

**INSTRUCTIONAL FACTORS THAT INFLUENCE THE
LISTENING SKILL OF INTERMEDIATE LEVEL EFL
STUDENTS AT CENTRO DE IDIOMAS UNIVERSIDAD
NACIONAL IN PÉREZ ZELEDÓN**

A RESEARCH STUDY

BY

**KEVIN ARMANDO BRAND FONSECA
CARLOS ANDRÉS BERMÚDEZ VÁSQUEZ**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE LICENCIATE'S DEGREE IN APPLIED
LINGUISTICS IN ENGLISH**

**UNIVERSIDAD NACIONAL, BRUNCA EXTENSION,
PÉREZ ZELEDÓN CAMPUS**

FEBRUARY, 2015

Signatura	Nº Inscripción
Devuelva este libro en la última fecha indicada	
FECHA	HORA
29/09/2015	7:07
09/05/2016	Jddcif
18/05/2016	2:22
9/09/2016	2:00
12/09/2016	2:00
04-04-2017	8:55
07-04-2017	2:22
26/05/2017	2:00
7/06/2017	2:00

INSTRUCTIONAL FACTORS THAT INFLUENCE THE LISTENING SKILL OF
INTERMEDIATE LEVEL EFL STUDENTS AT CENTRO DE IDIOMAS- UNIVERSIDAD
NACIONAL IN PÉREZ ZELEDÓN

A Research Study

By

Kevin Armando Brand Fonseca

Carlos Andrés Bermúdez Vásquez

In Partial Fulfillment of the Requirements for
The Licentiate's Degree in Applied Linguistics in English

Universidad Nacional, Brunca Extension, Pérez Zeledón Campus

February 16th, 2015

Nómina de participantes en la actividad final del Trabajo de Graduación

Presentado por los sustentantes

Kevin Armando Brand Fonseca

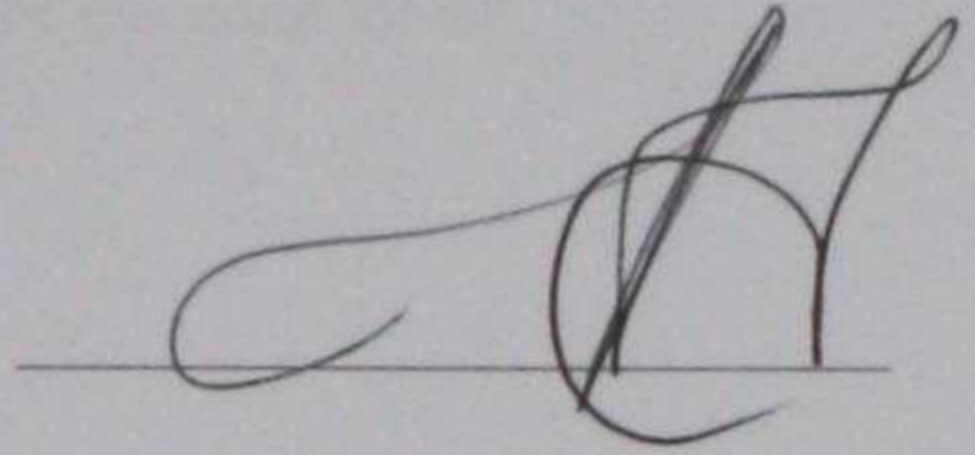
Carlos Andrés Bermúdez Vásquez

16 de febrero de 2015

Personal académico calificador:

M.A. Yalile Jiménez Olivares

Profesora tutora



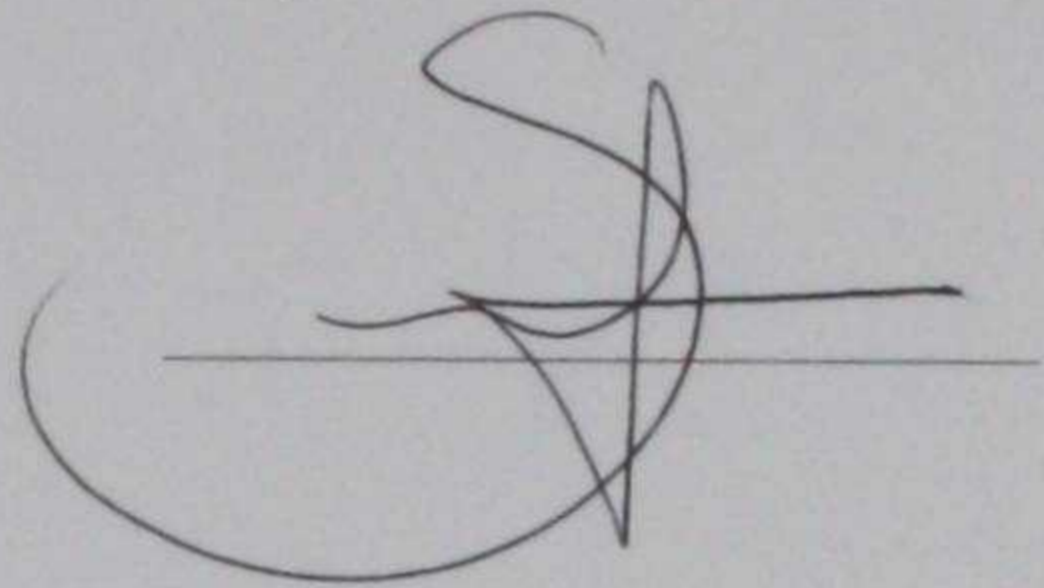
M.A. Diego Garro Bustamante

Lector

Diego Garro Bustamante.

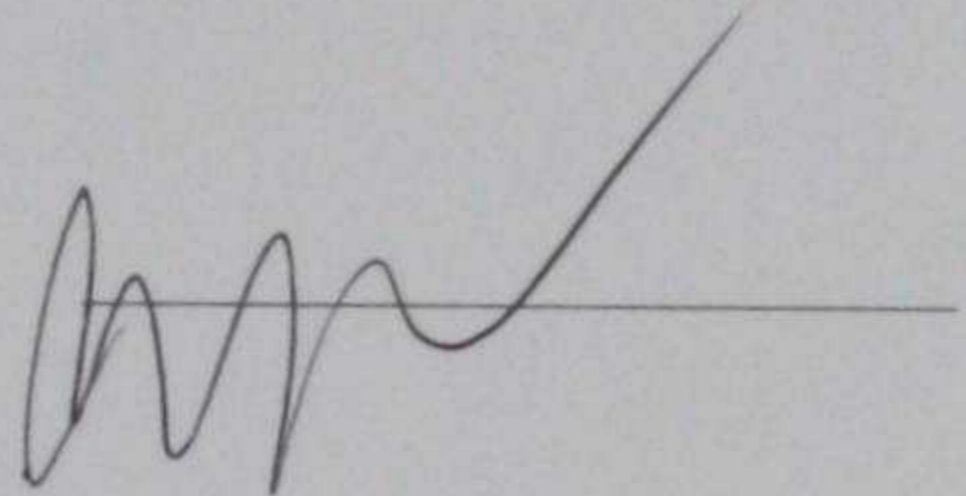
M.A. Sofía Mora Abarca

Lector



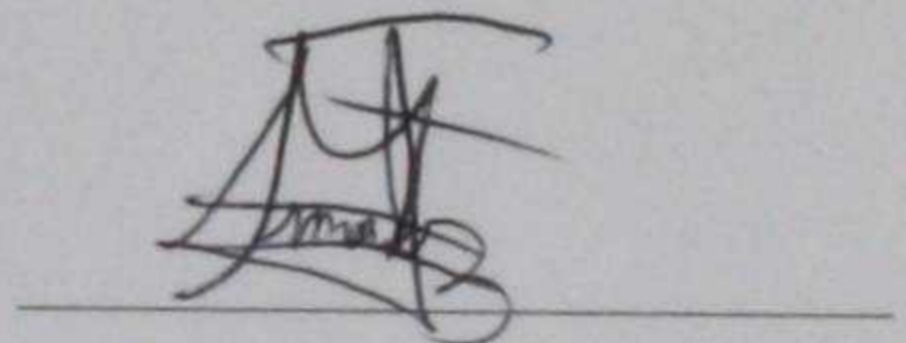
M. A. José Luis Días Naranjo

Decano de la Universidad Nacional-Sede Regional Brunca



Sustentantes:

Kevin Armando Brand Fonseca



Carlos Andrés Bermúdez Vásquez

Carlos Bermúdez Vásquez

Acknowledgements

We want to express our deep and sincere gratitude to the tutor who guided us during the development of this research, M.A. Yalile Jiménez. Her knowledge and support was paramount to achieving our objectives in this graduation project. We also want to thank her for the valuable time that she devoted to helping us. Her inspiration, personality, and dedication allowed us to enrich our knowledge and accomplish this task. She encouraged us to give the best to finish this project successfully. May God bless her for everything that she has done for us!

I would like to thank:

- ❖ God because He has listened to my prayers and has not allowed me to give up despite the difficulties found carrying out this project. He sent his angels to support me and give me strength whenever I needed it.
- ❖ my parents for all their understanding, love, and support. They have witnessed how much I have sacrificed to complete this project successfully. I would not be what I am today without them.
- ❖ my friend Carlos Bermúdez for being such a great human being and committed partner. His support, effort, and knowledge were fundamental to achieving this goal. I could not have found a better partner to work with.
- ❖ our tutor M.A. Yalile Jiménez for all her interest, support, and patience. Only God knows how much I admire her. Despite having become the vice-dean of the university, she did not spare any effort to help us finish this thesis. She was always there providing us with motivation to work hard and with feedback to improve this research.
- ❖ the collaborative teachers of this project, Evelyn Valverde and Carolina Solano, for having helped us to accomplish this objective. They are such wonderful human beings and professionals.
- ❖ the teachers in the Foreign Languages Department that always listened to my concerns for sharing their advice and experience with me. They all inspired me to take this licentiate's program and become a better professional.

Kevin A. Brand Fonseca

I would like to thank:

- ❖ God since He has provided me with the strength and courage to continue fighting for my personal goals in spite of the hard times.
- ❖ my beloved parents, María Virginia and Ernesto, for their unconditional support and patience. They have become an essential foundation to finishing this thesis project successfully. I have no words to thank them for the love they have given to me and the confidence they have showed me.
- ❖ my classmate and thesis partner, Kevin Brand, because of his tireless effort and support during the development of the research project. It was pleasant to share not only our friendship but also our knowledge day after day until reaching our final goal.
- ❖ our tutoring professor Yalile Jiménez for guiding us during the thesis project. She was a source of valuable knowledge anytime we needed it. I really appreciate her interest and commitment to helping us attain our objectives.
- ❖ the collaborative teachers of our research project, Evelyn Valverde and Carolina Solano. Their cooperation became a key step in the progress of this research. They are not only excellent professionals but also kind and humble people.
- ❖ the English professors' staff for their insightful knowledge and time spent in every lesson taught.

Carlos Andrés Bermúdez Vásquez

Table of Contents

Acknowledgements	i
Dedication	ii
Table of Contents	iv
List of Exhibits	viii
Abstract	ix
Chapter One: Introduction	1
Background to the Study	3
Purpose of the Study	4
Research Questions of the Study	6
Significance of the Study	7
Limitations	7
Delimitations	8
Definitions	9
Summary	13
Chapter Two: Literature Review.....	14
Historical Overview of Instructions in Second Language Listening	15
What Is Listening Comprehension?	16
Listening and the Other Linguistic Skills.....	19
Problems When Listening to English as a Foreign Language	21
The Role of Instruction in Second Language Listening.....	23
Instructional Factors Related to the Teaching of Listening	24
Listening Support on EFL Learners' Listening Performance	26
Principles to Teach Listening.....	28

Activities to Teach Listening	32
Summary	33
Chapter Three: Methodology	35
Research Design.....	36
Site Selection.....	37
Participant Selection.....	38
Role of the Researchers.....	41
Data Collection.....	42
Questionnaire to Justify the Study (Annex 1)	42
Non-participant Observation (Annex 2).....	43
Questionnaire for CI-UNA Students (Annex 3).....	43
Questionnaire for CI-UNA EFL Teachers (Annex 4)	44
Interview With One of the CI-UNA Developers (Annex 5)	45
Documentary Evidence (Annex 6)	46
Data Analysis	46
Theoretical and Practical Principles Reflected In the Teaching of Listening at CI-UNA	46
Instructional Factors that Influence the Listening Skills of CI-UNA Students.....	47
Participants' Perceptions to Enhance the CI-UNA Students' Listening Skills through	
Instruction.....	47
Research Schedule.....	47
Chapter Four: Findings and Analysis	49
Theoretical and Practical Principles Reflected In the Teaching of Listening at CI-UNA	50
Instructional Factors that Influence the Listening Skills of CI-UNA Students.....	53
Authenticity and Material.....	53

Integration of Skills	56
Equipment.....	56
Activities.....	57
Techniques.....	60
Testing.....	62
Participants' Perceptions to Enhance the CI-UNA Students' Listening Skills through Instruction	64
Summary	66
Chapter Five: Conclusions and Recommendations	67
Conclusions	68
Recommendations	70
Recommendations for the CI-UNA Developers.....	70
Recommendations for CI-UNA Teachers	72
Recommendations for CI-UNA Students.....	73
Action Plan.....	74
Objective.....	74
Description	74
Benefits.....	75
Implications	76
Activities.....	76
Listening In 4, 3, 2.....	76
Put It On!	76
Now What?.....	78
One Step Beyond!.....	78

Chapter Six: References and Annexes	79
References	80
Annexes.....	84
Annex 1: Questionnaire to Justify the Study	
Annex 2: Non-participant Observation	
Annex 3: Questionnaire for CI-UNA Students	
Annex 4: Questionnaire for CI-UNA EFL Teachers	
Annex 5: Interview with One of the CI-UNA Developers	
Annex 6: Documentary Evidence	
Annex 7: Teacher's Guide for Real Listening	
Annex 8: Student's Booklet for Real Listening	

List of Exhibits

Tables

Chapter Four: Findings and Analysis

Table 4.1. Percentage of Teachers Who Consider Certain Characteristics of Spoken Language Difficult to Students	55
Table 4.2. Percentage of Teachers Who Implement the Listening Activities Suggested by Peterson When Teaching Intermediate Levels.....	58
Table 4.3. Students' Grades on the First Listening Test in the course CI-UNA 5.....	63

Figures

Chapter Four: Findings and Analysis

Figure 4.1. The Listening Skill in the Classroom	51
Figure 4.2. Frequency in Which Authentic Materials Are Used to Teach Listening.....	54
Figure 4.3. Equipment Used Most of the Time to Teach Listening.....	56
Figure 4.4. Techniques Used by CI-UNA Teachers to Develop the Listening Skill	60

Abstract

The purpose of this qualitative study was to research the instructional factors that influence the listening skill of students in the courses CI-UNA 5 and CI-UNA 6 at Centro de Idiomas-Universidad Nacional in Pérez Zeledón. The significance of this study lied in the fact that the students at this language center showed some difficulties regarding their performance in the listening skill. This language skill is of utmost importance for students since it has a relevant role in second language acquisition, in the negotiation of meaning, and in the achievement of students' academic expectations in the CI-UNA program. In the end, the study revealed that the listening skill could be addressed more appropriately in the classroom by paying more attention to factors such as the role of authentic material in the classroom, testing, equipment, and the methodology implemented. To tackle the issues found in the study, the researchers proposed a series of recommendations and an action plan which consisted of a methodological guide along with a booklet for students.

Keywords: language skills, listening, instruction, authenticity, task-based approach

Chapter One: Introduction

Learning a foreign language implies developing skills for comprehending an array of codes that permit oral communication. In this sense, Nida (as cited in Peterson, 2013) ascertained that “learning to speak a language is very largely a task of learning to hear it” (p. 87). For this reason, the speaking skill is highly influenced by the input that the language learner processes. Despite its importance for oral communication, listening instruction used to be downplayed in the 1960s and 1970s. This situation happened since Audio-lingualism fostered intensive oral practice over exposure to input during the early stages of second language (L2) learning (p. 88). In the late seventies and early eighties, the research carried out by renowned scholars, such as Postovsky, Asher, Krashen, and Nord (as cited in Peterson, 2013), led them to conclude that “while it is possible to understand a language without speaking, it is not possible to speak without understanding” (p. 88). In the end, listening gained more attention since it is fundamental to be able to speak an L2.

Due to its role in L2 learning, the teaching of listening has been a subject of constant exploration in the classroom. Upon dealing with the acquisition of the listening skill, Richards (2005) remarked the need to consider a pedagogical model that accounts not only for the processing of information but also for all the dimensions involved in the perception and reception of messages (p. 28). In simple wording, the instruction of listening certainly contributes to generating the proper conditions for the acquisition of this language skill to take place.

Chapter One presents an overview of the study by offering background information of previous research carried out and by stating the purpose of the study. At the same time, this section delineates the research questions, the significance of the study, as well as the limitations and delimitations that emerged along the research process.

Background to the Study

For this research, the matter of concern was the teaching of the aural skills. Costa Rican researchers have carried out pertinent research on the listening skill and its role in second language development during the last decade. For instance, Barrantes and Olivares (2011) conducted a research in which they proposed that successful listening comprehension is only improved with the instructor's guidance and knowledge of the impact of metacognitive listening strategies (p.115). The researchers determined the contribution of metacognitive listening strategies to the linguistic development of English as a foreign language (EFL) students of the English teaching major and the Associate's Program in English at Universidad Nacional (UNA), Brunca Extension. In their findings, the researchers revealed that metacognitive listening strategies ensure students' linguistic development efficiently (Barrantes & Olivares, 2011, p.118). In the case of listening comprehension assessment, research in the Costa Rican public education context has also shed light on the evaluation of this oral skill. On this account, Gamboa and Sevilla (2013) concluded that there is a serious mismatch in regard to theory on language assessment, assessment guidelines for Ministry of Public Education (MEP) in-service teachers, and the classrooms dynamics (p.24). In short, applied linguistics scholars have been developing research on how listening is taught, learned, and evaluated.

A more concrete research on this issue was carried out at Centro de Idiomas- Universidad Nacional (CI-UNA) in 2012. In this sense, Brenes and Olivares (2012) highlighted the significance of integrating listening and speaking in the classroom. These authors proposed the implementation of speaking clubs in the curricular structure at CI-UNA. Such clubs were suggested as an optional complement to the courses so that the students of the program could strengthen their speaking skill. To support their proposal, Brenes and Olivares (2012) administered a questionnaire to the CI-UNA EFL instructors. The results revealed that 60% of

the CI-UNA EFL instructors consulted believed that, in order to elicit students' oral production, it is indispensable to approach a methodology that places emphasis on listening and speaking with major emphasis on speaking (p. 381). In a similar vein, when Brenes and Olivares (2012) asked teachers about the language skill that required more reinforcement in the program, the answer was that listening and speaking, 60% and 40% respectively, are frequently downplayed in the classroom (p. 379). Hence, while studies have shown that the teaching of listening comprehension has been explored by applied linguistics scholars, there is a need to carry out further research to look for solutions to cope with the CI-UNA English teachers' concerns about the emphasis given to this aural skill.

Purpose of the Study

Currently, the mastery of the English language is essential, for people use it to face the challenges of the globalization process. In accordance with the previous idea, Navarro and Piñeiro (2011) stated that the learning of this language becomes necessary to favor any kinds of economic, politic, and social relationships given that, as a lingua franca, it facilitates the access to other sources of knowledge (p. 131). Keeping this fact in mind, it is imperative to reinforce the teaching of English as a subject matter in Costa Rica in order to cope with the competitiveness standards established by national and international governmental entities. In response to such demands, the government launched the "Costa Rica Multilingüe" project in 2008, whose utmost objective has been to enhance students' communicative competence in the different settings of the educational system (Navarro and Piñeiro, 2001, p. 131). Concerning such an objective, Universidad Nacional (UNA), Brunca Extension, joined the government in this effort and developed the project called Centro de Idiomas- Universidad Nacional (CI-UNA) in the year 2010. CI-UNA is a language teaching center located on Pérez Zeledón Campus. Jiménez,

Olivares, and Palacios (2012) pointed out that this outreach project aims at preparing citizens of the Costa Rican Southern Region so that they can learn an L2 and be inserted in the globalized society with more favorable opportunities (p. 2). In synthesis, the education system in Costa Rica, including the UNA, has to teach English to all the people in the distinct communities. Students, in this way, could attain competence in this language and take part in globalization issues with notable success.

Being communicatively competent in English entails being able to listen and speak such an important language with ease. Under this premise, the teaching of listening comprehension is a foremost issue in the field of applied linguistics because this linguistic skill permits the negotiation of meaning. To support this statement, Córdoba, Coto, and Ramírez (2005) argued that listening is more than or as important as speaking, insofar as the latter skill could be aimless if the message is not received by another person (p. 3). Regardless of the role of this language ability, the teaching of listening comprehension represents one problem in classroom instruction. In accordance with this issue, Usó-Juan and Martínez-Flor (2006) suggested that “of the four skills, listening has been the most neglected and misrepresented in the... (L2) classrooms, and hence, has been... the least well taught [skill]” (p. 111). For this reason, it is necessary to study what is happening to the teaching of listening comprehension since it is the only way to address the instructional needs in EFL classrooms. The listening skill is thereby relevant to negotiate meaning, and its teaching requires more interest than the one given nowadays.

The researchers found their motivation to develop this study after analyzing the needs regarding the teaching of the language skills at CI-UNA. Such needs were unraveled after a profound analysis of the data obtained from a questionnaire administered to 14 CI-UNA EFL teachers in February, 2014. The instrument consisted of a series of questions to determine which language skills are more difficult for students to attain and which ones need more emphasis in the

classroom. The main finding of this inspection put in evidence that many CI-UNA EFL teachers have been apprehensive over their students' problematic development of the listening skill and the insufficient emphasis that the CI-UNA program gives to this aural ability. The data indicated that 71% of the teachers ascertained that students show more difficulties developing aural skills. Likewise, 43% of the respondents agreed on the fact that the listening skill should be more stressed in the classroom. Paradoxically, in this educational setting, the teachers of English are asked to integrate the four language skills in their lessons, stressing listening and speaking tasks mainly. The aforementioned results provided enough support to affirm that listening instruction in this teaching context requires to be strengthened. Otherwise, it will be difficult to tackle the teachers' concerns about the way in which listening is acquired and taught. Grounded on this need, the purpose of this qualitative study was to research the instructional factors that influence the listening skill of intermediate level students in the courses CI-UNA 5 and CI-UNA 6 at CI-UNA in Pérez Zeledón.

Research Questions of the Study

Based on the purpose of this study, the researchers will focus on answering the following questions.

1. What are some theoretical and practical principles reflected in the teaching of listening comprehension at CI-UNA?
2. What are the instructional factors that influence the listening skill of CI-UNA intermediate level students in the courses CI-UNA 5 and CI-UNA 6?
3. What points of view do the participants of this research hold to enhance students' listening skill at CI-UNA through instruction?

Significance of the Study

In regard to the teaching of listening, Robinson (2001) remarked that the importance of effective L2 listening instruction lies in the fact that it could “help focus attention on forms and meanings in the input” (p. 11). As a result, when the oral input requires processing, the teaching practices play a fundamental role because students receive training to deal with the intricacies of this language skill more effectively. Carrying out a case study on the instructional factors that influence the development of the aural skills may contribute to the improvement of the teaching of listening at CI-UNA. Even though the findings cannot be generalized to other instances inside and outside the program, the conclusions obtained could offer evidence to explain the teachers’ concerns about the students’ difficulties with the aural skills and the emphasis given to the listening skill in the classroom. In the field of applied linguistics, this study might serve as a wake-up call for EFL teachers and researchers to improve their teaching practices and develop future research on how listening, the most neglected skill, can be better dealt with in the classroom. Equally, on the basis of the research findings, the researchers will design an action plan to address the specific instructional factors that influence the listening skill of intermediate students at CI-UNA. Hopefully, the literature regarding the way listening is taught in EFL curricula will be enriched through a case study that reflects on the factors that have an effect on the instruction of this listening skill in contexts where English is not the native language (NL).

Limitations

The researchers also faced some limitations throughout the research process which cannot be ignored or underestimated. Among them, the following are the most significant.

- Time was a considerable constraint because one researcher worked six days a week as a teacher of English. For this reason, it was difficult to make room in his agenda to work on

the data collection, analysis, and writing of the project, as well as meeting with the tutor and co-researcher of the project.

- The limited budget of one researcher was another limitation due to the fact that he was unemployed at the moment of developing the research process. As a result, he had to make great efforts to pay for the bus tickets to go to the meetings and observations and to afford the materials suggested in this research. It is pertinent to mention that the cost in transportation was high for this researcher since he dwells in Buenos Aires, Puntarenas, 2 hours from Universidad Nacional, Pérez Zeledón Campus.
- Another aspect that hindered the development of the research was that the number of students that took part in the research changed along the research period, insofar as 10 students who were taking the course CI-UNA 5 did not continue with CI-UNA 6. This issue limited the expectations held by the researchers prior to starting the study since the idea was to involve more people in it.
- The availability of some teachers to fill out the questionnaires was another limitation since the researchers required to have all the data to start with the analysis as soon as possible.

Delimitations

The subsequent points remark some of the aspects considered in the delimitations of this research.

- This study was confined to interviewing, observing, and collecting evidence from the teachers, students, and developers of the CI-UNA project.
- The design of the research, case study, does not allow generalizing the findings in this research to other programs or groups and teachers within CI-UNA.

- The materials and recommendations elaborated by the researchers are meant to be useful for the CI-UNA English teachers and students in the courses CI-UNA 5 and CI-UNA 6. To achieve this goal, the teachers might implement the activities and recommendations with their groups, for the researchers donated their work to the program.
- Different students and researchers who are interested in the field of Applied Linguistics may take this research as a reference to develop their academic papers and presentations.

Definitions

The following terms are defined to clarify their meaning and use in the study. Such definitions have been taken from Richards and Schmidt (2010).

Applied linguistics: This term can be defined as “the study of second and foreign language learning and teaching” (p.29). For the purpose of this research, the teaching practices are meant to be a means to boost learning.

Active listening: This definition might be understood as “a procedure for teaching listening in which students show their understanding of what a speaker says by repeating... what the speaker has said or by responding in other ways to show comprehension” (p. 9). The research shows the incidence in which active listening takes place in the classroom.

Activity: It is pertinent to differentiate between *activity* and *task*. The former is considered “a general term for any classroom procedure that requires students to use and practice their available language resources” (p. 9). The latter is constrained to “an activity designed to help achieve a particular learning goal” (p. 584). Both terms are found in the literature, analysis, and recommendations of this study.

Approach: This word makes reference to “the theory, philosophy, and principles underlying a set of teaching practices” (p. 30). The term is used to shed light on the principles that underlie the listening instruction at CI-UNA.

Authentic assessment: This term entails the “various types of assessment procedures for evaluating test takers’ achievement or performance using test tasks that resemble real-life language use as closely as possible” (p. 42). The term is sometimes used to describe some of the items used in the standardized tests in the CI-UNA program.

Authenticity: This word is defined as “the degree to which language teaching materials have the qualities of natural speech or writing” (p. 42). This characteristic is implied in the term *authentic materials*. This term accounts for “the use of materials that were not originally developed for pedagogical purposes” (p. 43). The concepts can be read in the upcoming sections of this study.

Bottom-up processing: Learners can comprehend a text through *bottom-up* and *top-down processing*. The former term could be defined as “[the] use of information present in the input to achieve higher level meaning” (p. 603). On the other hand, the latter one denotes “[the] use of ‘higher level,’ non sensory information to predict or interpret ‘lower level’ information that is present in the data” (p. 603). Both kinds of processing require being stimulated by means of the listening activities used in the classroom.

Classroom research: This definition is constrained to “[the] research that seeks to obtain information or explore hypotheses about the nature of teaching and learning in classrooms” (p. 81). The present study aims at analyzing different instructional factors that can only be unraveled in the classroom.

Competence: This idea refers to “the implicit system of rules that constitutes a person’s knowledge of a language” (p. 103). Competence is different from *language proficiency*. That is, “the degree of skill with which a person can use a language, such as how well a person can read,

write, speak, or understand a language” (p. 321). All in all, linguistic competence is, in part, the product of listening to the language, while language proficiency entails an ability to show the knowledge acquired.

Input: The word stands for the “language which a learner hears or receives and from which he or she can learn (p.286). *Comprehensible input* is used to describe the “spoken language that can be understood by the listener even though some structures and vocabulary may not be known” (p.108). Another important concept, normally discussed along with comprehensible input, is *i+1*, in which “‘i’ represents a learner’s current level of competence, and ‘i+1’ the stage just beyond it” (p. 268). Keeping this distinction in mind helps to understand a great part of the terminology found in the research.

Language acquisition: Some authors make the distinction between *learning* and *acquisition*. For the purpose of this research, the term language acquisition stands for both since it is defined as “the learning and development of a person’s language” (p. 312). The distinction is not made because it is not possible to know whether the language is picked up in the classroom or in another context where students acquire linguistic competence unconsciously.

Language laboratory: This type of laboratory consists of “a room that contains desks or individual booths with tape or cassette recorders and a control booth for teacher or observer and which is used for language teaching” (p. 318). The language laboratory is an aspect that requires analysis in this study.

Language skills: The concept denotes “the mode or manner in which language is used” (p. 322). There are four language skills that concern the field of applied linguistics: listening, speaking, reading, and writing.

Learner autonomy: This principle stresses that “learners should be encouraged to assume a maximum amount of responsibility for what they learn and how they learn” (p. 326). This definition plays a key role in the suggestions of this study.

Learning strategy: These strategies are defined as “the ways in which learners attempt to work out the meanings and uses of words, grammatical rules, and other aspects of the language they are learning” (p. 331). The use of such useful strategies may develop learners’ *strategic competence*. That is, “knowledge of communication strategies that can compensate for weakness in other areas” (p. 99). Therefore, learning strategies may help learners tackle many difficulties of their learning process.

Listening comprehension: This concept is primary in this research and refers to “the process of understanding speech in a first or second language” (p. 344). The ability to listen is developed implicitly. In this sense, implicit learning is defined as “learning without awareness of what has been learned” (p.274). For the purpose of this research, listening is an ability learned by creating conditions for students to show prowess in understanding another language.

Needs analysis: This practice can be defined as “the process of determining the needs for which a learner or group of learners requires a language and arrangement of needs according to priorities” (p. 389). The idea of researching the instructional factors that influence students’ listening skill is certainly a needs analysis since this study is aimed at helping both teachers and students. Hence, the term needs analysis will appear in this research.

Schema: Pedagogically speaking, schema is “a collection of organized and interrelated ideas, concepts, and prior knowledge structures that are abstract representations of objects, events, and relationships in the real world” (p. 509). It is necessary to activate students’ schema before having students listen to facilitate their learning.

tesis
6956

Task-based language teaching: It is “a teaching approach based on the use of communicative and interactive tasks as the central units for the planning and delivery of instruction” (p. 585). It is also known as Task-based Instruction (TBI). It is currently the language teaching methodology used at CI-UNA and is part of the analysis of this study.

Technique: In terms of the pedagogy for language teaching, a technique is considered “a specific procedure for carrying out a teaching activity” (p. 590). In other ways, a technique refers to the different ways in which an activity can be implemented.

Validity: The word is used in language teaching to conceptualize “the degree to which a test measures what it is supposed to measure, or can be used successfully for the purposes for which it is intended” (p. 622). A kind of validity studied in this research was *face validity*: “the degree to which a test appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of an observer” (p. 215). The concept is intertwined with *construct validity*. The difference lies in the fact that the latter kind of validity is based on the objective constructs established in the theory. This kind of validity is relevant to the findings of this study.

Summary

This chapter stressed the aspects that motivated the development of this research by offering background information of similar studies carried out in this field, stating the purpose of the study, posing the corresponding research question, and referring to the significance of this study. In the same way, the limitations, delimitations, and definitions may help the reader comprehend the boundaries of this research project. Chapter Two will explain the most important theoretical aspects taken into account to develop this study. Such aspects constitute a framework of reference that eventually will support the conclusions drawn by the researchers.

Chapter Two: Literature Review

The purpose of this qualitative study was to research the instructional factors that influence the listening skills of students in the courses CI-UNA 5 and CI-UNA 6. In Chapter Two, the historical events behind the instruction of listening comprehension, the current conceptions of listening comprehension, the relationship of listening with the other linguistic skills, the role of instruction in second language listening, and the problems when listening to English as a foreign language are considered. This literature review also identifies the main instructional factors involved in the teaching of listening, the listening support on EFL learners' listening performance, the principles to teach this language skill, and activities to boost the acquisitions of the listening skills.

Historical Overview of Instruction in Second Language Listening

For this investigation, the matter of concern is students' listening skill. Throughout the history of language teaching, listening has been emphasized or downplayed in the different language teaching approaches. Listening comprehension was worthless in the Grammar Translation Approach. Flowerdew and Miller (2005) remarked that people studied Latin and Greek with the sole purpose of translating, and reading literature (p. 4). In the case of the Direct Method of the nineteenth century, its proponents considered that "learners learn best what is 'natural' to them and that an aural/ oral system of teaching them was appropriate for that purpose" (Flower and Miller, 2005, p.5). In other words, such system involved teaching listening comprehension inductively and naturalistically. The same authors pointed out that listening was also present in the Grammar Approach and the Audio-lingual Approach in the twentieth century. Actually, for the former approach, this skill was taught along with writing while, for the latter one, it was used to drill utterances (pp. 6-10). Hence, even though listening did not hold a

prominent role in the Grammar Translation Approach, the interest in this linguistic skill increased in the upcoming years.

The listening skill gained an even more significant role in the approaches that emerged during the last decades of the twentieth century. Flowerdew and Miller (2005) argued that the contribution of the Discrete Item Approach is paramount, for learners are taught to discriminate phonemes as well as the segmental and supra-segmental features of the target language (TL) (pp. 10-11). Concerning the Communicative Approach in the eighties, these authors ascertained that it “looks at what people do with language and how they respond to what they hear” (p. 12). As a result, the importance of listening in this approach lies in the fact that the skill is used to negotiate meaning in real-life situations. Afterwards, the Task-Based Approach (TBA) has become one of the philosophies in trend to teach listening comprehension nowadays. Brown (1987) suggested that one goal of this kind of instruction is that learners can go beyond by taking part in authentic listening and become active listeners (pp. 11-15). To do this, learners need to resort to inferential strategies to complete tasks (Flowerdew and Miller, 2005, p. 14). The Eclectic or Integrated Approach, which is nurtured by all the approaches described by Flowerdew and Miller (2005), is also promoted for teaching listening in many contexts (p. 18). Through this approach, students may learn this skill in an interactive, critical, and efficient way. The teaching of listening comprehension has thereby evolved from traditional to eclectic methods.

What Is Listening Comprehension?

Applied linguistics scholars have concurred with their perspectives regarding the way in which listening should be defined. Gebhard (2006), for example, affirmed that “listening is not a passive activity” (p. 147). Some people may claim that this linguistic skill is inert because of its receptive nature. Nonetheless, such an idea is far from the truth since, according to Helgesen

(2003), "as people listen, they not only process what they hear but also connect it to other information they already know" (p. 24). Listening is also a purposeful process that occurs in real-life time and may evoke a spoken response (Helgesen, 2003, p. 24). That is, people listen to comprehend what they hear at once and, subsequently, consider whether or not the aural stimuli require an oral response. Therefore, listening is an active process in which previous and new information is linked to a communicative activity.

The act of listening can be approached by focusing on three specific aspects of listening, such as active listening, the processing of what people hear to create meaning, and the purposes of listening. Regarding the active listening facet, Gebhard (2006) pointed out that "listening is not a passive activity. Rather, listening places many demands on us" (p. 147-148). According to this author's viewpoint, the listening skill requires listeners to be attentive and interactive when oral communication takes place. Equally, the same author made clear that it is not impending to talk to other people to become an active listener (Gebhard, 2006, p. 148). For this reason, people listen actively when listening to songs and radio programs as well as when watching television; these examples are one-way exchanges that do not demand a response from the listener. Hence, listening is an active skill necessary in communicative exchanges.

The second aspect of listening refers to the way people process what they hear to create meaning. There are two different processes related to the comprehension of spoken English: bottom-up processing and top-down processing. Considering such processes, Gebhard (2006) affirmed that "bottom-up processing refers to decoding a message that the listener hears through the analysis of sounds, words, and grammar, while top-down processing refers to using background knowledge to comprehend a message" (p. 148). In other words, bottom-up processing helps the listener to recognize the key words relevant to the message, strings of sounds to be able to segment them, and grammatical and functional clues pertinent to the

message (Gebhard, 2006, p. 148). On the other hand, successful top-down processing relies on having the sufficient background knowledge to comprehend the meaning of a message. Such type of knowledge is present in the form of previous knowledge about the topic, situational knowledge, and schemata considering the global structure of events and their relationship (Gebhard, 2006, p. 148). In brief, listeners need to process what they hear and use previous knowledge of the world to create meaning out of that.

A third aspect concerning listening contemplates the purposes that this linguistic skill serves in communication matters. The interactional and transactional functions of language must be taken into account because they serve other language uses when listening. In relation to these functions, Gebhard (2006) expressed that “when language is used to fulfill an interactional communicative function, the focus is on creating harmonious interaction among individuals” (Gebhard, 2006, p. 150). This function is evident when talking and listening about such topics as the weather, food, and beautiful things; such topics are neutral, non-controversial, and shift quickly (Gebhard, 2006, p. 150). As expected, the sort of topics described previously favors the agreement between speakers and listeners, fostering a pleasant communicative exchange. In contrast to an interactional use of the language, Gebhard (2006) stated that “transactional use focuses attention on the content of the message. Emphasis is on transferring information, and unlike interactional uses of language, it is important for the listener to comprehend the content of the speaker’s message” (p. 150). In this sense, the topics differ from context to context including almost any kind of content (Gebhard, 2006, p. 150). As noted, transactional use of language calls for a careful listening behavior on the listener’s part to decode meaning. Hence, listening comprehension serves vital interactional and transactional uses of language in second language acquisition. This language skill is intertwined with the other linguistic skills.

Listening and the Other Linguistic Skills

Once some chief aspects of listening have been covered, it is essential to analyze the link between listening and the other linguistic skills. Linse (2005) cited that “the relationship between listening and speaking is clear because they are both oral skills. By listening, children are preparing to replicate the sounds when they speak” (p. 25). Actually, Bozorgian (2012) delineated that the act of listening comprehension precedes speaking and develops more rapidly than speaking (p. 3). The assumptions clearly refer to a silent period that listeners undertake before producing any kind of utterance. In accordance with such idea, listening plays a crucial role because of the oral input that it provides for subsequent oral production. Likewise, Bozorgian (2012) highlighted that “listening exercises provide teachers with the means for drawing learners’ attention to new forms (vocabulary, grammar, and new interaction patterns) in the language” (p. 2). Therefore, the listening skill pursues the achievement of various linguistic aspects in speaking performance. As a result, listening and speaking share a close bond reflected in communicative events that demand the reception and production of information.

Listening and reading share the receptive feature because both skills focus on receiving information from an outside source. In fact, according to some experts, both listening and reading, share some basic cognitive processes. Pearson and Fielding (as cited in Bozorgian, 2012) denoted that “like reading, listening involves phonological, syntactic, and semantic orchestration of skill and the knowledge controlled by cognitive processes at the same time” (p. 3). This assertion suggests that both skills include essential language processes for comprehension and decoding as well. Moreover, listening displays an overt relationship with the productive skill of writing. In regard to this, Yancilkaya et al. (as cited in Bozorgian, 2012) argued that “written language skills hardly develop without realizing the infrastructure of a language—the sounds” (p. 4). In the same way, Shanagan (as cited in Bozorgian, 2012) emphasized that “writing depends

highly on linguistic perspectives such as phonological awareness, lexicons, morphemes, syntactic structures, discourse organizations, and pragmatics" (p. 4). In the light of such theoretical contributions, the aural/oral language instruction comes to reinforce the acquisition of specific linguistic characteristics that promote a more efficient development of the writing skill. As noted, listening exhibits congruent relationships with the reading and writing skills when language development comes to play.

After reviewing the relationship between listening and the other linguistic skills, it is essential to examine the role of listening in second language acquisition. A main function of listening in second language learning is to facilitate comprehension of spoken discourse. Based on such a notion, Krashen (as cited in Rěpovř, 2004) concluded that "we acquire language in only one way: when we understand messages; that is, when we obtain comprehensible input" (p. 13). The last perception underlines Krashen's input hypothesis and its central role to trigger a further development in second language proficiency. Under these conditions, listening constitutes the main channel to receive such oral input. In like manner, Krashen (as cited in Rěpovř, 2004) stated that "comprehending messages is the only way language is acquired and that there is no individual variation in the fundamental process of language acquisition" (p. 13-14). Equally important, Fang (2009) affirmed that "language acquisition relies on trying to understand what other people are speaking. If the learners hear meaningful speech and try to understand it, acquisition will occur" (p. 56). As a result, the sort of input that comes from listening to other speakers builds the basis for a linguistic system that will foster learners' L2 acquisition process. After covering the concept of listening, its constituents, and importance for L2 acquisition, studying the problems that students have when listening to English could shed light on how to assist learners in the listening acquisition process.

Problems when Listening to English as a Foreign Language

EFL Learners normally need to make a significant effort to process the oral input that they receive. Teachers must consider some difficulties that come along with this challenge so as to meet their students' needs when listening to speech streams. In view of this premise, Ur (2006) broke down some problems that learners may have when listening to English: hearing sounds, understanding intonation and stress, coping with redundancy and noise, predicting, understanding colloquial vocabulary, fatigue, understanding different accents, and using visual and aural environment clues (pp. 11-21). In the first place, perceiving speech with accuracy could be hard for many learners; this situation arises as a result of non-existing target language (TL) sound in the NL (Ur, 2006, p. 11). Becoming familiar with such sounds is of great importance because, according to Ur (2006), the learners will develop prowess in listening with efficiency (p. 12). Regarding the role of intonation and stress when listening. Ur (2006) stated that "it is... worth drawing our students' attention to the existence of certain general patterns" (p. 13). Following this recommendation, students will intuitively use the distinct supra-segmental features in real-life communication. In this regard, Brown (2007) argued that "the prosodic features of the English language are very important for comprehension... because English is a stress-timed language" (p. 254). Therefore, processing oral input requires discriminating the sounds of English, as well as its prosodic aspects, to assure understanding of the message.

For many learners, English is also a difficult language to listen due to its redundancy and noise, its predictive nature, and its colloquial vocabulary. Brown (2007) referred to redundancy as the rephrasings, repetitions, elaborations, and speech fillers that occur when people talk (p. 252). In the same way, Ur (2006) added that the amount of noise may hamper the students' listening performance because "some words may be drowned by outside interference, others indistinctly pronounced" (p. 13). These statements suggest that comprehending a spoken text

can be difficult when the learner focuses on internal and external facets of the speaker's message. Likewise, students of EFL usually have trouble to predicting the messages that will be revealed in a text. In this sense, Ur (2006) explained that "if the listener can make a guess as to the sort of thing is going to be said next, he will be much more likely to perceive it and understand it well" (p. 16). Consequently, being able to predict facilitates and gauges the students' listening comprehension. The colloquial vocabulary heard in a conversation might be difficult to tackle for learners. In fact, Brown (2007) remarked that most students have been exposed to standard forms of English in the classroom (p. 253). Implicitly, Ur (2006) recommended teaching when, where, and how such idiomatic vocabulary should be used (p. 17). In short, redundancy, prediction, and colloquial vocabulary are linguistic features of English that can bring about complications for learners if they are not suitably addressed in the classroom.

In the same fashion, fatigue, understanding different accents, and using visual and oral environment clues are difficult processes that teachers need to consider. Concerning fatigue, Ur (2006) ascertained that "anyone who has learned a foreign language knows how tiring it is listening to and interpreting unfamiliar sounds, lexis, and syntax for long stretches of time" (p. 19). This weariness can cause concentration losses as the learner processes long listening comprehension exercises. On the other hand, students may display little competence to understand some unfamiliar accents to them (Ur, 2006, p. 20). Keeping this fact in mind, students require exposure to certain varieties of the English language to cope with the communicative demands that could take place at specific settings. In addition, Ur (2006) acknowledged that the lack of competence when using visual and oral environment clues could influence the students' performance on this linguistic skill. The ability to perceive these clues is essential to infer the meaning of imperfectly grasped phrases (p. 20). Hence, learners face difficulties when trying to

deal with the listening skill. Evidently, it is necessary to approach the role that instruction plays in second language (L2) listening in order to help students when they listen.

The Role of Instruction in Second Language Listening

Listening instruction in an EFL context is a complex task that requires the inclusion of a selective and effective set of teaching strategies. In accordance with such idea, Usó-Juan and Martínez-Flor (2006) referred to listening instruction as:

a pedagogic plan that focuses on any of four goals: 1) improving learners' comprehension of spoken language, 2) increasing the quality of learners intake from spoken input, 3) developing learners' strategies for better understanding of spoken discourse, or 4) engendering a more active participation in face-to-face communication. (p.47)

This contribution provides evidence about the critical role that listening instruction plays in providing L2 learners with clear goals and proper receptive skills to foster their listening performance in a more successful way. Moreover, students need to be exposed to and work on appropriate listening material that can meet the objectives of the lesson and seek to accomplish the students' aims when practicing listening. Listening is a language skill that people rehearse every time they speak to one another. Consequently, what is learned through formal instruction in the classroom is taken to real-life situations that demand for the students' ability to apply and test the already acquired listening strategies outside of the classroom.

The listening instruction field has experienced a remarkable evolvement in the last years. From this perspective, Usó-Juan and Martínez-Flor (2006) declared that "the progress is due in part to developments in general communicative language learning methodologies and to advances in technologies that allow for improved access to a wide range of spoken language from multimedia sources" (p. 48). For this reason, the current technological era has coincided with the

changing mind of L2 language experts and researchers assigning to the teaching of listening a more central role in second language acquisition (SLA). Research on the nature of oral communication and comprehension processes of the listener have reinforced this noteworthy listening instruction evolution (Usó-Juan & Martínez-Flor, 2006, p. 48). Similarly, the authors noted four key areas in which research has given insights into the teaching of L2 listening: 1) Accessibility of input, 2) top-down processing, 3) bottom-up processing, and 4) listener status. As a matter of fact, the role of instruction in learning listening remains a keystone providing that such instruction needs to be carefully planned. In this way, students will be able to exchange information and communicate proficiently in current days. Subsequently, different instructional factors that influence the teaching of listening are discussed.

Instructional Factors Related to the Teaching of Listening

There are a number of factors that might influence the students' aural skills. In this sense, different professionals in the field of applied linguistics refer to specific factors like exposure to authentic listening, the integration of listening comprehension with other language skills, and the equipment. Concerning authentic listening, Richards and Burn (2012) encouraged teachers to prepare learners to process authentic speech (p. 22). In fact, some learners claim that they understand the listening exercises in class, but it is difficult to comprehend authentic spoken language. In consequence, it is essential that teachers gradually expose learners to more authentic spoken English, inasmuch as they advance in their proficiency level (Richards & Burn, 2012, pp. 22-23). Regarding an integrated skills curriculum, in an interactive, four-skill curriculum, it is advisable not to overlook the importance of developing the students' competence in listening. In Brown's words (2007), "each of the separate skills deserves special focus in appropriate doses" (p. 258). With respect to equipment, Gebhard (2006) strongly recommends the use of laboratories

to engage students in the activities, which are facilitated through a proper lab system (pp. 160-161). In synthesis, factors like authentic listening, the integration of other language skills along with listening, and the equipment to carry out listening activities are fundamental factors that may influence listening instruction.

Other instructional factors that may directly or indirectly influence the students' listening skill are content validity in testing, the activities, techniques, and materials to teach listening in the classroom. About content validity in testing, Hughes (2003) manifested that "a test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc. with which it is meant to be concerned" (p. 26). For this reason, this type of validity is also related to the kinds of texts used when devising a test. On this account, Coombe, Folse and Hubley (2010) made clear that the unavailability of suitable texts is the most serious listening comprehension issue when testing this language skill because the characteristics of the oral language studied in the classroom are difficult to find (pp. 93-94). On the other hand, the activities, techniques, and materials to teach listening should consider principles like the ones proposed by Peterson (2013). This author took into account certain criteria for listening comprehension, such as increasing the amount of listening time in the class, using listening before other activities, including both global and selective listening, activating top-down level skills, working towards automaticity in processing, and developing conscious learning strategies (p. 89). Therefore, an array of factors might influence the students' listening skill such as content validity in testing and the principles entailed in the activities, techniques, and materials used to teach listening.

After studying diverse influential instructional factors, it is also impending to cover some aspects concerning listening support on EFL learners.

Listening Support on EFL Learners' Listening Performance

EFL learners usually have a hard time developing listening comprehension skills in the classroom, and teachers face problems assessing such a skill properly at times. Given this scenario, the authors Read and Ching-Shyang Chang (2006) expressed that students are in need of being provided with several forms of support to reduce the demands of listening tasks on the test takers (p. 375). The last scholars also highlighted that students of English in a foreign language setting have difficulties comprehending the spoken language, primarily in one-way listening situations where they do not have the opportunity to see—let alone interact with—the speaker (Read & Ching-Shyang Chang, 2006, p. 375). In consequence, this situation poses particular challenges such as taking listening tests with audiotaped-input. According to the author's perception, such difficulties are caused by the students' limited knowledge of the language system and their lack of experience hearing fluent natural speech in the target language. Additionally, "test takers are usually not informed of the test topics in advance, they listen to the input only once, and do not receive supporting information in visual form, apart from the questions printed in the test booklet" (Read & Ching-Shyang Chang, 2006, p. 375). In the light of such theoretical contributions, it is not strange that EFL learners experience a stress burden when taking a listening test. Thus, validity of listening tests to measure EFL learners' listening comprehension abilities might be reduced by the affective factors mentioned previously.

Concerning EFL students' lack of experience with spoken language, Underwood (as cited in Read & Ching-Shyang Chang, 2006) stated that "foreign language listeners have a particular need to be tuned in, rather than being plunged straight into a listening task without any orientation to it" (p. 376). In accordance with Underwood's view (as cited in Read & Ching-Shyang Chang, 2006), to help students focus on the specific task, the teacher can resort to various pre-listening activities, such as pre-teaching vocabulary and sentence structures, previewing

questions, pre-listening to relevant topics, and pre-discussing relevant topics (p. 376). In relation to such pre-listening procedures, Buck (as cited in Read & Ching-Shyang Chang, 2006) emphasized that "these preparatory activities can provide a context for interpretation and can activate background knowledge" (p. 376). Similarly, Mendelsohn (as cited in Read & Ching-Shyang Chang, 2006), pointed out that "the important role for pre-listening activities is to activate the students' existing knowledge of the topic in order for them to link what they comprehend and to use this as a basis of their hypothesis-information, prediction, and inferencing" (p. 376). Hence, providing students with the adequate contextual support needed for the listening task can guide them to what they are listening to and focus their attention on the task instead of having them listening pointlessly.

As noticed before, the validity of tests can be negatively affected by certain affective factors present in the EFL classroom. In this sense, to reduce the effect of such negative factors, language teachers must rely on varied ways of listening support that play a valuable role in lowering the students' test anxiety. On this account, Read and Ching-Shyang Chang (2006) stressed that the event previously described "takes place especially in situations where the test score counts towards the students' final grade for the course" (p. 376). Actually, in a more detailed definition, Messick (as cited in Read & Ching-Shyang Chang, 2006) underlined that in such a context of evaluation, test anxiety may produce what testers refer to as "construct-irrelevance variance". Likewise, Messick (as cited in Read & Ching-Shyang Chang, 2006), noted that it interferes with the learners' ability to demonstrate the level of listening comprehension that they can attain in non-test situations. In other words, the "construct-irrelevance variance" phenomenon might come into play when EFL students take a listening test under stress conditions. In response to such worrisome reality, the different forms of listening support become

a real mainstay for students to improve their test performance on the listening skill. At this point, some principles to teach the listening skill must be addressed.

Principles to Teach Listening

Teachers of English as a foreign language have to be smart when designing listening techniques. It is imperative to consider that, in the light of decades of research, some scholars like Brown (2007) compiled a number of principles that cannot be downplayed in the design of listening tasks (pp. 258-260). First, Brown (2007) sustained that it is recommendable to use techniques that are intrinsically motivating. This principle entails taking into account the students' goals, experiences, abilities, and cultural background when designing the lesson (p. 258). Furthermore, Brown (2007) suggested using authentic language and contexts so that students can realize the importance of the activities to satisfy their communicative goals in the future (p. 258). In synthesis, motivating students intrinsically through techniques and utilizing authentic language and real-world task are practical principles to teach listening comprehension with success.

Other principles to work on listening comprehension techniques are considering the form of listeners' responses, encouraging the development of listening strategies, and including bottom-up and to-down listening techniques. In regard to the listener's responses, Brown (2007) urges teachers to be careful with students' overt (verbal and non-verbal) responses to speech to make sure that the message was understood (p. 259). Equally, it is necessary that language teaching professionals provide students with strategies to foster the development of listening skills (Brown, 2007, p. 259). Following this view, Brown (2007) listed a series of strategies that are worth to bear in mind:

Looking for key words... looking for nonverbal cues to meaning... predicting a speaker's purpose by the context of the spoken discourse... activating background information... guessing at meanings... seeking clarification... listening for the general gist... various test-taking strategies for listening comprehension. (p. 259)

Finally, Brown (2007) advised including bottom-up and top-down listening techniques because "both can offer keys to determining the meaning for spoken discourse" (p. 260). Altogether, the previous principles are worth to know when teaching listening comprehension in order to assist learners in the development of their listening comprehension skill.

The authors mentioned so far, nonetheless, have left aside the role of the meta-cognitive learning strategies to assist EFL learners in their development as second language listeners. In this regard, Flavell (as cited in Sandoval, Gómez, and Saéz, 2010) sustained that meta-cognition plays a significant role in oral communication, oral and written comprehension, writing, second language acquisition, attention, memory, problem resolution, and social cognition (p. 30). This statement suggests that meta-cognition can ease certain cognitive processes. Oxford (1990) defined meta-cognitive strategies as "actions that go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process" (p. 136). Said in another way, learners seek to stimulate their meta-cognition to tackle their learning problems in an indirect way. When the concept of meta-cognitive strategies is applied to the listening skill, students can resort to specific suggestions to coordinate the enhancement of this skill more efficiently. Taking into consideration this statement, the use of meta-cognitive strategies is likely to facilitate the learning process; thus, such strategies help to overcome students' listening problems.

Some meta-cognitive strategies that students can use are planning, monitoring comprehension when working on a task, and evaluating the approximation and results of the task.

Regarding planning, Sandoval, Gómez, and Saéz (2010) believed that implementing pre-auditory activities helps students make decisions about what is going to be heard and focus their attention on the meaning (p. 32). For this reason, it is helpful to plan activities in which learners can use their schemata to understand what the spoken text is about. In like manner, the previous authors underlined that learners need to monitor their performance in order to know which strategies are useful to tackle their listening problems (Sandoval, Gómez, and Saéz, 2010, p.32). Another strategy that Sandoval, Gómez, and Saéz (2010) proposed is to evaluate the approximation and results of the task through the use of questions that let students reflect upon their performance when solving the listening activities (p. 32). The use of meta-cognitive strategies thereby implies that students can plan, monitor, and evaluate their learning of the listening skill, yet there are other specific techniques that could be considered.

The discovery listening technique brings students closer to understanding spoken texts. This concept is based on the notion of "bottom-up primacy," and becomes an alternative response to the emphasis placed on "top-down processing" in both EFL theory and practice in recent years. Such a technique, as Wilson (2003) delineated, is a method in which students are engaged in discovering and prioritizing their own listening difficulties after reconstructing a given text (p. 335). Actually, Lindfield et al. and Field (as cited in Wilson, 2003) declared that the emphasis given to top-down processing techniques in EFL publications is downplayed by psycholinguistic research that reveals that "the best supported model of listening comprehension points to what is referred as bottom-up primacy, in appropriate L1 listening conditions" (p. 335). In bottom-up primacy the initial sound input is used to match against potential candidate words in the mental lexicon. Then, words are narrowed down as more sound is processed. This process takes place until one match is found (Wilson, 2003, p. 335). What is more, Wilson (2003) also added that contextual guesswork might be able to compensate for inappropriate bottom-up processing, but it

is not precisely an easy task. Thus, even though top-down processing is used by all listeners, it is not the ideal, and the learners' ultimate goal is to rely less on contextual guesswork, and more on listening to what was actually said (p. 336). All in all, discovery listening proposes to teach bottom-up processing effectively in a learner-centered, task-based format fashion.

Before describing a task based on the discovery listening technique, a method named "dictogloss" needs to be considered. Wilson (2003) called it "the text reconstruction technique" (p. 336). In this activity, students wrote down any words they could catch as they listen to a part of a text and then discussed their comprehension of the whole meaning with their classmates. The objective was to demonstrate the guesswork involved in listening and encourage students to modify their strategies (Wilson, 2003, p. 337). However, "dictogloss" is a technique that does not focus learners on sound and word recognition as discovery listening does. Its focus is on strategies applied to authentic texts and on students comparing their approaches with other students. In consequence, discovery listening seeks to accomplish a focus on sound and word recognition by adapting the dictogloss approach and make it more text-focused. The main aim is to guide students towards noticing the differences between their reconstructed text and the original to discover the reasons for their listening difficulties (Wilson, 2003, p. 337). Through the discovery listening technique, EFL learners become aware of three key areas: what their shortcomings are, what the possible causes might be, and what their relative importance is. In this way, learners are closely involved and aware of their own learning experience and progress.

In regard to a specific description of a discovery listening task, it consists of three main phases according to Wilson: first, the listening phase in which students listen to a short text spoken at normal speed without note taking. Then, they self-asses their comprehension level to finally listen two more times while taking notes. Second, the reconstructing phase in which students form small groups and use their notes to attempt to reconstruct the text. Lastly, the

discovering phase in which students compare their text with the original to try to classify the causes of mistakes. Next, they assess the relative importance of their errors and listen again without reading the text to assess their performance (Wilson, 2003, p. 337). Another chief point made by Wilson is that "students will not be motivated if the listening text is at the wrong level. Therefore, the texts in discovery listening are graded. Without some sort of grading of listening texts, students will almost always be forced to use top-down contextual guesswork" (Wilson, 2003, p. 341). That is to say, teachers need to find a balance between the students' focus on form and meaning by grading the listening texts. In brief, discovery listening is a technique that promotes a learning experience that is directly relevant to the learners' needs, rather than focusing on simplistic teacher advice. The approach allows students to generate their own specific learning points.

Although the principles, recommendations, and strategies that have been underpinned so far are important, never might a teacher meet the students' needs unless s/he applies the theory in the activities and tasks of his/ her lesson.

Activities to Teach Listening

Teachers could implement different sorts of activities in order to enhance the students' listening skill. Bearing in mind what listeners do as they listen, Gebhard (2006) came up with a series of activities that teachers could try in their classrooms (pp.150-157). The first activity proposed by this author was to identify linguistic features. In theory, students will center on bottom-up processing because the utmost objective of the activity is to provide opportunities to develop students' ability to perceive linguistic features, such as stress, rhythm, intonation, and minimal pairs (Gebhard, 2006, pp, 250-252). Responding to requests and commands is another activity to take into account suggested by Gebhard (2006). In this sense, the listener resorts to bottom-up processing as s/he identifies specific words and grammatical imperative structures.

Afterwards, the listener will be asked to follow commands by using methods such as Total Physical Response (TPR) (p. 252). This author also proposed activities to interact as a listener so that they, as students, can learn how to maintain social interactive relations, e.g., chat and eavesdropping (p. 153). Depending on the design, bottom-up and top-down processes might be used in these activities. To sum up, some practical activities to teach listening are identifying linguistic features, responding to requests and commands, and interacting as a listener.

It is important to pay attention to other activities like comprehending extended speech and problem solving. To comprehend extended speeches, stories, and lectures, Gebhard (2006) thought about proposing activities like picture ordering, cloze listening tasks, picture drawing, and note taking (pp. 155-156). Such activities certainly involve top-down and bottom-up processing as well. On the other hand, Gebhard (2006) pointed out that "problem-solving listening activities are transactional because they provide ways for students to comprehend content to solve problems through their use of bottom-up and top-down processes" (p. 57). An example of this activity is to complete grids with the requested information from the recording (Gebhard, 2006, p. 158). In conclusion, activities such as comprehending extended speech and problem solving might contribute to the development of the learners' listening skill by considering the principles previously highlighted.

Summary

The teaching of listening comprehension has been subject of discussion and research in the EFL context recently. Certainly, the listening skill is defined as an active process that can be addressed from particular aspects that determine its functional nature. Moreover, listening is also related to the other linguistic skills in the L2 learning process and plays a crucial role in second language acquisition. Another vital component to consider is the role of instruction in L2

listening, which demands for the implementation of appropriate and efficient strategies when teaching listening comprehension. It is also true that learners may face a number of problems that could hinder the learning of such linguistic skill, so appropriate listening support on students' listening performance should be also taken into account. For this reason, teachers should device specific activities and strategies to meet the students' needs in the light of distinct teaching principles for professionals in applied linguistics.

Chapter Three: Methodology

The purpose of Chapter Three is to describe the qualitative methodology that was used to answer the pertinent research questions delineated in Chapter One. Following this objective, the chapter presents the type of research design chosen to carry out the research. Second, essential information related to the qualitative design of the study is also introduced. Third, the site selection is described to have a clearer notion of the location and characteristics of the place where the research was conducted. Next, the participant selection explains how the study participants were selected according to the investigation's needs and purpose. Afterwards, the role of the researcher addresses what the researchers did in relation to the study and the data gathering process. Then, the data collection section defines the specific ways in which the data were collected. Lastly, the data analysis part sheds light on how the data gathered were organized and categorized to find key patterns or relationships.

Research Design

The research has a qualitative approach because it relies on interpretation to analyze eventual findings. Actually, Denzin and Lincoln (as cited in Gall, Gall & Borg, 2003) affirmed the following:

Qualitative research is multi-method in its focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. (p.24)

Consequently, a qualitative approach pursues a naturalistic observation method to understand patterns and causal explanations through the actual experience of the research participants. The qualitative approach is justified because the researchers seek to make a holistic observation of the pedagogical practices regarding listening instruction, but making an emphasis on the instructional

factors that truly influence the students' listening skill at CI-UNA intermediate levels. The next feature to mention about this research project is its descriptive scope; concerning such a notion, Hernández, Fernández, and Baptista (2011) expressed that the researcher's chief goal is to describe the phenomena, situations, contexts, or events detailing how they are and act (p. 80).

According to the previous assertion, the researchers described the observed phenomena through the actions and interactions that took place among the participants and the setting under study.

Similarly, the study presents a case study design; in relation to this feature, Johnson (1991) stated that "a case study is defined in terms of the unit of analysis. That is, a case study is a study of one case. A case-study researcher focuses attention on a single entity, usually as it exists in its naturally occurring environment" (p. 75). In addition, the same author declared that "the unit of analysis might also be a teacher, a classroom, a school, an agency, an institution, or a community" (Johnson, 1991, p. 76). Accordingly, the aim of a case study is to describe the case in its context grounded on the research questions of this study. As noted, the research encloses three specific features that resemble its nature and functionality in terms of its particular needs.

Site Selection

The site selected to develop the research project was Centro de Idiomas, Universidad Nacional which is an outreach project located at Universidad Nacional, Brunca Extension, Pérez Zeledón Campus. According to the project developers Jiménez, Olivares, and Palacios (2012), this foreign language teaching project was founded in the year 2010 and offers people of the Costa Rican Southern Region access to formal education in the English language (p. 1). In addition, through a non-structured interview made to one of the CI-UNA developers the approximate number of students was determined. This language center has a population of approximately 290 students whose ages range from 13 to 50 years old. CI-UNA is aimed at

helping students to attain successful outcomes in their language learning process. For this reason, Task-Based Instruction (TBI) is the methodology used for teaching the courses of the program. Such language methodology, according to Jiménez, Olivares, and Palacios (2012), pushes students to communicate through problem-solving, negotiation of meaning, and association between new and already acquired knowledge (p. 9). In like manner, the project developers highlighted that the CI-UNA language program envisages citizens' high preparation to command a second language so to become part of the current globalized society with more favorable opportunities (Jiménez, Olivares, & Palacios, 2012, p. 2). As noted, CI-UNA employs a methodology that favors and strengthens communicative goals when using the foreign language.

Regarding CI-UNA modules, the core of the language program is The Common European Framework of Reference for Languages (CEFRL), which is the level evaluation system most renowned worldwide. Considering the inner structure of the English language program, CI-UNA offers students eleven different levels which last two months each one; they are: Starter, CI-UNA 1, CI-UNA 2, CI-UNA 3, CI-UNA 4, CI-UNA 5, CI-UNA 6, CI-UNA 7, CI-UNA 8, CI-UNA 9, and CI-UNA 10. Students are expected to pass one level to move to the next course. Additionally, CI-UNA's schedule allows students to attend classes either at night or on weekends. Students attend lessons five hours a week and can choose from two schedules, which are two weekdays (from 6:00 p.m. to 8:30 p.m.) or Saturdays (from 8:00 a.m. to 1:00 p.m.). Classes are taught at Universidad Nacional, Brunca Extension Campus' classrooms.

Participant Selection

The selection of the research participants included the target group, the collaborative teachers in charge of the group, CI-UNA teachers, and one of the developers of the CI-UNA project. The number of students in the target group varied from one level to the next one due to

the fact that some students failed to approve the course CI-UNA 5 and others quit the course because of unknown reasons for the researchers and the administrative staff of the program. Initially, the sample population in fifth level consisted of 21 students. At sixth level, only 14 students remained in the program. Two of which were enrolled at this level through a placement test. The target group was studied through an observation process of two bimesters in which the researchers observed the group twice a week. In this sense, a number of twenty six observations were carried out bearing in mind that such number of observations made the study more valid and reliable. Each session observed by the two researchers had a duration of two and a half hours approximately. After finishing the observation period, the total number of hours observed was 70.

The sampling method for this research was incidental or convenient. Gall, Gall, and Borg (2003) sustained that, in this case, "the researcher selects a sample that suits the purposes of the study and that is convenient" (p. 175). The researchers chose this kind of method since the collaborative teachers and the coordinator of the program granted the permission required to work on the observations. Moreover, both researchers had a favorable access to the place due to its location and schedule. The researchers will be named researcher 1 (R1) and researcher 2 (R2) to understand their background and corresponding roles in the research more easily. From this point, R1 was not currently working and had no access to many places to conduct a research of this kind. Another reason to carry out the project at CI-UNA lay in the fact that R2 worked for this program and was familiar with the problem that many CI-UNA students and teachers face when learning and teaching listening comprehension. Knowing about this situation motivated R2 to explore what is happening when teaching this linguistic skill to come up with some recommendations that could work as a remedial plan to this problem. Fortunately, R1 had a lot of common ground in this topic and accepted to join his equal in this project.

Concerning the learners' academic level, some held degrees from public or private universities while the majority studied in high school according to the records facilitated by the CI-UNA developers. The students who majored in specific areas had academic titles in areas such as nursery, accounting, teaching, medicine, graphic design, office work, and selling agencies. Some students came from rural communities near San Isidro including Palmares, Rivas, General Viejo, La Unión, and Pedregoso; others dwelled in suburbs such as Laboratorio, Lourdes, Unesco, Sinaí, Villa Ligia, Invu el clavel, and Invu Centro. Considering students' ages, their range went from 16 to 35 years old in the two levels observed.

In regard to the collaborative teachers, CT1 (collaborative teacher 1) has worked at CI-UNA for one year; she has taught the following levels: starter, 1, 2, 4, 5, 7, and 8. This teacher is currently pursuing the Licenciante's Degree in Applied Linguistics in English at Universidad Nacional. Pérez Zeledón Campus. In the case of CT2 (collaborative teacher 2), she has also worked for CI-UNA for one year and three months; she has taught various levels at CI-UNA including starter, 1, 2, 3, 4, and 6. This collaborative teacher is seeking to achieve the Licenciante's Degree in Applied Linguistics in English at the same university. Moreover, another important research participant was one of the developers of the CI-UNA project. This professor holds a Licenciante's degree in Applied Linguistics in English and a Master's degree in Second Languages and Culture with emphasis in English from Universidad Nacional in Costa Rica. She is currently working at Universidad Nacional, Brunca Extension in the English teaching major and the Associate's program in English. She has also worked teaching students of all levels including primary, secondary, and university education for twelve years.

Role of the Researchers

Both researchers performed a non-participant role during the observation period. The key goal of this non-participant observation process was to observe and describe the participants' reactions toward listening instruction in naturalistic conditions avoiding any external disruption. The two researchers share the same academic level; both hold a Bachelor's degree in English Teaching Major from Universidad Nacional. In the same way, these investigators were working on the present inquiry to complete their graduation project to obtain the Licentiate's Degree in Applied Linguistics in English at Universidad Nacional, Pérez Zeledón, Brunca Extension Campus.

In relation to the researchers' experience at the moment of conducting the research, R1 had taught individual and group lessons in Buenos Aires, Puntarenas. During the research process, R1 played the role of an outsider observer taking into account that he did not work for the CI-UNA project; he contributed to the study by bringing his personal impressions about the learning environment at CI-UNA in regard to listening instruction. On the other hand, R2 had had two years of experience at the CI-UNA project, teaching the levels 1, 2, 3, 4, 5, 6, 8, and 9; he worked as a professor at UNA, Brunca Extension, for two cycles, teaching Integrated English courses for the Tourism major as well. R2 also worked for the agreement "CI-UNA English Access Microscholarship," a project sponsored by CI-UNA and the United States Embassy for one year. This English teacher participated in congresses such as CONLAUNA and CILAP in 2013 as a presenter and participant. Previous to the start of this research, as a CI-UNA teacher, R2 witnessed the low performance on listening tasks in students at the CI-UNA project. He found that colleagues had the same perception about the problem, and students claimed for teachers' help to improve their performance on the listening part.

In addition to the researchers' non-participant observation, they asked students of the group and teachers of CI-UNA to complete questionnaires aimed at gathering insights on listening instruction and learning at CI-UNA. In like manner, an interview was conducted with one of the CI-UNA developers. The information that CI-UNA students offered provided the investigators with essential data related to their personal perceptions and expectations about the teaching of listening in this program. Such data resembled proper characteristics of a case study.

Data Collection

Several instruments— such as an unstructured observation form, two questionnaires for both teacher and students, an interview with one CI-UNA developer, and documentary evidence—were employed to gather the information needed to answer the research questions. These instruments collected the data necessary to fully accomplish the objective of the research. During the administration of these instruments, different opinions, experiences, artifacts and empirical evidence were collected and scrutinized to provide a reliable and valid analysis. Consequently, a pertinent triangulation method of the data gathered was carried out in order to achieve such goal and reach more feasible conclusions about the inquiry.

Questionnaire to justify the study (annex 1).

The purpose of this instrument was to identify the needs regarding the teaching of the language skills at CI-UNA. The instrument was short and included two close ended questions that asked the language teachers of the program to rank the four language skills—listening, speaking, reading, and writing— in accordance with their level of difficulty for students and the amount of emphasis required when teaching it in the classroom. Subsequently, the teachers justified their answers. The questions in this instrument allowed the researchers to conclude that it was necessary to work on the instructional factors that influence the students listening skill.

Non-participant observation (annex 2).

The goal of this instrument was to investigate the pedagogical practices that CI-UNA EFL teachers use when dealing with listening instruction. The instrument consisted of a form for the observers to write down all events that took place in the classroom. The design enabled the observers to include the students' reactions towards all the in-class activities implemented by the teacher. Carrying out these observations permitted to determine which the instructional factors influence the students' listening skill were and how such factors either facilitated or hindered listening comprehension. After collecting the data, the researchers reflected upon the findings and wrote a report for each observation. This procedure was useful for the data analysis because the data obtained could be triangulated with the findings from other instruments. Even though the observers attended the observations, they did not participate directly in the classroom activities in order not to alter the results of the research in its natural context.

Questionnaire for CI-UNA students (annex 3).

This instrument was aimed at investigating students' experiences and perceptions regarding the teaching and learning of the listening skill at CI-UNA. The instrument consisted of a first part including six close-ended questions for students to either choose one of the four options or rank them according to their opinion. Here, students indicated the number of cycles they have taken, ranked the level of difficulty in relation to the learning of the four skills, ranked the emphasis that teachers give to the four linguistic skills, and specified how frequent they practice the listening skill. The second part entailed six open-ended questions in which students had the chance of providing a short answer for each of them. In this section, students expressed their impressions about the importance of learning listening, described their techniques to practice the listening skill, listed some of the problems that they face regarding the listening skill, gave their

viewpoints concerning the usefulness of the textbooks used in the program, delineated the role of teachers to improve the listening skill, and gave their opinion about the need of using a language laboratory in the course. The questionnaire was designed in English, and the first collaborative teacher (CT1) let one of the observers assist the students during the administration of the questionnaire by allowing him 15 minutes of her session. Such a questionnaire was administered to a group of 17 students when they were in the course CI-UNA 5; some students did not take the questionnaire because they were absent or had to leave the class earlier.

Questionnaire for CI-UNA EFL teachers (annex 4).

This questionnaire sought to look into the current techniques implemented by the CI-UNA instructors when teaching listening comprehension. The questions were related to the instructional factors that influence students' listening skill at the levels projected. The first part included eleven close-ended questions to systematize the teacher's answers regarding their teaching experience on listening. In the light of such questions and the options provided, the teachers indicated how many cycles and what levels they have taught at CI-UNA, chose the names of books that they have used to teach each level, ranked the four linguistic skills in terms of difficulty for students, and expressed whether or not they have used authentic texts to teach listening. For this same section, teachers were asked to indicate what bottom-up, top-down, and interactive listening activities were implemented with beginning, intermediate, and advanced levels by placing a checkmark next to the activities chosen in a chart provided. Another particular question required teachers to number a series of listening comprehension aspects according to the degree of difficulty that they may have for students. The second part of the instrument entailed four open-ended questions for teachers to bring deep insights into the way listening is and should be taught and approached in this program. The questions required teachers to share ideas about

the importance of listening comprehension, possible suggestions for colleagues to teach listening more efficiently, recommendations for students to learn listening more easily, and the need of using a language laboratory to teach listening. This questionnaire was administered to nine CI-UNA teachers of English.

Interview with one of the CI-UNA developers (annex 5).

The utmost objective of this instrument was to obtain key information about the methodological rationale behind the teaching of listening in this context. The interviewee was one of the developers in charge of designing the methodology of the English-for-conversation courses offered by the program; thus, her points of view and knowledge about the program were paramount to obtaining valid and reliable answers to the research questions. Nearly all the questions were devised prior to the administration of the interview. Nonetheless, some follow-up questions were spontaneously asked to clarify some points and unknown information by the interviewer. The interview was recorded for future analysis and reflection. Considering the content of the questions, the CI-UNA developer had to give information about the importance of teaching listening at CI-UNA, the role of a Task-based approach (TBI) to teach listening, the effectiveness of the books employed in relation to a TBI, the efficiency of teachers to implement the TBI in the class, and the positive and negative comments that teachers and the program have received regarding listening instruction. Moreover, the CI-UNA developer was asked to comment on the role of authentic materials in relation to the courses taught at CI-UNA, the congruence of teaching of listening with respect to its testing, the potential positive effects of the activities on the students' acquisition of the listening skill, the appropriateness of teachers' strategies to teach listening and suggestions to improve them, and the classroom conditions to teach listening in this language program. This interview took 20 minutes.

Documentary evidence (annex 6).

Different documents were collected from the collaborative teachers for the purpose of gathering evidence of how listening is taught at CI-UNA. The artifacts collected became fundamental, insofar as they allowed depicting the reality observed and described by the participants through physical proof. The documents gathered were the programs of the courses observed, students' lists and profiles, copies of specific activities from the book, the teachers' records and material, and photos of the standardized exams of the language program.

Data Analysis

The data gathered required a profound analysis and interpretation to find the meaning and relationships that answered the research questions. An array of procedures was necessary to achieve this outcome. For instance, descriptive statistics were used to depict the data obtained from the close-ended questions of the questionnaires for CI-UNA teachers and students. In the same fashion, the evidence from the observations and the information obtained in the interview with the CI-UNA developer could be displayed through detailed descriptions. The use of descriptive practices, graphs, and tables were also employed to ensure validity and reliability in the data analysis procedures. The data were distilled into the following categories based on the research questions of this study:

Theoretical and practical principles reflected in the teaching of listening at CI-UNA.

To examine the theoretical and practical principles reflected in the teaching of the listening skill at CI-UNA, the researchers triangulated the information obtained in the questionnaire for the CI-UNA teachers of English with the data gathered from the students' questionnaire and the corresponding contributions obtained in the interview with one of the CI-UNA developers to establish comparisons and more valid conclusions.

Instructional factors that influence the listening skill of CI-UNA students.

To study the critical role of such factors, the data were analyzed in view of the information obtained in the non-participant observations, the answers obtained from the questionnaires for CI-UNA teachers and students, the interview with one of the CI-UNA developers, and the documentary evidence gathered. In this way, the instructional factors that influence the students' listening skill at this language program and how these aspects have an effect on this language skill could be determined.

Participants' perceptions to enhance the CI-UNA students' Listening skill through instruction.

To ensure a more reliable analysis of this specific section, the researchers took into account the participants' suggestions to improve the teaching of listening in this language program. Consequently, the information was examined based on the responses gathered in the interview with the CI-UNA developer, and the questionnaires for English teachers and students at CI-UNA. Such recommendations were used to elaborate a proposal to respond to the participants' needs.

Research Schedule

The following chart shows the dates in which the tasks of the project were carried out.

Chapter Four: Findings and Analysis

The purpose of this study was to unravel the different instructional factors that influence the CI-UNA EFL students' listening skill in the courses CI-UNA 5 and CI-UNA 6. In this chapter, the data obtained through different instruments used during the data collection period were triangulated. The information analyzed was taken from the non-participant observation, the interview with the CI-UNA developer, the questionnaire for CI-UNA EFL teachers, the questionnaire for CI-UNA EFL students, and artifact collection.

The chapter examines the findings of the data collection and provides an analysis in the light of the three research questions proposed for this study. The analysis entails the theoretical and practical principles reflected in the teaching of listening at CI-UNA, the instructional factors that influence the students' listening skill in this language program, and the participants' perceptions to enhance the students' listening skill through instruction.

Theoretical and Practical Principles Reflected in the Teaching of Listening at CI-UNA

CI-UNA English teachers are aware of the relevance that teaching listening comprehension has for students. When these professionals were asked about the importance of teaching this language skill in the questionnaire, they pointed out that listening instruction is paramount because of three particular reasons. First, understanding the language brings about acquisition of the language. Second, there cannot be communication if a message is not understood properly. Finally, students need training in listening to the language in order to meet their academic expectations from the program. The teachers' viewpoints are intertwined with the belief of the CI-UNA developer. In the interview with this participant, she stated that listening is the weakness that most students have. To this developer, listening and speaking need to be reinforced all the time, without downplaying the role of the other four language macro-skills along with grammar.

The aforementioned findings reveal that both the CI-UNA teachers and the curriculum developers take into consideration the theoretical principles that account for the role of listening instruction in the acquisition of a second language (as cited in Peterson, 2013, p. 87), communication (as cited in Córdoba, Coto, and Ramírez, 2005, p. 3), and in language pedagogy (as cited in Usó-Juan and Martínez-Flor, 2006, p. 111). Even though there is a clear understanding of the role of listening instruction in the classroom and CI-UNA is backed up with well-established methodological principles, what occurs in practice does not always contribute to the achievement of successful outcomes. Figure 4.1. depicts this situation in detail.

■ **Figure 4.1. The Listening Skill in the Classroom**

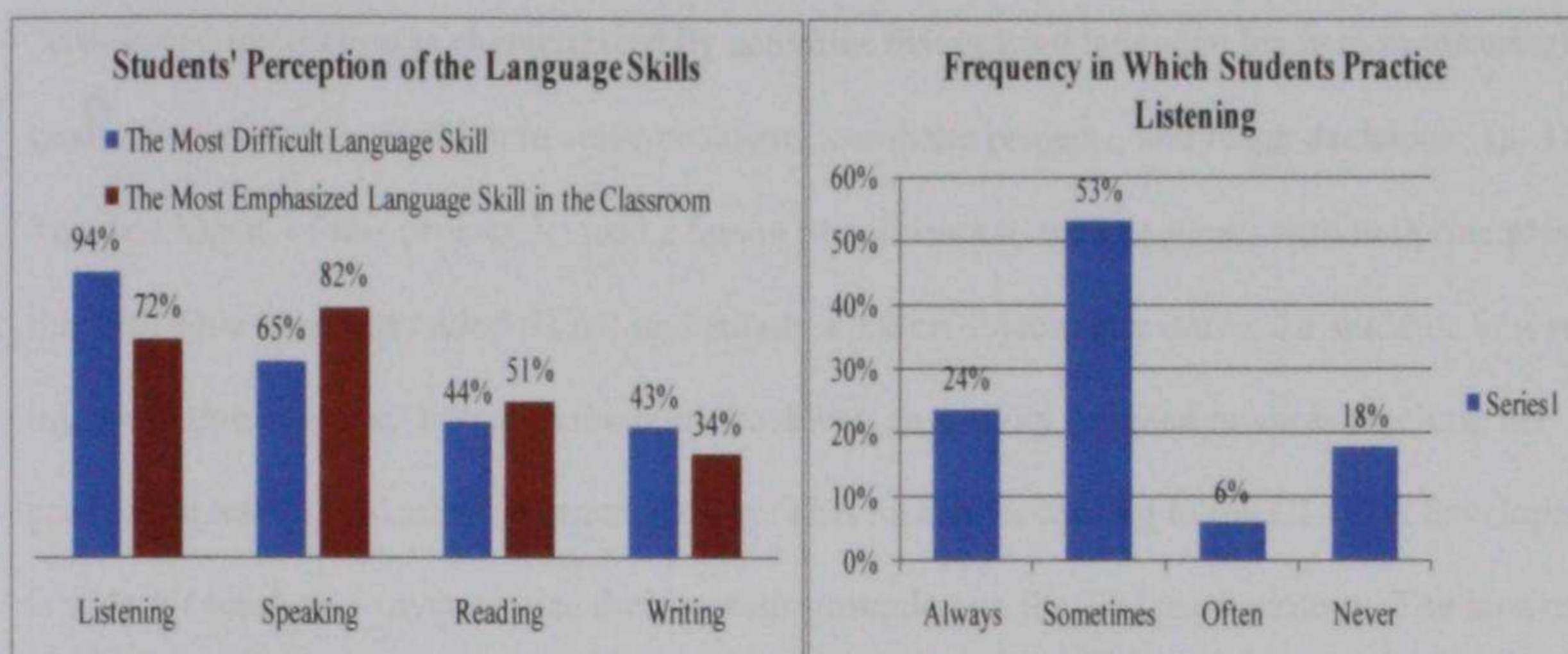


Figure 4.1. The graph on the left shows the students' perceptions of the language skills, whereas the graph on the right depicts the frequency in which students practice listening. The information of these graphs was taken from the Questionnaire for CI-UNA Students.

In the questionnaire for students, as noticed in the figure, more than 76% of students claimed to practice listening on a regular basis. These participants also considered that listening is the second most emphasized language skill in the classroom. In spite of this reality, students ranked listening as the most difficult linguistic skill followed by speaking. These results suggest that

students and teachers make efforts to improve this language skill through constant exposure to it. Nevertheless, neither the methodology nor the students' commitment to practice listening comprehension suffices to respond to the students' concerns about the learning of this ability. In general terms, CI-UNA EFL learners recognized having had difficulties to deal with the intricacies of the listening skill. For this reason, it is crucial to analyze which gaps the methodology of the course might have as well as the teacher's planning and what takes place in the classroom.

Inasmuch as the methodology of the CI-UNA program is based on TBI, it is imperative to consider this method as a subject of theoretical and practical analysis. According to Pica (2008), "task-based instruction is characterized by activities that engage language learners in meaningful, goal-oriented communication to solve problems, complete projects, and reach decisions" (p. 1). The developers of this project devised a lesson plan format to try to comply with the principles of the TBI. This format is called STAR and entails a lesson objective, a starter for students to warm-up, mediation activities based on the book (tackles), an activity oriented towards reaching the goal of the lesson, and an assessment activity. This format, according to the CI-UNA developer, is used for teachers to systematize their lessons grounded on the TBI methodology. The idea of using this system is to take the activities suggested by the book and adapt them to the TBI. The developer acknowledged that not all teachers are able to follow this methodology properly and that some of these professionals may need more training to use it. This situation was reflected in the observations. Hardly ever, in 8 of the 52 listening activities observed, did the collaborative teachers make use of pre-listening, while-listening, and post-listening activities, which are the stages to implement a task in a full-fledged way. Hence, the TBI fits many of the needs to integrate listening subtly in a conversation course, but some teachers require more training to use this methodology successfully.

Instructional Factors that Influence the Students' Listening Skill

Along the research process, an array of instructional factors was considered.

Subsequently, these factors will be described and analyzed grounded on the information gathered through the non-participant observations, the responses obtained from the questionnaires for teachers and students at CI-UNA, the interview with the CI-UNA developer, and the artifacts collected.

Authenticity and material.

EFL students are in need of experiencing and practicing with listening material that resembles real-life language. In most of the observations carried out, the exposure to listening tasks was not only insufficient but also non-authentic. Out of the 26 classes observed, only in ten of them did the class include some kind of authentic listening during the activities. This reality contrasts with the use of non-authentic listening tasks, which are prevailing in all the classes and used during all the observations. Despite this situation, it is pertinent to mention that non-authentic listening was lacking to assure students' optimal exposure to the input that leads to acquisition.

Retaking the issues of the use of non-authentic listening at CIUNA, in the questionnaires, the English teachers affirmed that the use of authentic material is absolutely necessary due to it exposes students to spoken language used in real-life contexts. In this fashion, EFL learners might get familiar with vocabulary, idioms, and phrases useful for communicative tasks. Due to this fact, many of these professionals try to include authentic listening in their lessons, as it is seen in Figure 4.2.

■ **Figure 4.2. Frequency in Which Authentic Materials Are Used to Teach Listening**

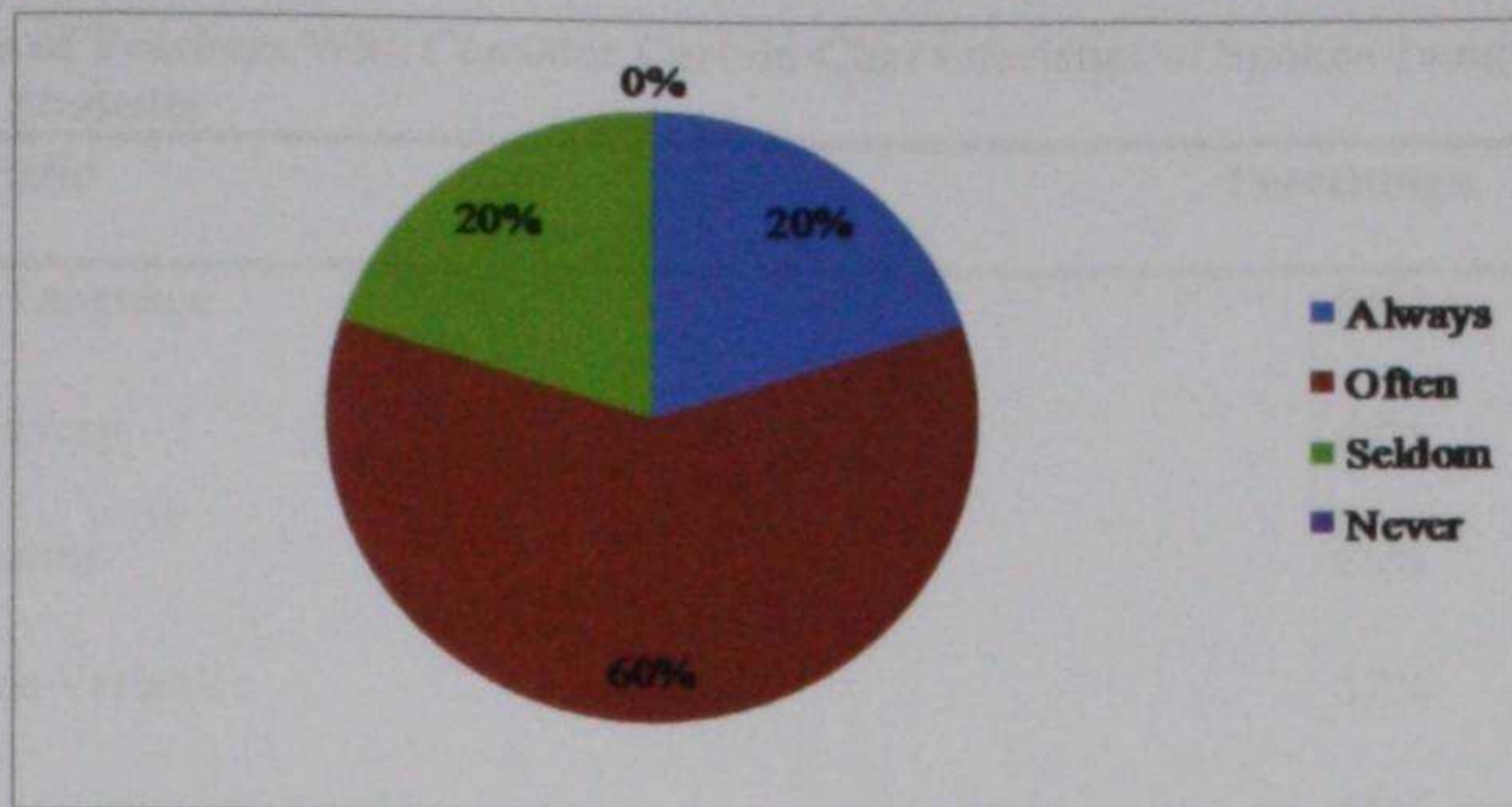


Figure 4.2. The graph shows the results obtained from teachers when they were asked about the frequency in which authentic materials are implemented in their lesson. The information of this graph was taken from the Questionnaire for CI-UNA teachers.

According to Figure 4.2, 60% of teachers use authentic listening materials in the CI-UNA courses and 20% try to include them all the time. This incidence should be positive to meet the learners' expectations; however, the students' impressions displayed a different perception. As a matter of fact, 65% of them indicated that the use of real-life conversations and speeches does have an effect on their performance in the listening activities. This influence is mostly negative in accordance to the answers gathered from the students' questionnaire because they emphasized that the presence of foreign accents and the fast rates of delivery in the recordings hinder their understanding of listening tasks. Students also mentioned that their lack of practice in listening to authentic material is a matter of concern for the development of this listening skill.

Moreover, CI-UNA English instructors believed that the spoken language itself entails some characteristics that make listening a difficult ability. The questionnaire for teachers listed some of these features for them to choose the ones that present more intricacies for students.

Table 4.1 depicts the results.

■Table 4.1.

Percentages of Teachers Who Consider Certain Characteristics of Spoken Language Difficult to Students

Characteristic	Percentage
Colloquial Language	85%
Rate of Delivery	69%
Reduced Forms	60%
Performance Variables	57%
Clustering	51%
Prosodic Related Aspects	50%
Redundancy	42%
Interaction	36%

Note. Responses obtained from the Questionnaire for CI-UNA Teachers

Among the most difficult language features that CI-UNA teachers ranked, colloquial language, rate of delivery, and the reduced forms were the most emphasized in the question. These data are related to the students' responses when they highlighted the rate of delivery because students expressed their concerns about the speed in the recordings used in the classroom. However, the link is blurry in terms of colloquial language and reduced forms because students did not show awareness of the importance of these aspects when understanding a foreign language. To sum up, the role of authentic listening has not been suitably developed because there is an absence of it in the classroom.

Integration of skills.

The methodology of the course facilitates the integration of the linguistic skills. Actually, the CI-UNA developer mentioned, in the interview, that she believes in the integration of all the skills because the courses visualize the language teaching from a holistic perspective although the emphasis on listening and speaking is a must in a conversational course. In an analysis performed to the students' book for the course, it was found that each unit included all the macro-linguistic skills along with grammar, vocabulary, and pronunciation in a subtle way. In 80 % of the units examined, the listening skill was intertwined with grammar and vocabulary. In the remaining 20%, it was linked to only one of the previous micro-skills. On the other hand, the observations revealed that the prior bond is most of the time followed by the teachers when implementing the book activities. Nevertheless, students did not seem to realize that the grammar and vocabulary studied previously would have allowed them to comprehend the spoken texts. Therefore, there is a need to train English teachers at CI-UNA so that they can help students to use grammar and vocabulary in favor of the listening tasks.

Equipment.

Having high quality equipment is imperative for students to learn listening effectively. During the observations, the equipment used by the collaborative teachers was a tape-recorder similar to the one in figure 4.3.

■ **Figure 4.3. Equipment Used Most of the Time to Teach Listening**



Figure 4.3. The picture shows the type of tape recorder that was used during the observation period.

During this period, this equipment worked appropriately in 85 % of the cases; nonetheless, there were observations in which the sound quality was affected by external factors such as the rain and noise from the outside of the classroom. In addition, there were two occasions in which the tape recorder was not used. These particular situations took place in the seventh and twentieth observations. In the former, a pair of speakers was used to listen to a song. In the latter, the computer was used without speakers, which caused unsuccessful outcomes when students tried to complete the lyrics with the pronunciation symbols. This situation was made evident when the teacher tried to check the exercise and many students reaction's reflected that their answers were incorrect.

Students exhibited a great deal of awareness of this situation in the answers provided in the questionnaire. A percentage of 29% of them answered that the equipment influences their performance in listening exercises. The effect is negative insofar as these students claim for more suitable equipment and sound quality to develop the tasks with more ease. The heads of the program also understand this problem. Thus, as elicited in the interview with the CI-UNA developer, there is a wish to improve the classroom conditions to teach listening effectively by having a language laboratory and a setting endowed with all the facilities to impart the lessons.

Activities.

The CI-UNA developer stated in the interview that teachers in this language program are expected to orient the listening tasks for intermediate students towards pure understanding of listening material by eliciting answers. The focus is on comprehension of the spoken language as a whole, not just on one word recognition or short answers. This answer satisfies in large part the students' needs regarding top-down processing, for learners require understanding bigger amounts of information at this level. However, the developer gives less emphasis to the

implementation of bottom-up and interactive processing activities, which would contribute to develop the listening skill in a more dynamic way. The researchers asked teachers to indicate which activities for intermediate learners from the ones suggested by Peterson (2001) they implement regularly (pp.95-96). Table 4.2 displays the results obtained in this question.

■Table 4.2.

Percentage of Teachers Who Implement the Listening Activities Suggested by Peterson When Teaching Intermediate Levels

Bottom up processing activities	Percentage
Recognizing pertinent details in the speech stream	100%
Finding the stressed syllable	86%
Recognizing words with reduced vowels or dropped syllables	57%
Differentiating between the content and function words through sentence stress	57%
Recognizing words as they are linked in the speech stream	43%
Top-down processing activities	Percentage
Discriminating between registers of speech and tones of voice	86%
Making inferences	86%
Finding main ideas and supporting details	71%
Listening to identify the speaker or the topic	71%
Interactive processing activities	Percentage
Using word stress to understand the speaker's intent	57%
Using context and knowledge of the world to build or confirm expectations	57%
Recognizing missing grammar markers in colloquial speech	29%

Note. Responses obtained from the Questionnaire for CI-UNA Teachers

Top-down processing activities show a higher incidence in teachers' responses considering that all of the percentages are over 70 %. For instance, such activities as discriminating between registers of speech and tones of voice and making inferences were placed on top of the rest of the options. The only ones that show a major frequency of use than the aforementioned ones are recognizing pertinent details in the speech stream and finding the stressed syllable, which are categorized as bottom-up processing activities. These statistics demonstrate that CI-UNA teachers clearly agree with the CI-UNA developer's perception providing that both parts remark the use of exercises involving top-down processing. In the case of interactive processing, the activities revealed the lowest use because all the activities are implemented by less than 57% of the interviewees.

Despite the fact that the CI-UNA developer and the teachers concur in the stress offered to top-down processing activities, the observations evidenced that the teachers did not always make use of this kind of listening exercises. To exemplify, the ten authentic listening tasks used by the teachers along the observation process were bottom-up processing exercises because the songs required students to identify particular words and sounds. In regard to the book for the course, all types of listening processing activities are included. In this book, most of the listening exercises consist of questions for students to write the answers. Notwithstanding, there is also presence of multiple choice, completion, identification, and true or false exercises that elicit understanding of specific information. The textbook exercises also highlight bottom-up processing by asking learners to recognize word and sentence stress in the majority of the pronunciation activities covered in the book. As a result, it is necessary to balance the integration of top-down and bottom-up listening tasks adequately in the classroom.

Techniques.

Regarding the techniques used in the classroom, CI-UNA EFL teachers believe, in general terms, that their procedures and strategies to teach listening are suitable. In the questionnaire administered to these instructors, 78% remarked that they use effective strategies to teach listening such as the ones in Figure 4.4

■ **Figure 4.4. Techniques Used by CI-UNA EFL Teachers to Develop the Listening Skill**

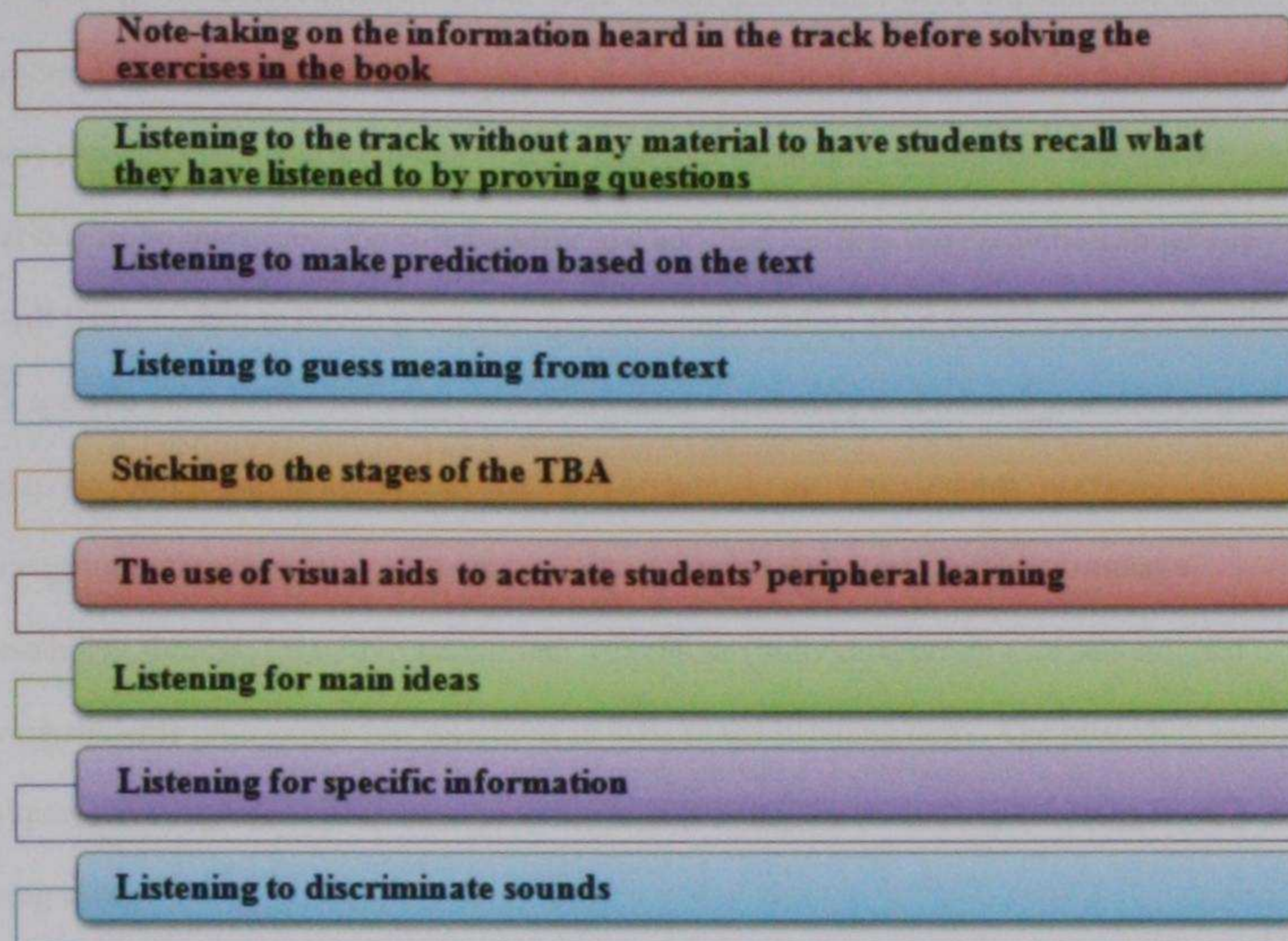


Figure 4.2. The information of this figure was taken from the Questionnaire for CI-UNA teachers.

The previous figure suggests that teachers at CI-UNA implement an array of strategies to contribute to the enhancement of students' listening skill. From the developer's perspective, this deduction contrasts with what she has detected as an external observer in the program. This participant commented that the teachers have certain weaknesses in regard to the techniques

implemented when dealing with listening comprehension activities. She has observed that the instructors at CI-UNA normally follow the listening exercises proposed in the book without any awareness of the implications that not using a proper procedure could have. The developer mentioned that the TBI method is downplayed by these professionals due to the fact that the book sometimes lacks pre-listening and post listening activities.

During the observations, a number of 52 listening activities were implemented in the classroom. While implementing the activities already mentioned, the two CI-UNA collaborative teachers together employed a number of eight different techniques during their lessons. Among the various techniques used, the collaborative teachers had learners use prediction about what they will listen to next to develop bottom-up processing, reading short texts to become familiar with a specific topic before listening, reviewing prior vocabulary and related grammar points useful to perform listening activities, looking at pictures to activate students' previous knowledge, eliciting learners' comments on post- listening activities, verifying students' understanding through formative assessment techniques (individual/group assessment), and allowing students time to preview questions in 40% of the listening tasks. The preceding teaching techniques were regarded as affective in terms of improving the students' performance on listening tasks.

Likewise, through the observations, the researchers found out that the collaborative teachers employed some inefficient techniques when addressing listening instruction. These techniques included the playing of tracks once only; this situation did not contribute to the learners' optimal processing of input heard. In like manner, students sometimes did not have time to preview the questions used for the listening exercises in 60% of the activities. Alongside, the assessment techniques did not focus on the individual differences when understanding pieces of information from a spoken text. For instance, in the majority of the listening activities, teachers

elicited volunteering participation rather than making sure that every student took part in the revision of the activities.

Testing.

One of the researchers' concerns was the relationship between the way listening is taught in the classroom and its corresponding evaluation. When the CI-UNA developer commented on the congruence between listening instruction and the testing procedures implemented, she recognized that it is a difficult factor to estimate because the listening skill is certainly evaluated and the book suggests listening exercises. Nonetheless, she has not been able to perceive whether or not there is congruence in the mediation activities and evaluation procedures. From the CI-UNA teachers' perspectives, the testing procedures at CI-UNA need improvement since some of the tracks and exercises used for the mid-term exams are different from the listening tasks developed in the classroom. The tracks used on the standardized tests are always harder considering their content in terms of linguistic level. The instructors also expressed that such tracks are not high quality and speakers' accents constitute a hindering aspect for students to comprehend properly. The tracks' rate of speed was another factor that worries teachers because of their students' complaints.

In the light of the observations carried out, it was noticed that there was a mismatch between the way listening is tested on the quizzes and on the standardized tests. In the quizzes teachers used tracks that resemble the listening activities implemented in the classroom. As a matter of fact, they are provided with a test generator to devise the listening items; nevertheless, CI-UNA teachers have freedom to incorporate other sorts of tracks that might be useful for the quizzes. Even so, in all the observations in which there were quizzes, the instructors only played tracks from the test generator. During the administration of the quizzes, some particular situations

were observed; for instance, in the first quiz for CI-UNA 5 group, one of the collaborative teachers included a topic that had not been taught at that point of the course. Similarly, in some cases, there was presence of face validity problems because the collaborative teacher used multiple choice and completion items that were not practiced in classroom tasks.

Regarding construct validity, some deficiencies were identified in the administration of the first standardized test for the course CI-UNA 5. Two of the tracks were related to the grammar topics studied in class, but the lack of relationship with the vocabulary of the course could have hampered the students' understanding of the recordings. On the first standardized test of the course previously mentioned, there was another problem with construct validity, for the last track of test resembled features of authentic language. This problem, undoubtedly, influenced the students' performance on the test. Table 4.3. reveals the students' grades that were facilitated by the collaborative teacher.

■ **Table 4.3.**

Students' Grades on the First Listening Test in the course CI-UNA 5

Grades	Number of Students
100-95	1
94-90	1
89-85	1
84-80	3
79-75	5
74-70	2
69-0	8

Note. Information facilitated by the collaborative teacher 1

Table 4.3 demonstrates the comprehension of authentic language was not fully developed in the classes observed, so recordings with authentic language should not have been used to design the test. In consequence, ten people out of 21 obtained scores below 75, which is the passing grade at this level of the program. A similar case occurred in the second standardized test for CI-UNA 6 as one recording about the history of the chewing gum had many features of authentic language that were not familiar to students. Testing is thereby an instructional factor that showed flaws that affect students' listening skills in a direct way due to the fact that face and construct validity are not contemplated at times.

Participants' Perceptions to Enhance the CI-UNA students' Listening Skill through Instruction

The viewpoints from teachers, students and the CI-UNA developer on how to improve the learners' listening ability through teaching was another matter of concern for the present inquiry. To assure reliability in the analysis, the data obtained was examined based on the answers collected in the interview with the CI-UNA developer and the questionnaires for teachers and students at CI-UNA.

On this account, the CI-UNA developer remarked the fact that teachers need to understand the CI-UNA methodology towards students' comprehension of the language and its use when interacting with foreigners primarily. In this way, they can be able to incorporate listening activities in a more adequate way. She expressed that, according to the TBI methodology, teachers need to include a pre-listening, while-listening, and post-listening stage in their lessons, at least, briefly. The CI-UNA developer also said that instructors should offer students some questions to activate their schemata and check the students' production afterwards. Similarly, teachers might try to see the combination of the exercise but quickly because the class

is not listening based. From the CI-UNA developer's perception, teachers know how to introduce the listening tasks by asking questions, using the tracks, and checking the activities. Nonetheless, the developer is concerned about the need to train some CI-UNA teachers in order to implement the TBI successfully. This research participant is more apprehensive about novice instructors, for they may need more suggestions to develop such methodology.

As noticed, the contribution from the CI-UNA developer was based on recommendations to optimize the development of strategies to teach the listening skill in the classroom. CI-UNA teachers, on the other hand, were focused on the suggestion of specific activities that might help to teach listening more effectively. Instructors at CI-UNA think that the activities used in the classroom have to catch learners' attention because the success of the exercise depends on students' motivation mainly. Thus, teachers stressed that activities must be interactive and based on real-life situations; this opinion shows that they comprehend the importance of teaching the language in a communicative way as the CI-UNA developer stated. Among the activities mentioned, the teachers cited the implementation of fill-in-the-blank exercises by using songs, and listening to radio shows, documentaries, and stories to have students predict the recordings' content. Equally, these professionals consider that debates about interviews and round tables to discuss contents of the tracks would be useful instructive tools as well. Other recommended activities were the use of written pieces of paper with the track's content for students to order the ideas while listening. In consequence, the preceding participants' notions are oriented toward the use of various strategies and classroom activities that reinforce the teaching of listening in this language program.

According to the CI-UNA students' perception, there is a strong need for more listening practice backed up with the use of different audio content. This recommendation matches the teachers' view when they advise to incorporate diverse communicative activities and listening

exercises that could foster students' development of the listening skill. However, such an idea does not coincide at all with the CI-UNA developer's comments, for she states overtly that the lessons cannot be just listening based. Learners also proposed the inclusion of more homework whose focus is directed to listening tasks. Other suggestions emphasize the need of bringing native speakers to the class because their pronunciation is distinct from the one language teachers have. Likewise, CI-UNA students consider that the equipment has to be high quality in terms of sound so that they can boost their listening performance. There was a request for the addition of more difficult language and synonyms as well. In brief, teachers and students at CI-UNA agree on the need of including more listening tasks and practices that enhance the learning process of the listening skill. On the contrary, the heads of the program claimed for the development of lessons that cannot be based on listening only; such a reality represents an actual limitation for teachers who want to incorporate more listening material in their lessons.

Summary

The different research questions of this analysis were fully answered throughout this analysis. First, the TBI is conspicuous in the instruction of listening at CI-UNA, but there is a need to reinforce it by training teachers in the proper use of listening tasks. In the same way, factors related to instruction such as the use of authentic language and adequate material, the activities, techniques, the equipment, and the evaluation procedures require courses of action to diminish their negative influence on students' learning of the listening skill. Finally, the participants' perceptions on how these issues can be tackled were analyzed to shed light on an action plan to remediate the difficulties found in this case study. Chapter Five will draw the conclusions of this research and will offer different recommendations and an action plan to respond to the needs detected.

Chapter Five: Conclusions and Recommendations

Conclusions

The purpose of this study was to reveal the different instructional factors that influence the CI-UNA EFL students' listening skill in the courses CI-UNA V and CI-UNA VI. The researchers could achieve this objective and, in the light of the data analysis carried out, draw different conclusions that will have significant contributions for the teachers and students that take the afore-mentioned courses in this language program.

The study displayed insights regarding the theoretical and practical principles of the teaching of the listening skill at CI-UNA. Most CI-UNA teachers believed that they emphasized the listening skill during their lessons. However, the findings obtained in the interview with the CI-UNA developer and the observations showed that the TBI methodology was not always properly followed when implementing listening activities. This reality negatively influences the students' ability to develop the listening skill for the reason that the schemata required to activate listening processes was not provided sometimes. In like manner, listening did not usually take an essential role to yield output.

Considering instructional factors such as authenticity, material, integration of skills, equipment, activities, techniques, and testing, an array of findings were concluded. First, there is a lack of adequate authentic listening material for students to enhance their listening ability in the classroom. This fact can be supported because, in the observations conducted, it was evident that hardly ever did CI-UNA teachers make use of materials that show some degree of authenticity. As a result, learners did not have enough exposure to real-life language.

CI-UNA teachers followed the holistic perception behind the methodology of the courses because they included all the macro-linguistic skills along with grammar, vocabulary, and pronunciation subtly. However, teachers did not help students to realize that grammar and

vocabulary are a source that can improve their listening skill, inasmuch as these micro-skills play a paramount role to make the input more comprehensible.

In relation to the equipment, a special need was identified in the observations, the students' questionnaire, and the CI-UNA developer interview. There is an agreement with respect to the quality of the equipment used in the CI-UNA courses. The findings in these instruments suggest that there is a high degree of dissatisfaction by all the participants analyzed for this purpose taking into account that the sound quality is not adequate to understand the spoken texts more easily. This factor hinders students' performance when using the listening skill, for the input becomes less comprehensible to them.

The textbook activities for the courses CI-UNA 5 and CI-UNA 6 exhibited a balanced integration of top-down and bottom-up processing exercises since students are required to understand spoken texts in a holistic and analytic way. Nonetheless, the researchers observed that when authentic material was used, the activities lack top-down processing. It is imperative to solve this issue to comply with bottom-up primacy principles suggested in the theory of the study.

In regard to the techniques employed to teach listening, the techniques were effective in terms of enhancing the learners' performance on listening tasks. However, there were some ineffective techniques that affected the students' performance when listening to the recordings. For example, the playing of tracks only once, the lack of time for learners to preview the questions before carrying out listening tasks, and the use of inappropriate assessment techniques that did not focus on learners' individual differences when processing a spoken text. Therefore, it is impending to solve these concerns to maximize the teaching and learning of the listening skill.

In the case of testing procedures, the observations brought up the fact that there is a lack of congruence between the teaching and evaluation of listening in the intermediate levels of the

program. This reality could be perceived because the listening evaluations included authentic listening which is an aspect that was not usually emphasized in the lessons observed. Hence, it is fundamental to comply with the construct and face validity principles in order to bridge the link between evaluation and instruction when dealing with the listening skill.

The participants of the inquiry shared their perceptions to enhance the CI-UNA students' listening skill as well. In this sense, the CI-UNA developer placed a particular emphasis on teaching strategies to optimize listening instruction like the use of the TBI methodology. Conversely, teachers preferred to focus their suggestions on catchy listening activities that might be incorporated in the class to have learners engaged. Similarly, students concurred with the fact that there is a necessity to have more practice with varied audio content. These learners also asked for the use of high quality equipment when receiving instruction. Grounded on these findings, the following recommendations are presented.

Recommendations

Based on the analysis of the present research and the conclusions yielded, the researchers suggest a series of recommendations for the developers of the CI-UNA program, the teachers, and students to improve the teaching and learning of the listening skill at this language program.

Recommendations for the CI-UNA developers.

The developers of the CI-UNA program have to be aware of the importance of bottom-up processing tasks in the teaching of the listening skill. On this account, one of the CI-UNA developers expressed in the interview that for the courses CI-UNA 5 and CI-UNA 6 the focus is on pure understanding of spoken language as a whole. Consequently, language lessons emphasize top-down processing tasks at the expense of bottom-up processing ones. Such a perception may result in the detriment of students' listening comprehension skills since the integration of both

processes in listening instruction would yield more optimal learning outcomes for students. As mentioned in the theoretical framework, bottom-up primacy is a concept that deals with the exclusive focus given to top-down tasks in the EFL listening class. In accordance with the last ideas, bottom-up processing constitutes a model of listening comprehension that must not be downplayed in order for learners to develop more effective skills when decoding the message of any spoken text. As a result, CI-UNA developers should support a more balanced integration of bottom-up and top-down processing activities for learners to comprehend not only the general message but also the specific details of a video, recording, etc. In this way, learners will be able to face listening tasks in a more successful and integrated fashion.

Equally, the CI-UNA developers should take action on enhancing the testing procedures implemented at the program, especially regarding the construct validity aspect. It is necessary that the listening content used to evaluate students in the standardized tests match the content used in the quizzes and listening activities developed in the classroom. Learners have to be evaluated according to the sort of input that they were exposed to in previous lessons. For instance, recordings including foreign accents, fast rates of delivery, or unknown vocabulary constitute some authentic language features that might hinder students' performance if they were not exposed to prior real-life spoken language. Subsequently, students' listening skill will not be as productive as expected because they are actually struggling against a serious mismatch in terms of linguistic level. Another issue that has to be considered is that tracks used to assess learners' listening skills must be high quality in relation to sound for students to perform in a fair way.

Moreover, it would be significant if the CI-UNA developers' take into consideration the students' opinions about the improvement of the equipment used in language lessons. The addition of new tape recorders, more projectors, and extra accessories, such as speakers, could

help enhance the learners' learning environment. Even though this goal can be difficult to attain because of economic limitations, it is necessary to remember that teachers need to have access to proper and enough technological equipment to favor the teaching and learning settings.

Recommendations for CI-UNA teachers.

CI-UNA teachers should aim their efforts at including more and diverse authentic listening material so that students will have the chance of exercising their listening abilities when coping with real-life language characteristics, such as accents, fast rates of delivery, reduced forms, and colloquial language. The observations revealed that teachers hardly ever relied on the use of authentic language to teach listening comprehension in the classroom. This fact could eventually end up affecting learners' cognitive and practical skills to face the foreign language in natural environments. As mentioned, teachers need to give room to additional and appealing authentic listening exercises since non-authentic material is predominant in the largest part of their listening instruction. The inclusion of this type of material should be appropriately distributed between bottom-up and top-down activities. Furthermore, a remarkable advantage of using such material is that it might keep students engaged in the development of the lesson in a dynamic manner.

Teachers have to be careful with some particular inefficient techniques that they implement when teaching listening as well. For example, tracks used in listening tasks should be played at least twice and not just once. By doing so, learners may have the opportunity to receive and process the input with ease. Similarly, instructors must give students more time to preview questions before carrying out any kind of listening activity. Following this recommendation, teachers can guide learners when solving listening exercises. Another suggestion highlights the need of using adequate assessment techniques when checking students' understanding of a

spoken text. The teacher has to be aware of the individual differences that learners have when processing listening content. In this sense, teachers should make sure that every single student takes part of the revision of the activities rather than just eliciting volunteering participation.

Teachers also have to respect face validity principles when administering the quizzes in order to include only items that were practiced in the classroom in a previous way.

Recommendations for CI-UNA students.

Students in the courses CI-UNA 5 and CI-UNA 6 should take control of their own learning, mainly when they are outside of the classroom. Learners could look for supplementary practice that reinforces their learning progress. Nowadays, EFL students have access to a wide variety of internet resources to rehearse their listening performance at almost any place. Students might use listening material such as short stories, educational videos, music videos, interviews, series and movies online. Thus, learners may practice their note-taking abilities, write summaries, highlight main ideas, recognize different accents, and so on. Likewise, there are several websites specifically oriented to assist EFL students in their L2 learning. These webpages offer numerous kinds of listening exercises with diverse types of items (e.g. multiple choice, true and false, matching, listening cloze, fill in the blanks, etc.). Students should not limit their listening learning to the classroom setting simply, so they have to look for opportunities and strategies to develop autonomy in the learning process.

Another important suggestion has to do with the students' participation in classroom development. Students need to lower their affective barriers if they intend to succeed in their path toward a successful L2 learning. Students must overcome their fears and take risks in the class every time it is necessary. Only by making mistakes, will they be able to correct such faulty forms and receive valuable feedback from their instructor.

CI-UNA developers, teachers, and students need help to follow the recommendations considering the use of authentic listening materials, amount of exposure to the target language, the use of bottom-up and top-down processing techniques, and integration of listening along with the other language skills. For this reason, it was necessary to propose an action plan to facilitate and guarantee the achievement of the recommendations provided.

Action Plan

This section displays an action plan that might be implemented to enhance students' listening comprehension skills in the courses CI-UNA 5 and CI-UNA 6. The implementation and effectiveness of this action plan depend on the collaboration of authorities of CI-UNA as well as the teachers.

Objective.

To provide intermediate level CI-UNA teachers with authentic listening material so that they can foster the students' exposure to real life language in the courses CI-UNA 5 and CI-UNA 6 by offering video content related to the topics of the courses through one session per week.

Description.

The name of the proposal is Real Listening. This proposal is meant to solve the methodological problems found in the research project. Real Listening consists of sixteen listening sessions that can be developed through a teacher's guide and a students' booklet. The teacher's guide includes the pertinent steps to follow while implementing the Real Listening sessions; such a guide entails the corresponding answer keys to solve the activities and the materials that the instructor needs to teach the lesson. The teacher's guide is a tool that will allow teachers to apply the Real Listening sessions comprised in the students' booklet. Thus,

Real Listening also includes a students' booklet with activities to develop listening in a full-fledged way. These sessions can be developed on a weekly basis for 30 minutes. The activities are related to a topic of the course; each session entails three sections that allow the use of the Task-based Approach: a pre-listening activity (Listening in 4, 3, 2...), a while-listening activity (Put It On!), and a post-activity (Now What?). The material used is authentic in nature because they are videos that contain real-life language in different settings and situations. While implementing the activities, the main idea is to emphasize the listening skill without altering the role of speaking in the STAR lesson plan format. Reason why, listening is seen a means to produce meaningful output as well. Another chief characteristic of the proposal is that it seeks to balance the integration of bottom-up and top-down processing exercises for students to develop more productive listening comprehension skills. All the elements of the investigation would be donated to the CI-UNA program after the conclusion of this study.

Benefits.

Implementing the Real Listening sessions in a constant way might have the next advantages for teachers and students.

1. Students might be provided with additional exposure to authentic listening material. These amounts of life-like input would enable them to cope with real-life language features when interacting in the L2.
2. Teachers can be provided with extra listening material to develop their students' listening comprehension abilities.
3. The use of authentic listening material would increase students' interest and motivation toward listening instruction.

4. Motivating students to do extra practice outside of the classroom can foster their listening comprehension skills and progress.

Implications.

Real listening implies considering the following aspects.

1. The implementation of a remedial plan of this sort is subjected to the CI-UNA authorities and teachers' willingness to accept the suggestions given in this study.
2. During the first sessions, many students may face problems to understand the authentic texts given that they may not have been exposed to this kind of language in previous courses. The developers of this proposal highly recommend playing the videos three times if it were necessary. Nonetheless, the number of times has to be reduced progressively so that students can take the standardized exams in accordance with the guidelines given by the CI-UNA developers.

Activities.

The activities proposed in the Real Listening session encompass the next sections.

Listening in 4, 3, 2...

These pre-listening activities consist of questions oriented to activate the students' schemata about the topic studied through diverse techniques that generate discussion.

Put it on!

For these while-listening activities, different kinds of items are used, such as: multiple choice, note-taking, true and false, short answer, completion, matching, and grid-filling. These activities are the core of the proposal and were developed with the distinct aims. The materials used are videos from famous channels, documentaries, talk shows, songs, recordings of TV

10515
6956

UNA BIBLIOTECA "CAMPUS PEREZ ZELDON"

V229188

INSTRUCTIONAL FACTORS INFLUENCING LISTENING

interviews and news taken from YouTube. Subsequently, the objectives are delineated in the order they appear in the teacher's guide and the students' booklet.

1. To identify main ideas and specific information on a documentary related to a health food restaurant through a multiple choice exercise.
2. To recognize pertinent details on a talk show about performance enhancement drugs through a true and false exercise.
3. To report main ideas and specific information about a documentary related to the role of the family and social change through a short answer exercise.
4. To identify pertinent details from a talk show about saving money by means of a completion exercise.
5. To discern main ideas and specific information from a documentary about changing lifestyles through note-taking techniques and elicitation questions.
6. To recognize specific information from an entertainment video about traveling to London through a grid-filling exercise.
7. To identify main ideas and specific information related to good manners by making use of a matching exercise.
8. To infer predictions from informative videos about how to be successful through a short answer exercise.
9. To recognize specific information from an education video about studying in the USA through a grid-filling exercise.
10. To organize specific information from a video related to time management by filling out a concept map.
11. To distinguish pertinent details on video about job interviews through a true and false exercise.

12. To identify pertinent details and main ideas from a song related to sex role by means of a completion exercise.
13. To recognize main ideas and specific information on a news report related to a shopping on black Friday through a multiple choice exercise and elicitation questions.
14. To identify pertinent details from an informative video about the life of famous real heroes by means of a completion exercise.
15. To order speech streams related to murder mysteries by making use of a matching exercise.
16. To discern main ideas and specific information from a documentary regarding the future of television through note-taking techniques and elicitation questions.

Now what?

This post-listening section includes diverse speaking activities in which students use what has been learned in each Real Listening session along with the rest of the contents studied during the lesson, such as role-plays, discussions, simulations, board games, debates, individual and group presentations, impromptu talks, and panels. This section is included to integrate listening along with speaking and incorporate the Real Listening session into the STAR format proposed by the developers at CI-UNA.

One Step beyond!

This particular section aims at encouraging students to work on meta-linguistic learning strategies. The idea is the students can become autonomous learners of the L2, so this section offers guidance, reflection, and recommendations for students to expand their own learning.

Chapter Six: References and Annexes

References

- Barrantes, L. & Olivares, C. (2011). *CILAP: Metacognitive listening strategies: A step beyond traditional instruction*. Paper presented at the third International Congress of Applied Linguistics.
- Brenes, V. & Olivares, C. (2013). *Speaking clubs: An alternative to strengthen EFL learners' oral production*. Paper presented and the First International Congress of Applied Linguistics CONLA-UNA.
- Brown, D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. US: Prentice Hall Regents
- Brown, G. (1987). Twenty-five years of teaching listening comprehension. *English Teaching Forum*, 25(4), 11-15.
- Bozorgian, H. (2012). Listening skill requires a further look into second/foreign language learning. *International Scholarly Research Network*, 1-10. Doi: 10.5402/2012/810129
- Ching-Shyang Chang, A. & Read, J. (2006). The effects of listening support on the listening performance of EFL learners. *Tesol Quarterly*, 40(2), 375-397.
- Coombe, C., Folse, K., & Hubley, N. (2010). *A practical guide to assessing English language learners*. The United States of America: The University of Michigan Press.
- Córdoba, P., Coto, R. & Ramírez, M. (2005). La comprensión auditiva: Definición, importancia, características, procesos, materiales y actividades [The listening skill: definition, importance, characteristics, processes, materials and activities]. *Revista Actualidades Investigativas en Educación*, 5, 17.
- Fang, X. (2009). Comprehensible input and listening comprehension. *School of foreign languages, Qingdao University of Science and Technology*, 7(7), 56-61. Retrieved from

<http://library.qust.edu.cn/lws/Upload/DOC/2009-9-28132233--->

ComprehensibleInputandListeningComprehension.doc

Flowerdew, J. & Miller, L. (2005). *Second language listening: Theory and practice*. New York:

Cambridge University Press.

Gall, M., Gall, J. & Borg W. (2003). *Educational research: An introduction* (7th ed.). The United

States of America: Pearson Education.

Gamboa, R. & Sevilla, H. (2013). *Proceedings of the 11th Hawaii international conference on education: Assessment of listening comprehension in public high schools of Costa Rica:*

The West and Central Pacific case. 06-11 Jan. Honolulu Hawaii.

Gamboa, R. & Sevilla, H. (2013). *CILAP: The testing of listening in bilingual secondary schools*

of Costa Rica: Bridging gaps between theory and practice. Paper presented at the Fourth International Congress of Applied Linguistics.

Gebhard, J. (2006). *Teaching English as a foreign or second language: A self-development and*

methodology guide (2nd ed.). The United States of America: The University of Michigan Press.

Helgesen, M. (2003). Listening. In Nunan, D (Ed.). *Practical English language teaching* (pp. 23-

44). New York: McGraw-Hill.

Hernández, R., Fernández, C., & Baptista, P. (2011). *Metodología de la investigación*. México:

Mcgraw-Hill.

Hughes, A. (2003). *Testing for language teachers* (2nd ed.). UK: Cambridge University Press.

Jiménez, Y., Olivares, C., & Palacios, S. (2012). *CI-UNA: Empowering the local community to*

face the 21st century challenges. Paper presented at the International Congress of Higher Education.

- Johnson, D. M. (1991). *Approaches to research in second language learning*. The United Kingdom: Longman Group.
- Linse, T. (2005). *Practical English language teaching: Young learners*. New York: McGraw Hill.
- Navarro, D. & Piñeiro, M. (2011). La sede de occidente de la Universidad de Costa Rica ante la demanda de profesionales bilingües en español-inglés [The Western extension of Universidad de Costa facing the demand of bilingual professionals in Spanish-English]. *Intersedes*, 10, 130-141.
- Oxford, Rebecca. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle & Heinle.
- Peterson, P.W. (2013). Skills and strategies for proficient listening. In Celce-Murcia.M (Ed.). *Teaching English as a second or foreign language* (pp. 87-99). Boston: Heile & Heile.
- Pica, T. (2008). Task-based instruction. In N. Van Deusen-Scholl & N. H. Hornberger (Eds.), *Encyclopedia of language and education, Vol. 4: Second and foreign language education* (2nd ed.) (pp. 71-820). New York: Springer Science/Business Media.
- Rěpovř K. (2004). *Testing Krashen's input hypothesis: A case study in a male Czech adult acquiring English*. (Dissertation, Masaryk University in Brno, Faculty of Arts, Department of English and American Studies). Retrieved from http://is.muni.cz/th/14768/ff_m/text.pdf
- Richards. (2005). *Second language listening: Theory and practice*. New York: Cambridge University Press.
- Richards, J., & Burns, A. (2012). *Tips for teaching listening: A practical approach*. The United States of America: Pearson Education, Inc.

- Richards, J., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Great Britain: Pearson Education, Inc.
- Robinson, P. (2001). *Cognition and second language instruction*. The United Kingdom: Cambridge University Press.
- Sandovál, M., Gómez, K., & Saéz, C. (2010). Estrategias metacognitivas en la comprensión auditiva del inglés como segunda lengua. [Metacognitive strategies for English as a second language listening comprehension]. *Lenguas Modernas*, 36, 25-44.
- Ur, P. (2006). *Teaching listening comprehension*. New York: Cambridge University Press.
- Usó-Juan, E., & Martínez-Flor, A. (2006). *Current trends in the development and teaching of the four language skills*. Germany: Mouton de Gruyter.
- Wilson, M. (2003). Discovery listening—improving perceptual processing. *ELT Journal*, Oxford University Press, 57(4), 335-343.

Annexes to the Report of the Commission on the Status of Women

ANNEXES

Annex 1: Questionnaire to Justify the Study

Universidad Nacional/ Brunca Extension
Licentiate's Degree in Applied Linguistics in English
Graduation Project



Researcher: Kevin A. Brand Fonseca & Carlos Bermúdez V. Date of Administration: _____

Instrument to Justify the Research: Questionnaire for CI-UNA Teachers

Objective: This instrument is aimed at analyzing the needs regarding the teaching of the language skills at CI-UNA. Please, complete the information solicited fully.

PART I

A. Answer the following questions according to your teaching experience at CI-UNA.

1. What is the most difficult language skill for students to develop? Check your option.

- Listening
- Speaking
- Reading
- Writing

2. What skill do you think requires more emphasis in the classroom? Check your option.

- Listening
- Speaking
- Reading
- Writing

3. Justify your previous answer by stating why you believe that option 1 and 2 require more attention in the classroom?

Annex 2: Non-participant Observation Template

Blank lined page with horizontal ruling lines.

Annex 3: Questionnaire for CI-UNA Students

Universidad Nacional/ Brunca Extension

Licentiate in Applied Linguistics

Graduation Project

Researcher: Kevin A. Brand Fonseca and Carlos A. Bermúdez Vásquez



Date of Administration:

Questionnaire for CI-UNA Students

General Instructions: The following questionnaire is aimed at investigating the students' perception regarding the teaching and learning of listening skills at CI-UNA. Please, complete the information solicited thoroughly. The information provided will be confidential and used for academic purposes only.

PART I

A. Answer the following questions according to your experience as a CI-UNA student.

1. How many cycles have you studied in CI-UNA?

From 1 to 2

From 5 to 8

From 3 to 5

More than 9

2. What levels have you taken at his language institute? _____

3. Rank the linguistic skills from 1 to 4 according to their level of difficulty that they have for you (1 the most and 4 the least).

Speaking

Writing

Listening

Reading

4. Rank the linguistic skill that CI-UNA teachers emphasize the most from 1 to 4 (1 the most and 4 the least).

Speaking

Writing

Listening

Reading

5. How often do you practice listening?

Always (5 or more times a week)

Often (3 or 4 times a week)

Sometimes (1-2 times a week)

Never (2 or fewer times a month)

6. Which of the next aspects influence your listening ability when working on listening exercises?

- The use of real-life conversations and speeches
- The emphasis that listening receives in the classroom
- The quality of the equipment used
- The way listening is evaluated in the exams and quizzes
- The activities used to practice listening
- The strategies and techniques used by the teacher to teach listening
- The material used by the teacher

PART II

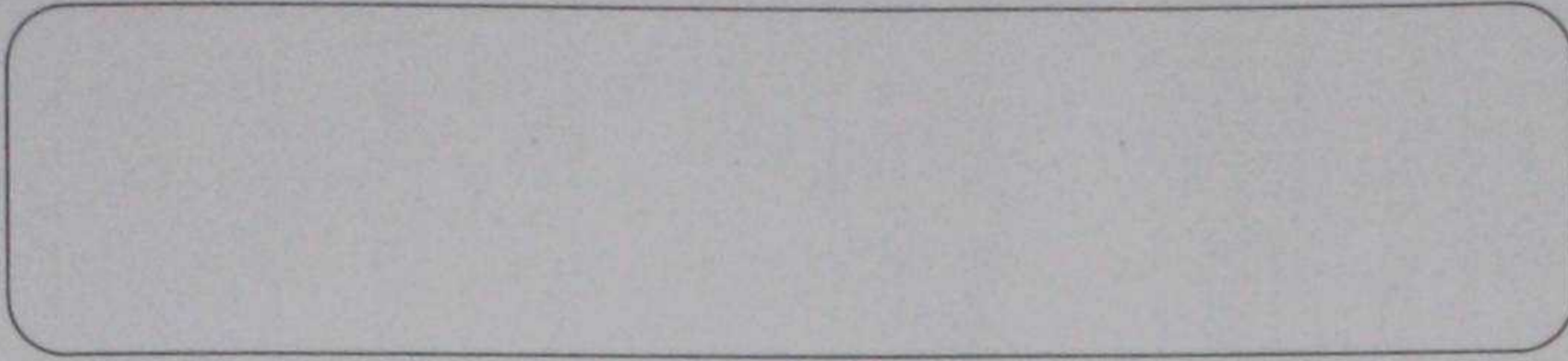
A. Give your opinions about the following questions in a concise way.

1. Do you have any problems with the listening skill? If so, list some of them.

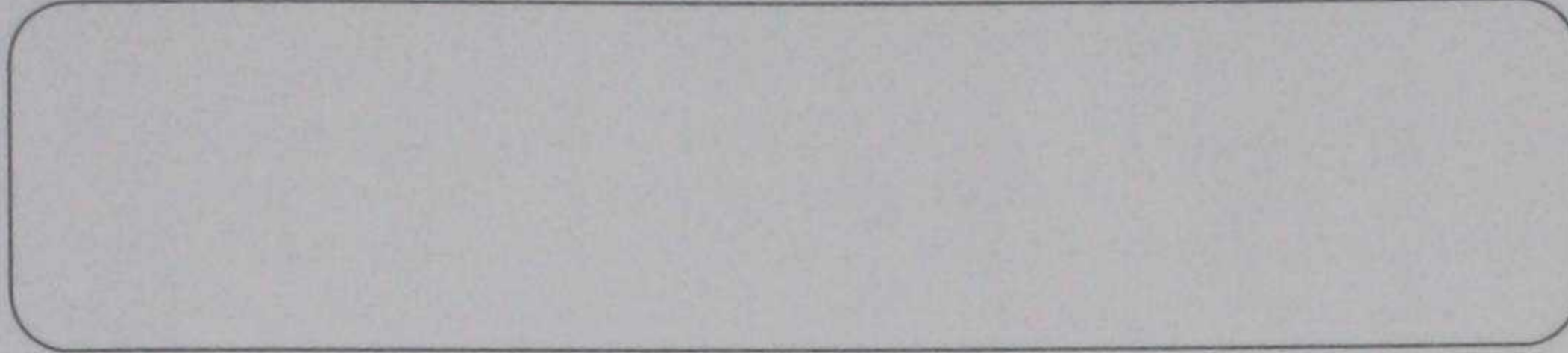
2. What could CIUNA teachers do to help you learn listening better?

3. Do you think that the textbook(s) that you have used during the program have helped you to improve your listening skills? Justify.

4. What aspects of the course help you improve your listening skill?



5. What aspects of the course make developing the listening ability in English difficult?



Annex 4: Questionnaire for CI-UNA EFL Teachers

Universidad Nacional/ Brunca Extension

Licentiate in Applied Linguistics

Graduation Project

Researcher: Kevin A. Brand Fonseca and Carlos A. Bermúdez Vásquez

Date of Administration:



Questionnaire for CI-UNA Teachers

The following questionnaire is aimed at investigating about the approach used by teachers of English at CIUNA when teaching listening comprehension. Please, complete the information solicited thoroughly. The information provided will be confidential and used for academic purposes only Answer questions 6, 7, and 8 only if you have taught the levels mentioned in the questions.

PART I

A. Answer the following questions according to your teaching experience.

1. How many cycles have you worked for CIUNA?

From 1 to 2

From 5 to 8

From 3 to 5

More than 9

2. What kind of degree do you hold?

Bachelor's

Licentiate's

Master's

What levels have you taught? _____

3. What textbook(s) have you used to work with the level(s) you have taught at CIUNA?

American English Files

English Pronunciation Made Simple

Open Forum

Step Forward

4. Rank the linguistic skills from 1 to 4 according to their level of difficulty for students (1 the most and 4 the least).

Speaking

Writing

Listening

Reading

5. Do you consider that the approach that the textbook(s) give(s) to listening comprehension is appropriate?

Yes No

Justify: _____

6. What listening activities do you implement with beginning levels (Starter, I, and II)?¹

Bottom-Up Processing	
Discrimination of intonation patterns	
Phoneme Discrimination	
Listening for -ed and -es endings	
Recognition of syllable patterns, number of syllables, and word stress	
Being aware of sentence fillers in informal speech	
Selecting details from the text	
Top-Down Processing	
Discrimination between emotional reactions	
Getting the gist or main idea of the passage	
Recognizing the topic	
Interactive Processing	
Using speech features to decide if a sentence is formal or informal	
Recognizing a familiar word and relating it to a category	
Comparing information in memory with received information	
Comparing information heard with one's own experience	
Any other:	

Adapted by Brand and Bermúdez (2013) from Peterson (2001)

7. What listening activities do you implement with intermediate levels (III, IV, V, and VI)?

Bottom-Up Processing	
Differentiating between the content and function words through sentence stress patterns	
Finding the stressed syllable	
Recognizing words with reduced vowels or dropped syllables	
Recognizing words as they are linked in the speech stream	
Recognizing pertinent details in the speech stream	
Top-Down Processing	
Discriminating between registers of speech and tones of voice	
Listening to identify the speaker or the topic	
Finding main ideas and supporting details	
Making inferences	

¹ Answer questions 6, 7, and 8 only if you have taught the levels indicated in the questions.

(Continued)

Interactive Processing	
Using word stress to understand the speaker's intent	
Recognizing missing grammar markers in colloquial speech	
Using context and knowledge of the world to build or confirm expectations	
Any other:	

Adapted by Brand and Bermúdez (2013) from Peterson (2001)

8. What listening activities do you implement with advanced levels (VII, VIII, IX, and X)?

Bottom-Up Processing	
Using features of sentence stress and intonation to identify important information for note taking	
Recognizing contractions, reduced forms, and other characteristics of spoken language	
Becoming aware of common performance slips that must be reinterpreted or ignored	
Becoming aware of organizational aspects in lecture texts	
Becoming aware of lexical and suprasegmental markers for definitions	
Identifying specific points of information	
Top-Down Processing	
Using knowledge of the topic to predict the content of the text	
Using the introduction to the lecture to predict its focus and direction	
Using the lecture transcript to predict the content of the next section	
Finding the main idea of a lecture segment	
Recognizing points of view	
Interactive Processing	
Using knowledge of phrases and discourse markers to predict the content of the next segment in a lecture	
Making inferences about the text	
Any other:	

Adapted by Brand and Bermúdez (2013) from Peterson (2001)

9. Do you make use of authentic texts to teach listening? If so, list some examples.

Yes

No

Examples: _____

10. Number the following aspects from 1 to 8 (1 is the highest level and 8 the lowest) according to the degree of difficulty that these may have for CIUNA students

Aspect	Definition	#
• Clustering	Breaking down speech into smaller groups of words	
• Redundancy	Use of rephrasing, repetitions, elaboration, and insertion of fillers	
• Reduced forms	Phonological, morphological, syntactical, and pragmatic simplifications	
• Performance Variables	Native speakers' hesitations, false starts, pauses, use of ungrammatical forms, and corrections	
• Colloquial language	Use of idioms, slang, culturally conditioned reduced forms, and shared knowledge	
• Rate of delivery	The speed in which native speakers talk	
• Prosodic Related Aspects	The speech stress, rhythm, and intonation.	
• Interaction	Conversation aspects: negotiation, clarification, attending signals, turn taking, topic domination, maintenance, and termination	

Adapted by Brand and Bermúdez (2013) from Brown (2007)

11. How often do you use authentic materials (material whose original purpose is not related to teaching like songs, news reports, commercials) when teaching listening at CI-UNA?

Always

Seldom

Often

Never

PART II

A. Give your insights regarding the following questions in a concise way.

1. Do you think that teaching listening comprehension is important? Why?

2. Do you agree with the way in which listening is tested at CI-UNA? What strengths and weaknesses could you point?

3. Is it important to use authentic material when teaching listening at CI-UNA? Why?

4. Do you give enough emphasis to listening in your classes? Why? If so, how?

5. Do you feel that your strategies to teach listening are effective? If so, mention 3 strategies that you implement or make your students use.

6. Does the material that you use to teach listening at CI-UNA show any efficacy in terms of the learning objectives achievement and economy in terms of money and time?

7. What kind of activities can you recommend to teach listening more effectively?

Thank you for completing this questionnaire!

Annex 5: Interview with One of the CI-UNA Developers


Universidad Nacional/ Brunca Extension

Licentiate in Applied Linguistics

Graduation Project

Researchers: Kevin A. Brand Fonseca and Carlos A. Bermúdez Vásquez



Date of Administration: 

Interview with One of the CI-UNA Developers

Objective: To investigate about the methodological rationale behind the teaching of listening at CI-UNA.

PART I

A. Record the answer of the following questions. Ask the interviewee to base the answers on her expertise as a CI-UNA developer orally.

1. Why is it important to teach listening at CI-UNA?

Notes:

2. What is the idea of using the Task-Based Approach to teach listening?

Notes:

3. How do the books used in the program reflect the principles underpinned by this approach?

Notes:

4. Do the teachers of the program implement this approach effectively? What strengths and weaknesses have you observed in general terms?

Notes:

5. What kinds of positive and negative comments have teachers and the program received regarding listening instruction?

Notes:

6. Do authentic materials have any role in book-based courses like the ones that you offer?

Notes:

7. Is the way listening is taught congruent with the way it is tested? Why?

Notes:

8. Do the activities used to teach listening show any positive result in the students' acquisition of the listening skill?

Notes:

9. Are the strategies that the teachers use to teach listening appropriate? What would you suggest to CI-UNA teachers to teach listening more efficiently?

Notes:

10. Does the teaching center have all the classroom conditions to teach listening in a suitable way? Justify.

Notes:

Annex 6: Documentary Evidence

21 de Abril del 2014

Señora: Yalile Jiménez Olivares

Coordinadora de Proyecto CI-UNA

Estimada señora:

La presente es para saludarle respetuosamente y desearle el mayor de los éxitos en su labor. A la vez los aquí suscritos Carlos A. Bermúdez Vásquez, cédula de identidad 1-1039-0444 y Kevin A. Brand Fonseca, cédula de identidad 1-1454-0027 aprovechamos la oportunidad para solicitarle el debido permiso para realizar un total de veinte observaciones en dicho centro de enseñanza de idiomas. Dichas observaciones se realizarán con un grupo de estudiantes de inglés de nivel V el cual está asignado a la profesora Evelyn Valverde Marin. Las observaciones antes mencionadas constituyen un requisito primordial para la aprobación de un trabajo de graduación a nivel de licenciatura en Lingüística Aplicada en Inglés. Se le agradece profundamente toda la colaboración que pueda brindar para llevar a cabo tales observaciones.

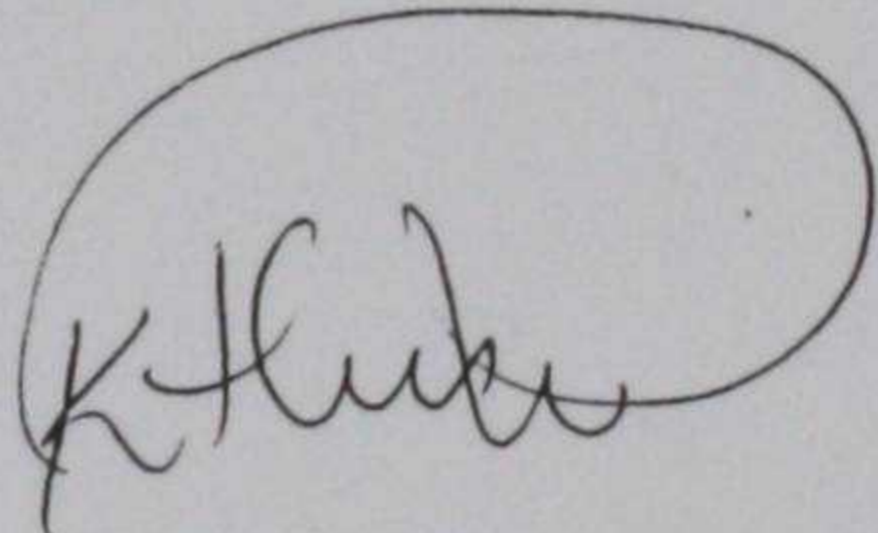
Se despiden de usted atentamente,

Carlos Andrés Bermúdez Vásquez

Carlos Andrés Bermúdez Vásquez



Kevin Armando Brand Fonseca



June 6th, 2014

To whom I may concern,

I thereby certify that Mister Kevin Armando Brand Fonseca, ID number 1-1454-0027 and Mister Carlos Andrés Bermúdez Vásquez, ID number 1-1039-0444, carried out a number of thirteen observations to the group of level V at CI-UNA that I had in charge during the second bimester of this year. The observations constituted an essential requisite to complete their graduation project and achieve the Licentiate's Degree in Applied Linguistics in English at UNA, Brunca Extension, Pérez Zeledón Campus.

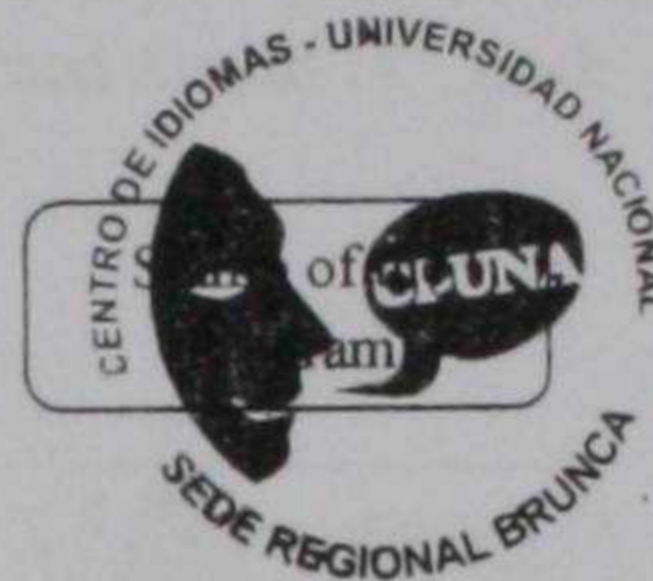
The researchers attended my classes to conduct their observation the following dates: April 9th, April 11th, April 23rd, April 25th, April 30th, May 2nd, May 7th, May 9th, May 16th, May 21st, May 23rd, May 28th, May 30th. Each observation took 2 hours and 30 minutes.

Sincerely,

Evelyn Valverde M. 113840748

Evelyn Valverde Marín

Collaborative Teacher/ CI-UNA



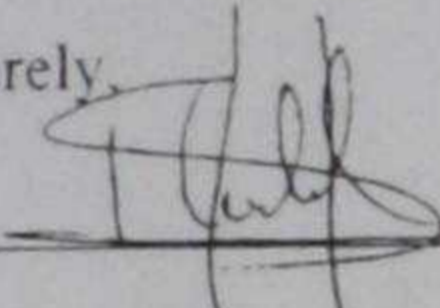
August 14th, 2014

To whom I may concern,

As the collaborative teacher, I thereby certify that Mister Kevin Armando Brand Fonseca, ID number 1-1454-0027 and Mister Carlos Andrés Bermúdez Vásquez, ID number 1-1039-0444, carried out a number of fifteen observations to the group of level VI at CI-UNA that I had in charge during the third semester of this year. The observations constituted an essential requisite to complete their graduation project and achieve the Licentiate's Degree in Applied Linguistics in English at UNA, Brunca Extension, Pérez Zeledón Campus.

The researchers attended my classes to conduct their observation the following dates: June 4th, June 20th, June 27th, July 9th, July 11th, July 16th, July 18th, July 21st, July 23rd, July 30th, August 1st, August 6th, August 8th, August 11th, and August 14th. Each observation took 2 hours and 30 minutes.

Sincerely,



11A220542

Carolina Solano Hidalgo

Collaborative Teacher/ CI-UNA



STUDENTS' INFORMATION RECORD

No.	Student Name	Quizzes				ASSIGNMENTS				Midterm test			Final Test			CLASS WORK	Final Grade	Condición (reprobado o aprobado)				
		1	2	3	4	1	2	3	4	Listening	5%	oral	Listening	5%	oral							
					40%																	
1	Anias Vargas Yendry	7.1	7.0	8.0	8.8	30.9	8.0	9.5	9.6	9.0	9.0	6.6	3.3	9.4	14.1	8.2	4.1	9.7	14.6	9.3	85,3	
2	Barboza Chacon Lucrecia	6.4	3.8			10.2	7	9				5.3	2.7	7.0	10.5		0.0		0.0		27,3	reprobada
3	Barrantes Barrantes Fabiola	4.4	4.4	3.4	5.4	17.6	7.1	9.5	8.4	8.5	8.4	7.6	3.8	7.1	10.7	8.2	4.1	8.2	12.3	9.0	65,8	
4	Barrantes Picado Monserrat	8.2	7.5	7.1	7.7	30.5	9	9	9.5	9	8.9	9.0	4.5	9.1	13.7	8.9	4.5	9.3	14.0	9.3	85,2	
5	Bolaños Salazar Mariana	7.4	6.3	8.8	7.1	29.6	9	10	9.2	9	9.0	7.6	3.8	9.1	13.7	6.4	3.2	9.1*	13.7	10.0	82,9	
6	Bozzoli Kohkemper Katherine	6.0	8.2	8.8	8.5	31.5	9	9	9.0	9	8.8	7.0	3.5	8.9	13.4	7.5	3.8	9.1	13.7	9.3	83,9	
7	Calderón Sánchez Roy David	7.0	7.3	7.4	7.4	29.1	9	9	9.5	9	9.0	5.0	2.5	9.1	13.7	6.4	3.2	9.0	13.5	10.0	80,9	
8	Calderón Torres Alexander	9.4	8.8	9.4	9.4	37.0	9	10	8.9	10	9.4	10.0	5.0	9.4	14.1	8.9	4.5	9.1	13.7	9.3	92,9	
9	Cordero Varela Enka Marcela	8.0	7.3	9.1	8.5	32.9	8	10	8.9	10	9.3	4.6	2.3	8.4	12.6	6.7	3.4	8.9	13.4	9.3	83,1	
10	Delgado Segura Daniel	10.0	8.8	9.7	8.5	37.0	9	10	9.1	10	9.5	8.3	4.2	9.6	14.4	7.8	3.9	9.5	14.3	8.7	91,9	
11	Hernández Jara Andrés	7.4	7.3	6.8	6.8	28.3	9	10	9.5	10	9.6	7.6	3.8	9.4	14.1	9.2	4.6	9.2	13.8	10.0	84,2	reprobada
12	Hernández Solis Ericka	6.4	4.4	2.8	4.8	18.4	7	9	8.2	9	8.0	4.3	2.2	7.0	10.5	5.0	2.5	7.7	11.6	8.9	62,0	
13	Leiva Murillo Valery Charlym	7.1	5.8	7.1	6.5	26.5	8	10	9.2	10	8.9	7.0	3.5	8.4	12.6	6.0	3.0	8.8	13.2	8.7	76,4	
14	López Jiménez Omar	6.4	7.6	5.8	8.0	27.8	9	10	9.0	9	9.0	8.6	4.3	8.4	12.6	7.5	3.8	9.4	14.1	9.3	80,9	
15	Morales Ramírez Catalina					0.0					0.0		0.0		0.0		0.0		0.0		0,0	
16	Rojas Fallas Pablo	7.8	6.7	7.4	8.2	30.1	8	9	8.8	9	8.5	8.0	4.0	8.6	12.9	6.0	3.0	8.4	12.6	9.3	80,4	
17	Rojas Ureña Melisa	5.4	6.0	5.8	6.5	23.7	8	10	9.0	10	9.1	6.6	3.3	9.0	13.5	4.2	2.1	9.3	14.0	9.3	75,0	reprobada
18	Solis Navarro María Alexandra	5.7	5.7	6.0	4.5	21.9	8	9	8.8	9	8.5	5.3	2.7	7.4	11.1	6.0	3.0	8.9	13.4	8.7	69,2	
19	Vesco Vargas María	6.7	6.0	6.2	8.2	27.1	9	9	8.9	9	8.9	4.6	2.3	8.6	12.9	5.3	2.7	9.2	13.8	9.3	77,0	
20	Villalta Mora Melissa	7.5	8.2	7.4	6.2	29.3	9	9	9.2	9	8.8	7.6	3.8	8.8	13.2	7.1	3.6	8.8	13.2	10.0	81,9	
21	Quesada V Alejandro	6.0	4.7	6.8	7.7	25.2	8	10	9.1	9	8.9	8.3	4.2	8.5	12.8	8.9	4.5	9.0	13.5	8.7	77,6	
22	Salazar Durón Catalina	7.1	6.0	6.8	8.2	28.1	8	10	8.8	9	8.7	7.6	3.8	8.6	12.9	8.5	4.3	8.6	12.9	8.7	79,4	
23	Muñoz Fernández Mauricio	6.1	5.1	6.8	6.8	24.8	9	10	8.2	10	9.2	4.0	2.0	8.4	12.6	6.4	3.2	8.8	13.2	9.5	74,5	
24	Chinchilla Zuñiga Jurgen		5.8			5.8	8				2.0		0.0		0.0		0.0		0.0		7,8	

Firma del profesor: _____

Fecha: _____



NOMBRE DEL PROFESORA: CAROLINA SOLANO HIDALGO

HORARIO: MIÉRCOLES Y VIERNES DE 6 A 8:30 PM Aula: B004-COO3
 GRUPO:

STUDENTS' INFORMATION RECORD

	Quizzes				ASSIGNMENTS				Midterm test			Final Test			CLASS WORK	Final Grade	Condición (aprobado o reprobado)					
	1	2	3	4	40%	1	2	3	4	10%	Listening	5%	oral	15%				5%	oral	15%		
1	Arias Vargas Yendry	7,5	9,5	6,6	7,9	31,5	2,2	2,3	2,2	2,4	9,1	7,3	3,7	9,8	14,7	4,8	2,4	9,6	14,4	9,5	85,3	
2	Barrantes Picado Monserrat	8,5	8,0	6,4	7,9	30,8	2	1,9	2	8,2	7,7	3,9	8,0	12,0	12,0	6,3	3,2	9,3	14,0	9,5	81,5	
3	Bozzoli Kohkemper Katherine	7,5	9,1	8,6	9,1	34,3	2	1,9	2	8,1	7,3	3,7	8,6	12,9	12,9	5,5	2,8	9,8	14,7	10,0	86,4	
4	Calderón Torres Alexander	8,7	9,1	8,8	9,6	36,2	3	2,0	3	9,4	7,7	3,9	10,0	15,0	15,0	7,9	4,0	10,0	15,0	9,0	92,4	
5	Castro Granados Byron Arley	9,1	10,0	9,0		28,1	3	2,1	2	9,3	9,6	4,8	10,0	15,0	15,0	8,2	4,1	9,8	14,7	8,9	84,9	
6	Hernández Jara Andres	7,4	8,6	6,8	8,1	30,9	2	2,2	2	9,1	7,7	3,9	9,6	14,4	14,4	6,3	3,2	9,8	14,7	9,5	85,6	
7	López Jiménez Omar	6,8	8,2	6,2	6,2	27,4	2	1,8	2	8,3	6,5	3,3	8,6	12,9	12,9	5,1	2,6	9,7	14,6	9,3	78,3	
8	Quesada Vargas Alejandro	7,7	6,8	8,0	7,2	29,7	3	2,1	3	9,4	6,9	3,5	10,0	15,0	15,0	6,3	3,2	9,4	14,1	8,7	83,5	
9	Rojas Fallas Pablo	6,6	8,4	5,6	10,0	30,6	2	1,8	2	6,6	6,9	3,5	8,8	13,2	13,2	4,2	2,1	9,8	14,7	9,0	79,7	
10	Chinchilla Dennis	8,3	9,8	8,8	8,7	35,6	3	2,4	2	9,3	6,9	3,5	9,8	14,7	14,7	5,1	2,6	9,4	14,1	10,0	89,7	
13																						

Firma del profesor: _____

Fecha: _____

La nota mínima es de 75 del nivel cero al quinto. De 80 de sexto nivel en adelante. Ej. 74.50 se redondea a 74 y 74.51 se redondea a 75

Control de matricula - Curso de Inglés Conversacional

Nivel: IV

Horario: M y V

Grupo:

V bimestre 2013

	Estudiante	Número de cédula	Fecha de Nacimiento	Ocupación	Lugar de residencia
1	Hernandez Solis Ericka	1-1351-0596	28/04/1988	Estudiante	Rivas
2	Arias Vargas Yendry	1-1679-0663	19/06/1997	Estudiante	General Viejo
3	Barboza Chacon Lucrecia	1-8941-0024	02/05/1968	Enfermera	Barrio Loma Verde
4	Barrantes Barrantes Fabiola	1-1788-0101	26/08/2000	Estudiante	Villa Liglia
5	Barrantes Picado Monserrat	1-1553-0212	17/10/1993	Estudiante	Palmares
6	Bolaños Salazar Mariana	1-1664-0567	26/12/1996	Estudiante	Villa Nueva
7	Bozzoli Kohkemper Katherine	1-1479-0135	12/09/1991	Estudiante	Barrio Laboratorio
8	Calderon Sanchez Roy David	1-1681-0214	09/07/1997	Estudiante	Sinal
9	Calderon Torres Alexander	1-1706-0158	05/04/1998	Estudiante	Barrio Santa Cecilia
10	Cordero Varela Erika Marcela	1-1483-0461	28/10/1991	Auxiliar Contable	Invo el clavel
11	Delgado Segura Daniel	1-1679-0791	14/09/1995	Estudiante	Pedregoso
12	Hernandez Jara Andres	1-1560-0982	15/01/1994	Estudiante	Palmares
13	Lera Murillo Valery Charlyn	1-1668-0197	08/02/1997	Estudiante	Sagrada Familia
14	López Jiménez Omar	1-1033-0191	07/04/1979	Docente	San Isidro
15	Morales Ramirez Catalina	1-1033-0191	07/04/1979	Docente	San Isidro
16	Morales Ramirez Catalina	1921-639	19/10/1975	Medico	Barrio Lourdes
17	Rojas Fallas Pablo	1-1703-0128	02/03/1998	Estudiante	Palmares
18	Rojas Ureña Meisa	1-1305-0658	19/12/1986	Estudiante	Villa Nueva
19	Solis Navarro Maria Alexandra	1-1428-0875	22/05/1990	Diseño grafico	San Rafael Norte
20	Vesco Vargas Maria	1-1024-0749	28/10/1978	Contadora	Barrio Sagrada Familia
21	Vesco Vargas Maria	1-1667-0202	28/01/1997	Estudiante	Barrio Unesco
22	Vesco Vargas Maria	1-0869-0074	29/10/1973	Telecomunicaciones	Rivas
23	Vesco Vargas Maria	1-1690-0112	10/10/1997	Estudiante	San Isidro
24	Salazar Duran Catalina	54198-71	14/12/1997	Estudiante	

Horario: M y V

Grupo:

1º bimestre 2013

	Estudiante	Numero de cedula	Fecha de Nacimiento	Ocupación	Lugar de residencia	Teléfono
1	Anias Vargas Yendry	1-1679-0663	19/06/1997	Estudiante	General Viejo	8798-2446
2	Barrantes Picado Monserrat	1-1553-0111	17/10/1993	Estudiante	Palmares	2771-7693
3	Bozzoli Kohkemper Katherine	1-1479-0145	12/09/1991	Estudiante	Barrio Laboratorio	8850-9401
	Calderon Torres Alexander	1-1706-0148	05/04/1998	Estudiante	Barrio Santa Cecilia	8518-1622
5	Castro Granados Byron Arley	1-1395-0119	13/06/1989	Oficinista	Invo Centro	8855-8040
6	Chinchilla Navarro Dennis	1-1447-0477	11/01/1900	Agente de ventas	La Union	2731-1905
7	Cordero Varela Erika Marcela	1-1453-0445	28/10/1991	Auxiliar Contable	Invo el clavel	8912-2140
8	Elizondo Moya Allan	1-1533-0548	28/03/1993	Oficinista	Barrio Sinai	8486-6487
9	Hernández Jara Andres	1-1560-0987	15/01/1994	Estudiante	Palmares	2771-8446
10	López Jiménez Omar	1-1033-0390	07/04/1979	Docente	San Isidro	8669-6501
11	Quesada Vargas Alejandro	1-1680-0112	10/10/1997	Estudiante	San Isidro	8479-0679
12	Rojas Fallas Pablo	1-1703-0176	02/03/1998	Estudiante	Palmares	2771-1253
13	Salazar Duran Catalina	54198-71	14/12/1997	Estudiante		8660-8433

UNIVERSIDAD NACIONAL
SEDE REGIONAL BRUNCA
CENTRO DE IDIOMAS UNIVERSIDAD NACIONAL
CURSO: CI-UNA 5
CÓDIGO: CI-UNA 5



TIPO DE CURSO: PRESTACIÓN DE SERVICIOS
MODALIDAD: CICLO DE 8 SEMANAS
NATURALEZA: CONVERSACIONAL
_____ BIMESTRE 2013

PROFESOR(A): _____

HORARIO: _____ Aula: _____

HORA DE ATENCIÓN AL ESTUDIANTE: _____

NIVEL: _____

GRUPO: _____

HORAS PRESENCIALES: 05

ÁREA DE CONOCIMIENTO: CAPACIDAD FUNCIONAL EN EL IDIOMA

REQUISITO: Nivel IV ó Examen de Ubicación que lo ubique en el nivel V

PROGRAMA DEL CURSO

DESCRIPCIÓN

Este curso, CI-UNA 5, ha sido diseñado para que el/la estudiante asimile y desarrolle las estrategias adecuadas para permitirle el manejo adecuado de las cinco destrezas lingüísticas del dominio de una lengua. CI-UNA 5 es el quinto curso de diez niveles, y de esta manera, el o la estudiante tiene la oportunidad de utilizar el vocabulario necesario para expresarse con mayor precisión. En este nivel el dominio de estructuras gramaticales le permitirá lograr una comunicación mucho más efectiva, y que a su vez involucrará los aspectos prosódicos para una mejor pronunciación de dicha lengua. De esta manera, el aprendizaje de la lengua ayudará al o a la estudiante a negociar la comunicación en los contextos sociales a un nivel principiante alto que se vaya a encontrar. Los patrones culturales y dialectales serán expuestos al estudiante como una excelente clave para su éxito global, para así poder expresar y comprender el idioma oral con mayor efectividad. La presencia del estudiante en este curso será de cinco horas semanales.

El diseño y distribución de estos cursos están basados de acuerdo a lo presentado y exigido por el Marco Común Europeo de Referencia para las Lenguas Vivas.

OBJETIVOS GENERALES

En este curso se plantea como objetivo general la inclusión de los estudiantes en actividades de producción oral para el desarrollo con mayor precisión de las habilidades lingüísticas orales que les permitan comunicarse efectivamente en situaciones comunicativas reales.

Objetivos Específicos

Como resultado de su participación activa en clase, el estudiante podrá:

- Tomar parte en conversaciones con un nivel intermedio bajo de fluidez por medio del uso adecuado de las formas y funciones apropiadas al contexto social y lingüístico.
- Comprender material tanto escrito como auditivo y visual con el fin de manejar una base documental que apoye su participación en las conversaciones.
- Expresar y defender sus opiniones de manera coherente y fundamentada sobre el tema que se discute.
- Mostrar dominio de algunas técnicas de escritura y lectura

- Utilizar diversas estrategias de comunicación para lograr una interacción efectiva.
- Comprender y emplear el vocabulario apropiado para comunicar ideas acerca de situaciones usuales de la vida real
- Lograr una pronunciación adecuada del vocabulario aprendido.

CONTENIDOS TEMATICOS:

COMPRENSIÓN AUDITIVA

Esta parte está dedicada a la capacidad que el/la estudiante tenga de comprender el inglés en los siguientes temas:

1. *An interview with a chef.*
2. *An interview with a soccer referee.*
3. *Psychologist talking about position in the family. Song: We are family.*
4. *Song: Ka-ching*
5. *Understanding a news program.*
6. *An interview with an American living in Ecuador*
7. *A trip from London to the south of France; road safety.*
8. *An interview about politeness.*
9. *Interview with a musician.*
10. *Psychologist talking about learning new skills. Song: You can get it if you really want.*

INTERACCIÓN Y EXPRESIÓN ORAL

En esta parte se discuten y analizan los siguientes temas:

1. *Talking about eating habits.*
2. *Telling a story.*
3. *Talking about sports.*
4. *Families.*
5. *Money questionnaire.*
6. *How long...?*
7. *Talking about road safety.*
8. *Talking about cell phones.*
9. *Talking about manners.*
10. *Matching people with their jobs.*
11. *Talking about abilities.*

COMPRENSIÓN DE LECTURA

La/el estudiante leerá y analizará lecturas de los siguientes temas:

1. *Food: fuel or pleasure?*
2. *When you hear the final whistle.*
3. *We are family.*
4. *My life without money.*
5. *It was just a vacation, but it changed my life.*
6. *Race to the sun.*
7. *Culture shock.*
8. *Do I really look like this?*
9. *Never give up?*

EXPRESIÓN ESCRITA

La/el estudiante escribirá acerca de los siguientes temas:

1. *Describing a person.*
2. *Telling a story.*
3. *An informal letter.*

CONTENIDOS GRAMATICALES, DE VOCABULARIO Y DE PRONUNCIACION

GRAMÁTICA:

1. *Present tenses: Simple and continuous.*
2. *Action and non-action verbs.*
3. *Past tenses: Simple, continuous, perfect.*

4. Future forms: going to, present continuous, will.
5. Present perfect and simple past.
6. Present perfect continuous.
7. Comparatives and superlatives.
8. Must, have to, should (obligation)
9. must, may, might, can't (deduction)
10. can, could, be able to, (ability and possibility)

VOCABULARY:

1. Food and restaurants.
2. Sports.
3. Family, personality.
4. Each other or reflexive pronouns?
5. Money and phrasal verbs.
6. Strong adjectives: exhausted, amazed, etc.
7. Transportation and travel: how long + take
8. Cell phones
9. Describing people: look+adjective, look like+noun
10. -ed / -ing adjectives; so.

PRONUNCIATION:

1. Vowels /ʊ/ and /u:/; understanding phonetics.
2. /ɜ:/ and /ər/.
3. Word stress, adjective prefixes and suffixes.
4. Saying numbers.
5. Sentence stress, strong adjectives.
6. Stress in compound nouns.
7. Sentence stress.
8. -eigh, -aigh, -igh.

METODOLOGÍA

Como la comunicación oral es el principal objetivo del curso, los y las estudiantes deberán participar en una serie de trabajos de tipo grupal, dual o individual tales como diálogos, dramatizaciones, discusiones, juegos, etc. que conducirán al desarrollo de sus habilidades lingüísticas. El profesor (a) será un facilitador (a) y guía en el proceso de participación y comunicación.

EVALUACIÓN

Tareas orales y escritas 10%

Pruebas cortas 40% (gramática y escucha)

Exámenes parciales estandarizados:

I examen 15% comunicación oral y 5% comprensión auditiva

II examen 15% comunicación oral y 5% comprensión auditiva

Trabajo en clase 10%

Notas: Las fechas para estos exámenes serán estipuladas por las ejecutoras del proyecto e indicadas en los programas del curso.

Tareas:

Se asignarán tareas conforme al avance del curso y las disposiciones que designe el profesor de acuerdo a las necesidades del mismo.

Descripción:

Pruebas cortas:

Individualmente los y las estudiantes resolverán pruebas cortas prácticas y teóricas durante el periodo. Las fechas y los temas están establecidos en el cronograma del curso.

Exámenes orales: Evaluaciones orales en las cuales el estudiante demuestra fluidez utilizando la gramática, vocabulario y la pronunciación de los sonidos estudiados. Esta prueba es colegiada y se realizará con un tribunal conformado por dos evaluadores.

Trabajo en clase:

Durante cada sesión la profesora mantendrá un registro anecdótico para el control del trabajo en clase. Se tomará como participación efectiva la contribución de ideas u opiniones que amplíen o refuercen el tema en cuestión. Al finalizar cada sesión la profesora asignará la nota de 1 a 4 según la escala adjunta a cada estudiante. La nota de participación no solo se dará al finalizar el periodo, sino que también durante el mismo esto con el fin de indicar a los estudiantes de su desenvolvimiento en la clase y favorecer al mismo (a) para que mejore, cuando así sea el caso, antes de que el periodo concluya.



Working and participating in class is more than physical presence. It means making a meaningful contribution to required class materials, answering questions, offering constructive opinions, and generally cooperating with the teacher and other students in the class.

To practice reflective thinking, you must take the risk of sharing your views and interpretation and receive feedback from others regarding the soundness of those views and interpretations. We construct knowledge and learn from each other, and if you don't speak, others don't learn from you (and vice versa). The evaluation of your class work is based on what can be demonstrated and observed in the classroom—you need to **SHOW WHAT YOU KNOW!**

Class work is graded on a scale from 0 (lowest) through 4 (highest), using the criteria below. The criteria focus on what you demonstrate and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from.

Grade Criteria

- 0 Absent.
- 1 Present, not disruptive.
Tries to respond when called on but does not offer much.
Demonstrates very infrequent involvement in discussion.
- 2 Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.
Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class).
Does not offer to contribute to discussion, but contributes to a moderate degree when called on.
Demonstrates sporadic involvement.
- 3 Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.
Offers interpretations and analysis of case material (more than just facts) to class.
Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.
Demonstrates consistent ongoing involvement.
- 4 Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).
Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further.
Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.
Demonstrates ongoing very active involvement.

STUDENT: _____ DATE: _____

Fluency (10)

Speech frequently hesitant and jerky; long, unnatural pauses, or utterances left unfinished

4-5 *Some definite stumbling, but manages to rephrase or continue*

6-8 *Speech generally natural and continuous; only slight stumbling or unnatural pauses*

9-10 *Speech natural and continuous; no unnatural pauses*

Vocabulary (breadth and precision of usage) (10)

1-3 *Often lacks needed words; somewhat inaccurate usage (wrong pronunciation/part of speech)*

4-7 *Occasionally lacks basic words; generally accurate usage (some mispronunciation)*

8-10 *Rich and extensive vocabulary (pronounced correctly which shows command)*

Grammatical Structures (20)

1-5 *Most utterances rendered incorrectly, major structural problems remain*

6-10 *Many correct utterances, but with definite structural problems*

11-15 *Many utterances rendered correctly, but significant structural problems interfere with communication*

16-20 *Utterances almost always correct, with some minor structural problems*

Pronunciation (20)

1-5 *Frequent errors interfere with clear communication*

6-10 *Some consistent errors in several areas*

11-15 *Some sporadic deviations, still they may interfere with communication*

16-20 *Insignificant deviations; effective in communication*

Comprehensibility (10)

1-2 *Many errors; a lot of incomprehensible phrases*

3-5 *Many errors, but still generally comprehensible*

6-8 *Mostly comprehensible to native speakers of English; only an occasional word not comprehensible*

9-10 *Entirely comprehensible to native speakers of English; no words incomprehensible*

II PART: COMMAND OF THE TOPIC 30%

1-5 *Most comments about the topics are irrelevant and superficial.*

6-10 *Only a few comments pertain to the subject under discussion; there seems to be little effort in going deeper.*

11-15 *Some good ideas about the subject matter, still not fully significant and complete.*

16-22 *Ideas are generally complete and accurate; however, there is some repetition or hesitation and unclear organization of ideas.*

All or most ideas are thoroughly uttered with no hesitation involved; answers questions about the subject; is able to organize his/her ideas in a logical sequence, and provides profound and accurate thoughts about the subject matter.

COMMENTS/SUGGESTIONS:

BIBLIOGRAFÍA

Libros de texto recomendados

Oxenden, C. & Latham-Koening C. (1997). American English File 2B. New York: Oxford University Press.

Diccionarios

Oxford ESL Dictionary

Cada estudiante debe tener un diccionario monolingüe (inglés).

NOTAS:

NOTAS:

*La nota mínima de aprobación de los cursos de los niveles del 1 al 5 es 75 en una escala de 1 a 100 y del 6 al 10 es 80. El/la estudiante que obtenga una nota mínima a la aquí establecida deberá repetir el curso.

*La nota final corresponderá a un número entero y se redondeará a la unidad próxima inmediata, de la siguiente manera: 0.1 a 0.50 se redondea a la unidad inferior y de 0.51 a 0.99 se redondea a la unidad superior. Por ejemplo, 74,50 se redondea a 74 y 74,51 se redondea a 75.

* La asistencia es obligatoria. Con más de dos sesiones de inasistencia, el estudiante perderá el curso. El estudiante quedará ausente después de 10 minutos de iniciada la sesión y tardía antes de esos 10 minutos. Tres tardías constituyen una ausencia.

* Queda prohibido el uso de celulares y otros artefactos electrónicos visuales o auditivos que interrumpan el óptimo desarrollo de los procesos de enseñanza y aprendizaje. Lo anterior rige cuando no sea utilizado para trabajo en el aula.

* Los trabajos presentados de manera tardía no serán aceptados.

* Este curso por su naturaleza práctica no ofrece examen extraordinario.

* En las clases de laboratorio se debe evitar salir antes de la hora programada y las salidas innecesarias e inoportunas del mismo que tienden a interrumpir el proceso enseñanza-aprendizaje.

En caso de ausentarse a alguna prueba esta solo se reprogramará con debido comprobante médico expedido por la Caja Costarricense de Seguro Social.

SCHEDULE WEEK / TIME	CI-UNA 5 TOPIC	GRAMMAR	VOCABULARY	PRONUNCIATION
1	2.5 h Food: fuel or pleasure?	Present tenses: simple and continuous action and non-action verbs	Food and restaurants	
2	2.5 h If you really want to win, cheat Quiz 1	Past tenses: simple, continuous, perfect	Sports	
3	2.5 h We are family Introductions	Future forms: going to, present continuous, will	Family, personality	Word stress, adjective prefixes and suffixes
4	2.5 h Describing a person What do you remember? what can you do? Quiz 2 Ka-ching!	Present perfect and simple past	Money, phrasal verbs Strong adjectives:	Saying numbers
STANDARDIZED MIDTERM TEST I				
5	2.5 h Changing your life	Present perfect continuous	Strong adjectives: exhausted, amazed, etc.	Sentence stress, strong adjectives
6	2.5 h Race to the sun In the office Quiz 3 In the office Telling a story	Comparatives and superlatives What do you remember ?	Transportation and travel How long + take What can you do ?	Stress in compound nouns
7	2.5 h Modern manners	Must, have to, should (obligation)	Cell phones	Sentence stress
	2.5 h Judging by appearances	Must, may, might, can't (deduction)	Describing people Look+adjective, look like+noun	-eigh -aigh -igh
	2.5 h What do you remember ? What can you do ? Quiz 4			
8	2.5 h If at first you don't succeed...	Can, could, be able to, (ability and possibility)	Ed / -ing adjectives so	Sentence stress
STANDARDIZED MIDTERM TEST II				



UNIVERSIDAD NACIONAL
SEDE REGIONAL BRUNCA
CENTRO DE IDIOMAS UNIVERSIDAD NACIONAL
CURSO: CI-UNA _____



PROFESOR: _____
Writing Rubric
Total points: 20

Pts. Earned: _____

Score: _____

Student's name: _____

Writing Rubric: *The teacher uses a checkmark (✓) to indicate the level accomplished by the student.*

Communication	Description
9-10 = Exemplary <input type="radio"/>	The student fully describes moods and feelings members in the e-mail properly.
7-8 = Effective <input type="radio"/>	The student describes most of the moods and feelings properly.
5-6 = Adequate <input type="radio"/>	The student somehow describes the moods and feelings.
3-4 = Limited <input type="radio"/>	The student describes the moods and feelings in a very limited way.
1-2 = Minimal <input type="radio"/>	The student describes the moods and feelings inappropriately.
0 = Unaccomplished <input type="radio"/>	The student did not describe the moods and feelings. S/he did not communicate any ideas.

Task fulfillment	Description
5 = Exemplary <input type="radio"/>	The task is fully completed. The instructions are properly followed.
4 = Effective <input type="radio"/>	The task is almost completed. Most instructions are followed by the student.
3 = Adequate <input type="radio"/>	The task is somehow completed. Some of the instructions are followed.
2 = Limited <input type="radio"/>	The task is completed in a very limited way. Just a few instructions are followed.
1 = Minimal <input type="radio"/>	The task is not completed as required. The instructions are not followed appropriately.
0 = Unaccomplished <input type="radio"/>	The task was not completed.

Use of the language (grammar and mechanics)	Description
5 = Exemplary <input type="radio"/>	The student uses all the grammatical structures. If the student uses other structures, s/he writes them accurately. Spelling and punctuation are accurately used.
4 = Effective <input type="radio"/>	The student uses most of the grammatical structures. If the student uses other structures, s/he writes them in an acceptable way. Spelling and punctuation are somehow accurately used.
3 = Adequate <input type="radio"/>	The student uses some of the grammatical structures with some limitations. If the student uses other structures, s/he writes them in an average way. Spelling and punctuation are average used.
2 = Limited <input type="radio"/>	The student uses the grammatical structures in a very limited way. If the student uses other structures, s/he writes them with many limitations in many cases. Spelling and punctuation are poorly used.
1 = Minimal <input type="radio"/>	The learner does not use any of the grammatical structures, or uses them with many limitations in all cases. If the student uses other structures, s/he writes them inaccurately. Spelling and punctuation are definitely not accurately used.
0 = Unaccomplished <input type="radio"/>	The student did not use any grammatical structure whatsoever.

UNIVERSIDAD NACIONAL
SEDE REGIONAL BRUNCA
CENTRO DE IDIOMAS UNIVERSIDAD NACIONAL
CURSO: CI-UNA 6
CÓDIGO: CI-UNA 6
TIPO DE CURSO: PRESTACIÓN DE SERVICIOS
MODALIDAD: CICLO DE 8 SEMANAS
NATURALEZA: CONVERSACIONAL
_____ BIMESTRE 2013



PROFESOR(A): _____
HORARIO: _____ Aula: _____
HORA DE ATENCION AL ESTUDIANTE: _____
NIVEL: _____
GRUPO: _____
HORAS PRESENCIALES: 05
ÁREA DE CONOCIMIENTO: CAPACIDAD FUNCIONAL EN EL IDIOMA
REQUISITO: Nivel V ó Examen de Ubicación que lo ubique en el nivel VI

PROGRAMA DEL CURSO

DESCRIPCION

El curso CI-UNA 6 de la secuencia de diez cursos en inglés conversacional ha sido diseñado para que le permita al estudiante ampliar sus conocimientos del idioma inglés, y le da la oportunidad de desarrollar a un nivel más avanzado la habilidad de la expresión oral de una manera más adecuada y coherente. Como en los cursos que le anteceden a éste, la pronunciación y el manejo de estructuras gramaticales más complejas se complementarán con la comprensión de lectura y la escritura como parte de los objetivos propuestos para el curso. De esta manera, la negociación de la comunicación en contextos sociales se logrará al alcanzar el nivel de principiante alto a intermedio bajo. Los aspectos culturales involucrados en la lengua meta y los aspectos prosódicos de la pronunciación serán expuestos al estudiante como una excelente guía para su éxito global, y de esta forma podrá expresar y comprender el idioma oralmente con mayor efectividad. La presencia del estudiante en este curso será de cinco horas semanales.

El diseño y distribución de estos cursos están basados de acuerdo a lo presentado y exigido por el Marco Común Europeo de Referencia para las Lenguas Vivas.

OBJETIVOS GENERALES:

En este curso, el estudiante:

Desarrollará mayores estrategias para comunicarse oralmente en inglés a un nivel intermedio bajo con mejor fluidez, mejor pronunciación y coherencia, en situaciones comunicativas reales de carácter formal e informal. Ampliará más sus conocimientos del idioma inglés, tanto desde el punto de vista oral – pronunciación, fluidez, entonación- como del gramatical.

OBJETIVOS ESPECIFICOS:

Como resultado de su participación activa en clase, el estudiante podrá:

- Demostrar mejor comprensión auditiva de material en inglés.
- Utilizar las formas lingüísticas apropiadas para expresar oralmente en las funciones del lenguaje que se ofrecen en los contenidos temáticos de este programa.
- Comprender material tanto escrito como auditivo y visual con el fin de manejar una base documental que apoye su participación en las conversaciones.
- Comprender y emplear el vocabulario apropiado para comunicar con mejor fundamento sus ideas acerca de situaciones usuales de la vida real
- Lograr una pronunciación adecuada del vocabulario aprendido.

CONTENIDOS TEMATICOS:

COMPRESIÓN AUDITIVA

Esta parte está dedicada a la capacidad que el/la estudiante tenga de comprender el inglés en los siguientes temas:

1. Interview about a TV show.
2. People's dream houses; Song: *Our house*.
3. Interview about *Friends Reunited*; People talking about friendship.
4. An expert talking about how to slow down in life.
5. Two journalists talking about a spa; Song: *Sk8er Boi*
6. An interview with Jessica, the librarian.
7. Understanding a radio program about bad science.
8. An interview about working with Steven Spielberg.
9. A radio contest about heroes and icons; song: *Holding out for a hero*.
10. The conclusions of stories about bad luck and good luck; Song *Ironic*.
11. Interview with a detective.
12. People talking about objects they couldn't live without.

INTERACCIÓN Y EXPRESIÓN ORAL

En esta parte se discuten y analizan los siguientes temas:

1. Talking about education.
2. Describing your dream house.
3. Talking about friendship. Things you used to do, have, etc.
4. Planning a new city.
5. Topics men and women talk about men and women.
6. Talking about work. Imagining doing other jobs.
7. Shopping questionnaire. Talking about complaining.
8. Movie questionnaire.
9. Talking about a person you admire.
10. How lucky are you?
11. A police interview roleplay.
12. Talking about TV habits.

COMPRESIÓN DE LECTURA

La/el estudiante leerá y analizará lecturas de los siguientes temas:

1. So, school these days is easy? Think again.
2. Houses you'll never forget.
3. Do you need to "edit your friends?"
4. Slow down, you move too fast.
5. A gossip with the girls.
6. From librarian to political reporter... In a month!
7. Making a complaint –is it worth it?
8. Famous movies that moved us (literally!)
9. Heroes and icons of our time.
10. Bad luck? Good luck? Can we make our own luck?
11. Jack the Ripper – case closed?
12. Couple turns on after 37 years without power.

EXPRESIÓN ESCRITA

La/el estudiante escribirá acerca de los siguientes temas:

1. Describing a house or an apartment.
2. Formal letters and a résumé.
3. A movie review.
4. An article for a magazine.

CONTENIDOS GRAMATICALES, DE VOCABULARIO Y DE PRONUNCIACION

GRAMATICA:

1. First conditional and future time clauses + when, until, etc.
2. Second conditional

3. Usually and used to
4. Quantifiers.
5. Articles: *a/an, the, no article*.
6. Gerunds and infinitives.
7. Reported Speech: statements, questions, and commands.
8. Passive (be+past participle)
9. relative clauses: defining and non-defining.
10. Third conditional.
11. Tag questions, indirect questions.
12. Phrasal verbs.

VOCABULARY:

1. Education
2. Houses.
3. Friendship –get
4. Noun formation.
5. Verbs and adjectives + prepositions. Connectors: however, according to, on the other hand, also, while.
6. Work, shopping, movies.
7. what people do.
8. Making adjectives and adverbs. *What or that?*
9. Compound nouns. Television, phrasal verbs.

PRONUNCIATION:

1. /N/ or /yul/?
2. Sentence stress
3. /s/ or /z/?
4. –ough and –augh
5. the, /e/ or /ð/
6. Word stress.
7. Consonant sounds: /g/, /dʒ/, /k/, /ʃ/, /tʃ/
8. Intonation in tag questions
9. Review of sounds, linking.

METODOLOGÍA

Como la comunicación oral es el principal objetivo del curso, los y las estudiantes deberán participar en una serie de trabajos de tipo grupal, dual o individual tales como diálogos, dramatizaciones, discusiones, juegos, etc. que conducirán al desarrollo de sus habilidades lingüísticas. El profesor (a) será un facilitador (a) y guía en el proceso de participación y comunicación.

EVALUACIÓN

Tareas orales y escritas 10%

Pruebas cortas 40% (gramática y escucha)

Exámenes parciales estandarizados:

I examen 15% comunicación oral y 5% comprensión auditiva

II examen 15% comunicación oral y 5% comprensión auditiva

Trabajo en clase 10%

Notas: Las fechas para estos exámenes serán estipuladas por las ejecutoras del proyecto e indicadas en los programas del curso.

Tareas:

Se asignarán tareas conforme al avance del curso y las disposiciones que designe el profesor de acuerdo a las necesidades del mismo.

Descripción:

Pruebas cortas:

Individualmente los y las estudiantes resolverán pruebas cortas prácticas y teóricas durante el periodo. Las fechas y los temas están establecidos en el cronograma del curso.

Exámenes orales: Evaluaciones orales en las cuales el estudiante demuestra fluidez utilizando la gramática, vocabulario y la pronunciación de los sonidos estudiados. Esta prueba es colegiada y se realizará con un tribunal conformado por dos evaluadores.

Trabajo en clase:

Durante cada sesión la profesora mantendrá un registro anecdótico para el control del trabajo en clase. Se tomará como participación efectiva la contribución de ideas u opiniones que amplíen o refuercen el tema en cuestión. Al finalizar cada sesión la profesora asignará la nota de 1 a 4 según la escala adjunta a cada estudiante. La nota de participación no solo se dará al finalizar el periodo, sino que también durante el mismo esto con el fin de indicar a los estudiantes de su desenvolvimiento en la clase y favorecer al mismo (a) para que mejore, cuando así sea el caso, antes de que el periodo concluya.

CI-UNA
CENTRO DE IDIOMAS UNIVERSIDAD NACIONAL
EVALUATING CRITERIA FOR CLASS WORK

STUDENT'S NAME: _____

DATE: _____ GRADE: _____



Working and participating in class is more than physical presence. It means making a meaningful contribution to required class materials, answering questions, offering constructive opinions, and generally cooperating with the teacher and other students in the class.

To practice reflective thinking, you must take the risk of sharing your views and interpretation and receive feedback from others regarding the soundness of those views and interpretations. We construct knowledge and learn from each other, and if you don't speak, others don't learn from you (and vice versa). The evaluation of your class work is based on what can be demonstrated and observed in the classroom—you need to SHOW WHAT YOU KNOW!

Class work is graded on a scale from 0 (lowest) through 4 (highest), using the criteria below. The criteria focus on what you demonstrate and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from.

Grade Criteria

- 0 Absent.
- 1 Present, not disruptive.
- 1 Tries to respond when called on but does not offer much.
Demonstrates very infrequent involvement in discussion.
- 2 Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.
Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class).
Does not offer to contribute to discussion, but contributes to a moderate degree when called on.
Demonstrates sporadic involvement.
- 3 Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.
Offers interpretations and analysis of case material (more than just facts) to class.
Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.
Demonstrates consistent ongoing involvement.
- 4 Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).
Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further.
Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.
Demonstrates ongoing very active involvement.



CENTRO DE IDIOMAS UNIVERSIDAD NACIONAL

CURSO: CI-UNA 6

PROFESSOR:

Score:

DEFINITIONS FOR EVALUATING ORAL EXAMS

STUDENT: _____

DATE: _____

I PART: LANGUAGE 70%

Fluency (10)

- 1-3 Speech frequently hesitant and jerky; long, unnatural pauses, or utterances left unfinished
- 4-5 Some definite stumbling, but manages to rephrase or continue
- 6-8 Speech generally natural and continuous; only slight stumbling or unnatural pauses
- 9-10 Speech natural and continuous; no unnatural pauses

Vocabulary (breadth and precision of usage) (10)

- 1-3 Often lacks needed words; somewhat inaccurate usage (wrong pronunciation/part of speech)
- 4-7 Occasionally lacks basic words; generally accurate usage (some mispronunciation)
- 8-10 Rich and extensive vocabulary (pronounced correctly which shows command)

Grammatical Structures (20)

- 1-5 Most utterances rendered incorrectly, major structural problems remain
- 6-10 Many correct utterances, but with definite structural problems
- 11-15 Many utterances rendered correctly, but significant structural problems interfere with communication
- 16-20 Utterances almost always correct, with some minor structural problems

Pronunciation (20)

- 1-5 Frequent errors interfere with clear communication
- 6-10 Some consistent errors in several areas
- 11-15 Some sporadic deviations, still they may interfere with communication
- 16-20 Insignificant deviations; effective in communication

Comprehensibility (10)

- 1-2 Many errors; a lot of incomprehensible phrases
- 3-5 Many errors, but still generally comprehensible
- 6-8 Mostly comprehensible to native speakers of English; only an occasional word not comprehensible
- 9-10 Entirely comprehensible to native speakers of English; no words incomprehensible

II PART: COMMAND OF THE TOPIC 30%

- 1-5 Most comments about the topics are irrelevant and superficial.
- 6-10 Only a few comments pertain to the subject under discussion; there seems to be little effort in going deeper.
- 11-15 Some good ideas about the subject matter, still not fully significant and complete.
- 16-22 Ideas are generally complete and accurate; however, there is some repetition or hesitation and unclear organization of ideas.
- 23-30 All or most ideas are thoroughly uttered with no hesitation involved; answers questions

about the subject; is able to organize his/her ideas in a logical sequence, and provides profound and accurate thoughts about the subject matter.

COMMENTS/SUGGESTIONS:

BIBLIOGRAFÍA

Libros de texto recomendados

Oxenden, C. & Latham-Koening C. (1997). American English File 2B. New York: Oxford University Press.

Diccionarios

Oxford ESL Dictionary

Cada estudiante debe tener un diccionario monolingüe (inglés).

NOTAS:

*La nota mínima de aprobación de los cursos de los niveles del 1 al 5 es 75 en una escala de 1 a 100 y del 6 al 10 es 80. El/la estudiante que obtenga una nota mínima a la aquí establecida deberá repetir el curso.

*La nota final corresponderá a un número entero y se redondeará a la unidad próxima inmediata, de la siguiente manera: 0.1 a 0.50 se redondea a la unidad inferior y de 0.51 a 0.99 se redondea a la unidad superior. Por ejemplo, 74,50 se redondea a 74 y 74,51 se redondea a 75.

* La asistencia es obligatoria. Con más de dos sesiones de inasistencia, el estudiante perderá el curso. El estudiante quedará ausente después de 10 minutos de iniciada la sesión y tardía antes de esos 10 minutos. Tres tardías constituyen una ausencia.

* Queda prohibido el uso de celulares y otros artefactos electrónicos visuales o auditivos que interrumpan el óptimo desarrollo de los procesos de enseñanza y aprendizaje. Lo anterior rige cuando no sea utilizado para trabajo en el aula.

* Los trabajos presentados de manera tardía no serán aceptados.

* Este curso por su naturaleza práctica no ofrece examen extraordinario.

* En las clases de laboratorio se debe evitar salir antes de la hora programada y las salidas innecesarias e inoportunas del mismo que tienden a interrumpir el proceso enseñanza-aprendizaje.

En caso de ausentarse a alguna prueba esta solo se reprogramará con debido comprobante médico expedido por la Caja Costarricense de Seguro Social.

SCHEDULE/ CI-UNA/ VI

WEEK / TIME	TOPIC	GRAMMAR	VOCABULARY	PRONUNCIATION
1 2.5 h 2.5 h	Back to school	First conditional and future Time clauses + when, until, etc.	Feelings	/ / and /ju/
	In an ideal world	Second conditional	Houses	Sentence stress
2 2.5 h 2.5 h	Still friends?	usually and do	Friendship get	/s/ or /z/?
	Quiz 1			
3 2.5 h 2.5 h	Slow down, you move too fast	Quantifiers	Noun formation	-ough and -augh
	Same planet, different worlds			
Quiz 2				
4 2.5 h 2.5 h	Job swap	Gerunds and infinitives	Work	Word Stress
	STANDARDIZED MIDTERM TEST I			
5 2.5 h 2.5 h	Love in the Supermarket	Reported speech: statements, questions and commands.	Shopping	Consonant sounds: /g/, /d /, / / /t /, / / /.
	See the movie... get on a plane	Passive: be- past participle	movies	Sentence stress
6 2.5 h 2.5 h	I need a hero	Relative clauses: defining and non-defining	What people do	Word stress
	Can we make our luck?	Third conditional	Making adjectives or adverbs what or that?	Sentence stress
Quiz 3				
7 2.5 h 2.5 h	Murder mysteries	Tag questions, indirect questions	Compound nouns	Intonation in tag questions
	Quiz 4			
8 2.5 h 2.5 h	Turn it off	Phrasal verbs	Television, phrasal verbs	Review of sounds, linking
	STANDARDIZED FINAL TEST II			



UNIVERSIDAD NACIONAL
SEDE REGIONAL BRUNCA
CENTRO DE IDIOMAS UNIVERSIDAD NACIONAL
CURSO: CI-UNA _____



PROFESOR: _____

Writing Rubric

Total points: 20

Pts. Earned: _____

Score: _____

Student's name: _____


Writing Rubric: The teacher uses a checkmark (✓) to indicate the level accomplished by the student.

Communication	Description
9-10 = Exemplary <input type="radio"/>	The student fully describes moods and feelings members in the e-mail properly.
7-8 = Effective <input type="radio"/>	The student describes most of the moods and feelings properly.
5-6 = Adequate <input type="radio"/>	The student somehow describes the moods and feelings.
3-4 = Limited <input type="radio"/>	The student describes the moods and feelings in a very limited way.
1-2 = Minimal <input type="radio"/>	The student describes the moods and feelings inappropriately.
0 = Unaccomplished	The student did not describe the moods and feelings. S/he did not communicate any ideas.

Task fulfillment	Description
5 = Exemplary <input type="radio"/>	The task is fully completed. The instructions are properly followed.
4 = Effective <input type="radio"/>	The task is almost completed. Most instructions are followed by the student.
3 = Adequate <input type="radio"/>	The task is somehow completed. Some of the instructions are followed.
2 = Limited <input type="radio"/>	The task is completed in a very limited way. Just a few instructions are followed.
1 = Minimal <input type="radio"/>	The task is not completed as required. The instructions are not followed appropriately.
0 = Unaccomplished	The task was not completed.

Use of the language (grammar and mechanics)	Description
5 = Exemplary <input type="radio"/>	The student uses all the grammatical structures. If the student uses other structures, s/he writes them accurately. Spelling and punctuation are accurately used.
4 = Effective <input type="radio"/>	The student uses most of the grammatical structures. If the student uses other structures, s/he writes them in an acceptable way. Spelling and punctuation are somehow accurately used.
3 = Adequate <input type="radio"/>	The student uses some of the grammatical structures with some limitations. If the student uses other structures, s/he writes them in an average way. Spelling and punctuation are average used.
2 = Limited <input type="radio"/>	The student uses the grammatical structures in a very limited way. If the student uses other structures, s/he writes them with many limitations in many cases. Spelling and punctuation are poorly used.
1 = Minimal <input type="radio"/>	The learner does not use any of the grammatical structures, or uses them with many limitations in all cases. If the student uses other structures, s/he writes them inaccurately. Spelling and punctuation are definitely not accurately used.
0 = Unaccomplished	The student did not use any grammatical structure whatsoever.

Annex 7: Teacher's Guide for Real Listening



Real Listening

Teacher's Guide

Designed by:

Kevin Armando Brand Fonseca

Carlos Andrés Bermúdez Vásquez



Real Listening is a collection of authentic listening material envisioned to provide CI-UNA teachers of intermediate levels with extra material to reinforce the students' listening skill in a more effective way. Real listening intends to become an additional teaching resource that addresses the CI-UNA teachers' needs to have access to more real life language when dealing with listening instruction tasks. Language in the spoken texts is presented in different contexts and situations through video and audio content related to the topics studied in the CI-UNA courses in levels V and VI. The teacher's guide contains all the necessary steps to develop the sixteen Real Listening sessions including the key answers and supplementary material. By following the teacher's guide the teacher is able to implement each of the activities included in the students' booklet created for CI-UNA students at levels V and VI.

The implementation of Real Listening in the classroom in a constant way might have the next benefits:

1. Offering teachers authentic material to teach the listening comprehension.
2. Providing students with additional exposure to authentic listening material. These amounts of life-like input would enable them to cope with real-life language features when interacting in the L2.
3. Increasing students' interest and motivation toward the learning of the listening skill.
4. Motivating students to do extra practice outside of the classroom to foster their listening comprehension skills and progress.

However, Real Listening implies considering the next key aspect:

During the first sessions, many students may face problems to understand the authentic texts given that they may not have been exposed to this kind of language in previous courses. The creators of this material highly recommend playing the track three or four times if it were necessary. Nonetheless, the number of times has to be reduced progressively so that students can take the standardized exams in accordance with the guidelines given by the CI-UNA developers.

The activities proposed in the Real Listening session encompass the next sections.

Listening in 4, 3, 2...

These pre-listening activities consist of questions oriented to activate the students' schemata about the topic studied through diverse techniques that generate discussion.

Put It On!

For these while-listening activities, different kinds of items are used, such as: multiple choice, note-taking, true and false, short answer, completion, matching, and grid-filling. These activities are the core of the proposal and were developed with the distinct aims. The material used includes videos from YouTube famous channels, documentaries, talk shows, songs, recordings of TV interviews and news. Subsequently, the objectives will be delineated in the order they appear in the teacher's guide and the students' booklet.

Now What?

This post-listening section includes diverse speaking activities in which students use what has been learned in each Real Listening session along with the rest of the contents studied during the lesson, such as role-plays, discussions, simulations, board games, debates, individual and group presentations, impromptu talks, and panels. This section is included to integrate listening along with speaking and incorporate the Real Listening session into the STAR format proposed by the developers at CI-UNA.

One Step Beyond!

This particular section aims at encouraging students to work on meta-linguistic learning strategies. The idea is that the students can become autonomous learners of the L2, so this section offers guidance, reflection, and recommendations for students to expand their own learning.





TABLE OF CONTENTS

Week 1: Food: Fuel or Pleasure4

Week 2: If You Really Want to Win, Cheat!.....7

Week 3: We Are Family!10

Week 4: Ka-ching!13

Week 5: Changing Your Life15

Week 6: Race to the Sun.....18

Week 7: Modern Manners21

Week 8: If at First You Don't Succeed...23

Week 9: Back to School!.....25

Week 10: Slow Down, You Move Too Fast29

Week 11: Job Swap32

Week 12: Same Planet, Different Worlds34

Week 13: Love at the Supermarket37

Week 14: I Need a Hero.....39

Week 15: Murder Mysteries42

Week 16: Turn it off.....45





Week #1

FOOD: FUEL OR PLEASURE?

Goal: To identify main ideas and specific information on a documentary related to a health food restaurant through a multiple choice exercise.

Listening in 4, 3, 2...

STEPS:

1. Cut out the cards of the different vegetables at the end of this lesson plan. Ask students to get in groups according to the vegetable that they represent. For example: all the people who picked a card showing a carrot get together, all the tomatoes are one group, etc. Most groups would be of 3 or 4 people.
2. Have students discuss the questions given on page 3 in their corresponding groups. Encourage them to ask further questions to keep the conversation flowing.

Put It On!

STEPS:

1. Tell students that they are going to watch and listen to the video "Oliver's Real Food." The video shows the case of a chain of restaurants that sells healthy food (retrieved from <https://www.youtube.com/watch?v=fs1mrmLzOD4>).
2. Play the video twice. Encourage students to take notes the first time that the recording is played. The second time, have students solve the multiple choice exercise on page 4 by writing an (X) on the option that best completes each statement.
3. Have students read the statements with the correct answer. Give feedback on the answers and on pronunciation when it is necessary. Congratulate students on their efforts.



Answer Key:

1. B
2. A
3. A
4. A
5. B
6. C

Now What?

STEPS:

1. Let students work on the activity Four Corners. Ask them to get in pairs and prepare the opening of a new health food restaurant. Tell students that they have to design a logo and motto for the restaurant. Create a poster with the menu and services offered as well.
2. Ask students to get ready for a two-minute oral presentation about their new restaurant, put the things designed on the stand assigned, and try to convince their classmates that their restaurant is the best.

One Step Beyond!

STEP:

1. Encourage students to analyze their own learning and follow what is requested in the questions and recommendations in the section "One Step Beyond."





Apple



Pear



Strawberry



Pineapple



Apple



Pear



Strawberry



Pineapple



Apple



Pear



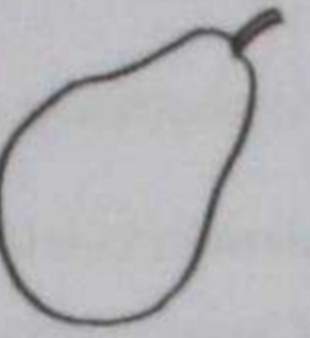
Strawberry



Pineapple



Apple



Pear



Strawberry



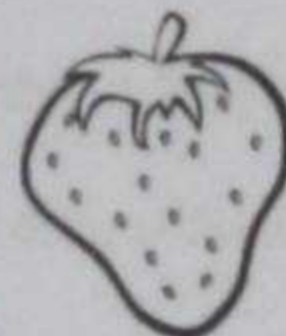
Pineapple



Apple



Pear



Strawberry



Pineapple





Week #2



IF YOU REALLY WANT TO WIN, CHEAT!

Goal: To recognize pertinent details on a talk show about performance enhancement drugs through a true and false exercise.

Listening in 4, 3, 2...

STEPS:

1. Write the names of the following sport son the board: VOLLEYBALL, BASKETBALL, TENNIS, SKIING, and SWIMMING. Ask students to choose the sport that they like the most from the list. Mime each sport and have students follow their miming. Tell them to keep miming the sport that they prefer while they are looking for other partners who are miming the same sport. Have students get in groups with the classmates that are miming the same sport.
2. Have students discuss the questions on page 6 in their corresponding groups. Encourage them to ask further questions to keep the conversation flowing.

Put It On!

STEPS:

1. Tell students that they are going to watch and listen to the video "Using Drugs to Cheat in Sports." The video depicts the consequences of doping oneself to win competitions (retrieved from <https://www.youtube.com/watch?v=D8PYfpqjHRU>)





2. Play the video twice. Encourage students to take notes the first time that the recording is played. The second time, have students solve a true and false exercise on page 7 by writing an (X) on the option that best completes each statement.
3. Have students read the statements with the correct answer. Give feedback on the answers and on pronunciation when it is necessary. Congratulate students on their efforts.

Answer Key:

1. T
2. T
3. F
4. T
5. F
6. T
7. F
8. F
9. T
10. T

Now What?

Steps:

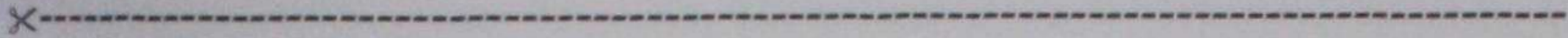
1. Cut out the speaking cards at the end of this lesson plan.
2. Tell students to discuss the questions through the Virginia's Reel technique. The technique is developed as follows: Make groups of 8 people. Students have to stand in two lines facing each other (4 people in each line). If they are on the left line, tell them to step towards the left when you indicate it and answer the question that their partners ask them. If they are on the right, make sure that they remain still while asking the questions in the card.
3. When students finish answering the questions on the four cards, ask them switch positions.

One Step Beyond!

Step:

1. Encourage students to analyze their own learning and follow what is requested in the questions and recommendations in the section "One Step Beyond."





CARD 1

1. What are our thoughts on athletes using performance enhancement? drugs?
2. Do you think athletes in all sports take drugs?



CARD 2

1. Have you ever cheated playing sports or doing any other thing?
2. Why do you think that people cheat?



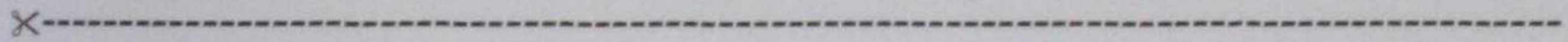
CARD 3

1. How often do you think athletes need to be tested?
2. Has any athlete from Costa Rica ever been discovered or banned?



CARD 4

1. How long should an athlete been banned for cheating with drugs?
2. Do you think sports will ever be totally clean?





Week #3

WE ARE FAMILY

Goal: To report main ideas and specific information about a documentary related to the role of the family and social change through a short answer exercise.

Listening in 4, 3, 2...

STEPS:

1. Tell students to get in pairs and discuss the questions in the "Listening in 4, 3, 2..." section on page 9 by playing "rock, scissors and paper." Show students the sign for each element in the game (the rock, the scissors, and the paper). Encourage students to say the phrase "rock, scissors, and paper," and show the sign to their classmates (rock beats scissors; scissors beats paper; and paper beats rock). Show them how to do it.
2. Make sure that the person that loses answers the first question. The procedure is repeated with the remaining questions.

Put It On!

STEPS:

1. Tell students that they are going to watch and listen to the video "The Role of Family and Social Change." The video unravels some challenges that families face nowadays (retrieved from <https://www.youtube.com/watch?v=d-u3khwsUsc>).



2. Play the video twice. Encourage students to take notes the first time that the recording is played. The second time, have students write the answers of the information solicited in the questions on page 10 based on the video.
3. Have students read the statements with the correct answer. Give feedback on the answers and on pronunciation when it is necessary. Congratulate students on their efforts.

Answer Key:

1. Because most experts agree that there is compelling evidence that families continue loving their children and investing in them as much as they can. Such love does not come from schools, or teachers and adults do not get that at work. Families do that and do better than the media might portray.
2. Despite some popular myths, the family is here to stay although it is transforming itself in many ways to face the challenges of our times.
3. The evolving family system, families are experiencing the same kind of changes as they have always done.
4. Industrial societies: kids are kept in school longer, in colleges or after college they might break or not depending on what they are doing.
Agrarian societies: families keep up to work and have a lot of kids. Structure large families are put all together into one group.
5. It is unlikely to undermine marriage. Women who have stable jobs and good earnings will help decreasing marriage instead of decreasing it. Such improvement of women in the labor market does not represent a threat to the family since the evidence to prove that is very weak. It goes the other way; the better predictor of family stability is economic stability.
6. The importance of families for our societies' stability and the changes it has had throughout time.

Now What?

STEPS:

1. Ask students to get in groups of 5 to role-play a situation. Tell students to imagine that they are a dysfunctional family with problematic adolescent children. The problems are caused because the parents spend little time with their children and are arguing most of the time.
2. Explain to students the situation in which they all go to a therapy with the psychologist in which s/he helps to overcome such a difficult situation.





One Step Beyond!

STEP:

1. Encourage students to analyze their own learning and follow what is requested in the questions and recommendations in the section "One Step Beyond."





Week #4



KA-CHING!

Goal: To identify pertinent details from a talk show about saving money by means of a completion exercise.

Listening in 4,3,2...

STEPS:

1. Ask students to get in groups of 5 people.
2. Put 5 different coins of different value in a box. Have students pick one coin without looking at coins at the bottom. Ask students to compare which coin each person in the group got and order them from the lowest to the highest. Encourage students to discuss the questions in the "Listening in 4, 3, 2..." on page 12 by following the order set previously.

Put It On!

STEPS:

1. Tell students that they are going to watch and listen to the video "To Really Save Money, do this..." On this video, some pieces of advice to save money are given (retrieved from <https://www.youtube.com/watch?v=ctbIRqsggZ8>)
2. Play the video twice. Encourage students to take notes the first time that the recording is played. The second time, have students solve the completion exercise on page 13 based on the video.
3. Have students read the statements with the correct answer. Give feedback on the answers and on pronunciation when it is necessary. Congratulate students on their efforts.



Answer Key:

1. more in control of their money.
2. they have coming in and going out.
3. get a haircut every six weeks instead of every four and go out to eat every two weeks instead of once a week.
4. wants and needs.
5. to have gasoline in the car to get to work or to buy food at a grocery store to eat.
6. how their lives turn around.
7. college loans.
8. the payment of their debts.
9. to split their money between debts and savings.
10. to use their money.

Now What?

STEP:

1. Have students read the situation on page 14 and present a solution to it through a 2 minute presentation in front of their classmates. They have 5 minutes to get ready.

One Step Beyond!

STEP:

1. Encourage students to analyze their own learning and follow what is requested in the questions and recommendations in the section "One Step Beyond."



Week #5



CHANGING YOUR LIFE

Goal: To discern main ideas and specific information from a documentary about changing lifestyles through note-taking techniques and elicitation questions.

Listening in 4,3,2...

STEP:

1. Tell students to get in groups of 4. Assign 1 of the questions on page 15 to each group member and talk about it for one minute without stopping.

Put It On!

STEPS:

1. Tell students to keep working in the groups and that they are going to watch and listen to the video "Living and Working in Peru" in which a person who moved to Perú talks about her professional changes with this decision (retrieved from <https://www.youtube.com/watch?v=Plkj3j68J2Q>).
2. As they listen carefully, tell them to write down any key ideas requested in the grids on page 16.
3. After that, give a whistle to each group and encourage students to answer the questions when the teacher asks for information. If anybody in the group knows the response, make sure that s/he blows the whistle to get the opportunity to answer.
4. The group with more correct answers is the winner.
5. Play the video twice.
6. Congratulate students on their efforts when the answers are right.



Questions

1. Which are some of the activities that Kate Mulder performs at work in Peru as a foreign business consultant?
2. What does Kate say in relation to her professional experience when working?
3. What does Kate mention about the opportunity of working with people in Peru, how does she describe them?
4. What does she think of the welcome Peruvian people have given to her?
5. Why does Kate say that the expat community (people working on the same job as her) is growing?

*The answers are given on the next chart**

Answer Key for "Put It On!":

1. She helps investors, products, and technologies from the States or outside to enter the market. So, she helps them to find the right partners to work with to distribute the products. She also works in the investment entrepreneurial ecosystem. Kate is bringing an entrepreneurial training program from Silicon Valley for children to start in the business world. She is building a brand new market for fair-trade gold.
2. She says that what she likes about being there is that she is a professional catalyst, so she is able to take what she knows and has experienced from all of her life and choose projects, industries, or people she wants to work with. She can work in the things she is passionate about.
3. Peruvian people are really open and receptive to ideas from the outside; it is different from other countries in that way. She thinks that it makes things easier to do business; Peruvians respect knowledge and education that might come from the outside and are willing to adapt it more into their own business; it supports what she does at work.
4. She says that the people, friends, colleagues, business, people on the street, has been just so warm. She was told a story about the Peruvian culture; they were explaining to her how Peruvian people are welcoming and sharing. And, they gave an example to her "If a friend pours a beer and he is Peruvian, he takes one beer and puts it in three glasses, so everybody can share. She express that now that she is there, that is what she has experienced. For her it's been nothing but positive.
5. Because every day she gets contacted by more people who are either curious of knowing what they can do, how they can work, and how they can invest. They are coming down and make the commitment to work on it. She says that it is really exciting to see the expat community growth and thinks that it shows a lot of the positive growth of Peru and what it has to offer.





Now What?

STEPS:

1. Ask students to work in groups of 4 and take up the role of a star (choose a real one) who is going to a talk show about how life changes after running into fame. Be the host.
2. Motivate the rest of the class to be the audience of the show and answer questions.

One Step Beyond!

STEP:

1. Encourage students to analyze their own learning and follow what is requested in the questions and recommendations in the section "One Step Beyond."





Week #6



RACE TO THE SUN

Goal: To recognize specific information from an entertainment video about traveling to London through a grid-filling exercise.

Listening in 4,3,2...

STEPS:

1. Ask students to get in groups of 5 people.
2. Paste a piece of newsprint at the corners of the classroom. Ask each group to write the name of a world tourist attraction to name their group. Then, encourage students to discuss the questions in the section "Listening in 4, 3, 2..." on page 18. Elicit comments from all the groups after the discussion.

Put It On!

STEPS:

1. Tell students that they are going to watch and listen to the video "The Best Things to See and Do in London." On this video, some tourist attractions found in London are pointed out (retrieved from <https://www.youtube.com/watch?v=CtvIYoZ4788>).
2. Play the video twice. Encourage students to take notes the first time that the recording is played. The second time, have students complete the chart on page 19 by writing three specific characteristics or details related to those tourist places in each column.
3. Have students read the statements with the correct answer. Give feedback on the answers and on pronunciation when it is necessary. Congratulate students on their efforts.



Answer Key for the "Put in On!":

Eye of London

- It was originally built as a one year attraction for the new millennium.
- It's been so successful that it is now a permanent part of the city.
- It has thirty-two different capsules, one for each of the boroughs of London.
- It provides people with a great view of the city including Buckingham Palace and Big Ben.

Big Ben

- It is a clock tower.
- Big Ben is not the name of the tower but the bell inside.
- Big Ben is inside the Elizabeth Tower which is part of the Westminster Palace.

Westminster Palace

- Westminster is home of the Parliament.
- It is home of multitude of historical events.
- Tours of Parliament are only offered during Saturdays.

Buckingham Palace

- Going on the tours is the only way people are able to see the Palace from its inside.
- There is still an amazing view from the outside of the Palace.
- Tours are only offered from late June and they last until late September.

Bomber Command Memorial

- It gives tribute to the Royal British Air force.
- It is dedicated to the over 55.000 air men that died during World War Two.
- You can get there walking from the Queen's House.

Tower of London

- It is an old castle.
- There you can learn about life during medieval times.
- An interactive feature of the place shows people how to shoot a bone arrow.

Tate Modern Museum

- To get there people can walk along the riverwalk path alongside the Thames River.
- Most of the galleries are free to get in.
- Some galleries are exclusively for paying customers.
- It is a huge facility.





Now What?

STEPS:

1. Provide students with material to design a brochure. Tell them to write the information about the main attractions of a place that they really like. Explain to students that they have to say why they like the place.
2. Ask students to present the information in the brochure in front of their classmates orally.
3. Have students read the situation in the material and present a solution to it through a 2 minute presentation in front of their classmates. They have 5 minutes to get ready.

One Step Beyond!

STEP:

1. Encourage students to analyze their own learning and follow what is requested in the questions and recommendations in the section "One Step Beyond."





Week #7



MODERN MANNERS

Goal: To identify main ideas and specific information related to manners by making use of a matching exercise.

Listening in 4,3,2...

STEPS:

1. Ask students to get in groups of 8 people. Students have to stand in two lines facing each other (4 people in each line). If they are on the left line, tell them to step towards the left when you indicate it and answer the question that their partners ask them from the "Listening in 4, 3, 2..." section on page 21. If they are on the right, make sure that they remain still while asking the questions in the card.
2. When students finish answering the questions on the four cards, ask them to switch positions.

Put It On!

STEPS:

1. Tell students that they are going to watch and listen to the video "Etiquette and Good Manners." On this video, an expert talks about indications that show that people have good manners (retrieved from <https://www.youtube.com/watch?v=hmBKpcAr-U>).
2. Play the video twice. Encourage students to take notes the first time that the recording is played. The second time, have students solve the matching exercise on page 22.



Answers

1. C
2. H
3. G
4. F
5. A
6. I
7. J
8. E
9. B
10. D

Now What?

STEP:

1. Tell students to get in groups of 3 to talk about the indications that show good manners according to the previous exercise. Let them share cases that they know in which people ignore them. Afterward, ask students to share their conclusions with the whole class.

One Step Beyond!

STEP:

1. Encourage students to analyze their own learning and follow what is requested in the questions and recommendations in the section "One Step Beyond."





Week #8



IF AT FIRST YOU DON'T SUCCEED...

Goal: To infer predictions from informative videos about how to be successful through a short answer exercise.

Listening in 4,3,2...

STEPS:

1. Ask students to get in pairs to talk about the questions in the "Listening in 4, 3, 2..." section on page 24. Tell them to count by odds by taking turns, e.g., student 1 says 1 while student 2 says 3, student 1 says 5 and so on.
2. The person that loses count of the numbers has to answer one of the questions. The questions are asked in order.

Put It On!

STEPS:

1. Tell students that they are going to watch and listen to the videos "How to Overcome the Fear of Failure and Fear of Success." In these videos, an expert will talk about indications that show that people have good manners (retrieved from <https://www.youtube.com/watch?v=1PXpASxzmQc> and <https://www.youtube.com/watch?v=Q5XQcm30vjc>).
2. Play each video twice. Encourage students to take notes the first time that the recording is played.



3. For the second time, in the case of the first video, have students answer the questions given in Part I, page 25. Afterwards, elicit predictions upon the questions in part II, page 26. In the end, have students check their predictions by playing the second video.

Answer Key for "Put It On!" / Part I:

1. He says that fear is one of the critical factors that holds most people back from having success.
2. People are afraid of three things:
 - a. They wonder if people are going to take advantage of them because of their success.
 - b. They ask themselves if they are going to be able to really keep up the pace of achieving success.
 - c. They question if they have the capacity to maintain such success even longer.
3. He mentions that people are afraid of trying and failing; what would that mean to their self-esteem and the way they feel about themselves. People are even worried about what other people think of them if they fail. He also says that it is something that people have to deal with on a daily basis whether they are aware of it or not.
4. The key to success is in experiencing the fear and doing what is necessary anyway. The way to minimize the risk is to get specialized knowledge on what people should be doing, when they should be doing it, and how they should be doing it. Such practice will mitigate and remove most of the risk.
5. People need to know their fears to overcome them and succeed in life.

Now What?

STEP:

1. Have students work in groups of 4 and provide them with a piece of newsprint.
2. Tell students that they have to draw an idea map in which they use an acronym to define what is necessary to be successful. Each group member has to talk about 1 or 2 aspects in the acronym for two minutes.

One Step Beyond!

STEP:

1. Encourage students to analyze their own learning and follow what is requested in the questions and recommendations in the section "One Step Beyond."





Week #9

BACK TO SCHOOL

Goal: To recognize specific information from an education video about studying in USA through a grid-filling exercise.

Listening in 4,3,2...

STEPS:

1. Cut out the cards of the different classroom at the end of this lesson plan. Ask students to get in groups according to the classroom object that they represent. For example: all the people who picked a card showing a pencil get together, all the glues are one group, etc. Most groups would be of 3 or 4 people.
2. Have students discuss the questions on page 27 in their corresponding groups. Encourage them to ask further questions to keep the conversation flowing.

Put It On!

STEPS:

1. Tell students that they are going to watch and listen to the video "International Students Choose the U.S." The video shows why international students choose the United States to study (retrieved from <https://www.youtube.com/watch?v=zKrToqjeIT8>).
2. Play the video twice. Encourage students to take notes the first time that the recording is played. The second time, ask students to complete the grids on page 28 by writing key ideas that students shared while being interviewed.



3. Have students read the statements with the correct answer. Give feedback on the answers and on pronunciation when it is necessary. Congratulate students on their efforts.

Answer Key for "Put It On!":

Geoffrey Khaminwa/Zimbabwe: many opportunities that exist in America motivated his decision, he says that America is a place where you can make a name for yourself, and after studying there you can go anywhere in the world and do whatever you want to do.

Amel Berbash/Libya: she says that the U.S. is famous for having very good schools and a very nice education system, and a wide variety of programs to offer. There is more chance there to get the education and the program that you want; you also have the opportunity to customize the program. That is an option that is not actually available in other schools; for example, in the U.K. and Australia.

Camilo Zambrano/Ecuador: he expresses that higher education in the U.S. is one of the prime services that the country has to offer, and there is no doubt that faculty from all over the world want to be at an American university because of funding, reputation, the specialization of the programs. So, you get people from around the world teaching and researching at centers in the U.S.

Raquel Winchester/Trinidad: she thinks that they actually offer so many, diverse programs that she would like to get into, that are just unavailable in Trinidad or for most in the Caribbean. She also looked at the U.K. but they don't allow you to double major and America does, so that's why she's there.

Thaer Alomran/Jordan: he says that the United States is known to lead educational degrees; that is one of the major reasons he wanted to go there. Basically he thought it would enhance his knowledge and better his future. Opportunities will be best for him in the future.

Tebetena Mulugeta/Ethiopia: she expresses that U.S. education is considered high quality, you can pretty much do anything, anywhere with a U.S. degree. That is probably the main reason she based her decision on.

Long Nguyen/Vietnam: he thinks that the United States has very strong business programs, it made him want to study as he has done in Vietnam but specifically in the United States.

Supriya Kumar/India: she says that she has been through an Indian system before as well as a British system before that. She really enjoyed being in American high school where classes were more open, more conversational based. She thinks that most probably that is one of the biggest assets and one of the things she wanted in her second reeducation.





Now What?

STEPS:

1. Let students work in groups of 3 people. Explain that they have to imagine that one of them is a foreign exchange student that needs some guidance on the first day of school. The others are Americans that will contribute in any way they can.
2. Ask students to rehearse the situation and perform it in front of the class.

One Step Beyond!

STEP:

1. Encourage students to analyze their own learning and follow what is requested in the questions and recommendations in the section "One Step Beyond."





Scissors



Pencil



Book



Paper



Scissors



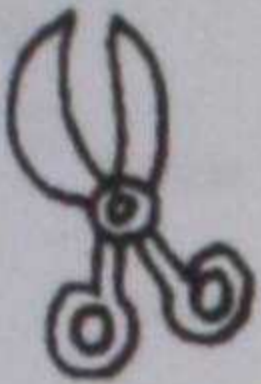
Pencil



Book



Paper



Scissors



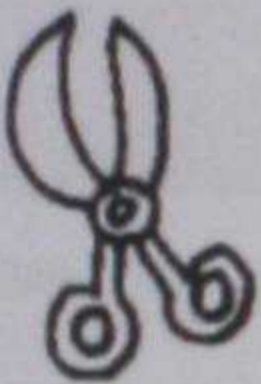
Pencil



Book



Paper



Scissors



Pencil



Book



Paper



Scissors



Pencil



Book



Paper





Week #10

SLOW DOWN, YOU MOVE TOO FAST

Goal: To organize specific information from a video related to time management by filling out a concept map.

Listening in 4,3,2...

STEP:

1. Divide the class into groups of 4. Assign one number to every person in the group and ask them to answer the questions from page 30 that correspond to the number that they had been assigned. Give students 30 seconds to fully answer their questions. The rest of the team members has to judge whether or not the questions answered in a fully.

Put It On!

STEPS:

1. Tell students that they are going to watch and listen to the video "How to Manage Your Time Better?" On the video, some recommendations to manage time effectively are given (retrieved from <https://www.youtube.com/watch?v=VUk6LXRZMMk>).
2. Play the video twice. Encourage students to take notes the first time that the recording is played. The second time, ask students to complete the conceptual map on page 31 with the ideas or words solicited in each section.
3. Have students read the statements with the correct answer. Give feedback on the answers and on pronunciation when it is necessary. Congratulate students on their efforts.



Answer Key for "Put It On!":

1. Recording:

- Note the time you wake up in day planner
- Wrote down everything you do during the day

Examples:

- Ten minutes you spend getting dressed
- Productive work of the day
- Hours you spend in social networking sites

2. Analyzing:

- At the end of the day, highlight chunks of time not used productively
- Pick up your 5 biggest time wasters in the day
- Focus specially on time wasters at work

Time Wasters Examples:

- Time spent at the coffee machine talking to a coworker
- Time spent on Facebook
- Time in which you stare in the space

3. Changing: Three ways of changing time wasting habits:

Prioritize:

- Do a list of effective ways to manage time and priorities
- Limit number of tasks on the list to five
- Assign them an order of importance

Declutter:

- It is great for your health
- You don't waste relevant time finding important documents

Schedule:

- Set aside time blocks for individual activities
- Set start and stop points for activities
- It clearly segments the day





Now What?

STEP:

1. Have students discuss the video in groups of 4. Make sure that students take turns and say what they think they do or can do to manage their time efficiently. Encourage them to say whether they agree or disagree with the recommendations given on the video as well.

One Step Beyond!

STEP:

1. Encourage students to analyze their own learning and follow what is requested in the questions and recommendations in the section "One Step Beyond."





Week #11



JOB SWAP

Goal: To distinguish pertinent details on video about job interviews through a true and false exercise.

Listening in 4,3,2...

STEPS:

1. Tell students to get in pairs and discuss the questions in the "Listening in 4, 3, 2..." section on page 33 by playing "Rock, scissors, and paper." Show students the sign for each element in the game (the rock, the scissors, and the paper). Encourage students to say the phrase "rock, scissors, and paper" and show the sign to their classmates (rock beats scissors; scissors beats paper; and paper beats rock). Show them how to do it.
2. Make sure that the person that loses answers the first question. The procedure is repeated with the remaining questions.

Put It On!

STEPS:

1. Tell students that they are going to watch and listen to the video "Tips for a Job Interview." On the video, some recommendations for a successful job interview are given (retrieved from <https://www.youtube.com/watch?v=epcc9X1a57o>).



2. Play the video twice. Encourage students to take notes the first time that the recording is played. The second time, have students solve a true and false exercise on page 34 by writing an (X) on the option that best completes each statement.
3. Have students read the statements with the correct answer. Give feedback on the answers and on pronunciation when it is necessary. Congratulate students on their efforts.

Answer Key:

1. T
2. T
3. F
4. F
5. F
6. T
7. T
8. F
9. T
10. F

Now What?

STEP:

1. Have students work in pairs. Let students imagine that they are going to a job interview. One person takes up the role of an interviewer and the other of the interviewee. Ask students to follow the recommendations given on the video. Then, encourage students to present their performance in front of the class.

One Step Beyond!

STEP:

1. Encourage students to analyze their own learning and follow what is requested in the questions and recommendations in the section "One Step Beyond."





Week #12



SAME PLANET, DIFFERENT WORLDS

Goal: To identify pertinent details and main ideas from a song related to sex role by means of a completion exercise.

Listening in 4,3,2...

STEP:

1. Give one male card to every man in the group and a female card to every girl in the group. Ask students to find a partner of the opposite sex with the same color of the icon in the card. Tell them that they have to discuss the questions in "Listening 4, 3, 2..." on page 36 with the partner that they found.

Put It On!

STEP:

1. Tell students that they are going to watch and listen to the video of the song "If I were a boy" by Beyoncé. On the video, some sex roles are depicted (retrieved from <https://www.youtube.com/watch?v=b7XWOKBUjPo>).
2. Play the video twice. Encourage students to solve the fill in the blanks exercise on page 37 with the words that they hear the first time. The second time, elicit students' answers from the following questions.

Questions to elicit students' responses:

1. Based on the lyrics, what is the main topic of the song?
2. Why does the female singer would like to be man? Comment on her reasons
3. What does the male singer say? Do you agree with what he says, why?
4. What do you think is the main message of the song?



Answer Key:

- | | |
|---------------|--------------|
| 1. morning | 9. home |
| 2. beer | 10. boy |
| 3. confronted | 11. bills |
| 4. understand | 12. broken |
| 5. better | 13. rules |
| 6. granted | 14. perfect |
| 7. respect | 15. sorry |
| 8. clubs | 16. attached |

Now What?

STEP:

1. Have students work on a debate to decide which the strongest sex is by following the instructions given in the material. Moderate the activity.

One Step Beyond!

STEP:

1. Encourage students to analyze their own learning and follow what is requested in the questions and recommendations in the section "One Step Beyond."





Male



Male



Male



Male



Male



Male



Male



Male



Male



Male



Female



Female



Female



Female



Female



Female



Female



Female



Female



Female





Week #13



LOVE AT THE SUPERMARKET

Goal: To recognize main ideas and specific information on a news report related to a shopping on black Friday through a multiple choice exercise and elicitation questions.

Listening in 4,3,2...

STEPS:

1. Ask students to get in groups of 5 people.
2. Paste a piece of newsprint at the corners of the classroom. Ask each group to write the name of a famous store or supermarket to identify their group. Then, encourage students to discuss the questions in the section "Listening in 4, 3, 2..." on page 39. Elicit comments from all the groups after the discussion.

Put It On!

STEPS:

1. Tell students that they are going to watch and listen to the video "Consumer Reports: Black Friday Tip." On the video, some recommendations to go shopping on Black Friday are given (retrieved from <https://www.youtube.com/watch?v=nD12RyS7Gr4>).
2. Play the video twice. Encourage students to take notes the first time. The second time, have students solve the multiple choice exercise on page 40.
3. Have students read the statements with the correct answer. Give feedback on the answers and on pronunciation when it is necessary. Congratulate students on their efforts.





Answer Key:

1. A
2. C
3. B
4. A
5. B

Now What?

STEP:

1. Ask students to get in pairs to perform the activity "Four Corners." Tell students to prepare the opening of a new store. Have them design a logo and motto for it and create a poster with the services and items offered as well. Encourage students to get ready for a two-minute oral presentation about their new store. Make sure that they put the things designed on the stand assigned. Explain to students that they have to convince their classmates that their store is the best.

One Step Beyond!

STEP:

1. Encourage students to analyze their own learning and follow what is requested in the questions and recommendations in the section "One Step Beyond."





Week #14



I NEED A HERO

Goal: To identify pertinent details from an informative video about the life of famous real heroes by means of a completion exercise.

Listening in 4,3,2...

STEP:

1. Ask students to get in groups of 3. Provide each group with a ball. Play some background music in for students to pass the ball around. Stop the music all of a sudden and encourage students to ask one of the questions from page 42 to the student who remained with the ball when the music was stopped.

Put It On!

STEPS:

1. Tell students that they are going to watch and listen to the video about Nelson Mandela's biography (retrieved from <https://www.youtube.com/watch?v=FNSxCM!U09g>).
2. Play the video twice. Encourage students to take notes the first time. The second time, have students solve the completion exercise suggested on page 43.
3. Have students read the statements with the correct answer. Give feedback on the answers and on pronunciation when it is necessary. Congratulate students on their efforts.



Answer Keys

1. attend school.
2. the African National Congress or ANC.
3. boycotts, strikes, and general civil disobedience.
4. to unite the African people and build the nation.
5. sabotage, treason, and violent conspiracy.
6. to earn a bachelor laws degree through a correspondence program.
7. become president of the African National Congress and negotiate the end of apartheid laws.
8. rebuilding the economy and uniting the country.
9. poverty, aids, and climate change.
10. the Nobel Peace Prize.

Now What?

STEP:

1. Cut out the cards for this weekly session and have students present a 1 minute impromptu talk about the life of the hero suggested in the card.

One Step Beyond!

STEP:

1. Encourage students to analyze their own learning and follow what is requested in the questions and recommendations in the section "One Step Beyond."





X

John Paul II

**Malala
Yousafzai**

**Mahatma
Gandhi**

**Che
Guevara**

**Simón
Bolivar**

**Mother
Teresa**

Dalai Lama

**Pope
Francis**

**Juan
Santamaría**

**Jesus of
Nazareth**

**Martin
Luther King**

**Nelson
Mandela**

X





Week #15



MURDER MYSTERIES

Goal: To order speech streams related to murder mysteries by making use of a matching exercise.

Listening in 4,3,2...

STEPS:

1. Divide the class into two groups (A and B). Give a post-it to all students in group B for them to write their names. Put all the names in a box and shake it to shuffle all the post-its.
2. Ask all students in group A to take one name from the box without showing it to the rest. The students in group B have to solve a mystery, which is to know who the person who stole their identities (their names) is. In the end, tell students in A to pair up with the partners who guessed that they had stolen their identities and answer the questions in the "Listening in 4, 3, 2..." section on page 45.

Put It On!

STEPS:

1. Tell students that they are going to watch and listen to the video about the top ten reasons to believe there was a conspiracy to assassinate John F. Kennedy (retrieved from <https://www.youtube.com/watch?v=WxrmyfgALUc>).
1. Play the video twice. Encourage students to take notes the first time. The second time, have students solve the completion exercise suggested on page 46.



2. Have students read the statements with the correct answer. Give feedback on the answers and on pronunciation when it is necessary. Congratulate students on their efforts.

Answer Key:

1. J
2. H
3. E
4. B
5. G
6. C
7. I
8. F
9. D
10. A

Now What?

STEPS:

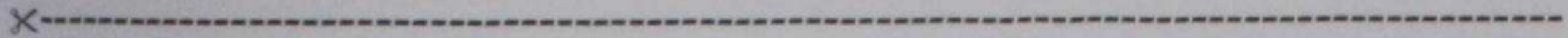
1. Cut the board game for this weekly session out.
2. Put students in groups of 4. Ask them to take turns in order to toss the die. Tell students to move their chips forward according to the number indicated by the die. Have students orally answer the questions related to mysteries in the space that they fall in the board game.
3. The first person to get to the finish line is the winner.

One Step Beyond!

STEP:

1. Encourage students to analyze their own learning and follow what is requested in the questions and recommendations in the section "One Step Beyond."





START

What comes to mind when you hear the word 'mystery'?

Do you like reading mysteries or watching mystery movies?

What mystery would you really like to be solved?

Would you be a good detective in solving mysteries?

Go ahead 2 spaces

Do you like TV shows that are about unsolved mysteries?

Do you think people in relationships should keep some mystery between them?

Are you mysterious?

Are the people you know sometimes a mystery to you?

Is the opposite sex a mystery to you?

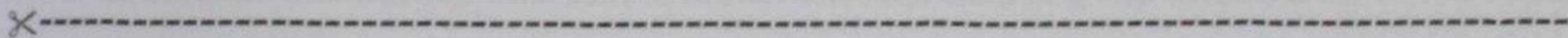
Go back 4 spaces

If you wrote a mystery book, what would you call it?

Has English ever been a mystery to you?

Lose 1 turn

FINISH





Week #16



TURN IT OFF

Goal: To discern main ideas and specific information from a documentary regarding the future of television through note-taking techniques and elicitation questions.

Listening in 4,3,2...

STEP:

1. Have students work in groups of 4. Ask all students in the group to answer the first question in the "Listening in 4, 3, 2..." session on page 48. Once all the students in each group finish with the question, ask students to change the group and answer question #2 and so on.

Put It On!

STEPS:

1. Tell students that they are going to watch and listen to the video "The Future of Television," in which some advancements in TV are discussed (retrieved from <https://www.youtube.com/watch?v=xd9tF7oABfw>).
2. Play the video twice. Encourage students to take notes in the chart provided on page 46.
3. Have students answer the questions below when you ask them. Run towards the table to grab the bell and answer. If one group is not able to answer correctly, another group which has the correct response can do it and get the point. The group with more correct answers wins.
4. Give feedback on the answers and on pronunciation when it is necessary. Congratulate students on their efforts.



Questions

1. What are some examples of the biggest technological trends mentioned on the video?
2. What does Sarah say about the technological show she is attending to?
3. What does Sarah mention about the current ways of consuming television content?
4. What does the expert say in relation to changes in viewing behavior and technology?
5. What is the topic and purpose of Sarah's book?

Answer Key:

1. Personalization of internet in devices, smarter devices, gadgets, smarter phones, smart sporting equipment, HD televisions.
2. It's her favorite time of the year. It is all about press conferences, announcements. She has the chance of enjoying a sneak peak of the show; she spends a better part of her day looking at everything there is to see.
3. It is absolutely changing, people are no longer attached to their home television screen, they can watch content in their tablets, smart phones, and on demand viewing is huge. People are watching more channels than ever before, there are services like personal recommendations and discovery tools.
4. It comes to tablets, smartphones; YouTube is giving personal recommendations on what to see. People wanted to be able to watch live TV on their IPADS especially when there is just one TV set at home. There are conflicts of interest about what people want to watch at home.
5. It is called "Reframe," it has little inspirations for larger purposes. It's about a quick read about a professional journey life lessons. The book was targeted for college students, high school graduates, or anyone in time of transition in their career. She expects it will inspire some to make big life decisions.

Now What?

STEPS:

1. Ask students to work in groups of 5 and prepare a panel in front of their classmates. The panel is moderated by the teacher.
2. Have students take up the role of an expert who talks about television in the past, the impact of TV on society today, the good and the bad of TV, TV as a business, and the future of TV. Ask students to be ready to answer questions from the audience.





One Step Beyond!

STEP 1

1. Encourage students to analyze their own learning and follow what is requested in the questions and recommendations in the section "One Step Beyond."



Annex 8: Student's Booklet for Real Listening



Real Listening

Student's Booklet

Designed by:

Kevin Armando Brand Fonseca

Carlos Andrés Bermúdez Vásquez

2015



TABLE OF CONTENTS

Week 1: Food: Fuel or Pleasure?	3
Week 2: If You Really Want to Win, Cheat!.....	6
Week 3: We Are Family	9
Week 4: Ka-ching!	12
Week 5: Changing Your Life	15
Week 6: Race to the Sun.....	18
Week 7: Modern Manners	21
Week 8: If at First You Don't Succeed... ..	24
Week 9: Back to School.....	27
Week 10: Slow Down, You Move too Fast.....	30
Week 11: Job Swap	33
Week 12: Same Planet, Different Worlds	36
Week 13: Love at the Supermarket	39
Week 14: I Need a Hero	42
Week 15: Murder Mysteries	45
Week 16: Turn It Off	48





Week #1



FOOD: FUEL OR PLEASURE?

Goal: To identify main ideas and specific information on a documentary related to a health food restaurant through a multiple choice exercise.

Listening in 4, 3, 2...

Discuss the following questions:

1. Is your diet healthy? Why (not)?

2. Do you know the nutritional value of the food that you have?



3. What places to eat healthily do you know? Do you frequently visit them?

4. What kind of motivation do people need to change their eating habits?

Image taken from Google Images



Put It On!

Instructions: Watch and listen to the video about "Oliver's Real Food" carefully. Then, based on its content, choose the correct alternative by writing an (X) on the option that best completes each statement.

1. To have a better life, people should look for alternatives _____.

of cheaper food.

of healthier food.

of fatter food.

2. The alternative food sold at "Oliver's Real Food" is healthier for customers because it is _____.

fresh, natural, and organic.

fresh, energetic, and cheaper.

fresh, natural, and inorganic.

3. The main slogan of this restaurant is _____.

"We feed your good"

"Our passion is your good"

"We feel your good"



4. The place offers customers the chance of buying _____.

books, CD's, and DVDs about nutrition and the importance of eating well.

books, magazines, and DVDs about diets.

books and DVDs about exercise.

5. From the founder's perspective, the customers from "Oliver's Real Food" have become _____.

representatives for the brand.

ambassadors for the brand.

addicted to the brand.

6. According to the restaurant's founder, the most rewarding thing about this place is its _____ to people's lives.

imperative contribution

influential contribution

positive contribution

Image taken from Google Images



Now What?

FOUR CORNERS

1. Get in pairs.
2. Prepare the opening of a new health food restaurant. Along with your associate, design a logo and motto for the restaurant. Create a poster with the menu and services offered as well.
3. Get ready for a two-minute oral presentation about your new restaurant. Put the things designed on the stand assigned by your teacher and try to convince your classmates that your restaurant is the best.



Image taken from Google Images

One Step Beyond!

1. Watch the video one more time at <https://www.youtube.com/watch?v=fs1mrmLzOD4>. Confirm the answers checked by the teacher on your own.

3. Read the script of the previous practice and write down all the unfamiliar words on notebook. Write a sentence in which the word is used.

2. Go to the following link and do the exercises suggested: <http://www.esl-lab.com/cook/cookrd1.htm>. Seek for more practice opportunities on this topic.

4. If this practice was difficult. Remember:
"You don't have to be great to start" Zig Zagler



Week #2



IF YOU REALLY WANT TO WIN, CHEAT!

Goal: To recognize pertinent details on a talk show about performance enhancement drugs through a true and false exercise.

Listening in 4, 3, 2...

Discuss the following questions:

1. Do you practice any sport?
If so, mention some.

2. What are some qualities
necessary to succeed in any
sport?



3. What are some ways in
which people cheat when
playing sports?

4. What do you think of
the people who use drugs
to win a competition?

Image taken from Google Images

Put It On!

Instructions: Watch and listen to the video "Using drugs to cheat in sports" with specialist Dr. Karl talking about performance enhancing drugs in sport activities. Based on the information that you hear, decide if the following statements are true or false by writing an X in the corresponding column.

Statements:

1. The use of performance enhancing drugs is a serious and common problem that affects our modern society.
2. Anti-inflammatory steroids help athletes to heal their wounds and recover from their injuries in a faster way.
3. Athletes do not use drugs because of their professional career or pressure of international contests.
4. Because of their human nature, professional athletes decide to use drugs despite of their life-threatening consequences.
5. Blood doping is a variety of performance enhancing drug that leads athletes to health problems with the liver and the kidneys.
6. The use of steroids can cause on people side effects such as changes in behavior, depression, irritability, and aggressiveness.
7. Blood and urine sample testing are the only two ways of detecting the use of these types of drugs in sport activities.
8. Detecting the use of performance enhancing drugs is an easy task for specialists most of the time.
9. Peer pressure constitutes one of the reasons why young people are using drugs in sports or physical activities.
10. Steroids, testosterone, and growth hormones can have a negative impact on adolescents' sexual development.

True False



Image taken from Google Images



Now what?

Virginia's Reel

1. Work in groups of 8. Stand in two lines facing each other (4 people in each line).
2. Use the speaking cards given by your teacher to discuss the topic Performance Enhancing drugs.
3. If you are on the left line, step towards the left when the teacher indicates it and answer the question that your partner asks you. If you are on the right, remain still asking questions.
4. Answer the questions on the four cards and switch positions.



Image taken from Google Images

One Step Beyond!

1. Count the right answers. How many did you have?

2. What can you do to get more right answers next time?

3. Remember: ***"Once we accept our limits, we go beyond them."***
— **Albert Einstein**



Week #3

WE ARE FAMILY

Goal: To report main ideas and specific information about a documentary related to the role of the family and social change through a short answer exercise.

Listening in 4, 3, 2...

Discuss the following questions:

1. Is the relationship with your relatives the same as it was 10 years ago?

2. How is your relationship with your family today, and how was it in the past?



3. How has the family changed in society?

4. What does your family mean to you?

Image taken from Google Images



Put It On!

Instructions: Watch and listen to the video "The Role of Family and Social Change" carefully.
Based on the video, write the answers for the questions below.

1. Why do families continue playing a critical role in the life of their members?

2. What do experts think of the American family nowadays?

3. Which is one characteristic of families that helps to meet the demands of the family members?

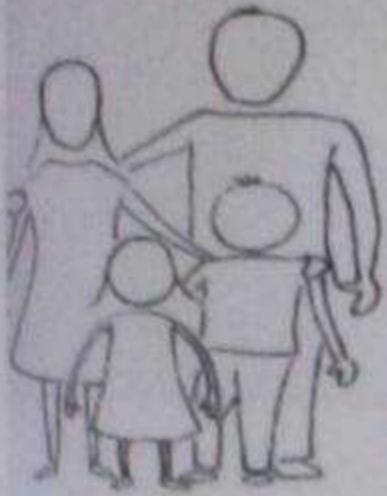
4. Which are some particular types of societies that shape the families' identity?

5. What do experts say about the women's participation and development in the labor market? Is it a threat to the family structure?

6. What do you think is the main message of the video?



Now what?



Role-play

1. Get in groups of 5.
2. Imagine that you are a dysfunctional family with problematic adolescent children.
3. The problems are caused because the parents spend little time with their children and are arguing most of the time.
4. You all go to a therapy with the psychologist in which s/he helps to overcome such a difficult situation.

Image taken from Google Images

One Step Beyond!

1. Did you have problems trying to focus on understanding the answer and writing it simultaneously?

2. Watch the next video:
https://www.youtube.com/watch?v=tzbnTuy_nlyo. Take notes on all the aspects that you understand. Afterwards, write a 6 line summary by using the notes.

3. Search for other videos related to the topic and do the same over.

4. Remember: ***"Motivation is what gets you started. Habit is what keeps you going."*** – Jim Rohn



Week #4



KA-CHING!

Listening in 4, 3, 2...

Discuss the following questions:

2. Do you ever save money?

How?

1. Do you use your money wisely? Why?



3. If you save money, why do you do it?

4. Do you think debts are acceptable? Is it difficult to pay a debt?

Image taken from Google Images

Put It on!

Instructions: Watch and listen to the video "To really save money, do this..." with the expert Suze Orman explaining the concept of budgeting carefully. Then, complete the following statements by writing the information that best completes each blank.

1. According to the expert more than budgeting, people have to be _____.
2. The real problem is that people do not know how much money _____ and _____.
3. Two little changes that the expert suggests in people's lives instead of budgeting are _____ and _____.
4. To improve their financial situation, people need to establish a clear difference between _____ and _____.
5. An example of a real need mentioned in the video is _____.
6. If people decide to give up buying unnecessary things, they would be amazed at _____.
7. The most dangerous types of debt people could have are _____.
8. From the expert's perspective, when saving for the future the first priority people should have is _____.
9. To invest money more efficiently, the expert recommends people the following _____.
10. In general terms, the video shows that people do not know how _____.



Image taken from Google Images

Now what?

Impromptu Talk (Case Study)

1. Read the following situation and present a solution to it through a 2 minute presentation in front of your classmates. You have 5 minutes to get ready.
 - a. Albert has had financial difficulties lately. He earns \$1000 monthly. He has a debt to pay for a brand new car that he bought this year. The monthly payment for the car is \$300 dollars. With the rest of the money, he has to spend \$200 dollars on the tuition of his daughter, \$200 on food, \$100 dollars on car maintenance, \$200 dollars on bills, and \$300 dollars on other expenses like social life, health, clothes, and personal care. Since he bought the car, there is a negative balance on his account, which he tries to solve through a credit card that charges him a fee every time that the money is withdrawn. What recommendations would you give Albert to solve his situation?



Image taken from Google Images

One Step Beyond!

1. Count the right answers. How many did you have?

2. What's the main weakness that you have and how can you improve it?

3. Remember: **"Whether you think you can or you think you can't, you're right."** -Henry Ford

Week #5



CHANGING YOUR LIFE

Goal: To discern main ideas and specific information from a documentary about changing lifestyles through note-taking techniques and elicitation questions.

Listening in 4, 3, 2...

Discuss the following questions:

1. What changes has your life had recently?

2. Have you liked the changes?

3. Do you think that changing your lifestyle at times is a good idea? Why?



4. What changes do you wish you will do in the next years?

Image taken from Google Images

Put It On!

Instructions:

1. Get in groups.
2. Watch and listen to the video "Living and Working in Peru."
3. As you listen carefully, write down any key ideas related to her job and social life in that South American country in the grids on the next page.
4. After that, get a whistle and answer the questions when the teacher asks for information. If anybody in the group knows the response, blow the whistle to get the opportunity to answer.
5. The group with more correct answers is the winner.

Glossary

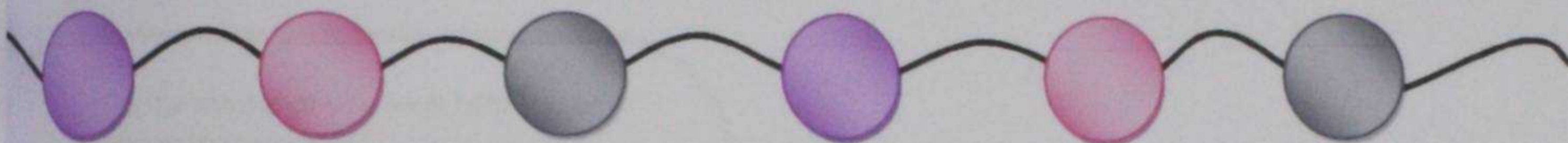
Entrepreneur: a person who starts a business and is willing to risk loss in order to make money.

Entrepreneurial: is the adjective of entrepreneur.

Expatriate community: A network of foreign persons (expats) who support each other when staying or working in another country.

Business consultant: A person who gives professional advice or services to companies for a fee.

Trade-fair gold market: A market where buying gold benefits workers and minimizes the environmental impact.



Her Job

Social Life

Two large dashed-line boxes for notes. The left box is labeled "Her Job" and the right box is labeled "Social Life". A vertical dashed line separates the two boxes. There are two grey rectangular boxes on the right side of the "Social Life" box, one at the top and one at the bottom.



Now what?



Simulation

1. Take up the role of a star (choose a real one) who is going to a talk show, in which your teacher is the host, to talk about how life has changed after running into fame.
2. Share the show with four more classmates who will simulate that they are famous as well.
3. Answer questions from the audience of the show (the rest of your classmates).

Image taken from Google Images

One Step Beyond!

1. Did the notes that you took help you to answer the questions?

2. Could you take all the notes that you wanted?

3. From 1 to 10, what grade would you give to your note-taking skills when listening?

4. Remember: "***By perseverance the snail reached the ark.***" -Charles Spurgeon





Week #6



RACE TO THE SUN

Goal: To recognize specific information from an entertainment video about traveling to London through a grid-filling exercise.

Listening in 4, 3, 2...

Discuss the following questions:

1. What are the best tourist attractions that you have ever visited?

2. What place would you like to visit in the future? Why is it a good option?

3. What landmarks can you name for this place?



4. Where is doing tourism better, in Costa Rica or abroad?

Image taken from Google Images



Put It On!

Instructions:

1. Watch and listen to the video "The best things to see and do in London" in which the speaker talks about different famous tourist attractions that any traveler should visit when being in London.
2. While listening, complete the chart by writing three specific characteristics or details related to those tourist places in each column.

Images taken from Google Images

Eye of London	Big Ben	Westminster Palace	Buckingham Palace
			
Bombard command Memorial	Tower of London	Tate Modern Museum	British Museum
			



Now What?



Brochure

1. Design a brochure. Write the information about the main attractions of a place that you really like. Conclude by stating why you like it.
2. You may use cut outs from the magazines and newspapers that the teacher will provide you to illustrate your brochure.
3. Present the brochure orally in front of your classmates.

Image taken from Google Images

One Step Beyond!

1. How many characteristics could you complete?

2. Were all the characteristics that you wrote right after checking?

3. Ask your teacher for the link of the video and watch it once more. Confirm your answers on your own.

4. Remember: ***"Our greatest glory is not in never falling, but in rising every time we fall."***— Confucius



Week #7



MODERN MANNERS

Goal: To identify main ideas and specific information related to manners by making use of a matching exercise.

Listening in 4,3,2...

Discuss the following questions.

1. What gives a good first impression when you meet somebody?

2. What gives you a bad impression when you meet people?



3. What do you do to give a good impression when you deal with people?

4. Have you been told whether you have shown bad manners?



Put It On!

Instructions:

1. Watch and listen to the video in which the expert Janis Klieithermes from Etiquette Kansas City comments on the top ten indications that show when people have good manners.
2. Match the information related to each good manner on column A with the corresponding good manners on column B by writing the correct letter in the parenthesis.
3. **The answers can be used only once.**

A

B

- | | | |
|---|-----|---------------------------------------|
| 1. It is more appropriate than sending an e-mail. | () | A. Proper greetings/ introductions |
| 2. Say please, thank you to personnel that serves you. | () | B. Be on time |
| 3. A basic is: wait until everyone is served. | () | C. Hand write thank you notes |
| 4. Do this only on an airplane or a ball field. | () | D. Open doors for others |
| 5. Acknowledge, make the people you are with known. | () | E. Don't interrupt/Be a good listener |
| 6. People need to quit having open conversations. | () | F. Don't chew gum in public |
| 7. It means "Please respond, let us know you are coming" | () | G. Good table manners |
| 8. It takes practice, good conversationalists have such skills. | () | H. Be kind to service providers |
| 9. It is essential to value other people's time. | () | I. Turn off cell phones in public |
| 10. It is a kind manner that women can practice as well. | () | J. RSVP |



Image taken from Google Images



Now What?



Group Discussion

1. Get in groups of 3.
2. Talk about the indications that show good manners according to the previous exercise.
3. Share cases that you know in which people ignore them.
4. Afterward, share your conclusions with the whole class.

Image taken from Google Images

One Step Beyond!

1. Was I able to match the ideas following the context given?

2. What helped me to understand the message of the video?

3. Can I improve it? How?

4. Remember: "***There is always space for improvement, no matter how long you've been in the business.***" -***Oscar de la Hoya***



Week #8



IF AT FIRST YOU DON'T SUCCEED...

Goal: To infer predictions from informative videos about how to be successful through a short answer exercise.

Listening in 4, 3, 2...

Discuss the following questions:

2. What is an example of a successful person to you?

1. In your opinion, what is being successful?



3. What can people do to stay away from failure?

4. Is a person who does not always win unsuccessful?

Image taken from Google Images



Put It On!

PART I

Instructions Watch and listen to the video "How to overcome fear of failure and fear of success part 1." Then, while watching the video, answer the questions given in the handout concisely.

1. What does the expert say about fear?

2. Which are three things people are afraid of when achieving success?

3. What does he say in relation to the fear of failing on the way to success?

4. According to the speaker, what is the key to success?

5. What personal conclusions do you get from the video's content?





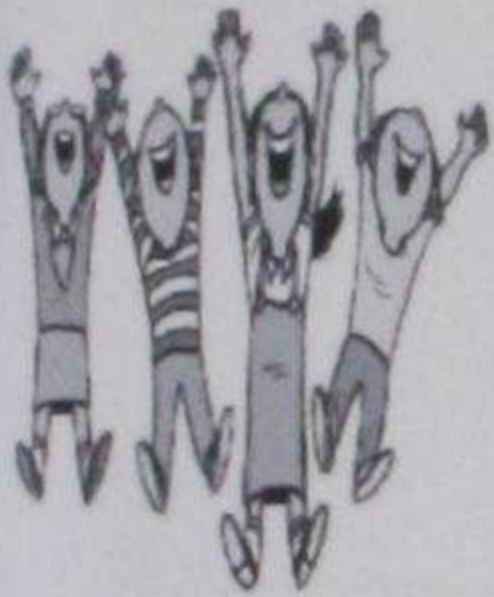
PART II

Instructions: Answer the following prediction questions in relation to the second part of the video by taking into account the information you already listened to. Then, watch and listen to the second part of the video to check if your predictions were correct.

John explained the types of fears people might face and gave some recommendations to start taking action on fear problems in relation to success. What do you think he is going to talk about in the second video? Is he going to say something similar or more detailed? If so, what other extra information could he add?

What do you think might be the last message John is giving to people in the second video?

Now What?



Group Presentation

1. Work in groups of 4.
2. Get the piece of newsprint provided by your teacher.
3. Draw an idea map in which you use an acronym to define what is necessary to be successful.
4. Each group member has to talk about 1 or 2 aspects in the acronym for two minutes.

Image taken from Google Images

One Step Beyond!

1. Could you answer the questions in the first part? Were you able to make predictions?

2. Remember: ***"Everything you've ever wanted is on the other side of fear."***
—George Addair





Week #9



BACK TO SCHOOL

Goal: To recognize specific information from an education video about studying in USA through a grid-filling exercise.

Listening in 4,3,2...

Discuss the following questions:

1. How well do you know the educational system in the USA?

2. How is the education in the USA different from your country?



3. Have you thought of moving to the United States to study?

4. Why do you think international students choose the USA?

Image taken from Google Images



Put It On!

Instructions:

- 1. Watch and listen to the video "International students choose the U.S." in which eight students from different nationalities comment on the personal reasons and advantages that motivated them to study in the United States.
- 2. While listening, complete the grid by writing key ideas that students shared while being interviewed.

Students:	Why study in the United States:
Geoffrey Khaminwa/Zimbabwe	
Amel Barbash/Libya	
Camilo Zambrano/Ecuador	
Raquel Winchester/Trinidad	
Thaer Alomran/Jordan	
Tebetena Mulugeta/Ethiopia	
Long Nguyen/Vietnam	
Supriya Kumar/India	





Now What?



Image taken from Google Images

Role-play

1. Work in groups of 3 people.
2. Imagine that one of you is a foreign exchange student that needs some guidance on the first day of school. The others are Americans that will contribute in any way they can.
3. Rehearse the situation and perform it in front of the class.

One Step Beyond!

1. Watch the next video about education for international students in Australia. Take notes on the aspects that you understand.

<http://www.youtube.com/watch?v=rIaC>

2. Which video was easier to understand? Why?

3. Remember: ***"The best preparation for good work tomorrow is to do good work today."*** -Elbert Hubbard





Week #10

SLOW DOWN, YOU MOVE TOO FAST

Listening in 4, 3, 2...

Discuss the following questions:

2. Do you think that you have more time to do more things?

1. How is your daily routine like?



3. Why do you think that people complain about time so much?

4. What do you do to deal with everything you have to do?

Image taken from Google Images



Put It On!

Instructions:

1. Watch and listen to the video "How to manage your time better" in which the speaker gives advice on how to improve people's time management skills effectively.
2. While watching the video, complete the conceptual map with precise ideas that relate to the sections in blank.

How to manage your time better

RAC Method: 3 Steps

1.

2.

3.

Examples:

-
-
-
-

Time Wastes Examples:

-
-
-
-

Three ways of changing time wasting habits:

- Prioritize:
- Declutter:
- Schedule:





Now What?



Image taken from Google Images

Discussion

1. Discuss the video in groups of 4.
2. Take turns and say what you think you do or you can do to manage your time efficiently.
3. Say whether you agree or disagree with the recommendations given in the video as well.

One Step Beyond!

1. Look for two more videos related to time management and compare if the recommendations given are the same.

2. Could you discuss the main ideas of the videos with your classmates even though some parts of the video might not have been understood?

3. Remember: ***"There is no substitute for hard work."***-Thomas A. Edison





Week #11



JOB SWAP

Goal: To distinguish pertinent details on video about job interviews through a true and false exercise.

Listening in 4, 3, 2...

Discuss the following questions:

1. Do you or your parents work?

2. How did you or your parents find your/their job?

3. Do you think job interviews are important? Why?

4. What qualities are necessary to work in your field or in your parents' field?



Image taken from Google Images



Put It On!

Instructions:

1. Watch and listen to the video "Job interview tips" with the career consultant Maggie Mistal giving advice on how to prepare for a job interview properly.
2. Based on the information that you hear, decide if the following statements are true or false by writing an X in the corresponding option.

Statements:

True **False**

1. People need to know how to behave and answer questions when talking to an employer in a job interview.
2. If people are moving from an old job, they have to express their desire of finding proper guidance and mentoring in the new workplace.
3. When people are overqualified in a job interview, they do not have to worry about it since it ensures them a position in the place where they are applying to get the job.
4. Internships of grade are not of much help to people who started out a new career and need to add some experience to their resumes.
5. Internships of grade require people to have a lot of experience in order to succeed.
6. A professor or someone that you volunteered for can become valuable references because they might attest to your skills to learn quickly and perform well.
7. Some internet websites can help people to calculate their potential incomes according to the job title that they have.
8. In an initial job interview, people can share their economic expectations with the job interviewer openly and without any restraint.
9. People have to turn into an important character to the interviewer so that they are going to be in a better position to negotiate a salary.
10. Issues such as health care and vacation time are essential topics of conversation in an initial job interview.

<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>



Image taken from Google Images





Now What?

Simulation

1. Work in pairs.
2. Imagine that you are going to a job interview.
3. One person takes up the role of an interviewer and the other of the interviewee.
4. Try to follow the recommendations given in the video.
5. Present your performance in front of the class.



Image taken from Google Images

One Step Beyond!

1. This is the second true and false exercise that you solve in a Real English session. Was it easier or more difficult than the previous one?

2. What are you going to do to solve the problems that you still have?

3. Remember: ***"The man who moves a mountain begins by carrying away small stones."*** – Confucius



Week #12



SAME PLANET, DIFFERENT WORLDS

Goal: To identify pertinent details and main ideas from a song related to sex role by means of a completion exercise.

Listening in 4, 3, 2...

Discuss the following questions:

1. Do you believe there is a strong gender? Why?

2. What are men good at according to the stereotypes held by people?

3. What do people say women are good at?



4. Mention one activity that only a man or a woman is supposed to do?

Image taken from Google Images



Put It On!

Instructions: Watch and listen to the video of the song "If I were a boy" by Beyoncé featuring R. Kelly. Then, while listening, fill in the blanks by writing the missing words that you hear.

If I were a boy

Beyoncé feat. R. Kelly

If I were a boy
even just for a day
I'd roll out of bed in the (1) _____
and throw on what I wanted and go

Drink (2) _____ with the guys
and chase after girls
I'd kick it with who I wanted
and I'd never get (3) _____ for it
cause they stick up for me

If I were a boy
I think I could (4) _____
How it feels to love a girl
I swear I'd be a (5) _____ man
I'd listen to her
Cause I know how it hurts
When you lose the one you wanted
Cause he's taking you for (6) _____
And everything you had got destroyed

(R. Kelly)
If you were a boy
then girl you'd understand
you need to stop listening to your friends
love, (7) _____ and trust your man

So I go to (8) _____ with the guys
and sometimes flirt with the girls
I should be able to roll out
as long as I'm coming (9) _____ to you
and give you the world

But you are not a (10) _____
so you don't have a clue (hey)
How I work and pay the (11) _____
girl everything I do is for you (eh eh)

(Beyoncé)
I'd listen to her
'Cause I know how it hurts
When you lose the one you wanted
Cause he's taking you for granted
And everything you had got destroyed



If I were a Boy (Beyoncé)

If I were a Girl (Kelly)

I would turn off my phone (Beyoncé)

I wouldn't play games (Kelly)

Tell everyone it's (12) _____
so they'd think that I was sleeping alone (Beyoncé)

Girl you know that's wrong (Kelly)
I'd put myself first
and make the (13) _____ as I go
Cause I know that she'll be faithful,
waiting for me to come home, to come home.

But you are not a boy,
so you can't understand
You are not a (14) _____ woman
and I am not a perfect man (remix, remix).

I'd listen to her (eh eh)
Cause I know how it hurts (Kelly: and I know how
you feel)
When you lose the one you wanted
Cause he's taking you for granted
And everything you had got destroyed

Kelly: Said I'm (15) _____

It's a little too late for you to come back

but I can't let you go
cause I'm too (16) _____ (Kelly)

If you thought I would wait for you
you thought wrong

But you're just a boy



Images taken from Google Images



Now What?



Debate

1. Look for the people of the same sex in the classroom and form two groups.
2. Discuss some possible arguments with your group to say why your gender is stronger than the other.
3. Have a debate with the other group to decide which the strongest sex is.
4. In the end, listen to your teacher's verdict and react towards it by saying what you think.

Image taken from Google Images

One Step Beyond!

1. How well did you do listening to the song? Could you understand the message?

2. What is harder: listening to a song or listening to a news report? Why?

3. Remember: ***"If you are not willing to risk the unusual, you will have to settle for the ordinary."***
- Jim Rohn





Week #13



LOVE AT THE SUPERMARKET

Goal: To recognize main ideas and specific information on a news report related to a shopping on black Friday through a multiple choice exercise and elicitation questions.

Listening in 4, 3, 2...

Discuss the following questions:

2. How often do you go shopping?

1. Do you like to go shopping?
Why?



3. What stores and/ or supermarkets offer discounts for their customers?

4. What is the best season to buy things?

Image taken from Google Images





Put It On!

Instructions: Watch and listen to the video "Consumer reports: Black Friday Shopping Tips" carefully. Based on its content, choose the correct alternative by writing an (X) on the option that best completes each statement.

1. When buying during the black Friday week, the three basic points that people need to care about are _____.

- be informed, organized, and plan ahead
- be informed, smart, and plan ahead
- be informed, efficient, and plan ahead

2. People have to avoid a compulsive buying behavior because they tend to _____.

- waste a lot of money in luxuries
- get credit at stores
- overspend money

3. Three things that might happen during a black Friday selling are _____.

- prices increase, lines at stores are long, and items are in bad conditions.
- prices do not match, lines at stores are long, and items are out of stock.
- prices do not match, lines at stores are long, and items exceed their number.

4. In early sell; in the morning like on Thanksgiving Day, people need to _____.

- be careful in order not to get caught in the frenzy of shopping
- be careful in order not to get stuck while buying at stores
- be careful in order not to spend too much time in different stores

5. As a whole, the information in the video gives _____.

- advice on how to spend money
- advice on how to buy and save money on a black Friday
- advice on how to organize a black Friday shopping day



Image taken from Google Images





Now What?

FOUR CORNERS



1. Get in pairs.
2. Prepare the opening of a new store. Along with your associate, design a logo and motto for it. Create a poster with the services and items offered as well.
3. Get ready for a two-minute oral presentation about your new store. Put the things designed on the stand assigned by your teacher and try to convince your classmates that your store is the best.

Image taken from Google Images

One Step Beyond!

1. Count the right answers. How many did you have?

2. What's the main weakness that you have had so far and what have you been doing to improve it?

3. Remember: ***Success seems to be connected with action. Successful men keep moving. They make mistakes, but they don't quit.*** **Conrad Hilton**





Week #14



I NEED A HERO

Goal: To identify pertinent details from an informative video about the life of famous real heroes by means of a completion exercise.

Listening in 4, 3, 2...

Discuss the following questions:

2. Are there heroes to count on nowadays?

1. Who is the most important hero that the world has known for you? Why?



3. What do people need to be a hero?

4. How would the world be without heroes?

Image taken from Google Images





Put It On!

Instructions: Watch and listen to the video related to Nelson Mandela's biography in which the speaker talks about the life and accomplishments of this South African leader. Then, answer the following questions by writing short and concise responses.



Image taken from Google Images

Glossary

Apartheid laws: a policy system of segregation or discrimination on grounds of race.

Grassroots methods: the most basic level methods of an activity or organization.

Boycott: a ban that forbids relations with certain groups, cooperation with a policy, or the handling of goods.

Military offshoot: a military branch.

To get a point across: to make an idea understood.

1. Nelson Mandela was the first member of his family to _____.
2. In the year 1944 Mandela became part of _____.
3. Three basic methods that the ANC youth league used to get their point across were _____, _____, and _____.
4. In the video, Mandela remarks that the mission of the ANC was _____.
5. Mandela spent 27 years in jail, three charges he was charged with were _____, _____, and _____.
6. An important achievement Mandela had while being in jail was _____.
7. Once Mandela was released from jail, he was able to _____, and _____.
8. Mandela spent his term as president _____, and _____.
9. Three world problems that Mandela's group "The Elders" tried to solve were _____, _____, and _____.
10. In the year 1993 Mandela was awarded _____.





Now What?



Impromptu Talk

1. Pick one of the cards provided by the teacher, which will contain the name of one famous person in history.
2. Talk about such an important person for one minute in front of the class.
3. Say why this person was or has been a hero for humanity.
4. Give your presentations spontaneously without any preparation.

Image taken from Google Images

One Step Beyond!

1. Did you know anything about Nelson Mandela before watching the video?

2. Did the previous knowledge that you had help you to understand the video better?

3. Remember: **"It always seems impossible until it's done."**
— Nelson Mandela





Week #15



MURDER MYSTERIES

Goal: To order speech streams related to murder mysteries by making use of a matching exercise.

Listening in 4, 3, 2...

Discuss the following questions:

2. Have detectives and/ or researchers found what happened?

1. What are some well-known cases in which detectives have investigated a crime for years?



3. When do you think a case could get complicated?

4. What skills does a detective or researcher need to have?

Image taken from Google Images





Put It On!

Instructions:

1. Watch and listen to the video in which the speaker talks about the top ten reasons to believe there was a conspiracy to assassinate John F. Kennedy.
2. Match the information related to each reason in column A with the corresponding number of reason in column B by writing the correct letter in the parenthesis.
3. **The answers can be used only once.**

A

B

- | | |
|--|------------------|
| 1. Oswald's alleged gun to kill Kennedy was not a high power rifle | () A. Reason 1 |
| 2. E. Howard Hunt stated that murder operation was code-named "The big event" | () B. Reason 2 |
| 3. Kennedy's body was illegally removed from secret service agents | () C. Reason 3 |
| 4. Oswald was accused intentionally to cover up JFK's murder conspiracy | () D. Reason 4 |
| 5. Few notes from Oswald's interrogatory were destroyed later | () E. Reason 5 |
| 6. Kennedy's limousine was not properly watched and protected at the scene | () F. Reason 6 |
| 7. Oswald was not skillful and trained enough to commit such a crime | () G. Reason 7 |
| 8. Some Oswald's fingerprints were imprinted on purpose on the surface gun | () H. Reason 8 |
| 9. Police officers suspected that there were more shooters at Dealey Plaza | () I. Reason 9 |
| 10. No trace of blood or human tissue was found on some of the ammunition shot | () J. Reason 10 |

Now What?

Board Game

1. Seat in groups of 4.
2. Take turns to toss the die.
3. Move your chip forward according to the number indicated by the die.
4. Orally, answer the questions related to mysteries in the space that you fall in the board game.
5. The first person to get to the finish line is the winner.



Image taken from Google Images





One Step Beyond!

1. It is only one more session to finish.
What are your expectations at this point of the course?

2. Watch the next video and take notes on the details that you understand. It will help you to have extra practice:
<https://www.youtube.com/watch?v=Wn77hkAe4I>

3. Remember: **"We learn from failure, not from success!"**
— **Bram Stoker**



Image taken from Google Images





Week #16



TURN IT OFF

Goal: To discern main ideas and specific information from a documentary regarding the future of television through note-taking techniques and elicitation questions.

Listening in 4, 3, 2...

Discuss the following questions:

2. How much TV do you watch?

1. Do you like watching TV?
Why?



3. What kinds of programs do you like watching?

4. How do you think TV will be like in the future?

Image taken from Google Images





Put It On!

Instructions:

1. Get in groups of four.
2. Watch and listen to the video "The future of television."
3. As you listen carefully, write down any key ideas or examples in relation to technological changes in the way of watching TV nowadays. Write down your ideas under the corresponding headings in the chart provided on the next page.
4. Afterwards, try to answer the questions that your teacher asks. Run towards the table to grab the bell and answer. If one group is not able to answer correctly, another group which has the correct response can do it and get the point.
5. The group with more correct answers wins.

Technological trends:

Technological Show

Way: of consuming television content

Change: in viewing behavior and technology

Sarah's book





Now What?



Panel

1. Work in groups of 5 and prepare a panel in front of their classmates. The panel is moderated by the teacher.
2. Take up the role of an expert who talks about television in the past, the impact of TV on society today, the good and the bad of TV, TV as a business, and the future of TV.
3. Be ready to answer questions from the audience.

Image taken from Google Images

One Step Beyond!

1. This is the last session. Were your expectations achieved?

2. How did this booklet help you to complement the listening practices that you have in the textbook?

3. Remember: **"The journey is the reward."** - Taoist saying





SIDUNA



PZ29188