ANALYSIS OF THE LISTENING INSTRUCTION OF SECOND CYCLE EFL STUDENTS AT PEÑAS BLANCAS PRIMARY SCHOOL

A Research Study

By

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Analysis of the listening instruction of second cycle EFL students at Peñas Blancas School

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Dedication

I dedicate this research project to my husband. Thanks for your love, support, and patience. Thanks for being there for me all through this process. Sharing this success with you is a blessing for me.

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Abstract

Enhancement of the listening skill for students of English as a foreign language is seen as a priority during the elementary school years in the context of Costa Rican public schools. Since little research has been carried out in this area, the following study aimed to provide a better understanding of this educational phenomenon by analyzing the listening instruction process of primary school students, taking into account two main aspects, the listening comprehension strategies used in class and the barriers faced along the process by teachers and students. The research was carried out as a case study which focused on the daily experiences of the teacher and second cycle students at Peñas Blancas Elementary School in Pérez Zeledón. The study revealed that the listening skill receives less attention than the other language skills, not all the listening stages recommended for the teaching of this skill were performed in class, a few learning strategies were slightly carried out while others were completely excluded, there is a strong reliance on the students native language to ensure comprehension, there is a need of exposing students to various authentic texts, accents and speech rates, other than their teacher's, and factors such as background noise and lack of appropriate technological devices interrupted the development of the skill analyzed. Based on these findings, the researchers designed a teacher's toolkit titled "Listening Encounters" to provide tasks where the listening skill is enhanced and aided by the application of different learning strategies.

Keywords: Listening comprehension, language learning strategies, stages of listening, young learners, listening comprehension barriers

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List of Abbreviations

Abbreviation	Concept
CD	Compact disk
CONARE	Consejo Nacional de Rectores
EFL	English as a Foreign Language
ESL	English as a Second Language
L1	Native Language
L2	Target Language
MEP	Ministerio de Educación Pública
NCLRC	National Capital Language Resource Center
TOIEC	Test of English for International Communication
YL	Young Learners

Chapter One

Introduction

Listening is an active process that requires a person to respond or react to the message being communicated. It is not just a matter of assimilating the information for academic purposes. It goes beyond this to a more interpersonal setting because through it one can improve his or her relationship with others and even become a better speaker. Developing this skill requires just as much attention from a teacher's part as reading, speaking, or writing would. This becomes even more crucial when it comes to listening in a foreign language since the student's linguistic level can represent a greater challenge. According to the Ministry of Public Education (MEP) guidelines, the enhancement of this skill in the English classroom should be a priority during the elementary school years. However, little research has been done in this area. Studying the reality faced may provide insights on how to embrace this task and favor students and teachers alike.

The following research project aims at analyzing the listening instruction process that students' of English as a foreign language go through while they complete the second cycle. As a result of this analysis, a teacher's toolkit has been created in order to assist teachers in strengthening the students' aural skill. To achieve this, a case study was carried out to observe and determine the application of listening comprehension strategies in the classroom. The study also describes the barriers faced in this process. The teacher's toolkit responds to the needs encountered in the study. The resources developed suggest the application of different learning strategies to approach aural input, providing students with tools to improve their listening proficiency.

The Problem and Its Importance

The fact that English is learned within a foreign context in Costa Rica limits somehow students' exposure to the target language. Most of the contact they have with the language occurs only within the English class. In regard to the listening skill, the MEP requires teachers to

"expose their students to a considerable amount of meaningful language input by listening to conversations, descriptions, directions, songs, sports activities, videos and any other form of authentic spoken material" (Ministerio de Educación Pública, 2012, p. 21). However, besides the English syllabus, the MEP does not provide a particular book, manual, or any other source to aid teachers when planning activities. This means that English teachers encounter the challenge of finding resources to implement in their classes and provide students with the input needed to develop communicative competence in this area.

As the initial stage of this research, a survey (see Appendix A) was sent to twenty primary school teachers throughout the region of Pérez Zeledón as a means to get an overview of the situation present in the classroom in regard to the listening skill. The participants work in different types of schools (big, small, rural, urban), generating the possibility of diagnosing the teaching phenomena in different settings. The instrument showed that they cope with certain difficulties that interfere with the teaching of this skill. For instance, it was found that 71% of the teachers have difficulty finding suitable material to meet students' linguistic level. They have trouble in both obtaining listening sources such as songs, conversations or activities, and adapting these to students' needs, especially because the vocabulary and speech rate (among other text characteristics) are too advanced for them. As a result, students at different schools are not necessarily being exposed to the same quantity and/or quality of aural input because this would depend on what their teachers are able to access.

The survey also revealed other barriers that teachers face and that do not relate to the audio text itself. Two main external factors mentioned by the informants include the absence of appropriate media devices in their schools, and noise or other distractions outside the classroom that interrupt their lesson. They also acknowledged some learners' characteristics that interfere

with how well students listen in the foreign language. They expressed that there is a "negative attitude" toward the activities proposed since some learners reject the aural input that appears in videos or other recorded sources. Instead, students prefer the teacher's voice and speech style because they feel more confident than when listening to unfamiliar speakers. Finally, some teachers believe that there is a general lack of interest in the English subject from student's part.

The survey also intended to get insights on how teachers helped students approach the aural activities, that is, the listening comprehension strategies that they promoted in class. Some questions were addressed to grasp information about the teachers' knowledge on this subject and asked them to provide a definition as well as examples. However, most of the informants seemed to confuse the term strategies with activities or materials used to work on this skill instead of relating it to tools that aid comprehension. Due to this mistaken perception, students might not be receiving exposure that allows them to take control of their own learning, act on the input received and thus become better language learners. Taking into account the difficulties mentioned above, one might think that the instruction process in the listening skill is not being carried out in a way that will help second cycle EFL students achieve the goals established by the MEP.

The situation of teaching English to young learners has also been a focus of interest for the MEP since it has implemented courses in order to provide training in this field. From 2009 to 2011, and later in 2013, the MEP and CONARE (Consejo Nacional de Rectores) designed and gave training nationwide depending on the results teachers got in TOIEC[1]'s tests. The purpose was to improve their linguistic performance and give them an overall instruction on language teaching methodology and procedures, material design, and evaluation for each skill. Listening

[1] The Test of English for International Communication (TOEIC) has been established as the global standard for English communication skill assessment. It measures and grades people's performance in the four language skills into beginner, intermediate and advanced levels, each of them with specific sub-levels (low, mid, and high).

was briefly approached here too. Perhaps teachers' lack of knowledge on listening comprehension strategies is because the objective of these courses was to give an overall training and did not dig deep into one particular skill. Further investigation in this field could generate information to help educators with the work carried out in the classroom.

It becomes necessary to analyze the listening instruction process of primary school students. Little research has been done in this field within the Costa Rican context up to now. Most investigations have focused specifically on high school instruction. Yet, there is no record available on how the listening skill is being developed within the elementary school context. Neither have studies about the use of listening comprehension strategies been done in order to provide insights for the development of listening activities in the EFL classroom. Thus, the present study intends to mark a starting point in the specific area of teaching English as a foreign language to primary school students within the public Costa Rican context. Attending to the reality and difficulties faced in the process of teaching listening gives way to better understand this educational phenomenon.

The Teaching of English in Costa Rican Primary Schools

Due to diverse geographic, economic, political, social, and cultural reasons, the English language has had a strong influence in Costa Rica's society. In May 1997, English was officially introduced as part of the curriculum for I and II Cycle instruction "based primarily on the fact that childhood is the best time to acquire a foreign language" (Ministerio de Educación Pública, 2012, p. 21). Since then, the teaching and learning of English as a foreign language (EFL) has gradually expanded to different schools throughout the country from first to sixth grades during the elementary school years, and has received special attention from the MEP. Nowadays, around 85% percent of the primary school institutions in the country offer English among the

subjects they teach (Estado de la Nación 2013, p. 28). The MEP's main purpose of exposing students to this foreign language is to give children the opportunity to broaden their knowledge of the world and to take part in the development of Costa Rica's society (Ministerio de Educación Pública, 2012, p.20). Therefore, English is seen as a vehicle for students to cope with the changes of the 21st century, while they learn about themselves, their country, and the world around them.

In order to guide students in their learning of a foreign language, the English syllabus specifies certain characteristics that teachers are required to meet. These characteristics include encouraging and demonstrating how to communicate in the target language, managing knowledge of second-language learning and second-language acquisition, and being sensitive toward children's characteristics, needs, strengths and weaknesses when planning and developing activities, among others. While fulfilling these features, English teachers are required to expose students to new educational experiences, in which the learners can be involved in a motivating and creative process where learning becomes simple, but interesting. Furthermore, during their daily practice, teachers should take into account three main components of language teaching as follows: the formal component, which refers to the form, lexicon and morphology of the language; the functional component, that is, the specific purposes for using the language; and the cultural component that deals with reaching cultural understanding of the target culture (Ministerio de Educación Pública, 2012, pp. 20-36). As it can be seen, teachers have a great deal of responsibility and a very important role when teaching at primary school levels.

The teaching of English in primary schools should emphasize the development of students' listening and speaking skills. It is expected that after six years of instruction, students have acquired communicative competence at a basic level (Ministerio de Educación Pública, 2012, pp.

20-23). During the first three years of formal instruction, students should be exposed to aural and oral skills only. Then, in the second cycle (fourth, fifth and sixth grades), reading and writing are gradually introduced; however, listening and speaking continue to be the main emphases of the program. In regard to listening, students are asked to make distinctions between sounds, stress and intonation patterns; answer questions; follow instructions and commands, and listen to songs, poems, descriptions, short conversations, and stories. At the end of the second cycle, students are expected to have improved their listening skill so that they can "understand basic speech in different environments and understand speakers with different regional English accents" (Ministerio de Educación Pública, 2004, pp. 20-21). In order to accomplish these goals, students should receive varied and meaningful input that responds to their learning styles and interests, and enables them to develop basic communicative competence in the listening area.

Situational Background

The present study was carried out in Peñas Blancas Elementary School. This school is located in the county of Pérez Zeledon, 11 kilometers south from San Isidro de El General. The institution was founded on September 1st, 1946 and was named after the community. The school's main goal is to guide children's learning experience under inductive and constructivist methodologies, through which the students can construct their own learning style with the guidance of their teachers and the contents established in the MEP's syllabuses. The infrastructure is constituted by 14 classrooms for primary school instruction, and three more classrooms for pre-k. Furthermore, there is a lunch room, a counseling office, a multi-purpose gym, two small classrooms for students with special needs, two storage rooms for cleaning items and sport implements, and some recreational areas for students to play. In addition, the staff is

constituted by 36 people including the principal, teachers, janitors, cooks, security guards and other administrative staff.

Peñas Blancas is a coed school with male and female students mixed into each group. There is a population of 295 students divided in three main classifications: Pre-K, First Cycle (first, second and third grades) and Second Cycle (fourth, fifth, and sixth grades). The curriculum offered in this school includes subjects such as Spanish, math, science, social studies, English, music, arts, home economics, religion, and physical education. Regarding English teaching, first and second cycle students have been exposed to this language since 1999. Nowadays, there are two English teachers. Each of them is responsible for attending the population according to the cycle students belong to. That is one teacher works with First Cycle students, and the other with children from the Second cycle. Some years ago, pre-K students also received English classes, but this service is not available anymore due to some further specifications given by the MEP.

Objectives of the project

General objective.

- To analyze the listening instruction process of second cycle EFL students at Peñas Blancas Primary School so that a teacher's toolkit is suggested to enhance effective listening skills.

Specific objectives.

- To determine the application of listening comprehension strategies in the English classroom.
- To describe the barriers faced in the classroom when developing the listening skill.
- To design a teacher's toolkit that helps teachers improve their students' listening comprehension.

Proposition

Taking into consideration, that English teachers lack suitable resources to develop the listening skill, and that the listening tasks applied to second cycle students may lack the application of listening comprehension strategies, it may be inferred that the listening instruction process is not being carried out in a way that helps students become independent listeners.

Theoretical and Practical Background

In Costa Rica, little research dealing with the development of students' listening skill in a foreign language has been carried out. In 2009, Murillo analyzed the ability Costa Rican students have to listen with regard to their native language (Spanish). She found a series of weaknesses in the development of the listening skill that reflect in communicative competence, pointing out that students face difficulties in carrying out tasks like participating actively in conversations, contributing ideas during a discussion or simply listening attentively to a story (pp. 95-96). The difficulties that Costa Rican students have to develop the listening skill in their native language might directly influence their listening in the target language. Later, Córdoba, Coto and Ramírez (2005) gave a historical overview of the teaching and learning of the listening skill in public high schools, explaining the focus that this skill had received in light of the different teaching methods used in Costa Rica. Later in 2008, these researchers designed a workbook and a CD (compact disk) with audio exercises addressed to improve the listening skill of seventh grade students. Their most recent research is very similar to the one proposed in this paper because it deals with providing material to teachers based on the reality faced in the Costa Rican context.

It is worth stating that there is no report of any academic research on the issue of listening comprehension strategies in the region of Pérez Zeledón at primary school or high school level. The only study found in this area was done by Barrantes and Olivares (2011) with university

students, where they provided an analysis of metacognitive processes and suggested strategies to favor listening instruction in the EFL context. The researchers concluded that the application of metacognitive listening strategies in the EFL classroom would accelerate the process of comprehension, allow low level learners to achieve and improve listening regardless of their level of aural comprehension. Therefore, the present study is the closest attempt to understanding the reality faced by teachers in this region when working on the listening skill with primary school students.

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Chapter Two

Literature Review

Listening refers to the ability one has to detect and understand what is being said by another person. Thus a language teaching program, where communication is the ultimate goal, needs to place particular attention to the development of this skill. In order to work on listening in the appropriate way in the classroom, there are some concepts that must be clarified. Throughout this section, different aspects about the teaching and learning of this skill, such as its importance, processes and stages for teaching it and factors that affect students' aural comprehension are covered. Theory suggests that the teaching of listening should be accompanied with strategy instruction, so this issue is also analyzed here. Finally, since the study is addressed to analyzing how children in a primary school learn to listen, some principles for working with young learners are developed.

Importance of Listening

People are constantly confronted with aural input on a daily bases. Listening is an activity that takes place so naturally and frequently that it stands out over all the other macro-skills (speaking, reading and writing) when communicating. Researchers propose that people listen twice as much as they speak, four times as much as they read, and five times as much as they write (Fang, 2008, p.21). The listening skill constitutes such an important part of the communication process because the listener must be able to interpret and remember the information received in order to respond appropriately. Therefore, providing lots of training in listening comprehension will enable the learner not only to perform better in this skill but in the language in general.

In the field of language learning, listening can aid the development of the other skills. For instance, Hyslop and Tone (1988) explained that listening plays a life-long role in the processes of learning and communication since it provides a foundation for all aspects of language and

cognitive development (p. 1). More recently, Fang (2008) stated that "Large amounts of listening practice before speaking or reading may prepare the learner to acquire a second language with a greater efficiency than if he or she was taught all the skills simultaneously" (p. 21). For this reason, the development of the listening skill should receive special attention in schools, and even more in a foreign language classroom, taking into account that students will become skilled listeners only through practice and constant exposure to the target language.

Listening in a Second/Foreign Language

In a foreign language context, students do not usually have many opportunities to receive input in the target language besides the one they get at school; thus the practice provided during class time is very valuable for the development of the listening skill. However, Mendoza (2005) concluded that "classroom listening is not real-life listening" (p. 1), explaining that activities should allow learners to get in contact with at least some of the features of real-life-situations. To do this, it is necessary to take into account not only the formal components of the language, but also the knowledge of other socio-cultural aspects that directly influence the meaning and connotation of the conversation. Fang (2008) explained that listeners select and interpret information that comes from audio and visual clues while activating prior knowledge, so they can ultimately define what is going on and actively form a mental representation of the message being transmitted (p. 22). Providing students with the type of input just described and teaching them how to manage the linguistic and nonlinguistic elements to convey meaning properly constitutes a real challenge for the foreign language teacher.

The old classification in which speaking and writing were viewed as active skills, whereas listening and reading were defined as passive skills is no longer acceptable. Fischer and Farris regard listening comprehension as a process by which students actively form a mental

representation of an aural text according to prior knowledge of the topic and information found within (cited in Fang, 2008, p. 25). Similarly, Xiao-yun and Gui-rong (2011) support this premise by stating that "listeners should make complex processing to the language signals that they hear, and make it consistent with the speaker's real intention and store it in short-term memory" (p.316). In other words, the process of listening in a foreign language requires the person to pay attention to the speaker, decode the given message, interpret its meaning, and in most cases, give a response to what has been heard. This task can become even more complicated due to the differences between the L1 (native language) and L2 (second language) since the target language rules regarding grammar, intonation, and pronunciation, among other aspects, may significantly differ from the speaker's native one.

Processes in Listening Comprehension

The process of listening can take place in two different ways: top-down processing and bottom up processing. Top-down listening refers to the use of background knowledge in understanding the meaning of the message. Fang (2008) explained:

> […] the listener actively constructs (or reconstructs) the original meaning of the speaker employing new input as clues. In this reconstruction process, the listener employs prior knowledge of the context and situation within which the listening occurs to understand what he/she hears (p. 23).

When teachers have students predict the content of a listening activity by using information about the topic or situation, pictures, or key words, they are helping the learners to develop their top-down processing skills. This is an essential skill given that even advanced learners are likely to come across some unknown vocabulary in real-life listening situations. Other examples of common top-down listening activities include putting a series of pictures or sequence of events

in order, listening to conversations and identifying where they take place, reading information about a topic then listening to find whether or not the same points are mentioned, or inferring the relationships among the people involved.

In contrast, in activities that promote bottom-up processing, the listener achieves comprehension by dividing and decoding the sound signal bit by bit, showing also the ability to separate speech into more simple units such as individual words or language chunks. In this case, "phonemic units are decoded and connected together to construct words, words are connected together to construct phrases, phrases are connected together to construct utterances, and utterances are connected together to construct complete, meaningful text;" so one step leads to the other (Fang, 2008, p. 23). Since bottom-up processing focus directly on language forms at the word and sentence levels, this is particularly beneficial for lower level students who need to expand their language range. Some common activities that promote this type of processing include distinguishing individual sounds and stressed syllables, listening for intonation patterns, recognizing contractions and connected speech, and recognizing key words. These activities are reflected in exercises such as dictation, cloze listening, and use of multiple-choice questions after a text, since these require the learner to recognize, process, and understand the input.

In daily life listening, people go through an interactive processing in which they make a combination both processes. According to Richards (2008) in the real world, the extent to which one process dominates over the other depends "on the listener's familiarity with the topic and content of a text, the density of information in a text, the text type, and the listener's purpose in listening" (p.9). In a classroom setting, students need to be aware of the existence of these processes to be able to put them into practice according to the needs faced in each case. To

achieve this, a teacher must provide top-down as well as bottom up strategies. To this regard, Mahmoud (2013) mentioned:

> **Top-down strategies** are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. **Bottom-up strategies** are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. (p. 102)

It is through daily practice that students can learn how to apply and use these types of strategies.

Stages of Listening

When EFL students have had little contact with the foreign language, listening skills can be hard to develop. Linguists suggest that the development of listening comprehension in the English classroom should be carried out as a process in which the input is presented, analyzed and put into practice through three main stages classified as pre-listening, while listening and post listening. As explained by Al-Batal (2010), “A well-designed listening activity should be broken down into carefully sequenced "phases" that build on each other” (Pre-listening, para. 1). In other words, one phase of listening must lead to the other efficiently so that learners can see how they go through different steps to finally achieve comprehension.

Pre-listening.

At this stage, activities are addressed to establish what students already know about the topic, to build the necessary background, and to set purpose(s) for listening. Having students work on pre-listening tasks helps them get ready for the listening input and understand it better. Other purposes of this type of activities involve generating interest and building confidence on the

students' part (Rees, 2010, para. 9). In fact, class discussion and students' interaction in this stage can lower the learners' affective filter resulting on less anxiety. Şevik (2012) stated that learners can do better in a task when they know what they are going to hear and what they will be asked to do since this keeps them busy, increases motivation and prevents them from boredom (p. 11). Similarly, Al-Batal (2010) explained that "An ideal pre-listening task is one in which the teacher […] helps the students activate the background information and language components needed to comprehend the text without "giving" this information to the students" (Pre-listening, para. 1). Nonetheless, helping students in this pre-stage does not mean covering all the content or explaining every unknown word, but preparing them with the tools to address the aural text.

In different real life situations, native speakers usually have knowledge of what they are going to hear, so when exposed to a determined topic, they are able to understand specific information aided by their previous knowledge of the contexts involved. Rees (2010) commented on the importance of pre-listening activities by stating:

> In our first language, we rarely have trouble understanding listening. But, in a second language, it is one of the hardest skills to develop - dealing at speed with unfamiliar sounds, words and structures. This is even more difficult if we do not know the topic under discussion, or who is speaking to whom. So, simply asking the students to listen to something and answer some questions is a little unfair, and makes developing listening skills much harder. (para. 6-7)

As the author explained, exposing learners to aural input, and having them solve different exercises does not guarantee that they are going to achieve listening comprehension

automatically. They should go through a series of practices that enable and facilitate understanding of the new language.

Different experts in the field agree on some activities that can be part of this pre-listening stage such as

- setting the context of the audio by talking briefly about the speakers, the place and the purpose of the activity;
- motivating students and activating their interest in the topic through a game or funny activity;
- activating the learners' prior knowledge about the topic and eliciting vocabulary or expressions for them to have an idea of the language they would be listening to;
- providing knowledge input, in case that students are not familiar with the subject of study, as well as choosing a few of the new words that are included in the text, and working on their meaning;
- predicting about the content or language that can be found in the audio by means of brainstorming or using cues such as pictures of titles; and
- giving some time to check and understand the listening tasks for students to get some idea of the content of the listening (Campos, 2013; Pekin, Altay & Baytan, 2010; Rees, 2010).

The National Capital Language Resource Center (NCLRC) (2004) also provided a series of suggestions for teachers to do before listening such as allowing learners to first read the text (sentences or paragraphs) when asked to complete these with information from the track; asking key questions so they can identify the important points they should center their attention in, and predicting content as well as encouraging learners to confirm predictions in the following stage (Teaching Listening, para. 13-17). Pre-listening activities as the ones mentioned before not only

help teachers find out what students already know about the topic, but also help pupils learn how to listen in the foreign language and get ready for the vocabulary and language structures in the text.

While-listening.

In this stage, also known as during-listening, students are exposed to the audio chosen for the listening task. Activities here relate directly to the text, and students carry them out during or immediately after listening. During this time, the primary goal is comprehension, so students' attention is essential and should be centered in the aural text. Teachers have very little control during this part of the listening exercise, "because this is where the student needs to pay attention and process the information actively" (Ur, 2010, p. 44). For this reason, it is very important that students be clear about what is expected from them so they do not get distracted wondering what to do. It is also imperative that teachers "match while-listening activities to the instructional goal, the listening purpose, and students' proficiency level" (NCLRC, 2004, Teaching Listening, para. 13). In other words, the learning objective for developing an activity should be well defined, students should know why and what they are doing that for, and activities must be adapted to their specific learning needs, neither too advanced nor too low for their level.

Listening practice can be addressed in two different ways. Students may listen either to get a global understanding of the situation given or about the context in which the audio takes place, or they may be asked to focus their attention on more specific data in order to solve the required exercises. Regarding how to approach holistic (global) listening, Al-Batal (2010) suggested to:

- Allow students to listen to the text two or three times as a whole before going to intensive listening.

- Encourage student to focus on global meaning first and don't pose questions that ask them for details after the first listen.
- Encourage students to make assumptions after the first listen and verify them after the second listen.
- Focus questions and attention at this stage on the segments of the texts that are accessible to the students in terms of vocabulary and structures. Always remember that students don't need to "get" everything in the text (While listening, para. 4).

The application of global listening stimulates the acquisition and development of listening strategies, so students can become more effective listeners.

It is recommended that in every listening practice students first go through the process of global listening, and then continue to the next step, known as intensive listening. In this part, sample while-listening activities may include listening with visuals, filling in graphs and charts, following a route on a map, checking off items in a list, listening for the gist, searching for specific clues to meaning, completing cloze (fill-in) exercises, and distinguishing between formal and informal registers (NCLRC, 2004, Teaching Listening, para. 20). It is important that learners practice both types of listening. Teachers' choice on the kind of listening activity will depend on the students' level and on the type of strategies they want their students to develop. Finally, at the end of the while-listening stage, it is good to take some time for checking the activities and giving feedback about the strengths and weaknesses found in the responses.

Post-listening.

After listening to the track, the students need to act upon what has been heard in order to clarify meaning and extend comprehension. This time is as important as the pre and while stages because it is constituted by follow-up activities that permit students to use "the knowledge

gained from listening for the development of other skills such as speaking or writing" (Al-Batal, 2010, Post-listening, para. 1). As explained by this author, at this stage, students go beyond the aural task by working on other abilities that will support their learning. Post-listening tasks favor more acquaintance with the topic, further reviewing of vocabulary and structures, and make evident for students the existing correlation among skills.

During this period, the teacher may ask students to confirm their assumptions, clarify understanding of specific words or expressions, talk about what the speaker said, question statements of opinion, play a board game or any other competitive game, amplify certain remarks, summarize the main points either in oral or written form, complete diagrams or maps, share their opinions in groups, evaluate critically what has been heard, do further research in the topic, write down a dialogue and practice it in pairs, act out part of the audio by means of roleplaying, or singing along to practice stress and intonation. As stated by Liao (2003), "a well-planned post-listening activity is a useful device for [students] to speak and think about links between the lecture and their life experiences" (p. 18), favoring and strengthening students' language learning. Again, the selection of the type of assignment must respond to the students' context and linguistic level.

Factors that Affect Listening Comprehension

In the contexts of second and foreign language learning, it is common for students to deal with barriers that prevent them from achieving listening comprehension. For instance, there may be times in which students are not familiar with the type of accents they listen to, so they cannot even recognize words that they already know. On other occasions, learners may lack background or cultural knowledge implied in the aural text, which results in problems to comprehend the message transmitted. Underwood identified some major listening problems that

learners of a foreign language deal with, stating that these may be related to different cultural and educational backgrounds. He enlisted the following as the main problems: lack of control over the speed at which speakers speak, not being able to get things repeated, the listener's limited vocabulary, failure to recognize the "signals," problems of interpretation, inability to concentrate, and established learning habits (as cited in Chen, 2005, p. 2). Most of these factors relate to the experience of carrying out listening comprehension tasks based on recorded conversations or texts, in which the learners have less control over the aural message than they would in real-life conversation.

During the last decades, researchers on first and second language learning have studied a series of factors that influence listening comprehension. Rubin (1996) proposed a series of elements that interfere with students' ability to understand a message. She listed five major factors: 1) text characteristics (variations in a listening passage/text or associated visual support); 2) interlocutor characteristics (variations in the speaker's personal characteristics; 3) task characteristics (variation in the purpose for listening and associated responses; 4) listener characteristics (variation in the listener's personal characteristics); and 5) process characteristics (variation in the listener's cognitive activities and in the nature of the interaction between speaker and listener (p. 199).

The difficulties highlighted by Rubin show how learners have to overcome different linguistic, personal, interpersonal, and procedural features in order to capture the idea behind the aural message, and achieve listening comprehension. In the same way, Xiao-yun and Gui-rong (2011) claimed that second language learners deal with a series of listening obstacles. They enlisted psychological obstacles, phonetic obstacles, misunderstanding of intonation, wrong pronunciation, unknowing about the phonetic phenomena, vocabulary and grammar obstacles,

and non-linguistic handicaps as the main sources of interference that prevent learners from achieving listening comprehension (pp. 316-318). Although displayed under different categories, it is a fact that the sources of interference that students encounter in the listening process are varied and affect them directly.

Taking into account the large variety of obstacles that second language learners face, it is evident that achieving listening comprehension is not an easy task. Teachers are then challenged to help students deal with and overcome those difficulties. For instance, in order to help students become familiar with different accents, types of intonation, genres, and types of text organization in the aural text, a teacher may decide to expose students to a wide range of listening input during the first years of formal language instruction. However, being exposed to plenty of input is not enough. Students need to be trained on what to do and how to handle all that input so that they can be involved in an effective learning experience. Oxford (2003) explained that "language learning styles and strategies are among the main factors that help determine how – and how well –our students learn a second or foreign language" (p. 1), highlighting the importance of providing students with opportunities to become familiar with these. The concept of language learning strategies is of great importance in the process of studying a foreign or second language as well.

Language Learning Strategies

Language learning strategies are thoughts and actions, consciously selected by learners, to assist them in the completion of specific language tasks and in learning and using the language in general. Former studies in this field reveal the existence of different types and classifications. For instance, Cohen (1996) established two main categories, "language learning strategies" and "language use strategies" where the former help learners improve their knowledge of the L2 and

the latter aid students when using the language that is part of their current interlanguage. Students may choose to use either type or make a combination of both in the process of learning and using the target language (pp. 2-3). Thanks to the application of these strategies, daily life events, which not necessarily have teaching purposes, can be turned into significant learning experiences. However, learners need previous instruction on this area in order to make wise decisions on which strategies to use.

There are specific learning strategies that can be used to address the different language skills as well as the multiple language purposes that a student can have in his learning process. In 1990, Oxford proposed an inventory of strategies for language learning. This is, in fact, one of the most common classifications and the basis that many researchers have followed to carry out further studies. Likewise, due to its high validity, reliability and utility, Oxford's work has been cited as well in lots of investigations in the field of learning strategies even up to now. Her proposal on strategy types can be summarized as follows:

- Memory strategies have a highly specific function helping students store and retrieve new information. Grouping, making associations and using imagery are found in this category.
- Cognitive strategies, such as summarizing or reasoning deductively, enable learners to understand and produce new language by many different means.
- Compensation strategies, like guessing or using synonyms, allow learners to use the language despite their large gaps in knowledge that are so common in the interlanguage.
- Metacognitive strategies allow learners to control and coordinate the learning process by using functions such as centering, arranging, planning, and evaluating one's learning.
- Affective strategies help students to regulate emotions, motivations, and attitudes as when students use music or laughter to lower their anxiety.

- Social strategies which are proposed to help students learn by interacting with others, for instance, when they negotiate meaning or ask for clarification during a conversation (Oxford, 1990, 37-135).

The final goal of all these strategies is to aid the second or foreign language students in overcoming the obstacles that they will possibly find in their attempt to learn the language. Likewise, teachers who are aware of these strategies and their corresponding classification can direct their teaching practice better towards helping students become skilled users of the new language.

Listening Comprehension Strategies

As explained before, language learning strategies can help students overcome the barriers they find when confronted to the different macro and micro skills. The process of listening implicates what Bozorgian and Pillay (2013) described as "an encoding and decoding process in which the listeners make use of a set of techniques to reach comprehension" (p. 106). These two researchers used the term 'technique' to refer to those means learners use to approach the aural material so that they can achieve comprehension in a more effective way. These techniques, hence, can be seen as listening comprehension strategies that are consciously used by listeners to help understanding. Through time and constant practice, these will evolve and come to be used more automatically until students are able to use them unconsciously (Zhang, 2007, p. 72). Thus, using strategies at the beginning stages of learning can lead to skillful and more independent listeners.

The purposes for using listening comprehension strategies may vary depending on the situations or tasks encountered and the proficiency level of the students. According to Vandergrift, listeners use different strategies in response to the nature and demands of the

auditory input (as cited in Bozorgian and Pillay, 2013, p. 106). To this regard, Chen, Lee, and Lin (2010) divided listening comprehension strategies into three main categories: *metacognitive* which deal with awareness of learning; *cognitive* that involve direct manipulation or transformation of the L2; and *socio-affective* that are mostly focused toward providing learners with ways of controlling their emotions and attitudes while learning the new language (p. 245). Due to the importance that strategies have in assisting learning, it is necessary that teachers raise awareness of these in the class. This process of explicitly teaching listening strategies should be carefully planned so that these are properly selected for students to get the most benefits according to their needs and to the demands of the listening exercise.

Raising Students' Awareness in Listening Comprehension Strategies

Different studies have concluded that language learning is facilitated if students are more aware of the range of possible strategies that can be selected in the EFL process, and that the most efficient way to highlight this awareness is through strategy-based instruction. According to Bozorgian and Pillay (2013), this concept dates back to 1975 when Rubin and Stern argued that 'good' language learner strategies should be employed to assist students struggling to learn a new language (p. 107). After performing different studies in this area, Cohen (1991) concluded that "success is no longer an accident, but the product of careful planning and execution of a series of strategies that work for the learner […and that…] consciousness-raising is perhaps the crucial factor here" (pp. 109-118). Learners are the ultimate responsible for a successful learning experience; therefore, they need to go through a training process where they get information about what learning strategies are, what purposes they serve in language learning, and how they can be implemented.

Cohen and Weaver (1994) stated:

> If students can learn to plan, monitor, and evaluate their own language learning through the systematic application of language learning strategies, as well as perceive and know how to deal with difficulties they encounter during the learning process, they will be able to take more responsibility for self-directing the learning process and thus can more fully benefit from classroom language instruction. (p. 287)

These authors make evident the importance of strategy training in ESL or EFL classrooms since this can aid all language skills during the learning process. Also in 2002, Cohen examined the effects of this direct instruction and concluded that these techniques are "an important source of support to learners in their efforts to master a second language, and to teachers in their efforts to facilitate their learner's acquisition of the language" (p. 9). His contribution showed that strategy training can improve learners' performance, and help them become more autonomous, motivated and confident in language learning.

In 2005, Song found that students often do not handle listening tasks effectively because they are not aware of the existence of listening comprehension strategies. Then, in 2008, Chamot explained that in more advanced levels, this occurs because learners do not know how to select strategies appropriately (as cited in Mahmoud, 2013, p.100). These authors agreed that there seemed to be a lack of training on this area. Years later in 2011, Cohen looked at the relationship between strategy use and listening success, concluding that usually the individual or group being exposed to and/or trained in this field reached better comprehension levels to those who were not (p. 684 -685). In the same way, Bozorgian and Pillay (2013) demonstrated that explicit instruction in listening strategies may facilitate listening comprehension. They found that this type of instruction "improved listening proficiency and learners' confidence in listening" (p.

107). Therefore, raising students' awareness becomes a must on language teaching since this will constitute a powerful tool to support their ability to achieve comprehension.

Unfortunately, the teaching of English in the Costa Rican context with regard to the listening skill does not escape from the situation described by Song and Chamot. The MEP'S syllabus does not provide specific information on strategy training when it explains the requirements for working on this skill. It does not reflect importance of giving previous training on which strategies students can take advantage of in order to aid their comprehension. Studies in the field indicate that teachers can and should take actions to help learners improve the listening ability, taking into consideration how to teach listening strategies and which of these best respond to their needs.

Teaching Language to Young Learners

The age of the learner is a factor that influences the learning of a foreign language. This has driven scholars to identify the difference between teaching adults, teenagers and children. Each of these age groups brings into the EFL classroom particular traits that determine what, how and why they learn. This has brought about a growing interest to understand the learning process that young learners (YL) go through. The term YL includes such a wide range of ages (from 2 to approximately 13 years old) that it becomes necessary to break it down into two smaller subgroups. Pinter (2012) divided YLs into younger and older learners. She clarified that younger learners are those that are either in their pre-school years or in the first couple of school years; therefore, they are not well acquainted with reading or writing even in their own native language. On the contrary, older learners are those students that have advanced higher into their school years, so they are more comfortable with school routines and have already developed reading

and writing skills (p. 106). The previous academic experience that students have been exposed to will have direct pedagogical impact on the decisions the teacher makes.

Making this distinction among YLs permits a deeper analysis of the cognitive capacities, interests and needs that the two groups present. Pinter (2012) pointed out that younger learners' approach to language learning is more holistic. They are able to understand meaningful messages, but they cannot analyze language form. As YLs grow older, they shift to a more analytical approach and can see language as an abstract system. Children's level of awareness will also vary through time. Younger learners have a lower awareness of themselves and their learning process, of others and their viewpoints, and of the world that surrounds them. Older learners become not only aware, but also interested in these aspects. YLs go through a period in life where they enjoy fantasy, imagination, and movement; but as they grow up, they want to learn about real-life issues (p. 106-107). All these factors must serve as reference for teachers to make decisions about the learning experiences that will be carried out and the tasks and material designed for students.

To effectively teach a foreign language, teachers must understand the developmental stages YL go through. Knowing the cognitive possibilities and limitations can serve as guiding principles in the classroom. For many years, Piaget's ideas about the stages of cognitive development have provided a glimpse into the thinking and reasoning capacities of children. He determined four different stages that go from childhood to adulthood:

- Sensorimotor stage includes an age range from 0 to 2 years and is characterized by the capacity children have of processing information through the use of senses and motor actions.
- Preoperational stage ranges from 2 to 7 years and is initiated by the ability of symbolic representation, as well as, concrete, irreversible and egocentric thinking.

- Concrete stage includes ages from 7 to approximately 11 years, and it is distinguished by a child's ability to carry out logical mental operations on concrete objects that are physically present.
- Formal Stage embraces children from 12 to adulthood and implicates that a person is able to think about and solve abstract problems in a logical manner (Plotnik and Kouyoumdjian, 2014, pp.388-390).

Piaget concentrates his theory on how children react to the objects in their environment trying to make sense of them. As children advance from one stage to the next, new reasoning and thinking abilities will thrive. The experience students are exposed to in the foreign language classroom should create and offer opportunities for their learning.

There is a popular belief in language teaching that YLs are better at this task than adults because they will automatically reach communicative proficiency. However, this idea has proven to be controversial and that the desired goal does not take place as easily as it was thought originally. Jantscher and Landsiedler (2000) explained that as opposed to teenagers, the problem with young children is that they lack "access to learning strategies and memory techniques (owing to limited cognitive capacities)" (p. 25). On the other hand, Brown (2007) gives merit to a child's capacity explaining that the inexperience they have demands a subconscious effort from their part when studying a foreign language. He explains that while adults are capable of paying focal attention to the language forms, children have to rely on their spontaneous, peripheral attention. Thus, adults are able to use "various deductive and abstract processes" to facilitate the learning process (p. 101). Even though children can become fluent speakers, they must dedicate effort to language learning.

The challenge of teaching English to YLs goes beyond simply exposing them to the language. Brown (2007) explained five categories that teachers need to take into account in order to successfully teach children:

- YL's intellectual development makes it impossible for them to understand language rules; thus, they will depend on examples as a form of presenting patterns and will require significant amount of repetition to get the gist of the linguistic system.
- Children's attention span can be short when they are faced with boring, useless or difficult material. This challenges teachers to propose a variety of activities that tap into students' curiosity. Learning must be accompanied with a sense of humor that can contaminate students with enthusiasm toward the subject.
- Sensory input must go beyond visual and auditory stimuli. YLs need to put into practice all their senses, keep busy with on-hands activities or physical activity. The teacher's nonverbal language is also a great support.
- Despite a common believe that children are not inhibited by language learning, YLs are highly sensitive (especially to peers) and can be more fragile than adults. This affective factor might call for support to overcome potential barriers when eliciting oral participation.
- Authentic meaningful language can be achieved by providing students with input that is context embedded and has a meaningful purpose (pp. 102-104).

Teaching English to YLs requires teachers to understand children and to respond to their cognitive, emotional, and social needs. The lesson must be filled with a wide variety of interesting activities in an environment where they feel safe and motivated to construct meaning of what they are exposed to. Providing the appropriate environment is a must when teaching.

Besides focusing on how children should be taught, language teachers also need to examine what children will be taught. In a foreign language context, the amount and type of exposure is crucial to obtain successful outcomes because the classroom is the main or only place where students are in contact with the language. This refers not only to quantity, but also to genre since "foreign language learners who depend on their teachers and texts for most of their exposure and input, will not, […] develop across the full range of the foreign language" (Cameron, 2001, p. 16). Young learners can develop different language skills when the lessons ensure a rich linguistic experience enabling them to understand and carry out a variety of discourse types like participating in conversations, storytelling or giving speeches.

Chapter Three

Methodology

Qualitative research permits a deep understanding of a particular situation by exploring and describing the reality faced by the participants of the study in their natural context. This is accomplished by observing and describing the participants' experience, opinions and perspectives. According to Denzin and Lincoln "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" (as cited in Merriam, 2009, p. 13), turning their contributions into the essence that allows for understanding of a situation. The present study is embedded in a qualitative paradigm because it aimed to analyze the listening instruction process faced by second cycle students. More specifically, the comprehension strategies implemented and the barriers faced in the classroom during this process were studied. The teacher and students' experience regarding these topics served as a basis to understand the phenomenon lived in the English classroom.

Through the study, it was possible to determine the application of listening comprehension strategies in the class, how they were applied, why those specific strategies were chosen, and how students reacted to them. The research also gave insights as to what barriers were faced by the students and the teacher, what was causing the barriers, and what was being done in order to overcome these during the listening instruction process. An understanding of these issues may be helpful for teachers in other settings so that they can think of how best to approach the skill based on the reality identified. Merriam (2009) suggested that when research permits discovery, insight and understanding of the participant's perception, it can make a difference in their lives (p.1). Through the development of this project and the findings gotten from it, it was possible to set a baseline for making a toolkit that favors the application of listening comprehension strategies in the context studied.

Type of Research

The research proposed in this paper was managed as a case study. Yin (2009) suggested that when a *how* question guides the research in trying to understand a contemporary set of events where there is little or no control, but the researcher still has the possibility of turning to a wide variety of evidence such as documents, artifacts, interviews and observations, a study case is an appropriate approach to find an answer (p. 11). The particular questions at hand dealt with finding how listening comprehension strategies were applied in the EFL classroom, as well as identifying the barriers that inhibit understanding and explaining how they are faced. The how part of the question aims towards understanding and describing the situation at hand. It seeks to go beyond only naming the strategies and barriers. Through the research, it was possible to obtain a better understanding of what was happening in the classroom in regard to this topic.

Qualitative case studies aim to capture the situation being studied in its natural context requiring researchers to study the phenomena as it occurs because "the situation is expected to shape the activity, as well as the experiencing and the interpretation of the activity" (Stakes, 2006, p.12). In other words, throughout the collection of data process, there is no control or manipulation over the situation taking place. For this investigation, a teacher carried out her lessons as she would normally do, and the students carried on with their lesson as naturally as possible. Under these conditions, it was safe to analyze the listening instruction process that second cycle EFL students faced at Peñas Blancas Primary School. A detailed description of the phenomenon taking place in a natural setting was the best option to provide a toolkit that could really respond to the teacher and students' needs.

The design here corresponds to a single-case study. According to Yin (2006), this type of design is useful when the researchers are looking for a representative or typical case, which can

"capture the circumstances and conditions of an everyday and common place situation" (p. 48). This case was addressed to analyze the listening instruction process that a teacher and her second cycle students at Peñas Blancas Elementary School experience. This primary school represents the typical situation lived in other rural schools in Pérez Zeledón. Previous to this study, a quick survey was conducted to different public school teachers in order to gather information about the reality they face when working on the listening skill with second cycle students. Through the survey it was possible to find common-ground data in regard to the use of listening strategies and the difficulties encountered when working on this skill. Using the information collected in this initial stage made it possible to identify a context that could represent the phenomenon at hand and that could serve as a typical case which allowed for generalization of the strategies and barriers encountered during the teaching process observed.

Using typical cases is not unusual in the education field. Ary, Jacobs, and Christine (2009) stated that case studies are carried out in education to provide a detailed description and understanding of the entity being studied. Moreover, they expressed that the findings generated from this sort of research can result in data from which it is possible to make generalizations to theory (p. 29). Teachers often carry out case studies in order to search for answers to the difficulties they face in their classrooms. The experience obtained by researchers helps educators understand the context in which they work, what they are doing right, or what is not working well and why. One person's experience at work could help other colleagues that live similar realities.

Having determined the usefulness that a single case study can implicate for the topic at hand, it was possible to classify the type of research here as an instrumental case study. This is defined by Stake as the one in which "the researcher focuses on an issue or concern, and then selects one

bounded case to illustrate the issue" (as cited in Creswell, 2007, p. 74), where the case chosen serves as a model to generalize the findings. Since the present research was carried out in order to generate a toolkit for teachers, an instrumental case study permitted the researcher to obtain insights about the topic, redraw generalizations, and build theory. The main interest laid in understanding the experience that the subjects of study encountered when working on the listening skill. These insights served as a base to elaborate a toolkit that teachers in different schools can use to work in this area.

Research Questions

- How are listening comprehension strategies put into practice in the EFL classroom?
- Which barriers are faced in the EFL classroom when developing the listening skill?
- What should be included in a toolkit to help English teachers improve their students' listening comprehension?

The Setting and Subjects of the Study

This study took place at Peñas Blancas Primary School which is located in the community with that same name, 11 km southeast from San Isidro, Pérez Zeledón. It is considered a rural elementary school with a total of 295 students enrolled. The majority of the students come from middle to low social economic backgrounds. Due to the number of students and groups per grade, there are two English teachers. One teacher works with first cycle and the other one with second cycle. The students' age ranges from six to thirteen years. They receive five forty-minute English lessons per week from first grade to sixth grade. According to the MEP syllabus, once they reach the second cycle, students are supposed to have received ongoing exposure and use of English, allowing them to develop communicative competence in the oral and aural linguistic skills at a basic level (Ministerio de Educación Pública, 2004, p. 20). Second cycle students and

their English teacher constituted the population chosen for this case study. Table 1 shows the distribution of participants.

Table 1:

Distribution of Participants in the Study

Grade	Groups	Number of participants
Fourth	4A	22
	4B	22
Fifth	5A	20
	5B	21
Sixth	6A	15
	6B	14
	6C	14
Teacher		1
TOTAL		129

SOURCE: English teacher's personal register, (2014)

Category Definition

The two main categories of this study were listening comprehension strategies and barriers that interfere in the listening process. Listening comprehension strategies are those strategies which students use to help them understand an aural text. Oxford (1990) provided a classification. For the purpose of this study, five different strategies were considered.

Memory strategies. These are designed to help achieve comprehension by storing and retrieving new information from memory. These can include activities such as associating new language information with already known concepts, using imagery, and using keywords to achieve comprehension.

Cognitive strategies. They enable the learner to manipulate the language material in direct ways by performing activities like skimming and scanning, reasoning deductively, analyzing contrastively or translating.

Metacognitive strategies. These allow learners to control and coordinate their own learning process by performing activities like paying attention, identifying the purpose of a language task, and over viewing/linking with already known material

Compensation strategies. They allow students to overcome the linguistic gaps in the target language by performing activities like guessing intelligently by using nonlinguistic clues, as well as using background knowledge.

Social strategies. These lead students in controlling their emotions and attitudes to be able to work with others (pp. 57-191).

The second set of categories dealt with obstacles or factors found when trying to reach listening comprehension. Three different barriers are analyzed following Rubin's (1996) description of the elements that interfere with students' ability to understand an aural text:

Text characteristics. They refer to the variations in aural texts used in class such as the speech rate, complexity of the vocabulary used, type of discourse presented, visual support provided, and the speakers' accent.

External characteristics. These refer to the conditions encountered during the development of the lesson that do not relate to the text or students, but in some way have an effect. These can be background noise, condition of the equipment used, student familiarity with listening strategies, behavior problems from some students, and access the participants have to technological devices.

Listener characteristics. They refer to factors that affect the listener at a more personal level such as the attitude toward listening, the background knowledge about the topics, and the language proficiency level (p.199).

Data Collection Instruments

During a case study, it is essential to interact with the subjects participating to get a glimpse of the reality faced. Different instruments like a structured observation guide, questionnaires, a face to face interview, a focus group session, artifact collection analysis, and a researchers' log were carried out to collect qualitative and quantitative data for this case study. Through the administration of the instruments, it was possible to capture the reactions, perceptions, and beliefs of the informants.

Structured observation guide (Appendix B). This instrument was filled out by the researchers in order to get information about the listening strategies being carried out in the classroom, as well as characteristics regarding the listening instruction process that took place. The observation guide provided instructions for the researcher to know under which circumstances it should be applied, explained its purpose, asked for general information of the lesson being observed, gave instructions on how to be filled out, and specified activities for the observer to choose from according to what was observed during each stage of the listening activity. It divided the listening activity into three different periods (pre-listening, while listening and post-listening). In each stage of the listening activity, the observer was able to place a check next to the strategy proposed by the teacher and the students' participation. It included activities that respond to the five different strategies chosen for the study (memory, cognitive, metacognitive, compensation, and social strategies). Only those strategies that help develop listening comprehension were picked out. The final part of the instrument allows the observer to jot down information about how the strategies are applied during the lesson in an open-ended manner.

Questionnaire for the teacher (Appendix C). This instrument was administered only after a listening task was carried out in the classroom because it aimed to get the teacher's perception regarding the students' performance during the development of the activity. The instrument consisted of six questions about the barriers that were faced during the activity. The teacher picked the answers that best described her perceptions of students' performance, to discover which barriers the participants dealt with.

Questionnaire for students (Appendix D). Students filled out this questionnaire only after a listening activity was carried out in the classroom because it aimed to learn about their opinion with regard to their performance during the listening activity. The instrument consisted of seven different questions that are answered by checking the option that best described the student's perception of his or her performance. It collected data about the barriers encountered. This instrument was designed in Spanish due to the students' linguistic level so that they could feel more confident describing their experience and to assure researchers about the accuracy of the response given.

Face to face interview for the teacher (Appendix E). This instrument was designed to obtain information about the situations that the teacher faces when developing the listening skill in students. The interview was recorded to help in the process of capturing all the necessary information. It was administered only once because the study includes only one English teacher. The questions were designed to gather information about the strategies taught, as well as the barriers faced.

Focus group session (Appendix F). This instrument was used to collect the students' opinions regarding the listening instruction process. Three different group sessions were developed throughout the case study, one per grade. The students that participated in the focus

group session were picked out randomly. Each group session was carried out with eight participants. The instrument included a protocol to guide the moderator during each group session. The questions dealt with the listening strategies and the barriers faced during the listening instruction process. Due to the students' linguistic level, the sessions were developed in Spanish. This was foreseen as necessary because students would feel more at ease and confident expressing their opinions in their native language. Performing it in English would have limited the ideas that they could express and thus interfere in the quality of the information gathered.

Artifact collection analysis (Appendix G). This technique included the analysis of the written material that students were exposed to during listening activities in order to identify any possible language learning strategies embedded. These materials analyzed through this technique involved textbooks, photocopies, notebooks, and notes on the board.

Researcher's log (Appendix H). This consisted of a personal diary where the researcher took notes of all the activities carried out during a lesson, regardless of the skill being focused. The instrument included a heading with general information such as date and time, group observed, number of students among others. The researchers log recorded the events in a chronological order and any other note that the researcher considered important for the study.

The analysis of these instruments gave way to a detailed description about what occurred in the classroom during the listening instruction process, why certain decisions were made, and what barriers needed to be overcome. The teacher's and students' opinions and perspectives were the bases in understanding the phenomena studied. These instruments were analyzed through the use of tables or charts. The charts designed provided qualitative and quantitative data. The qualitative data has been laid out and written using the original language and expressions used by the informants. Relevant quantitative information has been presented by the use of tables and

graphs. The researchers looked for repeated patterns throughout the listening instruction process and triangulated them among the different instruments to enrich the analysis given. Hernández, Fernández, and Baptista (2010) stated that when referring to qualitative inquiry, the information collected can be more profound and richer when it comes from different actors, sources and instruments (p. 439). Finding patterns among the various instruments and informants made possible an analysis of the different perspectives, voices and interpretations of the participants for this study.

Possible Constraints

Qualitative investigation does not have as a goal the generalization of the findings since it focuses on a particular entity, which is in itself unique. This means that not every detailed description derived from this study will necessarily match other settings. This can generate a constraint because the final objective of this research aims to create a toolkit that helps teachers in different schools apply learning strategies for improving students' listening comprehension. To minimize this downside of the investigation focus, a short diagnostic questionnaire was administered to teachers in the region. Through this survey, it was possible to determine that more audio and audio-visual material, appropriate for the age group, is needed. Besides justifying this need as a common denominator, it was possible to choose a school that represents a "typical" case, as defined by Yin (2006), in regard to the problems other teachers face when developing the listening skill. Using a representative sample like this can minimize the constraint and thus make the findings more valid to other contexts.

Chapter Four

Data Analysis

How Are Listening Comprehension Strategies Put into Practice in the EFL Classroom?

Listening is a core activity in any learning environment. Through the classroom observations, it was possible to distinguish two different ways in which listening took place. The first type was a structured task where listening comprehension was the objective planned out by the teacher. The other form was more spontaneous since it occurred in unplanned situations where the language was used as a means of communication. NSW Department of Education and Training (2003) referred to this kind of spoken language as interactional because its intention is to develop and maintain social relationships and exchange, build on and clarify ideas (p. 10). By listening, students could become aware of what was expected from them and act upon the information and instructions given. During this sort of listening activity, learners receive language exposure on different topics and circumstances, and they are not focused on testing their comprehension ability. Both processes are analyzed in the present study.

During structured listening activities.

In order to determine the application of listening comprehension strategies in the classroom, it was necessary to analyze the data gotten from the structured observation guides, the researchers' log, the teacher's interview, and the artifacts collected. A total of 30 lessons were observed, out of which only four were listening lessons where the teacher explicitly worked on this skill. Thus, only 13,33% of the lessons had the intention of exercising listening comprehension (see Figure 1), all the other lessons worked on other language skills such as speaking, reading or writing. As it was previously specified, there are several groups of the same school level (see Table 1 in previous chapter); thus of the four lessons in which listening tasks were observed, one was with sixth-grade students and three with fifth graders. It was not possible

to record any listening lesson with fourth-graders because no listening comprehension activities were performed in these classes during the observation stage of the investigation.

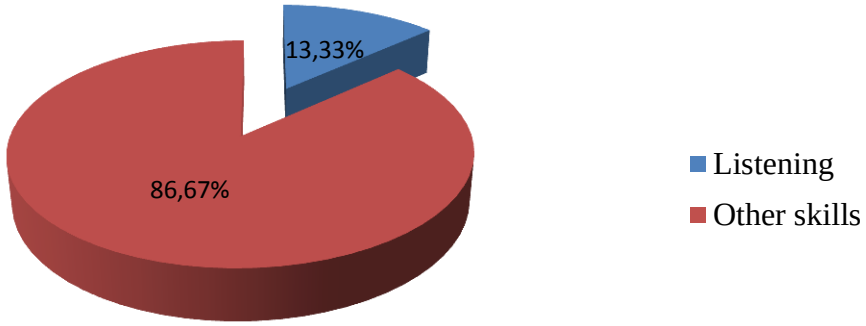

Figure 1. Skills developed during lesson time. Attention given to listening skill development as compared to other language skills in a total of 30 observations.

Furthermore, due to the fact that there are two groups of fifth-grade students, one of the four listening activities took place twice, one in the group 5A and the other in 5B. These two classes brought forth identical data in the structured observation guide and the artifact collection instrument because they were carried out in the same manner, and the visual material used by the teacher to review vocabulary (see Figure 2), as well as the photocopied material handed out for students to complete the listening task (see Figure 3) was the same. Following is a description of how each one of the strategies proposed by Oxford (1990) took place in class.

Application of memory strategies during listening activities.

By means of the observations conducted, it was possible to determine that only three main memory strategies were used by the teacher to expose students to listening tasks. These three strategies were used nine times to carry out different listening exercises. The use of imagery and the use of physical response or sensation were used more than once during a single lesson (see Table 2). Using imagery, representing sounds in memory and using physical response or sensation were repeated most frequently in the different lessons. These sorts of strategies were employed during the pre-listening and while-listening stage, but not during the post-listening

one. The teacher used them as a way to have students get familiar with the vocabulary that would later be evaluated during the task. Only in one occasion, it was noted that a student made a comment in which the use of a memory strategy was evident.

Table 2

Memory Strategies Used During Listening Activities

Memory strategy	Initiated by:		Listening stage		
	Teacher	Student	Pre	While	Post
Grouping	–	–	–	–	–
Placing new words into context	–	–	–	–	–
Using imagery	3	–	X	X	–
Semantic mapping	–	–	–	–	–
Using keywords	–	–	–	–	–
Representing sounds in memory	1	1	X	X	–
Reviewing well	–	–	–	–	–
Using physical response or sensation	4	–	X	–	–
Using mechanical techniques	–	–	–	–	–

Note. Numbers represent the number of times that a strategy took place in a total of 30 observations. No post-listening activities were done during all observed sessions. X= listening stage in which memory strategies were observed. The dash in the cells (–) indicates strategies that were not observed at any time. Data taken from the Structured Observation Guide.

The while-listening stage reported a smaller number of memory strategies. Imagery was used during this stage because students were required to identify and number a set of pictures while the teacher pronounced the words. No post-listening activities were identified. When asked about this issue, during her interview, the teacher pointed out that she rarely performs listening in her class. She explained that since other skills must be covered as well, not much emphasis to this aural skill is given. However, when she tries to do this, she uses realia, mimics, gestures, and pictures to help students get familiar with the lexicon that they are about to hear. The teacher's

comments were supported by the number of listening exercises that were reported in the researcher's log.

Concerning students' role on memory strategies, the researcher's log revealed that the emphasis was always on having them learn new vocabulary by means of images, which was recalled in further lessons. With regard to the strategy of using imagery to store information in memory, Oxford (1990) explained that this can take place in two forms, the image can be mentally created or it can be given through a drawing (p. 61). It was observed that learners were limited to paying attention to the pictures provided by the teacher. They were never asked to create their own mental images in order to provoke a more active role on students' part.

Each listening exercise carried out in class was accompanied by teaching materials provided by the instructor (see Figure 2, Figure 3, Figure 4). Figure 2 was used to introduce or review the words that would later be used in the while-listening exercise. For this reason, the picture is accompanied by the written form of the word. On the other hand, Figure 3 and 4 were the sheets handed out to students for them to provide an answer while the teacher called out the words.

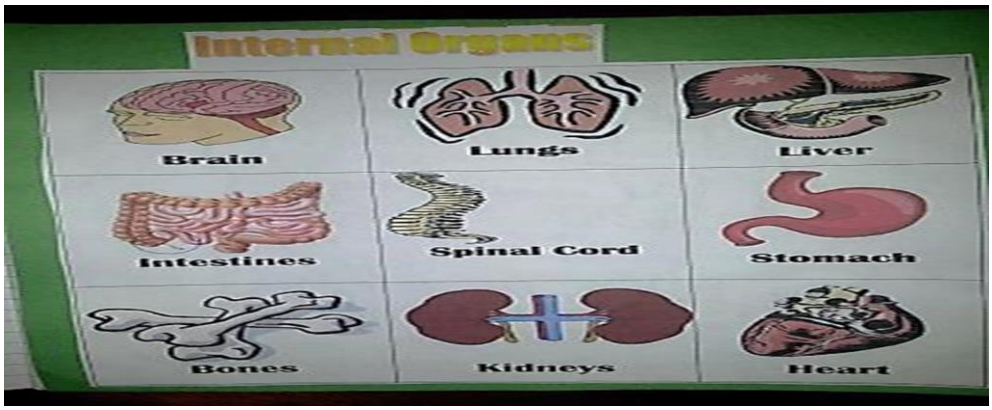

Figure 2. Vocabulary flashcard. This sheet was used during observations #11 and #18 to introduce the vocabulary to be studied. Taken from the Artifact collection.

Vocabulary identification was the purpose of the task, so in each of those two pictures, the image is presented in isolation and with a space for students to write down the number called out by the instructor.

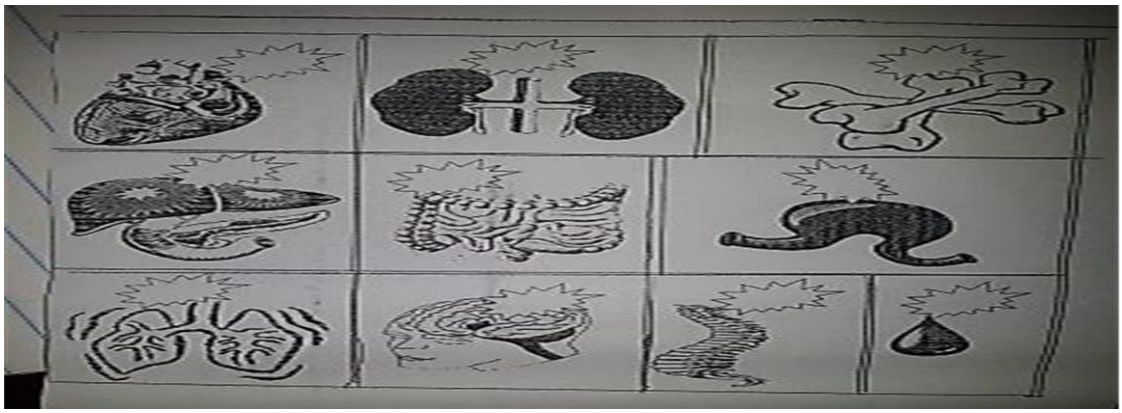

Figure 3. Identification task 1. Handout used during observations #11 and #18 to test vocabulary discrimination. Taken from the Artifacts Collection.

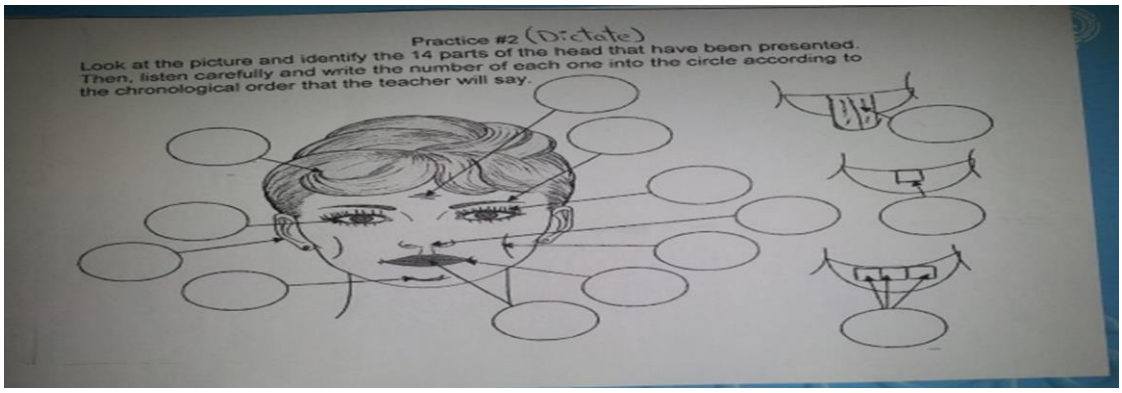

Figure 4. Identification task 2. Handout collected during observation #26.

The sort of exercises observed here relate to the concept of memory strategies defined by Oxford (1990) as a means of storing new words or retrieving old ones (p.58). Students were just asked to identify the word called out by the teacher; thus instead of getting into a more complex listening comprehension task, it can be said that they did not go beyond the application of the memory strategy itself. Bozorgian and Pillay (2013) pointed out that the application of strategies can aid listening comprehension instruction because it improves the students listening

proficiency and confidence (p. 107). Thus, the type of exercise performed during the lesson could represent a good way of giving strategy instruction if followed by a listening comprehension task. In light of this, the activity does not represent a listening comprehension task in itself.

Application of cognitive strategies during listening activities.

During the listening lessons, four cognitive strategies were carried out: practicing naturalistically, highlighting, repeating, and translating. These strategies were used several times in the four observations where listening was developed. Most of the techniques were initiated by the teacher, and the students' primary participation was translating the teacher's words (see Table 3). This shows how they return to their native language. Through the researcher's log, it was noted that learners do this to show understanding or to feel more comfortable during the exercises. They seem not to be very accustomed to listening in the foreign language.

The use of translation in the L2 classroom has been a controversial issue where many arguments have been made in favor and against it. In a recent study, in regard to the use of translation in the classroom, Liao (2006) concluded that since it is so commonly used by students at all language learning levels, teachers may want to bring their attention to the advantages and disadvantages of translating. Instructors may use this strategy effectively and efficiently, but with caution because they need to, "stay away from the possible pitfalls of L1 interference and word-for-word translations" (p. 211). Overuse of translation in the class may cause students to become reliant on this strategy. During the interview, the teacher referred to this situation by stating that when she says for example "The table", she hears "La mesa!" in the background. To this regard, the interviewee explained that she asks her students to not translate, to just try to understand as much as they can, but it is difficult to have students do this because of their insistence to translate

what they hear. This situation was also noted during the observations through the researcher's log.

Table 3

Cognitive Strategies Used During Listening Activities

Cognitive strategies	Initiated by		Listening stage		
	Teacher	Student	Pre	While	Post
Repeating	3	–	X	–	–
Translating	–	3	–	X	–
Highlighting	1	–	X	–	–
Analyzing contrastively	–	–	–	–	–
Practicing naturalistically	4	–	–	–	–
Getting the idea quickly by skimming	–	–	–	–	–
Getting the idea quickly by scanning	–	–	–	–	–
Using resources for receiving messages	–	–	–	–	–
Recognizing and using formulas in patterns	–	–	–	–	–
Formally practicing with sounds and writing systems	–	–	–	–	–

Note. Numbers represent the number of times that a cognitive strategy took place in a total of 30 observations. X= listening stage in which the strategies were observed. The dash in the cells (–) indicates strategies that were not observed at any time. Taken from the Structured Observation Guide.

Practicing naturalistically was performed during each of the listening exercises because students had to listen to the information provided by the teacher in order to select options from a multiple choice task or number pictures. Oxford (1990) explained that this strategy can require students to do tasks such as express agreement or disagreement, take notes, mark a picture or diagram according to instructions, or answer questions in order to show listening comprehension. For this, she suggested the use of semi-scripts or notes which approximate authentic speech by the teacher (p. 75). However, the researchers' log reported that during the tasks that were developed by the teacher, the listening input did not present students with a storyline or a specific message that they had to understand. Instead, it was limited only to a word level in form of vocabulary identification.

During the interview, the teacher expressed that she prefers to have students focus on specific details rather than on general ideas, that is, she brings more scanning than skimming exercises to her class. However, the kind of input provided by the teacher during the listening exercises was the reason why scanning was only identified once during the observations. There was only one listening lesson where the teacher used input at a sentence level for students to complete a task. In this occasion, the exercise consisted of a multiple choice task copied from the board to the notebook (see Figure 5). The information on the whiteboard also highlighted certain words to draw students' attention to important information.

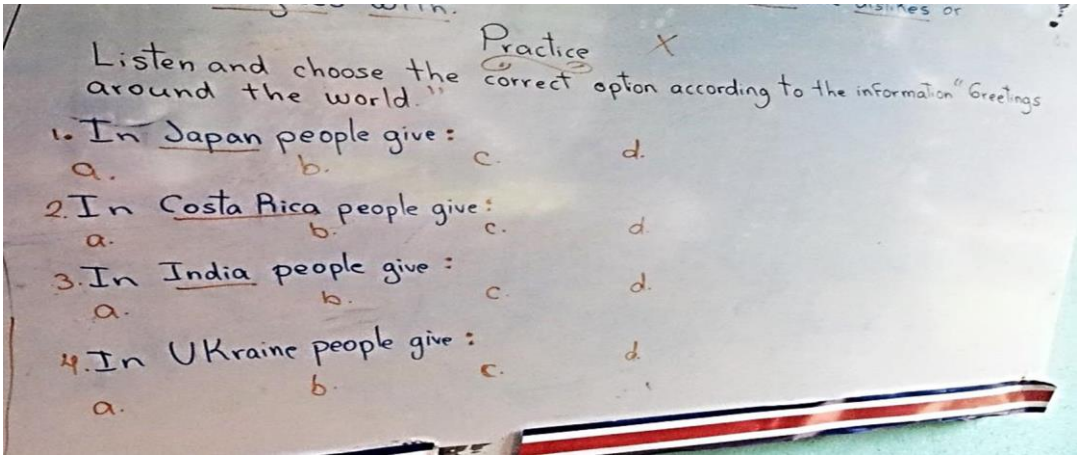

Figure 5. Multiple choice task to test listening comprehension. Picture gotten during observation #2 as part of the Artifact Collection.

The task entailed identifying how people greet in different countries. The options consisted of only letters because the teacher wanted students to listen to the statements and choose the correct one based on the information they got acquainted with during the pre-listening stage. At the end, it was intended that students showed their knowledge of how people greet in different countries. It was noted in the researcher's log that the script used during the listening stage did not provide the information for learners; instead, they had to recall this information from the pre-listening part. This causes some contradiction in regard to the function that each listening stage

has. According to Al-Batal (2010), the idea of a pre-listening task is to activate background information and language components that will be needed without giving the information to the students (Pre-listening, para. 1). In the case of this specific exercise, pre-listening was used to provide the information that they were evaluated on in the while-listening stage. As students heard the answer options, they had to complete the sentence with the detailed information offered previously. From this perspective, the stages were not used appropriately, drawing away from the listening comprehension task to an evaluation task.

Application of compensation strategies during listening activities.

During the lessons where structured-listening exercises were carried out, it was not possible to observe the implementation of compensation strategies, as shown in Table 4. The main difficulty encountered for the application of this type of strategy was the audio that students were exposed to. As it was previously explained, students were required to identify words in isolation. Compensation strategies in the aural skill are used to help learners overcome language limitations by guessing intelligently from the overall context. They must take into account not only what they hear, but also what they can see, and perceive from the speakers, as well as their previous linguistic knowledge, and thus, helping them, "make up for missing knowledge" (Oxford, 2003, p. 13). In other words, students could make use of other words they already know, pay attention to intonation or stress patterns, listen to the speaker's tone of voice, and look at any gesture that is made in order to aid comprehension. However, in the exercises observed, students were not exposed to a complete message and no use of any compensation strategy was required.

Table 4

Compensation Strategies Used During Listening Activities

Compensation strategies	Initiated by		Listening stage		
	Teacher	Student	Pre	While	Post
Using linguistic clues (intonation, word stress, key words)	–	–	–	–	–
Using non-linguistic clues (tone of voice, facial expressions, body language)	–	–	–	–	–

Note. The dash in the cells (–) indicates that the strategies were not observed at any time. Taken from the Structured Observation Guide.

Similarly to the other types of strategies, students should be told and instructed in the use of these techniques. In order to help them become intelligent guessers, Oxford (1990) suggested teachers go through different "stages of guessing" by formulating preview questions or having students make predictions before exposing them to the listening track (p. 94). None of these techniques were registered in the observations or in the researcher's log. When asked about this issue during the interview, the teacher explained that she mainly uses body language, so she can help her students understand what she says and overcome any listening limitation. However, during the listening practices she did not do this because there was not much to guess. Students looked at the worksheet and already knew they had to number the pictures. On the other hand, the fact that there is not exposure to authentic listening material such as songs, conversations or videos contributes to the omission in the application of compensation strategies on the students' part as well.

Application of metacognitive strategies during listening activities.

Paying attention, as well as overviewing and linking with already known material were the only two metacognitive strategies applied when listening lessons took place. These two strategies

were used in all of the four listening lessons that were observed, and they were initiated mostly by the teacher during the pre-listening or while-listening stages (see Table 5). It was possible to highlight through the researcher's log that even though it was necessary for the teacher to ask for the student's attention at different times during the lesson, particularly the pre-listening stage, during the while-listening stage, the whole group would cooperate and listen attentively while the teacher was providing the information in order to answer the exercises. It was possible to observe that students paid directed attention, which is to concentrate on the task, and selective attention, which is to focus on particular information (Oxford, 1990, p. 154). This stage was the peak point where students were silent and concentrated on the activity and the teacher's input.

Table 5

Metacognitive Strategies Used During Listening Activities

	Initiated by			Listening stage		
Metacognitive strategies	Teacher	Student		Pre	While	Post
Paying attention	4	4		X	X	–
Set goals and objectives	–	–	–	–	–	–
Identify the purpose of the study	–	–	–	–	–	–
Overviewing and linking with already known material	4	–		X	–	–

Note. Numbers represent the times that a cognitive strategy took place in a total of 30 observations. X = listening stage in which the strategies were observed. The dash in the cells (–) indicates strategies that were not observed at any time. Taken from the Structured Observation Guide.

During the pre-listening stage, the teacher's main focus was on overviewing and linking the vocabulary words that had been introduced in previous lessons. An example of this was reported in the researcher's log, where the teacher had students look back in their notebooks to a specific exercise where they had written down information on how people greet in different countries (see Figure 6). The information in the notebook was exactly the same information that they responded to in the while-listening stage.

Figure 6. Student's notebook. Picture made during observation #2 as part of the Artifact Collection.

In another lesson, the overviewing took place with posters or images that had been studied in previous lessons (see Figure 2). It was pointed out in the researcher's log that the teacher would explicitly remind students that the vocabulary had been studied before. For the other two lessons, the drawings made on the board by the teacher also served the purpose of overviewing.

The absence of strategies that guide student's learning, such as setting goals and objectives or identifying the purpose of the study, was noted through the information gathered in the structured observation guide and in the artifacts collected. These sorts of strategies provide a compass for students to direct their own learning, but even though the teaching process is carefully planned out before entering the classroom, the teacher never provided students with this type of information. It was found that some of the handouts given to students only provided instructions on how to answer the exercise (see Figures 4 and 5); no further information about the reason for listening was included. Goh and Taib (2006) assured that YL can benefit from metacognitive strategy, but since their knowledge is limited and needs to be developed, they require explicit teaching of these strategies, "Young learners will […] need more guidance from their teachers in mediating their perceptions about strategies and task demands," this is due to

their cognitive development which makes them still unable to adopt multiple perspectives (p. 230). Teachers can help students arrange and plan their learning by directly indicating the class' goals and objectives and by explaining to students why they are going to perform a task so that they are aware of where they are headed and what will be expected from them at the end.

Application of social strategies during listening activities.

In regard to the function of social strategies, Oxford (2003) explained that "Social strategies […] help the learner work with others and understand the target culture as well as the language" (p. 14). As shown in Table 6, the listening exposure that students received during structured exercises lacks the application of social strategies. The three strategies selected for the present study: asking for clarification of a confusing point, asking for help in doing a language task, and exploring cultural and social norms, were not observed in any of the listening exercises. In her former work on language learning strategies, Oxford (1990) explained that teachers should instruct students on how to ask more proficient speakers for clarification when listening. For this, learners need to get familiar with different expressions that would help them in such a task (p.169). However, in the case studied, students just listened to their teacher and solved the tasks as required, and if they needed repetition, they asked for that in Spanish.

In regard to the technique of cooperating with others, during the interview, the teacher expressed that she prefers to have students work individually when working on the listening skill. She expressed that the tasks are easily solved, so students do not need help from others. The nature of the listening exercise leads to the exclusion of this technique as well. As seen on figures 4 and 5, students are asked to listen to words and number the pictures in a handout. There was no chance for students, while listening, to compare responses or discuss the meaning of unknown words since they listened to just one word at a time. Developing cultural

understanding helps language learners make predictions about a specific behavior in the target culture, and so have helpful concepts at hand before and while listening. This constitutes a helpful tool for students to perceive and understand why expressions can be used differently and how their meanings may vary according to the situation faced. The activities observed did not allow, nor required students to develop this cultural understanding in order to solve the task efficiently.

Table 6

Social Strategies Used During Listening Activities

Social strategies	Initiated by		Listening stage		
	Teacher	Student	Pre	While	Post
Asking for clarification	-	-	-	-	-
Cooperating with peers	-	-	-	-	-
Developing cultural understanding	-	-	-	-	-

Note. No application of social strategies was observed. Taken from the Structured Observation Guide.

During non-structured listening activities: exposure to teacher's input.

Listening in the classroom does not always have to be a planned-out, intentional process where the objective lays on showing comprehension of a spoken message. In this circumstance, listening will take place more naturally, and the purpose is to give explanations and/ or give instructions in the class. The MEP syllabus includes these kinds of actions as objectives to be met in regard to the listening skill. Some of these are understanding information in the class, following directions, understanding technical vocabulary, understanding a range of familiar statements and questions, understanding familiar language and simple sentences spoken at near normal speed, and showing listening comprehension when exchanging information (Ministerio de Educación Pública, 2012, pp. 39-75). Continual exposure to input in the target language can aid in accomplishing these goals. The teacher has a very important role here because the exposure could be limited to class time since students are in a foreign language context.

Since most of the lessons observed did not focus on listening (see Figure 1), the researcher's log provided interesting insights as to how listening is managed in the classroom in order to give instructions to students, present content, explain tasks that were to be carried out, or simply interact with the students. The most noteworthy characteristic in these cases was the use of the cognitive strategy, translation. In all 30 observations, it was possible to determine that most of the time the teacher would first communicate the necessary information to students in English, and afterward, she would provide that same message in Spanish. This was a classroom management pattern that repeated itself in all lessons. Very little information was given to students without repeating it in Spanish later. This was also acknowledged by the teacher during the interview. To this regard she expressed that even after using the board, images or gestures and body language to teach, she found it necessary to use students' L1. She adds that students say, "I don't understand. Please explain, please explain". However, she believes they understand, and that there is only a couple of students that really do not understand anything. With the evidence provided by the teacher and the research notes, it seems that the habit of translating is asked for by students, but fostered by the teacher, maybe unconsciously.

Other direct and indirect strategies that were identified throughout different lessons included memory, compensation, and social. Memory strategies like using imagery and employing action were used. They served to present or review vocabulary words. During the interview, the teacher expressed using "realia, mimics or gestures" to help students understand. A compensation strategy that the teacher expressed using was nonlinguistic clues. She explained that she was "like [a] monkey". She points out that it can seem funny to students and that it depended on the topic. The teacher also made reference to using social strategies by having students work in pairs. She expressed that this was very good because some students learn faster

than others and they can help each other. Although it was not possible to observe a lesson where students work in groups, it was observed that she allowed students to work together to solve different tasks. All the strategies that the teacher claimed using were at some point identified in one lesson or another.

Which Barriers Are Faced in the EFL Classroom When Developing the Listening Skill?

Listening in a foreign language can be challenging for students because they must decode the different sounds, words or structures in order to make sense of a message they hear and grasp meaning. Flowerdew and Miller (2005) expressed that unlike L1 listening, L2 learners face barriers to comprehension and go through additional controlled processes which can make listening in the second language an arduous task. L2 listeners will require more attention to the text before they make a decision on the message (p. 28). For this reason, explicit instruction on listening plays a very important role in language teaching. But, to give the students the best guidance possible, it is necessary to understand the difficulties they face in the process. Through the research, three different barriers were looked into: text, learner and external characteristics.

Barriers related to text characteristics.

Text characteristics were not considered as a barrier for listening comprehension. According to the results in the questionnaire, the teacher and most of the students considered that the listening tasks were either easy or very easy to solve (see Figure 7). From data gathered through the researcher's log, it was observed that the text used for the listening exercises consisted primarily of words in isolation. The task focused on having students match pictures with the sounds they heard, so as long as the students were familiar with the vocabulary, they were able to solve the exercises. The level of difficulty was simplified even more because this vocabulary was previewed during the pre-listening activity. A fifth grader referred to this procedure when she

expressed that the teacher helps them understand the listening exercise by first teaching them the vocabulary related to the topic. Another student added that learning the vocabulary related to the topic before hearing the text is important because even though they know how to write a word in English, the pronunciation can be different. This way of preparing students for the listening exercises explains why only 4,3% of the students considered that the texts used in structured listening tasks included many unknown words (see Table 7).

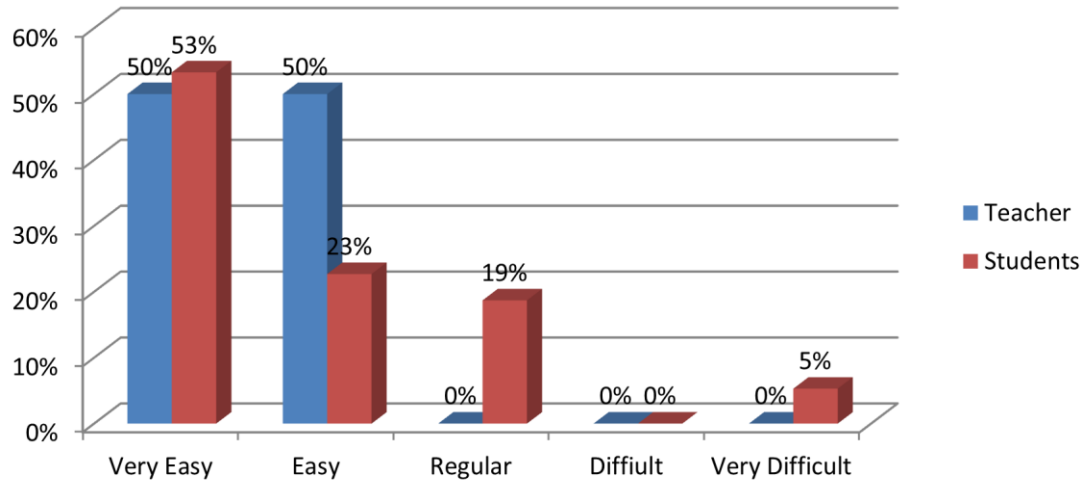

Figure 7. Level of difficulty of the task. Results gotten from the teacher's and students' questionnaire.

Fourth graders also referred to the low level of difficulty of the listening tasks during the focus group session. They pointed out that they did not find it difficult to listen to the teacher because she spoke clearly making it possible for them to understand most of what she said. One of the fourth grade participants added that she only had trouble understanding when the teacher spoke fast. The information is supported by the results shown on Table 7 where only 17,3% of the informants considered that the input was too fast. Looking back to the information recorded during the classroom observations, it can be stated the teacher did not speak fast during any structured listening task. The text speed was appropriate for students to mark the answer as they

heard the words, plus it was repeated three times. During the interview, the teacher explained that when she is conducting a listening exercise, she repeats the text three times. The first time she asks them to listen to the text, the second time she has them to write down the answer, and the third time she requests that they check their answers.

Table 7

Difficulties Encountered While Listening in the Text

	Students N=75	%	Teacher n=4	%
People in the track speak too fast	13	17,3	0	0
The text includes many unknown words to students	4	5,3	0	0
The students are not familiar with the speakers' accent	1	1,1	0	0

Note. n= number of questionnaires answered. Results gotten through the teachers' and students' questionnaire in a total of four sessions where listening activities were developed. Informants were allowed to mark all the options they considered better described their situation.

In the focus group, sixth graders also described the listening texts as easy because they were able to understand most of the words. They expressed that generally it was easy when they only had to listen to words, referring to this type of text as dictations. After performing a listening task, most students and the teacher informed by means of questionnaires that only a few or some of the words were difficult to understand (see figure 8). The words included in the listening exercise or "dictations", as they were referred to by sixth graders, only required them to identify the vocabulary, and not necessarily comprehend a more complex message in the process.

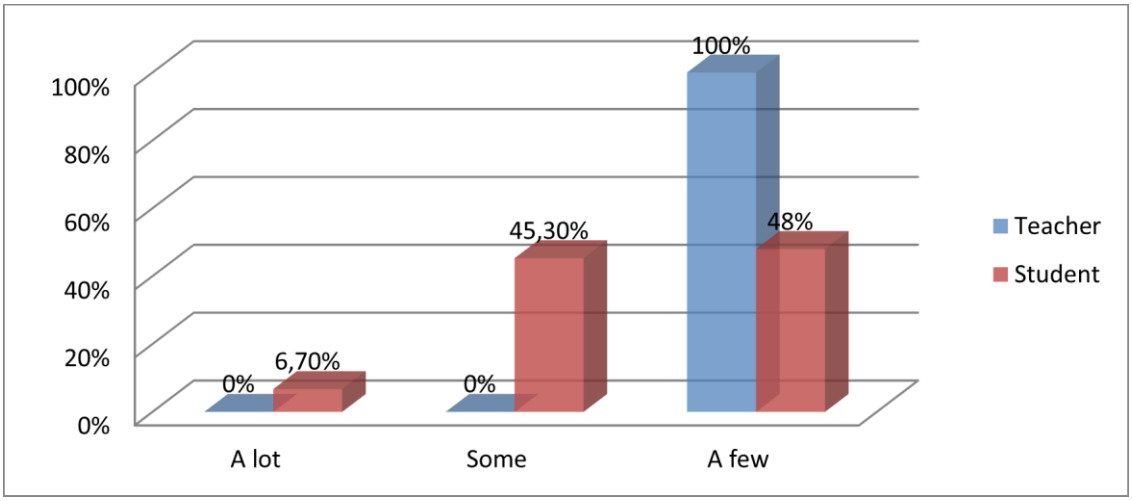

Figure 8. Number of difficult words included in the text. Results gotten from the teacher's and students' questionnaire in a total of four sessions where listening tasks were performed. Informants answer to the question: Did the listening text include words that were difficult for your students to understand?

They also added that it was easier to understand the teacher than a taped script because the teacher explains when she speaks, and in a recording, no one stops to explain anything. The information provided by the students makes it evident that when they are encountered with texts that go beyond a word level, they feel that it is difficult to understand it.

Sixth graders commented that they prefer when the teacher speaks English and then explains in Spanish. Moreover, one of these students explained that he is not accustomed to listening in English. The rest of the group seconded this idea of not being able to understand conversations when only English is spoken. Similarly, fourth graders commented that it is easier to understand the teacher. They shared that they were never exposed to songs, videos or recorded dialogues in order to carry out listening exercises. Only the teacher's voice was used in this type of exercise. Varying the type of texts and exercises that students are exposed to is necessary in an EFL context. To this regard, Mendelsohn explained that the listening activities carried out in class should be based on a wide range of authentic texts, including both monologues and

dialogues; precede schema-building tasks; incorporate strategies for effective listening in the materials given to students; give learners the opportunity to progressively structure their listening by hearing the text several times and by working through increasingly challenging listening tasks; provide students with information on what they are listening for and why; and allow learners to play an active role in their own learning through the tasks proposed (Richards, 2003, p. 18). The amount, type and level of difficulty of the listening scripts as well as the exercises proposed could help learners become more efficient listeners and explore beyond the comfort zone of a familiar voice and accent as it is their teacher's.

Barriers related to external characteristics.

The listening process of EFL students can be disrupted by external circumstances that, in many cases, are out of the teachers' or students' control. The present study directed its attention to four main factors that can affect the learners' ability to reach comprehension during a listening activity: noise caused by students, noise outside the classroom, quality of the technological equipment used, and appropriateness of speech volume. These issues can interfere either during controlled listening tasks or in everyday interaction among teacher and students. These were selected taking into consideration the context surrounding the teaching of English in Costa Rica. Table 8 shows students' and teacher's responses when asked what they considered to be the main external obstacles when listening. Most informants agreed on the fact that background noise coming from outside the classroom and interruptions caused by the children in their own class were the two main issues. Only a small percentage of students considered that they were not able to listen properly because the teacher's voice was not loud enough.

Table 8

External Difficulties Encountered While Listening

	Student n=75	%	Teacher n=4	%
Noise outside	52	69,3	4	100
Noisy Students	32	42,7	1	25
Volume not appropriate	6	8	0	0
Low quality equipment	0	0	0	0

Note. n= number of questionnaires answered. Results gotten through the teachers' and students' questionnaire in a total of four sessions where listening activities were developed. Informants were allowed to mark all the options they considered better described their situation.

Through the observations, it was possible to notice the lack of use of technological devices to expose learners to audio material. This is why, in the questionnaires, none of the informants referred to the equipment conditions as a barrier during structured listening tasks. When asked about this aspect during the different focus groups, students stated that during the second cycle they have never done activities such as listening to taped conversations, watching videos, listening to songs or any other type of recorded material in which a TV, CD player, speakers or computer were used. Therefore, they could not give opinions on something they were not exposed to. One fourth grade girl expressed that they used to listen to songs when they took classes with the other teacher (in the first cycle), but not now. Fifth graders reported this same issue. They said that they used to listen to songs or watch videos almost every day with their previous teacher, but now they only listen to the teacher or to the dialogues their classmates perform during speaking practices. Sixth graders expressed that "Talvez, una vez al año" (Maybe, once a year) the teacher brings recorded material to class.

During the interview, the teacher expressed that she would like to use recordings, songs, games, or different kinds of technology; however, she explained that in the school she lacks the

necessary technological equipment (speakers, tape recorder). So in order to expose students to more listening practice, she usually develops dictation exercises. She said that sometimes she uses her "small computer" (notebook), but that the sound is not good, so only the students in the front of the class are able to listen and understand. She said that she has tried to use videos too, but again the size of her computer is not enough especially when working with numerous groups; she said, "Students usually complain because they cannot see well." That is why she prefers to use her own voice when doing listening. The teacher concluded that she would like to have access to more listening materials and "more time to look for them" to focus on this skill, but she needs to pay attention to the other skills as well because they must be evaluated. The MEP asks teachers to include all four skills in the lesson plans; however, when it comes to evaluation, only one skill is tested per exam: reading, speaking or listening. The teacher is who gets to decide what skill to evaluate. Thus, even though students should be equally exposed to all language skills in class, they are not all equally evaluated on these skills. For this reason, many times, the lessons focus more on providing students with sufficient practice for the skill they will be tested on, especially when there is not much time to develop a unit due to extracurricular activities that interfere with class time.

Taking into account the students' and teacher's comments, the study revealed that the lack of use of technological devices to get input on real-life listening might be an external factor interfering with students' aural ability. As required in the English syllabus, "Teachers should expose their students to a considerable amount of meaningful language input by listening to conversations, descriptions, directions, songs, sports activities, videos and any other form of authentic spoken material" (MEP, 2001 p. 20); nonetheless, it was evident that the target population is not doing so as noted in the different instruments administered. The school

administration should become responsible for providing teachers with the basic materials needed to perform their duties in order to meet the MEP's goal with regard to the teaching of the foreign language. Most importantly, the access to technological equipment must be accompanied with authentic material that the teacher brings to class in order for students to have a closer encounter with the target language and target culture. Using this type of material becomes even more relevant in a foreign language context because students have very few opportunities to come in contact with the language they are studying.

Barriers related to learners' characteristics.

In second language learning, the level of difficulty of the texts used for listening tasks must be appropriate for the students' proficiency level. Zhang (2007) proposed that the teacher should be "a designer who is able to elect or design suitable texts and tasks for his students […and that] pieces of authentic listening be introduced at the early stage of listening, alongside scripted texts, to help the learners get familiar with the cadences of the target language" (p. 74). In regard to the input used in class for the listening tasks, most students (54, 6%) expressed that they were able to understand the text; while only 6,7% of them stated not to have understood anything. On the other hand, the teacher was also positive about the level of comprehension of the class, considering that 75% of her students were able to grasp all or most of the listening text. (see Figure 9). However, taking into account the characteristics of the aural text that students were exposed to (words in isolation as described above) it is possible to point out that the texts used did not represent a comprehension challenge for these learners.

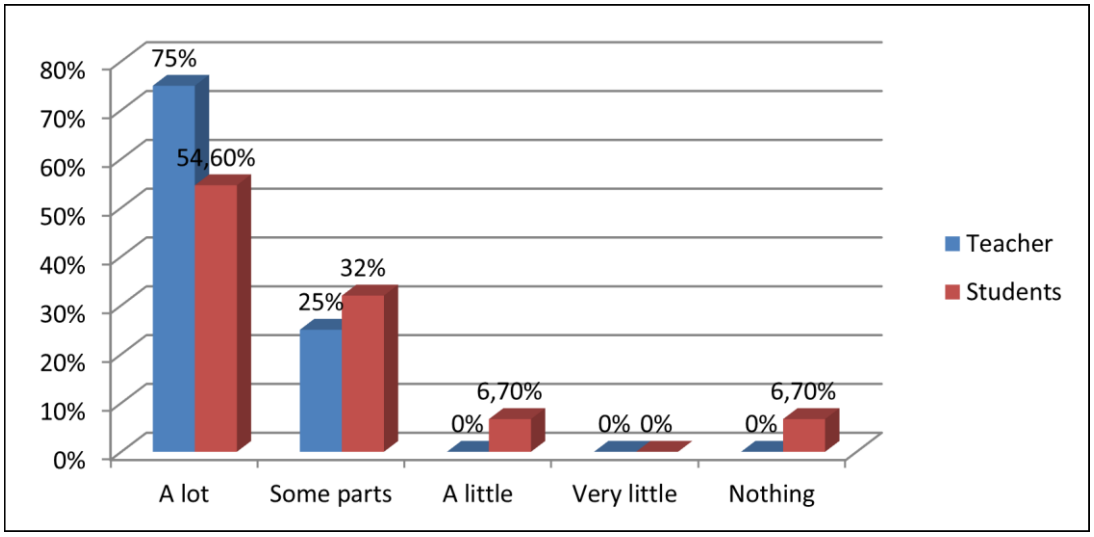

Figure 9. Perception of how well the listening text was understood by students. Results gotten from the students' and teacher's questionnaires.

During the focus group, students were also asked about their ability to understand the listening input they received in class. The different grade levels agreed that they were able to get some of the ideas expressed by the teacher. For example, most fourth graders considered it is easy for them to comprehend topics such as colors or numbers. Also, while one student admitted that he tries to translate for the rest of the class; another other boy expressed that he is not able to understand anything. Regarding fifth graders' opinions, they said that, when the teacher speaks, they are usually able to get the meaning of some words, though sometimes they might need repetition or translation. Sixth graders expressed that it is easy for them to understand English when their teacher uses short phrases or isolated words. On the contrary, they said to need translation when dealing with unknown words and that they have difficulty to grasp the meaning of expressions when the teacher speaks English for a long time.

During the application of this research, most of the structured listening tasks observed consisted of vocabulary identification; so, there was no real comprehension challenge that could go beyond the word level. However, with regard to students' accuracy to solve the different

tasks, the questionnaires revealed that there is a great difference between the teacher's and students' beliefs. While the instructor expressed that a hundred percent of the items where understood properly, only a sixty percent of the students replied to have solved all exercises accurately (see figure 10). Thus, even though the learners are being exposed to short phrases and/or isolated words, they are not reaching the level of comprehension that their teacher expects.

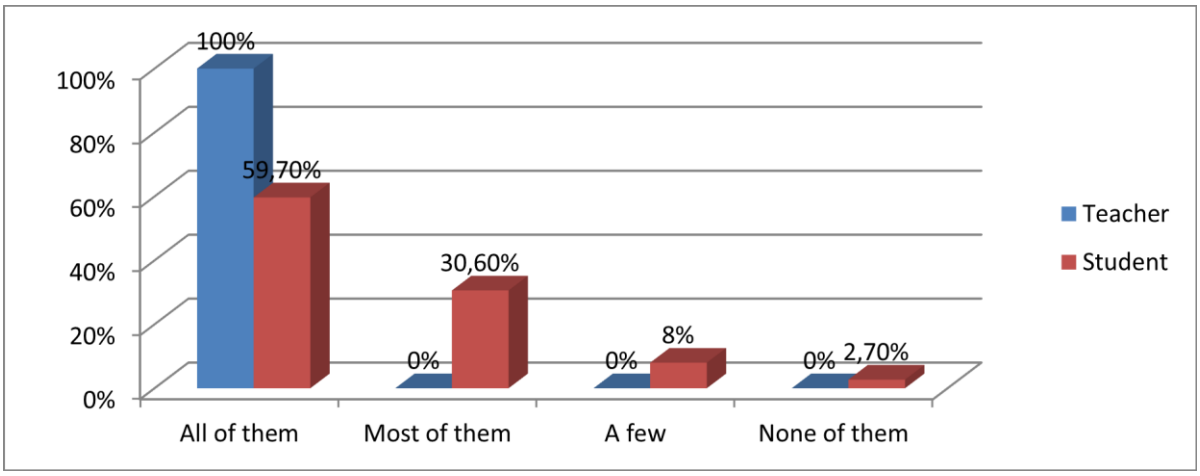

Figure 10. Number of listening comprehension items that students solved accurately. Results gotten from the teacher's and students' questionnaires, in a total of four sessions where structured listening exercises were performed.

Another variable analyzed in this study refers to the learners' attitude when exposed to aural texts. In the focus group session, students expressed having a positive attitude toward listening. All the participants had a similar opinion because they liked to do these exercises and they felt at ease while performing them. Learners explained that they understood most of what was said. In class time, when they do not understand, they ask the teacher to translate, compare the words with Spanish, use drawings, or use the board. The data obtained through the questionnaire showed how the teacher feels that 100% of her students show a positive attitude toward listening, while the majority of the students (65% approximately) answered alike (see

Figure 11). Only one student, in the focus group session, explicitly expressed not liking listening lessons, but he was not able to provide any reason for that.

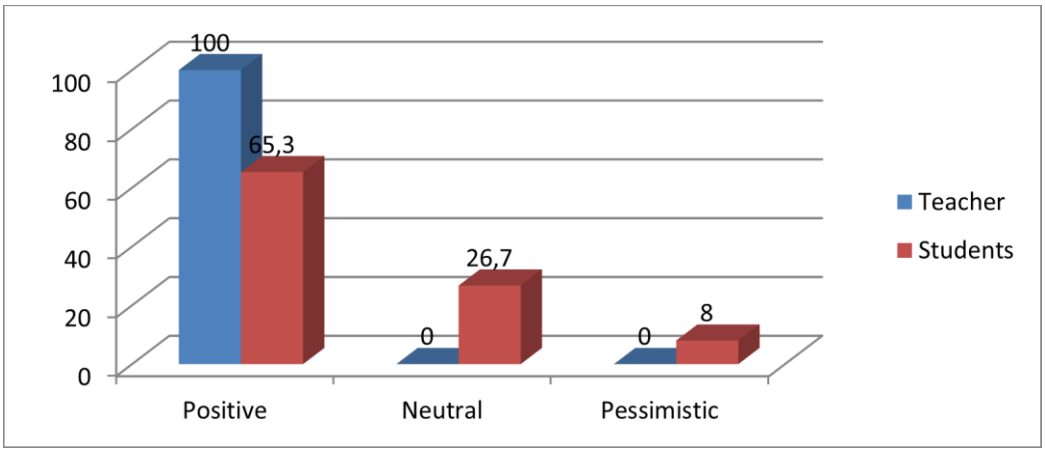

Figure 11. Students' attitude towards the listening tasks. Results gotten from the teacher's and students' questionnaires in a total of four sessions where structured listening exercises were performed.

This positive attitude was also visible during the observations when students willingly carried out the exercises. Like in most primary school classes, it was necessary to call children's attention every now and then, but they never expressed themselves negatively toward these sorts of exercises. The teacher made reference to this issue during the interview. She recognized that students' mind could frequently wonder off to another place, and since listening happens in the moment, it is necessary to ask them to focus on the class on a regular basis. She said that in order to motivate students, she usually gives cards or messages, and she also uses expressions like, "you can, don't close your mind" when it is necessary. An obstacle that she identified and shared during the interview is that most of the time, students are more concerned about the grades they get than in the knowledge gained in the process. She also considers that students do not mind working on any of the four language skills, what they dislike is to take tests.

During the focus group session, however, some of the ideas expressed by the students differ from the teacher's point of view. A fifth grader stated the importance of speaking English

in order to get a job in the future. In fact, out of the 75 students that filled out the questionnaire, only 16% tallied a lack of confidence from the students' part as a barrier to comprehension (see table 9). This is because of the type of exercise that they were asked to do in class. Another

Table 9

Learner's Difficulties Encountered while Listening

	Student n=75	%	Teacher n=4	%
Lack of confidence from students' part	12	16	1	25
Students do not pay attention	0	0	1	25

Note. n= number of questionnaires answered. Results gotten through the teachers' and students' questionnaire in a total of four sessions where listening activities were developed. Informants were allowed to mark all the options they considered better described their situation.

participant added that since English is not their native language, they are not used to listening to it and understanding the message. Sixth graders shared similar statements when they expressed that they do not understand movies, and that they are only able to capture a general idea of what is happening by what they can see. If the objective of teaching English in primary schools is to give learners the necessary tools to become proficient users of the language, the confidence that they identified in the listening tasks carried out in class needs to transcend outside the classroom. After all, the English syllabus states that "ongoing exposure and use of English will allow the learner to develop communicative competence in the oral and aural linguistic skills, the main focus of the curriculum" (MEP, 2012, pp. 18-19). However, the students' constant need to rely on their L1 to understand ideas beyond a word or short phrase level demonstrates that this objective is not being met.

Chapter Five

Conclusions and Recommendations

Conclusions

The development of the listening skill in a foreign language class can be a challenging task where explicit instruction of strategies can be beneficial for students. Alongside guiding learners in the use of strategies, it is also important to be aware of the barriers that are faced in order to provide learners with options on how to face these barriers. Following, the conclusions that the research brought about in regard to the strategies that students are exposed to and the barriers they must overcome in the process are explained.

The research revealed that in the English classrooms observed, the listening skill did not receive as much attention as the other skills because the majority of lessons included activities that were focused on the development of reading, speaking or writing. Moreover, the listening lessons did not include all the three stages that are recommended; the teacher only followed through with activities for the pre and while stages. Post-listening activities were excluded from the listening classes, that is, the lesson would be over as soon as the answers provided by the students during the listening task had been checked.

During the development of a listening activity, it was possible to identify the use of three types of learning strategies: memory, cognitive and metacognitive. However, compensation and social strategies were not used. With regard to the strategies that were used, there was not much variation in the type of activities students were asked to perform in order to use the strategy; thus, the same strategy was repeated several times throughout the different listening tasks or even during the same lesson. Also, it was the teacher who initiated or suggested the activity where a strategy was put in practice. There were only a few occasions in which a learner made it explicitly evident that he or she was applying a learning strategy. This revealed that the role students acquired with regard to the use of strategies was passive.

The three memory strategies used in class were: using imagery, representing sounds in memory and using physical response or sensation. This type of strategy was used mainly by the teacher to get students acquainted with the vocabulary that was used in the listening tasks. The use of imagery was used frequently by the teacher as a means of introducing or reviewing lexicon. Then, during the while-listening exercises, most of the tasks consisted of having students match the word uttered by the teacher with a picture on the handout. Thus, the lesson was centered on the application of a memory strategy instead of having such strategy aid listening comprehension.

Four cognitive strategies were identified in the listening lessons: repeating, translating, highlighting and practicing naturalistically. These activities were initiated mostly by the teacher. When students participated, the strategy that prevailed was translation. They continually translated the teacher's words even though they were not obliged. They expressed that translating helps them understand. Although translation can be considered a useful strategy, it has its drawbacks. Students may become so reliant on this strategy that they may give up applying other useful learning strategies.

Moreover, it was determined that although other cognitive strategies were used, the texts students were exposed to did not allow for authentic listening to take place. The texts students were exposed to were either a list of words in isolation accompanied by a number in order to match the vocabulary item with its corresponding picture, or an evaluation exercise where they had to remember the information received in the pre-listening stage in order to provide the correct answer. These kinds of exercises hinder the real intention of a listening task and the use of strategies because the scripts do not provide learners with a storyline or a message that needs

to be uncovered in the while-listening stage. Only scripts with this characteristic would allow for the application of other cognitive strategies such as skimming and scanning.

The two metacognitive strategies applied in class were paying attention and overviewing and linking with already known words. Overall, it is possible to state that students paid attention in class, especially while they were receiving the information with which they had to complete the exercises. At other times during the lesson, the teacher called their attention when it was necessary. On the other hand, overviewing was used mostly in the pre-listening stage because the activities performed included reviewing vocabulary words from previous lessons. Although with this sort of activity the teacher is exposing students to a metacognitive strategy, students do not do this on their own. They were not told either what was expected from them or where their learning experience was heading. Having students know what is required from them can be useful because their cognitive development limits their ability to figure out by themselves why they are doing a particular activity or what is expected from them once the lesson is over. If students are aware of the objectives they must reach, they can also self-evaluate their progress and become protagonists of their learning.

The nature of the scripts used for the listening task represented an obstacle for the application of compensation strategies and social strategies. Compensation strategies help learners overcome language limitations by guessing intelligently from an overall context, but the absence of this context in the texts used by the teacher for listening tasks made it impossible for the learners to grasp additional information that could guide them toward comprehension. Likewise, social strategies in which learners had to work with others to understand the target language and culture were absent since students only had to listen to information presented in isolation. There was not any cultural content or need for them to discuss unknown words or cultural facts.

Non-structured listening activities, which include all the input those students received from the teacher in the target language such as instructions, content presentation, task explanations, or student-teacher interactions, were also taken into consideration. This kind of contact with the target language plays a very important role in an EFL context because students have very limited opportunities to receive this kind of input. However, it was found that this opportunity is accompanied by translation to the students' mother tongue; hindering the little possibility they have of making an effort to understand utterances in the foreign language. It was found that after communicating the necessary information to students in English, the teacher would repeat it in Spanish. This phenomenon occurred mostly because of students' insistence, but when the teacher gives in to this request, she also fostered this situation. However, it is important to highlight that other strategies such as using imagery and employing action were identified as useful for students in these situations.

The research showed that text characteristics did not represent a barrier for the students. The level of difficulty of the texts used was considered easy because the information it contained consisted primarily of words in isolation or information previously explained. Alongside the low level of difficulty that this implied for students, the information that the listening texts contained was viewed in the pre and while listening stages. Another factor in favor of this conclusion is that only the teacher's voice was used. Thus, students are accustomed to her accent and speech rate. It was found that the texts were repeated three times; first for students to listen, second for them to answer and third to check.

Taped scripts or authentic materials were not used at all for listening comprehension. This caused a drawback in the development of the listening skill because students revealed that they did not feel comfortable with authentic texts when they were confronted with them outside the

classroom in songs or movies for example. They considered that when their teacher spoke, she could translate for them if necessary. This makes evident that students rely on their L1, and do not feel confident hearing aural input in the L2. In order to develop the listening skill, students need to be exposed to a wide variety text types that range from monologues to conversations.

Background noise coming from outside the classroom and the interruptions caused by classmates were identified as the two main external characteristics that create a barrier for listening comprehension. However, taking into consideration the importance that the use of authentic materials has in language learning and the lack of technological devices to play this material on, it is possible to state that the lack of access to such resources was another important external barrier faced. The teacher is not provided with the essential material she needs to carry out the listening process as it should be. Her small laptop, the only electronic device that the teacher had available, did not meet the basic requirements because of its small screen and low volume.

Students' proficiency level is an essential learner characteristic that teachers must keep in mind when selecting material for a group. The input has to provide students with just the appropriate level of difficulty, so that it demands students to have to think and make connections with previous knowledge for further learning to take place. The texts used in class did not challenge students, and even though they expressed having a positive attitude toward listening, they acknowledged only being able to understand very basic information that was delivered at a word or phrase level. Learners considered feeling confident when performing these exercises, but they expressed being not that confident when confronted to authentic texts like music or movies in environments outside the classroom. They continue to rely on their L1 to aid comprehension.

Recommendations

The data obtained through the present study led to a closer understanding of the listening instruction process that second cycle students encounter in their English classes. More specifically, it described how listening comprehension strategies were used in class as well as the barriers that these students faced. Understanding this phenomenon brought about recommendations on how to approach the skill under study.

The development of the listening skill deserves as much attention as the other language skills in order for a learner to become a proficient user of the target language. For the purpose of achieving listening competence, classroom instruction in this skill should go through three main stages: pre, while, and post-listening. Each of these periods has its own importance in the learning process. For instance, with pre-listening activities, students come into contact with the topic that they will work; while-listening tasks challenge them to grasp the message of what has been heard; and post-listening provides follow-up activities where students explore other skills to reinforce knowledge they just gained through listening. Teachers who carry out listening lessons following this pattern are more likely to integrate the four language skills, and thus, promote communication in the classroom. Careful planning of these three stages creates an environment for students to read, write or speak about what was heard, making awareness of the correlation among language skills possible.

The activities that students are asked to carry out in each stage also provide opportunities for the instructor to train learners in the use of language learning strategies. Carefully organized listening lessons will allow teachers to incorporate memory, cognitive, metacognitive, compensation and/or social strategies. Exposure to a variety of strategies is necessary, so that students can become skillful in choosing the appropriate strategy that would help them ease their

learning at a specific moment. Having this knowledge at hand will give confidence to students for them to address different linguistic situations inside and/or outside the classroom.

Memory strategies are useful for helping students store or retrieve information needed when using the target language; thus, if used appropriately, they can aid listening comprehension. Activities that require vocabulary identification are good resources for getting students acquainted with key words that will appear in the scripts. Then, when performing the listening exercises in which the words are used in context and form part of a message, students can make use of this information to understand the message. The use of this strategy should be just that; it should not comprise the purpose of the listening exercise. Other memory strategies include grouping, placing new words into context, semantic mapping, using keywords, reviewing well or using mechanical techniques. Providing students with a large spectrum of activities to store and retrieve information is a step forward in developing communicative competence.

Translation is an important cognitive strategy, but its overuse can backfire. By implementing a wider range of activities for this type of techniques, learners reduce their dependence on their L1. Drawing away from the students L1 and providing enough practice in the L2 will arise enough confidence for them to take up the challenge of uncovering the message heard and exploring the target language beyond a word or phrase level. For cognitive strategies to be put into practice, the audio used must present a message or storyline. This type of audio will allow for students to perform activities like analyzing contrastively, skimming and scanning to get the idea quickly, using resources for receiving messages, recognizing and using formulas in patterns or formally practicing with sounds and writing systems, among others.

By using metacognitive strategies, students become aware of the goals and identify the purpose of the exercises that they are asked to perform. YL can benefit from this kind of

information because their age and cognitive maturity does not always allow them to deduce this on their own. When learners are explicitly aware of what they must achieve, in what length of time this must be carried out, and which indicators will show they have accomplished that goal, they can channel their energy in the right direction.

In order to incorporate compensation and social strategies, texts that provide a message or storyline must be used for listening lessons. These strategies require an overall context for students to discuss and grasp additional information. The set of linguistic or nonlinguistic clues that the context can provide, as well as the promotion of interaction among students when asking for clarification and developing cultural understanding offer significant information for students to learn how to guess intelligently when being in contact with the target language and culture.

In an educational context, listening does not occur only when a specific type of audio is brought into the classroom, it takes place mainly when the teacher speaks to the students in an unplanned manner. Giving instructions, presenting content, explaining tasks, or simply interacting with students-are good chances to expose students to input in English. These are actions that take place daily in a classroom and can provide good opportunities for students to come into contact with the target language. It is natural for students to resist this at first, especially in a foreign language context where they have little chance of listening in the L2. But, the teacher's insistence plays an important role here when students ask for translation. He should challenge learners to understand the ideas uttered, and urge them to use other learning strategies to overcome their dependence on the L1.

When preparing a listening lesson, the texts used must have a level of difficulty appropriate for the students' proficiency level. Authentic or adapted materials are recommended options to provide students with distinct voices, accents, and speech rates that will be used only in the

while-listening stage when students are asked to show listening comprehension. The pre and post listening stages will complement the listening task. Another important text characteristic to take into consideration is the use of different genres so that students can get accustomed to listening to songs, monologues, conversations, and the like. Knowing how the information is presented depending on the type of text being analyzed helps learners uncover meaning.

This listening process is not possible if the teacher does not count on the appropriate didactic materials to perform the task. In the case of the listening skill, the use of audiovisual devices is essential. These appliances should meet the basic requirements which include appropriate volume for all students to hear, and/or a screen big enough to see the visual material clearly. Appropriate features of the equipment can help students not only become aware of the existence of different accents, intonations, and speech rates, but also appreciate the cultural content implicit in different types of body language and gestures that would aid understanding. The school administration should ensure that the classrooms are equipped with the necessary technological devices needed to reach the goals in the MEP syllabus in regard to the listening skill.

After analyzing the conditions in which listening was developed in this primary school and as part of these recommendations, the researchers suggest the next action plan that consists of a teacher's toolkit. The objective of this toolkit is to provide listening tasks for Second Cycle students that respond to the MEP's syllabus in order to improve students' listening comprehension by exposing them to learning strategies. The toolkit consists of a Teacher's Guide and a Compact Disk (CD) with audio to carry out the listening exercises. The audio includes both authentic and nonauthentic texts in order to meet the students' linguistic needs and

at the same time familiarize them with native-like speech. Following is a description of each of these parts:

Teacher's guide. It is divided into three main sections: The listening tasks, with instructions for the teacher on how to carry them out; a photocopiable activity section, with materials for students to work on; and a section with additional material to be used by the teacher on different lessons.

1. Listening tasks with the following elements:

   Objective: Each task presents a listening objective to be accomplished. Teachers should make students aware of what is expected of them, so they know the reason why they are going to carry out a listening exercise.

   Level: Each listening task suggests which Second Cycle level (fourth, fifth or sixth) the activity is fit for. The selection of the grades depends on the level of difficulty of the aural text.

   Listening Activities. They are designed in a three-stage framework which is generally recommended when working on the listening skill.

   - The pre-listening stage consists of having students perform activities that activate background knowledge or provide the necessary information about the topic of the text they will listen to. During this stage, students engage in discussion questions about the topic, learn or review key vocabulary items, or develop prediction activities.
   - The while listening stage is when students listen to the audio and complete the exercises to demonstrate comprehension of the message

received. The first time students listen they are asked for more general information, and the second time they are asked for more detailed data.

- Post-listening stage is to engage students in a speaking or writing activity to put into practice the vocabulary or structures presented through the listening exercise. Other activities include games, art work, or discussion of the ideas expressed in the listening texts.

Strategies. The activities proposed in the teacher's tool kit are designed to have students put into practice different learning strategies. These strategies aim to strengthen students' listening skill.

- Memory strategies are used by students to help them recall or learn new information. Some of the activities in the toolkit include grouping words, placing new words into context, using imagery, making semantic maps, keywords, representing sounds in memory, reviewing well, and using physical response or sensation.
- Cognitive strategies are used to enable understanding and produce new language by different means such as repeating, translating, highlighting, analyzing contrastively, practicing naturalistically, getting the idea quickly by skimming and scanning, using resources for receiving messages, recognizing and using formulas in patterns, and formally practicing with sounds and writing systems
- Compensation strategies allow learners to use the language despite the limitations they have with the target language. This is done by guessing based on linguistic clues such as intonation, word stress or key words,

and/or non-linguistic clues like the tone of voice, facial expressions, and body language.

- Metacognitive strategies allow students to control and coordinate the learning process. This can be possible by paying attention, setting goals and objectives, and overviewing and linking with already known material.
- Social strategies refer to the ability of interacting with others. To accomplish this, students learn to cooperate with peers and develop cultural understanding.

Teacher's Tips. This section provides additional ideas for the teacher when working on the listening tasks.

2. Photocopiable Activities. This section includes the exercises that students must fill in while performing the listening tasks.
3. Additional Material. This section includes posters, puzzles, or any other didactic material needed to carry out the listening tasks.

Listening encounters CD. It includes the aural text that students will be exposed to in order to carry out the listening tasks. Some of the tracks are MP3 recordings while others are videos. Some of the tracks are taken from ESL (English as a Second Language) websites, while others are authentic recording or videos.

To use the toolkit, take into account the following suggestions:

- The listening tasks are designed to be developed in approximately eighty minutes (two lessons).

- The teacher's guide suggests activities for the listening tasks, but the teacher can adapt the activities to fit the needs and interests of the students.
- Use the listening tasks once the main topic has been introduced. Students will find it easier to carry them out when they have already been in contact with some related content.
- The exercises shown in the teacher's guide are available as photocopiable activities which the teacher can hand out to the students for them to complete the tasks.
- The activities that are not provided in the photocopiable section, allow for the teacher to use any available materials, for example, board, cardboard paper, among others.
- Most of the tracks are available in the CD. When it is not found there, a script is provided for the teacher to read it to the students in the Additional Material Section.
- After completing each listening task, have students self-evaluate their progress. This can be done in a portfolio or diary.

LISTENING ENCOUNTERS

Teacher Toolkit

for Second Cycle Students

By:
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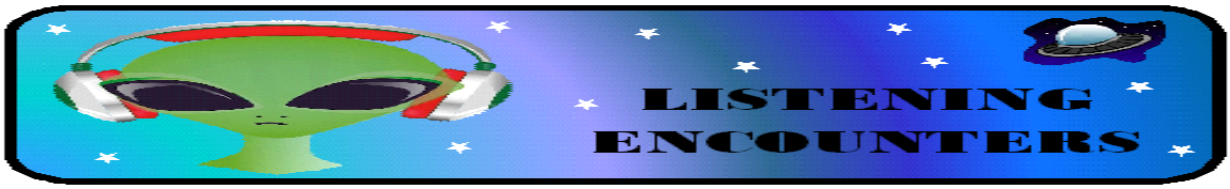
Beatriz Gamboa S.



Presentation

Listening Encounters is a toolkit that provides listening exercises for Second Cycle students. It is based on the contents of the English syllabus provided by the Ministerio de Educación Pública (MEP). The toolkit includes a Teacher's Guide and a Compact Disk (CD).

Teacher's Guide: The teacher's guide is divided into three main sections: The listening tasks, with instructions for the teacher on how to carry them out; a photocopiable activity section, with the materials that will be given to students; and a section with additional material to be used by the teacher on different lessons.

A. Listening tasks: This section contains the following elements:
Objective: Each task presents a listening objective to be accomplished. It is important that the teacher make students aware of what is expected of them, so they know why they are going to carry out a listening exercise.

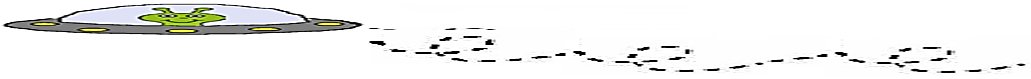
Level: Each listening task suggests which Second Cycle level (fourth, fifth or sixth) the activity is fit for. The selection of the grades depends on the level of difficulty of the aural text.

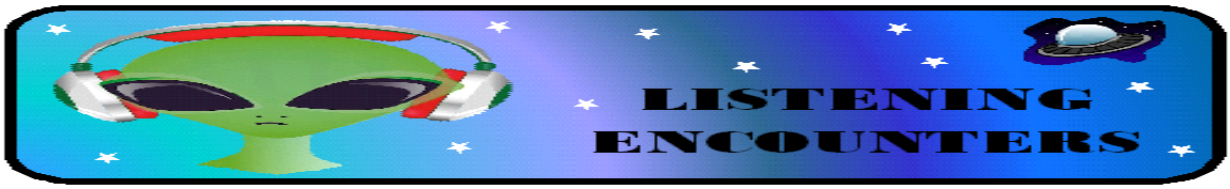
Listening Activities: The tasks are designed in a three-stage framework which is generally recommended when working on the listening skill.

1. *Pre-listening stage:* Students perform activities that activate background knowledge or provide the necessary information about the topic of the text they will listen to. During this stage, students engage in discussion questions about the topic, learn or review key vocabulary items, or develop prediction activities.

2. *While listening stage:* Students listen to the audio and complete the exercises. The first time students listen they will be asked for more general information, and the second time they are asked for more detailed data.

3. *Post-listening stage:* Students engage in a speaking or writing activity to put into practice the vocabulary or structures presented through the listening exercise. Other activities include games, art work, or discussion of the ideas expressed in the listening texts.





Strategies: The activities proposed in the teacher's toolkit are designed to have students put into practice different listening learning strategies. These strategies aim at strengthening students' listening skill.

1. Memory strategies are used by students to help them recall or learn new information. Some activities in the toolkit include grouping words, placing new words into context, using imagery, making semantic maps, looking for keywords, representing sounds in memory, reviewing well, and using physical response or sensation.

2. Cognitive strategies are used to enable understanding and produce new language by different means such as repeating, translating, highlighting, analyzing contrastively, practicing naturalistically, getting the idea quickly by skimming and scanning, using resources for receiving messages, recognizing and using formulas in patterns, and formally practicing with sounds and writing systems.

3. Compensation strategies allow learners to use the language despite the limitations they have with the target language. This is done by guessing based on linguistic clues such as intonation, word stress or key words, and/or non-linguistic clues like the tone of voice, facial expressions, and body language.

4. Metacognitive strategies allow students to control and coordinate the learning process. This can be possible by paying attention, setting goals and objectives, and overviewing and linking with already known material.

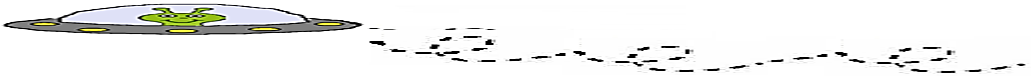
5. Social strategies refer to the ability of interacting with others. Students learn to cooperate with peers and develop cultural understanding.

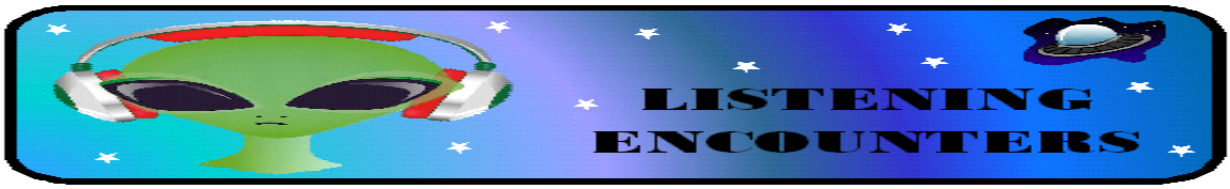
Teacher's Tip: This section provides additional ideas for the teacher when working on the listening tasks.

B. Photocopiable activities: This section includes the exercises that students must fill in while performing the listening tasks.

C. Additional Material: This section includes posters, pictures, puzzles, and other didactic materials that the teacher will need to carry out the listening tasks.

Listening Encounters CD: It includes the aural texts that students will be exposed to in order to carry out the listening tasks. Some of the tracks are MP3 recordings while others are videos.

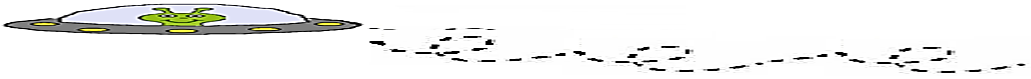


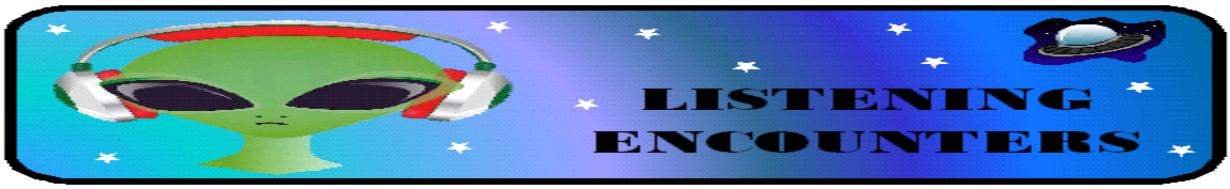


Some of the tracks are taken from ESL (English as a Second Language) websites, while others are authentic recordings or videos.

How to Use the Toolkit

- The listening tasks are designed to be developed in approximately eighty minutes (two lessons).
- The teacher's guide suggests activities for the listening tasks, but the teacher can adapt the activities to fit the needs and interests of the students.
- Use the listening tasks once the main topic has been introduced. Students will find it easier to carry them out when they have already been in contact with related content.
- The exercises shown in the teacher's guide are available in the photocopiable activities which the teacher can hand out to the students for them to complete the tasks.
- The activities that are not provided in the photocopiable section, allow for the teacher to use any available materials, for example, board, cardboard paper, among others.
- A few listening tasks are accompanied with a script for the teacher to read it to the students since the respective tracks are not are available in the CD.
- After completing each listening task have students self-evaluate their progress. This can be done in a portfolio or diary.





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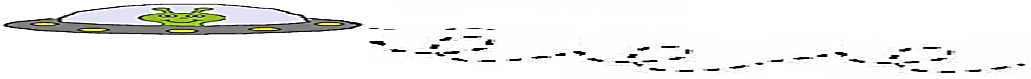
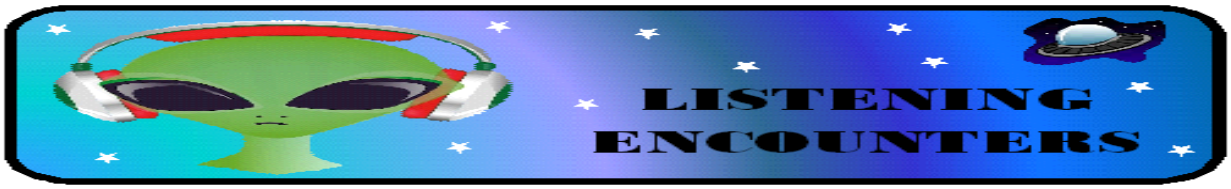
Listening Tasks Checklist

Title/ Listening Task	Topic	Level	Audio / Video	Page
Unit 1				**1**
What's your name?	Personal information	4th grade	1 Track	2
A Guest in a Podcast	Personal information	5th - 6th grades	2 Track	3
Can I Take your Message?	Phone messages	6th grade	3 Track 1 Video	4
Calling the Radio Station	Phone conversations	6th grade	4 Track	5
Unit 2				**6**
Learning about Diseases	Diseases	6th grade	2 Video	7
Not Feeling So Well!	Diseases	4th- 5th grades	3 Video	8
This is Me!	Teenager identity	6th grade	4 Video 5 Video	9
Unit 3				**10**
What's your Family Like?	Family	5th-6th grades	5 Track	11
Pancho's Family	Family	4th grade	6 Track	12
A Star's House	House and furniture	5th grade	6 Video	13
Zianny's House	House and furniture	4th grade	7 Track	14
A Helping Hand	House chores	5th grade	8 Track	15
A Song for Mama	Family relationships	5th- 6th grades	7 Video	16
Unit 4				**17**
Day of Fun	Leisure activities	5th- 6th grades	9 Track	18
Snack Time	Food	4th grade	10 Track	19
Tropical Island	Recipes	4th grade	8 Video	20
Pesto Sandwich	Recipes	6th grade	9 Video	21
What Stars Like	Likes and dislikes	4th- 5th grades	10 Video 11 Video	22





Title/ Listening Task	Topic	Level	Audio / Video	Page
My Life	Likes and dislikes	6th grade	Video 12/13/14	23
Paul Bunyan: An American Tale	Folktales	6th grade	Video 15	24
Unit 5				**25**
Michael's Party	Celebrations	4th grade	Track 11	26
Santa's Coming!	Celebrations	5th grade	Track 12	27
The Easter Beagle	Celebrations	6th grade	Video 16 / 17	28
Unit 6				**29**
No Artificial Ingredients	Costa Rican attractions	5th-6th grades	Video 18	30
Costa Rica's Fauna	Costa Rican attractions	4th grade	Track 13	31
A Country's Identity	Information of Costa Rica	4th- 5th grades	Track 14	32
A World to Explore	World attractions	6th grade	Track 15	33
Unit 7				**34**
Saving the Planet	Environmental education	4th grade	Track 16	35
Go Green!	Environmental education	4th grade	Video 19	36
"R" Words	Environmental education	5th -6th grades	Video 20	37

Photocopiable Activity Checklist

Title/ Listening Task	Page
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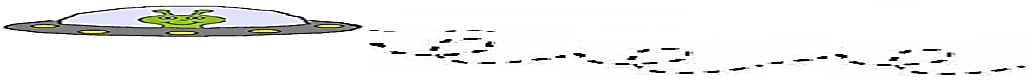
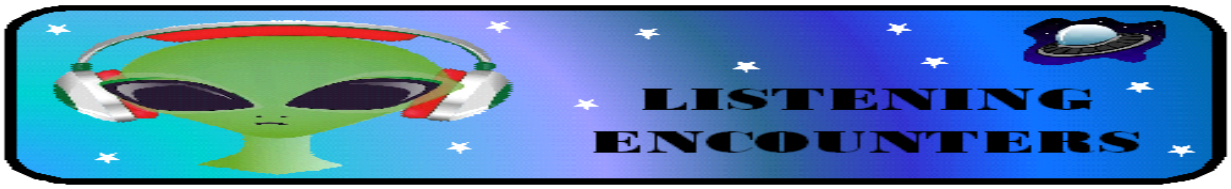
A Guest in a Podcast	40
Can I Take your Message?	41
Calling the Radio Station	42
Unit 2	
Learning about Diseases	43
Not Feeling So Well!	44
This is Me!	47





Title/ Listening Task	Page
Unit 3	
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Unit 5	
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Unit 6	
No Artificial Ingredients	71
Costa Rica's Fauna	72
A Country's Identity	73
A World to Explore	74
Unit 7	
Saving the Planet	75
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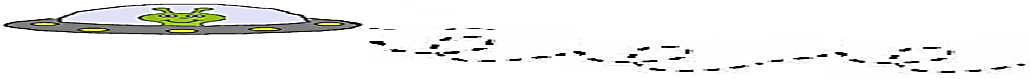
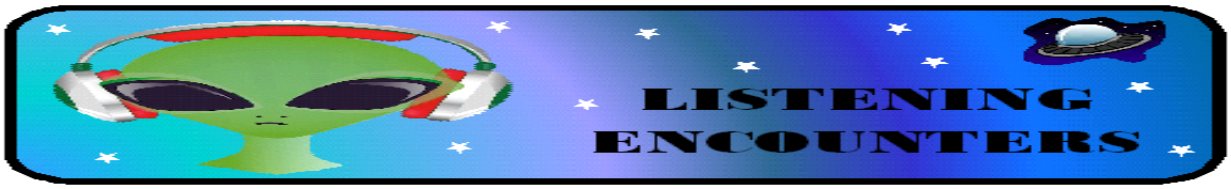
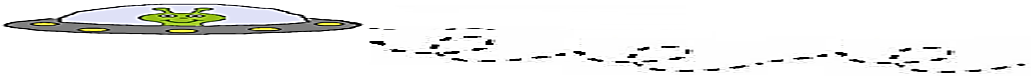
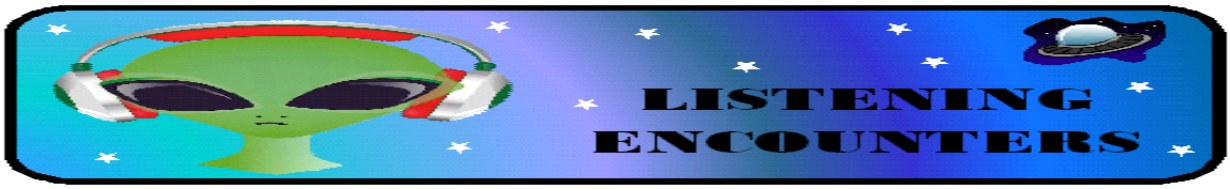




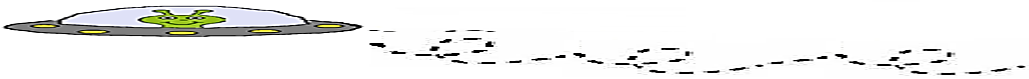
Additional Materials Checklist

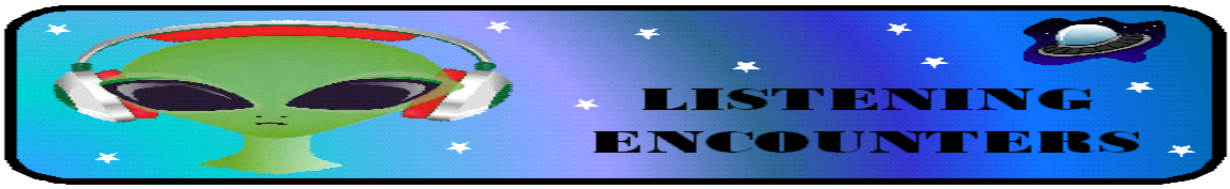
Title/ Listening Task	Page
Unit 3	
What's your Family Like?	81
Pancho's Family	82
A Star's House	84
Unit 4	
Snack Time	87
Tropical Island	88
Unit 5	
The Easter Beagle	89
Unit 6	
No Artificial Ingredients	90
Costa Rica's Fauna	92
A Country's Identity	92
A World to Explore	93





UNIT 1

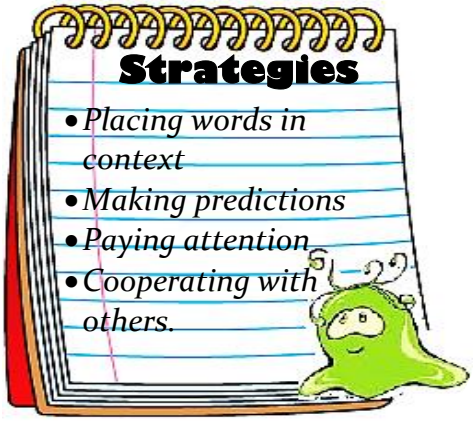




What's your name?

Objective: Identifying basic traits in oral form.

Level: 4th grade



Pre-listening

A. Use big paper strips to introduce the words below. Call on some volunteers to read the word aloud, discuss its meaning, and get familiar with the pronunciation.

B. Comment on the picture. What is going on?

While-Listening

First listening: Ask students to identify the type of conversation in the track.

_____ *A conversation between friends* _____ *An Interview* _____ *A presentation at school*

Situation: Tom is interviewing people on the street

Second listening: Ask students to read the dialogue and predict the possible answers. Later, play the track, and ask them to fill in the blanks with the missing words and confirm their predictions.

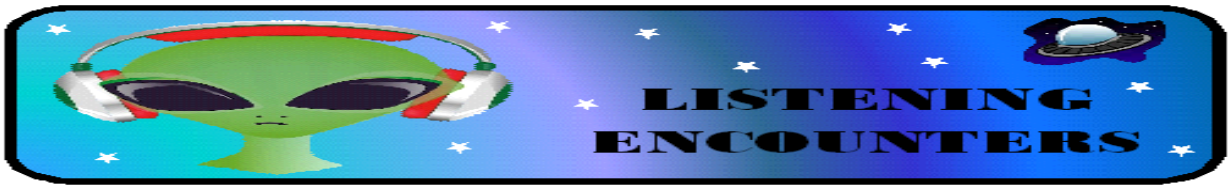
Tom	Hello!
Jennifer	Hello!
Tom	What is your name?
Jennifer	My name is Jennifer
Tom	Jennifer where do you live?
Jennifer	My family and I live in the United States. We live in Boston, Massachusetts
Tom	What do you do Jennifer?
Jennifer	I'm a teacher and I'm a writer.
Tom	Mmm, I see. Where do you work?
Jennifer	I work at home. It is very good to work at home.

Tom	What do you teach?
Jennifer	I teach English.
Tom	How many languages do you speak?
Jennifer	I speak English. English is my native language and I speak Russian. So, I speak two languages.
Tom	And what do you do in your free time?
Jennifer	Uh, in my free time I like to read and sometimes I take walks.
Tom	Thank you!
Jennifer	You're welcome. Bye-bye.

Post -Listening

Jigsaw interview: Students use the model above to interview each other. They change pairs when required by the teacher.

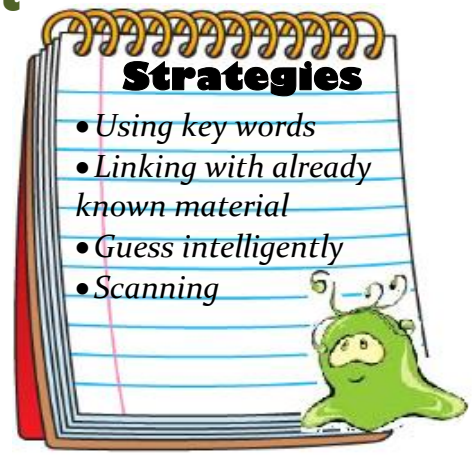
Motivate students to shift roles and start interviewing others as fast as they can.



A Guest in a Podcast

Objective: Identifying the main points of an oral stimulus.

Levels: 5th – 6th grade



Pre-listening

Briefly review personal information questions. - You may play a "Hot potato" game or ask questions at random.

While-Listening

Situation: Sara O'Neil is a guest in a podcast.
First listening: Play the track once. Ask students to choose one of the statements below.

___ *The speakers are close friends.* ___ *The speakers are family.* ___ *The speakers are strangers.*

Second listening: Have students listen to the conversation and choose the option that best completes each statement.

1- Sara is from _____.
a) Turkey **b)** United Kingdom **c)** United States

2- Sara has a _____ family.
a) Big **b)** small **c)** strange

3- Sara's mother and father's occupations are respectively:_____
a) nurse & teacher **b)** housewife & doctor **c)** housewife & accountant

4- What is Sara's job?
a) English teacher **b)** French teacher **c)** History teacher

5- Sara is also interested in _____.
a) Arts **b)** History **c)** America

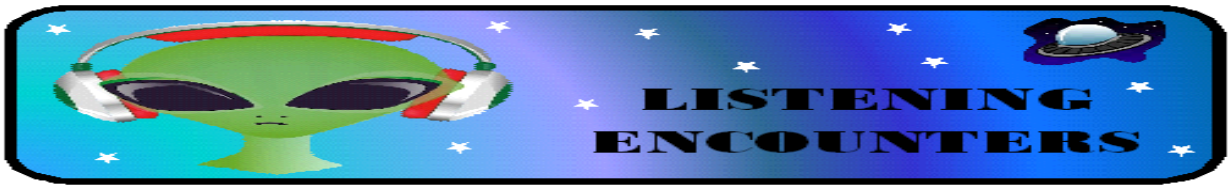
6- Mark with an X Sara's hobbies _____.
a) Listen to music **b)** Play hockey **c)** Collect paintings

Post –Listening

Have students work in pairs and interview each other. Give them cards with the set of questions below.

Where are you from
What's your occupation?
What's your father's and mother's job?
What do you do in your free time?

In order to increase the level of difficulty you may remove the options and ask students to fill in blanks with the missing words.



Can I Take your Message?

Objective: Understanding explicit and implicit information.

Level: 6th grade

Strategies

- *Using non- linguistic clues*
- *Guess intelligently*
- *Cooperating with others*
- *Using key words*
- *Scanning*

Pre-listening

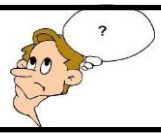
Ask students to match the statements to the respective purpose for using the phone.

Would you like to go fishing?	•	• Return call
Anna had an accident!	•	• Invitation
Please call me back.	•	• Emergency call
What time is the teacher's meeting?	•	• Ask for information
Sam can you lend me the math book?	•	• Ask for something
My house is on fire!	•	
Let's go to the movies at five!	•	

While-Listening

First Listening: Play each track once and brainstorm on the questions below

- Who is calling, a man or a woman? -How many people are talking?
- Where are the people? - Is it a formal or informal situation?



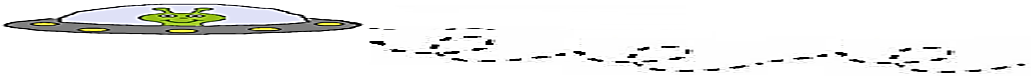
Second listening: Play the tracks twice for students to complete the message slips.

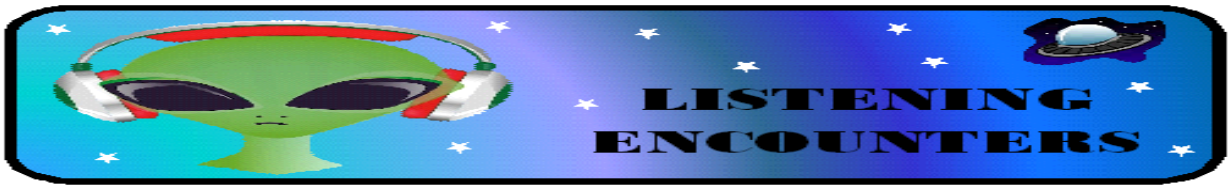
Situation 1: The phone is ringing in Nick's house	**Situation 2**: The phone is ringing at the office of GNH company.	**Situation 3**: The phone is ringing at General Electric.
For: _____ From:_____ Phone_____ Message: ☐ NO ☐ YES _____ _____	For: _____ From:_____ Phone_____ Message: ☐ NO ☐ YES _____ _____	For: _____ From:_____ Phone_____ Message: ☐ NO ☐ YES _____ _____

Post -Listening

Pair work: Ask students to write a short phone call following the previous examples and practice the conversation.

- Ask students to focus on key words when taking note of the messages.
-You may want to give clues about people's names or last names that are unknown to students.

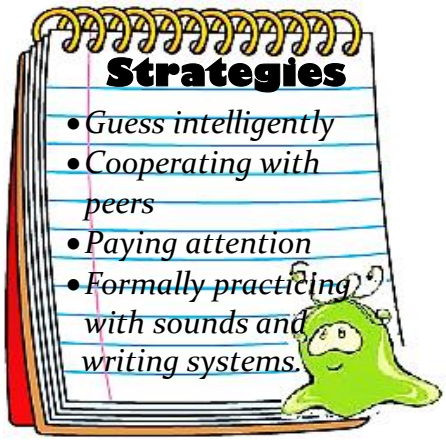




Calling the Radio Station

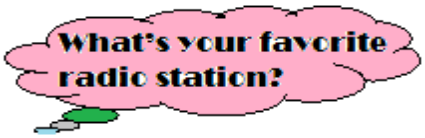
Objective: Identifying the main point or important information from an oral stimuli

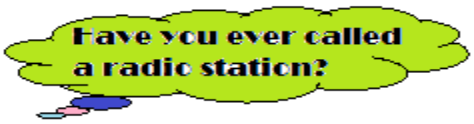
Level: 6th grade

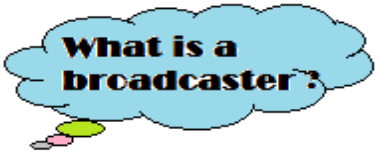


Pre-listening

Brainstorm on the following questions.

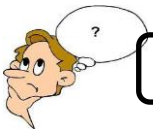






While-Listening

First Listening: Play the track once and have students answer the questions below.



Who is calling? Who receives the call? What is the main topic?

Second listening: Have students make groups of two or three people. While listening to the track, they will try to organize the conversation by putting the paper strips in the correct order.

Broadcaster	*We are back again. Guess what? The first 10 people to call will have free tickets for the Enemies of the Rhythm, tomorrow at 7:00 p.m. At the amusement park. Just call me. The number is 555-1803. Don't wait!*
	CRS 64.7 Fm. How can I help you?
Woman	*Hello! I'm Rossi Scott. Can I have tickets for the concert?*
Broadcaster	*Of course you can. What is your telephone number?*
Woman	*It's 555 -9630.*
Broadcaster	*One minute please. Ok. What is your favorite radio station again?*
Woman	*It's CRS 64.7 Fm.*
Broadcaster	*Excellent! Rossi you win two tickets for the concert tomorrow!*
Woman	*Wow! Thank you! I'll go with my sister*
Broadcaster	*Please hold on. I need extra information*

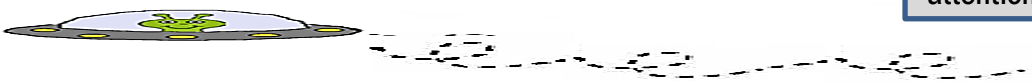
Post –Listening

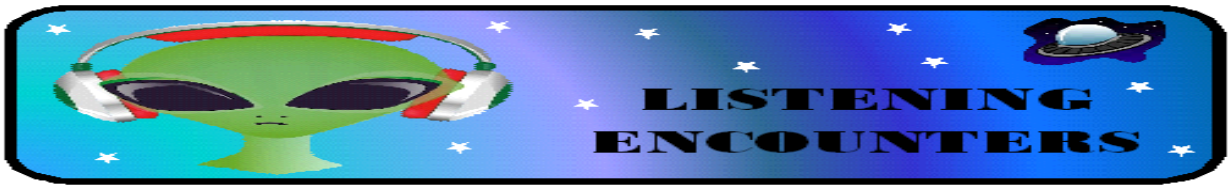
Students re-write the conversation in their notebooks.

Orally, they can answer specific comprehension questions.

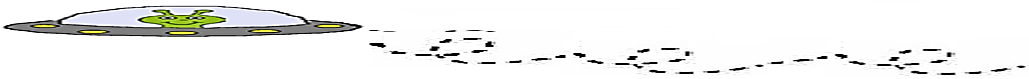
For example: When/Where/What time is the concert?, etc.

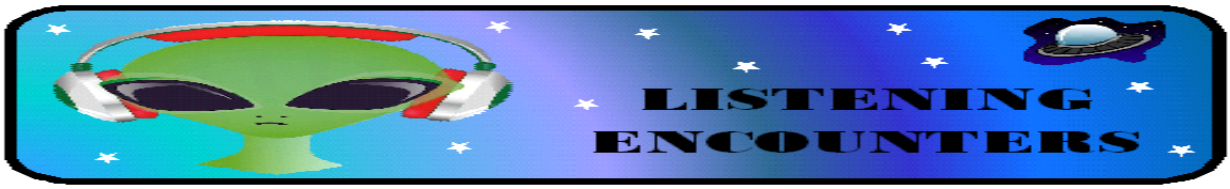
-Motivate cooperation among students.
–Have students center their attention on key words.





UNIT 2

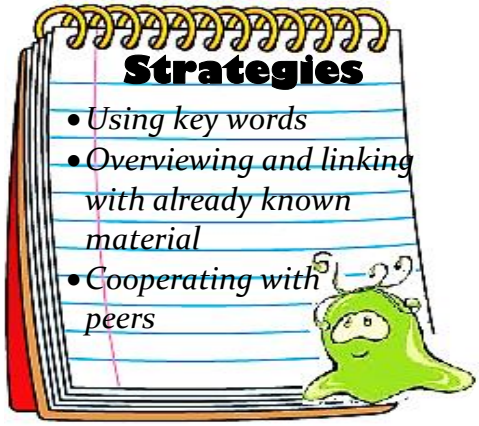




Learning about Diseases

Objective: Understanding familiar language and simple sentences spoken at near normal speed.

Level: 6th grade



Pre-listening

Have students solve the word scramble exercise. Discuss whether the words represent symptoms or diseases

lesMeas verFe luf

ceraCn ChixopneKC acheHead

While-Listening

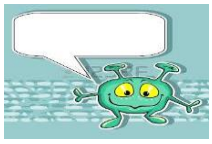
Situation: Colin is giving a presentation about diseases

First Listening: Have students take note of the diseases mentioned in the lecture.

Second Listening: Students listen to the track and match the diseases to their characteristics

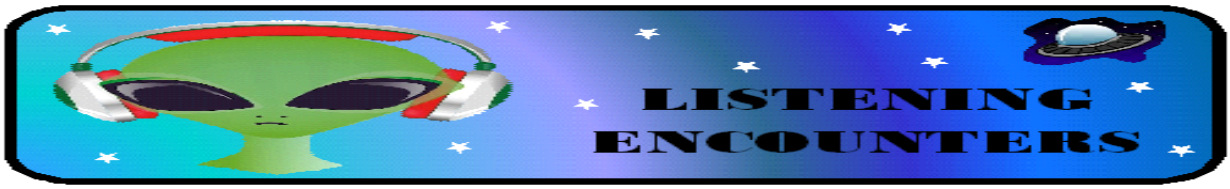
Cancer	Affects different parts of the body.
Cold	Makes you cough and sneeze
	Can be passed on from person to person.
Flu	You get chills and a fever
	You have to stay home in bed
Mumps	Affect your neck
Chickenpox and Measles	Red itchy dots in your skin
Arthritis	Affects people's bones
Heart disease	A healthy life style can prevent this disease.
Treatments & procedures	Blood test - Xray Pills, medicine

Post -Listening



Group activity: Students choose one of the diseases above and make a poster about it, including the symptoms, characteristics, treatments, and pictures.

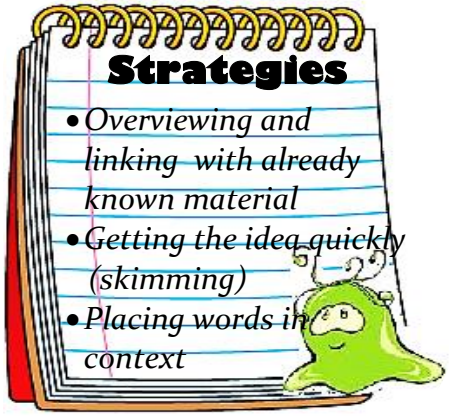
For the post activity, motivate students to do more research using their cell phones.



Not Feeling So Well!

Objective: Understanding explicit information

Levels: 4th - 5th grades



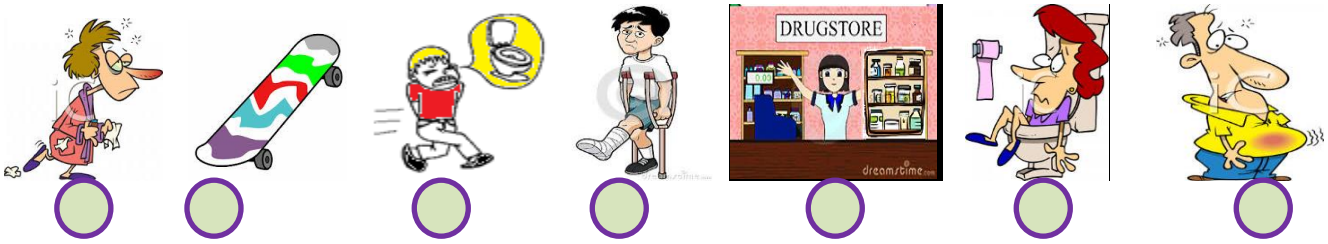
Pre-listening

Have students match the words to the pictures.

While-Listening

Situation: People talk about how they feel

First Listening: Play the video once for students to listen only. Ask them to number the pictures that relate to each dialogue, using numbers from 1 to 3. One picture is left out.



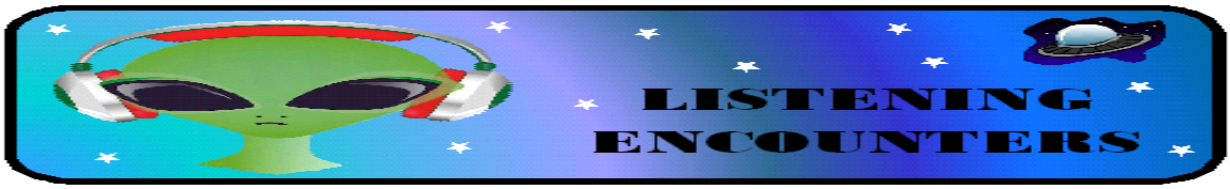
Second listening: The students watch the video and fill in the blanks with the missing words.

Dialogue 1	Dialogue 2	Dialogue 3
What's the matter with you? Oh, I had a small accident. A small accident! It looks as you broke your leg! Yes, I did break my leg. How did you break your leg? I fell off a skateboard. You have a skateboard? No, it was my friend's skateboard. Does it hurt! Ouch!!! Yes, it hurts. Please don't do that. Sorry! May I sign your cast? Yeah Sure. But, please be gentle.	What's wrong Jill? I don't feel so good! You sound terrible! Are you coming down with something? I feel terrible! I think I might be coming down with the flu. Have you seen a doctor? No. I haven´t seen a doctor, yet. Have you taken any drugs? I'm going to the drugstore now. I will go to the drugstore with you.	What seems to be the trouble? I don´t feel very good. Ahhhhhhhhh! What is wrong? My stomach hurts. Your stomach hurts. Anything else? Well, I have diarrhea. Hmm, your stomach hurts and you have diarrhea. What did you have for lunch? Uhh. Seafood and a salad. Do you want some medicine? I think some medicine might help me. I will give you this pill. If you do not feel better by tomorrow, please come again. OK. If I do not feel better by tomorrow, then I will come back again. Thank you! You're welcome.

Post –Listening

In pairs, students practice the dialogues to get familiar with the pronunciation and use of new expressions.

You may divide the class into teams for the post activity.



This is me!

Objective: Understanding familiar language and simple sentences spoken at near normal speed.
Level: 6th grade

Pre-listening

Ask students to complete the following statement:
"I am special because _____." Ask some volunteers to share their answer.

While-Listening

Situation: This is a song by Demi Lovato, a teen singer.
First Listening: Play the video once. Comment with the students on the following questions:

What's the name of the song? Who are the artists in the video? Do you like the song? What is the main message in the song?

Second listening: The students listen to the song and fill in the blanks with the missing words.

This is me (Demi Lovato)

I've always been the kind of girl
That hid my face
So afraid to tell the world
What I've got to say
But I have this dream
Right inside of me
I'm gonna let it show
It's time to let you know
to let you know

CHORUS

This is real. This is me.
I'm exactly where I'm supposed to be now
Gonna let the light shine on me
Now I've found who I am
There's no way to hold it in
No more hiding who I wanna be
This is me

Do you know what it's like
To feel so in the dark
To dream about a life
Where you're the shining star
Even though it seems
Like it's too far away
I have to believe in myself
It's the only way

You're the voice I hear inside my head
The reason that I'm singing
I need to find you
I gotta find you
You're the missing piece I need
The song inside of me
I need to find you
I gotta find you

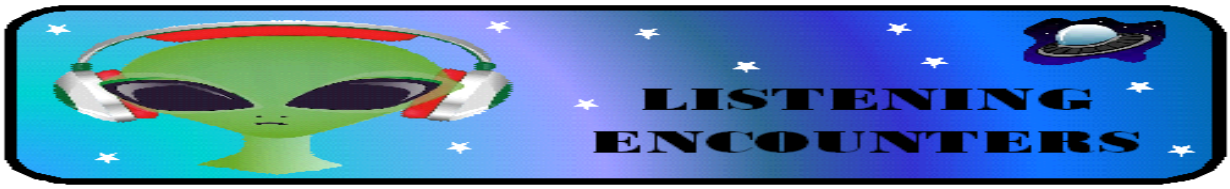
CHORUS
This is real. This is me.
I'm exactly where I'm supposed to be now
Gonna let the light shine on me
Now I've found who I am
There's no way to hold it in
No more hiding who I wanna be
This is me

You're the missing piece I need
The song inside of me
This is me
You're the voice I hear inside my head
The reason that I'm singing
Now I've found who I am
There's no way to hold it in
No more hiding who I wanna be
This is me

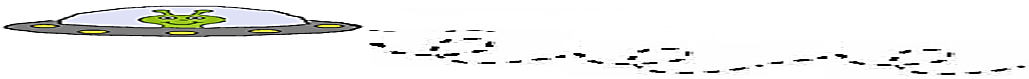
Post -Listening

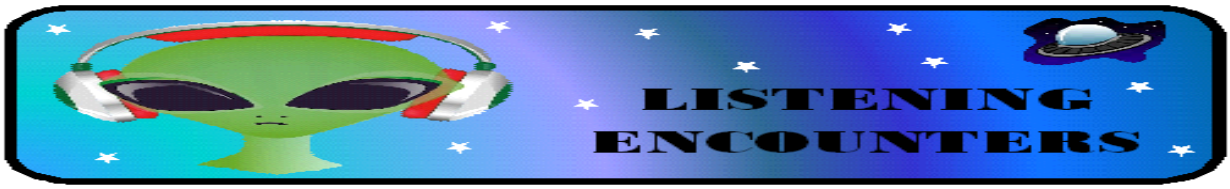
Have students sing along with the karaoke

Remind students of the different features that make them special people.



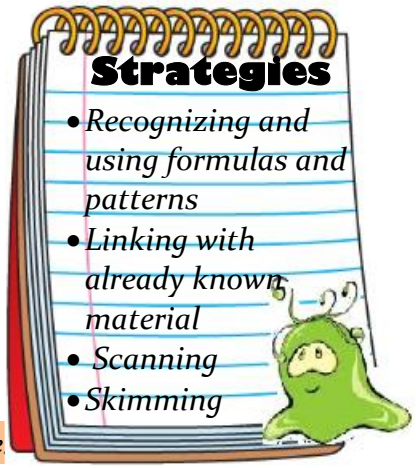
UNIT 3





What's your Family Like?

Objective: Guessing the general meaning of short conversations and passages.
Levels: 5th -6th grades



Pre-listening

Ask students the following questions about their family. Introduce any vocabulary about the topic that you consider necessary for them to know.

What's your father's/mother's name? *How many brothers/sisters do you have*
How old is your brother/mother/sister? *What does your sister/mother/father look like?*

While-Listening

Situation: Ashley is being interviewed by her teacher.
First listening: Place the pictures on the board. Play the track once and ask students to identify the family being described.

Second listening: Students circle the option that best completes each statement.

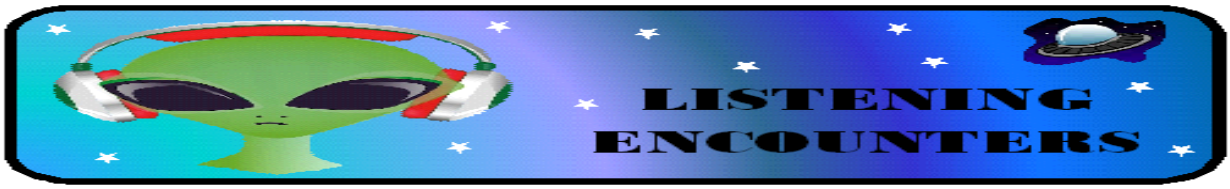
1. Ashley has _____brother(s) and _____sister(s)	2 and 1	3 and 1	1 and 1
2. Erick is _____ years old.	23	32	33
3. Ashley's brother has _____.	black hair	blond hair	brown hair
4. Justine is Ashley's _____.	mother	brother	sister
5. Justine has _____.	black eyes	blue eyes	brown eyes
6. Ashley's parents are _____.	American	Swiss	Canadian
7. Ashley's mother works _____.	at home	at a bank	in an office
8. Ashley's father works a lawyer for	a private company	government	the president
9. Ashley father is _____.	tall	medium height	short

Post -Listening

Write some sample sentences on the board for students to make a short written description of the members in their family.

My mother is tall/short/medium height. My sister is a student.
She/he has black/blond/brown/red hair. My brother works in a bank.

In the multiple choice task, allow students to read the statements before listening.



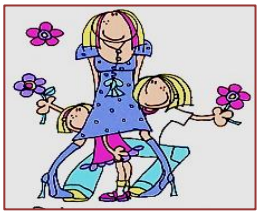
Pancho's Family

Objective: Connecting actively new information to information previously learned.

Level: 4th grade

Pre-listening

A. Show the pictures to the class. Comment on the characteristics, similarities, and differences among families.



While-Listening

Situation: Francisco is giving information about his family.

First listening: Have students answer

What kind of family does Francisco have? Is it nuclear or extended? Is it big or small?

Second Listening: Students match the data in column A to the respective information in column B. Two options are left out.

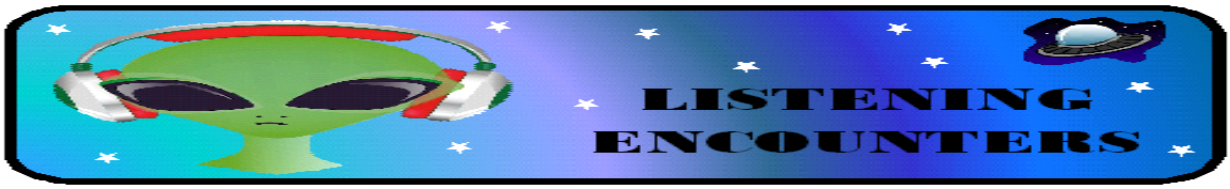
Column A		Column B
Francisco's nickname	( )	a. Food
Brothers and sisters	( )	b. Lima, Peru
Father's occupation	( )	c. Clothing
Mother's job	( )	d. Thirteen
Family's residence	( )	e. Taxi driver
The store sells	( )	f. Six
		g. Grocer (Runs a family store)
		h. Pancho

Post-Listening

Students complete the description below. Once they are done, they walk around the class introducing themselves to others.

Hi! My name is _____. My friends call me _____. I have ___ brothers and ____ sisters. My father is a _____, and my mother is a _____.

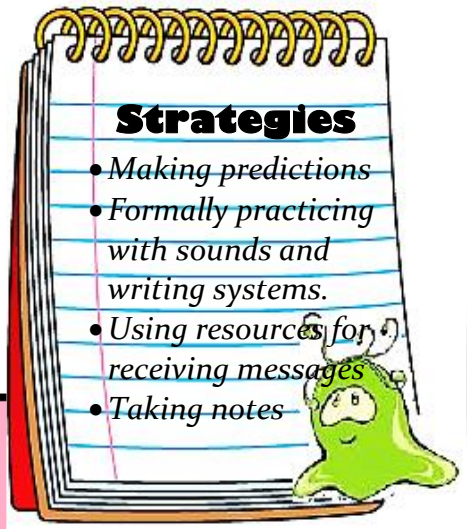
Useful language for the pre-stage may include vocabulary on nuclear and extended family members, jobs, and characteristics such as big/small, young/old.



A Star's House

Objective: Guessing the general meaning of short conversations and passages.

Level: 5th grade



Pre-listening

Show the pictures to the class. Make questions in order to have students make predictions about Ariana Grande's House.

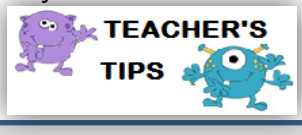
While-Listening

Situation: Ariana is showing her house.

First Listening: Play the video once (students only listen). Ask students to write a check next to the parts of the house that Ariana presents.

_____ Living room	_____ Bedroom	_____ Bathroom	_____ Pool
_____ Garden	_____ Balcony	_____ Guests room	_____ Kitchen
	_____ Garage	_____ Dining room	

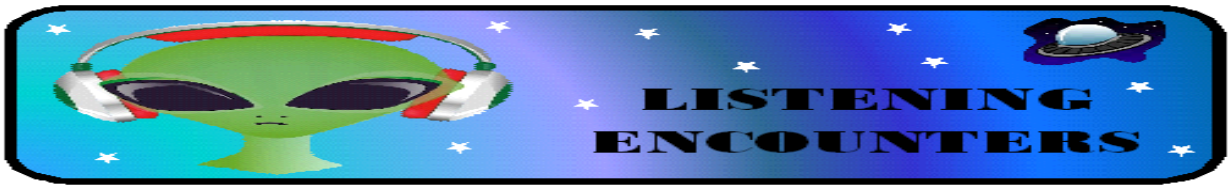
Second listening: Let students watch the video. Ask them to write as many words as they can from what they understand and what they see. When finished, they share the words they got with the rest of the class.



Post –Listening

Students make up sentences with some of the words they wrote in the previous activity.

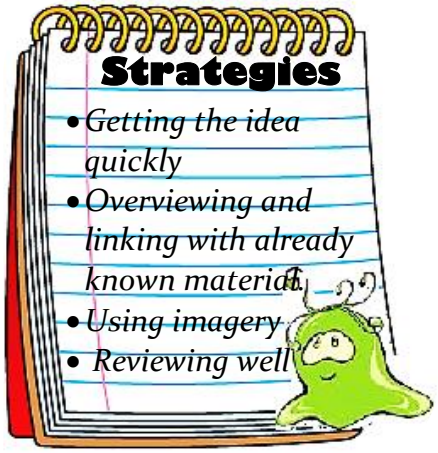
- Ask students to focus on key words.
-Explain how predicting content may help them understand the video better.



Zianny's House

Objective: Connecting actively new information to information previously learned.

Level: 4th grade



Pre-listening

Briefly review parts of the house and furniture. You may ask questions like:

What's your favorite part of the house? Is your house big or small? What items can you find in your kitchen/bathroom?

While-Listening

Situation: Zianny is describing her house.

First Listening: The students complete the following sentences using the options provided.

1. Zianny's house is ____**big/small**_____. **2**. She is talking about her **bathroom/bedroom**.

3. Zianny **likes/loves/doesn't like** her house

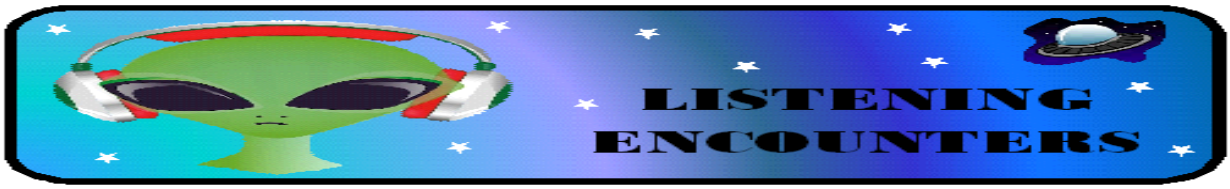
Second listening: The students number the items being described in the track.

Post –Listening

Carpet	desk	Bed
Closet	lamp	computer
books	Chair	Bedroom

Students play **tic-tac-toe**, making oral sentences with the items they heard in the previous activity. They can practice vocabulary on other parts of the house too.

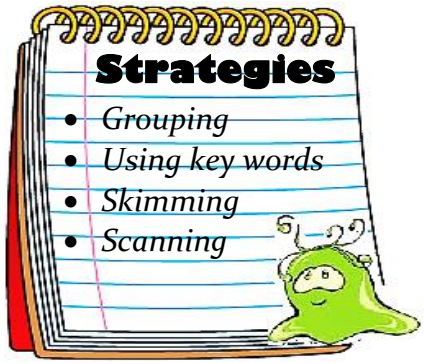
For further practice, you may also ask students to write down some sentences after playing the game.



A Helping Hand

Objective: Identifying the main points of short conversations or passages.

Level: 5th grade



Pre-listening

Have students group the words into the categories below. Comment on the meaning of unknown words.

Furniture or objects/ Parts of the house/ Activities

toilet toys clean kitchen
vacuum polish bathtub wipe floor
bed chairs walls mop dining table

While-Listening

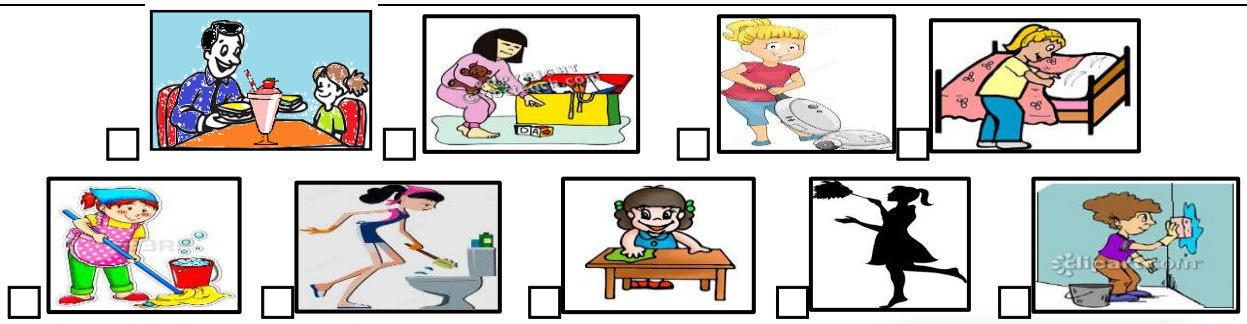
Situation: It is Saturday. Dad is talking to Rosie about her responsibilities today.

First listening: The students check the part or parts of the house that the girl has to clean.

__bedroom __bathroom __kitchen __family room

Second listening: Number the pictures from 1 to 8 according to the activities that the girl has to do. There is one extra option.

SATURDAY'S WORK

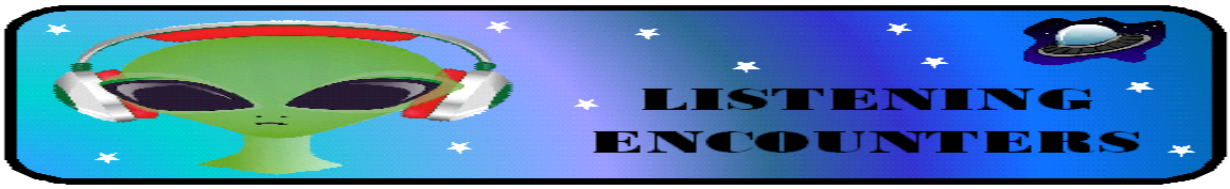


Post -Listening

Pair/group activity. Students talk about the responsibilities they have at home using the expressions below.

I like to.... I don't like to.... I prefer to...

Depending on the proficiency level of the class, you may stop the track every time a chore is said so it becomes easier for student to identify the pictures.



A Song for Mama

Objective: Identifying the main point or important information in the text.

Levels: 5th - 6th grades

Pre-listening

Have students match the rhyming words. Afterwards, comment on the meaning or translate words that are unknown to them.

Afraid	•	• Hide, cried, slide, tied, ride
Bad	•	• Horse, course
Come	•	• Night, kite, write, white
Comfort	•	• Lied, tied, eyed
Day	•	• Play, pray, ok
Force	•	• Sport, support
Gray	•	• Dad, mad, sad,
Inside	•	• Song, long,
Right	•	• Unplanned, expand, grand
Side	•	• Length
Strength	•	• Grade, played, made
Think	•	• Drum, from, some
Understand	•	• They, say, gray
Wrong	•	• Pink, link, drink

While-Listening

Situation: A song by Boyz II Men for a special person.

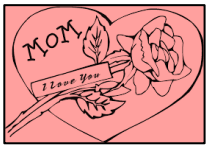
First listening: Arrange students in small groups. Give them individual vocabulary cards and have them repeat the words in order to get familiar with their pronunciation. Students place the word card on the Listen and Sort Grid in the order it appears in the song. There are two word cards for every stanza.

1st Stanza	2nd Stanza	3rd Stanza	4th Stanza	5th Stanza	6th Stanza	7th Stanza

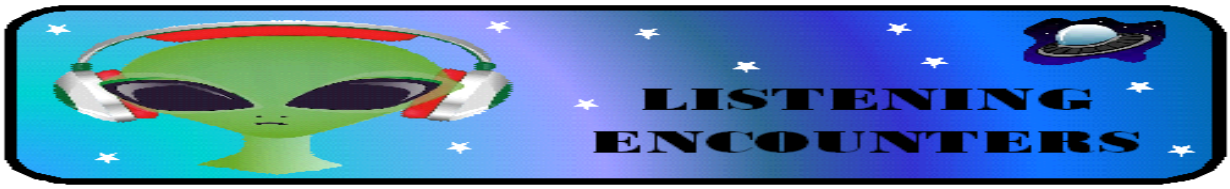
Second listening: Have students complete a Gap Fill Exercise. They can use the grid as a guide. When the groups have finished, play the song again so they can check their answers. Ask students what the song is about.

Post -Listening

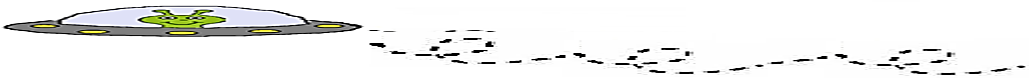
Students prepare a card for their mother and write a message in it.

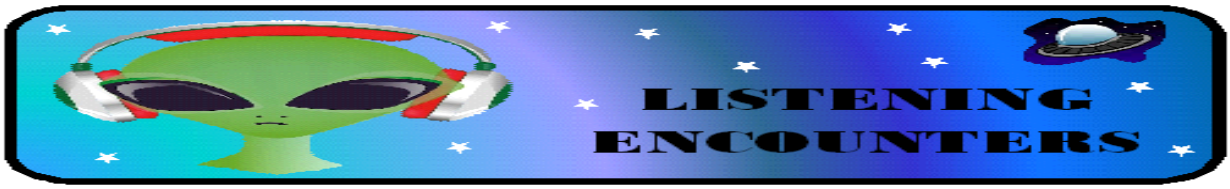


In the first listening task, play the song one stanza at a time for students to find the words more easily.



UNIT 4

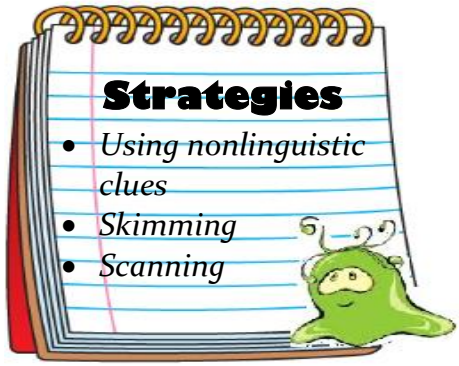




Day of Fun

Objective: Understanding short passages and conversations.

Levels: 5th – 6th grades



Pre-listening

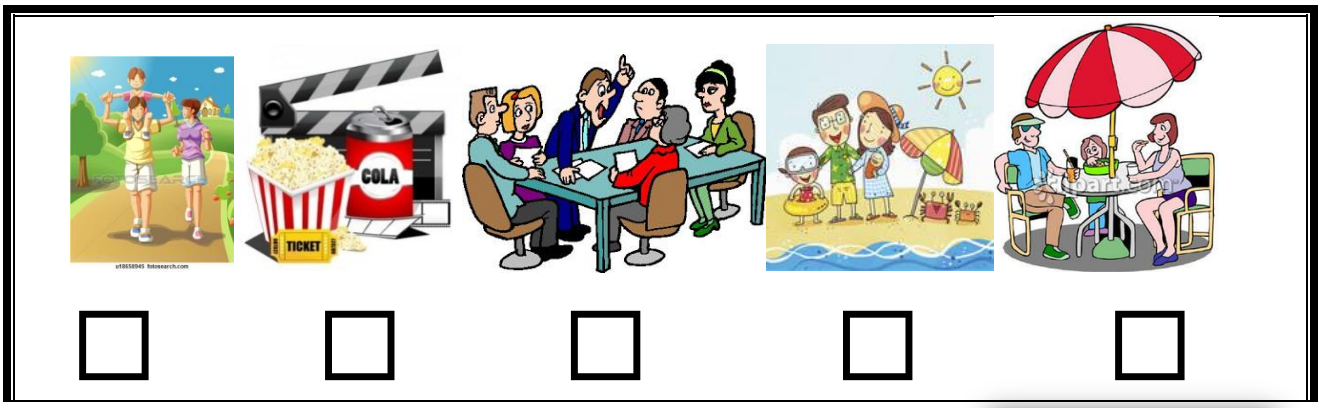
Students work in groups creating a semantic map of leisure activities they like to do indoors and outdoors. Students can use pictures and words in their diagram.

While-Listening

Situation: A family is making plans for the afternoon.

First listening : Ask students to place an "X" on the family members that are going to participate in the afternoon activities.

Second listening: Have students listen to the conversation and number in the correct order the places the family will go together.

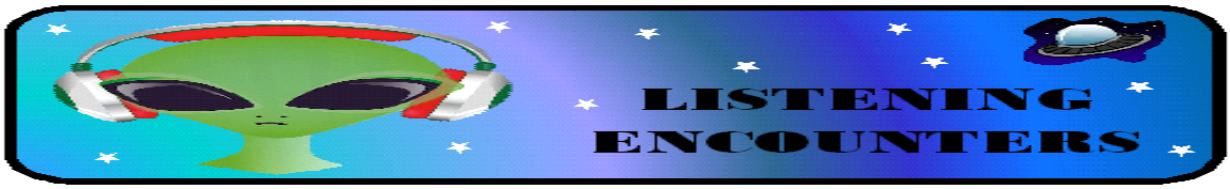


Post-Listening

Have students work in pairs and carry out a conversation making plans for the afternoon**.** Give them cards with the set of questions below to guide the conversation.

What do you want to do?
Where do you want to go?
Who will go with us?

Provide fewer options in the identification task for lower level students. For post listening, they may take turns making sentences orally.



Snack Time

Objective: Gathering information in oral form.

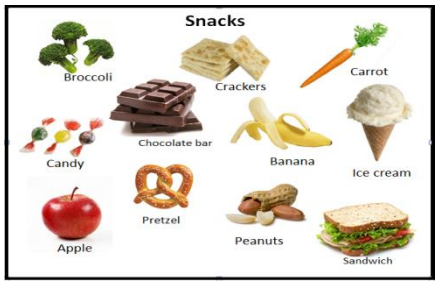
Level: 4th grade

TRACK 10

Strategies

- *Using resources for receiving messages*
- *Developing cultural understanding*
- *Cooperating with peers*
- *Scanning*
- *Using imagery*

Pre-listening



Have students look at the poster about snacks and discuss with a partner which snacks are healthy, which are not, and which ones they prefer.

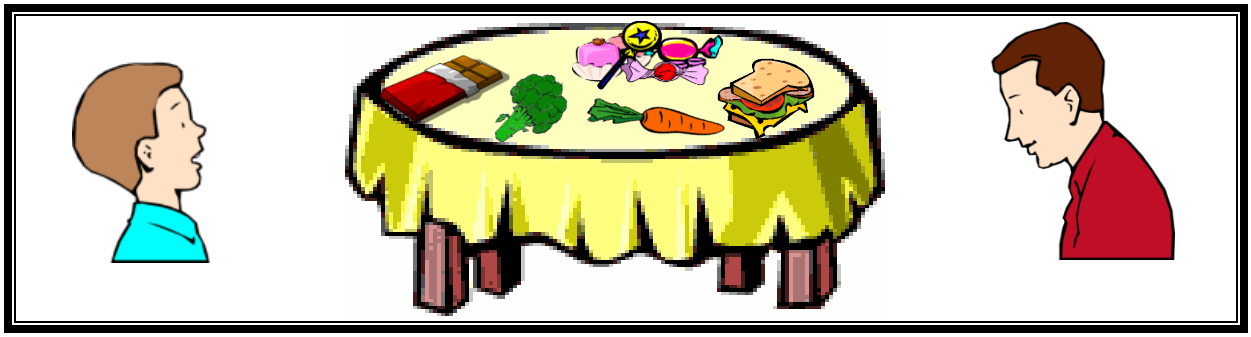
While-Listening

Situation: Mark is asking his father to prepare him a snack.

First listening: Students listen to the conversation one time and answer:

Will the father prepare the boy a snack? Yes ☐ No ☐

Second listening: Ask students to draw a line to the snack that each speaker suggests during the conversation as they listen to the conversation one more time.



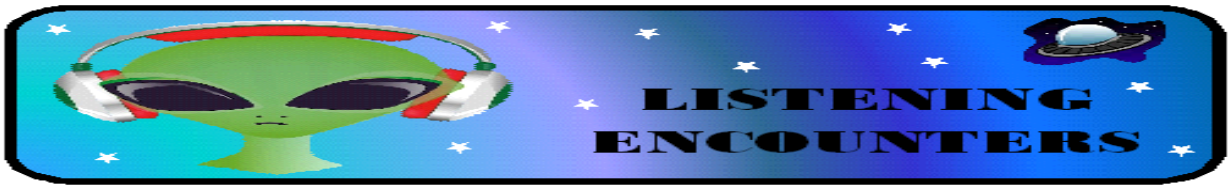
Post Listening

Look for someone who: Students complete a sheet by searching for a classmate who likes to eat the snacks suggested. The first person to have all the spaces signed is the winner. Ask: Do you like to eat _____?

Carrots	**Chocolate bar**	**Crackers**
Broccoli	**Cookies**	**Bananas**
Sandwich	**Student's option**	**Ice cream**

TEACHER'S TIPS

Use the poster to discuss about common snacks eaten in the target culture. Compare this to the student's' native culture.



Tropical Island

Objective: Following directions.

Level: 4th grade

Pre-listening

Use the pictures to introduce the words **YOP** and **Magic bullet**. Use TPR to introduce the verbs (put, grind, cut, peel)

While-Listening

Situation: Sarah Grace is explaining how to make "Tropical Island".

First listening: Ask students to place an "X" on the ingredients that can be used to prepare a "Tropical Island".

Second listening: Have students listen to the recipe again and number the steps to prepare it.

☐ ☐ ☐ ☐ ☐

Post Listening

Students write the recipe heard using the lexicon studied.

Tropical Island

First _____

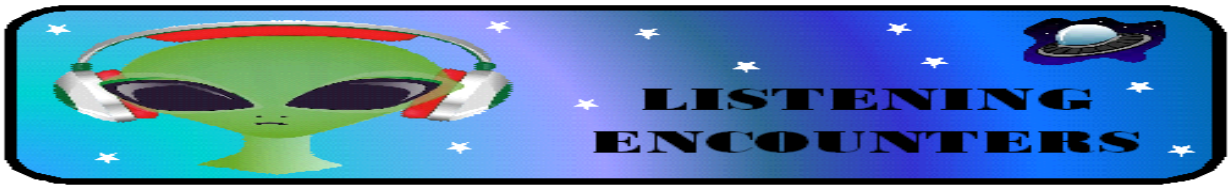
Then _____

After that _____

Next _____

Finally _____

- Before listening, you might want to look over unknown vocabulary that will appear in the text.
- For higher level students, ask them to take note of the ingredients used instead of giving them pictures



Pesto Sandwich

Objective: Responding to language spoken at near normal speed in everyday circumstances.

Level: 6th grade

Pre-listening

- Use the reading "What is Pesto?" Read it to the students and have them highlight the words that are emphasized. Ask students about the ingredients and special features of the sauce.
- Use TPR to introduce the verbs (add, spread it out, press, fold, top it, cook)

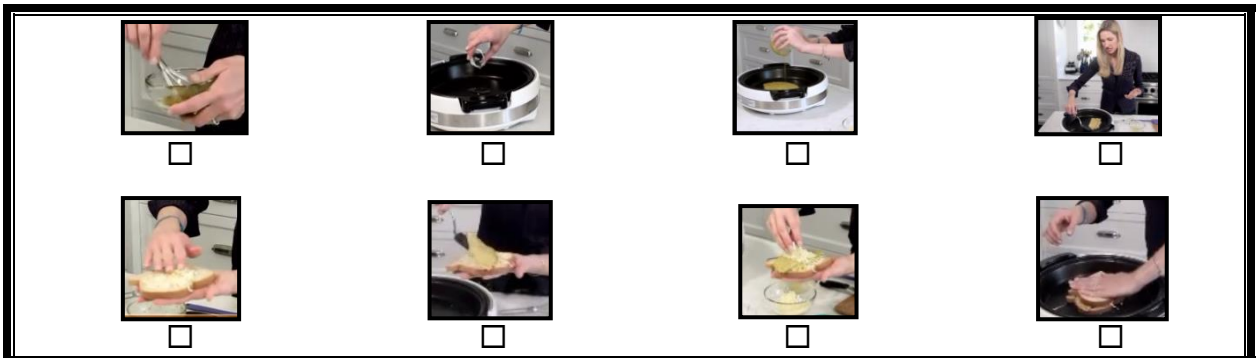
While-Listening

Situation: A cook on Weelicious.com explains how to prepare an "Egg Pesto Melt Sandwich"

First listening: Ask students to circle the ingredients that are used in the recipe.

Egg Cheese Tomato Pesto Oil Bread

Second listening: Have students listen to the recipe and number the steps to prepare it.



Post-Listening: Students write the recipe for their favorite sandwich. Use words like: add, spread out, press, fold

_____

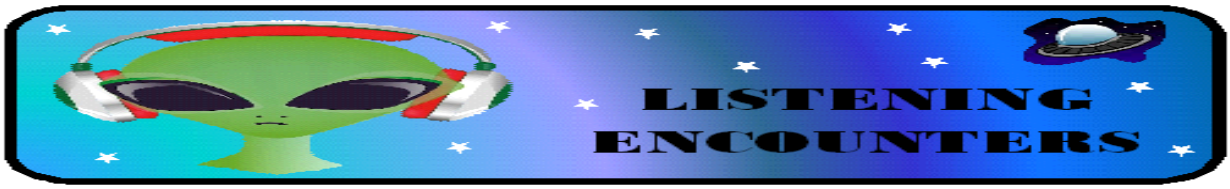
First _____

Then _____

After that _____

Finally _____

- Take basil leaves to class for students to see and smell them. Translate the word if necessary.
- Higher level students may take note of the ingredients instead of circling the words.



What stars like

Objective: Understanding a range of familiar statements and questions.

Levels: 4th – 5th grade

Strategies

- *Cooperating with peers*
- *Practicing naturalistically*
- *Skimming*
- *Scanning*
- *Paying attention*

Pre-listening

In groups, students solve the matching exercises so they get familiar with the vocabulary and structures to be studied.

Match the sentences to form a question.

What is	• your favorite meal?
What is your favorite	• ice cream flavor?
Do you have	• brothers and sisters?
What	• is your favorite sport?
Where were	• you born?
What do you like to	• do in your free time?
What kind of music	• do you like?
What is your favorite subject	• in school?

Match the foods to the appropriate definition

Rocky Road Ice cream

Pot Roast

Hang out with friends

Lemon sorbet

_____ To socialize with your friends to have fun.

_____ It's a chocolate flavored ice cream with nuts and marshmallows.

_____ It is a fruity frozen dessert. It is made from fruit and sugar syrup.

_____ It is made with a piece of beef. It is slow-cooked with carrots, potatoes and onion.

While-Listening

Situation: Fans ask actors about themselves on the Disney Channel.com

First listening: Have students listen to the interviews without watching the video. They choose which actors are interviewed.

☐Madison Pettis

☐ Zac Efron

☐ Selena Gomez

Second listening: Students watch the video. Ask them to write an **M** for the answers Madison gives, and an **S** for the answers Selena gives. Three options do not have an answer.

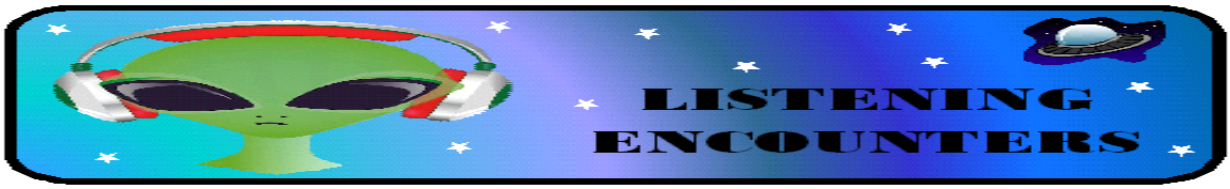
Favorite food ___Pizza ___Pot roast ___Shrimp	**Favorite subject in school** ___History ___Science	**Favorite kind of music** ___Hip hop music ___Punk music	**Free time activities** ___Hang out with friends ___ Sing
Favorite ice cream flavor ___Lemon sorbet ___Rocky Road	**Place of birth** ___Texas ___ New York	**Favorite sport** ___Basketball ___Soccer	**Number of brothers and sisters** ___ 0 ___ 2

TEACHER'S TIPS

For the pre stage, students can play a mingling game. They will have to find a partner to complete the question properly.

Post-Listening

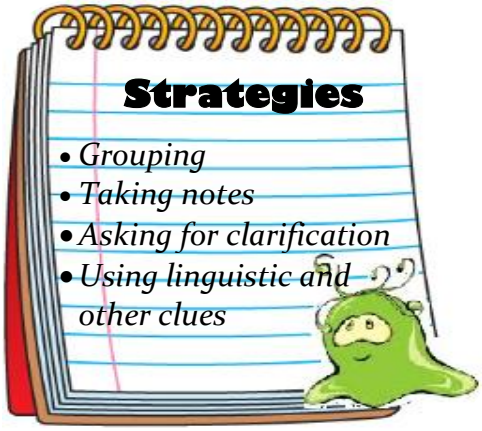
Have students work in pairs and carry out an interview. They can use the same questions studied in the pre-listening activity.



My Life

Objective: Responding to language spoken at near normal speed in everyday circumstances.

Level: 6th grade



Pre-listening

Ask students to group the words into the respective category.

ride, gym, cheer, team, bike, musical notes, kick, classical music, music, play an instrument, motorcycle, wave, water					
Surfing	Martial arts	Dirt bike riding	Play the violin	Cheerleading	Gymnastics

While-Listening

Situation: Olivia Holt, Sam Weiser and Billy Unger talk about their favorite thing to do. Their friends and family also participate in the interview.

First listening: Students listen to the information, without seeing the images. Ask them to enlist keywords they hear or background noise that can provide clues as to the activities that the kids are talking about.

Person Interviewed	Key words or other clues observed	Guess Intelligently: What does the person enjoy doing the most?
Olivia Holt		
Sam Wieser		
Billy Unger		

Second listening: Students watch the video to determine what each kid likes to do the most.

1. Olivia Holt
2. Sam Weiser
3. Billy Unger

Play the violin

Practice cheerleading

Practice dirt bike racing

Practice gymnastics

Practice martial arts

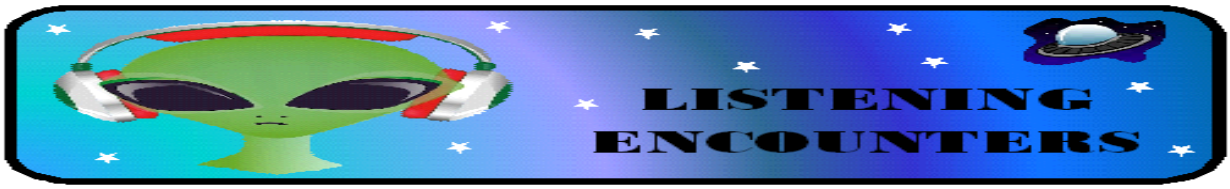
Practice surfing

- **Beginner students can be allowed to take notes in their native language.**
- **Allow for peer evaluation**

Post-Listening

Have students work in pairs interviewing each other about their favorite thing to go. Have them give a report.

What do you like to do?
When do you practice it?
Who teaches you?



An American Tale

Objective: Understanding short passages made up of familiar language.

Level: 6th grade

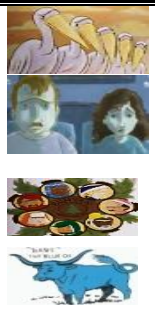
Pre-listening

Students cross out the word that does not belong in a group. They can use a dictionary as an aid.

Cold	Chilly	Warm	Frozen
Giant	Little	Large	Huge
Lumberjack	Parent	Axeman	Trees
Worried	Laugh	Happy	Cheer
Ox	Cow	Snowman	Stock
Summer	Winter	Axe	Spring
Hungry	Thirsty	Forest	Sleepy
Foot	Back	Stomach	Campfire
Footprints	Water	Pancakes	Milk
Mountain	Lake	Griddle	Canyon

While-Listening

Situation: Paul Bunyan is a popular American folk tale.
First listening: Students watch the story and write down at least two characteristics about Paul Bunyan.
Second listening: Have students listen to the story one more time and match the characters with their description according to the story.



- They are Paul Bunyan's friends and help him cut down trees.
- The good people that Paul Bunyan helped make cities and farms in the western part of the United States.
- They bring Paul Bunyan to his parents when he was a baby.
- He is Paul Bunyan's best friend. Paul saved him during a very cold winter.
- They moved with Paul Bunyan to Minnesota because he needed a bigger place to live.

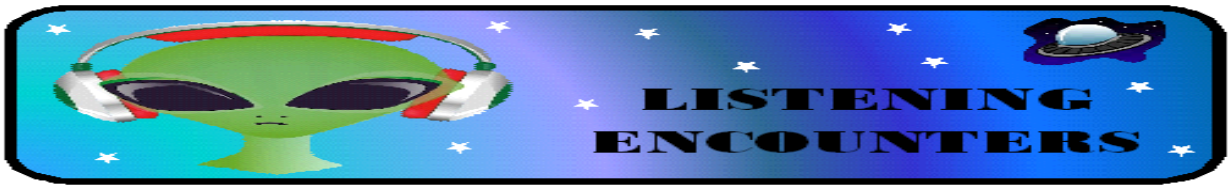
What are the landscapes that Paul Bunyan made? ☐Mountains ☐Lakes ☐Rivers ☐Canyons

Post-Listening

Ask students to design a fifteen-word pictorial dictionary in order to reinforce vocabulary they found difficult to learn in the lesson.

You can have students identify cognates (true or false) with the words in the pre-listening stage.

UNIT 5



Michael's Party

Objective: Understanding explicit information.

Level: 5th grade

Pre-listening

Have students analyze the following expressions.

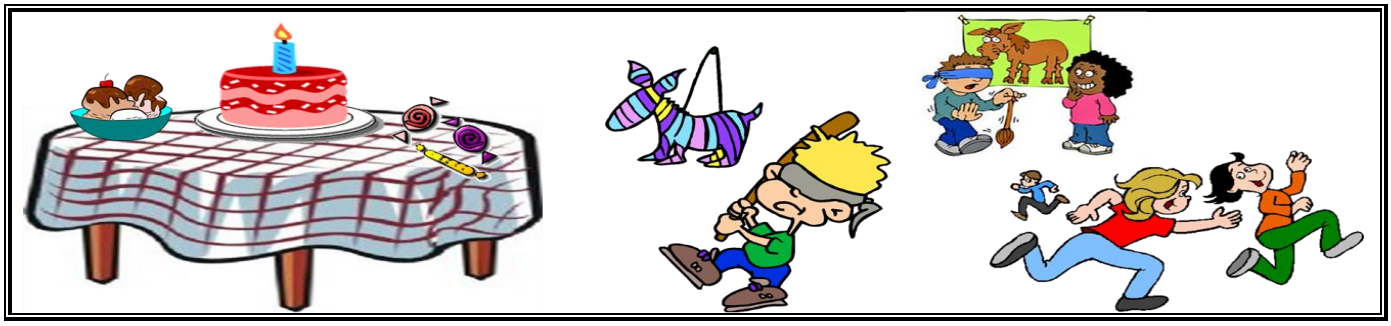
Freeze	+	Tag	=	A game called:
Make	+	A wish	=	When a person:

While-Listening

Situation: Michael is talking about a special celebration and how he is going to celebrate it.

First listening: Have students listen and choose the banner that they will find when they arrive at Michael's house.

Second listening: Students look at the picture and circle the images that represent what they can find at Michael's birthday party.

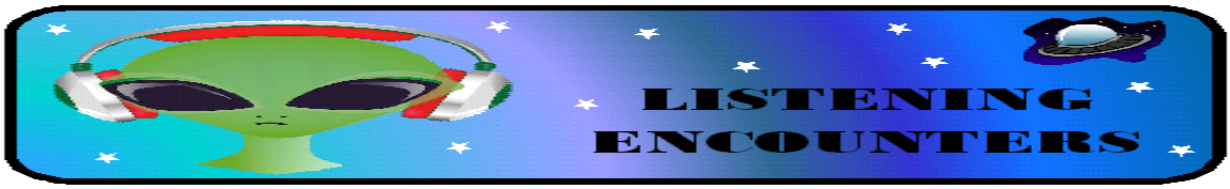


Post-Listening

Students write out an invitation to their birthday party. Ask them to include the date, time, place, food and activities.

You are invited…

In the pre-listening activity, you can ask higher level students to work in groups and come up with more words for each topic



Santa Is Coming!

Objective: Identifying main points from oral stimulus.

Levels: 5th grade

Pre-listening

A. Brainstorm with students about what presents they asked for when they were younger (from 2 to 6 years old). In groups, have them make a list of common gifts children ask for.

B. Have students solve the matching below.

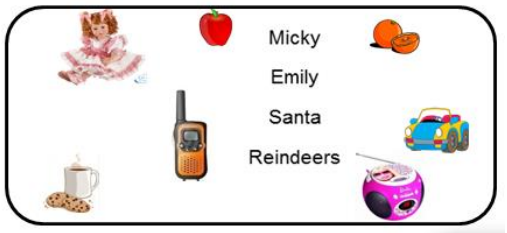
My sister plays with Barbie dolls.	•	•	
The boys talk with the walkie-talkies.	•	•	
The fragile glass breaks easily.	•	•	
I like to drink hot chocolate.	•	•	

While-Listening

Situation: The father discusses Christmas with two young children.

First listening: Students mark with an X who is going to visit on Christmas?

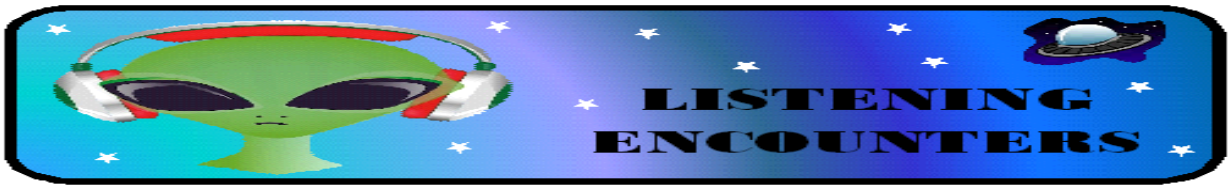
Second listening: Students match the person or character with the things they will get on Christmas.



Post-Listening

Students write sentences about how they celebrate Christmas.

Discuss different cultural traditions practiced during Christmas in different countries.



The Easter Beagle

Objective: Sharing points of view.

Levels: 6th grade

Pre-listening

Show students the picture of the Easter Bunny. Have them discuss in groups what they know about this tradition.

While-Listening

Situation: Peppermint Patty is teaching Marcie how to make Easter eggs.

First listening: Explain to students that they will watch an Easter Beagle instead of an Easter Bunny. Have students watch Video 16. Ask them about Marcie's mistake.

Why does Peppermint Patty scream? What do you think they will do next?

Second listening: The students watch Video 17 and answer the following questions.

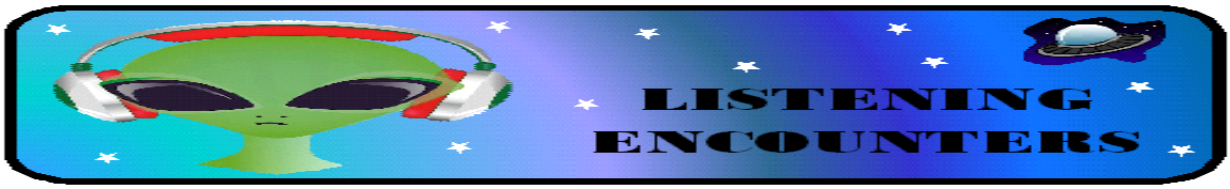
1.	How must Marcie cook the eggs?	Boil the eggs	Toast the eggs	Roast the eggs
2.	What did Patty Peppermint do while Marcie prepared the eggs?	Cooked eggs	Colored the eggs	Prepared the paint
3.	What did Marcie make with the eggs?	Waffles	Egg soup	Fried eggs

Post-Listening

Peppermint Patty and Marcie do not have any more money to buy eggs. What do you think they will do next? Ask students to write an ending to the story and call for some volunteers to share it.

After students present the ending of their story, you can show them the original ending in the OPTIONAL video.

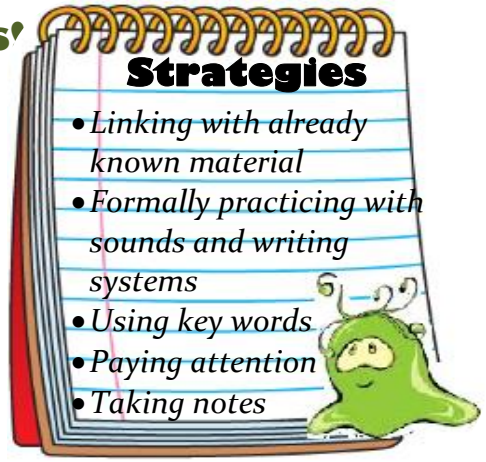
UNIT 6



No Artificial Ingredients!

Objectives: Guessing the general meaning of short conversations and passages.

Levels: 5th -6th grades



Pre-listening

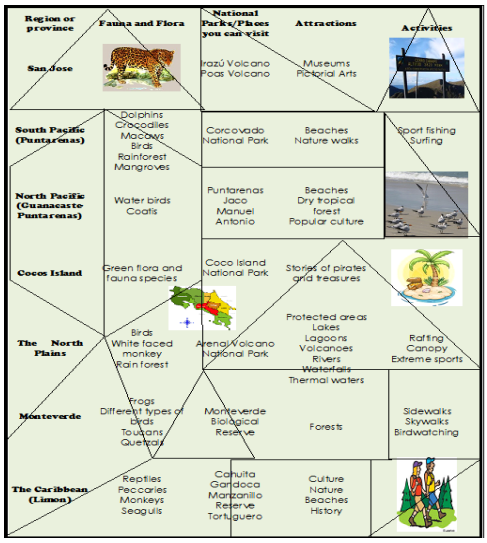
Brainstorm with the class to see how much they know about Costa Rica, its provinces, main attractions, and students' favorite places.

While-Listening

Situation: A reporter gives information about natural attractions in Costa Rica

First listening: Play the video once for students to pay attention to the information given. Then, ask them to write as many words as they can remember from what they watched and listened to. Check with the group.

Second listening: Make groups of three or four students. Hand out the jigsaw puzzles. Play the video again and have students try to put the pieces together.



Region or province	Fauna and Flora	National Parks/Places you can visit	Attractions	Activities
San Jose		Irazú Volcano Poas Volcano	Museums Pictorial Arts	
South Pacific (Puntarenas)	Dolphins Crocodiles Macaws Birds Rainforest Mangroves	Corcovado National Park	Beaches Nature walks	Sport fishing Surfing
North Pacific (Guanacaste-Puntarenas)	Water birds Coatis	Puntarenas Jaco Manuel Antonio	Beaches Dry tropical forest Popular culture	
Cocos Island	Green flora and fauna species	Coco Island National Park	Stories of pirates and treasures	
The North Plains	Birds White faced monkey Rain forest	Arenal Volcano National Park	Protected areas Lakes Lagoons Volcanoes Rivers Waterfalls Thermal waters	Rafting Canopy Extreme sports
Monteverde	Frogs Different types of birds Toucans Quetzals	Monteverde Biological Reserve	Forests	Sidewalks Skywalks Birdwatching
The Caribbean (Limon)	Reptiles Peccaries Monkeys Seagulls	Cahuita Gandoca Manzanillo Reserve Tortuguero	Culture Nature Beaches History	

Post –Listening

Write some sample questions on the board for students to ask one another about the information in the puzzle. You might use:

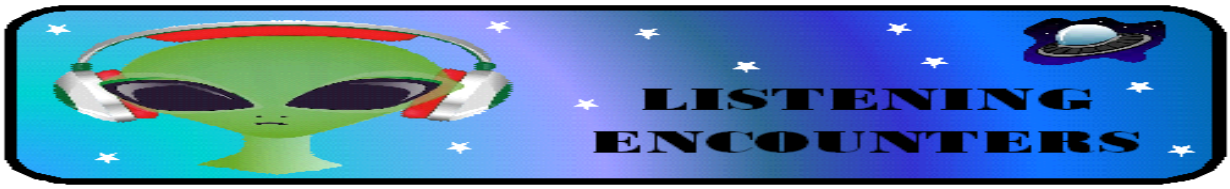
What animals can you see in ____?

What activities can you do in ____?

Which are the main attractions in ____?

Where is ____ located?

Cut out the puzzles in advance and place them in separate envelopes to hand them out to students.



Costa Rica's Fauna

Objective: Identifying the main point or important information from an oral context.

Level: 4th grade

Pre-listening

Review general information of Costa Rica with the class.
Brainstorm about the types of animals they can find in the country.

While-Listening

Situation: Angela is a forest ranger. She is talking about the animal species that can be found in Costa Rica's National Parks.

First listening: Ask students to take notes of the places in Costa Rica that are mentioned in the text. Once the track is finished, call some volunteers to locate those places in the map. (You need to look for a big map of Costa Rica)

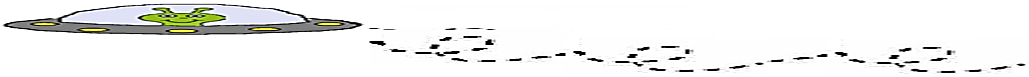
Second Listening: Have students listen to the description and number the fauna species from 1 to 10 according to the order in which they are mentioned.

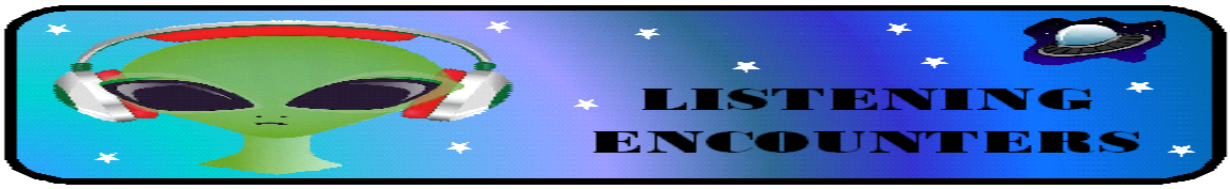
Post-Listening

Ask students to write simple sentences about the location of fauna species in Costa Rica.

I can see whales in .....

You may make cut outs of the animals and have students stick them on the map.





A Country's Identity

Objective: Identifying the main points of short conversations or passages.

Levels: 4th - 5th grades

Pre-listening

Introduce the words that may be new to students with regard to the topic. Brainstorm with the class about the symbols that best represent Costa Rica in the world.

While-Listening

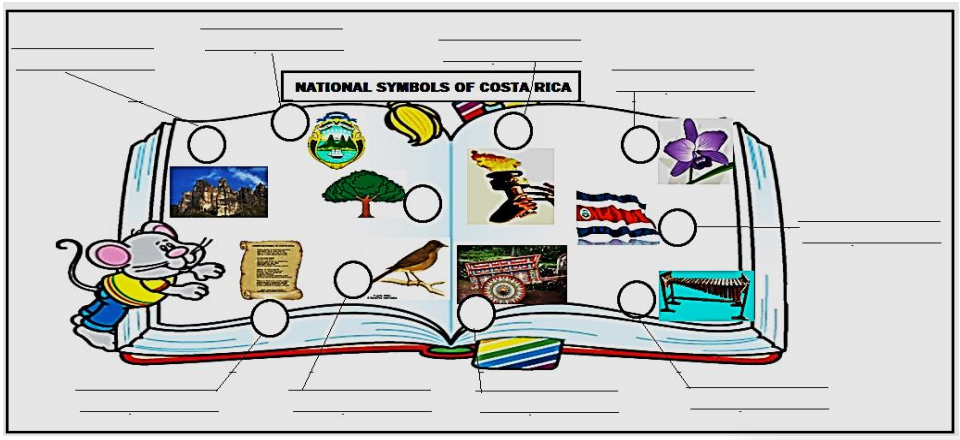
Situation: Carlos and Samantha are talking about some symbols that represent Costa Rica.
First listening: Ask students the following questions:

Where is Carlos from? *Is Samantha Costa Rican?* *Is Samantha's attitude bored or interested?*

Second Listening:

A. Have students identify the symbols being mentioned by numbering them from 1 to 8.

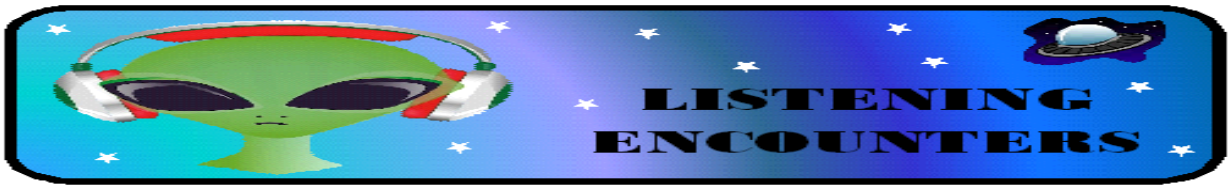
B. Ask students to listen again and take notes of the key words that helped them identify each symbol properly.



Post-Listening

Ask students to write their own descriptions using the words they got from the previous exercise.

Before doing the post task, have students share the keywords they understood in order to enrich their vocabulary.



A World to Explore

Objective: Understanding familiar language and simple sentences spoken at near normal speed.

Level: 6th grade

Pre-listening

Have students mark on the map a place or country they like something about. Ask them to practice the expression

I'd like to visit.....

Introduce new words they may need for the listening task.

wall statue Christ tomb iron tower Spain

While-Listening

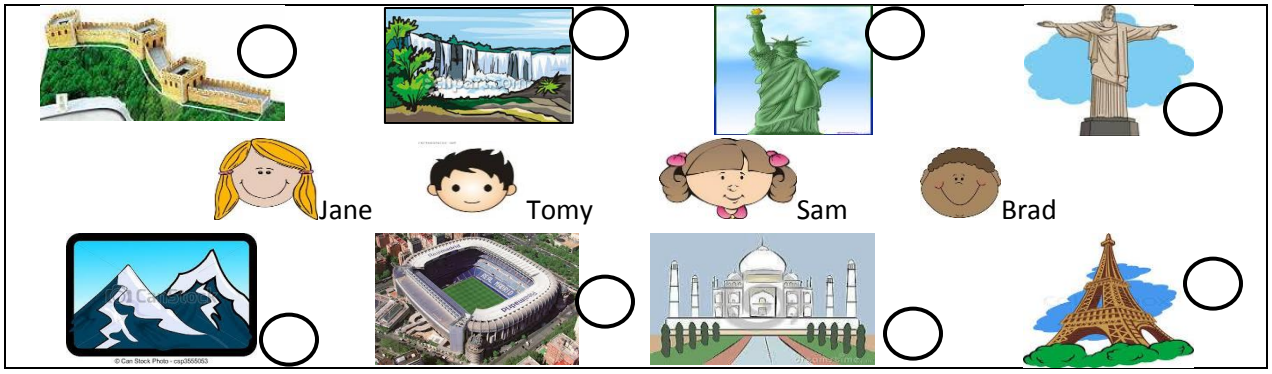
Situation: The children are talking about interesting places they would like to visit.

First listening: Ask students to check (✓) the characteristics they hear in the descriptions.

_____*amazing*	_____*interesting*	_____*awesome*	_____*nice*	_____*beautiful*
_____*romantic*	_____*exciting*	_____*terrible*	_____ *terrific*	_____*wonderful*

Second Listening:

A. Students match the people to their favorite places by writing the first letter of their names



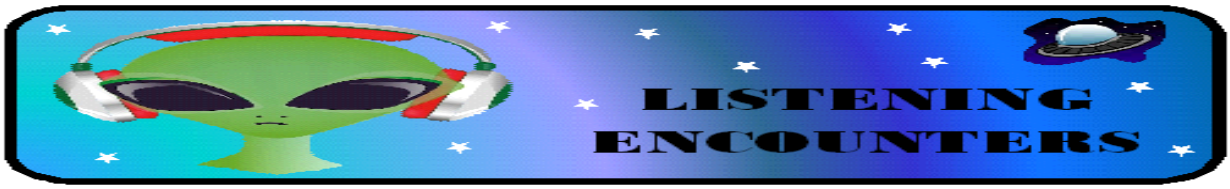
B. Ask students to match characteristics they heard in the first task to the places described

Post-Listening

Have students exchange their opinion about different places in their country while using the vocabulary gotten previously.

Provide students with examples on how to give opinions: *I think Tortuguero is beautiful.*

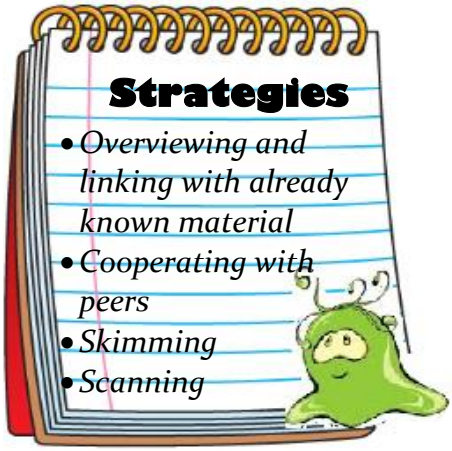
UNIT 7



Save the Planet

Objective: Identifying global meaning from oral messages.

Level: 4th grade



Pre-listening

Students work in groups making a list of suggestions to take care of the environment.

While-Listening

Situation: Alex is being interviewed on what she does to save the Earth.
First listening: Ask students to place an 'X' on the activities Alex mentions.

Recycle Plastic	Put garbage in the trash can	Plant trees	Save paper	Save water

Second listening: Listen to the conversation again. Have students answer the questions by circling the appropriate pictures.

1. Which are two ways Alex recommends saving water?

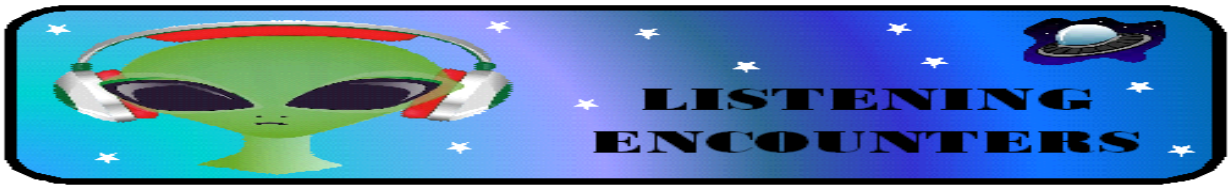
2. Where does Alex recommend people to put the trash?

3. What are two ways Alex suggests saving paper?

Post-Listening

Divide students into groups. Assign each group a topic (ex. save water, save paper, no littering) in order to make a poster. Students draw and write sentences on their poster on how to save the earth.

For higher level students you could substitute the pictures for written phrases in the first and second listening activities.



Go Green!

Objective: Identifying global meaning from oral messages.

Level: 4th grade

Pre-listening

Students match the rhyming words. Then, they complete the sentences in the chart.

Reuse	•	• Glues
Do	•	• Two
Scene	•	• Green
Feet	•	• Sweet
Kind	•	• find

Use the words in the box to complete the sentences.

do green scene feet reuse kind two

1. Recycle, reuse and reduce to save the environment.
2. I have to do my homework.
3. A clean river is a beautiful scene.
4. My favorite color is green.
5. I wear shoes on my feet.
6. He is in room number two.
7. Be kind to your classmates.

While-Listening

Situation: Timon and Pumbaa sing to give advice for protecting the environment.

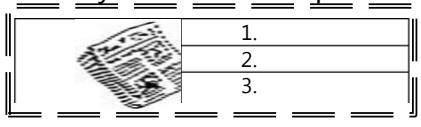
First listening: Students listen to the song. Call on some volunteers to say what it is about.

Second listening: The line labeled G is for students to guess the missing words based on predictions. The line labeled A is for them to write down the correct answer after listening.

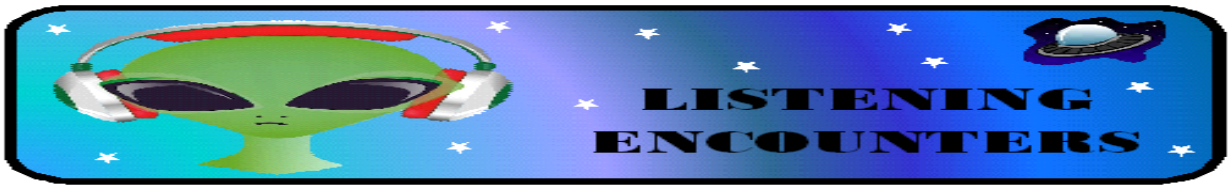
Go Green with Timon and Pumbaa	
Reduce, hey, **reuse**, ho, recycle, recycle	'Stead of driving, use your paws or legs or **feet**. Yeah!
My friends, it is all up to you	And I'm telling you we'll save some energy.
It's up to you	Reduce, hey, reuse, ooo, recycle, recycle!
Refill, yes, renew, nice, remember, remember	Come join in the hullabaloo. I'm talkin' to you!
There's so much that people can **do**!	Refill,yes, renew, whee, remember. I got it!
That's Safety Smart.	It just takes a moment or **two**. Not long at all.
Replace, hey, refresh, ho, replenish	Replace, hey, refresh, ho, replenish! You know it.
One more time!	Just try it and see what we mean.
Be part of the happening **scene**	Let's have some fun!
Just listen to the rhumba	Reduce, refresh, refill, renew, replace, recycle, return, review!
and like Timon and Pumbaa	Reuse, remind, have fun! Be **kind**!
Go Green, go green, go **green**.	Go green (la la la la la la), green (cha cha cha cha cha cha), green!
All you wild 'bout safety folks, let's make life sweet, yeah!	Now that's what I call being green!
Let's turn off the lights and what a world we'll see.	

Post-Listening

Divide students into groups and assign each group a picture. Have them write and draw three ways to reuse the product they are assigned.



For the post activity model the expression *You can....*



"R" Words

Objective: Brainstorming on different items.

Level: 4th grade

VIDEO 20

Pre-listening

Students brainstorm about the Three R's of the environment (reduce, reuse, recycle) and make a list of different things they can do to help conserve the planet.

While-Listening

Situation: Timon and Pumbaa are on their way to their favorite vacation spot. As they walk, Pumbaa teaches Timon about going green.

First listening: Show students the first 1:50 minutes of the video. Ask students:

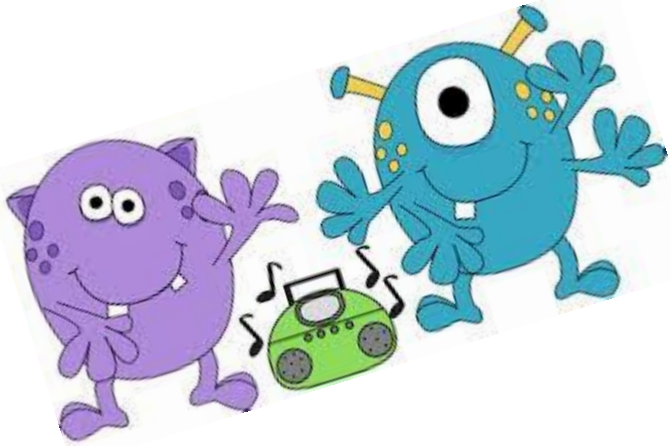
What is Timon doing wrong? What does it mean to "go green"?

Second listening: Students watch the rest of the video. Throughout the video, Pumbaa teaches Timon six r-words that every person should remember in order to "GO GREEN". Students circle the words Pumbaa points out.

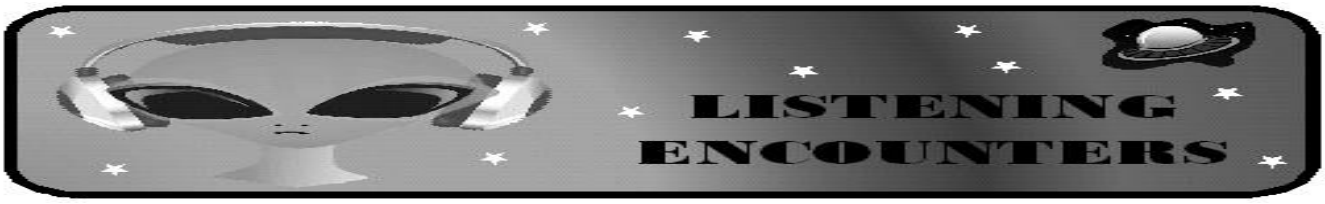
Post-Listening

Students draw a picture to show something they learned about helping the environment. Then, they describe that picture to the rest of the group.

If it is necessary, review the r-words in the second listening exercise before watching the video. Students could use translation to define them.



PHOTOCOPIABLE ACTIVITIES

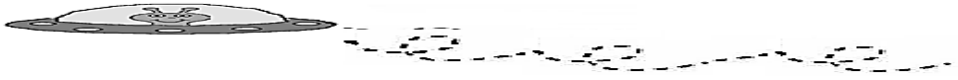


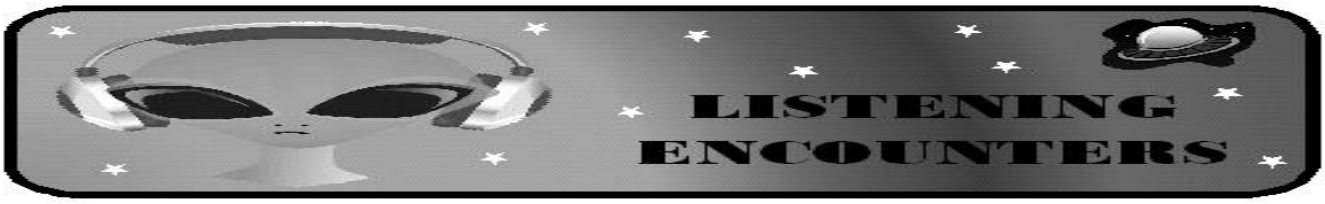
Unit 1/ What's your name?.....page 2

Situation: Tom is interviewing people on the street.

Instructions: Listen to the following interview and fill in the blanks with the missing words.

Tom	Hello!
Jennifer	Hello!
Tom	What is your _____?
Jennifer	My name is Jennifer.
Tom	Jennifer where do you live?
Jennifer	My _____ and I live in the United States. We live in Boston, Massachusetts
Tom	What do you do Jennifer?
Jennifer	I'm a teacher and I'm a _____.
Tom	Mmm, I see. Where do you _____?
Jennifer	I work at _____. It is very _____ to work at home.
Tom	What do you teach?
Jennifer	I teach English.
Tom	How many _____ do you speak?
Jennifer	I _____ English. English is my native language and I speak _____. So I speak two languages.
Tom	And what do you do in your free time?
Jennifer	Uh, in my free time I like to _____ and sometimes I take walks.
Tom	Thank you!
Jennifer	You're welcome. Bye-bye.





Unit 1 / A Guest in a Podcast..... page 3

Situation: Sara O'Neil is a guest in a podcast.
Instructions: Listen to the conversation and choose the option that best completes each statement.

1- Sara is from _____.

a) Turkey **b)**United Kingdom **c)**US

2- Sara has a _____ family.

a) big **b)** small **c)** strange

3- Sara's mother and father's occupations are respectively:_____

a) nurse & teacher **b)**housewife & doctor **c)**housewife & accountant

4- What is Sara's job?

a) English teacher **b)**French teacher **c)**History teacher

5- Sara is also interested in _____.

a) Arts **b)**History **c)**America

6- Mark with an X Sara's hobbies

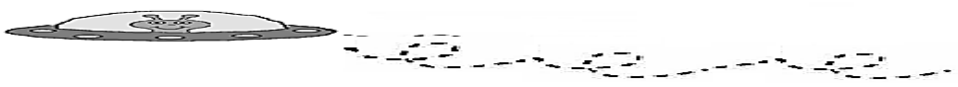
a) Listen to music **b)** Play hockey **c)**Collect paintings

Interview your classmates. Use the questions in the cards. Shift roles when indicated by the teacher

- Where are you from
- What's your occupation?
- What's your father's and mother's job?
- What do you do in your free time?
- Have you been to other countries?

Interview your classmates. Use the questions in the cards. Shift roles when indicated by the teacher

- Where are you from
- What's your occupation?
- What's your father's and mother's job?
- What do you do in your free time?
- Have you been to other countries?



Unit 1 / Can I Take your Message? ..... page 4

Instructions: *Listen to the conversations. Complete the message slips.*

Situation 1: The phone is ringing at Nick's house

For: _____ From:_____

Phone_____

Message: ☐ NO ☐ YES

_____

_____

Situation 2: The phone is ringing at the office of GNH company.

For: _____ From:_____

Phone_____

Message: ☐ NO ☐ YES

_____

_____

Situation 3: The phone is ringing at General Electric company.

For: _____ From:_____

Phone_____

Message: ☐ NO ☐ YES

_____

_____

Unit 1 / Calling the Radio Station..... page 5

CRS 64.7 Fm. How can I help you?

One minute please.

Just call me. The number is 555-1803. Don't wait!

Hello! I'm Rossi Scott. Can I have tickets for the concert?

Of course you can. What is your telephone number?

Please hold on. I need extra information.

It's 555 -9630.

The first 10 people to call will have free tickets for the Enemies of the Rhythm, tomorrow at 7:00 p.m. At the amusement park.

We are back again. Guess what?

Wow! Thank you! I'll go with my sister.

Ok. What is your favorite radio station again?

It's CRS 64.7 Fm.

Excellent! Rossi you win two tickets for the concert tomorrow!

Unit 2 / Learning about Diseases..... page 7

Situation: Colleen is giving a presentation on diseases.

Instructions: Listen to the track and match the diseases with their characteristics.

Cancer	Affect your neck
Cold	A healthy life style can prevent this disease.
Flu	Can be passed on from person to person.
Mumps	Affects people's bones
Chickenpox and Measles	You have to stay home in bed
Arthritis	Red itchy dots in your skin
Heart disease	Affects different parts of the body.
Treatments & procedures	Makes you cough and sneeze
	Blood test - Xray Pills, medicine
	You get chills and a fever

Unit 2 / Not Feeling So Well!..... page 3

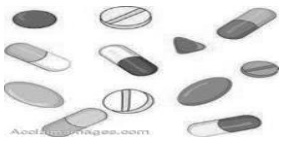
Situation: People talk about how they feel.
Instructions: Match the words to the pictures.

cast

sneeze

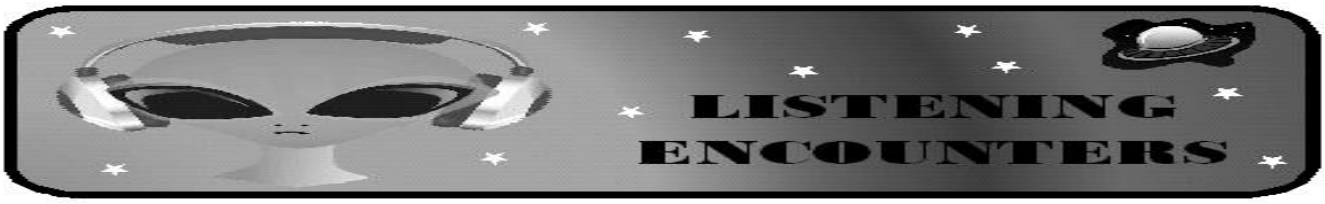
cough

pills



Medicines

Instructions: Listen to the conversations. Use numbers from 1 to 3 to identify which dialogue each picture refers to.



Instructions: Watch the videos and fill in the blanks with the missing words.

Dialogue 1

Samy: What's the matter with you?

Joe: Oh I had a small _____

Samy: A small accident! It looks as you broke your _____!

Joe: Yes, I did break my leg.

Samy: How did you break your leg?

Joe: I feel off a skateboard.

Samy: You have a _____

Joe: No, it was my _____skateboard.

Samy: Does it hurt!

Joe: Ouch! Yes, it hurts. Please don't do that.

Samy: Sorry! May I sign your cast?

Joe: Yeah, sure. But, please be gentle.

Dialogue 2

Jessi: What's _____Jill?

Sarah: I don't _____so good!

Jessi: You sound _____. Are you coming down with something?

Sarah: I _____terrible! I think I might be coming down with the flu.

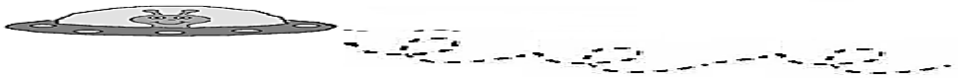
Jessi: Have you seen a _____?

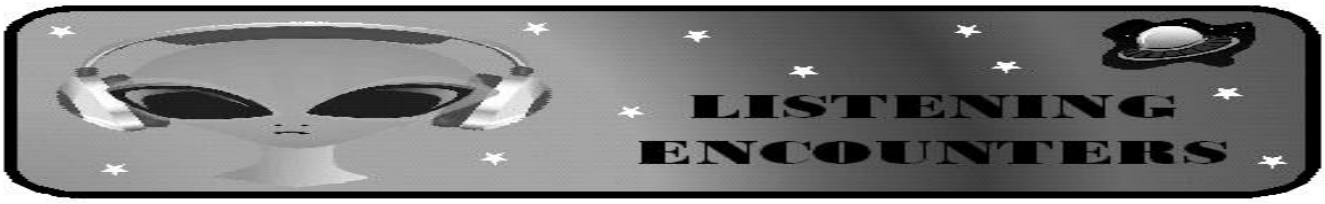
Sarah: No. I haven´t seen a doctor, yet.

Jessi: Have _____taken any drugs?

Sarah: I'm going to the _____now.

Jessi: I will go to the drugstore with you.





Dialogue 3

Doctor: What seems to be the trouble?

Patient: I don´t feel _____.... Ahhhhhhhhh!

Doctor: What is wrong?

Patient: My _____ hurts.

Doctor: Your stomach hurts. Anything else?

Patient: Well, I have _____.

Doctor: Hmm. Your stomach hurts and you have diarrhea. What did you have for lunch?

Patient: Uhh. Seafood and a _____.

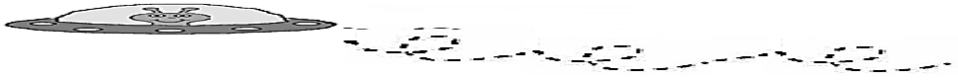
Doctor: Do you want some _____?

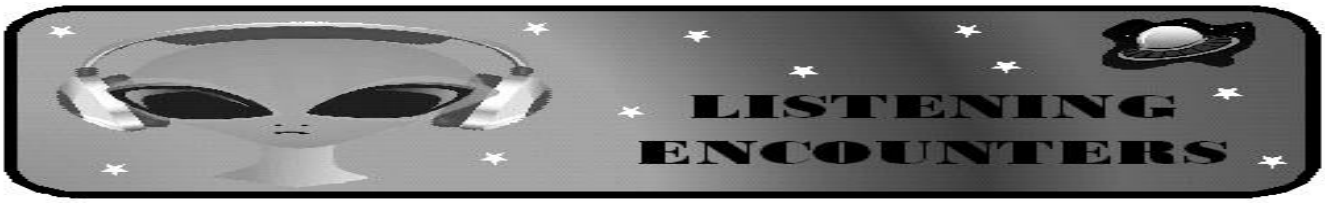
Patient: I think some medicine might _____ me.

Doctor: I will give you this _____. If you do not feel better by _____ please come again.

Patient: OK. If I do not feel better by tomorrow, then I will come back again. _____!

Doctor: You're welcome.





Situation: This is a song by Demi Lovato, a teen singer.

This is me (Demi Lovato)

I've always been the kind of girl
That hid my _____
So afraid to tell the world
What I've got to say
But I have this _____
Right _____of me
I'm gonna let it show
It's time to let you know
to let you _____

CHORUS

This is _____. This is me.
I'm exactly where I'm supposed to be now
Gonna let the _____shine on me
Now I've found who _____
There's no way to hold it in
No more _____who I wanna be
_____

Do you _____what it's like
To feel so in the dark
To dream about a _____
Where you're the _____star
Even though it seems
Like it's too far _____
I have to _____in myself
It's the only way

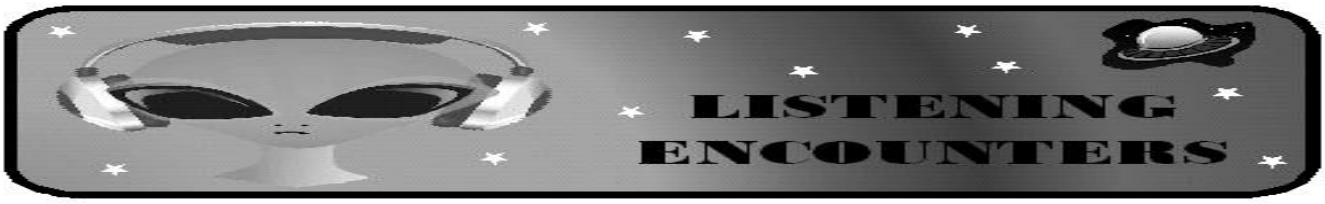
You're the voice I hear inside my _____
The reason that I'm _____
I need to find _____
I gotta find you
You're the missing piece I need
The song _____of me
I need to find you
I gotta _____you

CHORUS

This is _____. This is me.
I'm exactly where I'm supposed to be now
Gonna let the _____shine on me
Now I've found who _____
There's no way to hold it in
No more _____who I wanna be
_____

You're the missing piece I need
The song inside of me
This is me
You're the _____I hear inside my head
The reason that I'm singing
Now I've found who I am
There's no way to hold it in
No more hiding who I wanna be
_____

Singing light this is me shining away I am real find know voice face inside know dream



Unit 3 / What's your Family Like?..... page 11

Situation: Ashley is being interviewed by her teacher.

Instructions: Listen to the conversation. Circle the option that best completes each statement.

1. Ashley has _____brother(s) and _____sister(s)		
2 and 1	**3 and 1**	**1 and 1**

2. Ashley's brother is _____ years old		
23	**32**	**33**

3. The brother has _____.		
black hair	**blond hair**	**brown hair**

4. Justine is Ashley's _____.		
Mother	**Brother**	**sister**

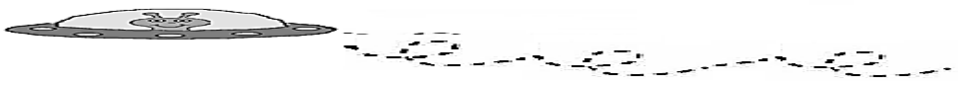
5. Justine has _____.		
black eyes	**blue eyes**	**brown eyes**

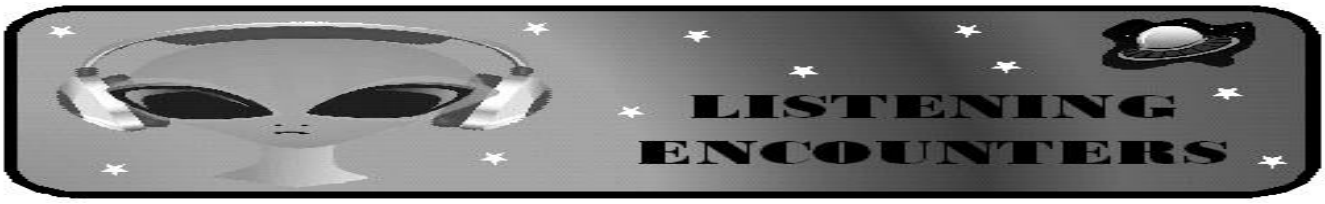
6. Ashley's parents are _____.		
American	**Swiss**	**Canadian**

7. Ashley's mother works _____.		
at home	**at a bank**	**in an office**

8. Ashley's father works as a lawyer for _____		
a private company	**government**	**the president**

9. Ashley´s father is a _____ man.		
Tall	**medium height**	**short**





Unit 3 / Pancho's Family..... page 12

Situation: Francisco is giving information about his family.

Instructions: Listen to Francisco. Match the data in column A to the respective information in column B by writing the appropriate numbers in the parenthesis. Two options are left out.

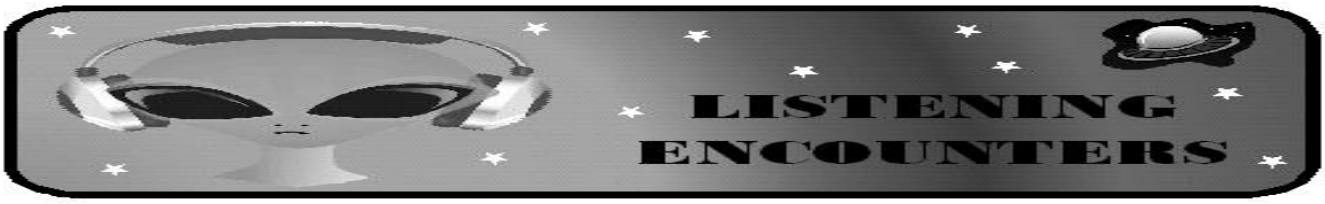
Column A		Column B
Francisco's nickname	( )	a. Food
Brothers and sisters	( )	b. Lima, Peru
Father's occupation	( )	c. Clothing
Mother's job	( )	d. Thirteen
Family's residence	( )	e. Taxi driver
The store sells	( )	f. Six
		g. Grocer (Runs a family store)
		h. Pancho

Unit 3 / A Star's House..... page 13

Situation: Ariana Grande is showing her house.

Instructions: Write a check ✓ next to the parts of the house that Ariana presents.

_____ Living room	_____ Bedroom	_____ Bathroom
_____ Pool	_____ Garden	_____ Balcony
_____ Guests room	_____ Kitchen	
_____ Garage	_____ Dining room	



Unit 3 / Zianny's House..... page 14

Situation: Sianny is describing her house.
Instructions: Listen to the track. Choose and circle the correct option.

1. Zianny's house is ___**big/small**_____.
2. Zianny is talking about her **bathroom/bedroom**.
3. Zianny **likes/loves/doesn't like** her house

✂----------✂----------✂----------

Listen to the people. Number the items being described in the track.

TIC – TAC – TOE

X

Carpet	desk	Bed
Closet	lamp	computer
books	Chair	Bedroom

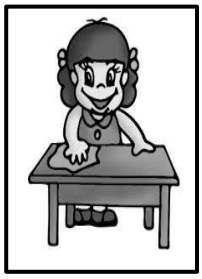
O

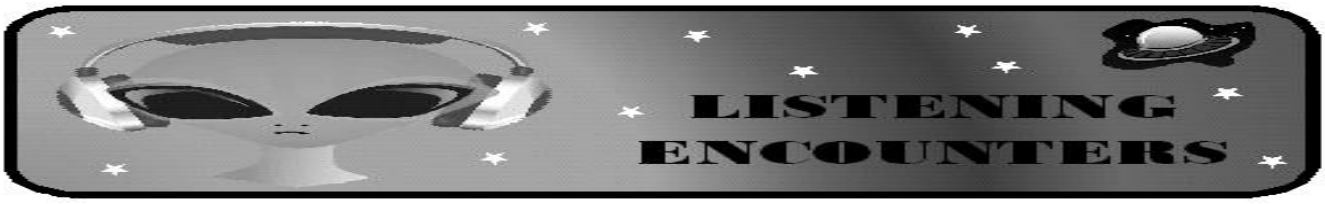
Unit 3 / A Helping Hand..... page 15

Situation: It is Saturday. Dad is talking to Rosie about her responsibilities today.

Instructions: Number the pictures from 1 to 8 according to the activities that the girl has to do. One option is left.

SATURDAY'S WORK





Unit 3 / A Song for Mama..... page 16

Situation: A song by Boyz II Men for a special person

First listening: Cut out the words. Use the word cards to arrange them in the order you hear them in the song. Place 2 words per stanza.

Afraid	**Comfort**	**Gray**	**Inside**	**Side**
Bad	**Day**	**Right**	**Strength**	**Understand**
Come	**Force**	**Wrong**	**Think**	

Second Listening: Listen to the song and fill in the blanks with the missing word.

"A Song For Mama"

You taught me everything
And everything you've given me
I always keep it _____
You're the driving _____ in my life, yeah

There isn't anything
Or anyone that I can be
And it just wouldn't feel _____
If I didn't have you by my _____

You were there for me to love and care for me
When skies were _____
Whenever I was down
You were always there to _____me
And no one else can be what you have been to me
You will always be
You will always be the girl in my life
For all times

[Chorus:]
Mama, mama, you know I love you
Oh you know I love you
Mama, mama, you're the queen of my heart
Your love is like tears from the stars
Mama, I just want you to know
Lovin' you is like food to my soul

You're always down for me
Have always been around for me
Even when I was _____
You showed me right from my _____
Yes you did

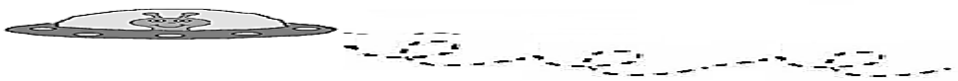
And you took up for me
When everyone was downin' me
You always did _____
You gave me _____to go on

There were so many times
Looking back when I was so _____
And then you _____to me
And say to me I can face anything
And no one else can do what you have done for me
You'll always be
You will always be the girl in my life, ooh oh

[Chorus:]

Never gonna go a _____ without you
Fills me up just _____ about you
I'll never go a day without my mama

[Chorus:]



Unit 3 / A Song for Mama..... page 16

Instructions: Cut the card on the lines. Fold it and write a message for your mom.

✂✂✂

Unit 4 / Day of Fun..... page 18

Situation: A family is making plans for the afternoon.

Instructions: Listen to the conversation. Place an "X" on the family members that are going to participate in the afternoon activities.

Instructions: Listen to the conversation and number the places where the family will go together in the correct order.

☐

☐

☐

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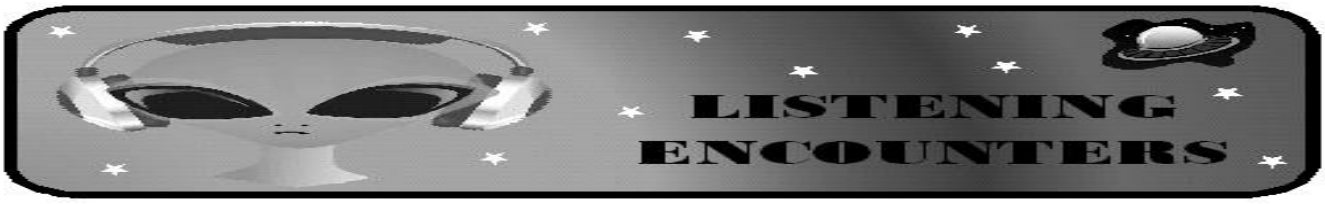
☐



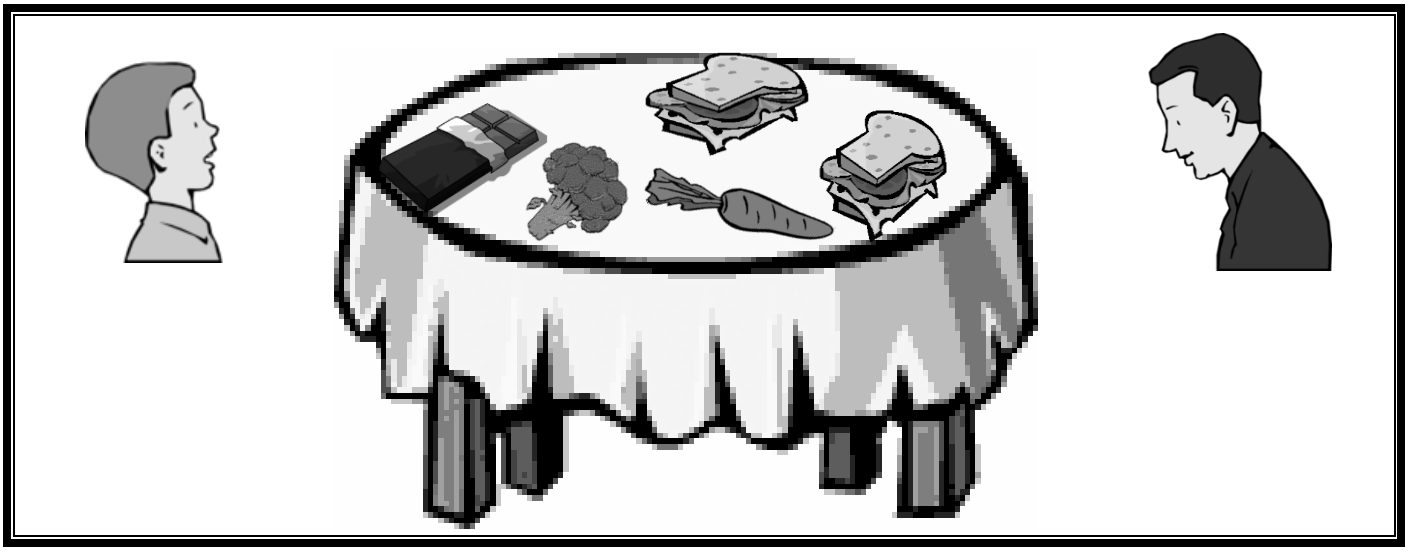
What do you want to do? Where do you want to go? Who will go with us?	What do you want to do? Where do you want to go? Who will go with us?
What do you want to do? Where do you want to go? Who will go with us?	What do you want to do? Where do you want to go? Who will go with us?
What do you want to do? Where do you want to go? Who will go with us?	What do you want to do? Where do you want to go? Who will go with us?
What do you want to do? Where do you want to go? Who will go with us?	What do you want to do? Where do you want to go? Who will go with us?
What do you want to do? Where do you want to go? Who will go with us?	What do you want to do? Where do you want to go? Who will go with us?

Unit 4 / Snack Time..... page 19

Situation: Mark is asking his father to prepare him a snack.
Instructions: Listen to the conversation and answer:

- Will the father prepare the boy a snack? Yes ☐ No ☐

Instructions: Listen again. Draw a line to the snack that each speaker suggests during the conversation.

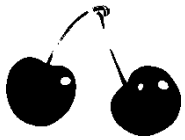


Instructions: Write a snack of your choice in the blank space. Then, walk around the classroom asking your classmates: **Do you like to eat _____?** If their answer is YES, ask them to sign your sheet below the name of the snack. Call out "BINGO!" as soon as you have all spaces filled out.

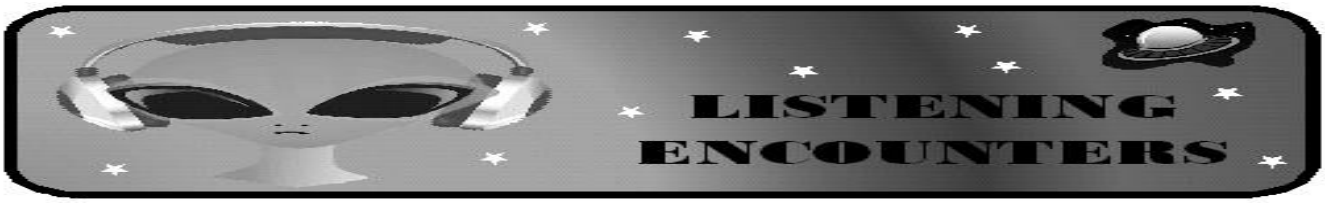
Carrots	Chocolate bar	Crackers
Broccoli	Cookies	Bananas
Sandwich		Ice cream

Unit 4 / Tropical Island..... page 20

Situation: Sarah Grace is explaining how to make "Tropical Island".
Instructions: Place an "X" on the ingredients that Sarah mentions that can be used to make "Tropical Island".



Instructions: Listen to the recipe again and number the steps to prepare it.



✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂

Write the recipe heard. Use words like Cut, Grind, Put, Peel.

Tropical Island

First _____

Then _____

After that _____

Next _____

Finally _____

✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂

Write the recipe heard. Use words like Cut, Grind, Put, Peel.

Tropical Island

First _____

Then _____

After that _____

Next _____

Finally _____

✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂

Write the recipe heard. Use words like Cut, Grind, Put, Peel.

Tropical Island

First _____

Then _____

After that _____

Next _____

Finally _____

Unit 4 / Pesto Sandwich..... page 21

Instructions: Listen to the teacher read aloud. Underline the stressed words.

What is Pesto?

Pesto is an Italian sauce made by crushing a few key ingredients together. Pesto can be used on pasta, on cooked meats, and even in soups. Pesto is made with garlic, salt, extra virgin olive oil, Pecorino Sardo cheese (made from whole sheep's milk) and basil.

The primary ingredient in pesto is the leaves of the basil plant.	Garlic is often used in making pesto.
Olive oil is typically used to make pesto.	

Reading adapted from: http://www.wisegeek.org/what-is-pesto.htm

Instructions: Listen to the teacher read aloud. Underline the stress words.

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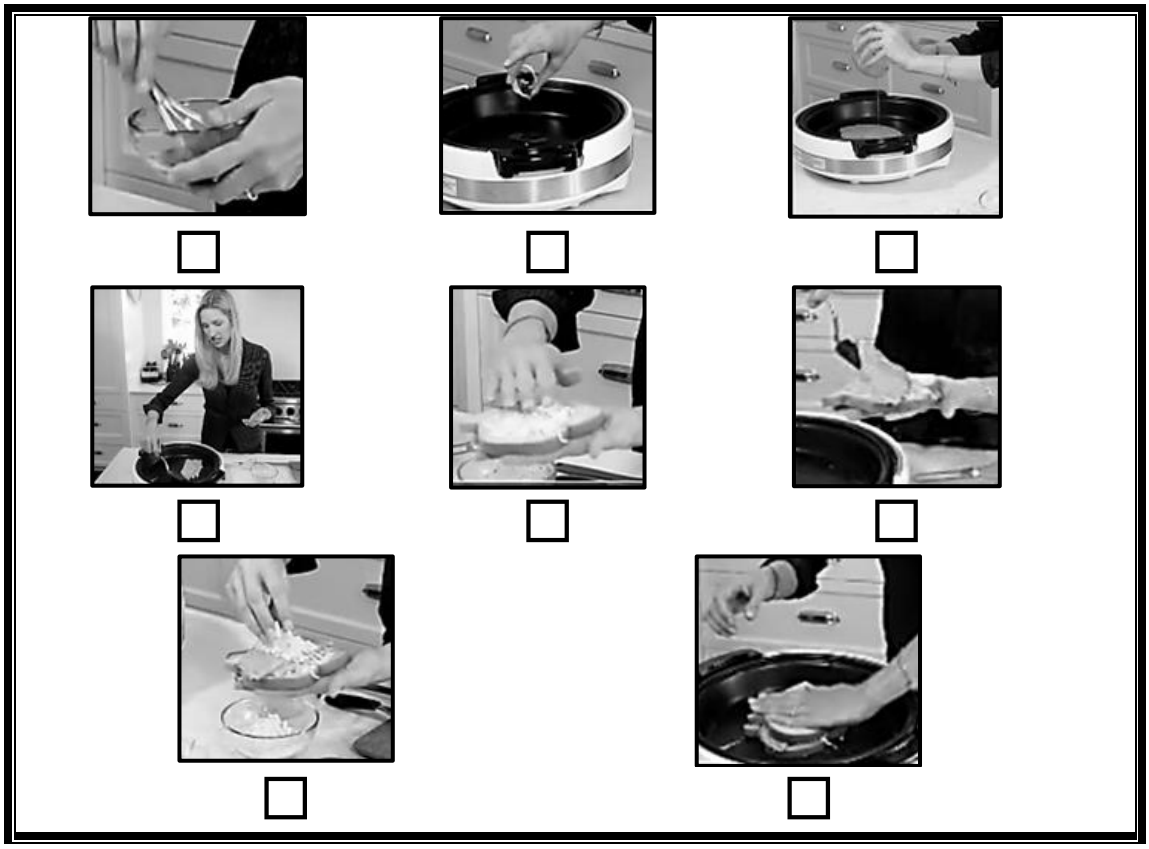
Reading adapted from: http://www.wisegeek.org/what-is-pesto.htm

Unit 4 / Pesto Sandwich..... page 21

Situation: A cook on Weelicious.com explains how to prepare an "Egg Pesto Melt Sandwich"
Instructions: Circle the ingredients that are used in the recipe.

Egg Cheese Tomato Pesto Oil Bread

Instructions: Listen to the recipe and number the steps to prepare it.



Instructions: Write the recipe for your favorite sandwich. Use words like add, spread out, press, fold, top, cook.

_____

First _____
Then _____
After that _____
Finally _____

Unit 4 / What Stars Like..... page 22

Instructions: Match the sentences to form a question.

Do you have	•	• your favorite meal?
What do you like to	•	• ice cream flavor?
What kind of music	•	• you born?
What is your	•	• favorite food?
What is your favorite	•	• do in your free time?
What is your favorite subject	•	• do you like?
What	•	• in school?
Where were	•	• brothers and sisters?
What is	•	• is your favorite sport?

Instructions: Match the food to the appropriate definition.

	Rocky Road Ice cream	•	•	It is a fruity frozen dessert. It is made from fruit and a sugar syrup.
	Pot Roast	•	•	To socialize with your friends to have fun.
	Hang out with friends	•	•	It's a chocolate flavored ice cream with nuts and marshmallows.
	Lemon sorbet	•	•	It is made with a piece of beef. It is slow-cooked with carrots, potatoes and onions.

Unit 4 / What Stars Like..... page 22

Situation: Fans ask actors about themselves on the DisneyChannel.com

Instructions: Listen to the two interviews without seeing the video. Ask students to place a number to show the order in which the actors are interviewed.

Madison Pettis ☐

Zac Efron ☐

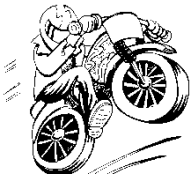
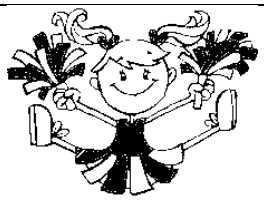
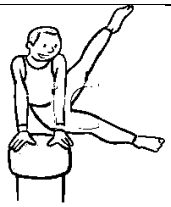
Selena Gomez ☐

Instructions: Listen to the conversation while watching the video. Write an **M** for the answers Madison gives, and an **S** for the answers Selena gives. Three options do not have an answer.

Favorite <u>food</u>: ____Pizza ____Pot roast ____Shrimp	**Favorite <u>subject</u> in school:** ____History ____Science	**Favorite kind of <u>music</u>:** ____Hip hop music ____Punk music
Favorite <u>ice cream</u> flavor: ____Lemon sorbet ____Rocky Road	**Place of <u>birth</u>**: ____Texas ____ New York	**Favorite <u>sport</u>:** ____Basketball ____Soccer
Number of <u>brothers and sisters</u>: ____ 0 ____ 2		**Free time <u>activities</u>:** ____Hang out with friends ____ Sing

Unit 4 / My Life..... page 23

Instructions: Group the words in the box into one of the following activities.

ride, gym, cheer, team, bike, musical notes, kick, classical music, music, play an instrument, motorcycle, wave, water		
		
Surfing	Martial arts	Dirt bike riding
		
Play the violin	Cheerleading	Gymnastics

Unit 4 / My Life..... page 23

Situation: Olivia Holt, Sam Weiser and Billy Unger talk about their favorite thing to do. Their friends and family also participate in the interview.

Instructions: Listen to the information in the video without seeing the images. Make a list of keywords heard or background noise that can provide clues as to the activities that the kids are talking about.

Person Interviewed	Key words or other clues observed	**Guess Intelligently:** What does the person enjoy doing the most?
Olivia Holt		
Sam Wieser		
Billy Unger		

Instructions: Watch the video to determine what each kid likes to do the most. Some of the kids speak about more than one activity that they like to do. Peer check the responses.

4. Olivia Holt
   - Play the violin
   - Practice cheerleading
   - Practice dirt bike racing
5. Sam Weiser
   - Practice gymnastics
   - Practice martial arts
6. Billy Unger
   - Practice surfing

Unit 2 / Paul Bunyan: An American Tale..... page 24

Instructions: Cross out the word that does not belong in a group. Use a bilingual dictionary as an aid.

Cold	Chilly	Warm	Frozen
Giant	Little	Large	Huge
Lumberjack	Parent	Axeman	Trees
Worried	Laugh	Happy	Cheer
Ox	Cow	Snowman	Stock
Summer	Winter	Axe	Spring
Hungry	Thirsty	Forest	Sleepy
Foot	Back	Stomach	Campfire
Footprints	Water	Pancakes	Milk
Mountain	Lake	Griddle	Canyon

Situation: Paul Bunyan is a popular American tall tale. He was a lumberjack and the story explains how he created some landmarks in the region where he lived. Listen to the story.

Instructions: Listen to the folktale and write down at least two characteristics about Paul Bunyan.

_____ _____

_____ _____

Unit 2 / Paul Bunyan: An American Tale..... page 24

Instructions: Listen to the story one more time. Match the characters with their description according to the story.

- They are Paul Bunyan's friends and help him cut down trees.
-
- The good people that Paul Bunyan helped make cities and farms in the western part of the United States.
-
- Paul Bunyan's best friend. Paul saved him on a very cold winter.
- They bring Paul Bunyan to his parents when he was a baby.
-
- They moved with Paul Bunyan to Minnesota because he needed a bigger place to live.
-

What are the landscapes that Paul Bunyan made?

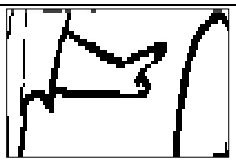
☐Mountains ☐Lakes ☐Rivers ☐Canyons

Instructions: Come up with a tall tale about Paul Bunyan. Develop one of the following stories in groups.

Use the phrase "According to the way I heard it ... " to begin the story and talk about...
a. Paul Bunyan's shirt buttons were made out of... (these were really huge buttons)
b. Paul Bunyan drank out of a ..... (it had to be something very big)

Unit 5 / Michael's Party..... page 26

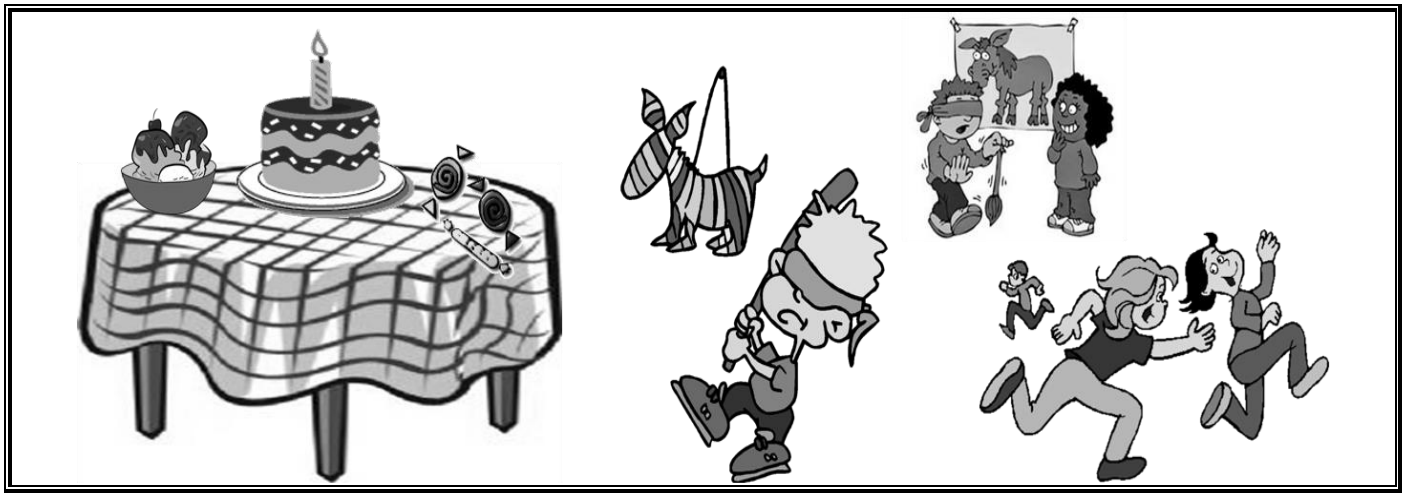
Instructions: Analyze the following expressions. Explain them in Spanish.

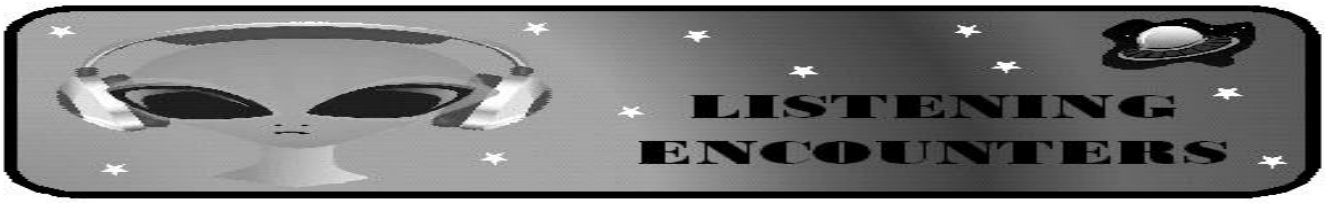
Freeze	+	 Tag	=	A game called: _____
Make	+	A wish	=	When a person: _____

Situation: Michael is talking about a special celebration and the things his family and friends will do to celebrate.

Instructions: Listen and choose the banner that you would find when you arrive at Michael's house.

Instructions: Look at the picture and circle the images that represent what the guests are going to have and what they will do during Michael's party.





Write out an invitation to your birthday party. Include the date, time, place, and activities that guests will eat and do.

You are invited to _____ Birthday Party!

Date:_____
Time:_____
Place: _____
We are going to _____
_____

Write out an invitation to your birthday party. Include the date, time, place, and activities that guests will eat and do.

You are invited to _____ Birthday Party!

Date:_____
Time:_____
Place: _____
We are going to _____
_____

Unit 5 / Santa's Coming!..... page 27

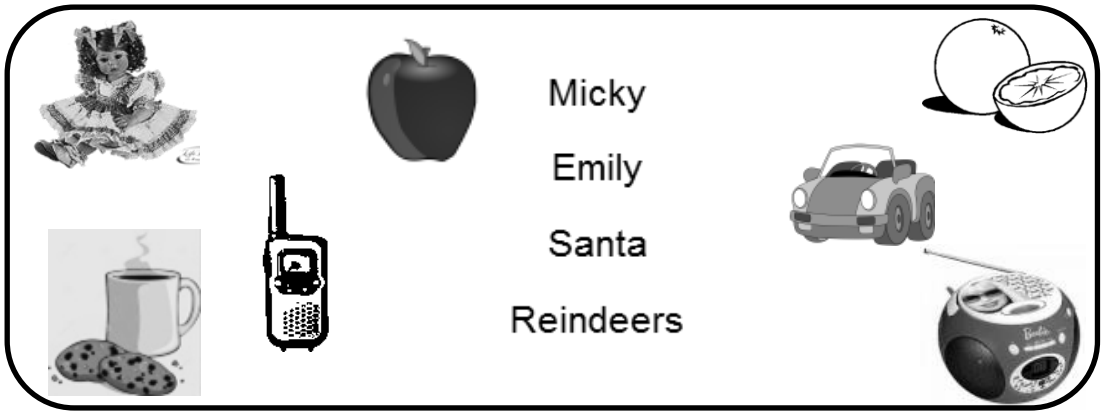
Instructions: Match the underlined word with its picture. Use the context to help understand the vocabulary.

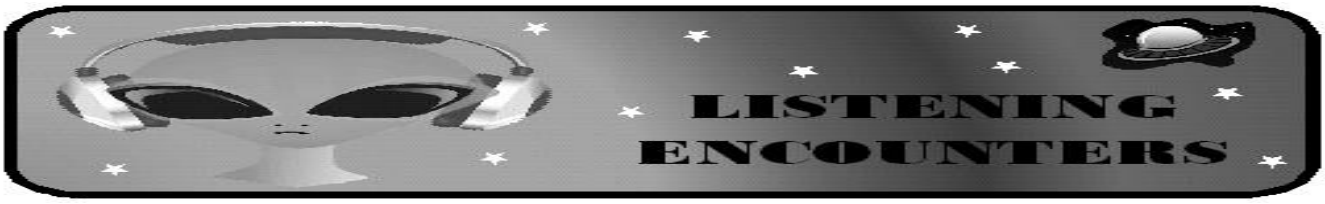
My sister plays with <u>Barbie dolls</u>.	•	•
The boys talk with the <u>walkie-talkies.</u>	•	•
The <u>fragile</u> glass breaks easily.	•	•
I like to drink <u>hot chocolate</u>.	•	•

Situation: Children like to receive presents from Santa Claus on Christmas. The father discusses Christmas with his two young children.

Instructions: Mark with an X who is going to visit on Christmas?

Instructions: Match the person or character with the things they will receive on Christmas.





Unit 5 / The Easter Beagle..... page 28

Situation: Peppermint Patty is teaching Marcie how to make Easter eggs, but Marcie keeps spoiling the eggs.

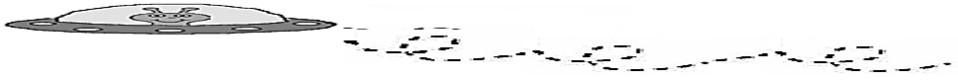
Instructions: Watch Part 2 of the video to answer the following questions.

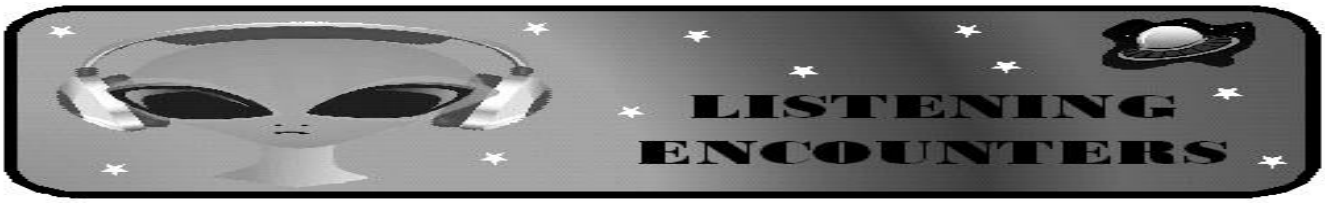
1.	How must Marcie cook the eggs?	Boil the eggs	Toast the eggs	Roast the eggs
2.	What did Patty Peppermint do while Marcie prepared the eggs?	Cooked eggs	Colored the eggs	Prepared the paint
3.	What did Marcie make with the eggs?	Waffles	Egg soup	Fried eggs

Situation: Peppermint Patty is teaching Marcie how to make Easter eggs, but Marcie keeps on spoiling the eggs.

Instructions: Watch Part 2 of the video to answer the following questions.

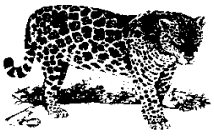
4.	How must Marcie cook the eggs?	Boil the eggs	Toast the eggs	Roast the eggs
5.	What did Patty Peppermint do while Marcie prepared the eggs?	Cooked eggs	Colored the eggs	Prepared the paint
6.	What did Marcie make with the eggs?	Waffles	Egg soup	Fried eggs





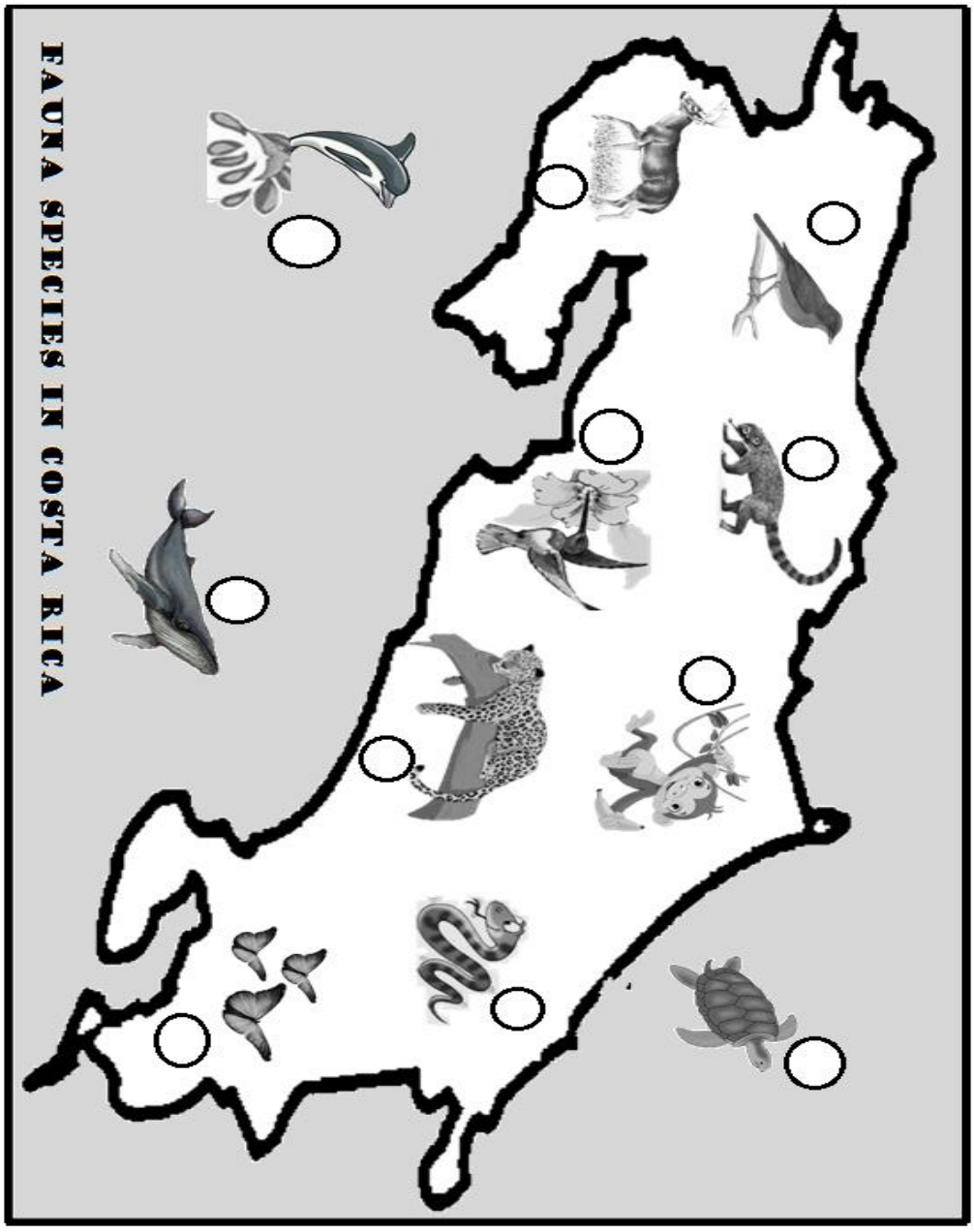
Unit 6 / No Artificial Ingredients!..... page 30

Situation: A reporter gives information about natural attractions in Costa Rica.
Instructions: Use the information to answer the questions.

Region or province	Fauna and Flora	National Parks/Places you can visit	Attractions	Activities
San Jose		Irazú Volcano Poas Volcano	Museums Pictorial Arts	
South Pacific (Puntarenas)	Dolphins Crocodiles Macaws Birds Rainforest Mangroves	Corcovado National Park	Beaches Nature walks	Sport fishing Surfing
North Pacific (Guanacaste-Puntarenas)	Water birds Coatis	Puntarenas Jaco Manuel Antonio	Beaches Dry tropical forest Popular culture	
Cocos Island	Green flora and fauna species	Coco Island National Park	Stories of pirates and treasures	
The North Plains	Birds White faced monkey Rain forest	Arenal Volcano National Park	Protected areas Lakes, Lagoons Volcanoes Rivers Waterfalls Thermal waters	Rafting Canopy Extreme sports
Monteverde	Frogs Different types of birds Toucans Quetzals	Monteverde Biological Reserve	Forests	Sidewalks Skywalks Birdwatching
The Caribbean (Limon)	Reptiles Peccaries Monkeys Seagulls	Cahuita Gandoca Manzanillo Reserve Tortuguero	Culture Nature Beaches History	

Unit 6 / Costa Rica's Fauna..... page 31

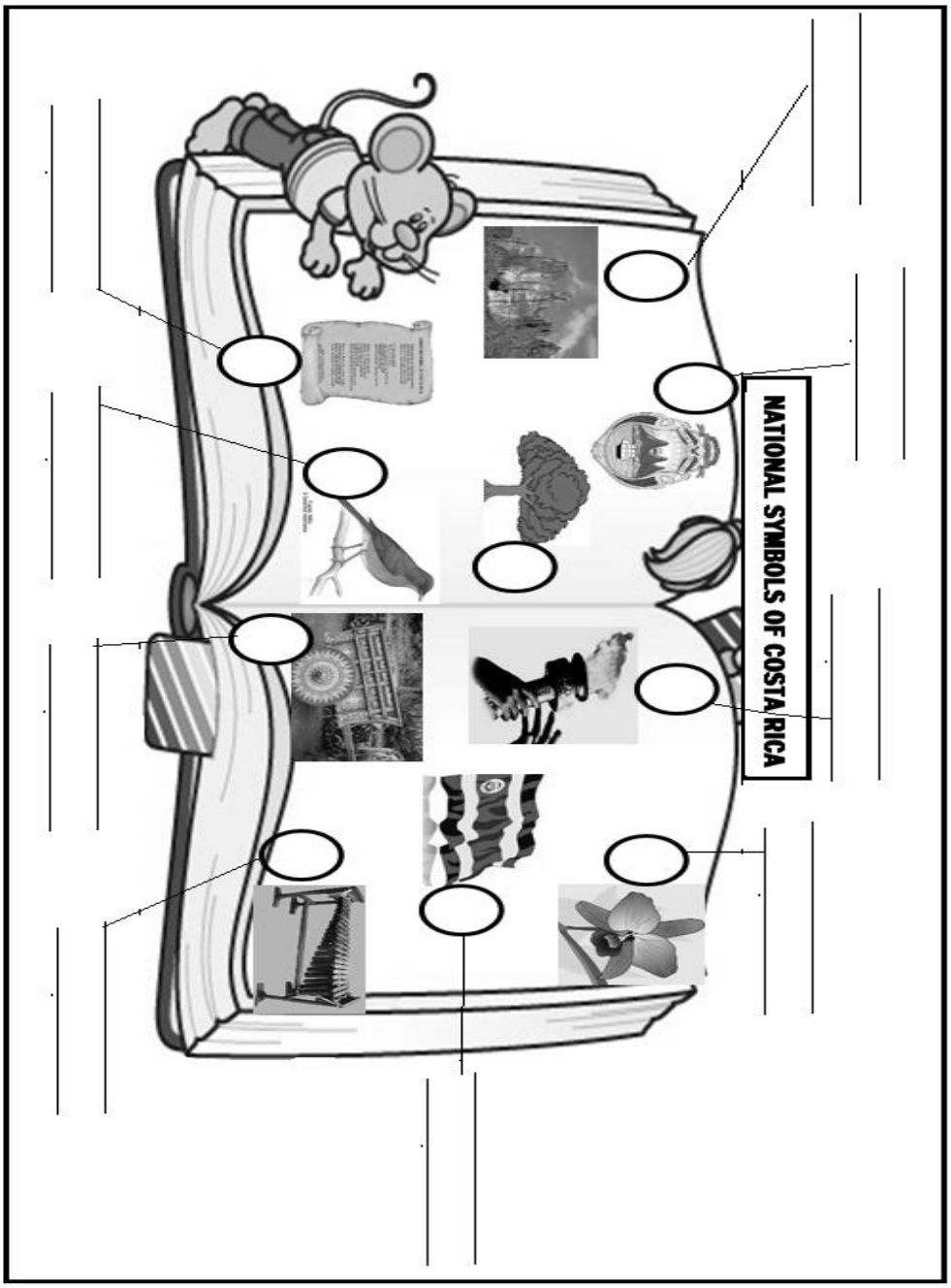
Situation: Angela is a forest ranger. She is talking about the animal species that can be found in Costa Rica's National Parks



Listen to the description and number the fauna species from 1 to 10 according to the order in which they are mentioned.

Unit 6 / A Country's Identity..... page 32

Situation: Carlos and Samantha are talking about some symbols that represent Costa Rica.

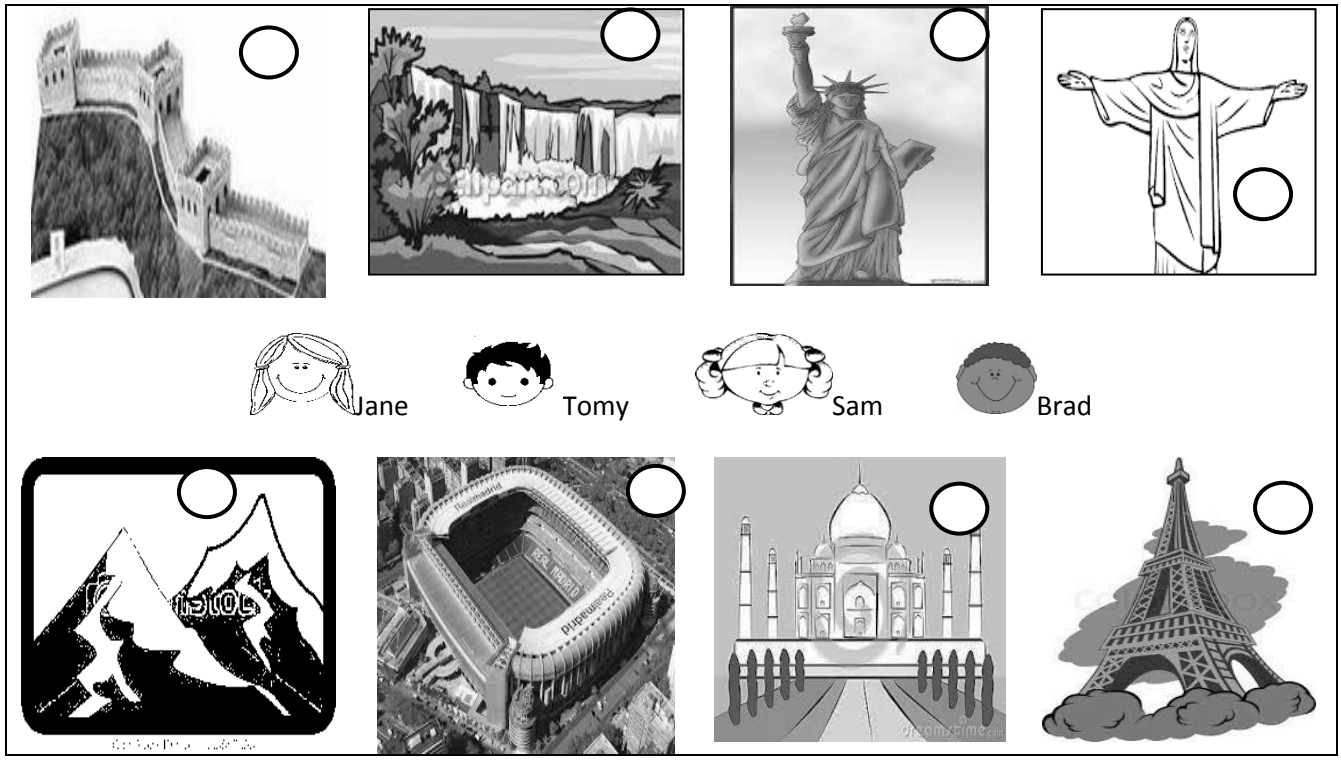


A. Identify the symbols being mentioned by numbering them from 1 to 8.

B. Take note of the key words that helped you identify each symbol properly.

Unit 6 / A World to Explore..... page 33

Instructions: Match the people with their favorite places. Write the first letter of their names in the circles



Unit 7 / Saving the Planet..... page 35

Situation: Alex is being interviewed on the things she does to save the environment.

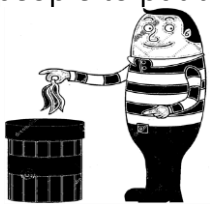
Instructions: Place an 'X' on the things Alex mentions that she does to save the environment.

Recycle Plastic	Put garbage in the trash can	Plant trees	Save paper	Save water

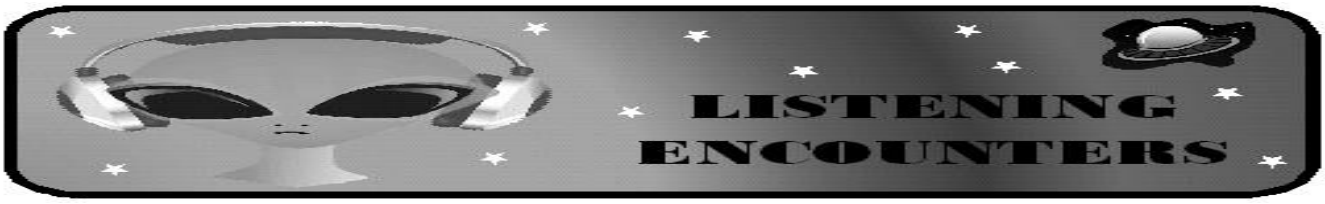
Instructions: Second listening: Listen to the conversation again. Have students answer the questions by circling the appropriate pictures.

1. What are two ways Alex recommends saving water?

2. Where does Alex recommend people to put the trash?



3. What are two ways Alex suggests saving paper?



Unit 7 / Go Green..... page 36

Instructions: Match the rhyming words and then complete the sentences.

Reuse	•	• find
Do	•	• Glues
Scene	•	• Green
Feet	•	• Sweet
Kind	•	• Two

Instructions: Use the words in the box to complete the sentences.

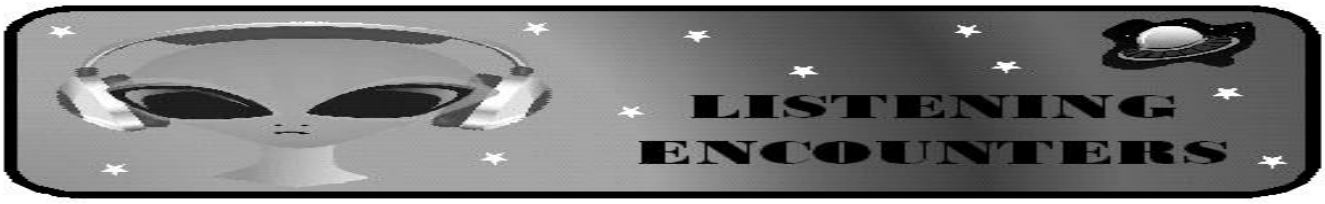
do	green	scene	feet	reuse	kind	two

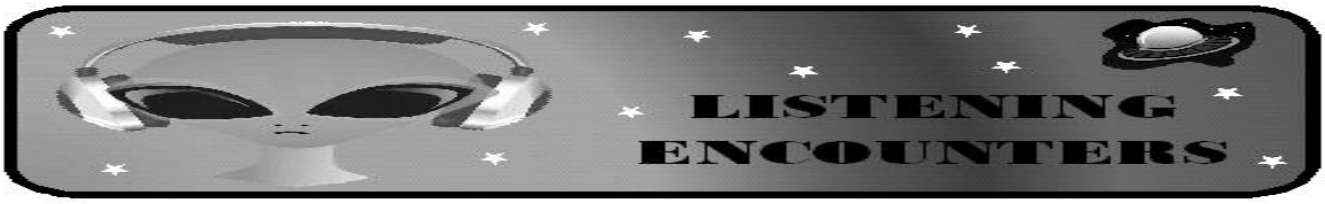
1. Recycle, _____ and reduce to save the environment.
2. I have to _____ my homework.
3. A clean river is a beautiful _____.
4. My favorite color is _____.
5. I wear shoes on my _____.
6. He is in room number _____.
7. Be _____ to your classmates.

Situation: Timon and Pumbaa give advice on their show "Safety Smart" in the song ¨Go Green¨.

Instructions: Listen to the song. What is it about?

Instructions: Read over the song and make predictions about the missing words. Write your guess on the line labeled G (guess). Then listen to song and write down the correct answer on the line labeled A (answer).


LISTENING
ENCOUNTERS



Go Green with Timon and Pumbaa

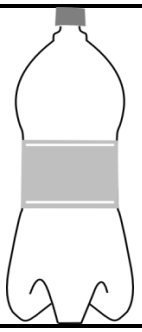
Reduce, hey, _____ / _____, ho, recycle, recycle
G A
My friends, it is all up to you. It's up to you

Refill, yes, renew, nice, remember, remember
There's so much that people can _____ / _____!
G A
That's Safety Smart.
Replace, hey, refresh, ho, replenish
One more time!
Be part of the happening _____ / _____.
G A
Just listen to the rhumba
and like Timon and Pumbaa
Go Green, go green, go _____ / _____.
G A
All you wild 'bout safety folks, let's make life sweet, yeah!
Let's turn off the lights and what a world we'll see.
'Stead of driving, use your paws or legs or _____ / _____.
G A
Yeah! And I'm telling you we'll save some energy.
Reduce, hey, reuse, ooo, recycle, recycle!
Come join in the hullabaloo. I'm talkin' to you!

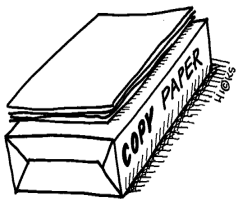
Refill,yes, renew, whee, remember. I got it!
It just takes a moment or _____ / _____.
G A
Not long at all.
Replace, hey, refresh, ho, replenish! You know it.
Just try it and see what we mean.
Let's have some fun!

Reduce, refresh, refill, renew, replace, recycle, return, review!
Reuse, remind, have fun! Be _____ / _____!
G A
Go green (la la la la la la), green (cha cha cha cha cha cha), green!
Now that's what I call being green!

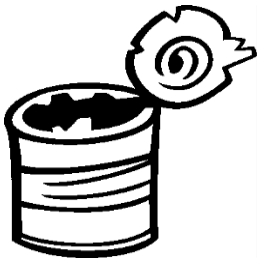
In groups, write three ways to reuse the product

In groups, write three ways to reuse the product

In groups, write three ways to reuse the product

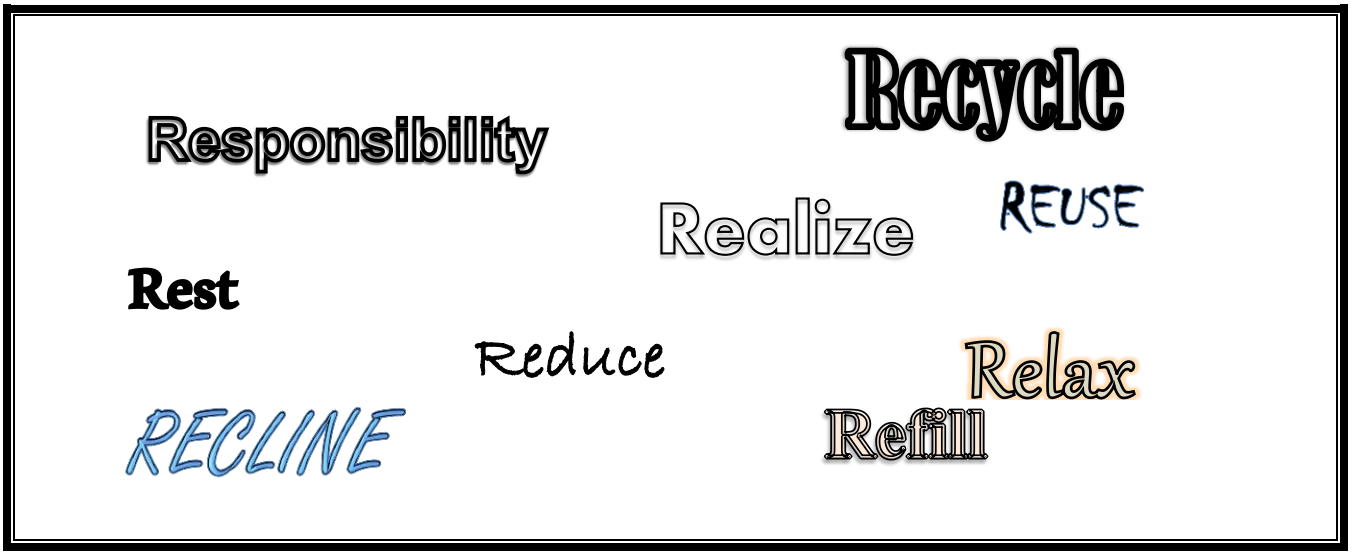
Unit 7 / "R" Words..... page 37

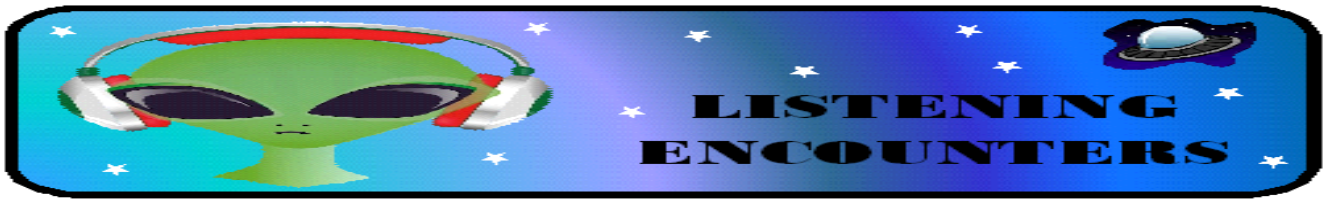
Situation: Timon and Pumbaa are on their way to their favorite vacation. As they walk there, Pumbaa teaches Timon about going green.

Instructions: Watch the first 1:50 minutes of the video. Then answer:

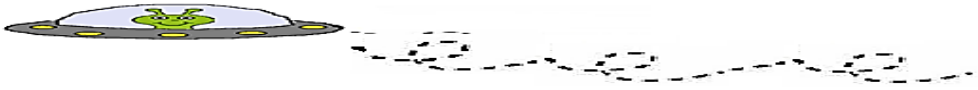
What is Timon doing wrong? What it means to "go green"?

Instructions: Watch the rest of the video. Throughout the video, Pumbaa teaches Timon 6 r-words that every person should remember in order to "GO GREEN". Circle the words Pumbaa points out.





ADDITIONAL RESOURCES

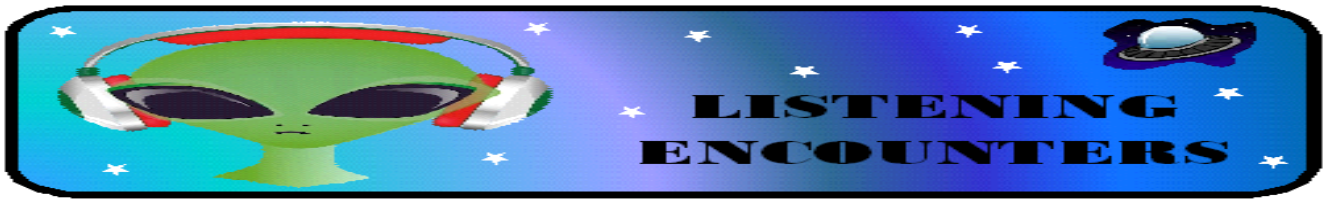


Identify the family being described

Additional Materials

Family flashcards

Additional Materials



Unit 3 / A Star's House..... page 13

Use the pictures to make predictions about Ariana Grande's House

Additional Materials

Unit 3 / A Star's House..... page 13

Additional Materials

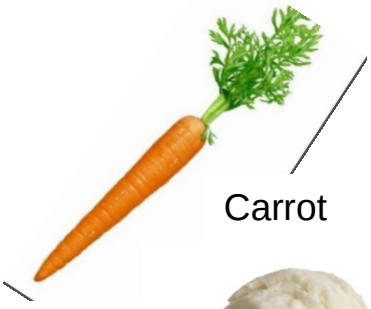
Unit 3 / A Star's House..... page 13

Use the poster to comment about snacks.

Snacks

Broccoli

Crackers

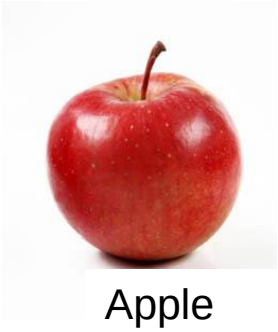

Carrot

Chocolate bar

Candy

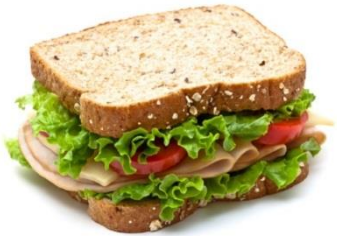
Banana

Ice Cream


Apple

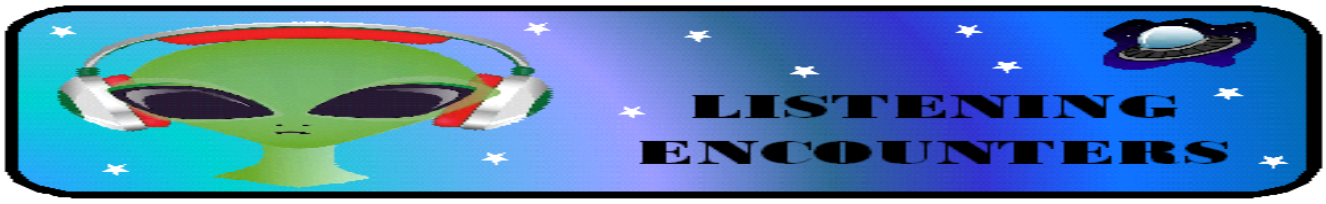
Preztel

Peanuts


Sandwich

What is this?
What can you make with it?

What is the celebration?



Fauna Species

Good Morning. My name is Angela. Welcome to Costa Rica. This is a beautiful country where you can find hundreds of different fauna species. Let's take a look at the map and discover some of the animals you can observe.

First, in Santa Rosa National Park, to the North of the country, the ①beautiful white tailed deer and the clay-colored robin are very popular. By the way, these two animals were chosen as symbols to represent Costa Rica's Fauna.

In the northern region of San Carlos, Alajuela, there are big populations of ②coatis. You can see them on your way to Arenal Volcano National Park.

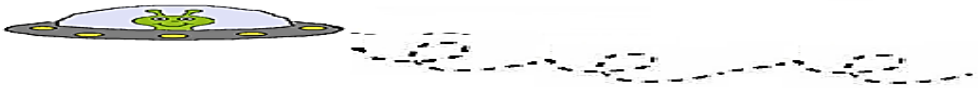
Moving to the East, Braulio Carrillo National park is the home for different types of ③monkeys like the white-face and the howler monkey. You can also find dangerous ④snakes, so you should be very careful when walking there.

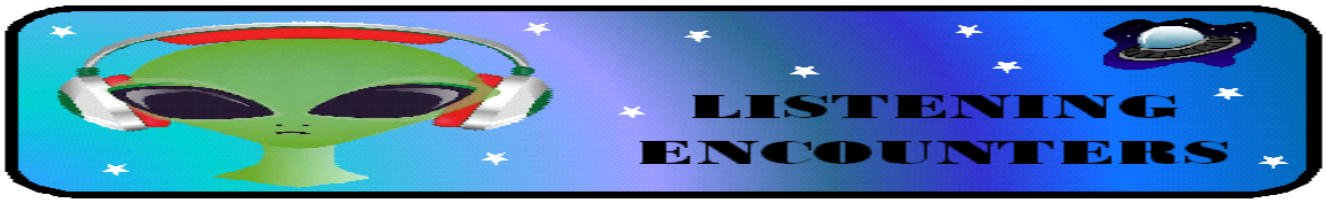
In the southern region of the country, Corcovado National Park is the richest place in biodiversity. ⑤Butterflies and moths are two of the most common species of insects there.

⑥Jaguars can also be seen in Chirripó National Park in the province of San José. Then, close to San José is Monteverde Biological Reserve where tourists can admired hundreds of beautiful birds like the ⑦hummingbird.

Finally, Costa Rica's oceans have been blessed with a great variety of marine fauna. For example, in the Pacific you can admire ⑧ dolphins and ⑨ whales. While in the Atlantic Region, you can observe the awesome ⑩ turtles that lay their eggs at Tortuguero National Park.

Enjoy your time in Costa Rica and admire the wonders of nature that the country has for you.

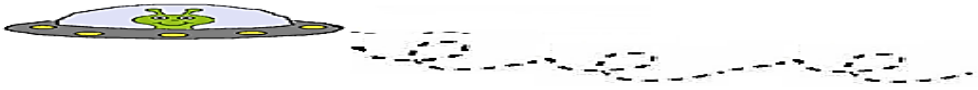


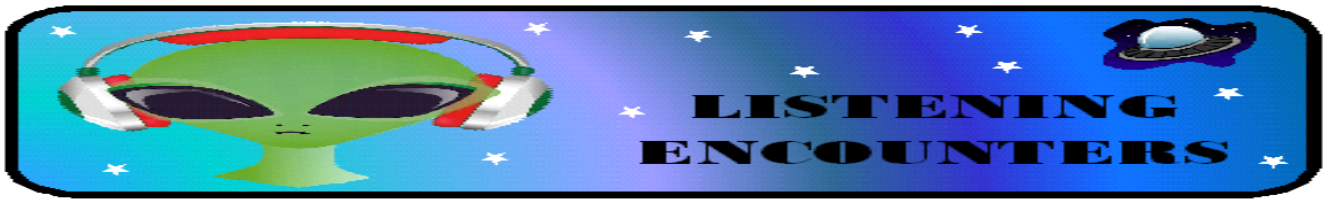


While-Listening

Situation: Carlos and Samantha are talking about some symbols that represent Costa Rica.

Carlos	Hi Samantha.
Samantha	Hi Carlos. What are you doing?
Carlos	Oh! I'm preparing a presentation about National Symbols in Costa Rica.
Samantha	Oh. Nice! Tell me Carlos which symbols do you have in your country?
Carlos	Ok look. Let me start first with the National Anthem. Its music is the most representative symbol in the world. Second we have the National Flag. Each color red, blue and white has a special meaning. Third, we have the Coat of Arms. The different elements you can see on it represent Costa Rica. For example, it has seven stars that stand for the seven provinces of my country.
Samantha	Wow! That's really interesting! Tell me more. What about flora species?
Carlos	Well, we have the Guanacaste Tree which honors the province with the same name; and the Guaria Morada which is a purple orchid that can be found all over the country.
Samantha	And what is this?
Carlos	Oh this is the Typical Oxcart. It used to be a popular means of transportation in Colonial Times. And this is a musical instrument from Guanacaste Province too. It is called Marimba.
Samantha	And do you have any fauna species that represent you?
Carlos	Sure. We have the Yiguirro or (clay-colored Robin). It is a symbol of humble and gentle people.
Samantha	I see.
Carlos	Some of these symbols are more recent. For instance, Los Crestones are part of Costa Rica's Highest peak Chirripo Mountain. Finally, the Independence Torch was also chosen as a symbol of freedom and liberty.
Samantha	Wow. I have many things to learn about your country Carlos. Thank you very much for teaching me today about these beautiful symbols.





Unit 6 / A World to Explore..... page 33

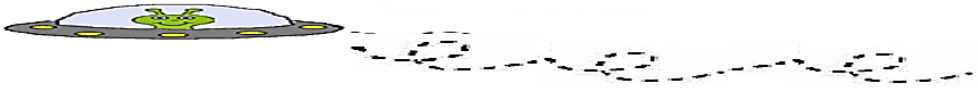
Description for the teacher to read

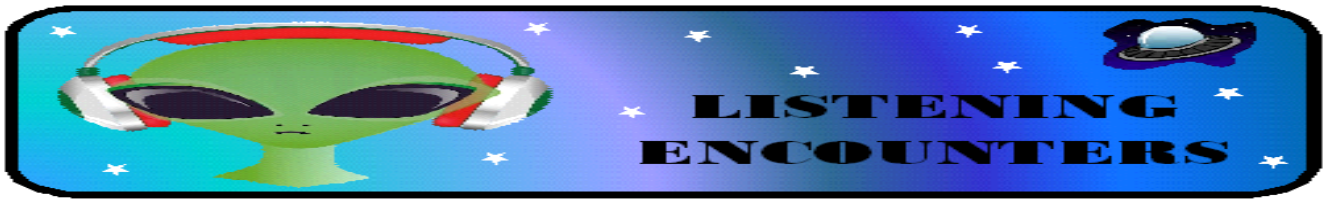
1. Hi my name is Jane. One of my favorite places in the world is the Eifel Tower in Paris, France. I think that's a very romantic place to visit.

2. Hi there. I'm Tommy. I'm really interested in statutes. I'm from New York so I have been several times to the Statue of Liberty. It's beautiful! But I really wish one day I could visit the Christ in Brazil. People say that it offers an amazing view of Rio de Janeiro.

3. My name is Sam. For me, nature is the most wonderful thing in the world. My favorite place is Niagara's Falls. I have been there twice and I think they are awesome. I also dream of visiting Everest Mount in the Himalayas. I imagine myself being at the top of the world! Wow!

4. Hello everybody. I´m Brad. I'm a fan of soccer so I can't think of a most exciting place to visit than the Bernabeu Stadium in Spain. I would love to see my favorite teams playing there.

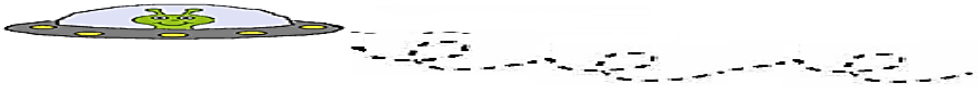


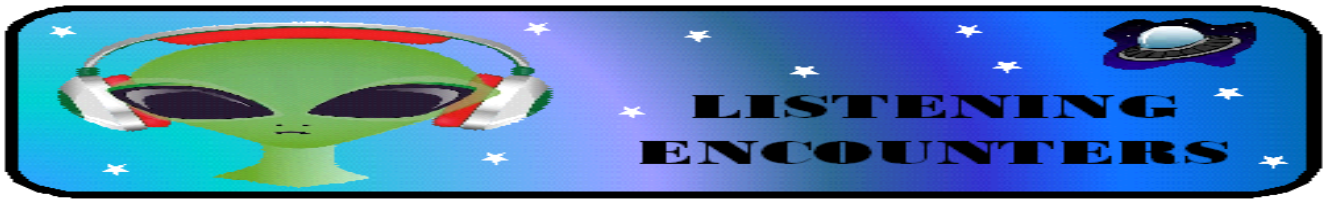


Unit 6 / No Artificial Ingredients!..... page 21

Cut the puzzle into pieces and hand them out to students.

Region or province	Fauna and Flora	National Parks/Places you can visit	Attractions	Activities
San Jose		Irazú Volcano Poas Volcano	Museums Pictorial Arts	
South Pacific (Puntarenas)	Dolphins Crocodiles Macaws Birds Rainforest Mangroves	Corcovado National Park	Beaches Nature walks	Sport fishing Surfing
North Pacific (Guanacaste-Puntarenas)	Water birds Coatis	Puntarenas Jaco Manuel Antonio	Beaches Dry tropical forest Popular culture	
Cocos Island	Green flora and fauna species	Coco Island National Park	Stories of pirates and treasures	
The North Plains	Birds White faced monkey Rain forest	Arenal Volcano National Park	Protected areas Lakes Lagoons Volcanoes Rivers Waterfalls Thermal waters	Rafting Canopy Extreme sports
Monteverde	Frogs Different types of birds Toucans Quetzals	Monteverde Biological Reserve	Forests	Sidewalks Skywalks Birdwatching
The Caribbean (Limon)	Reptiles Peccaries Monkeys Seagulls	Cahuita Gandoca Manzanillo Reserve Tortuguero	Culture Nature Beaches History	





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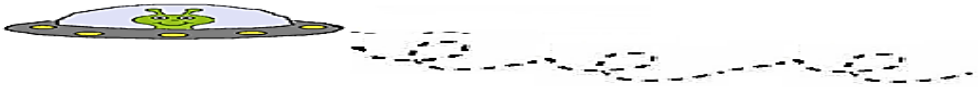

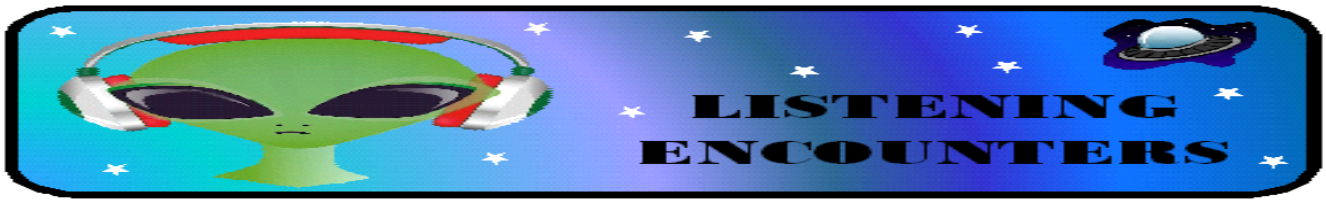

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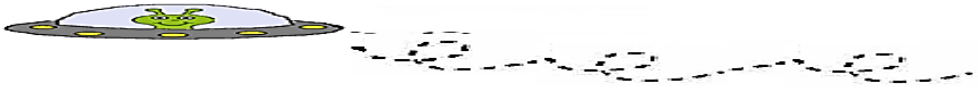

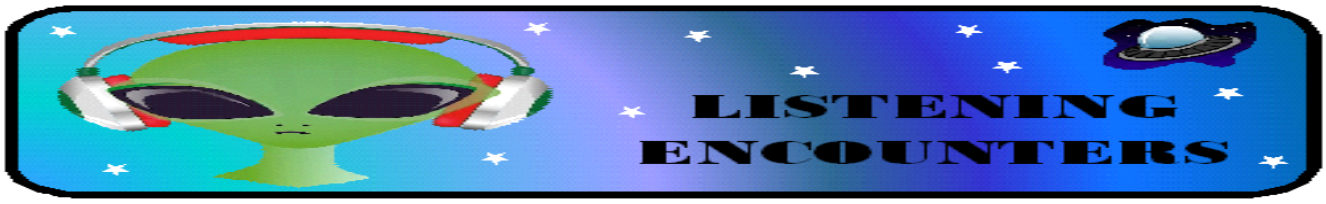

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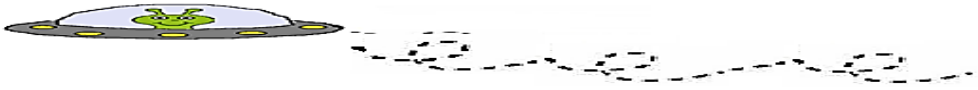

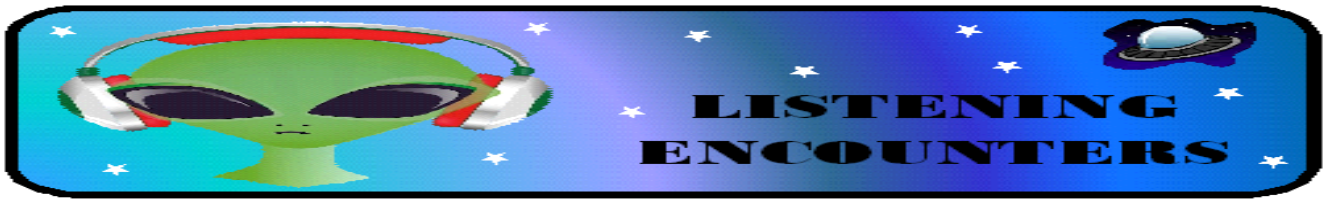

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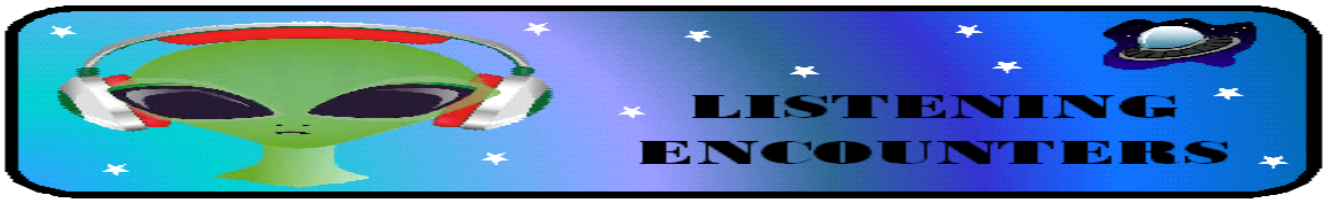

Image References

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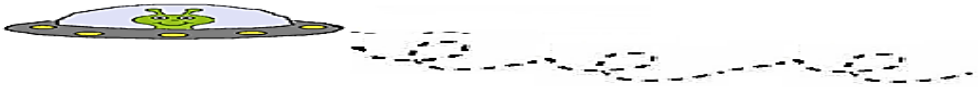

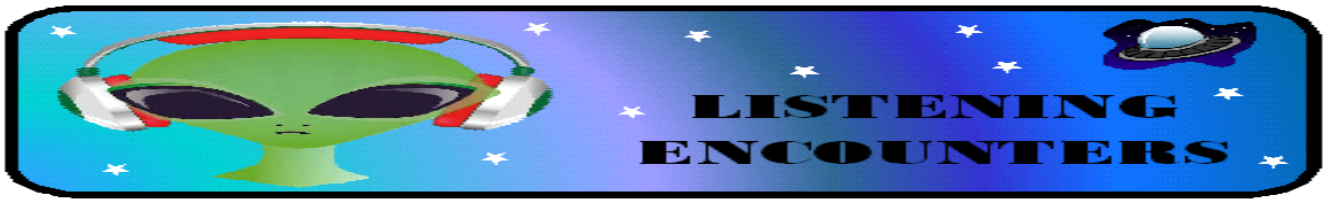

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Cherries	http://www.dailyclipart.net/wp-content/uploads/medium/Food5.jpg
Chocolate bar	http://www.superchargedscience.com/images/chocolate.png
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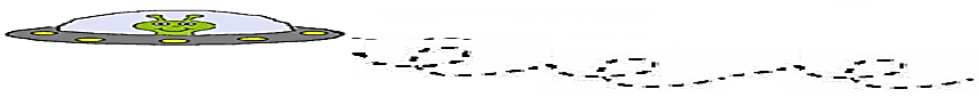

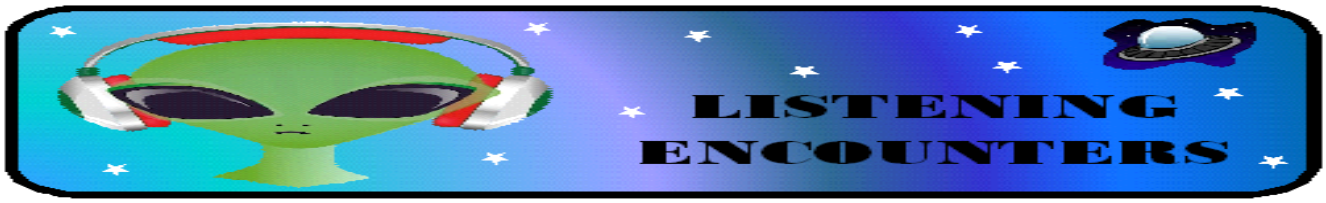

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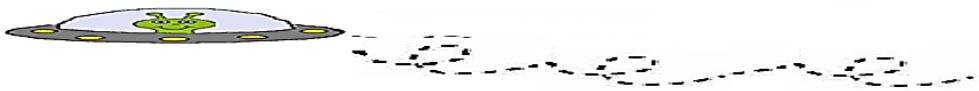

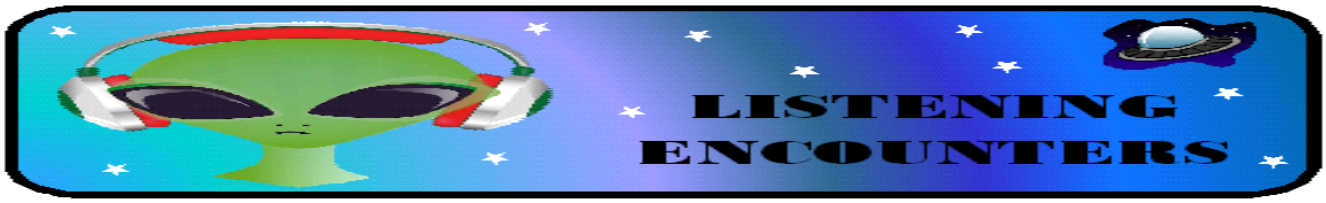

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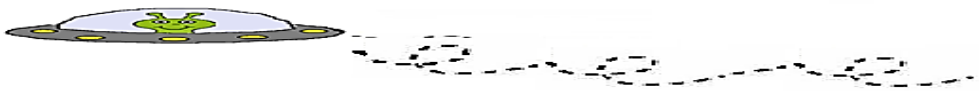

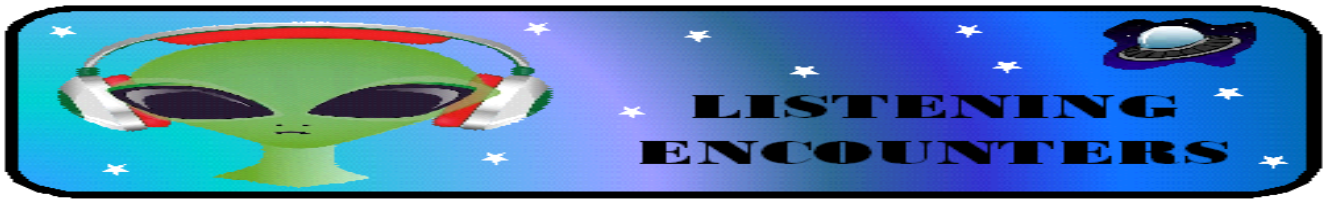

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newspaper	http://images.clipartpanda.com/newspaper-clip-art-newspaper.jpg
Paper boat	http://www.psdgraphics.com/file/blue-paper-boat.jpg
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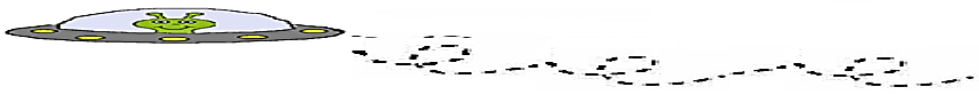

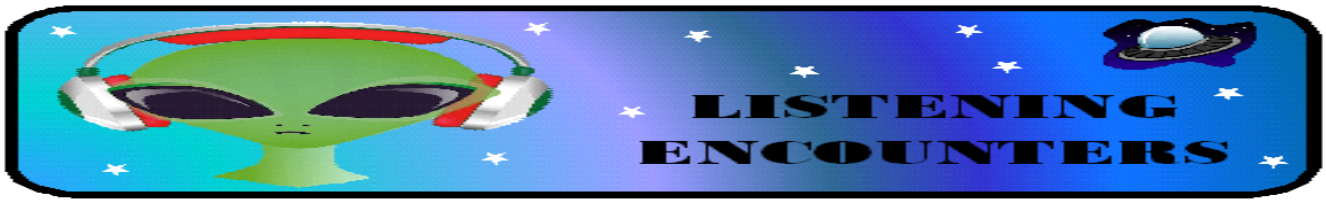

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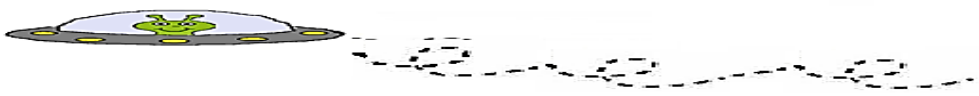

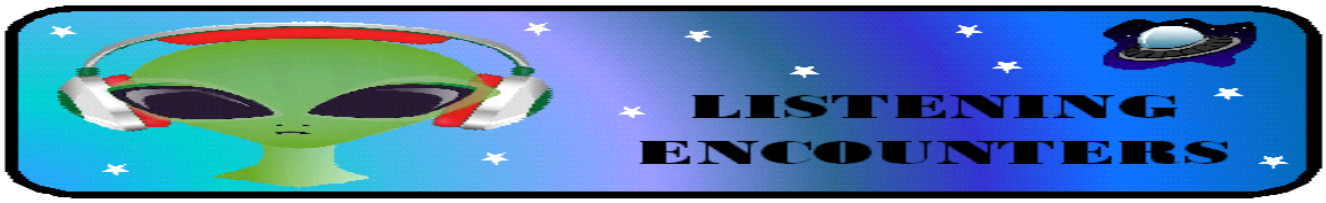

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Sick girl	https://rohan7things.files.wordpress.com/2013/10/flu2.jpg
Skateboard	http://www.how-to-draw-funny-cartoons.com/image-files/cartoon-skateboard-6. gif
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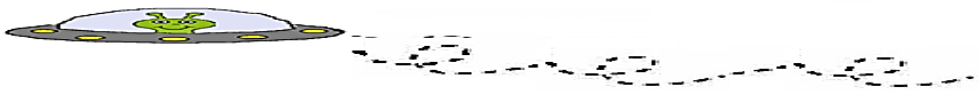

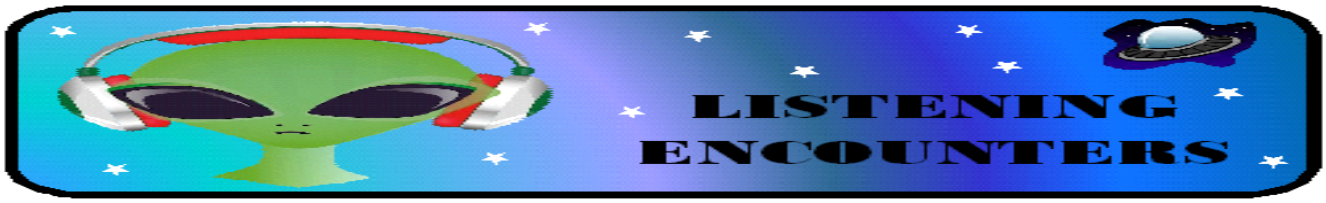

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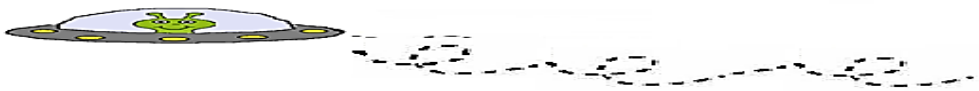

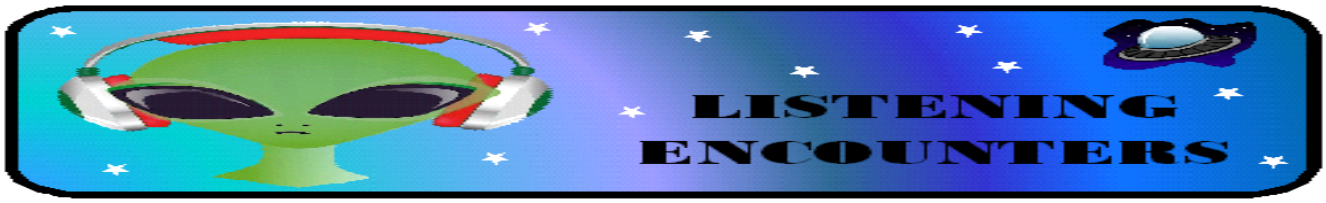

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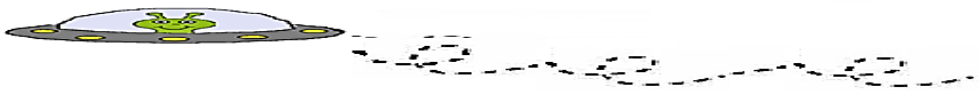

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Appendices.

Appendix A

Practical Background Diagnosis

UNIVERSIDAD NACIONAL
SEDE REGIONAL BRUNCA

Research topic: Analysis of the Listening Instruction of Second Cycle EFL Students in Public Schools.
Program: Applied Linguistics Licentiate Program
Researchers: M.Sc. Beatriz Gamboa Sánchez, Licda. Johanna Chaves Agüero

Practical Background Diagnosis

This questionnaire aims at gathering information about the situation English teachers face in public schools when working on the listening skill with second cycle students.

Your ideas are of great value and your cooperation is appreciated. The data collected will only be used for this research and it will remain confidential. Feel free to share your ideas when answering the questionnaire, the information provided will be very important for our study. Thank you for your collaboration.

Instructions: Provide the information throughout the questionnaire as required.

PART A: Personal Information

1. Degree: _____

2. Years of Teaching Experience in elementary schools: _____

3. Grades you currently teach:

First Grade ( )	Second Grade ( )	Third Grade ( )
Fourth Grade ( )	Fifth Grade ( )	Sixth Grade ( )

PART B: Research topic information

1. Do you encounter barriers when developing the listening skill with second cycle students?

   Yes ( ) No ( ) Go to question 3.

2. What kind of barriers do you frequently face?

3. When planning listening comprehension activities for second cycle students, do you have difficulty finding suitable material according to their linguistic level?

   Yes ( ) Which?_____
   No ( )

4. When planning listening comprehension activities for second cycle students, do you have difficulty finding material that appeals to students' interest?

   Yes ( ) Which?_____
   No ( ) Go to question 6.

5. Which are the reasons that cause those difficulties?

6. What do you understand by *Listening Comprehension Strategies*?

7. Do you apply Listening Comprehension Strategies in your classroom?

   Yes ( )
   No ( )

8. Have you received any training dealing with the application of listening comprehension strategies in the past two years?

   Yes ( ) How many? _____
   No ( )

9. Have you received any training dealing with the development of the listening skill in general in the past 2 years?

   Yes ( ) How many? _____
   No ( )

10. Is there a particular book or manual provided or suggested by the MEP that aids you when planning activities to work on the listening skill with II Cycle students?

    Yes ( ) No ( )

11. Do you consider that you need more resources to help you develop the listening skill of your students?

    Yes ( ) What kind? _____
    No ( )

Appendix B

Instrument #1: Structured Observation Guide

UNIVERSIDAD NACIONAL
SEDE REGIONAL BRUNCA

Research topic: Listening Instruction of Second Cycle EFL Students
Program: Applied Linguistics Licentiate Program
Researchers: Licda. Johanna Chaves Agüero, M.Sc. Beatriz Gamboa Sánchez

Instrument #1

Structured Observation Guide

Background: This structured observation guide permits the observer to detect the listening strategies being applied. With this instrument, it will be possible to identify the strategies facilitated by the teacher to aid students through the listening exercise and observe students reaction to the strategies. Not all the activities developed during the lesson will be noted in this instrument because the English syllabus requires teachers to develop all four skills (listening, reading, writing and speaking), and the listening skill will be the sole focus here.

Purposes: To identify the listening strategies being put into practice during an English class.
To describe particular characteristics of how the listening instruction process takes place.

Observer: _____ Number of students observed: _____
Date: _____
Length of Observation: ☐ 40 minutes ☐ 80 minutes
Grade observed: ☐ Fourth Grade ☐ Fifth Grade ☐ Sixth Grade
Materials used for listening activities: _____

Instructions: Check on the event that takes place when developing a listening activity during the English lesson.

Strategy performed in class	Initiated by	Listening Stage
Memory strategy ☐ Grouping ☐ Placing new words into context ☐ Using imagery ☐ Semantic mapping ☐ Using keywords	☐ Teacher ☐ Student	☐ Pre-listening ☐ While listening ☐ Post-listening

□ Representing sounds in memory □ Reviewing well □ Using physical response or sensation □ Using mechanical techniques		
Cognitive strategies □ Repeating □ Translating □ Highlighting □ Analyzing contrastively □ Practicing naturalistically □ Getting the idea quickly by skimming □ Getting the idea quickly by scanning □ Using resources for receiving messages □ Recognizing and using formulas in patterns □ Formally practicing with sounds and writing systems	□ Teacher □ Student	□ Pre-listening □ While listening □ Post-listening
Compensation strategies □ Using linguistic clues (intonation, word stress, key words) □ Using non-linguistic clues (tone of voice, facial expressions, body language)	□ Teacher □ Student	□ Pre-listening □ While listening □ Post-listening
Metacognitive strategies □ Paying attention □ Set goals and objectives □ Identify the purpose of the study □ Overviewing and linking with already known material	□ Teacher □ Student	□ Pre-listening □ While listening □ Post-listening
Social strategies □ Asking for clarification □ Cooperating with peers □ Developing cultural understanding	□ Teacher □ Student	□ Pre-listening □ While listening □ Post-listening

How are strategies applied during the lesson:

_____
_____
_____
_____
_____
_____
_____
_____
_____

Appendix C

Instrument #2: Questionnaire for the Teacher

UNIVERSIDAD NACIONAL
SEDE REGIONAL BRUNCA

Research topic: Listening Instruction of Second Cycle EFL Students
Program: Applied Linguistics Licentiate Program
Researchers: Licda. Johanna Chaves Agüero, M.Sc. Beatriz Gamboa Sánchez

Instrument #2
Questionnaire for the teacher

The purpose of this questionnaire is to get insights about your perceptions on the students' performance in the listening exercises that took place in this class. Your honest and straightforward responses to these questions will help us identify any possible barriers in this process.

Date: _____
Grade: ☐ Fourth Grade ☐ Fifth Grade ☐ Sixth Grade

Directions: Write an "X" on the options that best describe your perceptions about today's class. Please check only one 1 option for numbers 1 to 5.

1. How easy was the listening exercise for your students?
   ☐ Very easy ☐ Easy ☐ Moderately easy ☐ Difficult ☐ Very difficult

What did students do when solving the exercise that makes you think that way?
_____

2. How much of the listening text were your students able to understand?
   ☐ A lot ☐ Some parts ☐ A little ☐ Very little ☐ Nothing

3. How many of the listening comprehension items were your students able to solve?
   ☐ All of them ☐ Most of them ☐ A few ☐ None of them

4. Did you suggest students use any strategy to aid their listening?
   ☐ Yes Which?_____
   ☐ No

5. What was your students' attitude toward the listening task?
   ☐ Optimistic ☐ Neutral ☐ Pessimistic

What did you observe that makes you think that way?

_____

6. If your students encountered difficulties while listening, which of the following factors might be the cause(s) (you can pick more than one option)

☐ The students were noisy.
☐ People in the track speak too fast.
☐ The volume of the audio was not appropriate.
☐ There was noise outside the classroom.
☐ The text includes many unknown words to students
☐ Lack of confidence from students' part.
☐ The equipment used is low quality (speakers, computer, CD player)
☐ The students are not familiar with the speakers' accent
☐ Other _____

☺Thanks for your colaboration☺

Appendix D

Instrument #3: Questionnaire for Students

UNIVERSIDAD NACIONAL
SEDE REGIONAL BRUNCA

Tema de Investigación: Enseñanza de la habilidad de escucha a estudiantes de segundo ciclo
Programa: Licenciatura en Lingüística Aplicada con énfasis en Inglés
Investigadoras: Licda. Johanna Chaves Agüero, M.Sc. Beatriz Gamboa Sánchez

Instrumento #3
Cuestionario para estudiantes

Este cuestionario tiene como objetivo conocer tu reacción luego escuchar textos en inglés. En él se incluyen preguntas sobre tu desempeño en los ejercicios realizados en clase. Una respuesta honesta nos ayudará a conocer si enfrentas alguna dificultad. Favor llenar este instrumento al terminar una lección de inglés en la cual se ha desarrollado actividades de escucha.

Fecha: _____
Grado: ☐ Cuarto Grado ☐ Quinto Grado ☐ Sexto Grado
Instrucción: Marque con una "X" la respuesta que mejor describe lo que pasó en tu clase hoy. En las preguntas del 1 al 6, marca únicamente una opción.

1. El ejercicio de escucha de hoy estuvo
   ☐ Muy fácil ☐ Fácil ☐ Regular ☐ Difícil ☐ Muy difícil

2. Del audio que escuché pude entender
   ☐ Mucho ☐ Algunas partes ☐ Poco ☐ Casi nada ☐ Nada

3. ¿Pude resolver los ejercicios apropiadamente?
   ☐ Todos ☐ Casi todos ☐ Pocos ☐ Ninguno

4. ¿Encontré palabras difíciles de entender?
   ☐ Muchas ☐ Algunas ☐ Pocas

5. El profesor dio algunas pistas que me ayudaron a entender mejor
   ☐ Sí ¿Cuáles?_____ ☐ No

6. ¿Cómo te sientes al realizar ejercicios de escucha?
   ☐ Soy positivo, me gusta realizar ejercicios de escucha.
   ☐ Me da igual realizar ejercicios de escucha a ejercicios orales o de escritura.
   ☐ No me gusta para nada realizar ejercicios de escucha.

7. ¿Cuáles de estos factores crees que pudo causarte dificultades a la hora de escuchar? (puedes marcar más varias opciones)

☐ Los compañeros no me dejaron escuchar
☐ Las personas en el audio hablaban muy rápido
☐ El volumen del audio es muy bajo
☐ Había mucho ruido afuera
☐ No conozco muchas de las palabras
☐ Siento que escuchar en inglés es muy difícil para mí
☐ El equipo que usó el maestro es te mala calidad
☐ Las personas tienen un acento extraño que no entendí

Otros _____

☺Gracias por tu colaboración ☺

Appendix E

Instrument # 4: Interview for the Teacher

UNIVERSIDAD NACIONAL
SEDE REGIONAL BRUNCA

Research topic: Listening Instruction of Second Cycle EFL Students
Program: Applied Linguistics Licentiate Program
Researchers: Licda. Johanna Chaves Agüero, M.Sc. Beatriz Gamboa Sánchez

Instrument #4
Interview for the teacher

This interview aims at gathering information about the situation the teacher faces when developing the listening skill with second cycle students. Sharing your experience is of great value to help describe the listening instruction process taking place in the classroom and thus be able to provide useful insights of the needs detected. The interview will be recorded to carry out a deeper analysis of the information provided. The data collected will only be used for this research and will remain confidential. Thank you for your collaboration.

Directions: Answer the questions. Feel free to share your personal experiences.

1. How do you help students get familiar with the lexicon that they are about to hear? Can you tell us which techniques you usually use?
2. What pre-listening activities do you usually do?
3. How often do you use translation to help students understand an aural text?
4. When listening to a text, do you ask your students to focus on general or detailed information? Which of these two do you prefer? Why?
5. Do you have your students' overview or link the information in the text to already known information about the topic? How do you carry out this type of activity?
6. What do you do to help students focus on the listening task?

7. Do you provide students with different types of discourse (conversations, documentaries, interviews)? What is their reaction to the different types of text? Do they have difficulty coping with a particular type of discourse?
8. Do you explain to your students why they will carry out a specific listening task?
9. Do you teach your students to pay attention to nonlinguistic clues while performing a listening task?
10. When you are the main source of input, which nonlinguistic clues do you usually use?
11. How often do you have your students work in pairs or groups in order to carry out a listening task?
12. What seems to be the main difficulty students have when facing an aural text?
13. How do you deal with students who do not show interest in listening tasks?
14. How do students react to listening tasks? What do you think causes this reaction?
15. How often do you expose students to aural text?
16. How often do you expose students to songs, videos, conversations? What is used more, audio or video?

Appendix F

Instrument #5: Focus Group Session

UNIVERSIDAD NACIONAL
SEDE REGIONAL BRUNCA

Research topic: Listening Instruction of Second Cycle EFL Students
Program: Applied Linguistics Licentiate Program
Researchers: Licda. Johanna Chaves Agüero, M.Sc. Beatriz Gamboa Sánchez

Instrument #5
Focus Group Session

The purpose of the following **Focus Group Session** is to get insights about the students' experiences when learning to listen in English. Answers will be recorded for further analysis but they will remain confidential. Due to the student's low linguistic level, the session will be carried out in the student's native language to avoid any communication mismatch.

Date: _____ Time: _____
Number of informants_____ Place: _____
Materials to be used: Session guide, tape recorder
Moderator_____ Assistant moderator_____
Procedures:
Welcome Activity
Moderator Introductions
Explain purpose of the focus group
Establish ground rules
Carry out round table (Questions and discussion)
Closing Activity
Snack

Protocolo para Sesión de Grupo

- **Bienvenida:** Gracias por participar de esta entrevista grupal. Agradecemos su disposición para participar.
- **Presentaciones:** Moderador, asistente, participantes

- **Propósito de la entrevista grupal:** La razón por la que realizamos esta entrevista es para conocer acerca de sus experiencias al realizar ejercicios de escucha en inglés. Deseamos que tengan la confianza de compartir sus ideas con nosotros.
- **Reglas:**
    1. **Queremos que <u>ustedes</u> hablen:** Es esencial que todos participen.
    2. **No hay respuestas correctas o incorrectas**: La experiencia y opinión de cada uno de ustedes es importante. Puedes estar de acuerdo o en desacuerdo con lo que digan sus compañeros. Entre más opiniones nos brinden, más podemos aprender de ustedes.
    3. **Todas las respuestas son confidenciales:** Queremos que sientan la confianza de compartir sus opiniones.
    4. **Se va a grabar la entrevista del grupo:** No queremos perdernos lo que ustedes piensan. No se va a utilizar su nombre en nuestro reporte. Las respuestas serán anónimas.

- **Mesa Redonda:**
    1. Describan como son los ejercicios de escucha que realizan con la maestra.
    2. ¿Cuán a menudo realizan ejercicios de escucha usando videos, canciones, o diálogos grabados?
    3. ¿Cuándo es más fácil para ustedes entender lo que escuchan, con la docente o con otro tipo de audio?
    4. ¿Qué tipo de aparatos tecnológicos usa la docente para los ejercicios de escucha? Son de buena calidad?
    5. Cómo actúan ustedes cuando la maestra sólo les habla en inglés durante la clase? Pueden entender todo lo que les habla o requieren traducción?
    6. ¿Cómo se sienten cuando tienen que realizar ejercicios de escucha?
    7. ¿Cuándo escuchan algo en inglés, entiendes lo que se dice?
    8. ¿Qué dificultades enfrentan ustedes cuando escuchan algo en inglés?
    9. ¿Hay algún factor en el ambiente que les afecte a la hora de escuchar?
    10. ¿Qué hacen ustedes cuando les cuesta entender algo en inglés?
    11. ¿Utilizan alguna técnica para ayudarse a entender lo que escuchan? Cuál o cuáles?
    12. ¿Qué información les da su maestra antes de realizar el ejercicio de escucha?
    13. ¿Les da su profesora alguna ayuda especial mientras están escuchando o viendo un video en inglés para ayudarles a entender mejor? ¿Qué es lo que ella hace?
    14. ¿Qué actividades realizan después del ejercicio de escucha? ¿Cómo lo revisan?

- **Actividad de cierre**
    1. **Juego Teléfono chocho:** El grupo se divide en dos subgrupos. Mediante este juego se van a pasar un mensaje de uno a otro para ver cuál de los dos subgrupos logra transmitir mejor el mensaje.
    2. **Agradecimiento:** Muchas gracias por compartir este espacio con nosotros. Hemos aprendido mucho de ustedes y la información que nos han dado será muy valiosa para nuestro trabajo.
- **Refrigerio**

Appendix G

Instrument #6: Artifact Collection Analysis

UNIVERSIDAD NACIONAL
SEDE REGIONAL BRUNCA

Research topic: Listening Instruction of Second Cycle EFL Students
Program: Applied Linguistics Licentiate Program
Researchers: Licda. Johanna Chaves Agüero, M.Sc. Beatriz Gamboa Sánchez

Instrument #6
Artifact Collection Analysis

Background: This instrument aims at analyzing whether the written material facilitated to the students (textbooks, photocopies, notebooks, board) includes language learning strategies to aid in the development of the listening skill. The analysis will take place ONLY when working on listening exercises.

Purpose: To identify language learning strategies in the materials students use to carry out listening exercises.

Coder: _____ Date: _____

Type of material: _____

Material for grade level: ☐ Fourth Grade ☐ Fifth Grade ☐ Sixth Grade

Instructions: Please write a check mark (✓) next to the strategy that is present in the material given to students. More than one option can be picked.

The written material:

Memory Strategies	**Observations**
1. Uses imagery	
2. Highlights keywords	
Cognitive Strategies	
3. Provides skimming exercises	

4. Provides scanning exercises	
5. Promotes translation into the students' native language	
6. Gives students the chance to ask for clarification	
Metacognitive Strategies	
7. Allows over viewing and linking with already known material	
Compensation Strategies	
8. Suggests students to pay attention to nonlinguistic clues (e.g. tone of voice, gestures, body language, emphasis, facial expressions)	
9. Has students make use of background knowledge	
10. Develops cultural understanding	
Social Strategies	
11. Promotes pair or group work	
12. Promotes cooperation	

Appendix H

Instrument #7: Researcher's Log

UNIVERSIDAD NACIONAL
SEDE REGIONAL BRUNCA

Research topic: Listening Instruction of Second Cycle EFL Students
Program: Applied Linguistics Licentiate Program
Researchers: Licda. Johanna Chaves Agüero, M.Sc. Beatriz Gamboa Sánchez

Instrument #7

Background: This instrument records all activities carried out during the English lessons, no matter what skill is developed.

Purpose: To record the activities carried out during the English lesson to record information that the researcher considers relevant for the research.

Researcher: _____ Date: _____

Time: _____ Amount of Lessons: _____

Grade Level: ☐ Fourth Grade ☐ Fifth Grade ☐ Sixth Grade

Section: _____ Observation Number: _____

Amount of students that attended class: _____

Instructions: Write down the activities observed during the lesson, as well as any comment considered relevant such as teacher's or students' reactions or expressions during the class.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____