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TECNOLOGÍAS

LANGUAGE SCHOOL

TOPIC:

“LANGUAGE STRATEGIES TO DEVELOP ENGLISH LISTENING SKILL IN THE STUDENTS OF 7^{mo} AÑO DE EDUCACION BÁSICA, UNIDAD EDUCATIVA DOCTOR EMILIO UZCÁTEGUI, AT CEBADAS, GUAMOTE CANTON, CHIMBORAZO PROVINCE, IN THE ACADEMIC YEAR 2014-2015”

THE PRESENT RESEARCH PRESENTED AS A REQUIREMENT TO OBTAINING A BACHELOR’S DEGREE IN ENGLISH.

AUTHORS:

Illicachi Rojas Gabriela Katherin

Ruiz Chávez Gladys Leonor

TUTOR

Msc. María Vallejo

RIOBAMBA-ECUADOR

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STATEMENT OF RESPONSIBILITY OF THE AUTHOR

Gabriela Katherin Illicachi Rojas and Gladys Leonor Ruiz Chávez declare that this thesis is established as a prerequisite to obtain the title of Licenciadas en Idiomas, mención Inglés.

Also, we state that this research work has been developed by us. It has been subjected to an extensive systematic analysis where our views and view of others have been taken and duly mentioned; the interpretation and analysis data is original in all its content and specific to the authors.



Gabriela Illicachi R.



Gladys Ruiz Ch.

CERTIFICACION

En mi calidad de tutora de tesis titulada **“LANGUAGE STRATEGIES TO DEVELOP ENGLISH LISTENING SKILL IN THE STUDENTS OF 7^{mo} AÑO DE EDUCACION BÁSICA, UNIDAD EDUCATIVA DOCTOR EMILIO UZCÁTEGUI, AT CEBADAS, GUAMOTE CANTON, CHIMBORAZO PROVINCE, IN THE ACADEMIC YEAR 2014-2015”**, cuyas autoras son las señoritas **Gabriela Katherin Illicachi Rojas** y **Gladys Leonor Ruiz Chávez**, tengo a bien certificar que la autora en mención ha cumplido con cabalidad con las fases establecidas en el anteproyecto de tesis y ha terminado con la investigación propuesta como trabajo de graduación.

Es todo cuanto puedo certificar en honor a la verdad.



Msc. María Vallejo

TUTORA DE TRABAJO DE GRADUACIÓN

Riobamba, 10 de noviembre de 2015

CERTIFICACION

Msc. MARÍA VALLEJO, Ing. LUIS MACHADO y Msc. MÓNICA CADENA, Miembros del Tribunal de tesis de grado desarrollado por las señoritas egresadas GABRIELA KATHERIN ILLICACHI ROJAS y GLADYS LEONOR RUIZ CHÁVEZ.

Luego de haber revisado y aprobado la tesis de grado en su totalidad, certifican que las autoras antes mencionadas han cumplido con todas las exigencias académicas y así han finalizado la investigación propuesta como trabajo de fin de grado.



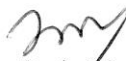
Msc. Monica Cadena

Presidenta



Msc. María Vallejo

Tutora



Ing. Luis Machado

Miembro del Tribunal

DEDICATION

I dedicate this research to God, for allowing me to arrive to this point Health and allowing me to achieve my goals; with his goodness and love.

I dedicate my professional success to the greatest gift that God has given me, which may have giving its and spiritual support, which in one way or another has stood by me while learning and achieving my goal. Thanks for your understanding, support and friendship allowed me to achieve my goal.

Thank you, family for being with me and cheering me up during my bad and wonderful moments. You are the very important. I love you very much.

Gabriela Illicachi

I dedicate this research to my grandchildren for being my inspiration, my dear mother for giving me strength and believing in me and of course to God, who has given me the opportunity of a lifetime to learn and experience many facets of it, as I conclude another academic stage, which allows me to maintain communication with the new human and technology generation, whose language is "English"; For all these I thank my Lord.

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SUMMARY

The topic of this research is “Language Strategies to develop the English listening skill in the students of 7^{mo} Año de Educación Básica”. The purpose of this work is to explore strategies in order to create suitable activities to help the students develop their listening skill inside and outside the EFL (English as a foreign language) classroom. Richards states “listeners can be taught effective ways of approaching and managing their listening” for this reason, it is very important to apply the most useful strategies to help students develop this skill. Since, the listening skill is considered the most important one, it is essential for kids to develop it, so they become good listeners. Thus, the acquisition of the new language will be more productive.

INTRODUCTION

This research work called “Language Strategies to develop English listening skill in the students of 7^{mo} Año de Educación Básica, Unidad Educativa Doctor Emilio Uzcátegui, at Cebadas, Guamote canton, Chimborazo province, in the academic year 2014-2015.”

This has been prepared under the standards established by the Faculty of Education Human Sciences and Technologies, which follows the scheme given by the research team of this Faculty.

Therefore, the Project in general is divided in five chapters:

Chapter I, it is proposed, Background, Problem Statement which talks about the language strategies, as well as also the problem formulation, objectives, and the justification.

In chapter II, it consists of the theoretical framework in which shows detailed issues concerning the investigation, topics that help to expand the knowledge about language strategies to develop English listening skill in order to have more fundamentals of cause to resolve doubts in the students and in ourselves.

In chapter III, refers to the methodology that has been used, which discloses the research design with their respective procedures. On the other hand, it defined the techniques and instruments used; as well as the students.

In chapter IV, it is analyzed all data obtained from the survey, and each question with its corresponding graph, the same graph will have the respective interpretation.

In chapter V show conclusions and recommendations of this research, and also instead is the bibliography, web sites, and the instruments that to store the data.

CHAPTER I

1. REFERENCIAL FRAMEWORK

1.1.PROBLEM STATEMENT.

Latin America is the region with the lowest proficiency in the English language or universal language, except for Argentina which obtained high level, while Ecuador scored very low level like Peru, Chile, Venezuela, Panama and Colombia, the latter three countries scoring the lowest. According to an international study by EFI (Education First Institution). An institution dedicated to the teaching of this language, created the so-called English Proficiency Index (English Proficient). The report notes that this is due to the importance of Spanish; a common language which is used for international trade, diplomacy, and travel, lessening the motivation to learn English. Also considered as an explanation was the low level of public education in the region. The report says that those who receive public education receive lower quality training that leaves them unprepared for a global labor market. (Proficiency, 2011)

Teaching a foreign language is a task that requires lots of effort resources and especially lots of time. For instance, in Ecuadorian schools, especially in rural towns, students are receive a reduce number of English classes. This is one of the reasons why teachers do not have enough time to apply activities to help students develop the listening skill. Jalongo, states that it is important that teachers can teach their students to 'listen better'. Although the author explains that this is not an easy task since from

her point of view, achieving this goal demands three key things. First of all, an understanding of the listening process; besides, the implementation of suitable strategies for students' listening improvement, and motivation so students can apply what they learn in their daily life.

The Unidad Educativa “Doctor Emilio Uzcátegui” belongs to the rural sector of the Chimborazo province, Guamote canton, Cebadas parish. In the present academic year, the student’s population is 995, with 42 teachers, with only two are English teachers, who try to teach English with the limitation of, workload 2 hours per week, in the small and poor classrooms, lacking proper equipment to teach a foreign language, using basic teaching materials while is similar or common situations in all areas of Ecuador’s educational system.

The students have low opportunities to listen to English inside and outside the institution; therefore the listening skills are developed through passive activities such as memorization of “ABC”, words and basic phrases. It is not motivating the listening perception, so that they cannot develop the active and dynamic activities for English listening skills.

Based on personal experience, gathered throughout our pre-professional training; in some rural high schools, we observed that most students have great difficulty understanding the English teacher and the English language, when the teacher uses orally the English language to communicate, to instruct and of course to

teach. Consequently students have not developed the ability to understand English, because the teacher usually uses as an academic support the language.

To improve the teaching - learning of English language especially the listening skills as a research project, with the students before mentioned; it is necessary to select dynamic, interesting and easy language strategies that help to reduce linguistic barriers to the benefit of developing English listening skills as an important receptive skill in the process to learn a foreign language.

For these reasons, it is considered to develop an analysis based on language strategies in developing English listening skill in the students of 7^{mo} Año de Educación Básica, Unidad Educativa Doctor Emilio Uzcátegui.

It should be noted that teachers play an important role in the classroom and is responsible for conducting meaningful experience for their students learning, to create activities for the students based on real situations where oral skill can be an essential and helpful tool for them.

1.2.PROBLEM FORMULATION

¿How does languages strategies influence to the development of the English listening skill in the students of 7^{mo} Año de Educación Básica, Unidad Educativa Doctor Emilio Uzcátegui, at Cebadas, Guamote canton, Chimborazo Province, in the academic year 2014 - 2015?

1.3.OBJECTIVES

1.3.1. GENERAL OBJECTIVE

- To describe the principal language strategies that help to develop English listening skill in the students of 7^{mo} Año de Educación Básica, Unidad Educativa Doctor Emilio Uzcátegui, at Cebadas, Guamote canton, Chimborazo province, in the academic year 2014-2015.

1.3.2. SPECIFIC OBJECTIVES.

- To identify the main language strategies to develop the English listening skills in the students of 7^{mo} Año de Educación Básica, Unidad Educativa Doctor Emilio Uzcátegui, at Cebadas, Guamote canton, Chimborazo province, in the academic year 2014-2015.
- To examine what language strategies can help to develop English Listening skill in the students of 7^{mo} Año de Educación Básica, Unidad Educativa Doctor Emilio Uzcátegui, at Cebadas, Guamote canton, Chimborazo province, in the academic year 2014-2015.

1.4 JUSTIFICATION

This research is exploratory and diagnostic on language strategies to develop the listening skill of a foreign language and help to discover, diagnose and effectively select or additional oral language strategies suitable for achieving the objectives of this research work.

As we all know in the current globalization era, in Ecuador teaching and learning English has increased due to migration, trade relations, technological and scientific advances and socio-cultural inter-changes.

English is one of the most used in the world so learning it is important languages. However, there are different factors that affect to the students develop the English language, mainly the skills such as: listening, speaking, reading and writing.

When they practice listening skill, the pronunciation of the native speaker and the fast speech among others are moments that the students prefer not to face.

So, what is wanted with this research is to help to students improve one of main skills of the English language. The students should be able to discover for themselves what the teacher is teaching, internalizing aspects. On the other hand, the teacher needs to include in the lesson plan, activities that permit the students to use the language through meaningful, interaction, and communication strategies.

Therefore, the beneficiaries are students and the teachers of Unidad Educativa “Doctor Emilio Uzcátegui”. They will try to find new and innovative ways of

teaching and to support the student in this process. So, the obstacles will be overcome together (teacher-student).

In conclusion, this research project is considered feasible because the time, place and resources allow accessing the performance of this and thus opening doors in the future for a better education.

CHAPTER II

2. THEORETHICAL FRAMEWORK

2.1. BACKGROUND

After reviewing the files of the libraries at Universidad Nacional de Chimborazo as well as in the library of Facultad de Ciencias de la Educación Humanas y Tecnologías, it was determined that there are not studies about this topic. Thus other researches were consulted; one of them, whose hypothesis mention that: the use of short films significantly influence the listening skill development, whose result demonstrated an increase over 70% after applying such research, and the conclusions were that, the students increased noticeable their Listening Skill and they felt motivated for fun activities.

Another research about the Strategies for oral skill (Speaking), whose hypothesis is: “The use of pronunciation training language learning strategy and vocabulary check as a methodological strategies influence satisfactory on the development of productive English speaking skills

Include pronunciation training, vocabulary check and language learning strategies in their methodology, to help learners gain more communicative competence with confidence.

2.2. THEORETICAL FOUNDATION

It is difficult to understand spoken English, when the learners have not been exposed to the new language in an authentic way and with sufficient time. Therefore, in order to be able to communicate in the target language, a student must be exposed and predisposed to sufficient input as possible. Thus, it is considered important to identify listening strategies to develop better listening skills. At the earliest age possible.

2.2.1. TEACHING AND LEARNING EFL

(Smith, 2005)

First of all, according to the nature of each language, it is seen as a means of communication with a code of symbols, but in terms of purpose, the functions of the language are very important since a living language involves “a form of social behavior, a means of expressing thoughts and emotions, and a source of aesthetic gratification”

2.3. ENGLISH LANGUAGE SKILLS

When learning a language, there are four skills that needed for complete communication. When learning own native language, it is usually learned by listening first, then speaking, then reading, and finally writing. These are called the four "language skills".

Language is the instrument of thought and learning. Through the Language Skills of Listening and Speaking, we receive information, process it and express our thoughts. Therefore, Our Language skills have a decisive influence on the quality and accuracy of the information we receive, once it done this form is for the production of our thoughts feedback. You cannot have clear understanding from fuzzy information. In this regard, the attention of Language Issues Through rigorous analysis of linguistic skills is fundamental for the Learning Process.

For real communication, it is necessary to identify that in the English language these exist four skills; two are receptive listening and reading. While the others are productive: speaking and writing. And these skills are listed below:

2.3.1 RECEPTIVE SKILLS

Include understanding when you listen and when you read. You receive the language and decode the meaning to understand the message.

- **Listening skill:** is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear
- **Reading skill:** is the receptive skill in the written mode. It can be developed independently of listening and speaking skills, but often develops along with them, especially in societies with a highly developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly

2.3.2 PRODUCTIVE SKILLS

They are speaking and writing. You use the language that you have acquired and produce a message through speech or a written text that you want others to understand.

- **Speaking skill:** is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.
- **Writing skill:** is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

2.4. LISTENING SKILL

Listening is the absorption of the meanings of words and sentences by the brain. Listening leads to the understanding of facts and ideas. However, listening takes attention, or sticking to the task at hand in spite of distractions. It requires concentration, which is the focusing of your thoughts upon one particular problem. A person who incorporates listening with concentration is actively listening. Active listening is a method of responding to another that encourages communication.

The listening process involves five stages, receiving, understanding, evaluating, remembering, and responding. These stages will be discussed in more detail in later

sections. Basically, an effective listener must hear and identify the speech sounds directed toward them, understand the message of those sounds, critically evaluate or assess that message, remember what's been said, and respond (either verbally or nonverbally) to information they've received.

Michael Purdy and Deborah Borisoff state the following definition:

“Listening is the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal) needs, concerns, and information offered by other human beings” (Purdy, 1999)

The English Collins Dictionary defines skill as a “special ability in a task, sport, etc.,” which has to be “acquired by training everyday”.

Moreover, the Business Dictionary states that a skill is “An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carry out complex activities or job functions involving ideas (cognitive skills), things (technical skills), and people (interpersonal skills)”

Thus, based on the above definition given by Purdy and Borisoff, by the English Collins dictionary and the Business Dictionary, the listening skill could be defined as the active and lively capacity to receive, understand, recall, and reply (verbal and nonverbal) requests, interest, and data through considered, methodical, and constant training.

According to Anderson and Lynch, arguing what is successful listening, understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means.

He simplified the definition of listening to "the activity of paying attention to and trying to get meaning from something we hear" (Underwood, 2002).

John defines listening comprehension as the ability to understand the spoken language of native speakers (Mendelson, 2004).

Listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement. Knowing that, in listening to spoken language, the ability to decipher the speaker's intention is required of a competent listener, in addition to other abilities such as processing the linguistic forms like speech speed and fillers, coping with listening in an interaction, understanding the whole message contained in the discourse, comprehending the message without understanding every word, and recognizing different genres. Listeners must also know how to process and how to judge what the illocutionary force of an utterance is-that is, what this string of sounds

is intended to mean in a particular setting, under a particular set of circumstances—as an act of real communication (Mendelsohn, 2004).

There are five causes of obstacles to efficient listening comprehension. First, listeners cannot control the speed of delivery. Many English language learners believe that the greatest difficulty with listening comprehension is that the listener cannot control how quickly a speaker speaks. Second, listeners cannot always have words repeated. This is a serious problem in learning situations. In the classroom, the decision as to whether or not to replay a recording or a section of a recording is not in the hands of students. Teachers decide what and when to repeat listening passages; however, it is hard for the teacher to judge whether or not the students have understood any particular section of what they have heard. Third, listeners have a limited vocabulary. The speaker may choose words the listener does not know. Listeners sometimes encounter an unknown word which may cause them to stop and think about the meaning of that word and thus cause them to miss the next part of the speech. Fourth, listeners may fail to recognize the signals which indicate that the speaker is moving from one point to another, giving an example, or repeating a point. Discourse markers used in formal situations or lectures such as "secondly," or "then" are comparatively evident to listeners. In informal situations or spontaneous conversations, signals are vague as in pauses, gestures, increased loudness, a clear change of pitch, or different intonation patterns. These signals can be missed especially by less proficient listeners. Fifth, listeners may lack contextual knowledge.

Sharing mutual knowledge and common content makes communication easier. Even if listeners

On the other hand, listening is an active skill as it is concerned with decoding a message and understanding it; moreover, the listener has to show that he has or has not understood the message from his response. However, the students are usually hampered in their ability to listen for meaning by certain weaknesses. In general these weaknesses are:

- Inability to understand pronunciation other than the personal or regional pronunciation.
- Inability to understand certain words/phrases of a text due to inadequate range of vocabulary.
- Inability to understand fast speech.
- Inability to maintain attention because of uninteresting/long text.

In addition, listening plays a vital role in daily lives. People listen for different purposes such as entertainment, academic purposes or obtaining necessary information. As for foreign language learning, listening is of paramount importance since it provides the language input. Without understanding input appropriately, learning simply cannot get any improvement. In addition, without listening skill, no communication can be achieved. As for that, language learners, especially those who

learn English as a foreign language in a non-native setting, find it difficult to acquire good listening skill.

Listening plays an important role in second language instruction for several reasons. If you cannot hear it well you will find it hard to communicate or perhaps you cannot pass your listening examination example. In fact, students often take the wrong approach when listening and this leads them to poor results. It should be noted that the learner's perception of their listening problem and strategies can affect their comprehension both positively and negatively. Thus, in order to help students to improve with their listening skill, it is necessary to find out their listening problems which cause difficulties for them.

Listening problems were accompanied with the four following factors: the message, the speaker, the listener and the physical setting. Furthermore, a numbers of research have been carried out to pick out the problem in listening. The problems were believed to cause by the speech rate, vocabulary and pronunciation.

Student's problems were for the speed of delivery, new terminology and concept, difficulty in focusing and the physical environment. The students have to face these four problems. First of all, the students find it hard to understand proper names as they have never heard about it before. In other words, they have no background knowledge about what they are listening. The second problem is believed to rise from the unfamiliar, uninteresting and a too long listening dialogue which makes the

students feel strange, discouraged and bored of what they are hearing. The last one is assumed to be about the sound connections and intonation spoken by native speakers with different accents. (Skill you Need, 2001)

2.4.1 ACTIVITIES AND TASK TO DEVELOP LISTENING SKILL

(Rebecca, 2014)In real life it is unusual that people or students to listen to something without having some idea of what they are going to hear, but in foreign language class this usually occurs, and they don't identify unfamiliar sounds, words and structures; this is even more difficult if the students do not know the topic under discussion.

Many students can be disheartened when they listen to something that they understand very little. It is also harder to concentrate on listening if you have little interest in a topic or specific situation.

Most textbooks do not provide enough variety of listening tasks, variety is very important, it help students remain interested and motivated to learn and also provides practice in the many types of listening situations the learners will encounter in real life.

So the teacher will need to evaluate the tasks provided, adapt and design tasks to provide more variety. Variety is very important because, not only does it help students remain interested and motivated to learn, it also provides important practice in the many types of listening situations learners will encounter in real life.

There are three stages in listening activities for language learners: pre-listening, while-listening, and post-listening.

2.4.1.1 PRE-LISTENING ACTIVITIES

Pre-listening tasks determine aims, generate interest, and build confidence and comprehension in the English tasks.

Research in listening has shown that good listeners are good predictors. By helping our students become better predictors, we are helping them become better listeners. There are many different activities that can be used to encourage students to predict the content of what they are about to hear.

If there is a picture with the listening passage, the students can be asked to predict what the passage will contain before they listen. If there is no picture, perhaps the teacher can find or draw a picture that fits the text. Visual aids are immensely helpful in aiding students' comprehension. "They attract students' attention and help and encourage them to focus on the subject in hand"

2.4.1.2 WHILE-LISTENING ACTIVITIES

The while-listening stage is the most difficult for the teacher to control, because this is where the student needs to pay attention and process the information actively. However, if the teacher provides a reason, goal, or task for the learner, this can encourage and help the listener to focus. There are many different kinds of tasks for students to do while they are listening to a passage.

This can work well with stories or with any kind of material that is interesting, humorous, or dramatic, because learners are likely to pay attention and try to understand in order to enjoy it.

A large part of what makes a listening task easy or difficult is what the teacher asks the students to do with the material. If all the students need to do is tick items as they hear them, the task will be much easier.

2.4.1.3 POST-LISTENING ACTIVITIES

The post-listening stage is where the teacher can determine how well the students have understood what they listened to, but it is important to design the tasks well. One important point to keep in mind is whether we are testing the students' listening comprehension or their memory as a principle for teaching listening. If the listening text is too long or complicated, students can forget what they have heard even in their native language. It is also not possible for our students to remember and repeat things they heard.

It is more common for people to understand more than they can remember. Even in our own language, we remember the theme of the conversation, but we cannot remember exactly what words were said. In fact, in real life, it is more natural to select and interpret what we hear rather than repeat everything we have heard. Now let's look at some types of post-listening activities.

The most typical type of post-listening task is the multiple-choice comprehension question, note-taking and gap-filling. While this type of task may prepare students to

take traditional tests, it does little to help them develop good listening habits and strategies. The teacher needs to decide what balance is best for the students, preparing them for traditional tests or preparing them to function in English in the real world. Illustrate two types of tasks: one provides test-taking practice and the other helps.

It is necessary to start with discussions about the nature of listening, in real language use and in language classroom. We believe a better understanding of the listening process and the spoken language will help us to understand the difficulties that students experience in developing listening skills. It will also help us to design better listening activities for our students, focused on a variety of activities in teaching listening and we have emphasized that teaching listening should focus on the process of listening rather than the result of listening. Listening activities should not merely test the students' memory as many traditional test-oriented listening exercises do.

2.5 LANGUAGE STRATEGIES

According Language Strategies in Second languages by J. Michael O'Malley, it mentions something that some authors such as Naiman et al. (2001), Stern (2000), Schmeck (2006) and Seliger (2005) said that strategies are seen as general learning approaches, with the more specific learner actions receiving the name of techniques or tactics, For Rubin (2004) there are the general cognitive processes and specific strategies, Wenden (2002). Refers to language learning as 'behaviors', while O'Malley and Chamot (1990) speak about 'thoughts or behaviors', leaving in doubt as

to whether strategies are to be considered as behavioral or mental or both. Finally Chesterfield and Chesterfield (1985) in their definition reflects their concern with learner interaction. Oxford (1990) stresses the affective side of learning.

"Language Strategies" integrates the four skills of the language, based on the language philosophy, general methodologies, classroom curriculum, concepts, techniques and strategies for self-directed or advised; focusing on language comprehension to develop the appropriate communication skills.

The linguistics or pronunciation differences between the people can lead to communication breakdown, specially the oral receptive skill. So, we will refer to scientific research and our empirical experiences about language strategies in L1 and FL that contribute to achieving the goal raised in this research. Language strategies are specific actions, behaviors, steps, or techniques that teachers and students use - often consciously - to improve their teaching and learning process; internalizing and using the native language or FL. Thus, at the school level, are duly selected and pre-planned by the teacher to the achievement of the academic goals. Academic resources, methodologies, conception of language and interest in this, are factors or strategies that enable the appropriate use of language in its four skills. (Michael L.)

2.5.1 STRATEGIES

States those strategies “can be thought of as the ways in which a learner approaches and manages a task, and listener can be taught effective ways of approaching and managing their listening. These activities seek involving listeners actively in the process of listening”.

It is a high level plan to achieve one or more goals under conditions of uncertainty. In the sense of the "art of the general", which included several subsets of skills including "tactics", siege craft, logistics etc., the term came into use in the 6th century A.C. in East Roman terminology, and was translated into Western vernacular languages only in the 18th century. From then until the 20th century, the word "strategy" came to denote "a comprehensive way to try to pursue political ends, including the threat or actual use of force, in a dialectic of wills" in a military conflict, in which both adversaries interact (Michael J. , 2000)

Strategy is important because the resources available to achieve these goals are usually limited. Strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. A strategy describes how the ends (goals) will be achieved by the means (resources). The senior leadership of an organization is generally tasked with determining strategy. Strategy can be intended or can emerge as a pattern of activity as the organization adapts to its environment or competes. It involves activities such as strategic planning and strategic thinking.

2.5.2 TYPES OF STRATEGIES

Brown says that listening abilities are developed by the clear, obvious, and definite instruction of broad learning strategies that are “method of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulation certain information” (Vilmanté Liubiniené, 91)

According to Vilmanté Liubiniené there are three types of strategies that can be employed by listeners in order to simplify comprehension and improve the construction of knowledge; these strategies are Metacognitive, Cognitive, and Socio-affective.

Metacognitive strategies are important for the reason that they observe, control or guide the language learning process.

Cognitive strategies control the information to be learned or apply a particular technique to a listening assignment.

Socio-affective strategies explain the techniques listeners employ to cooperate with others, to prove understanding or to reduce apprehension.

Of everyday experiences in the different academic stages of learning English language and bibliographic information revised, the level of knowledge of the English language in Ecuador has shortcomings in knowledge or auditory recognition factor.

Activities for Metacognitive Strategies	Activities for Cognitive Strategies	Activities for Socio-Affective Strategies
<ul style="list-style-type: none"> - Preview the content in different forms. - Rehearse the pronunciation of potential content words. - Establishing the purpose for listening. - Practice perception regularly. - Take short notes of important content words. - Check current comprehension with context of the message and prior knowledge. - Continue to listen for clarification in spite 	<ul style="list-style-type: none"> - Use prior knowledge and knowledge about the target language to elaborate and complete interpretation. - Infer missing or unfamiliar words using contextual clues, familiar content words, and visual clues. - Draw on knowledge of the world. - Apply knowledge about the target language. - Visualize scenes, objects, events, etc. being described. - Reconstruct meaning using words heard. - Relate one part of the 	<ul style="list-style-type: none"> - Paraphrase what speakers say to check understanding. - Ask speaker for clarification and repetition. - Learn to relax before and during listening. - Encourage oneself to continue listening.

<p>of difficulty.</p> <ul style="list-style-type: none"> - Determine potential value of sequent parts of input. - Listen selectively according to purpose. - Listen for gist. - Determine the potential value of subsequent parts and vary intensity of attention accordingly. - Memorize words or phrases for later processing. - Pay attention to discourse markers, visuals and body language, tones and pauses. 	<p>text to another.</p> <ul style="list-style-type: none"> - Relate limited interpretation to a wider social/linguistic context. - Assess the importance of problematic parts and decide whether to ignore them or actively seek clarification. - Find L1 equivalents for selected key words. - Translate a sequence of utterance. - Predict general contents before listening using contexts and prior knowledge. - Predict details and unfinished utterances using contexts and prior knowledge. 	
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Source: Vilmaté Liubinienė;91

2.5.2.1. METACOGNITIVE STRATEGY

It is thinking about your thinking. A more complex definition that is widely cited within educational literature is an appreciation of what one already knows, together with a correct apprehension of the learning task and what knowledge and skills it requires, combined with the ability to make correct inferences about how to apply one's strategic knowledge to a particular situation and to do so efficiently and reliably. Shawn Taylor originally wrote this definition in the book *Better learning through Better Thinking*. In simpler terms, this means that metacognition is being aware of what you know and don't know, understanding what you will need to know for a certain task and having an idea of how to use your current skills to learn what you don't know (Taylor, 2008).

According to each language strategy there exist some activities that the teacher can use according to the students' level. In this case, it's mentioned the most important activities that the students of 7^{mo} Año de Educación Básica:

In Metacognitive strategy has:

- a) Establish the purpose for listening
- b) Pay attention to discourse markers, visual and body language, tones and pauses.

In Cognitive strategy has:

- a) Give instructions using guess

In Socio affective strategy has:

- a) Learn to relax before, during and after listening

All activities mentioned are used according the level that investigate, but in this cases noted that the English teacher use some of this activities in her classes,

2.5.2.2. COGNITIVE STRATEGY

It is one of the most effective ways of improving academic performance for children with learning difficulties. This site will show you how to do it, will provide examples or strategies, and provide a forum to discuss your experiences and questions.

Cognitive strategies are problem-solving techniques that learners use to handle the learning tasks and facilitate the acquisition of knowledge or skill (Derry & Murphy, 2002). An article which “presents findings from research into listening strategies of ESL learners” offers the following definition: Cognitive strategies are more directly related to a learning task and involve direct manipulation or transformation of the learning materials (Palincsar, 2002); (Chamot, 2001). Language learners use cognitive strategies to help them process, store and recall new information (Goh, 2002: 124). Two broad types of cognitive strategies have been the subject of L2 listening research: bottom-up and top-down. Bottom-up strategies include word-for-word translation, adjusting the rate of speech, repeating the oral text, and focusing on prosodic features of the text. Top-down strategies, on the other hand, include predicting, inference, elaborating and visualization. Previous research has revealed that advanced learners employ more top-down strategies than beginners (Kupper, 2005). Among the cognitive strategies, four strategies will be analyzed here. The first cognitive strategy, trying to comprehend without translating, is used when the

listener attempts to understand the L2 input without translating to the L1. This strategy is useful because oftentimes, many words do not have equivalents in one of the languages, tendering the comprehension process more difficult. This strategy, therefore, directs the listener's attention to the meaning and structure of the target language. The second cognitive strategy is focusing on the main words to understand the new words. The listener creates meaning by applying his/ her knowledge of words from the target language to sentences. This strategy is very useful, especially for beginning listeners, who rely on their small vocabulary repertoire to build their comprehension. The third cognitive strategy is relying on the main idea to comprehend the whole text. This strategy helps the listeners locate the theme first and details later on. One of the techniques that this strategy involves is skimming. The learner who uses this strategy locates the main idea quickly and understands the L2 aural input very rapidly. The fourth cognitive strategy is guessing the meaning by relying on any clues (contextual or linguistic). Listeners use this strategy when they do not know all the words, or they do not understand the overall meaning of the sentence. Both native and non-native speakers use this strategy either when they have not listened well enough or when the meaning is not clear.

2.5.2.3. SOCIO-AFECCTIVE STRATEGY

It related to socially mediated activity and trade with others. Socio-affective strategies group consisting of cooperation and questions for clarification.

Socio-affective strategies are those which are non-academic in nature and involve stimulating learning through establishing a level of empathy between the instructor and student. They include considering factors such as emotions and attitudes (Oxford, 1990). Socio-affective strategies strongly consider the student's relation to society as a whole ranging from family to the global community. In a survey on English Content Based Instruction we conducted in 2005, the following statements were classified as indicators of socio-affective strategies.

- To have worked closely with groups in my class who have helped me with language problems.
- To have worked with frequency in groups to solve and discuss tasks in class.
- To have used specific strategies suggested by my professor and others to overcome difficulties with language.
- To identified classmates who could help me with the specific English language problems.
- To have approached my professor for specific help with problems with the English language.
- To have tried to establish a level of communication with my professor, which would permit me to ask him/her for help when I needed.

It has been observed that students in Ecuador tend to seek a mentorship relationship with their teachers and tend to learn more when they are able to share aspects of their personal life. Furthermore, teachers are much more successful when they bring in their own lives and experiences into the classroom. Socio-affective strategies ranked

as the most effective strategies in terms of enhancing learning among students. More than 54%, statistically a majority agreed that the relationship between instructor and student is important.

The Socio-affective strategies as motivate agent is an effective factor in second language acquisition; is mentioned in “Saudi EFL teachers and students’ perceptions of motivational strategies from Alshehri University of Stanford”.

The motivation is a psychological factor, conscious or unconscious that predisposes to student to realize certain actions. ”Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long terms goals, and neither are appropriate curricula and good teaching on ought on their own to ensure student achievement”.

2.6 DEFINITION TERMS

- **SKILL:** It is the ability to do one thing or the ability to achieve goals through a few facts about people is the ability to do one thing or ability and willingness to negotiate and achieve the objectives through some facts about people either individually or in groups.
- **STRATEGY:** The art and science of planning and marshaling resources for their most efficient and effective use. Also is defined as a plan, method, or series or maneuvers or stratagems for obtaining a specific goal or result.
- **COGNITIVE:** relating to the mental process of perception, memory, judgment, and reasoning, as contrasted with emotional and volitional processes.

- **PERCEPTION:** the faculty of perceiving, or apprehending by means of the senses or of the mind; cognition; understanding.

2.7 VARIABLES

There aren't variables because it is a descriptive study

2.8 OBJECTIVES OPERATIONALIZATION

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES: TECHNIQUES AND INSTRUMENTS
<p>1.- To identify the main language strategies to develop the English Listening skill in the students of 7^{mo} Año de Educación Básica, Unidad Educativa Doctor Emilio Uzcátegui, at Cebadas, Guamote canton, Chimborazo province, in the academic year 2014-2015.</p>	<ul style="list-style-type: none"> • Elaborating observation guides. • Observation the class where the teacher applies some activities to develop listening skill. • Analysis the answers of observation • Determination the specific strategies that help to develop English listening skill. 	<ul style="list-style-type: none"> • Observation Guide

<p>2.- To examine what language strategies can help to develop English listening skill in the students of 7^{mo} Año de Educación Básica, Unidad Educativa Doctor Emilio Uzcátegui, at Cebadas, Guamate canton, Chimborazo province, in the academic year 2014-2015</p>	<ul style="list-style-type: none"> • Elaborating a checklist to students. • Filing the checklist with the relevant and useful information for the research • Tabulating information obtained in a statistical program (EXCEL) • Realizing the analysis and the interpretation of each graphic. • Elaborating the conclusions and recommendations 	<ul style="list-style-type: none"> • Observation Guide
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CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. DESIGN OF INVESTIGATION

This research was in the field non-experimental, because in this investigation was not manipulated the variables.

3.2. METHODS

The methods that were used in the development of this research were:

3.2.1. Scientific Method. - The scientific method helped to collect data from a scientific point of view through observation, which demonstrated the reality of the problem in the classroom through systematic study.

3.2.2. Deductive Method. - To collect particular informatics data and then proceed to form a general theory. This was limited to the description of the problem without modifying or issuing value judgment. This method is more traditionally used for teaching.

3.3. TYPE OF RESEARCH

3.3.1. Transversal Descriptive Research. - This type of research observed and described the most important aspects of the phenomenon of study for a limited or determined time without influence in any way.

3.3.2. Field Research. - Its goal was to collect and present data taken from where the phenomenon or object of study occurred. This data allowed knowing that the information was taken with depth and with certainty.

3.3.3. Documental Research. - Various sources of information were needed to select, collect, analyze and present results of the object of study, through systematic observation.

3.4. POPULATION AND SAMPLE

3.4.1. Population

28 students of 7^{mo} Año de Educación Básica, Unidad Educativa Doctor Emilio Uzcátegui constituted it.

3.4.2. Sample

The population was small so it was worked with the entire population.

3.5. TECHNIQUES AND COLLECTING INSTRUMENTS OF DATA

Techniques that were used in this research were the following:

Observation: It consisted to bring a systematic and reliable record of the behavior of the phenomenon to be studied, in addition it was a non-participatory observation that

is to say, it did not interact with the subject observed, this observation was during a period of ten times in which used as **instrument** of collect an observations guide.

A **check list** was used to help collecting relevant information about the theme.

3.6. TECHNIQUES OF PROCEDURING FOR THE ANALYSIS.

In order to know the situation in the “Unidad Educativa Doctor Emilio Uzcátegui according to the methodology in teaching the listening skill, we proceeded to observe the teaching class to know more about it.

The observation was conducted in each class during ten times without disturbing the teacher since this observation was to exclusive participation of the students.

The questionnaire structured by 12 nominal variables with three categories was applied to 28 students of the 7^{mo} Año de Educación Básica, Unidad Educativa Doctor Emilio Uzcátegui.

The results were analyzed using descriptive statistics based on nominal variables expressed with absolute and percentage values. To answer one of the specific objectives (to examine what language strategies can help to develop English listening skills in the students), it was analyzed the effectiveness of the strategy using three categories which are metacognitive, cognitive and socio-affective.

CHAPTER IV

4.1. ANALYSIS AND INTERPRETATION OF RESULTS

LANGUAGE STRATEGIES

Classroom observation applied to the English classes in 7^{mo} Año de Educación Básica of Unidad Educativa Doctor Emilio Uzcátegui.

1.- Metacognitive Strategy: It observe, control or guide the learning process.

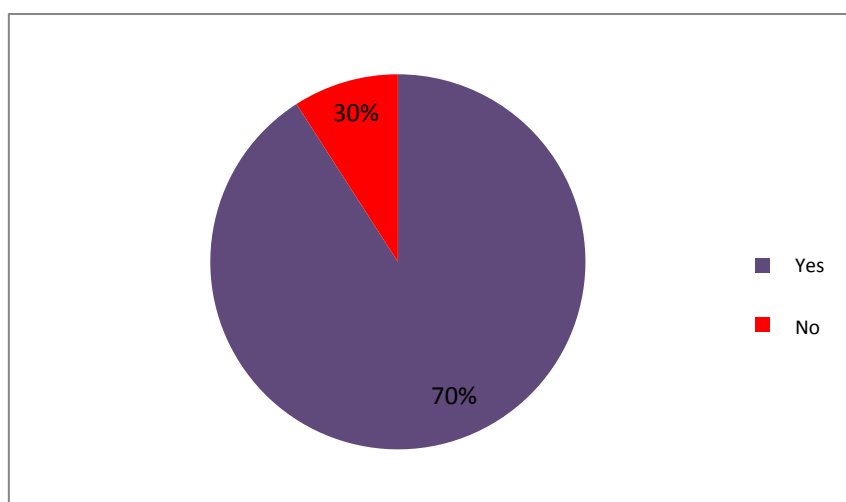
TABLE N° 4.1.1. Metacognitive Strategy

Indicators	Frequency	Percentage
Yes	7	70%
No	3	30%
Total	10	100%

Source: Classroom Observation Guide

Elaborated by: Gladys Ruiz and Gabriela Illicachi

GRAPHIC N° 4.1.1. Metacognitive Strategy



Source: Table N° 4.1.1.

Elaborated by: Gladys Ruiz and Gabriela Illicachi

Analysis and interpretation

In English classes especially in listening activities the 70% times the teacher use activities that belongs a metacognitive strategies, while a 30% times don't use this strategies.

2.- Cognitive Strategy: It controls the information

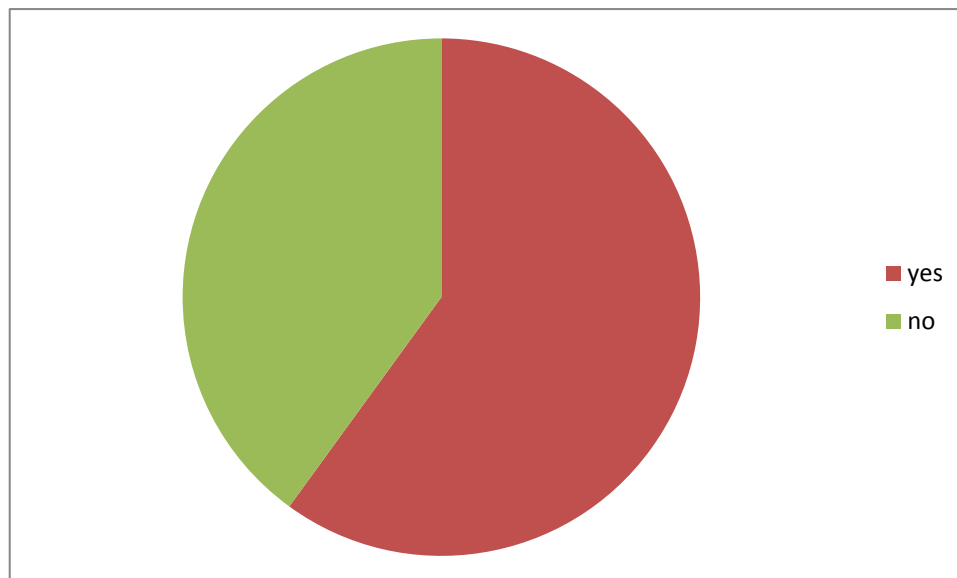
TABLE N° 4.1.2. Cognitive Strategy

Indicators	Frequency	Percentage
Yes	6	60%
No	4	40%
Total	10	100%

Source: Classroom Observation Guide

Elaborated by: Gladys Ruiz and Gabriela Illicachi

GRAPHIC N° 4.1.2. Cognitive Strategy



Source: Table N° 4.1.2.

Elaborated by: Gladys Ruiz and Gabriela Illicachi

Analysis and interpretation

In English classes especially in listening activities the 60% times the teacher use activities that belongs a cognitive strategies, while a 40% times don't use this strategy.

3.- Socio-Affective Strategy: It controls the information

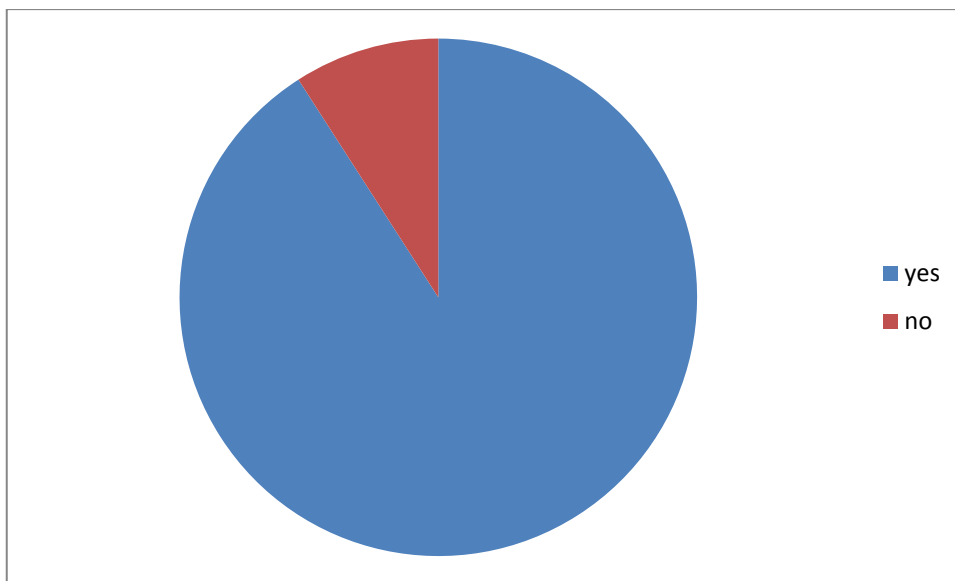
TABLE N° 4.1.3. Socio-Affective Strategy

Indicators	Frequency	Percentage
Yes	8	80%
No	2	20%
Total	10	100%

Source: Classroom Observation Guide

Elaborated by: Gladys Ruiz and Gabriela Illicachi

GRAPHIC N° 4.1.3. Socio-Affective Strategy



Source: Table N° 4.1.3.

Elaborated by: Gladys Ruiz and Gabriela Illicachi

Analysis and interpretation

In English classes especially in listening activities the 80% times the teacher use activities that belongs a socio-affective strategies, while a 20% times don't use this strategy.

General results of the Classroom Observation

After analysis the survey as general conclusion can say that:

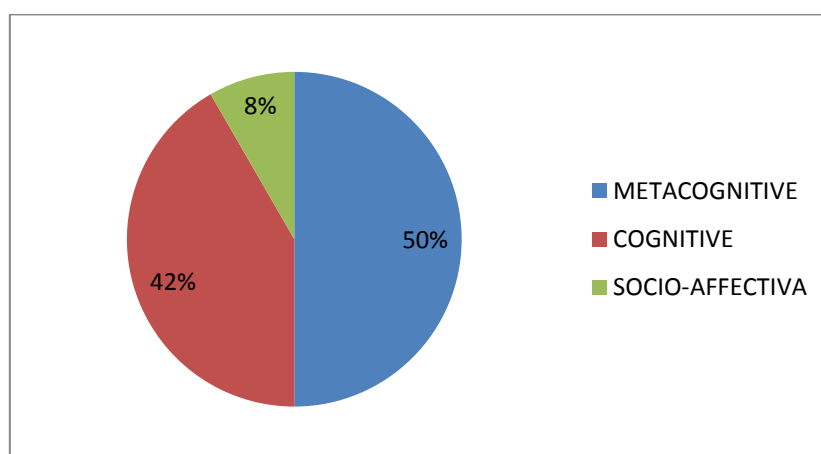
TABLE N° 4.1.4. General Results

STRATEGY	N°	PERCENTAGE
METACOGNITVE	6	50%
COGNITIVE	5	42%
SOCIO-AFFECTIVE	1	8%
TOTAL	12	100%

Source: Classroom Observation Guide

Elaborated by: Gladys Ruiz and Gabriela Illicachi

GRAPHIC N° 4.1.4 Geneal Rresults



Source: Table N° 4.1.4

Elaborated by: Gladys Ruiz and Gabriela Illicachi

Analysis and Interpretation: From data analysis based in an observation, it was noted that 50% corresponding the use of Metacognitive strategy, on the other hand it can said that Cognitive strategy is used to develop listening skill, while 8% indicate the use of Socio-affective strategy.

CHAPTER V

5.1. CONCLUSIONS AND RECOMMENDATIONS

5.1.1 CONCLUSIONS

- The students have difficulty to produce and understand the language; because they are not families will English vocabulary and grammar when they have to express themselves.
- The fear and the nervousness of the students are factors that do not permit to interact correctly orally with the teacher or classmates.
- The students do not have enough vocabulary to communicate their ideas.
- When the students listen to some audio, the pronunciation of the speaker or the unknown words confuse them, so they do not get an appropriate understanding in the new language.

5.2. RECOMMENDATIONS

- Create a communication skill under familiar situations, using basic grammatical structures.
- Give students options which are taught to them when responding to questions; allow them to use minimal responses if it reduces anxiety, but make sure all students are aware of these possibilities. This allows for differentiation, so that students can use the level of response that makes them to feel comfortable under a friendly environment.
- Develop routines involving certain scripts (i.e. greetings, compliments, asking certain questions), so students become comfortable and familiar with those ones.
- Use gestures to help the students understand the meaning of the teacher's instructions. Encourage the students to use them. Emphasize what is important in the meaning.

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ATTACHMENTS

Classroom Observation Guide

High School:..... Course:.....

Teacher:.....

Day:..... Hour:.....

#	ASPECTS	YES	NO
	Metacognitive Strategy		
	Students establish purpose for listening skill.		

	Students find the main idea in English dialogues,		
	Students pay attention in tones and pauses during a listening task.		
	Cognitive Strategy		
	Teacher reads aloud in English.		
	Students understand the teacher instructions.		
	Students like listening to English guessing games.		
	Socio-Affective Strategy		
	Students paraphrase what speaker say to check understanding.		
	Ask speaker for clarification and repetition.		
	Encourage oneself to continue.		

Checklist

Name:.....

Day:..... **Hour:**.....

#	ASPECTS	ALWAYS	NEVER
	Students take short notes of important content words		
	Students draw pictures following instructions		

	Students listen to English music in class		
	Students like to watch English movies.		
	Teacher reads aloud in English the tales for kids.		
	Students learn to relax before and during listening.		
	Students visualized scenes, events or objects that listened.		
	Encourage oneself to continue.		









