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ENSAYO ANALÍTICO EXPLICATIVO:

“IMPLEMENTING DIFFERENT INTENSIVE LISTENING STRATEGIES  
TO STRENGTHEN LISTENING COMPREHENSION”

QUE, PARA OBTENER EL GRADO DE LICENCIADA EN EDUCACIÓN  
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## **PRESENTATION**

In these days and age English Language acquisition in Mexico has been an interesting and difficult fact in the education, because students do not accept the language as a need, but as subjects that need to pass, and also students sometimes get stressed because they do not understand what the teacher tries to say, and according to Delicado, 2011 “El aprendizaje del inglés, como lengua extranjera, es difícil y suele producir ansiedad”.

If we analyze deeply the quotation mentioned before, it says that learning English as a foreign language could makes you feel anxious and during this process it could seems harder than the other subjects; from my point of view, I consider that this situation could happen occasionally, and one of the reasons could be the context of the students, because this do not demand the use of the language.

Even if the context does not demand the use of English, students should know that learning English would be a great opportunity for students to go beyond their imagination, because English could give them the opportunity to go and study in other countries, or win a scholarship, for that reason is very important to teach English in basic education in order to motivate students to look the use of the language.

In this document, I will show to the readers, some strategies to strengthen students listening comprehension in order to show students another way to learn English, I know that I am only taking into account one of the four skills, but this skill will allow in the future, the correct development of the other three skills, because listening is an important part of the communication process.

**CHAPTER**

**1**

**CONTEXT**

## **Introduction**

In the following chapter, I am going to give general view about the context where my secondary school is located, because is important to know the real situation of the town, as there are many things that can help or not to our students to get at school to take their classes, for that reason this chapter will mention some aspects that we as teachers have to take into account in order to adapt our content, in order to give all the students the education they need.

Also is important mention that the main skill that I am going to work with, is listening, because I noticed some common issues that students present, and during my preparation process in the normal school, we checked many authors who mention different perspectives about the four skills in English acquisition, for that reason I know, that listening is a receptive skill which helps us to complete a communication process, this allows to create a productive skill which can be writing or speaking giving sense to both of these.

As I mention before, listening is a very important skill, but something important to develop this topic in my document, was to apply a diagnostic test according to my students English level (Beginners), in this chapter I am going to mention the results of this diagnostic, and how I take into account at planning and designing my activities with my chosen group.

### **Choosing a topic:**

“Implementing different intensive listening strategies to strengthen listening comprehension”

### **Thematic line 2:**

Analysis of Teaching Experiences (Análisis de experiencias de enseñanza)

This thematic line is related to the experiences I develop with one or more groups and the analysis of those experiences in secondary school, taking into account the area, category and language functions, in order to know the subject we are teaching, and the way we have to teach it.

This thematic line demands the development of the knowledge, the pedagogic imagination we have been developing during the last semesters of the degree, if we apply all the abilities mention before, we can make consistent the purposes of the of secondary school education and the purposes of the subject.

### **Purposes**

- To implement listening activities according to students' English Level.
- To strengthen listening comprehension because English is a continuous subject.
- To implement different activities related to different strategies that will help my students to improve or increase their listening comprehension during the scholar year 2019-2020.
- To develop different activities according to students' needs.
- To apply tests to know the progress of students.

### **Questions to be answered**

1. What makes listening difficult in the classroom for the students?
2. How can we improve listening comprehension?
3. What is the best way to improve intensive listening in the classroom?
4. How can we implement the different strategies in the classroom to strengthen listening comprehension?
5. Which are the students' requirements while doing a listening activity?

6. Which strategy is the most appropriate for my students?
7. Were the listening activities complexities according to the students' language level?
8. Which are the main difficulties of the students when listening?
9. Which factors should the teacher consider to work listening activities in the classroom?
10. Were the strategies helpful for students while listening tasks during the period of social service?
11. Do students strengthen their listening comprehension? Why?

## **1. Community context**

Chalco is located in the State of Mexico, is one of the 125 municipalities of the state of Mexico. This municipality has an area of 2348.72 km<sup>2</sup> and has a population of 310,130 inhabitants (INEGI, 2010, p 345) of which 151,403 are men and 158,727 are women; according this information, these inhabitants are distributed into 13 towns which are:

- Chalco de Diaz Covarrubias.
- San Martin Cuauallpan
- San Mateo Huiltzilzingo
- San Gregorio Cuautzingo
- Santa Maria Huexoculco
- San Marcos Huixtoco
- San Juan y San Pedro Tezompa
- San pablo Atlazalpan
- Santa Catarina Ayotzingo
- San Mateo Tezoquiapan
- La Candelaria Tlapala

- San Lucas Amalinalco

Is important to mention that Chalco and Valle de Chalco are not the same, Valle de Chalco is another municipality, it expands quickly, being one of the biggest municipalities of the State of Mexico, and the reason I'm mention this is because some people get confuse about the place where the secondary school is located, because they think that Culturas, is from Valle de Chalco, but not, there is in Chalco.

### 1.1.2 Festivities

There are some festivities that are celebrated in Chalco, most if them are religious parties, which are the next:

- La Candelaria Tlapala February 2<sup>nd</sup> "La candelaria"
- San Gregorio Cuautzingo March 12<sup>th</sup> "San Gregorio Magno"
- San Marcos Huixtoco April 23<sup>th</sup>, 24<sup>th</sup> and 25<sup>th</sup> "San Marcos"
- San Juan and San Pedro Tezompa June 24<sup>th</sup> "San Juan"
- San Pablo Atlazalpan June 29<sup>th</sup> "San Pedro y San Pablo"
- Chalco de Diaz Covarrubias July 25<sup>th</sup> "Santiago Apostol"
- San Lorenzo Chimalpa August 10<sup>th</sup> "San Lorenzo"
- Santa Maria Huexoculco August 15<sup>th</sup> "La Asunción de María"
- San Mateo Tezoquipan September 21<sup>st</sup> "Sa Mateo"
- San Mateo Huitzilzingo September 21<sup>st</sup> "San Mateo"
- San Lucas Amalinalco October 18<sup>th</sup> "San Lucas"
- San Martin Cuaultlalpan November 1<sup>th</sup> "San Martin Ovispo"
- San Martin Xico Nuevo November 11<sup>th</sup> "San Martin Caballero"
- Santa Catarina Ayotzingo November 25<sup>th</sup> "Santa Catarina Martir"

These celebtrations, sometimes affect the arrivals to the schools, in this case the one who is the most important, is the one who is celebrated in Chalco, because it last two or three weeks, that provokes the traffic in all the streets, and it is a problem because

most of the students arrive in public transport, and it takes a too much time to get at school in parties' days.

### **1.1.3 Economic activity**

At the beginning, the agriculture used to be the most important activity, where people cultivate: corn, red beet, barley, oats, spinach, etc; after an urbanization process, just some places continue cultivating rice and corn. Nowadays the commerce is the most important activity of the locations, there is one mall, shoes shops, clothes shops, restaurants, markets, groceries, pharmacies, etc.

All the things mentioned before, are enough to support all the services in this municipality, like electricity, water administration, drainage system, that are sufficient to attend the demand of the hospitals, asylums, schools, libraries, police procurator of justice, IMSS, the institute of women's court, gas supply, etc.

## **1.2 SCHOOL CONTEXT**

### **School description**

The Secondary School No. 0627 "Cuitlahuac", C.C.T 15EES0939U. Is located in street Avenida Tezcatlipoca S/N, Colonia Culturas de Mexico, Chalco de Diaz Covarrubias, Chalco, Estado de México. The school has two shifts, morning shift and evening shift, this is school is public, and it counts with three grades with five groups (A,B,C,D,E), the conditions of the schools are good for students, because the environment allows students to develop their different skills and abilities.

The school is near to the principal avenue, which means that is secure, because there are a lot of people when students get to the school and when students leave the school, also is important to mention that most of students' parents go to get their

students, and other wait for their parents that are teachers, and they have to work in the evening shift.

Outside the school, at seven in the morning, we find people who sell food for the students, so students can have breakfast when they arrive at school; also the shops and the stationaries are open if students want to buy something to eat or some material that they have forgotten a day before.

Most of the parents are worried about their sons' education, so when it is possible, they go to the school and ask for students' score, and the subjects they are weak, and ask to the teacher for strategies in order to help their sons, and also, they try to help their students in all the subjects' tasks to improve and strength their skills.

### **1.2.1 Facilities**

This school has:

- Fifteen classrooms which have around forty to forty five chairs and one desk for each classroom.
- Principal's office.
- Vice-principal's office.
- Principal's secretary office.
- Secretaries' office.
- Sport area (Arco techo) where students can do physical education, or play any sport which is allowed in the school.
- Computer lab.
- Science lab.
- Electricity lab.
- Office automation shop.
- Stationary.
- Snack's shop.

- Three women's bathrooms.
- Three men's bathrooms.
- Library.
- Teachers' room.

There is a principal, a sub-principal, the teachers' community that is formed by forty teachers; five of these teachers are counselors divided into the three grades; there is one computer technician and three secretaries, one of each group.

One group of each grade has a television inside the classroom, and if you want to use it, you need to ask to the janitor to give you the remote control and the necessary wires to connect the television to your computer, and if you want to use it with other group, you need to talk with the teacher in charge of the classroom in that hour to change classroom.

In the school there are green areas where students can play different sports, for example football, and when they finished to play, they can drink water in the drinking fountains, but not all the students use them, they prefer to buy a bottle of water on the snack's shop or they carry their own bottles of water.

If you want photo copies, you need to go to the management and ask to one of the secretary to make the copies, and something important is that the printer is always working, so if you need an extra photocopy, you can send a student to make it, or you can go, it is near to the classrooms.

### **1.2.2 School's problems**

There are some problems in the school that sometimes affect the classes, for example, the school has a projector, that you can use in the classroom to project some exercises or videos about your subject, but the projector did not work well, and also the classrooms are conditioned to project something because there is too much light so the videos are not visible.

Other problem is the lack of material for all the subjects, for examples in the library you can find books related to all the subjects, but the enough for all the students, talking about the English subject, there are just ten books in English, but in each classroom there are about from thirty five students to forty five students, so is impossible to use that books.

In the teacher's room are some posters for each subject, but some of the subjects are in the same hour but with different teachers, so if one teacher use a poster the other teacher can use it until the other teacher stops using it, and you have to postpone the topic, or use other kind of material.

### **1.3 Students' Profile**

The group that I chose is the 3<sup>rd</sup> grade, group D; a group of thirty seven students, twenty one of them are women, and sixteen of them are men; it was a difficult decision, because all my groups are good, but this group has an special characteristic, they want to learn every day, new things, especially the things they hear. In my first class with them, they started asking to me to talk in English, and they were astonished, and during my first teaching period, I applied different activities, like jigsaws, color by number, and different listening activities, and the ones who they enjoyed the most where the listening activities, that was my main idea of my receptional document.

When I selected my group, I applied them a student's profile (see appendix 1), where I discovered some interesting characteristics about them, the first is the way they like to be called, it helped me to strength my relationship with them; another interesting fact is that all my students have internet, so that provides me the opportunity to ask them for different types of homework that help them to improve their English skills, and also they can bring information about the different topics of each class.

The next, are the characteristics of the teachers they like, the main they mentioned was the teachers who applied creative dynamics in each class, the next one are the teachers who mix the content with funny games that involve them to learn, the other one is that they liked the teachers that implement outside activities on Friday, because is the last day of the week and they are tired of being sitting in their places; the following aspect, is that students like the teacher who do not ask for homework in every class, because is tired for them to do a lot of homework every day.

Another aspect that I consider important to work with them is the way they like to work, the section was called “I prefer to work” and the options were: by myself, with a partner and in a group of three or four. Honestly I did not expect their answers, because most of my students do their tasks alone, without asking to their partners the answers, even when I asked them to work in teams they started to reject, but in the following graphic you can see the results of this part in the appendix number one.

### **1.3.1 Learning styles' test**

The learning styles are an important aspect to take into account when you are teaching; in this case, I did not apply a diagnostic test for my chosen group, because the counselor in charge, applied one at the beginning of the scholar year, the results are shown in a graphic (see appendix 2).

The graphic shows the different styles considered in the test, each learning style is different, in this case, the theoretical is the one which predominates in the third grade group D, that allows me, to design activities that fixes with each leaning style, and also activities which involves more than one style, in order to create a good environment for the students who have more than one learning style.

### 1.3.2 Placement test

Apply a placement test in your groups, is something important to adapt the content to your students to accomplish the main aim of your classes, for this reason, I applied a test for my students in order to know their English level. The exam was taken from *Straightforward* Second edition, Macmillan Publishers Limited (2012), and adapted from me, in order to make it look simpler, but considering all the questions (see appendix 3).

This was a fifty questions exam, considering as main aspects, grammar and vocabulary, each question is of multiple choice, that classify your English level into: beginner(0-15), elementary(16-27), pre-intermediate(25-32), intermediate(33-39), upper intermediate(40-45) and advanced(46-50), so, in a graphic you can see the results of my chosen group (see appendix 4).

I was surprised, because I heard good comments related to their English level, so I had big expectations about their results, but when I was revising their results, I found the real level of them. The highest score was obtained by a student with 26 ticks, and the lowest score was obtained by a student with 6 ticks.

The results are very clear, the graphic shows that twenty-four of my students are beginners, nine of my students are elementary, and one of my students is pre-intermediate; the difference among the levels, provides me different ways to adapt the content, because if I design activities from pre-intermediate, the students that are beginners, are practicing something above their English level, and the ones who are pre-intermediate, are helping the others to improve their English level and skills.

I applied this test on my contextualization term that gave me the opportunity to take into account the results of the test, to adapt the content and design activities according to their level, also, as I mention before, the activities also were planned considering the learning styles of the students, and this is very important to involve to your students into your lessons.

### 1.3.3 Listening Diagnostic test

Listening is a receptive skill that provides us the opportunity to create a communication process in different contexts, so, for me, work with this skill is something important, because in this way, students can start to get familiarize with the language.

The listening diagnostic test contains different activities and questions (see appendix 5); it gave me the opportunity to analyze the results, and discover, in what kind of activities, my student's need more help, the results were shown in a graphic to make it clearer (see appendix 6).

The highest score of the test was obtained for two students with eighteen ticks, and the lowest score was obtained for one student with four ticks, this test was designed by Cambridge Assessment English for Pre A1 starters, A1 movers and A1 flyers, pp. 04-09, (2018). The listening section contains twenty questions.

During the exam, the students were confused, especially with vocabulary, and they were asking me, but it was an exam, so I could not help them, for that reason I thought that the results of the exam would be bad, but not at all, they are good at listening for detail, and something important I would like to mention, is that my students do not remember the alphabet, because in a section of the exam, the speaker was spelling some words, and they were asking each other which was the letter that the speaker mention.

This listening test provides me different ways to work and consider the techniques and strategies to involve my students to use and practice the listening as much as they can in the classroom, and also to design and select the correct activities, for them, in order to strengthen their listening comprehension.

## 1.4 Strengthen Listening

During my preparation process in the normal school, we revised many authors who mention different perspective about the four skills in English acquisition, for that reason I know, that listening is a receptive skill which helps us to complete a communication process, this skill allows to create a productive skill which can be writing or speaking. Also, listening gives sense to a speaking language.

For me, what I studied about listening, was very interesting, that involves me in the use of that skill, and the function of this in the communication process, so I decided to work with listening as the topic of my receptional document, focus my attention in strengthen this skill with my chosen group, and I am going to develop my topic, through different kind of aspects that will be considered in the chapter number two.

One important aspect to consider in this receptional document is the communication process and the main skills that are involved in this process, the importance to use listening comprehension and the characteristics that a learner needs to use listening in the communication process.

Another important aspect, is the intensive listening, that is the one that teacher provides in the classroom and the different activities that the teacher design, considering the students English level and the most appropriate activities for students, and also the environment that intensive listening need to has, to make easier the comprehension of the activities.

According to Jeremy Harmer (1998) "The practice of English Language Teaching" England: Pearson Longman. Listening is divided into two: Intensive Listening and Extensive listening, both are important in this process, but taking into account my scholar context, intensive listening is the most appropriate, because this listening is the one who takes place into the school, during the English class, so in this form I can monitor their listening tasks and provides them the enough time for each task.

The strategies used in this type of listening, are comfortable for me in order to adapt them to my students learners and needs, because my students feel comfortable when they hear something that is adapted to their English level, but also I consider that using the appropriate intensive listening strategies, my students can strengthen their listening comprehension.

**CHAPTER**

**II**

**THEORY**

## 2.1 Introduction

Listening is an important skill, when we talk about secondary school students, because the first contact they have, is when the teacher enter to the classroom and he/she starts to talk with them, since that moment students start to get familiarized with the language.

The receptive skills, allow the development of the productive skills, this create at the same time a communication process but, this need to be successful and complete, and this involve the sender and the receiver in this process, but it could be difficult, if we do not create the appropriate strategies and enviroment.

Taking into account what I mention before, is important to strengthen listening in each class we have with them, because, in the school, is the only opportunity they have to get in contact with the language, this listening in the intensive listening, that is the one that teacher provides in the classroom, and I prefer a bit this one, because is very complicated to improve or strengthen extensive listening.

What I mention before, is a part of all the things I am going to explain in this chapter, that is about intensive listening strategies to strengthen listening comprehension, and is important to mention that, I am going to mention different strategies, and I am going to apply most of them, and analyze which strategy is the most appropriate for them; also is important to analyze the results of their diagnostic test applied at the beginning, and applied the same at the end, in order to compare both exams, and see if they strengthen their listening comprehension, or not.

Honestly, this task is going to be something difficult, according to my students' characteristics, because listening, for them, is difficult and hard to understand, and as we know, they are not accustom to hear people talking in English, because their context demand another abilities, but they like hearing people from their countries talking in English.

## 2.2 Productive and Receptive Skills.

Communication plays an important role in our life, because this means that we are changing and ideas, facts, and the feelings we have, so, communications skills express oneself to get ideas and transmit purposes and ideas; there are four basic skills, two are productive, and the other two are receptive.

Productive skills, are also called “Active Skills”, this means that these skills are the ones that we use to produce with the language, these productive skills are speaking and writing, and according to Golkova and Hubackova (2014) they say that “productive skills mean the transmission of information that a language user produces in either spoken or written form” (p. 3).

As I mention before, receptive skills are used to produce with the language, for example, when somebody start to learn English, is unconsciously exposed to use both skills, since somebody asked him/her name, they should answer “my name is..” using writing or speaking.

Receptive skills are reading and listening, that people used to extract the meaning of the message, according with the things they hear or see; these are very important, because they helps us to understand the message, as Al- Jawi D. Fadwa (2010) said “When we read a story or a newspaper, listen to the news, or take part in conversation we employ our previous knowledge as we approach the process of comprehension, and we deploy a range of receptive skills; which ones we use will be determined by our reading or listening purpose.” (p.3); this author tried to explain some uses of those skills by examples that we do in our daily life, and is amazing to fix the receptive skills with common things, for me, this kind of explanation is better understanding in this way.

The four skills are used to complete the communication, because if the receptive skills would not exist, the productive skills neither, and so on, for these reason is important to practice the four skills, giving the importance they deserve; for me,

listening is one of the most important skills in this process, because listening helps you to improve your pronunciation, and familiarize you with the language, but is important to be contextualized before listening something, as we know, when we are in an specific place, we have some expectations about certain aspects when we are going to listen, and this expectations are linked to a purpose, and this depends on the context or the situation we are exposed to, I mean listening is the main point to stablish a clear and understandable situation with other people.

Select just one of these skills were difficult, because as you read before, four skills are important, but according to my students characteristics, listening provides them the opportunity to communicate with other people, and stablishes natural conversations with their partners and even with people from other countries, and at the same time they are strengthen their listening comprehension.

### **2.3 What is listening?**

Most of the students, want to communicate effectively with their partners, but, they can transmit a message, because they do not understand the entire message, and we know that a communication process involves a sender and a receiver, to make effective the message, and, at the same time, those factors need to be clear in order to lead a complete understanding, but, sometimes, the communication is not clear because, the receiver does not understand what the sender is saying, that means, that the receiver need to strengthen his/her listening.

Some authors mention that Listening can be defined as “the process of understanding speech in a second or foreign language.” ( Richard J.C et al- 1985). It is “the ability to identify and understand what others are saying. This involves understanding a speaker’s accent or pronunciation, understanding his grammar, recognizing his vocabulary and being able to grasp the meaning of what he says.” (Howatt and Dakin 1974) .

Taking into account the things I mention before, listening is an important aspect during this process, because it helps students to improve their pronunciation, I mean they are going to be able to know the sound of different words, because they can listen many types of Englishes that could be American English, British English, Australian English, etc; and that helps students to recognize words, making effective a message that involves a communication process; Listening is good for students, because the most they listen, the more they learn about the spoken English, so at the time they are hearing, they are processing the information, and preparing an answer.

Explain the meaning of “Listening” could be very simple, because listening is receiving a message through the ears, but receiving this message involves, the aspects I mention before, and also, Harmer, Jeremy (2010) mentions that “Listening is good for our students’ pronunciation, too, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech.” P.p: 133.

What Harmer says, is very important to help us to understand the meaning of listening, and the reason because it is good for them, because you as teacher, has the most important resource, that is your voice, because since the first class, you can familiarize them with the language, giving them the instructions, asking them for participations, etc. But also we have to take into account that they should be exposed to more than one voice.

Being able to develop listening is something important while you are in class, because, successful spoken communication, needs a clear and effective listening process; for this reason, we need to be more conscious about the listenings we provide to our students in the classrooms, and the way they are related to listening comprehension.

### **2.3.1 Listening Comprehension.**

Listening comprehension encompasses the process that involves the clear sense and understanding of the spoken language, because listening provides the opportunity to understand the individual meaning of words, the pronunciation. Also, it helps you to infer the meaning of what the speaker is saying, based on the context of the audio.

Listening comprehension demands a significant memory, to catch as much information as they can, but this will depend on the way that the information is organized, and the level of the audio, because you can apply a B2 level audio, with students that have a A1 level, the audio needs to be similar at the level of your students.

You need to consider that “Listening comprehension is a highly integrative skill. It plays an important role in the process of language learning / acquisition, facilitating the emergence of other language skills.” (Lafi, Toumani, p.03); in other words, listening comprehension gives sense to the other language skills.

As we know, listening comprehension is a reception of the language, so we adapt the linguistic information, to produce the language, in this part we are processing information, to make effective and clear the communication process that is related to the listening comprehension, but also we need to be careful with the kind of listening we teach, we need to adapt everything in order to assist them in the class.

To understand better the listening comprehension, is important to mention the theoretical models that are the following:

- The construction-integration model.
- The constructionist model.

- Landscape model.

Those are important to consider when apply a listening activity to provides students the opportunity to improve their listening comprehension, because provides them a lot of opportunities and strategies using one listening, is better, they get more concentrated, and sometimes they are more motivated in each class, and the reaction of this, is that they are excited to learn more things related to listening skill.

### **2.3.2 Real life listening: Purpose and expectation in Listening Comprehension**

Usually, we have some ideas about the things we want to listen, and these ideas are called expectations, we try to speed the level of the discourse, I mean, after all we listen what we understand, or maybe we listen something higher that the things we are used to listen; each audio has a reason, maybe we are listening the news to get inform about the things that are happening at the moment, or maybe we are reading the cover of a book, to know the book is going to be; or at least most people read with a purpose.

Our expectations should be linked with our purposes, for example, we are listening to an audio about philosophy, in order to improve our knowledge about it, and that is our purpose, improve; taking into account this example, our expectation is that if we listen an audio of philosophy, we could understand better what this subject is about, and our purpose, is improve by listening.

Is important to remember, that If we listen an audio, we should be contextualized with some words, or phrases, and the same would be if we present an audio in the classroom, is our responsibility to contextualized our students or elicitate them, and according to Ur. Penny (1984) “Thus it would seem a good idea when presenting a listening passage in class to give the students some information

about the content, situation and speaker(s) before they actually start listening". I totally agree with this idea, because if they do not know anything about the audio, the listening comprehension will totally fail.

### **2.3.3 Listening Principles**

The listening principles will help us to understand the aspects we need to consider, when we are designing our listening tasks, and also we must be conscious about our students' needs and likes, I mean, we cannot design activities without knowledge about the aspects I mention before.

According to Harmer, Jeremy 2010 there are six principles that we as an English teacher, need to take into account when planning our listening activities for our students, we need to be careful and be aware of the aspects we consider in each activity, and to apply a successful listening tasks, I will show you the six principles:

1. Encourage students to listen as often and as much as possible:

When our students are in touch with listening in the classroom, they starting to get familiarized with the English language, with the pronunciation and to use it correctly, we need to use as much audios as possible in the English lesson, and even they can starting listen audios by themselves.

2. Help students prepare to listen:

If you are going to apply a listening in the class, you need to prepare your students, maybe you can show them some images, in order to activate their schemata about the topic, or if they are going to answer some questions according to the listening, you can read with them the questions, and clarify doubts if they have, and after they could answer the questions properly, even

you can repeat the audio twice, or more, you need to remember that once is not enough for your students, they need to listen as many times as possible.

3. Once may not be enough:

An important aspect about listening, is that you should be aware of your students' needs, even when you play an audio according to your students' English level, you cannot play just once, because they can catch some aspects, but they will ask you to play it again, in order to get a clearer idea about the audio, and even they could ask you to repeat it, because they want to hear the correct pronunciation of a word, in any case, you should play the audio as many times as necessary.

4. Encourage students to respond to the content of a listening, not just to the language:

This principle tries to make us conscious about our students listening comprehension, I mean, not just the language and they aspects they have to consider to answer the task, also they have to pay attention to the content, and you should ask them questions that make them reflect, or be conscious about the things they heard, for example, you can ask them if they agree with the speaker or not, and you can ask them the reason, in that way you are trying to make them more critical when listening.

5. Different listening stages demand different listening tasks:

You cannot apply just one activity for a listening task, and at the beginning of the listening, you should apply a gist task, in order to get a general understanding of the listening, and in the following stage of the listening, you should apply a detailed task, in order to get specific information about the topic, and also make questions related to the task, to be sure that students

understand the purpose of the activity, but you should not apply first a detailed task, is better to get a general idea, than specific details.

6. Good teachers exploit listening texts to the full:

Design of adapt text to complement a listening activity, it could be better for your students, because when they are reading, you can read aloud, once, and they could feel the emotion of the text, so, when you play the audio of the text, they will hear different sounds, an emotions, even more than one person talking, so, they will feel more interested in answer the tasks, and you can apply more than one activity in the reading and the listening.

These principles will help us to teach a successful listening in the classroom, but also is important to consider what your students are able to do, in order to start with tasks where they can feel comfortable while they are doing it, and as time goes by, you would apply more difficult tasks to them, in order to improve and strengthen their abilities when listening, and also you should stablish an aim for that tasks, and the possible solutions if students should face some problems.

And the most important thing is to identify the key words on the questions or tasks which will help your students to get a clear understanding of the listening, or also you can find synonyms or paraphrase of the words, as I mention before, we have to activate students' schemata and also we should apply elicitation in the class, and students can feel comfortable and secure.

### **2.3.4 Listening Skills**

In the classroom, at listening time, students should be waiting to listen a different activity related to listening; as I noticed before, students expected you to play the same kind of activity, and If you do it, they will be bored during the activity, for that

reason is very important to look for different ways to prepare a task for our students, and each task needs to have a purpose.

If it is important to design different tasks, it is also essential to give students the enough tools to answer each one of those, because if they are not prepared, they are not going to answer or understand, and at the same time we must clarify the purpose and the instructions of the activity before they start to answer it, it is very important to do it, if not, they are going to get lost.

According to Harmer, Jeremy (1998) “they need to be able to recognize paralinguistic clues such as intonation in order to understand mood and meaning”; so, one of the skills is paralinguistic clues, and it is very important to apply this one, because this will help our students to recognize the pronunciation of the words, and at the same time they would be able to know that the words are written differently as they are pronounced, and also they would listen to the intonation of the words, in order to start to use it in different contexts, depending on their moods and the situation.

As listening to paralinguistic clues is important, also we need to give them the opportunity to listen for some specific details while listening, in order to improve their listening comprehension, so if we prepare them appropriately, they will be able to listen for specific information, these could be numbers, places, directions, names, etc.

On the other hand, we have listening for general understanding, and for me, this is the most common when we design listening activities, because in this skill, you give students some questions, that they have to read first, and after they have to answer each question according to the statements they are hearing in the audio, and as I saw before, students are good at this kind of activities.

Also, another important skill, is listening for gist, and for me this is one of the most important when we are trying to teach listening, because listening for gist, gives students the opportunity to do a listening comprehension process, because this skill

allows students to listen and get a general meaning of the listening, even if they do not understand every sentence or word, is enough if they fix what they hear, and also they can use their imagination on this.

### **2.3.5 Listening Levels**

At listening time, we need to be very careful at the audios we choose, because not all of our students have the same English level, but we have to find the way to fix their levels with an audio; as I mention before, students' English level, is our main tool when designing our classes, we cannot implement activities according to our English Level.

We want that our students learn about what we are teaching, talking about listening, for that reason is important to provide them understandable audios adapted into their levels, in order to make them recognize some of the words, maybe they have a lower level, but even if they have it, we need to be able to give them good and clear material.

When we select an activity, we need to be sure that we have prepared our students to the activity, for example, if the audio is about food, we have to look for an audio with the food they knew, in order to use their previous knowledge, and put that knowledge into the audio, that provides them the opportunity to listen something according to their level, and something they use in real life.

According to Harmer, Jeremy (1998) "We don't want to give our lower level students inauthentic language (which doesn't sound at all like the real thing) either. What we aim for instead is realistic language use which, while roughly-tuned to match the students' level, nevertheless approximates to real-life language."; so, we need to select as real as possible audios for them, always keeping in mind, what they need,

what they understand, but also, is important to give them challenges, but first, we have to make them familiarized them with the aspects they know, and after, we can give them more difficult audios, always helping them to understand the nature of each one.

### **2.3.6 Intensive Listening**

Students are in charge of their own knowledge, and talking about listening, most of our students don not like listening to people talking in English, or listening to the news in English, but some of them, enjoy listening to music in English, that is something that we can use in order to achieve some activities in the classroom, because if you choose the correct statements, we can do that.

When we talk about the classroom, we think about the tasks we can do in the classroom, but we need to think carefully on each one, because maybe there is the only time that students get in touch with the language, because maybe they do not like it, or they do not have time to listen something in English when they are at home.

There are two different kinds of listening, the first one, is the extensive listening, that is the one which students listen outside the classroom, maybe the listen it on CD's, on their way to home, in the public transport, or in a movie, but that is something that they can do because they enjoy doing it, and that is it, and they sometimes do it unconsciously.

The intensive listening, is the other kind of it, and this is one of the most important, because if you apply the correct activities using audios, you can encourage your students to do an extensive listening, and Harmer, Jeremy (1998) says that "Intensive listening is different from extensive listening in that students listen specifically in order to work on listening skills, and in order to study the way in which English is spoken. It usually takes place in classrooms or language laboratories, and

typically occurs when teachers are present to guide students through any listening difficulties, and point them to areas of interest”; so this listening is the one that we provide to our students in the classroom, so we need to give it a purpose for the students, and also we have to apply it with a sequence, in order to not confuse our students when listening.

### **2.3.7 Intensive Listening Strategies**

As I explained before, intensive listening is very important, because in this listening we provide them reasons to continue listening, so, we have to look, implement and adapt different strategies for our students, in order to strengthen their listening comprehension.

One of the strategies, is to implement “Live listening”, and according to Harmer, Jeremy (1998) “A popular way of ensuring genuine communication is live listening, where the teacher and/or visitors to the class talk to the students. This has obvious advantages since it allows students to practice listening in face-to-face interaction sounds and, especially, allows them to practice listening ‘repair’ strategies, such as using formulaic expressions, repeating up to the point or rephrasing’.” I consider that this strategy is very useful, because the first contact those students have with the language is when they listen to the teacher talking in the class.

Live listening, can be shown in different ways, and one of those is reading aloud, this allows students to hear the pronunciation of the words, and also you can read the texts or stories at the speed of the students, that is something important that we cannot do if we only download an audio, maybe because students are not as familiarized with the language and the speed of native speakers as we.

One of the most important in live listening is Story Telling, and Harmer, Jeremy (1998) says that “teachers are ideally placed to tell stories which, in turn, provide

excellent listening material. At any stage of the story, the students can be asked to predict what is coming next, to describe people in the story or pass comment on it in some other way” so, we can implement different skills using storytelling, we only need to be careful and not apply to much activities with this one, because they can get confused, and they maybe are going to answers just because they have to do it, not because they understand.

Our students have a big imagination, so if we use this in the classroom, students can learn lots of things, for that reason is important to try to use “Pictureless listening (language)” where the teacher have to cover the screen, in order to not allow students to watch the images, after we have to play the audio, and students have to listen and imagine where the audio takes place in, and who the speakers are, and maybe at the beginning you can give them some questions, where they have to write key words to guess correctly the purpose of this activity.

The pictureless listening, also can be used with music, in this case, the teacher plays a song, and students have to guess the atmosphere of the song according with the words they are listening, and also they can imagine and say the place where the songs takes place in, and also the main message of the song.

Other strategies that re involved into the live listening are:

- Pictureless Listening (Sound effects).
- Picture and Speech.
- Subtitles.

We have to select the correct activity and strategy for our students, and also we need to be careful at planning this activities, because we can fix the strategies with the skills, making a success activity for our students, and at the same time we need to

think about the activity and the introduction of it, in order to provide them the correct context of the audio.

**CHAPTER**

**III**

**RESULTS**

### **3.1 Unexpected situation**

Mexico (and all the world) is suffering a pandemic, and for our security, we only have on-line classes, so this did not allow us to go to our secondary schools and do our teaching terms in the correct form, but it was not our fault, but If this situation would not happened, I consider that I could apply all the activities I designed and planned.

This situation force us to think about the possibilities on the teaching terms we lost during this critical situation, this means that in some of the fragments of this chapter I am going to talk about of possibilities and some imaginary situations that could happened if the pandemic did not happen.

### **3.2 Proposal**

At the beginning of my classes with my chosen group, I noticed something important when they were learning something new, and I was fascinated, because they were interested in learning a foreign language, even though some students have some doubts, they tried their best, when I realized their interest, I decided something form them, taking into account what they need and the thinks they love.

The proposal of selecting intensive listening was to give students more than a book to learn a foreign language in order to strengthen their listening comprehension, because something they told me was that they have learned English through books, and in some cases with writings, so, I was thinking about forms to teach them, and when I read their students profile, they wrote that they liked listening music in English and some T.V shows.

Revising all the information I had, I noticed that I had to work with intensive listening, because, as I mention before, this is the one that is provided in the school by the teacher ( and some of my students do not have the opportunity to practice on their houses), and the most appropriated was look for different strategies in order to

try them and see what of those strategies would work with them, and also look for a reason of why the other strategies did not work.

Is very important to be conscious that if some of the strategies did not work, we have not to force them to work, because not all of our students have the same English level, and it could be easier for some of them, but for the others could be very difficult; and also is very important that some of the students are not engage enough with the language, and at the same time that you are applying the activities you have to give them reasons to do it, in order to motivate them to do your activities; and give them some objectives of the activities could work sometimes, they are curious, and obviously they want to know what is the objective of the activity or the class.

### **3.3 Designing material**

At designing listening material, I face strong difficulties, because I had to consider many aspects, for example the English level of the students, in this part I had to consider the kind of English they are familiarized with, because they only listen American English, but they told me that they would like to hear British English in some exercises, in order to know the main difference between one accent and the other; and also I have to mention that the language I used was basic and clear.

One of the activities was a conversation, where the students had to listen and fill out the a worksheet with the missing words, and they felt comfortable with that activity because I wrote the scrip of the audio and it was recorded by a classmate and one teacher, so the speed of the audio was good, and the vocabulary used on it was easy and understandable; when they told me that they understand what the audio was saying, I realized that all the audios that I would apply with them, must be recorded by people who can speak clear and not too fast.

Other material I used with my chosen group was songs, but I tried to look for songs they liked, and their students' profile was very useful, and when I played the song I selected, they were comfortable with it, and they understand most of the words

of the song, and they asked me to play the song again in order to sing it, and something important with this kind of material, was the length of it, because if the song was long, they started getting bored on the activity, and if the song was very short, they started to tell me that the song was not good, but if I find a song of three minutes, they enjoy it, because it was the most appropriate for them.

The last resource I used with them were videos, and the videos were about movies, in this case I shown them three different scenes of the movie "IT", and they have to get the general idea of the video, and write an opinion using emotions I taught them before, and also they liked the activity, because it was a movie related to their likes and they feel comfortable and secure at doing the activity I asked them to do.

### **3.4 Listening Activities**

As I mention before, I applied a variety of activities during my teaching terms, but not all my activities worked as I imagined, and I have to admit, that it was frustrating, because for some students were good, but for other students were not, and in that moment I had to think about an easy and fast way to change the activity, and not affect the time of the class and the students that understood and liked the activity.

Talking about the activity of the conversation, at the beginning of the activity I was very nervous, because my chosen group had different leaders in each class, for example in my classes at 7 am "Daniela" (the real name of the girl is going to be in secret for her security) was the leader, because she was not sleepy as the others, and in the 08:40 classes, "Daniel" (The real name of this student is going to be in secret for his security) was the leader, because he was not as bored as the rest of the class.

I was nervous in the conversation activity because It was at 7 am, but "Daniela" would not attend because she was sick, and my students would be more sleepy as other days, and to made my activity worked, I had to do a lead in, that fortunately

worked, so when I applied the activity they were wide awake and ready to do the activity, and when they started to do it, they were enjoying it, they understood all the vocabulary, and as I mentioned before, one of my classmates recorded the audio, the pronunciation was very clear, and they filled out as best as they could, and in that moment I noticed that I was paranoid, the activity was ok, and they learned something.

Talking about the songs I used, I have to mention that playing the correct song was very difficult for me, because my chosen group had very specific likes about songs, but talking with them, they mentioned something important, they liked the songs where the strophes are repeated two or more times, this was because they had the opportunity to listen more than once, and also they started to recognize the pronunciation of specific words they want to know, and also because they had the opportunity to sing it until the song sounded perfect for them; for example, on Valentine's Day, I played a song called "Valentine", and when I played the song "Daniela" asked me the name of the band who sang the song, and I answered her, and she told me that most of the group listened to that band, and I was surprised but at the same time I was happy, because they would like the song, and as I expected, they liked, and also because before to play it, I shown them some images related to the song, and the shape of them were candies, so, it help them to remember the vocabulary.

The videos I played to them, were related to "Halloween" and I was very nervous of this activity, because the projector did not work, I tried it in other classroom, but it failed, so I had to think quickly an strategy to do it, so I asked my students to get together and in silence, I would play a video on my computer, and they had to pay attention to the dialogues, and tell me what they heard, and when I played the videos "Daniel" told me that they love the "IT" movie, because is a horror movie, and when all the videos ended, I asked them to express their emotions in each video, and the activity was a success, because they did it, and they enjoy it.

At the end of each activity, I felt that I did the right decisions, maybe to change something or add more statements to the activity, but also when I taught each of those activities, I felt good, because in each one of the activities, I consider every aspect that my students mention they liked of an English class, so, they did and enjoy the activities, because they liked the content of it, and at the end of each class, I realized that is very important to take into account what students mention about the classes they enjoy.

### **3.5 Listening Strategies**

One of the most important strategy I applied, was the Live Listening, that, as I mentioned in my chapter number two, and according to Harmer, Jeremy (1998) “A popular way of ensuring genuine communication is live listening, where the teacher and/or visitors to the class talk to the students”, so basically, this strategy was the most common in my classes, because I used to read a lot with them, in each teaching term I gave them a reading.

Sometimes I recorded an audio with the script of the reading, but sometimes, I read the script with them, and this allowed them to hear the different kind of pronunciation, for example in a conversation, they heard first the voice of my classmate, and they found a very clear pronunciation, but with British accent, and when I read again, they hear a clear speech but with an American accent.

Continuing with the live listening, I also applied story “telling” and Harmer, Jeremy (1998) says that “teachers are ideally placed to tell stories which, in turn, provide excellent listening material. At any stage of the story, the students can be asked to predict what is coming next”, I associated this strategy with a reading called “the magic spell” (see on Appendix 7), to do this they first had to identify the words they understand, and after I started reading the story, and they felt comfortable when I was reading, and after that they were able to answer the tasks I asked for.

Also in some songs, I used listening for gist, this means that they had to fill out the blank spaces with the word they heard on the song, for example on December they had to learn a Christmas carol (See on appendix 8), in order to sing in front of the school and to make it more interesting, I showed them some words related to a song, in order to create a context, after I played the song, and they complete the song.

I consider that if I would have another teaching term, I could apply more strategies, honestly I felt a bit sad, because I had lots of ideas to create audios or use audios in different activities, for example I was thinking of use some radio programs who were related to the topic, and my students would guess the main topic, but I could not; and also is important to mention that I lost a week of the only teaching term of my eight semester because of a scholarship.

### **3.6 Difficulties of the students**

The main difficulty I found, was that they needed to get familiarized with one of the strategies, to can continue with other strategy, and I am going to explain you why I know this: when I applied the first strategy, they were okay, because they understand the main point of the activity, but when I tried to change to another strategy, they were thinking that maybe they would do the same as the other one.

When I realized this, I had to be aware of my student's needs; they first had to know one strategy, and practice it more than twice, in order to make them feel good using that strategy, and when I achieved this, I could continue with the other strategy.

Another important difficulty that some students had, was that some of my students were absent two times a week, and the absents were on English classes' days, and it was very difficult, because If I just asked them to asked for the activities of the previous class, they would not learn something of the class, so I had to repeat the activity related to the strategy I chose, and after continue with my class.

In some occasion I asked my students, their opinions about the different listening activities, and most of their answers were positive, but some other students though that the activities were useless, because when you go to another country, you need to speak with native speakers, so I had to explained them that listening is very important in the communication process, as I mention before: “Listening comprehension is a highly integrative skill. It plays an important role in the process of language learning / acquisition, facilitating the emergence of other language skills.” (Lafi, Toumani, p.03).

### **3.7 Final Listening Diagnostic Test Results: Surmises**

The idea of applying a diagnostic test was to test my students’ listening skills, and see if the strategies I applied help them to strengthen their listening comprehension, of if they were in the same place as they were at the beginning, and it was not possible because of the reasons I mentioned at the beginning of this chapter, so I’m going to mention the surmises that I consider that my students could have, If I had apply the diagnostic test.

My idea was to apply the same exam as the one that I applied at the beginning of my teaching terms (see on Apendix 5), because this test has the strategies that I consider to practice with them, and the first results my students were lost on listening for specific information, so I was focus on this strategy, I wanted them to improve in this part, and as I noticed their attitude in this activities, they improve in this part.

In the part number two of the test, they had to listen to a conversation, and write the correct piece of information, and something important in this part, is that most of my students were wrong on question number four, because they have to write “tiger”, but instead of write that, they wrote “taiga” (/ˈtaɪ.gəʔ/) because is the British pronunciation (see on Apendix 9), so I decided to explain them the main difference of the British and the American pronunciation, and I did it after to check their results of the exam, and I consider that If they had the opportunity to do the exam again, they will write it correctly.

Also, they were confused on the pronunciation and the way to write the number Fifteen and Fifty (See on appendix 10) , and after the exam, I explained them the differences between those numbers, and we practice this kind of activities more than twice, with numbers and also words that could sound similar, but they are different.

I consider that if my chosen group would have the opportunity to apply the test again, they would have better results, because they were interested on learn and practice the things they were wrong, and the things they need to improve to get a better score; unfortunately they do not have the chance to do it, but I am sure that they improve their listening comprehension.

### **3.8 Conclusion**

Being practicing with my chosen group during the teaching terms I could, was amazing, because they were interested on learning English, and to improve their English level, but especially their Listening Comprehension, and I have to admit that I was very nervous to select this topic, because listening sometimes is not as important as speaking for example, but it was very interesting to search information about this topic, and also, I consider this skill very important, and was fascinating book different activities for my students, it was a fantastic adventure.

Talking about my teaching strategies, I consider that during this time, I improve a lot, in lots of aspects, for example the class management, and this was a fundamental piece for me, because, when I apply listening activities, I know that my students need to be quite, and paying attention to the audios in order to understand as much as they can, so, being able to manage my students attitude during my lessons, provides me the opportunity to spend the time of my class in the activities, instead of asking to my students to be quite.

I consider that the time expected to do our receptional document, was the enough to finish on time, but unfortunately, we had less teaching terms, but this experience will help us in the future, to plan a second option if the first one won't

work, and also this helps us to be ready and act according to the context of our education system, and the real needs of our students, and act using what the context demands for them, but considering at the same time, the future of our students.

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# Appendixes

## Appendix 1

**VALLEY BROOK**  
COUNTRY DAY SCHOOL

**STUDENT PROFILE SHEET**

The information listed below is to be used as a guide and reference for our teachers. Returning this form is optional.

Child's Name: \_\_\_\_\_

Nickname to be Used in School: \_\_\_\_\_

Birth day: \_\_\_\_\_ Age: \_\_\_\_\_ Class: \_\_\_\_\_

Parents' Marital Status: (please circle)  
Married Divorced Separated Single Widowed Other \_\_\_\_\_

Child's Siblings:

Name:	Age as of 9/1
_____	_____
_____	_____
_____	_____

Child's Religion (This Information is Helpful During Holidays): \_\_\_\_\_

Child's Pets: \_\_\_\_\_

Child's Allergies: \_\_\_\_\_

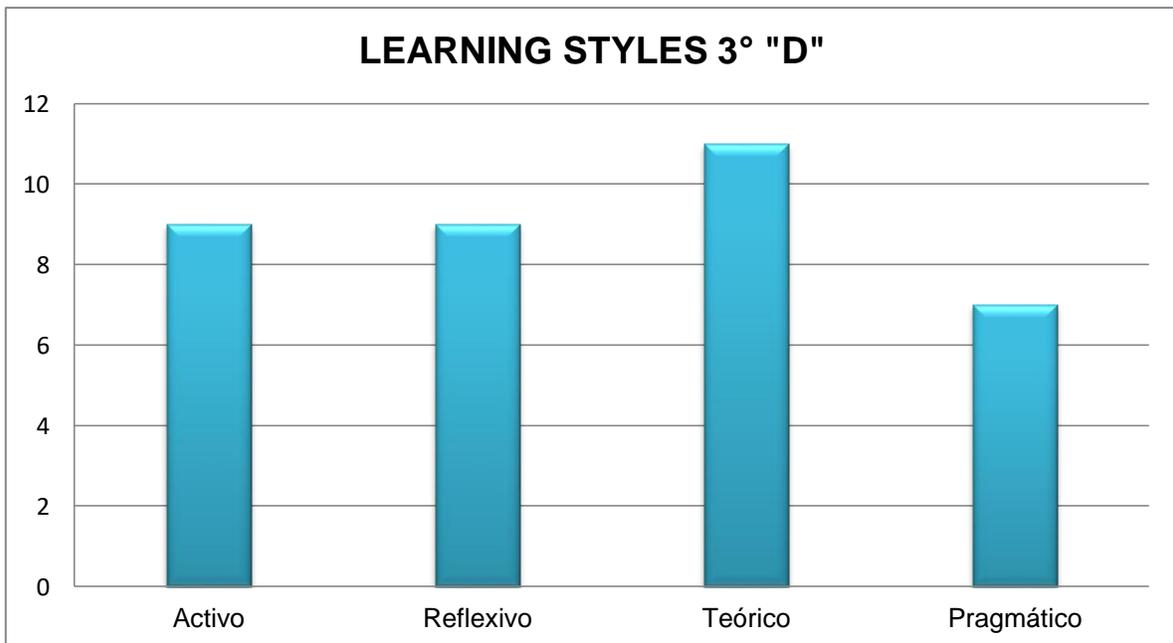
Child's Fears: \_\_\_\_\_

Interests: \_\_\_\_\_

Additional Information: \_\_\_\_\_

This image is about the Student's profile that I apply with my chosen group.

## Appendix 2



- -9 students are active
- -9 students are reflective
- -11 students are theoretical
- -7 students are pragmatic
- 5 students have more than one learning style.

## Appendix 3

These three images, are the placement test that I applied with my chosen group in order to know their English level of grammar and vocabulary.

**P L A C C E M E N T T E S T**

Name: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Grade: \_\_\_\_\_ Group: \_\_\_\_\_ Score: \_\_\_\_\_/50

**Grammar**

**Instructions:** *(Underline the correct option, according to your previous knowledge)*

1 \_\_\_\_\_'s your name? Thomas  
 a How  
 b Who  
 c What  
 d Where

2 This is Lucy and her brother, Dan. \_\_\_\_\_ my friends.  
 a We're  
 b I'm  
 c You're  
 d They're

3 \_\_\_\_\_? I'm from Italy.  
 a Where are you from?  
 b Where you are from?  
 c Where from you are?  
 d From where you are?

4 I'm from Milan. \_\_\_\_\_ is in Italy.  
 a They  
 b It  
 c He  
 d She

5 Excuse me, how \_\_\_\_\_ your last name? R-I-L-E-Y  
 a spell  
 b you spell  
 c do you spell  
 d spell you

6 Oh, \_\_\_\_\_ are my keys!  
 a This  
 b These  
 c That  
 d It

7 I'd like \_\_\_\_\_ omelette, please.  
 a a  
 b an  
 c an  
 d two

8 And here is your \_\_\_\_\_.  
 a desk  
 b desks  
 c a desk  
 d an desk

9 My name's Pete and this is Sylvia. \_\_\_\_\_ doctors from France.  
 a I'm  
 b We're  
 c She's  
 d They're

10 Sorry, \_\_\_\_\_ Paul. My name's Eric.  
 a I isn't  
 b I is not  
 c I aren't  
 d I'm not

11 \_\_\_\_\_? No, he isn't.  
 a Are they teachers?  
 b Are you from Italy?  
 c Is Mr Banning a teacher?  
 d Is this your phone?

12 \_\_\_\_\_ is the school? It's 50 years old.  
 a How many years  
 b How much years  
 c What years  
 d How old

13 What is \_\_\_\_\_?  
 a job Mary  
 b Mary job  
 c Mary's job  
 d job's Mary

14 Your bag is next \_\_\_\_\_ the table.  
 a on  
 b to  
 c in  
 d of

15 \_\_\_\_\_ are the keys? On the table.  
 a What  
 b When  
 c Where  
 d Who

16 I go to work \_\_\_\_\_ train.  
 a with  
 b by  
 c for  
 d in

17 She \_\_\_\_\_ a dog.  
 a not have  
 b don't have  
 c don't has  
 d doesn't have

18 Stephen \_\_\_\_\_ in our company.  
 a work  
 b works  
 c is work  
 d working

19 \_\_\_\_\_ they live in London?  
 a Are  
 b Is  
 c Do  
 d Does

20 \_\_\_\_\_ to the cinema.  
 a We not often go  
 b We don't go often  
 c We don't often go  
 d Often we don't go

21 When do you play tennis? \_\_\_\_\_ Mondays.  
 a On  
 b In  
 c At  
 d By

22 What time \_\_\_\_\_ work?  
 a starts he  
 b do he starts  
 c does he start  
 d does he start

23 \_\_\_\_\_ two airports in the city.  
 a It is  
 b There is  
 c There are  
 d This is

24 There aren't \_\_\_\_\_ here.  
 a a restaurants  
 b any restaurants  
 c any restaurant  
 d a restaurant

25 I'm afraid it's \_\_\_\_\_.  
 a a hotel expensive  
 b expensive hotel  
 c expensive a hotel  
 d an expensive hotel

26 They \_\_\_\_\_ popular TV programmes in the 1980s.  
 a are  
 b were  
 c was  
 d is

27 \_\_\_\_\_ at school last week?  
 a Do you were  
 b Was you  
 c Were you  
 d You were

28 Brad Pitt is a popular actor but I don't like \_\_\_\_\_.  
 a him  
 b his  
 c her  
 d them

29 We \_\_\_\_\_ the film last week.  
 a see  
 b saw  
 c sees  
 d were see

30 He \_\_\_\_\_ tennis with me yesterday.  
 a doesn't played  
 b didn't played  
 c not played  
 d didn't play

31 She was born \_\_\_\_\_ May 6th, 1979.  
 a in  
 b at  
 c on  
 d from

32 Where \_\_\_\_\_ last summer?  
 a you went  
 b did you went  
 c do you went  
 d did you go

33 Were you at the shops at 5 p.m. yesterday?  
 a No, I  
 b am not  
 c wasn't  
 d weren't

34 Excuse me, \_\_\_\_\_ is the T-shirt? It's £25.99.  
 a what expensive  
 b how much  
 c how many  
 d how price

35 She's only four but she \_\_\_\_\_.  
 a can read  
 b cans read  
 c can reads  
 d cans reads

36 This party is boring. We \_\_\_\_\_ a good time.  
 a don't have  
 b aren't having  
 c don't having  
 d aren't have

37 Sorry, I \_\_\_\_\_ you at the moment.  
 a can't help  
 b don't can help  
 c can't helping  
 d can't helps

38 I \_\_\_\_\_ my computer very often.  
 a am not using  
 b don't use  
 c doesn't use  
 d am not use

Taken from: *StephWorward's Secret edition* © Macmillan Publishers Limited 2012  
 Adapted from: *Urbech's Four Gates*

39 It's my mum's birthday next week. I \_\_\_\_\_ her a present.  
 a buy  
 b buys  
 c am going to buy  
 d buying

40 What \_\_\_\_\_ do after school today?  
 a are you going to  
 b are you  
 c do you  
 d you

**Vocabulary**

**Instructions:** Underline the correct option, according to your previous knowledge

41 Gina is married to John. He's her \_\_\_\_\_.  
 a uncle  
 b husband  
 c wife  
 d parent

42 We usually \_\_\_\_\_ the shopping in a supermarket.  
 a make  
 b do  
 c have  
 d go

43 I love this watch! It's \_\_\_\_\_.  
 a cheap  
 b small  
 c beautiful  
 d ugly

44 He doesn't have a car so he often uses public \_\_\_\_\_.  
 a taxi  
 b transport  
 c car  
 d bus

45 I don't go to \_\_\_\_\_ on Sundays.  
 a job  
 b office  
 c factory  
 d work

46 Do you like Chinese \_\_\_\_\_?  
 a kitchen  
 b meal  
 c food  
 d cook

47 They hardly \_\_\_\_\_ visit us.  
 a ever  
 b sometimes  
 c never  
 d usually

48 I'm Jeff Caine. Nice to \_\_\_\_\_ you, Mr Caine.  
 a speak  
 b talk  
 c meet  
 d watch

49 Can I help you? Thanks, but I'm just \_\_\_\_\_.  
 a watching  
 b looking  
 c seeing  
 d shopping

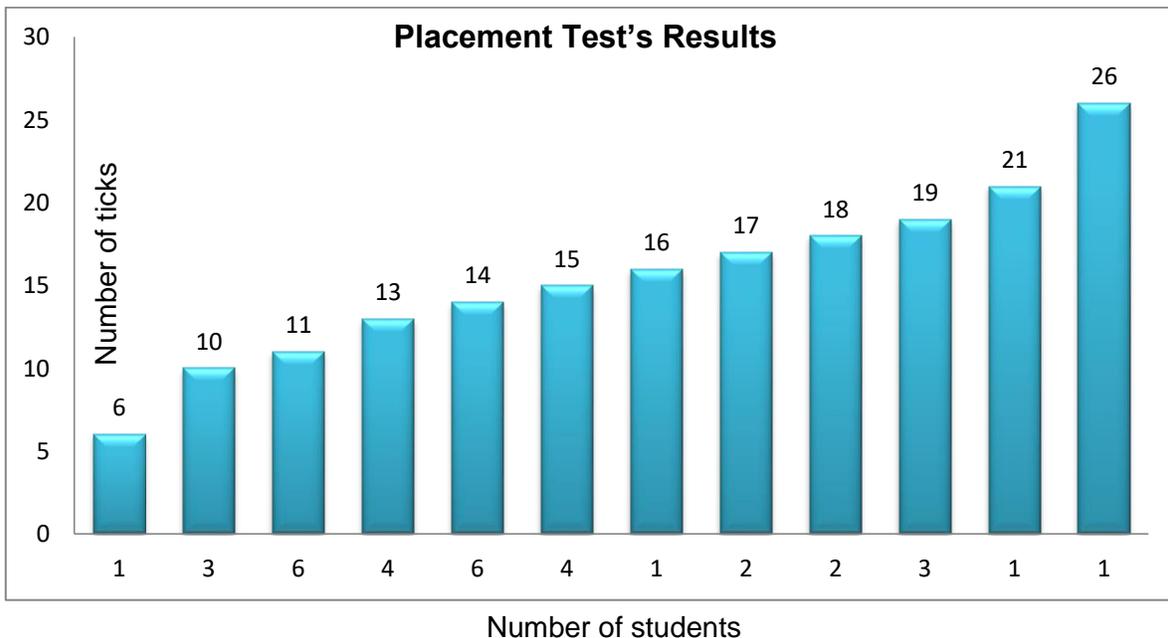
50 Mandy is over there. She's \_\_\_\_\_ a blue T-shirt and jeans.  
 a having  
 b wearing  
 c doing  
 d walking



**Thank you for answer this test  
 Welcome to this scholar year♥!**

Taken from: Straightforward Second edition © Macmillan Publishers Limited 2012  
 Adapted From: Lizbeth Blair Salinas

## Appendix 4



This chart shows the results of the placement test, and according to the range of the exam from 0-30 they are beginners and from 31-50 they are Elementary, so the results shows that my students are beginners.

## Appendix 5

Pre A1 Starters Listening

**Part 1**  
– 5 questions –

Listen and draw lines. There is one example.

Sue Ann Lucy Nick  
Pat Jill Dan



4 Cambridge Assessment English

This is the part one of the listening test that consists on listen and matches the carácter thta matches wiht the description you are hearing.

Pre A1 Starters Listening

**Part 2**  
– 5 questions –

Read the question. Listen and write a name or a number.  
There are two examples.



**Examples**

What is the new girl's name? ..... Kim

How old is the new girl? ..... 8

Pre A1 Starters 5

This is the second part of the test, where you have to listen and write the correct answer in each question. (There are two examples)

## Questions

- 1 What is Kim's family name? .....
- 2 Where does Kim live? in ..... Street
- 3 What number is Kim's house? .....
- 4 What is the name of Kim's horse? .....
- 5 How old is Kim's horse? .....

These are the questions that you have to answer in part number two.

**Part 3**  
- 5 questions -

Listen and tick (✓) the box. There is one example.

What animal has Alex got in his bedroom?

		
A <input type="checkbox"/>	B <input checked="" type="checkbox"/>	C <input type="checkbox"/>

1 Which picture are May and Sam looking at?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

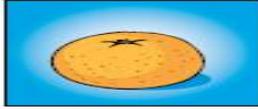
2 What are Mrs Good's class doing this afternoon?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

Pre A1 Starters 7

This is part number three of the test, where you will hear a description of an image, and you have to select the correct one of the three options that are shown. (There is one example)

3 What is Mum's favourite fruit?



A



B



C

4 Which dog is Anna's?



A



B



C

5 What is Lucy wearing?



A



B



C

There are more exercises about part number three of the test.

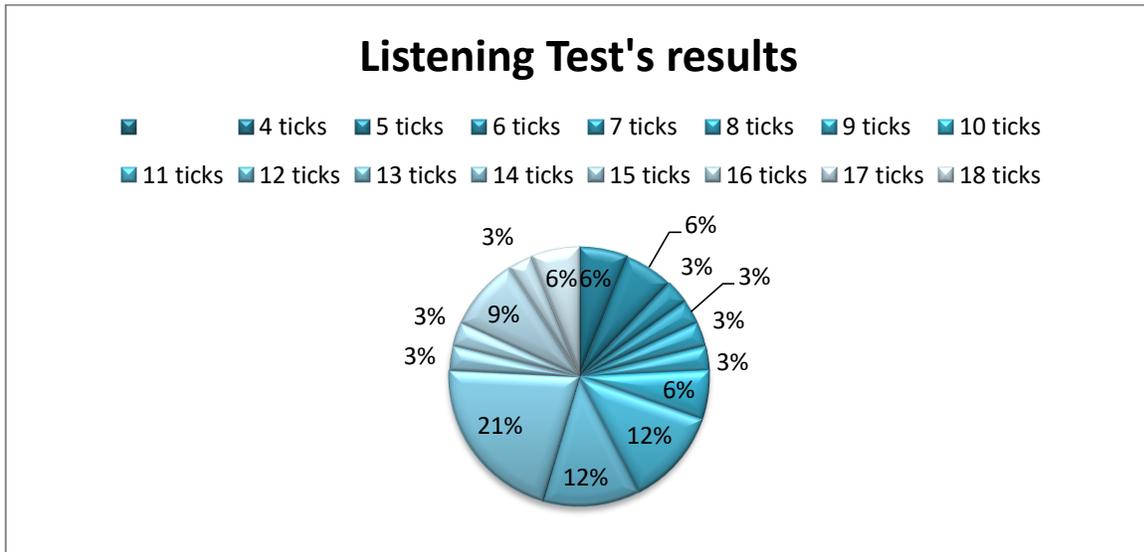
**Part 4**  
- 5 questions -  
Listen and colour. There is one example.



Pre A1 Starters 9

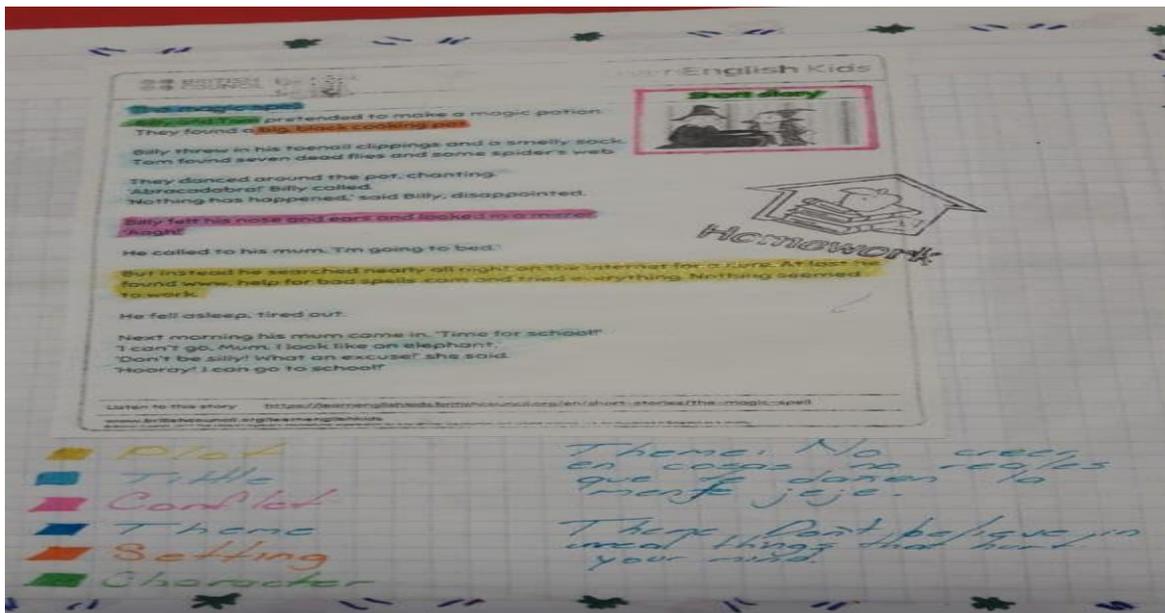
This is part number four of the listening test, where you will hear descriptions about the balloons that appear on the image, and you have to draw the balloon with the correct color.

## Appendix 6



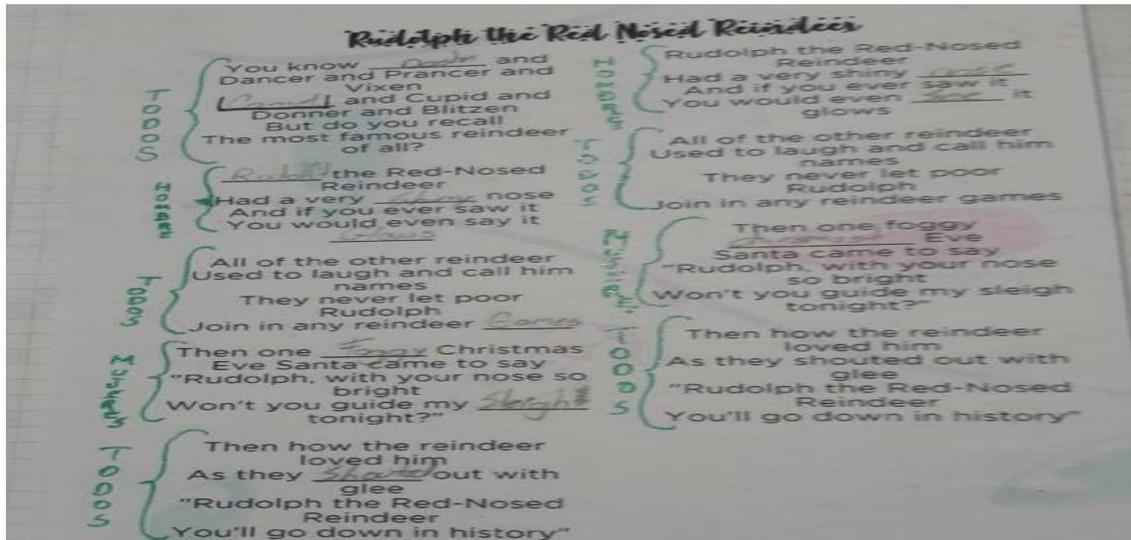
This graphic show the results of the listening test, this test did not give me the level of the students, but It shown me the areas they need to improve.

## Appendix 7



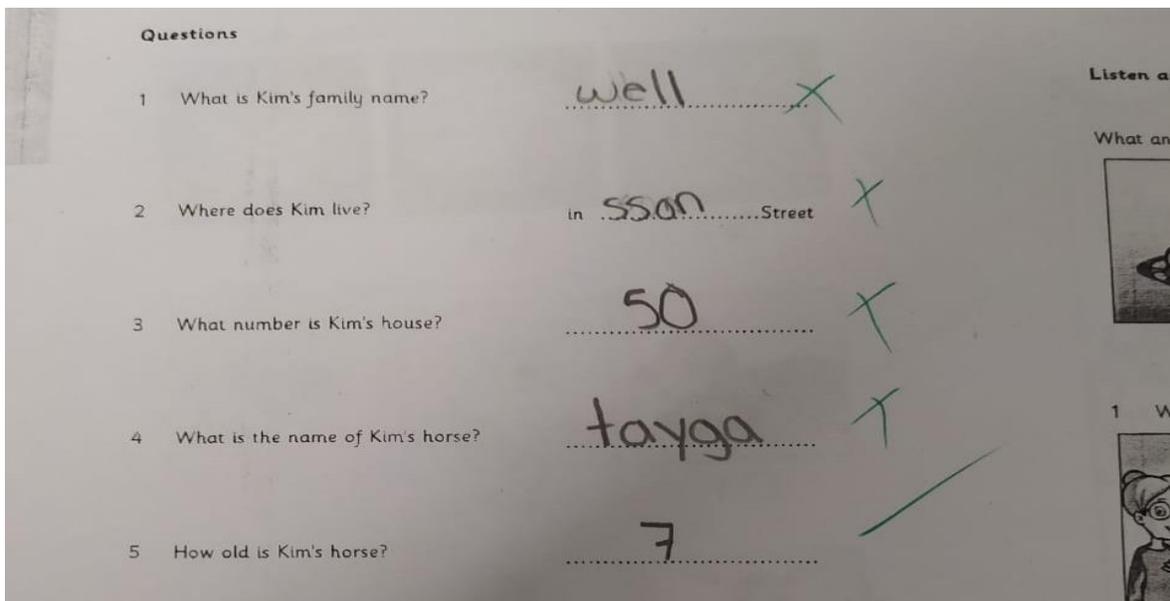
This is a reading called "The magic spell" and after to read aloud, they had to identify some parts of the reading.

## Appendix 8



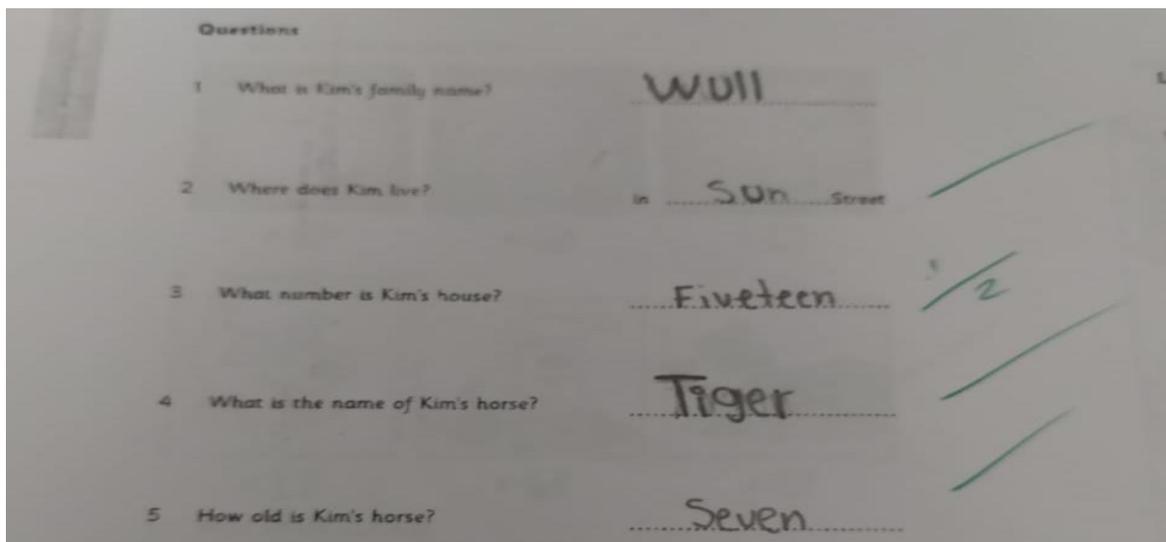
The image shows a song that students had to complete using some words that they heard from the song.

## Appendix 9

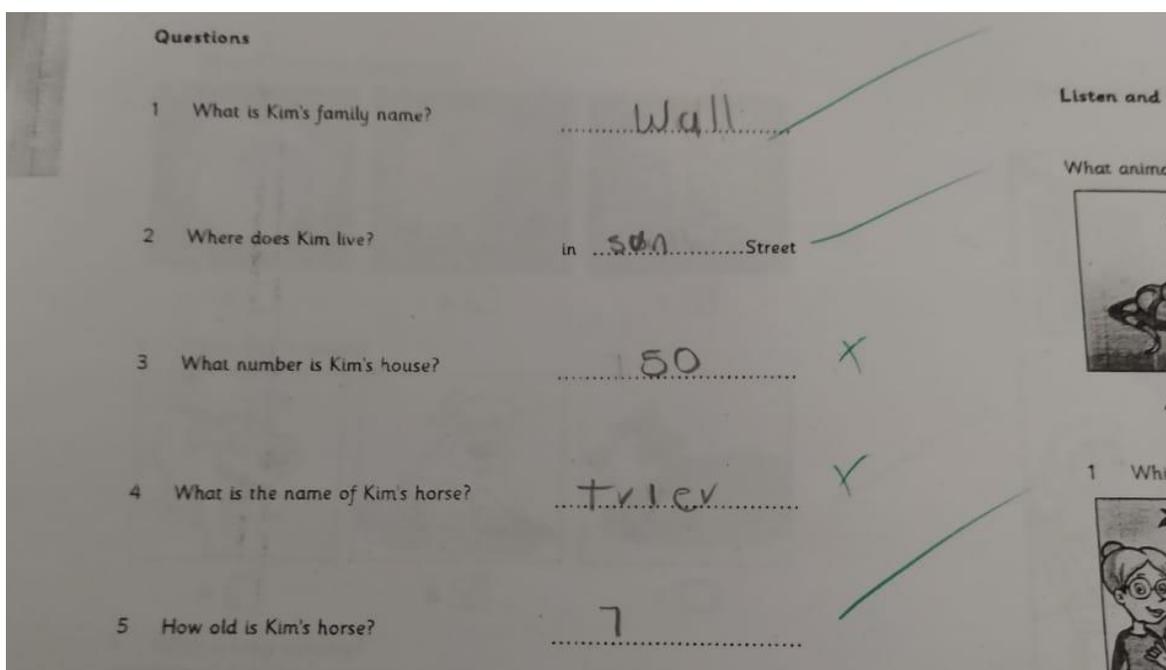


This Image is related to part number two of the listening test, and shows that students wrote "tayga" instead of "tiger", because the listening was recorded in British English.

## Appendix 10



This image shows part number two of the listening test, this time is related to question number three, and this student wrote “fiveteen”.



And in this image shows that other student wrote “50”, this means that students sometimes get confused between number “50” and “15”.

OBSERVACIONES:

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ATENTAMENTE

ESTUDIANTE

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MTRA. OLIVA MARIBEL PONCE MILLA



"2020. Año de Laura Méndez de Cuenca. Emblema de la Mujer Mexiquense".

## ESCUELA NORMAL DE AMECAMECA

**Asunto:** Se autoriza el trabajo de Titulación para el Examen Profesional.

Amecameca, Méx., a 29 de Junio del 2020.

**C. LIZBETH RUIZ SALINAS**  
PRESENTE

La Dirección de la Escuela Normal de Amecameca, a través del Área de Atención y Obtención de Grado, se permite comunicar a usted que ha sido autorizado el trabajo de titulación, con la opción **ENSAYO ANALITICO Y EXPLICATIVO** que presentó con el TEMA **"IMPLEMENTING DIFFERENT INTENSIVE LISTENING STRATEGIES TO STRENGTHEN LISTENING COMPREHENSION"**, por lo que puede proceder a la realización de los trámites correspondientes a la sustentación de su Examen Profesional.

Lo que comunica para su conocimiento y fines consiguientes.

ATENTAMENTE

ÁREA DE ATENCIÓN Y OBTENCIÓN DE GRADO

DIRECCIÓN ESCOLAR

MTRA. OLIVA MARIBEL PONCE MILLA



MRO. ALEJANDRO RODRÍGUEZ CÁRDENAS

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