



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITLE:

ACTIVE STRATEGIES AND THEIR INFLUENCE ON THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8th, 9th And 10th YEARS OF BASIC EDUCATION AT UNIDAD EDUCATIVA “LA PORCIÚNCULA” HIGH SCHOOL, ACADEMIC PERIOD 2012 - 2013.

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

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Loja – Ecuador

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**PROFESSOR OF THE ENGLISH LANGUAGE CAREER OF THE
“UNIVERSIDAD NACIONAL DE LOJA”**

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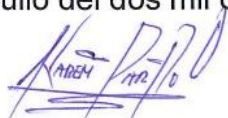
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The Author

DEDICATION

With great gratitude and affection, the present thesis is dedicated to God who has blessed my life in all aspects. I also want to dedicate it to my parents: Carlos Pardo and María Ordóñez; and to my sister Jazmin who have given me all their support, understanding and love.

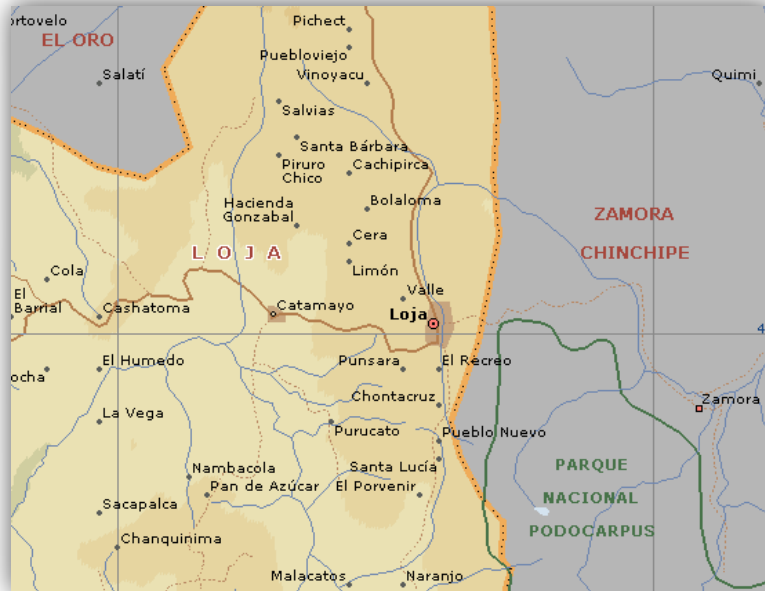
This is dedicated to all of them, because with their hold and guidance I have been able to fulfill one of my wished goals.

Thanks, with all my love.

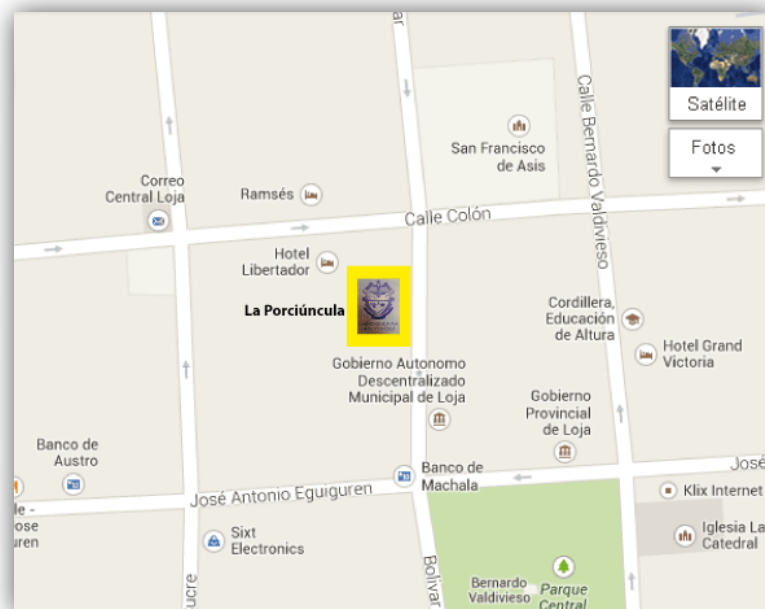
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- **MAPA GEOGRÁFICO**



- **CROQUIS**



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MATRIZ DE ÁMBITO GEOGRÁFICO

MAPA GEOGRÁFICO Y CROQUIS

SCHEME

- a.** TITLE
- b.** ABSTRACT
- c.** INTRODUCTION
- d.** LITERATURE REVIEW
- e.** MATERIALS AND METHODS
- f.** RESULTS
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a. TITLE

ACTIVE STRATEGIES AND THEIR INFLUENCE ON THE
DEVELOPMENT OF LISTENING AND SPEAKING SKILLS OF THE
ENGLISH LANGUAGE WITH THE STUDENTS OF 8th, 9th AND 10th
YEARS OF BASIC EDUCATION AT UNIDAD EDUCATIVA “LA
PORCIÚNCULA” HIGH SCHOOL, ACADEMIC PERIOD 2012 – 2013

b. RESUMEN

El presente trabajo titulado ESTRATEGIAS ACTIVAS Y SU INFLUENCIA EN EL DESARROLLO DE LAS HABILIDADES DE ESCUCHA Y HABLA DEL IDIOMA INGLÉS CON LOS ESTUDIANTES DE 8vo, 9no Y 10mo AÑO DE EDUCACIÓN BÁSICA DE LA UNIDAD EDUCATIVA "LA PORCIÚNCULA", PERÍODO ACADÉMICO 2012 - 2013, fue desarrollado para caracterizar cómo las estrategias activas aplicadas por los docentes facilitan el desarrollo de las habilidades de escucha y habla.

Los métodos científico, descriptivo, analítico-sintético y explicativo, fueron utilizados para desarrollar cada parte del trabajo.

Una encuesta fue aplicada a docentes y estudiantes, para verificar la hipótesis a través del análisis lógico de los resultados y la estadística descriptiva para representar los datos en cuadros y gráficos.

Los resultados demostraron que los docentes aplican estrategias activas y actividades extras, las cuales ayudan y motivan a los estudiantes a mejorar las destrezas del escucha y habla e incrementan su participación en clase.

ABSTRACT

This research work entitled ACTIVE STRATEGIES AND THEIR INFLUENCE ON THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8th, 9th and 10th YEARS OF BASIC EDUCATION AT UNIDAD EDUCATIVA "LA PORCIÚNCULA" HIGH SCHOOL, ACADEMIC PERIOD 2012-2013, was developed to characterize how active strategies applied by teachers facilitate the development of listening and speaking skills.

The scientific, descriptive, analytical-synthetic and explicative methods were used to develop every part of the work.

A survey was applied to teachers and students to verify the hypotheses through a logical analysis of the results and the descriptive statistics was used to represent the data in tables and graphs.

The results showed that teachers apply active strategies and extra activities, which help and motivate the students to improve their listening and speaking skills and increase the students' performance in class.

c. INTRODUCTION

The teaching of listening and speaking skills of the English language has attracted more and more interest in recent years. Besides, being aware that today, these skills have a prominent place because of the role of English as the world's Lingua Franca, they have been given priority to find additional effective ways to teach them.

However, so far, most teachers only have been focusing on reading and writing skills. It has been set aside the speaking and listening language in classrooms, assuming that these skills are already developed or diminishing their importance which reflects in the assumption that if they are not evaluated, teachers will not teach them.

Teachers must be more creative and aware of the use of strategies, plans or methods in the class which could help them getting students to improve the listening and speaking skills, so they can get better learning outcomes. If the activities are especially interesting and engaging, acquisition is likely to be even more successful.

The main problem stated in this research was: **How do active strategies influence the development of listening and speaking skills of the**

**English Language with the students of 8th, 9th and 10th years of at
Unidad Educativa “La Porciúncula” High School?.**

The sub problems are also mentioned as they are part of the main one:
What active strategies do teachers use to develop the listening skill? And,
What Active strategies do teachers use to develop the speaking skill of the
English Language with the students of 8th, 9th And 10th years of basic
education at Unidad Educativa “La Porciúncula” High school, Academic
Period 2012-2013?

To reach the above cited purpose, it was necessary to propose the
following specific objectives:

- To determine the active strategies that teachers use in the development of listening skills of the English Language with the students of 8th, 9th And 10th years of basic education at Unidad Educativa “La Porciúncula” High school, Academic Period 2012-2013.
- To identify the active strategies that teachers use in the development of speaking skills of the English Language with the students of 8th, 9th And 10th years of basic education at Unidad Educativa “La Porciúncula” High school, Academic Period 2012-2013.

As the general hypothesis, it was established that Active strategies applied by teachers have influenced the development of listening and speaking skills of the English Language with the students of 8th, 9th And 10th years of basic education at Unidad Educativa “La Porciúncula” High School, Academic Period 2012-2013.

In order to carry out the present research work, it was necessary to use four methods: the scientific method, to follow an ordered and complex process in the development of the theoretical frame and in the verification of the object researched. The Descriptive Method, to describe the facts, phenomenon, and cases, the information collection and its tabulation. The analytic–synthetic method, to analyse, criticize, describe the information and synthesize the obtained data; and, finally, the hypothetic–deductive method, to recognize a hypothesis (theory), and then to propose the expected outcome of this hypothesis.

To get the most reliable data, it was used a survey applied to teachers and students in the researched High School.

This research work contains the following aspects: the first part is “Review of Literature” where the main variables of the hypothesis were synthesized and which served as indicators to analyze and reinforce the hypothesis.

The second part contains “Materials and Methods” which described methods, techniques and instruments used for the development of the research and the population investigated.

The third part shows the “Results” including their respective statistical tables and graphs which represent the obtained data of the students and teachers’ surveys and the analysis of each question with the purpose of verifying the outlined hypothesis.

The fourth part contains the “Conclusions”, which were drawn in relation to the hypothesis and the “Recommendations” that state the suggestions based on results and conclusions that were reached.

d. LITERATURE REVIEW

ACTIVE LEARNING

According to Juszco (2011), active learning is engaging students in an activity that will make them think and analyze the information being taught. Active learning may occur at every stage of the lesson, starting from getting the students engaged in the topic, through actively taking part in discovering language and rules, to free, active production.

Active learning recognizes the importance of the use of active strategies because it is switching the role of the learner from passive to active. This means that the mode of instruction must allow students to create genuine, authentic and hands-on learning experiences in order to learn new information and it also help to develop positive attitudes to learn by using different strategies as they gain knowledge, understanding and skills.

For Kagan (1992), teachers can manageably integrate strategies into their daily lessons to encourage more active and productive learning from all students. These participation structures involve students in dynamic interaction and construction of knowledge by drawing upon a repertoire of oral and written language skills.

ACTIVE STRATEGIES

It is a plan of activities or actions to invite the participant to process, apply, interact and share experiences as part of the educational process. The interactive components support the goal and the educational objectives for learning activity.

Strategies are teachable; the format of instruction should be direct and explicit; and strategies instruction contributes to improve language performance and proficiency. It is also known that the introduction of strategies (present, model, explain and provide practice) is an approach that all teachers can attend to successfully; and the instructional sequence can be adapted to match the needs, instructional resources and time available according to the learning-teaching context.

When active strategies are used, the participant is reading, talking, writing, describing, touching, interacting, listening and reflecting on the information and the materials presented providing a wide variety of opportunities for different uses of activities in the language classroom for example brainstorming, discussions, storytelling, etc.

Active Strategies aim to raise learner awareness of learning strategies and provide learners with systematic practice, reinforcement and self-

monitoring of their strategy use while attending to language learning activities.

As Kinoshita (2003) states “ *if learners explore how, when and why to use language learning strategies, and evaluate and monitor their own learning, then they can take a more active role in language learning process*” With the use of strategies students become active participants in the learning process and become more efficient in their approach to learning.

IMPORTANCE OF ACTIVE STRATEGIES

For Dornyei (2008), classes without dynamism and motivation, even students with the most remarkable abilities cannot achieve their long-term goals. As instructors, we may be the most important factor in influencing our students' motivation, which is a key element in the language acquisition process.

Encouraging students to become more active participants in a lesson can sometimes assist them to see a purpose for improving their communication skills in the target language. According to Lauren (2009): “*Students feel bored and completely unwilling to learn, teachers should have at least one interactive activity for each lesson which will help keep students engaged. Also associating topics to more relatable things for*

students can help them connect the information to their personal lives, and it will be instilled in their minds better”.

Most experienced educators recognize that the more teachers know about the backgrounds and interests of the students the more appropriate and engaging your classes will become. As Halvorsen (2005) states: *“it is clear that students who feel motivated develop a greater degree of participation and interest, students who feel that they are working together will be more likely to attend classes and will be more involved while they are there”.*

The point is that developing lessons specifically to the interests of students can go quite far in encouraging student engagement, an element that is essential for the development of critical thinking.

Integrating language learning strategy instruction into ESL classrooms is a challenge that all language teachers should take because not only does it help learners become more efficient in their efforts to learn a second or foreign language, but it also provides a meaningful way to focus one’s teaching efforts.

Also, extra activities are an important complement to support the student's educational experience in their learning process. According to Schraw (1997), the use of extra material can be the difference between a

successful or a failure class, the frequent use of extra activities into the English teaching learning process of a foreign language is essential because students can play and learn in an active way having fun and enjoyment.

For Doshisha (1997), extra activities help students to consolidate skills and knowledge and transfer their learning to wider applications and may be suitable for students' needs; they influence the content and the procedures of learning, it is important for teachers to know how to choose the best activities for instruction, how to make supplementary materials for the class and how to adapt materials in the classroom to provide some extra fun and additional learning which influence listening and speaking development.

HOW ACTIVE STRATEGIES HELP ON THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS IN AN ENGLISH LANGUAGE TEACHING CLASSROOM.

- **Build relationships and raise achievement with classroom discussions.**

As Harbison (2013) states: *“One helpful strategy for building relationships with students and increasing achievement is the use of class discussions activities which not only make students feel they are a part of the*

classroom, but also give teachers keen insight to student abilities, perceptions and needs”.

When thinking about classroom discussions, many may believe it simply means asking questions, calling students to answer and then confirming whether that answer is right or wrong. This, however, is not a true discussion. To hold an effective discussion, each party must have a stake in the conversation that is tied to their emotions and beliefs.

- **Critical thinking**

Critical thinking is not an easy concept to define as it can mean quite different things to different people in different contexts and cultures. Despite this fact, according to Halvorsen (2005): *“it is believed that ESL/EFL instructors can greatly benefit both themselves and their students by attempting to understand and incorporate some of its key elements into their classrooms”.*

Generally speaking when it is thought critically about a given topic, learners are forced to consider their own relationship to it and how they personally fit into the context of the issue, to look at and challenge any possible assumptions that may underlie the issue. This type of thinking does not always come easy, but it is thought that well-informed teachers can help a great deal in encouraging its development in their students.

- **Expressing feelings and ideas**

Create a classroom environment that encourages interaction and talk. Provide situations that invite students to engage in meaningful talk (e.g., oral discussion about texts read aloud or viewed, field trips, presentations and problem solving).

After reading a story several times, have students act out the story. This can be part of a learning center, or it can be presented to the class. During role-play situations or story performances, comment on how students supplement the meaning through their use of gestures and/or tone of voice. Finally, provide opportunities for students to listen and respond to guest presentations in the classroom (e.g., fireman, author, and artist).

Show students video presentations of a book previously read and involve students in talking about which they prefer, what they think about the presentation or the differences and similarities between them.

- **Engaging Students through Effective Questions**

Asking questions is a natural feature of communication, but also one of the most important tools which teachers have at their disposal. Questioning is crucial to the way teachers manage the class, engage students with content, encourage participation and increase understanding.

Every question demands a response (except in the case of requests and suggestions), so that questions inevitably generate communication. For Randall (1998), when students are applying asking questions activities, teachers need to instruct students how to interact more effectively as they listen and speak in the target language with enough practice, students eventually become independent language learners, relying less on their peers for assistance in trying to catch the meaning of every utterance.

- **Understand Readings**

Reading is a process of implementing various elements to make it work more efficiently and effectively with the practice students will create an automatic response towards the text reading, which will help the students to understand better and at the end give an opinion.

That means that you are using your brain in a very active way. Reading is a very active process, it is true that the writer does a lot of work, but the reader also has to work hard, the students also has to work hard, they can imagine a scene in their heads, understand clearly what the writer is trying to say and if they are agree or disagree with the writer.

Timed reading is more than just reading as fast as you can and hoping your speed will increase with practice. Promoting the use of strategies adds to prepare the student for speaking and listening activities.

TEACHING LISTENING THROUGH ACTIVITIES

- **Role-Plays**

Role-plays are very useful for speaking activities, where the emphasis is on fluency and not so much on accuracy. They can be fun and your students could really grow to like them if you adapt them to their age and level of knowledge. Sometimes some students have trouble or feel embarrassed expressing their own opinions in class. Role-plays are an excellent solution to this situation.

Role plays stimulate students' imagination enhancing their social development, encouraging friendship through cooperation, listening and turn taking. It also can improve their language and movement skills and can help students to understand different points of view.

Let your students prepare a short dialogue, but make sure not to let them read from their notes; they should only help with the preparation. These situations are hilarious if you are just the observer, so they should really have fun.

- **Watching a Video**

They are great for listening practice, but never underestimate their value when it comes to teaching vocabulary and grammar. As Randall (1998)

states: *“Watching videos gives students an exposure to the natural language and they can interact in the task for instance, after watching the video, students are asked to complete follow-up exercises or answer questions about the video”.*

There are two layers to video lessons:

One is related to the teachers’ teaching goals for example: a video for listening, vocabulary or grammar practice and the second is related to the structure of the lesson, even if teachers only want to show a video to improve the listening comprehension, it must be supplemented by its own lesson plan, and the lesson must be targeted to meet the teaching goals.

Each video lesson plan must include: pre-viewing activities, viewing activities, and post-viewing activities.

- **Playing a song**

English songs can be used for a wide variety of ESL learning and teaching activities. They can start discussions on a topic or even become the center of debate. This is especially true of songs that develop a particular theme. According to Kisito (2006) *“Songs are also great for teaching listening when students have to complete the blanks as students listen and choose the correct words from two words than rhyme for example cry and try”.*

Music encourages the ability to listen and thus, to concentrate; using songs to teach ESL students can be fun and educational for everyone involved. Vocabulary, intonation patterns, sentence structure and many other things can be taught in addition to giving ESL students another way to understand the new culture in which they live.

- **Telling a Story**

An activity which practices both listening and speaking in the classroom is interactive storytelling. It is usually used short stories, but if you wanted to and had the time you could also tell your students the story of a whole novel. Telling a story activities help students to develop abilities to use gestures, facial expressions, make use of the language that suits the cognitive level of the learners and to use appropriate aids, like pictures and audio-visuals.

TEACHING SPEAKING THROUGH ACTIVITIES

- **Simulations**

They can be used very successfully in the EFL/ESL classroom, in a much simpler form, and I have found them very effective. For Wong (2010), simulations are exciting, provocative, and productive. In addition, they are much more effective than role-plays.

According to Tompkins (1998), simulations provide a way of creating a rich communicative where students actively become a part of some activities according to predetermined roles as members of a group.

- **Story completion**

Story Completion is a good choice activity to push students do oral communication. As Kamis (2011) states: *“Students have a free speaking activity, everybody sit or play in a circle, the principle of story completion is everybody should have a lot of idea to get a good story conducted by the teacher”*.

Teacher starts the activity talking about the interesting story but after a few sentences the teacher stops narrating or talking. Then, each student starts to talk or narrate from the point one the previous one stopped. Students can tell and explore their idea about the story. They can use their perception, imagination and so on.

Students can add new characters, events, descriptions and so on. So, students will be very enjoying to study because they have free to speak out their idea.

- **Brainstorming**

Brainstorming can work perfectly, if teachers vary the types of brainstorming so students may fulfill their needs according to their learning style and the topic given at the beginning of the activity as well their ideas can be shared in a group.

In the classroom, brainstorming is a method students can use to generate ideas for writing a paper. For Kayi (2006), in the process of brainstorming you should suspend any concerns about staying organized. The goal is to write the students' thoughts on paper without worrying about whether they make sense or how they fit together.

Brainstorming can encourage learners to think more freely and creatively than if they were doing a more controlled planning exercise. It allows learners to remember what they know, and to teach each other. It is a dynamic and stimulating way to lead learners into a topic.

- **Playing Cards**

Card games can be an effective way to engage English language students and get them speaking. They also serve as great icebreakers to help students get to know each other, which helps create a comfortable learning environment. Many of the games are especially beneficial for teaching students English as a second language.

As Krause (1998) states: *“Playing Cards are simple to make, easy to carry around, and take little room to store. The same cards, once made, can be used in many lessons and at many levels of difficulty. All it takes is a bit of ingenuity on the part of the teacher to think up ways to use them”*.

- **Picture describing**

Visuals, especially 'unusual' pictures, foster students' imagination, which in turn motivates them to use English. According to Werff (2003) *“Picture describing encourages the student to look carefully at every detail of the picture forcing them to explain clearly what they can see. It also encourages the rest of the class to listen carefully to the instructions being given”*.

- **Information Gap**

For Hill (2012), Information Gap activity is a speaking task, usually for a pair of students in which each student has part of the required information. They share this information to complete the task. They change the mood in the classroom; the class becomes more student-centered, enabling the teacher to change role from instructor to monitor/facilitator.

Information Gap, which is an excellent activity as it forces the students to ask questions each other; this activity makes the language classroom experience more meaningful and authentic.

- **Discussions**

Discussions in class can help English learners practice a wide range of functions including agreeing and disagreeing, negotiating, collaboration with other students, and so on. Often students need help with ideas and that's where this lesson plan can help. Below you will find cues to the discussion concerning whether a keen grasp of English grammar is necessary to speak the language well.

Discussions provides meaningful listening, speaking and writing practice, they are also highly effective for developing argumentation skills for persuasive speech and writing, with practice many students show obvious progress in their ability to express and defend ideas in discussions they often quickly recognize the flaws in each other's arguments.

e. MATERIALS AND METHODS

METHODS

This was a non-experimental research, because it is a socio-educative work and was developed in a descriptive way. The researcher did not have the chance to manipulate the variables of the work.

The researcher applied a survey, study of documents and the description of the facts to discover the data and the obtained results in the research.

- **Scientific Method:**

It helped the researcher to discover and enrich the science, it has some steps for example: the observation, problem statement, hypothesis, hypothesis's verification and conclusions; all of these were used in the present research work.

- **Descriptive method:**

The descriptive method consists in the observation and the actual description of facts, phenomenon and cases which were interested in this research work. All of them helped in the information's collection and tabulation that was obtained about the active strategies applied by the teachers and their influence on the listening and speaking skills, with the

use of the survey applied to English teachers and students of the 8th, 9th and 10th years of basic education at Unidad Educativa “La Porciúncula” High School.

- **Hypothetic – Deductive Method:**

It is logical method which uses the cases, facts or particular phenomenon through the hypothesis to discover the real situation. This method is important because the researcher used a students' sample to realize the study about the active strategies applied by teachers in class.

- **Analytic – Synthetic Method:**

By means of the analysis and the synthesis that this method proposes, the researcher processed the obtained information through different sources to do the theoretical references and to analyse, synthesize and interpret the results.

TECHNIQUES

- **The survey:**

This technique applied to teachers and students through a survey with some questions to know the Active Strategies applied in class and their influence on the development of listening and speaking skills of the

English language with the students of 8th, 9th and 10th years of basic education at Unidad Educativa “La Porciúncula” High School.

To apply the survey, the purpose and the intention of the research were explained so the actors of the teaching learning process did not deny supporting the development of this important work.

PROCEDURES

Once the empiric information was recovered, it was processed following these phases:

- **Tabulation**

In the tabulation of the data obtained in the research, the researcher used the descriptive statistics for the closed questions contrasting the information of the teachers and students which let the researcher get the right information.

- **Organization**

After the empiric information was organized, the questions were classified appropriately, that helped to prove every hypothesis and to keep in mind the variables of the same ones as a guide that supported to prove them.

- **Description**

Once the researcher organized the obtained data, it was described in statistic tables that show the frequency and the percentage of the obtained indicators in the applied instruments. This let the researcher represent the information graphically.

- **Graphic Representation**

After the researcher described the data, it was represented graphically, so it facilitated the interpretation and consequently the critical analysis of every question. The bars diagram was used to show this information.

- **Interpretation and analysis**

Once the information was presented in tables and graphs, it was interpreted according to the obtained percentages and it was analyzed according to the categories of the theoretical frame, the main tendencies in the outcomes and the variables of the specific hypothesis.

- **Hypothesis verification**

The hypothesis was demonstrated in a descriptive way through a process supported in the logical analysis of the field investigation whose final results were expressed in a descriptive way.

- **Formulation of conclusions and elaboration of the report**

The conclusions were drawn based on a specific analysis of the results and they served to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute with the solution of the problem that motivated the present research.

POPULATION AND SAMPLE

The population which helped in the research work consisted of all the English teachers, by reason of their small number and by the students of 8th, 9th and 10th years of basic education; the final population was 112 students. It is shown in the following chart:

Variable	Population
8 th year of basic education	39
9 th year of basic education	34
10 th year of basic education	39
Total students	112
Teachers' Population	3

f. RESULTS

HYPOTHESIS 1

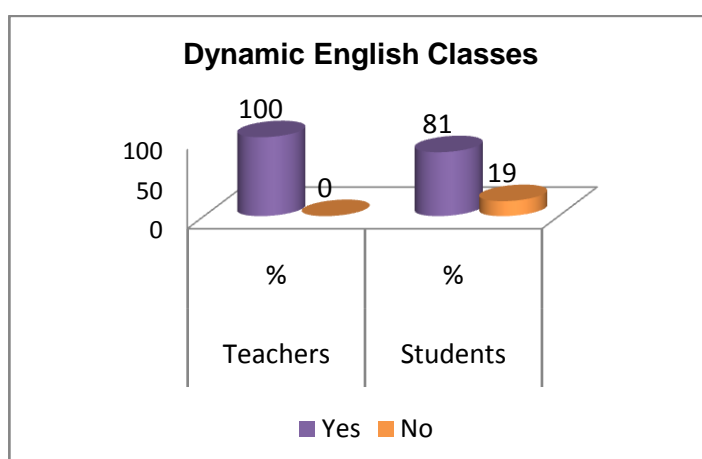
Active strategies are related to the achievement of the listening skills of the English Language with the students of 8th, 9th And 10th years of Basic Education at Unidad Educativa "La Porciúncula" High school, Academic Period 2012-2013.

1. Do you think your English class is dynamic enough?

a. Table 1

Dynamic English Classes	Teachers		Students	
	f	%	f	%
Yes	3	100	91	81
No	0	0	21	19
TOTAL	3	100	112	100

b. Graph 1



Source: Students and teachers' survey.
Author: Karen Gabriela Pardo Ordóñez.

c. Logical analysis

The results indicate that all teachers and most of the students agreed that their classes are dynamic. Nevertheless, few students do not think the same, which comes to show that there is a little disagreement between teachers and students.

According to Kagan Spencer (1992), teachers can integrate strategies into their daily lessons to encourage more active and productive learning from all students. Furthermore, Zoltan Dornyei (1998) states that classes without dynamism and motivation cannot work even when students have remarkable abilities.

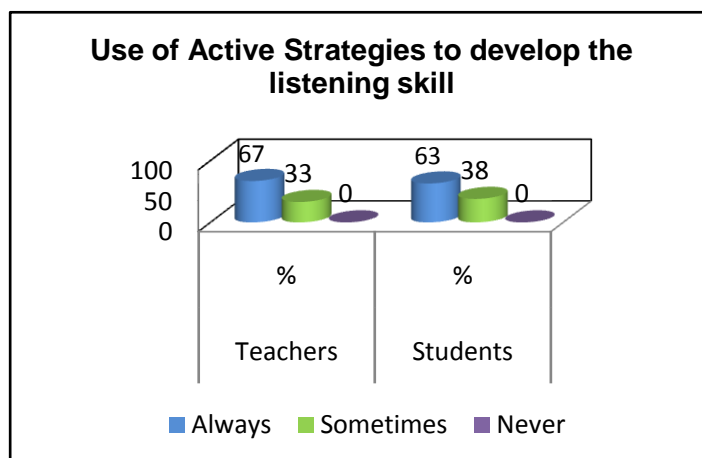
As a result, dynamic classes are important for teachers and students, if they do not find their classes sufficiently dynamic, they will not achieve their long-term goals in their language acquisition process.

2. Do you apply active strategies to develop listening?

a. Table 2

Use of Active Strategies to develop the listening skill	Teachers		Students	
	f	%	f	%
Always	2	67	70	63
Sometimes	1	33	42	38
Never	0	0	0	0
TOTAL	3	100	112	100

b. Graph 2



Source: Students and teachers' survey.
Author: Karen Gabriela Pardo Ordóñez.

c. Logical analysis

As it can be seen, many teachers said they always apply active strategies to develop the listening skill. It is also confirmed with students' answers. However, several teachers and students mentioned that they sometimes utilize them. This reflects that teachers agreed that the use of strategies is fundamental for English learners because they can benefit from them.

According to Catherine Y. Kinoshita (2003), the use of active strategies in ESL classrooms is a challenge that all language teachers should take because not only does it help learners become more efficient in their efforts to learn a second or foreign language, it also provides a meaningful way to focus one's teaching efforts. Based on the results it is noticeable that teachers are applying active strategies to develop the listening skill which help to raise students' academic achievements and also to increase

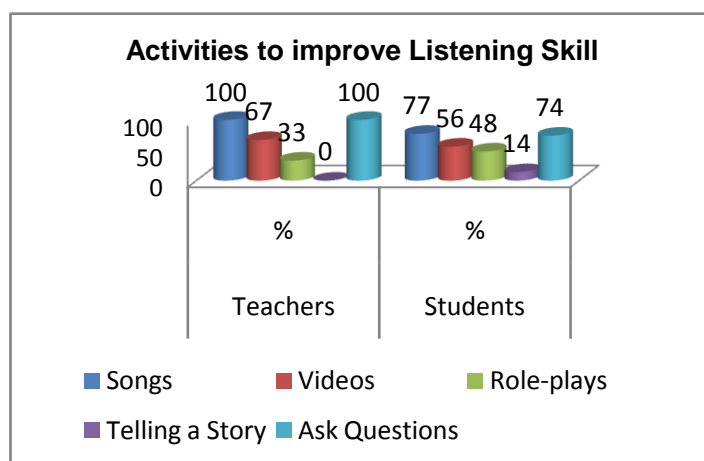
students' performance in the learning process. Furthermore, they help teachers to support the contents taught in classroom.

3. Which of the following activities do you use to improve the listening skills in your class?

a. Table 3

Activities to improve Listening Skill	Teachers		Students	
	f	%	f	%
Songs	3	100	86	77
Videos	2	67	63	56
Role-plays	1	33	54	48
Telling a Story	0	0	16	14
Ask Questions	3	100	83	74

b. Graph 3



Source: Students and teachers' survey.
Author: Karen Gabriela Pardo Ordóñez.

c. Logical analysis

The obtained data shows that all teachers and many students agreed that they improve the listening skill through songs, asking questions, videos and role-plays. While, several teachers and students' state they use role-

plays and telling a story. It can be argued that teachers make their students enhance their listening skill using activities which give students the opportunity to practice and become good listeners.

According to Randall (1998), asking questions and role-plays teaches a student how to interact more effectively as they listen and speak in the target language; these activities encourage the students' interest and motivation. In addition, Holly Rowland (1999) states that watching videos and listening to songs give students an exposure to the natural language and shows how learners can interact in real life.

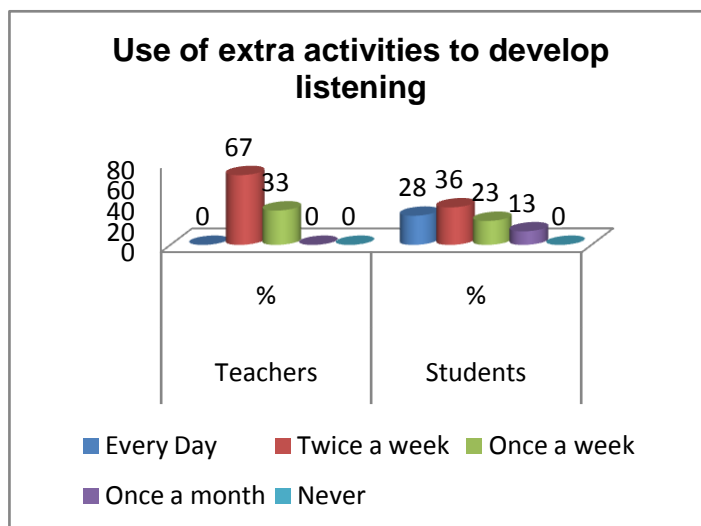
As a result, activities in class are useful for students; teachers should apply different listening activities in class and encourage them to be part of the teaching-learning process. Finally, it is crucial to remember that training students to listen thus demands the care and attention of teachers as well as from learners.

4. How often are used extra activities to improve the listening skills?

a. Table 4

Use of extra activities to develop listening	Teachers		Students	
	f	%	f	%
Every Day	0	0	32	29
Twice a week	2	67	40	36
Once a week	1	33	26	23
Once a month	0	0	14	13
Never	0	0	0	0
TOTAL	3	100	112	100

b. Graph 4



Source: Students and teachers' survey.
Author: Karen Gabriela Pardo Ordóñez.

c. Logical analysis

The obtained data illustrates that teachers generally apply extra activities twice a week and once a week, but students' results contradict it. This reflects that there is a little disagreement between teachers and students but it is important to point out that teachers are making use of them. Furthermore, they consider that their students learn more and improve what they have learned in class by doing extra activities.

According to Cary Schraw (1997), extra activities are an important complement to support students' educational experience in their learning process. The use of extra material is essential because students increase their knowledge, reinforce important points and clarify doubts.

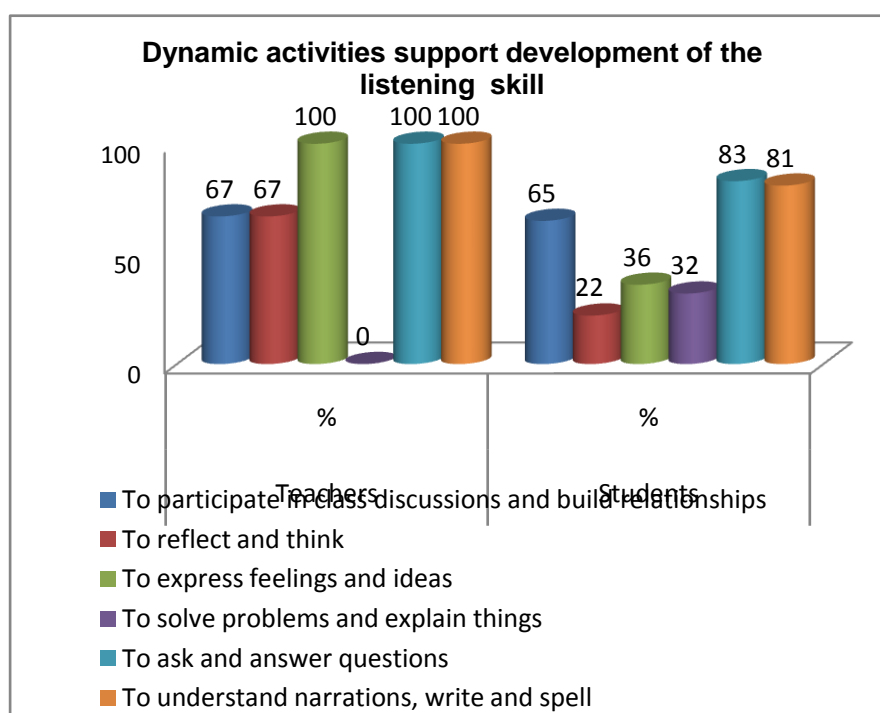
Therefore, it can be affirmed that teachers give students extra activities not every day but they are aware that additional activities play an extremely important role in students' learning.

5. How do active strategies help the students to develop of the listening skills?

a. Table 5

Dynamic activities support development of the listening skills	Teachers		Students	
	f	%	f	%
To participate in class discussions and build relationships	2	67	73	65
To reflect and think	2	67	25	22
To express feelings and ideas	3	100	40	36
To solve problems and explain things	0	0	36	32
To ask and answer questions	3	100	93	83
To understand narrations, write and spell	3	100	91	81

b. Graph 5



c. Logical analysis

The findings demonstrate that all teachers and the majority of students agreed that dynamic activities help them to ask questions, express feelings and understand narrations. While many teachers and students indicated that the use of dynamic activities helps to participate in class discussions, reflect and think.

According to Jim Eison (2010), active strategies provide a wide variety of opportunities for different uses of activities in the language classroom for example brainstorming, discussions, storytelling, etc. Through these specific activities the learner can think critically about a given topic, consider a problem from various perspectives and express feelings and ideas.

Based on the results it is noticeable that using dynamic activities to support the listening skill is a good strategy for students because they gain willing participation in creative and extended activities.

HYPOTHESIS 2

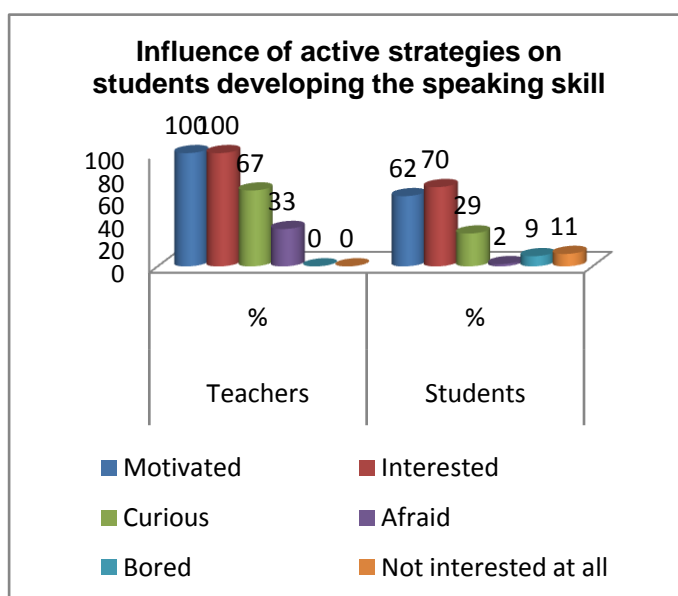
Active strategies are related to the achievement of the speaking skill of the English Language with the students of 8th, 9th And 10th years of basic education at Unidad Educativa "La Porciúncula" High school, Academic Period 2012-2013

6. How do students feel when active strategies are used to develop the speaking skills?

a. Table 6

Influence of active strategies on students developing the speaking skill	Teachers		Students	
	f	%	f	%
Motivated	3	100	69	62
Interested	3	100	78	70
Curious	2	67	32	29
Afraid	1	33	2	2
Bored	0	0	10	9
Not interested at all	0	0	12	11

b. Graph 6



Source: Students and teachers' survey.
Author: Karen Gabriela Pardo Ordóñez.

c. Logical analysis

The results clearly show that all teachers and many students agreed that with the use of active strategies, students feel interested, motivated and curious. Therefore, it can be affirmed that active strategies on students

developing the speaking skill is a positive influence because they push them to develop their own interests and passions.

According to Andy Halvorsen (2005), students who feel motivated develop a greater degree of participation and interest, students will be more likely to attend classes and they will be more involved while they are participating in any task.

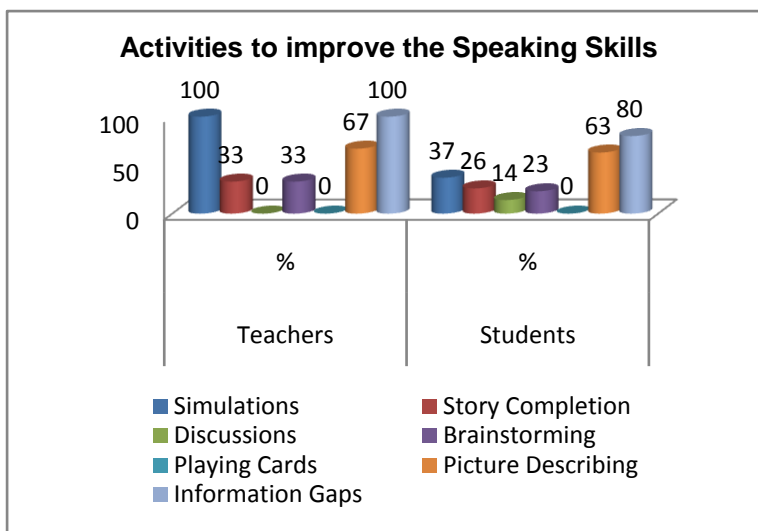
For that reason, it can be argued that active strategies provide extra fun in the lessons and if students feel bored and completely unenthusiastic to learn, teachers should have at least one interactive activity which will help keep students engaged.

7. Which activities are used to encourage students to speak?

a. Table 7

Activities to improve the Speaking Skills	Teachers		Students	
	f	%	f	%
Simulations	3	100	41	37
Story Completion	1	33	29	26
Discussions	0	0	16	14
Brainstorming	1	33	26	23
Playing Cards	0	0	0	0
Picture Describing	2	67	70	63
Information Gaps	3	100	89	80

b. Graph 7



Source: Students and teachers' survey.
Author: Karen Gabriela Pardo Ordóñez.

c. Logical analysis

The results clearly show that all teachers make their students improve the speaking skill with simulations, information gaps and picture describing activities. Similarly, students' results indicate that teachers do apply the same activities but with a lower percentage which comes to show that most of the activities previously cited are used in class.

According to Kamis (2011) activities like simulations and story completion are used very successfully in the ESL classroom, teachers found them very effective because learners feel productive in the task development. In addition, they are a good choice to push students to do oral communication having free speaking activities.

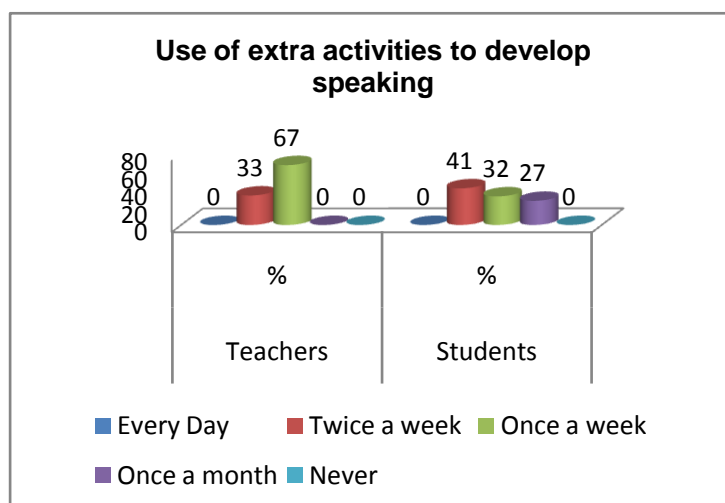
Based on the results it is noticeable that teachers use some activities to improve the speaking skill, these activities encourage the students' interest and motivation to learn non-linguistically. In addition, if teachers do not have their students practicing speaking activities, they will not develop them in a spontaneous way.

8. How often do you perform extra activities to improve the speaking skills?

a. Table 8

Use of extra activities to develop speaking	Teachers		Students	
	f	%	f	%
Every Day	0	0	0	0
Twice a week	1	33	46	41
Once a week	2	67	36	32
Once a month	0	0	30	27
Never	0	0	0	0
TOTAL	3	100	112	100

b. Graph 8



Source: Students and teachers' survey.
Author: Karen Gabriela Pardo Ordóñez.

c. Logical analysis

With regard to the above results teachers generally applied extra activities once a week and twice a week and students' answers confirmed the same. This reflects that not enough time is given over to practicing this skill in the classroom. According to Kenji Kitao Doshisha (1997), it is important for teachers and students the use of additional material in each lesson, it means that teachers should prepare extra activities and research new supplementary activities which provide some extra fun and additional learning to increase the listening skill.

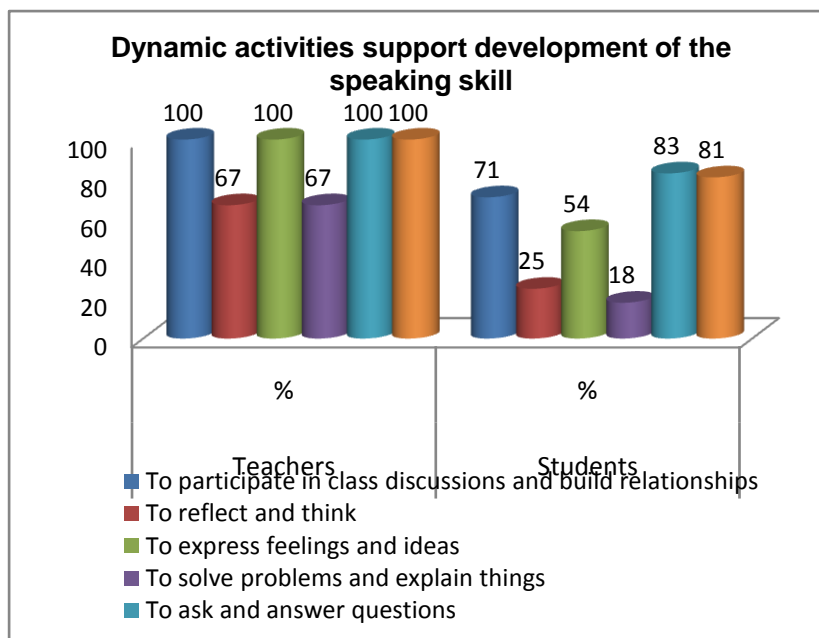
Based on the results, it is evident that many teachers think that carry extra activities once a week or twice a week is enough to support the students' educational experience, but teachers should spend more time building the speaking habit in order to make students feel comfortable as speakers in English.

9. How do active strategies help the students to develop the speaking skills?

a. Table 9

Dynamic activities support the development of the speaking skill	Teachers		Students	
	f	%	f	%
To participate in class discussions and build relationships	3	100	80	71
To reflect and think	2	67	28	25
To express feelings and ideas	3	100	60	54
To solve problems and explain things	2	67	20	18
To ask and answer questions	3	100	93	83
To understand narrations, write and spell	3	100	91	81

b. Graph 9



c. Logical analysis

The results obtained show that all teachers think that dynamic activities encourage students to participate in class discussions, express feelings, answer questions and reflect. Similarly, students' results indicate the same but with a lower percentage which comes to show that dynamic activities have a positive influence developing the speaking activity.

According to Hayriye Kayi (2006) activities like the mentioned above promotes critical thinking, students learn how to express and justify themselves, ask questions, paraphrase ideas, express support, check for clarification in polite ways and also they learn to be open to different ideas. As a result, the use of dynamic activities by teachers helps students to

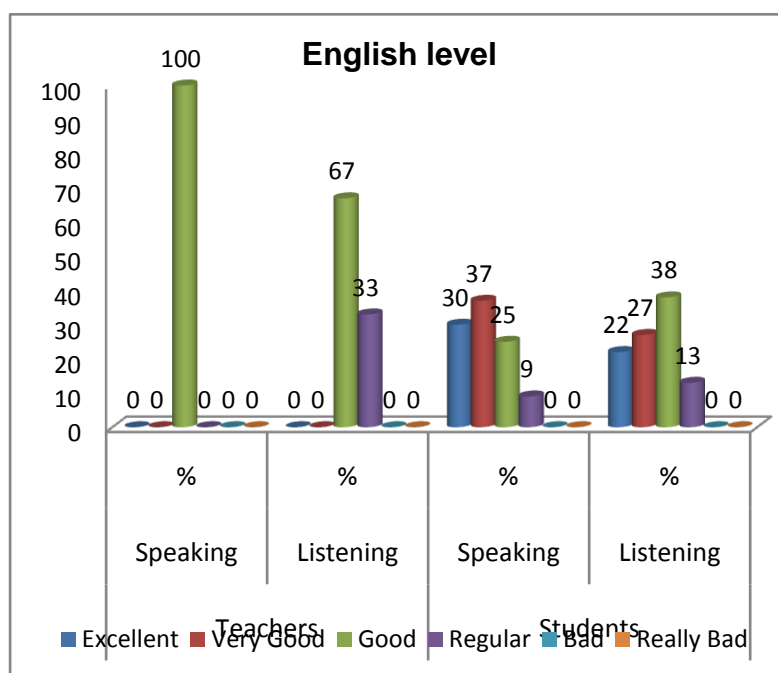
achieve the learning goals and make progress in their speaking skill in a natural way and expressing feelings and ideas.

10. How do you describe the students' level of English in the listening and speaking skills?

a. Statistics Table 10

English level	Teachers				Students			
	Speaking		Listening		Speaking	Listening	Speaking	Listening
	f	%	f	%	f	%	f	%
Excellent	0	0	0	0	33	30	25	22
Very Good	0	0	0	0	41	37	30	27
Good	3	100	2	67	28	25	42	38
Regular	0	0	1	33	10	9	15	13
Bad	0	0	0	0	0	0	0	0
Really Bad	0	0	0	0	0	0	0	0
TOTAL	3	100	3	100	112	100	112	100

b. Graph 10



c. Logical analysis

The results demonstrate that all teachers place their students' development in speaking as good. Nevertheless, several did not agree with it, they consider their students' speaking level as excellent and very good.

According to Harbison Cammy (2012) it is important to mention that the frequency in the use of active strategies support the students' learning of the English Language. Also, learners are able to get a meaningful learning and better results on the development of listening and speaking skills.

Therefore, it can be affirmed that, when students self-evaluate their level of English, it is evident their self-confidence regarding the knowledge they have acquired through the application of active strategies in their classes.

g. DISCUSSION

HYPOTHESIS ONE

- **Statement:**

Active strategies are related to the achievement of the listening skills of the English Language with the students of 8th, 9th and 10th years of Basic Education at Unidad Educativa "La Porciúncula" High school, Academic Period 2012-2013

- **Demonstration:**

The first hypothesis has two variables. The independent variable is *active strategies* and the dependent variable is the achievement of the listening skills of the English Language.

- In question number **two** that is about the use of active strategies in the English class, the statistics clearly show that 67% of the teachers always utilize them to develop the listening skill and 63% of students assured the same. This reflects that many teachers work with specific and relevant activities in their English classes to enhance the listening skill encouraging students' curiosity, challenge and creativity at the moment they participate in any listening task.

- In question number **three** that is about activities to improve the listening skill, 100% of the teachers say they make their students listen to a song and ask questions; 67% of them use videos and 33% apply role-plays activities, according to students' answers, 77% of them listen to a song, 74 % ask and answer questions, likewise, 56 % watch videos and 48% role-plays activities. These answers evidence that students are learning English through funny and interesting activities which help to retain knowledge in their long lasting memory and more easily due to they may be inspired to learn more about the lessons. Also, teachers who use creative activities in their classes, students tend to be more motivated and enthusiastic about learning.

- In question number **four** that is about the use of extra activities to develop the listening skill, the statistics evidently show that 36% of the students agree on that their teachers apply extra activities twice a week; 29% every day; and, 23% once a week. On this regard, 67% of the teachers say they take extra activities to class twice a week and 33% only once a week. These answers evidence that teachers and students think that the use of diverse and innovative additional activities improve and support the development of the listening skill, the lessons become easier and much more automatic which is reflected in the students' understanding in class.

- In question number **five** that is about how dynamic activities support the development of the listening skill, the statistics clearly illustrate that 83 % of the students consider that it is done through asking and answering questions; 81% by understanding readings; and, 65% with their participation in class discussions. However, 100% of the teachers state that with the use of dynamic activities, students learn to understand narrations, write and spell, ask and answer questions; and express feelings and ideas. These results demonstrate that applying dynamic activities which are significant elements in class, students can make progress easily and they feel self-confident and sure about the effect they have on the students' performance in each lesson.

- **Decision**

Based on the previously analyzed results, it has been possible to **confirm** Hypothesis One due to the following reasons: besides the official textbook, teachers are applying some extra activities which focus on the listening skill and help to develop it, taking advantage of the different active strategies available for teachers. Moreover, with the incorporation of these active strategies students feel interested and excited towards learning, making it much easier for teachers to develop their task and at the same time, students get better outcomes.

HYPOTHESIS TWO

- **Statement:**

Active strategies are related to the achievement of the speaking skills of the English Language with the students of 8th, 9th and 10th years of basic education at Unidad Educativa "La Porciúncula" High school, Academic Period 2012-2013.

- **Demonstration:**

The first hypothesis has two variables. The independent one is Active Strategies and the dependent variable is the achievement of the speaking skills of the English Language.

- In question number **six** that is about how students feel with the employment of active strategies to develop the speaking skills, 100% of the teachers think their students feel motivated and interested; 67 % feel curiosity while 33% of them say that these strategies make them feel a little afraid. Nevertheless, the students indicate that when the teachers use these active strategies, 70% of them feel Interested; 62% feel Motivated; and 29% feel Curious. This shows that many students agree and feel encouraged with the application of active strategies by teachers because they support their learning challenging in the

development of the speaking skill and also involving themselves in a self-motivated class.

- In question number seven that is about the kinds of activities to improve the speaking skill, the obtained data illustrates that according to teachers' answers 100% of the them use simulations and information gaps where students actively become part of these activities; picture description with a 67 % that helps to speak and describe in a free style and story completion and brainstorming with 33%. However, 80% of the students increase their speaking skill using information gaps, 63% by utilizing pictures description and 37% with simulations. These results clearly demonstrate that through active strategies teachers make students practice with activities in which they produce ideas quickly and freely rising their speaking skill.
- In question number eight that is about the use of extra activities to develop the speaking skill, the statistics clearly show that 67% of the teachers manifest they take extra activities to class twice a week and 33% only once a week. While 41% of the students state that their teachers apply extra activities twice a week; 27% once a month and 32 % once a week. These results indicate that teachers carry extra activities to the class offering a variety of ways and additional material to reinforce what students learn in each English lesson.

- In question number nine that is about how dynamic activities support the development of the speaking skill, the statistics clearly show that 100% of the teachers think that with the use of dynamic activities students participate actively in class discussions, to understand narrations, write and spell, to ask and answer questions; and to express feelings and ideas; while, 67% of the teachers mention that with the use of these activities, students can reflect think and solve problems. Moreover, 83 % of the students consider it is done through asking and answering questions. The results show that applying dynamic activities which are significant elements in class, students can make progress easily being considered as a useful effect on the development of the speaking skill in each lesson.

- **Decision**

Once the analysis of all the questions has been done, the hypothesis two is **confirmed** by stating that teachers do apply active strategies to develop the speaking skill through the use of activities which contribute to the students' success in class and later in every stage of their lives. Furthermore, the speaking skill requires a structure and planning by teachers creating an effective speaking lesson what is shown because of the extra activities teachers take to the English class to support their students' knowledge.

h. CONCLUSIONS

After the analysis of the obtained information about teachers and students of 8th, 9th And 10th years of basic education at Unidad Educativa “La Porciúncula”, the following conclusions were drawn:

- All the teachers apply active strategies in their classes, which help the students to perceive the classroom as a comfortable and friendly place where they feel safe and motivated to use their listening and speaking skills for communicating in English.
- Teachers are not only focusing on activities that they have in the official textbook, but they are conscious that those activities are not always enough. So, they prepare some extra verbal activities that promote a good interaction among students and enhance their academic outcome. This fact allows students to have time available for social interaction enabling them to develop confidence in their language skills.
- Through the use of active strategies, teachers at “La Porciúncula” motivate their students who say that they feel predisposed to learn because they face some additional demands with the assignment of classroom activities or responsibilities by their teachers. These

previously cited strategies develop in the students the feel of belonging. All the above is a reflection of the consistent employment of active strategies in the classroom.

- The active strategies that teachers provide their students, on one hand, improve their listening skill through attractive tasks and suitable materials; and on the other, they mainly permit to achieve the proposed outcomes. However, there are some activities which are not being used by the teachers, like storytelling and role-plays.
- Teachers know that, students develop their speaking skill using some activities which provide them with some extra knowledge increasing the students' performance in class as well as improving the students' academic success. Nevertheless, some activities are not applied by teachers so, students are not taking advantage of the benefits that they can get for example discussions, simulations and story completion activities.

i. RECOMMENDATIONS

Being aware of the influence that active strategies have on the development of the listening and speaking skills, the researcher states the following recommendations:

- Teachers should continue using active strategies as a plan or incentive for students in the development of the listening and speaking skills, in order to raise acceptance, self-confidence, learning and achievement. Therefore, teachers need to keep creating meaningful learning situations for their students, and never give up.
- Teachers must continue preparing additional activities to teach and develop the listening and speaking skills, it is important to mention that these additional activities help students to reinforce the knowledge and at the same time, teachers should take into account some details like students' age, mental development and level of proficiency.
- Teachers at Unidad Educativa "La Porciúncula" High School should keep on providing students with useful and updated material through activities for improving the productive and receptive skills. So that students can reach a good level of listening and speaking skills. For this reason, teachers must apply and search a large amount of active

strategies and appropriate activities. Likewise, these resources should be supplemented with appropriate tasks according to the students' expectations, goals and learning level.

- Teachers should continue making students practice the listening skill as often as possible. They should add new listening resources from the Internet as tools to attract students' attention and at the same time, teachers must find ways to apply activities like storytelling and role-plays which are not being used frequently. Furthermore, mastering the listening skill is a challenge that demands both teachers and learners' work in the teaching-learning process in a balanced integration with the other skills.
- Students at “La Porciúncula” must continue practicing the speaking skill with the same frequency as well as, teachers should keep on providing their students with a rich environment and new activities such as guessing games, skimming and picture difference task. These activities make students more active in the learning process and at the same time, make their learning more meaningful and fun, determining what skills and knowledge the students already have and what areas need support and development.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE EDUCACIÓN, ARTE Y COMUNICACIÓN

ENGLISH LANGUAGE CAREER

THESIS PROJECT

THEME:

ACTIVE STRATEGIES AND THEIR INFLUENCE ON THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8th, 9th And 10th YEARS OF BASIC EDUCATION AT UNIDAD EDUCATIVA “LA PORCIÚNCULA” HIGH SCHOOL, ACADEMIC PERIOD 2012 - 2013

Author:

Karen Gabriela Pardo Ordóñez

Loja – Ecuador

2012 - 2013

a. THEME

“ACTIVE STRATEGIES AND THEIR INFLUENCE ON THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS OF THE ENGLISH LANGUAGE WITH THE STUDENTS Of 8th, 9th And 10th YEARS OF BASIC EDUCATION AT UNIDAD EDUCATIVA "LA PORCIÚNCULA" HIGH SCHOOL, ACADEMIC PERIOD 2012 - 2013”.

b. PROBLEM STATEMENT

2.1. BACKGROUND

¹The “Porciúncula” high school was created on December 2, 1941, when the Community Missionary Franciscan of the Immaculate came to our city, led by Francisca de las Llagas Cornejo, with high hopes, dreams, goals they wanted to implement in the culture of people from Loja, with their arrival there was an immense hope considering that Loja and our country were concerned about one of the biggest problems, as was the war against Peru in 1941.

When the religious arrived to the city, they decided to put a little joy in the girls’ heart with the creation of a school, so the opening of the Elementary School occurs, the citizenship received this new school with the proper way with the join of many girls to the institution. This wonderful work of education was only possible with the help of two distinguished ladies: Rosa and Josefa Eguiguren Escudero.

The capacities of girls increased day by day and with them a problem arise for implementing a more effective education with the construction of the High school, but how to think about building a high school, if they did not

¹ Information taken from the official magazine published by the “Porciúncula” High school in 2004.

have enough school budget?, and it was there that another charitable lady intervened, who decided to donate her house, the place where she grew up and spent all her childhood and adolescence, she thought that house as well as it kept her memories, it was going to keep the memories of those girls, so Mariana Carrión de Valdivieso decided to relinquish the house and give it to the religious to build a School Dressmaking in which they will teach them everything about sewing and embroidery, and with the support of her sons they signed the deed of donation on November 27th, 1949 being opened and called "Mariana Carrión de Valdivieso" in her honor.

The first people who were responsible of the School and Workshop were Gabriela Garcia, as superior and Concepcion de Troya, as Director.

In 1958 he opened the secondary section, giving a giant step for the future of children in Loja.

The Porciúncula high school is not only an academic institution, It is also a second home for those who were trained and we are training in the Educational Institution, considering a lot of countless memories, pranks and illusions that every day they lived and continue living in it. There are so many anecdotes that the school has happened through the training of

thousands of women who now hold a prestigious place in society and economy of the region and country.

The “Porciúncula” High school has the following organism: Teachers, a Rector, a Vice-rector, general inspector and a Secretary, there is one department which is divided in the following assignments, evaluation and control, the assignment of project elaboration, the pedagogical and technical assignment, the science and technology assignment, cultural and social assignment. Moreover, the high school has the following specialties: Physics-Mathematics, Chemical and Biological and the technical specialties like Computerized Account. Besides the institution offers its students modern laboratories of Chemistry, Physics, Computing and English, the same that support the academic management.

2.2. CURRENT SITUATION OF THE RESEARCH OBJECT

In any teaching situation into Elementary, Middle and High School, listening and speaking skills have a prominent place in language programs around the world today because the role of English has given priority to finding more effective ways to teach the English language. Our understanding of the nature of listening and speaking has undergone considerable changes in recent years, and it is important to explore some of those changes and their implications for classroom teaching and materials design.

The teaching of listening and speaking has attracted a greater level of interest in recent years than it did in the past. Now, university entrance exams, exit exams, and other examinations often include a listening and speaking component, acknowledging that listening and speaking skills are a core component of second-language proficiency, and also reflecting the assumption that if listening and speaking is not tested, teachers will not teach them.

The importance of listening is increasing in the world and technological advances in global communication have made listening by non-native speakers even more crucial. The potential for misunderstanding has therefore also increased, making the teaching of listening comprehension ever more important.

Teachers in our country are only focused on reading and writing skills and they ignore the speaking and listening language modes in classrooms, assuming these skills are already developed and instead of teaching oral language skills many teachers focus their attention on reading and writing in a traditional language arts curriculum.

Listening and speaking skills are important to students in the future “Students who can translate their thoughts and ideas into words are more likely to be successful in school” ; more importantly students who do not

develop good listening and speaking skills will have lifelong consequences because of their deficit.

There is a lack of attention, concentration, and appropriate responses to discussion questions, some of the students never attend to verbal directions while others constantly need reminders. These students often tuned out verbal directions and commands, making it necessary for the teacher to repeat the same information more than once.

In our city, we can observe that students have great difficulty with class participation, asking and responding to questions, and general listening comprehension (as opposed to lecture comprehension). Many teachers believe a quiet classroom is a learning classroom where students are meeting the many demands of the curriculum; the main goal should be “develop students who are active language users into classroom”.

On the other hand English teachers strive for authenticity in their activities, specifically that they give students opportunities to practice listening to real lectures by a variety of speakers, interact with native speakers, and cope with genre-specific vocabulary, reading materials, and writing tasks.

2.3. RESEARCH PROBLEM

HOW DO ACTIVE STRATEGIES INFLUENCE ON THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS OF THE ENGLISH LANGUAGE

WITH THE STUDENTS Of 8th, 9th And 10th YEARS OF BASIC EDUCATION AT UNIDAD EDUCATIVA "LA PORCIÚNCULA" HIGH SCHOOL, ACADEMIC PERIOD 2012 - 2013".

2.3.1. DELIMITATION OF PROBLEMS

a. Temporal

This research work is going to be developed during the academic period 2012–2013.

b. Spatial

Unidad Educativa "La Porciúncula" high school, which is located in the downtown of Loja, on Bolívar between Colon and José Antonio Eguiguren Street.

c. Observation Units

In this research, authorities, teachers and students from 8th, 9th and 10th years of basic education are going to be included.

d. Sub problems

The sub problems that the researcher found derived from the general problem are:

- What active strategies do teachers use to develop the listening skill of the English Language with the students of 8th, 9th And 10th years of basic education at Unidad Educativa "La Porciúncula" High school, Academic Period 2012-2013.

- What Active strategies do teachers use to develop the speaking skill of the English Language with the students of 8th, 9th And 10th years of basic education at Unidad Educativa "La Porciúncula" High school, Academic Period 2012-2013.

c. JUSTIFICATION

The education in our country and in other places around the world is immersed in different problems; the objective is to find for alternatives that help teachers and students to improve the students' development to get better opportunities in the future societies.

The goal of this research is focused on the necessity of improving the Speaking and listening skills using active strategies, as you know Language is an integral part of learning, and plays a key role in classroom teaching and learning; children's confidence and proficiency as talkers and listeners are paramount. In schools and high schools speaking and listening are ignored so they are fighting for the recognition and the limelight that reading and writing have had for some time.

Often, speaking and listening is simply used as a tool to support and guide reading and writing, and is unlikely to be actually taught and assessed. Moreover, discussion can often be dominated by the teacher and children have limited opportunities for productive speaking and listening. There is an interdependency between speaking and listening, reading and writing and moreover, that they are mutually enhancing. The objectives for speaking and listening complement the objectives for reading and writing

in that they reinforce and extend children's developing reading and writing skills.

Academically, this research will be helping teachers and students to achieve a better education and get an effective development of English teaching-learning process, in this way when the results of this research have been known they will be benefited because they will have the opportunity to know and apply some active strategies in order to teach better the listening and speaking skills.

Finally, this research is justified enough because it is a previous requirement for English Career undergraduates; in order to obtain the Bachelor's degree, and it is also important to mention that the researcher has the necessary resources and facilities to develop and fulfill it according to the established timetable.

d. OBJECTIVES

4.1. GENERAL OBJECTIVE

- To characterize how active strategies applied by the English teachers facilitate the development of listening and speaking skills of the English Language with the students of 8th, 9th And 10th years of basic education at Unidad Educativa "La Porciúncula" High school, Academic Period 2012-2013.

4.2 SPECIFIC OBJECTIVES

- To determine the active strategies that teachers use in the development of listening skills of the English Language with the students of 8th, 9th And 10th years of basic education at Unidad Educativa "La Porciúncula" High school, Academic Period 2012-2013.
- To identify the active strategies that teachers use in the development of speaking skills of the English Language with the students of 8th, 9th And 10th years of basic education at Unidad Educativa "La Porciúncula" High school, Academic Period 2012-2013.

e. THEORETICAL FRAME

5.1. ACTIVE LEARNING

Active learning is engaging students in an activity that will make them think and analyze the information being taught. Active learning may occur at every stage of the lesson, starting from getting the students engaged in the topic, through actively taking part in discovering language and rules, to free, active production.

Active learning is switching the role of the student from passive to active. This means that the mode of instruction must allow students to create genuine, authentic and hands-on learning experiences in order to learn new information. This can be difficult initially for students and teachers because it requires an effective and balanced shift of power and a competent teacher to plan, guide and moderate active learning. Here is a review of samples of active learning strategies for the English language and literature classroom.²

- **Teacher roles in an active-learning classroom**

In an active classroom, the move is from a teacher-centred model to a learner-centred one. The teacher is no longer standing in front of the classroom, instructing, and transmitting the knowledge, but organizing the

² John Haycraft - An introduction to English Language Teaching. Harlow Longman, 1978, (pp.82-84) pages

learning and facilitating the students in their learning. As a facilitator, the teacher supports students in the learning process, enables them to explore various viewpoints, helps them to ask questions and solve problems.

- **Students roles in an active-learning classroom**

In an active learning environment, the students move from being passive recipients of knowledge to participatory learners. Instead of being 'spoon fed' by the teacher, they become responsible for their own learning, they ask and answer questions, discover rules, share viewpoints and collaborate with others.

5.1.2. ACTIVE STRATEGIES

It is a planned series of actions or events to invite the participant to process, apply, interact and share experiences as part of the educational process. The interactive components support the goal and the educational objectives for learning activity.

When active learning strategies are used, the participant is reading, talking, writing, describing, touching, interacting, listening and reflecting on the information and the materials presented.

Active learning promotes problem solving, critical thinking, and manipulation of materials, analysis, synthesis and evaluation of the information. Active learning focuses on the desired outcome for the participant as a result of the learning activity.

When developing live educational activities to be presented to a small or large group approximately 50% of the planning should be on content-50% on the delivery of the material. Self-directed activities and live presentations can include a variety of activities before, during and after the learning experience to engage the participant in active learning.

Below is a list of ideas of how active strategies help in the development of listening and speaking skills and how they can be applied in an English language teaching classroom.

5.1.3. Build relationships and raise achievement with classroom discussions.

³One helpful strategy for building relationships with students and increasing achievement is classroom discussions. When used correctly, class discussion can, not only make students feel they are a part of the

³Active Strategies Fuente electrónica [en línea], [Fecha de consulta: 18 Octubre 2012]
By Cammy Harbison <http://www.voxxi.com/school-achievement-classroom-discussions/#ixzz2VljCxEcj>

classroom, but also give teachers keen insight to student abilities, perceptions and needs.

Here are a few tips for conducting effective classroom discussions:

- **Question students' answers**

When thinking about classroom discussions, many may believe it simply means asking questions, calling students to answer and then confirming whether that answer is right or wrong. This, however, is not a true discussion. To hold an effective discussion, each party must have a stake in the conversation that is tied to their emotions and beliefs.

Think about the most meaningful discussions you have ever had. Chances are they were about things that mattered to you. In a classroom, to make discussions meaningful, we need to focus less on letting students know if the answer they have produced is right or wrong and focus more on finding out why they answered that way. By asking a student "Why do you think that?" you challenge them to go beyond a simple reflexive answer and truly analyze their knowledge and beliefs.

Now, that being said, the first time you try this, don't expect a miracle. Students, for the most part, will not be accustomed to this level

of engagement, or having to move beyond the basic knowledge stage of thinking.

As a result, they may feel uncomfortable and answers may be weak at best. The more you make this kind of questioning part of your routine, however, the more students will learn to think analytically. This kind of personal analysis can have a profound effect on student thinking, producing growth across the subject areas.

Additionally, research has shown that, higher performing students are often questioned more deeply and receive more detailed feedback from teachers than their lower performing peers.

Think about the students in your classroom: Do you often accept whatever answers the low-performing student gives and then quickly move on to the next child? Or worse yet, avoid calling on them at all? As teachers, we may feel we are saving these students humiliation, but in reality, we are letting them know just how little we believe in their ability to learn.

- **Make whole class engagement a requirement**

Asking a student to put themselves on the line and defend their answers calls for much more risk taking than simply answering. Make sure the risk is worth their while.

For these kinds of discussions to be effective, it is imperative to set a tone of respect in the classroom. For example, no answer given should ever be ridiculed by you or other students. Furthermore, all students should be prepared to engage in the discussion at any point.

One way to do this is to let students know someone will always be required to repeat the answering students' response. When you first start doing this, you may be surprised how many students are regularly tuned out of classroom discussions, by requiring careful listening to their peers' answers, students will not only pick up on valuable information, but will also make the student answering feel what they are saying is important.

Some other ideas for building whole-group engagement are to ask students to be add-on to what the previous student said, offering more insight, stating it another way or giving an example of what they are saying.

You can also poll the class, asking them to do a thumb up, down or in the middle to show agreement or disagreement with the students answer. At that point call on various students to give their reasons for agreeing or disagreeing with the students. This way, the whole class is analyzing their thinking as well as the answering student.

Again, in the beginning, this can be difficult and discussions may seem sluggish and forced, but when students come to expect this kind of engagement, the conversations flow more smoothly, and you will learn a great deal about the depth of student understanding.

- **Check your understanding**

When students are offering their answers, it is a good idea to paraphrase their answers in your own words, or ask another student to do it. This will ensure you, and the rest of the class, understand the student's answer.

Train yourself and your students to say things like “What I think I hear you say was...” and then paraphrase. The student can either confirm or restate in a better way if their meaning was not understood. By going this extra step, you show students that you actually care about what they are saying. Over time, students will strive to communicate more effectively if they know their responses are valued.

5.1.4. Critical thinking

⁴Critical thinking is not an easy concept to define as it can mean quite different things to different people in different contexts and cultures.

⁴ Active Strategies, Fuente electrónica [en línea], [Fecha de consulta: 20 noviembre 2012] <http://iteslj.org/Techniques/Halvorsen-CriticalThinking.html>

Despite this fact, I believe that ESL/EFL instructors can greatly benefit both themselves and their students by attempting to understand and incorporate some of its key elements into their classrooms.

Generally speaking, to think critically about an issue is to consider that issue from various perspectives, to look at and challenge any possible assumptions that may underlie the issue and to explore its possible alternatives.

More specifically, when we think critically about a given topic, we are forced to consider our own relationship to it and how we personally fit into the context of the issue. This type of thinking does not always come easy, but I feel well-informed teachers can help a great deal in encouraging its development in their students.

- **How Critical Thinking Makes Classes Better**

In my experience, the overall benefit to the classroom is twofold. Firstly, classes which involve elements of critical thought tend to be generally more interesting and engaging. Consider for example, two possible discussion topics related to a unit on the environment.

- Topic one asks students to summarize the main issues covered in the class in preparation for a final writing activity.

- Topic two asks students to outline the draft of a letter to be sent to the city's mayor addressing their concerns about environmental issues in and around the city.

Though the teacher may find both approaches equal in terms of how well they facilitate language use in class, it is clear that the later topic will encourage a greater degree of participation and interest from the students. Secondly, using issues that encourage critical thinking helps to give the classroom a more meaningful and cohesive environment. Students who feel that they are working together will be more likely to attend classes and will be more involved while they are there.

- **Two Things to Keep in Mind When Getting Started**

- Knowing the Interest of Your Students is Essential

Most experienced teachers recognize that the more you know about the backgrounds and interests of your students the more appropriate and engaging your classes will become. This element is even more significant for classes with a focus on critical thinking. Well it is true that an experienced teacher can create a critical thinking component in most any lesson, it is not true that students will respond to each various lesson or topic equally. Consider as an example a grammatical unit on the use of the future tenses. A teacher wishing to help promote critical thought in their

class might ask a series of discussion questions on the ethical issues surrounding future increases in life expectancy.⁵

This lesson could be highly successful if it is appropriate to the students' age level, background knowledge, and language proficiency.

The point is that tailoring lessons specifically to the interests of your students can go quite far in encouraging student engagement, an element that is essential for the development of critical thinking.

Learning to Really "Discuss" the Discussion Questions

As a teacher it is essential that you understand and communicate to your students regularly the role of the questions they are being asked to answer. Virtually every language course book contains some form of "discussion questions" which are designed to give students some opportunity to practice language use. As a teacher trainer and observer however, far too often I see these questions being used simply as a tool, or even worse, as a kind of hurdle one needs to get over before moving on to the next grammar lecture or reading passage.

⁵ Active Strategies, Fuente electrónica [en línea], [Fecha de consulta: 30 noviembre 2012]<http://tweenteacher.com/2012/04/24/40-strategies-for-teaching-eld-students/>

It is true that these questions are often written in such a way as to almost discourage critical thought but teachers need to remember that they always have the ability to modify or adapt lessons to their own circumstances. Even the most overworked and underpaid of instructors, who claims to have no time for lesson planning, can make a difference here.

Teachers often cite the frustration of having to "retrain" their students to really think about the questions they are discussing in class. It is much easier of course, if the questions just pass by with the students simply regurgitating some information from a reading or listening passage, but think about the long term message this sends to our students. We are telling them, in effect, that the content is not really of any importance.

We need to encourage our students to really interact with the texts and materials they are given and we need to do this repeatedly. Ultimately this will help students to better interact with the world around them and to become more self-aware and reflective thinkers.

5.1.5. Expressing feelings and ideas

Create a classroom environment that encourages interaction and talk.

Provide situations that invite students to engage in meaningful talk (e.g., oral discussion about texts read aloud or viewed, field trips, presentations, problem solving, etc.).

Involve students in explaining simple processes to classmates and classroom routines to visitors to the classroom (e.g., the principal).

Encourage role-play (e.g., play telephones, hospital, school, and restaurant).

After reading a story several times, have students act out the story. This can be part of a learning center, or it can be presented to the class.

During role-play situations or story enactments, comment on how students supplement the meaning through their use of gestures and/or tone of voice.

After reading a story have students role-play different characters and ask them to show what the character might do, or how they would sound as they talk (use examples where students can use different tones of voice to convey meaning).

Provide opportunities for students to engage in dramatic play and choral speaking.

Provide opportunities for students to listen and respond to guest presentations in the classroom (e.g., fireman, author, and artist)

Show students a video presentation of a book previously read and involve students in talking about which they prefer, the differences and similarities between them, etc.

5.1.6. Engaging Students through Effective Questions

In what ways might questioning techniques improve student learning? What kinds of questions enable teachers to tap into different parts of the cognitive domain? How can questions engage students when their attention begins to wander? Many questions at the lower levels are closed-ended questions. Higher order reasoning, such as synthesis and evaluation, is stimulated through the use of open-ended questions. Asking an open-ended question is a way to elicit discussion, brainstorm solutions to a problem, or create opportunities for thinking outside the box.

The highest-order open-ended questions engage students in dynamic thinking and learning, where they must synthesize information, analyze ideas, and draw their own conclusions, preparing them for the larger community, where few issues are black-and-white. Students need to become critical thinkers, find their own voice, and be recognized for having opinions that matter.

Closed-ended and Open-ended Questions

Let's consider two common forms of questions: closed-ended and open-ended. A closed-ended question (sometimes called a convergent question) is a way to find a specific answer. These questions can usually be answered with one or two words. Closed questions work well for simple recall, to determine whether students understand a concept or for review.

Closed-ended questions are common in everyday communication situations. We use them when we need specific information quickly:

- What time is dinner?
- How much did that cost?
- Have you finished your work?
- Who won the soccer game?

Closed-ended questions and statements are appropriate on a pop quiz, to check for understanding, or to determine whether students completed their homework. However, for other purposes, their effectiveness is limited. For example, they are not effective when you want students to open up and freely express feelings or ideas. Closed questions do not usually encourage reflective dialogue or creative thinking. Faced with a barrage of closed-ended questions, students sometimes feel that they are being

interrogated. Similarly, they may interpret a series of closed questions as an attempt by the teacher to control the direction of the discussion.

Another often-overlooked danger in closed-ended questions is that the question itself could be misleading. For example, young children will ask, “Is Santa Claus real?” Phrasing the question in this manner suggests that Santa Claus has physical characteristics; taken as a closed-ended question, it precludes discussion of the spirit of Christmas or the nature of contemporary Christmas traditions. Indeed, most children who ask this question are just becoming aware of symbols and metaphors, so I prefer to interpret the query as a child’s effort to begin a discussion about Christmas and gift-giving. It is an opportunity to enter into an open-ended dialogue about who or what Santa Claus represents, the reason(s) that people give gifts, whether a true gift needs recognition of the giver, our own roles in our families and communities, and other related ideas as the conversation unfolds.⁶

Some examples are:

- Why did the Vietnam War take place?
- How did you solve the numbers problem?
- What do you think will happen in this experiment?

⁶Canada Education Strategies, Fuente electrónica [en línea], [Fecha de consulta: 30 noviembre 2012] <http://www.cea-ace.ca/education-canada/article/engaging-students-through-effective-questions>

Open-ended questions can also be phrased as commands or statements:

- Describe how photosynthesis works.
- Please explain the main character's motives.
- Discuss the fairness of Canada's judicial system.

“When students believe that you have a “correct answer” in mind, they are slow to respond. On the other hand, a true open-ended question sincerely invites authentic reflection and discussion”⁷

Questions such as the above invite the students to elaborate on their thoughts without limiting the direction of the discussion, a respectful answer will be longer than a word or phrase. Instead, an appropriate response requires at least a few sentences or paragraphs. Beware! Answers to open-ended questions can surprise and baffle even the most experienced teachers.

5.2. Teaching Listening

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.

⁷ ROGER GOWER – STEVE WALTERS -Teaching Practice Handbook a Reference book EFL teachers in training. Pages 60-83.

Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them.

Listening involves a sender (a person, radio, and television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language.

Given the importance of listening in language learning and teaching it is essential for language teachers to help their students become effective listeners. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom.

5.2.1. Goals and techniques for teaching Listening

⁸Teachers want to produce students who, even if they do not have complete control of the grammar or an extensive lexicon, can fend for themselves in communication situations. In the case of listening, this means producing students who can use listening strategies to maximize their comprehension of aural input, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension.

5.2.2. The Listening Process

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

- They develop students' awareness of the listening process and listening strategies by asking students to think and talk about how they listen in their native language.
- They allow students to practice the full repertoire of listening strategies by using authentic listening tasks.
- They behave as authentic listeners by responding to student communication as a listener rather than as a teacher.
- When working with listening tasks in class, they show students the strategies that will work best for the listening purpose and the type of text. They explain how and why students should use the strategies.

⁸ Byrnes, H. (1984). The role of listening comprehension: A theoretical base. *Foreign Language Annals* , 17 , 317-329.

- They have students practice listening strategies in class and ask them to practice outside of class in their listening assignments. They encourage students to be conscious of what they're doing while they complete listening tape assignments.
- They encourage students to evaluate their comprehension and their strategy use immediately after completing an assignment. They build comprehension checks into in-class and out-of-class listening assignments, and periodically review how and when to use particular strategies.
- They encourage the development of listening skills and the use of listening strategies by using the target language to conduct classroom business: making announcements, assigning homework, describing the content and format of tests.
- They do not assume that students will transfer strategy use from one task to another. They explicitly mention how a particular strategy can be used in a different type of listening task or with another skill.

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

5.2.3. Integrating Metacognitive Strategies

Before listening: Plan for the listening task

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

During and after listening: Monitor comprehension

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

After listening: Evaluate comprehension and strategy use

- Evaluate comprehension in a particular task or area
- Evaluate overall progress in listening and in particular types of listening tasks
- Decide if the strategies used were appropriate for the purpose and for the task
- Modify strategies if necessary

5.2.4. Using Authentic Materials and situations

Authentic materials and situations prepare students for the types of listening they will need to do when using the language outside the classroom.

Materials:

- Radio and television programs
- Public address announcements (airports, train/bus stations, stores)
- Speeches and lectures
- Telephone customer service recordings

Procedure:

- Help students identify the listening goal: to obtain specific information; to decide whether to continue listening; to understand most or all of the message
- Help students outline predictable sequences in which information may be presented: who-what-when-where (news stories); who-flight number-arriving/departing-gate number (airport announcements); "for [function], press [number]" (telephone recordings)
- Help students identify key words/phrases to listen for.

5.2.5. Strategies for Developing Listening Skills

"Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication."⁹

⁹ Lund, R.J. (1990). A taxonomy for teaching second language listening. *Foreign Language Annals*, 23, 105-115.

Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation.

5.2.6. 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.

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

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

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

- listening for specific details
- recognizing cognates
- recognizing word-order patterns

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

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

5.2.7. Listening Activities

Simulations and Role-Plays

Simulations and role-plays are very useful for speaking activities, where the emphasis is on fluency and not so much on accuracy. They can be fun and your students could really grow to like them if you adapt them to their age and level of knowledge.

Firstly, let's refresh our knowledge of the difference between simulations and role-plays. When it comes to simulation students speak and react as themselves, but the group role, situation and task is imaginary. In role-plays, on the other hand, students are given a situation plus problem or task, but they are also allotted individual roles, so they are not acting as themselves, but as though they are someone else.

The most important thing for both is that students imagine themselves in a situation outside the classroom and use language appropriate to this new context. You can give your students a variety of roles (profession, status, personality, attitude, and mood), variety of physical settings, variety of communicative functions and purposes, which all lead to varied language.

Let your students prepare a short dialogue, but make sure not to let them read from their notes; they should only help with the preparation. These situations are hilarious if you are just the observer, so they should really have fun.

Watching a Video

Naturally, they're great for listening practice, but never underestimate their value when it comes to teaching vocabulary and grammar. However, to really tap into the potential of video lessons, these must be **thoroughly prepared** and activities must be targeted to your goals.

There are two layers to video lessons. One is related to your teaching goals. Will you show your students a video for listening, vocabulary or grammar practice? What is the language element you want them to learn? The second layer is the structure of the lesson itself. Even if you're sure you want to show a video to improve listening comprehension, it's not as simple as just pressing "*play*". Each video lesson must be accompanied by its own lesson plan, and the lesson plan must be targeted to meet your teaching goals. Each video lesson plan must include: pre-viewing activities, viewing activities, and post-viewing activities.

Here are some strategies for each type of activity:

Pre-viewing activities

The pre-viewing activities would be like the **warm-up exercises** that we usually have for other types of activities. There are several pre-viewing activities you could do, but try to use those that are aligned with your goals.

- If your goal is to **teach vocabulary** through a video, then in the pre-viewing activity you should introduce this new vocabulary, in context, in conversations, through a matching exercise, guess the meaning of the word activity, etc.
- If your goal is to **work on listening comprehension**, introduce the topic of the video, so your students will know what it's about and better

prepared to grasp information. This introduction may be done in numerous ways, but the most usual is a series of warm up questions about the topic.

Viewing activities

Viewing activities consist of tasks that students must complete while watching the video and these should also be targeted to your goals:

When teaching vocabulary:

Activities should focus on helping students learn and retain the new words introduced in the pre-viewing activity. One great way to do this is to give students a worksheet with sentences with gaps that students must fill with the new words. Students watch the video and complete the sentence with the missing word. Students may also be asked to look for specific information.

When working on listening comprehension:

Gap filling exercises also work great, but for this goal, gaps should be longer, and students should be required to fill them with information rather than just new words. Comprehension questions are always a great way to test listening comprehension. You may choose to give them a few questions to focus on before the video starts.

Also, you may choose to introduce different levels of listening. Start by covering the TV or computer screen with some cardboard or cloth, and have students only listen to the video. Then, they answer some general comprehension questions about the gist of what they heard. Then, have them watch a second time, but this time listening and viewing, and ask them to complete a gap filling exercise. Finally, ask them to watch for a third time, but this time they have to raise their hands every time they hear the answer to a more specific question. You can introduce as many levels and as many viewings as you want, but make sure each level is more challenging than the previous.

Playing a song

English songs can be used for a wide variety of ESL learning and teaching activities. They can start discussions on a topic or even become the Centre of debate. This is especially true of songs that develop a particular theme. Songs are also great for teaching listening. One of my favorite exercises with music is completing the blanks as students listen or listening and choosing the correct words from two words than rhyme, for example cry and try. You can teach grammar with songs in many ways.

Most English songs sometimes sacrifice grammar for smooth rhyme. This makes them very good grammar teaching tools. You can ask students to find the mistakes or ask them how we would normally say it. Most songs

reflect the background of the singer, why not do activities on something like varieties of modern English; or simply by comparing two songs ask students to figure out where the speaker is from and why.

This is especially good for lessons that show the differences between British and American English. Of course you can teach new vocabulary with songs and students would understand them better within the context of the song. These are just a few of many ideas for using songs in ESL/EFL teaching. See the section on using music in ESL classrooms and download sample worksheets.

Telling a Story

An activity which practices both listening and speaking in the classroom is interactive storytelling. I usually use short stories, but if you wanted to and had the time you could also tell your students the story of a whole novel.

The activity works in the following way: the teacher divides the students into pairs and tells them that s/he's going to tell them a story.

At certain points in the story s/he pauses and asks them to discuss something with their partner - to decide what a character who has just been introduced looks like (a good activity if you've just been working on describing people) or what the place where the story takes place is like, to decide what a character is thinking about, what is going to happen next

etc. After the students have had time to discuss in pairs, the teacher asks for their ideas, chooses the version which fits the story (or if there isn't one that's suitable says, "No, none of you have guessed. In fact..." and then provides another version before continuing.

5.2.8. Assessing Listening Proficiency

You can use post-listening activities to check comprehension, evaluate listening skills and use of listening strategies, and extend the knowledge gained to other contexts. A post-listening activity may relate to a pre-listening activity, such as predicting; may expand on the topic or the language of the listening text; or may transfer what has been learned to reading, speaking, or writing activities.

In order to provide authentic assessment of students' listening proficiency, a post-listening activity must reflect the real-life uses to which students might put information they have gained through listening.

- It must have a purpose other than assessment
- It must require students to demonstrate their level of listening comprehension by completing some task.

To develop authentic assessment activities, consider the type of response that listening to a particular selection would elicit in a non-classroom situation. For example, after listening to a weather report one might decide

what to wear the next day; after listening to a set of instructions, one might repeat them to someone else; after watching and listening to a play or video, one might discuss the story line with friends.¹⁰

Use this response type as a base for selecting appropriate post-listening tasks. You can then develop a checklist or rubric that will allow you to evaluate each student's comprehension of specific parts of the aural text. (See Assessing Learning for more on checklists and rubrics.)

For example, for listening practice you have students listen to a weather report. Their purpose for listening is to be able to advise a friend what to wear the next day. As a post-listening activity, you ask students to select appropriate items of clothing from a collection you have assembled, or write a note telling the friend what to wear, or provide oral advice to another student (who has not heard the weather report). To evaluate listening comprehension, you use a checklist containing specific features of the forecast, marking those that are reflected in the student's clothing recommendations.

5.3. TEACHING SPEAKING

Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how

¹⁰ ROST, M. (1990). *Listening in language learning*. London: Longman. Widdowson, H. (1978) *Teaching Language as Communication*- Oxford: OUP

correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that could become hard-to-break habits. Conservative, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity vs. quality, and neither approach is wrong. However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom. Break the silence and get students communicating with whatever English they can use, correct or not and selectively address errors that block communication.

Speaking lessons often tie in pronunciation and grammar (discussed elsewhere in this guide), which are necessary for effective oral communication. Or a grammar or reading lesson may incorporate a speaking activity. Either way, your students will need some preparation before the speaking task. This includes introducing the topic and providing a model of the speech they are to produce. A model may not apply to discussion-type activities, in which case students will need clear and specific instructions about the task to be accomplished. Then the students will practice with the actual speaking activity.¹¹

¹¹ Cunningham Florez, MaryAnn. "Improving Adult English Language Learners' Speaking Skills, Fuente electrónica [en línea], [Fecha de consulta: 26 octubre 2012].<http://writing.colostate.edu/guides/teaching/esl/printformat.cfm?printformat=yes>

Research has also thrown considerable light on the complexity of spoken interaction in either a first or second language. For example, Luoma (2004) cites some of the following features of spoken discourse:

Composed of idea units (conjoined short phrases and clauses)

- May be planned (e.g., a lecture) or unplanned (e.g., a conversation)
- Employs more vague or generic words than written language
- Employs fixed phrases, fillers, and hesitation markers
- Contains slips and errors reflecting online processing
- Involves reciprocity (i.e., interactions are jointly constructed)
- Shows variation (e.g., between formal and casual speech), reflecting speaker roles, speaking purpose, and the context.

5.3.1. Styles of speaking

An important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness. Consider the various ways in which it is possible to ask someone the time, and the different social meanings that are communicated by these differences.

- Got the time?
- I guess it must be quite late now?
- What's the time?

- Do you have the time?
- Can I bother you for the time?

Different speech styles reflect perceptions of the social roles of the participants in a speech event. If the speaker and hearer are judged to be of more or less equal status, a casual speech style that stresses affiliation and solidarity is appropriate.

If the participants are perceived as being of uneven power or status, a more formal speech style is appropriate, one that marks the dominance of one speaker over the other. Successful management of speech styles creates the sense of politeness that is essential for harmonious social relations (Brown and Levinson, 1978).

5.3.2. Functions of speaking

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.

In workshops with teachers and in designing my own materials, I use an expanded three-part version of Brown and Yule's framework (after Jones, 1996, and Burns, 1998): *talk as interaction; talk as transaction; talk as*

performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

5.3.3. Strategies for developing speaking activities

- ¹²**Role-plays:** Students are given a specific role and have to make a conversation.

A: You're a tourist in Lima downtown. You need to find your way to the nearest ATM. Ask a pedestrian for directions.

B: You live in Lima. You're stopped by a tourist. Give him/her directions

- **Story completion**

Write a few words up on the board representing various parts of speech (i.e. noun, verb, adverb, etc.). As a group, ask students to identify the part of speech for each word. Write down those parts of speech as students identify them.

Pointing out the various parts of speech recorded on the board, call on random students asking them to offer other examples for the indicated part of speech. Once students feel comfortable with these various parts of speech, have students pair up.

¹²Speaking Activities, Fuente electrónica [en línea], [Fecha de consulta: 20 noviembre 2012] <http://www.developingteachers.com/tips/drills.htm>

Distribute the worksheet; make sure to cut each sheet in half between the word list and the story. Ask students to work together to fill in the word sheet. Once students have filled in the word sheet, they should fill in the story. Go around the classroom helping students with difficulty.

✓ **Brainstorming**

Brainstorming is the random generation of ideas based around a topic. There is no editing or ordering of these ideas. They may then be used as the basis for another activity such as writing or discussion. It is often very productive as a whole-class activity.

Example

Learners brainstorm the topic of smoking by writing all the words they associate with it on the board. This is then followed by a discursive essay-writing lesson on the topic.

In the classroom

¹³Brainstorming is a method students can use to generate ideas for writing a paper. In the process of brainstorming you should suspend any concerns about staying organized. The goal is to pour your thoughts onto paper without worrying about whether they make sense or how they fit

¹³ Brainstorming Techniques For Left Brains and Right Brains by Grace Fleming, Fuente electrónica [en línea], [Fecha de consulta: 25 noviembre 2012]
<http://homeworktips.about.com/od/homeworkhelp/a/brainstorming.htm>

together. Brainstorming can encourage learners to think more freely and creatively than if they were doing a more controlled planning exercise. It allows learners to remember what they know, and to teach each other. It is a dynamic and stimulating way to lead learners into a topic.

- **Playing Cards**

Card games can be an effective way to engage your English language students and get them writing. They also serve as great icebreakers to help students get to know each other, which helps create a comfortable learning environment. Many of the games are especially beneficial for teaching students English as a second language.

- **Q and A Winning Cards Game**

This game can be played with ordinary decks of cards. Each deck should be complete with all 52 cards. It is easy to learn and can easily engage your whole class. Thirteen different questions are listed on four different sheets of paper, each sheet titled with spades, hearts, diamonds or clubs. Each question matches a corresponding card in the deck. Each student gets a card and matches it to the corresponding question sheets, which are hanging somewhere in the classroom. A student asks someone in the class that question and writes the answer on a sheet of paper in a complete sentence. Once the student gets the answer, she tells the

teacher and receives another card. The student with the most cards within the span of time is the winner.¹⁴

- The Yes/No Game

This simple card games allows your students to get to know each other while practicing sentence building and conversation comprehension. The Yes/No Game requires enough decks of 10 cards so that each student is able to be dealt five cards each. These cards are available for print out on the MES English website (see Resources). Students are placed in pairs and ask each other yes or no questions, such as “Do you like English class?” or “Can I have a yes card?” Each student must write down the questions to document each round and practice writing. The students will answer the questions with either a yes or no card. The first student to have all five “yes” cards or all five “no” cards wins the game.

- Picture describing

¹⁵Visuals, especially 'unusual' pictures, foster students' imagination, which in turn motivates them to use English. I found that there are many reasons to use magazine cutouts or other pictures in class. With pictures we can:

- Teach, practice, or review new vocabulary

¹⁴ Card Games for English Language Writing By Liza Hollis.Fuente electrónica [en línea], [Fecha de consulta: 25 noviembre 2012]http://www.ehow.com/list_5924457_card-games-english-language-writing.html

¹⁵ Card Games for English Language Writing | Fuente electrónica [en línea], [Fecha de consulta: 28 de Diciembre 2012] eHow http://www.ehow.com/list_5924457_card-games-english-language-writing.html#ixzz2VsVkfvJm

- Do guided practice (drills)
- Practice listening comprehension
- Do semi-guided or free speaking practice such as problem solving activities, role plays, discussions, etc.

Depending on the purpose of the activity, a task can take up five minutes at the beginning or end of a class, or last 20 minutes or more in the main part of the class.

Preparation

• Choosing Pictures

Pictures are illustrations that are cut from a magazine, newspapers or other sources. They're mostly photographs, but drawings, collages, maps or other illustrations can be used for certain activities. Each picture should be at least 13 x 18 cm, but preferably about 20 x 25 cm, i.e., almost an entire magazine page. Pictures are easier to use without any printed text on them. You will only be able to use pictures with text for certain activities. If pictures do include text, the text should be in English.

• Collecting the pictures

Students like colorful and varied materials. Available sources for pictures are glossy magazines, TV guides, the Sunday supplements of newspapers, and so on. You can collect the pictures yourself, or ask your students to bring them in for you. Your own selections will probably focus

on pictures for discussions, games, and teaching vocabulary. Students are good at getting pictures of famous people, sports and objects they like, which give you a good opportunity to learn about students' interests.

- **Sorting the Pictures**

When you have a stack of pictures, you will notice that some cutouts seem perfect for teaching vocabulary (for example, clothes, furniture) and other pictures will be appropriate for guessing games. Try to identify a structure or function that can be practiced with each picture. You should paste the pictures on letter-sized paper, and punch holes in them to keep them in a binder. You can sort them out by level or grade, by activity or by topic. Some topics are: faces, famous people, clothes, actions, sports, professions, nationalities/cultures, unusual pictures, cities, interiors, nature, etc. You can write notes on the back of the sheets.

- **Information Gap**

It is a speaking task, usually for a pair of students in which each student has part of the required information. They share this information to complete the task.

What are the advantages of information gap activities?

- They change the mood in the classroom; the class becomes more student-centered, enabling the teacher to change role from instructor to monitor/facilitator.

- Student talking time can be increased.
- Pair work gives students time to think, collaborate and reflect on the task in hand, in relative ease.
- Teachers can tailor-make the content of the activity to provide suitable practice of the language items being taught.

How can the information be presented?

Charts, illustrations, text, bullet points, even listening or video can all create fantastic information gaps.

This is where the skill of the materials designer comes to the fore, selecting the best method for the language items and the students.

5.3.4. Evaluating performance on speaking activities

The third issue involved in planning speaking activities is determining the expected level of performance on a speaking task and the criteria that will be used to assess student performance. For any activity we use in class, whether it is one that seeks to develop proficiency in using talk as interaction, transaction, or performance, we need to consider what successful completion of the activity involves. Is accuracy of pronunciation and grammar important? Is each participant expected to speak for about the same amount of time? Is it acceptable if a speaker uses many long

pauses and repetitions? If a speaker's contribution to a discussion is off topic, does it matter?

As the above questions illustrate, the types of criteria we use to assess a speaker's oral performance during a classroom activity will depend on which kind of talk we are talking about and the kind of classroom activity we are using.

A speaking activity that requires talk as performance (e.g., a mini-lecture) would require very different assessment criteria. These might include:

- Clarity of presentation: i.e., the extent to which the speaker organizes information in an easily comprehensible order
- Use of discourse markers, repetition, and stress to emphasize important points and to make the lecture structure more salient to the listeners

Different speaking activities such as conversations, group discussions, and speeches make different types of demands on learners. They require different kinds and levels of preparation and support, and different criteria must be used to assess how well students carry them out.

HYPOTHESIS

6.1. General Hypothesis

- Active strategies applied by teachers have influenced the development of listening and speaking skills of the English Language with the students of 8th, 9th And 10th years of basic education at Unidad Educativa "La Porciúncula" High school, Academic Period 2012-2013.

➤ Specific Hypothesis

- Active strategies are related to the achievement of the listening skill of the English Language with the students of 8th, 9th And 10th years of basic education at Unidad Educativa "La Porciúncula" High school, Academic Period 2012-2013.
- Active strategies are related to the achievement of the speaking skill of the English Language with the students of 8th, 9th And 10th years of basic education at Unidad Educativa "La Porciúncula" High school, Academic Period 2012-2013.

f. METHODOLOGY

7.1. DESIGN OF THE RESEARCH

Since the researcher will not manipulate the variables, the phenomenon will be observed in its real dimension.

7.1.1. METHODS

To develop the present research work, it will be developed several activities, which will permit the researcher to get knowledge about this investigative theme, as well as the objectives and the contrast of the hypothesis, supported on the following methods and researching techniques.

- **Scientific method:** It will be used to discover and enrich this research through a logical procedure in the direct observation of the situation of the problem to be researched, problem statement, hypothesis, verification and conclusions.
- **Descriptive method:** It will serve the researcher to both the observation and the description of facts besides, to collect information about the active strategies that teachers use, The instruments of investigation will consist of surveys both for teachers and for students, too. Through them it will be gotten the necessary information and then it will be applied in the corresponding analysis.

- **Analytic – Synthetic Method:** It will help us to process the obtained information through the analysis and the synthesis of the collected data with the use of different sources, also it will be helpful to note down the theoretical references and to analyze, synthesize it.
- **Hypothetic – deductive method:** This logical method will permit the researcher to use the cases, facts or particular phenomenon through the hypothesis, the students' sample will be used to carry out the study about techniques used in the development of listening and speaking production.

7.1.2. TECHNIQUES

To get qualitative valuations about the active strategies, their use and application, it will be used the survey, this assessment instrument will permit the researcher to obtain valid information to support the determined hypotheses in this research work.

The survey will be previously prepared and structured by means of the help of a questionnaire that will contain close and multiple choice questions, which will be related to the indicators established in the operability matrix.

It is important to mention that this instrument of collecting information will be applied to the students and teachers of the eighth, ninth and tenth

years of basic education of the “Porciúncula” high school, who will be chosen by means of a statistical way.

7.2. PROCEDURES

For the development of this stage, the following procedures have been detailed:

After obtaining information by means of the application of the Survey, it will be carried out the processing of the information that is detailed in the following way:

The tabulation of the information will be carried out by means of the descriptive statistical tool and in quantitative form, which will provide numeric data which be contrasted with the information according to the indicators that are analyzed in the questions.

The obtained data of the students, teachers of English language will be organized with the purpose of achieving the logical classification of the questions, according to the relationship between the information and the specific hypotheses.

The graphic representation of the data will be carried out by means of charts and statistical squares with the data expressed in percentages and absolute values, with relationship to considered indicators.

The analysis of the information will be made by means of comparative studies, verification and interpretation of the data picked up to establish similarities, differences, consistencies, incongruities and contradictions with the theoretical frame determined in the investigation project.

For the elaboration of the conclusions we will use the data analyzed and interpreted to determine if the objectives have been completed.

The hypotheses will be verified contrasting the specified data in the theoretical frame and the variables with their respective indicators. Also, it will be carried out a total revision of the investigation paying attention in the theme, objectives, hypothesis and theoretical frame for the elaboration of the final report, achieving a logical relation among these elements.

It's important to mention that, It will be used bibliography, internet pages, book, documents, etc., to develop the theoretical frame of this research work, which will help to get theoretical references about active strategies used in the development of listening and speaking production.

7.3. Population and sample

To know the population it was necessary to obtain information from the official department of the "La Porciúncula" High school, where there were

three English teachers and 290 students in the 8, 9 and 10 basic years that information is detailed in the following table:

BASIC YEARS	STUDENTS POPULATION
Eight basic year of the high school	100
Ninth basic year of the high school	90
Tenth basic year of the high school	100
TOTAL	290

To establish the sample size of the students of 8, 9 and 10 basic year of the “La Porciúncula” high school, where the survey was applied to them, was necessary the use of the

following statics formula:

$$n = \frac{PQ \times N}{(N - 1) \frac{E^2}{K^2} - PQ}$$

$$n = \frac{0.25 \times 210}{(290 - 1) \frac{(0.1)^2}{(2)^2} - 0.25}$$

$$n = \frac{52.50}{(289) \frac{0.01}{4} - 0.25}$$

$$n = \frac{52.50}{0.72 - 0.25}$$

$$n = \frac{52.50}{0.47}$$

$$n = 111.70 = 112$$

Sample Distribution

The following statistic formula distributed the sample.

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

$$F = \frac{112}{290}$$

$$F = 0.3862$$

The factor was multiplied by the student's population in the three basic years of the "La Porciúncula" high school which allowed distributing the sample in the following manner:

COURSES	N	f.	Sample= N.f
Eight basic year	100	0.3862	39
Ninth basic year	90	0.3862	34
Ten basic year	100	0.3862	39
TOTAL	290	0.3862	Sample=112

g. TIME TABLE

	ACTIVITIES	MONTHS																																	
		June 2013				July 2013				Sep/Oct 2013				Nov/Dec 2013				January 2014				February 2014				March 2014				April 2014				May 2014	
N	Phase II: Thesis Development	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
1	Project approval	x																																	
2	Appointment of the thesis director		x																																
3	Application of the instruments		x																																
4	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							x	x																										
	g. Discussion									x	x	x																							
	h. Conclusions												x																						
	i. Recommendations													x																					
	j. Bibliography														x																				
	k. Annexes														x																				
	Phase III: Revision and Approval																																		
5	Thesis revision																x																		
6	Thesis presentation																	x																	
7	Thesis approval																		x																
	Phase IV: Phase of Incorporation																																		
8	Submission of the folders																					x													
9	Private qualification																						x	x											
10	Corrections																								x	x									
11	Public Sustentation and Incorporation																												x	x	x				

h. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

8.1. Resources

8.1.1. Human Resources

- English Teachers of “Porciúncula” High School
- Students of 8th, 9th and 10th Years of Basic Education at “Porciúncula” High School.
- Authorities of “Porciúncula” High School.

8.1.2. Institutional resources

- Libraries
- National University Of Loja
- Education, Art and Communication Area

8.1.3. Material resources

- Bibliography.
- Project.
- Survey (teachers and students)
- Copies.
- Dictionary.
- Money.

8.2. BUDGET

RESOURCES	COST (USD)
Office materials	35,00
Copies	10,00
Printing of the project	10,00
Transport	140,00
Internet	70,00
Others	35,00
Total	300,00

8.3. FINANCING:

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

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Annex 2: Consistency Matrix

TEMA: “ACTIVE STRATEGIES AND THEIR INFLUENCE ON THE DEVELOPMENT OF LISTENING AND SPEAKING SKILLS OF THE ENGLISH LANGUAGE WITH THE STUDENTS Of 8th, 9th And 10th YEARS OF BASIC EDUCATION AT UNIDAD EDUCATIVA “LA PORCIÚNCULA” HIGH SCHOOL, ACADEMIC PERIOD 2012 - 2013”.

PROBLEMS	OBJECTIVES	HYPOTHESES	VARIABLES	INDICATORS
<p>General</p> <p>How do active strategies influence the development of listening and speaking skills of the English Language with the students of 8th, 9th And 10th years of basic education at Unidad Educativa "La Porciúncula" High School, Academic Period 2012 - 2013". ?</p> <p>Sub problems</p> <p>What Active strategies do teachers use to develop the listening</p>	<p>General</p> <p>To characterize how active strategies applied by the English teachers facilitate the develop-ment of listening and speaking skills of the English Language with the students of 8th, 9th And 10th years of basic education at Unidad Educativa "La Porciúncula" High school, Academic Period 2012-2013.</p> <p>Specifics</p> <p>To determine about the active strategies that teachers use on the development of listening skills of the English Language with the students of 8th, 9th And 10th years of basic education at Unidad Educativa</p>	<p>General</p> <p>Active strategies applied by teachers have influenced on the development of listening and speaking skills of the English Language with the students of 8th, 9th And 10th years of basic education at Unidad Educativa "La Porciúncula" High school, Academic Period 2012-2013</p> <p>Specifics</p> <p>Active strategies are related to the achievement of the</p>	<p>Independent:</p> <p>Active strategies</p> <p>Dependent:</p> <p>Listening and speaking skills</p>	<p>* Active Strategies</p> <ul style="list-style-type: none"> - Definition - Kinds -Useful <p>Strategies for English language learners</p> <p>* Teaching Listening</p> <ul style="list-style-type: none"> - Goals and techniques for teaching Listening - Strategies for developing Listening Skills - Developing listening activities - Assessing listening <p>* Teaching Speaking</p> <ul style="list-style-type: none"> - Styles of Speaking - Functions of speaking - Developing speaking

<p>skill of the English Language with the students of 8th, 9th And 10th years of basic education at Unidad Educativa "La Porciúncula" High school, Academic Period 2012-2013</p> <p>What Active strategies do teachers use to develop the speaking skill of the English Language with the students of 8th, 9th And 10th years of basic education at "Unidad Educativa La Porciúncula" High school, Academic Period 2012-2013</p>	<p>"La Porciúncula" High school, Academic Period 2012-2013</p> <p>To identify the active strategies that teachers use on the development of speaking skills of the English Language with the students of 8th, 9th And 10th years of basic education at Unidad Educativa "La Porciúncula" High school, Academic Period 2012-2013.</p>	<p>listening skill of the English Language with the students of 8th, 9th And 10th years of basic education at Unidad Educativa "La Porciúncula" High school, Academic Period 2012-2013</p> <p>Active strategies are related to the achievement of the speaking skill of the English Language with the students of 8th, 9th And 10th years of basic education at Unidad Educativa "La Porciúncula" High school, Academic Period 2012-2013</p>		<p>activities</p> <ul style="list-style-type: none"> - Evaluating performance on speaking activities
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ANNEX 3: Teachers' survey



NATIONAL UNIVERSITY OF LOJA ENGLISH LANGUAGE CAREER TEACHERS' SURVEY

This survey will contribute to carry out the research about Active Strategies and their Influence on the Development of Listening and Speaking Skills of the English Language with the Students of 8th, 9th And 10th years of Basic Education at Unidad Educativa “La Porciúncula”. It will be appreciated your answering the proposed questionnaire as objectively as possible.

1. Do you think your English class is dynamic enough?

Yes () No ()

2. Do you apply active strategies to develop listening?

Always () Sometimes () Rarely ()

3. Which of the following activities do you use to improve the listening skill in your class?

Playing a song	()
Watching a video	()
Role-plays	()
Telling a story	()
Asking questions	()

4. How often do you prepare extra activities to improve your students' listening skill?

Every day	()	Once a month	()
Twice a week	()	Never	()
Once a week	()		

5. How do active strategies help your students to develop their listening skills?

To participate in class discussions and build relationships	()
To reflect and think	()
To express feelings and ideas	()
To solve problems and explain things	()
To ask and answer questions	()
To understand narrations, write and spell	()

6. How do your students feel when you use active strategies to develop their speaking skills?

Motivated	()
Interested	()
Curious	()
Afraid	()
Bored	()
Not interested at all	()

7. Which activities do you use to encourage your students to speak?

Simulations (Role-plays)	()
Story Completion	()
Discussions	()
Brainstorming	()
Playing Cards	()
Picture Describing	()
Information Gaps	()

8. How often do you perform extra activities to improve the speaking skill?

Every day	()	Once a month	()
Twice a week	()	Never	()
Once a week	()		

9. How do active strategies help the students in their development of the speaking skills?

- To participate in class discussions and build relationships ()
- To reflect and think ()
- To express feelings and ideas ()
- To solve problems and explain things ()
- To ask and answer questions ()
- To understand narrations, write and spell ()

10. How do you describe the students' English level in the Listening and Speaking skills?

Scale	Listening	Speaking
Excellent		
Very good		
Good		
Regular		
Bad		
Really Bad		

THANKS FOR YOUR HELP

ANNEX 4: Students' survey



NATIONAL UNIVERSITY OF LOJA ENGLISH LANGUAGE CAREER STUDENTS' SURVEY

This survey will contribute to carry out the research about Active Strategies and their Influence on the Development of Listening and Speaking Skills of the English Language with the Students of 8th, 9th And 10th years of Basic Education at Unidad Educativa "La Porciúncula". It will be appreciated your answering the proposed questionnaire as objectively as possible.

1. Do you think your English class is dynamic enough?

Yes () No ()

2. Does your teacher apply active strategies to develop listening?

Always () Sometimes () Rarely ()

3. Which of the following activities does your teacher use to improve the listening skills in your class?

Playing a song ()
Watching a video ()
Role-plays ()
Telling a story ()
Asking questions ()

4. How often does your teacher give you extra activities to improve your listening skills?

Every day () Once a month ()
Twice a week () Never ()
Once a week ()

5. How do active strategies help you to develop the listening skills?

To participate in class discussions and build relationships	()
To reflect and think	()
To express feelings and ideas	()
To solve problems and explain things	()
To ask and answer questions	()
To understand narrations, write and spell	()

6. How do you feel when your teacher uses active strategies to develop your speaking skills?

Motivated	()
Interested	()
Curious	()
Afraid	()
Bored	()
Not interested at all	()

7. Which activities does your teacher use to encourage you to speak?

Simulations (Role-plays)	()
Story Completion	()
Discussions	()
Brainstorming	()
Playing Cards	()
Picture Describing	()
Information Gaps	()

8. How often does your teacher prepare extra activities to improve your speaking skills?

Every day	()	Once a month	()
Twice a week	()	Never	()
Once a week	()		

9. How do active strategies help you to develop your speaking skills?

To participate in class discussions and build relationships ()

To reflect and think ()

To express feelings and ideas ()

To solve problems and explain things ()

To ask and answer questions ()

To understand narrations, write and spell ()

10. How do you describe your level of English in the Listening and Speaking skills?

Scale	Listening	Speaking
Excellent		
Very good		
Good		
Regular		
Bad		
Really Bad		

THANKS FOR YOUR HELP

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