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**COMMUNICATIVE ACTIVITIES AS LISTENING
COMPREHENSION BOOSTERS IN 7TH GRADERS AT
LICEO DIURNO DE CIUDAD COLÓN DURING THE THIRD
QUARTER OF 2019**

Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching

MARÍA JOSÉ RAMÍREZ CAMACHO

MSC. YANITH DELGADO CHACÓN

SEDE ARANJUEZ

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Abstract

The problem statement this investigation aimed to answer was “What is the effectiveness of using communicative activities for enhancing listening comprehension in seventh graders during the third trimester of 2019?” This research was accomplished with seventh graders at Liceo Diurno de Ciudad Colón in a group of 21 students. The method used in this investigation was the qualitative approach, which is basically conducted in natural environments and studies a phenomenon in its natural setting, attempting to make sense of, or interpret it in terms of the meanings people give to it. Furthermore, the researcher wanted to help seventh graders to enhance their listening comprehension through different strategies, which established during the pre, while, and post listening activities. Some recommendations for future researchers are to do all possible to work on the skill and strategies for more time, because this would benefit the investigation to get better results.

Resumen

La pregunta de investigación de esta tesina respondió a la pregunta “¿Cuál es la efectividad del uso de actividades comunicativas de escucha para mejorar la comprensión auditiva en alumnos de séptimo grado durante el tercer trimestre de 2019?” Esta investigación se realizó con un grupo de 21 estudiantes de séptimo grado en el Liceo Diurno de Ciudad Colón. El método utilizado en esta investigación fue el enfoque cualitativo, el cual estudia un fenómeno en su entorno natural tratando de darle sentido o interpretarlo en términos de los significados que las personas le dan. Además, el investigador pretendía ayudar a los alumnos de séptimo grado a mejorar su comprensión auditiva a través de diferentes estrategias que se establecieron durante las actividades de escucha en sus diferentes etapas. Algunas recomendaciones para futuros investigadores son hacer todo lo posible para trabajar en la habilidad y las estrategias durante más tiempo, ya que esto beneficiaría la investigación obteniendo mejores resultados.

CHAPTER I

Introductory Framework

Listening appears from the very beginning we born. It is the first of the four skills a learner needs to acquire when learning a certain language. However, not all the learners can develop this skill and presents difficulties with listening comprehension exercises.

Therefore, this study is going to evaluate the process of implementing strategies to enhance listening comprehension in English Foreign Language (EFL) students.

In this chapter, the investigator is going to explain relevant points through different steps. The first step is the problem statement, that is one of the most important points to understand what this research is about. Second, the objectives of the investigation, one general objective that seeks to analyze the efficacy of different listening strategies during the investigation, as well as three specific objectives which deal with identifying listening problems, applying listening strategies, and evaluating their effectiveness. These objectives are also going to help to determine the instruments which will be applied for obtaining the results of this investigation.

The third step is the justification of the study, where it is discussed the importance of using strategies to improve the listening comprehension of the students through different tools to get better results. Forth, the antecedents that discuss previous national and international investigations dealing with topics such as listening comprehension development and techniques to develop the listening skill, among others. Finally, the scope deals with the expected achievements the investigator hopes to obtain in the research.

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1.1 Problem Statement

Most of the students and teachers are not aware of different strategies that can be used to enhance the listening skill. This is an issue that most of the time EFL students do not comprehend, as without the listening skill, it is very difficult to learn other language and have an effective communication with other people is almost impossible. As Nunan (1998) said "... listening is the basic skill in language learning. Without listening skill, learners will never learn to communicate effectively".

The lack of listening strategies is the main reason why many students are not successful in listening comprehension exercises. Listening has an important role in communication that is to say listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9%. Listening takes more part of daily communication time than other forms of oral communication inside and outside of classroom (Wolvin and Coakley 1988). Listening is the skill that used frequently in the classroom (Ferris, 1998). Unfortunately learners are unable to understand a conversation, instructions, games or any kind of listening activity that the teacher presents in class, because they do not have a good development of the listening comprehension and there is when learners find themselves with several issues at the moment of learning EFL.

For that reason, in this research, with the help of seventh grade students at Liceo Diurno de Ciudad Colón, the researcher will apply and evaluate different strategies to enhance listening comprehension to make sure that they can be effective in the teaching process. Therefore, the research question that is investigation pretends to answer is, "What is the effectiveness of using communicative activities for enhancing listening comprehension in seventh graders during the third trimester of 2019?"

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1.2 Objectives of the Investigation

1.2.1 General Objective:

- To investigate communicative activities effectiveness for enhancing listening comprehension of seventh graders at Liceo Diurno de Ciudad Colón

1.2.2 Specific Objectives

- To identify listening problems seventh graders encounter when developing listening activities
- To apply communicative activities for enhancing seventh graders listening comprehension at Liceo Diurno de Ciudad Colón
- To evaluate communicative activities implementation for enhancing seventh graders listening comprehension at Liceo Diurno de Ciudad Colón

1.3 Justification of the Study

The following investigation is based on the implementation and evaluation of activities to enhance listening comprehension. According to Tyagi (2013), “Listening is a language modality, it involves an active participation of an individual. Listening demands a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or non verbal messages”.

This investigation aims to apply more suitable activities to improve the listening comprehension, because most of the foreign language learners spend many years studying the language and at the end of the process they are unable to understand a song, a movie or a simple conversation in English, as they do not acquire the appropriate tools during their learning process to develop such skill.

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Students that learn English as a foreign language will be benefited with the present investigation, as it intends to teach to those students' different strategies they can use in their learning process, listening is not only to sit still and listen an instruction, a video, or any other activity it is a process in which students need to understand step by step and follow a structure. Consequently, this investigation is not going to solve not only a student's problem, but also, it is going to help the teacher to detect and follow some new strategies to improve listening comprehension.

1.4 Antecedents

Some years ago listening comprehension did not receive the attention it deserves, as most of the people who teach a second language (L2) conducted the classes in the learner's native tongue, and only used the foreign language for grammar and sentence structure. This meant that most of the second language students did not develop listening comprehension skills. However, later on some new language teaching methods (Direct, Grammar, Audio-lingual, Communicative, Task- Based, etc...) and some listening strategies came to help developing listening in a better way.

Many people around the world and in our country have investigated and created amazing works based on this topic, for that reason here are discussed some of the researches and studies that are going to help understanding better this topic.

The first investigation was carried out by Stefanie Moreno and it is called *Differentiated Instruction: Strategies for English Language Learners Listening Comprehension Development*, Bridgewater State University. Moreno (2015) mention that "The investments (material and human resources) that the government has provided to improve the teaching of English language are not enough to fulfill the needs of the students.

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Teachers are therefore faced with the dilemma of how to teach listening with limitations, as well as how to assist students with their specific needs and levels”. As a result, one of the biggest problems that every country presents and the limitations the teachers, students and schools have, is the lack of technology and tools to teach a second language.

Unfortunately, governments and ministries of education do not bring the necessary help or they do not realize the importance of the real knowledge of a foreign language. On the other hand the different levels of English of the students high or level are something that affect a class not only due to the differences among students, but also of the learning process of the different skills and in this case, the listening comprehension that is base to a second language.

Moreover Moreno (2015) mentions that “students may feel worried and anxious when first listening to a new language, especially those students for whom the stress and intonation in the new language is different from their own language(s)”. Understanding another language is difficult; especially, when the pronunciation is completely different to the one of their mother language. For that reason, it is very important to know that in the process of learning English, you can find a lot of different pronunciations, and it is crucial to teach and apply different listening strategies, so students can be able to understand them without any problem.

The following investigation was conducted by Sema Yükselci at Bilkent University, in Ankara. Yükselci (2003) states that “Listening strategies need to be taught because it helps learners to deal with incoming speech, particularly when comprehension is not complete”. It is important to know that most of the times when a teacher presents an activity, an instruction, a video, a game or any type of educational tool that involve the

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listening skill, most students do not comprehend it at all, and most of them feel frustration in class, because they cannot understand and unfortunately they lose interest in learning a foreign language. The same occurs when teachers apply a listening test, as the majority of students fail these exams because they do not have the necessary strategies to comprehend simple vocabulary, a conversation or an instruction.

The main purpose of this investigation was to explore not only teachers' practices and perceptions regarding listening strategies, but also their perceptions towards difficulties likely to arise in their English listening comprehension lessons. Yükselci (2003) concluded that "The majority of participants reported having difficulties related to listening comprehension materials, dependence on ready-made materials, and a need for a richer repertoire of listening activities".

Regarding national investigations, it can be found the one called "*Techniques to develop listening skills at bilingual La Sabana High School*" carried out by Luis Alvaro Moya Cordero (2010). It had the purpose of identifying the possible problems that affect the auditory development of the students and what strategies can be used to increase the listening comprehension of those students. The researcher mentioned that "Developing strong and early listening comprehension skills will help each student to become a better listener for life". In accordance with Moya (2010) the importance of an early listening comprehension and the access to good listening comprehension since school and high school, allows learners to develop this skill in better conditions, definitely this is a tool that will help each person, not only as students but also in their professional future or their daily life. At the end, the researcher was able to conclude that the teacher and the institution did not have the correct methodology to create suitable classes to improve the skill and the investigation showed that learners had a big shortage of listening skills.

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Another investigation is the one conducted by Rafael Mauricio Sánchez Vargas (2009) entitled “*Factors that Affect the Development when Teaching Listening and Speaking Skills, and Recommendations to Help Improve these Skills in 8th Grade Students at CINDEA High School in La Union, Guapiles*”. Sánchez (2009) mentioned that the “Factors that affect this process are personality, having many students in a class, different levels in the same group, students use too much the L1, lack of knowledge from the teacher, lack of motivation, inadequate techniques and wrong evaluation”.

Normally these factors are the ones that affect a second language class. Moreover the use of the first language (L1) is one of the biggest problems that learners present at the moment of learning English as a Second Language (ESL). This especially happens in classes where students do not use the second language and do not like to practice the L2; in addition to when teachers make a listening activity that students have problems understanding and teachers do not correct it, and they do not develop strategies to correct the problem, affecting the learning process.

Sánchez (2009) also mentions that,

A common problem for students is that listening does not have clear rules to follow, as grammar or writing. This does not mean that there are not ways to improve listening skills; however, the improvement is difficult to measure. Process of learning listening sometimes is difficult because, students often decide that they do not understand what is being said or try to translate word by word mentally in their mother tongue.

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Therefore, one of the conclusions of the investigator was that students get interested when the class is active and when listening and oral activities are presented with group work or games, but they do not have many opportunities to do this during the class.

Unfortunately, due to the limited time that each lesson has teachers cannot prepare lots of activities that students could enjoy and learn when they perform them.

1.5 Scope

This research is intended to help seventh grade students and guide them during all the learning process of EFL in high school. This means that they are going to have the opportunity in their five years of high school, to improve the different strategies that are going to learn with the investigator during this research. Consequently, the investigator expects that learners can follow all the recommendations in their daily lives regarding the use of the foreign language. Also, the main teacher of the seventh-grade students at Liceo Diurno de Ciudad Colón will participate in the application of the strategies. In this way the teacher will be able to apply these strategies with her future groups. Besides, the researcher wants to apply all the studied during the investigation process and thus, contributing in the learning process of students and coworkers, because it is very important for the researcher to achieve the goal of the investigation, since it is not just something brief in her life.

CHAPTER II

Theoretical Framework

Based on previous researches, the investigator discovered that it is necessary to find the easiest strategies to improve students' listening comprehension. To solve this problem, the investigator will try to provide alternative solutions to improve such skills, so that teachers and students can put them into practice. In the following section the reader will find different theories, topics, and content related to listening strategies and their implementation in the English classes.

2.1 Literature Review

Throughout the years one of the greatest desires of humans has been being to be able to express and understand themselves not only in their own language, but also in the different languages around the world; nowadays EFL is one of the most important assets for people, for that reason the English teaching outside and inside the country has increased. In the following section of this chapter, the theories such as Language Acquisition theories, Input and Output hypothesis and the Schema theory are going to be explained and clarified in this research.

2.2. Language Acquisition Theories

When a person refers to language acquisition, he always mentions how the human species acquires the language and how a cognitive mechanism is involved in the processing of linguistic information. For that reason, the different theories of language acquisition are divided into First Language Acquisition that refers to the native language and are divided into behaviorist, innatist, and interactionist. Moreover, Foreign Language Acquisition refers to learning another language and use the same theories of the First Language Acquisition but from another perspective. In the following section the different theories that were created by different psycholinguistics are going to be explained.

2.2.1 Behaviorist Theory

This theory was created by Burrhus Frederic Skinner, who was a psychologist, social philosopher, inventor, and American author. He led a pioneering work in experimental psychology and defended behaviorism, which considers behaviorist as a major learning theory emphasizing in stimulus, response and reinforcement as the basic elements of learning. His theory mentions that children learn their first language through stimulus, response, and reinforcement, postulating imitation and association as essential processes. When a child wants to learn a new word for example *ball*, the child first associates it with the spherical object, next the child would produce the word by imitation, because the child listens to the adult and in this way the adult reinforces the verbal response of the child. In first language acquisition behaviorists assumed that child's mind was a *tabula rasa*; this means that the brain is a blank slate awaiting the scripture of experience.

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The perspective of this theory in second language acquisition consists in different methods used in second language teaching or in a foreign language. One of the most popular is the Audio-Lingual method that consists on an oral based approach to drill students in the use of grammatical sentence patterns. For behaviorists, the process involved in second or foreign language learning consists of imitation, repetition, and reinforcement of grammatical structures. Errors were to be corrected immediately to avoid forming bad habits that would be difficult to overcome later.

The relevance of this theory is the considerable stimulus that learners can develop among them; consequently, encouragement and reinforcement play a very important role when it comes to listening comprehension, since based on this theory certain stimulus will produce a specific response. For example, when learners attend a listening activity, either a video, a conversation or any kind of listening activity they can stimulate all the parts of listening and in that way they can provide a specific response based on the stimulus that listening did.

2.2.2 Input and Output Hypothesis Theory

The present information pretends to examine the extent to which input and output influence EFL learners in listening comprehension. Regarding the input Hypothesis, Krashen (1982) states that comprehensible input is the only true way a learner could acquire a second language. In addition, the Input Hypothesis is an essential component in reading and listening comprehension. In this theory learning a second language or a foreign language, is basically which learners can receive or acquire from different resources such as: audios, books, teachers, classmates, adults, and the environment in which they are

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presented, for example, in an English class learners are receiving listening information from their teacher, in that moment they are keeping the information that they receive in their brains, so the input hypothesis is presented. In order to develop the input in listening comprehension, learners can use different strategies as learning and memorizing vocabulary, watching movies, dramas, online video clips, listening to audio files and podcasts.

The Output Hypothesis emerged from the observation that Swain (1985) made in her research, which took place in the context of immersion programs in Canada. In that programs she observed that many children who spent a lot of time there still had a level in L2 and still did not reach the basic skills of L1. Basically, the Output hypothesis indicates the outcome of what students have learned; it is the real act of producing language. Swain (1995) states that,

output may stimulate learners to move from the semantic, open-ended nondeterministic, strategic processing prevalent in comprehension to the complete grammatical processing needed for accurate production. Output, thus, would seem to have a potentially significant role in the development of syntax and morphology. (p. 128)

In the case of listening comprehension, learners use all the information provided in the input hypothesis. Therefore, in order to see if they really understood what they received, it is necessary to apply the output hypothesis, where learners through a listening comprehension exercise can prove if they really comprehended the information. To improve the output hypothesis in listening comprehension students can use different

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strategies such as meetings with native English speakers, join English learning communities (off-line or online) among others.

The connection of both hypotheses with the investigation is that each has its specific influence in the study; for example, the input is the component that is going to help seventh grade students to receive the information from different resources such as the videos, audios, and different material prepared for the classes. In the case of the output hypothesis, it has the function of proving if learners really comprehended the listening activities and strategies provided by the teacher.

2.2.3 Schema Theory

The term schema refers to a mental framework humans use to represent and organize remembered information. According with Pankin (2013), the “Schema theory is a branch of cognitive science concerned with how the brain structures knowledge.” This theory was firstly introduced in 1932 through the work of British psychologist Sir Frederic Bartlett. However, some people suggest it was first introduced in 1926 by Jean Piaget and was further developed mostly in 1970s by American educational psychologist Richard Anderson.

The practical use of this theory in education deals with emphasizing the importance of general knowledge and concepts. The task of teachers in this theory is to help learners to develop new schemata and establish connections among them. In listening its application tries to create new schemata, because is more beneficial for students to activate stored knowledge structure (schemata) to enhance comprehension than conveying new knowledge. The accumulation of schemata contributes to efficient comprehension and

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retention of new listening material which gets more difficult as students' progress along the way. In this theory, listening, can be arranged into two major types: Language Schema (phonological, lexical, syntactic and grammatical knowledge that learners have already grasped) and, Knowledge schema (daily life situations and the relation among the interlocutors and the ways of conversing are comparatively fixed.) Definitely, both necessary manage all language skills to accomplish a satisfactory comprehension of a listening task where knowledge is absorbed and stored in the learner's memory.

Some techniques to improve the schema theory during listening, basically are different forms to activate the stored knowledge (schemata) of the students, some of them are the followings:

- Mind- mapping: "is a highly effective way of getting information in and out of your brain. Mind mapping is a creative and logical means of note-taking and note-making that literally "maps out" your ideas."
- Games: that could be simple word or information-gap games.
- Prediction: predict contents, characters, setting or sequence of events.
- Discussion: discuss similar or related issues based on prompt questions or pictures.

Those techniques can use to help students to achieve a successful activation of their prior knowledge (schemata), because when students construct more schemata in their memory, there are more opportunities to strengthen a better comprehension in listening. Moreover, according to this theory its application in the investigation will help to develop vocabulary based on the topics provided by the teacher, as the researcher wants to improve

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the use of “schemata” that is basically to activate the students’ prior knowledge and prepare them for the last instrument, which will be a listening test based on such vocabulary.

2.2.4 Interactionist Theory

Lev Semionovich Vygotsky or Lev Vygotsky was a Russian psychologist of Jewish origin. He was one of the most prominent theorists of developmental psychology and founder of historical-cultural psychology. Interactionist theory studies the mothers and caregivers’ language, as when they take care of infants and young children, they generally facilitate children’s vocabulary and the development of their ability to use language appropriately in social situations and their ability to get things done through language. One of the methods used in this theory is the “scaffolding” that is a teaching practice in which some students learn more with a teacher or classmate’s assistance. Obviously, the classmate that helps the other student is chosen because by the teacher, for the reason that he may have a wider range of skill and knowledge than the student. Scaffolding is part of the “zone of proximal development” (ZPD), which is the set of skills or knowledge a student cannot do on her own but, can do it with the help or guidance of someone else.

From the perspective of interactionism in the second language, interactionists are focused on the way native speakers modify their speech to make themselves understood by English learners. Also, interactionists see the communicative give and take natural conversations among native and non-native speakers as the principal element of the language acquisition process.

This theory will be used in this research, as it basically will guide the researcher to apply the teaching practice named “scaffolding” with seventh graders as some students

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have less knowledge regarding listening comprehension, so they can have better opportunities to develop the listening skill.

2.2 Listening

Listening is necessary parts to achieve a successful communication between two people in any second language. It is an ability that each person has, basically is mental, because it is not something that just happens, but an active process; therefore, it is one of the most fundamental components of the interpersonal communication skill. Thus, listening comprehension is the ability to construct meaning based on what they are able to listen, as it is a process in which people have to connect grammar, sounds, phonetics and thus, create meaning.

When someone refers to listening, they do not imagine that are many factors that can interference with listening comprehension. In order to be a successful listener, people need to be able to manage a number of mental tasks. For that reason, in the following section the investigator is going to explain the stages that a person needs to follow to be an excellent listener. To be an exemplary listener, you must obey a process, and it takes a long time to learn how to control and use those stages in a correct way.

Receiving

This stage is basically is represented by the ear, which is the primary tool involved on the listening process. It deals with hearing, which is the physiological process of registering sound waves as they hit the eardrum and attending, which is the process of accurately identifying particular sounds and words.

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Understanding

Learners think that to understand the meaning of the message is something easy. Even though when they understand the words of a message from experience and background, many times it is difficult to decide the context and real meaning of individual words; consequently, it is essential to understand a sentence or a message at the moment of listening.

Remembering

Listening effectively means that the listener can remember something that was said. If that does not happen is because some messages are more difficult than others to understand and remember and, moreover, if something distracts your attention for a moment, the listener can miss important information to remember in a future.

Evaluating

The evaluating stage is practically a critical analysis. Listeners use their own ideas, decisions, actions or beliefs, to create or form an opinion of what they heard. Of course, that evaluation stage occurs most effectively when the listener fully understands what the speaker said. In addition, the evaluation of the message is more positive if the speaker speaks clearly, presents logical ideas, and gives reasons to support the points made.

Responding

This one is the final stage of the listening process. Here the listener provides verbal and nonverbal reaction; which is like a feedback from the listener to determine if and how the message was understood.

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Based on the information provided about the stages, the listener must be guided, during the listening comprehension, to be a successful listener. However, in the comprehension process, there also exists two types of listening that are passive and active. These ones are provided by senders and receivers and both are very important at the moment of a listening comprehension. A brief explanation of each of them will be given below, as well as their meaning and the moment they are developed.

Passive listening happens all the time in different situations; for example, when a person turns on the TV, radio, or something to listen music or inclusive the news, without giving it full attention, because he is doing something else like working, cooking, cleaning or other activity. That means that the person is not really listening, so when people listen in that way, they cannot just expect to suddenly understand everything they are hearing. That happens many times in class when a teacher makes a listening activity or a listening exam, as students are thinking in other things, playing with their classmates, or doing something else. Therefore, that totally affects their concentration, and when it is the time to choose and answer a listening activity, students confused everything they heard. One little distraction allows students to lose all their attention.

Basically, passive listening is doing two things at once or “multi-tasking” during a listening, and hearing without giving full attention. This problem can be improved with different strategies. On the contrary, the active listening is completely different. In order to better understand why active listening at the moment of comprehending a listening activity is very important for the learners, the investigator will give a little explanation about it.

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When people listen actively, they include sounds, accent, intonation or phrasing, as well as the five stages of listening that means that when listening actively, the brain is totally concentrated and giving full attention to the speaker, so people cannot allow to become distracted, or by forming counter arguments while the other person is still speaking and also cannot get bored, and lose focus on what the other person is saying.

Learning a language involves some difficulties for students, and some problems may arise when doing listening comprehension. Therefore, some of them are going to be presented with the purpose of giving them a solution in the classroom.

Lack of materials and technology: Nowadays, technology is one great tool in education; for example, in many schools and high-schools, students use their own tablet, computer, and smart cellphone to practice in class and study in their homes. This and is not only an easy tool for them, but also for teachers, as it is easier to work with technology. Unfortunately, in many schools the lack of materials like books, computers, television, video beam and other kind of materials and technology tools, make that teaching and learning a language, in this case English, more difficult and, thus, it reduces the opportunity to develop the language skills.

To learn the four skills of English: reading, listening, speaking and writing, it is very necessary not only to have the opportunity of using technology in class, but also that students can have the opportunity to practice in their homes. In the case of the listening skill to have a technology device is very important, because learners can watch videos, programs and different tools that internet facilitates to learn and improve the listening skill.

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Unfamiliar Vocabulary: One concern at the moment of making a listening is the lack of vocabulary. It is necessary to know that many words can have more than one meaning depending of the context and if they are not used in appropriately or if the words are used in their less common usage, listeners can be confused. For that reason, vocabulary learning is very important for students, as if they know the meaning of words and how to use them in context, they can arise interest and motivation, which is obviously a positive impact on the listening comprehension ability.

Accent: Many English learners have mentioned that speakers' accents is one the biggest factors that affect listening comprehension. Native and non-native accents often are unfamiliar for new and old learners and cause serious problems for comprehension; for example, when students hear an accent such as Jamaican or Indian English, as well as British English, for the first time they will encounter problems and difficulties to understand it, since they are because totally different to American English, which is basically the one that learners study and practice during their listening. For that reason studying only American English does not work at all, teachers have to include or make the habit of hearing to other accents in their classes; in that way, learners can become familiar with other accents while studying English or in their daily life.

To improve those problems and the different problems that all the four skills present, there exist something named strategies, that are basically; methods or plans chosen to bring about a desired future, such as achievement of a goal or solution to a problem. In this case, for the learner wants to achieve the goal of improving his listening comprehension, there will be an explanation of the strategies that can be used.

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Based on many researches, it can be found three types of strategies to improve listening; cognitive, metacognitive and socio affective. For some researchers, it is very important to teach listening strategies, but before they must increase the knowledge of vocabulary, grammar and phonology to have better results in listening comprehension. The development of the strategies in listening comprehension are significant to guide and assess the progress of the learners.

2.3 Language Learning Strategies

2.3.1 Cognitive Strategies

According to the British Council (n.d) cognitive strategies are a type of learning that is used to learn successfully; some of them are repetition, organizing new language, summarizing meaning, guessing meaning from context, using imagery for memorization. Derry and Murphy (1986) defined cognitive strategies as problem-solving techniques that learners use for acquiring knowledge or a skill. Abdalhamid (2012) expressed that cognitive strategies are related to the learning activities and include direct utilization or change of the learning materials. According to Goh (1998), learners utilize cognitive strategies to assist them in the process, keep, and remember new information.

In listening comprehension, there exist two types of cognitive strategies; bottom-up and top-down. According to Vandergrift (2002), listeners use bottom-up processing when using linguistic knowledge to understand the meaning of a message; therefore, listeners build meaning from lower level sounds to words to grammatical relationships to the lexical meaning in order to arrive at the final message. Based on many researches, the bottom-up is

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the low level of learning listening, in that moment, students do not have enough vocabulary and knowledge of the language, so basically, they recognize word by word and also recognize sounds to try to complete the understanding of the listening. Bottom-up listening activities can help learners to understand enough linguistic elements of what they hear, some examples of strategies or activities that teachers can use to develop the bottom- up are:

- Learners should obtain some missing words of a text, by a dictation.
- Learners listen to a story and they have to get the missing words, verbs, adjectives, many others.
- Learners have to listen to a sentence, and they had to tick the picture that contained the verb.
- Learners must organize a list of verbs according to their pronunciation.

With this kind of strategies teachers can prove if learners are able to achieve the goals of the bottom-up listening activities.

According to Lynch and Mendelsohn (as cited by Atallah, D. and Kadhim, H., 2010), Top-Down, in contrast with Bottom-Up go from a whole to a part and are focused on the interpretation of meaning rather than the recognition of sounds, words and sentences. Listeners actively formulate hypotheses as to speaker's meaning and confirm or modify them when necessary. Most advanced learners use the Top-down strategies, because listeners can use their previous knowledge, situations, contexts, texts, conversations, phrases and sentences to understand and make sense of what they hear. Some of the strategies that teachers can develop to obtain good results of the Top- down strategy are:

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- Getting the gist of a sentence.
- Recognize the topic.
- Following directions without translation.
- Listen to identify the speaker or the topic.
- Finding main ideas and supporting details.

In top-down strategies listeners are able to make predictions about what is going to be said; it means that the listener can deduce or anticipate the final message. The listener can do it by using his prior knowledge and expectations about the topic.

2.3.2 Metacognitive Strategies

Metacognitive strategies in listening comprehension are techniques used by learners to control their own learning through planning, checking, assessing, and change if is necessary. Based on Salataci (as cited by Pourhosein A. Banou N, 2016) the use of metacognitive strategies in the listening process increases learners' self-confidence, motivation, and ability to complete the listening activities.

In 1990, Oxford made a diagram of the metacognitive strategy system. In this system, there are three parts. The first part centering learning, includes overviewing and linking with what is known, paying attention, and delaying speech production to focus on listening; the second part in arranging and planning a process, as the learner finds out about language learning, organizes, sets goals and objectives, identifies the purpose of a language task, plans for a language task and seeks practice opportunities; and the last part is evaluating, self-monitoring and self-evaluating.

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With metacognitive strategies, learners learn how to plan learning. The idea here is organizing concepts or principles of an anticipated learning task; proposing strategies for handling an upcoming task; and generating a plan for the parts, sequence, main ideas, or language functions to be used when handling a task. In the case of monitoring the learning task, learners have to check, verify, or correct one's comprehension or performance of the listening task. Evaluation takes place when students check the outcomes of one's own language performance against an internal measure of completeness and accuracy; the importance of checking the strategy use or ability to perform the task is very important for self-evaluation.

2.3.3 Socio – Affective Strategies

According to Vandergrift and Abdalhamid (as cited by Pourhosein A. and Banou N., 2016) socio-affective strategies are techniques that listeners use to cooperate with others, to check their comprehension, and to reduce their apprehension. However, other investigators expressed that socio-affective strategies have a relation with the interaction of learners and other speakers, like their teachers and classmates. For, many years, socio-affective strategies have had a great effect on the learning process, because many times learners take their own decisions and behaviors in order to have a favorable influence on their personal learning.

The importance of these strategies lies on the fact that learning develops not only from cognitive or metacognitive processes, but between them, as the emotions and attitudes of the learner establish strong interdependence links. On the other hand, through these

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strategies, learners' contact with the language is increased and its positive effects on learning are enhanced. Some examples of socio- affective strategies:

- Carry out activities of various kinds to overcome obstacles and blockages in the use of the new language.
- Cooperate with other learners or with native speakers in learning practices and the use of the new language.
- Develop positive attitudes towards the different social activities between one's own culture and the new language.

When teachers prepare a class is very common to use different strategies to apply the activities that they have to develop during the lesson; of course, all the activities are different, depending of each skill, in the case of listening, the listening teaching activities, are divided into pre-listening, while-listening and post-listening activities. These will be explained as follows.

2.4 Teaching Listening Tasks

2.4.1 Pre-listening

According to the British Council (n.d) “Pre-listening Activities are tasks learners accomplish before a listening activity in order to be preparing for it.” Pre- listening activities have an important purpose, including pre-teaching, activate vocabulary, predicting content, checking understanding and generate interest in the task. Nevertheless, the primary goal of pre-listening activities is to help students to activate their prior knowledge and build up their expectations for the coming information.

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Pre-listening tasks include discussion questions, true or false statements, vocabulary work, prediction tasks and brainstorming. The Schema Theory, which was mentioned before, has an effective use in pre-listening activities, because the function of the theory is to activate stored knowledge and structure outlines to enhance the listening comprehension. In this way the schema theory provides strong evidence for the effectiveness of pre-listening activities.

2.4.2 While listening

Based on Pourhossein & Reza (2011), while-listening activities usually have some of the following purposes: to focus students comprehension of the speaker's language and ideas, to focus students attention on such things as the speakers organizational patterns, and to encourage students' critical reactions and personal responses to the speakers ideas and the use of language. While-listening activities are basically used when students listen and do the correspond task provided by the instructor. Here learners have to complete, verify, and revise their predictions after the first listening; as well listeners can make their own interpretations and judgments based on what they hear.

Some while- listening activities are the followings: listen for the main idea, listen for specific details, correct the errors. For example, the teacher gives a text or sentences and tells students there are some errors and based on a listening, they have to correct them. In addition, other activities can be to fill in the blanks; put pictures in order, where a number of pictures are presented to the students, the aim is to arrange the pictures in the correct order according to the listening text, also a multiple choice by listening is a good idea to work the while activities.

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The important point in while-listening activities is that the task presented to learners should be interesting, in that way the students feel that they really want to listen and carry out the activities. Part of the interest can stem from the topic and the content of what it is said.

2.4.3 Post- listening

These activities consist on tasks with the main purpose of helping learners to reflect on their listening experience, get better results in their listening comprehension, and review them. Certainly, these activities are carried out after the pre and while listening. Post-listening activities provide opportunities for teachers to assess and check student's comprehension and clarify their listening understandings.

Some common post-listening activities that teachers can use in the classroom are to check and summarize, with this activity teachers can check understanding and ask students to summarize the information they heard; this can be done orally or in writing. Another activity could be discussions, where students can have a short debate about the topic. Another activity is information exchange; in this activity you ask students to listen to a passage and ask other to listen to a different passage, when they finish, they share the information with each other and make sure they understand the message the passage was intended to give. Also, writing a short composition based on the information given in the listening.

In conclusion, this chapter was intended to provide alternative solutions to improve the listening comprehension of seventh-grade students, such as the theories that are going to be a great tool for the investigator, as well as the methods that will be used and applied during the lessons and the strategies that are significant to guide and assess the progress of

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the learners. The pre, while, and post listening activities are the ones that going to help to accomplish the activities prepared to obtain the desired results.

CHAPTER III

Methodological Framework

The purpose of the chapter is to frame the approaches in the investigation. In this section, the investigator is going to describe the research approach in which this research is based on; as well as the research design chosen to achieve the objectives of this study. In addition, it will be explained, the information sources, that are divided in primary, secondary and tertiary sources. Moreover, the analysis categories that are taken from the specific objectives will be provided, as thanks to them it was possible to create the instruments which were used for data collection, and finally the process and data analysis to carried out this investigation.

3.1 Research Approach

A research approach can be qualitative or quantitative; however, due to the purpose of this research, the approach to be used will be the qualitative. According to Hernández (2014), the qualitative approach

It is also guided by areas or significant research topics. However, rather than clarity about research questions and hypotheses precedes data collection and analysis (as in most quantitative studies), qualitative studies can develop questions and hypotheses before, during or after of data collection and analysis (p.7)

One of the characteristics mentioned of the qualitative approach is that it is basically conducted in natural environments, this means that qualitative researchers study phenomenon in its natural settings, attempting to make sense of, or interpret it in terms of

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the meanings people bring to it. Also, qualitative researchers use a variety of tools and techniques in order to develop deep understandings of how people perceive their social realities and in consequence, how they act within the social world. This investigation is going to be qualitative because the investigator looks for data, as the idea of the research is to study a natural phenomenon in which the students that are going to participate in the investigation to feel comfortable and to demonstrate a natural environment without feeling forced to participate or collaborate with the researcher. Many times, when students participate in activities that are conducted by a person they do not know, they feel uncomfortable and that can cause problems; therefore, it can be difficult for the investigator to evaluate the necessary tools to have the expected results.

3.2 Research Design

For the investigation process, the research design is the general focus that the researcher will use to obtain the information in order to solve the problem statement. During the investigation, it could suffer some modifications, even though it is rather a way of approaching the phenomenon of interest. In this case the effectiveness of some strategies to enhance the listening comprehension.

The qualitative approach contains five different designs which are the narrative research, the case study research, the grounded theory, phenomenology, and the action research. These five designs have different characteristics; for that reason, the investigator chooses only the action research as it is the most effective design for the investigation. The purpose of the action research is to understand and solve specific problems of a community linked to an environment (group, program, organization or community). This means that

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the purpose of the action research in this investigation is to help and solve the lack of listening strategies that a group of seventh grade students present. According to Richard Sagor (n.d), the

Action research helps educators be more effective of what they care most about, and the development of their students. Seeing students grow is probably the greatest joy educators can experience. When teachers have convincing that their work has made a real difference in their students' lives, the countless hours and endless efforts of teaching seem worthwhile.

The Action Research involves seven different steps, which become an endless cycle. The first step is selecting a focus, which consists on identifying a topic or topics, for this investigation the topic is the implementation and evaluation of listening strategies to enhance listening comprehension. The second step is clarifying theories, which would be identifying the values, beliefs, and theoretical perspectives the researcher holds relating to their focus. The third step consists on identifying the research question, that according to Sagor, “Once a focus area has been selected and the researcher's perspectives and beliefs about that focus have been clarified, the next step is to generate a set of personally meaningful research questions to guide the inquiry.” To fulfill the purpose of this investigation, the research question will be: “What is the effectiveness of using listening strategies for enhancing listening comprehension in seventh graders during the third trimester of 2019?”

The fourth step will be the data collection that deals with the instruments the researcher constructs to validate the information. In this case, three instruments will be considered: an observation checklist that is divided in five different aspects the instructor

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has to answer, a Likert- scale that has some statements on the topic and the students have to answer how frequently they use those statements, and the last instrument will be a test that is going to be applied in the last class to assess how effective was the implementation of the strategies.

The fifth step is the analysis of data. In this step, the investigator answers two questions: What is the story told by the data? Why did the story play itself out this way? By answering these questions, the researcher can acquire a better understanding of the phenomenon under investigation. In the sixth step, the investigator reports the results obtained. The fourth chapter of this investigation will include the analysis and will analyze interpretation of such results.

The last step consist of taking an informed action, or “action planning.” The idea of this step is that the researcher feels more confidence when realizing the previous steps and liberates the students from continuously repeating their mistakes. This means the informed action wants the investigator and the teacher to learn from the results and help to avoid mistakes from the past in their future classes, and for the investigator as future teacher to apply all the new procedures learned during the investigation.

3.3 Information Sources

In this section, the information will be divided into primary, secondary, and tertiary sources to obtain an analysis of the information collected.

3.3.1 Primary Sources

The primary information sources, according with the University of Minnesota Crookston (n.d), can be defined as, “records of events or evidence as they are first

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described or actually happened without any interpretation or commentary. It is information that is shown for the first time or original materials on which another research is based. Primary sources display original thinking, report on new discoveries, or share fresh information”. For example, the interviews, surveys and fieldwork are part of the primary sources, for this part the investigation has the instruments, which are going to be used with the students to obtain reliable information.

3.3.1.1 Institution

The institution in which the investigation is going to be developed is Liceo Diurno de Ciudad Colón, located in Ciudad Colón, Mora, San José, 600 meters East from Delta. It is a public institution created in 1973. The institution goes from seventh to fifth grade and works from 7:00 am to 4:00 pm. Every group has a different schedule each day.

The institution has a big building; for instance, it has 30 classrooms with their own board, TV, tables and chairs, as well as 2 computer rooms, a music room, a gymnasium where the physical education classes are taught, and a big dining room, where most of the student population eat their lunch. In addition, it can be found the staff’s offices, where the principal MSc. Silvio José Calderón Montero works.

3.3.1.2 Population

The population of the high school is around 690 students. From this student population, most of the students come from nearby towns such as Brasil de Mora, San Bosco, La Trinidad, Rodeo de Mora and others. Ciudad Colón is a very peaceful place, where students can attend classes in a good condition without violence problems or

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something dangerous. Many of the student population receive scholarships for the dining room and transportation, because some families are very poor and do not have enough as resources to pay for their children's education.

3.3.1.3 Participants

The participants of this investigation are the seventh- grade students, who go from 12 to 14 years old. For the purpose of this research the investigator is only going to work with one group, which is going to be 7-1 in accordance to teacher Marilyn, this group has 21 students, 14 men and 7 women. One student is in the process of lifting his significant adequacy. Most of the students have a good behavior and only one student has a serious problem with English subject. The investigator is going to work on Monday and Friday with this group, because those are the days in which they receive English lessons.

3.3.2 Secondary Sources

The secondary sources used are various theses, magazines, articles, textbooks and others. According to the University of Minnesota Crookston (n.d), "These sources offer an analysis or restatement of primary sources. They often try to describe or explain primary sources. They tend to be works which summarize, interpret, reorganize, or otherwise provide an added value to a primary source." In this investigation are some international and national theses, which helped with the antecedents of the investigation, as well as some articles and text books found on the Internet, as the book entitled *Theories in Second Language Acquisition* edited by Bill VanPatten and Jessica Williams, who collaborated with part of the information provided during the research.

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3.3.3 Tertiary Sources

According to the University of Minnesota Crookston (n.d),

These are sources that index, abstract, organize, compile, or digest other sources. Some reference materials and textbooks are considered tertiary sources when their chief purpose is to list, summarize or simply repackage ideas or other information. Tertiary sources are usually not credited to a particular author.

Some tertiary sources are glossaries, encyclopedias, dictionaries, manuals, and others. The most used it in this research is the dictionary, to consult and provide some meanings that are included in the investigation.

3.4 Analysis Categories

The analysis categories are derived from the content of each specific objective, so only a conceptual definition is made. Thanks to these definitions, it is possible to elaborate the instruments that will be used in the investigation.

3.4.1 Listening Strategies

One of the analysis category of this research is strategies, but first what are strategies? According to O'Malley and Chamot learning strategies: "are special thoughts or behaviors individuals use to help them comprehend or retain new information." Now, what are listening strategies? Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input, listening strategies can be classified by how the listener processes the input.

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In this investigation students are going to cover the Cognitive Strategies, Metacognitive Strategies and Socio –affective Strategies, that will be evaluated to recognize which of those strategies are helping with the process of the investigation and to take into account the most effective to continue with the listening comprehension process. During the application of those strategies exist different situations or challenges students face when they are applying listening comprehension activities. The investigator will try to review the different problems students find when they are not applying the strategies in an appropriate way, as well as the effectiveness of those strategies to assess how successful their implementation is during the learning process.

3.4.2 Listening Comprehension

It is important to know that listening comprehension is the different processes of understanding the spoken language. These include comprehending the meaning of individual words, knowing speech sounds, and understanding the syntax of the sentences; in other words, comprehend a listening it is necessary to follow a procedure, as the listener has to comprehend and give meaning to each word uttered by the speaker to create a context. To developing listening comprehension skill helps learners to succeed in language learning and thus, to enhance comprehensible input, which makes that the listening comprehension process can provide beneficial intuitions in teaching listening. The learner may find the listening comprehension skill difficult to learn and this can also provide teachers with opportunities to change their listening exercises into more effective ones.

3.5 Data Collection Instruments

This part of the chapter shows the choices the investigator took to proceed in order to collect data as well as the instruments used to collect the information to give support to the investigation.

3.5.1 Observation Checklist

According with the British Council (n.d) an observation checklist is a list of things that an observer is going to look at when observing a class. This instrument not only provides the observer with a structure and framework for an observation but also it serves as a contract of understanding with the teacher, who may as a result be more comfortable, and will get specific feedback on aspects of the class.

For the purpose of this investigation, the instrument consists on a sheet of paper to check aspects such as Teacher Classroom Management- Class Structure- Teaching methods- Students as listeners- Students Interaction. The main purpose of this instrument is to collect data regarding to the behavior of the students and to identify different problems that learners might encounter while applying different listening activities. For that reason, the observation will be applied before starting the investigation and in the end of it.

In the first part, it will be found six short answers about class information, such as the amount of students in the class and the duration of the lesson. In the second part of the observation checklist, it is a space where the investigator will mark with an “X” the corresponding categories: Excellent, Acceptable or Not Observed according to the statement presented. The information obtained through the observation checklist will determine if there is presence or absence of listening strategies in the learning process.

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3.5.2 Likert- Scale

It is important to consider that the Likert- Scale has five levels, which include always, sometimes, often, rarely, or never. The purpose of this scale is to measure either positive or negative responses to a statement. According to McLeod (2008), “The principal idea of Likert- Scale is measuring attitudes by asking to the people a series of statements about one topic, to see in which statement they agree with”. The Likert scale consists in one general question and it contains ten aspects to answer: “When I am performing a listening activity, I...”

The ten aspect to answer will be: the students comprehend the meaning of all the listening words, there is evidence of the use of keywords, the students ask the teacher in case of doubt, the students try to translate word by word, the students predict what is the listening about, the students feel anxiety during the listening activities, the students ask other classmates for help, the students identify words in their native language that sound like the new word, the students remember the information provided, and the students recognize the different accents. The application of this scale will allow to analyze how aware each student is of the listening comprehension skill during their learning process.

3.5.3 Test

The last instrument that is going to be applied in this investigation will be the test According to the Merriam Webster Dictionary (n.d), “a test is given to students after completion of an instructional program or segment to measure their achievement and the effectiveness of the program”. The test consists on a multiple choice and a production part. It was created based on a video related to the topic “Planning a trip”.

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In the multiple choice part, the students have to answer seven questions based on the video by choosing the correct option with an (X), and in the production part students are going to create a story in which they have to use seven images and a color sheet that will be provided to them. Moreover, in groups of three, the students have to accommodate the scenes of the video and tell in a logical order what they remember about it. This part of the exam will be evaluated by a rubric, in which the teacher will assess: general understanding, listening for details, ability to focus on the task, clarity of the speech, and content. Also, the investigator will give the students their grade and the respective feedback.

The three different instruments that will be applied are the ones that are going to help to make the analysis of the results obtained from the investigation. For the researcher, it is very important that all the learners of the group participate and help to answer all the instruments, so the investigator could reach a clear conclusion.

3.6 Collection Data Process and Data Analysis

Hernandez (2014, p.12) states, that the data collection is oriented to provide greater understanding of the meanings and experiences of people. The researcher is the instrument for data collection and uses various techniques during the study, which means that the collection does not start with pre-established instruments; therefore the researcher begins to learn by observation and descriptions of the participants and conceives ways to record the data that is being refined as the investigation progresses.

For this research, the investigator first has to talk and explain to the institution (Liceo Diurno de Ciudad Colón) the process of the investigation to obtain their approval;

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consequently, the researcher can be able to work with the seventh grade students, who are an essential role in the investigation. Then, the investigator can start to apply the instruments; as for example the observation checklist and the Likert –Scale, which are going to be applied on September 20th. Later on, the researcher can be able to analyze and plan the classes and the last instrument, according to the necessities of the students regarding listening comprehension. The investigator will teach around three classes, the first on September 23rd, the second on September 30th, the third on October 11th. During last class (October 21st), the investigator will apply the test to assess how effective the classes were. The idea of those classes is to implement different strategies to enhance the listening comprehension.

The investigator will use a variety of formats to report the results; for example, narrations, videos, audios, and photographs; additionally, to written texts, such as documents, letters, as well as the observations or note taken by the investigator. Finally, the investigator is going to report the results with figures, where the reader can find the percentages and number of students that represent each result.

Next, a brief explanation will be given of the classes taught by the researcher, their respective date, topic and activities.

Class 1

The First class was on September 23rd. In this lesson the topic “Natural wonders in my backyard” was developed. The students started the class with a warm-up. They had to watch and pay attention regarding vocabulary such as: flowers, trees, bugs, animals, among

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others. For the pre- listening activity, learners had to recognize the vocabulary and share it orally with their classmates, which was very enriching for the students.

After that the investigator showed the students a presentation with some pictures and their respective vocabulary about wonders in the backyard. They had to listen to it and to divide the vocabulary in three different columns: living things, not living, and natural elements in our community. This activity got good results, since the students paid attention to the video and recognized the vocabulary thanks to the previous activity. At the end of the lesson, students shared the information and exchange the meaning from the listening vocabulary. The instructor collected the papers in which students made the columns with the vocabulary to check it.

Class 2

This class was given on September 30th. The topic covered was “Marvels in Costa Rica.” At the beginning of the class, the teacher showed the students some pictures with different marvels around Costa Rica to explain the meaning of marvel. Later on, the investigator continued with a pre activity, in which students had to make a list of the marvels they know or have visited in Costa Rica. Once they finished the list, the teacher asked five students to read out loud the list they made.

Then, the learners listened to a video about The Costa Rica experience, in which some foreign people shared their experience, places, activities and said why people have to visit Costa Rica. The investigator played the video several times. Afterwards, she explained to the students that first time, they had to listen to the video; the second, take notes; and the third one, had to review their notes. Once they finished, the investigator wrote three

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question on the board: 1- What places are mentioned in the video? 2- What kind of activities can be done in Costa Rica? 3- Why is it recommended to visit Costa Rica? With the notes that they took, they answered those question. The idea of the investigator was that students could apply the five steps of listening (receiving- understanding- remembering- evaluating- responding), which many of them achieved and others did not. At the end of the class the investigator reviewed the answers with them.

Class 3

The third class was performed on October 11th, The topic was “A world of wonders.” The teacher presented a video about seven different natural wonders of the world and stopped in every now and then to share the vocabulary with the students. For the pre-listening activity, the teacher prepared seven pictures with places such as: The Great Wall, Christ the Redeemer Statue, Machu Picchu, Chichen Itza, The Roman Colosseum, and Niagara Falls. She distributed them to seven students and gave them 5 minutes to prepare a sentence based on the picture. Then, when she read the name of the place, the student who had the picture, read the sentence, while the other students paid attention and tried to write the sentences in a paper that the investigator gave them. When that activity ended, the investigator read out loud the sentences and stated if the students received, remembered, and comprehended the information. Some students had excellent results, but others had problems to comprehend the listening and could not write all the sentences.

CHAPTER IV

Data Analysis of the Results

The data analysis helps the investigator to give an answer to the objectives through the instrument created by the researcher to obtain results, but also to verify if the research question was answered. In this section, the reader will find different interpretations such as written explanations of the aspects and figures to illustrate the results.

4.1 Analysis and Interpretation of the Results

The instruments in this investigation were two observation checklists, a Likert scale and a test. The main purpose of those instruments was to determine how effective the listening strategies applied in classes were. By means of the instruments the researcher could observe and determine different behaviors, feelings, and frequency of the skill, what were the verifications or problems encountered in a listening comprehension, and the most importantly, to check for new knowledge improvement in seventh graders.

4.1.1 Observation Checklist

The first instrument applied during the investigation consisted on an observation checklist, in which the researcher verified different aspects such as classroom management, class structure, teaching methods, students' interaction and listening receptiveness. The observation was applied on September 20th for one hour and twenty minutes. It was ranked with criteria of excellent, acceptable, and not observed with numbers from 1 to 3, being three the highest score. The main purpose of this instrument was to collect data in regard to students' behavior and identify different problems learners encountered with listening and the methods applied by the teacher.

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The first aspect of the observation was classroom management. It evaluated different criteria about the teacher's interpersonal communication, rules established, routines, time assigned to tasks, materials, and interaction. Here, the teacher in the criteria "class rules are established and are clear to all students" obtained an acceptable score because some students did not understand what she was saying. For the rest of criteria, she got an excellent score. Her classroom management was very appropriate because she was always in control of students and the activities were very organized due to her years of experience as a teacher.

The second aspect was class structure. In this part, the investigator wanted to assess if the lesson objectives were communicated at the beginning of the lesson. In this aspect, she obtained an excellent score, because she always explained the homework assigned to the students, as well as how they had to do it. After that, the other aspect of the observation was if the teacher reviewed previous days content that thanks to the homework, this aspect was complimented. Moreover, the third aspect was if the materials were ready when the class started, and she always had all the necessary to start with the presentation, the evaluation and the materials. Other criteria were if the lesson had structure and the teacher led students for the next class; these obtained an excellent score, because the lesson were very organized and the instructions for next class were very clear to the students.

The third aspect named teaching methods, reviewed if the teacher demonstrated awareness of the learning needs of each student because ideas and personal experience were taken into account. Also, the investigator looked for a variety of listening activities, in which the criterium was if the listening explanation was clear and the last one if the teacher integrated the use of technological devices during the lesson. This obtained a not observed

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score, because during the lessons the teacher did not use any. The students presented their assignments and they were not necessary used. For the rest of the criteria the teacher obtained an excellent score.

Now, for the fourth aspect of the observation the researcher wanted to monitor student's as active listeners. Here, the first criterium was if students avoided distractions; something that was acceptable, because is very difficult that all students were in complete silent and paying attention to the presentations. The second criterium was if students followed what the instructor said. Regarding this aspect, they received an acceptable score, as well as, since, not all of them followed the teacher's instructions. Other criterium was if students asked about what they listened to and if students recognized key words, both had an excellent score. Finally, the last criterium verified if students followed the five stages of listening (receiving-understanding-remembering-evaluating-responding). This aspect was the only one under a not observed score, because during the observation the investigator saw students who did not know about listening stages, so they did not follow them.

In the last aspect of the observation checklist about student's interaction, the criteria were if students participated in the activities and if students demonstrated respect for the teacher. In these two criteria, they obtained an excellent, since they demonstrated a good behavior with the teacher and that day was the presentation of the homework, so each of them participated and presented it, so participation was active. The other criteria were if students demonstrated mutual respect and if students were comfortable sharing ideas, questions or needs. Fortunately to evaluate these two criteria, the activity they performed was accurate to be assessed. In both criteria, they obtained an acceptable score because when they were presenting the work, some of them did not feel completely comfortable,

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maybe due to shame, and this reason made that some students did not present respect for their classmates, at the moment of the presentation.

These were the results for the observation checklist, in which the investigator used the three ratings to evaluate the teacher and the 21 students who participated in it. For the total of excellent the observation obtained 63 points, for acceptable 10 points, and for not-observed only 2 points.

4.1.2 Likert Scale

The second instrument of the investigation was a Likert scale. This instrument was to analyze student's listening comprehension awareness during their learning process. When the investigator applied the instrument, the students followed the directions to answer, they had a scale in which they had to mark how frequently they used the listening skill, each column of the scale had a different frequency, such as: always, often, sometimes, rarely, and never. The results of this instrument will be presented through bar figures. Each statement is going to have a figure and the explanation of the results, so the reader can find the number of students and the percentages obtained in each statement.

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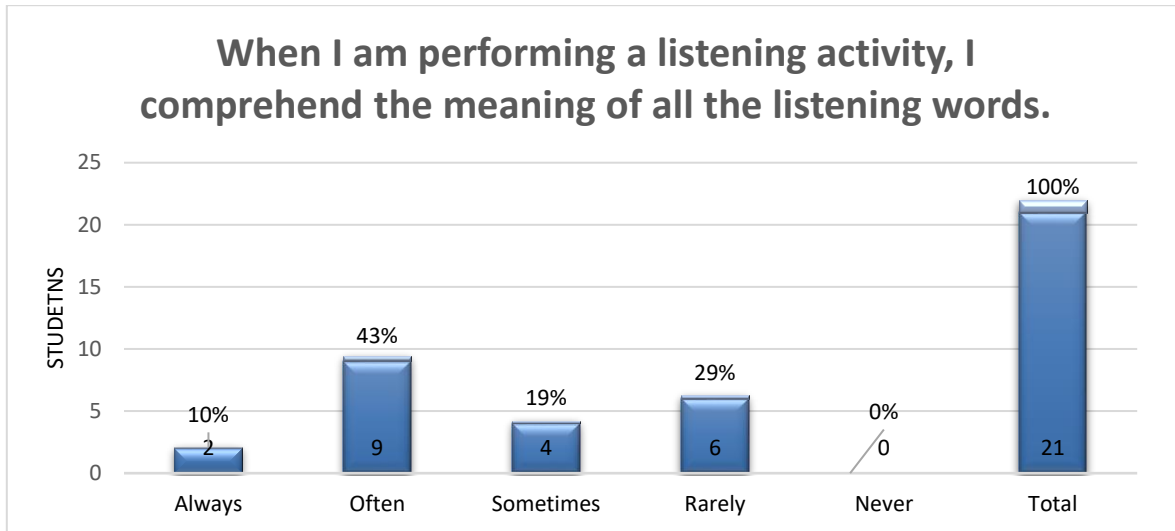
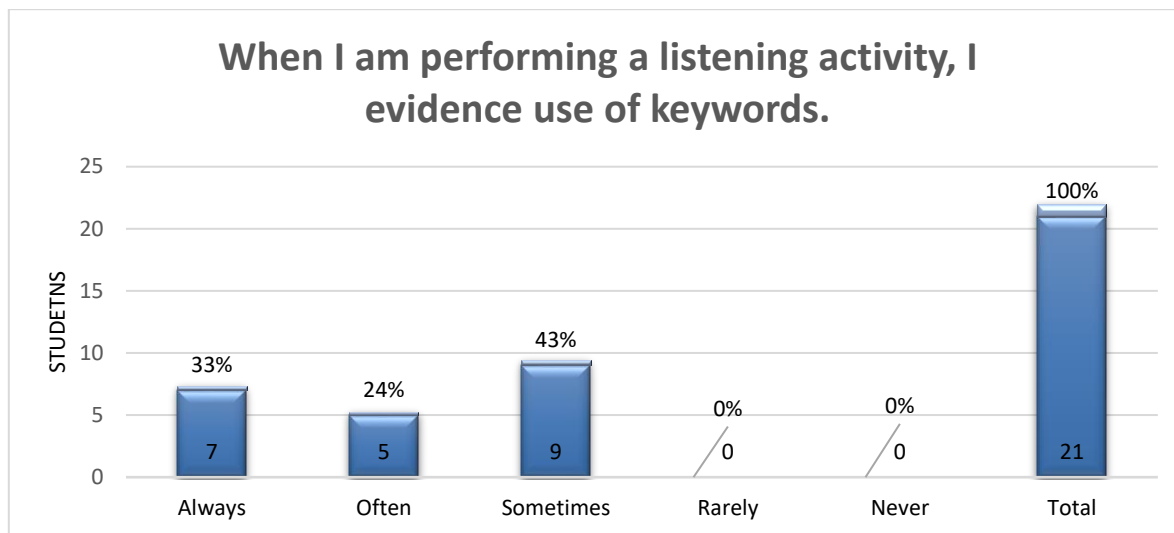
4.1.2.1 When I am performing a listening activity, I comprehend the meaning of all the listening words

Figure 1 represents students' comprehension of all the listening words.

Source: Researcher's own creation.

For the first statement: “When I am performing a listening activity, I comprehend the meaning of all the listening words,” 2 students who represent the 10% said they always comprehend it, 9 students said that often, which means that 43% of the class can have a good comprehension of listening activities, 19% who are 4 students marked that sometimes they understood the listening words, and 6 students said they rarely comprehended the meaning of the listening words, that means that 29% of learners have some problems to comprehend the listening words. Moreover, 0% of the students chose this option, because it means that any of the students had several problems understanding the listening words. 43% of the students often comprehended the meaning of all the listening words, when the teacher presented a listening activity. The investigator wanted to know about this, because is very important to realize how much vocabulary they comprehend when they perform a listening activity.

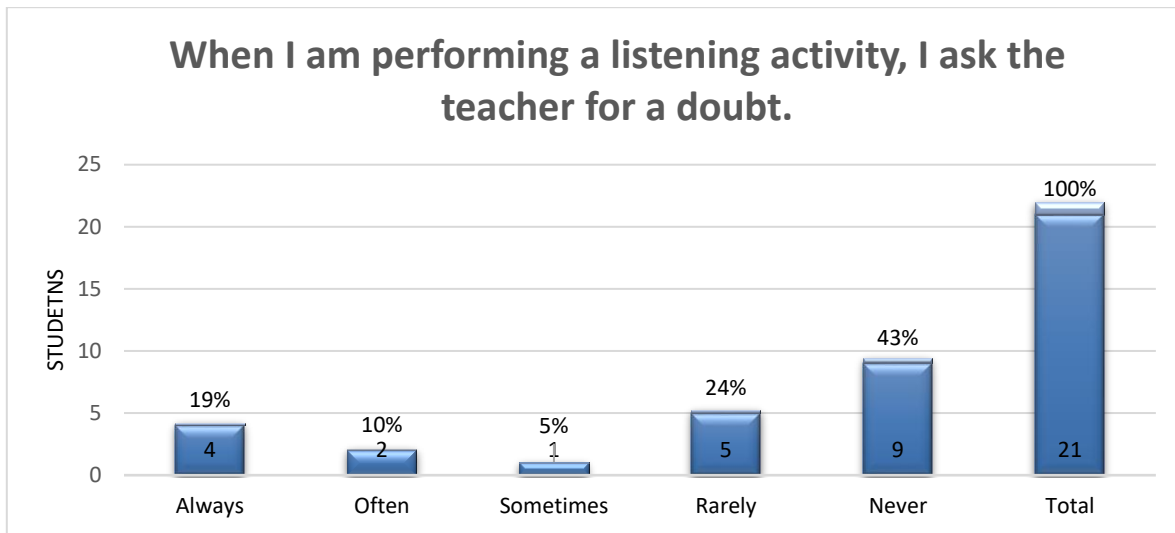
Listening Activities as Comprehension Boosters

4.1.2.2 When I am performing a listening activity, I evidence use of key words

*Figure 2 represents if students evidenced the use of keywords.
Source: Researcher's own creation.*

In the second statement “When I am performing a listening activity, I evidence use of keywords.”, learners mentioned that 7 of them always evidence keywords, which represents the 33% of the class. Moreover 24% that represents 5 students said that often evidence the use of keywords. 9 students means the 43% of the learners, said that sometimes evidence keywords when they make a listening activity, and none of them marked rarely or never, which is a good indicator because 0% of the class presented problems to evidence different words, that is made that the understanding of a listening was more easy to them. The investigator asked for these statements, because it is very important to take into account the different key words that they can evidence in a listening activity. In this way, the investigator can use it in other activities.

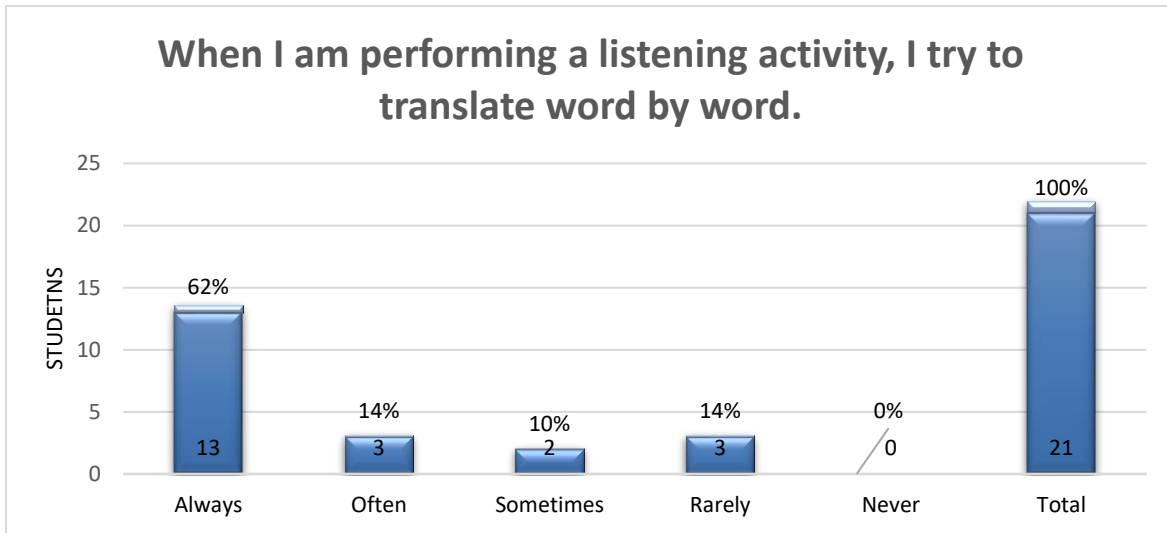
Listening Activities as Comprehension Boosters

4.1.2.3 When I am performing a listening activity, I ask the teacher for a doubt

*Figure 3 represents if students asked the teacher for a doubt.
Source: Researcher's own creation.*

The third figure presents the statement “When I am performing a listening activity, I ask the teacher for doubt.” In this part, 4 students said that they always asked for a doubt which correspond to the 19%; other 2 students (10%) mentioned that they often ask the teacher in case of doubt. Moreover, only 5% which represents 1 student, said that sometimes; 5 students (24% of the learners) answer that they rarely, asked when they had a doubt; and 9 students (who represent the 43% of the students) said that they never asked if they had a doubt during a listening activity, so they continued and never cleared up, because of shame to ask in front of her classmates. Therefore, it is something that they really need to be improve it.

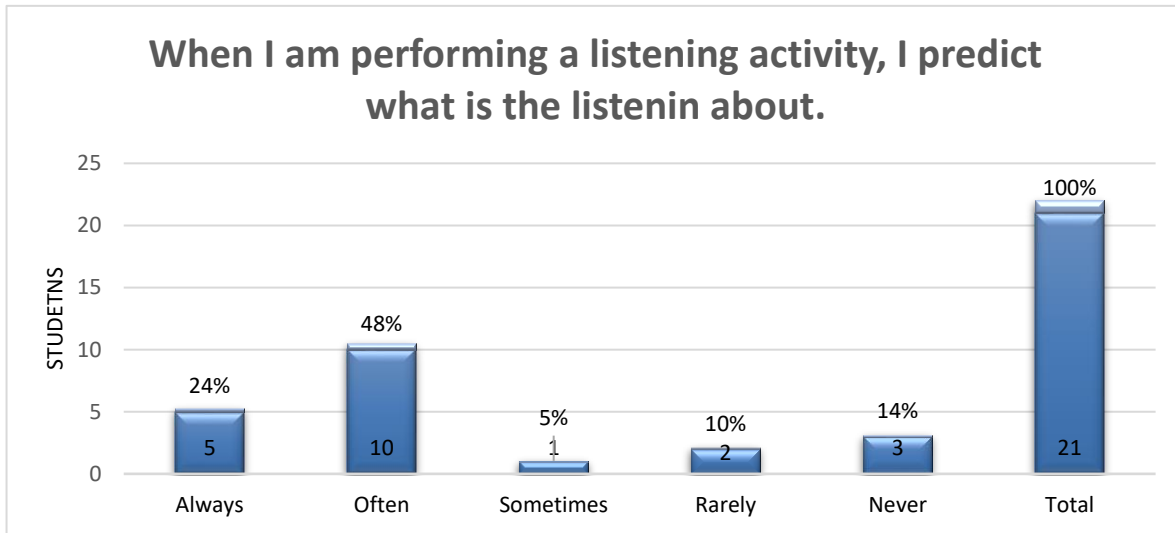
Listening Activities as Comprehension Boosters

4.1.2.4 When I am performing a listening activity, I try to translate word by word

*Figure 4 represents if students tries to translate word by word.
Source: Researcher's own creation.*

According to the fourth statement “When I am performing a listening activity, I try to translate word by word.”, 13 out of 21 students mentioned that they always tried to translate word by word, which represents the biggest percentage, that is 62% to be exact. Moreover, 3 students, that correspond to the 14%, said they often translated; the 10 % in other words 2 students, said that sometimes they translated word by word; 3 learners or 14% mentioned that they rarely translated. Furthermore, no one said that they did not translate word by word. This means that the 62% of the students always tried to translate all the listening words to complete an activity, and also mentioned to the investigator that for them it was easier to translate all in their minds during the listening in order to complete the activity.

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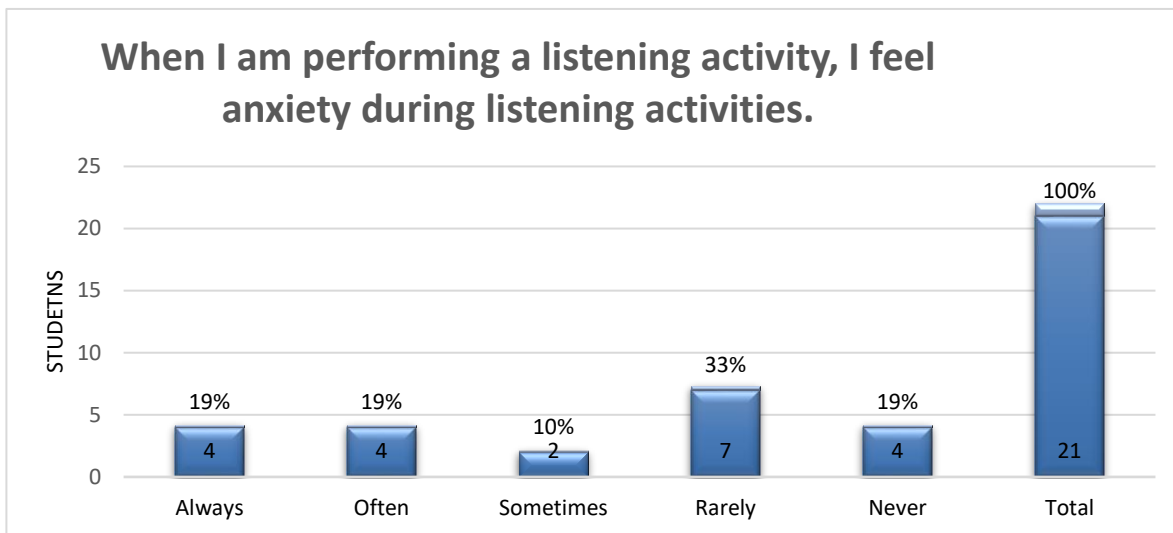
4.1.2.5 When I am performing a listening activity, I predict what is the listening about

*Figure 5 represents if students predict what is the listening about.
Source: Researcher's own creation.*

This figure deals with the answers of the students to the question “When I am performing a listening activity, I predict what is the listening about.”, 5 students (24%) out of 21 said that they always predicted the listening. Most students, 10 students that correspond to the 48% said that they predict what is the listening about. Only one student, which is the 5%, stated that sometimes; whereas, other 2; 10% of the students, said that they rarely predicted the listening; and 3, that means the 14% students, mentioned that they never predicted what is the listening about, as they never tried to ascertain what is the listening before to start an activity. The 48% of the students said that they often predicted what is the listening about it, which is an advantage at the moment of doing a listening activity, because 10 students are more able to answer faster and with correct answers the listening activities.

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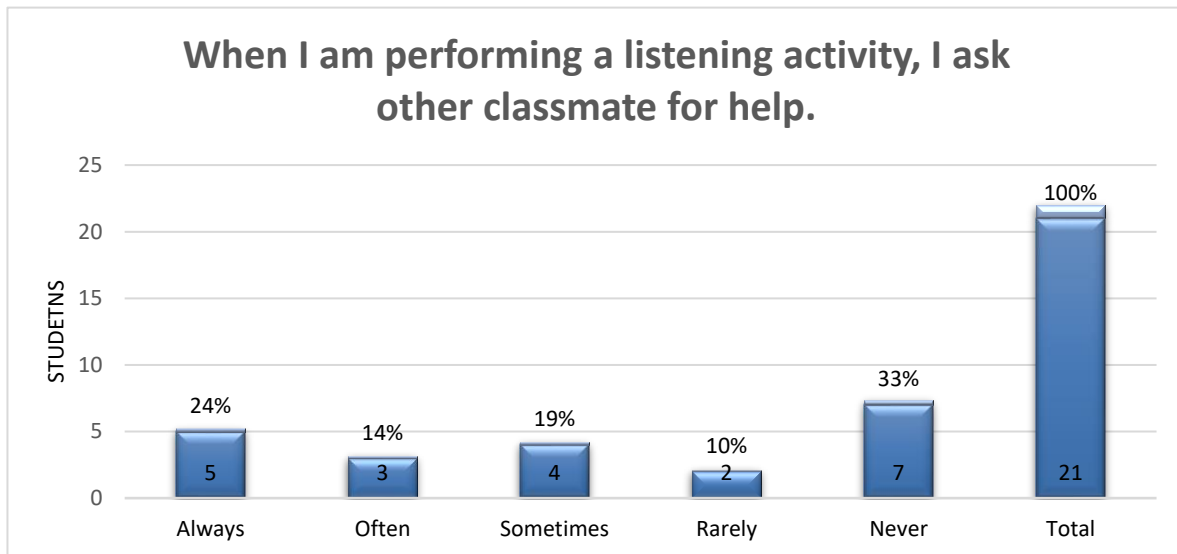
4.1.2.6 When I am performing a listening activity, I feel anxiety during listening activities



*Figure 6 represents if students feel anxiety during listening activities
Source: Researcher's own creation.*

The sixth statement “When I am performing a listening activity, I feel anxiety during listening activities,” shows that 4 students, who represent the 19%, mentioned that they always feel anxiety when they perform a listening activity. Moreover, other 4 students which is equal to another 19%, said that they often feel anxiety; 2 students, who are the 10% of the class, said that sometimes; 7 students, that means that the 33%, answered that they rarely feel anxiety, as they feel comfortable when they make listening activities; and 4 learners, which is the other 19% of the class, said that they never feel anxiety during listening activities; therefore, they do not have problems with anxiety during listening activities.

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4.1.2.7 When I am performing a listening activity, I ask other classmates for help

*Figure 7 represents if students ask other classmates for help
Source: Researcher's own creation.*

Figure number seven answers the statement “When I am performing a listening activity, I ask other classmates for help.” From 21 students, 5 of them, that means the 24% of the class, said that they always ask to their classmates. Moreover, 3 students, who are the 14% of the learners, said that they often ask for help; and 4 students, which is the 19% of the group, mentioned that they sometimes ask to their classmates. Therefore, 2 students, that means the 10%, said that they rarely ask for help, and the last 7 students, the 33% of the learners, answered that they never ask to other classmate for help.

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4.1.2.8 When I am performing a listening activity, I identify words in my native language that sounds like the new word

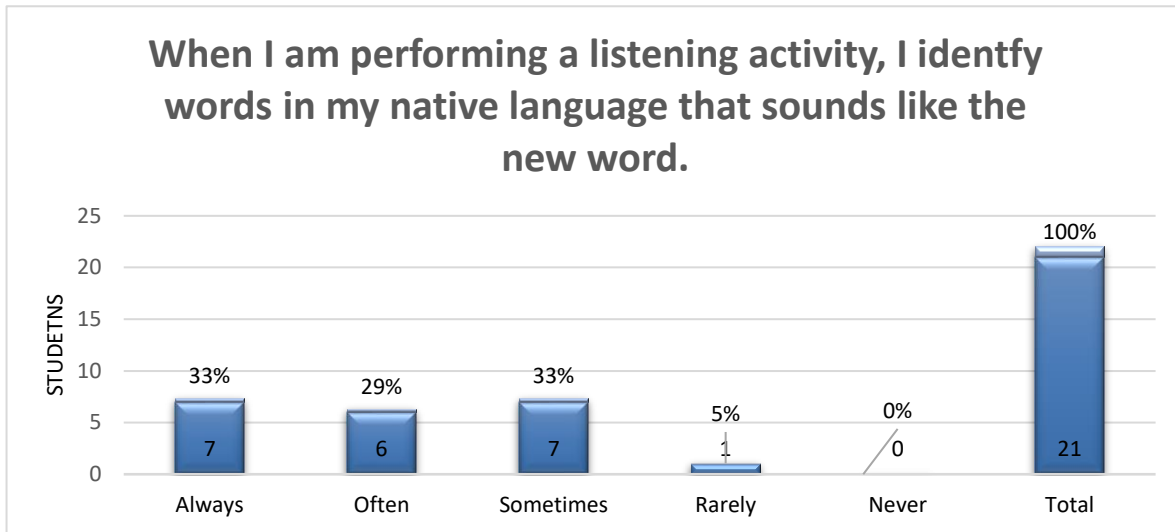


Figure 8 represents if students identify words in their native language that sound like the new word.

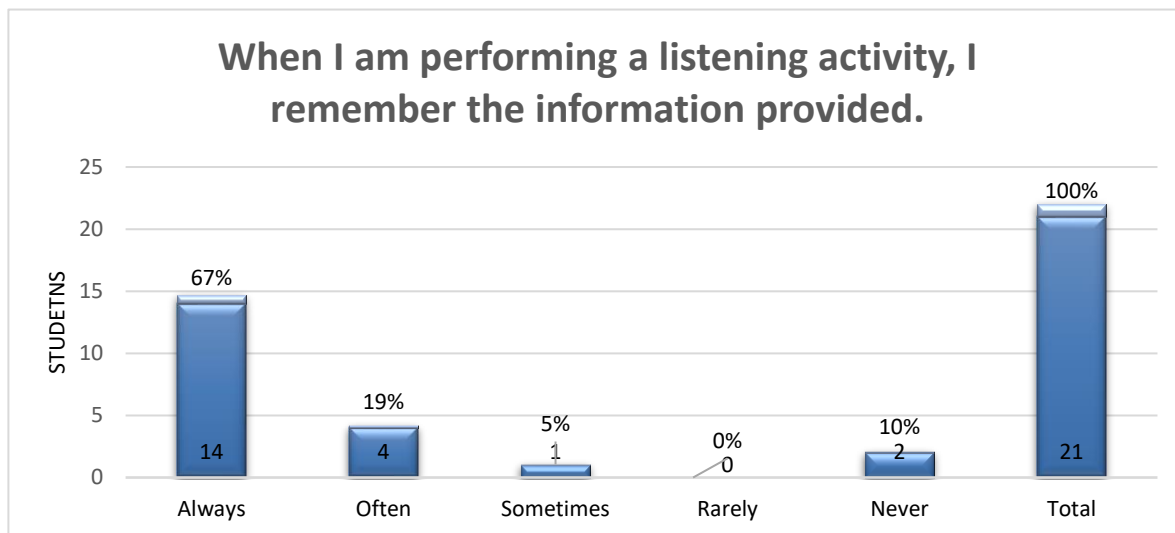
Source: Researcher's own creation.

Regarding the eighth statement “When I am performing a listening activity, I identify words in my native language that sounds like the new word,” from 21 students, 7, that means the 33% of the class, answered that they always identify words in their native language; other 6 students, which is the 29% of the group, said that they often identify words in their native language, and the 33%, who are 7 students, mentioned that they sometimes identify words that sounds like a new word. Consequently, only one learner, that is the 5% of the class said that they rarely identify words and none of the students never do it, which means that any of the students have difficulties when identifying words in their native language that sounds like the new word. In this figure, the options always and sometimes have the same percentages, that is 33%; this means that half of the students are

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able to identify different word in their native language that sounds as a new word in English.

4.1.2.9 When I am performing a listening activity, I remember the information provided



*Figure 9 represents if students remember information provided.
Source: Researcher's own creation.*

Figure number nine refers to “When I am performing a listening activity, I remember the information provided.” From 21 students, 14, who are the 67% of the class, said that they always remember the information provided in the listening. Moreover, 4 students said that they often remember the information, only 1 student, who represents 5% of the class, said that sometimes; and 2, who represents the 10% of the class, mentioned that they never remember the information provided. In other words, the 67% of the students can remember the information provided most of the time, when they perform a listening activity.

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4.1.2.10 When I am performing a listening activity, I recognize the different accents

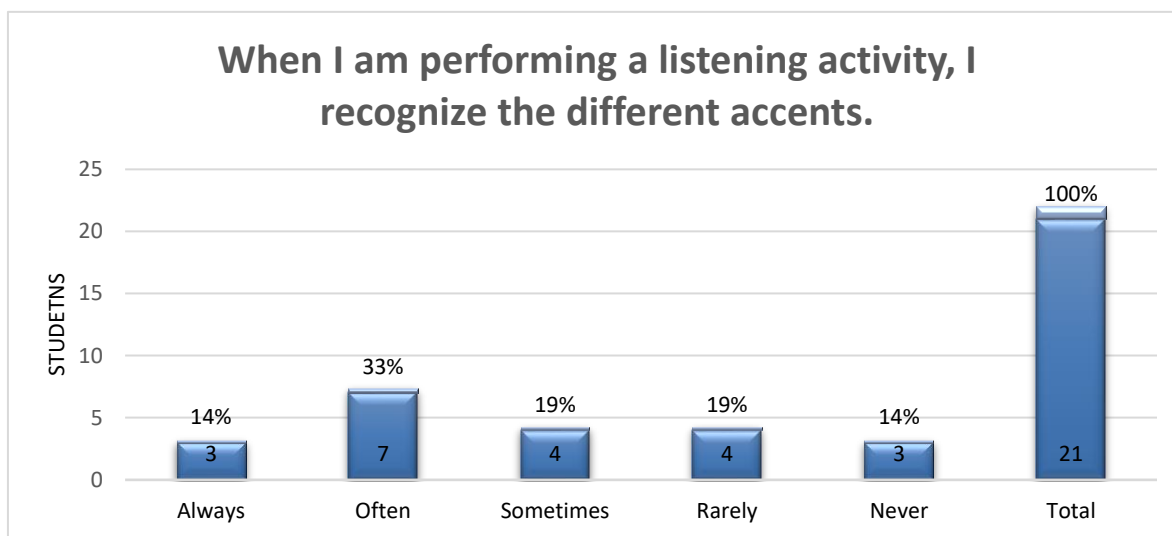


Figure 10 represents if students recognize the different accents.

Source: Researcher's own creation.

In the last statement “When I am performing a listening activity, I recognize the different accents.” 3 students, who represent the 14% of the class, answered that they always recognize different accents; 7 students, that represent the 33% of the group, mentioned that they often recognize the accents; 4 learners, which is the 19% of the class said that sometimes; 4 students, that is 19%, said that they rarely recognize accents; and 14%, who are 3 students, mentioned that they never recognize the different accents, which is a big disadvantage for them when they perform a listening activity. Of the 100% only the 33% of the students of the group have the possibility of understanding other accents, during a listening activity. This statement will be improved during the lessons, because it is important that students can understand or comprehend different English accents.

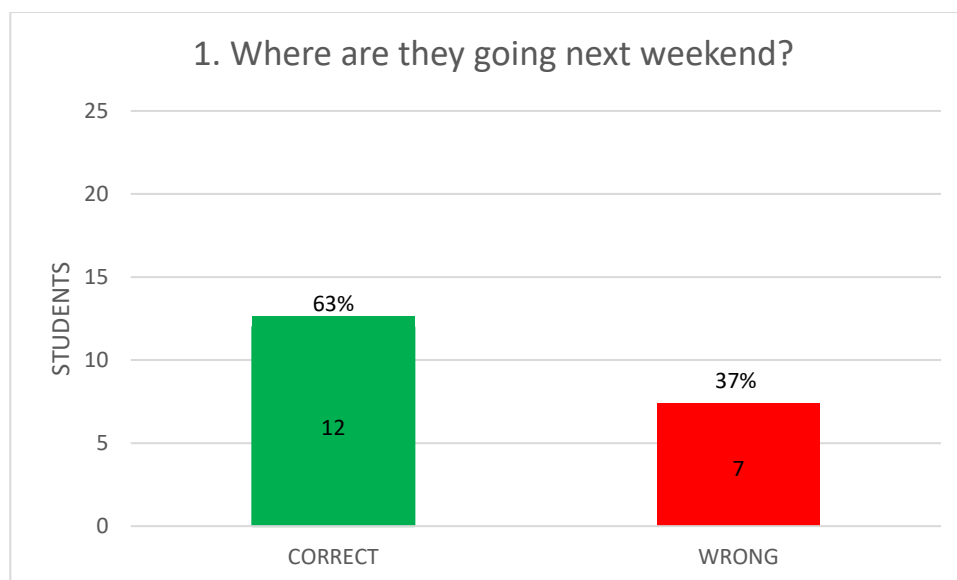
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4.1.3 Test

In the next part, the readers are going to find the results of the last instruments, that were the tests. This one was applied on October 21st. In this test, 19 students participated, as 2 students were absent that day. This instrument will be explained through figures. In the first part, it was a multiple choice; therefore, the figure will include the correct and wrong answer given by the students and its explanation. Also, it is important to mention that the audio for the exam was played three times.

4.1.3.1 Multiple Choice

4.1.3.1.1 Where are they going next weekend?



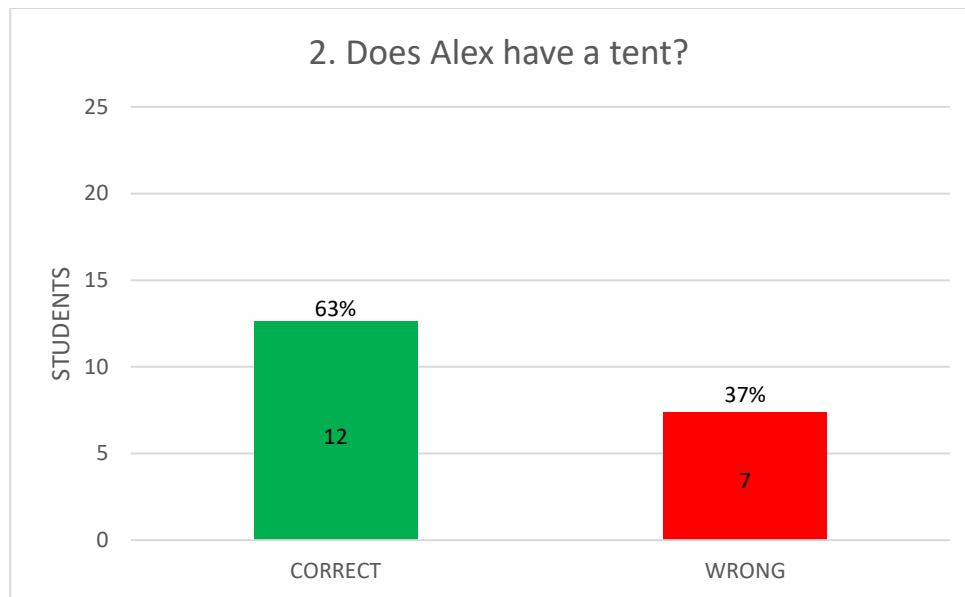
*Figure 11 represents the student's answer to the first question of the test
Source: Researcher's own creation.*

The first question of the test was about where Rebeca and Alex are going next weekend. From 19 students, 12 students answered in a correct way and other 7 students marked a wrong answer. Most of the students understood the initial 35 seconds of the

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video, this means, that they could have a good listening comprehension and a full perception of the vocabulary, but the 7 students, unfortunately had problems with the comprehension of the word *Camping* that was the correct option. Also, they got confused because at the moment of the conversation between Alex and Rebeca, it was mentioned the word *Beach*, that was one of the options. Therefore, those 7 students did not follow the initial 35 second of the listening and only listened that word and they decided to mark it, because was the only word that they really comprehended at that moment.

4.1.3.1.2 Does Alex have a tent?



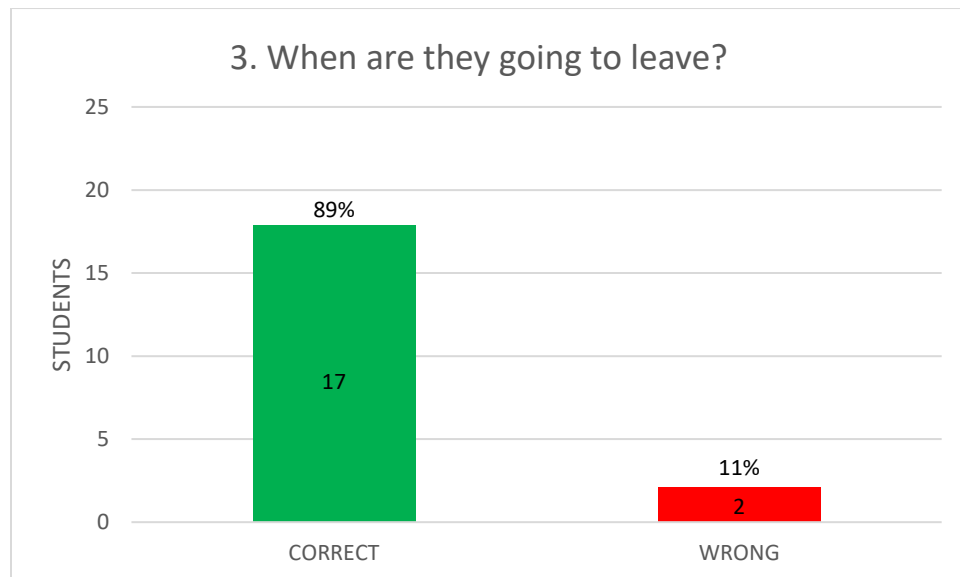
*Figure 12 represents the students' answer to the second question of the test.
Source: Researcher's own creation.*

The second question of the test was if Alex had a tent. 42 seconds after the conversation started, it was mentioned that Alex does not have a tent. Consequently, it can be said that 12 students comprehended and monitored the listening in an excellent way and chose the correct option. Nevertheless, 7 students out of 19, presented problems and could not identify the word *Tent*, beside 4 students were unclear, because they chose other option

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that was very similar, but what happened here was that they confused the question and did not show clarity about it.

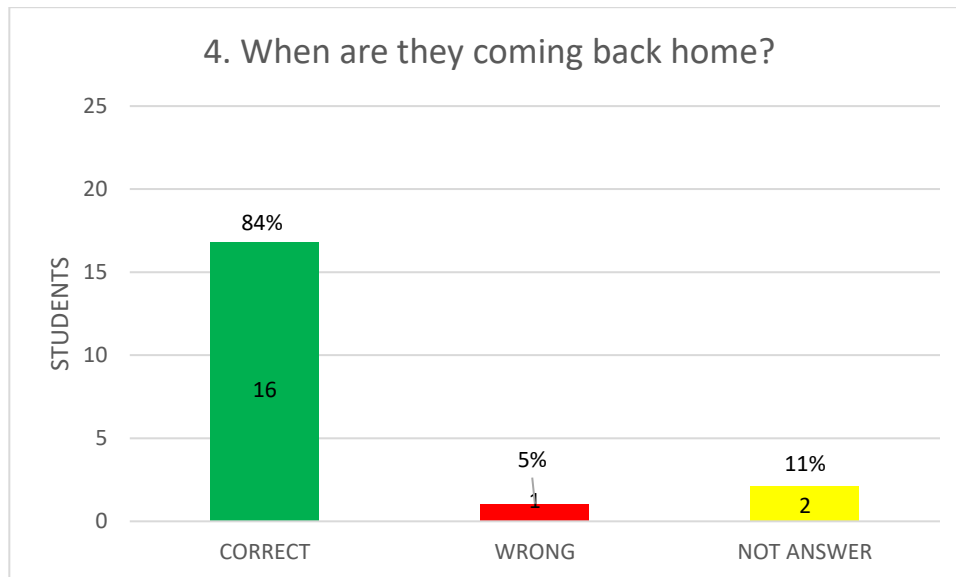
4.1.3.1.3 When are they going to leave?



*Figure 13 represents the students' answer to question 3 of the test.
Source: Researcher's own creation.*

The third question was answered at minute 1:10 of the conversation, as at the moment, it was mentioned that they can leave on Friday to camping. In this question, it is more notorious that students comprehended and recognized words such as; *leave* and *Friday* in an easier way, because these are words that they use and listen to every day in classes. Moreover, from 19 students, 17 of them answered in a correct way the question, which for the investigator considers, it is a good amount of students who improved their listening comprehension and only 2 students chose another option. These 2 students, the investigator can say, were distracted and this was a big obstacle at the moment of making a listening activity, because in the sequel of the video it was said the day Alex and Rebeca will come back and students did not paid attention, so they got confused with the answers.

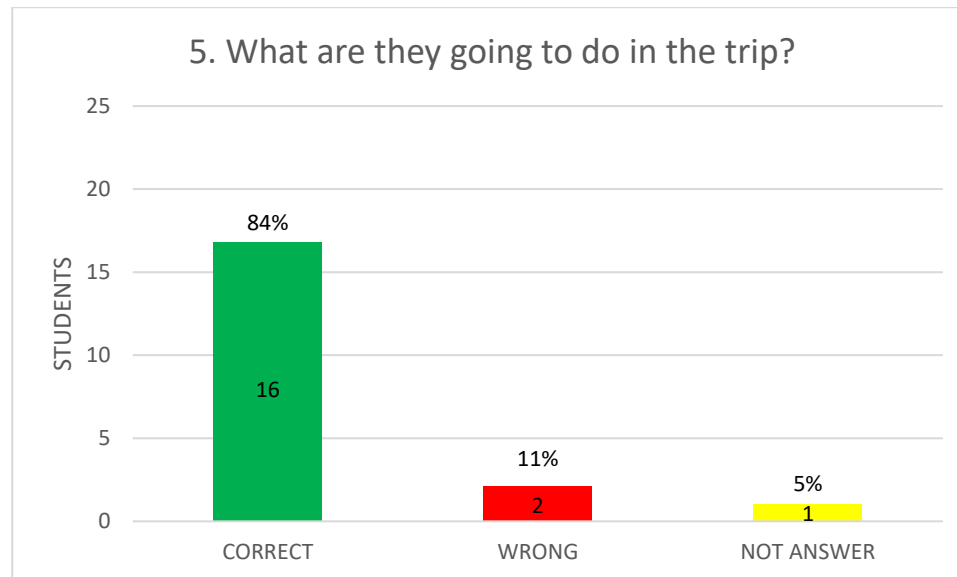
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4.1.3.1.4 When are they coming back home?

*Figure 14 represents the students' answer to question 4 of the test.
Source: Researcher's own creation.*

This question was about when Alex and Rebeca come back home, and according to the video, the answer was on Sunday. In this question, 2 students did not answer; this means, that those students did not remember the information provided in the listening and the three times that they listened to it was not enough to answer. Moreover, 16 of the students answered correctly, so they were able to follow the listening and the sequence of the conversation in an excellent way. On the other hand, only one student obtained a wrong answer, since at the moment of the listening the students could not identify if the speaker mentioned Sunday or Saturday, so he confused the answer and marked a wrong one.

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4.1.3.1.5 What are they going to do in the trip?

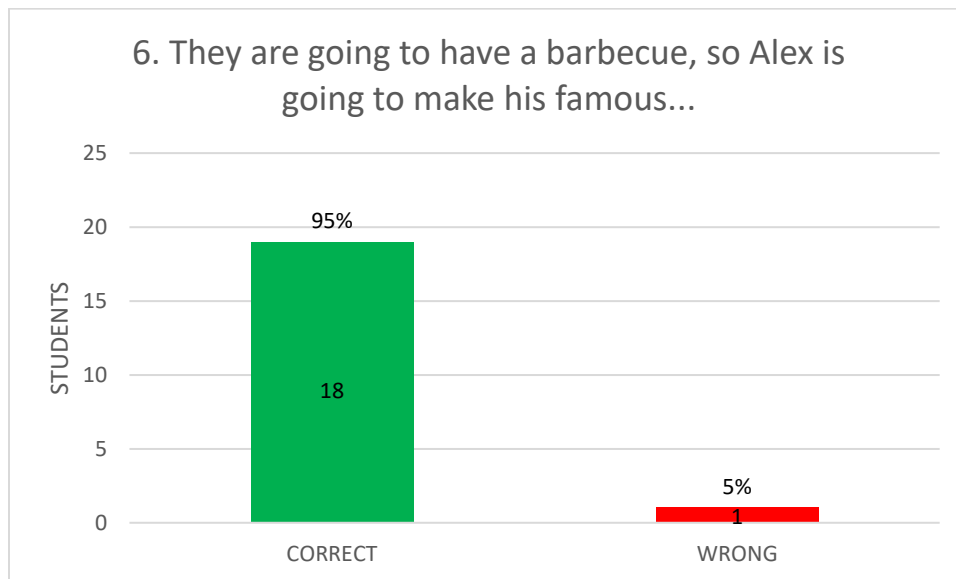
15 Figure 15 represents the students' answer to question 5 of the test
 Source: Researcher's own creation.

For question number five, the investigator asked about what Alex and Rebeca are going to do in the trip, which the answer was Hiking. For this question, 16 students obtained a correct answer, which means that they recognized the vocabulary, because in previous lessons such vocabulary was presented to them. Moreover, they reviewed vocabulary such as *Hiking* in some of the activities that they did, which means that the input of that vocabulary had good results. From the remaining students, 2 of them, had a wrong answer, which means that they had more difficulties to comprehend the meaning of the words during a listening activity and also had problems to follow the sequence of the conversation. In addition, from 19 students, 1 of them could not answer this question. This student was the same one that in the previous question could not answer, the reason was that for he the three times that he listened the conversation was not enough as to answer.

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First, because he was not focused on the listening and second, he did not comprehend the question and the meaning of vocabulary.

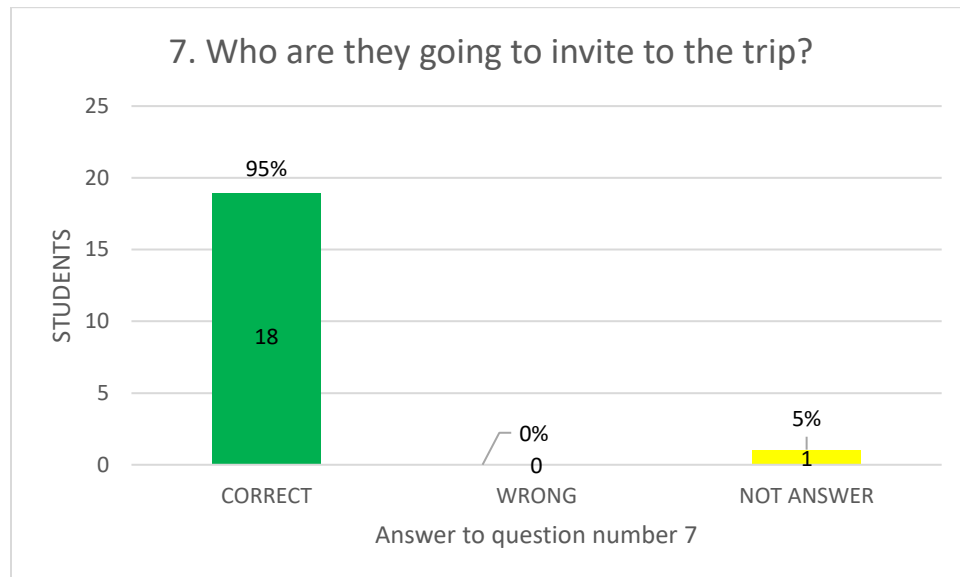
4.1.3.1.6 They are going to have a barbecue, so Alex is going to make his famous...



*Figure 16 represents the students' answer to question 6 of the test
Source: Researcher's own creation.*

In question number six, students had to answer what Alex was going to cook in the barbecue. From 19 students, 18 of them chose the correct answer, which was *Hamburgers*. This means that the usage of key words allowed them to relate the question with the answer. Here the investigator considers that for students it is easier to identify previous learned vocabulary, so they were able to obtain better results in the listening comprehension. Only one student, who was the same student that presented problems since the beginning of the exam, had a wrong answer; as he presented lack listening comprehension and did not follow the sequence of the conversation.

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4.1.3.7 Who are they going to invite to the trip?

*Figure 17 represents the students' answer to question 7 of the test
Source: Researcher's own creation.*

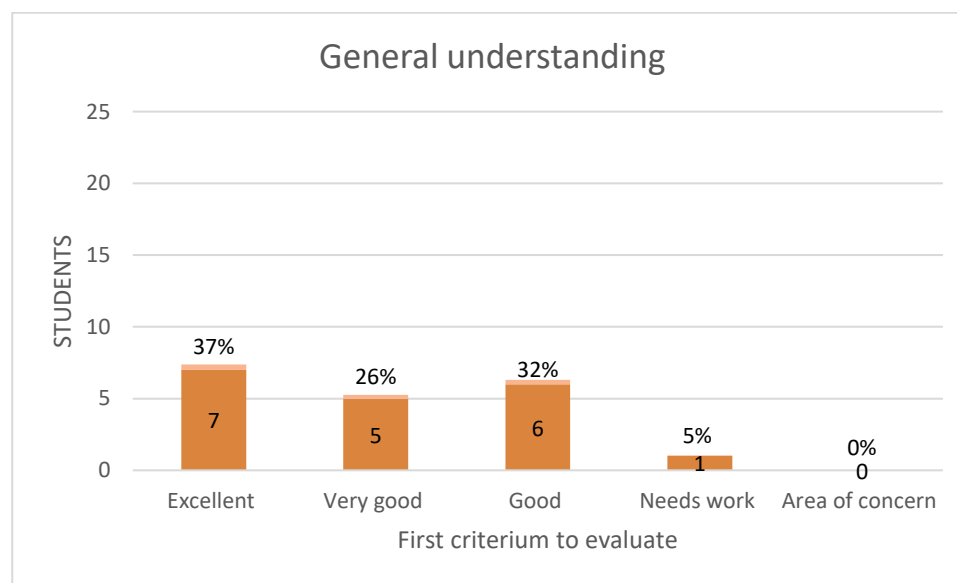
The last question of the text asked, who were Alex and Rebeca going to invite to the trip. The answer was given at the 1:48 minute of the video. The results for this question were that 18 students chose the correct answer, that was *Friend*. They really had an excellent monitoring of the listening and recognized the vocabulary, as it was one of the expected improvements of the investigation. In this case, no one had a wrong answer, but one student did not answer the question. This student is the same that in question number 4 and 5 left the answers in blank, due to the same reason mentioned above. Therefore, the researcher concluded that this student felt anxiety during the listening task, as he presented the same behavior during the previous classes.

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4.1.3.2 Production (Retelling)

The second part of the test was a retelling of the video that students listened for the first part of the test. It will be explained by the rubric that was created to assess students' delivery with five different criteria, such as excellent, very good, good, needs work and area of concern. Here the reader can find the results that the 19 students obtained in the retelling. The students put in the right order the images and enumerated the listening and delivered it in front of the class.

4.1.3.2.1 General Understanding



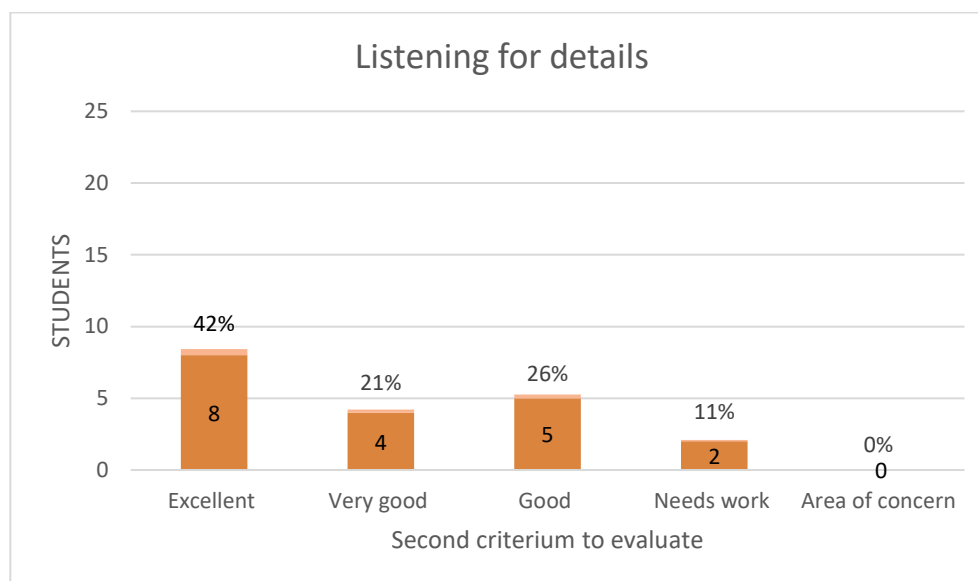
*Figure 18 represents the students' general understanding of information during the retelling
Source: Researcher's own creation.*

For the first aspect of the production part, the investigator decided to score the general understanding of students to see if they were able to understand all the vocabulary and information from the listening and to complete all the required aspects for the retelling. From 19 students 7 of them had an excellent general understanding, as they could

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remember the vocabulary and information from the listening. Moreover 5 learners showed a very good understanding, at the moment of presenting the retelling; 3 students presented a good general understanding of the vocabulary and information with most of the retelling completed, and 1 student needed work regarding the general understanding of the listening, because he did not understand a lot of vocabulary and information, so was not able to complete the retelling.

4.1.3.2.2 Listening for details



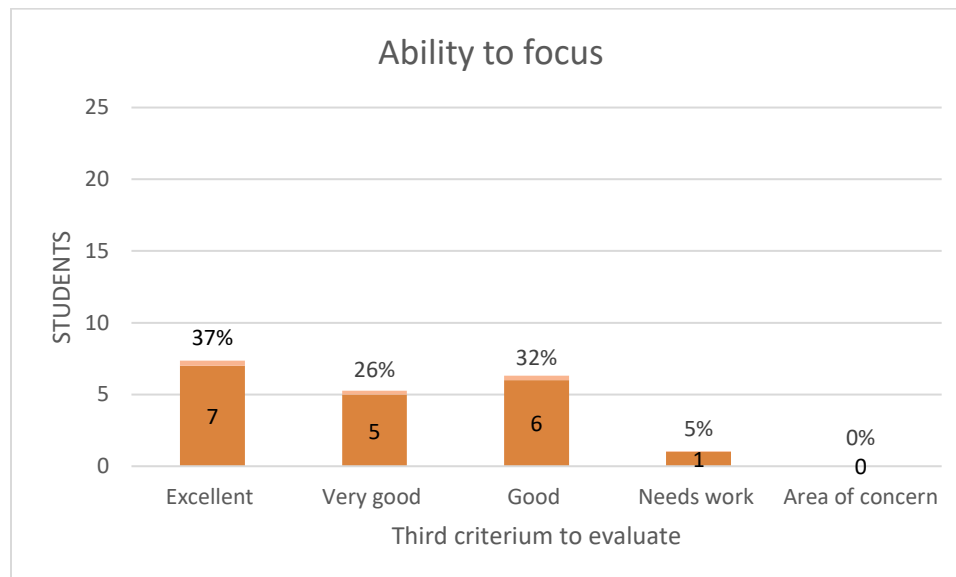
*Figure 19 represents the ability of students to listening for details during the retelling
Source: Researcher's own creation.*

For the second aspect evaluated in the retelling, listening for details; 8 students of the group included all the listening information and details in the retelling, which means that they explained and comprehended in an excellent order the sequence of the conversation. Moreover, 4 students included almost all the details and information they hear in the presentation of the retelling. From 19 students, 5 of them included most of the

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listening information and details of the conversation in their retelling, and finally 2 students need work when listening details, as during retelling they showed a limited ability to listening for details and specific information was occasionally included.

4.1.3.2.3 Ability to focus



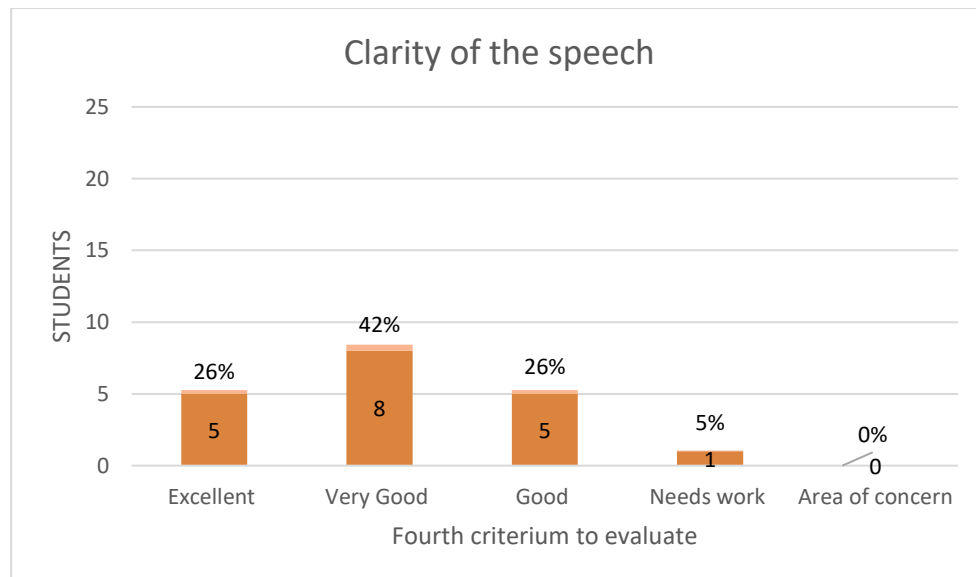
*Figure 20 represents the ability to focus on the criterium during the retelling
Source: Researcher's own creation.*

The third aspect of the rubric was about the ability to focus during the listening activity. Here most of the students presented an excellent score, because they could explain all the steps of the listening. These 7 students were totally concentrated during the listening task and they could complete the retelling in an excellent way. Moreover, 5 students were able to concentrate during the listening and complete the retelling in a very good manner; 6 students presented a good ability to focus during the listening, as they were mostly concentrated and made a good job in the presentation of the storytelling; and only one student, the same that needs work in the previous aspect, found it difficult to concentrate

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during the listening task, but in some occasions he was able to get some information to complete some parts of the retelling.

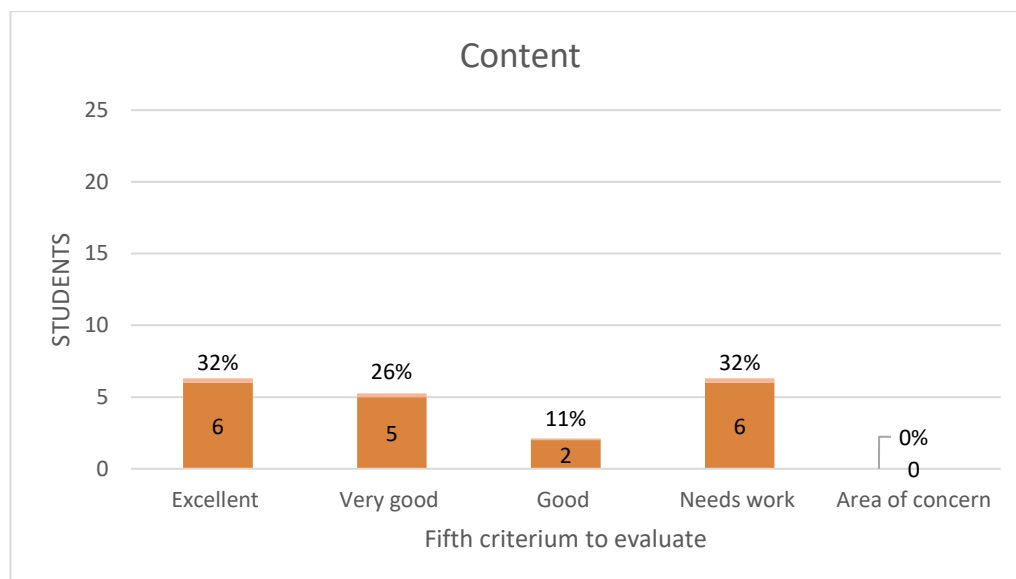
4.1.3.2.4 Clarity of the speech



*Figure 21 represents the clarity of speech during the retelling
Source: Researcher's own creation.*

The aspect number fourth assessed the clarity of the speech while students were presenting the retelling. The investigator decided that a speech was the clearest activity for students to represent the comprehension of what they have listened. The investigator could notice if they really received, understood, remembered, evaluated, and responded to the listening in an excellent way. In this aspect, 5 students obtained an excellent clarity of the speech, as it was clear, comprehensible, and always fluent; 8 students presented short pauses during the speech, but it always was comprehensible; 5 learners presented a few pauses and the speech was somewhat unclear so it was a little difficult to be comprehended; and finally 1 student presented an incomprehensible speech and had some long pauses during the presentation.

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4.1.3.2.5 Content

*Figure 22 represents the content criterium during the retelling.
Source: Researcher's own creation.*

The last aspect of the rubric was to review the content of the speech. The investigator wanted to assess if students presented the sequence and the different details of the scenes of the video, through the pictures. In this aspect, 6 students obtained an excellent grade because they were able to follow and express the details from the listening; 5 learners were able to present and explain in a very good order the sequence and the details of the video; 2 students, during the speech, presented and explained in a good order the listening; and 6 students needed work, because they had difficulties to explain the sequence and the details of the scenes during the retelling. These students presented difficulties during the speech, as they were very ashamed to speak in public, so they could not express the content of the listening.

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4.1.4 Observation Checklist 2

To end the investigation, the researcher conducted a second observation with the same checklist used at the beginning; this with the aim to compare the results between the first and this observation to see how much improvement there was in the activities. While this observation took place, the students were applying their last listening test of the year, which was an incredible opportunity for the investigator to finish, because this test was for their real final grade.

For the first aspect of this observation that was *classroom management*, the five different criteria were evaluated; for instance, interpersonal communication, rules established, routines and time assigned to the tasks, materials and interaction. The teacher obtained an excellent score in each one of them this time. The difference among the first observation and this one, is that in the criteria *b. Class rules are established and clear to all students*, the teacher received an acceptable score in the first observation, but this time she obtained excellent, as the rules were explained very well before they started the test and all the students were clear with each instruction established for the exam.

In the second part of the observation, the aspect evaluated was *class structure*, in which the criteria were; objectives are communicated clearly at the beginning of the class, revision of the previous day content, if the material for the class was ready, if the class had structure and if the teacher directed students for the next class. This time, the criteria were excellent, as well as in the first observation; as at this time, the teacher was applying the last listening test and she was very organized with all the necessary material for that day, such as the paper test and the audio, the revision of the previous days was evaluated in the best way with the application of the test.

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The third aspect of the observation was *teaching methods*. The evaluated criteria were five; teacher demonstrated awareness of individual students learning needs, the ideas and experiences of the students, if a variety of listening activities were used, the listening explanation were clear, and if the teacher integrated the use of technology during the class. During the first observation the use of technological devices during the class was not observed, but in this time and in order to apply the exam, the teacher used the television and the computer to reproduce the listening for the test. Also, it for the rest of the criteria, is important to mention that while doing various listening activities, the teacher provided different activities for the test.

In the aspect *students' as listeners*, there were observed some differences. In the first observation, for example the aspect regarding students avoid distractions; in observation one, this criteria was acceptable; however, in this second the students avoided distractions in an excellent way, since they were in a test. Moreover, regarding if students followed what the instructor said, in the first observation it was acceptable, as well; nevertheless, this time they followed each instruction very well for the exam.

In this opportunity the statement students ask about what they listened, was not observed in this time, as they were in an exam, so basically, they could ask during them doubts about it; unlike, in the first observation. For the criteria, students recognize the use of key words, they obtained an excellent score too, because they used the learned vocabulary to answer the exam. Finally, last criteria verified if students followed the five stages of listening such as receiving, understanding, remembering, evaluated and responding, which in the first observation was not observed, but this time, during the application of the exam, they followed in an excellent form the five listening stages.

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The last aspect was *student's interaction*. This part assessed the students' participation in the activities; in both observations carried out the students obtained excellent, because they were always enthusiastic to participate in everything they requested to. For the second criteria, if students demonstrated respect towards the teacher, in both observations was excellent, as much for the teacher and for the investigator they were always very respectful. However, something that changed from the first to the second observation, was the part in which the investigator looked if students demonstrated mutual respect, as in the first observation they received an acceptable, but this time they obtained excellent because they kept silent all the time during the exam and did not interrupt each other.

For the final results of this investigation, the investigator could observed that students had many changes in their behaviors and the most important in their listening comprehension ability, such as the day that this observation was applied, they did their last listening test. It was an excellent experience for them and for the investigator to finish all the instruments and get all the acquired knowledge during these weeks in the institution.

CHAPTER V

Conclusions and Recommendations

In this chapter, the reader will find the conclusions based on each objective planned to be fulfilled during the investigation, as well as the answer of the research question provided, some unexpected results during the investigation, recommendations of how the investigation could be different and future investigators who want to create a work based on this specific topic.

5.1 Purpose of the Conclusion

The researcher will provide the conclusions focused on the accomplishment of the objectives constructed to improve the seventh graders' listening comprehension; therefore, each objective will be explained through aspects such as behavior, assessment, and action displayed during the execution of the instruments.

5.2 Conclusions

5.2.1 To investigate communicative activities effectiveness for enhancing listening comprehension of seventh graders at Liceo Diurno de Ciudad Colón

Through this general objective, the investigator achieved that seventh graders at Liceo Diurno de Ciudad Colon could improve their comprehension of listening activities; consequently, it was used strategies such as activation of prior knowledge through pictures, verification and revision of previous vocabulary, listening for details, and discussions, which were established through the pre, while, and post listening activities. These activities were carried out to help students to have more confidence at the moment of listening different audiovisual resources and teacher or classmates, too.

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For the seventh graders, this investigation was a crucial part of their learning process, especially the listening skill, as they obtained different results, but each of them enhanced their listening comprehension and realized that is possible to get a good listening skill if they learn step by step how to acquire new information, vocabulary, sentences, main ideas, revise, and especially obtain the all understanding of the listening provided.

5.2.2 To identify listening problems seventh graders encounter when developing listening activities

Through this specific objective, the investigator was able to figure out the factors causing problems in seventh graders during a listening comprehension activity. The researcher determined the problems with an observation checklist and a Likert Scale, which were applied to the students at the very beginning of the investigation. The observation checklist helped to collect data to identify problems that the learners and teachers encountered in a listening activity.

Moreover, this observation reviewed aspects such as the teacher's classroom management, class structure, teaching methods, students as listeners, and student's interaction. Within the aspects observed; class rules were clearly established from the beginning, the use of technological devices during the lessons, students' distraction avoidance during a listening, students' instructions follow-up, students' application of the five stages of listening, students' mutual respect and students' comfort when sharing ideas, questions or needs; were the most relevant points the investigator observed during the first observation, which helped the investigator to create, arrange and execute the planning's for the classes.

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The Likert Scale measured students' listening attitudes through the question When I am performing a listening activity, I ... which they answered based on a scale to rate their listening proficiency. Ten different statements were selected to provide answers according to a scale scored as always, often, sometimes, rarely, and never. From there, the investigator decided to work on anxiety within the classes as part of the listening activities, because students lacked confidence when they were performing an activity in which they had to answer something either in a written or spoken way, after a listening exercise; for that reason, they were trained to manage their anxiety and nervousness, and, thus improve their listening comprehension.

In conclude this specific objective, the researcher determined that the problems encountered, were class rules clearness, use of technological devices during the lessons, students' distraction avoidance during a listening, students' instructions follow-up, students' application of the five stages of listening, students' mutual respect, and students' comfort when sharing ideas, questions or needs to be treated during the investigation and with the help of the classes.

5.2.3 To apply communicative activities for enhancing seventh graders listening comprehension at Liceo Diurno de Ciudad Colón

Regarding to this second specific objective, the investigator carried out three classes in which the pre-listening, while-listening, and post-listening activities were used with their respective strategies, because was not only the activities, but each of these were planned for the classes to have their own strategies to improve the listening comprehension of seventh

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graders. Consequently, and in order to do this, during the lessons taught, the investigator used different topics that were part of the Public Ministry plans.

As a conclusion to the pre- listening activities, the most important strategy was that students could activate their prior knowledge in a listening activity. This one was worked in each pre listening, as well as in the warm-up activities through videos for sharing previous vocabulary, the use of pictures to activate their prior knowledge, and the recognition of vocabulary to later share orally with the rest of the class. Hence, these strategies allowed to enhance the pre-listening activities, since those were very effective-during the lessons, as students felt more excited before starting with the other activities, because they knew and felt prepared for the rest of the lesson with the activation of previous vocabulary.

Regarding the while-listening activities, the researcher used some strategies such as listening for specific details, verifying and revising previous vocabulary and listening for main ideas, so students had to take notes, divide listening vocabulary, and complete exercises based on the activity. Moreover, the students got those strategies in a very good manner; it has to be said that certainly, some students presented problems with the strategies, since were new to them and during their regular classes they only made a simple listening, in which they listened to it three times and that was it. In the while-listening activities, the seventh grade students learned new techniques to develop their listening comprehension skills.

For the last strategy, the researcher carried out post-listening activities. Therefore, she used two specific strategies that were check and summarize and discussions, in which the students could discuss and had small debates about the listening vocabulary, sentence

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given by their other classmates, key words, and also the videos and conversations in the previous listening activities. In conclusion, these strategies were accepted by the students, as they felt confidence and comfortable at the moment of sharing their ideas with the rest of the class and the investigator. In this way, the researcher could revise and evaluate their listening comprehension process throughout the lessons.

It can be stated that, the most effective strategies during this investigation were the activation of prior knowledge through pictures in the pre- listening activities, to verify and revise previous vocabulary, during the while- listening strategies; and to listen for the main details, during the post-listening. However, discussion was the most accepted by students.

5.2.4 To evaluate communicative activities implementation for enhancing seventh graders listening comprehension at Liceo Diurno de Ciudad Colón

During the evaluation of the listening strategies, the investigator applied a two part test to measure the knowledge acquired. In one part, students answered a multiple choice based on a conversation, and, on the second, they made a retelling using pictures about the same story. Students were evaluated through a rubric during their performance. Such rubric not only evaluated the listening comprehension, but also speech delivery and performance. For the investigator, it was relevant to evaluate the students' listening comprehension with criteria such as general understanding, listening for details, ability to focus, clarity of the speech, and content.

In conclusion, the investigator noticed a significant change on the student's listening comprehension, since most of them obtained an excellent score during the retelling where they applied the five stages of listening (receive, understand, remember, evaluate, and respond.) Moreover, students' self-awareness in regard to foreign language acquisition

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increased because they realized that if they do not acquire an acceptable English proficiency level, they will not have a well-developed language, and, therefore, they will avoid getting a job position in the future.

5.3 Restatements of the Research Question

The investigation question was, “What is the effectiveness of using communicative activities for enhancing listening comprehension in seventh graders during the third trimester of 2019?” During the development of the investigation, the researcher found two answers to this question. One of the answers was that this is crucial to reinforce students’ motivation and self-monitoring awareness to be focused at the moment of working in a listening strategy. This because the researcher noticed that if a student got distracted, the other classmates will be affected, too.

The second answer to the research question was that it is very important to teach listening strategies since the beginning of the year, because with the little time with the investigator, they improved their listening comprehension and obtained outstanding results during the lessons and their final test. Thus, the results proved that the use of listening strategies is effective in seventh graders’ listening comprehension. For this reason, it is essential to continue using the strategies to teach them for more time, as they are going to use their oral skills and apply more listening activities, so they will have the option to be more prepared each time.

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5.4 Unexpected Results

For the investigator, one unexpected result was that one student out of 21 had several academic problems in different subjects, so he presented some disagreement during the lessons, as he always showed up late to classes. For the same reason, he lost some lessons and the sequence of the topics covered; thus, he ended up being absent-minded during the application of the final instrument (retelling) and did not get not the same results as his others classmates, as well as no improvement, because he did not answer or perform anything about it.

5.5 Recommendations

For the researcher, this investigation could be different if she would have had more time to work with the students. The 40 minutes that lasted each lesson was not enough to apply more activities that the investigator planned and wanted to work with the students. The listening skill is one of the most important and easiest to work. In a public institution, students only receive three lesson per week, and this made the process more difficult in order to have a good sequence of the listening comprehension. The investigator could work with them every day and this was something that affected not only the investigation, but also the learning process of the students in the language.

The researcher recommends to do this type of investigation in groups that have English classes every day, because in this way the instructor can apply more activities and the students could get a better sequence of the strategies, without having problems for not being constant during the investigation.

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Regarding future listening investigations the researcher recommends the use of more activities in which students feel comfortable sharing ideas, opinions, and not feeling anxious during the presentation of the listening skill. Also, the investigator recommends to work such skill and strategies for more time; if the researcher applies more activities and different strategies, the investigation could get better results.

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Listening Activities as Comprehension Boosters

Appendix A:**Observation Checklist**

Purpose: To collect data to identify different problems learners encounter with listening aspects

Instructions: Complete the following information only with black or blue pen. In the table, mark with a (x) excellent, acceptable or not observed.

Teacher's Name: _____

Date: _____ Class: _____ Number of Students: _____

Length of Lesson: _____ Topic: _____

Rubrics: 3 –Excellent 2 –Acceptable 1 – Not Observed

	3	2	1	Comments
1. Teacher classroom management				
a. The teacher uses interpersonal communication (eye contact, smiling, and gesture).				
b. Class rules are established and clear to all students.				
c. Teacher establishes routines, assigns appropriate time for tasks and manages time effectively.				
d. Provides well designed materials.				
e. Teacher interactions are caring and respectful all the time.				
2. Class Structure				
a. Objectives are communicated clearly at the start of the lesson.				
b. Review previous day's content.				
c. Materials are ready, when the class starts.				
d. There is structure of the lesson.				

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e. Directs student's preparation for next class.				
3. Teaching methods				
a. The teacher demonstrates awareness of individual students learning needs.				
b. The ideas and personal experiences of the students are taken into account.				
c. A variety of listening activities are used.				
d. Listening explanations are clear.				
e. The teacher integrated the use of technological devices during the lesson.				
4. Students as listeners				
a. Students avoid distractions.				
b. Students follow what the instructor said.				
c. Students asks about what they listen.				
d. Students recognize key words.				
e. Students follow the five Stages of listening (Receiving-Understanding-Remembering-Evaluating- Responding)				
5. Students Interaction				
a. Students participate of the activities.				
b. Students demonstrate respect for the teacher.				
c. Students demonstrate mutual respect.				
d. Students are comfortable sharing ideas, questions or needs.				

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Appendix B:**Likert Scale**

Purpose: To measure students' attitudes towards listening activities

Instructions: On a scale of 5 to 1, rate your listening proficiency, mark with a check

(✓) How frequently do you use your listening skills; 5- Always, 4- Often, 3-

Sometimes, 2- Rarely 1 -Never

Name: _____

When I am performing a listening activity, I...	5 - Always	4 - Often	3 -Sometimes	2 - Rarely	1 – Never
comprehend the meaning of all the listening words.					
evidence use of keywords.					
ask the teacher for a doubt.					
try to translate word by word.					
predict what is the listening about.					
feel anxiety during listening activities.					
ask other classmate for help.					
identify words in my native language that sound like the new word.					
remember the information provided.					
recognize the different accents.					

Appendix C:

Liceo Diurno de Ciudad Colón

Total Points: 32 points

Listening Test

Date: Monday, October 21st, 2019

Time allotted: 40 minutes

Teacher: María José Ramírez Camacho

Obtained points: Grade: Obtained Percentage:

Student name: _____

GENERAL INSTRUCTIONS

- Read the entire test carefully before answering it.
- This test has two parts: Single Choice and Production.
- Use blue or black pen to answer.
- Use a legible calligraphy. If it is not understood, it will not be graded.
- This is an official document do not make drawings or lines on this document if they are not required.

I Part.**Single Choice****(7 points)**

A- Listen a dialogue between Rebeca and Alex. Choose the option that corresponds to your answer with an (X). If you make a mistake write (no) and mark the correct one. (1 point each correct answer)

1. Where are they going next weekend?

- a. The beach
- b. Camping

- c. The museum
- d. Stay in home

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2. Does Alex have a tent?
 - a. Yes, he does
 - b. No, he doesn't
 - c. He is going to buy one
 - d. They are going to share the tent

3. When are they going to leave?
 - a. Monday
 - b. Friday
 - c. Saturday
 - d. Tuesday

4. When are they coming back home?
 - a. Sunday
 - b. Thursday
 - c. Wednesday
 - d. Saturday

5. What are they going to do in the trip?
 - a. Play cards
 - b. Hiking
 - c. Go swimming
 - d. Ride a bike

6. They are going to have a barbecue, so Alex is going to make his famous...
 - a. Chicken
 - b. Pizza
 - c. Hamburgers
 - d. Potatoes

7. Who are they are going to invite to the trip?
 - a. Family
 - b. Students
 - c. Friends
 - d. Coworkers

II Part**Production****(25 points)**

A. In groups of three you are going to retelling Rebeca's and Alex's conversation, the teacher is going to give you seven pictures about the story, you have to enumerate it, and paste it in the color sheet that the teacher prepared for you. Be organized, because your group have to tell the story in front of the class. Your production will be graded based on the following rubric.

Aspects to evaluate	Excellent 5pts	Very Good 4pts	Good 3pts	Needs work 2pts	Area of concern 1pt
General understanding	The student showed an excellent general understanding of all the vocabulary and information, completing all the required for the retelling.	The student showed a very good general understanding of most of the vocabulary and information, completing almost all the total of the retelling.	The student showed a good general understanding of the vocabulary and information, with most of the retelling completed.	While the student did not understand a lot of the vocabulary and information, he/she was not able to complete the retelling.	Student did not understand enough vocabulary or information to complete the retelling.
Listening for details	The student includes all the listening information and details in the telling.	The student includes almost all the listening information and details in the retelling.	The student was able to include most of the listening information and details in the retelling.	Although the student showed a limited ability to listen for details, specific information was occasionally included in the retelling.	Student was unable to grasp specific details when listening and did not include them in the retelling.
Ability to focus	The student was totally able to concentrate during the listening and complete in an excellent way the retelling.	The student was able to concentrate fully during the listening and complete very good the retelling.	The student was mostly concentrate during the retelling.	The student found it difficult to concentrate on the listening task, but was able to attend some information to complete the retelling.	The student was not able to concentrate on the listening task and was easily distracted in the retelling.
Clarity of the speech	The speech was clear, comprehensible and always fluent.	The speech had short pauses, but always comprehensible.	The speech presented a few pauses and had some difficult to comprehended.	The speech was incomprehensible at times and had some long pauses.	The speech was incomprehensible at all and had long and frequent pauses.

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Content	The student presented and explained with an excellent sequence and details the scenes of the video.	The student was able to present and explained in a very good order the sequence and details of the video.	The student almost presented and explained the sequence and details of the video in a good order.	The student had difficulties to present and explained the sequence and details of the scenes of the video in order.	The student presented a lot of difficulties to present the sequence and details of the video.
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Listening Activities as Comprehension Boosters

Appendix D:**Lesson Plans****Institution: Liceo Diurno de Ciudad Colón****Teacher: María José Ramírez Camacho****Topic: Natural wonders in my backyard****Level: Seventh**

OBJECTIVE	ACTIVITIES	PROCEDURES	MATERIALS	TIME	EVALUATION
To identify natural elements in my community (backyard)	Warm -up: Students are going to watch a video	Students watch a video: https://www.youtube.com/watch?v=p1FM3_4jpz4	Video	3 min	
	Pre-Listening: What natural wonders can we find in our backyard?	Students have to recognize the vocabulary of the video and say it orally.		7 min	Identify the vocabulary.
	While-Listening: The Teacher is going to present a PPT with pictures about wonders in the backyard, and orally she is going to say the vocabulary of each image.	Students have to divide the listening vocabulary in three different columns: living things, not - living and natural elements in our community. The teacher has to review the exercise.	Sheet of Paper	20 min	Understand and divide correctly the vocabulary heard.
	Post-Listening: Students are going to discuss orally about the topic.	Students are going to exchange the meaning of the listening vocabulary		10 min	Check understanding of the listening vocabulary.

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Institution: Liceo Diurno de Ciudad Colón**Teacher: María José Ramírez Camacho****Topic: Marvel in Costa Rica****Level: Seventh**

OBJECTIVE	ACTIVITIES	PROCEDURES	MATERIALS	TIME	EVALUATION
To give information about marvels in CR natural beauty.	Warm-up: What is a Marvel?	The teacher is going to explain with pictures what a Marvel is.	Pictures	3min	Recognize different marvel of CR
	Pre-Listening: Students are going to Activate their prior knowledge.	Students have to make a list of what marvels they know or have visited from Costa Rica, some ss have to read their list.	Notebook	7min	
	While-Listening: Students are going to listen a video about Costa Rica experience	Students listen a video, three times https://www.youtube.com/watch?v=aEVzMn3OHCY they have to pay attention and take notes.	Video	15 min	Understand the information provided.
	Post-Listening: Based on the video, students have to answer three questions.	Students have to answer the following question based in the video 1-What places are mentioned in the video? 2-What kind of activities can be done in CR? 3-Why it is recommended to visit CR?	Sheet of paper	15 min	Students answer in a correct way.

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Institution: Liceo Diurno de Ciudad Colón**Teacher: María José Ramírez Camacho****Topic: A world of wonders****Level: Seventh**

OBJECTIVE	ACTIVITIES	PROCEDURES	MATERIALS	TIME	EVALUATION
Telling about natural world wonders	Warm-up: Students watch a video about 7 natural wonders of the world	Watch a video https://www.youtube.com/watch?v=uQAY5SzUkA4 Stop the video in each place to share the vocabulary with the students.	Video	5min	Check which natural wonders ss know.
	Pre-Listening: The teacher is going to distribute different pictures to the students.	Some students are going to have one picture of a wonder around the world, when the teacher says the name of a wonder students have to look for the picture that correspond and the student that has it have to construct a sentence based on the picture. SS have to pay attention to the sentences.	Pictures	15min	Students recognize the vocabulary provided for the teacher.
	While-Listening: Remember the sentences.	In a paper, students are going to write the sentences that they listened from their classmates.	Paper	10 min	Students remember the information provided.
	Post-Listening Review sentences	The teacher is going to read out loud the sentences, and the students have to review what they wrote.		10min	Evaluate the understanding of the sentences.

Tribunal Examinador

Esta Tesina fue aprobada por el Tribunal Examinador de las Carreras de Inglés de la Universidad Internacional de las Américas, como requisito para optar por el grado de Bachillerato en Inglés con Énfasis en la Enseñanza.



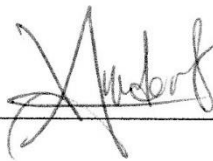
MSc. Yanith Delgado Chacón

Tutora



Lic. Leslie Elizondo Mora

Lector



MSc. Dinier Amador Serrano

Director de las Carreras de Inglés

Carta del Director de Carrera

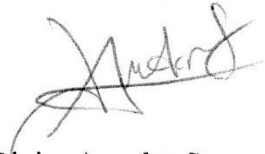
San José, 11 de Diciembre de 2019

Señores
Universidad Internacional de las Américas
Estimados señores:

El suscrito M.Sc. Dinier Amador Serrano, Director de las Carreras de Inglés, hace constar que ha revisado la Tesina del estudiante, María José Ramírez Camacho, portadora de la cédula de identidad no.1-16380918, que ha titulado: *Listening Strategies as Comprehension Boosters in 7th Graders at Liceo Diurno de Ciudad Colón during the Third Quarter of 2019.*

La mencionada Tesina, responde a los requisitos exigidos en la Guía que nuestra carrera tiene para estos casos. Por tanto, se autoriza al autor para que lo presente ante el tribunal examinador nombrado para esta ocasión.

Atentamente,



MSc. Dinier Amador Serrano

Director de las Carreras de Inglés

Carta del Lector

San José, 11 de Diciembre de 2019

Máster
Dinier Amador Serrano
Director de las Carreras de Inglés
Universidad Internacional de las Américas

Estimado señor:

La estudiante María José Ramírez Camacho, portadora de la cédula de identidad no.1-16380918, ha presentado para su lectura y corrección de estilo la tesina denominada Listening Strategies as Comprehension Boosters in 7th Graders at Liceo Diurno de Ciudad Colón during the Third Quarter of 2019. He revisado y corregido la coherencia de los objetivos con el marco teórico, instrumentos y resultados, la calidad del trabajo y la relevancia del trabajo. Por lo tanto, hago constar que este se encuentra listo para ser presentado a la Universidad como trabajo de graduación.

Atentamente,



.....
Lic. Leslie Elizondo Mora

Lector de Tesis

Carta del Revisor

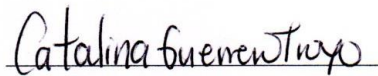
Miércoles, 13 de noviembre del 2019

Máster
Dinier Amador Serrano
Director de las Carreras de Inglés
Universidad Internacional de las Américas

Estimado señor:

La estudiante María José Ramírez Camacho, portadora de la cédula de identidad no. 1 1638 0918, ha presentado para la respectiva revisión la tesina denominada *Listening Strategies as Comprehension Booster in 7th Graders at Liceo Diurno de Ciudad Colón During the Third Quarter of 2019*. Por lo tanto, se hace constar que el documento fue revisado en lo relativo a la estructura gramatical, ortografía, puntuación, cohesión y terminología. Asimismo, se comprobó que las correcciones sugeridas se incorporaran al documento. Por ende, una vez incorporadas las recomendaciones efectuadas en el documento, el mismo se considera listo para su presentación la Universidad como trabajo de graduación.

Atentamente,



M.Sc. Catalina Guerrero Troyo
Cédula: 1-1012-0519



Universidad Internacional de las Américas

Código de Ética

La suscrita María José Ramírez Camacho, número de carné: 1-16380918 graduada del grado de Bachillerato en Inglés con énfasis en la Enseñanza de la Universidad Internacional de las Américas, se compromete a cumplir, durante el ejercicio profesional, con el Código de Ética de la Institución, que se rige por los siguientes principios:

PROBIDAD: actuar siempre con rectitud y honradez.

PRUDENCIA: actuar con pleno conocimiento de la materia sometida a su consideración.

JUSTICIA: permanente disposición hacia las funciones de la profesión, bajo los lineamientos legales que debe respetar todo profesional.

RESPONSABILIDAD: cumplir con los deberes, tanto en calidad como en oportunidad.

DISCRECIÓN: guardar respeto sobre los hechos o informaciones de los que tenga conocimiento con motivo del ejercicio profesional, sin que esto perjudique las funciones y responsabilidades.

INDEPENDENCIA DE CRITERIO: no involucrarse o comprometerse con situaciones, intereses o actividades contrarias a la moral, a la sana crítica y que, por ley, sean incompatibles con las funciones profesionales correspondientes.

DIGNIDAD Y DECORO: actuar con sobriedad y moderación.

TOLERANCIA: evidenciar una actitud paciente y de comprensión ante las opiniones divergentes que puedan expresar otras personas.

EQUILIBRIO: desempeñar las funciones profesionales con sentido práctico, buen juicio y equidad.

ACTUALIZACIÓN: comprometer parte del tiempo en actualizar los conocimientos y adaptarlos en el desarrollo de la actividad profesional.

VOCACIÓN: mostrar siempre apego al trabajo y a la educación recibida, como fundamentos para el desempeño laboral.

BUENA FE: toda conducta o comportamiento, criterio emitido y labor desempeñada debe basarse en los más altos principios éticos y tendrá como fundamento la buena fe.

María José Ramírez Camacho

1-16380918