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ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA

ENSAYO ANALÍTICO EXPLICATIVO

ENHANCING LISTENING SKILL FOR SPECIFIC DETAILS IN SECONDARY LEVEL

QUE PARA OBTENER EL TÍTULO DE
LICENCIADO EN EDUCACIÓN
SECUNDARIA CON ESPECIALIDAD
EN LENGUA EXTRANJERA
(INGLÉS)

PRESENTA:

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ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA

"Formar para transformar con Calidad, Calidez y Compromiso Social"

**ASUNTO: Dictamen de aceptación
de Trabajo de Titulación**

Atizapán de Zaragoza, Estado de México, a 17 de junio de 2019.

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P R E S E N T E

El que suscribe, Director de la Escuela Normal de Atizapán de Zaragoza, hace de su conocimiento que una vez revisado y evaluado su documento recepcional titulado "**ENHANCING LISTENING SKILL FOR SPECIFIC DETAILS IN SECONDARY LEVEL**", en la modalidad ENSAYO ANALÍTICO EXPLICATIVO, le informo que, con base en la normatividad vigente se cubrieron los requisitos para continuar con el proceso respectivo para sustentar su examen profesional de la Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera (Inglés).

No omito comentarle que deberá cubrir en tiempo y forma, con los requisitos y los tiempos establecidos administrativamente para este fin. Le deseo el mejor de los éxitos en esta última etapa de su formación inicial.

ATENTAMENTE



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Dedications

To my parents: Zacarias & Celia.

Knowing that there will not be a way to thank for a life of sacrifice and effort, I want you to feel that the goal achieved is also yours and the strength that helped me to achieve it was your support and advice, because thanks to it, I have finished one of my greatest goals; which constitutes the most valuable inheritance I could receive.

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“All praise is due to Allah, by whose honor and majesty, deeds of virtue are accomplished”

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“Every moment you spend in life is a new opportunity to learn and improve our attitudes towards life, every moment and activity that is presented to us, we must take advantage of it and simply allow ourselves to have the honor of being grateful, allow us to have that attitude that will reflect us more than others, as with ourselves; It will allow us to contemplate the importance of each person, place and time in our life”

- José A. Ipiña

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Introduction

The present document had the objective of demonstrating my abilities as a teacher to obtain the degree of Licenciado en Educación Secundaria con Especialidad en Lengua Extranjera (Inglés) in which the modality of work was based on the production of an Explanatory Analytical Essay (Ensayo Analítico Explicativo) in the thematic line 2. Analysis of teaching experiences.

Working in that line demanded the use of my knowledge, initiative and pedagogical imagination to design, apply and analyze congruent teaching activities focused on secondary education and the English subject. For that reason, the present document had the purpose of explaining and giving answer to a real problem that I identified and faced in the group 1-C during my teaching practice at Escuela Secundaria Oficial 1049 Bicentenario de la Independencia de México. The main weakness that I identified in the group was related with listening skill, in the macro skill: recognize grammatical word classes, systems, patterns, rules, and elliptical forms, and the micro skill: detect key words, focused to enhance listening skill for specific details. Once I detected that problem in the group, I focused my proposal to give the students the possibility to acquire basic vocabulary, develop their listening comprehension and enhance their listening skill for specific details through different listening activities: radio station, study tips, interview with a swimmer, weather forecast, and advice for exams.

Therefore, my document was structured in 3 sections. The first one mentions the reasons why I considered to enhance listening skill for specific details in the group 1-C at Escuela Secundaria Oficial 1049 Bicentenario de la Independencia de México after identifying a set of difficulties the students had in the macro skill recognize cohesive devices in spoken discourse and the micro skill detecting key words. I also contextualized the school, social, and group characteristics to have a background the students needs and difficulties to learn English. Finally, I formulated a set of

questions to reflect them through theoretical and methodological information to be answered in the Theoretical and Methodological Background.

Those ones let me know the different points of view, theories and researches of different authors to be analyzed, interpreted, and selected the most suitable to be applied to improve the students' learning strategies in listening skill for specific details and gave me the opportunity to be designed and implemented, evaluated and reflected in the Discussion.

There were selected some theories and strategies to plan five listening activities which were carried out in 5 sessions, during 15 minutes to implement each activity from March 4th to March 15th in 2019. Taking into account the Smyth's model of reflection to describe, inform, confront and reconstruct, those activities were explained to identify the difficulties and achievements to work with them, and the challenges I will face as an English teacher in my own praxis.

The Explanatory Analytical Essay I drafted was useful and allowed me to make a detailed review of my professional competences and teaching strategies to recognize the ease or difficulty to help students' learning. It also helped me to know better the factors that favored or impeded the achievement of my purpose through the listening activities, and if the problems I faced could make me to improve my didactic competences as an English teacher.

I. The study theme

Since 2009, The United Nations Educational, Scientific and Cultural Organization (UNESCO) had been promoting education development as the top priority of the Organization because education is a basic human right and the foundation for more sustainable, inclusive and just development. In the XXI century is essential that people learn a second language to communicate with others around the world. “English has become an universal language, and it has been widely adopted in many countries as an internationally communicative tool” (Teng, 2001, pg. 26).

In an international panorama, Mexico is being conceived as a homogeneously monolingual country, even though there are different levels of bilingualism, particularly among those who have a native language different from Spanish. In the case of Mexico, English proficiency can be seen as a route to upward economic mobility. The economies of the US and Mexico are intertwined and the social, cultural, and historical influences of both countries are enormous. The extraordinary economic partnership between them has motivated (and at times forced) many Mexicans to learn English in order to advance economically. Unfortunately, after many decades of efforts, by the Mexican government, relatively few Mexican adolescents and adults have acquired sufficient linguistic skills to be employed in jobs that require high levels of proficiency in English (Petrón, 2009, pg. 92).

To solve that situation, the Mexican government developed an educational strategy in Basic Education in which the purpose of English language teaching is for students to get the necessary knowledge to engage in social practices of the language to interact with native and non-native English speakers by means of specific competencies with the language. The purposes of teaching English in the Mexican Basic Education in the secondary level points out the participation in formal communicative situations as well as keeping communication flowing, identifying breakdowns, using language strategies and resources to repair it when necessary (SEP, 2011).

1. 1. General Context of the study theme and its implementation

To follow the aforementioned, teaching practices were carried out in the official junior high school “Bicentenario de la Independencia de México” 1049, with school identification code 15EES1577H, located on Mexico avenue, Bulevares del Lago, 54473 Nicolás Romero, Estado de México. It was a school which belonged to the State system (Centros educativos, 2018), with full time schedule from 7:00 am to 2:30 pm. That school was immersed in an urban context because of the social, cultural, economical, and environmental characteristics that the Instituto Nacional de Estadística y Geografía “INEGI” establishes.

It categorizes as urban context all land, population, and housing units located within a developed area with a densely settled territory, which involves of a core survey block groups that have a population of at least 1,000 people per four-sided mile, and surrounding count blocks that have a complete density of at least 500 people per square mile. In general, it consists of closely settled territory that has at least 2,500 people but fewer than 50,000 people. The word urban can be conceived of as referring to cities, and in most instances the municipalities or counties in close proximity to them. This area is consider to have per capita higher rates, complex transportation patterns, high concentration of mid-air pollutants, strong cultural stimulation, diversity in property values, a large complex educational system, inequities in the legal structure, lack of community connectedness, cultural heterogeneity, and problems in access to health care (INEGI, 2010).

According the school teachers, the students felt comfortable and secure while they were walking around the school streets . As well there were not companies neither factories which could produce noise that affected the neighborhood environment, but the traffic jam interfered the students’ punctuality. Talking about an urban school, it was necessary to know the the physical

appearance of the school and how it was organized; there were 3 buildings, two of them with 2 floors. On the ground floor of the first building, there were two toilet blocks one for ladies and one for gentlemen, the chemistry lab to develop multiple scientific experiments, two classrooms; and on the first floor, five classrooms.

On the ground floor of the second building, there were two toilet blocks one for ladies and one for gentlemen, the computer lab, with 54 computers, the dancing studio to take dancing class, and on the first floor, five classrooms. The third building was a simple ground floor building where the cafeteria, the teachers' room, the principal's office, the library (with a board, some tables, chairs and a big bookshelf with books of different subject), and a multiple use room, in construction, to carry out different school activities. Behind the first building the parking lot was located. Between the first and second building there were 7 bandstands to give outdoor activities, have fun and lunch. There were also some flower boxes to decorate the school. (*Appendix 1*)

According with Sandoval (2000) a junior high school has a pyramidal organization because of the content and purpose of the activities assigned to each of the members that comprise it; within the school was composed by a principal, vice principal, 24 teachers, an administrative assistance, a janitor and an enrollment of 625 students. For instance, the principal was the main member of that organization because takes the role as a leader who supervised teachers' classwork, lesson plans and the programs to be developed on that level of education, as well as keeping the organization and administrating the school supplies like: resource materials, training courses for teachers, activities to improve the school level, planning and evaluating the academic, educational, administrative and enrollment activities.

In those days, the principal was increasing “*ruta de mejora escolar*”-improvement route as well as be in touch of the requirements of actual plans and programs (NEPBE, 2011). With the support of a vice principal, who was in charge of supervising the teachers and students. As well as when a teacher was not in the school, the vice principal took care of the students. Giving as a result that the principal and vice principal took the main role in the function of that pyramidal organization.

“The organization is important, when an institution is well organized and there are people in a collaborative learning process, students can reach the level expected to this educational level. The organization and orientation are fundamental components and have an important role in the school; the conceptions and the contents of the school processes give a solid profile to each institution” (Sandoval, 2000, pg. 238- 244).

The principal was not very often in the school because she had commissions. It is important for a school to have a principal and vice principal because they are the ones who plan, organize and evaluate academic activities, educational assistance, administrate and establish the operation polices, for the achievement of the objectives established by SEP (RIEB, 2011), observe the educational programs and developments in the school, and more.

The next members of that organization were the teachers; their functions were to prepare young learners for a fulfilling life after school. They had an specific organization, time-management, communication skills, and the ability to inspire and motivate the students’ learning. They developed working relationships with a wide range of backgrounds, dealing, and observing students’ accomplishments. The teachers prepared lesson plan, teaching materials and deliver lessons; they assessed and evaluated students’ work and their development in class.

The administrative assistant (secretary) knew the daily operations of the school; she was in charge of answering phones, mailing letters, organizing files, and the communication of the principal and vice-principal orders. Following the order of the organization, the janitor took a role after the administrative assistant; she was responsible for keeping all the physical operations of the school, the opening of the school's door, and giving to the teachers the materials like projectors, electrical cords, computers, and speakers.

In the base of the pyramidal organization we found the students; the school had an enrollment of 625 students with the following characteristics: they were sensitive and easily offended; sometimes they could be moody and feel alienated from some people, and they were also curious about the world around them. They were moving from merely thinking concretely to more abstract thinking skills, being willing to learn if they felt that the learning was meaningful. They were quick to distance themselves from adults and sometimes, they challenged authority figures to ascertain boundaries (Delval, 1994, pg. 531-544).

Taking in consideration all the groups of the school, there was chosen the group 1-C to work the present document, because it was recommended by the principal and the school teachers to work. According to the above, there was made a non-standardized instrument in a collective way, with the purpose to obtain information about the group to identify students' general characteristics work and organization inside the classroom. (*Appendix 2*) That educative investigation instrument gave as a result that that group was formed by 53 students of whom 23 were male and 30 female; the majority of the students were hard workers, answer to specific questions, size opportunities and were solver problems; on the other hand, they continued developing confidence, motivation and trustworthy.

According to the classroom arrangement, the position and organization of students to work in the classroom was the “up-front”, in which the students were located in lines forming a rectangle with the teacher in front of them. Gower (2005) mentions that this organization worked with the students; the eliciting of teacher gave as a result that the students were involved and interested in the English class activities, but at the same time, they could check and understand what they were learning, giving as a result that they made an appropriate contribution to the development of the class (pg. 21-26).

1. 2. The identified problem and the thematic line.

At the beginning of English course, the English teacher assessed the students to know what do they knew about the language; the result were that just three students had some basic knowledge about English and the rest of the group did not know the enough about English to start working with them. Taking the words that Brown (1973) said in his Stages of Language Development; children acquire the language in a kind of scaffolding, starting with common and simple words used most of the time, and finishing with some structured and well-formed sentences to communicate correctly with other people.

According to my teaching practice, and taking in consideration the Brown’s stages of language development; it was important to develop and improve the 4 skills of the language: listening, speaking, reading and writing. But it was necessary starting with the practice of listening skill to acquire basic vocabulary and let the students to had an initial contact with the language; creating learning environments in order to work out with the curricular standards for English in secondary school, and at the same time, creating in them the need to learn and practice the language.

Based on this, the Explanatory Analytical Essay (Ensayo Analítico Explicativo) was based in the thematic Line 2, Analysis of Teaching Experiences to try to develop my strengths and background knowledge as an English teacher in the listening skill for specific details.

Line 2 is focused to increase the knowledge about the complexity of the work that is developed in the junior high school, that is because of the establishment of different conceptions are expressed about what the students must learn and, in relation to them, the educational priorities, certain ways of directing and guiding pedagogical work are defined, and explicit and implicit rules are established which regulate school life.

In this sense, Line 2 gave the chance to work, analyze, develop, implement, and evaluate a set of listening activities in the group I worked with. According to Brownell (2012), listening is the process of receiving, constructing meaning from and responding to spoken and non-verbal messages. Listening is not a passive skill, it is an active process of constructing meaning from a stream of sounds. It could be the fundamental skill to speaking, because without understanding input at the right level, any learning cannot being (pg. 29-44).

It was necessary to select a specific micro or macro listening skill to work with the group. Macro and micro listening skills can help to achieve listening awareness. Brown (2007) offers a simplified list of micro-skills and macro-skills for conversational listening, the macro-skills isolate those skills that relate to the discourse level of organization, while those that remain at sentence level continue to be called micro-skills.

Brown's (2007) listening comprehension micro-skills for conversational discourse are:

1. Retain chunks of language of different lengths in short-term memory.
2. Discriminate among the distinctive sounds of English.
3. Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonational contours, and their role in signalling information.
4. Recognize reduced forms of words.
5. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
6. Process speech containing pauses, errors, corrections, and other performance variables.
7. Process speech at different rates of delivery.
8. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
9. Detect sentence constituents and distinguish between major and minor constituents.
10. Recognize that a particular meaning may be expressed in different grammatical forms.
11. Detecting key words.

Brown's (2007) macro-skills for conversational discourse are:

1. Recognize cohesive devices in spoken discourse.

2. Recognize the communicative functions of utterances, according to situations, participants, goals.

3. Infer situations, participants, goals using real-world knowledge (pragmatic competence).

4. From events, ideas, etc., describe, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations such as main idea, supporting idea, new information, given information, generalization, and exemplification.

5. Distinguish between literal and implied meanings.

6. Use facial, kinetic, body language, and other nonverbal cues to decipher meanings.

7. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack thereof.

Other non- standardized instrument was realized in a collective way with the purpose to identify the weaknesses in listening skill taking in consideration the following micro and macro skills: ...

(Appendix 3)

- Discriminate among the distinctive sounds of English.
- Recognize grammatical word classes, systems, patterns, rules, and elliptical forms.
- Detect key words.
- Guess the meaning of words from context.
- Distinguish between literal and implied meanings.

1. 3. The main purpose and researching questions

After analysing the results of the instrument showed that the students had proficiency to recognize grammatical word classes, systems, patterns, rules, and elliptical forms; guess the meaning of words from context; and distinguish between literal and implied meanings, they needed to develop the listening skill for specific details: detecting key words, and discriminate among the distinctive sounds of English.

The macro skill "*Recognize cohesive devices in spoken discourse*" and the micro skill "*Detecting key words*", focused on "*Listening for specific details*" allowed a possible solution for the topic developed in this document. For the application of these micro y macro skills there were necessary to start asking a set of questions to work with these in the group selected. The questions were:

- What is the objective to learn English in junior high school?
- Why is the importance to develop the listening skill in this level?
- What difficulties learners face up with a listening activity?
- Which stages and strategies are important to take into account to facilitate listening?
- Which ones could be used to enhance listening for specific details?

Obtaining the answers to these questions gave the possible solution to enhance the problematic identified in the group selected to enhance the listening skill for specific details, and at the same time show the importance of a set of activities to work with based different Theoretical and Methodological Backgrounds.

II. Theoretical and methodological background

2. 1. Educational panorama

Internationally, the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2014) advocates a humanistic and holistic vision of education as a fundamental human right that is essential to personal and socio-economic development. The objective of such education must be envisaged in a broad lifelong learning perspective that aims at empowering people to realize their right to education, fulfil their personal expectations for a decent, healthy life and work, and contribute to the achievement of their societies' economic development objectives. In addition to the acquisition of basic knowledge, attitudes and cognitive, social and emotional skills; the content of learning must promote problem-solving and creative thinking, understanding and respect for human rights, inclusion and equity; and cultural diversity, all of which are essential to the realization of peace, responsible citizenship and sustainable development.

Strengthening the leadership position in the international education community, UNESCO, in 2012 reinforced the coordination of the global Education for All (EFA) movement 2014 - 2021, by enhancing the policy advice and capacity-building with the Member States. The Organization renewed global EFA coordination and monitoring mechanism. They provided full support to the Member States to reach their EFA goals, mobilizing more resources to support education in developing countries.

The formulation of effective policies and plans remains central to achieving education development goals and contributing effectively to lifelong learning. While maintaining a focus on sector-wide planning, UNESCO placed a growing emphasis on providing further support to countries in shaping and guiding their reform agenda through effective policy-making,

implementation, and evaluation. Added to capacity development, technical assistance, and normative work, greater focus was given to peer-learning opportunities across the Member States.

Facilitating exchanges between countries, providing independent policy reviews and building knowledge systems at the international level can help to improve policy formulation and implementation. Education planning involves rigorous analysis of context and data to guide priority setting and financial allocations; responding to financial challenges and prioritize courses of action, but also to help to address the increasing inequity in societies.

UNESCO's International Institute for Educational Planning (IIEP), in addition to its diversified training programs for education planners, increased the support to senior policy-makers in terms of evidence-based advice and opportunities for joint reflection and exchange with peers in their countries and internationally.

The panorama in Mexico about education is ruled by Artículo 3 of Constitución Política de los Estados Unidos Mexicanos; which says that the education imparted by the State will tend to develop harmoniously all the faculties of the human being and will promote in him, at the same time, the love of the Homeland and the conscience of the international solidarity, with independence and justice. The education must be secular, compulsory, free and with quality.

The federal government, through the Secretaría de Educación Pública (SEP), holds the normative, technical and pedagogical authority for the operation of basic education; which according "Plan Nacional de Desarrollo 2013-2018" support a Mexico with "Educación de Calidad" to guarantee the integral development of all Mexicans as a source of innovation and leads all students to their greatest human potential. Looking to increase the quality of education, promoting policies that close the gap between what it is taught in schools and the skills that the

world demands nowadays to develop for lifelong learning. Added to “Programa Sectorial de Educación 2013 - 2018” in which, its Artículo 26 indicates the obligation of the State to organize a system of democratic planning of national development; based on broad consultation processes, which will allow the participation of different sectors of society.

Within the framework of education programming, as proposed by the government, the “Reforma Educativa” in 2018 is an important component to improving the quality of life and creating a sustainable economy. In the area of English education, the government was committed to raise the standards of English language education across the country and realize the benefits of English for its citizens and society. In the education system, this commitment is realized through the Programa Nacional de Inglés “PRONI” (SEP,2011) which had mobilized a number of interventions for improving English teaching, curriculum, materials and assessment.

PRONI promotes the mastery of English in students from their basic education (pre-school, primary and secondary). The curricular design of PRONI is aligned to national and international standards: the National Certification of Language Level (CENNI) and the Common European Framework of Reference for Languages (CEFR). It also establishes a profile for the teacher which is aligned to the profiles, parameters and indicators of the National Coordination of Professional Teaching Service and a graduation profile for the student, which upon completion of the high school level is expected to reach students level B1 of the CEFR, to successfully face the challenges of a changed and globalized world.

Moreover, PRONI is structured in four cycles:

- Cycle I, (implemented in 3rd of pre-school, 1st and 2nd grade of primary school)
main purpose is to sensitize the students in relation to English, by involving them in

social practices of language and specific skills carefully planned and that constitutes the base of learning later.

- Cycle II (implemented in 3rd and 4th of primary), Cycle III (implemented in 5th and 6th grade of primary) and Cycle IV (implemented in 1st, 2nd and 3rd of secondary), students acquire the necessary skills to use English effectively, through participation in specific competences defined from and based on social practices located in different social learning environments.

In this way, the bases are established for the familiarization, approximation, acquisition and consolidation of the curricular contents of the Second language subject: English, which are required to fulfill the purposes of their study programs and reach the established levels of achievement.

The Nuevo Modelo Educativo 2018 strengthens English for all education by aligning the curriculum with national and international standards. The vision is that, within 20 years, all Mexicans can finish their compulsory education speaking English with an internationally recognized certification. In other words, to have the ability to understand and write complex texts, and they can be understood anywhere in the world.

In this sense, the Estrategia de Nacional para el Fortalecimiento de la Enseñanza del Inglés (SEP,2011), takes into account the international context in which it is inserted; allows the government which keeps the Sistema Educativo for its implementation, instrumentation, as well as its implications for personal development, social and academic development of students and, therefore, in the equitable development of Mexico. The curricular proposal is structured in five

components: social learning environments, communicative learning activities, the expected learning (social practices of language), the didactic orientations and the evaluation suggestions.

In recent years, culture has become a much discussed topic in English language teaching discourse. Questions such as how to teach it, whose one to teach it, the relationship between language and it, and what constitutes it, have fueled considerable amount of research. The English as a foreign language setting raises questions about what culture to focus on and it is, no doubt, useful for students to reflect on their own since, by exploring their own culture, they will acquire the vocabulary with which to describe values, expectations, behaviors, traditions, customs, rituals, forms of greeting, cultural signs and identity symbols familiar to them.

What is undeniable is the fact that cultures are formed to meet human needs. Maslow (1962) suggested classifying the needs that all of them try to meet into lower order and higher order needs. Lower order needs are the ones related to physical requirements (food, water, shelter) while the higher order needs are the ones related to formal education, self-development or self-fulfillment. It is not surprising then that culture and needs should be closely connected to behaviors. According to Straub (2005) behaviors are culturally prescribed norms intended to meet expectations or needs shared by the members of a culture. Some behaviors that might appear to be polite in our culture may not necessarily be regarded as proper behavior in the target language culture and the other way about.

2. 2. Listening skill

Having contact with a culture implies putting different skills into practice in order to be immersed in it. In the case of English, part of these skills are communicative, because of the need for interaction with people are necessary for a cultural exchange with people; resulting in learning

and developing of the skills necessary to use the language. Listening is an important skill for a person who is learning English because in verbal communication it cannot communicate with others without listening to the speaker's utterances and understanding them. In addition, everyone wants to listen what English speakers are saying at a natural speed and understand it. An English learner wishes to understand English films, TV programs, music, and announcements. In other words, the purpose of learning English is to communicate in the real world.

However, listening is a very demanding and challenging skill for the learners to master. Every English learner has faced with the necessity to express their ideas in the target language but being unable to response because he may not understand the English code. This inability was observed in my teaching practices with the group I was working with; making difficult the comprehension and communication.

Without a doubt, the ability to communicate in English in real life situations continues to be essential. Furthermore, it is important to making understand the natural progression in the age in which, due to the fast development of internationalization and globalization, people have much more opportunity than now to use English in order to communicate with people all over the world, creating the need to improve the ability to understand all kinds of English, including some accent features. To fulfill this purpose, teachers must improve the methods of teaching listening so that the students can learn how to listen, and foster skills and strategies for effective listening; in other words, can understand authentic spoken English.

2. 3. Bottom-up & Top-down theories

According to Rubin (1994), for second language/foreign language learners, listening is the skill that makes the heaviest processing demands because learners must store information in short term memory at the same time as they are working to understand the information. However, understanding the listening process can help to rethink the methods of teaching listening. For this purpose, there are two key components for clarifying the listening process: the bottom-up or top-down processing (pg. 78, 199-221).

Brown (2006) defines top-down processing as the process of “using our prior knowledge and experiences; we know certain things about certain topics and situations and use that information to understand”. In other words, learners use their background knowledge in order to comprehend the meaning by considering previous knowledge and schemata. On the other hand, bottom up processing refers to the process of “using the information we have about sounds, word meanings, and discourse markers like first, then and after that to assemble our understanding of what we read or hear one step at a time” (Brown, 2006). During bottom-up processing, learners hear the words, keep them in their short term memory to combine them with each other and interpret the things that they have heard before.

It is important to mention that depending on the purpose of listening, learners may use top-down or bottom-up process more than another (Vandergrift, 2004, pg. 24). In other words, both processes usually happen together in real-life listening. Cahyono and Widiati (2009) state that successful listeners are those who can use both bottom-up and top-down processes by combining the new information and the knowledge that they already know (pg. 194-211). According to Flowerdew and Miller (2005), advanced listening skills are the results of combining listening

process with the cognitive development. In that sense, in order to be effective listeners, students should use both bottom-up and top-down processing in listening.

That is, “students must hear some sounds (bottom-up processing), hold them in their working memory long enough (a few seconds) to connect them to each other and then interpret what they’ve just heard before something new comes along. At the same time, listeners are using their background knowledge (top-down processing) to determine meaning with respect to prior knowledge and schemata” (Brown, 2006).

In listening comprehension, these two, top-down and bottom-up processing, are correlated in a complex relationship and both are used to construct meaning. To construct the meaning, listeners are not passively listening to speakers or information but are actively reconstructing the speakers’ intended meaning and getting meaningful information by decoding the sounds, words and phrases. As Buck (1995) explains, to arrive at an understanding of the message, listeners must understand the phonetic input, vocabulary and syntax (bottom-up processing); and, at the same time, use the context of situation, general knowledge and past experiences (top-down processing) (pg. 113-131).

Schemata, or scripts, are closely related to top-down processing in listening comprehension. "Background information (schemata) is an important factor in listening" (Brown, 2001). "When applied to the process of comprehending a foreign language, the advantage of activating learners' scripts in an appropriate situation is obvious" (Long, 1989, pg.73). Specifically, in a situation where learners must use a foreign language, if they cannot activate schemata suitable for the situation, they have difficulty (Nunan, 1999). Moreover, Nunan asserts that "without these schemata, nothing in life would be predictable, and if nothing were predictable, it would be impossible to function" . In other words, since foreign language learners don't have enough

linguistic knowledge, they have to predict meaning by activating schemata, thereby compensating for what they cannot decode in speech.

What is schema? Chiang and Dunkel (1992) explains the schema theory as follow:

The basic tenet of schema theory posits that written text, or spoken discourse, does not carry a meaning of itself. Rather, meaning occurs as a result of the interaction between the reader or listener's prior knowledge about the world and the text or speech. This world knowledge is rooted in life experiences and enables individuals to make inferences and form expectations about commonplace situations (pg. 26).

Moreover, they state that if there is a difference of schemata between the speaker and listener, the listener cannot make use of relevant schemata, and may misunderstand the speaker's intention. According to Richards (1987), "Much of our knowledge of the world is organized around scripts, that is, memory for typical episodes that occur in specific situations" (pg. 17). He concludes that "our knowledge of dentist's scripts, cinema scripts, library scripts, drugstore scripts, school scripts, meal scripts, and so on, enables us to interpret a great deal of the language of everyday life" (pg. 219-240).

Brown (2001) argues that second language learners need to be cognizant of, and attend to some features of spoken language because, if they don't do so, their listening processes will be negatively influenced and their comprehension much hindered. In short, if learners have not been exposed to false starts, repetitions, fillers, and pauses, they will not understand what speakers intend in their utterances. Similarly, the Natural Approach identified a significant "silent period" during which learners were allowed the security of listening without being forced to go through the anxiety of speaking before they were ready to do so.

2. 4. Listening process

According to Nunan (2001), listening is a six-staged process, consisting of “*hearing, attending, understanding, remembering, evaluating and responding*”. These stages occur in sequence and rapid succession.

Hearing has to do with the response caused by sound waves stimulating the sensory receptors of the ear; hearing is the perception of sound, not necessarily paying attention, you must hear to listen, but you need not listen to hear. For this, we have Attention refers to a selection that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus.

Understanding, consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard. We must analyze the stimuli we have perceived. Symbolic stimuli are not only words, they can be sounds like applause or even sights. To do this, we have to stay in the right context and understand the intended meaning. The meaning attached to these symbols is a function of our past associations and of the context in which the symbols occur for successful interpersonal communication: the listener must understand the intended meaning and the context assumed by the sender.

After following with the next stage, it is necessary to make a remark: as it has mentioned previously, the background knowledge is important and people have to take into account several points: general factual information, local factual information, socio-cultural knowledge and knowledge of context. With these factors, the information will be correctly received.

Remembering is an important listening process because it means that an individual, in addition to receiving and interpreting the message, has also added it to the mind’s storage bank, which means that the information will be remembered in our mind. But just as our attention is selective,

so too is our memory, what is remembered may be quite different from what was originally heard or seen.

In the penultimate stage, Evaluating, lets the listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message. The effective listener makes sure that he or she does not begin this activity too soon, as beginning this stage of the process before a message is completed results in no longer hearing and attending to the incoming message and, as a result, the listening process ceases.

Responding, a stage in which according to the response, the speaker checks if the message has been received correctly. This stage requires that the receiver complete the process through verbal or non-verbal feedback, because the speaker has no other way to determine if a message has been received (table 1).



Table 1: Basic stages of listening process and their functions. (Nunan, 2001)

When we are working listening skill in the classroom, the best option is to think about how we listen in real life. Teachers should give students the opportunity to listen actively providing different accents, useful and different topics, as well as situations that students can use in their real world. When teachers are teaching listening, apart from the purpose, it is very important to follow a pattern. Bueno, Madrid and McLaren (2006) establish the following pattern:

1) **Pre-listening** would be the first stage, where the context is established. The teacher creates motivation and students do some activities with the purpose of preparing them for what they will hear.

2) The following stage is **listening**, where learners do the mentioned tasks or find answers. There are two kinds of material and procedure. On the one hand, extensive reading helps students to acquire vocabulary and grammar and it usually takes place outside the classroom. They do it for

pleasure, so that their knowledge of the language improves and it makes students better readers. On the other hand, intensive listening is what students usually learn in the classroom, through audio CDs and activities such as answering questions, following a route on a map, making notes, etc.

3) The last stage is **post-listening**, the part where students have the opportunity to check their answers about they have been listening to, to give feedback and consolidate what they have learnt. It is useful for teachers because it helps to analyze particular difficulties the students could have with the listening activity.

Figure 1 and Figure 2 below are adapted from Field (2008) and they summarize the changing format of listening lesson over the years.

<p>Pre-listening Pre-teach vocabulary ‘to ensure maximum understanding’</p> <p>Listening Extensive listening followed by general questions on context Intensive listening followed by detailed comprehension questions</p> <p>Post-listening Teach any new vocabulary Analyze language Paused play. Students listen and repeat.</p>
--

Figure 1. Early format of listening lesson

<p>Pre-listening Establish context Create motivation for listening Pre-teach only critical vocabulary</p> <p>Extensive Listening</p>
--

General questions on context and attitude of speakers

Intensive Listening

Pre-set questions

Intensive listening

Checking answers to questions

Post-listening

Functional language in listening passage

Learners infer the meaning of unknown words from the sentences

Final play; learners look at transcript

Figure 2. Current format of listening lesson

As the figures illustrate, there are three parts in a usual listening lesson: pre-listening, (while) listening and post-listening. Pre-listening part, which involves tasks such as activating previous knowledge of the learners and teaching vocabulary, prepares students for the tasks that they are going to do while listening (Richards, 2005, pg. 36). When current format of a listening lesson is compared with the early format of a listening lesson, teaching unknown vocabulary items shows difference. Field (2008) presents several reasons for not teaching all unknown words. Firstly, it is time consuming to teach unknown words. Field argues that the time spent for teaching unknown vocabulary can be used for listening to the text again. Secondly, it is not like real-life listening since students will encounter different words and try to understand them at the time of speaking.

Last but not least, by teaching all the words in a text without considering their importance in the text, teachers divert students' attention to form rather than meaning and that is why Field suggests teaching only critical words which are highly important for students in order to understand the listening text.

In the while-listening part of the lesson, learners do activities such as listening for gist, and sequencing that help them to comprehend the text. Although there are no changes in extensive listening, as can be seen in Figure 2, the structure of the activities has been changed by making them more guided in order to help students follow the texts.

The last part of the listening lesson is post-listening, which can be used for practicing the previously learned grammar items. There are many examples of the expressions and language functions in the dialogues that people use in their life such as offering, refusing, apologizing. Since it is difficult to teach these expressions separate from a context, listening passages can be used to draw students' attention to those features during the post-listening part. Also, the post-listening part gives students a chance to state their opinions about a topic.

Studies conducted on listening in the field of second and foreign language learning revealed that listening is one of the most difficult skills for language learners (Goh, 2000, pg. 28; Guo & Wills, 2006). Because of the overemphasis on grammar, reading and vocabulary, learners who learn English as a foreign language have serious problems in listening comprehension (Gilakjani & Ahmadi, 2011, pg. 977). Ur (2007) states that students find some features of listening comprehension easier than others. In that sense, some of the main difficulties that the students encounter while listening are: "hearing sounds, understanding intonation and stress, coping with redundancy and noise, predicting, understanding colloquial vocabulary, fatigue, understanding different accents, using visual and aural environmental clues" (Ur, 2007). Underwood (1989) lists the common obstacles that students experience while listening as speed of delivery, not being able to have words repeated, limited vocabulary, failing to follow signals like transitions, lack of contextual knowledge, being able to concentrate, and habits like trying to understand every word in what they hear.

Anderson and Lynch (2003) emphasize four different ways in which the listener can or cannot process incoming speech: first, the listener may not hear adequately what it has been said; second, speech may contain words or phrases that the listener can hear adequately but is unable to understand because of syntactical or semantic problems; third, the listener may perfectly hear and understand the speaker but has switched off consciously or unconsciously; and fourth, the listener attends to the message fully and tries to construct a coherent interpretation from it; all of this forms a successful listening.

One of the main problems that English language learners encounter in listening are that there are unfamiliar sounds that appear in English but not in their native language, and this leads to comprehension difficulties. For a language learner, comprehending the meaning of the spoken language requires more effort when it is compared with native speakers of that language. For instance, outside noise or pronunciation differences affect learners more than the native speakers.

Although learners are able to cope with these situations in their own language, Ur (2007) provides several explanations why foreign language learners do not have the same ability to cope with such problems in the target language. First of all, although language learners recognize the words when they see them in written form or pronounced slowly, they cannot understand them just because of the rapid speech or they just do not know them. Secondly, learners may not be familiar with the sound-combinations, lexis and collocations which help them make guesses to fill the missing parts. Not being familiar with the colloquial vocabulary is also one of the problems by itself that students face with. Finally, language learners have a tendency to believe that for successful comprehension they have to understand everything.

As Ur (1984) insists, "They have a kind of compulsion to understand everything, even things that are totally unimportant, and are disturbed, discouraged and even completely thrown off balance if they come across an incomprehensible word". If learners adjust this attitude regarding listening, they will become more effective listeners. As Mendelsohn (1994) concludes, some strategies, such as guessing, inferencing, etc., should be taught to the learners to compensate for the lack of understanding. Moreover, "through these, students will not only become better listeners, they will also become more effective language learners" (Nunan, 2001).

Lessons should be structured to guide the students through the listening process. The kind of lesson in which students just listen to the whole segment and answer questions without any instructions must be avoided because it would be testing not teaching. That is, while students are actually listening, teachers should make them aware, beforehand, of what they should be listening for in the message, and, moreover, how they should do it. In other words, teachers should make students do focused listening, such as "listening for specific information" (Richards, 2005).

Why is listening for specific information important? Specific information is often factual in nature, for example, a name, a place, a profession, an object, a number or a quantity. When a learner listens for specific information, it needs to have some idea of what it's listening for before and while it's listening. In an exam situation, predict and anticipate the kind of information that will answer the question, being aware that the idea could be expressed in the recording in a number of different ways. As a learner listen, it need to recognize when the information is about to be given, and pay particularly close attention at that point. Sometimes, listening for specific information also involves listening to determine whether information is stated or not (Brown, 2001).

2. 5. Listening strategies

According to Richards (2005) a successful listening can also be looked at in terms of the strategies the listener uses when listening. Does the learner focus mainly on the content of a text, or does it also consider how to listen? A focus on how to listen raises the issue of listening strategies. Strategies can be thought of as the ways in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening. These activities seek to involve listeners actively in the process of listening (pg. 85-92).

Buck (2001) identifies two kinds of strategies in listening:

Cognitive strategies: Mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval.

- *Comprehension processes:* Associated with the processing of linguistic and nonlinguistic input.
- *Storing and memory processes:* Associated with the storing of linguistic and nonlinguistic input in working memory or long-term memory.
- *Using and retrieval processes:* Associated with accessing memory, to be readied for output.

Metacognitive strategies: Those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies

- *Assessing the situation:* Taking stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources, and the constraints of the situation before engaging in a task.

- *Monitoring*: Determining the effectiveness of one's own or another's performance while engaged in a task.
- *Self-evaluating*: Determining the effectiveness of one's own or another's performance after engaging in the activity.
- *Self-testing*: Testing oneself to determine the effectiveness of one's own language use or the lack thereof.

Goh (2008) shows how the metacognitive activities of planning, monitoring, and evaluating can be applied to the teaching of listening (pg. 188-231):

Planning

This is a strategy for determining learning objectives and deciding the means by which the objectives can be achieved.

General listening development:

- Identify learning objectives for listening development.
- Determine ways to achieve these objectives.
- Set realistic short-term and long-term goals.
- Seek opportunities for listening practice.

Specific listening task:

- Preview main ideas before listening.
- Rehearse language (e.g., pronunciation) necessary for the task.
- Decide in advance which aspects of the text to concentrate on.

Monitoring

This is a strategy for checking on the progress in the course of learning or carrying out a learning task.

General listening development:

- Consider progress against a set of predetermined criteria.
- Determine how close it is to achieving short-term or long-term goals.
- Check and see if the same mistakes are still being made.

Specific listening task:

- Check understanding during listening.
- Check the appropriateness and the accuracy of what is understood and compare it with new information.
- Identify the source of difficulty.

Evaluating

This is a strategy for determining the success of the outcome of an attempt to learn or complete a learning task.

- General listening development:
- Assess listening progress against a set of predetermined criteria.
- Assess the effectiveness of learning and practice strategies.
- Assess the appropriateness of learning goals and objectives set.

Specific listening task:

- Check the appropriateness and the accuracy of what has been understood.
- Determine the effectiveness of strategies used in the task.
- Assess overall comprehension of the text.

Bachman and Palmer (1996) state that the characteristics of the test methods affect test's scores and they further suggest that since it is impossible to avoid the effects of the test methods, it is necessary to control them as much as possible so that the tests will be appropriate for what they are used for. Factors that commonly affect test takers performance of listening comprehension include text genre, topical knowledge, the text length, test item type, visual cues, question preview, and the number of times the text is presented. Weir (2005) included other components influencing the listening comprehension of test takers. Speech rate, variety of accent, acquaintanceship, number, and gender are the factors of input affecting listening comprehension.

Weir (2005) lists different techniques for testing listening comprehension including matching responses, dictation, short answer, and information transfer. The author states some advantages and some disadvantages for each technique. One of the techniques to assess listening comprehension is discussed briefly below.

2. 6. Multiple Choice Tests

The MC item format persists as a frequently used and sometimes as the only type of item included in standardized language tests.(Freedle & Kostin, 1999, pg. 2). Haladyna (2004) maintains that it is a format that can be used for testing most kinds of knowledge and comprehension on various levels, it is objectively and easily scored, even by digital resources in case of large-scale assessments. Buck (2001) establishes that although complex and difficult to

make, MC items can be used to test a variety of listening sub-skills: from understanding at the most explicit literal level, through combining information from different parts of the text, making pragmatic inferences, understanding implicit meanings, to summarizing and synthesizing extensive sections of text. Even though the most important constructs are not best measured with MC item formats, MC tests still play a role in measuring important aspects of many constructs (Haladyna, 2004).

In a comparison of the MC test type with other objective tests, Linn & Miller (2005) reach the conclusion that it is easier to construct high-quality test items in MC format than in any of the other forms even if this does not mean those good MC items can be constructed without effort. But for a given amount of effort, they claim that MC items will tend to be of a higher quality than short-answer, true-false, or matching-type items in the same area.

Multiple-Choice (MC) question formats include a stem, or prompt, and alternative responses. The stem is, in fact, the question. The alternatives that are not correct are called distractors. There are different types of MC examinations. The most prominent MC test uses MC questions with one stem and some choices; one of these choices is correct, the other ones are incorrect alternatives, called distractors (Bradbard, Parker, & Stone, 2004, pg. 11-26). Several other MC formats were designed to measure more complex thinking skills. The incorporation of more than one correct answer is a good way to reduce the chances of guessing a question correctly (Bush, 1999).

Hughes (2003) lists problems associated with MCQ. Testing the recognition knowledge, guessing, limitation in testing different components of a language, difficulty in preparing the successful items, harmful backwash, and cheating are among these problems. Moreover, the cognitive processing involved in determining an answer in this format bears little resemblance to

the way people process texts for information in real-life, and it can harm the theory-based validity of the test method (Weir, 2005).

Multiple-choice question (MCQ) formats are widely used to measure listening ability. Although MCQ is often criticized on the grounds that it may misrepresent natural listening conditions (Buck, 2001; Hughes, 2003), it is, probably because of its practical benefits, the most popular format for the large-scale testing of listening skill. Other test methods that require trained scorers (such as short answer questions or summary writing) would result in greatly increased costs for the large numbers of test takers. MCQ is definitely both familiar to the most test takers and highly practical as it readily allows for machine scoring.

One of the more serious difficulties associated with MC questions is that the tester does not know why the test-taker responded the way the person did (Alderson 2000). It may have simply guessed at its choice, or it may have a totally different reason in mind from that which the test developer intended when writing the item. The test-taker may simply have employed test-taking strategies to eliminate implausible choices and has been left with only one choice. Alderson (2000) maintains that there is no guarantee that any given test-taker will in fact use processes that have been shown to be commonly used.

An interesting and illustrating analysis of the model of information-processing (goal-process system) at a multiple-choice test of listening by Jamieson et al. (2000) shows the various activities and challenges associated with the multifaceted process (Rost, 2002).

Stages	Goal	Process	Variables that affect the process
1: Listening to the stimulus	Listen to the stimulus and remember information in order to answer each question following the stimulus.	Represent in working memory information in the stimulus regarded as important.	Stimulus variables: length of lecture, syntactic complexity, density of information, lexical difficulty. Listener variables: knowledge of the context of the task, knowledge of the language, attention, working memory capacity, background knowledge.
2: Listening to reading each question	Understand the question.	Identify the given and requested information in the question and represent in memory the request information.	Item variables: lexical difficulty, syntactic complexity, length. Listener variables: (as above).
3: Searching for the correct answer	Retrieve information for stimulus that answer the question.	Search working memory for information in the stimulus that matches the information requested in the questions.	Stimulus variables: (as stage 1). Item variables: type of information, type of match, explicitness, main/ supporting idea, redundancy. Listener variables: (as above).
4: Identifying the correct answer	Select the correct answer from the options given.	Identify and answer to the question by finding a match with the appropriate information from working memory and verifying that none of other options is a better match.	Stimulus variables: Item variables: Listener variables: (as above)

This model gives a good clue to what the effect of the item format might be and how the potential processes differ from a situation where a test-taker is requested to give an open response to a stimulus. It must be pointed out, though, that the stages do not necessarily occur in the above order, but there is probably simultaneity or movement back and forth between them. Nevertheless,

at every stage, the item including the question and the options affect the procedure. If the test-taker gets to read the question before listening, the question referring to a particular passage determines the importance in the input (the spoken text passage), and what should be represented in working memory. This occurs at the second stage at the latest, where item variables, that is, features in the possibly written questions and options, are crucial. Then through the third and fourth stages, the decoding, the understanding and the interpretation of the item are as important as the understanding of the spoken text. This illustrates well how great the effect of each test item is, and further underlines the importance of creating transparent questions that provide a clear purpose for listening.

Jamieson et al. (2000) in Rost (2002) shows some difficulties with Listening Multiple Choice Questions:

- *Hearing all the words*

In this type of question, it is very likely that people will hear ALL the words that are given in each choice. Two will obviously not be referring to the answer, so people need to listen very carefully to make sure to get the correct one.

- *Similar Choices*

Another problem is that people may have very similar choices. For example, all the choices may refer to ‘years’, so it is easy to choose the wrong one. Also, the information people hear about each choice may be quite similar.

- *Paraphrases and synonyms*

Also, sentences and words that people hear in the listening will often be changed in the actual listening script. The test would be quite easy if people could heard exactly what they see in the question, but it will be changed in some way.

- *A different order*

The person that people hear speaking may not necessarily giving the information or choices in the same order as the question people see on the paper.

I found that these information allowed me to identify different activities which were developed to attend the micro and macro skills selected in the Study Theme; and at the same time, taking into account the importance and the characteristics that the listening skill involved to enhance listening for specific details with the group 1 C remembering that it was necessary starting with the practice of listening skill to acquire basic vocabulary and let the students to have an initial contact with the language.

III. Discussion

After the analysis of the activities that could be applied in listening skill, and taking in consideration the cognitive strategy: using and retrieval processes, and the metacognitive strategies: assessing the situation, and monitoring. I planned some activities for the group 1 C of the official junior high school “Bicentenario de la Independencia de México” 1049, covering the macro skill “*Recognize cohesive devices in spoken discourse*” and the micro skill “*Detecting key words*”, in order to enhance listening skill for specific details with different topics based on the main topic “forecast” so as not to interfere with the sequence of topics given by the English program. Those activities were applied in 5 sessions of 50 minutes, taking just 15 minutes to implement each activity from March 4th to March 15th in 2019. The characteristics of each activity were based on multiple choice questions because the cognitive processing involved in determining an answer in that format bears resemblance to the way people process listened to information in real-life.

3. 1. Smyth’s model of reflection

I took into account the Smyth’s model of reflection, to evaluate and reflect about the creation of my activities. Smyth (1993) said that if teachers are going to uncover the forces that inhibit and constrain them, they need to engage in four forms of action with respect to teaching. These “forms” are characterized by four sequential stages and are linked to a series of questions:

- *Describing* (What do I do?)

Bounded instances of practice that reflect: regularities, contradictions, significant events, non-significant events including the elements of Who?, What, When?.

- *Informing* (What does this mean?)

Descriptions revisited with a view to identifying relationships between the elements.

- *Confronting* (How did I come to be like this?)

Things to change, do differently, consider to be important pedagogically and work on the effect of this changes.

- *Reconstructing* (How might I do things differently?)

Assumptions, values, beliefs, social practices and theories to improve the work.

3. 1. 1. Session 1. Radio station

The lesson plan of the first activity (*Appendix 4*) had the objective to identify vocabulary related with radio programs and music played on the radio in a listening for specific details. The activity was made of 10 words: five to radio programs and 5 to music played on the radio (*Appendix 5*) to solve with a track of 2:12 minutes that were played twice (*Appendix 6*) which was about a man talking about radio stations and kinds of music. The expected results were that most of the students could identify the middle of the words or more than the middle. It was used a check list (*Appendix 7*) to evaluate the receptive reactions of the group while they were doing the activity (listening). That activity was applied on March 4th, 2019 to 49 students of the group.

At the beginning of the class, with the help of student's participations, I made a mind map on the board about the characteristics of radio stations: kinds of music, programs and sections; so that I could notice students' prior knowledge about the topic. I used the participations because the students liked to share their ideas and thoughts with the group and be taken into account in class; added to the respect and order that they had to participate. The election of that topic as the first, promoted interest in students, specially to know what they could have done after the mind map; it was necessary to reinforce the pronunciation of the vocabulary written in the mind map because it was used in the listening activity as an evaluation.

In the activity, there were two sections: radio programs and music played on the radio, in which students needed to listen to complete the words with the missing letters. I gave to each student a handout with the activity. Before the activity the students listened the instructions and read the activity presented asking their doubts; they noticed that the vocabulary written in the mind map were there. In the development of the activity the students kept the noise down and I reproduced the track twice; the students answered the activity at the first time and took the second chance to check their answers. I noticed that half of the group had difficulties to pay attention and listen to the words asked, it was reflected in the results because of the 10 words only 17 students answered correctly more than 5 words, 24 students had less than 5 words and 8 students had any correctly answer.

In the review of the activity I gave the answers to the students after I asked them to deliver me the activity; I wrote the answers on the board and asked the students to pay attention and listen the words given once again. After having the answers and listening again, I could take into account it was easier to the students to identify the words asked, giving as a result that preparation was vital before a listening task. According to Jamieson et al. (2000), students need to improve their working memory capacity while they dealt with the stimulus, in this situation the track.

It was necessary to make students to have a strong preparation with the practice of pronunciation of the new vocabulary given in class, but it was not enough, because it depended of other situations that were not in my control such the listening strategies of each student; as Richards (2005) said, a successful listening can also be looked at in terms of the strategies the listener uses when it is listening. It gave as a result that it was necessary to level the students according the specific words or details that they could listen with a previous practice of pronunciation (pg.36).

As a trainee I could identify that some students needed to practice the pronunciation of the words previously a listening activity. The importance of phonological knowledge, such as pronunciation as a basic unit of information and sound is necessary for the assimilation in listening comprehension (Brown, 2001; Mendelsohn, 1994 and Rost, 2002). In future classes that knowledge would result helpful, specially to start a class with warm up or a brain breaker.

That intervention gave me the challenge to improve my skills to do my lesson plans focusing on designing warm up activities to promote the development of pronunciation to introduce or have a review of vocabulary that could be used in a class, teaching the students the sounds and even the writing of those words and finally help them to identify the target words in a listening. That gave as a result that the activities that I would be able to design link other skills as writing and speaking, strengthening the use of the language not just listening.

The evaluation of the listening comprehension skill is something that I need to improve; as I mentioned, I had a review with the students about the answers and checked the activity done, replaying the track once and telling them to try to focus only to identify the answers taking apart the rest of the track. I found that I need to design some strategies to know how the students comprehend the communicative recorded speech.

Also I need to take in consideration how feedback is done by using different strategies to bear out the comprehension of the words listened; such as the implementation of the vocabulary learned using it with other skills as writing, to do some sentences, or speaking, to make a conversation, even with motor activities using the body while the students listen the specific words.

Finally, it is necessary to observe and identify some general patterns that the students show while they face or solve a listening activity, letting me the chance to analyze if they are understanding it or even to adequate the activity if it is necessary.

3. 1. 2. Session 2. Numbers

The lesson plan of the second activity (*Appendix 4*) had the objective to identify vocabulary related with numbers in a listening for specific details. The activity was made of 10 numbers of which the students had to mark 5 (*Appendix 5*) listening a track of 1:43 minutes that were played twice (*Appendix 6*) which was about two people talking about some study tips. The expected results were that most of the students could identify the numbers and choose the correct ones. It was used the same checklist of activity 1 (*Appendix 7*) to evaluate the receptive reactions of the group while they were doing the activity (listening). That activity was applied on March 5th, 2019 to 48 students of the group.

At the beginning of the class, with the help of student's participations, I made a brainstorm on the board about advices; the meaning of advice, functions, uses and examples; so that I could notice students' prior knowledge about the topic. I still used the participations because it improved the development of the class creating interest in the students at the moment to be taken into account in class. That topic promoted creativity in the students letting them to create their own study tips using their previous experiences in school. To make the study tips, the students learned about what listing is and why they needed to use numbers to list their tips; it was necessary to reinforce the topic of numbers because some students did not remember the pronunciation of some numbers.

In the activity, there were 10 numbers and the students needed to circle 5 of the numbers that they listened in the track. I gave to each student a handout with the activity. Before the activity the

students listened the instructions and read the activity presented, now without doubts. In the development of the activity the students kept the noise down and I reproduced the track twice; I noticed that most of the students answered the activity at the first time because of their reactions while they were doing the activity, they took the second chance to check their answers. It was reflected in the results because of the 5 numbers that they needed to circle, 37 students circled correctly 4 and 5 numbers, 7 students circled correctly only 3 and 4 students did not have any correctly number.

In the review of the activity I gave the answers to the students after I asked them to deliver me the activity; I wrote the answers on the board and asked the students to pay attention and listen the numbers given once again. After having the answers and listening again, I could take into account it was easier to the students to identify the numbers, giving as a result that they needed to reinforce their knowledge about numbers.

It was necessary to make students to have a fast review and practice the pronunciation of numbers. According to Funk (2016) numbers serve as a good tool to improve listening comprehension; since learning the numbers themselves was pretty easy, they were easily used to train, hear and recognize words that people already know in their language to acquired words in a new language. As a trainee I could identify that it was necessary to reinforce some basic topics as the numbers because these topics were like a base to learn new ones, as Brown (2006) said, learners use their background knowledge in order to comprehend the new knowledge by considering previous knowledge and schemata.

That intervention gave me the challenge to search for strategies to obtain information about the topics that I needed to reinforce with my students. For future interventions I need to find

information about how to do a diagnosis which I can cover the elemental topics in a fast and concrete way; that diagnosis could help me to design my lesson plans since the beginning of the school year, so I could take in consideration some reviews of topics and even just to do some exercises or games.

Also I need to take in consideration which topics I could select to do my listening activities to enhance in students their listening comprehension, but in special the listening for specific details, and if it is possible, to improve reading, speaking and writing too. I noticed that starting to practice listening with topics that students used to know as numbers, professions, places and others, was a way in which they could have a first contact with listening activities and with the pass of the time, the topics could increase in advanced levels.

Finally, it is necessary to adequate the new topics according to the sequence of topics contained in the study program, the students' previous knowledge and their pace of learning; to design strategies to board these topics, and adequate some strategies to evaluate; giving me the opportunity to track the progress of the students in listening skill from the beginning to the end of the course or blocks.

3. 1. 3. Session 3. Daily routines

The lesson plan of the third activity (*Appendix 4*) had the objective to identify vocabulary related with daily routines in a listening for specific details. The activity was made of 8 schedule and 8 activities (*Appendix 5*) to solve with a track of 1:44 minutes that were played twice (*Appendix 6*) which was about a swimmer talking about the things that he does in a common day. The expected results were that most of the students could identify the activities done in a certain period of time. It was used the same check list of activity 1 and 2 (*Appendix 7*) to evaluate the receptive reactions of the

group while they were doing the activity (listening). That activity was applied on March 8th, 2019 to 48 students of the group.

At the beginning of the class, I did a review of verbs related to a daily routine. The students participated passing to write on the board some verbs like a brainstorm, after that the students did one choral repetition of the verbs to listen the pronunciation. I noticed that the students' participations increase with activities which they had a previous knowledge about the topics or an idea about it.

In the activity, there were two sections: time and activities, in which students needed to listen to match the column of time with the different activities. I gave to each student a handout with the activity. Before the activity the students listened the instructions and read the activity presented asking their doubts; they noticed that some of the verbs that they wrote on the board were there, that thing gave them some confidence by themselves to solve the activity. In the development of the activity the students kept the noise down and I reproduced the track twice; the students answered the activity at the first time and took the second chance to check their answers. I noticed that the increase of difficulty of the activity did not impact in the confidence of students to solve it; that was reflected in the results because of the 8 answers 28 students matched correctly more than 6 answers, 9 students had between 5 and 4 answers and 11 students had 3 or less than 3 correctly answers.

In the review of the activity I gave the answers to the students after I asked them to deliver me the activity; I wrote the answers on the board and asked the students to pay attention and listen the answers given once again. After having the answers and listening again, I could take into account it was easier to the students to identify the activities according the time that those happened in the

listening. As a result the students noticed the advance that they had according the listening skill by telling me that they could resolve that activity without feeling stressed or confused.

It was necessary to make students to have a strong preparation with the practice of some verbs' pronunciation because it could do that they get confused while they listened the track. According Cakir (2001), if the sound of word differs it may lead the listener to misunderstand the message. As a trainee I could identify that some students needed to practice more the pronunciation of some verbs previously a listening activity and even to learn the language.

That intervention showed me that the listening activities with the pass of the time could generate confidence in the students while they answered the activity like that and let them not to get stressed or confused, but it was necessary still doing more activities to bear out that result. To work with the rest of the skills, I could use some tracks to introduce the students to the topics while they focus only to identify the new words or vocabulary that I gave to them previously playing the track or even taking their participations as previous knowledge to mix both contributions and introduce them to the new knowledge; that process is called by Cohen (2008) as the selective attention. In addition to find strategies to teach advanced or difficult topics to achieve for the students like how to talk about time or speak about a routine especially when the students did not know too much vocabulary to create sentences or their own products by themselves without the help of the teacher.

Finally, it is necessary to observe and identify the students' learning skills or work habits to learn and make easier the teaching of a topic by using other methods as doing diagrams or graphic organizers, games; using listening skill to guide those activities.

3. 1. 4. Session 4. Cardinal points & Weather

The lesson plan of the fourth activity (*Appendix 4*) had as objective to identify vocabulary related with the cardinal points and the weather in a listening for specific details. The activity was made of 10 words: five to cardinal points and 5 to the weather (*Appendix 5*) to solve with a track of 1:39 minutes that were played twice (*Appendix 6*) which was about a forecast about the weather in a certain country. The expected results were that most of the students could identify the vocabulary about cardinal points and the weather to complete a weather forecast. It was used the same check list as the other activities (*Appendix 7*) to evaluate the receptive reactions of the group while they were doing the activity (listening). That activity was applied on March 11th, 2019 to 47 students of the group.

At the beginning of the class, with the help of student's participations, I made a mind map on the board about the a weather forecast; so that I could know the students' prior knowledge about weather. I noticed that only 5 students participate and the rest of the group did not know nothing about the topic; it was necessary to draw on the board the vocabulary to explain to the students the topic. That topic promoted interest in students, especially because they did not see it before, it was necessary to reinforce the pronunciation of the vocabulary too. To reinforce the topic the students used a map that I asked to bring the last class, in that map the students identified the 4 main cardinal points and after that, they wrote in each part of the map different kinds of weather that they thought could be there.

In the activity, there was a box with two sections: cardinal points and the weather, in which students needed to listen the track to complete the sentences with the words. I gave to each student a paper with the activity. Before the activity the students listened the instructions and read the

activity presented asking their doubts; they noticed that the vocabulary that they used in their map were there. In the development of the activity the students kept the noise down and I reproduced the track twice; the students could not answer the activity at the first time and took the second chance to try to answer. I noticed by their faces and movements that they did not understand and had difficulties to listen the words asked, so I told the students not to be stressed and if they did not answer a part of the activity that was ok and it did not impact in their notes; after that I replayed the track once. That situation was reflected in the results because of the 10 words only 9 students answered correctly more than 8 words, 10 students between 5 and 7 answers, 23 students had less than 4 words and 5 students had any correctly answer.

In the review of the activity I gave the answers to the students after I asked them to deliver me the activity; I wrote the answers on the board and asked the students to pay attention and rise the right hand when they listened a word, so I replayed the track once. After having the answers and listening again, I could take into account it was difficult to the students to identify the words asked, giving as a result again that preparation was vital before a listening task.

The incorrect pronunciation is often caused by the lack of sound similarity between English and the students' native language (Varasarin, 2009). So that they faced the difficulties in pronouncing the words because of the differences between spoken/listened and written in English. As a trainee I could search some strategies to teach new vocabulary and design activities to work using vocabulary which change in its spoken/listened and written form.

That intervention showed me that sometimes the students needed to listen more than three times a track while they were answering a listening activity; especially if it was a new topic for them.

Added to that, I noticed that maybe it was necessary to adequate my lesson plan by postponing the activity for one day more, and giving me the chance to see the topic in two days.

Moreover furthermore I could find a different way to teach by bringing material of the real world into the classroom, to make learning more meaningful and more exciting as Brinton (2000) said. According to Bamford (2003), it must be taken in to account that visual aids as a key to obtain information, construct knowledge and build successful educational outcomes.

3. 1. 5. Session 5. Advice for exams

The lesson plan of the fifth and last activity (*Appendix 4*) had the objective to complete some sentences related with advice for exams in a listening for specific details. The activity was made of 5 incomplete sentences with 3 options each one to complete it (*Appendix 5*) and solve with a track of 3:17 minutes that were played twice (*Appendix 6*) which was about a woman giving to a class some advices for exams. The expected results were that most of the students could listen and identify the correct option to complete each sentence. It was used the same check list (*Appendix 7*) to evaluate the receptive reactions of the group while they were doing the activity (listening). That activity was applied on March 15th, 2019 to 51 students of the group.

All the background of the topic was given on the last class, in the second day at the beginning of the class, we had a review about what and how to do and advice or recommendation; the students did some examples; so that I could notice students´ remembering about the topic seen. I used random participations of the students to identify if they understood correctly the topic. The election to give that topic in two days let me the possibility to reinforce it and do more exercises about it.

In the activity, there were five incomplete sentences in which students needed to listen and complete it with one of the tree options that each sentence had. I gave to each student a handout

with the activity. Before the activity the students listened the instructions and read the activity presented asking their doubts; I noticed that the students were stressed because of their faces as a result of the difficulty of the activity and the result of the last activity, so I told them to be calm and try to answer all the sentences that they could. I reproduced the track twice; the students answered the activity at the first time and took the second chance to check their answers. I noticed that half of the group had difficulties to pay attention while they listened because they were reading the sentences. The results reflected that of the 5 sentences, 25 students had between 4 and 5 correct answers, 11 students had 3 correct answers, 10 students had between 2 and 3 correct answers and 5 students any correctly answer. That activity reflected an advance in listening for specific details by the listening comprehension because the answers were not directly wrote in the sentences and those were wrote in an implicit way.

In the review of the activity I gave the answers to the students after I asked them to deliver me the activity; I wrote the sentences and answers on the board and asked the students to pay attention, listen and choose the correct answer once again. After listening again, in group the students chose the answers, identifying that those were in an implicit way and not directly in the track According to Case (2013) detailed comprehension also came into tasks which might seem to be focusing on other things like putting sentences or paragraphs into gaps in a text, working out what reference expressions refer to, and even versions of language exercises like an open clue.

It was necessary to make students to have a strong preparation about the topic and let them the opportunity to assimilate and comprehend it by doing some sentences to practice. As a trainee I needed to adequate my lesson plan according the students development in class and their learning of the different topics. According to Brown (2001) a lesson plan acts as a road map for a class

session. It identifies the destination (objective of the lesson) and marks out the route (activities for each stage of the lesson).

That intervention taught me that I did not force the students to achieve an objective or topic in a fast way, as Sheerin (1987) explains, the effective teaching of listening involves procedures such as provision of adequate preparation, adequate support and appropriate tasks, together with positive feedback, error analysis and remedial measures. That could allow me to design listening lessons effectively with an adequate pre-teaching preparation with identifying and adjusting the level of difficulty for the listening tasks. Finally, it is necessary for me to find and design more activities and some strategies related to listening skill letting me the challenge to link this skill with the rest of the skills of the language.

To sum up through those strategies, I evaluated the functionality of my proposal, as I expressed it was to enhance listening skill for specific details in the group 1-C at Escuela Secundaria Oficial 1049 Bicentenario de la Independencia de Mexico; each strategy was developed while taking into account the purposes and the approach of the Subject (English), also I considered the requirements for teachers and students that were found in NEPBE (2011). I also decided to develop this proposal because I was concerned about students' difficulties when attempting to listen English. They felt inhibited with activities that involved listening mainly because they were afraid not to understand all about what the track said.

The results showed that with the activities the students enhanced listening skill for specific details to solve activities, that was because of the comparison of the results between the first and the last activity. In addition, they developed their listening comprehension by being able to interpret and analyze the things contained in a track. The students admitted that they enhanced

their listening skill thanks to lost the fear to get wrong or not to answer an activity. Also, students manifested that they could learn new vocabulary using listening skill in their homes and especially by listening to music. All of this motivation helped them to improve their listening skill, letting the chance to the students who did not know anything about the language to enhance their listening for specific details and took part in the activities.

Conclusion

Since the international panorama requires citizens who learn a second language to communicate with others around the world, English has become an universal language, and it has been widely adopted in many countries as an internationally communicative tool. For that reason, the purposes of teaching English in the Mexican Basic Education in the secondary level points out the learning and practicing of the 4 macro skills of the language (listening, speaking, reading and writing), adds students' participation in formal communicative situations as well as keeping communication flowing, identifying breakdowns, using language strategies and resources to repair it when necessary.

According to my teaching practice and taking in consideration the Brown's stages of language development, I found that it was important to develop and improve the 4 skills of the language: listening, speaking, reading and writing. But it was necessary to start with the practice of listening skill to acquire basic vocabulary and let the students to have an initial contact with the language; creating learning environments in order to work out with the curricular standards for English in secondary school, and at the same time, creating in them the need to learn and practice the language.

Working with the macro skill "Recognize cohesive devices in spoken discourse" and the micro skill "Detecting key words", focused on "Listening for specific details" allowed me to find a possible solution for the topic developed in this document by the designing of 5 activities. For the designing of those activities I needed to start knowing the objective to learn English in junior high school; why it is important to develop the listening skill in this level?; what difficulties learners face up with a listening activity?; which stages and strategies are important to take into account to facilitate listening?; and which ones could be used to enhance listening for specific details?; questions which were answered in the Theoretical and Methodological Background.

Through the answering of those questions I found the importance of learning listening as an important skill for a person who is learning English. So that, in verbal communication a learner cannot communicate with others without listening to the speaker's utterances and understanding them. In addition, everyone wants to listen what English speakers are saying at a natural speed and understand it, giving as a result that an English learner wishes to understand English films, TV programs, music, and announcements. In other words, the purpose of learning English is to communicate in the real world; however, listening is a very demanding and challenging skill for the learners to master.

After the analysis of the activities that could be applied in listening skill, and taking in consideration the cognitive strategy: using and retrieval processes, and the metacognitive strategies: assessing the situation, and monitoring. I planned some activities for the group 1 C of the official junior high school “Bicentenario de la Independencia de México” 1049, covering the macro and micro skills before mentioned, in order to enhance listening skill for specific details with different topics based on the main topic “forecast” so as not to interfere with the sequence of topics given by the English program. Those activities were applied in 5 sessions of 50 minutes, taking just 15 minutes to implement each activity from March 4th to March 15th in 2019. The characteristics of each activity, their description and results were shown in the Discussion by Smyth’s model of reflection, to evaluate and reflect about the creation of my activities.

The language used in the classroom was relevant to students’ language development and proficiency. Therefore, I could improve my teaching by being more aware of my own and the students’ language use in the classroom. The English language should first and foremost be seen as a real mean of communication, but not just as another subject that the students learnt passively through the use of textbooks. Furthermore, with the implementation of the activities I noticed that

using the students' first language judiciously in the classroom served as a facilitating and natural tool to support students' language development to learn the new language and to enhance listening skill for specific details.

The results showed that the students enhanced listening skill for specific details to solve activities, those were because of the comparison of the results between the first and the last activity. In addition, they developed their listening comprehension by being able to interpret and analyze the things contained in a track. The students admitted that they enhanced their listening skill thanks to lose the fear to get wrong or not to answer an activity. Also, the students manifested that they could learn new vocabulary using listening skill in their homes and especially by listening to music. All of this motivation helped them to improve their listening skill, letting the chance to the students who did not know anything about the language to enhance their listening for specific details and took part in the activities.

With the designing of my activities I noticed that I was able to find out information, analyze and use it to develop, apply, create and design activities for my subsequent classes. I found that I still need to improve the planning of communicative situations such as making a product, reaching a goal or solving a problem, incorporating all the macro skills of the language during my classes. I developed my responsibility to keep track of the grades of the students, their works and participation; and at the same time, giving them some contributions using feedback as much as possible about their advances in learning during my class. Subsequently, I got a balance of linguistic and cognitive challenge for the students because I could motivate them to be interested in the class and the activities; not just while I applied my listening activities, even during I started working with them since the beginning of the scholar year to my last week of teaching practice.

One of the main challenges that I found my teaching practice was about to develop students' interest to learn English and change their thoughts about it. In my opinion I guess that teachers needed to avoid the idea to achieve or cover a big part of the topics and the programs because they forget the students' motivation and took away the interesting things of the language far from the idea to have a real class in English. For that reason, the use of the language in class represented the first way to create interest in class; when I gave my them the students tried to understand and even to speak in the way I did, creating at the beginning a kind of fear because they looked frustration and lose the interest for the class, so I told them not to be in that way and try to learn as much as they could and with time they would learn enough to use the language.

As a result of my teaching practice I could enhance some of my professional skills especially to integrate knowledge, attitudes and values necessary to develop practices in real school situations. In the same way, doing and designing instruments to diagnosis the students, to identify their needs, interests, strengths and weaknesses related to the language, their learning style and the things necessary to establish an appropriate correspondence between the nature and degree of complexity of educational content with cognitive processes and the level of development of my students in meaningful didactic situations and learning environments through developing the motivation and interest and finally, to evaluate in a diagnostic, formative and summative way, with a quantitative and qualitative character.

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Appendices

Appendix 1. Observation instruments (external and internal context).

It shows the instrument applied in the group 1-C at Escuela Secundaria Oficial 1049 Bicentenario de la Independencia de Mexico, with the purpose to obtain information about the context of the junior high school.



ESCUELA SECUNDARIA 1049 “ BICENTENARIO DE LA INDEPENDENCIA DE MEXICO”

Appendix 1:

Junior high school (Context) Test

School Period: 2018-2019

Trainee: JOSÉ ARMANDO IPÍÑA MARTÍNEZ

English III

Propose: Obtain information about the junior high school: the internal and external context.

Instructions: Answer the following with the correct information.

SCHOOL	
Address	Av. México s/n, Bulevares del Lago
Postal Code	54473
County	Nicolás Romero
CCT	15EES1577H
Shift	Morning
Context	Urban
Location	The school is in a transited zone, it is easy to find the school because it is in the avenue.

EXTERNAL CONTEXT	
Neighbourhood (Houses)	Between 1-3 floors, made of concrete, painted.
Schools in the area	Kindergarten, primary, secondary and high school
Commerce	Stores, automotive workshops, stationer's shop.
Transport	Public and private: bus, minibús, taxi, uber.
Family incomes	Medium (According dean's registers)
Kinds of families	Nuclear, single parent and extended (According dean's registers)

Community services	YES	NO
Light	O	
Water	O	
Security	O	
Sewerage	O	
Garbage service	O	

INTERNAL CONTEXT			
Buildings	3		
Classrooms	12		
Offices	3		
Restrooms	4		
Library	1		
Science lab	1		
Multifunctional room	1		
RESOURCES IN SCHOOL	YES	NO	
Light	O		
Water	O		
Internet	O		
Toilets	O		
CLASSROOMS			
CLASSROOM EQUIPMENT	YES	NO	#TOTAL
LAMPS	O		4
WINDOWS	O		2
TABLE/DESK	O		1
BOARD	O		1
SEATS	O		50 APPROX.

HUMAN RESOURCES	
Principal	1
Sub-principal	1
Coordinators	No
Counsellors	No
Teachers (total)	24
English teachers	1
Janitor	1
Secretary	1
Students (total)	625
Students per group (Approx.)	50

OTHER OBSERVATIONS

Observation realized on August 27th to 31st

Appendix 2. Diagnosis group organization.

It is showed the instrument applied in the group 1-C at Escuela Secundaria Oficial 1049 Bicentenario de la Independencia de Mexico, with the purpose to obtain information about the students' general characteristics.



ESCUELA SECUNDARIA 1049 “ BICENTENARIO DE LA INDEPENDENCIA DE MEXICO”

School period: 2018-2019

Appendix 2: Group diagnosis

Purpose: Obtain information of the group to identify students' general characteristics,

Date: September 17th to 21st Schedule: Monday (9:30-10:20), Tuesday (9:30-10:20) and
Friday(11:30-12:20)

Observer: José Armando Ipiña Martínez

Instructions: Complete with the observation data obtained.

GROUP OBSERVED:					
Grade:	1	Group:	C		
Schedule:	Monday (9:30-10:20) Tuesday (9:30-10:20) Friday(11:30-12:20)	Shift:	Morning		
Number of sessions per week:	3	Time:	50 minutes		
Subject:	English I	Teacher:	Profesora Irma Escobar Sánchez		
Students' general characteristics:					
Total students:	Male: 23		Female: 30		
Students' average age:	13 years old				
STUDENTS' CHARACTERISTICS	0	1-10	11-20	21-30	More than 31
Ss ask questions			X		
Ss answer to specific questions		X			
They are hard workers			X		
They show confidence				X	
They show motivation			X		
They are leaders		X			
They are problem solvers		X			
They seize opportunities			X		
They are trustworthy				X	
They are curious			X		
They are creative and original				X	

STUDENTS' BEHAVIOUR	0	1-10	11-20	21-30	MORE THAN 30
Ss show tolerance when someone is giving an opinion/ answer					X
Ss respect different points of view.					X
Ss express friendship.				X	
Ss deliver works on time according the requirements.				X	
Ss accept their mistakes. Ss act properly.				X	X
Ss use simple language to express.					X
Ss use their mother tongue to express.					X
Ss work with confidence. Eliciting (p36)				X	
Ss are involved and interested in the class activities.				X	
Ss check and understand what they are learning.				X	
Ss answer to specific questions.			X		
Ss make an appropriate contribution to the development of the class.			X		
WORK DEVELOPMENT	0	1-10	11-20	21-30	MORE THAN 31
Ss deliver work on time.				X	
Ss present work in order and clean.				X	
Ss present work following the requirements (Instructions, formats, characteristics, and materials).				X	
Ss work in the time provided.				X	
CLASSROOM ARRANGEMENT					
Ss seating arrangement (p21)	Up-front				
Whole class interaction (p23)	Individually: _____	Pairwork: <u>X</u>	Groupwork: _____		
OTHER OBSERVATIONS					

Observation realized on September 17th to 21st

Ipiña Martínez José Armando

Appendix 3. Listening diagnosis test.

It is showed the instrument applied in the group 1-C at Escuela Secundaria Oficial 1049 Bicentenario de la Independencia de Mexico, with the purpose to obtain information about the students' listening micro and macro skills.



ESCUELA SECUNDARIA 1049 “ BICENTENARIO DE LA INDEPENDENCIA DE MEXICO”

ENGLISH

SCHOOL CYCLE: 2018-2019

TRAINEE:
IPIÑA MARTÍNEZ
JOSÉ ARMANDO

STUDENT:

GRADE: 1°

DATE:

GROUP: ____

Appendix 3: Listening test (diagnosis)

MICRO/MACRO SKILLS:

- Discriminate among the distinctive sounds of English.
- Recognize grammatical word classes, systems, patterns, rules, and elliptical forms.
- Detect key words.
- Guess the meaning of words from context.
- Distinguish between literal and implied meanings.

INSTRUCTIONS: **LISTEN AND ANSWER THE FOLLOWING EXERCISES.**

(Do these exercises while you listen twice.)

Circle the correct word to complete these sentences.

1. *Lucy's surname is* More / Moor / Moore
2. *She's in class* 1C / 1B / 4B
3. *Lucy is* 13 / 14 / 15
4. *The librarian asks for Lucy's* address / photo / passport

Complete the gaps.

1. The 9.25 flight to Rome is delayed by _____ hours.
2. Passengers going to Tokyo should go to boarding gate _____.
3. Passengers going to Athens should go to boarding gate _____.
4. The flight number of the plane going to Amsterdam is _____. It will leave from gate _____.



5. The time in _____ is 18.30.
6. The temperature in New York is _____ °F.


Circle Gym A or Gym B for these sentences.

Which gym has ...

- | | | |
|-------------------------------------|-------|-------|
| 1. a good air-conditioning system? | GYM A | GYM B |
| 2. dance classes? | GYM A | GYM B |
| 3. a shop? | GYM A | GYM B |
| 4. a café? | GYM A | GYM B |
| 5. a bigger gym with more machines? | GYM A | GYM B |
| 6. a swimming pool? | GYM A | GYM B |
| 7. a sauna? | GYM A | GYM B |
| 8. martial arts classes? | GYM A | GYM B |

Appendix 4. Lesson plans.

It is showed the activities' lesson plan applied in the group 1-C at Escuela Secundaria Oficial 1049 Bicentenario de la Independencia de Mexico, with the purpose to enhance students' listening skill for specific details.



ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA
 "FORMAR PARA TRANSFORMAR, CON CALIDAD, CALIDEZ Y COMPROMISO SOCIAL"

MISIÓN
 "Formar profesionales competentes e innovadores para la educación básica, habilitados en una segunda lengua, con sustento en los avances de la ciencia y la tecnología, a través del enfoque centrado en el aprendizaje, el trabajo colaborativo, reflexivo y propositivo, en el marco de una cultura axiológica, humanista e inclusiva, con identidad Normalista, que responda con calidad, calidez y compromiso a las expectativas y retos de la sociedad global"

VISIÓN
 "Somos una Institución de Educación Superior Normalista formadora de profesionales bilingües de educación básica, que mediante la docencia, generación y difusión de conocimiento y contribución en redes de colaboración académicas a través de la investigación educativa, impacta en una proyección nacional e internacional; fundamentada en una educación integral que responde a los retos, expectativas y desafíos de la sociedad"

Escuela Secundaria 1049 "Bicentenario de la Independencia de México" (1° C)
 Trainee: Ipiña Martínez José Armando
 Asesor: Raúl Romero Ibarra
 Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera Inglés

Atizapán de Zaragoza, México a 08 de Enero de 2019

TRAINEE ARMANDO IPIÑA

Bicentenario de la Independencia de México		CYCLE: 4	GRADE: 1°	GROUP: C
DATE: March 04 th to March 08 th	CCT: 15EES1577H	TRAINEE: José Armando Ipiña Martínez		
SOCIAL LEARNING ENVIRONMENT: Familiar and Community			UNIT: II LESSON: II	
MAIN OBJECTIVE: Enhance listening for specific details.				

BEING THROUGH THE LANGUAGE: Show curiosity and interest in searching and obtaining information.					
KNOWING ABOUT THE LANGUAGE: Structure of radio programs: Radio stations.	DOING WITH THE LANGUAGE: Predict the general meaning.	KNOWING ABOUT THE LANGUAGE: Structure of radio programs: Advice exams.	DOING WITH THE LANGUAGE: Distinguish intonation and tone of presenter and other participants.	KNOWING ABOUT THE LANGUAGE: Structure of radio programs: Interview swimmer.	DOING WITH THE LANGUAGE: Differentiate parts of a radio program.
EXPECTED RESULTS: The students can identify the words in the activity.		EXPECTED RESULTS: The students can identify the numbers.		EXPECTED RESULTS: The students can identify activities done in a certain period of time.	
ACTIVITY 1		ACTIVITY 2		ACTIVITY 3	
ACTIVITY	ASSESSMENT	ACTIVITY	ASSESSMENT	ACTIVITY	ASSESSMENT
Introduction Ss listen the instructions and ask for doubts.	Previous knowledge Ss' answers	Introduction Ss listen the instructions and ask for doubts.	Previous knowledge Ss' answers	Introduction Ss listen the instructions and ask for doubts.	Previous knowledge Ss' answers
Development and interaction Ss listen the track twice and complete the words with the correct letters.	Listening for specific details. Activity Track Checklist	Development and interaction Ss listen the track twice and circle the numbers that they listen in the track.	Listening for specific details. Activity Track Checklist	Development and interaction Ss match the columns according the schedule on the track.	Listening for specific details. Activity Track Checklist

TRAINEE ARMANDO IPIÑA

T evaluates Ss receptive patterns with a checklist.			T evaluates Ss receptive patterns with a checklist.			T evaluates Ss receptive patterns with a checklist.		
Closure Ss deliver the activity. Ss look at the answers on the board and listen the track once more.	Listening. Feedback.	Answers.	Closure Ss deliver the activity. Ss look at the answers on the board and listen the track once more.	Listening. Feedback.	Answers..	Closure Ss deliver the activity. Ss look at the answers on the board and listen the track once more. Ss rise the right had when they listen the answers.	Listening. Feedback.	Answers..
Homework	N/A		Homework	A small map of Mexico.		Homework	N/A	

DATE: March 11 th to March 15 th								
BEING THROUGH THE LANGUAGE: Foster respect and attention towards the opinions of others.								
KNOWING ABOUT THE LANGUAGE: Structure of radio programs: Weather forecast.	DOING WITH THE LANGUAGE: Determine tone and intonation of sentences.		KNOWING ABOUT THE LANGUAGE: Repertoire of words necessary for this social practice of the language. Advice for exams.	DOING WITH THE LANGUAGE: Determine tone and intonation of sentences.		KNOWING ABOUT THE LANGUAGE: DOING WITH THE LANGUAGE:		
EXPECTED RESULTS: The students can identify vocabulary about cardinal points and the weather to complete a weather forecast.			EXPECTED RESULTS: The students can complete some sentences related with advices for exams			EXPECTED RESULTS:		
ACTIVITY 4			ACTIVITY 5			ACTIVITY -		
ACTIVITY	ASSESSMENT	RESOURCES	ACTIVITY	ASSESSMENT	RESOURCES	ACTIVITY	ASSESSMENT	RESOURCES

Introduction Ss listen the instructions and ask for doubts	Previous knowledge	Ss' answers	Introduction Ss listen the instructions and ask for doubts	Previous knowledge	Ss' answers	Introduction		
Development and interaction Ss listen the track twice and complete the sentences with the words from the box. T evaluates Ss receptive patterns with a checklist.	Listening for specific details.	Activity Track Checklist	Development and interaction Ss listen the track twice and circle the correct answer. T evaluates Ss receptive patterns with a checklist.	Listening for specific details.	Activity Track Checklist	Development and interaction		
Closure Ss deliver the activity. Ss look at the answers on the board and listen the track once more.	Listening. Feedback.	Answers.	Closure Ss deliver the activity. Ss look at the answers on the board and listen the track once more.	Listening. Feedback.	Answers.	Closure		
Homework	N/A		Homework	N/A		Homework	N/A	

COMMENTS AND REFLECTIONS:	The activities may be subject to modifications.
CURRICULAR ADJUSTMENTS:	OBSERVATIONS:

TRAINEE ARMANDO IPIÑA

Appendix 5. Listening activities and scripts.

It is showed the listening activities applied in the group 1-C at Escuela Secundaria Oficial 1049 Bicentenario de la Independencia de Mexico, with the purpose to enhance students' listening skill for specific details.

Escuela Secundaria Oficial 1049 “ Bicentenario de la Independencia de México”

Subject: **English** Trainee: Ipiña Martínez José Armando Grade: 1° Group: **C** DATE: _____

Listening:

MICRO/MACRO SKILLS:

❖ Recognize grammatical word classes, systems, patterns, rules, and elliptical forms.

➤ Detect key words: *listen for specific details.*

Student's name: _____

Day 1. (____/10)

Listen and complete the words.

Radio Programs. N_w_ _al_ P_li_ica_ _ffa_r_ Pe_s_n_l a_vi_e Pl_yi__ mu_i_	Music played on the radio. Cl_ss_c_l J__z _ar_ r__k C_un_ry B_ue_
--	--

Escuela Secundaria Oficial 1049 “ Bicentenario de la Independencia de México”

Subject: **English** Trainee: Ipiña Martínez José Armando Grade: 1° Group: **C** DATE: _____

Listening:

MICRO/MACRO SKILLS:

❖ Recognize grammatical word classes, systems, patterns, rules, and elliptical forms.

➤ Detect key words: *listen for specific details.*

Student's name: _____

Day 1. (____/10)

Listen and complete the words.

Radio Programs. N_w_ _al_ P_li_ica_ _ffa_r_ Pe_s_n_l a_vi_e Pl_yi__ mu_i_	Music played on the radio. Cl_ss_c_l J__z _ar_ r__k C_un_ry B_ue_
--	--

Escuela Secundaria Oficial 1049 “ Bicentenario de la Independencia de México”

Subject: **English** Trainee: Ipiña Martínez José Armando Grade: 1° Group: **C** DATE: _____

Listening:

MICRO/MACRO SKILLS:

❖ Recognize grammatical word classes, systems, patterns, rules, and elliptical forms.

➤ Detect key words: *listen for specific details.*

Student's name: _____

Day 1. (____/10)

Listen and complete the words.

Radio Programs. N_w_ _al_ P_li_ica_ _ffa_r_ Pe_s_n_l a_vi_e Pl_yi__ mu_i_	Music played on the radio. Cl_ss_c_l J__z _ar_ r__k C_un_ry B_ue_
--	--

Escuela Secundaria Oficial 1049 “ Bicentenario de la Independencia de México”

Subject: **English** **Trainee:** Ipiña Martínez José Armando Grade: **1°** Group: **C** **DATE:** _____

Listening:

MICRO/MACRO SKILLS:

- ❖ Recognize grammatical word classes, systems, patterns, rules, and elliptical forms.
- Detect key words: *listen for specific details.*

Student’s name: _____

Day 3. (___/8)

Listen and match the column A with column B.

Time	Activity
5 o’clock ___	A. Wake up.
6 o’clock ___	B. Go to university.
8 o’clock ___	C. Have dinner and watch TV.
11 o’clock ___	D. Have a shower and have breakfast
2 o’clock ___	E. Go to bed
4 o’clock ___	F. Have lunch
7 o’clock ___	G. Swim
10 o’clock ___	H. Have classes

Escuela Secundaria Oficial 1049 “ Bicentenario de la Independencia de México”

Subject: **English** **Trainee:** Ipiña Martínez José Armando Grade: **1°** Group: **C** **DATE:** _____

Listening:

MICRO/MACRO SKILLS:

- ❖ Recognize grammatical word classes, systems, patterns, rules, and elliptical forms.
- Detect key words: *listen for specific details.*

Student’s name: _____

Day 3. (___/8)

Listen and match the column A with column B.

Time	Activity
5 o’clock ___	I. Wake up.
6 o’clock ___	J. Go to university.
8 o’clock ___	K. Have dinner and watch TV.
11 o’clock ___	L. Have a shower and have breakfast
2 o’clock ___	M. Go to bed
4 o’clock ___	N. Have lunch
7 o’clock ___	O. Swim
10 o’clock ___	P. Have classes

Escuela Secundaria Oficial 1049 " Bicentenario de la Independencia de México"

Subject: **English** Trainee: Ipiña Martínez José Armando Grade: 1° Group: C DATE: _____

Listening:

MICRO/MACRO SKILLS:

- ❖ Recognize grammatical word classes, systems, patterns, rules, and elliptical forms.
- Detect key words: *listen for specific details.*

Student's name: _____

Day 5. (___/5)

Listen and circle the best answer.

- | | | |
|---|--|--|
| 1. The teacher suggests eating ...
a. sugary snacks.
b. only apples.
c. fruit and cereals. | 3. The teacher understands that repeating things can be ...
a. difficult.
b. uninteresting.
c. tiring. | 5. The teacher is sure that the students will ...
a. pass their exams.
b. fail their exams.
c. do their best.. |
| 2. If students feel stressed they should ...
a. go to bed.
b. go out for a walk.
c. drink some water. | 4. The teacher recommends a break of five minutes every ...
a. hour.
b. two hours.
c. thirty minutes. | |

Escuela Secundaria Oficial 1049 " Bicentenario de la Independencia de México"

Subject: **English** Trainee: Ipiña Martínez José Armando Grade: 1° Group: C DATE: _____

Listening:

MICRO/MACRO SKILLS:

- ❖ Recognize grammatical word classes, systems, patterns, rules, and elliptical forms.
- Detect key words: *listen for specific details.*

Student's name: _____

Day 5. (___/5)

Listen and circle the best answer.

- | | | |
|---|--|--|
| 1. The teacher suggests eating ...
a. sugary snacks.
b. only apples.
c. fruit and cereals. | 3. The teacher understands that repeating things can be ...
a. difficult.
b. uninteresting.
c. tiring. | 5. The teacher is sure that the students will ...
a. pass their exams.
b. fail their exams.
c. do their best.. |
| 2. If students feel stressed they should ...
a. go to bed.
b. go out for a walk.
c. drink some water. | 4. The teacher recommends a break of five minutes every ...
a. hour.
b. two hours.
c. thirty minutes. | |

Answers

1.

Radio Programs.

News

Talk

Political affairs

Personal advice

Playing music

Music played on the radio.

Classical

Jazz

Hard rock

Country

Blues

2.

1, 2, 3, 5, 30.

3.

A, G, D, B, F, H, C, E.

4.

1. north / windy

2. east / rainy

3. west / middle / cloudy

4. south / cloudy / sunny

5.

1. C) fruit and cereals.

2. B) go out for a walk.

3. B) uninteresting.

4. C) thirty minutes.

5. C) do their best.

Appendix 6. Transcripts.

It is showed the listening transcripts of the tracks played in the group 1-C at Escuela Secundaria Oficial 1049 Bicentenario de la Independencia de Mexico.

Transcripts

1.

Transcript for Radio Stations

When I drive in my car I like to turn on the radio. By listening to the radio I can enjoy music and learn the latest news, while I am traveling from one place to another. Of course, you can also listen to the radio at home or even at work. Listening to the radio is a popular activity for many people and each city has many different radio stations. There are many different kinds of radio stations. Some radio stations provide news and information. Other radio stations have a talk format, where listeners can call the radio stations experts to discuss political affairs or to ask for personal advice. Although there are many radio stations that provide news and opinions, most radio stations are mainly devoted to playing music of some kind. For example, some radio stations play the songs that are currently most popular, often called the top 40 songs. Other radio stations specialize in particular types of music. There are some stations that play only classical music. Other radio stations mainly play jazz music. Some very popular radio stations play hard rock music. Others specialize in country music. Some people prefer radio stations that play rhythm and blues music. Still other people enjoy radio stations that specialize in soft easy listening music. If you have a favorite kind of music or even if you like to listen to all kinds music, you can probably find at least one radio station that you will like. In addition to news and music some radio stations provide other kinds of entertainment. Sometimes a story from a book will be told over the radio. Occasionally the words of a theatrical play may be heard on the radio. Even in the age of television and computers the radio has remained an important source of entertainment and information. People will surely listen to the radio for a long time to come.

2.

Transcript for Study tips

Ben: You always get good marks at school. You're lucky! I study but I don't always get good marks.

Katy: I'm not lucky! I know how to study. I always do three things. Do you want to know them?

Ben: Yeah, please!

Katy: OK, number one. Always study in a quiet place.

Ben: I usually study in my bedroom. It's very quiet.

Katy: Number two. Have a clear desk!

Ben: Right. A clear desk. My desk isn't clear. There are lots of papers and books and pens on it.

Katy: Well, that isn't very good!

Ben: What's tip number three?

Katy: Have lots of breaks. I always study for thirty minutes. Then I have a break for five minutes. I move my arms and legs and drink some water. Then I study again for thirty minutes.

Ben: I never have a break. I sometimes study for two or three hours.

Katy: That isn't a good idea! It's important to get up and move your body.

Ben: OK. Thanks. Next time I think I can get good marks!

3.

Transcript for Interview with a swimmer

Interviewer: Hello, Dan.

Dan: Hi.

Interviewer: Can you tell me about a typical day in your life for the school magazine?

Dan: Yeah, sure.

Interviewer: So, what time do you get up?

Dan: Oh, I get up very early. I get up every day at 5 o'clock and go to the pool. Then I swim from 6 o'clock to 8 o'clock.

Interviewer: You get up at 5 o'clock? Wow, that's early!

Dan: Yeah. Then at 8 o'clock I have a shower, I get dressed and I have breakfast. I have a big breakfast: cereals, toast, bacon and eggs and orange juice.

Interviewer: What do you do after breakfast?

Dan: At 11 o'clock I go to university. I'm studying sports science and I have classes from 11 o'clock to 4 o'clock.

Interviewer: When do you have lunch?

Dan: I have lunch at about 2 o'clock at the university.

Interviewer: What do you do after classes?

Dan: Sometimes I go to the gym and sometimes I meet my friends at a café.

Interviewer: What time do you have dinner?

Dan: I have dinner at 7 o'clock, then I watch TV or go online and I usually go to bed at 10 o'clock.

Interviewer: Thanks, Dan. That's a busy day!

4.

Transcript for Weather forecast.

News reporter: Here is the weather.

Weather reporter: Welcome to the weather forecast. Now, let's see what the weather is like today. In the north of the country it's very windy and cold. There is a chance of some rain too, so don't leave home without your umbrella! The temperature is around 10° centigrade. In the east it's rainy all day today, I'm afraid. There may be a thunderstorm in the afternoon. The temperature is a bit higher, at around 13°. In the west and middle of the country the weather is dry, but cloudy. So no rain for you, but it is quite windy and the temperature is just 10°. The south of the country has the best weather today. It's cloudy most of the time but sunny this afternoon. The temperature is around 15°.

5.

Transcript for Advice for exams

Morning, everyone. Quiet, please. Right, OK. So, today I'm going to give you some advice to help you prepare for the exams next week. So, make some notes as I'm talking, please. Everybody ready?

Now, while you're studying, eat food that gives you energy. Don't be tempted to eat sweets or drink cola.

Sugar won't help you study but fruit and cereals will. Apples, actually, are especially good.

Find a comfortable place with plenty of light when you study. But not 'too' comfortable or you'll fall asleep!

Try and keep a positive mind. It is easier to study when you are positive and relaxed. Now, if you start feeling anxious, have a little break. Go out for a stroll around the block.

Don't try to learn everything. There isn't time. Just choose the 'important' things, the things that'll get you the most points in an exam. And if you aren't sure about this, ask me.

First, learn the main ideas and don't worry too much about the details. If you have time, you can come back later and read the details.

Make notes of these key points and read them, then cover them up and try to remember all the points.

Now, it might be boring, but repetition helps you to remember.

Use past exam papers to study. They will help you understand what kind of questions come up. There are plenty of past exam papers in the library. You can photocopy them and take them home.

Take regular breaks while you're studying. A five-minute break every half hour is usually enough. Get some fresh air and stretch your arms and legs. Drink a glass of water too. It's important to keep hydrated.

And, last but not least, good luck! I'm sure you'll all do your best.

Transcripts recovered from: <http://learnenglishteens.britishcouncil.org>

Appendix 7. Listening Checklist

It is showed the instrument to evaluate the receptive listening applied in the group 1-C at Escuela Secundaria Oficial 1049 Bicentenario de la Independencia de Mexico, with the purpose to obtain information about the students' receptive patterns while they faced a listening activity.

Listening skill Checklist: Receptive listening.

Observer: _____ Group: _____ Date: _____

Session _____ **Objective:** Focuses outside the self, relative to what others are saying, or what is going on in the school work. **Instructions:** Mark the most appropriate option according the reactions of the group.

Situation	Rarely	Sometimes	Often	Always
Difficulty staying focused.				
Short attention span.				
Easily distractible, especially by noise.				
Oversensitive to certain sounds.				
Needs repetition and clarification more than usual.				
Must read material several times to absorb content.				
Tires easily.				
Becomes sleepy when listening to the track.				
Difficulty hearing male voices.				
Difficulty hearing female voices.				
Thinks that most people speak to fast.				
Low frustration or tolerance while listen.				
Show tense and anxious.				