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Teaching

*Evaluation of Communicative Strategies to Enhance Listening Comprehension Skills  
at Juan Enrique Pestalozzi School*

Thesis Mentor: Lic. Leslie Elizondo Mora

Student: Raquel Abigail Pereira Chávez

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## **Dedication**

Time passes and never stops, but nevertheless the pride and gratitude that is inside my heart grows even more.

I give infinite thanks to my God, to the Creator of the heavens and the earth for helping me to reach this moment. Without your help, none of this thesis would have been possible.

I dedicate this work very proudly to my dad, the most important person in my life. Today he is no longer physically close to me but he will always live and remain very much within my heart. Today culminates a project that we started together, a project which I dedicate with all my love to my everything, my hero, my dad Joel.

Also, to thank my family who have always remained at my side as very important pillars in my life.

## **Acknowledgments**

First of all, I want to thank M. Ed. Vanessa Muñoz Ruiz for her support and words of encouragement. Also, I want to greatly thank Mr. Leslie Elizondo Mora, my thesis mentor, who guided, supported and helped me in an incredible way during this investigation. Finally, Lic. Kattia Mora Rivera, who helped me with grammar and punctuation. Thanks to all of you, I was able to complete the task.

## **Abstract**

The research entitled Evaluation of Communicative Strategies to Enhance Listening Comprehension Skills at Juan Enrique Pestalozzi School aims to positively help students to improve their level of English and, as a result, the development of hearing during English class. .

The main purpose is to show how the students through the planned strategies and following each step of them can have a better command of a second language, not only during the classes but also in the daily life because in that way they will feel motivated to advance in learning English. The development of the ear will make them achieve a good understanding of the language. The research first focuses on identifying the problems students have before applying the strategies, and then proposing the activities that will help them during English classes.

## **Resumen**

La investigación titulada Evaluación de Estrategias Comunicativas para Mejorar las Habilidades de Comprensión Auditiva en la Escuela Juan Enrique Pestalozzi tiene como objetivo ayudar positivamente a los estudiantes a mejorar su nivel de inglés y, como resultado, el desarrollo de la audición durante la clase de Inglés. .

El objetivo principal es mostrar cómo los estudiantes a través de las estrategias planificadas y siguiendo cada paso, pueden tener un mejor dominio de un segundo idioma, no solo durante las clases sino también en la vida diaria, porque de ese modo se sentirán motivados para avanzar y aprender Inglés. El desarrollo del oído les hará lograr una buena comprensión del idioma. La investigación se enfoca primero en identificar los problemas que los estudiantes tienen antes de aplicar las estrategias y luego en proponer las actividades que los ayudarán durante las clases de inglés.

# **Chapter I**

## **Introductory Framework**

Studying English as a second language is something that has become very common in society, since having a second language benefits and opportunities are greater. In most countries, students have the subject of studying English, but the secret lies in developing the ear to the language being studied, in that way it will be easier to understand.

In this research, chapter 1 will be a short explanation of what will be developed, the topic to investigate and why this topic was chosen. Also, it will explain what guided the researcher to carry out this research and what it intends to achieve.

### **1.1 Problem Statement.**

The investigator made the decision about this topic because this is a school where there are several disadvantage factors. Therefore, the researcher wishes to support the community and its children of this school in the English subject as a means to motivate them. For that reason, the investigator has chosen the topic, "Evaluation of Communicative Strategies to Enhance Listening Comprehension Skills at Juan Enrique Pestalozzi School".

This School is located in the city of Purrál in Guadalupe. It is a public School and an overly populated one. Besides the four basic subjects: Spanish, Social Studies, Mathematics, and Science; the institution teaches other skills such as Computer Science, Music, Religion, and English. The whole population of the school is around 1.000

students; for the research, the investigator will focus on 25 students that belong to a sixth-grade group, whose ages go from 11 to 12 years old.

Therefore, the investigator thinks necessary to take some actions, such as: Creating different activities to motivate the students to acquire more vocabulary, teamwork as a means to learn together, help to see the subject in a different and funny way. Finally, it is necessary to improve the students' listening skills.

As it was mentioned before, the investigator was interested in selecting this topic as a way to help students who present difficulties listening to English classes. In that way, the investigator can be able to provide them with some strategies in order to improve their English level. As a positive aspect, these strategies will help the students have a better understanding of English in addition to teachers applying different strategies or activities such as dictations, completing songs among others to collaborate in their progress.

## **1.2 Objectives of the investigation.**

To obtain good results within an investigation, it is a must to think about a starting point and what better than to elaborate effective objectives that will take us to the key point to investigate and solve. The objectives will lead to following an order so that the investigator will not get lost in the way and have knowledge of how to work, actor search responses.

Whenever an activity is carried out, it is important to have a goal to achieve, an objective to reach. The objectives are those that make an investigation to follow a path in an orderly manner. In addition, it helps any investigator to be guidance, to see what is the problem or situation to find a solution in a guided way and take the investigation step by step.

According to Bohórquez (2008), the objectives are points of reference that guide the research and promote that the researchers direct all the efforts in a certain direction (page #1). That means that the elaboration of objectives before an investigation is of paramount importance.

### **1.2.1 General Objective**

- ✓ To analyze communicative strategies to enhance listening comprehension skills at Juan Enrique Pestalozzi School.

### **1.2.2 Specific Objectives**

- ✓ To identify the student's level of vocabulary comprehension through auditory appreciation during the English class.
- ✓ To apply techniques in order to develop the ear and have a better understanding of the second language acquisition.
- ✓ To evaluate through the different implemented techniques the improvement on the development of the ear.

## **1.3 Justification**

The concern to evaluate listening comprehension is born after observing that many students during the English class do not understand many of the words they hear. For that reason, they do not know what to do when they hear the teacher's indications, neither can they understand the vocabulary they see in books or any other materials.

### **Evaluation of Communicative Strategies to Enhance Listening Comprehension**

Skills at Juan Enrique Pestalozzi School have an auditory-verbal approach that has the purpose of motivating. In this research, the main purpose is to discover if students really

can achieve a better understanding of the language through practices and activities that help develop their listening skills.

Actually, what is wanted in the present work is very useful and helps the students, since having a correct pronunciation of the words helps the communication they may have in the future with a native English speaker.

Also, when reading a text and having the concept or meaning of words, it improves learning and motivates the student to continue studying, learn more and overcome.

The motivation during the classes is very important for the student to feel part of the class. The use of technology makes it easier to use other resources during class and to stimulate hearing so that you get used to the language.

The advantage we have with children is that at an early age you can teach them in another language, it will be easier to acquire them because they have their minds clean and absorber to everything they hear.

Therefore, this research work aims to help the auditory skills and then apply strategies or techniques, demonstrating the importance of an ear developed before learning English language.

#### **1.4 Antecedents.**

The antecedents are research works developed before this investigation. Magazines, books, an internet sites among others can be used as sources.

As a concept of the antecedent word, it refers to everything that has happened previously, something that precedes another or that happened first. It can be a fact, an action, a circumstance or saying that includes an earlier fact.

When referring to the antecedent of an investigation, it is a set of works that were previously done by different authors of topics that have already been investigated or studied. It can be said that works already done, such as a degree or thesis, are the antecedent of a study. Also, the antecedent results of articles or citations can be considered as antecedent. The antecedent can be found within a theoretical framework in a research work, where previously they have been examined within works that have already been done or researched that include objectives, problems, among others.

Moreover, when there is a project to be carried out and the researcher wants to correct or eliminate a problem completely, it is necessary to investigate the problem, see why that problem occurred, how the problem can be solved, among other factors. It is a must to resort to the background and to see the story of why things were so and how others applied different activities or strategies eliminating those problems that were occurring or if it did not work what was applied and should be reinforced with something different.

Thanks to the easiness of technology, nowadays you can research through the internet where you can find books, magazines, newspapers, thesis, research, interviews and many more to be able to the investigations that were made, the works that were applied, and the activities that were done, among others. All these instruments, lead to a greater opportunity to be able to study the background and can help the new research or project.

Historically, a number of strategies on auditory comprehension in the classroom have

been promoted for greater understanding of students. What is understood by auditory comprehension? We can say that the ability of some human beings to hear sounds, noises or voices, enjoy the development of the sense of hearing; But what happens when, despite having a good sense of hearing, we hear a foreign language and do not understand? The Masters in Teaching, Córdoba, Coto, and Ramírez (2005) tell us that it could be said that the auditory skill is as much or more important than the dexterity oral since the one does not work without the other, because to speak for the fact of speaking, not it constitutes greater merit if what we say is not received by another person. (page #7 and #8).

In 2015, Ms. Patricia Muñoz conducted an investigation on the importance of audiobooks as an aid to students in Ambato, Ecuador, for better listening skills. The investigation tells the creation of an educational audiobook with innovative activities to develop the comprehension or auditory skill of the English language, where not only students will benefit, but also professors who work with this method.

In 2014, students Esmeralda Aburto and Liliana Chilon from Chimbote, Peru did research on a strategy that consisted of a role-playing technique in teaching English and knowing how much it would influence the development of students for their better oral understanding. When performing a role-playing the student is forced to put the language into practice, helped by what was studied in class and without a doubt, it is a very useful

activity to implement in groups that are studying and learning a new language.

Gabriela Alejandra Chab Heredia (2013) expresses the following, "When we are small, we begin to speak through the repetition of the sounds we hear, the more we listen to adults talk, the more we imitate by repeating the words, this is the importance of listening comprehension. We need to listen to imitate the words and begin to speak the language."

Audio comprehension comes into play when listening to a conversation, or any oral message, because we begin to relate the words we hear with those we already knew. At the moment when the teacher is speaking to the class in the language we want to learn, and the listening comprehension is so significant in this process, that many students fail to understand what the teacher is saying.

According to Tamayo, (2012), the antecedents are a synthesis of which is done works already done or research from which methodological approaches will emerge. He also comments that the antecedents can make conclusions and where the antecedent only looks for the way to take advantage of existing theories of a problem posed (p. 146).

As an important detail, before any research project, the background can help as a reference where it can be analyzed and even add it to a discussion topic, where the facts can be as guides to understand the why of an event done in that way and can be judged and understood. In other words, it is a base from which the researcher can be guided.

When dealing with a specific topic, you can resort to the background and take them as guides to develop a work or an investigation. Add why it was done that way, find the purpose, the key to that topic and develop it in a better way to elaborate a better investigation.

Juary De Brito (2015) says, “What researchers have been able to conclude is that in order to understand oral information, listeners must use effective listening strategies. Such strategies are particularly significant in second language learning; due to the lack of them, students listening comprehension becomes problematic, challenging, and ineffective. As a result, since the 1980`s studies based on strategies used by effective learners have been advising teachers that the main purpose in designing a listening lesson is to instruct students how to go about listening” (p.10).

The auditory area is of great importance to be developed to have a better acquisition of vocabulary and understanding of the message that is being transmitted. For students, it will be very useful to receive help from different strategies that will facilitate the understanding of a second language from which they are learning and studying.

Anna Gerda (2015) says that in order to deepen the knowledge of new vocabulary, consolidation and acquisition in a new language teachers use songs that are very helpful for students because it teaches them and helps them to obtain vocabulary regardless of whether they are very long expressions or phrases (p.3).

This last author mentioned that in a pedagogical literary it was revealed that songs benefit the memorization of words helping to a better acquisition of words and

memorization of phrases. Also, through the melody, it is much easier to retain lists of words, long texts that can be connected with the mother tongue.

Bayan Ezzedeen Al-Ashkar (2014) says in his thesis that taking notes improves the retention of words because students listen and take notes. When they compared the students who took notes and allowed them to review the notes, they obtained a higher percentage than those who did not have a chance to review. (page #24)

That is why when applying this strategy or technique you can obtain very positive results like Ezzedeen did not hesitate to apply. This author knew that it would be a very important point to apply it. Also that it would give the good results that the students gave, helping them to stimulate their hearing and develop it by listening and having to write what you hear.

J. Birulés-Muntané and S. Soto-Faraco (2016), comment in an online publication that watching movies in English has become a very popular act worldwide because in different parts of the world it has as part of their daily lives to see Movies in English. One of the most important reasons why watching movies with subtitles becomes a very common trend, it is because the sound of the words of a foreign language will improve the hearing ability of people who do not speak the language. (n.p)

These researchers tested a group of students to see how effective this strategy was. The researchers took a group of intermediate level in the language, which saw one hour of a television program with subtitles and another without subtitles. After the visualization, they

did a test to the students to realize how effective this practice had been. The results revealed that the students improved the auditory ability significantly thanks to the subtitles.

Florence Y. Odera (2008), comments that adding radio to classes is quite beneficial because it helps students to have a greater command of vocabulary and improve their pronunciation. Even students trying to imitate radio presenters would improve their fluency. That being the case, the classes would become even more interesting and fun.

(page #1)

That is why the implementation of different radio stations during the class or in certain topics to be studied will be of great help to the students; there are different pronunciations, speed in speaking, new vocabulary, songs, debates. In a radio, you can find various topics of which undoubtedly will be of great help to students because they will be listening to everything a bit to be able to develop their listening skill.

Ms. Segupta (n.d.) says, “Before I play the recording of the news, I ask my students what the latest news is. I ask them this in English but allow them to reply in any language they feel comfortable talking in. Not many of them listen to the news in English. But this activity gets them thinking about the topic of the news. I can then introduce them to some new words that appear in the news items. This prepares them for the recording they are going to listen to.” (p. 9).

In Sengupta's previous writing, this author talked about the importance of listening to the news and how students benefit from this strategy put into practice as the students' hearing is stimulated by the English language when listening only to that language. The brain learns

to capture the message and be understood so that students can understand what they are hearing and learn new vocabulary through listening.

Mr. Khan (n.d.) says, "Each of us had a paper and pen and we had to draw what the trainer said. At first, I thought it was strange to do some drawing, as I'm not a very good artist. But the trainer told us just to play along and be quick. It was fun and it also made a nice change from listening to the lectures. In the end, we compared our drawings to those of the person sitting next to us. We all laughed to see how the drawings differed." (p.2).

As it was mentioned in the previous paragraph, it may seem a bit strange to start drawing when you are not an artist, or you do not think you have the ability to draw. It is unique and maybe an even fun way to apply to classes when you want to learn in a different way than usual. When listening to a reading or audio, the mind begins to work together with the imagination. It gives rise to feel real and even adds small details that little by little make it go personalizing depending on the ability or ability to use the imagination of each one. When a human is a child or teenager, the person can imagine much more interesting and fun things that go hand in hand with so much updating that exists today. It is more fun or interesting when another person tells them that what they thought or imagined about what they heard drew on paper and confirm that now it is not just a thought, but it became a reality. It may seem a little or very different this strategy or activity, but it can be very helpful for the students. The reason is, it forces the ear of the person to understand what he hears and that something must have come to mind when listening to the word, phrase or

sentence. This undoubtedly develops the ear and stimulates it greatly with the language that is being studied.

An Mei (2010), comments that communication is not easy when English is a foreign language and the person who does not get it will be presented with some communication problems of which they must work with different communication strategies and overcome those barriers that do not allow true communication. It can be said that communication is important and without it, we cannot issue any message. In order to help the student achieve a form of communication giving this case with the English language, it should be prepared strategies that help, that benefit and encourage the person to learn; and in this case, to develop listening skill and have the ability to understand a language which is not the native language. There are many strategies; but over the time, it has become very common the same strategies all teachers use. For that reason, professors must innovate and change old strategies for new ones in order to stimulate the student to continue and learn in a more interesting manner. These innovations will make students feel comfortable, participating and not leaving aside the learning.

Richard Nordquist (2017) comments that a debate is a proposition or a statement of a topic that affirms or denies something specific; In other words, in a debate the debater tries to convince or persuade the listener about a point that defends or is against and will use different and multiple ideas to try to achieve its purpose. (n.p)

A debate helps people to see their point of view in an intelligent and wise way by exposing or defending what is believed. That is why the debates can be very helpful in class. Students may want to defend the point they are talking about by making the brain and the mind reach those corners of their heads; also, to remember more vocabulary they have learned and be able to put into practice on how not to lose the point. In addition, the ear works very hard to listen to each point exposed, exchanging or discussing opinions. These actions make the students stimulate their ears a lot as they try to understand the message that is being broadcasted. Moreover, there is a development of hearing a foreign language which one wants to learn and is practicing.

Edwards and Core (2012) expressed important information to the topic in study:

**“volunteer pre-service teachers were guided to pay close attention to the details of the discourse actually spoken by teachers and their students in classroom exchanges, since it is at this level of granularity that we can see talk at work in shaping the learning process experienced by students in classrooms. Additionally, pre-service teachers, in mentoring pairs, ‘practiced interacting’ with small groups of four to five students in their classrooms. The focus for these sessions was on interaction rather than on teaching or being assessed as typical in practicum placements. Primarily, the project was designed as an action research project designed to provide pre-service teachers with regular opportunities to:**

- **Participate in overt instruction about the role of talk for learning.**
- **Focus classroom observations on interaction.**
- **Develop quality dialogue through authentic, situated learning experiences with small groups of students in classrooms.**
- **Talk with peers through mentoring conversations (reflection, mentoring feedback and debriefing) • talk with classroom teacher mentors (reflection, mentoring feedback and debriefing).**
- **Engaged in the whole class, small group, and individual interactions.**
- **Invited students to extend responses.**

- **Encouraged other children to expand or sustain the response.**
- **Demonstrated active listening through body language, further comment or reframing.**
- **Allowed appropriate wait time for thinking.**
- **Gave encouragement and specific feedback.**
- **Provided specific [and stage appropriate] curriculum information.**
- **Gave responses that focused on building the dialogue.**
- **‘Vacated the floor’ so students had opportunities to direct the talk.**

**Fostered focused learning conversations between students about their learning.” (p. 86-87).**

The importance of which Edwards and Core speaks is how you can learn through dialogues, group practices, exhibitions, among other ways of communication that help not only teachers during their classes, but also students to be able to capture the vocabulary what is being heard and compelling the ear to understand because that will be the way in which they will learn a new language.

### **1.5 Projections**

This research intends to work with auditory skills, to help Pestalozzi students to develop their hearing, to have better listening comprehension, so that they can understand when English teachers speak to them, give them some indication or an explanation of a specific topic.

To achieve this purpose, students and teacher must work hard together and have a lot of communication. In the beginning, it will not be easy, but if both work with perseverance, the goal setting can be achieved effectively.

The search for auditory material is very important, so that students can interact, participate and, above all, understand the material with which they are working. It is important to present a clear material so that they can easily understand with short explanations and pronunciation very well done.

Firstly, surveys will be carried out. They will collaborate to reaffirm what level of knowledge students have; and then, having a starting point on knowing how to apply the strategies with them.

The formation of small groups is essential to be able to give them a topic to choose. From there, they improvise and apply the knowledge they have on that subject. In that way, students listen to new words, acquire new vocabulary and in that way, learn together.

The strategy of working with dictations about vocabulary studied during the week, to recognize if they really learned them, to confirm what word is and if it is written correctly, it is definitely a way to help the ear to be developed and to take the English language as part of it.

Completing songs is a very beneficial activity. The positive fact is that students want to complete the song, pay close attention and try to find out what the missing word is.

There are many activities that we can take advantage of. Activities that students can learn, acquire new vocabulary and put it into practice with their classmates, family

members or for their own knowledge.

That is why analyzing different strategies to improve auditory communication is our main objective in this investigation. In addition, identify the level that each student has and start from there to be able to provide better help. Not leaving aside the application of activities that bring benefits such as those mentioned above and be able to evaluate them implementation of the strategies during and after each activity is applied.

Therefore, will the students benefit from all the activities and strategies that will be applied? It is a question that will have an answer is by applying the strategies. and in the end, verify that so much benefit will be seen both by the students and the teachers who work with them.

## **Chapter II**

### **Theoretical Framework**

Evaluation of Communicative Strategies to Enhance Listening Comprehension Skills at Juan Enrique Pestalozzi School has an auditory-verbal approach that has the purpose of motivating. In this research the main purpose is to discover if students really can achieve a better understanding of the language through practices and activities that help develop listening skills by putting different strategies into practice thus motivating students

to be much more interested in the language by showing them that they can learn it in a different and fun way, far from the routine and learning much more.

In addition to taking students out of the routine, this approach will progressively change each student's improvement one since every day being in the same classroom doing the same work becomes boring and makes learning much more difficult. That is why with these listening activities they will feel different even if they are in the same classroom but they will be making things in new ways to learn and that will help them learn in a different and fun way where learning will be much easier because they will feel that everything is easier because it will be something totally out of the routine to which they are already accustomed. The importance of innovating and developing new methods and learning strategies will undoubtedly help children and young people in the study of a new language.

## **2.1 Antecedents**

As a concept of the antecedent word, it can be said that it refers to everything that has happened previously, something that precedes another or that happened first. It can be a fact, an action, a circumstance or saying that includes an earlier fact.

When referring to the antecedent of an investigation, it can be defined a set of works that were previously done by different authors in topics that have already been investigated or studied. It can be said that works already done, such as a thesis, are the antecedent of a study. Also, the antecedent's results of articles or citations can be considered to be antecedents. An antecedent can be found within a theoretical framework in a research work, where previously they have been examined within works that have already been done or researched that include objectives, problems, among others.

It can also be said that when a researcher has a project to be carried out and they want to correct or eliminate a problem completely, the researcher should investigate the problem, see why that problem occurred, how to solve the problem, among other factors. The researcher needs to resort to the background and see the story of why things were so and how others applied different activities or strategies eliminating those problems that were occurring or if it did not work what was applied and should be reinforced with something different.

Thanks to modern technology, nowadays an investigator can research using the internet and find books, magazines, newspapers, thesis, research interviews and more to be able to work the investigation at hand, the works that were applied, and the activities held, among others. All this leads to a greater opportunity to be able to study the background and can help the new research or project.

It can also be said that before a research project the background can help as a reference where it can be analyzed and even add it to a discussion topic, where the facts can be as guides to understand the why of an event done in that way and can be judged and understood. In other words, it is a base from which the researcher can be guided.

When dealing with a specific topic, a researcher can resort to the background and use it as guides to develop a work or an investigation. Add why it was done that way, find the purpose, the key to that topic and develop it in a better way to elaborate a better investigation.

### **2.1.1 Listening Skill**

Listening comprehension does not only mean listening to what another person says, but it also means having the ability to understand the message conveyed, knowing the meaning of the words, and being able to process the message. When listening to a story it requires a very good listening comprehension that will allow understanding, remembering, debating or retelling the story. Listening comprehension is a skill of great importance that people should develop early in life, doing so it will be easier to achieve a greater understanding.

It can be said that hearing is not the same as listening. Hearing is when the ear perceives sounds involuntarily, as long as there are no problems of the sense of hearing; whereas listening is when the person or individual pays attention and acquires an interpretation of what they are listening to understands what they are saying, perceives a message.

People who have a normal sense of hearing can enjoy many activities of which they can be a part, such as listening to music, learning songs that will also help when they are learning a new language, tuning in to a radio station or having a conversation or watching television.

There are many activities of which the sense of hearing is part of daily life and having it developed to a new language, gives opportunities to new challenges, new goals, new doors that open to a new world.

The hearing ability is an important tool from which you can take so much advantage that many times people do not value it and do not make the correct use having this sense developed. When working the auditory part in a student and they do not understand the message, it is like when a baby is born and it does not know any language. When a baby is born, relatives begin to speak to each other in their native language and as time goes by and that baby listens to everything they say, its ears get the message that is being transmitted to

the point of understanding thus causing the child to repeat those same words because that is what its ear and brain has captured. The ear is vital to learn a language. This is the way in schools, talking to students, putting them to perform different auditory activities will help the development of their listening skills and when the message is fully understood they will want to broadcast or repeat what they hear, that way they will learn. Every person in a new language is like a baby who must be aided first so they can put everything they learned into practice.

### **2.1.1.1 Songs**

A song is a musical work that is intended to be interpreted by the human voice with different tones and patterns, using sounds, silences and a variety of forms that are repeated in some sections. A song is made up of words written with a specific message to be transmitted to the listener that is called letter. Also, the letter is added music of different rhythms such as meringues, boleros, cumbias and many more rhythms that transport the listener to places, to different landscapes . Songs are qualified as art. The songs in a simple style and the compound songs are called popular songs..

By adding songs or music to the classes it will be seen that not only will it help to develop the students' hearing but it will also greatly increase the capacity of the memory including concentration and attention during the classes. The melodic part helps a lot because the students will not be reading ordinary texts that only make them feel angry or bored to the point of not wanting to read. With music or songs, learning is funnier. Listening to correct and diverse pronunciations to learn in a correct way will help to develop the students' hearing and understand what they are talking about every time they listen to a song, news or through any other means.

### **2.1.1.2 Note Taking**

Writing down outstanding points during a class is called taking notes. It is an activity that supports and helps during the study or learning of a language to the students. It is a very useful instrument to remember, review and study a specific topic.

A fundamental training to implement the dictation or take notes is very effective if a researcher wants to train or develop auditory learning because that way the ear will get used to the language which they want to learn or practice, that way students will see benefited.

There are some very important steps if you want to use dictation effectively or take notes which will be of great help to students during classes in a new language.

1. It is important to take notes in the target language. If the reading is in English, the notes must be written in English. This will help the students develop their listening skills in the target language, practice grammar and remember precise and concrete terms.
2. The speed at which a note is taken is a key part of this procedure. An effective process in taking notes is the requirement to remember information quickly. Students will learn to use abbreviations, initials, short words, keywords, symbols; this will help the student to take note of everything important and not miss information.
3. The use of outlines, summaries, graphics, among others, will make a note-taking organized and clear so that the most important ideas and explicit details are not left aside.

### **2.1.1.3 Watching movies with subtitles**

A movie is also called film, motion picture, theatrical film or photoplay. All the previous terms refer to a series of fixed images but when shown before a screen, they give the perception of having movement and create an optical illusion before the public. The filming of a film is classified as an art and by taking photographs of real scenes with a specialized camera, a film can be created.

In a movie that is not spoken in the students native language, it is important to make sure it has subtitles so that it helps the viewer capture the message. When the film is in an unknown language and has subtitles, it helps the receiver understand what the movie is about. Subtitles allows the viewer to read in the language they want to learn and at the same time listen to the pronunciation of the subtitles they are reading. In this way, you are not only helping to develop listening skills by listening to the pronunciation; it is also learning how to write what you are listening to. Because of this, subtitles are very important when you want to learn a new language, practice a language or acquire new vocabulary.

No matter what language a person wants to study and learn, developing listening skills will always be a compliment that must go hand in hand with learning because when people want to speak a language that is not native, they should use the auditory part. To learn a new language, the ear should be stimulated so that it develops little by little with different learning techniques and activities that help, that's why watching movies with subtitles will help a lot because in that way people are not only seeing how they write what is listening but also the pronunciation and that will facilitate learning. In this case, the more subtitled movies they see, the more learning there will be and the more vocabulary the student will get.

#### **2.1.1.4 Listening to English Speaking Radio Stations**

It can be said that a radio station is a mixture or set of specialized equipment to be able to carry out the medium of communication through waves. In a radio station, you will always have a receiver, an antenna and some other equipment necessary for the

transmission. A radio station plays such an important role that it can transmit information to different parts of the world.

The importance of listening to the radio in the target language or want to learn is that it strives in your ear to try to understand the message that is being transmitted. It also helps the ear to develop to understand what the learner is listening to. On the radio, a learner cannot only listen to music that most people normally or popularly do. On the radio, students can also find programs such as news, preaching, conversations, debates; all this helps to develop listening skills before a new language and to accustom the ear to listen to the language that is being pretended to learn.

There are many ways in which students can benefit from listening to a radio station and even include those stations that are being used to the class that in this case would be English classes. You can divide the class into different groups of two or three students each and each group represents a different radio station and different topics such as a radio station for politics, music, health, different subjects, sports, religion, among many other topics of which the students have knowledge and they feel radio announcers and to expose the point of view that each one has of the subject that was assigned. In this way, each student will put into practice not only what they know about each topic but also practice pronunciation, grammar, and especially development listening skills to understand what others are talking about and if they do not know any word ask and know its meaning so that they acquire more vocabulary and learn more.

#### **2.1.1.5 Listening news.**

From the word "news" you can have as a concept that refers to the story of something that happened, of an event that happened in any part of the world and people can realize it either through television or radio. Nowadays, the technology and means of communication are advanced so that a person from the American continent can realize what is happening on the African continent in a matter of seconds and see or hear live what is happening wherever it is happening.

The importance of listening to the news is to listen to what it is being said and to understand the content of the news, in this way not only students around the world are noticing but also listening to the different pronunciations of the different countries and forcing their hearing to understand the message that is being broadcast. Through this activity or strategy, many people who are learning a language and in this case English can benefit because they are developing listening skills that is the sense that is used to listen and understand in the language that is being practiced or learning.

#### **2.1.1.6 Listening and drawing**

About listening is said that every person who does not have any kind of problem with the audio and has the ability to listen whether they are noises, sounds or the speech of a person. When a person has developed the sense of hearing, they will understand everything you want to hear and as you listen to the pronunciation of the language you are learning, you must modulate or develop listening skills accustomed to that language so that you can understand everything that is said in that language because it will be the way he learns.

If a person talks about drawing, many people will say that they do not have the ability to draw as little or as simple as it seems because not all people have the ability to draw. It can

be said that drawing is everything that comes out of the images turned into an illustration that was first created in the mind and then becomes reality on a paper accompanied by a lot of colors or only black and white. It is all a question to stamp on a paper the message you want to convey through that drawing, perhaps that work of art will transmit different messages that the artist did not think or imagine but many enjoy watching.

### **2.1.2 Communicative Strategies**

As a communication concept, it can be said that it is an exchange that occurs between a sender and a receiver to give a message. Today there are many media outlets that facilitate the exchange of information between society, and thanks to the advancement of technology there is a lot of communication facility.

Communication strategies come into play when a new language is taught to a group of children, youth or adults. The way in which the receiver can understand the message that is being broadcast is to use a strategy in which the ear can develop and understand what is being transmitted.

When communication is spoken, it can be interpreted in different ways due to the technology that exists today but from which one can also take advantage of and implement or apply an objective. There are different applications that allow communication between people no matter where they are in the world and that can be used because instead of sending messages you can send audios and that way the sender will speak and the receiver will listen attentively and understand what the other person is saying, that way they are helping the ear to be developed because it is struggling to listen to the audio and try to understand the message and the person sending the message is talking and forcing the brain

to conjugate verbs, form sentences and that helps the learning that is wanted by being a non-boring way in which what has been learned is being put into practice. There are also video calls and that brings as much benefit as audios because in the same way the student listens to the message and conveys another one. All these are factors that help modern communication and very useful being that what we want to work with is auditory communication.

#### **2.1.2.1 Debates**

Debating is a means of communication that is used to expose different ideas on a specific topic; either between two or more people. Among the debaters some of them will be more complex in their presentation as soon as the other points are heard; the moment will come when the moderator or intermediary will have to reach a fixed point where the one who has exposed more solidly in his points or motives, will win.

There are certain types of debates such as the formal debate, which is one that already has a pre-established format and a specific topic to discuss, in addition to having a moderator. In the informal debate, it is something that happens spontaneously, in which there is no moderator and the freedom to speak different topics.

#### **2.1.2.2 Chain of Love**

Chain of love consists of carrying out a dialogue where the listeners must understand and comprehend the message heard and think out loud, in that way they will learn from each other listening to all the ideas and agreeing. This practice will stimulate the students' ears, forcing them to understand the message they are listening to. The steps to put into practice the chain of love are:

1. Put the students in pairs, pretending they are neighbors and they will be neighbor A and neighbor B. For example; one student will be called Samuel and the other student will be Samuel's friend.
2. Students should put into practice everything learned and try to create a dialogue between the two students. Listening to each other.
3. They will have to practice, listen carefully to what the student says and vice versa, put the ear to work.
4. Present it to the class as a conversation of friends and others understand and work aurally to understand the conversation.

The importance of this activity is that only trained couples know the conversation and exposing it to the group, the students who will form the audience will have to fine-tune their ears to understand what their classmates are saying and so would each couple present their dialogues. With this strategy it is necessary to work a lot on auditory communication for each ear should strive to understand what each partner is exposing and that way you are learning in a different way and out of the ordinary of every day.

This type of activities are those that help students to take much more interest during the classes because they are activities outside of the common that at all times and in different subjects put into practice but by innovating and trying different things will help students to get involved.

### **2.1.2.3. Telephone Game**

The phone game has been practiced for many years as a fun game but people can take advantage of it towards learning a new language. The rules of this game are very simple, which every person who has played or has knowledge about it; knows. As it happens in all things, this game also has enemies that do not allow many times to develop in the best way; as they are, laziness, lack of enthusiasm, impatience, among others.

To develop this game students form a circle, either standing or sitting on the floor. A student will begin the game by whispering a sentence or phrase into the ear that must have been thought before starting but only the student who will start the game will know. When the first student whispers in the ear to the next student, he or she must understand the sentence or sentence and say it to the next student and thus to everyone in the circle.

When reaching the last student, he or she should tell the message that reached his or her ears out loud and compares with the student who started the game if it is okay or was altered along the way. When the groups are very large, it happens that the message did not arrive correctly.

Teachers can also do a little bit differently to practice the language even more. When the game starts, each student can write on a card what they hear and that way they are not only developing listening skills but also practicing writing and grammar.

#### **2.1.2.4 Group Storytelling**

In this activity, you need a good listener because you will have a very delicate and very careful work because you will have to pay maximum attention to each group or student. This activity can be fascinating, fun, silly, sad, comical, but it will undoubtedly be perfect to exercise hearing and understanding.

During the activity there will have to be a moderator and will be the one who starts the story, saying at least the first line of the story so that the other participants can be guided and add details. In the beginning, the moderator should start with something simple, easy to add ideas to continue.

Since the class will be divided into groups, each group has the responsibility to add content to the story, add their own ideas and taking into account that it is easy for the next group to continue what they added, ideas with logic. The moderator should take note of everything they are going to add to the story, without corrections, everything as it is being said.

When all the groups have participated and added their parts to the story, the moderator will read the whole story, the ideas that the students said so that they listen to their own contributions, including grammar errors so that they can distinguish and aurally identify the mistakes they made, strain the ear to understand what is being read and what the partners said, that way the ear will be exercised and help develop. The mistakes made can be discussed in groups and together correct and learn so as not to make the same mistakes again.

## **Chapter III**

### **Methodological Framework**

In the next chapter, the information will be provided with the study where the researcher will detail the population and its research participants, as well as the school where it will be held and each of the strategies to be developed. The methodological framework will be a sequence of methods and instruments that the researcher will use during the investigation.

#### **3.1 Research Approach**

According to Hernández, the qualitative approach is guided by specific topics in an investigation or by areas where a data collection will be done. There will always be

research questions and even hypotheses, whether before, during or after an investigation, even if we are already collecting or analyzing data.

According to Creswell (2013b) and Neuman (1994), they summarize the principal activities of the researcher or qualitative researcher with the following comments:

- Acquires an "internal" point of view, although it maintains a perspective analytic or a certain distance as an external observer.
- Use diverse research techniques and social skills in a flexible way, according to the situation.
- It does not define the variables with the purpose of manipulating them experimentally.
- Produces data in the form of extensive notes, diagrams, maps or "human pictures" to generate fairly detailed descriptions. It extracts meaning from the data and does not need to reduce them to numbers or analyze them statistically.
- Understands the participants who are studied and develops an empathy towards them; Not only record "objective" facts.
- It maintains a double perspective: it analyzes the explicit, conscious and manifest aspects, as well as those implicit, unconscious and underlying. In this sense, the subjective reality itself. It is the object of study.
- Observe the processes without breaking into, altering or imposing an external point of view, but rather as they are perceived by the actors of the social system.
- Is able to handle paradoxes, uncertainties, ethical dilemmas, and ambiguities.

### **3.2 Research Method**

Sampieri states in his book that all research is born of one or several ideas, regardless of the study or approach we want to follow; where the ideas will help us to constitute an approach or relation with the objective reality if we see it from a quantitative perspective,

subjective from a qualitative or intersubjective perspective if we see it from a mixed perspective.

### **3.2.1 Quantitative Method**

In the quantitative approach, the research purposes depend on literature, also in the descriptions, evaluations, identifications, and measurement of results. In addition, quantitative research should have five parts to develop as they are: objectives, questions, justification, feasibility, and evaluation; where the results will be obtained by numbers and statistical analysis.

### **3.2.2 Qualitative Method**

The qualitative method is based on analysis, opinions, observations or results. Qualitative research does not need numerical or statistical results. To obtain results we can do it through group observations, interpretations of behaviors, make hypotheses.

The method to be used in this research will be the Qualitative one, since by means of this method in Juan Enrique Pestalozzi School we will be able to observe how much they understand or comprehend vocabulary during the English classes and from there start with strategies or activities that facilitate the understanding of the language and can in this way obtain more vocabulary and thus develop the auditory part.

### **3.2.3 Mixed Method**

In the mixed method, we find a mixture of both qualitative and quantitative; where the researcher must discover what method need to carry out the desired research and achieve the results that the researcher wants. Throughout the research process, the researcher will have to find out which of the two methods is most suited to his research, since the level of integration of both is quite high.

## **3.3 Information Sources**

### **3.3.1 Description of the institution.**

### **3.3.1.1 Aspects of the institution.**

- Name: Juan Enrique Pestalozzi School.
- Inauguration date: 1963
- Address: San José, Goicoechea, Purral Abajo. Contiguous to the ASEMBIS of the community.
- Regional Direction: San José Norte.
- Telephone number: 2285-0398.
- Email: xilose@hotmail.com
- Principal: MSc. Xinia Vargas Corrales.

### **3.3.1.2 Geographical Location and Background.**

#### **3.3.1.2.1 History**

For some, an unpleasant name, for others, very original according to Carlos Gagini's dictionary of Costa Ricans, the name of Purral, is derived from Purré and indicates the place where that plant abounds, El Purré, known as the cow tongue. The school is located in Purral Abajo, formerly called Barrio Villas de Purral. They maintain a population of 1,000 students, inaugurated in 1963.

Purral is known as the seventh district of the canton of Goicoechea. It is the youngest district, it was constituted by executive decree # 209876 of July 23, 1991, segregated from Ipís. It is made up of several citadels, squatter settlements and housing projects of INVU.

The Juan E. Pestalozzi school was founded in 1963. Mr. Marino Madrigal Araya, in the the sixties, began together with the other neighbors to fight for the opening of a school, as the school population had increased and the children had to travel to Guadalupe or surroundings to receive primary education.

It was on March 1, 1963, when the lessons began in a barn that was once a farm, with a dirt floor and surrounded by deplorable conditions. The address begins with an enrollment of 150 students and three teachers, They were Director Eddie Alvarado, Professor Heidi Herrera, Professor Adelia Molinare, Professor Yamileth Acevedo.

In 1964, two professors were appointed plus Professor Noemi Chinchilla and Professor

Analive Martínez. In 1965, the institution obtains an Address 2, two new teachers are appointed Professor Isis Zeledón. Professor Ana M. Álvarez, also the same year a concierge named Fani Matamoros. In the Administration of the President Mr. Francisco J. Orlich, three more classrooms are built. The directors of the Institution with Direction 4, until 1984, were Rubén Corea Gallo, Francisco Brenes M, Rafael Leandro, Humberto Rodríguez, Alberto Hernández, and Carlos Aguirre. In the year 1985, the school obtains the Direction 5, its Director Marino Montero Durán, who opened and worked the third day, he retires in 1987 and replaced him in property the Lic. Mario Camacho, which continued working the third day, As of 1988, the third day is eliminated thanks to the help of the government that allowed the construction of six more classrooms. I continue with the responsibility in the direction of Lic. Verny Rodríguez Campos, until July 2000. As of 1998, the benefit of having an Educational Informatics Laboratory thanks to the Omar Dengo Foundation is obtained. From July 2000 until February 2002, Mr. Guillermo Granados Ángulo assumed the interim position. In 2003, M.Sc. Jennier Enríquez E. until 2007 replaced by Lic. Luis Guillermo Monge in turn replaced by M.Sc. Xinia Vargas Corrales named in property in the year 2008.

Currently, the school has more classrooms, support services, and an interdisciplinary team. In addition to an improved infrastructure and adequate to the needs of the student population.

#### **3.3.1.2.2 Location**

The school is located with respect to the community in an unfavorable area, due to the fact that there is a so-called Priority Care area, where its population is an immigrant, which is why there are a lot of social, cultural and economic problems.

#### **3.3.1.2.3 Accesses**

It has four gates, one of which is used for the entrance of students, another for the exit of

the gates giving a waiting room and another for people with motor disabilities and a vehicle entrance on the west side of the institution.

#### **3.3.1.2.4 Built Areas**

The geography of the land on which it is built, the school is quite broken and adjoins the courtyards of some neighboring houses in the back. It is unfavorable for this institution that its main entrances are on the main road, due to a large number of vehicles that pass in front of it. Its entrance has very little space or free zone for the access and exit of the student community, in the same way, the parking causes agglomeration of vehicles at the time of entry, since the vehicle that wishes to enter must change lanes.

#### **3.3.1.2.5 Classrooms**

Due to the great effort of the teachers, the Principal and the Support Organizations of the The institution, most of the classrooms are in excellent condition, as well as the Computer Classroom, the Administrative Area, and the Library.

#### **3.3.1.2.6 Assembly Hall**

It has the appropriate furniture to achieve its objective, in addition, its infrastructure is suitable for its purpose.

#### **3.3.1.2.7 Dining room**

It has good lighting, ventilation, space, and access. It has a warehouse suitable for storing food and with the necessary implements for student care.

#### **3.3.1.2.8 Integrated Classroom**

It offers access to students with disabilities and as of 2010 has a sanitary service and lavatory suitable for the population that benefits from its service.

#### **3.3.1.2.9 Support Classrooms**

The institution has spaces (cubicles) apt to attend the different services that the

the institution offers its students, in which sufficient care has been taken so that lighting, ventilation and general infrastructure conditions offer security and comfort for both students as well as teachers.

#### **3.3.1.2.10 Common Classrooms**

- ✓ A Computer Laboratory
- ✓ Eleven cubicles for different services
- ✓ Twelve Regular Classrooms

#### **3.3.1.2.11 Administrative Area**

- ✓ One Director's Office
- ✓ An Administrative Office
- ✓ An Audiovisual Resource Center

#### **3.3.1.2.12 Others**

- ✓ A room for the staff
- ✓ A dining room
- ✓ A cafeteria
- ✓ Three rest rooms

#### **3.3.1.2.13 Installed Capacity**

- ✓ The installed capacity is approximately 8000 m.
- ✓ Capacity used: Approximately 1525 square meters, taking into account school, support classrooms, computer lab, and auditorium.

#### **3.3.1.2.14 Health**

Currently, there is a readjustment of the health system, which aims to cover all inhabitants under a concept of universalization, in their rights to health services.

The student community is attended in the EBAIS of Purral below, in the Cuadros and in the Dr. Jiménez Núñez Clinic. The EBAIS, have the Dentistry Service and other services. The most common health problems in the student body are flu, diarrhea, asthma, and lice, due to the crowded conditions in which they live, a considerable percentage of the students, due to the socio-economic problems that prevail in the community.

The EBAIS of Purral down coordinates with the institution to give talks about hygiene habits and intrafamily violence, provide fluoride to the students. Also, this EBAIS, requests

every year to the (as) teachers, a report of detection of health problems. Make the vaccination of first grade, fourth grade, and teachers.

#### **3.3.1.2.15 Socio-Economic Situation**

The socioeconomic conditions of the student population are deficient. Approximately 80% of the students the parents work low paying jobs, which makes their economic situation difficult, therefore they collaborate little with the school. They come from homes with various problems such as; intrafamily violence, alcoholism, unemployment, abuse in general, drug use, economic problems, among others. The majority of the students live in social housing developments, in some of them there is the problem of illicit drug sales, which entails a high-risk problem in the students.

#### **3.3.1.2.16 Environment**

The environment of the student community is good, although in recent months there has been an increase in physical and verbal aggression among students, especially among students in the second cycle. It is considered that in 80% there are good interpersonal relationships in boys and girls.

#### **3.3.1.2.17 Fellowship**

School – Parents

The Juan Enrique Pestalozzi School has not had significant sports activities, due to the limitations of physical space (lack of coaches or teachers with time, code and salary assigned). In addition to the great need for a program that encourages or formally motivates students, parents, and teachers in this field. Human and financial resources are needed and generate spaces to create and execute Institutional Sports Development. However, they have the collaboration of a member of the Purrall Emprende Association, who helps by providing physical education classes to the students.

#### **3.3.1.2.18 Cultural Activities**

Due to the low level of education of some of the parents, they do not respond positively in the attendance and participation of activities, workshops and cultural spaces. But have a majority that supports the Institution in these activities.

#### **3.3.1.2.19 Technical-Pedagogical Activities**

Since 2008, projects have been given where parents, mothers, children and the community are integrated, favoring the holistic development of the students. In general, the resource or modality of cultural, technical and pedagogical workshops are not used by parents.

Training and workshops are given by the MEP to promote innovation and creativity in the didactic planning and in their daily work. In most cases, the teachers invited to attend the trainings.

Relationships of the institution with other educational centers, Assistance, collaboration and participation in:

- A. Scientific Fair at the institutional, regional and regional level.
- B. Exchange of school bands for the celebration of the Civic Week.
- C. Visit articulation and liaison with sixth-grade students and the Purral College at the seventh level.
- D. Joint visit and liaison with the students of JARDÍN DE NIÑOS Juan E. Pestalozzi
- E. Participation in the Computer Congresses with the Foundation Omar Dengo Foundation.

#### **3.3.1.2.20 Educational Center – Community**

Number of people with who establish contact:

- ✓ Small groups.

There is a close relationship between the Directorate, teachers, Administrative area and the people of the Board of Education and School Board.

- ✓ Local and national agencies (Municipality).

There is a consenting relationship with the Municipality of Goicoechea in the Civic Week and in the cleanup, special cleaning projects and institutional decoration.

### **3.3.1.2.21 Social Area**

The socioeconomic conditions of the student population are deficient. Approximately 80% of the students, their parents work in low paid jobs, which makes their economic situation difficult, therefore they collaborate little with the school. They come from homes with various problems such as; intrafamily violence, alcoholism, unemployment, abuse in general, drug use, economic problems, among others.

The majority of the students live in social housing developments, in some of them there is the problem of illicit drug sales, which entails a high-risk problem in the students.

This community has a very special group, the Christian Youth Association (A.C.J), which is of an international level. This association provides services to the community in recreational aspects, but most of all to those related to adolescents and street children. It offers workshops for these children and young workers in which those who teach them are also young volunteers from the community. There is also a Youth Ministry in the Catholic Church and the Association of Community Development, its objective is to seek financial funding by obtaining government funds to meet some needs of the community.

As regards housing, several types of classifications are presented.

- \* According to the state of the house: Good, Regular and Bad.
- \* According to the condition: Adjudicated, Own or Rented.
- \* Material of construction of the house: Wood, Mixed, block, and others.

The houses of this community have various origins including IMAS, INVU, and financing by private construction companies.

With regard to the hygiene issue, 98% of the population of Purrál uses water by pipe, the other 2% by means of pump, river or collaboration of the neighbors. 92.8% of the

population has the disposal of excreta through the placement of a septic tank or sewer. Garbage collection has good coverage in all its sectors. The different points of air pollution entails diseases of the lungs, bronchial tubes, and asthma caused by the presence of toxic substances in the environment such as bus smoke and burning of solid waste. Due to the a large number of inhabitants and houses that exist in the area, there are no green areas or recreational areas for the inhabitants.

Public insecurity is very evident in this area as there are vandalism groups that engage in assault, drug trafficking and consumption, assault and other crimes that greatly affect the community. The police force assigned to this area is not enough to deal with the amount of crimes that originate in this place.

In relation to the recreational centers of the community, we could mention only three types in general.

A. Christian Youth Association (YMCA) which is the community's favorite because of its physical plant that allows children, youth and adults to carry out sports and recreation activities in general.

B. Parks (Play type that are really scarce, are in poor condition).

C. A soccer field in the Ana Frank neighborhood but it is of restricted use.

#### **3.3.1.2.22 School's Working Schedule**

The Juan Enrique Pestalozzi School has a schedule from Monday to Friday from 7:00 am to 5:40 pm. It is divided into 2 working days. One day from 7:00 a.m. to 12:10 p.m. and a second day from 12:30 p.m. to 5:40 p.m. The groups take turns and based on what the Management considers most convenient, they are granted three days for day 1 and two days for day 2 or vice versa.

#### **3.4. Sources**

**3.4.1** As a primary information source can find **books:**

Although technology advances day by day, books will never go out of fashion; books are an important representation of culture and a wonderful creation of the human being where the reader can be transported to different places by means of the imagination. Books of which you learn about history, philosophy, science, culture and many more branches of which are important. They are also a way of recording where to store data, information and many other elements that are part of the identity of each human being in civilization.

Among several books of great importance, we can mention Reading and Listening Comprehension Grade 4 of Cynthia O. Smith. The book provides exercises to improve reading skills where development listening skills is benefited, as well as comprehension, language and vocabulary.

One can also mention the book Improving Listening Comprehension: a Strategy-based Approach by Rahimi Amirhossein. This book is a study to help students with better listening comprehension and strategies on teaching and learning languages.

#### **3.4.2 As a secondary information source can find **thesis**:**

A Thesis is a specific research work on a topic that the researcher wants to investigate. For many, it is also a compulsory step to obtain a university degree. There are different ranks: bachelor, master, doctorate and postdoctoral.

#### **3.4.3 As a tertiary information source can find **dictionaries**:**

The dictionary can be used as a reference source where it groups contents arranged alphabetically from A to Z. It is used to search for the meaning of a word or the correct writing and avoid spelling mistakes.

### **3.5 Analysis of Categories**

#### **3.5.1 Communicative Strategies**

As a communication concept, it can be said that it is an exchange that occurs between a sender and a receiver to give a message. Today there are many media outlets that facilitate

the exchange of information between society, and thanks to the advancement of technology there is a lot of communication facility.

Communication strategies come into play when a new language is taught to a group of children, youth or adults. The way in which the receiver can understand the message that is being broadcast is to use a strategy in which the ear can develop and understand what is being transmitted.

### **3.5.2 Listening Comprehension**

Listening comprehension does not only mean listening to what another person says, it also means having the ability to understand the message that is being conveyed, knowing the meaning of the words and relating them to one another. When listening to a story it requires a very good listening comprehension that will allow understanding, remembering, debating or retelling the story. Listening comprehension is a skill of great importance that the human being should develop where he enters at an early age develops, it will be better to achieve a greater understanding.

## **3.6. Data Collection Instruments**

To analyze the process of students through activities that help develop listening skills, instruments will be used to help the researcher to check how much will help during the English classes to be applied by teachers. Three observations will be made by the researcher: The first one before applying the strategies for the improvement of the development listening skills. The second during each of the strategies are being applied and a third observation after applying each strategy. All these observations in order to find out the reaction of the students to these applied methods, since the researcher wishes to verify that the applied strategies help to improve the understanding of the English language during the classes and in that way to have an adequate development listening skills.

### **3.6.1 Class Observation Checklist**

The objective of the first observation of the class is to identify and observe the students, in addition to the teacher's problems. Observation is important for each teacher since it is possible to know which methods to apply for a better understanding of a second language, to see how they are organized and how students could respond to the methods that are being applied. Therefore, through observations you can see what kind of new activities can be implemented in the class, to achieve better development listening skill and increase participation, in addition to the interest that students show towards the English language.

To learn more about the groups that will work with, the researcher thought about observing the class to better understand the development, performance, participation and the behavior of both the students and the techniques applied by the teacher. Through this the instrument you will be able to obtain answers and be able to use the strategies stipulated by the researcher and from there for the development listening skills and understanding of the English language.

The observation list would be with a total of four vertical columns. The first column will have the points to qualify. The second and third columns will have the space to mark if the point being graded applies or does not apply. The fourth and last column will be observations for the researcher to note any important observation.

### **3.6.2 Questionnaires**

The questionnaires are a series of questions that are used to find opinions, attitudes, feelings, perceptions of a specific point. Many times they are applied in study centers, companies or institutions to know what they think of a topic.

This research needs the application of a questionnaire for the students because it will be very useful for this investigation. It will be a questionnaire with a maximum of ten questions in Spanish to better understand the students in their native language and to know their answers clearly and concisely. They will not have to write the name for more

confidentiality.

### **3.6.3 Self-Evaluation Check List**

At any stage of the human being's life, self-evaluation is of great importance. Many organizations have as part of their learning the use of self-evaluation before a project. Some teachers make use of self-evaluation for their students because it is a fundamental part of lifelong learning.

In this research, a self-evaluation is a fundamental tool that will help the researcher to realize that both students are learning with the strategies they are applying and will help students to realize the growth and achievement they are having as part of the strategies that the teacher or researcher is using so they can have better listening comprehension and more vocabulary.

## **3.7 Collection Data Process and Data Analysis**

For the improvement and auditory development, there are strategies that help the auditory part of the students or anyone who is acquiring a new language.

### **3.7.1 Dictation**

Of the topics that the professor is studying with the students, the researcher will take short dictations of paragraphs or reading fragments to make develop listening skill before the English language through this method.

The researcher will repeat three times each sentence or phrase and no one should interrupt so as not to spoil the concentration of the other classmates and everyone can only listen to the researcher. Once the dictation is finished, the researcher will write on the board sentence by sentence so that the students can check if they obtained a good result. When the researcher finishes writing on the board the researcher will ask orally in order sentence by sentence and the word that the students missed, the researcher will say it aloud

and the students will all repeat it together so that they can learn it and in that way, they will acquire new vocabulary.

### **3.7.2 Songs**

As previously mentioned in point 3.5 Data Collection Instruments, one of the instruments used will be a questionnaire and in this way, the researcher will know what kind of music students like because one of the questions will be the type of music they prefer.

The researcher will play a song once. Then the researcher will give the lyrics of the song they heard but with some incomplete parts so that the students will listen to the song again but this time trying to complete it and understand the lyrics of the song. The song will be repeated three times so that they can complete as many spaces as possible. Finally, the students will complete it with the help of the researcher and learn how to pronounce the new vocabulary the students will sing it together, guided by the completed letter.

### **3.7.3 Debates**

Debates are used to discuss a topic that people agree or disagree with. For that, the researcher will divide the group into two and will choose a topic of interest from which the students have been studying with the teacher. One group will be in favor of the chosen topic and the other group will be against the topic. The students will exchange ideas between both groups. When listening to the opposing team's ideas, the students will force the ear to understand and comprehend what the partner is saying and will try to answer or contradict what the group is saying against. That way the students will be learning all together to pronounce, think in English, listen and understand.

## **Chapter IV**

### **Data Analysis**

This chapter discusses the analysis of data obtained by applying some important instruments to obtain results and add them to the research that has been made. The results were taken from a group of sixth grade children of the Juan Enrique Pestalozzi School, which have classes in a second language that in this case is English, in addition, encourage the use of the strategies that will be put into practice and find out how useful they were for the learning of the assigned group.

This chapter defines whether the objective stipulated in the research was achieved or not or on the contrary the investigation did not work out as expected and the objective was not achieved or activity carried out, it will be demonstrated in this chapter. This is where we will realize how effective the research was and what results were obtained from each detail applied.

#### **4.1 Analysis and Interpretation of the Results**

As a concept of the word "analysis" it can be said that it is an examination or a very detailed study of something specific, where a positive or negative interpretation is obtained.

In this part of the chapter, each of the results obtained through observations and questionnaires applied by the researcher to arrive at a strategic point will be presented and it will be seen how efficient the strategies and activities applied to the chosen group were.

Each instrument has a before and after, where it is possible to appreciate how important the English class is and how they perceive it after applying what the researcher put into

practice and discover if the ear of each student was stimulated and especially developed at the same time listening to the English language.

#### **4.1.1 Observation**

The main objective of the observation is to take every detail of the information that is possible from the sixth grade group of the Juan Enrique Pestalozzi School, which will be used to carry out a complete analysis that can provide benefits to both the group and the institution. and the school population during the process of teaching and learning. Each information obtained will be taken with absolute confidentiality.

A. Regard to the information about class management:

1. An observation about methodologies applied in class for the teaching-learning of the English language will be made.
2. The supporting material used for the development of the listening activities during the lessons will be shown.
3. It will also be observed the handling of the environment by the teacher in class for the facilitation of the students in the listening process.

B. In relation to the participants:

1. The performance of the students in the classroom will be observed.
2. The problems faced by students specifically at the time they hear the teacher speaking in English will be observed and analyzed.
3. The perceptions of the students in each of the activities practiced in class will be observed.

C. Regarding the teacher:

1. The motivation of the teacher towards the students is going to be analyzed.
  2. The activities given by the professor in the teaching-learning process requires observation.
  3. The reaction of the teacher toward the output of the students is going to be checked.
  4. It will also be observed the feedback of the teacher to the students.
- D. In relation to the activities inside the classroom:

1. It will be observed the type of activities applied by the teacher.
2. The quality level of the activities applied in class will be observed.
3. It will also be observed the real good use of the activities.
4. The motivation on the participation of the activities presented by the teacher will be observed.

#### **4.1.2 Observation Analysis.**

According to Dudovskiy (2016), "observation is an instrument that helps the researcher to collect information on the object of study through only observing the behavior" (page 21). The observation is made with the intention of knowing more about the students. The observation of this research was considered causal because the object of study was observed in its natural environment and there were no structures; for example, observation helped detect and control the obstacles that students presented at the time they needed to understand what the teacher was saying during the English class. In addition, the

observation was intended to have a clear idea of the different types of situations that occur during the sixth grade English class of the Juan Enrique Pestalozzi School.

#### **4.1.3 Interfering academic factors in the listening process.**

As the most important point to mention about this point, it is the classroom. The school does not have space for the English teacher, it is necessary to go from classroom to classroom to teach the classes. The classroom has the necessary natural light and artificial light for the students. The furniture includes a desk of regular conditions for each student. In addition, the teacher has her own desk with a comfortable chair attached to an acrylic board. The teacher makes correct use of the space by placing the students' desks in favorable positions to have a good view of the board and the strategic points of the classroom.

Unfortunately, some negative aspects appeared during the observation. It was noted that the teacher rarely included listening activities during class. The time allotted for the permission to elaborate the observation was good for the purpose of the investigation.

#### **4.1.4 Personal factors interfering in the listening process.**

The sixth grade group at the Juan Enrique Pestalozzi School the investigator will work with is composed of twenty-five students. The students highlighted their lack of interest in the second language, basically because they were not accustomed to listening to it much in class or outside the classroom. As a final observation, students expressed no enthusiasm for English classes.

#### **4.1.5 Interference of social factors with the listening process.**

During the observation, another negative aspect seen was the management of the class. The teacher had difficulty controlling the students. The students talked a lot with their classmates, unfortunately not about the subject of the lesson and even in Spanish.

#### 4.2.1 Questionnaire

##### 4.2.1.1 Pre-evaluation tool

In this research, the application of instruments was carried out, which in this case is a questionnaire with different questions to a group of sixth grade students where the purpose of this activity was to investigate the perception of each one of them about the classes of English because it is very important to take them into account and make them part. Knowing what they have to tell and how important a second language is to them.

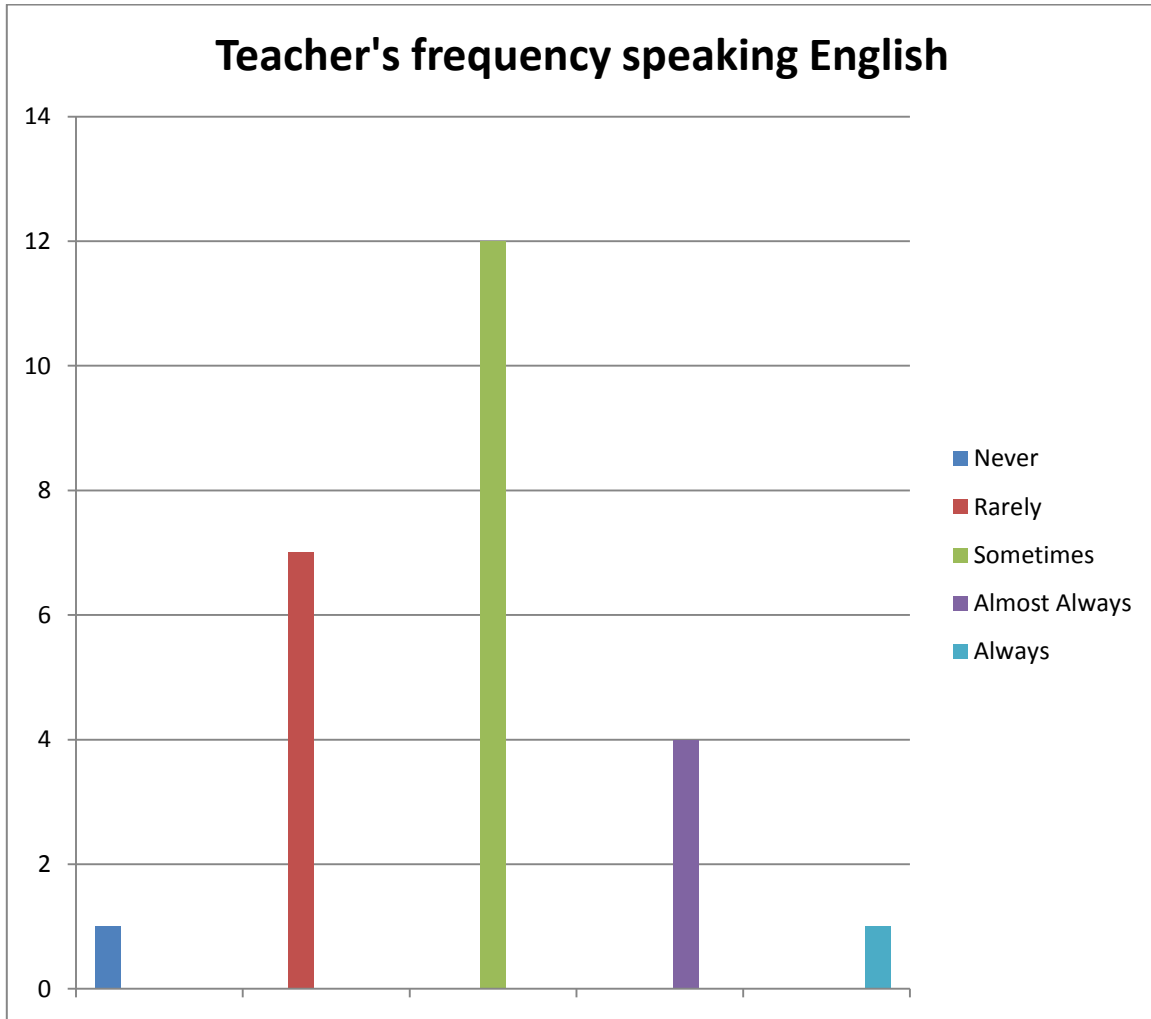
The first question of this questionnaire asks about the frequency the teacher spoke English while in class, whether in English or not. Data is shown in the following table and figure.

**Table 1: Frequency of the teacher speaking English during classes**

OPTIONS	ANSWERS
Never	1
Rarely	7
Sometimes	12
Almost always	4
Always	1
Total	25

Table 1. Frequency of the teacher speaking English during classes.

**Figure # 1**



*Figure 1 shows the teacher's frequency speaking English during Sixth Grades' classes. Source: Researcher's create.*

This graph shows the response of twenty-five students to the first question. A student said the teacher never speaks English. Seven students said the teacher rarely speaks English. Twelve students stated that sometimes the teacher speaks to them in English during class. Four students say that the teacher almost always speaks English. Only one student said the teacher always speaks in English.

Interpreting Figure 1, each student's answer is clearly seen on the first question that was asked about the frequency in which the teacher speaks English to them during the classes. The group has twenty-five students, Twelve students said the teacher only sometimes speaks to them in English, when in fact each class should be taught in English. Also, seven students agreed with the response of the previous twelve by saying they rarely listen to English while in the classroom. On the other hand, four students said the classes are almost always spoken in English and only one student said never and other student said always.

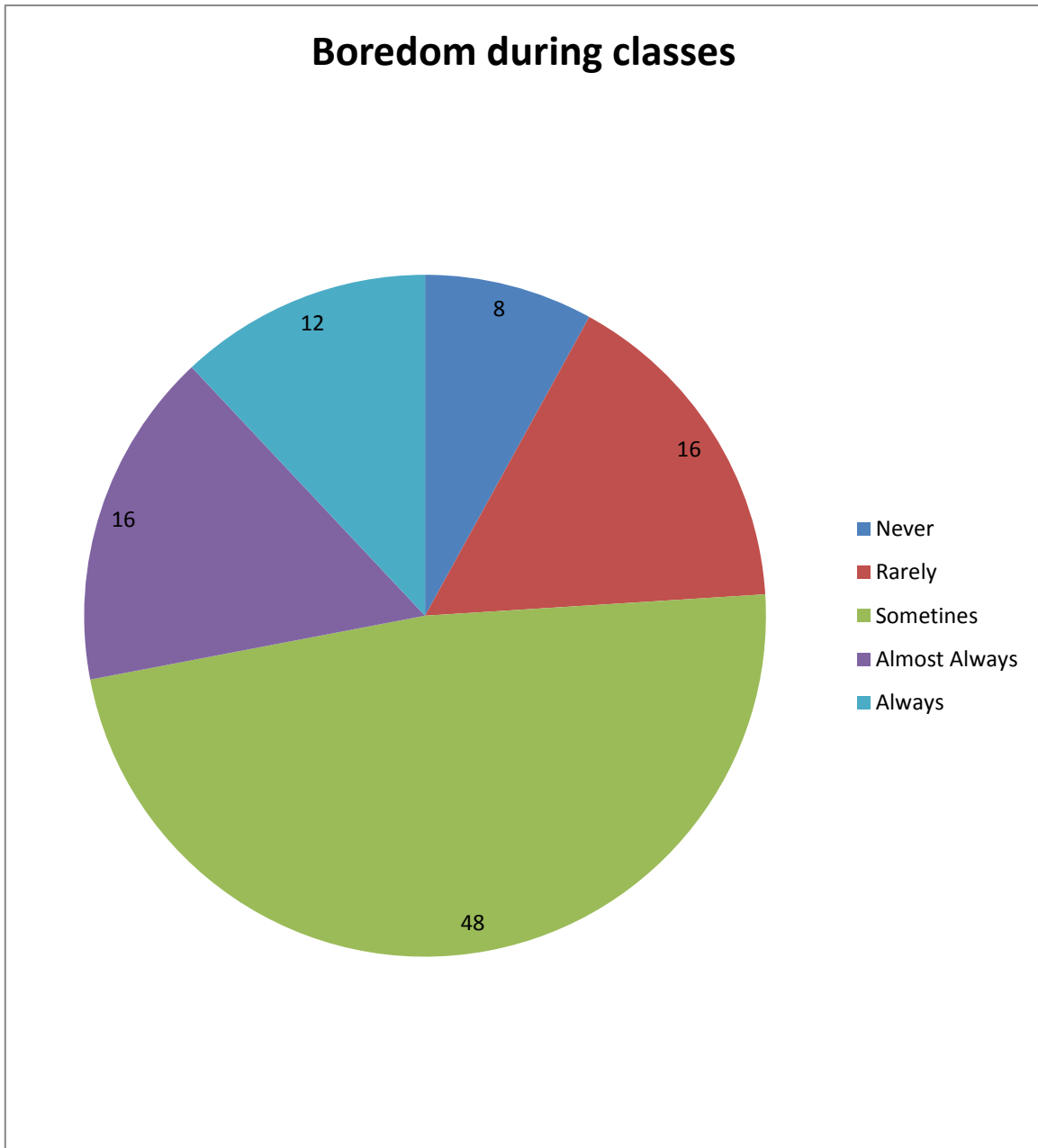
The second question concerns the perception of the class, whether the students feel bored or not. Data is shown in the following figure.

**Table 2: Level of boredom during classes.**

OPTIONS	ANSWERS	PERCENTAGE
Never	2	8%
Rarely	4	16%
Sometimes	12	48%
Almost always	4	16%
Always	3	12%
Total	25	100%

Figure 2. Level of boredom while in class.

**Figure # 2**



*Figure 2 shows students' boredom level during English classes.  
Source: Researcher's create.*

In the graph above it is possible to see the answers about how boring or not the English class can be. Two students say they never feel bored. Four of them feel that it is rarely boring.

Twelve students say that sometimes classes tend to be boring. Four more students say that it is almost always boring and only three of them say that they are always boring.

It can be taken as an interpretation of Figure 3 that English classes sometimes get boring, perhaps because the teacher does not use different strategies to interact with them and make the classroom a fun learning environment. Twelve students of the group answered that English classes tend to be boring, very few express that never or rarely is boring and an average percentage says to be almost always and always boring class.

The third question is about the frequency with which the teacher uses audios or videos to reinforce what has been studied. Data is shown in the following table and figure.

**Table 3: Frequency of the teacher when using audios and videos.**

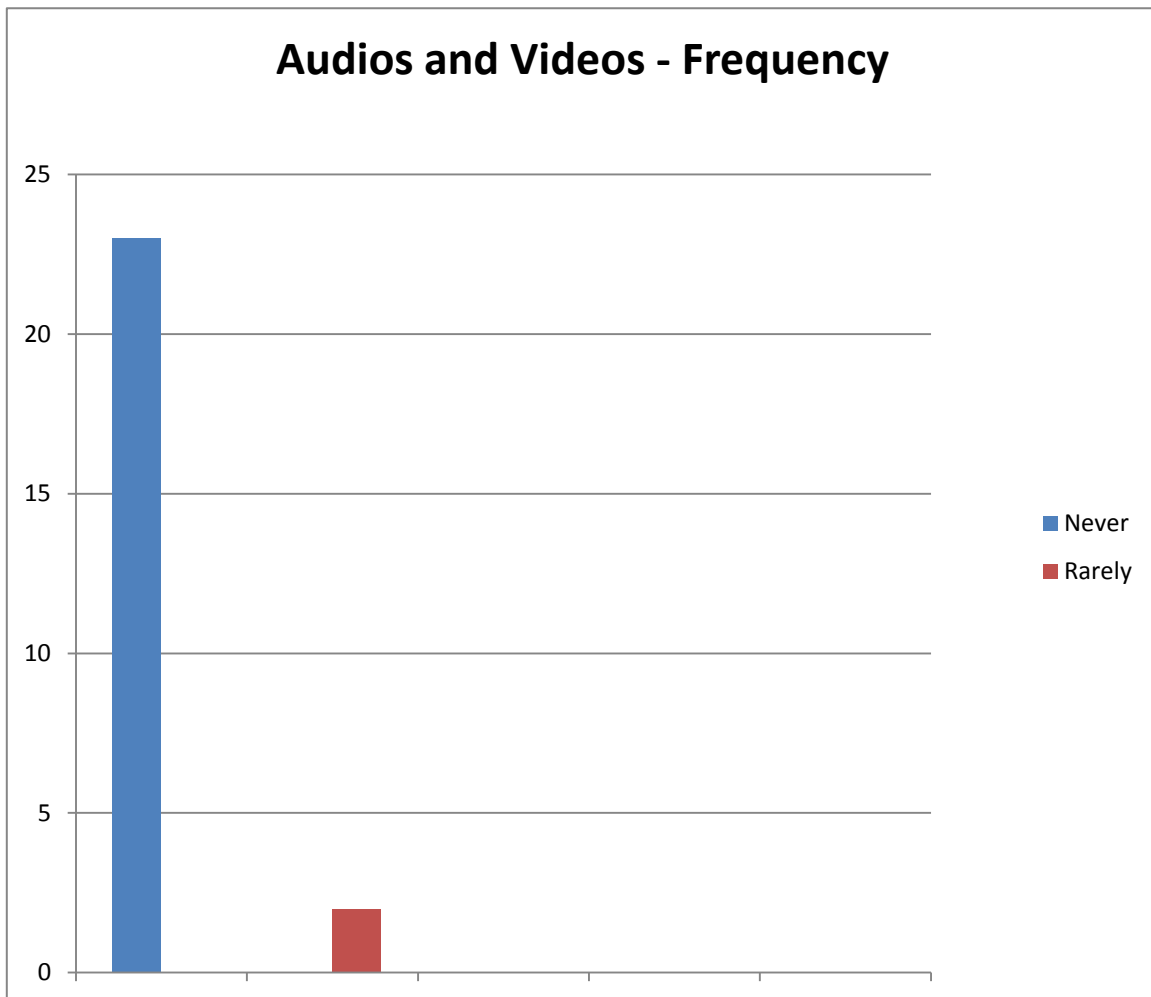
OPTIONS	ANSWERS
Never	23
Rarely	2
Sometimes	0
Almost always	0
Always	0
Total	25

Figure 3. Frequency of the teacher when using audios and videos

**Figure # 3**

*Figure 3 shows the teacher's frequency using audios and videos.*

*Source: Researcher's create*



The graph shows the response of a group of twenty-five students where twenty-three of them say they never make use of audio or videos during the teacher gives them the English class. Only two students said that videos or audios are rarely used. In the other categories corresponding to sometimes, almost always and always, nobody checked the box.

As an interpretation of Figure 3, it can be clearly seen that the use of audios and videos is totally null. Audios and videos are means that can be used to great advantage because it is how students will develop listening skill in a second language, it is how listening can be stimulated and learn. Within the box you can also see that two of them say that rarely the teacher has used audios and videos when it should be almost always.

The fourth question refers to the liking for the classes. Whether the English class is liked or not for these students. Data is shown in the following figure.

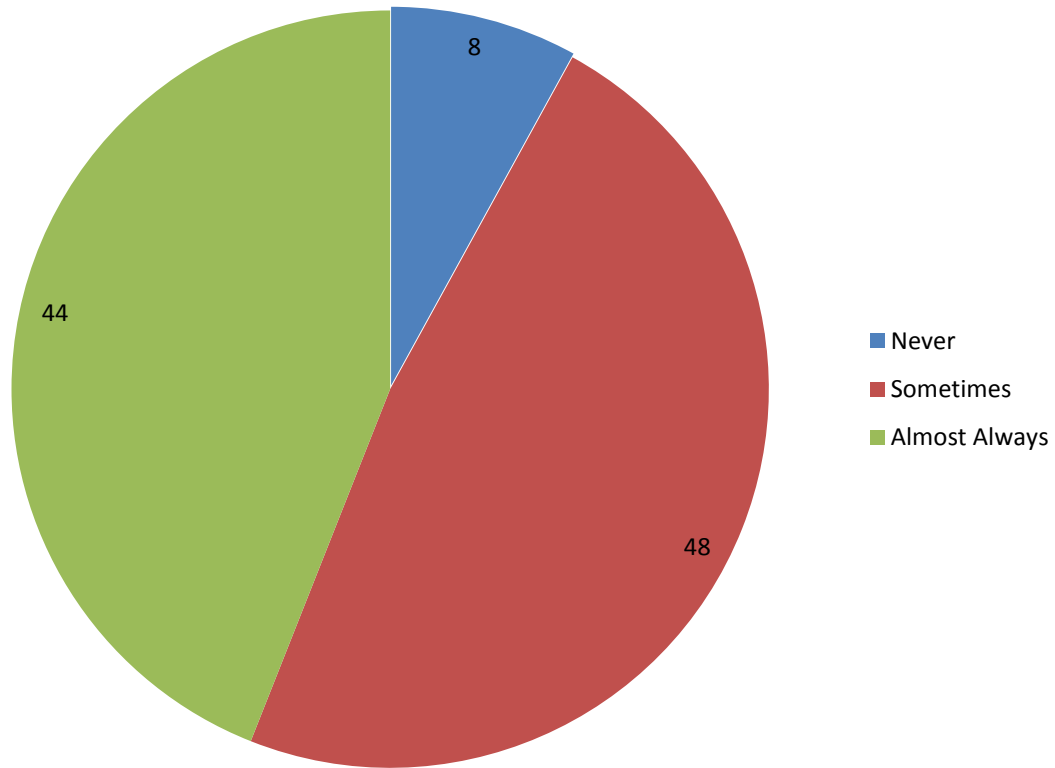
**Table # 4: How much they like the English classes or not.**

OPTIONS	ANSWERS	PERCENTAGE
Never	2	8
Rarely	0	0
Sometimes	12	48
Almost always	11	44
Always	0	0
Total	25	100

Figure 4. How much they like the English class or not

**Figure # 4**

## How Much Students Like English classes



*Figure 4 shows how much they like or no the English classes.*

*Source: Research's create*

Figure 4 shows the result of the question asked about how much they enjoy the English class or just do not like it. Being a group of twenty-five students, two said they never like it or never enjoy it. Twelve of them said that sometimes they enjoy it, becoming the highest percentage. The second place with the highest score is that they almost always enjoy it with eleven students. The squares rarely and always obtained a result of zero.

Interpreting the previous graph, you can see that there are two fairly equal percentages making a difference only from a student where the teacher can take advantage and make their classes a happy environment, full of different activities and the box provided that he did not get a vote, can be marked by all and ensure that each student enjoys bilingual learning to its fullest.

The fifth question was an open question for each student to write the answer they thought was most convenient. The question said that if they had the opportunity to change some of the English classes, what would it be. Many of them answered that audio, videos, entertainment, not writing so much, that the teacher does not speak so much because they do not understand, new vocabulary, music, among others. To make use and benefit of the classes, the teacher should take into account points of which they made reference in their answers and to achieve a pleasant environment where everyone can learn, participate, have fun and take advantage of the opportunity to learn a second language.

The sixth question said what the environment is like during English classes. As answers they obtained that the environment is good, ugly, interesting, regular, boring, tense, cute, bad, little entertaining, and many others. When you ask an open-ended question, you will find different opinions, both favorable and unfavorable, but you can take advantage of everything and get the most out of it. Those who already like the atmosphere that they are living in the classes, make them like them much more with new activities and those who totally do not like them and have not pleasant concepts, attract them with new strategies so that they can awaken an interest in the English.

#### **4.2.1.2 Teacher's questionnaire**

The main objective of this questionnaire is to gather general information related to the English teacher from Juan Enrique Pestalozzi School in order to establish an analysis which benefits the institution and school population in the teaching-learning process. The

information obtained will be treated just for educative purposes and with total confidentiality.

The first question was about what other levels are taught by the teacher apart from the sixth grade. The teacher's response was that he is the teacher of all grade levels, from first grade to sixth grade. This means that the entire school population of the Juan Enrique Pestalozzi School is taught with the same methodology that the teacher uses during the classes.

The second question was based on experience, where the teacher was asked if he has enough years of experience to be considered a teacher. The teacher's response was positive, he has twenty-five years of experience in the teaching field. Many years to be able to have the responsibility of an entire student community of the Juan Enrique Pestalozzi School.

The third question was key and of great importance because it referred to the level that a student can have in a second language, this being the case of the English language at the end of primary school and beginning with high school. The professor said that he considers that the level they can have is an intermediate level, but we must remember that this will depend on many factors. as for example: methodology, interest, support and many others.

In the fourth question is a point of absolute importance because the teacher is asked for their opinion on the work done in the listening area in English. The answer that was obtained was that it is very good because he cares to apply the different skills in his classes.

It must be taken into account that all skills are very important but listening is much more because if you are speaking to a person in a language that they do not know or do not understand, much less will be able to write, read or speak it. The first skill to develop and work should be listening because the ear should be developed.

The fifth question is about the ability to listen that groups get at the end of each course

or grade, being that he is in charge of the teaching of the entire student community of the Juan Enrique Pestalozzi School. As a response, it was obtained that it is a good level that they obtain at the end because he concerns to apply and develop the four skills is of great importance.

The sixth question talks about which of the four skills the teacher uses most or works the longest in English classes. The teacher replied that none of the four uses more than another. All works equally, that means that the classes divided into 25% speaking, 25% listening, 25% writing and 25% reading, that way making a balance of each skill and delivering in an excellent way his classes.

In the seventh question the teacher was asked how often listening skills are used in English classes. The answer obtained was surprising because being the listener the skill of great importance for all the people who decide to learn a new language, answered that sometimes. The reason or explanation given to the answer is that he has the authorization to stay in only one skill.

In question eight the teacher was asked what is the reason why it becomes difficult to apply listening activities during English classes, being that this would greatly strengthen the learning of the language. The professor gave two reasons why he considers that it is difficult to apply activities that go hand in hand with the listening area. The first reason given is that the lack of interest on the part of the students means that there cannot be this type of activities. Maybe not being able to understand what the teacher says, does not mind learning or making an effort to achieve practice. The second reason given by the teacher is the absence of equipment necessary for activities such as these, given that some instruments are required to stimulate the students' hearing and obtain a good appreciation of the language.

The ninth question talks about the perception of a foreign language. The teacher was

asked what is the perception that the students express at the moment of understanding a foreign language, being in this case the English language. The professor said that most students have difficulties to understand everything that is spoken during the class.

Perhaps these difficulties arise because the bases they bring are not good. It may be that teachers who had previously never stimulated their ears, much less put into practice activities or strategies that could help students in this area.

The tenth question is very nice because it talks about motivation. The teacher was asked how he motivates the students. The teacher commented that he reinforces them with positive expressions, besides congratulating them when they try hard and tries to be friendly with them.

Motivation goes hand in hand with learning. Students not only have to fill them with learning and material, there must also be time for motivation, stimulation. Let them know that it is worth the effort, that learning will open many doors in the future and above all that they are very important and valuable people.

Many children suffer from violence, abuse among others. They come to institutions full of problems, worries and needs. Many times a beautiful word changes the day.

In the eleventh question, the teacher is asked what kind of support material he uses to motivate listening during English classes. He commented that the classes have fun audios to work on and also makes use of interesting videos to practice.

The use of audios and videos reinforces the students' hearing a lot because it helps to develop the ear and accustom it to the English language. That is a strategy that all teachers should implement in their classes to achieve greater listening support.

The twelfth question makes reference to the atmosphere that is felt during the classes. The teacher was asked the following question: How do you consider the classroom environment during the English class to practice listening by the students? The answer that

was obtained was the following one: Well, I believe that it is well. As I said before, sometimes it is difficult to do activities, but as I see it, students feel good in class.

According to the teacher's response the atmosphere is very good and that is quite positive despite the fact that they are quite numerous groups. The negative in this response was that it is difficult to do activities, that means that he can't make the most of your class time.

Question thirteen and last of this questionnaire made to the sixth grade teacher of the Juan Enrique Pestalozzi School, was the following: In a percentage from 0 to 10, in which 100 is the highest score. How do you evaluate yourself as a promoter of listening skills during your lessons? The teacher answered like this: Well, it's hard to answer this, but I think a 70. The reason is that, as I mentioned before, I do not focus on just one skill in the class.

In this question the teacher self-evaluated and draw an honest conclusion of his work and service to this student community. He was very sincere when he qualified with a percentage of 70, because he does not focus only on listening but also works the other three remaining skills.

#### **4.2.3 Post Assessment Activities**

The use of assessment activities help to get a clear idea on the students' progress. The activities will demonstrate the impact of the several strategies applied during the process. The results will benefit students in order to consider their weaknesses and strengths. In addition, the teacher will have a better outlook of the progress the students are having during classes.

The following results are gathered through scoring activities made after the implementation of the different strategies implemented during this investigation. The results are important in order to get the positive or negative conclusions for this research.

#### 4.2.3.1 Note-Taking Assessment

The results provided for the Note-Taking Post Assessment Activity by the participants are represented on the following table:

**Table # 5**

<b>Students</b>	<b>Points Obtained</b>	<b>Pre-Test Grade</b>	<b>Students</b>	<b>Points Obtained</b>	<b>Pre-Test Grade</b>
<b>Student #1</b>	13	87	<b>Student #16</b>	14	93
<b>Student #2</b>	13	87	<b>Student #17</b>	10	67
<b>Student #3</b>	14	93	<b>Student #18</b>	13	87
<b>Student #4</b>	11	73	<b>Student #19</b>	13	87
<b>Student #5</b>	13	87	<b>Student #20</b>	14	93
<b>Student #6</b>	15	100	<b>Student #21</b>	12	80
<b>Student #7</b>	13	87	<b>Student #22</b>	12	80
<b>Student #8</b>	12	80	<b>Student #23</b>	13	87
<b>Student #9</b>	15	100	<b>Student #24</b>	14	93
<b>Student #10</b>	14	93	<b>Student #25</b>	13	87
<b>Student #11</b>	14	93			
<b>Student #12</b>	11	73			
<b>Student #13</b>	13	87			
<b>Student #14</b>	13	87			
<b>Student #15</b>	13	87			

*Table #5 illustrates the results gathered by the researcher on the post scorable activity applied to students. Source: Researcher's creation.*

Table # 5 presents positive results taking into consideration the results taken from the visits to the group. It is important to highlight the lack of interest of students for the subject

and how they were not used to practice the listening skill. The results gathered from this activity were simply gratifying for the researcher because the scores are considered into a high rate. There were a couple of exceptions from students # 4, #12 and #17 which their scores were below 80. Fortunately, the rest of the class had positive results that confirm the progress on this area. Moreover, the results confirm how students got motivated for the new strategy and helped to get more involved on the English class.

#### 4.2.3.2 Listening and Draw Activity

The results provided for the Listening and Draw Post Assessment Activity by the participants are represented on the following table:

**Table # 6**

<b>Students</b>	<b>Points Obtained</b>	<b>Pre-Test Grade</b>	<b>Students</b>	<b>Points Obtained</b>	<b>Pre-Test Grade</b>
<b>Student #1</b>	9	90	<b>Student #16</b>	10	100
<b>Student #2</b>	10	100	<b>Student #17</b>	8	80
<b>Student #3</b>	10	100	<b>Student #18</b>	10	100
<b>Student #4</b>	8	80	<b>Student #19</b>	10	100
<b>Student #5</b>	10	100	<b>Student #20</b>	10	100
<b>Student #6</b>	10	100	<b>Student #21</b>	9	90
<b>Student #7</b>	10	100	<b>Student #22</b>	10	100
<b>Student #8</b>	9	90	<b>Student #23</b>	10	100
<b>Student #9</b>	10	100	<b>Student #24</b>	10	100
<b>Student #10</b>	10	100	<b>Student #25</b>	10	100
<b>Student #11</b>	10	100			
<b>Student #12</b>	9	90			
<b>Student #13</b>	10	100			
<b>Student #14</b>	10	100			
<b>Student #15</b>	10	100			

*Table 6 illustrates the results gathered by the researcher on the post scorable activity applied to students. Source: Researcher's creation.*

Table # 6 illustrates the successful activity “Listening and Draw” which students loved and wanted to have more. The researcher is satisfied with the results from this exercise. Students presented a positive attitude towards the activity even though they knew they were being assessed. The scores were outstanding. Only 5 students out of the 25 did not have the 100 as a result. Besides this fact, the results taken from these 5 students were good. The Listening and Draw activity impacted students positively. They paid attention all the time, they were cautious with the drawings and were really curious to agree with the original picture. Students had a great time having fun with the picture and the researcher could get the best from them for the subject in study.

#### 4.2.3.3 Debate

The results provided for the Debate Post Assessment Activity by the participants are represented on the following table:

**Table # 7**

#### **Positive Team**

<b>Students</b>	<b>Points Obtained</b>	<b>Grade</b>
<b>Student #1</b>	13	81
<b>Student #2</b>	13	81
<b>Student #3</b>	13	81
<b>Student #4</b>	13	81
<b>Student #5</b>	13	81
<b>Student #6</b>	13	81
<b>Student #7</b>	13	81
<b>Student #8</b>	13	81
<b>Student #9</b>	13	81
<b>Student #10</b>	13	81
<b>Student #11</b>	13	81
<b>Student #12</b>	13	81
<b>Student #13</b>	13	81

*Table 7 presents the results from Positive Team on the debate activity.  
Source: Researcher’s creation*

**Table # 8****Negative Team**

<b>Students</b>	<b>Points Obtained</b>	<b>Pre-Test Grade</b>
<b>Student #16</b>	13	81
<b>Student #17</b>	13	81
<b>Student #18</b>	13	81
<b>Student #19</b>	13	81
<b>Student #20</b>	13	81
<b>Student #21</b>	13	81
<b>Student #22</b>	13	81
<b>Student #23</b>	13	81
<b>Student #24</b>	13	81
<b>Student #25</b>	13	81

*Table 8 presents the results from Negative Team on the debate activity.*

*Source: Researcher's creation*

The debate activity was the activity which caused some difficulties to the students. Since they didn't have habits of listening and speaking (mentioned on the observations made during the first visits to the group), the debate became hard for the students. Fortunately, during the implementation of the different strategies and having an enormous progress on the specifically on the listening and other areas, the researcher was satisfied with the results from this debate. The scores were the same for each student. The researcher evaluated them with 81 as a score and obviously based on the rubric scale. The reasons were that as it was mentioned before, the pupils presented some difficulties expressing or defending some of their points. Besides these obstacles, the researcher felt a good job was done with this group. The changes from the first visits to this point were remarkable. Those 81 are considered as a positive progress on the sixth grade students from Pestalozzi School.

## **Chapter V**

### **Conclusions and Recommendations**

When one speaks about conclusions it can be said that they refer to the final proposal argument, or affirmation that has been investigated, spoke, or sought. This chapter will show the result of a research worked by the researcher with sixth-grade students to implement different techniques, activities and strategies for listening development and a greater and better understanding of a second language being this one English.

#### **6.2 Conclusions**

##### **6.2.1 To identify the student's level of vocabulary comprehension through auditory appreciation during the English class.**

When referring to the classroom environment, the students' speech presents small inconveniences to practice listening skills. The divisions of the classroom are very slim and the noise is passed from one classroom to another. The group is large and has some behavioral problems, which makes it difficult to practice listening skills.

The institution and therefore the teacher does not have the right material for the practice of listening skills. The three English teachers in the school should set aside the only recorder available in the school for the use of the classes. For this reason, the teacher had to invest in her own audio equipment to be able to provide a better service during her classes.

Students live and develop in an environment full of problems both at home and within their community, which means they do not have a clear and open mentality for studying.

According to the questionnaires applied, it can be seen they do not use the English language frequently in the class. What hinders the students language acquisition progress

in understanding vocabulary and listening skill development.

The students express boredom and disinterest in English classes, which means that students do not obtain a correct use.

Based on the questionnaire applied to the students, it is observed that more than half of the group is not very comfortable with the English classes, which also helps that there is no progress on their part.

The activities implemented in class are monotonous and routine, which contributes to the disinterest of the students in the class.

The teacher has many years of experience. Also, given all the elementary levels, this is positive, since it handles the programs and the curriculum very well.

In the questionnaire applied to the teacher, she expressed how much she had worked in the listening area, since they consider it is very important for the acquisition of the English language. Unfortunately, it was found that the teacher did not practice this area.

One of the important aspects that the teacher emphasizes in question number ten of the questionnaire is about motivation with his students. The teacher says that he motivates the students, however, during the visits this was not a characteristic of the teacher, since as it was demonstrated previously, more than half of the group presents demotivation in the English lessons.

### **6.2.2 To apply techniques in order to develop the ear and have a better understanding of the second language acquisition**

At the beginning of the application of the techniques, the students were surprised to have a new activity in the class and anxious to know what they would do.

During the implementation of the activities, everyone wanted to participate and be part of the activity that made them feel motivated and benefited, since they could really practice

this second language.

During the activities, the increase in motivation was notable, which facilitated the success of the classes.

The students expressed that when they arrived at their homes they remembered and practiced what they learned in class, which made them motivate themselves even more. At school, during recess some of the students practiced vocabulary with each other and by listening and understanding the words that other classmates said when speaking in English, they were surprised and excited that they understood the second language.

### **6.2.3 To evaluate through the different implemented techniques the improvement on the development of the ear.**

As the activities were being applied, the students began to understand the English language. When giving instructions for activities, they were less the questions they asked, only when new words were used and were unknown to them. In that way, the ear was forced to try to understand.

With the application of songs and movies with subtitles, it helped a lot in the acquisition of vocabulary and development of listening skills because the words began to be familiar, they looked for them in the dictionary to know them a little more and when listening to them in other songs, conversations or movies, they were totally identified for them.

The activities applied during the assessment motivated students to pay attention to instructions and get interested in the language. The students were forced to use their ears for a good listening to what they had to do; indirectly, the other skills were also necessary to handle the activity. For these reasons, the progress on the students was evident and the results gathered on the post-assessment activities support these facts.

Even though one of the activities (debate) presented some difficulty to the students, they made an effort to accomplish what the researcher wanted from them. This confirms the motivation students felt with the implementation of the new strategies at class. Moreover, the taken of advantage by the researcher on the students' interest collaborated that the activities were a success and helped the children improve their skills and see a positive progress toward the English learning process.

### **6.3 Recommendations**

For future research or research studies, it is recommended to develop a connection with each student so that children can be involved in the process of their own learning and make them feel that part of the project that everything is for a better future and development in a second language. In this way, students will form a single team with the researcher and get more out of the research and can be a success.

The researcher also recommends the teacher should review the calendar very well and talk with the person in charge of the school, in this case, the director and see which days are available and which are not. At times, for different reasons some institutions have days off and students do not attend classes. When this happens, all plans are destroyed because the teacher cannot move forward with what was planned for that day.

When a person is going to lead a group of people, be it children, adolescents or adults, leadership must be shown. Let people know who is in control of the group and who is the the right person to lead and be obeyed. In this way, there will be discipline in the classroom and it will be easier to apply everything that was prepared and planned for each class.



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- ♣ An Mei (2010) *Use of Communication Strategies by Chinese EFL Learners*. Retrieved August 20, 2018, from <http://www.celea.org.cn/teic/91/10091708.pdf>
  
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- ♣ Edwards and Core (2012) *Talking to learn*. Retrieved August 20, 2018, from <https://ro.ecu.edu.au/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1902&context=ajte>

## Appendix

### POST ASSESSMENT ACTIVITY # 1

#### **NOTE-TAKING**

Instructions: Listen to the biography and get details about the character's early life, professional life, late life and accomplishments. Use the paper below for your notes. Finally, express with complete sentences the important facts to the class.

### **CHARACTER'S NOTE-TAKING**

Character's name: \_\_\_\_\_

Character's early life:

Character's professional life:

Character's late life:

Character`s accomplishments:

**Rubric to evaluate student`s output**

<b>CRITERIA</b>	<b>EXCELLENT</b>	<b>GOOD</b>	<b>FAIR</b>	<b>NEEDS IMPROVEMENT</b>
<b>Note-taking content from early life</b>	The student included the most relevant aspects from the character.	The student included some relevant aspects from the character.	The student included relevant aspects from the character, but not as expected.	The student missed many relevant aspects from the character or included none.
<b>Note-taking content from</b>	The student included the	The student included some	The student included relevant	The student missed many

<b>professional life</b>	most relevant aspects from the character.	relevant aspects from the character.	aspects from the character, but not as expected.	relevant aspects from the character or included none.
<b>Note-taking content from late life</b>	The student included the most relevant aspects from the character.	The student included some relevant aspects from the character.	The student included relevant aspects from the character, but not as expected.	The student missed many relevant aspects from the character or included none.
<b>Note-taking content from accomplishments</b>	The student included the most relevant aspects from the character.	The student included some relevant aspects from the character.	The student included relevant aspects from the character, but not as expected.	The student missed many relevant aspects from the character or included none.
<b>Spoken part from the student</b>	The sentences make sense with the notes taken from the listening.	The sentences make sense with the notes taken, but missed one of the ideas gathered from	The sentences make sense with the notes but missed two of the ideas gathered from	The sentences do not make sense with the ideas gathered from the listen or expressed

		the listening.	the listening.	nothing.
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Excellent = 3pts. Good = 2pts. Fair = 1pt. Needs improvement = 0pts.

Student's name: \_\_\_\_\_

Points Obtained: \_\_\_\_\_

Score: \_\_\_\_\_

## POST ASSESSMENT ACTIVITY # 2

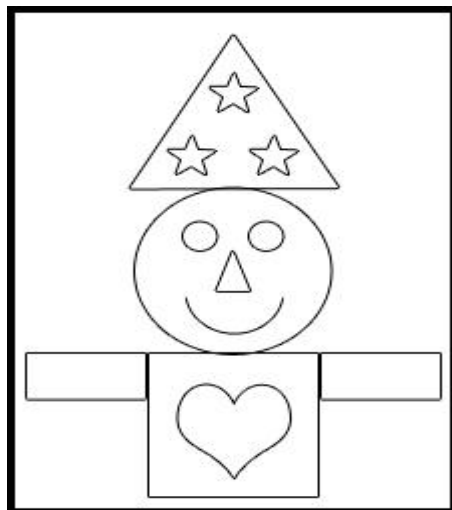
### LISTENING AND DRAW

#### **Directions:**

Each person must have a piece of paper and a writing utensil. Explain that he/she will draw a picture using only simple shapes and lines. When the student is finished, he/she compares their drawings with the original one on teacher's possession. The picture should not be identical to the original one, but may have a similar structure.

#### **Instructions for the picture:**

1. First, your paper should be situated vertically on your desk.
2. Draw a medium-sized circle in the middle of your paper.
3. Draw a medium-sized square below the circle but have the top of it touch the bottom of the circle.
4. Draw a medium-sized heart in the square.
5. Draw two smaller rectangles, one on each side of the square. They should go the wide way not the tall way and they should touch the sides of the square. Also, the top of each rectangle should line up with the top of the square.
6. Draw a medium-sized triangle above the circle. The bottom of the triangle should touch the top of the circle.
7. Draw three small stars anywhere inside the triangle.
8. Draw a small triangle in the center of the medium-sized circle.
9. Draw an arc which curves up below the small triangle.
10. Draw two small circles above the small triangle, one slightly to the right and one slightly to the left.



## Listening and Draw Activity Assessment

- Each correct step for the drawing will deserve 1pt.
- 

Student's name: _____	
$\checkmark = 1\text{pt}$	$\times = 0\text{pts}$
Step # 1	_____
Step # 2	_____
Step # 3	_____
Step # 4	_____
Step # 5	_____
Step # 6	_____
Step # 7	_____
Step # 8	_____
Step # 9	_____
Step # 10	_____

POST ASSESSMENT ACTIVITY # 3

**DEBATE**

**Instructions:** Each team was given previously the topic for discussion in order to prepare important details for the debate. They were divided into the “Affirmative Team” and the “Negative Team”. Each group should present their point of view with valid arguments as an introduction for the debate. After that, each team has space for questions and answers in order to discuss their positions.

DEBATE GRADING RUBRIC

**Levels of Performance for AFFIRMATIVE Team**

<b>Criteria</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Grade:</b>
<b>1. Organization &amp; Clarity:</b>  Main arguments and responses are outlined in a clear and orderly way.	Completely clear and orderly presentation	Mostly clear and orderly in all parts	Clear in some parts but not overall	Unclear and disorganized throughout	
<b>2. Use of Argument:</b>  Reasons are given to support the resolution	Very strong and persuasive arguments given throughout	Many good arguments given, with only minor problems	Some decent arguments, but some significant problems	Few or no real arguments given, or all arguments given had significant problems	
<b>3. Use of cross-examination and rebuttal:</b>  Identification of weakness in Negative team’s arguments and ability to defend itself against attack.	Excellent cross-exam and defense against Negative team’s objections	Good cross-exam and rebuttals, with only minor slip-ups	Decent cross-exam and/or rebuttals, but with some significant problems	Poor cross-exam or rebuttals, failure to point out problems in Negative team’s position or failure to defend itself against attack.	
<b>4. Presentation Style:</b>  Tone of voice, clarity of expression, precision of arguments all contribute to keeping audience’s attention and persuading them of the	All style features were used convincingly	Most style features were used convincingly	Few style features were used convincingly	Very few style features were used, none of them convincingly	

team's case.					
					TOTAL SCORE: _____

**Levels of Performance for NEGATIVE Team**

<b>Criteria</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Grade:</b>
<p><b>1. Organization &amp; Clarity:</b></p> <p>Main arguments and responses are outlined in a clear and orderly way.</p>	Completely clear and orderly presentation	Mostly clear and orderly in all parts	Clear in some parts but not overall	Unclear and disorganized throughout	
<p><b>2. Use of Argument:</b></p> <p>Reasons are given against the resolution</p>	Very strong and persuasive arguments given throughout	Many good arguments given, with only minor problems	Some decent arguments, but some significant problems	Few or no real arguments given, or all arguments given had significant problems	
<p><b>3. Use of cross-examination and rebuttal:</b></p> <p>Identification of weakness in Affirmative team's arguments and ability to defend itself against attack.</p>	Excellent cross-exam and defense against Affirmative team's objections	Good cross-exam and rebuttal, with only minor slip-ups	Decent cross-exam and/or rebuttal, but with some significant problems	Poor cross-exam or rebuttal, failure to point out problems in Affirmative team's position or failure to defend itself against attack.	
<p><b>4. Presentation Style:</b></p> <p>Tone of voice, clarity of expression, precision of arguments all contribute to keeping audience's attention and persuading them of the team's case.</p>	All style features were used convincingly	Most style features were used convincingly	Few style features were used convincingly	Very few style features were used, none of them convincingly	
					TOTAL SCORE: _____

The results provided for the Note-Taking Post Assessment Activity by the participants are represented on the following table:

Table \_\_\_\_\_

<b>Students</b>	<b>Points Obtained</b>	<b>Pre-Test Grade</b>	<b>Students</b>	<b>Points Obtained</b>	<b>Pre-Test Grade</b>
<b>Student #1</b>	13	87	<b>Student #16</b>	14	93
<b>Student #2</b>	13	87	<b>Student #17</b>	10	67
<b>Student #3</b>	14	93	<b>Student #18</b>	13	87
<b>Student #4</b>	11	73	<b>Student #19</b>	13	87
<b>Student #5</b>	13	87	<b>Student #20</b>	14	93
<b>Student #6</b>	15	100	<b>Student #21</b>	12	80
<b>Student #7</b>	13	87	<b>Student #22</b>	12	80
<b>Student #8</b>	12	80	<b>Student #23</b>	13	87
<b>Student #9</b>	15	100	<b>Student #24</b>	14	93
<b>Student #10</b>	14	93	<b>Student #25</b>	13	87
<b>Student #11</b>	14	93			
<b>Student #12</b>	11	73			
<b>Student #13</b>	13	87			
<b>Student #14</b>	13	87			

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<b>Student #15</b>	13	87	
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*Table 1 illustrates the results gathered by the researcher on the post scorable activity applied to students.*

*Source: Researcher's creation.*

Table # \_\_\_\_ presents positive results taking into consideration the results taken from the visits to the group. It is important to highlight the lack of interest of students for the subject and how they were not used to practice the listening skill. The results gathered from this activity were simply gratifying for the researcher because the scores are considered into a high rate. There were a couple of exceptions from students # 4, #12 and #17 which their scores were below 80. Fortunately, the rest of the class had positive results that confirm the progress on this area. Moreover, the results confirm how students got motivated for the new strategy and helped to get more involved on the English class.

The results provided for the Listening and Draw Post Assessment Activity by the participants are represented on the following table:

Table \_\_\_\_\_

<b>Students</b>	<b>Points Obtained</b>	<b>Pre-Test Grade</b>	<b>Students</b>	<b>Points Obtained</b>	<b>Pre-Test Grade</b>
<b>Student #1</b>	9	90	<b>Student #16</b>	10	100
<b>Student #2</b>	10	100	<b>Student #17</b>	8	80
<b>Student #3</b>	10	100	<b>Student #18</b>	10	100
<b>Student #4</b>	8	80	<b>Student #19</b>	10	100
<b>Student #5</b>	10	100	<b>Student #20</b>	10	100
<b>Student #6</b>	10	100	<b>Student #21</b>	9	90
<b>Student #7</b>	10	100	<b>Student #22</b>	10	100
<b>Student #8</b>	9	90	<b>Student #23</b>	10	100
<b>Student #9</b>	10	100	<b>Student #24</b>	10	100
<b>Student #10</b>	10	100	<b>Student #25</b>	10	100
<b>Student #11</b>	10	100			
<b>Student #12</b>	9	90			
<b>Student #13</b>	10	100			
<b>Student #14</b>	10	100			

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<b>Student #15</b>	10	100	
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*Table 1 illustrates the results gathered by the researcher on the post scorable activity applied to students.*

*Source: Researcher's creation.*

Table # \_\_\_ illustrates the successful activity "Listening and Draw" which students loved and wanted to have more. The researcher is satisfied with the results from this exercise. Students presented a positive attitude towards the activity even though they knew they were being assessed. The scores were outstanding. Only 5 students out of the 25 did not have the 100 as a result. Besides this fact, the results taken from these 5 students were good. The Listening and Draw activity impacted students positively. They paid attention all the time, they were cautious with the drawings and were really curious to agree with the original picture. Students had a great time having fun with the picture and the researcher could get the best from them for the subject in study.

The results provided for the Debate Post Assessment Activity by the participants are represented on the following table:

<b>Students</b>	<b>Points Obtained</b>	<b>Grade</b>
<b>Student #1</b>	13	81
<b>Student #2</b>	13	81
<b>Student #3</b>	13	81
<b>Student #4</b>	13	81
<b>Student #5</b>	13	81
<b>Student #6</b>	13	81
<b>Student #7</b>	13	81
<b>Student #8</b>	13	81
<b>Student #9</b>	13	81
<b>Student #10</b>	13	81
<b>Student #11</b>	13	81
<b>Student #12</b>	13	81
<b>Student #13</b>	13	81

Negative Team

<b>Students</b>	<b>Points Obtained</b>	<b>Pre-Test Grade</b>
<b>Student #16</b>	13	81
<b>Student #17</b>	13	81
<b>Student #18</b>	13	81
<b>Student #19</b>	13	81
<b>Student #20</b>	13	81
<b>Student #21</b>	13	81
<b>Student #22</b>	13	81
<b>Student #23</b>	13	81
<b>Student #24</b>	13	81
<b>Student #25</b>	13	81

## Annexes

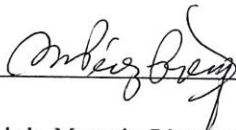
### Tribunal Examinador

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 Bachiller en Inglés.



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Lic. Leslie Elizondo Mora  
Tutor(a)



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Licda. Margarita Pérez Roig  
Lector/Lectora



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M.Ed. Vanessa Muñoz Ruiz  
Directora de las Carreras de Inglés

## Carta de la Directora de Carrera

San José, 07 de diciembre del 2018.

Señores  
Universidad Internacional de las Américas  
Estimados señores:

La suscrita M.Ed. Vanessa Muñoz Ruiz, Directora de las Carreras de Inglés, hace constar que ha revisado la Tesina del estudiante, Raquel Abigail Pereira Chávez, portador(a) de la cédula de identidad no. 1-1382-0555, que ha titulado: Evaluation of Communicative Strategies to Enhance Listening Comprehension Skills at Juan Enrique Pestalozzi School.

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,



M.Ed. Vanessa Muñoz Ruiz  
Directora de las Carreras de Inglés

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## Carta del Lector

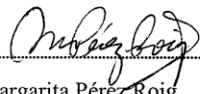
San José, 07 de diciembre del 2018.

Máster  
Vanessa Muñoz Ruíz  
Directora de las Carreras de Inglés y Enseñanza del Inglés  
Universidad Internacional de las Américas

Estimada señora:

La estudiante Raquel Abigail Pereira Chávez, portadora de la cédula de identidad no. 1-1382-0555, ha presentado para su lectura y corrección de estilo la tesina denominada **Evaluation of Communicative Strategies to Enhance Listening Comprehension Skills at Juan Enrique Pestalozzi School**. 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 lista para ser presentado a la Universidad como trabajo de graduación.

Atentamente,

  
.....  
Margarita Pérez Roig  
Lectora de Tesis





## Universidad Internacional de las Américas Código de Ética

La suscrita **Raquel Abigail Pereira Chávez**, número de cédula: **1-1382-0555** graduado del grado de **Bachiller en Inglés con Énfasis en 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.

**Raquel Abigail Pereira Chávez**

**1-1382-0555**