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ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

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TITLE

THE IMPLAMENTATION OF GUIDED LISTENING AS A TOOL TO ENHANCE LISTENING SKILL AMONG 7TH YEAR STUDENTS OF BASIC EDUCATION, AT UNIDAD EDUCATIVA “LAURO DAMERVAL AYORA” N°1 IN LOJA CITY, DURING THE SCHOOL YEAR 2014-2015.

Thesis as a previous requirement to obtain the Bachelors' Degree in Sciences of Education, English Language Specialization

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THE AUTHOR

DEDICATION

I want to dedicate this work to my family, because they have given me all their support throughout this long process.

To my mother, who has been with me unconditionally in all the moments that I have needed her and who has supported me to accomplish one of the main goals in my life.

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HUGO MAURICIO

MATRÍZ DE ÁMBITO GEOGRÁFICO

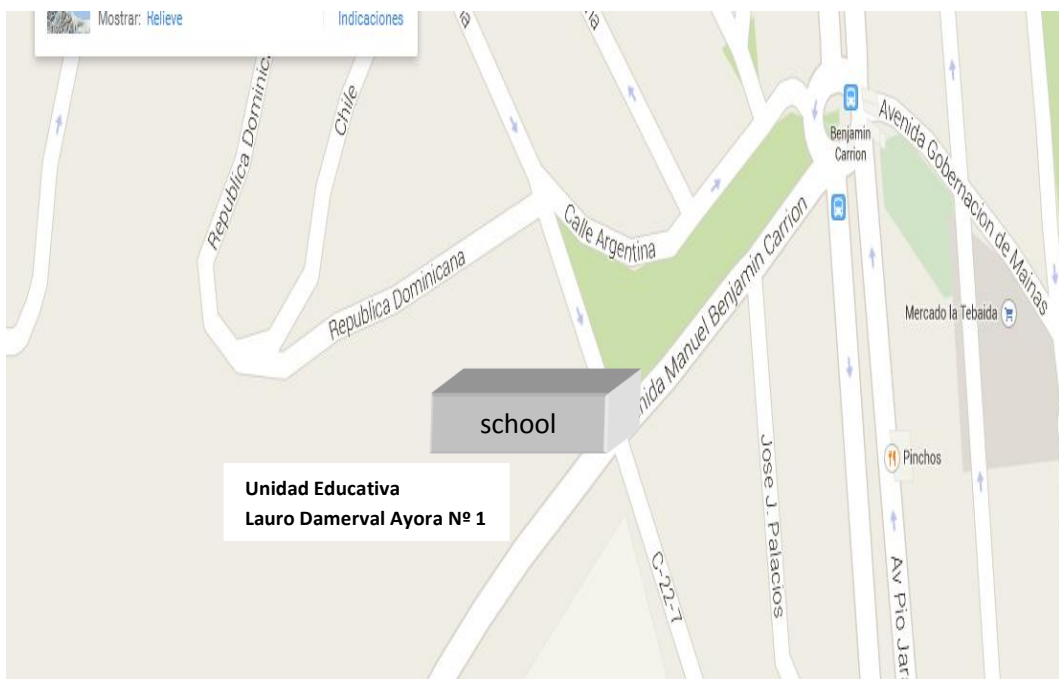
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a. TITLE

THE IMPLEMENTATION OF GUIDED LISTENING AS A TOOL TO ENHANCE LISTENING SKILL AMONG 7TH YEAR STUDENTS OF BASIC EDUCATION, AT UNIDAD EDUCATIVA “LAURO DAMERVAL AYORA” N° 1 IN LOJA CITY, DURING THE SCHOOL YEAR 2014-2015.

b. RESUMEN

El presente trabajo de investigación fue llevado a cabo con el objeto de implementar la guía para escuchar y mejorar la habilidad de escuchar de los estudiantes. Para el desarrollo del presente trabajo, se utilizaron los métodos científico descriptivo, analítico-sintético y estadístico. Asimismo, se utilizaron los instrumentos tales como cuestionarios, hojas de observación y exámenes que se aplicaron a 37 estudiantes. Los resultados obtenidos después de la aplicación de la guía para escuchar, revelaron que los estudiantes mejoraron considerablemente sus habilidades de escuchar en inglés, especialmente en comprender lo que escuchan y en identificar detalles específicos. En conclusión, la aplicación de la guía para escuchar fue efectiva ya que despertó el interés de los estudiantes a continuar mejorando el idioma Inglés dentro de todos sus ámbitos.

ABSTRACT

The present research work was developed with the goal of implementing Guided listening to improve students' listening skill. For the development of this work, some methods such as scientific, descriptive, analytic- synthetic and statistic were used. In the same way, instruments like tests, questionnaires, and observation sheets were also implemented to 37 students. The results obtained after the application of guided listening, revealed that students improved considerably their English listening skills, especially into the parameters of listening for comprehension and specific details. In conclusion, the application of Guided listening tool was effective because it encouraged students to continue improving the English language in all listening aspects.

c. INTRODUCTION

Listening is not just about being quiet while someone else is speaking. Listening is the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. For this reason, listening is a skill that must be practiced every day in an appropriate environment so that students are exposed as much as possible to the second language. When students show troubles in the process of listening they generally do not identify the sounds of speech and as a consequence they cannot process these sounds into words and sentences to create meaning.

Considering the problems mentioned above, it was necessary to establish how the implementation of Guided listening tool helps students to improve their listening skills. Thus, in order to help students to solve these problems about listening, Guided listening tool has been chosen because this is an instructional tool that links elements of oral language and provides the necessary support for effective listening. Through Guided Listening students listen more effectively because they understand what they are listening for as well as they become able to recognize better their language strengths and needs.

To develop this research the specific objectives were: To investigate the theoretical references about Listening and Guided listening tool to enhance students' listening, to diagnose the problems 7th year students of Basic Education, at Unidad Educativa "Lauro Damerval Ayora" N° 1 in Loja city are facing in listening, to elaborate a plan focused on Guided Listening tool to enhance

listening skills, to apply the elaborated plan related to Guided Listening with the aim to solve the limitations in the development of listening skills and to verify how effective was the application of Guided Listening as a tool to develop and increase students' listening skills.

Throughout this research work the following methods were used: The scientific method that was useful in obtaining information about the two variables; the descriptive method that served to explain the phases of the research work, as well as the resources used by the researcher; the analytic-synthetic method that helped to analyze and interpret the collected results from the instruments. Furthermore, it led to the appropriate conclusions. And finally, the statistical method that involved making statistical analysis of the quantitative data obtained from the application of tests and questionnaires to students.

The content of the present research work is constituted by the following parts: firstly by the abstract which contains a brief summary of the research developed and also its main purpose, the methods used, and the conclusions drawn. Secondly the introduction has the contextualization of the problem and sub problems, the reason why Guided listening has been chosen, the methodology used in the process of investigation and the content of the thesis. Then, the literature review contains all the necessary information about the two variables; the resources and methods section include the design of the research, methods, techniques and instruments used, procedures of the intervention and the population implied within the research. After that, the results encapsulate the data obtained from the instruments and its representations through graphics and tables. The discussion

includes the major outcomes of the research work, how the results were obtained, a brief description of the research stages, the strengths and limitations and the impact that the Guided Listening Tool had on students' development. Additionally, the conclusions inform the findings and the progress students made after the application of the intervention plan, these conclusions are based on the results gathered from the tests and questionnaires. Finally, the recommendations provide suggestions to continue improving the students' listening skills.

d. LITERATURA REVIEW

Listening skill

Definition

Listening is the capture of words and sentences meaning by our brain. Listening takes us to the understanding of facts and ideas and requires a lot concentration.

(Park, 2010)

When people listen, they are receiving information to listen to. So, in order to figure out and comprehend such information, it is necessary to identify the language sounds and turn them into words and sentences that transmit the sender's message. When people hear their ears help them to collect individual sounds (letters, stress, rhythm and pauses) and make use of the brain to convert these sounds into messages that are understandable.

In any language, listening requires a lot focus and concentration. This is a skill that needs to be worked at hard by people and especially by some individuals whose listening is problematic because of are likely poor listeners. A person must take into account that listening in many languages requires even greater focus than in others. (Amidon, 1997-2015)

According to Walter Park (2010) listening is a complex process that is performed throughout the life and must be perfected every day and thus, to be able to establish or keep a reliable and appropriate conversation in other words, to interpret correctly the information the speaker is trying to convey. Listening is a process that demands a lot time and focus to muster (English Club, 2015)

Importance

Listening is important because of through this skill people accurately receive and deduce messages during the communication process.

Listening is the clue for an effective communication; without this ability any message can easily misunderstood, the communication is not clear and the person who sends the message can easily get angry or frustrated.

Listening is so essential that in a lot companies many bosses give listening skills training to their employees. This is a good strategy when it's considered that good listening skills can get: customer happiness, bigger productivity without a lot mistakes, increased sharing of information that leads to more inventive work.

Many successful leaders credit their success to effective listening skills. Effective listening reinforces all good human relationships and builds stairs of success.

Good listening skills also offer profits in our lives such as a gorgeous number of friends and social links, self-esteem and confidence, better grades at school and even improve our health and well-being. Some studies have demonstrated that, whereas speaking raises blood pressure, listening brings it down. (SkillsYouNeed, 2011)

Listening is also relevant due to it:

- Takes a huge part of time. Think about the time a person spends listening to others speaking or listening to songs, TV, radio, etc. Nowadays the use of technology has let people to improve their listening skill within language teaching.

- Provides participation that is very important for second language acquisition and for the progress of the speaking skill.
- Fosters non-linear processing of language and hearten learners to improve "holistic" strategies to texts.

A teacher needs to think of how he can include listening into his teaching and give chances both in and out the class for students to be exposed to major listening input. (Blyth, 2010)

Listening is as important as any other skill and due to this; the process of an effective communication can be possible between people. (SkillsYouNeed, 2014) According to Carl Blyth (2010) listening is a skill that requires most of time in a communication so that, teachers have to encourage students to practice it in and out of the classroom make use of the technology available when possible.

How to teaching listening

Teachers need to produce students who, even if they do not know a lot of grammar or have an extensive lexicon, can defend for themselves in a set communication. In listening, this means producing learners who can use listening strategies to increase their comprehension of aural input, recognize significant and non-significant information, and tolerate less than word-by-word comprehension.

The Listening Process

To fulfill this goal, teachers focus on the procedure of listening rather than on its product.

- They get students to be aware of the listening process by asking them to think about how they listen in their mother tongue.
- They permit students to practice listening strategies by using authentic listening tasks.
- They perform as authentic listeners by answering to student communication as a listener rather than as a teacher.
- When using listening tasks in the classroom, they show students the strategies that will work best for effective listening and the kind of text. They clarify how and why students must use the strategies.
- They make sure students to practice listening strategies in class and request them to practice outside of class in their listening tasks. They hearten students to be aware of what they're doing while they complete a listening task.
- They encourage learners to evaluate their comprehension and their strategies after completing an assignment. They build comprehension in and out of the class through listening assignments, and occasionally review how and when to use particular listening strategies.
- They foster the development of listening skills by using the target language to manage classroom business: making announcements, assigning homework, describing the content and format of tests.
- They explain how a particular strategy can work in a different type of listening task or with another skill.

By increasing students' awareness of listening as a skill that demands active engagement, and by teaching listening strategies, teachers help students to

improve both the ability and the confidence to lead communication they can encounter out the classroom. In this manner they provide students the basis for effective communication in the new language. (The National Capital Language Resource Center, Washington, 2006)

Based on the information above, the main goal of teachers is to help students to recognize or classify the information students are supposed to listen to. In other words, to differentiate the relevant or key words from the whole information they listen to from the speaker and develop the use of strategies to reach the object of building comprehension.

Types of listening

Listening for specific information

Specific information is generally realistic or factual for example, a name, a place, a profession or a date. When people listen for specific information, they at least need to have an idea of what they are listening for, predict the information that could reply a question or request in the process of communication and be mindful that the request or question could be expressed in a variety of forms. Sometimes, listening for specific information also requires listening to explain whether information is specified or not. (Macmillan Education, 2014)

Listening for understanding

Listening comprehension has several processes involved in spoken language. These encompass recognizing speech sounds, the meaning of individual words and also, involve the prosody in which utterances are spoken (e.g., change

intended meaning from a statement to a question) and, make important inferences based on context and real-world knowledge.

Different types of questions to evaluate listening

There are six types of question to evaluate listening. These are: multiple choices; matching; plan/map/diagram labeling; form/note/table/flow chart/summary completion; sentence completion; short-answer questions.

Multiple choices

This sort of question can be a question with three possible answers or the first half of a sentence with three possible sentence endings. Here students must choose one correct answer, A, B or C.

Sometimes student is given a longer list of possible answers and he has to choose more than one answer. This type of question tests many listening skills such as detailed understanding of specific points, or general understanding of the main points.

Matching

In this sort of question, student must match a list of items from the recording to a list of options on the answer sheet. This type of question tests students' ability to:

- Listen for detailed information. For example, whether you can understand information about the type of hotel or guest house accommodation in a common conversation.
- Follow a conversation between two people.
- Identify how details are connected to each other in the recording.

Plan/map/diagram labeling

In this sort of question, student must complete labels on a visual which may be:

- A diagram (e.g. a piece of equipment)
- A set of pictures
- A plan (e.g. of a building)
- A map (e.g. of part of a town)

Students may have to select answers from a list on the question paper then, write the right letter on the answer sheet and/or select words from the recording which fit into gaps on the question paper (students do not have to change the words in the recording in any way)

Student should read the instructions very carefully because sometimes a word limit is given, (no more than two words and/or a number). This type of question tests your ability to understand information (e.g., a description of a place) and the ability to understand explanations or follow directions (e.g. straight on/through the far door).

Form/note/table/flow chart/summary completion

In this sort of question, student must fill gaps in an outline part or all of the recording. The outline will focus on the main ideas/facts in the recording and may be:

- A form: often used for facts, such as names.
- A set of notes: used to summarize information and show how different points are related to others.

- A table: used to summarize information that can be divided into categories (place/time/price)
- A flow chart: used to summarize the stages in a process, with the direction of the process shown by arrows.

Short-answer questions

In this sort of question, student must read a question and write a short answer using information from the recording.

Student should read the instructions very carefully as the number of words or numbers he may use to fill the gaps can change. A word limit is given (no more than two words and/or a number) but, sometimes students are given a question which asks them to write two or three different answers.

This questions focus on the ability to listen for facts, such as places, prices, times or names.

Sentence completion

In this type of question, students have to read sentences that summarize important information from either all of the listening text or from one part of it.

Students have to fill in a gap in each sentence using information from the recording.

Here students should read the instructions very carefully as the number of words or numbers they may use to fill the gaps can change. A word limit is given, for example, 'no more than two words and/or a number'. Students will lose the mark for writing more than the word limit. Contracted words such as 'they're'

will not be tested. Hyphenated words such as 'check-in' are counted as single words. Write the words that fit into the gap on the answer sheet.

This type of question focuses on your ability to identify the important information in a recording. You may also need to understand relationships between ideas/facts/events, such as cause and effect. (International English Language Testing System , 2009)

According to this information, these six types of questions are the the most useful to evaluate listening appropriately. They should be taken into account for teachers at the moment to prepare a listening test due to these questions are easy to understand and the test can be developed in the most beneficial way for students.

Why some students find listening difficult

Students can find listening difficult because of:

They are trying to understand every word

In communication, despite the street noise or many missing parts of the language, many people are able to keep a conversation in their own language but it's hard for most people to transfer this skill to a second language. A methodology to tackle this situation is to learn how to identify the most important words that are necessary to listen out for. In English people can identify this in an easy-to-spot way, where words in a sentence are stressed (spoken louder and longer) and practice listening as often as possible.

They get left behind trying to work out what a previous word meant

It often happens when a person hears a word he half remembers and finds he has completely lost the idea of what was being said by the time he remembers

what it means but, it can also happens when a person is trying to work out with words that sound similar to something in his language, words from the context or words that have been heard many times before or, when he is trying to guess the meaning of once and for all. A teacher could use a listening that is recorded in shorter sections or use the pause button to give students' brain the opportunity to catch up the information they are listening to.

They have problems with different accents

In a modern textbook, students have to deal with a variety of British, American and Australian accents and even more languages. If it is an accent students particularly have to understand, e.g., if they are sorting out the outsourcing to India, the teacher could spend time of a lesson on the characteristics of that accent. In order to build up their ability to deal with different accents, the best way is just to get students to listen to a lot English (e.g. TV without dubbing or World Service Radio) or teacher might also focus on pronunciation of sounds that students need to understand in many different accents.

They are distracted by background noise

The skill to listen through background noise is another issue students have to cope at the moment of transferring from L1 to L2 so; the teacher needs to cut down on noise inside the classroom in order to get a clear communication and for doing it they could make students develop the first task with books closed and pens down. Finally, when students start to get used to it, teacher can give them an additional challenge by using a recording with background noise such as a cocktail party conversation.

They can't tell the difference between the different voices

Voices that are clearly dissimilar to a native speaker can be completely confusing for a non-native speaker. Teachers haven't quite worked out why these problems occur on some occasions and not on others, but a native speaker could be identifying a lisp, an accent or a difference in range of tone that escapes a student. Teachers can avoid these problems by using texts with one woman and one man, where they practice listening with tasks where the students only have to count how many times the speaker changes the voice tone.

Guided listening

Definition

Guided listening is as an instructional tool that properly links features of oral language with independent reading through the use of metacognitive strategies. Guided Listening creates the scaffold for effective listening due to students listen more effectively when they clearly grasp what they are listening for. It offers a practical framework that shows the importance of recording and sharing the ideas of others; offers opportunities to recognize the norms and conventions associated with oral language; and frees students to listen attentively, organize their replies, and watch for the subtle cues that are an important part of listening. (Donohue, Guided listening, 2007)

Considering the present information, Donohue (2007) defines that guided listening is a tool that let students are conscious of what they are listening. Moreover, this tool helps students to understand the listening task through the use of metacognitive strategies that facilitate them the process of listening and aid

them to choose the essential information that is necessary to comprehend a whole text.

Importance

Lisa Donohue (2007) says that one of the main focuses of guided listening is student's acquisition of listening skill.

- Guided listening gives focused training and independent practice, allowing learners to become skillful at recognizing and making use of metacognitive strategies.
- It gives students a framework to organize their thoughts and help them to encourage their knowledge and produce new ideas.
- Students become skillful at using strategies. This handles to the normal progression of the integration of all metacognitive strategies.
- Guided listening offers focused instruction to develop read-aloud and independent reading, naturally connecting both of them.

Guided Listening supplies teachers with enough activities for a complete school year. In addition, Guided Listening can be used in any grade or repeated in subsequent grades due to the criteria for the metacognitive strategies can vary from class to class.

A guided listening lesson basically consists on: developing a purposeful read-aloud activity by making the teacher model to students the strategy they will use along of this.

In conclusion, guided listening is relevant due to it let students practice the use of strategies to develop listening and offers them a framework to write and

organize their ideas. Moreover, it provides focused instruction in order to develop read-aloud activity in the classroom.

Metacognitive strategies

Metacognitive strategies refer to methods used to help students understand the form in which they learn; in other words, it means to 'think' about their 'thinking'.

Teachers who use metacognitive strategies can positively influence students who have learning disabilities by helping them to develop an effective plan for learning. As students become aware of how they learn, they use these processes to learn and retain new information. Below are some metacognitive strategies that can be implemented in a classroom:

Think-aloud

This is great for reading comprehension and problem solving. This strategy helps students to consciously monitor on what they are learning. Moreover, it works well when teachers read a story or problem out loud and stop to express their thoughts. This allows students to follow the teacher's thinking process which helps them to understanding what they are trying to comprehend.

Checklist, rubrics, and organizers

These strategies are great for solving word problems. These organizational tools support students in the decision-making process because they serve as an aid for planning and self-evaluation. They ask what students know and need to know to arrive at an answer. (Inclusive Schools Network, 2001)

Prediction

In real listening and reading, we usually have some idea of what we are going to hear or read before we start. The point that we can predict what the text or the speaker will say helps students to understand and focus on the information so that, we can anticipate the information and match what we are hearing or reading with what we expect. Thus, in language classroom we can help learners to listen and read more effectively if we start with an activity which gets them to make predictions about the content of the text or conversation. (English Unlimited, 2011)

Visualizing

Visualizing works when the teacher asks students to create a picture in their minds or to imagine the story they are listening to as a movie. Visualizing with all their senses improves students' understanding of the text (e.g., Imagine the character's voice or the smell of a food)

Making an inference

Inference is using observation and background to reach a logical conclusion for example, if you see someone eating a new food and he or she makes a face, then you infer he does not like it. Or if someone slams a door, you can infer that she is upset about something.

Make inferences is important because when an author writes a story, he/she will not include all the information for us due to he/she expects we to read between the lines and reach conclusions about the text. (Study.com, 2015)

In conclusion, all these strategies are helpful and beneficial for students at the moment of developing listening skills due to they facilitate the listening process about any topic and also, they are not too difficult to apply or develop so that, students easily get familiar with them.

The procedure of guided listening

According to Lisa Donohue (2007) the sequence of a guided listening lesson is:

Introduce: teacher begins by introducing the metacognitive strategy and reviewing its use.

Model: teacher completes read- aloud and students record and share their ideas.

Practice: students practice the skill with their independent reading and complete the portion of the guided listening worksheet.

Assess: while students are independently reading, the teacher can review guided listening folders. Teacher can mark students' work from the previous day, record the marks, and conference if needed with any student.

Introduce the strategy

Introduce students to the strategy they will use throughout the read aloud activity. If a new strategy will be introduced, it's necessary to discuss the strategy with the students and ensure they understand what they will be required to do.

Introduce the organizer

A graphic organizer is an effective tool on which students can organize, represent and share their ideas. In order for students to use the graphic organizers during guided listening correctly, Students must familiarize with the graphic

organizer before applying it while they are learning a new strategy thus; they will be certain of how to record their ideas. By informing students of the task that they will complete, it gives them the opportunity to catch all of the information and only pay specific attention to key ideas.

Model the strategy

During the read aloud, it's necessary to make pauses in order to model the use of the strategy. Often students don't realize what they are thinking until they hear themselves speak. Verbalizing their thoughts gives them the opportunity to express their thoughts and learn from the ideas of others.

Review the text

After the read –aloud, quickly hearten students to share their ideas with the class. Thus students learn and value from the ideas of others and feel that they have had an opportunity to be heard themselves.

Reviewing the strategy

Before students start to read independently, rapidly refocus their attention on the strategy and the task they will complete by themselves.

Assess

When students have completed the worksheets, it's easy to assess, and give insight into students' learning. Assessing also is useful to reporting students' progress. In conclusion, in order to get the most fruitful result from students' development of listening skills it is important teachers stick to this guided listening process as much as possible thus, the process will be understandable for students and easy to be followed by teachers.

e. MATERIALS AND METHODS

Materials

Along this research work three kinds of resources were used. The first was human resources, where there was the participation of forty students of seventh year of Basic Education and the English teacher; the second was the technical material which included the use of paper where the topics to develop listening were printed. And finally, the technical resources that included the use of computer as well as internet in order to seek for the appropriate information.

Design of the research

The existing investigation was based on the Action Research Mode proposed by Kemmis and Mc Taggart (2000) as constructive research, which was carried out with the aim to comprehend, to assess and to change a situation, in addition to connect the research to practice. This research model includes a self-reflective cycle of detecting a problem, planning a solution, taking action and observing the processes and outcomes.

Methods

The data collected resulting from the application of the intervention plan was analyzed through the following methods:

The scientific method: It facilitated the study of appropriate resources to improve the listening skill. Also, it helped in the observations done before and during the

intervention. This one supported to design the instruments used along the intervention to gather data from students.

The descriptive method: It was useful to describe the different stages of the research and kind of resources used by the researcher. It helped to describe the results obtained through the tables and graphs. Moreover, it served to explain and analyze the object of investigation.

The analytic-synthetic method: It was used to analyze and interpret the obtained results through the test and questionnaire. It also helped to draw up the conclusions.

The statistical method: It was used to make the quantitative statistical analysis of the data obtained from the test and the qualitative data from the questionnaire. Furthermore, it helped to tabulate the information into tables and graphs. The means for each section was calculated taken into account the formula $x = \frac{x}{n}$

Techniques and instruments

To collect the data, tests, questionnaires and field diary were designed and applied at the beginning, during and after the application of the intervention plan.

Tests

Two kinds of tests were used. A pre-test with four questions focused on listening comprehension and listening for details was used in order to diagnose the level of the students' knowledge in listening at the beginning of the intervention plan. A post-test was applied at the end of the intervention plan to obtain information about students' progress in listening skills. The test was conducted in the class and the researcher clarified all students' questions raised about the tests.

Furthermore, in order to obtain the quantitative data from the post-test, it was taken into account the use of a rubric to score and figure out the students' level according to the results obtained from the tests.

Questionnaires

A pre and post-questionnaire with three closed and three multiple choice questions were used to collect qualitative information from students. These provided information to know if students consider the application of guided listening tool helped them to improve their listening skill.

Field diary

The researcher used a field diary to record what happened in each lesson. It helped to write up the findings during the intervention or particular events that occurred during the process.

Population

The students of 7TH year of Basic Education, parallel "C" participated in the development of this action research. The participants of the study were 37 students between boys and girls and between eleven and twelve years old.

f. RESULTS

This section details how the objectives were accomplished.

The first objective was accomplished through the compilation of the theoretical frame which contained valuable information about the two variables and was helpful to elaborate the intervention plan with the appropriate material for each class.

The second objective was fulfilled through the application of a pre-test. The results obtained and showed in table one, helped to determine the problems students were facing in listening skills.

The third objective was achieved through the elaboration of an intervention plan of two months which contained eight english lessons. Each class was developed with a different topic and activities focused on to practice, enhance and overcome the difficulties students challenged in listening skills.

The fourth objective was accomplished through the application of the intervention plan based on a Guided Listening Tool and the questionnaires results showed from table two to seven.

The fifth objective was fulfilled with the results of the post test that are illustrated in table eight.

Pre-Test Results

Objective two: To diagnose the problems that 7th year students of Basic Education, at Unidad Educativa “Lauro Damerval Ayora” N° 1 in Loja city are facing in listening.

a. Table 1

Pre-test Scores of Seventh Year Students of Basic Education in Listening Skills.

Students' code	LC	LD	total /10
	/5	/5	
UNLDA001	0.6	2.7	3.3
UNLDA002	2.5	3.8	6.3
UNLDA003	1.8	2.7	4.5
UNLDA004	3.1	3.8	6.9
UNLDA005	1.8	4.4	6.2
UNLDA006	4.3	3.3	7.6
UNLDA007	0.6	3.3	3.9
UNLDA008	1.2	2.7	3.9
UNLDA009	1.8	3.8	5.6
UNLDA010	3.1	3.3	6.4
UNLDA011	1.2	3.3	4.5
UNLDA012	1.2	3.3	4.5
UNLDA013	3.7	2.2	5.9
UNLDA014	1.2	2.7	3.9
UNLDA015	1.2	2.7	3.9
UNLDA016	2.5	3.3	5.8
UNLDA017	1.8	3.8	5.6
UNLDA018	3.7	3.8	7.5
UNLDA019	1.8	3.8	5.6
UNLDA020	1.2	3.3	4.5
UNLDA021	2.5	3.3	5.8
UNLDA022	3.7	4.4	8.1
UNLDA023	1.2	3.8	5
UNLDA024	1.8	4.4	6.2
UNLDA025	1.8	3.3	5.1
UNLDA026	4.3	3.3	7.6
UNLDA027	1.8	4.4	6.2
UNLDA028	0.6	2.7	3.3
UNLDA029	1.8	3.3	5.1
UNLDA030	1.8	3.3	5.1
UNLDA031	1.8	2.7	4.5
UNLDA032	3.1	3.3	6.4
UNLDA033	1.8	3.3	5.1
UNLDA034	1.2	1.6	2.8
UNLDA035	0.6	3.8	4.4
UNLDA036	1.8	2.7	4.5
UNLDA037	2.5	3.8	6.3
MEAN	2	3.3	5.3

Note. UELDA =Unidad Educativa Lauro Damerval Ayora N° 1; 001=students code; LC= listening comprehension; LD= listening for details

b. Interpretation and analysis

As it can be seen, the data displayed in table 1 show that students got a score mean of 5.3/10 which reveals they have an intermediate level in listening skills that is below the expected level 8/10 (see the grading scale, page 134). The highest score mean (3.3/5) is for listening for details. It means that students were able to recognize specific words from the text they were listening to. On the other hand, the lowest score mean (2/5) is for listening comprehension, it reflects that students had difficulties at the moment of comprehending what the topic was about. Based on these results, it is evident that students have neither been practicing listening as a part of the English learning process nor developing activities in class to improve and overcome the weaknesses related to this skill. According to Amidon (1997-2015), listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulty concentrating are typically poor listeners. Listening in a second language requires even greater focus.

Comparison of the Pre and Post Questionnaire Results

Objective four: To apply the elaborated plan related to Guided listening tool with the aim to solve the limitations in the development of listening skills.

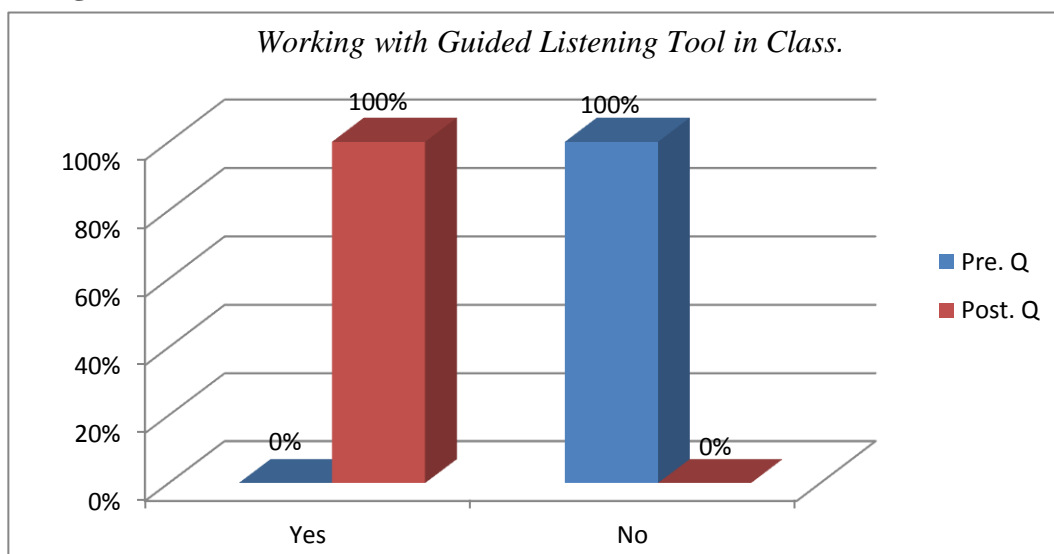
Question 1: Have you ever worked with guided listening tool?

a. Table 2

Working with Guided Listening Tool in Class.

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Yes	0	0	37	100
No	37	100	0	0
Total	37	100	37	100

b. Figure 1



c. Interpretation and analysis

Considering the results obtained, before the intervention plan all students said that they have never used guided listening tool in their classes, which did not allow them to develop their skills appropriately, since these kind of activities help students to enhance the listening skills. But, with the application of this tool, all students had the opportunity to work together in an enjoyable way through

purposeful activities of listening and realize about how the listening process works. Agreeing with Lisa Donohue (2007) who says that guided listening creates the scaffold for effective listening. Students listen more effectively when they clearly understand what they are listening for.

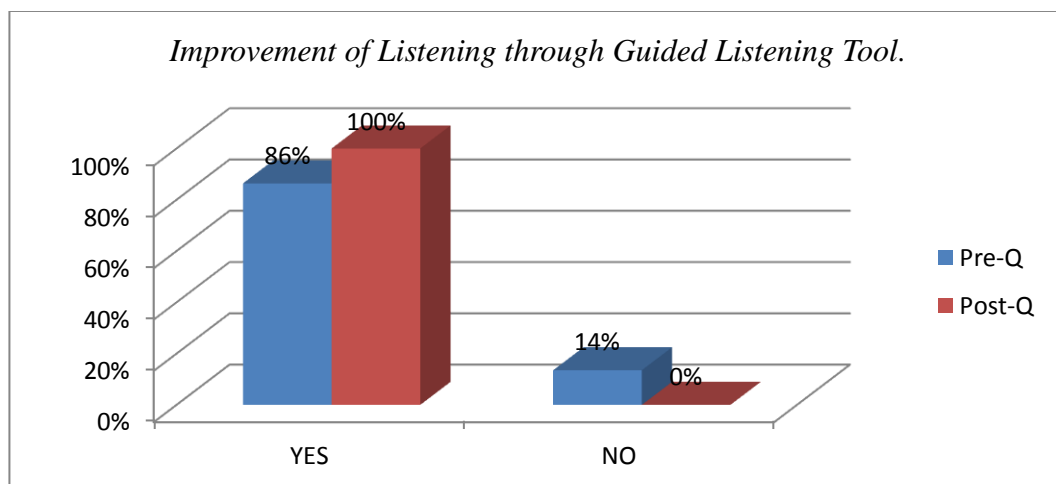
Question 2: Do you think that guided listening tool could help you to develop listening skill?

a. Table 3

Improvement of Listening through Guided Listening Tool.

	Pre- Questionnaire		Post- Questionnaire	
	f	%	f	%
Yes	32	86	37	100
No	5	14	0	0
Total	37	100	37	100

b. Figure 2



c. Interpretation and analysis

Based on the results gathered from the pre-test at the beginning, most of students agreed that guided listening tool could help them to enhance their listening skills, since they considered this tool would give them the chance to

learn norms that are associated with the oral language. On the other hand, at the end of the intervention, all students confirmed that the use of guided listening tool in their English classes helped them to enhance their listening skills, since this tool provided them the appropriate material and necessary feedback which facilitated the comprehension of the lecture and made the listening activity understandable all the time. Lisa Donohue (2007) states that guided listening illustrates how teachers can champion purposeful listening and help students better understand their language strengths and needs.

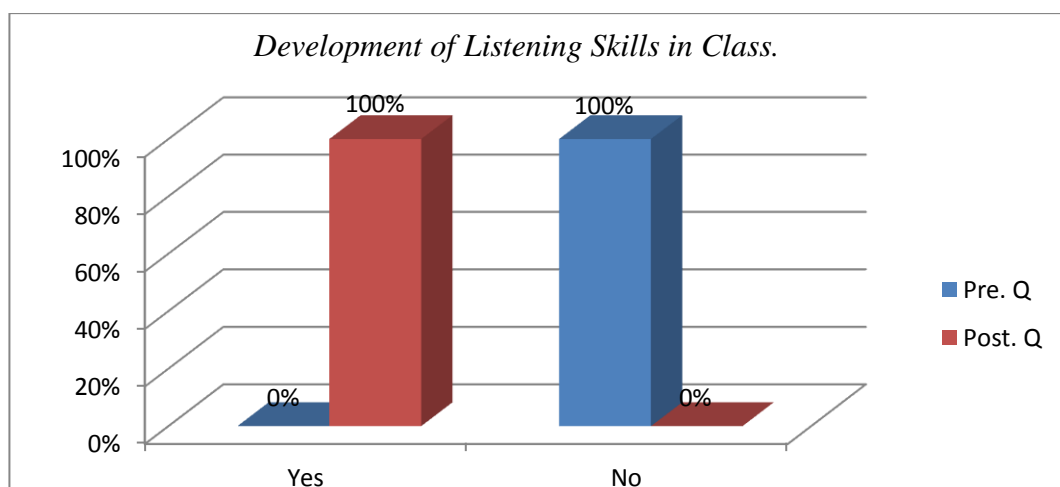
Question 3: Does the teacher make students develop listening skill in the English classes?

a. Table 4

Development of Listening Skill in class.

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Yes	0	0	37	100
No	37	100	0	0
Total	37	100	37	100

b. Figure 3



c. Interpretation and analysis

According to the results gotten from the pre-questionnaire, all students confirmed that the english teacher has never developed any activity related to listening so that, students were not conscious about the different and useful strategies to understand information or take details from it. However, after the application the intervention plan, all the group of students stated they have practiced listening in their english classes, the application of Guided listening got students to be exposed to activities centered to practice specific metacognitive strategies which helped students to become skillful at the moment of comprehending the information said by the teacher. According to Lisa Donohue (2007) guided listening provides teachers with enough guided listening activities for a school year.

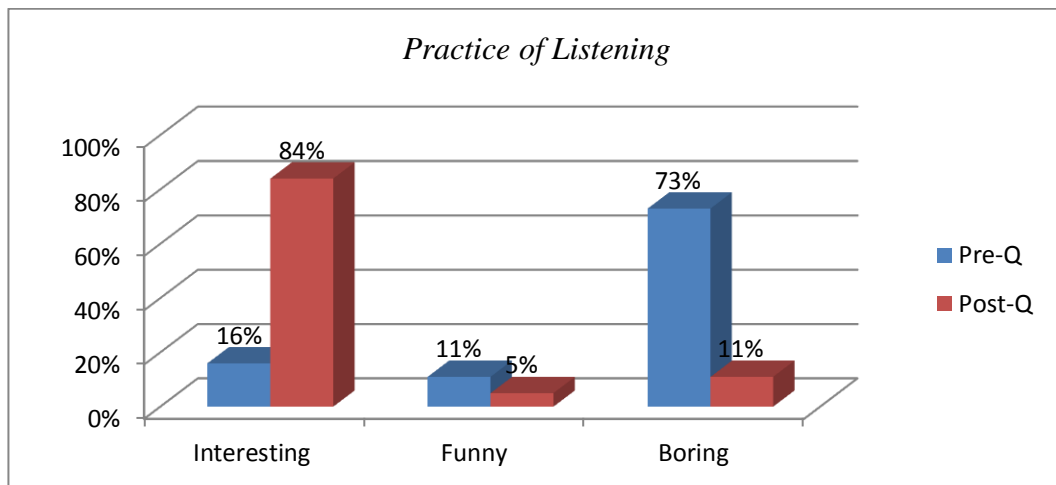
Question 4: In your opinion the practice of listening is:

a. Table 5

Practice of Listening.

	Pre-Questionnaire		Post- Questionnaire	
	f	%	f	%
Interesting	6	16	31	84
Funny	4	11	2	5
Boring	27	73	4	11
Total	37	100	37	100

b. Figure 4



c. Interpretation and analysis

Analyzing and comparing the results, it is evident that before the intervention plan, all students judged as boring the listening practice since they did not know it can be really fun and interesting if it is developed with enjoyable activities, lectures according to their level, and topics of their interest. Nevertheless, after the intervention plan, most of students changed their opinion, they considered as interesting the practice of listening, since throughout the intervention, students practiced listening with different and interesting lectures each class as well as with the use of graphic organizers as a way to facilitate even more the grasp of the information they were requested to listen. Students get satisfaction from listening and then, sharing information that can lead to a more creative and innovative work. (SkillsYouNeed, 2011)

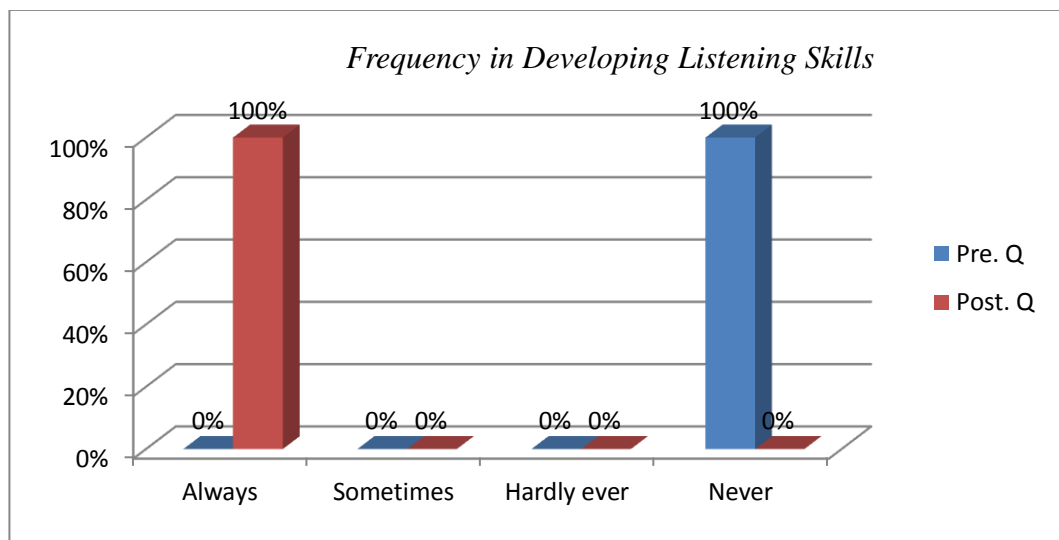
Question 5: How often does the teacher make students develop listening skills?

a. Table 6

Frequency in Developing Listening Skills.

	Pre-Questionnaire		Post- Questionnaire	
	f	%	f	%
Always	0	0	37	100
Sometimes	0	0	0	0
Hardly ever	0	0	0	0
Never	37	100	0	0
Total	37	100	37	100

b. figure 5



c. Interpretation and analysis

Analyzing the results collected from the pre-questionnaire, before the intervention plan, all students stated that their teacher never used activities in the classroom to promote the development of listening skills. It means neither students had enough training in the second language nor were motivated with any activity to practice the development of listening. But after the intervention plan, all students also manifested that during the intervention, they were always

exposed to activities that contributed to comprehend information, and recognize the most important details while they were listening. Carl Blyth (2010) says that the practice of listening is also important because it provides input that can be very significant for second language acquisition in general and for the development of the speaking skill in particular.

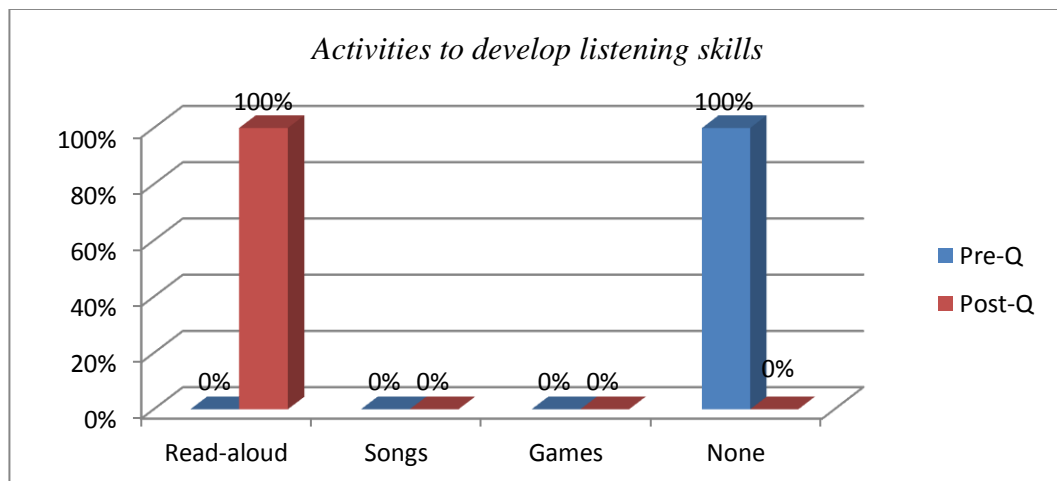
Question 6: Which of the following activities does your teacher use to make you practice listening skills in the class?

a. Table 7

Activities to develop listening skills

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Read-aloud	0	0	37	100
Songs	0	0	0	0
Games	0	0	0	0
None	37	100	0	0
Total	37	100	37	100

b. Figure 6



c. Interpretation and analysis

In accordance with the data from the pre-questionnaire, all the students said their teacher never used activities to practice listening skills in the class so that students did not have any strategy or activity to practice and enhance this skill. However, at the end of the intervention, all students stated that during the application of the intervention plan they were involved in the practice of listening through the use of read aloud activities, where they had the opportunity to strengthen the metacognitive strategies and learn new vocabulary to facilitate the comprehension of the information. Lisa Donohue (2007) states that the use of read aloud activities provide students the chance to make pauses and model the strategy they will use along the listening process.

Post Test Results

Objective five of the research work: To verify how effective was the application of Guided listening as a tool to develop students' listening skills.

a. Table 8

Post-Test Scores of Seventh Year Students of Basic Education in Listening Skills.

Students' code	LC	LD	total
	/5	/5	/10
UNLDA001	3.3	4.4	7.7
UNLDA002	3.1	4.4	7.5
UNLDA003	4.3	4.4	8.7
UNLDA004	3.9	3.3	7.2
UNLDA005	2	5	7
UNLDA006	3.6	4.4	8
UNLDA007	1.2	3.8	5
UNLDA008	3.1	4.4	7.5
UNLDA009	1.8	4.4	6.2
UNLDA010	2.5	5	7.5
UNLDA011	3.1	4.4	7.5
UNLDA012	4.3	4.4	8.7
UNLDA013	4.2	3.3	7.5
UNLDA014	3.7	0.5	4.2
UNLDA015	1.2	3.8	5
UNLDA016	1.6	5	6.6
UNLDA017	4.3	5	9.3
UNLDA018	4.7	3.3	8
UNLDA019	2.5	3.8	6.3
UNLDA020	3	5	8
UNLDA021	2.5	3.8	6.3
UNLDA022	5	4.1	9.1
UNLDA023	2.6	4.4	7
UNLDA024	4.3	5	9.3
UNLDA025	3.1	5	8.1
UNLDA026	5	5	10
UNLDA027	4.2	3.8	8
UNLDA028	1.2	4.4	5.6
UNLDA029	3.2	3.8	7
UNLDA030	2.2	3.8	6
UNLDA031	2.8	2.2	5
UNLDA032	3.7	3.3	7
UNLDA033	1.6	4.4	6
UNLDA034	1.2	2.7	3.9
UNLDA035	1.7	3.3	5
UNLDA036	3.7	5	8.7
UNLDA037	1.8	4.4	6.2
MEAN	3	4	7

Note. UELDA =Unidad Educativa Lauro Damerval Ayora N° 1; 001=students code; LC= listening comprehension; LD= listening for details

b. Interpretation and analysis

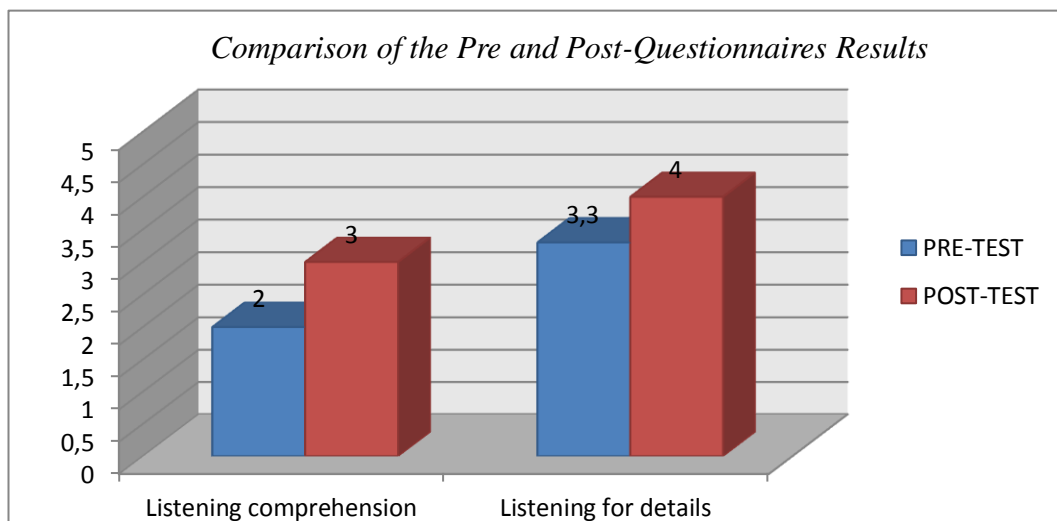
Analyzing the obtained results from the post-test, it is concluded that the total score mean gathered was 7 out of ten. This score was lower than the expected one (8 out of ten). However, the aspect where students stood out a clear improvement was in listening for details as it is evident in the mean 4/5 (grading scale pag. 134) which means that students are in an excellent level. This indicates students are able to identify specific details such as: names, places, dates, professions or objects. In the same way, the aspect where students still showed difficulties was in listening for comprehension. This is demonstrated in the mean of 3/5 that indicates students could not recognize words sounds or the prosody in which utterances were spoken, so that students did not improve a lot in this parameter.

a. Table 9

Comparison of the Pre and Post-Questionnaires Results.

Aspects	Pre-test /10	Post-test /10
Listening comprehension	2	3
Listening for details	3.3	4
TOTAL	5.3	7

b. Figure 9



c. Interpretation and analysis

Interpreting the results obtained, it can be seen that students' improvement in listening skill was from 5.3/10 to 7/10. Despite students did not overcome the expected score mean (8/10), they reached a considerable improvement in listening skills where the highlighted aspect was listening for details. Thus, students enhanced in the two aspects that were taken into account for example: In listening comprehension, the students' mean was 2/5 and then, after the application of the intervention plan, the students' mean increased considerably to 3/5. In the same way, in listening for details, students had a significant progress in their mean from 3.3/5 to 4/5.

g. DISCUSSION

This research work answers the main question. How does Guided Listening Tool enhance the students' listening skills?, Guided listening fulfilled the expectation held before applying the intervention plan and it was proved through the results obtained from the application of the pre and post-tests as well as the application of the pre and post-questionnaires in students of seventh year of Basic Education at Unidad Educativa "Lauro Damerval Ayora N° 1".

The present intervention plan which has been designed based on Guided listening tool has obtained considerable changes on students. These changes are noticed in the increment of the students' mean from the pre-test that was 5.3 and in the post-test mean that was 7.

So, in the pre-test two parameters were considered to diagnose students' listening limitation, listening comprehension and listening for details. In listening comprehension, students could not recognize speech sounds, or the prosody and order in which sentences and utterances were said and structured. In listening for details, students had a lot troubles in identifying particular information such as: places, professions, names, dates, objects, and among others. The results obtained from the post-test demonstrated that students enhanced in both aspects of listening since they were able to grasp information in context to make prediction and recognize the different details from the lectures they were supposed to listen. In other words, through the implementation of guided listening students improved

the development of their listening skills as it is clarified with the means exposed previously.

At the beginning of the intervention plan, it was too much difficult to develop listening skills. Students were not practicing any activity related to listening at all. But, as classes were developed during the process, they bit by bit started to feel more and more comfortable as well as they began to participate more appropriately and openly with each lesson. Moreover, when students realized each lesson contained a different topic, they also were eager to practice listening and find out what the content of the script was about. As many words were repeated a lot times along activities, at the end of the classes some students started to comprehend the meaning of many words and even to understand the meaning of a few sentences from the script.

Also, during the development of the present research work existed strengths and difficulties that are important to mention. A strength that was noticeable during the classes' development was the english teacher, who provided information, support or suggestions, and the necessary material to develop the classes as good and beneficial as possible for students. Likewise, most students who participated in the intervention were well-disposed to collaborate and participate suitably till the end of the research work. However, there were some difficulties such as the classroom size which was not the most appropriate to accomplish the goal of the intervention, the overplus of students per classroom that provoked some disorder and misbehavior between students. Other trouble was the schedule available for applying the intervention plan, since it was only

two hours per week so that, it was not enough to obtain a major improvement in students' listening skills.

Furthermore, it is important to make reference to the enhancement that students got in their listening skills through the application of guided listening tool. Students felt motivated and consequently when the teacher used the read aloud exercises, they started to comprehend a lot vocabulary, understand many sentences related with the familiarized language and even recognize several details (numbers, places, colors, among others) from the information they heard. Thus, students could improve satisfactorily many troubles they used to face in listening. This enhancement was demonstrated in the results obtained from the post-tests and post-questionnaires.

h. CONCLUSIONS

- The problems that students of 7th year faced in listening were related to listening comprehension and listening for details. It was noticeable that students had a lot troubles when they were asked to make inferences related to the lecture, recognize what was the topic about, distinguish the prosody of the spoken language, make out the speech sounds of words or identify important details during the read aloud activities. Moreover, the lack of use and development of classes without resources to perform listening activities inside the classroom influenced in the no progress of students' listening skills.
- The application of the intervention plan contained well-organized activities with interesting topics based on their proper level and that contained a script, a graphic organizer and a metacognitive strategy that facilitated the listening process. This process contributed to overcome the troubles students had in listening since they were capable to recognize the rhythm in which sentences were spoken, learn a lot of vocabulary helpful to understand the second language, give opinions and make inferences, as well as the recognition of useful details to synthesize the information.
- The results gotten from the research revealed that the implementation of guided listening tool was successful and beneficial. Students showed enthusiasm and felt motivated to participate along the development of the classes. Moreover, they also felt very comfortable of practicing the second

language through the different activities and strategies proper for their level.

i. RECOMMENDATIONS

- Teachers must be conscious of how students are learning and consider the difficulties they could have either in listening or other aspects of English with the aim to facilitate the learning process. Otherwise, students start feeling disheartened or begin to lose the interest of learning a second language. Commonly students have problems because, they might not recognize a word that include not distinguishing between different sounds in English (/l/ and /r/ in "led" and "red"), or conversely trying to listen for differences that do not exist, e.g. not knowing words like "there", "their" and "they're" that are homophones. Other reasons are problems with word stress, sentence stress, and sound changes when words are spoken together in natural speech such as weak forms.
- It is important that teachers seek for new strategies focused on the students' requests and necessities in order to offer more interesting lessons to students and motivate them to enhance their knowledge about the English language. Teachers who use metacognitive strategies can positively impact students who have learning disabilities by helping them to develop an appropriate plan for learning information, which can be memorized and eventually routine.
- It was demonstrated that the implementation of a new work tool brought benefits to students in their learning process, it is important the teachers take this into account as a reference to realize that it is necessary to update the

methodology of teaching to reach the main teachers' goal of making students accurately acquire the second language.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

THE IMPLEMENTATION OF GUIDED LISTENING AS A TOOL TO ENHANCE LISTENING SKILL AMONG 7TH YEAR STUDENTS OF BASIC EDUCATION, AT UNIDAD EDUCATIVA “LAURO DAMERVAL AYORA” N° 1 IN LOJA CITY, DURING THE SCHOOL YEAR 2014-2015.

This thesis project is a previous requirement to obtain the Bachelor's degree in Science of Education, English Language specialization.

AUTHOR

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**LOJA – ECUADOR
2015**

a. THEME

THE IMPLEMENTATION OF GUIDED LISTENING AS A TOOL TO ENHANCE LISTENING SKILL AMONG 7TH YEAR STUDENTS OF BASIC EDUCATION, AT UNIDAD EDUCATIVA“LAURO DAMERVAL AYORA” N° 1 IN LOJA CITY, DURING THE SCHOOL YEAR 2014-2015.

b. PROBLEM STATEMENT

Background

The Unidad Educativa “Lauro Damerval Ayora” N°1 has its origins on October 1940 as a single room school, during the mayoralty of Mr. Alfredo Rodríguez. Due to the student population increased, the school became a complete one. That is, it had six grades from 1st to 6th. Later on June 26th, 1967 under the direction of Ms. Gloria Ochoa Torres it was possible to get its own building and, in September 1967, by decree No. 1430 of Ministry of Education this institution was designated with the name of “Lauro Damerval Ayora”. On January 17th, 1984 the kindergarten was created and later, from the beginning of the academic year 2013-2014 the first year of unified general baccalaureate was implemented as well as the subjects of, Computing, English Language, Laboratory, Physical Education and Aesthetic Culture.

Nowadays, this institution is a “Unidad Educativa” that features initial level, school and high school. It counts with a teaching staff of 44 professionals and it is directed by Dr. Francisco Martínez.

Current situation of the research problem

Due to people communicate and establish a conversation every day in their own language, it is easy for most of them to cope with missing whole chunks of speech during any situation where they have to take the paper of hearer, but despite all this, many people do not seem to be able to transfer the ability to listen easily to a

second language. One method of tackling this problem is to show people how to identify the important words that they need to listen out for.

In English, the listening skill can be evaluated in an easy way in which words in a dialogue are stressed (spoken louder and longer) and the listener has to identify important details such as a date, the name of a person or spotting something that is mentioned a lot times.(Case, 2008)

It is common, when listening to someone else speak, to be formulating a reply while the other person is still talking. However, this means that we are not really listening to all that is being said.(SkillsYouNeed, 2011)

All learners cope difficulties when listening to the English language. Nevertheless, all of them do not have the same sort and extent of difficulty. In fact, listener difficulties may be influenced by a variety of factors such as speech rate, lexis, phonological features and background knowledge. Other issues related to listener difficulties that need to be taken in to account are learners have insufficient exposure to the target language, and there is a lack of interest and motivation. Brown (1995) acknowledged the relevance of all these issues, and further argued that listener difficulties are also related to the levels of cognitive demands made by the content of the texts.(Christine C.M. Goh, 1999)

Since students can have different difficulties in learning English. They can make different mistakes in English pronunciation, grammar and vocabulary usage. In English listening comprehension and speaking are more important and difficult for learners to master than reading and writing. When reading and writing a text a

learner has more time for thinking and pauses than when listening and speaking in English. A learner can also look up unknown vocabulary in English dictionaries and use other English reference books when reading and writing a text, which is impossible when listening and speaking in English. Therefore listening comprehension and speaking in English are more difficult than reading and writing.

Regarding all this problematic and according to the results obtained from the class observations done at Unidad Educativa “Lauro Damerval Ayora” N° 1 with 7th year students of Basic Education, it is important to detail that there is a wide range of new vocabulary that is unknown for the students, and as a consequence they show a low level in listening comprehension thus, when the teacher uses the second language, the students are not able to infer, predict or guess the main points the teacher conveys them through the listening sections. They neither demonstrate responsive reaction (nods, smiles, etc.) to what the teacher is saying nor draw reasonable conclusions from the material heard.

The students also demonstrate troubles in listening for specific details so that; they neither pick up special English words the teacher tries to convey them through the message, nor decipher words from the pronunciation. Other important issue is that, due to most students cannot understand to their teacher, it is evident they are not able to replay, ask for clarification or share examples.

In order to support and strengthen students' listening skill, the idea of implementing guided listening was born. The researcher considers that this

instructional tool will help students to be more concentrated on the listening purpose. Also, it will give students the chance to increase their vocabulary and improve their pronunciation.

The research problem

How does the implementation of guided listening enhance the student's listening skill?

Delimitation of the research

Temporal

This research will be held during the academic period 2014-2015.

Spatial

The physical space where this research will take place is at Unidad Educativa "Lauro Damerval Ayora" N° 1.

Observation Units

People who will participate in the research are both the teacher and the students of 7th year of Basic Education.

Subproblems

- What kind of theoretical references about listening skill and guided listening are appropriate to improve listening in the classroom among students of 7th year of Basic Education, at UnidadEducativa “LauroDamervalAyora” N° 1 in Loja city, during the school year 2014-2015?
- What are the issues that impede the development of listening skill?
- What are the important processes of the intervention plan that address with current students’ listening problems of 7th year of Basic Education, at UnidadEducativa “LauroDamervalAyora” N° 1 in Loja city?
- Which guided listening activities are implemented to enhance students’ listening skill?
- How does the application of “guided listening” tool solve the students’ limitations in listening skill?

c. JUSTIFICATION

Due to most students display weaknesses in the English language learning, the researcher has selected the implementation of “Guided listening” because of, this instructional tool in addition to help the teacher to make the teaching process easier; it helps students become active listeners because, it provides specific information to listen to, so that the teacher can use this tool to choose relevant topics to be discussed in the classroom while motivate students to increase their listening skill.

Guided listening tool is relevant due to it makes students be engaged with the read-aloud they are listening to and forces them to keep focused on specific details or ideas which are important to pose questions or make predictions of what the next paragraph will be about. This instructional tool also provides a great number of vocabulary and make students practice pronunciation. It gives learners the opportunity to interact, discuss and share each other the information they have just caught from the text.

This project provides the researcher an opportunity to get experience in the teaching process and learn how to become a good English teacher as a future professional. Also, the present project is an important research work to accomplish with the English subject. Also, it is as a previous requirement the Universidad Nacional de Loja demands to get the Bachelor’s Degree in Sciences of Education, English Language Specialization.

d. OBJECTIVES

General

To implement “guided listening” as a tool to enhance listening skill among 7th year students of Basic Education, at Unidad Educativa “Lauro Damerval Ayora” N° 1 in Loja city, during the school year 2014-2015.

Specific

- To investigate the theoretical references about listening and guided listening tool to enhance the students’ listening.
- To diagnose the problems 7th year students of Basic Education, at Unidad Educativa “Lauro Damerval Ayora” N° 1 in Loja city are facing in listening.
- To elaborate a plan focused on Guided listening tool to enhance listening skills of 7th year students of Basic Education, at Unidad Educativa “Lauro Damerval Ayora” N° 1 in Loja city.
- To apply the elaborated plan related to Guided listening tool with the aim to solve the limitations in the development of listening skills.
- To verify how effective was the application of “Guided listening” as a tool to develop and increase students’ listening skills.

e. THEORETICAL FRAME WORK

Listening skill

What is listening?

“Listening is the absorption of the meanings of words and sentences by the brain. Listening leads to the understanding of facts and ideas. But listening takes attention, or sticking to the task at hand in spite of distractions. It requires concentration, which is the focusing of your thoughts upon one particular problem” (Park, 2010)

"Listening" is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When people listen, the ears are used to receive individual sounds (letters, stress, rhythm and pauses) and the brain to convert these into messages that mean something.

Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulty concentrating are typically poor listeners. Listening in a second language requires even greater focus. (Amidon, 1997-2015)

Why listening is important

Listening is the ability to accurately receive and interpret messages in the communication process.

Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated.

Listening is so important that many top employers provide listening skills training for their employees. This is not surprising when you consider that good listening skills can lead to: better customer satisfaction, greater productivity with fewer mistakes, increased sharing of information that in turn can lead to more creative and innovative work.

Many successful leaders and entrepreneurs credit their success to effective listening skills. Effective listening is a skill that underpins all positive human relationships, spend some time thinking about and developing your listening skills – they are the building blocks of success.

Good listening skills also have benefits in our personal lives, including: A greater number of friends and social networks, improved self-esteem and confidence, higher grades at school and in academic work and even better health and general well-being. Studies have shown that, whereas speaking raises blood pressure, listening brings it down. (SkillsYouNeed, 2011)

Listening is also important because it:

- Occupies a big chunk of the time we spend communicating in the language. Think about the times you spend listening to others speak or listening to songs, news, lectures, YouTube, etc. Recent advances in technology have served to raise the profile of the listening skill in language teaching.
- Provides input that can be very significant for second language acquisition in general and for the development of the speaking skill in particular.
- Promotes non-linear processing of language and encourages learners to develop "holistic" strategies to texts.

As language teachers, they need to think about how they can incorporate listening into their teaching classes and provide opportunities both inside and outside the classroom for students to be exposed to significant listening input.(Blyth, 2010)

Teaching listening

Goals and Techniques for Teaching Listening

Instructors want to produce students who, even if they do not have complete control of the grammar or an extensive lexicon, can fend for themselves in communication situations. In the case of listening, this means producing students who can use listening strategies to maximize their comprehension of aural input, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension.

Focus: the listening process

To accomplish this goal, instructors focus on the process of listening rather than on its product.

- They develop students' awareness of the listening process and listening strategies by asking students to think and talk about how they listen in their native language.
- They allow students to practice the full repertoire of listening strategies by using authentic listening tasks.
- They behave as authentic listeners by responding to student communication as a listener rather than as a teacher.
- When working with listening tasks in class, they show students the strategies that will work best for the listening purpose and the type of text. They explain how and why students should use the strategies.
- They have students practice listening strategies in class and ask them to practice outside of class in their listening assignments. They encourage students to be conscious of what they're doing while they complete listening tape assignments.
- They encourage students to evaluate their comprehension and their strategy use immediately after completing an assignment. They build comprehension checks into in-class and out-of-class listening assignments, and periodically review how and when to use particular strategies.
- They encourage the development of listening skills and the use of listening strategies by using the target language to conduct classroom business:

making announcements, assigning homework, describing the content and format of tests.

- They do not assume that students will transfer strategy use from one task to another. They explicitly mention how a particular strategy can be used in a different type of listening task or with another skill.

By raising students' awareness of listening as a skill that requires active engagement, and by explicitly teaching listening strategies, teachers help to students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way they give their students the foundation for communicative competence in the new language.

Integrating metacognitive strategies for teaching listening

Before listening: Plan for the listening task.

- Set a purpose or decide in advance what to listen for.
- Decide if more linguistic or background knowledge is needed.
- Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases)

During and after listening: Monitor comprehension

- Verify predictions and check for inaccurate guesses
- Decide what is and is not important to understand
- Listen/view again to check comprehension
- Ask for help

After listening: Evaluate comprehension and strategy use

- Evaluate comprehension in a particular task or area
- Evaluate overall progress in listening and in particular types of listening tasks
- Decide if the strategies used were appropriate for the purpose and for the task
- Modify strategies if necessary. (The National Capital Language Resource Center, Washington, 2006)

Different types of listening

Informative listening

Where your aim is to concentrate on the message being given, this may be the content of a lesson, directions, instructions, etc. Ask the team whether they use any strategies to help them focus or retain information in this context. Are there any ideas here for helping pupils with auditory learning difficulties?

The pre-session task is a useful awareness raising exercise that should:

- Illustrate that informative listening is hard work
- Confirm that it is difficult to retain information we have listened to
- Reveal some of the obstructions to effective listening
- Remind colleagues how hard it must be for pupils to keep up their concentration levels all day long.
- Ask colleagues which parts they found it easiest to remember and why.

Feedback from this introductory activity could lead on to a sharing of experiences and a discussion about preferred learning styles. As a team, discuss the extent to which visual or kinaesthetic learners' needs are recognized and addressed in classrooms.

Appreciative listening

Where the listener gains pleasure/satisfaction from listening to a certain type of music for example. Appreciative sources might also include particular charismatic speakers or entertainers. These are personal preferences and may have been shaped through our experiences and expectations.

Critical listening

Where the listener may be trying to weigh up whether the speaker is credible, whether the message being given is logical and whether they are being duped or manipulated by the speaker. This is the type of listening that we may adopt when faced with an offer or sales pitch that requires a decision from us.

Discriminative listening

Where the listener is able to identify and distinguish inferences or emotions through the speaker's change in voice tone, their use of pause, etc. Some people are extremely sensitive in this way, while others are less able to pick up these subtle cues. Where the listener may recognize and pinpoint a specific engine fault,

a familiar laugh from a crowded theatre or their own child's cry in a noisy playground. This ability may be affected by hearing impairment.

Empathic listening

Where the listener tends to listen rather than talk. Their non-verbal behavior indicates that the listener is attending to what is being said. The emphasis is on understanding the speaker's feelings and being supportive and patient. The remaining exercise and paired activities are designed to demonstrate the advantages of empathic listening and to highlight a range of obstructions that may prevent us from being effective listeners. (Derrington & Groom, 2004)

Listening for specific information

Specific information is often factual in nature, for example, a name, a place, a profession, an object, a number or a quantity. When students listen for specific information, they need to have some idea of what they are listening for before listen and while they are listening. In an exam situation, predict and anticipate the kind of information that will answer the question, being aware that the idea you're listening for could be expressed in the recording in a number of different ways. As students listen, they need to recognize when the information is about to be given, and pay particularly close attention at that point. Sometimes, listening for specific information also involves listening to determine whether information is stated or not.(Macmilian Education, 2014)

Listening for understanding

Listening comprehension encompasses the multiple processes involved in understanding and making sense of spoken language. These include recognizing speech sounds, understanding the meaning of individual words, and/or understanding the syntax of sentences in which they are presented. Listening comprehension can also involve the prosody with which utterances are spoken (which can, e.g., change intended meaning from a statement to a question), and making relevant inferences based on context, real-world knowledge, and speaker-specific attributes (e.g., to what information the speaker has access and about what he/she is likely to be talking)(Nadig, 2013)

Attentive listening skills

Great listening does not come easily. It is hard work. There are two major types of listening skills: attentive and interactive. The following attentive skills will help you uncover the true messages your counterparts are conveying.

- Be motivated to listen. Knowing that the person with the most information is usually the one in control should give you an incentive to be a better listener. It is wise to set goals for the amount and type of information you hope to receive. The more you can learn, the better off you will be.
- If you must speak, ask questions. To get specific, useful information and uncover needs and goals, you have to continually ask questions. By moving from broad to narrow questions, you will eventually acquire the information you need to make the best decisions.

- Be alert to nonverbal cues. Although it is critical to listen to what is said, it is equally important to understand the attitudes and motives behind what he says. For example, a person's verbal message may convey conviction, while his gestures, facial expressions and tone of voice convey doubt.
- Do not interrupt when your employee is speaking. Interrupting a speaker is not good business. It is rude and, furthermore, may prevent the speaker from revealing information that could be valuable later. Even if you hear something you think is inaccurate, wait for your employee to finish speaking. You'll find that you can sometimes get the most vital information when your employee disagrees with you or shares something that surprises you. If you really listen, rather than interrupting, you will gain valuable insights.
- Fight off distractions. Interruptions and distractions tend to prevent discussions from proceeding smoothly and may even cause a setback. Try to create an environment in which you can think clearly and avoid interruptions.
- Do not trust your memory. Whenever someone tells you something, write it down. It is amazing how much conflicting information can come up later. The ability to refresh your employee's memory with facts and figures shared in an earlier session will earn you a tremendous amount of credibility and power. Writing things down may take a few minutes longer, but the results are well worth the time.

- Listen with a goal in mind. If you have a listening goal, you can look for words and nonverbal cues that provide the information you are seeking. When you hear revealing bits of information, you can expand on that information by asking more specific questions.
- Look your employee in the eye. Research has shown that, at least in Western culture, a person who looks you in the eye is perceived as trustworthy, honest and credible. If you want your employee to be willing to communicate with you again in the future, you have to convince her that you have these qualities. So look her in the eye and give her your undivided attention.
- React to the message, not the person. It is helpful to understand why your employee says the things he says and does the things he does. Elaine Donaldson, a professor of psychology at the University of Michigan, says, “People do what they think they have to do in order to get what they think they want.” If your employee says or does something you don’t understand, ask yourself, would you do the same thing if you were in his shoes? If you find it necessary to react negatively to words or actions, make sure you attack the message, not the person.
- Don’t get angry. When you become angry, you turn control over to your employee. Anger does not put you in a frame of mind to make the best decisions. Emotions of any kind can hinder your ability to listen effectively. Anger, especially, interferes with the problem-solving process.

Remember, it is impossible to listen and speak at the same time. If you are speaking, you are tipping your hand and not getting the information you need. Obviously, you will have to speak at some point, but first learn your employee's frame of reference. Armed with that information, you will be in control. And when you are in control, you are the one in the driver's seat-you are acting and your employee is reacting. (Barron, 2010)

Interactive Listening Skills

How can you be sure that you understand the messages your counterpart is communicating? When negotiating, use interactive skills which include clarifying, verifying, and reflecting to be sure that you and your counterpart are on the same page:

Clarifying

You are clarifying when you use facilitative questions to fill in the details, get additional information, and explore all sides of an issue. For example, "What specific information do you need me to provide?" Or "Precisely when do you want the report?"

Verifying

You are verifying information when you paraphrase the speaker's words to ensure that you understand her meaning. For example, "As I understand it, your plan is..."; "It sounds like you're saying..." or "This is what you've decided, and the reasons are..."

Reflecting

You are reflecting when you make remarks that acknowledge and show empathy for the speaker's feelings. To create win-win outcomes, you must be empathetic. Most of us easily feel empathy for a person who is experiencing something we have experienced ourselves. But true empathy is a skill, not a memory. Negotiators who have developed this skill can be empathetic even with counterparts with whom they have little in common. A negotiator's ability to empathize has been found to significantly affect the counterpart's behavior and attitudes.

To be empathetic, you need to accurately perceive the content of the speaker's message, recognize the emotional components and unexpressed meanings behind the message, and attend to the speaker's feelings. Empathy is not the same thing as sympathy. A sympathetic individual adopts another person's feelings as his own; an empathetic individual understands and relates to the other person's feelings—while remaining detached. For example, "I can see that you were frustrated because . . ."; "You felt that you didn't get a fair shake because . . ."; or "You seem very confident that you can do a great job for . . ."

When you are truly practicing reflective listening, you make no judgments, pass along no opinions, and provide no solutions. You simply acknowledge the emotional content of the sender's message. Here are some examples:

Sender: "How do you expect me to complete the project by next Monday?"

Reflective response: "It sounds like you feel overwhelmed by your workload."

The goal of reflective listening is to acknowledge the emotion your counterpart has conveyed and reflect the content back to your counterpart using different words. For example:

Sender: "I can't believe you want me to do the job in less than a week."

Reflective response: "You sound concerned about the amount of time you have to complete the job." (Barron, Interactive Listening Skills, 2010)

Types of questions to evaluate students' Listening skill

Question Type 1 – Multiple choices

This type of question may be a question with three possible answers or the first half of a sentence with three possible sentence endings. You have to choose one correct answer, A, B or C, then write the correct letter on the answer sheet.

Sometimes you are given a longer list of possible answers and you have to choose more than one answer. You should read the question carefully to check how many answers you need to choose.

This type of question tests many listening skills, e.g. a detailed understanding of specific points, or general understanding of the main points of the recording.

Question Type 2 – Matching

In this type of question, you have to match a list of items from the recording to a list of options on the question paper, and then write the correct letter on the answer sheet.

This type of question tests your ability to:

- Listen for detailed information. For example, whether you can understand information about the type of hotel or guest house accommodation in an everyday conversation.
- Follow a conversation between two people.
- Recognize how facts in the recording are connected to each other.

Question Type 3 – Plan/map/diagram labeling

In this type of question, you have to complete labels on a visual which may be:

- A diagram (e.g. a piece of equipment)
- A set of pictures
- A plan (e.g. of a building)
- A map (e.g. of part of a town)

You may have to:

- Select your answers from a list on the question paper, then write the correct letter on the answer sheet
- Select words from the recording which fit into gaps on the question paper. In this case, you will need to keep to the word limit given in the instructions. You do not have to change the words in the recording in any way.

You should read the instructions very carefully as the number of words or numbers you may use to fill the gaps can change. A word limit is given, for

example, 'NO MORE THAN TWO WORDS AND/OR A NUMBER'. You will lose the mark for writing more than the word limit. Contracted words such as 'they're' will not be tested. Hyphenated words such as 'check-in' count as single words. Write the words that fit into the gap on the answer sheet.

This type of question tests your ability to understand, for example, a description of a place, and how this description relates to the visual. It may also test your ability to understand explanations of where things are and follow directions (e.g. straight on/through the far door).

Question type 4 – form/note/table/flow chart/summary completion

In this type of question, you have to fill in gaps in an outline of part or all of the recording. The outline will focus on the main ideas/facts in the recording and may be:

- A form: often used for facts, such as names.
- A set of notes: used to summarize information and show how different points relate to one another.
- A table: used to summarize information that can be divided into clear categories, e.g. place/time/price.
- A flow chart: used to summarize the stages in a process, with the direction of the process shown by arrows.

You may have to:

- Select your answers from a list on the question paper, then write the correct letter on the answer sheet
- Select words from the recording which fit into gaps on the question paper. In this case, you will need to keep to the word limit given in the instructions. You do not have to change the words in the recording in any way.

You should read the instructions very carefully as the number of words or numbers you may use to fill the gaps can change. A word limit is given, for example, 'NO MORE THAN TWO WORDS AND/OR A NUMBER'. You will lose the mark for writing more than the word limit. Contracted words such as 'they're' will not be tested. Hyphenated words such as 'check-in' count as single words. Write the words that fit into the gap on the answer sheet.

This type of question focuses on the main points the person listening would naturally write down.

Question type 5 – sentence completion

In this type of question, you have to read sentences that summarize important information from either all of the listening text or from one part of it. You have to fill in a gap in each sentence using information from the recording.

You should read the instructions very carefully as the number of words or numbers you may use to fill the gaps can change. A word limit is given, for example, 'NO MORE THAN TWO WORDS AND/OR A NUMBER'. You will

lose the mark for writing more than the word limit. Contracted words such as ‘they’re’ will not be tested. Hyphenated words such as ‘check-in’ count as single words. Write the words that fit into the gap on the answer sheet.

This type of question focuses on your ability to identify the important information in a recording. You may also need to understand relationships between ideas/facts/events, such as cause and effect.

Question type 6 – short-answer questions

In this type of question, you have to read a question and write a short answer using information from the recording.

You should read the instructions very carefully as the number of words or numbers you may use to fill the gaps can change. A word limit is given, for example, ‘NO MORE THAN TWO WORDS AND/OR A NUMBER’. You will lose the mark for writing more than the word limit. Contracted words such as ‘they’re’ will not be tested. Hyphenated words such as ‘check-in’ count as single words. Write your answer on the answer sheet. Sometimes you are given a question which asks you to write two or three different answers.

This type of question focuses on your ability to listen for facts, such as places, prices or times, heard in the recording. (International English Language Testing System, 2009)

Ten tips to help you develop effective listening skills

Step 1: Face the speaker and maintain eye contact

Talking to someone while they scan the room, study a computer screen, or gaze out the window is like trying to hit a moving target. How much of the person's divided attention you are actually getting? Fifty percent? Five percent? If the person were your child you might demand, "Look at me when I'm talking to you," but that's not the sort of thing we say to a lover, friend or colleague.

In most Western cultures, eye contact is considered a basic ingredient of effective communication. When we talk, we look each other in the eye. That doesn't mean that you can't carry on a conversation from across the room, or from another room, but if the conversation continues for any length of time, you (or the other person) will get up and move. The desire for better communication pulls you together.

Do your conversational partners the courtesy of turning to face them. Put aside papers, books, the phone and other distractions. Look at them, even if they don't look at you. Shyness, uncertainty, shame, guilt, or other emotions, along with cultural taboos, can inhibit eye contact in some people under some circumstances. Excuse the other guy, but stay focused yourself.

Step 2: Be attentive, but relaxed.

Now that you've made eye contact, relax. You don't have to stare fixedly at the other person. You can look away now and then and carry on like a normal person.

The important thing is to be attentive. The dictionary says that to “attend” another person means to:

- Be present
- Give attention
- Apply or direct yourself
- Pay attention
- Remain ready to serve

Mentally screen out distractions, like background activity and noise. In addition, try not to focus on the speaker’s accent or speech mannerisms to the point where they become distractions. Finally, don’t be distracted by your own thoughts, feelings, or biases.

Step 3: Keep an open mind.

Listen without judging the other person or mentally criticizing the things she tells you. If what she says alarms you, go ahead and feel alarmed, but don’t say to yourself, “Well, that was a stupid move.” As soon as you indulge in judgmental bemusements, you’ve compromised your effectiveness as a listener.

Listen without jumping to conclusions. Remember that the speaker is using language to represent the thoughts and feelings inside her brain. You don’t know what those thoughts and feelings are and the only way you’ll find out is by listening.

Don't be a sentence-grabber. Occasionally my partner can't slow his mental pace enough to listen effectively, so he tries to speed up mine by interrupting and finishing my sentences. This usually lands him way off base, because he is following his own train of thought and doesn't learn where my thoughts are headed. After a couple of rounds of this, I usually ask, "Do you want to have this conversation by yourself, or do you want to hear what I have to say?" I wouldn't do that with everyone, but it works with him.

Step 4: Listen to the words and try to picture what the speaker is saying.

Allow your mind to create a mental model of the information being communicated. Whether a literal picture, or an arrangement of abstract concepts, your brain will do the necessary work if you stay focused, with senses fully alert. When listening for long stretches, concentrate on, and remember, key words and phrases.

When it's your turn to listen, don't spend the time planning what to say next. You can't rehearse and listen at the same time. Think only about what the other person is saying. Finally, concentrate on what is being said, even if it bores you. If your thoughts start to wander, immediately force yourself to refocus.

Step 5: Don't interrupt and don't impose your "solutions."

Children used to be taught that it's rude to interrupt. I'm not sure that message is getting across anymore. Certainly the opposite is being modeled on the majority

of talk shows and reality programs, where loud, aggressive, in-your-face behavior is condoned, if not encouraged.

Interrupting sends a variety of messages. It says:

- “I’m more important than you are.”
- “What I have to say is more interesting, accurate or relevant.”
- “I don’t really care what you think.”
- “I don’t have time for your opinion.”
- “This isn’t a conversation, it’s a contest, and I’m going to win.”

People think and speak at different rates. If you are a quick thinker and an agile talker, the burden is on *you* to relax your pace for the slower, more thoughtful communicator—or for the guy who has trouble expressing himself.

When listening to someone talk about a problem, refrain from suggesting solutions. Most of us don’t want your advice anyway. If we do, we’ll ask for it. Most of us prefer to figure out our own solutions. We need you to listen and help us do that. Somewhere way down the line, if you are absolutely bursting with a brilliant solution, at least get the speaker’s permission. Ask, “Would you like to hear my ideas?”

Step 6: Wait for the speaker to pause to ask clarifying questions.

When you don’t understand something, of course you should ask the speaker to explain it to you. But rather than interrupt, wait until the speaker pauses. Then say something like, “Back up a second. I didn’t understand what you just said about...”

Step 7: Ask questions only to ensure understanding.

At lunch, a colleague is excitedly telling you about her trip to Vermont and all the wonderful things she did and saw. In the course of this chronicle, she mentions that she spent some time with a mutual friend. You jump in with, “Oh, I haven’t heard from Alice in ages. How is she?” and, just like that, discussion shifts to Alice and her divorce, and the poor kids, which leads to a comparison of custody laws, and before you know it an hour is gone and Vermont is a distant memory.

This particular conversational affront happens all the time. Our questions lead people in directions that have nothing to do with where *they* thought they were going. Sometimes we work our way back to the original topic, but very often we don’t.

When you notice that your question has led the speaker astray, take responsibility for getting the conversation back on track by saying something like, “It was great to hear about Alice, but tell me more about your adventure in Vermont.”

Step 8: Try to feel what the speaker is feeling.

If you feel sad when the person with whom you are talking expresses sadness, joyful when she expresses joy, fearful when she describes her fears—and convey those feelings through your facial expressions and words—then your effectiveness as a listener is assured. Empathy is the heart and soul of good listening.

To experience empathy, you have to put yourself in the other person’s place and allow yourself to feel what it is like to *be her* at that moment. This is not an easy

thing to do. It takes energy and concentration. But it is a generous and helpful thing to do, and it facilitates communication like nothing else does.

Step 9: Give the speaker regular feedback.

Show that you understand where the speaker is coming from by reflecting the speaker's feelings. "You must be thrilled!" "What a terrible ordeal for you." "I can see that you are confused." If the speaker's feelings are hidden or unclear, then occasionally paraphrase the content of the message. Or just nod and show your understanding through appropriate facial expressions and an occasional well-timed "hmmm" or "uh huh."

The idea is to give the speaker some proof that you are listening, and that you are following her train of thought—not off indulging in your own fantasies while she talks to the ether.

In task situations, regardless of whether at work or home, always restate instructions and messages to be sure you understand correctly.

Step 10: Pay attention to what *isn't* said—to nonverbal cues.

If you exclude email, the majority of direct communication is probably nonverbal. We glean a great deal of information about each other without saying a word. Even over the telephone, you can learn almost as much about a person from the tone and cadence of her voice than from anything she says. When I talk to my best

friend, it doesn't matter what we chat about, if I hear a lilt and laughter in her voice, I feel reassured that she's doing well.

Face to face with a person, you can detect enthusiasm, boredom, or irritation very quickly in the expression around the eyes, the set of the mouth, the slope of the shoulders. These are clues you can't ignore. When listening, remember that words convey only a fraction of the message.(Schilling, 2012)

Why some students find listening difficult

They are trying to understand every word

Despite the fact that we can cope with missing whole chunks of speech having a conversation on a noisy street in our own language, many people don't seem to be able to transfer that skill easily to a second language. One method of tackling this is to show them how to identify the important words that they need to listen out for. In English this is shown in an easy-to-spot way by which words in the sentence are stressed (spoken louder and longer). Another is to give them one very easy task that you know they can do even if they don't get 90% of what is being said to build up their confidence, such as identifying the name of a famous person or spotting something that is mentioned many times.

They get left behind trying to work out what a previous word meant

This is one aspect of the problem above that all people speaking a foreign language have experienced at one time or another. This often happens when you hear a word you half remember and find you have completely lost the thread of what was being said by the time you remember what it means, but can also happen with words you are trying to work out that sound similar to something in your language, words you are trying to work out from the context or words you have heard many times before and are trying to guess the meaning of once and for all. In individual listening you can cut down on this problem with vocab pre-teach and by getting students to talk about the same topic first to bring the relevant vocabulary for that topic area nearer the front of their brain. You could also use a listening that is in shorter segments or use the pause button to give their brains a chance to catch up, but teaching them the skill of coping with the multiple demands of listening and working out what words mean is not so easy. One training method is to use a listening or two to get them to concentrate just on guessing words from context. Another is to load up the tasks even more by adding a logic puzzle or listening and writing task, so that just listening and trying to remember words seems like an easier option. Finally, spend a lot of time revising vocabulary and doing skills work where they come into contact with it and use it, and show students how to do the same in their own time, so that the amount of half remembered vocab is much less.

They just don't know the most important words

Again, doing vocabulary pre-teaching before each listening as a short term solution and working on the skill of guessing vocab from context can help, but please make sure that you practice this with words that can actually be guessed from context (a weakness of many textbooks) and that you work on that with reading texts for a while to build up to the much more difficult skill of guessing vocab and listening at the same time. The other solution is simply to build up their vocabulary and teach them how they can do the same in their own time with vocabulary lists, graded readers, monolingual dictionary use etc.

They don't recognize the words that they know

If you have a well-graded textbook for your class, this is probably a more common (and more tragic) problem than not knowing the vocabulary at all. Apart from just being too busy thinking about other things and missing a word, common reasons why students might not recognize a word include not distinguishing between different sounds in English (e.g. /l/ and /r/ in "led" and "red" for many Asians), or conversely trying to listen for differences that do not exist, e.g. not knowing words like "there", "their" and "they're" are homophones. Other reasons are problems with word stress, sentence stress, and sound changes when words are spoken together in natural speech such as weak forms. What all this boils down to is that sometimes pronunciation work is the most important part of listening comprehension skills building.

They have problems with different accents

In a modern textbook, students have to not only deal with a variety of British, American and Australian accents, but might also have Indian or French thrown in. Whilst this is theoretically useful if or when they get a job in a multinational company, it might not be the additional challenge they need right now- especially if they studied exclusively American English at school. Possibilities for making a particular listening with a tricky accent easier include rerecording it with some other teachers before class, reading all or part of the typescript out in your (hopefully more familiar and therefore easier) accent, and giving them a listening task where the written questions help out like gap fills. If it is an accent they particularly need to understand, e.g., if they are sorting out the outsourcing to India, you could actually spend part of a lesson on the characteristics of that accent. In order to build up their ability to deal with different accents in the longer term, the best way is just to get them listening to a lot of English, e.g. TV without dubbing or BBC World Service Radio. You might also want to think about concentrating your pronunciation work on sounds that they need to understand many different accents rather than one, and on concentrating on listening with accents that are relevant for that particular group of students, e.g. the nationality of their head office.

They lack listening stamina/ they get tired

This is again one that anyone who has lived in a foreign country knows well- you are doing fine with the conversation or movie until your brain seems to reach

saturation point and from then on nothing goes in until you escape to the toilet for 10 minutes. The first thing you'll need to bear in mind is to build up the length of the texts you use (or the lengths between pauses) over the course in exactly the same way as you build up the difficulty of the texts and tasks. You can make the first time they listen to a longer text a success and therefore a confidence booster by doing it in a part of the lesson and part of the day when they are most alert, by not overloading their brains with new language beforehand, and by giving them a break or easy activity before they start. You can build up their stamina by also making the speaking tasks longer and longer during the term, and they can practice the same thing outside class by watching an English movie with subtitles and taking the subtitles off for longer and longer periods each time.

They have a mental block

This could be not just a case of a student having struggled with badly graded listening texts in school, exams or self-study materials, but even of a whole national myth that people from their country find listening to English difficult. Whatever the reason, before you can build up their skills they need their confidence back. The easiest solution is just to use much easier texts, perhaps using them mainly as a prompt to discussion or grammar presentations to stop them feeling patronized. You can disguise other easy listening comprehension tasks as pronunciation work on linked speech etc. in the same way.

They are distracted by background noise

Being able to cope with background noise is another skill that does not easily transfer from L1 and builds up along with students' listening and general language skills. As well as making sure the tape doesn't have lots of hiss or worse (e.g. by recording tape to tape at normal speed not double speed, by using the original or by adjusting the bass and treble) and choosing a recording with no street noise etc, you also need to cut down on noise inside and outside the classroom. Plan listening for when you know it will be quiet outside, e.g. not at lunchtime or when the class next door is also doing a listening. Cut down on noise inside the classroom by doing the first task with books closed and pens down. Boost their confidence by letting them do the same listening on headphones and showing them how much easier it is. Finally, when they start to get used to it, give them an additional challenge by using a recording with background noise such as a cocktail party conversation.

They can't cope with not having images

Young people nowadays, they just can't cope without multimedia! Although having students who are not used to listening to the radio in their own language can't help, most students find not having body language and other cues to help a particular difficulty in a foreign language. Setting the scene with some photos of the people speaking can help, especially tasks where they put the pictures in order as they listen, and using video instead makes a nice change and is a good way of making skills such as guessing vocab from context easier and more natural.

They have hearing problems

As well as people such as older students who have general difficulty in hearing and need to be sat close to the cassette, you might also have students who have problems hearing particular frequencies or who have particular problems with background noise. As well as playing around with the graphic equalizer and doing the other tips above for background noise, you could also try setting most listening tasks as homework and/ or letting one or more students read from the typescript as they listen.

They can't tell the difference between the different voices

This was the problem that took me longest to twig, but voices that are clearly distinct to a native speaker can be completely confusing for a non-native speaker. I haven't quite worked out why those problems occur on some occasions and not on others, but the native speaker could be identifying a lisp, an accent or a difference in range of tone that escapes a student. You can avoid these problems by using texts with one woman and one man, or you can practice them with tasks where the students only have to count how many times the speaker changes. (Case, 2008)

Tips for Becoming a Better Listener

Focus on who you are talking to. As difficult as it may be in a busy work environment, active listening requires that you stop doing everything else and just

listen. Put down your phone or tablet. Clear your head of the distractions that keep you from focusing on the person you're engaged with.

Don't fake it. Bernard Ferrari, author of *Power Listening: Mastering the Most Critical Business Skill of All*, calls them "bad listeners." You know who they are (and sometimes they're us!) — people who regard conversations "as opportunities to broadcast their own status or ideas, or who spend more time formulating their next response than listening to their conversation partners." Ferrari's rogue's gallery of bad listeners includes:

- *The Opinionator:* Someone who "listens to others primarily to determine whether or not their ideas conform to what he or she already believes to be true."
- *The Answer Man:* Anyone who "spouts solutions before there is even a consensus about the challenge — a clear signal that input from conversation partners isn't needed."
- *The Pretender:* Individuals who "feign engagement and even agreement but either aren't interested in what you're saying or have already made up their minds."

Good listeners neither interrupt nor form an opinion prematurely about what's being said. They "wait until the other person is finished before they create a response," says Lisa B. Marshall, aka The Public Speaker.

Pay attention to body language._ Active listening involves leaning in toward the speaker, nodding at appropriate moments, and maintaining eye contact.

You should also pay close attention to the speaker's posture and other nonverbal "tells," such as gestures, tone of voice, and facial expressions. These will help you clue in on their attitudes and emotions, generating powerful insights that can help you in the course of negotiations or when trying to uncover an employee's resistance to your new idea.

Paraphrase and repeat back what you hear._ **you** may think you get what the other person is saying, until you attempt to restate their message in your own words. When they've finished speaking, paraphrase what they've said to make sure you've heard the actual meaning and intent of their words. Consultant Guy Harris suggests saying things like "I heard you say Is that correct?" and "If I understand correctly, your concern is"

Ask clarifying questions._ A customer or employee may not be as articulate as you'd like in voicing a complaint or request. It's up to you to ask open-ended questions that help them get to the point so you can be sure to understand and respond appropriately. Asking relevant and clarifying questions demonstrates to the listener that you've been paying attention but would like a bit more information. (Asking questions also demonstrates your engagement in the conversation (Polevoi, 2014))

Guided listening

What is guided listening?

Guided listening is an instructional tool that effectively links elements of oral language with independent reading through the use of metacognitive strategies. Through Guided Listening, students become more proficient at understanding that reading is a “dialogue with text.” Guided Listening creates the scaffold for effective listening. Students listen more effectively when they clearly understand what they are listening for. Guided Listening establishes this through giving students:

- A purpose for listening
- A framework on which to organize their ideas
- A way to record, share, and value the ideas of others
- A practical transfer of these skills to their independent work.(Donohue, 2007)

“*Guided Listening* illustrates how teachers can champion purposeful listening and help students better understand their language strengths and needs. It offers a practical framework that shows the value of recording and sharing the ideas of others; provides opportunities to identify the norms and conventions associated with oral language; and frees students to listen more attentively, organize their responses, and watch for the subtle cues that are an important part of listening. (Donohue, Guided listening, 2007)

Metacognitive strategies

Metacognitive strategies refers to methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'.

Teachers who use metacognitive strategies can positively impact students who have learning disabilities by helping them to develop an appropriate plan for learning information, which can be memorized and eventually routine. As students become aware of how they learn, they will use these processes to efficiently acquire new information, and consequently, become more of an independent thinker. Below are six metacognitive strategies, which all include related resources that can be implemented in the classroom:

Think-aloud

Great for reading comprehension and problem solving. Think-aloud helps students to consciously monitor and reflect upon what they are learning. This strategy works well when teachers read a story or problem out loud and periodically stop to verbalize their thoughts. This allows students to follow the teacher's thinking process, which gives them the foundation they need for creating their own strategies and processes that can be useful for understanding what they are trying to comprehend.

Checklist, rubrics, and organizers

Great for solving word problems. These organizational tools support students in the decision-making process because they serve as an aid for planning and self-evaluation. Typically they ask what students know and need to know to arrive at an answer, and emphasize the need to reread the problem and self-check responses.

Explicit Teacher Modeling

Explicit teacher modeling helps students understand what is expected of them through a clear example/model of a skill or concept. When a teacher provides an easy to follow procedure for solving a problem, students have a memorable strategy to use for approaching a problem on their own. (Inclusive Schools Network, 2001)

Prediction

In real life listening and reading, we usually have some idea of what we are going to hear or read before we begin. The fact that we can predict what the text or the speaker will say helps us to understand and to focus on the information – in effect, we are actively ‘reaching out’ towards the text and matching what we hear or read with what we expect. In the language classroom, too, we can help learners to listen and read more effectively if we start with an activity which gets them to make predictions and guesses about the content of the text or conversation. This is

also a good way to increase motivation and get learners to engage more actively with the listening or reading text.(English Unlimited, 2011)

Visualizing

When we speak of visualizing to students, we often tell them to create a picture in their minds or to imagine the story as a movie. Visualizing with all their senses increases students' understanding of the text. Imagine the character's voice; the smell of a food is a visualizing skill students need to develop.

Making an inference

Inference is using observation and background to reach a logical conclusion. You probably practice inference every day. For example, if you see someone eating a new food and he or she makes a face, then you infer he does not like it. Or if someone slams a door, you can infer that she is upset about something.

Before you can begin to practice inference in literature, you should know what you are looking for. Your goal is to find the intended meaning of the text. Intended meaning is what we think the author is trying to teach us.

Why is it important to make inferences? When writing a story, an author will not include all the information for us. He/she will expect us to read between the lines and reach conclusions about the text. When making inferences, you are looking beyond what is stated in the text and finding the ideas to which the author only hints. (Study.com, 2015)

Why is guided listening important?

Lisa Donohue (2007) says that one of the main focuses of guided listening is students' acquisition and use of listening and reading skill.

- Guided listening provides focused instruction and independent practice, allowing students to become proficient at identifying and applying metacognitive reading and listening strategies.
- Providing students with a framework for organizing their thoughts help them to activate their existing knowledge and efficiently process new ideas.
- Students become independently proficient at each strategy by using them in isolation. This lead to the natural progression of the integration of all metacognitive strategies.
- Consistent assessment of students' learning allows teacher to provide students with regular feedback and to guide further instruction.
- Guided listening provides purposeful instruction for read-aloud and independent reading, naturally linking the two.

Guided Listening makes it easy for teachers to connect their read aloud to independent reading so that teachers are supporting children towards independence in reading. The sheer abundance of excellent black line masters to support each of the metacognitive strategies make this text a superb resource for teachers.

Guided Listening provides teachers with enough guided listening activities for a school year. In addition, Guided Listening can be used in any grade or repeated in subsequent grades since the depth and criteria for the metacognitive strategies would vary from grade to grade.

The concept of a guided listening lesson is such a simple one: make read aloud purposeful and connected by having students apply the skills the teacher models during read aloud to the students' own independent reading.

What Does Guided Listening Look Like?

- The teacher gathers the class together to share the text with them using the Guided Listening procedure.
- The teacher shares with the class the purpose for listening and provides focused instruction prior to reading the text.
- Students use clipboards to record their ideas while listening.
- The teacher pauses occasionally to discuss specific concepts and ideas with the students.
- The students pose questions, present ideas, make inferences/predictions/connections, and reflect on the ideas of their peers
- All students are actively engaged in the listening task.
- There is individual student accountability for learning.
- There can be direct connection to, and transfer of, listening skills to independent reading.

- Isolation of listening and reading strategies allow opportunities for practice and mastery of skills.
- Guided Listening allows the teacher opportunities for instructional feedback, diagnostic assessment of student's oral language skills, and intervention as needed for specific students (diversified instruction), and isolated assessment of each listening and reading strategy. (Donohue, Guided listening. What Does Guided Listening Look Like?, 2007)

The Procedure of a Guided Listening lesson

According to Lisa Donohue (2007) the sequence of a guided listening lesson is:

Introduce: teacher begins by introducing the metacognitive strategy and reviewing its use.

Model: teacher completes read- aloud and students record and share their ideas.

Practice: students practice the skill with their independent reading and complete the portion of the guided listening worksheet.

Assess: while students are independently reading, the teacher can review guided listening folders. Teacher can mark students' work from the previous day, record the marks, and conference if needed with any student.

Introduce the strategy:

Before reading aloud, introduce students to the strategy they will be using during the read aloud. This provides them with the background understanding of the strategy and how to use it. If a new strategy is being introduce, it may be

necessary to spend a few minutes discussing the strategy with the students and ensure that they understand what they will be required to do.

Introduce the organizer

An organizer is an effective tool for a framework on which students can organize, represent and share their ideas. In order for students to optimally utilize graphic organizers during guided listening, it is best that students have some familiarity with the graphic organizer before trying to apply it while learning a new strategy. Before the read aloud, introduce students to the way they will record their thinking. This way they will be certain of how to record their ideas.

Establishing a purpose for listening is one of the key elements in guided listening. By informing students of the task that they will be asked to complete as they are listening, you give them the opportunity to filter all of the information and pay specific attention to the key ideas that will be needed.

Model the strategy

During the read aloud, pause to model the use of the strategy. Teachers modeling provides student with insight into the thinking of reading. Encouraging students to share their thinking with a partner is also essential. Often students don't realize what they are thinking until they hear themselves speak. Verbalizing their thoughts make their thinking tangible. Articulating ideas in a conversation with their peers gives them the opportunity to express their thoughts, value and learn from the ideas of others.

Review the text

After the read –aloud, encourage students to share their ideas with their peers. A minute is all that is necessary. In this way students learn and value from the ideas of others and feel that they have had an opportunity to be heard themselves.

Reviewing the strategy

Before students begin to read independently, quickly refocus their attention on the comprehension strategy and the task they will complete on their own. This may be as simple as a summary sentence.

Students read a book of their choosing to practice the strategy, using the same approach just modeled and shared. At first, it might be necessary to guide students while they are reading.

Assess

The completed student worksheets are easy to assess, and give insight into students' thinking and learning. Assessing may be useful for a variety of purposes, including grouping students according to areas of strength or need, and reporting students' progress.

Alternative way to create a guided listening lesson

We all know that asking young children to listen to an entire orchestral work is very difficult. Not to mention the fact that they don't really get anything out of

it. When listening to musical examples, students need to focus on something. They need guidance for what to pay attention to.

Today's post is designed to teach you how to create your own guided listening experience for your students. Enjoy!

Choose a piece of music that you love! Listen to the piece, one time, and write the top three things that jump out at you (instruments you hear, volume/dynamics, pattern/form, mood, etc...)

Listen to the piece once or twice a day for a couple of weeks. Have it as background music, in the car, or sometimes more focused listening. The more the music "gets in your head" the more ideas will come to you to share with the students. I call that "putting it in the crockpot and setting it to simmer."

Determine the most important elements you want the students to listen for, and share them with the students. Allow them to listen and demonstrate through movement or sign language, which they hear and understand.

Sample: Symphony No. 4 in G, Surprise Symphony," Haydn

"This song uses two volume (dynamic) levels, soft (piano) and loud (forte). When you hear the music played softly, use sign language to make a letter p. When you hear the music played loudly, use sign language to make a letter f. Show me that you understand." Play the music, and watch the students pay attention for longer than you imagined possible!

A beautiful extension of this is to allow the students to create their own guided listening activity for the class. Select a piece of music that you know the students will like or have heard before (*Beethoven's Fifth Symphony*, *Vivaldi's 4 Seasons*, Anything from *Carnival of the Animals*, or the *Nutcracker Suite*). Allow them to listen and share what jumps out at them and come up with a plan for how they will show that they understand. They could share it with another class. (South Florida Orff, 2013)

Guided Listening Teaching Tips

- Keep the listening experience an active one; involve the students in a variety of ways that encourage and provide multiple hearings. Give them specific things to listen for or do. Solicit and incorporate their best, most appropriate, creative ideas; give the students some ownership of the listening experience, within specific parameters.
- Do not talk over the music; resist this temptation. Allow students to focus fully on the listening. Whenever asking questions or pointing out something in the music, pause the recording.
- Model "listening behavior" for students. Use non-verbal cues or instrument cues that are not used in the recording (perhaps a hand drum, triangle, or finger cymbals) when needed.
- Use the best-quality audio playback equipment for the most excellent recordings available to you. When playing our free online Naxos audio files (or another recording of the same musical work) for the students, do

not just play the recording from a computer without quality playback that is the equivalent to at least a large 'boombox' or small stereo with external speakers. These must be capable of hearing clearly a wide range of volume from very soft to very loud without distortion.*

- Consider re-using listening materials with their respective recordings in a listening center or station in your classroom, with 2–6 individual headphones or ear buds connected to the same playback source. This will encourage children to be "independent listeners." For very young children, put a red coding dot on the "STOP" button and a green coding dot on the "PLAY" button in a listening center.
- Encourage children to describe or evaluate music in musical terms, and to be respectful listeners.
- Break large works into small portions by only listening to a section at a time or a movement at a time. When moving to music, break class into smaller groups for each to have a turn at moving while others watch during sections of a longer work. (Give the Watchers something to evaluate.) Rotate instrument players, movers, or watchers on subsequent hearings of the selection, or pause the recording to switch and take turns.
- Remember this adage: "ADD TO the music that is already valued by a child."
- Take advantage of reasons to listen to a selection again and again, making the music more familiar - because we "like what we know" inasmuch as we "know what we like." (Edwards, 2015)

A handy guide to the skills students need to practice to become better listeners

Listening in a foreign language is a complex process. Students have to be able to understand the main idea of what is said as well as specific details. They may need to check any predictions they have made, and understand the speaker's meaning, emotions and opinions. They may have to infer relationships between speakers, or identify the context in which the speakers are operating. Students may well have to use several of these skills in the course of a single listening activity.

Here are some of the main skills covered in the Listening lesson. There is a brief description of what each skill involves.

- Listening for the main idea - students listen to identify the overall ideas expressed in the whole recording.
- Listening for details – students listen for groups of words and phrases at sentence level.
- Listening for specific information – students listen for particular information at word level.
- Predicting – students try to guess key information contained in the recording before they listen.
- Inferring meaning – students listen to identify the difference between what the speaker says and what they actually mean.
- Identifying emotion – students listen to identify the mood of certain speakers.

- Listening for opinions – students listen to identify the attitude of certain speakers.
- Inferring relationships – students listen to identify who the people are in the recording and what the relationship is between them.
- Recognizing context – students listen to aural and contextual clues to identify where the conversation takes place, who is speaking, etc. (Miles, 2000-2014)

f. METHODOLOGY

Design of the research

The present research work is based on the action research as a constructive enquiry, which is carried out in order to understand, to evaluate and then to change a situation, at the time the research is conducting and improve educational practice. This study is an educational research that will allow the practitioner to study and practice a variety of aspects making use of “Guided listening” tool with the purpose to improve listening skill.

Methods, techniques and instruments

Methods

The following general methods will be applied along the research:

The scientific method: it will facilitate the study of appropriate theory to improve the listening skill. Also, it will help in the observations done before and during the intervention. This one will support with gathering data to make relevant predictions about the possible solutions.

The descriptive method: it will be useful to describe the different stages of the study and kind of resources used by the researcher. It will serve to explain and analyze the object of investigation.

The analytic-synthetic method: it will be used to analyze and interpret the obtained results through the tests. It also will help to draw up the conclusions.

The statistics method: it will be used to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from the observations and teacher's diary.

The research work also will follow the process of an action research which includes planning, acting, observing and reflecting suggests, proposed by (Kemmis, 2000).

This process will help the researcher to see if any necessary modification or amendment would be necessary to improve students' listening skill.

The process of the research will be carried out systematically, by collecting data on one's everyday practice, analyzing it in order to draw conclusions about how future practice should be.

Techniques and instruments

Data collection

The data will be collected through tests, questionnaires, rubric and diary will be design and applied at the beginning and after the application of the intervention plan.

Rubric

The rubric will be used to frame the different aspects that will be taken in account in the pre-test and post- test to score and figure out the students' level according to the results obtained from the tests.

Tests

Two kinds of tests will be designed. A pre-test of multiple choice questions will be applied to collect students' answers, in order to diagnose the students' level about listening, at the beginning of the intervention plan. The same pre-test will be used as post-test and will be applied at the end of the intervention plan, to obtain information about students' development on listening skill during the intervention plan. The test will be conducted in the class and the researcher will give students a clear explanation and clarify all questions raised.

Questionnaire

The questionnaire will be used to collect qualitative information from students; it also will provide information to the researcher to realize if students have ever worked with guided listening strategy or how interested they are to work on it.

Field Diary and notes

The researcher will use a diary to record what happens in each lesson. It will help to write up the findings during the intervention or particular events during the process.

Procedures

The action research work process will involve the following stages:

The intervention plan will start and end with the application of two tests. The first will be applied at the beginning of the study to collect data from students. And the second one will be applied at the end to verify if students have improved or not their listening skill. Moreover, the next intervention plan will applied as questionnaire at the very beginning to determine how much students understand English through the use of guided listening strategy and how much interested they are on it.

During the development of the lessons a number of activities related to Guided listening tool will be introduced in order to practice and develop students' listening skill. Likewise a diary will be used to record particular situations and observe students' performance that will be based on the posed rubric.

The findings will be compared and analyzed before and after the intervention plan to draw up conclusions about the research work.

Tabulation

The tabulation of data will be done with the results obtained in the tests. A logical analysis will be done with the information received.

Organization

The researcher will organize the work based on the information received from all the strategies applied to compared and analyze the impact of the intervention plan. A report of the intervention will be disseminated with the findings and ideas among the teacher, partner and school.

Description

The obtained data will be described in graphics considering the information of the pre and post intervention. The description of each question will be completed to facilitate the interpretation of the information shown, and also do the logical analysis of the data received.

Population

The students of 7th year of Basic Education, parallel "C" will participate in the development of this action research. The participants of the study are 37 students between boys and girls. They are between eleven and twelve years old. The students receive the English subject three hours per week with a certified teacher.

Intervention and observation plan

Alternative

The implementation of "Guided listening" as a tool to develop listening skill.

Objective

To enhance listening skill through the implementation of “Guided listening” among the students of 7th year of Basic Education, at Unidad Educativa “Lauro Damerval Ayora” N°1 in Loja City, during the academic period 2014 – 2015.

Introduction

The present intervention plan is a two-month program that will prepare students of seventh year of Basic Education to listen more effectively through the implementation of guided listening tool.

The goal of the intervention plan is to make listening unforgettable through:

- The use of metacognitive strategies.
- The application of read-aloud strategy.
- A variety of interesting and encouraging topics.
- The use of suitable graphic organizers.

Also, it includes eight lessons with a set of interesting reading themes linked to topics that students are studying. Each lesson will be developed following the procedure which has been adapted from Lisa Donohue’s method to use guided listening tool, the same that consists in the following steps:

- *Introduce:* It begins by introducing the metacognitive strategy and explaining its use.
- *Model:* It will be done reading aloud the text, and making pauses to explain new concepts, record and share ideas.

- *Practice:* It will be developed by listening to the text and completing the guided listening worksheet and also, listening the texts critically.
- *Assess:* It will be done evaluating peers' ideas; by using personal knowledge of the text and their ideas.

This plan will be carried into effect throughout the months of April and June during the academic period 2014 – 2015.

Research Problem: How does the implementation of guided listening enhance the student’s listening skill?

Data Collection Instruments: Field Diary, Pre-test, and Questionnaire.

	TOPIC	LEARNING OUTCOMES	INSTRUCTIONAL FOCUS	TEACHING RESOURCES
WEEK 1 (2 hours)	- Application of Pre-test and questionnaire	To answer the pre-test and questionnaire correctly.	The researcher introduces the test to the students to evaluate listening skill. The researcher explains to the learners how the test must be developed and then, they develop it. While students are developing the test the researcher clarifies any learner’s doubt. Once students have finished the test; the researcher will introduce and explain students how they have to answer the questionnaire.	- Pre-test - questionnaire

Support: Coaching and guidance from the University professor.

OBSERVATION NOTES:

Research Problem: How does the implementation of guided listening enhance the student’s listening skill?

Data Collection Instruments: Field Diary

	TOPIC	LEARNING OUTCOMES	INSTRUCTIONAL FOCUS	TEACHING RESOURCES
WEEK 2 (2 hours)	-Washing my hands.	Students will be able to: Identify main ideas in Basic English text. Grasp information from the read-aloud activity.	Guided listening: Think-aloud strategy. <u>Introduce:</u> The researcher presents and explains what the “think-aloud” strategy consists on. The researcher gives students the script “washing my hands” and the graphic organizer to familiarize students with the material. The researcher also explains how the graphic organizer must be developed. <u>Model:</u> The researcher reads aloud the topic “washing my hands” making pauses to emphasize key information. Students listen to the researcher who readsthe activity aloud and follow the topic using the script. Students participate giving their opinions to the class and answering questions about the topic. <u>Practice:</u> The researcher reads aloud the topic again. Students listen to the topic carefully and complete the guided listening task. <u>Assess:</u> Students read their personal task to the class. The researcher checks students’ answers.	- Listening script - Graphic organizer

Support: Coaching and guidance from the University professor.

OBSERVATION NOTES:

Research Problem: How does the implementation of guided listening enhance the student’s listening skill?

Data Collection Instruments: Field Diary

	TOPIC	LEARNING OUTCOMES	INSTRUCTIONAL FOCUS	TEACHING RESOURCES
WEEK 3 (2 hours)	-A piece of paper.	Students will be able to: Infer meaning from the text they hear.	<p>Guided listening: Making inferences</p> <p><u>Introduce:</u> the researcher introduces and explains to the students what “making inferences” is about. The researcher also explains how to develop the listening worksheet. The researcher gives studentsthescript “A piece of paper” and the worksheet to familiarize them with the material they will use.</p> <p><u>Model:</u> the researcher reads the topic “A piece of paper” aloud and makes pauses to analyze important information and details. Students listenand follow the lecture using the script. Students participate asking and answering questions such as: what’s the author’s message? What do you think it means when...? Etc.</p> <p><u>Practice:</u> the researcher reads aloud the topic again. Students listen to the topic carefully and fill uncompleted sentences with information theyhear.</p> <p><u>Assess:</u> students read their personal task to the class. The researcher verifies if students completed the sentences correctly.</p>	<ul style="list-style-type: none"> - Listening script - Worksheet

Support: Coaching and guidance from the University professor.

OBSERVATION NOTES:

Research Problem: How does the implementation of guided listening enhance the student’s listening skill?

Data Collection Instruments: Field Diary

	TOPIC	LEARNING OUTCOMES	INSTRUCTIONAL FOCUS	TEACHING RESOURCES
WEEK 4 (2 hours)	-Buy a new car.	Student will be able to: Answer appropriately to questions of comprehension based on the topic they heard.	<p>Guided listening: Making predictions</p> <p><u>Introduce:</u> the researcher introduces and explains to the students what “making predictions” consists on. The researcher also explains how to work with the listening worksheet. Students skim the script “buy a new car” and review the listening worksheet.</p> <p><u>Model:</u> the researcher reads aloud the topic “buy a new car” and makes pauses to emphasize key information and details. Students listen to the researcher who reads aloud the topic in order for students to develop the activity and follow it using the script. Students answer questions such as: What do you think will happen...? Or What will happen at the end? In order to predict information from the listening activity.</p> <p><u>Practice:</u> the researcher reads aloud the topic again. Students listen to the topic critically and complete the guided listening worksheet.</p> <p><u>Assess:</u> students read their personal task to the class. The researcher checks students’ answers.</p>	<ul style="list-style-type: none"> - Listening script - Worksheet

Support: Coaching and guidance from the University professor.

OBSERVATION NOTES:

Research Problem: How does the implementation of guided listening enhance the student’s listening skill?

Data Collection Instruments: Field Diary

	TOPIC	LEARNING OUTCOMES	INSTRUCTIONAL FOCUS	TEACHING RESOURCES
WEEK 5 (2 hours)	- Go to work.	Students will be able to: Focus their attention on key phrases that help to create mental images.	<p>Guided listening: Visualizing</p> <p><u>Introduce:</u> the researcher introduces and explains to the students what “visualizing” refers to. The researcher also explains how to work with the listening worksheet. Students skim the script “go to work” and also, review quickly the listening worksheet they will use to represent and share their ideas.</p> <p><u>Model:</u> the researcher reads the topic “go to work” aloud and makes pauses to analyze relevant and specific information. Students listen to the lecture and follow it using the script. Students create images according to what is being analyzed in the listening activity and then, they share with the class what those images look like through sentences or phrases.</p> <p><u>Practice:</u> the researcher reads aloud the topic again. Students listen to the topic carefully in order to answer a worksheet with multiple choice questions.</p> <p><u>Assess:</u>The researcher makes students read their personal task to the class and checks students’ wrong answers.</p>	<ul style="list-style-type: none"> - Listening script - Worksheet

Support: Coaching and guidance from the University professor.

OBSERVATION NOTES:

Research Problem: How does the implementation of guided listening enhance the student’s listening skill?

Data Collection Instruments: Field Diary

	TOPIC	LEARNING OUTCOMES	INSTRUCTIONAL FOCUS	TEACHING RESOURCES
WEEK 6 (2 hours)	-Write a letter.	Students will be able to: Identify main ideas in Basic English text. Grasp information from the read-aloud activity.	Guided listening: Think-aloud strategy. <u>Introduce:</u> The researcher presents and explains what the “think aloud” strategy consists on. The researcher also explains how the graphic organizer must be developed. Students skim the script “write a letter” and analyze the graphic organizer. <u>Model:</u> The researcher reads aloud the topic which contains some information about touristic places, making pauses to emphasize key information. Latter,the researcher reads aloud to get students follow the topic using the script. Students identify main ideas about the topic and after they answer some questions. <u>Practice:</u> The researcher reads aloud the topic. Students listen to the topic carefully and complete some multiple choice questions about the task. <u>Assess:</u> Students take turns to read their answers aloud. The researcher ensures all students participate.	- Listening script - Graphic organizer

Support: Coaching and guidance from the University professor.

OBSERVATION NOTES:

Research Problem: How does the implementation of guided listening enhance the student’s listening skill?

Data Collection Instruments: Field Diary

	TOPIC	LEARNING OUTCOMES	INSTRUCTIONAL FOCUS	TEACHING RESOURCES
WEEK 7 (2 hours)	-The teacher.	Students will be able to: Listen and Infer reliable information that is missing in the text.	<p>Guided listening: Making inferences</p> <p><u>Introduce:</u> the researcher introduce and explain to the students what “making inferences” is about. The researcher also explains how to work with the listening worksheet. Students review quickly the script “the teacher” and also, the worksheet they will work with to represent and share their ideas.</p> <p><u>Model:</u> the researcher reads the topic “the teacher” aloud and makes pauses to analyze important information and details. Students listen to the lecture and follow it using the script. Students participate asking and answering questions such as: What does the author mean when he says...?</p> <p><u>Practice:</u> the researcher reads aloud the topic again. Students listen to the topic carefully and complete the guided listening worksheet.</p> <p><u>Assess:</u> students read their personal task to the class. The researcher checks students’ answers.</p>	<ul style="list-style-type: none"> - Listening script - Worksheet

Support: Coaching and guidance from the University professor.

OBSERVATION NOTES:

Research Problem: How does the implementation of guided listening enhance the student’s listening skill?

Data Collection Instruments: Field Diary, post-test

	TOPIC	LEARNING OUTCOMES	INSTRUCTIONAL FOCUS	TEACHING RESOURCES
WEEK 8 (2 hours)	Post-test	To verify if the use of guided listening tool have improved their listening skill.	The researcher introduces to students the test and explains how it must be developed. Students develop the test. The researcher clarifies any learner’s doubt.	- Post-test

Support: Coaching and guidance from the University professor.

OBSERVATION NOTES:

g. TIME LINE

PHASES	ACTIVITIES	2015										2016		
		Feb.	Mar.	Apr.	May	Jun.	Jul.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
PROJECT	Project presentation	x												
	Appointment of the teacher advisor		x											
	Project approval		x											
	Appointment of thesis advisor		x											
INTER-VENTION/ ACTION	Application of the instruments		x											
	Act-observe			xxxx	xxxx									
THESIS PROCESS	data organization and tabulation					xx								
	Interpreting and reflecting					xx								
	Writing up and reporting						xx							
	Presenting the thesis report						x							
	Thesis revision						x							
	Submission of the folder							xxxx	xxxx	xxxx				
	Thesis presentation										xxxx			
	Private review and thesis approval											xxxx		
	Corrections												xxxx	
	Public presentation and incorporation													xxxx

h. BUDGET AND FINANCING

Resources:

Human

The researcher

The 7th, year students of Basic Education, parallel “C”

Material

Scripts

Markers

Technical

Internet

Budget

RESOURCES	COST
Internet	\$ 30.00
Print of reports	\$ 12.00
Print of the project	\$ 15.00
Print of final report and thesis	\$ 150.00
Unexpected expenses	\$ 50.00
Total	\$ 257.00

Financing

The financing of the expenses derived from the present research work will be assumed by the research author.

All expenses related to the present research work will be assumed entirely by the researcher conducting the investigation.

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ANNEXES

Pre-test

School: _____ Date: _____

Name: _____ Course: 7th Parallel: _____

Guided Listening Strategy

1. Listening comprehension.- Listen and complete the blankets with the words you hear. (2.5)

Once the sun and the _____ happened to have a quarrel. Both of them claimed to be _____. At last they agreed to _____ a trial of strength. "Here comes a traveller. Let us see who can strip him of his cloak?" said the _____. the Wind agreed and did choose to have the first turn. He blew in the hardest possible way. As a result, the traveller wrapped his cloak even more tightly around him. Then it was the turn of the _____. At first he shone very gently. The sun went on shining brighter and brighter. The traveller felt hot. Before long he took off his cloak and put it in his bag. The _____ accepted his defeat. Moral: Fury or force cuts no ice where gentleness does the _____.

2. Listening comprehension.- What is the listening topic about? (2.5)

- Animals
- Environment
- The sun and the wind

3. Listening for details.- Underline the correct phrase you heard from the lecture. (2.5)

*The lion was upset. * The mouse was hungry. *The wind accepted his friends.

4. Listening for details.- Listen again to the lecture and circle the word you hear.(2.5)

tired	wind	lion	mouse	strong
possible	letter	way	head	traveller
one	sleeping	school	days	help

QUESTIONNAIRE

As an undergraduate of the English Language Career, the researcher is doing an action research work about guided listening strategy. This study will help you to improve your listening skill in the English language learning. For that reason; I ask you politely to answer the following questions in a real and responsible way.

1. Have you ever worked with guided listening tool?

YES () NO ()

2. Do you think that guided listening tool could help you to develop listening skill?

YES () NO ()

Why: _____

3. Does the teacher make students develop listening skill in the English classes?

YES () NO ()

4. In your opinion the practice of listening is:

- Interesting ()
- Funny ()
- Boring ()

5. How often does the teacher make students develop listening skill?

- Always ()
- Sometimes ()
- Hardly Ever ()
- Never ()

6. Which of the following activities does your teacher use to make you practice listening skill in the class?

- Using a CD player ()
- Songs ()
- Games ()
- None ()

Post-test

School: _____ Date: _____

Name: _____ Course: 7th Parallel: _____

Guided Listening Strategy

1. Listening comprehension.- Listen and complete the blankets with the words you hear. (2.5)

Once the sun and the _____ happened to have a quarrel. Both of them claimed to be _____. At last they agreed to _____ a trial of strength. "Here comes a traveller. Let us see who can strip him of his cloak?" said the _____. the Wind agreed and did choose to have the first turn. He blew in the hardest possible way. As a result, the traveller wrapped his cloak even more tightly around him. Then it was the turn of the _____. At first he shone very gently. The sun went on shining brighter and brighter. The traveller felt hot. Before long he took off his cloak and put it in his bag. The _____ accepted his defeat. Moral: Fury or force cuts no ice where gentleness does the _____.

2. Listening comprehension.- What is the listening topic about? (2.5)

- Animals
- Environment
- The sun and the wind

3. Listening for details.- Underline the correct phrase you heard from the lecture. (2.5)

*The lion was upset. * The mouse was hungry. *The wind accepted his friends.

4. Listening for details.- Listen again to the lecture and circle the word you hear.(2.5)

tired	wind	lion	mouse	strong
possible	letter	way	head	traveller
one	sleeping	school	days	help

QUESTIONNAIRE

As an undergraduate of the English Language Career, the researcher is doing an action research work about guided listening strategy. This study will help you to improve your listening skill in the English language learning. For that reason; I ask you politely to answer the following questions in a real and responsible way.

1. Do you like to work with guided listening tool?

YES () NO ()

Why: _____

2. Do you think that guided listening tool help you to develop listening skill?

YES () NO ()

Why: _____

3. Does your teacher develop your listening skills in the English classes?

YES () NO ()

4. In your opinion, the practice of listening is:

- Interesting ()
- Funny ()
- Boring ()

5. How often does your teacher make you develop listening skills?

- Always ()
- Sometimes ()
- Hardly Ever ()
- Never ()

6. Which t of the following activities did your teacher use to make you practice listening in the class?

- Read aloud ()
- Songs ()
- Games ()
- None ()

Rubric for listening skill

	Exceeds Target 10-9	Meets Target 8-7	Approaches Target 6-5	Below Target 4-3	Far-Below Target 2-1
LISTENING COMPREHENSION	Student is able to understand spoken language appropriate to their level consistently and is able to infer meaning not implicitly stated.	Student is able to understand spoken language appropriate to their level consistently, but is unable to infer meaning that is not implicitly stated.	Student is sometimes able to understand spoken language appropriate to their level.	Student is rarely able to understand spoken language appropriate to their level, though some knowledge of vocabulary items is evident.	Student is unable to understand spoken language appropriate to their level. Little or no knowledge of vocabulary items is evident.
LISTENING FOR DETAILS	The student included all the specific information and details in his/her answers.	The student was able to include most specific information and details in his/her answers.	The student was almost able to include the fifty percent of the information in his/her answers.	Although the student showed a limited ability to listen for details, specific information was occasionally included.	Student was unable to grasp specific details when listening, and did not include them in the answers.

Adapted from:

<http://www.rcampus.com/rubricshowc.cfm?code=L95572&sp=yes&>

Field dairy

Name:			
School:			
Date:	Grade: 7 "C"	Researcher:	
Lesson			
Activity			
Objective			
Materials			
Timing			
Procedure			
Grouping			
Do students like it?	Yes	For a while	Not really
Are they bored?	Yes		No
Do they make an effort?	Yes		No
Comments			

Grading Scale

Aspect	Scale			
	Low	Intermediate	Good	Excellent
Listening Comprehension	0-1,2	1,3-2,4	2,5-3,6	3,7-5
Listening for Details	0-1,2	1,3-2,4	2,5-3,6	3,7-5

Elaboration: *La researcher*

Matrix

THEME: THE IMPLEMENTATION OF GUIDED LISTENING AS A TOOL TO ENHANCE LISTENING SKILL AMONG 7TH YEAR STUDENTS OF BASIC EDUCATION, AT UNIDAD EDUCATIVA “LAURO DAMERVAL AYORA” N°1 IN LOJA CITY, DURING THE SCHOOL YEAR 2014-2015.

Problem	Objectives	Theoretical Frame	Methodological Design (Action Research)	Instruments
<p>Main research problem</p> <p>How does the implementation of guided listening enhance the student's listening skill?</p>	<p>General</p> <p>To implement guided listening as a tool to enhance listening skill among 7th year students of Basic Education, at Unidad Educativa “Lauro Damerval Ayora” N°1 in Loja city, during the school year 2014-2015.</p>	<p>Listening skill</p> <p>What is listening skill?</p> <p>Why is listening important?</p> <p>Teaching Listening -- Goals and Techniques for Teaching Listening</p> <p>Integrating metacognitive strategies for Teaching Listening.</p>	<p>Preliminary investigation</p> <p>Observation of the English classes</p> <p>Stating the background of problem</p> <p>Describing the current situation</p> <p>Locating and reviewing the literature</p>	<p>Tests</p> <p>Questionnaire</p> <p>Field diary</p>
<p>Sub-problems</p> <p>What kind of theoretical references</p>	<p>Specifics</p> <p>To investigate the theoretical references</p>	<p>Different types of listening</p>	<p>Creating a methodological framework for the</p>	

<p>about listening skill and guided listening are appropriate to improve guided listening in the classroom among students of 7th year of Basic Education, at Unidad Educativa “Lauro Damerval Ayora” N° 1 in Loja city, during the school year 2014-2015?</p>	<p>about listening and guided listening tool to enhance the students’ listening skill</p>	<p>Attentive Listening Skills</p>	<p>research</p>	
<p>What are the issues that impede the development of English listening skill?</p>	<p>To diagnose the problems 7th year students of Basic Education, at Unidad Educativa “Lauro Damerval Ayora” N° 1 in Loja city are facing in listening.</p>	<p>Interactive Listening Skills</p>	<p>Preparing an intervention plan</p>	
<p>What are the important processes of the intervention plan that address with the</p>	<p>To elaborate a plan focused on Guided listening tool to enhance listening skills</p>	<p>Types of questions to assess listening</p>	<p>Presentation of research findings</p>	
		<p>Ten tips to help you develop effective listening skills.</p>	<p>Reflecting, analyzing, and answering the proposed inquiries</p>	
		<p>Why some students find listening difficult.</p>	<p>Organizing the final report</p>	
		<p>Tips for Becoming a Better listener</p>		
		<p>Guided Listening</p>		
		<p>What is Guided listening?</p>		
		<p>Metacognitive strategies</p>		
		<p>Why is guided listening important?</p>		
		<p>What Does Guided</p>		

<p>current students' listening problems of students of 7th year of Basic Education, at Unidad Educativa "Lauro Damerval Ayora" N° 1 in Loja city?</p> <p>Which guided listening activities are implemented to enhance students' listening skill?</p> <p>How does the application of "guided listening" tool solve the limitations of listening skill?</p>	<p>of 7th year students of Basic Education, at Unidad Educativa "Lauro Damerval Ayora" N° 1 in Loja city.</p> <p>To apply the elaborated plan related to Guided listening tool with the aim to solve the limitations in the development of listening skills.</p> <p>To verify how effective was the application of "Guided listening" as a tool to develop and increase students' listening skills.</p>	<p>Listening Look Like?</p> <p>The process of a Guided listening lesson.</p> <p>Alternative way of a Guided listening lesson.</p> <p>Guided Listening Teaching Tips</p> <p>A handy guide to the skills students need to practice to become better listeners.</p>		
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