

**STRENGTHENING OF LISTENING AND SOCIAL SKILLS THROUGH COGNITIVE  
STRATEGIES**

**GLORIA DEL CARMEN ROMERO GARZÓN**

**UNIVERSIDAD PEDAGÓGICA NACIONAL  
FACULTAD DE HUMANIDADES  
DEPARTAMENTO DE LENGUAS**

**LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES:  
ESPAÑOL Y LENGUAS**

**BOGOTÁ D.C. ABRIL 2017**

**STRENGTHENING OF LISTENING AND SOCIAL SKILLS THROUGH COGNITIVE  
STRATEGIES**

**GLORIA DEL CARMEN ROMERO GARZÓN**

**Pedagogical Research Project  
Presented to qualify for a Bachelor's degree in  
Spanish and Foreign Languages  
Research Advisor  
Professor Zulma Buitrago**

**UNIVERSIDAD PEDAGÓGICA NACIONAL  
FACULTAD DE HUMANIDADES  
DEPARTAMENTO DE LENGUAS  
LICENCIATURA EN ESPAÑOL Y LENGUAS EXTRANJERAS  
BOGOTÁ D.C., 2017**

## **ABSTRACT**

### **STRENGTHENING OF LISTENING AND SOCIAL SKILLS THROUGH COGNITIVE STRATEGIES**

This project shows the pedagogical research carried out between February 2015 and April 2016 at Prado Veraniego School with a group of second graders in 2015 and third graders in 2016. The main objective was to create an effective communicative environment to improve listening and social skills through cognitive strategies, according to the learning gaps of third graders. One important characteristic of this action research project and pedagogical proposal is the importance of visual resources, such as videos and images. The approach used in this project was the one proposed by Jack Richards (2006): Using the Communicative Approach. On the other hand, according to O'Malley and Chamot (1990) activities were prepared to strengthen cognitive strategies in students' language learning process.

**KEY WORDS:** Cognitive strategies, effective communication, communicative skills, imagery, vocabulary, context.

## **RESUMEN**

### **FORTALECIMIENTO DE LAS HABILIDADES SOCIALES Y DE ESCUCHA A TRAVÉS DE LAS ESTRATEGIAS COGNITIVAS**

Este proyecto muestra la investigación pedagógica realizada entre febrero de 2015 y abril de 2016 en la I.E.D. Prado Veraniego correspondiente a segundo grado en 2015 y tercer grado en el año 2016, con el objetivo de crear un entorno comunicativo eficaz para mejorar las habilidades sociales y de escucha a través de las estrategias cognitivas, a partir de las dificultades para el aprendizaje de la lengua inglesa, de los alumnos de tercer grado. Una característica importante de este proyecto de investigación acción y propuesta pedagógica es la importancia de los recursos visuales, tales como videos e imágenes. El enfoque utilizado en este proyecto es el propuesto por Jack Richards (2006): implementación del Enfoque Comunicativo. Por otra parte, se prepararon actividades para fortalecer las estrategias cognitivas en el proceso de aprendizaje de la lengua a partir de la propuesta de O'Malley y Chamot (1990).

**PALABRAS CLAVE:** Estrategias cognitivas, comunicación efectiva, habilidades comunicativas, imágenes, vocabulario, contexto.

## INTRODUCTION

This action research study describes, analyses, and offers an account for the influence of cognitive strategies on the EFL learning process of a group of third graders at Prado Veraniego School. Taking the aforementioned into account, this research project proposes different stages to develop the study. One of the most important ones is the methodology stage, in which some pedagogical learning strategies are proposed to fill the learning gaps in the process of this specific group.

In order to fill the learning gaps, the methodology is based on cognitive strategies such as: Imagery, association, elaboration, memorization, and repetition. These cognitive strategies are used to improve listening skills, in this case, not only as a learning language skill but also as an important social aspect to improve besides social skills, and the classroom environment.

Finally, these components promote the communicative environment, the improvement of listening skills, contextualized learning of vocabulary, and progress of social skills.

## RESUMEN ANALITICO EN EDUCACIÓN - RAE

1. Información General	
<b>Tipo de documento</b>	Trabajo de Grado
<b>Acceso al documento</b>	Universidad Pedagógica Nacional. Biblioteca Central
<b>Título del documento</b>	Strengthening of listening and social skills through cognitive strategies (Fortalecimiento de las habilidades sociales y de escucha a través de las estrategias cognitivas)
<b>Autor(es)</b>	Romero Garzón, Gloria del Carmen
<b>Director</b>	Buitrago Escobar, Zulma Rocío
<b>Publicación</b>	Bogotá, Universidad Pedagógica Nacional 2017. 94 páginas
<b>Unidad Patrocinante</b>	Universidad Pedagógica Nacional
<b>Palabras Claves</b>	COGNITIVE STRATEGIES, EFFECTIVE COMMUNICATION, COMMUNICATIVE SKILLS, IMAGERY, VOCABULARY, CONTEXT.

2. Descripción
<p>El presente proyecto de investigación tiene como propósito determinar la manera en la que las estrategias cognitivas pueden llegar a fortalecer o influenciar las habilidades comunicativas y las habilidades sociales en un contexto de aprendizaje del inglés como lengua extranjera, a través del vocabulario contextualizado en el grado tercero (304) en Colegio Prado Veraniego de la ciudad de Bogotá. Por esta razón, a partir de las estrategias cognitivas, la etapa de desarrollo cognitivo de los estudiantes y los recursos dentro de un contexto comunicativo se ha hecho uso del video, las imágenes y ejercicios que involucran procesos mentales en lengua extranjera. Las actividades se realizan a partir de un vocabulario dado que se contextualiza y permite a los estudiantes crear variados campos semánticos contextualizados para mejorar sus habilidades de escucha y habla.</p>

3. Fuentes
<ol style="list-style-type: none"><li>1. Anvari &amp; Atiyaye D. M. (2014). <i>Determinants of Effective Communication among Undergraduate Students</i>. International Education Studies, 7(9), 112–122. <a href="http://doi.org/10.5539/ies.v7n9p112">http://doi.org/10.5539/ies.v7n9p112</a></li><li>2. Askell-Williams Helen, J. Lawson Michael, Skrzypiec Grace. (29 July 2011) <i>Scaffolding cognitive and metacognitive strategy instruction in regular class lessons</i>. Springer Science Business Media.</li><li>3. Caspersz, D. (2015). <i>Can we teach effective listening? An exploratory study</i>, 12(4).</li><li>4. Cohen, C.; Flage, D. E. (2007). <i>Essentials of Logic</i>. (Second ed.). Upper Saddle River, NJ: Pearson Education.</li></ol>

5. Herbert Ginsburg and Sylvia Opper (1979), *Piaget's Theory of Intellectual Development*, Prentice Hall, p. 152.
6. Luna Blanco, Rafaela. (2000) *Un análisis sobre la relevancia de las interacciones entre estrategias cognitivas y modalidades de procesamiento*. Servicio de Publicaciones de la Universidad de (España). ISSN: 0212-9728
7. Maturano, Carla Inés, Soliveres, María Amalia y Macías (2002). *Ascensión estrategias cognitivas y metacognitivas en la comprensión*. Humanidades y Artes. Universidad Nacional de San Juan Av. J.I. de La Roza, 230 oeste. 5400, San Juan, Argentina.
8. Richards Jack, (2006). *Communicative language teaching today*. Cambridge University.
9. Rezaei, A., & Hashim, F. (2013). *Impact of awareness rising about listening micro-skills on the listening comprehension enhancement. An exploration of the listening micro-skills in English as a foreign language (EFL) classes*. Australian Journal of Teacher Education, 38(8), 1–16.  
<http://doi.org/10.14221/ajte.2013v38n8.4>
10. Sammy P. Pitoy (January 2012) *Information and language for effective communication*. Camarines Norte State College, Region 5, Philippines TEFLIN Journal. Volume 23, Number 1,
11. Strauss, A., & Juliet, C. (1994)). *Grounded Theory Methodology: An Overview*. In N. Denzin & Y. Lincoln Handbook of Qualitative Research. 1st ed. (pp. 273–284).
12. Tudor, I. (2001) *The dynamics of the language classroom*. Cambridge. Cambridge University Press.
13. Vandergrift, L. (2004). *Listening to learn or learning to listen?* Annual Review of Applied Linguistics. <http://doi.org/10.1017/S0267190504000017>
14. Wolvin, A. (2013). *Understanding the listening process: Rethinking the one size fits all models*. International Journal of Listening, vol. 27, no. 2, pp. 104-106.  
<http://dx.doi.org/10.1080/10904018.2013>

#### **4. Contenidos**

El documento está compuesto por seis capítulos que reúnen la observación, análisis, teoría y propuesta metodológica, dirigidos al mejoramiento de los procesos de aprendizaje de vocabulario del idioma extranjero, dentro de contextos comunicativos del grado tercero (304) del Colegio Prado Veraniego.

Capítulo 1: El primer capítulo presenta el contexto general, diagnóstico de habilidades, pregunta problema, objetivo general, objetivos específicos y justificación.

Capítulo 2: Estado del arte, bases teóricas que soporten la propuesta investigativa.

Capítulo 3: Tipo de proyecto, etapas de investigación-acción, instrumentos de recopilación de datos, unidades de análisis.

Capítulo 4: Soporte pedagógico teórico, objetivos pedagógicos, descripción de la propuesta pedagógica, malla curricular, lecciones de clase y diarios de campo.

Capítulo 5: Categorías de análisis, subcategorías de análisis y teorización.

Capítulo 6: Conclusiones, limitaciones, consideraciones pedagógicas y futuras investigaciones.

## 5. Metodología

El estudio está enmarcado dentro de la metodología de investigación acción cualitativa, en el colegio Prado Veraniego de la ciudad de Bogotá con un grupo de estudiantes de grado segundo que posteriormente pasaron al grado tercero, con edades entre los 7 y 9 años. Estos estudiantes presentaban la necesidad básica de empezar su contacto y proceso de aprendizaje de lengua extranjera en inglés. Los 35 estudiantes empezaron el proceso con un nivel casi nulo de conocimiento de la lengua de acuerdo al diagnóstico. Tomando en cuenta su desarrollo cognitivo, las estrategias cognitivas que se adaptan a su edad y las herramientas posibles para usar dentro del aula, los estudiantes empezaron un proceso de aprendizaje de varios campos semánticos (vocabulario) en un contexto real a partir de videos e imágenes, lo que contribuye a la construcción de habilidades comunicativas y no solo la adquisición de palabras separadas; así, durante el proceso será evidente el impacto de las estrategias cognitivas, el vocabulario contextualizado y los recursos audio visuales (imágenes, videos) sobre el desarrollo de las habilidades comunicativas efectivas.

## 6. Conclusiones

Se determinó que las estrategias cognitivas fueron las tácticas o herramientas de aprendizaje más propicias y eficaces para este grupo de estudiantes de inglés como lengua extranjera.

La fase de INPUT fue fundamental y determinante para el proceso de aprendizaje como una herramienta que permitió a los estudiantes comenzar a comunicarse de manera sencilla pero eficiente.

La metodología que fue propuesta, no solo ayudo a mejorar las habilidades de escucha como una destreza propia del aprendizaje de una segunda lengua, sino también como una habilidad social que permitió mejorar la armonía en el aula de clase y entre los estudiantes.

<b>Elaborado por:</b>	Gloria del Carmen Romero Garzón
<b>Revisado por:</b>	Zulma Rocío Buitrago Escobar

<b>Fecha de elaboración del Resumen:</b>	20	05	2017
--	----	----	------

## TABLE OF CONTENTS

<b>STRENGTHENING OF LISTENING AND SOCIAL SKILLS THROUGH COGNITIVE STRATEGIES</b> .....	1
<b>Chapter 1: Characterization</b> .....	1
<b>Characterization</b> .....	1
<b>Population</b> .....	2
<b>Diagnosis</b> .....	5
<b>Rationale of the study</b> .....	12
<b>Problem Statement</b> .....	15
<b>Research question(s) and objective(s)</b> .....	16
<b>Chapter 2: Literature Review</b> .....	17
<b>State of the Art</b> .....	17
<b>Theoretical Framework</b> .....	19
<b>Cognitive Strategies</b> .....	20
<b>Effective communication</b> .....	21
<b>Listening skills</b> .....	22
<b>The Communicative Approach</b> .....	24
<b>Chapter 3: Methodology</b> .....	25
<b>Type of Study</b> .....	25
<b>Data management procedures and data analysis methodology</b> .....	27
<b>Units of analysis</b> .....	28
<b>Chapter 4: Pedagogical Proposal</b> .....	29
<b>Pedagogical Framework</b> .....	30
<b>Pedagogical Objectives</b> .....	32
<b>Pedagogical proposal and design</b> .....	32
<b>Chapter 5: Results and analysis</b> .....	43
<b>Process of observation and analysis of results</b> .....	43
<b>Analysis of categories</b> .....	46
<b>Theorizing</b> .....	61
<b>Chapter 6: Conclusions and recommendations</b> .....	63

<b>Conclusions .....</b>	<b>63</b>
<b>Pedagogical implications.....</b>	<b>65</b>
<b>Limitations .....</b>	<b>66</b>
<b>Further Research.....</b>	<b>67</b>
<b>REFERENCES.....</b>	<b>68</b>
<b>ANNEXES .....</b>	<b>70</b>

## **Chapter 1: Characterization**

This chapter describes the context of the School I.E.D Prado Veraniego, in Bogotá, Colombia in terms of the local community which surrounds the school setting. Immediately afterwards, there is a description in general terms about the institution having as a reference point its Proyecto Educativo Institucional (P.E.I). Then, this chapter makes reference to the target where the teacher focused the research, which is third grade, in the afternoon shift. Subsequently, the researcher focuses the description on the cognitive, social-affective, cultural, and linguistic characteristics of the population.

### **Characterization**

To start with the cultural setting of the group, it is crucial to mention the characteristics of the local setting at I.E.D Prado Veraniego. It is a public school for boys and girls located in a neighbourhood in the locality of Suba in Bogotá Colombia. According to a Reseña Básica Barrial prepared by the members of the Junta de Acción Comunal (Community Action Board), most of the people in the neighbourhood are classified in the third stratum, which means a medium-low socioeconomic level. Most houses around the school are completely built. In many of them there are little stores in the lower level which indicates that locally, there is a significant amount of commercial activity.

Another important field to build the characterization is the education background. The school also has a vision in which it evidences the kind of students the school aims to have; thus, in order to enrich the school context characterization, it is important to mention a few aspects about the P.E.I of the school as follows. The name of the school's Proyecto Educativo Institucional (P.E.I) is "Quality communication towards human development." This aspect is related to the Mission in

which communication plays a very important role. According to the vision, they intend to be an institution that prepares students to be engaged with human development to lead processes which increase social change; therefore, their institutional emphasis is on communication and values. On the other hand, the pedagogical model is the Social-cognitive model. Prado Veraniego School takes Piaget, Makarenko, Vygotsky, and Freire as their lead exponents of this model (Manual de Convivencia, 2015).

## **Population**

With the purpose of properly characterizing the population of this study, observations and a survey were applied aiming at showing general issues in children such as age, likes and dislikes, and the place of abode. The observations were done during math classes because the English class was used to work arts as there was no English teacher at that moment; this information was collected in the field notes. Thus, it was concluded that group 204 in the afternoon shift, at the beginning of the research, and 304 in the second part of the study, was a class of 31 students with ages ranging from seven to nine; there was only one student who was nine. Since students were in the same age range, they shared hobbies and preferences, and this was why they were always trying to talk or play with each other, using toys or elements they brought from home. This behavior during class made the classroom environment hard to manage because whenever the children were asked to listen to and follow directions to complete or develop an activity, their attention went to other activities that were not related to the class. The aforesaid also explains the process they had when they tried to complete any task or exercise. The noisy and stressful environment of the class did not favor the learning process.

Thus, it was also evident the lack of concentration on the tasks proposed by the mentor teacher; besides, when they were supposed to be in one activity, they were distracted by objects in the classroom and by their other classmates; this situation not only led to a difficult classroom environment but it also limited the communication among the individuals of the classroom. This previous observation was important because it could be contrasted with the Institution's P.E.I, which emphasizes communication skills in society. It expresses the immense impact these have in and after school as well as in professional life. On the other hand, this points out the relevance of the skills concerning the school's context also the classroom environment; which were the immediate surroundings. (Manual de Convivencia, 2015).

Nevertheless, the students participated actively in mathematics class; they did not like the Spanish or English class because they felt very insecure about their skills, as it is shown in the survey applied. (See annex 2). However, they seemed to enjoy sharing their opinion with their classmates about certain topics.

Regarding English classes, it is important to describe the situation in which the researcher carried out the observation project with the students of second grade (204) at Prado Veraniego School, from August to September of 2015. The school at that time could not have an assigned English teacher even though the school was interested in maintaining this class in the curriculum, and it was impossible to have an intern from the University, the mentor teacher decided to use this class to work arts and crafts activities. Sometimes she got the students' attention by using commands only in Spanish such as "up, down" repeatedly until the students were quiet. In terms of English knowledge, it is observed that students' vocabulary was reduced to the numbers from one to ten, and they recognized some basic verbs or words in the classroom such as "listen" "silence" "write" and "read." Here, it is important to say that students had had a previous contact

with English but it looked as if they had only approached it in terms of separate vocabulary and word commands. They recognized separate words but not language chunks or complete ideas expressed in English. Some of them had problems writing or copying what was written on the board because they did not separate words. Therefore, a significant part of the students did not have any interest in the process of learning English and some of them had expressed that it was boring. (See annex 2)

In terms of cognitive development, the group of students was between seven and nine years old, such ages belong to stage one in Piaget's theory of cognitive development (Ginsburg and Opper 1979): The concrete operational stage, this stage allows the students to develop different cognitive operations. One of the most important characteristics of this stage is the beginning of the proper use of logic in order to solve problems; in terms of theory, the main cognitive operation in this stage is the conservation. This cognitive operation describes the capacity of the child to conserve the properties of an object despite of some changes at the circumstances; a famous example of this operation is when a child understands that an ice cube even in a solid state is water, the child understands that the states of matter change but it is still being water. (Davidson 1993). The second important cognitive operation is inductive reasoning which is a specific ability of thinking that allows the child to elaborate groups of characteristics or elements in a specific field with similar aspects to make a generalization. (Cohen, Flage 2007)

The social-affective characterization of this population belongs to the industry vs. inferiority stage which is developing at school between 5 and 12 years old, according to Erickson's personality stages (Erikson, Erik H.1997). This stage was particularly important to the teacher because she had to raise student's self-esteem, as they started to compare themselves with their partners and wanted to share their abilities, not to feel inferior. Self-esteem is fragile at this age

according to Erickson's personality stages, the communicative and social skills allow the student to learn how to cooperate thus, understanding his spot and important participation in a group.

According to Richards (Richards, 2006 p. 4), within Communicative Language Teaching (CLT), which is a closer approach to reach teaching-learning goals in terms of creation or negotiation of meanings, paying attention to the input vocabulary that students hear along their learning process and to different ways to express themselves, help them to feel comfortable with the communication process, not only with the teacher as a model, but also with their peers.

(Richards, 2006 p.8)

### **Diagnosis**

As the general characterization of the population was settled by the observation process and field notes taken at specific moments, I will now present the results of the application of the data-collection instruments to build and come up with a diagnosis of the students' English level, to establish the necessities and characteristics of the population regarding specifically English learning.

There are three main steps of this diagnostic test. The first one is a survey that asked the students about their opinion and relationship with English. The second step was a diagnostic test to determine the students' language level in the four skills. Finally, the third step was the implementation of a brief explanation of a topic using images.

In the first step of the diagnosis process, which is a survey; the teacher proposed several questions to the students in order to determine their opinion and relation with English. (See annex 2)

The survey applied pointed out several characteristics related to their interests and expectations in relation to the English class, due to the fact that the observation process related to the characterization was developed in the mathematics class and also because at that point there was no English class.

According to the survey, 72.4% of the students liked English, besides that, 69% of the students considered reading the most difficult skill in English. Nevertheless, the skill they considered the “easiest” was listening because only 3.4% of students marked it as difficult; 3.4% of the students expressed that the activity that they would not like to do in the English class was “dialogues,” compared to watching videos that had an 83 % of the results. Finally, a positive aspect in the survey, is that 100% of the students gave a reason to the question, Why do you think English is useful for? Some of those reasons were: “Because you can go to another country or the United States” or “To be a good professional;” it is an important aspect in relation to motivation, because it shows the real use of English learning in a context out of school and related to professional life experience. (See annex 2)

The second step of the diagnosis process was based on several activities directed to determine the abilities and weaknesses of each skill regarding EFL. Consequently, the teacher decided to have a brainstorming session with the students as a diagnosis activity in order to determine the real vocabulary the students already knew. The first activity consisted in giving the students some commands in English which they had to follow with their body in order to determine their listening and comprehension basic skills. The second activity consisted in asking the students a question in English to be answered in English too and which would allow me to determine their basic speaking skills. The third activity to determine their writing skill was a brainstorming session, in which the students had to write and participate with words they knew how to write.

The last activity was a little story first presented as a little text and then as a sequence with images. This activity had two main functions, the first one was to determine the reading comprehension skill level; the second, was to establish the viability of the use of images in a simple and short activity.

In the first activity referred to commands (listening comprehension), the students were able to follow two commands out of ten. The second activity referred to the questions, (speaking) the students were able to understand one out of five questions and the one they understood was answered in Spanish. The third activity referred to the brainstorming, (writing) the students participated actively writing separate words in English; however, there were many spelling mistakes. On the last activity concerning the story (reading comprehension), students were not able to understand the story as a complete text, only a few separate words; nevertheless, after showing the same story with a sequence of images, the students understood the story and the main idea.

The last step of the diagnosis process was the implementation of a topic using images as the main tool to approach students to an EFL context and present a learning environment using the foreign language.

The implementation class began with a presentation based on the agreements the teacher wanted to settle in the classroom using a big poster with images. Each image on the poster represented each agreement. Using this tool, the teacher introduced and explained the methodology of the class in English even though students did not fully understand. However, the most important aspect of this implementation is the fact that students were able to recognize and establish concepts from images or visual representations. After the explanation, the teacher asked students to draw the most important agreement for themselves in class.

In order to provide and build a complete diagnosis process, the analysis of every diagnostic step is presented based on the field notes, observation-procedure, and survey.

Taking into account the results provided in the last paragraphs based on the field notes, surveys, and diagnosis test, the student-teacher determined that students had a very low level of English regarding skills; therefore, it was evident throughout the information collected in the surveys and diagnosis test that regarding English, children only responded to commands in Spanish, also they were not able to communicate actively because they were not aware of the importance of the development of the communicative skills. Most of the time, students were not able to communicate actively as they had no vocabulary to understand or express their ideas inside the classroom. (See annexes 1 and 2)

According to the “*Estándares Básicos de Competencias en Lengua Extranjera: Inglés*”, the students from second grade; now in third grade in the current year at Prado Veraniego School, belong to A1 level. This level corresponds to the first level in the *Common European Framework of Reference for Languages* in which the learners should be able to use familiar and basic expressions, introduce her/him and interact in a simple way. This level A1 for beginners is the same for students of first, second, and third grade; nevertheless, students lacked many of the features and characteristics of the level. Some of the missing characteristics according to the diagnosis test were:

**In terms of listening skills:**

- Students did not understand songs, instructions or games in English because all these activities were in Spanish only.

- Students did not recognize or know simple vocabulary therefore they were not able to understand simple questions such as: How are you? What is your name? What is this? Did you finish?
- There was not a proper vocabulary learning context; thus, students did not understand sequences related to habits and routines because every single routine in the classroom was in Spanish.

### **1.3.2 In terms of speaking skills:**

- Students were not able to express their feelings, because they did not know emotive vocabulary.
- Students were not able to express basic needs in the classroom such as: May I go to the bathroom please? Can you repeat teacher? Wait a moment teacher, since every command in the classroom was in Spanish.
- Students were confused with greetings and did not understand the difference between “Good afternoon” or “See you tomorrow.” Greetings in class were always in Spanish.

### **1.3.3 In terms of writing skills:**

- Students did not write the names of many objects or places in their school. context such as supplies or parts of the classroom.
- Students did not show evidence of structure knowledge in terms of basic grammar constructions.
- Students did not write basic answers when it came to writing an answer about where or when, referring to family, friends or school.

### **1.3.4 In terms of reading skills:**

- Students were not able to use diagrams to organize a tale structure.
- Students were not able to read a complete title and give ideas about the topic.

After the second step of the diagnosis test, it was necessary to use images in a brief explanation of agreements in class in order to discover if students could pay attention or be motivated by the use of images in their learning process. The teacher brought to class a group of allusive images and at the same time explained the idea of arrangements in English.

Taking the aforementioned into account, a specific function of the mental processes related to perceptions called imagery was found. According to O'Malley, *imagery* is a mental process that proposes the use of visual images in order to understand verbal information (O'Malley and Chamot, 1990). The main characteristic of this process is that the student is able to realize a mechanical relation between the word and the picture that allows the student to remember and relate the word easily to the concept.

A vital aspect of the analysis of the implementation found in the field notes is the fact that every time the students did not understand, the teacher used images to solve questions. Next to this explanation with the images or drawings, students understood the idea almost immediately. With the field notes analysis, it is pertinent then to reflect upon the influence of the image in the learning processes in this specific stage of cognitive development.

As a result of the observation, five important issues were established: Attention span, listening, learning environment, communication, and habits.

In relation to attention span, students had difficulties to focus on the tasks or exercises the mentor-teacher asked them to do in every single class, no matter what subject it was. As a result, the teacher hit the board or started using commands in order to regain control of the class.

Talking about listening, most of the time, the teacher had to explain the directions of the exercise two or three times because students did not pay attention. As soon as the teacher started to explain something using the board, students started talking or playing with each other; as a result, the learning environment of the class was extremely noisy and difficult to handle. This fact slowed down their comprehension and it did not allow them to have healthy communication processes inside the classroom. Therefore, lack of communication was an important characteristic because the students wanted to be heard but they did not want to listen to their classmates or to the mentor-teacher.

Concerning the learning environment context, the relevance of including listening skills is that students were not aware of how their attention affected the class and also their own personal learning process. Since their motivation or attention was not focused on the task or class activities, on the contrary, students felt that most of the time the activities were not useful or they were just senseless. Therefore, the consideration of learning vocabulary in a real context was important. Every lesson had a connection with the development of communication inside the classroom; thus, the students were able to understand the real use and sense of the language. The last important issue to take into account is habits; most of the students had established a routine regarding classes at school. This means they behaved, worked, and acted in a specific way inside the classroom. It was necessary to provide a new routine and learning environment to students in order to enhance the practices inside the classroom.

Finally, the main conclusion of this diagnosis test is the evident lack of development of listening skills and the need of a positive influence of a proper EFL learning environment. However, the main advantages of this group are their cognitive development stage and also their interest in different useful resources such as images and videos.

## **Rationale of the study**

This project points out the use of cognitive strategies because these are crucial to improve listening and social skills, on the other hand, the effective communication inside the classroom, in order to build a proper communicative learning context. It is also crucial to take into account the specific stages of cognitive development of the third graders at Prado Veraniego School.

With the aim of building the rationale, some articles and research projects were taken into account. These served as initial references in order to focus this research project on the lack of a meaningful environment for the learning of English, specifically listening skills. It is necessary to provide input for the students to understand commands, participate in activities and possibly follow the process to be able to express opinions. The aforementioned shows there is a lack of effective communication as a procedure and social ability to exchange information through speech and body gestures (Anvari & Atiyaye, 2014). Inside the classroom, due to the lack of development and improvement of listening skills, the teacher proposed the implementation of cognitive learning strategies due to the cognitive stage development in which the third graders were and the needs exposed in the diagnosis test and the imagery process. Then, cognitive strategies and listening skills were the most appropriate features to consider in the methodology to improve the learning process in the EFL classroom. In this cognitive phase the students were able to work on five specific cognitive strategies: Imagery, Memory, Repetition, Association, and Elaboration to improve listening and social skills in the English class.

Bearing in mind effective communication, there has not been extensive research on effective communication in the classroom or in language teaching. However, some authors (Anvari & Atiyaye, 2014) have developed the concept in other disciplines different from language learning and they propose some ideas that enlighten its importance for this project. Anvari & Atiyaye

(2014), for instance, define it as “the procedure for exchanging information. Information is transferred through terms, speech, as well as body gestures” (p.113) and they also say that it is a social ability which helps people to have better relationships with each other. They also point out that there are several other abilities, which are important to have in order to communicate effectively, as follows, “These abilities consist of great hearing abilities, as well as having the ability to adapt to various circumstances as well as situations. Interaction on its own consists of speech, clearness, actions, body gestures as well as facial expression.”

With regards to Cognitive Strategies, the main important concept is cognition which is the name of all processes of knowledge, understanding, and learning through experiences, senses, and thoughts as mental actions. The aforementioned is the bases for understanding cognitive strategies. Cognitive strategies are tactics and tools which facilitate students’ solving learning problems or tasks in an easier manner (Bereiter & Scardamalia, 1987). As cognitive strategies facilitate the internal mental procedures even though they are easy or complex for their cognitive stage, strategies also provide a structure in the learning process which allows the student to improve his/her mental processes inside a correct learning environment, which in this case is the classroom (Rosenshine, 1997).

The target group of students was between seven and nine years old. Such ages belong to stage one in Piaget's theory of cognitive development: The concrete operational stage. This stage takes place between seven and twelve years of age, there are three important mental processes the young learners are able to do in this stage, which can be connected with the English learning process. Such processes are: a. Classification, which is the ability the learner has to classify objects taking into account the similarities b. Conservation, which is the understanding of the

specific changes or aspects c. Transitivity, which refers to the capacity to order different things mentally and recognize its relations to each other (Ginsburg and Opper, 1979).

The relevance of this research project will be described in the next section of the study. It will be developed in four main aspects that are related to the theoretical relevance and the importance of the project at the national, institutional, and local level.

There are not many research studies on effective communication in young learners; therefore, this research project aimed at enriching and contributing to the theoretical framework in this specific study area, taking into account that there have been other studies wished enrich the present project, but at the same time make evident a gap in the study of these topics in relation to young learners. In terms of the teaching of English, this project explored different teaching strategies to develop listening skills (Kaur, 2014). It is also a necessity in the pedagogical field because most of the literature that was reviewed focused on activities for improving the listening process in adults rather than on understanding the way listening works in young children.

In order to see the importance of this project at a national level, it is important to see the “Estándares básicos de Competencias en Lenguas Extranjeras: Inglés”. According to the Estándares (Ministerio de Educación Nacional, 2006) children who are in second and third grade should be classified in the A1 level, according to the Common European Framework of Reference for Languages. This can be evaluated through three types of competences which are: Linguistic, sociolinguistic, and pragmatic and each skill has specific standards which are related to the three competences. In relation to listening and speaking skills, it is a key element that children communicate either by understanding or producing short conversations. In this context, helping children to bring English to their lives as a tool for communicating with others became important in order to develop the competences required by the MEN in Colombia. It is crucial to

see the Proyecto Educativo Institucional (P.E.I) as a reference in order to highlight the importance of this project at an institutional level. According to the P.E.I. Which is named “Quality communication towards human development,” the school aims at preparing students to be engaged in human development and leading processes which promote a social change. Therefore, their institutional emphasis is on communication and values and it was found that these aspects were not properly enhanced in students of group 204. These aspects could be dealt with in the classroom through the use of cognitive strategies and listening activities in order to improve listening skills within an effective communicative context and in that order of ideas, to achieve some of the goals stated by the school in their P.E.I.

### **Problem Statement**

During the observation held in the classroom and through the analysis of the field notes, it was found that one of the biggest problems concerning the environment of the English class was that children were not proper at listening or expressing ideas to the teacher or each other because they did not have the vocabulary to understand or produce messages. As a result, whenever the teacher or a classmate was talking to them, they were talking with each other until it was impossible to listen over the noise, so the teacher had to get their attention and they were only quiet when the teacher started using commands such as “stand up, sit down ” over and over again.

In the previous description, it is evident that there was a big problem in terms of listening, not only as a proper habit but because it has not been developed as a skill. In this case, it was only a behaviour issue and not a tool or strategy to improve the learning process. This problem was not only evident in the English subject but also in the other classes, it prevented them from learning what they were supposed to learn in any subject and it also made the classroom environment

hard to manage. However, it was evident throughout all the observations that regarding English, children only responded to commands and the most important concern and problem of the learning process was the fact that they were not able to communicate actively because they were not conscious of the importance of the development of communicative skills.

As it has been stated, there were some ideas which were related to the nature of the problem. The first one was the lack of listening skills development; the second one was the low English level which prevented children from understanding what they were listening to. The last important idea is the lack of cognitive strategy use, which could have helped them to improve their learning process.

### **Research question(s) and objective(s)**

The problem that has been previously described allowed the researcher to have a specific idea of the main problem which was to be solved during the implementation of the present research project and it attempted to answer the following question:

How does the use of cognitive strategies influence on the development of listening and social skills in English in a group of third graders at Prado Veraniego School?

### **General objective**

- To determine the way in which cognitive strategies could influence on the development of listening and social skills in English in a group of third graders at Prado Veraniego School.

### **Specific objectives:**

- To identify the relevance of using cognitive strategies within communicative environments in order to develop students' listening skills.

- To describe in which ways cognitive strategies help to develop social skills when promoting an effective communication in an EFL class.
- To set the relevance of applying an input vocabulary phase supported by the imagery process and EFL videos.

## **Chapter 2: Literature Review**

In this chapter, different research studies related to this specific field are taken into account in order to build the state of the art. This allows understanding the positive background results and also the gaps in the specific field of knowledge. On the other hand, with the aim of building the rationale, some articles and research projects were taken into account and they served as references in order to focus this research project on foreign language learning. Each one of the references is related to the main conceptions which help to set the bases to the development of this project; such conceptions are cognitive strategies, listening skills, and effective communication.

### **State of the Art**

In order to have a closer look into this field of knowledge, different studies have been referred to. The following is an account of them.

#### ***“Cognitive strategies in a communicative environment to improve vocabulary in EFL sixth graders at Prado Veraniego”***

In terms of cognitive strategies, it is important to point out that the main objective was related to the interpretation and analysis of the outcome of using cognitive strategies to reinforce the learning of vocabulary in English among sixth graders. The results of the development of a

communicative process supported by different mental aspects which originated a conscious use of certain learning cognitive strategies allowed the students to fulfill their EFL needs (Jauregui, 2015). However, it is necessary to mention that the process in this research work was developed with sixth graders who were in a different cognitive stage of development.

***“Image reading through children’s literature to strengthen basic listening and speaking skills”***

In terms of listening skills, it is important to point out the exposure of different methods of image reading through literature as a resource inside the classroom environment to strengthen basic abilities of listening and speaking in EFL with second graders (Diaz 2015). One of the most significant results of this study was the strengthening of speaking and listening, basic abilities, through image reading. This is due to the fact that it provided students with a communicative environment, supported by contextualization with specific images related to the vocabulary. Another important conclusion of this study is the relevance of the teacher’s role in communicative contexts as it is the teacher who controls the language management during the class. Thus, students increased their ability to listen as an essential basis for oral production.

***“The use of vocabulary learning strategies in context-based activities aimed at teenagers B2 upper intermediate students in EFL”***

In terms of contextualized acquisition of vocabulary, this study attempts to mark the importance of different activities to develop listening and speaking skills (González 2013); the relevance of this project is the immersion of a real context inside the classroom. As a result, the students’ roles changed from passive to active and it generated motivation. The contextualization of the language was an important factor for students to realize the actual usage of language. It

was also important to understand the close relationship between speaking as production and listening as comprehension.

### ***Teaching Listening Skills to Young Learners through “Listen and Do” Songs***

In terms of teaching listening skills to young learners this study provides several statements. These statements are relevant as they present important information related to the first listening skills teaching stage, in this case, through songs and total physical response TPR. (Mustafa S, evik, 2012) This study proposes a lesson plan to teach through songs and TPR. The lesson plan considers four listening stages and follows up listening comprehension activities. According to the author, songs provide meaningful and enjoyable EFL practice to develop the learning process. Besides this, the repetition of the vocabulary helps the acquisition process and the rhythmic practice through different melodies help to associate the content. There are two main conclusions for this study. The first conclusion points out the relevance of using a considerable amount of songs as this help young learners to increase their vocabulary and develop their listening skills. The second important conclusion emphasizes the effectiveness of the songs when young learners have to combine listening skills with TPR, which means it involves games with movements.

### **Theoretical Framework**

According to the question which is guiding the research, How does the use of cognitive strategies influence on the development of listening and social skills in English in a group of third graders at Prado Veraniego School?, it is necessary to establish the different constructs which are going to enrich the process. Such concepts are: Cognitive strategies, the Communicative approach, Listening skills, and Social skills in effective communication. Those

constructs are going to be presented in the following chapter targeting understanding the way in which they are interrelated.

## **Cognitive Strategies**

With regard to Cognitive Strategies, the main concept is cognition, which is the name of all processes of knowledge, understanding, and learning through experiences, senses, and thoughts as mental actions. The aforementioned serves as a basis for understanding. Cognitive strategies are tactics and tools which help students to solve learning problems or tasks in an easier manner (Bereiter & Scardamalia, 1987). As cognitive strategies facilitate the internal mental procedures even though they are easy or complex for their cognitive stage, the strategies also provide a structure in the learning process. This allows the student to improve his mental processes within a correct learning environment which in this case is the classroom. (Rosenshine, 1997)

According to Gellatly (Gellatly, 1997) cognition refers to all the activities related with knowing, in other words, it is based on three actions: Picking, organizing, and using the knowledge. In terms of learning strategies, there are two types, cognitive and metacognitive strategies, in this case the project is centered on the cognitive strategies.

Cognitive strategies involve four main mental processes, such as rehearsal, elaboration, organization, and critical thinking skills. These are the major cognitive procedures students are able to use in the learning process. In addition to the aforementioned, cognitive strategies are usually used by learners or students who are able to regulate their learning process themselves. This helps them to also construct, re think knowledge, and to be aware of it. There are big categories in which cognitive strategies are classified, such categories are: Repetition,

elaboration, regulating, and critical thinking. On the other hand, metacognitive strategies are classified as planning, monitoring, and regulating. (Education and Science, 2005)

It is important to specify for this project the use of five cognitive strategies: Imagery, which refers to the mental process the students use to learn new vocabulary using images and acquire knowledge. Repetition, which is the cognitive strategy used to practice the pronunciation, memorization, used to remember the structures and the meaning of words in Spanish. On the other hand, elaboration is used to apply the acquired knowledge in different production exercises. Finally, association is the strategy used to elaborate different connections between concepts and its uses to communicate.

In this case, understanding cognitive strategies as a tool to strengthen listening skills and effective communication is the result of the work of both strategies listening-speaking within a communicative context. It results in effective communication and strength in social abilities and social harmony.

### **Effective communication**

There has not been extensive research on effective communication in the classroom or in language teaching. However, some authors (Anvari & Atiyaye, 2014) have developed the concept in other disciplines apart from language learning and they propose some ideas on active communication that enlightened its importance for this project.

Anvari & Atiyaye (2014), for instance define it as “the procedure for exchanging information. Information is transferred through terms, speech, as well as body gestures” (p.113) and they also say that it is a social ability which helps people to hold better relationships amongst each other. They also point out that there are several other abilities which are important to have in order to

communicate effectively. These are as follows, “these abilities consist of great hearing abilities, as well as having the ability to adjust to various circumstances as well as situations. Interaction on its own consists of speech, clearness, actions, body gestures, as well as facial expression” (Anvari & Atiyaye, 2014, p.113). These implications are important because for this study, communication is a complex process in which many factors have to occur in order to achieve effective communication. One of the most remarkable abilities that are common to the process of learning English and to the communication process, is the ability to listen in order to interact with others. This is not only in a verbal way but also using non-verbal communication in order to send a clear message to the recipient.

On the other hand, Grover (2004) mentions some variables, which affect effective communication such as, hierarchy, trust, self-disclosure, empathy, and mutuality. Teaching children how to communicate effectively will not only help them in the process of learning English but it will also improve the classroom environment and it will provide them with the opportunity to have better relationships among each other. Still, it is important to note that communication is a very wide construct and this project aims at using it as a means to improve the listening skills in English because it is considered that there cannot be an effective communication if in the beginning there is not an active listening process.

### **Listening skills**

The last concept that will be developed in this theoretical framework is the concept of listening. This part will be seen from two perspectives. On the first hand, it will be assumed within the concept of effective listening, which has to do with the conception of communication that has been previously described. Secondly, listening will be seen as a skill in the English

learning process which can be developed through the use of metacognitive strategies. In the following section, two perspectives are described to point out important elements of each perspective that serve the purposes of the present research project. To begin with, the concept of effective listening is discussed and it is known, hearing is the physiological faculty of perceiving sounds. Thus, listening corresponds to the conscious and active mental process of listening to the messages that others try to transmit intentionally (Caspersz, 2015).

Nevertheless, effective listening is a specific concept, which involves a conscious process but it also proposes to achieve specific goals related to a listening event (Wolvin, 2013). The goals of a listening event are established mainly by the context and shared objectives of the listeners, due to the fact that listening is an individual and shared process. In that way, there are several types of listening, but in order to achieve an effective listening skill, it is necessary to implement the collaborative or bidirectional listening which is described by Vandergrift (2004) as the only dimension of listening that is worth teaching. Furthermore, he affirms that the listener has to undergo several processes in order to listen, such as processing the input in real time, clarifying information, evaluating what is heard and responding. Vandergrift (2004) is also an important reference in terms of effective listening because he recognizes the importance of the sociolinguistic dimensions of listening. Carrier (1999) discusses how the social context of listening also influences comprehension; she points out how status relationships between interlocutors affect language behavior and the amount of negotiation in face-to-face interactions. This can help or hinder comprehension. Teachers need to help students understand this dynamics and provide strategies that are helpful to negotiate meaning, in spite of the unequal status of the interlocutors” (Vandergrift, 2004, p. 17) As the author mentions, comprehension is a very important element of listening and there are several social factors which might influence the

development of that skill. Another important aspect is that listening is not only based on sounds or words from the speaker but also the non-verbal and contextualized aspects (Halone et Pecchioni 2001). Alternatively, listening is an important skill to be developed when learning an L2 and it requires very complex cognitive processes. Vandergrift (2004) proposes two kinds of processes which will be taken into account in this study. Those are bottom-up and top-down processes, which help students become aware of using the strategies that better fit their necessities and in that way they can improve their listening skill. Vandergrift (2004) also asserts that some of the difficulties for the listening skills are the limitations on memory and also the difficulties to recognize the prosodic features in speakers. These limitations could be even more noticeable since the present project is supposed to be developed with second graders and most of the research advanced in this field has been applied among teenagers or adults.

In this chapter, the teacher has developed the constructs of cognitive strategies, effective communication, and listening skills. It can be concluded that in order to enhance listening skills, effective communication must be present in the classroom. One way to achieve this is by getting students to be aware of the existence of cognitive strategies which help them to learn.

### **The Communicative Approach**

The last important concept to take into account during this project work is the communicative approach, this is the teaching method selected to be the basis of the methodology.

“The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.” (British council, 2006)

As the approach considers the learners to be involved in communicative environments, this aspect is fundamental to teach different vocabulary in real contexts with significant meaning to the students. Also, as the natural learning strategies appear during the process, this becomes the most suitable basis to introduce different cognitive strategies. Taking the aforementioned into account, this approach will help to fulfill the pedagogical gaps found during the diagnosis test and also to improve the EFL learning process.

To conclude, this chapter allowed the confirmation that there is not extensive research on cognitive strategies regarding listening skills in young learners. For that reason, this project will attempt to fill that gap that has been described throughout chapters 1 and 2. In the next chapter, the researcher will present the methodology chosen for the present research.

### **Chapter 3: Methodology**

#### **Type of Study**

This study was carried out within the frame of the Action Research approach (Phillips and Carr 2010). It is important to point out the characteristics of this work to establish it belongs to the action research approach. The first aspect is the problem description as this study intends to describe a problem inside a specific context or situation. Another characteristic is the population which was not chosen randomly; on the contrary, it is a complete class of third graders. Also, this work uses qualitative data collection instruments such as surveys, field notes, artifact analysis, and observation instead of using only digits and numbers to present quantitative numerical results.

#### **Stages of qualitative research development**

According to Phillips and Carr (2010) it is a self-reflective process. Phillips and Carr mention that AR is a spiral of several stages that are Planning, Acting, Observing, and Reflecting and which work as a cycle because the researcher can re-think any of the stages guided by his reflection on the process. The first stage is planning, which is the one where the researcher has to look for all the information or important aspects inside the context and population in order to create a well-designed data base. The second stage is acting, where the researcher has to design and apply strategies or lessons with the students inside the learning context always thinking about the improvement of the English level of the students. The third stage is the observation stage in which the researcher has to look for the results of stage number two, which also means collect new results and information related with the English students' level that allows analyzing the effects of the strategies and lesson planning proposed. The last stage proposed is reflecting, that involves a process of thinking over the results, feelings, beliefs, and introspective experiences related to the complete process through all stages, therefore will be developed the possibility to start all over again the cycle process considering the possibility of the improvement of the learning process at the learning context.

In this study, the researcher develops the observation stage from August to November 2015. According to the proceeded to develop a planning-reflecting process, which is leading to the pedagogical proposal that will be described in the next chapter and that will fulfill the phase of Action, to later reflect once again on the process.

As it is important to establish the stages of the cycle in this action research project, the researcher will present the schedule in which the chronological order was displayed and developed.

<b>Stage</b>	<b>Date</b>	<b>Description</b>
<b>Observation and Planning</b>	August 2015	At this stage the researcher collected the information of the social, cultural and learning

		context in order to build a complete characterization of the population and also considered what data collection instruments were the most proper to use.
<b>Action and observation</b>	September to October 2015	At this stage after building the characterization, the researcher focused the observation on the English level and created the diagnosis test in order to have a clear idea of the action research problem.
<b>Reflection and planning</b>	November 2015	The researcher used the surveys, field notes, and diagnosis to plan the strategies and methodology in order to improve the learning English process and also solve the research problem detected.
<b>Action</b>	February to April 2016	The researcher applied the methodology and the strategies planned; always making adjustments through the process taking into account the needs of the students in their English learning process.
<b>Observation</b>	May 2016	The researcher observed over the learning process advantages and disadvantages using the data collection instruments.
<b>Reflection</b>	June 2016	The researcher thought and reflected over the results, consequences, and changes of the intervention.

Table 1: Chronological schedule of the Action Research Approach stages in the study

### **Data management procedures and data analysis methodology Instruments to collect data**

As there are many tools and strategies related to data collection, in this case the researcher describes three specific instruments that helped to organize and compile the required information related to the students' process.

Field notes, which according to Richard Thorpe (2008), are taken inside the environment of the research context, in order to collect information in a natural setting. As a result, field notes will allow the researcher to collect specific information in order to identify the cognitive strategies that the students use at the moment of practicing their listening skills and how those processes affect their development.

Artifacts are the second instrument, this one is the students' work in the classroom taking into account the learning process, the artifacts are the way in which the students can demonstrate or represent their knowledge; artifacts can be different resources such as paintings, drawings or even a sculpture, the important characteristic of artifacts is the materialization of knowledge or ideas which allow the teacher to visualize the learning result. (Norman, Donald 1991). Along the implementation, the teacher proposed through the methodology the use of drawings and different craft activities as the demonstration and representation of the students' knowledge of English.

The last data collecting instrument is surveys. According to Groves et al. (2004, p. 4) "The survey is a systematic method for gathering information from (a sample of) entities for the purpose of constructing quantitative descriptors of the attributes of the larger population of which the entities are members." In this project, the surveys helped to determine the process the students developed their relation with English, their personal opinions and the significant changes related to the learning process in the motivation field.

### **Units of analysis**

According to what the researcher has stated throughout this project, some units of analysis were chosen which helped the researcher as a basis for the data collection and analysis process. Each of these units corresponds to the constructs that have been explained in the theoretical framework being these: Cognitive strategies, listening skills, and effective communication. Some of the units taken from this research were discovered throughout the process with students because only by working with them, the researcher was able to establish what was most important for this specific population. However, in the following chart the researcher will present some important aspects when evaluating these units in the students.

	<b>UNITS OF ANALYSIS</b>	
<b>Use of cognitive strategies to develop listening skills in an EFL learning process (Input Stage)</b>	Improve listening	Cognitive strategies
<b>Social skills</b>	Agreements	Production of interaction with others
<b>Output stage</b>	Practices effective learning	Practices effective learning

Table 2: Units of analysis

To conclude, it is important to say that following the definition of Action Research, the tools and the analysis of information underwent reflection and that the process with students helped the teacher to develop in a wider way the proposed units to build the major categories of analysis at the end of the process.

### **Consent Form**

On the next page is the consent form file, which was sent to every parent of students in 304 group at Prado Veraniego School. Such consent form was signed by every parent or tutor; however, in order to respect the privacy of the data, here is the original example of the file. (See annex 5)

## **Chapter 4: Pedagogical Proposal**

This project is developed following the action research approach in which it is necessary to fill the investigation and pedagogical gaps; therefore, this chapter proposes a relationship between the pedagogical framework and all its implications in order to possibly solve the research problem identified at Prado Veraniego School in group 304. Taking the research and pedagogical aspects into account, some important elements related to the construction of the

pedagogical proposal are presented. Those topics in this chapter are the pedagogical framework, pedagogical objectives, pedagogical design and proposal, curricular chart, and lesson planning.

### **Pedagogical Framework**

In order to build a solid pedagogical framework, the first important academic consideration is under the Communicative Language Approach. According to Richards (Richards, Jack 2006, P. 2), this approach is a “set of principles” that refer to the specific learning process the students go through, the teaching language goals and also it considers the students and teachers’ role-placed inside the classroom. Taking these aspects into account, it is important to examine every feature related to the learning and teaching objectives in the Communicative Language Approach.

There are significant features in the Communicative Language Approach to bear in mind, such as the learning goals. The first important learning goal is the knowledge any student can acquire in order to be able to use a varied vocabulary to fulfil different communicative needs or purposes. (Richards, Jack 2006 P.6) The second important communicative objective is the ability a learner can have to keep the communicative process even though there are some limitations related to the language knowledge or code. (Richards, Jack 2006 P.6)

Regarding the students’ learning process, according to the Communicative Language Approach, there have been some points that influence and are an essential part of the learning process. The main aspects considered in this pedagogical proposal are: The collaborative meaning building in which students and the teacher can settle certain rules in the classroom in regards to the language use. The second important aspect in the proposal is the feedback learners get when they use the language, this allows the students to reinforce their proper knowledge and reflect upon their mistakes. Another vital feature related to the learning process, is the incorporation of input

through listening and afterwards to the communicative competence. Anvari & Atiyaye (2014) for instance, define it as “the procedure for exchanging information, information is transferred through terms, speech, as well as body gestures,” (p.113) they also say it is a social ability which helps people to hold better relationships amongst each other and which points out the importance of the input stage in the communicative development and how it is related to the proposal, because listening skills are fundamental to a right communicative acquisition process. The relationship between the input phase and the listening skills is the most important feature in the pedagogical proposal, as the students get to acquire and develop the listening skills through different learning strategies as in this case cognitive strategies; in addition to it, the students can improve the social abilities and finally be able to practice the knowledge and vocabulary they have learnt.

The last significant aspect in this approach is the learners and teachers’ role. The teacher’s role change as it is no more that of a judge or a corrector model; instead of this idea, the teacher becomes a facilitator of the knowledge and also monitors the interacting process. In terms of the student’s role, the approach proposes them to be able to interact, to listen to and to participate in the learning process with their partners; listening and being involved in the activities proposed. (Richards, Jack 2006 P.5)

Finally, as it is essential to take into account all the main aspects in this pedagogical proposal, there is an important concept to consider: Meaningful learning. According to Ausubel (Ausubel, 2000) meaningful learning refers to the way in which new knowledge is acquired, in other words, when something is fully understood, it is directly related to other stored knowledge in the brain despite of being a fact, an experience or a memory.

### **Pedagogical Objectives**

1. To provide students an EFL environment having in mind the use of cognitive strategies within communicative contexts in order to improve listening skills.
2. To offer students an appropriate environment of learning in order to strengthen students' social skills development.
3. To involve students in an input vocabulary phase supported by some cognitive strategies such as imagery, repetition, memory, elaboration, and association to facilitate students' listening skills development and basic communication.

### **Pedagogical proposal and design**

This pedagogical proposal intended to respond and fill the gaps related to the English learning process; which in this case was mainly related to the non-development of listening skills; to achieve this, the proposal considered the general objective of the project: To provide students with an EFL environment having in mind the use of cognitive strategies inside communicative contexts in order to improve listening skills.

The aforementioned was the basis of the pedagogical proposal which was developed in 4 general stages during all the teaching-learning process and 7 specific stages in every class of EFL inside the 304 class at Prado Veraniego School.

### **General Stages**

The general stages refer to the complete process, during its entire application in the teaching-learning process. These general stages allowed the proposal to have a structure not only as a pedagogical development but also as an investigative action-research approach.

### **First stage: English as Foreign Language awareness**

In the first place, it was important to raise awareness and promote a conscious reflection process about the fact that English is a language that allows communicating, just as Spanish does. On the other hand, at this stage the teacher proposed agreements into the classroom referring to the use of English as it was possible, starting with basic commands, questions, and songs. These main aspects allowed the EFL learning environment to come up to an effective communicative setting.

### **Second stage: INPUT period through cognitive strategies**

Considering the cognitive, social, and cultural development stages the students were going through, cognitive strategies were the most suitable teaching-learning research project approach in regards to foreign language learning, as these strategies correspond to the specific mental processes the students were able to develop and improve. Therefore imagery, association, elaboration, memory, and repetition were the cognitive strategies developed in this general stage through all the process regardless their order. The main didactic tool to develop and use the cognitive strategies proposed was images. Images allowed the population to associate concepts, remember vocabulary, and create their own listening meaningful concepts.

### **Third stage: Contextualization**

This stage initially focused on vocabulary recognition as a starting point to develop listening skills, which means that the vocabulary itself allows students to have an initial approach to English as a foreign language.

As this project intended to strengthen the practice and development of listening skills, it is important to mention that vocabulary was not only a list of varied words, but it was presented and practiced in context; thus, students were able to realize about its real and important use in a

communicative situation. Students were also able to relate the contextualization to their own life as to have a significant learning experience. In order to use didactic tools which could be contextualized, the main resources to support this stage were videos and images. It is important to specify the two types of videos used in this pedagogical proposal; authentic videos and pedagogical videos. Authentic videos refer to the videos that are produced by native English speakers to native English speakers for example: Movie thrillers, commercials or cartoons. On the other hand, pedagogical videos are made by EFL teachers to EFL learners, these videos are specifically prepared for an EFL learning-teaching process.

#### **Fourth stage: Using cognitive strategies**

This fourth stage explains the specific moment in which the students used cognitive strategies which involved, vocabulary learning, contextualization, and significant use. This stage required students to pronounce, produce, and communicate. These three important aspects proposed as a result the pronunciation practice, which was the speaking exercise using the background knowledge students already had, the real use of vocabulary emphasized on the contextualization process, finally, the reinforcement and improvement of listening, communicative, and social skills. This final stage is the evidence of the process in terms of EFL listening skills and social skills in terms of interaction.

The aforementioned is the basis of the pedagogical proposal which was developed in 7 specific stages every class.

## **Specific stages**

### **1. Warming up**

1. Greetings: Students greeted the teacher “Good afternoon” and also answering the question, “How are you today?” “Fine, thank you” “I am happy”
2. Song: Students learned the song “If you’re happy and you know it,” this song is interpreted not only according to the lyrics but also with body gestures such as “Clap your hands,” “Stamp your feet,” “Touch your nose,” “Blink your eyes.”
3. Commands: The teacher asked students to follow commands. This was done not only because they were used to do it in other classes, but also to study and practice the body gestures and non-verbal vocabulary, for example: “Arms up, arms down, hands on your shoulders, touch your nose, touch your eyes, touch your ears, touch your mouth, touch your head, boys raise your hand, girls rise your hand.”

### **2. Video song**

1. This second stage was essential, because the videos were the most suitable didactic tool to develop and practice listening skills, as students had to listen to a real use of English and face their listening comprehension process.
2. Videos in real FL context: This first video shown in the classroom was a video related to authentic English materials, such as cartoons, movie trailers, scenes in movies. In this sense students were able to relate the vocabulary with a real context and language use.
3. Pedagogical video: The second video shown in the classroom was a video which was elaborated specifically with pedagogical objectives; these videos showed a certain vocabulary with images; therefore, students were able to establish relationships between the image and the word.

### **3. Inference: Before cognitive strategies**

1. After students watched the videos, the teacher asked them: “What is the topic?”  
According to the videos, students tried to infer the relationship between images on the videos and the topic.

#### **4. Imagery and cognitive strategies**

1. After the students inferred the topic, the teacher paste big images or posters on the board, the teacher showed the pictures and asked “what is this?” with every picture; most of the time, as the students did not know the word in English, they usually identified the concept in Spanish.
2. As the students recognized the picture, they were able to relate the concept in Spanish to the word in English using the imagery process.
3. Finally, when the teacher had explained all the vocabulary items, students repeated and tried to recognize the sound of each word in order to develop their listening skills.

#### **15. Contextualization and meaningful learning**

1. After students knew and learned the vocabulary, the teacher proposed activities in order to show students the use of English in a real context through the use of the main 5 cognitive strategies. This was also to demonstrate the importance of learning the vocabulary in context and not only provide the students with the ability to discriminate words.

#### **16. Reinforcement activities: After cognitive strategies**

1. The teacher introduced different activities related to free or controlled practice. These activities reinforced the learning process and this was the first implicit evaluation stage because students had to use the vocabulary in the development of the activities; in

addition, students had to use cognitive strategies to solve the tasks as they were used to in the aforementioned stages of the teaching-learning methodology.

## 17. Evaluating

1. The students were evaluated through the reinforcement activities and also along the process they went through on their notebook or in the active participation in class. This evaluation process provided evidence about how students had learnt the vocabulary and also which weaknesses they had in their learning process.

**Curricular chart:** After the presentation of the pedagogical proposal and its stages, it is important to present the curricular chart. At this stage, the specific objectives for each class are presented and so are the topics for the semester.

GRAD E 304	CURRICULUM I.E.D PRADO VERANIEGO					
DATE	TOPIC	ACHIEVEMENT	ACHIEVEMENT INDICATOR	ACTIVITY	RESOURCE IN A LEARNING ENVIRONMENT	ASSESSMENT
WEEK 1 18-02-16 12:30-2:30	Agreements <b>Positive attitudes inside the classroom</b> <b>Let's cooperate !!</b>	The students recognize and relate the verb and its word in English.	- Knows and follows the established rules.	The teacher will explain the agreements and their importance. The students will listen to and repeat the vocabulary. The students will write the vocabulary on their notebooks. The students will draw their own poster on their notebooks.	Poster with images, notebooks, and pencil colors.	Participation, checking for comprehension.
WEEK 2 25-02-16 12:30-2:30	Diagnosis Real English levels of the students.	To determine in which real English level the students of 304 at Prado Veraniego school are,	The tests will show the real state of the English skills of the 304 students at Prado Veraniego	WEEK 3 03-03-16 12:30-2:30	The board, the images of the little story. The other activities do not need material.	

		evaluating every skill. (speaking, listening, reading, and writing)	School.			
	Numbers from 0 to 100 <b>Let's count together!</b>	The students recognize and relate the number and its pronunciation in English. The students are able to follow a dictate, listen to the word correspondent to each number and writing it.	The students count numbers from 0 to 100 The students identify numbers in a context or different situations of real life.	The teacher will ask the students to start counting the numbers and also analyses the lack of vocabulary in order to study it.  The students will listen and repeat the vocabulary. The students will write the numbers the teacher dictate in their notebooks. The students will draw their favorite number and also their favorite part of the video.	Short video in English which shows the importance of know counting. Big numbers to paste in the board. Flashcards with images. <a href="https://www.youtube.com/watch?v=nsDanIM83c">https://www.youtube.com/watch?v=nsDanIM83c</a>  <a href="https://www.youtube.com/watch?v=0K2_RoxCXk">https://www.youtube.com/watch?v=0K2_RoxCXk</a>	The students will answer questions the teacher asks taking in to account the flashcard and the situation proposed in each case.
WEE K 4 10-03-16 12:30-2:30	Domestic animals. <b>My farm! Old McDonald has one...</b>	I identify the domestic animals in a context.	The students recognize and relate the domestic animal and its pronunciation in English. The students are able to say the correspondent name of the domestic animal in the board when it comes to participate, according to the situations the teacher describes.	The students will listen the song for the first time then the teacher will ask the students what do they think the song is about? What is this place? (Farm) what is this? (Animals) The teacher will play the song and present each domestic animal in the same order of the song. The students will practice the song	Images, video-song (Old McDonald had a farm), flashcards with the name of the domestic animals. <a href="https://www.youtube.com/watch?v=oEo2FOghVH0">https://www.youtube.com/watch?v=oEo2FOghVH0</a> <a href="https://www.youtube.com/watch?v=u1Nx4gw1oD4">https://www.youtube.com/watch?v=u1Nx4gw1oD4</a>	The teacher will ask what sound does the ... dog, chicken, cow etc.? Then students will represent the onomatopoeia for each animal.

				before knowing every animal.		
WEE K 5 17-03-16 12:30-2:30	Wild animals. <b>Let's go on a safari</b>	I identify the wild animals in a context.	The students recognize and relate the wild animal and its pronunciation in English. The students are able to say the correspondent name of the wild animal in the board when it comes to participate, according to the situations the teacher describes.	The students will listen to the song for the first time; then the teacher will ask the students: what do they think the song is about? What is this place? (Jungle) what is this? (Animals)  The teacher will play the song and present each wild animal in the same order of the song The students will practice the song before knowing every animal.	Images, video-song, flashcards with the name of the wild animals. Song-video. <a href="https://www.youtube.com/watch?v=RgJYy4Ewhg">https://www.youtube.com/watch?v=RgJYy4Ewhg</a> <a href="https://www.youtube.com/watch?v=bY73vFGhSVk">https://www.youtube.com/watch?v=bY73vFGhSVk</a> <a href="https://www.youtube.com/watch?v=y5pSL83c1ck">https://www.youtube.com/watch?v=y5pSL83c1ck</a>	The teacher will ask what sound does the ... lion, tiger, hippo etc? Then students will represent each animal. The students will draw their favorite wild animal in their notebooks
WEE K 7 21-04-16 12:30-2:30	Emotions and feelings.  <b>How are you today? How do you feel?</b>  I am... I feel...	I recognize the existence of different expressions to demonstrate my feelings and emotions.	-Identifies the emotions vocabulary. - Uses expressions that indicate the emotion or feeling in a situation. -Participates actively and respectfully in the activities proposed.	- The students will watch a video referring to the emotions and feelings vocabulary. -The students will express every word and emotion through gestures and non-verbal communication. -the students will use expressions like "I'm happy" "I feel sad" - The students will reinforce the	-Video song. - Memory game. -Images in the board <a href="https://www.youtube.com/watch?v=zEk48QOSPo4">https://www.youtube.com/watch?v=zEk48QOSPo4</a> <a href="https://www.youtube.com/watch?v=37w9JjUWN30">https://www.youtube.com/watch?v=37w9JjUWN30</a>	-The students will use the vocabulary in each situation the teacher proposes

				vocabulary through a memory game.		
WEE K 8 28-04-16 12:30-2:30	Food and drinks  <b>Food is delicious!</b>  What do you want to eat? I want to eat My favorite food is...	I use vocabulary and expressions referring to food and drinks that I like and eat in real life.	-identifies the vocabulary for food and drinks. - uses key expressions to talk about food. -recognizes the different context as a restaurant or home-made food. -Participates actively and respectfully with her teacher and classmates.	the students watch some posters with pictures of different food and drinks and its word in English. - the students will share their favorite food with the rest of the class. - the students will organize the posters in three meals: Breakfast, Lunch and Dinner	Posters -Menu Activity -Video song  <a href="https://www.youtube.com/watch?v=frN3nvIHUk">https://www.youtube.com/watch?v=frN3nvIHUk</a> <a href="https://www.youtube.com/watch?v=jQ0FwgtDKu8">https://www.youtube.com/watch?v=jQ0FwgtDKu8</a>	Students are able to choose in a multiple choice activity.
WEE K 9 12-05-16 12:30-2:30	School supplies  <b>What is in my bag?</b>  This is a...  These are...	I use vocabulary and full sentences to describe school supplies in my school context.	-Uses a range of vocabulary for different purposes. -Point different school supplies through simple sentences. -Participates actively and respectfully with her teacher and classmates.	- The students will see different posters with images of the school supplies and its word in English. - The students will be able to choose the school supplies they use the most in their real school context. -The students will pick their favorite school supply and will share it with the class.	-Posters -Words with vocabulary in English -Memory activity - <a href="https://www.youtube.com/watch?v=wTDgaPPMUDg">https://www.youtube.com/watch?v=wTDgaPPMUDg</a> <a href="https://www.youtube.com/watch?v=41cJ0mqWses">https://www.youtube.com/watch?v=41cJ0mqWses</a>	- Students will remember the word and the object in the memory activity.
WEE K 10 19-05-16 12:30-2:30	Places around the city  <b>Let's create a map!!!</b>  Where is?	I recognize the vocabulary to describe important places in a city.	Identifies the word in English for each important place in the city - Uses the vocabulary to answer the question <i>Where is?...</i>	- Present a big map in the board with the main places in town. -The teacher will present the vocabulary of the main places. -Teacher will	Big Map - Question structure <i>Where Jake is?</i> -Answer structure <i>Jake is in the park</i> <a href="https://www.youtube.com/watch?v=ZiSFM9DbE">https://www.youtube.com/watch?v=ZiSFM9DbE</a> <a href="https://www.youtube.com/watch?v=Aq4m2Ms4z7Q">https://www.youtube.com/watch?v=Aq4m2Ms4z7Q</a> <a href="https://www.youtube.com/watch?v=OkfROvtrDl8">https://www.youtube.com/watch?v=OkfROvtrDl8</a>	- Students will use the vocabulary to describe the city. -The students will answer simple questions and give short answers.

			- Participates actively and respectfully with her teacher and classmates	paste some characters in the map and will ask the students <i>Where the character is?</i> -The students will create their own maps with their favorite places.		
WEEK 11 26-05-16 12:30-2:30	<b>Adjectives</b>  <b>Can you describe?</b>	I recognize the vocabulary to describe people and objects.	-recognize the vocabulary correspondent to the adjectives field. -uses the adjectives vocabulary to describe certain objects or people the teacher points. -the students are able to complete the activities related with free and controlled practice using the adjectives.	-Present the videos referring to the topic. -Paste big images in the board to explain the new vocabulary but also involving vocabulary already known. -ask the students to draw in their notebooks the words and pictures for them to remember the vocabulary. -use the vocabulary in some complete sentences and use the vocabulary in a context -ask the students to describe one animal, someone and something.	<a href="https://www.youtube.com/watch?v=c4x0OsmExTA">https://www.youtube.com/watch?v=c4x0OsmExTA</a> <a href="https://www.youtube.com/watch?v=XPu2tvcvI4o">https://www.youtube.com/watch?v=XPu2tvcvI4o</a> <a href="https://www.youtube.com/watch?v=sEDy0wGaXJY">https://www.youtube.com/watch?v=sEDy0wGaXJY</a>	Students will use the adjectives vocabulary to describe their favorite movie character
WEEK 12 02-06-16 12:30-2:30	Review  <b>Do you remember it all?</b>	Use my memory in order to remember the vocabulary on every activity.	-Use the correct vocabulary in the context -Use the correct vocabulary and also relate the image and	-the teacher will apply some activities to ask the students the vocabulary using images, to relate the imagery process.	Guide of review activities. Images for every topic	

			the word.	-students will develop and complete a guide of activities, each part of the guide related with one topic of the English learning process.		
WEEK K 14 18-08- 16 12:30- 2:30	<b>Family</b>  <b>Who do you live with?</b>	Use family members' vocabulary in order to identify the kinship in every context as their own family or another family.	-Use the proper vocabulary in every context. -Relate the images with the family tree to identify all kinship.	-The teacher presents a family tree based on the cartoon show The Simpsons, in order to explain and relate the vocabulary with all kinship. -The teacher asks the students to draw their own family tree and also explain their kinship.	Pictures of the Simpsons characters. Video song about family <a href="https://www.youtube.com/watch?v=FHaObkHEkHQ">https://www.youtube.com/watch?v=FHaObkHEkHQ</a>	Create a family tree with your favorite cartoons.
WEEK 16 01-09- 16 12:30- 2:30	<b>Professions</b>  <b>When I grow up...</b>	Use professions vocabulary in order to identify different works in a real context.	Use the proper vocabulary to describe certain jobs. -Choose a profession after school.	-The teacher presents different poster with images of people to represent every profession. -The students will choose a profession they want to study after finishing high school.	Pictures of different professions. Video song about professions. <a href="https://www.youtube.com/watch?v=gTrOVjL3YVU">https://www.youtube.com/watch?v=gTrOVjL3YVU</a>	-Ask your kinship their occupations

## **Chapter 5: Results and analysis**

In this chapter I will present the analysis of the results during the pedagogical implementation and its effect on the students' EFL learning process by using the data collection instruments and the different categories of analysis.

### **Process of observation and analysis of results**

As it is necessary to determine the real impact of this action research study with third graders at Prado Veraniego School; not only in terms of the investigation, but also in terms of the pedagogical implementation, it is necessary to analyse the different instruments chosen for collecting data. The three instruments to collect data used in this work were field notes, artifacts, and surveys. These instruments are proper to collect data in a qualitative research study. Surveys allow collecting information about the particular point of view and specific data about personal information of the students. On the other hand, as this research work intended to improve the listening skills, artifacts were the materialization of the different mental processes and functions as evidence of listening comprehension. Finally, the field notes is the most important data collection instrument as it is possible to gather evidence in the immediate learning surrounding about every aspect related to the learning process of listening or social skills; furthermore, it is important to clarify the relevance of data collection instrument to determine the different categories and subcategories for the analysis.

In order to analyse and validate the results and phenomena in the present action research study, as it was developed within the framework of qualitative investigation, it was necessary to employ a process to examine the validity of the information; in this case, the process is called triangulation.

Triangulation is described as a “procedure in which it is essential to use multiple theories and multiple sources of data or multiple methods to confirm emerging findings” Foreman (1948). However, this concept has evolved throughout the years; thus, in this case the concept and characteristics proposed by Burns (2010) delimit triangulation as the technique in which “you can compare, contrast, and cross-check to see whether what you are finding through one source is backed up by other evidence. In this way you can be more confident that your reflections and conclusions are supported by the data and not just by your own presuppositions or biases” (Burns, 2010, p.96).

Due to the fact that triangulation is not sufficient itself, it is necessary to use another element to analyse data; Holly, Arhar and Kasten (2005) suggest a cyclic process to convert data into evidence to support the ideas and the analysis of the collected material, the cyclic process considers three main steps: Analyse, synthesize, and theorize. These three steps allow the researcher to convert the evidence and material into a logic interpretation.

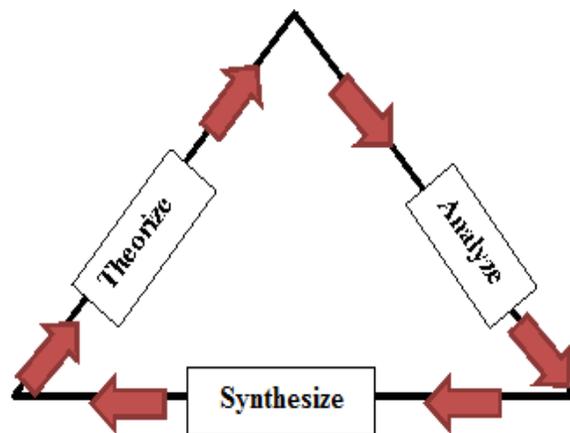


Figure 1: Interpretation. (Source based on: Holly, M. Arhar J. and Kasten, W. 2005: Figure 13.1)

“To explain, to give meaning, to make sense out of the many disparate events and ideas that we encounter as teachers. We often take data apart (analyse) and put them back together in new ways (synthesize), and this helps us to make assertions (theorize) that propel us to action, all the while seeking verification. We proceed systematically, using our logical and analytical powers to make inferences and draw conclusions about actions we should take” (Holly, Arhar and Kasten, 2005: p. 192).

After developing these three steps among all the data collection instruments already explained, another important process was developed: Categorization. In this case, categorization is the result of coding. Coding is an activity of analysis in qualitative research that involves manipulation of actual data (e.g., Ryan & Bernard, 2000). According to LeCompte and Preissle "the next step (after writing an initial summary) is to begin the time-consuming and laborious process of pulling apart field notes, matching, comparing and contrasting, which constitutes the heart of analysis" (1993, p237).

<b>Research Question</b>		
How does the use of cognitive strategies influence on the development of listening and social skills in English in a group of third graders at Prado Veraniego School?		
<b>General Objective</b>		<b>Specific Objectives</b>
1. To determine the way in which cognitive strategies could influence on the development of listening and social skills in English in a group of third graders at Prado Veraniego School.		1. To identify the relevance of using cognitive strategies within communicative environments in order to develop students' listening skills. 2. To describe in which ways cognitive strategies help to develop social skills when promoting an effective communication in an EFL class. 3. To set the relevance of applying an input vocabulary phase supported by the imagery process and EFL videos.
<b>Color-Code</b>	<b>Categories</b>	<b>Subcategories</b>
	Use of cognitive strategies to develop listening skills	-Imagery -Memory -Repetition -Elaboration -Association
	Group work and effective communication to encourage social skills	-Elements of positive interaction -Motivation -Agreements -Teacher's role
	OUTPUT as brief positive feedback	-Simple answers -Following short writing structures

Figure 2. Categories & Subcategories

The previous categories were determined taking into account the different approach and process to analyse data in qualitative research, such as, categorization and coding. The categories correspond to every specific objective in order to establish a relationship and also to answer the research and pedagogical question.

### **Analysis of categories**

In this section, the analysis of the general categories and subcategories is presented taking into account all the data collection instruments presented in chapter II and the theoretical information about the process to analyze the results of the material in chapter V section 5.1. It is

important to point out the relevance of the relationship established between the three different categories because it is the evidence of the most important elements of the methodology.

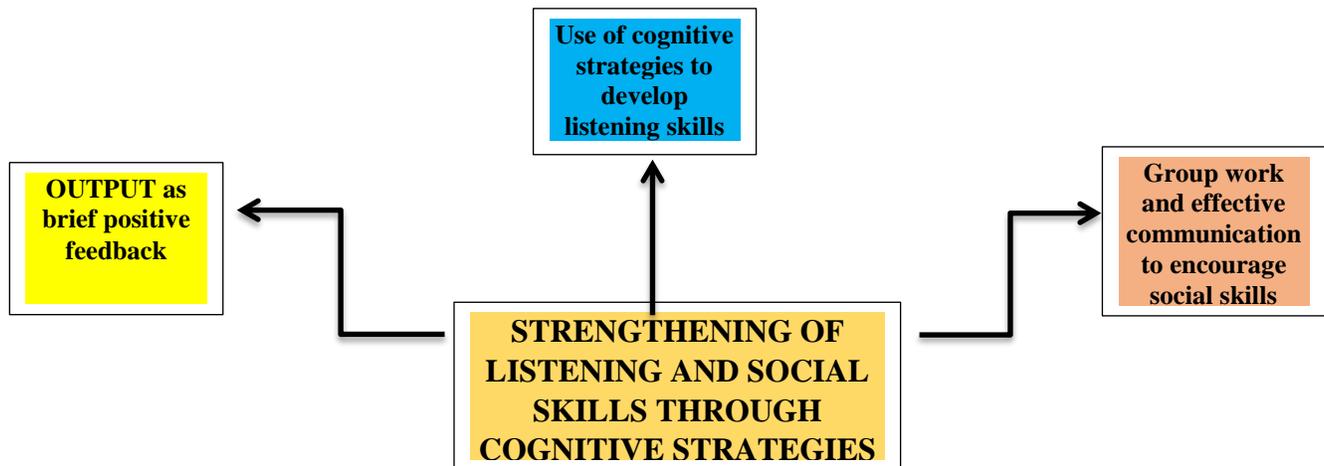


Figure 2: Categories of Analysis

In order to explain each category and subcategory, it is relevant to mention that there are many proofs/evidences in the field notes, artifacts, and surveys.

### **Use of cognitive strategies to develop listening skills**

This category of analysis examines the different information collected in which the use of the different cognitive strategies contributes to the EFL learning process; cognitive strategies are tactics and tools which aim at helping students to solve learning problems or tasks in an easier manner (Bereiter & Scardamalia, 1987). Taking into account the fact that these strategies are the most important part of the methodology through the complete process of implementation, it is also essential to say that cognitive strategies are in this case the most suitable option to improve listening skills. As there are many cognitive strategies, in this action research study there five

specific strategies were implemented, (Imagery, Memory, Repetition, Elaboration, and Association which in this case are the subcategories of analysis for this category



## **Imagery**

Imagery refers to the mental process the students use to learn and memorize new vocabulary, establishing relationships between images or graphic representations and acquiring knowledge as meaningful information. (Education and Science, 2005). Through the implementation of the methodology and the class routine, the use of imagery as a cognitive strategy was evident because students worked on the improvement of the listening skills by connecting the pronunciation of the words of the new vocabulary and the different images. It is important to point out the relevance in the imagery process not only of giving the new vocabulary to the learners but also setting and relating it to a context. This is vital as the objective was for students to be able to recognize different vocabulary in a context with a real use and avoid becoming learners that recognize separate words. In this case students drew their

own farm as the context and then put the domestic animals with the corresponding vocabulary.



Another example is in the field notes “The teacher pasted big images on the board with the family members of the Simpsons’ making the complete family tree with the vocabulary in English, this allowed the students to associate the words to a context even if it’s a cartoon” (See field notes #16)



## Association

Association is the strategy used to elaborate different connections between concepts and it is used to communicate. (Education and Science, 2005). Association in this case is the strategy that

facilitates the process the students go through, when it comes to developing the semiotic process in which they have to identify different things; thus, turn them into signified and signifier (Searle, 1979). In this case, the association strategy is used to create and establish a connection between images and the sound of the pronunciation for every word. In this artefact, the activity demanded students to associate emotions with their own life and preferences, they wrote a sentence for every feeling and then drew something that made them feel particularly that emotion. Another evidence of association is “The teacher pasted big images on the board with the professions and then images of the places around town to give a context and associate the profession with the place” (See field notes #18). This artifact is an example of the association strategy the students developed between the vocabulary and the context.



## Repetition

Repetition which is the cognitive strategy used to practice the pronunciation in which the student has to repeat the model and associate the sound of the words and then produce and articulate himself; it is important to mention this subcategory was present during the complete development of the pedagogical proposal, as a vital strategy to help students to improve their listening skills. As an exercise for repetition, the teacher played a video in which there were

images and sentences related to specific vocabulary; at the same time, the teacher showed the video. I also asked students to repeat the vocabulary to practice the pronunciation which would strengthen their listening skills.



Teacher: Please repeat after me. Doctor

Students: Doctor

Teacher: How do you say médico in English?

Students: is Doctor

## **FIELD NOTES #18**

### **Memorization**

Memorization is used to remember the structures and the meaning of the word in Spanish; in this case “memorization refers to a set of operations employed by the learner to encode the target language and to store it in their long-term memory for future retrieval” (Rubin, 1975, 1981). Taking the aforementioned into account, this strategy was developed also during the implementation of the methodology in an unconscious way by the students. In this artefact, the teacher asked the students to draw their favourite words in English without using their notebooks, this as an activity to determine if students were remembering concepts under the

context and semantic field of “My favourite things.” Another evidence of memorization is “the teacher decided to develop a review workshop over the most important topics studied in class, in order to suggest the students to remember and identify the topics to solve the workshop.” (See field notes #15)



### **Elaboration**

Elaboration is used to apply the acquired knowledge in different production exercises; this is the strategy in which the student uses learned elements and expands on them. In other words, learners connect information already known and information to be learnt to develop and solve different tasks. Therefore, these connections create efficiency of the different learning strategies and memory. (University of Kansas web, 2014). In this artefact, the teacher asked students to elaborate their own menu taking into account their favourite food. As a result, it provided evidence about how students used the acquired knowledge and related it to their own preferences to solve the tasks. Another evidence of elaboration was “The students in this class

started to **create** their own family tree with the members of their family. This allowed embracing concepts and therefore the vocabulary” (See field notes #17).



### **Group work and effective communication to encourage social skills**

The second category of analysis studies different information collected in which group work and effective communication, promoted social skills and improved social harmony inside the classroom and learning environment. This category is fundamental because Self-esteem is fragile at this age; according to Erickson’s personality stages, communicative and social skills allow the student to learn how to cooperate thus, understand his spot and important participation in a group. (Erikson, Erik H.1997). Consequently, with the aforementioned, it was important to determine the way in which social skills improved throughout the implementation process.

### **Elements of positive interaction**

The first subcategory related to social skills is *Elements of positive interaction*. In this section the concept of positive interaction is: “Positive interactions are communications/exchanges that take place between the children in your classroom and are successful for the children involved.” In this subcategory, it is taken into account the different

information and material collected, which point out the communication contact and collaboration between students and the teacher, also among each other during the implementation and development of different tasks.

Teacher: We are going to sing our song!

Students: If you are happy

Teacher: Yes, ok let's start 1...2... 3

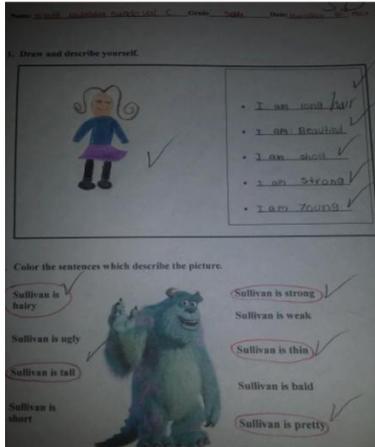
Students: If you are happy and you know it clap your hands (students clapped their hands twice in order to follow the rhythm of the song. It is the same with other commands such as: Blink your eyes, touch your nose or turn around) Field notes #4.

## **Motivation**

The second subcategory related to social skills is motivation. In this case motivation is a contributing factor in second language acquisition. Motivation is defined as the “learner's orientation with regard to the goal of learning a second language.” Motivation is divided into two basic types: Integrative and instrumental. This category focused on Integrative motivation as this one is “the learner's positive attitudes towards the target language group and the desire to integrate into the target language community.”

It is important to describe two aspects related to motivation. The first one was the relevance activities had when it came to asking students their personal opinion, because they understood it was important for the group; it was also an opportunity to share and listen to different opinions. The second aspect was to demand students to develop short exercises; thus, I had to change the activity several times in every session because they tended to lose the attention

span very quickly and also because if they felt a lot of pressure to solve a task, they felt insecure and the activity became a barrier to learning itself.



## Agreements

The third subcategory referred is agreements. Agreements are the settlements and pacts the teacher proposed at the beginning of the implementation in order to guide and facilitate social harmony inside the classroom. The teacher proposed six main agreements to accomplish in class, such agreements were: To listen, to respect, to share, to collaborate, to be positive, and to keep silence.



As a part of the agreements, the teacher asked students to use these sentences in the classroom to communicate only in English, this pushed students in a positive way to use and learn commands and questions in English with a real use in the classroom context.

The classroom context is crucial to set a communicative environment in EFL therefore, the teacher used different tools to provide English material to enrich the communicative



environment.

During the implementation of the methodology there were many aspects in which students accomplished the classroom agreements as the routine in every class demanded the achievement of those agreements.

### **Teacher's Role**

One important category which was not considered at the very beginning of the implementation was the teacher's role inside the classroom along the learning process. In the first survey presented in this study, as a part of the diagnosis the students expressed they did not like English for several reasons; however, in the last survey applied after the complete process of implementation, students answered significantly they liked English. Taking into consideration the answers they used to support their choice such as: "The teacher shows videos", "The class is very funny," "and the teacher help me to understand" there was evidence of the influence of the

teacher over the opinion and point of view of the students, which was crucial to provide a healthy and positive learning experience.



This photo is an example of the teacher's role. On this session, the teacher asked students to draw the animals on their notebooks; at the beginning students expressed their inability to draw; nevertheless, in this case the teacher told the students she was going to draw as well, at that moment students changed their attitude and started to draw on their notebooks.

### **Survey Results**

As artifacts and field notes are the evidence of the development in each category, it is important to examine the results of the third element of data collection instruments which is the survey applied to 29 third graders at Prado Veraniego School at the end of the process. The teacher elaborated the survey with 6 different questions each one related to a category. (See annex 7)

- To the first question “Do you like or dislike English?” one hundred percent of the group answered “Yes” or “like,” which means the opinion of the students changed significantly about EFL?

- To the second question “What is difficult about English?” referring to the four skills: Listening, writing, speaking or reading, 44% of the students chose reading, 17% chose writing, 44% chose speaking, 13% chose all the skills and only 3% of the group chose listening.
- To the third question “Do you like English videos in class?” 100% of the group chose yes.
- To the fourth question “Do images help you to understand English?” 100% of the students chose yes.
- To the fifth question “Do you like to work in groups?” 86.2% answered yes and 13.8% chose no.
- The last question “Do you like to support and participate with your classmates?” 89.7% chose yes and 10.3% answered no.

Taking into account the results aforementioned based on the survey applied, it is important to mention the significant change of the students’ opinion referring to English, as it is evident in the first question. Consequently, question number two is the evidence of the significant process the students evidenced around the improvement of listening skills because the process helped them to increase their understanding; therefore, listening was the skill that students did not consider the most difficult work.

The third question which was related to cognitive strategies, showed the importance of the use of images in the learning process, as the students themselves recognized it, because the most important cognitive process which was imagery helped them to understand, remember, associate, and elaborate.

The fifth and sixth questions in the survey were related to the development of social skills. At the beginning of the process, students were not comfortable about cooperating or participating with their classmates in the activities proposed; however, during the process taking into account the agreements and motivation, students found out how important their attitude and collaboration were to enjoy the class.

### **OUTPUT as brief positive feedback**

The last category of analysis refers to the process the students went through to produce an OUTPUT phase as brief positive feedback and evidence of the efficient development of the INPUT phase. This category was not contemplated at the beginning of the implementation; however, in the data collection instruments many aspects, facts, and activities were found that led to determine this category as essential in the process of the analysis.

### **Simple answers**

Simple answers are the first subcategory related to the output phase. These simple answers are the evidence of effective communication and listening comprehension in an exchange of ideas and information between students and the teacher.

Teacher: What is the topic for today?

Students: Profesiones

Teacher: In English?

Students: Professions

FIELD NOTES#18

Student: ¿Teacher puedo ir al baño?

Teacher: In English please

Student: Can I go to the bathroom please?

Teacher: Yes, you can.

FIELD NOTES N#16

Teacher: Did you finish?

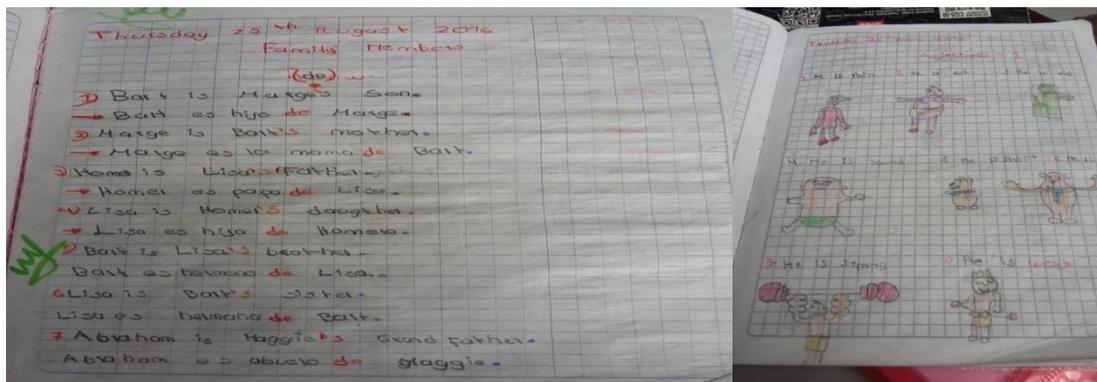
Students: Not finish teacher

Students: Wait a moment please

FIELD NOTES n#16

### Following short writing structures

This subcategory contemplates simple writing structures as the students asked the teacher to write on the board the sentences or examples, because they expressed the necessity and helpful use of this strategy. Students were used to writing on their notebooks to remember the information. Afterwards, the teacher proposed a short structure in the simple present, the students copied it and create their own sentences according to the task proposed.



Teacher: Listen to me! I write this sentence "Bart is Marge's son"

Teacher: What is this in Spanish?

Students: Bart hijo Marge

Teacher: Recuerden que esta comita significa "de"

Students: Bart es hijo de Marge

Teacher: Excellent! Very good! Ahora van a tratar de hacer esta misma oración pero al revés.

## **Theorizing**

In terms of theorizing, it is important to specify the type of analysis used to develop this chapter; therefore, the following quotation explains how the theorizing is going to be settled.

“In cultural studies, theories are seen as different frameworks, not as universal theories about social mechanisms. That is why instead of generalizing understandings, cultural studies and other constructionist approaches aim to particularize understandings of the social. The latter implicates the local, while the former indirectly aims to obviate the local. Instead of assuming that any corner of social reality leads to the traces of some universals to be pointed out in the final analysis, in cultural studies a case study is understood to reveal a local and historically specific cultural or "bounded" system. Because more generally applicable theories are seen differently in this framework, theorizing also assumes another form, which is discussed in the light of concrete examples from the author's own fieldwork". (Alasuutari, 1996, p.371)

Taking into account the results of the methodology and the data analysis through coding and triangulation, it is important to support the specific objectives, thus answer the research question proposed at the beginning of the process: How does the use of cognitive strategies influence on the development of listening and social skills in English in a group of third graders at Prado Veraniego? As a result of the methodology in which cognitive strategies were proposed as the tool to improve listening skills, the students developed different activities and results during the implementation.

In terms of cognitive strategies, it is important to mention the unconscious use of these during the process, because even though students followed the teacher's instructions in every session, they were not conscious about how these specific mental processes helped them to improve their learning process. However, the unconsciousness of the students about this process did not affect

the development and use of the strategies in every class to achieve the tasks proposed, because the mental process was suitable according to their ages and cognitive stage of development.

In terms of EFL, students were able to develop a learning process in which they started to learn basic vocabulary and watch videos as an INPUT phase where they had the opportunity to enrich their knowledge and tools to communicate; as a result, it was evident the OUTPUT phase in which students were able to answer and express ideas using the acquire knowledge.

Another important fact is that students recognized the relevance of the structure of the class, as the routine in every session helped them to be aware of the methodology. They knew the agreements, the warm up and the general organization when it came to study a new topic.

Learners also had the opportunity to use the main five cognitive strategies during the implementation with no specific order because the use of a strategy depended on the needs of every single activity.

On the other hand, students were able to recognize the relevance of the use of images or visual representations, because it helped them to remember and associate more easily the new vocabulary; thus, the most important aspect: To set and identify a context in which the vocabulary is useful.

In terms of social skills, during the implementation the students showed a change of attitudes inside the classroom with the teacher and also among themselves. Aspects such as raising their hand to talk, listening to instructions and respecting the different opinions were the result of many aspects applied during the process of the implementation. Taking into account the results of the surveys, students improved their attitude towards the English class, not only as a subject but as a space to interact and support their classmates.

One important aspect to consider which was not visible at the beginning of the proposal but became stronger along the implementation was the teacher's role. Students expressed in the survey the relevance of the teacher's role as the principal reason to change their opinion about English. It is vital to point out the different aspects a teacher can influence with his/her role in the classroom as positive feedback to students: "Congratulations", "Very good" these types of sentences were important considering the social development stage the students were going through, taking in to consideration they were looking for approval and validation of their work. Finally, the methodological proposal provided students with different learning strategies that facilitated the EFL learning process, especially with listening skills as they had to cope with authentic English videos, instructions in English, and carry out different activities in the foreign language. This implementation also guided students to cooperate and communicate progressively with each other and it evidenced the relevance of an INPUT learning phase to achieve the goal of having brief feedback from students as an OUTPUT phase.

## **Chapter 6: Conclusions and recommendations**

### **Conclusions**

In order to provide the corresponding conclusions, it was necessary to have in mind the research objectives proposed at the beginning of this study. The general objective: "To determine the way in which cognitive strategies could influence on the development of listening and social skills in English in a group of third graders at Prado Veraniego School". It can be said that there is enough information to provide a conclusion related to the main objective. To begin with the influence of cognitive strategies, it can be determined these ones are the most suitable learning tactics for this EFL group of learners, which means every learning process has to take into

consideration the social characterization and the cognitive development stage in every group of learners because these aspects are particular and affect the effectiveness of a methodology.

It is relevant to point out that an INPUT phase in the learning process of EFL is always vital, as if students cannot express or understand ideas, it will affect their motivation negatively. This INPUT stage allowed students to have the words and different tools to start communicating in a simple but efficient way; to sum up, following and working on this process had an evident result on the OUTPUT stage, which is brief and positive evidence about the learning development and how the methodology influenced not only on the comprehension process, but also the ones that are related with the production processes.

In terms of cognitive strategies in this particular group of EFL learners, cognitive strategies were an efficient methodology as they were suitable bases to approach the students to English and then settle down a learning process in which they were able to follow and understand the development of every session. Taking into consideration the ages of this group and their social development stage, in terms of social skills it is important to point out the relevance of the teacher's role as these students are looking for support and approval for this to strengthen their self-esteem.

At the local level, this project helped children to improve their listening skills; this constituted an important issue in several subjects since it helped to generate a healthier learning environment for them. This was deeply needed at school since many times teachers have had to concentrate on behaviour, rather than on the contents. Children were able to improve their behaviour and understand the way it affected their learning process, then they had better results and experiences inside the classroom. Additionally, it contributed to the development of cognitive strategies in order to take advantage of their cognitive stage which involved specific mental processes. It also

made students aware of their listening skills, which was a weakness that was found throughout the observations.

Finally, the most important conclusion of this study is the positive influence of cognitive strategies to improve listening skills, because the evidence showed that these strategies helped students to improve their listening as a skill that allows students to comprehend and understand words, commands, instructions, and brief descriptions in English; however, this methodology not only helps to improve listening skills as a language ability, but also as a social skill that allows to balance social harmony inside the classroom and among each other.

### **Pedagogical implications**

Taking into consideration the theorization, the methodology proposed, and the conclusions gathered in this study, it is important to consider learning strategies at every learning level as these help students to understand and facilitate the school process. Listening skills are one of the most difficult skills to strengthen and they are also the least practiced in class, not only because the tools and activities designed many times are not appropriate for all learners but also because they are not considered as important as the other skills; however, this skill is the basis of comprehension and also a great habit inside the classroom to facilitate social harmony. For a future implementation of these cognitive strategies as a teaching methodology, it is suggested that the teacher take into account that their effectiveness is related to the specific characterization of the population or EFL group of learners. One important advantage of the use of these strategies is the enormous quantity of possible activities to develop in every session, it is important to set the purpose in the development of the strategy and then develop different activities.

It is important to point out that the findings of this study that focused on strengthening listening skills through cognitive strategies showed that it is not possible to work with a separated skill because the learning process of one skill is connected to the others, also because most students prefer to use writing to support the other knowledge and due to the fact that they are used to implementing this strategy. Another important feature to take into consideration is the use of the mother tongue; even though many teachers consider it can affect the learning process, it is necessary to use it because it becomes a strategy and a tool that makes students feel motivated in terms of comprehension and also because it is the first channel of communication.

To conclude, it is vital for the teacher to consider both features as a researcher and as a teacher; these two will enrich the learning process of the students and will provide valuable information about different theories facing pedagogical surroundings.

### **Limitations**

There were three main limitations during the implementation of the methodology proposed at Prado Veraniego School with the participants. The first limitation was time. As there were only two hours per week to work with the students at the school, the learning process was interrupted several times and it was not possible to develop a sufficient constant and continuous process. The second one was space. Sometimes the activities proposed in class demand the students to respond physically with movements to the tasks or games. As the classroom was not spacious enough students were not able to express or move freely. Finally the third limitation was resources. It was not possible to use different resources in the school as the computers room or the video beam to project the videos from the very beginning of the implementation because sometimes there was no electricity in the building.

## **Further Research**

For further research it is relevant to consider the relation between the cognitive and metacognitive development. As cognitive strategies provided the young learners with a learning structure and helped them to develop their cognitive stage, to enrich and develop the next cognitive stage it is appropriate to provide students with metacognitive awareness. Consequently after the metacognitive awareness is settled with the students, it can be considered the use and development of metacognitive strategies. These metacognitive strategies would allow the students to regulate their own mental processes in order to have an efficient and better learning process. Also these metacognitive strategies would help students with the effectiveness of reading comprehension and writing production in superior educational levels.

## REFERENCES

- Anvari & Atiyaye D. M. (2014). *Determinants of Effective Communication among Undergraduate Students*. *International Education Studies*, 7(9), 112–122.  
<http://doi.org/10.5539/ies.v7n9p112>
- Askell-Williams Helen, J. Lawson Michael, Skrzypiec Grace. (29 July 2011) *Scaffolding cognitive and metacognitive strategy instruction in regular class lessons*. Springer Science Business Media.
- Caspersz, D. (2015). *Can we teach effective listening? An exploratory study*, 12(4).
- Cohen, C.; Flage, D. E. (2007). *Essentials of Logic*. (Second ed.). Upper Saddle River, NJ: Pearson Education.
- Herbert Ginsburg and Sylvia Opper (1979), *Piaget's Theory of Intellectual Development*, Prentice Hall, p. 152.
- Luna Blanco, Rafaela. (2000) *Un análisis sobre la relevancia de las interacciones entre estrategias cognitivas y modalidades de procesamiento*. Servicio de Publicaciones de la Universidad de (España). ISSN: 0212-9728
- Maturano, Carla Inés, Soliveres, María Amalia y Macías (2002). *Ascensión estrategias cognitivas y metacognitivas en la comprensión*. Humanidades y Artes. Universidad Nacional de San Juan Av. J.I. de La Roza, 230 oeste. 5400, San Juan, Argentina.
- Richards Jack, (2006). *Communicative language teaching today*. Cambridge University.

Rezaei, A., & Hashim, F. (2013). *Impact of awareness rising about listening micro-skills on the listening comprehension enhancement. An exploration of the listening micro-skills in English as a foreign language (EFL) classes*. Australian Journal of Teacher Education, 38(8), 1–16.

<http://doi.org/10.14221/ajte.2013v38n8.4>

Sammy P. Pitoy (January 2012) *Information and language for effective communication*.

Camarines Norte State College, Region 5, Philippines TEFLIN Journal. Volume 23, Number 1,

Strauss, A., & Juliet, C. (1994)). *Grounded Theory Methodology: An Overview*. In N. Denzin & Y. Lincoln Handbook of Qualitative Research. 1st ed. (pp. 273–284).

Tudor, I. (2001) *The dynamics of the language classroom*. Cambridge. Cambridge University Press.

Vandergrift, L. (2004). *Listening to learn or learning to listen?* Annual Review of Applied Linguistics. <http://doi.org/10.1017/S0267190504000017>

Wolvin, A. (2013). *Understanding the listening process: Rethinking the one size fits all models*. International Journal of Listening, vol. 27, no. 2, pp. 104-106.

<http://dx.doi.org/10.1080/10904018.2013>

## ANNEXES

### ANNEX 1

#### SURVEY 1 AFTERNOON SHIFT

**QUESTION 1:** Name

**QUESTION 2:** Age

Seven years: 14          Eight years: 14          Nine years: 1

**QUESTION 3:** Who do you live with?

Mother: 29          Father: 21          Siblings: 12          Grandparents: 5

**QUESTION 4:** What is your favorite subject?

Mathematics: 12          Spanish: 1          English: 3          Sports: 3

Artistic: 6          All: 3

**QUESTION 5:** What is the subject you do not like?

Science: 4          Mathematics: 4          Ethics: 2          Writing: 2          Spanish: 6  
English: 3          Social Science: 6          Artistic: 2

**QUESTION 6:** Where do you live?

No answer: 15          Centro Suba: 1          Prado Veraniego: 9          Ciudad Jardín: 4

### ANNEX 2

#### SURVEY NUMBER 2 AFTERNOON SHIFT

Number of children who took it: 28 (3 students did not come)

**QUESTION 1: Do you like English?**

**Yes: 21    Reasons:**

Because it is fun (16 children)

Because I like music in English (3 children)

Because I can tell my parents some words in English (2 children)

**No: 7    Reasons:**

Because it is difficult (4 children)

Because I do not understand (2 children)

Because it is boring (1 child)

**QUESTION 2: What is the most difficult about English?**

Listening: 3 Writing: 7

Speaking: 14 Reading: 19 All of them: 0

**What would you like to do in English Class?**

Singing: 20

Listening to music: 24

Dialogues: 1

Listening to stories: 18

Theater plays: 17

Watching Videos: 24

Writing Letters: 9

Reading Stories: 18

Writing stories: 12

Reading my classmate's writings: 14

Drawing on your notebook: 17

**QUESTION 4: How do you practice English at home? No: 28**

**Yes: 8 How?**

My parents read tales for me

I listen to music with my parents

Video games are in English, so I have learn some words

I learn songs

I learn words

**QUESTION 5: Why do you think English is useful for?**

To go to other countries

To speak in English and to learn English

To learn English, songs, to read in English and to sing in English

To become a good professional

Because it is cool to learn

**ANNEX 3**  
**PRADO VERANIEGO LESSON PLAN 5**

**TEACHER'S NAME:** Gloria Romero

**DATE:** 10<sup>th</sup> March 2016

**GRADE:** Third grade

**TOPIC:** Wild Animals- Let's go in to a safari!!!

**TIME:** One hour and a half

**GOAL:** The students are able to pronounce and remember the wild animals, and also are able to use the vocabulary according to a context or a situation.

**ACHIEVEMENT INDICATORS** The students recognize and relate the wild animal and its pronunciation in English.

The students are able to say the correspondent name of the wild animal in the board when it comes to participate, according to the situations the teacher describes.

**GRAMMAR** My favourite animal is, the animal I do not like is.

**KEY VOCABULARY** Jungle, Wild animals.

**MATERIALS** images, video-song, flashcards with the name of the wild animals.

Song-video. The first video is a movie trailer of the famous movie Madagascar. The other videos are videos with pictures or draws of animal with the correspondent vocabulary.

<https://www.youtube.com/watch?v=OhOpT9-8Bss>

<https://www.youtube.com/watch?v=RgIjYy4Ewhg>

<https://www.youtube.com/watch?v=bY73vFGhSVk>

<https://www.youtube.com/watch?v=y5pSL83c1ck>

**EXAMPLES OF IMAGES:**



**WARM UP:** The students will listen to the song for the first time; then the teacher will ask the students: what do they think the song is about? What is this place? (Jungle) what is this? (Animals)**TIME: 15 minutes**

**CONTROLLED PRACTICE:** The teacher will play the song and present each wild animal in the same order of the song **TIME: 15 minutes.**

The students will practice the song before knowing every animal. **TIME: 15 MINUTES**

The teacher will ask what sound does the ... lion, tiger, and hippo. Then students will represent each animal with body gestures and sounds. **TIME: 15 MINUTES**

**LISTENING ACTIVITY:** the students will listen and repeat the vocabulary inside some complete sentences. Example: The **LION** is the king of the jungle, in which can be found the word and also the contextualized vocabulary.

**WRITING ACTIVITY** the students will write the vocabulary in their notebooks but also drawing each animal and representing it as they consider.

**FREE PRACTICE** The students draw and write their favourite animal and also the animal they do not like. Example: My favourite animal is the hippo. The animal I do not like is the gorilla. After finishing the activity the students will share and exchange opinions with their partners.

**TIME: 25 minutes**

## **ANNEX 4**

### **PRADO VERANIEGO LESSON PLAN 10**

**TEACHER'S NAME:** Gloria Romero

**DATE:** 19<sup>th</sup> May 2016

**GRADE:** Third grade

**TOPIC:** Places around the city. Let's create a map!

**TIME:** One hour and a half

**GOAL:** The students are able to pronounce and remember the vocabulary correspondent to places in the city, and also are able to use the vocabulary according to a context or a situation.

#### **ACHIEVEMENT INDICATORS**

18. The students recognize and relate the place and its pronunciation in English.

- Identifies the word in English for each important place in the city
- Uses the vocabulary to answer the question Where is?

- Participates actively and respectfully with her teacher and classmates

**GRAMMAR:** Places. Where is? Question.

**KEY VOCABULARY** Places in the city. **MATERIALS:** images, video-song, flashcards with the name of the places. Images of people or things related with each place in the city. Song video.

<https://www.youtube.com/watch?v= ZiSFMe9DbE>

<https://www.youtube.com/watch?v=Aq4m2Ms4z7Q>

<https://www.youtube.com/watch?v=OkfROvtrDI8>



**WARM UP:** The students will listen to the song for the first time; then the teacher will ask the students: what do they think the song is about? What is the topic for today about? What is this?

**TIME: 15 minutes**

**CONTROLLED PRACTICE:** The teacher will play the song and present each place in the same order of the song **TIME: 15 minutes**. The students will practice the song before knowing every place **TIME: 15 MINUTES**. The teacher will paste all the images of places in the board, then she call a student and give to him another image related with a particular place, the student has to paste the new image in the correspondent place. Example: the image is a doctor drawing, and then the correspondent place is the hospital. For each place the teacher will have an image to relate with. **TIME: 15 MINUTES**

**LISTENING ACTIVITY:** the students will listen and repeat the vocabulary which is in full sentences in order to contextualize its use, example: **School**. Sentence: I learn a lot in the **School**.

**WRITING ACTIVITY** the students will write the vocabulary and sentences in their notebooks and also will draw the places as they wanted to represent them.

**FREE PRACTICE** the students will draw their favourite place in their notebooks, and will try to explain why.

**TIME: 25 minutes**

### ANNEX 5

	<b>FORMATO</b>	
	<b>CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES</b>	
Código: FOR025/INV	Versión: 01	
Fecha de Aprobación: 02-06-2016	Página 1 de 4	

Vicerrectoría de Gestión Universitaria  
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP  
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

#### PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Facultad, Departamento o Unidad Académica	Facultad de Humanidades Departamento de lenguas		
Título del proyecto de investigación	Estrategias metacognitivas para el aprendizaje de Inglés		
Descripción breve y clara de la investigación	Uso de estrategias cognitivas para el mejoramiento de las habilidades de escucha en el aprendizaje de Inglés.		
Descripción de los posibles riesgos de participar en la investigación	Durante la investigación no hay presencia de riesgos posibles.		
Descripción de los posibles beneficios de participar en la investigación.	Mejora en las habilidades de aprendizaje del Inglés. Desarrollo de habilidades sociales.		
Datos generales del investigador principal	Nombre(s) y Apellido(s): Gloria Romero Garzón		
	N° de identificación:	1073165126	Teléfono: 3016114290
	Correo electrónico:	languageteacher.gloria.de@gmail.com	
	Dirección:	Cana 10 # 13-58 Madrid Cund.	

	<b>FORMATO</b>	
	<b>CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES</b>	
Código: FOR025IMV	Versión: 01	
Fecha de Aprobación: 02-05-2016	Página 2 de 4	

**PARTE DOS: CONSENTIMIENTO INFORMADO**

NOMBRE PADRE DE FAMILIA	NOMBRE DEL ALUMNO	CC DEL PADRE
Maria Ines Castillo	Geratlin Sofia Romero	7023868803
Sandra Filiana Boreño	Sara Gonzalez Cortez	37514000
Yolanda Anaya Ospina B.	Juanita Ospina B.	791779.166.1371
Maico Fidel Jimenez B.	Laura Valentina Jimenez	80326444670
Elvira Rocío Aponte	Stelton Felipe Perez	105480159
Jorge Iván Sordano	Nicolthi Alejandra S.	74.371.643
Jorge Jairo Lopez Heredia	Liliana Solange Gonzalez Calderon	80448662774
Liliana Anzu Rojas	Gabriel Esteban Duque	52929533 Bta
José Ricardo Sotuyo U.	Carlos Andres Sotuyo	1110445026
MONICA BRICEÑO	Fergie Daniela Bizaro	1019021384
Yazmin Huertas Ortiz	Yazmin Huertas Ortiz	65709336
Miriam Cortez	Liliana Valentina Cortez	1022959799
Eustina Amador Garcia	Gabriel Amador Garcia	1022420580
Jaqueline Diaz C.	Laura Camila Castillo	53070954
FEDRO GARCIA VARELA	DENNIS S BORJA CASTRO	79563968
Jeniffer del Rodriguez A.	Karla Dayana Rodriguez A.	808483484
AN ROSA ROSARIO	RENY GEMMA GARCIA	20034028
Karla Severiche N.	Jhan Fran Anco	7120489051
Sandra Patricia Diaz	Edzante Samara Diaz	39659766
Bertha Lilia Mateus	Santiago Ruiz M.	35498627
Aylyhen Alvarado	Armando Rojas	315782 C.E.
Piedad ORTEGA	SARCEL GARCIA	64888682
Rosemary Passo	Thomas Pedro Avila	79579539
Laudice Maldonado	Sebastian Parra	52236.601
Laudice Maldonado	Juan Esteban Barrera	52236.601
Paula A Aguilar E	Simon Wilfredo	52424550
Adriana Quintero	Michael David	3118227192
Yuri Fabiana Favelo	Joselin Camila Angulo	1085905294
Yenny Alexandraardo	Harold Garcia	1120562566
Daisy Fendira Ramirez	Nathalie Bizaro	1019059176
Licy Lizarozo Gallo	Jimmy Alejandro Castro	39.703.522 Bogota

**ANNEX 6**

**FIELD NOTES #16**  
**STUDENT-TEACHER :** Gloria Romero Garzón  
**TUTOR :** Fanny Abella  
**GRADE :** Third 304  
**DATE :** 18<sup>th</sup> August 2016  
**MENTOR TEACHER :** Zelina Rodriguez

<b>ACTIVITY (DESCRIPTION)</b>	<b>TEXTUAL MARKERS (LINGUISTIC AND NON LINGUISTIC)</b>	<b>ANALYSIS (MEANING)</b>	<b>INTERPRETATION (CATEGORIZATION)</b>	<b>OBSERVATIONS AND PROPOSAL</b>
<p><b>The correspondent topic for this class is the family tree to understand the family members in English; the ST shows a video about the Simpsons family in which the most representative family members appear, after that the ST shows a video which explains the vocabulary in English and the teacher asked: what is the topic for today? And the students answer: La familia, the teacher says and in English? The students said: Family. In order to make an easier process to understand and give a context the teacher paste big images in the board with the family members of the Simpsons making the complete family tree with the vocabulary in English. The ST asks the students to repeat the vocabulary. Then the ST gives little images of the Simpsons for them to paste it in their notebooks and make their own family tree. The students spend the rest of the class organizing the images and the family tree. As homework the teacher asked the students to write the name of their family members and their relationship.</b></p>	<p>Teacher: what is the topic for today?            Students: la familia            Teacher: but in English?            Students: Family            Teacher: did you finish?            Students: no teacher (or) not finish (or) wait a moment please            The students are able to use different commands every class as “can I go to the bathroom please?”</p>	<p>Students understand different structures in English. The students pay attention in a positive way to instructions in the class. Students enjoy activities with different materials however sometimes it affects the order in the classroom.</p>	<p>The listening comprehension is improving every day in the classroom as a result the students try to communicate giving short answers in English. Students are able to respect and listen to their classmates. As the students know the structure of the class it is much easier to teach a new topic they are able to relate and use the images as a tool to learn and remember.</p>	<p>Students enjoy cartoons and things they already know as in this class the Simpsons. Students are able to associate the Simpsons family members with their own family            It is necessary to provide the students with more commands in the classroom.</p>

**FIELD NOTES #17**  
**STUDENT-TEACHER :** Gloria Romero Garzón  
**TUTOR :** Fanny Abella  
**GRADE :** Third 304  
**DATE :** 25<sup>th</sup> August 2016  
**MENTOR TEACHER :** Zelina Rodriguez

ACTIVITY (DESCRIPTION)	TEXTUAL MARKERS (LINGUISTIC AND NON LINGUISTIC)	ANALYSIS (MEANING)	INTERPRETATION (CATEGORIZATION)	OBSERVATIONS AND PROPOSAL
<p>As the students did not finish the activities correspondent to the topic of the Simpsons family tree, the students in this class start to create their own family tree with the members of their family. To reinforce the listening comprehension the teacher explains a simple structure with the images for example: Homer is Lisa's father. And then asked the meaning in Spanish and also to do the same exercise but with the rest of the members of the Simpsons. The students finish several sentences and then go to the board to correct them in group.</p>	<p>Teacher: do you understand?  Students: yes teacher  Teacher: ok what is the meaning of this in Spanish?  Students: Homero es el padre de Lisa.  Teacher: ok very good</p> <p>Teacher: did you finish?  Students: no teacher (or) not finish (or) wait a moment please</p> <p>The students are able to use different commands every class as "can I go to the bathroom please?"</p>	<p>Students understand different structures in English.  The students pay attention in a positive way to instructions in the class.  Students are able to listen their classmates and respect the turns of participation with different exercises on the board.  Students understand that raise their hand help the activity and the order of the class.</p>	<p>The listening comprehension is improving every day in the classroom as a result the students try to communicate giving short answers in English. Students are able to respect and listen to their classmates.  As the students know the structure and the agreements inside the classroom they try to respect and follow the agreements.</p>	<p>Students enjoy writing exercise as they find out motivating the fact of creating their own sentences and then are able to share their results with the class.</p> <p>It is necessary to provide the students with more commands in the classroom.</p>

**FIELD NOTES #18**

**STUDENT-TEACHER :** Gloria Romero Garzón  
**TUTOR :** Fanny Abella  
**GRADE :** Third 304  
**DATE :** 1<sup>st</sup> September 2016  
**MENTOR TEACHER :** Zelina Rodriguez

ACTIVITY (DESCRIPTION)	TEXTUAL MARKERS (LINGUISTIC AND NON LINGUISTIC)	ANALYSIS (MEANING)	INTERPRETATION (CATEGORIZATION)	OBSERVATIONS AND PROPOSAL
<p>The correspondent topic for this class is the professions or occupations the ST shows a video about different people explaining their jobs, after that the teacher shows another video with the vocabulary in English and different images related to the professions. The teacher asked: what is the topic for today? And</p>	<p>Teacher: do you understand?  Students: yes teacher  Teacher: ok what is the meaning of this in Spanish?  Students: profesiones.</p>	<p>Students understand different structures in English.  The students pay attention in a positive way to instructions</p>	<p>The listening comprehension is improving every day in the classroom as a result the students try to communicate giving short answers in English. Students are able to respect and listen to their classmates.</p>	<p>Students enjoy writing exercise as they find out motivating the fact of creating their own sentences and then are able to share their results with the class.</p>

<p><b>the students answer: Profesiones o trabajos the teacher said: and in English? The students said: Professions.</b></p> <p><b>In order to make an easier process to understand and give a context the teacher paste big images in the board with the professions and then images of the places around town to give a context and relate the profession with the place.</b></p> <p><b>The ST asks the students to repeat the vocabulary. Then the ST gave to the student time to copy a short sentence with the vocabulary and the place to relate both words. After write the sentence the students draw the professions in their notebooks.</b></p> <p><b>It is important to say that in this class the topic was not able to be finish.</b></p>	<p>Teacher: ok very good but in English? Students: professions.</p> <p>Teacher: did you finish? Students: no teacher (or) not finish (or) wait a moment please</p> <p>The students are able to use different commands every class as "can I go to the bathroom please?"</p>	<p>in the class. Students are able to listen their classmates and respect the turns of participation with different exercises on the board. Students understand that raise their hand help the activity and the order of the class.</p>	<p>As the students know the structure and the agreements inside the classroom they try to respect and follow the agreements.</p>	<p>It is necessary to provide the students with more commands in the classroom.</p>
---	---	---	--	---



Name: Carlos Andres Restrepo Grade: 109 Date: 2nd June 2014

1. Connect the number with its correspondent word.

②	one
⑧	seven
⑩	three
④	six
⑧	two
①	five
③	four
⑥	eight
⑨	ten
⑦	nine

3. Choose the right word correspondent to each drawing.

- a. Parrot
- b. Hyena
- c. Snake
- d. Gorilla



- a. Duck
- b. Pig
- c. Tiger
- d. Lion



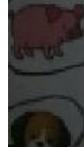
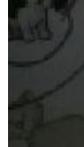
- a. Hippo
- b. Elephant
- c. Monkey
- d. Snake



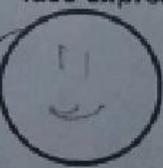
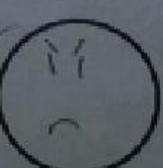
- a. Five
- b. Tiger
- c. Giraffe
- d. Zebra



2. Connect the animal with its correspondent word.

	Dog
	Cat
	Rabbit
	Cow
	Pig

4. Draw the emotion on the circle as a face expression.

	→	Happy
	→	Sad
	→	Angry
	→	Surprised

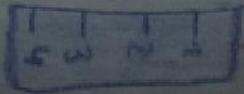
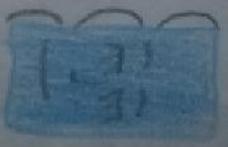
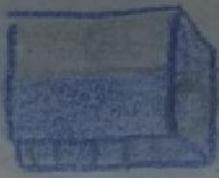
Exercise

Name: Bryan David Esquivel

Grade: 304

1. Draw the most important ten (10) school supplies for you.

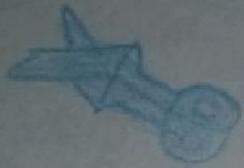
1. my pencil 2. my charger 3. my eraser 4. my Notebook 5. my ruler



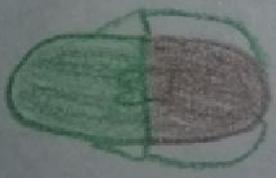
7. my pencil-case



8. my scissors



9. my bag



10. my glue



ANNEX 8

**Survey third grade Prado Veraniego School**

**1. Do you like or dislike English?**

Yes  No

Why?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. What is difficult about English?**

Listening  Writing  Speaking  Reading  All of them

**3. Do you like English videos in class?** **Do images help you to understand in English?**

Yes  No  Yes  No

**4. Do you like to work in groups?** **Do you like to support and participate with your classmates?**

Yes  No  Yes  No