



**UNIVERSIDAD DE QUINTANA ROO**

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**División de Ciencias Políticas y Humanidades**

**LISTENING STRATEGY TRAINING FOR YOUNG  
LEARNERS OF ENGLISH AS A FOREIGN LANGUAGE AT  
AN A2 LEVEL**

**TESIS  
Para obtener el Grado de  
LICENCIADA EN LENGUA INGLESA**

**Presenta**

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**Chetumal, Quintana Roo, México noviembre de 2010.**

# UNIVERSIDAD DE QUINTANA ROO

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LICENCIADA EN LENGUA INGLESA

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# **LISTENING STRATEGY TRAINING FOR YOUNG LEARNERS OF ENGLISH AS A FOREIGN LANGUAGE AT AN A2 LEVEL**

## **ABSTRACT**

Listening has been one of the most obnoxious skills to be practiced in a classroom, if not the only one. The fear surrounding this skill is mainly due to the lack of confidence while doing this task. This feeling does not come from the fear of facing a task with a higher level, but on how to cope with the information we are to receive. Listening is not as reading, where we can have the information in front of our eyes, and if in doubt we can go back to it. Listening is about the perception of the information given.

The purpose of this present study was to identify students' listening strategies by means of a questionnaire which was applied before giving a training or a pre-test. Also, the aim s the study was to develop a listening strategy training, basing on the questionnaire results and the KET (Key English Test) listening part required strategies. And finally, analyze, whether the training had an effect on the participants.

Throughout the training that was developed during this quasi experimental research, eight strategies were practiced and presented. All of them came from the metacognitive, cognitive and social/affective strategies listed by O'Malley and Chamot. The study held was done with 35 students between the ages of 9 and 14.

The experiment was developed in three stages, the first one was the recognition, where all the information was taken, data such as age, gender, and strategies the subjects had at the beginning of the experiment. The second stage was the training, in which all the strategies were explicitly explained and presented to the students. During this stage several exercises were done, as sample tests from the KET exam. The last stage was the application of the strategies taught, this is the KET listening test as well as a questionnaire that informed whether there was a change in the use and application of strategies in this type of tasks.

The final part of the study were the findings, where there was a slight change in the use of strategies, and thus in the performance of the participants from the experimental group. Their results increased, but not in a significant way as expected, though, with this we can conclude that a strategy training should be included in classes. Not only in a specific time during the course, but as part of it. Including training in listening strategies may facilitate the development of task and the learning of a language.

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I will give praise to the Lord who has been my guide;  
knowledge comes to me from my thoughts in the night.  
(Psalms 16:7)

The fear of the Lord is  
the beginning of knowledge  
(Proverbs 1:7)

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## CHAPTER 1

### INTRODUCTION

The listening skill is not frequently focused upon and taught in the foreign language classrooms. This skill is less apparent and, so, has received less explicit attention (Chiang & Dunkel, 1992; Morley, 1984; Moyer, 2006; Mendelsohn, 1998; Schmidt-Rinehart, 1994). Some researchers (Mendelsohn, 1998; Morley, 1984) have found that listening is not only hearing a message. There are a lot more steps supporting the listening process that take place in one's mind. Nunan (1995) emphasizes the importance of the listener skill and mentions that listening is vital in a classroom because it provides students with input and interaction opportunities. Listening instruction should not be ignored, but instead be included as a very important component in any ESL program (Scarcella & Oxford, 1992). Chamot et al. (1999) stated that those learners who are conscious of their own strategies are more able to manipulate their own learning and thus, increase the possibilities in succeeding as language learners.

As expressed by Flowerdew (1994), listening is made up by two distinctive features: real-time processing and phonological and lexical-grammatical features. This means that when facing a listening task, there is no written code to look at, nor time for thinking about the intonation, or stress of the speech. Listening is not a skill as reading, writing or speaking. Barker (1971) and Mendelsohn (1998) agreed that the listening process is not only listening to sounds and storing them. There are more processes involved and included when one listens.

Listening has always been a difficulty and a hurdle for learners of English as a foreign language when talking with other students and teachers in and outside the classroom, people, facing an examination, an exercise or just trying to practice outside the classroom. Chamot et al. (1999) stated that those learners aware and conscious on how they learn, what they use and how they do it are more able to regulate and impulse their learning. This means that learners become autonomous and self-regulated learners. The best form to help students improve in that skill is to give them a specific type of training. O'Malley et al.



(1990) suggested that foreign language teachers should encourage their students to apply and develop language learning strategies by means of some sort of learning strategy training so that these strategies can be explicit. Oxford et al. (1989) affirmed that most foreign/second language students are not necessarily aware of the power of language learning strategies for facilitating their learning. They noted that “Even though the communicative approach implicitly encourages the use of improved language strategies, not every student will automatically ‘catch on’ to these strategies without additional help and guidance” (p. 33). Thus, Oxford et al. (1989) argued that foreign/second language teachers should develop their students’ awareness and use of learning strategies by offering training in which the strategies are made very explicit.

On the same line of study, Montgomery (2008) suggests instructors should learn more about which skills students generally use, all this in order to better focus on refining those skills to their highest potential. Knowing the skills possessed would help students to learn more effectively by giving them the benefit of more learning tools from which to choose in their language learning. Students of foreign language are being encouraged to learn and use a broad range of language learning strategies that can be tapped throughout the learning process. This approach is based on the belief that learning will be facilitated by making students aware of the range of strategies from which they can choose during language learning and use. The most efficient way to heighten learner awareness is to provide strategy training— explicit instruction in how to apply language learning strategies— as part of the foreign language curriculum (Cohen, 2003). Carrell(1996), Cohen (1998), Ellis & Sinclair(1989), as cited in Chen (2005: 5), they all agree that “Teaching explicitly how, when, and why to apply language learning and language use strategies [will] enhance students’ efforts to reach language program goals”.

All in all, thus, listening can become an easier skill for students and have an important role in the learning process of a language, since, as mentioned before, it is a key component for understanding spoken language. At the same time, the application of strategies and means to transform listening into a tool are efficient according to the way they are taught and the reasons for that.

## **Statement of the problem**

Every year the Irlanda Academy of English (a private school for learners of all ages in Quintana Roo, Mexico) holds examinations from the University of Cambridge. The exams that the academy administers are for young learners under the age of 12, and these exams are Starters, Movers and Flyers. The other examinations such as KET (Key English Test), PET (Preliminary English Test), FCE (First Certificate in English), CAE (Certificate in Advanced English) and CPE (Certificate of Proficiency in English), are for students from 12 and above. Considering previous results from the KET exam from the years 2007 and 2008, it was observed that the main problem was the listening section. Some of the results presented very low grades on listening in comparison with the rest of the skills. These results showed that from the 25 students who took the exam (2007/2008), in the listening paper 6 (24%) got an exceptional mark, 8 (32%) obtained a good mark, another 8(32%) set of students were placed at a borderline mark and 3 (12%) obtained a weak result. On the Reading and Writing paper 18 (72%) students obtained an exceptional grade, 4 (16%) a good one, 2 (8%) obtained borderline, and 1 (4%) resulted with a weak mark. For the speaking exam 19 (76%) got an exceptional mark and the rest (6 students, i.e.24%) recieved a good grade. As it can be seen, the Listening paper possesses more percentages of students with a lower grade, and less with an exceptional one. These results can lead the assumption that listening is not receiving a training or is not being integrated with the other skills, namely speaking, reading and writing. Even though all the skills complement each other, students need a more specific assistance to improve. Thus, listening is the skill that needs to be looked at more specifically, as it is an important and relevant skill at the time of learning and acquiring a language. This falls into the benefits of becoming into a better language learner. Consequently, this study has the following objectives stated below.

### **Objectives:**

- To identify the learners' strategies used for listening tasks.
- To analyze the strategies' effects on the learners' performance.
- To develop listening strategy training for EFL students aged 12-14

- To analyze the listening strategies training effects on the learners' performance on listening tasks.

In order to reach these objectives, the following hypotheses are our point of departure:

### **Hypotheses**

- Participants who self-report the use of more strategies perform better in listening tasks.
- Participants who undergo listening strategy training perform better in listening tasks than those participants who do not.

## **CHAPTER 2**

### **LITERATURE REVIEW**

Learning a new language involves the developing of cognitive skills. This special characteristic was noticed by Naiman et al. (1978) and Rubin (1975) who were concerned about identifying the characteristics of effective learners. “Good language learners” gave the clue for identifying strategies reported by them, or being observed in language situations, which helped in their contribution to learning. While Naiman (1978) and Rubin (1975) investigated strategies used by “good language learners”, Vann and Abraham (1990) focused on the strategies used by two Arab “ineffective” language learners. They found that the problem with these two students was not their inactivity but the bad use of the strategies.

Green and Oxford (1995) studied three groups of English learners (pre-basic, basic and intermediate). They concluded that the group in the highest level (intermediate) reported a higher use in cognitive strategies than the other two lower levels. This study shows that students at a higher level know and apply more strategies more easily than those students who are starting their learning of a new language.

Several studies related to the identification and use of strategies have been developed since the 1990’s. These studies were developed by Rubin (1975), O’Malley et al. (1985), Oxford (1990), O’Malley and Chamot (1990). These same researchers investigated the efficacy in second language learning and how some students manage to optimize their own learning. Some of their findings were the identification and use of strategies and its relation with success and frequency of use among efficient and inefficient students. On the other hand, other studies developed by Politzer and McGroary (1985) discuss the use of strategies, but in relation to the development of the linguistic competence, which is the appropriate use of the language according to the situation and context.

Research on the use of strategies is vast, and there are some more researchers who focus on several other view points. O’Malley, Chamot, Stewner-Manzanares, Russo and Küpper

(1985) investigated the use and training of strategies. Their results showed that strategies could be classified as cognitive, metacognitive and socio/affective. From this research, O'Malley et.al (1985:577) stated that "training in the use of strategies in the classroom through integrated skills facilitates learning".

Throughout the years, there have been plenty of investigations related to the identification of strategies, its use, training, application and performance regarding the learning environment, all of them contributing to the development of the language learner. However, there are some other investigations related with strategies, but they focus on its automatization (McIntosh and Noels, 2004); the beliefs regarding the efficacy of the strategies used (Siew-Lian Wong, 2005), and those presenting the relation between learning styles and learning strategies (Jie and Xiaoqin, 2006).

The studies presented above are contextualized in another place different from Mexico. Nevertheless, in Mexico there are several studies that have been developed in recent years. Johnson (1997), for example, investigated the strategies employed by English learners students at Universidad de Las Americas-Puebla (UDLAP). Johnson used gender, level and frequency of use as variables. The results showed no difference between men and women regarding the use of strategies; there were no significant differences in the use of strategies due to the level or frequency. There was a difference in frequency between the levels high beginners and advanced, where the use of cognitive, compensatory, metacognitive and social strategies increased for the advanced group.

There is also some research done in the state of Quintana Roo. Méndez (2003) trained a group of 22 students of the English language major from Universidad de Quintana Roo (Uqroo) in the use of strategies, through a basic training course. From this study, she found that the participants were high users of learning strategies and throughout her study, the participants showed a more frequent use of more strategies. This increase in the use of strategies was beneficial for the participants when learning English, as they had more tools and assistance in order to deal with the learning. They learnt how to use the strategies and they applied that knowledge to their own language learning.

Another research developed at the same university by Murrieta et al. (2009) showed a different result from that of Méndez (2003). The former included 134 students from different English courses (I, III, V and VII). They focused on the type of strategies used and the frequency of their use. At the same time, Murrieta et al. tried to find a relation between the use of strategies and gender, level (beginner, intermediate and advanced) and academic status (successful, regular, unsuccessful student). It was found that participants were regular users (or as they mentioned “medium users”). Murrieta et al, at this point concluded that this result was obtained due to “the lack of a consistent, deliberate, organized, systematic and plan of strategies throughout the major”. This first result differs from that of Méndez. However, they both coincide regarding the frequency of strategies used. They both found that the strategies more used are social, metacognitive and then cognitive. Regarding gender, men and women showed no difference when talking about the use of strategies. This same result was obtained between levels. Neither the frequency nor the use of strategies seemed to change according to the level of proficiency.

Another study done in Quintana Roo at Universidad de Quintana Roo in 2006 by a group of professors focused on the different language skills, such as reading, writing, speaking and listening and its relation with strategies. Dzay (2007) studied listening strategies. She stated that

“Listening comprehension has received relatively little attention among researchers, compared to the amount of research that has been directed at the nature of written and spoken discourse and reading comprehension.” (p.31).

All of the previous researchers such as Naiman et al. (1978), Rubin (1975), Green and Oxford (1995), O’Malley et al. (1985), Oxford (1990), O’Malley and Chamot (1990) focus on the study of strategies and its use. The participants are foreign language learners. Dzay (2007) is one of the few researchers who developed a study about listening with foreign language students. This author developed training with 21 young adult learners of English as a foreign language, on listening strategies focused on achieving the listening proficiency when attending lectures. The strategies she focused on were predicting, recognizing specific information and note-taking (practicing symbols and abbreviations).

Dzay presented several activities to students in order to achieve the learning on the strategies she had previously mentioned. Each of the activities presented followed the pattern that some authors such as Chen (2005), Wenden (1987), Chamot et al. (1999), Brown (1990), and Richards (1983) proposed in their studies, this structure for developing listening tasks was a pre-activity, while-activity and post-activity. To evaluate the learning and processing of strategies, Dzay required her participants to write reflection diaries. Also she used specific instruments like questionnaires, interviews, pre- and post-test. Her project was divided into three stages developed on a period of eight weeks. After the training Dzay discovered that participants showed an improvement in the application of the four strategies studied by her. Participants showed a very positive attitude towards the training and the results of it. With these findings, Dzay concluded her studies outlining the willingness of students to keep practicing the strategies learnt as they found them very useful at the moment of facing a task, lectures, conferences, or any other listening activity.

These previous studies presented above show a path to follow, which is the application of strategies into teaching in order to make students improve as language learners. On the other hand, the lack of research on the application of strategies to young learners makes the development of this present study appropriate.

## **CHAPTER 3**

### **THEORETICAL FRAMEWORK**

In previous chapters, several studies were presented in relation to the application of strategies to languages learners in all the skill and mainly to listening. To complement those studies, this chapter covers theories and concepts closely related to the skill analyzed in this study which is listening. Some of these theories and approaches that helped in the development of this present study are the cognitive theory, the communicative language teaching and the strategy-based teaching. This chapter is divided in those three main topics.

The training presented for this study on listening strategies bases on the cognitive theory and the three stages that Anderson (1985) presented, which are perceptual analysis, parsing and utilization. Furthermore, cognitive theory is part of the bases of this study due to the automatization and restructuring of the learners' current structure by means of practice. On the other hand, the approach that complements this theory is the communicative language teaching which states that before communicating overly, subjects need to understand processes and concepts behind this communication. And lastly, the strategy-based teaching was taken into consideration for the type of research developed a quasi experimental one whose main purpose was the teaching of strategies in order to improve performance in learning a language.

This chapter is divided into those three aspects of the study, cognitive theory, communicative language teaching approach and strategy-based teaching but before all those three theories and approaches, listening is defined. The reason for basing this study on these three aspects (cognitive, communicative and strategy-based) is because all of them are involved in the training. This is, the cognitive theory is useful for students because they realize of the processes they have to undergo in order to understand and comprehend spoken information. The communicative approach requires the students to know to use and when to use information. In knowing how to use, here again the cognitive theory takes part and is complemented with the strategy-based teaching, as the aim is to teach strategies. These three theory, teaching method and approach complement each other and go hand by hand in this study.



## **Listening**

Listening has been broadly defined; some of those definitions involve a series of various processes. For example, Barker in 1971 stated that listening is “a combination of several processes, including attention, hearing, understanding and remembering”. On the other hand, there are other definitions, for instance those of Anderson (1985), Lynch (1998), Morley (1991), O’Malley et al. (1989), Rost (1990), Scarcella et al. (1992) who describe listening not only as a mixture of processes but as active and problem-solving processes in which learners construct meanings from aural passages and relate what they hear to existing knowledge. Nevertheless, listening can be defined as mere processes or as a combination of those processes and cognitive psychology, but what must be really clear is that listening is the process by which spoken language is converted to meaning in the mind, (Lundsteen 1979), and is of vital importance as it “provides students with input and interaction opportunities” (Nunan, 1995). According to Scarcella et al. (1992), effective listening sharpens thinking and creates understanding.

Listening is a process where a message is understood and converted to meaning by means of cognitive processes, and it is due to this action that the theory that helps as a basis for the present study is the cognitive theory which was presented by Anderson (1985) as well as the listening processes this theory had.

The listening process is often described from an information processing perspective as "an active process in which listeners select and interpret information that comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express" (Thompson & Rubin, 1996: 331). This concept sets resemblance to the concept stated by the International Listening Association by stating that listening is: “the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages” (1996).

## **Cognitive theory**

Cognitive theory is based on the work of psychologists and psycholinguists. Individuals working within the framework apply the principles and findings of contemporary cognitive psychology to the domain of second language learning. There are two notions that are central to cognitive theory: automatization and restructuring. Second language learning is viewed as the acquisition of a complex cognitive skill, thus, to learn a second language is to learn a skill; various aspects of the task must be practiced and integrated into fluent performance. This requires the automatization of component sub skill. Learning is a cognitive process, because it is thought to involve internal representations that regulate and guide performance. As performance improves, there is constant restructuring as learners simplify, unify and gain increasing control over their internal representations (Karmiloff-Smith, 1986).

The acquisition of the skills involved in any communication task requires the assessment and coordination of information from a multitude of perceptual, cognitive and social domains. In acquiring complex skills, such as second language, learners devise new structures for interpreting new information already stored. This construction of new information can also be obtained by foreign language learners. Cheng (1985) describes this process of acquisition of skills as the result of a restructuring of the components of a task so that they are coordinated, integrated, or reorganized into new units, thereby allowing the procedure involving old components to be replaced by a more efficient procedure involving new components.

McLaughlin et al. (1983) drew on cognitive theory in suggesting that learners may achieve automaticity in second language acquisition by using either a top-down approach (or knowledge-governed system), which makes use of internal schemata, or a bottom-up approach (or an input-governed system), which makes use of external input. In either case, cognition is involved, but the degree of cognitive involvement is set by the interaction between the requirements of the task and the knowledge and mental processes used by the learner.

Several researchers (Hasher and Zacks, 1979; LaBerge and Samuels, 1974; Posner and Snyder, 1975; Schneider and Shiffrin, 1977; Shiffrin and Schneider, 1977) have conceived of the differences in the processing capacity necessary for various mental operations in a dichotomous way: either a task requires a relatively large amount of processing capacity, or it proceeds automatically and demands little processing energy. Furthermore, a task that once taxed processing capacity may become, through practice, so automatic that it demands relatively little processing energy.

In cognitive psychology, studies of learning strategies with first language learners have concentrated on determining the effects of strategy training on different kinds of tasks and learners. Findings from these studies generally indicated that strategy training is effective in improving the performance of students on a wide range of reading comprehension and problem-solving tasks (e.g., Brown et al., 1983; Chipman, Segal, and Glaser, 1985; Dansereau, 1985; Segal, Chipman and Glaser, 1985).

Language comprehension is viewed in cognitive theory as an active, constructive process that applies equally to listening or to reading. The comprehension process progresses through stages of perceptual analysis, parsing and utilization of the meanings uncovered in oral and written text. At each of the stages, complex processing and strategic analysis takes place that assists the individual in detecting or inferring meanings and in relating the information to existing knowledge.

In cognitive theory, language production is seen as an active process of meaning construction and expression. Anderson (1985) indicates that language production can be divided into three stages such as perceptual analysis, parsing and utilization, as can language comprehension.

Jones et al. (1987) have developed a framework for instruction in all content areas based on cognitive theory and its applications to instruction in mainstream native English-language classroom settings. The strategic teaching model is based on the following six research-based assumptions about learning:

1. learning is goal oriented.
2. in learning, new information is linked to prior knowledge.
3. learning requires knowledge organization
4. learning is strategic
5. learning occurs in recursive phrases
6. learning is influenced by development.

The cognitive theory underlying listening comprehension processes can be differentiated into three distinct phases: perceptual processes, the listener focuses attention on the oral text and the sounds are retained in echoic memory. In parsing, words and messages are used to construct meaningful mental representations by forming propositional representations that are abstractions of the original message. The third phase, utilization, consists of relating a mental representation of the text meaning to existing knowledge, thereby enhancing comprehension and, most likely, retention of the information presented.

Anderson (1985) presented a model of the listening comprehension process, which was adapted later by O'Malley et al. (1989) to a description of listening strategies. According to this model, the process of listening comprehension involves three stages: perception, parsing and utilization. Goh (1997) described Anderson's three-phase model as equally relevant to an understanding of L2 comprehension despite the fact that this model is based on L1 comprehension. Goh also mentioned that the study by O'Malley (1989) and others provided evidence in support of the presence of perception, parsing and utilization in L2 comprehension. As follows, the three-model processes are being described by means of Goh (2000) and Anderson's (1985) explanation:

1. Perception: Focusing the attention on the text, analyzing the linguistic message and identifying its units and sounds of text. The information is being retained in short term memory.
2. Parsing: applying syntactic and semantic rules to extract a representation of the meaning of the analyzed message. Parsing is translation from the word representation to a meaning representation.
3. Utilization: processing the meaning representation in accordance with one's goals. Utilization is the use that who understands puts on meaning of the message. Individuals

relate a mental representation of the meaning to declarative knowledge in long term memory (Goh, 2000).

It is a listener's ability to connect the multiple elements of discourse that determine how good comprehension is (Chun & Plass, 1997). Anderson's model, then, recognizes the interaction between bottom-up and top-down processing. In listening comprehension, many levels and types of processing work together, and these are difficult to separate from each other (Lynch, 2002). The skills that comprise listening comprehension can be divided up into two types: bottom-up and top-down (Rubin, 1994). Bottom-up skills involve decoding acoustic input; top-down skills involve the application of contextual information and general world knowledge onto the raw data that purely linguistic processes (sound identification, lexical access, and parsing) present for interpretation.

Theoretical efforts that can assist in identifying the role of cognition in second language acquisition had emerged in two general areas: the attempt to describe language proficiency or language competence, and the attempt to explain influences on second language acquisition.

### **Communicative language teaching**

Talking about the communicative language means talking about several concepts and assumptions such as communicative competence and communicative approach, and the Canale and Swain approach and the Tapestry approach. All of them refer to the same idea of the communicative language approach from a different point of view.

Communicative competence was a term first coined by Hymes (1972) specifying what a speaker needs to know in order to become communicatively competent in a speech community, this competence is acquired when knowledge and ability for language use are found together in the learner. To be competent means having achieved the goal of language learning as well as developed processes or strategies that acknowledge the interdependence of language communication (Richards and Rogers, 2008). This concept of communicative competence emerged from the communicative approach.

The first ideas of the communicative competence raised among the British applied linguists who emphasized a fundamental dimension of language that was inadequately addressed in approaches to language- the functional and communicative potential of language. They saw the need to focus in language teaching on communicative proficiency rather than mere mastery of structures. This conception came from the rejection that Situational Language Teaching<sup>1</sup> approach when Chomsky realized that this standard structural theory of language was incapable of accounting for the fundamental characteristics of language- the creativity and uniqueness of individual sentences (Richards and Rogers, 2008).

The Council of Europe, a regional organization for cultural and educational cooperation, examined the changing educational realities in Europe. Education was one of the Council of Europe's major areas of activity. It sponsored international conferences on language teaching, published books about language teaching, and was active in promoting the formation of the International Association of Applied Linguistics. The need to develop alternative methods of language teaching was considered a high priority, which was one of the most promoting reasons for taking the matter promptly.

Stevick (1982) defined communicative competence through a merely grammatical competence by saying that it consists in knowing what to do with (grammatically correct) sentences in larger contexts. It depends on a much wider range of factors than on linguistic meaning. The real meaning of a sentence is an agreement based on some sort of inner resources that we all share, which we use in speaking to and understanding one another. These resources are included in a kind of knowledge which is different from and broader than "linguistic competence". Linguistic competence can be strengthened through drills consisting of single sentences or parts of sentences, while communicative competence cannot come out of mechanical drills like linguistic drills.

Another definition given by Savignon (1983) suggests that communicative competence has these characteristics:

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<sup>1</sup> Situational Language teaching, language was taught by practicing basic structures in meaningful situation-based activities.

1. Communicative competence is dynamic rather than static concept. It depends on the negotiation of meaning between two or more persons who share to some degree the same symbolic system.
2. Communicative competence applies to both written and spoken language, as well as too many other symbolic systems.
3. Communicative competence is context-specific. Communication takes place in an infinite variety of situations, and success in a particular role depends on one's understanding of the context and on prior experience of a similar kind. It requires making appropriate choices of register and style in terms of the situation and the participants.
4. There is a theoretical difference between competence and performance. Competence is defined as a presumed underlying ability, and performance is what one does. Only performance is observable, however, and it is only through performance that competence can be developed, maintained and evaluated.
5. Communicative competence is relative, not absolute, and depends on the cooperation of all the participants involved. It makes sense, then, to speak of degrees of communicative competence.

In 1992, Wilkins proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabus for language teaching. This communicative use of the language contained two types of meanings: notional categories (concepts such as time, sequence, quantity, location, frequency) and categories of communicative function (request, denials, offers, complaints).

Littlewood (1981:1) stated that, "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language"; notwithstanding, there were others who found no wider meaning for communicative language teaching than being an integration of grammatical and functional teaching.

The proponents of the Communicative approach aimed to a). Make communicative competence the goal of language teaching and, b). Develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. (Richards et. al, 2008)

Cohen (1998) reflects the aims of the communicative approach when he establishes that strategy training aims to provide learners with the tools to do the following:

1. Self diagnose their strengths and weaknesses in language learning.
2. Become aware of what helps them to learn the target language most efficiently.
3. Develop a broad range of problem-solving skills.
4. Experiment with familiar and unfamiliar learning strategies.
5. Make decisions about how to approach a language task.
6. Monitor and self-evaluate their performance.
7. Transfer successful strategies to new learning contexts.

The first aim is being represented by Cohen's first and second statements on students' performance regarding strategy training, by making the language learning competent through self diagnose and awareness; statements three to seven cover the second aim, which is a development of processes that would give to an interrelation of language skills.

Chou (1999) defines the communicative language as an approach to foreign or second language teaching that centers on the ultimate goal of communication in foreign language learning. It emphasizes that the goal of language learning is to obtain communicative competence.

Chou's concept supports that of Hymes's, who in 1972, stated that the goal of language teaching in this approach is referred to as "communicative competence". A term coined by him for the sake of contrasting the communicative view of language and Chomsky's theory of competence. (Richards et al., 2008)

Hymes summarized communicative competence as what a speaker needs to know in order to be communicatively competent in a speech community. According to Hymes, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to:



1. whether (and to what degree) something is formally possible.
2. whether (and to what degree) something is feasible in virtue of the means of implementation available.
3. whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated.
4. whether (and to what degree) something is in fact done, actually performed, and what its doing entails.

(Hymes 1972:281)

A more pedagogically influential analysis of communicative competence is found in Canale and Swain Framework (1980), who identified four dimensions of communicative competence: Grammatical competence, Sociolinguistic competence, Discourse competence and Strategic competence. Grammatical competence refers to what Chomsky calls linguistic competence and what Hymes intends by what is “formally possible”. Sociolinguistic competence is an understanding of the social context in which communication takes place, including role relationships, the shared information of the participants and the communicative purpose for their interaction. Discourse competence refers to the interpretation of individual message elements in terms of their interconnectedness and of how meaning is represented. Strategic competence refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair and redirect communication (Richards et al. 2008). Also, strategic competence is knowing how to use, and using, when appropriate, strategies so as to make up for gaps in one’s knowledge of the L2, or for problems in communication caused by factors of performance. Language learners’ use of *communication strategies* to cope with the difficulties of L2 communication is conscious and intentional (Bialystok, 1990).

Another similar approach to that of Canale and Swain is the Tapestry one, which deals with the integration of both language learning and developmental processes in a weaving form. For this approach for developing second language ability, language learners weave various threads- vocabulary, grammatical structure, and discourse features- to create proficiency in the four skills- reading, writing, speaking, and listening. Similarly, in developing their tapestries, skilled weavers work colored yarns into shapes and patterns (Scarcella & Oxford, 1992).

Cognitive, affective and social characteristics of the learner also shape language development, these characteristics, including (among others) learning styles, strategies, and motivation, result in the main individual differences in language development. In language learning, pedagogical practices also guide the learner’s emerging communicative competence. No single practice can serve the needs of all learners. The practices followed in a particular situation must be sensitive to the needs, development and background of those learners. To complement this perception, the following charts presents a comparison between the features of the Tapestry approach which focuses on as well as the way it suggests to treat learners and the weaving of skill and styles, and a traditional approach.

<b>Comparison of the Tapestry Approach to Listening and Traditional Approaches</b>	
<b>The tapestry approach</b>	<b>Traditional approach</b>
-students collaborate on authentic listening tasks (jigsaw, group activities, etc.)	-students work alone with tapes, if listening is taught at all.
-listening topics are student-generated to a great extent.	-listening topics are teacher- or program-controlled.
-students are encouraged to guess while listening and are given strategies to do so; they also learn other key strategies for listening.	-students are not given help in guessing while listening; often they do not realize they must guess to understand.
-tapestry teachers recognize that listening is easier for auditory students than for students with a visual or hands-on style, and they routinely provide help (visuals, realia) for listeners who need it.	-teachers do not pay attention to differences in listening ability based on learning styles.

Table 1. Comparison of the Tapestry Approach to Listening and Traditional Approaches.

(Oxford et.al 1992)

From this chart above it can be observed that the tapestry approach treats listening as part of the web of communication, not as an isolated skill, and teaches students specific strategies to apply in listening situations. The point of listening in the tapestry approach is to receive and share meaning. No “rote” listening exercises are given; meaning is always involved in some way. The tapestry approach gives a lot of involvement and integration of students to the listening skill. Whereas a traditional approach treats listening in a more isolated way and the skill itself is separated from the others. The teachers from a traditional approach do not give aids such as strategies or extra materials for students to complement the activity and see the relation and reason for that activity.

The Tapestry approach perceives listening proficiency as an interwoven skill that closely relates with the aspects that the communicative approach presents, which are the

grammatical, discourse, sociolinguistics and strategic competence. In order to understand this more clearly and schema describes these connections.

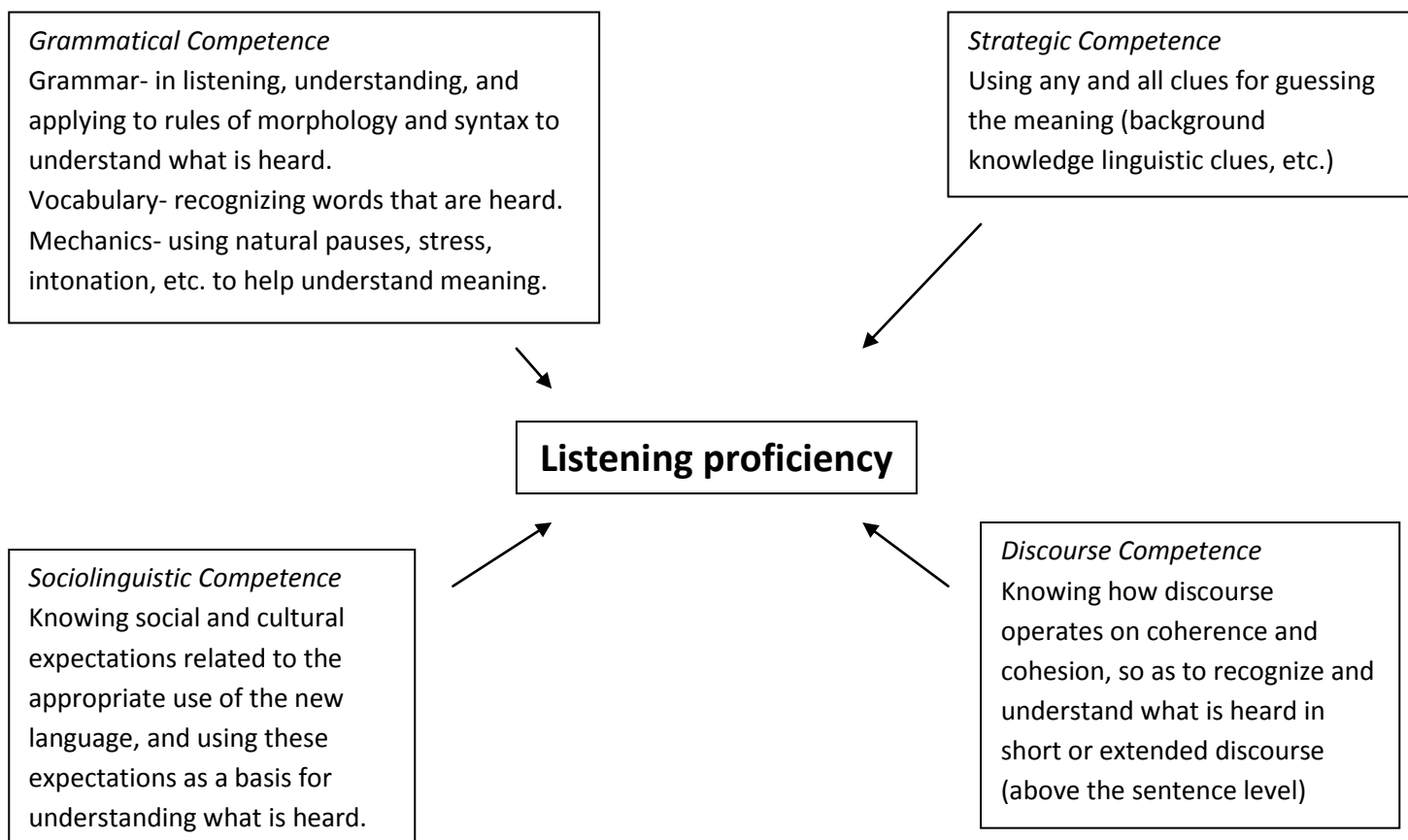


Table 2. Listening Proficiency

(Oxford et.al 1992: 141 )

Communicative competence is one of the cornerstones of the tapestry approach. Canale and Swain’s model has been adapted to show the relation it shares with listening proficiency. The tapestry approach is being recalled in Oxford’s work (2001) in *Integrated Skills in the ESL/EFL Classroom*, when she mentions that “the tapestry is woven from many strands, such as the characteristics of the teacher, the learner, the setting and the relevant languages [...]” In addition to the four strands mentioned above, other important strands exist in the tapestry. In a practical sense, one of the most crucial of these strands consists of the four primary skills of listening, reading, speaking and writing. The skills strand of the tapestry leads to optimal ESL/EFL communication when the skills are interwoven during instruction, which is known as the integrated skill.

Very frequently, experts demonstrate strategies as though they were linked to only one particular skill, such as reading or writing (e.g., Peregory and Boyle, 2001). However, it can be confusing or misleading to believe that a given strategy is associated with only one specific language skill. Many strategies, such as paying selective attention, self-evaluating, asking questions, analyzing, synthesizing, planning, and predicting, are applicable across skill areas (Oxford, 1990). Common strategies help weave the skills together. Teaching students to improve their learning strategies in one skill area can often enhance performance in all language skills (Oxford, 1996).

Returning to Canale and Swain's framework, strategic competence with reference to listening, means the ability to tap all possible clues to guess the meaning of unknown expressions heard in the target language. Strategic competence in listening involves using guessing strategies to compensate for missing knowledge while trying to take what is heard. Listening does indeed involve some bottom-up processing of discrete elements, but at the same time it requires a substantial amount of top-down processing in which the meaning is inferred from broad contextual clues and background knowledge. Listening can best be understood as a highly complex, interactive operation in which bottom-up processing is interspersed with top-down processing.

### **Strategy-Based instruction**

The theories and approaches presented previously mention the importance of the strategic competence for the development and performance of communication for the language learner, that is the reason for this concept to be given its own chapter to be described and explained extensively and because it plays a very important part for the study as it bases on a training to teach strategies to improve in the listening skill. This chapter is divided in the description of the concept strategy and the strategy-based instruction, within these concepts, specific concepts on types of strategies such as cognitive, metacognitive and socio/affective complement the chapter. As well as the form in which the training is presented, embedded or explicit instruction.

## Strategy

Learning strategies are “the techniques or devices which a learner may use to acquire knowledge” (Rubin, 1975). To this concept, it could be necessary to add the fact that learning strategies have been defined as behaviours and thought processes employed by the learner to facilitate acquisition, storage, retrieval, or use of information (Chamot, 1993; Oxford & Crookall, 1989; Weinstein & Mayer, 1986). Tarone (1981) defines learning strategies as attempts to develop linguistic and sociolinguistic competence in the target language.

Language learning strategies are “deliberate cognitive steps which are used by learners to enhance comprehension, learning and retention of the target language, and which can be accessed for conscious report. (Vandergrift, 1992, adapted from Rigney 1978 and O’Malley & Chamot 1990).

In the *Concise Encyclopedia of Educational Linguistics* (1999), Oxford defines language learning strategies as: “specific actions, behaviours, steps, or techniques that students use to improve their own progress in developing skills in a second or foreign language. These strategies can facilitate the internalization, storage, retrieval, or use of the new language” (p. 518).

Language learning strategies are specific actions, behaviours, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability (Oxford, 2001).

Tompkins (1987) developed what she calls a strategy approach to listening as opposed to a practice approach. The difference between a practical and a strategy approach is that a practice approach assumes that students know what to do as they listen. Her strategy approach actually teaches the students the strategies which are intended to help them “attend to important information in the message and understand it more easily” include: imagery, categorizing, seeking more information, organization, note-taking and directing

one's attention. She feels that it is very important to equip students with some strategies and skills for listening effectively before teachers ask them to practice listening.

### **Strategy classification**

Oxford (1981) identified two kinds of learning strategies: those which contribute directly to learning, and those which contribute indirectly to learning. The direct learning strategies she divided into six types (clarification/verification, monitoring, memorization, guessing/inductive inference, deductive reasoning, practice), and the indirect learning strategies she divided into two types (creating opportunities for practice, production tricks). In an attempt to produce a classification scheme with mutually exclusive categories, O'Malley and his colleagues (1989) developed a taxonomy identifying 26 strategies which they divided into three categories: metacognitive (knowing about learning), cognitive (specific to distinct learning activities) and social. The metacognitive and cognitive categories correspond approximately with Rubin's indirect and direct strategies. However, the addition of the social mediation category was an important step in the direction of acknowledging the importance of interactional strategies in language learning.

Although Oxford's taxonomy is "perhaps the most comprehensive classification of learning strategies to date" (Ellis, 1994:539), it is still, of necessity, somewhat selective since "dozens and perhaps hundreds of such strategies exist" (Oxford, Lavine and Crookall, 1989:29). Oxford (1990) acknowledges the possibility that the categories will overlap, and gives as an example the metacognitive strategy of planning, which, in as far as planning requires reasoning, might also be considered a cognitive strategy.

Rubin (1981, 1987) classified strategies as direct and indirect strategies depending on their contribution to the language learning process. Examples of the former categories are clarification/verification, monitoring, memorization, guessing/ inductive reasoning, deductive reasoning and practice. The latter categories include learners' behaviours such as creating practice opportunities and using production tricks such as communication strategies.

Oxford (1990) classified language learning strategies based on the synthesis of earlier work on good language learning strategies in general (i.e., Naiman et al., 1975; Rubin, 1975;

Stern, 1975) and in relation to each of the four language skills (i.e., Hosenfold, 1976; Papalia & Zampogna, 1977; Tyache & Mendelson, 1986). Metacognitive strategies are used to oversee, regulate or self-direct language learning. Wenden (1982,1986) examined how learners regulate their learning by planning, monitoring and evaluating their learning activities. In particular, Wenden focused on what learners know about various aspects of their language learning and how this influences their choice of strategies (Rubin & Wenden, 1987:25).

Brown and Palinscar (1982) classified general learning strategies as metacognitive or cognitive, and this distinction is also useful in classifying the strategies used by second language learners. In Brown and Palinscar's view, metacognitive strategies involve thinking about the learning process, planning for learning, monitoring of learning while it is taking place and self-evaluation of learning after the learning activity (Brown and Palinscar, 1992).

Cognitive strategies involve manipulation of transformation of the material to be learned; in other words, the learner interacts directly with what is to be learned. Cognitive strategies can vary in the amount of learner interaction or transformation involved; greater involvement is thought to result in increased learning (Brown and Palinscar, 1992).

### **Strategy based instruction**

“Teaching learners how to learn” is crucial. Wenden (1985) was among the first to assert that learner strategies are the key to learner autonomy, and that one of the most important goals of language teaching should be the facilitation of that autonomy. Chamot (2005: 123) further concluded that “explicit instruction is far more effective than simply asking students to use one or more strategies and also fosters metacognition, students’ ability to understand their own thinking and learning processes”.

Much of the work of researchers and teachers on the application of both learning and communication strategies to classroom learning has come to be known generically as strategies-based instruction (SBI) (McDonough, 1999; Cohen, 1998), or as learner strategy

training. Cohen (1998) likes to refer to SSBI- styles and strategies-based instruction- to emphasize the productive link between styles and strategies.

SBI had its early roots in studies of “good” language learners. Research in this area tended first to identify certain successful language learners and then to extract-through tests of psycholinguistic factors, interviews, and other data analysis- relevant factors believed to contribute to their success.

One step in understanding SBI is to make a distinction between styles and strategies. Styles, whether related to personality (such as extroversion, self-esteem, anxiety) or to cognition (such as left/right-brain orientation, ambiguity tolerance, field sensitivity) characterize the consistent and enduring traits, tendencies, or preferences that may differentiate you from another person.

Strategies, on the other hand, are specific methods of approaching a problem or task, modes of operation for achieving a particular end, or planned designs for controlling and manipulating certain information. Strategies vary widely within an individual, while styles are more constant and predictable.

Successful second language learners are usually people who know how to manipulate style (as well as strategy) levels in their day-to-day encounters with the language. This means that they are first aware of general personality and cognitive characteristics or tendencies that usually lead to successful acquisition and strive to develop those characteristics.

It has been found that students will benefit from SBI if they (1) understand the strategy itself, (2) perceive it to be effective, and (3) do not consider its implementation to be overly difficult (MacIntyre & Noels, 1996). Therefore our efforts to teach students some technical know-how about how to tackle a language are well advised.

The effective implementation of SBI in language classroom involves several steps and considerations: (1) identifying learners’ styles and potential strategies; (2) incorporating SBI in communicative language courses and classrooms; (3) providing extra-class assistance for learners.



## **Training**

Paragraphs above presented what the Strategy-Based instruction is and its special characteristics and conceptions through the point of view of several authors such as Cohen (1998), Chamot (2005), Wenden (1985), and several more. However, this strategy-based instruction needs to be presented by means of a training. This training is like a list of steps to follow so that the teaching or instruction can achieve the goal of presenting strategies to the learner. The definition and explanation of the concept training and its relation with SBI are in the following paragraphs.

The models of strategy training for classroom instruction follow similar steps (Ellis & Sinclair, 1989; Graham, 1997; McDonough, 1995; Oxford, 1990; Stewner-Manzanares et al., 1985; Vandergrift, 1999; Wenden, 1991). They can be summarized as follows:

1. Evaluate the strategies the students apply.
2. Decide which strategies are necessary for the students.
3. Prepare materials and activities to teach the strategies.
4. Inform the students of the purpose and value of strategy training.
5. Have students practice the new strategies with the help of the teacher.
6. Have the students apply the new strategies to similar tasks.
7. Have students evaluate their strategy use.
8. Evaluate the strategy training.
9. Revise the strategy training.

Cohen (1998, p1) establishes that strategy training aims to provide learners with the tools to do the following: self diagnose their strengths and weaknesses in language learning; become aware of what helps them to learn the target language most efficiently; develop a broad range of problem-solving skills; experiment with familiar and unfamiliar learning strategies; make decisions about how to approach a language task; monitor and self-evaluate their performance; and transfer successful strategies to new learning contexts.

As Cohen (1998, p.2) claims “Although no empirical evidence has yet been provided to determine a single best method for conducting strategy training, at least three different

instructional frameworks have been identified. Each has been designed to raise student awareness of the purpose and rationale of strategy use, give students opportunities to practice the strategies they are being taught, and help them to use the strategies in new learning contexts”. One framework proposed by Pearson and Dole (19878) target isolated strategies by including explicit modeling and explanation of the benefits of applying a specific strategy, extensive functional practice, and an opportunity to transfer the strategy to a new learning context. In the second framework, Oxford et al. (1990) outlined a useful sequence for the instruction of strategies that emphasizes explicit strategy awareness, discussion of the benefits of strategy use, functional and contextualized practice with the strategies, self-evaluation and monitoring of language performance, and suggestions for or demonstration of the transferability of the strategies to new tasks. The third framework developed by Chamot & O’Malley (1994) includes a four-stage problem-solving process: planning, monitoring, problems solving, and evaluation.

According to Oxford, Lavine and Crookall (1989), most foreign/second language students are not necessarily aware of the power of language learning strategies for facilitating their learning. They noted that “Even though the communicative approach implicitly encourages the use of improved language strategies, not every student will automatically ‘catch on’ to these strategies without additional help and guidance” (p. 33). Thus, Oxford et al. (1989) argued that foreign/second language teachers should develop their students’ awareness and use of learning strategies by offering training in which the strategies are made very explicit.

When foreign/second language learners are aware of the variety of strategies that are available to them, they can better choose, use, evaluate and modify those that work best for them as individuals (Bacon, 1992b). In addition, less successful listeners can be taught to use strategies that will enable them to listen more successfully (Chamot, 1990). O’Malley & Chamot (1990) suggested that foreign language teachers should encourage their students to apply and develop language learning strategies by means of some sort of learning strategy training so that these strategies can be explicit.

The study by Oxford et al. (1990) explored the effects of strategy training in various international settings. Oxford and her five colleagues investigated the effects of strategy

training on students learning Hebrew in Israel, students learning Danish in Denmark, students learning Spanish in the U.S., students learning Russian in the U.S., students learning German in the U.S., and students learning English in France. The six researchers reported that their strategy training generally yielded positive results and concluded that “Strategy training- if designed carefully and sensitively with the learners’ needs in mind - can become a key element in creative, self-directed language learning”.

The controversy about whether or not students should be informed of the value and purpose of strategy training is related to the concept of students’ metacognition. In informed strategy training, students are explained of the declarative, procedural and conditional knowledge of strategy training (Garner, 1988; Jones et al., 1987); they acquire information about what the strategies are, how they are used, why they are important, and when and where they can be used (Chamot & O’Malley, 1987; Ellis & Sinclair, 1989; Oxford, 1990; Rubin & Thompson, 1994). On the other hand, in embedded strategy training, students work on activities which are designed to elicit the use of the strategies. Nonetheless, they are not informed of the rationale of strategy training.

Explicit Language learning strategy instruction (explicit training, Cohen) is defined as instruction where teachers “inform their learners fully as to the strategies that they are being taught, the value and purpose of these strategies, and ways they can transfer the strategies to other learning tasks (1998:93)”. Informed strategy training seems to be more successful than embedded strategy training because students in embedded strategy training do not always recognize the strategies they are learning and do not develop metacognitive strategies which are essential for them to become autonomous learners (Duffy, Roehler, Meloth, Vavrus, Book, Putnam & Wesselman, 1986; Wenden, 1987). Moreover students who receive informed strategy training perform better on achievement tests than those who receive embedded strategy training (Duffy et al., 1986).

To complement these previous descriptions of explicit or embedded instruction, they are presented in detail next.

### **Explicit/Direct instruction**

Explicit Language learning strategy instruction (explicit training, Cohen) is defined as instruction where teachers inform their learners fully as to the strategies that they are being taught, the value and purpose of these strategies, and ways they can transfer the strategies to other learning tasks. The controversy about whether or not students should be informed of the value and purpose of strategy training is related to the concept of students' metacognition. In informed strategy training, students are aware of the declarative, procedural and conditional knowledge of strategy training (Garner, 1988; Jones et al., 1987); they acquire information about what the strategies are, how they are used, why they are important, and when and where they can be used (Chamot & O'Malley, 1987; Ellis & Sinclair, 1989; Oxford, 1990; Rubin & Thompson, 1994).

Informed strategy training seems to be more successful than embedded strategy training because students, in embedded strategy training, do not always recognize the strategies they are learning and do not develop metacognitive strategies which are essential for them to become autonomous learners (Duffy, Roehler, Meloth, Vavrus, Book, Putnam & Wesselman, 1986; Wenden, 1987). Moreover students who receive informed strategy training perform better on achievement tests than those who receive embedded strategy training (Duffy et al., 1986).

Chamot, Barnhardt, El-Dinary and Robbins (1999: 14) state that "learners who are aware of their own learning process, strategies, and preferences are able to regulate their learning endeavour to meet their own goals. In other words, they become increasingly independent and self-regulated learners".

### **Embedded/ blind instruction**

In embedded instruction, learners are presented with activities and materials structured to elicit the use of the target strategies, but are not informed of the reasons this approach is being practiced or when a certain strategy is appropriate to use (O'Malley & Chamot, 1990; Wenden, 1987). As Wenden (1987) indicates, the focus of blind instruction is on learning

something rather than on learning to learn. It results in improved performance of the task to which it is tied. But the shortcomings of such training lie in the failure to maintain and transfer the strategy taught. That is, learners do not tend to continue to use the strategy and have difficulties in identifying similar situations for strategy application.

## **CHAPTER 4**

### **METHODOLOGY**

The present research is quasi experimental because there is limited or no control over the selection of the subjects of the treatments or other factors studied. The outstanding feature of this type of research is the lack of random assignment (Hernandez et. al, 1997). The results from both groups were analyzed to see the effects of the treatment. The results obtained in a questionnaire and pre and post-test were analyzed and measured numerically obtaining a number, percentage or amount regarding the frequency or trend of certain answers. The proficiency performed in the tests, and the observations taken by the researcher during the training, made of the study somehow quantitative.

The subjects of this study were 35 students Spanish speakers, aged from 9 to 14 years. The students are from an English academy in Chetumal, Quintana Roo, Mexico, called The Irlanda Academy. This academy is a school where kids from 7 years old up to 18 or even older study English as a foreign language. The school has got 9 levels;, 3 are for beginners, 3 for intermediate and the last 3 levels are for advanced students. At the moment, in the academic year 2009-2010, the academy has got around 300 students. The Irlanda academy focuses on teaching British English to students, and it is due to this factor that this school holds examinations from the Cambridge University. The exams given are the YLE (young learners of English) which are divided into Starters, Movers and Flyers, the other examinations are given for students from 12 years and above. The exams are KET (Key English Test), PET (Preliminary English Test), FCE (First Certificate in English), CAE (Certificate in Advanced English) and CPE (Certificate in Proficiency in English).

As mentioned previously, the sample consisted of of 35 students who are studying the level intermediate 1(course 2009-2010). There are 21 students in the control group, 6 are boys and the 15 are girls. The experimental group counts with 14 students, 8 of them are women and 6 are men. 17 of the total amount of the participants study at a public school, whereas the other 18 students attend a private one. In the experimental group, there are 6 students who go to a private school, and the other 8 go to a public school. In the control group there are only 8 students who attend to a public school, and the other 13 go to a private school.

13 out of 35 participants study at a primary school and are in 5<sup>th</sup> and 6<sup>th</sup> grade. The other 22 students are at a secondary level, and they are in the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade. As the participants have studied before three years of beginners, and during those years Cambridge examinations such as Starters, Movers and/or Flyers could have been taken, it was decided that the level intermediate 1 should be taken as a sample from the total amount of the students attending the academy for two reasons. The first one was because it was convenient for the researcher. The second reason is because Flyers test represents level A2 according to the Common European Framework of Reference (CEFR) for young learners (those under 12). Those students at the intermediate level should have an A2 level, and due to their age (over 12) they should be able to take the KET examination, which represents the same level.

## **Instruments**

### ***Questionnaire***

For the aim of this study, a questionnaire adapted from Oxford (1990), Dzay (2007) and Montgomery (2008) was used. Some questions were added by the researcher to complement the instrument. From Oxford's inventory, seven questions were taken and they are related with metacognitive and cognitive strategies, such as a previous preparation to the exercise or relating known information with a possible new income. Dzay's questions were related with metacognitive strategies as relating the content of the task with what may be possible to hear. The metacognitive strategy focuses on the steps done during the activity as identifying the type of passage is being presented. Montgomery's instrument focused on the interaction of people when facing a listening activity, as well as asking others in case of an unknown word. Montgomery focused more on the social/affective strategies. The questions addressed in the questionnaire were concerned with the strategies taken from O'Malley and Chamot's CALLA taxonomy.

Metacognitive: Selective Attention, Advanced Organization.

Cognitive: Note-Taking, Translation, Summarizing, Inferencing.

Social/Affective: Questioning for clarification.

The questions that belong to Oxford's inventory are numbers 2, 5, 6, 14, 16, 17 and 24; meanwhile, those of Dzak are 1, 7, 8, 9, 10, and 15. Numbers 3, 4, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29 and 30 were from Montgomery's instrument. Numbers 11, 12, and 13 were the questions addressed by the researcher. The questionnaire was structured in the form of what is done by the listener before, during and after a listening activity or interaction. The strategies stated in each question were Selective attention in questions 2, 5, 8 and 9. Advanced organization is in numbers 1, 3, 4, 6, and 7. For the cognitive strategies, Note-taking is in 10 and 11. Covering imagery is in 12, 13 and 14. For summarizing, the numbers are 21, 22 and 23. Translation strategy covers 18, 19 and 20. And inferencing is being covered by numbers 15, 16 and 17. For the social/affective strategy, questioning for clarification, the items are numbers 24, 25, 26, 27, 28, 29 and 30.

The scale used to analyze the answers of the statement is similar to that of Montgomery (2008) as she used three items which are "Yes", "No" and "Sometimes". This scale was chosen due to the level and age of the participants. The scale adopted facilitated the participants at the moment of answering the statements. At the same time, the questionnaire was analyzed as frequencies and common trends among the participants. The questionnaire was validated by a recognized professor from the university where the researcher comes from.

### ***Pre-Test***

A pre-test evaluated the performance of students when facing listening comprehension task was that of the listening part from a KET exam. This pre-test was given before the training so that the results could present a general view on how students perform in this type of tasks. The pre-test provided complementary information regarding the use and performance of strategies. This specific test was taken from the web page of Cambridge University (see appendix for sample and web site). The pre-test is formed by 5 parts, each of which had 5 marks, making a total amount of 25 correct answers. The listening part of the KET exam constitutes 25% of the grade for the exam. Each part of the test aims to achieve a different task. As follows, each section is described regarding the type of task required from the student to develop and the focus each task possesses.



Table 3. KET Listening part description

Part	Task Type and Format	Task Focus
1	Three-option multiple-choice. Short neutral or informal dialogues. Five discrete three-option multiple-choice items with visuals, plus one example.	Listening to identify key information (times, prices, days of week, numbers etc).
2	Matching. Informal dialogue. Five items (plus one integrated example) and eight options.	Listening to identify key information.
3	Three-option multiple-choice. Informal or neutral dialogue. Five three-option multiple-choice items (plus an integrated example).	Taking the 'role' of one of the speakers and listening to identify key information.
4	Gap-fill. Neutral or informal dialogue. Five gaps to fill with one or more words or numbers, plus an integrated example. Recognisable spelling is accepted, except with very high frequency words e.g. 'bus', 'red', or if spelling is dictated.	Listening and writing down information (including spelling of names, places, etc. as dictated on recording).
5	Gap-fill. Longer neutral or informal monologue. Five gaps to fill with one or more words or numbers, plus an integrated example. Recognisable spelling is accepted, except with very high frequency words e.g. 'bus', 'red'; or if spelling is dictated.	Listening and writing down information (including spelling of names, places, etc. as dictated on recording).

Cambridge ESOL website

Each of the tasks presented in the 5 parts of the listening paper require a strategy to be used. All the parts (1 to 5) require the listener to identify key information, and then the strategy needed is selective attention. Only sections 4 and 5 ask students to take notes. But before getting to those strategies, some other are needed to complement and complete the use of these specific strategies. Thus, the strategies presented and practiced in the training were those of Chamot et al.'s CALLA (1990) inventory which bare resemblance with the type of performance needed for each part of the test. The strategies were:

### **Metacognitive strategies**

- Advanced organization
- Selective attention

### **Cognitive strategies**

- Note taking
- Imagery
- Inferencing
- Summarizing
- Translation

### **Social/ affective**

-Questioning for clarification

Since this research does not look to limit the investigation in only listening tasks, but also tasks that involve an interaction with others, the researcher considered appropriate to add a social/affective strategy, questioning for clarification.

The approach from which the training will be based is the communicative approach, based on the Cognitive theory as well as the humanistic psychology. The training developed had activities that evocated the use of all the 8 strategies (Advanced organization, Selective attention, Note taking, Imagery, Inferencing, Summarizing, Translation, Questioning for clarification). The activities presented throughout the training were: working with some of the sample test of the listening part from the KET exam, reading stories to the students and taking notes, making dialogues with their partners, practicing the strategies related to the activity.

### ***Training***

Throughout the study, one of the most important stages is the training. The training held for the study was an informed one, where students were told that they would undergo a training for improving their strategies in listening, as well as how to use them and why.

This was given to the experimental group with 14 students, who received their training during class time. From their two-hour class, the researcher considered to take 50 minutes from their class and give the training. The training was divided into 19 days, covering the months of April, May and June, giving a total amount of 20 hours. As this study is an experiment, the amount of hours was decided based on the commodity and time of the researcher and the programme of the school courses. The training had three stages, which were suggested by previous studies. These stages are presented in the chart below, which shows the stages as well as the sub steps that were followed in the study.

Table 4. Strategy Training procedure

Procedure	
Pre-test	1. Evaluate the strategies the students apply.
	2. Decide which strategies are necessary for the students.
While training	3. Prepare materials and activities to teach the strategies.
	4. Inform the students of the purpose and value of strategy training.
	5. Have students practice the new strategies with the help of the teacher.
	6. Have the students apply the new strategies to similar tasks.
	7. Have students evaluate their strategy use.
Post-test	8. Evaluate the strategy training.
	9. Revise the strategy training.

***Post-test***

A post-test evaluated whether the training reflected an improvement in the performance with that type of exercises. The post-test was taken from another KET sample test, only using the listening part. The post-test shares the same description as the pre-test.

***Post-questionnaire***

A post-questionnaire applied to the participants reflected whether there was a difference with the use of strategies. This post-questionnaire shared the same characteristics as the questionnaire applied at the beginning of the experiment.

**Procedure**

***Participants' selection***

The subjects for the study were at an intermediate level, and they had previously studied 3 years as beginners. Having studied three years before they entered the intermediate level was one of the reasons for choosing this group as a sample out of the 300 students attending the academy. At the last level of beginners, students could take Flyers exam from the Cambridge University. This exam is based on an A2 level for kids. Thus it was considered

that the participants at intermediate 1 were appropriate subjects for this experiment as they were in an A2 level.

### ***Piloting***

The questionnaire was first administered to a third group which was at the same level as that of the experiment and that had also studied English for three years. The participants who answered the questionnaire were 15 kids around 10 to 13 years old. This was for piloting the instrument, but there were no questions or doubts at the moment of answering it. Only one participant expressed her confusion with one of the statement. However, statement number 10 was checked and analyzed ending with the conclusion that it did not need any change.

### ***Pre-test***

The pre-test was applied to the control and experimental group at the same time. Both groups were informed that the test was an exercise for the class. The pre-test was the first step into the study. It was required that students answer all the questions and items, even if they could not understand perfectly.

### ***Post-test***

The post-test was applied shortly after the training had finished. It was applied to the experimental and the control group. Participants were told to leave no item unanswered, as it was necessary for the study to have complete results.

The methodology of the study thus is formed by several elements and procedures that complement each other and cannot be skipped.

## CHAPTER 5

### FINDINGS AND DISCUSSION

The analysis of the results obtained from the questionnaire, regarding the strategies informed to be used in previous chapters, was done using descriptive statistics, namely through percentages and trends. This is how many students mentioned to use certain strategy and how frequent its use was. The quantitative scope of the study appears at the moment of quantifying how many students answered in a certain form. At the same time, it lies on the amount of correct answers students had in their pre and post tests. In order to analyze the data obtained, the use of specialized programs was needed. Programs which quantified information, showed the trends in a group and the averages regarding amounts and groups. The programs used to obtain results as frequency in uses, and percentages on answers were SPSS and excel. But as the sample of participants is not large to run in a specialized program, Excel was more widely used and preferred.

#### **Results**

In this chapter the results of the experiment are presented. This chapter is organized firstly by presenting the information obtained from the questionnaire administered to the control and experimental groups before the training. The data obtained from the questionnaire applied after the training was given is also included in order to find any difference or similarity in the answers. To continue with, the results from the tests applied to the groups, before the training and after it, as well as contrast and comparison of results.

The following charts contain information regarding the questionnaire applied to the control group before the training. The questionnaire contains 30 questions and it contains information regarding the strategies studied (Advanced organization, Selective attention, Note-taking, Summarizing, Questioning for clarification, Imagery, Translation and Inferencing). The strategies are grouped in sets of questions which will be presented in charts that contain two forms of presenting the answers, the first three (Yes, no, sometimes) are results presented by the number of participants who gave an answer, whether yes, no or sometimes. The other set of answers presents the results by percentages.

## ***Control group***

### **Advanced Organization**

This strategy is a metacognitive strategy as categorized by O'Malley et al.(1990). Advanced organization strategy focuses on obtaining the main idea of an activity or task by skimming it. This strategy helps to organize and redirect the attention before doing an activity.

Table 5. Before Training. Advanced Organization. Control group

	Sí N	No N	A veces N	Sí %	No %	A veces %
1. Antes de hacer una actividad de comprensión auditiva en inglés, me fijo en el título.	14	2	5	66.67	9.524	23.81
3. Antes de escuchar la radio o la tele en inglés, trato de pensar en lo que oiré.	5	9	7	23.81	42.86	33.33
4. Antes de escuchar a un amigo que habla en inglés, intento pensar en lo que me podría decir.	2	13	6	9.524	61.9	28.57
6. Cuando realizo una actividad de comprensión auditiva, hago predicciones o hipótesis basándome en los títulos u otras pistas como, por ejemplo, si el título es <i>La cocina</i> , o si necesito cantidades.	12	5	4	57.14	23.81	19.05
7. Cuando escucho el título, me imagino o pienso en el tema sobre el cual las personas podrían hablar.	14	4	3	66.67	19.05	14.29

Participants in control group present a very high tendency on paying attention to the title of the activity before performing the given task, whether this attention comes from reading it or at the moment of listening to it. At the same time, participants make predictions basing on the title. However these predictions are not done when talking to a friend, watching TV or listening to the radio. Titles receive a very important weight at the moment of doing tasks or activities as students can find clues for developing or doing what they have to do.

## Selective Attention

This strategy focuses on key information, this is, information that is important for understanding and solving an activity. Selective attention is also a strategy that helps to look for that specific information, may it be by titles, instructions or within the exercise itself.

Table 6. Before Training. Selective Attention. Control group

	Sí N	No N	A veces N	Sí %	No %	A veces %
2. Antes de hacer una actividad de comprensión auditiva en inglés, leo las instrucciones detenidamente.	14	0	7	66.67	0	33.33
5. Antes de escuchar, decido si debo prestar atención a información específica, ya sean nombres, números, cifras, etc.	10	8	3	47.62	38.1	14.29
8. Cuando escucho el título, las palabras que podría escuchar durante la grabación vienen a mi mente.	3	8	10	14.29	38.1	47.62
9. Mientras escucho, trato de reconocer palabras claves, números, nombres, fechas, etc.	13	6	5	61.9	28.57	23.81

As it is presented in the chart, reading the instructions is one of the most important steps before doing a task. At the same time participants look through the task in order to know where to put their attention on, with this in mind they make predictions on what they would listen to and what they have to do. This type of action for this strategy is closely related to advanced organization where they have to look through the task and observe where their attention should go. Once participants know where their attention will be directed to, they try to recognize key information when doing the task.

## Note-Taking

Note-taking strategy is a cognitive one. This strategy deals with writing information that may be important for the listener which could be used later on for completing a task.

Table 7. Before Training. Note-Taking. Control group

	Sí N	No N	A veces N	Sí %	No %	A veces %
10. Mientras escucho, escribo palabras o ideas que me podrían ayudar después.	4	13	4	19.05	61.9	19.05
11. Tomo notas cuando escucho números, nombres o palabras que se mencionan durante la actividad auditiva.	6	8	7	28.57	38.1	33.33

Participants do not take notes when listening, even when they listen to key information valuable for the task they are doing. Even though they do not note down the key

information, participants pay attention to it as it can be seen in the chart of selective attention, where they listen to key information such as numbers, names, etc.

### Imagery

This is another cognitive strategy where participants make use of visual aids within a given task or created by themselves mentally in order to understand an exercise, get more hints from it or remember any new information.

Table 8. Before Training. Imagery. Control group

	Sí N	No N	A veces N	Sí %	No %	A veces %
12. Hago uso de las imágenes en el ejercicio para saber sobre que podría ser el audio.	12	5	4	57.14	23.81	19.05
13. Me imagino las cosas cuando escucho el audio.	11	3	7	52.38	14.29	33.33
14. Creo imágenes en mi mente cuando me hablan sobre algún tema.	9	6	6	42.86	28.57	28.57

As we can see from the chart above, participants make an extensive use of images, whether they are presented in the exercise or they create them in their minds. A big majority makes use of the images presented in a task to predict more information. This strategy thus complements with that of advanced organization and selective attention, where participants have to make predictions making use of things presented in the task, in this case on images. Several participants create images when listening to the audio or talking to someone.

### Inferencing

This is another cognitive strategy which makes use of the information presented in any task or situation which could be used in order to predict or complete missing parts.

Table 9. Before Training. Inferencing. Control group

	Sí N	No N	A veces N	Sí %	No %	A veces %
15. Mientras escucho, identifico si es un relato, una conferencia, una conversación, etc.	11	5	5	52.38	23.81	23.81
16. Mientras escucho el audio, uso la información que ya tengo para suponer una respuesta.	13	4	4	61.9	19.05	19.05
17. Me baso en la información de la actividad auditiva para saber las respuestas.	16	0	5	76.19	0	23.81

Participants make use of the information presented in the task in order to obtain more they may need to fulfill their task. This information can be images or text. Participants use that



information presented in order to predict some answers. Inferencing is done before they listen and while they do so. In order to use the information presented, participants must know what to look in advance, using the strategy inferencing means thus, that they are using advanced organization and selective attention as they need to focus their attention towards something specific.

## Translation

This cognitive strategy taken from Montgomery (2008) inventory is the one that bases on students' mother tongue in order to know and understand certain words or phrases. This is, students rely on Spanish in this case in order to comprehend more clearly.

Table 10. Before Training. Translation. Control group

	Sí N	No N	A veces N	Sí %	No %	A veces %
18. Mientras escucho a mi maestro, traduzco todo lo que dice al español.	10	3	8	47.62	14.29	38.1
19. Mientras escucho a un amigo que me habla en inglés, traduzco todo lo que dice al español.	12	4	5	57.14	19.05	23.81
20. Mientras escucho la radio o la tele en inglés, traduzco todo lo que se dice al español.	6	6	9	28.57	28.57	42.86

A big number of participants rely on the strategy translation nevertheless it is only used with speakers that they know. Participants translate when they listen to a partner or teacher talking. This action occurs do to the familiarity participants have with the tone, rhythm, tune, etc of the speakers, because they don't use translation strategy when listening to the radio or TV as often as mentioned to do it with people they know.

## Summarizing

Summarizing is another cognitive strategy which deals with mental or written summaries or lists of specific information that are created basing on what has been heard or seen.

Table 11. Before Training. Summarizing. Control group

	Sí N	No N	A veces N	Sí %	No %	A veces %
21. Después de escuchar lo que dijo mi maestro de inglés, recuerdo todo en general.	5	6	10	23.81	28.57	47.62
22. Cuando escucho a un amigo que habla en inglés, trato de encontrar la idea principal.	9	7	5	42.86	33.33	23.81
23. Después de escuchar a un amigo que habla en inglés, recuerdo todo lo que dijo a grandes rasgos.	7	7	7	33.33	33.33	33.33

Participants do not pay attention to key information that comes from their partners or teachers. However they seem to know the main idea of the talking or what they are listening to.

### Questioning for clarification

This social/affective strategy is the one that deals with interaction from two parts. The participant elicits information from his peers or directly asks to the teacher in order to clarify, verify or get more information about something the interviewer is dealing with.

Table 12. Before Training. Questioning for Clarification. Control group

	Sí N	No N	A veces N	Sí %	No %	A veces %
24. Después de participar en una actividad interactiva donde se dan ambas, comprensión auditiva y expresión oral, le pido al interlocutor que repita o parafrasee la información para aclarar algunos aspectos.	7	8	6	33.33	38.1	28.57
25. Cuando no entiendo alguna palabra o frase que dice el maestro, inmediatamente le pregunto.	10	2	9	<b>47.62</b>	9.524	42.86
26. Cuando no entiendo alguna palabra o frase que dice el maestro, espero a que termine y luego le pregunto.	11	4	6	<b>52.38</b>	19.05	28.57
27. Cuando no entiendo alguna palabra o frase que aparece en la actividad auditiva, le pregunto a un compañero.	9	6	6	<b>42.86</b>	28.57	28.57
28. Cuando no entiendo alguna palabra o frase que aparece en la actividad auditiva, le pregunto al maestro.	14	1	6	<b>66.67</b>	4.762	28.57
29. Cuando platico con mi compañero y no comprendo lo que dice, se lo hago saber preguntándole sobre lo que dijo.	10	4	7	<b>47.62</b>	19.05	33.33
30. Cuando platico con mi compañero y no le comprendo, le pido que me lo repita con otras palabras.	6	7	8	28.57	33.33	38.1

Participants highly use the strategy of questioning whenever they find with something that is unknown for them, may it be a word, phrase, etc. Participants ask to their teacher and

peers, but they rely much more on the information they receive from their teacher. However, after interaction among participants, they do not ask for clarification or for repeating the information they have received from others. Participants ask for meaning and not for clarifying points or paraphrasing information in order to check understanding.

### ***Experimental group***

The following charts below are the results obtained from the questionnaires applied to the experimental group at the beginning of the training. The charts are presented as the ones above; this is, by strategies and small descriptions mentioning key points from the chart. As the strategies have been explained previously, they are not going to be described again in this section in order to save space and avoid repetition.

### **Advanced Organization**

Table 13. Before Training. Advanced Organization. Experimental group

	Sí N	No N	A veces N	Sí %	No %	A veces %
1. Antes de hacer una actividad de comprensión auditiva en inglés, me fijo en el título.	5	0	8	38.46	0	<b>61.54</b>
3. Antes de escuchar la radio o la tele en inglés, trato de pensar en lo que oiré.	6	6	1	<b>46.15</b>	<b>46.15</b>	7.692
4. Antes de escuchar a un amigo que habla en inglés, intento pensar en lo que me podría decir.	4	7	2	30.77	<b>53.85</b>	15.38
6. Cuando realizo una actividad de comprensión auditiva, hago predicciones o hipótesis basándome en los títulos u otras pistas como, por ejemplo, si el título es <i>La cocina</i> , o si necesito cantidades.	4	6	3	30.77	<b>46.15</b>	23.08
7. Cuando escucho el título, me imagino o pienso en el tema sobre el cual las personas podrían hablar.	11	0	2	<b>84.62</b>	0	15.38

As participants in control group, these of the experimental pay a lot of attention to the title. However this attention only comes higher when they listen to it, this means that participants do not read the title or look at it before the activity starts. Another tendency in this group is that they do not make predictions or try to guess what the task will be about.

## Selective Attention

Table 14. Before Training. Selective Attention. Experimental group

	Sí N	No N	A veces N	Sí %	No %	A veces %
2. Antes de hacer una actividad de comprensión auditiva en inglés, leo las instrucciones detenidamente.	8	0	5	61.54	0	38.46
5. Antes de escuchar, decido si debo prestar atención a información específica, ya sean nombres, números, cifras, etc.	8	1	4	61.54	7.692	30.77
8. Cuando escucho el título, las palabras que podría escuchar durante la grabación vienen a mi mente.	3	2	8	23.08	15.38	61.54
9. Mientras escucho, trato de reconocer palabras claves, números, nombres, fechas, etc.	10	0	3	76.92	0	23.08

Titles and instructions play an important factor for participants in the experimental group as high number of them read the instructions and decide on what to focus their attention. At the same time, the action of listening is more active in these participants as they wait to listen to the title of an activity in order to think of related things and to recognize specific information.

## Note Taking

Table 15. Before Training. Note-Taking. Experimental group

	Sí N	No N	A veces N	Sí %	No %	A veces %
10. Mientras escucho, escribo palabras o ideas que me podrían ayudar después.	6	1	6	46.15	7.692	46.15
11. Tomo notas cuando escucho números, nombres o palabras que se mencionan durante la actividad auditiva.	3	2	8	23.08	15.38	61.54

Participants in experimental group take notes of numbers, words, names, etc, but this only happens sometimes, this means that this strategy is not completely structured in them as they do not do this more frequently.

## Imagery

Table 16. Before Training. Imagery. Experimental group

	Sí N	No N	A veces N	Sí %	No %	A veces %
12. Hago uso de las imágenes en el ejercicio para saber sobre que podría ser el audio.	8	2	3	61.54	15.38	23.08
13. Me imagino las cosas cuando escucho el audio.	9	1	3	69.23	7.692	23.08
14. Creo imágenes en mi mente cuando me hablan sobre algún tema.	4	2	7	30.77	15.38	53.85

Participants make use of images in order to understand something they are doing. These images can be presented in their task or they create them. Participants use mental images in order to complement what they are listening to and also to take information out of them.

## Inferencing

Table 17. Before Training. Inferencing. Experimental group

	Sí N	No N	A veces N	Sí %	No %	A veces %
15. Mientras escucho, identifico si es un relato, una conferencia, una conversación, etc.	6	6	1	46.15	46.15	7.692
16. Mientras escucho el audio, uso la información que ya tengo para suponer una respuesta.	8	0	5	61.54	0	38.46
17. Me baso en la información de la actividad auditiva para saber las respuestas.	7	0	6	53.85	0	46.15

Participants make use of the information presented in their task, images, charts, phrases, etc in order to obtain or predict more data which could be useful for finishing of completing their task. Despite doing this prediction, they do not identify if what they hear is a conference, a lecture, conversation, etc.

## Translation

Table 18. Before Training. Translation. Experimental group

	Sí N	No N	A veces N	Sí %	No %	A veces %
18. Mientras escucho a mi maestro, traduzco todo lo que dice al español.	8	0	5	61.54	0	38.46
19. Mientras escucho a un amigo que me habla en inglés, traduzco todo lo que dice al español.	8	1	4	61.54	7.692	30.77
20. Mientras escucho la radio o la tele en inglés, traduzco todo lo que se dice al español.	8	3	2	61.54	23.08	15.38

Participants use very often this strategy, whether they do it while the teacher or a friend is talking or when watching tv or listening to the radio. This means that participants rely a lot on their first language which is Spanish; this could also lead us to the thought of participants comparing their language with the new one, English, which they are learning.

## Summarizing

Table 19. Before Training. Summarizing. Experimental group

	Sí N	No N	A veces N	Sí %	No %	A veces %
21. Después de escuchar lo que dijo mi maestro de inglés, recuerdo todo en general.	2	2	9	15.38	15.38	69.23
22. Cuando escucho a un amigo que habla en inglés, trato de encontrar la idea principal.	8	3	2	61.54	23.08	15.38
23. Después de escuchar a un amigo que habla en inglés, recuerdo todo lo que dijo a grandes rasgos.	2	3	8	15.38	23.08	61.54

Participants do not summarize information frequently when they listen to the teacher or a friend. If participants do not summarize their information then they find difficult to look for specific and key data.

## Questioning for Clarification

Table 20. Before Training. Questioning for clarification. Experimental group

	Sí N	No N	A veces N	Sí %	No %	A veces %
24. Después de participar en una actividad interactiva donde se dan ambas, comprensión auditiva y expresión oral, le pido al interlocutor que repita o parafrasee la información para aclarar algunos aspectos.	1	5	7	7.692	38.46	<b>53.85</b>
25. Cuando no entiendo alguna palabra o frase que dice el maestro, inmediatamente le pregunto.	6	0	7	46.15	0	<b>53.85</b>
26. Cuando no entiendo alguna palabra o frase que dice el maestro, espero a que termine y luego le pregunto.	6	3	4	<b>46.15</b>	23.08	30.77
27. Cuando no entiendo alguna palabra o frase que aparece en la actividad auditiva, le pregunto a un compañero.	6	1	6	<b>46.15</b>	7.692	46.15
28. Cuando no entiendo alguna palabra o frase que aparece en la actividad auditiva, le pregunto al maestro.	7	0	6	<b>53.85</b>	0	46.15
29. Cuando platico con mi compañero y no comprendo lo que dice, se lo hago saber preguntándole sobre lo que dijo.	7	4	2	<b>53.85</b>	30.77	15.38
30. Cuando platico con mi compañero y no le comprendo, le pido que me lo repita con otras palabras.	4	3	6	30.77	23.08	<b>46.15</b>

Participants do ask whenever they face a word or phrase that they do not understand. They find the confidence of asking whether a partner or the teacher. But, when there are some things that require explanation or paraphrasing from the speaker participants do not ask for that and that is when they rely a lot on the strategy of translation. Instead of trying to

understand something with different words in English, they go to their mother tongue, in this case Spanish, to get what they need from it.

### ***Comparing the control and the experimental groups***

The charts presented above describe the results obtained from the questionnaire which was applied at the same time to both groups experimental and control at the beginning of the experiment. Now, these results are compared in the charts below in order to see the differences in the use and frequency of strategies presented by each group. These charts will follow the same treatment as the previous ones, they are arranged in strategies and there will be two charts of course, the experimental and control group charts.

### **Advanced organization**

control

Table 21. Comparison. Advanced organization

	Sí N	No N	A veces N	Sí %	No %	A veces %
1. Antes de hacer una actividad de comprensión auditiva en inglés, me fijo en el título.	14	2	5	<b>66.67</b>	9.524	23.81
3. Antes de escuchar la radio o la tele en inglés, trato de pensar en lo que oiré.	5	9	7	23.81	42.86	33.33
4. Antes de escuchar a un amigo que habla en inglés, intento pensar en lo que me podría decir.	2	13	6	9.524	61.9	28.57
6. Cuando realizo una actividad de comprensión auditiva, hago predicciones o hipótesis basándome en los títulos u otras pistas como, por ejemplo, si el título es <i>La cocina</i> , o si necesito cantidades.	12	5	4	<b>57.14</b>	23.81	19.05
7. Cuando escucho el título, me imagino o pienso en el tema sobre el cual las personas podrían hablar.	14	4	3	<b>66.67</b>	19.05	14.29

Experimental

Table 22. Comparison. Advanced Organization

	Sí N	No N	A veces N	Sí %	No %	A veces %
1. Antes de hacer una actividad de comprensión auditiva en inglés, me fijo en el título.	5	0	8	38.46	0	<b>61.54</b>
3. Antes de escuchar la radio o la tele en inglés, trato de pensar en lo que oiré.	6	6	1	<b>46.15</b>	<b>46.15</b>	7.692
4. Antes de escuchar a un amigo que habla en inglés, intento pensar en lo que me podría decir.	4	7	2	30.77	<b>53.85</b>	15.38
6. Cuando realizo una actividad de comprensión auditiva, hago predicciones o hipótesis basándome en los títulos u otras pistas como, por ejemplo, si el título es <i>La cocina</i> , o si necesito cantidades.	4	6	3	30.77	<b>46.15</b>	23.08
7. Cuando escucho el título, me imagino o pienso en el tema sobre el cual las personas podrían hablar.	11	0	2	<b>84.62</b>	0	15.38

Participants in both group pay attention to the title of the activity they are going to develop, but it is the control group that makes use of the title in order to make predictions to get more information. On the other hand, there is a higher number of students in the experimental group than in the control who imagine things related to the topic when they listen to the title.

### Selective Attention

Table 23. Comparison. Selective Attention

Control	Sí N	No N	A veces N	Sí %	No %	A veces %
2. Antes de hacer una actividad de comprensión auditiva en inglés, leo las instrucciones detenidamente.	14	0	7	66.67	0	33.33
5. Antes de escuchar, decido si debo prestar atención a información específica, ya sean nombres, números, cifras, etc.	10	8	3	47.62	38.1	14.29
8. Cuando escucho el título, las palabras que podría escuchar durante la grabación vienen a mi mente.	3	8	10	14.29	38.1	47.62
9. Mientras escucho, trato de reconocer palabras claves, números, nombres, fechas, etc.	13	6	5	61.9	28.57	23.81



Table 24. Comparison. Selective Attention

Experimental	Sí N	No N	A veces N	Sí %	No %	A veces %
2. Antes de hacer una actividad de comprensión auditiva en inglés, leo las instrucciones detenidamente.	8	0	5	61.54	0	38.46
5. Antes de escuchar, decido si debo prestar atención a información específica, ya sean nombres, números, cifras, etc.	8	1	4	<b>61.54</b>	7.692	30.77
8. Cuando escucho el título, las palabras que podría escuchar durante la grabación vienen a mi mente.	3	2	8	23.08	15.38	61.54
9. Mientras escucho, trato de reconocer palabras claves, números, nombres, fechas, etc.	10	0	3	<b>76.92</b>	0	23.08

Reading the instructions and trying to find key information from the task while listening are strategies performed by both groups in a very frequent and steady form. The experimental group practices more looking for specific information before the task starts, participants from this group focus their attention to names, figures, numbers, etc.

### Note- Taking

Table 25. Comparison. Note-Taking

Control	Sí N	No N	A veces N	Sí %	No %	A veces %
10. Mientras escucho, escribo palabras o ideas que me podrían ayudar después.	4	13	4	19.05	61.9	19.05
11. Tomo notas cuando escucho números, nombres o palabras que se mencionan durante la actividad auditiva.	6	8	7	28.57	38.1	33.33

Table 26. Comparison. Note-Taking

Experimental	Sí N	No N	A veces N	Sí %	No %	A veces %
10. Mientras escucho, escribo palabras o ideas que me podrían ayudar después.	6	1	6	46.15	7.692	46.15
11. Tomo notas cuando escucho números, nombres o palabras que se mencionan durante la actividad auditiva.	3	2	8	23.08	15.38	61.54

Note taking strategy is more used by participants in the experimental group. Subjects in this group write down ideas, numbers or key words which may be used for completing information or to make reference to that information later.

## Imagery

Table 27. Comparison. Imagery

	Sí N	No N	A veces N	Sí %	No %	A veces %
Control						
12. Hago uso de las imágenes en el ejercicio para saber sobre que podría ser el audio.	12	5	4	57.14	23.81	19.05
13. Me imagino las cosas cuando escucho el audio.	11	3	7	52.38	14.29	33.33
14. Creo imágenes en mi mente cuando me hablan sobre algún tema.	9	6	6	42.86	28.57	28.57

Table 28. Comparison. Imagery

	Sí N	No N	A veces N	Sí %	No %	A veces %
Experimental						
12. Hago uso de las imágenes en el ejercicio para saber sobre que podría ser el audio.	8	2	3	61.54	15.38	23.08
13. Me imagino las cosas cuando escucho el audio.	9	1	3	69.23	7.692	23.08
14. Creo imágenes en mi mente cuando me hablan sobre algún tema.	4	2	7	30.77	15.38	53.85

Both experimental and control group use images presented on the task or even create their own images in order to complement what is in the task. The control group creates more mental images when listening to a topic.

## Inferencing

Table 29. Comparison. Inferencing

	Sí N	No N	A veces N	Sí %	No %	A veces %
Control						
15. Mientras escucho, identifico si es un relato, una conferencia, una conversación, etc.	11	5	5	<b>52.38</b>	23.81	23.81
16. Mientras escucho el audio, uso la información que ya tengo para suponer una respuesta.	13	4	4	61.9	19.05	19.05
17. Me baso en la información de la actividad auditiva para saber las respuestas.	16	0	5	<b>76.19</b>	0	23.81

Table 30. Comparison. Inferencing

	Sí N	No N	A veces N	Sí %	No %	A veces %
Experimental						
15. Mientras escucho, identifico si es un relato, una conferencia, una conversación, etc.	6	6	1	46.15	46.15	7.692
16. Mientras escucho el audio, uso la información que ya tengo para suponer una respuesta.	8	0	5	<b>61.54</b>	0	38.46
17. Me baso en la información de la actividad auditiva para saber las respuestas.	7	0	6	53.85	0	46.15

Subjects in the control group identify whether they are talking to is a conference, lecture, conversation, etc. Both groups use the information presented while listening to the task in order to suppose and predict an answer. Those participants in the control group make predictions with the information presented in the activity to guess answers.

## Translation

Control

Table 31. Comparison. Translation

	Sí N	No N	A veces N	Sí %	No %	A veces %
18. Mientras escucho a mi maestro, traduzco todo lo que dice al español.	10	3	8	47.62	14.29	38.1
19. Mientras escucho a un amigo que me habla en inglés, traduzco todo lo que dice al español.	12	4	5	57.14	19.05	23.81
20. Mientras escucho la radio o la tele en inglés, traduzco todo lo que se dice al español.	6	6	9	28.57	28.57	42.86

Experimental

Table 32. Comparison. Translation

	Sí N	No N	A veces N	Sí %	No %	A veces %
18. Mientras escucho a mi maestro, traduzco todo lo que dice al español.	8	0	5	61.54	0	38.46
19. Mientras escucho a un amigo que me habla en inglés, traduzco todo lo que dice al español.	8	1	4	61.54	7.692	30.77
20. Mientras escucho la radio o la tele en inglés, traduzco todo lo que se dice al español.	8	3	2	61.54	23.08	15.38

Subjects in the experimental group use more the strategy of translation. This means that they rely a lot in their mother tongue, Spanish, whereas the control group does not use Spanish to translate words or phrases. Thus, the control group uses other strategies in order to obtain the meaning or understand something they do not know.

## Summarizing

Control

Table 33. Comparison. Summarizing

	Sí N	No N	A veces N	Sí %	No %	A veces %
21. Después de escuchar lo que dijo mi maestro de inglés, recuerdo todo en general.	5	6	10	23.81	28.57	47.62
22. Cuando escucho a un amigo que habla en inglés, trato de encontrar la idea principal.	9	7	5	42.86	33.33	23.81
23. Después de escuchar a un amigo que habla en inglés, recuerdo todo lo que dijo a grandes rasgos.	7	7	7	33.33	33.33	33.33

Experimental Table 34. Comparison. Summarizing

	Sí N	No N	A veces N	Sí %	No %	A veces %
21. Después de escuchar lo que dijo mi maestro de inglés, recuerdo todo en general.	2	2	9	15.38	15.38	69.23
22. Cuando escucho a un amigo que habla en inglés, trato de encontrar la idea principal.	8	3	2	61.54	23.08	15.38
23. Después de escuchar a un amigo que habla en inglés, recuerdo todo lo que dijo a grandes rasgos.	2	3	8	15.38	23.08	61.54

Neither the control nor the experimental groups use this strategy of summarizing as extensive as it would be advised to. Both groups try to get the general idea of what they listen to, but the strategy is not completely settled and rooted on them.

### Questioning for Clarification

Table 35. Comparison. Questioning for clarification  
Control

	Sí N	No N	A veces N	Sí %	No %	A veces %
24. Después de participar en una actividad interactiva donde se dan ambas, comprensión auditiva y expresión oral, le pido al interlocutor que repita o parafrasee la información para aclarar algunos aspectos.	7	8	6	33.33	38.1	28.57
25. Cuando no entiendo alguna palabra o frase que dice el maestro, inmediatamente le pregunto.	10	2	9	<b>47.62</b>	9.524	42.86
26. Cuando no entiendo alguna palabra o frase que dice el maestro, espero a que termine y luego le pregunto.	11	4	6	<b>52.38</b>	19.05	28.57
27. Cuando no entiendo alguna palabra o frase que aparece en la actividad auditiva, le pregunto a un compañero.	9	6	6	<b>42.86</b>	28.57	28.57
28. Cuando no entiendo alguna palabra o frase que aparece en la actividad auditiva, le pregunto al maestro.	14	1	6	<b>66.67</b>	4.762	28.57
29. Cuando platico con mi compañero y no comprendo lo que dice, se lo hago saber preguntándole sobre lo que dijo.	10	4	7	<b>47.62</b>	19.05	33.33
30. Cuando platico con mi compañero y no le comprendo, le pido que me lo repita con otras palabras.	6	7	8	28.57	33.33	38.1

Experimental

Table 36. Comparison. Questioning for clarification

	Sí N	No N	A veces N	Sí %	No %	A veces %
24. Después de participar en una actividad interactiva donde se dan ambas, comprensión auditiva y expresión oral, le pido al interlocutor que repita o parafrasee la información para aclarar algunos aspectos.	1	5	7	7.692	38.46	<b>53.85</b>
25. Cuando no entiendo alguna palabra o frase que dice el maestro, inmediatamente le pregunto.	6	0	7	46.15	0	<b>53.85</b>
26. Cuando no entiendo alguna palabra o frase que dice el maestro, espero a que termine y luego le pregunto.	6	3	4	<b>46.15</b>	23.08	30.77
27. Cuando no entiendo alguna palabra o frase que aparece en la actividad auditiva, le pregunto a un compañero.	6	1	6	<b>46.15</b>	7.692	46.15
28. Cuando no entiendo alguna palabra o frase que aparece en la actividad auditiva, le pregunto al maestro.	7	0	6	<b>53.85</b>	0	46.15
29. Cuando platico con mi compañero y no comprendo lo que dice, se lo hago saber preguntándole sobre lo que dijo.	7	4	2	<b>53.85</b>	30.77	15.38
30. Cuando platico con mi compañero y no le comprendo, le pido que me lo repita con otras palabras.	4	3	6	30.77	23.08	<b>46.15</b>

Questioning for clarification is a strategy very well presented in both groups. They ask to their partners and teachers whenever they face to a unknown word or phrase. However, the experimental group is the one that in a certain form asks for repetition or paraphrasing for a phrase that was not understood completely.

As compared in the charts above, both groups present their particular strategies, and while one group has more frequency in use of a specific strategy, the other group does not use that strategy, and so on. Thus, it is difficult to mention which group uses more strategies, but which group uses the strategies required to complete a task more successfully.

The following charts below show the results that the experimental group presented on the second questionnaire which was applied right after the training was finished. Each strategy will be presented with its corresponding results from the pre and post questionnaire, the first chart will be containing information from the first questionnaire and the second of the questionnaire applied at the end of the training. As each strategy has been previously explained, they will not be described again. The description of each strategy can be found at the beginning of this chapter.

## Advanced Organization

Table 37. Pre and Post Questionnaire Comparison. Advanced Organization

Pre	Sí	No	A	Sí	No	A
	N	N	veces N	%	%	veces %
1. Antes de hacer una actividad de comprensión auditiva en inglés, me fijo en el título.	5	0	8	38.46	0	<b>61.54</b>
3. Antes de escuchar la radio o la tele en inglés, trato de pensar en lo que oiré.	6	6	1	<b>46.15</b>	<b>46.15</b>	7.692
4. Antes de escuchar a un amigo que habla en inglés, intento pensar en lo que me podría decir.	4	7	2	30.77	<b>53.85</b>	15.38
6. Cuando realizo una actividad de comprensión auditiva, hago predicciones o hipótesis basándome en los títulos u otras pistas como, por ejemplo, si el título es <i>La cocina</i> , o si necesito cantidades.	4	6	3	30.77	<b>46.15</b>	23.08
7. Cuando escucho el título, me imagino o pienso en el tema sobre el cual las personas podrían hablar.	11	0	2	<b>84.62</b>	0	15.38

Post

Table 38. Pre and Post Questionnaire Comparison. Advanced Organization

Post	Sí	No	A	Sí	No	A
	N	N	veces N	%	%	veces %
1. Antes de hacer una actividad de comprensión auditiva en inglés, me fijo en el título.	8	0	5	<b>62</b>	0	38.5
3. Antes de escuchar la radio o la tele en inglés, trato de pensar en lo que oiré.	4	2	7	31	15.38	<b>53.8</b>
4. Antes de escuchar a un amigo que habla en inglés, intento pensar en lo que me podría decir.	2	5	6	15	38.46	<b>46.2</b>
6. Cuando realizo una actividad de comprensión auditiva, hago predicciones o hipótesis basándome en los títulos u otras pistas como, por ejemplo, si el título es <i>La cocina</i> , o si necesito cantidades.	5	2	6	38	15.38	<b>46.2</b>
7. Cuando escucho el título, me imagino o pienso en el tema sobre el cual las personas podrían hablar.	6	1	6	<b>46</b>	7.692	46.2

After the training on the strategies in order to improve in the development of the listening skill, participants changed some tendencies on their use and application of strategies. After the training, advanced organization showed a better and more complete use. This means that participants were looking more at the title as a common action for them, at the same time they were starting to make predictions using the title or other hints hidden in the activity. Participants now make more predictions and use the information presented in a wider way.

## Selective Attention

Pre

Table 39. Pre and Post Questionnaire Comparison. Selective Attention

	Sí N	No N	A veces N	Sí %	No %	A veces %
2. Antes de hacer una actividad de comprensión auditiva en inglés, leo las instrucciones detenidamente.	8	0	5	61.54	0	38.46
5. Antes de escuchar, decido si debo prestar atención a información específica, ya sean nombres, números, cifras, etc.	8	1	4	61.54	7.692	30.77
8. Cuando escucho el título, las palabras que podría escuchar durante la grabación vienen a mi mente.	3	2	8	23.08	15.38	61.54
9. Mientras escucho, trato de reconocer palabras claves, números, nombres, fechas, etc.	10	0	3	76.92	0	23.08

Table 40. Pre and Post Questionnaire Comparison. Selective Attention

Post

	Sí N	No N	A veces N	Sí %	No %	A veces %
2. Antes de hacer una actividad de comprensión auditiva en inglés, leo las instrucciones detenidamente.	6	1	6	46	7.692	46.2
5. Antes de escuchar, decido si debo prestar atención a información específica, ya sean nombres, números, cifras, etc.	7	0	6	54	0	46.2
8. Cuando escucho el título, las palabras que podría escuchar durante la grabación vienen a mi mente.	3	5	5	23	38.46	38.5
9. Mientras escucho, trato de reconocer palabras claves, números, nombres, fechas, etc.	9	0	4	69	0	30.8

Selective attention does not show a very clear difference on its results after the training as expected. However participants still have as strategy reading the instructions, deciding on where to focus their attention and paying attention to key information.

## Note Taking

Pre		Sí	No	A	Sí	No	A
Table 41. Pre and Post Questionnaire Comparison. Note-Taking		N	N	veces	%	%	veces
		N	N	N	%	%	%
10. Mientras escucho, escribo palabras o ideas que me podrían ayudar después.		6	1	6	46.15	7.692	46.15
11. Tomo notas cuando escucho números, nombres o palabras que se mencionan durante la actividad auditiva.		3	2	8	23.08	15.38	61.54
Post		Sí	No	A	Sí	No	A
Table 42. Pre and Post Questionnaire Comparison. Note-Taking		N	N	veces	%	%	veces
		N	N	N	%	%	%
10. Mientras escucho, escribo palabras o ideas que me podrían ayudar después.		1	4	8	8	30.77	61.5
11. Tomo notas cuando escucho números, nombres o palabras que se mencionan durante la actividad auditiva.		4	3	6	31	23.08	46.2

As cognitive strategy, note taking is very important and related to selective attention, as both focuses on getting key information from any situation. Note taking shows that participants understood and identified key aspects of a task. Participants are starting to write down information such as numbers, dates, names or figures which is important for doing an activity or completing missing information.

## Imagery

Pre		Sí	No	A	Sí	No	A
Table 43. Pre and Post Questionnaire Comparison. Imagery		N	N	veces	%	%	veces
		N	N	N	%	%	%
12. Hago uso de las imágenes en el ejercicio para saber sobre que podría ser el audio.		8	2	3	61.54	15.38	23.08
13. Me imagino las cosas cuando escucho el audio.		9	1	3	69.23	7.692	23.08
14. Creo imágenes en mi mente cuando me hablan sobre algún tema.		4	2	7	30.77	15.38	53.85

Post		Sí	No	A	Sí	No	A
Table 44. Pre and Post Questionnaire Comparison. Imagery		N	N	veces	%	%	veces
		N	N	N	%	%	%
12. Hago uso de las imágenes en el ejercicio para saber sobre que podría ser el audio.		11	0	2	85	0	15.4
13. Me imagino las cosas cuando escucho el audio.		9	1	3	69	7.692	23.1
14. Creo imágenes en mi mente cuando me hablan sobre algún tema.		8	3	2	62	23.08	15.4

Imaginary strategy is one that shows a very remarkable increase in use. At the beginning participants did imagine things or made use of images in order to get more information. In



addition to that, a higher number are now using this strategy and extending that use not only when listening to a record but when talking with someone else.

## Inferencing

Pre  
Table 45. Pre and Post Questionnaire Comparison. Inferencing

	Sí N	No N	A veces N	Sí %	No %	A veces %
15. Mientras escucho, identifico si es un relato, una conferencia, una conversación, etc.	6	6	1	46.15	46.15	7.692
16. Mientras escucho el audio, uso la información que ya tengo para suponer una respuesta.	8	0	5	61.54	0	38.46
17. Me baso en la información de la actividad auditiva para saber las respuestas.	7	0	6	53.85	0	46.15

Post  
Table 46. Pre and Post Questionnaire Comparison. Inferencing

	Sí N	No N	A veces N	Sí %	No %	A veces %
15. Mientras escucho, identifico si es un relato, una conferencia, una conversación, etc.	5	5	3	38	38.46	23.1
16. Mientras escucho el audio, uso la información que ya tengo para suponer una respuesta.	8	0	5	62	0	38.5
17. Me baso en la información de la actividad auditiva para saber las respuestas.	7	0	6	54	0	46.2

There is not a significant change in the use and frequency of this strategy. Participants listen and use the information presented to guess an answer or get closer to it, but they still do not identify if what they are listening to is a lecture, conference, conversation, etc.

## Translation

Pre  
Table 47. Pre and Post Questionnaire Comparison. Translation

	Sí N	No N	A veces N	Sí %	No %	A veces %
18. Mientras escucho a mi maestro, traduzco todo lo que dice al español.	8	0	5	61.54	0	38.46
19. Mientras escucho a un amigo que me habla en inglés, traduzco todo lo que dice al español.	8	1	4	61.54	7.692	30.77
20. Mientras escucho la radio o la tele en inglés, traduzco todo lo que se dice al español.	8	3	2	61.54	23.08	15.38

Post

Table 48. Pre and Post Questionnaire Comparison. Translation

	Sí N	No N	A veces N	Sí %	No %	A veces %
18. Mientras escucho a mi maestro, traduzco todo lo que dice al español.	8	0	5	62	0	38.5
19. Mientras escucho a un amigo que me habla en inglés, traduzco todo lo que dice al español.	6	1	6	46	7.692	46.2
20. Mientras escucho la radio o la tele en inglés, traduzco todo lo que se dice al español.	5	1	7	38	7.692	53.8

The translation strategy is starting to become less used in comparison with the beginning of the training. Participants are relying less on Spanish and more on other strategies to get the meaning or to understand certain words or phrases.

### Summarizing

Pre

Table 49. Pre and Post Questionnaire Comparison. Summarizing

	Sí N	No N	A veces N	Sí %	No %	A veces %
21. Después de escuchar lo que dijo mi maestro de inglés, recuerdo todo en general.	2	2	9	15.38	15.38	69.23
22. Cuando escucho a un amigo que habla en inglés, trato de encontrar la idea principal.	8	3	2	61.54	23.08	15.38
23. Después de escuchar a un amigo que habla en inglés, recuerdo todo lo que dijo a grandes rasgos.	2	3	8	15.38	23.08	61.54

Post

Table 50. Pre and Post Questionnaire Comparison. Summarizing

	Sí N	No N	A veces N	Sí %	No %	A veces %
21. Después de escuchar lo que dijo mi maestro de inglés, recuerdo todo en general.	4	3	6	<b>31</b>	23.08	46.2
22. Cuando escucho a un amigo que habla en inglés, trato de encontrar la idea principal.	8	1	4	<b>62</b>	7.692	30.8
23. Después de escuchar a un amigo que habla en inglés, recuerdo todo lo que dijo a grandes rasgos.	2	3	8	15	23.08	61.5

Summarizing is another strategy that does not show a significant modification after the training. Participants look for the main idea when listening to a partner, but they do not this very often when talking with a teacher.

## Questioning for clarification

Pre

Table 51. Pre and Post Questionnaire Comparison. Questioning for Clarification

	Sí N	No N	A veces N	Sí %	No %	A veces %
24. Después de participar en una actividad interactiva donde se dan ambas, comprensión auditiva y expresión oral, le pido al interlocutor que repita o parafrasee la información para aclarar algunos aspectos.	1	5	7	7.692	38.46	<b>53.85</b>
25. Cuando no entiendo alguna palabra o frase que dice el maestro, inmediatamente le pregunto.	6	0	7	46.15	0	<b>53.85</b>
26. Cuando no entiendo alguna palabra o frase que dice el maestro, espero a que termine y luego le pregunto.	6	3	4	<b>46.15</b>	23.08	30.77
27. Cuando no entiendo alguna palabra o frase que aparece en la actividad auditiva, le pregunto a un compañero.	6	1	6	<b>46.15</b>	7.692	46.15
28. Cuando no entiendo alguna palabra o frase que aparece en la actividad auditiva, le pregunto al maestro.	7	0	6	<b>53.85</b>	0	46.15
29. Cuando platico con mi compañero y no comprendo lo que dice, se lo hago saber preguntándole sobre lo que dijo.	7	4	2	<b>53.85</b>	30.77	15.38
30. Cuando platico con mi compañero y no le comprendo, le pido que me lo repita con otras palabras.	4	3	6	30.77	23.08	<b>46.15</b>

Post

Table 52. Pre and Post Questionnaire Comparison. Questioning for clarification

	Sí N	No N	A veces N	Sí %	No %	A veces %
24. Después de participar en una actividad interactiva donde se dan ambas, comprensión auditiva y expresión oral, le pido al interlocutor que repita o parafrasee la información para aclarar algunos aspectos.	7	3	3	<b>54</b>	23.08	23.1
25. Cuando no entiendo alguna palabra o frase que dice el maestro, inmediatamente le pregunto.	7	2	4	<b>54</b>	15.38	30.8
26. Cuando no entiendo alguna palabra o frase que dice el maestro, espero a que termine y luego le pregunto.	5	1	7	38	7.692	53.8
27. Cuando no entiendo alguna palabra o frase que aparece en la actividad auditiva, le pregunto a un compañero.	6	1	6	<b>46</b>	7.692	46.2
28. Cuando no entiendo alguna palabra o frase que aparece en la actividad auditiva, le pregunto al maestro.	6	1	6	<b>46</b>	7.692	46.2
29. Cuando platico con mi compañero y no comprendo lo que dice, se lo hago saber preguntándole sobre lo que dijo.	7	3	3	<b>54</b>	23.08	23.1
30. Cuando platico con mi compañero y no le comprendo, le pido que me lo repita con otras palabras.	5	2	6	38	15.38	46.2

This social/affective strategy is now used more frequently than before, as participants do not doubt in asking each other or the teacher for a word, phrase or conversation not

understood before. At the same time, they have started asking for paraphrased information. These results complement the ones seen at the translation strategy. Participants are no longer relying so often on their mother tongue, Spanish, but on information given by their peers or teachers in other words.

## Pre-Test

In this section of the chapter, the charts that are presented show the results of the tests given to the subjects during the training. The test used was the KET sample test, which has 25 items and 5 parts. Each part considers 5 items. The tests were applied before and after the training was presented and to both experimental and control group. These charts show the results obtained by each of the groups in the experiment before the training, this is the pre-test. All the charts have the rubrics of Ss (students), P1-P5, that represents which part of the exam is being evaluated. Then the total, which is the total correct marks obtained from the 25 items presents in the test and the percentage of those results. The first group to be described is the control group.

### Control Group

Table 53. Listening results. Pre-test. Control

Ss	P1 (5)	P2 (5)	P3 (5)	P 4 (5)	P5 (5)	Total (25)	(%)
1	4	4	3	4	0	15	60
2	5	5	4	5	2	21	84
3	4	4	3	3	0	14	56
4	1	3	3	2	1	10	40
5	2	3	3	3	0	11	44
6	2	3	2	2	0	9	36
7	4	3	5	3	4	19	76
8	2	5	2	3	1	13	52
9	5	5	4	5	4	23	92
10	2	3	2	2	0	9	36
11	5	5	3	4	4	21	84
12	4	5	3	5	4	21	84
13	3	5	1	3	0	12	48
14	4	4	5	4	0	17	68
15	2	5	2	4	0	13	52
16	2	5	4	4	2	17	68
17	4	5	4	2	2	17	68
18	2	4	3	2	1	12	48
19	2	3	2	3	1	11	44
20	0	5	1	3	2	11	44

<b>Average</b>	<b>2.95%</b>	<b>4.2%</b>	<b>2.95%</b>	<b>3.3%</b>	<b>1.4%</b>	<b>14.8%</b>	<b>59.2%</b>
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Students who took the pre-test in the control group were 20 of 21. From the chart above we can see the averages of correct answers according to each part of the test. The highest score was a 4.2% in part 2 which involves matching informal dialogues. The aim of this part is to identify key information. Part 4 got 3.3%, and this part aims to listen and write down information. This is a gap-filling task that requires writing the information with the correct spelling. Part 1 and 3 got the same average, 2.95%. Part 1 involves five discrete three-option multiple-choice items with visuals, and it aims to identify key information. Part 3 is very similar to part 1 with the exception of the visuals; part 3 does not have them. Control group manage to get a 14.8% percentage. 8 participants got less than the half of the total items (i.e. less than 13).

The next chart shows the same characteristics as the previous one and this contains results from the experimental group.

### ***Experimental Group***

Table 54. Listening results. Pre-test. Experimental

<b>Ss</b>	<b>P1 (5)</b>	<b>P2 (5)</b>	<b>P3 (5)</b>	<b>P 4 (5)</b>	<b>P5 (5)</b>	<b>Total (25)</b>	<b>(%)</b>
1	3	4	3	2	0	12	48
2	2	3	1	3	1	10	40
3	3	2	3	3	0	11	44
4	0	4	3	2	0	9	36
5	3	4	3	3	1	14	56
6	3	4	5	3	1	16	64
7	2	0	1	3	0	6	24
8	0	4	2	3	1	10	40
9	0	4	3	3	1	11	44
10	0	4	2	2	1	9	36
11	0	0	1	2	0	3	12
12	4	1	1	3	1	10	40
13	2	3	1	3	1	10	40

<b>Average</b>	<b>1.69%</b>	<b>2.84%</b>	<b>2.23%</b>	<b>2.69%</b>	<b>0.61%</b>	<b>10.07%</b>	<b>40.3%</b>
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Participants in the experimental group who took the test were 13 from 14. The highest score was 2.84% from part 2 which aims matching informal dialogues and identifying key information. Part 4 got the second highest score, 2.69%, which is a gap-filling activity aiming to identify and write down specific information, whether it be numbers, names, dates, etc. Part 3 got a 2.23%, which is for five discrete three-option multiple-choice items, with the purpose of listening and identifying key information. Part 1, which is very similar

to part 3, but only that the former one includes images, got a lower percentage, 1.69%. Part 5, which is a longer, neutral monologue that required, identifying and noting down specific information, was the lowest mark, 0.61%. From the chart it can be seen that they only managed to get one correct answer from the 5 of the exercise. Only 2 of the subjects got a total mark over the minimum (13).

The main aim of the KET listening paper is to be able to identify and write specific information needed whether to fill in some gaps or to match items according to what was said and its similarity.

After analyzing the results from each of the groups, that information is taken in order to compare the performance of the participants in the control and experimental group at the pre-test. The chart contains only the percentages of the results from each of the five parts of the instrument, which is the listening part of the KET.

Table 55. Comparison. Pre-tests. Experimental and Control group

<b>Pre-Test Control Group</b>							
	P1	P2	P3	P4	P5	Total	%
Average	2.95%	4.2%	2.95%	3.3%	1.4%	14.8%	59.2%

<b>Pre-Test Experimental Group</b>							
	P1	P2	P3	P4	P5	Total	%
Average	1.69%	2.84%	2.23%	2.69%	0.61%	10.07%	40.3%

Comparing results from the pre-test of both groups control and experimental, the difference over the experimental group from the control one is very significant in the results from each of the part. It can be seen that the control group has got more strategies and they are making use of them.

### **Post test**

Previously the results of the pre-test for each group were analyzed. The charts that follow are presented in the same format and specifications, and contain the information obtained from the test applied after the training, that is the post-test. The first group presented is the control group and then the experimental group.

## ***Control group***

Table 56. Listening results. Post-test. Control

<b>Ss</b>	<b>P1 (5)</b>	<b>P2 (5)</b>	<b>P3 (5)</b>	<b>P 4 (5)</b>	<b>P5 (5)</b>	<b>Total (25)</b>	<b>(%)</b>
1	4	3	2	4	3	16	64
2	4	5	4	2	2	17	68
3	4	5	5	4	4	22	88
4	2	5	4	1	3	15	60
5	4	3	3	0	3	13	52
6	1	5	3	0	2	11	44
7	4	5	4	2	4	19	76
8	2	3	0	3	2	10	40
9	3	5	5	4	4	21	84
10	2	5	2	0	2	11	44
11	3	4	1	2	1	11	44
12	3	5	3	0	1	12	48
13	4	5	3	2	2	16	64
14	4	5	3	3	2	17	68
15	2	3	2	1	1	9	36
<b>Average</b>	<b>3.1%</b>	<b>4.4%</b>	<b>2.9%</b>	<b>1.9%</b>	<b>2.4%</b>	<b>14.7%</b>	<b>58.7%</b>

Participants from the control group had a high score in part 2 with a 4.4%, in this part they are required to identify key information by matching informal dialogues. Secondly goes part 1 with 3.1% involving the five discrete three-option multiple-choice items with visuals. Part 3, closely related to part 1 with the exception of the lack of images had a score of 2.9%. Part 4 and 5 are very similar sections as both require participants to identify and write down key information, however, part 4 is an informal dialogue and part 5 is a neutral monologue. The scores for these sections were 1.9% and 2.4%.

## ***Experimental Group***

Table 57. Listening results. Post-test. Experimental

<b>Ss</b>	<b>P1 (5)</b>	<b>P2 (5)</b>	<b>P3 (5)</b>	<b>P 4 (5)</b>	<b>P5 (5)</b>	<b>Total (25)</b>	<b>(%)</b>
1	2	3	4	2	1	12	48
2	3	4	3	2	1	13	52
3	2	1	2	4	2	11	44
4	2	5	3	4	3	17	68
5	3	3	3	3	2	14	56
6	4	2	0	2	3	11	44
7	1	1	1	1	2	6	24
8	2	4	0	2	3	11	44
9	2	4	4	4	3	17	68
10	3	2	3	2	1	11	44
11	1	0	3	3	1	8	32
12	3	5	1	3	0	12	48
13	3	1	4	1	3	12	48
<b>Average</b>	<b>2.38%</b>	<b>2.69%</b>	<b>2.38%</b>	<b>2.54%</b>	<b>1.92%</b>	<b>11.9%</b>	<b>47.7%</b>

After a 20-hour training, subjects from the experimental group took a second test in order to see how the training helped them improve in each of the parts for the KET listening exam. Part 2 was the highest one with a 2.69%, with identifying key information for matching informal dialogues. Part 4, with a 2.54% for identifying and writing down information from a dialogue was their second highest score. Parts 1 and 3 got the same score, 2.38%, which involves five discrete three-option multiple-choice, one with images and the other without. Part 5, which is a neutral monologue, was the lowest with 1.92%.

After looking at the results, this test also has the comparison in performance from both groups and it is presented as the previous comparison between groups in the pre-test.

Table 58. Comparison Post-Test. Experimental and Control group

<b>Post-Test Control Group</b>							
	P1	P2	P3	P4	P5	Total	%
Average	3.1%	4.4%	2.9%	1.9%	2.4%	14.7%	58.7%

<b>Post-Test Experimental Group</b>							
	P1	P2	P3	P4	P5	Total	%
Average	2.38%	2.69%	2.38%	2.54%	1.92%	11.9%	47.7%

Making the comparison between the results of the control and experimental group after the training, it is not possible to say that the experimental group managed to catch up with the control group or get a better result as it can be seen in the charts. However, something that is very important to notice is the high result obtained in part 4 by the experimental group over the control one and how close they are to the results obtained in part 5. This means that subjects undergoing a training manage to identify information and to write it down for later use if necessary. We can see that undergoing a training helped subjects from the experimental group to learn how to identify information by means of several strategies, and they were using them in the post-test.

Previous charts and descriptions have presented the information of the pre and post test of each of the groups as well as the comparison between these two groups. Now, the charts that continue are the charts that show a contrast between the pre and post-test developed by the control and the experimental group. This comparison is done to observe if there was any improvement in the subjects who had the 20-hour training (experimental group) or there is



a need to continue doing a more extensive training. Making this comparison also helps to notice that the group which did not undergo the training did not have the chance to learn strategies and improve their listening skill. The first group that is presented with this comparison is the control one, followed by the experimental group.

### ***Control group***

Table 59. Comparison Pre and Post test Control group

<b>Pre-Test</b>							
	P1	P2	P3	P4	P5	Total	%
Average	2.95%	4.2%	2.95%	3.3%	1.4%	14.8%	59.2%

<b>Post-Test</b>							
	P1	P2	P3	P4	P5	Total	%
Average	3.1%	4.4%	2.9%	1.9%	2.4%	14.7%	58.7%

As it can be appreciated, the results from the control group are slightly similar in each part of the exam. The only significant change is in part 4, where in the post-test subjects got a very low average, with a difference of 1.4%, but on the other hand, they got a higher score in part 5, with a difference of 1%. These small changes did not cause any difference in the final average of answers.

### ***Experimental Group***

Table 60. Comparison Pre and Post test Experimental Group

<b>Pre-Test</b>							
	P1	P2	P3	P4	P5	Total	%
Average	1.69%	2.84%	2.23%	2.69%	0.61%	10.07%	40.3%

<b>Post-Test</b>							
	P1	P2	P3	P4	P5	Total	%
Average	2.38%	2.69%	2.38%	2.54%	1.92%	11.9%	47.7%

The charts above show the results from the tests of the subjects before and after undergoing a training. Some differences are presented, and most of them show an increase. Part 1 and 3 have the same average from the post-test results; this means that participants got to identify key information, when given certain images and when missing them. Part 2 had a relatively lower result, just a difference of 0.15%. Part 4 had a very small difference as well, being higher the result from the pre-test, but this difference is of 0.15%. Part 5, which was

identifying and noting down specific information was the part that had a very significant change, from being 0.61% in the pre-test, to a 1.92% in the post test, having a difference of 1.31%.

We can see that the ability for identifying key information in the tasks is becoming easier for them, as the subjects showed an improvement, even though it is not that significant, we can see how they are starting to apply the strategies seen during the training which at the same time are very necessary for the KET exam.

Vandergrift (1992) and O'Malley et al. (1990) declared that language learning strategies (LLS) are deliberate cognitive steps which are used by learners to enhance comprehension, learning and retention of the target language, and which can be accessed for conscious report. In previous pages, it was stated that in order to get more benefits from the Strategy-Based instruction (SBI), students would have to understand a strategy, perceive it as effective and to consider it easy to use. But before becoming effective for learners, there must be a training supporting that process, and this training must follow some steps such as identifying learners' styles and already acquired strategies, incorporating the training to the classroom teaching course and providing assistance to students.

During the twenty-hour training the eight strategies mentioned previously were taught throughout several activities. These eight strategies were selective attention, advanced organization, note-taking, imagery, summarizing, inferencing, translation and questioning for clarification. These strategies were taught by means of several KET listening sample tests.

Each strategy was taught with its respective activity, this is, for example part 1 focuses more on looking for specific information, thus the strategy to be practiced there was selective attention, advanced organization, looking for key information and translation.

At the same time, these strategies were taught by means of group discussions and debates. Participants were asked about the strategies and the ideas that surrounded it, as well as the reason of its use, etc. All this previous was based on MacIntyre et. al (1996) who stated that students would benefit from the strategy-based approach if they (1) understand the strategy itself, (2) perceive it to be effective, and (3) do not consider its implementation to be overly

difficult. The study had two main purposes which were the identification of learners' strategies for the listening skill and the effect these had on their performance, and the development of a training for EFL students and its impact on their performance. The first one was achieved by means of the questionnaires applied at the beginning of the experiment to the experimental and control group. From the results obtained and the charts that were analyzed, subjects from both groups had various strategies such as looking at the title and instructions of the task in order to make predictions or to guess answers. It can be said that whereas one group mentioned having a high use of a strategy, for example translation, the other one showed a lower use of that. At the same time, there were strategies such as imagery, and questioning for clarification that had high levels before and after the training and the number of subjects who used them was significant. On the contrary, there were strategies such as inferencing which none of the groups presented a high use nor the participants were numerous in both cases, before and after training.

The second purpose of the study, developing a training for EFL studies and the implications in their performance is presented as means of results in the charts described in the analysis chapter. Developing a training was done by means of some steps such as

1. Evaluating the strategies the students apply. This step was achieved by means of the questionnaire applied at the beginning of the experiment, just before the students underwent to the training.
2. Deciding which strategies are necessary for the students. The strategies were chosen analyzing what was needed for the KET listening part.
3. Preparing materials and activities to teach the strategies. As mentioned above, the materials used were the same KET listening sample tests, as well as some activities presented in their books.
4. Informing the students of the purpose and value of strategy training. Every time each strategy was introduced to the participants, it was presented with several ways of using and applying it and the reasons of its importance.
5. Having students practice the new strategies with the help of the teacher. Each strategy was first practiced with the students and the researcher. Each activity done in group was discussed and debated together. This is, students were giving their responses and

suggestions or ideas of answers together, they were sharing ideas.

6. Having the students apply the new strategies to similar tasks. After the strategies were presented and practiced with the students, they had the chance of doing an activity by their own, this is, without stopping the CD player or discussing the answers.
7. Having students evaluate their strategy use. This part was done by means of the post-test applied just after the training.
8. Evaluating the strategy training. This part was complemented with the previous step and was in here where the post-questionnaire was applied.
9. Revising the strategy training. The revision of the training was where the questionnaire and the tests were revised and the results were given.

Having done this, it was possible to re-evaluate and revise the hypotheses stated at the beginning of the study, and to confirm or decline what was declared on them. The researcher wanted to prove whether participants who reported using certain listening strategies would perform better in listening tasks. From the results of the questionnaire administered at the beginning of the treatment, it is not possible to say that a specific group has got more strategies. Thus, participants who report having more strategies do not always perform better in listening tasks.

After the treatment and giving the post-test to both groups, it can be said that there was a very small change on the results of the experimental group, this means that the subjects started to improve in the listening task and reported to use more strategies than before. Nevertheless, this improvement was not significant enough to say that they had a much better performance than those subjects in the control group. Thus to say that participants who undergo a training perform better cannot be categorized into a true fact, but it can be achieved by means of constant and more integrated training.

Participants in the training were eager to check on strategies that would help them improve in their performance of this skill. There were some sessions where they felt bored and tired of doing this training, because it was separated from their class and their book activities. These reactions lead to the supposition that if the training was integrated to the regular class, the benefit would have been bigger. O'Malley et.al (1985) stated that in order to facilitate the learning the strategy training should be by means of the integration of skills.

## CONCLUSION AND SUGGESTIONS

Carrell et al. concept of strategy training as “teaching explicitly how, when, and why to apply language learning and language use strategies to enhance students’ efforts to reach language program goals”(p.5) is the basis of a more complete education and teaching of the language, as not only skills or tasks may be taught, but also means of achieving them. This training should be continuous and intertwined with the activities presented in class. Subjects at a certain time of the training showed a lack of interest towards the activity as it was a part from it. Thus, in order to have a more effective class and learning, subjects and the training should go together hand in hand.

The results obtained from both questionnaires and tests were fruitful as the study accomplished to identify learners’ strategies and to develop a training so that certain strategies could be reinforced or settled in the participant. On the other hand, it is important to pay attention on the reasons for not having achieved completely the goal of making subjects at the experimental group improve and perform much better than the control group. Some of these reasons may have been the little time given to the training or not having integrated this training with the classes given to the students or the integration with the other skills, listening with reading, writing, listening and speaking. Notwithstanding, there was a change in the performance of the students, but this tells us that the training given should be implemented as part of the language course class, integrating strategies, skills and styles so that every students with any learning style or preference is involved.

Twenty hours for the workshop on listening strategies was not long enough to fulfill the goals stated at the beginning, but it was enough to show that this type of teaching should be included with more frequency, as students mentioned the will of having more of this training during the whole course and extending this to all the skills. As Hymes described for communicative competence, a language learner needs to know in order to be communicatively competent in a speech community. When he referred to know, he meant being able to understand what goes before production of a language which is to comprehend why to use certain things, where to use them and how.

This study on listening strategy training leads to further suggestions such as implementing a training not only in listening but in all language skills such as reading, writing and speaking. Also, integrating this training since the beginning of the language classes so that students do not resent the sudden implementation of a training for improving any skill.

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## APPENDICES

### Appendix A

#### Questionnaire

##### Cuestionario sobre comprensión auditiva en inglés

Sexo: \_\_\_M\_\_\_F

Edad: 9-10\_\_\_\_ 11-12\_\_\_\_ 13-14\_\_\_\_ 15 ó más\_\_\_\_

Grado que cursas en la escuela: \_\_\_\_\_Primaria\_\_\_\_\_Secundaria

***Agradezco tu atención a este cuestionario. Te pido de la manera más atenta que leas detenidamente todo lo que se te pregunta así como también que respondas considerando tu experiencia en el idioma inglés.***

#### Instrucciones:

**Lee a continuación la siguiente lista de declaraciones. Por favor responde cuidadosamente según sea el caso. Recuerda que en este cuestionario no hay preguntas correctas o incorrectas.**

- |  |    |    |         |
|--|----|----|---------|
| 1. Antes de hacer una actividad de comprensión auditiva en inglés, me fijo en el título.   | Sí | No | A veces |
| 2. Antes de hacer una actividad de comprensión auditiva en inglés, leo las instrucciones detenidamente.  | Sí | No | A veces |
| 3. Antes de escuchar la radio o la tele en inglés, trato de pensar en lo que oiré.   | Sí | No | A veces |
| 4. Antes de escuchar a un amigo que habla en inglés, intento pensar en lo que me podría decir.   | Sí | No | A veces |
| 5. Antes de escuchar, decido si debo prestar atención a información específica, ya sean nombres, números, cifras, etc.   | Sí | No | A veces |
| 6. Cuando realizo una actividad de comprensión auditiva, hago predicciones o hipótesis basándome en los títulos u otras pistas como, por ejemplo, si el título es <i>La cocina</i> , o si necesito cantidades. | Sí | No | A veces |
| 7. Cuando escucho el título, me imagino o pienso en el tema sobre el cual las personas podrían hablar.   | Sí | No | A veces |

8. Cuando escucho el título, las palabras que podría escuchar durante la grabación vienen a mi mente.	Sí	No	A veces
9. Mientras escucho, trato de reconocer palabras claves, números, nombres, fechas, etc.	Sí	No	A veces
10. Mientras escucho, escribo palabras o ideas que me podrían ayudar después.	Sí	No	A veces
11. Tomo notas cuando escucho números, nombres o palabras que se mencionan durante la actividad auditiva.	Sí	No	A veces
12. Hago uso de las imágenes en el ejercicio para saber sobre que podría ser el audio.	Sí	No	A veces
13. Me imagino las cosas cuando escucho el audio.	Sí	No	A veces
14. Creo imágenes en mi mente cuando me hablan sobre algún tema.	Sí	No	A veces
15. Mientras escucho, identifico si es un relato, una conferencia, una conversación, etc.	Sí	No	A veces
16. Mientras escucho el audio, uso la información que ya tengo para suponer una respuesta.	Sí	No	A veces
17. Me baso en la información de la actividad auditiva para saber las respuestas.	Sí	No	A veces
18. Mientras escucho a mi maestro, traduzco todo lo que dice al español.	Sí	No	A veces
19. Mientras escucho a un amigo que me habla en inglés, traduzco todo lo que dice al español.	Sí	No	A veces
20. Mientras escucho la radio o la tele en inglés, traduzco todo lo que se dice al español.	Sí	No	A veces
21. Después de escuchar lo que dijo mi maestro de inglés, recuerdo todo en general.	Sí	No	A veces
22. Cuando escucho a un amigo que habla en inglés, trato de encontrar la idea principal.	Sí	No	A veces
23. Después de escuchar a un amigo que habla en inglés,	Sí	No	A veces

recuerdo todo lo que dijo a grandes rasgos.

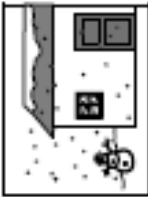
24. Después de participar en una actividad interactiva donde se dan ambas, comprensión auditiva y expresión oral, le pido al interlocutor que repita o parafrasee la información para aclarar algunos aspectos.	Sí	No	A veces
25. Cuando no entiendo alguna palabra o frase que dice el maestro, inmediatamente le pregunto.	Sí	No	A veces
26. Cuando no entiendo alguna palabra o frase que dice el maestro, espero a que termine y luego le pregunto.	Sí	No	A veces
27. Cuando no entiendo alguna palabra o frase que aparece en la actividad auditiva, le pregunto a un compañero.	Sí	No	A veces
28. Cuando no entiendo alguna palabra o frase que aparece en la actividad auditiva, le pregunto al maestro.	Sí	No	A veces
29. Cuando platico con mi compañero y no comprendo lo que dice, se lo hago saber preguntándole sobre lo que dijo.	Sí	No	A veces
30. Cuando platico con mi compañero y no le comprendo, le pido que me lo repita con otras palabras.	Sí	No	A veces

# Appendix B


## Pre- test

3


3. What will the weather be like?



A

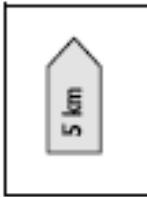


B

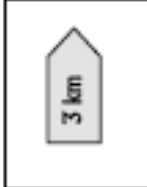


C


4. How far is the nearest supermarket?



A

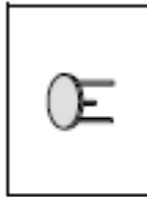


B

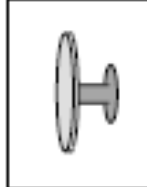


C

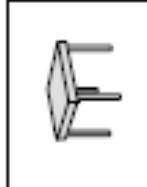
5. Which table does Sally like?



A



B



C

[Turn over]

3

Part 1

Questions 1-5  
You will hear five short conversations.  
You will hear each conversation twice.  
There is one question for each conversation.  
For questions 1-5, put a tick (✓) under the right answer.  
Example:

6. How many people were at the meeting?

3

A

13

B

30

C

---

1. Where is the woman going to go on holiday this year?

Canada

A


Italy

B


Turkey

C


2. What time was the man's appointment?



A



B



C

4  
Part 2

Questions 8-10  
Listen to Tom talking to his friend about a sports afternoon.  
What sport did each person do?

For questions 8-10, write a letter (A-F) next to each person.  
You will hear the conversation twice.

Example:

6	Tom	<input checked="" type="checkbox"/>
---	-----	-------------------------------------

---

People	Sports	
6	Sam	<input type="checkbox"/>
7	Jane	<input type="checkbox"/>
8	Paul	<input type="checkbox"/>
9	Susan	<input type="checkbox"/>
10	Anna	<input type="checkbox"/>

[Turn over]

5  
Part 2

Questions 11-15  
Listen to Jerry talking to Mark about buying a computer game.  
For questions 11-15, tick (✓) A, B or C.  
You will hear the conversation twice.

Example:

6	The name of the computer game is	A	City 2010	<input checked="" type="checkbox"/>
		B	City 2008	<input type="checkbox"/>
		C	City 2100	<input type="checkbox"/>

---

11	The game is not good for people under	A	eight.	<input type="checkbox"/>
		B	ten.	<input type="checkbox"/>
		C	twelve.	<input type="checkbox"/>
12	Mark's PC is top in	A	Cambridge.	<input type="checkbox"/>
		B	London.	<input type="checkbox"/>
		C	Philadelphia.	<input type="checkbox"/>
13	The address of the shop is	A	28 Hunter Road.	<input type="checkbox"/>
		B	28 Miller Street.	<input type="checkbox"/>
		C	28 Madison Street.	<input type="checkbox"/>
14	The last day you can get a free game is	A	Monday.	<input type="checkbox"/>
		B	Thursday.	<input type="checkbox"/>
		C	Friday.	<input type="checkbox"/>
15	The computer game cost	A	£25.	<input type="checkbox"/>
		B	£30.	<input type="checkbox"/>
		C	£45.	<input type="checkbox"/>

[Turn over]



6  
Part 4

Questions 16-20

You will hear a man talking for information about a train.  
Listen and complete questions 16-20.  
You will hear the conversation twice.

TRAIN	
To:	Mercantile
Day of journey:	16
Train leaves at:	17
Return ticket code:	18 £
Food on train:	19 Drink and
Address of Travel Agency:	20 22 Street

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7  
Part 5

Questions 21-25

You will hear some information about a museum.  
Listen and complete questions 21-25.  
You will hear the information twice.

Manor House Museum	
YOU CAN SEE:	
Down stairs:	old photos
Entrance hall:	21 pictures of Italian
Food Room:	22 more than £10
Upstairs:	23 from films and TV
Left:	24 £
Right:	25
Price of guide book:	26
Museum closes at:	27




You now have 8 minutes to write your answers on the answer sheet.

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Appendix C

Post Test

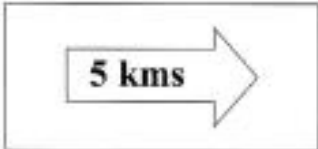

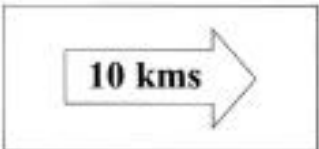
1 What was the weather like when the holiday began?

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




2 What did Peter buy today?

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




3 How far is it to the beach?

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

4 What will Tim and his dad play today?

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

5 What does the woman want?

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

## PART 2

### QUESTIONS 6–10

Listen to a woman talking to her son, Chris, about the things he has to do.

What will he do at each time?

For questions 6–10, write a letter A–H next to each time.

You will hear the conversation twice.

Example:

0 11.00  E

#### Times

6 12.00

7 12.30

8 1.00

9 1.30

10 2.00

#### Things to do

A buy stamps

B drive to pool

C go to library

D have lunch

E phone grandparents

F visit friends

G wash car

H watch TV

### PART 3

#### QUESTIONS 11-15

Listen to Amanda talking to a friend about a birthday party.

For questions 11-15, tick (✓) A, B or C.

You will hear the conversation twice.

Example:

- |   |  |      |                                     |
|---|--|------|-------------------------------------|
| 0 | How many people can come to the party? | A 8  | <input type="checkbox"/>            |
|   |  | B 11 | <input checked="" type="checkbox"/> |
|   |  | C 18 | <input type="checkbox"/>            |

- 
- |    |  |          |                          |
|----|--|----------|--------------------------|
| 11 | Which ice cream will they have at the party? | A coffee | <input type="checkbox"/> |
|    |  | B lemon  | <input type="checkbox"/> |
|    |  | C apple  | <input type="checkbox"/> |

- |    |                 |                         |                          |
|----|-----------------|-------------------------|--------------------------|
| 12 | What is broken? | A the CD player         | <input type="checkbox"/> |
|    |                 | B the cassette recorder | <input type="checkbox"/> |
|    |                 | C the guitar            | <input type="checkbox"/> |

- |    |                       |                     |                          |
|----|-----------------------|---------------------|--------------------------|
| 13 | Whose birthday is it? | A Emma's            | <input type="checkbox"/> |
|    |                       | B Joan's            | <input type="checkbox"/> |
|    |                       | C Amanda's sister's | <input type="checkbox"/> |

- |    |                                 |              |                          |
|----|---------------------------------|--------------|--------------------------|
| 14 | What present has Amanda bought? | A a camera   | <input type="checkbox"/> |
|    |                                 | B a video    | <input type="checkbox"/> |
|    |                                 | C a football | <input type="checkbox"/> |

- |    |  |             |                          |
|----|--|-------------|--------------------------|
| 15 | What time should people arrive at the party? | A 8 p.m.    | <input type="checkbox"/> |
|    |  | B 8.30 p.m. | <input type="checkbox"/> |
|    |  | C 9.30 p.m. | <input type="checkbox"/> |

## PART 4

### QUESTIONS 16–20

You will hear a woman asking for some information about a job.  
Listen and complete questions 16–20.  
You will hear the conversation twice.

JOB	
At:	Jones Department Store
To sell:	16 <input type="text"/>
Begin work at:	17 ..... a.m.
Days:	18 Tuesday to .....
Pay:	19 £ ..... per hour
Write to:	20 Mrs .....

## PART 5

### QUESTIONS 21–25

You will hear some tourist information about a town called Langley.  
Listen and complete questions 21–25.  
You will hear the information twice.

Langley	
Tourists stop here for:	3 hours
<b>Town Hall</b>	
See the:	21 <input type="text"/>
Cost of ticket:	22 ..... pence
<b>Langley Park</b>	
Café is near:	23 <input type="text"/>
<b>Tour of town</b>	
Meet guide in:	24 ..... street
Leave Langley at:	25 ..... p.m.

You now have 8 minutes to write your answers on the answer sheet.