



ESCUELA NORMAL DE ATIZAPÁN DE ZARAGOZA



TESIS DE INVESTIGACIÓN

THE SEEK OF LISTENING STRATEGIES IN ENGLISH LEARNING IN MIDDLE HIGH SCHOOL

QUE PARA OBTENER EL TÍTULO DE
LICENCIADO EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS
EN EDUCACIÓN SECUNDARIA

PRESENTA

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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, THE SEEK OF LISTENING STRATEGIES IN ENGLISH LEARNING IN MIDDLE HIGH SCHOOL en la modalidad, TESIS DE INVESTIGACIÓN le informo que, con base en la normatividad vigente se cubrieron los requisitos para continuar con el proceso respectivo para sustentar su examen profesional en la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria.

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



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Introduction

The work presented is a thesis of the internship practice statement. It is carried out by means of action research (Elliott, 1991; Latorre, 2002; McKernan, 1999), its objective is the solution of a problem. For the thesis of the practice itself, the questions what do I do?, how do I do it?, and why, following the reflexive cycles referred to throughout this document, are answered.

- What kind of strategies could be used to enhance learning?
- Is a strategy the same as an activity?
- How to implement songs in English learning

The aim of this work is to solve a problem: "Teacher, when I listen I do not understand" is a question that I heard a lot during observation. What the 1st grade students told me is that it frustrates them that if they read what they have just heard, they can understand it. For some reason they could not recognise vocabulary and words that they know.

This research is based on the seek of listening strategies to be applied to the first group of high school students in elementary school Patria y Libertad #71 during 2021-2022 in order to improve listening skills in their second language (English) also this research describes what kind of strategies students of 1st high school use to get the main idea in the listening task. Also, those strategies are cognitive, metacognitive and socio affective. The conceptual framework describes listening, listening comprehension, listening for main idea and the different types of listening strategies. Listening skill is one of the most difficult aspects for my first group by noticing in the diagnosis since they receive and interpret all the information in the communication process of a foreign language. This research work also falls under the qualitative paradigm, specifically in the Participatory Action Research (PAR). PAR has been chosen as the research methodology in this work, as it aims to get students to participate actively, to modify their thoughts, habits, beliefs and ways of learning; likewise, to make them participants and managers of the research work, transformers of their reality and builders of their own change, as well as to promote a permanent dialogue with the research group.

In chapter 1 of this document I will briefly explain why I am writing this work, all the problems of the same, taking into account the context related to this problem as well

as the internal and external context, the object of study within the research, its justification; finally how this problem can impact on the first group middle school within a marginal urban context, in this chapter information of all the drastic changes that the students had since the return to classes due to the pandemic, starting with divided groups and after a while working with all their classmates that they did not know, is recovered.

In chapter 2 are all the theoretical references according to the meaning of listening as well as they are supported, what is listening comprehension and how I relate these factors to my first group, specifically the strategies of metacognitive, cognitive and affective strategies as well as my assumption or hypothesis where they allow me to start the thinking process, through which I will access to certain knowledge.

Moreover, in chapter 3 here will be the type of research that was carried out to give continuity to the research. Afterwards the next chapter 4 you will find all the activities applied to the first group with the investigated strategies as well as the results of the main problem in which I am really specific with the Kemmis Cycle giving as the first step is, describing (What do I do?), then informing (What does this mean?), then confronting (How did I come to be like this?), and finally reconstructing (How might I do things differently?).

Finally, there are the conclusions where the results of the research carried out with the 1st grade group are expressed. Eventually added in the conclusion there are the recourses and schedule activities with the annexes.

The following section presents the specific and general objectives of the research. They will be our route or guide for the activities to be carried out, thus giving directionality to the project.

-Based on the objectives, the evaluation of success or failure of the project is made.

Objectives

General objectives:

- ✚ Look for strategies in the development of English listening skills.
- ✚ Analyse the impact and the benefits of the listening strategies with 1st junior high school adolescent
- ✚ Prove the correct functioning of the listening strategies.

Specific objectives:

- ✚ Find out the significant improvement of the aspects of micro skills of listening through songs
- ✚ Seek for topic-related audios that gains with the topic of students
- ✚ Seek students' perception toward teaching micro skills of listening through song.
- ✚ Play English songs during class whereas students become familiar with the sounds (suggestopedia)
- ✚ Apply topic-related audio to help students develop the listening skill.
- ✚ Identify and extract the most important ideas from the topic and to develop the ability of listening students in the secondary school
- ✚ Identify and avoid the factors that affect listening skills

Chapter 1
Problem Statement

Problem Statement

According to (Sukirlan, 2013) English is a universal language, as the vast of people use it as a first or second language. As a first or second language. English has become a main basis for communication in every part of the world. In our country having knowledge of English allows us to have access to many opportunities for work and job success. Job opportunities and job success.

After several months of closure to stop the spread of the Covid-19 virus, the secondary schools reopen their school doors. The return of work to the secondary school "Homeland and Freedom" has been a challenge, starting with the educational reinforcement plan.

According to CEPAL 2020 SARS-COV2 appeared in China in December 2019 and causes a disease called COVID-19, which spread around the world and was declared a global pandemic by the World Health Organisation. It was an infectious disease. In education, this emergency led to the mass closure of face-to-face activities in educational institutions in more than 190 countries in order to prevent the spread of the virus and mitigate its impact. As a result of the shutdown, students took classes from home, connecting through videoconference meetings, giving a huge shift in the face-to-face nature of education.

Once I entered the 7th semester of my career and started my social service, I was working with 1st for face-to-face classes where the concern of the students was enormous. With the 1st A of secondary school because they did not know anyone of their classmates, they stopped attending classes since 5th grade, that is, they had to leave school and get used to another way of studying through the internet where not all students had the necessary resources to take classes.

In order to understand my students' problems with listening comprehension skills, a questionnaire was applied, with questions concerning listening comprehension.

My classroom experience and the opinions of the authors I have reviewed in this area suggest that difficulty in listening comprehension stems from four sources: I) the message to be heard, II) the speaker, III) the listener, IV) the physical context.

Most students have more difficulty when listening to a message than when reading the same message because they cannot control the speed at which it is spoken, whereas when reading the same message, they can control the reading time or they can go back to reread the text if they did not understand it; they can even consult a dictionary if they did not understand a word. When there are dictation exercises by the teacher or if the students dictate to each other I realise that there are specific areas of vocabulary that give problems.

My students of 1st grade that have problems hearing regular verbs in the past tense, especially if the sounds in which they end are aponic, for example: "work, watch, walk, etc. These verbs have the sound /t/ in the ending, and when the student is dictating, he/she does not distinguish the sound. For example if the dictation is: "I worked hard yesterday" they write "I work hard yesterday". Another example is the joining of words when speaking fast: what are you going to do tonight, sounds like "whadiyagunnadotanight? For the unpractised ear this is a big problem.

In this respect Ur (1984, p. 25) says that "Listening comprehension exercises are most effective if they are concerned with carrying out a specific task.

That is: the learner is expected to do something in response to what they hear and thereby demonstrate how well they understood" Ur also suggests some tasks for expressing agreement or disagreement, taking notes, drawing a diagram according to instructions, and answering questions.

Institutional dimension diagnosis

Before starting with the results of the interviews, I would like to comment on important aspects of how the school works with this new safe return to school. Describing that when the students arrive, their temperature is checked and they are given antimaterial gel when they enter. Once in their classrooms, the students are placed on their respective benches, which are spaced one meter apart to avoid crowds, in the 1st A group there are about 15 students per classroom.

In the management of the schedule is organized according to the fact that the students do not go on break, with 8 modules with classes of 35 minutes, for this I will attach an example of a schedule of teachers on Monday. (Appendix 1)

Instead, the fact that I have First grade, there are divided into two groups as I have already said, due to the pandemic situation, the first grade were divided in two the first group there are 15 students with one working online and the second group are 15 students.

The first group of 1st A was divided by roll numbers from 1 to 15, due to the fact that the groups were very small and each of the benches in the school had a metre distance, the attitude of the pupils was very reserved, they were very quiet and fearful, as during this division of groups, they did not have a break to socialise with their classmates, so they did not know each other and could not get very close to people, having a healthy distance.

The timetable was reduced to 35 minutes per class of 5 modules, with students leaving at 11am.

The second group of 1st A was organised from roll number 16 to 30, where the pupils already knew each other very little because they were in the same primary school, in this class there was a little more trust from the beginning because they already knew each other, however during the classes they continued to work in a very quiet and orderly manner.

During this period where the groups were divided it was forbidden to work in teams due to the healthy distance.

The average age of most of my students is between 12 and 13 taking into account that most of them haven't had any class and any exercise related to listening strategies, as a result I made interviews to them.

During the diagnosis and the interviews carried out in the secondary school Patria y Libertad, to the students of the first grade of middle high school, several questions were asked related to their experiences as well as their knowledge of English.

So, in the diagnosis who Buisán and Marín (2001), conceptualize it as "a process that tries to describe, classify, predict and explain the behaviour of a subject within the school framework. It includes a set of activities of measurement and evaluation of a subject (or group of subjects) or of an institution in order to give an orientation." (p.13).

That is to say, within this diagnosis, questions were asked about English, to evaluate the students' knowledge of English, with questions and exercises relating columns about greetings and farewells such as "hello, how are you" and vocabulary of days of the week and months, in which the results of the exam did not exceed a range of 3 correct answers, taking into account that those who had correct answers were because the diagnosis had options, since in the interviews the students answered that they had never had contact with English.

In the personal interviews with the pupils, questions were added such as

- -Have you ever had English lessons?
- -Have you listened to audios of native English speakers?
- -Do you like listening to English songs?
- -What is your favourite English song?
- -Do you like to watch films or series in their original language?
- Do you like English?

I made the diagnosis on September as a face to face classes by giving them the questions paper.

The results of the interviews of the 1st grade A group in the first one is that none of the 30 students have had English classes. For reasons such as "in primary school they didn't teach me" they all like songs in English, however they only like songs, as none of the students have listened to audio of native speakers talking or conversing.



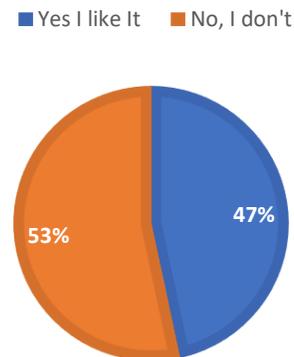
HAVE YOU LISTENED TO AUDIOS OF NATIVE ENGLISH SPEAKERS?



The results of the second question was based on an strategies related to real native audios in which students have to answer if they have heard audios about native speakers but 30 out of 30 students answer that anyone have heard any native speakers audio.

This question was based on whether the students had knowledge of any English words related to their favorite songs, of which only 14 out of 30 students said they liked English songs and the rest said they did not, because they like to listen to Spanish band music specifically.

DO YOU LIKE LISTENING TO ENGLISH SONGS?

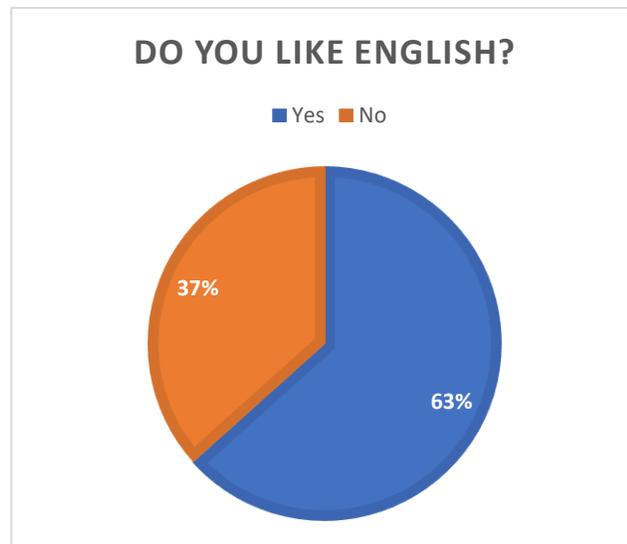


DO YOU LIKE TO WATCH FILMS OR SERIES IN THEIR ORIGINAL LANGUAGE?



According to the listener, listening to movies in their native language helps them to accustom their ears to the phrases, some expressions learning in an unconscious way for which none of the 30 students have seen a movie in their native language.

One of the most important questions is to know if they like what they are going to learn, however when it is basic education, they have to have basic elements to be able to choose their future, that is why this is one of the most important questions, to know if the students like English, according to the results 19 out of 30 students mentioned that they like it.



That is why I chose especially elementary high school where most of the students did not have an approach to the second language (English).

I chose the 1st grade of junior high school as, according to the diagnosis, the students' grades were very low, most of them had never had any contact with the second language, adding to the fact that the strategies used by the previous teacher did not allow them to go beyond copying, copying and translating, avoiding the students to relate the vocabulary and the subject to their lives.

Moreover, the teacher with whom they were working the first weeks in the Programa Escolar de Mejora Continua (PEMC) was working with a traditional methodology which is that the students are translating literally each of the words without making any relationship with what they live day to day.

According to Rodriguez P.A. (2020) this model of traditional strategies is based on the idea that learners should be passive receivers of information and learners are not particularly well prepared to memorise pure facts, this type of learning can be very difficult for some learners.

Delimitating location:

Through the practice's day in the school "Patria y Libertad #71" where is located in Blvd. Valle Escondido #42, Calacoaya, Cd. López Mateos, Atizapán de Zaragoza, Edo de Méx, it seemed as though it is a semi urban area context as it has characteristics such as leaning more towards the city than the countryside, its architectural structure is growing; therefore, one does not see large buildings of dozens of floors, but small buildings of up to five floors. According to (INEGI, 2014) the background characteristics of the localities and the urban environment are recorded in the 2010 Census of Population and Housing, it was determined to gather information in towns with 5.000 or more inhabitants, because in these and urbanization processes are observed. The information is captured by observing through a printed instrument called questionnaire of urban environment, with 16 variables.

In order to help me with the school materials, on the observation day I noticed that the school does not have resources to apply listening strategies since they do not have tape recorders, audios, or a book with its disk included to be able to relate it to the topics that will be seen, however.

According to the resources that I could notice related to listening in which I needed to be able to solve some of the strategies that I would need is that they did not have recorders, speakers inside the classroom to be able to have a loud and clear audio for the students.

In the Patria y Libertad school, there are three buildings separated equally for each grade, in the first one they are organised by grades, in the first building is located the principal's office and the teachers' rooms, then all the first grade rooms, inside this same building is also located the prefecture of 1st grade, the second building is organised with all the second grades and two groups of third grade, and the last building the rest of the groups of third grade.

Adding information during the pandemic situation the organisation of the groups has to changed, how?

When it was not pandemic groups in high school were more than 40 students per classroom, however with the pandemic this situation had to turn around completely to maintain the health protocol, the organization of the groups was to divide each group in half, that is to say that the students from 1 to 15 were group 1 and those from 15 to 30 were group 2, once divided in this way the attendance to school would be one day group 1 and the other day group 2 so that the classrooms would not be crowded and there would be no contagion of covid-19. For most of the students this was great news since they attended school every other day.

Temporary delimitating

The school year that began on August 30, 2021 where I started the research in 7th semester of the practice just a week later on August 6, starting with an observation of context classes that could give me information about the problem, I started with an observation of context classes that could give me information about the problems which were mentioned on the CTE , the facilities and the groups with which I was working, for a period of one month, 4 weeks and then 4 weeks from November to December, and finally in the 8th semester I continued from January 31st to April 1st, which was two months working with the first year students in each of their classes. During this period, we started the return of the complete groups, in order to be able to work on the topics more quickly and without repetition with the groups.

Justification

Abordar mas a fondo la justificacion del context el el grupo de primero

This traditional education needs to changes and restructuring, it is no secret that since the time of our parents the same teaching methods have been used (memorisation, one hundred to write a word, translation, repetition, etc.) and that these, although they have been questioned to a great extent, have not managed to go beyond the barrier of criticism to achieve an educational revolution that promotes new techniques in accordance with the reality of the globalised world in which we live.

The methodology commonly used in educational institutions as Freeman 2014 highlights that Traditional Learning is in which is characterized by continuous exposure and no change on the part of the instructor.

In this methodology, the student's activity is limited to taking notes and/or asking occasional and unsolicited questions to the instructor. Therefore, the student assumes a rather passive role in the classroom.

Moreover "Listening is the ability to accurately receive and interpret all the information in the communication process" (Malcova, 2020, p. 187-189). Listening is an important skill to develop because it is the skill of understanding of spoken language (Shariyevna, 2020, págs. 643-646). In addition, listening is a receptive skills when the learners have to collect all the necessary information to build up the knowledge and then they can use all that information in the language (Odilovna. 2020, págs.2).

Therefore, hear is the action of a sound that is to come from the ears and it is a natural process because a person can hear every single sound and he do not to pay attention of specific information that person just hears something (Andrew, 2019).

The process of listening occurs in five stages; listeners are hearing when there is a perception of sounds and this perception is known as attention, understanding it means recognizing symbols that students have heard and create meanings, remembering in which the listeners receive and interpret the message as well, evaluating determines the presence of bias and prejudice in a message and responding, it means the listeners receive complete the message and the information is already understood (Tyagi, 2013). In addition, listening is a vital component of the oral communication and is an essential part of the communication process (The listening skill).

Social Impact

My main social impact on the 1st grade group is that the students can answer basic English questions such as "how are you?" what is your name, where are you from, basic vocabulary that allows them to communicate with people from different cultures so that the students feel they have the opportunity to develop skills that will make them grow.

If students gradually learn vocabulary along with the sounds of the words they learn, they will find it easier to develop their ability to learn English by gradually identifying the sounds of the words. According to Gilakjani and Sabouri (2016) listening is one of the most difficult skill for students who learn English as a second language. Listening is important for learners because they acquire it, improve in pronunciation and know different accents where learners can understand the content of the listening and share the message (Mody, 1991, págs.)

There are some components that a student has to take into account when he develops listening skill such as hearing, understanding, remembering, interpreting and responding (Brownell, 2015 págs.6) Everybody hears, understands, remembers, interprets and responds in different way when a native speaker talk. For this reason, students have to learn more vocabulary for developing listening (Ahmadi, 2016, págs.7).

Chapter 2
Theoretical references

Theoretical references

Listening

The process of the 1st grade students to learn through listening as we could observe in the diagnosis prevents them from learning, however they do not realize that through listening strategies comprehension is easier. The process of listening is often contrasted with hearing. Lundsteen considered hearing a physical act and listening a mental act. Hearing that students had to do with our physiological capacity to receive and process sounds (1979, p. xv). Problems with our ability to hear could hinder our listening. Hence, it behooves each of us to have our hearing checked if we think it could be affecting our ability to listen. In contrast to hearing, listening has to do with assigning meaning to the stimuli received by our brain. To listen, according to Nichols and Lewis, is to attach "meaning to the aural symbols perceived".

Kemmis and McTaggart (2005), while admitting that there were earlier "actionist" approaches, track the evolution of PAR in terms of generations beginning with Lewin whose work and reputation they describe as giving "impetus to the action research movements in many different disciplines" (p. 272).

The second generation built on a British approach to action research in organizational development conducted by researchers such as John Elliott and Clem Adelman. The third generation was initiated by researchers from Australia and parts of Europe who advocated for more critical emancipatory approaches. Meanwhile a fourth generation, participatory action research, evolved in developing countries advocated by researchers such as Paolo Freire who demanded a more "actionist" approach, and that participatory action researchers should connect their research to broad social movements (Kemmis and McTaggart)

Participatory Action Research

Depending on their focus and their different "birth disciplines", writers offer different definitions of PAR. PAR is not necessarily distinguishable from other methodologies by the theories or methodological or conceptual frameworks that inform them, rather, it differentiates itself because of "who defines research problems and who generates, analyses, represents, owns and acts on the information which is sought" (Cornwall & Jewkes, 1995, p. 1968). Cornwall and Jewkes (1991) suggest that it is in asking "who?" that we facilitate a close examination of the meaning of PAR. Reason and Bradbury (2008) see PAR as active "living inquiry that aims, in a great variety of ways, to link practice and ideas in the service of human flourishing" (p. 1). They further describe PAR as,

A participatory process concerned with developing practical knowing in the pursuit of worthwhile human purposes. It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities (p. 3).

This definition captures several important attributes of PAR -the concern for collaboration while tackling social issues, Freire's action, and reflection, but it is the result of PAR, that is, the flourishing of the individual that I find most striking PAR is a qualitative approach to inquiry that builds capacity, focuses on community development, empowerment, access, social justice, and participation; is democratic, equitable, liberating and life-enhancing, providing agency and giving voice to those in society who are marginalized from power and resources. PAR aims to contribute to knowledge construction and to bring about social change and or transformation (Kemmis, Stephen, and McTaggart, Robin, 2005, Lykes, Hershberg and Brabeck, 2011, MacDonald, 2012, and Stoudt, B. G., 2009). One example of its use for knowledge construction is that suggested by Sappington, Baker, Gardner and Pacha (2010), who propose action research as a signature pedagogy in education. Action research is therefore seen in their study as a teaching method. They suggest that PAR can be "a teaching-learning strategy that sharpens the students'

awareness of the gap between existing conditions in schools and prospects for significant improvement" (p. 250).

Reason and Bradbury (2008) derive five interdependent characteristics of action research illustrated in figure one below. They posit that these characteristics while building on the "language turn", in which research focused on the social construction of knowledge, at the same time suggest a move beyond it to a "participatory turn" and an "action turn" which challenges the researcher to "consider how we can act in intelligent and informed ways in a socially constructed world"

Relation between PAR and the Kemmis cycle

Participatory action research (PAR) has been described in much the same way as action research with little to distinguish the two, depending on whom you are reading. PAR has also been used as an acronym to remember the process: Planning a change, Acting and observing the process and consequence of change, Reflecting on these processes and consequences, and then replanning, acting and observing, reflecting, and so on ... (Kemmis & McTaggart, 2000, p.595, bold added) With reference back to my first involvement in action research, even though each group in the organisation followed the above format, it was surprising how different my experiences were as I worked with them to set up their projects. It ranged from large-scale work reviews involving all staff in a department, through to trying to resolve quite specific technical problems working alongside only one or two individuals. Some projects moved very quickly and others felt as though they were always struggling to get started.

Meaning of skill

Learning English involves all four language skills which are fundamental to speak and understand a language. These four skills are listening, reading, speaking and writing.

These skills are divided into receptive and productive skills: listening is a receptive skills due to involving, receiving information and so they are called the receptive skills. Speaking and writing are known as the productive skills because

they involve producing words, phrases, sentences and paragraphs as well as reading. Holmes B. 20219 mentioned that developing receptive skills can be particularly challenging especially when communicating with a fluent or native speaker. Although starting a conversation may be done with relative ease, maintaining one poses greater challenges. Most likely learners may not recognize features of connected speech or idiomatic language which may lead to an unsuccessful interaction.

Productive language skills consist on; the learners' abilities to efficiently write and speak in a foreign language. It seems a great deal more difficult to accurately produce language forms, whether in oral or written form, than simply to understand a language.

Strategy

Research on Language Learning Strategies In the field of learning strategy research, language learning strategies can be defined as “strategies that contribute to the development of the language system which the learner constructs and affect learning directly” (Rubin, 1987, p. 23). O’Malley and Chamot (1990) described learning strategies as “the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information” (p. 1). It has been documented that language learning strategies not only promote language learning but also contribute to increased learner-directed learning. Therefore, research on language learning strategies can produce insights that can better guide language learners. Several early studies on language learning strategies were carried out to identify what kinds of learning strategies are effective for language learning. For instance, O’Malley and his colleagues (O’Malley et al, 1985; O’Malley & Chamot, 1990, among others) examined the use of strategies by learners of English as a Second Language (ESL) and categorized the strategies into three groups: metacognitive strategies, cognitive strategies, and socio-affective strategies. Metacognitive strategies are used to plan for learning, reflecting on the learning process, monitoring one’s production or comprehension, and evaluating learning after an activity is completed (Purpura, 1997). Cognitive strategies are employed while learners carry out specific learning tasks. Socio-affective strategies are concerned

with social mediating activity in interactions with others. As such, some of the socio-affective strategies can also be referred to as communication strategies.

In an attempt to facilitate research on LLSs, Oxford (1990) designed the Strategy Inventory for Language Learning (SILL), which is a self-report questionnaire that can be used to investigate the use of strategies by language learners in a variety of settings. In the SILL, language learning strategies are grouped into six categories: memory strategies for storing and retrieving information, cognitive strategies for language comprehension and production, compensation strategies for overcoming constraints in language learning, metacognitive strategies for planning and monitoring learning, affective strategies for controlling emotions and motivation, and social strategies for cooperation with others in language learning. This instrument has been used extensively in research on LLSs (e.g., Hong-Nam & Leavell, 2006; Nisbet et al, 2005).

Listening Micro skills

According to Richards (1983), the aim of teaching listening comprehension is to provide opportunities for the learner to acquire particular micro-skills. He presents a taxonomy of listening skills mentioning some micro-skills which were taken from a variety of sources, including needs analysis, discourse analysis, and related research (e. g., Clark and Clark 1977, Leech 1977, Schank and Abelson 1977, Marslen-Wilson and Tyler 1980, Dore and McDermott 1982, Clark and Carlson 1982). The next table shows micro-skills for listening comprehension.

Table 1: Listening micro-skills (Taken from Richards 1983, p.219 -240)

Micro-Skills: Conversational Listening

- Ability to retain chunks of language of different lengths for short periods.
- Ability to discriminate among the distinctive sounds of the target language.
- Ability to recognize the stress patterns of words.
- Ability to recognize the rhythmic structure of English.

- Ability to recognize the functions of stress and intonation to signal the information structure of utterances.
- Ability to identify words in stressed and unstressed positions.
- Ability to recognize reduced forms of words.
- Ability to distinguish word boundaries.
- Ability to recognize typical word order patterns in the target language.
- Ability to recognize vocabulary used in core conversational topics.
- Ability to detect key words (i.e., those which identify topics and propositions).
- Ability to guess the meanings of words from the contexts in which they occur.
- Ability to recognize grammatical word classes (parts of speech).
- Ability to recognize major syntactic patterns and devices.
- Ability to recognize cohesive devices in spoken discourse.
- Ability to recognize elliptical forms of grammatical units and sentences.
- Ability to detect sentence constituents.
- Ability to distinguish between major and minor constituents.
- Ability to detect meanings expressed in differing grammatical forms/sentence types (i.e., that a particular meaning may be expressed in different ways).
- Ability to recognize the communicative functions of utterances, according to situations, participants, goals.
- Ability to reconstruct or infer situations, goals, participants, procedures.
- Ability to use real world knowledge and experience to work out purposes, goals, settings, procedures.

- Ability to predict outcomes from events described.
- Ability to infer links and connections between events.
- Ability to deduce causes and effects from events.
- Ability to distinguish between literal and implied meanings.
- Ability to identify and reconstruct topics and coherent structure from ongoing discourse involving two or more speakers.
- Ability to recognize markers of coherence in discourse, and to detect such relations as main idea, supporting idea, given information, new information, generalization, exemplification.
 - Ability to process speech at different rates.
 - Ability to process speech containing pauses, errors, corrections.
 - Ability to make use of facial, paralinguistic, and other clues to work out meanings.
 - Ability to adjust listening strategies to different kinds of listener purposes or goals.
 - Ability to signal comprehension or lack of comprehension, verbally and nonverbally. Micro

Skills: Academic Listening (Listening to Lectures)

- Ability to identify purpose and scope of lecture.
- Ability to identify topic of lecture and follow topic development.
- Ability to identify relationships among units within discourse (e.g., major ideas, generalizations, hypotheses, supporting ideas, examples).
- Ability to identify role of discourse markers in signaling structure of a lecture (e.g., conjunctions, adverbs, gambits, routines).
- Ability to infer relationships (e.g., cause, effect, conclusion).
- Ability to recognize key lexical items related to subject/topic.

- Ability to deduce meanings of words from context.
- Ability to recognize markers of cohesion.
- Ability to recognize function of intonation to signal information structure (e.g., pitch, volume, pace, key).
- Ability to detect attitude of speaker toward subject matter.
- Ability to follow different modes of lecturing: spoken, audio, audio-visual.
- Ability to follow lecture despite differences in accent and speed.
- Familiarity with different styles of lecturing: formal, conversational, read, unplanned.
- Familiarity with different registers: written versus colloquial.
- Ability to recognize irrelevant matter: jokes, digressions, meanderings.
- Ability to recognize function of non-verbal cues as markers of emphasis and attitude.
- Knowledge of classroom conventions (e.g., turn taking, clarification and requests).
- Ability to recognize instructional/learner tasks (e.g., warnings, suggestions, recommendations, advice, instructions).

These listening micro-skills for listening comprehension can help teachers to identify the micro-skills that would be most crucial for learners to develop in relation to the learning objectives. Brown (2001) states that through a checklist of micro-skills learners can get a good idea of what their techniques need to cover in the domain of listening comprehension.

With these skills I can plan a specific technique or listening module, the list of listening micro-skills helps to focus on clearly conceptualize objectives. In terms evaluation listening microskills can become testing criteria. In order to determine which micro-skills should be practiced, Field (2010) proposes an approach based on micro-listening exercises which practice individual micro-skills of listening.

These micro-skills are seen as competences that native listeners possess and which non-natives need to acquire in relation to the language they are learning. Some examples of such competences involve mastering the auditory phonetics, word-identification techniques, patterns of reference, and so forth. In addition, Richards (1983) states that in teaching listening, teachers can manipulate the input or the tasks set for the learner. This manipulation is directed toward developing particular micro-skills. According to McDonough and Shaw (2003), micro-skill components are different components of sound processing mechanisms. They also add that micro-skill components are the analysis of language sound consisting of linking and weak sounds.

What is an activity

Activity became a radical form of interpretation of the nature, structure, and functioning of psychological processes. Activity became the paradigm for study as the object of general psychology (Leontiev, 1984). Activity became the methodological scheme for research in applied fields of psychology, such as educational and developmental psychology (Leontiev, 2010). Psychological development or cultural development, according to Vigotsky, can take place only within different kinds of cultural activities, in which the child takes part during their ontogenetic development. Not verbal communication by itself and as itself, but specific cultural activity directed to a goal and accompanied by non-verbal and verbal communicative means would lead to further psychological development. Introduction and formation of new actions would be a fundamental task of psychological development and education (Talizina, 2018).

Activity is the events that students are made to carry out with various concrete materials in order to make a concept, a rule understandable easily (Koç et al., 2020). Started by Diane Bricker from the University of Oregon and her colleagues, Activity Based Teaching (ABT) is teaching structure which is in a significant and natural relation with behaviour, where the stimulants are used before and after behaviour, offering learning opportunities to child before he interferes on his own and where the certain objectives are taught by putting into the activities formed before depending on the interests of child (Pretti-Frontczak, Barr, Macy &

Carter, 2003, Pretti-Frontczak & Bricker; 2004; Özen & Ergenekon, 2011). Activity-based teaching process comprises a style of teaching which is task oriented, learner centred, based on skill and perception, benefitting from the activities where various teaching techniques and methods are used. The purpose here is to attain the skills of analysing, applying and synthesizing and it is not regarded as the fact that students obtain the knowledge and adopt it.

Activity-based teaching is a method teaching students how to think with their thinking structure peculiar to them, facilitating to find practical solutions for the problems they experience, making children in the developmental age attain self-confidence in order to facilitate learning (Hee, 2005). Activity – based teaching approach is one of the constructivist learning approaches which student can use in an active learning environment in the process of positive attitude and value attainment (Aktepe, 2010). In training teachers as a preservice education aiming at constructivist learning approach, it is of importance to deal with theoretical and application dimensions. In this way, the activities developed with the components of active learning will lead to a more effective learning by including application dimension as well as theoretical knowledge and student will reach form their own concepts with these activities and reach knowledge directly (Özden, 2009).

Differences between Strategy, Activity

Strategy originated from the necessity of peoples to defeat their enemies. Without enemies, the need for military strategy is non-existent. Keniche Ohmae, acclaimed Japanese business strategist and author of *The Mind of the Strategist*, has said that the sole purpose of strategy is to enable a company to gain, as efficiently as possible, a sustainable edge over its competitors. When no competition exists, there is no need to strategize. In business, the activities executed in an environment featuring a lack of competition are categorized as operational.

The Origins of “Strategy”

As for strategy, close cousins of the word were already in use. There were at least two important derivations from the original *strategía* in the lexicon prior to 1771. The first, which was well-established, was *stratagem*. Strategy and *stratagem* had the same origins but over time developed separately.

The Oxford English Dictionary (an invaluable source on these matters) identifies *stratagem*'s first English use in 1489 in a military sense (“Whiche subtilites and wylis are called Stratagemes of armes”). It soon came to refer to any cunning ploy or ruse, in some ways suffering the same fate as the modern strategy as a term with a military meaning that became adopted more generally. This can be seen in Shakespeare. In “All’s Well That Ends Well,” it is used in a military sense (“If you think your mystery in *stratagem* can bring this instrument of honour again into his native quarter, be magnanimous in the enterprise and go on”) and then in a wider sense (“for the love of laughter, let him fetch his drum; he says he has a *stratagem* for’t”).

Samuel Johnson referred regularly to *stratagems*, in a wide and not uniquely military way. *Stratagem*, however, not only remained an essential element in the art of war, but also there were a number of derivations, identified by the Oxford English Dictionary, in use from the 16th through the 18th centuries — *stratagematic*, *stratagematical*, *strategematist*, and *stratagemical*.

Methodology

Methodology: Strategising your approach

Your methodology will inform the methods that you use to answer a particular research question. Deciding on a methodology before you commence your research journey will guide which types of data collection and analysis methods you will use along the way. In short, your methodology underpins the theoretical rationale for the approach you take, as well as the prism through which you consider your analysis.

Most broadly, examples of this could be quantitative research and qualitative research. Each of these includes a set of commonly used methods, yielding particular types of data, which will dictate how you analyse these data.

Method: Doing the work

Your method describes how you collect your data. When written up (aptly, in the Methods section of the paper), your methods should contain enough information to allow other researchers to reproduce your work and results. The extent to which your methods are effective in enabling the reproducibility of your research is a testimony to the robustness of your work.

Examples of methods would be interviews or specific experiments, all of which would essentially give you a guide as to how you can answer your research question. These will be underpinned by protocols, describing how you will practically carry out this work in a step-by-step fashion.

Methodology vs. Method: How to write them up

If you are publishing in a field where your methodology is not a given (for example, STEM disciplines almost exclusively deal in quantitative methodology), then reporting your methodology is something to consider – the journal may even ask for it. In this case, report the methodology you are using, and make sure that you go into the rationale for choosing this.

Your methods, on the other hand, should read it almost like a step-by-step guide, and have to be detailed enough for others to recreate your process.

Method can be considered as a way of learning that must be taken to realize the plan that has been a teacher in real and practical activities in the classroom to achieve learning activities. Thus, the strategy is “a plan for achieving goals” while the method is “a way for achieving goals”. Method is a settled kind of procedure, usually according to a definite, established, logical, or systematic plan. Method is a general way in which activity is conducted. A method is a plan for presenting the language material to be learned and should be based upon a selected approach.

Teaching method: refers to how you apply your answer from the question stated in teaching approaches to your day to day instruction in front of your students. Method is defined as a habitual, logical, or prescribed practice or systematic process of achieving certain and results which accuracy and efficiency, usually in a preordained sequence of steps. A method is how to carry out these assumption and theories (how). A method is a set of procedures that describe how to teach a language. A method is the way you apply these theories and principles. A method is an overall plan for the orderly presentation of language material, no part of which contradict, and all of which is based upon the selected approach. There are many methods of learning: lecture, demonstration, discussion, simulation, laboratory, field experience, brainstorming, debates, symposium, and so forth.

Technique:

Technique is the various methods and process developed through knowledge, skill, and experience. Technique is a very specific, concrete stratagem or trick designed to accomplish an immediate objective. Technique is a procedure or skill for completing a specific task. Teaching technique: these are little sneaky tricks we all know and use to get the job done in the classroom. Technique means a systematic procedure, formula, or routine by which a task is accomplished. Techniques are steps to achieve certain goals. Technique is a classroom device or activity and it is more specific than method. A technique is the tools and task you use to make your method succeed. A technique is implementation. Techniques must be consistent with a method and therefore in harmony with an approach. Technique is a practical method or art applied to some particular task or skillfulness in the command of fundamentals deriving from practice and familiarity. Learning techniques is the way in which teacher in carrying out the method of learning.

Listening Comprehension

Listening Comprehension has an important role in language acquisition. According Hamouda (2013) acquisition happens when learners have sufficient comprehensible input, this means learners have the ability to recognize and understand what others are telling. In addition, this process includes understanding a speaker's pronunciation, grammar, and vocabulary, but the most important

understanding of meaning. On the other hand, listening is the complex process which learner receives what speaker says, making and showing meaning through interpretation to provide new ideas, opinions or concepts of what it was said. On the other hand, listening is an interpretive process because listeners have to decode the message and interpret it (Lynch, T & Mendelsohn 2013, págs 190-206). As students identify the sounds in words, they will be able to relate them to something they know, as well as produce them in conversation.

Listening is crucial in communication, because it is the most frequently used skill in the language classroom and daily life. According to Mendelson (1994)' of the total time spent on communicating, listening takes up 40-50%; speaking 20-30%; reading 11-16%; and writing about 9%' emphasizing in the importance of listening in language learning as the only channel of language input easy to process as spoken language, received through listening with more fluent and productive skills. However, for this reason, listening comprehension is an interactive process in which listeners are involved in constructing meaning. In addition, parsing is one of the most important phrase in the listening comprehension because the words, phrases, clauses or other linguistics units construct meaningful mental representations that help listeners to understand the main in the listening texts (Bao, 2017).

The four types of listening strategies

There are four types of listening strategies are namely cognitive, metacognitive, social, and affective strategies, serve different aspects of comprehension achievement. This understanding is based on both scholarly discussion of, and research efforts into, listening instruction and practice. Cognitive strategies, which make use of learners' knowledge in processing text meaning, provide greater depth of interaction with the text, including the ability to ignore irrelevant information. Compared with metacognitive strategies, however, these skill types are considered less efficient as they involve lower processing practices such as translation, repetition, and summary. Within this awareness, there has been an appeal for more research into the relationship between learner knowledge and mental translation (Vandergrift, Goh, Mareschal, & Tafaghodtari, 2006). Metacognitive strategies, which are considered the most reliable predictors of

listening skills development in metacognition, denote the ability to reflect on and control one's own learning. Recent research into metacognition has provided evidence that effective listening performance can happen through classroom instruction to assist learners' mental process in coping with listening materials (Rost & Ross, 1991).

Researchers also discover that successful learning comes from the ability to combine different strategies to meet various tasks and situations (Rahimi & Katal, 2012) and that more skilled learners tend to apply these types of skills intensively, especially monitoring comprehension through evaluating information and questioning for clarification (Alavinia & Mollahosseini, 2012). Social strategies and affective strategies are closely connected and thus often discussed together. This is because individual feelings and social relationships are mutually connected parts of the L2 learning process. Empirical studies on these types are less frequent compared with that on cognitive and metacognitive strategies. Research on socioaffective ability shows that the lack of social sympathy in the classroom often intimidates learners from asking questions during the listening process (Serri, Boroujeni, & Hesabi, 2012).

It also shows that socioaffective strategies can help learners stay motivated and well-focused, as well as control emotion, communicate with peers, and get help from them (McCombs, 1982, 1988). Studies on metacognitive instruction have confirmed positive values in the effect of visuals (Kim, 2004), the use of videotexts (Gruba, 2006), and the role of technology in learners' ability to mediate listening scripts (Robin, 2007).

Overall, research on listening strategy instruction clearly indicates that such training often leads to positive results in improving comprehensibility (see, for example, Rost & Ross, 1991). A study on students' learning improvement based on strategy training (O'Malley & Chamot, 1990) adds more nuance to the above understanding by showing that such training only works if a text is not too difficult and students have some prior knowledge of the listening content. Another project by Ozeki (2000) contributes a good idea to strategy instruction by highlighting the need to identify students' existing listening strategy use knowledge prior to the

training plan. Other studies have proven the value of modeling, peer discussion, selective attention, anticipation, and note-taking in improving learners' comprehension (Vandergrift, 2003).

Other areas of attention comprise opportunities to explore various strategies and genres, providing timely feedback, being goal-oriented during practice, developing self-regulated strategies without distraction, understanding context-specific strategies (Goh & Taib, 2006), participating in real-life communication (Jou, 2010), developing a performance checklist, as well as focusing both on the process and product of listening (Vandergrift, 1999). The social climate of the classroom also plays a role in training learners with listening motivation, efficiency, and autonomy.

Metacognition and metacognitive strategies

Metacognition is one of the skills that I noticed that the first year group struggled the most, since it is based on the fact that when the students are listening to an audio, they take notes of what they are understanding or what they consider important, however, at the beginning I could see that the students did not do any of that.

Research mentions that metacognition, which literally means transcending knowledge was defined by Flavell (1976:237) as 'knowledge concerning one's own cognitive processes or products'. This knowledge involves an awareness by learners of their learning behaviours, of the tasks they face, and of their own needs and abilities. This interpretation of metacognition was expanded by Brown (Brown 1978, 1980, 1981; Brown and Palincsar 1982; Baker and Brown 1984) to include two main components: knowledge about cognition' and regulation of cognition'. Jacobs and Paris (1987) refer to these two dimensions of metacognition as self-appraisal of cognition and self-management of thinking. The second aspect of metacognition, the regulatory or executive aspect refers to the deliberate, conscious control of one's own cognitive actions' (Brown 1980:453). This control is exercised through the planning, monitoring and checking activities necessary to orchestrate cognition. Such activities are carried out through the use of metacognitive strategies.

The first distinction is the metacognitive category. Metacognition can be defined as the individual's consciousness regarding the thinking process and the ability to control the process. In terms of metacognitive strategies, Chamot and O'Malley (1990: 68) define the category in terms of when the learner knows which strategy to use in different learning situations. A great deal of learning in school takes place through writing in which the metacognitive strategies are of importance (Taube, 2002). Metacognitive strategies include the planning and evaluation of the students' work which they should themselves correct. The students' own reflection regarding their learning process is crucial in order for the students to develop their language skills further.

Cognitive strategies

The second category involves cognitive strategies which involve problem solving and analytic processing. This category involves strategies where students associate new information with previous learnt knowledge. These strategies can be taking notes, prediction of conclusions and understanding of different contexts. Cognitive strategies are used with regards to the learners' own preferences. They mentally or physically wield the material to be learnt in a way which they know has worked for them before, such as for instance applying a certain technique. Every learner has their own learning preference such as being visual, auditive or kinesthetic (Chamot and O'Malley, 1990). I was able to observe all these characteristics with my 1st A class, that is to say that not all 1st A students learn through the same stimuli of the same senses or types of perception, but there may be people who learn more easily what they hear (auditory learning), or what they see (visual learning) or what they feel with their touch (kinaesthetic learning).

Affective and Social strategies

The third category involves socio-affective strategies. According to the British Council (British Council [www]) socio- affective strategies are the learning strategies which are concerned with the management of emotions and attitudes. The correlation between affective strategies and learning is not so clear although a positive affective environment helps learning in general. An example would be to reduce anxiety levels in the classroom with different relaxation techniques. As a

general statement, the learning environment needs to be in a safe zone where learner errors are seen as manifestations of affective progress instead of something unacceptable. The teacher can encourage learners to identify achievable aims through group work or personalized activities. Strategies such as listening, giving feedback and asking for help when needed are of importance. They are linked with whether the learner has the confidence to use the language or not. The classroom environment is usually a safe and controlled environment in which students dare to practice these different strategies (British Council [www]).

Oxford (1990) has elaborated on Chamot and O'Malley's (op cit) three-division taxonomy in order to improve and further refine the classification. Oxford has created a six-factor model which is hierarchical, with a distinction between direct and indirect strategies, each of which has been broken down into three subcategories. Furthermore, Oxford developed an interpretation of SILL (Strategy Inventory for Language Learning) to measure learners' self use of strategies. Research has provided support for Oxford's model which more convincingly accounts for the data than O'Malley and Chamot's model. This might not come as a surprise since the SILL model is constructed to measure six rather than three factors (Ellis, 2012). As set out in Ellis (2012), the chart below displays both taxonomies in order to leave an overview of the most commonly used classifications of strategies in language learning:

O'Malley and Chamot (1990)	Oxford (1990)
<p>A) Metacognitive strategies, e.g. "selective attention" (deciding in advance to attend to specific aspects of language input)</p> <p>B) Cognitive strategies, e.g. "inferencing" (using available information to guess meanings of new</p>	<p>A) Direct</p> <ol style="list-style-type: none"> 1. Memory strategies, e.g. "grouping" (classifying or reclassifying materials into meaningful units). 2. Cognitive strategies, e.g. "practicing" (repeating, formally practicing, recognizing and using formulas, recombining and practicing naturalistically).

<p>items, predict outcomes, or fill in missing information)</p> <p>C) Social/ affective strategies, e.g. "question for clarification" (asking a teacher or another native speaker for repetition, paraphrasing, explanation and/or examples).</p>	<p>3. Compensation strategies, e.g. "switching to mother tongue"</p> <p>A) Indirect 1. Metacognitive strategies, e.g. "setting goals and objectives"</p> <p>2. Affective strategies, e.g. "taking risks wisely"</p> <p>3. Social strategies, e.g. "asking for clarification or verification"</p>
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Two taxonomies of learning strategies (Ellis, 2012:152)

As in the chart in the group of first grade most of them the used to apply as Oxford says, a memory strategy instead of selective the attention to specific aspects.

We can see the difference that Oxford was the opposite of educational system because they used to apply memory strategies, repeating and translating the opposite as our objectives.

The most useful here as O'Malley and Chamot was to give a context on first grade in which stentd need to select their attention to specific aspects and by using available information to guess meanings of new items, predict outcomes, or fill in missing information.

Suggestopedia

Suggestopedia, a combination of "suggestion" and "pedagogy" is a teaching method used to learn foreign languages developed by the Bulgarian psychiatrist Georgi Lozanov, It is also known as deguggestopedia.

First developed in the 1970s, suggestopedia utilised positive suggestions in teaching language. In 1978, Lozanov presented the method to a commission in Paris at UNESCO.[4] Two years later in 1980, UNESCO issued their final report with various mixed views on of the theory. On the one hand, it affirmed

suggestopedia as a language learning technique for second-language speakers, but the report also included various criticisms of the theory. This one was one of the most useful methods during my professional practices due to the happiness of my students when I used this strategy.

In the other hand suggestopedia method improved students' listening skill in English language. It makes use of dialogs, situations, and translation to present and practice language, and in particular, makes use of music, visual images, and relaxation exercises to make learning more comfortable and effective (Richards, et.al.,1990)

Listening strategies

The category of the listening strategies are: metacognitive, cognitive and affective strategies (Bei & Xinguang, 2017, p. 75-82). In addition, this authors say that metacognitive strategies allow to students to think about their study how their learning is, cognitive strategies when the students can infer the information in the recording and the affective strategies help the student to improve their self-confidence and overcome the anxiety during the listening.

On the other hand, successful listening involves metacognitive and cognitive strategies (Vandergrift, 2008, p. 84-102). In addition, metacognitive strategies are important because the students learn to listen effectively and critically even though listening is an interactive process (Zheng, 2018, p. 226-231). On the other hand, cognitive strategies are important because students can grasp the new information form the recordings (Gilakjani & Sabouri, 2016, p.123-133).

The bottom up approach is very useful in listening because the students can ask themselves about what they have heard about the recording, students can recognize what they should understand form the audios (Vandergrift,2007, p.11-13). On the other hand, listening is difficult and cognitive skill to develop because it is developed in an implicit nature (Vandergrift, 2011, p.455). In addition, listening is a process in which students have to pay carefully attention to the target language and grasp the information as much as they can because of the speed of the recordings.

Top- down is another useful strategy in listening because this is related to the background knowledge in which activate a set of expectations that help to students to interpret what is heard and anticipate what will come (Tyagi, 2013). In addition, top down strategy is important because the listeners can develop the real-life listening activities that help students to grasp the main idea easily (Villegas, 2013). On the other hand, listeners have the opportunity to use the previous knowledge of the context and situation that include things related to the topic and it helps to the students to understand the message (Mejia, 2009).

Listeners are engaged in a variety of mental process and they make an effort to understand the message from oral tasks (Vandergrift, 2007, p. 191-210).

This mental process, which is activated with purpose to understand new information especially in listening, and oral texts are referred to learning the different strategies (Kupper, O'Malley & Chamot, 1989, p. 418-437). Focusing more in the mental process for learning listening, metacognition is an essential part of that process which is referred to the ability to reflect, understand and control students' themselves learning (Schraw & Sperling, 1994, p. 460- 475). Moreover, metacognition is divided in two components: knowledge of cognition and regulation of cognition, and he also says that an aspects related to metacognition is metacognitive accuracy which is an ability that accurately predicts the outcome in a particular task (Scott & Levy, 2013, p.120-131).

Last but not least Suggestopedia, also known as Desuggestopedia, is a method developed by the Bulgarian psychiatrist-educator Georgi Lozanov. Suggestopedia is a specific set of learning recommendations derived from Suggestology, which Lozanov describes as a "science ... concerned with the systematic study of the nonrational and/or nonconscious influences" that human beings are constantly responding to (Stevick 1976: 42). Suggestopedia tries to harness these influences and redirect them so as to optimize learning.

Since the students are not in touch English as a means of communication only in translation, they can not see English as another culture, where they can relate their personal, physical and psychological aspects.

This same translation methodology prevents students from being able to identify the simplest things that will help them to continue, such as grammatical functions: pronouns, verbs, verb complements, etc. If they do not understand them, it will be very difficult for them to continue.

Within what I count, pedagogically all the knowledge of English to be able to answer any doubt of the students, as well as some of the essential materials mentioning flash cards of objects and verbs in English.

Conversely, what I lack and one of the most important aspects that I need to be able to apply my subject is that the students participate, however it is not completely in my hands, but I can do activities related to intrinsic motivation.

So Which strategies of listening are better for students with a low knowledge of English?

In the study of the Journal of Memory and Language showed that it is much more effective to listen to the sounds of the new language you want to learn in silence before pronouncing them so that our perception is not distracted from the exact phoneme and sound that the word produces, and, instead of memorizing it, we can assimilate it.

In an article published by Behzad Barekat (2014), with the title "The effect of authentic and inauthentic materials in cultural awareness training on efl learners "listening comprehension ability" the author has a qualitative and quantitative approach in which a level test was used as a methodology, the population was 60 students, using as an instrument a Placement and Listening Test, whose results were processed, obtaining as a conclusion that the authentic auditory material is more effective than the non-authentic auditory material in students.

It can be corroborated that with the present investigation that learning is limited due to the lack of adequate application of listening strategies by the teacher, therefore, this becomes a problem when developing this skill in the English language, This problem is produced primarily by the little use of auditory material because sometimes the teacher does not plan adequately or forgets that the auditory practice is of utmost importance for students so that in the future students

do not have any problem, however today there are a variety of resources that help in teaching a foreign language such as English and thus make learning it more enjoyable.

Hypothesis

The central purpose of this study is to verify the truth that listening some appropriate English materials has some effects on improving students' oral English.

Moreover, if the teacher seeks of listening strategies background with some of the activities to analyze and to practice vocabulary, students will acquire the knowledge of the second language in an easiest form.

This study draws on insight from listening and speaking classes of two parallel classes, and it is hoped that this tentative study might shed some light on further research in this field. Research shows that listening has proved to be a very effective tool to improve students' listening skill. A tentative proposal is put forward to compare the students' results of the final test in two parallel classes (one is experimental class, the other is control class) and investigate whether listening has some effects to make students' oral English more authentic. The following hypotheses are therefore formulated: Students' listening comprehension ability and their strategies English ability are correlated. Since listening has some positive effects on improving students' vocabulary English ability, teachers who bring listening and audio-visual materials into their oral English class are likely to have better teaching results.

Furthermore, students will be able to identify words such as vocabulary in English related to their context improving their listening skills.

Chapter 3
Methodological framework

Methodological framework

This research work falls under the qualitative paradigm, specifically in the Participatory Action Research (PAR). PAR has been chosen as the research methodology in this work, as it aims to get students to participate actively, to modify their thoughts, habits, beliefs and ways of learning; likewise, to make them participants and managers of the research work, transformers of their reality and builders of their own change, as well as to promote a permanent dialogue with the research group.

This approach is justified by the fact that "more than research, PAR allows students to carry out a process of self-education and self-knowledge of their educational reality, to propose and implement alternative solutions to their problems and needs" mentioned by Torres B, César A. 2006

Participatory action research (PAR) is a way of working which helps teachers, students and communities to work individually and collectively in developing their practices, their understandings of their practices, and the situations in which they live and work – to transform the work, the worker and the workplace. My publications on action research include: *Becoming Critical: Education, Knowledge and Action Research* (with Wilfred Carr) Falmer Press and Deakin University Press 1986; *The Action Research Planner* (with Robin McTaggart and others; fourth edition, Deakin University Press, 1988); and the edited volume *The Action Research Reader* (also with Robin McTaggart and others), fourth edition, Deakin University Press, 1988; the articles on action research for the first and second editions of *The International Encyclopedia of Education*.

Research and Studies (second edition 1994; Pergamon Press London); "Foucault, Habermas and Evaluation" (*Curriculum Studies*, 1993, vol.1, no.1, pp.35-54); a (September 1995) monograph prepared for the Innovative Links Project of the National Professional Development Program, *Action research and communicative action: Changing teaching practices and the organization of teachers' work*; "Emancipatory Aspirations in a Postmodern Era" (*Curriculum Studies*, 1995, vol.3, no.2, pp.133-167); the chapter "Action Research Exemplary

Projects: The Asturias Project” in Jennifer Angwin (ed.) *The Essence of Action Research* (Deakin Centre for Education and Change, Deakin University, Geelong, Victoria, 1998). I was co-editor (with Bill Atweh and Patricia Weeks) of *Action Research in Practice: Partnerships for Social Justice in Education* (Routledge, London, 1998), a volume reporting the work of a group of participatory action research projects connected with the Queensland University of Technology.

With Robin McTaggart, “Participatory Action Research” in *The International Handbook on Qualitative Research* (2nd edition, edited by Norman Denzin and Yvonna Lincoln, Sage Publications, 2000) and a substantially revised version “Participatory Action Research: Communicative Action and the Public Sphere” (Chapter 23 in Norman Denzin and Yvonna Lincoln, editors, *Sage Handbook of Qualitative Research*, 3rd edition, Sage, Thousand Oaks, California, 2005).

“Critical Theory and Action Research” for the *International Handbook on Action Research* (Hilary Bradbury and Peter Reason, editors, Sage publications, 2001). In 2005, Wilfred Carr wrote “Staying Critical” for a special issue of the *Journal of Educational Action Research* (special issue commemorating the 20th anniversary of the publication of Carr and Kemmis, *Becoming Critical: Education, Knowledge and Action Research*, vol.13, no.3).

In 2004, John Retallick worked with Robin McTaggart produce a revised version of the short 2nd edition of *The Action Research Planner* to be used in developing countries (published in Karachi, Pakistan by the Aga Khan University Institute for Educational Development). In 2014, a new version of the *Action Research Planner* appeared, co-authored by myself, Robin McTaggart and Rhonda Nixon (Singapore: Springer).

My interest in participatory action research has led me into a close study of the nature of practice, especially in the professions. As one of the international contributors at an invitational conference on practice in Umeå, Sweden, a paper “Knowing practice: Searching for saliences” (which appears, in a slightly revised form, in *Pedagogy, Culture and Society*, special issue on practice, vol.13, no.3).

Congress Advocate (previously known as Patron) of the Joint 5th World Congress on Action Learning, Action Research and Process Management (ALARPM) and 9th World Congress on Participatory Action Research held in Ballarat, Victoria, in September 2000. During the Congress, the paper "Leadership: Less is More" to a symposium on leadership in action research. With Roslin Brennan Kemmis, "Making and writing the history of the future together: Exploratory action in participatory action research" at the Congreso Internacional de Educación (Congreso V Nacional y III Internacional), Córdoba, Argentine Republic, October 9 – 11, 2003.

Furthermore, the idea of a group of students who are protagonists, committed, hard-working, ingenious, participative and leaders of their own transformation is based on the statement that "PAR considers the subject of the research to have the capacity for action and the power to transform".

(Norka A, 2006) This type of research encompasses two processes: action and participation; this paper will focus mainly on participation, without forgetting action; Participation was chosen because it "is considered a process of communication and feedback between the members of the research process, where planning, decision making and execution build a shared commitment by the whole team" (Ibid., p. 59.), thus, for this research work, participation is the most important element, because it is from it that reflection is generated and the students' work on listening skills is evidenced, through participation the research group and the students can maintain an active dialogue regarding the development of the project and their process of strengthening their listening skills.

Likewise, as the student is the manager and transformer of him/herself and of the identified problem, he/she has control over the action, participation and thought and therefore has the possibility of developing strategies to strengthen listening skills, being the protagonist in the change of his/her way of learning and in the solution of his/her own educational needs; in this sense, PAR allows the student to assume the course of his/her learning, since it will be built from his/her possibilities and potentialities.

Kemmis cycle.

The way in which the information was recapitulated was through the Kemmis cycle.

The steps that I am going to follow according to Kemmis and McTaggart (as cited in Burns 2010: 8)

1. Planning

In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where you consider: i) what kind of investigation is possible within the realities and constraints of your teaching situation; and ii) what potential improvements you think are possible.

2. Action

The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions are „critically informed“ as you question your assumptions about the current situation and plan new and alternative ways of doing things.

3. Observation

This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use „open-eyed“ and „open-minded“ tools to collect information about what is happening.

4. Reflection

At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. You may decide to do further cycles of PAR to improve the situation even more, or to share the „story“ of your research with others as part of your ongoing professional development.

The description is aimed at teachers identifying and reflecting on their actions, their reflect on their actions, describe their knowledge, beliefs and principles that guide their practice.

- ✚ On the part of information (or information analysis) consists of unveiling the pedagogical principles or subjective theories related to teaching.

- ✚ Confrontation seeks to compare and explain ideas and practices in the real school context.

- ✚ Finally, reconstruction seeks to generate an innovative view or interpretation of the teaching and learning process.

Chapter 4
Application of the investigation

First strategy “Listen and draw”

Before class, I chose a simple picture with a few objects that are simple to draw. I need to make sure that my students know most of the words for the objects in the picture. It is probably best to choose a picture that does not have too many objects in it so that it is relatively easy to describe and draw. If the picture is too complex, it might take students a long time to draw it. To speed the activity up, encourage students to do a very quick drawing. You could demonstrate how quickly they could draw by drawing an example of the picture on the board.

I thought about (or write down) the instructions that you will give to students to draw the picture. (Resource 2 includes some of the classroom language you might need to do this activity.)

When you introduce the activity to your students, tell them not to worry about how good their drawing is.

Read the first instruction and give students some time to draw – but not too much time! Encourage your students to draw quickly.

Repeat each instruction as many times as you feel your students need. If they still don't understand, use a different word. You can also use their home language to help them understand. But remember you are helping them to listen in English, so try not to use the home language very often.

After you have read the instructions, tell your students to compare their drawings. Have them note any differences and then tell them to compare their pictures with the one in the textbook.

If your students enjoy this activity, you could get them to do it in pairs or groups. One student can choose a picture from the textbook and describe it to their classmates. The classmates draw the picture from the description (and should not look at the textbooks). You could also tell your students to choose a picture and ask you to draw it on the board.

The 'listen and draw' activity in the case study was simple activity with the first group because

- helped my students to practise listening
- helped students to practise language in context (for example, prepositions)
- involved all the students
- can prepare the students for a reading from the textbook. They were introduced to some vocabulary and ideas from the text before reading it.

Second strategy “Analysing context listening”

Panning

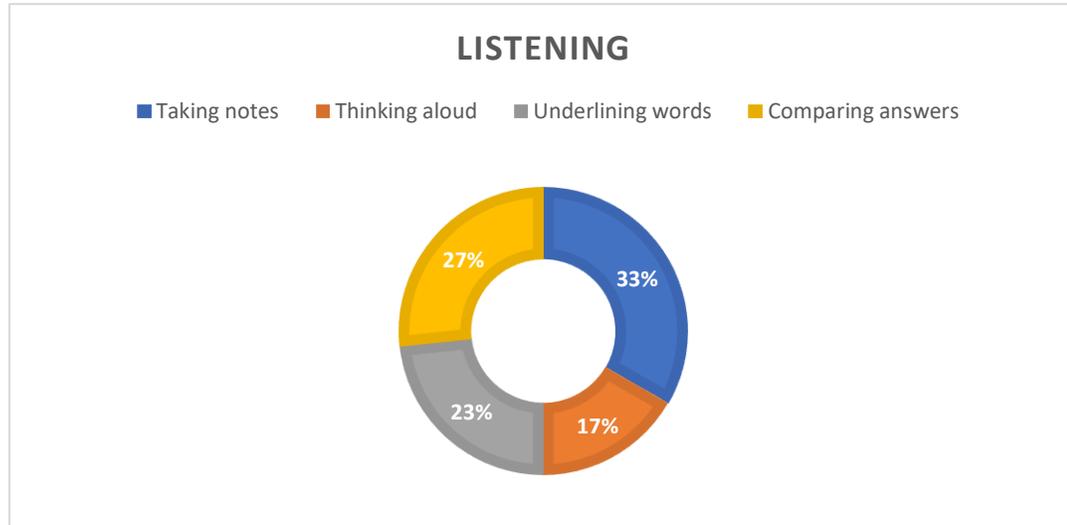
After having carried out the activities in the classroom, it would be interesting to highlight some observations on how they did it.

First, the implementation of this proposal has really been a reflection of the main theme of the work that was during the integrated English Class, I promoted the use of listening strategies, before students were going to do their listening activity I asked to read and analyze each statement allowing students to predict what the listening activity was going to be about.

Then provide clues, such as catching who is speaking and where the stage is. On the other hand, students were excited and confident, but it was noticeable that only six students were using listening strategies. These strategies were:

- Taking notes
- Thinking aloud
- Underlining words
- Comparing answers

After I played the audio twice students compared the answers to each other and then checked as a whole class. Most of the answers were correct.



According to this activity it can be said that most of the students are reasoning and analyzing the audio exercises before they are played, so that by the time the listening exercises are played the students are already prepared for what they are about to hear so cognitive strategy was the most used by students.

Regarding of the collected results, the strategy mainly used is the cognitive strategy, such as note taking and underlining words that helps student to collect information while the audio is playing.

Although, these students applied cognitive or metacognitive strategies, they also applied socio-affective strategies when comparing their answers.

During the planning process of this activity, all of these different abilities of the students had to be taken into account, where everyone could participate, listening, analyzing and reflecting.

For the material, as mentioned above, Prime Time 1 was selected along with the audios, since this book contains audios related to the alphabet that the students were taught. During the planning I worked with key learnings with the objective of not going out of the specified program.

Third strategy “Socio-affective with suggestopedia”

During all the classes with 1st of secondary six were applying activities of "Affective and Social strategies" where while the students were doing any activity that required their concentration, they were playing music in English, relax. This strategy is related to suggestopedia. It involves the creation of a very safe environment in which students are allowed to explore, but they have to feel safe. People can learn fast when they allow themselves to be a little out of their comfort zone.

This activity was very successful for the students because during the classes and the activities that were carried out while the students were in a relaxing environment with music in English and relaxed, the students were calm and focused on their activities.

These strategies bring that the student is not afraid of making mistakes and the student dares to take a risk. This socioaffective strategies give them motivation to continue studying.

As Dömyei (2001, p. 116) suggests that "teacher skills in [helping] learners should be seen as central to teaching effectiveness." This implies that teachers should not only be knowledgeable about general affective and motivational concepts in language learning, but also be able to apply them to promote affect and emotion where they may be lacking. Similarly, Oxford (1996, p. 1) calls for research regarding FL setting:

For the sake of students worldwide, we cannot afford to restrict ourselves to a small set of motivational variables, especially when we know from research in other fields that [the affective domain] is an extraordinarily complex, multifaceted, and important construct.

Oxford and Nyikos (1989) show that the degree of motivation and other affective factors are the most powerful influence on how and when students use language learning strategies. Scimonelli (2002) contends that affective and social language learning strategies as well as communication strategies are the areas in

which the teacher's intervention should come first, in order to develop positive frames of mind in the students and help them overcome the stress and sense of discomfort that a poor or low oral command of English sometimes causes.

Fourth strategy “Cognitive with songs”

For the following activities mentioned I used the Prime Time 1 book to get the audios related to the topic, the first audios to be used during this research in the first year of high school was the alphabet as can be seen in Annex 2, each sound of each word was downloaded.

The first instruction to the students for this activity is to pay attention to the flashcards of the alphabet related to a drawing, play the alphabet song, which the students loved too much to hear it sung too much, once the song was played. New instructions were given. According to the cognitive strategy where students completely focus their attention to give an answer in the moment. The instructions were the following "One of the students will go to the blackboard (where the whole alphabet was pasted) I (the teacher) will reproduce the sound of a letter of the alphabet for example "A" that sounds "ei" then once they have heard it the students as quickly as possible pointed out the letter according to the correct sound".

For this cognitive activity was performed during a whole class practicing while in the following classes, it was reviewed as a warm up, just so they would not forget and follow up on the strategy. The response of the students about this activity is that they unconsciously learned while they were having fun playing and selecting the letter they considered correct.

The same activity to give vocabulary to students but with the other activity I used the audios related to numbers as the appendix 3 .

Fifth strategy Analysing vocabulary

In this strategy most of the students had a cognitive response while others had a metacognitive response,

In what this activity consisted of is that first the students were given a context of the topic related to Greetings where they were presented on the blackboard several ways of how to greet, as questions about how these and also as farewells,

once given the vocabulary, students took notes to choose a person in the class to invent a greeting using those who had been taught for this had already been used a contextualization of the topic. This category involves strategies where students associate new information with previous learnt knowledge.

At the time of the activity, material was taken from the Prime Time 1 book where there are audios related to greetings. This exercise consisted of having the students write down an incomplete conversation, such as:

- What's your name?
- My name is Peter
- And your surname?
- Ross
- How do you spell it?
- R-O-double S

You can see the complete material on Annex 3

This conversation was incomplete in which students needed to filled in the correct missing word. While I was walking through the classroom and watching the notes of the students, I noticed that most of my students wrote the answer without hearing the audio as the cognitive strategies as O'Malley and Chamot (1990) mentions that cognitive strategies is based on "inferencing" (using available information to guess meanings of new items, predict outcomes, or fill in missing information).

Sixth strategy Analysing words

For this last activity related to listening strategies I chose to use one of the most common where students mention songs they know in English of which very few know and put the vocabulary of the words that are missing. Within this activity we can see the combination of cognitive and socio-affective as students feel in a good environment with the song while they are analyzing what word is missing for the song.

If we begin to analyze the value of this great resource from the first years of high school, we can see that:

- Our students begin to repeat and acquire a good phonetic pattern of words long before they even know what they mean.
- The emotional and linguistic stimulation that we offer to the little ones with the songs in infantile is incalculable.
- From a very early age they assimilate concepts through the gestures and words of the songs that will help them to assimilate and understand the foreign language in the future.
- The fluency with the language and the taste for the foreign language grow innately when we use pleasant stimuli such as music and songs.

Chapter 5
Conclusion

Conclusion

At the end of all the strategies I noticed an improvement in the learning of English through listening strategies, an improvement in the aspect in which the students began to pronounce the words better, when I met with the students outside of class, the students greeted me and communicated with me with simple phrases in English such as "Hi, teacher, good morning" "How are you" these simple expressions, they could not even pronounce them at the beginning, for their own pain and fear to participate, they began to want more and more to learn in class, asking questions during the class. And last but not least the characteristics of the students that improved a lot was their analysis of the words through sound, the fact that the students related what they saw with their context, as well as the analysis that they did every time they did an exercise where words were missing, the students filled it in through the audio.

This research helped me to further develop my competence as a future teacher due to the fact that during the investigation of strategies in the development of listening skills in English it helped me to learn more about important authors, mentioned as well as the importance for first year high school students to learn this second language which is English. As well as the process of listening is often contrasted with hearing. Lundsteen considered hearing a physical act and listening a mental act. Hearing she said had to do with our physiological capacity to receive and process sounds (1979, p. xv). Problems with our ability to hear could hinder our listening. Hence, it behooves each of us to have our hearing checked if we think it could be affecting our ability to listen. In contrast to hearing, listening has to do with assigning meaning to the stimuli received by our brain.

Analyzing the impact and benefits of listening strategies with adolescents in the first year of secondary school. To demonstrate the correct functioning of the listening strategies.

If students gradually learn vocabulary along with the sounds of the words they learn, they will find it easier to develop their ability to learn English by gradually

identifying the sounds of the words. According to Gilakjani and Sabouri (2016) listening is one of the most difficult skill for students who learn English as a second language. Listening is important for learners because they can learn vocabulary, improve in pronunciation and know different accents where learners can understand the content of the listening and share the message (Mody, 1991, págs.)

The study aimed at exploring effective English language learning strategies used by successful language learners. Qualitative analyses of data obtained from unstructured essay writing by 20 graduate students of interpretation and translation produced several key findings. The participants reported the frequent use of metacognitive strategies to manage their learning and increase exposure to English input.

The participants also emphasized the need for conscious attention to formal aspects and expressions contained in language input and efforts to internalize them. They preferred reading aloud as a particular learning strategy to develop a feel for the language, improve fluency, and acquire useful expressions. While they reported the usefulness of exposure to English input through reading and other measures, they argued that passive exposure to English would not produce desired outcomes. The pedagogical implications of these findings were also discussed.

As the participants in this study are highly motivated learners, they may not represent a general population of learners. Thus, the findings of the study may not be generalizable to other kinds of learners.

As Oxford (1990) points out, a host of other factors may motivate certain strategy use and influence their effectiveness. Nevertheless, the findings of this study provide a guide for English learners and teachers on what was proven effective by successful language learners. With respect to future research, it would be helpful to use two or three types of data so that triangulation can help establish the validity of the research.

The present study only collected essays written by the participants without much structure or categorization provided to the learners in advance. As Chamot (2004) suggests, focus group interviews, questionnaires, think-alouds and other

data collection methods can be used in combination to obtain more comprehensive information about a specific group of learners with respect to strategy use.

This survey draws such conclusions:

Strategies used by non-English majors in the process of listening learning belong to medium level. The frequency of the application of strategies from high to low is: cognitive strategy, meta-cognitive strategy and social/affective strategy.

Strategies instructed by teachers also belong to medium level. Among three main strategies, the frequency of the application of meta-cognitive strategy is the highest, while the frequency of the application of cognitive and social/affective strategies is equal.

In general, strategies teachers instruct and strategies student use are positively correlated. But there is a certain gap on the application of social/affective strategies. Teachers attach equal importance to both cognitive strategy and social/affective strategies, but students seldom apply social/affective strategies. Limitation and suggestions to the listening strategy teaching and learning: First, teachers should make an effort to help students to enhance listening strategy consciousness, help to improve students' frequency and range of application of listening strategies, especially improve students' awareness of social/affective strategies.

Second, teachers have taken a new step in teaching concept, but it still needs to be explored how to make specific teaching strategy more productive. Finally, this listening strategy study is a synchronic study. The results of the survey is only the stationary state at some point, therefore the author can't grasp the dynamic process, what influence learners' choice and application of learning strategies have on their language development. The author hopes more and more researchers will try to understand the dynamic process of learners' listening learning process through diachronic study.

Appendix

Resources

Human Resources

- Student teacher
- Administrative and manual staff of Patria y Libertad High School #71
- 1st grade English teacher
- Students of the Patria y Libertad general high school

Financial resources

- All costs involved in the research will be covered by the student teacher.

Digital resources

- Live worksheets
- Native speaker audios
- Institutional blog of the school Patria y Libertad
- Google Forms

Material resources

- Computer
- Tablet
- Printer
- Speaker
- Printed exercises
- Flashcards

Schedule activities

The following chart is a brief description of the activities to be developed in the intervention.

Name of the activity	Purpose	Description	Timeline
Visiting the educational institution	Observing the school context	To make the observation of the context and to ask for the authorization and to be able to carry out the research of the existing problems in	September
Making agreements	Note down the topics given by our head teacher for the planning process.	Interview the teacher about the way of working and plan the activities according to the given topics.	September
Application of interviews and diagnostics	To find out about the experiences and knowledge of the students and their relationship with the listenings.	Conduct interviews according to tastes, contexts, and experiences to know where to start with the activities.	October

<p>Analysis of the elements detected in the diagnosis and interviews</p>	<p>Detect categories indispensable on the use of technology for the design of a project</p>	<p>Ss will analyses by means of a seek and analysis schemes for the analysis of information on establishment and hierarchy of the categories of analysis with which the will design the</p>	<p>October</p>
<p>First project intervention</p>	<p>Developing strategies of intervention in where the learning spaces designed. learning spaces designed. learning spaces designed.</p>	<p>In the first period of application is will develop a situation of learning that gives design account. situation of learning</p>	<p>October</p>
<p>Analyse and rescue the results of the first intervention.</p>	<p>Assessing the aspects of intervention that serve and strengthen the discourse of the spaces of learning.</p>	<p>After the implementation will be carried out an assessment that serves to reformulate areas for improvement.</p>	<p>October</p>
<p>Second adoption of agreements</p>	<p>Note down the topics given by our head teacher for the planning process.</p>	<p>Interview the teacher about the way of working and plan the activities according to the given topics.</p>	<p>November</p>

Second project intervention	Developing strategies of intervention in were the learning spaces designed.	In the first period of application is will develop a situation of learning that gives design account.	November
Analyse and rescue the results of the first intervention.	Assessing the aspects of intervention that serves and strengthen the discourse of the spaces of learning.	After the implementation will be carried out an assessment that serves to reformulate areas for improvement.	December
Third agreement to be reached	Note down the topics given by our head teacher for the planning process.	Interview the teacher about the way of working and plan the activities according to the given topics.	January
Third project intervention	Developing strategies of intervention in were the learning spaces designed.	In the first period of application is will develop a situation of learning that gives design account.	February
Analyse and rescue the results of the first intervention.	Assessing the aspects of intervention that serves and strengthen the discourse of the spaces of learning.	After the implementation will be carried out an assessment that serves to reformulate areas for improvement.	February

Fourth adoption of agreements	To note down the topics given by our head teacher for the planning process	Interview the teacher about the way of working and plan the activities according to the given topics.	February
Fourth project intervention	Developing strategies of intervention in were the learning spaces designed.	In the first period of application is will develop a situation of learning that gives design account.	March
Analyze and rescue the results of the first intervention.	Assessing the aspects of intervention that serves and strengthen the discourse of the spaces of learning	After the implementation will be carried out an assessment that serves to reformulate areas for improvement.	March
Evaluate	Determine the extent to which the quality goals set in the standards, associated with the learning that students are expected to achieve during their time at school, are being met.	Apply exercises using audios and strategies related to the researched topic to assess and determine the learning acquired by the students.	April

Analyse evaluation results	Assessing the aspects of intervention that serves and strengthen the discourse of the spaces of learning.	Analyse the acquired results of the 1st grade group according to the evaluations and their acquired learning.	Apr il
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Appendix 1 . Teachers' schedule at the beginning of the pandemic, when the groups were divided in 2 and the schedule was only 35 minutes long, in order to omit the recess and avoid crowds at the exit due to COVI.19

ESC. SEC. GRAL. "PATRIA Y LIBERTAD" 71
CLAVE ES 354 -71 Y CCT. 15DES0073K

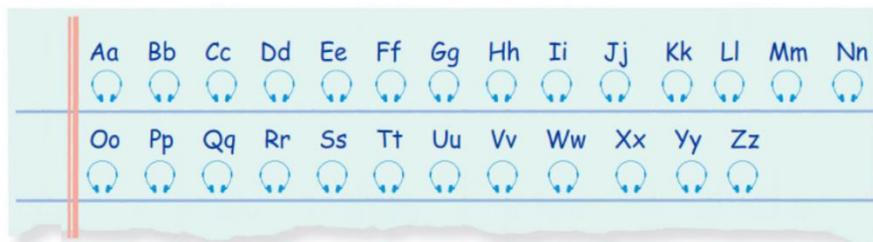
H O R A R I O D O C E N T E S

LUNES	MODULO 1 7:00 A 7:50	MODULO 2 7:50 A 8:40	MODULO 3 8:40 A 9:30	MODULO 4 9:30 A 10:20	MODULO 5 10:20 A 11:30	MODULO 6 11:30 A 12:20	MODULO 7 12:20 A 13:10	MODULO 8 13:10 A 14:00
ELISA JIMENEZ TREJO	1C	2D	1B	2F		2E	3E	
DANIELA HERNÁNDEZ REYES	1E	1A	1D	1F	3C	3A	3C T	3B
MA. ALEJANDRA VÁSQUEZ HEREDIA	2C	3D	2A	2B	2D	3E	2B	3F
MA. ALEJANDRA ZENTENO ARZATE	2B	3B	2C	3A	1C	2A	3D	
MA. DEL CARMEN FLORES SÁNCHEZ	2E	1E	2D	3F	1A	1B	1D	3C
GEORGINA ROMAN CONTRERAS	1F	3F	3B	1C	1E	1D	1B	3A
MIGUEL A. DÍAZ SOTELO			1E	2A	3D	2B		
DIANA G. ORTEGA VIVAS	2A	2ª	3C	3C	2C	1E	3F	
LIZETH AURORA HERNÁNDEZ MARIANO	1D	1D	3D		3B	3B	3A	
AURORA IVONE PAEZ AGUILAR	1B			2E	2E		2D	
SAMUEL D. SÁNCHEZ GUTIÉRREZ		3ª	1C	3B				
SANDRA HERNÁNDEZ MENDEZ	2D	2B		3D	2F	3C	2C	
YESSINA L. GAMAS SÁNCHEZ		3E	2B	1A	1F	2D	2A	
ARMANDO GUERRERO MONDRAGÓN		2E			3A	2F	1E	
ROXANA N. TORRES GARFIAS		1C	3A	1E	1D	1A	1F	
NATHALY G. CARRASCO BALLESTEROS			3F		3E	1C	1C	
ELIZABETH LUNA FARIAS		3C	3E	1D		3D	3B	
CLAIRE M. PARRA GODINEZ		1F	1F	1B	3F	3F	2F	
SERGIO MAGADAN GONZALEZ	2F	2F	1A	2D	2B	2C	2E	
LESLY M. ALMAZAN ACOSTA					LECTURA	1F	LECTURA	
INTI D. GARCIA JUAREZ		2C	2F	3E	1B		1A	3D
FABIOLA CASTRO ESCOBAR EDUC. FÍSICA 1	1A	1B						
PABLO CUREÑO GÓMEZ EDUC. FÍSICA 2			2E	2C	2A			
SUSANA GUERRERO SOTO EDUC. FÍSICA 3								3E

Appendix 2 . activity taken from the Prime Time 1 book for the cognitive strategy results where students identify each sound of the alphabet.

The alphabet

1  Listen and repeat.



Appendix 3 . activity taken from the Prime Time 1 book for the cognitive strategy results where students identify each sound of the numbers.

The screenshot shows an interactive learning interface titled "Starter". At the top left, there is a blue header with the word "Starter" in white. Below the header, there is a task instruction: "6 Listen and circle the numbers you hear." with a speaker icon and a blue ellipsis. To the right of the instruction is a media player control bar with a play button, a progress bar, and a volume icon. The main area of the interface contains several numbers and ordinal numbers in different colors: "1st" (blue), "10" (blue), "20" (brown), "5" (blue), "13th" (green), "9" (green), "19th" (purple), "3" (purple), "6th" (blue), "10th" (orange), "19" (blue), "6" (orange), "13" (green), and "3rd" (purple). A yellow-bordered box on the right side of the interface contains the text "19th, 6, 5, 13th, 10, 9, 3rd." At the bottom of the interface, there is a toolbar with various icons for navigation and editing, including a home button, a back button, a forward button, a list button, a search button, a magnifying glass, a hand, a pencil, a text tool, a selection tool, a zoom tool, a print button, a delete button, a redo button, an undo button, and a globe icon.

Appendix 4 . activity taken from the Prime Time 1 book for the cognitive strategy results where students identify the missing words for the conversation of greetings

Starter

Asking about names

2 Ask and answer.

1 Peter Ross

A: *What's your name?*
B: *Peter.*
A: *And your surname?*
B: *Ross.*
A: *How do you spell it?*
B: *R - O - double S*

2 Luisa Fernandez

3 Martin Williams

4 Stephen Smithers

5 Alessandro Alvarez

6 Doug Benson

7 Bobby Myles

8 Susan Perry

A: *What's your name?*
B: *Martin.*
A: *And your surname?*
B: *Williams.*
A: *How do you spell it?*
B: *W-I-double L-I-A-M-S.*

Starter

3 b) Listen and say how old each person is.

Hi, my name's Peter. I am fourteen years old.
Hi, I'm Sally. I am thirty years old.
Hello, my name is Susan. I'm twelve years old.

Peter

Sally

Susan

Appendix 5: Activity in which students need to fill in the missing word while the song was playing

Song I want sth just like this – coldplay

I've been reading _____ of old
The legends and the myths
Achilles and his gold

Hercules and his gifts

Spider-Man's _____
And Batman with his fists
And clearly I don't see myself upon that list

... But she said, "Where'd you wanna ____?
How much you wanna risk?

I'm not looking for _____ with some superhuman gifts

Some superhero

Some fairy tale bliss
Just something I can turn to
_____ I can kiss

I want something just like this"

... Doo-doo, _____-doo x3

Oh, I want something just like this

Doo-doo, doo-doo x3

Oh, I _____ something just like this x2

... I've been reading books of old
The legends and the myths
The testaments they told

The moon and its eclipse

And _____ unrolls a suit before he lifts
But I'm not the kind of person that it fits

... She said, "Where'd you wanna go?
How much you wanna risk?

I'm not looking for somebody with some _____ gifts

Some superhero

Some fairy tale bliss
Just something I can turn to
Somebody I can miss"

... I want something just like this x3

... Doo-doo, doo-doo x3

Oh, I want something just like this

Doo-doo, doo-doo x3

... Where'd you wanna go?
How much you wanna risk?

I'm not _____ for somebody with some superhuman gifts

Some superhero

Some fairy tale bliss
 Just something I can turn to
 Somebody I can kiss
 ___ want something just like this
 ... Oh, I want something just _____ this x3

Appendix 6: Lesson plans related to listening strategies as well as the alphabeth and numbers.

School: Escuela Secundaria General "Patria y Libertad #71"		CCT: 15DES0073K	
Location: Blvd. Valle Escondido #42, Calacoaya, Cd. López Mateos, Atizapán de Zaragoza, Edo de Méx. CP. 52990			
Grade and group: 1°A	Date: from 18 TH to 29 TH October 2021	Cycle: 4	MCER A1 (B1)
Pupils: 15 per group	Number of sessions: 2 sessions of 45 minutes	Aprendizajes Clave	
Responsible teacher of the course: Iliana Ivonne Gonzalez		Trainee Teacher: Valeria Sanchez Flores	
Head Teacher: Profa. Yessina Gamas			
Theme: Rules, alphabet and ordinal number/ cardinal numbers		Environment : Familiar y Comunitario	
Social language practice: <ul style="list-style-type: none"> • Intercambia cumplidos, gustos y aversiones en una entrevista. 		Specific Competencies: <ul style="list-style-type: none"> • Consolidar: comprende y usa el inglés para interactuar con textos orales y escritos en diversos contextos. 	
Achievements: <ul style="list-style-type: none"> • Escucha y revisa gustos y aversiones en diálogos de entrevistas. •Entiende el sentido general y las ideas principales en los diálogos. •Expone cumplidos, gustos y aversiones en diálogos escritos. •Expresa cumplidos, gustos y aversiones en un diálogo. 		Product: <ul style="list-style-type: none"> • Producto final: diálogo sobre preferencias. 	
Communicative activity : •Intercambios asociados a información de uno mismo y de otros			
Contents			
Doing with the language : valorar el diálogo y la lengua como medio para intercambiar experiencias;			
Knowing with the language : reconocer el tipo de enunciados para expresar gustos y aversiones;			

Session 1 (45min)	Session 2 (45min)
3rd week rules and alphabet	
<p>Ice breaker: T gives the introduction of rules to the class</p> <ul style="list-style-type: none"> • Why do they need to know the rules? • What happens if our rules aren't followed? <p>(10min)</p>	<p>Introduction:</p> <p>T. shows alphabet flashcards with a letter on the front and a picture on the back (e.g. a / apple). Have alphabet posters on the walls and alphabet picture books.</p> <p>T says the sounds of each letter clearly and repeat a few times so students can clearly hear the sounds. Play the ABC song.</p> <p>a – apple, b – butterfly, c – cake, d – dog, e – egg, f- flower, g – glue, h – hat, i – ice-cream, j – jellyfish, k – kangaroo, l – leaf, m – mouse, n – nose, o – orange, p – panda, q – quilt, r – rabbit, s – sun, t – turtle, u – umbrella, v – vase, w – watch, x – x-ray, y – yacht, z – zebra.</p> <p>A – ant, B – banana, C – cat, D – deer, E – elephant, F – fish, G – grapes, H – house, I – ink, J – jacket, K – kite, L – ladder, M – monkey, N – necklace, O – owl, P – pencil, Q – queen, R – rainbow, S – seal, T – tiger, U – unicycle, V – van, W – window, X – xylophone, Y – yo-yo, Z – zipper.</p> <p>Teacher: What's this? (holding up the 'A' flashcard) Students: 'A' T: And 'A' is for...? Ss: 'ah' T: And 'ah' is for...? Ss: 'Apple! '</p> <p><i>*Audiolingual method*</i></p> <p>(20 min)</p>
<p>Introduction:</p> <p>T with the help of Ss, writes a class rule that will remain in the classroom to be respected and followed.</p> <p>Vocabulary of rules</p> <ul style="list-style-type: none"> • Be on time • Express yourself • Respect each other • Wear your mask • Bring homework • Be creative • Work hard <p>Possible responses: Vote, suggestion, one person decides</p> <p>Ss read and write in their notebook the "CLASS RULE"</p> <p>(15min)</p>	<p>Development: After teaching each letter, give a marker to a student and ask him/her to write the letter onto the board (as large as they can). You can have more than one student do this for each letter.</p> <p>(20min)</p> <p>*T always gives feedback to their ss about pronunciation or about grammar*</p>
<p>Development: Ss. make a diagram to show the rules at school with drawings</p> <p>(10min)</p> <p>T. plays music while ss make their diagram.</p> <p>*T always gives feedback to their ss about pronunciation or about grammar*</p>	<p>Close: Students spell their name</p> <p>*T always gives feedback to their ss*</p> <p>(10min)</p>
<p>Assessment: Ss write a number with their reflection response to show their understanding and measure their personal success.</p> <p>(10min)</p>	

Material	Material
notebook • cardboard• markers • masking tape •	Flash cards of alphabet
Evaluation	Observation
The evaluation will be a continuous evaluation with signs just for students to check how they have been working, For the evaluation we are going to make a spelling bee content in which student will share their knowledge	

Vocabulary of rules

- Be on time
- Express yourself
- Respect each other
- Wear your mask
- Bring homework
- Be creative
- Work hard

Head Teacher:
Jr High School Principal

English Teacher

ENAZ Teacher Reviewer

M.Ed. ILIANA IVONNE
GONZALEZ MENDOZA

Yessina Lorena Gamas Sánchez

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Responsible teacher of the course: Iliana Ivonne Gonzalez		Trainee Teacher: Valeria Sanchez Flores	
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Social language practice: <ul style="list-style-type: none"> • Intercambia cumplidos, gustos y aversiones en una entrevista. 		Specific Competencies: <ul style="list-style-type: none"> • Consolidar: comprende y usa el inglés para interactuar con textos orales y escritos en diversos contextos. 	
Achievements: <ul style="list-style-type: none"> • Escucha y revisa gustos y aversiones en diálogos de entrevistas. • Entiende el sentido general y las ideas principales en los diálogos. • Expone cumplidos, gustos y aversiones en diálogos escritos. • Expresa cumplidos, gustos y aversiones en un diálogo. 		Product: <ul style="list-style-type: none"> • Producto final: diálogo sobre preferencias. 	
Communicative activity : •Intercambios asociados a información de uno mismo y de otros			
Contents Doing with the language : valorar el diálogo y la lengua como medio para intercambiar experiencias; Knowing with the language : reconocer el tipo de enunciados para expresar gustos y aversiones;			

Session 1 (45min)	Session 2 (45min)
3rd week rules and alphabet	
<p>Ice breaker: T gives the introduction of rules to the class</p> <ul style="list-style-type: none"> • Why do they need to know the rules? • What happens if our rules aren't followed? <p>(10min)</p>	<p>Introduction:</p> <p>T. shows alphabet flashcards with a letter on the front and a picture on the back (e.g. a / apple). Have alphabet posters on the walls and alphabet picture books.</p>
<p>Introduction:</p> <p>T with the help of Ss, writes a class rule that will remain in the classroom to be respected and followed.</p> <p>Vocabulary of rules</p> <ul style="list-style-type: none"> • Be on time • Express yourself • Respect each other • Wear your mask • Bring homework • Be creative • Work hard <p>Possible responses: Vote, suggestion, one person decides</p> <p>Ss read and write in their notebook the "CLASS RULE"</p> <p>(15min)</p>	<p>T says the sounds of each letter clearly and repeat a few times so students can clearly hear the sounds. Play the ABC song.</p> <p>a – apple, b – butterfly, c – cake, d – dog, e – egg, f – flower, g – glue, h – hat, i – ice-cream, j – jellyfish, k – kangaroo, l – leaf, m – mouse, n – nose, o – orange, p – panda, q – quilt, r – rabbit, s – sun, t – turtle, u – umbrella, v – vase, w – watch, x – x-ray, y – yacht, z – zebra.</p> <p>A – ant, B – banana, C – cat, D – deer, E – elephant, F – fish, G – grapes, H – house, I – ink, J – jacket, K – kite, L – ladder, M – monkey, N – necklace, O – owl, P – pencil, Q – queen, R – rainbow, S – seal, T – tiger, U – unicycle, V – van, W – window, X – xylophone, Y – yoyo, Z – zipper.</p> <p>Teacher: What's this? (holding up the 'A' flashcard) Students: 'A' T: And 'A' is for...? Ss: 'ah' T: And 'ah' is for...? Ss: 'Apple!'</p> <p>*Audiolingual method* (20 min)</p>
<p>Development: Ss. make a diagram to show the rules at school with drawings</p> <p>(10min)</p> <p>T. plays music while ss make their diagram.</p> <p>*T always gives feedback to their ss about pronunciation or about grammar*</p>	<p>Development: After teaching each letter, give a marker to a student and ask him/her to write the letter onto the board (as large as they can). You can have more than one student do this for each letter.</p> <p>(20min)</p> <p>*T always gives feedback to their ss about pronunciation or about grammar*</p>
<p>Assessment: Ss write a number with their reflection response to show their understanding and measure their personal success.</p> <p>(10min)</p>	<p>Close: Students spell their name</p> <p>*T always gives feedback to their ss*</p> <p>(10min)</p>

Material	Material
notebook • cardboard • markers • masking tape •	Flash cards of alphabet
Evaluation	Observation
The evaluation will be a continuous evaluation with signs just for students to check how they have been working, For the evaluation we are going to make a spelling bee content in which student will share their knowledge	

Vocabulary of rules

- Be on time
- Express yourself
- Respect each other
- Wear your mask
- Bring homework
- Be creative
- Work hard

Session 1 (35min)	Session 2 (35min)
4th week ordinal number/cardinal numbers	

Introduction: T greets students
The ask students if they know cardinal numbers
(10min)

Development: T. explains cardinal numbers that are the cardinality of a group or set tells us how many items are in it. We use them to describe the number of real objects. **(10min)**
Ss. solve by guessing which is the correct answer before the T. gives the answer



T always gives feedback to their ss about pronunciation or about grammar

Review: T. gives feedback about cardinal number and then make dictation about some cardinal numbers like

1. Three
2. Nine
3. Five
4. Six
5. Twelve

Ss change their dictation with other student and checks the dictation



Introduction; T gives introduction of the next topic, ordinal numbers “Ordinal numbers tell us an item's position in a list it can also tell us the day of our birth”

Assessment: For a spelling skill ss. will solve this worksheet to improve their writing skill

FIND MISSING LETTERS AND WRITE

- | | |
|--------------|-------------------|
| 1- ONE | 11- E _ _ _ _ N |
| 2- T _ _ | 12- TW _ _ _ _ |
| 3- T _ _ _ E | 13- T _ _ _ TEEN |
| 4- F _ _ R | 14- FOUR _ _ _ _ |
| 5- _ _ _ E | 15- FIF _ _ _ _ |
| 6- _ _ _ | 16- SIX _ _ _ _ |
| 7- S _ _ _ N | 17- SE _ _ _ _ EN |
| 8- E _ _ T | 18- _ _ _ _ EEN |
| 9- N _ _ _ | 19- _ _ _ _ TEEN |
| 10- _ _ _ | 20- TW _ _ _ _ |

After the exercise teacher gives the answer and the complete cardinal numbers from 1 to 20.

(15min)

Development: Game of dice : T. gives the intructions

A pupil comes to the front and throws the dice, the number he/she gets must be written on the blackboard in ordinal form.

(15min)

T always gives feedback to their ss about pronunciation or about grammar

Material

Worksheets. Markers

Close: Ss. express when their birthday is Ex. My birthday is on 25th

T always gives feedback to their ss

(10min)

Material

Evaluation	Dice, worksheets , flashcards
Ss. make a chart in which from one side they write the cardinal numbers while in the other part they write the ordinal numbers	Observation

 Head Teacher:
 Jr High School Principal

 English Teacher

 Yessina Lorena Gamas Sánchez

 M.Ed. ILIANA IVONNE
 GONZALEZ MENDOZA

 ENAZ Teacher Reviewer

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