

**ACADEMIC APPLICATION OF ACTIVE LISTENING SKILLS FOR 3RD GRADE
STUDENTS OF A BILINGUAL SCHOOL OF CARTAGENA**

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ABSTRACT

A big number of third grade students at the institution have low listening skills. It is necessary to provide in the different educational settings, spaces that may reinforce active listening skills in our students. According to our research's problem based on improving students listening skills the Research question is: What effective listening skills are necessary to implement in an elementary classroom to have more efficient students in second language learning?

On the hand of improving low listening skills in 3rd grade students the pedagogical intervention rests on 2 Cooperative Learning Strategies; the Jigsaw and the Co-op Strategies, using as instruments to gather data: Videotaping, Surveys and Documentary Evidence. The results of the 2 techniques used in this research showed that these strategies help improve low listening skills. The research's implications were that group working generates interdependence which certainly increases students listening skills, strategies for effective listening should be incorporated into all the materials, and the use of authentic materials motivates students listening comprehension.

Key words: Cooperative Learning Strategies

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TABLE OF CONTENT

1. Title..... 5

2. Introduction.....6

3. Theoretical Framework12

4. Methodology.....15

5. Data analysis and Results.....21

6. Conclusions and Implications.....33

7. References.....40

7. Annexes.... 42

7.1 Active Listening Questionnaire.....43

7.2 Cuckoo Clock44

7.3 Cuckoo Clock Activity..... 45

7.4 Jigsaw Lesson Plan.....46

7.5 Jigsaw Comprehension Quiz.....48

7.6 Jigsaw Survey.....49

7.7 Jigsaw Graphics.....50

7.8 Co- op Lesson Plan.....	51
7.9 Co-op Survey.....	53
7.10 Co- op Graphic.....	54
7.11 Consent Letter Approved.....	55

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1. INTRODUCTION

This bilingual school of Cartagena was founded in August of 1952. The school is a private, non profit institution belonging to parents and managed by the Parents Association and the School Board. The school was created to offer an integrated bilingual primary, middle, and high school education to students from Colombia, the United States and other countries.

There are 85 full-time faculty members, including 26 U.S. and Canadian citizens and 59 host-country nationals, which means that a big majority of the population is composed by American and Canadian teachers.

The curriculum is that of a U.S. College-preparatory school. Instruction is in English and Spanish. Therefore, a dual program prepares students for both the U.S high school diploma and the Colombian High School degree. The school is accredited by the Southern Association of Colleges and Schools (SACS) and the Colombian Ministry of Education, such that students can go on to colleges and universities in the United States, Colombia, and Europe.

This institution has around 700 students. It is worth noting that students belong to a higher stratum of Cartagena's society.

School is located on the outskirts of the city with 3 independent, self-contained wings for grades 1-5, 6-8, and 9-12. Within these 3 wings, one will find 3 science laboratories; a central, 2-story library with 2 AV rooms; 3 computer labs, and 2 learning centers for children with diagnosed learning disabilities. Sports facilities include 4 outdoor multi-use courts, 2 full-sized soccer fields, 1 softball field and an air conditioned coliseum that serves both our sports and fine arts program.

The school's mission is to develop integral, bilingual leaders with global perspectives, within a challenging academic environment that motivates the development of individual potential, solid human values, and a decisive commitment with the community.

In summary, this community is a bilingual school conformed by a big range of foreign teachers and by high stratum students. This institution is one of the biggest and most modern infra-structures of the city, and besides it is provided with multiple resources, however, a big range of students appear to have low listening skills.

In order to confirm this problem, an Active Listening Skills Questionnaire and the Who's Listening Activity (following directions activity) named "The Cuckoo Clock" were used to collect data and see if this was evident.

The Active Listening Skills Questionnaire was an instrument designed with 10 questions where 3rd grade students had the option to answer whether it

was Always, Sometimes, or Never (See Annex 1). The Active Listening Skills Questionnaire showed that a big part of the population of 3A needs to develop more listening skills.

Some of the responses given to the questionnaire that support students' low listening skills are that:

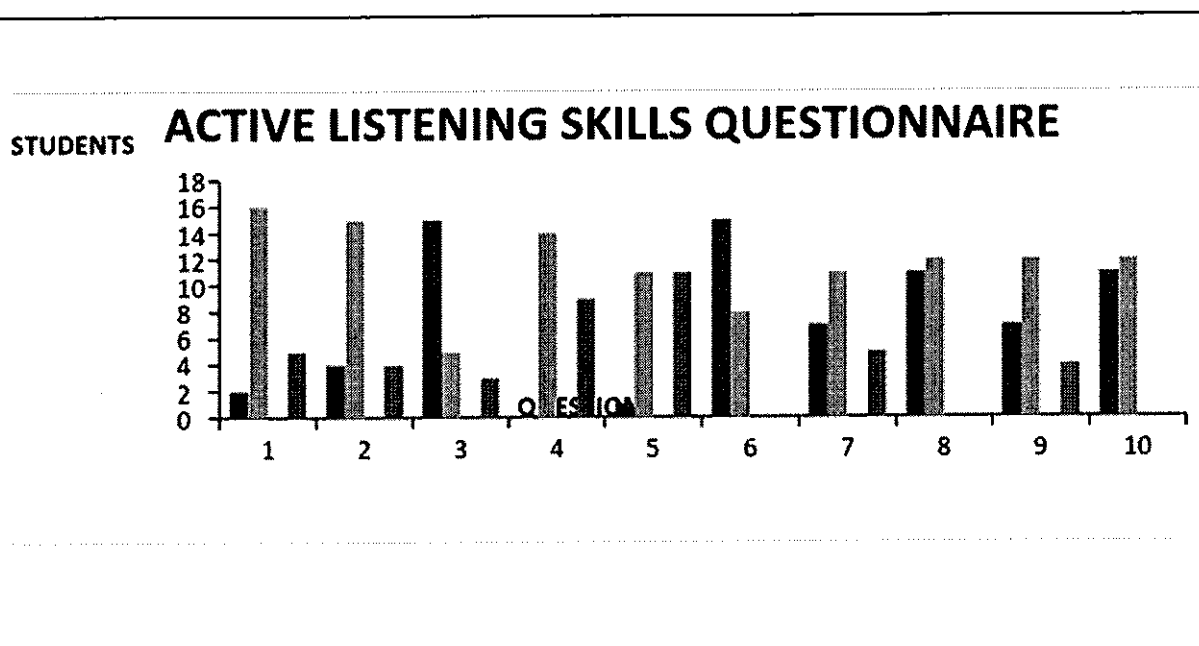


Table 1. The Active Listening Skills Questionnaire.

In table 1, 0.70 % of the students agreed that the teacher SOMETIMES needs to repeat instructions more than once during a class.

0.65% of the students agreed that SOMETIMES there are distractions around them when the teacher is giving an instruction.

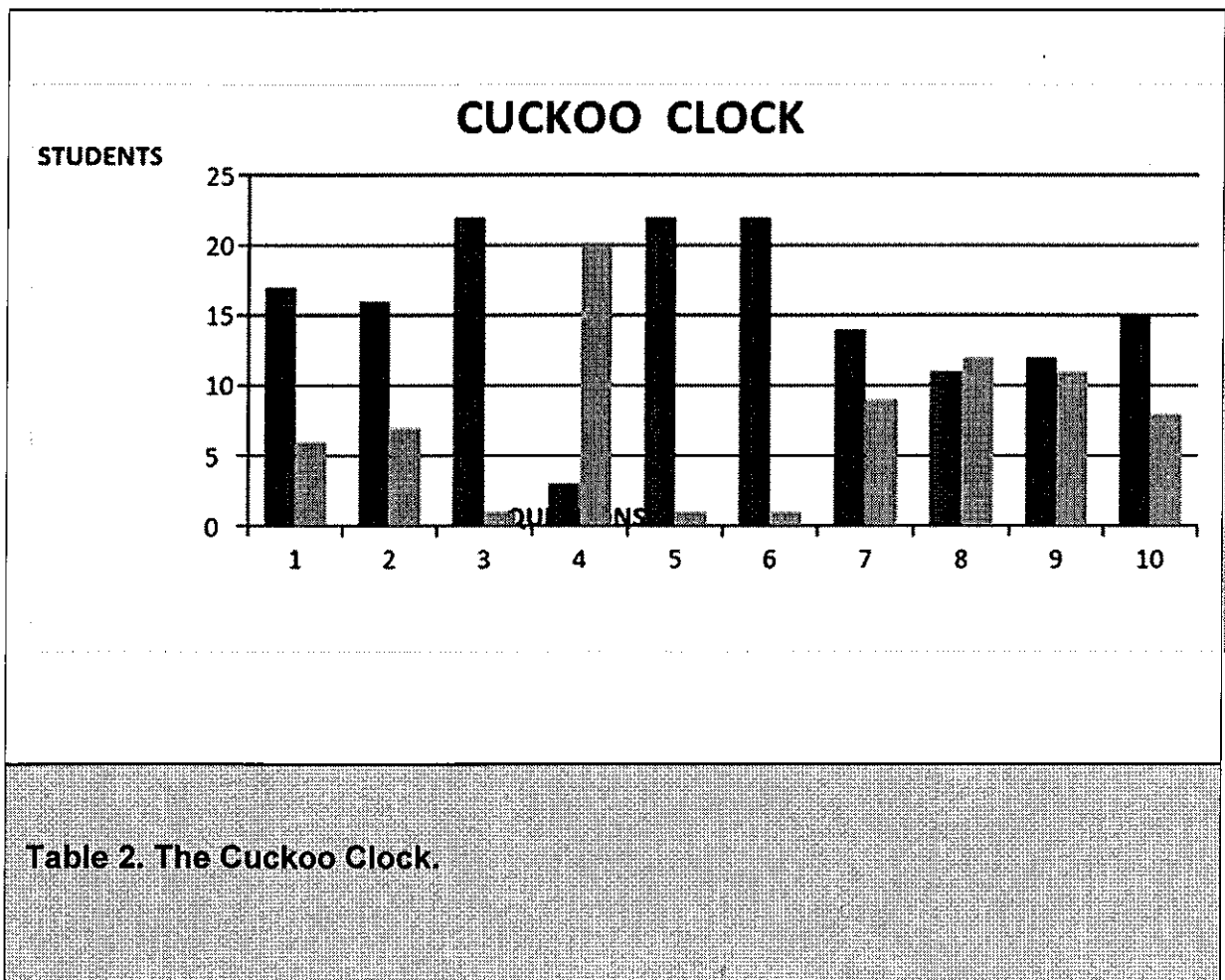
0.61% of the students agreed that they are SOMETIMES talking or doing something they are not supposed to when the teacher is speaking.

0.52% of the students agreed that SOMETIMES the topics taught by the teacher are most of the time interesting for them, SOMETIMES they feel nervous when the teacher asks them a question and SOMETIMES they stay focus when the teacher is speaking, even though what the teacher is saying does not sound interesting to them. After tabulating and analyzing the data from the Active Listening Skills Questionnaire it can be concluded that in several questions a big majority of students showed low listening skills during class performance.

The Cuckoo Clock was an instrument designed to involve children in 3rd grade in active listening. The exercise combines a whimsical picture with 10 oral directions (See Annex2). The Cuckoo Clock activity shows that many of our students struggle following directions in class.

According to the results shown in the Cuckoo Clock we could conclude that a wide number of students did not follow directions on many of the

instructions given, which in turn supports 3rd grades low listening skills. Some of the most relevant results that support this issue are that:



In table 2, 87% of the class did not follow instructions on question # 4, instruction that corresponded to color in numbers 9 and 10.

52% of the class did not follow instructions on question # 8, instruction that corresponded to color in the leaves of the hearts.

48% of the class did not follow instructions on question # 9, here the instruction was to write in capital letters the word TUESDAY on the left side of the house.

Now that we have a clear vision of our needs analysis what we are willing to develop in our research project is : What effective listening skills are necessary to implement in an elementary classroom to have more efficient students in second language learning? Therefore, our research's objective is: To identify learning strategies that will reinforce active listening skills at a Bilingual School in Cartagena. The 2 learning strategies that will be discussed and implemented in our research to develop active listening skills belong to the Cooperative Learning Approach, named as The Jigsaw and Co-op strategies.

2. THEORETICAL FRAMEWORK

According with the new expectations of this globalized world the learning and teaching process of a second language has been changing, today the professional language teacher has a good grounding in the various techniques and new approaches, and they know and understand the evolution of teaching process. The modern teacher will in fact use a variety of methodologies and approaches, choosing techniques from each method that they consider effective and applying them according to the learning context and objectives.

In our research project we consider listening skills are very important to achieve an effective communication and other students' needs. As well, listening is a process that involves actively listening to what another person is communicating and attending to that communication. Listening is how we receive the verbal portion of a person's message. By listening, we can show concern and interest in understanding both the person and the situation.

Thomas Gordon, author of Teacher Effectiveness Training, considers the technique of active listening to promote communication. Therefore, listening is an important component of effective communication and it has several avenues that can get crossed if the speaker is not clear with the message or the listener decodes it incorrectly. When we use our own words to repeat back what we think the student has just communicated, this is called Active Listening. This is a

powerful tool which helps teachers communicate more productively with students. In addition, Active Listening helps teachers to understand what the student is saying and also helps students articulate their concerns. The time it takes to learn and use Active Listening provides different benefits, for instance it facilitates problem solving, and keeps the responsibility with students, makes students more willing to listen to others and it promotes a closer and more meaningful relationship between the students and the teacher.

Being aware of the different factors involved in listening aid in the process of communication. Teachers need to concentrate on encouraging not only students, teachers too, just to exhibit good listening behaviors and strategies. Taking into account all of above and to improve students' low listening skills, we based our research project on the Cooperative Learning Approach.

Cooperative Learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it. Working with method, students can share strengths, develop weaker skills, develop interpersonal skills, and learn to deal with conflict. When cooperative groups are guided by clear objectives, students engage in numerous activities that improve

their understanding of subject explored. All this helps students' to discover a significant question or create a meaningful project.

In order to create a situation in which Cooperative Learning can take place, there are three necessary factors to consider. First, students need to feel safe, but also challenged. Second, groups need to be small enough that everyone can contribute. Third, the task student's work together on must be clearly defined. According to that, the students are challenged socially and emotionally because they listen to different perspectives, they articulate and defend their ideas and exchange diverse beliefs.

On the other hand, there are some Cooperative Learning Strategies to engage students to develop listening skills. The Jigsaw Strategy is a Cooperative Learning Technique which demands students to learn in groups between 4 and 6 members and these students should have an heterogeneous ability. Each home group member meets with expert groups to study the material assigned to each group member. After discussion, students go back to their group members and share the information with the rest of the group. In fact; children like to interact with others, so Jigsaw is a good method to increase students' language ability. As we know, implementing Jigsaw activities students can explore the ability of speaking while interacting with others.

Cooperative Education is another technique implemented to increase students' listening skills. This is a structured method of combining classroom-based education with practical work experience. A Cooperative Education experience, commonly known as a "Co-op", provides academic credit for structured job experience. Elsewhere, Cooperative Education also implements active participation methods in which students learn how to work together to solve problems, this is normally founded on the principles of children's rights, equality, equity and participation in decision-making. Its methods include game playing, expressing opinions, democratic participation, sharing, ensuring students all have an equal opportunity to take part, and conflict resolution.

3. METHODOLOGY

To improve 3rd grade students low listening skills the research rested on the Jigsaw and Co-op Techniques which make part of the Cooperative Learning Approach.

The objective of the Jigsaw Work shop is that students will clarify meaning with one another after listening to the story: "The Bears we know." It is a 55 minute workshop where students Interact between them and with materials such as computers, pencils, headphones, worksheets and on line books www.tumblebookslibrary.com., as well, the skills which are involved are Listening, Speaking and Writing.

The Jigsaw workshop starts with a 10 minute **Warm-up activity**, named: WHO AM I??? Students independently will write three positive characteristics of their personality in a piece of paper. Then, papers are put inside a bag and students randomly pick one paper and read aloud the 3 characteristics and the rest of the class will guess who best fits with the description given. After, the classroom is set up in 5 groups of 5 students. Each group will listen to a selected part of the story: "The Bears we Know".(students will not listen to the beginning nor the end of the story).Each group picks 2 experts from the group and they will go to the different groups. Afterwards, students will be asked several questions in order to complete the sequence of the story. Students return to their groups and the rest of the group

socializes with them the other information they found. In their groups students predict the end of the story. Next, students listen to the beginning and the end of the story and compare their predictions .As an **Assessment**, independently, students fill out an online comprehension questionnaire according to the story. www.tumblebooklibrary.com.To close up the workshop students will have a **homework** assignment where students will draw 3 pictures related to the beginning, middle and end of the story and write with their own words what happened in each part.

The instruments that were applied to the students in order to collect data during and after the Jigsaw workshop were: a survey, a videotape, pictures and documentary evidence.

The survey was applied at the end of the class and students answered independently. The Survey was composed by 6 open and close questions, where in the first 3 questions students had the option to color in faces whether their answers were I extremely agree, I agree, O.K, I disagree and I extremely disagree. In the 4th and 6th question students had the option to respond yes or no, and question #6 was an open response. All the questions revolved around the effectiveness of the Jigsaw workshop developed to help students become better listeners.

The videotape was recorded during the workshop, at different crucial moments. While the teacher was giving the instructions to the class , while the students were

listening to the story, while students were sharing information with the groups and during the comprehension quiz.

Pictures show evidence of students taking the comprehension quiz on line and the results of these quizzes.

As documentary evidence students independently had to take at the end of the workshop a 5 minute online mini comprehension quiz according to the story: The Bears we know. It was composed by 5 multiple choice questions and at the end of the class the quizzes were printed out.

The objective of the Co-op Workshop is that students will be able to acquire knowledge and learning skills by listening, seeing, asking questions, and doing mime. It is a 55 minute work shop where students interact between them and with materials such as craft paper, pencils and crayons, as well the skills involved are listening, speaking and writing.

The Workshop starts with a 5 minute warming up named "PASS THE SMILE", here students make one big circle and sit down on the floor. The first student starts taking a smile off her/ his face and passes it to the next one , who is looking very solemn until the smile is directed at him/her, he/she, then becomes radiant and passes it in turn.

After the warming –up, the activity starts with the workshop named: MIME A LIE”; at first students stand in one big circle. Simultaneously, the teacher starts by miming an action. When the person on their right says their name and asks “What are you doing?” he or she replies with a different action. For example, the teacher mimes swimming and says I am washing my hair.

The student who is to the teacher’s right then has to mime what the teacher said was doing (washing my hair), while the next student asks what are you doing? Students answer something completely different and that will be the questioner’s next mime and so on. Students go around the circle in this way until everyone has had a turn. As an Assessment in groups of 5, students talk about the purpose of the activity and make a poster of the activity “Mime a Lie” describing what they think is the main idea of the activity. Students are asked to be as creative as they can. To close up the workshop students will have for homework to write a list of at least 3 things they found difficult and easy in the activity.

Surveys, videos, pictures and documentary evidence were the instruments used to collect data in the Co-op workshop.

The survey was applied at the end of the class and independently. It is composed by 4 questions, 3 yes and no answers and one multiple choice question. All the questions revolved around the effectiveness of the Co-op workshop developed to help students become better listeners.

The videotape was recorded during the workshop, at different crucial moments. While the teacher was giving the instructions and during students' performance of the activity.

The pictures show students taking turns in the circle to perform the activity, working in teams on the posters and sharing their posters with others.

As documentary evidence students in teams of 5 worked on their posters placing in a creative way the purpose of the activity and in sheets of paper students list the most difficult and easiest part of the activity.

4. DATA ANALYSIS AND RESULTS

The data collected in the 3 instruments (surveys, documentary evidence and Videotaping) of the research were organized in 12 folders and topics were teased out of each one.

The first folder is named **Context Pictures**. It is provided with 14 pictures. The pictures show school's environment, social context, surroundings, sports fields and cultural context. The topics for this folder include Social Context, Cultural Discourse and Environmental Discourse.

The second folder is named **Active Listening Skills Questionnaire**. It is provided with 25 students' surveys. The survey is arranged with 10 multiple choice questions. Students had the option to answer whether it was ALWAYS, SOMETIMES AND NEVER. The topic for this folder includes Analysis of Students own Listening Skills.

The third folder is named **The Cuckoo Clock**. It is provided with 25 whimsical Directions. Students following directions placed the correct instruction in its corresponding place. The topics for this folder include: Following directions and Independent work.

The fourth folder is named: **The Jigsaw Pictures**. It is provided with 4 pictures. The pictures show students individually taking the Jigsaw Comprehension Quiz.

The topics for this folder include: Independent Work and Listening Comprehension.

The fifth folder is named **The Jigsaw Survey**. It is provided with 25 students surveys. The survey is arranged with 6 questions; in 3 questions students had the option to answer I extremely agree, I agree, Ok, I disagree, or I extremely disagree; 2 yes and no questions and 1 open response. The topics for this folder include Team Work, Interchanging Information and Listening Comprehension.

The sixth folder is named **The Jigsaw Comprehension Quiz**. It is provided with 25 quizzes. The quiz is arranged with 5 multiple choice questions. The topic for this folder includes Listening Comprehension.

The seventh folder is named **The Jigsaw Videotaping**. It is provided with students' performance during the Jigsaw workshop "The Bears We Know". The topics for this folder are Interchanging Information, Active Listening and Team Work.

The eighth folder is named **Co-op Posters**. It is provided with 5 students' posters that have pictures and statements with the purpose of the activity. The topics for this folder include Listening Comprehension, Team Work, and Reflection of the Activity, Physical Response and Speaking.

The ninth is named **Co-op Pictures**. It is provided with _____ pictures. The Pictures show team work while students are doing the Mime a Lie posters, and students performing the actions. The topics for this folder include Team Work, Active Listening and Physical Response.

The tenth folder is named **Co-op Videotaping**. It is provided with students' performance during the workshop "Mime a Lie". The topics for this folder include Interchanging Information, Active Listening, Physical Response and Team Work.

The eleventh folder is named **Co-op surveys**. It is provided with 25 students surveys. The survey is arranged with 4 questions, 3 yes and no answers and 1 multiple choice answers. The topics for this folder include Active Listening, Team Work and Physical Response.

The twelfth folder is named **Co-op Homework**. It is provided by 25 students' lists of the hardest and easiest part of the activity. The topics for this folder include Active Listening, Asking Questions, Physical Response.

Afterwards the folders were arranged in 4 categories. These categories were selected according to the topics that most appeared in each folder.

The first category is named **Active Listening**. Listening was a topic that appeared in 11 folders, these folders were: Active listening Questionnaire, Cuckoo Clock, Jigsaw Pictures, Jigsaw Survey, Jigsaw Video, Jigsaw Comprehension Quiz, Co-op Pictures, Co-op Video, Co-op Survey, Co-op Poster and Co-op Homework.

The second category is named **Cooperative Learning**. Team work was a topic that appeared in 6 folders, these folders were: Jigsaw Survey, Jigsaw Video, Co-op Pictures Co-op Video, Co-op Survey, and Co-op Poster.

The Third category is named **Communication Skills**. Speaking was a topic that appeared in 5 folders, these folders were: Jigsaw Survey, Jigsaw Video, Co-op Video, Co-op Posters and Co-op Homework.

The Fourth category is named **Kinesthetic Learning**. Physical Response was a topic that appeared in 5 folders, these folders were: Co-op Pictures, Co-op Video, Co-op Survey, Co-op Posters and Co-op Homework.

Active listening is a dynamic process in which the listener gives the speaker the sense of real understanding and responding to messages in a way that invites the communication to continue. This is an important skill and it is extremely reflected in our research.

At the beginning we applied **Active Listening Skills Questionnaire** to be sure of 3rd grade students' weaknesses. Analyzing the questionnaire, most of the students need to listen to the instructions more than once and they considered that there are different factors such as classroom 's noise that makes difficult student's listening. In some occasions students focus their attention in external factors instead of what the teacher is saying.

Another activity that we decided to apply was **the Cuckoo Clock**. This activity helped us to confirm students' low listening skills. At the end when we checked the

results the students made a lot of mistakes following directions. Many students placed wrong the instructions given showing low active listening.

In the Jigsaw Pictures and in the Jigsaw Video, we observed the need of active listening skills while students listening attentively to their peers were collecting the missing information of the story in their groups, when students were listening to the story at the computers and when students were solving the comprehension quiz.

In the Jigsaw Comprehension Quiz, Active Listening is seen in the sense that the majority of the students responded the 5 comprehension questions correctly after developing the Jigsaw activity with the help of different learning skills , in this case throughout listening.

In the Jigsaw Survey, Active Listening is observed exactly in question # 4, "Do you think it was hard to have to listen to your classmates instead of listening the story yourself?" the majority of the students answered that it was difficult to listen to the story from their partners. As well, in question # 5 "What was the hardest part of this activity?" Many students agreed that listening was one of the hardest parts of the activity.

On the other hand, after analyzing **the Co-op Pictures**, it is shown in students' posters throughout their writings and pictures the importance of using listening as a main skill to develop the Coop activity.

In the Co-op Video, students were attentive to the teacher's instructions; they were attentively listening to their peers' action statements trying to understand both

Cooperative Learning is a main key in our students learning process< we have found that to assign cooperative activities have a positive reaction in students learning and in their social skills development. That is the case of the two Co op activities we applied to our third graders group we are studying on this research project.

In the **Jigsaw Workshop**, **Cooperative Learning** is seen when students are organized in small groups talk about parts of a story they have listened, in order to complete the whole story, and also they go to different groups to share information and questions that will help them to accomplish their goal that is to know the beginning, middle and end of the story, "The Bears We Know".

In the **Jigsaw Survey** we see the **Cooperative learning** in question number 2 "How well do you think your group prepared the information?" That showed us that the most engaging part of this was when the students shared with others, it took them time, but this part helped them to understand the story completely.

In the **Jigsaw Video**, **Cooperative Learning** is present when in the activity students shoe the use of their five senses, sight, smell, taste, touch and hear, in the company of their classmates.

In **Co op Video**, students are working in partners, trying to develop the activity, what they cannot perform it without the presence of their peers. This consists, that they had to represent the action to their partners as the person next to them, then they had to pay close attention to what she/he was performing.

The **Co-op Survey** shows in question number 4 **Cooperative Learning**, which is "Does working with others help me to listen better?" and we found that affirmative answer is the most popular in the whole group.

And as well in the **Co-op Poster**, **Cooperative Learning** is present, when students draw in groups of 5 and write sentences about what was the purpose of the activity; team work is really seen as they work.

Communication skills are a strong category in this research project. Pointing out that throughout the use of listening and speaking skills students developed both Cooperative Workshops (Jigsaw and Co-op Workshop). In these workshops students by communicating between them built strong bonds of interaction and as well, constructed knowledge. Asking questions, building up new information and sharing this Information with their groups were done through listening and speaking.

In the **Jigsaw Survey**, **Communication Skills** is a category seen in question #2, "Do you feel like the experts that arrived to your group missed an important part of the story?" In the **Jigsaw Workshop** students communicating with others shared relevant information about the story "The Bears We Know", as the experts moved from group to group throughout speaking students constructed the Beginning, Middle and End of the story.

In the **Jigsaw Video**, **Communication Skills** are seen as students interact with others, asking questions and giving important information of the part they heard to the rest of the groups.

In the **Co-op Posters**, **Communication Skills** are observed in student's posters. Students throughout writing and pictures showed how with the use of different senses as listening, seeing, touching, and speaking they developed the activity. Students drew different symbols to illustrate the senses, in the case of speaking many students drew a mouth to represent this skill.

In the **Co-op Video**, **Communication Skills** are seen as students taking turns in a circle say to the person they have next to them: " I am + the action word", and the person who received the message had to perform the action heard .

In the **Co-op Homework**, many students listed as one of the easiest parts of the activity when they had to say the action to the person they had next to them, here we can see how **Communication Skills** are observed.

So we can add saying that effective **Communication Skills** are really important in a classroom setting and that classroom interaction is necessary and useful as an educational strategy to enhance the skill of speaking. The role of interaction in the classroom context in order to reinforce speaking skills comes from the understanding of its main types: teacher-learner interaction and learner-learner interaction, where negotiation of meaning and the provision of feedback are highlighted. Classroom interaction involves the verbal exchanges between learners

and teachers. It is worth mentioning that teachers should know that the learners need to do most of the talk to activate their speaking, since speaking skills require practice and exposure.

Now many linguistics and teachers agree on that students learn to speak in the second language by interacting. Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language.

This can occur when students collaborate in groups to achieve a goal or to complete a task.

In conclusion, language is a system for communication, for that reason it is evident that Communication skills are a crucial part of second language learning and teaching.

Kinesthetic Learning is another category very important for the development of students' listening skills, because at the moment when students have to act, move from one place to another, they are using their bodies, as a learning tool, and when

they act for others in order to make them understand what they want to share, then, they are finding a base to increase their listening skills.

In **Co-op Workshop**, named "MIME A LIE" the students move their bodies, miming an action and sharing information to their partners when they ask them questions, in this activity, students focused their attention not just using their ears, but their whole body and they give information not just using their mouth but as well their bodies.

In **Co-op Video**, we see students moving their bodies all the time performing the activity with the purpose of giving and receiving information, but staying focused.

In **Co-op Survey**, is denoted kinesthetic learning, in question number 2, "In what part of the activity is best shown active listening? The majority of students responded to this question "When I had to listen, ask questions and move my body."

In the **Co -op Poster**, they showed that the usage of all of their five senses, and total body engagement helped them to have better attention and become better listeners.

They strongly recognized that the best way to develop active listening skills is when body movements are implied, and when students work in groups exchanging information.

With **Co-op Pictures**, the **Kinesthetic Learning** is in progress when is shown the scenes students are acting without talking in one hand and sharing information in the other hand during the performance of the activity.

At the end, in Co op Homework, students were asked to list the easiest and hardest part of the activity, in which they commonly answered one easiest part was to act what they listened the other partner said was doing . Acting helped them to get engaged into the activity.

5. CONCLUSIONS AND IMPLICATIONS

The development of good listening skills supports the growth of other aspects of language use, such as speaking and reading. Some second language acquisition theorists (e.g. Krashen) have stressed the role of listening in facilitating second language acquisition. It is worth mentioning that Listening is vital in the language classroom because it provides input for the learner.

Furthermore, active listening takes listening to a higher level where students are trying to understand the complete message. It involves paying attention to what is being said and how it is being said. As well, it involves being aware of body language, voice inflection and overall attitude.

New research demonstrates that effective listening involves more than simply hearing the words. Rather, it is an active process of interpreting information and making meaning.

Listening is assuming greater and greater importance in second language classrooms. In learning settings a variety of strategies and techniques should be used to reinforce active listening skills.

These key strategies include: predicting the meaning of messages, identifying key words and ignoring others while listening, using background knowledge to facilitate

selective listening, keeping the broad meaning of a text in mind while listening, progressive structuring, inferencing and personalizing.

These strategies shouldn't be separated from the content teaching, but woven into the ongoing fabric of the lessons, so that the students can see the applications of the strategies to the development of effective learning.

Now, to go beyond on what effective listening skills are necessary to implement in an elementary classroom to have more efficient students in second language learning, it could be said that skilled learners go into a listening session with the sense of what they want to get out of it. Students set a goal for their listening, and they generate predictions about what the speaker will say. Before the conversation begins, they mentally review what they already know about the subject, and form an intention to "listen out for" what's important or relevant. Once they begin listening, these learners maintain their focus: if their attention wanders, they bring it back to the words being spoken. They do not allow themselves to be thrown off by confusing or unfamiliar details. Instead, they take note of what they do not understand and make inferences about what those things might mean, based on other clues available to them: their previous knowledge of the subject, the context of the talk, the identity of the speaker, and so on. Learners are "listening for gists" and not getting caught up in fine-grained analysis. All the while, skilled learners are evaluating what they are hearing and their own understanding of it. They are checking their inferences to see if they are correct, and identifying the questions they still have so they can pursue the answers later.

On the other hand, through cooperation students not only develop active learning skills but deeper understanding, critical thinking and social skills.

In addition to this, a Co-op lesson game is a useful tool we can find in terms to develop Active Listening Skills in students throughout cooperative work.

Cooperative learning means letting students learn from each other when doing exercises, dealing with new vocabulary and content, testing each other or solving problems.

Encouraging students to share with one another empowers them and takes some of the pressure off the teacher.

Particularly, in the Co-op activity we used during the pedagogical intervention, students work with the whole group using not just their voices but, their body movements, in order to give and share information that helps them to develop and finish the activity. The fact that the students used their entire bodies for the activity, helped them to maintain focused almost all the time, which is more effective than just to ask them questions, let them answer, or share academic information with them.

Co-op strategies take students attention to a better level of active listening, because it is more accurate to keep their attention by using their body movements and five senses, than just to interact with students orally.

Researchers have got to the conclusion that second language learners reported increased motivation and confidence after they were taught metacognition strategies.

Some methodologies for the teaching of listening (Brown, 1991; Ur,1984; Anderson & Lynch, 1988; Rost, 1990; Brown & Yule, 1983) point out that listening develops through the process of exposing learners to listening texts on which they perform tasks specially designed to promote the development of certain sub-skills. Most authors stress the importance of three main factors in the teaching of listening at all levels: listening materials, listening tasks and the procedure for organizing listening activities. As for materials, in selecting listening texts for teaching purposes, their various characteristics have to be taken into account, such as genre, level of authenticity, linguistic, and cognitive complexity, density of information, length, speed of delivery and variety or dialect of English. Much more attention, however, has focused on tasks accompanying a text, as it is through doing tasks that skills are developed. According to harmer (1985), the importance of tasks lies in the fact that they create purpose, motivation and expectations in learners, which are all characteristics of listening in real life.

Linguists like Porter& Porter (1987), Brown (2001), and Mangubhai(2002) recommend the use of authentic text to help students further develop their communicative skills. The use of authentic listening materials is an important factor to take into consideration when designing listening comprehension materials. By using such listening materials, the learner is given the chance to develop the skills

needed to comprehend and to use the language that is commonly found in real situations.

With the use of authentic listening materials, students learn to comprehend double meanings, predict meaning, make allowances for performance errors committed by other speakers, deal with interruptions, and so on. It is important, therefore, to take the opportunity wherever possible to expose students to examples of real language usage to help them become more communicatively competent.

The use of authentic material stimulates and motivates learners to comprehend the content of an oral text because the practical benefits of understanding such authentic language material are obvious. Such material is relevant to the students' life and areas of personal interest. By using authentic listening materials, students are motivated to improve their level of comprehension as they feel that they can achieve a level of proficiency that has meaning and adds value to their life when speaking English as a second language.

When it comes to designing lessons and teaching materials is important that students develop listening comprehension skills, students need to be motivated and stay motivated. This is best accomplished by determining the suitability of the listening materials, the techniques used in classroom teaching, and the use of authentic materials.

Other implications that should be considered to achieve active listening skills are:

- Instructional goals need to be explicit to the learner.
- Students should have a degree of choice.
- Students should be given the opportunities to bring their own background knowledge and experience into the classroom.
- Teachers should encourage learners to develop a reflective attitude to learning and to develop skills in self-monitoring and self-assessment.
- Schema-building tasks should precede the listening.
- Strategies for effective listening should be incorporated into the materials.
- Learners should be given opportunities to progressively structure their listening by listening to a text several times and by working through increasingly challenging listening tasks.
- Students should know what they are listening for and why.
- The task should include opportunities for learners to play an active role in their own learning.
- Content should be personalized.
- Learners should make sure they understand everything clearly in terms of pronunciation, vocabulary and grammar.
- Learners should be able to repeat sentences exactly as they were heard, to try to tell the content of the whole conversation or text they heard, helping themselves with personal notes. As well, it is important if possible to compare what was heard to the transcript.

6. REFERENCES

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www.tumblebookslibrary.com

7. ANNEXES

7.1 Active Listening Skills Questionnaire

ACTIVE LISTENING SKILLS QUESTIONNAIRE.

Instructions: Read each question carefully and put a circle around your answer whether it is ALWAYS, SOMETIMES, or NEVER.

1. Does the teacher need to repeat instructions more than one time during a class?

Always sometimes never

2. Are there distractions around you when the teacher is giving an instruction?

Always sometimes never

3. Is the teacher's voice level high enough to be heard?

Always sometimes never

4. Am I talking or doing something I am not supposed to be doing when the teacher is speaking?

Always sometimes never

5. Do I have difficulties when I have to start an activity because I am not sure what I have to do?

Always sometimes never

6. Before you start an activity are the instructions clear for you?

Always sometimes never

7. Do you get distracted easily?

Always sometimes never

8. Are the topics taught by the teacher most of the time interesting for you?

Always sometimes never

9. Do you feel nervous when the teacher asks me a question?

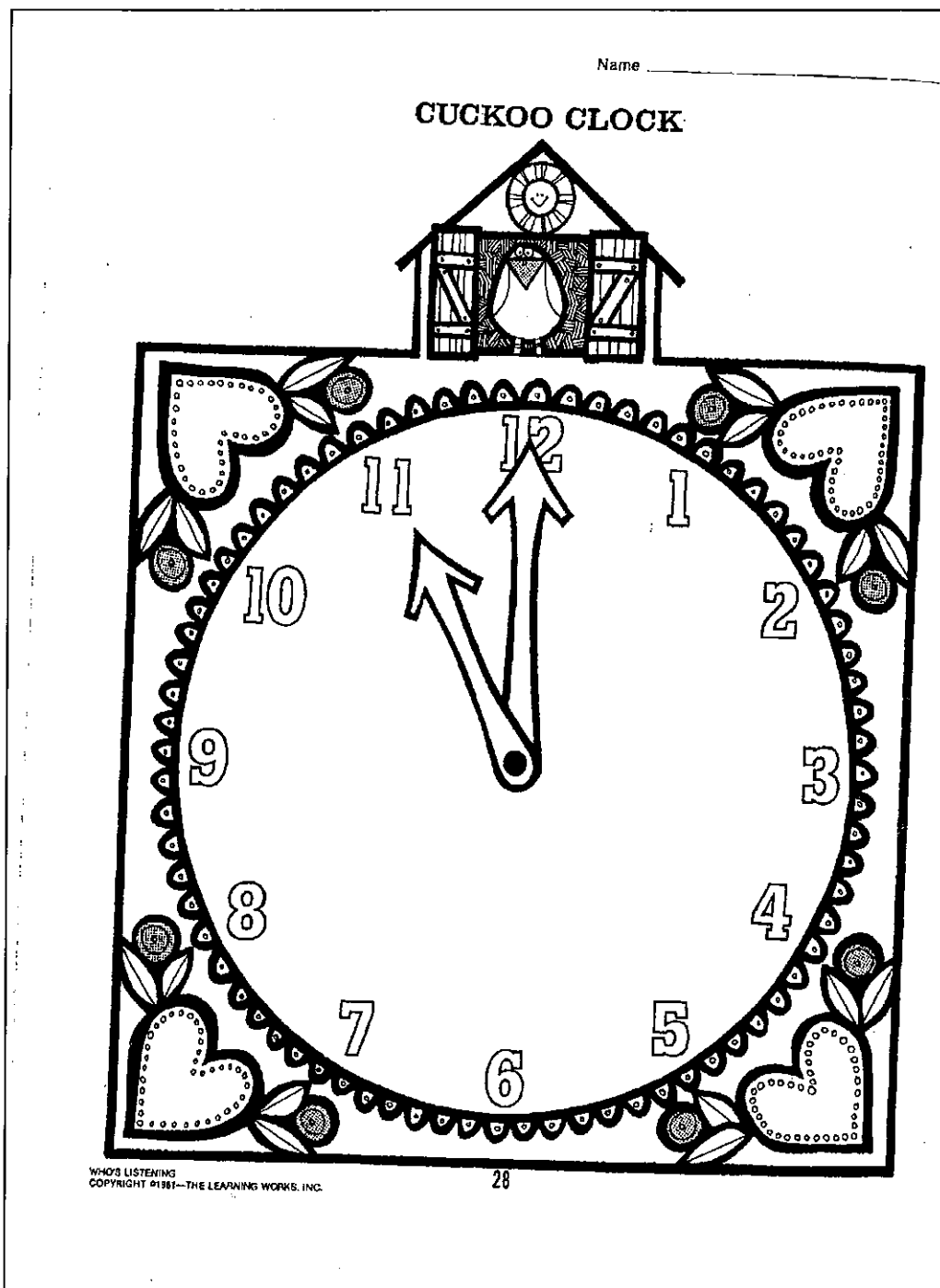
Always sometimes never

10. Do you stay focus when the teacher is speaking even though what the teacher is saying does not sound interesting to me?

Always sometimes never

Jalvin Chirvi

7.2 Cuckoo Clock



7.3 Cuckoo Clock Activity

DIRECTIONS:

*This activity combines whimsical pictures with oral directions.

*Students will listen carefully to 10 directions, given one at a time.

*Directions are not repeated.

*Students should just do what is being asked.

1. Write your name on the right side of the bird house.
2. Draw dots on the small hand of the clock.
3. Draw a square around the word "CUCKOO".
4. Color in numbers 9 and 10.
5. Draw a triangle under number 1.
6. Draw a square next to number 7.
7. Draw a sun around number 12.
8. Color in the leaves of the hearts.
9. Write with capital letters the word TUESDAY on the left side of the bird's clock.
10. Draw a long and a short line under number 4.

7.4 Jigsaw Lesson Plan.

INSTITUTION: COLEGIO JORGE WASHINGTON

Teacher's name: Jaivin Chirivi Elizabeth Fortich Eillyn Suarez	Grade: 3 rd 3A	Term: Third Trimester	Date: April 22, 2014	Allocated time: 55 min. per each class group.
Relevant recent work:	<i>Listening Comprehension Workshops</i>			
Topic of the lesson:	The Bears We Know			
Objective: Students will clarify meaning with one another after listening to the story: "The Bears we Know."				
Key words: Bears, imagination, looking for clues, drink, bring, sing, get up				
Materials/equipment: <i>Online books www.tumblebookslibrary.com , computers, headphones, worksheets, pencils.</i>				

INSTRUCTIONAL PROCEDURES:			
Lesson stages	Interaction	Skills involved	Time
Warm-up activity: WHO AM I??? <ul style="list-style-type: none"> Independently, students will write three positive characteristics of their personality in a piece of paper. Papers are put inside a bag and students randomly pick one paper and read aloud the 3 characteristics and the rest of the class will guess who best fits with the description given. 	<i>Sts-sts</i>	<i>Listening Writing Speaking</i>	<i>10 min.</i>
Teaching procedures (lesson core):			
1. The classroom is set up in 5 groups of 5 students. Each group will listen to a selected part of the story: "The Bears we know". (students will not listen to the beginning nor	<i>Sts-material</i>	<i>Listening</i>	<i>5 min.</i>

the end of the story)			
2. Each group picks 2 experts from the group and they will go to the different groups. They will be asked several questions in order to complete the sequence of the story.	Sts – Sts	Listening Speaking	10 min.
3. Students return to their groups and the rest of the group socializes with them the other information they found.	Sts – Sts	Speaking- Listening	10 min.
4. In their groups students predict the end of the story.	Sts-sts	Speaking Listening	3 min.
5. Students listen to the beginning and the end of the story and compare their predictions.	Sts- material	Listening	10 min.

Assessment: Independently, students fill out an online comprehension questionnaire according to the story. www.tumblebooklibrary.com	Sts- material	Listening- Reading	5 min.
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Closure: Homework: Students will draw 3 pictures related to the beginning, middle and end of the story and write with their own words what happened in each part. Notes: 3 complete sentences per part.	Sts- Material	Writing	N.A.
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7.5 Jigsaw Comprehension Quiz

Tomas Garcia
#19 4/28/14

REPORT CARD

What colour is the house the bears live in? ✓

What do the bears drink when they get up? ✓

What were the bears singing about in the sauna? ✓


How do the bears exercise? ✓
















What do the bears bring home? ✓

7.6 Jigsaw Survey.

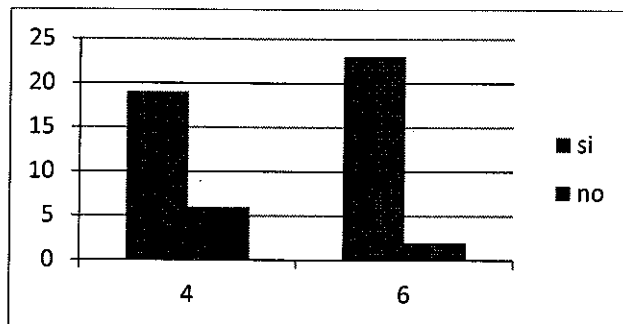
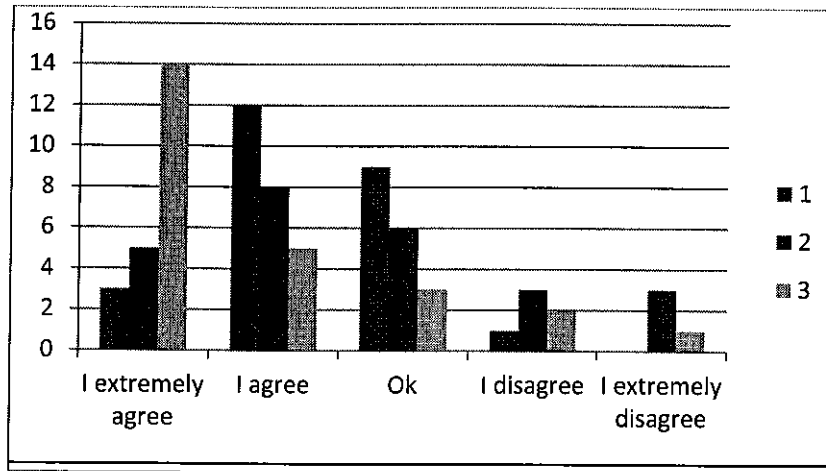
Survey

I Extremely Agree I Agree OK I disagree I extremely Disagree



1. How well do you think your group prepared the information?	    
2. Do you feel like the experts that arrived to your group missed an important part of the story?	    
3. Do you feel like this activity was engaging?	    
4. Do you think it was hard to have to listen to your classmates instead of listening the story yourself?	YES _____ NO _____
5. What was the hardest part of this activity?	
6. Do you think that this activity can help you become a better listener?	YES _____ NO _____

7.7 Jigsaw Graphics



7.8 Co-op Lesson Plan

INSTITUTION: COLEGIO JORGE WASHINGTON

Teacher's name: Jaivin Chirivi Elizabeth Fortich Eillyn Suarez	Grade: 3 rd 3A	Term: Third Trimester	Date: April 22, 2014	Allocated time: 55 minutes.
Relevant recent work:	<i>Listening Comprehension workshops</i>			
Topic of the lesson:	The mimic Lie			
Objective: Students will be able to acquire knowledge and learning skills by listening, seeing, asking questions, and doing mime.				
Key words: What are you doing?				
Materials/ Equipment/: Human body, Craft paper, pencils, and crayons.				

INSTRUCTIONAL PROCEDURES:			
Lesson stages	Interaction	Skills Involved	Time
Warm-up activity: "PASS THE SMILE" <ul style="list-style-type: none"> Students make one big circle and sit down on the floor. The first student starts taking a smile off her/ his face and passes it to the next one , who is looking very solemn until the smile is directed at him/her, he/she, then becomes radiant and passes it in turn. 	student – student		5 min.

Teaching procedures (lesson core): “MIME A LIE”	Interaction	Skills Involved	Time
1. Students stand in one big circle.			
2. The teacher starts by miming an action. When the person on their right says their name and asks “What are you doing?” he or she replies with a different action. For example, the teacher mimes swimming and says I am washing my hair.	Student-student	Listening speaking physical response	35min s.
3. The student who is to the teacher’s right then has to mime what the teacher said was doing (washing my hair), while the next student asks what are you doing? Students answer something completely different and that will be the questioner’s next mime and so on.	student - student	listening speaking physical response	
4. Students go around the circle in this way until everyone has had a turn.	Student – student	listening speaking physical response	

Assessment: In groups of 5 students talk about the purpose of the activity and make a poster of the activity "Mime a Lie" describing what they think is the main idea of the activity. Students must be as creative as they can.	Student-student Student-materials	Writing Speaking Listening	15 min.
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Closure : Make a list of at least 3 things of the hardest and easiest part of the activity.	Student-material	Writing	5 min.
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7.9 Co-op Survey

1. Was this activity engaging?

YES _____ NO _____

2. In what part of the activity is best shown active listening?

- When I had to listen carefully.
- When I had to listen and ask a question.
- When I had to listen, ask a question, and move my body.

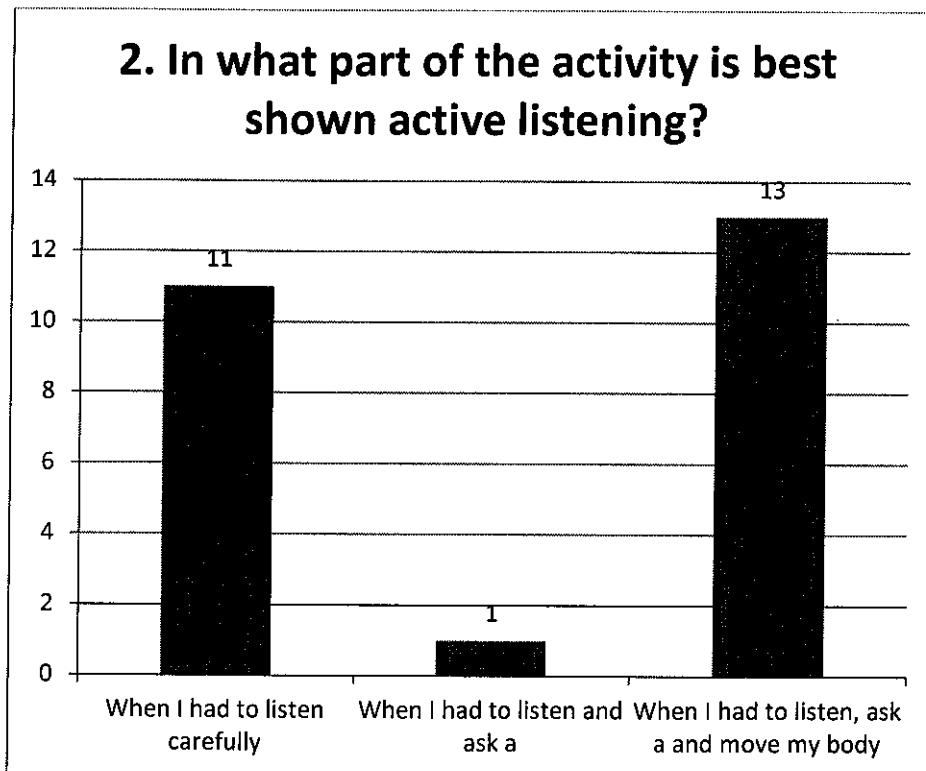
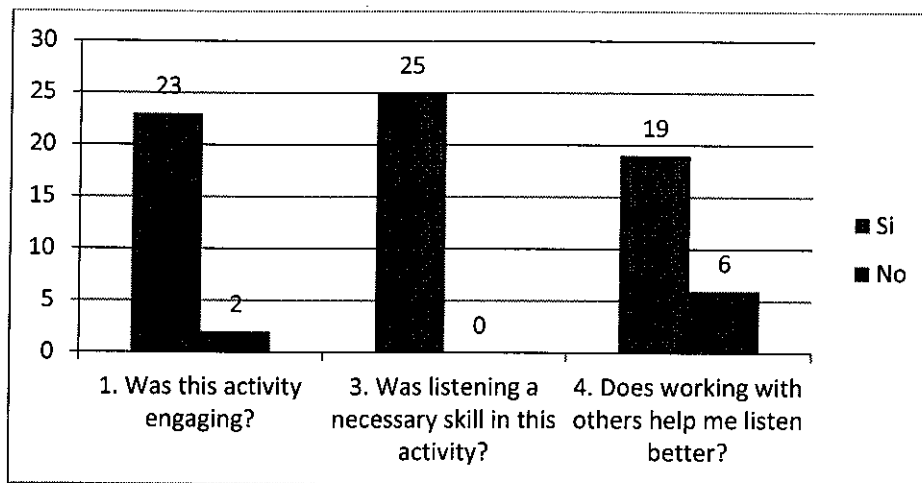
3. Was listening a necessary skill in this activity?

YES _____ NO _____

4. Does working with others help me listen better?

YES _____ NO _____

7.10 Co-op Graphics



7.11 Consent Letter Approved.

Cartagena, April 29, 2014.

Colegio Jorge Washington
Nick Glab
Elementary School Principal

Dear Mr. Glab,

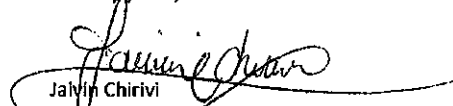
"Academic Application of Active Listening Skills for 3rd grade students of Jorge Washington's School ", is a research that is being carried out in the specialization in English Teaching at Unicolombo. However, in order to be continued, the research project needs school permission to work with 3A students.

The research's instruments that are going to be used to collect data are pictures and video tapes on students academic work, documentary evidence of students work and surveys.

We feel that these students will make an excellent contribution to the quality of our research project.

Thank you for your collaboration.

Sincerely yours,


Jaimin Chirivi
Instructional Aide

Approved. 4/30/14
