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ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITLE:

“TEACHING FABLES TO IMPROVE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF SECOND YEAR OF BACHILLERATO AT “HERNÁN GALLARDO MOSCOSO HIGH SCHOOL”. ACADEMIC PERIOD 2013-2014”.

Thesis required for obtaining the Bachelor's Degree in Sciences of Education, English Language Major.

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CERTIFICATION

Rosa Virginia González, Mg Sc.
Professor of the Universidad Nacional de Loja

CERTIFIES:

That the present research work entitled “TEACHING FABLES TO IMPROVE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF SECOND YEAR OF BACHILLERATO AT “HERNÁN GALLARDO MOSCOSO HIGH SCHOOL”. ACADEMIC PERIOD 2013-2014” is the responsibility of the undergraduate student: ANDREA ALEXANDRA LABANDA VITERI.

In addition, it has been thoroughly revised and fully analyzed; therefore, the advisor authorizes its presentation for the pertinent legal aims.

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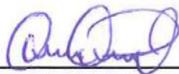
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DEDICATION

To God, who with his infinite goodness and love, allowed me to achieve this goal.

To my parents for all the support given along my entire life. To my father Kléver who taught me that the best kind of knowledge to have is that, which is learned for its own sake. It is also dedicated to my mother Anita, who taught me that even the largest task can be accomplished if it is done one step at a time.

ANDREA LABANDA

ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN

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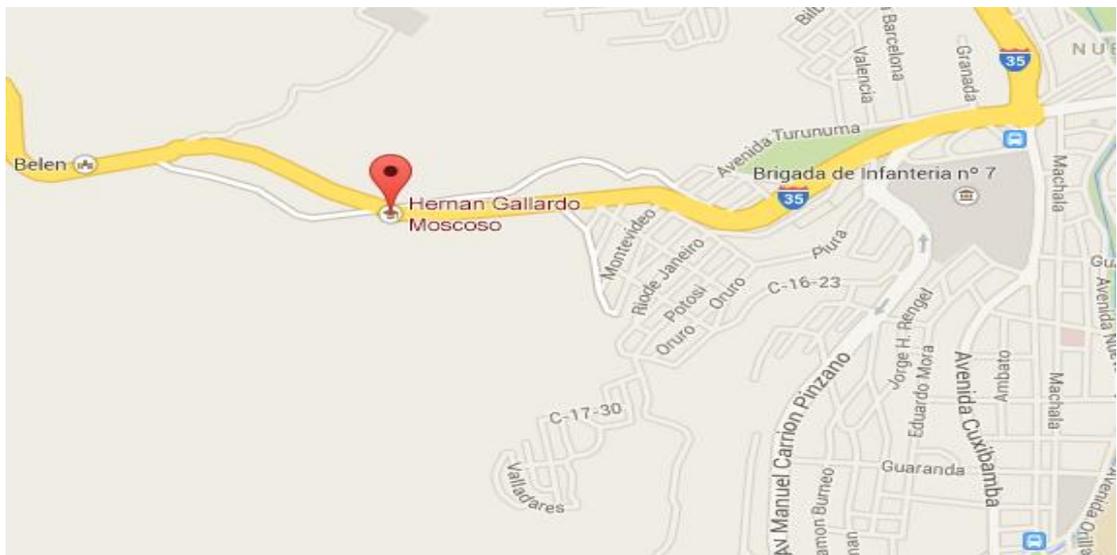
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MAPA GEOGRÁFICO



Loja, División Política (2015). Google_maps.com

CROQUIS



Ubicación del Colegio "Hernán Gallardo Moscoso" (2015). Googlemaps.com

THESIS SCHEME

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a. TITLE

“TEACHING FABLES TO IMPROVE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING WITH STUDENTS OF SECOND YEAR OF BACHILLERATO AT “HERNÁN GALLARDO MOSCOSO HIGH SCHOOL”. ACADEMIC PERIOD 2013-2014”

b. RESUMEN

Esta investigación-acción se centra en enseñanzar fábulas para mejorar la habilidad de escuchar en los estudiantes de segundo año de bachillerato del colegio Hernán Gallardo Moscoso. Un plan de intervención de ocho sesiones se aplicó para mejorar esta destreza. Pruebas, hojas de observación y diario de campo fueron utilizados, para medir el progreso y la percepción de escuchar, utilizando fábulas. Los resultados revelaron que el uso de fábulas mejoró la habilidad de escuchar, esto refleja en el incremento notable de las notas del post-test y el avance de los estudiantes durante la intervención. Las respuestas de las hojas de observación y del diario de campo confirmaron el entusiasmo y la actitud positiva hacia el trabajo con fábulas. En conclusión, este estudio ayudó a los estudiantes a mejorar sus habilidades de escuchar, al investigador, a mejorar sus habilidades de enseñanza y a la comunidad para tener candidatos a docentes bien preparados.

ABSTRACT

This action research study was focused on teaching fables to improve the listening skills with second year students at Hernán Gallardo Moscoso public High School. An eight-session intervention plan was implemented to improve the listening skills. Researcher designed tests to measure students' listening progress and perception through the use of fables. Observation sheets and field diary were also used every session to see the students' growth. The results revealed that teaching fables facilitated the improvement of listening skill which was reflected in the noticeable increase of the posttest scores and students' progress during the intervention. Answers from the observation sheets and field diary confirmed the enthusiasm and the positive attitude toward working with fables. In conclusion, this study helped the students to improve their listening skills, the researcher to sharpen her teaching skills and the community to have well-prepared candidate teachers.

c. INTRODUCTION

This descriptive study was focused on the use of fables to improve the listening skill with students of second year of bachillerato aged between sixteen and seventeen in a public high school. These students had English classes twice a week without the support of resources and activities that motivate and facilitate the English Learning process. Looking for strategies to facilitate the improvement of the listening skill was one of the objectives of the current study.

For most of English foreign language learners, listening is the most difficult one among the four skills. Listening is the ability to accurately receive and interpret messages, it involves concentration, interpretation and understanding of sender's message. (Sasha, July 2013). Good listening comprehension skill will allow students to participate more effectively in communicative situations. (Ross 2006).

To improve or develop listening skill good strategies must be selected, linguists like Porter (1987), Brown (2001), and Mangubhai (2002), recommend the use of authentic texts to help students further develop their communicative skills. Based on that claim the researcher chose fables to help students in the improvement of the listening skill.

This research work had a successful impact on students, they were motivated to learn English by listening to fables, and they got more self-confidence which is essential in learning. Students became more participative, they wanted to express

their ideas about the fable, and the fable's moral helped students to be reflective having a different view about the world.

The aims of this research work are clearly stated, and those were listed based on the research questions.

- ❖ What kind of theoretical references about fables are useful to enhance the listening skill in the English Language Learning?
- ❖ Which are the negative issues that limit the listening skill in the English Language Learning?
- ❖ Which fables are the most suitable to enhance the listening skill in the English Language Learning?
- ❖ How do fables as a part of the classroom activities help in the improvement of the limitations in the listening skill in the English Language Learning?
- ❖ How effective was the application of fables in the improvement of the listening skill in the English Language Learning?

In the Conclusion, each question was answered by the researcher, giving concrete information, showing that the use of fables was an effective and satisfactory strategy that contributed to the improvement of students' listening level. The issues that the researcher considered within the study were: Listening and Fables. During the intervention the researcher was centered on monitoring Skimming and Scanning techniques as listening subskills. They helped students in the understanding of the fable, and the effectiveness of those techniques also helped students to acquire new ways to develop listening comprehension.

The researcher is pleased to say that, this application had a positive impact on participants, and they were inspired to continue learning English as a result of listening to fables. To carry out this intervention, the researcher had a well- designed plan, presented as academic sessions. The researcher's goal was to monitor students during the intervention, taking notes about all the observable aspects. Students were instructed to listen and complete worksheets based on the fable and also they had to summarize it, give the message of the fable and retell the fable just by looking at pictures.

This research work yielded some advantages for both students and teacher. The advantages for students are: the most of fables are known by them in Spanish and they can translate it into English, facilitating the understanding of it, as a result students improve their listening comprehension level, also they get more self-confidence, foster his/ her values and become more reflective through the fables' moral analysis. The advantages for teachers are: using fables to teach grammar, vocabulary, and oral expression; other advantage is that teacher can maintain students concentrated on the activity.

Practitioners who engage in action research inevitably find it to be an empowering experience. Action Research helps educators be more effective at what they care most about their teaching and the development of their students. Seeing students grow is probably the greatest joy educators can experience. When teachers have convincing evidence that their work has made a real difference in their students' lives, the countless hours and endless efforts of teaching seem worthwhile. (Sagor, 2000)

This research work also had some limitations which were detected during the whole process. In the researcher's opinion one limitation was the insufficient time she spent in every session. The researcher had to divide the time wisely and also select the most appropriate activities to carry out in the assigned time. Moreover; other limitation was the high school schedule, the researcher had to adapt herself to the high school conditions in order to develop her project.

The researcher is delighted to see how this research work contributed in her professional growth. To carry out this work was needed to follow all the steps that are required in a research, but to do that the researcher had to investigate and selected the most useful strategies to fulfill this research successfully. Moreover; this study contributed with her to strengthen all her knowledge about the teaching-learning process, becoming her more conscious about all the possible strategies that could be applied during this process.

The researcher was aware that carrying out an action research project was not an easy task to embark on, but what the researcher learned about it made her feel kind of satisfaction to see as students were improving their listening skill. Action Research was not easy but either it was not something impossible to do as far as the researcher consider the possible constraints, the ethical implications, and more important, the desire to help students overcome their difficulties they had in the English learning process.

d) LITERATURE REVIEW

1. LISTENING SKILL

Listening is the ability to accurately receive and interpret messages in the communication process. It is important because, it involves concentration, interpretation and understanding of sender's message. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. (Sasha, The English Corner, 2013)

Sasha (2013) states that, listening is the key to have an effective communication, without the development of this ability, the messages are easily misunderstood and the communication would not be possible.

❖ THE LISTENING PROCESS

Listening is a discipline that can be learned. In order to learn how to listen, it is important to understand clearly the steps that are involved in the listening process. As **Raman M and Singh P** stated in their **book Business Communication**, the listening process has five steps.

- **SENSING** is simply hearing the words. Sensing alone is not adequate to effective listening. We hear a lot of messages in any day. It may be someone shouting to sell something; or a commercial, but we do not listen to all of these. We select one message from among a multiple of stimuli which is more important at that point of time.

- **INTERPRETING.** - Payne (2010), has defined interpreting as deriving meaning from the words. At this stage the listener is engaged in the act of decoding the message in a way he or she can understand well. When it comes to the decoding stage the listener may face some barriers of communication.

- **EVALUATING.** - According to Payne (2010), evaluating is judging what the message is about in context. At this stage the listener assigns meaning to the message based on the personal beliefs that he or she holds, draws inferences, gets an overview of the message and seeks accuracy of information and evidence. This is a stage where a great deal of critical listening takes place.

- **RESPONDING.** At this stage Payne (2010), sets out that the listener starts to respond to the message. The listener's feedback, action and reaction will depend on whether he or she has clearly understood the message or not. This stage also reveals the level of the listener's attention on what the sender has sent.

- **MEMORIZING** - Effective listening will play a major role at this stage. An effective listener can retain to a greater extent what he or she has heard.
(M & Singh P , Business Communication, 2010)

2. LISTENING COMPREHENSION IN A CLASS WHERE THE ENGLISH IS STUDIED AS A FOREIGN LANGUAGE

Ross (2006) points out that a student with good listening comprehension skills will be able to participate more effectively in communicative situations.

Brown (2001), claims that teaching listening skill cannot be emphasized enough in a communicative classroom. For foreign language learners, developing the skill of listening comprehension is extremely important.

So students with good listening comprehension skills are better able to participate effectively in class.

➤ THE USE OF AUTHENTIC LISTENING MATERIALS TO IMPROVE LISTENING IN AN ENGLISH FOREIGN CLASS

Linguists like Porter (1987), Brown (2001), and Mangubhai (2002), recommend the use of authentic texts to help students further develop their communicative skills. The use of authentic listening materials is an important factor to take into consideration when designing listening comprehension materials. By using such listening materials, the learner is given the chance to develop the skills needed to comprehend and to use language that is commonly found in real situations.

By using authentic listening materials, students are motivated to improve their level of comprehension as they feel that they can achieve a level of proficiency that has meaning and adds value to their life when speaking English as a foreign language.

Some examples of authentic listening materials are listening to a telephone message for the purpose of understanding a cancelled appointment, listening to fables or stories to understand the moral or listening to songs to learn more about well-known bands that sing in English.

Based on the linguist like Porter (1987), Brown (2001), and Mangubhai (2002), theory, fables are good resources to help students in the development or improvement of their listening skills, with the purpose of understanding the moral of the fables. In that way students feel motivated and they put more interest in the improvement of their weaknesses.

3. OBJECTIVES OF LISTENING IN THE ENGLISH LANGUAGE

LEARNING

Sharma (2011), states some objectives of listening in English language learning which students have to achieve with the development of a good listening comprehension.

- Students will extend their abilities to listen effectively in a variety of situations for a variety of purposes.
- Students will extend their abilities by practicing the behaviors of effective, active listeners.

- Students will extend their abilities to assess strengths in listening and set goals for future growth strategies for Developing Listening Skills.

In the spirit of providing better educational opportunities and more meaningful interaction with other cultures, The Plan for Educational Reform (English as a Foreign & as a Second Language Curriculum, 1994), and The New Framework for Education in Lebanon (English as a Foreign & as a Second Language Curriculum, 1995), established some objectives of listening English as a Foreign language and as a Second foreign language.

- Students will understand and use basic words and expressions prevalent in classroom language.
- Students will respond to instructions, commands, directions, and questions physically or verbally.
- Students will identify the main points and supporting details.
- Students will draw inferences related to themes, characters, actions, and events.
- Students will recognize and describe attitudes and emotions.
- Students will make predictions about the conclusion of a story or the results of an experiment.
- Students will distinguish between fact and opinion.
- Students will identify dialectal features (syntax, vocabulary choice, and accent).

4. STRATEGIES TO IMPROVE LISTENING SKILL IN ENGLISH

LANGUAGE LEARNING

Listening is vital to be developed, to do that the researcher need to be strategic. The researcher must look for strategies to helps students in the improvement. Some strategies will be explained to have a clear idea about each strategy.

- ❖ **Maintain eye contact with the instructor.** Students will need to look at your notebook to write your notes, but his/her eye's contact keeps focused on the job at hand and keeps him/her you involved in the listening activity.
- ❖ **Avoid emotional involvement.** When students are too emotionally involved in listening. They tend to hear what you want to hear—not what is actually being said. Try to remain objective and open-minded.
- ❖ **Avoid distractions.** Don't let your mind wander or be distracted by the person shuffling papers near you. Treat listening as a challenging mental task. Listening to an academic lecture is not a passive act—at least it shouldn't be. Students need to concentrate on what is said do that they can process the information into their notes.
- ❖ **Use the gap between the rate of speech and your rate of thought.**
Students can think faster than the lecturer can talk. That's one reason their mind may tend to wander. All the above suggestions will help they keep your mind occupied and focused on what being said. Students can actually begin to anticipate what the professor is going to say as a way to keep their mind from staying. Students' mind do have the capacity to listen, think, write and ponder at the same time, but it does take practice.

- ❖ **Keep an open mind.** Wait until the speaker is finished before deciding that students disagree. Try not to make assumptions about what the speaker is thinking. (Treuer, 2011 07:36:18)

5. LISTENING STRATEGIES ON THE ENGLISH LANGUAGE LEARNING

Listening strategies are techniques which contribute directly to the comprehension and recall of listening input. In the English Language Learning, listening strategies can be classified by how the listener processes the input.

➤ LISTENING FOR MEANING

To extract meaning from a listening text, students need to follow four basic steps:

- 🍷 **Figure out the purpose for listening.** Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.
- 🍷 **Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest.** This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.
- 🍷 **Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively.** Students'

comprehension improves and their confidence increases when they use top-down and bottom-up strategies simultaneously to construct meaning.

🌿 **Check comprehension while listening and when the listening task is over.** Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies. (M & Singh P , Business Communication, 2010)

➤ **LISTENING FOR KEYWORDS**

Use keywords (noun=principal words) or key phrases to help you understand the general ideas. This may seem obvious to you, but remember that understanding the main idea will help you to understand the detail as the person continues to speak. (Beare, 2001)

➤ **LISTEN FOR CONTEXT**

Beare (2001), states that listening for context means the understanding a word in context, not individually. He says that if we do not understand a word in a text we do not have to stop there, we have to continue reading until we guess the meaning in context.

➤ **TOP-DOWN STRATEGIES**

Henley (1999), says *that those* are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include:

- listening for the main idea
- predicting
- drawing inferences
- summarizing

➤ **BOTTOM-UP STRATEGIES**

Morley (2007), points out that Bottom-up listening strategies activities can help learners to understand enough linguistic elements of what they hear to then be able to use their top-down skills to fill in the gaps.

➤ **INTEGRATING METACOGNITIVE STRATEGIES**

Schwartz (1998), states that metacognitive strategies or listening process which 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'.

Strategic listeners also use *metacognitive strategies* to plan, monitor, and evaluate their listening.

- ✿ They plan by deciding which listening strategies will serve best in a particular situation.
- ✿ They monitor their comprehension and the effectiveness of the selected strategies.
- ✿ They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.

An important fact to consider is that, Metacognitive Strategies are called to the listening process, which is essential in 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

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 it is necessary

➤ **SAMPLE OF PRE-LISTENING ACTIVITIES**

- looking at pictures, maps, diagrams, or graphs
- reviewing vocabulary or grammatical structures
- constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)
- predicting the content of the listening text
- going over the directions or instructions for the activity
- doing guided practice (Schwartz, 1998)

➤ **SAMPLE OF ACTIVITIES CAN BE DEVELOPED DURING THE LISTENING**

- listening with visuals
- filling in graphs and charts
- following a route on a map
- checking off items in a list
- listening for the gist
- True or false statements
- multiple choices
- searching for specific clues to meaning
- completing cloze (fill-in) exercises (Schwartz, 1998)

➤ **SAMPLE OF POST LISTENING ACTIVITIES**

- Talk about what the speaker said, question statements of opinion.
- Summarize as an outline or using time lines, flow charts, ladders, circles, diagrams, webs, or maps.
- Review notes, check previous task, and add information that they did not have an opportunity to record during the speech.
- Analyse and evaluate critically what they have heard. (Hook, J. N. & Evans, W. H., 1982)

**6. TECHNIQUES TO IMPROVE LISTENING COMPREHENSION
IN ENGLISH LANGUAGE LEARNING**

➤ **SCANNING:**

This technique consists on listening to find specific information, such as words, ideas, numbers, names, places, features, and dates. Specific information is

often found in the supporting details. These could be definitions, examples and explanations.

Scanning involves listening just for what you want to answer, seeking specific words and phrases. (Williams & Hill, 2010)

➤ **SKIMMING:**

This technique consists on listening, just for key words that is going to help you to get the general understanding of what is going on. You do not need to understand everything to get the sense of that text. Try to focus in identifying **where** the information is. Not **what** the information is. (Williams & Hill, 2010)

7. NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF THE LISTENING SKILL.

In the listening process there are things that interfere with the total understanding of the listening. Kazi (2012), claims that in any situation, barriers prevent effective communication. These barriers can be within ourselves (psychological), in the communication situation or environment (such as noise or other distractions), or they can be learned from our social or cultural associations and influences (like reactions to stereotypical labels or ethnocentric rituals).

➤ **FEELING ANXIOUS**

According to Scarcella and Oxford (1992), listening comprehension anxiety has begun to surface as a problematic area for students. That is a big problem

that occurs when students feel they are faced with a task that is too difficult or unfamiliar to them. The feeling anxious is exacerbated if the listeners are under the false impression that they must understand every word they hear.

➤ **CULTURAL ISSUES**

Cultural influence of both the native and target cultures impact learning styles, instruction approached and language skills such as listening or speaking. Several cultural differences influence an English language learning classroom. The most obvious influence is the language of the native culture; a student brings to the classroom particular grammar, syntax and language rules from the native language that do not always translate directly to the English language. Word order and gendered language is one of the most common language difficulties a non-native speaker encounters when learning English. (Wahlig, 2006)

However, Justin (2006), points out others barriers that interfere with the understanding of the listening.

➤ **INTERRUPTING**

It is a problem for many reasons. First, it is aggressive behavior and will most likely bring a negative response from the speaker being interrupted. Second, it is difficult to listen and speak at the same time. When the listener is interrupting, he or she is certainly not listening fully.

➤ **FAKING ATTENTION**

It can be offensive and is usually hard to hide. This is hurtful and sends the message to the speaker that the listener doesn't really care about what the speaker is saying. If an individual cannot listen actively in the present moment, it is best to let that be known and suggest that the communication process be put off until a point when there are no distractions.

➤ **BECOMING EMOTIONAL**

It can hinder one's ability to listen. It is important that the receiver be aware of his or her emotions. If the sender is sending a message that is offensive, it is important to acknowledge that fact and be aware of the fact that something is threatening a breakdown in the process. When a receiver is angered, it is easy for him or her to miss the most important part of the sender's message.

➤ **JUMPING TO CONCLUSIONS**

It may be helpful for the listener to wait until the speaker is finished before responding. It can also be helpful to ask questions throughout the conversation to clarify issues, or to let the speaker know that he or she is communicating in a way that suggests a certain thing, which may not be what they are intending to say. (Elza, 2006)

The researcher after the observation was applied, she could realize that students have difficulties in listening understanding. Students' troubles are:

- Misunderstand the meaning of the words
- Not get concentrated in listening

- Confusing of words
- Not have a high self confidence

All of those troubles were detected on students of second year of bachillerato, so the researcher's challenge is to help students in the improvement of their weaknesses applying an appropriated strategy.

8. FABLES TO IMPROVE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING.

➤ WHAT ARE FABLES?

Fables is an ancient way of storytelling and it is a universal form of entertainment. One of its purposes has been to impart and clarify values and moral principles. In the classroom, sharing and examining fables can help form trusting communities in which students practice ethical behavior and strive to create an ideal and moral world. (Detlor, Aesop's Fables, 2000)

To add, fables offer opportunity for discussion and thinking, for questions, for focusing on alternatives, and for comparison both with other stories and with personal experiences. Students can learn through listening, through looking at character motivation, through examining alternative outcomes and beginnings, and through looking at the author's viewpoint. (Turner, 2004)

➤ **WHY FABLES ARE IMPORTANT IN ENGLISH LANGUAGE LEARNING.**

- This domain will introduce students to fables that have delighted generations of people. By listening to these classics, students will increase their vocabulary; they can develop their listening skill, learn valuable lessons about ethics and behavior, become familiar with the key elements and parts of fables, and acquire cultural literacy. (Detlor, Aesop's Fables, 2000).

➤ **WHY LISTEN TO FABLES IN ENGLISH LANGUAGE LEARNING?**

There are good, sound educational reasons for putting the book down and start learning through fables. It is important to teach with fables because:

- Giving students the opportunity to both tell and hear stories encourages them to develop listening skill.
- Storytelling fuels the imagination and allows students to develop their own mental images of the fable.
- Traditional tales, myths, legends and fables speak to us in metaphor about deep-seated truths and conflicts.
- Storytelling is fun and exciting – and students love it! (Detlor, Aesop's Fables, 2000).

➤ **THERE ARE SEVERAL REASONS TO USE ANIMAL AS MAIN CHARACTERS IN FABLES**

There are some reasons to use animals as main characters in fables:

Empathy

Audience, especially children, easier empathies with animals; children are able to make some kind of contact with animals much faster than with adults and many adults are more open to animals than to humans to.

Recognition

Every animal can be stereotyped with one widely known characteristic, for instance pig is greedy, dog is faithful, lion is brave and so on. The character is pretty well known from the very beginning, facilitating that students recognize it.

Perspective

Animal characters add perspective to the story, vain person can see (and understand) his own vanity through peacock's vanity much easier than through the more realistic presentation with humans. (Zujava, 2012)

➤ **WHO WAS AESOP?**

Aesop lived in Greece in the early sixth century. A slave after having been captured in war, he achieved a reputation for the great with the demonstrated while telling tales in discussion and negotiation.

The fables have come to be used for a variety of purposes. While Aesop used them to make witty points to solve problems and reveal human truths, over time many of the fables were used in the education of students to open up the moral domain for discussion about behavior and values clarification in the

classroom, to gain self- confidence, being conscious and reflective about the thing around people. (Detlor, Aesop's Fables, 2000)

➤ **WHY TEACHING WITH AESOP'S FABLES IN ENGLISH LANGUAGE LEARNING?**

Working with fables enables students to:

- ❖ **Build Literacy:** The concise structure and language of fables have a wonderful effect on beginners listeners, readers and writers. Students learn to recognize predictable narrative and pattern and apply these to original writing.
- ❖ **Build ethical and moral development:** Using the shared context of fables, students feel comfortable exploring the moral domain, developing critical thinking about ethical issues, and reflecting on their own values.
- ❖ **Build classroom community:** Trough discussion and debate, students learn to listen to each other and express their own opinions about ethical behaviors. They learn to extract and generalize meaning from fables and discuss real-life issues using oral reasoning. Such reflection gives children an ethical grounding in the classroom as they explore themes and values that will help create a caring and ethical community.
- ❖ **Develop an understanding of metaphor:** Students are challenges to relate a concrete series of actions to a given moral, to abstract from the specific to the general, and to understand figurative language. This promote higher-level thinking as children develop their abilities to interpret

meaning and metaphor, make inferences and judgments, and create alternative solutions to problems. (Detlor, Aesop's Fables, 2000)

9. WHY TEACHING WITH AESOP'S FABLES IN ENGLISH LANGUAGE LEARNING?

After reviewing the literature, the researcher selected the most relevant data to design the intervention plan, which was focused on the application of Integrative Metacognitive Strategies, or the Listening Process. Those are called Integrative Metacognitive Strategies because the researcher used to help students understand the way they learn; the Listening Process refers to several activities which was developed in three different phases, Pre, During and After listening, by using that students understanding became easy and they could realize that the improvement of this skill was not hard as they think.

e. MATERIALS AND METHODS

In this section by methods and materials it is meant the methodology of this research work. The section is developed considering: design, context, participants, methods, techniques, instruments, materials and procedure.

DESIGN

The spiral model of action research proposed by Kemmis and McTaggart (2000) was followed in this study. Action research is a general name for research done by undergraduate students. Action research has the potential to make a substantial impact on the process of teaching and learning. Thus, it is a methodological technique that connects research to practice. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth; that is why action research was applied to this study. It has assisted the practitioner researcher of this thesis development moving in following the first cycle of the Kemmis and McTaggart's spiral. This process facilitated her reflected upon her teaching and improved her students' situation.

CONTEXT

Hernán Gallardo Moscoso public high school was selected as the place for the present research work since it was the school where the researcher had the opportunity to observe as a pre-investigation activity; therefore she had an insight of the spectrum of English teaching within the school. Hernán Gallardo Moscoso high school is located in Belén neighborhood and it is organized according to Ecuadorian School System requirements for secondary

education. Students attending this urban public high school, have the predisposition to increase their knowledge which characterizes developing communities in Latin American countries as Ecuador.

Having English as a subject within curriculum in Ecuadorian public high schools is compulsory. In the case of Hernán Gallardo Moscoso high school, the treatment of English as a subject within the curriculum of the high school is not optional and it is reflected in the number of periods devoted to teach it. It has an English teacher as part of its teaching staff. Teacher devotes five periods per week just to teach English.

PARTICIPANTS

On the project the researcher established to work with 24 students with second year of bachillerato at at Hernán Gallardo Moscoso public high school, but because of four students were absent when the researcher administered the pre-test, the researcher decided to work with twenty students. Most of them were sixteen years old. Second year of bachillerato was a mixed group, there were fifteen men and five women. They have five periods of English classes per week. The book that they were studying is “ENGLISH BOOK LEVEL 3” Pearson Education 2nd Edition, and they also had access to CHICAGO English dictionary. Unfortunately, they did not have access to an English laboratory. Thus, they did not have varied resources to learn English. Most of students came from families that did not have good economic situation, as a result, they did not have the opportunity to study English in private language schools to improve their English level. The students just

study English at high school. However, they had a basic knowledge of English, that is essential to continue increasing and developing in English proficiency.

METHODS

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study aimed at describing the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research: The **Scientific method** assisted the study of how fables may contribute to the improvement of the listening skill in the English Language Learning with the students before mentioned.

It helped in the observations done before and during the intervention. This one also assisted during the anticipation of the possible solution; it supported during data collection to make relevant predictions and further analysis.

The **Descriptive method** enabled the researcher to describe the different stages of the study and the kind of resources used. It served to explain and analyze the object of the investigation.

The **Analytic-synthetic method** was used to analyze the obtained results through the tests, observation guide and the field diary. It was adopted also to make the interpretation of data, the logical analysis and drawing up the conclusions. The **statistic method** made possible the quantitative statistical

analysis of data derived from the test, and the qualitative data received from the observations, and teacher's diary.

TECHNIQUES

Specific techniques were adopted along each stage of the research process starting from the conformation of the theoretical framework to the discussion of results. In the conformation of the Theoretical Framework, late Literature Review, extensive reading was conducted and the use of outlines and index cards made concise understanding possible. Technology offered valuable help in the process of administering bibliographical sources and citation techniques. APA style was assumed as the formal system for format organization and citation.

DATA COLLECTION INSTRUMENTS

Students' worksheets, Field Diaries and Notes, Systematic Observations, and Researcher's-Made Tests were used to gather the information.

Observation Guides, Notes, Students' worksheets and the Field Diary were administering along the intervention period to monitor students' progress of listening skills.

Worksheets were given to each student, each session in a regular basis. It facilitated the researcher the analysis of the effectiveness of the application of scanning and skimming techniques in the development of listening skill.

MATERIALS

This research work was accomplished with the help of three main resources. The **Human resources** that participated during the different stages were: The target population, the second year of bachillerato of Hernán Gallardo Moscoso, another human resource was the English school teacher who facilitated general information about target students. The thesis advisor who tutored along the stages of the study and the researcher that worked motivated and eager to learn from the relevant moments were active subjects in the development of this work.

The personal computer, internet, projector, speakers, removable memory, and multimedia were the **technological resources** used. And the **office supplies**

like handouts, flashcards, videos, sheets, power point presentations and bibliography made it possible.

PROCEDURE

The study started with the application of an Observation, with the submission of this instrument the researcher could identify the issues that students were facing. The analysis of the observations facilitated the problem statement and figuring out a possible solution. At the same time, the structuring of a theoretical framework based on how fables are useful in the development of the listening skill was done to support the questions raised along the observations.

An intervention plan, organized in workshops, was designed with the help of the literature framework. After that, the application of the plan was carried out. During this stage quantitative and qualitative data was collected using the instruments mentioned above.

Once, the data was collected, it was tabulated and displayed into tables. Percentages/ Means of each test-section were calculated in order to have an overall view of participants' performance in each one ($\bar{x} = \sum x / n$).

The Pearson Correlation coefficient:

$$r = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

It was used to find out the relationship between the application of teaching Fables and the improvement of listening skills both variables were expressed in terms of quantitative scores and the statistical analysis was used to

determine whether there was a significant change in achievement from the baseline data to the posttest results. Observation data was also obtained by periodical monitoring of the evolution of the language skill by means of a teacher- designed Observation Guide. Pre and post Observations were also administered to students and teacher. The manifestations of each observed behavior were analyzed and interpreted prior discussion. After, the data gathered was tabulated and analyzed. The discussion of the outcomes was carried out with the triangulation of the findings and the literature that supports this study. The conclusions were drawn considering the initial inquiries. Finally, the thesis was written and disseminated.

INTERVENTION PLANNING

OBJECTIVE:		To teach fables to improve the listening skill with students of second of Bachillerato at Hernán Gallardo Moscoso High School.		
DESCRIPTION:		<p>This intervention plan will be carried out with the students of second of bachillerato at Hernán Gallardo Moscoso High School. The participant's age is from 16 to 20 years old. It is going to be developed as workshops, the total number of workshops are seven, each workshop will be carried out one per week during 90 minutes each one.</p> <p>The researcher will follow LISTENING PROCESS to help in the improvement of student's listening level, several activities will be developed during each step, such as multiple choices, true or false, fill in the blanks. etc. Also skimming and scanning technique will be applied during the listening to the fable that is in order that students can understand in a better way what they listen to.</p>		
SESSION ONE	TOPIC	OBJECTIVES		RESOURCES
	"THE GREEDY DOG"	TEACHER	STUDENTS	worksheets evaluation power point (pictures) presentations diary observation guide
To diagnose students' listening level.		To complete a some questions (worksheet) about the fable "The Greedy Dog" (PRE TEST)		
SESSION TWO	"THE DANCING MONKEYS"	To explain about scanning and skimming technique through presenting a video.	To skim and scan the fable. To retell the fable, just by looking at pictures.	pictures worksheet power point presentation video flash cards diary observation guide
		To monitor students comprehension.		

SESSION THREE	“THE TORTOISE AND THE EAGLE”	To monitor students scanning and skimming the fable “The tortoise and the eagle”	To skim and scan the fable. To give a brief summary of the fable.	pictures worksheet powerpoint presentation diary observation guide
SESSION FOUR	“THE DOG AND THE COOK”	To monitor students listening comprehension.	To skim and scan the fable. To summarize the fable	pictures worksheet powerpoint presentation diary observation guide
SESSION FIVE	“TOO MANY FRIENDS”	To monitor students scanning and skimming the fable “Too many friends”.	To skim and scan the fable. To retell the fable just by ordering the sentences on the board.	Worksheet summary worksheet powerpoint presentation diary observation guide

SESSION SIX	“THE ANT AND THE DOVE”	To monitor students listening comprehension.	To skim and scan the fable. To summarize and give the message of the fable	pictures worksheet powerpoint presentation diary observation guide
SESSION SEVEN	“THE LION AND THE MOUSE”	To monitor students listening comprehension.	To skim and scan the fable. To retell the fable, just by looking at pictures.	pictures worksheet power point presentation/ pictures diary observation guide
SESSION EIGHT	“THE GREEDY DOG”	To evaluate the students listening progress.	To skim and scan the fable. To retell the fable and summarize the fable	pictures worksheet evaluation power point presentation/ diary observation guide

f. RESULTS

The quantitative data came from the pre-test, administered to twenty students of the second year of bachillerato at Hernán Gallardo Moscoso High School at the beginning of the intervention period. Participant performance was measured in terms of percentage of correct responses to the parameters describing how the listening skill can be learned in a foreign language learning situation: skimming and scanning.

❖ LISTENING PRE-TEST SCORES

➤ The data of the pre-test scores can be seen in Table 1:

Table 1

Listening Pre-test Scores

STUDENT'S CODE	SKIMMING 5/5		SCANNING 4/4		TOTAL SCORES	
	TOTAL	%	TOTAL	%	9/9	%
HGM1	-	0%	1.50	38%	1.50	17%
HGM2	1.00	20%	1.25	31%	2.25	25%
HGM3	1.00	20%	1.25	31%	2.25	25%
HGM4	1.00	20%	3.25	81%	4.25	47%
HGM5	0.25	5%	1.75	44%	2.00	22%
HGM6	1.00	20%	1.50	38%	2.50	28%
HGM7	3.00	60%	1.50	38%	4.50	50%
HGM8	-	0%	0.50	13%	0.5	6%
HGM9	1.75	35%	3.75	94%	5.50	61%
HGM10	0.25	5%	1.25	31%	1.50	17%
HGM11	2.50	50%	2.50	63%	5.00	56%
HGM12	-	0%	2.50	63%	2.50	28%
HGM13	3.00	60%	2.75	69%	5.75	64%
HGM14	3.50	70%	2.75	69%	6.25	69%
HGM15	2.00	40%	1.50	38%	3.50	39%
HGM16	1.25	25%	1.25	31%	2.50	28%
HGM17	1.00	20%	3.00	76%	4.00	44%
HGM18	3.25	65%	2.00	50%	5.25	58%
HGM19	0.50	10%	1.00	25%	1.50	17%
HGM20	1.75	35%	3.00	75%	4.75	53%
TOTAL	28.00	28%	39.75	50%	67.75	
%	28%		40%			
Mean	1.40		1.99		3.39	

Note. HGM. = Students' code (Hernán Gallardo Moscoso)

Source. Listening Pre-test scores from 2nd year of bachillerato Hernán Gallardo Moscoso High School.

Passing Grade = 7.5

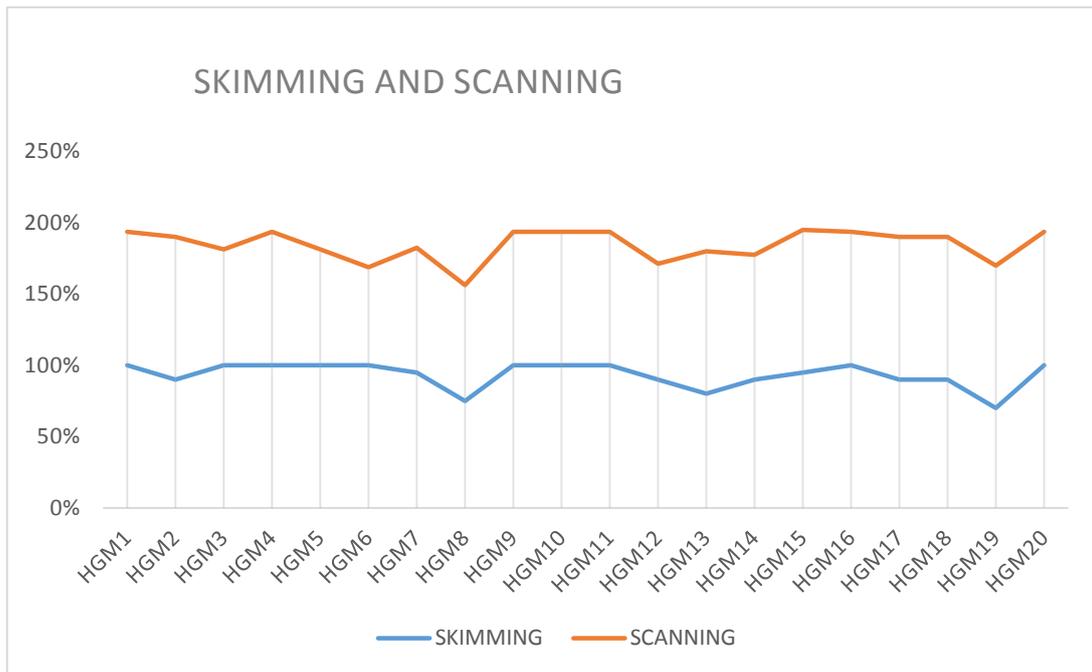


Figure 1. *Listening Pre-test Scores. Skimming and Scanning*

As shown in the Table 1, the researcher found that of the 20 students who were tested all of the participants got scores lower than 7, 5 that is the passing grade adopted for this study.

There is a big difference among the lowest score and the average score, being the lowest score 0, 5 which was gotten by one student, while the highest score is 6, 25. 10 participants got grades under the mean score, showing that there is not a good listening level.

Analyzing the students' percentages, according to Table 1, there are not participants who got a percentage higher than the passing percentage assumed in this study, which is not an acceptable percentage. To put it briefly, the majority of participants are not in a good listening level.

An important point to bear in mind is that most of students have gotten lower scores in the Skimming parameter, than in Scanning. The total score of the former is 28 while the score of the latter is 39, 75. It is essential to point out that students have more difficulties when they were asked to get the general idea of the fable, and they demonstrated that finding specific details was easier. Based on that evidence, the researcher reports that students' listening level must be improved. Students cannot summarize the fable, they misunderstand it, and they did not understand complete sentences of the fable, so it was the main factor that affected the students' concentration.

DESCRIPTION OF DATA

After conducting a 6 week intervention period in the form of listening workshops, participants' performance on skimming and scanning (listening) was measured. The data collected from the post test can be seen in Table 2.

❖ LISTENING POST TEST SCORES

Table 2

Listening Post-test Scores

STUDENT CODE	SKIMMING 5/5		SCANNING 4/4		TOTAL SCORES	
	TOTAL	%	TOTAL	%	9/9	%
HGM1	5.00	100%	3.75	94%	8.75	97%
HGM2	4.50	90%	4.00	100%	8.50	94%
HGM3	5.00	100%	3.25	81%	8.25	92%
HGM4	5.00	100%	3.75	94%	8.75	97%
HGM5	5.00	100%	3.25	81%	8.25	92%
HGM6	5.00	100%	2.75	69%	7.75	86%
HGM7	4.75	95%	3.50	88%	8.25	92%
HGM8	3.8	75%	3.25	81%	7.00	78%
HGM9	5.00	100%	3.75	94%	8.75	97%
HGM10	5.00	100%	3.75	94%	8.75	97%
HGM11	5.00	100%	3.75	94%	8.75	97%
HGM12	4.50	90%	3.25	81%	7.75	86%
HGM13	4.00	80%	4.00	100%	8.00	89%
HGM14	4.50	90%	3.50	88%	8.00	89%
HGM15	4.75	95%	4.00	100%	8.75	97%
HGM16	4.00	100%	3.75	94%	7.75	86%
HGM17	4.50	90%	4.00	100%	8.50	94%
HGM18	4.50	90%	4.00	100%	8.50	94%
HGM19	3.50	70%	4.00	100%	7.50	83%
HGM20	5.00	100%	3.75	94%	8.75	97%
TOTAL	92.25		73.00		165.25	
%	92%		73%			
Mean	4.61		3.65		8.26	

Note. HGM. = Students' code (Hernán Gallardo Moscoso)

Source. Listening Post-test scores from 2nd year of bachillerato Hernán Gallardo Moscoso High School.

Passing Grade = 7.5

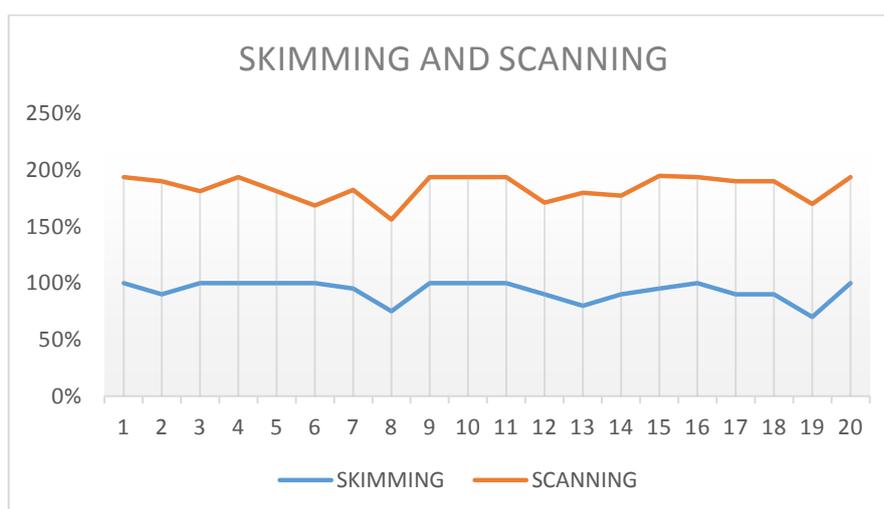


Figure 2. Listening Post-test Scores. Skimming and Scanning

The results of the post- test are analyzed based on the two categories: Skimming and Scanning, as the researcher did with the analysis of the pretest scores. The progress that students had in the listening skill can be clearly seen in Table 2.

Of the 20 participants that were tested, 19 students got scores higher than 7, 5 that is the passing grade adopted for this study. There is only 1 student who obtained 7 that is lower than the assumed passing grade. An important fact is that, this participant is the same student who obtained 0.5 in the Pre- Test (Table 1), but there is a slight difference (0.5) among those scores. The highest score is 8.75, this score was obtained by the majority of participants, while a small number of students got 7,75. The mean score is 8.26 which is revealed that 9 students were under this score.

According to the information showed in Table 2, most of the students got scores over the 80% that is the passing percentage established for this study; just one student is under this percentage. The highest percentage is 97, and the lowest is 78 that is so near to the adopted percentage.

To summarize, the researcher claims that all of the students have had a satisfactory improvement in the development of the listening skill level.

After performing the analysis, the researcher reported that all of the students have had an increase in listening skill expressed in both: Skimming and

Scanning. An unexpected result, is shown in the increase of the scores in the skimming parameter while in the scanning section students had a decrease.

In the researchers' opinion, participants obtained a better result in skimming because as the post test was the same than pre-test students remember what they did and for that reason they improved their scores. Something important is that, during the intervention period students always got higher scores when they were asked to find specific details, while in skimming, they always had troubles. They were more familiarized with the scanning technique.

❖ **COMPARING TEST RESULTS**

In order to compare the obtained results, the researcher had used a scientific formula that is PEARSON (Pearson Product – Moment Correlation), that formula helps us to establish a correlation among the both variables the listening skill and the strategy that was applied to help students in the improvement of the first variable.

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][\sum Y^2 - (\sum Y)^2]}}$$

$$r = 0,39$$

Table 3

Pre and Post Test Listening Scores

Student Code	Variable X Pre Test Scores	Variable Y Post Test Scores	X ²	Y ²	XY
HGM1	1.5	8.75	3	6	13.13
HGM2	2.25	8.50	4.5	9	19.13
HGM3	2.25	8.25	4.5	9	18.56
HGM4	4.25	8.75	8.5	17	37.19
HGM5	2	8.25	4	8	16.50
HGM6	2.5	7.75	5	10	19.38
HGM7	4.5	8.25	9	18	37.13
HGM8	0.5	7.00	1	2	3.50
HGM9	5.5	8.75	11	22	48.13
HGM10	1.5	8.75	3	6	13.13
HGM11	5	8.75	10	20	43.75
HGM12	2.5	7.75	5	10	19.38
HGM13	5.75	8.00	11.5	23	46.00
HGM14	6.25	8.00	12.5	25	50.00
HGM15	3.5	8.75	7	14	30.63
HGM16	2.5	7.75	5	10	19.38
HGM17	4	8.50	8	16	34.00
HGM18	5.25	8.50	10.5	21	44.63
HGM19	1.5	7.50	3	6	11.25
HGM20	4.75	8.75	9.5	19	41.56
N= 20	ΣX = 67.75	Σ Y= 165.25	ΣX²= 135. 5	ΣY²= 271	XY = 566.31

Note. HGM. = Students' code (Hernán Gallardo Moscoso)

Source. Pre and Post-test listening scores from 2nd year of bachillerato Hernán Gallardo Moscoso High School.

Passing Grade = 7.5

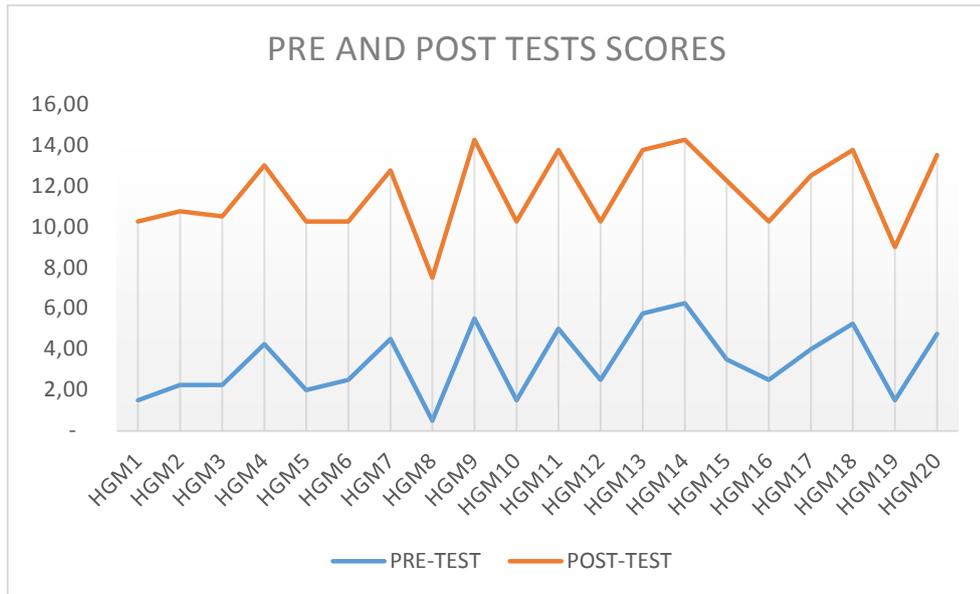


Figure 3. Scores from Pre and Post Listening Test

The coefficient of correlation is 0.39, which coefficient is near to 1. It means that there is a positive relationship between both variables the pre and the post test. So the coefficient demonstrated that there is a positive direct relation, because if there is an increase in one variable the other one has a proportional increase too.

To put it differently, there has been an increase in the values on the variable under study although it is not sure that this variation could be the outcomes of the implementation of the strategy. This statistical measure confirms what can be seen in Table 3.

Superficially; the applied strategy listening to fables had a positive impact on the results obtained. To conclude, the researcher says that the both variables pre and post-test are totally dependent.

QUALITATIVE DATA ANALYSIS

In this section the researcher established a comparison about the student's perceptions toward the English language learning, it was done through the application of a Pre and Post Observation.

Pre Observation Sheet

PRE OBSERVATION SHEET	
SKILL/ ACTIVITY	INDICATORS
Did the teacher start the lesson with a warm up/ lead in?	YES (X) NO ()
Which teaching resources did the teacher use in the listening section?	AUDIO (X) VIDEOS () FABLES () SONGS() OTHERS () NONE()
What approach did the teacher use in the development of her class?	PPP () COMMUNICATIVE (X) NATURAL () TRADITIONAL () OTHER ().....
Were students concentrated at all in the activity?	MOST OF THEM () SOME OF THEM () FEW OF THEM (X) NONE()
Did all students have troubles in understanding the listening?	MOST OF THEM (X) SOME OF THEM () FEW OF THEM () NONE()
How was the students listening participation level?	GREAT () GOOD () MORE OR LESS () BAD (X)
Which skill students had more difficulties in?	LISTENING (X) SPEAKING (X) READING () WRITING ()
Students were not willing to have activities related to:	LISTENING (X) SPEAKING (X) READING () WRITING (X)
Students had troubles to understand teacher speaking	YES () NO () A LITTLE (X)
How was the understanding of the audio (CD)?	GREAT () GOOD () MORE OR LESS () BAD (X)
Did students get the general ideas about the listening section?	YES () NO (X)
Students were focused just in getting specific details about the listening section.	YES (X) NO ()
What was the achievement of the listening?	LOW (X) MEDIUM () HIGH ()

The Pre and Post Observation sheet reflect what the researcher observed during the class. The researcher was more focused on the listening section, so, the researcher says that the teacher at high school work with the students with the Communicative Approach, teacher gave instructions and students had to complete the assigned task, they worked in small groups in order to support

themselves. The researcher could observe teacher and students' interaction, during the whole class period. Besides that, the researcher could notice that few students were concentrated in the listening section; the rest were talking, doing other subjects' tasks not concerning with English. Most of students had troubles to understand the listening task, teacher played the audio (CD) and after teacher asked some questions about the listening and they did not have idea about that, they were able to understand just single words, but after teacher read the audio transcript students understood more, they could catch more details about the listening. They also were not willing to have listening activities, the researcher could see the students' facial expressions and also the students' attitude. It was not the appropriate.

In conclusion, the researcher reported that most of students had troubles in the understanding of listening, for that reason they do not like to have listening activities, students did not participate in listening they were afraid to speak in English. As a result of that, the students' achievement did not fulfill teacher's expectations.

Post Observation Sheet

POST OBSERVATION SHEET	
SKILL/ ACTIVITY	INDICATORS
Did the teacher start the lesson with a warm up/ lead in?	YES (X) NO ()
Which teaching resources did the teacher use in the listening section?	AUDIO (X) VIDEOS () FABLES () SONGS (X) OTHERS () NONE ()
What approach did the teacher use in the development of her class?	PPP () COMMUNICATIVE (X) NATURAL () TRADITIONAL () OTHER ().....
Were students concentrated at all in the activity?	MOST OF THEM (X) SOME OF THEM () FEW OF THEM () NONE ()
Did all students have troubles in understanding the listening?	MOST OF THEM () SOME OF THEM (X) FEW OF THEM () NONE ()
How was the students listening participation level?	GREAT () GOOD (X) MORE OR LESS () BAD ()
Which skill students had more difficulties in?	LISTENING (X) SPEAKING (X) READING () WRITING ()
Students were not willing to have activities related to:	LISTENING (X) SPEAKING (X) READING () WRITING ()
Students had troubles to understand teacher speaking	YES () NO () A LITTLE (X)
How was the understanding of the audio (CD)?	GREAT () GOOD () MORE OR LESS (X) BAD ()
Did students get the general ideas about the listening section?	YES (X) NO ()
Students were focused just in getting specific details about the listening section.	YES () NO (X)
What was the achievement of the listening?	LOW () MEDIUM (X) HIGH ()

While in the Post Observation, the researcher observed that most of students were concentrated on the listening activity, even though some students continue having problems in the listening understanding. Students' participation increased, and an important point that the researcher noticed was that, in the listening section students applied the Skimming and Scanning strategies that were executed during the intervention period. In that way they were motivated and more willing to complete the listening task. As a result of that, students' achievement was higher than the beginning, it almost fulfilled teacher's expectations. Students could complete the listening task, however students' difficulties getting the general idea continue. It was a little complex but they could do it.

To summarize, the researcher concluded that, the students' perceptions toward the English Language Learning after the intervention period changed, they had a different point of view about that. Teaching fables helped students to gain more self-confidence, increasing the students' motivation to reach what they want. Students demonstrated a lot of expectations to continue practicing the listening in order to develop this important skill.

g. DISCUSSION

This study performed a one group pretest-posttest experimental design to determine the relationship between the use of fables and the development of the listening skill at Hernán Gallardo Moscoso High School with students of second year of bachillerato. The expectation was that there would be an increase in the students' listening level by implementing Fables during the eight sessions of intervention period. The findings support the research question, which was stated based on Detlor (2000), who claims that by listening to these classics, students will develop their listening skill, learn valuable lessons about ethics and behavior, become familiar with the key elements and parts of fables, and acquire cultural literacy.

The data was measured through the application of a listening pretest and posttest. The parameters used *to evaluate* were *skimming* and *scanning*. Williams & Hill (2010), state that skimming consists on listening to find specific details while scanning consists on listening to find the general ideas, considering those concepts the researcher informed that the results gathered from the pre-test indicated that students got higher scores in scanning than in skimming, while the data obtained from the posttest showed a substantial increase in skimming and it also indicated that students got a significant decrease in scanning which was determined after the eight weeks intervention period.

Likewise; to have a clear view about how was the growth of students' listening skill, the Pearson Correlation Coefficient was calculated. It was 0.39, which means that if one variable increases the other variable increases in the same level too, showing the dependency among them.

During this intervention, The Listening Process was followed and also skimming and scanning techniques were applied.

The Listening Process is a proper strategy to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'. This process is divided in three phases: Pre or Before Listening, During Listening or While and After or Post Listening, the researcher had clear and suitable activities to develop each of those essential phases.

Schwartz (1998), proposes some sample of *Pre Listening Activities*, from those ones, looking at pictures and predicting were selected by the researcher as the best activities to apply in this stage. For the next phase *During Listening*, the researcher decided to build and apply a worksheet. It was divided in two parameters that students had to fill in; the first one was Skimming and the second was Scanning. In this stage students had to listen to the fable and complete the activities that were stated in each parameter, activities such as multiple choices, fill in the blanks, true or false statements, circle the correct option and underline the proper word.

The activities chosen by the researcher to develop in the third phase *After Listening*, were selected based on Hook & Evans (1982) samples, students had some activities such as verify predictions, tell the message of the fable, and summarize the fable. So in that way the intervention was carried out.

At the beginning of the intervention period students were willing to improve their listening level, however their attitude was not the most appropriate, they did not want to participate in class telling the message of the fable or summarizing the fable, and they also did not get concentrated in developing the proposed listening activities, as Detlor (2000), states, fables are funny and students love to learn by this means. It also gives students the opportunity to tell and hear stories inspiring them to develop listening skill. A noticeable difference the researcher observed during the intervention period, students changed their attitude, they tried to participate more, and to get more concentrated in the listening activities they were more active during the whole class.

On the other hand, the researcher's experience reported some limitations that had a negative influence in the success of the intervention period. For instance the size of the class was not big for 20 students, it made that students miss the concentration easily. Students arrived late at class, but the big inconvenient was the noise that came from outside the classroom, because there was a constructing building and the machines' noise was so strong that it disturbed students' concentration.

In spite of everything; teaching fables was a great strategy that helped students in the improvement of the listening level. It also helped students to gain more self-confidence at the time of telling the message of the fable. The increase on the listening level was evident, it can be reflected on the data gathered after the application of the instruments such as post-test and the post observation. At the beginning, the mean of the pretest scores was 3, 39, while after the application of the strategy Fables, the mean on the post-test was 8, 26, that was a significant and stunning improvement.

Moreover; based on the field diary outcomes, the researcher could confirm that students' listening level was improving session by session, being reflected on the worksheets that students had to complete in each session. Besides this, the researcher wants to refer to the results of the post observation, which demonstrated that teaching fables really had a great and positive impact on students learning English.

After the intervention period was completed, the researcher could realize that being an English teacher is not a simple mission, however; if teachers teach with passion and love this profession will become the best one. On this experience the researcher says that working with teenagers is kind of an easy task, they have a clear idea of what they want to learn, and are more responsible for their own learning. Teaching fables was a good strategy that worked effectively with students of second year of bachillerato at Hernán Gallardo Moscoso High School, but it does not mean that this strategy will have the same or similar results with other schools' students.

There is a big difference among teaching and learning, the first one is more complex because teachers have to accomplish several roles and one of this is being a psychologist, a teacher always will have students who came from different environments, which affects students learning English. On the other hand, learning consists of memorizing structures, concepts or definitions, following the applied teacher's methodology. So saying it differently, students learn what teachers teach.

Furthermore, it's important the reader knows that, Action Research, is the best way to help students to improve and overcome their difficulties in the learning process. It involves students and teachers working together on real situations, facing all the strengths and weaknesses that students have. It is characterized by the application of strategies, which are evaluated at the end of the intervention. The researcher reflects and analyzes how students improved or overcame their troubles in learning and if it is needed starts with a new research cycle.

h. CONCLUSIONS

After of the intervention period which was about 8 week sessions, and after of a statistical analysis on the results of the applied instruments, the researcher concluded that Fables was a good strategy that contributed in the improvement of the listening skill in the English Language Learning with students of second year of bachillerato at Hernán Gallardo Moscoso High school.

The researcher could confirm what Porter (1987), Brown (2001), and Mangubhai (2002), stated concerning the use of authentic listening materials to facilitate the improvement of the listening skill in the English Language Learning. Students were motivated to improve their level of comprehension as they felt that they could achieve a higher level of proficiency, so, that claim was confirmed after the intervention period.

The researcher based on Kazi report (2012), says that the students' limitations avoid that they have an effective listening. For that, before starting any intervention it is important to know exactly the students' limitations. The researcher was astonished to realize that the main issue that limited the improvement of the listening skill of second year of bachillerato was the deficiency of being exposed to learn by using strategies such as Fables that assists in the improvement of the listening skill, in the English Language Learning. The results have not been exposed to listening in real situation, students misunderstand the meaning of the words, did not get concentrated in listening, they confused words, and did not have a high self-confidence, but after the intervention period the researcher reaffirm that all of those problems

were overcome in a high positive percentage. It can be seen on the post test results.

The 8 planned sessions in the intervention plan were addressed to face the issues that students had in the improvement of the listening skill. The eight lessons were reinforced with worksheets in order to see how students were increasing their listening level session by session, the worksheets were divided in two parameters Skimming and Scanning, which were considered to grade students, in that way the researcher could have a clear idea about the students' progress in each parameter that will facilitate the researcher to have a general and clear view of all the listening process.

Therefore; to start with the planning stage the researcher select the Aesop's fables as the most proper to enhance the listening skill in the English Language Learning. Aesop's fable help students to become problem solver, reveal human traits, open up the moral domain for discussion about behavior and values, gain self- confidence, being conscious and reflective about the world in general. (Detlor, 2000). After of the intervention, the researcher could notice that Aesop's fables are suitable, material to enhance listening comprehension since students changed their attitude, they became more reflective and they learned to value the things around them.

Teaching fables as part of the classroom activities reduced the students' limitations meaningfully. It was shown in the students' collaboration to participate in each lesson and the progress they got performing their tasks (worksheets). The improvement on the scores from the pre and posttests is

relevant that demonstrates the positive impact that fables had in this intervention.

To put it briefly, the action research presented dealt with the influence that fables had on the improvement of the English listening level. The findings of the research indicated that the use of fables determined positively the improvement of the listening skill and made that students become more conscious and reflexive about their behavior, gaining self-confidence which is essential in learning. Based on those results, the researcher states that teaching fables was an effective strategy that contributed and facilitated the improvement of the listening skills of the target population. So Action Research is a successful way to help students in overcome their weaknesses, the researcher can face the real difficulties that they have and search for the most suitable strategies to work together, assisting them to succeed.

i. RECOMMENDATIONS

Based on the success of the project application the researcher would like to list several recommendations that could be considered by future students who would like to apply this project:

The researcher recommends the use of authentic listening materials to help students in the improvement of the listening skill. Since they have proved to be useful to improve communicative skills as Porter (1987), Brown (2001), and Mangubhai (2002), state. Authentic materials allow students the chance to receive a good input in order words it facilitates students have a clear understanding of the listening and so students can produce a good output or an important results, which is so beneficial to all students and teachers.

The researcher based on her experience suggests that, selecting the appropriate fables is essential to work with beginners. The researcher had two main points to recommend that: first, to select the fable that students already know in spanish because in that way students can associate their prior spanish knowledge to English version and, of course, get a higher understanding of the selected listening. The other point is to select the fables according to the accent that students' are exposed in their English class.

Besides that, as the field diary was applied by the researcher, she recommends the use of a field diary as an effective tool to keep a daily register of the students' attitudes and progress. Working with this instrument, it allows the researcher to use it in writing the descriptive qualitative analysis about the students' progress during the application.

Also, the researcher would like to suggest to students and in service teachers to adopt Action Research as a part of their practice to handle teaching and learning problems in a more objective way. Teachers have to face the real problems that students have and be directly involved into the teaching/ learning process. Working with students and teachers together the students' difficulties will be treated from the root and so students can overcome their weaknesses successfully, and also the teacher will feel satisfied to see that their teaching really was fruitful.

Action Research is characterized by knowing the real problems that students face in learning; for that reason the researcher suggests that, before starting any classroom research, the researcher must have a clear knowledge about the difficulties that students are facing in order to treat them with the selection of an appropriate strategy.

Finally, the researcher suggest to teachers to have students more exposed to listen to real conversations such as dialogues, videos, fables, films or even lectures, in order for students to become familiar with the English accent and so they can get a good listening understanding of the English Language in real life situations.

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k. ANNEXES

Annex 1

UNIVERSIDAD NACIONAL DE LOJA

**ÁREA DE LA EDUCACIÓN EL ARTE Y LA
COMUNICACIÓN**

ENGLISH LANGUAGE CAREER

PROJECT

“Teaching Fables to improve listening skill in the English Language Learning with students of second year of Bachillerato at “Hernán Gallardo Moscoso High School”. Academic Period 2013-2014”.

1859

AUTHORESS:

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Loja –Ecuador

2014

a) **THEME:**

“Teaching Fables to improve listening skill in the English Language Learning with students of second year of Bachillerato at “Hernán Gallardo Moscoso High School”. Academic Period 2013- 2014”.

b) PROBLEM STATEMENT:

1. BACKGROUND

This project is going to be carried out at “Hernán Gallardo Moscoso High School”, for that reason a brief history is going to be mentioned. Hernan Galardo Moscoso High School was created on September twenty seventh in 1989. It is located on Isidro Ayora y Barquisimeto Avenue/ Belen Neighborhood, Loja- Ecuador. The high school name was in honor to the teacher Hernán Gallardo Moscoso who was a prestigious educator.

The first principal of this institution was the Dr. Vicente Asanza Granda; after of its foundation, academic activities started with four teachers and with thirteen students. In that time the institution just had only one group that was eighth year. Nowadays, it has eleven teachers and two hundred thirty one students who study in Basic Education and Bachillerato. It is a public institution that offers education to the people of the occidental sector of the Loja city.

The mission of the “Hernán Gallardo Moscoso High School” is to offer students a good and participative escolar environment that foster a humanist education based on ethics, morals and civics values; according to the development of the science and technology; to give graduates a wide and critical thinking notion, able to solve personal, family and social problems, and also able to face the challenges of life.

2. CURRENTS SITUATION OF THE RESEARCH OBJECT

“Hernán Gallardo Moscoso High School” and Second of Bachillerato were chosen to develop this project because at that age is the best one for students to improve or develop their listening skill. The present project will be developed by the researcher whose name is Andrea Alexandra Labanda Viteri.

Second of Bachillerato is integrated by twenty-two students, there are four students who are eighteen years old, five students who are seventeen years old, but the most of them are sixteen years old. From them fifteen students do not like English because they cannot understand what they hear. They misunderstand the meaning of the words, but there are nine students who like to study English. They think that learning English is so important and it is funny and interesting.

In order to know more details about the group, an observation and a survey were selected as instruments to gather baseline data. Once the survey and the observation were applied, was easy to have a general background of the students.

According to what the researcher observed, it is possible to support that listening is the skill in which students have more trouble with. From the twenty- four studnets just five of them learn English with the teacher at high school, the rest of them learn and practice English applying other strategies such as: songs, movies, reading books, on the internet, but no one learn English through fables, but they would like to improve their listening skill through this strategy.

To have a clearest idea, 99% of the students could not understand the listening after the tape was played for the first time, just two students could understand four words from seventeen words at the first time. Expecting them to understand the song, some instructions were given to them before to play the tape again, at least four times. Still, at least 60% of students might not understand it. And then, the tape was sometimes stopped to explain the words that they have to complete with. So, this is a serious problem because the applied song was not hard to understand. It was a common and simple song with known and easy words.

Some students do not concentrate in the listening activity, they cannot understand the main idea even if they have some cues to do that, they feel confused and got lost with the activity.

There are another aspect to bear in mind, that is, the most of students begin to learn English by the way of reading, instead of listening, that is the problem; for that, teachers should start teaching English through listening strategies instead of teaching English through reading activities.

To conclude, problems have been researched in order to find out what can be done to help students in the improvement of their listening skill. It is also important to say that, through fables values will be foster with students of second Bachillerato.

3. RESEARCH PROBLEM

ARE FABLES A GOOD STRATEGY TO HELP STUDENTS IN THE IMPROVEMENT OF LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING?

4. DELIMITATION OF THE RESEARCH

i. TEMPORAL

This research project is going to be developed in the period of April and May 2014.

ii. SPATIAL

It is going to be carried out at “Hernán Gallardo Moscoso High School”.

iii. OBSERVATION UNITS

In the development of this project the students of second year of Bachillerato and the researcher will be the participants, the researcher will work as the teacher, they are going to work together, just in that way students’ problems or weaknesses could be overtaken.

5. SUB PROBLEMS

- What kind of theoretical references about fables are useful to enhance the listening skill in the English Language Learning with students of second of Bachillerato at “Hernán Gallardo Moscoso High School”? Academic Period 2013-2014.
- ❖ Which are the negative issues that limit the listening skill in the English Language Learning with students of second of Bachillerato at “Hernán Gallardo Moscoso High School”? Academic Period 2013- 2014.

- ❖ Which fables are the most suitable to enhance the listening skill in the English Language Learning with students of second of Bachillerato at “Hernán Gallardo Moscoso High School”? Academic Period 2013- 2014.

- ❖ How do fables as a part of the classroom activities help in the improvement of the limitations in the listening skill in the English Language Learning with students of second of Bachillerato at “Hernán Gallardo Moscoso High School”? Academic Period 2013- 2014.

- ❖ How effective was the application of fables in the improvement of the listening skill in the English Language Learning with students of second of Bachillerato at “Hernán Gallardo Moscoso High School”? Academic Period 2013- 2014.

c) **JUSTIFICATION**

This research project is important; because students have trouble in the comprehension of listening, for that reason, this project will be carried out in order to help students on the development of this skill. Therefore, it is so important for students to develop it, because it is essential in English language learning.

This project is going to help in some fields: first, in the **academic** field this research will help in the improvement of the English language learning and it will also give teachers new ideas of how they can improve the listening level of the students of second of Bachillerato at “Hernan Gallardo Moscoso”. Also through the development of this project teacher and students will have the chance to be involved in the process.

Second, in the **social** aspect, it will help the families who do not have a good economic situation to give their sons the chance to study in another English institution in order to improve their listening level. That is why this project will contribute in the society, because the most of the students come from poor families.

Third, in the **scientific** aspect it is going to be so useful for students can develop their listening. According to the reviewed literature fables are scientifically proved that contribute with the improvement of the listening skill. The development of this project will be based on all the founded information, in order to help students in the best way in the improvement of their weakness.

Fourth, this project is **relevant** because it is easy to apply and it is going to contribute with teachers to help students in the development or improvement of listening. It is also pertinent, because, it never has been developed in this institution, but now students have the chance to participate in it. In this project is vital the participation of the students and the researcher. So in that way the researcher can face what are the difficulties that students really have and so work together to help them.

And finally, this project is justified enough, because it is a **requirement** from the English Language career in order to get the Bachellor in Arts Degree as English Teachers.

d) OBJECTIVES

1. GENERAL

- ❖ To teach fables in order to improve listening skill in the English Language Learning with students of second of Bachillerato at “Hernán Gallardo Moscoso High School”. Academic Period 2013- 2014.

2. SPECIFICS

- ❖ To investigate the theoretical reference about fables as an strategy to improve listening skill in the English Language Learning with students of second of Bachillerato at “Hernán Gallardo Moscoso High School”. Academic Period 2013- 2014.
- ❖ To identify the negative issues that limits the listening skill in the English Language Learning with students of second of Bachillerato at “Hernán Gallardo Moscoso High School”. Academic Period 2013- 2014.
- ❖ To select the most suitable fables to improve the listening skill in the English Language Learning with students of second of Bachillerato at “Hernán Gallardo Moscoso High School”. Academic Period 2013- 2014.
- ❖ To apply the selected fables as a part of the classroom activities in order to solve the limitations in the listening skill in the English Language Learning with students of second of Bachillerato at “Hernán Gallardo Moscoso High School”. Academic Period 2013- 2014.
- ❖ To assess about the effectiveness that fables had on the improvement of the listening skill in the English Language Learning with students of second of Bachillerato at “Hernán Gallardo Moscoso High School”. Academic Period 2013- 2014.

e) THEORETICAL FRAME SCHEME

1. LISTENING SKILL

1.1 DEFINITION

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is the key to have an effective communication, without the development of this ability, the messages are easily misunderstood.

Listening is important because, it involves concentration, interpretation and understanding of sender's message. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. (Sasha, The English Corner, July 2013)

1.2 OBJECTIVES OF LISTENING

Dr. Neena Sharma (2011) states some objectives of listening:

- Students will extend their abilities to listen effectively in a variety of situations for a variety of purposes.
- Students will extend their abilities by practicing the behaviors of effective, active listeners.
- Students will extend their abilities to assess strengths in listening and set goals for future growth strategies for Developing Listening Skills.

1.3 STRATEGIES TO IMPROVE YOUR LISTENING SKILL.

- ❖ **Maintain eye contact with the instructor.** Of course you will need to look at your notebook to write your notes, but eye contact keeps you focused on the job at hand and keeps you involved in the lecture.

- ❖ **Focus on content not on the delivery.** Have you ever counted the number of items a teacher clears his/her throat in a fifteen minute period? If so, you weren't focusing on content.

- ❖ **Avoid emotional involvement.** When you are too emotionally involved in listening, you tend to hear what you want to hear—not what is actually being said. Try to remain objective and open-minded.

- ❖ **Avoid distractions.** Don't let your mind wander or be distracted by the person shuffling papers near you. If the classroom is too hot or too cold try to remedy that situation if you can. The solution may require that you dress more appropriately to the room temperature. Treat listening as a challenging mental task. Listening to an academic lecture is not a passive act—at least it shouldn't be. You need to concentrate on what is said so that you can process the information into your notes.

- ❖ **Use the gap between the rate of speech and your rate of thought.** You can think faster than the lecturer can talk. That's one reason your mind may tend to wander. All the above suggestions will help you keep your mind occupied and focused on what is being said. You can actually begin to anticipate what the professor is going to say as a way to keep your mind from straying. Your mind does have the capacity to listen, think, write and ponder at the same time, but it does take practice.

- ❖ **Keep an open mind.** Wait until the speaker is finished before deciding that you disagree. Try not to make assumptions about what the speaker is thinking.

(Treuer, 2011 07:36:18)

1.4 REASONS TO IMPROVE LISTENING SKILLS

- ❖ To avoid saying the wrong thing, being tactless.
- ❖ To dissipate strong feelings.
- ❖ To learn to accept feelings (yours and others)
- ❖ To generate a feeling of caring.
- ❖ To help people start listening to you
- ❖ To increase the other person's confidence in you
- ❖ To make the other person feel important and recognized
- ❖ To be sure you both are focused on the same topic

(Livestrong.com, 2008)

1.5 THE LISTENING PROCESS

Listening is a discipline that can be learned. In order to learn how to listen, it is important to clearly understand the steps involved in the listening process. As **Raman M and Singh P** stated in their **book Business Communication**, the listening process has five steps.

1. **SENSING** is simply hearing the words. Sensing alone is not adequate to effective listening. We hear a lot of messages in any day. It may be someone shouting to sell something; someone begging, a commercial or an instructor's lecture. But we do not listen to all of these. We select one message from among a multiple of stimuli which is more important at that point of time. This is called selective attention.
2. **INTERPRETING**. - James Payne has defined interpreting as deriving meaning from the words. At this stage the listener is engaged in the act of decoding the message

in a way he or she can understand well. When it comes to the decoding stage the listener may face the barriers of communication.

3. **EVALUATING.** - According to James Payne, evaluating is judging what the message is about in context. At this stage the listener assigns meaning to the message based on the personal beliefs that he or she holds, draws inferences, gets an overview of the message and seeks accuracy of information and evidence. This is a stage where a great deal of critical listening takes place.
4. **RESPONDING.** At this stage the listener starts to respond to the message. The listener's feedback, action and reaction will depend on whether he or she has clearly understood the message or not. This stage also reveals the level of the listener's attention on what the sender has sent.
5. **MEMORIZING** - Effective listening will play a major role at this stage. An effective listener can retain to a greater extent what he or she has heard.

1.6 LISTENING STRATEGIES

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

1.6.1 LISTENING FOR MEANING

To extract meaning from a listening text, students need to follow four basic steps:

- 🦋 **Figure out the purpose for listening.** Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.

- 🌿 **Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest.** This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.
- 🌿 **Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively.** Students' comprehension improves and their confidence increases when they use top-down and bottom-up strategies simultaneously to construct meaning.
- 🌿 **Check comprehension while listening and when the listening task is over.** Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies. (M & Singh P , Business Communication, 2010)

1.6.2 LISTEN FOR KEYWORDS

Use keywords (noun=principal words) or key phrases to help you understand the general ideas. If you understand "New York", "business trip", "last year" you can assume (verb=to take for granted, suppose) that the person is speaking about a business trip to New York last year. This may seem obvious to you, but remember that understanding the main idea will help you to understand the detail as the person continues to speak. (Beare, 2001)

1.6.3 TOP-DOWN STRATEGIES

Those are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge

activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include:

- listening for the main idea
- predicting
- drawing inferences
- summarizing (S, 1999)

1.6.4 BOTTOM-UP STRATEGIES

Bottom-up listening strategies activities can help learners to understand enough linguistic elements of what they hear to then be able to use their top-down skills to fill in the gaps. (Morley, 2007)

The approach that is accepted as the most comprehensive description of the listening process is an interactive approach. This combines elements of both bottom-up (fundamental basics of letter and sound recognition) and top-down (comprehension is achieved by using background knowledge and making predictions) approaches.

Beginning-level readers should be exposed to a strong bottom-up component. This is perhaps the greatest weakness in the development of many reading syllabi. (Anderson, 2008)

Strategic listeners also use *metacognitive strategies* to plan, monitor, and evaluate their listening.

- ✿ They plan by deciding which listening strategies will serve best in a particular situation.
- ✿ They monitor their comprehension and the effectiveness of the selected strategies.

- ✎ They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.

1.6.5 INTEGRATING METACOGNITIVE STRATEGIES

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

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 it is necessary

1.6.5.1 SAMPLE PRE-LISTENING ACTIVITIES

- looking at pictures, maps, diagrams, or graphs
- reviewing vocabulary or grammatical structures
- constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)

- predicting the content of the listening text
- going over the directions or instructions for the activity
- doing guided practice (Schwartz, 1998)

1.7 TECHNIQUES TO IMPROVE LISTENING COMPREHENSION

SCANNING:

This technique consists on listening to find specific information, such as words, ideas, numbers, names, places, features, and dates. Specific information is often found in the supporting details. These could be definitions, examples and explanations.

In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves listening just for what you want to answer, seeking specific words and phrases. For instance:

- ✓ If you have questions to answer, look for the answers.
- ✓ If you are just practicing listening or there are some skimming questions, try to look for main ideas, and then detail for explaining those main points.

SKIMMING:

This technique consists on listening, just for key words that is going to help you to get the general understanding of what is going on. You do not need to understand everything to get the sense of that text. Try to focus in identifying *where* the information is. Not *what* the information is, while skimming, try to notice which words are more stressed and clearly pronounced, and try to notice the mood speakers are in, if relevant Key words are very often, and especially in natural connected speech, pronounced more clearly and with more emphasis. (Williams & Hill, 2010)

2. NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF THE LISTENING SKILL.

2.1 DIFFICULTIES IN LISTENING SKILL.

2.1.1. MISCONCEPTIONS ABOUT LISTENING

There are several misconceptions about listening. The first of these is listening and hearing is the same thing. Hearing is the physiological process of registering sound waves as they hit the eardrum. We have no control over what we hear. The sounds we hear have no meaning until we give them their meaning in context. Listening on the other hand is an active process that constructs meaning from both verbal and nonverbal messages. (Wikipedia, 2012)

3. FABLES TO IMPROVE LISTENING SKILL IN THE ENGLISH LANGUAGE LEARNING.

3.1 WHAT ARE FABLES?

Storytelling is an ancient and universal form of entertainment. One of its purposes has been to impart and clarify values and moral principles. In the classroom, sharing and examining fables can help form trusting communities in which children practice ethical behavior and strive to create an ideal and moral world. (Detlor, Aesop's Fables, 2000)

Storytelling, as used today, often refers to an interactive experience between a teller and a listener. Among the techniques and methodologies available to the teacher, storytelling is one of the most frequently used teaching methodologies. Story is one of the five principal contexts through which oral language can be approached. (Tierney & Dobsons, 1999).

Fables provide a way to look at different cultures, different times, and different beliefs. It shows what those people believed and, more importantly, what they thought was worth teaching or passing along to the younger generation.

To add, fables offer opportunity for discussion and thinking, for questions, for focusing on alternatives, and for comparison both with other stories and with personal experiences. Students can learn through listening, through looking at character motivation, through examining alternative outcomes and beginnings, and through looking at the author's viewpoint. (Turner, 2004)

Fables are one of the oldest forms of storytelling that have come down to us and survived through the ages. They appear in cultures throughout the world, including those of ancient India and the Mediterranean region. The oldest form of storytelling is the myth. The Aesop Fable has its foundation in this form of myth. He created his fables by applying personalities to his characters regardless of their humanity. These are learned tales, in written form—not handed down by word of mouth. Each fable presents its reader with a double meaning and is intended to teach a moral lesson. (Plato, Nehamas , & Woodruff , 1995)

3.2 WHY TEACH WITH FABLES?

Working with fables enables students to:

- ❖ **Build Literacy:** The concise structure and language of fables have a wonderful effect on young readers and writers. Students learn to recognize predictable narrative and pattern and apply these to original writing.

- ❖ **Build ethical and moral development:** Using the shared context of fables, students feel comfortable exploring the moral domain, developing critical thinking about ethical issues, and reflecting on their own values.
- ❖ **Build classroom community:** Through discussion and debate, students learn to listen to each other and express their own opinions about ethical behaviors. They learn to extract and generalize meaning from fables and discuss real-life issues using oral reasoning. Such reflection gives children an ethical grounding in the classroom as they explore themes and values that will help create a caring and ethical community.
- ❖ **Develop an understanding of metaphor:** Students are challenged to relate a concrete series of actions to a given moral, to abstract from the specific to the general, and to understand figurative language. This promotes higher-level thinking as children develop their abilities to interpret meaning and metaphor, make inferences and judgments, and create alternative solutions to problems.

3.3 WHY LISTEN TO FABLES?

There are good, sound educational reasons for putting the book down and start learning through fables. It is important to teach with fables because:

- Giving students the opportunity to both tell and hear stories encourages them to develop listening skill.
- Storytelling fuels the imagination and allows students to develop their own mental images of the fable.
- Traditional tales, myths, legends and fables speak to us in metaphor about deep-seated truths and conflicts.
- Storytelling is fun and exciting – and students love it! (Detlor, Aesop's Fables, 2000).

3.3.1 THE FEATURES OF FABLES

THEME:

Although they use many of the typical themes, characters and settings of traditional stories, fables have a very specific purpose that strongly influences their content. A fable sets out to teach the reader or listener a lesson they should learn about life. The narrative drives towards the closing moral statement, the fable's theme: the early bird gets the worm, where there's a will there's a way, work hard and always plan ahead for lean times, charity is a virtue. The clear presence of a moral distinguishes fables from other folktales.

PLOT AND STRUCTURE:

Plot is overtly fictitious as the point of the story is its message, rather than an attempt to convince the reader of a real setting or characters. There is a shared understanding between storyteller and audience that the events told did not actually happen. They are used as a means to an end, a narrative metaphor for the ethical truth being promoted. For this reason, fables do not carry any nonessential narrative baggage. Narrative structure is short (sometimes just a few sentences) and simple and there is limited use of description. Action and dialogue are used to move the story on because the all-important moral is most clearly evident in what the main characters do and say.

CHARACTER:

The main characters are often named in the title and they are also frequently animals, another subtle way of signaling the fictional, 'fabulous' nature of the story and its serious purpose.

Animal characters speak and behave like human beings, allowing the storyteller to make cautionary points about human behavior without pointing the finger at real people.

STYLE:

Many fables use the rich vocabulary, imagery and patterned language common in traditional tales but generally speaking, the shorter the fable, the more simple its use of language. In these short texts, use of vocabulary is often pared down and concise.

(Macey, 2012)

3.3.2. THERE ARE SEVERAL REASONS TO USE ANIMAL AS MAIN CHARACTERS IN FABLES:

There are some reasons to use animals as main characters in fables:

Empathy

Audience, especially children, easier empathies with animals; children are able to make some kind of contact with animals much faster than with adults and many adults are more open to animals than to humans too.

Recognition

Every animal can be stereotyped with one widely known characteristic, for instance pig is greedy, dog is faithful, lion is brave..., and so the character is pretty well known from the very beginning.

Perspective

Animal characters add perspective to the story, vain person can see (and understand) his own vanity through peacock's vanity much easier than through the more realistic presentation with humans. (Zujava, 2012)

Fables are defined by **Leslie Ann Hayashi** as short stories featuring animals, plants and forces of nature which are given human qualities. This is referred to as *anthropomorphism*. Handed down from generation to generation; the purpose of a fable is to teach a particular lesson, value or to give sage advice. They also provide us with the opportunity to laugh at our foolishness and cry and comfort each other when faced with tragedy. They differ from parables and allegories which usually feature humans. They also differ from myths and legends which explain particular natural phenomena such as seasons or why the sun rises in the east.

Fables are characterized by a lesson, the type of characters, its length which is generally short and the type of writing, which is mainly action and dialogue as opposed to description. But most importantly, the fable is universal. For that reason, it's important to teach fables. Not only fables allow us to connect with other cultures but ultimately they reinforce what makes us human.

3.3.3 STRATEGIES STUDENTS TO BEAR IN MIND

Once students are ready to listen to a fable is vital to bear in mind some important aspects, in order to do not feel frustrated at the time of listening the fable. For that reason here we state this question:

What should students do?

- Accept the fact that they are not going to understand everything.
- Keep cool (idiom=stay relaxed) when you do not understand - even if they continue to not understand for a long time.
- Do not translate into your native language (synonym=mother tongue)

- Listen for the gist (noun=general idea) of the conversation. Do not concentrate on detail until you have understood the main ideas. (Hayashi, Teacher resources, 2001)

4. FABLES TO TEACH LISTENING IN THE ENGLISH LANGUAGE LEARNING

After of checking the literature, the researcher had chosen a process, the process that will be applied in the development of this project will be **INTEGRATIVE METACOGNITIVE STRATEGIES**, this process in order words is the listening process that is pre listening, during the listening and post listening. So the researcher will select and prepare different activities to apply during the application of the project step by step.

➤ PRE-LISTENING

TEACHER WILL:	STUDENTS WILL:
<ul style="list-style-type: none"> ○ Check if students know the words of the fable that they will have to listen to. (Leading Activity) ○ Explain about scanning and skimming technique. ○ Take notes about the student's predictions. ○ Explain about what students will do while they are listening to the fable. 	<ul style="list-style-type: none"> ○ Demonstrate what they know about the new words that they will listen to. ○ Look at pictures to have an idea about the fable they will listen to. ○ Make predictions about the fable.

➤ DURING THE LISTENING

TEACHER WILL:	STUDENTS WILL:
<ul style="list-style-type: none"> ○ Monitor students' comprehension about the fable. 	<ul style="list-style-type: none"> ○ Skim and scan the fable and the students will have to take notes about it.

	<ul style="list-style-type: none"> ○ Complete a worksheet about the fable. ○ Check if the answers are correct.
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➤ **POST- LISTENING**

TEACHER WILL:	STUDENTS WILL:
<ul style="list-style-type: none"> ○ Check student's predictions. ○ Evaluate students' comprehension. ○ Ask some questions about the fable. ○ Ask for descriptions of the main characters of the fable. 	<ul style="list-style-type: none"> ○ Look at the complete video and verify predictions or check for inaccurate guesses. ○ Describe the main characters of the fable, according to the video before seen. ○ Build the message of the fable focused on ethical and moral issues. ○ Fill in the gaps and summarize the fable.

5 APPLYING THE FABLES IN ORDER TO IMPROVE THE LISTENING SKILLS IN THE ENGLISH LANGUAGE LEARNING

WORKSHOP 1 (PRE TEST)

THEME: A GREDDY DOG

Once a dog found a bone on the forest. He held the bone in his mouth.

As he was crossing a stream, he looked into the water and saw another dog holding the bone in his mouth.

He wanted the other bone also, he barked at the dog, “bow-wow, bow-wow”. As he opened his mouth to bark.

The bone fell into the water. He lost he bone.

It was not another dog in the water, it was his own reflection. The greedy dog learned a lesson.



MORAL: We should not be greedy.

OBJECTIVES:

- To diagnose the students listening level.
- To complete a some questions (worksheet) about the fable “The Greedy Dog”

LEVEL: Beginners

TIME: 90 minutes

N° OF STUDENTS: 20

ACTIVITY DESCRIPTION:

PRE-LISTENING		TIME	RESOURCES															
<p>WARM UP ACTIVITY: Stop the hand please! Teacher says a letter (B) and students have to write a name, colors, cities, pets and fruits using the letter that the teacher says on the chart correctly.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>NAMES</th> <th>COLORS</th> <th>CITIES</th> <th>PETS</th> <th>FRUITS</th> </tr> </thead> <tbody> <tr> <td>Betsy</td> <td>blue</td> <td>Brooklin</td> <td>Bobby</td> <td>banana</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>		NAMES	COLORS	CITIES	PETS	FRUITS	Betsy	blue	Brooklin	Bobby	banana						15 minutes	worksheets (Pre- test) board markers power point (pictures) presentations diary observation guide
NAMES	COLORS	CITIES	PETS	FRUITS														
Betsy	blue	Brooklin	Bobby	banana														
TEACHER WILL	STUDENTS WILL	20 minutes																
Give an overview about the fable.	Look at the pitures and take notes about the new vocabulary.																	
Explain the new vocabulary using a power point presentation (pictures), so in that way students understand better the new words.																		
Introduce the activity and give handout 1.	Ask questions if there is one.																	
Explain each questions of the worksheet.																		
DURING THE LISTENING																		
Play the fable	Listen to the fable.																	

	Listen to the fable once, just to familiarize with it.	35 minutes	
Monitor students' comprehension.	Listen to the fable again and complete the three first questions.		
	Listen to the fable other time and complete the other three next questions.		
	Listen to the fable again and complete the last four questions.		
	Listen to the fable the last time and check if the answer were correct.		
POST LISTENING			
Ask general questions Complete the diary and the Observation guide.	Answer questions DISCUSSION	20 minutes	
WEBSITE PAGE: http://www.youtube.com/watch?v=YfubXOPkIg8			

WORKSHOP 2

THEME: THE DANCING MONKEYS

Once a small kingdom was ruled by a king.
He was very fond of fun and games. This
made all his men very happy.

One day.

My dear ministers, this month I wanted to do
something new, your Majesty. Last month
we had a peacock dance session. That was good.

Last week, we made all the clowns dance. Yeah! That was good. But what about this
month. Your Highness, there are a few artists who have come from the kingdom of Adila.

They are good at theatre and poetry. That's the usual stuff.

Your Majesty. Can we make our senior magician perform??

No-No. Let me think. Bring some trained monkeys to dance.

Excellent idea, My Lord. Great idea.

The ministers set out to make the arrangements.

The next week huge party was arranged. Five monkeys were brought and were given a
royal robes and caps. They were trained to dance. The music was on. The assembly was full.

The great show of the monkeys began. The monkeys started to dance.

Look! How they dance. Hhhah Marvellous.

They look cute in the excellent clothes.

One of the ministers, a senior approached the king, who was admiring the monkeys.

My Lord. It's surprising to see these monkeys dance like humans.

True: Look, everyone is enjoying the show.

But My Lord, we have to be very careful. Even if there is a slight disturbance we cannot
bring them under control.

No- no. These monkeys are well trained.

My Lord, What you say is true, but one cannot change the basic fact that they are monkeys.

I don't agree with you. They perform so well in front of a big audience. What is going to
disturb them? Prove your point if you can.

My Lord, Throw a handful of nuts to the monkeys and see the difference.



Ok. Give me the nuts.

The King threw a handful of nuts to the monkeys.

Suddenly all the dancing stopped. The monkeys started competing for the nuts. The monkeys shed their clothes and grappled among themselves for the nuts. The crowd enjoyed this aspect of the show too.

Hi! Look. Haahaha. Oh. This is funnier than the dance.

Minister. You are correct, the basic qualities of a person never change.

That's true my Lord.

MORAL: Appearances are deceptive. It is difficult to change the inborn characteristic of people.

OBJECTIVES:

- To monitor students skimming and scanning the fable “the dancing monkeys”.
- To retell the fable, just by looking at pictures.

LEVEL: Beginners

TIME: 90 minutes

N° OF STUDENTS: 20

ACTIVITY DESCRIPTION:

PRE-LISTENING		TIME	RESOURCES
LEAD IN ACTIVITY: Students have to write the present tense, synonyms or antonyms of the list of words that are written on the board.		10 minutes	Pictures worksheets board markers powerpoint presentation video flash cards diary observation guide
TEACHER WILL	STUDENTS WILL		
Explain about the skimming technique by presenting a video.	Watch the video and ask questions to clarify doubts. (if there is one)	20 minutes	
Ask questions	Predict the fable by looking at pictures, answering teacher's questions (Power point)		
Takes notes about the student's predictions, for further confirmation.			
Introduce the activity and give handout 2.	Ask questions		
Give an overview about the fable.			
DURING THE LISTENING			
Play the tape	Skim the fable.		
	Listen to the fable once, just to familiarize with it.		

Monitor students' comprehension.	Listen to the fable again and complete the two first questions.	30 minutes	
	Listen to the fable other time and complete the other two next questions.		
	Listen to the fable again and complete the last two questions.		
	Listen to the fable the last time and check if the answers were correct.		
POST LISTENING		20 minutes	
Play the video.	Look at the complete video and verify predictions or check for inaccurate guesses.		
Show some flash cards about the fable.	Describe the pictures, according to what they listened.		
	Retell the fable, using the key words that are written on each flash card.		
Ask general questions. Complete the diary and the Observation guide.	Answer questions DISCUSSION	10 minutes	
WEBSITE PAGE: http://www.youtube.com/watch?v=M6HeenhckpU			

WORKSHOP 3

THEME: THE TORTOISE AND THE EAGLE

Once in a pond there was a tortoise. The tortoise was grumbling sort. He always used to grumble about his appearance.

One fine morning he was on the bank on the pond.

Hi little fish, what makes you so happy to jump like this?

Hi, what is there too feel sad about?

If a fisherman casts his net you cannot escape.

You will be in some one's soup tomorrow. That is my fate.

Let me enjoy this moment. Let tomorrow's sorrow take care of itself tomorrow. If we could fly like these birds, we can also fly and hide somewhere.

Why do you have to fly? We can go to far off places faster. None can come near us. We can be safe always, but even the birds are caught by the hunters. They too cannot escape. They are fools, but we can escape.

I am not interested in flying. There are problems everywhere. Who knows what problem is there in flying? You keep quiet.

Look at these cranes. They are happily gorge themselves and then flying off to another pond in minutes. Hmm look at us!!! The fish scarcely gave ar to all this grumbling. It dived into the water and started enjoying itself.

An eagle who was watching all this decided to help the tortoise.

Hi, friend. Why are you so dull?

The tortoise was surprised to see the eagle. Who are you? I am from a far off land. I am new to this place. I see. How are the distant lands? Do you get lot of food there? It's all the same.

Do you want to come there?

I do wish to come, but who will take me there? I wil take you. The tortoise was surprised.

What, are you joking???

I meant it. I will take you. After viviting the place, can you drop me back?



Of course I will carry you by your neck. You have to be careful. I will take care. You don't bother about that.

The eagle caught hold of the tortoise by the neck and started flying.

How nice!!!! Vow!!!!. It's amazing.

The eagle flew higher and higher. The tortoise was overjoyed. Suddenly, the eagle flew over a mountain. In a flash of a second, the hard shell of the tortoise hit a small rock in the mountain.

Oh no... Please leave me, leave me... My back is aching. Wait I will drop you back in your place.

The eagle dropped the tortoise back. Tortoise landed in one corner of its pond.

Thank you friend, but if the rock had been huge. I would have died by now.

I am sorry. No problem. It's my fault. I should have been happy with what I have. God knows what each creature deserves and gives its due.

I am really happy in this pond. It's time for me to return. I take leave. Bye friend thank you.

MORAL: Be happy with what you have.

OBJECTIVES:

- To monitor students skimming and scanning the fable "The Tortoise and the Eagle".
- To give a brief summary of the fable.

LEVEL: Beginners

TIME: 90 minutes

N° OF STUDENTS: 20

ACTIVITY DESCRIPTION:

PRE-LISTENING		TIME	RESOURCES
LEAD IN ACTIVITY: Students have to write the present tense, synonyms or antonyms of the list of words that are written on the board.		10 minutes	Pictures worksheets board markers powerpoint presentation diary observation guide
TEACHER WILL	STUDENTS WILL	20 minutes	
Explain about the new vocabulary by looking pictures. (power point)	Watch the pictures and take notes about the teacher's explanation.		
Ask questions about each picture.	Predict the fable by looking at pictures, answering teacher's questions (Power point)		
Takes notes about the student's predictions, for further confirmation.			
Introduce the activity and give handout 3.	Ask questions		
Give an overview about the fable.			
DURING THE LISTENING			
Play the tape	Skim and scan the fable.		
	Listen to the fable once, just to familiarize with it.		

Monitor students' comprehension.	Listen to the fable again and complete the two first questions.	30 minutes	
	Listen to the fable other time and complete the other two next questions.		
	Listen to the fable again and complete the last two questions.		
	Listen to the fable the last time and check if the answers were correct.		
POST LISTENING		20 minutes	
Play the video.	Look at the complete video and verify predictions or check for inaccurate guesses.		
Give a worksheet about the fable	Write and give a brief summary of the fable on a piece of paper.		
Ask general questions. Complete the diary and the Observation guide.	Answer questions DISCUSSION	10 minutes	

WORKSHOP 4

THEME: THE DOG AND THE
COOK

Once in a small town, there was a merchant. Every time after his travels, he called his friends and gave them a party.

He had a pet dog by name Bunny.

Bunny! Come here.

Bunny came wagging its tail.

Fetch the ball.

The merchant threw a ball. Bunny ran brought the ball to his master.

Smart one. The merchant called his servant Moilly.

Moilly get some biscuits for Bunny.

His servant brought get some biscuits for Bunny. The merchant patted Bunny.

Moilly, have you made arrangements for this evening's party?

Yes Master we have a great menu with lots of cakes, ice creams and puddings.

That's good.

The dog went running to meet his friend dog who was standing in the next street. Bunny after a long time.

Hi, I come here to invite you for this evening's party.

A party! The dog's eyes literally popped out. Great party.

You can have a lot of cookies and custard. Not only that we will have lots of yummy meat.

Great my mouth is watering even now. But how will I join the party? I will wait for you near the last room of the house.

Once you come there, I will take you to the kitchen.

Ok I will be there. That evening, when everyone was busy in the party.

Bunny's friend came to the last room and waited for him.

Hi. Come on. Let's go to the kitchen. Come fast. Both the dog went to the kitchen and had their fill in the store room, when everyone was away.



Come let's go. People might come here. Make it fast, but the friend was busily munching the cookies.

Suddenly Moily entered the kitchen and saw the dog eating cookies.

You stupid one. I will teach you a lesson.

He quickly got hold of the dog and threw it outside the window. The visiting dog fell on the street.

It began to scream in intense pain. The others streets dogs came running to him.

What happened to you?

The dog felt ashamed to reveal what had happened. It did not utter a word.

Hi. No problem. I ate too much and drank too much wine. Lost control and fell on the road.

Nothing to worry.

Next time, why don't you take us too for the party? Why not?

Sure. It took months for the bruises to heal. The dog had learnt a good lesson.

MORAL: Those who enter by the backdoor may expect to be thrown out of the window.

OBJECTIVES:

- To monitor students scanning and skimming the fable "the dog and the cook"
- To summarize the fable "The dog and the cook"

LEVEL: Beginners

TIME: 90 minutes

N° OF STUDENTS: 20

ACTIVITY DESCRIPTION:

PRE-LISTENING		TIME	RESOURCES
LEAD IN ACTIVITY: Students have to say the present tense, synonyms or antonyms of the list of words that are written on the board.		10 minutes	Pictures worksheets board markers powerpoint presentation diary observation guide
TEACHER WILL	STUDENTS WILL		
Explain about the new vocabulary by looking pictures. (power point)	Watch the pictures and take notes about the teacher's explanation.	20 minutes	
Ask questions about each picture.	Predict the fable by looking at pictures, answering teacher's questions (Power point)		
Takes notes about the student's predictions, for further confirmation.			
Introduce the activity and give handout 4.	Ask questions		
Give an overview about the fable.			
DURING THE LISTENING			
Play the tape	Skim and scan the fable.		
	Listen to the fable once, just to familiarize with it.		
Monitor students' comprehension.	Listen to the fable again and complete the two first questions.		

	Listen to the fable other time and complete the other two next questions.	30 minutes	
	Listen to the fable again and complete the last two questions.		
	Listen to the fable the last time and check if the answers were correct.		
POST LISTENING			
Play the video.	Look at the complete video and verify predictions or check for inaccurate guesses.	20 minutes	
Give a worksheet about the fable	Complete a chart and they will have to write and give a brief summary of the fable.		
Ask general questions. Complete the diary and the Observation guide.	Answer questions DISCUSSION	10 minutes	

WORKSHOP 5

THEME: TOO MANY FRIENDS

In a small forest lived a hare, who was very popular. He had many friends. An ant also was his friend.

One day the Hare went to meet his friend ant.

Dear ant. I always see you working. Don't you take any rest? Who will help me?

When I starve? I should take care of my self. Are we not there??

Of course. You are good, but no one is like you. But, listen. I have lot of friends.

When I am in trouble or in need they will certainly help me. But I don't believe in all these. You are wrong. You should have lot of friends. One sould not be like you.

Even if we have few friends, they should be good.

That is true friendship. You are wrong. If we have more friends, everyone will help us in some way or the other.

The ant kept quiet. The next day, the ant came running to the Hare.

Hi, what happened? Why are you in haste?

Some hunters are approaching our forest. They have caught many animals in the nearby forest.

You have to shift to some other place. Fast.Thank you friend.

The Hare hurriedly went to the horse.

Friend, Can you carry me on your back to the next forest? The hunters are fast approaching our forest. No other work for me, than to carry him to the next forest. What will I gain by taking him to the next forest?

My master has given me an important work. I am sorry dear. All your other friends would come to your assistance don't bother.

He then applied to the cow, and hoped that he would repel the hunters with his horns. Dear friend. Can you take me to the nearby forest? The hunters are approaching our forest.



I am very sorry. I have an appointment with the lady of this house; but I am sure that our friend Goat will do what you want. The goat, however, feared his back might ache if he carry him on his back.

Can you please carry me dear friend? Can I take you, another time my dear friend? I do not like to interfere on the present occasion, as hunters have been known to eat goats as well as hares.

The Hare then applied a last hope, to the calf.

Dear friend. I am too small for you. Can you take me to the nearby forest as the hunters are approaching our forest?

Dear friend. All the other bigger animals have declined and if I take you now, they will not like it. So please do not mistake me.

The hare felt bad and was tired. Just then the ant comes running to the Hare.

Dear friend. Don't wait for anyone. Start running. You can only save your life. The hunters are close by and I can sense it.

Thank you dear friend. By this time the hunters were quiet near, and the Hare took to his heels and luckily escaped.

MORAL: He that has many friends has no friends.

OBJECTIVES:

- To monitor students listening comprehension.
- To retell the fable just by looking pictures.

LEVEL: Beginners

TIME: 90 minutes

N° OF STUDENTS: 20

ACTIVITY DESCRIPTION

PRE-LISTENING		TIME	RESOURCES
LEAD IN ACTIVITY: Students will form groups of six and they have to match the different words with its meaning, after that each student will read the word with its definition.		10 minutes	Pictures Worksheets Board Markers Powerpoint presentations Pictures Flash cards Diary Observation guide
TEACHER WILL	STUDENTS WILL		
Introduce and explain the new vocabulary	Take notes about the new vocabulary	10 minutes	
Ask questions	Predict the fable by looking at pictures, answering teacher's questions		
Takes notes about the student's predictions, for further confirmation			
DURING THE LISTENING		30 minutes	
Explain about the scanning technique.	Scan and skim the fable.		
Introduce the activity and give handout 4.			
Give an overview about the fable.			
Monitor students' comprehension.	Listen to the fable again and complete the two first questions.		
	Listen to the fable other time and complete the other two next questions.		
	Listen to the fable again and complete the last two questions.		

	Listen to the fable the last time and check if the answer are ok.		
POST LISTENING		30 minutes	
Play the video.	Look at the complete video and verify predictions or check for inaccurate guesses		
Show some flash cards about the fable.	Describe the pictures, according to what they listened.		
Give a worksheet about the fable.	Complete a chart and give a brief summary of the fable.		
Ask general questions Complete the diary and the Observation guide.	Answer questions DISCUSSION	10 minutes	
WEBSITE PAGE: http://www.youtube.com/watch?v=vFOQ9nzXrZU			

WORKSHOP 6

THEME: THE ANT AND THE DOVE

It was a silvery stream, flowing in the thick forest. An ant was busy collecting food on the banks on the river. Suddenly, the ant slipped and it fell into the stream...The ant was struggling for life, moving up and down the stream. Oh Help Help; Oh I am dying ... Help.



A Dove sitting on a tree saw the ant drowning. Oh, what a pitiable creature!! I should do something to save him. The dove plucked a leaf and threw it down into the stream. The ant climbed onto it and floated in safety to the bank. Oh God... Thank you. Thank you friend. You are welcome. Days passed.

Everyday, the ant used to come to the bank for collecting food. Even the dove used to give a few nuts to the ant. The ant and the dove became good friends. One day, the dove was busy cracking nuts, sitting on the tree and the ant was carrying its food to its place. Suddenly the ant stopped in its tracks after seeing a hunter. The hunter was aiming his arrow at the dove. Oh no. I should save my friend. I should do something. The ant bit the hunter hard in the foot. Ah... Ohh... Stupid ant. The noise caught the attention of the dove. The dove flew away from the tree. The ant scurried to hide behind a tree. Shh... I've missed the dove. I should at least killed that stupid ant. Hmmm my friend is saved. The ant moved away from its hiding place and was back on duty.

MORAL: One good turn deserves another.

OBJECTIVES:

- To skim and scan the fable “The Ant and the Dove”.
- To summarize and give the message of the fable “The Ant and the Dove”.

LEVEL: Beginners

TIME: 90 minutes

N° OF STUDENTS: 20

ACTIVITY DESCRIPTION

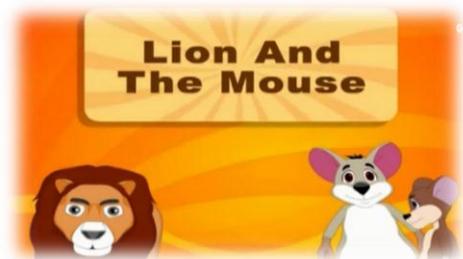
PRE-LISTENING		TIME	RESOURCES
LEAD IN ACTIVITY: Students will form groups of six and they have to match the different words with its meaning, after that each student will read the word with its definition.		10 minutes	Pictures Worksheets Board Markers Powerpoint presentations Pictures Flash cards Diary Observation guide
TEACHER WILL	STUDENTS WILL		
Introduce and explain the new vocabulary	Take notes about the new vocabulary	10 minutes	
Ask questions	Predict the fable by looking at pictures, answering teacher's questions		
Takes notes about the student's predictions, for further confirmation			
DURING THE LISTENING		30 minutes	
Explain about the skimming and scanning techniques.	Skim and scan the fable.		
Introduce the activity and give handout 4.			
Give an overview about the fable.	Listen to the fable once, just to familiarize with it.		
Monitor students' comprehension.	Listen to the fable again and complete the two first questions.		
	Listen to the fable other time and complete the other two next questions.		
	Listen to the fable again and complete the last two questions.		

	Listen to the fable the last time and check if the answer are ok.		
POST LISTENING			
Play the video.	Look at the complete video and verify predictions or check for inaccurate guesses	30 minutes	
Show some flash cards about the fable.	Describe the pictures, according to what they listened.		
Give a worksheet about the fbale.	Complete the chart and summarize the fable.		
Sticksome pieces of papers with words related with the fable.	Chose a couple of words that are sticked on the board and they have to use them to give the message of the fable.		
Ask general questions Complete the diary and the Observation guide.	Answer questions DISCUSSION	10 minutes	
WEBSITE PAGE: http://www.youtube.com/watch?v=mjgtnw_nsLI			

WORKSHOP 7

THEME: THE LION AND THE MOUSE

Once in a huge forest, there lived a lion. All the beast and birds of the jungle were scared of the lion. No one even dared to go near the cave of the lion. One day, a little mouse was playing hide and seek with his friends in the



forest. Hey there.. You.. This time...You cannot catch me. You should not go beyond the tree.. Allright ? Ok.The friend mouse closed its eyes and all the mice ran in different directions. Let me run away from the tree and come back when they start searching. He ran as fast as he could and reached the Lion's den. He did not notice the den and went straight to the place where the Lion was sleeping.He touched the paws of the lion. Whats is this. So sharp? . Suddenly... Oh my God. It's a Lion. He screamed and the Lion woke up. The LM (little mouse) was trapped between the legs of the Lion. The Lion saw the mouse. Hey, little one. You are my evening snack today. Good I need not go out. The mouse trembled with fear. Dear King please leave me. I wil be of help to you some day or the other.

Why do you laugh My Lord? You...You...Are you going to help me ? Please King.. Please leave me. I will certainly help you one day. Th Lion was in a mood of sleep and so he did not bother the mouse much. I want to sleep now. You better get away from here...Thank you My Lord. The mouse went as fast as he could to the forest.

A few days passed.One day, as usual the mouse was playing hide and seek with his friends. Hi.. Run.. Run...The Little mouse ran and finally reached a tree.There he was surprised to see the Lion trapped in a net. He went running to th Lion. There were tears from the eyes of the Lion. There was no one nearby. Great King. What happened? Who has got you snared in this net.The lion was surprised to see the litle mouse. Hi litle one. Look at me. The hunters have caught me and have gone to bring their vehicle. Great King. Don't worry. I will cut this net and make you free.. Can you? The mouse wasted no time. He frantically gnawed away at the net and released the Lion. Hurray. Hi, you have saved me. You are correct. Even small friends can be more useful, somewhere, someday. Thank you my friend. The Lion hugged the little mouse.

MORAL: Do not think anyone small, Do not judge people by their appearance.

OBJECTIVES:

- To skim and scan the fable “The Lion and the mouse”.
- To retell the fable, just by looking at pictures.

LEVEL: Beginners

TIME: 90 minutes

N° OF STUDENTS: 20

ACTIVITY DESCRIPTION:

PRE-LISTENING		TIME	RESOURCES
LEAD IN ACTIVITY: Students have to write the present tense, synonyms or antonyms of the list of words that are written on the board.		10 minutes	Pictures Post test worksheets board markers powerpoint presentation diary observation guide
TEACHER WILL	STUDENTS WILL		
Explain about the new vocabulary by looking pictures. (power point)	Watch the pictures and take notes about the teacher's explanation.	20 minutes	
Ask questions about each picture.	Predict the fable by looking at pictures, answering teacher's questions (Power point)		
Takes notes about the student's predictions, for further confirmation.			
Introduce the activity and give handout 7.	Ask questions		
Give an overview about the fable.			
DURING THE LISTENING			
Play the tape	Skim and scan the fable.		
	Listen to the fable once, just to familiarize with it.		
Monitor students' comprehension.	Listen to the fable again and complete the two first questions.		

	Listen to the fable other time and complete the other three next questions.		
	Listen to the fable again and complete the last three questions.		
	Listen to the fable the last time and check if the answers were correct.		
POST LISTENING			
Play the video.	Look at the complete video and verify predictions or check for inaccurate guesses.	15 minutes	
Present some pictures (power point).	Watch the pictures and retell the fable just by looking those pictures.		
Ask general questions. Complete the diary and the Observation guide.	Answer questions DISCUSSION	10 minutes	

WORKSHOP 8
(LISTENING COMPREHENSION TEST)
POST-TEST

THEME: A GREDDY DOG

Once a dog found a bone on the forest. He held the bone in his mouth.

As he was crossing a stream, he looked into the water and saw another dog holding the bone in his mouth.

He wanted the other bone also, he barked at the dog, “bow-wow, bow-wow”. As he opened his mouth to bark.

The bone fell into the water. He lost he bone.

It was not another dog in the water, it was his own reflection. The greedy dog learned a lesson.



MORAL: We should not be greedy.

OBJECTIVES:

- To evaluate the students listening progress.
- To skim and scan the fable “The Lion and the mouse”.
- To retell the fable, just by looking at pictures.

LEVEL: Beginners

TIME: 90 minutes

N° OF STUDENTS: 20

ACTIVITY DESCRIPTION:

PRE-LISTENING		TIME	RESOURCES
<p>WARM UP ACTIVITY: Broken phone! Students form two groups with the same number of students in each one, they will have to make a line, teacher will say a phrase to the first student in each group and they will have to pass the message to the others and after the last student of each group have to write the message they got. The group who has the correct message will be the winner.</p>		15 minutes	worksheets (Post- test) board markers power point (pictures) presentations diary observation guide
TEACHER WILL	STUDENTS WILL	20 minutes	
Give an overview about the fable.	Look at the pictures and take notes about the new vocabulary.		
Explain the new vocabulary using a power point presentation (pictures), so in that way students understand better the new words.			
Introduce the activity and give handout 7.			
Explain each questions of the worksheet.	Ask questions if there is one.		
DURING THE LISTENING			
Play the fable	Listen to the fable.		
	Listen to the fable once, just to familiarize with it.		

Monitor students' comprehension.	Listen to the fable again and complete the three first questions.	35 minutes	
	Listen to the fable other time and complete the other three next questions.		
	Listen to the fable again and complete the last four questions.		
	Listen to the fable the last time and check if the answer were correct.		
POST LISTENING			
Ask general questions Complete the diary and the Observation guide.	Answer questions DISCUSSION	20 minutes	
WEBSITE PAGE: http://www.youtube.com/watch?v=YfubXOPkIg8			

6. ASSESMENT OF THE EFFECTIVENESS OF FABLES ON THE LISTENING SKILL

Each workshoop will be evaluated through the elaboration of some questions, that questions will be developed at the end of the class, so students can express their ideas, they could also summarize or give the message of the fable.

6.1 ASSESSMENT WORKSHOPS

An observation guide will be applied after the session, so that will help the researcher see how students are improving their listening level. This observation will be applied in a general way for the whole class.

OBSERVATION GUIDE
UNIVERSIDAD NACIONAL DE LOJA
AREA DE LA EDUCACION EL ARTE Y LA COMUNICACION

INFORMATIVE DATA:

1. GROUP:4. LEVEL.....
 2. ENGLISH TEACHER 5. DATE:.....TIME.....
 3. HIGH SCHOOL:.....6. THEME.....

LISTENING SKILL

SKILL/ACTIVITY	CRITERIA			
	Most students	Some students	Few students	None
PRE LISTENING				
Predicts the fable just by looking pictures.				
IMAGINATION/ MOTIVATION				
Develops Imagination				
Feels motivated with fables				
DURING THE LISTENING				
PREDICTIONS/ COMPREHENSION/ PATICIPATION				
PREDICTIONS				
COMPREHENSION				
Scans for specific information				
Skims for general ideas				
Identifies main ideas				
Listens for details				
Understand single words				
Understang complete sentences				
PARTICIPATION				
Participates in the class				
POST LISTENING				
MESSAGES / SUMMARY				
Understand the new vocabulary				
Tells the message of the fable				
Summarizes the fable				

f) METHODOLOGY AND WORK PLAN

1. DESIGN OF THE INVESTIGATION

Action research has become more popular as a mode of research among practitioners. It is a quasi-experimental or transversal model because the following reasons:

- It is transversal because this kind of research study a phenomenon in a concrete and temporary moment so that, the variable effect or dependent variable is measured in just one moment.
- It is a kind of design in which it is possible to make a comparison before applying the intervention plan and after concluding it. The emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development. (Koshi, 2005)

Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about a determined problem. It can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This work will use the research spiral cycles proposed by Kemmis and McTaggart since the process is likely to be more fluid, open and responsive. Something important in this cycle is that the researcher is going to apply just one cycle. It includes planning, acting and observing, and reflecting. The researcher starts from a detected problem, plans an action in order to solve that problem, he /she applies the strategy proposed, and reflects about the possible outcomes after finishing the intervention stage which will be reported in the thesis work.

2. INTERVENTION PLANNING

2.2.1. INVESTIGATE

To start with the development of the project, a listening test will be applied in order to diagnose students' listening level. This activity will contain some questions, and students will have to listen to the main ideas and details in order to answer them.

2.2.2. PLAN

The aim of this project is to help students in the development or improvement of the listening skill. To reach that aim, the researcher will work one session per week with students of second year of Bachillerato at "Hernan Gallardo Moscoso High School". Nine sessions will be developed until the project end, each session will be of 90 minutes.

The researcher will apply a selected fables, one fable will be listened in each session, and the researcher will also ask some questions about the fable in order that students can apply the listening strategies and so the researcher could evaluate the students' understanding of the fable.

2.2.3 ACT

At this stage, the listening process will be followed to carry out this project. The researcher will use the last ten minutes of each session to discuss about the fable, its discussion will include some questions about the fable, and so the researcher could fill a diary, according to the students' answers.

2.2.4 OBSERVE

At this stage the researcher will do a deep analysis about the strategies that were used to help students in the development and improvement of listening, and if those strategies did not given good results, the researcher can change or seek for another ones, focusing on the main aim.

2.2.5. REFLECT

The researcher could analyze and reflect about the plan and strategies used to help students in the development of the skill mentioned above. To do that the researcher will apply other listening test like the one used at the beginning.

The results of it will help the researcher to establish some conclusions and recommendations, based on the outcomes of the project. The results of the project will be represented in a descriptive and graphic way, this part will be at the end of the project.

2.2.6. DISSEMINATE RESULTS

At this stage the researcher will show the main findings during the application of the project. The results will be presented by a demonstrative class, and so the researcher will face the students' progress.

3. METHODS

In the present research work the following methods will be used:

To study the development of the listening skill, the researcher is going to use the comprehensive method which will serve in the following:

COMPREHENSIVE METHOD: This will be used as a means to study the listening in students of second of bachillerato and how it is developed or taught. It will also help to understand the importance that the development of the listening as a sub skill of the English language learning process.

It is important to know that by analyzing the development of the listening it will possible to understand the best way that it should be taught into the English class. This method will

facilitate this analysis and it will improve the listening skill by the application of fables during a period of time that let the researcher get effective results.

To make a theoretical relation between fables with the development of the listening skill, the researcher will use the analytic and synthetic methods.

ANALYTIC METHOD: This method will help the researcher to know more about the benefits of fables to improve the listening skill of the students who will participate in the project.

In language learning, when we talk about four basic skills: listening, speaking, reading, and writing, we always put “listening” at the beginning of them. That is because listening is the most important skill of the four ones and also the basic way of receiving language input. That simply means there is not enough language input and there is no output.

It will also be useful to analyze the data gathered by the researcher during the action stage, where there will be some instruments like an observation guide which will include indicators that will show how students are improving in the development of their listening skill into the English language process.

SYNTHETIC METHOD: It will help in the right understanding of the core problem in the listening in the students of second of bachillerato which will help the research to synthesize and select the models of fables that are suitable and appropriate to improve the listening level in the students of second of bachillerato.

To determine the negative aspects that limit the development of listening skill in the students of second of bachillerato, the researcher will use the participative diagnostic method.

PARTICIPATIVE DIAGNOSTIC METHOD. It will let the real situation of the listening level of students of second of bachillerato in a determined moment. It will let start knowing the specific limitations and difficulties that they have in listening. It will let the researcher correct this reality by applying new strategies through the application of fables as a possible solution that will help the students into the English Language process.

To select the more suitable fables to improve the listening skill the proactive method will be used:

PROACTIVE METHOD: This is useful to identify the difficulties that students have in the listening skill and to determine the improvements that the application of fable have and which will help to solve the problem found in this skill. It will let select the best models or alternatives that fables has in order to improve the students' limitations in the development of the listening, into the English language process.

WOKSHOPS METHOD: It is a practical alternative that will help the researcher to plan and apply the contents that will be useful to work through the application of fables, so students are able to solve their limitations and be more active learners into the English learning process. It will also help to state specific objectives for each workshop which are directly related to the improvement of students' limitations in the development of the listening skill and they will let get better outcomes in the new strategies used in this intervention.

Finally to assess the every workshop the researcher will use comprehensive assessment method:

COMPREHENSIVE ASSESSMENT METHOD: It will be useful to assess the students' outcomes after every session that the researcher will develop through the

application of the fables as a strategies and it will be checked in the observation guide which will include items that let the researcher specifically detect the students' improvements in the development of the listening skill.

3.1. TECHNIQUES, INSTRUMENTS AND PROCEDURES

The techniques and instruments that will be applied in the development of this project are: Test, observation, note taking, field diaries and portfolios.

- **TEST.** – This (Pre test) will be applied at the beginning of the Project that is in order to have a clear idea about the students' listening level. The test will include items about multiple choices, fill in the gaps and True or false. The test will also be applied at the end of the project (Post test) in order to realize the students' progress in listening.
- **OBSERVATION.** – This will be used during the listening to the fable, it will help the researcher can complete the observation guide in respect to the whole class. It will include the indicators in relation to the specific objectives. Also through the observation the researcher will see the students' progress in each session, until the project end.
- **NOTE TAKING.** - This will be used by the teacher in the pre listening and during the listening, in the pre listening, the teacher will take notes about the students' predictions in order to verify them after, and during the listening those notes will help the teacher to fill the observatipon guide.
- **FIELD DIARIES.** – This will be developed after of every session. In order to fill the diary a discussion- reflection will be arisen, it will help the researcher to write up the findings during the intervention, significant events during the observation or any particular situations that happen. It will include qualitative criteria, for instance some questions will be answered by students.
 - Did you like the class?
 - Did you feel touch with the message of the fable?

- What did you like from the class?
 - What did not you like from the class?
- **PORTFOLIO.** – This will be used by students. In it will be included all the completed worksheets in every session, in that way students could check their own progress at the end of the project.

4. POPULATION

The group that was involved in the present project are students of second of Bachillerato at “Hernan Gallardo Moscoso High School”.

g) ORGANIZATION AND MANAGEMENT OF THE RESEARCH

1. RESOURCES

1.1. Human

In the development of this research project the participation of important people will be needed; firstly the principle of this institution, the English teacher, the researcher and the students from 2nd year of Bachillerato.

1.2. Material

In this present project will be used such us: books, copies, notebook, sheets of papers, and the English

POPULATION	AGE
15	16
5	17
4	18
TOTAL: 24	

some material office material, paper clips, markers, pens dictionary.

1.3. Technical

As a fundamental and indispensable tool for this project will be the computer, data projector, speakers and websites

2. BUDGET

MATERIALS	PRICE
Copies	\$ 200
Covers	\$ 750
Internet	\$ 300
Transport	\$ 450
Printed material	\$ 500
TOTAL:	\$ 2200

a. FINANCING

The project will be financing by the researcher

h) TIMELINE

PHASES	ACTIVITIES	2014												2015				
		Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.	
Project	Project presentation	█	█															
	Correction	█	█															
	Project approval			█														
	Thesis Advisor			█														
Intervention action	Revision of the instruments		█															
	Plan the lessons		█															
	Act observe		█	█	█	█	█											
Thesis process	Data organization and tabulation					█	█											
	Interpreting and Reflecting					█	█	█										
	Writing up and reporting					█	█	█	█									
	Presenting the thesis report							█	█									
	Correction								█	█	█	█	█	█	█	█	█	
	Private review													█	█			
	Correction													█	█			
	Copying and Filling														█			
	Legal procedures															█	█	█
	Public presentation																█	█

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j) ANNEXES

RESEARCH MATRIX

THEME: Teaching Fables to improve listening skill in the English Language Learning with students of 2nd year of Bachillerato at Hernán Gallardo Moscoso High School. Academic Period 2013 –2014.

PROBLEM	OBJECTIVES	THEORETICAL FRAME CATEHORIES	RESEARCH STAGE	TECHNIQUES AND INSTRUMENTS
<p>GENERAL</p> <p>Are fables a good strategy to help students in the improvement of listening skill in the English language learning?</p>	<p>GENERAL</p> <p>To teach fables in order to improve listening skill in the English Language Learning with students of second of Bachillerato at Hernán Gallardo Moscoso High School. Academic Period 2013- 2014.</p>	<p>1. LISTENING SKILL</p> <p>1.1DEFINITION</p> <p>1.2OBJECTIVES OF LISTENING</p> <p>1.3STRATEGIES TO IMPROVE YOUR LISTENING SKILL</p> <p>1.4 REASONS TO IMPROVE LISTENING SKILLS</p> <p>1.5 THE LISTENING PROCESS</p> <p>1.6 LISTENING STRATEGIES</p> <p>1.7 TECHNIQUES TO IMPROVE LISTENING COMPREHENSION</p> <p>2.NEGATIVE ISSUES THAT LIMIT THE DEVELOPMENT OF THE LISTENING SKILL</p> <p>2.1 DIFFICULTIES IN LISTENING SKILL</p> <p>2.1.1. MISCONCEPTIONS ABOUT LISTENING</p> <p>3.FABLES TO IMPROVE LISTENING SKILL IN THE</p>	<p>INVESTIGATE</p> <p>Diagnose the students' listening level.</p> <p>PLAN</p> <p>WORKSHOPS</p> <p>ACT</p> <p>Fables to improve listening</p> <p>REFLECT</p> <p>Analyze or value the fables in the improvement of the listening skill. (Class demonstration)</p>	<p>PRE TEST</p> <p>LESSON PLAN</p> <p>OBSERVATION GUIDE</p> <p>NOTE TAKING</p> <p>FIELD DIARY</p> <p>PORTFOLIO</p> <p>POST TEST</p>

		<p style="text-align: center;">ENGLISH LANGUAGE LEARNING</p> <p>3.1.WHAT ARE FABLES?</p> <p>3.2 WHY TEACH WITH FABLES?</p> <p>3.3 WHY LISTEN TO FABLES?</p> <p>3.3.1 THE FEATURES OF FABLES?</p> <p>3.3.2. THERE ARE SEVERAL REASONS TO USE ANIMAL AS MAIN CHARACTERS IN FABLES.</p> <p>3.3.3 STRATEGIES STUDENTS TO BEAR IN MIND</p> <p>4 FABLES TO TEACH LISTENING IN THE ENGLISH LANGUAGE LEARNING</p> <p>5. APPLYING THE FABLES IN ORDER TO IMPROVE THE LISTENING SKILLS IN THE ENGLISH LANGUAGE LEARNING.</p>		
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<p>SPECIFICS</p> <p>What kind of theoretical frame about fables are useful to enhance the listening skill in the English Language Learning with students of second of Bachillerato at Hernán Gallardo Moscoso High School? Academic Period 2013- 2014.</p> <p>Which are the negative issues that limit the listening skill in the English Language Learning with students of second of Bachillerato at Hernán Gallardo Moscoso High School? Academic Period 2013- 2014.</p> <p>Which fables are the most suitable to enhance the listening skill in the English Language Learning with students of second of Bachillerato at Hernán Gallardo Moscoso High School? Academic Period 2013- 2014.</p> <p>How do fables as a part of the classroom activities</p>	<p>SPECIFICS</p> <p>To investigate the theoretical frame about fables as an strategy to improve listening skill in the English Language Learning with students of second of Bachillerato at Hernán Gallardo Moscoso High School. Academic Period 2013- 2014.</p> <p>To identify the negative issues that limit the listening skill in the English Language Learning with students of second of Bachillerato at Hernán Gallardo Moscoso High School. Academic Period 2013- 2014.</p> <p>To select the most suitable fables to improve the listening skill in the English Language Learning with students of second of Bachillerato at Hernán Gallardo Moscoso High School. Academic Period 2013- 2014.</p> <p>To apply the selected fables as a part of the classroom</p>			
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<p>help in the improvement of the limitations in the listening skill in the English Language Learning with students of second of Bachillerato at Hernán Gallardo Moscoso High School? Academic Period 2013- 2014.</p> <p>How effective was the application of fables in the improvement of the listening skill in the English Language Learning with students of second of Bachillerato at Hernán Gallardo Moscoso High School? Academic Period 2013- 2014.</p>	<p>activities in order to solve the limitations in the listening skill in the English Language Learning with students of second of Bachillerato at Hernán Gallardo Moscoso High School. Academic Period 2013- 2014.</p> <p>To assess about the effectiveness that fables had on the improvement of the listening skill in the English Language Learning with students of second of Bachillerato at Hernán Gallardo Moscoso High School. Academic Period 2013- 2014.</p>			
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PRE TEST/ POST TEST

RESEARCHER'S NAME: ANDREA LABANDA VITERI
FABLE'S NAME:
STUDENT S'NAME:.....
DATE:.....

“A GREEDY DOG”

1st LISTENING SKIMMING

1. What was the fable about? Circle the correct answer

- a) A happy dog who live in the city happily.
- b) There was a dog who wanted to have more and more.
- c) A dog who likes to share its food with its friends.
- d) There was a dog who never wanted to get another bone.

2. How many characters were mentioned in the fable?

- a) one
- b) two
- c) three
- d) more than three

2nd LISTENING SCANNING

3. Listen to the fable and fill in the blanks.

Once a _____ found a bone on the _____. He held the bone in his _____. As he _____ crossing a stream, he looked into the _____ and saw another _____ holding the bone in his mouth. He wanted the other bone also, he barked at the _____.

4. Listen to the fable and write True (T) or False (F) according to the listening.

- ❖ The dog found a bone near the river. ()
- ❖ The dog held the bone on his mouth. ()
- ❖ The dog found another dog on the stream. ()
- ❖ The bone felt into the water. ()

5. Listen to the fable and underline the correct word that is mentioned in the fable.

As he opened _____ mouth to _____ the bone fell into the water.

his/ the

park / bark.

He lost the bone. _____ was not another _____ in the water, it was

It / He

dog/ bone

_____ own reflection.

his/ your

3rd LISTENING SKIMMING & SCANNING

6. Listen to the fable and fill in the blanks.

- a) The _____ was crossing the stream.
- b) The dog _____ his own reflection
- c) The dog learned a _____.
- d) The dog _____ a bone on the forest.

7. Check if the sentences are true (T) or false (F) and rewrite the sentences which are false in the correct way.

The dog found a bone in the water near the stream. ()

The dog saw his own reflection on the forest. ()

The dog looked another bone into the water and tried to get it. ()

The dog found a cone on the forest and hold it with his mouth. ()

8. Circle the moral of the fable. Circle just one letter.

- a) You should not be happy with what you have on your hands.
- b) You have to be smart doing the things that you have in mind.
- c) You should not lose your things. You must be careful.
- d) You have to be prepared to get what you want.

9. Listen to the fable again and order the sequence of the sentences.

- _____ The dog saw his reflection.
- _____ The dog was crossing the stream.
- _____ The dog found a bone on the forest.
- _____ The dog held the bone in his mouth.

**FABLE SUMMARIZING CHART
(POST LISTENING)**

Students' name: _____ **Date:** _____

Fable's name: _____ **Session:** _____

Where was the bone?

Who held the bone?

What did the dog want?

What happened with the bone?

What happened to the dog?

What did the dog see into the water?

RESEARCHER FIELD DIARY

RESEARCHER'S NAME: ANDREA LABANDA VITERI		TIME:	
THEME OF THE FABLE:		DATE:	
OBJECTIVE:		N° OF STUDENTS:	
ACTIVITY:		SESSION N°:	
ASPECTS TO BE EVALUATED	70% - 100%	50% -75 %	Less than 50 %
Were students involved in the class?			
Did students feel touched with the message of the fable?			
Did students have troubles to understand the vocabulary?			
Did students have any difficulty to understand the fable?			
Did students understand and follow the strategy being applied?			
Were the objectives of the activity accomplished?			
Were conditions favorable to the application of the strategy?			
Was the activity appropriate for the class?			
What did students not like from the class?			
What did students most like from the class?			
OBSERVATIONS:		

ANNEX 2



Students listening and completing the worksheet about the fable.



Students listening and watching the video about the fable.

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