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TITLE

"METHODOLOGICAL STRATEGIES AND THE IMPROVEMENT OF LISTENING AND SPEAKING ENGLISH SKILLS WITH THE STUDENTS OF 1ST AND 2ND YEARS OF BACHILLERATO AT "EMILIANO ORTEGA ESPINOZA" HIGH SCHOOL. CATAMAYO TOWN. ACADEMIC PERIOD 2012-2013"

THESIS PREVIOUS TO OBTAIN THE BACHELOR'S DEGREE IN SCIENCES OF EDUCATION, ENGLISH LANGUAGE SPECIALIZATION.

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CERTIFICATION

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C E R T I F I E S:

That the research work entitled: " **METHODOLOGICAL STRATEGIES AND THE IMPROVEMENT OF LISTENING AND SPEAKING ENGLISH SKILLS WITH THE STUDENTS OF 1ST AND 2ND YEARS OF BACHILLERATO AT** "**EMILIANO ORTEGA ESPINOZA**" **HIGH SCHOOL. CATAMAYO TOWN. ACADEMIC PERIOD 2012-2013**", developed by the undergraduate **Verónica Vanessa Quizhpe Vire,** has been monitored and assessed in all its parts, with pertinence and scientific rigor. Moreover, the research reports advancement has been progressively reviewed and returned to the researcher with the corresponding observations and recommendations, in order to guarantee the research work quality. Therefore, it is authorized its presentation, sustentation, grading and both private and public defense.

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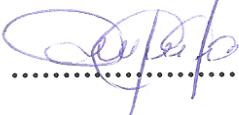
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DEDICATION

First of all, I dedicate this thesis to God, who gives me strength to conclude this stage of my life. Second, this thesis is dedicated to my grandma Rosita, who was a great example of perseverance to my life. Next, to my mother and brothers who have supported me all the way since the beginning of my studies. Also, to my dear Pablo who has been a great source of motivation and inspiration. Finally, to my teachers and friends who have shared their knowledge and experience and their friendship.

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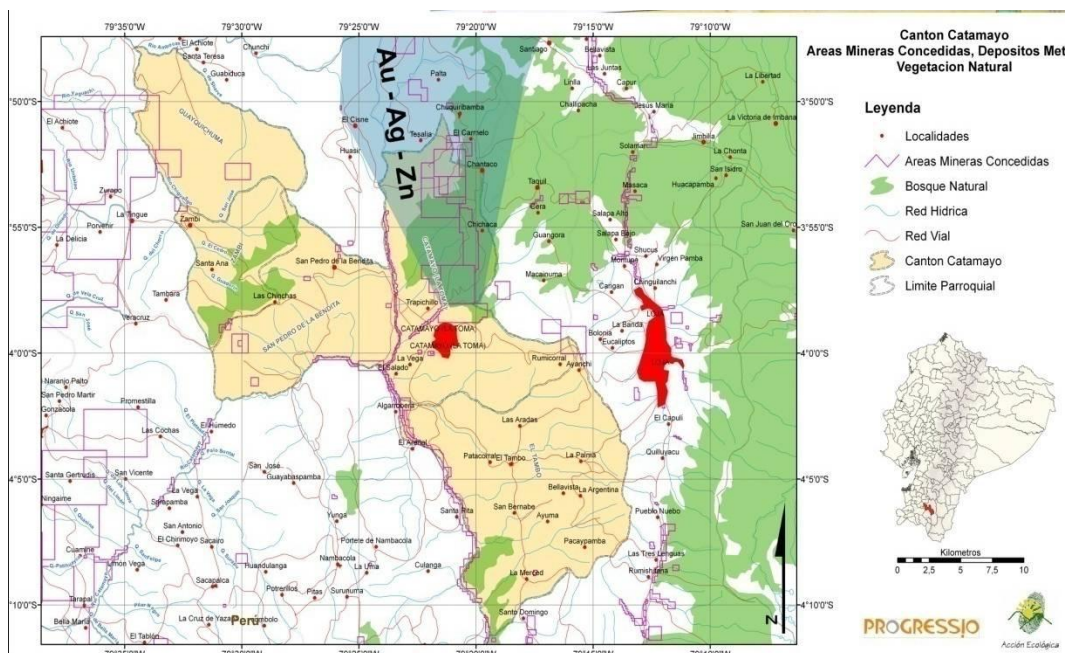
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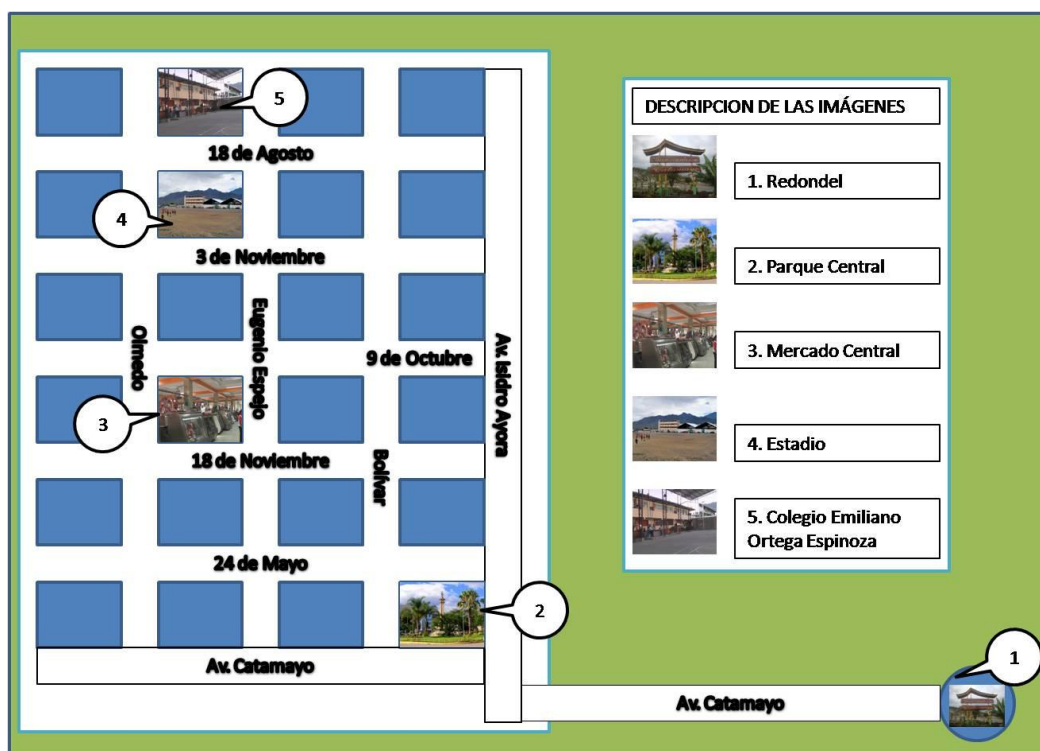
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a. TITLE

"METHODOLOGICAL STRATEGIES AND THE IMPROVEMENT OF LISTENING AND SPEAKING ENGLISH SKILLS WITH THE STUDENTS OF 1ST AND 2ND YEARS OF BACHILLERATO AT "EMILIANO ORTEGA ESPINOZA" HIGH SCHOOL. CATAMAYO TOWN. ACADEMIC PERIOD 2012-2013"

b. SUMMARY

The present research work entitled: **"METHODOLOGICAL STRATEGIES AND THE IMPROVEMENT OF LISTENING AND SPEAKING ENGLISH SKILLS WITH THE STUDENTS OF 1ST AND 2ND YEARS OF BACHILLERATO AT "EMILIANO ORTEGA ESPINOZA" HIGH SCHOOL. CATAMAYO TOWN. ACADEMIC PERIOD 2012-2013"** has the purpose of analyzing the Methodological Strategies that the English Teachers apply to promote the improvement of the Listening and Speaking Skills. The methodology utilized includes the following methods: scientific, the analytic-synthetic, the descriptive, explicative and the statistic.

A survey was used both as the technique and instrument to gather the information from 5 teachers and 147 students. The main results of the research show that both teachers and students state a reasonable agreement on the acceptable application of Methodological Strategies to help students develop the listening and speaking skills.

RESUMEN

El presente trabajo de investigación titulado: **"METHODOLOGICAL STRATEGIES AND THE IMPROVEMENT OF LISTENING AND SPEAKING ENGLISH SKILLS WITH THE STUDENTS OF 1ST AND 2ND YEARS OF BACHILLERATO AT "EMILIANO ORTEGA ESPINOZA" HIGH SCHOOL. CATAMAYO TOWN. ACADEMIC PERIOD 2012-2013"** tiene el propósito de analizar las estrategias metodológicas que los profesores de Inglés aplican para promover el mejoramiento de las habilidades de escucha y habla. La metodología utilizada incluye los siguientes métodos: científico, analítico-sintético, descriptivo, explicativo y el método estadístico.

Una encuesta fue usada como técnica e instrumento para obtener la información de 5 profesores y 147 estudiantes. Los principales resultados de la investigación muestran que tanto profesores y estudiantes establecen un acuerdo razonable en la aceptable aplicación de las estrategias metodológicas para ayudar a los estudiantes a desarrollar las habilidades de escucha y habla.

c. INTRODUCTION

Methodological Strategies provide an overview of current approaches, practices and activities and the improvement of Listening and Speaking Skills. That permits students to select the appropriate steps and methodology in the teaching learning process of the english language. Language learners need to use of listening and speaking strategies to help themselves develop their listening and speaking skills in the target language. It is the role of teachers to provide students with a variety of listening and speaking tasks and guide their students through those tasks to discover the most effective strategies.

The principal aim of this research was focused on the application of the Methodological Strategies to promote the development of Listening and Speaking Skills in English Language.

Listening is the language skill that is used most frequently. It has been estimated that adults spend almost half of their lives of communication time, listening. Likewise, students receive most of their information through listening to teachers, professors and one another. However, the students do not recognize the importance that the development of this skill has. This is one of the reasons teachers must emphasize on the employment of varied activities to better the listening skills.

Many students have significant problems with listening. The speed of utterances, the reduced forms of natural english, the use of intonation for meaning, and

unfamiliar accents, all take their tools and it is essential to give learners, at all levels, plenty of practice. Therefore, the choice of an appropriate method has a great significance in the developing of listening skills and improving students' overall language learning.

Being able to speak a new language is the most important skill for a language learner. It can give him/her the most amazing opportunities since through it communication is fully established. Speaking is a productive skill that requires constant practice. The development and improvement of speaking skills go hand to hand with empowering your writing, reading and listening skills.

English Speaking Classrooms in many countries have problems which lessen the chance of promoting speaking fluency and accuracy. Such constrains generally are due to limited class time, crowded classrooms, and the reduced opportunities to practice inside and outside the classrooms.

For that reason, the problem that motivated the researcher to develop this work was to know if **the English Teachers apply Methodological Strategies to improve Listening and Speaking English Skills with the students of 1ˢᵗ and 2ⁿᵈ Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013**

The specific sub-problems that were connected with the main problem were the following: first, **What are the Methodological Strategies that teachers apply to improve Listening and Speaking English Skills?;** and, second, **Do**

methodological strategies applied by the teachers improve Listening and Speaking English Skills with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012- 2013?

The first specific objective was: **To identify the Methodological Strategies applied by the teachers to improve Listening and Speaking English Skills;** and, the second**, To analyze the Methodological Strategies applied by the teachers to improve Listening and Speaking English Skills with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013**

In accordance with the main objective, the researcher established as a general hypotheses: **The Methodological Strategies contribute to the improvement of Listening and Speaking English Skills with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013**

The research work was distributed in the following way:

The researcher presented **the review of the literature**, which included a **summary of the main topics** that supported the analysis of the results; in the **methodology,** were described the different methods used, being **the scientific, analytic- synthetic, descriptive, explicative and statics,** the most important and efficient to prove the facts, as well as the researcher described the **techniques,**

procedures and instruments used in the research process. It is necessary to mention that the instruments were applied to the teachers and students of the researched institution.

Also, the researcher presented **the results** which were obtained through the application of **surveys** previous designed based on **the hypothesis** and its variables. The results have been presented using the **statics method** which helped the researcher to present in frequencies and percentages, illustrated with graphics and interpretations.

The discussion of the results, pointed out the lower percentages of each question, helped the research to verify and accepted each hypothesis. The conclusions were analyzed in relation to each hypothesis. The conclusions were analyzed to promote the improvement of Listening and Speaking English Skills with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013

Finally the recommendations given were based on the conclusions and reflect the possible solutions to the found problem.

d. LITERATURE REVIEW

Methodological Strategies: Language learning styles and strategies appear to be among the most important variables influencing performance in a second language. Much more investigation is necessary to determine the precise role of styles and strategies, but even at this stage in our understanding we can state that teachers need to become more aware of both learning styles and learning strategies through appropriate teacher training. Teachers can help their students by designing instruction that meets the needs of individuals with different stylistic preferences and by teaching students how to improve their learning strategies.

According to (Mendoza, 2001), the methodological strategies permit to identify principles, approaches and procedures that constitute the teacher's task in connection with programming, implementation and evaluation of the teaching-learning process.

The Methodological Strategies are kinds of rules that allow making appropriate decisions in a certain moment of the learning process. It refers to the activities or mental operations that students carry out to facilitate and improve their tasks.

Methodology: It has most often focused on the study of particular methods particularly called, design methods, for example: Audio Lingual, Communicative Approach, Cooperative Learning, Suggestopedia, Natural Approach, Silent Way and Total Physical Response, among others.

Method: It is a generalized set of classroom specifications for accomplishing

linguistic objectives. Method tends to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistic and subject –matter objectives sequencing, and materials. They are almost always thought of as being broadly applicative to a variety of audiences in a variety of contexts.

Strategy: It is also a term that is being used in education with reference to the methods, techniques and procedures utilized in teaching. The terminology can vary according to the dimension of the procedure, therefore a method, technique or a set of activities can become a strategy in teaching.

Technique: It is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.

Pedagogy - Teaching and Learning Strategies

Pedagogy is the art (and science) of teaching. Effective teachers use an array of teaching strategies because there is no single, universal approach that suits all situations.

Effective pedagogy, incorporating an array of teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classroom environments, and recognition of difference, should be implemented across all key learning and subject areas**.**

Teaching.- It is understood as a generating activity of interaction; it promotes the intelligence and singular attitudes, at the same times it is the creator of values

collaboration, tolerant community and shared effort.

Teaching Learning of the English Language.- Any language can be acquired if one develops four basic skills in that language i.e. listening, speaking, reading and writing. Listening and Speaking are interactive processes that directly affect each other. Speaking is an expressive language skill in which the speaker uses verbal symbols to communicative, while listening is a receptive language skill, which involves the interpretation of those symbols into meaning. Writing is also expressive language skill in which the writer uses written symbols to communicate, while reading is a receptive language skill which involves the interpretation of those symbols into meaning.

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Language Learning Strategies

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According to (Cohen, 1996), *language learning strategies* are used with the explicit goal of helping learners improve their knowledge and understanding of a target language.

It is believed that the use of proper language learning strategies is of great help for the learners to improve their language skills.

Metacognitive Strategies are applied to planning, learning, thinking about the learning process, monitoring production and comprehension as well as the evaluation after the completion of an activity.

Social Strategies: According to (Oxford, 2003), social strategies implies asking

questions to get verification, asking clarification of a confusing point, asking for help in doing a language task.

Cognitive Strategies: usually involve the identification, retention, storage, or retrieval of words, phrases, and other elements of the target language (e.g., using prior knowledge to comprehend new language material applying grammar rules to a new context, or classifying vocabulary according to topic).

Affective strategies: serve to regulate learner motivation, emotions, and attitudes (e.g., strategies for reducing anxiety, for self-encouragement, and for self-reward).

METHODOLOGICAL STRATEGIES

Audio Lingual: This method was widely used in the United States. It refers to the memorization of set phrases and over learning. Structural patterns are taught using repetitive drills. There is abundant use of language laboratories, tapes and visual aids. The main activities include reading aloud dialogues, repetitions of model sentences, and drilling. Key structures from the dialogue serve as the basis for pattern drills of different kinds.

Objective: The objective of the audio-lingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns.

STRATEGIES

Dialogue Completion: students fill in the missing parts to check that they understand the target language of the lesson, & then the dialogue is read aloud to each other. If the dialogue is open-ended, the students continue it with their own ideas, hence incorporating a degree of fluency practice at the same time.

Drills: In concordance with (Spratt, 1991), drills promotes the acquisition of the knowledge or skills through repetitive practice. It is used usually at the controlled practice stage of language learning so that students have the opportunity to accurately try out what they have learned. Drills help students to develop quick, automatic responses using a specific formulaic expression or structure, such as a tag ending, verb form or transformation.

Dialogue Memorization: (Wood, 2002), emphasizes the important role of dialogue memorization as a strategy used for helping students to obtain better accuracy, fluency and as a way of learning new vocabulary.

Dictation: According to (Montalvan, 1990), dictation is a valuable language learning device that has been used for centuries. Its advantages are numerous. The most common are that dictation can help students to diagnose and correct grammatical mistakes; it ensures attentive listening and trains students to distinguish sounds, helps learning punctuation and develops aural comprehension.

Benefits of Extensive Listening: (Wendem, 2002)**,** states that " the notion of learner-centred instruction in foreign and second languages grew out of the recognition that language learners are diverse, in their reasons for learning another language, their approach to learning, and their abilities" (p.32). In learner-centered learning, there are no particular restraints on the time or place learning long as it is in english and easy enough for them to comprehend. Because students select their own listening material, they are more involved and more highly motivated. This alone has an enormous potential to expand students' listening skills outside the classroom and to encourage them to take a more active and conscious role in decisions regarding their own educations.

Extensive listening: has an important role in the development of learners' aural comprehension ability, particularly in situations where students need exposure to large amounts of comprehensible input. Besides, the author states that this strategy allows to the students understand how to pronounce certain words, to increase their vocabulary, and that the students feel more comfortable while listening (Wendem, 2002).

Audios: (Wendem, 2002), claims the use of audios could benefit the students to perfect their listening skills, increasing their vocabulary and teaching them the proper pronunciation of words.

Implementing technological Tools: According to (Wang, 2005), schools and teachers need to be aware of implementing technological tools and skills to be able to catch the students' attentions and interest. He also emphasizes that the use

of technology in classroom also makes the lesson efficient, gets the attention of the students and motivates them easily. Also, he manifests that implementing technology in the classrooms helps learners improve listening comprehension and pronunciation skills.

Songs: According to (Schoepp, 2001), teachers should take into consideration that songs can develop language skills, and bring enjoyment and fun into the classroom. He suggests "The enjoyment aspect of learning language through songs is directly related to affective factors". (Schoepp, 2001), adds that songs are one of the strategies that achieve a high affective filter and promote language learning, and can be used to present a topic; practice a language; stimulate discussion of attitude and feelings; provide a comfortable atmosphere and bring variety and fun to learning.

Videos: In concordance with (Martinez A., 2002), video materials help to develop the level of proficiency through different components that the real discourse contains. Furthermore, video materials applied in listening skill, provide real situations, intonation, and real pronunciation and allow students to be exposed to a real context, as (Martinez A. , 2002) reveal.

Technology: has now an important role in teaching because innovative tools and strategies have emerged, offering teachers different video sources to be implemented in EFL classrooms to develop students listening comprehension. However, few investigations have been done to study the video effects on listening comprehension (Ogasawara, 1994).

COMMUNICATIVE APPROACH

Based on the idea that the language learning successfully comes through having to communicate real meaning. When the learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

STRATEGIES

Dialogues: (Wood, 2002), states that dialogues are primarily used to provide speaking practice but can also develop listening. He mentions that the students can use dialogues to introduce and practice a function, structure or vocabulary. It helps students to develop a bank of authentic expressions and vocabulary that they can use immediately.

Debates: In concordance with (Pierce, 1996), this strategy is presented as a valuable learning activity for teaching critical thinking and improving communication skills. Debates can present opportunities for students to engage in using extended chunks of language for a purpose: to defend their opinions.

Role Play: In concordance with (Qing, 2011), role play can be very enjoyable for learners and provide excellent opportunities for using the language in real situations. It also helps learners to develop real life speaking skills, increases learners' motivation and involvement in the learning process.

Pronunciation: According to (Gilbert, 2005), learning pronunciation requires an enormous amount of practice, especially at early stages. He also emphasizes that this strategy is important because will help students recognize phonemes, syllables, word and sentence stress, consonant contrast, specific suggestions about how to produce certain sounds, and gain appropriate understanding of the phonological system of English.

COOPERATIVE LEARNING

Cooperative Learning to promote interaction among students. This will allow the students time for social interaction and enable them to develop confidence in their language skills. Through participation in Cooperative Learning they will have a chance to speak and listen.

STRATEGIES

Games: In concordance with (Deesri, 2005), games are useful strategy because they offer situations that lower' students stress and give students chances to engage in real communication. Also he remarks "games" are good strategies that can be used to present and review new knowledge, vocabulary, and grammar and develop students' learning and practice communication".

LISTENING STRATEGIES

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

by how the listener processes the input.

Is it important to apply listening strategies?

Since listening is one of the most important skills when learning a language, it's vital to look for strategies to implement in the classroom and with the students. According to (Nunan, 1995), listening is assuming greater importance in many foreign language contexts, which have until relatively recently focused their efforts on the development of productive skills (Nunan, 1995).

In the same study, (Nunan, 1995), mentions that listening is vital in the language classroom because:

a) Listening provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.

b) Spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding, access to speakers of the language is essential.

c) Authentic spoken language presents a challenge for the learner to attempt to understand language as native speakers actually do.

d) Listening exercises provide teachers with a means of drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language.

In short and in other words, we could say that listening is essential not only as a receptive skill, but also to the development of spoken language proficiency and

the development of the students as students as well as professionals. Listening facilitates understanding of actions, instructions, activities and problems. That people face daily, everywhere, in organizations, in companies, at home, work and school.

Ideas to improve listening

According to (Baker & Westrup 2000), we as teachers need to do some activities to improve listening, they give us some ideas: We need to do some activities to prepare students before, during and after the listening. Meanwhile we should use the sub-skills of listening predicting, listening for the main idea and listening for specific information. They argue that the most important is to focus student attention on the item they will listen.

They also point out to develop listening for specify information we should ask students to find out information about the number of people involved in the conversation, their relationship, the topic of the story, the place and the time the story or dialogue happens. That's to say listening for specific information means students must learn to ignore the details. To practice this, you can ask the students to listen carefully for the answers to specific questions.

Listening for specific information: listening for specific information is a useful strategy that helps students to find out specific details and key words about the listened text. This strategy helps students to develop a sense of why they listen and which skill to use to listen better.

Checking Answers: (Berman, 2002)**,** thinks that checking answers permits students to verify if they understand the topic or discuss difficulties such as unknown vocabulary in context.

Making Prediction: According to (Berman, 2002)**,** this strategy is significant because it helps students to guess or predict what they didn't hear and to understand the speech that may be too fast and unclear.

Objectives: The purpose of making predictions is to teach students to figure out implied meanings texts in different contexts.

Evaluating Students' Performance: evaluating students' performance is a strategy that helps students to detect whether they have completed the task correctly or verify whether they have problems and difficulties while listening.

Determining Relationship of ideas: According to (Berman, 2002), determining relationship of ideas helps students to figure out the meaning of many words or ideas which the students would not have understood. He also mentions that this strategy helps students check their understanding of message by making connections and inferences and besides, confirm predictions.

Note Taking: According to (Kierra, 1989), note taking facilitates the process of learning and remembering lecture material and also it is beneficial because the notes taken serve as external repository of information that permit later revision, organize the ideas and review to stimulate recall the information heard.

Guessing Vocabulary from the context: guessing vocabulary from context is an important strategy because it helps students analyze the main words of a lecture, pay attention to the repetition key words, use their intuition to make inferences, make predictions and prepare learners before their listening.

Identifying Main Ideas: In concordance with (Berman, 2002), identifying main ideas about listening is vital because it helps students to pick up important information, to know what they are listening, to reflect on their learning and to understand the content. The author mentions that students don't need understand anything else. They just understand the main idea of the conversation.

Objectives: The purpose of this practice is to teach students to explore implied meanings as they take notes on the lecture.

Recognizing word stress: According to (Richards, 1990), strategies for recognizing features such as stress require learners to use bottom up processing to make sense of the stream of the speech they are hearing. This means that their comprehension of the incoming aural data requires that they successfully decode that data; they must use phonological cues to identify the information focus. The author also mentions that one of the most basic features of spoken English is the way intonational cues are used to communicate important information. For example stress patterns help listeners identify words. While a word and sentence stresses are typically taught in the context of pronunciation work, learners become aware of stress features and recognize important information.

SPEAKING STRATEGIES

Speaking learning strategies are behaviors, actions, ways, steps, or specific techniques taken by language learners to enhance speaking ability in order to master and use the language.

Practice Pronunciation: In concordance with (Gilbert, 2005), the aim of this activity is to get the students thinking about how other native speakers pronounce English and helping them to learn how to pronounce certain sounds and intonation patterns so that they can be easily understood others.

Self Correction: (Cook, 1996), considers self-correction is an essential factor during English language process, especially to help students identify their mistakes and help them correct their pronunciation errors. Also, this strategy helps them to become independent of the teacher and more aware of their own learning needs.

Literal Translation: From the point of view of (Malmkjaer, 1998), literal translation is not significantly because students translate words and grammatical structures in a literal way without taking into account the context.

Asking for Clarification: In concordance with (Alan, 2005), states that this strategy let students checking the information and making sure if they understood the conversation patterns.

Paraphrasing: According to (Cook, 1996), this strategy helps students to define a term using their own words. Besides, she mentions that it lets them assess the accuracy of students' perceptions of the definition.

Here are a few techniques you can use to help you paraphrase well.

✓ Use synonyms for the key words in a sentence.

✓ Change the form of the keys words in a sentence (change nouns to verbs, verbs to adjectives, adjectives to nouns, and so on).

✓ Change the structure of a sentence (change the organization of the clauses).

✓ Change the voice of a sentence (from active to passive, or passive to active).

Usually, you have to use more than one of these techniques to paraphrase well. According to (Cook, 1996), this strategy helps students to define a term using their own words. Besides, she mentions that it lets them assess the accuracy of students' perceptions of the definition.

LISTENING AND SPEAKING SKILLS

Definition: Listening is the ability to hear attentively and to understand what others are saying. When we define listening it is necessary to consider listening components such as: understanding of the accent; the way words are pronounced; grammar rules; and learning vocabulary which helps us to understand the whole meaning of what the emitter is saying in context.

Ideas to improve listening

According to (Westrup, 2000), we as teachers need to do some activities to improve listening, they give us some ideas: We need to do some activities to prepare students before, during and after the listening. Meanwhile we should use the subskills of listening predicting, listening for the main idea and listening for specific information. They argue that the must important is to focus student attention on the item they will listen.

They also point out that to develop listening for general information we should ask students to find out information about the number of people involved in the conversation, their relationship, the topic of the story, the place and the time the story or dialogue happens. That's to say listening for specific information means students must learn to ignore the details. To practice this, you can ask the students to listen carefully for the answers to specific questions.

How to teach listening?

This chapter is intended to help you understand how to teach listening and how to carry out various listening activities.

Following are tips and advice for helping you develop listening activities and tasks:

- **Help don´t test:** There is a difference between helping learners to develop listening skills and testing their listening ability (their ability to understand what

they hear). The purposes of listening task should not be primarily to test the learners or to set traps for the learners to fall into. Learners need to reduce their fear of not being able to understand a listening task. To help learners feel more confident about the listening tasks on hand, keep in mind the following.

- **Select appropriate Material:** There are many listening materials available for creating listening tasks. It is important to understand the difference between authentic listening materials and materials that are specially prepared for the language learner. Authentic materials are more challenging. They required special attention and the development of well-prepared tasks in order to be successful.

However, the aim of listening tasks should be to prepare students interaction in the real world, not in the classroom. Students learn to communicative and participate in the real world, not in the classroom. An example of a task using authentic material is showing a short news broadcast from a TV program (this provides visual clues to the meaning.

- **Have a listening a purpose:** Students need to reasons for listening. It's not motivating to be confronted by a text without something specifies to focus on. Listening a foreign language is daunting enough; often learners try to understand every word, which usually means they don't achieve a global understanding. They don't realize what is unimportant and what is important. To avoid this, always give students specific reasons for listening and specific information to listening for.

Preparing a listening task

To prepare listening tasks, answer the following questions:

- What is the purpose of the task?

- What listening skills will be practiced?

- Is the task suitable for the learners level?

- What language do students need in order to do the tasks (key vocabulary)?

- How can I create interests in the listening text

When a creating a listening tasks, it is important that listening skills are being practiced or tested, no other language skills or aspects like cultural knowledge. However what students have learned from a listening task can form the basis for the practice of another skill, such as role playing.

Remember that the main function of a listening task should be to help learners gain confidence in their listening ability and to build strategies that help learners make sense of what they hear. The success of a listening task also depends on your attitude. Be positive towards the learners' attempts to carry out the task. Make sure your tasks are clear, focused, and not too difficult.

The following tasks are designed to help you when creating a listening skills lesson. They highlight two important points: stating the activities and clarifying the purposes of the stages.

LISTENING SKILLS

Listening for a Speaker's Main Points

To understand the main points of a lecture, you can do the following:

- Listen carefully right at the beginning of a lecture because main points are often stated first. Don't wait to focus your attention.

- Listen for ideas that are repeated throughout the lecture.

- Listen for information about points that the professor has written on the board.

- Listen at the end of the lecture for concluding comments.

If you understand the professor's main points, it will help you understand the lecture details, take notes efficiently, and hear vocabulary words that are related to the topic.

Listening for Supporting Details.

In most lectures, professors will state a main point and follow it with supporting details. Supporting details can be examples, explanations, elaborations, reasons, solutions, opinions, or exceptions. Most often supporting details simply follow the main point, without any key words to indicate that they are details.

Sometimes key words are used to show that the speaker has moved from a main point to a supporting detail.

Type of Detail	Sometimes Introduced by these expressions
examples	for example, for instance, such as
explanations	this means that, that is, in other words
elaborations	in addition, moreover, furthermore, also.
reasons	because, in order to, as a result, therefore.
solutions	one solution/approach/idea/answer
opinions	in his/her opinion, from his/her point of view
exceptions	except for, apart from, other than.

Supporting details provide essential information that will help you understand the main point more fully.

Organizational Structure

What are patterns of organizational? You may be familiar with some of them already. Typical patterns of text organization are description, definition, process, cause-effect. advantage- disadvantage, problem-solution, and compare- contrast. These patterns are closely linked to an author's purpose.

Patterns of Organization	Author's Purpose
Description text	Describe someone or something
Definition text	Define a term and give an example
Process text	Explain how to do something
Cause-effect text	Explain what caused something
Advantages-disadvantages text	List the strengths and weaknesses of something.
Problem-solution text	Describe a problem and explain a solution.
Compare and/or contrast text	Show similarities or differences between two or more items.

Organizing Information

Organizing information can help you in a number of ways. It can help you

- See the relationships between / among ideas

- Reduce large amounts of information into smaller chunks

- Remember the information

- Prepare to present information

Organizational Tools

When you organize information, you can use a variety of tools to help you. You can use these three common tools.

- Graphic organizers

- Charts

- Outlines.

Recognizing Speech Markers

Effective speakers use speech markers to show clear relationship between their ideas. Selecting appropriate speech markers creates coherence and cohesion because the markers show how pieces of information are related. This helps the listener understand how content is organized. If you learn to listen for these speech markers, you will more easily understand what you are hearing. Professors may use speech markers when they

- ➢ **Begin a lecture:** today we will talk about ……. Let's discuss…….. We will begin by……… Let's get started…..

- ➢ **List points**: First…. Second……Third……Next……. Finally…… Another point…….Also……As well …….

- ➢ **Give an example**: For example…… such as…… to demonstrate…….

- ➢ **Change the topic**: Now let's turn to another matter (issue, problem)…..However, we must also consider….. Here's another problem to think about ……..

- ➢ **End a lecture**: To summarize (In summary) to conclude (In conclusion) We are almost out of time for today…. To wrap up…. To finish off…..

Making Inferences about a Speaker's Intonation

Although this may seem obvious, when your instructors lecture, they have a reason for saying everything they say. Every piece of information they tell you is provide for a purpose. However, this purpose or intention may not be obvious to you, and the instructors may not make these intentions explicit. Sometimes, you may need to figure out –or infer the intention of the lecturer so you can understand the lecture better. You may need to answer the question, "Why did he/she say that?"

For example, you instructor may summarize information at the end of the lecture, if you didn't hear or understand the key phrase, "Let's review these points", you may wonder why the instructor is repeating the same information. However, if you realize that:

✓ It is almost the end of the lecture,

✓ Often instructors summarize the main points at the end of a lecture, if they have time,

✓ Repetition of main ideas helps students remember them.

Then you will be able to infer that the instructor is summarizing the main points at the end of the lecture for your benefit. (in this case, you should listen carefully and take point- form notes so that you will be able to confirm each of the main ideas in the lecture).

It is possible to make inferences based on the information contained in a sentence or two micro level inferences. It is also possible to make inferences based on information contained in a paragraph or a whole story – macro-level inferences.

Examples of micro-level inferences include figuring out if the speaker is:

- Providing examples of a main point
- Showing contrasts to the main point
- Explaining a main point in more detail
- Creating a mental image for the listener
- Providing a simplified image of a complex idea

Examples of macro-level inferences include figuring out fit:

- A statement introduces the topic or organization of the lecture

- A statement is true based on information given in a lecture.

- There is a logical link between two or more points

- One event was before or after another event

- A story has a moral.

Teaching Activities

Predicting through vocabulary: Give students a list of key vocabulary items and ask them to predict or guess what dialogue is about. It helps students when they are listening.

Listening for specific information: Students have to listen to a record, conversation and so forth, and they have to check the statements true or false.

Putting items in the right order: Students have to listen to the track and then number the items, statements in the right order.

True false statements: The same as the before task learners have to listen and after circle if the sentences are true or false.

Opened Ended Questions: Students have to answer with short answer to informative or yes-no questions.

Multiple choice questions: Students have to choose the best answer among some answers. They have to circle or underline it.

Note taking: As the students listen they have to write down details about the topic given.

<u>Suggestions for Improving Active Listening Skills</u>

Make Eye Contact: Lack of eye contact may be interpreted as disinterest or disapproval. Making eye contact with the speaker focuses attention, reduces the chance of distraction, and is encouraging to the speaker.

Exhibit Affirmative Nods and Appropriate Facial Expressions: The effective listener shows signs of being interested in what is said through nonverbal signs. Together with good eye contact, non-verbal expressions convey active listening.

Avoid Distracting Actions or Gestures: Do not look at other people, play with pens or pencils, shuffle papers, or the like. These activities make the speaker feel like the listener is not interested in what is being said.

Ask Questions: Questioning helps ensure clarification of what the speaker is saying, facilitates understanding, and lets the speaker know that the listener is engaged.

Paraphrase: Paraphrasing means restating what the individual has said in different words. This technique allows the listener to verify that the message was received correctly.

Avoid Interrupting the Speaker: Allow the speaker to complete his or her thought before responding, and do not anticipate what he/she will say.

Do Not Talk Too Much: Talking is easier than listening intently to someone else. An active listener recognizes that it is impossible to talk and listen acutely at the same time (Harryman, 1996).

SPEAKING SKILL

Definition: Speaking is a productive skill. It involves using speech to communicative other people the message.

a)   Sub-skills

Among speaking skills we have:

1. **Appropiacy:** The style of the language in a particular situation. It can be formal or informal.
2. **Intonation:** It is the movement of the level of the voice.
3. **Accuracy:** Is the correct use of grammar, vocabulary and pronunciation while speaking.

Expressing and Supporting Opinions

At the university level, you will often have to participate in discussions in which will need to express your opinions about an issue. When your express your

opinions, it is important to support them with details and evidence. Strong support will help people believe your opinion.

Strong support of your opinions should include facts, such as statics and research results. It should also include explanations and reasons that are clear, logical, and based on facts. In expressing your opinions, you should use words that show a strong level of certainly.

In contrast, you should avoid support that includes facts people can't check easily and opinions of people who are not experts in the area you are discussing.

Using Intonation

Intonation is the way in which the level of your voice changes to add meaning a sentence. The end of a thought group can be indicated by a pause, but also by a rising-failing intonation pattern. This rising falling intonation pattern is often used when the speaker is speaking quickly and does not have time to pause between thought groups. Intonation is usually marked by a line that rises or lowers (like the speaker's voice) just above the words in a though group.

English speakers tend to raise their intonation on the stressed syllable of the last content word (noun, verb, adjective, adverb, and wh-question words).

Taking into Account Audience Needs

When you are asked to give a presentation, you may be very nervous. You may be

so nervous that you give your presentation and sit down as quickly as possible. While it is normal to be nervous, you must realize that you have a primary purpose for giving your presentation (to inform, to persuade, or to entertain), and your audience has specific needs. The planning of every excellent presentation begins with a careful consideration of your purpose and the audience's needs.

An audience looks for most of the following things from a presenter:

- ❖ An entertaining or dramatic beginning

- ❖ Understandable content

- ❖ Definitions of key vocabulary

- ❖ A presentation outline

- ❖ Clear explanations of basic concepts

- ❖ Content geared to the audience's level of understanding

- ❖ A clear voice (loud enough and with clear pronunciation)

- ❖ Interesting content

- ❖ Visual support to help the audience understand the content

- ❖ A definite ending

- ❖ Recognition from the presenter.

Recognizing a Speaker's Purpose

A speaker's purpose is often called a speaker's intent, and it is the same as a writer's purpose: It is the reason why a speaker talks. Generally, a speaker has the same range of primary purposes that a writer does.

Speaker's primary purpose	Characteristics of a text spoken for that purpose.
Inform the listener	Based on facts
Persuade the listener	Opinions, strong statements (it is imperative, it is essential), modal verbs (we should, must, could)
Entertain the listener	Informal or colloquial style, high interest , content may be humorous.

<u>Teaching Activities</u>

Making Corrections when eliciting responses: When you elicit responses from students you should correct the mistakes but not being too rigid. It is better to correct errors after the student has finished talking.

Restricted oral Practice: Give students a topic to speak and also give them time.

Repetition: Give students a sentence and make them to repeat it.

Echo Questions: Give students sentences in order they change them into questions.

Questions and Answers: Give students some questions and they have to answer them changing the answers.

Simple Substitution: Give a model of Questions to students and they have to substitute a word from it. It can be done using a four line dialogue.

Chaining: It is a good activity to practice pronunciation and length of the words. Students are given a sentence and they have to tell the teachers sentence and add their own one.

Games: Give students a speaking game that let them practice speaking. There are varieties of games to develop all the four skills.

Role plays: Give students a model of conversations where they can switch roles and practice it. You can ask students to tell it in front of the class.

BETTER SPEAKING ENGLISH SKILLS

Improving your English speaking skills will help you communicate more easily and effectively. But how do you become a more confident English speaker?

Practice where you can, when you can: Any practice is good – whether you speak to someone who is a native English speaker or not.

It's important to build your confidence. If possible, use simple English sentence structure that you know is correct, so that you can concentrate on getting your message across.

Try to experiment with the English you know. Use words and phrases you know in new situations. Native English speakers are more likely to correct you if you use the wrong **word** than if you use the wrong **grammar**. Experimenting with vocabulary is a really good way of getting feedback.

Try to respond to what people say to you. You can often get clues to what people think by looking at their body language. Respond to them in a natural way.

Try not to translate into and from your own language. This takes too much time and will make you more hesitant.

If you forget a word, do what native English speakers do all the time, and say things that 'fill' the conversation. This is better than keeping completely silent. Try using **um**, or **er**, if you forget the word.

Don't speak too fast! It's important to use a natural rhythm when speaking English, but if you speak too fast it will be difficult for people to understand you.

Try to relax when you speak – you'll find your mouth does most of the pronunciation work for you. When you speak English at normal speed, you'll discover that many of the pronunciation skills, such as linking between words, will happen automatically.

How to Develop Good Communication Skills: The ability to communicate effectively is important in relationships, education and work. Here are some steps and tips to help you develop good communication skills.

Method 1 of 3: Understanding the Basics of Communication Skills

1. **Know what communication really is.** <u>Communication</u> is the process of transferring signals/messages between a sender and a receiver through

various methods (written words, nonverbal cues, spoken words). It is also the mechanism we use to establish and modify relationships.

2. **Have courage to say what you think.** <u>Be confident</u> in knowing that you can make worthwhile contributions to conversation. Take time each day to be aware of your opinions and feelings so you can adequately convey them to others. Individuals who are hesitant to speak because they do not feel their input would be worthwhile need not fear. What is important or worthwhile to one person may not be to another and may be more so to someone else.

3. **Practice.** Developing advanced communication skills begins with simple interactions. Communication skills can be practiced every day in settings that range from the social to the professional. New skills take time to refine, but each time you use your communication skills, you open yourself to opportunities and future partnerships.

Method 2 of 4: Engage Your Audience

1. **Make eye contact**. Whether you are speaking or listening, looking into the eyes of the person with whom you are conversing can make the interaction more successful. Eye contact conveys interest and encourages your partner to be interested in you in return.

2. **Use gestures.** These include gestures with your hands and face. Make your whole body talk. Use smaller gestures for individuals and small groups. The

gestures should get larger as the group that one is addressing increases in size.

3. **Manifest constructive attitudes and beliefs.** The attitudes you bring to communication will have a huge impact on the way you compose yourself and interact with others. Choose to be <u>honest</u>, <u>patient</u>, <u>optimistic</u>, <u>sincere</u>, respectful, and accepting of others. Be sensitive to other people's feeling<u>s</u>, and believe in others' competence.

4. **Develop effective listening skills:** Not only should one be able to speak effectively; one must listen to the other person's words and engage in communication on what the other person is speaking about. Avoid the impulse to listen only for the end of their sentence so that you can blurt out the ideas or memories your mind while the other person is speaking.

Method 3 of 3: Use Your Words

1. **Enunciate your words.** Speak clearly and don't mumble. If people are always asking you to repeat yourself, try to do a better job of articulating yourself in a better manner.

2. **Pronounce your words correctly.** People will judge your competency through your vocabulary. If you aren't sure of how to say a word, don't use it.

3. **Slow your speech down.** People will perceive you as nervous and unsure of yourself if you talk fast. However, be careful not to slow down to the point where people begin to finish your sentences just to help you finish.

HOW DO WE GIVE A FEEDBACK?

Giving feedback is giving information to learners about their learning. In concordance with (Spratt M. , 2005), feedback can focus on learners' language or skills, the ideas in their work, their behavior, their attitude to learning or their progress. Sometimes we give feedback to the whole class, at other times we give feedback to small groups or individual learners. The purposes of feedback are to motivate learners and to help them understand what their problems are and how they can improve.

MOTIVATION

Motivating Students: According to (Harmer, 2001), **"**motivation plays an important role in the learning of a second language and it is composed of three elements: **effort, desire and effect".** The author thinks that effort is necessary to decide when to study the language; that desire helps the learner to become proficient in the language; and, effect illustrates the learner's emotional reactions with relation to language study.

Many factors influence our motivation to learn a language. These factors include:

- The usefulness to us of knowing the language well. e.g. for finding jobs, getting on to courses of study, getting good marks from teacher.

- Our interest in the **target language culture** (the culture of the language we are learning).

- Feeling good about learning the language: success, **self confidence** (feeling that we can do things successfully), **learner autonomy/independence** (feeling responsible for and in control of our own learning).

- Encouragement and support from others, e.g. teachers, parents, classmates, school, society.

- Our interest in the learning process: in the interest and relevance to us of the course content, classroom activities, the teacher's personality, teaching methods.

WHAT ARE ASSESMENT TYPES AND TASKS?

In concordance with (Spratt M. ,2005), assessment means judging learners' performance by collecting information about it. We assess learners for different reasons, using different kinds of tests to do so. Assessment tasks are the methods we use for assessing learners. We can assess learners informally or formally.

Informal assessment is when observe learners to see how well they are doing something and then give them comments on their performance.

Formal assessment is when we asses learners through tests or exams and give their work a mark or a grade.

<u>Activities to Promote Speaking</u>

Puppets: using puppets help students to interact each other as (Prate, M. 1999), believe, puppets can be used to teach the language functions and the social skills of greeting, responding to conversation and initiating conversion. Using puppets in the classroom is one of the ways to encourage students to learn English.

Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups.

Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and (Harmer, 1984)

Simulations

On the other hand, stimulations fulfill the requirements of interactive method of teaching where they hear and use the target language in order to get more specific

information on the plot of the story and reproduce it effectively to his /her partner. Also stimulations keep students highly motivated, giving them a chance to be involved in creative language use, to be exposed to the language as a system, and to develop strategies that will be of importance in their learning processes.

Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what

type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls

playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

<h3 style="text-align:center"><u>**Activities to Promote Listening**</u></h3>

Songs: According (Schoepp, 2001), adds that songs are one of the strategies that achieve a high affective filter and promote language learning, and can be used to present a topic; practice a language; stimulate discussion of attitude and feelings; provide a comfortable atmosphere and bring variety and fun to learning.

Drama: According to (Rost M., 1991) drama permits teachers to match structures and functions when they teach grammar, for example. Dramatic activities are believed to vital and effective tool when teaching second language communication and phonology. Drama can stimulate the imagination and motivate the student to use and experiment with the language they have already learned. Activities based on drama are helpful because they increase students' motivation, raise their self esteem, and make feel integrated.

Dialogue can be considered one of the most important activities in practice listening It is an active way to practice listening because during this activity the listener has to listen carefully to what speaker is saying so that he/she can respond to what he/she hears.

Listen to Radio: Radio is a medium that permits us to listen news, dramas, advertisements, sports, music etc. When we listen to the radio we have to double

our attention because in case we do not understand what is said, there in not a second chance for repetition. The teacher can plan a lesson based on a radio program that will broadcasted during class time.

Watching Films: Watching films is a demanding yet interesting listening activity. In any listening activity teacher considers student's level and this aspect may bring success to the ELT class. Moreover student is able to understand most of the details in the film given that he/she can hear what a character is saying and see how the character express him / herself.

Listening on the Telephone: The telephone is an effective tool for practicing listening. It requires more effort on the part of the listener because there is no face to face communication

e.   MATERIALS AND METHODS

DESIGN OF THE RESEARCH:

The present research work, was based on the theoretical- empirical study which helped the researcher analyze **The Methodological Strategies that teachers apply promote the development of Listening and Speaking English Skills with the students of 1ˢᵗ and 2ⁿᵈ Years of   Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013 METHODS**

In the research project, the researcher used the Scientific Method, because this method helped the researcher discover the causes and effects among facts, variables and components of the study object.

The **Analytic-Synthetic Method** was used to analyze the obtained results through the research instruments and to make the interpretation of the data including a critical analysis. It also was used to establish the conclusions based on the results of major tendency.

The **Descriptive Method** was used to describe the social factors in which were involved the teachers and students in the researched institution; it also helped the researcher to describe if the teachers apply **the Methodological Strategies and the improvement of Listening and Speaking English Skills.**

Explicative Method was also used in the explanation of the logical implications of the variables of every hypothesis, in this way, we were able to prove or disprove them, according to the obtained results contrasted with the theoretical referents.

Statistics Method the researcher used the statistics method which served to represent the data in tables and graphs to achieve a better comprehension of the information.

TECHNIQUES AND INSTRUMENTS

The survey was applied as a technique to collect the data.

The survey: The survey technique was used to collect the information from teachers and students of the english language subject, to obtain information about **The Methodological Strategies that teachers apply to promote the development of Listening and Speaking English Skills** which gave the researcher the guidelines for the development of the research work.

PROCEDURES:

Tabulation: The descriptive statistics was applied to classify the closed and open-ended questions, in order to facilitate the interpretation and the verification of the hypotheses.

Organization of the empirical information: It was made according to the specific hypothesis that guided the classification of the questions.

Description: The description was done in order to represent in statistics tables the frequency and percentage of the obtained indicators in the applied instruments.

Graphic Representation: After describing the data, the researcher made the graphic representation in order to facilitate the interpretation and analysis of each question.

Interpretation and Analysis: The percentages results represented in the tables, permitted the interpretation of data and afterwards the results were logically analyzed together with the variables of hypotheses.

Hypotheses and Verification: These were demonstrated through a deductive hypothetical process, which final results are expressed in a descriptive way.

Formulation of conclusions and elaboration of the report: these were based on the analysis of the results in order to provide some recommendations to the authorities of the researched institution and also to the teachers in order to contribute with the solution of the problem.

POPULATION

The population was constituted by 327 students of 1st and 2nd years of Bachillerato due to it is considered as a big population, it was necessary to take a sample of students. Therefore, the research work was carried out with a sample of 147 students.

Regards the teachers´ population it was necessary to work with all of them, because it is a small population who are 5 in total.

STUDENTS´ SAMPLE AT "EMILIANO ORTEGA ESPINOZA" HIGH SCHOOL. MORNING SECTION. ACADEMIC PERIOD 2012-2013

PARALLELS	POPULLATION	SAMPLE
Students of 8th Year of Bachillerato Parallel "A"	40	18
Students of 8th Year of Bachillerato Parallel "B"	42	19
Students of 8th Year of Bachillerato Parallel "C"	40	18
Students of 8th Year of Bachillerato Parallel "D"	39	17
Students of 9th Year of Bachillerato Parallel "A"	42	19
Students of 9th Year of Bachillerato Parallel "B"	42	19
Students of 9th Year of Bachillerato Parallel "C"	42	19
Students of 9th Year of Bachillerato Parallel "D"	40	18
TOTAL	**Students**	147
	Teachers	5

f. RESULTS

TEACHER AND STUDENTS' SURVEY

HYPOTHESES N° ONE

The methodological strategies that teachers apply promote the development of Listening and Speaking English Skills with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013

1. Methodological Strategies applied by teachers to promote the improvement of Listening Skills.

a. Chart 1

Methodological Strategies to promote the Listening Skill	TEACHERS		STUDENTS	
Indicator	f	%	f	%
Completing Dialogues	4	80	103	70
Didaction	2	40	58	39
Drills	2	80	30	20
Songs	1	20	28	19
Videos	1	20	20	14
Audios Recordings	3	60	60	41
Movies	1	20	15	10
Extensive Repetition	2	40	38	26
Dialogue Memorization	4	80	65	44

Source: Teachers and students' survey
Author: Verónica Vanessa Quizhpe Vire

b. Graph 1

Methodological Strategies to promote the listening skill
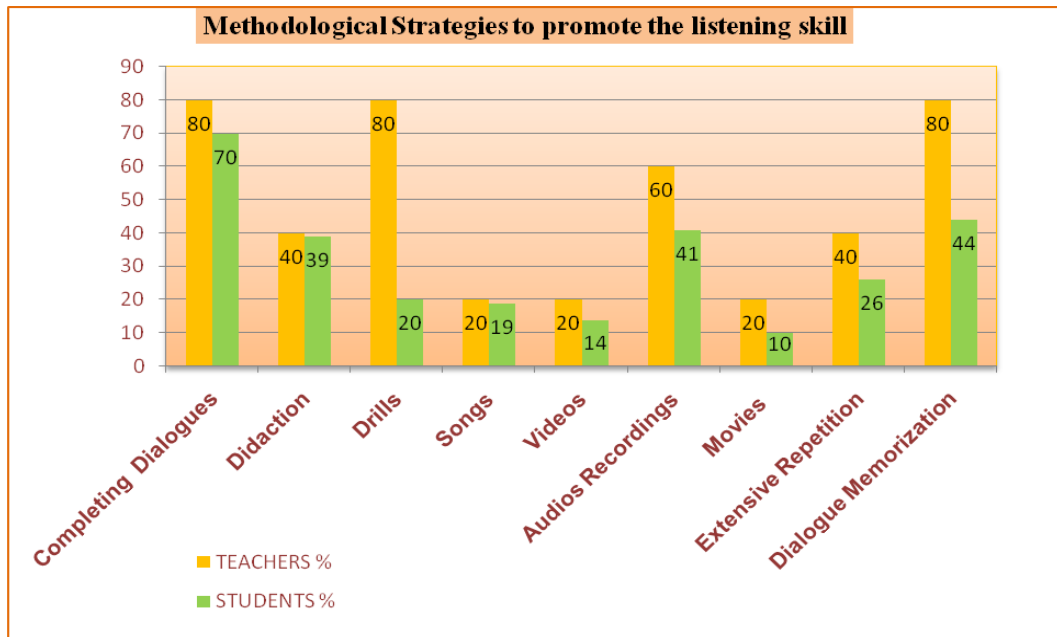
TEACHERS %
STUDENTS %

c. Logical Analysis:

In this chart, most of the teachers and students manifest that they take into account the strategy about Completing Dialogues which is really important to promote the development of the listening skill. According to the theoretical research carried out, "Completing Dialogues" plays an important role in the improvement of the "listening skill" because it allows students to hear a phrase and insert it into the text and understands the target language of the lesson. On the other hand, most teachers say that they develop "Drills" as a strategy to improve the listening skill. While, only a few students manifest the same. According to (Spratt, 1991), Drills are usually used at the controlled practice stage of language learning so that, the students have the opportunity to practice what they have learned. He also emphasizes that this strategy helps students to develop quick and automatic responses using a specific expression or structure. Moreover, most of teachers use dialogue memorization as a strategy to help students develop the listening skill.

Meanwhile, some students manifest that this strategy is used so much. (Wood, 2002), emphasizes the important role of dialogue memorization as a strategy used for helping students to obtain better accuracy and fluency and as a way of learning new vocabulary. From the interview survey, many teachers say that they employ audios to improve the listening skill and some students state a close agreement with their teachers. According to the theoretical research carried out, the use of audios could benefit the students to perfect their listening skills, increasing their vocabulary and teaching them the proper pronunciation of words. Some teachers and students claim that "dictation" is important to improve the listening skill. In accordance with (Montalvan, 1990), dictation is a strategy used to know the amount of ability that the student has to recognize and identify the spoken language. Besides, this strategy is useful to reinforce punctuation and grammar. On the other hand, a few teachers and students indicate that they use extensive repetition as a strategy to improve the listening skill. In concordance with (Wendem, 2002), this strategy allows to the students understand how to pronounce certain words, to increase their vocabulary, and that the students feel more comfortable while listening. Finally, a few teachers as well as a few students manifest that they use songs, videos, and movies to promote the development of listening. According to (Wang, 2005), schools and teachers need to be aware of implementing technological tools and skills to be able to catch the students' attention and interest. He also emphasizes that the use of technology in classroom also makes the lesson efficient, gets the attention of the students and motivates them easily. Also, he manifests that implementing technology in the classrooms helps learners improve listening comprehension and pronunciation skills.

2. **Methodological Strategies used by teachers to improve Speaking Skill.**

a. **Chart 2**

Methodological Strategies used to improve the Speaking Skill	TEACHERS		STUDENTS	
Indicator	f	%	f	%
Debates	2	40	30	20
Dialogues	5	100	115	78
Pronunciation	5	100	70	48
Games	2	40	25	17
Role Play	3	60	40	27

Source: Teachers and students' survey
Author: Verónica Vanessa Quizhpe Vire

b. **Graph 2**
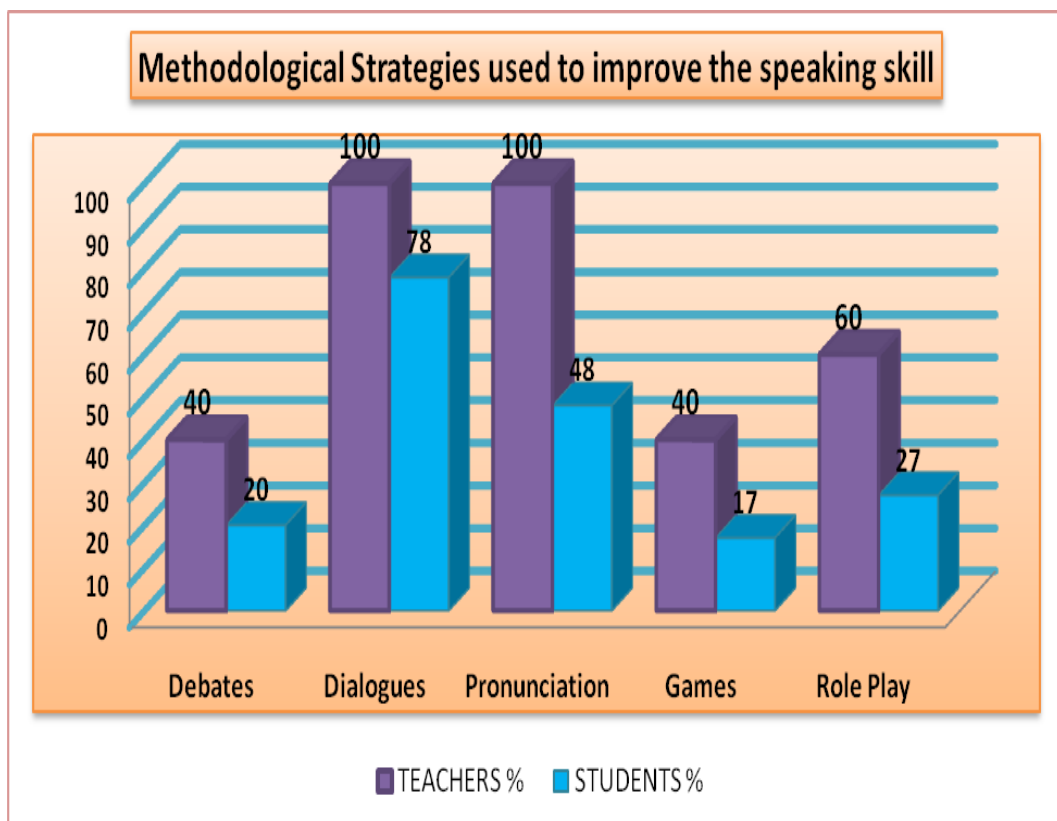
c. Logical Analysis:

As the graphic above shows, all teachers claim that they use dialogues to help their students to practice speaking skill and many students also show a close agreement with their teachers. (Wood, 2002), states that dialogues are primarily used to provide speaking practice, but they can also contribute to the listening practice. He mentions that the students can use dialogues to introduce and practice a function, structure or vocabulary. It helps students to develop a bank of authentic expressions and vocabulary that they can use immediately. From the survey data, all teachers apply pronunciation as a strategy to help their students improve the speaking skill. Meanwhile, only some students say that pronunciation is normally practiced. According to (Gilbert, 2005), learning pronunciation requires an enormous amount of practice, especially at early stages. He also emphasizes that this strategy is important because it helps students recognize phonemes, syllables, word and sentence stress, consonant contrast, specific suggestions about how to produce certain sounds, and gain appropriate understanding of the phonological system of english. On the other hand, many teachers manifest that they employ the strategy of role play in order to give students the opportunity to interact with other students in certain roles. Meanwhile, only a few students state that this activity is not applied often in classes. In concordance with (Ding, 2009), "role play" can be very enjoyable for learners and provide excellent opportunities for using the language in real situations. It also helps learners to develop real life speaking skills, increases learners' motivation and involvement in the learning process. Furthermore, some teachers say that they employ games to make students practice speaking;

meanwhile, only a few students state that this strategy is not taking into account to improve their speaking. According to (Deesri, 2005), "games" are useful strategies because they offer situations that lower students' stress and give students chances to get engaged in real communication. Also, he remarks "games" are good strategies that can be used to present and review new knowledge, vocabulary, grammar, develop students' learning and practice communication. Finally, according the gathered information, some teachers use debates as an activity to improve the speaking skill. Meanwhile, a few students say that this strategy is not used as much. In concordance with (Pierce, 1996), debate is presented as a valuable learning activity for teaching critical thinking and improving communication skills. Debates can present opportunities for students to get engaged in using extended chunks of language to defend their opinions.

3. Purpose for applying Methodological Strategies?

a. Chart 3

Purpose for applying Methodological Strategies	TEACHERS	
Indicator	f	%
Motivating Students	5	100
Giving Feedback	4	80
Selecting Autentic Activities	4	80

Source: Teachers' survey
Author: Verónica Vanessa Quizhpe Vire

b.   Graph 3

Purpose of applying Methodological Strategies
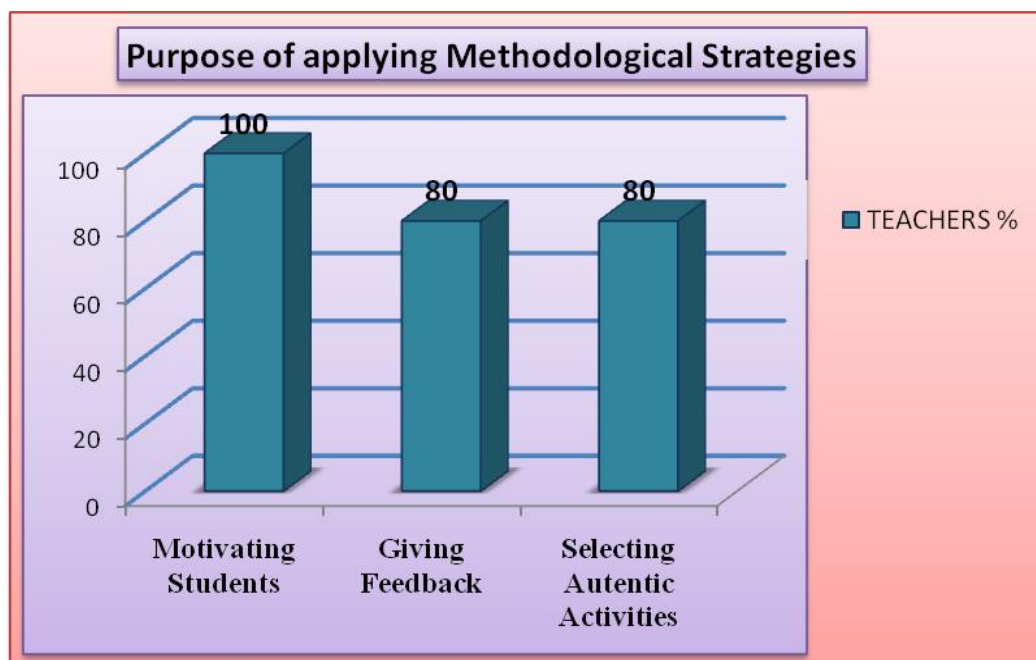
c.   Logical Analysis:

According to the obtained results, all teachers say that the purpose of applying Methodological Strategies is to motivate their students to improve the listening and speaking english skills. According to (Harmer, 2001), "motivation" plays an important role in the learning of a second language and it is composed of three elements: "**effort, desire and effect".** The author thinks that effort is necessary to decide when to study the language; that desire helps the learner to become proficient in the language; and, effect illustrates the learner's emotional reactions with relation to language study. On the other hand, most teachers manifest that the purpose of applying methodological strategies is giving students feedback. According to (Spratt M. , 2005), giving feedback allows teachers to notice what learners are having problems with the new language and tell them what is good,

what they are doing well and what they need to do to improve their skills. This is particularly important for weaker or less confident learners. Finally, most teachers state that the purpose of applying methodological strategies is selecting authentic activities to promote the development of listening and speaking skills. (Martinez, 2002), ensures that the use of authentic materials gives the students the opportunity to practice english, helps students gain confidence in their english ability and makes the learning more enjoyable.

3. How do you qualify the activities that your English Teacher uses for Listening and Speaking Skills?

a.   Chart 3

Description of activities used for Listening and Speaking	STUDENTS	
Indicator	f	%
Interesting	36	24
Boring	66	45
Useful	31	21
Not very Interesting	75	51
Adequate	25	17
Ambiguous	45	31

Source: Students' survey
Author: Verónica Vanessa Quizhpe Vire

b.   Graph 3

Description of activities used for listening and speaking
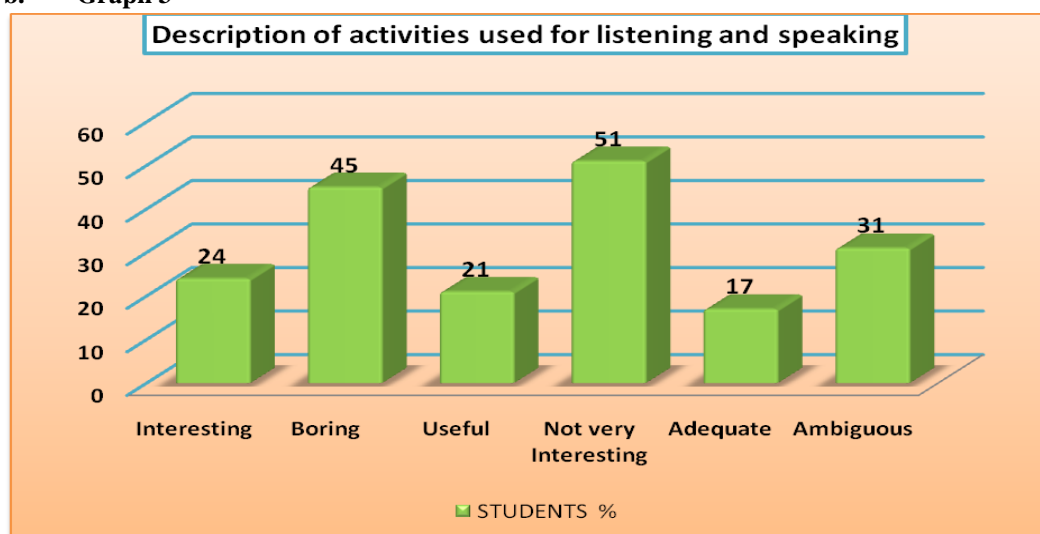
STUDENTS %

c.   Logical Analysis:

According to the students' results, some of them mention that the activities that teachers use in the classroom are not very interesting and as a result, they get bored. According to (Wang, 2005), the activities used by teachers must be fun and relevant and engaging for learners. It goes beyond commonly taught aspects such as talks, presentations, discussion to help improve all aspects of everyday communication at school and in daily life. On the other hand, some students state that the activities that teachers apply are ambiguous, which do not contribute to the improvement of listening and speaking english skills. According to (Martinez, 2002) , one of the most important elements to develop the listening and speaking skills is the use of authentic activities which will provide the students with the opportunity to reflect on their learning and provide high quality learning outcomes. This way, students feel motivated to learn a new language. Finally, a few students manifest that the activities used by teachers are interesting, useful and adequate. According to the theory, significantly activities help students to practice their language and communication skills and catch the students' attention and interest.

HYPOTHESES N° TWO

The low level of Listening and Speaking English Skills depend on the absence of Methodological Strategies that teachers apply with the students of 1st and 2nd Years of   Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013

4. How often do you use Methodological Strategies to improve Listening and Speaking Skills?

a. **Chart 4**

Frequency in the use of Methodological Strategies to Improve Listening/Speaking	TEACHERS		STUDENTS	
Indicator	f	%	f	%
Always	5	100	20	14
Sometimes	0	0	25	17
Hardly Ever	0	0	45	31
Rarely	0	0	30	20
Never	0	0	27	18

Source: Teachers and students' survey
Author: Verónica Vanessa Quizhpe Vire

b. **Graph 4**
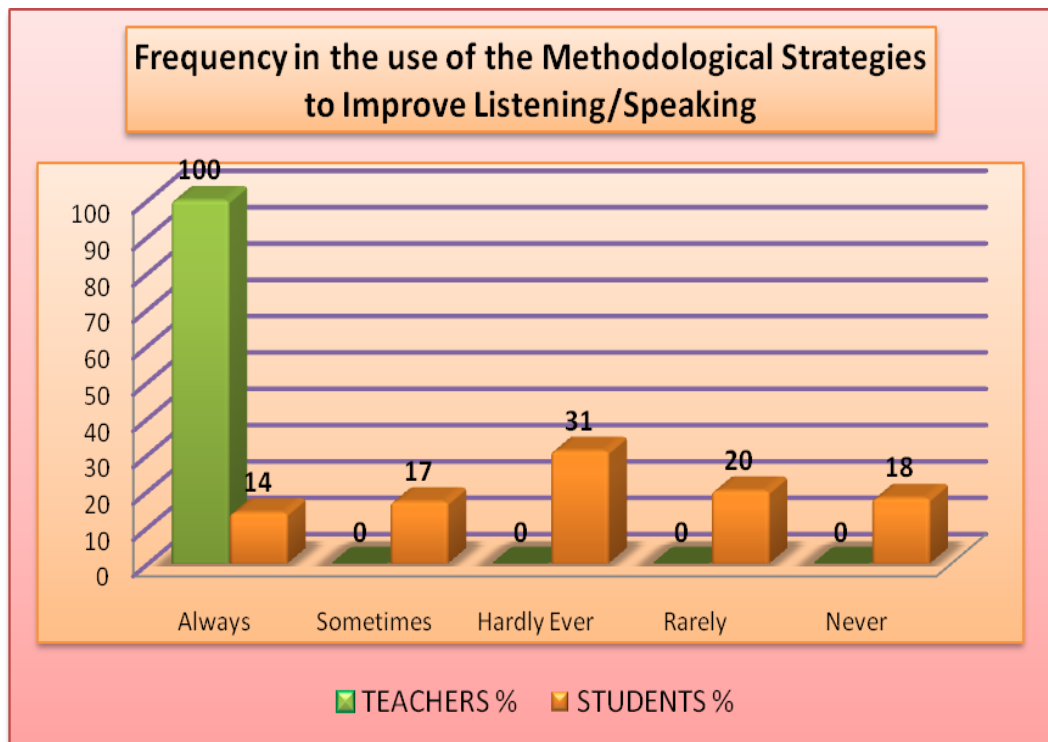
c.   Logical Analysis:

According to the graphic above, all the teachers manifest that they always use Methodological Strategies to improve the listening and speaking english skills. While, only a few students agree with the teachers; some students state that their teachers sometimes use methodological strategies for developing listening and speaking; a few students claim that teachers hardly ever employ activities to develop the mentioned skills; only a few students say that teachers rarely use activities to work the cited skills; and still, a few students answer that their teachers never use activities for this purpose. According to the theoretical research carried out, it is very important that teachers always develop methodological strategies which can help students improve their english skills, since students will be able to practice and understand different kinds of spoken text types such as conversations, stories, songs, lectures, instructions and advertisements. Also, the use of these methodological strategies gives them the opportunity to practice communication, interaction, fluency, and practice a lot of passive vocabulary.

5. Types of strategies applied by the teachers in the development of Listening? Identify and tick them.

a. **Chart 5**

STRATEGIES TO DEVELOP LISTENING	TEACHERS		STUDENTS	
Indicator	**f**	**%**	**f**	**%**
Listening to for specific Information	4	80	70	48
Checking Answers	4	80	60	41
Guessing vocabulary from context	1	20	58	39
Making a prediction about topic	3	60	47	32
Taking Notes	2	40	40	27
Identifying Main Ideas	1	20	50	34
Recognizing words stress	1	20	67	46
Determining the relationship of ideas	2	40	65	44
Evaluating students' perfomance	3	60	62	42

Source: Teachers and students' survey
Author: Verónica Vanessa Quizhpe Vire

b. **Graph 5**

	Listening to for specific Information	Checking Answers	Guessing vocabulary from context	Making a prediction about topic	Taking Notes	Identifying Main Ideas	Recognizing words stress	Determining the relationship of ideas	Evaluating students' perfomance
TEACHERS%	80	80	20	60	40	20	20	40	60
STUDENTS%	48	41	39	32	27	34	46	44	42
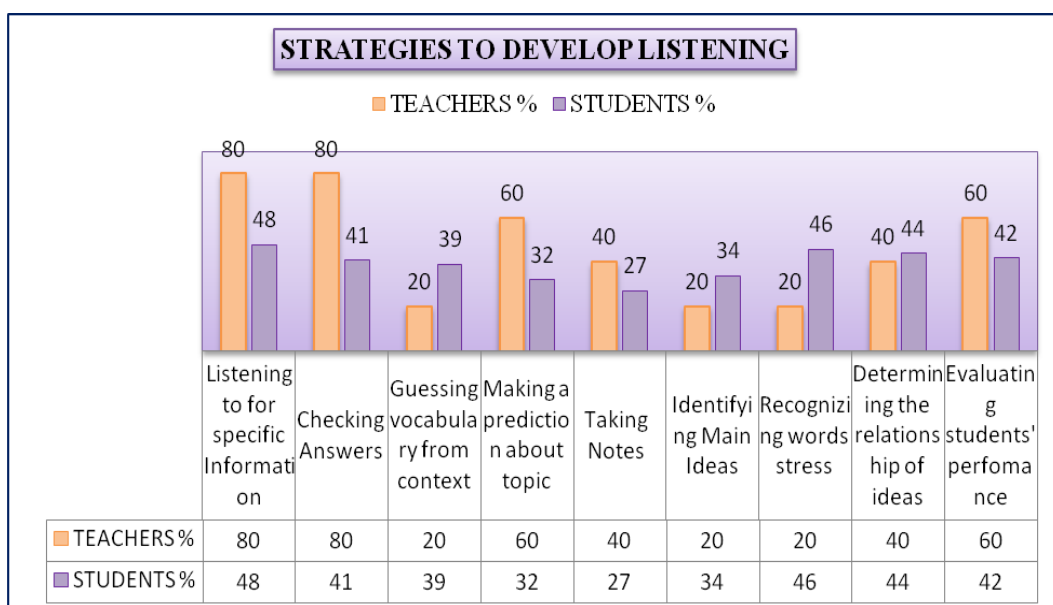
c.   Logical Analysis:

The results show that most of teachers apply listening for specific information as a strategy to develop the listening skill. At the same time, some students state that this strategy is used as much. According to the carried out theoretical research, listening for specific information is a useful strategy that helps students to find out specific details and key words about the listened text. This strategy helps students to develop a sense of why they listen and which skill used to listen better.

On the other hand, most teachers say that they employ checking answers to develop the listening skill. Meanwhile, some students manifest a close agreement with their teachers. On this respect, (Berman, 2002), thinks that checking answers permits students to verify if they understand the topic or discuss difficulties such as unknown vocabulary in context.

According to the teachers' results, many of them mention that before starting a listening activity they make students predict about the new topic in order to ease the student's comprehension. However, only some students state that this strategy is used. (Berman, 2002), maintains that this strategy is significant because it helps students to guess or predict what they didn't hear and to understand the speech that may be too fast and unclear.

The survey results show that teachers and students mention that evaluating students' performance is used as a strategy to prove the students' progress about listening. According to the theoretical research, (Berman, 2002), states that

evaluating students' performance is a strategy that helps students to detect whether they have completed the task correctly or verify if they have problems and difficulties while listening.

Furthermore, some teachers and students say that they employ the strategy determining the relationship of ideas. According to (Berman, 2002), determining relationship of ideas helps students to figure out the meaning of many words or ideas which the students would not have understood. He also mentions that this strategy helps students check their understanding of message by making connections and inferences and besides, confirm predictions. Moreover, some teachers manifest that their students employ note taking as the strategy to develop listening. Meanwhile, a few students say that this strategy is not employed as much. According to (Kierra, 1989), taking notes facilitates the process of learning and remembering lecture material and also it is beneficial because the notes taken serve as external repository of information that later permits revision, organization of ideas and review to stimulate and recall the information heard.

Next, only a few of both, teachers and students say that guessing vocabulary from context is not applied to promote the development of the listening skill. In concordance with theory, (Berman, 2002), thinks that guessing vocabulary from context is an important strategy because it helps students analyze the main words of a lecture, pay attention to the repetition key words, use their intuition to make inferences, make predictions and prepare learners before their listening.

Besides, a few teachers and students mention that they use identifying main ideas

as the strategy to promote the development of listening skill. In concordance with (Berman, 2002), identifying main ideas about listening is vital because it helps students to pick up important information, to know what they are listening, to reflect on their learning and to understand the content. The author mentions that students don't need understand anything else. They just understand the main idea of the conversation. Finally, only few teachers manifest that they employ the strategy of recognizing word stress; while some students say that they pay attention on recognizing words stress from the speaker. According to (Richards, 1990) strategies for recognizing features such as stress require learners to use bottom up processing to make sense of the stream of the speech they are hearing. This means that their comprehension of the incoming aural data requires that they successfully decode that data; they must use phonological cues to identify the information focus. The author also mentions that one of the most basic features of spoken English is the way intonation clues are used to communicate important information. For example stress patterns help listeners identify words. While, a word and sentence stresses are typically taught in the context of pronunciation work, learners become aware of stress features and recognize important information.

6.   Types of Speaking Strategies emphasize by teachers the most for improving your Speaking Skill.

- **Chart 6**

SPEAKING STRATEGIES TO IMPROVE SPEAKING SKILL	TEACHERS		STUDENTS	
Indicator	**f**	**%**	**f**	**%**
Practice Pronunciation	5	100	100	68
Self- Correction	4	80	60	41
Asking for clarification	3	60	45	31
Paraphrasing	2	40	40	27
Literal Translation	4	80	95	65

Source: Teachers and students' survey
Author: Verónica Vanessa Quizhpe Vire

- **Graph 6**
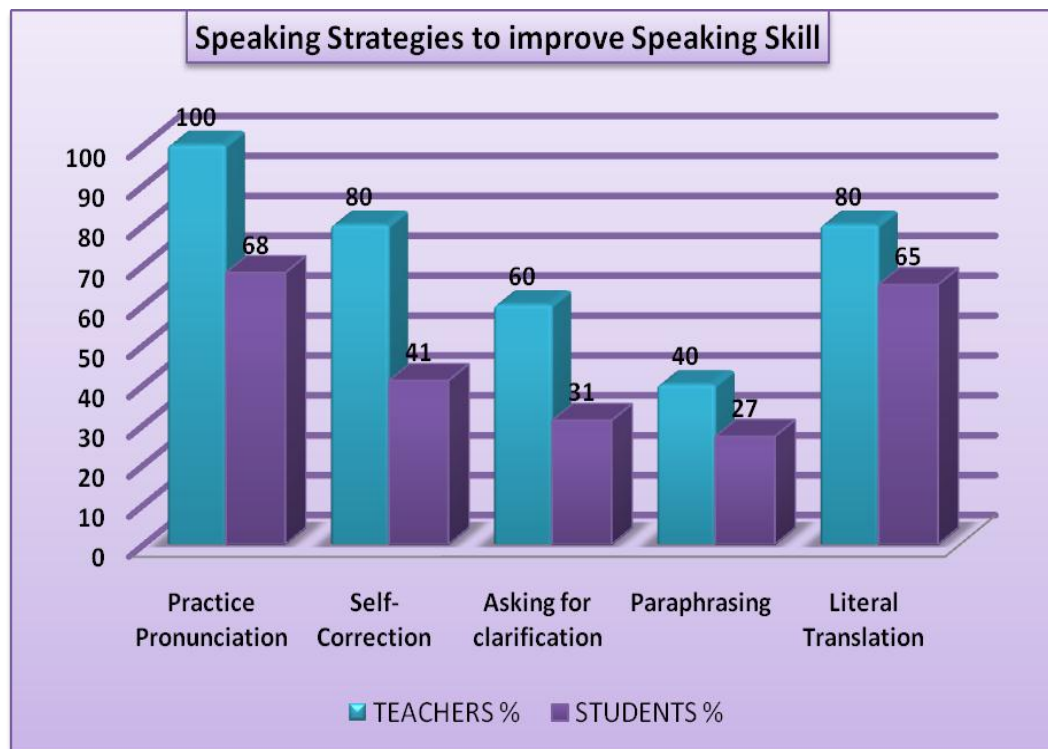
- **Logical Analysis:**

From the results, the researcher could appreciate that all teachers emphasize mostly on practicing pronunciation and many students manifest a close agreement with their teachers. In concordance to (Gilbert, 2005), the aim of this activity is to get the students to think about how other native speakers pronounce english and helping them to learn how to pronounce certain words/sound combinations and intonation patterns so that, they can be easily understood by others.

Next, most teachers emphasize on oral mistakes self-correction and some students agree with it. (Cook, 1996), considers self-correction is an essential factor during english language process, especially to help students identify their mistakes and correct their pronunciation errors. Also, this strategy helps students to become independent from the teacher and more aware of their own learning needs.

Moreover, most teachers state that they provide a literal translation and many students manifest a close agreement with their teachers. From the point of view of, (Malmkjaer, 1998), literal translation is not significant because students translate words and grammatical structures in a literal way without taking into account the context.

According to the survey results, both teachers and students mention that they use asking for clarification as a strategy to improve the speaking skill. In concordance with the theoretical research, (Alan, 2005), states that this strategy lets students

check the information and makes sure that they understand the conversation patterns.

Finally, some teachers claim that paraphrasing is used as much to improve the speaking skill; while, only a few students say this is not used as much. According to (Williams, 2010), this strategy helps students to define a term using their own words. Besides, she mentions that it lets them assess the accuracy of students' perceptions of the definition.

7. In your experience as an English Teacher, do you consider that applying Methodological Strategies significantly improve the Listening and Speaking Skills?

a. **Chart 7**

The Application of Methodological Strategies improve Listening and Speaking Skills	TEACHERS	
Indicator	f	%
Yes	5	100
No	0	0
Sometimes	0	0

Source: Teachers' survey
Author: Verónica Vanessa Quizhpe Vire

b.   Graph 7

Teachers consider that applying Methodological Strategies improve the Listening and Speaking Skills
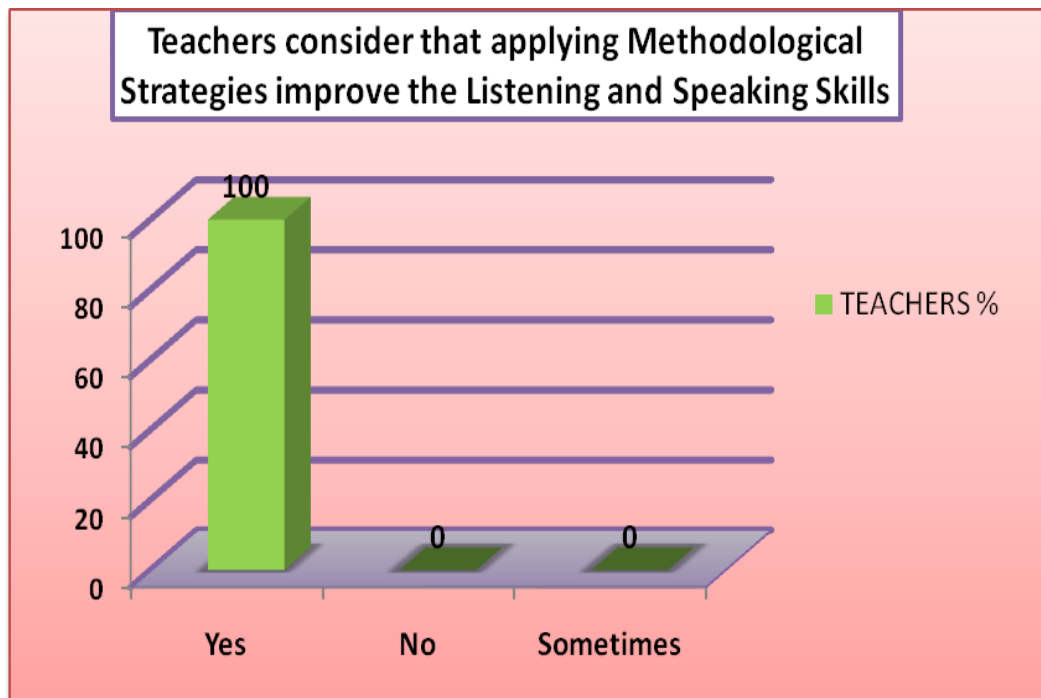
c.   Logical Analysis:

The results show that all english teachers consider that applying methodological strategies significantly improve the listening and speaking skills. In concordance with (Mendoza, 2001), theoretical research carried out, thinks that methodological strategies play an important role in the english language learning because they help students to be more aware of their learning style preferences and give them a set of approaches to maximize their language learning ability. This guide helps teachers to identify the individual needs of their students and incorporate opportunities for them to practice a wide range of strategies for both language learning and language use.

g. DISCUSSION

HYPOTHESIS ONE:

a. Statement

The Methodological Strategies that teachers apply promote the development of Listening and Speaking English Skills with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013

b. Demonstration:

The first hypothesis has two variables. The first one is methodological strategies that teachers applied, and the second one promotes the development of listening and speaking skills of the English Language.

To prove the hypothesis above the researcher presents question number **One,** which is about Methodological Strategies that teachers apply to promote the improvement of listening english skill where 80% of teachers and 70% students manifest that they take into account completing dialogues as a strategy to improve listening. The researcher can notice that majority of teachers and students are conscious of employing completing dialogues to improve the listening skill. This strategy is significant because will help students to increase the ability of hearing and understanding a dialogue and transcript. Moreover, 80% of teachers say that they employ drills as a strategy to develop listening skill while, 20% of students

manifest the opposite. According to the information provided by teachers and students, there is a contradiction between teacher and students. Teachers say that they normally use this strategy while students state that this strategy is not used as much. Drills are a useful strategy at the controlled practice stage of language learning so that students have the opportunity to develop quick and automatic responses using a specific formulaic expressions or structures. On the other hand, the majority of teachers that represents the 80% state they use Dialogue Memorization as a strategy to help students to improve the listening skill; meanwhile, 44% of students manifest that this strategy is used a lot. Certainly, Dialogue Memorization is a valuable strategy because the students have the opportunity to practice listening, to obtain better accuracy, fluency and as a way of learning new vocabulary. Furthermore, many teachers that represent 60% and some students that represent 41% say that they employ audios to improve the listening skill. That means that teachers and students take into account this tool to promote the development of listening. The use of audios could benefit the students to perfect their listening skills, increasing their vocabulary and teaching them proper pronunciation of words. Moreover, some teachers who represent 40% and at the same time, 39% of students manifest that dictation is a useful strategy to improve listening. The researcher can notice that both teachers and students apply this strategy as much as possible to practice listening skill. Dictation is very important to improve the listening skill because it lets students increase the ability to identify spoken language and improve punctuation and grammar. So, 40% of teachers claim that they apply extensive repetition to make students develop listening; meanwhile, only a few students that represent 26% show a contradictory

position. This means that there is a restricted oral practice activity from teachers and students. Extensive repetition promotes students use more metacognitive, cognitive and affective listening strategies. Furthermore, a few teachers that represent 20% and 19% of students manifest that they employ songs to practice listening skill. Consequently, the researcher can say that teacher and students don't take into account this strategy to help students to improve their listening skill. Likewise, 20% of teachers and 14% of students say that videos are not applied as much to promote listening. This means that teachers do not employ authentic methodological strategies to help students to improve the cited skill. Finally, 20% of teachers and 10% of students don't consider movies as a strategy to help students to develop listening. Analyzing this information, teachers and students seem do not to appreciate technology as a tool to help students to develop the listening skill.

In question number **Two** about Methodological Strategies that teacher uses to improve speaking skill, 100% of teachers say that they use dialogues to make students develop speaking skill and most of students who represent 78% agree with the teachers' answer. Likewise, the various answers gathered between teachers and students, the researcher conclude that teacher and students employ this strategy as much as possible to develop the above mentioned skill. According to the theory, dialogues are significant because they provide speaking practice and also help students to develop a bank of authentic expressions and vocabulary. All teachers who represent 100% indicate that they emphasize on helping students practice pronunciation while, only some students who represent 48% consider necessary this strategy to help them practice their speaking. Moreover, many

teachers that represent 60%, claim that they employ role play as a strategy in order to give students an opportunity to interact with other peers in certain roles while, only few students who represent 27% state that this strategy is not applied often in class. Therefore, the researcher can notice that this strategy is not used as much in class according to what the teachers manifest. Role play is an enjoyable strategy for learners because it provides excellent opportunities for using the language in real situations and also this strategy increases learners' motivation and involvement in the learning process. Some teachers, who represent 40%, claim that they apply debates as an activity to develop speaking while, only a few students who represent 20%, say this strategy is not taken into account to promote the speaking skill. However, it is clear that teachers do not employ this strategy as much possible in order to help students to improve the cited skill. Debate is presented as a helpful learning activity for teaching critical thinking and improving communication skills.

Finally, some teachers that represent 40%, state that they use games to make students practice speaking meanwhile, only a few students who represent 17%, state that this strategy is not taken into account to improve their speaking. Games are a useful strategy because it decreases students' stress and gives students chances to engage in real communication. Also, games can be used to present and review new knowledge, vocabulary and grammar and develop students' learning and practice communication.

According to the obtained results in question number **Three,** in relation to the teachers about the purpose of applying Methodological Strategies, 100% of

teachers say that its purpose is motivating students to improve the listening and speaking english skills. This means that the majority of teachers know the purpose of applying methodological strategies and makes students feel really motivated to use them. Motivation plays an important role in the learning of second language because it increases the learner's self-confidence towards language learning and the development of a good relation between teachers and students. Moreover, most teachers that represent 80% manifest that its purpose is giving students a feedback to provide information to learners about their learning. Consequently, it is very important giving students feedback because it helps them to know what they are doing well and what they need to do to improve their skills

Finally, most teachers who represent 80%, state that the purpose of applying methodological strategies is selecting authentic activities to promote the development of listening and speaking skills. This means that teachers are really conscious about the purpose of such strategies. Therefore, the use of authentic materials gives students the opportunity to practice english and gain confidence in their english ability and makes learning enjoyable.

Equally, in question number **Three** regarding the students' answers, 51% of them state that the Methodological Strategies that teachers use are not very interesting. This means that the activities that teachers use do not motivate students to promote the development of listening and speaking skills. Moreover, some students who represent 45%, say that the activities applied by teachers are boring. Therefore, the researcher can notice that teachers do not apply proper activities that encourage students to develop listening and speaking skills. According to the

theoretical research carried out, the activities that teachers use must be fun and contain a wealth of resources to make teaching speaking and listening explicit, relevant and engaging for learners. On the other hand, some students who represent 31%, manifest that the use of activities employed by teachers are ambiguous. This means that teachers do not take into account authentic activities to help students increase their abilities. One of the most important elements to develop the listening and speaking skills is the use of authentic activities which will provide the students with the opportunity to reflect on their learning and generate quality learning outcomes. Besides, students will feel motivate to learn the english language. Furthermore, 24% of students claim that teachers employ interesting activities to help them to improve listening and speaking. As a matter of fact, 21% of students consider useful the activities that teachers use to improve the mentioned skills. Finally, only a few students that represent 17%, manifest that the activities used by teachers are adequate. According to the information provided by teachers and students, the researcher has noticed that only few students manifest that there is a close agreement about the activities that teacher employs to promote the development of listening and speaking skills. Authentic Activities help students to practice their language and communication skills and gain the students' attention and interest.

c.   Decision

The first hypothesis set in this research study was the Methodological Strategies that teachers apply promote the development of Listening and Speaking English Skills. The results show that both teachers and students state a reasonable

agreement on the acceptable application of methodological strategies to promote the improvement of the listening and speaking skills. Hence, it is accepted the first hypothesis because it has been demonstrated, that the teachers apply Methodological Strategies to promote the development of Listening and Speaking English Skills with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013

HYPOTHESES N° TWO

The low level of Listening and Speaking English Skills depend on the Methodological Strategies that teachers apply with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013

a. Demonstration:

The second hypotheses has two variables, The first one is the low level of Listening and Speaking English Skills, and the second one depend on the absence the Methodological Strategies that teachers apply.

In question number **Four** which is about the frequency in the use of methodological strategies to improve listening and speaking skills, five teachers who represent 100% of the population, manifest that they always use methodological strategies to improve listening and speaking skills while, only a few students state their agreement with their teachers. Furthermore, some students that represent 31%, state that their teachers hardly ever use methodological

strategies for developing listening and speaking; Meanwhile, a few students that represent 20%, claim that teachers rarely employ activities to develop the mentioned skills; As well as, only a few students who represent 18%, say that teachers never use activities to work the cited skills; and, still 17% of students answer that their teachers sometimes use activities for this purpose. From this analysis, the researcher could conclude that teachers do not use as much the methodological strategies to help students to improve listening and speaking skills. According to the theoretical research carried out, it is very important that teachers always develop methodological strategies which will help students improve their english skills, since students will be able to practice and understand different kinds of spoken text types such as conversations, stories, songs, lectures, and even, they will have the opportunity to practice communication, interaction, fluency, and practice a lot of passive vocabulary.

In question number **Five** that is about the strategies that teachers apply in the development of listening, most of teachers that represent 80%, apply listening for specific information as a strategy to develop the listening skill. At the same time, some students who represent 48%, state that this strategy is used as much.

However, it is noticed that teachers and students use the strategy of listening for specific information to develop listening. According to the theory listening for specific information is a useful strategy that helps students to find out specific details and key words about the listened text. This strategy helps students to develop a sense of why they listen and which skill to use to listen better. Moreover, 80% of teachers and 41% of students say that they employ checking

answers to compare possible answers and verify if the latter understand the topic. This means that teachers and students really know the right strategy that allows them to evaluate their listening. Many teachers that represent 60%, mention that before starting a listening activity they make students predict about the new topic in order to ease the student's comprehension; however, only some students who represent 32%, state that this strategy is used. According to this information, the researcher can notice that only some students apply this strategy to help them predict listening. Therefore, there is a contradiction between teachers and students. In concordance with the research, this strategy is significant because it helps students to guess or predict what they listening and to understand the speech that may be too fast and unclear. On the other hand, 60% of teachers say that they use evaluating students' performance as a strategy to prove the students' progress about listening; likewise, some students that represent 42%, state a close agreement with their teachers. This means that teachers consider necessary to apply the mentioned strategy to detect the students' progress and help them to improve it. In the same way, 40% of teachers and 44% of students state that they employ this strategy determining the relationship of ideas to develop listening. The researcher has noticed that not only are teachers but also students conscious about the importance of determining relationship of ideas in order to promote the listening skill. This strategy is essential because it helps students to figure out the meaning of words or ideas which the students would not have understood. Furthermore, some teachers that represent 40%, manifest that their students employ note taking as a strategy to develop listening; nevertheless, a few students who represent 27%, say that this strategy is not employed as much. Consequently,

teachers do not apply taking notes to make students keep information that permit them later revision and organization of their ideas. This is a valuable strategy which will serve students as external repository of information that permit later revision, organize the ideas and review to stimulate recall the information heard. Only a few teachers who represent 20% and some students that represent 39%, say that guessing vocabulary from context is not applied to promote the development of the listening skill. That means, both teachers and students do not consider this strategy in order to analyze the main words of a lecture. Guessing from context is an important strategy because it helps students analyze the main words of a lecture, pay attention to the repetition key words, use their intuition to make inferences, make predictions and prepare learners before their listening. On other hand, 20% of teachers and some students who represent 34%, mention that they use identifying main ideas as the strategy to promote the development of listening skill.

Consequently, the researcher has noticed that teachers do not taking into account this strategy to improve the development of listening skill. This is a significant strategy because it helps students to understand the main idea of the conversation and to understand the content.

Finally, only a few teachers that represent 20%, manifest that they employ the strategy of recognizing words stress; while some students say that they pay attention on recognizing word stress from the speaker. Accordingly, the information provided by teachers and students, the researcher could conclude that

teachers do not consider recognizing word stress as a strategy to make their students recognize important information about listening.

In question number **Six,** 100% of teachers emphasize mostly in practicing pronunciation for improving speaking skill; similarly, many students who represent 68%, manifest a close agreement with their teachers. Consequently, teachers take into account this strategy to promote the development of speaking. The purpose of this strategy is to get the students to think about how other native speakers pronounce english and help them to learn how to pronounce certain sounds and intonation patterns so that, they can be easily understood by others. On the other hand, most teachers who represent 80%, emphasize on self-correction of oral mistakes and just some students who represent 41%, claim that their teachers emphasize on self-correction of their spoken mistakes. Therefore, teachers consider necessary to apply this strategy to help their students to improve the speaking skill. Self-correction is an essential factor during that english language learning process, especially to help students identify their mistakes and help them correct their pronunciation errors.

Besides, 80% of teachers state that they provide a literal translation and 65% of students manifest a close agreement with their teachers. The researcher can notice that teachers employ mostly literal translation which is not a significant strategy to improve the mentioned skill because students do it without taking into account the context.

Furthermore, many teachers who represent 60%, mention that they use asking for clarification as a strategy to improve the speaking skill. Meanwhile, only some students who represent 31%, state agreement with their teachers. This means that teachers apply this strategy, however, they have not succeeded in making their students realize about the importance of being aware of understanding the conversation patterns taught by them.

Finally, 40% of teachers state that paraphrasing is used to improve the speaking skill; while only a few students who represent 27%, say this is not used as much. This means that this strategy is not employed regularly by teachers and students to improve the speaking skill. This strategy is valuable because it helps students to define a term using their own words.

In question number **Seven,** 100% of teachers consider that applying Methodological Strategies significantly improve listening and speaking skills. The researcher has noticed that teachers are conscious about the importance of applying methodological strategies to promote the development of listening and speaking english skills. Methodological Strategies play an important role in the english language learning because they help students to be self-confident on their learning style preferences and give them a set of tools to maximize their language learning ability.

b. Decision

The second hypothesis states that the low level of listening and speaking english skills depend on the methodological strategies that teachers apply. According to

the analyzed results, it has been demonstrated that the students' low level in the english language does not depend on the methodological strategies applied by teachers only, but that there are other factor that affect the accomplishment of the mentioned skills such as: the students' lack of awareness regarding the importance of the listening and speaking skills in the learning of the foreign language and besides, the limited application of technological tools that encourage students to develop the above mentioned skills. Therefore, the second hypothesis is rejected.

h. CONCLUSIONS

After having analyzed and interpreted the gathered information through surveys applied to teachers and students, the researcher establishes the following conclusions:

✓ It is evident that there is a restricted oral practice production activity from teachers and students; because this strategy is not present among the activities that are carried out in daily lessons and as a reinforcement tool to promote the acquisition of the knowledge or skill through the repetitive practice. Consequently, their listening and speaking production is very obsolete.

✓ Teachers do not consider important the employment of authentic technological tools such as: songs, videos and movies in order to develop the listening skill. Thus, lessons are less efficient and the attention of students and their motivation are being diminished due to the great interest that new technology and its resources has on young people.

✓ Teachers emphasize mostly on the application of dialogues to improve the speaking skill. They don't take into account other important strategies such as: role play, debates and games in a balance way. Therefore their level of speaking is deficient.

✓ The majority of students do not consider interesting and adequate the activities that the teachers employ for the practice of listening and speaking

skills. Consequently their motivation to learn the english language has decreased.

✓ The majority of teachers and students do not consider all the strategies for listening such as: making a prediction about topic, note taking, guessing vocabulary from the context, recognizing word stress and identifying main ideas in order to promote the development of listening skill. They only adopt the basic strategies such as listening for specific information, and determining relationship of ideas in order to develop the cited skill.

✓ Teachers emphasize more on making students practice pronunciation; instead of employing other important strategies such as: self-correction, asking clarification and paraphrasing in order to develop the speaking skill. Besides, the researcher can notice that teachers use mostly literal translation which is not advisable since it is not a significant strategy to improve the mentioned skill.

✓ Teachers are conscious about the importance of applying methodological strategies to promote the development of listening and speaking English skills; because through them, students will have the opportunity to practice communication, interaction, fluency, and practice a lot of their passive vocabulary.

i. RECOMMENDATIONS

✓ Teachers must focus more on making students use daily life expressions in order to develop their hearing comprehension ability and to promote acquisition of the knowledge or skill through repetitive practice. Since this strategy allows the students practice activities, memorization of spelling or vocabulary words and to understand how to pronounce certain words, to increase their vocabulary.

✓ Teachers must employ authentic activities supported by technological tools that encourage students to develop the listening and speaking skills. Also the implementing technological tools to be able to catch the students' attention and interest and generate quality learning outcomes. Besides, students will feel motivated to learn the new language thoroughly.

✓ Teachers must incorporate other important strategies such as: debates, practice pronunciation, games and role plays in order to promote the speaking skill. According to the theory, these activities play an important role in the involvement learning process for students because they provide excellent opportunities for using the language in real situations and also to improve communication skills.

✓ Teachers must employ interesting and useful activities that promote the development of listening and speaking skills. According to (Harmer, 2001) claims that employ interesting activities motivate students all the time and grew in them the desire and self- confidence to learn new language.

✓ Teachers and students also should apply these important listening strategies such as: making a prediction about a topic, note taking, guessing vocabulary from the context, recognizing word stress and identifying main ideas in order to have more perspectives to practice the listening skill. According to (Berman, 2002), claims that these strategies contribute directly to the comprehension and recall of listening input and to find out specific details and key words about the listened text.

✓ Teachers and students must encourage employing the speaking strategies such as: self- correction, asking for clarification and paraphrasing in order to promote the speaking skill; consequently, their level of speaking will increase and will improve their communication and fluency.

✓ Teachers must employ more frequently Methodological Strategies such as songs, drills, videos, extensive oral production, movies, role play, debates, games, because they enable students to be more aware of their learning styles preferences and give them a set of strategies to maximize their language learning ability.

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UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

THEME

"METHODOLOGICAL STRATEGIES AND THE IMPROVEMENT OF LISTENING AND SPEAKING ENGLISH SKILLS WITH THE STUDENTS OF 1ST AND 2ND YEARS OF BACHILLERATO AT "EMILIANO ORTEGA ESPINOZA" HIGH SCHOOL. CATAMAYO TOWN. ACADEMIC PERIOD 2012-2013"

Thesis project previous to obtain the Licentiates' Degree in Sciences of Education, English Language Specialization.

AUTHOR:

VERÓNICA VANESSA QUIZHPE VIRE

LOJA - ECUADOR

2013

a. THEME

"METHODOLOGICAL STRATEGIES AND THE IMPROVEMENT OF LISTENING AND SPEAKING ENGLISH SKILLS WITH THE STUDENTS OF 1ST AND 2ND YEARS OF BACHILLERATO AT "EMILIANO ORTEGA ESPINOZA" HIGH SCHOOL. CATAMAYO TOWN. ACADEMIC PERIOD 2012-2013"

b. PROBLEM STATEMENT

➢ BACKGROUND

The present research will be carried out at "Emiliano Ortega Espinoza" High School in Catamayo town, the same one that has its origin through a group of people that loved the culture and social development of Catamayo. These people needed to create a high school where students could study during the day and the night. They wanted to promote the creation of high school with characteristics according to the needs of the students and the society.

The people who were highlighted for their accomplishments are: Mr. Norberto Torres, Rvdo. Padre Eliseo Arias Carrión, Mr. Vicente Lapo, Miss. Teresa Arias, and Mr. Ramón Ojeda.

Due to the labor of the teachers, the Minister of Education Dr. Galo García Feraud, through the decree N° 018869 on September 1980 approved the creation of the high school. It was during the presidency of   the Dr. Jaime Roldós Aguilera.

Nowadays this Institution has a main authority which is the Dr. Mirtha Días Lopez and 39 teachers, five of them are English Teachers. The student's population is 816 students. Finally, it is really important to point out that this institution offers four specializations: Mathematics Physics, Chemistry Biology, Business and Computing Management, the school is equipped with a modern Physics and Chemistry Lab, Library and the Agricultural farm; it is located in

Trapichillo at the south of Catamayo Town, which is used by the students in their agricultural practices.

Mission:

The Mission is that the students learn the scientific language in an analytic, critical, and reflexive way. The students´ training and consolidation of their prior knowledge can help the learner utilize basic principles of technology in order to use the resources that the Institution has.

The goal is not only to train students in Science, Mathematics Physics, Chemistry Biology, Business and Computing Management major, but also to promote the integral formation of the students to contribute to the awareness of justice with democratic principles, such as freedom and solidarity.

Vision

"Emiliano Ortega Espinoza" high school delivers qualified and competent students at Science, Mathematics Physic, Chemistry Biology, Business and Computing Management, Therefore their performance will be better and paying special attention to the society with highly ethical work and full knowledge of national and global realities that will contribute to innovate processes that change and consolidate a reflexive, critical society and to contribute a human financial and accountable society according to curriculum frameworks, with quality education, providing satisfactory learning for all the students.

➢ CURRENT SITUATION OF THE RESEARCH

Nowadays the world is globalized and education evolves more fastly due to technological advancement; therefore, teachers must be updated to be more competitive with the pedagogical and technological challenges of the contemporary world.

Training is part of the job and staying update is a prerequisite for those who are involve in the teaching. These ideas are noted through their actions, their training and the use of effective methodological strategies in the English Language Teaching-Learning.

Methodological strategies are methods, techniques and strategies which should be planned according to the needs of the students. These are designed to facilitate the acquisition of knowledge and make more effective the learning process.

The implementations of methodological strategies allow meaningful learning, which many of them are not applied by the teachers and this is a cause for English language learning. It makes the students loss the interest to learn a foreign language, these results are reflected in the low level of Listening and Speaking English Skills.

The students have to face big problems and English Language learning, especially and the Listening and Speaking skills. They have no background knowledge about what they are listening. The students are not familiar with the pronunciation of

certain words or the accent of the speaker. They feel ashamed speaking english or making mistakes because they feel afraid of being criticized by teachers and other students.

It is a real issue that students have to face in the learning process and it must be solved by the use of different methods, strategies and techniques even the use of the technology.

For that reason the researcher consider necessary will be carried out this theme: "**Methodological Strategies and the improvement of Listening and Speaking English Skills with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013"**

> ### RESEARCH PROBLEM

Nowadays, the teachers must be apply techniques and strategies into the English Language Learning specially in Listening and Speaking Skills so that the students can be able to use English outside the Classroom where they feel safe using their new language skills and where they may find intrinsic motivation for Communicating in English.

Considering the before mentioned problems the researcher consider the following problem of research: **Do English Teachers apply Methodological Strategies to improve   Listening and Speaking English Skills with the students of 1st and**

2ⁿᵈ Years of Bachillerato at "Emiliano Ortega Espinoza" High School Catamayo Town. Academic Period 2012-2013?

> ➢ **DELIMITATION OF THE RESEARCH**

> ✓ **TEMPORAL**

This research work will be done in the Academic Period 2012- 2013

> ✓ **SPATIAL**

It will be carried out at "Emiliano Ortega Espinoza" high school, which is located in Catamayo Town.

> ✓ **OBSERVATION UNITS**

The people who will be involved into the research are:

- Students of 1ˢᵗ and 2ⁿᵈ Years of Bachillerato of "Emiliano Ortega Espinoza" High School.

- The English Teachers of "Emiliano Ortega Espinoza" High School.

> ➢ **SUBPROBLEMS**

- ❖ What are the Methodological Strategies that teachers apply to improve Listening and Speaking English Skills with the students of 1ˢᵗ and 2ⁿᵈ Years

of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013?

❖ Do Methodological Strategies applied by the teachers improve Listening and Speaking English Skills with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013

c. JUSTIFICATION

The reason which the researcher has chosen this theme: Methodological Strategies and the improvement of Listening and Speaking English Skills is to achieve universal communication for development of science and technology at the service of education and overall development.

It is justified because Listening and Speaking are almost ignored in both middle school and high school, where students spend many years in English language learning. These results are seen in many students that have trouble understanding spoken language. They don't know how to plan their listening so that they can pick up on important oral information.

Since the **scientific** point of view, it is important to carry out this research project because the researcher will get enough information to give some theoretical elements that will let to researcher state some conclusions and recommendations to the problematic found around Methodological Strategies and the improvement of Listening and Speaking English Skills.

Since the **institutional** point of view, it is so essential to carry out the present research project because the methodological strategies are important process in the English Language Learning, which will help to students to improve their performance through different methods, techniques and strategies that will let to the students to achieve a meaningful learning.

From the **Educational** point of view, is necessary to carry out this research project, because will help to the teachers apply methods, techniques, strategies into the English Language Learning specially and the improvement of Listening and Speaking English Skills so that the students can be able to use English outside the classroom where they feel safe using their new language skills and where they may find intrinsic motivation for Communicating in English. Finally it is also a previous requirement for the researcher, in order to get the Licentiate's degree in Sciences of Education, English Language Specialization and also carry out the same, with the collaboration of the assessor and teachers of English Language Department for the period specified in the timetable schedule of the project.

d. OBJECTIVES

➢ **GENERAL OBJECTIVE**

❖ To determine Methodological Strategies that promotes the improvement of Listening and Speaking English Skills with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013

➢ **SPECIFIC OBJECTIVES**

❖ To identify the Methodological Strategies that teachers apply to improve Listening and Speaking English Skills with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012- 2013

❖ To analyze the Methodological Strategies that teachers apply to improve Listening and Speaking English Skills with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013

e. THEORETICAL FRAME

LITERATURE REVIEW

Methodological Strategies: Language learning styles and strategies appear to be among the most important variables influencing performance in a second language. Much more investigation is necessary to determine the precise role of styles and strategies, but even at this stage in our understanding we can state that teachers need to become more aware of both learning styles and learning strategies through appropriate teacher training. Teachers can help their students by designing instruction that meets the needs of individuals with different stylistic preferences and by teaching students how to improve their learning strategies.

According to (Mendoza, 2001) "The methodological Strategies allow to identify principles, approaches and procedures that configure the form of acting of the teacher in connection with the programming, implementation and evaluation of the teaching learning process[1].

The Methodological Strategies are kinds of rules that allow making appropriate decisions in a certain moment of the learning process. It refers to the activities or mental operations that students carry out to facilitate and improve their tasks.

Methodology: It has most often focused on study of particular methods and particularly they are called design methods e.g. Audio Lingual, Communicative

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[1] (Mendoza, 2001) "Corrientes Psicopedagógicas Contempóraneas"

Approach, Cooperative Learning, Suggestopedia, Natural Approach, Silent Way and Total Physical Response.

Method.- "Is a generalized set of classroom specifications for accomplishing linguistic objectives. Method tends to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistic and subject –matter objectives sequencing, and materials. They are almost always thought of as being broadly applicative to a variety of audiences in a variety of contexts.

Strategy also is a term that is being used in education with reference to the methods, techniques and procedures utilized in teaching. The terminology can vary according to the dimension of the procedure, therefore a method, technique or a set of activities can become a strategy in teaching.

Technique.- "is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.

Pedagogy - Teaching and Learning Strategies

Pedagogy is the art (and science) of teaching. Effective teachers use an array of teaching strategies because there is no single, universal approach that suits all situations.

Effective pedagogy, incorporating an array of teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classroom

environments, and recognition of difference, should be implemented across all key learning and subject areas**.**

Teaching.- "Is understood as a generating activity of interaction; It promotes the intelligence and of singular attitudes, at the same times it is the creator of values collaboration, tolerant community and shared effort.

Teaching Learning of the English Language. "Any language can be acquired if one develops four basic skills in that language i.e. listening, speaking, reading and writing. Listening and Speaking are interactive processes that directly affect each other. Speaking is an expressive language skill in which the speaker uses verbal symbols to communicative, while listening is a receptive language skill, which involves the interpretation of those symbols into meaning. Writing is also expressive language skill in which the writer uses written symbols to communicate, while reading is a receptive language skill which involves the interpretation of those symbols into meaning.

Language Learning Strategies

According to (Cohen, 1996) *Language Learning* **Strategies** are used with the explicit goal of helping learners improve their knowledge and understanding of a target language[2].

It is believed that the use of proper language learning strategies is of great help for the learners to improve their language skills.

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[2] COHEN., ANDREW "The Impact of Strategies based on the instruction on Speaking"

Metacognitive Strategies: Means strategies applied to plan for learning and thinking about the learning process, monitoring production and comprehension as well as the evaluation after the completion of an activity.

Social Strategies: According to (Oxford, 2003) social strategies implies asking questions to get verification, asking clarification of a confusing point, asking for help in doing a language task[3].

Cognitive **strategies:** usually involve the identification, retention, storage, or retrieval of words, phrases, and other elements of the target language (e.g., using prior knowledge to comprehend new language material applying grammar rules to a new context, or classifying vocabulary according to topic

Affective **strategies:** serve to regulate learner motivation, emotions, and attitudes (e.g., strategies for reducing anxiety, for self-encouragement, and for self-reward).

METHODOLOGICAL STRATEGIES

Audio Lingual: This method was widely used in the United States. it refers memorization of set phrases and over learning. Structural patterns are taught using repetitive drills. There is abundant use of language laboratories, tapes and visual aids. The main activities include reading aloud dialogues, repetitions of model sentences, and drilling. Key structures from the dialogue serve as the basis for pattern drills of different kinds. Lessons in the classroom focus on the correct imitation of the teacher by the students.

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[3] (Oxford, 2003) " Language Learning Styles and Strategies"

Objective: The objective of the audio-lingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns.

STRATEGIES

Dialogue Completion: students fill in the missing parts to check that they understand the target language of the lesson, & then the dialogue is read aloud to each other. If the dialogue is open-ended, the students continue it with their own ideas, hence incorporating a degree of fluency practice at the same time.

Drills: (Spratt, 1991) Drills are used usually at the controlled practice stage of language learning so that students have the opportunity to accurately try out what they have learned. Drills help students to develop quick, automatic responses using a specific formulaic expression or structure, such as a tag ending, verb form or transformation[4].

Dialogue Memorization: (Wood, 2002), emphasizes the important role of dialogue memorization as a strategy used for helping students to obtain better accuracy, fluency and as a way of learning new vocabulary.

Dictation: According to (Montalvan, 1990), Dictation is a valuable language learning device that has been used for centuries. Its advantages are numerous. The most common are that dictation can help students to diagnose and correct grammatical mistakes; it ensures attentive listening and trains students to

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[4] (Spratt, 1991)" Drills, Dialogues and Role Plays" 1991

distinguish sounds, helps learning punctuation and develops aural comprehension[5]

Benefits of Extensive Listening: (Wendem, 2002)**,** states that "the notion of learner-centered instruction in foreign and second languages grew out of the recognition that language learners are diverse, in their reasons for learning another language, their approach to learning, and their abilities" (p.32). In learner-centered learning, there are no particular restraints on the time or place learning long as it is in English and easy enough for them to comprehend. Because students select their own listening material, they are more involved and more highly motivated. This alone has an enormous potential to expand students' listening skills outside the classroom and to encourage them to take a more active and conscious role in decisions regarding their own educations.

Extensive listening has an important role in the development of learners` aural comprehension ability, particularly in situations where students need exposure to large amounts of comprehensible input. Besides, the author states that this strategy allows to the students understand how to pronounce certain words, to increase their vocabulary, and that the students feel more comfortable while listening[6].

Audios: the use of audios" could benefit the students to perfect their listening skills, increasing their vocabulary and teaching them the proper pronunciation of words.

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[5] (Montalvan, 1990) "Dictation"
[6] (Wendem, 2002) "Learner Development in Language Learning"

According to (Wang, 2005) schools and teachers need to be aware of implementing technological tools and skills to be able to catch the students' attentions and interest. He also emphasizes that the use of technology in classroom also makes the lesson efficient, gets the attention of the students and motivates them easily. Also, he manifests that implementing technology in the classrooms helps learners improve listening comprehension and pronunciation skills[7].

Songs: According to (Schoepp, 2001) Teachers should take into consideration that songs can develop language skills, and bring enjoyment and fun into the classroom. He suggests "The enjoyment aspect of learning language through songs is directly related to affective factors. (Schoepp, 2001), adds that songs are one of the strategies that achieve a weak affective filter and promote language learning, and can be used to present a topic; practice a language; stimulate discussion of attitude and feelings; provide a comfortable atmosphere and bring variety and fun to learning[8].

Videos: In concordance with (Martinez A. , 2002) video materials help to develop the level of proficiency through different components that the real discourse contains. Furthermore, video materials applied in listening skill, provide real situations, intonation, and real pronunciation and allow students to be exposed to a real context, as (Martinez A. , 2002) reveal[9].

Technology has now an important role in teaching because innovative tools and strategies have emerged, offering teachers different video sources to be

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[7] (Wang, 2005) " Using Educational Technology Tools to Improve Language"
[8] (Schoepp, 2001) " Reasons for using songs in the ESL/EFL classroom"
[9] (Martinez A. , 2002)" Authentic Materials"

implemented in EFL classrooms to develop students listening comprehension. However, few investigations have been done to study the video effects on listening comprehension (Ogasawara, 1994)[10].

COMMUNICATIVE APPROACH

Based on the idea that the language learning successfully comes through having to communicate real meaning. When the learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

STRATEGIES

Dialogues: (Wood, 2002) states that "dialogues are primarily used to provide speaking practice but can also develop listening. He mentions that the students can use dialogues to introduce and practice a function, structure or vocabulary. It helps students to develop a bank of authentic expressions and vocabulary that they can use immediately.

Debates: In concordance with (Pierce, 1996), This strategy is presented as a valuable learning activity for teaching critical thinking and improving communication skills. Debates can present opportunities for students to engage in using extended chunks of language for a purpose: to defend their opinions[11].

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[10] (Ogasawara, 1994) "Effectiveness of using English Captioned videos on Listening Comprehension profiency"
[11] (Pierce, 1996) "Authentic Assessment for English Language Learners" (Addison Wesley Company), p. 87.

Role Play: In concordance with (Qing, 2011), "role play can be very enjoyable for learners and provide excellent opportunities for using the language in real situations. It also helps learners to develop real life speaking skills, increases learners' motivation and involvement in the learning process[12].

Pronunciation: According to Edward David, learning pronunciation requires an enormous amount of practice, especially at early stages. He also emphasizes that this strategy is important because will help students recognize phonemes, syllables, word and sentence stress, consonant contrast, specific suggestions about how to produce certain sounds, and gain appropriate understanding of the phonological system of English.

COOPERATIVE LEARNING

Cooperative Learning to promote interaction among students. This will allow the students time for social interaction and enable them to develop confidence in their language skills. Through participation in Cooperative Learning they will have a chance to speak and listen.

STRATEGIES

Games:) In concordance with (Deesri, 2005)"games are useful strategy because they offer situations that lower' students stress and give students chances to engage in real communication. Also he remarks "games are good strategies that

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[12] (Qing, 2011) "Role Play an effective approach to developing overall communicative competence. p, 36-39

can be used to present and review new knowledge, vocabulary, grammar and develop students' learning and practice communication"[13].

LISTENING STRATEGIES

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

Is it important to apply listening strategies?

Since listening is one of the most important skills when learning a language, it's vital to look for strategies to implement in the classroom and with the students. According to (Nunan, 1995), listening is assuming greater importance in many foreign language contexts, which have until relatively recently focused their efforts on the development of productive skills. (Nunan,1995).

In the same study, (Nunan, 1995), mentions that listening is vital in the language classroom because:

- Listening provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.

- Spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding, access to speakers of the language is essential.

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[13] (Deesri, 2005) " Games in the ESL and EFL class"

- Authentic spoken language presents a challenge for the learner to attempt to understand language as native speakers actually do.

- Listening exercises provide teachers with a means of drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language.

In short and in other words, we could say that listening is essential not only as a receptive skill, but also to the development of spoken language proficiency and the development of the students as students as well as professionals. Listening facilitates understanding of actions, instructions, activities and problems. That people face daily, everywhere, in organizations, in companies, at home, work and school[14].

Listening for specific information: listening for specific information is a useful strategy that helps students to find out specific details and key words about the listened text. This strategy helps students to develop a sense of why they listen and which skill to use to listen better.

Checking Answers: (Berman, 2002), thinks that checking answers permits students to verify if they understand the topic or discuss difficulties such as unknown vocabulary in context.

Making Prediction: According to (Berman, 2002), this strategy is significant

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[14] (Nunan, 1995)"New Ways in Teaching Listening" Teachers of English to speakers of other languages

because it helps students to guess or predict what they didn't hear and to understand the speech that may be too fast and unclear.

Objectives

The purpose of making predictions is to teach students to figure out implied meanings texts in different contexts.

Evaluating Students' Performance: evaluating students' performance is a strategy that helps students to detect whether they have completed the task correctly or verify whether they have problems and difficulties while listening.

Determining Relationship of ideas: According to (Berman, 2002), determining relationship of ideas helps students to figure out the meaning of many words or ideas which the students would not have understood. He also mentions that this strategy helps students check their understanding of message by making connections and inferences and besides, confirm predictions.

Note Taking: According to (Kierra, 1989), note taking facilitates the process of learning and remembering lecture material and also it is beneficial because the notes taken serve as external repository of information that permit later revision, organize the ideas and review to stimulate recall the information heard[15].

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[15] (Kierra, 1989) "Note Taking Strategies"

Guessing Vocabulary from the context: guessing vocabulary from context is an important strategy because it helps students analyze the main words of a lecture, pay attention to the repetition key words, use their intuition to make inferences, make predictions and prepare learners before their listening.

Identifying Main Ideas: In concordance with (Berman, 2002), identifying main ideas about listening is vital because it helps students to pick up important information, to know what they are listening, to reflect on their learning and to understand the content. The author mentions that students don't need understand anything else. They just understand the main idea of the conversation[16].

Objectives

The purpose of this practice is to teach students to explore implied meanings as they take notes on the lecture.

Recognizing word stress: According to (Richards, 1990), strategies for recognizing features such as stress require learners to use bottom up processing to make sense of the stream of the speech they are hearing. This means that their comprehension of the incoming aural data requires that they successfully decode that data; they must use phonological cues to identify the information focus. The author also mentions that one of the most basic features of spoken English is the way intonational cues are used to communicate important information. For example stress patterns help listeners identify words. While a word and sentence

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[16] (Berman, 2002)" Advanced Listening Strategy"

stresses are typically taught in the context of pronunciation work, learners become aware of stress features and recognize important information[17].

SPEAKING STRATEGIES

Speaking learning strategies are behaviors, actions, ways, steps, or specific techniques taken by language learners to enhance speaking ability in order to master and use the language.

Practice Pronunciation: In concordance to (Gilbert, 2005), the aim of this activity is to get the students thinking about how other native speakers pronounce English and helping them to learn how to pronounce certain sounds and intonation patterns so that they can be easily understood others[18].

Self Correction: (Cook, 1996), considers self-correction is an essential factor during English Language process, especially to help students identify their mistakes and help them correct their pronunciation errors. Also, this strategy helps them to become independent of the teacher and more aware of their own learning needs[19].

Literal Translation: From the point of view of (Malmkjaer, 1998), literal translation is not significantly because students translate words and grammatical structures in a literal way without taking into account the context[20].

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[17] (Richards, 1990) " Teaching Listening Strategies to Low Level Learners"
[18] (Gilbert, 2005) "Teaching Pronunciation" New York.
[19] (Cook, 1996)" English Language Learners' use of Speaking Strategies"
[20] (Malmkjaer, 1998) "Translation in Language Teaching"

Asking for Clarification: In concordance with the theoretical research, this strategy let students checking the information and making sure if they understood the conversation patterns.

Paraphrasing: In concordance with (Williams, 2010), Paraphrasing is expressing other peoples' ideas in your own words. A paraphrase is usually about the same length as the original spoken or written source, while a summary is always shorter than the original source. This is important because a key distinction between a paraphrase and a summary is the length of each compared to the original source. Paraphrasing can be hard work, especially if you are working in a language that is different from your first language. Here are a few techniques you can use to help you paraphrase well.

- ✓ Use synonyms for the key words in a sentence.
- ✓ Change the form of the keys words in a sentence (change nouns to verbs, verbs to adjectives, adjectives to nouns, and so on).
- ✓ Change the structure of a sentence (change the organization of the clauses).
- ✓ Change the voice of a sentence (from active to passive, or passive to active).

Usually, you have to use more than one of these techniques to paraphrase well[21]. According to (Cook, 1996), this strategy helps students to define a term using their own words. Besides, she mentions that it lets them assess the accuracy of students' perceptions of the definition.

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[21] (Williams, 2010) "Paraphrasing. The First Step to Summarizing"

LISTENING AND SPEAKING SKILLS

Definition: Listening is the ability to hear attentively and to understand what others are saying. When we define listening it is necessary to consider listening components such as: understanding of the accent; the way words are pronounced; grammar rules; and learning vocabulary which helps us to understand the whole meaning of what the emitter is saying in context.

Ideas to improve listening

According to (Westrup, 2000), we as teachers need to do some activities to improve listening, they give us some ideas: We need to do some activities to prepare students before, during and after the listening. Meanwhile we should use the sub-skills of listening predicting, listening for the main idea and listening for specific information. They argue that the must important is to focus student attention on the item they will listen.

They also point out that to develop listening for general information we should ask students to find out information about the number of people involved in the conversation, their relationship, the topic of the story, the place and the time the story or dialogue happens. That's to say listening for specific information means students must learn to ignore the details. To practice this, you can ask the students to listen carefully for the answers to specific questions[22].

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[22] (Westrup, 2000)"The English Language Teachers Handbook"

How to teach listening?

This chapter is intended to help you understand how to teach listening and how to carry out various listening activities.

Following are tips and advice for helping you develop listening activities and tasks:

- **Help don´t test:** There is a difference between helping learners to develop listening skills and testing their listening ability (their ability to understand what they hear). The purposes of listening task should not be primarily to test the learners or to set traps for the learners to fall into. Learners need to reduce their fear of not being able to understand a listening task. To help learners feel more confident about the listening tasks on hand, keep in mind the following.

- **Select appropriate Material:** There are many listening materials available for creating listening tasks. It is important to understand the difference between authentic listening materials and materials that are specially prepared for the language learner. Authentic materials are more challenging. They required special attention and the development of well-prepared tasks in order to be successful.

However, the aim of listening tasks should be to prepare students interaction in the real world, not in the classroom. Students learn to communicative and

participate in the real world, not in the classroom. An example of a task using authentic material is so first show a short news broadcast from a TV program (this provides visual clues to the meaning.

- **Have a listening a purpose:** [23]Students need to reasons for listening. It's not motivating to be confronted by a text without something specifies to focus on. Listening a foreign language is daunting enough; often learners try to understand every word, which usually means they don't achieve a global understanding. They don't realize what is unimportant and what is important. To avoid this, always give students specific reasons for listening and specific information to listening for.

Preparing a listening task

To prepare listening tasks, answer the following questions:

- What is the purpose of the task?
- What listening skills will be practiced?
- Is the task suitable for the learners level?
- What language do students need in order to do the tasks (key vocabulary)?
- How can I create interests in the listening text

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[23] Module Four: Approaches, Methods, Strategies and techniques, for the English Language Teaching-Learning Process. Academic Year March-July 2011

When a creating a listening tasks, it is important that listening skills are being practiced or tested, no other language skills or aspects like cultural knowledge. However what students have learned from a listening task can form the basis for the practice of another skill, such as role playing.

Remember that the main function of a listening task should be to help learners gain confidence in their listening ability and to build strategies that help learners make sense of what they hear. The success of a listening task also depends on your attitude. Be positive towards the learners' attempts to carry out the task. Make sure your tasks are clear, focused, and not too difficult.

The following tasks are designed to help you when creating a listening skills lesson. They highlight two important points: stating the activities and clarifying the purposes of the stages.

Listening Skills

Listening for a Speaker's Main Points

To understand the main points of a lecture, you can do the following:

- Listen carefully right at the beginning of a lecture because main points are often stated first. Don't wait to focus your attention.
- Listen for ideas that are repeated throughout the lecture.
- Listen for information about points that the professor has written on the board.

- Listen at the end of the lecture for concluding comments.

If you understand the professor's main points, it will help you understand the lecture details, take notes efficiently, and hear vocabulary words that are related to the topic.

Listening for Supporting Details.

In most lectures, professors will state a main point and follow it with supporting details. Supporting details can be examples, explanations, elaborations, reasons, solutions, opinions, or exceptions. Most often supporting details simply follow the main point, without any key words to indicate that they are details.

Sometimes key words are used to show that the speaker has moved from a main point to a supporting detail.

Type of Detail	**Sometimes Introduced by these expressions**
examples	for example, for instance, such as
explanations	this means that, that is, in other words
elaborations	in addition, moreover, furthermore, also.
reasons	because, in order to, as a result, therefore.
solutions	one solution/approach/idea/answer
opinions	in his/her opinion, from his/her point of view
exceptions	except for, apart from, other than.

Supporting details provide essential information that will help you understand the main point more fully.

Organizational Structure

What are patterns of organizational? You may be familiar with some of them already. Typical patterns of text organization are description, definition, process, cause-effect. advantage- disadvantage, problem-solution, and compare- contrast. These patterns are closely linked to an author's purpose.

Patterns of Organization	Author's Purpose
Description text	Describe someone or something
Definition text	Define a term and give an example
Process text	Explain how to do something
Cause-effect text	Explain what caused something
Advantages-disadvantages text	List the strengths and weaknesses of something.
Problem-solution text	Describe a problem and explain a solution.
Compare and/or contrast text	Show similarities or differences between two or more items.

Organizing Information

Organizing information can help you in a number of ways. It can help you

- See the relationships between / among ideas

- Reduce large amounts of information into smaller chunks

- Remember the information

- Prepare to present information

Organizational Tools

When you organize information, you can use a variety of tools to help you. You can use these three common tools.

- Graphic organizers
- Charts
- Outlines.

Recognizing Speech Markers

Effective speakers use speech markers to show clear relationship between their ideas. Selecting appropriate speech markers creates coherence and cohesion because the markers show how pieces of information are related. This helps the listener understand how content is organized. If you learn to listen for these speech markers, you will more easily understand what you are hearing. Professors may use speech markers when they

➢ **Begin a lecture:** today we will talk about ……. Let's discuss…….. We will begin by……… Let's get started…..

➢ **List points**: First…. Second……Third……Next……. Finally…… Another point…….Also……As well …….

➢ **Give an example**: For example…… such as…… to demonstrate…….

- ➢ **Change the topic**: Now let's turn to another matter (issue, problem)…..However, we must also consider….. Here's another problem to think about ……..
- ➢ **End a lecture**: To summarize (In summary) to conclude (In conclusion) We are almost out of time for today…. To wrap up…. To finish off…..

Making Inferences about a Speaker's Intonation

Although this may seem obvious, when your instructors lecture, they have a reason for saying everything they say. Every piece of information they tell you is provide for a purpose. However, this purpose or intention may not be obvious to you, and the instructors may not make these intentions explicit. Sometimes, you may need to figure out –or infer the intention of the lecturer so you can understand the lecture better. You may need to answer the question, "Why did he/she say that?"

For example, you instructor may summarize information at the end of the lecture, if you didn't hear or understand the key phrase, "Let's review these points", you may wonder why the instructor is repeating the same information. However, if you realize that:

- ✓ It is almost the end of the lecture,
- ✓ Often instructors summarize the main points at the end of a lecture, if they have time,

✓ Repetition of main ideas helps students remember them.

Then you will be able to infer that the instructor is summarizing the main points at the end of the lecture for your benefit. (in this case, you should listen carefully and take point- form notes so that you will be able to confirm each of the main ideas in the lecture).

It is possible to make inferences based on the information contained in a sentence or two micro level inferences. It is also possible to make inferences based on information contained in a paragraph or a whole story – macro-level inferences[24].

Examples of micro-level inferences include figuring out if the speaker is:

- Providing examples of a main point
- Showing contrasts to the main point
- Explaining a main point in more detail
- Creating a mental image for the listener
- Providing a simplified image of a complex idea

Examples of macro-level inferences include figuring out fit:

- A statement introduces the topic or organization of the lecture
- A statement is true based on information given in a lecture.
- There is a logical link between two or more points

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[24] (Williams, 2010) "Listening Skills"

- One event was before or after another event
- A story has a moral.

Teaching Activities

Predicting through vocabulary: Give students a list of key vocabulary items and ask them to predict or guess what dialogue is about. It helps students when they are listening.

Listening for specific information: Students have to listen to a record, conversation and so forth, and they have to check the statements true or false.

Putting items in the right order: Students have to listen to the track and then number the items, statements in the right order.

True false statements: The same as the before task learners have to listen and after circle if the sentences are true or false.

Opened Ended Questions: Students have to answer with short answer to informative or yes-no questions.

Multiple choice questions: Students have to choose the best answer among some answers. They have to circle or underline it.

Note taking: As the students listen they have to write down details about the topic given.

Suggestions for Improving Active Listening Skills

Make Eye Contact: Lack of eye contact may be interpreted as disinterest or disapproval. Making eye contact with the speaker focuses attention, reduces the chance of distraction, and is encouraging to the speaker.

Exhibit Affirmative Nods and Appropriate Facial Expressions: The effective listener shows signs of being interested in what is said through nonverbal signs. Together with good eye contact, non-verbal expressions convey active listening.

Avoid Distracting Actions or Gestures: Do not look at other people, play with pens or pencils, shuffle papers, or the like. These activities make the speaker feel like the listener is not interested in what is being said.

Ask Questions: Questioning helps ensure clarification of what the speaker is saying, facilitates understanding, and lets the speaker know that the listener is engaged.

Paraphrase: Paraphrasing means restating what the individual has said in different words. This technique allows the listener to verify that the message was received correctly.

Avoid Interrupting the Speaker: Allow the speaker to complete his or her thought before responding, and do not anticipate what he/she will say.

Do Not Talk Too Much: Talking is easier than listening intently to someone else. An active listener recognizes that it is impossible to talk and listen acutely at the same time (Harryman, 1996)[25].

SPEAKING SKILL

DEFINITION: Speaking is a productive skill. It involves using speech to communicative other people the message.

b) Sub-skills

Among speaking skills we have:

4. **Appropiacy:** The style of the language in a particular situation. It can be formal or informal.

5. **Intonation:** It is the movement of the level of the voice.

6. **Accuracy:** Is the correct use of grammar, vocabulary and pronunciation while speaking.

Speaking Skills

Expressing and Supporting Opinions

At the university level, you will often have to participate in discussions in which will need to express your opinions about an issue. When your express your

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[25] (Harryman, 1996) "Terminology of Communication Disorders"
Date: January 27th , 2013   Time: 23:00 pm

opinions, it is important to support them with details and evidence. Strong support will help people believe your opinion.

Strong support of your opinions should include facts, such as statics and research results. It should also include explanations and reasons that are clear, logical, and based on facts. In expressing your opinions, you should use words that show a strong level of certainly.

In contrast, you should avoid support that includes facts people can't check easily and opinions of people who are not experts in the area you are discussing.

Using Intonation

Intonation is the way in which the level of your voice changes to add meaning a sentence. The end of a thought group can be indicated by a pause, but also by a rising-failing intonation pattern. This rising falling intonation pattern is often used when the speaker is speaking quickly and does not have time to pause between thought groups. Intonation is usually marked by a line that rises or lowers (like the speaker's voice) just above the words in a though group.

English speakers tend to raise their intonation on the stressed syllable of the last content word (noun, verb, adjective, adverb, and wh-question words).

Taking into Account Audience Needs

When you are asked to give a presentation, you may be very nervous. You may be

so nervous that you give your presentation and sit down as quickly as possible. While it is normal to be nervous, you must realize that you have a primary purpose for giving your presentation (to inform, to persuade, or to entertain), and your audience has specific needs. The planning of every excellent presentation begins with a careful consideration of your purpose and the audience's needs. An audience looks for most of the following things from a presenter:

- ❖ An entertaining or dramatic beginning
- ❖ Understandable content
  - Definitions of key vocabulary
  - A presentation outline
  - Clear explanations of basic concepts
  - Content geared to the audience's level of understanding
  - A clear voice (loud enough and with clear pronunciation)
- ❖ Interesting content
- ❖ Visual support to help the audience understand the content
- ❖ A definite ending
- ❖ Recognition from the presenter.

Recognizing a Speaker's Purpose

A speaker's purpose is often called a speaker's intent, and it is the same as a writer's purpose: It is the reason why a speaker talks. Generally, a speaker has the same range of primary purposes that a writer does[26].

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[26] (Williams, 2010) " Speaking Skills"

Speaker's primary purpose	Characteristics of a text spoken for that purpose.
Inform the listener	Based on facts
Persuade the listener	Opinions, strong statements (it is imperative, it is essential), modal verbs (we should, must, could)
Entertain the listener	Informal or colloquial style, high interest , content may be humorous.

Teaching Activities

Making Corrections when eliciting responses: When you elicit responses from students you should correct the mistakes but not being too rigid. It is better to correct errors after the student has finished talking.

Restricted oral Practice: Give students a topic to speak and also give them time.

Repetition: Give students a sentence and make them to repeat it.

Echo Questions: Give students sentences in order they change them into questions.

Questions and Answers: Give students some questions and they have to answer them changing the answers.

Simple Substitution: Give a model of Questions to students and they have to substitute a word from it. It can be done using a four line dialogue.

Chaining: It is a good activity to practice pronunciation and length of the words. Students are given a sentence and they have to tell the teachers sentence and add their own one.

Games: Give students a speaking game that let them practice speaking. There are varieties of games to develop all the four skills.

Role plays: Give students a model of conversations where they can switch roles and practice it. You can ask students to tell it in front of the class.

Better Speaking English Skills

Improving your English speaking skills will help you communicate more easily and effectively. But how do you become a more confident English speaker?

Practice where you can, when you can: Any practice is good – whether you speak to someone who is a native English speaker or not.

It's important to build your confidence. If possible, use simple English sentence structure that you know is correct, so that you can concentrate on getting your message across.

Try to experiment with the English you know. Use words and phrases you know in new situations. Native English speakers are more likely to correct you if you use the wrong **word** than if you use the wrong **grammar**. Experimenting with vocabulary is a really good way of getting feedback.

Try to respond to what people say to you. You can often get clues to what people think by looking at their body language. Respond to them in a natural way.

Try NOT to translate into and from your own language. This takes too much time and will make you more hesitant.

If you forget a word, do what native English speakers do all the time, and say things that 'fill' the conversation. This is better than keeping completely silent. Try using **um**, or **er**, if you forget the word.

Don't speak too fast! It's important to use a natural rhythm when speaking English, but if you speak too fast it will be difficult for people to understand you.

Try to relax when you speak – you'll find your mouth does most of the pronunciation work for you. When you speak English at normal speed, you'll discover that many of the pronunciation skills, such as linking between words, will happen automatically.

How to Develop Good Communication Skills: The ability to communicate effectively is important in relationships, education and work. Here are some steps and tips to help you develop good communication skills.

Method 1 of 3: Understanding the Basics of Communication Skills

4. **Know what communication really is.** Communication is the process of transferring signals/messages between a sender and a receiver through

various methods (written words, nonverbal cues, spoken words). It is also the mechanism we use to establish and modify relationships.

5. **Have courage to say what you think.** <u>Be confident</u> in knowing that you can make worthwhile contributions to conversation. Take time each day to be aware of your opinions and feelings so you can adequately convey them to others. Individuals who are hesitant to speak because they do not feel their input would be worthwhile need not fear. What is important or worthwhile to one person may not be to another and may be more so to someone else.

6. **Practice.** Developing advanced communication skills begins with simple interactions. Communication skills can be practiced every day in settings that range from the social to the professional. New skills take time to refine, but each time you use your communication skills, you open yourself to opportunities and future partnerships.

Method 2 of 4: Engage Your Audience

5. **Make eye contact**. Whether you are speaking or listening, looking into the eyes of the person with whom you are conversing can make the interaction more successful. Eye contact conveys interest and encourages your partner to be interested in you in return.

6. **Use gestures.** These include gestures with your hands and face. Make your whole body talk. Use smaller gestures for individuals and small groups. The

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gestures should get larger as the group that one is addressing increases in size.

7. **Manifest constructive attitudes and beliefs.** The attitudes you bring to communication will have a huge impact on the way you compose yourself and interact with others. Choose to be <u>honest</u>, <u>patient</u>, <u>optimistic</u>, <u>sincere</u>, respectful, and accepting of others. Be sensitive to other people's feeling<u>s</u>, and believe in others' competence.

8. **Develop effective listening skills:** Not only should one be able to speak effectively, one must listen to the other person's words and engage in communication on what the other person is speaking about. Avoid the impulse to listen only for the end of their sentence so that you can blurt out the ideas or memories your mind while the other person is speaking.

Method 3 of 3: Use Your Words

4. **Enunciate your words.** Speak clearly and don't mumble. If people are always asking you to repeat yourself, try to do a better job of articulating yourself in a better manner.

5. **Pronounce your words correctly.** People will judge your competency through your vocabulary. If you aren't sure of how to say a word, don't use it.

6. **Slow your speech down.** People will perceive you as nervous and unsure of yourself if you talk fast. However, be careful not to slow down to the point

where people begin to finish your sentences just to help you finish (Brandywine)[27].

Activities to Promote Speaking

Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read vs. people learn best when they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet

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[27] (Brandywine) "How to develop Good Communication Skills"
http://www.wikihow.com/Develop-Good-Communication-Skills
Date: February 19th 2013   Time: 21: 51 p.m.

students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and…" (Harmer, 1984)

Simulations

On the other hand, stimulations fulfill the requirements of interactive method of teaching where they hear and use the target language in order to get more specific information on the plot of the story and reproduce it effectively to his /her partner. Also stimulations keep students highly motivated, giving them a chance to be involved in creative language use, to be exposed to the language as a system, and to develop strategies that will be of importance in their learning processes.

Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a

chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

Suggestions For Teachers in Teaching Speaking

Here are some suggestions for English language teachers while teaching oral language:

- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

- Provide the vocabulary beforehand that students need in Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.

- Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.

- Indicate positive signs when commenting on a student's response.

- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.

- Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice…"

- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.

- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

- speaking activities.

- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

Activities to Promote Listening

Songs: According (Schoepp, 2001), adds that songs are one of the strategies that achieve a high affective filter and promote language learning, and can be used to present a topic; practice a language; stimulate discussion of attitude and feelings; provide a comfortable atmosphere and bring variety and fun to learning.

Drama: According to (Rost M., 1991) drama permits teachers to match structures and functions when they teach grammar, for example. Dramatic activities are believed to vital and effective tool when teaching second language communication and phonology. Drama can stimulate the imagination and motivate the student to use and experiment with the language they have already learned. Activities based on drama are helpful because they increase students' motivation, raise their self esteem, and make feel integrated.

Dialogue can be considered one of the most important activities in practice listening It is an active way to practice listening because during this activity the listener has to listen carefully to what speaker is saying so that he/she can respond to what he/she hears.

Listen to Radio: Radio is a medium that permits us to listen news, dramas, advertisements, sports, music etc. When we listen to the radio we have to double

our attention because in case we do not understand what is said, there in not a second chance for repetition. The teacher can plan a lesson based on a radio program that will broadcasted during class time.

Watching Films: Watching films is a demanding yet interesting listening activity. In any listening activity teacher considers student's level and this aspect may bring success to the ELT class. Moreover student is able to understand most of the details in the film given that he/she can hear what a character is saying and see how the character express him / herself.

Listening on the Telephone: The telephone is an effective tool for practicing listening. It requires more effort on the part of the listener because there is no face to face communication

HYPOTHESES

- **GENERAL**

  ❖ The Methodological Strategies contribute to the improvement of Listening and Speaking English Skills with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013

- **SPECIFICS**

  ❖ The Methodological Strategies that teacher apply to promote the development of Listening and Speaking English Skills with the students of 1^{rst} and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013

  ❖ The low level of Listening and Speaking English Skills depend on the absence Methodological Strategies teachers apply with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013

f.   METHODOLOGY

DESIGN OF THE RESEARCH

The present research work is based on the theoretical – empirical study which will help the researcher analyse **The Methodological Strategies applied by teachers   promote the development of Listening and Speaking English Skills at" Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013**

METHODS, TECHNIQUES AND INSTRUMENTS

Methods :

To carry out this research, the researcher will take into account the following methods :

Scientific method : Through its analysis and synthesis processes it will help to the researcher to discover the causes and effects   among   facts, variables and components of the study object. It is also going to support the researcher during all the process ; from the problem construction, theoretical frame, composition, deduction of particular consequences, hypotheses testing until the introduction of the study conclusions.

Analytic-synthetic method: The researcher will use this method which will serve to analyze the empiric information from the applied instruments and therefore the

researcher will arrive the respective conclusions according to the tendencies of the results in the field information.

Descriptive Method: This method will be applied by researcher in order to describe the main problems in the researched institution, the results of the obtained information about "Methodological Strategies that teacher apply promote the development of Listening and Speaking English skills?

Explicative Method: will also be used, in the explanation of the logical implications of the variables of every hypothesis and in this way the researcher will be able to prove or disprove them, according to the obtained results contrasted with the theoretical referents.

Statics Method: The researcher will use the statics method to represent the data in tables and graphs to achieve a better comprehension of the information

Techniques and instruments

With the purpose to obtain empiric information about the present study, the researcher will use the survey technique :

Survey Technique : The researcher will use this technique taking into account the researched problem to get the necessary data and opinions from people involved in the research ; in order to classify, tabulate, analyze and make the corresponding hypotheses demonstration as well as to arrive to the conclusions

and recommendations about research work. The instrument will be aplied is a questionnaire with free, limited and semi limited questions about the problem variables and indicators.

PROCEDURES

POPULATION AND SAMPLE

The population was constituted by 327 students of 1st and 2nd years of Bachillerato due to it is considered as a big population, it was necessary to take a sample of students. Therefore, the research work was carried out with a sample of 147 student.

Regards the teachers' population it was necessary to work with all of them, because it is a small population who are 5 in total.

PQ: First quartile (0.25)

N: Population

N: Sample

K: Porportionality Constant 2^2

E: Sample Error (10%) (0,1)

Development :

$$N = \frac{PQ.N}{N-1 \frac{E^2}{K2} + 0.25}$$

$$N = \frac{0.25.327}{(327-1)\frac{0.1^2}{2.2} - 0.25}$$

$$N = \frac{81.75}{(326)\frac{0.01}{4} - 0.25}$$

$$N = \frac{81.75}{\frac{3.26}{4} - 0.25}$$

$$N = \frac{81.75}{0.815 - 0.25}$$

$$N = \frac{81.75}{0.565}$$

$$N = 144.69$$

$$N = 145$$

➢ **SAMPLE DISTRIBUTION**

To get the sample by course the following formula was used :

$$F = \frac{n}{N}$$

F= Distribution Factor

n= Sample Size

N= Population

STUDENTS OF 8TH YEAR OF BACHILLERATO PARALLEL A

$$F = \frac{145}{327}$$

$$F = 0.44\ (40)$$

$$F = 17.6$$

$$F = 18$$

STUDENTS OF 8TH YEAR OF BACHILLERATO PARALLEL B

$$F = \frac{145}{327}$$

$$F = 0.44\ (42)$$

$$F = 18.5$$

$$F = 19$$

STUDENTS OF 8TH YEAR OF BACHILLERATO PARALLEL C

$$F = \frac{145}{327}$$

$$F = 0.44\ (40)$$

$$F = 17.6$$

$$F = 18$$

STUDENTS OF 8TH YEAR OF BACHILLERATO PARALLEL D

$$F = \frac{145}{327}$$

$$F = 0.44\ (39)$$

$$F = 17.2$$

$$F = 17$$

STUDENTS OF 9TH YEAR OF BACHILLERATO PARALLEL A

$$F = \frac{145}{327}$$

$$F = 0.44 \ (42)$$

$$F = 18.5$$

$$F = 19$$

STUDENTS OF 9TH YEAR OF BACHILLERATO PARALLEL B

$$F = \frac{145}{327}$$

$$F = 0.44 \ (42)$$

$$F = 18.5$$

$$F = 19$$

STUDENTS OF 9TH YEAR OF BACHILLERATO PARALLEL C

$$F = \frac{145}{327}$$

$$F = 0.44 \ (42)$$

$$F = 18.5$$

$$F = 19$$

STUDENTS OF 9TH YEAR OF BACHILLERATO PARALLEL D

$$F = \frac{145}{327} \qquad\qquad F = 17.6$$

$$F = 0.44 \ (40) \qquad\qquad F = 18$$

STUDENTS´ SAMPLE AT "EMILIANO ORTEGA ESPINOZA" HIGH SCHOOL. MORNING SECTION. ACADEMIC PERIOD 2012-2013

PARALLELS	POPULLATION	SAMPLE
Students of 8th Year of Bachillerato Parallel "A"	40	18
Students of 8th Year of Bachillerato Parallel "B"	42	19
Students of 8th Year of Bachillerato Parallel "C"	40	18
Students of 8th Year of Bachillerato Parallel "D"	39	17
Students of 9th Year of Bachillerato Parallel "A"	42	19
Students of 9th Year of Bachillerato Parallel "B"	42	19
Students of 9th Year of Bachillerato Parallel "C"	42	19
Students of 9th Year of Bachillerato Parallel "D"	40	18
TOTAL	**Students**	147
	Teachers	5

g. TIME TABLE

No	ACTIVITIES	Feb-1	Feb-2	Feb-3	Feb-4	Mar-1	Mar-2	Mar-3	Mar-4	Apr-1	Apr-2	Apr-3	Apr-4	May-1	May-2	May-3	May-4	Jun-1	Jun-2	Jun-3	Jun-4	Jul-1	Jul-2	Jul-3	Jul-4	Oct-1	Oct-2	Oct-3	Oct-4	Nov-1	Nov-2	Nov-3	Nov-4	Dec-1	Dec-2	Dec-3	Dec-4	Jan-1	Jan-2	Jan-3	Jan-4	Feb-1	Feb-2	Feb-3	Feb-4	Mar-1	Mar-2	Mar-3	Mar-4
	PHASE II: THESIS DEVELOPMENT																																																
1	Project presentation		X																																														
2	Appointment of the teacher advisor				X																																												
3	Project checking				X																																												
4	Project Approval				X																																												
5	Appointment of the thesis director									X																																							
6	Application of the instruments											X	X																																				
7	Thesis development													X																																			
	Tabulation												X																																				
	Elaboration of the tables and graphs													X																																			
	a. Theme													X																																			
	b. Introduction													X																																			
	c. Summary														X																																		
	d. Review of the literature														X																																		
	e. Materials and methods														X																																		
	f. Results (interpretation and analysis)														X																																		
	g. Discussion														X																																		
	h. Conclusions														X																																		
	i. Recommendations														X																																		
	j. Bibliography														X																																		
	k. Annexes														X	X																																	
	PHASE III: REVISION AND APPROVAL																																																
8	Thesis revision													X		X	X		X	X	X	X	X	X																									
9	Thesis presentation																						X																										
10	Thesis approval																						X																										
	PHASE IV: PHASE OF INCORPORATION																																																
11	Submission of the folders																																					X	X	X	X								
12	Private qualification																																									X	X						
13	Corrections																																											X	X				
14	Public sustentation and incorporations																																																X

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h. ORGANIZATIONS AND MANAGEMENT OF THE RESEARCH

HUMAN RESOURCES

- **Researcher:** Verónica Quizhpe

- **Assessor:** Dra. Mg. Carmen Ojeda

- English Teachers of the "Emiliano Ortega Espinoza" High School.

- Students of the "Emiliano Ortega Espinoza" High School.

MATERIAL RESOURCES

The material resources that will be used in this research work are: copies, computer, printer, paper, folders, internet and books.

BUDGET

Order	Description	Value
1	**Material Supplies**	500
2	**Elaboration and Reproduction of research instruments**	500
3	**Transportation**	350
4	**Printing of the final work**	600
	TOTAL	**1950**

FINANCING

The expenses derived from the present work will be assumed by the researcher.

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UNIVERSIDAD NACIONAL DE LOJA

EDUCATION ART, AND COMMUNICATION AREA

ENGLISH LANGUAGE DEPARMENT

TEACHERS´ SURVEYS

Dear Teacher:

As a student of the English Language Department the U.N.L. It is been carried out this survey in order to prove the hypotheses proposed in the present research about "**Methodological Strategies and the improvement of Listening and Speaking English Skills" with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. CatamayoTown. Academic Period 2012-2013, I would appreciate your answering the questionnaire below:**

HYPOTHESES N° ONE

The Methodological Strategies that the teachers apply promote the development of Listening and Speaking English Skills with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013

1. **Mark with a (X) the Methodological Strategies that you apply to promote the improvement of Listening and Speaking English Skills.**

Completing Dialogues (   )   Audios   (   )

Didaction   (   )   Movies   (   )

Drills   (   )   Extensive Repetition   (   )

Songs   (   )   Dialogue Memorization   (   )

Videos   (   )

2. **Mark with a (X) the Methodological Strategies that you use to improve Speaking Skill?**

Debates   (   )

Dialogues   (   )

Pronunciation   (   )

Games   (   )

Role play   (   )

3. **In your experience as an English Teacher, which is the purpose for applying the methodological strategies?**

    a. Motivating to the Students   (   )
    b. Giving a feedback   (   )
    c. Selecting Authentic Activities   (   )

HYPOTHESES N° TWO

The low level of Listening and Speaking English Skills depend on the absence Methodological Strategies that teachers apply with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013

4.   How often do you use Methodological Strategies to improve Listening and Speaking Skills?

Always   (   )
Sometimes   (   )
Hardly ever   (   )
Rarely   (   )
Never   (   )

5.   What strategies do you apply in the development of Listening? Identify and tick them.

Listening for specific information   (   )
Checking Answers   (   )
Guessing Vocabulary   (   )
Making a prediction about topic   (   )
Taking Notes   (   )
Identifying main ideas   (   )
Recognizing Word Stress   (   )
Determining the Relationship of Ideas   (   )
Evaluating students' performance   (   )

6.   Tick the Speaking Strategies that you emphasize the most for improving the Speaking Skill?

Practice Pronunciation   (   )

Self-Correction   (   )

Asking for Clarification   (   )

Paraphrasing   (   )

Literal Translation   (   )

7.   In your experience as an English Teacher, do you consider that applying Methodological Strategies significantly improve the Listening and Speaking Skills?

Yes   (   )   No   (   )   Sometimes   (   )

Why?...
....
....

THANKS FOR YOUR COLLABORATION!

UNIVERSIDAD NACIONAL DE LOJA

EDUCATION, ART AND COMMUNICATION AREA

ENGLISH LANGUAGE DEPARMENT

STUDENTS´ SURVEYS

Dear Student:

As a student of the English Language Department the U.N.L. It is being carried out this survey in order to prove the hypotheses proposed in the present research about "**Methodological Strategies and the improvement of Listening and Speaking English Skills" with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013", I would appreciate your answering the questionnaire below:**

HYPOTHESES N° ONE

The Methodological Strategies that teachers apply promote the development of Listening and Speaking English Skills with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. CatamayoTown. Academic Period 2012-2013

1. **Which of the following Methodological Strategies does your teacher use to improve the Listening Skill?**

Completing Dialogues	( )	Audios	( )
Dictation	( )	Movies	( )
Drills	( )	Extensive Repetition	( )
Songs	( )	Dialogue Memorization	( )
Videos	( )		

2. **Mark with a (X) the Methodological Strategies that your teacher uses to improve Speaking Skill?**

Debates	( )		
Dialogues	( )	Games	( )
Pronunciation	( )	Role Play	( )

3. **How do you qualify the activities that your English Teacher uses for Listening and Speaking Skills?**

   a. Interesting   ( )
   b. Boring   ( )
   c. Useful   ( )
   d. Not very interesting   ( )
   e. Adequate   ( )
   f. Ambiguous   ( )

HYPOTHESES N° TWO

The low level of Listening and Speaking English Skills depend on the absence Methodological Strategies that teachers apply with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013

7. **How often does your teacher develop the activities of Listening and Speaking?**

   a.   Always   (   )

   b.   Sometimes   (   )

   c.   Hardly Ever   (   )

   d.   Rarely   (   )

   e.   Never   (   )

8. **What activities does your teacher apply in each Listening Stages? (PRE, WHILE AND POST). Identify and tick them.**

Listening for specific information   (   )

Checking Answers   (   )

Guessing Vocabulary from context   (   )

Making a prediction about topic   (   )

Notes Taking   (   )

Identifying main ideas   (   )

Recognizing Word Stress   (   )

Determining the Relationship of Ideas   (   )

Evaluating students' performance   (   )

9. **Tick the Strategies that your teacher emphasizes the most to improve your Speaking Skill.**

Practice Pronunciation   (   )

Self Correction   (   )

Asking for Clarification   (   )

Paraphrasing   (   )

Literal Translation   (   )

THANKS FOR YOUR COLLABORATION!

CONSISTENCY MATRIX

Theme: "Methodological Strategies and the improvement of Listening and Speaking English Skills with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013"

PROBLEM	OBECTIVES	HYPOTHESIS	THEORETICAL REFERNCES	INDICATORS
✓ **MAIN PROBLEM** Do English Teachers apply Methodological Strategies to improve Listening and Speaking English Skills with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School Catamayo Town Academic Period 2012-2013?	✓ **GENERAL** To determine Methodological Strategies that promotes the improvement of Listening and Speaking English Skills with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013	✓ **GENERAL** The Methodological Strategies contribute to the improvement of Listening and Speaking English Skills with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013	**INDEPENDENT VARIABLE:** **Methodological Strategies**	Concepts: ❖ Methodology ❖ Method ❖ Technique ❖ Strategy ❖ Methodological Strategies ❖ Language Learning Strategies • Cognitive • Metacognitive • Social • Affective • ❖ Methodological Strategies ❖ Listening Strategies ❖ Speaking Strategies
SUBPROBLEMS 1. What are the Methodological Strategies that teachers apply to improve Listening and Speaking English Skills with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013?	**SPECIFY OBJECTIVES** To identify the Methodological Strategies that teachers apply to improve Listening and Speaking English Skills with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013.	**SPECIFIC** The Methodological Strategies that teachers apply promote the development of Listening and Speaking English Skills with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013		

2.	Do Methodological Strategies applied by the teachers improve Listening and Speaking English Skills with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013?	To analyze the Methodological Strategies that teachers apply to improve Listening and Speaking English Skills with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013	The low level of Listening and Speaking English Skills depend on the absence Methodological Strategies that teachers apply with the students of 1st and 2nd Years of Bachillerato at "Emiliano Ortega Espinoza" High School. Catamayo Town. Academic Period 2012-2013	**DEPENDENT VARIABLE:** **Improvement of English Listening and Speaking Skills**	❖ Ideas to Improve Listening ❖ How to teach Listening ❖ Preparing a Listening Task ❖ Listening Skills ❖ Teaching Activities ❖ Suggestions for Improving Listening Skills. ❖ Speaking Skills ❖ Teaching Activities ❖ How to develop Good Communication Skills. ❖ Activities to Promote Listening &Speaking

ÍNDICE