DEPARTAMENTO DE CIENCIAS HUMANAS Y SOCIALES

APPLIED LINGUISTICS IN ENGLISH CAREER

RESEARCH PROJECT

"RECREATIONAL STRATEGIES FOR DEVELOPING LISTENING SKILL ON THE STUDENTS OF EIGHTH GRADE OF BASIC EDUCATION AT COLEGIO NOCTURNO TUNGURAHUA, BAÑOS, PROVINCE OF TUNGURAHUA, DURING THE FIRST TERM, 2012- 2013 SCHOOL YEAR"

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SANGOLQUÍ

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DEPARTAMENTO DE CIENCIAS HUMANAS Y SOCIALES

APPLIED LINGUISTICS IN ENGLISH CAREER

CERTIFICATION

Dr. Gonzalo Puma Ch. Thesis Director is pleased to certify that the research project under the title: **"RECREATIONAL STRATEGIES FOR DEVELOPING LISTENING SKILL ON THE STUDENTS OF EIGHTH GRADE OF BASIC EDUCATION AT COLEGIO NOCTURNO TUNGURAHUA, BAÑOS, PROVINCE OF TUNGURAHUA, DURING THE FIRST TERM, 2012- 2013 SCHOOL YEAR",** developed by: María Viviana Luzuriaga Ochoa, who has finished and approved all the subjects of the Applied Linguistics in English Career of the University of the Armed Forces ESPE, has been studied and verified in all its parts, and formed under my guidance and supervision, so its presentations and oral sustaining are authorized to the corresponding university instance.

Sangolquí, Diciembre 2015

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DECLARACIÓN DE RESPONSABILIDAD

María Viviana Luzuriaga Ochoa

DECLARO QUE:

El proyecto de grado denominado: **"RECREATIONAL STRATEGIES FOR DEVELOPING LISTENING SKILL ON THE STUDENTS OF EIGHTH GRADE OF BASIC EDUCATION AT COLEGIO NOCTURNO TUNGURAHUA, BAÑOS, PROVINCE OF TUNGURAHUA, DURING THE FIRST TERM, 2012- 2013 SCHOOL YEAR**", ha sido desarrollado en base a una investigación minuciosa, respetando derechos intelectuales de terceros, conforme a las citas bibliográficas correspondientes.

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Sangolquí, Diciembre 2015

María Viviana Luzuriaga Ochoa

ESTUDIANTE

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DEDICATORY

To God for giving me the wisdom and strength to do this work.

To my lovely children, Lizbeth and Andrés to whom I dedicate all my daily sacrifice and struggle.

María Viviana Luzuriaga.

INDEX OF CONTENTS

APPLIED ..... **i**

CERTIFICATION ..... **ii**

DECLARACIÓN DE RESPONSABILIDAD ..... **iii**

AUTORIZACIÓN ..... **iv**

ACKNOWLEDGMENT ..... **v**

DEDICATORY ..... **vi**

INDEX OF CONTENTS ..... **vii**

INDEX OF TABLES ..... **x**

TABLE OF FIGURES ..... **xii**

ABSTRACT ..... **xiv**

RESUMEN ..... **xiii**

PART ONE

RESEARCH PROBLEM

1. Problem Identification **1**

1.1. Problem Formulation **1**

1.2. Variables Matrix **4**

1.3. Objectives **5**

1.3.1. General Objective **5**

1.3.2. Specific Objectives **5**

1.4. Justification **5**

PART TWO

THEORETICAL FRAMEWORK

2.1. Theoretical and Conceptual Focus **7**

2.2. The School **9**

2.2.1. Vision **10**

2.2.2. Mission **10**

2.2.3 Values **10**

2.2.4. Infrastructure. **11**

2.3. Recreational Strategies **11**

2.3.1. Importance of Recreational strategies. **11**

2.3.2. How Teach English with Ludic Activities. **12**

2.3.3. Draw the Description 13
2.3.4. Pass the Message 13
2.3.6. Motivation activities through list games 15
2.4. Listening Skill 16
2.4.1. Brainstorming 17
2.4.2. Activities and ideas enhance teaching. 18
2.4.3. Focus and pay attention. 19
2.4.4. Listening for Key Words 20
2.4.5. Listen Actively 20
2.4.6. Feedback on hearing 20
2.4.7. Remain connected to the speaker 22
2.4.8. Steps to Effective Listening 22
2.5. Recreational Strategies and Listening Skill Development 23
2.5.1 Predicting 23
2.5.2. Drawing inferences 24
2.5.3. Bottom – up strategies 24
2.5.4. Recognizing cognate 25
2.5.5. Recognizing word – order patterns 25
2.6. Hypothesis Formulation 26
2.6.1. Working Hypothesis (H i) 26
2.6.2. Null Hypothesis (H o) 27
PART THREE
3. Methodological Design 28
3.1. Instruments for Data Collection 29
3.2. Data Processing and Analysis 29
PART FOUR
4.1. Graphical exposition of results 33
4.2. Graphical presentation of results 38
4.3. Final Results Of Pre-Test And Post-Test In Experimental Group 48
PART FIVE
CONCLUSIONS AND RECOMMENDATIONS
5.1. Conclusions 50
5.2. Recommendations 50

PART SIX

PROPOSAL

6. Logical Framework **51**

6.1. Tree of problems **52**

6.2. Objectives tree **53**

6.3. Alternatives tree **54**

6.4. Analytical structure of the proposal **55**

6.5. Vertical logic goals column **56**

6.6. Budget **57**

6.7. Gantt´s Chart. **58**

6.8. The Evaluation **59**

BIBLIOGRAPHY **60**

INDEX PICTURES

Picture 1 Variables Matrix 4
Picture 2 Proporsal 51
Picture 3 Vertical logic goals column 56

INDEX OF TABLES

Table 1 GROUP “A” Control 30
Table 2 GROUP “B” Experimental 31
Table 3 GROUP “A” Control 31
Table 4 GROUP “B” Experimental 32
Table 5 Matrix of empty dates Control Group - Pre-test 32
Table 6 Matrix of empty data Control Group- Post-test 33
Table 7 Listen to the conversations and complete the dialogues 33
Table 8 Listen to the numbers then circle 36
Table 9 Listen to the numbers that refer to the prepositions 37
Table 10 Listen to the conversation and complete the dialogues 38
Table 11 Listen to identify the word 39
Table 12 Listen and circle the correct answer 40
Table 13 Listen and pay attention to role play attending 41
Table 14 Listen and identify the commands 42
Table 15 Pre test – Control 44
Table 16 Pre test – Experimental 45
Table 17 Post test – Control 46
Table 18 Post test – Experimental 47
Table 19 Estadistics 48
Table 20 Scores Pre test vs Post test 49
Table 21 Budget 57
Table 22 Gantt´s Chart. 58

INDEX OF FIGURES

Figure 1: Source: Pre-test 1 34
Figure 2: Source: Pre-test 2 35
Figure 3 Source: Pre-test 3 36
Figure 4Source: Pre-test 4 37
Figure 5: Source: Pre-test 5 38
Figure 6: Source: Post-test 1 39
Figure 7 Source: Post-test 2 40
Figure 8 Source: Post-test 3 41
Figure 9 Source: Post-test 4 42
Figure 10 Source: Post-test 5 43
Figure 11: Final Results Of Pre-Test And Post-Test In Experimental Group 48
Figure 12 : Scores Pre test vs Post test 49
Figure 13: Scores acepted 49

RESUMEN

"Estrategias Recreacionales para desarrollar la destreza de escuchar en los estudiantes de Educación Básica del Colegio Nocturno Tungurahua de Baños, Provincia de Tungurahua, durante el primer trimestre 2012-2013 del año escolar", es un proyecto de investigación practico que contiene algunas estrategias recreacionales y explica cómo podría ser usada en la enseñanza en las clases de inglés, con la participación de un grupo de 30 estudiantes entre las edades de 14 y 18 años de edad**.** Este trabajo quiere describir el problema de inicio de sesión de la investigación: El árbol de problemas demuestra las causas y efectos, la formulación de problema, las variables, los objetivos y justificación. Además ese tiene un marco teórico basado en 5 capítulos; Parte 1, es acerca de la identificación del problema, Formulación del problema, causas del problema, variables principales, objetivo general y objetivos específicos, justificación. Parte 2, contiene el marco teórico, donde incluye, el Colegio, Misión, Visión, los Valores, y la Infraestructura de la Institución. También inclúyete estrategias recreacionales como: Actividades de Motivación, Descripción de dibujos, Responsabilidad Física, Respuesta física, y destrezas al escuchar, Oír con palabras claves, Canciones, Concentrarse y Prestar atención, esperar para emitir un criterio, Escuchar activamente, Responder por una razón, Razonar sobre lo escuchado, Expresar su opinión de las perspectivas, Aportaciones al escuchar, Pasos efectivos para escuchar. Altas estrategias como escuchar por una idea principal, Predecir, Inferencias y Resumir. Fondo de estrategias: Escuchar detalles específicos, reconocer los afines, reconocer el orden de las palabras principales. Parte 3, explicar la metodología que ha sido aplicada para desarrollar la investigación propuesta; estos significados demuestran los puntos obtenidos de la población simple, demostrando el procedimiento y análisis. También enfoca la colección de datos a través del método inductivo y deductivo, esto demuestra los porcentajes y análisis respectivos.

PALABRAS CLAVES

- **ESTRATEGIAS**
- **DESTREZAS**
- **MOTIVACIÓN**
- **DESCRIPCIÓN**
- **CRITERIO**

ABSTRACT

Recreational Strategies for developing listening Skills on the students of Basic Education at Colegio Nocturno Tungurahua, Baños, Province of Tungurahua, during the first Term 2012-2013 School year", is a practical research project that contains some practical Recreational Strategies and explains how could be used teaching English in class with participation of a group of 30 students between the ages 14 to 18 years old. This work wants to describe the login problem of the research: The problem tree shows the causes and effects, the Problem Formulation, the Variables, the Objectives and Justification. Moreover**,** it has a theoretical framework, based on five chapters; Part One is about Problem Identification, Problem Formulation, Core Problem, Variables Matrix, Objective General and Objective Specifics, Justification. Part two content Theoretical Framework where include, The School, Mission, the Vision, the Values, and the institution Infrastructure. Also include Recreational Strategies as: Motivation activities, Draw descriptions, Physical response and Listening skills that has listening for Key Words, Songs, Focus and Pay Attention, Wait for Judgment, listening Actively, Respond for a reason, Feedback on hearing, State you opinion for perspectives, Provide input in the listening, Steps to effective listening. Top-down Strategies as listening for the main idea, Predicting, Drawing Inferences, and Summarizing. Bottom-up Strategies: Listening for specific detail, Recognizing cognate, recognizing word-order patterns. Part Three, Explain the "Methodology" that has been applied to develop the proposed investigation; it means how data obtained from the population sample, showing the procedure and the analysis. Also, focusing on the data collection through inductive and deductive methods, it shows the respective percentages and analysis. Finally the study proposes to increase Recreational Strategies teaching how to improve the listening skills in the students.

Keywords:

- **STRATEGIES**
- **SKILLS**
- **MOTIVATION**
- **DESCRIPTION**
- **CRITERIA**

PART ONE
RESEARCH PROBLEM

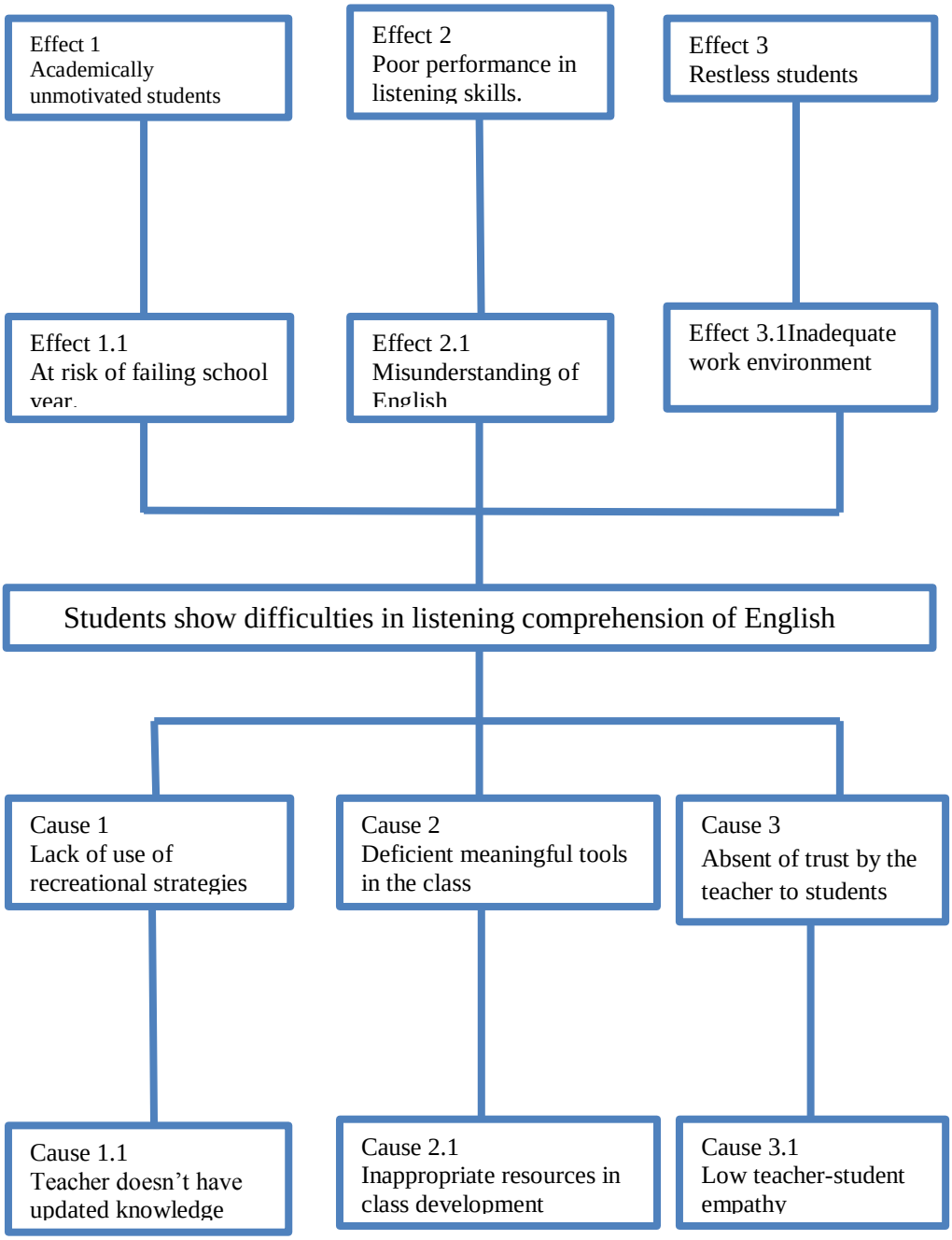
1. Problem Identification

According to the different changes of science and development of English teaching, the teachers have in their hands the responsibility to provide a better education and show the world good results using new Recreational Strategies to improve the listening skills in students. Skills that will make an entertaining and interesting class with good results and better performance of students in different classroom activities such as: listen to music, view images, videos, key words, Pay attention to the story, Draw descriptions, Physical Response. These skills permit the student to identify specific information and understand messages and sequences in which information may be presented as news stories, announcements, telephone or identify key words, etc.

1.1. Problem Formulation

The study tries to answer the following question: Is there any relation between Recreational Strategies and the development of listening skills? The research is focused on students of Eighth Grade of Basic Education and was carried out during the first term of the 2012-2013.

PROBLEM TREE



CORE PROBLEM.

Students show difficulties in listening comprehension of English.

CAUSES.

The main causes mentioned above in the problem tree analysis are:

- **The lack of use of recreational strategies**, which come from **updated knowledge of the teachers**. Now the students are no longer happy with the traditional activities. The teacher has to look for more appropriate exercises to succeed.
- **Deficient meaningful tools in class** come from **inappropriate resources in class development.**
- **Absence of trust by the teacher towards his students**, they may feel uncomfortable and unwilling to go forward. Unfortunately, because of their own childish behavior it turns into **low teacher-student empathy**, in other words unproductive development in learning.

THE EFFECTS.

- **Academically unmotivated students** at risk of failing the school year because they are not motivated in their learning process. If you like what you do, you can easily perform it.
- **The poor performance of their skills** generate a misunderstanding of English when using it in or outside the classroom. If the main purpose is, to have sufficient abilities for communication, it actively rules out the use of the subject.
- **Restleness students** provoked an **inadequate work environment.** This consequently sets aside the efforts of the teacher.

1.2. Variables Matrix

Picture 1
Variables Matrix

Variables	Dimensions	Indicators
Independent: **Recreational Strategies** **Recreational Strategies kept motivated, stimulated to students in the classroom developing skills about exercises and sustain motivation to learn and challenging concepts by linking ideas, messages, key words, contexts that reflect student interest.**	Draw the description. Pass the message. Physical response.	The drawing. The message arrival. Completion task. The acting out.
Dependent: **Listening Skill** **Listening skills are the abilities that teachers must have to potentially be a good communicator, providing new experiences of learning in resources, lessons, activities and ideas to enhance the teaching that involves the clarification, showing empathy and providing an appropriate response.**	Brainstorming - Activities and ideas enhance teaching. Production	Comprehension of topic. Meaningful statements. Listen and respond physically, Emotional and reciprocal expressions. Agreement in statements. Verification on the earshot. Music. Keep eye and body contact with speaker. Listening for key words. Let speakers end their story. Remain connected to the speaker. State your opinions for perspectives. Provide input in the listening.

1.3. Objectives

1.3.1. General Objective

To determine the relationship between Recreational Strategies and Listening skill development.

1.3.2. Specific Objectives

- To diagnose deficiency problems in listening skills with students of the Eight grade of Basic Education.
- To decide upon the most suitable recreational strategies for listening skills.
- To come up with appropriate recreational strategies for listening skills.

1.4. Justification

This work is justified because it has updated strategies which improve students' learning. The rush of time and lack of information prevent teachers to improve the daily teaching, since our books are not the only source of knowledge. Also the teacher should use Recreational Strategies for improvement listening skills, our students will be able of understanding the English Language and kept motivated in the classroom. These strategies will help to the students to work in groups, permitting share ideas, thoughts or interact with others, to be collaborative and interesting for the society. Taking notes on the themes is important because the students identify the main ideas to argue when asked opinion on the topic or make conceptual maps. The description of pictures, faces, things, allows to the students to develop their imagination and skill learning to memorize speech and sentences; completing black spaces of the song, are skill to help the student to pay attention and understand the message and communication, are skills that permit the student be active and has a moment of harmony with his classmates.

Also it is justifying because it has relation with the proposals and objectives of "Plan Nacional del Buen Vivir" which incorporates in the critical diagnostic about Ecuadorian history and economy, social, political life. Territorial quality, cohesion

and integration within diversity, to maximize the citizen´s capabilities and potentialities, to guarantee stable, fair and dignified work and employment in diverse forms especially in public and political participation.

Therefore it has a relation with the Plan del Ministerio, which increases capable teachers with knowledge's efficient to work in different places, where the professionals improve the economic and social status; on the other hand High Schools will improve the quality of learning and would be less lost year because the class will be more interesting, motivated and relaxing.

PART TWO
THEORETICAL FRAMEWORK

2.1. Theoretical and Conceptual Focus

This thesis was based on recreational strategies for developing listening skills. The research compiles a series of consultations from books and web resources. Therefore, it is necessary to mention the main reasons of the present investigation. Old fashioned activities are not of great help nowadays for the students in the classroom. More sustainable strategies will maximize listening practice because our pupils are eager to learn through play. This job can be possible using materials according to their needs and environment. Most teachers strive to have good results after their classes. They may not be giving the students accurate and attractive tasks, though. By keeping the students inactive they will not get the necessary competence in listening to English, and this will not meet our expectations. Hence teachers have used the modern education system and many updated activities will enhance students very well.

According to Barkey (1953), he shows us that the students interact by doing different activities that can think and share their uniqueness as discover the interest to other peers. It means that these activities of listening as: complete the lack word and write, listen and then give the message, interpret the paragraph, underline the key words, interpret the intentions, sense and motivate each message, music, sentences or paragraph that each person gives the messages or interpret.

According to Berne (2008), he says that previous studies of listening problem or obstacles occur at a low process level. This process of learning and teaching does not consist with the methods and techniques during the period formation of the students who have problems during the learning process. Therefore it is important that in the teaching of English language, each teacher has to apply in his/her class strategies that develop the learning daily using methods that motivate and form to students in each English class because of it will depend the good coupling in the skill listening and the class will be understand.

The author Boundless (2015) manifests that teaching a strategy to use methods that may include lecture, class participation, demonstration, project-based learning and memorization, is the best way to go ahead in this academic process of learning a second language. It shows that in the reading skill, the student has the opportunity to visualize the object or problem on the paragraph content, sentence or history; in class participation individually or collective through of learning, memorization, the demonstration help to raise student interest an reinforce memory retention because they provide connections between real facts, the participation and collaboration establish connection between student and text and also the student develop the ability to work as a team or leadership skill.

Adrian (1995) shows that hear, understand, judging are skills that permit to listen, to understand and to interpret the message. These activities facilitate the comprehension on English language in the student, helping to work actively and feel motivated for working and participating in class.

Also the author Moir (2005) describes six key strategies that help students to develop English as a second language, these are: Vocabulary and Language Development, Guided Interaction, Explicit Instruction, or Direct Teaching of Concepts, Metacognition and Authentic Assessment, Meaning-Based Context and Universal Themes.

1. **The vocabulary and Language development,** the teacher introduces new concepts by discussing key words as vocabulary to teach concepts and the learning of new vocabulary and phrases that help to think and construct own opinion on the theme.
2. **Guided interaction,** teacher and student can work together to understand what they read by listening, speaking, reading and writing, in this way they collaborate in the academic concepts of the text.
3. **Metacognition and authentic assessment**, this strategy shows that students learning a second language and need a variety of ways to demonstrate their understanding through of different methods and techniques for the learning.
4. **Explicit instruction, or direct teaching of concepts**, It refers to academic language, reading comprehension, strategies which should be completed in the classroom tasks.

5. **The use of meaning-based context and universal themes,** it shows that when students are interested in something and can connect it to their lives or cultural backgrounds they are more highly motivated and learn in a better way
6. **Modeling graphic organizers and visuals,** it includes a variety of visual aids as pictures, diagrams, and charts that help to all students and specially to recognize essential information and relationship to support ideas**.** It means that all the strategies are important in the development English language, that permit to learn new vocabulary, phrases and construction sentences, graphic organizers, pictures, diagrams and charts, material that help to be active persons and construct their own ideas

The author Rustbelt (1989) says that the listening skill can make activities of summary notes, using flash cards, and solving problems. This skill focuses two important active-learning: reading and listening, reading because when read can learn new words, grammar, and comprehension. Listening because students learn to understand and give messages correctly and summarize through notes on important ideas about the topic.

Finally the Recreational Strategies are tools that motivate and stimulate teachers in handling unmotivated, restless and computer addicted students in the classroom to develop better skills. Listening skills are the abilities that teachers must have to use as a good communicator. It involves asking for clarification, showing empathy and providing an appropriate response to the present.

2.2. The School

The Colegio Nocturno Tungurahua has been created with the purpose to train and give support to many adolescents who need to study and to carry the bread each day to their houses.

The Colegio Nocturno Tungurahua has been opened since 1970; it was given with the name of Private "Oscar Efrén Reyes" High School. It was published by the Executive Order No. 529, May 4th 1973 and continued with the same name because the population of Baños already had a Normal School with the same name.

The Ministry of Education by Resolution No. 2405, July 16th 1974, changed the name of “Oscar Efrén Reyes” for “Colegio Nocturno Tungurahua”.

Today it has the specialty in General Sciences and Technical Bachelor in Secretary, Accounting and Computing. Both specialties help the adolescent to change their life and with them have a profile based on the real needs and of course they help to cope in the society.

2.2.1. Vision

In the Colegio Nocturno Tungurahua, the students with the implementation of the new Bachelor course and the modifying of the curriculum of studies may face new challenges in their training. But, thanks to the management of the mental processes and knowledge that are responsible for the educational activities which mean that the students are educated for life. This work will be based around the true objectives and actions to meet the needs of science and solve the problems that arise in the future and can be useful for the society. Our institution is one of the most prestigious educational institutions in the town. This information was taken from the Institutional Plan.

2.2.2. Mission

To contribute to the personal transformation, social and integral formation of youths and adolescents in all sectors of Baños city, in order to guide them towards a new education that allows them to be able to tell authorities what to do and how to act at all times of life. Through education based on principles and compliance in order to achieve the development of the personality focused on the search for truth and integration of values, which are active principles of learning in an atmosphere of trust and mutual respect.

2.2.3 Values

The values are important in this institution, they should be flexible and behavior inside and outside the classroom; moral, integrity, honesty and fairness and sense of

justice which has to demonstrate sensitivity to the needs and feelings of others to have a sense of personal commitment to action and service to the institution and their educative

2.2.4. Infrastructure.

The institution has an extensive infrastructure that allows to guide the comprehensive education of students from all sectors of Canton Baños de Agua Santa, implementing educational reforms in the same high school that helps to discover the potential of each youth and adolescent to be able to know how to act at all times of their lives and face the challenges in their future. Therefore we have computer labs, restrooms, classrooms, sports court, hall, Secretary, Director, Vice-President, General Inspection, Collection, Assistant services, and 12 teachers trained to work with the learning in the different specialties**.** (Institutcional, 1970)**.**

2.3. Recreational Strategies

Recreational Strategies are activities that amuse or stimulate the students. They are activity that refresh and create: activities that renew heath and spirit through enjoyment and relaxation.

2.3.1. Importance of Recreational strategies.

The importance of Recreational strategies or Ludic Activities improves teachers´ motivation towards students' needs to motivate the interest and participation during English class. The benefits of these activities permit the affective cognitive in a dynamic class, Adaptability uses games, describes pictures, speeches reading, role plays in classroom and so on (Martínez, 2014)**.** According to Federhotdt (1997), the language learner is able of using a wide variety of language learning strategies appropriately, which can improve his language skills in a better way. Metacognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include the using of previous knowledge in order to help in solving new problems. Socio affective strategies include asking native

speakers to correct their pronunciation, or asking a classmate to work together on a particular language problem. The developing skills are in three areas: metacognitive, cognitive, and socio affective, which can help the language learner to build up a independent and autonomous learner whereby he can take control of his own learning. Also Lessard - Clouston (1997), show that the states that language learning strategies contribute to the development of the communicative competence of the students. As a broad concept, language learning strategies are used to refer to all strategies that foreign language learners use in learning the target language, and communication strategies are one type of language learning strategies.

2.3.2. How Teach English with Ludic Activities.

The ludic activities are interest tools to teach English, because they permit to practice the language on the place or without preparation, where the student has the opportunity to express his own memory capacity or academic preparation.

Introduce the idea of improvised speeches to your class. Then write or speech several topics on slips of paper. First student draw a slip of paper, read the title and think for one minute, Then the student has four to five minutes to speech about the class or subject. The goal is to give the student a period of time to speak on the subject and demonstrate his vocabulary, fluency without previous preparation.

Plan a lesson on improvised jets for the class. First write down a number of jets on slips of paper, then divide the class into groups of two or three students and each group draw in a slip of paper and allow them three to four minutes to discuss fast and jetting. After each group perform their improvised jets for the class. The students only a few minutes to plan. Finally the Students will have to improvise their lines, working with their group to create a cohesive storyline, and incorporating words they may not use in their average conversations.

Divide the class into pairs and prepare a series of conversation topics. Write single words into slips of paper, after distribute each student slip of paper and students will try to explain the word that they have on their paper without actually saying the word to their partner. They will have to use a wide vocabulary and their descriptive skills to convey the meaning.

Arrange desks or chairs in form of circle and host a conversation class. First students sit in circle to promote an atmosphere of discussion, and then prepare a few questions, such as "Do Family in your city live to work, or work to live?" Prevent boring and basic questions such as "What is your favorite sport?" Present the question to the class and then simply monitor and stimulate the discussion. Allow students to respond and drive the conversation forward. Finally you hear the conversation or interest declining, present another question and continue the discussion. **(Callahan)**

2.3.3. Draw the Description

To do activities that requires students listen to specific instructions and act on them.

For example, you can explain an object in detail to the students, who then draw the item you describe. After you have finished the description, allow the students to hold up their pictures and show what they have drawn.

Example:

There was once a carpenter, who worked in carpentry and every day he manufactured furniture, chairs to sell to customers.

2.3.4. Pass the Message

Play Operator. Marianne (2001) relates that the simple listening game that requires at least three or four people to play. The game starts when the students get in a straight line.

The person at the beginning of the line will whisper a sentence into the ear of the student behind him. This student will subsequently whisper what he heard from the student behind him. This continues until the last student is reached. At this point, she or he will repeat what she or he believes the sentence was. The first student should then say what the sentence was when he was started. There will almost always be a difference and sometimes a stark one.

How play the telephone?

Instructions

Divide class into groups of 6 or more, and arrange each group in a straight line or row.

Ask for a volunteer listener from each group. Take them outside of the classroom and give them a message (one sentence or more, depending on student level).

Open the door, and let the students run to the first member of their group to whisper the message.

Each member passes the message, by whispering, to their neighbor.

When the message reaches the end, the last person should run to the board and write the message that they heard.

The winner could be determined in various ways: first team to pass a legible, complete message (even if it's wrong), first team to finish, first team with a message closest to the original.

Variations

Ask the last student to repeat the message to YOU, and write it on the board yourself. This is a good way to practice pronunciation, and to determine which sounds students have trouble with.

Notes

This game could take up 5 minutes or 30, depending on how much time you have and how interested the kids are. I've used it with high scholars in Korea and they loved it. We spent over half the class on this activity.

2.3.5. Physical Response

First, when students start school, they need to know key phrases and expressions that they can use to communicate with teachers and classmates during the school day. They must be able to communicate effectively with others, and the key for

learning to take place is through meaningful and fun interactions, students can develop the type of everyday communication skills that facilitate learning. Teachers can use a strategy called Total Physical Response to help students in these early stages of language development. TPR is an especial useful technique in teaching a foreign language. The first skills are perceptive and they are generally accepted while the student will go through a period of silence before producing any oral or written message. Between these two phases is an intermediary stage in which the student can respond physically to show understanding of a message.

2.3.6. Motivation activities through list games

- The games are tasks based on a purpose beyond the production of correct speech; they serve as excellent communicative activities. Thus they offer to the students a fun-filled and relaxing learning atmosphere because they practice as they can learn new vocabulary; while play games
- The games so permit the student to be willing to ask questions and think creatively about how use English to achieve the goal. The competition gives the students a natural opportunity to work together and communicate using English with each other students.
- Furthermore permit the integrating, learning, practiced linguistic knowledge in vivid and meaningful context.

Exercise 1

Clothes: Guess the correct piece of clothing: Shirt, pants, etc.
Begin the Game

Instructions

- Let's talk about clothes. The first bit of clothing you wear on your feet and they keep your feet warm, now you wouldn't want to wear these on a really warm day and you want to make sure they stay dry.

- The next group is pants, and these pants you can wear indoors or outdoors in summer or winter. Usually if you have an office job, you can't wear these pants.
- In these pictures there are belts, they are used to hold up your pants and usually they are made of leather and could be worn this with jeans or with formal wear.
- This is a shirt and this shirt you can wear for casual wear or you can maybe wear to work.
- The next picture is about a watch that you can see the time in the morning, afternoon or evening; this is always worn on the hands or kept in different places.

Hair Description. Listen to three descriptions of a person's hair. You need to click on the correct picture.

- The first picture is Alice, she has long hair, it is very straight, and it is blond. The next is Carlos; he has black hair, it is short hair. His hair has different lengths. Susan has curly hair, it is medium length, and the color is black.

2.4. Listening Skill

Listening skills are acknowledged as an essential component of effective communication by many disciplines. Listening has always been considered a crucial component of nursing care, and its benefits have been documented in nursing literature.

These defining attributes include empathy, silence, attention to both verbal and nonverbal communication, and the ability to be nonjudgmental and accepting. The real listening is an active process that has three basic steps.

- **Hearing,** means listening enough to catch what the speaker is saying.
- **Understanding**, when you take what you have heard and understand it in your own way.
- **Judging,** after you are sure that you understand what the speaker has said, think about whether it makes sense.

2.4.1. Brainstorming

According to author Rhalmi (January 20th ,2010) Brainstorming permits to generate new ideas, using rules, solutions to the problems.

The objective of the brainstorming is to give new ways of thinking and breaking from the usual way of reasoning and open possibilities discarding wrong assumptions about the limits of the problem.

The brainstorming can be effective in the areas of instruction such as:

- **Pre-reading**

  Teachers ask questions that are central for the overall comprehension of the text and students try to give as many answers to them as possible. The questions must involve a wide variety of possible answers.

- **Pre-listening**

  The students come up with as many answers to open-ended questions.

- **Prewriting**

  A topic can generate many ideas as possible. At home students use their notes to prepare an outline and write the first draft to be edited in class.

- **Grammar**

  The students understand how grammar works they should explore it instead of having the teacher explaining everything. It would be an interesting experience for students to brainstorm how different structures are used such as meaning or how was they formed.

- **Vocabulary**

  The students have often difficult vocabulary and it is a good idea to teach students how to use a dictionary to find the meaning using them in context.

2.4.2. Activities and ideas enhance teaching.

Music is an important tool in teaching English, since this way the students will learn language in a more meaningful and less superficial way. As a motivational tool it helps us to work in certain areas such as pronunciation, intonation and vocabulary.

Music as a tool for learning English is an activity considered by the students to be fun and in this way it increases the interest and attention of the student to the subject matter in class.

Why songs help language learning:

This could be because:

- For young people especially, songs in English are popular in many countries as part of contemporary culture, and this can make them an engaging and motivating way to learn English.
- Songs are written in short, easy to remember, sentences; helping to make the words easier to remember.
- Songs are written in short, easy to remember, sentences; helping to make the words easier to remember.

How can we use songs to learn English?

- When you listen to a song for the first time, think about what it is about.
- Is it telling a story? Is it a love song? Is it about a person, an event in history, or a political opinion?

Listen to the song and try and write some of the words you can hear, and then check your words with the actual words.

For unfamiliar words, try and understand their meaning from the song, or the other words around them, then look up their meaning in your dictionary. Listen to the song many times and listen to the way the words are pronounced. Can you hear an accent? Can you hear any rhyming words?

Practice singing the song

What English grammar can you identify? For example, which phrasal verbs, prepositions, adjectives, adverbs and verb tenses can you hear?

The images in music videos can help you understand the meaning of the words in the songs, although sometimes you might find it difficult to concentrate on the words of the songs when you are watching the video for the first time.

For advanced level learners, and teacher's music codes words with heavy emotional and contextual flags, evoking realistic, meaningful, and cogent environment, and enabling students to have positive attitudes, self-perceptions, and cultural appreciation so they can actively process new stimuli and infer the rules of language. The universal element of music can turn the artificial classroom environment into a "real" experience and make new information meaningful, bringing interest and order to a classroom.

2.4.3. Focus and pay attention.

When a person focuses their attention on something, they listen intently. They absorb the sounds of what is being said and all of these is dismissed. So when the students want to listen to a lecture that is particularly uninteresting, the approach becomes hard and instructions difficult, it happens that there are distractions. It can also be hard to focus when instruction is poor or when more pressing matters are weighing on the student's mind. Unfortunately, attention difficulties can lead to lower grades, teacher frustration, and low self-esteem.

Choosing Appropriate Seating; it is important that students choose a seat near the speaker in order to avoid distractions. If the seat is near a window, or noise they will become tired, and have many problems.

Appropriate Body Language

Posture, eye contact, and body language all play a part in focus. Students should face the teacher or speaker, make proper eye contact and maintain an attentive posture (no slouching, putting the head down, etc.) Keep in mind that attentive behavior, such as nodding, leaning forward, and participating also send messages to the instructor that the student is eager and interested.

C**lass Participation**

Students can increase their level of involvement by raising their hand to answer questions, volunteering to take part in demonstrations, making relevant comments, and asking questions.

Taking Notes

Note taking is a great way for a student to increase their level of concentration in class. Taking notes forces students to listen for the main idea as well as the

supporting details. If a student cannot summarize what was just said, he or she should be sure to get clarification after the lecture. The act of physically writing down the material also helps to reinforce what has already been heard.

2.4.4. Listening for Key Words

The purpose of this activity is to highlight the need to listen for details in specific situations (such as passing on messages), and to be able to communicate those details to others. This is an essential listening skill in many work and social situations. For example: Taking a phone message or an order, listening for key instructions or safety warnings.

Other example: Radio news report: The students first listen for a specific item.

2.4.5. Listen Actively

Definition: Almost anyone can listen, but how often have you had a conversation with someone only to feel that you were not really heard? Active listening is a technique that can improve communication between you and another person. Active listening includes the following components:

Hearing: Listening attentively to make sure you understand what someone is saying.

Interpretation: Confirming your understanding of what you have heard.

Evaluation: Asking questions regarding what you have heard.

Respond: Letting the person know that they have been heard, including the use of non-verbal techniques that show your interest, such as nodding your head.

2.4.6. Feedback on hearing

For feedback on hearing the following is important:

- **Listening to activities at their level**, this will help to practice common phrases and start preparing their ear to advance in stages.
- **Identify key words** to understand the main message. Be patient and tolerant. It is important to have a good vocabulary base. We can use verbs, adjectives,

prepositions, nouns, and phrases that serve to make logical deductions about new words. They are deduced from the context. With practice the student will come to make logical deductions according to the context.

- **Intonation and context**, it is important to hear the intonations of the words as it will give clues for you to guess the meaning of the words.
- **Pay attention to the story;** Fist we will consider the following aspects:

Interest. Making eye contact immediately tells your speaker that you are interested in what he or she has to say. And the opposite is true, too. If you look away and fail to make eye contact with someone who is speaking to you, they can and probably will take this as a sign that you are not interested in what they are talking about!

Respect. In American culture, making eye contact shows that you respect the person who is speaking and you know what they are saying is important (at least important to them).

Production

According to author Louis Rogers (2013), he shows that the importance of the production of listening is to prepare students for academic through four main areas: Language Focus, Listening for Production, Listening for Meaning and Vocabulary Focus.

Academic listening is note-taking skills to develop essential comprehension skills in context of real-life, talks, presentations, and conversations with time of audio material.

Longer listening are passages to help students' ability to follow such talks, presentations, and conversations.

Production Listening for Meaning sections offer students opportunities to apply strategies to help them to prepare for listening in real-life academic situations.

Vocabulary Focus activities are designed to help students to increase their lexical range, giving them experience – in context – with lower-frequency vocabulary, as well as developing their ability to use words and phrases from the Academic Word List.

2.4.7. Remain connected to the speaker

Direct eye contact is a good idea except in cultures where a direct gaze is a sign of disrespect.

- **State your opinions for perspectives**

It offers your perspective as something to think about, rather than as the right solution to a problem. It is important that your students have opportunities to make their own decisions, whenever possible, by thinking through their options and the potential outcomes. So it is important to listen to understand their perspective, when your opinions or ideas conflict, which is natural as your student gains independence, it is important to fully understand his or her perspective before reacting.

- **Provide input in the listening**

It is important to understand the message to provide information efficiently. Therefore each person must be able to listen and give a positive response to the customer or visitor. (Jeremy, 2007)

2.4.8. Steps to Effective Listening

3. Listening to learn
4. Face the speaker and maintain eye contact and be attentive.
5. Truly listen to the speaker´s words a try to picture what he/she is saying.
6. Keep an open mind.
7. Don´t interrupts.
8. Wait for the speaker to pause to as clarifying questions.
9. Ask questions only to ensure understanding for something that has been said.
10. Try to walk in the speaker shoes and feel what the speaker is feeling.
11. Give the speaker regular feedback by showing your interest Step Ten-Listen to learn.
12. Listening helps build relationships, solve problems, ensure understanding, resolve conflict and improve accuracy.

2.5. Recreational Strategies and Listening Skill Development

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

The Recreational strategies refer to academic language such as reading comprehension, strategies need to complete classroom tasks while listening skills help speaker in organizing his thought and understand to clarify the communication.

The Recreational strategies help to academic language as reading, comprehension, listening, writing, grammar skills that permit them to learn new vocabulary, phrases and construction sentences, graphic organizers, pictures, diagrams and charts material that permit using your own ideas . Listening skills help to do activities of summary notes, use of flash cards with the objective of understand the meaning.

The Recreational Strategy is a way of entertain to the student for an adequate behavior for interacting in class while that listening skills are formal or informal components that can be in descriptive dialogues, narratives, announcements and instructive that permit to evaluate the student ability to speak.

2.5.1 Predicting

It is a basic strategy for using prior knowledge to understand a text. The learner generates a hypothesis about the type, purpose, or scope of a text to provide a framework for transacting with the text to confirm comprehension.

On the other hand, if we can predict accurately what we shall hear next, our listening will be much more efficient. There are very few occasions when people listen without having some ideas of what they expect to hear.

The skill of prediction depends largely on one’s prior knowledge of the world and of the language, how much one knows about the speaker, and how much one knows about the speaker’s intent.

2.5.2. Drawing inferences

When you really get into what you are reading, you can sometimes almost taste, smell, and feel the physical sensations you would actually have if you were in that situation. You infer why things happen, why characters behave the way they do, and how characters are feeling. You enter the world created by the author, and you create images and inferences based on what the author tells you and your own knowledge and beliefs about that world.

Summarizing

To summarize and conclude, you usually read part-to-whole–synthesizing word meanings into sentence meanings, sentence meanings into paragraph meanings, and so forth. In order to image and infer, however, you do the opposite– you usually read whole-to part.

2.5.3. Bottom – up strategies

Bottom- up strategies are text based, the listener relies on the language in the message, that is the combination of sounds, words, grammar that creates meaning. **Bottom –up strategies** refer to that part of the aural comprehension process in which the understanding of the "heard" language is worked out proceeding from sounds to words to grammatical relationship to lexical meaning.

Listening for specific detail

The purpose of this activity is to highlight the need to listen for details in specific situations (such as passing on messages), and to be able to communicate those details to others. This is an essential listening skill in many work and social situations, for example, taking a phone message or an order, listening for key instructions or safety warnings.

The teaching points

- Learners will identify the words (discourse markers) that signal key pieces of information.
- Learners will identify the important parts of a message to be conveyed and discard the detail that is not important or relevant.

- Learners will communicate the important details in a message and communicate them successfully.

2.5.4. Recognizing cognate

The cognate's strategy supports English language learners in using their home language as a resource for learning new academic words in English.

It is particularly helpful for students who speak Latin-based languages, such as Spanish, French, Italian, Portuguese, and Romanian. Cognates are words that have a similar spelling, pronunciation, and meaning across two or more languages. When students recognize words as cognates, they can access unfamiliar English words and better understand what they read.

Furthermore, some English science words are a special kind of cognate in Spanish, where the Spanish version of the word is a common word, and the English version is a more specialized science word (sol / solar; ácido / acid). Connecting students' home language to the scientific language, they are learning in school where it is a powerful way to help students to learn academic English. While the cognate's strategy is designed to support English language learners, the same principle applies to English-only students.

That is, understanding the origins of science words, many of which are Latin, can help them to understand other words with shared roots or affixes.

2.5.5. Recognizing word – order patterns

This study empirically examines the effect of one aspect, structure, word order, on the listening comprehension and pattern retention of native English speakers learning Spanish.

A comparative analysis of Spanish and English word order patterns follows, which identifies three principal word order patterns of Spanish. Subject-verb-object, verb subject-object, and object-verb-subject. The findings indicate that word order significantly affected the degree of comprehension of the English speakers. (Harmer, Merril and Toth Melanie, 2006)

Other causes of Listening

Listening to English is one of the problems that most often exist in the majority of students that practice and take time to accustom their ears. We must know how listen to students when have various problems when they try to practice listening.

New vocabulary

When there is a listening activity students are confronted by many new words. This confuses them and makes them stop. Some want to stop the activity and go to dictionary or ask the teacher for the new word.

The speed

Speed cannot be checked when people speak. Unlike the "Reading" it cannot be stopped and reviewed what they read, however in "listening" the subject has one chance to get the message. Having to recognize words and phrases in contexts quickly can cause many problems in students.

Trying to understand previous words

This is very common when the student hears familiar words and sounds and they try to remember while the activity continues and get totally lost.

Sometimes listening to words with similar sounds and stopping to think what the context is about.

The students need to know how to understand different accents such as American, British or Australian. There is also difficulty in understanding different accents and trying to concentrate only on one, but ultimately this may be detrimental because in real life we come across different problems with different accents.

2.6. Hypothesis Formulation

2.6.1. Working Hypothesis (H i)

“Recreational strategies improve positively listening skills on the eighth grade students at Colegio Nocturno Tungurahua.”

2.6.2. Null Hypothesis (H o)

"Recreational strategies do not improve the listening skills on the eighth grade Students at Colegio Nocturno Tungurahua."

PART THREE

3. Methodological Design

For the developing of the work, it used the following statistics: Qualitative statistic, because it permits to describe or summarize data in ways that are meaningful and useful. The characteristics of the Recreational Strategies for developing the listening skill, and to show the dates according to the research.

Further, it is the quasi-experimental because the study will cause impact on the population.

Also the statistic descriptive and field are used because they summarize the dates on the phenomenon of study and shows the results through summaries, graphs, and data that analyze the research.

Research Type and Design

The study was applied in the descriptive Statistic and field Statistic.

The technique used for collecting data was a test.

The study was correlated because both statistics were important in the development this work.

Population Size and Sample

To identify the population who participated in the study I do not take in account the formula because the population size has not 100% from total and 30 is less than 100.

The population test was 30 students and they are from eighth grade at Colegio Nocturno Tungurahua during the first semester of school year 2012-2013 in the province of Tungurahua, Baños city. 15 students are the control group and 15 students on the experimental group.

Field Work:

This work was carried out with the entire population of the Colegio Nocturno Tungurahua in the Province of Tungurahua, City of Baños.

3.1. Instruments for Data Collection

Tests (students), it contains five activities, two points each one and the total is ten.

- The first activity is about time expressions, the students have to listen and complete the sentences.
- Second activity is to about listen to and identifies the correct word in the history.
- Third activity is to listen to the dates' festivities then complete fill blanks.
- Fourth activity is to listen to the numbers then circle the correct number.
- The fifth activity is to listen to numbers that refer to the prepositions and circle the correct number.
- The test was checked and graded about the knowledge in the four abilities in the English language

3.2. Data Processing and Analysis

The quantitative data was put into a table and the figures analyzed according to the results in Excel.

A z-score (aka, a standard score) indicates how many standard deviations an element is from the mean. A z-score can be calculated from the following formula.

$z = (X - \mu) / \sigma$

Where z is the z-score, X is the value of the element, μ is the population mean, and σ is the standard deviation.

PART FOUR

ANALYSIS OF DATA AND GRAPHICAL EXPOSITIONS OF RESULTS.

STUDENT SCORES

PRE- TEST

The results obtains in the Diagnostic of knowledge's of the students in the Listening skills are the following:

Table 1
GROUP "A" Control

N.	NAMES	SCORES
1	**Bonilla Nicolás**	**4**
2	**Cahimuel John**	**3**
3	**Chicaiza Karla**	**4**
4	**Chicaiza Tatiana**	**6**
5	**Cifuentes Jefferson**	**7**
6	**Fiallos Sandra**	**7**
7	**Guevara David**	**4**
8	**Haro Sebastian**	**4**
9	**Lozano Jennifer**	**8**
10	**Morales Margarita**	**7**
11	**Rios Karen**	**5**
12	**Sailema Lupe**	**2**
13	**Salan Steven**	**3**
14	**Tipantuña Johanna**	**6**
15	**Ushpa Sandra**	**3**

Resource: Pre-test

Table 2

GROUP "B" Experimental

N°	NAMES	SCORES
1	Alvarez Alexandra	**7**
2	Carballo Angie	**3**
3	Cárdenas Andry	**5**
4	Carvajal Dario	**4**
5	Garzón Dario	**5**
6	Guzmán Tatians	**9**
7	Morales Sebastian	**5**
8	Nuñez Carla	**6**
9	Peralvo Sara	**7**
10	Pöaquiza Dario	**9**
11	Quisphe Samanta	**6**
12	Rojas Samanta	**4**
13	Silva Alexandra	**3**
14	Vaca Jennifer	**6**
15	Villaroel Jimmy	**6**

Source: Pre-test.

POST- TEST

After have analyzed the diagnostic of knowledge's on the post-test, the results on Listening, the dates of group A and Group B are very good because there are a improving in the knowledge as show the **dates.**

Table 3

GROUP "A" Control

N°	NAMES	SCORES
1	**Bonilla Nicolás**	**9**
2	**Cahimuel John**	**9**
3	**Chicaiza Karla**	**7**
4	**Chicaiza Tatiana**	**9**
5	**Cifuentes Jefferson**	**9**
6	**Fiallos Sandra**	**9**
7	**Guevara David**	**7**
8	**Haro Sebastian**	**10**
9	**Lozano Jennifer**	**8**
10	**Morales Margarita**	**8**
11	**Rios Karen**	**7**
12	**Sailema Lupe**	**8**
13	**Salan Steven**	**6**
14	**Tipantuña Johanna**	**9**
15	**Ushpa Sandra**	**8**

Source: Post-test.

Table 4
GROUP "B" Experimental

N°	NAMES	SCORES
1	Alvarez Alexandra	**10**
2	Carballo Angie	**10**
3	Cárdenas Andry	**9**
4	Carvajal Dario	**9**
5	Garzón Dario	**8**
6	Guzmán Tatians	**10**
7	Morales Sebastian	**10**
8	Nuñez Carla	**10**
9	Peralvo Sara	**8**
10	Pöaquiza Dario	**7**
11	Quisphe Samanta	**8**
12	Rojas Samanta	**8**
13	Silva Alexandra	**9**
14	Vaca Jennifer	**10**
15	Villaroel Jimmy	**8**

Source: Pre-test.

CONTROL GROUP

PRE-TEST

Results obtain in the Diagnostic of knowledge's in the students on the Listening are:

Table 5
Matrix of empty dates Control Group - Pre-test

MATRIX OF EMPTY DATA CONTROL GROUP	**(Pre-test)**				
Scoring	0	0.5	1	1.5	2
Activity 1 (2 points)	0	5	11	7	7
Activity 2 (2 points)	9	2	5	1	13
Activity 3 (2 points)	11	2	9	4	4
Activity 4 (2 points)	8	13	7	0	2
Activity 5 (2 points)	1	2	13	14	0

Source: Post-test.

POST-TEST

After have analyzed the Diagnostic of knowledge's on the pre-test, the results on th listening are:

Table 6
Matrix of empty data Control Group- Post-test

MATRIX OF EMPTY DATA (Post-test) CONTROL GROUP					
Scoring	0	0.5	1	1.5	2
Activity 1 (2 points)	-	3	8	7	12
Activity 2 (2 points)	-	2	3	6	19
Activity 3 (2 points)	1	1	8	16	4
Activity 4 (2 points)	-	-	3	3	23
Activity 5 (2 points)	-	-	1	3	26

Source: Post-test.

4.1. Graphical exposition of results

PRE-TEST

Activity 1. Listen to the conversations and complete the dialogues with the correct words in the spaces provided.

Table 7
Listen to the conversations and complete the dialogues

VALUES	FREQUENCY	PERCENTAGE
0	0	0%
0.5	5	17%
1	11	37%
1.5	7	23%
2	7	23%

Source: Pre-test

PERCENTAGE.

After the analysis of results in the pre-test on listening , the percentages are:

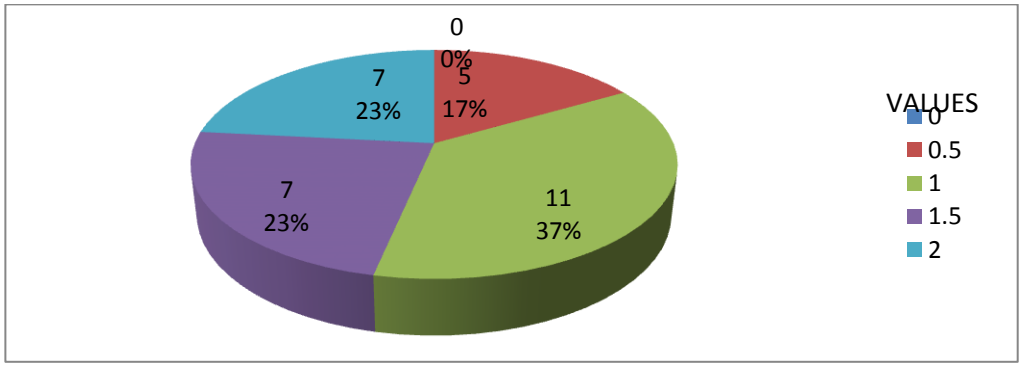


Figure 1: Source: Pre-test 1

ANALYSIS

According to these results, 17% of students obtained 0.5 points, 37% got 1 point while 23% got 1.5 points and a 23% got 2 points in listening skill. The majorities of the students got low scores in the use of vocabulary to complete the conversations.

ACTIVITY 2

Listen to the conversation and complete the history with the words of the chart.

Table 8
Listen to the conversation and complete

VALUES	FREQUENCY	PERCENTAGE
0	9	30%
0.5	2	7%
1	5	17%
1.5	1	3%
2	13	43%

Source: Pre-test

PERCENTAGE

After the analysis of results in the pre-test on Listening, the percentages are:

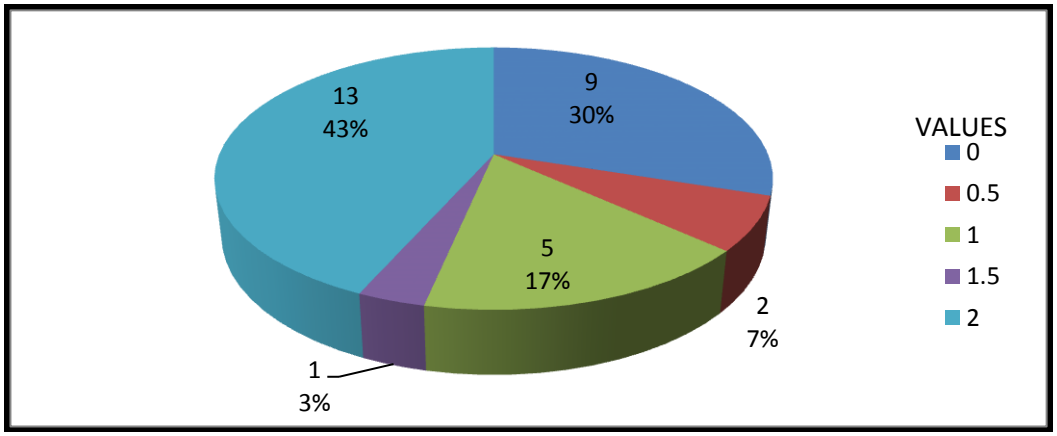


Figure 2: Source: Pre-test 2

ANALYSIS

30% of students got 0 points and 7% of students have 0.5 points, however 17%achieved 1 point, 3% have 1.5 points and 43 % got 2 points in the activity of listening

ACTIVITY 3

Listen to the date´s festivities then complete fill blanks.

Table 9
Listen to the date´s festivities

VALUES	FREQUENCY	PERCENTAGE
0	11	37%
0.5	2	7%
1	9	30%
1.5	4	13%
2	4	13%

Source: Pre-test

After the analysis of results in the pre-test on Listening, the percentages are:

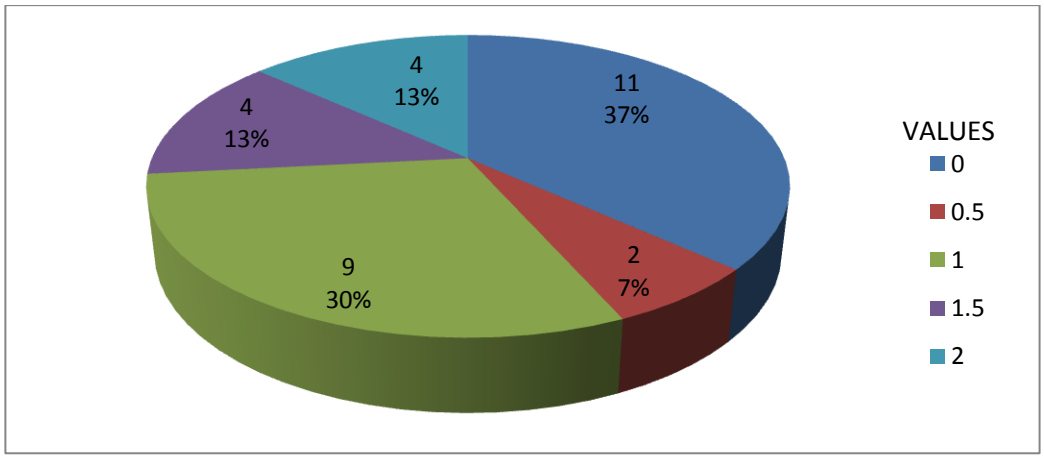


Figure 3 Source: Pre-test 3

ANALYSIS

37% of students have 0 points and 7% obtained 0.5 points while 30% got 1 point and 13% got 2 points in the listening activity. These results show us that the totality of students have difficulties in the listening skill.

ACTIVITY 4

Listen to the numbers then circle the correct ones.

Table 8

Listen to the numbers then circle

VALUES	FREQUENCY	PERCENTAGE
0	8	27%
0.5	13	43%
1	7	23%
1.5	0	0%
2	2	7%

Source: Pre-test

PERCENTAGE

After the analysis of results in the pre-test on Listening, the percentages are:

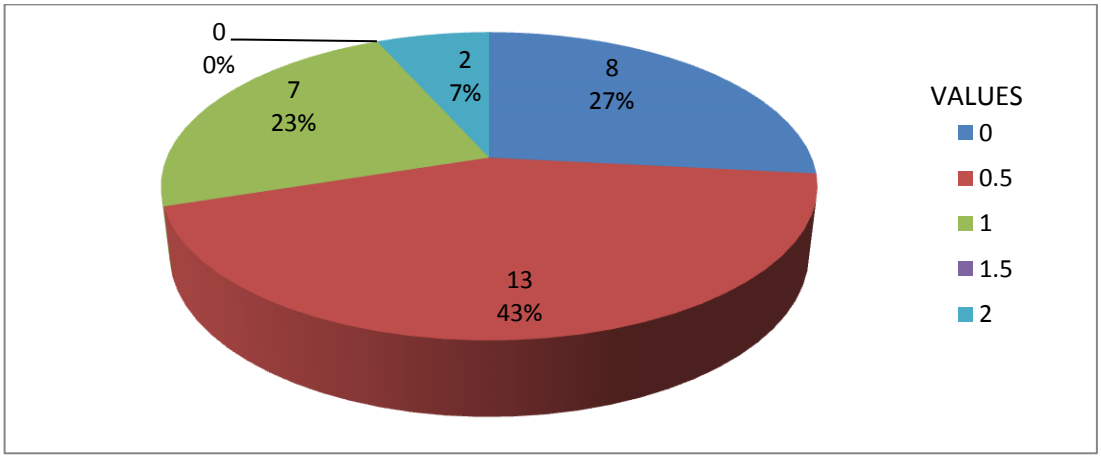


Figure 4 Source: Pre-test 4

ANALYSIS

27% of students have 0 points and 43% obtained 0.5 points while 23% have 1 point and 0% got 1.5 points, 7% achieved 2 points in the Listening activity. These results how us that more half of students fallen in the listening skill.

ACTIVITY 5

Listen to the numbers that refer to the prepositions that show each picture then circle the correct number.

Table 9

Listen to the numbers that refer to the prepositions

VALUES	FREQUENCY	PERCENTAGE
0	1	3%
0.5	2	7%
1	13	43%
1.5	14	47%
2	0	0%

Source: Pre-test

PERCENTAGE

After the analysis of results in the pre-test on Listening, the percentages are:

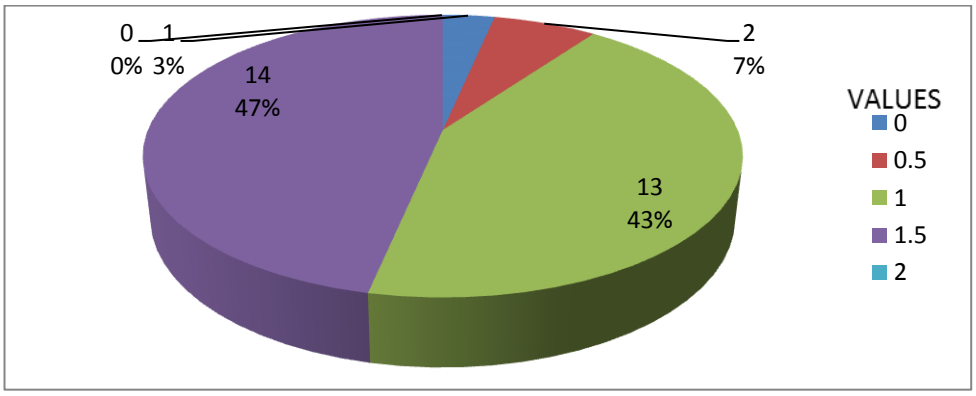


Figure 5: Source: Pre-test 5

ANALYSIS

3% of students have 0 points and 7% got 0.5 points, the 43% of students have 1 point and 47% have 1.5 points while 0% have 2 points in the listening activity. These results show us that so fallen in the listening skill.

4.2. Graphical presentation of results

POST-TEST

ACTIVITY 1

Listen to the conversation and complete the dialogues with the correct words in the spaces provided.

Table 10

Listen to the conversation and complete the dialogues

VALUES	FREQUENCY	PERCENTAGE
0	0	0%
0.5	3	10%
1	8	27%
1.5	7	23%
2	12	40%

Source: Post-test

PERCENTAGE

After the analysis of results in the post-test on Listening, the percentages are:

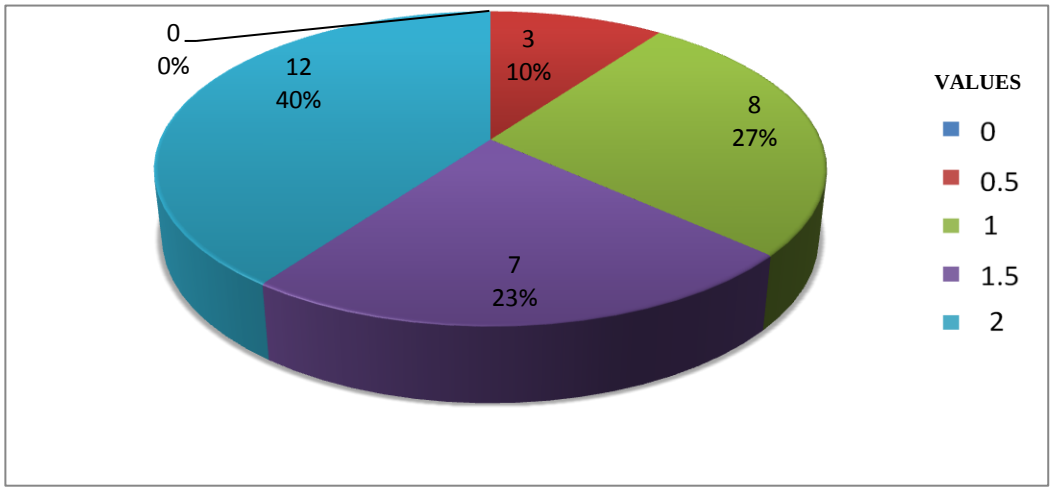


Figure 6: Source: Post-test 1

ANALYSIS

According to these results, 0% of students have 0 points and 10% got 0.5 points to 27% have 1 point and 23% have 1.5 points while 40% achieved 2 points, this demonstrate that students have developed the skill of listening moderately.

ACTIVITY 2

Listen to identify the word correct in the Ima´s Story.

Table 11

Listen to identify the word

VALUES	FREQUENCY	PERCENTAGE
0	0	0%
0.5	2	7%
1	3	10%
1.5	6	20%
2	19	63%

Source: Post-test

PERCENTAGE

After the analysis of results in the post-test on Listening he percentages are:

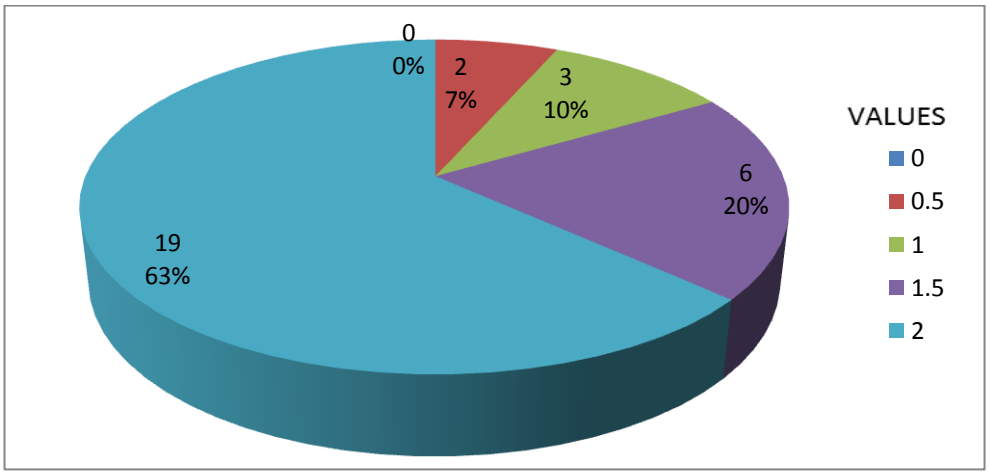


Figure 7 Source: Post-test 2

ANALYSIS

0% of students have 0 points and a 7% have 0.5 points while a 10% have 1 point the 63% got 2 points, these demonstrate that the majority of students did best in listening skills in comparison with the pre-test.

ACTIVITY 3

Listen and circle the correct answer for each question.

Table 12

Listen and circle the correct answer

VALUE	FREQUENCY	PERCENTAGE
0	1	3%
0.5	1	3%
1	8	27%
1.5	16	54%
2	4	13%

Source: Post-test

PERCENTAGE

After the analysis of results in the post-test on Writing, the percentages are:

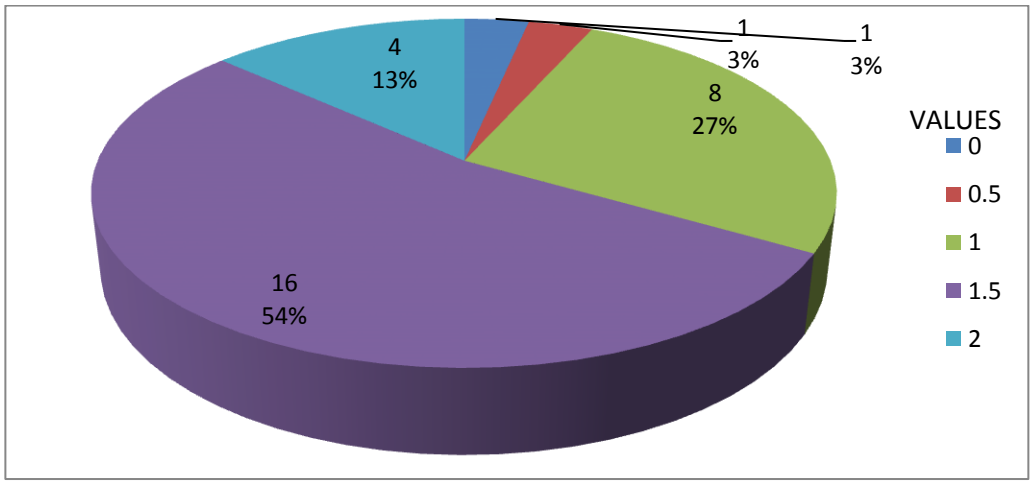


Figure 8 Source: Post-test **3**

ANALYSIS

3% of the students have 0 points and 3% got 0.5 points and 27% have 1 point while 54% obtained 1.5 points and 13% got 2 points in the skill of Listening. These results show us that the totality of students best the listening skill.

ACTIVITY 4

Listen and pay attention to role play attending to Line 1. Line 2. Line 3. Then match the points for each number.

Table 13

Listen and pay attention to role play attending

VALUE	FREQUENCY	PERCENTAGE
0	0	0%
0.5	0	0%
1	3	11%
1.5	3	10%
2	23	79%

Source: Post-test

PERCENTAGE

After the analysis of results in the post-test on Listening, the percentages are:

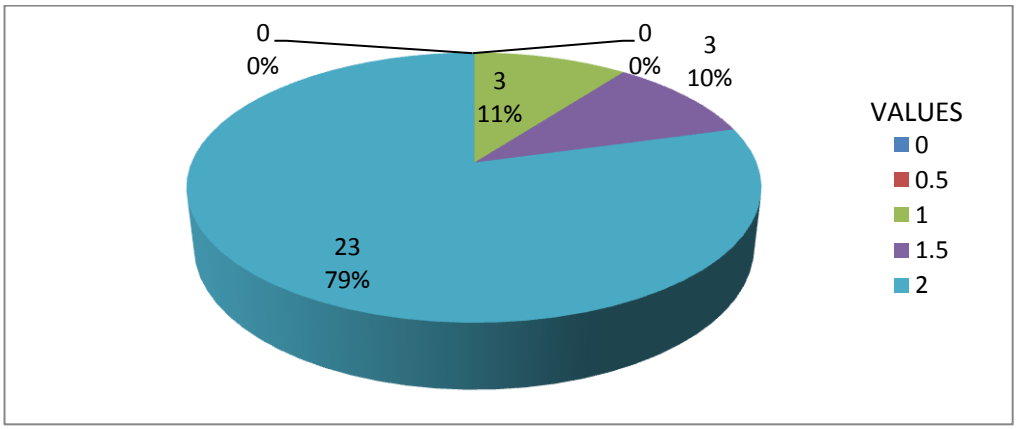


Figure 9 Source: Post-test 4

ANALYSIS

According to these results, 0% of the students have 0 points and 0% of students have 0 points while 11% got 1 point, 10% have 1.5 points and 79% have 2 points in the listening activity. These results show us that there are differences in the performance of the students according to score obtained.

ACTIVITY 5

Listen and identify the commands in each picture and circle the correct number.

Table 14
Listen and identify the commands

VALUE	FREQUENCY	PERCENTAGE
0	0	0%
0.5	0	0%
1	1	3%
1.5	3	10%
2	26	87%

Source: Post-test

PERCENTAGE

After have analyzed the results in the post-test on Listening, the percentages are:

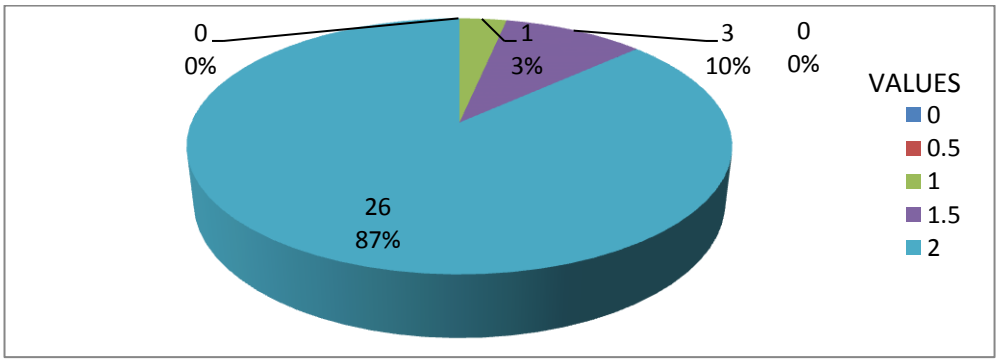


Figure 10 Source: Post-test 5

ANALYSIS

According to these results, 0% of the students have 0 points and 0% got 0.5 points, 3% achieved 1 point and 10% had 1.5 points while 87% outperformed 2 points in the reading activity. These results show us that the totality of students performed the learning.

TESTING THE HYPOTHESIS

Table 15

Pre test – Control

x_i	f_i	$x_i f_i$	x_i^2	$f_i x_i^2$	fr
1	0	0	1	0	0,0
2	1	2	4	4	6,7
3	3	9	9	27	20,0
4	4	16	16	64	26,7
5	1	5	25	25	6,7
6	2	12	36	72	13,3
7	3	21	49	147	20,0
8	1	8	64	64	6,7
9	0	0	81	0	0,0
10	0	0	100	0	0,0
	15	**73**	**385**	**403**	
	$\sum \mathbf{f_i}$	$\sum \mathbf{x_i f_i}$		$\sum \mathbf{f_i x_i^2}$	
				σ_e	$\sigma_e = \sqrt{\frac{\Sigma f x_i^2}{n_e} - \bar{x}_e^2}$
		X			
		4,87	3,18	1,78	

According to these results, X is the multiplication $\mathbf{X_i}$ x $\mathbf{f_i}$, where $\sum \mathbf{x_i f_i}$, is equally to 73/15 that is the frequency, where X is equally to 4,87. The standard deviation is 1,78 .

Table 16

Pre test – Experimental

x_i	f_i	$x_i f_i$	x_i^2	$f_i x_i^2$	fr
1	0	0	1	0	0,0
2	0	0	4	0	0,0
3	2	6	9	18	13,3
4	2	8	16	32	13,3
5	3	15	25	75	20,0
6	4	24	36	144	26,7
7	2	14	49	98	13,3
8	0	0	64	0	0,0
9	2	18	81	162	0,0
10	0	0	100	0	0,0
	15	**85**	**385**	**529**	
	$\sum \mathbf{f_i}$	$\sum \mathbf{x_i f_i}$		$\sum \mathbf{f_i x_i^2}$	
				σ_e	
		X	3,16	1,77	
		5,67			

According to these results, X is the multiplication $\mathbf{X_i}$ x $\mathbf{f_i}$, where $\sum \mathbf{x_i f_i}$, is equally to 85/15 that is the frequency, where X is equally to 5,67. The standard deviation is 1,78 .

Table 17

Post test – Control

x_i	f_i	$x_i f_i$	x_i^2	$f_i x_i^2$	fr
1	0	0	1	0	0,0
2	0	0	4	0	0,0
3	0	0	9	0	0,0
4	0	0	16	0	0,0
5	0	0	25	0	0,0
6	1	6	36	36	6,7
7	3	21	49	147	20,0
8	4	32	64	256	26,7
9	6	54	81	486	6,7
10	1	10	100	100	6,7
	15	**123**	**385**	**1025**	
	$\sum f_i$	**$\sum x_i f_i$**		**$\sum f_i x_i^2$**	
				σ_e	
		X	1,09	1,04	
		8,2			

According to these results, X is the multiplication $\mathbf{X_i}$ x $\mathbf{f_i}$, where $\sum \mathbf{x_i f_i}$, is equally to 123/15 that is the frequency, where X is equally to 8,2. The standard deviation is 1,04.

Table 18

Post test – Experimental

x_i	f_i	$x_i f_i$	x_i^2	$f_i x_i^2$	fr
1	0	0	1	0	0,0
2	0	0	4	0	0,0
3	0	0	9	0	0,0
4	0	0	16	0	0,0
5	0	0	25	0	0,0
6	0	0	36	0	0,0
7	1	7	49	49	6,7
8	5	40	64	320	33,3
9	4	36	81	324	33,3
10	5	50	100	500	33,3
	15	**133**	**385**	**1193**	
	$\sum \mathbf{f_i}$	$\sum \mathbf{x_i f_i}$		$\sum \mathbf{f_i x_i^2}$	
				σ_e	
		X	0,92	0,95	
		8,87			

According to these results, X is the multiplication $\mathbf{X_i}$ x $\mathbf{f_i}$, where $\sum \mathbf{x_i f_i}$, is equally to 133/15 that is the frequency, where X is equally to 8,87. The standard deviation is 0,95.

Table 19
Estadistics

	n	Media	Desv Estand
Control	15	6,53	1,41
Experimental	15	7,27	1,37
			$Z = \frac{\overline{x_e} - \overline{x_c}}{\sqrt{\frac{\sigma_e^2}{n_e} + \frac{\sigma_c^2}{n_c}}}$
		0,26	
		0,51	
		13,80	

4.3. Final Results Of Pre-Test And Post-Test In Experimental Group

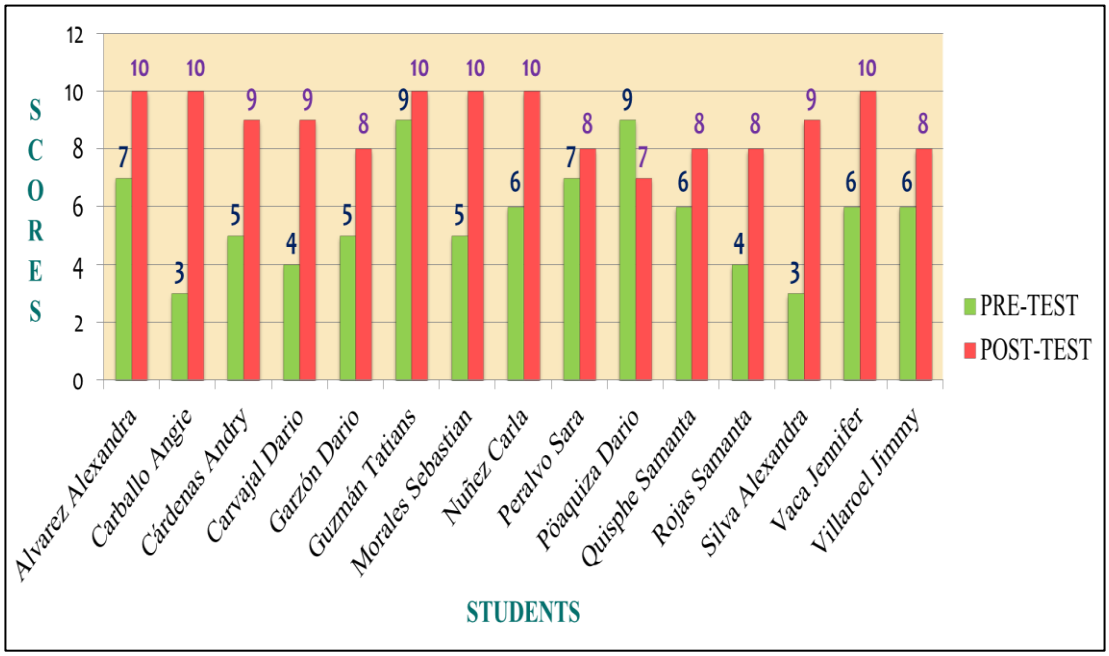


Figure 11: Final Results Of Pre-Test And Post-Test In Experimental Group

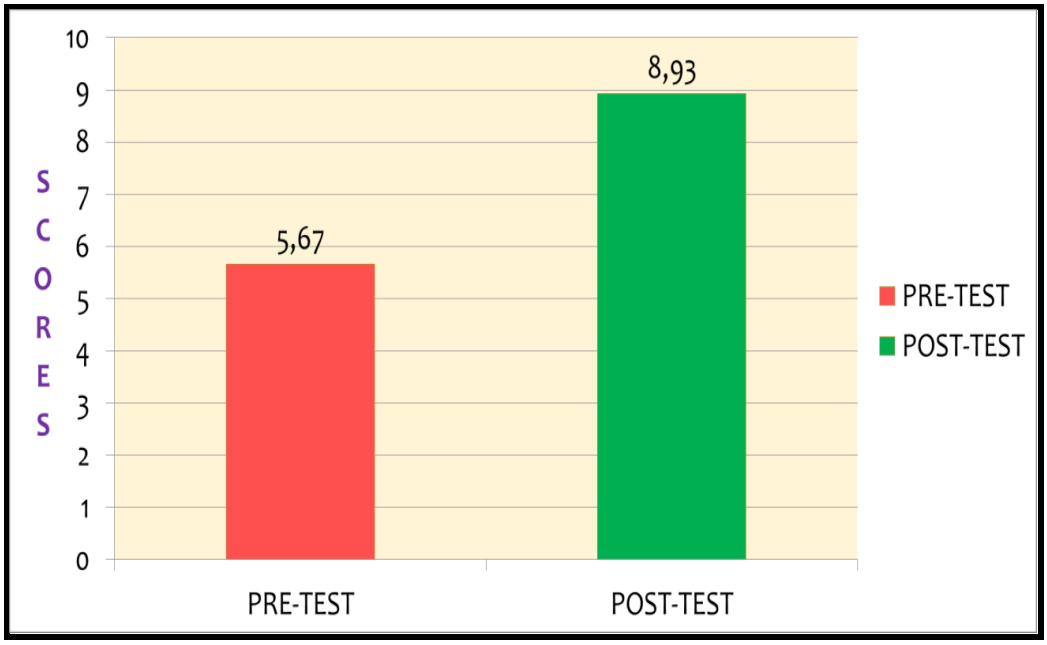


Figure 12 : Scores Pre test vs Post test

The objective is to look at whether we accept or reject the null hypothesis; we will work with a reliability of 95% and an acceptable error of 5%. There is a score of -0.94 and-0.94

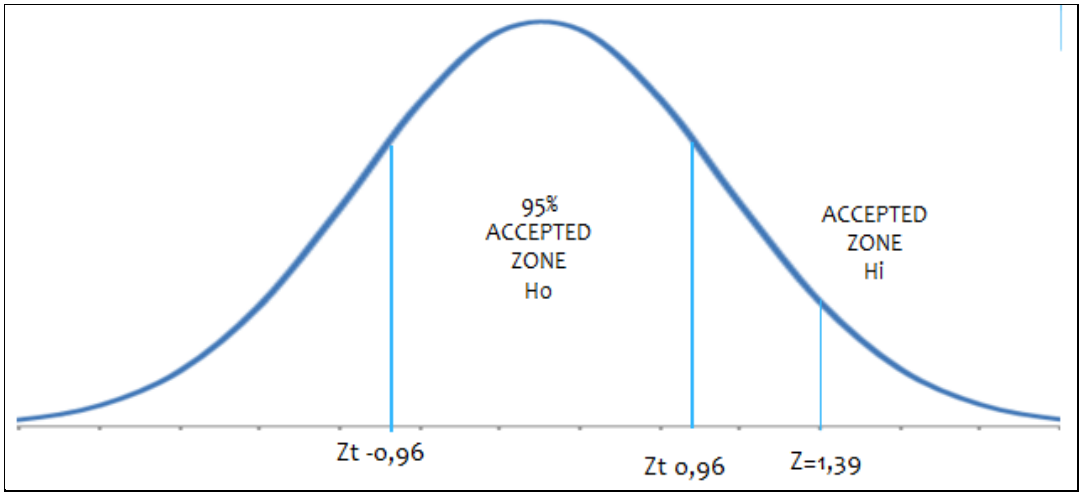


Figure 13: Scores acepted

Table 20

Scores Pre test vs Post test

	Pre-test	Post-test
Control	**1,78**	**1,04**
Experimental	**1,77**	**0,95**
	1,78	**1,0**

Z= 1,39

PART FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- Teachers don´t use Recreational Strategies for Developing Listening Skill, students only use the text for the development of the activities and sometimes the audio CD.
- Analyzing the results, students learn better when they use Recreational Strategies as: Mimic games, Draw descriptions, Pass messages, Listening for key word, songs, music, summary, taking notes, TV. draw descriptions, predicting, taking notes, pay attention, understanding, hearing, judging, pass message, main idea, new vocabulary, speed, understand previous words.
- The students improved the English Language in their basic skills specially in listen and Recreational strategies, it can be compared with others classes which do not use this strategy.

5.2. Recommendations

- Teacher should use new Methodologies to help to the student to have love for the English Language and get good scores.
- Teacher should use different Recreational Strategies to motivate in the teaching Learning process, especially to improve the listening skill that is important in the English language.
- Teacher should use new materials for teaching in order to awake the interest in the students and to increase their potential in managing the English Language.

PART SIX

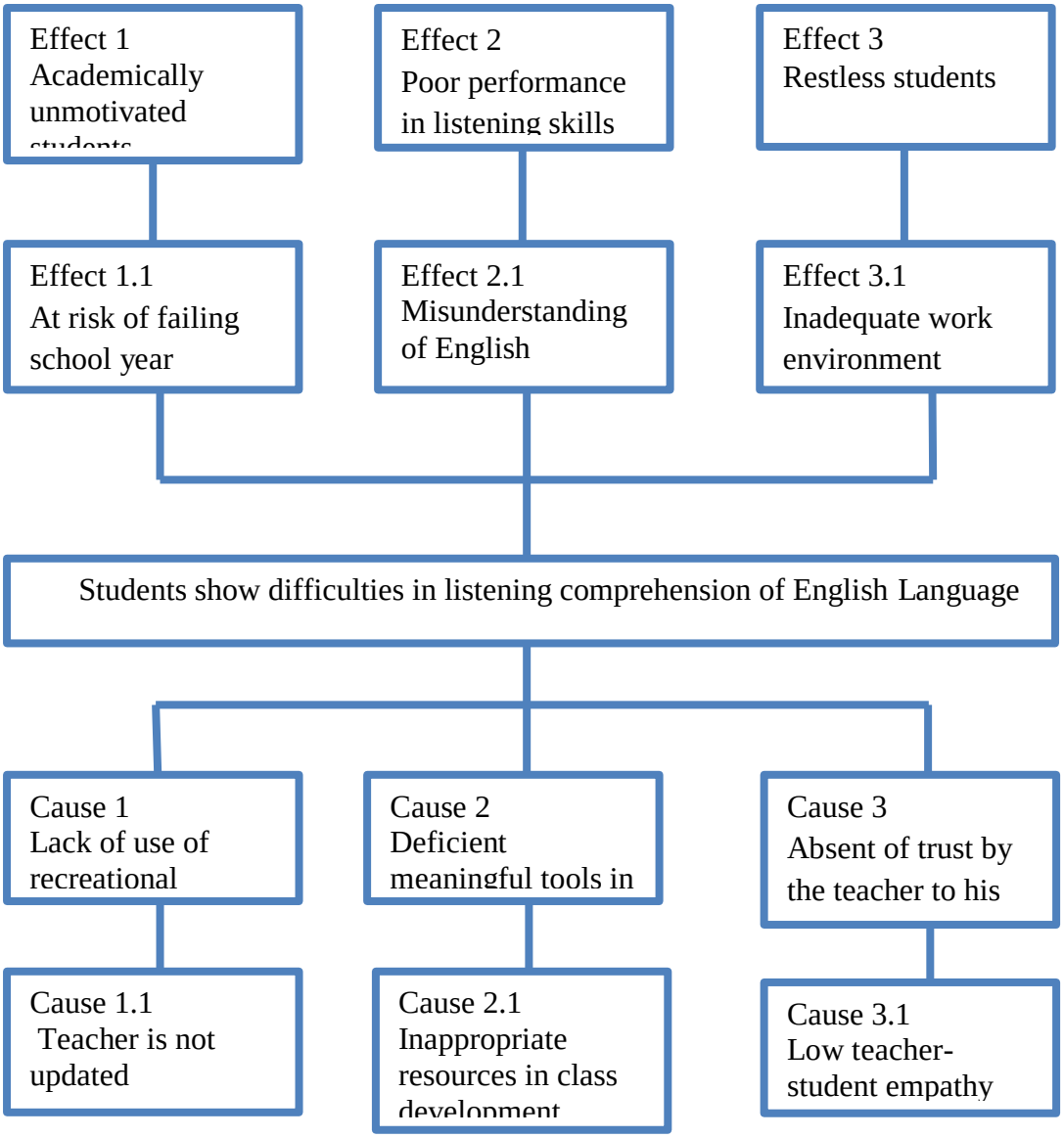
PROPOSAL

6. Logical Framework

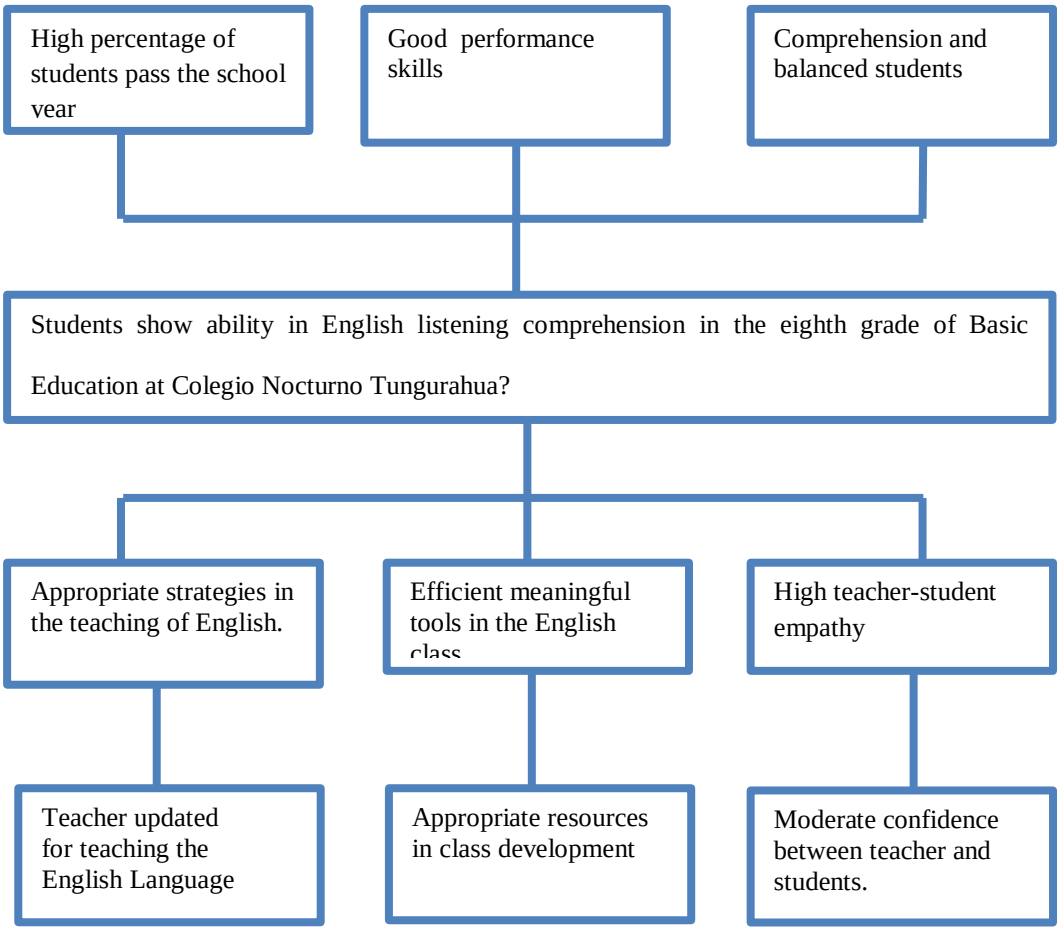
Picture 2
Proporsal

Groups	Interest	Problems	Mandates and Resources
Students	To d Develop listening skills in order to increase their potential in the English Language	They do not develop all their listening skills; there are difficulties to understand the English language in a percentage 80%.	Capacity to improve the teaching of the English language in sense of learning.
Teacher Advisor	To improve the quality of teaching and learning strategies for developing listening skills through of strategies Recreational for improvement the listening skills	Technology is not used for teaching of English language. Traditional methods are used instead.	To improve the quality educational and conditions in the teaching English language through of strategies Recreational for improvement the listening skills
Community	Everybody considered at English is an indispensable tool today.	Student does not understand the English language.	It is necessary that Recreational Strategies and listening Skills will be part of the teaching learning in the English language.

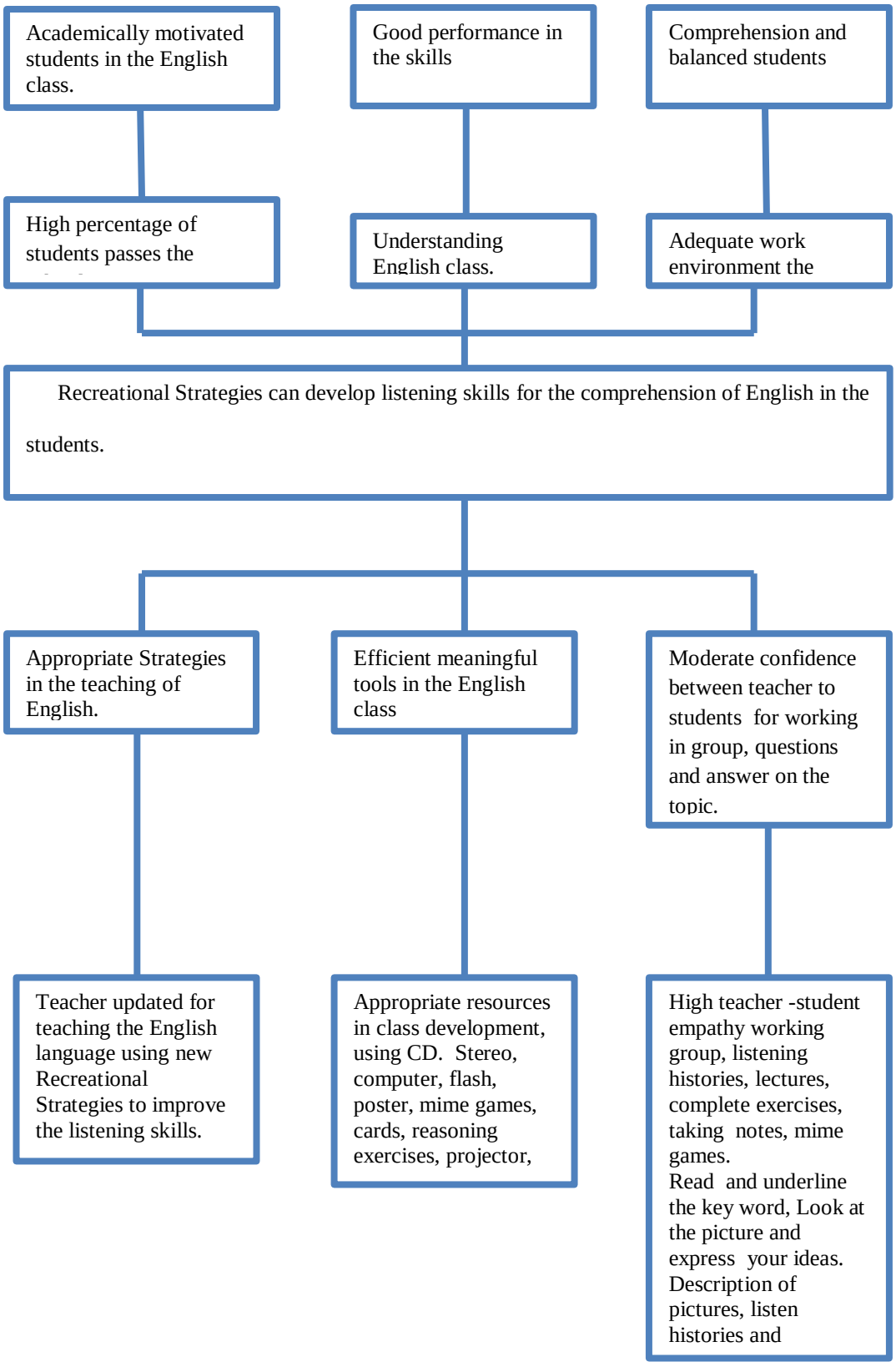
6.1. Tree of problems



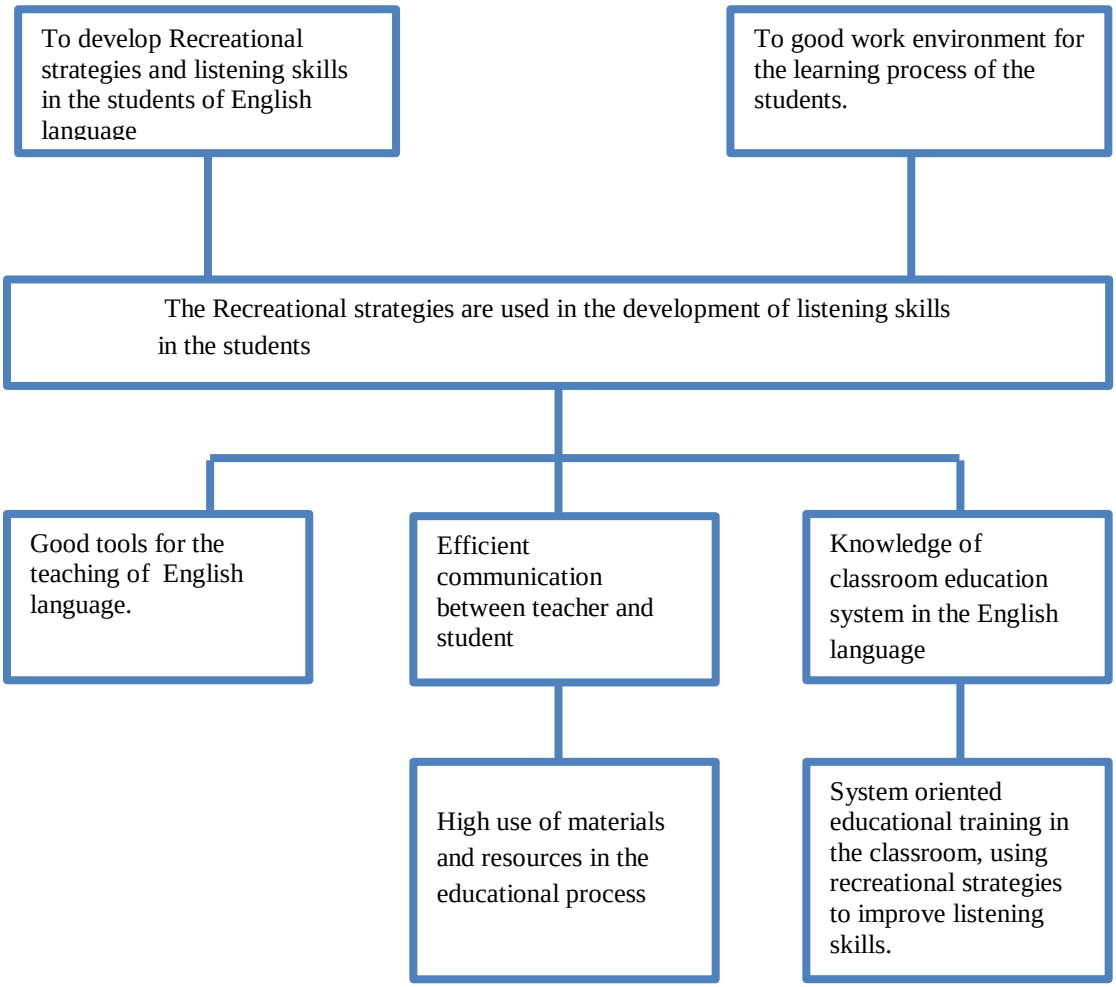
6.2. Objectives tree



6.3. Alternatives tree



6.4. Analytical structure of the proposal



6.5. Vertical logic goals column

Picture 3
Vertical logic goals column

Narrative summary of objectives	Indicators	Means of Verification	Assumptions
End **1. 1. To develop Recreational strategies and listening skills students in English language** **2. -To adequate work environment in the classroom**	• The degree of development of students' listening skills increased after the implementation of the proposal. • The number of students who understand English in the classroom increases	• Post-test results • Post-test results	The students are motivated to learn English and understand it.
Purpose **Recreational strategies are used in the development of listening skills in the students**	• The number of students that improve their listening and speaking skills increases	• Post-test results	• that give necessaries conditions are to improve academic processes: - Change methodology of teaching and learning of teachers - Enable students and teachers - The changes of academic success will be even more favored as the Ministry of Education to train teachers with better methodological support
Components **High technology for the teaching of English language.**	• High percentage of students lose the school year	• Statistically the majority of students increases notes	• Students have improved listening skills that permit them to easily understand English
To efficient communication between teacher and student **knowledge of classroom education system in the English language**	• Significant increase in the productivity of teachers and students in the quimester • Teachers training	• Statistically interest and Adaptability in English classes by students • Students motivated in the English class	

CONTINUE

Activities	• Budget	Costs
1.High use of materials and resources in the educational process	Teacher CD, Mime game, Draw description, Pass the message, listening for key words, songs, computer posters, flash	US$ 1.000 US$ 2.500
2. System oriented educational training in the classroom	• Internet • Training course for students applying recreational strategies	US$ 1.000

6.6. Budget

Table 21
Budget

RESOURCES	COSTS
- ADVISOR	**US $ 1.000**
- INTERNET	**US $ 300**
- MATERIALS: Computer,Printer, Ink, Copies, Net search. CD. Radio	**US $ 2.500**
- Texbooks	**US $ 100**
- STUDENTS TRAINING COURSE	**US $ 1.000**
TOTAL	**US $ 4.900**

6.7. Gantt´s Chart.

Table 22
Gantt´s Chart.

ACTIVITIES	MONTH 1	MONTH 2	MONTH 3	MONTH 4	MONTH 5
PROJECT DEVELOPMENT	**X**				
THEORETICAL DEVELOPMENT		**X**			
PRE-TEST DIAGNOSTIC EVALUATION	**X**				
PLANNING CLASSES		**X**			
POST- TEST SUMMATIVE EVALUATION			**X**		
PREPARING A PROPOSAL				**X**	
PRESENTATION OF THE FINAL REPORT					**X**

6.8. The Evaluation

In the evaluation process, the attention was on project activities and indicators. In the Evaluation of results, the objective was the components of the logical framework of project. In assessing the impact of column framework objectives that shape project development hypothesis: it was assumed that the proposal is feasible and was definitely better skills development of listening and knowledge of new strategies for teaching quality.

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