

# UNIVERSIDAD TÉCNICA DE AMBATO



## DIRECCIÓN DE POSGRADO

### MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

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**Tema: THE USE OF BLOOM'S TAXONOMY ON STUDENTS'  
LISTENING SKILLS IMPROVEMENT**

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Trabajo de Investigación, previo a la obtención del Grado Académico de  
Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera.

**Autora:** Licenciada Alexandra del Rocío Saquina Yanchapanta

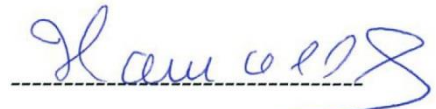
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Ambato – Ecuador

**2018**

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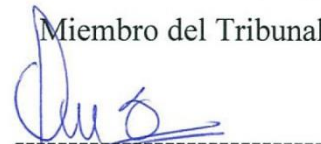
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-----  
Lic. Alexandra del Rocío Saquina Yanchapanta

c.c. 1804010690

**AUTOR**



-----  
Lic. Lorena Monserrath Meléndez Escobar, Mg.

c.c. 1802190239

**DIRECTORA**

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*c.c.*1804010690

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Alexandra del Rocío Saquina Yanchapanta

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Alexandra del Rocío Saquina Yanchapanta

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**DIRECCIÓN DE POSGRADO**  
**MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA**  
**EXTRANJERA**

**TEMA:**

**“THE USE OF BLOOM’S TAXONOMY ON STUDENTS’ LISTENING  
SKILLS IMPROVEMENT”**

**AUTORA:** Licenciada Alexandra del Rocío Saquina Yanchapanta

**DIRECTORA:** Licenciada Lorena Monserrath Meléndez Escobar Magíster

**FECHA:** 28 de Junio del 2018

**RESUMEN EJECUTIVO**

Este proyecto de investigación tiene como objetivo analizar cómo las actividades basadas en la Taxonomía de Bloom influyen en el mejoramiento de la comprensión oral del idioma inglés en los estudiantes del nivel A1. Para establecer la relación entre estas variables, fue necesario realizar una investigación mediante la lectura de varios libros, artículos y revistas en relación con cada variable. Además, se aplicó una encuesta, la cual fue validada previamente, con 10 preguntas a 12 profesores de inglés y 153 estudiantes de nivel A1 en el Centro de Idiomas. Esta encuesta permitió obtener una perspectiva de cómo estas dos variables se toman en consideración y se aplican en las clases de inglés de la Universidad Técnica de Ambato. Una vez que los resultados fueron analizados y tabulados, la hipótesis establecida fue verificada mediante el Chi-cuadrado. Estos resultados mostraron que el uso de un proceso en actividades para lograr la comprensión oral sí influye en el mejoramiento de las habilidades de escuchar en los estudiantes del nivel A1. Los resultados obtenidos también llevaron a establecer varias conclusiones y recomendaciones. Una de las conclusiones más importantes señaló que la mayoría de los estudiantes considera que el escuchar ayuda en el proceso de aprendizaje y comunicación, sin embargo, desafortunadamente los docentes no parecen utilizar varias técnicas que

mejoren esta destreza en el aula. Por lo tanto, se observó que los estudiantes no podían entender aspectos como: la idea principal, detalles, así como tampoco podían resumir ni dar su opinión sobre el tema escuchado. La recomendación para esta conclusión fue diseñar un manual que incluye actividades, mismas que respetan los niveles de aprendizaje de Bloom guiados de lo más sencillo a lo más complejo con el objetivo de optimizar el nivel de comprensión oral en el idioma inglés.

**Descriptor:** comprensión oral, desarrollo cognitivo, etapas de la taxonomía de Bloom, destrezas auditivas, herramientas cognitivas, manual, nivel A1, niveles de comprensión, ventajas de usar la taxonomía y Teoría de Bloom.

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**DIRECCIÓN DE POSGRADO**  
**MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA**  
**EXTRANJERA**

**THEME:**

**“THE USE OF BLOOM’S TAXONOMY ON STUDENTS’ LISTENING  
SKILLS IMPROVEMENT”**

**AUTHOR:** Licenciada Alexandra del Rocío Saquina Yanchapanta

**DIRECTED BY:** Licenciada Lorena Monserrath Meléndez Escobar Magíster

**DATE:** June 28<sup>th</sup>, 2018

**EXECUTIVE SUMMARY**

This research project aims to analyze how the activities based on Bloom's Taxonomy influence on the students' listening skill improvement at level A1. To establish the relationship between these variables, it was necessary to conduct an investigation by reading several books, articles and journals in relation to each variable. In addition, a survey was applied, which was previously valid, with 10 questions to 12 English teachers and 153 students of A1 level in the Language Center. This survey allowed obtaining a perspective of how these two variables are taken into consideration and applied in the English classes of the Technical University of Ambato. Once the results were analyzed and tabulated, the established hypothesis was verified by the Chi-square. These results showed that the use of a process in activities to achieve oral comprehension does influence the improvement of listening skills in A1 students. The results obtained also led to several conclusions and recommendations. One of the most important conclusions was that most students consider that listening helps in the process of learning and communication, but unfortunately teachers do not seem to use several techniques that improve this skill in the classroom. Therefore, it was seen that students could



not understand aspects such as: the main idea, details, they could not either summarize nor give their opinion about the topic heard. The recommendation for this conclusion was to design a handbook that includes activities based on the learning level presented by Bloom which are guided from the simplest to the most complex so that it optimize the oral comprehension level in English.

**Key words:** oral comprehension, cognitive development, Bloom's stages, listening skills, cognitive tools, handbook, level A1, comprehension levels, advantages of Bloom's Taxonomy and Bloom's Theory.

## **INTRODUCTION**

This research aims to identify the influence that Bloom's Taxonomy activities have on the development of listening skills on A1 level students. Bloom's Taxonomy is a guide which helps students to improve listening step by step to activate prior knowledge and use low thinking skills as well as higher thinking skills and for hence improving their communicative skills.

During this study, students have taken a survey which helped the researcher to gather information for an analysis about the weakness on listening comprehension, but more important, the solution to help students in the acquisition of English as a foreign language.

This research study is organized in the following chapters:

CHAPTER I.- The problem, its contextualization and critical analysis. It includes the prognosis, the formulation of the problem, the questions, the research problem formulation, the justification and the objectives.

CHAPTER II.- The theoretical framework is addressed here, including the research background, philosophical and legal foundation. It provides all information about the fundamental categories (dependent and independent variables). It also mentions the hypothesis, which will be later accepted or rejected.

CHAPTER III.- The research methodology. It has the research approach, basic research modality, the level of research, the population, the operationalization of variables, and the tools and techniques used for the data collection.

CHAPTER IV.- The analysis and interpretation of results as well as the hypothesis verification through applying a statistical test.

CHAPTER V.- The conclusions and recommendations made based upon results obtained after their analysis and interpretation.

CHAPTER VI. - The proposal and its components such as the topic, justification, objectives, methodology, its administration and evaluation.

## **CHAPTER I**

### **THE PROBLEM**

#### **1.1 Research Topic**

“The use of Bloom’s Taxonomy on students’ listening skills improvement, at level A1 in the Technical University of Ambato”

#### **1.2 Problem Statement**

##### **1.2.1 Contextualization**

A language is the essential source humans use to communicate ideas, feelings and thoughts. Many people have started studying English for different purposes, but because they are not familiarized with English, it represents difficult for them to understand what they are listening to. This problem appears since students are exposed to the first words in English because the strategies and activities used by teachers are not appropriate provoking confusion and difficulties on students (S,evik, 2012).

Buck (2001) considers listening is the most difficult skill to be developed. For many years, improving listening skill has been a hard work for teachers and students. The lack of guiding and supervising this specific skill may be a factor to reflect on as first step. The importance of using different techniques and methods in class to facilitate the learning process needs to be considered.

In 2016, the Ministry of Education in Ecuador worked in a new curriculum for schools, high schools and higher educational institutes because education needs a sequence to reach educational objectives. Even though, academic and personal benefits this syllabus represents, teachers do not seem to use innovative and active techniques to motivate students to develop their listening skill and the results of standardized test show a low percentage in this skill (SENESCYT).

In Tungurahua province students struggle in this receptive skill because most of the teachers consider grammar and vocabulary are more important than developing the four English skills. Many teachers follow the activities presented in the course book making students passive listeners and not active as it is the objective.

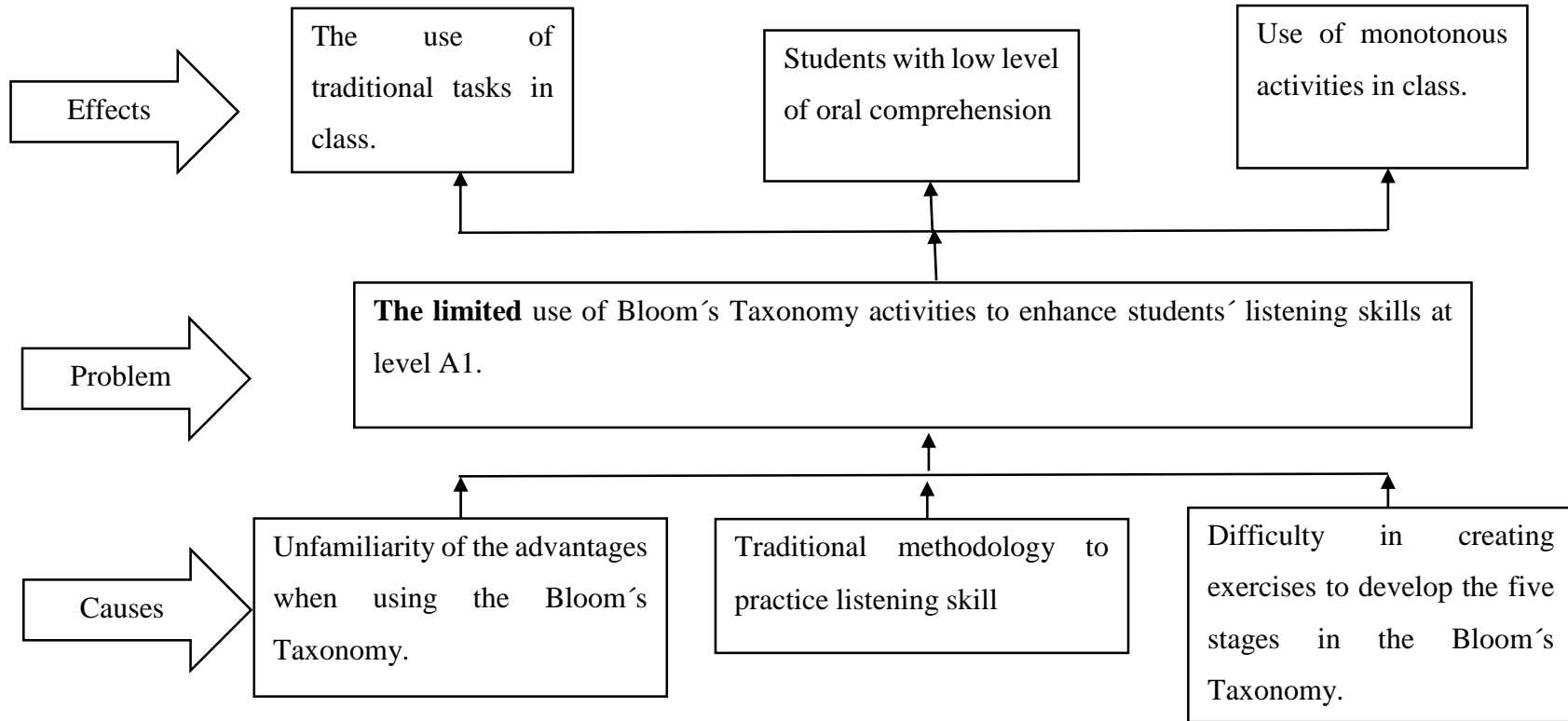
Students who became part of the Language Center at A1 level do not have a good oral comprehension and they cannot have a fluent conversation according to the Common European Framework. In statistics presented by the Evaluation Center, students from this level registered low scores in the listening skill.

The methods used in the class should guide students to process the information received in an easy way and these tasks must be divided from simple to complex ones. In 1956, Bloom's Taxonomy took place providing teachers and students stages to use and reach objectives gradually. Thanks to these stages teachers advance from knowledge to evaluation questions. However, in the Technical University of Ambato, A1 level students seem not to be exposed enough to these activities and struggle when they have to listen and respond or have a conversation.

Consequently, it is necessary to recognize this technique has been used in the classrooms worldwide unconsciously, but not in a suitable way. Students are accustomed to listen and repeat, they are not able to generate opinions or points of view about what they listen. This is the result of traditional and inadequate techniques to enhance this skill by the teachers. To avoid this, teachers and students must work together to develop the cognitive processes. This way, students will have a better oral comprehension in the communication.

## 1.2.2 Critical Analysis

### 1.2.2.1 Problem Tree Analysis



**Graph 1:** Mind Map of Problems  
**Made by:** Saquinga A. (2018)

The limited use of adequate strategies produces that students from level A1 do not develop their listening skill at an ideal level as it is required to start the communication process. Therefore students' motivation and performance have been affected when they are exposed to demonstrate what they understood in a listening activity. This situation is produced as a result of three main causes.

First, the unfamiliarity of the Bloom's Taxonomy by teachers results in the use of traditional tasks and despite of the activities the students' course book have, it seems to be ineffective for students to develop their listening skills, starting from the knowledge stage which is the basic section in Bloom's Taxonomy, it is even more difficult to reach the evaluation stage presented in the same taxonomy, that is why students need to be guided through the learning process with exercises which go from the simplest to the complex.

Second, because of the use of traditional methods such as audiolingual approach where students are limited to listen and repeat a conversation, students have serious problems in listening comprehension activities causing on them a low oral comprehension. Therefore, it is necessary to emphasize the importance of developing listening skills. Lindsay (2000), states that teachers and students concentrate on speaking the language as a goal, however he reflects that a person cannot have a conversation without understanding what he or she hears.

Finally, it is necessary for teachers to evaluate students' listening progress, but finding good exercises which guide students in the learning process is a challenge for teachers. Because of the time consuming that creating a listening activity represents, it provokes monotony in the tasks used in the classroom. Thus, teachers must be quite concerned about task applied when teaching a language and helping students to understand and process the information they receive through this vital skill, listening.

### **1.2.3 Prognosis**

If the fact that the limited use of Bloom's Taxonomy activities on students' listening skills development at A1 level is not considered now, it will affect their learning process. First, it is necessary to consider that these students starting the study of English will have to face continuous challenges in future levels because the listening activities will be more demanding and will require students to use different sub skills to decode an audio and understand its content. Likewise, it is necessary to consider that students need to present a certification of their English proficiency and if they do not do it, students will fail the semester at the Languages Center preventing them from finishing their majors.

On the other hand, if the aforementioned problem is solved, students will communicate effectively in English. They will complete oral comprehension tasks in A1 level where they can understand the main idea, summarize it and provide opinions about the topic studied. Moreover, students will become professionals with an English proficiency which is being considered a requisite to graduate from university and have job opportunities inside and outside the country. Unquestionably, a controlled practice in listening skill with activities to enhance students' listening skills are important strategies to be developed in the classroom.

### **1.2.4 Research Problem Formulation**

How does the use of Bloom's Taxonomy enhance students' listening skill at A1 level?

### **1.2.5 Questions**

Which stages from the Bloom's Taxonomy are being used for teachers at A1 level?

Are the strategies used effective to develop the students' listening skill?



How does the use of Bloom's Taxonomy activities correlate with the development of students' listening skills?

### **1.2.6 Delimitation of the Research Problem**

Field: Education

Area: Young adults

Specific Field: Teaching and Learning

#### **1.2.6.1 Temporal Delimitation**

March – August 2018

#### **1.2.6.2 Spatial Delimitation**

The research will be carried out at the Technical University of Ambato with A1 level students in the Language Center.

### **1.3 Justification**

This research is **important** because it contributes on the development of an essential skill in the communication process. Lindsay (2000), states the following: “you cannot converse with someone without understanding what you hear” pg. 123. But he also points out that this skill is more difficult than speaking in certain ways, usually because it is not possible to control what people say and the understanding of the message depends on the context, setting or social situation.

Considering that listening is a complex skill, this study is **necessary** to first understand how the language comprehension works where learning levels are applied during the language acquisition. Understanding a conversation in real time is important, in the sense that when a person speaks the message is heard only once

without any possibility to hear it again, says Buck (2001). That is why lots of practice in class with activities that guide them to decode the message heard is vital.

This study is also **significant** for teachers in that it promotes the implementation of scaffolding activities. Findings in this research might be beneficial because they will help teachers and people concerned in teaching to be aware of the importance of using Bloom's Taxonomy which involves techniques and goals at each stage. Additionally, this taxonomy is linked to the development of listening skill because it offers teachers several ways to assess oral comprehension into the class with several tasks.

It is also necessary to highlight that this research is **feasible** because of the acceptance and authorization by the director of the languages center and the collaboration by the teachers and students in the data collection process. In fact, this study will not interrupt classes, so it is possible to be carried out. Additionally, it is compulsory the use of guided activities to enhance listening comprehension so that students participate actively in a conversation, exchange thoughts, ideas, experiences and knowledge.

The direct **beneficiaries** of this study will be students and teachers. Students will be in contact with listening tasks which teach them from how to associate their prior knowledge with understanding the general idea to make judgments by giving personal opinions about any topic presented in an audio. Students will continue in the English learning process participating actively in class.

## **1.4 Objectives**

### **1.4.1 General Objective**

To determine how the use of Bloom's Taxonomy enhances students' listening skill at A1 level.

### **1.4.2 Specific Objectives**

- To identify which stages from the Bloom's Taxonomy are being used for teachers at A1 level.
- To detect how effective the strategies used are to develop the students' listening skills.
- To associate the use of Bloom's Taxonomy activities to the development of students' listening skill.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1 Research Background**

Once it has been checked the repository of the Technical University of Ambato, it is concluded there is no research related to this specific topic. “The use of Bloom’s Taxonomy on students’ listening skills improvement, at level A1 in the Technical University of Ambato.”

However, there are some studies about my variables independently. For instance, the study called: “Los Reactivos De Evaluación Y La Dimensión Cognitiva De La Taxonomía De Bloom Con Los Estudiantes De Nivel Básica Media De La Unidad Educativa República De Venezuela” done by Toapaxi (2016). In her study, she came to these conclusion:

- Teachers at this institution use different types of instruments for evaluation, but they are not structured in a technical way by the teacher so this creates difficulty when answering different items in the evaluation.
- The little command in the preparation of assessment instruments by the teachers, make students confuse when completing them and the results are not the expected ones.
- Students do not develop the stages of the cognitive dimension in the evaluation process because teachers must apply different methodologies and techniques according to the subject and level which allow the activation of thoughts, multiple intelligences and the meta-cognition for a better learning process.

As seen in these conclusions, it is shown that in the assessment context, the problem in not developing the stages of the cognitive dimension influences in the learning process. According to this thesis, teachers are not prepared to create scaffolding materials to help in the learning process.

Another related topic is the one proposed by Reyes (2015) called: “La Enseñanza De Estrategias De Aprendizaje Y El Mejoramiento De Las Habilidades De Listening En Los Estudiantes De Tercer Año De Bachillerato De La Unidad

Educativa Temporal “Oscar Efren Reyes” De La Ciudad De Baños De Agua Santa Provincia De Tungurahua”. This researcher drew the following conclusions:

- Teachers do not apply strategies in the learning process to improve students’ listening skill.
- Learning is limited because there is no application of learning strategies by the teacher and as a consequence, students do not look for new ways to learn the language.
- The development of listening skills is limited due to teachers do not use audio activities into the classroom.
- Despite of the difficulty students find when listening an audio, they do not lose the interest to learn English.

This researcher undoubtedly points out that students do not receive the necessary exposure to strategies which could contribute on the development of the listening skill. Therefore, the limitation these students have produces that the acquisition of English does not occur.

Another close research found is: “Técnicas de aprendizaje para desarrollar la destreza auditiva Listening en el idioma inglés en los estudiantes de cuarto año de Educación Básica de la Escuela San José de la Providencia Quito, periodo 2013-2014” by Salazar & Vaca (2015) at the Universidad Central del Ecuador. The author came out with the next conclusions:

- Teachers do not develop the listening skill on students because of the lack of learning techniques in classes which provokes boredom and loss of interest in learning a second language for the reason that they do not understand what they hear.
- The different techniques used by teachers are not enough active and participative and make difficult for students to receive the knowledge in an optical way.
- Students have not developed the receptive skill due to teachers do not have the enough materials, give more emphasis to writing and do not consider listening relevant, this causes students are afraid of listen and do not understand what is been said.

According to this author, it is necessary that teachers use learning techniques into the class which help to build confidence on students to participate actively. The idea of not having appropriate materials could result on negative effects on students being in first place motivation.

To conclude, the researchers mentioned above along demonstrate that listening skill is an issue that concerns teachers and students.

## **2.2 Philosophical Foundation**

This research is based upon a significant paradigm: the cognitivism paradigm proposed by Jean Piaget (1972). This paradigm directly addresses the topic of this thesis, which is concerned about learning and mental processes to decode new information.

The cognitivism paradigm encourages students to develop their cognitive process in class using appropriate activities which make possible the sequence required in learning situations where they can freely use the language acquired according to their needs and interests. With this approach, students will be dealing with stages where they have to use the input in meaningful activities. Cognitivism also promotes understanding on how certain skills such as attention, memory and reasoning work together.

The central principles in this theory is that students' learning implies the synthesis about the input received throughg preceptions, which empowers students' abilities and strategies to acquire information. Besides, this approach emphasizes on how learners acquire new information the active role of the students is what makes this approach attractive to teachers because students have to learn and solve problems.

Wadsworth (2003) considers Piaget tried to find an equilibration in the cognitive development which means a balance between assimilation and accommodation is necessary for the cognitive development. Based on this, it can be said that the learning process is centered on students and their mental operational process.

### 2.3 Legal Foundation

The present research has the following legal basis:

The Constitution of Ecuador (2008), article 26 states that education is a right of every individual during their life, letting students and parents take part in the learning process.

*Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.*

In the Plan Nacional del Buen Vivir, objective 4.8, it is stated the relevance of a foreign language as part of education in all its levels of instruction.

*i) Promover el aprendizaje de una lengua extranjera bajo parámetros de acreditación internacional, desde la educación temprana hasta el nivel superior.*

The article 2 of the LOES states that the higher educational system has as objective to guarantee a high-level education that carries professionals to the excellence through the needs of changes and social participation.

*Art. 2.- Objeto.- Esta Ley tiene como objeto definir sus principios, garantizar el derecho a la educación superior de calidad que propenda a la excelencia, al acceso universal permanencia, movilidad y egreso sin discriminación alguna.*

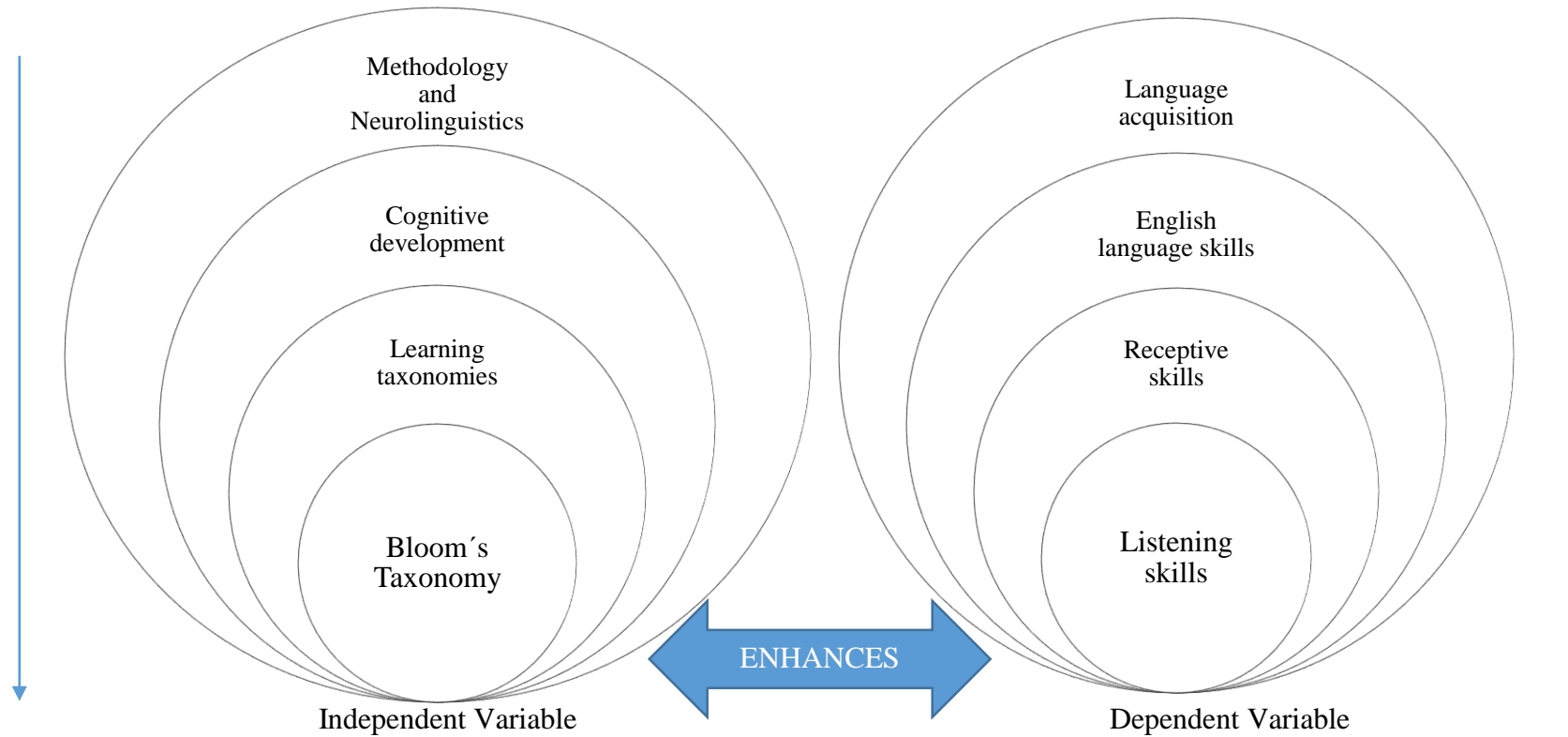
English has become important in the learning process and that is why *the Consejo de Educación Superior* highlights the necessity of studying a foreign language at university. The article 31 of the *Reglamento de Regimen Academico* mentions that

the sufficiency of a foreign language is necessary to graduate from university and it is also included on the list of requisites to study a master's program.

*Artículo 31.- Aprendizaje de una lengua extranjera.- Las asignaturas destinadas al aprendizaje de la lengua extranjera podrán o no formar parte de la malla curricular de la carrera, en todo caso las IES deberán planificar este aprendizaje en una formación gradual y progresiva. Sin embargo, las IES garantizarán el nivel de suficiencia del idioma para cumplir con el requisito de graduación de las carreras de nivel técnico superior, tecnológico superior y sus equivalentes; y, tercer nivel, de grado, deberán organizar u homologar las asignaturas correspondientes desde el inicio de la carrera. La suficiencia de la lengua extranjera deberá ser evaluada antes de que el estudiante se matricule en el último periodo académico ordinario de la respectiva carrera; tal prueba será habilitante para la continuación de sus estudios, sin perjuicio de que este requisito pueda ser cumplido con anterioridad.*

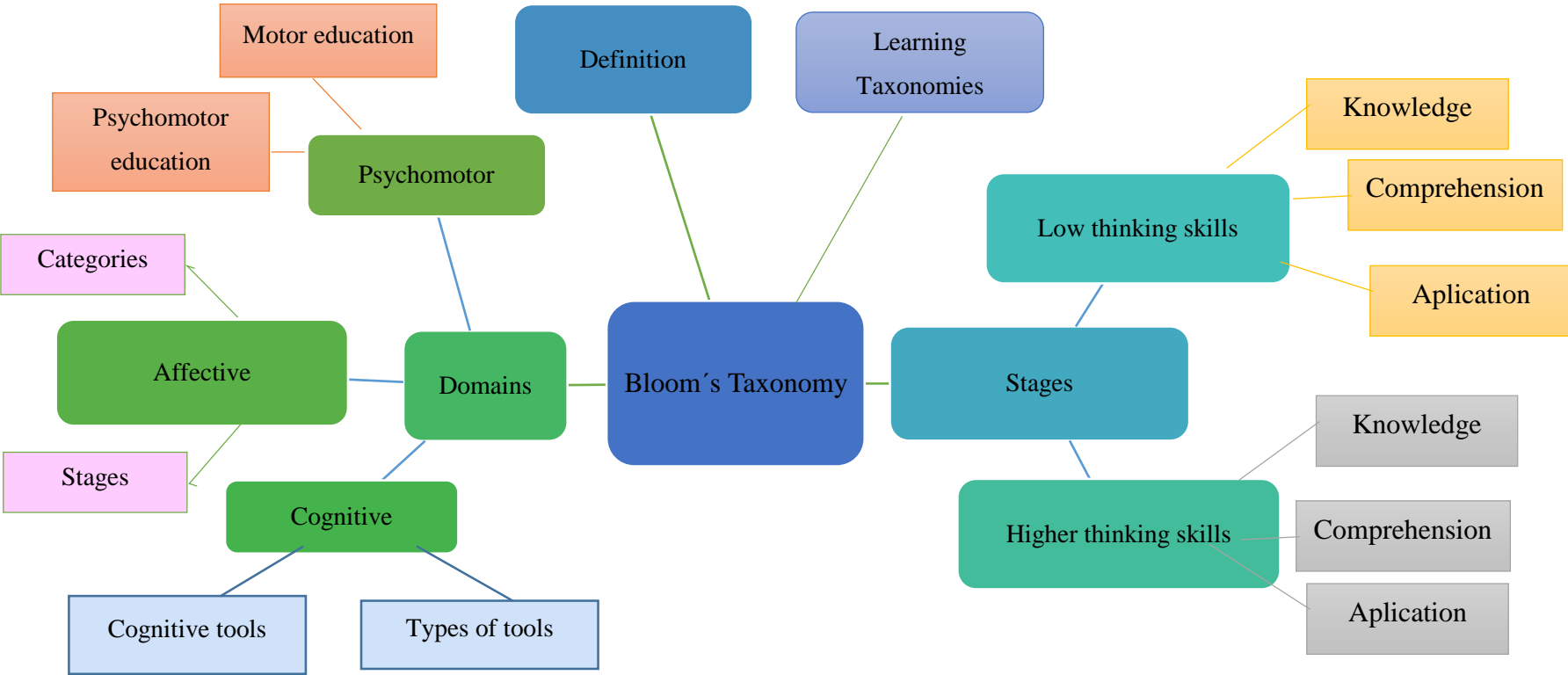


## 2.4 Fundamental Categories



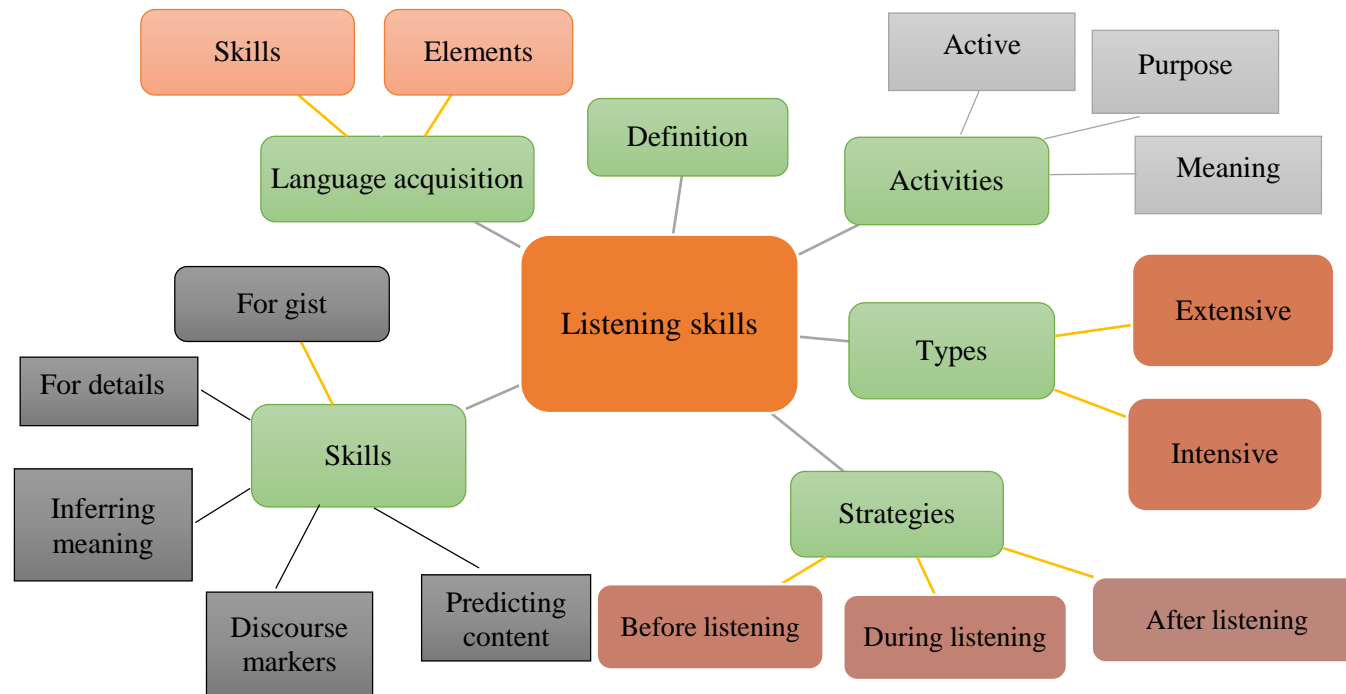
**Graph 2:** Fundamental Categories  
**Made by:** Saquinga A. (2018)

**Independent Variable Interrelated Graphics**



**Graph 3:** Independent Variable  
**Made by:** Saquina A. (2018)

**Dependent Variable Interrelated Graphic**



**Graph 4:** Dependent Variable  
**Made by:** Saquinga A. (2018)

### **2.3.1 Dialectical View of Conceptualizing Variables**

### **2.3.2 Independent Variable Framework**

#### **Methodology and Neurolinguistics**

This neurolinguistic approach as teaching methodology to memory systems in the learning of an L2, is congruent with the views from L2 teaching methodologists: according to DeKeyser(2007), with practice, declarative knowledge in L2 takes the form of procedural knowledge. Another discussion about the neural representation of the acquired L2 vs. L1 comes from Paradis (1989). He discusses that the language learned in formal contexts should result in a different neural representation of that language in the brain when compared to the language acquired in a natural environment. Because in the former conscious processing is involved while in the latter unconscious, automatic processes are involved. The role of explicit and implicit memory systems in language learning provides interesting information for L2 teaching.

Concerning research on bilingual language development and language loss, Fabbro's (2001) article on the bilingual brain presents a detailed review about neurolinguistic aspects of learning a second language (L2). According to Fabbro (2001), neurophysiologic and neuroimaging studies provided evidence about the onset of efficient L2 learning. It means that automatic use of a language indicates the extended use of many brain regions. Its implication for L2 teaching is that L2 teaching methodologies should focus on activities, tasks and procedures which aim to make L2 use more automatic – in order to do that L2 methodologists should follow the procedures in which L1 learning take place. In terms of EFL teaching methodology, this is congruent with the basic premises of the methods that follow Krashen's "natural order hypothesis", which suggests that grammar teaching should be replaced by communicative activities that promote subconscious acquisition following the natural order of L1 learning

## **Neurolinguistics**

It is the study of the neural mechanisms in the human brain that control the comprehension, production and acquisition of the language (Cambridge, 2009). It also studies the physiological mechanisms by which the brain processes information and new knowledge related to the language

Neurolinguistics and psycholinguistics are connected because they both study the cognitive mechanisms about the language. Psycholinguistics is related to cognitive psychology and linguistics to study mental processes about the comprehension and emission of messages in communication (Ormrod, 2005).

## **Neuro-Linguistic Programming**

It is an approach created by Richard Bandler and John Grinder, which helps in the understanding about how a person processes input in the brain through sensory experiences. In this process it is possible that people can change their ways of comprehension to achieve goals allowing them the acquisition of new skills.

Nathan (2011) states some neurolinguistic factors which explain the probable link between input received and the brain's language processing mechanisms. This author presents three main modes of nonverbal behavior to process information.

- ***Visual***

Careful observation can give enough information about someone or something. In the visual processing mode, the eyes are looking up to the right or left. This movement indicates the person is looking for a picture which had already seen.

- ***Auditory***

In the auditory processing mode, the eyes are horizontally looking right or left. This represents the person is trying to associate sounds previously heard

- ***Kinesthetic***

In the kinesthetic mode, the eyes look down which mean the person is experiencing body sensations or emotions.

## **Cognitive Development**

It is the creation of thought processes which include remembering, problem solving and decision making in the different stages of a person's life from childhood to adulthood (Thornton, 2003). Among the areas of cognitive development this author presents: information processing, intelligence, reasoning, language development and memory.

### **Piaget's theory**

The most famous and influential theory is the one presented by the French psychologist Jean Piaget (1896 - 1980). Piaget principally stated two complementary processes termed assimilation and accommodation. Assimilation is the process of incorporating new information into an existing schema so people assimilate new experiences with things they already know. On the other hand, accommodation occurs when the schema itself changes to include new knowledge.

Wadsworth (2003) considers Piaget tried to find an equilibration which means a balance between assimilation and accommodation is necessary for the cognitive development. In this theory four stages take place which occur in the same order and each of them builds on what was learned in the previous stage. They are as follows:

- ***Sensorimotor stage***

This is the earliest in Piaget's theory, he describes this period as a time of great growth and change because children utilize skills and abilities they were born with to learn more about the context where they are. The sensorimotor stage lasts from birth to approximately age 2 where children interact with the environment and at the same time they go through a surprising amount of cognitive growth.

- ***Pre-operational stage***

This is the second stage for Piaget which begins from around age 2 to approximately age 7. Although, in this period language development is a hallmark, children do not understand concrete logic and cannot mentally

manipulate information. Children become skillful at using symbols in this stage and they normally play the roles of “mommy,” “daddy” and many other characters.

- ***Concrete operational stage***

This period is during the middle childhood, which starts at age 7 and ends approximately at age 11. In this stage the main characteristic is the development of logical thought. Although, at this age kids become more logical about concrete and specific things, they still have problems with abstract ideas.

- ***Formal operational stage***

This is the final stage of Piaget’s theory which begins at age 12 and lasts into adulthood. The thinking process becomes much more sophisticated and advanced, kids can use their skills to think about abstract and theoretical concepts to come up with creative solutions to problems. Piaget considered that deductive reasoning became necessary during this stage because it requires the ability to use general principal to determine a particular outcome.

### **Cognitive tools**

Many teachers notice students are not really motivated to complete a task in class that is why Rosenberg (2009) considers activating materials and tasks in the classroom to raise students’ interests and encourage them to take responsibilities in the learning process. This article includes the following three stages:

#### ***Elicitation***

It is a questioning strategy which helps students to active their preceding knowledge in a certain topic and then provide them sharing ideas experience in a sociocultural context. It is also considered a good lead in to start a new activity helping critical thinking.

### ***Gapping***

Having a common objective in class means that students need to negotiate, collaborate and exchange information into the communication process. Activities in this category can be focused on vocabulary, grammar or a new lesson.

### ***Adaptation and extension***

This stage makes teachers use a practical way where realia and authentic materials are included in a lesson. This author mentions it is useful to consider students' interests and adapt them into an activity such as a card game, game shows and puzzles outcomes helpful in the English learning process.

## **Types of tools**

The creation of tools corresponds to the necessity or purposes people have. For instance, the computer was developed in the last decades for communicating information, having different evolutions which have created more advanced tools and instruments with better functionality (Kommers, Johassen, & Mayes, 1992)

### ***Semantic networking as cognitive tools***

The objective of this tool is to provide students a graphical arena so that students can use the visual intelligence to understand concepts. These authors associate this tool with mapping because it stimulates the decision making using mental perceptions in an easy way.

### ***Technology as cognitive tools***

The use of computers as a tool is a significant change into education because it is used to transmit information to the learners in a communicative and interacting way so that they take technology as media to represent and express what they know (Jonassen, 2004).

## **Learning Taxonomies**

The taxonomies of objectives are sources which provide a description of possible outcomes in a systematic and organized way. The different categories into a



taxonomy include cognitive levels which are possible to reach by a student. These levels are grouped because of the conceptual similarity into cognition (Gimeno, 2002)

The following are the main taxonomies:

### **Learning dimensions of Marzano**

This model assumes that learning is the product among the interaction of five types of thinking named as Learning Dimensions (Marzano, 1992)

The five dimensions presented by this author are metaphors to explain how the brain works while it learns. However, there are five types of thinking, they work together in an interactive process to obtain specific and satisfactory results. The five dimensions are as follows:

- ***Positive attitudes and perceptions about learning.*** - A key element in this dimension is help students to have a positive perception about the classroom and the learning process.
  
- ***Acquisition and integration of knowledge.*** – the author establishes it is necessary students associate new information with prior knowledge and then organize it to be considered a part of learning.
  
- ***The refinement and deepening of knowledge.*** – In this dimension, thinking skills allow students to make changes in the knowledge acquired through reasoning processes among them it is presented: compare, contrast, classify analyze among others.
  
- ***Significant application of knowledge.*** – learning does not finish with the acquisition because it is fundamental to use it in a meaningful way, in other words it is essential to use the knowledge with a purpose.
  
- ***Productive mental habits.*** – students develop mental habits which let them think in a critical way contribute on the critical thinking regulating their behavior.

### **The new Taxonomy of the Educational objectives**

This taxonomy was proposed by Marzano and Kendall (2007, 2008) which includes levels of difficulty in the mental processes. This difficulty depends on the complexity in the dimensions and the familiarity with the process. In this taxonomy there are three dimensions:

- *Self-system.* – It determines the level of motivation towards new learning. Attitudes, beliefs and feelings are relevant factors in this dimension.
- *Metacognitive system.* – In this dimension it is necessary to set objectives about the most important knowledge and the cognitive process to reach the learning goals.
- *Cognitive system.* – The use of categories from higher to lower levels are presented by the author because of the relation they have to acquire the knowledge.

### **Bloom's Taxonomy**

Educational psychologist Dr. Benjamin Bloom created Bloom's Taxonomy in 1956 so that students could develop higher forms of thinking in education.

Bloom (1971), states that this taxonomy is a source to provide a classification of the goals or outcomes in education. Therefore, the main objective is to help teachers, professionals and all people related to the teaching – learning process, to exchange curricular developments and evaluation instruments. He also says that the taxonomy helps teachers to address objectives in the class.

to empower abilities for this to happen is necessary to implement a system in three domains as follows:

- Affective
- Psychomotor
- Cognitive

## Affective Domain

Clark (2015), mentions the affective domain is the way how people deal with things emotionally, for instance it includes feelings, emotions, motivation and attitudes. Clark lists 5 main categories about behavior from the simplest to the most complex:

**Table 1:** Affective Domain

Category	Meaning
<b>Receiving Phenomena</b>	It is the time that a student provides to hear something paying attention and showing respect.
<b>Responds to Phenomena:</b>	In this category motivation takes an important role because if the student likes what is heard, it will cause active participation and satisfaction when answering.
<b>Valuing</b>	It refers to the values which can be attached to a phenomenon presented. It starts with the acceptance of the situation to finish with a proposal to solve it.
<b>Organization</b>	The values are ranked according their comparison, relation and synthesis.
<b>Internalizes Values</b> (characterization)	There is a value system which monitors the behavior. Personal, social or emotional objectives could be involved.

**Taken by:** Clark (2015)

**Made by:** Saquina A. (2018)

Into the affective area, emotions, feelings and thoughts are factors which influence a person to behave or act in contexts of different situations presented in life.

The emotional intelligence has three main areas in human beings' development which have a relation between the interpersonal and intrapersonal intelligences stated by Gardner, as well as with the moral leadership for a personal change and the interpersonal relations (Hernandez, Schrom, Berest, Hanks, & Montaña, 1999)

The stages that these authors consider necessary to analyze are:

**The consciousness and feelings management** is the first area where people use different abilities such as addressing feelings, reflecting about them and trusting on the information about the state of inner being to answer to the different environments with anger, anxiety, and sadness or in a constructive way.

**The self-motivation of own learning and achievement** includes abilities to postpone the gratification with the objective of reaching a valuable purpose in a long term so that a person is evaluated to identify the weaknesses and strengths to persevere in order to succeed in learning.

**Feelings of empathy towards others and the establishment of good relationships** covers all positive human relations including skills, qualifications and attitudes which are necessary to work in a team.

### **Motivation**

Jensen (2004), states that motivation on students implies the following factors:

The elimination of threatens is the first strategy, to do this, it is necessary time and a purpose. For instance, this author mentions that some teachers have organized groups to solve a problem or complete an activity so that students can feel the support provided by the team.

Goal setting is other factor which stimulate students' interests, this can contribute a more centered attitude in the class. Real situations help the information turns meaning for them.

Positive influence is also necessary during the class, students felt motivated when their participation and learning are respected being this not only represented with a score, but also with affirmations, success recognition about the work done in class. Another factor is to manage the students' emotions through movements and celebrations in a productive way.

Finally, feedback is the greatest source of intrinsic motivation, the activities could be perfectly designed as long as tasks, projects and help among them are well intended in each stage of the class.

The information presented by this author describes that activities to be used in class need to contribute students' self-motivation during exercises from Bloom's Taxonomy, which in this case guide them from the domain of simple cognitive tasks completion to complex ones

As presented previously it is important to consider all these factors which affect the learning process on students because if there is an appropriate balance in the affective domain, educational objectives can be reached.

### **Psychomotor domain.**

#### **Psychomotor**

Almeida (2013) states this word is directly connected with the movement in conscious mental activities. It comes from Psycho which means knowledge and motor related to movement. In other words, psychomotor is the coordination of movements and knowledge on a person.

In this domain many factors are involved according to (Clark D. , 2015). The process starts with the ability to manage the motor skills where students need to identify the intention of the activity. It also includes mental physical and emotional sets whose responses may vary in different students. Imitation could be necessary in this stage depending on the difficulty of the exercise or activity which later on will become habitual and students will feel confident with their skills. A coordinated performance could be mastered and it could be modified as well as created new movement patterns emphasizing the creativity of the performer.

Motor activities take a fundamental part in everyday situations and they are used in a methodical way to contribute personality into the education as well as in other areas (Rigal, 2006).

#### ***Motor education***

It is the first stage where children's aptitudes evolve during their growth; these skills start controlling movements, every time are more and more complex and thus improve motor coordination. During the first years of life, children use motor as perceptual information sources to conceptualize notions.

#### ***Psychomotor education***

As soon as the children are schooled, they are included in the learning process and the psychomotor education facilitates education through movement. At this point

the motor action requires attention due to active participation in a certain context is required.

### **Cognitive domain**

There are many factors involved where learners experience different activities from familiar to complex exercises. Vygotsky (1978) considers that the internalisation of activities in social contexts benefits cognitive development, where a learner is exposed to work in groups and find alternative solutions.

Into this domain of Bloom’s Taxonomy there are six stages which help students to develop their skills:

### **Stages**

#### **Knowledge**

In this category students identify and remember information from long-term memory which is familiar for them. In other words, it is necessary to recall appropriate information which can be useful in the situation. These stages are considered the base of the taxonomy (Constantino, 2006).

**Table 2:** Knowledge

<b>Knowledge</b>		
<b>Useful verbs</b>	<b>Objective</b>	<b>Sample</b>
Tell List Describe Find State	The students are able to remember information previously learned.	Can you name some family members?

**Taken by:** (Dalton & Smith, 2006)

**Adapted by:** Saquinga A. (2018)

### **Comprehension**

Students become familiar with the information based on their prior knowledge and show they are able to interpret or associate it with other things

Leahey & Harry (2000), consider that when a person acquires a language, it involves different elements such as sounds, letters, words, meanings, phrases and grammatical constituents, as well as, rules to combine them. They also state that the

comprehension of these elements is sometimes considered an exact copy about what is seen or heard, but comprehension is the interaction between input and the brain, resulting on a meaning. This arises when someone builds an interpretation about an stimuli which would be different from what other individuals percieve.

**Table 3:** Comprehension

<b>Comprehension</b>		
<b>Useful verbs</b>	<b>Objective</b>	<b>Sample</b>
Classify Discuss Explain Compare Predict	The students are able to understand, interpret and contrast new concepts.	What is the main idea of the article?

**Taken by:** (Dalton & Smith, 2006)

**Adapted by:** Saquinga A. (2018)

### **Application**

Students can use their previous information and apply it in new situations to solve problems. Constantino (2006) considers application is to carry out a procedure during a performance where the material or topic is known to have models, presentations, interviews or simulations as outcomes.

**Table 4:** Application

<b>Application</b>		
<b>Useful verbs</b>	<b>Objective</b>	<b>Sample</b>
Show Complete Examine Include Choose	The students are able to use prior skills or rules in new situations presented.	Do you know other place where is good to recommend for vacation?

**Taken by:** (Dalton & Smith, 2006)

**Adapted by:** Saquinga A. (2018)

### **Analysis**

This category involves the understanding and study of patterns by relating hypothesis, evidence or structure of a question or statement. It also refers to the ability to subdivide the given material into parts to have a better understanding about the structure and organization (Toapaxi Guanopatin, 2016)

**Table 5: Analysis**

<b>Analysis</b>		
<b>Useful verbs</b>	<b>Objective</b>	<b>Sample</b>
Categorize Illustrate Differentiate Prioritize Separate	The students are able to solve a problem by examining the structure and parts of a topic given	How are the activities mentioned in the text similar to the ones presented in the audio?

**Taken by:** (Dalton & Smith, 2006)**Adapted by:** Saquinga A. (2018)

### **Synthesis**

Students generate and combine ideas to promote a new product or plan using their prior knowledge and abilities. The learning outcomes in this stage highlight the creativeness to design a new idea to propose different alternatives and draw conclusions (Constantino, 2006).

**Table 6: Synthesis**

<b>Synthesis</b>		
<b>Useful verbs</b>	<b>Objective</b>	<b>Sample</b>
Create Adapt Plan Contrast Express	The students are able to plan, create, and propose new alternatives.	Can you devise a money-making idea?

**Taken by:** (Dalton & Smith, 2006)**Adapted by:** Saquinga A. (2018)

### **Evaluation**

In this category students make judgments about the material or sources used by giving personal opinions. This is the complex stage in the cognitive domain because it contains the abilities from all the preceding stages where conclusions are supported by a clear criterion (Constantino, 2006).

**Table 7: Evaluation**

<b>Evaluation</b>		
<b>Useful verbs</b>	<b>Objective</b>	<b>Sample</b>
Conclude Define Interpret Justify Decide	The students are able to provide personal opinions about the idea presented.	Can you develop a proposal which would help with crime on the streets?

**Taken by:** (Dalton & Smith, 2006)**Adapted by:** Saquinga A. (2018)



All the stages presented in this taxonomy has as objective to classify educational objectives providing teachers a variety of activities to be developed into the classroom.

### **2.3.3 Dependent Variable Framework**

#### **Language**

The Cambridge dictionary (2009) defines language as a system of communication which involves sounds, words and grammar. Language means the expression of ideas in spoken, manual or written symbols.

**Acquisition:** Harmer (2007), defines it as the way in which students get the language unconsciously so that means not focusing on grammar structures or vocabulary.

Harmer (2007), considers there are some elements for successful language acquisition.

- **Engage:** Activities and materials which cause curiosity or passion on students make them remember thing and make learning meaningful. For instance, good alternatives are appropriate games, music, stimulating pictures, stories, anecdotes or just asking students to make predictions about something could help to create engagement in the classroom. This element is very important because if students are engaged, their connection with what is been taught is going to be beneficial in the learning process.
  
- **Study:** In study activities students need to focus on the construction of something in different contexts. For instance, teacher could present a new pattern separately before making them repeat sentences. But also, it is possible to give students examples of language and they work out the rules by discovering.

- **Activate:** In this element exercises and activities can be completed in a free way as long as students communicate. The main objective is to use the language properly for any given situation or task. Activation does not only have to do with productive skill, but also when students listen or read for pleasure they are involved in this element.

### **Language Acquisition**

Harmer (2007), makes a description of learning and teaching process starting with the acquisition of the language at early ages apparently without any effort. He states many children grow up in different contexts speaking two or more languages which is easier than acquiring a language later.

Students all around the world are acquiring English as a second or foreign language because of different purposes, one of them is the necessity to complete with a requirement at different levels of education, but also it is because studying a language reflects a personal election (Harmer J. , 2007).

### **English language skills**

Language is an instrument for the knowledge and the learning process. English learning implies the use of 4 skills which are fundamental to understand and speak this language because the input received, needs to be analyzed and processed so that students build their own knowledge. The order in which people develop these skills is the following: listening, speaking, reading and writing (Calero, 2018).

The four skills are presented below:

#### **Listening**

Listening represents the initial level for understanding and comprehension, so it is necessary students get accustomed to listen to sounds, intonation, stress and rhythm of English. To do so, it is essential for teacher to use their voice, technological devices, recordings and more tools to practice this ability. The first-time students are exposed to English could be confusing due to it is not possible to distinguish the

new sounds to avoid this a set of exercises previously prepared and graded to students' level produce a progress on the capacity to listen effectively (Sánchez, 1982).

### **Reading**

When teaching English, this skill is also very significant to give input to students because it lets them reach new vocabulary and develop their schemata. The use of written texts helps to the cognitive development not only into the classroom, but also in social contexts thanks to the use of newspapers and magazines which would be included gradually in the English teaching (Brown, 2007).

### **Speaking**

Speaking skill results from the development of listening and reading due to the input received in both ways, orally and written. In English, the proficiency at speaking is a goal. Thornbury (2005) introduces the word "utterance" to describe words which are put together to produce language in an oral way. He also mentions that these utterances depend on two factors: the topic used and the comment done about it.

### **Writing**

Apart of the three preceding skills mentioned, writing is the most difficult for students since they are obligated to use grammar, vocabulary and language structures on a paper. However, its difficulty, it is relevant to point out the advantage of the time students have to edit the text and organize thoughts, ideas and vocabulary to be used on it.

Once it was analyzed the English skills individually, it is required students practice the four skills into the classroom in a creative and meaningful way paying close attention to real communication.

## **Receptive skills**

In this category listening and reading are addressed, because they let students receive information in oral or written forms. These skills are essential in the learning process that is why it is necessary to analyze some of the problems found by teachers.

### ***Problems in listening activities***

Most of English teachers have problems when using a listening exercise in class and even more when they evaluate students. A research about the reasons why learners do not enjoy listening activity requires attention.

Wilson (2008), grouped difficulties into four categories: features of the message, the delivery, the listener and the environment.

In the message it is essential to highlight that students will not recognize some vocabulary even if the words are known in the written form due to people link or change sounds when speaking, but also the unfamiliarity of the topic or culture could interfere in the understanding of the message.

The delivery is crucial. Wilson (2008), presents two types of listening reciprocal which refers to a conversation where students can interact and ask questions and nonreciprocal which is considered challenging for students because they just listen once, they have no opportunity of clarification for instance watching a news report or listening to the radio. Organization, duration, number of speakers and accent are also involved in delivery.

The listener could have concentration or motivational problems that affect the listening process and also the multiple intelligences theory; stated by (Gardner, 1983), is a problem because some students tend to have their preferences in learning. There are also other factors like the difficulties of different ages, where for example short attention spans and short-time memory occur, or the listeners' moods could block learners.

The last difficulty refers to the environment owing to noise, classroom conditions or defective equipment which could affect the listening.

These and other factors are necessary for teachers to be considered in the class because if they are not aligned all the effort to make students succeed in learning a language could fail.

### ***Problems in reading activities***

Reading comprehension allows people a critical thinking into the society, in other words this skill help students to be creative, interpret and take place into the learning process (Silva, 2014).

This author presents two issues which directly affect the written comprehension. The first issue is at the moment of decoding the input because the absence of pictures or contexts prevent students to understand the text. Depending on the level of understanding it is necessary students recognize words and punctuation which are part of a silent reading.

The second issue is when students do not associate the new information with the prior knowledge. Reading is a thinking process where previous knowledge, predictions and strategies to understand a text work together (Numrich, 2010).

### **Listening skill**

#### **Listening**

Lindsay (2000), considers listening as the action to pay attention and understand what it is said by somebody. This skill is necessary in the communication process because there could not be a conversation if one person does not understand what he or she hears.

#### **Importance of listening**

Harmer (2007) states some reasons which helps both teachers and students understand its importance.

- Pronunciation improvement is one of the consequences of being exposed to a listening activity.

- Interaction in a conversation is other reason why resulting from live audios used.
- Motivation students have when they understand the message as the general idea and details, is rewarding for teachers.
- Media in the present days has gained space into students and most of it is introduced in English.

### **Listening activities**

Littlewood (2010), mentions most students spend more time in listening to English than in producing it, the different materials used from the radio, TV or from a coursebook produces passive listeners into the classroom.

#### ***The active nature of listening comprehension***

This author considers listening is not a passive skill because it demands an active process where the receiver combines linguistic and nonlinguistic sources to reconstruct and process the message gathered.

#### ***Listening with a purpose***

The main motivational purpose for a person is the communication Performin physical tasks encourages listener because they need to be selective with the information they need to get during an audio

#### ***Listening for social meaning***

When interacting with people who speak English is a social context is a motivation for students to understang the language and to establish a conversation is mandatory to listen to the message and have an active participation in it.

### **Types of listening**

According to Harmer (2001), students can improve their listening skills with the help of extensive and intensive listening.

#### **Extensive listening**

This type of listening helps students to learn new vocabulary and it occurs outside a classroom where students decide what to listen. The motivation they have to

choose a listening material depends on students' likes or preferences and results are surprising when checking all the language acquired through these sources.

### **Intensive listening**

This listening occurs in the classroom where students are exposed to hear different voices and accents apart of their teacher. We can find sources to practice this type of listening attached in course books and most of the teacher rely on them to develop the students' listening skills.

However live listening could also take place into the classroom where some visitors have talks with students. Story-telling or interviews are examples of live listening which provides extra practice in the experience of improving the listening skills.

### **Strategies for listening**

When teaching listening there are some parameters Lindsay (2000), considers helping students' listening skills improvement.

### **Preparing a listening task (Before listening):**

It is necessary to state an objective for the activity and identify what listening skills the students will strength. The language needed to complete the task is important as well. In this stage it is mandatory to take into consideration the appropriate students' level. Before listening, it is a good idea to make predictions about the topic or situation so students have an idea about the activity.

S,evik (2012) pots out some facts to consider in this stage as follows:

- Getting students interest in the topic is posible with the use of pictures or realia so that they predict what the listening is about.
- Introducing the topic through visuals or actions helps students to understand the informatio to be received.
- Other idea is eliciting vocabulary related to the topic and write it on the board so they have an extra input.
- Finally, explaining the new vocabulary students will find in the audio contributes on a better understanding.

### **During listening:**

In a listening activity, it is not expected that students have a complete comprehension of the audio at once that is why S,evik (2012) recommends to play the audio three or four times and consider the following tasks:

- First listening or free listening gives students an opportunity to identify the topic presented by listening it without any interruption.
- Second listening time with teacher guidance is important so the author recommends to make some actions while playing the audio, specially with words students struggle with.
- Third listening can answers some questions related to the audio and with the assistance of the teacher, they both check correct answers and students are also aware of the pronunciation and intonation of new words.
- Fourth listening is recommended only in situations where students do not really understand the audio at all, in other words it is just for clarification.

### **Listening sub-skills**

To deal with listening comprehension, it is necessary the use of skills which permit students decode the information. Here there is a list about the most important skills to be applied while students receive the input orally:

✓ ***Listening for gist.***

In other words, students receive a whole picture about the listening. For instance, if students listen to some words like coffee, rice, chicken, vegetables, they can deduce the main idea is Food.

✓ ***Listening for details.***

Once we have understood the main idea students have to pay close attention to details and specific information to complete or answer some questions, for example in a conversation about routines a task could be to identify activities mentioned for the morning.



✓ ***Inferring meaning.***

In this skill, it is necessary students use clues in the conversation or their prior knowledge to get the meaning. For instance, we have the following example:

A: Can I have a piece of chocolate, please?

B: Sure, and something to drink?

If students use what they have already internalized, they can identify that the expressions “Can I have...?” to order in a restaurant and “something to drink?” are used at a restaurant and the conversation is between a waiter and a customer.

✓ ***Discourse markers.***

This skill helps students to understand the order of activities or the steps in a process while listening, for example, my mother has a busy routine every day, first she prepares breakfast, then he goes to work, after that she returns home to make dinner and finally she sleeps at 11 o'clock. The words first, then, after that and finally are discourse markers.

✓ ***Predicting content.***

During a class, teachers present the topic for the lesson and students can visualize information which possibly may be listened. For instance, teacher presents pictures about playing sports, going out and meeting friends and elicits the topic, students easily say the lesson is about free time activities because they use their prior knowledge.

During listening activities, it is necessary to mention the improvement of some skills such as students' pronunciation.

Students' pronunciation errors may prevent them to have a good communication in English, a person who continuously mispronounce a word can cause frustration because others do not understand him or her. The incorrect stress or intonation produces problems in learning English (Kelly, 2000).

The anticipated outcome of language learning for students is to understand and to be understood outside the classroom. Listening activities in textbooks are created to sound as realistic as possible, with a normal speed and useful language.

Therefore, while an audio is played students can work on drills enhancing their pronunciation.

### **After listening**

There must always be tasks at the end of a listening not only to check understanding, but to provide students feedback or clarify something they did not understand while listening, and move on from listening comprehension activities to focus on other language skills. Sevik (2012) considers some follow up activities to be applied at this stage:

- Preparing a worksheet with exercises.
- Using flash cards to summarize and report information listened.
- Creating stories with students' own information.

Houston (2016) shares activities for post listening including noting, recalling and practicing new words or phrases.

- Review the transcript – teacher provides a copy of the transcript used to check any section they didn't understand.
- Quiz your classmate – teacher asks students to write three questions for their partners using true or false, multiple question, short answers or gap filling exercises.
- Quizzing teams – teacher divides the class into groups and provides the half of the script to each group so that they come up with questions to test the other group.
- What do you recall – teacher challenges students in pairs to remember a bit of information, students take turns and recall information avoiding repetition.
- Discussion – teacher give questions based on the topic to express preferences, choices or assumptions.
- Revising the dialogue – teacher gives the transcript of the conversation used and students are asked to change the dialogue and practice it.

## **2.4 Hypothesis**

Bloom's Taxonomy may enhance students' listening skills, at level A1 in the Languages Center

## **2.5 Identification of Variables**

### **Independent variable:**

Bloom's Taxonomy

### **Dependent variable:**

Listening skills improvement

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Research Approach**

This research is focused on the qualitative and quantitative approach. To support the election of both approaches: Hernández (2010), mentions how important is to combine the direct observation of the problem with the analysis of the data collection to have a clear idea about the problem.

It is qualitative because it studies the reality of the situation in its own context, finding evidence about how something occurs. There are no assumptions, this is a new area of study and as it is in direct contact, it helps to understand what it is really happening into the institution.

It is also quantitative due to the necessity to gather information which through statistical processes result on graphics showing the results obtained in the survey from students and teachers as well, with this information the researcher will make conclusions about the hypothesis presented in this thesis.

#### **3.2 Basic Research Modality**

##### **3.2.1 Bibliographic Documentary Research**

The application of this modality results from analyzing several books where many authors present their opinions, approaches, paradigms and theories related to my research topic. Therefore, it is bibliographic due to the information presented in this research is supported by files found in books, publications and on the internet.

##### **3.2.2 Observational**

It is also used this modality because the researcher will be in direct contact with the problem in order to see and analyze the context where this issue takes place with the objective of collecting real information related to the listening skill development.

### **3.3 Level of Research**

#### **3.3.1 Exploratory**

It is essential to start at this level so that the research topic can be explored and be familiarized with the causes which take part in this problem. This level of research is flexible and it helps to generate possible solutions, having foundations to formulate a hypothesis and provide different perspectives which could be useful for the teaching learning process.

#### **3.3.2 Descriptive**

It is descriptive because after the application of surveys to teachers and students, the objective is to describe the main characteristics which cause problems on both variables in a precise way. There would be enough data to analyze and it will be also possible to know all the facts involved in the research process.

### **3.4 Population and Sample**

#### **3.4.1 Population**

The research will be applied on teachers from level A1 at the Languages Center in the Technical University of Ambato as well as students who are young adults from different faculties who started the process of obtaining the institutional proficiency at the Languages Center in the Regular Program, which is a requirement for their graduation

**Table 8** Study Population

<b>POPULATION</b>	<b>QUANTITY</b>	<b>PERCENTAGE</b>
Students	248	95.4 %
Teachers	12	4.6 %
Total	260	100%

**Made by:** Alexandra Saquina

#### **3.4.2 Sample**

Due to the number of people involved in this research, it is necessary to apply a formula to get a sample size.

$n$  = ? (sample size)

$nc$  = 95% (confident margine) = 1,96

$p$  = 0,5

$q$  = 0,5

$me$  = 0,05 (error margine)

$N$  = 248 (population to be surveyed)

$$n = \frac{N}{1 + (N)(me)^2}$$

$$n = \frac{248}{1 + (248)(0.05)^2}$$

$$n = \frac{248}{1 + (248)(0,0025)}$$

$$n = \frac{248}{1 + (0,62)}$$

$$n = \frac{248}{1.62}$$

$$n = 153$$

### 3.5 Operationalization of Variables

#### 3.5.1 Operationalization of the Independent Variable

**Table 9:** Operationalization of the Independent Variable

Conceptualization	Categories	Indicators	Items	Techniques and Tools
Bloom's Taxonomy is based on useful stages which are gradually modified from lower to higher thinking skills so that students develop the cognitive and affective domain to reach educational objectives.	Lower thinking skills	Knowledge Comprehension Application	Do you understand the main idea and details of audios used in class? Do you understand and follow the conversation presented in an audio passage without any difficulty?	Survey Questionnaire
	Higher thinking skills	Analysis Synthesis Evaluation	Are you able to summarize the main idea from an audio and contrast it by giving your point of view?	

	Domain	Cognitive Affective	Does your teacher use a gradual process from easier to more complicated skills to develop listening comprehension? Are you interested and motivated to complete a listening task in the class?	
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### 3.5.2 Operationalization of the Dependent Variable

**Table 10:** Operationalization of the Dependent Variable

Conceptualization	Categories	Indicators	Items	Techniques and Tools
Listening is a receptive skill involved in the communication process where the language is understood by hearing other person speaking.	Skill	Receptive	Do you consider that the use of listening activities in class is important to learn English? How often do you use listening activities in your class?	Survey Questionnaire
	Communication process	Comprehension questions.	Do you consider listening is an essential skill to develop communication? Do you believe listening contributes to the development of the other language skills?	
	Understanding	Pronunciation	Does listening help you to improve your pronunciation at the time of speaking?	

**Made by:** Alexandra Saquinga

### **3.6 Tools and Techniques**

In this research project, the survey will be used as a technique and a questionnaire as a tool.

### **3.7 Data Collection Plan**

This research was conducted at the Language Center in the Technical University of Ambato. The people who participated were 153 students from A1 level and 12 teachers from the same level. These students were chosen from the regular program from different schedules.

This study started with the validation of the teachers and students' surveys, as it is presented in Annex 4. In the questionnaire, it was included questions related to the objectives of this research and also about the two variables presented before.

To administer the surveys, the researcher was in the different classrooms to clarify and explain any doubt about the questions. This instrument was applied online taking advantage of the internet, the university has. Teachers had a similar questionnaire online. This technique helped at the time of processing the information.

### **3.8 Process and Analysis Plan**

In this research about how the use of Bloom's Taxonomy enhances students' listening skills, the results obtained through the survey were gathered tanks to the participation of university students from A1 level in the Language Center as well as teachers.

The main goal to apply this instrument was to identify how effective the strategies used by the teachers are on students' listening skill development. After its application, the results were analyzed and interpreted. This data will be presented through graphics showing the statistics obtained. Subsequently, the hypothesis previously stated will be verified through the use of the chi-square test. Considering

the objectives presented in chapter one and the outcomes gathered, the researcher will draw conclusions and recommendations.

**CHAPTER IV**  
**ANALYSIS AND INTERPRETATION**

**4.1 Analysis of results**

**STUDENTS' SURVEY**

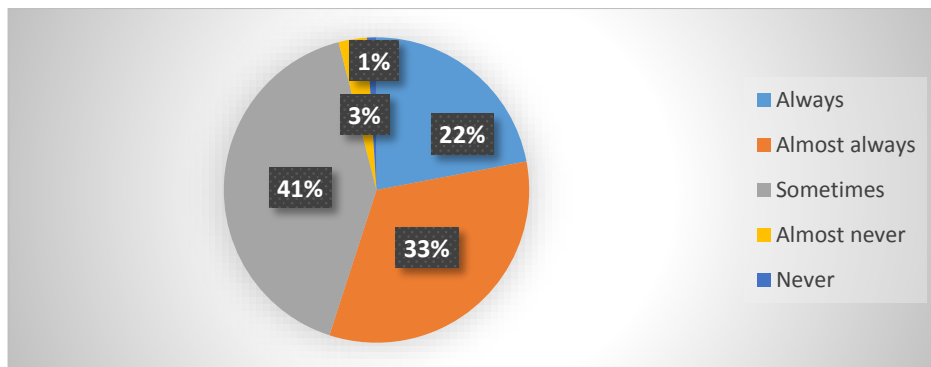
1. Do you understand the main idea and details of audios used in class?

**Table 11:** Listening for gist and details

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Always	34	22 %
Almost always	50	33 %
Sometimes	62	41 %
Almost never	5	3 %
Never	2	1 %
<b>Total</b>	<b>153</b>	<b>100 %</b>

**Source:** Students' survey

**Made by:** Saquinga A. (2018)



**Graph 5:** Listening for gist and details

**Source:** Students' survey

**Made by:** Saquinga A. (2018)

**4.2 Data Interpretation**

**Analysis and interpretation.-** In this question 22% affirmed that always understand the main idea and details of audios used in class, the 33% say they almost always understand, 41% say sometimes, 3% recognized they almost never

understand and only the 1% say almost never do it. These results demonstrate that the majority of students sometimes have difficulties to listen for gist and details of audios used in class.

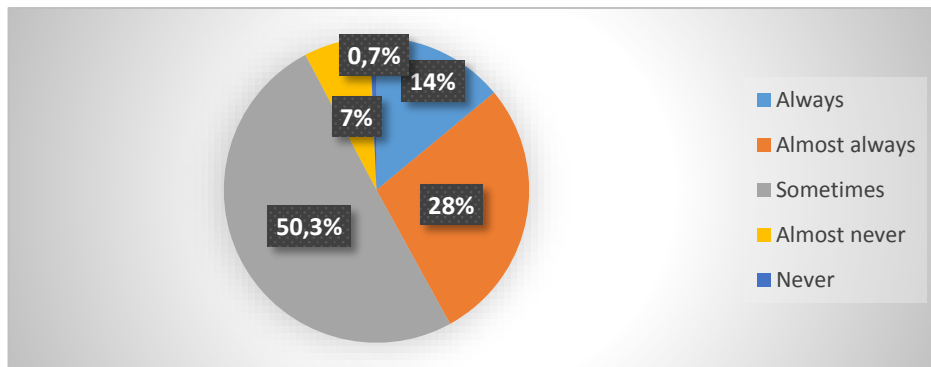
2. Do you understand and follow the conversation presented in an audio passage without any difficulty?

**Table 12:** Oral comprehension

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Always	21	14 %
Almost always	43	28 %
Sometimes	77	50,3 %
Almost never	11	7 %
Never	1	0,7 %
<b>Total</b>	<b>153</b>	<b>100 %</b>

**Source:** Students' survey

**Made by:** Saquinga A. (2018)



**Graph 6:** Oral comprehension

**Source:** Students' survey

**Made by:** Saquinga A. (2018)

**Analysis and interpretation.-** Out of 153 students, 21% say that they always understand and follow a conversation presented in an audio passage without any difficulty, 28% say they almost always understand, 77% answered sometimes have an oral comprehension, 7% say almost never and the 0,7% of them consider this never happens. The results demonstrate that the majority of the students do not

always have a good comprehension about what they listen in the class which means that this skill needs to be improved.

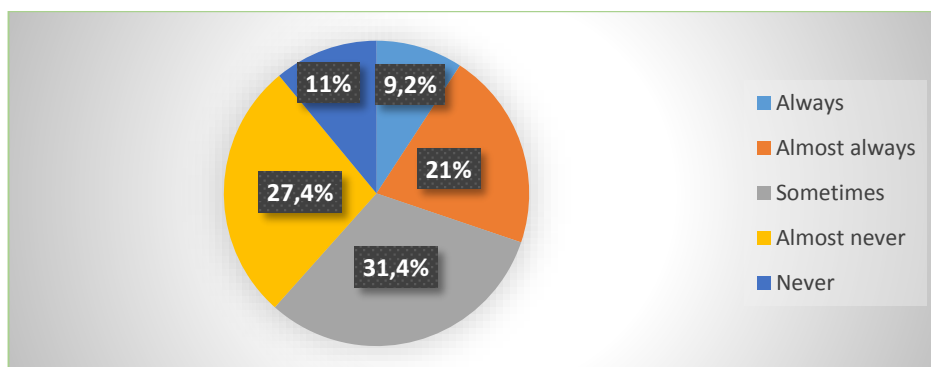
3. Are you able to summarize the main idea from an audio and contrast it by giving your point of view?

**Table 13:** Use of higher thinking skills

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Always	14	9,2 %
Almost always	32	21 %
Sometimes	48	31,4 %
Almost never	42	27,4%
Never	17	11 %
<b>Total</b>	<b>153</b>	<b>100 %</b>

**Source:** Teacher's survey

**Made by:** Saquina A. (2018)



**Graph 7:** Use of higher thinking skills

**Source:** Teacher's survey

**Made by:** Saquina A. (2018)

**Analysis and interpretation.-** According to the data presented, 9,2% of the students mention that they are sometimes able to summarize the main idea from an audio and contrast it by giving their point of view, 21% say this happens almost always, 31,4% say sometimes summarize and contrast information, 27,4 mention almost never and the other 11% consider this never happens. Overall, more than half of students state that they do not have the ability to use higher thinking skills. They recognize their limited abilities in listening comprehension.

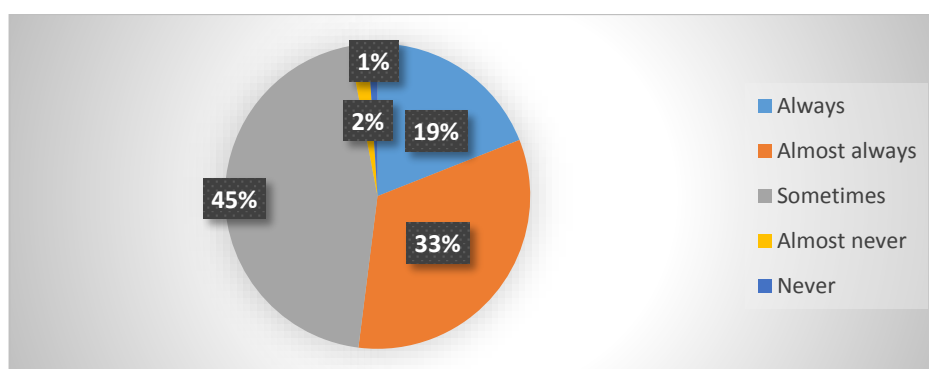
4. Does your teacher use a gradual process from easier to more complicated skills to develop listening comprehension?

**Table 14:** Use of a process to develop listening comprehension

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Always	29	19 %
Almost always	50	33 %
Sometimes	69	45 %
Almost never	3	2 %
Never	2	1 %
<b>Total</b>	<b>153</b>	<b>100 %</b>

Source: Students' survey

Made by: Saquinga A. (2018)



**Graph 8:** Use of a process to develop listening comprehension

Source: Students' survey

Made by: Saquinga A. (2018)

**Analysis and interpretation.-** In this question only the 19% affirmed that their teacher always uses a gradual process guiding them from easier exercises to more complicated skills to develop listening comprehension, 33% say this is almost always, 45% mention they are sometimes exposed to a process. On the other hand, only 3% say that they never or almost never use a guided process in the classroom. In consequence, some of the students are exposed to a gradual process when they listen to an audio in class resulting beneficial for the ones who have a process to develop listening comprehension.

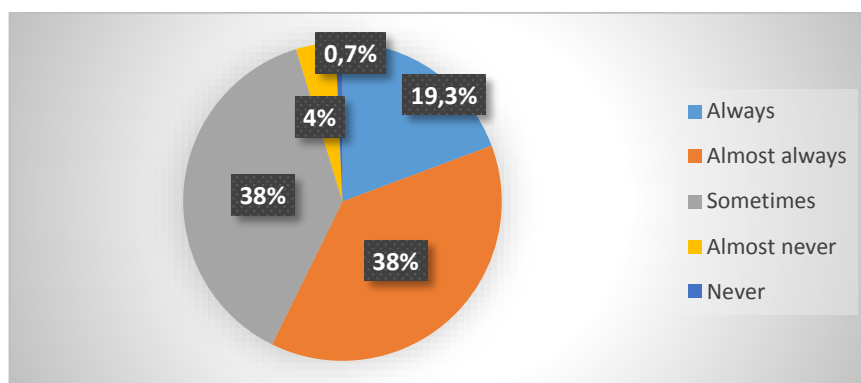
5. Are you interested and motivated to complete a listening task in the class?

**Table 15:** Interest and motivation for listening exercises

Answer	Frequency	Percentage
Always	30	19,3 %
Almost always	58	38 %
Sometimes	58	38 %
Almost never	6	4 %
Never	1	0,7 %
<b>Total</b>	<b>153</b>	<b>100 %</b>

Source: Students' survey

Made by: Saquinga A. (2018)



**Graph 9:** Interest and motivation for listening exercises

Source: Students' survey

Made by: Saquinga A. (2018)

**Analysis and interpretation.-** The results obtained in this question demonstrate that 19,3% of students are always motivated or interested when completing a listening task in the class, the 38% is almost always, the other 38% is sometimes motivated, only the 4% are almost never and the 0,7% do not have motivation to do these activities.

In general, the majority of students are sometimes or almost always motivated in the class. Nevertheless, there is a percentage who needs to be motivated in listening activities when studying English.



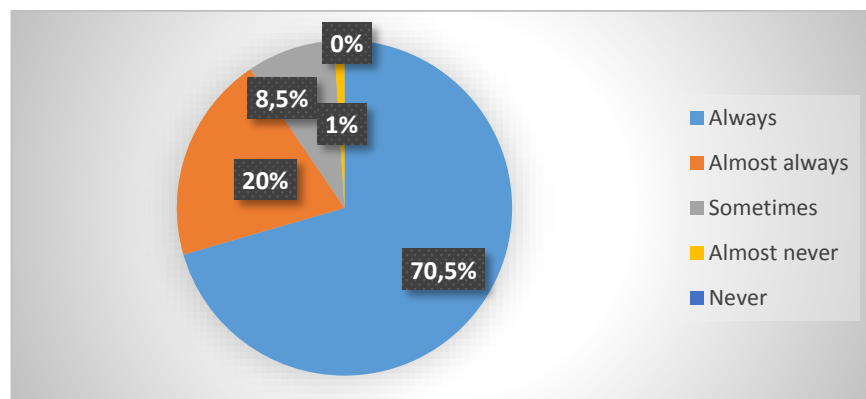
6. Do you consider that the use of listening activities in class is important to learn English?

**Table 16:** Importance of listening activities

Answer	Frequency	Percentage
Always	108	70,5 %
Almost always	30	20 %
Sometimes	13	8,5 %
Almost never	2	1 %
Never	0	0 %
<b>Total</b>	<b>153</b>	<b>100 %</b>

Source: Students' survey

Made by: Saquina A. (2018)



**Graph 10:** Importance of listening activities

Source: Students' survey

Made by: Saquina A. (2018)

**Analysis and interpretation.-** Out of a total of 153 students, 70,5% say that the use of listening activities in class is always important to learn English, and the 20% consider it is almost always significant for them and only the 8,5 believe this skill is sometimes important.

Consequently, students affirm playing audios in classes has a good impact which allow them to receive information in an oral way, especially when learning a new language, in this case English.

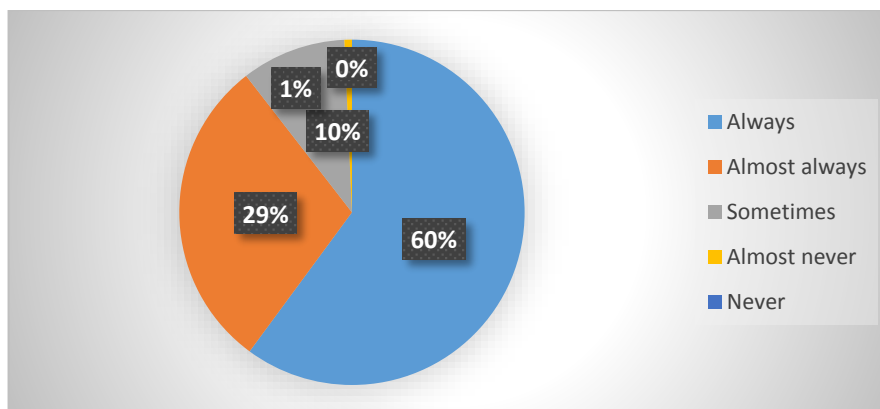
7. How often does your teacher use listening activities in your class?

**Table 17:** Frequency of listening activities in class

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Always	92	60,1 %
Almost always	45	29,4 %
Sometimes	15	9,8 %
Almost never	1	0,7 %
Never	0	0 %
<b>Total</b>	<b>153</b>	<b>100 %</b>

**Source:** Students' survey

**Made by:** Saquina A. (2018)



**Graph 11:** Frequency of listening activities in class

**Source:** Students' survey

**Made by:** Saquina A. (2018)

**Analysis and interpretation.-** In this question 92 students that correspond to 60% answered their teachers always use audios to do listening activities in class 29% say almost always, 10% consider this sometimes occurs in classes and only 0,7% say almost never use audios. As it is clear displayed, a great percentage of teachers uses listening comprehension tasks in their classes which means students have many opportunities to be exposed to the language because of the frequency that teachers used these materials and with an appropriate guidance, students could improve their listening skills.

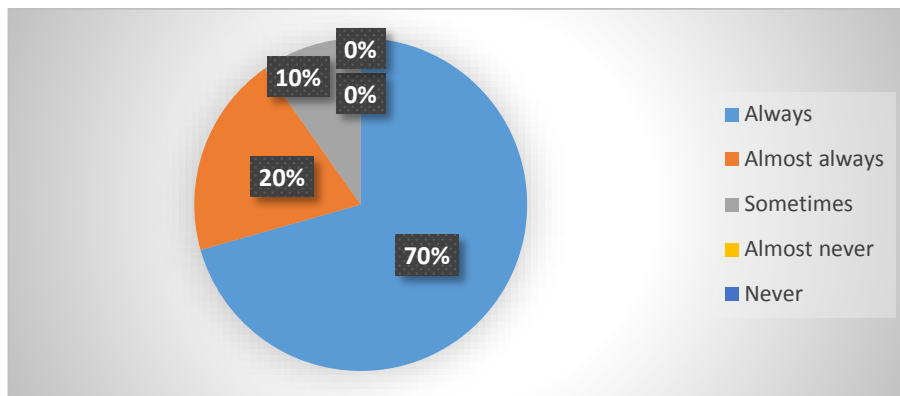
8. Do you consider listening is an essential skill to develop communication?

**Table 18:** Listening as part of communication

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Always	108	70,6 %
Almost always	30	19,6 %
Sometimes	15	9,8 %
Almost never	0	0 %
Never	0	0 %
<b>Total</b>	<b>153</b>	<b>100 %</b>

**Source:** Students' survey

**Made by:** Saquinga A. (2018)



**Graph 12:** Listening as part of communication

**Source:** Students' survey

**Made by:** Saquinga A. (2018)

**Analysis and interpretation.-** Analyzing the data above, it is seen that 70% of students say listening is always considered an essential skill in the communication process, the 20% say this is almost always true and the 10% consider this sometimes occur as an essential part when communicating.

In consequence most students are aware about the role of listening in the communication process because it is necessary to receive a message by listening to then exchange ideas in a conversation.

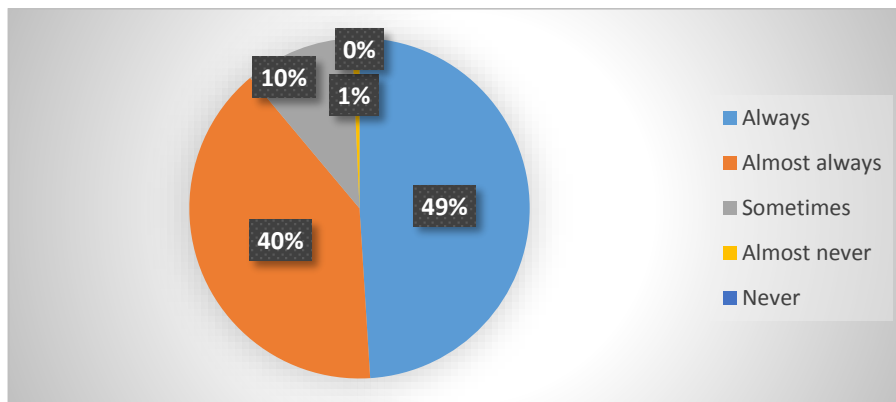
9. Do you believe listening contributes to the development of the other language skills?

**Table 19:** Listening to develop other skills

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Always	75	49 %
Almost always	61	39,9 %
Sometimes	16	10,4 %
Almost never	1	0,7 %
Never	0	0 %
<b>Total</b>	<b>153</b>	<b>100 %</b>

**Source:** Students' survey

**Made by:** Saquinga A. (2018)



**Graph 13:** Listening to develop other skills

**Source:** Students' survey

**Made by:** Saquinga A. (2018)

**Analysis and interpretation.-** According to the data obtained, 49% of the students consider listening always helps to develop other language skills, 40% consider this is almost always true and 10% say this sometimes contribute on the other skills development.

It can be concluded that more than a half agrees on using listening activities to develop other language skills when listening to English.

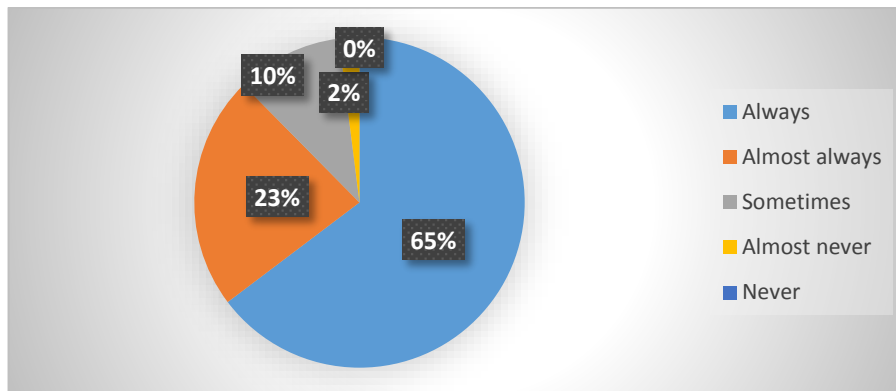
10. Does listening help you to improve their pronunciation at the time of speaking?

**Table 20:** Listening to improve pronunciation

Answer	Frequency	Percentage
Always	99	64,7 %
Almost always	35	22,9 %
Sometimes	16	10,4 %
Almost never	3	2 %
Never	0	0 %
<b>Total</b>	<b>12</b>	<b>100 %</b>

Source: Teacher's survey

Made by: Saquina A. (2018)



**Graph 14:** Listening to improve pronunciation

Source: Teacher's survey

Made by: Saquina A. (2018)

**Analysis and interpretation.-** In this question 65% answered listening always helps them to improve their pronunciation, the 23% consider this almost always happens, 10% consider this is sometimes and only 2% say this almost never happens.

Then, most students know the importance and benefits when using listening exercises to increase sub skills, starting with pronunciation which results a challenge for people who are learning a new language.

## TEACHER'S SURVEY

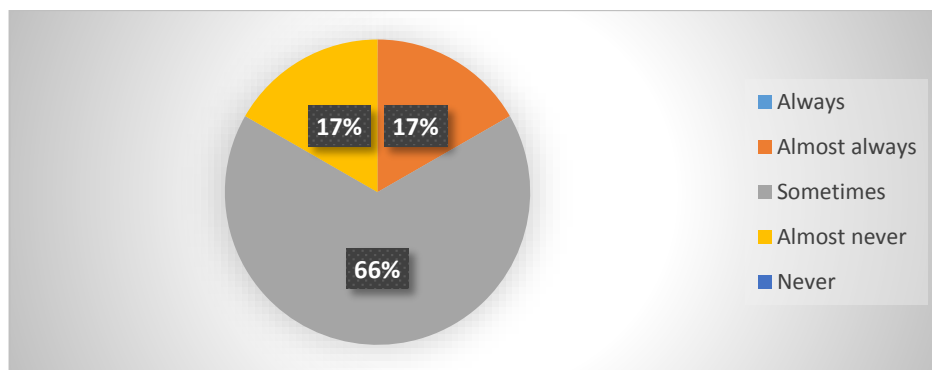
1. Do your students understand the main idea and details of audios used in class?

**Table 21:** Listening for gist and details

Answer	Frequency	Percentage
Always	0	0 %
Almost always	2	17 %
Sometimes	8	66 %
Almost never	2	17 %
Never	0	0 %
<b>Total</b>	<b>12</b>	<b>100 %</b>

Source: Teacher's survey

Made by: Saquinga A. (2018)



**Graph 15:** Listening for gist and details

Source: Teacher's survey

Made by: Saquinga A. (2018)

**Analysis and interpretation.-** In this question 8 teachers corresponding to 66% affirmed that their students always understand the main idea and details of audios used in class, the 17% say that their students almost always understand and the other 17% say this almost never occurs into the classroom.

These results demonstrate that the majority of the teachers have used exercises to help their students developing abilities to listen for gist and details of audios used in class.

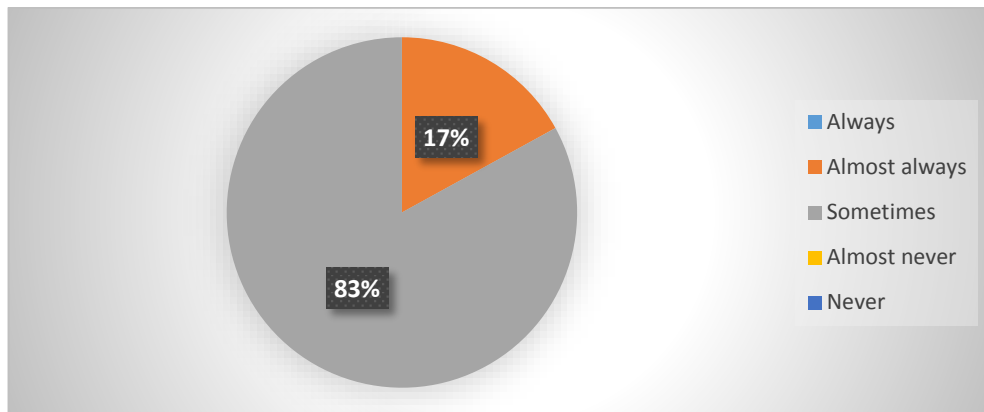
2. Do your students understand and follow the conversation presented in an audio passage without any difficulty?

**Table 22:** Oral comprehension

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Always	0	0 %
Almost always	2	17 %
Sometimes	10	83 %
Almost never	0	0 %
Never	0	0 %
<b>Total</b>	<b>12</b>	<b>100 %</b>

**Source:** Teacher's survey

**Made by:** Saquinga A. (2018)



**Graph 16:** Oral comprehension

**Source:** Teacher's survey

**Made by:** Saquinga A. (2018)

**Analysis and interpretation.-** Out of 12 teachers, 83% say that their students sometimes understand and follow a conversation presented in an audio passage without any difficulty and the 17% of them consider this almost always carries difficulties.

The results demonstrate that the majority of the students do not always understand what they listen in the class which means that this skill needs improvement.

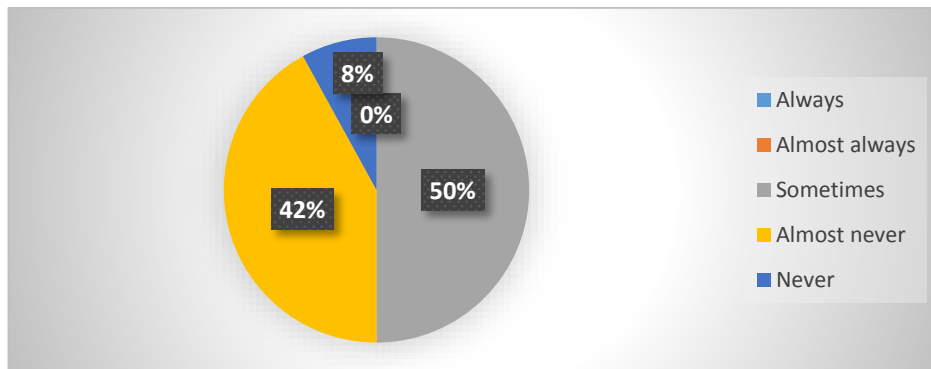
3. Are your students able to summarize the main idea from an audio and contrast it by giving your point of view?

**Table 23:** Use of higher thinking skills

Answer	Frequency	Percentage
Always	0	0 %
Almost always	0	0 %
Sometimes	6	50 %
Almost never	5	42 %
Never	1	8 %
<b>Total</b>	<b>12</b>	<b>100 %</b>

Source: Teacher's survey

Made by: Saquinga A. (2018)



**Graph 17:** Use of higher thinking skills

Source: Teacher's survey

Made by: Saquinga A. (2018)

**Analysis and interpretation.-** According to the data presented , 50% of the teachers mention that their students are sometimes able to summarize the main idea from an audio and contrast it by giving their point of view, 42% say this happens almost never and the other 8% say never.

Overall, half of the teachers state this occurs sometimes, there are others who think that their students do not have the ability to use higher thinking skills. They recognize their activities used in class do not help them to increase students' listening comprehension.



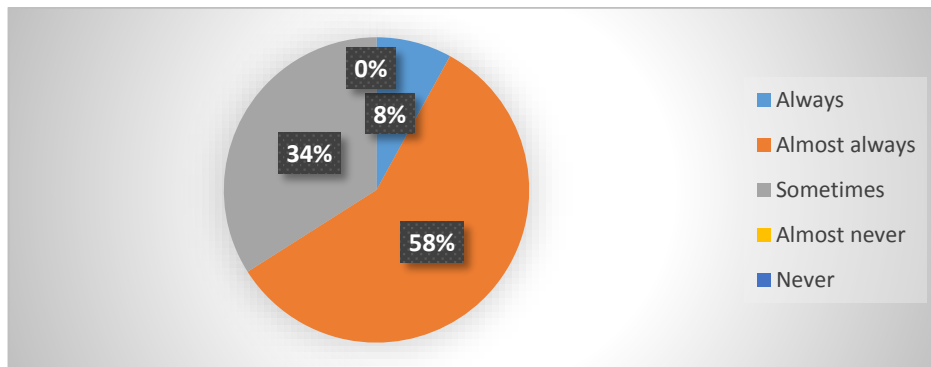
4. Do you use a gradual process from easier to more complicated skills to develop listening comprehension?

**Table 24:** Use of a process to develop listening comprehension

Answer	Frequency	Percentage
Always	1	8 %
Almost always	7	58 %
Sometimes	4	34 %
Almost never	0	0 %
Never	0	0 %
<b>Total</b>	<b>12</b>	<b>100 %</b>

Source: Teacher's survey

Made by: Saquinga A. (2018)



**Graph 18:** Use of a process to develop listening comprehension

Source: Teacher's survey

Made by: Saquinga A. (2018)

**Analysis and interpretation.-** In this question 58% affirmed that they almost always use a gradual process guiding students from easier exercises to more complicated skills to develop listening comprehension. On the other hand, 34% say that sometimes they use a guided process in the classroom, and only the 8% answer they always use this strategy.

In consequence, most of the students are exposed to a gradual process when they listen to an audio in class because teachers consider it is beneficial for them to develop listening comprehension.

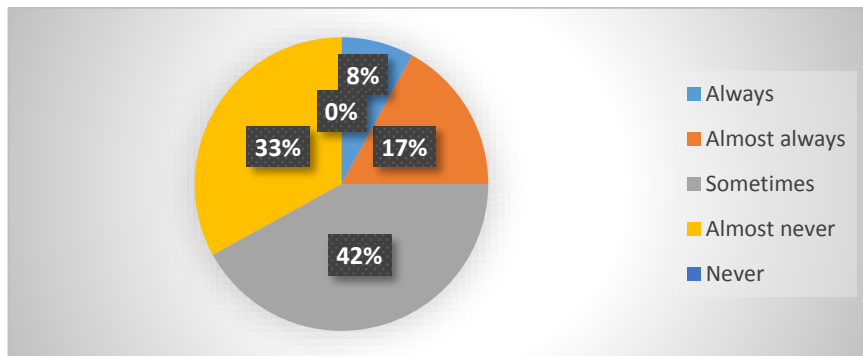
5. Are your students interested and motivated to complete a listening task in the class?

**Table 25:** Interest and motivation for listening exercises

Answer	Frequency	Percentage
Always	1	8 %
Almost always	2	17 %
Sometimes	5	42 %
Almost never	4	33 %
Never	0	0 %
<b>Total</b>	<b>12</b>	<b>100 %</b>

Source: Teacher's survey

Made by: Saquinga A. (2018)



**Graph 19:** Interest and motivation for listening exercises

Source: Teacher's survey

Made by: Saquinga A. (2018)

**Analysis and interpretation.-** The results obtained in this question demonstrate that only 8% of students are always motivated or interested when completing a listening task in the class, the 17% is almost always motivated, the 42% is sometimes and the 33% think their students have motivation to do these activities. In general, the majority of teachers do not always have motivated students in the class. Nevertheless, there are other teachers who say that this is not the case, it is necessary to highlight the importance of motivation when leaning English.

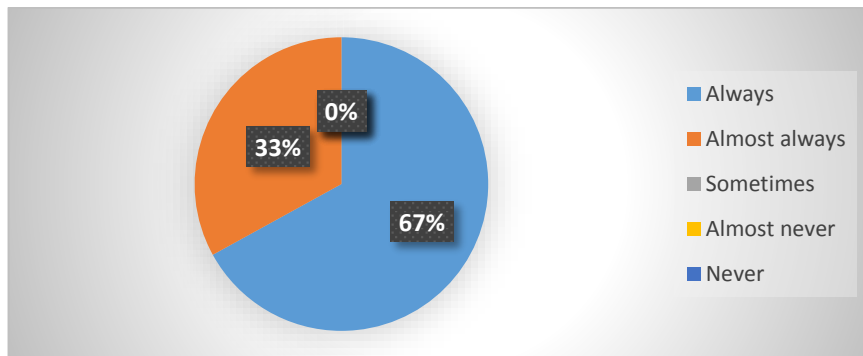
6. Do you consider that the use of listening activities in class is important to learn English?

**Table 26:** Importance of listening activities

Answer	Frequency	Percentage
Always	8	67 %
Almost always	4	33 %
Sometimes	0	0 %
Almost never	0	0 %
Never	0	0 %
<b>Total</b>	<b>12</b>	<b>100 %</b>

Source: Teacher's survey

Made by: Saquinga A. (2018)



**Graph 20:** Importance of listening activities

Source: Teacher's survey

Made by: Saquinga A. (2018)

**Analysis and interpretation.-** Out of a total of 12 teachers, 67% say that the use of listening activities in class is always important to learn English, and the 33% consider it is almost always significant for their students.

Consequently, teachers assume that playing audios in class is a significant exercise into the classroom for students because these types of activities allow them to receive information in an oral way.

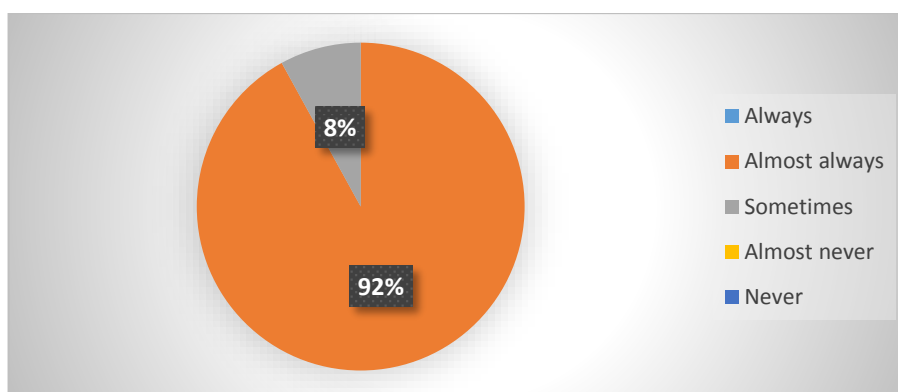
7. How often do you use listening activities in your class?

**Table 27:** Frequency of listening activities in class

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Always	0	0 %
Almost always	11	92 %
Sometimes	1	8 %
Almost never	0	0 %
Never	0	0 %
<b>Total</b>	<b>12</b>	<b>100 %</b>

**Source:** Teacher's survey

**Made by:** Saquina A. (2018)



**Graph 21:** Frequency of listening activities in class

**Source:** Teacher's survey

**Made by:** Saquina A. (2018)

**Analysis and interpretation.-** In this question 11 teachers that correspond to 92% answered they almost always use audios to do listening activities in class and only 8% say sometimes use audios.

As it is clear displayed, a great percentage of teachers uses listening comprehension tasks in their classes which means students have many opportunities to be exposed to the language because of the frequency that teachers used these materials and with an appropriate guidance, students could improve their listening skills.

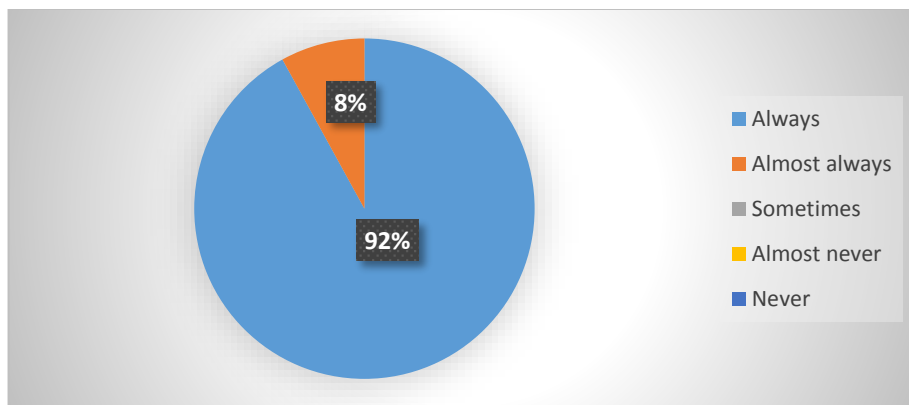
8. Do you consider listening is an essential skill to develop communication?

**Table 28:** Listening as part of communication

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Always	11	92 %
Almost always	1	8 %
Sometimes	0	0 %
Almost never	0	0 %
Never	0	0 %
<b>Total</b>	<b>12</b>	<b>100 %</b>

**Source:** Teacher's survey

**Made by:** Saquinga A. (2018)



**Graph 22:** Listening as part of communication

**Source:** Teacher's survey

**Made by:** Saquinga A. (2018)

**Analysis and interpretation.-** Analyzing the data above, it is seen that 92% of teachers say listening is always considered essential in the communication and the 8% say this is almost always.

In consequence most teachers are conscious about the role of listening in the communication process because it is necessary to receive and decode a message to exchange ideas in a conversation.

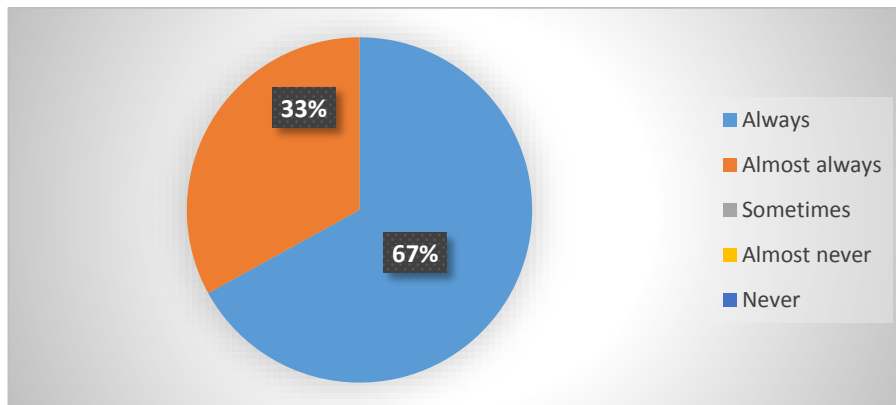
9. Do you believe listening contributes to the development of the other language skills?

**Table 29:** Listening to develop other skills

<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
Always	8	67 %
Almost always	4	33 %
Sometimes	0	0 %
Almost never	0	0 %
Never	0	0 %
<b>Total</b>	<b>12</b>	<b>100 %</b>

**Source:** Teacher's survey

**Made by:** Saquinga A. (2018)



**Graph 23:** Listening to develop other skills

**Source:** Teacher's survey

**Made by:** Saquinga A. (2018)

**Analysis and interpretation.-** According to the data obtained, 67% of the teachers consider listening always helps to develop other language skills and 33% consider this is almost always true.

It can be concluded that most teachers agree using listening activities to contribute on the development of the other three skills when speaking a language.

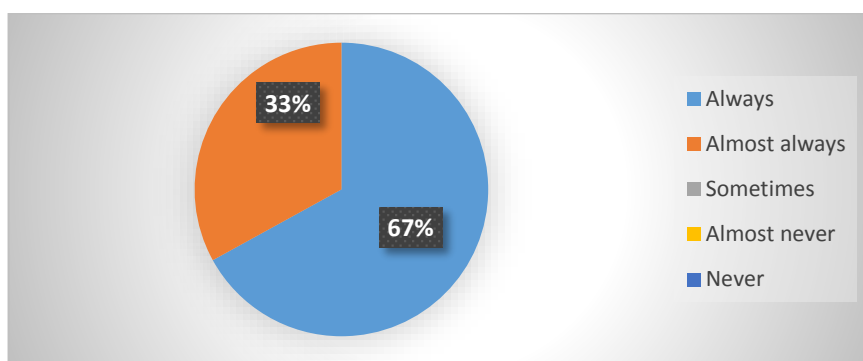
10. Does listening help your students to improve their pronunciation at the time of speaking?

**Table 30:** Listening to improve pronunciation

Answer	Frequency	Percentage
Always	8	67 %
Almost always	4	33 %
Sometimes	0	0 %
Almost never	0	0 %
Never	0	0 %
<b>Total</b>	<b>12</b>	<b>100 %</b>

Source: Teacher's survey

Made by: Saquinga A. (2018)



**Graph 24:** Listening to improve pronunciation

Source: Teacher's survey

Made by: Saquinga A. (2018)

**Analysis and interpretation.-** In this question 67% answered listening always helps students to improve their pronunciation and the 33% consider this almost always happens. Then, most of teacher are aware of the importance and benefit when using listening exercises to increase students sub skills, starting with pronunciation which results a challenge for students who are learning a new language.

### 4.3 Hypothesis verification

The statistical objective is the association of variables to find the incidence of Bloom's Taxonomy on listening skills. Both variables are qualitative so it is used the independence Chi-square as the hypothesis statistical test, in order to know if the variables are related. A null hypothesis and an alternative one are showed as follows:

#### **Null Hypothesis H<sub>0</sub>:**

Bloom's Taxonomy may not enhance students' listening skills, at level A1 in the Languages Center.

#### **Alternative Hypothesis H<sub>1</sub>:**

Bloom's Taxonomy may enhance students' listening skills, at level A1 in the Languages Center.

Chi-square ( $X^2$ ) is calculated from the data gathered in the survey, which is contrasted with the limit value established in the Chi-square distribution table.

#### 4.3.1 Calculated Chi-square

**Independent variable:** Bloom's Taxonomy.

This variable is measured through question 4 of the survey addressed to students and question 4 of the survey addressed to teachers, as follows:

4. Does your teacher use a gradual process from easier to more complicated skills to develop listening comprehension? → students
4. Do you use a gradual process from easier to more complicated skills to develop listening comprehension? → teachers
  1. Always
  2. Almost always
  3. Sometimes
  4. Almost never
  5. Never

**Dependent variable:** Listening skills.



This variable is measured through question 2 of the survey addressed to students and question 2 of the survey addressed to teachers, respectively:

2. Do you understand and follow the conversation presented in an audio passage without any difficulty? → students

2. Do your students understand and follow the conversation presented in an audio passage without any difficulty? → teachers

1. Always
2. Almost always
3. Sometimes
4. Almost never
5. Never

### Contingency tables

#### Observed frequencies O:

**Table 31:** Observed Frequencies.

		Dependent variable: Listening Skills					TOTAL
		Always	Almost always	Sometimes	Almost sometimes	Never	
Independent variable: Bloom's Taxonomy	Always	3	4	15	8	0	<b>30</b>
	Almost always	6	12	36	1	1	<b>56</b>
	Sometimes	10	26	33	3	1	<b>73</b>
	Almost never	2	2	0	0	0	<b>4</b>
	Never	0	1	1	0	0	<b>2</b>
<b>TOTAL</b>		<b>21</b>	<b>45</b>	<b>85</b>	<b>12</b>	<b>2</b>	<b>165</b>

**Source:** Students' survey.

**Made by:** Saquina A. (2018)

#### Expected frequencies E:

The Chi-square formula is as follows:

$$E = \frac{(\text{Row total})(\text{Column total})}{\text{Observed frequencies total}}$$

**Table 32:** Expected frequencies.

		Dependent variable: Listening Skills					TOTAL
		Always	Almost always	Sometimes	Almost sometimes	Never	
Independent variable: Bloom's Taxonomy	Always	3.82	8.18	15.45	2.18	0.36	<b>30</b>
	Almost always	7.13	15.27	28.85	4.07	0.68	<b>56</b>
	Sometimes	9.29	19.91	37.61	5.31	0.88	<b>73</b>
	Almost never	0.51	1.09	2.06	0.29	0.05	<b>4</b>
	Never	0.25	0.55	1.03	0.15	0.02	<b>2</b>
TOTAL		<b>21</b>	<b>45</b>	<b>85</b>	<b>12</b>	<b>2</b>	<b>165</b>

**Source:** Students' survey

**Made by:** Saquina A. (2018)

It is necessary to find the Chi square  $X^2$ , by using the corresponding formula once the observed and expected values are known (Spiegel & Stephens, 2009, p. 296):

$$X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Where:

$X^2$  = Chi-square.

$O_i$  = Observed frequency.

$E_i$  = Expected frequency.

Table 33 shows the calculation of the Chi-square once the formula is applied:

**Table 33:** Chi-square calculation.

Independent variable: Bloom's Taxonomy	Dependent variable: Listening Skills	Observed O	Expected E	O - E	(O-E) <sup>2</sup>	(O-E) <sup>2</sup> /E
Always	Always	3	3.82	-0.82	0.67	<b>0.18</b>
	Almost always	4	8.18	-4.18	17.49	<b>2.14</b>
	Sometimes	15	15.45	-0.45	0.21	<b>0.01</b>
	Almost never	8	2.18	5.82	33.85	<b>15.52</b>
	Never	0	0.36	-0.36	0.13	<b>0.36</b>

Almost always	Always	6	7.13	-1.13	1.27	<b>0.18</b>
	Almost always	12	15.27	-3.27	10.71	<b>0.70</b>
	Sometimes	36	28.85	7.15	51.14	<b>1.77</b>
	Almost never	1	4.07	-3.07	9.44	<b>2.32</b>
	Never	1	0.68	0.32	0.10	<b>0.15</b>
Sometimes	Always	10	9.29	0.71	0.50	<b>0.05</b>
	Almost always	26	19.91	6.09	37.10	<b>1.86</b>
	Sometimes	33	37.61	-4.61	21.22	<b>0.56</b>
	Almost never	3	5.31	-2.31	5.33	<b>1.00</b>
	Never	1	0.88	0.12	0.01	<b>0.01</b>
Almost sometimes	Always	2	0.51	1.49	2.22	<b>4.37</b>
	Almost always	2	1.09	0.91	0.83	<b>0.76</b>
	Sometimes	0	2.06	-2.06	4.25	<b>2.06</b>
	Almost never	0	0.29	-0.29	0.08	<b>0.29</b>
	Never	0	0.05	-0.05	0.00	<b>0.05</b>
Never	Always	0	0.25	-0.25	0.06	<b>0.25</b>
	Almost always	1	0.55	0.45	0.21	<b>0.38</b>
	Sometimes	1	1.03	-0.03	0.00	<b>0.00</b>
	Almost never	0	0.15	-0.15	0.02	<b>0.15</b>
	Never	0	0.02	-0.02	0.00	<b>0.02</b>
$X^2 = \sum (O-E)^2/E$						<b>35.1563</b>

Source: Students' survey

Made by: Alexandra Saquinga

It is noted the chi-square value is 35.16 in Table 33

### 4.3.2 Tabulated Chi-square

The calculated value is contrasted with the Chi-square of tables to found the region in which the distribution of the graph is situated, that means null or alternative hypothesis. For this reason, degrees of freedom are determined and a desired level of confidence is necessary to be chosen.

**Degrees of freedom d. f.**

$$d. f. = (r - 1)(c - 1) \quad (4.4)$$

Where:

c = Number of columns in the contingency table.

r = Number of rows in the contingency table.

$$d. f. = (5 - 1)(5 - 1)$$

$$d. f. = 16$$

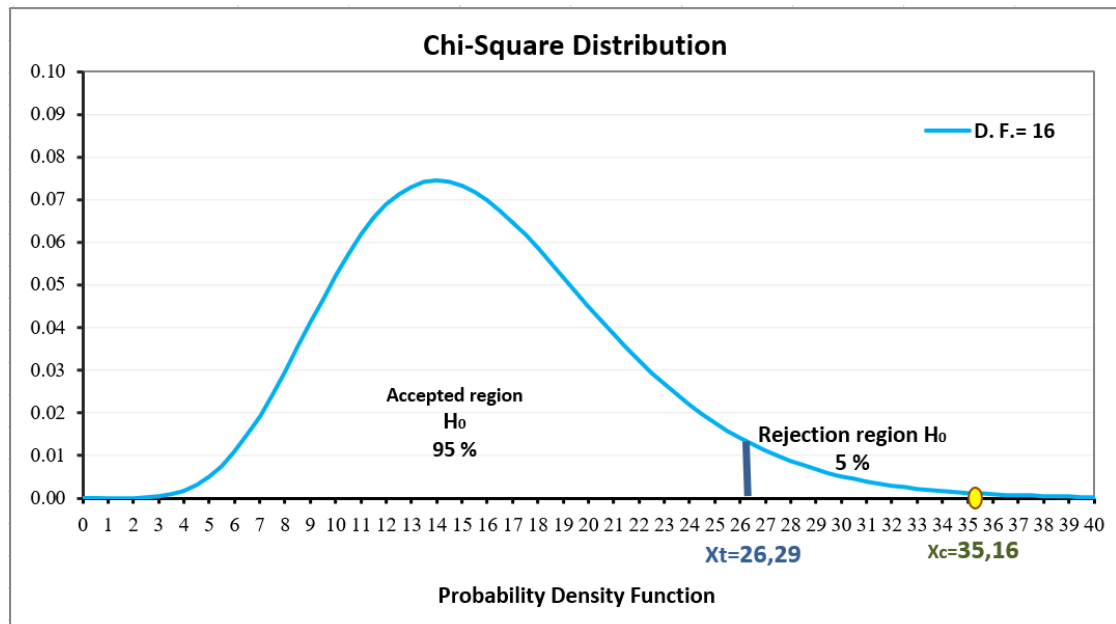
Confidence level: 95 % = 0.95, significance  $\alpha = 0.05 = 5 \%$

The value of the Chi-square is determined from the degrees of freedom and the level of confidence, for which the table in Annex 5 is used:

$$X_{tablas}^2 = 26.2962$$

### 4.3.3 Chi square distribution

Calculated and tabulated Chi-squared values must be contrasted through the distribution graph shown below:



**Graph 25:** Chi square distribution.

**Source:** Students' survey

**Made by:** Saquina A. (2018)

### 4.3.4 Decision rule

Tabulated Chi-square value is 26.29 with 16 degrees of freedom which is lower than calculated Chi-square value of 35.16. Therefore, the null hypothesis  $H_0$  of the research is rejected, and consequently the alternative hypothesis is accepted  $H_1$ : “**Bloom’s Taxonomy may enhance students’ listening skills, at level A1 in the Languages Center**”. At same time, the alternative hypothesis is met with a significance (margin of error) of **0.0038**, which belongs to **0.38**

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Conclusions**

Once it was analyzed all the data collected, it was possible to draw the following conclusions:

- English teachers, who participated in the survey, do not commonly use a guided process in the classroom to promote scaffolding even though it was appreciated that these techniques help to enhance the listening skill in students. Most of students have not been exposed to this process which carry to some weaknesses when completing a listening activity.
- A great number of students cannot really summarize the main idea from an audio and contrast it by giving their point of view in English; in fact, they are not motivated enough to complete an oral comprehension task. Therefore, they do not feel interested about using English to communicative in real life situations.
- The majority of students consider that listening contributes in the learning process and communication, but teachers do not seem to utilize varied techniques to improve this skill in the classroom. Some of students have problems in the low thinking skills activities and they do not entirely seem to enjoy the activities proposed by their teachers although audios are used most of the time during a class. Consequently, there is a limited number of students who have reached their higher thinking skills.
- In this research it is concluded that the application of a handbook with Bloom's Taxonomy exercises is a good option to enhance thinking skills in the study of English so that the students can improve their listening skill into the classroom.

## 5.2 Recommendations

- It is highly recommended that teachers utilize as many guided activities in the classroom as possible so that students can raise their listening skill level and can take part actively in a conversation. Teachers should focus on low thinking skills as well as on higher thinking skills because of the importance they have in the process when learning a foreign language.
- It is suggested that teachers give students tasks for them to be exposed the most to audios in class. They should provide them enough material with some useful tasks to facilitate their oral comprehension. Besides, teachers should give students opportunities to interact among themselves using real life situations where they can listen to and give their information or opinions.
- Students must be given as many opportunities as possible to complete a listening activity with an appropriate guidance and feedback so that students feel motivated and interested in what they are doing and need to enhance in their oral comprehension.
- It is worthwhile that a handbook will be design, which entails several practical exercises so that teachers can get familiar with them, see how tasks guide students from the simple to complex activities, but most importantly, apply them with their students. Using the audios and exercises proposed in the handbook, it is supposed that the learning process will be enjoyable in the English class. This material will unquestionably guide them in their listening skill improvement in a practical way.

## **CHAPTER VI**

### **THE PROPOSAL**

**TOPIC:** Handbook of Bloom's Taxonomy exercises to help level A1 students improve their listening skill.

#### **6.1 Informative Data**

**Name of the institution:** Technical University of Ambato

**Beneficiaries:** English teachers and students of the Languages Center

**Estimated time for the execution:** a semester (March – August 2018)

**Person in Charge:** Alexandra Saquinga

#### **6.2 Background of the Proposal**

The proposal come out from a problem identified at the Language Center in level A1 students at the Technical University of Ambato, whose level of English seem to have weaknesses especially in the listening skill. This issue was evidenced through the application of surveys to both English teachers and students to address the causes why students could not communicate.

In the survey results, it was noticed that students are not exposed enough to a process when having an audio for them to practice exercises from the easier to the most difficult ones that is why students are not always interested to complete listening activities. Consequently, the creation of appropriate material was necessary.

This handbook will include exercises based on Bloom's Taxonomy, it emphasizes the application of tasks into the different learning stages in an easy way. A positive aspect in this handbook is the relation of the topics between this material and A1 student's course book so that none of the topics are new for them.

Having analyzed the level of students, their age, needs and interests at learning a foreign language, great effort has been made in the creation of this handbook.

### **6.3 Justification**

Learning English is a process which involves four skills, into the receptive skills it is necessary to develop students' oral comprehension because as our mother tongue (Spanish) people first learn the language by hearing sounds and imitating them, the process in the acquisition of a new language must be in the same way. Despite English is not an official language many people decide to study it for different reasons such as the motivation of traveling or living in other country and also for professional development.

English students are, currently, exposed to listen different accents from different countries around the world and that is when they face to challenging comprehension exercises which cause frustration on some of them. The effort teachers do into the classrooms are valuable because of their methodology and techniques applied, but the results are not the expected ones into the communication process. Hence, it is necessary to change activities to facilitate students the language acquisition.

Then, a handbook of activities based on Bloom's Taxonomy to enhance students' listening skills can help to move from simple listening skills to more complex ones which is evaluating into this taxonomy. Indeed, teachers do not control what students listen, but in this handbook students will be guided first with exercises which help them to associate their prior knowledge with what is being heard. Moreover, students will face to pre, during and post activities so that listening is not isolated because these tasks asks students to develop their other skills as well. Finally, this material allows teachers to choose different topics presented in level A1 with exercises that scaffold students so that teachers do not have to only use the audios from their course book making the class monotonous.



## **6.4 Objectives**

### **6.4.1 General**

Devise a handbook of Bloom's Taxonomy activities to enhance students' listening skills at level A1.

### **6.4.2 Specific objectives**

- Identify suitable listening extracts according to students' level, needs and interests.
  
- Design a handbook based on Bloom's Taxonomy with easy and practical exercises so that students know how to complete a listening task successfully.
  
- Compile audio extracts in a CD so that teachers have the necessary material to include them in their classes
  
- Encourage English teachers to use the activities proposed in the handbook with their students to help students with their listening comprehension.

(Helgesen, 1996)

## **6.5 Feasibility Analysis**

### **Organizational**

The application of this handbook is feasible to do because of the support provided by authorities, teachers and students concerned in the listening skill improvement.

### **Technological**

As technology has evolved, it is viable the appliance of this instrument because the Language Center as an institute has an adequate infrastructure and the necessary technological equipment so that the proposal can be carried out to help in the oral comprehension.

### **Gender**

Taking into account that the *Constitución Política del Estado Ecuatoriano* establishes that the gender equality in different aspects in the society. For this

proposal it is also needed to consider this fact that is why the activities presented here are designed to the whole population in general.

### **Economic – financial**

The exercises design and elaboration of this handbook will be done by the economic support of the researcher, having as a main interest to enhance students' listening skills on students from the Languages Center.

## **6.5 Foundation**

**Handbook:** A handbook is basically a collection of instructions or guidance in a particular field or technique. This material also helps to the access in an organized way helpful information about a specific subject (Dom, 2008).

**Bloom's Taxonomy** is a method design to classify the cognitive dimension into stages of increasing complexity. This is a categorization because each stage depends on students' ability to perform into the preceding levels. This domain cares about the capacity to process and utilize information in a significant way. (Perez & Sepulveda, 2008)

**Stage:** Dom (2008), defines a stage as a period of development in which a process or action is divided to complete a specific task. When talking about Bloom's Taxonomy stages, it refers to lower thinking skills such as remembering, understanding and applying and higher thinking skills like analyzing, evaluating and creating. All these levels belong to the taxonomy that is used in class as a language teaching method.

**Listening skills:** This is one of the receptive skills of a language, which has several sub skills such as listening for the main idea, listening for details and discrete listening (Numrich, 2010). He asserts that listening also includes note taking task as part of academic strategies when attending a conference or listening to a lecture.

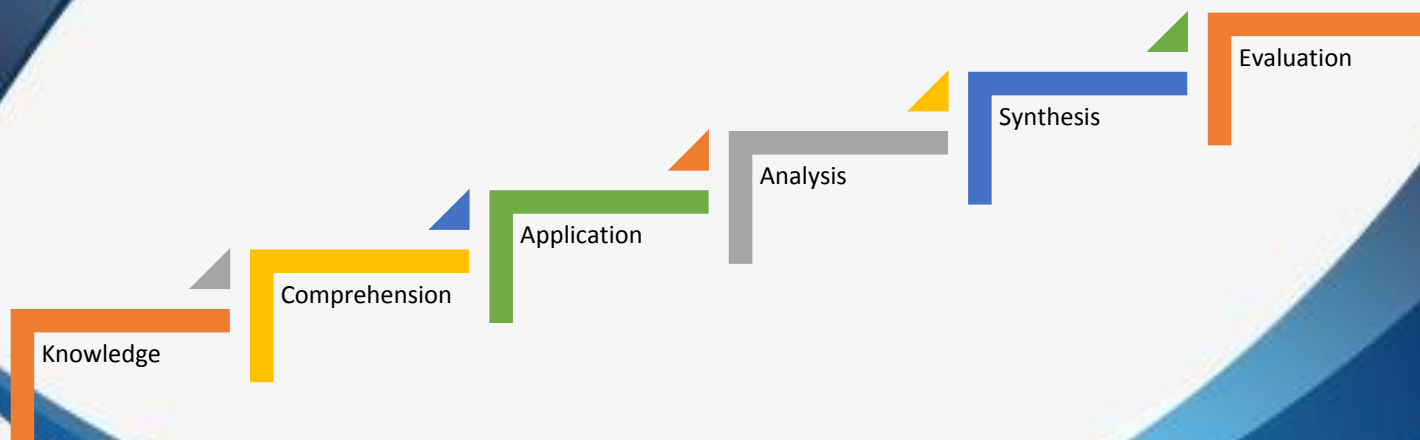
## **6.7 Methodology**

The operating model used in this proposal is a practical handbook which involves ten audios that will help students enhance their listening skill in such a guided process taking them from relaxed to complex exercises. This material was taken from existent audios from the Speak Out students' book with exercises that have been adapted and others created based on the interests and needs found on university students.

The activities included on this teaching manual are divided into stages based on listening sub skills. There are 3 techniques for each audio; pre- listening activities which help students to activate their prior knowledge, there are also activities students have to complete while they listen to the recording and post listening tasks which ask students to produce the language based on what was heard.

The handbook is expected to be used by all English teachers from A1 level in the Languages Center to experiment the stages from the cognitive domain in Bloom's Taxonomy

Handbook: *The use of Bloom's Taxonomy on listening activities.*



Author: Alexandra Saquinga

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# Activity 1

**Task 1. Look at the pictures and identify the nationality.**



**Task 2. Listen and answer the question.**

What is the listening about?

**Task 3. Listen and tick the countries you hear from task 1.**

**Task 4. Listen again and complete the chart.**

Country	City	Nationality

**Task 5. Complete the nationalities in the chart.**

**Topic:** Countries

Unit 1 (Empower)

**Class time:** 10 minutes

**Objectives:**

SWBAT listen for the main idea.

**Resources:** track 1

**Stages:**

*Knowledge*

*Comprehension*

# Activity 2

**Topic:** Spelling

Unit 2 (Empower)

**Class time:** 15 minutes

**Objective:** SWBAT listen for the main idea.

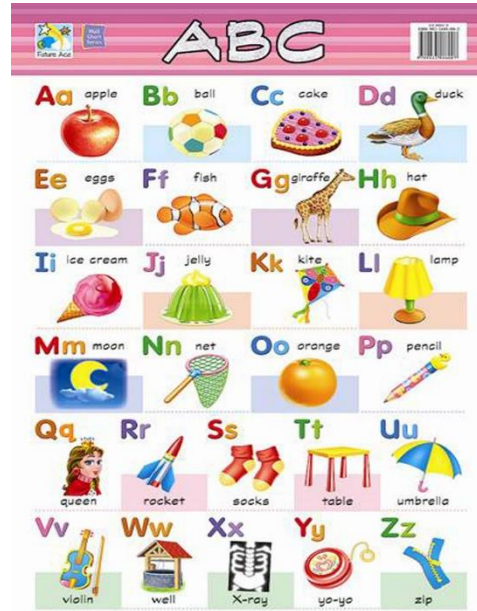
**Resources:** track 2

**Stages:**

*Knowledge*

*Comprehension*

**Task 1. Look at the picture and practice the alphabet.**



**Task 2. Listen and tick the correct option.**

**The speakers are:**

Conversation 1:

In a gym     In a hotel     In a café

Conversation 2:

In a cinema     In a restroom     In a conference

Conversation 3:

In a bar     In a school     In a hospital

**Task 3. Listen again and fill the following charts.**

**Conversation 1:**

Name: \_\_\_\_\_

Surname: \_\_\_\_\_

**Conversation 2:**

Name: \_\_\_\_\_

Surname: \_\_\_\_\_



**Conversation 1:**

Name: \_\_\_\_\_

Surname: \_\_\_\_\_

# Activity 3

**Task 1. Look at the categories and choose your favorite.**

Vegetables <input type="checkbox"/>	Fruit <input type="checkbox"/>	Desserts <input type="checkbox"/>	Proteins <input type="checkbox"/>
			

**Task 2. Listen to the audio and tick the words you hear.**

- |                |             |
|----------------|-------------|
| ___ Potatoes   | ___ Cheese  |
| ___ Juice      | ___ Carrots |
| ___ Cake       | ___ Pasta   |
| ___ Coffee     | ___ Milk    |
| ___ Apples     | ___ Jelly   |
| ___ Pineapples | ___ Bread   |
| ___ Cereal     | ___ Tea     |

**Task 3. Place the words into the correct category.**

Vegetables	Fruit	Drinks	Others

**Topic:** Food

Unit 3 (Empower)

**Class time:** 20 minutes

**Objectives:**

SWBAT Listen for details

**Resources:** track 3

**Stages:**

*Knowledge*

*Comprehension*

*Application*



**Topic:** Food

Unit 3 (Empower)

**Class time:** 20 minutes

**Objectives:**

SWBAT listen for details.

**Resources:** track 3

**Stages:**

*Knowledge*

*Comprehension*

*Application*

**Task 4. Listen and choose the correct answer to the following questions.**

- Why does the woman consider fruit #1 in her list?  
a. Because it is cheap                      b. Because it is sweet                      c. Because it is necessary
- What does she consider # 2 in the list?  
a. A vegetable                                  b. a fruit    c. A drink
- Why chocolate cake is OK to eat for her?  
a. Because it is good                      b. Because she loves it                      c. Because it is with fruit
- How often does the woman eat pasta?  
a. Seven days a week                      b. Every 2 days                                  c. Every week
- What drinks does she like?  
a. Tea and milk                                  b. Milk and cheese                              c. Only milk

1. C    2. B    3. C    4. A    5. A

**Task 5. Make your top five food list in the next chart.**

**My favorite food is...**

- 1.-
- 2.-
- 3.-
- 4.-
- 5.-



**Task 6. Compare your list with your partners. Are they similar?**

# Activity 4

**Topic:** Family  
Unit 4 (Empower)

**Class time:** 20  
minutes

**Objectives:**  
SWBAT listen for  
details

**Resources:** track 4

**Stages:**

*Knowledge*

*Comprehension*

*Application*

**Task 1. Look at the picture and identify who the people are.**



**Task 2. Read the statements and write the name of a family member.**

*I like to travel with my*

*I enjoy talking to my*

**Task 3. Listen to the audio and write true or false next to the following statements.**

1. Lucy has 5 people in her family. \_\_\_\_\_
2. Lucy's children are three and six years old. \_\_\_\_\_
3. In the second photo Lucy describes her parents. \_\_\_\_\_
4. Jennifer is in a football team. \_\_\_\_\_
5. Tim is English. \_\_\_\_\_
6. Lucy's parents are from China. \_\_\_\_\_

1. F   2. T   3. F   4. F   5. T

**Task 4. Listen again and match the objects for each photo.**

**Topic:** Family  
Unit 4 (Empower)

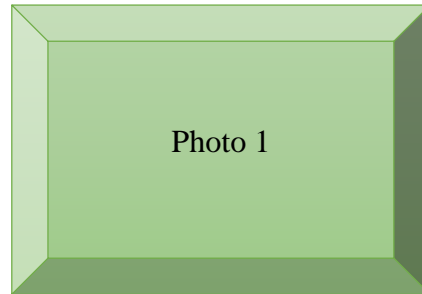
**Class time:** 20  
minutes

**Objectives:**  
SWBAT listen for  
details.

**Resources:** track 4

**Stages:**

*Knowledge*  
*Comprehension*  
*Application*



**Task 5. Do you have photos about your family? Share with your partners and explain them.**

# Activity 5

Task 1. Look at the pictures and write the name of each place.



**Topic:** Places

Unit 5 (Empower)

**Class time:** 25 minutes

**Objectives:**

SWBAT get the main idea and provide a solution.

**Resources:** track 5

**Stages:**

*Knowledge*

*Comprehension*

*Application*

*Analysis*

Task 2. Mention three important places in your city.

1.-

2.-

3.-

Task 3. Compare the places you wrote with a partner and look for similarities.

Task 4. Listen to the conversation and make a list with the places you hear.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Topic:** Places

Unit 5 (Empower)

**Class time:** 25 minutes

**Objectives:**

SWBAT get the main idea and provide a solution.

**Resources:** track 5

**Stages:**

*Knowledge*

*Comprehension*

*Application*

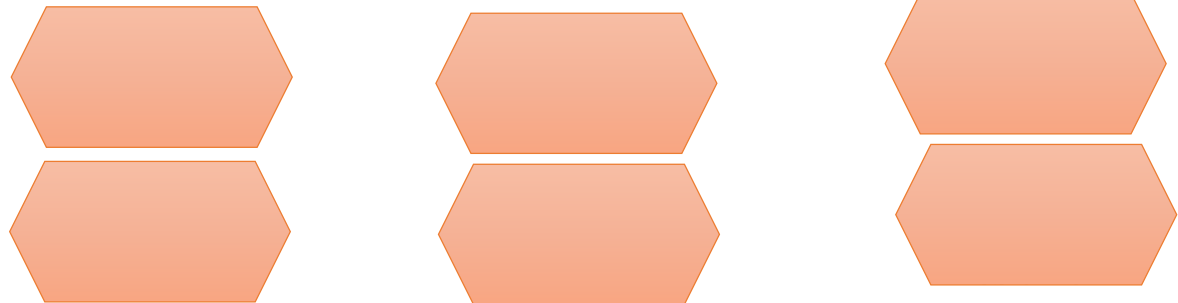
*Analysis*

**Task 5. Listen again the first part of the conversation and complete the gaps.**

**P:** Excuse me?  
**W:** Yes?  
**P:** 1 \_\_\_\_\_ a train to York tonight?  
**W:** No, sorry, there aren't 2 \_\_\_\_\_ trains tonight. It's the weather. It's very bad.  
**P:** Not any trains? Not one?  
**W:** No, not tonight. Maybe 3 \_\_\_\_\_. They ...  
**P:** Sorry, excuse me.  
**M:** Hello? Pete, where are you?  
**P:** Hi, I'm here in London, in the station, but there aren't any trains and ... Megan, Megan ...? Oh, no ... Excuse me, is there a payphone 4 \_\_\_\_\_? My phone's dead.  
**M1:** Yes. There's a payphone over there.  
**P:** Thanks. Oh, and is there an internet café?  
**M1:** Erm ... I don't 5 \_\_\_\_\_ so. No, there isn't an internet café. Not in the station but there's one in Judd Street.

1. Is there    2. any    3. tomorrow    4. near here    5. think

**Task 6. Listen again and write the problems the man had.**



**Task 7. In groups, think about a possible solution for Problem 1.**

# Activity 6



**Task 1. Write 3 activities you do in the day.**

*In the morning I...*

*In the afternoon I...*

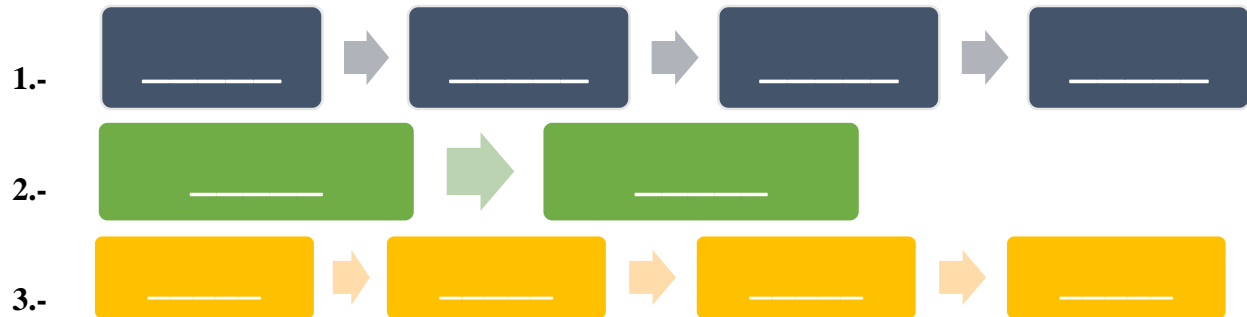
*In the evening I...*

1.-  
.....  
.....  
2.-

1.-  
.....  
.....  
2.-

1.-  
.....  
.....  
2.-

**Task 2. Listen to three conversations and write activities Clara(1), Julio(2) and Wayne(3)**



**Task 3. Listen again and identify the problems in each conversation.**

[ ] [ ] [ ]

**Problem with Clara**

**Problem with Julio**

**Problem with Wayne**

**Topic:** Routines

Unit 6 (Empower)

**Class time:** 25 minutes

**Objectives:**

SWBAT get the main idea and provide a solution.

**Resources:** track 6

**Stages:**

*Knowledge*

*Comprehension*

*Application*

*Analysis*

**Topic:** Routines

Unit 6 (Empower)

**Class time:** 25  
minutes

**Objectives:**

SWBAT get the  
main idea and  
provide a solution.

**Resources:** track 6

**Stages:**

*Knowledge*

*Comprehension*

*Application*

*Analysis*

**Task 4. In pairs, design a plan to solve the problem about Clara.**

**First**

- \_\_\_\_\_
- \_\_\_\_\_

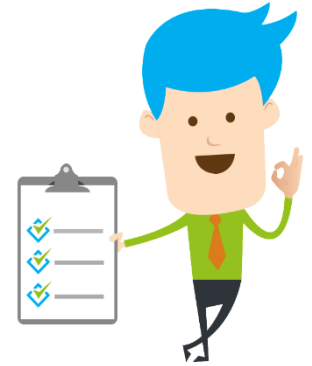
**Then**

- \_\_\_\_\_
- \_\_\_\_\_

**Finally**

- \_\_\_\_\_
- \_\_\_\_\_

**Task 5. Present your ideas to the class**



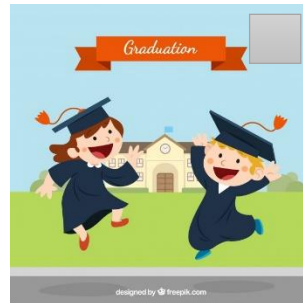
# Activity 7

**Task 1. Look at the pictures and identify the places.**



\_\_\_\_\_

**Task 2. Listen and identify what people talk about. Tick the correct option**



**Task 3. Listen again and identify the places they mention.**

1.- \_\_\_\_\_ 2.- \_\_\_\_\_ 3.- \_\_\_\_\_

4.- \_\_\_\_\_ 5.- \_\_\_\_\_

**Topic:** past events

Unit 7 (Empower)

**Class time:** 25 minutes

**Objectives:**

SWBAT listen for details, compare situations and express similarities or differences.

**Resources:** track 7

**Stages:**

*Knowledge*

*Comprehension*

*Application*

*Analysis*

*Synthesis*



**Topic:** past events

Unit 7 (Empower)

**Class time:** 25  
minutes

**Objectives:**

SWBAT listen for  
details, compare  
situations and  
express similarities  
or differences.

**Resources:** track 7

**Interaction pattern:**

**Stages:**

*Knowledge*

*Comprehension*

*Application*

*Analysis*

*Synthesis*

**Task 4. How would you describe their celebration? Put a tick in the correct column.**

PERSON	Very good	Good	Not very good
1			
2			
3			
4			
5			

**Task 6. Think about ways to celebrate New Year in your country. Is it similar or different?**

**Explain why?**

**In a family party: Similar / Different**

Because:

**At a concert: Similar / Different**

Because:

**With fireworks: Similar / Different**

Because:

**On a beach: Similar / Different**

Because:

**In a hospital: Similar / Different**

Because:

# Activity 8

**Topic:** Holidays

Unit 8 (Empower)

**Class time:** 25 minutes

**Objective:** SWBAT listen for details, analyze situations and present a plan for holiday.

**Resources:** track 8

**Interaction pattern:**

**Stages:**

*Knowledge*

*Comprehension*

*Application*

*Analysis*

*Synthesis*

**Task 1. Look at the pictures and identify where your ideal holiday is.**



*On a beach*



*In a city*



*On the mountains*

**Task 2. Listen and identify what Ken, Clare and Dan talk about. Match the correct option**

**Ken**

Australia

Peru

**Clare**

Walking

Canada

**Dan**

Transport

Camping

France

China

**Task 3. Listen again and identify how people describe their holidays. Put a tick in the correct column.**

**Topic:** Holidays

Unit 8 (Empower)

**Class time:** 25  
minutes

**Objective:** SWBAT  
listen for details,  
analyze situations  
and present a plan for  
holiday.

**Resources:** track 8

**Interaction pattern:**

**Stages:**

*Knowledge*

*Comprehension*

*Application*

*Analysis*

*Synthesis*

PERSON		Good	Not very good
1	Holiday 1		
	Holiday 2		
2	Holiday 1		
	Holiday 2		
3	Holiday 1		

**Task 4. Think about a country to visit on holiday. Plan a good holiday**

Country: \_\_\_\_\_

Cities to visit: \_\_\_\_\_  
\_\_\_\_\_

Activities to do: \_\_\_\_\_  
\_\_\_\_\_

**Task 5. Share your plan in groups. Be ready to answer questions.**

# Activity 9

**Topic:** Objects

Unit 9 (Empower)

**Class time:** 25 minutes

**Objective:** SWBAT listen for details, analyze

conversations and create a dialogue

**Resources:** track 9

**Stages:**

*Knowledge*

*Comprehension*

*Application*

*Analysis*

*Synthesis*

*Evaluation*

**Task 1. Look at the pictures and write the names of each object.**



--	--	--	--

**Task 2. Listen to four conversations and identify which object belongs to each conversation.**

Conversation:	Object
1.-	_____
2.-	_____
3.-	_____
4.-	_____

**Task 3. Listen again and decide if the statements are true or false**

1. Leyla is not OK.
2. Nasrin forget the homework.
3. Denise's books are big.

**Topic:** Objects

Unit 9 (Empower)

**Class time:** 25  
minutes

**Objective:** SWBAT  
listen for details,  
analyze  
conversations and  
create a dialogue

**Resources:** track 9

**Interaction pattern:**

**Stages:**

*Knowledge*

*Comprehension*

*Application*

*Analysis*

*Synthesis*

*Evaluation*

- Mr. White is a bad teacher.
- Dave broke Kate's box.
- Oliver and Sam confuse their cups.

1. F    2. T    3. T    4. F    5. T    6. T

**Task 4. Listen again to conversation 1 and answer the following questions.**

- What is the problem?

---

- What would you do in this situation?

---

---

**Task 5. In pairs, make a conversation where you include your solution for the problem in conversation 1.**

# Activity 10

**Topic:** Objects

Unit 10 (Empower)

**Class time:** 25 minutes

**Objective:** SWBAT listen for details, analyze situations and create a dialogue

**Resources:** track 10

**Stages:**

*Knowledge*

*Comprehension*

*Application*

*Analysis*

*Synthesis*

*Evaluation*

**Task 1. Look at the pictures and write what they represent for you.**



--	--	--	--

**Task 2. In pairs talk about the goals you have had until this moment.**

**Task 3. Listen to five conversations and identify which goals people have.**

Conversation:	Goal
1.-	_____
2.-	_____
3.-	_____
4.-	_____
5.-	_____

**Task 3. Listen again and decide if the statements are true or false**

1. In conversation 1 the person wants to learn to cook.

**Topic:** Objects

Unit 10 (Empower)

**Class time:** 25  
minutes

**Objective:** SWBAT  
listen for details,  
analyze situations  
and create a dialogue

**Resources:** track 10

**Interaction pattern:**

**Stages:**

*Knowledge*

*Comprehension*

*Application*

*Analysis*

*Synthesis*

*Evaluation*

2. The man's favorite food is Chinese.
3. Fiona enjoys working in an office.
4. Sheila is Fiona's boss.
5. Liam's goal is to work with computers.
6. Rudi's goal is to have a good health condition.
7. Alex wants to save money with friends.

1. T 2. F 3. F 4. F 5. F 6. T 7. F

**Task 4. Listen again and correct the statements.**

2: \_\_\_\_\_

3: \_\_\_\_\_

4: \_\_\_\_\_

5: \_\_\_\_\_

7: \_\_\_\_\_

**Task 5. In pairs, make a conversation about your plans and goals for the future.**

# SCRIPTS



### ACTIVITY # 1

#### UNIT 1 Recording 1

**D = Diana C = Carmen**

##### Conversation 1

**D:** Hello, I'm Diana  
**C:** Hi, I'm Carmen.  
**D:** Nice to meet you.  
**C:** You too.  
**D:** Where are you from?  
**C:** I'm from Spain.  
**D:** Oh, where in Spain?  
**C:** From Madrid

##### Conversation 2

**T = Tom K = Katie**

**T:** Hi, I'm Tom.  
**K:** Hi, I'm Katie.  
**T:** Nice to meet you.  
**K:** You too.  
**T:** Are you from Ireland?  
**K:** Yes, I am.  
**T:** Oh, where in Ireland?  
**K:** From Dublin.

##### Conversation 3

**J = James S = Steve**

**J:** Hi, I'm James.  
**S:** Hello, I'm Steve.  
**J:** Nice to meet you.

**S:** You too.  
**J:** Where are you from?  
**S:** I'm from Australia  
**J:** Oh. Are you from Sydney?  
**S:** No, I'm not. I'm from Melbourne.

Taken by: Speakout students' book

### ACTIVITY # 2

#### UNIT 1 Recording 9

##### Conversation

1

**A = Assistant M = Michael**

**A:** OK, what's your surname?  
**M:** Thompson, T-H-O-M-P-S-O-N  
**A:** Ah-huh. And what's your first name?  
**M:** Michael.  
**A:** How do you spell that?  
**M:** M-i-c-h-a-e-l.  
**A:** Ah yes, for the fitness class in room ten.  
**M:** That's right.  
**A:** What's your phone number?  
**M:** Er ... it's oh five three two, four one nine.  
**A:** And what's your email address?  
**M:** It's mike at gmail dot com.  
**A:** OK, thank you.

#### Conversation

2

**A = Assistant AB = Allen Byrne**

**A:** Good morning. Can I help you?  
**AB:** Yes. My name's Byrne. Allen Byrne.  
**A:** How do you spell that?  
**AB:** B-y-r-n-e.  
**A:** B-y-r-n-e.  
**AB:** Yes.  
**A:** And your first name?  
**AB:** It's Allen.  
**A:** A-l-l ... is it a-n?  
**AB:** No, e. E as in England. A-l-l-e-n.  
**A:** Thanks. OK, here's your visitor's name badge. The conference is in room 379.  
**AB:** Thank you.  
**A:** You're welcome.

#### Conversation

3

**A = Assistant AA = Anabella Almeida**

**A:** Can I help you?  
**AA:** Yes, I'm a student, a new student.  
**A:** Oh, welcome to the school. What's your surname?  
**AA:** Almeida.  
**A:** How do you spell Almeida?  
**AA:** A-l-m-e-i-d-a.  
**A:** And what's your first name?

**AA:** Anabella.  
**A:** OK, Anabella. Here's your student card.  
**AA:** Thank you. Oh, my first name's wrong.  
**A:** Oh, sorry. How do you spell it?  
**AA:** It's Anabella, A-n-a-b-e-l-l-a.  
**A:** A-n-a-b-e-l-l-a.  
**AA:** That's right.  
**A:** OK, Anabella. You're in room 124.  
**AA:** 124?  
**A:** Yes.

**Taken by:** Speakout students' book

### ACTIVITY # 3

#### UNIT 5 Recording 9

**M = Man W = Woman**

**M:** What's on your list?  
**W:** Well, number one on my list is fruit.  
**M:** Fruit? Why fruit?  
**W:** It's good for you.  
**M:** Do you really like it?  
**W:** I like bananas and apples.  
**M:** Bananas and apples. That's two things.  
**W:** OK, fine. One is bananas and two is apples.  
**M:** And what's number three on your list?  
**W:** Number three is cake. I love chocolate cake.

**M:** Me too. It's on my list.  
**W:** Maybe it's bad for you, but er ...  
**M:** Chocolate cake and fruit. That's OK.  
**W:** Yeah, with fruit, it's good.  
**M:** And number four?  
**W:** Pasta with cheese.  
**M:** Mmm ... that's two.  
**W:** No, I think it's one. I eat pasta every day.  
 With cheese.  
**M:** OK, pasta and cheese, fine.  
**W:** And number five is cereal.  
**M:** Really? Do you really like cereal?  
**W:** I do, yes.  
**M:** What about drinks?  
**W:** Milk for my cereal.  
**M:** Yes. And what other drink do you have?  
**W:** I have tea. English tea.  
**M:** Of course. Me too.

**Taken by:** Speakout students' book

### ACTIVITY # 4

#### UNIT 2 Recording 2

##### Conversation 1

**A = Alex L = Lucy**

**A:** Hi, Lucy. Coffee?  
**L:** No thanks.

**A:** Hey, photos. Let's see ...  
**L:** Yes, from the weekend.  
**A:** Uh huh. Is this your family?  
**L:** Yes, me, my husband, my son Johnny and my daughter Amy.  
**A:** How old are they?  
**L:** Erm, Johnny's three and Amy's six.  
**A:** Where are you?  
**L:** We're in the park.  
**A:** Great photo. Lovely family.  
**L:** Thanks. It's Johnny's first time on a bike

##### ... Conversation 2

**A = Alex L = Lucy**

**L:** ... and this is a photo of the children.  
**A:** Oh, it's a great picture.  
**L:** Yeah.  
**A:** Let's see. This is, erm, Amy?  
**L:** Yes, that's right.  
**A:** And Johnny ...  
**L:** Yes ...  
**A:** ... and in the middle? Your other daughter?  
**L:** Yes. Jennifer. She's ten now.  
**A:** Oh. And Jennifer and Amy, are they at the same school?  
**L:** No, they aren't, Jennifer's at a special music school. Violin, piano ...  
**A:** Really? Wow, a real musician.  
**L:** Well, she's only ten, so ...

**A:** But that's great. And the other children?  
**L:** Amy's on the football team. ...

**Conversation 3**  
**A = Alex L = Lucy**

**L:** This is Tim ...  
**A:** Your husband.  
**L:** Yeah. And Johnny.  
**A:** Is Tim British?  
**L:** Oh yes, he's from Cambridge.  
**A:** And you, you aren't British. You're from China, right?  
**L:** No, I'm from the US.  
**A:** Oh ...  
**L:** My father's Chinese and my mother's American.  
**A:** I see. Interesting. Erm, is your husband a businessman?  
**L:** Yes, he's in the hotel and restaurant business.  
**A:** Oh. What's his job?  
**L:** He's a hotel manager.  
**A:** Oh, what's the name of the hotel?

**Taken by:** Speakout students' book

**ACTIVITY # 5**

**UNIT 6 Recording 2**  
**P = Pete W1 = Woman 1 M = Megan MI = Man 1 W2 = Woman 2**  
**P:** Excuse me?

**W:** Yes?  
**P:** Is there a train to York tonight?  
**W:** No, sorry, there aren't any trains tonight. It's the weather. It's very bad.  
**P:** Not any trains? Not one?  
**W:** No, not tonight. Maybe tomorrow. They ...  
**P:** Sorry, excuse me.  
**M:** Hello? Pete, where are you?  
**P:** Hi, I'm here in London, in the station, but there aren't any trains and ... Megan, Megan ...? Oh, no ... Excuse me, is there a payphone near here? My phone's dead.  
**MI:** Yes. There's a payphone over there.  
**P:** Thanks. Oh, and is there an internet café?  
**MI:** Erm ... I don't think so. No, there isn't an internet café. Not in the station but there's one in Judd Street.  
**P:** Judd Street. Thanks.  
**MI:** You're welcome.  
**WZ:** Can I help you?  
**P:** Yes. Are there any restaurants in the station?  
**WZ:** Yes, there are ... but ... what's the time?  
**P:** Um ... Half past eleven.  
**WZ:** Ah, they're closed now, but there's a café over there. That's open.  
**P:** And is there a cash machine here?  
**WZ:** Yes, over there.  
**P:** Right. And hotels?

**WZ:** There are two hotels near here. The Charlotte Street Hotel ... that's about two hundred and fifty pounds a night.  
**P:** Two hundred and fifty pounds? That's expensive.  
**WZ:** And there's the Ridgemount, that's about eighty pounds.  
**P:** Where's that?  
**WZ:** It's here on the map.  
**P:** Great ... thanks for your help.  
**WZ:** No problem.

**Taken by:** Speakout students' book

**ACTIVITY # 6**

**UNIT 5 Recording 2**  
**Conversation 1**  
**M = Man W = Woman**

**M:** How's the family?  
**W:** Fine. Well, you remember Clara?  
**M:** Clara, your daughter? Yes, how old is she now?  
**W:** She's seventeen.  
**M:** She isn't at school?  
**W:** No.  
**M:** Does she have a job?  
**W:** No, she doesn't. That's the problem.  
**M:** So what does she do all day?  
**W:** Well, she listens to her music and ... and she sleeps a lot.

**M:** What time does she get up?  
**W:** I don't know because I'm at work. At the weekend she gets up at eleven.  
**M:** Does she want a job?  
**W:** I don't know. She doesn't talk much.  
**M:** What do you mean?  
**W:** Well, for example, in the evenings, we have dinner together. But Clara just sits there and listens to her music. Or she answers her phone and talks to her friends, but not to her family. It drives me crazy.  
**M:** Does she ...?

**Conversation 2**

**W = Woman P = Paula**

**W:** Hi, Paula.  
**P:** Hi. What's the problem? You look bad.  
**W:** It's Julio.  
**P:** Julio?  
**W:** Yeah. Well, he doesn't listen to me.  
**P:** What do you mean?  
**W:** Well, I talk about my problems and he just checks his text messages or watches TV.  
**P:** Does he talk to you?  
**W:** Yeah ... well, no ... he says 'Mmmm'.  
**P:** 'Mmmm'! What does that mean?  
**W:** It means he doesn't really listen.  
**P:** Oh, my boyfriend is exactly the same.

**Conversation 3**

**M = Man I W = Wayne**  
**M:** Hey, Wayne. What's up? You look tired.  
**W:** Yeah. No sleep.  
**M:** What's the problem?  
**W:** Neighbours. Problem neighbours. Or just one, the man in the flat upstairs.  
**M:** Why? Does he play loud music? Big parties?  
**W:** No, he doesn't. The problem is he works at night. He goes to work at six in the evening. I get home and I see him go to work every night.  
**M:** What's his job?  
**W:** He sells coffee in a snack bar at the train station.  
**M:** And when does he get home?  
**W:** About half past four. And then he watches television for two or three hours.  
**M:** So when does he go to bed?  
**W:** Oh, about six or seven.  
**M:** And what time do you get up?  
**W:** Huh! Now I get up at five. It's impossible to sleep. So I listen to music, drink coffee then I go to work around eight.  
**M:** And when do you go to bed?  
**W:** Late. Midnight or one a.m.  
**M:** Ooh, four hours' sleep. Not good.

**Taken by:** Speakout students' book

**ACTIVITY # 7**

**UNIT 7 Recording 1**

**1**  
 I was at home with my parents and my brother and sister. There was a family party, but nothing really special. There were fireworks on TV ... but I think I was asleep at midnight. I don't really remember.  
**2**  
 We were in Miami, Florida, at a concert. The bands were great – the Gipsy Kings and some other local bands. It was great.  
**3**  
 I was at work in Sydney. I work at a club, and of course it was a very big night for us. The money was good. Everybody was happy, crazy. There were fantastic fireworks over the Sydney Opera House.  
**4**  
 I was on a beach in Fiji with my friends. There was a beautiful sunrise. We were the first people to see the start of the year 2000. And we weren't alone – there were hundreds of people on the beach with us. It was a beautiful morning, very peaceful ...  
**5**  
 I was in hospital. I was born on January 1st, 2000. My mother says there was a party. Maybe it was for the New Year ... or was the party for me?

**Taken by:** Speakout students' book

## ACTIVITY # 8

### UNIT 8 Recording 3

**P = radio presenter K = Ken C = Clare D = Dan**

**P:** Welcome to Good and Bad. This week we talk about holidays – good holidays and bad holidays. Our hotline is 123 2222. And here's our first caller. Hello, Ken?

**K:** Hi.

**P:** So, tell us about your two holidays.

**K:** Yeah, well my family went camping in Canada when I was twelve. We had one tent for six people, and we didn't have water or electricity.

**P:** Oh, right. Did you like it?

**K:** Yes, I did. It was ... fantastic. No TV, no internet ... we cooked on a fire and played games.

**P:** Sounds great. And your other holiday?

**K:** Last year, I went to Australia with my girlfriend, to Surfer's Paradise. I lost my passport on the first day.

**P:** Sorry to hear that.

**K:** But the beach at Surfer's Paradise was beautiful. The water was fantastic. We went swimming and just relaxed ... but then I ate some bad food ... fish ... and I became very ill. I was ill for a week.

**P:** Oh. So that was a bad holiday. But as you say Surfer's Paradise is a beautiful place.

**K:** Yes, it is.

**P:** OK, Ken. Thank you for calling. Next caller ... Clare? Are you there?

**C:** Yeah, hello.

**P:** Hi. Tell us about your holidays.

**C:** Well, last year we went to France, on a group tour.

**P:** Oh, where did you go?

**C:** We went to Paris, but ... there was a problem with the plane. We waited for ten hours at the airport. Then they said there weren't any seats on the next plane. Or the next plane.

**P:** Oh, no! What did you do?

**C:** We went by train! We had five hours in Paris. We saw some interesting buildings and a museum, and then we came home.

**P:** By plane?

**C:** No, by train. We had dinner on the train. Expensive sandwiches!

**P:** So that wasn't very good. How about your other holiday? The good one?

**C:** Ah yes, it was in China. I was there for two months. I was alone, so I met a lot of local people. They were very nice.

**P:** Did you speak English with them?

**C:** No, I didn't. I spoke a little Chinese and they liked that.

**P:** Great. Thanks, Clare. And next we have Dan. Hi, Dan.

**D:** Hi.

**P:** Is your first holiday good or bad?

**D:** Good – really good. I went to Peru. It was a walking holiday and it was wonderful.

**P:** Why was that?

**D:** Well, I went with a friend and we ...

**Taken by:** Speakout students' book

## Activity # 9

### UNIT 3 Recording 2

#### Conversation 1

**N = Nasrin L = Leyla**

**L:** Hi Nasrin.

**N:** Hi Leyla. How are you?

**L:** Fine thanks. You?

**N:** Yeah good.

**L:** Sit down.

**N:** Hey Leyla, what's that?

**L:** It's our homework.

**N:** For this lesson?

**L:** Yes, Nasrin.

**N:** Oh no!

#### Conversation 2

**D = Denise T = Tanya S = Stan**

**D:** Hi Tanya. What are those books?  
**T:** Hi Denise. These books? They're for my English class.  
**D:** Wow! They're big!  
**S:** Shhh!  
**T:** Sorry Stan! Oh, they're not so big. They're really good!  
**D:** Who's your teacher?  
**T:** Mr White.  
**D:** Ah. He's good.  
**S:** Shhh! This is a library! Please be quiet!  
**T/D:** Sorry Stan!

### Conversation 3

**D = Dave K = Kate**

**D:** Hey Kate, what's in these two boxes?  
**K:** My cups are in that box. My glasses are in this one.  
**D:** Yeah, this one's very heavy.  
**K:** Yeah it's ... Oh, be careful!  
**D:** Oh, no. Sorry.  
**K:** Oh, Dave ...  
**D:** Really, I'm sorry.

### Conversation 4

**O = Oliver S = Sam**

**O:** Wait a minute!  
**S:** What's the problem?  
**O:** Sam, is that my coffee?  
**S:** This one?  
**O:** Yes.

**S:** Oh, yes it is. Sorry Oliver.  
**O:** And this is your coffee.  
**S:** Oh. Let's get new cups.  
**O:** Good idea.

**Taken by:** Speakout students' book

## Activity # 10

### UNIT 10 Recording 4

#### Conversation 1

**W = Woman T = Tom**

**W:** Hi, do you have a minute?  
**T:** Yeah, sure.  
**W:** What's your name?  
**T:** Tom.  
**W:** OK, Tom. Can you look at this list? It's people's top ten goals in life.  
**T:** Oh, OK.  
**W:** So, do you have a goal for this year?  
**T:** A goal? Yes, I want to learn something new. My girlfriend can cook really well, but she doesn't like cooking. So I'm going to learn to cook.  
**W:** Mmm, that's interesting. Any special type of cooking?  
**T:** Yeah, Japanese food. I lived in Japan and I love Japanese food.  
**W:** I see, well ...

#### Conversation 2

**W = Woman F = Fiona**

**W:** So, Fiona, do you have a goal for this year?  
**F:** I'm going to change jobs.  
**W:** That's a big change!  
**F:** Yeah, well, I work in an office, and I don't like it. I'd like to work outside.  
**W:** Great.  
**F:** My friend Sheila is going to help me.  
**W:** Well, good luck with that.  
**F:** Thanks!

#### Conversation 3

**W = Woman L = Liam**

**W:** Liam, do you have a goal for this year?  
**L:** Yes, I do.  
**W:** So, what are you going to do?  
**L:** Well, I work with computers, sometimes twelve hours a day and I often take work home. It isn't good ...  
**W:** Right.  
**L:** ... so this year I'm going to spend more time with my friends and I'm not going to take work home.  
**W:** Great.

#### Conversation 4

**W = Woman R = Rudi**

**W:** Rudi, what are your goals?  
**R:** Er ... I'm going to get fit. I never do sport. I can't play tennis or anything, but I'm going to

start exercising. Something easy. Take a walk every day.

**W:** Sounds good.

### **Conversation 5**

**W = Woman A = Alex**

**W:** What's your goal this year, Alex?

**A:** I have two goals really.

**W:** Oh, and what are they?

**A:** One is to save more money. The other is to see my friends more.

**W:** That's great. And what are your plans, with your friends?

**A:** Well ... hmm ... maybe go shopping together.

**W:** Go shopping? Then you aren't going to save money!

**A:** Yeah, but I'm not going to stop shopping!

**Taken by:** Speakout students' book

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# ANNEXES

## ANNEX 1: OFFICIAL LETTER FOR RESEARCH AUTHORIZATION

Ambato, 29 de mayo de 2018



29 MAY 2018

Recibido en  
Nº Fanny  
11h29

Doctora  
Elsa Hernández  
DIRECTORA DEL CENTRO DE IDIOMAS  
Presente.-

De mi consideración:

Yo, **ALEXANDRA DEL ROCIO SAQUINGA YANCHAPANTA**, estudiante de la Maestría en la Enseñanza del Idioma Inglés como Lengua Extranjera en la Universidad Técnica de Ambato, solicito muy comedidamente se digne otorgar el permiso correspondiente para realizar la aplicación de encuestas tanto para docentes, así como también a estudiantes de A1 de la Modalidad Regular en diferentes horarios como parte de mi trabajo de tesis: **"THE USE OF BLOOM'S TAXONOMY ON STUDENTS' LISTENING SKILLS IMPROVEMENT, AT A1 LEVEL"**, las mismas que se llevaran a cabo durante el mes de junio, con la siguiente planificación:

Aplicación de encuestas a docentes del nivel A1.	8 de Junio
Aplicación de encuestas a estudiantes del nivel A1.	Del 11 al 14 de Junio

Por la favorable atención a la presente desde ya reitero mis más sinceros agradecimientos.

Atentamente:

**Lic. Alexandra Saquina**  
**DOCENTE DE INGLÉS**



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**CENTRO DE IDIOMAS**

Av. De los Chasquis y Río Guayllabamba – Campus Huachi - Ambato Ecuador

e-mail dedi@uta.edu.ec

**Memorándum Nro. UTA-CI-D-TE-MR-0519-2018**

PARA: Lic. Alexandra Saquina  
Maestrante de la Universidad Técnica de Ambato

ASUNTO: Autorización para aplicación de encuestas

FECHA: 29 de mayo de 2018

.....

En atención a su solicitud recibida el 29 de mayo de 2018, se autoriza aplicar las encuestas a docentes y estudiantes en el Centro de Idiomas para el desarrollo de la tesis "THE USE OF BLOOM'S TAXONOMY ON STUDENTS LISTENING SKILLS IMPROVEMENT, AT A1 LEVEL", previamente usted deberá presentar la planificación de actividades a realizarse para su aprobación.

Atentamente,

Dra. Elsa Hernández  
Directora CI-UTA



EHjp

## ANNEX 2: STUDENT SURVEY



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**DIRECCIÓN DE POSGRADO**  
**MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA**  
**EXTRANJERA**

Survey addressed to students from the Languages Center

**OBJECTIVE:** To analyze how the use of Bloom's Taxonomy enhance students' listening skills improvement at A1 level.

**INSTRUCTIONS:**

- ✓ Read the following instructions carefully.
- ✓ According to your criteria choose the best option.

QUESTIONS	ALWAYS	ALMOST ALWAYS	SOMETIMES	ALMOST NEVER	NEVER
1. Do you understand the main idea and details of audios used in class?					
2. Do you understand and follow the conversation presented in an audio passage without any difficulty?					
3. Are you able to summarize the main idea from an audio and contrast it by giving your point of view?					
4. Does your teacher use a gradual process from easier to more complicated skills to develop listening comprehension?					
5. Are you interested and motivated to complete a listening task in the class?					
6. Do you consider that the use of listening activities in class is important to learn English?					
7. How often does your teacher use listening activities in your class?					
8. Do you consider listening is an essential skill to develop communication?					
9. Do you believe listening contributes to the development of the other language skills?					
10. Does listening help you to improve your pronunciation at the time of speaking?					

**THANKS FOR YOUR HELP!**

### ANNEX 3: TEACHER SURVEY



UNIVERSIDAD TÉCNICA DE AMBATO  
DIRECCIÓN DE POSGRADO  
MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA  
EXTRANJERA

Survey addressed to teachers from the Languages Center

**OBJECTIVE:** To analyze how the use of Bloom's Taxonomy enhance students' listening skills improvement at A1 level.

**INSTRUCTIONS:**

- ✓ Read the following instructions carefully.
- ✓ According to your criteria choose the best option.

QUESTIONS	ALWAYS	ALMOST ALWAYS	SOMETIMES	ALMOST NEVER	NEVER
1. Do your students understand the main idea and details of audios used in class?					
2. Do your students understand and follow the conversation presented in an audio passage without any difficulty?					
3. Are your students able to summarize the main idea from an audio and contrast it by giving your point of view?					
4. Do you use a gradual process from easier to more complicated skills to develop listening comprehension?					
5. Are your students interested and motivated to complete a listening task in the class?					
6. Do you consider that the use of listening activities in class is important to learn English?					
7. How often do you use listening activities in your class?					
8. Do you consider listening is an essential skill to develop communication?					
9. Do you believe listening contributes to the development of the other language skills?					
10. Does listening help your students to improve their pronunciation at the time of speaking?					

**THANKS FOR YOUR HELP!**

## ANNEX 4: VALIDATION OF SURVEYS BY EXPERTS

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**DIRECCIÓN DE POSGRADO**  
**MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA**  
 VALIDATION INSTRUMENT (Students' survey)



ITEM	Correlation between the objectives, variables and questions from the survey.		COMMENTS			Language usage.			COMMENTS
	Relevant	Not relevant	Very good	Good	Not very good	Very good	Good	Not very good	
1	/		/						
2	/		/						
3	/		/						
4	/		/						
5	/		/						
6	/		/						
7	/		/						
8	/		/						
9	/		/						
10	/		/						
Validator information	Name:		ID number:			Phone number:			
	Cynthia Hidalgo Camacho		182355212			0984614750			
	Occupation:		Position:			Date:			
VTD - Language Center		English Teacher			6/06/2018				

  
 Signature





UNIVERSIDAD TÉCNICA DE AMBATO  
DIRECCIÓN DE POSGRADO  
MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

VALIDATION INSTRUMENT (Teacher's survey)

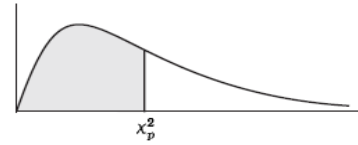
ITEM	Correlation between the objectives, variables and questions from the survey.		COMMENTS			COMMENTS
	Relevant	Not relevant	Very good	Good	Not very good	
1	/					
2	/					
3	/					
4	/					
5	/					
6	/					
7	/					
8	/					
9	/					
10	/					
Validator information	Name:		ID number:			Phone number:
	Cynthia Hidalgo Camacho		1802355212			0984614750
	Occupation:		Position:			Date:
	UD - Language Center		English Teacher			6/06/2018

  
 Signature

## ANNEX 5: Chi - square

### Apéndice IV

Valores percentiles ( $\chi^2_p$ )  
correspondientes  
a la distribución ji cuadrada  
con  $\nu$  grados de libertad  
(área sombreada =  $p$ )



$\nu$	$\chi^2_{.995}$	$\chi^2_{.99}$	$\chi^2_{.975}$	$\chi^2_{.95}$	$\chi^2_{.90}$	$\chi^2_{.75}$	$\chi^2_{.50}$	$\chi^2_{.25}$	$\chi^2_{.10}$	$\chi^2_{.05}$	$\chi^2_{.025}$	$\chi^2_{.01}$	$\chi^2_{.005}$
1	7.88	6.63	5.02	3.84	2.71	1.32	.455	.102	.0158	.0039	.0010	.0002	.0000
2	10.6	9.21	7.38	5.99	4.61	2.77	1.39	.575	.211	.103	.0506	.0201	.0100
3	12.8	11.3	9.35	7.81	6.25	4.11	2.37	1.21	.584	.352	.216	.115	.072
4	14.9	13.3	11.1	9.49	7.78	5.39	3.36	1.92	1.06	.711	.484	.297	.207
5	16.7	15.1	12.8	11.1	9.24	6.63	4.35	2.67	1.61	1.15	.831	.554	.412
6	18.5	16.8	14.4	12.6	10.6	7.84	5.35	3.45	2.20	1.64	1.24	.872	.676
7	20.3	18.5	16.0	14.1	12.0	9.04	6.35	4.25	2.83	2.17	1.69	1.24	.989
8	22.0	20.1	17.5	15.5	13.4	10.2	7.34	5.07	3.49	2.73	2.18	1.65	1.34
9	23.6	21.7	19.0	16.9	14.7	11.4	8.34	5.90	4.17	3.33	2.70	2.09	1.73
10	25.2	23.2	20.5	18.3	16.0	12.5	9.34	6.74	4.87	3.94	3.25	2.56	2.16
11	26.8	24.7	21.9	19.7	17.3	13.7	10.3	7.58	5.58	4.57	3.82	3.05	2.60
12	28.3	26.2	23.3	21.0	18.5	14.8	11.3	8.44	6.30	5.23	4.40	3.57	3.07
13	29.8	27.7	24.7	22.4	19.8	16.0	12.3	9.30	7.04	5.89	5.01	4.11	3.57
14	31.3	29.1	26.1	23.7	21.1	17.1	13.3	10.2	7.79	6.57	5.63	4.66	4.07
15	32.8	30.6	27.5	25.0	22.3	18.2	14.3	11.0	8.55	7.26	6.26	5.23	4.60
16	34.3	32.0	28.8	26.3	23.5	19.4	15.3	11.9	9.31	7.96	6.91	5.81	5.14
17	35.7	33.4	30.2	27.6	24.8	20.5	16.3	12.8	10.1	8.67	7.56	6.41	5.70
18	37.2	34.8	31.5	28.9	26.0	21.6	17.3	13.7	10.9	9.39	8.23	7.01	6.26
19	38.6	36.2	32.9	30.1	27.2	22.7	18.3	14.6	11.7	10.1	8.91	7.63	6.84

Taken by: (Stephens, 2009)