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THE EFFECT OF EXPLICIT TEACHING OF LEARNING STRATEGIES ON THE STUDENTS' COMPREHENSION OF VIDEO- RECORDINGS AT UNIVERSIDAD DE PIURA

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Piura, marzo de 2016

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

Maestría en Educación con Mención en Enseñanza de Inglés como Lengua
Extranjera

Azcarate, C. (2016). *The effect of explicit teaching of learning strategies on the students' comprehension of video-recordings at Universidad de Piura* (Tesis de maestría en Educación con Mención en Enseñanza de Inglés como Lengua Extranjera). Universidad de Piura. Facultad de Ciencias de la Educación. Piura, Perú.



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CESAR AUGUSTO AZCARATE CALLE

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FACULTAD DE CIENCIAS DE LA EDUCACIÓN
MAESTRÍA EN EDUCACIÓN
MENCIÓN EN ENSEÑANZA DE INGLÉS COMO LENGUA
EXTRANJERA**

2016

APPROVAL

The thesis entitled, “*The Effect of Explicit Teaching of Learning Strategies on the Students’ Comprehension of Video-Recordings at Universidad de Piura*”, presented by Cesar Augusto Azcarate Calle, in accordance with the requirements of being awarded the degree of Master in Education with a specialization in Teaching English as a Second/Foreign Language, was approved by the thesis director: Mgtr. Maria Esther Linares, and defended on2016, before a Jury with the following members:

President

Informant

Secretary

ACKNOWLEDGMENTS

I would like to express my special appreciation and thanks to my thesis director Mgr. Maria Esther Linares. I would like to thank you for encouraging my research.

To my father, your teaching and loving memory ignited a spark of interest in starting this arduous process.

There are no words to express how grateful I am to my mother, for all the sacrifices that she has made on my behalf. Your faith and prayers have sustained me thus far.

To my sons, Iker and Nicolas, your love fueled my enthusiasm to finish this research.

Above all, I would like to thank my beloved wife Katty for your constant help and support in the moments when I felt I could not find the answers to my queries.

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INTRODUCTION

In the field of English Language Teaching, there has always been a swing of the pendulum in relation to the predominant approach for teaching and learning English. With the emergence of globalization and the importance of communication, the need for a common language has been emphasized. Within this context, a focus on the productive skills for effective communication has been prioritized by the different methodologies used by teachers all over the globe. Speaking, specifically, has been emphasized and its development has been fostered since the very early stages of instruction in the second language. On the other hand, listening has been neglected to some extent. A revision of the literature in this regard reveals a lack of attention to listening in ELT (Morley, 2001; Mendelsohn, 1994). Nonetheless, the importance of listening in SLA cannot be underestimated.

As Gary (1975) states, giving pre-eminence to listening comprehension, particularly in the early stages of second language teaching/learning, provides advantages of four different types: cognitive, efficiency, utility, and affective. Likewise, listening plays an important role in communication since it is based on interactions which mean that when a message is sent it needs to be understood and a reply is given according to the interpretation of the message. When a message is not properly interpreted as a result of the difficulty it poses to the listener, a communication breakdown can occur.

Listening itself poses a degree of difficulty which can be overwhelming to some learners. As they progress in the learning path, learners can face increased difficulty when listening which can

demotivate them to a high extent. Within the classroom context, many factors contribute to the increased difficulty that students face when listening. Factors related to the level of proficiency of the learner, the lack of opportunities for listening in an EFL context, the level of difficulty of the listening segment, affective factors such as motivation or anxiety and obstacles pertaining to processing the information can directly influence the comprehension of listening input. In that regard, it is of utmost importance to focus our attention on developing listening skills in the learner in order to tackle the factors aforementioned. Within this context the use of learning strategies is of vital importance.

From a cognitive information processing view, language learning strategies (LLS) play an important role in the learning of a second language. As defined by O'Malley, J. and Chamot, A. (1990), learning strategies are special ways of processing information that enhance comprehension, learning, or retention of the information. Strategies are those specific "attacks" that we make on a given problem. They are the moment-by-moment techniques that we employ to solve "problems" posed by second language input and output (Douglas Brown, 2000). Strategies are conscious steps taken by the learner which can be taught as well. The teaching of strategies is considered to be of paramount importance by researches in the ELT field. Different methodologies and approaches have appeared which seek to provide the teachers and stakeholders with the framework needed for the appropriate implementation of strategy instruction. Probably due to the intentional nature of strategy use, scholars have come to the conclusion that explicit and direct (as opposed to indirect and camouflaged) instruction of LLS should be one of the best approaches to strategy instruction (Chamot, 2005).

As Vandergrift (1999) suggests, an emphasis on listening comprehension, as well as the application of listening strategies, will help students to capitalize on the language input they receive, and to achieve greater success in language learning. In that view, the objective of this research is to determine if the explicit teaching of learning strategies enhances the listening comprehension skills of Upper-Intermediate students at Universidad de Piura.

The investigation has been organized in four chapters. In chapter I, the investigation outline, the formulation of the problem is presented and

the hypotheses and the general and specific objectives are introduced. Chapter II presents the theoretical framework and problem analysis and reviews relevant literature and concepts related to the purpose of the research. Chapter III explains the methodology of the investigation, the type and design of the investigation, the population and the variables of the study including the techniques and instruments for gathering data. In chapter IV, the findings of the investigation are presented and discussed in relation with the hypotheses presented in the study. Finally, as a result of the findings, the implications, conclusions and recommendations in order to better understand how to adequately implement and integrate LLS into the English foreign language classroom will be discussed.

CHAPTER I

INVESTIGATION OUTLINE

1.1. Formulation of the problem.

Does the explicit teaching of learning strategies enhance the comprehension of video-recordings of upper-intermediate students at Universidad de Piura?

Does the use of learning strategies enhance the upper-intermediate students' confidence to deal with listening tasks?

1.2. Hypothesis:

1.2.1. General hypothesis.

The explicit teaching of learning strategies enhances the comprehension of video-recordings of upper-intermediate students at Universidad de Piura.

1.2.2. Specific hypotheses.

The use of learning strategies enhances the upper-intermediate students' confidence to deal with listening tasks.

Compared to simple textbook audio recordings, video recordings represent a more authentic manner of listening to different kinds of information.

Learning strategies along with more authentic input can increase the upper-intermediate students' interest in listening.

1.3. Delimitation of the objectives:

1.3.1. General objective.

To determine if the explicit teaching of learning strategies enhances the comprehension of video recordings of upper-intermediate students at Universidad de Piura.

1.3.2. Specific objectives.

To determine if the use of learning strategies enhances the upper-intermediate students' confidence to deal with listening tasks.

To explore the use of video segments and their impact on the upper-intermediate students' perception of authentic material.

To understand upper-intermediate students' preferences and the relationship between their learning interests and the use of authentic input and learning strategies.

1.4. Justification of the investigation.

I have been an English teacher for more than twenty years now and although many of my students have been successful in learning the language, most of them have shown a common and recurrent problem: low-level listening comprehension skills.

That this is a common problem affecting learners in an English-as-a-foreign-language context is not surprising owing to the different factors that influence listening comprehension. The lack of opportunities for listening in an EFL context, the level of difficulty of the listening segment, the level of proficiency of the learner, the levels of motivation, and obstacles pertaining to processing the information are some factors that influence comprehension. Affective factors such as anxiety as well as the unawareness of strategy use complete the picture. In this context, I

always wondered what I could do to help my students improve their listening skills so I thought of giving them plenty of opportunities to listen in class. Besides the regular listening segments provided by the textbooks used in class, I included other forms of authentic input suggested by Mendelsohn (1995) such as radio broadcasts, sitcoms, short movie clips, and so forth.

In the upper intermediate level at Universidad de Piura, a level I have been teaching for the last five years now, the number of students with more academic interests was evident so I started to use Technology, Entertainment, Design Talks (TED Talks) as these videos present varied topics of interest with the highest audio quality and a vast array of accents to listen to. Nonetheless, after using TED Talks for a while, I realized my students were not getting much better. By simply giving more opportunities to listen within a relatively short time span, my students listening skills were not improving. I needed to find other ways to achieve that improvement so I focused my attention on strategies to build up their listening skills. Listening strategies would provide the tools to increase their comprehension and, in turn, would diminish their anxiety since the fact of feeling empowered by such tools would make them better prepared to face the challenge of the unknown.

The need of finding ways to improve my students' learning path triggered the idea of using learning strategies to boost my students' potential. The need to know what works best for them when it comes to listening comprehension has sparked my curiosity in this investigation. The results and conclusions from it will enhance my comprehension of the use of learning strategies which in turn will benefit my students accordingly.

1.5. Limitations of the investigation

Some limitations of the investigation were identified and will be discussed below:

1. The first limitation identified is the length of the treatment. It was applied in four weeks including the administration of the pre-test and post-test with a total of 12 hours of explicit strategy instruction. The treatment had to be fitted within the components of the syllabus for upper intermediate classes. As the results of the survey

show this might have been insufficient since 30.43% of the students in the experimental group could not appropriately implement the strategies taught.

2. The second limitation is the size of the sample. Although the questionnaire was applied to four different classes with a total of 83 students, the treatment was only applied to a group of 25 students since that is the maximum number of students permitted in the centre. Besides, the class decreased in number owing to different factors and only 19 students fully underwent treatment. It is advisable to apply the research to a wider number of students, in order to have a bigger sample distribution.
3. A third limitation is controlling the age of the groups in the study. Students in the experimental group were older than students in the control group. In the control group ages ranged between 16 and 23 years and in the experimental group their ages ranged between 16 and 40 years. This difference might have had some incidence on the results.
4. Finally, the listening comprehension strategies used in this research are based on the Listening Strategy Guide by Michael Berman aimed at increasing comprehension of lectures. Hence, they are selective. Some other strategies to increase students' comprehension have not been considered. With regard to the learning styles of the students, a generalization was made considering the results of the questionnaire applied to the upper intermediate students which suggests that 90.36% of the students were at least oral/visual students. It is advisable to increase the number of strategies within the appropriate time length and suit the different students' needs and learning styles.

1.7. Antecedents of the investigation.

1.7.1. Graham Suzanne. 2005. "Listening comprehension: The learners' perspective" Institute of Education, University of Reading, Bulmershe Court, Earley, Reading RG6 1HY, UK

The purpose of this study was to get insights into the views held by students aged 16-18 regarding listening comprehension in French and how they view the reasons behind their success or lack of it in this skill. The use of listening strategies was also examined.

This paper seeks to answer these questions:

1. How successful did learners believe themselves to be as listeners, and to what did they attribute their success or lack of it?
2. What strategies were they aware of employing when listening?

A total of 595 students took part in the questionnaire section of the study, and 28 of these were interviewed. They formed three groups: (a) those in Year 11, who had been learning French for approximately 6 years; (b) students in Year 12, learning French for seven years; and (c) students in Year 13, learning French for 8 years. Year 11 students would receive 2–3 h of language teaching a week, Year 12 and 13 students, 4–5 h.

Two instruments were used: a questionnaire and an interview. The former went through two pilot stages in order to establish its clarity and appropriate wording. The items included were designed to explore students' attributions combining closed and open-ended questions. The latter was based on the results of the questionnaire and included the following: students' beliefs about why they had been successful or unsuccessful in the particular skill area they had identified and how they believed they employed any strategies when approaching these skill areas. The questionnaire data were analyzed quantitatively and the interviews were analyzed qualitatively.

The conclusions this study shows are the following:

- In this study, many learners see themselves as less successful in listening than in other language areas.
- The main difficulties identified are coping with speed of delivery of texts, making out individual words in a stream of spoken French, and making sense of any words that have been identified or understood.
- Most learners attribute their difficulties in listening to their own supposed low ability in the skill and to the difficulty of the listening tasks and texts they are set.
- Students in the interview displayed little insight into what strategies might be appropriate for listening and the need to monitor and evaluate any strategies that they did employ.
- Practice in itself does not address the issue that learners need to feel a sense of control over their listening, that improvement is possible.
- Top down and bottom-up processes should be focused on in the activities designed as tasks.

This investigation is relevant to my own since it focuses on the perception students have of listening as a skill and how it influences their comprehension. Besides, this study shows that students do not generally know what to do in order to improve their listening comprehension skills, thus the explicit teaching of learning strategies is favoured.

1.7.2. Wagner Elvis. 2009. "Test-takers 'interaction with an L2 video listening test" Temple University, College of Education, CITE Department, 459 Ritter Hall, 1301 Cecil B. Moore Avenue, Philadelphia, PA 19122-6091, United States

The purpose of this study was to explore the test-taking behaviour of non-native (L2) speakers of English taking a video listening test. The current study sought to investigate: (a) the extent

to which test-takers view the video screen while taking a video listening test, (b) the extent to which performance on the test correlates with the rate the test-takers viewed the video screen, and (c) test-takers attitudes towards the use of videos on listening tests.

Fifty-six adult learners from different educational backgrounds and languages participated in the study. The participants ranged in age from 18 to 40 and reported having lived in the United States for approximately seven months on average. Performance, observational, and attitudinal data from participants taking an L2 video listening test composed of two genres of texts was collected. The test consists of two lecturette and two 2-person dialogue texts with an academic English target language use domain, and a total of 26 multiple-choice and short answer comprehension items.

A 9-item pre-test survey was used to collect the background characteristics of the participants. A 7 Likert-type items post-test questionnaire was used to assess the test-takers' attitudes towards the use of videos on the listening test. The participants were also asked to estimate the percentage of the time that they viewed the videos.

Some conclusions can be drawn up from the results of the research:

- Test takers had different behaviours when watching the videos. There was a large amount of variation for the viewing rates for each of the videos presented. Some of the test-takers viewed the videos virtually the entire time they were played, while others viewed the videos very little.
- The results present evidence that different genres of videos might lead to different test-taking behaviors and viewing rates. In addition, these results provide support for Burgoon's (1994) description of how the non-verbal components of spoken language are particularly useful in determining social meaning in interpersonal situations (found in the 2-person dialogue texts), and less useful in interactions involving transactional language (found in the lecturette texts).

- There was a negative correlation between the viewing rate and overall test performance, and a negative correlation between the viewing rate on the lecturette videos and performance on the lecturette test tasks indicating that test-takers who viewed the videos at a higher rate tended to score lower on the overall test. However, the negative correlation found here might be a function of the lower-ability listeners tending to watch the video at a higher rate than the higher-ability listeners.
- The test-takers in this investigation had overall positive opinions about the use of videos, reporting that they (1) liked being able to see who was talking, (2) that the inclusion of the visual channel made the test more interesting and caused them to pay more attention to the text, and (3) that they preferred video tests to audio-only tests.

This investigation is relevant to my own since it focuses on the impact that videos can have on the listeners when they are under exam conditions and their preferences regarding the quality of input for listening comprehension activities. These aspects are important aspects considered in my own study since lecturette videos is the kind of input that will be used for assessing my students performance and its suitability for raising interest in listening comprehension activities will be evaluated.

1.7.3. Gómez Álvarez, Lilian; Sandoval Zuniga, María Soledad y Saez Carrillo, Katia. 2012. "ESL listening comprehension: Effect of explicit metacognitive strategy training for its development" Universidad de Concepción. Concepción, Chile. RLA, Revista de Lingüística Teórica y Aplicada, 50 (1), I Sem. 2012, pp. 69-93.

The purpose of this study was to determine the importance of explicit instruction in the use of metacognitive strategies of planning, monitoring and evaluation in listening comprehension of university students of English as L2 in three levels of language development. The results suggest that the explicit instruction of these strategies contributes to more effective listening and,

therefore, should be integrated into the regular programs of instruction in L2.

Subjects in the experimental groups received explicit instruction on using metacognitive strategies during normal development of their English language classes, following the model of pedagogical approach proposed by Rost (2005), for a period of three weeks excluding the application of the pretest and posttest. Meanwhile, the control group participated in the same type of language classes for the same period but without receiving explicit instruction on the use of strategies. The general hypothesis is that the use of metacognitive strategies positively affects outcomes in listening comprehension tasks in an L2. Specifically, it was expected that explicit instruction on the use of metacognitive strategies allow a greater variety of tasks using these strategies, encouraging learner autonomy and understanding. Besides, they were expected to be more beneficial to subjects with lower command of the L2.

In order to test the hypotheses, the results obtained by university students of English as L2 in pretests and post-tests for the full auditory component of international standardized tests (FCE, CAE and CPE) for three proficiency levels were analyzed according to the Common European Framework of Reference: B1, B2 and C1, respectively. The proficiency level of the subjects was related to the academic year they were enrolled at the time of intervention. This level is evaluated every year through ESOL mocks exams, according to the ALTE criteria. Such exams include items on reading comprehension, listening comprehension, language use, and oral and written production. Thus, the B1 level corresponded to sophomores, B2 to juniors and C1 to seniors.

In addition to performance testing, an introspective questionnaire before treatment and a subsequent retrospective survey to inquire about the reflections of subjects around listening tasks and the use of metacognitive strategies were applied in the study.

This research has collected evidence supporting the idea that having more awareness of the cognitive processes involved in

learning tasks can help L2 learners to more effectively regulate their learning processes and to enhance listening comprehension, which can be optimized with pedagogical instruction. The results support the benefit for learners to integrate metacognitive strategies in the development of listening comprehension in English in an EFL context. Therefore, this paper provides empirical evidence for the assumption that metacognitive strategies positively affect the results of listening tasks in L2.

Other conclusions drawn from the present study are the following:

- The explicit instruction of metacognitive strategies benefits learners when dealing with listening comprehension tasks, because they are aware and have control of their cognitive processes to select appropriate strategies for a given task.
- The single practice in listening comprehension tasks improves understanding, but especially if it is accompanied by explicit instruction of metacognitive strategies as an integral part of the language class.
- It is unclear whether the explicit knowledge of metacognitive strategies involves a more frequent use of them. Apparently, the learner is more selective and optimizes the use of strategies according to the needs of the task and their own.
- Promoting the use of metacognitive strategies is more beneficial in tasks involving completion of information in texts with continuous theme, unlike a selection of information from several independent texts.
- Students who have a lower command of the target language are more benefited with the explicit instruction of metacognitive strategies than those who are more proficient.

This investigation is relevant to my own since it is focused on the teaching of metacognitive learning strategies in an explicit way in order to improve the listening comprehension of students

learning a second language which is the central theme running in my investigation.

1.7.4. Amir Marzbana; Fereshteh Isazadehb. 2012. "Discovery Listening and Explicit Strategy-Based-Instruction Models' Effect on the Iranian Intermediate EFL Listening Comprehension" English Language Department, Qaemshahr Branch, Islamic Azad University, Qaemshahr, Iran- English Language Department, Alborz University, Qazvin, Iran. 4th WORLD CONFERENCE ON EDUCATIONAL SCIENCES (WCES-2012) 02-05 February 2012 Barcelona, Spain

The study aims to compare the effect of Discovery Listening (DisL) with explicit Strategy-Based Instruction (SBI) on listening comprehension (LC) of EFL Iranian students. 79 students at a university in northern Iran participated in the study.

A PET listening section was used as a pre-test to choose 79 homogenous participants in the LC skill. They were divided into two experimental groups: 45 participants took part in DisL group and the other 34 in SBI group. The participants received their treatments in twelve 45-minute sessions, alongside the routine educational program developed by the English department. Chen (2010) listening strategy table was used to introduce the learning strategies to students (planning, monitoring, directed attention, selective attention, evaluation, listen for gist, listen for details, inferencing, prediction, elaboration, visualization, summarization, note taking, clarification, encouraging).

During each session besides teaching the lesson plans based on Odaci's (2006) the translated Strategy Checklist were distributed among the SBI participants. The task papers were delivered to the students to do all its 8 steps; comprehension estimation, note-taking, further note-taking, sentence completion, identification of problematic words or expressions, key problem word identification, transcription evaluation, final comprehension estimation. Finally, a PET listening comprehension test was given

to the two groups as the post-test to compare these two different methods of teaching LC.

Two important conclusions can be drawn from the present study:

- The related research didn't show any significant difference between these two kinds of LC instructions in the classroom. However, DisL group mean scores were higher than the SBI's.
- DisL activities were more enjoyable for the majority of the students as noticed by the researcher and they took part more actively in the DisL task compared to the SBI students who had problems to process the information as they had problems with the listening speed and the complexity of the vocabulary used.

This investigation is relevant to my own since it is focused on the teaching of cognitive learning strategies in an explicit way in order to improve the listening comprehension of students learning a second language which is the central theme running in my investigation.

1.7.5. Khaled Moradi. 2012. "The impact of listening strategy instruction on academic lecture comprehension: A case of Iranian EFL learners". Department of English, Takestan branch, Islamic Azad University, Takestan, Iran. Akdeniz Language Studies Conference 2012.

This study was carried out to establish the effect of listening strategy instruction on the listening comprehension of academic lectures of a group of Iranian EFL learners. Two groups of male and female English majors participated in the study. Their ages ranged from 20 to 26. In the treatment group, the participants received 14 hours of instruction consisting of the presentation, practice, and review of listening strategies. In the control group, the students did not receive any explicit strategy instruction. The analysis of the data revealed that the students in the treatment

group significantly outperformed those in the control group in listening comprehension tests.

A TOEFL test was used to make sure the participants' command of the language was homogeneous. The strategy instruction model used was that of Mendelson (1994, pp. 41–42) – which was aimed at providing a procedural framework for promoting listening comprehension of academic lectures. A pedagogical cycle encompassing three stages reflecting real-life listening was utilized with the experimental and control groups:

- 1) Pre-listening preparation;
- 2) Monitoring of comprehension; and
- 3) Evaluation of performance

The CG and EG completed the pedagogical cycle described above each week, but the EG received strategy instruction along with the application of strategies, feedback on strategy use and review of strategies, while the CG did not receive any explicit strategy instruction.

This investigation is relevant to my own since it is focused on the teaching of listening learning strategies in an explicit way in order to improve the listening comprehension of the lectures students learning a second language which is the central theme running in my investigation

Some important conclusions can be drawn from the present study.

- The listening strategy instruction had statistically meaningful effect on the performance of language learners on listening comprehension questions in the lectures. The results show that prior to strategy instruction, the students had difficulties in the comprehension of lectures in English. After the treatment, the students performed better in the listening comprehension tests given.
- A pedagogical implication of the present study is that the teaching of listening strategies should be carried out in order

to help students increase their comprehension of lectures in English. The exposure of students to such strategies will benefit their actual comprehension of lectures.

This investigation is relevant to my own since it is focused on the teaching of listening learning strategies in an explicit way in order to improve the listening comprehension of the lectures of students learning a second language which is the central theme running in my investigation

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Listening Comprehension

Research findings indicate that listening is the most important skill for language learning because it is the most widely used language skill in normal daily life (Rost, 2001), and it develops faster than the three other language skills, which in turn suggests that it can facilitate the emergence of the other language skills (Oxford, 1990).

According to Vandergrift (1999), listening comprehension is “anything but a passive activity. It is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance” (p. 168). He asserts that juggling all of this involves a great deal of mental activity on the part of the listener.

Regarding the nature of communication, since negotiation of meaning is not always possible; the listener needs to clinch to comprehension and interpretation skills. This is especially true for transactional listening which is message oriented and its main function is to communicate information, or giving instructions, explaining, describing, giving directions, ordering, requesting and verifying understanding (Morley, 2001). This is the kind of listening expected in

TV broadcasting, lectures, video and audio recordings. On the other hand, interactional listening is socially oriented in which interaction, negotiation of meaning and contextualization play a very important role in message interpretation.

According to Harris (2003), listeners are aided not only by explicit instruction in decoding and comprehending morphological elements, but also in extra linguistic elements, such as common hand motions and emotional cues. This kind of aid is especially important in transactional listening which confirms the importance of instruction in listening skills in order to appropriately interpret those cues. Shrum and Glisan (2005) claim that a variety of foundational skills are used in listening, such as background knowledge, linguistic knowledge, short-term memory, and an availability of strategies to use in comprehension and interpretation. This lead us to the question of how listening is processed.

2.1.1. Input, information processing and listening

Researchers suggest that after puberty, when myelination of neuron connections occurs, (Pulvermuller and Schumann, 1994) second/foreign language learning can be explained cognitively using the three components of an information processing model: input, central processing, and output. Input is considered to be the most critical requirement for language development. For language acquisition to happen some kind of input must be given to the subject in terms of language samples which must be comprehensible. Perceiving or noticing the input is a necessary step since people cannot take up and process all of the input they constantly receive, but rather can select only certain input for attention, uptake and processing. Input that is processed by the learner is known as intake. The intake of language as a result of learners paying conscious attention to the input is known as noticing (Schmidt, 1990).

The linguistic environment plays a crucial role in the understanding of the message conveyed. It is the speaker of the target language and their speech to the L2 learners that provide the necessary input to the listener which is embedded in social and academic situations. The adjustment of the input on the part of the speaker in order to increase the learner comprehension as well as

the strategies that learners use make this input accessible to the language learner (Rost, 2001). This input accessibility can also be understood as “comprehensible input” (Krashen, 1982). Krashen claimed that development from the learner’s current stage of language knowledge can only be achieved by providing the learner with linguistic input at a level slightly above the current learner’s command of the language. Dunkel and Lim (2006) suggest that comprehensible input helps the L1 or L2 learner by:

- Providing a correct model for imitation.
- Reducing the processing load by facilitating segmentation of the input into smaller chunks of language, and by simplifying the length, structure, and lexical load modelled in the input.
- Slowing down the speech when necessary and speeding up when possible.
- Directing the learner’s attention to relevant information in the input.
- Improving the intelligibility of the language heard.
- Providing feedback on the accuracy or inaccuracy of the comprehension.
- Promoting a positive effect in the learner toward interaction with others
- Teaching social routines or in the case of Dunkel and Lim’s methodology design, rhetorical routines and the signal cues employed by speakers who use one or more of the major rhetorical routines involving process, cause and effect, definition, and so on.

Information processing refers to the mechanisms which occur when processing the language input given. Two basic psychological concepts are used to understand the construction of meaning from language input: bottom-up and top-down processing. The former refers to the process of decoding specific bits of information from input. Richards (2008) points out that “the listener’s lexical and grammatical competence in a language provides the basis for bottom-up processing” (p. 4). He argues that comprehension begins with the received data that is analysed as successive levels of organization – sounds, words, clauses, sentences, texts – until meaning is derived. Comprehension is

viewed as a process of decoding. “Top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language.” (Richards, 2008, p. 7). Prof. Larry Vandergrift points out that “listening comprehension is not either top-down or bottom-up processing, but an interactive, interpretive process, where listeners use both prior knowledge and linguistic knowledge in understanding messages” (2003, para. 3). In an information processing approach, top-down and bottom-up processing are suggested to operate simultaneously to interpret incoming information. Here the individual combines the new information from input with existing information stored in long-term memory- new knowledge being developed from the interaction of input with prior knowledge.

2.1.2. The importance of listening

Within the classroom context, one of the reasons why we make our students listen is to train their ears so that they can understand the different kinds of input they will be exposed to. The following is an excerpt of *How to Teach English*, by Jeremy Harmer (2003), which can give some insights regarding the importance of listening:

One of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents - rather than just the voice of their teacher with its own idiosyncrasies. In today's world, they need to be exposed not only to one variety of English (British English, for example) but also to varieties such as American English, Australian English, Caribbean English, Indian English or West African English. When people of different nationalities speak to each other, they often use English too, so that a Swiss flight attendant might well have to understand a Japanese woman's English variety, just as an Argentinean might need to be able to cope with a Russian's version.

There are, of course, problems associated with the issue of language variety. Within British English, for example, there are many different dialects and accents. The differences are not only in

the pronunciation of sounds ('bath' like 'laugh' vs 'bath' like 'cat') but also in grammar (the use of 'shall' in northern varieties compared with its use in 'Standard English' -the southern, BBC-type variety, the grammatically coherent use of 'done', e.g. 'I done it' in non-standard English). The same is of course true for American, Indian or West African English.

Despite the desirability of exposing students to many varieties of English, however, common sense is called for. The number of different varieties (and the degree to which they are different from the one students are learning) will be a matter for the teacher to judge, based on the students' level, where the classes are taking place etc. But even if they only hear occasional (and very mild) varieties of English which are different from the teacher's, it will give them a better idea of the world language which English has become.

The main method of exposing students to spoken English (after the teacher) is through the use of taped material which can exemplify a wide range of topics such as advertisements, news broadcasts, poetry reading, plays, (pop) songs with lyrics, speeches, telephone conversations and all manner of spoken exchanges. Teachers can imitate these, but good tapes are far more powerful.

The second major reason for teaching listening is because it helps students to acquire language subconsciously even if teachers do not draw attention to its special features. As we have mentioned before, exposure to language is a fundamental requirement for anyone wanting to learn it. Listening to appropriate tapes provides such exposure and students get vital information not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch and stress.

Lastly, just as with reading, students get better at listening the more they do it. Listening is a skill and any help we can give students in performing that skill will help them to be better listeners.

On that final note, a fundamental condition for learning, according to several authors such as Krashen and Spolsky, is that

input has to be sufficient in terms of quantity. Spolsky (1989) asserts that “the more time spent learning any aspect of the second language, the more will be learned” (p. 166).

Rost (1991) summarized the importance of listening in second language learning as follows:

- Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.
- Authentic spoken language presents a challenge for the learner to understand language as native speakers actually use it.
- Listening exercises provide teachers with a means for drawing learners’ attention to new forms (vocabulary, grammar, new interaction patterns) in the language (pp. 141-142).

2.1.2.1. The teaching of listening

Listening as a skill needs to be taught and careful attention needs to be put on the impact of such teaching on the learners. There is no denying that in order to acquire successful listening skills much practice needs to be carried out within a relatively long period of time. This practice must start within the classroom context but must go beyond the classroom walls. McDonough and Shaw (1993, p. 127) offer an incisive view of listening as a classroom activity:

1. There is a great range and variety of input.
2. In some situations we are listeners only, in others our listening skills form just a part of a whole interaction, and an ability to respond appropriately is equally important.
3. We listen for different purposes- to get information, to socialize and/or or to be entertained- so the degree of attention and possibly the strategies used will differ.
4. Related to this is whether we are listening in a face-to-face exchange or through another medium such as the radio: in some cases there may be interference or background noise that may affect our ability to process what is being said.

5. The people involved- how many, their roles, and our relationships with them.
6. In many situations there is a visual element which gives important clues beyond the words actually used.

As seen above, the multifarious nature of the skill is evident. In that view, it is obvious there needs to be some kind of guiding in order to help the learners with the comprehension of different listening segments they will be dealing with in their learning paths. This guiding is aimed at providing some skills to facilitate comprehension. Willis (1981, p. 134) lists a series of micro-skills of listening, which she calls “enabling skills”. They are:

- predicting what people are going to talk about
- guessing at unknown words or phrases without panic
- using one's own knowledge of the subject to help one understand
- identifying relevant points; rejecting irrelevant information
- retaining relevant points (note-taking, summarizing)
- recognizing discourse markers, e. g. , Well; Oh, another thing is; Now, finally; etc.
- recognizing cohesive devices, e. g. , *such as* and *which*, including linking words, pronouns, references, etc.
- understanding different intonation patterns and uses of stress, etc. , which give clues to meaning and social setting
- understanding inferred information, e. g. , speakers' attitude or intentions.

It is important that these skills are taught to students in a way that they can actually be used. These skills are embedded in the notion of learning strategies which will be dealt with later in this chapter.

The following is a comprehensive review made by Rost (2001) regarding some recommendations made by language educators concerning the teaching of listening from a listening-for-meaning perspective as opposed to a listening-for-language-practice one:

- Morley (1984) offers an array of examples of selective listening materials, using authentic information and information-focused activities (e.g. notional-informational listening practice, situation-functional listening practice, discrimination-oriented practice, sound-spelling listening practice).
- Ur (1984) emphasizes the importance of having listening instruction resemble “real-life listening” in which the listener has built a sense of purpose and expectation for listening and in which there is a necessity for a listener response.
- Anderson and Lynch(1988) provide helpful means for grading input types and organizing tasks to maximize learner interaction.
- Underwood (1989) describes listening activities in terms of three phases: pre-, while- and post- listening activities. She demonstrates the utility of using authentic conversations (many of which were surreptitiously recorded).
- Richards (1990) provides an accessible guide for teachers in constructing exercises promoting “top-down” or “bottom-up” processing and focusing on transactional or interactional layers of discourse.
- Rost (1991) formalises elements of listening pedagogy into four classes of “active listening”: global listening to focus on meaning, intensive listening to focus on form, selective listening to focus on specific outcomes, and interactive listening to focus on strategy development.
- Nunan (1995) provides a compendium of recipes for exercises for listening classes organized in four parts: developing cognitive strategies (listening for the main idea, listening for details, predicting), developing listening with other skills, listening to authentic material and using technology.
- Lynch (1996) outlines the types of negotiation tasks that can be used with recorded and “live” inputs in order to require learners to focus on clarification purposes. Lynch also elaborates upon Brown’s (1994) guidelines for grading listening materials.
- White (1998) presents a series of principles for activities in which learners progress through repeated listenings of texts.

She indicates the need to focus listening instruction on what went wrong when learners do not understand and the value of having instructional links between listening and speaking.

There are many aspects to bear in mind when teaching listening. Aspects such as the level of proficiency of the learners, the quality and quantity of input, the motivation and affective factors of the learners play an important role in the comprehension of the listening tasks. From the above, one aspect that is directly related to the multifariousness of spoken English is the quality of input. Rost (1990) suggests a consideration of “abstractness of the content, cultural aspects of the content, number of information points, media support provided, length of extract and level of linguistic ability” (p. 158). All of these aspects combined together result in the actual listening segment to be heard by the listener. It is the listening input which can have a positive effect on the learners or be detrimental for the purpose of comprehending the message conveyed in it. In the regular

English class, teachers take into consideration these aspects consciously or unconsciously since they are responsible for the election of the listening input to be used in class.

As Rost (2001, p. 11) suggests, the teaching of listening involves the selection of input sources (which may be live, or be recorded on audio or video), the chunking of input into segments for presentation, and an activity cycle for learners to engage in. Effective teaching involves:

- careful selection of input sources (appropriately authentic, interesting, varied and challenging);
- creative design of tasks (well-structured, with opportunities for learners too activate their own knowledge and experience and to monitor what they are doing);
- assistance to help learners enact effective listening strategies (metacognitive, cognitive, and social); and
- integration of listening with other learning purposes (with appropriate links to speaking, reading, and writing).

There are different ways input can be presented to students. All of these ways can be understood as the instructional media for developing listening comprehension.

2.1.3. Instructional Media for developing listening comprehension

With the improvement of technology and the invention of the Internet information can be used and is at the disposal of students and teachers with ease. Listening for sure has benefited from this advancement and opportunities for listening have considerably increased. Rost (2001) states “the widespread availability of audiotape, videotape, CD-ROMs, DVDs and Internet downloads of sound and video files has vastly increased potential input material for language learning. Consequently, selection of the most appropriate input, chunking the input into manageable and useful segments, developing support material (particularly for self-access learning) and training of learners in the best uses of this input is ever more important (Benson and Voller 1997, cited in Rost 2001)” (p. 13). Now more than ever, there are plenty of resources for students to listen to different kinds of input that can be used within the classroom contexts or outside.

2.1.3.1. Material Authenticity

An aspect of the listening skill related to the input given to students which has provoked a good deal of discussion is that of authenticity. According to Galloway (1998), authentic materials are created by those who speak the target language and are a part of the target culture, specifically for members of these same groups. It is really important that students are exposed to listening input that reflects natural speech of everyday communication in different settings. Underwood (1989) asserts that “students need to practice listening to the kind of speech they will actually encounter in real life” (p. 98). This premise evidences the necessity for students to hear authentic or typical English with a variety of accents (Deller and Jones, 1992).

On the other hand, it is undeniably true that authentic listening input represents a challenge to the learner inasmuch as the

language input included makes no concessions to the listener. Harmer (2001) asserts that authentic language is natural language used by native –or competent- speakers of a language; and because it is authentic, it is unlikely to be simplified, spoken slowly or to be full of simplistic content. Using authentic listening segments in class can also help the learners to improve their comprehension by the exposure to such segments. Herron and Seay (1991) reported that increased facility in comprehending listening texts from authentic broadcasts could result from exposure to such texts.

The activities that are produced for students to work from a listening segment need to reflect that authenticity as well. As Tomlinson (1998) asserts “materials can provide exposure to authentic input through the advice they give, the instructions for their activities and the spoken or written texts they include. They can also stimulate exposure to authentic input through the activities they suggest (e.g. interviewing the teacher, doing a project in the local community, listening to the radio etc.)” (p. 13). He goes on saying “...the input should vary in style, mode, medium and purpose and should be rich in features which are characteristic of authentic discourse in the target language. And if the learners want to be able to use the language for general communication, it is important that they are exposed to planned, semi-planned and unplanned discourse (e.g. a formal lecture, an informal radio interview and a spontaneous conversation). The materials should also stimulate learner interaction with the input rather than just passive reception of it. This does not necessarily mean that the learner should always produce language in response to the input; but it does mean they should always do something mentally or physically in response to it.” (p. 14)

2.1.3.2. The Use of Video Recordings in Listening Comprehension

Video recordings, as opposed to audio recordings, give the viewer more opportunities for understanding the message being conveyed as the script is supported by images which carry information that is redundant and brings more clues of the scene portrayed in the specific segment watched. This redundancy increases the likelihood of message comprehension. According to

Baltova (1994), the use of video is essential in the classroom, as the visual input complements the auditory input such that both reinforce the other, activate multiple strands of prior knowledge, and lead to a deeper understanding of the topic or situation at hand.

Another aspect regarding the use of video as an important tool for teaching and learning English is that when students are exposed to video recordings they progressively learn how to “read between the lines”. There is subtle information that needs to be decoded by the viewer and that can only be done through the observation of images which are embedded in a specific sociocultural context. For Smith and Rawley (1997, p. 2), utilizing videos promotes “visual literacy,” in that the student learns how to decode more than the actual words being spoken, but also those extralinguistic and sociocultural factors that influence meaning and comprehension of a message.

Video recording gives the viewer an insight of the sociocultural context in which a scene is portrayed. This new understanding can give the viewer a new perspective of comprehension which in turn can increase their interest in learning about the language. According to Herron (1994), using video in the foreign language classroom promotes effective cultural contextualization of language given that the visual component allows students to view and hear communication in its actual sociocultural reality, which can promote increased interest in the use of the target language.

On the other hand, the use of videos cannot be an isolated activity. It must be fully integrated with the other components of the class. The appropriate integration of listening and the other skills namely reading, writing and speaking is a must. Besides, a continuous approach on the use of videos is expected considering quantity of input in terms of frequency of video use within the classroom context. According to Lyman-Hager (1994), it is essential that video, introduced as a source of authentic input, must also be fully integrated into a curriculum so that student output and communicative practice remains a goal in the classroom.

2.1.3.3. TED talks

There are different sources of video recordings in the Internet: from movie clips as in English Central to documentaries as in The History Channel. All of these sources of video recordings offer an array of different topics and language which are at the disposal of learners and teachers as well. Among these sources of video there is one that stands out from the others since its format, which is relatively new, is based on the personal experience of people which is put to public scrutiny. TED Talks is a webpage in which a collection of more than a thousand videos can be found. TED Talks is an excellent source of listening input since it provides authentic language in the form of talks given by key-note speakers and highly-ranked professionals with different accents and from different sociocultural and educational backgrounds. The topics presented are varied and are grouped in categories such as technology, education, health, entertainment, etc. The information given is under the format of lectures given to an audience which have different lengths. Some talks can be as short as three minutes. Others are longer and can last twenty minutes or longer. Every single talk is videotaped and uploaded at www.ted.com. The talks are free and easily downloadable.

2.1.4. Difficulties in Listening Comprehension

Some characteristics of spoken discourse pose special problems for listeners. Richards (1985) describes some factors which he calls “medium factors”. These factors influence what a listener must do to process speech: clausal basis of speech, reduced forms, ungrammatical forms, pausing and speech errors, rate of delivery, rhythm and stress, and cohesive devices. All of these aspects bring about difficulties in the comprehension of the message being conveyed. As Richards (2008) points out: “...spoken discourse is usually instantaneous. The listener must process it “online” and there is often no chance to listen to it again” (p. 3). He goes on saying “Often, spoken discourse strikes the second-language listener as being very fast, although speech rates vary considerably. Radio monologs may contain 160 words per minute, while conversation can consist of up to 220 words per minute. The impression of faster or slower speech generally results

from the amount of intraclausal pausing that speakers make use of. Unlike written discourse, spoken discourse is usually unplanned and often reflects the processes of construction such as hesitations, reduced forms, fillers, and repeats” (p. 3). This difficulty can negatively affect comprehension and cause anxiety in the learners and increase their affective filter.

Underwood (1989) describes the listening problems as follows:

1. Lack of control over the speed at which speakers speak
2. Not being able to get things repeated
3. The listener’s limited vocabulary
4. Failure to recognize the “signals”
5. Problems of interpretation
6. Inability to concentrate
7. Established learning habits

Researchers Bai Shuqin and Jing Jiangbo (2004) found three problems faced by ineffective listeners. The first problem is the inadequate listening input since the listening exercises presented in textbooks are unnatural and the dialogues monotonous. This happens because “some are originally written materials meant to be read, not listened to” (p. 4). The second problem is the “absence of training in listening strategies” (p. 6). The third problem is “low (levels of) motivation on the part of students” (p. 8), based on the affective filter (Krashen, 1981, cited in Bai and Jing) and in the “lack of confidence” (p. 9) sprang from false beliefs.

2.1.4.1. Affective Filter

Krashen (1982) argues that the affective filter is a kind of psychological obstacle that deters language learners from interiorizing comprehensible input completely. In his own words:

Research over the last decade has confirmed that a variety of affective variables relate to success in second language acquisition (reviewed in Krashen, 1981). Most of those studied can be placed into one of these three categories:

(1) *Motivation*. Performers with high motivation generally do better in second language acquisition (usually, but not always, "integrative")

(2) *Self-confidence*. Performers with self-confidence and a good self-image tend to do better in second language acquisition.

(3) *Anxiety*. Low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety. (p. 31).

Krashen (1982) argues that individuals with a high affective filter will not grab the input since it will not reach the part of the brain responsible for language acquisition: "Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter--even if they understand the message, the input will not reach the part of the brain responsible for language acquisition, or the language acquisition device." (p. 31).

This aspect has important implications in English language teaching since learners with high anxiety levels, low motivation and poor self-confidence will have a limited predisposition for learning. It is the teacher's responsibility to create the conditions for learning so as to lower the affective filter in his/her students. As Krashen (1982) suggests "The Affective Filter hypothesis implies that our pedagogical goals should not only include supplying comprehensible input, but also creating a situation that encourages a low filter." (p. 32).

2.2. Learning Styles and Learning Strategies

Brown (2000) defines learning styles as follows: "Style is a term that refers to consistent and rather enduring tendencies or preferences within an individual. Styles are those general characteristics of intellectual functioning (and personality type, as well) that pertain to you as an individual, and that differentiate you from someone else. For example, you might be more visually oriented, more tolerant of ambiguity, or more reflective than someone else--these would be styles that characterize a general pattern in your thinking or feeling." (p. 113).

Learning strategies (LS) can be defined as a tool, plan, or method used for accomplishing a task. Oxford (1990) defines learning strategies as operations employed by the learner to aid the acquisition, storage, retrieval, and use of information. Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations. O'Malley and Chamot (1990) define learning strategies as the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information. Cohen (1998) defines learning strategies as "...those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a language, through the storage, retention, recall, and application of information about the language". (p. 4).

Cohen (1996) gives examples of strategies in relation to the purpose of its use. "... some strategies contribute directly to learning (e.g., memorization strategies for learning vocabulary items or grammatical structures), while other strategies have as their main goal that of using the language (e.g., verifying that the intended meaning was conveyed). Some strategies are behavioural and can be directly observed (e.g., asking a question for clarification), others are mental and behavioural but not easily observable (e.g., paraphrasing), while others are just mental (e.g., making mental translations for clarification while reading) and must be accessed through other means, such as through verbal report." (p. 6).

Learning strategies share some common characteristics which made them different to other operations or actions taken by learners. Oxford (1990, pp. 9-13) established general features of learning strategies as follows:

1. Contribute to the main goal: communicative competence
2. Allow learners to become more self-directed
3. Expand the role of teachers
4. Are problem-oriented
5. Are specific actions taken by the learner
6. Involve many aspects of the learner, not just the cognitive
7. Support learning both directly and indirectly
8. Are not always observable. Some LS are not observable to the human eye

9. Are often conscious
10. Can be taught
11. Are flexible
12. Are influenced by a variety of factors

A distinction made by researchers is that between strategies and techniques. According to Naiman *et al.* (1978) techniques differ from strategies in their scheme by being focused on specific aspects of language learning. Valcárcel *et al.* (1996, p. 90) identified the following techniques:

- **Sound Acquisition:** repeating aloud after a teacher, a native speaker, or a tape; listening carefully; and talking aloud, including role playing.
- **Grammar:** following rules given in texts; inferring grammar rules from texts; comparing L1 and L2; and memorizing structures and using them often.
- **Vocabulary:** making up charts and memorizing them; learning words in context; learning words that are associated; using new words in phrases; using a dictionary when necessary; and carrying a notebook to note down new items.
- **Listening comprehension:** listening to the radio, records, TV, movies, tapes, etc. ; and exposing oneself to different accents and registers.
- **Learning to talk:** not being afraid to make mistakes; making contact with native speakers; asking for corrections; and memorizing dialogues.
- **Learning to read:** reading something every day; reading things that are familiar; reading texts at the beginner's level; and looking for meaning from context without consulting a dictionary.

We can see above a clear distinction between what a strategy is as opposed to a technique that students use to learn a specific aspect of the target language. What follows is the classification of learning strategies which can give the reader some insights on their nature.

2.2.1. Classification of Learning Strategies

The classification of learning strategies is varied and has changed depending on the kind of studied carried out and on the

perspective of the researcher. Cohen (1996) acknowledges there are some problems with the classification of strategies. He explains "... different criteria are used to classify language learning strategies, causing inconsistencies and mismatches across existing taxonomies and other categorizations. Strategy frameworks have also been developed on the basis of degree of explicitness of knowledge and the kind of knowledge (e.g., linguistic vs. world knowledge, and form-focused vs. meaning-focused knowledge) (Bialystok 1978, Ellis 1986)." (p. 6).

One of the most widely known classifications is Oxford's. Oxford (1990) classifies language learning strategies into two major classes: direct and indirect. These two classes are divided again into a total of six subcategories as follows:

Direct strategies: Memory, cognitive, and compensation strategies

Indirect strategies: Metacognitive, affective, and social strategies. Oxford then proposes a more detailed taxonomy as follows:

Direct Strategies:

Group I: Memory strategies

- A. Creating mental linkages
- B. Applying images and sounds
- C. Reviewing well
- D. Employing actions

Group II: Cognitive strategies

- A. Practicing
- B. Receiving and sending messages
- C. Analyzing and reasoning
- D. Creating structure for input and output

Group III: Compensation strategies

- A. Guessing in listening and reading
- B. Overcoming limitations in speaking and writing

Indirect Strategies:

Group I: Metacognitive strategies:

- A. Centering your learning
- B. Planning your learning
- C. Evaluating your learning

Group II: Affective strategies:

- A. Lowering your anxiety
- B. Encouraging yourself
- C. Taking your emotional temperature

Group III: Social strategies:

- A. Asking questions
- B. Cooperating with others
- C. Empathizing with others

2.2.2. Listening Strategies

Buck (2001, p. 104) identifies two kinds of strategies in listening:

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

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

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

- Assessing the situation: Taking stock of the conditions surrounding a language task by assessing one's own

knowledge, one's available internal and external resources, and the constraints of the situation before engaging in a task

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

2.2.3. Advanced Listening Strategies

Berman (2003) describes key advanced strategies for improving the learner's listening skills regarding lectures or talks. They are divided in seven different topics as follows:

Listening Topic 1: Pre-listening Strategies:

- Predicting the theme of the lecture
- Predicting the vocabulary of the lecture

Listening Topic 2: Identifying Main Ideas

- This can be done through discourse markers, rhetorical questions, repetition, speed of speech, and visual aids.

Listening Topic 3: Note Taking

- Note taking in the language in which you will need to use the notes.
- Effective note taking requires that you record information quickly
- Appropriate organization of notes for main points and for details.
- Accuracy to write facts correctly

Listening Topic 4: Processing Details

- Aural Skimming: Listening for a Particular Detail
- Understanding and Recalling Details
- Strategies for Making Inferences

Listening Topic 5: Determining the Relationships of Ideas

- Lectures and other styles of communication are built upon the relationships of ideas: discourse markers, also called organizational cues or signposts.

Listening Topic 6: Guessing Vocabulary from Context

- making predictions and getting ready before listening
- paying attention to the repetition of key words
- using intuition to make inferences
- paying attention to discourse markers

Listening Topic 7: Identifying Pronoun Referents

2.3. Strategy-Based Instruction

The explicit instruction of learning strategies, as opposed to implicit instruction, refers to the teaching of learning strategies in which the learners are aware of the objectives and the implications of such teaching. As explained by Cohen (1996) “strategy-based instruction refers to explicit classroom instruction directed at learners regarding their language learning and use strategies, and provided alongside instruction in the foreign language itself. The goal of strategy-based instruction is to help second language students become more aware of the ways in which they learn most effectively, ways in which they can enhance their own comprehension and production of the target language, and ways in which they can continue learning after leaving the classroom. A strategy is considered to be “effective” if it provides positive support to the students in their effort to learn the language or to communicate through its use”. (p. 13).

Cohen (1998) expands his assertion and claims that the goal of strategy instruction, which he terms “strategy training”, is to facilitate the learning of a second language: “The goal of strategy training is to explicitly teach students how, when and why strategies can be used to facilitate their efforts at learning and using a foreign language. By explicitly teaching students how to develop their own individualized strategy systems, strategy training is intended to help students explore ways that they can learn the target language more effectively, as well as to encourage students to self-evaluate and self- direct their learning”. (p. 69).

Nyikos (1996) claims that strategy instruction can compensate for the limitations the learner can have when learning a second language: "...whether learner readiness is a matter of confidence or competence, research should not ignore the power of strategies to compensate for bridge gaps in learners' progress." (p. 112).

On the other hand, the use of strategies is not necessarily an indicator of how successful it will be on a language task. As Gu (2007) suggests "The success or failure of a strategy hinges upon the orchestration of different components of the strategic behaviour. From selectively attending to a task, to the analysis of the task, to the choice of decisions, to strategy deployment and execution, to monitoring and modifying of the plan, and to the evaluation of strategy effectiveness, flexibility and appropriateness come in every step of the way." (p. 26).

There are different frameworks that have been devised in order to make strategy instruction. For the current study the Cognitive Academic Language Learning Approach by Ana Chamot and Michael O'Malley has been used.

2.3.1. The Cognitive Academic Language Learning Approach

The following excerpt was taken from The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach by Michael O'Malley and Anna Uhl Chamot, Addison-Wesley Publishing Company, 1994:

The Cognitive Academic Language Learning Approach (CALLA) is an instructional model for second and foreign language learners based on cognitive theory and research. CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning, and explicit instruction in using learning strategies for academic tasks.

The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning.

CALLA can be used in ESL, EFL, bilingual, foreign language, and general education classrooms. CALLA was designed to meet the academic needs of three types of students:

- ELLs who have developed social communicative skills through beginning ESL classes or exposure through English-speaking environments, but have not yet developed academic language skills appropriate to their grade level;
- Students who have acquired academic language skills in their native language and initial proficiency in English, but who need assistance in transferring concepts and skills from their first language to English; and
- Bilingual students who have not yet developed academic language skills in either language.

CALLA's principal objectives are to assist students in:

- Valuing their own prior knowledge and cultural experiences, and relating this knowledge to academic learning in a new language and culture
- Learning the content knowledge and the language skills that are most important for their future academic success;
- Developing language awareness and critical literacy
- Selecting and using appropriate learning strategies and study skills that will develop academic knowledge and processes
- Developing abilities to work successfully with others in a social context
- Learning through hands-on, inquiry-based, and cooperative learning tasks
- Increasing motivation for academic learning and confidence in their ability to be successful
- Evaluating their own learning and planning how to become more effective and independent learners.

CALLA's five phases of instruction:

1. **PREPARATION PHASE** elicits students' prior knowledge, identifies objectives, teaches vocabulary.
2. **PRESENTATION PHASE** provides context through visuals, graphic organizers, realia, etc.
3. **PRACTICE PHASE** includes cooperative learning and practice with learning strategies.
4. **SELF-EVALUATION PHASE** includes student self-evaluation activity.
5. **EXPANSION PHASE** provides real-life applications/connections to students' background.

CHAPTER III

METHODOLOGY OF THE INVESTIGATION

3.1. Investigation type.

According to the research objective and the different perspectives and modes of inquiry, a quasi- experimental research design has been carried out.

On the other hand, this is also a descriptive correlational cross-sectional study, based on the quantitative paradigm. The study is complemented by the use of a questionnaire, learning logs, and a retrospective survey.

3.2. Design of the investigation.

This is a quasi-experimental research which includes a pre-test and post-test along with a control and experimental group. In order to control the bias, a pre-test was applied to both groups. The treatment was applied only to the experimental group and a post-test was applied to both groups. It also includes a questionnaire, learning logs and surveys which aim to collect qualitative data.

In order to validate both the pre-test and post-test a pilot group was used. Students in the pilot group were given the pre-test first and the post-test at a later date. After each test a survey to measure their perception of both tests was given to students.

An introspective questionnaire was applied in order to learn about the students' attitudes regarding listening comprehension. It was applied to all the Upper Intermediate I groups in the afternoon shift. A retrospective survey was applied only to the experimental group in order to learn about the students' perception of the treatment.

The participants for both groups (control and experimental) were assigned according to the time of enrolment. Both groups were given the same topics and content including the use of TED Talks videos (<http://www.ted.com>) as instructional media since they belong to the same level of instruction: Upper Intermediate 1 within the English Language Program at Universidad de Piura. Nevertheless, the experimental group received explicit instruction on the use of learning strategies aimed at improving listening comprehension. The control group received no instruction on the use of learning strategies during the length of the academic term. The treatment was applied in four weeks including the administration of the pre-test and post-test with a total of 12 hours of explicit strategy instruction.

The investigation was carried as follows:

- A questionnaire was given to four everyday Upper Intermediate 1 classes at the English Language Centre. 83 students in total were included (see annex 1).
- The control and experimental groups were randomly chosen by the teacher (from the two groups randomly assigned by the language centre authorities).
- A pilot group was used in order to validate the pre-test and post-test. A survey was used for the validation (see annex 2).
- A pre-test was given to both control and experimental groups in order to know their listening comprehension status regarding the listening of TED Talks (TED Talk 1 and 2) and compare them in terms of sample homogeneity before treatment (see annex 4).
- Classes were delivered to both groups on a daily basis in which the watching of TED Talks videos was included as part of the regular teaching activities for Upper Intermediate classes carried out by the researcher.
- Strategy instruction was carried out in the experimental group by means of explicit teaching of cognitive and metacognitive strategies. The learning strategies were organized in three sets: 1, 2

and 3 based on the Listening Strategy Guide (Berman, 2003). After the teaching of each set of strategies students were given a test. Three tests were given in total for the three sets of strategies taught (see annexes 6, 7, and 8). Three follow-up sessions were scheduled in which additional practice was given to students: listening activities 4, 5, and 6 considered the combination of the three sets of learning strategies previously taught (see annexes 9, 10, and 11). Each lesson was supported with the corresponding teaching materials such as lesson plans (see annex 12), power points, strategy maps (see annex 13), and listening activities (see annexes 6 through 11) including the watching of TED talk videos used as instructional media. Besides, a learning log was included to foster the students' reflection on the three strategy sets taught (see annex 14). The teaching was based on the Cognitive Academic Language Learning Approach, CALLA for the integration of learning strategies into a lesson (Anna Uhl Chamot & J. Michael O'Malley) as observed in the lesson planning for each activity (see annex 12). A lesson evaluation sheet was given to students to monitor the teacher's performance on the first three sets of strategies and fine tune their teaching (see annex 15).

Summary of the treatment

- Teaching learning strategies set 1: Predicting the topic of the lecture, predicting the vocabulary of the lecture and aural skimming (listening for particular details).
TED Talk 3: listening activity test 1
- Teaching learning strategies set 2: Note taking and identifying main ideas.
TED Talk 4: listening activity test 2
- Teaching learning strategies set 3: Inferencing and guessing vocabulary from context.
TED Talk 5: listening activity test 3
- Using the three activities together:
TED Talk 6: listening activities 4
TED Talk 7: listening activities 5
TED Talk 8: listening activities 6

- A post-test was given to both the control and experimental groups in order to establish the effect of the treatment on the experimental group regarding the comprehension of TED Talks (TED Talk 9 and 10) and compare it to the control group (see annex 5).
- A retrospective survey was given to the experimental group so as to get some insights regarding the students' perception of the treatment (see annex 3).

3.3. Population and study sample.

This study took place at Universidad de Piura, a private university based in the city of Piura, located in northern Peru. The English language program of the university is divided in six levels: Basic, Pre-Intermediate, Intermediate I, Intermediate II, Upper-Intermediate I, and Upper-Intermediate II. The whole period of instruction is 24 months.

The population of the investigation was the Upper Intermediate I students of the afternoon shift of the English Language Program at Universidad de Piura. There were 83 students in four groups who had been allocated in four different classes of 1.5 hr. of daily instruction each in two schedules: 5 pm and 7 pm. The researcher was assigned two Upper Intermediate 1 classes; one at 5 pm which was selected as the control group and the other one at 7 pm as the experimental group.

Since the sample was not randomly selected but intact classes were used, the number of participants in each group was different. The irregularity in the number of subjects was mainly due to the students' absence to one or more sessions; thus subjects who did not fully attend the sessions were removed from the sample.

There were 21 subjects in total in the control group, 11 were men and 10 were women. Their ages ranged between 16 and 23 years with an average age of 20. With regard to the experimental group, there were 19 subjects, 5 were men and 14 were women. Their ages ranged between 16 and 40 years with an average age of 23.

Age Range	Groups			
	Control Group		Experimental Group	
	N	%	N	%
15-19	8	38.10%	7	36.84%
20-24	13	61.90%	8	42.10%
25-29	0		2	10.53%
30-34	0		0	0%
35-40	0		2	10.53%

3.4. Variables.

The current investigation has the following variables:
Independent variables:

- Pre-test Quantitative variable that measures the students' current status of comprehension.
- Strategy instruction by means of three activities that measures the effect of the strategies taught as follows:
Listening learning strategies -Activity 1
Listening learning strategies -Activity 2
Listening learning strategies -Activity 3

Dependent variable:

- Post-test Quantitative variable that measures the effect of explicit strategic instruction on the comprehension skill of the subjects.

3.5. Techniques and instruments for gathering of data.

Owing to the quasi-experimental nature of our investigation, information was collected through tests for both the experimental and control group. Regarding its descriptive nature, after a theoretical study of the main issues running in the research, a questionnaire and survey were applied in order to collect information regarding the students' attitudes towards listening and their perception of the use of learning strategies. Besides, after each set of learning strategies was taught, a learning log was given to students. Before the application of the tests, a survey was used by a pilot group which was based on the Likert scale giving their opinion about the structure of both exams.

3.5.1. Questionnaire

An introspective questionnaire was designed in order to obtain behavioral and attitudinal information about the students' listening skills, their strengths and weaknesses, their preferences and feelings regarding listening input, and the use of strategies. The questionnaire was given to 83 students studying in four different Upper Intermediate I classes in the afternoon shift (see annex 1).

The questionnaire was revised and validated by three experienced English teachers at Universidad de Piura: Ms. Diana Campos, English Language Center Director, Mrs. Jenny Perez, Head of the Testing Team, Miss Angela Tejada, Faculty of Education Coordinator. The teachers named above are also professors at the Faculty of Education of Universidad de Piura. The questionnaire and the other instruments used in this research were proofread and edited by Mr. Alex Diamond and Miss Carmen Turner, American teachers working at the English Language Centre at Universidad de Piura at the moment of the research (see annex 17).

3.5.2. Surveys

Two different surveys were used in the investigation. The first one was aimed at validating the pre-test and post-test. The other one was used to measure the students' perception of the effectiveness of the treatment.

The first survey was implemented in the pilot group for each of the tests: pre-test and post-tests. The students were given the listening comprehension tests first and after that, filled in a Likert-scale-based survey giving their opinion about the structure of the exams. Clearness of instructions, audio quality, exercise familiarity, test difficulty, and input authenticity were the items considered for validation in this survey. From the results of the surveys, corrections were carried out in order to fine-tune the design of the instrument and get the most appropriate data once both tests are used (see Annex 2).

The second survey was implemented in the experimental group. It aimed at exploring the effect of the explicit teaching of learning strategies on the reduction of the affective filter, the students' preferences and learning interests and the use of learning strategies and authentic input in terms of video segments. (See annex 3)

Both kinds of surveys were revised and validated by the three experienced English teachers at Universidad de Piura named above and proofread and edited by the American teachers working at the English Language Center at Universidad de Piura at the moment of the research (see annex 17).

3.5.2.1. Survey reliability

Reliability refers to the accuracy of the data in the sense of consistency, repetition or accuracy. It is aimed primarily at demonstrating that the data collection instruments are completely consistent. When they are used twice in the same circumstances they should produce the same data. The reliability of the survey used in our research is based on the theoretical framework and the opinion of the aforementioned experienced teachers who revised the survey.

Cronbach's alpha was used to measure the survey's internal consistency. As seen below, it takes a value of 0.878. The fact that the value is close to 1 indicates that the scale used to measure strategy use satisfaction is correct.

Reliability Statistics	
Cronbach's Alfa	Items
,878	7

3.5.3. Learning Logs

Learning logs are tools that can be used to foster the learner metacognitive awareness. As defined by Harris and Hodges (1995, p. 137), learning logs are "an ongoing record of learning activity kept by students to help them evaluate their progress,

think about new learning, and plan further learning”. In this specific case, learning logs were used as a metacognitive tool to help students delve into their self-evaluation of strategy use. Reasons for the usefulness of the strategies learnt, examples of situations in which the strategies can be used, and difficulties in the use of the strategies are three aspects that have been considered in this learning log (see annex 14).

3.5.4. Pre-test and post-test

A pre-test and a post-test were devised in order to measure the students’ performance on their listening comprehension skills before and after the treatment in the experimental group. In the control group the same tests were given but no treatment was carried out. The structure and question types of both tests were based on the listening tests given by the English Language Centre at Universidad de Piura. As in the case of the questionnaires and surveys, both tests were revised and validated by the three experienced English teachers at Universidad de Piura named above and proofread and edited by the two American teachers working at the English Language Centre at Universidad de Piura at the moment of the research (see annex 4, 5 and 17).

The instructional media used as input for both tests was TED Talks. (<http://www.ted.com>)

3.5.5. Activity tests

After the teaching of each set of listening strategies, an activity test was given to students in the experimental group in order to measure the effect of the set of strategies on their listening comprehension skills. There were three sets of strategies; three activity tests were designed accordingly. Both the control and experimental groups were given the activity tests but only the experimental group received the treatment.

With regard to the strategies taught, the first set of strategies was topic prediction, vocabulary prediction and aural skimming (listening for particular details). The second set of strategies was note taking and identifying main ideas. The third set of strategies

was inferencing and guessing vocabulary from context (see Strategy Maps, annex 13). Each activity test was designed in order to get the most appropriate response from students in the context of strategy use. For instance, activity test 2 which evaluated note taking was designed considering open ended questions in order for the students to take notes and later, making use of the notes taken, answer the questions appropriately. The instructional media used as input for the activity tests was TED Talks (see annex 6, 7, and 8 for the three activity tests).

As with the pre-test and post-test, each activity test was revised and validated by the three experienced English teachers at Universidad de Piura named above and proofread and edited by the two American teachers working at the English Language Center at Universidad de Piura at the moment of the research (see annex 17).

In teaching the different set of strategies, the Cognitive Academic Language learning Approach (CALLA) was used (O'Malley, J. & Chamot, A.: 1994). The lesson planning for the teaching of the strategies to the experimental group was based on this model which is embedded in metacognition (see annex 12). After the teaching was carried out, a lesson evaluation sheet was given to students in order to know their opinion on the strategies taught. This feedback was used by the teacher himself to reflect on the lesson delivery and take steps in order to fine tune the teaching in relation to the objectives of the lesson (see annex 15).

CHAPTER IV

THE FINDINGS

In order to carry out the data analysis the SPSS statistical program version 22 for Windows was used. In this research, descriptive analysis and linear regression analysis were performed to determine which variables best explain the score on the post-test (dependent variable). Student's t tests which seek to establish significant differences between the control and the experimental groups have also been applied.

4.1. Research Findings

4.1.1. Pre-test and Post-test Results

The following table shows the results obtained by the control and experimental groups in the pre-test and post-test:

Table 1
Pre-test and post-test results

Group		Pre-Test	Post-Test
CONTROL GROUP	Mean	9,6190	11,8095
	N	21	21
	Standard deviation	2,71526	4,58933
EXPERIMENTAL GROUP	Mean	9,7368	13,5789
	N	19	19
	Standard deviation	3,64527	3,87751
Total	Mean	9,6750	12,6500
	N	40	40
	Standard deviation	3,14918	4,30593

The following analysis aims to determine homoscedasticity in the pre-test for both groups control and experimental:

Table 2
Independent Samples Test

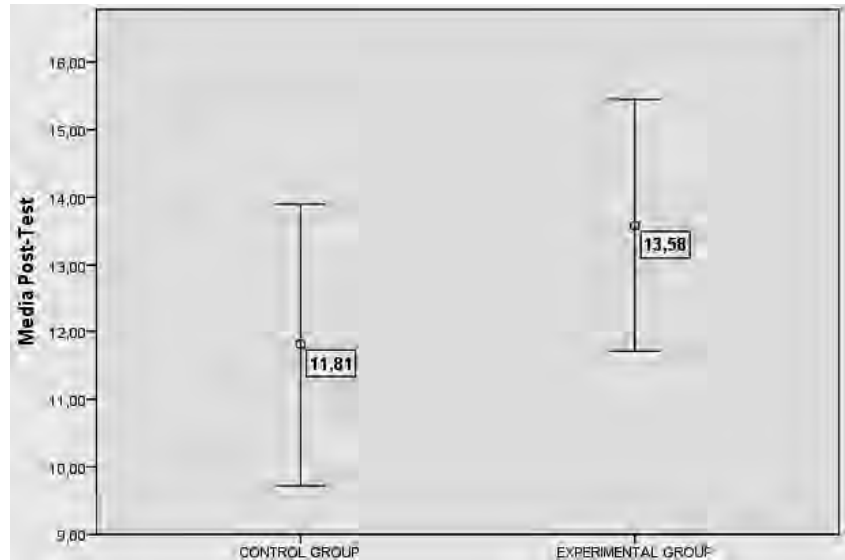
		Pre-Test
		Equal variances assumed
Levene test of variances	F	1,489
Quality	Sig.	,230

Levene's test shows a value for $F = 1,489$ with $p = 0.23$ greater than 0.05. This means that the control and experimental groups have equal variances in the Pre Test.

According to table 1, it is observed that there were improvements in both groups. However, the experimental group is the one which improved at a higher rate with an increase from 9.74 in the pre-test to 13.58 in the post-test.

If we compare the groups based on the post-test, it is evident that the average is higher in the experimental group (13.58) than in the control group (11.81). Graphically:

Graphic 1



It is appropriate to contrast both results to see if there is significant difference in the means of the two groups. Since the size of the samples in the control and experimental group are small, less than 30, it is necessary to test for the normality of the variable post-test. Within this context, the Kolmogorov – Smirnov y Shapiro – Wilk tests were applied:

Table 3
Normality Test

		Post-Test	
		Group	
		CONTROL GROUP	EXPERIMENTAL GROUP
Kolmogorov-Smirnov ^a	Estatistical	,185	,169
	df	21	19
	Sig.	,058	,155
Shapiro-Wilk	Estatistical	,934	,914
	df	21	19
	Sig.	,165	,089

a. Lilliefors significance correction

According to the results in Table 3, the value p (Sig.) in the two indicators is greater than 0.05. In the Shapiro-Wilk test, p equals 0.165 in the control group and p equals 0.089 in the experimental group. This determines normality in the variable Post-Test. Hence, the Student t test to determine whether the observed difference is significant can be used.

4.1.1.1. T Tests for Paired Samples

Both the control and experimental group were given a Pre-Test and Post-Test. The results for the control group are shown in table 4 below:

Table 4
Paired Samples T-Test^a

		Mean	N	Standard Deviation	Standard Error of the Mean
Pair 1	Pre-Test	9,6190	21	2,71526	,59252
	Post-Test	11,8095	21	4,58933	1,00147

a. Group = CONTROL GROUP

The results show that students in the control group had a higher score in the post-test, (11.8 > 9.6). In order to know whether this difference is statistically significant, a Student's t test is to be carried out. A requirement for using such a test, in addition to the already verified data normality, is that the values of the pre and post-test are highly correlated. As seen in table 5 below, for the control group, a Pearson correlation analysis found significant positive correlation between the pre and post-test (r: 0.826). Hence, the use of a T test in order to find out significant difference in the scores between the pre-test and the-post test is appropriate.

Table 5
Correlations of Paired Samples^a

	N	Correlation	Sig.
Pair 1 Pre-Test & Post-Test	21	,826	,000

a. Group = CONTROL GROUP

The corresponding Student's t-test in the table 6 below sheds light on whether the observed difference is significant or not:

Table 6
Paired Samples Test^a

		Pair 1
		Pre-Test - Post-Test
Paired differences	Mean	-2,19048
	Standard Deviation	2,79945
	Standard Error of the Mean	,61089
	95% Confidence lower	-3,46477
	Interval for the higher difference	-,91618
t		-3,586
df		20
Sig. (bilateral)		,002

a. Group = CONTROL GROUP

Although the control group had not received any treatment, the difference shown on table 6 is significant at 5% ($p=0.002$, with a value for $t=-3,586$). The improved results could be due, among other uncontrolled factors, to the regular listening activities that are carried out within the lessons and content included in the syllabus. Likewise, the constant concern of the teacher responsible of the class for the best performance of their students can be another important aspect to consider, having in mind that instruction in the target language was being carried out in both groups.

Now, for the experimental group we have the following results:

Table 7
Paired samples t-test ^a

	Mean	N	Standard Deviation	Standard Error of the Mean
Pair 1 Pre-Test	9,7368	19	3,64527	,83628
Post-Test	13,5789	19	3,87751	,88956

a. Group = EXPERIMENTAL GROUP

The average score of the Post Test (13.58) is much higher than that achieved in the Pre Test (9.74): a difference of almost 4 points (3.84) which may indicate that the strategies applied positively influence the experimental group.

The Pearson r coefficient (0.689) indicates a significant positive correlation. The results are shown in the following table:

Table 8
Correlations of paired samples ^a

	N	Correlation	Sig.
Pair 1 Pre-Test & Post-Test	19	,689	,001

a. Group = EXPERIMENTAL GROUP

The corresponding Student's t-test in the table 9 below sheds light on whether the observed difference is significant or not:

Table 9
Paired Samples Test^a

		Pair 1
		Pre-Test - Post-Test
Paired differences	Mean	-3,84211
	Standard Deviation	2,97234
	Standard Error of the Mean	,68190
	95% Confidence lower	-5,27473
	Interval for the higher	-2,40948
	difference	
t		-5,634
df		18
Sig. (bilateral)		,000

a. Group = EXPERIMENTAL GROUP

As observed in table 9 above, the t-test indicates that the test statistics is -5.634 which is significant even at 1%. This clearly shows that there is a statistically significant increase of the scores in the experimental group. In table 6, a significant improvement in the control group is observed too. However, the difference is much higher on the experimental group. The scores in the experimental group had a significant increase according to the analysis performed and this increase may be caused by the treatment given to the experimental group. By carrying out a in-depth analysis on the data using a t test for unpaired samples, a better understanding of the results will be achieved.

4.1.1.2. T Tests for Independent Samples

Table 10 and 11 below show the results for Student's t test regarding the post test:

Tabla 10
Group Statistics

	Group	N	Mean	Standard Deviation	Standard Error of the Mean
Post-Test	CONTROL GROUP	21	11,8095	4,58933	1,00147
	EXPERIMENTAL GROUP	19	13,5789	3,87751	,88956

Table 11
Independent Samples Test

		Post-Test	
		Equal variances assumed	Equal variances not assumed
Levene test of variances quality	F	,935	
	Sig.	,340	
t test for equality of means	t	-1,318	-1,329
	df	38	38,316
	Sig. (bilateral)	,195	,192
	Mean Difference	-1,76942	-1,76942
	Standard Error Difference	1,34257	1,33112
	95% Confidence Lower	-4,48621	-4,46341
	Interval for the Higher Difference	,94736	,92457

Levene's test indicates that the variances are the same since the value for p is greater than 0.05 ($p=0.34$) so the hypothesis of equal variances is not rejected. Thus, Student's t test was used for equal variances. In the t test, the value of t for the option "equal variances are assumed" is -1.318 and has associated probability greater than 5% indicating that the null hypothesis should not be

rejected. That is, the average performance of the experimental group and control group are statistically similar. This implies that the observed difference in the sample is due to chance. However, an aspect that could be influencing the non-significance of the test is the sample size. Small samples as the ones in this study might not consider the difference found as significant.

4.1.1.3. Chi Square Test for Statistical Independence of Groups

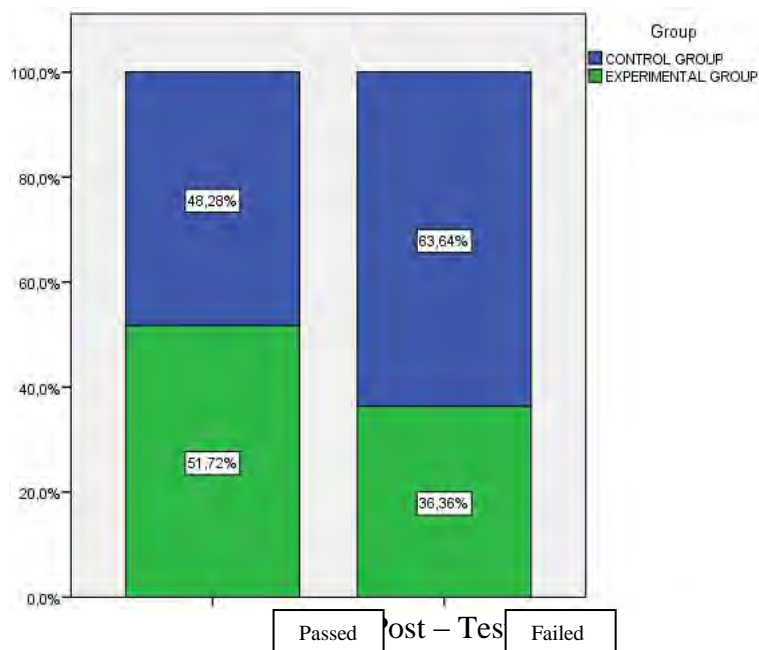
In order to find significant differences in the experimental group, compared to the control group but controlling the size of the sample this time, the students' performance was measured at two levels: Passed, for students with scores higher than 10 and Failed, for students with scores lower than or equal to 10 as determined in the post-test. Table 12 below shows the distribution of this variable:

Table 12
Post-test cross-tabulation

		Post-Test group	
		Passed	Failed
Group	CONTROL GROUP	14 48,3%	7 63,6%
	EXPERIMENTAL GROUP	15 51,7%	4 36,4%
Total		29 100,0%	11 100,0%

Graphically:

Graphic 2



The table shows that the distribution of Passed and Failed students is similar in the Experimental and Control groups, which would lead us to infer that there is no association between passing or failing the Post-Test and being in the control or experimental groups. This result was initially found in the Student's t test, but yet this new analysis applied seeking to find significant differences. The Chi square test confirms what is described above:

Table 13
Chi Square Tests

	Value	df	Asymp. Sig (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson's chi square	,755a	1	,385	,488	,305
Continuity correction	,264	1	,607		
Likelihood ratio test	,763	1	,382		
Fisher's exact test	,736	1	,391		
Linear-by-linear association	40				
N of valid cases					

- a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.23
- b. Computed only for a 2x2 table

From the results described above it can be inferred that the students of the Experimental and Control group obtained a similar performance at the Post Test. According to this, the treatment has not produced an effect that is statistically significant in the experimental group.

4.1.1.4. Student Gender in Post - Test

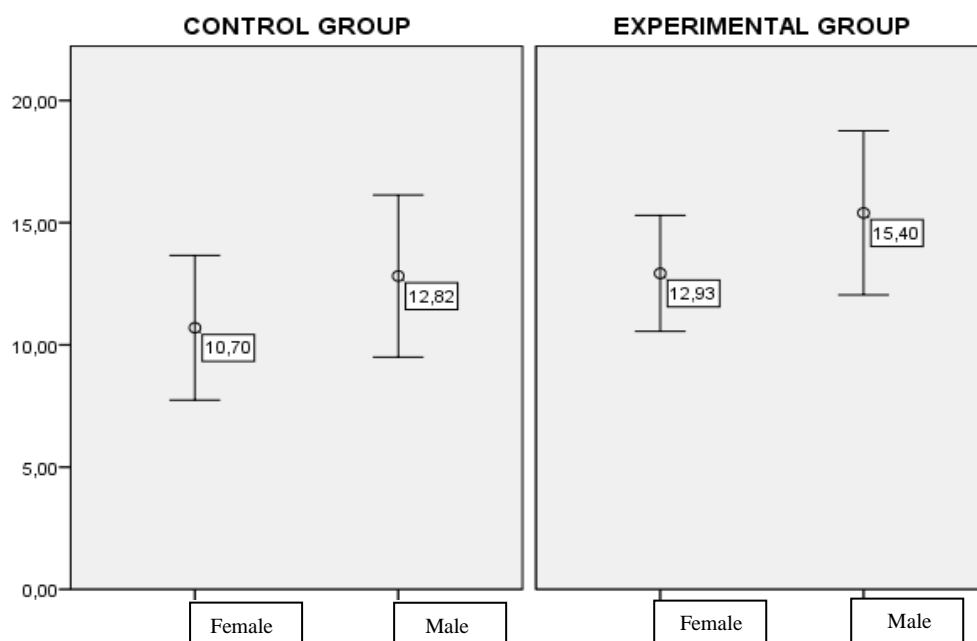
Gender is another important aspect to consider in order to explain the results in this study. The following table shows the gender distribution within the two groups:

Table 14
Gender cross-tabulation

	GROUP		Total
	Control Group	Experimental group	
Female	10 47.60%	14 73.70%	24 60.00%
Male	11 52.40%	5 26.30%	16 40.00%
Total	21 100.00%	19 100.00%	40 100.00%

From the results it can be observed that gender distribution is homogeneous in the control group but not in the experimental group. This is beyond the researcher's control as students were assigned by the order of registration. The average students' scores by gender in the post-test are shown in the following graphic:

Graphic 3



Now, let us take a closer look at the average scores shown above.

Table 15

a	Post-Test				
	N	Mean	Standard Deviation	Minimum	Maximum
Female	10.00	10.70	4.14	4.00	16.00
male	11.00	12.82	4.94	4.00	19.00

a. CONTROL GROUP

As shown in Table 15, male students in the control group have a better performance than female students. Since the standard deviations are similar, the distribution of scores around the mean is similar in both gender groups.

Regarding the experimental group, the male students are the ones who achieved a better performance since the minimum and maximum ratings are passing scores in this specific group as Table 16 shows:

Table 16

a	Post-Test				
	N	Mean	Standard Deviation	Minimum	Maximum
Female	14	12.93	4.10	5	18
Male	5	15.40	2.70	11	18

a. EXPERIMENTAL GROUP

A deeper analysis to determine differences shows that this difference is not significant as observed in table 17 below:

Table 17
Independent Samples Test^a

		Post-Test	
		Equal variances assumed	Equal variances not assumed
Levene test of variances quality	F Sig.	1,301 ,270	
t test for equality of means	t df Sig. (bilateral) Mean Difference Standard Error Difference 95% Confidence Lower Interval for the Higher Difference	-1,242 17 ,231 -2,47143 1,99041 -6,67082 1,72796	-1,515 11,007 ,158 -2,47143 1,63184 -6,06279 1,11993

a= Experimental Group

As Table 17 shows, “p” equals 0,231 which is greater than 5%. Hence, the post-test average result in the male students is statistically similar to the post-test average result in the female students.

So far, it is evident that the treatment has not produced a statistically significant improvement in the experimental group taking into consideration the pre-test and post-test results in both groups. A deeper analysis on the treatment variables, i.e. the three activities conducted in class for the explicit teaching of learning strategies will be carried out. This will allow for a better understanding of the treatment effect based on the individual analysis of each set of strategies taught and their effect on the subjects.

4.1.2. Activity Tests Results

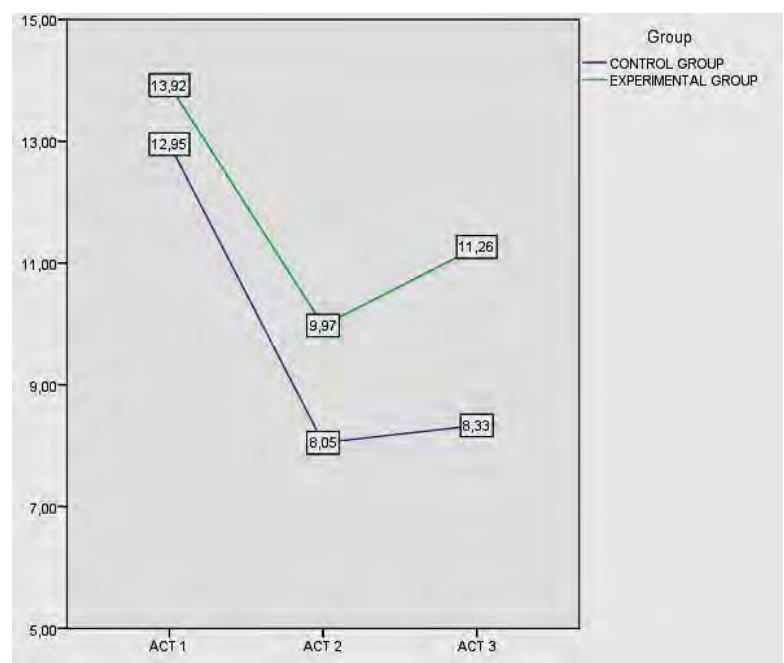
A total of 6 treatments were applied to the experimental group. However, the first three are those which have a special interest in the research since each one was used to teach a set of strategies. Furthermore, the result of the explicit teaching of the strategies in each activity was measured by a test. Three activity tests in total were given to students. The results are presented in table 18 below:

Table 18
Group Statistics

	Group	N	Mean	Standard Deviation	Standard Error of the Mean
ACT 1	CONTROL GROUP	21	12,9524	4,08933	,89236
	EXPERIMENTAL GROUP	19	13,9211	3,63342	,83356
ACT 2	CONTROL GROUP	21	8,0476	4,05557	,88500
	EXPERIMENTAL GROUP	19	9,9737	3,32697	,76326
ACT 3	CONTROL GROUP	21	8,3333	3,05505	,66667
	EXPERIMENTAL GROUP	19	11,2632	3,62234	,83102

Table 18 shows that the experimental group outperformed the control group in each one of the activities carried out. Although this difference is observable in the three activities, it is more evident in activity 3 as observed in graphic 4 below:

Graphic 4



The following table shows the Student's t test to identify significant differences in the activities of the study:

Table 19
Independent Samples Test

			ACT 1		ACT 2		ACT 3	
			Equal variances assumed	Equal variances not assumed	Equal variances assumed	Equal variances not assumed	Equal variances assumed	Equal variances not assumed
Levene test of variances quality	F		,063		,898		,882	
	Sig.		,803		,349		,354	
t test for equality of means	t		-,788	-,793	-1,632	-1,648	-2,774	-2,750
	df		38	37,991	38	37,664	38	35,420
	Sig. (bilateral)		,435	,433	,111	,108	,009	,009
	Mean Difference		-,96867	-,96867	-192,607	-192,607	-292,982	-292,982
	Standard Error Difference		122,852	122,112	118,045	116,867	105,620	106,538
	95% Confidence Interval for the Difference	Lower	-345,568	-344,073	-431,576	-429,260	-506,799	-509,175
		Higher	151,833	150,338	,46362	,44047	-,79166	-,76790

As shown in table 19, there is no significant difference in the results for the first two activities. However, it is in the activity three where statistically significant differences have been found. In the three sets of activities students in the experimental group outperformed students in the control group. Nevertheless, the explicit teaching of the last set of strategies helped students in the experimental group to outperform students in the control group to a statistically significant extent. It is evident that the treatment had a more positive effect on the students for this particular set of strategies.

4.1.3. Questionnaire Results

The questionnaire was aimed at finding out the students' perceptions of their strengths and weaknesses regarding the four skills (reading, writing, speaking and listening), their feelings

towards listening input in terms of acknowledging it as positive (confident/optimistic) or negative (anxious/nervous), and their preferences regarding the kind of input processed (audio recordings vs. video recordings). The questionnaire also explored the students' use of learning strategies by directly asking students whether or not they used strategies to improve their comprehension of listening segments. Taking into consideration the students' potential misunderstanding of the term "strategy", a further question seeks to clarify this by eliciting a description of the strategy used.

The results are shown in the table below:

Table 20

1. Which area do you feel you are good at?							
a. Reading	b. Writing	c. Speaking	d. Listening				
20	37	18	6	(2 did not answer)			
24.10%	44.58%	21.69%	7.23%				
2. Which area do you feel you are NOT good at?							
a. Reading	b. Writing	c. Speaking	d. Listening				
3	20	19	41				
3.61%	24.10%	22.89%	49.40%				
3. How do you feel when you know you will listen to an audio/video recording as part of an activity in class or an exam?							
a. Anxious	b. Nervous	c. Confident	d. Optimistic				
16	28	8	31				
	a+b: 44	53.01%		c+d: 39	46.99%		
4. What kind of listening activity would you prefer :							
a. An activity in which you just listen to an audio recording?				7	8.43%		
b. An activity in which you listen and watch images or a video?				75	90.36%		
c. I don't mind.				1	1.20%		
5. When you listen to a audio/video recording you are good at...							
a. ...understanding the general idea of the recording.				34	40.96%		
b. ...understanding individual pieces of information				22	26.51%		
c. a and b				22	26.51%		
d. I am not good at any.				5	6.02%		
6. Do you use strategies to increase your comprehension of an audio/video recording?							
a. Yes	43	51.81%	b. No	40	48.19%		
7. If your answer in question 6 is "Yes", describe the strategy you use in a few words.							
Only 10 students (12.05%) could describe appropriate strategies. The other descriptions were activities to practice English at home. The strategies described were:							
Taking notes and checking if it's correct.							
Getting the general idea in the first attempt, trying to understand individual ideas in the second.							
Reading the questions in the task and listening for words to help me deduce the meaning							
Looking at the pictures with attention to focus on the gestures and expressions							
8. Do you think that the use of listening strategies can increase your comprehension of an audio/video recording?							
a. Yes	75	90.36%	b. No	0	c. I don't know	8	9.64%

Special attention has been placed on some specific items of the questionnaire above which will be addressed below:

As the results show, from the 83 students surveyed, only 7.23% considered listening their strongest skill. On the other hand, as much as 49.40% of the students surveyed considered listening their weakest skill. Regarding their feelings towards listening input in terms of acknowledging it as positive (confident/optimistic) or negative (anxious/nervous), 53% of the students surveyed feel some degree of anxiety or nervousness when dealing with listening sections. This information clearly shows that most students perceive listening as a difficult task which in turn increases their affective filter. This increases their anxiety or nervousness once they have to listen to a recording as a class activity or for evaluation purposes.

As far as the students' preferences regarding the kind of input processed (audio recordings vs. video recordings) is concerned, 90.36% of the students surveyed considered that video recordings are their preferred way of working with listening segments. Considering this important aspect that can be linked to motivational factors for learning as well as to the students' learning styles the use of TED TALKS as the instructional media is supported.

With regard to strategy use, 51.81% of the students said they use strategies when dealing with listening tasks. However, when they were asked to describe the strategies used only 12.05% of the students could describe appropriate strategies. The examples given by most of the students were not strategies. Instead, they enumerated activities to practice listening such as watching movies in English and listening to English songs as described by Valcárcel et al. (1996:90) above. The strategies described were the following:

- “Taking notes and checking if the information is correct.”
- “Getting the general idea in the first attempt; trying to understand individual ideas in the second.”

- “Reading the questions in the task and listening for words to help me deduce the meaning”
- “Looking at the pictures with attention to focus on the gestures and expressions”

4.1.4. Survey Results

At the end of the treatment an anonymous survey with seven indicators to assess the level of students’ satisfaction with the implemented strategies was applied to the experimental group. The scale used ranges from a minimum score of 1 to a maximum of 5. As mentioned in section 3.5.2.1 of this research, the scale used is appropriate since a Cronbach's alpha of 0.878 is obtained.

Table 21 below shows the results of the survey:

Table 21

1 Strongly disagree		3 Neutral		5 Strongly agree			
	ITEMS	N	1	2	3	4	5
a	The learning strategies I learnt have made me feel more confident when I listen to an audio video recordings	19		4.35%		82.61%	13.04%
b	The strategies I learnt have helped me to improve my listening comprehension skills	19		8.70%		73.91%	17.39%
c	The strategies and activities presented have increased my interest in listening to more audio video recordings.	19		8.70%		69.56%	21.74%
d	I understand what is expected to do in a listening comprehension test/activity	19		4.35%		69.56%	26.09%
e	I apply listening learning strategies such as prediction, note taking, identifying main ideas, inferencing, guessing vocabulary from context, and others when working on a listening section.	19		30.43%		43.48%	26.09%
f	I believe that, COMPARED TO SIMPLE AUDIO RECORDINGS, the video recordings presented in the					65.22%	34.78%

	activities represent a more authentic manner of listening to different kinds of information (for example listening to teachers at school or university).	19					
g	The teaching of listening strategies to improve the listening comprehension skills of the students should be included in the English program at Universidad de Piura.	19		4.35%		39.13%	56.52%

- 82.61% of the students agreed that the learning strategies they learnt had made them feel more confident when listening to listening segments; 13.04% strongly agreed with the same statement.
- 73.91% of the students agreed that the strategies they learnt help them improve their listening comprehension skills. 17.39% strongly agree with that statement.
- 69.56% of the students agreed that the strategies and activities presented increased their interest in listening to more audio recordings. 21.74% strongly agree with that statement.
- 69.56% of the students agreed that they understood what they have to do in a listening comprehension activity. 26.09% strongly agree with that statement. This clearly shows that students in the experimental group learnt that reading the instructions clearly and understanding what they have to do is key to succeeding in the completion of a listening activity.
- 43.48% of the students agreed that they applied the listening strategies taught when working on a listening section. 26.09% agreed with that statement. On the other hand, 30.43% of the students disagreed with that statement.
- 65.22% of the students believe that, compared to simple audio recordings, the video recordings presented in the activities represent a more authentic manner of listening to different kinds of information. 34.78% strongly agree with

that statement. In other words, all of the students agreed with that statement.

- 39.13% of the students agree that the teaching of listening strategies to improve the listening comprehension skills of the students should be included in the English program at Universidad de Piura. 56.52% strongly agreed with that statement.

4.1.5. Learning Logs

There was an array of different responses in the learning logs for the three sets of learning strategies taught. However, a common aspect that was addressed by the students is their perception of the strategies as truly helpful when dealing with listening tasks.

Another important aspect considered by students is concentration. As stated by students in the experimental group, provided that concentration is at its highest, the different strategies learnt might help to enhance comprehension of the listening segments. On the other hand, students also perceived that learning strategies could also enhance concentration since the use of strategies provides mental structure and organization of the listening task which can have a positive effect on their attention to either specific information such as details or to general ideas from the listening segment.

An important aspect raised by students is stress. As suggested by students in the experimental group, strategies might not work if they are not calm enough to use them. Finally, students consider that some of the strategies might not work when they are required to listen to audio recordings where images are not included. Listening to people on the phone, for example, might require a completely different set of strategies since there are not images that could be used as clues for better understanding.

CHAPTER V

DISCUSSION OF RESULTS

5.1. Implications

This investigation offers a number of implications for the teaching of English as a foreign language:

As listening can be truly intimidating, it is necessary that teachers provide students with the tools they need in terms of learning strategies in order to boost their comprehension of listening segments. These tools can increase students' confidence to deal with listening activities whether they be simple listening activities in class or progress tests that assess their comprehension.

Listening to audio files is common practice in the ELT field. Some teachers only use audio files neglecting visual learners the chance to be exposed to input in a manner that matches their styles for learning. Taking into consideration the students' learning styles and preferences is an important aspect to bear in mind as this can increase their interests and motivation for learning. The use of video segments as the instructional media for listening comprehension can help do so. Particularly, TED Talks can be used as a platform for boosting students' zest to listen to a myriad of different interesting topics and accents intensively during class time or extensively. In this manner, students are exposed to authentic input as opposed to graded audio files featuring contrived speech.

Teaching strategies can be carried out in different manners. Nevertheless, it is important to bear in mind that strategies that are taught in isolation and with no supporting material might not have the expected result in the learner. Using an appropriate framework such as CALLA can aid the teaching and ease the learners' learning path.

5.2. Recommendations for further study

In the course of this investigation, some areas have been identified where further research should be carried out. These include the following:

- The inclusion of learning strategies such as prediction, note taking and inferencing in the curriculum throughout the length of the teaching term should be considered. Thus, a larger scale project should follow this initial attempt to integrate the explicit teaching of learning strategies into conventional foreign language classrooms. A further study on the impact of such integration should be carried out as well.
- In this investigation, the listening strategies used were based on Berman's Advanced Listening Strategy Guide which is aimed at enhancing the listening skills of students in mainstream education. The identification of the most appropriate listening comprehension strategies for students of different cognitive levels and learning styles at our own setting is of utmost importance. Hence, further study should be carried out in that direction.
- The systematic use of video recordings within the curriculum in order to enhance the students' listening comprehension skills should be implemented and the impact of such implementation should be studied in the long run.

5.3. Conclusions

The study was set out to determine if the explicit teaching of learning strategies enhances the comprehension of video recordings of Upper-Intermediate students. Besides it seeks to determine if the use of learning strategies enhances the Upper Intermediate students' confidence to deal with listening tasks, the impact of the use of video segments on the students' perception of authentic material and the students' preferences and the relationship between their learning interests and the use of authentic input and learning strategies.

On the basis of the findings and after analysis of the different elements of the current study some important conclusions can be drawn:

- Although students in the control group did not receive any treatment, their score in the post-test was higher than in the pre-test. This can be explained by the constant exposure to listening input. Students in the control group were exposed not only to the listening segments for the respective tests given but also to the listening sections established in their respective syllabus. Listening was a regular element present in their learning throughout the term.
- The results show that the treatment as a whole caused an increased in the performance of the experimental group which is higher than the control group in terms of scores in the post-test. However, the difference in the results is not statistically significant as established by the different analysis carried out in the research. The post-test in the experimental group required the appropriate orchestration of the different strategies taught, careful choice of strategies based on the kind of challenge presented in the activities to complete, good timing and developed metacognitive awareness. All of these aspects take time for appropriate implementation which might not have been achieved by the students as their incorporation might have been still in progress. All of this could explain why the post-test results are not statistically significant.
- From the three sets of strategies taught, the explicit teaching of the strategies in set 3 -inferencing and guessing vocabulary from context, produced a significant effect on the experimental group. The reasons for this are varied. The choice of input for the activity

could have suited better the kind of strategies taught, the material prepared for the students and the delivery of the lesson could have been more effective, there could have been a better connection between the set of strategies taught and the kind of learning styles students in the experimental group had, etc. However, an important aspect that could better explain the results is the more practical side of the strategies in activity three. This practicality of the strategies -i.e. guessing vocabulary from context through focusing on repetition of key words by the speaker, recognizing cognates, interpreting the speaker's body language, recognizing surrounding words to help understand the unknown words and the use of discourse markers to understand discourse relationships- can be an important predictor of the students' success in the use of these strategies.

- Regarding the students' confidence when dealing with listening tasks, the results show that the students' awareness of the use of learning strategies can increase their confidence to a high extent. From the questionnaires, surveys and learning logs analysed, we can state that the learning strategies are effective in building the students' self-confidence and trust in themselves.
- With regard to the instructional media used for listening activities in the classroom, the results show that video recordings represent a more authentic manner of listening to different kinds of information, compared to simple textbook audio recordings. The latter being the most common way to present listening activities to students but which do not necessarily account for their specific learning style and preferences for listening.
- Likewise, learning strategies along with more authentic input can increase the students' interest in listening. The survey clearly shows this increased interest in almost 93% of the students who underwent the treatment.

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ANNEXES

Annex 1: Questionnaire

QUESTIONNAIRE

Dear Student:

I'd very much like you to answer this questionnaire which will help me know some facts about your listening skills. This is an anonymous questionnaire. Thank you very much for the time devoted to answering it.

Circle the appropriate answer.

- 1. Which area do you feel you are good at?**
a. Reading b. Writing c. Speaking
d. Listening

- 2. Which area do you feel you are NOT good at?**
a. Reading b. Writing c. Speaking
d. Listening

- 3. How do you feel when you know you will listen to an audio/video recording as part of an activity in class or an exam?**
a. Anxious b. Nervous c. Confident
d. Optimistic

- 4. What kind of listening activity would you prefer :**
a. An activity in which you just listen to an audio recording?
b. An activity in which you listen and watch images or a video?
c. I don't mind.

- 5. When you listen to a audio/video recording you are good at...**
a. ...understanding the general idea of the recording.
b. ...understanding individual pieces of information
c. a and b
d. I am not good at any.

6. Do you use strategies to increase your comprehension of an audio/video recording?

- a. Yes b. No

7. If your answer in question 6 is “Yes”, describe the strategy you use in a few words.

8. Do you think that the use of listening strategies can increase your comprehension of an audio/video recording?

- a. Yes b. No c. I don't know

Annex 2: Pre-Test and Post-Test Validation Survey

SURVEY

Dear Student:

I'd very much like you to answer this questionnaire which will help me know your opinion on the listening test you just took. This is an anonymous questionnaire. Thank you very much for the time devoted to answering it.

Make a cross (X) in the appropriate number. Consider the scale below:

Scale:

1= strongly disagree

3= neutral

5= strongly agree

a. Test instructions are clear.

1

2

3

4

5

strongly disagree

strongly agree

b. Audio quality has been appropriate for the test.

1

2

3

4

5

strongly disagree

strongly agree

c. The test EXERCISES are similar to the ones you normally work on in classes and exams in the English program at Universidad de Piura.

1

2

3

4

5

strongly disagree

strongly agree

d. The test difficulty corresponds to the current level you are in the English program at Universidad de Piura.

1 2 3 4 5

strongly disagree

strongly agree

e. Compared to simple audio recordings, the video recordings presented in the test represent a more authentic manner of listening to different kinds of information because this is how we normally listen to people in everyday life (for example listening to teachers at school or university).

1 2 3 4 5

strongly disagree

strongly agree

Annex 3: Experimental Group Survey

SURVEY

Dear Student:

I'd very much like you to answer this questionnaire which will help me know your opinion on the listening strategies project you took part in. This is an anonymous questionnaire. Thank you very much for the time devoted to answering it.

Circle the appropriate answer.

a. The learning strategies I learnt have made me feel more confident when I listen to an audio/video recording.

1	2	3	4	5
Strongly disagree		neutral		Strongly agree

b. The strategies I learnt have helped me to improve my listening comprehension skills.

1	2	3	4	5
Strongly disagree		neutral		Strongly agree

c. The strategies and activities presented have increased my interest in listening to more audio/video recordings.

1	2	3	4	5
Strongly disagree		neutral		Strongly agree

d. I understand what is expected to do in a listening comprehension test/activity.

1	2	3	4	5
Strongly disagree		neutral		Strongly agree

e. I apply listening learning strategies such as prediction, note taking, identifying main ideas, inferencing, guessing vocabulary from context, and others when working on a listening comprehension activity.

1	2	3	4	5
Strongly disagree		neutral		Strongly agree

- f. I believe that, COMPARED TO SIMPLE AUDIO RECORDINGS, the video recordings presented in the activities represent a more authentic manner of listening to different kinds of information (for example listening to teachers at school or university).**

1	2	3	4	5
Strongly disagree		neutral		Strongly agree

- g. The teaching of listening strategies to improve the listening comprehension skills of the students should be included in the English program at Universidad de Piura.**

1	2	3	4	5
Strongly disagree		neutral		Strongly agree

Annex 4: Pre-Test

LISTENING PRE-TEST

Name: _____ Date: _____

NOTE: FOR THE FOLLOWING ACTIVITIES YOU WILL WATCH THE VIDEOS TWICE.

TED TALK 1: The best gift I ever survived

http://www.ted.com/talks/stacey_kramer_the_best_gift_i_ever_survived.html

A. Watch the following talk carefully and fill in the blanks below.

(3 marks)

1. At the beginning of the talk, the woman compares the **SIZE** of “the gift” to that of a _____.
2. What is one thing “the gift” can do for you in relation to:

- i. Family/friends: _____
- ii. Body: _____
- iii. Lifestyle: _____
- iv. Vocabulary: _____
- v. Social life: _____

B. Based on what you listened, choose the correct answer for the questions below.

(2 marks)

1. Why do you think people will say that you look great?
 - a. To sympathize with you.
 - b. Because you look fit after working out at a gym.
 - c. Because you ate gourmet meals
 - d. Because you use some kind of drugs to make your body fit.

2. Why does the woman mention the trademark Apple in her talk?
 - a. As an example of what the audience might imagine the gift was.
 - b. To mention that the gift she received had the Apple logo printed on it.
 - c. To explain why the gift was so expensive.
 - d. To thank Apple for the incredible deal she got.

C. Answer the following questions: (4 marks)

1. Why does the woman say that she wouldn't change the experience of having a tumor?

2. In relation to her talk, why do you think that facing something unexpected, unwanted and uncertain could be considered a gift?

TED TALK 2: Success is a continuous journey

http://www.ted.com/talks/richard_st_john_success_is_a_continuous_journey.html

D. Complete the spaces with the appropriate word(s). (5 marks)

1. In his talk, _____ is an activity he didn't like doing.
2. The speaker said that a _____ formed over his head.
3. He bought a fast car in an attempt to cure his _____.
4. The doctor gave him Prozac which is a(n) _____.

5. After a while he didn't have to manage anything because there were no _____.

E. Choose the correct answer for the questions below. (2 marks)

1. Why does he use the words "comfort zone"?
 - a. To talk about the place people like to be after they reach success.
 - b. To explain why people stop doing what made them successful.
 - c. To describe the steps of success.
 - d. To indicate where success takes place.
2. In his talk, which of the following ideas are not true?
 - a. Feeling he was good enough made him stop improving.
 - b. Simple things lead to ideas.
 - c. Money can be a distraction in reaching success.
 - d. Talking to clients and not to stockbrokers can obstruct success

F. Answer the following questions briefly. (4 marks)

1. What took seven years?

2. Why did he not need Prozac anymore?

Annex 5: Post-Test

LISTENING POST-TEST

Name: _____ Date: _____

NOTE: FOR THE FOLLOWING ACTIVITIES YOU WILL WATCH THE VIDEOS TWICE.

Watch the following talk and complete the three first activities below:

TED TALK 9: Why I'm a weekday vegetarian.

http://www.ted.com/talks/graham_hill_weekday_vegetarian.html

A. Listen carefully and fill in the blanks below. (3 marks)

1. _____ is the number of hamburgers that can increase by a third his risk of dying.
2. _____ is the number of animals we raise each year for meat in factory conditions.
3. From the listening we can infer that If we eat, let's say, 40 kg of meat a year now, in the 1950's we ate _____.

B. Based on what you listened, circle the correct answer for the questions below. (2 marks)

1. In his talk the speaker says: "Sounds familiar?" What might sound familiar to the audience?
 - a. Eating hamburgers on weekends
 - b. Postponing things
 - c. Having good intentions
 - d. Arriving late to appointments
2. Which of the statements below is NOT true?
 - a. Meat production contaminates more than all kinds of transportation combined.
 - b. Although he knew all the facts about meat production, he didn't care much about it.
 - c. Fish is an alternative food given by the speaker.
 - d. Environmental damage is directly related to processed meats.

C. Answer the following questions: (4 marks)

1. What's the speaker intention when he says: "**Imagine your last hamburger**"?

2. What are two benefits that being a weekday vegetarian has brought to his life?

Now watch the following talk and complete the last three activities below:

TED TALK 10: The year I was homeless

http://www.ted.com/talks/becky_blanton_the_year_i_was_homeless.html

D. Complete the spaces with the appropriate word(s). (3 marks)

1. One of the things he learned three years ago was to become _____.
2. According to the speaker, homelessness is not a life style but a(n) _____.
3. A condition for human spirit to overcome any difficult situation is having _____.

E. Circle the correct answer for the questions below. (2 marks)

1. What happened after she realized she was a writer?
 - a. She got a full-time job.
 - b. She became the poster girl for the homeless.
 - c. She was not invisible anymore and owned an apartment.
 - d. She became a regular TED speaker.

2. In her talk, which of the statements below is NOT true?
- a. After a while living in a van, she got sick and used a bucket and a bag as a toilet.
 - b. Her talent, integrity and values changed after living in a van and being homeless.
 - c. The medication she took made her think about killing herself.
 - d. Parking in different places was something she constantly had to do not to be noticed by the police.

F. Answer the following questions briefly.

(6 marks)

1. Why did she decide to quit her job?

2. According to a former university professor she once met, what is the difference between the speaker and the real homeless?

3. What are two difficult situations the speaker had to live in her van?

Annex 6: Listening Activity Test 1

LISTENING ACTIVITY TEST 1

Name: _____ Date: _____

NOTE: FOR THE FOLLOWING ACTIVITIES YOU WILL WATCH THE VIDEO TWICE.

TED TALK 3: THREE THINGS I LEARNED WHILE MY PLANE CRASHED

http://www.ted.com/talks/ric_elias.html

A. Watch the following talk carefully and complete the sentences below. (4 marks)

1. The engine going clack, clack, clack made him feel _____.
2. After the pilot turned off the engines, there was no _____ in the plane.
3. "Brace for impact" is described as the three most _____ words that the speaker had ever heard.
4. The speaker could see _____ in the eyes of the flight attendant when they learned they were going to crash.

B. Choose the correct answer for the questions below. (6 marks)

1. What made his seat unique?
 - a. He could hear every sound in the plane.
 - b. He could look at what the flight attendants were doing.
 - c. He was the only one who could talk with the flight attendants.
 - d. He could hear what the flight attendants were talking about.

2. The speaker says: "I collect bad wines". What does that expression mean in his talk?

- a. He does not want to postpone anything anymore.
- b. He likes to open wines when they are ready to be opened.
- c. He doesn't know much about wines.
- e. He is not proud of his wine collection.

3. What real regret does the speaker have?

- a. He regrets making mistakes and not being better than before.
- b. He regrets not having lived a good life.
- c. He regrets wasting time on unimportant things with people he loved.
- d. He regrets getting on a plane that day.

C. Match the following ideas. There is one you do not need. (4 marks)

- | | |
|-----------------|------------------------------------|
| 1. Bucket list | _____ not scary |
| 2. Balling | _____ being a great dad |
| 3. Dying | _____ things we want to do in life |
| 4. Goal in life | _____ crying |
| | _____ postponing things |

D. Answer the following questions briefly. (6 marks)

1. What explanation did the flight attendants give him for the noise in the engines?

2. What decision did he make after reflecting on the relationships he had with his wife and friends?

3. What two gifts was he given after his experience?

i. _____

ii. _____

Annex 7: Listening Activity Test 2

LISTENING ACTIVITY TEST 2

Name: _____ Date: _____

NOTE: FOR THE FOLLOWING ACTIVITIES YOU WILL WATCH THE VIDEO TWICE.

TED TALK 4: 5 WAYS TO LISTEN BETTER

http://www.ted.com/talks/julian_treasure_5_ways_to_listen_better.html

Answer the following questions briefly.

1. The lecturer defines listening as a process of extraction. What techniques does he say we use? **(3 marks)**

2. What does the lecturer mean by “*Sound places us in space and in time*”? **(2 marks)**

3. What is the lecturer’s intention by asking himself: “*Why did I say that*”? **(2 marks)**

4. What are the reasons for the fact that *we're losing our listening*? **(3 marks)**

5. What is the lecturer’s intention by using the expression in bold below?

“So **I'd like to share with you** five simple exercises, tools you can take away with you, to improve your own conscious listening.”

(2 marks)

6. Briefly explain two of the exercises given. **(4 marks)**

7. What are the main reasons for listening consciously?
(4 marks)

Annex 8: Listening Activity Test 3

LISTENING ACTIVITY TEST 3

Name: _____ Date: _____

NOTE: FOR THE FOLLOWING ACTIVITIES YOU WILL WATCH THE VIDEO TWICE.

TED TALK 5: The Key to Success: Grit

http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit.html

A. Complete the sentences below. (4 marks)

1. The speaker describes teaching as a _____ job.
2. _____ is an example of the kinds of things you need to learn in seventh grade.
3. The speaker left her job at a school and studied to be a _____.
4. As part of her investigation, the speaker studied _____ in a military academy in order to predict their success.

B. Match the following concepts with the meanings related to the talk. There are two meanings you do not need. (4 marks)

- | | |
|--------------|---------------------------------|
| 1. Drop out | _____ wrong, out of order |
| 2. Emerge | _____ not continue education |
| 3. Partner | _____ something that can change |
| 4. Not fixed | _____ appear |
| | _____ wife, husband, spouse |
| | _____ work together |

C. Choose the correct answer for the questions below. (4 marks)

1. Why were some of her best students not doing well at school?
 - a. Their I.Q. scores were not high enough.
 - b. The concepts and material to be learnt were too difficult for them.
 - c. They did not work hard and persevere.
 - d. Teachers did not understand them very well.
2. What is true about “grit”?
 - a. It’s more important than IQ tests
 - b. We do not know much about how to build it
 - c. It is directly related to talent.
 - d. It’s not a predictor of success.

D. Answer the following questions briefly. (8 marks)

1. What is the meaning of grit?

2. What does the speaker mean by using the word “sprint” in her talk?

3. In the talk, what is “growth mindset”?

4. What wouldn’t be a direct result of teaching children about the functioning of the brain?

Annex 9: Listening Activity 4

Listening Learning Strategies Practice

Listening Strategy 1: Pre-listening Strategies PREDICTION /Listening for particular details

TED TALK 6: Everyday Leadership

Before You Watch

1. Write at least three questions you think may be answered in the lecture. Then, try to predict what the answers to these questions might be. (For help, review Listening Strategy 1.) Consider the major question words: who, what, when, where, why, how.

Question 1:

Possible answers:

Question 2:

Possible answers:

Question 3:

Possible answers:

2. Predict at least 10 words you might hear in the lecture and list them here.

Don't forget. When listening for specific details try to predict what might signal or mark the information you are listening for.

Listening Strategy 2: Taking Notes/identifying main ideas

While You Watch

1. Take notes on “**Everyday Leadership**”. The first time you watch the lecture, try to take notes. Use efficient note-taking shorthand (Listening Strategy 2). Focus your attention on the main ideas in the talk. Consider:

Discourse markers – rhetorical questions – repetition – pace – visual aids

Use the space provided or use your own paper. Then, watch the lecture again and complete the task.

Listening Strategy 3: Inferencing/Guessing vocabulary from context

1. You can jump into conclusions by using the information given in the talk. For the new words you hear, you can guess their meaning but focusing your attention on: **Repetition - discourse markers - the surrounding words – definitions given- cognates used – body language**

LISTENING ACTIVITY 4

Name: _____ Date: _____

NOTE: FOR THE FOLLOWING ACTIVITIES YOU WILL WATCH THE VIDEO TWICE.

TED TALK 6: Everyday leadership

http://www.ted.com/talks/drew_dudley_everyday_leadership.html

A. Complete the spaces provided with the information in the talk. (4 marks)

1. For most people leadership is about _____.
2. We normally don't let ourselves take _____ for leadership moments in our lives.
3. The girl thought that the hat the speaker was wearing was _____.
4. The speaker got an invitation to a _____.

B. Circle the appropriate answer. (4 marks)

1. Where did the girl start to cry?
 - a. At home, before going to university.
 - b. In line, waiting for registration.
 - c. In a hotel room
 - d. In her first class at the university campus.
2. In the talk, what is closest in meaning to lollipop?
 - a. candy
 - b. the girl's name
 - c. kind of music
 - d. the action of giving something to someone.

C. Answer the following questions briefly.

1. What is the meaning of “cockiness” in his talk? **(1 mark)**

2. What does the speaker consider responsible for his redefinition of leadership? **(1 mark)**

3. What is the meaning of “recollection” in his talk? **(1 mark)**

4. In his talk, what is a “lollipop moment”? **(2 marks)**

5. What can be changed as a result of the redefinition of leadership? **(2 marks)**

D. In a few words describe the story the speaker told in his talk. Follow the headings below:

At the beginning of the story

(1 mark)

In the middle of the story

(1 mark)

At the end of the story

(1 mark)

E. What is the principal idea of TED TALK 6: Everyday Leadership?

(2 marks)

Annex 10: Listening Activity 5

Listening Learning Strategies Practice

Listening Strategy 1: Pre-listening Strategies

PREDICTION /Listening for particular details

TED TALK 7: HOW I'M PREPARING TO GET ALZHEIMER'S

Before You Watch

1. Write at least three questions you think may be answered in the lecture. Then, try to predict what the answers to these questions might be. (For help, review Listening Strategy 1.) Consider the major question words: who, what, when, where, why, how.

Question 1:

Possible answers:

Question 2:

Possible answers:

Question 3:

Possible answers:

2. Predict at least 10 words you might hear in the lecture and list them here.

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Don't forget. When listening for specific details try to predict what might signal or mark the information you are listening for.

Listening Strategy 2: Taking Notes/identifying main ideas

While You Watch

1. Take notes on “**HOW I'M PREPARING TO GET ALZHEIMER'S**”. The first time you watch the lecture, try to take notes. Use efficient note-taking shorthand (Listening Strategy 2). Focus your attention on the main ideas in the talk. Consider:

Discourse markers – rhetorical questions – repetition – pace – visual aids

Use the space provided or use your own paper. Then, watch the lecture again and complete the task.

Listening Strategy 3: Inferencing/Guessing vocabulary from context

1. You can jump into conclusions by using the information given in the talk. For the new words you hear, you can guess their meaning by focusing your attention on:

**Repetition - discourse markers - the surrounding words – definitions
given- cognates used – body language**

LISTENING ACTIVITY 5

Name: _____ Date: _____

NOTE: FOR THE FOLLOWING ACTIVITIES YOU WILL WATCH THE VIDEO TWICE.

TED TALK 7: HOW I'M PREPARING TO GET ALZHEIMER'S

http://www.ted.com/talks/alanna_shaikh_how_i_m_preparing_to_get_alzheimer_s.html

A. Complete the spaces provided with the information in the talk. Use only one word in each space. (6 marks)

1. _____ can be scaring and frightening.
2. Her father could speak at least _____ languages.
3. A real great box is an example of _____.
4. Yoga and tai chi are two activities to improve your sense of _____.
5. Before and after getting Alzheimer's her father was _____ and _____.

B. Circle the appropriate answer. (4 marks)

1. According to the speaker, Alzheimer...
 - a. ...can be a hereditary disease.
 - b. ...has affected 70 million people globally.
 - c. ...can be 100 percent preventable.
 - d. ...will never affect people who exercise regularly.
2. Which of the statements below is NOT true?
 - a. His father was put to fill out forms to engage him in activities that were familiar.
 - b. The speaker was trained in order to look after her father.
 - c. Learning how to draw is a hands-on activity.
 - d. Tremors is a cognitive symptom related to Alzheimer's.

C. Answer the following questions briefly.

1. What is the meaning of “we go into denial” in her talk? (2 marks)

2. According to the speaker what are three things you can do to prevent Alzheimer’s? (3 marks)

_____, _____, _____

3. What are the symptoms that Alzheimer’s can have? Complete the chart below. (2 marks)

COGNITIVE	PHYSICAL

4. How is prevention different to preparation in her talk? (3 marks)

Annex 11: Listening Activity 6

Listening Learning Strategies Practice

Listening Strategy 1: Pre-listening Strategies

PREDICTION /Listening for particular details

TED TALK 8: EVERY KID NEEDS A CHAMPION

Before You Watch

1. Write at least three questions you think may be answered in the lecture. Then, try to predict what the answers to these questions might be. (For help, review Listening Strategy 1.) Consider the major question words: who, what, when, where, why, how.

Question 1:

Possible answers:

Question 2:

Possible answers:

Question 3:

Possible answers:

2. Predict at least 10 words you might hear in the lecture and list them here.

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Don't forget. When listening for specific details try to predict what might signal or mark the information you are listening for.

Listening Strategy 2: Taking Notes/identifying main ideas

While You Watch

1. Take notes on “**EVERY KID NEEDS A CHAMPION**”. The first time you watch the lecture, try to take notes. Use efficient note-taking shorthand (Listening Strategy 2). Focus your attention on the main ideas in the talk. Consider:

Discourse markers – rhetorical questions – repetition – pace – visual aids

Use the space provided or use your own paper. Then, watch the lecture again and complete the task.

Listening Strategy 3: Inferencing/Guessing vocabulary from context

1. You can jump into conclusions by using the information given in the talk. For the new words you hear, you can guess their meaning by focusing your attention on:

**Repetition - discourse markers - the surrounding words – definitions
given- cognates used – body language**

LISTENING ACTIVITY 6

Name: _____ Date: _____

NOTE: FOR THE FOLLOWING ACTIVITIES YOU WILL WATCH THE VIDEO TWICE.

TED TALK 8: EVERY KID NEEDS A CHAMPION

http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion.html

A. Complete the spaces provided with the information in the talk. Use only one word in each space. (6 marks)

1. In total, _____ members of her family were educators.
2. _____ is a very important aspect that is rarely discussed.
3. For learning to occur the relationships have to be _____.
4. Teaching a _____ class and her mother's _____ were the moments when the speaker cried .
5. The world would be powerful if children were not afraid to take _____.

B. Circle the appropriate answer. (4 marks)

1. In her talk a teacher said to the speaker: “**That’s a bunch of hooley.**”
That might mean:
 - a. That some students did not like to work in the teacher’s class.
 - b. That some people did not understand the teacher’s intentions.
 - c. That the teacher didn’t like to teach her students.
 - d. That the teacher didn’t agree with what the speaker said to her.

2. Which of the statements below is NOT true?
- a. Her mother died in 1992.
 - b. As a teacher, her mother used to give food and wash some of her students.
 - c. Teachers will not always like all of their students.
 - d. The speaker thinks that children can be cruel.

C. Answer the following questions briefly.

1. According to the speaker, what are two reasons why children do not learn?
(2 marks)

2. According to the speaker, what is a student's reaction when teachers apologize?
(2 marks)

3. What is the main reason for the speaker to talk about her mother in the talk?
(2 marks)

4. What is something students should never know from their teachers?
(2 marks)

5. According to the speaker, what is the role of a champion in a kid's life?
(2 marks)

Annex 12: Lesson Plans

Lesson Plan -ACTIVITY 1

This lesson introduces the teaching of the first learning strategy aimed at improving comprehension: PREDICTION

Based on the CALLA Framework (The Learning Strategies Handbook, Chamot, Bamhardt, El-Dinary and Robins), with clearly defined learning objectives, this class is intended to provide students with the tools to enhance the comprehension of listening segments. The activities below have been designed to engage and motivate students, and to take account of their learning styles. The lesson provides multiple opportunities for students to demonstrate their understanding and applying what they have learned in the class.

TEACHER: Cesar Azcarate Calle

Language Objectives:

1. Students will be able to listen to and comprehend a video recording and note down the information contained in the clip by completing a worksheet.
2. Student will be able to interpret the information contained in the video recording.

Strategy Objectives:

1. Students will be able to recognize, understand and use the kind of strategy needed for the specific listening segment given after the direct teaching of the strategy to students.
2. Students will evaluate the importance of using such a strategy in their learning of a second language.
3. Students will self evaluate their own use of the strategies taught.

Materials:

1. PowerPoint slides for presenting the first strategy: Prediction

2. Video recordings for strategy instruction:

TED TALK 1: The best gift I ever survived

http://www.ted.com/talks/stacey_kramer_the_best_gift_i_ever_survived.html

TED TALK 2: Success is a continuous journey

http://www.ted.com/talks/richard_st_john_success_is_a_continuous_journey.html

3. Video recording for worksheet completion:

TED TALK 3: Three things I learned while my plane crashed

http://www.ted.com/talks/ric_elias.html

4. Worksheets for students' completion.

CALLA STEPS FOR LESSON PLANNING:

Preparation: (5 minutes)

1. Students prepare for strategies instruction by identifying their prior knowledge about the use of specific strategies
2. Teacher sets the objectives of the lesson and the purpose and steps of the lesson.
3. Students agree on the objectives and steps of lesson: Shared intention.

Presentation: (15 minutes)

The teacher teaches the new learning strategy using a Power Point presentation and the TELD TALKS indicated above. The teacher demonstrates it and explains how and when to use it. The teacher will focus students' attention on the importance of using such a strategy in their learning of a second language.

Practice: (15 minutes)

Students practice using the strategy with TED TALKS 3: Three things I learned while my plane crashed.

1. Teacher asks students to watch a video recording for two times and be ready to work on the worksheet.

2. First students read the information given on the worksheet. The teacher makes sure students understand the instructions and read the questions' contents. For the first time, the teacher asks students to watch the video recording reminding them they'll have a second chance to watch in case they did not complete all the information. The use of the strategy presented in class is reminded.
3. For the second time, students complete the missing information. The use of the strategy presented in class is reminded.

Self-Evaluation (5 minutes):

The students self-evaluate their use of the learning strategy and how well the strategy is working for them.

1. The teacher asks students to reflect on their experiences in watching the video recording and report on a voluntary basis what they think about it.

Expansion:

1. Students extend the usefulness of the leaning strategy by applying it to new learning situations.
2. Wrap up

Lesson Plan - ACTIVITY 2

This lesson introduces the teaching of the second learning strategy aimed at improving comprehension: NOTE TAKING/IDENTIFYING MAIN IDEAS

Based on the CALLA Framework (The Learning Strategies Handbook, Chamot, Bamhardt, El-Dinary and Robins), with clearly defined learning objectives, this class is intended to provide students with the tools to enhance the comprehension of listening segments. The activities below have been designed to engage and motivate students, and to take account of their learning styles. The lesson provides multiple opportunities for students to demonstrate their understanding and applying what they have learned in the class.

TEACHER: Cesar Azcarate Calle

Language Objectives:

1. Students will be able to listen to and comprehend a video recording and note down the information contained in the clip by completing a worksheet which is completely based on the strategy presented: Note Taking/Identifying Main Ideas.
2. Student will be able to interpret the information contained in the video recording.

Strategy Objectives:

1. Students will be able to recognize, understand and use the kind of strategy needed for the specific listening segment given after the direct teaching of the strategy to students.
2. Students will evaluate the importance of using such a strategy in their learning of a second language.
3. Students will self evaluate their own use of the strategies taught.

Materials:

1. PowerPoint slides for presenting the second strategy: Note Taking/Identifying Main Ideas
2. Video recordings for strategy instruction:
TED TALK 2: Success is a continuous journey

TED TALK 3: Three things I learned while my plane crashed.
3. Video recording for worksheet completion:

TED TALK 4: 5 WAYS TO LISTEN BETTER
[http://www.ted.com/talks/julian treasure 5 ways to listen better.html](http://www.ted.com/talks/julian_treasure_5_ways_to_listen_better.html)
4. Worksheets for students' completion.

CALLA STEPS FOR LESSON PLANNING:**Preparation: (5 minutes)**

1. Students prepare for strategies instruction by identifying their prior knowledge about the use of specific strategies
2. Teacher sets the objectives of the lesson and the purpose and steps of the lesson.
3. Students agree on the objectives and steps of lesson: Shared intention.

Presentation: (20 minutes)

The teacher teaches the new learning strategy using a Power Point presentation and the TELD TALKS indicated above. The teacher demonstrates it and explains how and when to use it. The teacher will focus students' attention on the importance of using such a strategy in their learning of a second language.

Practice: (15 minutes)

Students practice using the strategy with TED TALK 4: 5 WAYS TO LISTEN BETTER

1. Teacher asks students to watch a video recording for two times and be ready to work on the worksheet.
2. First students read the information given on the worksheet. The teacher makes sure students understand the instructions and read the questions' contents. First, the teacher asks students to watch the video recording reminding them they'll have a second chance to watch in case they did not complete all the information. The use of the strategy presented in class is reminded.
3. Second, students complete the missing information. The use of the strategy presented in class is reminded.

Self-Evaluation (5 minutes):

The students self-evaluate their use of the learning strategy and how well the strategy is working for them.

1. The teacher asks students to reflect on their experiences in watching the video recording and using the strategy taught. Then, they report on a voluntary basis what they think about it by answering a questionnaire and learning log attached to it.

Expansion (5 minutes):

1. Students extend the usefulness of the leaning strategy by applying it to new learning situations.
2. Wrap up

Lesson Plan -ACTIVITY 3

This lesson introduces the teaching of the second learning strategy aimed at improving comprehension: INFERENCING/ GUESSING VOCABULARY FROM CONTEXT

Based on the CALLA Framework (The Learning Strategies Handbook, Chamot, Bamhardt, El-Dinary and Robins), with clearly defined learning objectives, this class is intended to provide students with the tools to enhance the comprehension of listening segments. The activities below have been designed to engage and motivate students, and to take account of their learning styles. The lesson provides multiple opportunities for students to demonstrate their understanding and applying what they have learned in the class.

TEACHER: Cesar Azcarate Calle

Language Objectives:

1. Students will be able to listen to and comprehend a video recording and note down the information contained in the clip by completing a worksheet which is completely based on the strategy presented: Inferencing/Guessing vocabulary from context.
2. Student will be able to interpret the information contained in the video recording.

Strategy Objectives:

1. Students will be able to recognize, understand and use the kind of strategy needed for the specific listening segment given after the direct teaching of the strategy to students.
2. Students will evaluate the importance of using such a strategy in their learning of a second language.
3. Students will self evaluate their own use of the strategies taught.

Materials:

1. PowerPoint slides for presenting the second strategy: Inferencing / Guessing vocabulary from context.
2. Video recordings for strategy instruction:

TED TALK 3: Three things I learned while my plane crashed.

TED TALK 4: 5 WAYS TO LISTEN BETTER

3. Video recording for worksheet completion:

TED TALK 5: The Key to Success: Grit

http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit.html

4. Worksheets for students' completion.

CALLA STEPS FOR LESSON PLANNING:

Preparation: (5 minutes)

1. Students prepare for strategies instruction by identifying their prior knowledge about the use of specific strategies
2. Teacher sets the objectives of the lesson and the purpose and steps of the lesson.
3. Students agree on the objectives and steps of lesson: Shared intention.

Presentation: (20 minutes)

The teacher teaches the new learning strategy using a Power Point presentation and the TED TALKS indicated above. The teacher demonstrates it and explains how and when to use it. The teacher will focus students' attention on the importance of using such a strategy in their learning of a second language.

Practice: (15 minutes)**Students practice using the strategy with TED TALK 5: The Key to Success: Grit**

1. Teacher asks students to watch a video recording for two times and be ready to work on the worksheet.
2. First students read the information given on the worksheet. The teacher makes sure students understand the instructions and read the questions' contents. Then, the teacher asks students to watch the video recording reminding them they'll have a second chance to watch in case they did not complete all the information. The use of the strategy presented in class is reminded.
3. Second, students complete the missing information. The use of the strategy presented in class is reminded.

Self-Evaluation (5 minutes):**The students self-evaluate their use of the learning strategy and how well the strategy is working for them.**

1. The teacher asks students to reflect on their experiences in watching the video recording and using the strategy taught. Then, they report on a voluntary basis what they think about it by answering a questionnaire and learning log attached to it.

Expansion (5 minutes):

1. Students extend the usefulness of the leaning strategy by applying it to new learning situations.
2. Wrap up

Lesson Plan -ACTIVITY 4

This lesson introduces the integration of the different strategies taught individually in the previous lessons.

Based on the CALLA Framework (The Learning Strategies Handbook, Chamot, Bamhardt, El-Dinary and Robins), with clearly defined learning objectives, this class is intended to provide students with the tools to enhance the comprehension of listening segments. Since the aim of the lesson is the integration of the activities previously learnt, the presentation step has not been included. The lesson provides multiple opportunities for students to demonstrate their understanding and applying what they have learned in the class.

TEACHER: Cesar Azcarate Calle

Language Objectives:

1. Students will be able to listen to and comprehend a video recording and note down the information contained in the clip by completing a worksheet.
2. Student will be able to interpret the information contained in the video recording.

Strategy Objectives:

1. Students will be able to recognize, understand, and use the kind of strategies needed for the specific listening segment given and integrate and combine the different strategies learnt.
2. Students will evaluate the importance of using such a strategy in their learning of a second language.
3. Students will self evaluate their own use of the strategies taught.

Materials:

1. Maps for strategies 1, 2, and 3.
2. Video recording for worksheet completion:

TED TALK 6: Everyday leadership

http://www.ted.com/talks/drew_dudley_everyday_leadership.html

3. Worksheets for students' completion.

CALLA STEPS FOR LESSON PLANNING:**Preparation: (5 minutes)**

1. Students prepare for strategies instruction by identifying their prior knowledge about the use of specific strategies.
2. Teacher sets the objectives of the lesson and the purpose and steps of the lesson.
3. Students agree on the objectives and steps of lesson: Shared intention.
4. Ss use maps for strategies 1, 2, and 3.

Practice: (45 minutes)**Students practice the integration of the strategies with TED TALK 6: Everyday leadership**

1. First students read the information given on the worksheet. The teacher makes sure students understand the instructions and read the questions' contents. Ss work on th activities presented.
2. Teacher asks students to watch a video recording for two times and be ready to work on the worksheet. For the first time, the teacher asks students to watch the video recording reminding them they'll have a second chance to watch in case they did not complete all the information. The use of the strategies presented in class is reminded.

3. For the second time, students complete the missing information. The use of the strategies presented in class is reminded.

Self-Evaluation (5 minutes):

The students self-evaluate their use of the learning strategies and how well they are working for them.

1. The teacher asks students to reflect on their experiences in watching the video recording and report on a voluntary basis what they think about it by completing a learning log.

Expansion:

1. Students extend the usefulness of the leaning strategies by applying them to new learning situations.
2. Wrap up

Lesson Plan -ACTIVITY 5

This lesson introduces the integration of the different strategies taught individually in the previous lessons.

Based on the CALLA Framework (The Learning Strategies Handbook, Chamot, Bamhardt, El-Dinary and Robins), with clearly defined learning objectives, this class is intended to provide students with the tools to enhance the comprehension of listening segments. Since the aim of the lesson is the integration of the activities previously learnt, the presentation step has not been included. The lesson provides multiple opportunities for students to demonstrate their understanding and applying what they have learned in the class.

TEACHER: Cesar Azcarate Calle

Language Objectives:

1. Students will be able to listen to and comprehend a video recording and note down the information contained in the clip by completing a worksheet.
2. Student will be able to interpret the information contained in the video recording.

Strategy Objectives:

1. Students will be able to recognize, understand, and use the kind of strategies needed for the specific listening segment given and integrate and combine the different strategies learnt.
2. Students will evaluate the importance of using such a strategy in their learning of a second language.
3. Students will self evaluate their own use of the strategies taught.

Materials:

1. Maps for strategies 1, 2, and 3.
2. Video recording for worksheet completion:

TED TALK 7: How I'm preparing to get Alzheimer's

http://www.ted.com/talks/alanna_shaikh_how_i_m_preparing_to_get_alzheimer_s.html

3. Worksheets for students' completion.

CALLA STEPS FOR LESSON PLANNING:

Preparation: (5 minutes)

1. Students prepare for strategies instruction by identifying their prior knowledge about the use of specific strategies.
2. Teacher sets the objectives of the lesson and the purpose and steps of the lesson.
3. Students agree on the objectives and steps of lesson: Shared intention.
4. Ss use maps for strategies 1, 2, and 3.

Practice: (45 minutes)

Students practice the integration of the strategies with TED TALK 7: How I'm preparing to get Alzheimer's.

1. First students read the information given on the worksheet. The teacher makes sure students understand the instructions and read the questions' contents. Ss work on the activities presented.
2. Teacher asks students to watch a video recording for two times and be ready to work on the worksheet. For the first time, the teacher asks students to watch the video recording reminding them they'll have a second chance to watch in case they did not complete all the information. The use of the strategies presented in class is reminded.
3. For the second time, students complete the missing information. The use of the strategies presented in class is reminded.

Self-Evaluation (5 minutes):

The students self-evaluate their use of the learning strategies and how well they are working for them.

1. The teacher asks students to reflect on their experiences in watching the video recording and report on a voluntary basis what they think about it.

Expansion:

1. Students extend the usefulness of the leaning strategies by applying them to new learning situations.

2. Wrap up

Lesson Plan -ACTIVITY 6

This lesson introduces the integration of the different strategies taught individually in the previous lessons.

Based on the CALLA Framework (The Learning Strategies Handbook, Chamot, Bamhardt, El-Dinary and Robins), with clearly defined learning objectives, this class is intended to provide students with the tools to enhance the comprehension of listening segments. Since the aim of the lesson is the integration of the activities previously learnt, the presentation step has not been included. The lesson provides multiple opportunities for students to demonstrate their understanding and applying what they have learned in the class.

TEACHER: Cesar Azcarate Calle

Language Objectives:

1. Students will be able to listen to and comprehend a video recording and note down the information contained in the clip by completing a worksheet.
2. Student will be able to interpret the information contained in the video recording.

Strategy Objectives:

1. Students will be able to recognize, understand, and use the kind of strategies needed for the specific listening segment given and integrate and combine the different strategies learnt.
2. Students will evaluate the importance of using such a strategy in their learning of a second language.
3. Students will self evaluate their own use of the strategies taught.

Materials:

1. Maps for strategies 1, 2, and 3.
2. Video recording for worksheet completion:

TED TALK 8: Every kids needs a champion

http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion.html

3. Worksheets for students' completion.

CALLA STEPS FOR LESSON PLANNING:

Preparation: (5 minutes)

1. Students prepare for strategies instruction by identifying their prior knowledge about the use of specific strategies.
2. Teacher sets the objectives of the lesson and the purpose and steps of the lesson.
3. Students agree on the objectives and steps of lesson: Shared intention.
4. Ss use maps for strategies 1, 2, and 3.

Practice: (45 minutes)

Students practice the integration of the strategies with TED TALK 8: Every kid needs a champion.

1. First students read the information given on the worksheet. The teacher makes sure students understand the instructions and read the questions' contents. Ss work on the activities presented.
2. Teacher asks students to watch a video recording for two times and be ready to work on the worksheet. For the first time, the teacher asks students to watch the video recording reminding them they'll have a second chance to watch in case they did not complete all the information. The use of the strategies presented in class is reminded.
3. For the second time, students complete the missing information. The use of the strategies presented in class is reminded.

Self-Evaluation (5 minutes):

The students self-evaluate their use of the learning strategies and how well they are working for them.

1. The teacher asks students to reflect on their experiences in watching the video recording and report on a voluntary basis what they think about it.

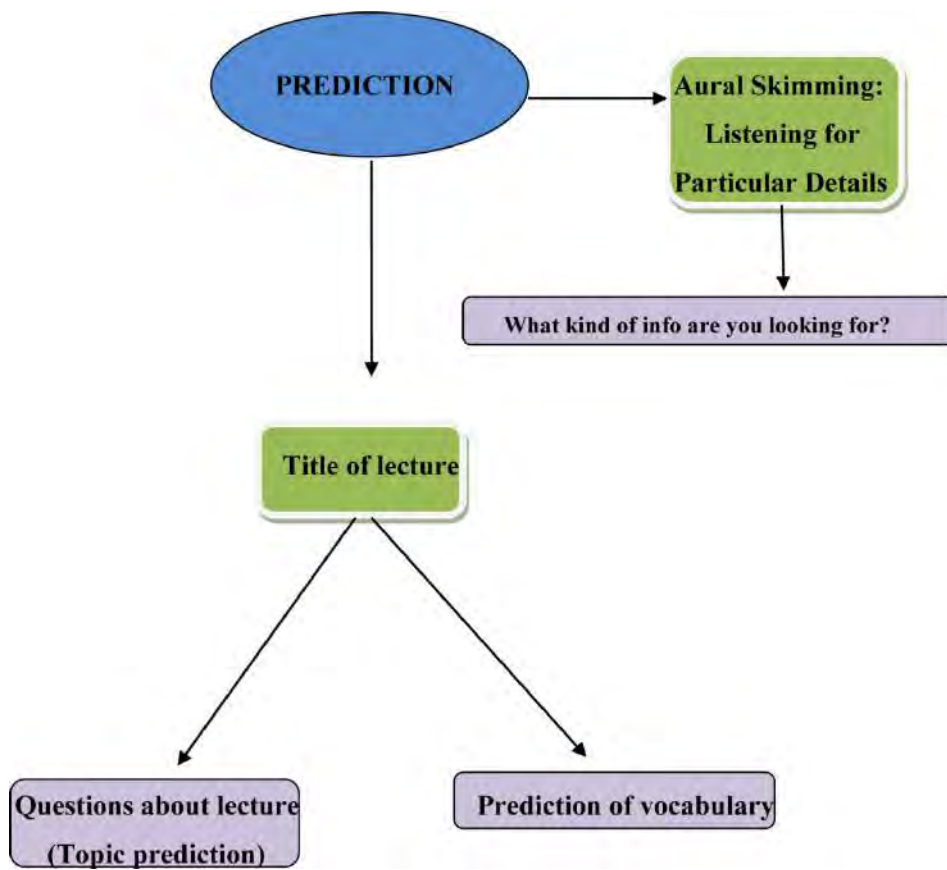
Expansion:

1. Students extend the usefulness of the leaning strategies by applying them to new learning situations.

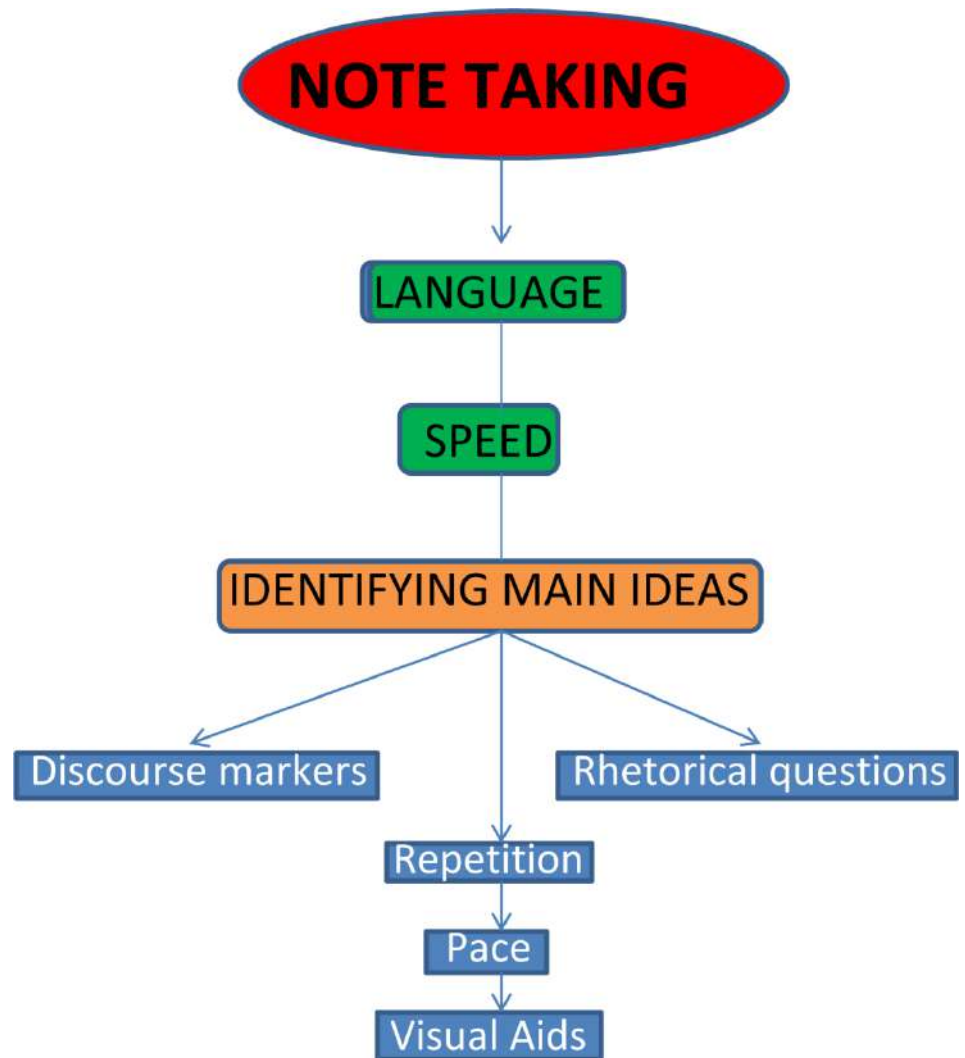
2. Wrap up

Annex 13: Strategy Maps

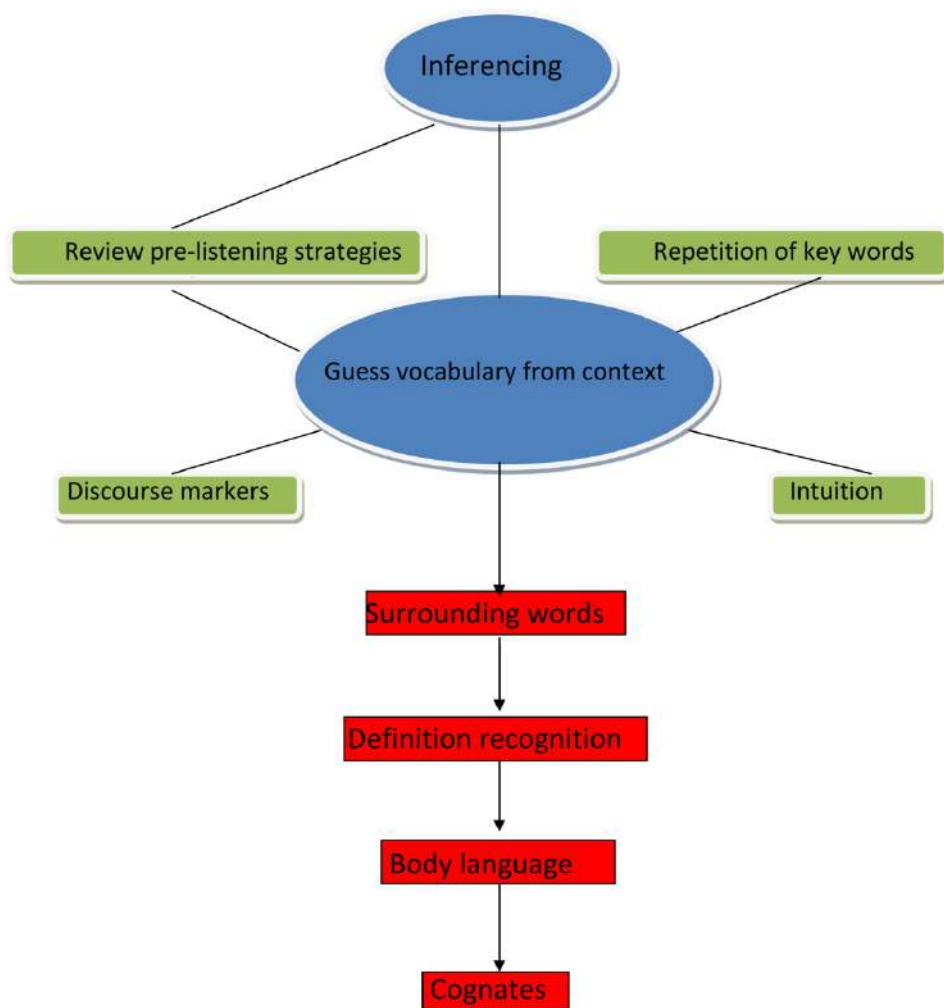
LISTENING STRATEGIES SET 1



LISTENING STRATEGIES SET 2



LISTENING STRATEGIES SET 3



Annex 14: Learning Log

Learning Log

I find this strategy useful because...

I can use this strategy in...

This strategy might not work when ...

Annex 15: Lesson Evaluation

LESSON EVALUATION

Adapted from: **The CALLA Model: Strategies for ELL Student Success**©2005 Chamot & Robbins

Dear Student:

I'd very much like you to answer this questionnaire which will help me know your opinion about the lesson you attended. This is an anonymous questionnaire. Thank you very much for the time devoted to answering it.

Circle the appropriate answer.

a. Were the objectives of the lesson clear?

1	2	3	4	5
Vague				Clear

b. How helpful were the activities in reaching the objectives?

1	2	3	4	5
Little				Very

c. How useful was the PowerPoint?

1	2	3	4	5
Not useful				Very useful

d. Was the lesson well-paced?

1	2	3	4	5
Not very				Very

e. Did you understand the main concepts?

1	2	3	4	5
Little				Completely

f. Did the lesson provide ideas you can use to improve your listening skills?

1	2	3	4	5
I don't think so				Definitely

Annex 16: Pre-Test and Post-Test Scores

CONTROL GROUP

	Pre-Test	ACT 1	ACT 2	ACT 3	Post-Test
Student 1	9.00	5.00	10.00	5.00	11.00
Student 2	10.00	14.00	6.50	6.00	15.00
Student 3	11.50	14.00	9.00	7.00	10.00
Student 4	12.50	13.00	13.50	12.50	19.00
Student 5	6.00	14.00	3.50	6.50	9.00
Student 6	14.00	16.00	15.50	13.00	16.00
Student 7	13.00	14.00	5.00	8.00	15.00
Student 8	9.50	12.00	8.50	8.00	12.00
Student 9	14.00	20.00	13.00	12.00	17.00
Student 10	7.50	8.00	2.50	3.50	6.00
Student 11	9.00	15.00	11.50	9.00	15.00
Student 12	10.50	19.00	6.00	6.00	11.00
Student 13	11.00	19.00	6.00	13.00	15.00
Student 14	6.00	8.00	1.50	7.00	4.00
Student 15	10.50	13.00	14.50	10.00	16.00
Student 16	7.50	13.00	7.00	13.00	13.00
Student 17	6.50	7.00	2.00	6.00	7.00
Student 18	7.50	11.50	10.00	5.00	5.00
Student 19	12.00	15.50	6.50	11.00	17.00
Student 20	4.50	7.00	7.50	5.00	4.00
Student 21	10.00	14.00	9.50	8.50	11.00

EXPERIMENTAL GROUP

	Pre-Test	ACT 1	ACT 2	ACT 3	Post-Test
Student 1	12.00	17.00	15.50	14.00	18.00
Student 2	9.00	15.00	12.00	10.00	14.00
Student 3	16.00	15.00	10.50	12.00	18.00
Student 4	6.50	10.00	12.00	6.00	7.00
Student 5	10.50	13.50	7.50	7.00	13.00
Student 6	10.50	14.00	11.50	16.00	17.00
Student 7	9.50	17.50	7.00	9.00	15.00
Student 8	5.00	11.00	4.00	7.50	12.00
Student 9	9.50	13.00	8.50	10.00	10.00
Student 10	6.00	13.00	9.50	13.00	15.00
Student 11	6.00	8.00	6.00	6.00	5.00
Student 12	6.00	10.50	10.00	11.00	11.00
Student 13	16.00	17.00	7.50	12.50	15.00
Student 14	14.50	20.00	14.00	17.00	16.00
Student 15	8.00	12.00	10.00	10.00	13.00
Student 16	5.50	7.00	7.50	7.00	8.00
Student 17	15.50	19.00	16.50	16.00	18.00
Student 18	8.50	14.00	7.00	16.00	16.00
Student 19	10.50	18.00	13.00	14.00	17.00

Annex 17: Validation of Instruments by Experts

QUESTIONNAIRE

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES:

- I.1. Apellidos y nombres del informante: *Campo Choyong, Diana Teresa*
I.2. Cargo e institución donde labora: *Universidad de Pura - Directora*
I.3. Nombre del instrumento motivo de la evaluación: **QUESTIONNAIRE**
I.4. Autor del instrumento: Cesar Augusto Azcarate Calle

II. ASPECTOS DE VALIDACIÓN E INFORME:

INDICADORES	CRITERIOS	Deficiente 0-20%	Regular 21-40%	Bueno 41-60%	Muy bueno 61-80%	Excelente 81-100%
CLARIDAD	Está formulado con lenguaje apropiado.					✓
OBJETIVIDAD	Está expresado de manera coherente y lógica.					✓
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					✓
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					✓
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					✓
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					✓
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propios del campo que se está investigando.					✓
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento					✓
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					✓

III. OPINIÓN DE APLICACIÓN:

¿Qué aspectos tendría que modificar, incrementar o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACION:

95%

.....
Firma de experto informante

DNI N° 02852281

Telf. 293714

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES:

- I.1. Apellidos y nombres del informante: *Angela Tejada Celi*
I.2. Cargo e institución donde labora: *Docente Universidad de Piura*
I.3. Nombre del instrumento motivo de la evaluación: **QUESTIONNAIRE**
I.4. Autor del instrumento: Cesar Augusto Azcarate Calle

II. ASPECTOS DE VALIDACIÓN E INFORME:

INDICADORES	CRITERIOS	Deficiente 0-20%	Regular 21-40%	Bueno 41-60%	Muy bueno 61-80%	Excelente 81-100%
CLARIDAD	Está formulado con lenguaje apropiado.				X	
OBJETIVIDAD	Está expresado de manera coherente y lógica.					X
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					X
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.				X	
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					X
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					X
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propios del campo que se está investigando.					X
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento					X
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					X

III. OPINIÓN DE APLICACIÓN:

¿Qué aspectos tendría que modificar, incrementar o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACION:

95%

Angela Tejada Celi

Firma de experto informante

DNI N° 41860710

Telf. 969943516

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES:

- I.1. Apellidos y nombres del informante: *Pérez Aldana Jenny*
I.2. Cargo e institución donde labora: *Profesora - UDEP*
I.3. Nombre del instrumento motivo de la evaluación: **QUESTIONNAIRE**
I.4. Autor del instrumento: Cesar Augusto Azcarate Calle

II. ASPECTOS DE VALIDACIÓN E INFORME:

INDICADORES	CRITERIOS	Deficiente 0-20%	Regular 21-40%	Bueno 41-60%	Muy bueno 61-80%	Excelente 81-100%
CLARIDAD	Está formulado con lenguaje apropiado.					100
OBJETIVIDAD	Está expresado de manera coherente y lógica.					100
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					100
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					100
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					100
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					100
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propios del campo que se está investigando.					100
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento					100
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					100

III. OPINIÓN DE APLICACIÓN:

¿Qué aspectos tendría que modificar, incrementar o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACION:

100

Firma de experto informante

DNI N° 05640092

Telf.

PRE-TEST AND POST-TEST VALIDATION SURVEY

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES:

- I.1. Apellidos y nombres del informante: *Campo Cluyang, Diana Teresa*
I.2. Cargo e institución donde labora: *Universidad de Piura - Directora*
I.3. Nombre del instrumento motivo de la evaluación: **PRE-TEST AND POST-TEST
VALIDATION SURVEY**
I.4. Autor del instrumento: Cesar Augusto Azcarate Calle

II. ASPECTOS DE VALIDACIÓN E INFORME:

INDICADORES	CRITERIOS	Deficiente 0-20%	Regular 21-40%	Bueno 41-60%	Muy bueno 61-80%	Excelente 81-100%
CLARIDAD	Está formulado con lenguaje apropiado.					✓
OBJETIVIDAD	Está expresado de manera coherente y lógica.					✓
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					✓
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					✓
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					✓
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					✓
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propios del campo que se está investigando.					✓
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento					✓
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					✓

III. OPINIÓN DE APLICACIÓN:

¿Qué aspectos tendría que modificar, incrementar o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACION:

98%

.....
[Firma]

Firma de experto informante

DNI N° 02852288

Telf. 343744

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES:

- I.1. Apellidos y nombres del informante: *Angela Tejada Celi*
 I.2. Cargo e institución donde labora: *Docente Universidad de Piura*
 I.3. Nombre del instrumento motivo de la evaluación: **PRE-TEST AND POST-TEST
VALIDATION SURVEY**
 I.4. Autor del instrumento: Cesar Augusto Azcarate Calle

II. ASPECTOS DE VALIDACIÓN E INFORME:

INDICADORES	CRITERIOS	Deficiente 0-20%	Regular 21-40%	Bueno 41-60%	Muy bueno 61-80%	Excelente 81-100%
CLARIDAD	Está formulado con lenguaje apropiado.				X	
OBJETIVIDAD	Está expresado de manera coherente y lógica.				X	
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					X
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					X
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					X
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					X
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propios del campo que se está investigando.				X	
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento					X
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					X

III. OPINIÓN DE APLICACIÓN:

¿Qué aspectos tendría que modificar, incrementar o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACION:

90%

Angela Tejada Celi

Firma de experto informante

DNI N° 41860710

Telf. 969994351x

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES:

- I.1. Apellidos y nombres del informante: *Pérez Aldana Jenny*
I.2. Cargo e institución donde labora: *Profesora - UDEP*
I.3. Nombre del instrumento motivo de la evaluación: **PRE-TEST AND POST-TEST
VALIDATION SURVEY**
I.4. Autor del instrumento: Cesar Augusto Azcarate Calle

II. ASPECTOS DE VALIDACIÓN E INFORME:

INDICADORES	CRITERIOS	Deficiente 0-20%	Regular 21-40%	Bueno 41-60%	Muy bueno 61-80%	Excelente 81-100%
CLARIDAD	Está formulado con lenguaje apropiado.					100
OBJETIVIDAD	Está expresado de manera coherente y lógica.					100
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					100
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					100
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					100
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					100
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propios del campo que se está investigando.					100
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento					100
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					100

III. OPINIÓN DE APLICACIÓN:

¿Qué aspectos tendría que modificar, incrementar o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACION:

100

JPA

Firma de experto informante

DNI N° 05640092

Telf.

EXPERIMENTAL GROUP SURVEY

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES:

- I.1. Apellidos y nombres del informante: *Caripo Chuyang, Diana Teresa*
 I.2. Cargo e institución donde labora: *Universidad de Pinar - Directora*
 I.3. Nombre del instrumento motivo de la evaluación: **EXPERIMENTAL GROUP SURVEY**
 I.4. Autor del instrumento: Cesar Augusto Azcarate Calle

II. ASPECTOS DE VALIDACIÓN E INFORME:

INDICADORES	CRITERIOS	Deficiente 0-20%	Regular 21-40%	Bueno 41-60%	Muy bueno 61-80%	Excelente 81-100%
CLARIDAD	Está formulado con lenguaje apropiado.					✓
OBJETIVIDAD	Está expresado de manera coherente y lógica.					✓
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					✓
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					✓
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					✓
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					✓
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propios del campo que se está investigando.					✓
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento					✓
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					✓

III. OPINIÓN DE APLICACIÓN:

¿Qué aspectos tendría que modificar, incrementar o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACIÓN:

98%

.....
 Firma de experto informante
 DNI N° 02932288 Telf. 343714

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES:

- I.1. Apellidos y nombres del informante: *Angela Tejada Celi*
I.2. Cargo e institución donde labora: *Profesora Universidad de Piura*
I.3. Nombre del instrumento motivo de la evaluación: **EXPERIMENTAL GROUP SURVEY**
I.4. Autor del instrumento: Cesar Augusto Azcarate Calle

II. ASPECTOS DE VALIDACIÓN E INFORME:

INDICADORES	CRITERIOS	Deficiente 0-20%	Regular 21-40%	Bueno 41-60%	Muy bueno 61-80%	Excelente 81-100%
CLARIDAD	Está formulado con lenguaje apropiado.					X
OBJETIVIDAD	Está expresado de manera coherente y lógica.				X	
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					X
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					X
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					X
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					X
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propios del campo que se está investigando.					X
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento					X
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					X

III. OPINIÓN DE APLICACIÓN:

¿Qué aspectos tendría que modificar, incrementar o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACION:

98%

Angela Tejada Celi

Firma de experto informante

DNI N° 41860710

Tel. 969943516

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES:

- I.1. Apellidos y nombres del informante: *Pérez Aldana Jenny*
I.2. Cargo e institución donde labora: *Profesora - UDEP*
I.3. Nombre del instrumento motivo de la evaluación: **EXPERIMENTAL GROUP SURVEY**
I.4. Autor del instrumento: Cesar Augusto Azcarate Calle

II. ASPECTOS DE VALIDACIÓN E INFORME:


INDICADORES	CRITERIOS	Deficiente 0-20%	Regular 21-40%	Bueno 41-60%	Muy bueno 61-80%	Excelente 81-100%
CLARIDAD	Está formulado con lenguaje apropiado.					100
OBJETIVIDAD	Está expresado de manera coherente y lógica.					100
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					100
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					100
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					100
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					100
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propios del campo que se está investigando.					100
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento					100
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					100

III. OPINIÓN DE APLICACIÓN:

¿Qué aspectos tendría que modificar, incrementar o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACION:

100


.....
Firma de experto informante
DNI N° *DS 640092* Telf. _____

LISTENING PRE-TEST

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES:

- 1.1. Apellidos y nombres del informante: *Campos Chiquero, Diana Teresa*
1.2. Cargo e institución donde labora: *Universidad de Piura - Directora*
1.3. Nombre del instrumento motivo de la evaluación: LISTENING PRE-TEST
1.4. Autor del instrumento: Cesar Augusto Azcarate Calle

II. ASPECTOS DE VALIDACIÓN E INFORME:

INDICADORES	CRITERIOS	Deficiente 0-20%	Regular 21-40%	Bueno 41-60%	Muy bueno 61-80%	Excelente 81-100%
CLARIDAD	Está formulado con lenguaje apropiado.					✓
OBJETIVIDAD	Está expresado de manera coherente y lógica.					✓
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					✓
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					✓
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					✓
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					✓
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propios del campo que se está investigando.					✓
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento					✓
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					✓

III. OPINIÓN DE APLICACIÓN:

¿Qué aspectos tendría que modificar, incrementar o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACION:

98%

.....
[Firma]

Firma de experto informante

DNI N° 02152288

(023)
Telf. 343714

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES:

I.1. Apellidos y nombres del informante: *Angela Tejada Celi*
 I.2. Cargo e institución donde labora: *Docente Universidad de Piura*
 I.3. Nombre del instrumento motivo de la evaluación: **LISTENING PRE-TEST**
 I.4. Autor del instrumento: Cesar Augusto Azcarate Calle

II. ASPECTOS DE VALIDACIÓN E INFORME:

INDICADORES	CRITERIOS	Deficiente 0-20%	Regular 21-40%	Bueno 41-60%	Muy bueno 61-80%	Excelente 81-100%
CLARIDAD	Está formulado con lenguaje apropiado.					X
OBJETIVIDAD	Está expresado de manera coherente y lógica.				X	
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					X
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					X
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					X
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					X
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propios del campo que se está investigando.					X
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento					X
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					X

III. OPINIÓN DE APLICACIÓN:

¿Qué aspectos tendría que modificar, incrementar o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACION:

98%

Angela Tejada Celi

Firma de experto informante

DNI N° 41860710

Telf. 969943516

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES:

- I.1. Apellidos y nombres del informante: *Pérez Aldana Jenny*
I.2. Cargo e institución donde labora: *Profesora - UDEP*
I.3. Nombre del instrumento motivo de la evaluación: **LISTENING PRE-TEST**
I.4. Autor del instrumento: Cesar Augusto Azcarate Calle

II. ASPECTOS DE VALIDACIÓN E INFORME:

INDICADORES	CRITERIOS	Deficiente 0-20%	Regular 21-40%	Bueno 41-60%	Muy bueno 61-80%	Excelente 81-100%
CLARIDAD	Está formulado con lenguaje apropiado.					100
OBJETIVIDAD	Está expresado de manera coherente y lógica.					100
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					100
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					100
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					100
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					100
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propios del campo que se está investigando.					100
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento					100
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					100

III. OPINIÓN DE APLICACIÓN:

¿Qué aspectos tendría que modificar, incrementar o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACION:

100

Firma de experto informante

DNI N° 05640092

Telf.

LISTENING POST-TEST

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES:

- I.1. Apellidos y nombres del informante: *Campa Chiyona Diana Teresa*
 I.2. Cargo e institución donde labora: *Universidad de Piura - Decano(a)*
 I.3. Nombre del instrumento motivo de la evaluación: **LISTENING POST-TEST**
 I.4. Autor del instrumento: Cesar Augusto Azcarate Calle

II. ASPECTOS DE VALIDACIÓN E INFORME:

INDICADORES	CRITERIOS	Deficiente 0-20%	Regular 21-40%	Bueno 41-60%	Muy bueno 61-80%	Excelente 81-100%
CLARIDAD	Está formulado con lenguaje apropiado.					✓
OBJETIVIDAD	Está expresado de manera coherente y lógica.					
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					✓
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					✓
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					✓
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					✓
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propios del campo que se está investigando.					✓
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento					✓
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					✓

III. OPINIÓN DE APLICACIÓN:

¿Qué aspectos tendría que modificar, incrementar o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACION:

98%

.....
 Firma de experto informante (073)
 DNI N° 02852288 Telf. 3437/4

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES:

- I.1. Apellidos y nombres del informante: *Angela Tejada Celi*
I.2. Cargo e institución donde labora: *Docente Universidad de Piura*
I.3. Nombre del instrumento motivo de la evaluación: **LISTENING POST-TEST**
I.4. Autor del instrumento: Cesar Augusto Azcarate Calle

II. ASPECTOS DE VALIDACIÓN E INFORME:

INDICADORES	CRITERIOS	Deficiente 0-20%	Regular 21-40%	Bueno 41-60%	Muy bueno 61-80%	Excelente 81-100%
CLARIDAD	Está formulado con lenguaje apropiado.					X
OBJETIVIDAD	Está expresado de manera coherente y lógica.					X
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					X
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					X
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					X
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					X
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propios del campo que se está investigando.					X
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento					X
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.				X	

III. OPINIÓN DE APLICACIÓN:

¿Qué aspectos tendría que modificar, incrementar o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACION:

98%

Angela Tejada Celi

Firma de experto informante

DNI N° 41860710

Telf. 969943516

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES:

- I.1. Apellidos y nombres del informante: *Perez Aldana Jenny*
I.2. Cargo e institución donde labora: *Profesora- UDEP*
I.3. Nombre del instrumento motivo de la evaluación: **LISTENING POST-TEST**
I.4. Autor del instrumento: Cesar Augusto Azcarate Calle

II. ASPECTOS DE VALIDACIÓN E INFORME:


INDICADORES	CRITERIOS	Deficiente 0-20%	Regular 21-40%	Bueno 41-60%	Muy bueno 61-80%	Excelente 81-100%
CLARIDAD	Está formulado con lenguaje apropiado.					100
OBJETIVIDAD	Está expresado de manera coherente y lógica.					100
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					100
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					100
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					100
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					100
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propios del campo que se está investigando.					100
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento					100
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					100

III. OPINIÓN DE APLICACIÓN:

¿Qué aspectos tendría que modificar, incrementar o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACION:

100


Firma de experto informante

DNI N° 05640092

Telf.

LISTENING ACTIVITY TEST 1

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES:

- I.1. Apellidos y nombres del informante: *Campos Quiroz, Diana Teresa*
I.2. Cargo e institución donde labora: *Directora - Universidad de Pura*
I.3. Nombre del instrumento motivo de la evaluación: **LISTENING ACTIVITY TEST 1**
I.4. Autor del instrumento: Cesar Augusto Azcarate Calle

II. ASPECTOS DE VALIDACIÓN E INFORME:

INDICADORES	CRITERIOS	Deficiente 0-20%	Regular 21-40%	Bueno 41-60%	Muy bueno 61-80%	Excelente 81-100%
CLARIDAD	Está formulado con lenguaje apropiado.					✓
OBJETIVIDAD	Está expresado de manera coherente y lógica.					✓
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					✓
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					✓
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					✓
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					✓
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propios del campo que se está investigando.					✓
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento					✓
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					✓

III. OPINIÓN DE APLICACIÓN:

¿Qué aspectos tendría que modificar, incrementar o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACION:

99%

.....
Firma de experto informante
DNI N° 02352288 Telf (023) 34321

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES:

- I.1. Apellidos y nombres del informante: *Angela Tejada Celi*
 I.2. Cargo e institución donde labora: *Docente Universidad de Piura*
 I.3. Nombre del instrumento motivo de la evaluación: **LISTENING ACTIVITY TEST 1**
 I.4. Autor del instrumento: Cesar Augusto Azcarate Calle

II. ASPECTOS DE VALIDACIÓN E INFORME:

INDICADORES	CRITERIOS	Deficiente 0-20%	Regular 21-40%	Bueno 41-60%	Muy bueno 61-80%	Excelente 81-100%
CLARIDAD	Está formulado con lenguaje apropiado.					X
OBJETIVIDAD	Está expresado de manera coherente y lógica.					X
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					X
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					X
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					X
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					X
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propios del campo que se está investigando.					X
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento					X
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					X

III. OPINIÓN DE APLICACIÓN:

¿Qué aspectos tendría que modificar, incrementar o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACION:

100%

Angela Tejada Celi

Firma de experto informante

DNI N° 41360710

Telf. 969943

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES:

- I.1. Apellidos y nombres del informante: *Pérez Aldana Jenny*
I.2. Cargo e institución donde labora: *Profesora - UDEP*
I.3. Nombre del instrumento motivo de la evaluación: **LISTENING ACTIVITY TEST 1**
I.4. Autor del instrumento: Cesar Augusto Azcarate Calle

II. ASPECTOS DE VALIDACIÓN E INFORME:

INDICADORES	CRITERIOS	Deficiente 0-20%	Regular 21-40%	Bueno 41-60%	Muy bueno 61-80%	Excelente 81-100%
CLARIDAD	Está formulado con lenguaje apropiado.					98
OBJETIVIDAD	Está expresado de manera coherente y lógica.					98
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					98
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					98
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					98
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					98
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propios del campo que se está investigando.					98
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento					98
METODOLOGIA	Considera que los ítems miden lo que pretende medir.					98

III. OPINIÓN DE APLICACIÓN:

¿Qué aspectos tendría que modificar, incrementar o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACION:

98

Firma de experto informante

DNI N° 05640092

Telf.

LISTENING ACTIVITY TEST 2

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES:

- I.1. Apellidos y nombres del informante: *Campo Cluyong, Dana Teresa*
 I.2. Cargo e institución donde labora: *Universidad de Piura*
 I.3. Nombre del instrumento motivo de la evaluación: **LISTENING ACTIVITY TEST 2**
 I.4. Autor del instrumento: Cesar Augusto Azcarate Calle

II. ASPECTOS DE VALIDACIÓN E INFORME:

INDICADORES	CRITERIOS	Deficiente 0-20%	Regular 21-40%	Bueno 41-60%	Muy bueno 61-80%	Excelente 81-100%
CLARIDAD	Está formulado con lenguaje apropiado.					✓
OBJETIVIDAD	Está expresado de manera coherente y lógica.					✓
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					✓
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					✓
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					✓
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					✓
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propios del campo que se está investigando.					✓
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento					✓
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					✓

III. OPINIÓN DE APLICACIÓN:

¿Qué aspectos tendría que modificar, incrementar o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACION:

99%

Firma de experto informante

DNI N° *02852288*

Telf. *(073) 343714*

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES:

- I.1. Apellidos y nombres del informante: *Angela Tejeda Celi*
I.2. Cargo e institución donde labora: *Docente Universidad de Piura*
I.3. Nombre del instrumento motivo de la evaluación: **LISTENING ACTIVITY TEST 2**
I.4. Autor del instrumento: Cesar Augusto Azcarate Calle

II. ASPECTOS DE VALIDACIÓN E INFORME:

INDICADORES	CRITERIOS	Deficiente 0-20%	Regular 21-40%	Bueno 41-60%	Muy bueno 61-80%	Excelente 81-100%
CLARIDAD	Está formulado con lenguaje apropiado.					X
OBJETIVIDAD	Está expresado de manera coherente y lógica.					X
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					X
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					X
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					X
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					X
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propios del campo que se está investigando.					X
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento					X
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					X

III. OPINIÓN DE APLICACIÓN:

¿Qué aspectos tendría que modificar, incrementar o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACION:

100%



Firma de experto informante

DNI N° 41860710

Tel. 969943516

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES:

- I.1. Apellidos y nombres del informante: *Pérez Aldana Jenny*
 I.2. Cargo e institución donde labora: *Profesora - Udep*
 I.3. Nombre del instrumento motivo de la evaluación: **LISTENING ACTIVITY TEST 2**
 I.4. Autor del instrumento: Cesar Augusto Azcarate Calle

II. ASPECTOS DE VALIDACIÓN E INFORME:

INDICADORES	CRITERIOS	Deficiente 0-20%	Regular 21-40%	Bueno 41-60%	Muy bueno 61-80%	Excelente 81-100%
CLARIDAD	Está formulado con lenguaje apropiado.					95
OBJETIVIDAD	Está expresado de manera coherente y lógica.					95
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					95
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					95
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					95
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					95
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propios del campo que se está investigando.					95
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento					95
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					95

III. OPINIÓN DE APLICACIÓN:

¿Qué aspectos tendría que modificar, incrementar o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACION:

95

[Firma]

Firma de experto informante

DNI N° 05640092

Telf.

LISTENING ACTIVITY TEST 3

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES:

- I.1. Apellidos y nombres del informante: *Campos Chuying Diana Teresa*
I.2. Cargo e institución donde labora: *Universidad de Pinar - Dirección*
I.3. Nombre del instrumento motivo de la evaluación: **LISTENING ACTIVITY TEST 3**
I.4. Autor del instrumento: Cesar Augusto Azcarate Calle

II. ASPECTOS DE VALIDACIÓN E INFORME:

INDICADORES	CRITERIOS	Deficiente 0-20%	Regular 21-40%	Bueno 41-60%	Muy bueno 61-80%	Excelente 81-100%
CLARIDAD	Está formulado con lenguaje apropiado.					✓
OBJETIVIDAD	Está expresado de manera coherente y lógica.					✓
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					✓
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					✓
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					✓
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					✓
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propios del campo que se está investigando.					✓
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento					✓ ✓
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					✓

III. OPINIÓN DE APLICACIÓN:

¿Qué aspectos tendría que modificar, incrementar o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACION:

98%

.....
Firma de experto informante

DNI N° 02852288

Telf. (03) 345971

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES:

- I.1. Apellidos y nombres del informante: *Angela Tejada Celi*
 I.2. Cargo e institución donde labora: *Docente Universidad de Pura*
 I.3. Nombre del instrumento motivo de la evaluación: **LISTENING ACTIVITY TEST 3**
 I.4. Autor del instrumento: Cesar Augusto Azcarate Calle

II. ASPECTOS DE VALIDACIÓN E INFORME:


INDICADORES	CRITERIOS	Deficiente 0-20%	Regular 21-40%	Bueno 41-60%	Muy bueno 61-80%	Excelente 81-100%
CLARIDAD	Está formulado con lenguaje apropiado.					X
OBJETIVIDAD	Está expresado de manera coherente y lógica.					X
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					X
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					X
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					X
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico.					X
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propios del campo que se está investigando.					X
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento					X
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					X

III. OPINIÓN DE APLICACIÓN:

¿Qué aspectos tendría que modificar, incrementar o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACION:

100%


 Firma de experto informante
 DNI N° 41860710 Telf. 969943516

INFORME DE OPINIÓN DE EXPERTOS DEL INSTRUMENTO DE INVESTIGACIÓN

I. DATOS GENERALES:

- I.1. Apellidos y nombres del informante: *Pérez Aldana Jenny*
I.2. Cargo e institución donde labora: *Profesora - UDEP*
I.3. Nombre del instrumento motivo de la evaluación: **LISTENING ACTIVITY TEST 3**
I.4. Autor del instrumento: Cesar Augusto Azcarate Calle

II. ASPECTOS DE VALIDACIÓN E INFORME:

INDICADORES	CRITERIOS	Deficiente 0-20%	Regular 21-40%	Bueno 41-60%	Muy bueno 61-80%	Excelente 81-100%
CLARIDAD	Está formulado con lenguaje apropiado.					100
OBJETIVIDAD	Está expresado de manera coherente y lógica.					100
ACTUALIDAD	Está adecuado para valorar aspectos y estrategias del nuevo enfoque pedagógico.					100
ORGANIZACIÓN	Comprende los aspectos en calidad y cantidad.					100
SUFICIENCIA	Tiene coherencia entre indicadores y las dimensiones.					100
INTENCIONALIDAD	Estima las estrategias que responda al propósito del diagnóstico. *					100
CONSISTENCIA	Considera los ítems utilizados en este instrumento son todos y cada uno propios del campo que se está investigando. *					100
COHERENCIA	Considera la estructura del presente instrumento adecuado al tipo de usuario a quienes se dirige el instrumento					100
METODOLOGÍA	Considera que los ítems miden lo que pretende medir.					100

III. OPINIÓN DE APLICACIÓN:

¿Qué aspectos tendría que modificar, incrementar o suprimir en los instrumentos de investigación?

IV. PROMEDIO DE VALORACION:

700

Firma de experto informante

DNI N° 05640092

Telf.

Annex 18: Student Samples

QUESTIONNAIRE

Dear Student:

I'd very much like you to answer this questionnaire which will help me know some facts about your listening skills. This is an anonymous questionnaire. Thank you very much for the time devoted to answering it.

Circle the appropriate answer.

1. Which area do you feel you are good at?
a. Reading ☒ b. Writing c. Speaking d. Listening
2. Which area do you feel you are NOT good at?
a. Reading b. Writing c. Speaking ☒ d. Listening
3. How do you feel when you know you will listen to an audio/video recording as part of an activity in class or an exam?
☒ a. Anxious b. Nervous c. Confident d. Optimistic
4. What kind of listening activity would you prefer :
a. An activity in which you just listen to an audio recording?
☒ b. An activity in which you listen and watch images or a video?
c. I don't mind.
5. When you listen to a audio/video recording you are good at...
a. ...understanding the general idea of the recording.
☒ b. ...understanding individual pieces of information
c. a and b
d. I am not good at any.
6. Do you use any strategy to increase your comprehension of an audio/video recording?
☒ a. Yes b. No
7. If your answer in question 6 is "Yes", describe the strategy you use in a few words.
I sometimes listen English Songs and then, I try
to understand the letter (lyrics).
8. Do you think that the use of listening strategies can increase your comprehension of an audio/video recording?
☒ a. Yes b. No c. I don't know

QUESTIONNAIRE

Dear Student:

I'd very much like you to answer this questionnaire which will help me know some facts about your listening skills. This is an anonymous questionnaire. Thank you very much for the time devoted to answering it.

Circle the appropriate answer.

1. Which area do you feel you are good at?

- a. Reading ☒ b. Writing c. Speaking d. Listening

2. Which area do you feel you are NOT good at?

- a. Reading b. Writing c. Speaking ☒ d. Listening

3. How do you feel when you know you will listen to an audio/video recording as part of an activity in class or an exam?

- a. Anxious ☒ b. Nervous c. Confident d. Optimistic

4. What kind of listening activity would you prefer :

- a. An activity in which you just listen to an audio recording?
☒ b. An activity in which you listen and watch images or a video?
c. I don't mind.

5. When you listen to a audio/video recording you are good at...

- a. ...understanding the general idea of the recording.
☒ b. ...understanding individual pieces of information
c. a and b
d. I am not good at any.

6. Do you use any strategy to increase your comprehension of an audio/video recording?

- ☒ a. Yes b. No

7. If your answer in question 6 is "Yes", describe the strategy you use in a few words.

Listening to music / songs in English
Watching films.

8. Do you think that the use of listening strategies can increase your comprehension of an audio/video recording?

- ☒ a. Yes b. No c. I don't know

QUESTIONNAIRE

Dear Student:

I'd very much like you to answer this questionnaire which will help me know some facts about your listening skills. This is an anonymous questionnaire. Thank you very much for the time devoted to answering it.

Circle the appropriate answer.

1. Which area do you feel you are good at?

- a. Reading ☒ b. Writing c. Speaking d. Listening

2. Which area do you feel you are NOT good at?

- a. Reading b. Writing c. Speaking ☒ d. Listening

3. How do you feel when you know you will listen to an audio/video recording as part of an activity in class or an exam?

- a. Anxious ☒ b. Nervous c. Confident d. Optimistic

4. What kind of listening activity would you prefer :

- a. An activity in which you just listen to an audio recording?
☒ b. An activity in which you listen and watch images or a video?
c. I don't mind.

5. When you listen to a audio/video recording you are good at...

- a. ...understanding the general idea of the recording.
b. ...understanding individual pieces of information
☒ c. a and b
d. I am not good at any.

6. Do you use any strategy to increase your comprehension of an audio/video recording?

- ☒ a. Yes b. No

7. If your answer in question 6 is "Yes", describe the strategy you use in a few words.

I like listening music and watch videos on youtube of music.
practise pronunciation. I see TV programs in english.

8. Do you think that the use of listening strategies can increase your comprehension of an audio/video recording?

- ☒ a. Yes b. No c. I don't know

Pre-Test and Post-Test Validation Survey

SURVEY

Dear Student:

I'd very much like you to answer this questionnaire which will help me know your opinion on the listening test you just took. This is an anonymous questionnaire. Thank you very much for the time devoted to answering it.

Make a cross (X) in the appropriate number. Consider the scale below:

Scale: 1= strongly disagree 3= neutral 5= strongly agree

a. Test instructions are clear.

1 2 3 4 5
strongly disagree strongly agree

b. Audio quality has been appropriate for the test.

[illegible]

c. The test EXERCISES are similar to the ones you normally work on in classes and exams in the English program at Universidad de Piura.

1 2 3 4 5
strongly disagree strongly agree

d. The test difficulty corresponds to the current level you are in the English program at Universidad de Piura.

1 2 3 4 5
strongly disagree strongly agree

e. Compared to simple audio recordings, the video recordings presented in the test represent a more authentic manner of listening to different kinds of information because this is how we normally listen to people in everyday life (for example listening to teachers at school or university).

1 2 3 4 5
strongly disagree strongly agree

SURVEY

Dear Student:

I'd very much like you to answer this questionnaire which will help me know your opinion on the listening test you just took. This is an anonymous questionnaire. Thank you very much for the time devoted to answering it.

Make a cross (X) in the appropriate number. Consider the scale below:

Scale: 1= strongly disagree

3= neutral

5= strongly agree

a. Test instructions are clear.

1
strongly disagree

2

3

4

5

strongly agree

b. Audio quality has been appropriate for the test.

1
strongly disagree

2

3

④

5

strongly agree

c. The test EXERCISES are similar to the ones you normally work on in classes and exams in the English program at Universidad de Piura.

1
strongly disagree

2

3

4

5

strongly agree

d. The test difficulty corresponds to the current level you are in the English program at Universidad de Piura.

1
strongly disagree

2

3

4

5

strongly agree

e. Compared to simple audio recordings, the video recordings presented in the test represent a more authentic manner of listening to different kinds of information because this is how we normally listen to people in everyday life (for example listening to teachers at school or university).

1
strongly disagree

2

3

4

5

strongly agree

SURVEY

Dear Student:

I'd very much like you to answer this questionnaire which will help me know your opinion on the listening test you just took. This is an anonymous questionnaire. Thank you very much for the time devoted to answering it.

Make a cross (X) in the appropriate number. Consider the scale below:

Scale: 1= strongly disagree 3= neutral 5= strongly agree

a. Test instructions are clear.

1 2 3 4 

strongly disagree strongly agree

b. Audio quality has been appropriate for the test.

1 2 3 4 5
strongly disagree strongly agree

c. The test EXERCISES are similar to the ones you normally work on in classes and exams in the English program at Universidad de Piura.

1 2 3 4 5
strongly disagree strongly agree

d. The test difficulty corresponds to the current level you are in the English program at Universidad de Piura.

1 2 3 4 5
strongly disagree strongly agree

e. Compared to simple audio recordings, the video recordings presented in the test represent a more authentic manner of listening to different kinds of information because this is how we normally listen to people in everyday life (for example listening to teachers at school or university).

1 2 3 4 5

strongly disagree strongly agree

Experimental Group Survey

SURVEY

Dear Student:

I'd very much like you to answer this questionnaire which will help me know your opinion on the listening strategies project you took part in. This is an anonymous questionnaire. Thank you very much for the time devoted to answering it.

Circle the appropriate answer.

a. The learning strategies I learnt have made me feel more confident when I listen to an audio/video recording.

1 2 3 4 5
Strongly disagree neutral Strongly agree

b. The strategies I learnt have helped me to improve my listening comprehension skills.

1 2 3 4 5
Strongly disagree Strongly agree

c. The strategies and activities presented have increased my interest in listening to more audio/video recordings.

1 2 3 4 5
Strongly disagree Strongly agree

d. I understand what is expected to do in a listening comprehension test/activity.

1 2 3 4 5
Strongly disagree Strongly agree

e. I apply listening learning strategies such as prediction, note taking, identifying main ideas, inferencing, guessing vocabulary from context, and others when working on a listening comprehension activity.

1 2 3 4 5
Strongly disagree Strongly agree

f. I believe that, COMPARED TO SIMPLE AUDIO RECORDINGS, the video recordings presented in the activities represent a more authentic manner of listening to different kinds of information (for example listening to teachers at school or university).

1 2 3 4 5
Strongly disagree Strongly agree

g. The teaching of listening strategies to improve the listening comprehension skills of the students should be included in the English program at Universidad de Piura.

1 2 3 4 5
Strongly disagree Strongly agree

SURVEY

Dear Student:

I'd very much like you to answer this questionnaire which will help me know your opinion on the listening strategies project you took part in. This is an anonymous questionnaire. Thank you very much for the time devoted to answering it.

Circle the appropriate answer.

- a. The learning strategies I learnt have made me feel more confident when I listen to an audio/video recording.

1 2 3 4 5
Strongly disagree neutral Strongly agree

- b. The strategies I learnt have helped me to improve my listening comprehension skills.

1 2 3 4 5
Strongly disagree Strongly agree

- c. The strategies and activities presented have increased my interest in listening to more audio/video recordings.

1 2 3 4 5
Strongly disagree Strongly agree

- d. I understand what is expected to do in a listening comprehension test/activity.

1 2 3 4 5
Strongly disagree Strongly agree

- e. I apply listening learning strategies such as prediction, note taking, identifying main ideas, inferencing, guessing vocabulary from context, and others when working on a listening comprehension activity.

1 2 3 4 5
Strongly disagree Strongly agree

- f. I believe that, COMPARED TO SIMPLE AUDIO RECORDINGS, the video recordings presented in the activities represent a more authentic manner of listening to different kinds of information (for example listening to teachers at school or university).

1 2 3 4 5
Strongly disagree Strongly agree

- g. The teaching of listening strategies to improve the listening comprehension skills of the students should be included in the English program at Universidad de Piura.

1 2 3 4 5
Strongly disagree Strongly agree

SURVEY

Dear Student:

I'd very much like you to answer this questionnaire which will help me know your opinion on the listening strategies project you took part in. This is an anonymous questionnaire. Thank you very much for the time devoted to answering it.

Circle the appropriate answer.

- a. The learning strategies I learnt have made me feel more confident when I listen to an audio/video recording.
- 1 2 3 4 5
Strongly disagree neutral Strongly agree
- b. The strategies I learnt have helped me to improve my listening comprehension skills.
- 1 2 3 4 5
Strongly disagree Strongly agree
- c. The strategies and activities presented have increased my interest in listening to more audio/video recordings.
- 1 2 3 4 5
Strongly disagree Strongly agree
- d. I understand what is expected to do in a listening comprehension test/activity.
- 1 2 3 4 5
Strongly disagree Strongly agree
- e. I apply listening learning strategies such as prediction, note taking, identifying main ideas, inferencing, guessing vocabulary from context, and others when working on a listening comprehension activity.
- 1 2 3 4 5
Strongly disagree Strongly agree
- f. I believe that, COMPARED TO SIMPLE AUDIO RECORDINGS, the video recordings presented in the activities represent a more authentic manner of listening to different kinds of information (for example listening to teachers at school or university).
- 1 2 3 4 5
Strongly disagree Strongly agree
- g. The teaching of listening strategies to improve the listening comprehension skills of the students should be included in the English program at Universidad de Piura.
- 1 2 3 4 5
Strongly disagree Strongly agree

Pre-Test

05

LISTENING PRE-TEST

Name: CAROL GARCIA CASTILLO Date: 20th May

NOTE: FOR THE FOLLOWING ACTIVITIES YOU WILL WATCH THE VIDEOS TWO TIMES.

TED TALK 1: The best gift I ever survived

http://www.ted.com/talks/stacey_kramer_the_best_gift_i_ever_survived.html

A. Watch the following talk carefully and fill in the blanks below. (3 marks)

1. At the beginning of the talk, the woman compares the SIZE of "the gift" to that of a both.
2. What is one thing "the gift" can do for you in relation to:
 - i. Family/friends: _____
 - ii. Body: _____
 - iii. Lifestyle: _____
 - iv. Vocabulary: _____
 - v. Social life: _____

B. Based on what you listened, choose the correct answer for the questions below. (2 marks)

1. Why do you think people will say that you look great?
 - ☒ a. To sympathize with you.
 - b. Because you look fit after working out at a gym.
 - c. Because you ate gourmet meals
 - d. Because you use some kind of drugs to make your body fit.
2. Why does the woman mention the trademark Apple in her talk?
 - ☒ a. As an example of what the audience might imagine the gift was.
 - b. To mention that the gift she received had the Apple logo printed on it.
 - c. To explain why the gift was so expensive.
 - d. To thank Apple for the incredible deal she got.

C. Answer the following questions: (4 marks)

1. Why does the woman say that she wouldn't change the experience of having a tumor?
Because, the woman lived a ~~hard~~ magical experience
2. In relation to her talk, why do you think that facing something unexpected, unwanted and uncertain could be considered a gift?
Yes, because you can learn a lot.

TED TALK 2: Success is a continuous journey

http://www.ted.com/talks/richard_st_john_success_is_a_continuous_journey.html

D. Complete the spaces with the appropriate word(s).

(5 marks)

1. In his talk, failure is an activity he didn't like doing.
2. The speaker said that a cloud formed over his head.
3. He bought a fast car in an attempt to cure his depression.
4. The doctor gave him Prozac which is a(n) antidepressant.
5. After a while he didn't have to manage anything because there were no responsibilities.

E. Choose the correct answer for the questions below.

(2 marks)

1. Why does he use the words "comfort zone"?
 - a. To talk about the place people like to be after they reach success.
 - ☒ b. To explain why people stop doing what made them successful.
 - ☒ c. To describe the steps of success.
 - d. To indicate where success takes place.
2. In his talk, which of the following ideas are not true?
 - a. Feeling he was good enough made him stop improving.
 - ☒ b. Simple things lead to ideas.
 - ☒ c. Money can be a distraction in reaching success.
 - d. Talking to clients and not to stockbrokers can obstruct success.

F. Answer the following questions briefly.

(4 marks)

1. What took seven years?

be a success took seven years

2. Why did he not need Prozac anymore?

+

LISTENING PRE-TEST

Name: Lucia Anton - Vega Chapoyan

Date: 20/05/12

NOTE: FOR THE FOLLOWING ACTIVITIES YOU WILL WATCH THE VIDEOS TWO TIMES.

TED TALK 1: The best gift I ever survived

http://www.ted.com/talks/stacey_kramer_the_best_gift_i_ever_survived.html

A. Watch the following talk carefully and fill in the blanks below.

(3 marks)

1. At the beginning of the talk, the woman compares the SIZE of "the gift" to that of a

experience

2. What is one thing "the gift" can do for you in relation to:

i. Family/friends:

love, appreciate

ii. Body:

energy

iii. Lifestyle:

health

iv. Vocabulary:

+

v. Social life:

+

B. Based on what you listened, choose the correct answer for the questions below. (2 marks)

1. Why do you think people will say that you look great?

- a. To sympathize with you.
b. Because you look fit after working out at a gym.
c. Because you ate gourmet meals
d. Because you use some kind of drugs to make your body fit.

2. Why does the woman mention the trademark Apple in her talk?

- a. As an example of what the audience might imagine the gift was.
b. To mention that the gift she received had the Apple logo printed on it.
c. To explain why the gift was so expensive.
d. To thank Apple for the incredible deal she got.

C. Answer the following questions:

(4 marks)

1. Why does the woman say that she wouldn't change the experience of having a tumor?

Because she can share her experience with the audience

2. In relation to her talk, why do you think that facing something unexpected, unwanted and uncertain could be considered a gift?

Because it can make you stronger in your personality.

TED TALK 2: Success is a continuous journey

http://www.ted.com/talks/richard_st_john_success_is_a_continuous_journey.html

D. Complete the spaces with the appropriate word(s).

(5 marks)

1. In his talk, work is an activity he didn't like doing.
2. The speaker said that a idea formed over his head.
3. He bought a fast car in an attempt to cure his depress.
4. The doctor gave him Prozac which is a(n) anti-depressant.
5. After a while he didn't have to manage anything because there were no motivation.

E. Choose the correct answer for the questions below.

(2 marks)

1. Why does he use the words "comfort zone"?
 - a. To talk about the place people like to be after they reach success.
 - b. To explain why people stop doing what made them successful.
 - c. To describe the steps of success.
 - d. To indicate where success takes place.
2. In his talk, which of the following ideas are not true?
 - a. Feeling he was good enough made him stop improving.
 - b. Simple things lead to ideas.
 - c. Money can be a distraction in reaching success.
 - d. Talking to clients and not to stockbrokers can obstruct success.

F. Answer the following questions briefly.

(4 marks)

1. What took seven years?

Get successful, be manager, good business

2. Why did he not need Prozac anymore?

Because he wanted teach success again.

15.5

LISTENING PRE-TEST

Name: Dulceth Semirinha Gernido

Date: 20/05/13

NOTE: FOR THE FOLLOWING ACTIVITIES YOU WILL WATCH THE VIDEOS TWO TIMES.

TED TALK 1: The best gift I ever survived

http://www.ted.com/talks/stacey_kramer_the_best_gift_i_ever_survived.html

A. Watch the following talk carefully and fill in the blanks below.

(3 marks)

1. At the beginning of the talk, the woman compares the **SIZE** of "the gift" to that of a

laptop X

2. What is one thing "the gift" can do for you in relation to:

i. Family/friends: they can appreciate you ✓

ii. Body: got more energy ✓

iii. Lifestyle: be spiritual X

iv. Vocabulary: Expand your vocabulary ✓

v. Social life: a completely change in it X

B. Based on what you listened, choose the correct answer for the questions below. (2 marks)

1. Why do you think people will say that you look great?

- ☒ a. To sympathize with you.
b. Because you look fit after working out at a gym.
c. Because you ate gourmet meals
d. Because you use some kind of drugs to make your body fit.

2. Why does the woman mention the trademark Apple in her talk?

- ☒ a. As an example of what the audience might imagine the gift was.
b. To mention that the gift she received had the Apple logo printed on it.
c. To explain why the gift was so expensive.
d. To thank Apple for the incredible deal she got.

C. Answer the following questions:

(4 marks)

1. Why does the woman say that she wouldn't change the experience of having a tumor?

Because it change her life and give her some goals ✓

2. In relation to her talk, why do you think that facing something unexpected, unwanted and uncertain could be considered a gift?

Because it might change your perspective of life or make a change in your point of view about everything in your life. ✓

TED TALK 2: Success is a continuous journey

http://www.ted.com/talks/richard_st_john_success_is_a_continuous_journey.html

D. Complete the spaces with the appropriate word(s).

(5 marks)

1. In his talk, management is an activity he didn't like doing.
2. The speaker said that a black storm formed over his head.
3. He bought a fast car in an attempt to cure his depression.
4. The doctor gave him Prozac which is a(n) medicine.
5. After a while he didn't have to manage anything because there were no depression.

E. Choose the correct answer for the questions below.

(2 marks)

1. Why does he use the words "comfort zone"?
 - a. To talk about the place people like to be after they reach success.
 - ☒ b. To explain why people stop doing what made them successful.
 - c. To describe the steps of success.
 - d. To indicate where success takes place.
2. In his talk, which of the following ideas are not true?
 - a. Feeling he was good enough made him stop improving.
 - b. Simple things lead to ideas.
 - c. Money can be a distraction in reaching success.
 - ☒ d. Talking to clients and not to stockbrokers can obstruct success.

F. Answer the following questions briefly.

(4 marks)

1. What took seven years?

It took seven years to reach success following the correct steps to get it.

2. Why did he not need Prozac anymore?

Because he understood what he had to do to reach success and avoid depression.

Post-Test

LISTENING POST-TEST

Name:

Carla Gavez

Date:

13th June

NOTE: FOR THE FOLLOWING ACTIVITIES YOU WILL WATCH THE VIDEOS TWO TIMES.

Watch the following talk and complete the three first activities below:

TED TALK 9: Why I'm a weekday vegetarian.

http://www.ted.com/talks/graham_hill_weekday_vegetarian.html

(3 marks)

A. Listen carefully and fill in the blanks below.

1. 7 is the number of hamburgers that can increase by a third his risk of dying.
2. 16 billion is the number of animals we raise each year for meat in factory conditions.
3. From the listening we can infer that if we eat, let's say, 40 kg of meat a year now, in the 1950's we ate 20.

B. Based on what you listened, circle the correct answer for the questions below. (2 marks)

1. In his talk the speaker says: "Sounds familiar?" What might sound familiar to the audience?
☒ a. Eating hamburgers on weekends
☐ b. Postponing things
☐ c. Having good intentions
☐ d. Arriving late to appointments
2. Which of the statements below is NOT true?
☐ a. Meat production contaminates more than all kinds of transportation combined.
☒ b. Although he knew all the facts about meat production, he didn't care much about it.
☐ c. Fish is an alternative food given by the speaker.
☐ d. Environmental damage is directly related to processed meats.

C. Answer the following questions:

(4 marks)

1. What's the speaker's intention when he says: "Imagine your last hamburger"?

You change for being vegetarian, and forget the best.

2. What are two benefits that being a weekday vegetarian has brought to his life?

✓ A one benefit is that you help to free environments, the animals, your health, money.

✓ You lose weight, live longer.

Now watch the following talk and complete the last three activities below:

TED TALK 10: The year I was homeless

http://www.ted.com/talks/becky_blanton_the_year_i_was_homeless.html

D. Complete the spaces with the appropriate word(s).

(3 marks)

1. One of the things he learned three years ago was to become Homeless.
2. According to the speaker, homelessness is not a life style but a(n) Attitude.
3. A condition for human spirit to overcome any difficult situation is having Hope.

E. Circle the correct answer for the questions below.

(2 marks)

1. What happened after she realized she was a writer?
 - a. She got a full-time job.
 - b. She became the poster girl for the homeless.
 - ☒ c. She was not invisible anymore and owned an apartment.
 - d. She became a regular TED speaker.
2. In her talk, which of the statements below is NOT true?
 - ☒ a. After a while living in a van, she got sick and used a bucket and a bag as a toilet.
 - b. Her talent, integrity and values changed after living in a van and being homeless. ✓
 - ☒ c. The medication she took made her think about killing herself.
 - d. Parking in different places was something she constantly had to do not to be noticed by the police.

F. Answer the following questions briefly.

(6 marks)

1. Why did she decide to quit her job?
Because she didn't feel equality
2. According to a former university professor she once met, what is the difference between the speaker and the real homeless?
the difference is that the real homeless doesn't have a hope and the speaker have HOPE
3. What are two difficult situations the speaker had to live in her van?
When her father died; Living with criminals. 10

LISTENING POST-TEST

Name: Luc Antonio Vaso Chayzer Date: 13/06/13

NOTE: FOR THE FOLLOWING ACTIVITIES YOU WILL WATCH THE VIDEOS TWO TIMES.

Watch the following talk and complete the three first activities below:

TED TALK 9: Why I'm a weekday vegetarian.

http://www.ted.com/talks/graham_hill_weekday_vegetarian.html

A. Listen carefully and fill in the blanks below.

(3 marks)

1. One is the number of hamburgers that can increase by a third his risk of dying.
2. Two billion is the number of animals we raise each year for meat in factory conditions.
3. From the listening we can infer that if we eat, let's say, 40 kg of meat a year now, in the 1950's we ate Twenty.

B. Based on what you listened, circle the correct answer for the questions below. (2 marks)

1. In his talk the speaker says: "Sounds familiar?" What might sound familiar to the audience?
 - a. Eating hamburgers on weekends
 - ☒ b. Postponing things
 - c. Having good intentions
 - d. Arriving late to appointments
2. Which of the statements below is NOT true?
 - a. Meat production contaminates more than all kinds of transportation combined.
 - ☒ b. Although he knew all the facts about meat production, he didn't care much about it.
 - c. Fish is an alternative food given by the speaker.
 - d. Environmental damage is directly related to processed meats.

C. Answer the following questions:

(4 marks)

1. What's the speaker intention when he says: "Imagine your last hamburger"?

To make you about meat production.

2. What are two benefits that being a weekday vegetarian has brought to his life?

1 - It's - Being a weekday vegetarian helps you to be healthier
- You spend less money being a weekday vegetarian

Now watch the following talk and complete the last three activities below:

TED TALK 10: The year I was homeless

http://www.ted.com/talks/becky_blanton_the_year_i_was_homeless.html

D. Complete the spaces with the appropriate word(s).

(3 marks)

1. One of the things he learned three years ago was to become invisible.
2. According to the speaker, homelessness is not a life style but a(n) attitude.
3. A condition for human spirit to overcome any difficult situation is having to relax.

E. Circle the correct answer for the questions below.

(2 marks)

1. What happened after she realized she was a writer?
 - a. She got a full-time job.
 - b. She became the poster girl for the homeless.
 - ☒ c. She was not invisible anymore and owned an apartment.
 - d. She became a regular TED speaker.
2. In her talk, which of the statements below is NOT true?
 - a. After a while living in a van, she got sick and used a bucket and a bag as a toilet.
 - ☒ b. Her talent, integrity and values changed after living in a van and being homeless.
 - c. The medication she took made her think about killing herself.
 - d. Parking in different places was something she constantly had to do not to be noticed by the police.

F. Answer the following questions briefly.

(6 marks)

1. Why did she decide to quit her job?
Because she decided to travel on a van.
2. According to a former university professor she once met, what is the difference between the speaker and the real homeless?
that she have a job and hope, the real homeless doesn't have this.
3. What are two difficult situations the speaker had to live in her van?
Impossible to park anywhere. The summer was terrible.

LISTENING POST-TEST

Name: Dwight Semihario Corrido Date: 13/06/13

NOTE: FOR THE FOLLOWING ACTIVITIES YOU WILL WATCH THE VIDEOS TWO TIMES.

Watch the following talk and complete the three first activities below:

TED TALK 9: Why I'm a weekday vegetarian.

http://www.ted.com/talks/graham_hill_weekday_vegetarian.html

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A. Listen carefully and fill in the blanks below.

(3 marks)

1. 1 is the number of hamburgers that can increase by a third his risk of dying.
2. ten billion is the number of animals we raise each year for meat in factory conditions.
3. From the listening we can infer that If we eat, let's say, 40 kg of meat a year now, in the 1950's we ate 20 kg.

B. Based on what you listened, circle the correct answer for the questions below. (2 marks)

1. In his talk the speaker says: "Sounds familiar?" What might sound familiar to the audience?
 - a. Eating hamburgers on weekends
 - ☒ b. Postponing things
 - c. Having good intentions
 - d. Arriving late to appointments
2. Which of the statements below is NOT true?
 - a. Meat production contaminates more than all kinds of transportation combined.
 - ☒ b. Although he knew all the facts about meat production, he didn't care much about it.
 - c. Fish is an alternative food given by the speaker.
 - d. Environmental damage is directly related to processed meats.

C. Answer the following questions:

(4 marks)

1. What's the speaker intention when he says: "Imagine your last hamburger"?

to make people to reflect and think about it

2. What are two benefits that being a weekday vegetarian has brought to his life?

Be healthy and live longer. Also
not guilty about animals.

Now watch the following talk and complete the last three activities below:

TED TALK 10: The year I was homeless

http://www.ted.com/talks/becky_blanton_the_year_i_was_homeless.html

D. Complete the spaces with the appropriate word(s). (3 marks)

1. One of the things he learned three years ago was to become invisible.
2. According to the speaker, homelessness is not a life style but a(n) attitude.
3. A condition for human spirit to overcome any difficult situation is having hope.

E. Circle the correct answer for the questions below. (2 marks)

1. What happened after she realized she was a writer?
 - a. She got a full-time job.
 - b. She became the poster girl for the homeless.
 - ☒ c. She was not invisible anymore and owned an apartment.
 - d. She became a regular TED speaker.
2. In her talk, which of the statements below is NOT true?
 - a. After a while living in a van, she got sick and used a bucket and a bag as a toilet.
 - b. Her talent, integrity and values changed after living in a van and being homeless.
 - c. The medication she took made her think about killing herself.
 - ☒ d. Parking in different places was something she constantly had to do not to be noticed by the police.

F. Answer the following questions briefly. (6 marks)

1. Why did she decide to quit her job?
Because her father died and she decided to travel.
2. According to a former university professor she once met, what is the difference between the speaker and the real homeless?
The difference is that real homeless don't have a hope.
3. What are two difficult situations the speaker had to live in her van?
When she was sick and the depression of her father's death.

Listening Activity Test 1

LISTENING ACTIVITY 1

Name:

Carla Galvez Castillo

Date:

21st May

NOTE: FOR THE FOLLOWING ACTIVITIES YOU WILL WATCH THE VIDEO TWO TIMES.

TED TALK 1: THREE THINGS I LEARNED WHILE MY PLANE CRASHED

http://www.ted.com/talks/ric_elias.html

A. Watch the following talk carefully and complete the sentences below. (4 marks)

1. The engine going clack, clack, clack made him feel scared.
2. After the pilot turned off the engines, there was no sounds in the plane.
3. "Brace for impact" is described as the three most terrifying words that the speaker had ever heard.
4. The speaker could see terror in the eyes of the flight attendant when they learned they were going to crash.

B. Choose the correct answer for the questions below. (6 marks)

1. What made his seat unique?
a. He could hear every sound in the plane.
b. He could look at what the flight attendants were doing.
c. ☒ He was the only one who could talk with the flight attendants.
d. He could hear what the flight attendants were talking about.
2. The speaker says: "I collect bad wines". What does that expression mean in his talk?
a. ☒ He does not want to postpone anything anymore.
b. He likes to open wines when they are ready to be opened.
c. He doesn't know much about wines.
d. He is not proud of his wine collection.
3. What real regret does the speaker have?
a. ☒ He regrets making mistakes and not being better than before.
b. He regrets not having lived a good life.
c. He regrets wasting time on unimportant things with people he loved.
d. He regrets getting on a plane that day.

C. Match the following ideas. There is one you do not need.

(4 marks)

1. Bucket list
2. Balling
3. Dying
4. Goal in life

- ~~3~~ not scary
- ~~4~~ being a great dad
- ~~1~~ things we want to do in life
- ~~2~~ crying
- ~~1~~ postponing things

D. Answer the following questions briefly.

(6 marks)

1. What explanation did the flight attendants give him for the noise in the engines?

2. What decision did he make after reflecting on the relationships he had with his wife and friends?

He changed his life and his relationships in a better way.

3. What two gifts was he given after his experience?

- i. Die is not scary, only we may be prepared
- ii. Love our lives, and change to be better

LISTENING ACTIVITY 1

Name: Lucas Antonio Vago Chelase Date: 21/05/13

NOTE: FOR THE FOLLOWING ACTIVITIES YOU WILL WATCH THE VIDEO TWO TIMES.

TED TALK 1: THREE THINGS I LEARNED WHILE MY PLANE CRASHED

http://www.ted.com/talks/ric_elias.html

A. Watch the following talk carefully and complete the sentences below. (4 marks)

1. The engine going clack, clack, clack made him feel scared.
2. After the pilot turned off the engines, there was no sound in the plane.
3. "Brace for impact" is described as the three most memorable words that the speaker had ever heard.
4. The speaker could see tears in the eyes of the flight attendant when they learned they were going to crash.

B. Choose the correct answer for the questions below. (6 marks)

1. What made his seat unique?
 - ☒ a. He could hear every sound in the plane.
 - ☐ b. He could look at what the flight attendants were doing.
 - ☐ c. He was the only one who could talk with the flight attendants.
 - ☐ d. He could hear what the flight attendants were talking about.
2. The speaker says: "I collect bad wines". What does that expression mean in his talk?
 - ☒ a. He does not want to postpone anything anymore.
 - ☐ b. He likes to open wines when they are ready to be opened.
 - ☐ c. He doesn't know much about wines.
 - ☐ e. He is not proud of his wine collection.
3. What real regret does the speaker have?
 - ☒ a. He regrets making mistakes and not being better than before.
 - ☐ b. He regrets not having lived a good life.
 - ☐ c. He regrets wasting time on unimportant things with people he loved.
 - ☐ d. He regrets getting on a plane that day.

C. Match the following ideas. There is one you do not need.

(4 marks)

1. Bucket list
2. Balling
3. Dying
4. Goal in life

- 3 not scary
- 4 being a great dad
- 1 things we want to do in life
- 2 crying
- 2 postponing things

D. Answer the following questions briefly.

(6 marks)

1. What explanation did the flight attendants give him for the noise in the engines?

That was the birds, he didn't have to be worried

2. What decision did he make after reflecting on the relationships he had with his wife and friends?

View these kids grow up

3. What two gifts was he given after his experience?

- i. Not die
- ii. See to the future

LISTENING ACTIVITY 1

Name: Diegoth Seminario Grendo J. Date: 21/05/13

NOTE: FOR THE FOLLOWING ACTIVITIES YOU WILL WATCH THE VIDEO TWO TIMES.

TED TALK 1: THREE THINGS I LEARNED WHILE MY PLANE CRASHED

http://www.ted.com/talks/ric_elias.html

A. Watch the following talk carefully and complete the sentences below. (4 marks)

1. The engine going clack, clack, clack made him feel scary.
2. After the pilot turned off the engines, there was no sound in the plane.
3. "Brace for impact" is described as the three most emotional words that the speaker had ever heard.
4. The speaker could see terror in the eyes of the flight attendant when they learned they were going to crash.

B. Choose the correct answer for the questions below. (6 marks)

1. What made his seat unique?
 - a. He could hear every sound in the plane.
 - b. He could look at what the flight attendants were doing.
 - ☒ c. He was the only one who could talk with the flight attendants.
 - d. He could hear what the flight attendants were talking about.
2. The speaker says: "I collect bad wines". What does that expression mean in his talk?
 - ☒ a. He does not want to postpone anything anymore.
 - b. He likes to open wines when they are ready to be opened.
 - c. He doesn't know much about wines.
 - d. He is not proud of his wine collection.
3. What real regret does the speaker have?
 - a. He regrets making mistakes and not being better than before.
 - b. He regrets not having lived a good life.
 - ☒ c. He regrets wasting time on unimportant things with people he loved.
 - d. He regrets getting on a plane that day.

C. Match the following ideas. There is one you do not need.

(4 marks)

1. Bucket list
2. Balling
3. Dying
4. Goal in life

- 3 not scary
4 being a great dad
2 things we want to do in life
2 crying
___ postponing things

D. Answer the following questions briefly.

(6 marks)

1. What explanation did the flight attendants give him for the noise in the engines?

No problem, maybe are some birds.

2. What decision did he make after reflecting on the relationships he had with his wife and friends?

He decided to spend more time with his wife and friends and be happy

3. What two gifts was he given after his experience?

i. a miracle: not to die that day.

ii. came back and live again with another perspective of life.

Listening Activity Test 2

LISTENING ACTIVITY 2

Name: Carla Gálvez Date: 23th May

NOTE: FOR THE FOLLOWING ACTIVITIES YOU WILL WATCH THE VIDEO TWO TIMES.

TED TALK 4: 5 WAYS TO LISTEN BETTER


http://www.ted.com/talks/julian_treasure_5_ways_to_listen_better.html

Answer the following questions briefly.

1. The lecturer defines listening as a process of extraction. What techniques does he say we use? *He says we use: listening to the message, not the words. (3 marks)*

Pattern recognition ✓ 1.5

2. What does the lecturer mean by "*Sound places us in space and in time*"? (2 marks)



3. What is the lecturer's intention by asking himself: "*Why did I say that?*" (2 marks)

4. What are the reasons for the fact that *we're losing our listening*? (3 marks)

5. What is the lecturer's intention by using the expression in bald below?

"So I'd like to share with you five simple exercises, tools you can take away with you, to improve your own conscious listening." (2 marks)

The lecturer wants ^{U.S.} more with other people the ~~more~~ better way to learning

6. Briefly explain two of the exercises given.

6. Briefly explain two of the exercises given. 0-5 (4 marks)

One exercise is songs. ~~Water song~~ ^{all the time}
other exercise is the listening position

7. What are the main reasons for listening consciously?

7. What are the main reasons for listening consciously? (4 marks)

The main reason for that, is created by distraction

LISTENING ACTIVITY 2

Name: Lucas Antonio Vigo Chagas

Date: _____

NOTE: FOR THE FOLLOWING ACTIVITIES YOU WILL WATCH THE VIDEO TWO TIMES.

TED TALK 4: 5 WAYS TO LISTEN BETTER

http://www.ted.com/talks/julian_treasure_5_ways_to_listen_better.html

Answer the following questions briefly.

1. The lecturer defines listening as a process of extraction. What techniques does he say we use? (3 marks)

Pattern recognition. We use personal
Pattern recognition differences. Pay attention.

2. What does the lecturer mean by "Sound places us in space and in time"? (2 marks)

Sound always is in any place and in any time

3. What is the lecturer's intention by asking himself: "Why did I say that"? (2 marks)

Give reasons why we are losing listening 1.0

4. What are the reasons for the fact that we're losing our listening? (3 marks)

Sensations, Revealed space

5. What is the lecturer's intention by using the expression in bold below? (2 marks)
"So I'd like to share with you five simple exercises, tools you can take away with you, to improve your own conscious listening."

Ask if the audience wants to know about exercises

6. Briefly explain two of the exercises given. (4 marks)

✓ 1. + ...
✓ Receive, appreciate, summarize, ask (RA SA)
✓ Be in silence two or three minutes per day.

7. What are the main reasons for listening consciously? (4 marks)

✓ Connect with people, understand to other people. Because it creates understanding

LISTENING ACTIVITY 2

Name: Dwight Samirio Gardo Date: 23/05/13

NOTE: FOR THE FOLLOWING ACTIVITIES YOU WILL WATCH THE VIDEO TWO TIMES.

TED TALK 4: 5 WAYS TO LISTEN BETTER

http://www.ted.com/talks/julian_treasure_5_ways_to_listen_better.html

Answer the following questions briefly.

1. The lecturer defines listening as a process of extraction. What techniques does he say we use? (3 marks)

Pattern recognition and discerning

2. What does the lecturer mean by "Sound places us in space and in time"? (2 marks)

Sound can give you a sense of space because of the vibration of the sound when it is reflected and in time because sound always has time.

3. What is the lecturer's intention by asking himself: "Why did I say that"? (2 marks)

To realize the topic that he mentions before.

4. What are the reasons for the fact that we're losing our listening? (3 marks)

We invented ways to recording, the world is noisy, knowledge

5. What is the lecturer's intention by using the expression in bold below?

"So I'd like to **share with you** five simple exercises, tools you can take away with you, to improve your own conscious listening." (2 marks)

To inform the public that is going to say something important.

6. Briefly explain two of the exercises given. (4 marks)

Silence just a 7 minutes a day of silence. Mixer: How many sounds can it mix to improve our listening. Listening position/you can be active or passive etc.

7. What are the main reasons for listening consciously? (4 marks)

1-5
- listening consciously always creates understanding. If you listening consciously you understand better all the things that you are listening. listening consciously to live fully.

LISTENING ACTIVITY 3

Name: Carla Galvez

Date: 22th May

NOTE: FOR THE FOLLOWING ACTIVITIES YOU WILL WATCH THE VIDEO TWO TIMES.

TED TALK 5: The Key to Success: Grit

http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit.html

A. Complete the sentences below.

(4 marks)

1. The speaker describes teaching as a more demanding job.
2. Counting the money is an example of the kinds of things you need to learn in seventh grade.
3. The speaker left her job at a school and studied to be a Biologist.
4. As part of her investigation, the speaker studied flies in a military academy in order to predict their success.

B. Match the following concepts with the meanings related to the talk. There are two meanings you do not need.

(4 marks)

- | | |
|--------------|------------------------------------|
| 1. Drop out | <u>4</u> wrong, out of order |
| 2. Emerge | <u>1</u> not continue education |
| 3. Partner | <u>5</u> something that can change |
| 4. Not fixed | <u>2</u> appear |
| | <u>3</u> wife, husband, spouse |
| | <u>6</u> work together |

C. Choose the correct answer for the questions below.

(4 marks)

1. Why were some of her best students not doing well at school?
 - a. Their I.Q. scores were not high enough.
 - b. The concepts and material to be learnt were too difficult for them.
 - c. They did not work hard and persevere.
 - d. Teachers did not understand them very well.
2. What is true about "grit"?
 - a. It's more important than IQ tests
 - b. We do not know much about how to build it
 - c. It is directly related to talent.
 - d. It's not a predictor of success.

D. Answer the following questions briefly.

(8 marks)

1. What is the meaning of grit?

Grit is passion, perseverance, is the way that you do your future reality

2. What does the speaker mean by using the word "sprint" in her talk?

3. In the talk, what is "growth mindset"?

this meaning that the children can grow up their minds with the grits

4. What wouldn't be a direct result of teaching children about the functioning of the brain?

Wouldn't be a direct result is be a predictor of success

LISTENING ACTIVITY 3

Name: Luc A. Vega Chaylo Date: 28/05/13

NOTE: FOR THE FOLLOWING ACTIVITIES YOU WILL WATCH THE VIDEO TWO TIMES.

TED TALK 5: The Key to Success: Grit

http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit.html

A. Complete the sentences below.

(4 marks)

1. The speaker describes teaching as a demanding job.
2. Math is an example of the kinds of things you need to learn in seventh grade.
3. The speaker left her job at a school and studied to be a psychologist.
4. As part of her investigation, the speaker studied motivation in a military academy in order to predict their success.

B. Match the following concepts with the meanings related to the talk. There are two meanings you do not need.

(4 marks)

- | | |
|--------------|--|
| 1. Drop out | <input checked="" type="checkbox"/> wrong, out of order |
| 2. Emerge | <input checked="" type="checkbox"/> not continue education |
| 3. Partner | <u>4</u> something that can change |
| 4. Not fixed | <u>2</u> appear |
| | <u>1</u> wife, husband, spouse |
| | <u>3</u> work together |

C. Choose the correct answer for the questions below.

(4 marks)

1. Why were some of her best students not doing well at school?
 - a. Their I.Q. scores were not high enough.
 - b. The concepts and material to be learnt were too difficult for them.
 - ☒ c. They did not work hard and persevere.
 - d. Teachers did not understand them very well.
2. What is true about "grit"?
 - a. It's more important than IQ tests
 - ☒ b. We do not know much about how to build it
 - c. It is directly related to talent.
 - d. It's not a predictor of success.

D. Answer the following questions briefly.

(8 marks)

1. What is the meaning of grit?

Passion, sticking for future, for goal, for making a good future
In having stamina, not for day, it's for years.

2. What does the speaker mean by using the word "sprint" in her talk?

It's to explain that grit is not for a moment (sprint), it
is for a long time.

3. In the talk, what is "growth mindset"?

Believe that talents of something can change with your
grit.

4. What wouldn't be a direct result of teaching children about the functioning of the brain?

The perseverance of each one for a goal.

LISTENING ACTIVITY 3

Name: Dwight Steven Seminario Garcia Date: 28/05/13

NOTE: FOR THE FOLLOWING ACTIVITIES YOU WILL WATCH THE VIDEO TWO TIMES.

TED TALK 5: The Key to Success: Grit

http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit.html

A. Complete the sentences below.

(4 marks)

1. The speaker describes teaching as a demanding job.
2. math is an example of the kinds of things you need to learn in seventh grade.
3. The speaker left her job at a school and studied to be a psychologist.
4. As part of her investigation, the speaker studied cadets in a military academy in order to predict their success.

B. Match the following concepts with the meanings related to the talk. There are two meanings you do not need.

(4 marks)

- | | |
|--------------|------------------------------------|
| 1. Drop out | <u>4</u> wrong, out of order |
| 2. Emerge | <u>3</u> not continue education |
| 3. Partner | <u>5</u> something that can change |
| 4. Not fixed | <u>2</u> appear |
| | <u>X</u> wife, husband, spouse |
| | <u>1</u> work together |

C. Choose the correct answer for the questions below.

(4 marks)

1. Why were some of her best students not doing well at school?
 - a. Their I.Q. scores were not high enough.
 - b. The concepts and material to be learnt were too difficult for them.
 - c. They did not work hard and persevere.
 - d. Teachers did not understand them very well.
2. What is true about "grit"?
 - a. It's more important than IQ tests
 - b. We do not know much about how to build it
 - c. It is directly related to talent.
 - d. It's not a predictor of success.

D. Answer the following questions briefly.

(8 marks)

1. What is the meaning of grit?

is passion for achieve long term goals by working hard and persevere.

2. What does the speaker mean by using the word "sprint" in her talk?

To use it as an example of how grit cannot be.

3. In the talk, what is "growth mindset"?

Believe that the ability of learn can change which is a good idea to reach our goals.

4. What wouldn't be a direct result of teaching children about the functioning of the brain?

that not always doing the things well depends on I. Q.

Lesson Evaluation and Learning Log

LESSON EVALUATION

Adapted from: The CALLA Model: Strategies for ELL Student Success©2005 Chamot & Robbins

Dear Student:

I'd very much like you to answer this questionnaire which will help me know your opinion about the lesson you attended. This is an anonymous questionnaire. Thank you very much for the time devoted to answering it.

Circle the appropriate answer.

a. Were the objectives of the lesson clear?

1 2 3 4 5
Vague Clear

b. How helpful were the activities in reaching the objectives?

1 2 3 4 5
Little Very

c. How useful was the PowerPoint?

1 2 3 4 5
Not useful Very useful

d. Was the lesson well-paced?

1 2 3 4 5
Not very Very

e. Did you understand the main concepts?

1 2 3 4 5
Little Completely

f. Did the lesson provide ideas you can use to improve your listening skills?

1 2 3 4 5
I don't think so Definitely

Learning Log

I find this strategy useful because...

I can use it to improve in my listening activities before
I start listening in order to understand better everything

I can use this strategy in...

all my classes or exams I have in listening or also in
meetings

This strategy might not work when ...

I have few time to solve an exam or when I don't know
what is the listening about.

LESSON EVALUATION

Adapted from: The CALLA Model: Strategies for ELL Student Success©2005 Chamot & Robbins

Dear Student:

I'd very much like you to answer this questionnaire which will help me know your opinion about the lesson you attended. This is an anonymous questionnaire. Thank you very much for the time devoted to answering it.

Circle the appropriate answer.

a. Were the objectives of the lesson clear?

1 2 3 4 (5)
Vague Clear

b. How helpful were the activities in reaching the objectives?

1 2 3 4 (5)
Little Very

c. How useful was the PowerPoint?

1 2 3 4 (5)
Not useful Very useful

d. Was the lesson well-paced?

1 2 3 4 (5)
Not very Very

e. Did you understand the main concepts?

1 2 3 4 (5)
Little Completely

f. Did the lesson provide ideas you can use to improve your listening skills?

1 2 3 (4) 5
I don't think so Definitely

Learning Log

I find this strategy useful because...

I - could learn about how to infer according to the video

or listening I watched

I can use this strategy in...

different listening skills, in situations when I'm not very good at getting the principal information from a text or listening/video

This strategy might not work when...

I think it may be useful on all kind of skills such as: reading or listening, and also it may help us in our speaking skill, for example when we choose synonyms or words of when we base on the context where words are.

Adapted from: **The CALLA Model: Strategies for ELL Student Success**©2005 Chamot & Robbins

I'd very much like you to answer this questionnaire which will help me know your opinion about the lesson you attended. This is an anonymous questionnaire. Thank you very much for the time devoted to answering it.

a. Were the objectives of the lesson clear?

b. How helpful were the activities in reaching the objectives?

c. How useful was the PowerPoint?

1 2 3 4 5
Not useful Very useful

d. Was the lesson well-paced?

1 2 3 4 5
Not very Very

e. Did you understand the main concepts?

1 Little 2 3 4 5 Completely

f. Did the lesson provide ideas you can use to improve your listening skills?

1 2 3 4 5
I don't think so Definitely

I find this strategy useful because...

I want to use it on my career, talking with people;
in conferences.

I can use this strategy in...

My daily speaking; and Listening TV Journalist:

This strategy might not work when ...

I'm not focus on the conversation

Pre-Test and Post-Test Scores

UNIVERSIDAD DE PIURA
CENTRO DE IDIOMAS
ACTA DE NOTAS
NIVEL : Upper Intermediate I
PROFESOR : Cesar A.
CLASE : I.3.T

SEMESTRE : 2013-I
HORARIO : Lun-Vie (5:00 - 6:30 p.m.)
CATEGORIA : Diabla

CONTROL GROUP

	Pre-Test	ACT 1	ACT 2	ACT 3	Post-Test	FECHA NAC					
1	ARRIETA PALACIOS, WINSTON JUAN OSCAR	9.00	5.00	10.00	5.00	11.00					
2	BENITES QUINTANA, DANIEL ARTURO	10.00	14.00	6.50	6.00	15.00					
3	CHERO FUENTES, JUAN ANDRE	11.50	14.00	9.00	7.00	10.00					
4	FELIPA TRUCIOS, ANGELO JESUS	12.50	13.00	13.50	12.50	19.00					
5	GALLARDO FACHO, CLAUDIA MILAGRITOS	6.00	14.00	3.50	6.50	9.00					
6	GARCIA CALOPINA, MARIA CLAUDIA	14.00	16.00	15.50	13.00	16.00					
7	GIROZZINI LEANDRES, PIETRO ALESSANDRO	13.00	14.00	5.00	8.00	15.00					
8	LAZO MADRID, LUIS MANUEL	9.50	12.00	8.50	8.00	12.00					
9	LOU D ANGELES, CARLOS EUGENIO	14.00	20.00	13.00	12.00	17.00					
10	MARQUEZ PALACIOS, CLAUDIA ZULEIKA	7.50	8.00	2.50	3.50	6.00					
11	NUNEZ ROSALES, KARIN JUNNET	9.00	15.00	11.50	9.00	15.00					
12	OTINIANO POZO, KRYSTEL KARINA	10.50	19.00	6.00	6.00	11.00					
13	PACHECO SABADUCHE, SARA MARIA	11.00	19.00	6.00	13.00	15.00					
14	REQUE LOZANO, ANTONIO JORDANO	6.00	8.00	1.50	7.00	4.00					
15	REUSCHE EYZAGUIRRE, AXEL IVAN	10.50	13.00	14.50	10.00	16.00					
16	RONCAL YOVERA, ANA GABRIELA	7.50	13.00	7.00	13.00	13.00					
17	SANCHEZ BRAVO, ROSA AMELIA	6.50	7.00	2.00	6.00	7.00					
18	TALLEDO CARHUATOCTO, RICARDO JUNIOR	7.50	11.50	10.00	5.00	5.00					
19	TORRES LUNA, MIGUEL ANTONIO	12.00	15.50	6.50	11.00	17.00					
20	VERA OBANDO, LAURA ANTONELLA	4.50	7.00	7.50	5.00	4.00					
21	YATACO MENDOZA, ANDREA ESTEFANIA	10.00	14.00	9.50	8.50	11.00					

UNIVERSIDAD DE PIURA
CENTRO DE IDIOMAS
ACTA DE NOTAS
NIVEL : Upper Intermediate I
PROFESOR : Cesar A.
CLASE :U4.T

SEMESTRE : 2013-I
HORARIO :Lun-Vie (7:00 - 8:30 p.m.)
CATEGORIA :Diario

EXPERIMENTAL GROUP

	Pre-Test	ACT 1	ACT 2	ACT 3	Post-Test	FECHA NAC						
1 ADRIANZEN RAMIREZ, ALESSANDRA	12.00	17.00	15.50	14.00	18.00	19/07/1993						
2 BRICENO PENA, KARINA LIZ	9.00	15.00	12.00	10.00	14.00	11/10/1975						
3 CHIYONG RUESTA, LOURDES MILAGROS	16.00	15.00	10.50	12.00	18.00	26/06/1992						
4 DURAND FLORES, DALIA ARTEMISA	6.50	10.00	12.00	6.00	7.00	17/03/1973						
5 ESQUIVEL MELENDEZ, PAMELA ALEXANDRA	10.50	13.50	7.50	7.00	13.00	20/08/1993						
6 FIESTAS SANCHEZ, CRISTINA ALEXANDRA	10.50	14.00	11.50	16.00	17.00	15/07/1997						
7 FUENTES ARTEAGA, SOPHIA DEL ESPIRITU SANTO	9.50	17.50	7.00	9.00	15.00	04/09/1997						
8 GALVEZ CASTILLO, CARLA CATHERINA	5.00	11.00	4.00	7.50	12.00	22/09/1988						
9 INFANTE INFANTES, FIORELLA	9.50	13.00	8.50	10.00	10.00	06/06/1996						
10 LERTUA QUEVEDO, FRESSIA RENEE	6.00	13.00	9.50	13.00	15.00	19/09/1988						
11 MASIAS MOGOLLON, AZUCENA DEL CARMEN	6.00	8.00	6.00	6.00	5.00	03/05/1990						
12 MORALES SANCHEZ, ERICK WILFREDO	6.00	10.50	10.00	11.00	11.00	02/07/1986						
13 MOSES AGUSTO, SIMON ERNESTO	16.00	17.00	7.50	12.50	15.00	19/11/1984						
14 REGALADO CASTANEDA, TERESA DE JESUS	14.50	20.00	14.00	17.00	16.00	06/03/1995						
15 SAAVEDRA GIRON, MARIALESSANDRA	8.00	12.00	10.00	10.00	13.00	10/04/1994						
16 SALAZAR LUNA, MARIA TERESA	5.50	7.00	7.50	7.00	8.00	19/04/1989						
17 SEMINARIO GARRIDO, DWIGHT STEVEN	15.50	19.00	16.50	16.00	18.00	20/03/1994						
18 VIGO CHAFLOQUE, LUIS ANTONIO	8.50	14.00	7.00	16.00	16.00	07/02/1994						
19 ZAMUDIO QUIROZ, JUAN RICARDO	10.50	18.00	13.00	14.00	17.00	30/03/1991						