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**PROJECT PRIOR TO OBTAINING APPLIED LINGUISTICS IN ENGLISH
LANGUAGE BACHELOR'S DEGREE**

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**TITLE: INCIDENCE OF COOPERATIVE LEARNING TO IMPROVE
LISTENING COMPREHENSION SKILLS IN THE ENGLISH LANGUAGE IN
STUDENTS ATTENDING SECOND AND THIRD YEAR OF BACHILLERATO
AT SALAMANCA EVENING HIGH SCHOOL DURING THE LAST THREE
MONTHS, ACADEMIC YEAR 2013-2014**

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DEDICATIONS

I dedicate this thesis to God because he has given me the gift of speaking a foreign language. Besides because he has injected me the strength to conclude this dream I had some years ago and many times it was stopped by many circumstances in my life.

I also dedicate this project to the students of Salamanca Evening School who day by day make their best to attend classes and to become better professionals for this country. To the teachers, who using their teaching abilities generously give their knowledge to the students.

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SUMMARY

The main goal of the present paper is to give the teachers of Salamanca High School a methodological guide that can be used for improving listening comprehension skills with the utilization of cooperative learning techniques.

This study was conducted in Quito, at Salamanca Evening High School. The subjects of this research were the students of second and third year of Bachillerato.

It was necessary to separate the sample into two groups, one called the experimental group and other one, control group. These groups were randomly selected. In the experimental group was applied the methodology to improve listening comprehension proposed in this thesis and the other one kept learning listening comprehension in the traditional way the school uses.

The data was collected by a pretest or diagnostic test given to all students of second and third year of Bachillerato in order to evaluate their listening comprehension skills in the English language, and then a second test was taken in order to prove that the methodology proposed in this project is useful.

After the first test was taken, the results showed that most of students had a poor and insufficient performance in listening comprehension skills. Only a few of them had a good performance and no one had an excellent performance in the use of listening comprehension. After the second test was taken, it is visible an improvement in the listening skills performance of the students being evaluated.

It is advisable to implement a listening comprehension program based in this work in order to train and enable students to use those skills in real life situations.

PALABRAS CLAVES: COMPRENSIÓN AUDITIVA, APRENDIZAJE COOPERATIVO, PROCESAMIENTO DE ARRIBA HACIA ABAJO, PROCESAMIENTO DE ABAJO HACIA ARRIBA, ACTIVIDADES DE PRE ESCUCHA, ACTIVIDADES MIENTRAS ESCUCHA, ACTIVIDADES DESPUES DE ESCUCHAR, IDIOMA EXTRANJERO.

RESUMEN

Este trabajo tiene la intención de dar a los profesores del Colegio Nocturno Salamanca una guía metodológica que se puede utilizar para mejorar la comprensión auditiva con la utilización de técnicas de aprendizaje cooperativo.

Este estudio se realizó en Quito, en el Colegio Nocturno Nacional Salamanca. Los sujetos de esta investigación fueron los estudiantes de segundo y tercer año de Bachillerato. Fue necesario separar la muestra en dos grupos, uno llamado el grupo experimental y otro, grupo de control. Estos grupos fueron seleccionados al azar. En el grupo experimental se aplicó la metodología para mejorar la comprensión auditiva propuesta en esta tesis y el otro mantiene la misma forma de enseñanza que utiliza el colegio.

Los datos fueron recogidos mediante una prueba de diagnóstico entregado a todos los estudiantes de segundo y tercer año de Bachillerato con el fin de evaluar sus habilidades de comprensión auditiva en el idioma Inglés, y luego una segunda prueba fue tomada con el fin de demostrar que la metodología propuesta en este proyecto es útil. Después de realizada la primera prueba, los resultados mostraron que la mayoría de los estudiantes tenían un desempeño deficiente e insuficiente en la comprensión auditiva en Inglés .Sólo unos pocos de ellos tenían un buen rendimiento pero ninguno llegó a alcanzar un excelente desempeño en el uso de las habilidades de la comprensión auditiva. Luego, se aplicó la segunda prueba, y los resultados obtenidos fueron una visible mejora en el rendimiento de la capacidad de escucha de los estudiantes que fueron expuestos a la metodología.

Se recomienda implementar un programa de comprensión auditiva basado en este trabajo con el fin de habilitar a los estudiantes en el uso de dichas habilidades en situaciones de la vida real.

KEY WORDS: LISTENING COMPREHENSION, COOPERATIVE LEARNING, TOP DOWN SKILLS, BOTTOM UP SKILLS, PRE LISTENING, WHILE-LISTENING ACTIVITIES, POST LISTENING, FOREIGN LANGUAGE.

INTRODUCTION

Cooperative Learning is a method that has shown to increase student communication skills and academic achievement if done correctly. We have heard that:” The sum of the parts interacting is better than the sum of the parts alone”. It is a fact that when we work as a team things work better and faster on the other hand if we work alone things can work slower. When we work as a team we discover our abilities of leadership, conflict management and decision-making. The team’s success is not conditionally based on individual performance of one student. All students must help each other to achieve learning goals.

Listening Comprehension skill an active skill that needs the interaction of a speaker and a listener but we know that to see if the other person understood what the speaker said the listener needs to give signs of it. The response will give us the hint whether he understood the message or not. As we see, listening comprehension is the first skill we develop in our native language and it should be taken in account in that way to teach in learning a second language such as English. The more students who were the subjects of this project were exposed to exercises to practice their listening skills they improved little by little each listening skill.

FIRST PART

1. RESEARCH PROBLEM

1.1. Problem Identification

Ecuador's Plan del Buen Vivir talks about the Education's politics and says that:

“Since 2006, Ecuador has been striving to improve the coverage and quality of its education system as a public service through the development of programs and projects designed to resolve the sector's structural problems, in fulfillment of the 2006-2015 Ten-Year Plan and the 2009-2013 Plan Nacional del Buen Vivir. To achieve these goals, the current Ecuadorian government has declared improving the quality of educational services to be a strategic national priority, for which, between 2006 and 2012, it has tripled its investments in the sector”. (Vidal, 2012)

“In 2006, the budget allocated for higher education was U.S. \$ 529.1 million, and in 2012 the budget was increased to \$ 1.317 billion. The goal for higher education is to reach an investment in science and technology equal to 1% of the GDP, the minimum recommended by the United Nations Educational, Scientific and Cultural Organization (UNESCO)”. (Embajada del Ecuador, 2013)

The updating of Plan del Buen Vivir is the one from 2013-2017. This new “Plan” has some objectives, but specifically in Education says some specific objectives: as follows:

“Objective No.4: Strengthen the capacities and potential of citizenship

Political and Strategic Guidelines

4.4. Improve the quality of education at all levels and modalities for knowledge generation and integral formation of persons, creative, responsible, critical, participatory and productive under the principles of equality, social equity and territoriality.

4.5. Strengthen the role of teachers and other education professionals as key players in the construction of living well.” (Buen Vivir Plan Nacional 2013-2017, 2013)

“Plan del Buen Vivir” has been a great improvement that the government of President Rafael Correa has created for the well-being of people in Ecuador. In the Education area there is a higher access to schools, social inequity has reduced, improving the quality of teacher performance, restructuring curricula at all levels, establishing standards for quality education and instituting a comprehensive system of evaluations. The new evaluation system monitors students’ learning, and also teacher and director performance as well as school management, making it easier to identify and correct problematic areas.

Before the Plan del Buen Vivir was made, the government had not emphasized in the importance of Education. So that, primary and secondary schools students did not get the best level of knowledge to go to universities. Education was not the priority for governments and so there was no opportunity for teachers to evaluate their performance at teaching. Students did not have the chance to share their ideas or experiment new teaching strategies and improve their knowledge. Nowadays, the student plays an active role in the learning process; the teacher only guides and evaluates the student’s learning process.

According to the new Education Law, five English classes are allotted per week. In fact, there is a project that ensures that students will use the English in a functional way. The government will provide the books needed and qualified teachers, the development of the teaching English career itself as well.

The Minister of Education Gloria Vidal in the year of 2012; said: "Providing all students with the opportunity to learn English is a priority. "The TOEFL test offers a reliable measure to diagnose the current knowledge of English Ecuador’s EFL public teachers. The test will provide valuable information that will allow us to design professional development opportunities for teachers to attain the necessary level of proficiency to educate our children. We look forward to working collaboratively with all teachers to help them reach the Ministry's English-language standards. Ecuador to Use the *TOEFL*® Test to Measure Abilities of English Teachers.(ETS TOEFL, 2012)

TOEFL certification gives Ecuador an excellent competitive advantage in front of the other countries that do not have this kind of certification. Obtaining TOEFL certification could give Ecuador an edge in the teaching job market.

“One of the issues that are of great interest to Ecuador is improving English language education for secondary schools. In order for students to attend and succeed in universities all over the world, they must possess strong English skills, which is why the Go Teachers program was designed. The program is coordinated by the SENESCYT, a government body that oversees high-level education in Ecuador, and last year, signed an agreement with Kansas State University. The program allows English teachers from Ecuador to attend a university in the United States for seven months to learn new methods for teaching English as a second language. The scholarship is funded entirely by the Government of Ecuador, covering expenses, tuition, airfare, health and life insurance, assessments, tracking and monitoring, and study materials.

Once students complete their courses in the United States, teachers return to Ecuador to teach in secondary schools, where they can develop their skills and make a positive impact in their home institutions. Through this program, SENESCYT, seeks to train at least five thousand more teachers and expand into other universities in the U.S.

This scholarship program aims to increase the number of qualified English teachers in public schools with a minimum level of B1 and B2 according to the Common European Framework of Reference (CEFR), in addition to improving techniques and teaching methodologies for English teachers from public schools, through the development of immersion programs abroad.” (Ecuador’s Commitment to Education, 2013)

In this article it is seen that government gives to English teaching at public schools a greater importance than years before. That means that teachers have the chance to get better training travelling abroad, which will increase the knowledge of the language and the culture itself. Then the teaching techniques will improve education. These experiences give qualified teachers that help the country to educate more children and teenagers with better learning bases in English as a second language.

The results of this government decisions will be better opportunities not only for teachers but for students who can work abroad, make new friends and get better job opportunities all over the world.

In spite of all these news and the new laws propose about the improvement of English teaching the reality in public schools is very different. In Quito there are many public schools which have a have good education level, but the English teaching classes are not as good. There are no adequate materials, no labs, nor classrooms and environments where students can develop their English language skills. Teachers have not had interaction with the language itself since they have not been exposed to it in an English speaking country. One of main causes the English learning is boring for students is that they do not like the language so teachers have to struggle to get the students attention.

These obstacles in teaching English have ended up in a poor performance in students who attend public schools in Quito.

From my experience At Salamanca Evening High School, I have found first of all the lack of adequate classrooms and materials for teaching English. The book and the workbook they use do not help them to understand or enjoy the English language learning process.

Students do not like the subject and do not understand the importance of using a foreign language. Teenagers have many distractions and are hard to understand about their behavior because of their age itself. Low economic situation and cultural education are other causes that increase the lack of interest of students in learning English.

Skills such as listening comprehension are really hard to teach because of the number of students in a classroom and the noisy the class can become. Writing has been another failure at Salamanca Evening High School since the vocabulary and orthography even in Spanish has a very poor level, so teaching English vocabulary in those conditions is even worse.

In the past English teachers will only let students work in their own, they just sang songs and read aloud so students can listen and observe to understand the English language. Each student had to make his or her own connections in the learning process.

There is no method which can be regarded as the best and more relevant than the others, it is a matter of using the method which better adapts to the teacher's needs taking into account the characteristics of the group of students and the activity to be

worked on, in such a way that the factors favoring cooperation and learning are enhanced.

Cooperative learning methods organize the little groups with the objective of establishing the ties and requirements necessary for cooperation.

In this thesis I propose to use the cooperative learning techniques to improve the listen comprehension in the English language to students at Salamanca Evening School. These techniques help us taking in account that this high school has classes from twenty to thirty students. Another cause is that it is necessary to use Cooperative learning because students can talk to each other and build their knowledge and feel more confident among them as well. In that way the development and freedom to develop the listening comprehension skill will be easier.

1.2. Formulation of the Problem

What is the incidence of Cooperative Learning in improving the listening comprehension skills in the English Language in students attending the second and third year of Bachillerato at Salamanca evening School during the three last months, academic year 2013-2014?

1.3. Variables Working out

Independent Variable: Cooperative Learning

Dependent Variable: Listening Comprehension skill

1.4. Objectives

1.4.1. General Objective

- To determine the incidence of Cooperative Learning in the use of listening comprehension skill on students of second and third year at Salamanca Evening High School.

1.4.2. Specific Objectives

- To diagnose the conditions of English listening comprehension skills in students of second and third year.
- To determine the English listening comprehension skills that students of second and third year have problems with, to propose the adequate methodology.
- To diagram a methodological guide to teach English listening comprehension skills with cooperative learning techniques.

1.5. Justification

“David Nunan commented that listening is the "Cinderella Skill" which is overlooked by its elder sister "speaking" in second language learning. But most often surprisingly, listening skill is ignored in a way or another. The productive skills like speaking and writing have become the standard of the knowledge of second language; listening and reading have been turned to be the secondary ones. Besides, in our schools, colleges and even in the higher levels, instructors direct how to read and write, not how to speak or listen. It is believed that the learners would understand these automatically. Language must be taught in an integrative way where all four skills are focused.” (Nunan, *Listening in Language Learning*, 1997)

It is noticeable that on this article listening comprehension skill has been left on one side from the other skills when teaching a second language. At schools most books and classes are focused only in writing and reading because they are easier to test in students. Listening on the other hand is implicit; what teachers do not understand is that listening comprehension is the key for students to improve and develop their learning English language skills in a successful way.

“No doubt, listening is the most common communicative activity in daily life. According to Morley (1991, p.82), "We can expect to listen twice as much as we speak, four times more than we read, and five times more than we write." So, listening, as a skill, is assuming more and more weight in second language

classrooms than ever before. Rost (1994, p. 141-142), points out, "Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin." (Nunan, *Listening in Language Learning*, 1997).

Since humans are exposed to listening most of the time in their native language, in a foreign language it should be taken in account in a first place because of that reason. When a student goes to a foreign country the first thing he will do is to listen to the foreign language even if he does not know how to write, read or even speak. For that, listening is a skill that should be taught as a strategy to students. English teachers need to enable the students to answer using the English language by giving them the tools they need to face the problems listening can bring.

"Limited listening input fails to promote face-to-face communication by shaping their social development, confidence and self-image. Adequate listening practice could give the learners essential contact with handy input that might trigger their utterances. Teacher talk or peer- interaction might be the options for this.

Social interactions can be difficult for English as Second Language (ESL) students. Being surrounded by a new language and culture make interacting with adults and peers more challenging". (Slideshare, 2012)

Listening comprehension skill, can contribute to the social interaction among the students during the class period. Teachers need to design exercises that can have the students to practice their listening and make them show their comprehension as well. After listening is developed students will be able to start with speaking since listening is the input and speaking is the output for understanding of a language. So that listening is the first step that should be taught in every class, in that way students will enjoy the rest of English learning process since they understand what the teacher is saying.

Since the students of Salamanca High School are in the age of adolescence it is important to take in account that relationships impact them in a way that can determine their self-esteem. Forming positive relationships with peers and developing socially are extremely important for all children or teenager. Teenagers who have difficulties in these areas are more likely to suffer from problems in other areas of their lives, for example they may have a low sense of self-esteem and

underachieve in academic work. When a student relates well to others it promotes positive feelings toward self and others (Cowie, Smith, Boulton & Laver,1994). Cooperative Learning gives students the confidence to speak and develop their listening skills step by step. Teachers give them the opportunity to interact with peers. In that way their self-esteem and achievement in English classes can improve their security and self confidence to talk and make mistakes with no risk of being punished for that.

“Specifically, ESL students lack the knowledge of when and how to use the following social skills in a group setting: asking for help or clarification, using quiet voices, participating actively, respecting others, describing feelings, taking turns, sharing ideas and opinions, encouraging others’ participation, and staying on task.

Unfamiliarity with English and school in general causes ESL students to struggle with social relationships, social skills and to need extra time to make friends (Madrid, 1993)”. (Grundman, 2002)

Teaching listening comprehension by using cooperative learning will give the students the confidence they need to start giving the right answers using their background knowledge, then; they will be able to combine it with the strategies they learn from their support groups, previous activities and the sense of belonging. It is the responsibility of the teacher to add social curriculum activities and to create the adequate learning environments.

SECOND PART

2. THEORETICAL FRAMEWORK

2.1. Development of the Theoretical Framework

2.1.1. History of Cooperative Learning

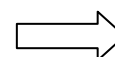
Cooperative learning has a long history and may have a long future. Its rich history of theory, research and classroom use makes it one of the most distinguished educational practices.

A review of the history of cooperative learning emphasizes the theories that have guided its development and research has generated.

Chart 1: Timeline of the History of Cooperative Learning

DATE	EVENT/RESEARCHER
B.C	Talmud
Century I	Quintiliano, Séneca (Qui Docet Discet)
Century XVII	Johan Amos Comenius from Moravia
Century XVIII	Joseph Lancaster, Andrew Bell
1806	Lancaster's School system is established in U.S.A.
Beginning of century XIX	Public Schools are established in U.S.A.
End of century XIX	Parker Coronel from France
Beginning of the century XX	John Dewey, Kurt Lewin, Jean Piaget, Lev Vygotsky
1929 and thirties	Books about cooperation and competence by Maller, Mead, May y Dobb Liberty League and National Association of Manufacturers Promoted Competition
1940-1948	Second World War, Office of Strategic Services, Military Investigations.
1949	Morton Deustch, Investigation and Theory about cooperation and competence
1950-1959	Movement of applied group dynamics, Deustch Investigation in national laboratories about confidence, naturalistic studies about individualistic situations.

To be continued



1960-1969	Investigation about cooperation, Stuart Cook. Investigation by Madsen (Kagan) about cooperation and competence in children. Bruner, Suchman: Inquisitive Learning B.F. Skinner, Programmed Learning, Behavior's modification
1962	Nebraska's Simposio, Morton Deustch, Cooperation and confidence, conflicts.
1966	David Johnson, University of Minnesota, Beginning of training about cooperative learning to teachers.
1969	Roger Johnson joins David Johnson at University of Minnesota.
1970	David Johnson, Social Psychology of Education
1971	Robert Hamblin, Behavioral Research on Cooperation/Competition.
1973	David DeVries and Keith Edwards, Combined Instructional Games Approach With Intergroup Competition.
1974-1975	Investigation by David and Roger Johnson about cooperation and competence: Learning together and alone.
In the middle of the decade	Annual symposia of APA begins (David DeVries, Keith Edwards, David and Roger Johnson, Stuart Cook, Elliot Aronson, Elizabeth Cohen, others) Robert Slavin begins the development of cooperative program
1976	Shlomo and Yael Sharan, Small Group Teaching
1978	Elliot Aronson, Jigsaw Classroom Journal of Research and Development in Education, Cooperation Issue Jeanne Gibbs, Tribes.
1979	First Congress IASCE at Tel Aviv, Israel.
1981,1983	David Roger Johnson, met analysis of investigations about cooperation.
1985	Elizabeth Cohen, Designing Group work Spencer Kagan develops structures for cooperative learning AERA and ASCD are founded
1989	David and Roger Johnson, Cooperation and Competition: Theory and Research.
Beginning of the decade	Cooperative learning becomes popular among teachers.
1996	First Annual Congress about leadership in cooperative learning, Minneapolis.

Source: Agarwal and Nagar, 1996, p. 7-6

From the beginning of the history of the humanity, there are some notions about learning through cooperativism. Talmud talks about the necessity of having someone by every person's side to build the knowledge road, Séneca a roman philosopher (35 B.C.) affirmed that who teaches can learn twice (Qui Docet Discet).

John Amos a German teacher, educator, philosopher and writer during the century XVII changed the way people used to think about education and knowledge acquisition. His thoughts were based in these statements: obtaining ideas through objects rather than words; starting with objects most familiar to the child to introduce him to both the new language and the more remote world of object; giving the child a comprehensive knowledge of his environment, physical and social, as well as instruction in religious, moral, and classical subjects; making this acquisition of a compendium of knowledge a pleasure rather than a task.

In the XVIII century, the limited access people had to education moved Johann Lancaster, who was an English Quaker and a public educator. He decided to give cheap and massive education to everyone and gave the chance to follow the instruction according to people's own speed. This system was called monitorial system.

The method consisted on the superior students learned their lessons from the adult teacher in charge of the school and then transmitted their knowledge to the inferior students. Andrew Bell shared this idea too, so he supported Lancaster in improving the system.

In 1806 Lancaster's School was introduced in United States and emulated in most countries in the world. The method was successful since it was very economic and efficient.

In the years between 1940-1949 Morton Deutsch who is a social psychologist and researcher in conflict resolution made up the Theory of Cooperation and Competition. This theory is based on three affirmations: substitutability (how a person's actions are able to satisfy the intentions of another); cathexis (an individual's disposition to evaluate themselves or their surroundings); and inducibility (the readiness of an individual to accept the influence of another person).

Deutsch's theory helped to clarify the importance of cooperation for building knowledge. Instead of learning a person by himself; he or she can educate another and satisfy his or her education needs.

After, in the years 1950-1959, Deutsch publishes some studies about confidence, and naturalistic individualistic situations. These studies talk about the interpersonal relationships among people. He says that, those relationships must be introduced in classroom that is called cooperativism. It means that he proposes the opposite to competition and individualization.

From 1960 to 1969, appeared several investigations about cooperation and intergrupal competence. The most important authors that can be named are: Johnson, Stuart Cook, Kagan, Bruner, and others. Johnson began training educators in the use of cooperative, competitive, and individualistic learning. Johnson developed such procedures for teachers, specifying three types of cooperative learning: formal, informal and base group learning.

In the years 1974-1975 Johnson and Johnson published the book "Working together and alone" the authors analyze three ways of reaching objectives: competitive, individualistic y cooperative. That means, teachers need to decide when the students have to compete, when to work alone and when to work cooperatively.

In 1976 Shlomo and Yael Sharan say that using Small Group Teaching students can pick their partners for making a determinate group. After that they will be given a task and when they are done they will show it to the other groups in the classroom.

In 1985 Spencer Kagan proposed the Structures for cooperative learning; these structures are designed to increase the participation levels and cooperation of the students. These structures are important because the teacher can have each student to answer to a question several times instead of asking to two or three students to answer each one single question. This will take the same period of time.

In the same year, AERA y ASCD groups are founded. ASCD (Association for supervision and Curriculum Development) is a global community dedicated to excellence in learning, teaching, and leading. On the other hand AERA (American Educational Research Association) is concerned with improving the educational process by encouraging scholarly inquiry related to education and evaluation and by promoting the dissemination and practical application of research results.

In the beginning of 1996 cooperative learning became popular among teachers and so they decided to make the first Cooperative learning Congress in Minneapolis. David and Roger Johnson held the congress.

2.1.2. Development Theories

(Johnson & Johnson, Circles of Learning, 1999) found that at least three general theoretical perspectives have guided the research and practice of cooperative learning: the social interdependence theory, evolutionary-cognitive theory and behavioral.

2.1.2.1. Theory of Social Interdependence

Kurt Koffa (century XX) said in his research that groups are dynamic but its interdependence may vary. Another linguistics researcher, Kurt Lewin (1935) added, that groups are dynamic entities but if some change is made to any member, it will affect to the others in the group. Besides, he affirms that members might be pressured inside to get common objectives.

Deustch (1949) said that interdependence might be positive (cooperative) or negative (competence). Basing on this research David and Johnson (1974-1989) made the theory of interdependence. This theory defines interdependence as the interaction among people. The difference from positive interdependence is where people stimulate and facilitate others people's effort to learn. On the other hand, the negative interdependence generates low people's interest in getting objectives and build obstacles in others people's effort to learn. In this case people work on their own; they do not make any interchange.

Positive independence develops positive people's relationships and improves psychological health. Negative interdependence diminishes the effort to accomplish goals, negative relationships and psychological disorders.

2.1.2.2.Theory of Cognitive Evolution

There are two people who talked about this theory, those researchers are: Piaget and Vygostky. First point that they share is that student's acquisition and accomplishment of goals are: action and interaction. It means that everyone has to make their own work for learning and after that they have to establish relations to communicate their knowledge to others. The second point is that there is an intimate relation between a person's level of development and person's ability to learn. It means that depending on individual's abilities his or her development will increase or decrease his or her chances to succeed.

They both have different points of view talking about the zone where the knowledge is developed: Vygostky establishes two levels of development: effective development and potential development. Effective development is the group of actions that a child can do by himself. On the other hand there are skills and abilities children can learn or mock from the rest of people they see around. Children can also make some other activities with people's support and help.

Piaget on the other hand says that cognitive development is a progressive reorganization of mental processes as a result of biological maturation and environmental experience.

According to the article *Pedagogía histórica del Aprendizaje cooperativo: un largo y tortuoso camino a través de cuatro siglos* obtained from www.revistadepedagogia.org, Vygotsky emphasizes the influence of social and cultural knowledge appropriation contexts and places great emphasis on the active role of the teacher while the mental activities of the students develop "naturally" through several discovery roads: the construction of meaning, tools for cognitive development and the zone of proximal development.

Vygotsky's basic concept is that the space between development of tasks made with adult's help and development of tasks made by them is called zone of potential development.

In this sense the theory of Vygotsky gives the teacher an essential role in facilitating the development of considering mental structures in the student to be able to build more complex learning. He emphasizes and then assesses the importance of

social interaction in learning since students learn more effectively when they do it cooperatively.

The interaction between students and adults is produced through the language, so verbalizing the thoughts leads to reorganize ideas, this facilitates the development and makes it necessary to encourage interaction in the classroom, increasing and stimulating healthy and rich interactions. In the starting point the responsibility is the teacher and in the arrival point the responsibility will be the student, afterwards the teacher will retire.

The contributions of Vygotsky as seen above say that constructivist learning is not considered as an individual activity and it means that can be treated as a social construction.

2.1.2.3.Theory of Conductivity Learning

In the years 1968 and 1977, Bandura and Skinner, talk about the punishment and reward. That means that students will work hard for those subjects from which they will get a reward; they will not work hard enough in those tasks or subjects will not give them any reward or punishment.

There is no doubt that the most developed and practiced theory is: The theory of interdependence. The reasons why is because the theory gives precise and clearer definitions about cooperation, competence and individual effort.

2.1.3.Definition of Cooperative Learning

(Hill & Hill, 1990) define Cooperative Learning as: “A cooperative activity can be said to exist when two or more people are working together towards the same goal”.

“Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other’s learning”. (Johnson, Johnson, & Holubec, Los nuevos círculos del aprendizaje La cooperación en el aula y la escuela, 1999).

“Cooperative learning is an arrangement in which students work in mixed ability groups and are rewarded on the basis of the success of the group” (Woolfolk, 2001).

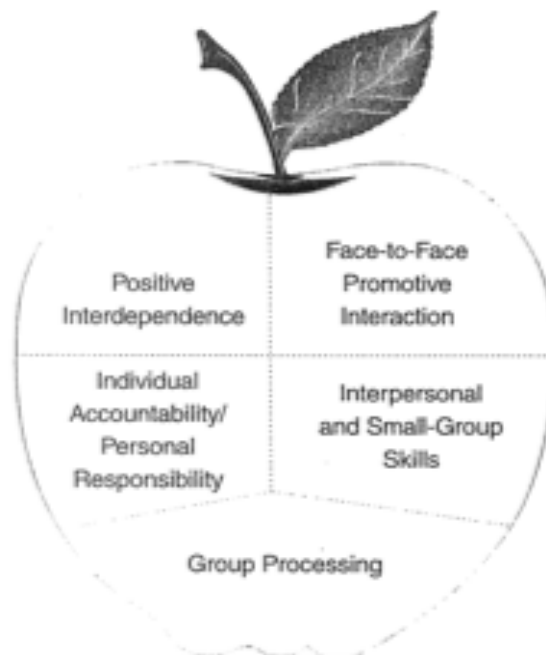
These three authors explain that Cooperative Learning is a method that let students to work in groups. One student can help another student and so learn better.

There are two points that are important to mention, one is that all members in the group make efforts to obtain the same goals. Another point is that each member learns as an individual and in the mean time the group learns a global knowledge. This means that all members are benefited.

2.1.4.Elements of Cooperative Learning

It is essential to make sure that cooperation works well. (Johnson, Johnson, Johnson, & Holubec, Circles of Learning, 1993) said that the cooperation only exists when there are five elements.

Essential Components of Cooperative Learning



Graphic 1: Elements of Cooperative Learning

2.1.4.1. Positive Interdependence

Positive interdependence refers to a group can only succeed if they work together. That means a member's success depends on the other member. Positive interdependence talks about a mutual responsibility; it means students have the responsibility of learning the assigned material and make sure that all students of the group learn it too.

This element points out that:

- Each group member's effort is necessary for the group's succeed.
- Each group member contributes in a singular way to the common effort.

2.1.4.2. Individual accountability

The group must be responsible for reaching its objectives; in the mean time each member is responsible of accomplishing his or her part of the work.

The group should be able to evaluate: the progress made to reach the objectives and the individual effort of each member. The results of this evaluation is told to the members so they can determine who needs more help, support and strength to execute the task given. With individual accountability students learn together and after have a better performance individually.

It is important to mention that members of the group must know that they cannot obtain any reward for the other's group members. That can be possible when the teacher determines efforts level of each student, giving feedback to the group and to each student, help each group to avoid redundant efforts and prove that each member is responsible for the final results.

2.1.4.3. Face to Face Promotive Interaction

(Johnson, Johnson, Johnson, & Holubec, Circles of Learning, 1993) said that team members promote each other's productivity by helping, sharing, and encouraging efforts to produce. Members explain, discuss, and teach what they know

to teammates. The relationships among members must be considered and dedicated. Promotive interaction promotes psychological adaptation and social aptitude.

2.1.4.4. Interpersonal and Small Group Skills

Groups cannot function effectively if members do not have and use the needed social skills. Instructors emphasize these skills as purposefully and precisely as job performance skills. Collaborative skills include instructorship, decision-making, trust building, communication, and conflict-management skills.

2.1.4.5. Group Processing

(Johnson, Johnson, Johnson, & Holubec, Circles of Learning, 1993) define that groups must be evaluated by the level of goals accomplished and how the working relationships contribute to those goals. The teacher must assess how the group is working together. Then, teachers should list at least three member actions that helped the group be successful and, list one action that could be added to make the group even more successful tomorrow.

2.1.5. Types of Cooperative Learning

In the year of 1999, three authors divided the cooperative learning in three kinds. Each one characterized by the duration of them and the activities done into the groups. (Johnson, Johnson, Johnson, & Holubec, *Aprendizaje Cooperativo en el Aula*, 1999)

2.1.5.1. Formal or conventional

In formal cooperative learning groups, students work in a period of time, the period can last for a class or for several weeks. The teacher, explains the objectives of the lesson take decisions before the lesson starts, explains the task and teaches the

positive interdependence; watches the groups reinforcing the individual and group abilities and finally assess the groups learning.

2.1.5.1.1.The jigsaw technique

In this technique, there are groups of four people and they are given a task. Each member must specialize in a secondary theme. In a second meeting the specialized members of a theme must exchange their knowledge.

In a third meeting the original groups get together and each one teaches what was learned.

2.1.5.1.2.Assignments that involve group problem solving and decision making

Decision-making is an activity that each group needs to accomplish to become confident and independent. There are several possible methods of decision-making that a group can use, among them can be found: by majority, by minority, by unanimity, etc.

2.1.5.1.3.Laboratory or experiment assignments

Laboratory or experiment assignments are usually one-period long and are composed by three or four students. It is used because there is not enough material for individual manipulation.

2.1.5.1.4.Peer review work

Peer review work consists on some students reviewing other student's work. It can be done by members of a group with similar academic level. This kind of review might be classified by the type of activity, field, etc

2.1.5.2. Informal

With informal cooperative learning, students work in provisional groups, which last only a few minutes or even a period of class. This kind of cooperative learning is used in expositions, movies, and videotapes, short debates, etc.

2.1.5.2.1. Breaking up lectures with short cooperative processing times.

This refers to the point that students can make the organizing, explaining, summarizing by themselves and incorporate those in the old networks. That can be done in between the lectures teachers give.

2.1.5.2.2. Temporary, ad-hoc groups that last for only one discussion or class period

These kinds of groups last for only on class period to achieve mutual learning goals. These groups center their attention in solving specific cases or problems by the member's discussions. Ad-hoc groups have little or reduced planning.

2.1.5.2.3. Base Group Learning

Base group learning lasts for a long period (at least one year, or until the group graduates). The members are permanent. The student's relationships are long lasting and let everyone to offer support, help and advice for working with care and achieve the academic progress. This kind of groups relate in healthy ways not only cognitive but socially.

2.1.5.2.4. Academic support tasks

Academic support tasks are designed to ensure that all members have completed their homework, after that they might want to correct each other tasks.

2.1.5.2.5. Personal support tasks

Personal support tasks are activities that help students to know each other and discuss their personal problems, that way they can give their support in order to improve the students achievement inside the group.

2.1.6. Cooperative Skills

Cooperative skills are social skills. Social skills are not inherited they are learned. It is needed that the teacher teaches the students these skills. (Hill & Hill, 1990) define that the process of teaching the skills is, as follows: make the skill explicit, provide practice, give feedback and encourage reflection. According to this author the cooperative skills are as follows:

2.1.6.1. Forming groups

Mostly students find it easier to work with closer friends but it forming groups does not need to be like that. It is necessary to mix students who have specialized cooperative skills with other who do not. This model helps the students to have the opportunity to learn different abilities among them. Some skills that will be used working as groups are: making space for people, making eye contact, active listening, and taking turns.

2.1.6.2. Working as a group

This skill says that working as a group implies assigning roles, this means leadership roles. So it is necessary to share the task of leadership among the members. The roles that help students to share the cooperative skills working as a group are:

- Observer
- Recorder
- Questioner

- Summarizer
- Organizer
- Clarifier

2.1.6.3.Problem solving

Problem solving develops skills such as: defining the problem, brainstorming, organizing information, elaborating ideas, seeing consequences, etc. In that way this skill helps to work as a group.

2.1.6.4.Managing differences

This is having the ability to negotiate and mediate when the conflicts start. This means seeing problems from a different point of view. The skills for managing skills are: stating positions, negotiating, mediating and reaching consensus.

Cooperative skills help students to have a sense of belonging and that increases the cooperation among them.

2.1.7.Types of Cooperative Learning groups

“The terms group learning and cooperative learning are often used as if they meant the same thing. In fact, group work means several students working together and working together does not necessarily involve cooperation”. (Woolfolk, 2001, p. 340).

This means that there are groups that do not promote satisfaction or harmony; on the other hand there are groups that improve quality life in the classroom. It is important to take on account that teachers need to promote the well being of their students so the learning process can be more enjoyable.

(Johnson, Johnson, & Holubec, Los nuevos círculos del aprendizaje La cooperación en el aula y la escuela, 1999) define that the types of cooperative groups are:

2.1.7.1.Pseudo-Learning group

In this kind of group students think that will be evaluated according to their individual performance. Students believe that they are rivals with each other and must be defeated. Each member creates obstacles, hide information and do not trust each other. “Then, the sum of the whole is less than the potential of the individual members” (Johnson & Johnson, Circles of Learning, 1999)

2.1.7.2.Traditional Learning group

The tasks students are given do not require a real teamwork. They exchange information but do not feel motivated to teaching their mates what they know. They do not feel like helping or sharing with the other members. Some members take advantage of other member’s responsibility and effort. So that, exploited members feel the responsibility of the whole work and do not work the same way they did before. “The sum of the whole is more than the potential of some members” (Johnson & Johnson, Circles of Learning, 1999).

2.1.7.3.Cooperative Learning group

Students believe and understand that their success depends on the efforts of all group members. They think that it is important to maximize the learning process of all members of the group and obtain the results. Members know that the success of all depends on the success of each member. All students perform higher academically than alone. As consequence their performance is much better than each member’s performance.

2.1.7.4.High performance group learning

This kind of group has the same characteristics as the traditional learning group. However, the level of commitment for success among the students overcome any reasonable expectative.

In order to have efficient cooperative learning it is important understand that all groups are the same. The performance curve shows that the group's performance depends on how the group is structured.

The teacher's task is to form the learning groups, find out where the group is placed in the performance curve, to strengthen the basic elements of cooperation and lead to the groups until they reach the cooperativism.

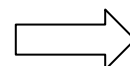
2.1.8.Differences between Cooperative Learning and Traditional Learning

After cooperative learning was understood and how it works, many differences can be found between the traditional and the cooperative learning. These differences show that there are pedagogical challenges that teachers face nowadays, meaning that a change in teachers' attitudes towards education is needed. The table under illustrates this statement:

Chart 2: Differences between Cooperative Learning and Traditional Learning

TRADITIONAL GROUP LEARNING	COOPERATIVE LEARNING
Students work on their assignments regardless of all group members' performance.	Goals are structured so that students need to be concerned about the performance of all group members.
Individual students are not held responsible for their share of work and sometimes "hitchhike" on the work of others.	Every student's mastery of the assigned material is assessed; Each student is given feedback on his/her progress.
Homogenous membership.	Membership is typically heterogeneous.
A leader is appointed and put in charge of the group.	All members share responsibility for performing leadership actions in the group.
Members are seldom held responsible for each other's learning.	Responsibility for each other's learning is shared.

To be continued



Students often focus only on completing the assignment.	Goals focus on bringing each member's learning to the maximum.
Interpersonal and small-group skills are assumed.	The social skills students need in order to work collaboratively are directly taught.
Teacher observation and intervention seldom takes place.	Teacher observes and analyses group work and gives feedback.
No attention is given to the way the group is working.	Time is given for groups to reflect how effectively they are working.

Source: (Learning, 2006)

In the table below there are many advantages in using cooperative learning in front of the traditional learning. The learning process is focused on a shared responsibility and the process itself requires everyone's effort and care for each other. Finally, the feedback gives the certainty that the work is done effectively and efficiently.

In the collaborative teamwork there is heterogeneous commitment among the members, equality in the member's rights and responsibilities. This creates an adequate environment for partnership and development social skills; on the other hand the teacher observes and intervenes in student's learning not as an autocratic but as a democratic one.

2.1.9. Benefits of Cooperative Learning

After several years of research and practice in the years 1920, (Johnson, Johnson, Holubec, & Roy, Circles of Learning, 1988) found many benefits of using cooperative learning in their classes. We can mention some of them:

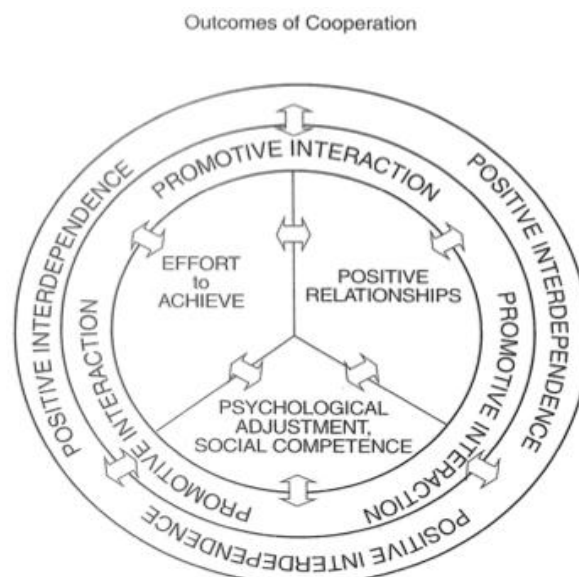
2.1.9.1. Achievement

After some researches from 1920 until 1990 finding the effects of using cooperative, competitive or individualistic learning, there have been results showing that cooperative learning is the best.

These results point that cooperative learning develops these skills: task attainment, verbal problem solving, categorization, spatial problem solving, retention and memory, guessing- judging- predicting. All these factors help in the effectiveness of a learning process.

2.1.9.2.Critical Thinking competencies

Cooperative learning promotes higher reasoning and critical thinking, especially in fields such as science and technology. Science education for example requires people who can examine, evaluate and find some sense in nonsense.



Graphic 2: Benefits of Cooperative Learning

2.1.9.3.Psychological health

Psychological health indices are: emotional maturity, well-adjusted relations, strong personal identity and basic optimism about people. The conjunction of these indices attempts to help students in the future in their careers, family and improve participation in the society. On the other hand when a person uses only individualistic attitudes the characteristics that they show are: self-rejection, emotional immaturity or bad social adjustment.

2.1.9.4.Liking for classmates

Using cooperative learning has shown that students accept other members of the group in spite of their differences such as: sex, ethnic groups, handicapping conditions or social economic classes. This is that students no matter what the initial impressions they had about the members, they can work together and increase the level of commitment for obtaining common goals.

2.1.10.The teacher's role

In their last publication (Hill & Hill, 1990), said that one of the most important differences in cooperative learning is the role of the teacher. In most schools students are used to leave the learning responsibility only to the teacher. The consequence is that the teacher is over responsible. That only leads students to not solving the social problems they have in the classroom or they only learn what they are told.

After all these circumstances the conclusion is that teacher must become a leader. The leadership style affects the responsibility students have for their own learning.

The autocratic teacher, takes control of all goals and rules in the classroom and do not let students to use their skills to apply them in their learning problems.

The laissez-faire teacher, does not give clear goals, and gives freedom and takes a little responsibility for student's learning, so that cooperative skills and academic achievement are very low.

The democratic teacher, shares the control and decisions in the classroom, delegate's responsibility and students have an active participation in class activities. In this group student act cooperatively and can function even without the leader.

2.1.10.1.Structuring slowly for responsibility

This means to give little by little the responsibility to the students for their own learning. It is possible by structuring the classroom carefully the teachers has a new

role called the “modern manager” giving opportunities to students to make their decisions and explaining his or her role as teacher.

2.1.10.2.Responsibility for learning

The goals must be clear to every member in the group; this means that the teacher has to explain the consequences about not following the goals. So that students are interested in the decisions they make about their learning individually, in groups and the whole class. When there is a group problem students can solve it by using their skills and managing their differences.

2.1.10.3.Responsibility for behavior

Generally, the student’s behavior has been something that is worthy or praised. The misbehaved students are separated from the group. However, the leadership style determines the student’s behavior; it means that behavior should be student’s responsibility too. Independence is a democratic characteristic which lets students know that it is a choice and not a reward or punishment.

2.1.11.Real life listening

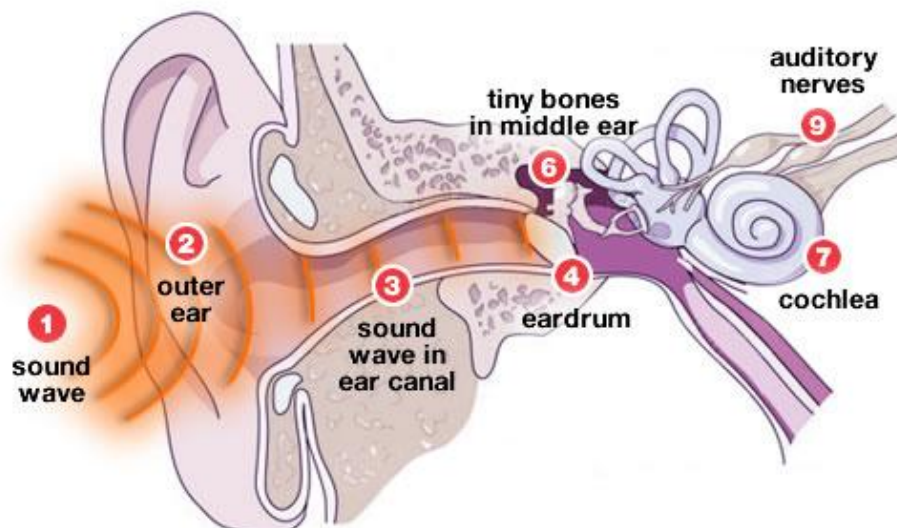
According to (Wilson, 2008) animals listen either to stay safe or to get food. Frogs can hear predators and other frogs but nothing else. Kangaroos can hear the scales of a rattlesnake scraping on sand. Humans on the other hand, listen not only for the sound of lions growling and babies crying for food, but also to lecture, grand speeches of all lengths, radio forecast instructions, etc. (Penny, 1984) affirms that all human activities involve listening, in everyday situations people are exposed to communicative situations. Here we find a list of some examples of listening activities:

- Listening to the news
- Chatting at a party

- Attending a lesson
- Being interviewed
- Watching a film
- Hearing a speech
- Attending a formal occasion
- Getting professional advice

People learn to listen and people listen to learn. Unlike animals humans have different reasons to listen because sounds can stimulate the imagination and enrich our lives.

Our ears are made for receiving sound waves. The physical process humans have when listening is as follows: the outer ear catches vibrations; they pass through the middle ear, consisting of the ear drum, bones and membranes, and then to the cochlea, which is part of the middle ear. Finally the brain interprets the sound waves and we may listen or hear.



Graphic 3: Listening process

(Penny, 1984) looks at a number of factors which are important to consider when analyzing our real life listening activity, these are:

2.1.11.1.Purpose and expectation

Humans listen for a purpose and with expectations. The purpose is the objective why people listen, for example: cultural interest, to the main idea, for detail, for specific vocabulary, for functional language, etc. On the other hand, the expectations of listening are: to understand what is being said, to be able to answer to what we listened, to show an action, etc.

2.1.11.2.Response

In most conversations people need to give an immediate verbal or nonverbal response. For example a lecturer will expect to see his audience facial expressions, eye-contact or even listening to the news does not expect a rapid response necessarily, though people understand what they listened and tell it to a friend.

2.1.11.3.Visibility of the speaker

In the majority of cases we are able to see the speaker physically. But, usually the visibility of the speaker is related to listener response. When we listen to the news, telephone conversations, watching TV programs, etc we are not always able to look at the speaker. In all these situations the speaker might be seen but not expected to hear an answer from us, but in other situations like a simple conversation with friends we see the other person and an answer needs to be given.

2.1.11.4.Environmental clues

Environmental clues refer to things that surround us when listening such as maps, diagrams, smells etc. Even though they cannot tell us something about discourse, but they give us hints about the message and speakers involved in the listening situation.

2.1.11.5.Shortness

The shortness of the conversation we have in real life is one of the characteristics of listening. This process passes through these stages:

- Short period of listening
- Response (non verbal/verbal)
- Short Period of listening
- Response

When we think about how much listening can last, it can depend whether the conversation is formal or informal. When it is formal it might be longer and when it is informal it might be shorter.

2.1.11.6.Informal speech

Informal speech is spontaneous and therefore lacks of a pre planning.

2.1.11.6.1.Redundancy

Redundancy in informal speech refers to things such as: false starts, hesitations, re-phrasing self-corrections. These elements give the speaker some time to think.

2.1.11.6.2.Noise

Noise refers to the interference that does not let the information to arrive in a correct way. The noise can come from the outside but can come from the speaker or the listener as well. Things that interfere from the inside can be: to lack of attention, mispronounced, misused words or the listener not being familiar with a word. Other kind of interferences can be: interrupting and asking for clarification.

2.1.11.6.3.Colloquial

Colloquial means to use the language with a little of freedom. We normally use it when we are more relaxed and confident with people around. Colloquial is normal used by everyone in every day conversations. Colloquial is opposite to the language we use in a job interview or giving lectures.

2.1.11.6.4.Auditory

Auditory refers to the result from hearing. It means all the organs we use when listening to a language and the process that happens in our brain to understand the message.

2.1.12.Definition of listening comprehension

“Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear”. (Richards, Listening Comprehension: Approach, Design, Procedure, 1983).

2.1.13.Types of listening

(Penny, 1984) says that our expectations may be linked to the purpose of listening; that means that generally human listening is intended to: information-gathering, pleasure, empathy, assessment, criticism among an others. The two main types of listening are:

2.1.13.1.Discriminative listening

“Discriminative listening is first developed at a very early age perhaps even before birth, in the womb. This is the most basic form of listening and does not involve the understanding of the meaning of words or phrases but merely the different sounds that are produced. In early childhood, for example, a distinction is

made between the sounds of the voices of the parents the voice of the father sounds different to that of the mother”. Types of Listening, skills you need. (Skills You Need Helping you develop life skills)

This kind of listening develops as we grow up. All through our life we develop the ability to clearly differentiate the sounds we hear. In the beginning all we can do is hear and understand the sounds but we might not comprehend the message. That way we can say that in adulthood this ability can be totally developed.

As we grow up we increase the ability to recognize different accents, feelings and emotions of the person who is talking, etc.

2.1.13.2.Comprehensive listening

“Comprehensive listening involves understanding the message or messages that are being communicated. In order to be able use comprehensive listening and therefore gain understanding the listener first needs appropriate vocabulary and language skills. Using overly complicated language or technical jargon, therefore, can be a barrier to comprehensive listening. Comprehensive listening is further complicated by the fact that two different people listening to the same thing may understand the message in two different ways. This problem can be multiplied in a group setting, like a classroom or business meeting where numerous different meanings can be derived from what has been said.

Comprehensive listening is complimented by sub-messages from non-verbal communication, such as the tone of voice, gestures and other body language”. Types of listening, skills you need. (Skills You Need Helping you develop life skills).

Comprehensive listening is the kind of listening we need to develop in order to success in our life. We use comprehensive listening in order to show a response, so the speaker can see if we understood the message he wanted to transmit. When we listen the most important point is to really comprehend the message; for that, we need to be quiet while the other person talks, concentrate in the words the speaker pronounces and if necessary ask for clarification to verify our level of understanding and finally but less important observe the body language used when the speaker

speaks. If we follow this process can enrich our relationships not only at work but in school and with the family.

Then we can find some specific kinds of listening as follows:

2.1.13.3. Informational listening

“Whenever we listen to learn something, we are engaged in informational listening. This is true in many day-to-day situations, in education and at work, when we listen to the news, watches a documentary, when a friend tells a recipe or when we are talked through a technical problem with a computer there are many other examples of informational listening too”. Types of listening, skills you need. (Skills You Need Helping you develop life skills).

Informational listening differs from the other kinds of listening in that the purpose of it is to get specific information and the speaker might not need a feedback from us. We can just take notes, basically because we are listening to learn something new, afterwards we can review the notes and make the actions required.

2.1.13.4. Critical listening

“Critical listening is a much more active behaviour than informational listening and usually involves some sort of problem solving or decision making. Critical listening is akin to critical reading; both involve analysis of the information being received and alignment with what we already know or believe. Critical listening is about analysing opinion and making a judgement. Critical listening means engaging in what you are listening to by asking questions such as: what is the speaker trying to say? How does what I’m hearing differ from my knowledge or opinion?, etc. Critical listening is fundamental to true learning.” Types of listening, skills you need. (Skills You Need Helping you develop life skills).

Critical listening as we see needs a larger response from us; it needs our analysis to what is being said by the speaker. We make that judgment based in our opinions and values and so we make an active role. Using critical listening we can become

better listeners by opening our minds and accept others peoples point of view; that can enrich our own beliefs about the world.

2.1.13.5. Therapeutic or Empathic listening

“Empathic listening involves attempting to understand the feelings and emotions of the speaker. Empathy is a way of deeply connecting with another person and therapeutic or empathic listening can be particularly challenging. Counsellors, therapists and some other professionals use therapeutic or empathic listening. This type of listening does not involve making judgements or offering advice but gently encouraging the speaker to explain and elaborate on their feelings and emotions” Types of Listening, skills you need. (Skills You Need Helping you develop life skills).

Therapeutic listening let us be humans that connect to other human’s world. Each person needs to be heard to tell their problems, their feelings, their thoughts and share them with a person who truly can have the gift to listen with no judgments.

2.1.14. Listening Comprehension in second language acquisition

“Listening is an important language skill to develop in terms of second language acquisition, in fact is the heart of language learning” (Dunkel, 1991; Rost, 2001; Vandergrift, 2007).

Second language studies have demonstrated that comprehensible input is critical for language acquisition as well as comprehensible output (Swain, 1995). Rost (2001) mentions “a key difference between more successful and less successful acquirers relates in large part to their ability to use listening as a means of acquisition”. (Kurita, 2012)

Listening is the key for students if they want to improve and use English language to continue learning how to speak, write and read as well. Listening in English language as a foreign language marks the difference between the students who are successful in English learning from the other who are not. That way we should teach it in a first place or at least include it in the beginning of every class.

“Research has demonstrated that adults spend 40-50% of communication time listening (Gilman & Moody 1984), but the importance of listening in language learning has only been recognized relatively recently (Oxford 1993).

Beginning in the early 70's, work by Asher, Postovsky, Winitz and, later, Krashen, brought attention to the role of listening as a tool for understanding and a key factor in facilitating language learning. Listening has emerged as an important component in the process of second language acquisition (Feyten, 1991).”

Listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance (Wipf, 1984). (Vandergrift, 2004).

As we see in this article, fortunately, in the last ten years we have noted an increasing interest by the teachers referring to the listening comprehension skill. The point is that to teach listening skills demands more time in the teacher's time. For that reason listening is seen only as a small complement in the learning process. We have forgotten the benefits of teaching listening skills and being patient to wait until the students really comprehend what is being said. Even though, we know it is hard to teach pronunciation, phonetics and some grammar, the effort is worth it to make the change in our teaching style.

Listening is a complex, active processes of interpretation in which listeners match what they hear with what they already know. (Vandergrift, 2004)

This concept show us that in order to reach an adequate listening comprehension in English, we need to teach our students strategies about using the pre learned knowledge and then include the skills we teach them to use to interpret the language and enjoy their learning process.

2.1.15.Factors that affect listening process

(Wilson, 2008) says that we have some factors that can affect the way in which the message is delivered to us. These factors are the next:

2.1.15.1.Characteristics of the Message

Knowing the written form of a word does not guarantee that the student will be able to recognize how to pronounce it. There are other linguistic problems on messages sent such as: unknown words, lexical density, and complex grammatical structures. On the other hand there are non-linguistic difficulties such as: familiarity of the topic, text type and cultural accessibility.

2.1.15.2. Characteristics of the Delivery

Listening can be divided in find reciprocal and non-reciprocal listening. Reciprocal listening is when there is a conversation and there is an interaction between two or more people. In this kind of delivery listeners can ask for a clarification if they are confused, or ask him or her to slow down, etc. In non reciprocal listening the listener does not have to answer in the dialogue, examples of this are: listening to the radio, watching television. The listener cannot control the speed of the conversation, the vocabulary or grammar used. He cannot ask for clarification or slow down the conversation. As we see non reciprocal listening is harder than reciprocal listening.

Other difficulties of delivery are: organization, duration, number of speakers and accent.

2.1.15.3. Characteristics of the Listener

Depending on the student there is an intelligence that we can develop on them. Multiple Intelligences theory says that all people have different intelligences such as: musical, interpersonal, intrapersonal, linguistic, logical-mathematical, intrapersonal, body-kinaesthetic and naturalist.

Another point to take on account about listener is the age. For example young learners considered from the age of seven or eight until mid teenagers have some factors such as the attention, cognitive abilities, concentration, visual stimuli, and

familiarity with multimedia materials which need to take consideration when teaching listening to them. Older learners above seventy might have difficulties in listening, memory.

Other difficulties of listener in listening are: anxiety, tiredness, boredom, etc.

2.1.15.4.Environment

Environmental conditions such as: hot rooms, noise, or defective equipment affects the listening comprehension process.

Other point that is important to mention is the memory. Students get very overload easily since they are not used to rhythm and flow of the language. It is because the process starts with a new word and then with another one so it is too much for a second language learner. According to Richards is said that” memory works with propositions, not with sentences”.

2.1.16.Listening in language teaching

(Wilson, 2008) says that, in the past, languages were taught by repeating, reading or just translating. It means that language teaching was not centered in. In the middle of the twentieth century it was found that listening is the key for learning a second language; without it, we will not speak or develop reading and writing.

Other important to mention is that second language research improves when during the Second World War there was a special training program for spying. The soldiers tried to learn languages by studying grammar and vocabulary with books. But, when they had to speak their language skills were poor, and then the authorities decided to find a new way to learn, this was called Audiolingualism. This method uses drills; there was a syllabus, which included structures of gradually increasing complexity.

In 1970 Chomsky proposed that language is not limited to a fixed number of sentences, because people were able to express their thoughts, so that Audiolinguism had to be replaced with humanistic methods.

Krashen, said that languages are acquired when people understand messages as is done in First Language Acquisition. He talked about the input hypothesis and comprehensible input. This is that when a child hears a message even though he does not respond it, he takes the message, and during the silent period stores it in the brain. Then, the process is categorizing words, parsing verbs, examining meaning. Finally, the child starts to speak. This was called the Natural Approach, which places listening in the center of language acquisition. The response of students was not required and they were graded little by little as they continued with the syllabus.

Asher methodology proposed Total Physical Response, he based his theory on L1 and L2 acquisition are similar process, listening comes before speaking, that way students stress would be relieved because they are not pushed to speak. Students are given instructions and act depending on them.

TPR (Total Physical Response) is a good choice for students who enjoy moving around and it takes only a little preparation.

To summarize we can say that from 1970 the methods have communicative purposes and students can use the information they hear, this is the same process we use when we are outside the classroom.

2.1.17. Process of listening comprehension to English as a second language

(Buck, 2001) says that the "difference between first and second language is not that the processes are fundamentally different in any way, but only that the knowledge necessary to understand is often grossly inadequate for the second language listener". This means that the second language listener has two basic disadvantages: lack the knowledge of the language and the background knowledge. Listening is the basis for a successful process of listening comprehension as a second language because gives the audio input to learners in spoken communication.

Because of this statement, most authors agreed to that there are two distinct processes involved in listening comprehension: top-down processes and bottom up processes.

2.1.17.1.Top-down skills

Top-down skills are processes that involve the use of prior knowledge to understand the meaning of a message. Examples of the prior knowledge are: knowledge of the topic the text-type, the culture, or any long term memory information we have related with the topic. We use this knowledge in different situations, and depending on the expectations, intentions, inferences, we can build the meaning of what is being said.

Among the skills that we as teachers should teach are: listening for the main idea, predicting, drawing inferences, summarizing.

2.1.17.1.1.Listening for the main idea

This is also called listening for gist or extensively listening. We listen in order to understand the main idea of the spoken text. Students might want to take notes about the paragraph they are listening to, because they need to listen in a more general way to get an idea of it. We can ignore some details and do not pay specific attention to them and be able to recognize the general text and understand the general message that is heard.

2.1.17.1.2.Predicting

Predicting is a skill that refers to guessing what the other person is trying to say based in our previous knowledge, gestures, pictures, kind of language. This means that we can predict what is not said in the conversation. Afterwards, we can check whether our predictions were right or wrong or how close we were from the real meaning.

2.1.17.1.3.Drawing Inferences

The gestures, the way people say the things can tell a lot about what is being said or not said. When we draw inferences we are relating two parts of information and

we can figure out what is meant by the environmental clues. Most of information in real life is not directly stated.

2.1.17.1.4. Summarizing

Summarizing means that students are doing something with the information they listened, this is exactly how happens real life listening. Summarizing skill focuses on what is important, with the difference that students are free to add details and notes as they remember. Another positive point about summarizing is that students start from where they understood, that is strength for starting the real comprehension.

2.1.17.2. Bottom-Up skills

On the other hand learners use bottom-up processes when they use linguistic knowledge to understand the meaning of a message. In this part is important to understand the use of sounds and words in English. It is needed to understand the relationships of the lexical with the purpose of understanding the real message.

According to (Richards, The role of vocabulary teaching. In K. Croft(Ed.), Readings on English as a second language, 1980) the bottom up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion from the smallest meaningful units (phonemes) to complete texts. From this point of view, phonemic units are decoded and linked together to form words, words are linked together to form phrases and phrases are linked together to form clauses and sentences or utterances, finally these utterances are linked together to form complete, meaningful texts or conversations.

Among the skills of bottom-up skills are: listening for specific details, recognizing cognates, recognizing word-order patterns.

2.1.17.2.1. Listening for specific details

This is also known as selective listening. When we listen in everyday life, we extract the information we need. It means we have the ability to ignore most of what we hear and focus on the relevant points.

2.1.17.2.2. Recognizing cognates

“Cognates are words that are the same or similar in spelling and/or pronunciation between two languages” (Colorin Colorado Community, 2007)

Learning to recognize cognates is helpful because students can increase their vocabulary. When students are more trained using this tool they can use the words they know in their native language and then applying them in English as a foreign language and feel more confident to use it. In English and Spanish we can find many cognates, here are some examples:

- accident - accidente
- accidental - accidental
- acrobatic - acrobático(a)

“Also, there are false cognates and it is important to warn students that they might find some words like that too. These are words that look alike but do not have the same meaning in English and Spanish” Using Cognates to Develop Comprehension in English (Colorin Colorado Community, 2007)

Some examples of false cognates are:

- Embarrassed - embarazada
- Pie – Pie

2.1.17.2.3. Recognizing word-order patterns

By making students aware of the word order in English they will become more secure about what they heard. It is important to break structures into sections, which will help students greatly in trying to understand the English language. Students who are in an intermediate level will recognize word order patterns easier than those in the beginner phase.

When we listen, bottom-up and top-down processes interact and this interaction leads to understanding (Peterson, 1991). Although students automatically use these processes in their first language, they often need to be taught to do so in their second language.

(Nunan, Language Teaching Methodology, 1995) suggests that we should design activities that teach both bottom-up and top-down processing skills. In that way students have the control of their own learning listening process using any of the skills depending on the situation they are in.

2.1.18. Problems in listening English as a second language

According to (Penny, 1984) when learning a foreign language the problems learners face are the next:

2.1.18.1. Hearing the sounds

There are some sounds that foreign learners find difficult to listen such as: consonant clusters, sequences, juxtaposition of sounds, consonant in the wrong order, omit one of the sounds, hear a vowel that is not pronounced. Also, students are not used to English stress and intonation. There are many words that can cause confusion or misunderstanding.

2.1.18.2. Understanding intonation and rhythm

In English there is a system of stress; intonation and rhythm are so varied and unpredictable. For these reasons it is better to expose the students with real conversations, tapes, cds, dvds, etc.

2.1.18.3. Coping with redundancy and noise

There are many items a student will not understand because he is not familiar with them, combination of sounds, lexis and collocations of the language to make predictions. Another problem is that a learner will want to understand everything he hears; it means translate word by word and understand the whole meaning. He gets stressed out for trying to understand every word and sentence. He is not focus on understanding the whole meaning of what he is listening but only the words. He needs to understand that the skills will not come out automatically as is done in the first language acquisition.

2.1.18.4. Predicting

When a speaker gets familiar with the language then he can make guessing of what the pronunciation of a new word is, basing on his previous knowledge. There are problems that can interfere with predictions in English language such as: intonation and stress.

2.1.18.5. Understanding colloquial vocabulary

This refers to the knowledge of expressions, which are common used. It means not only the written form but the spoken form.

2.1.18.6.Fatigue

This is a natural consequence of learning a foreign language since it is tiring to listen and interpret unfamiliar sounds, lexis, and syntax for long periods. Learner has to manage this situation.

2.1.18.7.Understanding different accents

The accent we hear when we are learning is very different from the real accent when we face a real life situation. It is important that the student is exposed to different accents, so he will be more capable to success in listening to a foreign language. Besides, he will have an advantage over the other students who have not been exposed to different accents.

2.1.18.8.Using visual and aural environmental clues

Students learning a foreign language get tired of translating word by word and sometimes they get the wrong meaning of the words. That is a problem because after a while he keeps doing that he gets frustrated and will not want to try again. It is important to help him to relax and encourage him to use his skills from the first language to understand the whole meaning of what is told.

2.1.19.Lesson structure when teaching listening for comprehension

According to (Wilson, 2008) there are some stages that he suggests for teaching listening-comprehension to students:

2.1.19.1.Pre-listening stage

This stage gives students some ideas about what they are going to hear, that means that they can succeed in the listening task given. The first skill students will use here is prediction, and then they will make questions about their reasons to listen

too. Basically, this stage helps to generate interest, build confidence and to facilitate comprehension. The principal goals in this stage are:

- Setting the context
- Generating interest
- Activating current knowledge
- Acquiring knowledge
- Activating vocabulary or language
- Predicting content
- Pre-learning vocabulary
- Checking / understanding the listening tasks

2.1.19.2.While listening stage

The inputs are made by the teacher and after students answer the questions about what they heard. These activities are what students are asked to do during the time that they are listening to the text. It is necessary to give some opportunities to students to listen the exercises. Other suggestion is to have them to listen by chunks that would facilitate the tasks.

2.1.19.3.Post-listening stage

In this stage students check their answers and talk about the difficulties they had. Then, they can read aloud their answers and correct them. This way, teacher determines how well the students have understood what they listened. The goals of this stage are:

- Analysis of language
- Reaction to the text

Listening development could be done through these stages. In this work students will be exposed to a structured listening lesson, but to maximize the results it is important to motivate the students in every stage.

2.2.Hypothesis System

2.2.1.Working Hypothesis

Cooperative learning improves the listening comprehension skills of students attending second and third year of Bachillerato at Salamanca Evening High School.

2.2.2.Null Hypothesis

Cooperative learning does not improve the listening comprehension skill of students attending second and third year of Bachillerato at Salamanca Evening High School.

2.2.3.Alternative Hypothesis

Total physical response improves the listening comprehension skill of students attending second and third year of Bachillerato at Salamanca Evening High School.

THIRD PART

3. METHODOLOGICAL DESIGN

3.1.Type and Design of Research

This work will use the next kinds of researches:

3.1.1. According to the approach: Quantitative Research

“Quantitative research refers to: explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)”. (Aliaga & Gunderson, 2000)

This investigation will use the Quantitative research method since the listening comprehension skill will be tested by a pre-test, controlled and graded activities, and a post test that students will take to assess their progression in the development of the methodology proposed in this work.

According to (Lincoln, 1986), statistics “is described as a mathematical body of science that pertains to the collection, analysis, interpretation or explanation, and presentation of data, or as a branch of mathematics concerned with collecting and interpreting data”.

To determine the population is the first step to start a quantitative research, in order to solve the problem or the situation we are going to study. The **population** is the totals of elements are going to be studied.

Instead of working with the whole group we can chose a sample. This **sample** is a part of the population that has the same characteristics as the entire group. Once we determine the sample we are able to build the **experimental** and **control** groups. The data obtained from the sample then can be used for the statistical analysis that means to apply descriptive and inferential statistics.

Descriptive measures are divided in: position, centralization, dispersion and form.

In this research was used the centralization measures: mean, median and mode; because they can show us those values that seem to gather around the whole data. Besides, we will use dispersion measures: variance and standard deviation, because they will show us the highest or the lowest data concentration with respect to the centralization measures

3.1.2. According to the design: Quasi-Experimental Research

This thesis will use this kind of research because the group was composed by students of 2nd and 3rd year, upon which two variables: cooperative learning and listening comprehension will be tested, without any random pre-selection processes. The sample of this research will be divided in: an experimental group and a control group.

In the experimental group we will apply teaching with Cooperative Learning groups to improve listening comprehension proposed in this thesis, and the control group will be learning listening comprehension with the traditional learning groups.

3.1.3. According to the source and place: Field and place research

This is a field research since the thesis has been done in the school directly. The researcher worked in the natural environment in which people live and from who get the most relevant data to be analyzed. The research is aimed to understand and give solutions to the listening comprehension low achievement of students of second and third years of Salamanca Evening School.

3.1.4. According to the time: Cross sectional research

The cross sectional research is a type of observational and descriptive study, which measures both the prevalence of exposure and effect in a population sample in a single moment in time; that is, to estimate the magnitude and distribution of a disease or condition at a given time.

This is a cross sectional research because the researcher is evaluating the exposure to listening comprehension lessons on students attending second and third years of Salamanca Evening School, in a period of time of three months.

3.2.Population and Sample

3.2.1.Population

The population of this research is 192 students of the second and third year of Salamanca evening high school (all students). The second year has three classes: A, C1 and C2. The third year has five classes: A, B, C1, C2 and C3.

3.2.2.Sample

According to Herrera (2012) the sample criterion says that: when a population is less or equal to 200 elements, then the size of the sample can be the same population.

Basing on this criterion the size of the sample is 192 elements (students of the 2nd and 3rd year), the same as the population.

3.2.3.Sampling Type: Experimental and control groups

The method chosen for picking the classes in each group was a non probabilistic method. On the one hand (Galindo de la Torre, 1999) says that the stratified random sampling uses strata. For example, each stratum can be formed from geographic divisions (provinces, cities, age, professions, etc). The point is that strata can be compared one to other. In this case students of 2nd and 3rd year are already divided in classes. There are three classes in 2nd year and five classes in 3rd year. Each stratum must be internally homogenous in that way we will be able to form the experimental and control groups.

On the other hand according to (Yacuzzi, 2005) “the study case methodology is a research tool widely used for the investigation of problems of social and qualitative nature. Furthermore, it is considered that this methodology allows widely investigate

the causal mechanisms and a more detailed study which allows the statistical methods. It is very important to note that all case studies are valuable sources of causal and qualitative information embodied differently conceived the theory of scientific research". This premise exposed by this author says that the number of cases for a study is based on the objectives that the researcher is looking for; that means that the number of elements should let an appropriate characterization of the study topic. That is why the classes for each group were chosen according to the personal researcher criterion, with no specific toss up or anything like that.

3.2.4. Experimental Group

The experimental was formed by the classes: 2nd A, 2nd C1, 3rd B and 3rd C3.

3.2.5. Control Group

This group is composed by all other years apart from 2nd A, 2nd C1, 3rd B and 3rd C3. This means that the control group is constituted by: 2nd C2, 3rd A, 3rd C1 and 3rd C2.

3.3. Field Work

This research was done at Salamanca Evening High School. The school is located in Iñaquito, north of Quito. Students evaluated are those from the second and third years of Bachillerato. The academic year was 2013-2014.

3.4. Data Collection Instrument

Data was collected through a test that was used as diagnostic test. The questions in the test were designed based on Pearson Test English General questions. The test has seven questions. Each question belongs to each listening comprehension skill (bottom up and top down Skills). The test was graded over 2 points, so that totals 14

points. The same test was used the second test for evaluating the results of the methodology applied.

3.5. Chronological table of the planned activities for methodology

The next chart is the planning of the application of the methodology used to teach with the lesson plans of listening comprehension skills:

Chart 3: Chronological table of activities for the project

Date	Activity Theme	Listening Comprehension skill	PHASE	
17/03/14	Application of the diagnostic test to 2nd and 3rd grades of bachillerato		FIRST TEST APPLICATION	
18/03/14	Application of the diagnostic test to 2nd and 3rd grades of bachillerato			
19/03/14	Application of the diagnostic test to 2nd and 3rd grades of bachillerato			
20/03/14	Application of the diagnostic test to 2nd and 3rd grades of bachillerato			
21/03/14	Application of the diagnostic test to 2nd and 3rd grades of bachillerato			
24/03/14	Application of the diagnostic test to 2nd and 3rd grades of bachillerato			
25/03/14	Application of the diagnostic test to 2nd and 3rd grades of bachillerato			
26/03/14	Application of the diagnostic test to 2nd and 3rd grades of bachillerato			
27/03/14	Application of the diagnostic test to 2nd and 3rd grades of bachillerato			
28/03/14	Application of the diagnostic test to 2nd and 3rd grades of bachillerato			
31/03/14	Presenting the methodology to be used to students		NOT OVER RESPONSE	
01/04/14	Getting acquainted activities			
02/04/14	Sounds of silence	Listening for the main idea/predicting		
03/04/14	Listening aided by visuals	Drawing inferences		
07/04/14	Listening aided by visuals (pictures)	Listening for the main idea/drawing inferences		
08/04/14	Giving commands	Listening for the main idea/drawing inferences		SHORT RESPONSE
09/04/14	Ticking off items (bingo)	Listening to specific details and recognizing cognates		
10/04/14	Detecting mistakes and correcting them	Listening to specific details		
14/04/14	Recognizing sequences	Listening for the main idea		
15/04/14	Noting specific information	Listening to specific details		
16/04/14	Specific items in real life situation.	Listening for the main idea/drawing inferences		
17/04/14	Identifying and ordering situations.	Listening for the main idea/drawing inferences		
21/04/14	Identifying places and people	Listening to specific details		
22/04/14	Identifying directions	Drawing inferences/predicting		
23/04/14	Using grids for specific details	Listening specific details/predicting		
24/04/14	Using diagrams for listening	Listening for the main idea/listening for the specific		

To be continued



details			
28/04/14	Car accident	Recognizing cognates	LONGER RESPONSE ACTIVITIES
29/04/14	Playing maze Level 1	Recognizing word order patterns	
30/04/14	Playing maze Level 2	Recognizing word order patterns	
01/05/14	Famous people	Drawing inferences	
05/05/14	Identifying the statement of a topic	Drawing inferences	
06/05/14	Mauna Kea Observatory (In Hawaii)	Listening to Specific details	
07/05/14	Teaching video summary	Summarizing	
08/05/14	Job description Part 1	Summarizing, listening for the main idea	EXTENDED RESPONSE ACTIVITIES
12/05/14	Job description Part 2	Summarizing, listening for the main idea	
13/05/14	Job description Part 3	Summarizing, listening for the main idea	
14/05/14	Christmas Celebration	Listening for the main idea	
15/05/14	Predictions	Predicting	
19/05/14	Proverbs	Predicting	
20/05/14	Story predictions	Predicting	
21/05/14	Making predictions	Predicting	SECOND TEST APPLICATION
22/05/14	Vacation plans	Listening for the main idea	
26/05/14	Marriage Law in Kenya	Listening for the main idea	
27/05/14	Millions of workers live with parents	Listening for the main idea	
28/05/14	Filling gaps	Predicting	
29/05/14	Commercials	Listening for the main idea	
09/06/14	Application of second test in 2nd and 3rd years of bachillerato		
10/06/14	Application of second test in 2nd and 3rd years of bachillerato		
11/06/14	Application of second test in 2nd and 3rd years of bachillerato		
12/06/14	Application of second test in 2nd and 3rd years of bachillerato		
13/06/14	Application of second test in 2nd and 3rd years of bachillerato		
16/06/14	Application of second test in 2nd and 3rd years of bachillerato		
17/06/14	Application of second test in 2nd and 3rd years of bachillerato		
18/06/14	Application of second test in 2nd and 3rd years of bachillerato		
19/06/14	Application of second test in 2nd and 3rd years of bachillerato		
20/06/14	Application of second test in 2nd and 3rd years of bachillerato		

Source: The author

3.6. Processing and Analysis

The processing of the data started when the diagnostic test was applied. This first test was given to the complete group; it means that the 192 students of second and third years took the test. This test had the objective to determine the performance of the students in English listening comprehension skill.

After, the data was separated to get the results from each group: experimental and control groups. Finally, a second test was applied to each group. The results could be compared from the first test to the second test, and from the experimental and control groups.

3.6.1. Analysis of diagnostic test in the complete group

By using the statistics program SPSS we calculated the next centralization measures:

3.6.1.1. Mean

The formula to calculate the example mean is:

$$\bar{x} = \frac{\sum_{i=1}^n x_i}{n}$$

The result from this formula is: 5.79. Taking in account that the test was graded over 14 points, it has been established the next chart to set the results in categories and interpret them in a better way.

Chart 4: Categories of Grades

GRADES		CATEGORY
From	To	
	14.00	EXCELLENT
12.00	13.75	GOOD
10.00	11.75	SUFFICIENT
8.00	9.75	BAD
0.00	7.75	FAILED

Source: the author.

According to this chart the value 5.79 is the score, which is an average of all students evaluated, which places in the category: Failed. This means that the performance of all the students in listening comprehension skills is very poor.

3.6.1.2. Median

The median of this sample is: 5.50 points. This score shows us that 5.50 points is the value that separates the scores obtained. The 50% of the scores are under 5.50 and the other 50% are above 5.50 points.

3.6.1.3. Mode

$$\text{Mode} = L + \left(\frac{f_1 - f_0}{2f_1 - f_0 - f_2} \right) \times h$$

In this group the mode is 4. This means that 4 points is the value that repeats the most among the values obtained. In other words is the highest frequency in the sample.

By using the statistics program SPSS the dispersion measures calculated are:

3.6.1.4. Variance

$$s^2 = \frac{\sum_i (x_i - \bar{x})^2 n_i}{n}$$

The variance obtained is 5.95 points. This measure shows us that the scores obtained are 5.95 points at distance with respect to the mean. The data is separated in 5.95 points.

3.6.1.5. Standard Deviation

$$s = \sqrt{\frac{\sum_i (x_i - \bar{x})^2 n_i}{n-1}}$$

The standard deviation of the sample is 2.44. This means how much the data is away from the value of the mean (5.79). Standard deviation shows that data divert in 2.44 points with respect to the mean.

3.6.1.6. Interpretation of Results of the Diagnostic Test

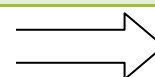
The results showed that students of second and third grade of bachillerato have a very poor performance in listening comprehension skills. After this is necessary to establish what level is going to be reached after the methodology is given to students.

“The Council of Europe has introduced the Common European Framework of Reference for Languages (CEF) to provide a comprehensive and transparent system for describing levels of language proficiency and for the easy comparison of language qualifications.” (Cambridge English Language Assessment, 2011)

Chart 5: Common Reference Levels: global

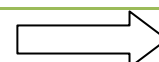
Proficient user	C2 Mastery	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1 Effective	Can understand a wide range of demanding,

To be continued



	Operational Proficiency	longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent user	B2 Vantage	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1 Threshold	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic user	A2 Waystage	Can understand sentences and frequently used

To be continued



		expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1 Breakthrough	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Source: (Cambridge English Language Assessment, 2011)

According to Common Reference Levels: global chart the results obtained by students of second and third years of bachillerato from the diagnostic test are placed under the category A1 of this chart. For that reason they need to move into the next level which is A2.

3.6.1.7. Hours needed to apply the listening comprehension methodology

In order to move into a higher level of performance of the English language usage; the Common European Framework Main Suite Guided Learning Hours uses a

table to place students when they pass the hours required in every level. (Cambridge English Teaching Support)

Chart 6: Common European Framework Main Suite Guided Learning Hours

Scale	Description	Number of hours
C2	Certificate of Proficiency in English	approx. 1,000—1,200
C1	Certificate in Advanced English	approx. 700—800
B2	First Certificate in English	approx. 500—600
B1	Preliminary English Test	approx. 350—400
A2	Key English Test	approx. 180—200

Source: (Cambridge English Teaching Support)

“The Council of Europe Language Self Assessment Grid is one of the tools developed within the context of the Common European Framework of Reference (CEFR) that distinguishes five language skills: Listening, speaking, reading, writing, vocabulary”. It is needed to determine the number of hours to expose students to the lesson plans of listening comprehension. For this purpose, the book *English Mind Students Book 1, Second Edition* by Cambridge was used as a reference to assign the percentages that each language skill has in the English language learning.

The number of activities related with listening comprehension skills in this book is from 20% to 25% from the total activities. According to CEF the hours needed to move students from level A1 to A2 are 180 hours (according to chart 5).

Since CEFR mentions five language skills, the percentage of activities for each skill and the number of hours needed are as follows:

Chart 7: Hours needed to apply the listening comprehension methodology

Total Hours	Skills	Percentage	Hours per Skill
180 Hours	Listening	20%	36
	Speaking	20%	36
	Reading	20%	36
	Writing	20%	36
	Vocabulary	20%	36
	Total	100%	180

Source: the author.

According to this chart in this research students will be exposed to 36 class/hours in listening comprehension to reach the A2 level that CEFR indicates.

3.6.2. Analysis of the diagnostic test of experimental group

After the experimental group was determinate, it was important to analyze the results obtained in it. Afterwards, they will be compared with the results of the second test.

Chart 8: Summary of results Experimental Group's diagnostic test

N	Valid	71
	Lost	0
Mean		6,24
Median		6,25
Mode		4,00
Standard Deviation.		2,63
Variance		6,89

Source: the author by SPSS program

3.6.2.1. Mean

The formula to calculate the example mean is:

$$\bar{x} = \frac{\sum_{i=1}^n x_i}{n}$$

The result from this formula is: 6.24 points.

3.6.2.2. Median

The median of this group is: 6.25 points. The 50% of the scores obtained by the students of the Experimental Group in the diagnostic test are under 6.25 and the other 50% are above 6.25 points.

3.6.2.3. Mode

$$\text{Mode} = L + \left(\frac{f_1 - f_0}{2f_1 - f_0 - f_2} \right) \times h$$

In this group the mode is 4. This means that 4 points is the value that repeats the most among the values obtained in the experimental group. In other words is the highest frequency in the sample.

By using the statistics program SPSS the dispersion measures calculated are:

3.6.2.4. Variance

$$s^2 = \frac{\sum_i (x_i - \bar{x})^2 n_i}{n}$$

The variance obtained is 6.89 points. This measure shows that the scores obtained are 6.89 points at distance with respect to the mean. The data is separated in 6.89 points.

3.6.2.5. Standard Deviation

$$s = \sqrt{\frac{\sum_i (x_i - \bar{x})^2 n_i}{n-1}}$$

The standard deviation of the sample is 2.63. This means how much the data is away from the value of the mean (6.24). Standard deviation shows that data divert in 2.63 points with respect to the mean.

3.6.3. Analysis of the second test in the Experimental Group

Chart 9: Summary of results of experimental group's second test

N	Valid	73
	Lost	0
Mean		7,72
Median		7,75
Mode		9,25
Stan.Dev.		2,11
Variance		4,45

Source: the author by SPSS program

3.6.3.1. Mean

The formula to calculate the example mean is:

$$\bar{x} = \frac{\sum_{i=1}^n x_i}{n}$$

The result from this formula is: 7.72 points. It means that the whole group obtained an average of 7.72 points in the second exam taken.

3.6.3.2. Median

The median of this sample is: 7.75 points. The 50% of the scores obtained by the students of the Experimental Group in the diagnostic test are under 7.75 and the other 50% are above 7.75 points.

3.6.3.3. Mode

$$\text{Mode} = L + \left(\frac{f_1 - f_0}{2f_1 - f_0 - f_2} \right) \times h$$

In the experimental group the mode is 9.25. This means that 9.25 points is the score that repeats the most among this group. In other words is the highest frequency in the experimental group.

By using the statistics program SPSS the dispersion measures calculated are:

3.6.3.4. Variance

$$s^2 = \frac{\sum_i (x_i - \bar{x})^2 n_i}{n}$$

The variance obtained is 4.45 points. This measure shows that the scores obtained, are 4.45 points at distance with respect to the mean (7.72). The data is separated in 4.45 points.

3.6.3.5. Standard Deviation

$$s = \sqrt{\frac{\sum_i (x_i - \bar{x})^2 n_i}{n - 1}}$$

The standard deviation of the sample is 2.11. This means how much the data is away from the value of the mean. Standard deviation shows that data divert in 2.11 points with respect to the mean (7.72).

3.6.4. Analysis of the diagnostic test in control group

Chart 10: Summary of results of Control's group diagnostic test

N	Valid	87
	Lost	0
Mean		5,42
Median		5,00
Mode		4,50 ^a
Stand. Dev.		2,25
Variance		5,04

a. Existen varias modas.
Se mostrará el menor de los valores.

Source: the author by SPSS program

3.6.4.1. Mean

The formula to calculate the example mean is:

$$\bar{x} = \frac{\sum_{i=1}^n x_i}{n}$$

The result from this formula is: 5.42 points. Taking into account that the test was graded over 14 points, it has been established a category's chart of grades, which indicates that the value 5.42 is a score in the category: Failed.

3.6.4.2. Median

The median of this sample is: 5 points. The 50% of the scores obtained by the students of the Experimental Group in the diagnostic test are under 5 and the other 50% are above 5 points.

3.6.4.3. Mode

$$\text{Mode} = L + \left(\frac{f_1 - f_0}{2f_1 - f_0 - f_2} \right) \times h$$

In this sample the mode is 4.5. This means that 4.5 points is the value that repeats the most among the values obtained in the control group. In other words is the highest frequency in this group.

By using the statistics program SPSS the dispersion measures calculated are:

3.6.4.4. Variance

$$s^2 = \frac{\sum_i (x_i - \bar{x})^2 n_i}{n}$$

The variance obtained is 5.04 points. This measure shows that the scores obtained are 5.04 points at distance with respect to the mean (5.42). The data is separated in 5.04 points.

3.6.4.5. Standard Deviation

$$s = \sqrt{\frac{\sum_i (x_i - \bar{x})^2 n_i}{n - 1}}$$

The standard deviation of the sample is 2.24. This means how much the data is away from the value of the mean (5.42). Standard deviation shows that data divert in 2.24 points with respect to the mean.

3.6.5. Analysis of the second test in Control Group

Chart 11: Summary of results of Control's group second test

N	Valid	82
	Lost	0
Mean		5,04
Median		5,00
Mode		5,00
Stand. Dev.		1,83
Variance		3,33

Source: the author by SPSS program

3.6.5.1. Mean

The formula to calculate the example mean is:

$$\bar{x} = \frac{\sum_{i=1}^n x_i}{n}$$

The result from this formula is: 5.04 points, this an average of students in the control group. Taking into account that the test was graded over 14 points according to the chart 4, the value 5.04 is a score that places the control group in the category: Failed.

3.6.5.2. Median

The median of this sample is: 5 points. The 50% of the scores obtained by the students of the Experimental Group in the diagnostic test are under 5 and the other 50% are above 5 points.

3.6.5.3.Mode

$$\text{Mode} = L + \left(\frac{f_1 - f_0}{2f_1 - f_0 - f_2} \right) \times h$$

In this sample the mode is 5. This means that 5 points is the value that repeats the most among the values obtained in the experimental group. In other words is the highest frequency in the sample.

By using the statistics program SPSS the dispersion measures calculated are:

3.6.5.4.Variance

$$s^2 = \frac{\sum_i (x_i - \bar{x})^2 n_i}{n}$$

The variance obtained is 3.34 points. This measure shows that the scores obtained are 3.34 points at distance with respect to the mean. The data is separated in 3.34 points.

3.6.5.5.Standard Deviation

$$s = \sqrt{\frac{\sum_i (x_i - \bar{x})^2 n_i}{n-1}}$$

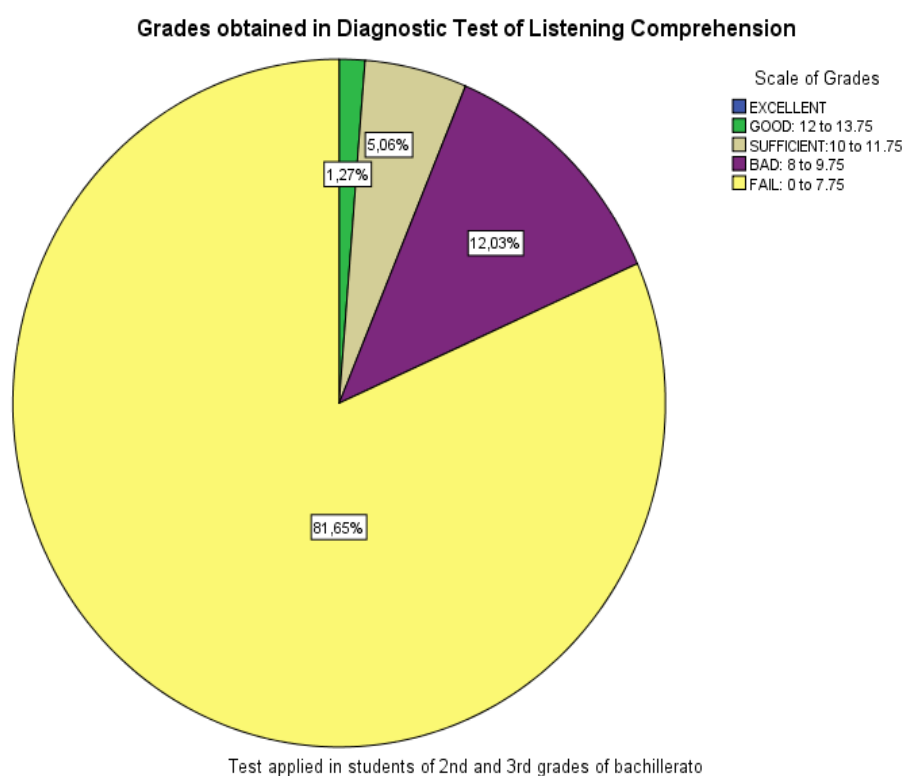
The standard deviation of the sample is 1.83. This means how much the data is away from the value of the mean (5.04). Standard deviation shows that data divert in 1.83 points with respect to the mean (5.04).

FOURTH PART

4. HYPOTHESIS TEST

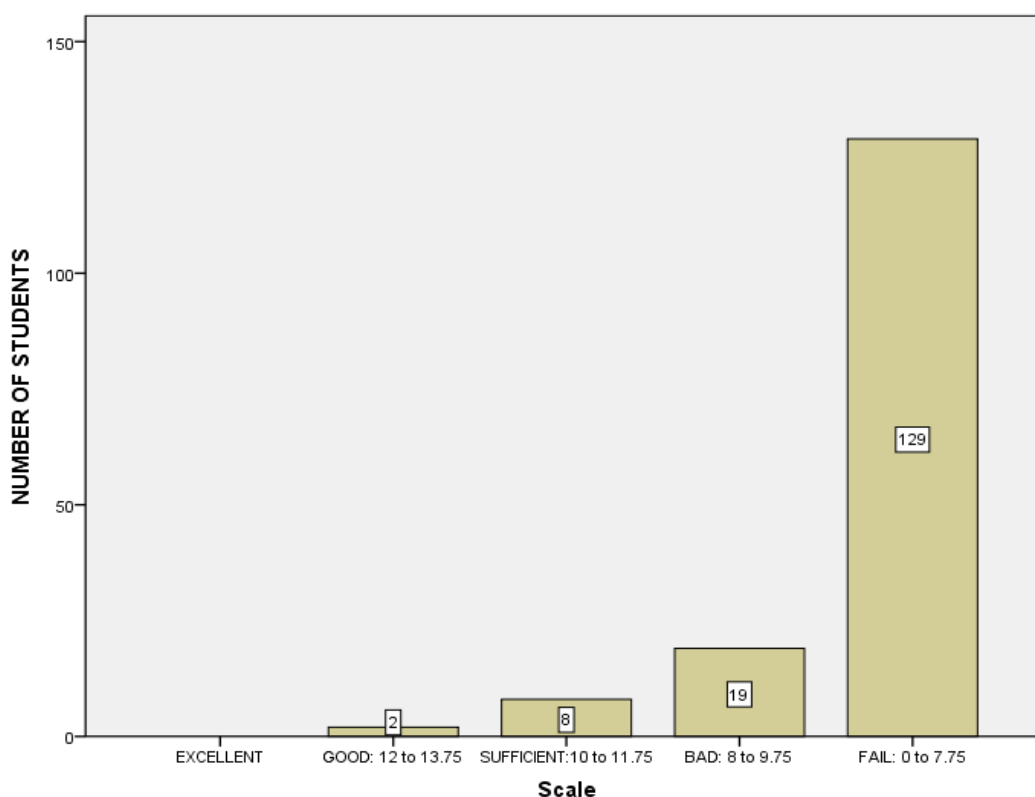
4.1. Results of the diagnostic test in the complete group

The results of the diagnostic test applied in students of second and third year of Bachillerato will be shown in the graphics below:



Graphic 4: Percentage of grades obtained in diagnostic test of listening comprehension

The largest percentage of students is placed in the Fail Category. The 81.65% of students obtained scores between: 0 to 7.75 points over 14 points. Only 1.27% of students are in the Good category.



Graphic 5: Scores obtained in diagnostic test of listening comprehension

In this graphic it is necessary to see that there is not a single student who could reach the 14 points, which would be placed in the excellent category. Notice that students in the good category are only 2 of them. In the sufficient category are 8 students who got from 10 to 11.75 points in the test. In bad and failed categories are 19 and 120 students respectively, which shows that tendency is to increase in the lowest categories.

It is important to interpret the results obtained by question, since every question in the diagnostic test belongs to a listening comprehension skill.

It has been defined a scale of grades for those questions that are valued by item in 0.50 points.

Chart 12: Scale for questions that worth 0.50 points each item of the question

From	To	Category
	2	EXCELLENT
1	1.50	GOOD
0	0.50	BAD

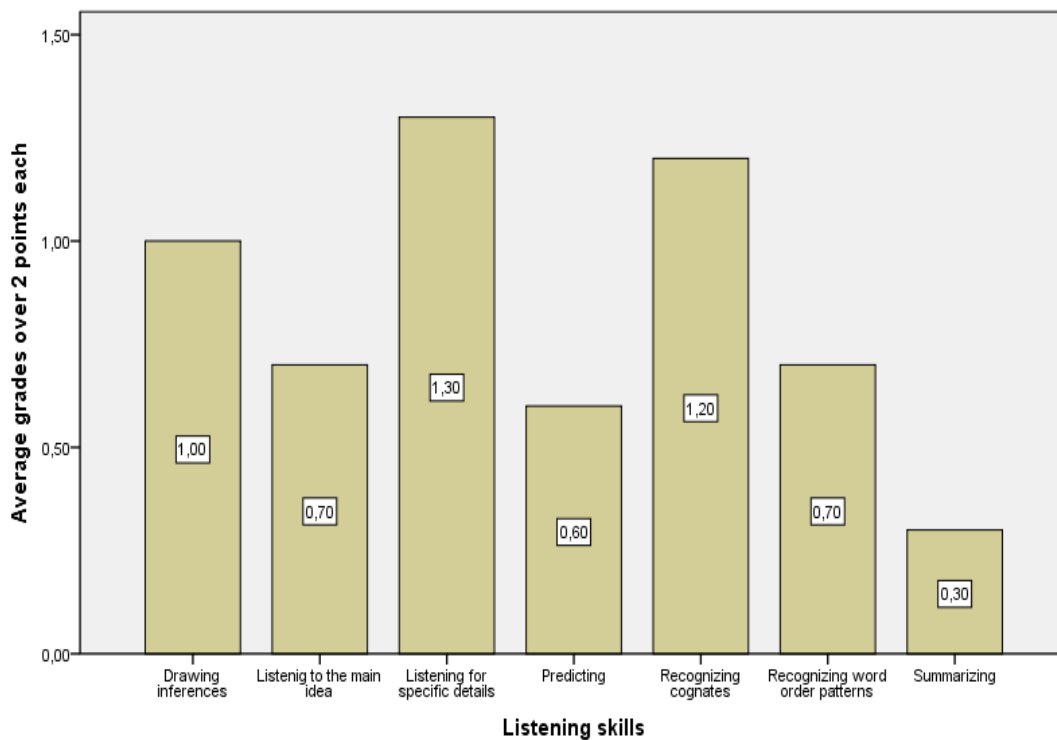
Source: Author

Also, it has been defined a scale of grades for those questions that are valued by items in 0.25 points.

Chart 13: Scale for questions that worth 0.25 points each item of the question

From	To	Category
	2	EXCELLENT
1.5	1.75	GOOD
1	1.25	SUFFICIENT
0.5	0.75	BAD
0	0.25	FAIL

Source: Author

**Graphic 6: Average grades by listening skill in the diagnostic test**

In the skill listening to the main idea most of students got 0.5 points over 2, which represents 39.24% of the sample. That means that students have a bad performance in the development of this skill.

In the skill: predicting; students got 0.75 and 0.25 points, which is 22.15 % and 19.62% of the sample respectively. This means that most of students have between bad and fail performance in this skill.

On the other hand, in the same skill 17.09% of the sample got 0.75 points over 2 and 17.72% of the students in the sample got 0 points over 2. These represent a high bad/fail performance in this activity of the predicting skill.

In the skill: drawing inferences students obtained the best scores since most of them got between 1.5 and 2 points over 2. These scores are placed in the scale in good and excellent performance.

In the skill: summarizing, more than 65% of students have got 0 points over 2. If we compare to the other questions this is the worst performance. 0.50 points follow that grade over 2, which represent only the 18% of students in the sample.

In the skill: listening for specific details, 35% of students have got 1 point over 2. Followed by 32% of students who got 1.5 points over 2.

In the skill: recognizing cognates, 29% of the students got 1 point over 2. Followed by students who got 2 points over 2, which represents 27% of the students in the sample.

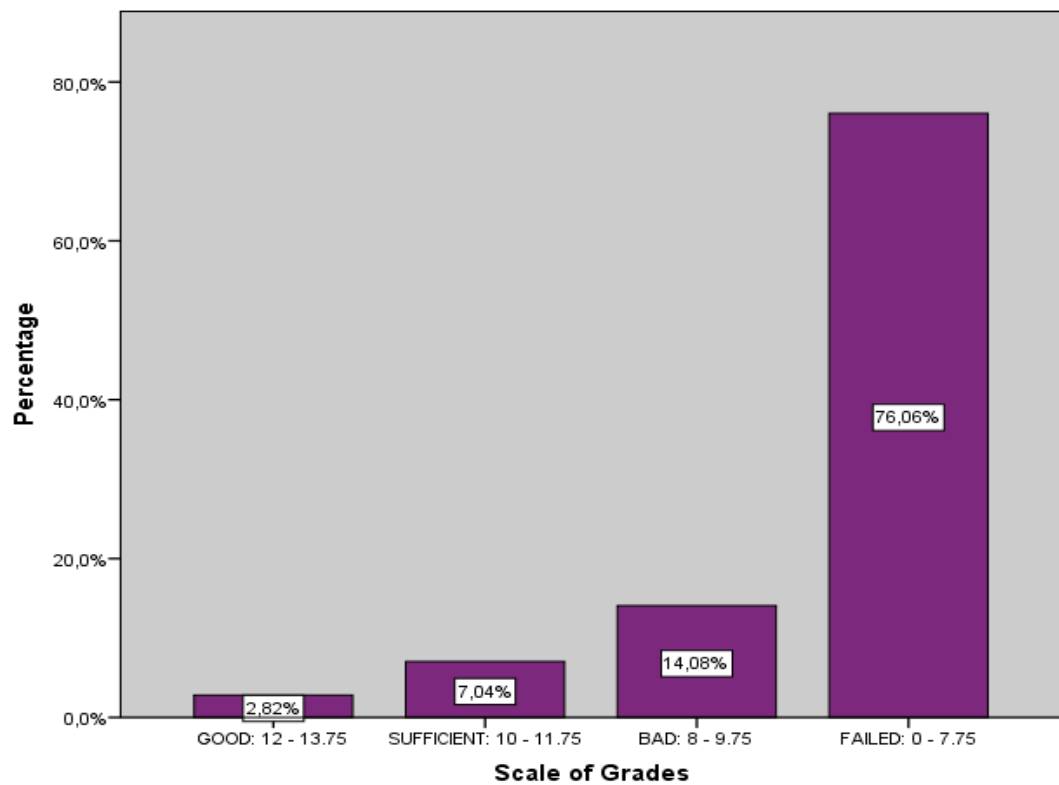
In the skill: recognizing word order patterns, 36.08 % of students have got 0.5 points over 2, which means that the performance is bad. 31.01 % of students got 1 point over 2, which means that the performance is sufficient.

These results show that the skills less developed are: recognizing word order patterns, listening to the main idea, summarizing and predicting.

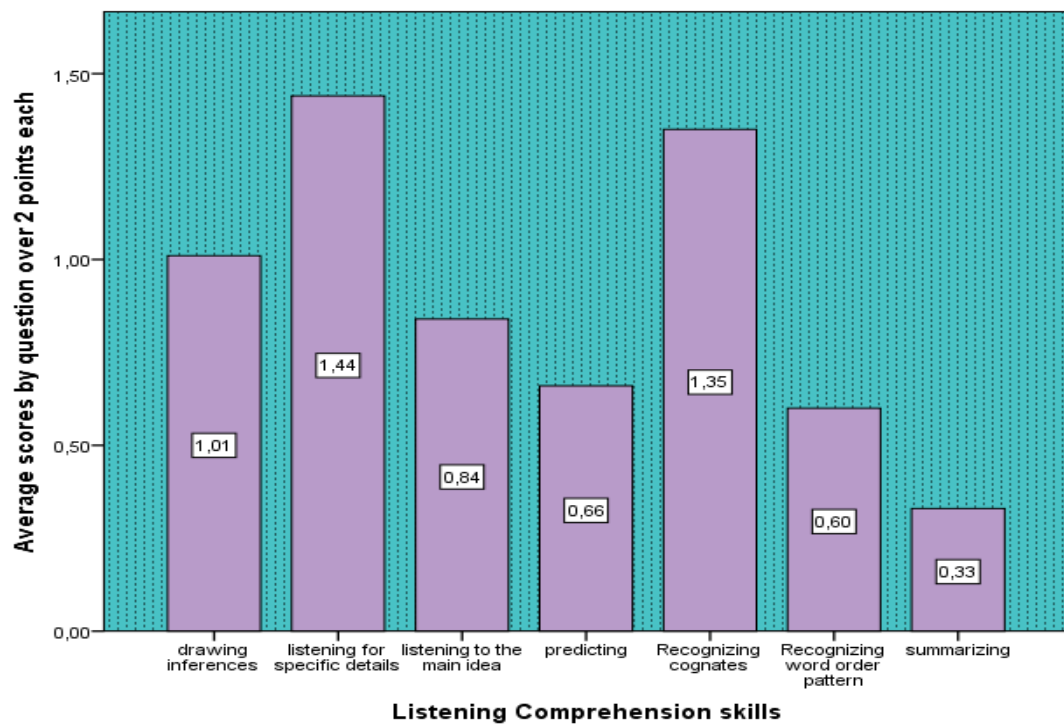
On the other hand the skills more developed than the ones mentioned above are: drawing inferences, listening for specific details and recognizing cognates. This does not mean that these one are completely developed and do not need to be taking into account. On the contrary all the skills will be taught but especially those that are less developed.

4.2. Results of the diagnostic test in the experimental group

The general results of the diagnostic test applied in students of the experimental group will be shown in the next graphics:



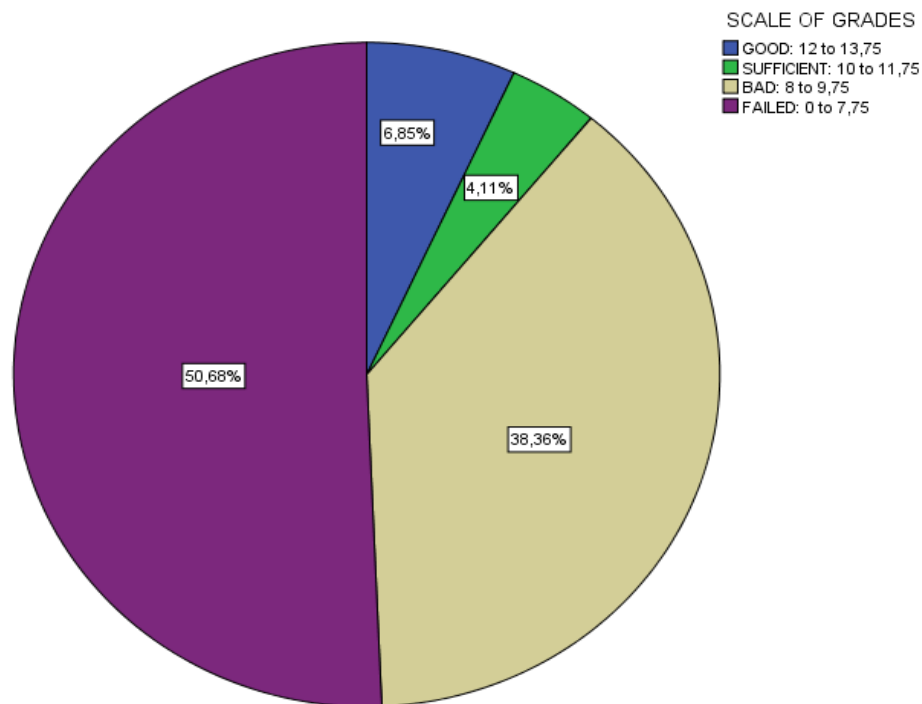
Graphic 7: Percentage of scores in the experimental group in diagnostic test



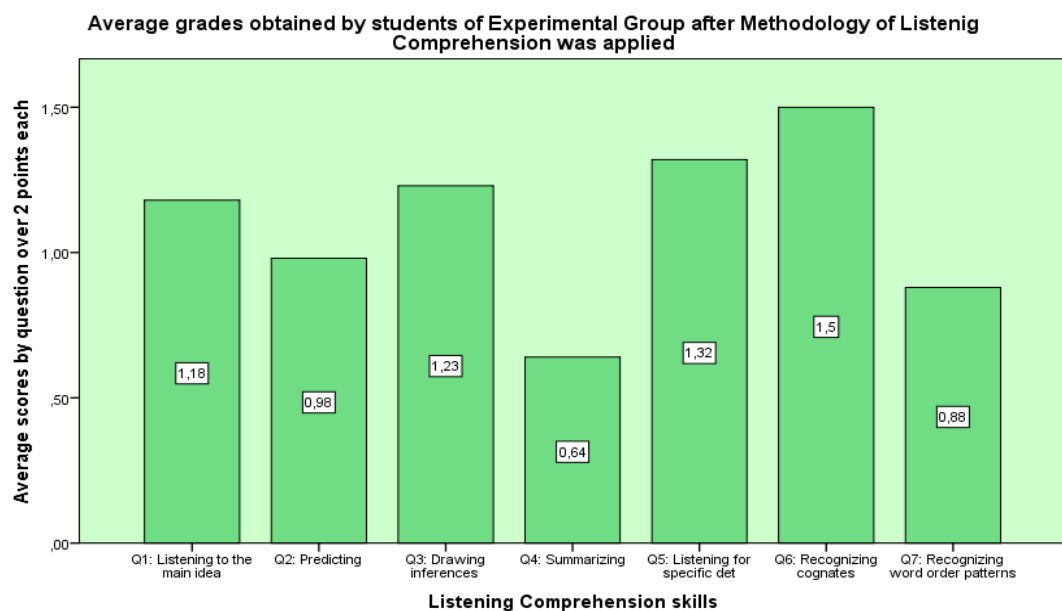
Graphic 8: Average grades of experimental group by listening skill in diagnostic test

4.2.1. Results of the second test in experimental group

After the methodology was applied to students in the experimental group the results were the next:



Graphic 9: Percentage of grades of experimental group in the second test



Graphic 10: Average grades by students of experimental group in second test

In the first test taken experimental group showed a mean of 6.24 points.

According to the chart 4, the value 6.24 is a score that places in the category: Failed. After the methodology was applied, the mean obtained was 7.72. It is noticeable the experimental group showed a improvement in their listening comprehension skills, even though they did not reach a better category in the scale of grades but the tendency is to the raise.

If we note the graphic no. 1 and graphic number 2 we can see different results such as:

The excellent category could not be reached nor in the first test nor in the second test.

Students who were set in the Good Category reached the percentage of 2,85% but after the percentage increased to 6.81% which means that there were more students who obtained grades between 12 and 13.75 points over 14 points.

Students in the category Sufficient were the 7.04 % of the group but in the second test they were only the 4.11 %.

The 14.08 % of the students in the experimental group obtained grades between 8 to 9.75 points in the first test; these grades belong to the bad category. In the second test the percentage of students in this category increased to 38 %.

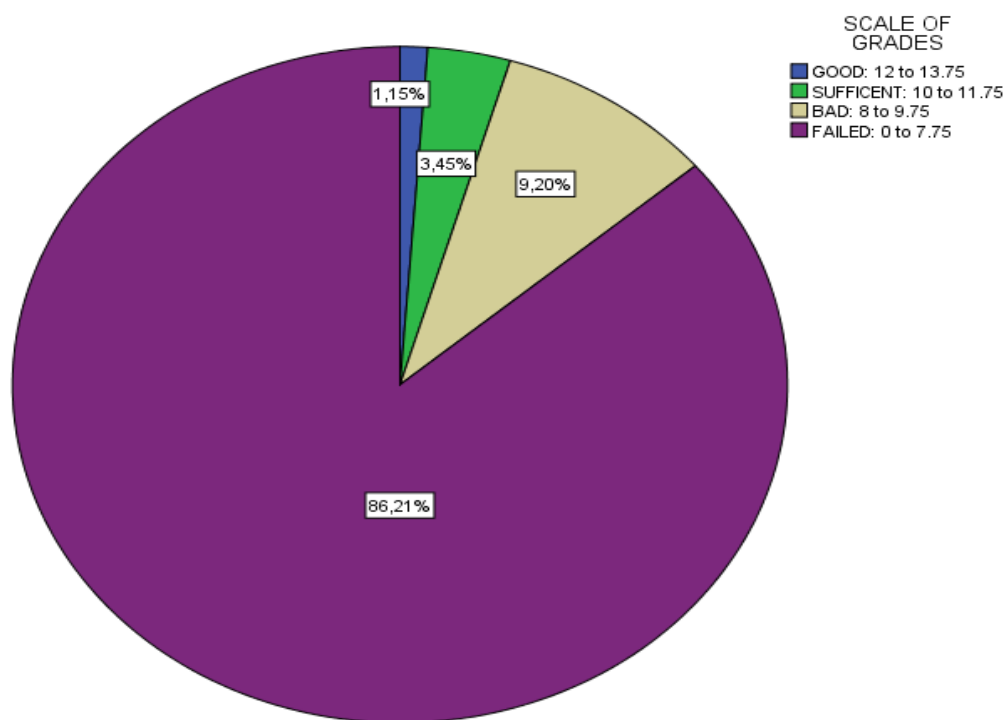
In the first test the 76% of students obtained grades in the failed category while in the second test the percentage was only 50 %.

The question listening to the main idea in the first test had an average of 0.88 points over 2 points, in the second test students obtained 1.18 points over points, which means that there was an improvement in the use of this skill. In the question, predicting students obtained 0.66 points average over 2 points. In the second test the average obtained was 0.98 over 2 points. The question Summarizing had an average of 0.33 points over 2, then after the second test the average obtained was 0.64 points. The question: Drawing Inferences had an average of 1.01 points and after the tests it increased to 1.23 average points over 2. The question Listening for specific details had an average of 1.44 over 2 points; after in the second test the average decreased to 1.32 points. The question Recognizing Cognates obtained an average of 1.35 points and after the second test was taken students obtained 1.50 average points.

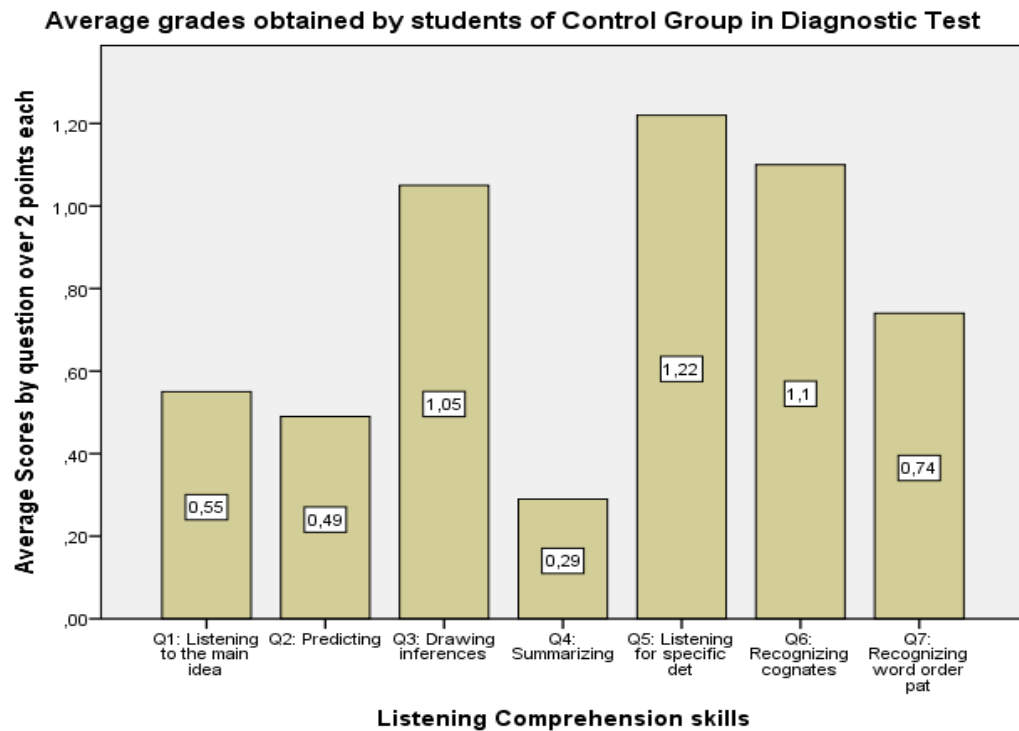
Finally the question recognizing word order patterns obtained an average of 0.6 average points and after the second test was taken, students obtained 0.88 average points. It means an increasing.

4.2.2. Results of diagnostic test in the control group

The results of the diagnostic test applied in students of the control group are shown in the next graphics:



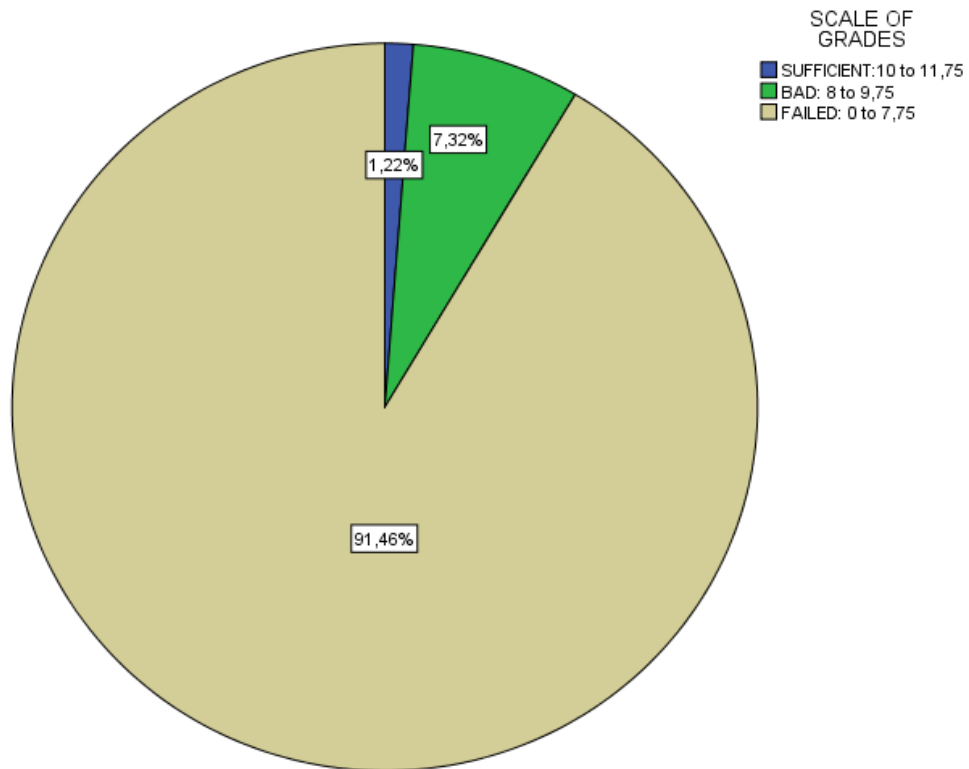
Graphic 11: Percentage of scores of the control group in diagnostic test



Graphic 12: Average grades of the control group by listening skill in the diagnostic test

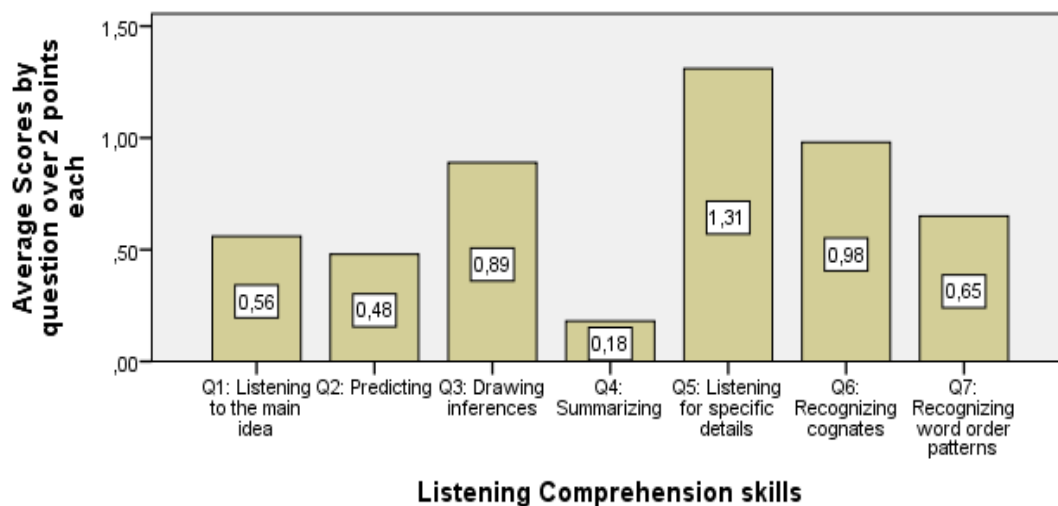
4.2.3. Results of second test in the control group

Students of the control group were not given the listening comprehension methodology; so that the second test applied to them show the next results:



Graphic 13: Percentage of scores of the control group in the second test

Average grades obtained by students of Control Group after the Methodology of Listening Comprehension was applied only to Experimental Group



Graphic 14: Average grades obtained by students of the control group in the second test by listening skill

In the graphic number 4 and number 5 it is noticeable that the 1.15% of the students in the control group obtained grades from 12 to 13.75 which is placed in the good category; in the second graphic we can see that the percentage increased to 6.85% of the students in this group. In the first graphic sufficient category reached 3.45% in the first test and in the second test it raised to 4.51%. This means that students who were in the good and sufficient categories increased compared with the first time the test was taken.

The 9.20% of students in the control group were placed in the bad category, then after the second test, students in that category increased to 38.36% of them. They seem to move from the fail category to the bad category; since in the first test the 86.21% of them were in the Fail Category but in the second test the percentage decreased to 50.68% in that category.

The graphic 6 and 7 shows that listening to the main idea in the first test had an average of 0,55 points then in the second test the average was 0.56. The question

predicting showed an average of 0,49 points and in the second test the average was 0.48.

Drawing inferences is a skill, which showed an average of 1.05 points in the first test, and in the second test the average was 0.89 points. Summarizing had an average of 0.29 points in the first test and in the second test the average was 0.18 points.

Listening for specific details showed an average of 1.22 over 2 points and in the second test the average recorded was 1.31 points over 2 points.

The question recognizing cognates in the first test recorded an average of 1.10 over 2 points while in the second test the average was 0.98 points. The question recognizing word order patterns had an average of 0.74 in the first test while in the second test the average was 0.65 points over 2.

4.3.Conclusions

- The results of the diagnostic test applied to the students of second and third years of Bachillerato showed that 81% of students obtained grades set in lowest category. Only 1.27 % of them obtained grades set in the good category and no one reached the excellent category. Analyzing the listening skills it was found that skills less developed are: summarizing, predicting, listening to the main idea and recognizing word order patterns.
- It is noticeable that students of the experimental group reached the category good after the methodology was applied; this is the higher category they were able to reach; but in the mean time the number of students in the sufficient which is a lower category in the scale, decreased. The majority of students moved to the bad category but a great number of students still stayed in the failed category. No one could reach the excellent category in this group either. The highest development of the listening comprehension skills was shown in: listening to the main idea, predicting and summarizing.
- In students of the control group, it is noticeable that most students moved from the failed category to the rest of categories: bad, sufficient and good categories after the methodology was applied and they took the second test. They are

distributed specially in the bad category. In regard to the grades obtained by listening skills: listening to the main idea, predicting, drawing inferences, summarizing, recognizing cognates and recognizing word order patterns, seemed to decrease compared with the diagnostic test, while grades got in listening for specific details showed an increase.

- Because of the reasons explained before; the working hypothesis was proved as cooperative learning improved the listening comprehension skills in students attending second and third grade of bachillerato.

4.4.Recommendations

- Listening comprehension should be understood and used as the basis to continue teaching with the rest of English learning skills specially speaking.
- It is advisable to expose to students as much as possible to listening comprehension by including it in the school curricula.
- It is recommendable to include activities to develop students' capacities of summarizing, predicting and listening to the main idea in English classes.
- It is advisable to include the listening comprehension methodology proposed in this work in the school class hours that involves not only cooperative learning but individual learning.
- It is important to start pre listening activities with vocabulary since students lack of the knowledge of new words and sounds in English language.



DEPARTAMENTO DE LENGUAS

LICENCIATURA EN LINGÜÍSTICA APLICADA AL IDIOMA INGLÉS

**PROPOSAL: LESSON PLANS BASED ON COOPERATIVE LEARNING TO
IMPROVE LISTENING COMPREHENSION SKILL IN ENGLISH
LANGUAGE**

AUTHOR:

MARÍA JULIA PÉREZ VILLARREAL

FIFTH PART

5. PROPOSAL

5.1.Description

These lesson plans are composed of activities, which are focus on: pre-listening, while-listening and post-listening to improve the listening comprehension skills.

Pre-listening consists on activities for helping students to remember their background knowledge, hear their expectations and assumptions. Teacher needs to start a warm up to introduce students into the topic they want, for example explaining the new vocabulary. The success of the activity depends on the pre listening activities teacher does.

While listening is the real activity; teacher should let students listen to it more than once. Teacher should clarify that students must focus on the whole meaning. After the first time students hear teacher must check the students assumptions about what they listened. After that, students are asked to work in assignment in groups.

Post-listening is the assessing of the activities asked to students. These activities let teachers know in what extend students understood the purpose of it. These activities can be written, spoken or even discussing among groups.

The activities of the methodology were made from the ones that do not need any response from the students part, then short response activities when they are asked to give a small response to activities proposed, longer response activities let students to express themselves longer and extended response activities give the chance to speak or write their answers in a better way.

From the beginning students were asked to be conscious about what listening is, the environment they have around and how they have to adequate the conditions to have a better listening comprehension in every activity.

5.2. Justification

Listening comprehension is an action that we make most of the time of our lives, for example the times we spend listening to others speak or listening to songs, news, lectures, television, etc. Listening is not the same as hearing, when we hear all we do is to process the sounds, but listening means to receive, interpret, evaluate and respond to messages.

In the classroom, listening comprehension is the first input teachers give to students for second language acquisition in general and for the development of the speaking skill in particular. The listening skill has been relegated for a long time to an insignificant place in foreign language curricula. As years went by and the language teaching started to be more communicative, the learning and teaching of listening started to be taken into account. However, listening comprehension field needs more research and investigation from teacher's side; it also needs to have a bigger place in the curricula.

For these reasons, as language teachers, it is needed to think of how to incorporate listening into the teaching and provide opportunities both inside and outside the classroom for our students to be exposed to significant listening input.

5.3. Objectives

5.3.1. General

- To apply a listening comprehension methodology using cooperative learning at Salamanca Evening School.

5.3.2. Specific

- To include listening comprehension classes in the school curricula from the first year until the last year.
- To expose students to listening comprehension skill by using audio laboratories or other technological devices.

5.4. Beneficiaries

Teachers are the first beneficiaries of this project since they might use the lesson plans in their classes and will notice the difference in the listening performance of students. Also, students are indirectly benefited from this work since they will be receiving the listening comprehension input by the teachers through the lesson plans. Besides, the institution will be benefited if they adopt the lesson plans proposed because it can make a difference among the other evening schools.

5.5. Scope

The scope of this proposal is to apply the suggested lesson plans in Salamanca Evening School for improving the listening comprehension as it was proved as a useful tool pursuing this objective. Listening comprehension skills should be empathized from the very early years to the higher years of the Institution.

5.6. Theoretical Foundation

Piaget was a researcher that found that learning occurs at different ages of the human being. He talks about stages of the universal cognitive development and biological maturation.

He basically says that learning is a process of adjustment to the world. Because of that he talks about these stages: assimilation, accommodation and equilibration.

In assimilation a child starts to associate what is learning with what was learned before, these are called schemata. Then, since the new input is not known for the child, he starts to change the old schemata to solve the new situation. Finally, equilibration comes when the child has learned a new schema and incorporates that information to his old information so that he continues adjusting to new inputs every time they come. That is the basis of learning.

Piaget also talked about the fact that children learn better when they explore and build the knowledge by themselves.

On the other hand, Vygostky is a researcher that talked about the effect that the social setting and culture may have on cognitive development. Since Piaget did not refer to this area of the human being, Vygostky gives an interesting point of view to complete Piaget's investigation. He says that culture is determinant is the cognitive development. Vygostky did not base his research in stages; he said that knowledge comes with the internalization of the social activity. That is why people use mediators such as signs and gestures to express what they have in their minds to their environment. Taking into account those characteristics, he says that humans can change their ways to act in the learning process. According to Vygostky, learning does not only imply working as individuals but working in teams for a social interaction. The language plays an important role not only to able to communicate but for organizing and leading people's own behavior inside the society they grow.

These two theories are very important for the development of this proposal, since they both complete each other; on one side it is needed to take into account the biological changes and maturation of the learners to make them solve problems in the learning process; but on the other side, the influence of the environment and social relations contribute in building the knowledge as well. If two theories are combined, the learning and knowledge will be directed to accomplish active discovery learning.

5.7.Lesson plans

The lesson plans that were used to teach students the listening comprehension skills started from the very easy activities to the most complicated ones. They were divided depending on the response students need to do after the listening in: not-over response activities, short response activities, longer response activities and extended response activities. Listening comes first because this is the first sense that is fully developed even before we are born. It is a fact that the fetus in the womb have already equipped with sense of hearing. Speaking comes next. In this connection, we learn our first spoken language by imitating sounds from our caregivers and anyone or anything in the environment. Basing in this criterion, it is advisable to follow the same model of natural learning which is listening and hearing with no response from student's part and then little by little start asking for a longer response as the grade of

difficulty increases. Also, authentic listening texts are being utilized from the early stages of instruction because they help to develop listening strategies and expose students to real language.

The next chart shows the proposal composed by 36 lesson plans that were made daily in class/hour. Each one show the listening skill used as well.

5.8.Development of the proposal

The next are the lesson plans proposed:

LESSON PLAN No.1**1.Subject:** English**2.Objectives:**

- To explain the students the methodology of cooperative learning
- To form the cooperative groups that will be working during two months

3.Theme: Presenting the methodology to be used to students**4.Methodology:** Cooperative learning**5.Course:****6.Time:****7.Teacher 's name:**

Contents	Activities	Resources	Evaluation
<p>Cognitive Cooperative learning methodology</p> <p>Procedures To identify the groups that will be working. To have them to express their goals in listening comprehension skill. To put names to the groups.</p> <p>Attitudes Respect: Respecting everyone 's opinion. Honesty: Student 's must be sincere in all activities developed in classroom and outside it. Organization: Students and teacher must keep the materials and elements inside the classroom organized. Punctuality: Being on time when the English classes start.</p>	<p>Instructions Brainstorm about the methodology of cooperative learning related with listening comprehension. (10')</p> <p>Activities Ask them to have name tags for each class so they can feel more comfortable for learning. (5') Explain to them who will be the responsible for and each group member 's functions inside the group. (10') Ask them to put a name to the group. (10')</p>	Markers, board	Make feedback of what they have to do and if they have any questions. (5')

Source: The author

LESSON PLAN No.2

1.Subject: English

2.Objectives:

- To have students to get to know each other in the groups
- To have students to feel more comfortable and confident with their classmates in the groups.

3.Theme: Getting acquainted activities

4.Methodology: Cooperative learning

5.Course:

6.Time:

7.Date:

Contents	Activities	Resources	Evaluation
<p>Cognitive Sentences to introduce themselves</p> <p>Procedures Students work in pairs. Each workgroup separates into two pairs.</p> <p>Students can talk about birthplaces, family members, skills, physical characteristics, etc.</p> <p>Students write down the answers a worksheet.</p> <p>Attitudes Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p style="text-align: center;">Instructions</p> <p>Students work in pairs. Each workgroup separates into two pairs.</p> <p>They can talk about birth places, family members, skills, physical characteristics, etc. (5')</p> <p style="text-align: center;">Activities</p> <p>Teacher distributes a sheet where they have to write down. Section A, B and C.</p> <p>They write in section A when a characteristic of the first student is not the same characteristic of the second student.</p> <p>They write in section B when a characteristic of the second student is not the same as the first student.</p> <p>They write in section C when they have common characteristics.(15')</p>	<p>Markers, board</p> <p>Worksheets</p>	<p>Group evaluation</p>

Bibliography: www.breakingnewsenglish.com

NOT OVER RESPONSE ACTIVITIES**LESSON PLAN No.3****1.Subject:** English**2.Objectives:**

•Students will be able to identify what they will have to do for being a better listener through listening for gist and predicting.

3.Theme: Sounds of silence and nature**4.Methodology:** Cooperative learning**5.Course:****6.Time:****7.Date:**

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <ul style="list-style-type: none"> • Listening for gist • Predicting <p>Procedures</p> <p>Ask students to close their eyes and concentrate totally for 30 seconds on listen how many sounds they can hear. Teacher will tell them when the time is up. Ask students which sounds they heard. Ask them to listen again with their eyes closed. This time teacher will perform an action, students have to guess what teacher is doing by the sounds they hear.</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>Explain about how the activity will be done. (10')</p> <p>While-Listening</p> <p>Have students just relax and notice the sounds they have around them. After they will listen to nature sounds. (20')</p> <p>Post- Listening</p> <p>Teacher will talk to students about what heard and how they felt.</p> <p>Students and teacher will make conclusions for a better listening in the next classes.</p> <p>Students will express their group expectative about the listening comprehension classes. (10')</p>	<p>Markers, board</p> <p>Cd player</p> <p>Audio of Sounds of nature.</p>	<p>Group evaluation and discussion.</p>

Bibliography: White, Goodith (1984). Listening. Oxford University Press.

LESSON PLAN No.4

1.Subject: English

2.Objectives:

•Students will be able to identify small chunks of a place description being said by the teacher through drawing inferences in worksheets by writing the number of the sequence.

3.Theme: Listening aided by visuals

4.Methodology: Cooperative learning

5.Course:

6.Time:

7.Date:

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <p>Drawing inferences</p> <p>Procedures</p> <p>Teacher will read to students a place description. Students will be looking at the picture and identify details in it.</p> <p>Students will be listening to the description and will write the number of the sequence being said by the teacher.</p> <p>Teacher will repeat as many times as students need to identify the descriptions.(using small chunks)</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion. Honesty: Student's must be sincere in all activities developed in classroom and outside it. Organization: Students and teacher must keep the materials and elements inside the classroom organized. Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>Give students a list vocabulary they might not know and have them to repeat aloud. (10')</p> <p>While-Listening</p> <p>Give students the pictures mixed. Teacher will read aloud to students the description of the place drawn in pictures, then will ask the students to write down the number of the picture on the upper corner as the sequence goes. Students will work in groups.(20')</p> <p>Post- Listening</p> <p>Teacher will propose a discussion to have students to notice the use of small chunks as a strategy to performing a better listening. (10')</p>	<p>Markers, board</p> <p>Worksheets</p>	<p>Worksheet</p>

Bibliography: Penny Ur (1984).Teaching Listening Comprehension.Cambridge University Press.

LESSON PLAN No.5

1. Subject: English

2. Didactic Unit:

3. Objectives:

•Students will be able to listen for the main idea by listening to a paragraph and identifying what is being described.

4. Theme: Recognizing sequences

5. Methodology: Cooperative learning

6. Course:

7. Time:

8. Date:

Contents	Activities	Resources	Evaluation
<p>Cognitive Listen for the main idea</p> <p>Procedures Listening: Students will listen to an audio and will look at the board to identify the picture is being described.</p> <p>Attitudes Respect: Respecting everyone's opinion. Honesty: Student's must be sincere in all activities developed in classroom and outside it. Organization: Students and teacher must keep the materials and elements inside the classroom organized. Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening Tips about what to listen for</p> <p>While-Listening Students will be listening to a short paragraph. Teacher will paste some pictures on the board and ask students to recognize what of the picture is being described in the audio.</p> <p>Post- Listening Teacher will tell the answer after everyone is done.</p>	<p>Markers, board</p> <p>Big Pictures</p> <p>Audio</p>	<p>Group evaluation</p>

Bibliography: Penny Ur. (1984). Teaching Listening Comprehension. Cambridge University Press.

LESSON PLAN No.6

1.Subject: English

2.Objectives:

•Students will be able to listen to for specific details through listening and identifying the colors of the descriptions being said.

3.Theme: Identifying places and people

4.Methodology: Cooperative learning

5.Course:

6.Time:

7.Date:

Contents	Activities	Resources	Evaluation
<p>Cognitive Listening for specific details</p> <p>Procedures Teacher will a passage and students will color what they heard on the worksheet.</p> <p>Attitudes Respect: Respecting everyone's opinion. Honesty: Student's must be sincere in all activities developed in classroom and outside it. Organization: Students and teacher must keep the materials and elements inside the classroom organized. Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening Key vocabulary and pronunciation. Explain how the activity has to be done. (10')</p> <p>While-Listening Teacher will read a passage and students will color what they heard on the worksheet. (20')</p> <p>Post- Listening Teacher will explain how the picture should have been colored. (10')</p>	<p>Markers,board</p> <p>Audio</p> <p>Answer sheet</p> <p>Color pencils</p>	<p>Group evaluation</p>

Bibliography: Penny Ur. (1984). Teaching Listening Comprehension. Cambridge University Press.

SHORT RESPONSE ACTIVITIES

LESSON PLAN No.7

1.Subject: English

2.Didactic Unit:

3.Objectives:

•Students will be able to listen to the main idea and drawing inferences by listening to what is being said and placing them in the correct order.

4.Theme: Identifying and ordering situations.

5.Methodology: Cooperative learning

6.Course:

7.Time:

8.Date:

Contents	Activities	Resources	Evaluation
<p>Cognitive Listening to the main idea Drawing inferences</p> <p>Procedures Listening: Students will listen to a description of an adventure and they will have to write down the sequence of the pictures.</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>Key vocabulary and pronunciation. Explain how the activity has to be done. (10')</p> <p>While-Listening</p> <p>Students will listen to some sentences and will look at the numbered pictures stucked on the board. Students will write down the order in which the pictures were said by the teacher. They will work in groups. (20')</p> <p>Post- Listening</p> <p>Teacher will tell the answers aloud, students will check their answers. (10')</p>	<p>Markers, board</p> <p>Audio</p> <p>Answer sheet</p>	<p>Group evaluation</p>

Bibliography: Penny Ur. (1984). Teaching Listening Comprehension. Cambridge University Press.

LESSON PLAN No.8

1. **Subject:** English
2. **Objectives:**
 - Students will be able to listen to the main idea and draw inferences by understanding the meaning of commands and doing them.
3. **Theme:** Giving commands to students
4. **Methodology:** Cooperative learning
5. **Course:**
6. **Time:**
7. **Date:**

Contents	Activities	Resources	Evaluation
<p>Cognitive Listening for the main idea Drawing inferences</p> <p>Procedures Teacher will make the action herself. Teacher will do the actions with students (repeat them several times)</p> <p>Basic Commands</p> <ul style="list-style-type: none"> • Stand Up • Sit Down • Turn Around • Point to the window • Fold your Arms • Put your left foot on your right knee • Open your mouth • Close your mouth <p>Advanced Commands: Sequences</p> <p>1) put your left hand in the air put it down put your right hand in the air put it down put both hands in the air put them down</p> <p>2) put your left foot in the air put it down put your right foot in the air put it down put both feet in the air!</p> <p>3) clap your hands</p> <ul style="list-style-type: none"> - clap your hands three times - clap them five times - clap your hands 800 times! - turn around - turn around twice then clap once - jump once - jump seven times - turn around, jump once and clap twice - turn three times, jump five times and clap twice! - Teacher will give the command without doing the action <p>Attitudes</p> <p>Respect: Respecting everyone's opinion. Honesty: Student's must be sincere in all activities developed in classroom and outside it. Organization: Students and teacher must keep the materials and elements inside the classroom organized. Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>Give the students the meaning of verbs and review the body parts. (10')</p> <p>While-Listening</p> <p>Teacher will ask students to perform some actions or commands. Everyone will have to perform the activity. Everyone will have to look at their partners and have to count how many mistakes they have made. (20')</p> <p>Post-Listening</p> <p>Students will tell how many people have made more than 3 mistakes and those will have to make a joke or any fun activity.(5')</p>	Markers, board	Group evaluation

Bibliography: Penny Ur. (1984). Teaching Listening Comprehension. Cambridge University Press.

LESSON PLAN No.9

1.Subject: English

2.Objectives:

•Students will able to listen for the main idea and drawing inferences by listening to the description of different pictures and placing them in the correct order.

3.Theme: Listening aided by visuals (pictures)

4.Methodology: Cooperative learning

5.Course:

6.Time:

7.Date:

Contents	Activities	Resources	Evaluation
<p>Cognitive Listening to the main idea Drawing inferences</p> <p>Procedures Teacher will read to students a story. Students will have to listen and place the order of the pictures on the answer sheet as they heard.</p> <p>Attitudes Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening Give an idea about who is speaking, where and why. Give the students the meaning of the new words.</p> <p>While-Listening Students will work in groups. In the worksheet students write down the number of the sequence of the pictures described.</p> <p>The description will be read 4 times after every time they will have a group discussion to write the number of the sequence.</p> <p>Post- Listening Teacher will explain and show the right sequence of the pictures.</p>	<p>Markers, board</p> <p>Worksheets</p>	<p>Group evaluation (0')</p>

Bibliography: Penny Ur. (1984). Teaching Listening Comprehension. Cambridge University Press.

LESSON PLAN No.10**1.Subject:** English**2.Objectives:**

- Students will be able to listen for specific details and recognizing cognates by listening to the words being said and classifying them into groups.

3.Theme: Ticking off items**4.Methodology:** Cooperative learning**5.Course:****6.Time:****7.Date:**

Contents	Activities	Resources	Evaluation
<p>Cognitive Listening to specific details and recognizing cognates</p> <p>Procedures Have students to listen to some sentences and have students to gather them in groups. Group that has more correct answer wins.</p> <p>Attitudes Respect: Respecting everyone's opinion. Honesty: Student's must be sincere in all activities developed in classroom and outside it. Organization: Students and teacher must keep the materials and elements inside the classroom organized. Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening Tips about what to listen for in this activity. (5')</p> <p>While-Listening Teacher will write some sentences on the board. One student of each group will come and choose four words or sentences and write down on a piece of paper. Teacher will tell aloud some sentences. In groups students will tick off the words or sentences they hear and put them in the correct word group. Groups that get all their sentences ticked off wins. (25')</p> <p>Post- Listening Teacher will read aloud the answers of each group. (5')</p>	<p>Markers,board</p> <p>Paper</p>	Group evaluation

Bibliography: Penny Ur. (1984). Teaching Listening Comprehension. Cambridge University Press.

LESSON PLAN No.11

1.Subject: English

2.Didactic Unit:

3.Objectives:

- Students will be able to listen for specific details through correcting the mistakes they found while listening what is being said with what they see in the drawing from the worksheet.

4.Theme: Detecting mistakes

5.Methodology: Cooperative learning

6.Course:

7.Time:

8.Date:

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <p>Listening for specific details.</p> <p>Procedures Listening: Students will listen to a paragraph and identify as they listen.</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>Show students key vocabulary. Explain students how the game will work. (10')</p> <p>While-Listening</p> <p>Students will be given a worksheet with a picture printed on. Then, they will listen to the paragraph and identify mistakes as the teacher reads. They will work in groups; the group that identifies more mistakes wins. (20')</p> <p>Post- Listening</p> <p>Teacher will read aloud the answers of each group and tell who wins. (10')</p>	<p>Markers,board</p> <p>Worksheet</p>	<p>Group evaluation</p>

Bibliography: Penny Ur. (1984). Teaching Listening Comprehension. Cambridge University Press.

LESSON PLAN No.12

1.Subject: English

2.Didactic Unit:

3.Objectives:

•Students will be able to listen to specific details by listening a recorded phone call and an event announcement taking notes about them.

4.Theme: Noting specific information

5.Methodology: Cooperative learning

6.Course:

7.Time:

9.Date:

Contents	Activities	Resources	Evaluation
<p>Cognitive Listening for specific details</p> <p>Procedures Teacher will let students to listen to a phone call recorded and an event announcement, acting, as if the students were secretaries and will take notes about specific information to give someone a written note.</p> <p>Attitudes Respect: Respecting everyone's opinion. Honesty: Student's must be sincere in all activities developed in classroom and outside it. Organization: Students and teacher must keep the materials and elements inside the classroom organized. Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening Show key vocabulary Explain to students the importance of this activity.(10')</p> <p>While-Listening Students will listen to two audios while they look at the information required on the answer sheet. Students will listen two or three times, they will solve the requirements seen on the worksheet (20').</p> <p>Post- Listening Teacher will read aloud the correct answers to students(10')</p>	<p>Markers,board</p> <p>Audios</p> <p>Worksheet</p>	<p>Worksheet Group evaluation(10')</p>

Bibliography: Penny Ur. (1984). Teaching Listening Comprehension. Cambridge University Press.

LESSON PLAN No.13**1.Subject:** English**2.Objectives:**

- Students will be able to draw inferences and predicting by identifying things on placing them in the correct place.

3.Theme: Identifying directions**4.Methodology:** Cooperative learning**5.Course:****6.Time:****7.Date:**

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <p>Drawing inferences Predicting</p> <p>Procedures</p> <p>Teacher will give students an answer sheet where there is a map. On the map students will have to place the animals described by the teacher.</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>Key vocabulary and pronunciation. Explain how the activity has to be done. (10')</p> <p>While-Listening</p> <p>Students will place on the map what they listened in the audio. The activity will be done in groups. (20')</p> <p>Post- Listening</p> <p>Teacher will show where the animals should have been placed on the map. (10')</p>	<p>Markers, board</p> <p>Audio</p> <p>Answer sheet</p>	<p>Group evaluation</p>

Bibliography: Penny Ur. (1984). Teaching Listening Comprehension. Cambridge University Press.

LESSON PLAN No.14**1.Subject:** English**2.Objectives:**

- Students will be able to predict and listen for specific details by listening to an audio and placing the information into grids.

3.Theme: Using grids for specific details**4.Methodology:** Cooperative learning**5.Course:****6.Time:****7.Date:**

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <p>Predicting Listening for specific details</p> <p>Procedures</p> <p>Teacher will have students to listen to the audio. And then students will fill out the grid with the required questions.</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>Teacher will explain about the exercise and the new vocabulary they might listen.(10')</p> <p>While-Listening</p> <p>Teacher will give students an answer sheet and students will look at the required information into the grid, after they listened to the audio and finally fill out the questions. (20')</p> <p>Post- Listening</p> <p>Students will read aloud their answers after the teacher asks for it.(10')</p>	<p>Markers, board</p> <p>Audio</p> <p>Answer sheet</p>	<p>Group evaluation</p>

Bibliography: Penny Ur. (1984). Teaching Listening Comprehension. Cambridge University Press.

LESSON PLAN No.15**1. Subject:** English**2. Objectives:**

- Students will be able to listen for specific details by listening to an audio identifying the family relationships.

3. Theme: Using diagrams for listening**4. Methodology:** Cooperative learning**5. Course:****6. Time:****7. Date:**

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <p>Listening for specific details Listening for the main idea.</p> <p>Procedures</p> <p>Teacher will read a passage about a family's relationship. Students will place on the diagram on the answer sheet what are the members being said by the teacher.</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>Key vocabulary Teacher will create expectations about the activity. (10')</p> <p>While-Listening</p> <p>Students will listen to an audio/teacher about a description of family members. Students will have to identify the members and place it on the diagram. (20')</p> <p>Post- Listening</p> <p>Teacher will explain the correct answers to the students and why they are in placed in the diagram. (10')</p>	<p>Markers, board</p> <p>Audio</p> <p>Answer sheet</p>	<p>Group evaluation</p>

Bibliography: Penny Ur. (1984). Teaching Listening Comprehension. Cambridge University Press.

LESSON PLAN No.16

1.Subject: English

2.Objectives:

- Students will be able to draw inferences, listen for specific details and for the main idea by listening to a flight schedule and answering questions of it.

3.Theme: Specific items in real life situation.

4.Methodology: Cooperative learning

5.Course:

6.Time:

7.Date:

Contents	Activities	Resources	Evaluation
<p>Cognitive Listening for the main idea Listening for specific details Drawing inferences</p> <p>Procedures Listening: Students will listen to a broadcast flight schedule. Students will have to answer some questions after that.</p> <p>Attitudes Respect: Respecting everyone's opinion. Honesty: Student's must be sincere in all activities developed in classroom and outside it. Organization: Students and teacher must keep the materials and elements inside the classroom organized. Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening Key vocabulary and pronunciation. Explain the importance of this activity. (10')</p> <p>While-Listening Students will listen to real life situations such as broadcast flight schedules. Students will have to answer the questions after listening. Students will work in groups. (20')</p> <p>Post- Listening Students can compare their answers after teacher gives them the correct responses. (10')</p>	<p>Markers, board</p> <p>Audio</p> <p>Answer sheet</p>	<p>Group evaluation Worksheet (10')</p>

Bibliography: Penny Ur. (1984). Teaching Listening Comprehension. Cambridge University Press.

LONGER RESPONSE ACTIVITIES

LESSON PLAN No.17

1.Subject: English

2.Objectives:

•Students will be able to recognize cognates by listening to an English-speaking paragraph.

3. Theme: Car accident

4.Methodology: Cooperative learning

5.Course:

6.Time:

7.Date:

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <p>Recognizing cognates</p> <p>Procedures</p> <p>Teacher will have students to listen to the incident; underline all the cognates students recognize; then write a translation of the words identified.</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>Explain students the key words. (10')</p> <p>While-Listening</p> <p>Students will underline the words they hear and write a translation for each word they recognized. (20')</p> <p>Post- Listening</p> <p>Teacher will give a list of the cognates and explain each of them.(10')</p>	<p>Markers, board</p> <p>Audio</p> <p>Answer sheet</p>	<p>Answer sheet.</p>

Bibliography: <http://www.breakingnewsenglish.com/>

LESSON PLAN No.18

1.Subject: English

2.Didactic Unit:

3.Objectives:

•Students will be able to recognize word order patterns by listening to single sentences.

4. Theme: Playing maze

5.Methodology: Cooperative learning

6.Course:

7.Time:

8.Date:

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <p>Recognizing word order patterns</p> <p>Procedures</p> <p>Teacher will have students to listen to single sentences, she will give them an answer sheet; students will have to put words in the correct order.</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>Key words.(10')</p> <p>While-Listening</p> <p>Students will have to listen to some sentences only three times each. (20')</p> <p>Post- Listening</p> <p>In groups students will have to connect the words in the correct order with a line. Only words that share a side may be connected.</p> <p>After students are done teacher will give the correct answers(10')</p>	<p>Markers, board</p> <p>Audio</p> <p>Answer sheet</p>	<p>Answer sheet.</p>

Bibliography: <http://busyteacher.org/3687-how-to-teach-word-order.html>

LESSON PLAN No.19**1.Subject:** English**2.Objectives:**

- Students will be able to recognize word order patterns by ordering scrambled words of sentences.

3. Theme: Playing maze**4.Methodology:** Cooperative learning**5.Course:****6.Time:****7.Date:**

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <p>Recognizing word order patterns</p> <p>Procedures</p> <p>Teacher will have students to listen to a short story; she will give them an answer sheet with scrambled words in each sentence.</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>Explain the key words to students.(10')</p> <p>While-Listening</p> <p>Students will have to put the words in the correct order as they listen to the audio. (20')</p> <p>Post- Listening</p> <p>Teacher will show students the sentences of the story in the correct order (10')</p>	<p>Markers, board</p> <p>Audio</p> <p>Answer sheet</p>	<p>Answer sheet.</p>

Bibliography: <http://busyteacher.org/3687-how-to-teach-word-order.html>

LESSON PLAN No.20**1.Subject:** English**2.Objectives:**

•Students will be able to draw inferences by guessing the description of a famous person..

3. Theme: Famous people**4.Methodology:** Cooperative learning**5.Course:****6.Time:****7.Date:**

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <p>Drawing inferences</p> <p>Procedures</p> <p>Teacher will have students to listen to the description of a famous person and students will have to answer on the answer sheet</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>Key words. (10')</p> <p>While-Listening</p> <p>Students will look at the questions they have on the answers sheet so they can find the person described. (20')</p> <p>Post- Listening</p> <p>In groups students will draw inferences based on what they heard.</p> <p>Teacher will show students the right answers. (10')</p>	<p>Markers, board</p> <p>Audio</p> <p>Answer sheet</p>	<p>Answer sheet.</p>

Bibliography: <http://www.laflemm.com/reso/inference.html>

LESSON PLAN No.21**1.Subject:** English**2.Objectives:**

•Students will be able to draw inferences by listening to identify the description's topic.

3.Theme: Identifying the statement of a topic**4.Methodology:** Cooperative learning**5.Course:****6.Time:****7.Date:**

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <p>Drawing inferences</p> <p>Procedures</p> <p>Teacher will have students to listen to the description of a topic and students based on the topic will make their inferences.</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>Key words. (10')</p> <p>While-Listening</p> <p>Students will listen to some inferences about a topic and they will have to choose the best inference they think. (20')</p> <p>Post- Listening</p> <p>In groups students will review the inferences and teacher will show students the right answers.(10')</p>	<p>Markers, board</p> <p>Audio</p> <p>Answer sheet</p>	<p>Answer sheet.</p>

Bibliography: <http://www.laflemm.com/reso/inference.html>

LESSON PLAN No.22

1.Subject: English

2.Didactic Unit:

3.Objectives:

•Students will be able to listen to specific details by answering to questions related to the topic.

4.Theme: Mauna Kea Observatory (In Hawaii)

5.Methodology: Cooperative learning

6.Course:

7.Time:

8.Date:

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <p>Listening to Specific details</p> <p>Procedures</p> <p>Teacher will have to read the questions to students and they can ask if they have any doubts. Then students will listen to Mauna Kea Observatory (In Hawaii) and answer the questions.</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>Key words. (10')</p> <p>While-Listening</p> <p>Students will read the questions they have on the answer sheet while listening to the place description. (20')</p> <p>Post- Listening</p> <p>In groups students will answer the questions based on what they heard identifying what the questions exactly ask. (10')</p>	<p>Markers, board</p> <p>Audio</p> <p>Answer sheet</p>	<p>Answer sheet.</p>

Bibliography: <http://busyteacher.org/17878-esl-listening-activities-7-types.html>

EXTENDED RESPONSE ACTIVITIES

LESSON PLAN No.23

1.Subject: English

2.Objectives:

•Students will be able to summarize by listening to listening techniques step by step.

3.Theme: Teaching video summary

4.Methodology: Cooperative learning

5.Course:

6.Time:

7.Date:

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <p>Summarizing</p> <p>Procedures</p> <p>Students will answer the questions on the worksheet. Through those questions they will understand what summarizing is.</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>Explain what summary is.</p> <p>Differences between retelling and summary.</p> <p>While-Listening</p> <p>Students will have to Answer these questions:</p> <p>What is a good summary?</p> <p>Which of these might be included in a summary?</p> <ul style="list-style-type: none"> •Essential information (yes) •Minor information (no) •Background information (no) •The main topic and why it's news (yes) •Long explanations (no) <ul style="list-style-type: none"> •Statistics (no) •Direct quotes (no) •A conclusion (yes) •Your personal opinion (no) •The opinion of people in the video (yes) <p>Post- Listening</p> <p>How should you write the summary? •Type of language.</p> <ul style="list-style-type: none"> •5 separate sentences or 1 complete paragraph. 	<p>Markers, board</p> <p>Answer sheet</p>	<p>Group evaluation</p>

Bibliography: <http://iteslj.org/Techniques/Maggs-VideoSummary.html>

LESSON PLAN No.24**1.Subject:** English**2.Objectives:**

- Students will be able to summarize by listening to an audio identifying the main ideas and summarizing them.

3.Theme: Job description**4.Methodology:** Cooperative learning**5.Course:****6.Time:****7.Date:**

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <p>Summarizing Listening for the main idea</p> <p>Procedures</p> <p>Teacher will have students to understand how to make a summary and answer questions about it.</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>Key vocabulary(10')</p> <p>While-Listening</p> <p>Students will listen to an audio about a job interview. Students will have to make a summary in no more than three sentences and then answer the questions.</p> <p>What is the main activity done by the girl in that office? Which was the favorite girl's topic in the university? Is the girl computer literate? Is that girl familiar with the internet? (20')</p> <p>Post- Listening</p> <p>Teacher will explain the correct answers to the students .(10')</p>	<p>Markers, board</p> <p>Audio</p> <p>Answer sheet</p>	<p>Group evaluation</p>

Bibliography: <http://garayenglishonline.weebly.com/efl-a-1-2.html>

LESSON PLAN No.25**1.Subject:** English**2.Objectives:**

- Students will be able to summarize by listening to an audio identifying the main ideas and summarizing them.

3.Theme: Job description**4.Methodology:** Cooperative learning**5.Course:****6.Time:****7.Date:**

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <p>Summarizing Listening for the main idea</p> <p>Procedures</p> <p>Teacher will have students to listen to an audio after that students will start to make their own summary in groups.</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>Key vocabulary. (10')</p> <p>While-Listening</p> <p>Students will have the chance to listen a bbc news (Texting while walking is dangerous) and make a summary after that. (20')</p> <p>Post- Listening</p> <p>Teacher will show a model of summary to students.(10')</p>	<p>Markers, board</p> <p>Audio</p> <p>Answer sheet</p>	<p>Group evaluation</p>

Bibliography: <http://www.breakingnewsenglish.com/1403/140312-texting-while-walking-0.html>

LESSON PLAN No.26**1.Subject:** English**2.Objectives:**

- Students will be able to summarize by listening to an audio identifying the main ideas and summarizing them.

3.Theme: Job description**4.Methodology:** Cooperative learning**5.Course:****6.Time:****7.Date:**

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <p>Summarizing Listening for the main idea</p> <p>Procedures</p> <p>Teacher will have students to listen to an audio after that students will start to make their own summary in groups.</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>Key vocabulary (10')</p> <p>While-Listening</p> <p>Students will have the chance to listen a bbc news (250 million children cannot read or write) and make a summary after that. (20')</p> <p>Post- Listening</p> <p>Teacher will show a model of summary to students.(10')</p>	<p>Markers, board</p> <p>Audio</p> <p>Answer sheet</p>	<p>Group evaluation</p>

Bibliography: <http://www.breakingnewsenglish.com/1402/140202-literacy-0.html>

LESSON PLAN No.27**1.Subject:** English**2.Objectives:**

- Students will be able to answer the questions by listening to the audio and identifying the ideas according to the questions on the answer sheet.

3.Theme: Christmas Celebration**4.Methodology:** Cooperative learning**5.Course:****6.Time:****7.Date:**

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <p>Listening for the main idea</p> <p>Procedures</p> <p>Teacher will have students to listen to an audio and give them an answer sheet. After they listen to the audio they will have to underline the correct response.</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>Key vocabulary. (10')</p> <p>While-Listening</p> <p>Students will have the chance to listen three time times the same audio so they can clarify the words they did not understand. (20')</p> <p>Post- Listening</p> <p>Teacher will the correct answers. Teacher will also give them the transcript of the audio.(10')</p>	<p>Markers, board</p> <p>Audio</p> <p>Answer sheet</p>	<p>Group evaluation, answer sheet.</p>

Bibliography: Penny Ur. (1984). Teaching Listening Comprehension. Cambridge University Press.

LESSON PLAN No.28

1.Subject: English

2.Objectives:

•Students will be able to predict by listening to the audio and then stopping at some point that way students can guess the next part of the story.

3. Theme: Predictions

4.Methodology: Cooperative learning

5.Course:

6.Time:

7.Date:

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <p>Predicting</p> <p>Procedures</p> <p>Teacher will read students some single sentences and stressing in the words where teacher wants students to make predictions.</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>Key vocabulary.</p> <p>(10')</p> <p>While-Listening</p> <p>Students will have the chance to listen three time times the sentences and will have the time to think about their predictions basing on the sentences heard. (20')</p> <p>Post- Listening</p> <p>Teacher will explain to point of predicting and will make students realize that predicting skill is important in improving listening comprehension.(10')</p>	<p>Markers, board</p> <p>Audio</p> <p>Answer sheet</p>	<p>Group evaluation, answer sheet.</p>

Bibliography: Penny Ur. (1984). Teaching Listening Comprehension. Cambridge University Press.

LESSON PLAN No.29

1.Subject: English

2.Objectives:

•Students will be able to predict by listening to the some proverbs in English and then students trying to guess the rest of the proverb.

3. Theme: Proverbs

4.Methodology: Cooperative learning

5.Course:

6.Time:

7.Date:

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <p>Predicting</p> <p>Procedures</p> <p>Teacher will read students some proverbs in English and have students to guess the rest of the proverb and the meaning of it.</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>Key vocabulary.</p> <p>(10')</p> <p>While-Listening</p> <p>Students will have be listening and predicting about the meaning of the proverbs</p> <p>(20')</p> <p>Post- Listening</p> <p>Students will write down their predictions and after they hand in their work teacher will give the right meaning of the proverbs.(10')</p>	<p>Markers, board</p> <p>Audio</p> <p>Answer sheet</p>	<p>Group evaluation, answer sheet.</p>

Bibliography: Penny Ur. (1984). Teaching Listening Comprehension. Cambridge University Press.

LESSON PLAN No.30**1. Subject:** English**2. Objectives:**

- Students will be able to predict by listening to a funny story and then students will try to guess the rest of the story.

3. Theme: Story predictions**4. Methodology:** Cooperative learning**5. Course:****6. Time:****7. Date:**

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <p>Predicting</p> <p>Procedures</p> <p>Teacher will read to students a story about a Japanese person in a different country. Students will listen and predict the rest of the story.</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>Give key words. (10')</p> <p>While-Listening</p> <p>Students will write a list of ideas of what they think will happen next in the story the teacher reads to them. (20')</p> <p>Post- Listening</p> <p>Students will read aloud their predictions and compare with the other groups and teacher will read the rest of the story to all students.(10')</p>	<p>Markers, board</p> <p>Audio</p> <p>Answer sheet</p>	<p>Group evaluation, answer sheet.</p>

Bibliography: <http://www.teach-this.com/images/resources/predictor.pdf>

LESSON PLAN No.31**1.Subject:** English**2.Objectives:**

- Students will be able to predict by writing a prediction of a classmate and reading it aloud.

3. Theme: Making predictions**4.Methodology:** Cooperative learning**5.Course:****6.Time:****7.Date:**

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <p>Predicting</p> <p>Procedures</p> <p>Teacher will pass a bag to students and they will take a paper where they will find a classmate name. Students write a prediction about the classmate giving a reason for the prediction</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>Explain students why the game is important to improve their predictions.</p> <p>(10')</p> <p>While-Listening</p> <p>Each student writes a prediction about the person whose name was in the paper they chose.</p> <p>Students need to add a reason for their prediction too.</p> <p>(20')</p> <p>Post- Listening</p> <p>When everyone has heard all the predictions, they can see how many correct guesses they have made.(10')</p>	<p>Markers, board</p> <p>Answer sheet</p>	<p>Group evaluation, answer sheet.</p>

Bibliography: <http://www.teach-this.com/images/resources/predictor.pdf>

LESSON PLAN No.32**1.Subject:** English**2.Objectives:**

- Students will be able to listen to the main idea by listening to a short paragraph and answering questions.

3. Theme: Vacation plans**4.Methodology:** Cooperative learning**5.Course:****6.Time:****7.Date:**

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <p>Listening for the main idea</p> <p>Procedures</p> <p>Teacher will give an answer sheet and have students to listen to an audio of a short paragraph about Vacations days and they will answer the questions on the answer sheet.</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>New vocabulary (10')</p> <p>While-Listening</p> <p>In groups students will Answer on the answer sheet (20')</p> <p>Post- Listening</p> <p>When everyone has answered the questions teacher will give the right answers and the reasons for that.(10')</p>	<p>Markers, board</p> <p>Answer sheet</p>	<p>Group evaluation, answer sheet.</p>

Bibliography: <http://www.mgu.ac.jp/~ic/helgesen/marc.article2.html>

LESSON PLAN No.33**1.Subject:** English**2.Objectives:**

- Students will be able to listen to the main idea by listening to a longer paragraph and answering questions.

3. Theme: Marriage Law in Kenya**4.Methodology:** Cooperative learning**5.Course:****6.Time:****7.Date:**

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <p>Listening for the main idea</p> <p>Procedures</p> <p>Teacher will give an answer sheet and have students to listen to an audio of a marriage law and they will answer the questions on the answer sheet.</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>New vocabulary. Make sentences with the new vocabulary.</p> <p>(10')</p> <p>While-Listening</p> <p>In groups students will answer the questions on the answer sheet. (20')</p> <p>Post- Listening</p> <p>When everyone has answered the questions teacher will give the right answers and the reasons for that.(10')</p>	<p>Markers, board</p> <p>Audio</p> <p>Answer sheet</p>	<p>Group evaluation, answer sheet.</p>

Bibliography: <http://www.breakingnewsenglish.com/>

LESSON PLAN No.34**1.Subject:** English**2.Objectives:**

- Students will be able to listen to the main idea by listening to a longer paragraph and answering questions.

3. Theme: Millions of workers live with parents**4.Methodology:** Cooperative learning**5.Course:****6.Time:****7.Date:**

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <p>Listening for the main idea</p> <p>Procedures</p> <p>Teacher will give an answer sheet and have students to listen to an audio of a Millions of workers live with parents and they will answer the questions on the answer sheet.</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>New vocabulary. Make sentences with the new vocabulary.</p> <p>(10')</p> <p>While-Listening</p> <p>In groups students will answer the questions on the answer sheet . (20')</p> <p>Post- Listening</p> <p>When everyone has answered the questions teacher will give the right answers and the reasons for that.(10')</p>	<p>Markers, board</p> <p>Audio</p> <p>Answer sheet</p>	<p>Group evaluation, answer sheet.</p>

Bibliography: <http://www.breakingnewsenglish.com/>

LESSON PLAN No.35**1.Subject:** English**2.Objectives:**

- Students will be able to predict by listening to conversation and completing the speakers conversation.

3. Theme: Filling gaps**4.Methodology:** Cooperative learning**5.Course:****6.Time:****7.Date:**

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <p>Predicting</p> <p>Procedures</p> <p>Teacher will give an answer sheet and have them to listen only to one of the speeches. Then will ask students to complete the other speaker's conversation because there is only one of the speeches written on the paper.</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>Key words. (10')</p> <p>While-Listening</p> <p>In groups students will complete the other person's speech, since the answer sheet will only have one speech written. (20')</p> <p>Post- Listening</p> <p>When everyone has completed the speech teacher will give the right answers. (10')</p>	<p>Markers, board</p> <p>Audio</p> <p>Answer sheet</p>	<p>Group evaluation, answer sheet.</p>

Bibliography: <http://www.breakingnewsenglish.com/>

LESSON PLAN No.36

1.Subject: English

2.Objectives:

•Students will be able to listen to the main idea by listening to an English-speaking commercial.

3. Theme: Commercials

4.Methodology: Cooperative learning

5.Course:

6.Time:

7.Date:

Contents	Activities	Resources	Evaluation
<p>Cognitive</p> <p>Listening for the main idea</p> <p>Procedures</p> <p>Teacher will have students to listen to radio commercial. After, teacher will identify the products or services being advertised. Then, teacher will give a jumbled list of words used on the audio to describe the products.</p> <p>Students will work on the description of their own commercial and finally everyone will vote for the best advertisement.</p> <p>Attitudes</p> <p>Respect: Respecting everyone's opinion.</p> <p>Honesty: Student's must be sincere in all activities developed in classroom and outside it.</p> <p>Organization: Students and teacher must keep the materials and elements inside the classroom organized.</p> <p>Punctuality: Being on time when the English classes start.</p>	<p>Pre-Listening</p> <p>Key words. (10')</p> <p>While-Listening</p> <p>In pairs students will choose the words best describes each product and will take notes of important parts of the commercial. (20')</p> <p>Post- Listening</p> <p>The pairs will make their own commercial with the product they got. Students will use the words they already have on the board or they can use new words using a dictionary(10')</p>	<p>Markers, board</p> <p>Audio</p> <p>Answer sheet</p>	<p>Answer sheet.</p>

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