by its extraordinary work in the arts field. In addition, teachers and students in this place has a big

interest in the developing of English language in order to expand their action field to other countries, so the development of this research work is focused on helping students and teachers, main beneficiaries, to acquire this language.

The indirect beneficiaries are all the English teachers in Ibarra and Ecuador because they can have a guidebook with current, innovative, new, and exciting strategies based on Cooperative Learning.

1.5 Significance

This research is outstanding because it helps the students from eighth grade from the Daniel Reyes high school. The teachers and students are beneficiaries of this guidebook with cooperative learning strategies. The purpose here is to make the students from this school have different and productive learning through Cooperative learning strategies.

After identifying and applying the strategies, they are going to be part of a guidebook and make the listening skill acquisition accomplishment in the way they get a high English level at the end of the high school.

1.6. Objectives

1.6.1. General objective

To implement Cooperative Learning strategies to improve listening skills in eight-year students at UE Daniel Reyes.

1.6.2. Specific objectives

To determine the students' listening skill problems in English as a Foreign Language (EFL)

To develop a guidebook using cooperative learning strategies to improve listening skills in the learning process from the eighth year.

To apply cooperative learning strategies in students from eighth grade.

Chapter II

2. Theoretical framework

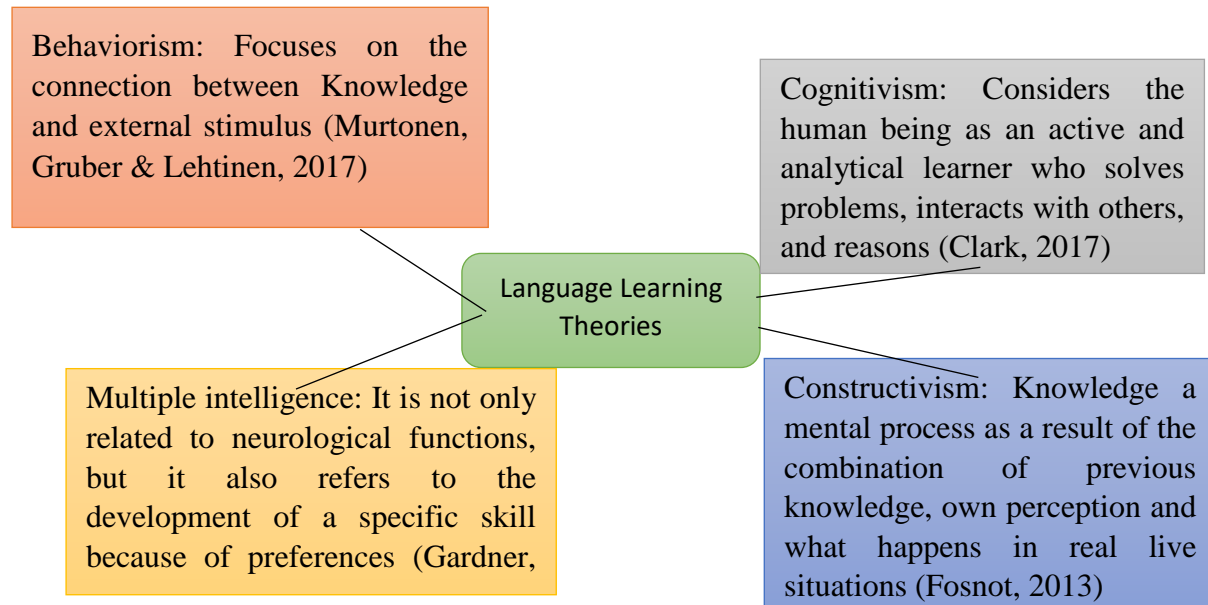
2.1 Learning theories of English

Learning a foreign language becomes a difficult situation if a theory is not considered as the basis of the language acquisition process. Through the consideration of a language learning theory, it is possible to realize how students receive, process, and retain knowledge because strategies and techniques are present as long as the educator plans the lessons and apply the activities in class (Mitchell & Marsden, 2019). According to this citation, once the teacher takes into consideration any of the language learning theories, different schemes, and methods are focused on what the students really need because without a theory, it is complicated to become fluent in any foreign language.

Additionally, language theories allow the teachers to understand how cognitive, emotional and environmental influences work together in students' mind, everything takes part in how understanding is acquired and how knowledge and skills are retained (Pritchard, 2008). All those situations mentioned by Pritchard generate the appropriate mental connections which let students relate those prior-experiences that are gotten in the place they live or study with the previous knowledge and content provided by the teacher.

Therefore, before starting talking about the Cooperative Learning deeply, it is relevant to mention the different language learning theories which have to be with this strategy. As it was mentioned before, learning theories are the basis for a better understanding of how a learner perceives the language acquisition and what kind of approaches, strategies or techniques are the most appropriate to use.

Figure 1: A brief explanation of the four Language Learning Theories analyzed in this research



Note. Elaborated by: The author

The central concepts and learning theories include behaviorist theories, cognitive psychology, constructivism, social constructivism, experiential learning, multiple intelligence, situated learning theory, and community practice.

2.1.1 Behaviorism

Behaviorism is a learning theory focused on observable behaviors linked with any mental activity, the mainstay of the behaviorism theory focused on learning is stimulus-response, with the purpose of having on behavioral results (Murtonen, 2017). Based on this, learning is defined as a consequence of an external stimulus which produces a specific behavior specially knowledge improvement.

Some researchers suggests that activities focused on behaviorism combined with the highly structured environments can benefit lower-ability in learners more than higher-ability learners (Cooper, 1993). Behavior is programmed based on the external incentive, the place the people are and who they live with; thus, those activities reduce learners' control in what

they learn. However, according to some experts, that response is appropriate for enhancing the lower skill.

Within the behaviorist view of learning, the teacher has the control of the content and knowledge the students need to acquire; evaluation of knowledge comes from the teacher who decides what result the students have to fulfill (Mustafa, 2021). The teacher has the power to decide what their learners are going to know and just focus on specific activities provided by the teacher with the purpose of getting a specific result even if it is not the most beneficial. However, students just develop activities without any reflection.

By strengthening and repetition: learning memory shape behavior; for that reason, behaviorism focuses on a particular view of learning; it is essential to mention that people can mold behavior when reinforcement is used all the time, desired behavior is rewarded, while unwanted behavior is not rewarded (Skinner, 1977). Rewards are part of this theory and according to Skinner an external motivation forces people to learn something based on a specific response. This is what usually happens with children, they learn through repetition.

2.1.2 Reinforcement

Reinforcement refers to anything that can strengthen a particular behavior and makes it likely that the action will happen again. There are two types of reinforcement: positive and negative (Skinner, 1977).

2.1.3 Positive reinforcement

Positive reinforcement is a powerful method for controlling both animals and people's behavior, it includes essential items such as food, drink, approval, or even something as simple as attention. In classrooms, praise, house points, or the freedom to choose an activity are all used in different contexts as rewards for desirable behavior (Troutman, 2015).

2.1.4 Negative reinforcement

As its name suggests, this decreases the likelihood of a behavior by pairing it with an unpleasant follow-up, there is controversy about whether punishment is an effective way of reducing or eliminating unwanted behaviors (Woollard, 2010). Laboratory experiments have shown that punishment can be an effective method for lowering particular behavior, but there are clear disadvantages, especially in classroom situations like anger, frustration, or aggression may follow punishment or other negative emotional responses (Troutman, 2015).

In addition, using behaviorist methods in specific teaching situations, the methods can also establish classroom behaviors. In a classroom environment, the teacher identifies the desirable behaviors and the behaviors that would be best discouraged (Troutman, 2015).

To conclude, Behaviourists see learning as a relatively permanent, observable change in behavior as a result of experience. This change is affected through reward and reinforcement but has little regard, initially, for mental process or understanding.

2.1.5 Cognitivism

Cognitive science investigates 'intelligence and intelligent systems, with particular reference to intelligent behavior' (Posner, 1984). Cognitive theory diverges in many ways from the behaviorist framework. Meanwhile, the behaviorist assumes the learner is just blank whiteboards; the cognitivist thinks the learner is like an information processor (Cohn, 2016). While behaviorism is content with behavioral outcomes, cognitivism seeks to understand the process of knowledge acquisition and "meaning-making" (Bruner, 1990). The cognitive revolution, as it has been termed, gained momentum in the early 1950's thanks to several figures such as Chomsky, Bruner, Ausubel, and Miller, and it began to acknowledge the existence of the "mind" rather than a tabula rasa, neglecting the performing of mental operations altogether (Jonassen, 1991). The difference between viewing the learner as having a brain and having a mind is an important distinction that cognitivism makes.

The field of cognitive psychology played an essential role in the cognitive revolution. It was a confluence of American psychologists' frustration with behavioral psychology

methods, the increasing accessibility to computers and the founding of the Center for Cognitive Studies at Harvard by Bruner and Miller (Bruning & Norby, 2011).

Additionally, some influential articles by cognitive psychologists including Miller's 1956 article "The Magical Number Seven, Plus-or-Minus Two: Some Limits on Our Capacity for Processing Information;" Chomsky's 1957 book *Syntactic Structures* that lead to immigration from the traditional behaviorist mindset into a new cognitive era (Bruning, 2011). Some significant theories born out of the shift towards cognitivism include schema theory, situated learning, and cognitive load.

2.1.6 Constructivism

Constructivists view learning as the result of mental construction. That is, learning takes place when new information is built into and added onto an individual's current structure of knowledge, understanding, and skills. Education is better when learners actively construct their own people understanding (Pritchard, 2017, p.17)

Jean Piaget is one of the best well-known psychologists who mentioned that learning is through stages, and something important is that age is related to knowledge and the stages begin with the sensorimotor end with formal operations (Pritchard, 2017). The developmental stage theory is a valuable guide to intellectual growth, but modern thought has gone beyond Piaget's view.

Table 1.
Ways of Learning : Learning Theories and Learning Styles in the Class

<i>Period</i>	<i>Age</i>	<i>Characteristics of the stage</i>
Sensori-motor	0–2 years	Simple reflexive behaviour gives way to ability to form schemas and to create patterns and chains of behaviour. Over time children come to realise that objects exist even if they cannot be seen.
Pre-operational	2–7 years	Children are essentially egocentric and unable to consider events from another's point of view. The use of symbolic thought begins and the imagination also begins to develop.
Concrete operational	7–11 years	Children begin to use logical thought about physical operations; they are able to conserve – that is, they realise that two equal physical quantities remain equal even if the appearance of one changes.
Formal operations	11+ years	Children are able to think hypothetically and abstractly, although this is limited by lack of depth and breadth in knowledge.

Note: Table 1 is related to the characteristics of the learning stages in the connectivism.

For Piaget, learning is a process of adjustment to environmental influences, he describes two basic techniques which form this process of adjustment, those are assimilation and accommodation (Kritt, 2018). **Assimilation** is the process whereby new knowledge is incorporated into existing mental structures and it increase to include new information (Matheson, 2014). **Accommodation** is the process whereby mental structures have to be altered to cope with the unique experience which has contradicted the existing model. Learning is active mental work, not passive reception of teaching' (Woolfolk, 1993).

2.1.7 Multiple intelligence

Howard Gardner's multiple intelligence theory (Gardner, 1993) proposes that we all have various intelligence levels across a range of academic areas, it comes in part out of a concern that when intelligence is measured, the most commonly used tests (standard verbal and non-verbal reasoning tests) often do not allow those tested to demonstrate what they are good at or where their intelligence lies.

Gardner (1993) provides a set of different bits of intelligence which, as individuals, we display more or less of, according to our particular intellectual make-up. There is nine intelligence, which are:

Table 2. Multiple Intelligences according to Gardner.

Multiple Intelligences	Explanation
Linguistic	Enjoyment of and facility with reading, poetry, and all things literary and linguistic
Logical/mathematical	Enjoy with maths and science, games of strategy, and any logic-based pursuits
Musical	Facility with music – listening, playing, and perhaps composing
Spatial/visula	work efficiently with images, drawing, construction games, and tactile puzzles such as jigsaws
Kinaesthetic	Enjoyment of and facility with activities that involve touch and movement
Interpersonal	Communication, leadership, and the ability to empathize;
Intrapersonal	Enjoyment of and facility with self-motivation, no dependence on others, awareness of one's feelings more than those of others – often seen as shyness
Naturalistic	Enjoyment of and facility with the natural world, with ability in recognizing patterns and classification;
Existencial	Asking and examining questions about life, death, and ultimate realities.

Table 2. I s about the multiple intelligences and there is a brief explanation to understand them.

Note. Elaborated by: The author

2.2 Teaching Learning process

The teaching and learning processes are closely related because if the teacher provides an appropriate environment with the combination of the content and specific activities, either students' behavior will be the best or students' new knowledge will be acquired in a better way (Espinar & Moya, 2018). Both are consistent elements which must be combined when mental development is constructed in students' brain. Thus, teachers always have to improve the manner they teach in order to get positive results in learning process because of Education is not just related to teach something and forget about the pupil's needs.

Similarly, Ansar (2017) considers the role of the teacher has a big influence in what students learn and do in class, especially because the teaching process is the one that guides the learning process into a specific result. As a consequence, these two processes are linked, if the teacher fails, the learners fail. Hence, the educator has to be conscious about the responsibility that teaching implies before selecting the best approach, methods, or activities.

On the other hand, Pinoargote, Cedeño and Romero (2018) believe the teaching process is not only about the use of the content in class and how it is included in the lesson plans, it has to be with the role model the teacher becomes for the students, this situation has an effect in how students behave, their consciousness and how they develop their educational profile at school. Thus, it is possible to say the connection between these two relevant elements in education is essential to guarantee good results in the learning process.

In such virtue, it is relevant to mention two specific aspects in which are part of the teaching-learning process: The teaching-learning strategies, methods and approaches.

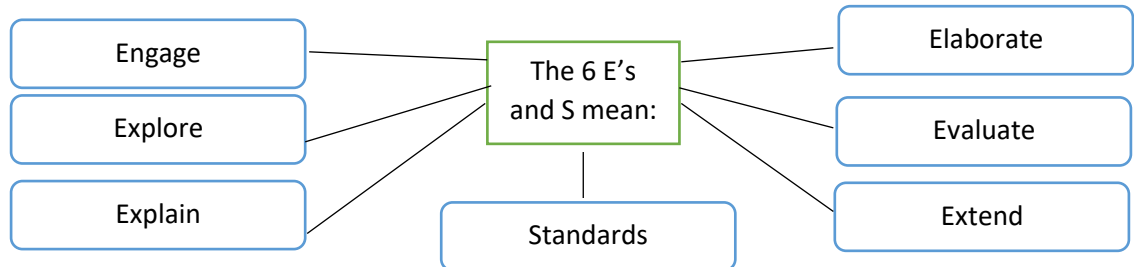
2.3 Teaching and Learning Strategies

The teacher is the one who has the control of the topics that students are going to learn and this has happened since the first school was opened in history (Alias & Luanan, 2016). And it is not a secret that it still continues happening in most of the classes in different schools. Nevertheless, it is relevant to mention that in the past, the traditional teaching strategies impacted deeply in how students learned because they were passive learners, nevertheless, in current education, the necessity of looking for new learning strategies to eradicate those kinds of paradigms has encouraged the teachers to consider what is right or wrong in class in order to improve education (Tularan, 2018).

Many years ago, traditional praxis were common even in public and private schools because of teaching strategies were focused on old fashioned learning streams. However, nowadays there are different approaches to use instead of obsolete ways to teach, especially if the teacher wants to help learners develop any skill with enough confidence. For that reason, the 6 E+S Model of Instruction is going to be analyzed as a new teaching and learning strategy.

6E+S Model of Instruction

Figure 2: A brief description of what the 6 E's and S means



Note. Elaborated by: The author

The lesson plan format was developed by teachers in consultation with faculty from schools of education and is based on a constructivist model of teaching, the lesson plans are based on constructivist instructional models with activities and sections of the project designed to have the students continually add (or construct) new knowledge on top of existing knowledge. Then, this idea of the 6E's arises from the constructivism stream in which the learners can build authentic knowledge based on previous experiences, activities provided by the teachers and known information.

Besides, the 6 E's allow students and teachers to experience everyday activities, use and build on prior knowledge and experience, construct meaning, and continually assess their understanding of a concept. Hence, this is an innovative and interesting option either for learners or for educators because through this, mental processes will be construct as a leader to achieve a specific goal, which is the development of language skills.

Let's start to understand what the 6E's and S are with the following analysis:

Engage: An engage activity should make connections between past and present learning experiences, anticipate movements, and focus on students' thinking in the learning outcomes of current activities, students must be mentally involved in the concept, process, or skill to be learned and each lesson plan has an 'essential question' that is the basis of your research. The importance of this stage raises from the association of previous knowledge with new content. Then, while the activities are created, the first E has to be included to create an authentic environment where students feel engaged in the learning process.

Explore: Here, the student research the topic more thoroughly, they must be allowed to 'free wheel' their way through the materials and not to be over directed (Lai & Chu, 2017). They will need some direction, and the teacher can circulate, ask essential questions, listen to their interactions, and ensure that they remain on task. In this case, the teacher provides students the opportunity to discover knowledge by themselves. Additionally, the teacher just presents the new content. However, the learners have to be reflective according to what they are asked to do.

Explain: For Lai et al (2017) this phase helps students explain the concepts they have been exploring and have opportunities to verbalize their conceptual understanding or to demonstrate new skills or behaviors. This phase also provides opportunities for teachers to introduce formal terms, definitions, and explanations for concepts, processes, skills, or behaviors. According to this stage, once the students have explored the new content, they can produce what they know using the skills they are developing. Additionally, reinforcement is essential during this point because the information has to be produced either verbally or written to make learners feel immersed in the topic.

Elaborate: the students are expected to work directly on the given assignment. It is their opportunity to demonstrate their application of new information and present their findings or conclusions to others. It is an excellent time to submit materials for evaluation, do presentations, and complete the project or assignment. During this stage, teachers can encourage students to apply what the students are learning. It is important to create specific materials which has to be appropriate for this part of the class.

Evaluate: While it is expected that evaluation will continue throughout the process, this is the section where the teacher evaluates the learning that has occurred, students typically submit their work or assignments at this point (Lai, 2017). It is imperative at this stage that the students be encouraged to engage in self-evaluation, group evaluation and develop their tools to do so. The evaluation of the content learned through specific tasks in order to provide feedback is relevant to know if the authentic learning was produced. It can be applied as individual evaluation, self-assessment, or group evaluation with the help of evaluation criteria according to what was taught.

Extend: This section contains some suggestions for taking the students beyond the lesson. The purpose is to examine ways to bring their findings to others or apply their understanding to new and unfamiliar circumstances usually, this activity will grow out of their excitement for what they have accomplished, this section is highly student-driven, though teachers may want to gently suggest that they enter their work in a competition or take their displays to other locations outside of their school (Lai, 2017).

Standards: Standards are currently being integrated; it is primarily for the teacher's information and should provide the information necessary to incorporate the lesson into the local board, district, or school curriculum. This is basically specifications or the principles the teacher has to consider at the beginning of the 6E's before creating the activities and the lesson plan to be applied and what the students are supposed to achieve at the end of the class.

2.3 Methods and Approaches

Methodology is the way to inform teachers about planning the teaching practice. Harmer (2017) organized and divided methodology into different levels starting with approaches, methods, procedures, and techniques. This research focuses on the two first approaches and methods. As mentioned in the TKT book, an approach refers to the view of language and how language learning occurs. Moreover, an approach to language teaching sets out the nature of language, how knowledge of a language is acquired, and the conditions that promote language acquisition (Richards & Rodgers, 2019).

On the other hand, the method is the implementation of the approach. It means that the theory is put into practice and determines the teacher and the student's role in the teaching and learning process, the appropriate procedures and techniques, the content to be taught, and the order that content might be taught (Harmer, 2017).

Methods guide teachers to be aware of the fundamental teaching and learning process, when teachers are exposed to the methods, they might be more conscious about what they do and why, they can establish their beliefs, values, and assumptions about their teaching.

Furthermore, the exposure that teachers have with the different methods may change the way they were taught, offering them various ways to teach their students. Finally, a knowledge of methods spread out the teachers' repertoire of techniques. So that, if the teachers have a clear idea of the different methods and their appropriate use, they may find a way to the new philosophical position by trying out new techniques (Arens, 2018)

2.4 Cooperative Learning

Cooperative or collaborative learning is the method that involves when the students learn from each other in groups (Jacobs, 2017). Johnson, Johnson, and Holubec (2019) "Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning" (p.9). The distinctive aspect of cooperative learning is how teachers and students work together, not the group configuration. The teacher helps students learn how to learn more effectively. The instructor is in charge of teaching the pupils collaborative or social skills where cooperation is not just a way of learning; otherwise, it will be studied deeply. (Jacobs, 2017)

This kind of learning may help students learn academically; they can develop meta-disciplinary competence such as higher-order thinking skills, which include making decisions, forming hypotheses, and finding categories. Work collaboratively in the EFL class encourages students to find a suitable solution for specific problems, discuss, develop ideas, give opinions, and allow the teachers to provide feedback. Cooperative learning is a method that promotes academic achievement in all level learners (Hornby, 2019)

Cooperative learning can improve social-affective understanding in EFL learners. They can support each other, work as a team, and deal with their partners' perspective and their heterogeneity inside the group. The most relevant advantage is that students involved in cooperative learning start developing the ability to teach each other to solve problems. Prominent factors such as low levels of anxiety and motivation to use the foreign language are indispensable for developing language skills, especially listening, and speaking (Slavin, 2017).

According to recent research, cooperative learning helps learners develop communication skills, listening and speaking, and subskills (Duxbury & Ling, 2016). "Cooperative learning structures give students a framework of support for their language learning experience. From this framework, students will facilitate confidence in their language skills, so they will be comfortable in their learning environment and become more eager to speak out in class" (Al-Yaseen, 2017, p.18). When learners use language to complete a particular objective, they work together to make clear ideas and accept another's opinions to solve the problem. Consequently, it conducts in a good way the communicative language teaching. (Al-Yaseen, 2017).

2.5 The Essential Elements of Cooperative Learning in the Classroom.

According to Fernandez-Rio (2016) the cooperative- constructivist model leads as the most influential in the field of psychopedagogy; it will be described it in four sub-models:

Table 3. *Sub models of the Cooperative-constructive Model*

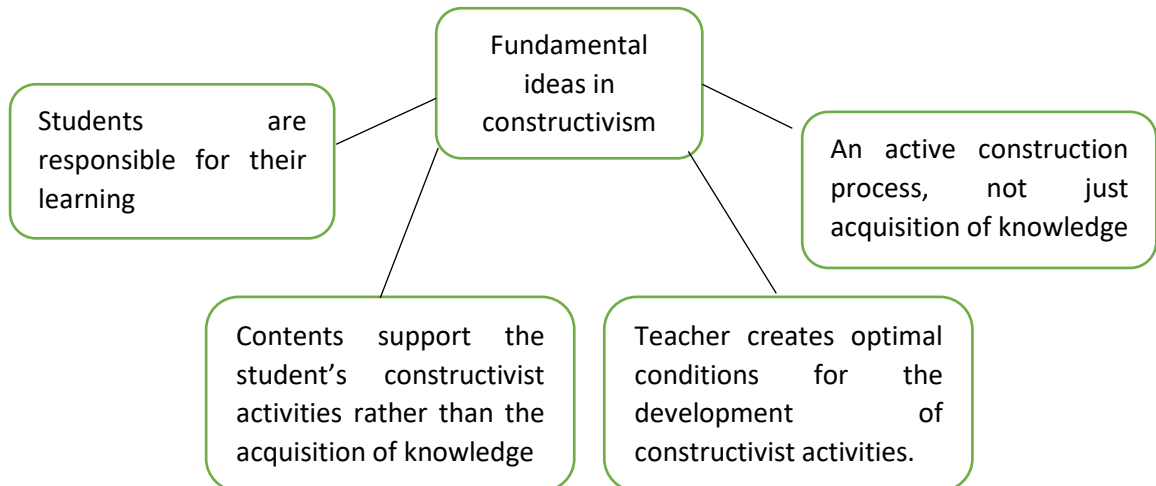
Piagetian	Human	Social	Radical
Applied in the field of teaching contributed by the different theories of Piaget.	Grounded in Ausubel's Meaningful Learning (1982). Gowin's concept maps or V are due to his followers	This model uses simple messages such as specific conceptions of students on teaching content	Promote certain activities in the field of education, more linked to speculation and philosophical confrontation

Note. Table 3 explains the different sub models of the cooperative-constructive Model as essential elements of the cooperative learning.

The idea of constructivist learning supports promoting knowledge through intentional, planned, and systematic activities; various authors say that meaningful learning is not possible through memorization or if the student remains a mere receiver. It is possible to understand that constructivism the base of the construction of knowledge through its own experience and interpretation of its own reality (Fosnot, 2013).

According to Fernández et al. (2016) learners build knowledge through interaction in the environment in which they live as ways of organizing the same information that will facilitate learning. Considering constructivist learning as one of the most influential theories in pedagogical practice, some ideas that are fundamental to constructivism are mentioned:

Figure 3. *Fundamental ideas in constructivism.*



Those elements mentioned previously are related to the use of constructivism with the learners specially focused on cooperative learning. The encouragement of knowledge construction is better if the students have the opportunity to be in charge of their learning process through the constructivist activities. Likewise, the class environment is fundamental when this stream is applied because this promotes collaboration and communication between learners. Thus, the students put into practice the skills they are developing in class.

2.6 Teacher's and student's role

In this approach, teachers are the ones who guide the students and facilitate the achievement of the educational objectives. In cooperative learning, teacher must talk less than the students, teachers should provide learners model answers to guide them in the learning process (Al-Yaseen, 2017). Hence, the teacher is not the center of the class, it is just part of the educational process. Nevertheless, the main character of the class must be the students. They should be the ones who are always participating, and in this case, if the cooperative learning is combined with constructivist activities focused on a specific skill, there will be better results.

On the other hand, students must participate actively to become autonomous learners, according to Zhang (2010) the roles of the EFL students during a cooperative learning activity are different, one is the facilitator, who has to coordinate the group's task, meanwhile another acts as the recorder who has the responsibility to record the accomplishment of the group.

Another member of the group reports about the group's work, the timekeeper in the group helps keep them working on the task and replacing another member's work if it is out of time, finally the observer is who checks if the group members are working with interaction and collaboration (Jacob, 2016).

Even though, while students are learning something can do it as members of a specific group, but it does not mean they are not going to be in charge of a role in order to get own benefit and help others to become beneficiaries of this process. Every student has to be in charge to organize and manage the activity, focus on the result of the activity, check their progress, provide assistance if it is required and take into consideration constant communication.

2.7 Cooperative learning strategies

In cooperative learning, some methods and strategies could be fixed appropriately to improve the listening skill in the EFL classroom. Several strategies encourage students to work together to learn, help each other as a team, and share their ideas firmly. The methods included in the cooperative learning approach can be applied in different curriculum areas specially if it is focused on enhancing receptive skills like listening. This strategy seeks to encourage cooperation, interaction, communication among learner because that is a good way to learn from experiences and support others and practice a skill at the same time.

Considering the most relevant methods and strategies that have been successfully applied in the classroom, "Think-Pair-Share" is ideally used to develop oral skills, "Round Table" for writing, Jigsaw listening and reading, nonetheless, they could be adapted for receptive skills.

Once cooperative learning is used to create specific activities, all the receptive and productive skill can be developed easily. In this case, if the teacher wants to make learners enhance listening skill, the previous cooperative strategies mentioned before are the correct

ones. Those cooperative strategies are going to be explained below in order to make them easy to understand.

2.7.1 Think-Pair-Share

This teaching method was proposed by Lyman (1981) which motivates students to develop their critical thinking and the ability to communicate with their partners and has some steps to follow, first, the teacher states a topic of discussion or an open-ended question, then, the teacher gives students the "think time" to analyze independently, after thinking, students work in pairs to share their ideas and finally, students share their responses with other partners or the rest of the class.

Definitely, this is an appropriate activity to enhance listening skill because students practice with a classmate. They have the chance to organize their ideas as long as they are listening what other are saying and finally production of the foreign language is possible. This process guarantees the learners cooperate each other. Additionally, the teacher just provides the topic of the conversation, but he or she does not participate actively through the task. That produces a sense of self confidence on pupils.

2.7.2 Round Table

It can be used for group brainstorming, reviewing, or practicing. Everybody in the group has a role and time to participate and has to write a contribution to the project assigned. Each group gets a written prompt, task, or question. They have to follow the following steps to achieve the task's goal. First, the teacher asks an open question, and the student writes a response or a part of an answer. After writing the response, they have to pass the paper to the next partner. The round form can work with one piece of paper per group or one piece per student. Finally, one participant has to share the answers or report with the whole class (Kagan, 1994).

Through this activity, not only listening can be practiced by students, reading, writing and speaking are included in the task to report what others contributed in the group. Hence, this cooperative strategy is an excellent alternative if there are difficulties that hinders listening development or if the teachers just want students practice listening exercises.

2.7.3 Jigsaw II.

The Jigsaw was designed by (Slavin, 1995) and its purpose is to share information in a group. The primary use of this Technique is when teaching reading. The procedure is the following: students get an expert topic to read and locate information, then students with the same expert topics get together to discuss in the expert groups. After that, experts return to the team to share what they have learned about the issue. Learners take individual tests about all the subjects.

Active participation is present during this strategy because it encourages students to feel responsible of providing enough information to the rest of the classmates and help them learn. In this strategy, listening is developed because all the students listen to learn. Speaking is also part of the task since learners communicate what they learned after listening to others.

2.7.4 Circle-the-Sage

Another very effective strategy for engaging students in answering a question is Circle-the-Sage. According to Ogunleye and Oladehin (2012) the teacher asks a question in class and then asks every student to answer it to stand up, all the other students can now choose a classmate and listen to the explanation.

Peer tutoring has proven to be very effective for both sides: high achievers, who are already familiar with the content, get the chance to prove it and learn valuable communication skills simultaneously and teachers surely do not need to be told how much you can learn by teaching! (Ogunleye, 2012). Students who missed a concept get the chance to listen to another peer explaining.

2.7.5 Timed-Pair-Share

Communication includes not only speaking, reading, and writing but also listening. And it is precisely in practicing the latter that the following strategy focuses on.

Based on Agarwal (2010) Timed-Pair-Share is perfect for students to interact and practice the language, so it can be used in every subject where the context is everything, and it makes sure every student will talk and listen for the same amount of time, after giving a topic and some time to think about it, the teacher asks students to pair up and states how long they will share- one or two minutes is a good start, in pairs, Partner A shares, and partner B listens. To rapidly check if the person who is talking is supposed to, partners can hold a pen while sharing. In the end, partner B provide positive responses, like "I enjoyed listening to you because..." or "Your most interesting idea was..." and the partner switch roles (Agarwal, 2010).

The strategy Timed-Pair-Share makes shy, and less talkative students speak up and force everyone to be listening for a specific amount of time, through this activity, students improve their speaking and listening skills equally and get to know their classmates better (Brody, Davidson & Davidson, 1998). Moreover: listening without the urge to respond helps listeners focusing on the speaker and listening only to understand, which is the definition of active listening (Agarwal, 2010).

In second-language instruction, Timed-Pair-Share can be used with any possible topic, depending on language proficiency whether for subjects like history or literature, it can be used to ask for opinions or personal interpretations (Brody et al., 1998). In this case, as long as one learner is talking, the other one is learning. When they change roles, they provide each other the chance to experiment both positions of the strategy. Listening and speaking are always connected and through this strategy, both skills are closely linked as long as they build knowledge thanks to authentic activities and the guidance of the teacher.

2.7.6 Agree-Disagree Line-ups

For Feinstein (2006) a good way to involve some movement before starting a Timed-Pair-Share and to make sure students get to talk to everybody else in the classroom and not merely their neighbors is Agree-Disagree Line-ups.

The teacher announces a statement, such as, "I feel my opinion matters in this class," "Taxes should be raised," etc, the strongest 'agree' student stands at one end of the line, while the strongest 'disagree' stands at the other, the remaining students stand between, closer to one end or the other, through Timed-Pair-Share, students listen carefully to those with a

similar point of view, or the teachers fold the line, so they listen to and understand a point of view different from their own (Feinstein, 2006).

Basically, it allows the learners to express own ideas after organizing them in their mind or in a sheet of paper. This not only generates listening comprehension activities; it also encourages the use of the foreign language because the teacher just provides a general topic and the students are in charge of the development of the task. Interaction, communication, and participation are the advantages promoted by this strategy.

2.7.7 Rally Coach

Rally Coach can be used to maximize interaction and feedback when doing exercises in class, students learn how to work by their shelves when solving the exercises and how to interact, give, and receive feedback from a classmate, then simultaneous interaction is provided since every student in the class is active at the same time- either in solving the problem or coaching (Dyson & Casey, 2016).

Peer tutoring's downside implies that some students are weaker than others and need some help. Rally Coach, low-achievers get the help they need when doing the exercise and learn from high-achievers when coaching. The purpose of this strategy is to encourage learners to look for different solutions to possible problems. Through cooperation and constant contact, some stimuli are promoted because they need to listen and talk in order to solve a problem. Therefore, the pupils start to use listening and speaking skill to be ready for real life situations.

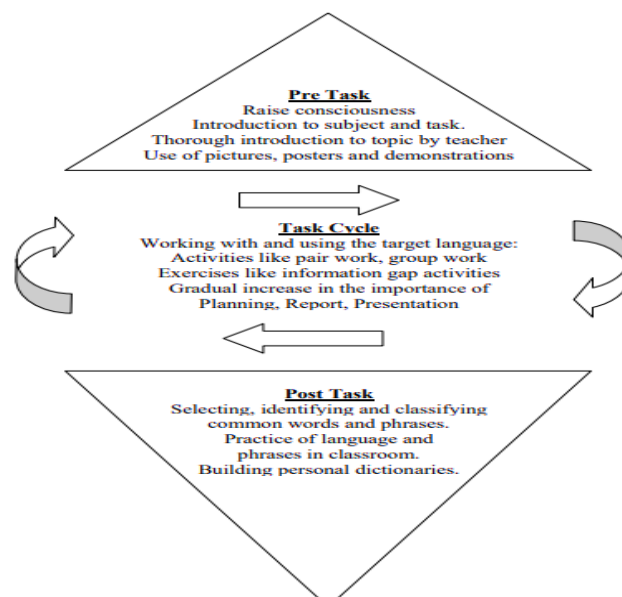
2.8 Task-Based Learning

Task-Based Learning (TBL), is also known as Task Based-Instruction (TBI), it is an approach that supports language teaching, it sets up real-life situations where oral communication is crucial for developing a specific task (Frost, 2015). One of the advantages of using this approach is that students can build their tasks by using their skills at their current level through authentic activities or tasks.

Moreover, it challenges learners to improve the English language and apply it as the main tool to communicate. Likewise, for Ahmed and Bidin (2016) TBL helps increase learner activity because it is learner-centered which means the teacher is responsible for supplying different tasks to allow the learner to experiment spontaneously and initially with the English language as long as they acquire and produce it. Thus, the construction of knowledge based on what the teacher provides is essential because the students need to discover and get immerse in the foreign language by themselves using any skill.

Willis (2013) mentions that the Task-Based Learning Framework uses conditions for language learning such as exposure to rich comprehensible input of real spoken or written language in use; use of language to do things; motivations to listen and read the language and read and write and language instruction, that is why it is based on the following procedure:

Figure 4. *Through this figure it is possible to visualize the task cycle by using the TBL approach that the author wants to mention (Willis, 2013).*



Sari (2012) states, "Task-Based Learning (TBL) is one of the communicative approach activities focused on the flow of discussion, assignments, presentation and focus on the form of language" (p.86). According to Houston (2005) in a study conducted on Taiwanese students, it was shown that students used to have difficulties in listening. They felt frustrated for not having the ability to understand what was being said. Also, the Taiwanese educational system is focused on memorization and analysis of semantics and syntax, which means that

the pupil does not have the opportunity to develop listening skills in class (Houston, 2005, p.36).

On the other hand, unfamiliar voices were an obstacle because of the slang, accents, new words, and idiomatic expressions. The Task-Based Learning Framework application was crucial because the main goal was to give learners inputs so that they can produce outcomes. The conducted study allowed teachers to set up assignments that enabled listening development, comprehension practice, and listening improvement by using teacher talks or live listening to strengthen students who were learning English as a foreign language so that the researcher obtained the expected results.

2.8.1 Task-Based Learning Strategies

First of all, to start talking about Task-Based Learning Strategies, it is necessary to know what a task is. "A task is an activity where the learner uses the target language for a communicative purpose (goal) in order to achieve an outcome" (Willis, 2015, p.13). There are several types of tasks that incorporate strategies that can be used to improve learners listening skills, as the ones are mentioned here by Xuan (2014) and Murad (2009):

Table 4. *Types of Task-Based Learning strategies*

Type of task	Description
Listing	It includes brainstorming and fact-finding. The outcome can be a completed list or a draft mind map. This type of task helps to train students' comprehension and their induction and deduction ability.
Ordering and Sorting	The learners have to sequence, categorize, rank, and classify. The outcome can be fulfilled by a set of information ordered and sorted according to specified criteria. These types might foster comprehension, logic, and reasoning ability.
Comparing	It arises when learners have to search for similarities, differences, matching information, and comparisons. The outcome could be appropriately matched, identifying similarities and differences. This type of task enhances students' ability to differentiate.
Problem Solving	One of the indispensable parts of the learning process because it challenges learners to find a solution for a specific problem, use their reasoning and make decisions. Analyzing real situations, and analyzing hypothetical situations are included. Its outcome is focused

	on finding solutions to the problem, which can then be evaluated.
Sharing Personal Experiences	Includes strategies as narrating, describing, interviewing, exploring, and explaining attitudes, opinions, and reactions that show learners' way of life. Its outcome is mainly social. These tasks help students to share and exchange their knowledge and experience.
Creative Tasks	Combines brainstorming, fact-finding, ordering, comparing, and problem-solving. It makes students feel free to utilize their creativity and design many activities that improve their skills and overall listening. A wider audience can appreciate the outcome or end product.

Note. Table 4 explains the different Task-Based Learning strategies, how to use them and the influence produced on the process to develop a skill while a foreign language is produced in class.

As it was mentioned by Xuard and Murad, these types of tasks not only facilitate the production of a foreign language as long as the students feel motivated, self-confident, organize the ideas they are receiving and become analytical to face specific situations. It also allows the pupils to acquire the necessary receptive skill to apply what they are learning in the most appropriate way. As it is possible to read in table 4, construction of knowledge is still the basis of the Task-Based Learning.

Talking about the Task-Based Learning Strategies, the TKT module published by Cambridge University Press (2014) mentions some types of formal assessment in relation to listening skill such as true or false questions, yes/no questions, multiple-choice questions, open comprehension questions, information transfer, listen and complete gaps, tick the word or sentence you hear, following instructions for mapping a route, choose the adjective/picture/diagram and dictation.

Hence, it is possible to include different types of evaluation to assess listening skill as part of the lesson plan. That connection results beneficial for learners because the teacher will be conscious of what the students really acquired and how to reinforce that skill or knowledge. As a result, the educator will know what to do in that situation.

By using the types of tasks that Xuan (2014) and Murad (2009) mentioned above, some of the strategies that Kiem (2011) proposes to enhance listening can be applied as:

Top-Down strategies, where the listener taps into background knowledge of the topic, this background knowledge activates expectations that help the listener deduce what is heard and what will come next, it includes listening for gist or listening for the main idea, predicting, drawing inferences, and summarizing (Kiem, 2011).

Basically, through this stage, students are able to use their sense of prediction based on the situation the students are going to face. In this case, this strategy is appropriate when the teacher wants learners enhance listening skill. Moreover, different activities to understand a specific context fit in this phase because without comprehension, production is not possible.

Bottom-Up strategies are text-based; the listener relies on the language in the messages, utterances, pitch, and sounds to create meaning, it includes listening for specific details, recognizing cognates, and recognizing word-order pattern (Kiem, 2011).

After the Bottom-up strategies, it is recommendable to consider the bottom-up strategies because the students will be able to organize mental structures about what they are listening in order to produce specific information either in verbal or in a written manner. There are specific activities which can be combined with the Top-down strategies mentioned by Kiem.

After applying the bottom-up and top-down strategies, it is relevant to mention the students can evaluate by themselves and find out if those methods worked with them while they were enhancing listening skill. Kiem (2011) states that:

"Strategic listeners also use metacognitive strategies to plan, monitor, and evaluate their listening. They plan by deciding which listening strategies will serve best in a particular situation. They monitor their comprehension and the effectiveness of the selected strategies. They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one" (p.6).

According to the previous citation, not only the teacher can be in charge of analyzing if the activities and strategies were useful for the group of learners. Students can do it by themselves because as Task-Based Learning is learner-centered, they need to feel free to be

the center of the education process, critical and at a certain point analytical to know if they really achieved the goal of developing listening skill.

2.9 Total Physical Response

Asher (1996) a psychology professor, founded the Total Physical Response (TPR) as a valuable linguistic tool for teaching a target language, especially in the initial instruction stages, it combines language and gesture, making language acquisition more natural and memorable; this method is considered stress-free because learners are not expected to speak while performing actions. Students learn by doing and develop listening comprehension before speaking.

In this case, learning is the consequence of the combination of different situations and activities in which the students can be involved. Even if listening is promoted in class, teachers have to look for different ways to stimulate comprehension in students for a better understanding. Through this, motivation will be promoted in class.

Peek (2001) states, "The physical aspect of TPR learning process makes it possible to integrate physical exercise and play into language teaching quite naturally and to enhance children's physical activity and engagement not only to their linguistic but also to their physical development" (p.143). Therefore, learning a target language should be similar to native language acquisition because in the initial stages, children respond to commands physically and then verbally; besides, gestures can be combined with listening comprehension to increase long-term retention in English as a Foreign Language learner (Asher, 2007).

According to Freeman (2014) language lessons based on TPR involve a series of teacher's commands which are repeated until internalized by the learners, in the next stage, the teacher provides already introduced and practiced commands, and the volunteers respond, demonstrating their understanding of the language taught and practiced and the skill to be develop, in this case listening. Once the class can perform all the orders without hesitation, the teacher introduces new language through new commands that are more complex for them.

EFL students are holistic learners, so they need to use language for meaningful purposes and accurate communication. This meaningful learning involves collaboration, social

development, and a rich context where you can include music, poems, stories, games, many others. TRP is a kinesthetic method. It is necessary to involve in each activity movements and gestures to respond to rhythmic and repetitive language to make students interact while creating new knowledge (Peck, 2001).

2.10 Total Physical Response Strategies

The possibility to learn vocabulary and a foreign language through the use of Total -physical response is mentioned by Mink (2009) who considers participation of body movements and active tasks allow learners to acquire and enhance a receptive skill like listening. Thus, some strategies are going to be mentioned below to understand how this approach work in the teaching-learning process.

Commands

Dahlberg (2010) says, "The most TPR activities involve teacher's commands to which learners respond physically and demonstrating comprehension. Some commands involve interaction with classroom objects, like desks, chairs, maps, the whiteboard, board markers, or pictures and charts" (p.64). Depending on the lesson's topic, the instructor can prepare commands that help EFL learners strengthen vocabulary learning using hand movements or act out the verbs appearing in a story; students can include gestures. Activities performed outside the classroom can be challenging because they require more action to fulfill a task.

A song that everybody knows and includes this type of activity is "Head, shoulders, knees and toes" or "If you are happy and you know it claps your hands." Teachers have used this type of activity as a warm-up. Nowadays, there are several songs to listening and simulate while listening to the lyrics. Music is an excellent tool not only for improving listening skills its subskills.

TPR Storytelling

Peck (2001) states, "TPR storytelling is another method that uses physical activity. The words in a story have their gesture, which can be drawn from Sign Language for hearing impaired students" (p.146). After learners have internalized the vocabulary included in the story, they respond to it with gestures or pantomime. The teacher tells this mini-story, and the students act it out.

TPR Storytelling is a nice activity that can be used in class to engage learners to use sign language, which is inclusive for students with special needs. It is necessary to provide input and review vocabulary, which is difficult for the learner to understand so that they can come up with excellent outcomes.

Miming and role-playing

Lee (1986) affirms that this group of activities and games are usually related to traditional songs due to they focus on bringing the language of them to life with simulation; learners can perform activities while the music is being played. They are repeating the same movements or patterns and additionally they practice receptive skills like listening.

This type of strategy has been of the most useful in language teaching due to it raises creativity in EFL learners. The simulation of stories can show meaningful outcomes besides developing English language skills. Listening, miming, and performing a story make students enjoy the class and overall, the target language.

Creating stories

Shin (2014) mentions, "Movement and actions are often naturally embedded in stories. Actions can be introduced and practiced before storytelling, and after that done during the storytelling" (p.221). What is more, storytelling will become more active, enjoyable, and meaningful, and contextualized to improve listening skills.

The imagination plays an essential role in TPR creating story activities. Teachers can ask students to describe pictures or draw only by listening to commands. For example, student A asks student B to draw a tree, a river, a house and then create a story based on what was drawn. Students love these kinds of exercises because they promote collaborative learning.

2.11 The four English skills

When people learn a language, there are four skills that they need to consider for a complete communication. Learning a native language is an easy process because a child absorb information easier and it is necessary to consider the environment, repetition and people who is around the child plays an important role in this fact; this process is the result of a natural immersion of the learner (Deng & Zou, 2016) It means there is not an instructional

process considered to learn a native language and there is no a specific language teacher to carry out this process because children usually have the capacity to learn faster without problems.

It is not a secret that learning a language implies the acquisition and use of four different skills which are Listening, Speaking, Reading and Writing (Sreena & Iankumaran, 2018). According to Deng (2016) Skinner believed it is not possible to learn a foreign or second language (L2) without the presence of the native language (L1), additionally, he mentions the “transitional language” process which is about the exchange of abilities a person uses in the L1 to use with the L2. Therefore, The L1 and L2 are connected and that include the skills in both languages.

It is crucial to mention the four skills are divided into two groups, productive skills, speaking-writing, and receptive skills, listening-reading. Moreover, both types of skills are inseparable. One cannot exist without the other, for this reason; when learning a foreign language, receptive skills usually come first and should be followed by practical application of productive ones. If a learning process lacks one of them, the outcome will not be complete.

All the four skills will be mentioned and analyzed bellow for a better understanding of the importance of the skills acquisition and production.

2.12 Productive skills.

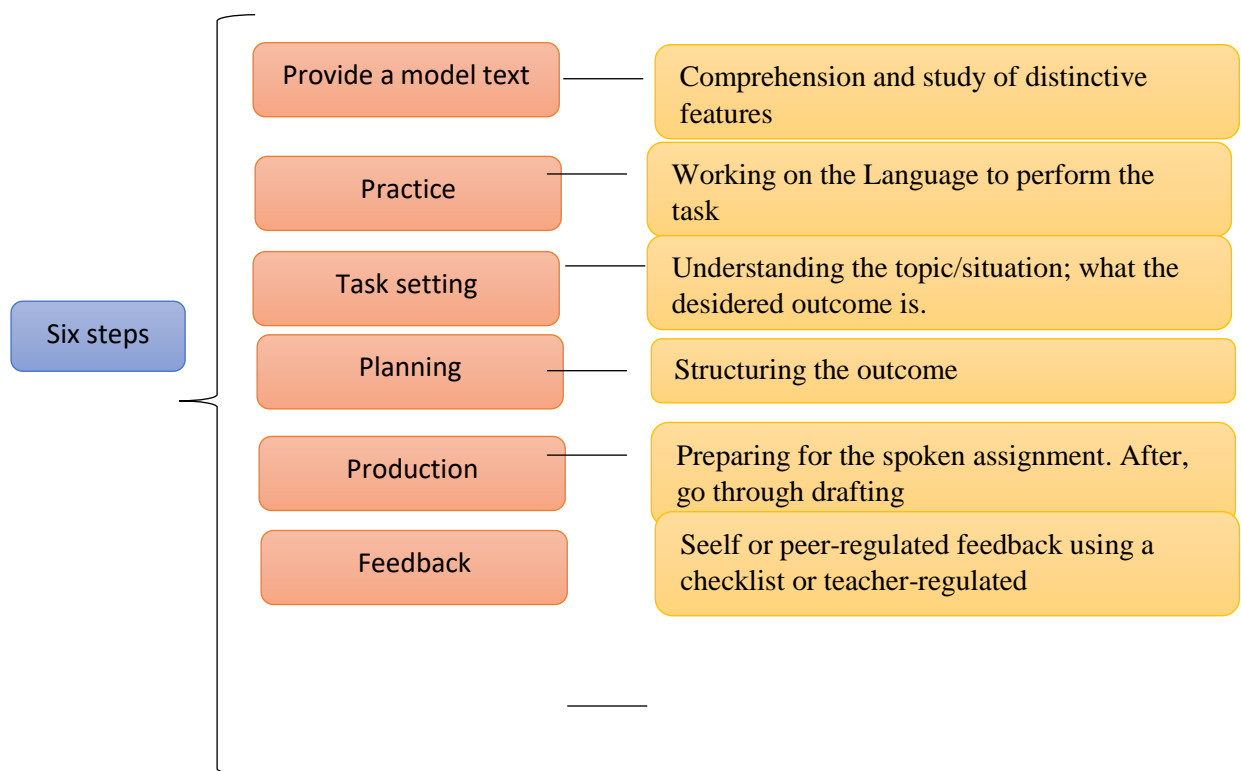
Jaramillo and Medina (2011) say the productive skills Writing and speaking are an essential form of expression used to persuade or convince other people and share ideas and feelings. It is clear to understand the importance of these two skills because they have to be used for communicative purposes. The acquisition process is not complete if the learners are not able to produce.

Productive skills - also called active skills - mean the transmission of information that a language user produces in either spoken or written form. Some learners enjoy keeping their diaries at this early stage of learning, labeling pictures or images with basic descriptions, or filling in word bubbles in comics with everyday phrases (Golkova & Hubackova, 2014).

Without comprehension of the information, productive skills are not possible to be produced, for that reason, motivation, thinking, opinion, participation, cooperation are important elements to use a foreign or second language (Sreena, 2018). The production of a language is not possible by itself, different elements are part of this process and they must be considered by the teacher in order to create the best learning environment and select the necessary activities as part of the lesson plan.

Something relevant to mention is that productive language skills show evidence of language acquisition. The more the speaker or the writer produces appropriate and coherent language, the more they prove the learner's language system's progress. Teaching effective skill procedure involves the following steps:

Figure 5. Six steps to apply Teaching effective skill procedure.



Note. Elaborated by: The author.

Based on figure 3, there are six steps which need to be follow in order to apply a teaching effective skill procedure. In step one, once the information is provided, the teacher has to

facilitate the understanding process through appropriate activities before encouraging the students to be critical and analyze the information they received.

In second step, activities to put into practice the language has to be developed by the students. In step three, the educator has to encourage the comprehension of the content as long as it is practiced by the learner. In step four, the professor must provide the necessary tools to show students how to structure the possible result of the practice in class.

The step five is linked with the previous one, because the teacher shows how to correctly use the language and the specific topic and later the students have to do it by themselves. Finally, as the last step, the educator has to provide suggestions about what to improve and mentions strengths and weaknesses to improve.

2.13 Receptive skills

Receptive skills are how people extract meaning from the discourse they see or hear. There are generalities about this kind of processing that apply to reading and listening. Still, there are significant differences between reading and listening processes and teaching these skills in the classroom.

Teaching receptive skills helps the learners develop the necessary skills to understand and interpret spoken or written materials, consequently, the teacher has to avoid focusing only on testing the learners' performance in getting the meaning of the texts and aim to train them to use the reading and listening strategies that enable them to deal with any text (Masduqi, 2016). Hence, it must be considered that people read or listen to get specific information or get a general idea of the text. Sometimes, listening and reading are done just for pleasure when reading poetry or listening to a podcast.

The receptive skills are not passive. Listeners and readers make use of necessary cognitive processing while listening or reading. According to Masduqi (2016) two of the essential activities in mind while processing a text are top-down and bottom-up.

In top-down processing, the reader or listener gets a general view of the reading or listening passage by, in some way, absorbing the overall picture: This is greatly helped if the reader or listener's schemata allow them to have appropriate expectations of what they are going to come across. On the other hand, bottom-up processing means the reader or listener

focuses on individual words and phrases and achieves understanding by stringing these detailed elements together to build up a whole (Masduqi, 2016).

As a consequence, receptive and productive skills are closely connected because without comprehension of the information, which was listened, it is almost impossible to produce a new language. Teachers have to understand, this connection cannot be possible without specific activities, strategies, or exercises as it was described by Masduqi in order to internalize and use the foreign language.

On the other hand, the skill which is going to be part of this thesis work is Listening. Therefore, different relevant aspect related to this ability are going to be analyzed after this point.

2.14 Different sub-skills of listening and reading

Even though, listening and reading are different abilities, both are receptive skills because let the learner build mental processes trough different tools approaches, strategies, techniques or activities which become a bridge between the student and the foreign language (Renandya, 2016). Therefore, there are different subskills which have to be mentioned.

When reading a novel or listening to a poem, people who go through the processes are likely to be different from those we use when looking for someone's number in a telephone directory. The sub-skills depend on what learners are reading or listening for.

- Identifying the topic: Good readers and listeners can quickly pick up the topic of a written or spoken text. This ability allows them to process the text more effectively as it progresses (Othman & Vanathas, 2017; Soemer & Schiefele, 2019).
- Predicting and guessing: both readers and listeners sometimes supposed to try and understand what is being written or talked about, especially if they have first identified the topic (Masduqi, 2016).
- Reading and listening for general understanding: Renandya and Jacobs (2016) mention that good readers and listeners can take in a stream of discourse and understand its gist without worrying too much about the details. The reader or listener

has decided not to attend to every detail but to use their processing powers to get more of a top-down view of what is going on.

- Reading and listening for specific information: people frequently go to written and spoken text because they want specific details; the only important thing is when the particular item that interests us comes up (Masduqi, 2016).
- Reading and listening for detailed information: sometimes, learners read and listen to understand everything they are reading in detail (Valentini, Ricketts, Pye & Houston-Price, 2018).
- Interpreting text: readers and listeners can see beyond the literal meaning of words in a passage, using various clues to understand what the writer or speaker is implying or suggesting (Masduqi, 2016).

2.15 Listening skill

According to (Parra 2011) he details that ‘‘listening is regarded as an active processing which we construct meaning from the stimuli we received from the external world and our own mind and feelings’’ (p.16).

Listen refers to the student's interest in what students what to learn; therefore, the person shows their availability and intention to achieve a particular end or objective. It is then when the student needs and understands that it requires acquiring specific knowledge.

In this instance, listening is part of human communication; according to (Parra, 2011) "it is an interaction between oral and written media, which allow information to be communicated and encoded, as well as to understand and interpret it" (p.16).

If listening is directly related to communication, it is first because he does not have the sufficient incentive to motivate him to do so when a student does not listen. Immediately a communicative paralysis is executed because the process does not usually occur.

It is also essential to define that Listening is not the same as hearing, since the educational process realizes its value in the communicational competence of students, while hearing is a physical reception of sound waves, listening is the ability to receive and respond to a physical stimulus as well as how to use the information that was captured through the auditory canal or medium. (Efdeportes, 2013)

After identifying the knowledge, it is necessary to create information processing and use strategies required to access meaningful learning. According to the dictionary, it is first necessary to define the word repetition "to say again what is done or said" (Dictionary of the Spanish Language, 2009); what is too limited is a subject to define learning or capture of information student.

2.15.1 Repetition and Storage

According to Díaz (2011) the storage and repetition of information "are the activities that allow to retain and generate a short-term or long-term memory with strategies such as copying, repetition, mnemonic resources" (p.18)

It is currently said that the cognitive strategy of repeating is a traditional process of the behavioral method since it encourages memorization; In this instance, if constructivist learning is required, based on the creation of knowledge by the student's means, this concept of repetition does not fit since rote students are not required, or they generate the repetition of experience not acquired but only learned in the short term; however, these processes such as the repetitive, mental Review aloud can be used only in specific theories but not make of these tactics a unique strategic exit to learning; much more if it is required to enhance and build the student's knowledge.

Among the most used strategies that help repetition are:

Storage. - "Recycling of information to keep it in short-term memory" (Buey, 1999). Examples of this type of strategy are repeating a telephone number and learning the periodic table of chemical elements, among other situations requiring temporary storage memory and improve concentration at the same time.

The elaboration. - "A way to repeat the information that needs to be remembered in the long term" (Buey, 1999). This phase must involve a more detailed process so that the information persists in the student's mind. In other words, the student needs to practice the information as many times as possible to ensure the highest level of retention.

Likewise, for Beltrán, there are three specific techniques within the repetition process:

- Review. - "One that consists of repeating the information to maintain it in the long term" (Beltrán, 2009). In this case, if the learner repeats specific information or use that information in context, that is going to help them understand the context and remember for more time what the teacher expects.

- Multipurpose. - "Technique that processes the material in short-term memory, keeping it in consciousness and then remembering it for long "periods (Beltrán, 2009). The difference between this strategy with the previous ones is that the information is acquired but when it is analyzed with critical thinking, it becomes knowledge which has to be remembered.

- Verbal restatement. - "word-for-word repetition techniques, repeating main ideas, proposition message with greater use of details" (Beltrán, 2009). It is like the use of the reported speech. The learner has to repeat the same information either using the same words or just paraphrasing it with the purpose of understanding what was listened and remember it as much as possible.

Any repetition, as mentioned above techniques can serve as a contribution towards a rote education, which in one way or another is necessary for the educational context. However, it is needed to reinforce other strategies in favor of constructivist learning.

2.15.2 Retention and Assimilation

This learning process stage is one of the most important since thought intervenes; it is here where abstraction is achieved and a complete understanding of the topics covered in class. In this instance, "the critical and analytical capacity of the student also intervenes because he must assimilate the content and must discriminate them so that in this way, he can generate his concepts" (Díaz, 2011). In this phase, the level of knowledge generated in the student is also measured significantly, as it may differ between those who have achieved a good compression average and those who have not.

"To verify that there is an assertive understanding of knowledge, it is necessary to make the student practice it in a specific case, achieving understanding not only in a theoretical but also practical way" (Yáñez, 2015). This understanding forces the knowledge to be deepened and

turned into abstractions of reality, just as the student tends to separate one learning phase from another.

"A correct understanding also includes a personal criterion" (Yáñez, 2015); This makes the student go even more profound and leads him to internalize the knowledge. Well, the student must assimilate the knowledge and improve it personally, feel like part of it, and present it as part of himself; only in this way will he achieve correct retention.

It is where assimilation is "the knowledge that influences the behavior following its acquisition since the person itself is enriched with the knowledge that has already been assimilated" (Yáñez, 2015) Thus, retention symbolizes the collection of recorded information like a machine in mind and involves a process of concrete assimilation, which leads to thinking that the knowledge has truly been acquired.

According to Tailizina, (2016) "the path of lack of knowledge not only encompasses the replacement of errors by new ones, but it is the direct influence with the personality to which the new knowledge gives rise" (p,90). Adequate applicability of the learning processes includes not only the knowledge acquired but also that which is discovered, analyzed, and reinforced based on its practice; as explained by the constructivist learning given by Vigotsky's theory; in which it indicates "the role of the teacher must be inclusive towards education, where the teacher helps to build knowledge to the student, this influence makes the teacher's intervention be observed as an aid and not as a filling of knowledge" (Coll & Solé, 1990)

The teacher must act as a support for the development of knowledge; he is a facilitator of it, but it is not the actor and the author himself who generates the information and imparts it to his students, as happened in traditional times, where the student was the blank sheet and the teacher was the one who filled and wrote on said sheet; This behaviorist conception is now highly questioned due to its lack of results focused on meaningful learning.

2.16 Listening for a purpose

The purpose of listening for a person can be diverse, but the one defined by Carl Rogers is taken, which indicates "the purpose of listening must be a reflection of feeling" (Weiser, 2001). And it is that it is pointed out that when listening, there are three purposes that respond

to three different ways of facilitating the process of Focusing, then listening is described as “an expression of a specific way that returns to the person what he has said, already either exactly or with paraphrasing, without the intention of changing or modifying or adding something, or of making transformations in their experiences ” (Contreras, 2013), there is a linguistic way of the answers that are given from said listening which change, when the purpose is modified. It is possible to explore specific linguistic ways that help such listening be effective, and in this way, it is possible to achieve all three purposes.

Besides, According to Masduqi (2016) when students are focused on activities to practice listening for specific details, the teacher provides the opportunity to focus on particular aspects, expressions or phrases that help students understand the whole context of an audio or spoken information. Based on this fact, this stage is necessary to consider and apply in class because it trains the student to find the exact word needed to comprehend the text or conversation quickly. That facilitate the language acquisition and language production process.

Definitely, there is a huge gap between what it could be done and what it has to be done to make students enhance Listening skill and especially if cooperative learning approach is used, the desired goal is going to be fulfilled which is to understand what is listened in English before its production.

2.17 Types of Activities for Listening with a Purpose

Through this thesis work, it has been explained the importance of applying listening activities in class, the support of an approach and the development of this skill in learners before producing a language. Nonetheless, it is relevant to mention, if the teacher wants students to use the language for a specific purpose, it is necessary to train the pupil to perform the language as it is supposed to (Ahmadi, 2016). For instance, if the learner needs to understand a natural conversation between native English speakers, it is required to use audios with those kinds of people talking freely.

Thus, Goh (2018) mentions the importance of considering different activities to practice listening for a specific purpose and the relevance of avoiding monotonous tasks just to complete the pensusm and the book. Hence, some of the activities the teacher should take into consideration before are going to be described:

Listening for the Main Idea: train students to grasp the main points or general information presented in the audio, students often get stuck on a detail, a word, or phrase they do not understand and fail to see the bigger picture (Delamain & Spring, 2017). So, this is an excellent exercise for this type of student.

Listening for detail: the purpose is to train students to grasp specific information, relevant, important, or necessary details. The goal is to help students obtain the detailed information they may need, like hours, dates, and names (Flowerdew & Miller, 2005).

Listening for a Sequence: Quite often, students receive instructions in English, the information they will need to act on, or orders they will need to follow, it is vital that they get the order right, understand the sequence correctly, and what each step entails (Milliken, 1992).

Listening for Specific Vocabulary: Listening activities offer exceptional opportunities to teach new words or review vocabulary previously taught. The purpose is to identify and remember a list of words, which are usually easily categorized, like food, sports, and animals ((Masduqi, 2016).

Listening for Cultural Interest: With a carefully selected listening activity, teachers have the opportunity to teach students about a memorable holiday or tradition that is popular with another culture, the purpose is to expose the class to this cultural aspect through listening (Wang & Wang, 2015).

Listening for Attitude and Opinions: For Brownell (2015) sometimes, students have to listen for what they say, not what they're saying, but what they mean. Attitudes, opinions, and feelings can all convey varying degrees, from substantial disagreement to mild criticism. Advanced students should discern different perspectives and positions and identify how the speaker feels.

Listening for Functional Language: Masduqi (2016) explains that often, teachers' functional language in the ESL classroom, expressions students can use to accept/decline invitations, give suggestions, and give advice. The purpose is to show students how these expressions are used in a conversation.

Chapter III

3. Research Methodology

3.1 Research approach

Through this chapter, it was possible to propose different methods and techniques to find out the different factors that hindered the development of listening skill in eight grade student. As a result, the qualitative and quantitative approach were selected and combined to collect all the required data to support the importance of this study. A mixed approach led to collecting all information required. According to Cresswell (2011) the mixed research approach “focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone” (p.89). It means that one opinion is not enough to comprehend what happens with the students’ listening skill, it is relevant to analyze the different situations which could generate the issue. Additionally, it is essential to consider teachers and learners’ points of view. Therefore, the mixed approach is the most appropriate to examine all these variables mentioned before to look for a specific solution.

Through the qualitative approach, a teacher's interview was created and applied on Zoom platform to record the professor's opinions about students' listening skill difficulties in class. At the same time, the quantitative approach was used to generate a students' questionnaire in google forms to establish their level of listening and detect possible issues that hindered the development of this skill. As a consequence, both methods were useful to establish specific strategies to design and present an academic proposal as an alternative to use in class to help pupils overcome listening difficulties

After collecting all the information from teachers and students, a set of strategies can be designed to improve listening skills, these strategies can be found in the academic proposal to help students overcome their practices in the classroom as well during the learning process.

3.2 Research Design

This research was based on descriptive and exploratory research. Ethridge (2004) states that descriptive research is "aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method" (p.24). Then, the study was descriptive because it searched to know and show how difficult is to develop listening skill in the learners. To identify the problem in each student, the researcher applied an interview to the two English teachers who worked with this group of students in the high school, and a questionnaire to the seventy-four eight grade students. Furthermore, there was a pre-test to analyze and describe the level of the students while doing listening activities and a post-test after applying the cooperative learning strategies to see if the level of the students' changes during the listening activities.

Additionally, the investigation is exploratory because it follows-up qualitative study as it could use the information from Phase 1 to identify what listening level the students have (Brace, 2006) Through exploratory the researcher has designed a questionnaire to collect information from a predefined group of respondents. It is one of the most important quantitative method. Another profitable tool is an interview with a subject matter expert can give you meaningful insights.

3.3 Population and sample

The investigation focuses on seventy-four (74) students from eighth grade in Daniel Reyes high school that are the whole universe of population so it was not necessary to use any mathematical formula to get a sample. This high school is in San Antonio, Ibarra, Ecuador. Additionally, two teachers who work in the school answered the interview to obtain important information and to know their perspective from the students learning process.

3.4 Tools / techniques

Good research depends on having data which is accurate and unbiased for this reason the use of the fitting tools makes the investigation successful. This research has an interview for the teacher as qualitative instrument, a survey for students, a pre-test and post- test for these learners as quantitative tools.

Interview

An interview can be crafted as a gentle conversation between two people or more where questions are asked to a person to get the required responses or answers facilitate the collect data information. ‘‘An interview is generally a qualitative research technique which involves asking open-ended questions to converse with respondents and collect elicit data about a subject ‘’Bernard, H.R., and G.W. Ryan (2010). The interview was semi structure and it offered a considerable amount of leeway to the researcher to probe the respondents along with maintaining basic interview structure. It was designed for teachers from Daniel Reyes high school and it has six questions (close/open ended) related to the research problem. The teachers answered the questions by zoom platform due to Covid-19 pandemic.

Survey

‘‘The word ‘‘survey’’ is used most often to describe a method of gathering information from a sample of individuals’’ Scheuren, F. (2004, p.09).. The online survey was designed for the eight level students and it was composed of closed ended questions; the students can answer easily each proposed question by marking the option they consider is real for them. For each of them, a quantitative response must be given, which took into consideration the opinion in different aspects related to their listening level skill and the importance of implementing the

cooperative strategies in classes. The survey (questionnaire) was applied online using Google Forms platform.

Pre-test:

The online test was predesigned for measuring the A1 level in the listening skill. It had two sections where each one presents a task focused on the use of a strategy to develop. This test was presented in a digital tool called google forms which facilitated the online version. Therefore, the answers were generated automatically after the students finished the test, that showed the individual and general results. It had the following characteristics:

The questionnaire had two sections where the students had to listen the audio and chose the answer from the questionnaire. Also in the second part the students listened an audio and complete some missing words

Post- test:

The post-test was displayed to identify how helpful are cooperative learning strategies, teachers from eight level applied these strategies and the activities suggested by the investigator to improve listening skill. The post- test contained a set of questions focused on learners' A1 level; it had 10 questions which were divided into two sections.

Section one: These were the questions 1 to 5. In this part students listened to an audio about Susan's family, the students completed the blanks with the words are missing.

Section two: in this part (questions 6-10) students have to listen to an audio about favorite music, there is a chart with four questions, consequently students have to take notes to answer each questions.

As a result, the tools gave the researcher the results and the necessary information to determine students' difficulties while developing listening skills; with the previous analysis and the information obtained, it is possible to design an academic proposal to overcome the challenges happening during in listening activities.

3.5 Ethical Considerations

To carry out the research it was necessary to get the authorities permission from Daniel Reyes high school, consequently teacher and students collaborated with the researcher and render the instruments. Likewise, the names of the participants in these surveys and interviews applications are anonymous to avoid participants' future problems. Gay (2015) and The CIRT (Center for Innovation in Research and Teaching) list some aspects to be considered during the supplication of instruments.

First, referring to quantitative approach, the main points to consider are: falsifying and manipulating data; encouraging the pursuit of knowledge and truth; avoiding plagiarism; assuming consequences of scientific misbehavior. On the other hand, taking into consideration the ethic aspects of qualitative approach it can be mention; Respecting the autonomy, decision-making and integrity of all the participants: Reducing the risks (physically, psychologically and socially) and exploiting the benefits to research members; selecting participants that are directly benefited with the study; defending and respecting the ideals and interests of the community where the project will be carried out.

Chapter IV

4. Findings of the Study

4.1 Discussions of Findings

The present research was carried out at a public school of San Antonio-Ibarra, "Daniel Reyes" High School. Teachers and students contributed with the researcher to gather relevant information through an interview, a survey (questionnaire), a pre- test and a post- test. As a final result of this data collected, the primary outcomes are presented and analyzed, keeping a tight relationship with teachers' responses and students' answers.

4.2 Teachers` interview

The interviews were applied to two well-experienced English teachers who responded to six questions concerning the problems exposed in the present research, evidencing with this instrument the findings detailed below per question. To analyze the teachers' answers, they were identified as teacher A and teacher B.

Question 1: In your opinion, what are the challenges you face while doing listening activities in your class? How much time do you use to practice listening in class?

According to teachers' A and B answers, the challenges that they have faced during listening classes are: Students in general do not enjoy listening activities because all of them think that English, specially listening is difficult. Therefore, the students do not make an effort to improve listening skill. Moreover, teachers mentioned that Learners in a listening activity do not recognize the general idea from the audio, this happens because students do not practice enough, the lack of vocabulary is a fundamental part to understand what the audio or teacher is saying.

Besides, the two teachers agree that time to English class in high school is not enough, and they try to use that time to practice all of the English skill, principally listening. The time teachers take to practice English per week is thirty minutes.

Question 2: Which strategies do you usually use for helping your students to develop listening skills in class?

Teacher A and B have coincided the answers about strategies to develop listening classes, they both mentioned that listening dialogues or song are strategies to progress this skill moreover, watching videos about current information make students feel encourage to learn. Teacher from this high school also mentioned that constantly are looking for strategies to develop all skills not just listening so make classes more productive and students overcome all of the difficulties in learning English.

Question 3: How many times do you repeat the audio for the students? If the students don't understand the audio what do you do?

Both teachers agreed that the audio is played twice because of time. They also affirmed that playing the audio many times is tired for students and confused. They mentioned that after playing the audio they usually ask students to concentrate in details and focus on the required information. Nevertheless, students do not understand it, and they ask for many times to play the audio.

Question 4: How often do you ask your students to work in pairs or group?

In this question, Teachers A and B mentioned they sometimes asked students to work in pairs or in groups, because they thought that was not important to include that way to carry out

different tasks. They also expressed that pair or group activities demand much time. Thus, they personally prefer individual work.

Question 5: Do you know what cooperative learning is? and do you know any strategy about this method?

According if teacher knows or not about cooperative learning they asserted, teacher A have just a brief information about this method but he does not have a deeply information how is convenient applying to have a positive result. Teacher B does not have a clear idea about this method, teacher does not use it in class because she cannot have a guidance to develop it.

Question 6: What strategies of cooperative learning from the list would you like to use in your class?

The researcher presented a set of strategies that contribute the listening development so after to look at the strategies based on cooperative learning teachers A and B considered that all of them could be beneficial for students, these strategies objective is to improve the listening skill. Both teachers affirm that, they would like to use these strategies, but they really need a guide how to apply them in class, because they just hear about the cooperative learning strategies but not a deeply knowledge about them.

4.3 Survey - Students' Questionnaire

After analyzing the teachers' perceptions through the interviews, a questionnaire was designed to have factual information from the students. The students from eighth grade of Daniel Reyes high school have done the questionnaire, and the results were:

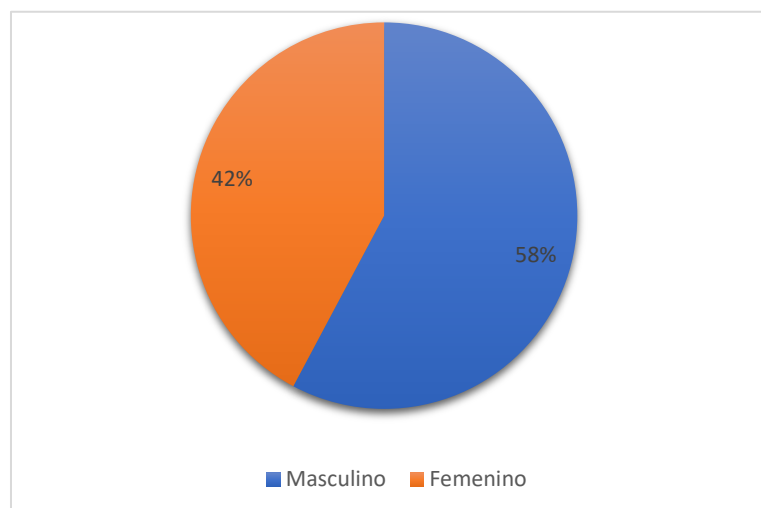


Figure 6. Name: *Gender of student*

Note. Elaborated by: the author

According to figure 6, the students who participated in this questionnaire were from 8th Grade A, 8th B, and 8th C of a public school in San Antonio-Ibarra. The students' population in total was 74 learners, most of them were females, and the rest of them males.

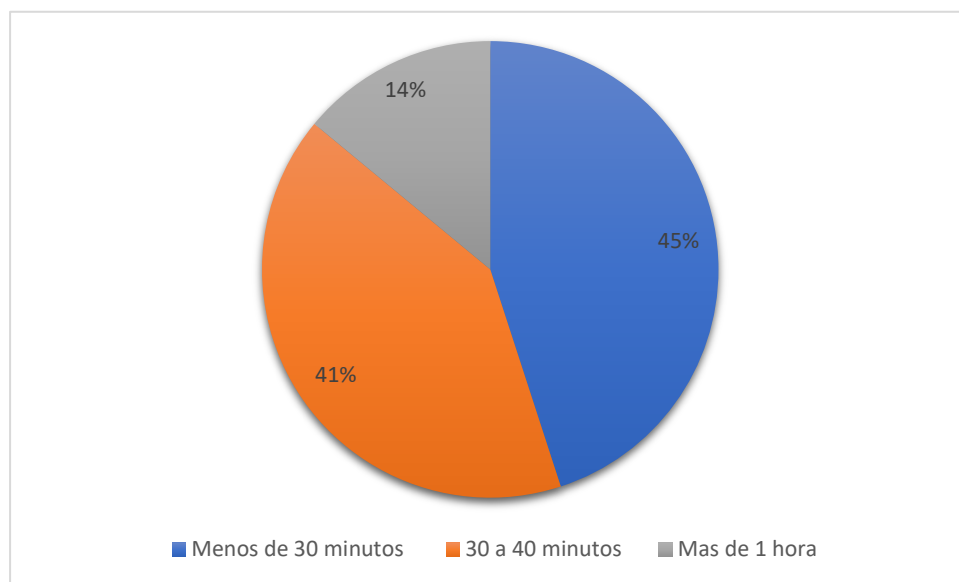


Figure 7. Name: *Time practice English*

Note. Elaborated by: the author

In question number one, students informed how many hours per week they practiced English. Therefore, the majority of learners mentioned they practiced this language less than thirty minutes. The results caused concern because most of them just practiced English less than thirty minutes; a few students mentioned they do it that English and practiced for about thirty to forty minutes. Finally, a small group of them used English for more than an hour.

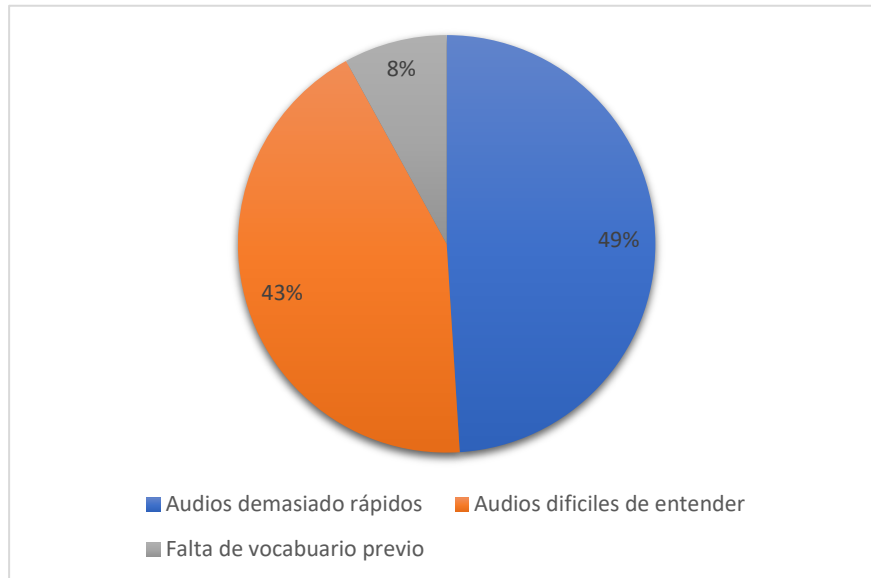


Figure 8. Name: *listening problems*

Note. Elaborated by: the author

The question number two is about which problems students have in listening; and the final results were surprisingly, most of the students answered that, almost forty-eight percent of the students thought the most relevant listening problems were the challenging audios. Hence, these facts hinder their understanding of the topics taught by the teacher. And just the eight percent affirms the lack of vocabulary as a problem to develop listening skill.

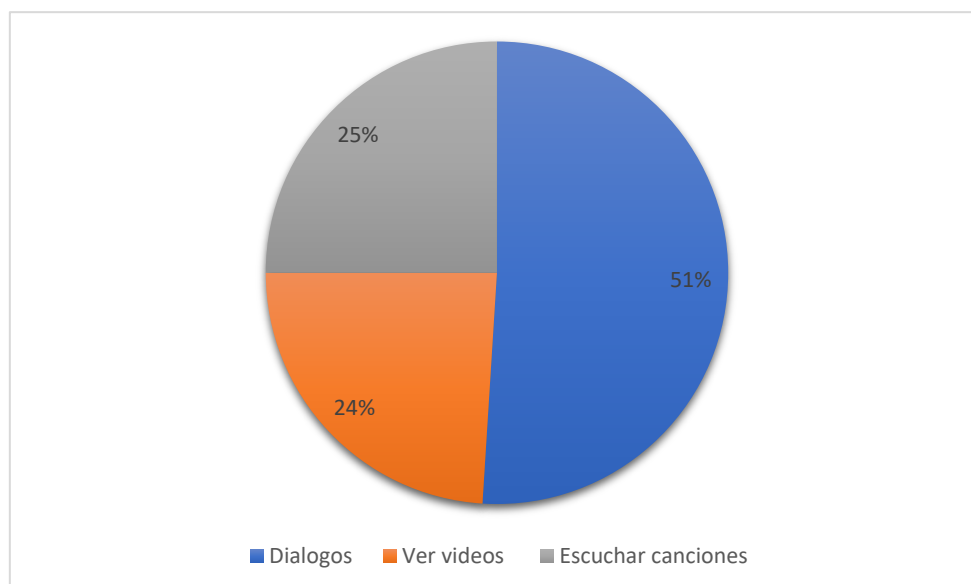


Figure 9. Name: *common English activities*

Note. Elaborated by: the author

Teachers in classes adopted many activities to teach English, but according to the participants, the most common one is texts readings, the second activity is listening to music and the last one is watching videos. These three activities are the most predominant in classes.

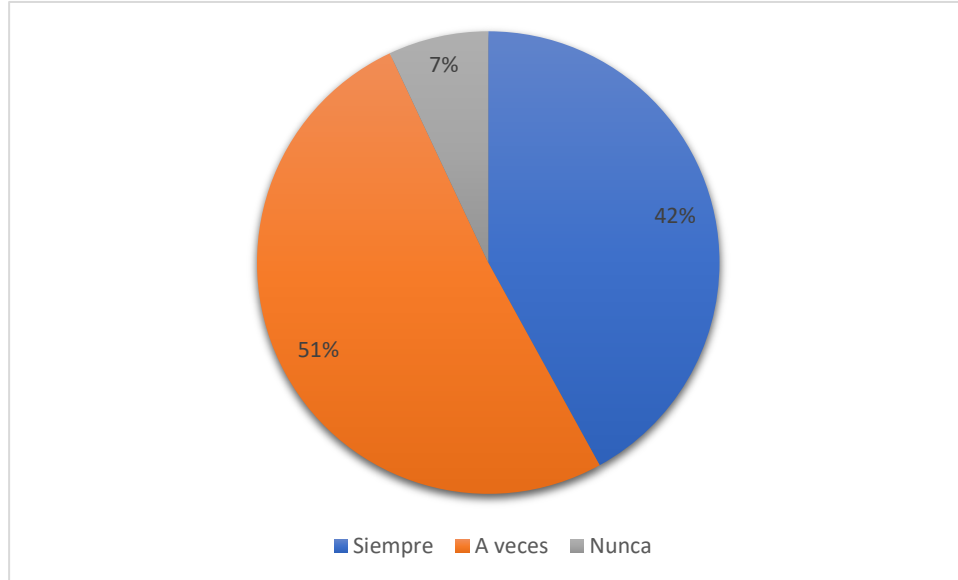


Figure 10.

Name:
frequency

listening activities

Note. Elaborated by: the author

Listening activities are essential in English classes because it allows learners to enhance this skill. Nevertheless, according to figure 10, the majority of the participants mentioned these tasks were not practiced all the time in class. Likewise, less than the ten percent of students said they never practice listening.

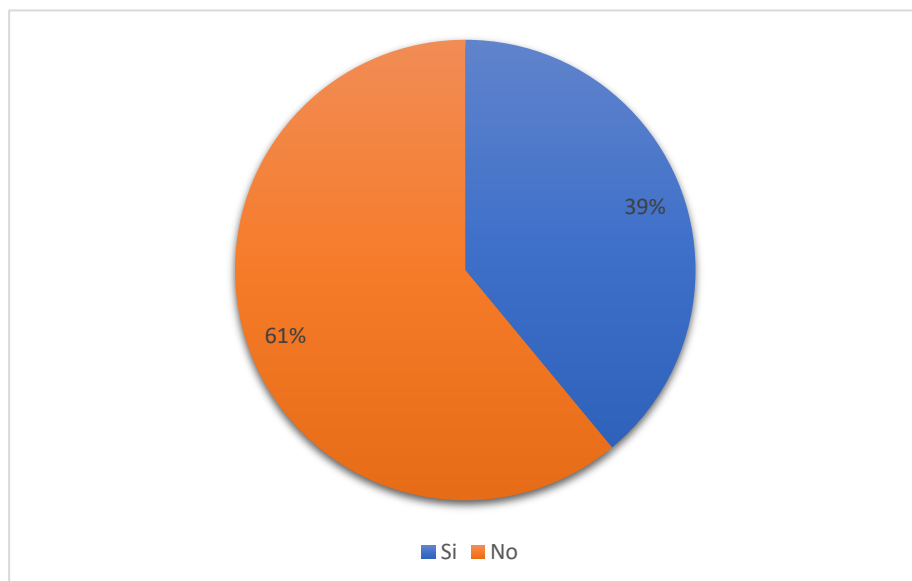


Figure 11. *Name: Audio Repetition*

Note. Elaborated by: the author

It is relevant to make sure students comprehend the tasks used in class, especially if they are practicing listening. Nevertheless, this figure shows the professor did not tend to repeat many times the audios used in class and this fact was demonstrated by more than the fifty percent of the learners. Finally, the rest of participants answered the teacher repeated the recordings in class.

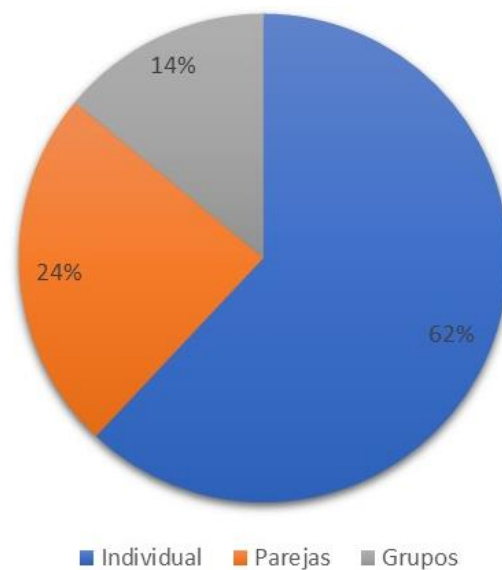


Figure 12. *Name: work alone o group*

Note. Elaborated by: the author

Based on figure 12, the majority of the students established the teacher organized activities to make them individually when they are practicing listening skill. On the other hand, less than the thirty percent of the participants mentioned they worked in pairs most of the time and the rest of learners affirmed they worked in groups.

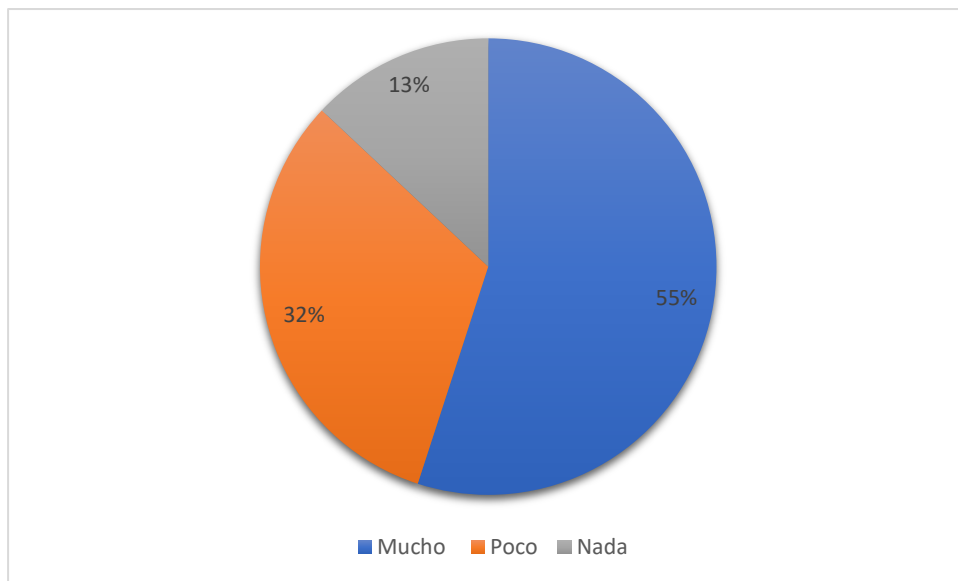


Figure 13. Name: working in groups

Note. Elaborated by: the author

According to figure 13, the majority of the students considered working in a group was beneficial and advantageous for them especially if they are practicing listening activities to enhance this skill. The rest of participants thought there was a little benefit to do that kind of activities in groups. Finally, a small group of learners mentioned those tasks did not produce any advantage for them.

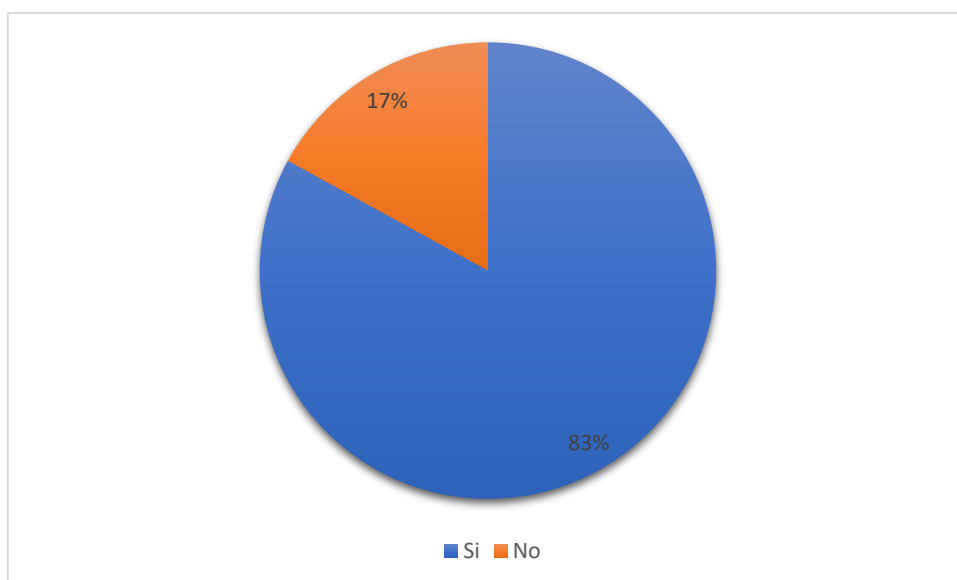


Figure 14. Name: Use New strategies

Note. Elaborated by: the author

In this last question, the learners affirmed they would like the teacher to use new and different strategies to help them improve listening skill. This fact was useful for the researcher because it supports the importance of creating an academic proposal with innovative techniques and activities to enhance listening on students.

4.6 Pre- Test

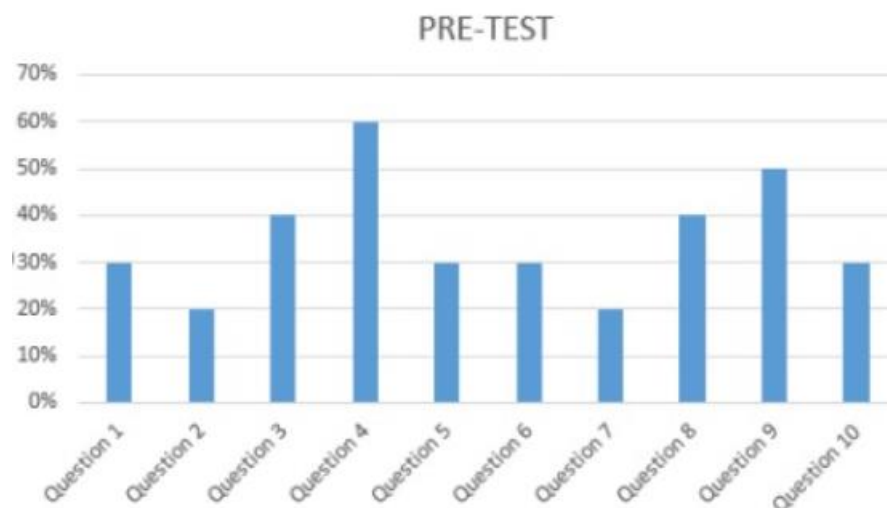


Figure 15. Name: Pre- Test

Note. Elaborated by: the author

All the students took a pre- test with 10 questions to find out their real level of listening skill. According to figure 15, the students got the highest scores only in questions 4 and 9 which means they have not achieved even 70% of success in these questions. This result proved the participants had difficulties to understand the content presented in the exam. That is why they could not get better scores.

4.7 Post Test Results

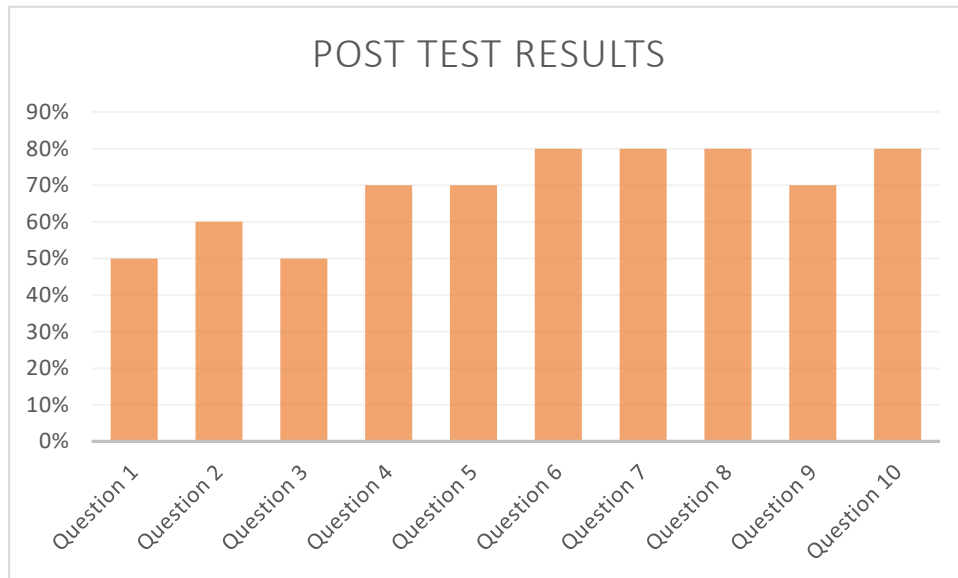


Figure 16. Name: *Post test results*

Note. Elaborated by: the author

After applying the guidebook with a variety of activities based on cooperative learning strategies to focus on enhancing listening, the same group of students took a post- test with 10 questions to find out if that new tool was useful for them to improve that skill. As a result, figure 16 shows the learners got the highest scores in 7 questions which means they have achieved more than 70% of success in these questions. This result helped to prove the strategies applied in all the activities worked. Thus, in contrast with the collected data in the pre-test, the participants had overcome all the difficulties that hindered listening development.

4.1.3 Discussion of main findings

Through this research work it was mentioned the teacher is in charge of providing not only the necessary knowledge for students, they must consider the way they teach that information and how they promote it in a properly learning environment, especially if the acquisition of a foreign language is part of the class objective.

Nonetheless, the English teachers who were part of this thesis work did not have a clear idea of what the cooperative learning is, even though they have heard about it. Thus, it was clear they were not in contact with innovative and non-traditional approaches. Having said that, it is relevant to mention that Michell (2019) believed that as long as the educators have

enough knowledge about different strategies, approaches, techniques and activities, they will have the advantage to know more about what the students really need and what their improvement has been.

Talking about the selection of the strategies for listening, the teachers said they usually used dialogues, songs and movies as tools or techniques to practice this skill because that was not the only skill they had to focus. However, according to Slaying (2017) it is essential to select appropriate strategies and activities because if learners are motivated in all the aspects, the language skills development process is easy to carry out and fulfill. Hence, this fact showed the educators did not take enough time to select the best strategy and design the most suitable material to help learners enhance listening skill.

The encouragement of cooperative work is promoted by the cooperative learning because it is the best way to acquired knowledge and put it into practice through the exchange of experiences, shared responsibility, and mutual help (Jacob, 2016). Nonetheless, the reality was completely different because it was possible to evidence the teachers promoted individual work most of the time and according to the students, just a few times they could work in pairs or in groups to cooperate in the same group and help each other. Group participation was not relevant for the educators.

Besides, it was evident that traditional activities to practice listening skill were used in class. The use of text readings, listening to music and watching videos were the most common activities provided by the teachers and it was affirmed by the students. However, Slaying (n.d) promotes the idea of selecting a variety of strategies and activities as a bridge to encourage a receptive skill in order to stimulate productive skills. Therefore, the repetitive activities may cause problems in terms of students' perception of language learning.

Additionally, the teachers accepted they just focus on listening half an hour per week. Students corroborated this fact and they mentioned they did not practice listening activities all the time. As a consequence, the application of listening activities was limited in class and professors even tended to play audios no more than twice because of lack of time. Hence, this skill was not considered as a priority, even though the immersion of a language promotes its use. Deng et al. (2016) thinks in the same way because it is not possible to produce a language without having any idea of how words are used or pronounced in context.

As long as the students participated in this research, it was possible to evidence they faced real listening problems which hindered listening improvement. They took a pre-test and the data was alarming because they achieved less than the 70% of succeed in every question which meant the assignment was difficult for them. Similarly, the teachers accepted there were different factors like lack of vocabulary, listening understanding, time to practice and the use of monotonous tasks which did not allowed a clear listening comprehension on students. Hence, these challenges are part of the English class.

Finally, after applying the cooperative learning strategies proposed in the guidebook, the students took a post-test and could achieve the 70% of success in ten questions. As a result, the cooperative learning strategies were really useful for students because those helped them to overcome all the difficulties that hindered listening development. That fact coincides with what Hornby (2019) affirmed about working collaboratively in the EFL class encourages students to find a suitable solution for specific problems, discuss, develop ideas, give opinions, and allow the teachers to provide feedback. Cooperative learning is a method that promotes academic achievement in all level learners.

Chapter V

5. Academic Proposal

5.1 Proposal

“Guidebook: Mastering teamwork”

DIDACTIC GUIDEBOOK OF METHODOLOGICAL STRATEGIES TO DEVELOP LISTENING IN EFL EDUCATION

5.2 Rationale

To have effective communication, the key of all is listening; without this ability to messages are easily misunderstood, and communication breaks down so the sender of the message can easily become frustrated, for this reason, listening is considered a complex skill to be developed during English classes.

Nevertheless, listening activities and resources are a fundamental part of the learning acquisition; moreover, teachers should provide fascinating activities for students to motivate them to absorb the information. This proposal aims for EFL teachers to apply

engaging activities based on Cooperative Learning and increase listening level in students from 8th grade.

5.3 Theoretical Foundation

The present methodological guidebook is a short teaching resource which contains a set of strategies to improve listening skill. These strategies have been selected carefully in order to be a useful tool which is attractive and facilitate the students learning.

Cooperative learning Strategies look that students work cooperatively, sharing ideas and getting the objective; as a result, the students show significant learning, the information is internalized, and they develop critical skills. Strategies based on Cooperative Learning.

Cooperative learning strategies:

- **Think pair shared:** This strategy requires students to listen individually about a topic and share ideas with classmates.
- **Round table:** this strategy helps to practice vocabulary, grammar, or even content.
- **Jigsaw:** it is a puzzle of various pieces that come together to make a complete task.
- **Circle the stage:** listen and answer questions
- **Timed pair shared:** listen classmates' opinion
- **Disagree line-ups:** listen to the teacher and agree or disagree.
- **Rally coach:** identify problems and solve them

5.4 Objectives

General

To create activities based on cooperative learning strategies in listening skill in eight grade students.

Specifics

- To select activities in cooperative learning.
- To establish cooperative learning strategies to support English teachers in listening classes.

- To create activities based on cooperative learning strategies to be applied in the guidebook.

5.6. Proposal Development



GUIDEBOOK MASTERING TEAMWORK

LISTENING

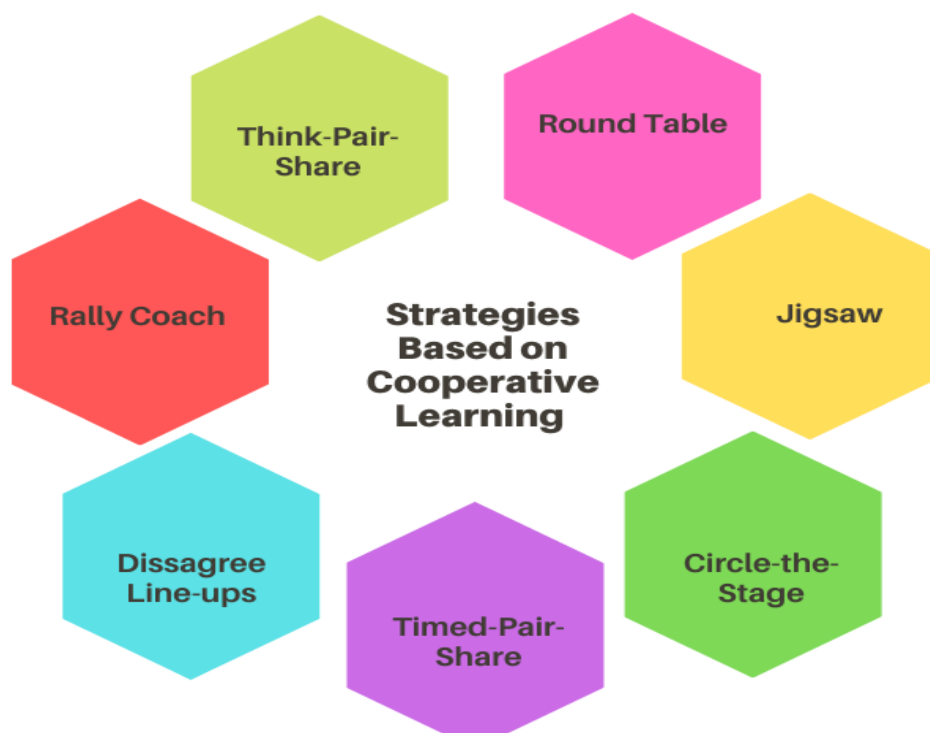
IN EFL EDUCATION

"Coming together is a beginning, staying together is progress, and working together is success." – Henry Ford

Cooperative learning characteristics

- positive interdependence
- individual and group accountability
- promotive interaction (face to face)
- teaching the students, the required interpersonal and small group skills
- group processing.

Cooperative learning strategies





THINK-PAIR-
SHARE

Activity N^o1

Topic: “My family”

Objective: students will identify the family members and information about them

Warm-up Activity:

1. **Background vocabulary:** Students will be shown a vocabulary video where they can associate the picture, the word and the description in order to have sufficient vocabulary knowledge to obtain the aim of the activity without any difficulty.
2. **Vocabulary video:** the video is taken from the internet website YouTube where students can play it at their convenience at home.

Video Link: youtube.com/watch?v=FHaObkHEkHQ



Teacher's resources: for the vocabulary exercise, the teacher will use technological devices (laptop, projector, screen and speakers) and internet, after its set-up, the teacher will project the video where the student has to listen and say the word shown in the video. This activity lasts approximately 2 minutes.

Activity development:

1. *Teacher's instructions:* Teacher pairs all the students in class
2. Teacher indicates to all learners that they are going to listen twice to an audio about "This is my family..."
3. The teacher will hand-out the script of the audio, but with some gaps where students have to complete. (*Worksheet N°1*)
4. The teacher will ask the pair of students to interact, share and think about what the other classmate is describing about his/her family, while the other student listens carefully and takes notes when necessary. For this section students will use the *Worksheet N°1* as a base to share with the other classmate the description of their own family.
5. After the descriptions from both students are finished, they can share their own family description to the entire class, if teacher asks.

Script with correct answers:

My name is Susana. I am twelve years old; I am in eight grade in Bolivar School, and this is my family. I have a big family; we are six members on it. My father is Peter, he is fifty-five years old. He is a doctor, and he works in the central hospital. My mother is Rossie, she is fifty years old. She is a teacher, she works at Bolivar School. She loves to work with kids. My sister is Rafaela. She is a police officer. She is thirty years old. She works in central police station. My brother is Hector, he is fifteen years old. He is a student in Bolivar School. My grandmother is Lucy, she is a lovely woman. She takes care me a lot. I really love her a lot.

Script with gaps:

My name is Susana. I am ___ years old; I am in eight grade in Bolivar School, and this is my __. I have a big family; we are ___ members on it. My __ is Peter, he is fifty-five years old. He ___ a doctor, and he works in the central hospital. My mother ___ Rossie, she is fifty years old. She is a ____, she works at Bolivar School. She loves to work with kids. My _____ is Rafaela. She is a police officer. She is thirty years old. She works in central police station. My _____ is Hector, he is fifteen years old. He is a student in Bolivar School. My _____ is Lucy, she is a lovely woman. She takes care me a lot. I really love her a lot.

Worksheet N°1

This is my family...

1. Watch the video about my family vocabulary
<https://www.youtube.com/watch?v=FHaObkHEkHQ>
2. Listen to the audio about “This is my family...”
3. Listen again the audio and complete the following activity.



My name is Susana. I am _____ years old; I am in eight grade in Bolivar School, and this is my _____. I have a big family; we are _____ members on it. My _____ is Peter, he is fifty-five years old. He _____ a doctor, and he works in the central hospital. My mother _____ Rossie, she is fifty years old. She is a _____, she works at Bolivar School. She loves to work with kids. My _____ is Rafaela. She is a police officer. She is thirty years old. She works in central police station. My brother _____ Hector, he is fifteen years old. He is a _____ in Bolivar School. My _____ is Lucy, she is a lovely woman. She takes care me a lot. I really love her a lot.

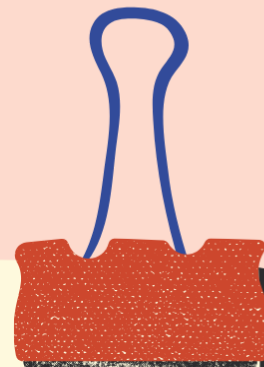
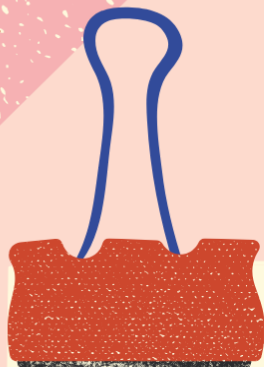


4. Work with your partner and check the answers.



5. Now. Talk to your partner about your family using the same script from exercise

6. Share your family description with the whole class.



Activity N°2

Topic: “Music for teens”

Objective: Students will identify kind of music and talk about their favorite music

Seating chart: there are many features to arrange students' seating. However, the number of students will depend on the total of students in class and on the space available in each classroom. According to this activity it is preferable to seat from 5 to 7 students per

roundtable and a maximum of 3 groups per class. This will make the discussion flow nicely and organized in order to create a relaxed atmosphere and make even the quietest student interact in this task.

Why music? Music is one of the biggest industries in the world and has engaged more teens than any other public listener.

Activity development:

1. Teacher will create a seating chart at the beginning of the discussion according to the size and space available of the class.
2. The EFL instructor will previously have prepared some didactic materials to work in class.
3. First of all, the teacher plays a video about “Talking about music” it will be the target discussion topic.
4. The students have to watch the video again and listen for details to paint the right information on the worksheet.
5. Teacher present to the whole class a set of questions on the board, the questions will be work in group.
6. Among the group, they will have to choose a leader, when the leader is chosen, the teacher will start with the first question or statement and the leader will respond first.



MUSIC

- WHAT KIND OF MUSIC DO YOU LIKE AND DISLIKE?
- DO YOU CONCENTRATE WORKING WITH MUSIC? WHY?
- WHAT IS YOUR FAVORITE SINGER?
- DO YOU LIKE TO BE A SINGER OR PART OF A BAND?

7. While the leader is the first person to interact, the student at the right side will have to listen in detail. The students should write important details on the chart, to use it as a base to share ideas in the group.
8. When is the right-side persons turn, this person has to give his/her opinion about the previous classmate? Not about the question or statement given by the teacher.
9. This will continue through the entire round table. The left student talks, the right-side students listen and gives opinion on the previous student.
10. At the end of the round table activity, the leader has to finish the activity by giving a summary of what he has listened in detail from right and left side students.

This activity will help students give their point of view in detail. Moreover, this will create a more effective comprehension skill due to the fact that a learner cannot ignore any detail from previous student because it will be necessary to understand so when it is time for the next student to express their opinion, he/she would have more to talk about.

Worksheet N°2

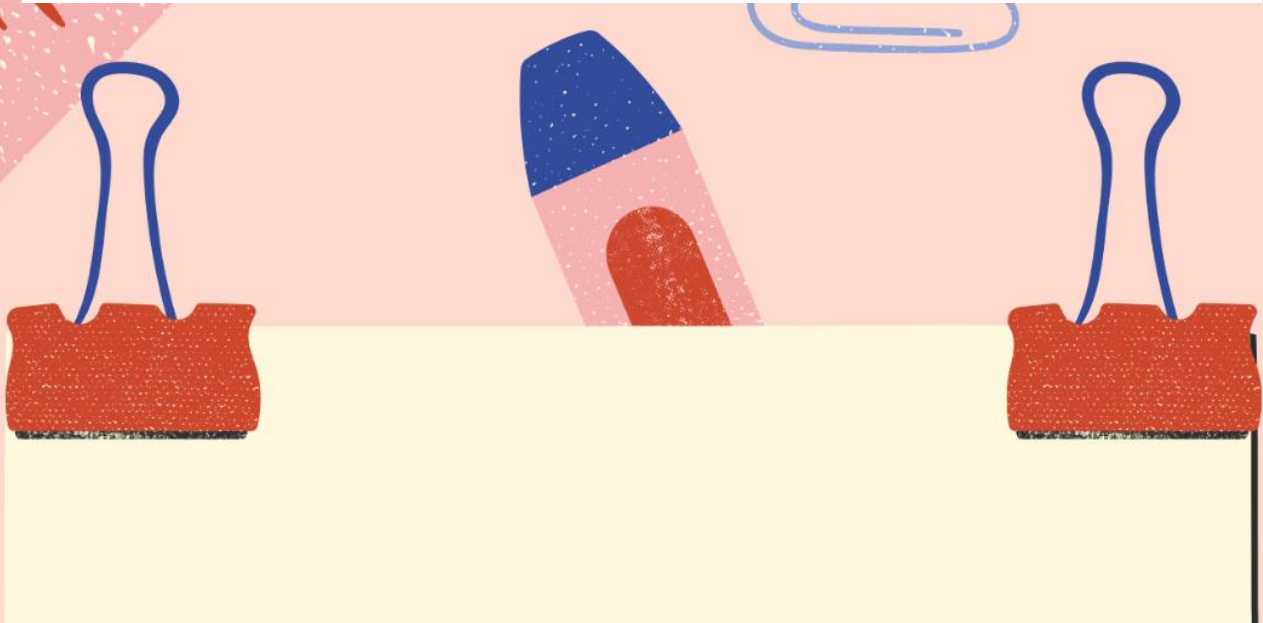
Music



1. Watch the video about the “Talking about music”
<https://www.youtube.com/watch?v=ROKf2EXAAPs>
2. Paint the chart. What kind of music can you listen in the video?

3. Watch and listen again the video to discuss in group. Write important detail for each question

What kind of music do you like and dislike?	
do you concentrate working with music? why?	
What is your favorite singer?	
Do you like to be a singer or part of a band?	



Activity N° 3

Topic: “Covid 19”

Objective: To Watch a video in order to understand specific information about the topic before sharing it with the rest of the class.

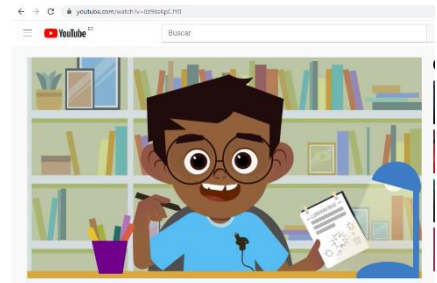
Materials: The resources used for this specific activity involves the following:

- ✓ Color markers
- ✓ Big piece of paper (cardboard sheets of paper)
- ✓ Video about Covid 19.

Activity development:

1. Teacher will introduce the topic “Covid 19” to the entire class.
2. The instructor divides the class in groups of 4 students.
3. The teacher hands-out the materials mentioned above, to each group
 - 4 Color markers,
 - 1 big piece of paper
4. Each group joins together in a specific area of the classroom, according to the teacher, with all the materials given. Students have to decide who the leader of the group will be.
5. Teacher asks the leaders of each group to form the group “The Leaders”. Then the teacher shows to them the video “Covid 19”. Each leader has to take notes of the most relevant information because they must provide those details with the members of his/her group.

<https://www.youtube.com/watch?v=8z9BsKpCJY0>



6. Later, the leaders have to come back to their previous group. As the students are beginners the teacher facilitates the video again for each group, using the leader notes and the audio create a brainstorming in the big paper.
7. All groups share facts and ideas about what they learned from the video. Now, they understand the main ideas from the topic and are able to expose in front of the class what they learned before.

Worksheet N°3

Covid 19

1. The leader of each group watches the video “Covid 19”. Take notes as much as possible about the most relevant information.

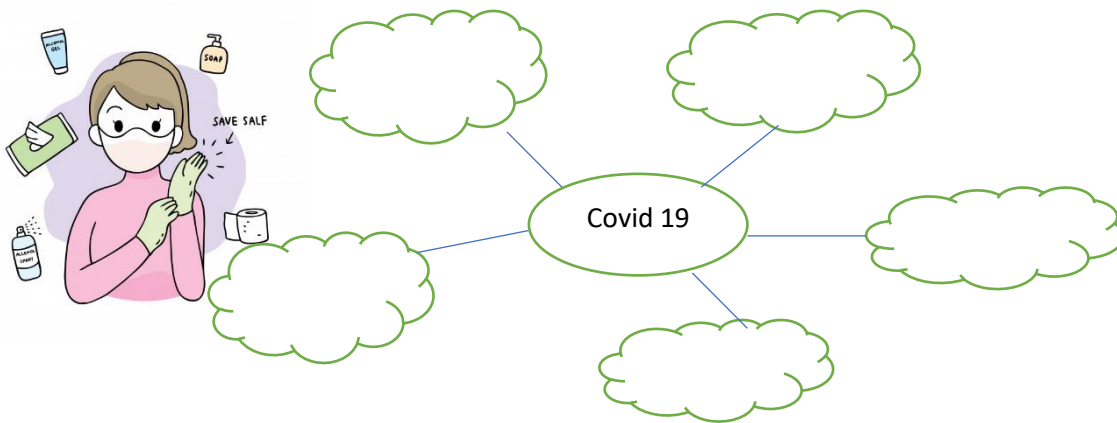
<https://www.youtube.com/watch?v=8z9BsKpCJY0>

Leader's notes:

2. Now, the leader is going to share the video with his or her group and show notes he considered important with them. The members of the group have to take notes and make a brainstorming.

Members of the group's notes:

3. Create your brainstorming on the big paper provided by the teacher.



4. Present your brainstorming in front of the rest of the class. Use your notes to explain the topic in your own words.



Activity N° 4

Topic: “Typical dishes in Ecuadorian festivities”

Objective: To increase knowledge based on other’s experience through listening exercises.

Activity Development:

1. Beforehand, the teacher is going to create the questions to the class.

- ✓ *What is the main dish eaten in Christmas?*
 - ✓ *Which dish is eaten in Holly week?*
 - ✓ *Which dish do we eat in Day of the death on November 1st and 2nd?*
2. The teacher encourages students to answer the previous questions because the ones who answer correctly are going to be the “*sages*”. These volunteers are going to stand up, move around the classroom to find an appropriate space in class.
 3. Once the *sages* find their space, the rest of the class is divided equally to each *sage* and gather in a circle. The teacher is going to ask the *sages* to talk about what the main dish for Christmas in Ecuador is, which dish we eat in Holly week and which dish we eat in the Day of the death in Ecuador. The rest of classmates have to listen and take notes as much as possible about what they are going to hear.
 4. The students will tell the information to the teacher. If there is a non-agreement on the topic, a discussion will be held with all classmates except for the *sages*.



Worksheet N°4

Typical Dishes in Ecuadorian Festivities

1. Answer the following questions:

What is the main dish eaten in Christmas? Which dish is eaten in Holly week? Which dish do we eat in Day of the death on November 1st and 2nd?

2. If you are the “Sage”, stand up, walk around the class to look for an appropriate and comfortable space in your class. Once you find it, you have to answer again the previous questions because your classmates are going to learn from you.

Remember the questions: *What is the main dish eaten in Christmas? Which dish is eaten in Holly week? Which dish do we eat in Day of the death on November 1st and 2nd?*

3. If you are not the “Sage”, your teacher is going to divide the class in different groups because you are going to listen to a Sage. His knowledge is going to help you learn the main topic. While the sage is talking, you must take notes. Then, listen carefully.

Take notes here:

4. When the sage finishes, go to your seat because you are going to watch a video related to Typical dishes in Ecuadorian festivities. Don’t forget to take notes as well.

<https://www.youtube.com/watch?v=D3OUsADH0zA>

5. Finally, Your teacher is going to ask you to talk about what your learned from your classmate and the video. Combine your notes with your own experience about the main topic.

For example: What I learned from my classmate is.....



Activity N°5

Topic: “A description of my favorite.....”

Objective: To listen to a description of famous people and share ideas about how the description was before changing roles.

Seating chart suggestion: The seating atmosphere is more suitable when students face each other rather than side-by-side, this generates more confidence and straightforward responses.

For instance:



Activity development:

1. The teacher is going to project a video in order to show students how to describe people. They must take notes to talk about the most relevant information.
2. The teacher states the question. The questions have to be an open-ended so students can add some details on the responses.

“Can you describe a famous? Do it!”

3. The teacher asks students to “*pair*”. It is preferable that students pair up with partners who are close to them for a better interaction.
4. Each student gets an amount of time to answer the question. It is recommended a time period of no more than 30 seconds. This is because after 30 seconds, the learner’s minds tend to deconcentrate, or get distracted.
5. After Student A shares his/her answer, the other student B compliments the answer or Responses in a positive way. Some positive phrases:

- *“That was an interesting answer!”*
- *“Thanks for sharing.”*
- *“I enjoyed listening to your answer because...”*


5. Finally, partners switch and repeat the process from steps 3,4 and 5.

This think-pair-share strategy gives students an opportunity to work with a classmate, be active and interact; it gives a chance to practice communication skills. This activity creates an equal atmosphere for all learners because sharing the entire activity takes approximately 1 minute and all the students will have to talk for 30 seconds where complements and listening takes into account.

Feedback: To understand if a teacher is correctly doing their Think-Pair-Share activity in class, the following observation form is considered at the end of the class as a matter of feedback.

Timed Pair Share

(Observation Form)



Students have a partner—

- at tables
- on floor
- standing

Timed

- Teacher announces question or topic
- Teacher states how long each student will have to share
- Teacher provides at least 3-5 seconds think time
- Teacher announces who will go first

In pairs A shares (6 in voice)

- B listens (active listening)
- B responds with an appreciation gambit sample— "Thank you for sharing."

In pairs B shares (6 foot voice)

- A listens (active listening)
- A responds with an appreciation gambit sample— "It was nice listening to you."

Optional:
Teacher randomly calls on a few (2 or 3) students to share in front of the class what their partner said to them

Worksheet N° 5

“A description of my favorite.....”

1. Watch a video about how Hanna and Susan describe people. Listen carefully and take notes.

Take your notes here:



https://www.youtube.com/watch?v=Uwk_rJcTcBg

2. Share with the rest of the class what Hanna and Susan said to describe people. Use your notes to do it.

For example: Hanna said her brother was an architect. Susan said he was cute.....

3. Select a partner to answer the following question “*Can you describe famous? Do it!*”. Now, you have to think in your favorite singer or actor to describe him or her.

Consider the following words to make a possible description. You can use the same vocabulary from the video. You have one minute for this activity.

Old	Young	millionaire	tall
blond		short	skinny
Chubby		attractive	

If student A finishes talking, student B says a compliment using the following phrases: “ <i>That was an interesting answer!</i> ” “ <i>Thanks for sharing.</i> ” “ <i>I enjoyed listening to your answer because...</i> ”

Warning: Don’t forget to change roles!

4. When you finish the activity, your teacher is going to ask you to remember how your friend described the famous person and make a description of the famous person that you selected.

For example: My classmate described Orlando Bloom, he said Orlando was.....

My favorite singer is Thalía. She is



Activity N° 6

Topic: “You’re wrong”

Objective: To encourage students express own opinions, understand other’s points of view and refute them appropriately.

Background phrases: To ensure quality and correct responses, teacher should beforehand share common phrases used to agree or disagree with someone in a very polite manner. On the chat below you will find common phrases to teach learners before using this activity in class.

Agree & Disagree

Degrees of Agreement and Disagreement

 www.englishadam.com

				
Agree Strongly	Agree	Partly Agree	Disagree	Strongly Disagree
I couldn't agree with you more!	I agree with you.	That is mostly correct.	I'm afraid I can't really agree.	That is completely wrong, sorry.
You are absolutely right!	I think you are right.	I agree with you in principle, however...	I am sorry, I disagree with that.	I'm sorry, I couldn't agree with you less.

Activity development:

1. The teacher asks the entire class a to select a topic for a debate. For example:

Math is my favorite subject.
Chocolate is the best ice-cream.
Girls should not play football.
Spiderman is the best super hero.
X-Box is the best gaming system.
Pizza is my favorite food.
You should do your homework as soon as you get home.
The Harry Potter movie is better than the book.

2. After asking their opinion individually, the teachers make students line-up in the front of the classroom or where more space is available, at the right side of the class is going to be “The affirmative team” and at the left side “The negative team”.
3. Each student from each category will have a Time-Pair-Share interaction with the opposite partner for approximately 30 seconds to answer.
4. Students can change positions if they consider or have changed their minds, but they have to give valid arguments to do so.

5. Teacher can at the end of the discussion, show the difference between opinion and argument with real class examples for a more understanding topic.

Activity N° 6

“You’re wrong”

1. It is time for a debate: All the class is going to select a possible topic to run a debate.

Math is my favorite subject.
Chocolate is the best ice-cream.
Girls should not play football.
Spiderman is the best super hero.

X-Box is the best gaming system.
Pizza is my favorite food.
You should do your homework as soon as you get home.
The Harry Potter movie is better than the book.

2. Watch a video about how to run a debate. Pay attention to the correct way of run a debate. Later, talk about the most relevant points presented on the video.



<https://www.youtube.com/watch?v=yi6Im-Sb6Vw>

3. Read the following expressions for debates. Your teacher is going to explain how to use then

Agree & Disagree www.englishadam.com

Degrees of Agreement and Disagreement

Agree Strongly	Agree	Partly Agree	Disagree	Strongly Disagree
I couldn't agree with you more!	I agree with you.	That is mostly correct.	I'm afraid I can't really agree.	That is completely wrong, sorry.
You are absolutely right!	I think you are right.	I agree with you in principle, however...	I am sorry, I disagree with that.	I'm sorry, I couldn't agree with you less.

Later, the teacher is going to present a Sample debate. Watch the video and take notes of the main topic discussed, the expressions to express opinions and the ideas presented.



Take notes here:

<https://www.youtube.com/watch?v=UCmcsKISJbk>

Talk for the rest of the class what you understood from the second video. Use your notes.

4. The teacher is going to divide the class in two groups and make students line-up in the front of the classroom or where more space is available, at the right side of the class is going to be “The affirmative team” and at the left side “The negative team”.

5. If you are part of the “Affirmative team” you will have 5 minutes to create arguments to agree with the main topic selected. On the other hand, if you are part of the “Negative team” you will have 5 minutes to create arguments to disagree with the main topic selected.

For example: I think



Write your ideas here:

6. Now, you have 30 seconds to express your arguments to win your debate. Every single student is going to have a chance to give opinions. Don't forget to refute your classmates' ideas correctly.

For example:



Activity N° 7

Topic: “Let’s solve our problems together”

Objective: To talk about possible solutions through listening and understanding people’s personal problems.

Student Resources: All students will be working in pairs with only one sheet of paper where there are three different exercises for students A and B. This piece of paper to write the statements or problems are created in advanced by the teacher.

<p>Name: _____</p> <p style="text-align: center;">STUDENT A</p> <p>Think in three personal problems you would like to solve. Write them here:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>Read them to your classmate. He or she is going to suggest a possible solution.</p> <p>Once you finish, listen to your classmate and suggest a possible solutions for his or her problems.</p> <p style="text-align: right;"><small>© Little Minds Connect 2018</small></p>	<p>Name: _____</p> <p style="text-align: center;">STUDENT B</p> <p>Think in three personal problems you would like to solve. Write them here:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>Listen to student A and suggest a possible solutions for his or her problems.</p> <p>Once you finish, read your personal problems to your classmate. He or she is going to suggest a possible solution.</p> <p style="text-align: right;"><small>© Little Minds Connect 2018</small></p>
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Activity development:

1. Present a video to show how to give suggestions to solve problems. The Teacher or students will determine who is A and B as participants.
2. Students A and B sit each other side by side.
3. Teacher hands out the sheet of paper for both students.
4. Student A will write 3 different personal problems and read them while student B is listening in order to suggest possible solutions. Student A must give feedback about student B’s ideas and words used. (*Instructions are on all worksheets*). Finally, students switch roles.


Worksheet N° 7

“Let’s solve our problems together”

1. In this activity, you are going to work with a partner. Your teacher is going to select who student A and B is.

2. Watch the video “Giving advice” and consider the use of “*should*” to give advice. Take notes of all the ideas you understood. After watching, talk about it for the rest of the class.

You should...
take a hot bath.



Take your notes here:

<https://www.youtube.com/watch?v=CLFvH2UzH>

3. Your teacher is going to give you one sheet of paper. There you have to write 3 personal problems you would like to solve. Student A reads the list of problems and waits for possible solutions. Later change roles and Student B does the same.

<p>Name: _____</p> <p style="text-align: center;">STUDENT A</p> <p>Think in three personal problems you would like to solve. Write them here:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>Read them to your classmate. He or she is going to suggest a possible solution.</p> <p>Once you finish, listen to your classmate and suggest a possible solutions for his or her problems.</p> <p style="font-size: 8px;">© Little Minds Connect 2018</p>	<p>Name: _____</p> <p style="text-align: center;">STUDENT B</p> <p>Think in three personal problems you would like to solve. Write them here:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>Listen to student A and suggest a possible solutions for his or her problems.</p> <p>Once you finish, read your personal problems to your classmate. He or she is going to suggest a possible solution.</p> <p style="font-size: 8px;">© Little Minds Connect 2018</p>
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Give feedback:

Tell your classmate if you liked his/her suggestions and if **SHOULD** was used correctly

Use **SHOULD+VERB** to give suggestions

4. Share with the rest of the class which your classmates’s suggestions were.

Chapter VI

6. Conclusions and Recommendations

6.1 Conclusions

- After applying the students' survey and teacher's interview, it was possible to evidence there were different listening skill problems such as the use of monotonous tools, low level of vocabulary, lack of time and listening comprehension, the use of fast and difficult audios. Additionally, according to the pre-test taken by the students, all the factors mentioned before hindered listening skill development. Learners have achieved less than the 70% of success in each question which proved they really faced listening issues.
- After detecting all the listening difficulties, the creation of a guidebook focused on cooperative learning strategies to improve listening skills was crucial because finally the students from the eighth grade could have the possibility to use a different tool with a variety of interesting activities, cover all their needs and enhance that skill. Additionally, the English teachers had extra listening materials to combine with their own activities and know how to apply cooperative learning strategies in their class.
- It was possible to apply the cooperative learning strategies through the guidebook with students from the eighth grade. After that, learners took a post-test with ten questions, and they got better scores than in the pre-test. They achieved more than the 70% of success in seven questions. That demonstrated it was necessary to use a new tool to help pupils overcome listening difficulties and develop this skill.

6.2 Recommendations

- It is recommendable that teachers worry about students' skill problems before selecting strategies and creating activities especially for receptive skills. The educators must

distribute their time in class to encourage students to practice the listening skill because if a receptive ability like listening is not promoted, it is not possible to produce any language.

- The suggestion for the English teachers who work at UE. Daniel Reyes is to keep learning, especially to increase their knowledge and ability to teach in a better way and get good results in the English class. The guidebook will provide them a possibility to know how to apply cooperative learning strategies and create more effective activities as an alternative to enhance listening skill.
- Likewise, it is recommended that teachers do not stop using the created guidebook because that was developed based on cooperative learning strategies which were effective to help learners overcome difficulties and develop listening skill. Finally, this academic proposal is not only for teachers from UE. Daniel Reyes, the rest of teachers from different high schools could use it as an extra tool or an alternative to apply in class.

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Annexes

Appendix 1. Teachers' Interview

1. In your opinion, what are the challenges you face while doing listening activities in your class? How much time do you use to practice listening in class?
2. Which strategies do you usually use for helping your students to develop listening skills in class?
 - Listen to dialogues
 - Listen to songs
 - Listen to series or TV programs
 - Watch videos
 - Listen to a conversation and fill in the blanks
 - Listen to and match sentences
 - Other
3. How many times do you repeat the audio for the students? If the students don't understand the audio what do you do?
4. How often do you ask your students to work in pairs or group?
5. Do you know what cooperative learning is? and do you know any strategy about this method?
6. What strategies of cooperative learning from the list would you like to use in your class?
 - Think-Pair-Share
 - Round Table
 - Jigsaw II.
 - Circle-the-Sage
 - Timed-Pair-Share
 - Disagree Line-ups.
 - Rally Coach

DATA INSTRUMENTS VALIDATION

Theme: Cooperative learning strategies to improve listening skill in students from eight grade.

General objective: To implement Cooperative Learning strategies to improve listening skills in eight-year students at UE Daniel Reyes.

Author: Estefania Victoria Teanga Aguilar

Judge: MSc. Lorena Toro Ph.D

Degree:

Academic tutor: Msc. Darwin Fernando Flores

Data instrument collection:	Interview
------------------------------------	------------------

Use a check mark

Scale:

Nothing	Low	Meddle	Hight
1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the questionnaire have a logical relation with the thesis objective?				X
Importance	What is the instrument level importance with related to the investigation?			X	
Organization	Is there a logical organization with the questions display?				X
Writing organization	Are the question clear and concise?				X

Validated by (Name and surname):

ID: 1802569705

Signature: 

Appendix 2. Cuestionario dirigido a los estudiantes

Tema de la tesis: Cooperative learning strategies to improve listening skill in students from eight grade.

Objetivo: Obtener información sobre como el uso de estrategias que ayudarían a mejorar la destreza de escuchar del idioma ingles en los estudiantes de octavo año de EGB.

Instrucciones: Estimados estudiantes les invito a responder a cada una de las preguntas con la mayor seriedad. Es de vital importancia que la información sea verídica, la cual servirá para conocer sobre la influencia de las estrategias cooperativas en las clases de inglés, principalmente en el desarrollo de la habilidad de escuchar. La encuesta es totalmente anónima y consta de un total de 10 preguntas las cuáles hay que responder sin excepción. Marque su respuesta con una X.

Cuestionario

Curso:

Fecha:

Género: Masculino

Femenino

1. ¿Cuántas horas a la semana usted practica inglés?

Menos de 30min	
30min a 40min	
Más de 1hr	

2. ¿Qué problemas considera usted que tiene en las clases de escuchar (listening) en inglés?

- a) Audios demasiado rápidos
- b) Audios difíciles de entender
- d) Falta de vocabulario previo

3. ¿Qué actividades haces con más frecuencia en tus clases de escuchar inglés? (Elige más de una opción)

Diálogos	
Ver videos	
Escuchar canciones	
Ver Películas	
Practicar conversaciones	
Memorizar diálogos	
Hacer ejercicios de gramática	

4. ¿Con que frecuencia hace tu profesor actividades de escuchar (listening) en la clase?

Siempre	
A veces	
Nunca	

5. ¿Cuándo estas en una clase de escuchar inglés, el docente reproduce el audio las veces necesarias?

Si	
No	

6. ¿Cómo te gusta desarrollar las actividades de escuchar (listening) en tus clases de inglés?

Individual	
En parejas	
En grupo	

7. Según tu opinión, ¿qué tan beneficioso es trabajar en grupo para desarrollar la habilidad de escuchar?

Mucho	
Poco	
Nada	

8. Te gustaría que tu maestro adopte nuevas estrategias para desarrollar la habilidad de escuchar a través del trabajo cooperativo o grupal

Si	
No	

DATA INSTRUMENTS VALIDATION

Theme: Cooperative learning strategies to improve listening skill in students from eight grade.

General objective: To implement Cooperative Learning strategies to improve listening skills in eight-year students at UE Daniel Reyes.

Author: Estefania Victoria Teanga Aguilar

Judge: Lorena Toro Ph.D

Degree:

Academic tutor: Msc. Darwin Fernando Flores

Data instrument collection: **Questionnaire**

Use a check mark

Scale:

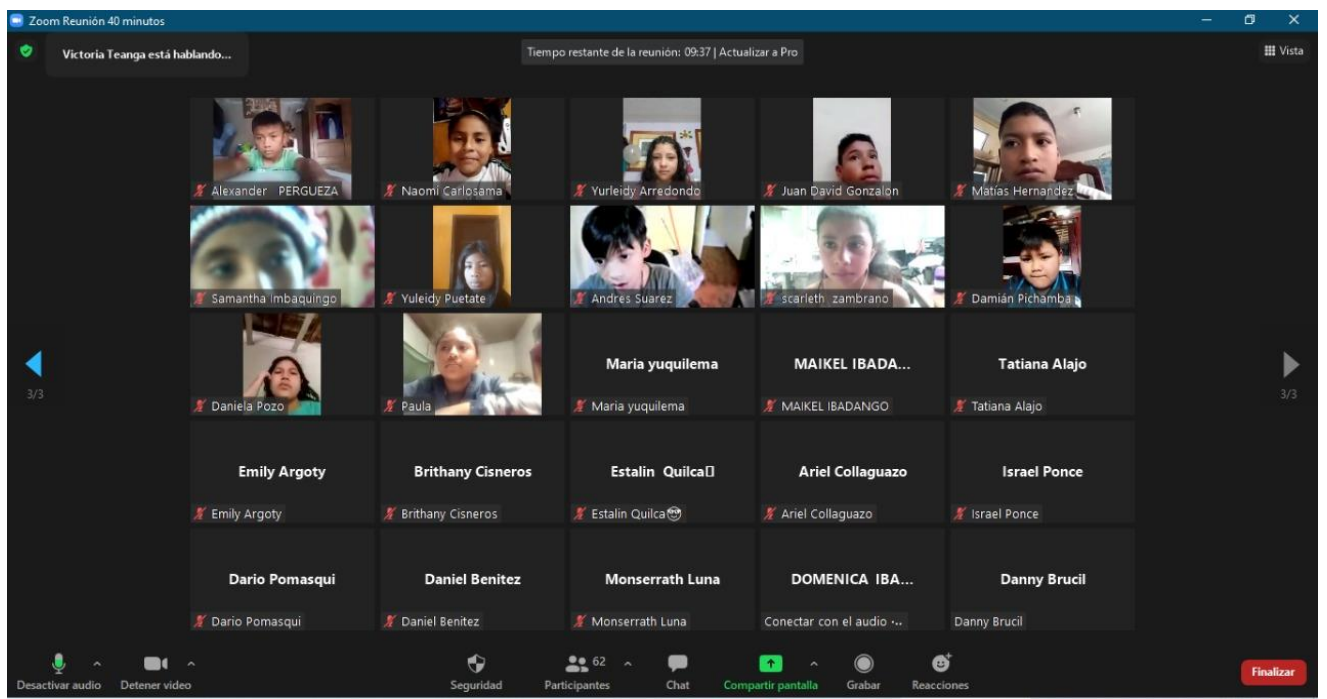
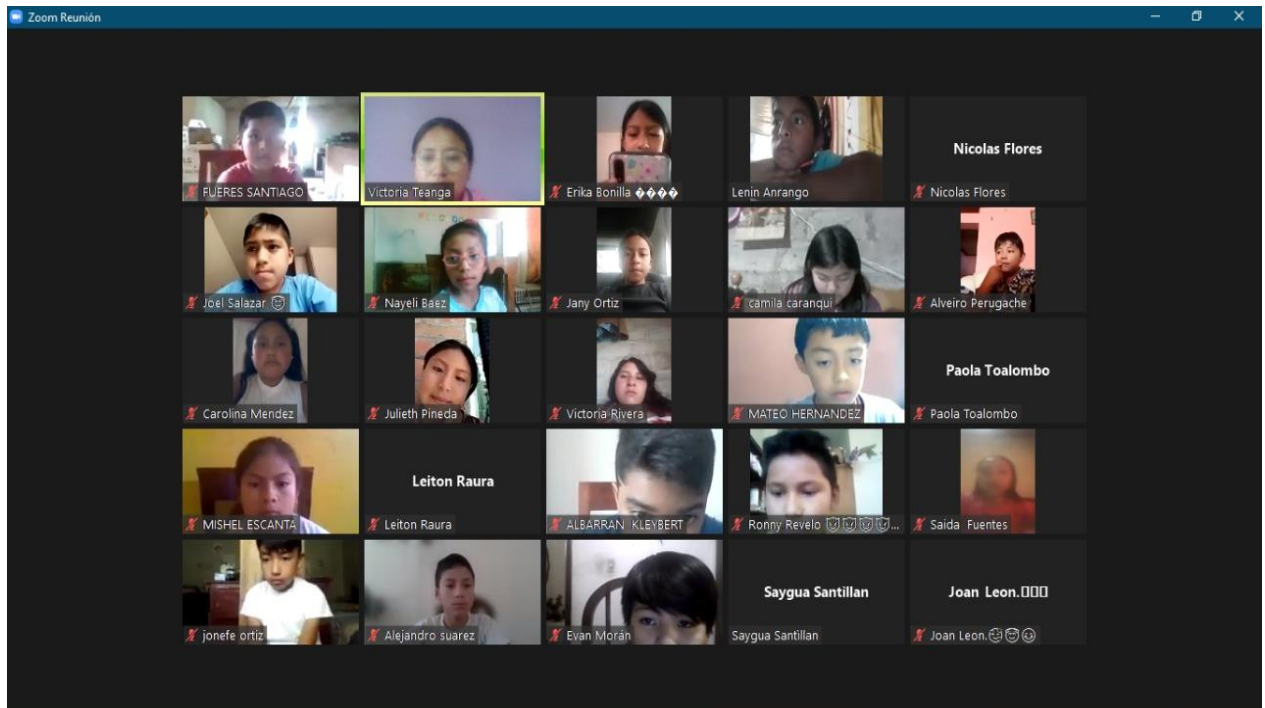
Nothing	Low	Meddle	Hight
1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the questionnaire have a logical relation with the thesis objective?				X
Importance	What is the instrument level importance with related to the investigation?			X	
Organization	Is there a logical organization with the questions display?				X
Writing organization	Are the question clear and concise?				X

Validated by (Name and surname):

ID: 1802569705

Signature: 



Zoom Meeting

The image shows a Zoom meeting interface. The main area contains a grid of 11 video thumbnails. The thumbnails are arranged as follows: Row 1: Mayerly Erias, Victoria Teanga, Miller Chimbo. Row 2: Andres Reinoso, Juan Gómez, Elian Revelo. Row 3: Steven Chamorro, Antonela Teanga. The participants list on the right is titled "Participants (18)" and includes a search bar "Find a participant". The list contains 18 entries, each with a name, initials, and icons for mute, video, and chat. The participants listed are: Victoria Teanga (Host, me), Miller Chimbo, Elian Revelo, Steven Chamorro, <3Isaac Toaza), Andres Reinoso, Antonela Teanga, Edison Benavide -3-, Jadira Delgado, jary Arana, Jessica Pineda, Juan Gómez, Kamila Montesdeoca, and Kédra Rosero. At the bottom of the list, there are buttons for "Invite" and "Mute All".

Participants (18)

Find a participant

- Victoria Teanga (Host, me)
- Miller Chimbo
- Elian Revelo
- Steven Chamorro
- <3Isaac Toaza)
- Andres Reinoso
- Antonela Teanga
- Edison Benavide -3-
- Jadira Delgado
- jary Arana
- Jessica Pineda
- Juan Gómez
- Kamila Montesdeoca
- Kédra Rosero

Invite Mute All



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No. de oficio 216

05 de Marzo de 2020.

Dra. Lucía Yépez V MSc.
Directora
Instituto de Postgrado

Me permito informar a usted que el (la) señor(a): Estefanía Victoria Teanga Aguilar, con número de cédula 1003315510, estudiante del Programa de Maestría en: Pedagogía de los Idiomas Mención Inglés, ha sido aceptado (a) en esta institución para realizar su trabajo de grado. La Institución brindará las facilidades e información necesarias, así como garantiza la implementación de los resultados.

Agradezco su atención.

Atentamente,

Msc. Guillermo Collahuazo
Rector