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**THESIS**

**“STRATEGY STORYTELLING TO IMPROVE THE LEVEL OF LISTENING COMPREHENSION IN THE STUDENTS OF THE SECOND GRADE “A” SECONDARY LEVEL AT CRISTO REY HIGH SCHOOL - DISTRICT JOSE LEONARDO ORTIZ, PROVINCE OF CHICLAYO, REGION OF LAMBAYEQUE – 2017”.**

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## DEDICATED TO

To my mother Marta and my  
father Baldomero

To my Melisa because is a  
star in my heart.

To my grandmothers, Rosita  
and Maria now I have two stars  
in the heaven, they shine on me.

My dear sister Rosa, my  
brother in law Wilmer and  
Milenca.

For my brothers Carlos and  
Raul and for all my family.

Thank you for all of them.

Antonio

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To god because he teaches me every day the reason why I am here, in this world.

To teacher Gloria Cam, thanks from the bottom of my heart.

To teacher Gaby Guerrero for her help and advice.

My gratitude for all the people that helped me and trust in me.

Antonio

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## RESUMEN

El presente Trabajo de investigación es realizado con la finalidad de mejorar la habilidad en la comprensión oral en las estudiantes del segundo grado "A" del colegio "Cristo Rey" del distrito de José Leonardo Ortiz, de la ciudad de Chiclayo, Departamento de Lambayeque.

Basado en la Inteligencia Lingüística de Howard Gardner donde nos dice que si desarrollamos esta inteligencia a través de: diálogos, ver películas y comentarlas, cantar, leer cuentos, juegos para incrementar vocabulario (crucigramas, pupileras) y **storytellings** podemos lograr que nuestros estudiantes tengan capacidad para aprender otros idiomas, que les guste escuchar, les guste leer, tener buena memoria, habilidad para razonar, puedan comunicarse acertadamente.

El uso de la estrategia storytelling permite motivar el interés por escuchar y entender lo que se está comunicando, al escuchar aprenderán nuevos sonidos, entonaciones adecuadas y así incrementarán su nivel de comprensión oral para aprender un idioma.

El problema se diagnosticó cuando se aplicó una evaluación y dio como resultado el bajo interés por escuchar, las estudiantes se sentían incomodas por que no entendían lo que se les pedía o no comprendían los textos orales.

Esta investigación y posterior aplicación de la estrategia storytelling para mejorar la comprensión oral nos permitió tener un resultado óptimo porque se logró despertar el interés por entender un texto oral en Inglés, al inicio se logro bajos resultados, pero al final los resultados fueron satisfactorios.

**Palabras claves:** Storytelling, Inteligencia lingüística, Planes de lección, Comprensión auditiva, Pasos, Estrategias, Actividades, Escucha Intensiva y Extensiva.

## ABSTRACT

This research work is carried out with the purpose of improving the receptive capacity of the English language, which is oral comprehension in the second grade "A" students from "Cristo Rey" high school in José Leonardo Ortiz district, Chiclayo city, Lambayeque department.

Based on Howard Gardner's Linguistic Intelligence where he tells us that if we develop this intelligence through: dialogues, watching and commenting on movies, singing, reading stories, games to increase vocabulary (crosswords, puzzles) and storytellings we can make our students to be able of interact and communicate correctly in a second language.

The use of the storytelling strategy will allow the students to motivate the interest to listen and understand what is being communicated, by listening they will learn new sounds, adequate intonations and thus increase their level of oral comprehension to learn a language.

The problem was diagnosed when an evaluation was applied and which resulted in low interest in listening, the students felt uncomfortable because they did not understand what they were asked or did not understand the oral texts.

This research and subsequent application of the storytelling strategy to improve oral comprehension allowed to improve an optimal result because it was possible to awaken interest in understanding an oral text in English, at the beginning, we had low results, but at the end the results were satisfactory.

**Keywords: Storytelling, Linguistic Intelligence, Lesson planning, Listening comprehension, Stages, Strategies, Activities, Intensive and Extensive listening.**

## INTRODUCTION

Listening is the ability of identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. (Howatt and Dakin 1974)

Listening is one of the four skills fundamentals to learn a foreign language. The ability to listening plays a key role to all effective communication. Without the ability to listen effectively, messages can be inaccurately received and interpreted in the communication process which can lessen their effectiveness and, consequently, lead to misunderstandings.

According to Gunter and Puchta (1996), teaching a foreign language requires strategies in order to allow the child to become a more efficient learner. When teaching listening, storytelling is one of the methods teachers can use as it is assumed to promote skills such as listening and speaking (Bala, 2015).

During storytelling, the teacher is able to center learners' attention on the target language and work together with students while in a warm and happy atmosphere (Moon, 2000). Moreover, young learners do not get bored listening to the same story several times, and this repetition can create opportunities to introduce or review vocabulary or sentence structures (Dujmovic, 2006).

The Communicative Approach places emphasis on developing the communicative competence, therefore the communicative activities play an important role in the total learning process. These activities also create opportunities to build relationships among all the people involved in the learning process. Littlewood in his *Communicative Language Teaching* suggests various purposes of using communicative activities in the classroom. According to his

opinion, such activities provide whole-task practice, improving motivation, allow natural learning, and are able to create a context which supports learning.

Linguistic intelligence, one of Howard Gardner's eight multiple intelligences, involves the ability to understand and use spoken and written language. This can include expressing yourself effectively through speech or the written word as well as showing a facility for learning foreign languages. Teachers can help their students enhance and strengthen their linguistic intelligence through different activities such as storytellings, listen jokes, tongue twisters, riddles, playing word games like crosswords or parts-of-speech bingo, write stories, reading books, magazines, etc

In this research called "Strategy storytelling to improve the level of listening comprehension in the students of the second grade "A" secondary level at "Cristo Rey" High School - District Jose Leonardo Ortiz" most students had listening difficulties because they had poor vocabulary or insufficient background vocabulary, lack of listening strategies, cannot predict what speakers are going to say, not identify relevant information, not understanding inferred information (speaker's attitude or intention).

As English language is one of the most powerful and well-known languages in the whole world many countries adopt it as their second or foreign language used in education, government, politics, trade, and external dealings and relations. Peru, as part of the globe, has also given English its status as a foreign language taught in schools and academic institutions, and even as a requirement to get a degree in professional development in national or private universities and national or private technical institutes.

Nowadays, our society is being impacted by globalization and is going through important changes in education. Education gives us a knowledge of the world around us and changes it into something better. It develops in us a perspective of looking at life. It helps us build opinions and have points of view on things in life. For this reason the role of the teacher must be according to real demands of society; Teachers should prepare their lesson plans using a variety of activities and strategies for enhance the learning in the students and at the same time attract their attention.

For my teaching experience, listening skills are the most difficult to acquire for students of secondary level because they do not understand or they are able to recognize the words and attribute meaning to them. Other aspect is the lack of linguistic features: linking, connected speech, elision are common phenomena that make it difficult for students to distinguish or recognize individual words in the stream of speech.

Therefore, I believe it is our responsibility as language teacher to strive to improve students' listening skills and help them learn and develop strategies to be more effective listeners for this we have to use innovative and interesting strategies in the classroom that allow students to acquire strategies for optimal listening comprehension.

According to Hennings (1992) "To listen is not just to hear; it is the active construction of meaning from all the signals –verbal and nonverbal – a speaker is sending". Therefore, teachers ought to make students aware of the importance of being engaged while actively listening (Linse, 2005) and encourage them to actively develop their own listening skills (Goh & Taib. 2006).

Furthermore, storytelling encourages and enhances students' listening skills. Usually, students talk a lot more than they listen which can be a problem especially in the classroom, due to their short attention span (Rana & Pinar, 2014). However, if listening to stories becomes a habit, it can help them become better listeners as it provides them the necessary training to listen and understand more, while becoming aware of rhythm, intonation and pronunciation of the target language (Brewster et al., 2002).

The use of visual aids, pictures, real objects and other supports in storytelling is very important for listening comprehension because it leads to the students' understanding and enjoyment of the story. In addition, listening to a story provides students with an exciting experience exposing them to language contextualized in a meaningful and enjoyable way (Cameron, 2001).

Ellis and Brewster (2014) also claim that some of the most important listening strategies are: predicting what they think might come next in a story, which means that they can then listen again to check if their expectations are in accordance with what they hear. Also, inferring opinions or attitudes providing awareness to stress, intonation and body language and namely gestures and facial expressions – which helps them understand if the characters of the story are happy or sad.

Therefore, as language teachers we should take advantage of the fact that we can use storytelling as a teaching tool that awakens their imagination, while engaging them in the process of using language with purpose, by actively listening which can consist of repeating, paraphrasing or simply reflecting on the story while they listen. It also serves to provide a change of mood (Scrivener, 1994) at the end of a lesson or perhaps, in the middle of a lesson which will keep

them engaged and motivated.

The main problem with listening comprehension is the lack of an effective strategy in the classroom. Therefore, the research propose the application of the strategy storytelling to improve listening comprehension.

Therefore, the present work was formulated as follows:

The students of second grade “A” at “Cristo Rey” high school have a poor good level in Listening comprehension, because the students do not understand simple oral texts, they do not identify instructions and the important words that they need to listen. They have problems with different accents because they do not recognize British or American accent, do not recognize the communicative functions of utterances, according to situation participants, etc.

The objectives of the research were established as follows:

General: To improve the ability of listening comprehension in the students, based on a didactic strategy.

In correspondence with the main objective, the following specific objective in this research are listed:

- To apply a pre test in order to check up the listening comprehension in the students.
- To design a didactic strategy storytelling based on the verbal linguistic intelligence of Howard Gardner theory.
- To determine the level of achievement in listening comprehension in the students through the application of a post test..

Furthermore, this work pretends to demonstrate the following hypothesis:

If it is applied a didactic strategy storytelling based on the verbal linguistic

intelligence of Howard Gardner theory in the students of second grade “A” then the students will be able to improve the level of listening comprehension in the English language.

This research is Proposal-Applicative and Experimental.. The results determined the achievement obtained.

The following order for the presentation of the thesis was:

The first chapter: This contains a brief history, geography, weather, natural resources and economic activities about the district Jose Leonardo Ortiz. The creation of “Cristo Rey” high school, researches around the world about the topic, how the problem arises and strategy applied.

The second chapter: The theoretical framework was based on the verbal linguistic intelligence of Howard Gardner theory and the communicative approach that support the strategy storytelling.

The third chapter: It is the practical part of the reseach and it is based on the findings of the surveys, the analysis of pre test, the proposal and the lesson plans with the strategy storytelling.

The results obtained in the post test after the application of the strategy and its comparative analysis.

Finally: I present the conclusions and the recommendations as well as bibliography, and annexes.

## **Chapter I**

### **Analysis of listening comprehension in the students of the second grade “A” secondary level at “Cristo Rey” high school**

#### **1.1. Location of research object**

##### **1.1.1. Jose Leonardo Ortiz:**

The District of Jose Leonardo Ortiz is one of the twenty districts of the Province of Chiclayo, located in the Department of Lambayeque, under the administration of the Gobierno Regional de Lambayeque, in northern Peru.

##### **1.1.1.1. History**

It was created in the second government of President Manuel Prado Ugarteche, by Law 13734 of November 28th, 1961, with the name of San Carlos, which was changed by the current one on February 5th, 1966.

This district arises due to the demographic exploitation of the city of Chiclayo during the 1940s.

##### **1.1.1.2. Geography**

It is located in the north of the city of Chiclayo. It is flat, its territorial area is 28.22 km<sup>2</sup>. Warm variable climate. It is one of the districts of flatter soil. Its extension is 25.56 km<sup>2</sup> and its population reaches 165 453 inhabitants according to the 2007 census, constituting the district with the highest population density, since it reaches 5,863 inhabitants per km<sup>2</sup>. In addition to its urbanizations and young towns, Jose Leonardo Ortiz has as rural towns the hamlets of Culpón (370 inhabitants) and Chilape (104 inhabitants).

##### **1.1.1.3. Weather**

It is warm, temperate dry, with abundant sun most of the year, the winds are moderate. Rainfall is scarce, that is, the weather of José Leonardo Ortiz is normal if it is so cold or so hot, although lately it is getting very cold and the air is plentiful.

#### **1.1.1.4. Natural resources**

Its soils are silty and very deep, which decrease due to urban development. The natural flora is scarce, predominantly some herbs and bushes that grow mostly on the banks of the ditches.

#### **1.1.1.5. Economic activities**

Trade is one of the main activities, due to the existence of Moshoqueque commercial complex, where agricultural, livestock and other products of the region are commercialized. In this district is located Moshoqueque Commercial Complex, which the wholesalers and agricultural producers of the department and the region take their products for wholesale sale.

Likewise, there are numerous repair workshops for motor vehicles and machinery, wood and metal carpentry, manufactures of locetas, ice, bricks, adobes and numerous commercial stores.

### **1.2. Historical background at “Cristo Rey” High School**

"Cristo Rey" high school is located in the most populated area of Jose Leonardo Ortiz district, as it is the UPIS 1st of May. It was created by Directorial Resolution No. 0262, of April 12<sup>th</sup>, 1983, as a State Secondary School for Minors and Adults, under the government of architect Fernando Belaunde Terry, who inaugurated it.

Through the Departmental Directorate Resolution No. 0217, of May 28<sup>th</sup>, 1984, the previous resolution is modified, extending services to primary minors, remaining under the name of State School of Primary and Secondary Education for Children and Adults "Cristo Rey": "Sciences and Humanities and Industrial", being by prof. Hermogenes Acosta Saldaña, responsible for its organization and operation.

"Cristo Rey" high school began its official academic activity on May 23<sup>rd</sup>, 1984, with 03 sections of first degree of Primary Education for Minors and 09 sections of first degree of Secondary Education for Minors; being its first headmaster Mario Gastelo Mundaca, who worked until 1987.

In 1987, through Directorial Resolution No. 0662, it expanded its services to Occupational Education, with the Specialties of Cosmetology and Clothing Industry.

On January 12<sup>th</sup>, 1988, the headmaster of the high school was Jose Horacio Angulo Segura, who worked until February 28<sup>th</sup>, 2002.

The Primary and Secondary Adult Education Modality begins to function as of 1989, the year when electric power is served to the high school.

On March 1<sup>st</sup>, 2002, the headmaster of the I.E. assumes the condition of appointment Jose Fernando Estevez Garcia, until August 11<sup>th</sup>, 2005.

In 2003, the first Classroom for Pedagogic Innovation was created and in 2004 the Internet service was installed.

On this date August 12<sup>th</sup>, 2005, the headmaster was Urban Malca Martinez, until May 28<sup>th</sup>, 2006.

On May 29<sup>th</sup>, 2006, until January 2013, the headmaster was Tulio Carrion Abarca, who assumed the position.

And since March 2013 until now, the headmaster is Julio Alburqueque who takes over of the school "Cristo Rey".

Currently the student population is of 680 students: 366 are girls and 314 are boys.

It has 68 teachers, 04 teacher assistants, 03 administrators, and 02 people in charge of the cleaning.

### **1.3. How the problem arises?**

Listening skills are vital for learners. Of the four skills, listening is by far the most frequently used. Listening and speaking are often taught together, but beginners, especially non-literate ones, should be given more listening than speaking practice. It is important to speak as close to natural speed as possible, although with beginners some slowing is usually necessary. Without reducing speaking speed, can make language easier to comprehend by simplifying vocabulary, using shorter sentences, and increasing the number and length of pauses in the speech.

Listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance (Wipf,

1984).

(Rost, 2002) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation).

Listening is a complex, active process of interpretation in which listeners matches what they hear with what they already know.

### **1.3.1. International context**

In **China** is often that many students make is just listening. That is it. They just start listening and try to understand what they are listening to. They do not really have a plan, they are unaware of their skill level and they do not know how to increase their listening skills. In fact, they do not even know what the skills are sometimes. Students go out and buy a CD or perhaps they download a podcast. Some of these recordings are 10 or even 15 minutes long. Some are even longer. Then they start to listen to it and complain that it is too difficult.

In **Europe**, it is quite difficult to teach listening comprehension as English here is a foreign language and students do not have opportunities to practice the skill in authentic setting. Only some high schools employ native speakers (mostly Americans working for the Peace Corps Educational Program) and the students there may have opportunities to hear "real" English spoken outside the classroom situation.

### **1.3.2. Peruvian context**

In **Peru**, teaching listening is one of the most important skills to develop to acquire the English language. Peruvian teachers use two types of strategies for listening. They are defined so according to the ways of processing the text while listening:

In Bottom up processing, like reading, learners use their linguistic knowledge to identify linguistic elements in an order from the smallest linguistic unit like phonemes (bottom) to the largest one like complete texts (top). It is absolutely "text based" process where learners rely on the sounds, words and grammar in the message in

order to create meaning.

Top - down interpretation, on the other hand, requires learners to go to the listening with their prior knowledge of topic, context, and type of text as well as knowledge of language to reconstruct the meaning using the sounds as clues.

It is assumed that bottom up process is applied while practicing minimal pairs, taking pronunciation tests, listening for specific details, recognizing cognates and word- order pattern but top-down interpretation is used in the activities like listening for the main idea, predicting, drawing inferences, and summarizing where learners relate what they know and what they hear through listening comprehension.

Definitely we have to admit that language learning depends on listening as we respond only after listening something. Listening provides the input that serves as the stimuli for language acquisition and make the learners interact in spoken communication. We, teachers, have to explore more about this skill. I have not found so much research about listening. Sometimes media at schools and universities even at Language centers are not enough to support teachers who want to share listening activities with their students. Teaching listening requires a bit more on the part of the teacher than that of the learners. My research proposes an interesting way to acquire the language through very nice listening activities.

### **1.3.3. Local context**

In Jose Leonardo Ortiz a reality that teachers do not know or not use a didactic strategy for developing listening comprehension is for this reason that some teachers prefer develop reading production or texts productions because they are easier.

For this reason, the students do not know the different characteristics of the English language such as: intonation, stress, different sounds, word linking etc, which increase their difficult in understanding the oral message.

Many students have weakness of wanting to understand every word they hear and this leads them to stagnate trying to guess what they heard and lose the thread of the main message that is being transmitted.

And while teachers in the classrooms are practiced "Listening" methodically but never enough, students are even more frustrated when outside the classroom they

fail to understand conversations, radio and television dialogues, presentations and other auditory forms.

The mind learns better when we use language as a social tool and as a real communication tool. As Anderson and Lynch pointed out (1988) “that the lack of social relations, of facts, and of contextual knowledge of the language that is being acquired, can constitute an obstacle to understanding because language is used to express their culture”.

And some teachers cannot help to their students is for a simple reason because they do not know how to.

#### **1.4. How the problem states and its characteristics**

At “**Cristo Rey**” high school the students had difficulty in listening comprehension when:

- Students are trying to understand every word because they do not identify the important words that they need to listen.
- Students do not recognize the communicative functions of utterances, according to situation participants, goals because they do not answer appropriately according to different communicative situations.
- Students have problems with different accents because they do not recognize between British and American accent.
- Students do not recognize that a particular meaning may be expressed in different grammatical forms.
- There are not Didactic Strategies at “Cristo Rey” high school in order to help students to improve the level in listening comprehension.

#### **1.5. Methodology**

This research work was proposal-applicative and experimental because let us propose and apply strategy storytelling to improve the level of listening comprehension.

This research had the following goals:

**First:** To search and know the different problems in the teaching – learning of listening comprehension in a context international, National and local as well as the

collection of bibliographic information related to strategy storytelling.

**Second:** To obtain a diagnostic was to create a pre-test that was applied to the students of second grade “A” in order to sound out and find out the level of development of listening comprehension.

**Third:** This pre-test was applied on 20 students of the second grade. It was worked individually and it was carried out on September 5th, 2016.

**Fourth:** The creation of 10 lessons plans using the strategy storytelling based on the verbal linguistic intelligence of Howard Gardner to improve the level of listening comprehension in the students of second grade during the months of September, October, and November in 2016.

**Fifth:** After almost three months of the application of the pre-test and the lesson plans, a post-test was applied to find out if the use of Strategy Storytelling was a good way to accomplish the purpose of this research. The post-test was applied on December 8th, 2016.

### 1.5.1. Population and sample population

The population consists of 141 students and in total there are seven sections, shift afternoon at “Cristo Rey” high school.

*Table 1. Population and sample population*

Section	Girls
A	20
B	21
C	20
	<b>Boys</b>
D	21
E	20
F	20
G	19
<b>Total</b>	<b>141</b>

Source: Registers, Semester - 2017 – “Cristo Rey” – High school.

#### 1.5.1.1. Sample

The sample was twenty students of second grade “A” and all of them were women. Their age were between 12 and 13 years old.

**Table 2. Sample**

Section	Girls	Total
2º A	20	20

Source: Registers, Semester - 2017 – “Cristo Rey” – High school

#### 1.5.2. Materials and instruments of data collection

##### Materials:

- Books
- Webpages related to the topic
- Notebooks
- Markers
- USB
- Sheets of paper

##### Instruments:

- Pre-test
- Post-test
- A survey questionnaire

#### 1.5.3. Methods and procedures of data collection

##### 1.5.3.1. Observation:

This will let to experiment the improvement of Listening Comprehension of the students prior and post the application of the Didactic strategy.

##### 1.5.3.2. Evaluation:

Questionnaires to gather information from prior experiences related to Language

Listening Comprehension.

#### **1.5.4. Statistical analysis of the data:**

Simple descriptive statistics will be used through the following procedure:

- Data collection
- Data classification
- Data ordering
- Statistical graphics
- Analysis and data interpretation
- Validation.

## Chapter II

### **Theoretical – conceptual framework of strategy storytelling based on the verbal linguistic intelligence of Howard Garder to improve the level of listening comprehension.**

#### **2.1. Background of the research problem:**

Research in reading supports the notion that activating prior knowledge or knowledge of the world and applying this knowledge to new input greatly facilitates processing and understanding.

Listening, like reading, is an active process that entails construction of meaning beyond simple decoding.

**Mueller (1980)** researched “**The effects on listening comprehension of focus of contextual visuals for different levels of aptitude of beginning college German students**”. The aptitude variable consisted of two levels (high and low) that was determined by the subjects.

Grades in the preceding German course. He found that the students who had the contextual visual before hearing the passage scored significantly higher on the recall measure than those in the visual-after and the no-visual groups.

In my own opinion, visual activities help students to inference some passages of listening exercises. Pictures, flashcards, drawings, posters and photos represent visual material to clarify and identify ideas coming from a listening exercise.

**Long (1990)** conducted an “**Exploratory study of background knowledge and L2 listening comprehension**”. Her third-quarter students of Spanish listened to two passages- one was deemed familiar, the other unfamiliar. Comprehension was assessed by a recall protocol in English and a recognition measure, a checklist comprised of statements that referred to the content of the passage and purposefully false statements that were plausible according to the context. On the checklist, students identified items that were mentioned in the passage. Although the English summaries revealed a higher proportion of

correct idea units for the familiar topic, no significant differences were found between the familiar and unfamiliar passages for the recognition measure.

I agree, if students have specific background of a topic, then the presentation of the same topic will be easier for the students and they will catch the ideas clearly. Their overview of the theme will engage their attention and their comprehension.

Chiang and Dunkel (1992) researched "The effect of speech modification, prior knowledge, and listening proficiency on EFL listening comprehension". After listening to a lecture, the Chinese EFL students' comprehension was measured by a multiple-choice test that contained both passage-dependent and passage-independent items. Regarding topic familiarity, the subjects scored higher on the familiar-topic lecture than on the unfamiliar-topic lecture.

I consider all kinds of exercises: multiple choice, underlining, odd word out, rewriting of sentences will help students to have a better comprehension of a text. The teacher has to give students a variety of activities to ensure their listening comprehension.

Schmidt-Rinehart (1994) carried out a study with the main purpose of discovering "The effects of topic familiarity on L2 listening comprehension". University students of Spanish at three different course levels listened to two familiar passages, one about a familiar topic and another about a novel topic. Subjects scored considerably higher on the familiar topic than on the new one. She concludes that background knowledge in the form of topic familiarity emerges as a powerful factor in facilitating listening comprehension.

In the classroom, we as teachers can observe that the passages of stories related to the students' culture represent authentic previous knowledge that is going to be connected with a new experience. In that way students will discover familiar words and topics by the context.

It seems that the EFL field is in need of further studies investigating the issue of background knowledge and listening comprehension. Therefore, it is hoped that the results of this study cast some light on this issue and pave the way for a better teaching of listening.

## **2.2. Theoretical framework:**

### **2.2.1. The communicative approach**

The communicative approach or Communicative language teaching is the theory that language is communication and it is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication or real situations that necessitate communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

The communicative approach places emphasis on developing the communicative competence, viewed as “the overall underlying knowledge and ability for language use which the speaker- listener possesses (Brumfit and Johnson 15). Through the communicative teaching, learners are encouraged to “consider language not only in terms of its structures (grammar and vocabulary), but also in terms of the communicative functions that it performs” (Littewood x). By giving opportunities to use the language for real communicative purposes the teacher helps them to develop strategies for relating the structures of a language to the communicative functions they can perform.

Therefore the final aim of CLT (Communicative language teaching) is communicative competence.

The communicative competence is the desired outcome of the language learning process is the ability to communicate competently, not the ability to use the language exactly as a native speaker does.

Developing the communicative competence of the learners is one of the major goals for English teaching and is considered as that “the essence of English teaching is communication” and “communicative competence is the initial and ultimate goal of English teaching” (Wang, 1996)

#### **2.2.1.1. The principles of the communicative approach:**

- ✓ Learners learn the language through using it to communicate.
- ✓ Authentic and meaningful communication should be the goal of classroom activities.
- ✓ Fluency is an important dimension of communication.

- ✓ Communication involves the integration of different language skills.
- ✓ Learning is a process of creative construction and involves trial and error.
- ✓ Fluency viewed as more important than accuracy.
- ✓ Errors are tolerated and seen as a natural outcome of the development of communication skills.

#### **2.2.1.2. Teacher's role in the communicative approach:**

The teacher has two main roles:

- ✓ To facilitate the communication process between all the participants in the classroom, and a guide between students activities and texts.
- ✓ To act as an independent participant within the learning – teaching group. (Richards J.C.,Rodgers T.S.(p.77)

In conclusion the teacher's role is to facilitate student communication which is done through careful selection of materials and activities relevant to the aims of lesson in which they are used.

#### **2.2.2. Theory of multiple intelligences by Howard Gardner.**

The **theory of multiple intelligences** was proposed by Howard Gardner in 1983 as a model of intelligence that differentiates intelligence into various specific (primarily sensory) modalities, rather than seeing it as dominated by a single general ability.

Gardner argues that there are a wide variety of cognitive abilities which are only very weakly correlated with one another, despite the close correlations between aspects of intelligence generally measured by traditional intelligence (IQ) tests or psychometrics. For example, the theory predicts that a child who learns to multiply easily is not necessarily generally more intelligent than a child who has more difficulty on this task. The child who takes more time to master simple multiplication.

1) may best learn to multiply through a different approach, 2) may excel in a field outside of mathematics, or 3) may even be looking at and understand the multiplication process at a fundamentally deeper level. Such a fundamentally

deeper understanding can result in what looks like slowness and can hide a mathematical intelligence potentially higher than that of a child who quickly memorizes the multiplication table despite a less detailed understanding of the process of multiplication.

The theory's eight currently accepted intelligences are: (Ref: *Educational Psychology*, Robert Slavin. 2009, 117)

- Spatial
- Logical-mathematical
- Bodily-kinesthetic
- Musical
- Interpersonal
- Intrapersonal
- Naturalistic
- Linguistic

**a) Spatial**

This area deals with spatial judgment and the ability to visualize with the mind's eye. Careers which suit those with this type of intelligence include artists, designers and architects. A spatial person is also good with puzzles.

**b) Logical-mathematical**

This area has to do with logic, abstractions, reasoning and numbers. While it is often assumed that those with this intelligence naturally excel in mathematics, chess, computer programming and other logical or numerical activities, a more accurate definition places less emphasis on traditional mathematical ability and more on reasoning capabilities, recognizing abstract patterns, scientific thinking and investigation and the ability to perform complex calculations. It correlates strongly with traditional concepts of "intelligence" or IQ.

**c) Bodily-kinesthetic**

The core elements of the bodily-kinesthetic intelligence are control of one's bodily motions and the capacity to handle objects skillfully (206). Gardner elaborates to say that this intelligence also includes a sense of timing, a clear sense of the goal of a physical action, along with the ability to train responses so they become like reflexes.

In theory, people who have bodily-kinesthetic intelligence should learn better by involving muscular movement (e.g. getting up and moving around into the learning experience), and are generally good at physical activities such as sports or dance. They may enjoy acting or performing, and in general they are good at building and making things. They often learn best by doing something physically, rather than by reading or hearing about it. Those with strong bodily-kinesthetic intelligence seem to use what might be termed muscle memory - they remember things through their body such as verbal memory.

Careers that suit those with this intelligence include: athletes, pilots, dancers, musicians, actors, surgeons, doctors, builders, police officers, and soldiers. Although these careers can be duplicated through virtual simulation, they will not produce the actual physical learning that is needed in this intelligence.

#### **d) Musical**

This area has to do with sensitivity to sounds, rhythms, tones, and music. People with a high musical intelligence normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music. Since there is a strong auditory component to this intelligence, those who are strongest in it may learn best via lecture. Language skills are typically highly developed in those whose base intelligence is musical. In addition, they will sometimes use songs or rhythms to learn. They have sensitivity to rhythm, pitch, meter, tone, melody or timbre.

Careers that suit those with this intelligence include instrumentalists, singers, conductors, disc-jockeys, orators, writers and composers.

#### **e) Interpersonal**

This area has to do with interaction with others. In theory, people who have a high interpersonal intelligence tend to be extroverts, characterized by their sensitivity to others' moods, feelings, temperaments and motivations, and their ability to cooperate in order to work as part of a group. They communicate effectively and empathize easily with others, and may be either leaders or followers. They typically learn best by working with others and often enjoy discussion and debate.

Careers that suit those with this intelligence include sales, politicians,

managers, teachers and social workers.

**f) Intrapersonal**

This area has to do with introspective and self-reflective capacities. People with intrapersonal intelligence are intuitive and typically introverted. They are skillful at deciphering their own feelings and motivations. This refers to having a deep understanding of the self; what your strengths/ weaknesses are, what makes you unique, you can predict your own reactions/ emotions. Careers which suit those with this intelligence include philosophers, psychologists, theologians, lawyers, and writers. People with intrapersonal intelligence also prefer to work alone.

**g) Naturalistic**

This area has to do with nurturing and relating information to one's natural surroundings. Careers which suit those with this intelligence include naturalists, farmers and gardeners.

**2.2.2.1 Linguistic intelligence by Howard Gardner**

Manali , (1996) say that, Language skills consist of the ability to use a language correctly, and moreover, beautifully. Those understanding the beauty of a language and those being able to make creative use of it, are among the fortunate few who possess linguistic intelligence. Linguistic intelligence involves a deep understanding of words and sensitivity to literal as well as the figurative meanings of words. It involves highly developed written and oral communication skills, proper knowledge of grammar rules and the information about as well as a zest to learn different types of languages.

Linguistic intelligence manifests itself in terms of linguistic abilities that some people possess. Not all of us possess linguistic skills; nor do we all have a gift for learning different languages. It is said that those who exhibit unusual language skills have linguistic intelligence. Linguistically intelligent people are pleased with the rhythms and the phonetics of words. They are very interesting in learning correct pronunciation and experiencing the melody hidden in the words.

Linguistically intelligent people like to read and write. They are good with spelling words and are sensitive to language patterns. In their majority they are ordered and systematic, with a great capacity to reason. It is often observed that

they have a good memory and that they do well in word games. People who have linguistic intelligence are good speakers and public speakers. Writers, poets, journalists, screenwriters, speech writers, novelists, lawyers and politicians are linguistically intelligent. Maya Angelou, J.K. Rowling, Winston Churchill, William Shakespeare are some of the eminent personalities who possessed linguistic intelligence.

To enhance linguistic intelligence, it is recommended that we practice storytelling, participate in debates and discussions, learn new words, solve word puzzles and crosswords, practice letter writing, essay writing and read voraciously. Participation in debates and discussions helps in the development of reasoning skills, reading books and solving crosswords helps in the enhancement of vocabulary and writing encourages expression of thoughts in the right words.

#### **2.2.2.2. Develop skills linguistic intelligence:**

- Describe.
- Narrate.
- Observe.
- Compare.
- Relate.
- Value.
- Drawing conclusions.
- Summarize.

#### **2.2.2.3. Strategies to promote linguistic intelligence:**

- Talking to them about a topic.
- Promote dialogue games.
- Watching a movie and make comments.
- Sing.
- Read stories.
- Play games to increase vocabulary.

#### **2.2.2.4. Toys or materials that stimulate linguistic intelligence:**

- Puppets.
- CD's songs.
- DVD's theme.
- Stories.
- Cubes with images (animals, expressions, etc.).
- Bits of reading.
- Cards to build sentences.

#### **2.2.2.5 Linguistic intelligence traits:**

- Like to read
- Like to write
- Like to listen
- Expressive speakers
- Good at spelling
- Sensitive to patterns
- Like word games
- Good memory for general knowledge
- Orderly and systematic
- Ability to reason
- Good public speaker / debater though may prefer either oral or written communication

#### **2.2.2.6 Exercises to strengthen linguistic intelligence:**

- Make up stories and tell them to someone else
- Have debates about current events
- Discuss life, the universe and everything!
- Put together a family, school or work magazine or newsletter
- Keep a journal
- Learn new words every day
- Interview friends, family and mentors

- Write poems
- Read all kinds of novels, stories and jokes
- Write stories and jokes
- Use a computer to write
- Play vocabulary games and tests
- Publish your own website dedicated to your special subject
- Do puzzles and crosswords
- Learn about neuro-linguistic programming
- Write letters/e-mails to penpals
- Write book reviews and product reviews

### **2.3. Listening comprehension**

Traditional, the term listening comprehension is the ability that man has to perceive concepts, ideas and meanings through the word.

According Rost (1990), instead listening is one of the fundamental skills of language that allows speakers to obtain not only information, but also instruction.

Listening is the first language mode that children acquire. It provides a foundation for all aspects of language and cognitive development, and it plays a life-long role in the processes of learning and communication essential to productive participation in life. A study by Wilt (1950), which found that people listen 45 percent of the time they spend communicating, is still widely cited (e.g., Martin, 1987; Strother, 1987). Wilt found that 30 percent of communication time was spent speaking, 16 percent reading, and 9 percent writing. That finding confirmed what Rankin had found in 1928 that people spent 70 percent of their waking time communicating and that three-fourths of this time was spent listening and speaking.

#### **2.3.1. The importance of teaching listening comprehension in L2 learning.**

The importance of listening in language learning has changed over the past years.

Listening used to be overlooked and educators supposed that listening abilities

would be acquired during the grammar, vocabulary and pronunciation practice (Hedge). This was quite surprising as abilities to listen play an equal role as abilities to speak in successful communication.

There are a lot of reasons why educators are now focused on the ability to understand and contribute to communication. Firstly, pupils at basic schools are encouraged to develop good listening abilities in their mother tongue so that they can be successful in everyday communication. Secondly, students have to develop effective listening strategies that will enable them to learn another language.

*Underwood points out that listening is an active of paying attention to the speaker and subsequent attempt to understand what we hear (1989:1). Even though listening may be seen as a passive process it is not true because we as listeners have to concentrate on the message to be able to decode it. Underwood argues that hearing can be thought of as a passive condition, listening is always an active process (1989:2).*

There are three main stages involved in the auditory process. During the first stage sounds are structured into meaningful units. The process of organising the sounds into the units is based on learner's previous knowledge about the language. During the second stage we work on the new information. This mean that we compare and contrast words or phrases we heard with already known information. The last step includes transmitting the newly acquired information into the long term memory so that we can use this information later (Underwood).

The importance of listening in language learning is worth considering since when you do not listen you will never learn anything new.

Defining what listening is turns out to be quite difficult.

Researchers and teachers define listening in many different ways. That is because there is no universally accepted definition for the term "listening".

Rost (2002) asked many applied linguistics, language teachers, and students "What do you think listening means?" After gathering many responses from learners, Rost concluded that since listening is an invisible mental process, we must use indirect analogies and metaphors to describe it. He found, for example,

that a common metaphor for defining listening comprehension was “catching what a speaker says.” He also found that people in different professions define listening in different ways. Applied linguists use the example of shopping in a bazaar to define listening as negotiating meaning with a speaker. Anthropologists sometimes define listening with a tacit metaphor such as *listening is reframing a message heard in terms of what is relevant and important for the listener*. Finally, Rost found that psychologists define listening in terms of the listener’s personal and mental sensitivity, as being open to what is in the speaker’s mind (Rost, 2002).

Rost further found that virtually every definition of listening draws on four basic orientations or perspectives: receptive, constructive, collaborative, or transformative listening.

**Orientation 1: *Receptive Listening*** = receiving what the speaker actually says

- Listening means catching what the speaker has said.
- Listening means getting the speaker’s idea.
- Listening means decoding the speaker’s message.
- Listening means unpacking the speaker’s content.
- Listening is receiving the transfer of images, impressions, thoughts, beliefs, attitudes, and emotions from the speaker.

**Orientation 2: *Constructive Listening*** = constructing and representing meaning

- Listening means figuring out what is in the speaker’s mind.
- Listening means finding something interesting in what the speaker is saying.
- Listening means finding out what is relevant for you.
- Listening means reframing the speaker’s message in a way that’s relevant to you.
- Listening means understanding why the speaker is talking to you.
- Listening means noticing what is said.

**Orientation 3: *Collaborative Listening*** = negotiating meaning with the speaker and responding

- Listening is coordinating with the speaker on the choice of what to say, when to say it, and how to say it.
- Listening means responding to what the speaker has said.
- Listening is the process of negotiating shared information or values with the speaker.
- Listening means showing interest while the speaker is talking.
- Listening is signaling to the speaker which ideas are clear and acceptable to you.

**Orientation 4: *Transformative Listening*** = creating meaning through involvement, imagination, and empathy

Listening is being involved with the speaker and, if possible, keeping an open mind.

Listening requires the creation of a mental or personal connection between the speaker and the listener.

Listening is empathizing with the speaker's motivation for speaking.

Listening is imagining a possible world for the speaker's meaning.

Listening is feeling the flow of consciousness as you pay attention to things.

Listening is the process of altering the cognitive environment of both the speaker and the listener.

Rost (2002, 2-3).

When looking at the many types of orientations and the many different listening definitions, we need to keep in mind that we can design lessons and materials that suit our learners' different needs and our own goals. We can incorporate these listening orientations into our own classes and into the curricula we design for ourselves and other teachers. In this course I will explain about the kinds of listening and specific listening tasks we teachers can set up to help our students learn to listen successfully when they hear English spoken.

Finally, there is no one definition of *listening*. In fact, researchers agree that there is no one universal definition for *listening comprehension* in a learner's first language (L1) or in their second/foreign language. In 1990, the L1 listening researcher Witkin (1990) even wondered whether the listening processes can be observed and studied. Whether it can be observed or not, we L2 teachers

definitely need to investigate and learn more about the listening processes of our students. We need to do this because listening comprehension plays a very important role in the development of our students' overall communicative ability.

Speaking of L1 communication skills, Brownell (2002) notes that effective communication starts with effective listening. In fact, listening may be the single most important skill in facilitating one's personal and professional development.

Brownell writes that "the benefits of effective listening – and the consequences of poor listening – are only now beginning to be fully explored. New developments of the 21<sup>st</sup> century make listening effectiveness more necessary than ever before. As the number of messages increases due to technological advances, effective listeners must be able to make wise decisions about what to listen to and develop skill in understanding and evaluating what they hear" (2002, 24).

### **2.3.2. Purposes for listening:**

In real situations we rarely listen to somebody without any expectations what we are going to hear. This means that we usually have preconceived idea of the content (Ur 1984:3) and these ideas are based on our knowledge about the heard information.

These expectations are usually connected with the purpose of listening e.g. if we want to know what the time is we have to ask somebody. According to Ur the heard information which corresponds with the listener's expectations and needs is more likely to be correctly apprehended and understood than the information that is not relevant or useful. That is why it is so important to provide the learners with some information about the content before listening.

In almost all real-life situations listeners are supposed to give an immediate response to what they just heard. To respond to the information they can use either verbal or nonverbal ways of expressing their opinions. But this is not a case of classroom recordings since they consist of long parts of speech and the response to them is demanded at the end rather than between individual parts and Ur argues that listening tasks should consist of short parts demanding immediate answer.

In everyday situations there are a great number of reasons for listening.

Brown and Yule divided the purposes into two main categories interactional and transactional. Interactional purpose convey social reasons of communication such as chatting at a party whereas transactional is used to express exchange of information such as to follow instruction.(Hedge).

Galvin claims that there are five main reasons for listening such as *to engage in social rituals; to exchange information; to enjoy yourself; to share feelings and to exert control* (Hedge 2000:243).

And according to Underwood teachers should prepare their students for these situations:

- ✓ Attending a lesson or a lecture. The aim of this activity is to understand the main concept and to be able to distinguish the main information.
- ✓ Listening to announcements, news and weather forecast. In this situation listener's objective is to get relevant information.
- ✓ Listening to live situation in which one takes no part. This type of situation is usually connected with eavesdropping. The person listens to the conversation usually unaware of the context so that he or she cannot interfere into the conversation.
- ✓ Listening to or watching plays, watching TV or listening to a radio for pleasure. The aim of this activity is to entertain oneself.
- ✓ Listening to someone giving a speech. The listener is often interested in views and attitudes of the speaker.
- ✓ Following the instructions. The listener's objective is to accomplish the task successfully.

Since it is difficult to provide listening that contains natural speech and it is highly interesting I consider this list of purposes of individual listening as a support for teachers when they are choosing the listening text for their students.

### **2.3.3. Process to teach listening comprehension**

#### **2.3.3.1. Pre-Listening**

Prepare your learners by introducing the topic and finding out what they already know about it. A good way to do this is to have a brainstorming session and some discussion questions related to the topic. They provide any necessary

background information and new vocabulary they will need for the listening activity.

### **2.3.3.2. While-Listening**

Be specific about what students need to listen for. They can listen for selective details or general content, or for an emotional tone such as happy, surprised, or angry. If they are not marking answers or otherwise responding while listening, tell them ahead of time what will be required afterward.

### **2.3.3.3. Post-Listening**

Finish with an activity to extend the topic and help students remember new vocabulary. This could be a discussion group, craft project, writing task, game, etc

### **2.3.4. Listening comprehension involved:**

- a) **Speech perception** (e.g., sound discrimination, recognize, stress patterns, intonation, pauses, etc.)
- b) **Word recognition** (e.g., recognize the sound pattern as a word, locate the word in the lexicon, retrieve lexical, grammatical and semantic information about the word, etc.)
- c) **Sentence processing** (parsing; e.g., detect sentence constituents, building a structure frame, etc.)
- d) **Construct the literal meaning** of the sentence (select the relevant meaning in case of ambiguous word)
- e) **Hold the information** in short-term memory
- f) **Recognize cohesive devices in discourse**
- g) **Infer the implied meaning and intention (speech act)**
- h) **Predict what is to be said**
- i) **Decide how to respond**

### **2.3.5. Types of listening**

Different situations require different types of listening. In the classroom situation, students can improve their listening abilities and gain valuable input by being engaged in the listening process through a combination of extensive and intensive listening. (Harmer, 1998).

“They help them to develop their pronunciation and acquire good speaking habits they absorb” (Harmer, 1998, 228).

#### **2.3.5.1. Extensive listening**

It occurs in a situation where the teacher encourages students to choose for themselves what they listen to, using their own materials for the purpose of pleasure and language improvement (Harmer. 1998).

If we want to know the main idea of a conversation, we are using extensive listening. While I clean my house at the same time I am listening news on the radio.

#### **2.3.5.2. Intensive listening**

It refers to “the process of listening for precise sounds words, phrases, grammatical units and pragmatic units” (Rost, 2002, 138).

It can take many forms; such as the teacher’s reading aloud to a classroom. Students dealing with this task listen to a natural spoken language of a written passage. In addition to other enjoyable activities like storytelling, conversations and interviews. (Harmer, 1194)

If we want to know lots of details about a topic then we must pay attention when we listen.

#### **2.3.5.3. Listening for gist or global understanding**

This is when we listen to something to get a general idea of what it’s about, of what being said. We do not want or need to understand every word.

Example: Listening to a summary of the day’s news on the radio.

#### **2.3.5.4. Listenig for details**

This is when we listen very closely, paying attention to all the words and trying to understand as much information as possible.

Example: A member of a jury listening to a statement from a witness.

### **2.3.5.5. Listening for infer attitude**

Listening to see what attitude a speaker is expressing.

### **2.3.5.6. Listening for specific information**

Listening carefully; is not understanding everything. It is knowing what you need and catching it.

We can ignore other information which does not interest us.

Example: Remember to read the questions first and decide what type of information you need for each gap.

Listening to a weather report to find out about the weather in your part of your country.

### **2.3.6. Strategies for developing listening skills**

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include

- Listening for the main idea
- Predicting
- Drawing inferences
- Summarizing

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

- Listening for specific details
- Recognizing cognates
- Recognizing word-order patterns

Strategic listeners also use *metacognitive strategies* to plan, monitor, and

evaluate their listening.

- They plan by deciding which listening strategies will serve best in a particular situation.
- They monitor their comprehension and the effectiveness of the selected strategies.
- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.

### **2.3.7. Listening for meaning**

To extract meaning from a listening text, students need to follow four basic steps:

- Figure out the purpose for listening. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.
- Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest.
- This Selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.
- Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up strategies simultaneously to construct meaning
- Check comprehension while listening and when the listening task is over. Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies.

### **2.3.8. Teacher`s role during listening.**

Teachers carry a big responsibility in their classroom; they have a huge impact on their learners either positive or negative and it is the teacher`s responsibility

to create friendly and supportive atmosphere.

According to the division suggested by Harmer there are eight main roles:

- ✓ **A teacher as an organizer-** one of the most important roles of the teacher since the whole success depends on the teacher's organization skills. They have to explain what their students are going to do, give clear instructions and at the end of the lesson they must give a constructive feedback. Teachers as organizers prepare the listening lesson covering all three stages and give clear instructions.
- ✓ **A teacher as a controller-** is a teacher who conducts the whole lesson. It is their responsibility to organize what students do, when they should speak and what language they use. Teachers whose roles are to control the lessons specify what students do throughout the listening stages.
- ✓ **A teacher as an assessor-** another important part of teacher's job is to assess their students, to give the students a feedback on their performance. They should evaluate how good students were.
- ✓ **A teacher as a resource-** such teacher can facilitate their students by giving advice and is available when the learners need to consult some problems. They usually help with unknown vocabulary or grammatical patterns
- ✓ **A teacher as a tutor-** is a teacher who acts as a coach and as a resource (Harmer 1991:242) and is able to help their students to develop ideas. Teachers as tutors can help their students during each stage and their help is very valuable during the while-listening stage during which they should help their students with prediction of the missing information.
- ✓ **A teacher as an investigator-** a teacher, who observes the activities in their lessons and subsequently evaluates their efficiency, belongs into this group. They keep reflective journals and evaluate the benefits of each listening activity.
- ✓ **A teacher as a prompter-** is a teacher who encourages their students and offers suggestions about activities that are being done by the students. They ought to support their students during each stage so that

the students can be more successful.

- ✓ **A teacher as a participant-** a teacher can participate as an equal in the set activities but they must beware of leading in these activities. Their participation can also improve the classroom atmosphere. Teachers as participants can participate in pre and post listening task such as discussions role- plays and so on.

## **2.4. Conceptual framework/ paradigm:**

### **2.4.1. Storytelling**

Storytelling is the art of portraying real or fictitious events in words, images, and sounds. Stories are told for entertainment purposes, and often to teach lessons and provide morals. Storytelling is often considered to be a crucial aspect of humanity.

Human beings have a natural ability to use verbal communication to teach, explain, and entertain, which is why storytelling is so prevalent in everyday life. Anne Pellowski, in her attempt to draft an acceptable definition of storytelling, says that, “storytelling is the art or craft of narration of stories in verse and/or prose, as performed or led by one person before a live audience; the stories narrated may be spoken, chanted, or sung, with or without musical, pictorial, and/or other accompaniment and may be learned from oral, printed, or mechanically recorded sources; one of its purpose may be that of entertainment.” (World of Storytelling, 15).

Storytelling is a means for sharing and interpreting experiences. Stories are universal in that they can bridge cultural, linguistic, and age-related divides. Storytelling can be adaptive for all ages leaving out notion of age segregation.

Storytelling can be used as a method to teach ethics, values, and cultural norms and differences. Learning is most effective when it takes place in social environments that provide authentic social cues about how knowledge is to be applied. Stories provide a tool to transfer knowledge in a social context.

Human knowledge is based on stories and the human brain consists of cognitive machinery necessary to understand, remember, and tell stories. Humans are storytelling organisms that both individually and socially, lead storied

lives.

Stories mirror human thought as humans think in narrative structures and most often remember facts in story form. Facts can be understood as smaller versions of a larger story thus storytelling can supplement analytical thinking. Because storytelling requires auditory and visual senses from listeners, one can learn to organize their mental representation of a story, recognize structure of language, and express his/her thoughts

Stories are effective educational tools because listeners become engaged and therefore remember. While the storylistener is engaged, they are able to imagine new perspectives, inviting a transformative and empathetic experience. This involves allowing the individual to actively engage in the story as well as observe, listen and participate with minimal guidance.

#### **2.4.2. Lesson planning.**

A lesson planning is set of notes that helps us to think through what we are going to teach and how we are going to teach it. It also guides us during and after the lesson.

Before starting planning a listening activity teachers should consider three things: According to Rixon a listening is divided in three phases:

- ✓ First, choose a type of listening activity interesting and suitable for the students. Most out of the what they are going to listen to.
- ✓ Second, select an activity that development listening skills that are appropriate for the students.
- ✓ Third, do a coherent lesson planning.

## **Chapter III**

### **Concretion of the research strategy storytelling based on the verbal linguistic intelligence of Howard Gardner to improve the level of listening comprehension**

#### **3.1. Description**

The aim of this proposal is improve the level of listening comprehension in the students of second grade “A” secondary level at “Cristo Rey” high school through active lesson plans which using the strategy storytelling will help to students be able to distinguish the types of speech (joke, chat, warning), interpret vocabulary gained through listening, complete the instructions, hold the information, respond appropriately to questions etc.

At the same time the use of the strategy storytelling based on the verbal linguistic intelligence of Howard Gardner theory which will be used in the lesson plans develop in the students traits such as: ability to reason, good at spelling, good memory for general knowledge, speech perception, learn new vocabulary, like to listen, learn a language and these traits allow them to improve the level of listening comprehension.

#### **3.2. Proposal objectives:**

##### **3.2.1 General objective**

To improve the level of listening comprehension in the students of second grade “A” secondary level at “Cristo Rey” high School through the strategy storytelling based on the verbal linguistic intelligence of Howard Gardner theory

##### **3.2.2 Specific objectives**

To design lessons plans according to the level of the students, using the strategy storytelling based on the verbal linguistic intelligence of Howard Gardner theory and communicative approach.

### **3.3. Development of listening comprehension stages**

#### **Pre-Listening**

- First, the students receive instructions about the activity.
- To stimulate the interest of the story through pictures.
- To introduce the new vocabulary or phrases using pictures, drawings, objects and body language.
- Finally, the students follow the classroom rules.

#### **While-Listening**

- The students look at the pictures while make ideas about the story.
- Encourage students to make assumptions after the first listen and verify them after the second listen
- Depending of the activity the students put in order the sentences, select the appropriate picture, answer the questions, listen and draw.etc
- The students work alone then share their information and finally teacher clarify the ideas.

#### **Post-Listening**

- The students reflect about their strengths and weaknesses.
- In an activity, the students are given a group of words, some of which are from the story, others are not. The students decide which ones are from the story.
- The teacher says wrong staments about the story and the students correct them.

#### **3.3.1. Listening comprehension strategies**

Listening strategies are techniques or procedures that a teacher uses during instructions. These strategies will help to students to interpret what are heard and anticipate what will come next.

- Listening for the main idea.
- Predicting.
- Drawing inferences
- Summarizing.

- Listening for specific details.
- Recognizing cognates.
- Recognizing word-order patterns.

### **3.3.2. Listening comprehension activities**

The teacher's fundamental task is to get students to engage in learning activities that are likely to result in achieving (the intended learning) outcomes. It is helpful to remember that what the students does is actually more important than what the teacher does. (Schuell, 1986, p.429).

- Listen and put in order.
- Listen and draw.
- Listen and answer.
- Listen and complete.
- Listen and choice true / false

### **3.3.3. Teacher's role in listening activities**

The teacher plays a vital role in the activities of listening because has to engage the interest of the students for listening through games, stories, pictures, riddles etc.

In this way the role of teacher is:

- Organizer: Organize the activities that the students are going to do, give clear instructions, prepare the materials, the pictures, etc.
- Controller: Teacher controls the activities what students do in the lesson or when are working in pairs or groups, teacher can go round the class.
- Prompter: Encourage the students do the activities, offer suggestions, support them, guide them.
- Resource: Teacher acts as information resource when the students need to consult some problems or when they do not know new words.

### **3.3.4. Students' role in listening activities:**

The students need to become participants in the process of listening and to

engage in the pre - while and post listening activities in order to develop their listening skill.

In this way the role of student is:

Responsible: Students pay attention, participate in every lesson.

Collaborative: Work in pairs or groups, help each other.

Be reflective: Analyze, evaluate, thoughts before, during or after the lesson.

Building up learning: Students aware of his learning answers the questions: what did you learn?, How did you learn?, Was it easy?, was it difficult?, the ability to learn to learn (metacognition).

### **3.3.5. Role of the materials:**

The materials are the tools that the teacher use them in the classrooms such as flashcards, maps, cds, cdplayer, puppets and whiteboard.

The materials are important because let us engage the interest of our students with the topic.

The teacher is a resource of aid when use hand gestures, facial expressions and mime for clarify meaning and create context.

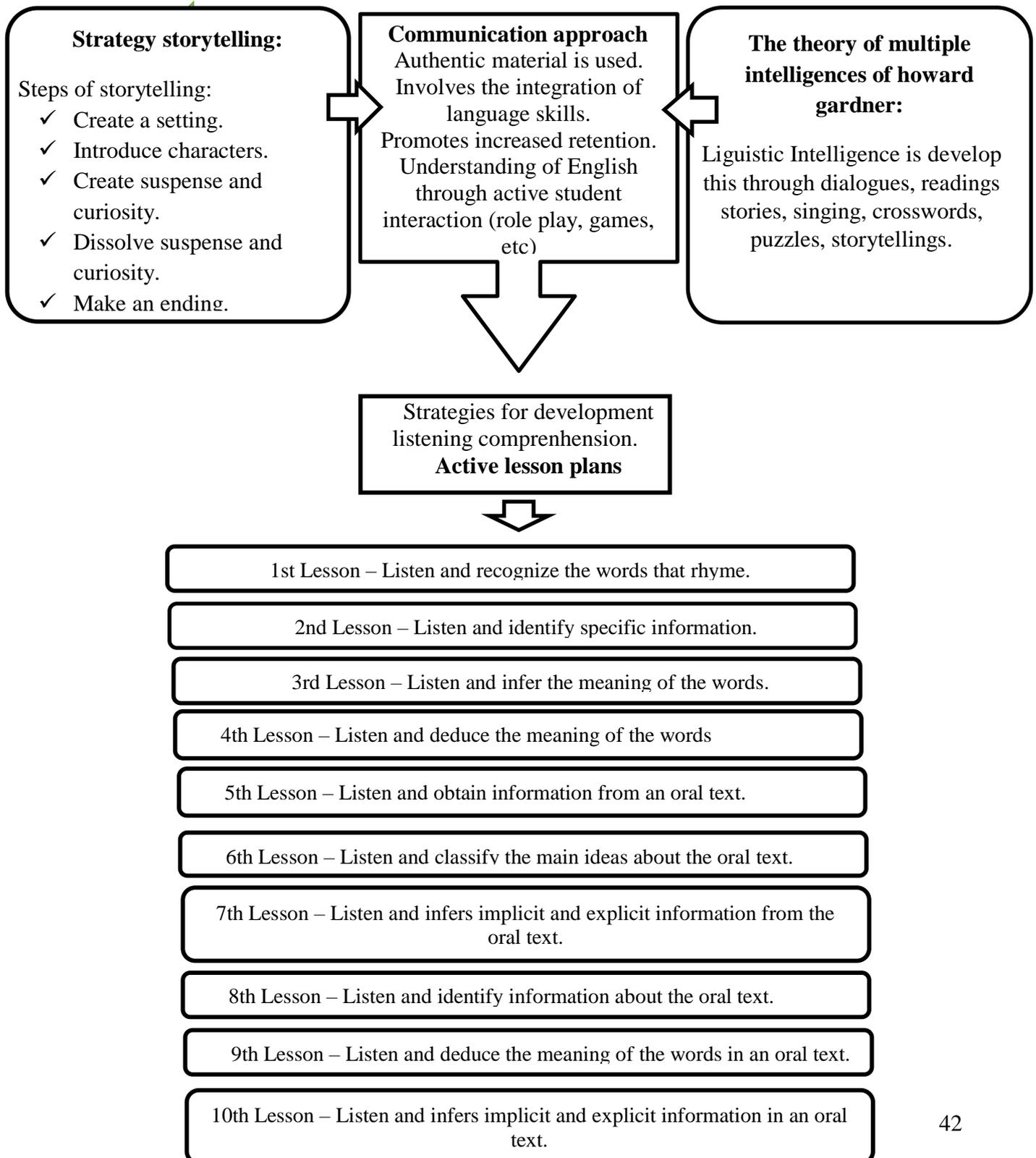
The teacher must decided what materials will be needed to work storytelling and these must be according to the level of the students.

For this reason the materials must be:

- Motivators.
- Get to attention and interest.
- Fixing and recalling the knowledge.
- Encouraging activities.
- Be according to the mental level of the students.
- Be meaningful and purposeful.
- Be large enough to be properly seen by the students.
- Increase the vocabulary

**3.4. Theoretical model of the strategy storytelling based on the verbal linguistic intelligence of Howard Garder to improve the level of the listening comprehension in the students of the second grade “A” secondary level at “Cristo Rey” high school - district Jose Leonardo Ortiz province of Chiclayo region de Lambayeque- 2017.**

*Figure 1. Theoretical model of the strategy storytelling based on the verbal*



### **3.5. Proposed active lesson plans structure:**

The following active lesson plans were designed using the proposed strategy storytelling based on the verbal linguistic intelligence of Howard Gardner.

These active lesson plans were applied to the students of second grade "A" secondary level at "Crsito Rey" high school.

They were ten active lesson plans and each active lesson in a week.

Lesson 01: The students listen and join the words that rhyme. They work in group.

The students share information with their classmates.

## **LESSON PLAN**

**NAME OF THE LESSON: “Rimes”**

### **I. BASIC INFORMATION**

- 1.1. **SCHOOL** : “CRISTO REY”
- 1.2. **CURRICULAR AREA** : English
- 1.3. **GRADE** : 2º “A”
- 1.4. **TIME** : 02 Hours
- 1.5. **CYCLE** :VI
- 1.6. **TEACHER** : Antonio Garcia Yzquierdo

### **II. CROSS CURRICULAR SUBJECT:**

**Education for peaceful coexistence and citizenship.**

### **III. VALUES AND ATTITUDES**

<b>VALUE</b>	<b>ATTITUDE</b>
RESPECT	Maintain order and respect in the classroom.

### **IV. EXPECTED LEARNING**

<b>COMPETENCE</b>	<b>CAPACITY</b>	<b>INDICATOR</b>
EXPRESSION AND ORAL COMPREHENSION	Listen and recognize the words that rhyme.	Join the words the have same rhyme.

## V. LEARNING SEQUENCE

*Table 3. Learning sequence, Lesson 1*

DIDACTIC SEQUENCE		LEARNING SITUATIONS	STRATEGIES / ACTIVITIES	RESOURCES	TIME
BEGINNING	ASSESSMENT	WARM UP	The teacher greets the students.  The teacher shows a box and asks the students try to guess the object in the box. The teacher says and writes on the board some tracks.	Speech White board Markers Flashcards	20"
		PREVIOUS KNOWLEDGE			
PROCESS	OF THE LEARNING SESSION	COGNITIVE CONFLICT	The teacher asks the students to circulate the words that rhyme.  The teacher checks the answers.	Speech White board Markers Worksheet Wallpapers Voice Mimics	50"
		KNOWLEDGE BUILDING UP	The teacher puts cards face down on the board.  The teacher explains that this game is called "Memory" (Annex I) Recognizing cognates.  The student must turn two cards and if these cards rhyme, the student wins the cards but if these do not rhyme the student must put on the board again.		
		LEARNING APPLICATION	The teacher gives the students a worksheet.  The students must join the words that rhyme. (Annex II) Recognizing cogantes.  The students by groups show their answer.  The teacher reads twice a word and the students fill in the gap with word correct. (Annex III) Recognizing word-order patterns.  Teacher uses mime or body language.		
ENDING		REFLECTION ON THE LEARNT TOPIC	The students write words that have the same rhyme. Recognizing cognates.  The students reflect and complete the following table: What I learnt? - How did I learn it? – How can you use what you learned?	Speech Quiz Metacognition	20"

## **VI. BIBLIOGRAPHY:**

Ministerio de Educación, 2014 English 2<sup>o</sup> Secondary, Manual para el docente.

Perú.

Editorial

Santillana.

[https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/night\\_and\\_day/world-twinkle-star/54014](https://en.islcollective.com/resources/printables/worksheets_doc_docx/night_and_day/world-twinkle-star/54014)

**APPENDIX**

**I. The teacher puts cards face down on the board.**

The teacher explains that this game is called “Memory”

BALL	SHOE	DOG	FROG
SWIM	GYM	BLUE	FEET
SEA	BEE	MEAT	TALL
PEN	HAT	CAT	TEN

**II. The teacher gives the students a worksheet. The students must join the words that rhyme.**

**WORKSHEET**

**STUDENT'S**

**NAME:.....GRADE:.....DATE:.....**

**1. Match:**

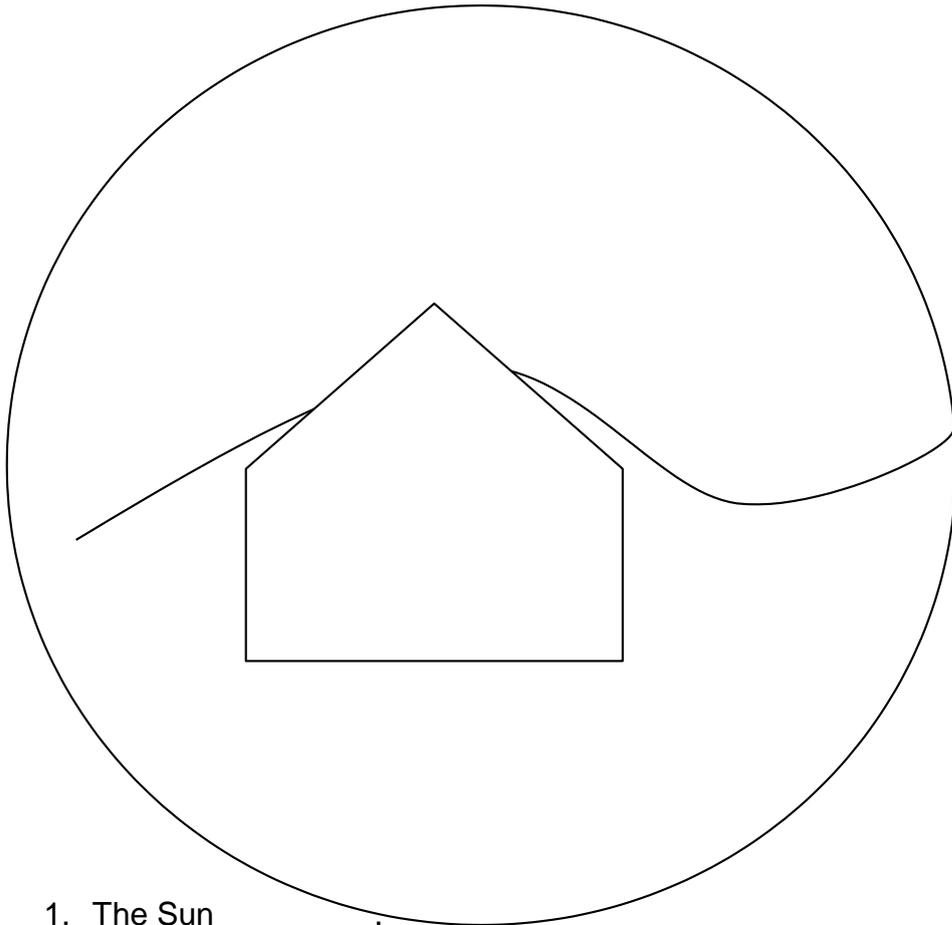
**WORDS THAT**

SNOW	SAY	LAND	HELLO
PLAY	US	PLEASE	BUS
SAND	SEAS	FLOW	GROW

III.- The teacher reads a word twice and the students fill in the gap with word correct.

My name is .....	I am ..... years old.
------------------	-----------------------

# During the day ...



1. The Sun \_\_\_\_\_.
2. It's \_\_\_\_ and \_\_\_\_\_.
3. We can see \_\_\_\_\_, \_\_\_\_\_ and a \_\_\_\_\_ in the sky.
4. People go \_\_\_\_\_

rainbow	hot	clouds	outside	birds
	shines	light		

Lesson 02: In this activity the students listen and identify different animals through riddles and their abilities.

## LESSON PLAN

**NAME OF THE LESSON: “*Knowing the Animals*”**

### I. BASIC INFORMATION

- 1.1. SCHOOL : “CRISTO REY”
- 1.2. CURRICULAR AREA : English
- 1.3. GRADE : 2° “A”
- 1.4. TIME : 02 Hours
- 1.5. CYCLE : VI
- 1.6. TEACHER : Antonio Garcia Yzquierdo

### II. CROSS CURRICULAR SUBJECT:

Education for peaceful coexistence and citizenship.

### III. VALUES AND ATTITUDES

VALUE	ATTITUDE
RESPECT	Maintain order and respect in the classroom.

### IV. EXPECTED LEARNING

COMPETENCE	CAPACITY	INDICATOR
EXPRESSION AND ORAL COMPREHENSION	Listen and identify specific information.	Listen and identify different animals through riddles.

## V. LEARNING SEQUENCE

Table 4. Learning Sequence, Lesson 2

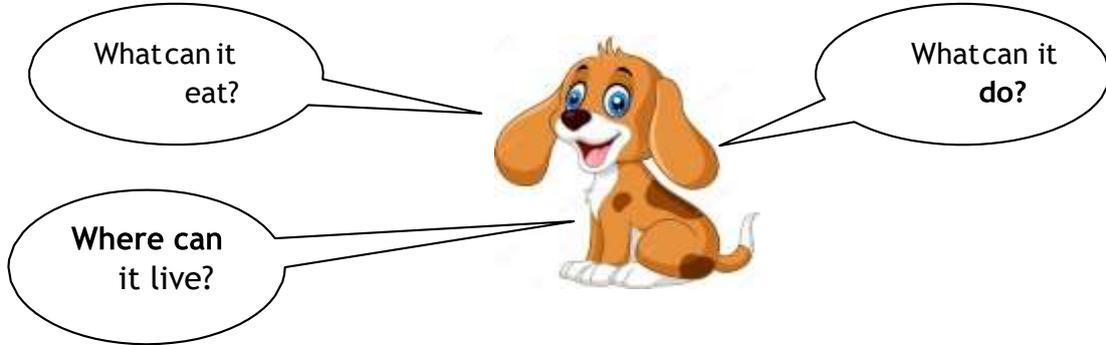
DIDACTIC SEQUENCE		LEARNING SITUATIONS	STRATEGIES / ACTIVITIES	RESOURCES	TIME
BEGINNING	ASSESSMENT	WARM UP	The teacher greets the students. The teacher gives commands by saying Simon says and Ss. obey the commands.	Speech White board Markers Flashcards	20"
		PREVIOUS KNOWLEDGE	The teacher asks What is your favorite animal? The teacher writes their answer on the board.		
PROCESS	OF THE LEARNING SESSION	COGNITIVE CONFLICT	The teacher draws the favorite animal of the classroom.  The teacher writes some questions: What can it do?, What can it eat? , Where can it live? , etc (Annex I) The teacher writes the answer of the students below of the draw.	Speech  White board Markers Work sheet Wallpapers Voice Mimics	50"
		KNOWLEDGE BUILDING UP	The teacher explains the use of can and can't. (ability) Listening for specific details.  The teacher reads the sentences written on the board.		
		LEARNING APPLICATION	The teacher puts a picture face down of an animal on the board and ask: Guess, who is it?  The teacher writes some tracks on the board: it can eat insects, it can't run, it can jump. (Annex II) Listening for specific details.  The teacher does the same activity with others animals. (Annex III)  The students participate in the activity. The students listen to the teacher. Summarizing.		
ENDING		REFLECTION ON THE LEARNT TOPIC	The students in groups write phrases using can and can't of an animal.  The students expose their activity  The students reflect and complete the following table: What I learnt? - How did I learn it? – How can you use what you learned?	Speech  Quiz  Metacognition	20"

## **VI. BIBLIOGRAPHY:**

Ministerio de Educación, 2014 English 2º Secondary, Manuel para el docente. Perú. Editorial Santillana.  
[https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/animals/anima-Is-animalscan-cant/990](https://en.islcollective.com/resources/printables/worksheets_doc_docx/animals/anima-Is-animalscan-cant/990)

**APPENDIX**

**I. The teacher asks what your favorite animal is. The teacher writes some questions on the board.**



The teacher explains the use of can and can't. (ability)

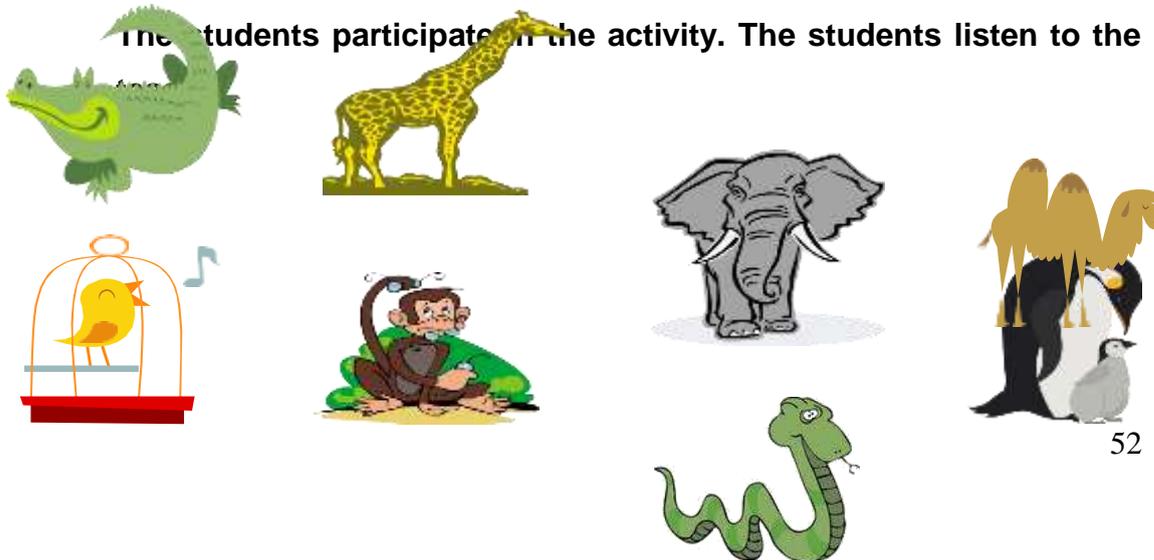
IT	CAN	Run fast.
	CAN'T	Eat bones. Fly.

**II. The teacher puts a picture face down of an animal on the board and ask : Guess , who is it?**



The teacher writes some tracks on the board: it can eat insects, it can't run, it can jump.

**III. The teacher does the same activity with others animals.**



**Lesson 03: The students listen a story about two boys in the sea.**

**The pictures help to imagine the story.**

**LESSON PLAN**

**NAME OF THE LESSON: “An Unforgettable Adventure”**

**I. BASIC INFORMATION**

**1.1. SCHOOL : “CRISTO REY”**

**1.2. CURRICULAR AREA : English**

**1.3. GRADE : 2º “A”**

**1.4. TIME : 02 Hours**

**1.5. CYCLE : VI**

**1.6. TEACHER : Antonio Garcia Yzquierdo**

**II. CROSS CURRICULAR SUBJECT:**

**Education for peaceful coexistence and citizenship.**

**III. VALUES AND ATTITUDES**

<b>VALUE</b>	<b>ATTITUDE</b>
<b>RESPECT</b>	<b>Maintain order and respect in the classroom.</b>

**IV. EXPECTED LEARNING**

<b>COMPETENCE</b>	<b>CAPACITY</b>	<b>INDICATOR</b>
<b>EXPRESSION AND ORAL COMPREHENSION</b>	<b>Infer the meaning of the words.</b>	<b>Listen and fill the gaps of the text.</b>

## V. LEARNING SEQUENCE

**Table 5. Learning Sequence, Lesson 3**

DIDACTIC SEQUENCE		LEARNING SITUATIONS	STRATEGIES / ACTIVITIES	RESOURCES	TIME
BEGINNING	ASSESSMENT	WARM UP	The teacher greets the students. The teacher draws a star on the board, writes his name inside and in the tips data that identify him. Students have to try to find out what each thing means by asking questions (your favorite color is blue?, do you like chocolate? ...).	Speech White board Markers	20"
		PREVIOUS KNOWLEDGE	The teacher asks the students to close their eyes and imagine that they are on the beach. The teacher writes their answers on the board.	Flash card	
PROCESS	OF THE LEARNING SESSION	COGNITIVE CONFLICT	The teacher puts word cards and flashcards on the board. (Annex I)  The teacher uses body language or mime for explaining the meaning of the words. Predicting. The students match them. The teacher reads the story and the students listen carefully. (Annex II) Summarizing.	Speech White board	50"
		KNOWLEDGE BUILDING UP	The teacher puts pictures on the board.  The students listen the story again and put in order. (Annex III) Listening for the main idea.	Markers Worksheet Wallpapers	
		LEARNING APPLICATION	The teacher gives the story with spaces in blank. The students listen the story and fill in the blank. (Annex IV) Predicting.  The students listen and underlying the instructions. (Annex V) Recognizing word-order patterns.  The teacher asks students do an instruction usng mime or body language.	Voice Mimics	
ENDING		REFLECTION ON THE LEARNT TOPIC	The students reflect and complete the following table: What I learnt? - How did I learn it? – How can you use what you learned?	Speech Quiz Metacognition	20"

## **VI. BIBLIOGRAPHY:**

Ministerio de Educación, 2014 English 2º Secondary,  
Manuel para el docente. Perú. Editorial Santillana.

¡Catch! 6, 2004, Richmond Publishing Unit 5, Story time “An  
Unforgettable Adventure”.

## APPENDIX

- I. The teacher puts word cards and flashcards on the board.  
The students match them.



Wetsuit



Scuba diving



Boat



Flippers



Tank



Strom

- II. The teacher read the story and the students listen carefully.

## An unforgettable adventure

It was a beautiful day, Billy and Jake decided to go scuba diving.

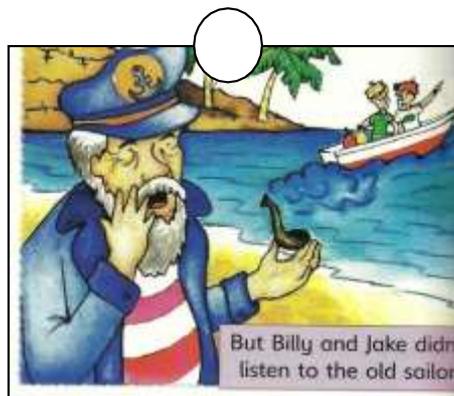
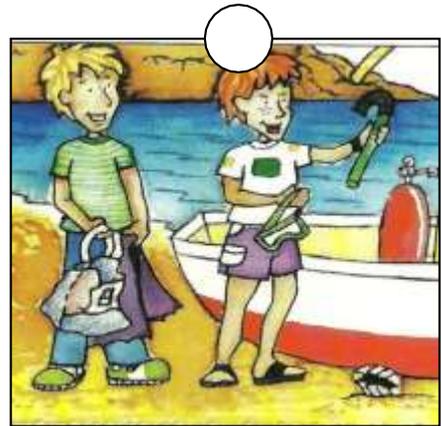
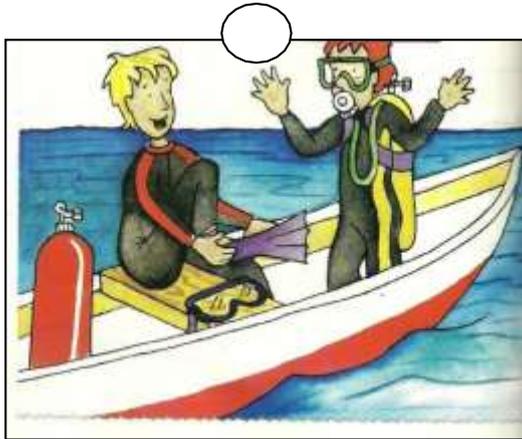
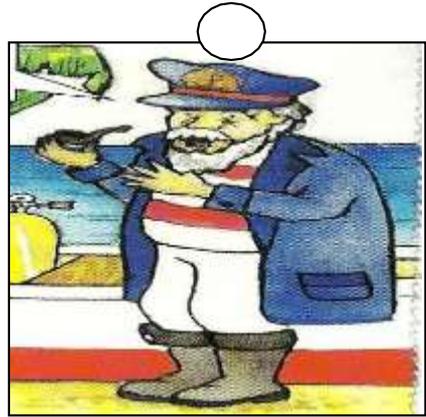
Old sailor says: "Today is not a good day, boys. There's going to be a storm.  
But Billy and Jake didn't listen to the old sailor.

The old says: "come back! The weather can change very quickly. Your uncle  
isn't going to be happy if you take his boat now.

After an hour they stopped the boat. They ate sandwiches and drank  
lemonade. They played cards, too.

They put on their wetsuits and flippers. Then, they attached their tanks to their  
backs. They were ready to dive.

III. The students listen the story again and put in order.



#### IV. The students listen the story and fill in the blank.

##### An Unforgettable Adventure

It was a beautiful day, Billy and Jake decided to \_\_\_scuba diving.

Old\_\_\_\_\_says: "Today is not a good day, boys. There's going to be a\_\_\_\_\_. But Billy and Jake didn't listen to the old sailor.

The old says: "come back! The\_\_\_\_\_can change very quickly. Your uncle isn't going to be happy if you take his\_\_\_\_\_now.

After an hour they stopped the boat. They ate sandwiches and drank lemonade. They played\_\_\_\_\_, too.

They\_\_\_\_\_their wetsuits and\_\_\_\_\_. Then, they attached their tanks to their backs. They were ready to dive.

Keywords:

Sailor      Weather      Cards

Put on      Flippers      Boat

Go          Storm

#### V. The students listen and underline the instructions.

The teacher asks students do an instruction using gestures or body language.

- To put on your wetsuits.
- To put on your flipper.
- You are swimming in the ocean.
- Now you are eating sandwiches.
- To play card on your table.

**Lesson 04: The students listen the second part of the story.**

## **LESSON PLAN**

**NAME OF THE LESSON: “An Unforgettable Adventure Part II”**

### **I. BASIC INFORMATION**

- 1.1. SCHOOL : “CRISTO REY”
- 1.2. CURRICULAR AREA : English
- 1.3. GRADE : 2º “A”
- 1.4. TIME : 02 Hours
- 1.5. CYCLE : VI
- 1.6. TEACHER : Antonio Garcia Yzquierdo

### **II. CROSS CURRICULAR SUBJECT:**

**Education for peaceful coexistence and citizenship.**

### **III. VALUES AND ATTITUDES**

<b>VALUE</b>	<b>ATTITUDE</b>
<b>RESPECT</b>	<b>Maintain order and respect in the classroom.</b>

### **IV. EXPECTED LEARNING**

<b>COMPETENCE</b>	<b>CAPACITY</b>	<b>INDICATOR</b>
<b>EXPRESSION AND ORAL COMPREHENSION</b>	<b>Deduce the meaning of the words through gestures.</b>	<b>Listen and understand the idea of the text.</b>

## V. LEARNING SEQUENCE

**Table 6. Learning Sequence, Lesson 4**

DIDACTIC SEQUENCE		LEARNING SITUATIONS	STRATEGIES / ACTIVITIES	RESOURCES	TIME
BEGINNING	ASSESSMENT	WARM UP	The teacher greets the students. The Teacher writes feeling adjectives on papers, put them in a box, the students pull out one of them from the box and mime (act out), the students try to guess the adjectives.	Speech White board Markers Flash card	20"
		PREVIOUS KNOWLEDGE	The students close their eyes and rest their heads on their arms. They listen and try to recognise all the sounds.		
PROCESS	OF THE LEARNING SESSION	COGNITIVE CONFLICT	The students open their eyes and describe and discuss what they heard, first in pairs and then with all the class. Predicting.  The teacher introduces the new vocabulary. (Annex I)  The students match the Word cards with the flashcards.	Speech	50"
		KNOWLEDGE BUILDING UP	The students listen the story and put in order the paragraphs. (Annex II) Listening for specific details.	White board Markers	
		LEARNING APPLICATION	The teacher puts pictures on the board. The students listen the story again and stick below each picture the corresponding paragraph. (Annex III) Drawing inference.  The teacher gives a worksheet. The students listen the sentences and put on true or false. (Annex IV) The students listen and draw. Summarizing.	Worksheet Wallpapers Voice Mimics	
ENDING		REFLECTION ON THE LEARNT TOPIC	The students reflect and complete the following table:  What I learnt? – How did I learn it? – How can you use what you learned?	Speech Quiz Metacognition	20"

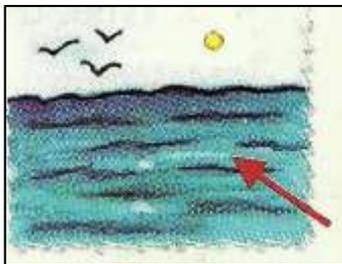
## **VI. BIBLIOGRAPHY:**

Ministerio de Educación, 2014 English 2º Secondary, Manual para el docente. Perú. Editorial Santillana.

Catch! 6, 2004, Richmond Publishing Unit 5, Story time “An Unforgettable Adventure” II.

## APPENDIX

- I. The teacher introduces the new vocabulary in flashcards and word cards.



PATROL BOAT

STROM

SURFACE

SEA

WAVE

LIGHTNING

- II. The students listen the story and put in order the paragraphs.

### *An unforgettable adventure*

They dived into the sea. They saw some beautiful fish and  
Played with a dolphin.

They stayed under the water for a long time.

They swam up to the surface.

The boat wasn't there anymore!

The sky was dark and it was very windy.

Billy says: "Oh no! the old sailor was right – there's a storm coming!"

The waves were very high. There was lightning and a lot of rain. Billy and Jake swam as fast as they could. They got to a rock and rested.

Suddenly they saw a patrol boat. They were safe! Their uncle was on the boat.

The Billy's uncle says: "Boys don't ever do that again. The sea is dangerous. The Boys say: We're sorry. Very, very sorry."

III. The students listen the story again and stick below each picture the corresponding paragraph.

1



2



3



4



5



**III. The teacher gives a worksheet.**

**The students listen the sentences and put true or false.**

**Worksheet**

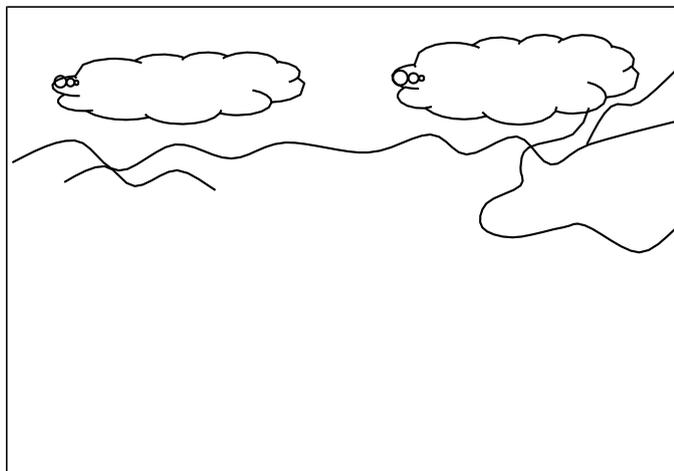
**STUDENT´S NAME:.....GRADE:  DATE:**

**1. Listen and put on true (T) or False (F) on the sentences about the story.**

**“An Unforgettable Adventure II”.**

- 1. The old sailor played cards.
- 2. Billy and Jake were afraid into the sea.
- 3. They decided to go to park.
- 4. Old Sailor put on his wetsuits.
- 5. They were safe on the rock.

**2. The students listen and draw.**



**Lesson 05: The students listen a story and put in order the pictures, listen and complete the sentences with true or false.**

**LESSON PLAN**

**NAME OF THE LESSON: “The Story of Nailamp”**

**I. BASIC INFORMATION**

- 1.1. SCHOOL : “CRISTO REY”
- 1.2. CURRICULAR AREA : English
- 1.3. GRADE : 2º “A”
- 1.4. TIME : 02 Hours
- 1.5. CYCLE : VI
- 1.6. TEACHER : Antonio Garcia Yzquierdo

**II. CROSS CURRICULAR SUBJECT:**

Education for peaceful coexistence and citizenship.

**III. VALUES AND ATTITUDES**

VALUE	ATTITUDE
RESPECT	Maintain order and respect in the classroom.

**IV. EXPECTED LEARNING**

COMPETENCE	CAPACITY	INDICATOR
EXPRESSION AND ORAL COMPREHENSION	Obtain information from an oral text.	Listen an oral text and answer correctly.

## V. LEARNING SEQUENCE

**Table 7. Learning Sequence, Lesson 5**

DIDACTIC SEQUENCE		LEARNING SITUATIONS	STRATEGIES / ACTIVITIES	RESOURCES	TIME
BEGINNING	ASSESSMENT	WARM UP	The teacher greets the students. The teacher gives a ball to his students. The students work in group of 10.	Speech Whiteboard Markers Flashcards	20'
		PREVIOUS KNOWLEDGE	The first student says his name then the second student repeat the name of his classmate and say his name and so on.  The teacher shows a picture. The teacher asks: Who is he? How is his clothes? So on (Annex I) The teacher writes their answer on the board.		
PROCESS	OF THE LEARNING SESSION	COGNITIVE CONFLICT	The teacher shows other picture and asks: What do you see in this picture? Where are they?, They are happy?, They are sad?, They are crying?, They are hungry? , etc (Annex II) Predicting.  The teacher writes these questions on the board and use body language for explain the meaning of some words.	Speech White board Markers	60"
		KNOWLEDGE BUILDING UP	The teacher says to his students that they are going to listen a story. (Annex III). Drawing inference.  The teacher tells the story with gestures, mime and body language.  The teacher draws some words on the board for its meaning.	Worksheet Wallpapers Voice Mimics	
		LEARNING APLICATION	The teacher puts pictures on the board in disorder. (Annex IV)  The students must put in order the pictures while listen the story. Predicting.  The students listen to the teacher. The teacher gives a worksheet. (Annex V) The students listen and answer. Summarizing.		
ENDING		REFLECTION ON THE LEARNT TOPIC	The students reflect on the learning achieved in the session recognizing their strengths and weaknesses.	Speech Metacognition Quiz	10"

## **VI. BIBLIOGRAPHY:**

Ministerio de Educación, 2014 English 2<sup>o</sup> Secondary, Manual para el docente.

Perú. Editorial Santillana.

Unknown author "The Story of Nailamp"

## APPENDIX

- I. The teacher shows a picture about Naimlap.



- II. The teacher shows other picture and asks: What do you see in this picture?, etc



- III. The teacher says to his students that they are going to listen a story.

### THE STORY OF NAIMLAP

A long time ago, a group of men, women and children were hungry, tired and sad. They wanted a new home.

Naimlap was their leader. They sailed in the ocean in their totora boats. The days were long. The ocean wasn't calm. The people were afraid. Naimlap and his wife played beautiful music for their people.

Naimlap asked the moon. "Where is the promised land?". The moon said: "Go on sailing. The promised land is near". Naimlap asked the ocean. "Where is the promised land?"

The ocean said: "look ahead. The promised land is in front of you". Naimlap and his people were happy. The new land was beautiful. They called their new home

Lambayeque.

When Naimlap was old he disappeared. One day, he returned to Lambayeque but this time he was a beautiful bird.

IV. The teacher puts pictures on the board in disorder.

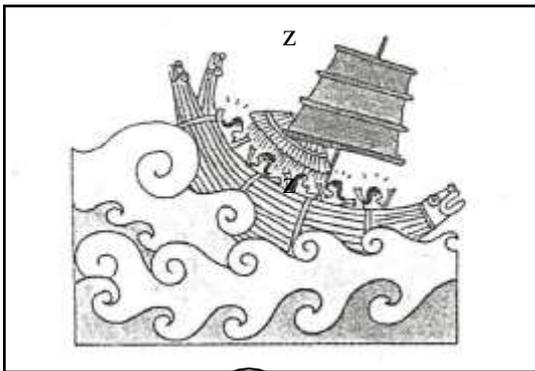
The students must put in order the pictures while listen the story.



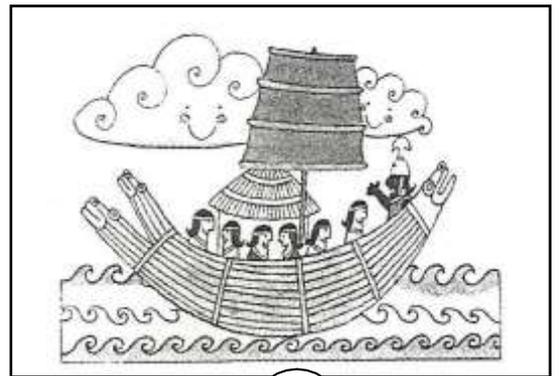
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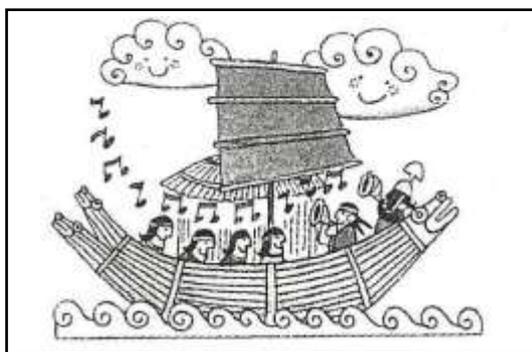
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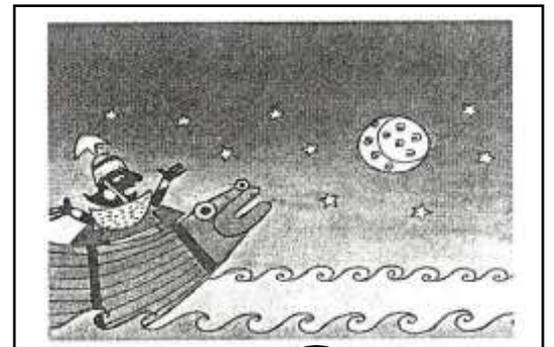
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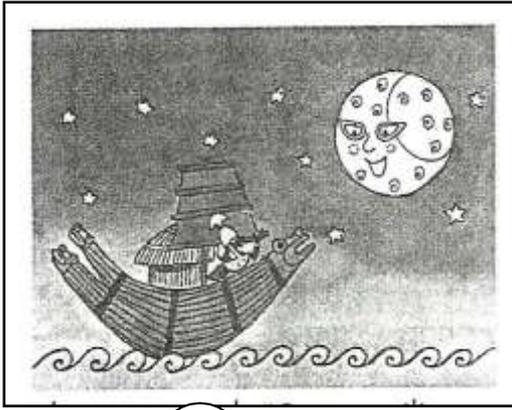
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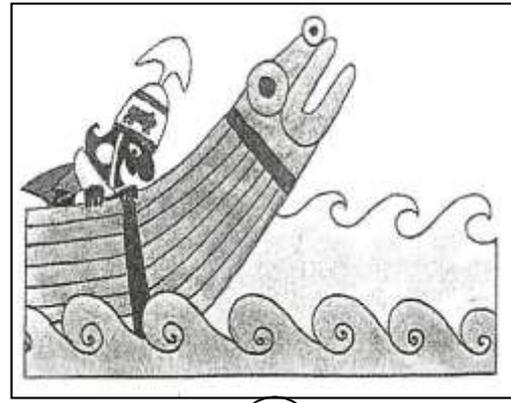
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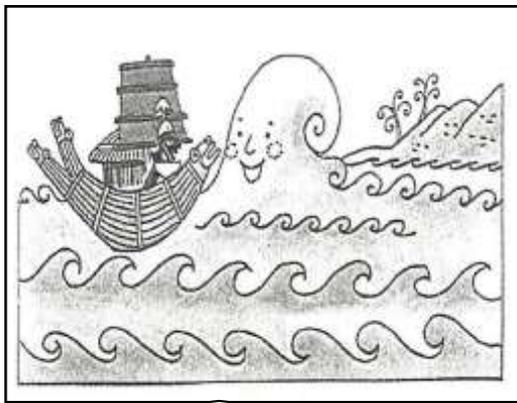
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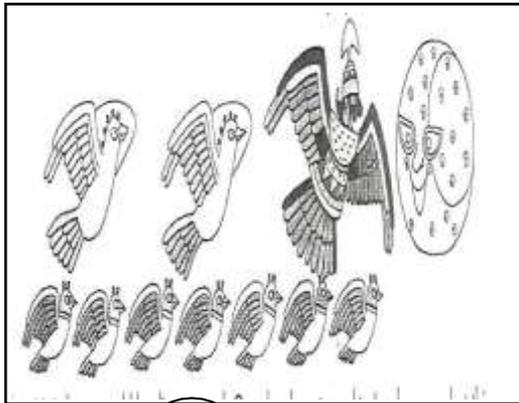
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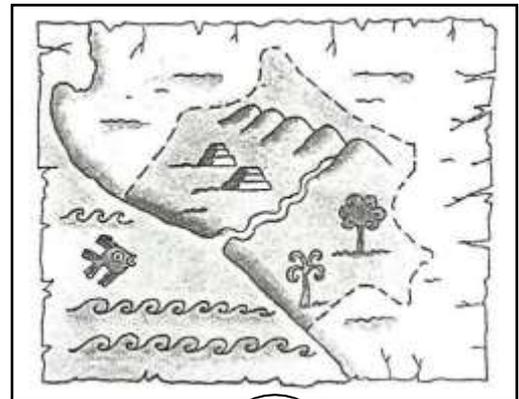
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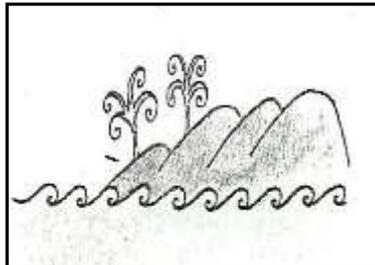
**WORKSHEET**

**STUDENT'S NAME:.....GRADE:.....DATE:.....**

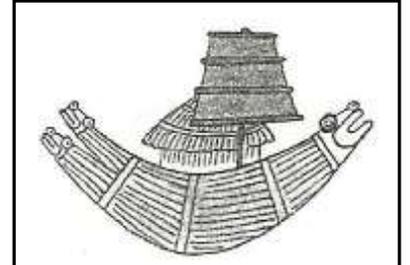
**I. Listen and match (x) the letter of the most appropriate word for that picture.**



A	B	C
---	---	---



A	B	C
---	---	---



A	B	C
---	---	---

**II. Look the picture, listen to the teacher and circled if the statement is true or false.**

- 1.-True, False.
- 2.-True, False
- 3.-True, False.
- 4.-True, False.
- 5.-True, False.



**III. Listen the statements and put in order. (1, 2...etc)**

- The moon said: "Go on sailing. The promised land is near".
- Naimlap and his wife played beautiful music.
- They called their new home Lambayeque.
- When Naimlap was old he disappeared.
- Naimlap and his people were happy.

**Lesson 06: The students listen a story and answer questions about it.**

**The Students listen sentences and put in order the story.**

## **LESSON PLAN**

**NAME OF THE LESSON: “The Happy Prince”**

### **I. BASIC INFORMATION**

- 1.1. SCHOOL : “CRISTO REY”**
- 1.2. CURRICULAR AREA : English**
- 1.3. GRADE : 2º “A”**
- 1.4. TIME : 02 Hours**
- 1.5. CYCLE : VI**
- 1.6. TEACHER : Antonio Garcia Yzquierdo**

### **II. CROSS CURRICULAR SUBJECT:**

**Education for peaceful coexistence and citizenship.**

### **III. VALUES AND ATTITUDES**

<b>VALUE</b>	<b>ATTITUDE</b>
<b>RESPECT</b>	<b>Maintain order and respect in the classroom.</b>

### **IV. EXPECTED LEARNING**

<b>COMPETENCE</b>	<b>CAPACITY</b>	<b>INDICATOR</b>
<b>EXPRESSION AND ORAL COMPREHENSION</b>	<b>Classify the main ideas about the oral text.</b>	<b>Understand the idea of the text.</b>

## V. LEARNING SEQUENCE

**Table 8. Learning Sequence, Lesson 6**

DIDACTIC SEQUENCE		LEARNING SITUATIONS	STRATEGIES / ACTIVITIES	RESOURCES	TIME
BEGINNING	ASSESSMENT	WARM UP	The teacher greets the students. The teacher asks the students to close their eyes and imagine that they are in the main square. The students do brainstorming. The teacher writes their answers on the board.	Speech White board Markers	20'
		PREVIOUS KNOWLEDGE	The teacher stick on the board word cards. (Annex I) The teacher using body language or mime explain them. The students guess them then the teacher shows the picture.	Flash card	
PROCESS	OF THE LEARNING SESSION	COGNITIVE CONFLICT	The teacher gives a picture about the story. (Annex II) The teacher asks: What do you see in the picture?, What does the prince have in his hand? , etc. The students answer. Predicting.	Speech White board Markers	50"
		KNOWLEDGE BUILDING UP	The teacher reads the story and with mime engage to the students. (Annex III) The students listen the story. Summarizing.	Worksheet Wallpapers	
		LEARNING APLICATION	The teacher gives pictures about the story. (Annex IV) The students listen the story and put in order the pictures. Listening fo specific details. The teacher gives a worksheet. (Annex V) The students listen and complete the exercises. Recognizing word-order patterns.	Voice Mimics	
ENDING		REFLECTION ON THE LEARNT TOPIC	The students reflect on the learning achieved in the session recognizing their strengths and weaknesses.	Speech Metacognition Quiz	20'

## **VI. BIBLIOGRAPHY:**

Ministerio de Educación, 2014 English 2<sup>o</sup> Secondary,  
Manuel para el docente. Perú. Editorial Santillana.

Richmond Readers, 2004, "The Happy Prince", Oscar Wilde, Perú.  
Editorial Santillana.

## APPENDIX

I. The teacher sticks on the board word cards. The teacher using body language or mime explain them.

POOR PEOPLE

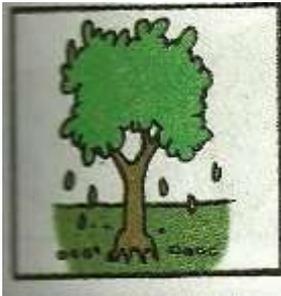
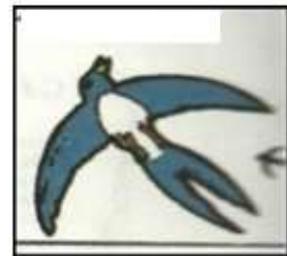
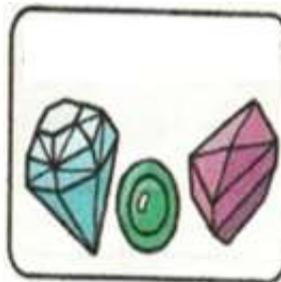
ILL

PRECIOUS STONES

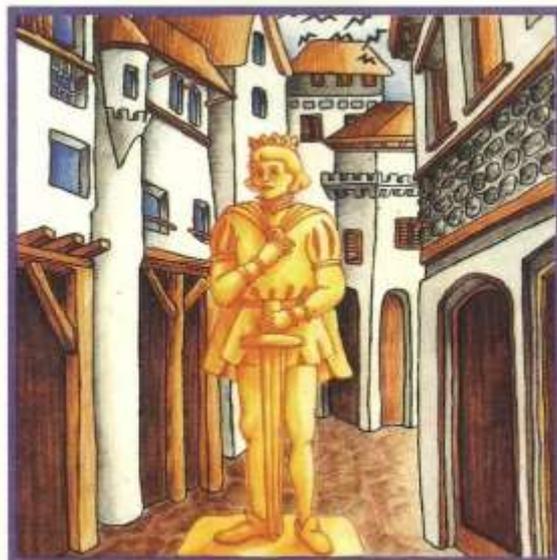
SWALLOW

AUTUM

The students guess them then the teacher shows the picture



II. The teacher gives a picture about the story. The teacher asks: What do you see in the picture?,etc.



**III. The teacher reads the story. The students listen the story.**

## THE HAPPY PRINCE

In the autumn, the swallows go to a hot country.

One swallow is very tired. It stops to rest between the feet of a statue. It is the statue of the Happy Prince.

It is in the middle of a small town. It has gold leaves on its body, two precious stones for eyes and one in its sword.

The swallow closes its eyes and sleeps.

What's this? Says the swallow. It's raining. But the sun is shining.

The little bird looks up. It see the statue's eyes are tears. The swallow says: "Hello up there can you see me down here? Why are you crying? I'm all wet!"

"Who are you?" asks the swallow.

"I'm the Happy Prince" I'm crying because I can see the poor people. They are very sad.

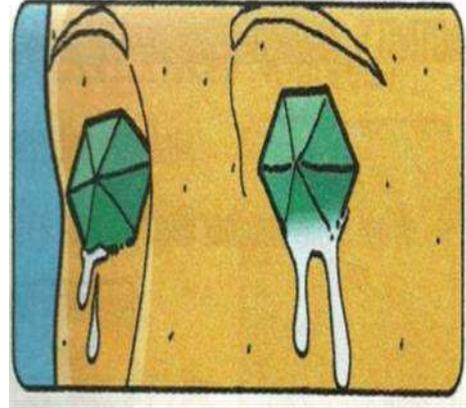
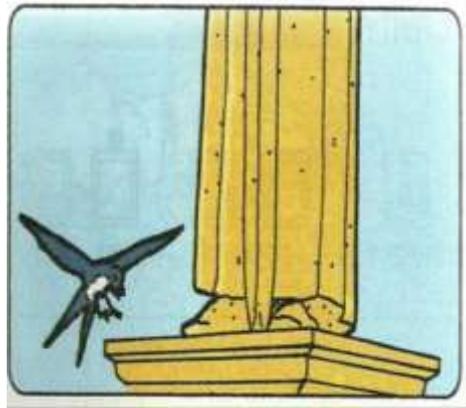
"I can see a small boy" says the happy Prince, "he is ill in bed". His mother hasn't any money for a doctor. Please, little swallow, take the precious stone from my sword and take it to the mother".

The swallow says: "I'm very sorry". I can't stay". I must go to Egypt because it's cold here

But the swallow stays. It flies to the boy's house with the stone in its beak. It puts it on the bed.

IV. The teacher gives pictures about the story.

The students listen the story again and put in order the pictures.



**V. The teacher gives a worksheet.**

The students listen and complete the exercises.

**WORKSHEET**

**STUDENT'S**

**NAME: .....GRADE:.....DATE:.....**

**I. Listen to four sentences and select the appropriate pictures.**

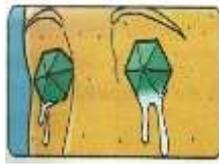
A

B

C

D

E



ANSWER:

1. A

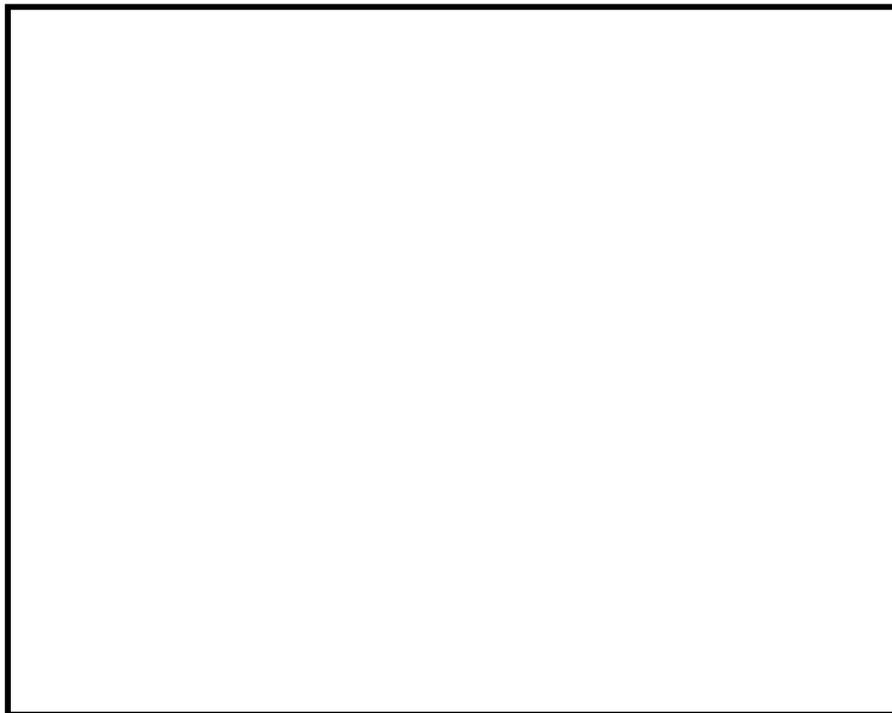
2. A Y C

3. B

4. C

5. A Y D

**II. Listen and draw.**



**Lesson 07: The teacher sick pictures about the story. The teacher asks the students see the pictures while listen to the story.**

**LESSON PLAN**

**NAME OF THE LESSON: “The Happy Prince II”**

**I. BASIC INFORMATION**

**1.1. SCHOOL : “CRISTO REY”**

**1.2. CURRICULAR AREA : English**

**1.3. GRADE : 2º “A”**

**1.4. TIME : 02 Hours**

**1.5. CYCLE : VI**

**1.6. TEACHER : Antonio Garcia Yzquierdo**

**II. CROSS CURRICULAR SUBJECT:**

**Education for peaceful coexistence and citizenship.**

**III. VALUES AND ATTITUDES**

<b>VAL UE</b>	<b>ATTIT UDE</b>
<b>RESPECT</b>	<b>Maintain order and respect in the classroom.</b>

**IV. EXPECTED LEARNING**

<b>COMPETENCE</b>	<b>CAPACITY</b>	<b>INDICATOR</b>
<b>EXPRESSION AND ORAL COMPREHENSION</b>	<b>Infers implicit and explicit Information from the oral text.</b>	<b>Deduce the central theme of the text.</b>

## V. LEARNING SEQUENCE

**Table 9. Learning Sequence, Lesson 7**

DIDACTIC SEQUENCE		LEARNING SITUATIONS	STRATEGIES / ACTIVITIES	RESOURCES	TIME
BEGINNING	ASSESSMENT	WARM UP	The teacher greets the students. The teacher sticks paragraphs of the story written on wallpaper. The teacher asks a student to put the story in order. (Annex I) The students write it in their notebook	Speech White board Markers Flash card	20'
		PREVIOUS KNOWLEDGE	The teacher stick on the board word cards and pictures for introduce new vocabulary. (Annex II) The students match them.		
PROCESS	OF THE LEARNING	COGNITIVE CONFLICT	The teacher gives the second part of the story. The teacher asks to underline the words spoken by him. (Annex III) Recognizing word-order patterns. The teacher explains the words.	Speech White board Markers Worksheet	50"
		KNOWLEDGE BUILDING UP	The teacher shows pictures about the story. (Annex IV) The students listen the story while see the pictures. Drawing inferences.	Wallpapers Voice Mimics	
		LEARNING APPLICATION	The teacher gives a set of small cards in an envelope. (Annex V) The students in groups put in order the story.  The teacher gives a worksheet. The students listen and complete the exercises. (Annex VI) Listening for specific details.		
ENDING	SESSION	REFLECTION ON THE LEARNT TOPIC	The students reflect on the learning achieved in the session recognizing their strengths and weaknesses.	Speech Metacognition Quiz	20'

**VI. BIBLIOGRAPHY:**

Ministerio de Educación, 2014 English 2º Secondary,  
Manuel para el docente. Perú. Editorial Santillana.

Richmond Readers, 2004, "The Happy Prince", Oscar Wilde, Perú.  
Editorial Santillana.

**APPENDIX**

I.- The teacher sticks paragraphs of the story written on wallpaper.

The teacher asks a student to put the story in order.

1

IT HAS GOLD LEAVES, TWO PRECIOUS STONES AND ONE IN ITS SWORD.

2

THE SWALLOW CLOSES ITS EYES AND SLEEPS.

3

I'M CRYING BECAUSE PEOPLE ARE VERY SAD.

4

PLEASE, SWALLOW, TAKE A STONE FROM MY SWORD AND TAKE IT TO HER MOTHER

II.- The teacher stick on the board word cards and pictures for introduce new vocabulary.

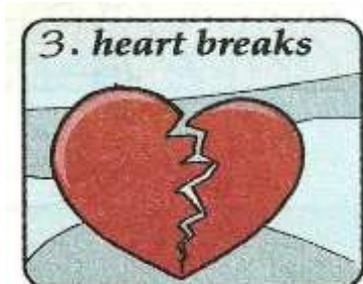
The students match them.



HEART BREAKS



H A N D



DIE

III.- The teacher asks underline the words spoken by him.

The teacher explains the meaning of these words.

## THE HAPPY PRINCE

The little swallow says: "Good bye Prince". "Now I must go".

The Prince says:" No, stay". "I can see a writer who is too cold to write; he has no money for wood for a fire. Take a precious stone from one of my eyes for him.

The little swallow is cold but it takes stone and puts it in front of the writer.

The writer says: "Thank you, thank you". "Now I can have a fire and finish my book". The swallow says: "Good bye". I'm cold. I must go".

The Prince says:" Stay one more day" "I can see a small girl crying. She has no mother and father. Take the stone from my other eye to her.

The swallow puts the stone in the small girl's hand.

The swallow says: "Now you can't see" "I can't leave you"

The prince says: "Thank you" "please take the golden leaves from my body to the poor people.

Now the happy Prince has no precious stones and no golden leaves. The little swallow is now very very cold.

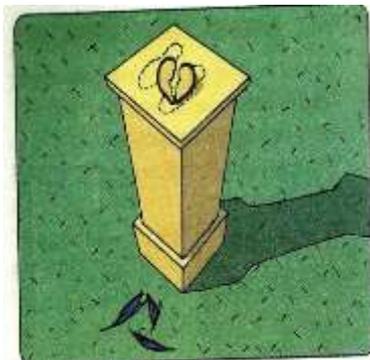
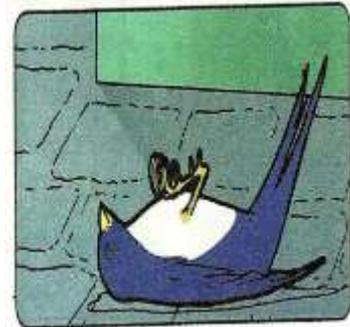
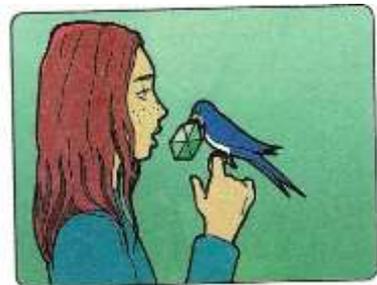
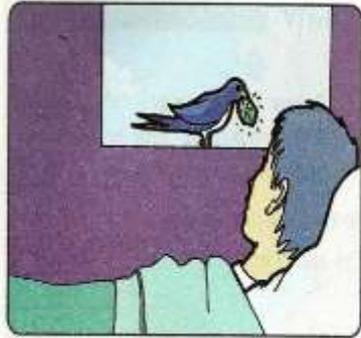
The Prince says: "You must go to Egypt". The little swallow: "Yes, good bye" The swallow kisses the Prince and they dies.

This breaks the Prince's heart.

## THE END

**IV. The teacher shows pictures about the story.**

**The students listen the story while see the pictures.**



**V. The teacher gives a set of small cards in an envelope.**

**The students in groups put in order the story.**

**A. - THERE WAS A BROKEN HEART OF STONE AND SOME  
FEATHERS.**

**B. THE SWALLOW PUTS THE STONE IN THE SMALL GIRL'S HAND.**

**C. THE HAPPY PRINCE HAS NO EYES.**

**D. THE SWALLOW THINKS THAT THE HAPPY PRINCE IS SAD.**

**E. THE TIRED SWALLOW STOP TO REST BETWEEN THE FEET OF  
STATUE.**

**F. THE HAPPY PRINCE IS CRYING BECAUSE HE CAN SEE THE  
POOR PEOPLE.**

**G. THE WRITER IS HAPPY BECAUSE HE FINISH HIS BOOK.**

**H. THE HAPPY PRINCE SEE AN ILL BOY AND HIS UNHAPPY  
MOTHER.**

**I.- THE SWALLOW DIES.**

**J. THE SWALLOW DON'T FLY TO EGYPT.**

VI. The students listen and complete the exercises.

WORKSHEET

STUDENT'S

NAME:

.....DATE:.....GRADE:.....

I.- Listen and mark ( ✓ ) the correct answers:

1. Writer  Cold  
 Hot
2. Crying  Girl  
 Boy
3. Break  Heart  
 Eyes
4. Dies  Swallow  
 Swan
5. Fly  To Egypt  
 To Town
6. Golden leaves  Prince's legs  
 Prince's body

**Lesson 08: The teacher gives a worksheet with the story. The students underline the words that they do not understand, the teacher explains them then the students listen the story.**

**LESSON PLAN**

**NAME OF THE LESSON: “Rich man, poor man”**

**I. BASIC INFORMATION**

- 1.1. SCHOOL : “CRISTO REY”**
- 1.2. CURRICULAR AREA : English**
- 1.3. GRADE : 2º “A”**
- 1.4. TIME : 02 Hours**
- 1.5. CYCLE : VI**
- 1.6. TEACHER : Antonio Garcia Yzquierdo**

**II. CROSS CURRICULAR SUBJECT:**

**Education for peaceful coexistence and citizenship.**

**III. VALUES AND ATTITUDES**

<b>VALUE</b>	<b>ATTITUDE</b>
<b>RESPECT</b>	<b>Maintain order and respect in the classroom.</b>

**IV. EXPECTED LEARNING**

<b>COMPETENCE</b>	<b>CAPACITY</b>	<b>INDICATOR</b>
<b>EXPRESSION AND ORAL COMPREHENSION</b>	<b>Identify information about the oral text.</b>	<b>Deduce the principal ideas of the text.</b>

## V.- LEARNING SEQUENCE

Table 10. Learning Sequence, Lesson 8

DIDACTIC SEQUENCE		LEARNING SITUATIONS	STRATEGIES / ACTIVITIES	RESOURCES	TIME
BEGINNING	ASSESSMENT	WARM UP	The teacher greets the students.  The teacher chooses six or seven students, tell a sentence to the first student (I have a swallow) then let them to repeat your sentence and add a new word at the end. (I have a swallow, I have a dog...) etc	Speech White board Markers Flash card	20'
		PREVIOUS KNOWLEDGE	The teacher stick on the board word cards: adjectives and synonyms. The teacher using body language explain them. (Annex I) The students match them.		
PROCESS	OF THE LEARNING SESSION	COGNITIVE CONFLICT	The teacher gives a reading about the story. (Annex II)  The students underline the words that they do not understand.  The teacher explains them.. Drawing inference.	Speech White board  Markers Worksheet Wallpapers Voice Mimics	50"
		KNOWLEDGE BUILDING UP	The teacher sticks pictures on the whiteboard. (Annex III)  The students listen the story while see the pictures. Predicting.		
		LEARNING APLICATION	The teacher gives a worksheet. (Annex IV)  The students listen and put in order the sentences. Summarizing.  The teacher says sentences about Jasper. (Annex V)  The students listen and answer. Listening for specific details.		
		REFLECTION ON THE LEARNT TOPIC	The students reflect and complete the following table:  What I learnt? – How did I learn it? – How can you use what you learned?		
ENDING				Speech Metacognition Quiz	20

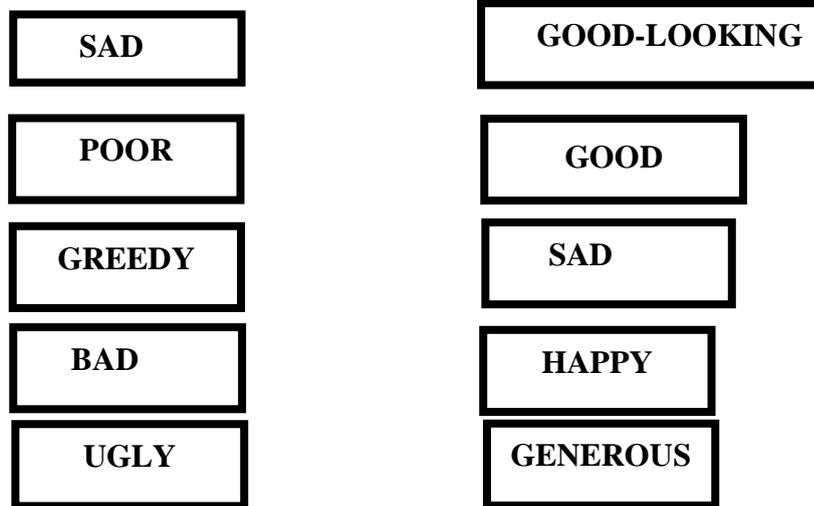
**V. BIBLIOGRAPHY:**

Ministerio de Educación, 2014 English 2º Secondary, Manual para el docente. Perú. Editorial Santillana.

Race to English 6º ,2004, Richmond publishing Unit 8, “Rich Man, Poor Man”

## APPENDIX

- I. The teacher stick on the board word cards: adjectives and synonyms. The students match them.



- II. The teacher gives a reading about the story.

The students underline the words that they do not understand.

## RICH MAN, POOR MAN

**NARRATOR:** Jasper Bell was president of his country. He was very, very rich. He liked money, but he did not care about his people. He was a bad president. The people weren't happy. They were poor. One day, a fairy appeared.

**FAIRY:** You are a bad man. You don't love your people or your country. Your people are poor but you are rich.

**NARRATOR:** And the fairy changed Jasper into a poor, ugly man.

**FAIRY:** You must learn to be generous, Jasper. You must fall in love to become good looking again.

**JASPER:** But nobody can love me! I'm poor and I look horrible now!

**NARRATOR:** Jasper was very angry and very unhappy. He went to live in a small house in the mountains. One day, an old man arrived at his house.

**JASPER:** You are my prisoner!.

**OLD MAN:** Oooooohhhh!!!! Heelp!!

**NARRATOR:** Jasper locked the old man in a dark room. Later, a girl called Betty came to the house. She was looking for her father.

**BETTY:** I'm looking for my father. Did you see him?

**JASPER:** Your father is my prisoner.

**BETTY:** But he's old and sick. Take me as your prisoner.

**NARRATOR:** So Betty became Jasper's prisoner. Jasper and Betty ate together every day. Betty was always happy and smiling, and Jasper was always angry. Later, Jasper started smiling and laughing too. He was falling in love, but he did not know it. One day, Betty and Jasper planted a rose in the yard. Betty fell in love with Jasper.

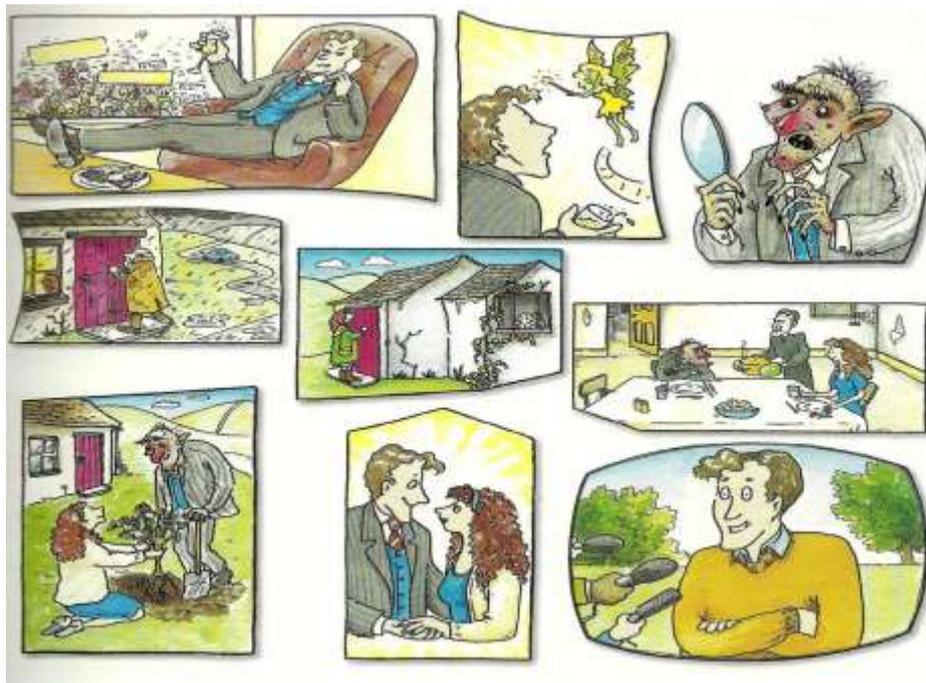
**BETTY:** Jasper, I love you.

**JASPER:** Betty, I love you too.

**NARRATOR:** And Jasper changed back to a good-looking man. They went back to the city. Jasper became a good man a good politician. He loved his people and his country. He won the elections and became president again. Soon the people were not poor any more. They were happy.

### III. The teacher sticks pictures on the whiteboard.

The students listen the story while see the pictures.



**V. The teacher gives a worksheet.**

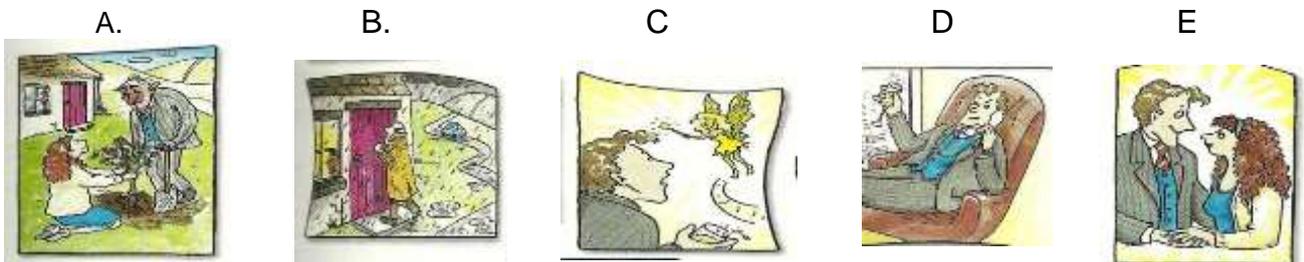
**The students listen and put in order.**

**WORKSHEET**

**I. Listen the sentences and put in order.**

- Jasper and the girl fell in love.
- The people were not happy because they were poor.
- Jasper changed back to a good-looking man.
- A fairy changed Jasper into an ugly man.
- Jasper went to live in a little house in the mountains.
- Jasper won the elections.
- A girl came to the house and became Jasper's prisoner.
- Jasper became a good politician.

**II. Listen and select the appropriate picture.**



- 1 A and B
- 2 B
- 3 C
- 4 D
- 5 E

**V. The teacher says sentences about Jasper.**

**The students listen and answer.**

**JASPER WAS NOT PRESIDENT OF HIS COUNTRY**

**HE WAS A BAD PRESIDENT**

**JASPER LIKED MONEY**

**JASPER WAS RICH**

**JASPER WAS GOOD MAN**

**JASPER WAS GENEROUS**

**JASPER WENT TO LIVE IN A SMALL HOUSE**

**JASPER WAS VERY ANGRY**

**JASPER SAID: I LOVE YOU TO BETTY**

**JASPER CHANGED BACK TO A GOOD-LOOKING MAN**

**Lesson 09: The students listen the story and put in order the pictures.**

**The teacher asks about the story, the students listen and answer.**

## **LESSON PLAN**

**NAME OF THE LESSON: “The Ant and the Bug Trap the Robber”**

### **I. BASIC INFORMATION**

- 1.1. SCHOOL : “CRISTO REY”**
- 1.2. CURRICULAR AREA : English**
- 1.3. GRADE : 2° “A”**
- 1.4. TIME : 02 Hours**
- 1.5. CYCLE : VI**
- 1.6. TEACHER : Antonio Garcia Yzquierdo**

### **II. CROSS CURRICULAR SUBJECT:**

**Education for peaceful coexistence and citizenship.**

### **III. VALUES AND ATTITUDES**

<b>VALUE</b>	<b>ATTITUDE</b>
<b>RESPECT</b>	<b>Maintain order and respect in the classroom.</b>

### **IV. EXPECTED LEARNING**

<b>COMPETENCE</b>	<b>CAPACITY</b>	<b>INDICATOR</b>
<b>EXPRESSION AND ORAL COMPREHENSION</b>	<b>Deduce the meaning of the words in an oral text.</b>	<b>Identify the characters of the text.</b>

## V. LEARNING SEQUENCE

Table 11. Learning Sequence, Lesson 9

DIDACTIC SEQUENCE		LEARNING SITUATIONS	STRATEGIES / ACTIVITIES	RESOURCES	TIME
BEGINNING	ASSESSMENT	WARM UP	The teacher greets the students. The teacher gives commands by saying Simon says and Students obey the commands.	Speech White board Markers	20'
		PREVIOUS KNOWLEDGE	The teacher shows a picture about the story (Game memory).  The teacher asks: What did you see in the picture?,etc The students answer. (Annex I)	Flash card	
PROCESS	OF THE LEARNING SESSION	COGNITIVE CONFLICT	The teacher introduces the new vocabulary in word cards. (Annex II) The teacher explains them. Drawing inference.	Speech	50"
		KNOWLEDGE BUILDING UP	The teacher gives the reading about the story. (Annex III) The students underline the new words. The teacher explains them. Drawing inference.	White board Markers Worksheet	
		LEARNING APPLICATION	The teacher sticks pictures on the board about the story. (Annex IV)  The students listen the story while see the pictures. Predicting.  The teacher gives paragraphs of the story. (Annex V) The students listen and put in order. Listening for specific details.  The teacher says sentences about the story. (Annex VI) The students listen and answer. Recognizing word-order patterns.	Wallpapers  Voice Mimics	
ENDING		REFLECTION ON THE LEARNT TOPIC	The students reflect on the learning achieved in the session recognizing their strengths and weaknesses.	Speech Metacognition Quiz	20'

## **VI. BIBLIOGRAPHY:**

Ministerio de Educación, 2014 English 2º Secondary, Manuel para el docente. Perú. Editorial Santillana.

“The Ant and the Bug Trap the Robber”,2002 author, Alex Alburqueque, Lima, Peru.

## APPENDIX

- I. The teacher stick a picture about the story. The teacher asks: What do you see in the picture?, etc The students answer.



- II. The teacher trough words introduce the new vocabulary. The teacher explains them.

HONEY

ANT

GOOD LUCK

GRASSHOPPER

ROBBER

MAD

BEE

HURRY UP

PLAYGROUND

REWARD

FOREST

BEE

FOOD

STING

GREATFUL

III. The Teacher gives the reading about the story.

The students underline the new words.

### The Ant and the Bug Trap the Robber

One sunny day, Mrs. Bee discovered her food was gone.

She thought that Ant and Bug had stolen it because they were the only ones in the playground.

Mrs. Bee said: "You stole my food so I am going to Sting you". Bug and Ant tried to hide behind a flower, but Mrs. Bee saw them. Then Ant said: Why are you so mad?

Bug said to Ant in a very low voice: "We have to find the robber to prove that we are innocents".

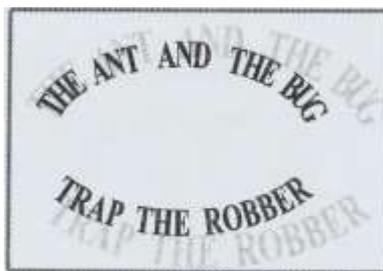
"Please, Mrs. Bee, give us some time to find the robber", both said. "OK, but I am not so patient, so hurry up" she answered.

While Ant and Bug were walking through the forest, they saw the grasshopper selling honey, and they trapped him.

Mrs. Bee was so grateful that she gave them some honey as a reward. Mrs. Bee said: Good Bye and Good luck!

IV. The teacher sticks pictures on the board about the story.

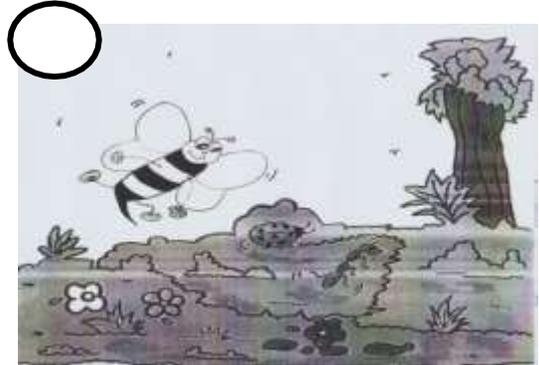
The students listen the story while see the pictures.

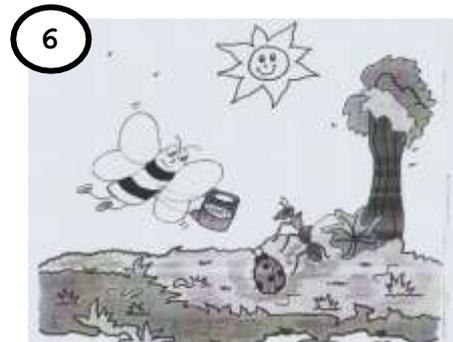
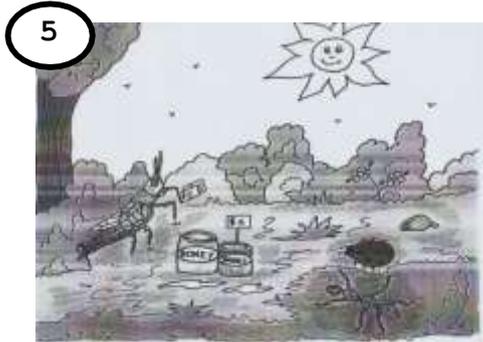
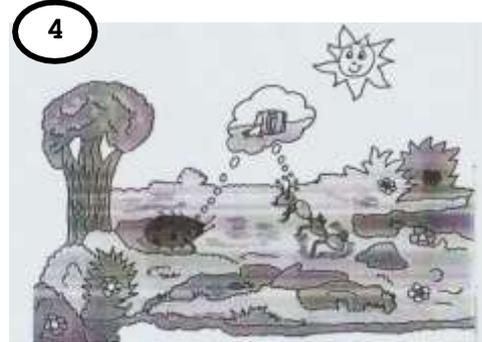
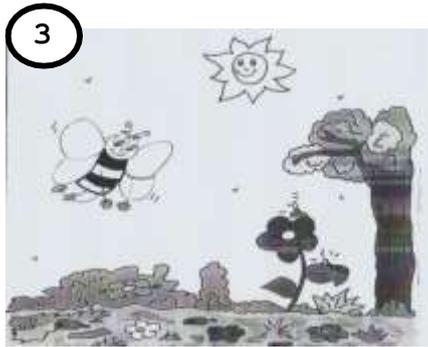


1



2





V. The teacher gives paragraphs of the story. The students listen and put in order.

1 One sunny day, Mrs. Bee discovered her food was gone. She thought that Ant and Bug had stolen it because they were the only ones in the playground.

2 Mrs. Bee said: "You stole my food so I am going to sting you".

4

Bug said to Ant in a very low voice: "We have to find the robber to prove that we are innocents."

3

Mrs. Bee said: "You stole my food so I am going to sting you".

Why are you so mad?

5 While Ant and Bug were walking through the forest, they saw the grasshopper selling honey, and they trapped him.

6 Mrs. Bee was so grateful that she gave them some honey as a reward. Mrs. Bee said: "Good bye and good luck!"

VI. The teacher says sentences about the story. The students listen and answer.

MRS. BEE DISCOVERED HER FOOD WAS GONE

THE ANT AND THE BUG WERE IN THE PLAYGROUND

MRS. BEE SAID: I AM GOING TO STING YOU

THE ANT AND THE BUG WERE HIDE BEHIND A FLOWER

THE ANT SAID: ARE YOU HAPPY?

THE MRS. BEE SAID: I AM PATIENTE

THE GRASSHOPPER WAS SELLING HONEY

MRS BEE GAVE THEM SOME HONEY

WHO SAID GOOD BYE AND GOOD LUCK!

**Lesson 10: The students improve listen skill through a story at the same time learn new vocabulary that will help them understand it.**

## **LESSON PLAN**

**NAME OF THE LESSON: “Thanksgiving Day”**

### **I. BASIC INFORMATION**

- 1.1 SCHOOL : “CRISTO REY”**
- 1.2 CURRICULAR AREA : English**
- 1.3 GRADE : 2º “A”**
- 1.4 TIME : 02 Hours**
- 1.5 CYCLE : VI**
- 1.6 TEACHER : Antonio Garcia Yzquierdo**

### **II. CROSS CURRICULAR SUBJECT:**

**Education for peaceful coexistence and citizenship.**

### **III. VALUES AND ATTITUDES**

<b>VALUE</b>	<b>ATTITUDE</b>
<b>RESPECT</b>	<b>Maintain order and respect in the classroom.</b>

### **IV. EXPECTED LEARNING**

<b>COMPETENCE</b>	<b>CAPACITY</b>	<b>INDICATOR</b>
<b>EXPRESSION AND ORAL COMPREHENSION</b>	<b>Infers implicit and explicit information in an oral text.</b>	<b>Interprets and understands the text heard.</b>

## V. LEARNING SEQUENCE

Table 12. Learning Sequence, Lesson 10

DIDACTIC SEQUENCE		LEARNING SITUATIONS	STRATEGIES ACTIVITIES	RESOURCES	TIME
BEGINNING	ASSESSMENT	WARM UP	The teacher greets the students. The teacher says some riddles about animals.	Speech White board	20"
		PREVIOUS KNOWLEDGE	The teacher introduces the new vocabulary in word cards. (Annex I)  The students match them.	Markers Flash card	
PROCESS	OF THE LEARNING SESSION	COGNITIVE CONFLICT	The teacher shows a picture about the story. (Annex II)  The teacher asks: What do you see in the picture?,etc The students answer. Predicting.	Speech White board	50"
		KNOWLEDGE BUILDING UP	The teacher sticks pictures on the board about the story. (Annex III)  The students listen the story while see the pictures. Drawing inferences.	Markers Worksheet Wallpapers Voice Mimics	
		LEARNING APPLICATION	The Teacher gives a worksheet. (Annex IV)  The students listen and circulate the correct answer. Listening for the main idea.  The teacher gives paragraphs of the story. (Annex V) The students listen and put in order. Listening for specific details.		
ENDING		REFLECTION ON THE LEARNT TOPIC	The students reflect on the learning achieved in the session recognizing their strengths and weaknesses	Speech Metacognition Quiz	20"

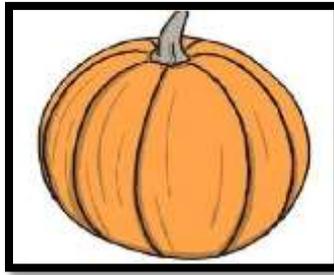
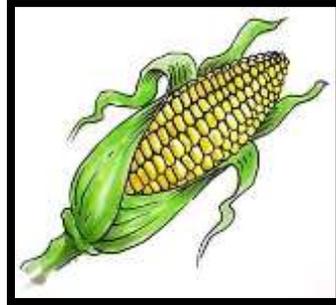
## **VI. BIBLIOGRAPHY:**

Ministerio de Educación, 2014 English 2º Secondary, Manual para el docente.  
Perú. Editorial Santillana.

“Thanksgiving Day” 1990 by Elizabeth Claire, Magazine Forum.  
[https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/thanksgiving\\_vocabulary\\_multiple\\_choice/thanksgiving/82970](https://en.islcollective.com/resources/printables/worksheets_doc_docx/thanksgiving_vocabulary_multiple_choice/thanksgiving/82970)

## APPENDIX

- I. The teacher introduces the new vocabulary in word cards.  
The students match them.

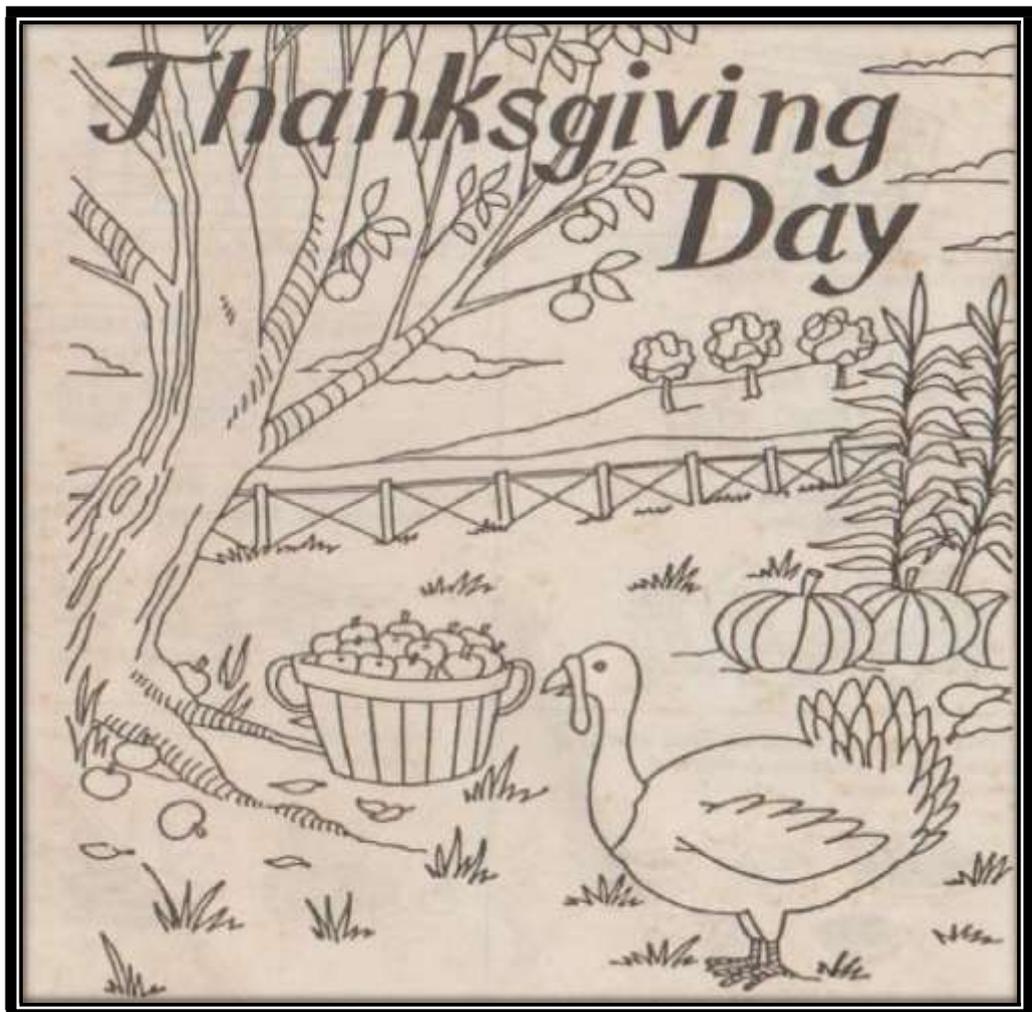


TURKEY	PILGRIMS	PUMPKIN
INDIAN	CORN	MAP
SHIP	CHURCH	FOOD
ENGLAND	COLD	DIED
KING	THANKFUL	

II. The teacher shows a picture about the story.

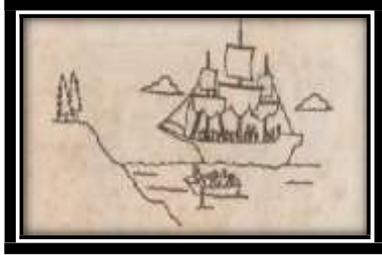
The teacher asks: What do you see in the picture?, etc

The students answer.



III. The teacher sticks pictures on the board about the story.

The students listen the story while see the pictures.



# Thanksgiving Day

In the year 1620, a little ship came to America. It was called the Mayflower. There were one hundred people on the ship.

The people were called Pilgrims. They came from England.

The Pilgrims wanted to have their own church. They could not have their own church in England.

The first winter in America was very cold. The Pilgrims did not have much food. They did not have warm clothes.

The Pilgrims got sick. Many Pilgrims died. It was a terrible time.

In the spring, Indians came to visit. They were friendly. Two Indians could speak English! The Indians showed the Pilgrims how to plant corn.

The Pilgrims worked hard. They cut down trees. They built houses. They learned to hunt the turkeys that lived in the woods.

When fall came, the Pilgrims were very happy because they had a lot of food for the winter.

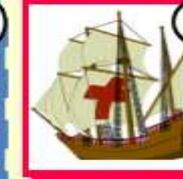
They made a big dinner. They invited the Indians to come and eat with them.

The Indians brought deer for the dinner. They cooked outside. They ate and ate for three days.

The Pilgrims were thankful for the good things they had. This was the first Thanksgiving in America.

IV.- The Teacher gives a worksheet.

The students listen and circulate the correct answer.

				
<ul style="list-style-type: none"> <li>a) Cap</li> <li>b) Bat</li> <li>c) Hat</li> </ul>	<ul style="list-style-type: none"> <li>a) Tent</li> <li>b) Shed</li> <li>c) Cabin</li> </ul>	<ul style="list-style-type: none"> <li>a) Custard</li> <li>b) Jelly</li> <li>c) cranberry sauce</li> </ul>	<ul style="list-style-type: none"> <li>a) Ketchup</li> <li>b) Gravy</li> <li>c) Syrup</li> </ul>	<ul style="list-style-type: none"> <li>a) Carving a pumpkin</li> <li>b) Carving a chicken</li> <li>c) Carving a turkey</li> </ul>
				
<ul style="list-style-type: none"> <li>a) Winter</li> <li>b) Spring</li> <li>c) Autumn</li> </ul>	<ul style="list-style-type: none"> <li>a) Presidential elections</li> <li>b) Pardon of a turkey</li> </ul>	<ul style="list-style-type: none"> <li>a) Lunch</li> <li>b) Breakfast</li> <li>c) Dinner</li> </ul>	<ul style="list-style-type: none"> <li>a) Horn</li> <li>b) Food</li> <li>c) Corn</li> </ul>	<ul style="list-style-type: none"> <li>a) Spirit of St Louis</li> <li>b) Mayflower</li> </ul>
				
<ul style="list-style-type: none"> <li>a) Agreement</li> <li>b) Exchange</li> <li>c) Conflict</li> </ul>	<ul style="list-style-type: none"> <li>a) Indian</li> <li>b) Red skin</li> <li>c) Native American</li> </ul>	<ul style="list-style-type: none"> <li>a) Fathers</li> <li>b) Settlers</li> <li>c) Pilgrims</li> </ul>	<ul style="list-style-type: none"> <li>a) Turkey on a good day!!</li> <li>b) Goose</li> </ul>	<ul style="list-style-type: none"> <li>a) Turkey on a bad day</li> <li>b) Roast chicken</li> </ul>
				
<ul style="list-style-type: none"> <li>a) Shelter</li> <li>b) Shed</li> <li>c) Teepee</li> </ul>	<ul style="list-style-type: none"> <li>a) Model</li> <li>b) Skeleton</li> <li>c) Scarecrow</li> </ul>	<ul style="list-style-type: none"> <li>a) Harvest</li> <li>b) Meat</li> <li>c) Vegetables</li> </ul>	<ul style="list-style-type: none"> <li>a) Shepherd's pie</li> <li>b) Apple pie</li> <li>c) Pumpkin pie</li> </ul>	<ul style="list-style-type: none"> <li>a) Potatoes</li> <li>b) Yams</li> <li>c) Onions</li> </ul>
				
<ul style="list-style-type: none"> <li>a) Loaves</li> <li>b) Bread</li> <li>c) Cakes</li> </ul>	<ul style="list-style-type: none"> <li>a) Wreath</li> <li>b) Wheat</li> <li>c) Bunch of flowers</li> </ul>	<ul style="list-style-type: none"> <li>a) Autumn</li> <li>b) Spring</li> <li>c) Summer</li> </ul>	<ul style="list-style-type: none"> <li>a) Hiking</li> <li>b) Hunting</li> <li>c) Shooting</li> </ul>	<ul style="list-style-type: none"> <li>a) Corn</li> <li>b) Oat</li> <li>c) Wheat</li> </ul>

**V.- The teacher gives paragraphs of the story.**

**The students listen and put in order.**

**THE PILGRIMS CAME TO AMERICA BY SHIP.**

**THE NAME OF THE SHIP WAS THE MAYFLOWER.**

**THE PILGRIMS CAME FROM AMERICA.**

**THE INDIANS BROUGHT FOOD TO THE PILGRIMS.**

**THE FIRST WINTER WAS VERY COLD.**

**THE INDIANS SHOWED THE PILGRIMS HOW TO  
PLANT CORN.**

**WHEN FALL CAME, THE PILGRIMS WERE VERY HAPPY  
BECAUSE THEY HAD A LOT OF FOOD FOR THE WINTER.**

**THE PILGRIMS MADE A BIG DINNER AND INVITE  
THE INDIANS TO COME AND EAT WITH THEM.**

**THEY GAVE THANKS FOR THE GOOD THINGS THEY HAD.**

**MANY PILGRIMS GOT SICK AND DIED.**

### 3.6. Results before applying proposal

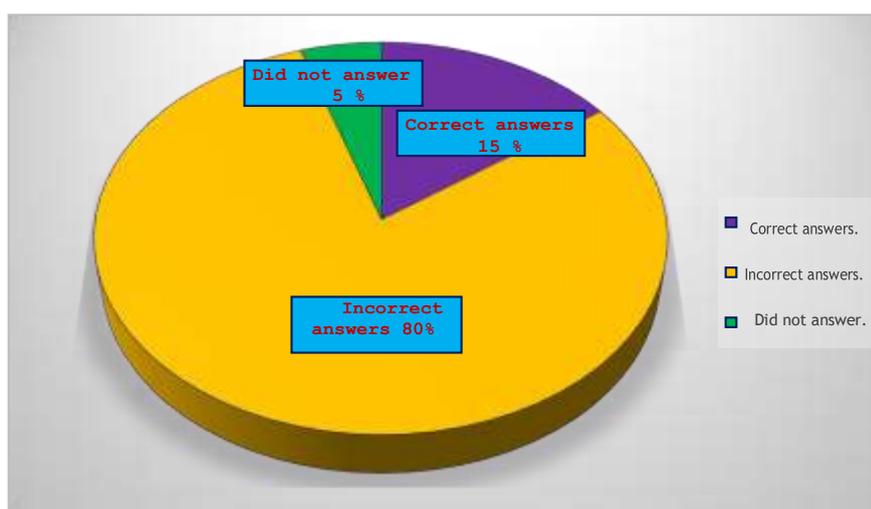
#### 3.6.1. Analysis of data

##### 3.6.1.1 Analysis of the pre-test

The application of instruments helped to demonstrate the low level of listening comprehension that the students of second grade have. For this, 20 students were evaluated and this is the result.

- **In the first part of the exam the results were:**

*Graphic 1. The students listen a small reading and choose the correct words.*



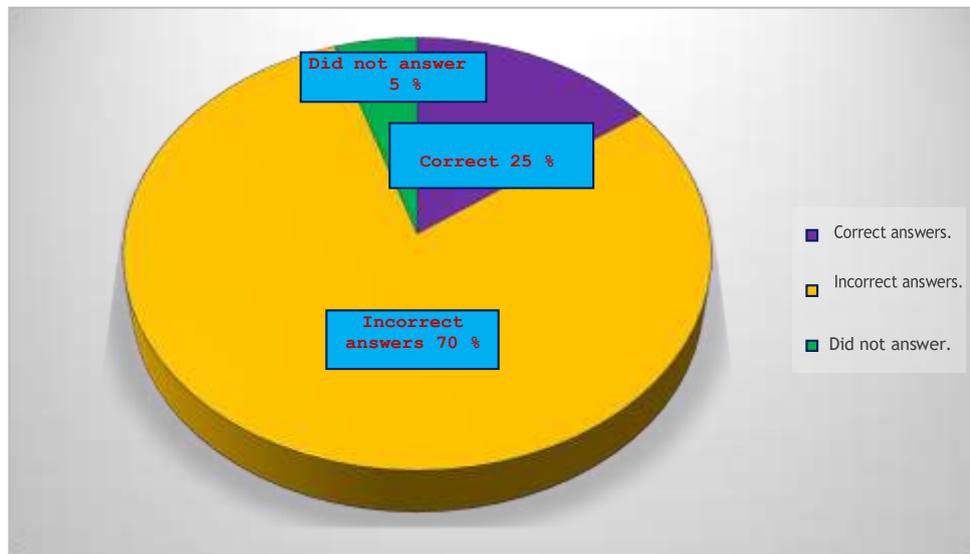
*Source: Exam applied to the students of second grade "A" at "Cristo Rey" High School-05/09/2016.*

**INTERPRETATION:** In this graphic, we can appreciate the results obtained by the students from a total of 20 students, 3 of them answered correctly, it means the 15%: 16 students answered incorrectly, it means 80% and finally 1 student did not answer anything and it means a 5%.

As a conclusion, the majority of students did not identify the correct word or they make mistakes for complete because they do not recognize the important information.

- In the second part of the exam the results were:

*Graphic 4. The students look at the picture, listen sentences and write true or false.*



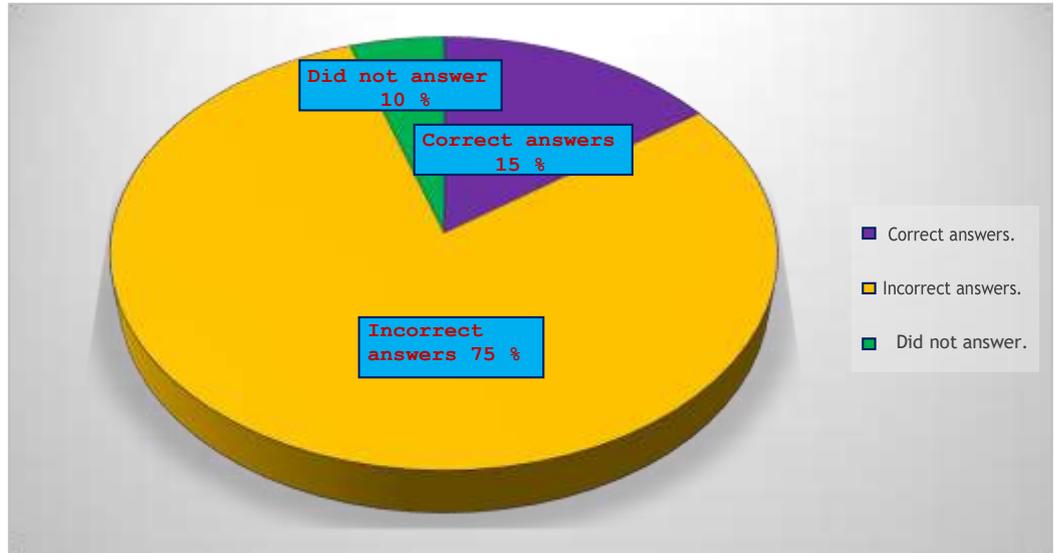
*Source: Exam applied to the students of second grade "A" at "Cristo Rey" High School- 05/09/2016.*

**INTERPRETATION:** In this graphic, we can appreciate the results got by the students and we can say that from 20 students, 5 students answered correctly, it means the 25%: 14 students answered incorrectly, it means 70% and finally 1 student did not answer anything and it means a 5%.

As a conclusion, the majority of students did not identify the mean information in an oral text; for some of them is difficult understand because they do not know vocabulary.

- In the third part of the exam the results were:

Graphic 7. The students listen sentences and obtain the specific idea of the oral text.



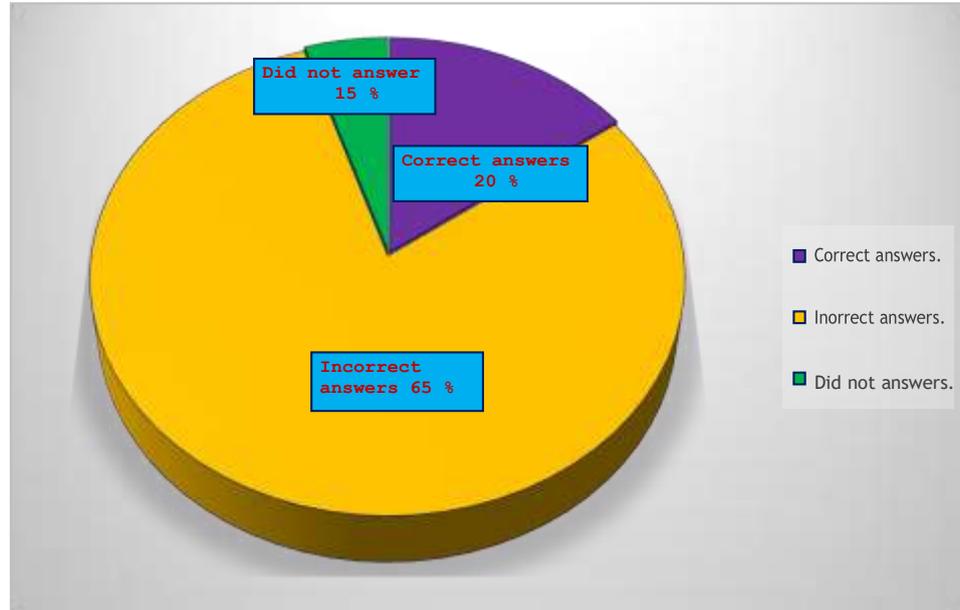
Source: Exam applied to the students of second grade "A" at "Cristo Rey" High School-05/09/2016.

**INTERPRETATION:** In this graphic, we can see that from 20 students, 3 answered correctly, it means the 15%: 15 students answered incorrectly, it means a 75%: 2 students did not answer anything, it means 10%.

As a conclusion, the majority of students did not obtain the specific mean information in an oral text what is required for complete a gap, and some of them have more difficult for understand.

- In the fourth part of the exam the results were:

*Graphic 13. The students listen a story twice and put in order the sentences. Write the numbers from 1 to 8.*



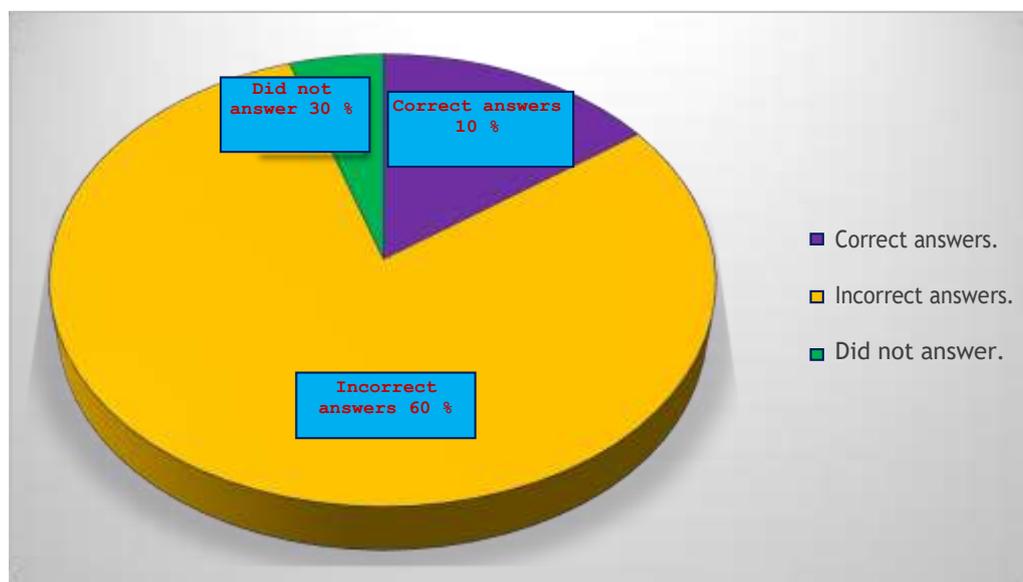
*Source: Exam applied to the students of second grade "A" at "Cristo Rey" High School- 05/09/2016*

**INTERPRETATION:** In this graphic we can see that from 20 students 4 answered correctly, it means 20% 13 students answered incorrectly, it means 65% : 3 students did not answer anything, it means 15%.

As a conclusion, the majority of students not could complete correctly the required it because they do not recognize the communicative functions of utterances, they got confused all the time.

- In the fifth part of the exam the results were:

Graphic 19. The students listen a word twice and then draw what they have heard. (Four words)



Source: Exam applied to the students of second grade "A" at "Cristo Rey" High School-05/09/2016.

**INTERPRETATION:** In this graphic we can obtain that from 20 students only 2 students answered correctly, it means 10% : 12 students answered incorrectly it means 60% : and 6 students did not answer anything, it means 30%.

As a conclusion, the majority of students did not answer because they do not recognize or not predict the communicative functions in an oral text.

### 3.7. Results after applying proposal

#### 3.7.1 Analysis of data

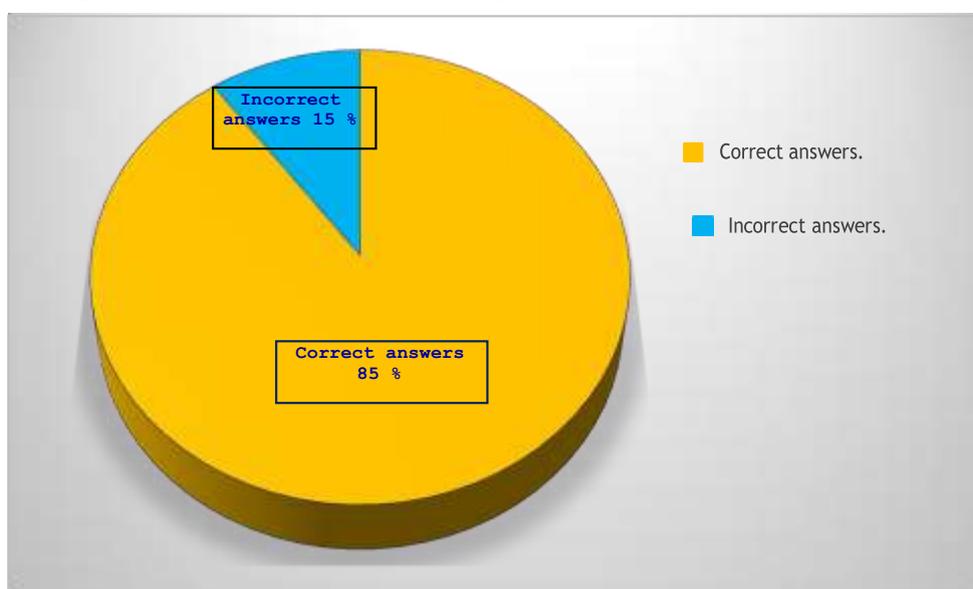
##### 3.7.1.1 Analysis of the post-test

The application of the strategy storytelling demonstrated how the level of listening comprehension improved in the students of second grade “A” at “Cristo Rey” High school. B

For this, 20 students were evaluated and this is the result.

- **In the first part of the exam the results were:**

*Graphic 23. The students listen a small reading and choose the correct word.*



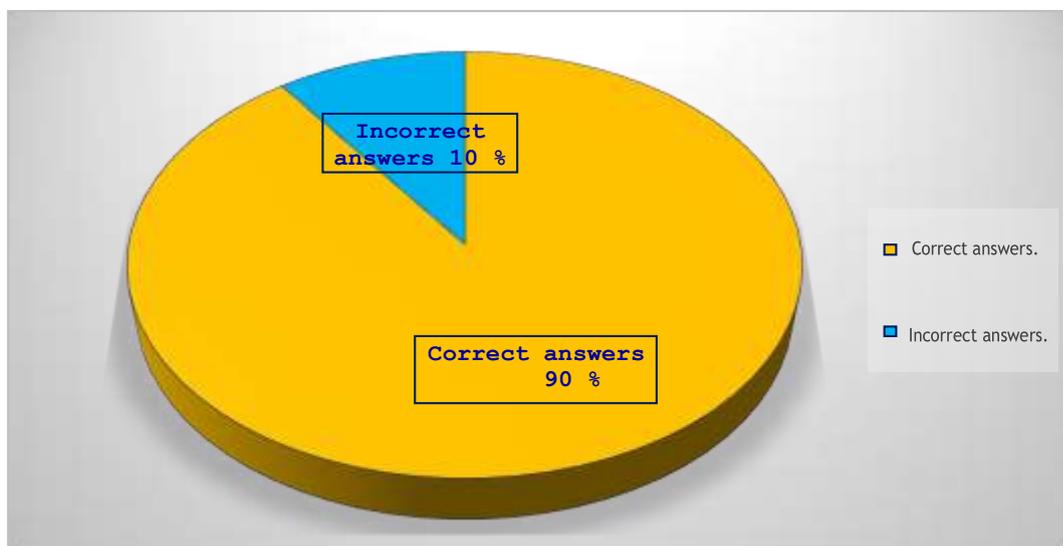
*Source: Exam applied to the students of second grade “A” at “Cristo Rey” High School- 08/12/2016.*

**INTERPRETATION:** In this graphic, we can appreciate the results obtained by the students from a total of 20 students, 17 of them answered correctly, it means the 85%: 03 students answered incorrectly, it means 15%.

As conclusion, the majority of students could identify and choose the correct word for complete the information.

- **In the second part of the exam the results were:**

*Graphic 29. The students look at the picture, listen the sentences and write true or false.*



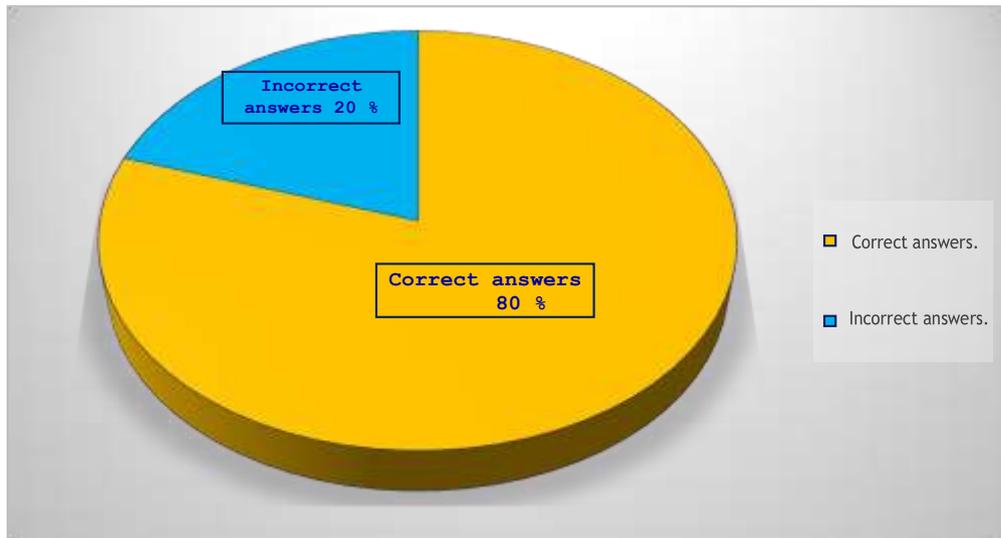
*Source: Exam applied to the students of second grade "A" at "Cristo Rey" High School-08/12/2016.*

**INTERPRETATION:** In this opportunity in the graphic, we can appreciate that from 20 students, 18 students answered correctly, it means the 90%: 2 students answered incorrectly, it means 10%.

As a conclusion, the majority of students could identify the mean information in an oral text, thanks to the use of the active lesson plans used in the class.

- In the third part of the exam the results were:

*Graphic 35. The students listen sentences and obtain the specific idea of the oral text.*



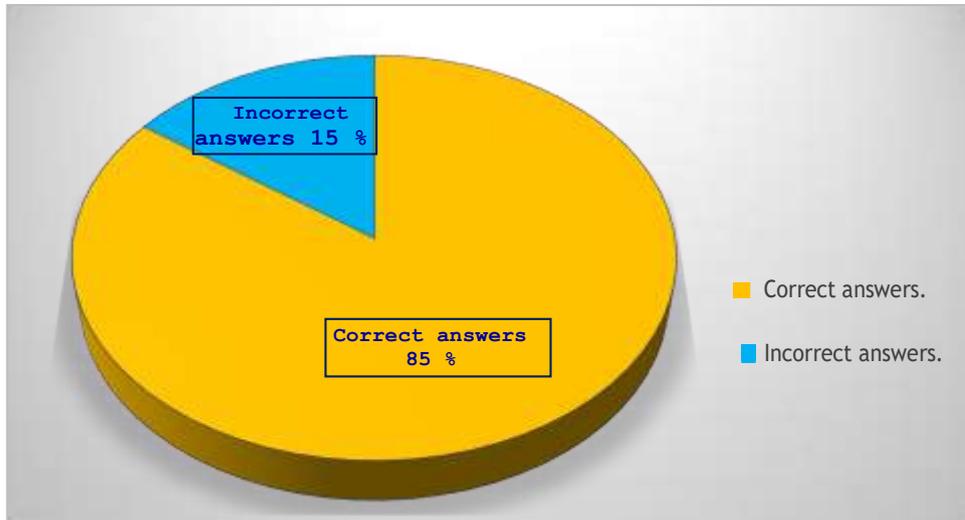
*Source: Exam applied to the students of second grade "A" at "Cristo Rey" High School-08/12/2016.*

**INTERPRETATION:** In this graphic, we can see that from 20 students, 16 answered correctly, it means the 80%: 4 students answered incorrectly, it means a 20%.

As a conclusion, the majority of students obtained the specific mean information in an oral text what is required for complete a gap and in this achieve the students could learn new vocabulary.

- In the fourth part of the exam the results were:

Graphic 41. The students listen a story twice and put in order the sentences writing the numbers from 1 to 8.



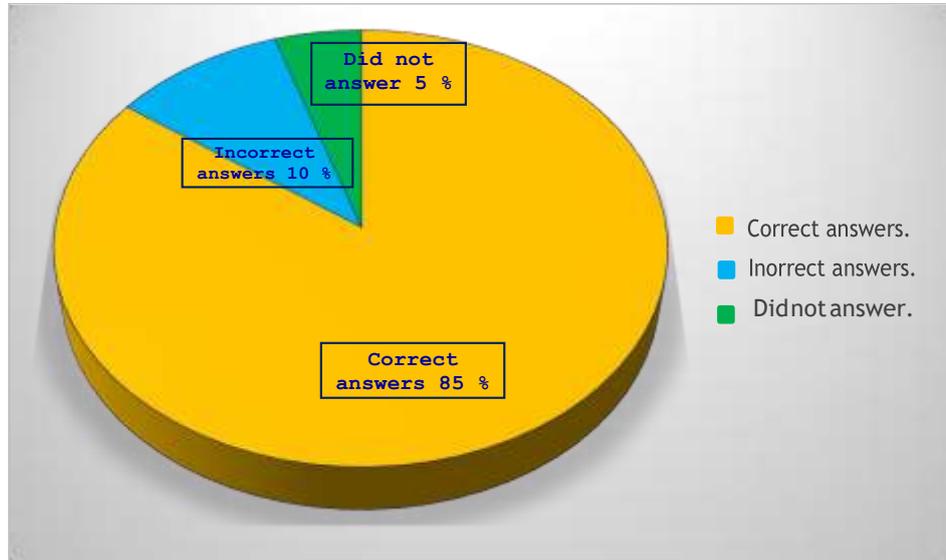
Source: Exam applied to the students of second grade "A" at "Cristo Rey" High School- 08/12/2016.

**INTERPRETATION:** In this graphic shows that from 20 students 17 answered correctly, it means 85%: 3 students answered incorrectly, it means 15%.

As a conclusion, the majority of students could complete correctly the required it because they might recognize the communicative functions of utterances through listening exercises.

- In the fifth part of the exam the results were:

Graphic 48. The students listen a word twice and then draw what they have heard. (Four words)



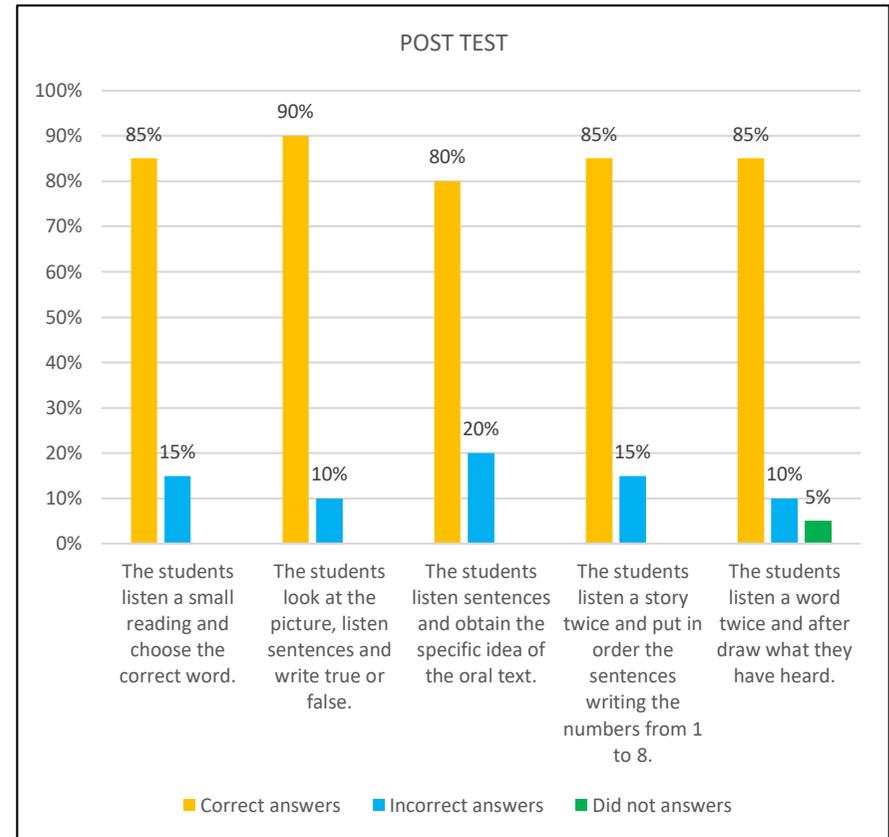
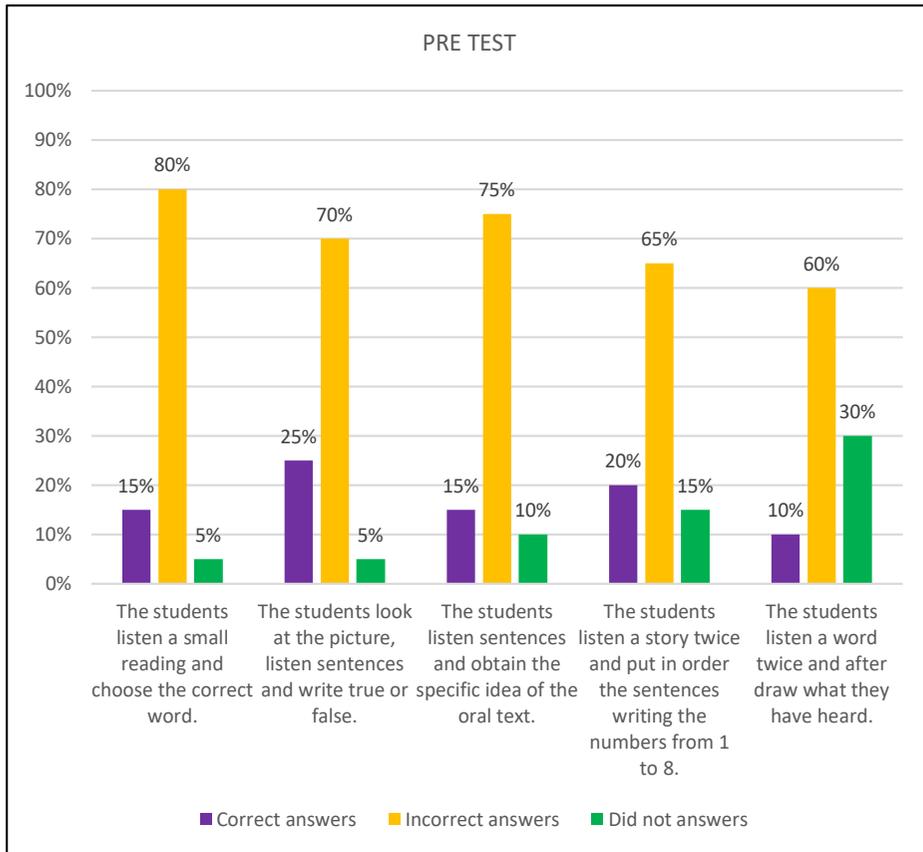
Source: Exam applied to the students of second grade "A" at "Cristo Rey" High School-05/09/2016.

**INTERPRETATION:** In this graphic we can obtain that from 20 students 17 students answered orrectly, it means 85% : 2 students answered incorrectly it means 10% : and 1 student did not answer anything, it means 5%.

As a conclusion, the majority of students answered correctly because they might recognize or predict the communicative functions in an oral text but only a 5% could not answer anything.

### 3.7.2. Comparative analysis of the pre-test and post test:

Graphic 56. Comparative analysis of the pretest and posttest.



SOURCE: Pre-test applied to the students of second grade "A" at "Cristo Rey" high school on September 5th, 2016 to determine the level of listening comprehension as well as the post-test applied to the students of second grade "A" at "Cristo Rey" high school on December 8th, 2016 to find out if the students in listening comprehension got improved.

## **ANALYSIS:**

These two charts show us the results of the pre test and post test respectively. We can see that after the application of the strategy storytelling proposal to improve the level of listening comprehension, all the students of second grade "A" got some kind of improvement. The pre test showed that the majority of students did not answer correctly and a few of them answer correctly. On the contrary, the post test showed that the students of second grade "A" were capable to improve their level of listening comprehension because the strategy storytelling allowed to introduce or revise new vocabulary and sentence structures, many stories also contain natural repetition of key vocabulary and this enjoyed them.

## CONCLUSIONS

1. Based on the study and results obtained from the instruments, it can be said that strategy of storytelling to improve the level of listening comprehension in the students of second grade “A” secondary level at “Cristo Rey” high school – Jose Leonardo Ortiz is reliable and it can be useful for the teachers who want their students to improve listening comprehension.
2. As we can see in the comparative analysis, the post-test applied to the students demonstrated positive results. They were more favorable than the pre-test because the majority of the students improved in listening comprehension. In this sense, the expected results were achieved.
3. Strategy of storytelling also has natural repetition of vocabulary, sentence structures, visual support such as drawings on the whiteboard, flashcards, cut-out figures, sentence strips that allow to students understand or recognize keywords during the listening of the stories.
4. The use of storytelling based on the intelligence linguistic of Howard Gardner and the communicative approach, encourage active participation in the classroom, the students participate in each activity, feel motivated, work in teams and develop positive attitudes towards the foreign language learning; for this reason, this research is a guide for other teachers who are seeking for new strategies to use in the classroom.

## **RECOMMENDATIONS**

1. Firstly, teachers should choose the activities of storytelling carefully; for this, they must consider aspects such as the appropriate level of difficulty, students' English level, ages, preferences, etc.
2. The pedagogical process is essential, the strategy of storytelling should be applied in an organized, sequential and orderly way, enable to effectively influence on the significant learning of the students.
3. Teachers who want to apply this strategy proposal in the classroom should consider it as a way to improve the listening comprehension of their students, at the same time they exercise their imagination, learning new vocabulary, structures, courage to continue learning.
4. As a final recommendation, I want to allow teachers and students know that the application of this strategy proposal requires a lot of time; therefore, an important suggestion from my humble experience is to be patient and follow the steps carefully in order to obtain better results.

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# **ANNEXES**

**ANNEX 01**



*Illustration 1. The teacher is giving the instructions to do the listening test.*



*Illustration 2. The students are developing the listening test.*

**ANNEX 02**



*Illustration 3. The teacher introduces the new vocabulary.*



*Illustration 4. The new vocabulary*

**ANNEX 03**



*Illustration 3. The students match the Word Cards with the pictures..*



*Illustration 4. The students listen the story and put in order the pictures.*

**ANNEX 04**



*Illustration 5. The students listen the story and put in order the stripes of paper about the story.*



*Illustration 6. The students work in groups and participate actively in the class*

**ANNEX 05**

**EVALUATION GUIDE**

**GENERAL INFORMATION**

Name: \_\_\_\_\_ Grade: 2<sup>nd</sup> \_\_\_\_\_ Number: ○

Teacher: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Objective:** Improve the level of listening comprehension through the strategy storytelling based on the verbal linguistic intelligence of Howard Gardner theory in the students of second grade “A” at “Cristo Rey” high school when they recognize the communicative functions of utterances.

**I. Listen a small story. Write the numbers in each word.**

Answer:

Once upon a time there was a girl called Mildred. She was a ..... scientist and she wanted to be .....  
One day she saw a ..... alien. He gave a green liquid. Mildred became a  
Then she was very ..... The alien gave Mildred more Green liquid and became Mildred the poor .....

**Fly** \_\_\_\_\_  
**Sad** \_\_\_\_\_  
**Poor** \_\_\_\_\_  
**Scientist** \_\_\_\_\_  
**Green** \_\_\_\_\_  
**Rich** \_\_\_\_\_

**II. Look the picture, listen and write: T (true) or F (false) at side of the numbers.**



1	2	3	4

1	2	3	4

**II. Listen to the sentences and choose the correct answer from a, b, c, d.**

1. The address of the house is ..... Camford Lane.

- a. 243      b. 324      c. 432      d. 342

2. The man wants to ..... a house.

- a. buy      b. rent      c. sell      d. visit

3. Outside the house, you can see .....

- a) a garage      b) a single garage  
c) a double garage      d) no garage

4. The phone number of the owner is .....

- a) 01345789897      b) 013457989  
c) 01345789798      d) 01345789987

**III. Listen the story and put in order. Write the numbers from 1 to 8**

- The sun said, 'No, "I'm stronger than you"!
- The man became hot and take off his coat.
- But the wind couldn't take off the man' coat.
- The sun warmed the man.
- The wind said, "I'm stronger than you"!
- They saw a traveller. He was walking on the
- The wind and the sun argued.
- 'I can take off his coat!' said the wind.

**Listen and draw.**



## TABLA DE EVALUACIÓN DE EXPERTOS

**Apellidos y Nombres del Experto:**

.....

**Título y/o Grado:** PH. D ( )    **Doctor:** ( )    **Magister:** ( )

**Universidad que obtuvo el post grado:**

.....

### **Título del Informe de Tesis**

**“STRATEGY STORYTELLING TO IMPROVE THE LEVEL OF LISTENING COMPREHENSION IN THE STUDENTS OF THE SECOND GRADE “A” SECONDARY LEVEL AT “CRISTO REY” HIGH SCHOOL - DISTRICT JOSE LEONARDO ORTIZ PROVINCE OF CHICLAYO REGION OF LAMBAYEQUE – 2017”.**

**General objective:**

To improve the ability of listening comprehension in the students, based on a didactic strategy.

**Specific objectives:**

- To design a didactic strategy storytelling based on the verbal linguistic intelligence of Howard Gardner theory.
- To apply a pre test in order to check up the listening comprehension in the students.
- To determine the level of achievement in listening comprehension in the students through the application of a post test.

	D	A	B	E
El instrumento de medición cumple con el diseño adecuado.				
El instrumento de la recolección de datos tiene relación con el título de la investigación.				
En el instrumento de recolección de datos se mencionan las variables de investigación.				
El instrumento de recolección de datos facilitara el logro de los objetivos de la investigación.				
El instrumento de la recolección de datos se relaciona con las variables de estudio.				
Los ítems presentan congruencia.				
La redacción de las preguntas tiene coherencia.				
Cada una de las preguntas del instrumento de medición se relaciona con cada uno de los elementos de los indicadores.				
El diseño del instrumento de medición facilitara el análisis y procesamiento de datos.				
Del instrumento de medición son entendibles las alternativas de respuestas.				
El instrumento de medición será accesible a la población sujeto de estudio.				
El instrumento de medición es claro, preciso y sencillo para que respondan y de esta manera obtener los datos requeridos.				

LEYENDA	
D	Deficiente
A	Aceptable
B	Bueno
E	Excelente

En Chiclayo, a los \_\_\_\_ días del mes de \_\_\_\_\_ del \_\_\_\_\_

\_\_\_\_\_  
Firma

## KEY ANSWER

I.- Listen a small story. Write the numbers in each word.

Once upon a time, there was a girl called Mildred. She was a poor scientist and she wanted to be rich.  
One day she saw a green alien. He gave a green liquid. Mildred became a fly.  
Then she was very sad. The alien gave Mildred more green liquid and became Mildred the poor scientist.

Fly 4  
Sad 5  
Poor 1  
Scientist 6  
Green 3  
Rich 2

II. Look the picture, listen and write: T (true) or F (false) at side of the numbers.



1	2	3	4
T	F	F	T
	TF		

- 1.- There is a girl in the picture. **True**
- 2.- There are two dogs in the picture. **False**
- 3.- The house has three windows. **False**
- 4.- A butterfly is on the tree. **True.**

**III.- Listen to the sentences and choose the correct answer from a, b, c, d.**

1. The address of the house is ..... Camford Lane.  
a. 243      **b. 324**      c. 432      d. 342
2. The man wants to ..... a house.  
**a.buy**      b. rent      c. sell      d. visit
3. Outside the house, you can see .....  
**a) a garage**      b) a single garaje  
c) a double garage      d) no garage
- 4.- The phone number of the owner is .....  
a) 01345789897      b) 01345798998  
c) 01345789798      **d) 01345789989**

**IV. Listen the story and put in order. Write the numbers from 1 to 8.**

- 3 The sun said, 'No, "I'm stronger than you"!
- 8 The man became hot and take off his coat.
- 6 But the wind couldn't take off the man' coat.
- 7 The sun warmed the man.
- 2 The wind said, "I'm stronger than you"!
- 4 They saw a traveller. He was walking on the
- 1 The wind and the sun argued.
- 5 'I can take off his coat!' said the wind.

**IV.- Listen and draw.**

There are two hills, there is a house near to the river, there is a boy, a toy.  
There is a bird on the tree, two clouds in the sky and the sun is shining.