

# UNIVERSIDAD TÉCNICA DE AMBATO



## DIRECCIÓN DE POSGRADO

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

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**TEMA: “AUDIO FAIRY TALES TECHNIQUE TO ENHANCE ENGLISH  
LISTENING SKILL”**

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Trabajo de Investigación Previo a la Obtención del Grado Académico de Magister en la  
Enseñanza del Idioma Inglés Como Lengua Extranjera

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**Ambato – Ecuador**

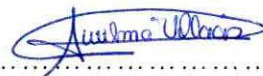
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*Lady Herrera.*

## DEDICATION

*From the bottom of my heart, I dedicate my success to my beloved family specially my father Wilson H, although he is not here physically with me but from heaven he always takes care of and guide. Besides, all those who in one way or another have contributed to achieve my goals.*

*Lady Herrera.*

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**EXTRANJERA**

**TEMA:**

“AUDIO FAIRY TALES TECHNIQUE TO ENHANCE ENGLISH LISTENING SKILL”

**SOURCE:** Licenciada Lady Verónica Herrera Vilema

**DIRECTOR:** Licenciado Boris Cristian Cadena Murga Magíster

**FECHA:** Marzo,2019

**RESUMEN EJECUTIVO**

La investigación titulada “Audio fairy tales technique to enhance English listening skill” tuvo como objetivo el determinar cómo el uso de esta técnica mejora la destreza auditiva. Este objetivo ayudó a analizar el impacto del uso de la técnica cuentos de hadas en la destreza auditiva; identificó qué tipo de cuentos de hadas y actividades son útiles en las clases del idioma Inglés. Además, evaluó las diferencias entre los estudiantes quienes asistieron a clases con lecciones implementadas a través del uso de la técnica cuentos de hadas de audio y aquellos estudiantes quienes asistieron a sus clases de inglés normales. A través de un pre-test, el nivel de los estudiantes en la destreza auditiva fue evaluado, el cual está basado en el examen A2 KET. Simultáneamente, se diseñó un folleto didáctico con cuentos de hadas de audio y actividades que ejecutan las lecciones de destreza auditiva como pre-auditiva, durante y después el cual fue puesto en práctica en el período académico Septiembre 2018 – Diciembre 2018. Posteriormente se procedió a tomar el

post-test a ambos grupos: grupo control y grupo experimental. Después de obtener la información cualitativa proveniente del Pre-test y el post- test se la procesó y analizó a través del Paquete Estadístico para Ciencias Sociales (SPSS). Esta investigación quasi-experimental contribuyó a mejorar la destreza auditiva de los estudiantes de segundo de bachillerato de la Cotaló High School. Se concluyó que la técnica cuentos de hadas de audio contribuyó positivamente al desarrollo de la destreza auditiva y se recomienda utilizarla para mejorar el aprendizaje del Idioma Inglés como lengua extranjera.

**Descriptor:** Técnicas de escucha - Aprendizaje – destreza - proceso auditivo – folleto – mejoramiento – cuentos de hadas

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

**THEME:**

“AUDIO FAIRY TALES TECHNIQUE TO ENHANCE ENGLISH LISTENING SKILL”

**AUTHOR:** Licenciada Lady Verónica Herrera Vilema

**DIRECTOR:** Licenciado Boris Cadena Murga Magíster

**DATE:** March 12<sup>th</sup>, 2019.

**ABSTRACT**

The research project entitled "The Audio Fairy tales technique to enhance English listening skills" was aimed at determining how the use of this technique improves listening skills. This was achieved through the analysis of the impact of the use of the fairy tale technique on auditory skills by identifying which kinds of fairy tales and activities are useful in English language classes. In addition, an evaluation was carried out of the differences between students who attended classes with lessons implemented through the use of the audio fairy tale technique, and the group of students who attended their normal English classes without any intervention. Through a pre-test based on the A2 KET test, the level of students in auditory skills was assessed. Simultaneously, a didactic booklet was introduced, with audio fairy tales and activities that develop listening-skill lessons using pre-listening, during listening, and post-listening activities. This was implemented in the academic period September 2018 - December 2018. Both the control group and experimental group were finally given a post-test. After obtaining the qualitative information from the Pre-test and the post-test, this was processed and analyzed through the Statistical Package for Social Sciences (SPSS). This quasi-experimental research contributed to improving the auditory skills of the second-year students of Cotaló High School. It was concluded that the audio fairy tales technique improved listening skills. Specifically, students were able to positively recognize main ideas and supporting details, as well as the main characters of a story. The technique is recommended for the improvement of the learning of the English as a foreign language.

**Key words:** Listening techniques - learning - skill - auditory process - brochure - improvement - fairy tales

## INTRODUCTION

Given the global importance of English, it is necessary for researchers to propose ideas for improving Ecuadorian students' skills which can, in turn, lead to a better language development. In these circumstances, the improvement of listening skills is of vital importance in raising students' performance. In recent years, the Ecuadorian education policy has been changed for basic and baccalaureate education; consequently, teachers are challenged to look for better results.

In spite of changes to the educational policy, teachers have continued using teacher-centered methodology. This means that there little research is carried out and there is a non-productive use of the target language. According to Education First (2018), there is a low level of English proficiency in Ecuador; therefore, this must improve for the benefit of students. The main objective of Ecuadorian language education is to achieve level B1 by the end of the third year of baccalaureate, and this is a great challenge for teachers and students, especially in rural areas.

Cotaló High School provides a good opportunity to make an exemplary case for Ecuadorian language education. There is no research into the use of the fairy tales technique to improve listening skills in the rural area of Tungurahua province. None of the students that come to this school have internet access at home; they have to go to the community offices to do research. Therefore, they do not have the opportunity to freely read or listen to stories or tales in English. Accordingly, it is interesting for them to experience a new and challenging way to learn English that goes beyond the textbook and teacher-led classroom learning.

This research compiles widespread information about listening skills and several audio fairy tales such as "The gingerbread man", "The three little pigs", "The ugly duckling", "Goldilocks and the three bears", "Puss in boots" and "The real princess", and uses this data to design a series of activities that can be applied in the classroom setting to improve the learners' auditory skills.

This quasi-experimental research used two large groups of students belonging to second year of baccalaureate. The research design is divided into 6 chapters, which are summarized below.

**CHAPTER I.** This introduces the problem. In addition, it sets out the critical analysis, prognosis, and setting of the problem, research questions, and delimitation of the study, justification, and objectives.

**CHAPTER II.** This presents the research background, philosophical foundation, legal foundation, key categories, the theoretical foundation for each variable, and the hypothesis.

**CHAPTER III.** This introduces the methodology for this study through the explanation of the research method, type of research, and population. Furthermore, it explains the operationalization of variables, the method of data collection and analysis.

**CHAPTER IV.** This describes the data that come from the pre and post- tests. It also describes the analysis and interpretation of data, and hypothesis verification through the application of the T- student Mathematical Test.

**CHAPTER V.** This details the conclusions and recommendations.

**CHAPTER VI.** This presents a proposal based on the audio fairy tale technique for enhancing the students' listening skills.

## CHAPTER I

### Research problem

#### 1.1 Topic

Audio fairy tales technique to enhance English listening skill.

#### 1.2 Problem statement

##### 1.2.1 Contextualization of the Problem

English plays a crucial role in all areas of human and social development. Seidlhofer (2011) in her research work, “Understanding English as a Lingua Franca,” argued that English is considered as a lingua franca because it is the common language of areas such as technology, business, science, politics, tourism on all the continents of the Earth; therefore, it is considered as a global language (Crystal, 2003). English language allows communication among people from different cultures. Since it is one of the most spoken languages worldwide, the contextualization of the current problem it is needs to be analyzed in three different contexts.

The Common European Framework of Reference (2001) has created the plurilingual approach, which emphasizes the idea that an individual’s language experience in his or her own cultural context starts from home extends to society. Then, it is also expanded to interact with other languages which are learned either at school or through direct experience. This interaction of languages strengthens people’s communicative competence. However, there are problems with English skills in the global context. For instance, in the recent Olympic Games, North Koreans struggled to communicate because their English is not adequate and English terms needed to be translated into Korean. Therefore, it is necessary for countries to give English the same treatment as they do with math or literacy. Whereas European countries continue to have a good level of English proficiency (Sonnad, 2018), the English level in the Middle East and North Africa have experienced a decrease in its proficiency. This happens because people from Latin America who are moving to China and those countries have Spanish and Portuguese as their dominant languages (Mitchell, 2015). In the



year 2015, it was shown that China had been losing its interest in English and had fallen 10 places in the global ranking. Chinese schools have reduced the importance given to the English language while placing greater emphasis on the Chinese language (Lowy, 2015).

Furthermore, English Proficiency Index 2018 developed the largest study to date, with 88 countries and regions involved. It shows that Sweden has the highest levels of English proficiency but countries such as Tunisia, El Salvador, Nicaragua, Venezuela, Turkey, and Syria, among others, have a very low English proficiency. Libya is placed in the last place of these rankings. (Education First, 2018).

Furthermore, grounded in the idea that Ecuador is a country that has many different cultural and linguistic backgrounds and not all its population speak Spanish as their first language, the Ecuadorian government has put forward an English language curriculum designed for elementary and baccalaureate education. The Ecuadorian curriculum takes into consideration the diverse population and presents a logical basis for learning English within an educational, inclusive, and global context (Ministerio de Educación del Ecuador, 2016). However, in a meso-level analysis, Ecuador is placed at number 65 in global rankings. This means that Ecuadorian people have a low proficiency level of English. A correlational study has been developed and shows that Ecuador has gained a slight improvement in English language proficiency from 2011, when English level was extremely low, up to the current day, when its level is considered low (Education First, 2018).

Most importantly, the teaching and learning process of English should be enhanced. Ecuadorian English language teachers are working to improve English language competencies and skills. High-school graduates must obtain a B1 level; therefore, they need to manage language skills according to the requirements of the Common European Framework of Reference. With regard to listening skills, students must be able to understand the main points of a speech, radio and television programs (Villalva & Rosero, 2012). Education First (2018) shows that English proficiency level in the Ecuadorian Highland region is very low, particularly in Ambato.

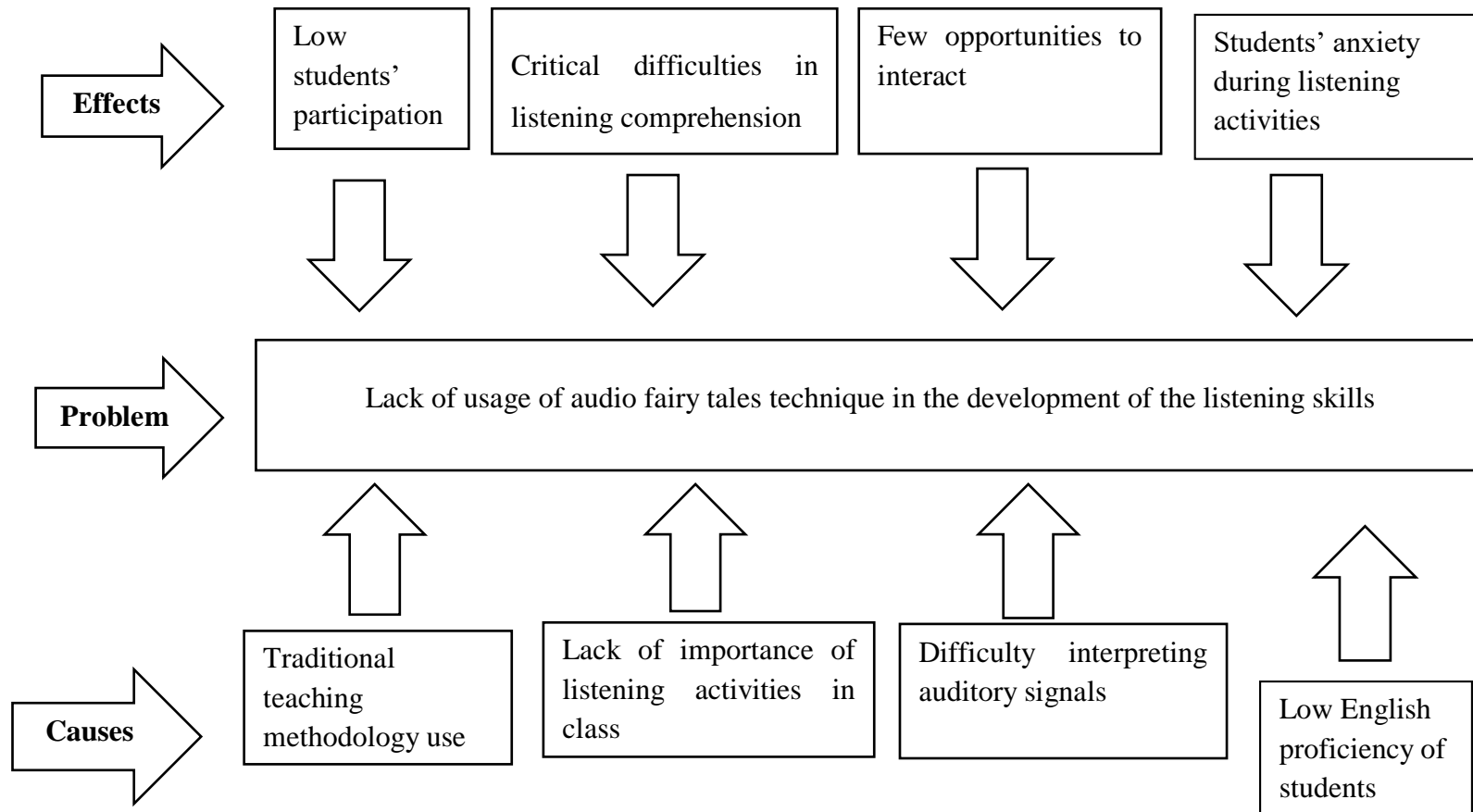
Finally, there is a serious problem among students from Cotaló High School due to their difficulty in understanding their English teacher because they are not familiar with audios,

podcasts, and dialogues, and other audio teaching material designed for the acquisition of vocabulary or for gist understanding. This could be because students are poorly prepared to perform listening comprehension activities, quizzes, and tasks which are performed during classes. Consequently, the students' capacity to communicate in English is deficient. Participants took a diagnostic exam at the beginning of the present study in which the results were poor, especially in the listening section.

Even though English is considered to be a global language, there are problems with English performance, in terms of communication use, for learners around the world, in Ecuador, and the situation at Cotaló High School is typical of these.

### **1.2.2 Critical Analysis**

Figure 1. Critical Analysis. Problem Tree



Source: Herrera, L. (2019)

The Ecuadorian Board of Education states that high school students must have a B1 level by the end of high school. According to Villalva and Rosero (2008), this means that learners must become independent language users. The Common European Framework of Reference (2001) states that independent language users:

“Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans” (Common European Framework of Reference, 2001).

Furthermore, justice, motivation, innovation, and solidarity are the educational goals that the Ecuadorian curriculum supports. These goals should be accomplished in the classroom context through the development of thinking, social, and creative skills of language in national and international communities. The Ecuadorian Board of Education (2016) argues listening and speaking skills are related macro skills that need to be linked in the classroom through meaningful and communicative activities. However, there are some problems in the classroom in the accomplishment of justice, motivation, innovation, and solidarity as educational goals.

Firstly, there is a traditional teaching methodology in use, which causes low learner participation. The low level of English proficiency is due, in part, to some traditional methodologies used by teachers who have not updated their knowledge for providing students enough support. Teachers do not use appropriate strategies. They do not motivate students with the use of adequate visual aids (Obando & Parrales, 2007). Furthermore, the traditional methodology is teacher-centered, which causes students to become passive in the teaching-learning process (Del Campo, Negro, & Nuñez, 2012). The methodology has a negative effect, which is manifested in low learner participation.

Secondly, there is a lack of importance of listening activities in class because educators emphasize the teaching activities focused on reading, writing, and vocabulary (Gilakjani &

Sabouri, 2016; Oteir & Abd, 2017; Oteir & Abd, 2017). Teachers also emphasize teaching grammar as one of the main syllabus components; therefore, listening is not given as much attention as reading, writing, vocabulary, and grammar. Consequently, students have often not experienced any listening activity, and they have little guidance on correct pronunciation. As a result, students manifest severe difficulties in listening comprehension activities.

Furthermore, students show difficulties in interpreting auditory signals. Indeed, students may listen correctly, but their brain has difficulties in processing what is heard. A person who has poor listening skills usually listens in a good way but he or she does not interpret auditory signals accurately (Shore, 2018). During listening activities, students seem to be listening; nevertheless, when the teacher checks their listening comprehension, most of the students are not able to answer correctly. The teacher then thinks that they are not engaged in the task and focuses on their attention span. However, the problem is that they have few opportunities to communicate and respond to what they hear.

In addition, students have a low English proficiency. Vogely (1999 as cited in Oteir & Abd, 2017) states English students demonstrate difficulties during listening to classroom tasks. In fact, they are required to understand and comprehend what the speaker is saying. To develop listening skills, students should be able to make inferences, check, revise, and generalize, among other class activities. When students face these kinds of difficulties, they demonstrate anxiety while they are listening to oral language (Oteir & Abd, 2017).

### **1.2.3 Prognosis**

Having described this situation, the use of inadequate techniques for listening skills development has not been solved at Cotaló High School, and this has negatively affected students' language skills performance.

Teachers are in charge of supporting their students to have better outcomes. As already cited, the level of English proficiency in Ecuador is deficient according to Education First (2018); therefore, it is essential to implement other ways of teaching for the promotion of better classroom environments. If this problem persists, English performance of students' at Cotaló High School will continue in the same rank; on the contrary, if educators contribute more innovative ideas, students will perform better.

Furthermore, listening skills need to be addressed with engaging methodologies which promote students' participation in class. Until now, students at Cotaló High School have been taught through traditional teaching methodologies which emphasize grammar and vocabulary. If teachers continue doing this, students will not be able to actively participate in class. However, if teaching methodology is updated, students will demonstrate a better classroom performance, and participation and the learning environment will become a more motivational and engaging experience.

Students demonstrate severe difficulties in listening comprehension tasks. Even if the teacher repeats the track several times, students do not understand it. During listening comprehension activities, they do not show interest because they are not accustomed to listening to recorded tracks in class. It is necessary to change this situation in order to achieve better learning outcomes. If listening activities are given greater importance in class, students will be able to build their critical thinking skills and develop listening comprehension tasks accurately.

During English classes, it was also seen that students do not understand auditory signals such as stress and intonation because they are not familiar with listening to spoken language. Some listening activities, such as the use of audio fairy tales, will enable students to enhance their listening skills, and their target language knowledge will be better. Students need their teacher's support to improve their listening skills.

Finally, students often experience high levels of anxiety. If students have a high affective filter, learning will be impeded. However, if the teacher helps students to manage their emotions during listening tasks, learners will construct their knowledge by themselves. This may be achieved through the implementation of the audio fairy tales technique for enhancing students' LISTENING SKILLS. This will give both learners and teachers the opportunity to develop the class effectively in order to lower students' levels of anxiety with useful activities which lead to better results.

#### **1.2.4 Problem formulation**

How does the use of audio fairy tales technique enhance listening skills?

### 1.2.5 Research questions

- ✓ What is the impact of audio fairy tales on listening skills?
- ✓ Which audio fairy tales and activities can be used in an English class?
- ✓ Which are the differences, in terms of listening comprehension enhancement, in both the control and experimental groups?

### 1.2.6. Delimitation of the research problem

#### Content delimitation

The Audio fairy tales technique for enhancing English listening skills

**Field:** Education

**Area:** English as a Foreign Language Learning

**Aspect:** Listening

#### 1.2.6.1 Temporal and spatial delimitation

The current research took place at Cotaló High School from September to December 2018 academic period.

### 1.3 Justification

This study focused on areas of methodological research at the Universidad Técnica de Ambato. In this context, learners have been motivated to use audio fairy tales for enhancing their listening skills. Due to the learners' pre-existing low levels, this research contributes to the development of their listening skills. Consequently, this research is necessary, original, and feasible.

This research is **necessary** because students must achieve a B1 level of performance, according to the Common European Framework of Reference, by the end of high school (Villalva & Rosero, 2012). At Cotaló High School, it has been noticed that students require other ways of teaching in order to engage them in a meaningful teaching-learning process. Therefore, using audio fairy tales may be a good source of teaching and learning to achieve a good level of performance. It is also necessary because learners in the second year of the general baccalaureate should be encouraged to go beyond the study of grammar or vocabulary.

Although there have been several studies related to the use of audio fairy tales in class for enhancing students' language skills, the current research may be considered original, since there has been no prior study at Cotaló High School with a similar theme. Teachers have the task of using original techniques to support students in their learning journey. Consequently, the audio fairy tales technique is used in this research partly because of its originality.

Finally, this study is **feasible**. Authorities, English teachers, students, and parents are aware of the necessity of implementing audio fairy tales technique for better learning outcomes. In other words, the researcher had sufficient support from authorities and the rest of the educational community at Cotaló High School to carry out this project and, in this way, to contribute to Ecuadorian education, especially to Cotaló, located in the Tungurahua province.

#### **1.4. Objectives**

##### **1.4.1 General Objective**

To determine how the use of audio fairy tales technique enhances listening skills.

##### **1.4.2 Specific objectives**

- ✓ To analyze the impact of the audio fairy tales technique use on the listening skills.
- ✓ To identify which audio fairy tales and activities are useful in English class.
- ✓ To evaluate the differences in terms of listening comprehension enhancement in both control and experimental groups



## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1. Research Background

There have been a number of different studies into the use of audio fairy tales for enhancing listening skills.

Firstly, incidental vocabulary acquisition from reading, reading-while-listening, and listening to stories by Brown, Waring, & Donkaewbua (2008) used 35 learners in three experimental groups. These groups read and listened once to three stories in graded-reader form. The reading and listening comprehensions took place during three regular 90-minute classes at intervals of 2 weeks. This allowed subjects to keep to their own pace, and if necessary, to backtrack without interruption. The students encountered considerable difficulty when trying to comprehend the story and substitute words they encountered while listening. Clearly, the inaccurate perception of the pronunciation of words and phrases was potentially a greater barrier in listening than in reading.

Kartal (2017) in his research “The Effects of Audiobooks on EFL Students’ Listening Comprehension” based at Necmettin Erbakan University, focused on listening comprehension, fluency, or vocabulary. The participants were 66 first-year students from a Turkish university. The research followed a pre-post-test control group research design using quantitative and qualitative research methods. Quantitative data obtained from the general listening comprehension skills scaled the scores of the students before and after participation. These were analyzed using independent sample tests. The findings showed that using audiobooks had a positive impact on students’ listening comprehension skills.

In the same way, Djouad (2015), of Mohamed Kheider Biskra University, highlighted the importance of using audio books in enhancing EFL students listening skills. This study hypothesized that if teachers use authentic materials and audio books in teaching the English language, then they would strengthen their students’ listening skills and enable students to develop significantly. Two questionnaires were administered to the first year students and the teachers at the department of the English University of Biskra. The results revealed that both students and teachers were highly positive towards the use of audiobooks in developing listening skills.

Likewise, Saka (2015, p.4) argued using audiobooks are effective in developing pronunciation in EFL learners at different proficiency levels. This study was conducted at Uludağ University, School of Foreign Languages. This was also undertaken to discover how listening to audiobooks affects students' pronunciation skills in both recognition and production, and how students perceived the use of audiobooks with the aim of teaching and learning pronunciation in English. Pre and post-questionnaire scores were calculated, which showed that the use of audiobooks was positive.

In another instance, Chang (2009) highlighted the use of audiobooks while reading to gain listening fluency and vocabulary. The author claims there was no special attention given to fluency in second language instruction. This research was carried out over 26 weeks with the participation of 19 students who had similar levels of English language proficiency. Pre and post-tests were taken by the students in the control and experimental groups. After the researchers' intervention, the students in the experimental group had gained an improvement of more than 100% in reading while listening. This means that those students increased their performance in the listening process as well. Furthermore, those students improved their vocabulary knowledge because they read and listened to a total of 242 books.

## **2.2. Philosophical foundation**

The philosophical foundation of the current study is based on pragmatism. According to Whale (1967), pragmatism is a complete philosophy proposed by John Dewey in the late nineteenth century. Pragmatism states that pedagogy can be transformed from theory into an intellectually and socially meaningful approach. Pragmatism is the philosophical foundation that offers students the idea that school is a source of stability for learning, in the same way that ideal homes can be. It also emphasizes the idea that learners might receive meaningful education rather than unengaging learning experiences.

This research aims to put forward a meaningful way of teaching and learning to enhance listening skills through the use of audio fairy tales. In this setting, pragmatism would be the guide which will enlighten the teacher's approaches for providing students with meaningful and comprehensible listening activities.

## **2.3. Legal foundation**

The present research was based on the following legal foundation:

**Ministerial agreement 0052-14** in its **Art. 1**: Order that English instruction from the 2016-2017 academic year, Highland region regime and 2017-2018, Coast system, be compulsory from the first year of elementary education to the third year of the baccalaureate for all public, denominational and private institutions in the country (Ministerio de Educación del Ecuador, 2014).

This ministerial order establishes that educational institutions around Ecuador have to implement compulsory English language teaching. As it is a legal requirement, teachers should implement a methodological plan for the adequate development of this task.

**1.4 CEFR Reference Levels in the Ecuadorian Educational System from the National English Curriculum Guidelines**, which states that the language competence of an independent user level B1 has been achieved (Villalva & Rosero, 2012).

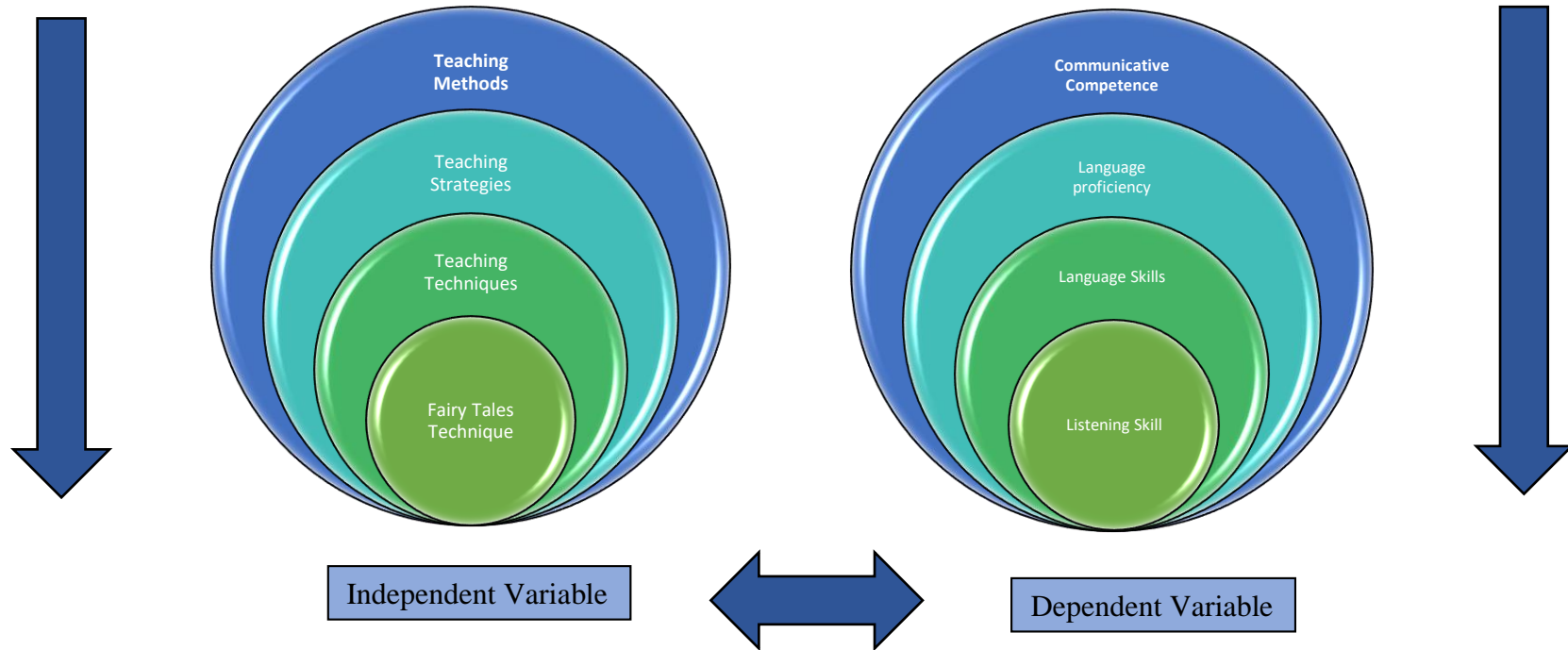
**2.1. Curriculum Exit Profile (Level B1)** “Regarding the linguistic component of communicative competence, high-school graduates at the B1 level will be able to: 1. have a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision, and express thoughts on abstract or cultural topics such as music and films; and 2. have enough language to learn sufficient vocabulary to express themselves with some hesitation and circumlocution on topics such as family, hobbies and interests, work, travel, and current events, but at times lexical limitations may cause repetition and even difficulty with formulation.” (Villalva & Rosero, 2012).

It is important to note that the present research aims to contribute, through the implementation of an approach using audio fairy tales for enhancing listening skills, to the achievement of the requirements stated in the National Curriculum Guidelines

## **2.4. Conceptual Foundation**

### 2.4.1. Key categories

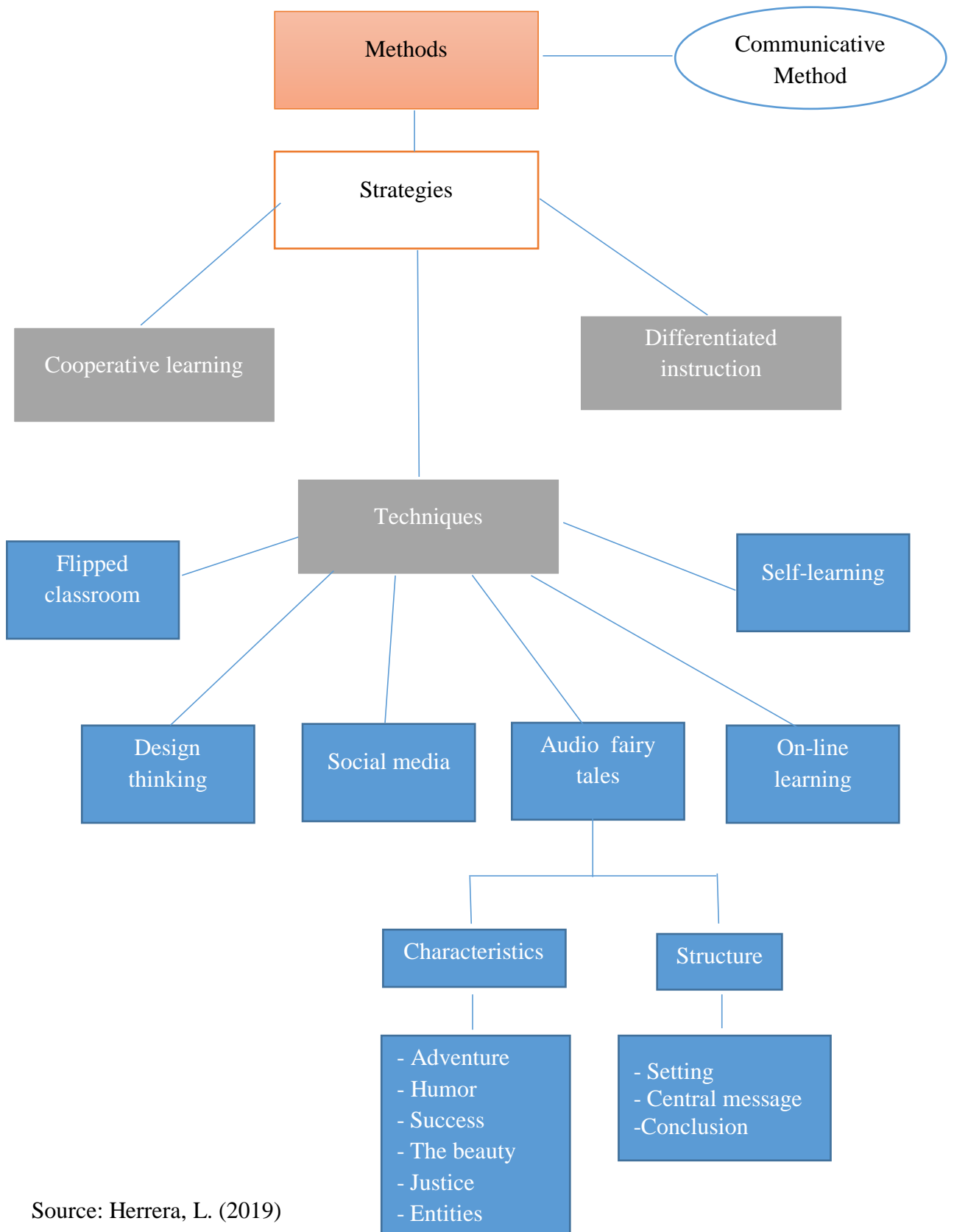
Figure 2. Key Categories



Source: Herrera, L. (2019)

### 2.4.2. Independent variable interrelated graphics

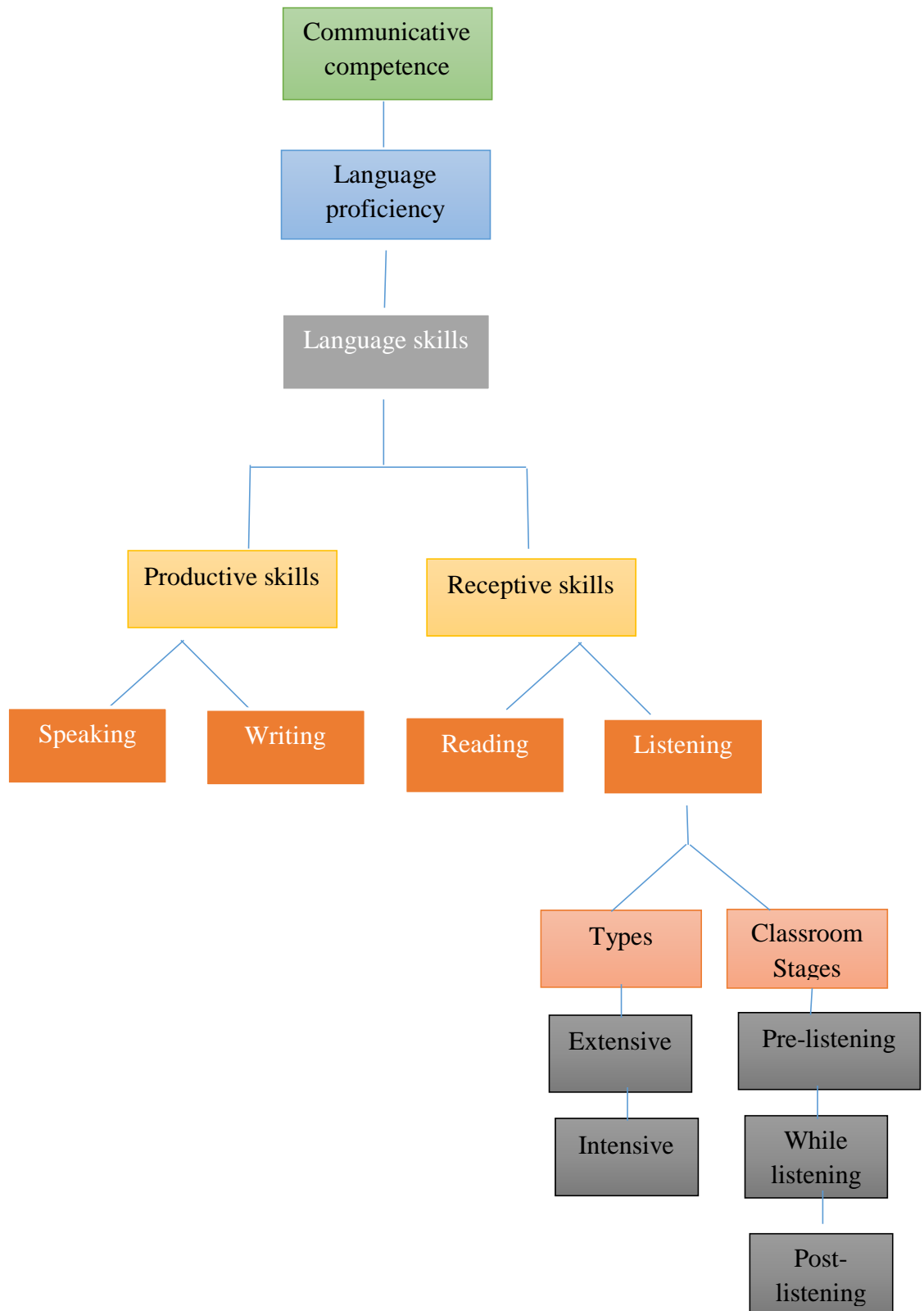
Figure 3. Independent variable interrelated graphics



Source: Herrera, L. (2019)

### 2.4.3. Dependent variable interrelated graphics

Figure 4. Dependent variable interrelated graphics



Source: Herrera, L. (2019)

#### **2.4.4 Independent variable conceptualization**

Learning is the individual process of obtaining knowledge from reading and studying (Oxford Dictionary, 2018). Sequeira (2012) states learning deals with people changes because they develop new abilities and attitudes. These changes can be natural or incidental as individuals become older and experienced; however, they are also intentional, because people are in a permanent state of change due to their attending courses, researching, or reading. This acquired information from workshops, the internet, or books builds a process of assimilation of information which causes individuals to experience a change in their behavior (Ebillo, 2013). Furthermore, people are motivated to continually change since they wish to memorize and understand processes and perform them progressively better.

Some of the main learning theories that have been developed historically are: behaviorism, or stimulus and response; neo-behaviorism, which deals with the human mind; Gestaltism; Cognitivism, or leaning to think; and the humanism, also known as the active nature of learning (Sequeira, 2012).

On the other hand, teaching is defined as actively sharing knowledge with others to give them the information to produce behavioral changes (Ebillo, 2013). Besides, teaching is the process of supporting students' process of learning. Teaching is also the process of imparting knowledge to someone or instruct him or her about how to do something (Oxford Dictionary, 2018). The teaching process has been described as being either traditional or teacher-centered, or, more recently, as a facilitating or student-centered approach.

Furthermore, the teaching-learning process has been described as the planned act of promoting individuals' behavioral change which is not the result of experience or coincidence (Ebillo, 2013).

#### **Teaching Methods**

A method is a group of strategies and techniques that are co-ordinated; they also constitute approaches that are put into practice (Herrera, 2011). Both communicative methods are to be reviewed in the current research, since they help to understand the communicative teaching and learning process with second year of the general baccalaureate.

#### **Communicative teaching method**

Richards & Rogers (1986) state that Communicative Language Teaching emerged from the British language teaching traditions which began to change in the late 1960s. At this time, grammar teaching had been used for instructional purposes. Richards (2006) argues that, by the 1960s, teaching with a grammar focus had changed into the attention to the knowledge and skills needed to use parts of speech and other language issues for communicative purposes. This was achieved through the use of language functions, such as making requests, giving advice, inquiring and describing. Thus, the grammar focus in teaching shifted to communicative competencies. The Common European Framework of Reference (2001) states that individuals use their communicative skills through linguistic, sociolinguistic, and pragmatic competencies. Communicative language teaching is, therefore, a set of teaching strategies (Herrera, 2011).

### **Teaching Strategies**

There are several teaching strategies which are helpful for putting the communication method into action (Herrera, 2011). These strategies are cooperative learning, inquiry-based instruction, and differentiated instruction: learning stations, graphic organizers, and utilizing technology in the classroom (Cox, 2009). These are detailed below.

**Cooperative Learning** gives the teacher sufficient techniques to allow their students to participate in cooperation and collaboration. Even though students have different points of view, there are many studies that prove cooperative learning is effective for learners to improve their self-confidence. A good example of Cooperative learning is a **jigsaw**. This is a technique that enhances students' abilities to be responsible for one another's learning and to help each other in order to accomplish a task or a learning goal. The jigsaw technique is very helpful for improving students' communication, problem-solving skills, cognition, and high-order thinking skills.

Furthermore, Cox (2009) claims that an **inquiry-based instruction strategy** helps to engage students in the learning process, so they make sense of their own learning process. Students learn to ask and answer questions, research, explore, report about the learning material and look for solutions to the problems they could have during this process. Meanwhile, **differentiated instruction** helps the teacher to adjust their teaching approaches according to different learning styles. Gardner & Hatch (1989) state that every single person develops his or her own learning style (intelligence). Individuals learn and understand according to



their intelligence. Therefore, differentiated instruction guides teachers to address their teaching activities based upon the students' needs and interests. Learning stations is a strategy that helps the teacher to conduct the same classroom activity but with different levels and learning styles. Furthermore, **graphic organizers** are very helpful for promoting students' brainstorming, and organization of ideas and thoughts in an interactive presentation. Graphic organizers can be very helpful for structuring, brainstorming, and planning (for example, Venn Diagrams, KWL charts, and T-Charts). Finally, using **technology in the classroom** is a good strategy for strengthening language abilities in this era of globalization (Crystal, 2003). Technology helps teachers to motivate students to improve their language abilities. Examples include web quests, video, animation, **audio**, websites, online projects, etc. This strategy integrates technology into the classroom context in order to produce a positive impact on students' learning.

The audio is part of this use of technology, helping to engage students in a meaningful way of learning; the audio fairy tales technique is detailed below.

### **Teaching techniques**

Santos (2018) argues that teaching techniques are sets of classroom activities that help teachers to encourage their students to rouse their curiosity and their desire to learn. There are several kinds of teaching techniques, such as the use of technology, flipped classroom, design thinking, self-learning, gamification, social media, and on-line tools.

**Flipped classroom**, or inverting the class, consists in motivating students to prepare for the lesson in advance. Indeed, flipped classroom is a dynamic way to teach because students are familiarized with the topic prior to the lesson. This encourages students to explore their natural curiosity and go beyond their limits. **Design thinking**, or case method, is another teaching technique that allows the teacher to encourage students to solve real-life problems or cases. To solve those real life cases, students develop group analysis, brainstorming, and creation of new ideas. In another instance, **self-learning** is a teaching technique that involves curiosity as the main driver of learning. Self-learning includes exploring areas of students' interests. The creation of mind maps is a common activity for the self-learning technique.

**Gamification** is another technique that is used by teachers to encourage learning through games; for example, on-line games. Another teaching technique is the use of **social media**.

This does not need too much motivation to engage students since they are already connected to their social media. Finally, **online learning tools** are useful for teaching because they are available all the time. Teachers have the opportunity to create a dynamic classroom environment using online quizzes and surveys to evaluate their students' knowledge. There are also several sources of online material that may be used for teaching purposes, such as fairy tales.

### **Audio fairy tales technique**

Bertrand (2008) claims that fairy tales supply a number of promising approaches for teaching English. Specifically, fairy tales have their own imaginative setting and provide different types of scenery and landscape. With these elements, teachers can strengthen learners' knowledge in the target language through the creation of a magical classroom atmosphere while enhancing language skills. According to Verner (2018), when teachers use stories students have heard a number of times, they become familiar and engaging for learning and young students come to love listening to fairytales. Some stories start with "once upon a time" and end with a "and they lived happily ever after", which are very familiar formulas for students. Teachers start classes by playing or reading fairy tales in order to engage students in the learning environment. After listening to a fairy tale, students can be involved in activities such as brainstorming, asking and answering questions, discussing, sharing ideas, and even creating original fairy tales according to learners' interests and level.

### **Folklore genre**

Plummer (2018) defines folklore as an oral history that consists of traditions that belong to a specific culture that is preserved by the people and is passed from generation to generation. Folklore also consists of music, stories, history, legends, fairy tales, and myths. Furthermore, it allows people to express their own identity because each culture has different historical backgrounds and traditions.

According to Mcmanus (2018), there are three categories of folklore genre. Firstly, the oral genre, which is considered to be the most popular. This includes song, dance, poetry, jokes, riddles, proverbs, myths, legends, and fairy tales, all of which lie within the main focus of the present research. Secondly, the material folklore genre includes objects that people can touch, such as special clothing, jewelry, and home decorations; further to this, it also embraces traditional food, recipes, and musical instruments. Thirdly, beliefs is the folklore

genre that encompasses religion and people's customs and rituals. For example, tossing rice at a wedding. This folklore genre includes the idea that these beliefs affect individuals' thoughts and behavior.

### **Fairy tales**

In accordance with Mcmanus (2018), in the current research, fairy tales, as part of the folklore genre, are analyzed and defined as short stories that contain main characters that help in cross-cultural transmission. Fairy tales are oral traditions that, with the passage of time, have shifted into written form. They are also called folk tales and frequently contain familiar phrases such as "once upon a time" or "and they lived happily ever after".

### **Short stories**

According to National Library of Scotland (2018) Fairy tales are considered to be short stories that were created by unknown authors a number of years ago, even before literacy era. The fairy tales were orally passed down from generation to generation and were changed in their details, but the message has remained the same until present times. These short stories were collected and adapted by writers, namely Hans Christian Andersen (1805-1875), Charles Perrault (1697-1770), Andrew Lang (1844-1912), Jacob Grimm (1785-1863) and his brother Wilhelm Grimm (1786-1859). Nowadays, fairy tales are associated with children's literature even though they were originally created for audiences of all ages.

### **Entities**

Fairy tales develop different storylines and encompass different entities, such as magic objects or powers, villains, helpers, and heroes (National Library of Scotland, 2018); these tales also have other kinds of entities, such as dwarfs, dragons, elves, fairies, giants, gnomes, mermaids, goblins, griffins, trolls, animals that talk, witches and unicorns (Swancer, 2017). All fairy tales have certain elements of magic as their core characteristic; for example, there are characters that have magic powers that are used for good or evil. Furthermore, fairy tales include certain objects that are used to make a wish into a real object. Characters in these short stories can change their shape; for instance, the frog that changes into a prince (National Library of Scotland, 2018).

### **Characteristics of fairy tales**

Fairy tales have several common characteristics.

### **Animals and diminutives**

Kready (2004) claims most fairy tales contain animals. These animals, such as butterflies, chickens, mice, elephants, pigs, goats, and kittens, are friendly in stories. Furthermore, fairy tales use diminutives such as Baby Bear, Little Billy-Goat, Little Pig, the Little Elves, Teeny Tiny, Thumbelina, and Tom Thumb, as well as minute objects, which have important roles in the stories.

### **Imaginative and the beautiful**

Imaginative means having or showing creativity or inventiveness (Oxford Dictionary, 2018). The imaginative aspect of tales is composed of wonder, mystery, and magic. Wonder is based on creating in the reader a sense of hope that something will happen at the end of the story. Magic appears in fairy tales through the use of characters such as wizards and fairies; these cause extraordinary occurrences such as a pumpkin turning into a gilded coach or mice being transformed into horses. Additionally, the beautiful is intimately related to love. According to the Oxford dictionary (2018), beauty is the combination of qualities appreciated through the aesthetic senses, especially sight and hearing. Those qualities may be color, shape, or form. Fairy tales include the green of the spring and the aroma of flowers and the beauty of princes. Fairy tales also include lyrical language as another element of beauty (Kready, 2004).

### **Justice**

Kready (2004) states that justice represents emotional and moral satisfactions which are based on emotional instinct. The author is pleased when the main characters of the fairy tales, animals for instance, finally find a refuge, a secure place, or home. Justice in fairy tales also refers to a satisfactory dénouement; for example, when robbers are caught, or when the villain dies. Moreover, justice is a crucial characteristic of fairy tales because everything receives a reward or a retribution.

### **Humor**

Humor is another characteristic of fairy tales (Kready, 2004). People who like fairy tales, especially children, love the humorous scenes they often contain. According to the Oxford Dictionary (2018), humor is the quality of being amusing or comic, especially as expressed

in literature or speech. Humor is a source of pleasure, in which characters and the noises they make fill the tale with amusement and fun.

### **Adventure and success**

Kready (2004) also defines success and adventure as characteristics of fairy tales. There is a sense of adventure when the hero battles the villain, or overcomes some obstacles. There is also a sense of success in the fairy tale when the hero succeeds after facing a terrible struggle. Thereupon, the readers or the listeners have a sense of respect or admiration for heroism. Additionally, adventure comes in the form of curiosity. There is a sensation of adventure and danger when the main character of the fairy tale explores the unknown.

### **Impression**

According to Kready (2004), there is a sense of impression in fairy tales, such as good things to eat, beautiful flowers, jewels, the beauties of sight, color, and sound, of aroma and of taste, all of which gratify the audience's craving for impression through the senses.

### **Structure of fairy tales**

#### **Setting**

There are many common settings in which fairy tales are placed; for instance, a forest, a castle (National Library of Scotland, 2018), a haunted house. Furthermore, the setting of the story is placed to answer two important questions: when and where (MacDonnchaidh, 2018).

#### **Central Message**

The central message in a fairy tale focuses on the primary character's wishes; for example, what he or she wants to happen or, indeed, wants not to happen (MacDonnchaidh, 2018). This is the main part of the fairy tale because it answers two main questions: what and why. It is also considered the climax of the fairy tale because it represents how the things happened and this is the message that motivates the audience to continue reading or listening.

#### **Conclusion**

The conclusion comes after the climax of the story. Traditional resolution of fairy tales include phrases such as “and they all lived happily ever after” (MacDonnchaidh, 2018).

#### **2.4.5 Dependent variable conceptualization**

##### **Communicative Competence**

Communicative competence constitutes the ultimate goal of the communicative language teaching approach and method (British Council, 2018); furthermore, it conveys the students’ abilities to use the language in a successful way. Canale and Swain (1980 as cited in British Council, 2018) argue that language competence is manifested in four main areas, namely words and rules, appropriacy, coherence and cohesion, and the use of communication strategies.

According to Tarvin (2015), communicative competence can be exemplified as the experience that an immigrant has when he or she moves to a new country where there is a different language; a student who attends a second or foreign language classroom; or a person who does business and meets different people from around the world for the first time. These examples present a possible situation where the language user does not have enough skills to interact with people who speak another language. In these cases, language users do not have communicative competence which is conceptualized as the ability to use language or communicate with others in a culturally and socially appropriate way.

Chomsky (1965 as cited in Tarvin, 2015) argues that competence is different from performance. Competence refers to the language users’ knowledge of the language, and performance is the actual use of the language in real situations. For instance, competence can be knowing about the structure to form a sentence in the target language, while performance is the use of this sentence in a casual conversation. Hymes (1972 as cited in Tarvin, 2015) maintains that communicative competence needs possibility (whether the utterance is grammatically possible), feasibility (whether the listeners can make use of the utterance through memory limitations or inability to process the perceived clauses), appropriateness (whether the utterance meets the cultural expectations for a correct interaction in certain contexts), and occurrence (whether the utterance is performed or not).

Assessment, in terms of communicative competence, can be challenging because teachers must design evaluation of speaking through role play and information gap activities; moreover, teachers must assess writing with letters, note-taking, and summarizing. All of these assessment activities are combined with listening and writing competencies (British Council, 2018).

### **Language Proficiency**

The English language has become the “lingua franca” in current times (Crystal, 2003); therefore, it is crucial that language users be capable of managing communication skills for national and international issues such as education, technology, science, employment, among others. Language proficiency is considered the window to accomplishing success and advancement goals (Chandra, 2016).

According to Chandra (2016), English language learners should fulfill three important requisites in order to acquire language proficiency: being fluent, being accurate, and being proficient. Language proficiency is understood as the ability to communicate (written or oral) in the target language in all fields of human development in a smooth and effective way, in both formal and informal contexts. Fluency refers to the ability to utter, articulate, or speak easily and smoothly, whereas proficiency is the ability to do something well due to training and praxis. Accuracy is the ability to develop a task without making mistakes; in other words, accuracy is being correct or precise for communication purposes. Both fluency and proficiency are strongly dependent on each other; however, they are distinct because the language user can be fluent but not proficient. At the same time, it is possible to be proficient without being fluent. Furthermore, fluency is acquired through engaging in dialog with a fluent speaker while proficiency is acquired through reading and writing. Proficiency is also achieved through the study of the rules of the language, namely grammar, phonology, morphology, syntax and lexis.

Based upon the Common European Framework of Reference (2001), the language user demonstrates his or her fluency and accuracy according to certain scales, as the table below shows.

Table 1. English language proficiency

<b>ACCURACY</b>				
A1	A2	B1	B2	C1
Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Uses reasonably accurately a repertoire of frequently used routines' and patterns associated with more predictable situations.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.
<b>FLUENCY</b>				
A1	A2	B1	B2	C1
Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can make him/herself understood in very short utterances, even though pauses, false starts, and reformulation are very evident.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.

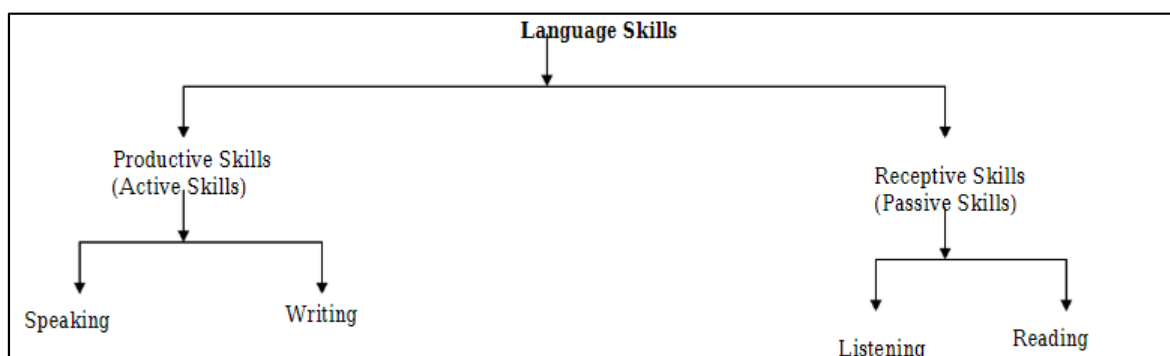
Source: Common European Framework of Reference (2001)

### **Language Skills**

Generally speaking, a skill represents the ability to do something; in this case, there are language abilities that are called language skills (Husain, 2015). The language skills of listening, speaking, reading, and writing are widely connected with language proficiency (Chandra, 2016). Language skills are divided into two groups. They are called passive or receptive skills and active or productive skills. The receptive skills are listening and reading, while productive skills are speaking and writing. Language skills are also grouped into oral (speaking and listening) and written (reading and writing) (Husain, 2015).



Table 2. Language skills



Source: Husain (2015)

Aydoğan (2014) claims the four basic language skills are closely connected to one another depending on two main parameters: the mode of communication and the direction of communication. The first one is related to the oral or written mode of communication, while the second refers to being the receiver or the sender of the message.

## LISTENING SKILLS

Listening is a receptive skill which is in the group of oral modes of communication. This skill is used by individuals in order to hear and understand what they listen to. Furthermore, listening is widely connected to the active skill of speaking because it promotes listening first in order to utter an answer. Teaching listening is necessarily connected with other skills because it is impossible to speak without listening. To actively participate in discussions, students must develop the listening skills to be well prepared for an appropriate response (Aydoğan, 2014). Besides, LISTENING SKILLS are extremely important because they help to build fluency (Creisa, 2019).

### Listening as an Active process

According to Aydoğan (2014), listening is considered to be an active process for several reasons and **signs**. Firstly, the listener retains chunks of heard information in their short-term memory. Secondly, during oral interaction, listeners must identify stress rhythm, tone, and intonation of the senders' locutions. Thirdly, language users should detect reduced forms of words, word boundaries, and word order patterns. Furthermore, the listener must understand

vocabulary, especially keywords that identify main ideas, topic, supporting details and patterns of organization. Meaning must also be understood according to the context and the listener must recognize syntactic patterns, cohesive devices, and sentence structures such as subject, verb, object, prepositions, and so on. Schellekens (2011) argues that listening means comprehension, because tests and examination papers attempt to assess comprehension through listening. Listening is the action of comprehending a stream of sound and converting it into a sound, a word, and a sentence for decoding oral productions in order to comprehend its meaning.

### **Types of listening**

Harmer (1988) states teaching listening is very important because learners need to become familiarized with different accents, dialects, and varieties used by native speakers. The best way to enhance listening skills is through the use of recorded material. In this way, learners are exposed to real English and enhance their critical thinking skills. In this context there are two types of listening that focus on different skills and enable students to acquire the target language, namely extensive and intensive listening which are considered the best ingredients for improving language performance (Creisa, 2019).

### **Extensive listening**

Extensive listening focuses on general understanding (Creisa, 2019) and takes a longer time to undertake. This means that language learners do not center their attention on grammar rules, for instance. Here, oral language is understood in real-world context. In order to acquire language fluency, learners are advised to develop different activities, such as listening to audiobooks (fairy tales) and watching authentic media (movies, Tv shows). Ridway (2000, as cited in Renandya, 2011) states that extensive listening is the oral version of extensive reading; extensive listening also helps learners to develop skills and automaticity in processing oral language.

### **Intensive listening**

According to Renandya (2011), intensive listening primarily consists in short listening exercises which focus on the form; for example, pronunciation, grammar, and vocabulary. Intensive listening helps learners to form a good foundation for language acquisition. Furthermore, intensive listening is suitable for beginners and intermediate students.

Intensive listening is improved when teachers use learning websites with audio materials such as “Duolingo”, video materials like “FluenU” and guide activities in class that force them to focus on the basic parts of the language (Creisa, 2019). The educator should choose motivational, purposeful, and engaging audio material to achieve this goal.

Both intensive and extensive listening are needed by language learners because they connect each other in training about general and foundational language skills which, later on, are applied to a real-world context. This goal can be achieved through the use of appropriate on-line audio materials, such as listening to music (Creisa, 2019).

### **Stages of intensive listening**

Students should be engaged in their English classes and enhance their language abilities in order to become independent users of language (Common European Framework of Reference, 2001). When students hear accurately, they are also more capable of reproducing the language accurately. Furthermore, they improve their understanding of grammar and vocabulary. In order to achieve this goal, teachers should develop English classes by following three important stages: pre-listening, during listening, and post-listening (Peachey, 2011).

### **Pre-listening activities**

This stage deals with activities that are developed before listening. Pre-listening activities try to accomplish certain goals, such as motivation, contextualization, and preparation (Peachey, 2011). Motivation is one of the main goals in the listening class because it is extremely important that learners be eager to listen, since interest and curiosity are built by motivation. Contextualization is the second goal of pre-listening class activities. Listening is an unnatural process, and teachers must help their students to contextualize what they hear with their own background knowledge in order to understand the text. Finally, preparation is the third goal of pre-listening activities. Preparation deals with the explanation that teachers provide to their students in order for them to identify the specific information they need to perform classroom tasks. Furthermore, students should be clear about what their teacher wants them to do (Peachey, 2011). Pre-listening activities are those lead-in activities that the teacher performs in advance. In this phase, teachers pre-teach new vocabulary and grammar which will be addressed in the listening material and tasks (Renandya, 2011).

### **While listening activities**

Renandya (2011) argues that in this stage, students are asked to fill worksheets with the goal of focusing attention on the passage listened to. Here, the students develop extensive and intensive listening skills. The first kind of listening is used for presenting the tasks and contextualizing the information, while the second one is used for asking questions and checking answers.

According to Peachey (2011), teachers should give students a reason for performing “while-listening” activities. In this stage, students must listen to oral material three or four times. The first time, students have to complete the first task; students should not be put under too much pressure, and one question is often enough. In these kind of tasks, students look for the general idea or the gist from the whole passage. The second time, students complete the second task, usually consisting of more than two questions. This is possible because students have to listen carefully and identify the details in the passage, such as specific names, dates, places, actions, and so on. The third time of listening and in the third task, students should check their answers. It is also important that teachers plan some “breath moments” between the first task and the second, because listening to another language can be stressful and hard work for learners. These “breath moments” can be very used to check answers with partners and reconsidering listening again.

### **Post-listening activities**

Post-listening activities deal with reactions to the text and analysis of language (Creisa, 2019). Reactions to the text include opinions about the content of the material heard. Since students listen for a reason, they express their reactions through discussions, summaries, and arguments against or in favor of the material they have listened to. On the other hand, the analysis of the language permits the revision of the linguistic characteristics of the text, such as vocabulary and collocations, in order to make sense of the text. At the same time, learners examine the functions of the language and infer the meaning of the vocabulary. Renandya (2011) suggests that, in this stage, students also answer comprehension questions and develop follow up activities

## **2.5 Hypothesis**

**H<sub>1</sub>:** The application of the fairy tales technique enhances the English listening skills

**H<sub>0</sub>:** The application of fairy tales technique does not enhance the English listening skills

## **2.6 Identification of Variables**

### **Independent variable**

Fairy tales technique

### **Dependent variable**

English listening skills

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Basic research modality**

Based upon Pennings (2006), this study aimed to research the use of audio fairy tales and listening skills. It was also based on the category of quasi-experimental study research, thus it also invited the use of histograms and graphs, to manage and present qualitative data. Comparative research was used to separate patterns that are more general, and isolate regularities from the context-laden environment (Pennings, 2006).

This research was also based on the mixed research paradigm because it is based on pragmatism. Mixed research methods combine two or more methods in research work. Those methods could be quantitative and qualitative (Hall, 2013). In this study, qualitative information was collected from the pre and post-test and turned into numbers for interpretation. Mixed research helps researchers to incorporate methods to collect and analyze data from quantitative and qualitative research approaches in one single study (Cresswell et al, 2003 as cited in Hall, 2013). In this way, the present study attempted to collect numerical and descriptive data which came from the pre-test and the post-test in order to focus on research questions.

#### **3.2 Level of research**

Based on Hopkin (2010), qualitative research through comparative strategies is a methodological alternative to quantitative analysis. Qualitative research has five major methods for data collection: observation, interviewing, ethnographic fieldwork, discourse analysis, and textual analysis. Meanwhile, Zacharias (2012) defines qualitative research as having the intention of providing a rich description of the learners involved in the study, and this information is used in order to understand what happens in one particular classroom or what the experiences of learners and teachers are.

The current study was carried out to research the impact of using audio fairy tales and listening skills. It was based on qualitative design, which is the most appropriate method for this kind of research (Bernal, 2010). Qualitative techniques such as rubrics (see Appendix 4) were employed to collect, analyze data and compare student progress.

### **3.2.1. Quasi-experimental research**

The present study is to be considered quasi-experimental research in the classroom setting, in which two variables, audio fairy tales and listening skills, were controlled and manipulated. Quasi-experiments are considered an alternative to the laboratory experiment which include two groups of students (control and experimental). Those two groups of students were considered to perform the current study, they took two main tests, the pre-test before the researcher's intervention and the post-test after it (Cohen, Manion, & Morrison, 2007).

### **3.2.2. Descriptive research**

The accomplishment of these research goals was achieved through the description of a problem and its characteristics. Best (1970 as cited in Cohen, Manion, and Morrison, 2007) points out that descriptive research deals with conditions or relations that occur, predominant praxis, credences, opinions, attitudes, processes to built, effects, and tendencies. In the current study, descriptive research deals with how audio fairy tales are related to listening skills that had an affect on the students' language performance.

### **3.2.3. Correlational research**

Bath (2018) states the correlational research aims to measure two variables (dependent and independent). Therefore, the current research also had a correlational level of research because two variables were measured: audio-fairy tales technique and listening skills; later on, the researcher analyzed and assessed the statistical relationship between them.

### **3.2.4. Applied Research**

This study also had some applied research characteristics because it attempted to answer specific research questions that had a direct relevance to the problem (Cohen, Manion, and Morrison, 2007). After the teacher's intervention, the problem was solved through the application of a methodological proposal.

### 3.3 Population and sampling

#### 3.3.1. Population

According to the register of students which is located in the secretary's office at Cotaló High School, there are 347 students in total, distributed in each class from eighth year of elementary education to third year of the general baccalaureate.

Table 3. Population

<i>YEAR OF EDUCATION</i>	<b>Boys</b>	<b>Girls</b>	<b>TOTAL</b>
8 <sup>th</sup>	32	29	61
9 <sup>th</sup>	29	32	61
10 <sup>th</sup>	27	30	57
1 <sup>st</sup>	28	25	53
2 <sup>nd</sup>	35	25	60
3 <sup>rd</sup>	26	29	55
		<b>TOTAL</b>	<b>347</b>

Source: Cotaló High School Secretary's Office

Source: Herrera, L. (2019)

#### 3.3.2. Sampling

The participants in this research came from Cotaló High School and totaled 60 students. They belonged to the second year of the general baccalaureate whose ages range between 15-16 years old. There was a significant number of indigenous students whose native language is Kichwa. This study was carried out during the first term of September 2018 – December 2018 in 2 weekly sessions. Cohen, Manion, and Morrison (2007) state samples and population in a quasi-experimental study are not randomly selected. Consequently, the groups were taken from the lists of students that the Board of Education assigned for the second year of baccalaureate. The first group was considered the control group whereas the second group was considered to be the experimental. The student population is represented in the following chart:

Table 4. Sample



	<b>Boys</b>	<b>Girls</b>	<b>TOTAL</b>
<i>Control Group</i>	15	15	30
<i>Experimental Group</i>	20	10	30
		<b>TOTAL</b>	<b>60</b>

Source: Cotaló High School Secretary's Office

Source: Herrera, L. (2019)

### 3.4 Operationalization of variables

#### 3.4.1. Independent variable: Fairy tales

Table 5. Independent Variable

VARIABLES	DIMENSIONS	INDICATORS	TECHNIQUE	INSTRUMENTS
<p><b>Independent Fairy Tales</b></p> <p>Fairy tales are part of the folklore genre which is made up of short stories that are composed of several kinds of entities and are cross-culturally transmitted; they have certain characteristics and structures.</p>	Folklore genre	<ul style="list-style-type: none"> <li>• Short stories</li> <li>• Entities</li> <li>• Cross-cultural transmission</li> </ul>	<p>Pre and Post Test</p> <p>Students' Survey</p> <p>Teacher's interview</p>	<p>A2 Key English Test (KET) Exam Listening Part (See Annex 3)</p> <p>There are five parts in this test which have 5 questions. Each question worth one mark so there is a total of 25 marks. Students hear each piece twice.</p> <p>Questionnaire</p>
	Characteristics	<ul style="list-style-type: none"> <li>• Animals and diminutives</li> <li>• Imaginative</li> <li>• Justice</li> <li>• Humor</li> <li>• Adventure and success</li> <li>• Impression</li> </ul>		
	Structure	<ul style="list-style-type: none"> <li>• Setting</li> <li>• Central Message</li> <li>• Conclusion</li> </ul>		

Source: Herrera, L. (2019)

### 3.4.2. Dependent variable: listening skills

Table 6. Dependent Variable

VARIABLE	DIMENSIONS	INDICATORS	TECHNIQUE	INSTRUMENTS
<p><b>Dependent Listening</b></p> <p>Receptive skill which includes active processes that involve understanding and making sense of spoken language. It is made up of two main types: extensive and intensive listening. It contains stages of class development such as before, during and after listening activities.</p>	Active process	<ul style="list-style-type: none"> <li>• Signs</li> </ul>	<p>Pre and Post Test</p> <p>Students' Survey</p> <p>Teacher's interview</p>	<p>A2 KET Exam Listening Part (See Annex 3)</p> <p>Questionnaire</p>
	Types	<ul style="list-style-type: none"> <li>• Extensive Listening</li> <li>• Intensive listening</li> </ul>		
	Stages	<ul style="list-style-type: none"> <li>• Pre-listening</li> <li>• While listening</li> <li>• Post-listening</li> </ul>		

Source: Herrera, L. (2019)

### 3.5. Instruments and techniques

Since the present research work had a quasi-experimental design, the main tools were the Pre and post-test, based on the A2 Cambridge KET Exam Listening section (see Annex 3) and the correspondent technique was a questionnaire. The pre and post-tests were given to both control and experimental groups of students.

A survey was conducted of the students who belonged to the experimental group to evaluate the research proposal (see Annex 5). There was also an interview with the teacher who works with students from eighth to tenth year of basic education (see Annex 6) because she nearly observed the whole process of this research.

### 3.6 Data Collection Plan

This research was carried out at Cotaló High School, in which sixty students of the second year of the baccalaureate participated.

This work was developed through the following process:

1. The data was taken from the pre and post-tests which were carried out with both control and the experimental groups.
2. The study was directed at the second year from Cotaló High School during the September to December 2018 term.
3. Pre and Post-tests were administered once to the students in the research period.
4. A survey conducted to students was implemented.
5. An interview to the other English teacher at Cotaló High School was developed.
6. The research was developed within the English class schedule.

Table 7. Data collection plan

<b>Why?</b>	To achieve the objectives of the current study.
<b>Where?</b>	Cotaló High School
<b>Who will participate?</b>	Students of second year of general baccalaureate A and B
<b>What is it about?</b>	Audio fairy tales technique for enhancing English LISTENING SKILLS

<b>Who?</b>	Lady Herrera
<b>How many times?</b>	Once
<b>What data collection techniques?</b>	Pre and post-tests
<b>What is the research instrument ?</b>	A2 KET Exam Listening Part Questionnaire
<b>In what situation?</b>	In cooperation between authorities, the researcher, and the students of the second year of baccalaureate at Cotaló High School.

**Source:** Herrera, L. (2019)

### **3.7 Data collection and analysis**

After collecting data, the researcher had to tabulate, analyze, and make interpretations of the results. Furthermore, the reliability of the present investigation was determined through the coefficient called Cronbach's Alpha. The data obtained was organized and analyzed with central tendency measures and the statics were studied with the software SPSS, which is a broad and flexible system of statistical analysis and information management that facilitates work with data coming from different formats (Foley, 2018). The software generates analytical tools ranging from simple graphs of distributions and descriptive statistics up to complex statistical analyses that allow the researcher to discover dependency relationships and interdependence, establish classifications of subjects and variables, and predict behaviors through the T-student test.

### **3.8 Information processing and analysis plan**

To carry out the data processing and analysis, various steps were developed. Firstly, a revision of academic information about fairy tales was made. Next, a pre-test was given to students before the implementation of the proposal. Following this, the post-test was given after the implementation of the proposal. Those results from the pre and post-test were then analyzed through statistical software and interpreted. Finally, the hypothesis verification was

carried out in order to write the conclusions and recommendations. All of these steps are summarized below:

1. A critical review of academic information.
2. A statistical study of data for result presentation.
3. A hypothesis verification.
4. Conclusions and recommendations.

### 3.9 The Pre-test and Post-test

After receiving approval from the headmaster of Cotaló High School to perform the present research, the researcher applied the A2 KET exam – Listening section (See Appendix 4) to both experimental and control groups. The listening section of the test had five parts. For each part, the students had to listen to a recorded text or texts and answer some questions. They heard each recording twice.

A2 KET – Listening part

Summary of the exam

Time:	30 minutes plus 8 to review
Number of parts:	5
Number of questions:	25
Marks:	25

#### Parts of A2 KET – Listening section

<b>Part 1 (Multiple choice)</b> Listening to find key information.	Five short conversations. For each conversation there is a question and three pictures (A, B or C). Students have to listen to the conversations and choose the correct answer.
<b>Part 2 (Matching)</b> Listening to find key information.	A longer conversation and two lists of words. Students have to listen to the conversation and match two lists of items; for example, people with the food they like to eat, or days of the week with activities.
<b>Part 3 (Multiple choice)</b> Listening for key information.	A conversation and some questions. Students must listen to the conversation and choose the correct answer

<b>Part 4 (Filling gap)</b> Listening and writing down.	A recording of a conversation between two people. Students have to listen to the recording and write down the information to complete a message or notes.
<b>Part 5 (Filling gap)</b> Listening and writing down.	A recording of a conversation between two people. Students have to listen to the recording and write down the information to complete a message or notes.

Source: Herrera, L. (2019)

### **3.10. The intervention**

#### **The participants**

The current research was developed at Cotaló High School. Two groups of students who belong to the second year of general baccalaureate (classes A and B) took part in this intervention. Class B was the experimental group and consisted of 30 students; class A was the control group.

#### **Methodology**

1. Participant observations through checklist note taking (See Appendix 4).
2. Questionnaires (2 were given to the control group and the same number was given to the experimental group).

#### **Sources**

- Students from the second year of general baccalaureate
- Students' evaluation, Pre-test and Post-test.
- Final listening results.

#### **Ongoing communication**

First of all, the researcher discussed with the students about the use of audio fairy tales in the classroom as a new approach for improving their listening skills. The audio fairy tales technique was designed in order to be evaluated for its effectiveness in improving students' listening skills.

## **Listening activities aims and objectives**

Each listening activity aimed to improve students' listening skills through the use of audio fairy tales. The students of the second year of the general baccalaureate of Cotaló High School developed their listening skills in order to obtain meaning through general ideas and specific details.

## **Strategies to identify and meet students' listening skills**

In order to identify students' listening skills, the teacher used strategies such as diagnostic tests, course questionnaires, ongoing communication, group flexibility, and audio fairy tales/tasks, and these are discussed in the following sections.

## **Group flexibility**

Students were allowed to choose their groups and partners to work with. This action was proactive because it allowed the researcher to provide adequate feedback and easily carried-out assessment.

## **Facilities**

Firstly, students sat on their own chairs arranged in columns. They used headphones to listen to the audios. After finishing the audios, they formed small groups or worked in pairs, as they wished, in order to perform class tasks.

## **Listening materials and tasks**

Students from Cotaló High School experienced the audio fairy tales "The gingerbread man", "The three little pigs", "The ugly duckling", "Goldilocks and the three bears", "Puss in boots", and "The real princess". All of these audio fairy tales were motivating and the students were engaged in each class.

### **3.11. Intervention: Audio Fairy tales implementation**

Students from the experimental group of the second year of the general baccalaureate at Cotaló High School, class B, experienced the implementation of the Fairy tales technique to



improve their listening skills from September to December 2018 during two weekly hours. In the contrast, the students from the control group had their regular English classes with the material provided by the Board of Education, such as the textbook.

The intervention was developed through six sessions that are called “Activities”. These activities focused on 6 audio fairy tales outlined above. All of these were combined with the three stages of listening, namely pre-listening activities, during listening activities, and post-listening activities. All of these were designed in order to improve students’ listening skills. The principal objective of this approach was to provide teachers and students with a valuable tool for improving the listening skills through the implementation of the audio fairy tales technique.

## CHAPTER IV

### ANALYSIS AND INTERPRETATION

#### 4.1 Analysis of Results

##### 4.1.1. Pre-test and Post-test Results: Experimental and Control Groups

The pre-test and post-test were given to the students from both the control and experimental groups. These exams were based on the validated A2 Cambridge KET Exam Listening section. The exam consisted of five parts of five questions, each worth 1 mark. The students heard each piece of the recorded material twice.

The analysis and the interpretation of results was carried out through descriptive and inferential statistics. Borrero (2008) states that descriptive or deductive statistics retell, order, and classify the observed data. Tables and graphics are typically used to simplify the complexity of descriptive data. Compiled data in the form figures arranged in tables are analyzed using statistical devices and centralization measures such as mean, median, and mode. Meanwhile, graphics, such as histograms, present data in visually accessible formats. On the other hand, inferential or inductive statistics is used to establish descriptions, comparisons, generalizations, and conclusions about the problem of the study based upon the obtained results.

#### Control group

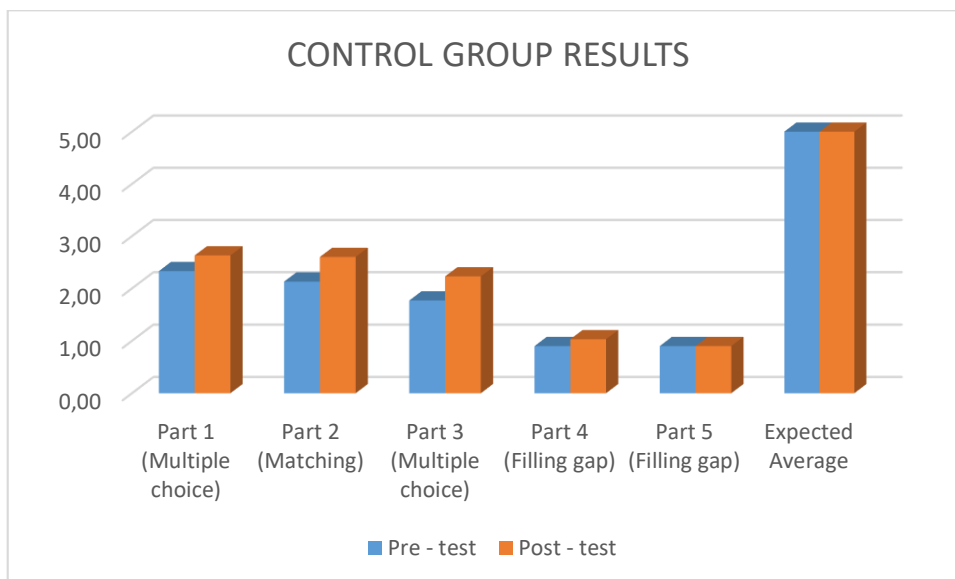
##### A2 KET Exam Listening part

Table 8. Pre-test. General results. Control group obtained from the KET exam

Criteria	Pre - test	Post - test
Part 1 (Multiple choice)	2.33	2.63
Part 2 (Matching)	2.13	2.60
Part 3 (Multiple choice)	1.77	2.23
Part 4 (Filling gap)	0.90	1.03
Part 5 (Filling gap)	0.90	0.90
Expected Average	5.00	5.00

Source: Herrera, L. (2019)

Figure 5. General results. Control group



Source: Herrera, L. (2019)

### Analysis

The table and figures displayed above show the results obtained from the five parts of the pre and post-test of the control group. The results are the following: in part 1, which is a multiple choice question, the students obtained an average of 2.33 in the pre-test, and 2.63 in the post-test. Furthermore, in part 2, which is a matching question, students achieved 2.13 in the pre-test and 2.60 in the post-test. In part 3, another multiple choice question, the students obtained 1.77 in the pre-test and 2.23 in the post test. In part 4, a gap-filling question, the students achieved 0.90 in the pre-test and 1.03 in the post test. Finally, in part 5, another gap-filling question, the learners obtained 0.90 in the pre-test and 0.90 in the post-test. Overall, the general average was 8.03 in the pre-test and 9.40 in the post-test.

### Interpretation

The results show that the students in the control group had a low level in their listening skills since they achieved less than half of the expected average in both the pre-test and in the post-test. It can be clearly seen that they had greater difficulty in the two last parts of the exam which correspond to gap-filling questions. Although the average is low, the students

improved slightly in the post-test, obtaining 1.37 marks. Nevertheless, this does not represent a significant improvement in the listening skills of those students.

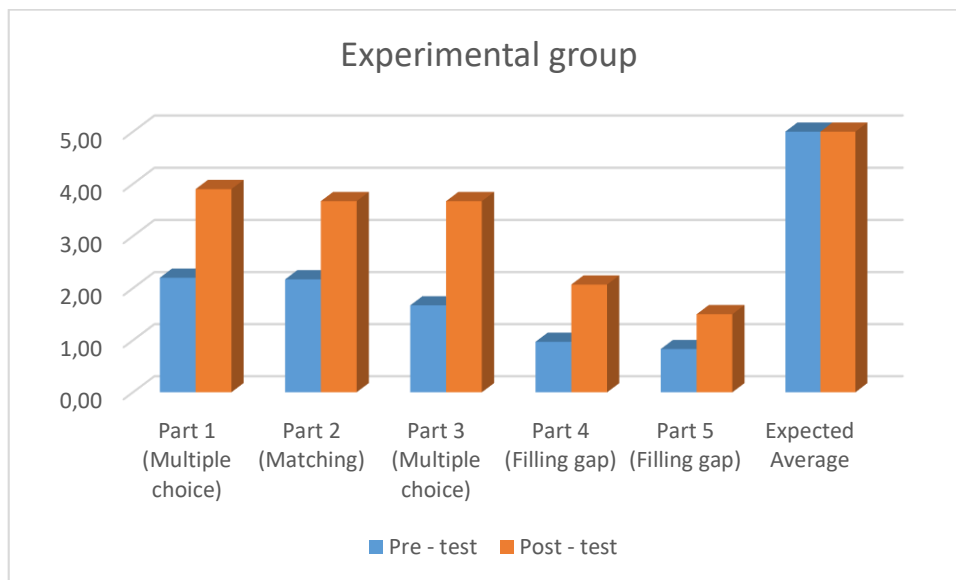
### Experimental group results

Table 9. Experimental group. General results

Criteria	Pre - test	Post – test
Part 1 (Multiple choice)	2.20	3.90
Part 2 (Matching)	2.17	3.67
Part 3 (Multiple choice)	1.67	3.67
Part 4 (Filling gap)	0.97	2.07
Part 5 (Filling gap)	0.83	1.50
Expected Average	5.00	5.00
General average in the exam	8.03	9.40

Source: Herrera, L. (2019)

Figure 6 . Experimental group. General results



Source: Herrera, L. (2019)

### Analysis

The above data show the results obtained from the pre and post-test of the experimental group. In the part 1, which is a multiple choice question, the students achieved 2.20 in the pre-test, and 3.90 in the post-test. In part 2, matching, students obtained 2.17 in the pre-test and 3.67 in the post-test. Furthermore, in part 3, the second multiple choice question, the students achieved 1.67 in the pre-test and 3.67 in the post test. In part 4, a gap-filling question, the students obtained 0.97 in the pre-test and 2.07 in the post test. In part 5, the

second gap-filling question, the learners achieved 0.83 in the pre-test and 1.50 in the post-test. Finally, the general average was 7.83 in the post test and 14.80 in the post-test.

### Interpretation

According to the results, the students who belonged to the experimental group demonstrated a lower performance than the students in the control group in the pre-test. However, after the intervention, their results were considerably higher in the post-test and there is a clear improvement in their listening skills. It can also be seen that parts 4 and 5 experienced the greatest change.

### Pre-test

### Normality test

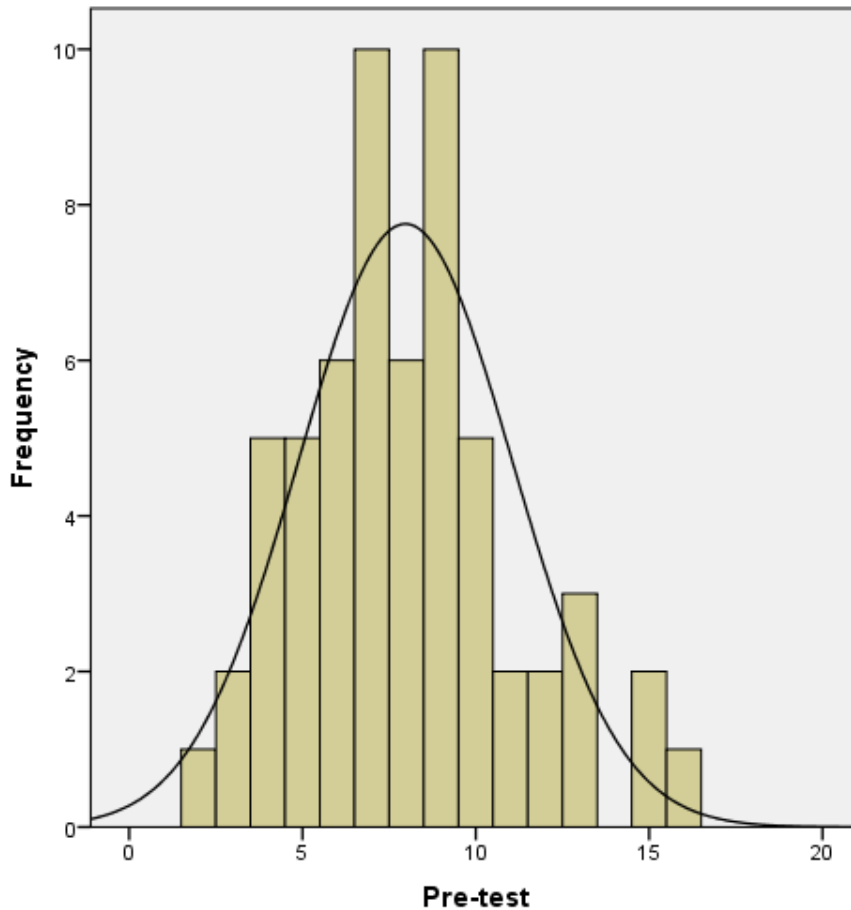
The analysis of data was developed through the use of the statistical software SPSS with the Student T- test. Firstly, a Normality test was applied to the data, and then the equal variance of the data was calculated. Following this, measures of central tendency were obtained, namely mean, mode, and median. Finally, a comparison was made to check the hypotheses and establish the final conclusion based on the data obtained following the intervention.

**Table 10. Normality test**

Group		Normality test					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Pre-test		Statistics	gl	Significance	Statistics	Gl	Significance
		Control	,131	30	,200*	,972	30
	Experimental	,154	30	,066	,948	30	,146

Source: Herrera, L. (2019)

**Figure 7. Histogram: Normality test**



Source: Herrera, L. (2019)

### **Analysis**

The study used a confidence interval of 95%, and the margin of error was 0.05. For the normality test, the data was provided by the Shapiro-Wilk test since the number of subjects was less than 50. As in the control group, the significance was  $> 0.05$ ; in the control group, the significance was 0.581, and in the experimental group, the significance was 0.146.

### **Interpretation**

The results show that the data conform to a normal distribution.

## Measures of central tendency: Pre-test

**Table 11. Measures of central tendency: pre-test**

		Statistics	
		Control group	Experimental group
		Pre-test	Pre-test
N	Valid	30	30
	Lost	30	30
Mean		8,10	7,83
Median		8,00	7,00
Mode		9	7

**Source: Herrera, L. (2019)**

Based on the results displayed above, the measures of central tendency for the Pre-test in both the control and the experimental group of the current research show the following results. Both, the control and experimental groups consisted of 30 students. The mean in the control group was 8.10, with the highest score being 25; in the experimental group, the mean was 7.83. Therefore, it can be concluded that the mean in the control group was higher than the mean in the experimental group. In other words, even though the result was low, the students in the control group had better listening skills than the students in the experimental group. Furthermore, the median in the control group was 8, while the same measure in the experimental group was 7. Finally, the mode in the control group was 9, and the mode in the experimental group was 7.

## Equal variances test

**Table 12. Group statistics**

		Group Statistics			
Group		N	Mean	Standard deviation	Standard error mean
Pre-test	Control	30	8,10	3,468	,633
	Experimental	30	7,83	2,705	,494

**Source: Herrera, L. (2019)**

**Table 13. Student T-test of independent samples**

		T-test of independent samples								
		Levene Test of equal variances			Tt-test of equal means				95% confidence interval of the difference	
		F	Significance	t	gl	Significance (two-tailed)	Means difference	Standard error difference	Inferior	Superior
Pre-test	Equal variances are assumed	,993	,323	,332	58	,741	,267	,803	-1,341	1,874
	Equal variances are not assumed			,332	54,755	,741	,267	,803	-1,343	1,876

**Source:** Herrera, L. (2019)

In the Student T-test of independent samples, it can be seen that the significance was 0.323 for the pre-test; therefore, equal variances can be assumed. Furthermore, the two-tailed significance was 0.741; the means were statistically equal, with a slight difference since they were > 0.005.

**Post-test**

After the researcher’s intervention through the application of the audio fairy tales techniques, designed to improve students’ listening skills, the results displayed below were obtained.

**A2 KET Exam Listening part**

**Post-test**

**Normality test**

**Table 14. Normality test: post-test**

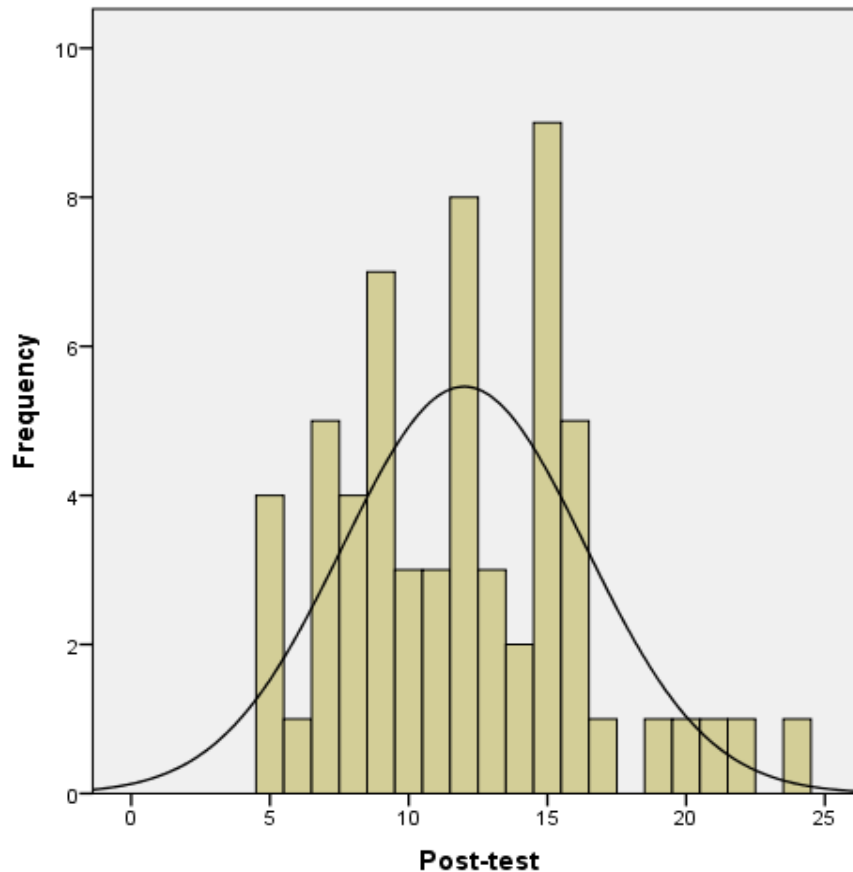
Group	Normality test					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistics	gl	Significance	Statistics	gl	Significance
Control	,170	30	,026	,925	30	,035



Post-test	Experimental	,163	30	,042	,943	30	,108
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Source: Herrera, L. (2019)

Figure 8. Normality test histogram – Post-test



Source: Herrera, L. (2019)

In the table above, the results of the Shapiro-Wilk test show that the significance in the control group was 0.035 and in the experimental group the significance was 0.108. Both, the results of the control group and the result in the experimental group were  $> 0.05$ ; therefore, the data conform to a normal distribution. As can be seen above, the histogram also shows a normal distribution of data with a positive tendency.

## Measures of central tendency: Post-test

**Table 15. Measures of central tendency: Post-test**

		<b>Statistics</b>	
		Control group Post-test	Experimental group Post-test
N	Valid	30	30
	Lost	30	30
Mean		9,30	14,70
Median		9,00	15,00
Mode		7 <sup>a</sup>	15
Standard deviation		3,218	3,697
Variance		10,355	13,666

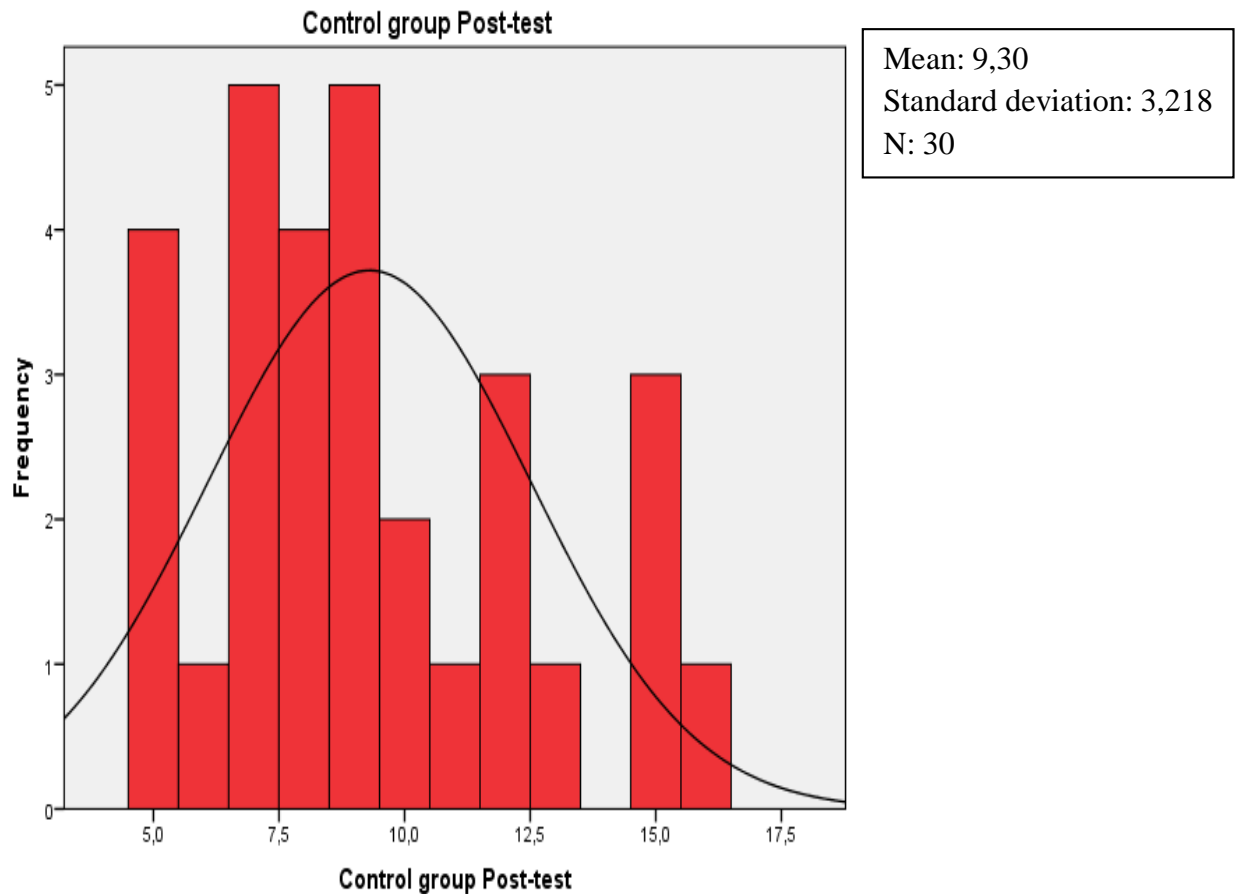
Source: Herrera, L. (2019)

**Table 16. Frequency: Control group: post-test**

		<b>Control group Post-test</b>			Cumulative percent
		Frequency	Percent	Valid percent	
Valid	5	4	6,7	13,3	13,3
	6	1	1,7	3,3	16,7
	7	5	8,3	16,7	33,3
	8	4	6,7	13,3	46,7
	9	5	8,3	16,7	63,3
	10	2	3,3	6,7	70,0
	11	1	1,7	3,3	73,3
	12	3	5,0	10,0	83,3
	13	1	1,7	3,3	86,7
	15	3	5,0	10,0	96,7
	16	1	1,7	3,3	100,0
Total		30	50,0	100,0	
Lost	System	30	50,0		
Total		60	100,0		

Source: Herrera, L. (2019)

**Figure 9. Frequency Histogram. Control group: post-test**



Source: Herrera, L. (2019)

### **Analysis**

Based on the table displayed above, the results show the following data: from the control group, 4 students who took the A2 KET exam listening section obtained 5 marks, which represent 6.7% of the participants. One student, representing 1.7% of the total population, obtained 6 marks in the post-test. Five students, (8.30%) achieved 7 marks, while four students (6.70% of the population) obtained 8 marks. In addition, 5 students (8.30%) received 9 marks in the post-test, while only two students (3.30% of the population) obtained 10 marks; in contrast, one student (1.70%) achieved 11. Three students (5%) obtained 12 marks, while only one student obtained 13 marks; finally, three learners received 15 marks. All of these together represent 50% of the total population for this study. According to these results, the mean of the control group in the post-test was 9.30, the mode was 9 and the median was 7.

### **Interpretation**

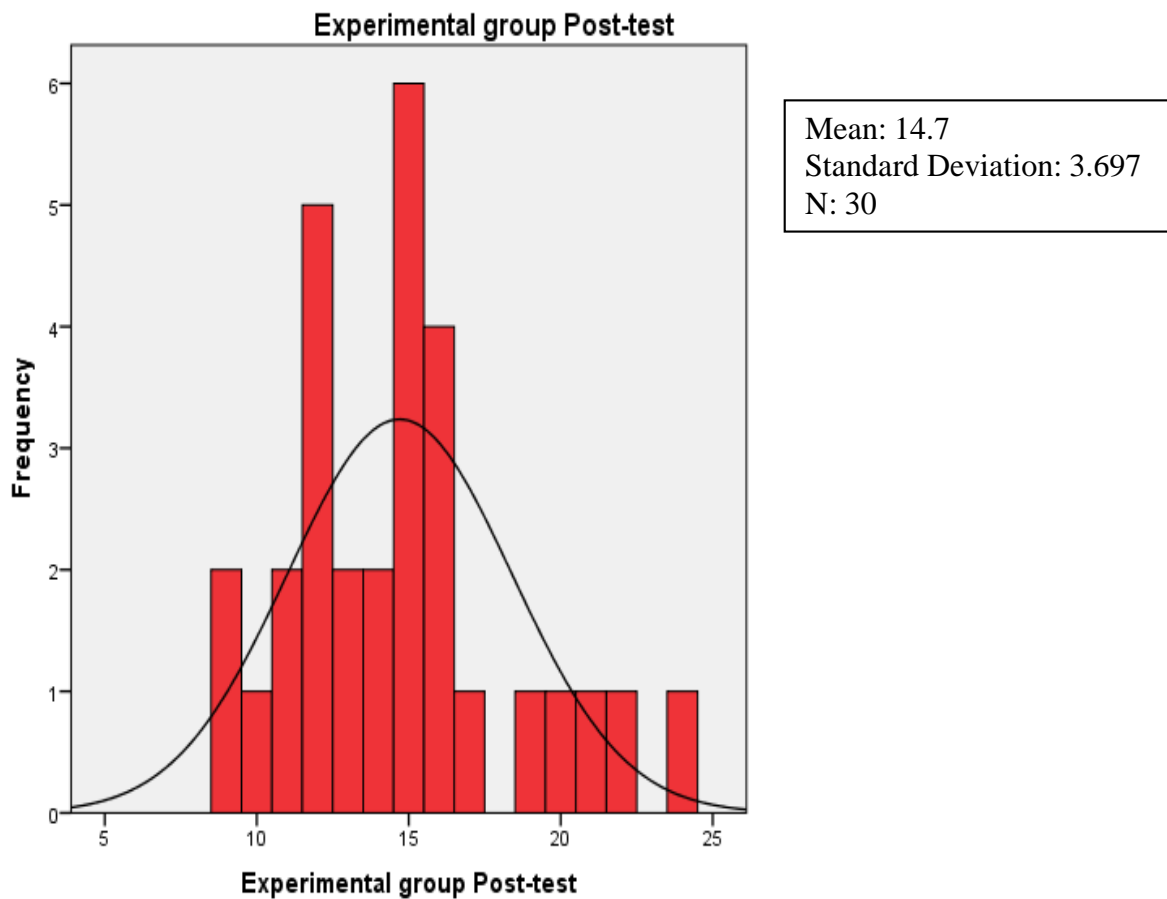
Since the control group did not experience the implementation of the fairy tales technique to improve their listening skills, the results are as expected. These students were given their regular English classes, and this resulted in a slight improvement in their listening skills performance.

**Table 17. Frequency table: experimental group. Post-test**

		Experimental group Post-test			
		Frequency	Percent	Valid percent	Cumulative percent
Valid	9	2	3,3	6,7	6,7
	10	1	1,7	3,3	10,0
	11	2	3,3	6,7	16,7
	12	5	8,3	16,7	33,3
	13	2	3,3	6,7	40,0
	14	2	3,3	6,7	46,7
	15	6	10,0	20,0	66,7
	16	4	6,7	13,3	80,0
	17	1	1,7	3,3	83,3
	19	1	1,7	3,3	86,7
	20	1	1,7	3,3	90,0
	21	1	1,7	3,3	93,3
	22	1	1,7	3,3	96,7
	24	1	1,7	3,3	100,0
		Total	30	50,0	100,0
Lost	System	30	50,0		
	Total	60	100,0		

Source: Herrera, L. (2019)

**Figure 10. Frequency Histogram: experimental group. Post-test**



Source: Herrera, L. (2019)

### Analysis

In the contrast to the control group, the results of the experimental group in the post-test after the application of the proposal are the following: two students, who represent 3.3% of participants, obtained 9 marks out of 25 in the post-test. Only one student (1.7%) obtained 10 marks. Two students (3.3%) achieved 11 marks in the listening test. On the other hand, 5 students, who represent 8.30%, obtained 12 marks. Two participants achieved 13 marks, and the same number of students obtained 14. Meanwhile, 6 students (10%) received 15 marks, and our students (6.70% of the total population) obtained 16. Finally, 6 students received 17, 19, 20, 21, 22, and 24 respectively. The mean of the group was 14.7, the median was 15, and the mode was 15.

### Interpretation

These results are encouraging because they demonstrate that the implementation of the approach had a positive impact on the improvement of student listening skills.

## Equal variances test

**Table 18. Equal variances test: Post-test**

		Group Statistics			
	Group	N	Mean	Standard deviation	Standard error mean
Pre-test	Control	30	9.30	3,218	,588
	Experimental	30	14.70	3,697	,675

Source: Herrera, L. (2019)

**Table 19. T-test of independent samples**

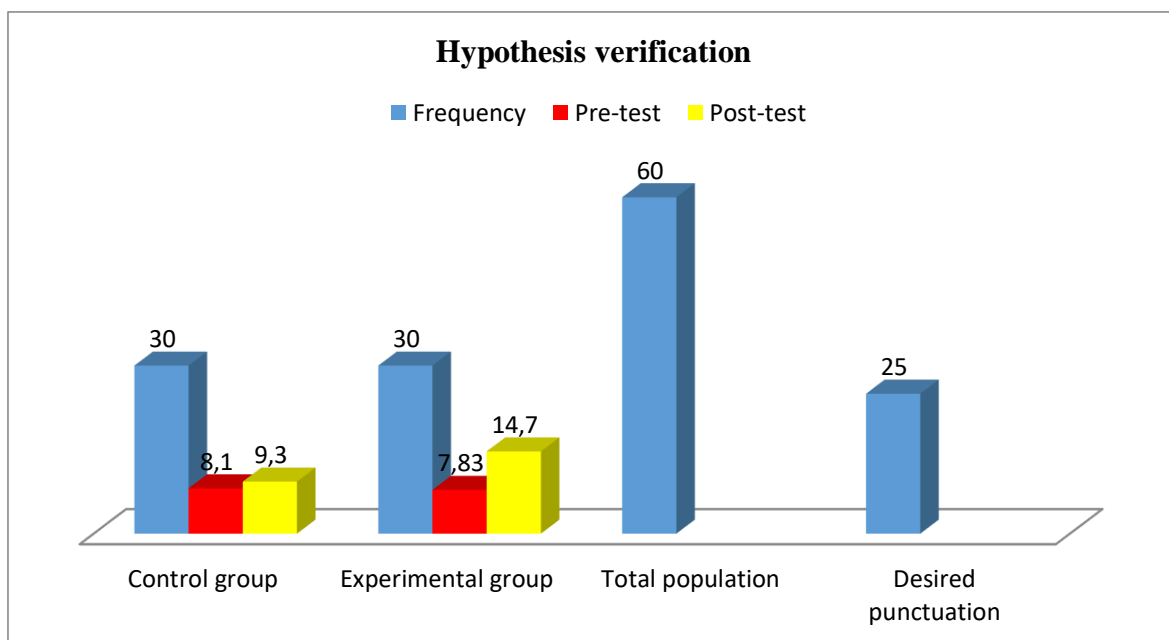
		T- test of independent samples								
		Levene Test of equal variances		T-test of equal means					95% confidence interval of the difference	
		F	Significance	T	gl	Significance (two-tailed)	Means difference	Standard error difference	Inferior	Superior
Pre-test	Equal variances are assumed	,141	,709	-6,035	58	,000	-5,400	,895	-7,191	-3,609
	Equal variances are not assumed			-6,035	56,919	,000	-5,400	,895	-7,192	-3,608

Source: Herrera, L. (2019)

Since the significance was  $< 0.05$  for the results displayed above, it can be concluded that there are significant differences between the variances. The mean of the control group was lower than the mean of the experimental group in the post-test.

## Hypothesis verification

**Figure 11. Hypothesis verification**



Source: Herrera, L. (2019)

After analyzing the results set out in the figure above, it can be concluded that there was a slight difference between the results in the pre and post-tests of the control group, but this was statistically insignificant, meaning that students did not experience any significant improvement of their English listening skills. On the contrary, the results of the experimental group show a clear difference between the pre and post-tests, which means that students significantly improved their listening skills.

In this context, the null hypothesis was rejected and the alternative hypothesis was accepted for the present study because students significantly enhanced their English listening skills.

#### 4.1.2. Students' survey.

At the end of the research process, a survey was administered to students (See Appendix 5) who took part in the experimental group in order to obtain further data about the effects of the audio fairy tales technique on the improvement of student listening skills. This survey was written in Spanish in order to ensure understanding and reliable answers from those surveyed.

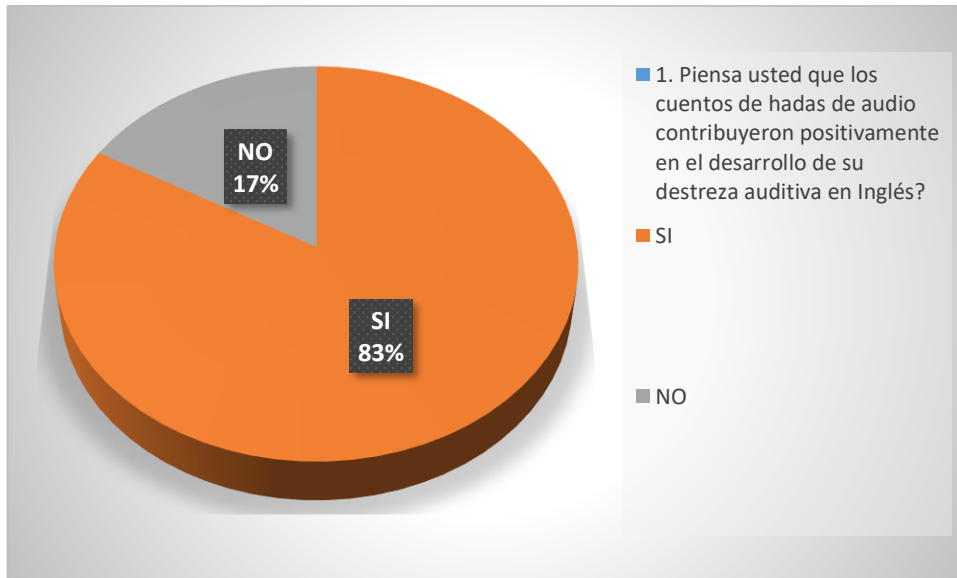
**1.-Piensa usted que los cuentos de hadas de audio contribuyeron positivamente en el desarrollo de su destreza auditiva en Inglés?**

Table 20. Audio fairy tales contribute with listening skills improvement

ITEM	SCALE	FREQUENCY	PERCENT
1. ¿Piensa usted que los cuentos de hadas de audio contribuyeron positivamente en el desarrollo de su destreza auditiva en Inglés?	Si	25	83%
	No	5	17%
	TOTAL	30	100%

Source: Herrera, L. (2019)

Figure 12. Audio fairy tales contribute with listening skills improvement



Source: Herrera, L. (2019)

### Analysis

25 out of 30 students, who represented 83% of the population, thought that audio fairy tales contributed to their listening skills improvement; however, 5 students (17%) thought that audio fairy tales did not contribute to their listening skills improvement.

### Interpretation

This result is motivating since most participating students thought that audio fairy tales contributed to improving their listening skills. However, it is necessary to continue working with the 5 students who did not consider audio fairy tales are useful to improve their listening skills.



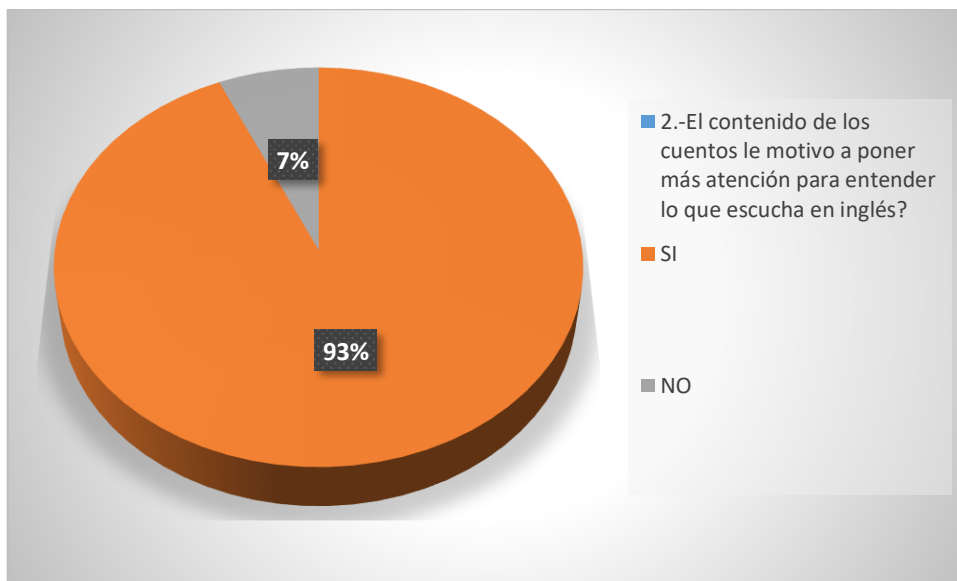
**2.-El contenido de los cuentos le motivo a poner más atención para entender lo que escucha en inglés?**

Table 21. The audio fairy tale content is motivating

ITEM	SCALE	FREQUENCY	PERCENT
2.-El contenido de los cuentos le motivo a poner más atención para entender lo que escucha en inglés?	Si	28	93%
	No	2	7%
	TOTAL	30	100%

Source: Herrera, L. (2019)

Figure 13. The audio fairy tale content is motivating



Source: Herrera, L. (2019)

**Analysis**

The results displayed above show that 28 students, who represent 93% of the population, said that the content of audio fairy tales encouraged them to pay more attention to understanding what he or she listened to; only 2 students (7%) said that the content of fairy tales did not encourage them to pay more attention to what they listened to.

**Interpretation**

The results from question 2 give the impression that students felt encouraged in their learning process, especially in improving their listening skills and that they felt more focused on understanding what they listened to. This result is very significant because the majority of students were aware that teachers must use motivating materials to arouse their interest.

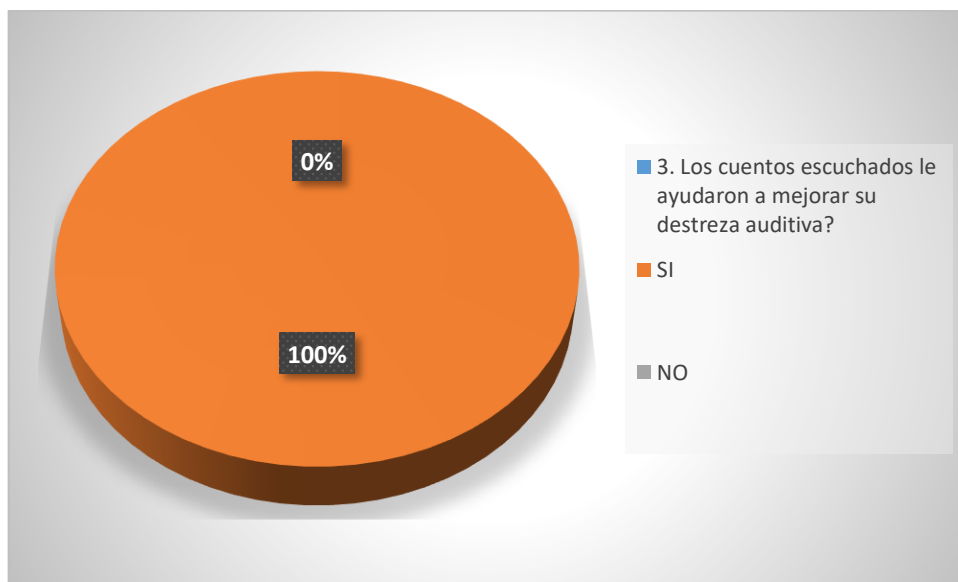
**3. -Los cuentos escuchados le ayudaron a mejorar su destreza auditiva?**

**Table 22. Audio fairy tales improved listening skills**

ITEM	SCALE	FREQUENCY	PERCENT
3. Los cuentos escuchados le ayudaron a mejorar su destreza auditiva?	Si	30	100%
	No	0	0%
	TOTAL	30	100%

Source: Herrera, L. (2019)

Figure 14. Audio fairy tales improved listening skills



Source: Herrera, L. (2019)

**Analysis**

All of the students said that the fairy tales helped to improve their listening skills.

**Interpretation**

The result of this question clearly shows that the material chosen for the approach was appropriate. All of the students considered that this contributed to improving their listening skills.

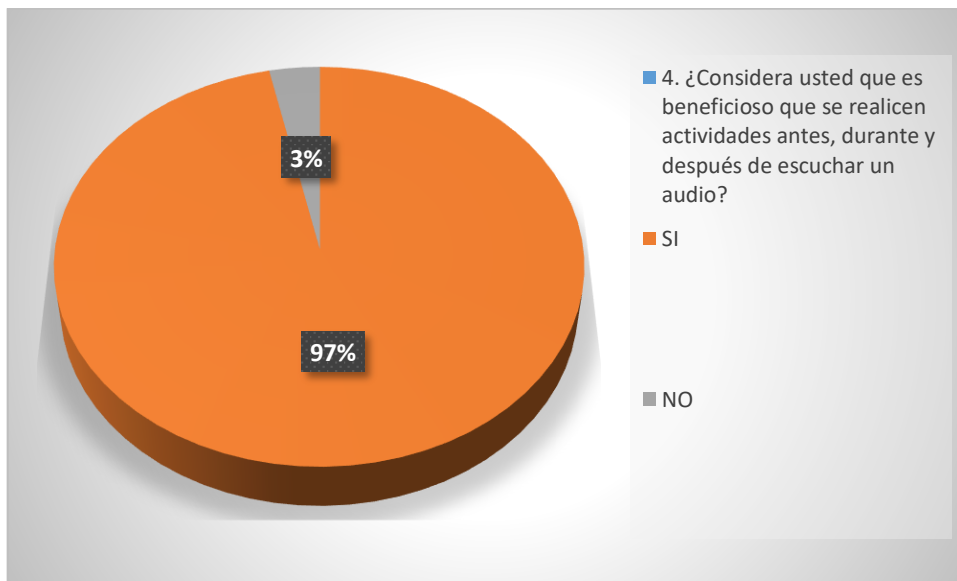
**4.- ¿Considera usted que es beneficioso que se realicen actividades antes, durante y después de escuchar un audio?**

Table 23. Activities before, during, and after listening

ITEM	SCALE	FREQUENCY	PERCENT
4. ¿Considera usted que es beneficioso que se realicen actividades antes, durante y después de escuchar un audio?	Si	29	97%
	No	1	3%
	TOTAL	30	100%

Source: Herrera, L. (2019)

Figure 15. Activities before, during, and after listening



Source: Herrera, L. (2019)

**Analysis**

The results of question 4 show that 29 students, who represent 97% of the total population, consider that activities before, during, and after listening were beneficial for their listening improvement; only one student stated that they were not beneficial.

**Interpretation**

Since the majority of the students think that the listening process which was implemented was beneficial, there is a clear indication that further studies designed to introduce new ideas into the classroom will be beneficial for students.

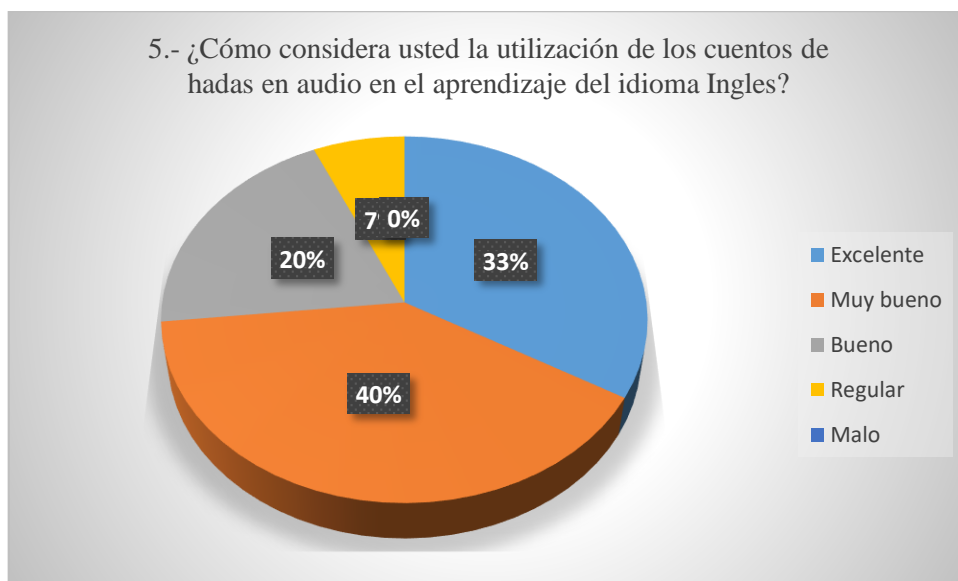
**5.- ¿Cómo considera usted la utilización de los cuentos de hadas en audio en el aprendizaje del idioma Ingles?**

Table 24. Using audio fairy tales

ITEM	SCALE	FREQUENCY	PERCENTAGE
5.- ¿Cómo considera usted la utilización de los cuentos de hadas en audio en el aprendizaje del idioma Ingles?	Excelente	10	33%
	Muy bueno	12	40%
	Bueno	6	20%
	Regular	2	7%
	Malo	0	0%
	TOTAL		30

Source: Herrera, L. (2019)

Figure 16. Using audio fairy tales



Source: Herrera, L. (2019)

**Analysis**

The material used by the research was rated as excellent by 10 students, who represent 33% of the population. Furthermore, 12 students (40%) considered the material to be very good. Six of those surveyed (20%) rated the audio fairy tales as good, and 2 learners (7%) considered them of moderate value. None of the students considered the material used for this research to be bad or deficient.

**Interpretation**

Audio fairy tales, as the material used for this research, is rated positively by the all of the students, with none finding them deficient. This fact is significant since the implementation

of the approach obtained good results among those students who participated in the experimental group.

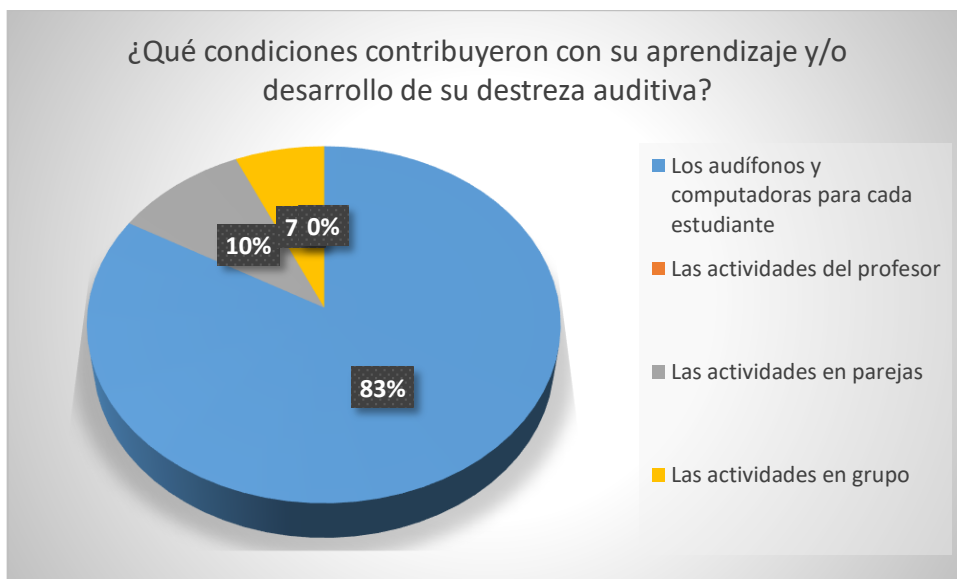
**6.- ¿Qué condiciones contribuyeron con su aprendizaje y/o desarrollo de su destreza auditiva?**

Table 25. Learning conditions

ITEM	SCALE	FREQUENCY	PERCENTAGE
6.- ¿Qué condiciones contribuyeron con su aprendizaje y/o desarrollo de su destreza auditiva?	Los audífonos y computadoras para cada estudiante	25	83%
	Las actividades del profesor		
	Las actividades en parejas	3	10%
	Las actividades en grupo	2	7%
	Todas las anteriores	0	0%
	Ninguna		
	TOTAL	30	100%

Source: Herrera, L. (2019)

Figure 17. Learning conditions



Source: Herrera, L. (2019)

### Analysis

Based upon the data displayed above, 25 students out of 30 participants, who represent 83% of the population, stated that the use of computers and earphones contributed most to their listening skills development. Three students (10%) felt that pair work activities contributed most to their listening skills development, and 2 students (7% of the population) said that group work contributed most to their listening skills improvement.

### Interpretation

Interestingly, the majority of the students thought that computers and earphones contributed most to their listening skills development. As they live in the countryside, they rarely have access to laptops and/or earphones at home. Therefore, they value the availability of technology for their learning process at school. In contrast, few of them valued the pair and group work activities. This means that, in this learning context, students require a greater availability of technology.

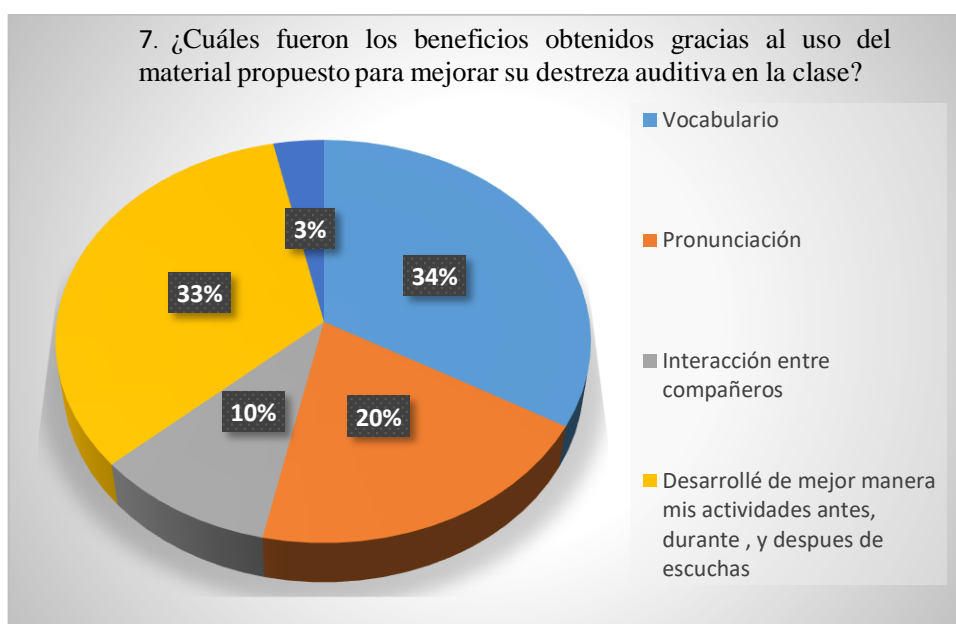
**7.- ¿Cuáles fueron los beneficios obtenidos gracias al uso del material propuesto para mejorar su destreza auditiva en la clase?**

Table 26. Proposal benefits

7.- ¿Cuáles fueron los beneficios obtenidos gracias al uso del material propuesto para mejorar su destreza auditiva en la clase?	SCALE	FREQUENCY	PERCENTAGE
	Vocabulario	10	34%
	Pronunciación	6	20%
	Interacción entre compañeros	3	10%
	Desarrollé de mejor manera mis actividades antes, durante , y despues de escuchas	10	33%
	Todas las anteriores	1	3%
	No mejoré	0	0%
	TOTAL	30	100%

Source: Herrera, L. (2019)

Figure 18. Proposal benefits



Source: Herrera, L. (2019)

### Analysis

The results of question number 7 were: 10 students (34% of the population) said that they benefiting by increasing their vocabulary. Six students (20%) felt that they increased their vocabulary. Three participants (10%) said that they improved their interaction with partners. Another benefit that was mentioned by 10 students (33% of the population) was that they developed their activities in before, during, and after listening stages in a better way. Only one (3%) said that they improved in all aspects. Finally, none stated that they did not improve.

### Interpretation

These results give show the intervention process in a positive light because all of the students were aware of their improvement in vocabulary, pronunciation, their classroom performance and personal behavior. All of these elements contributed to the students listening skills improvement.

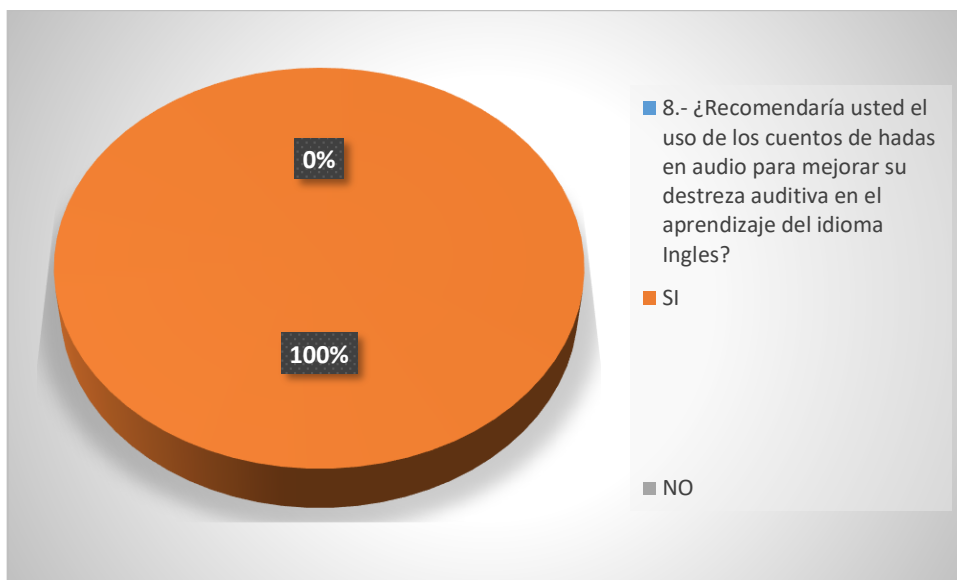
**8.- ¿Recomendaría usted el uso de los cuentos de hadas en audio para mejorar su destreza auditiva en el aprendizaje del idioma Ingles?**

Table 27. Would you recommend audio fairy tales?

ITEM	SCALE	FREQUENCY	PERCENT
8.- ¿Recomendaría usted el uso de los cuentos de hadas en audio para mejorar su destreza auditiva en el aprendizaje del idioma Ingles?	Si	30	100%
	No	0	0%
	TOTAL	30	100%

Source: Herrera, L. (2019)

Figure 19. Would you recommend audio fairy tales?



Source: Herrera, L. (2019)



## **Analysis**

All of the participating students would recommend the use of audio fairy tales to improve listening skills.

## **Interpretation**

This result is significant since students showed a sense of commitment to continue leaning and improving their listening skills, and an awareness of how other teachers and students might use audio fairy tales to improve their listening skills.

### **4.3. Teacher interview**

The interview detailed below (See Appendix 6) attempted to collect information about the teacher's instructional techniques, and the activities used to teach listening skills. Cotaló High School has only two English teachers for the whole institution. Of these, Mrs. Paola Galarza was chosen for interview, since she closely observed the entire process of this research.

#### **1. Do you consider that the application of audio fairy tales increased the listening skills of the students?**

Mrs. Galarza said "indeed, I consider that the application of audio fairy tales increased the listening skills of the students because I have observed your classes and experienced a high improvement of the students."

#### **2. Do you think that working in pairs and small groups plays an important role in improve listening skills?**

Mrs. Galarza: "Yes, it does. Working in pairs and groups contribute not only to improve listening skills but also to improve students' interaction."

#### **3. When you apply a listening activity, do you consider the learning outcomes?**

Mrs. Galarza: "Personally, I have to say that I do not apply listening activities at all because students do not pay attention. I prefer read the tape scripts and fill in the book."

#### **4. What kind of listening comprehension questions do you consider better for improving the listening skills: multiple choice, filling gaps, or matching?**

Mrs. Galarza: “In my opinion, all of them are very important to practice listening skills, but I consider that students have more difficulty in filling gaps.”

**5. When your students listen, do you help them to remember, understand and apply relevant information? Why?**

Mrs. Galarza: “I only focus my attention in vocabulary, for that reason I let them write down the new words on a separate copybook in order to remember them later”.

**6. During a listening activity are your students able to analyze, evaluate and create new information?**

Mrs. Galarza: “As I mentioned before, students are not motivated to listen with the materials from the Ministry of Education, therefore, it is necessary to create something else. It is very hard for them but I do my best to encourage students to produce oral or written language”

**7. When students listen, do you think that intensive listening and extensive listening activities are suitable for any level of students for reading comprehension?**

Mrs. Galarza: “Intensive listening and extensive listening are very important to understand what students hear. For that reason, teachers must apply these kind of listening activities to get the main idea and the details in spoken language”.

**8. Do you develop different activities before, during and after listening?**

“I develop all the stages that are planned in the book. Besides, I plan more activities in order to motivate students for listening”

**9. When your students listen, do you help them understand new vocabulary and speaker’s pronunciation of words?**

Mrs. Galarza: “Sometimes, listening words from a native speaker is difficult and I have the scripts on the teacher’s guide in order to help my students. Moreover, I usually read the scripts because native pronunciation is difficult to understand for my students”

**10. Do you think that your students need to identify the main idea in the audio for listening comprehension?**

Mrs. Galarza: “Yes, it does. It is very important to understand the main idea to comprehend the whole spoken text in a better way”

#### **11. Would you implement the approach used in this research with your students?**

Mrs. Galarza: “Sure, I would like you share with me your material to implement with my students. Even though, my students are beginners, I think that they would understand the audio fairy tales because they are part of my students’ knowledge background, and because they are very motivating”

#### **4.4. The findings**

To conclude, in the analysis of the survey for students and the interview with the colleague, it is important to mention that all the data collected in this part were useful in establishing the difference between the students’ and teacher’s point of view concerning the two variables in this research: audio fairy tales and listening skills. They provided a general view of the relevance of this research, as well as the specific situations to be considered in the implementation of the audio fairy tales technique.

In this research, the teacher was not aware of the importance of using other listening materials to motivate students to listen and improve their language performance. The teacher generally uses the textbook and does not consider other options. On the other hand, students are aware of the usefulness of audio fairy tales in improving their listening skills. Furthermore, the teacher was not clear about the process of listening, while the students, after experiencing this research, knew a considerable amount about the process of listening. Finally, both the teacher and the students recommend the use of the audio fairy tales to improve listening skills because they consider it a motivating way of learning.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 6.1. Conclusions

After analyzing the data obtained from the pre-test and the post-test, the following conclusions should be highlighted.

- According to the Student T-test, it was determined that the use of the audio fairy tales technique helped in the enhancement of English listening skills of students of the second year of the general baccalaureate at Cotaló High School in the September 2018 – December 2018 academic period.
- It is also concluded that the implementation of audio fairy tales had a positive impact on students' listening skills because they felt motivated during the implementation of the approach, since audio fairy tales were part of the students' background knowledge.
- Using the classical audio fairy tales was easy to implement to develop the students' listening skills. For instance, "The gingerbread man", "The three little pigs", "The ugly duckling", "Goldilocks and the three bears", "Puss in boots", and "The real princess" were used in this study. As well, designing appropriate listening activities in advance was useful in improving students' listening skills. These activities were based the process of listening, that is pre-listening activities, while listening activities, and post-listening activities.
- There was a significant difference between the students who had targeted listening lessons (experimental group) and the students who did not attend the intervention classes (control group). Besides, the former group of students show more motivation to improve their listening skills. In this context, it was established that the students belonging to the experimental group increased their listening skills, while the others did not.

## 6.2. Recommendations

Based on factual data that emerged from the analysis of the whole research process, some recommendations may be put forward:

- It is highly recommended that educators introduce the fairy tales technique for enhancing their students' language skills. It was determined that audio fairy tales are useful and had a positive impact, not only for listening skills, but also for other language skills since English is learned in an integrated context.
- It is also suggested that teachers identify the audio fairy tales and classroom activities which were selected for the present study, not only with the students of the Cotaló High School, but also in other contexts. Fairy tales such as “The gingerbread man”, “The three little pigs”, “The ugly duckling”, “Goldilocks and the three bears”, “Puss in boots”, and “The real princess” are part of the background knowledge of Ecuadorian students; therefore, they can be valuable for engaging students in real listening practices in the classroom context. These audio fairy tales, combined with listening activities, can be helpful for listening enhancement purposes in combination with a focus on the process of listening: pre-listening, while listening, and post-listening.
- It is recommended that teachers share with their students effective listening activities in order to compare students' performance before and after applying those activities. It is a good idea for teachers to measure and compare students' abilities, especially listening abilities, before and after applying new ideas in class.
- It is suggested that educators design projects directed at motivating students and improving their language skills because they would benefit, not only from being able to pass on to the next year of education, but also from continuing to progress along the route of language performance.

## **CHAPTER VI**

### **THE PROPOSAL**

**Topic:** Booklet: Audio fairy tales to enhance listening skill

#### **6.1 Informative data**

**School:** Cotaló High School

**Place:** Pelileo – Tungurahua - Ecuador

**Beneficiaries:** 60 students of the second year of the general baccalaureate

**Estimated time:** 12 weeks

**Beginning:** September 10, 2018

**Researcher:** Lady Verónica Herrera Vilema

#### **6.2 Background of the proposal**

This research focused on the use of audio fairy tales in improving the listening skills of 60 students of the second year of the general baccalaureate from Cotaló High School, Tungurahua. During the 12 weeks which starting on September 10 and ending on December 14, 2018, students experienced a new way of improving their listening skills through the implementation of the booklet named “Audio fairy tales to improve listening skill”. Prior to the researcher’s intervention, the students took the A2 Cambridge KET exam- listening section as a pre-test; at the end of the intervention, the post-test was taken by both the control and experimental groups. The qualitative data was transformed into quantitative data and analyzed. In this analysis, it was determined that students had a low level of listening skills before the application of the proposal. During the intervention, motivation and engagement were evidenced in the classroom because the students actively cooperated during the sessions. This had positive results that were apparent in the post-test data.

#### **6.3. Justification**

This proposal entitled “Booklet: Fabulous audio fairy tales for improving listening skills” is justified by its aim and importance.

The aim of this proposal was to provide teachers and students with a valuable tool to improve the listening skills through the implementation of the audio fairy tales technique. Since

teachers need to attempt new ways of addressing students' attention in order to obtain better results, it is plausible to take advantage of well-known fairy tales for engaging students with a motivational way of improving their listening skills. Secondly, this proposal is justified by its importance. Since listening skills are considered to be input for learning a language, it is important that students become familiar with different accents of native speakers. Therefore, the booklet "Fabulous audio fairy tales to improve listening skills" is fully justified for engaging students from Cotaló High School in their learning process.

This proposal is also justified because it provides ideas to implement a different way to approach the listening skills, especially in rural areas. Students from Cotaló canton are not accustomed to using technology or listening to English audios in class because they have other priorities, such as the survival drills necessitated by the proximity of the volcano Tungurahua. Consequently, this research provided them an opportunity to forget these natural dangers and focus their attention on audio fairy tales, a part of their background knowledge.

## **6.4. Objectives**

### **6.4.1. General objective**

To design a booklet for the audio fairy tales technique for improving students' listening skills.

### **6.4.2. Specific objectives**

To present the process of listening, with activities for each stage.

To motivate students by activating their background knowledge about fairy tales.

To provide teachers with resources for listening classes.

## **6.5. Feasibility analysis**

The current proposal was feasible due to the support it enjoyed from the whole educational community.

Firstly, this proposal aimed to support teachers and students in enhancing listening skills in combination with other language skills, such as reading, speaking, and writing. This action

would provide a number of benefits for students at the Cotaló High School, as well as in other schools, not only in Pelileo, but in other places in the region and, indeed, throughout the country.

Another proof of feasibility for this proposal was that the authorities, teachers, and parents showed sufficient awareness of its importance. Since there was no precedent to studying in this area at Cotaló High School, authorities gave their permission for the intervention in the classroom with the second year of the general baccalaureate. Furthermore, several meetings with teachers and parents had positive outcomes in terms of obtaining enough support and commitment for this proposal. Parents were eager to improve their child's learning.

Furthermore, the people who would benefit most from this proposal were the students of Cotaló High School. The small English teaching staff at the school were enthusiastic about its implementation, and, consequently, the beneficiaries were the entire student population of the school: more than three hundred students.

Finally, there would not be any financial expense because all worksheets and necessity material would be provided.

## **6.6. Proposal foundation**

### **6.6.1. Theoretical foundation**

#### **Audio fairy tales**

Zipes (2012) states that fairy tales are appealing to the majority of people of all ages who read, listen, or watch them. Fairy tales are short stories that entail fantasy. That fantasy involves folklore, myths, and legends. They also include talking animals, dwarfs, and fairies, among other fantastic characters. Fairy tales belong to the folklore genre.

#### **Folklore genre**

According to Harvilahti (2003) the folklore genre belongs to the oral and traditional form, which is passed from generation to generation among people from the same cultural community. Folklore genre involves folk festivals, folk music and fairy tales (Harvilahti, 2003). Examples of folklore genre are urban, supernatural, religious, local, character, and



etiological legends; additionally, jokes, tales, folk speech and dialect, ballads, songs, riddles, proverbs, rhymes, chants, charms, curses, taunts, tongue-twisters, beliefs, superstitions, remedies/cures, ways of predicting events or outcomes, good and bad luck charms, games, pranks, initiations, celebrations, and festivals are all examples of folklore.

### **Short stories**

Fairy tales, as short stories, are not set in modern times; on the contrary, they happen in a period of sub-creation. The setting is placed in a fantasy world where characters are magical. All of these short stories have similar starting phrases, such as “once upon a time” or “there was once”. These phrases represent other dimensions outside of our reality (Welpton, 2009).

### **Characteristics of fairy tales**

Fairy tales convey some important characteristics that set them apart from other stories. Fairy tales have animals that speak and use diminutives (little pig, little house). Nonetheless, the most important characteristic is that fairy tales are imaginary stories set in the far past. They have magical characters, forests and enchanted creatures (Hendricks, 2018). Fairy tales also include values such as justice. Furthermore, fairy tales include some humor when the characters experience some amusing situations even while they are struggling against problems, but they also convey a sense of fear. Finally, fairy tales are often based on adventure, in which the main character must strive against adversity and win battles to achieve success (Kready, 2004).

### **Structure of fairy tales**

#### **Setting**

Fairy tales set their characters in an imaginary world. These characters face many problems which they have to solve. The characters make journeys in order to find the solution to their problems (Welpton, 2009).

#### **Central Message**

Hendricks (2018) claims that fairy tales not only transport people to other dimensions out of the real world, but also have valuable messages or lessons. The well-known phrases “once upon a time” and “they lived happily ever after” not only entertain the audience, but imply a message. The messages in fairy tales have certain features in common, such as how to live and love, how to deal with others, and how the world works; for instance, in "Little Red

Riding Hood", the main message is one of being wary of trusting people, especially people that you do not know; in the "The Three Little Pigs" the main message is to work hard and build solid foundations in order to avoid disasters, not only in physical buildings, but also in life (Hendricks, 2018).

## **Conclusion**

The main feature of a conclusion in a fairy tale is the "happy ending" and a sense of consolation (Welpton, 2009).

### **6.6.2. The listening skills**

The listening skills is the ability to recognize and make sense of the oral production of others; it also includes stress, intonation, grammar, and vocabulary. It comprises various sub-skills such as predicting, guessing, note-taking, summarizing, among others (Saricoban, 1999). According to Nordquist (2018), the listening skills is also considered to be an active process that lets the language user receive and respond to spoken messages. Sometimes these messages are implicit in speech and need to be interpreted by the listener. Furthermore, listening includes the four elements of attention, hearing, understanding, and remembering.

## **Types**

The present proposal focuses attention on two main kinds of listening, namely extensive and intensive listening.

### **Extensive listening**

Renandya and Farrell (2011), as cited in Renandya (2012), define extensive listening as listening activities that permit learners to comprehend a number of input items. Extensive listening activities can include directed teacher dictation, reading aloud, or self-directed listening for pleasure, which can be done in or outside the classroom as a meaningful listening practice. Some extensive listening activities can be applied in the classroom through the selection of meaningful material that encourages the students to listen attentively, such as listen and predict, or tell and check activities (Renandya, 2012).

### **Intensive listening**

Intensive listening activities include more detailed analysis of the target language; in other words, intensive listening looks for detailed or specific information such as places, time,

dates, and the parts of speech. These kinds of activities include understanding the functions of language, and engage learners in activities such as gap-filling, matching, circling, among others (Al-Batal, 2010).

### **Stages of listening process**

Saricoban (1999) states that there are several purposes of listening activities. These purposes aim to give and/or provide a) general information, which refers to understanding the main idea; b) specific information, which refers to details; c) cultural interest, which is generated by the understanding of the target language; d) peoples' attitudes and opinions; e) patterns of organization; f) lexical items; g) meaning of words; h) functions of language. All of these purposes are carried out through the three stages of listening: pre-listening, during listening, and post-listening.

### **Pre-listening**

Pre-listening activities are those which teachers develop before the listening activities themselves. Vocabulary activities should be introduced in order to familiarize students with the fairy tale and introductory listening activities should be employed, such as brainstorming (Haulman, 1985).

In this listening stage, it is advisable to develop vocabulary activities and have a bank of words in order to build vocabulary to use later in the whole activity or lesson. In this way, students may become familiar with the topic, and their learning process may be more interesting and meaningful for them. According to , (Doff, 2015) recommend the following tasks:

- **Mind map.** - Write the fairy tale topic in the middle of the board, in big letters. Draw a circle around it. Give a student a board marker, and ask the student to think of a word that relates to topic and write it on the board. Then ask him to draw a line from “word” to the board, and write a circle around the word. Repeat these steps until there are seven different words on the board.
- **Slide show.** - Prepare a PowerPoint slide show with about 10 different images of the podcast listening topic. Show these images to the students in the pre-listening stage. Each time you present an image, ask question different questions the students to get them to describe the pictures to get more information and get their reactions.

- **KWL Chart.-** Give each student a copy of a KWL chart. Write down the fairy tale topic Ask students to think about what they know about it, in the first column. Next, ask students to write any questions they have about theme on the second column. Put students into pairs to compare their work in both columns.
- **Words on the board.** - Write these words in different places all over the board about podcast topic. Hand one student a board marker. Ask her to circle two words, and make a good sentence using both. Repeat the previous two steps several times.
- **Discussion questions.** - Write the questions on the board about the presented podcast topic. Put students into pairs, and ask them to discuss. After a few minutes, call on several students to give you their answers.
- **Discussion with mingle.** - Write questions from activity podcast topic on the board. Give each student a number, and tell them to practice saying the question that corresponds with their number. Next, ask students to stand up and walk around. Give them 3 minutes to ask as many people as possible their question. After 3 minutes, tell them to return to their seats. Ask a few students what answers they got to their questions.
- **Gap fill.-** Write a piece of text with blanks from the fairy tale topic on the board. Ask students to choose one of the sentences and complete it with their own ideas. Give them four or five minutes to think, and then call on several students to read out their ideas.
- **Questions.-** Write some question words up on the board, such as; who? What? When? Where? Why? How? As well as how much? How often? Will? Does? Is? Tell the class that you are going to give them a topic and see how many questions they can write related to the topic in 2 minutes. Ask each pair to choose their best question. Finally, ask each pair to put their best question on the board. Then in the lesson, you can refer back to the questions.
- **Exploring pictures.-** Find pictures of the podcast topic, put these on PowerPoint slides to show to the class. Each time you present a picture, ask a student to give you an adjective that describes the picture. Tape the paper up on the wall, and ask students to circulate. Encourage them to write their reactions on the posters, next to the picture.
- **Recalling a dream.** -Tell your students that you had a fantastic dream last night. Tell them about the dream and pause several times to elicit language from them. The

dream must be about the podcast topic you are going to present. Ask several students how they would react if this happened to them

### **While listening**

After the introductory activities, or pre-listening activities, there is the story presentation (Haulman, 1985) through listening activities such as listening for gist, for specific information and for author's attitude or opinion; furthermore, gap-filling activities, true or false, and multiple choice, and others may be used.

During this stage, the teacher must concentrate on the understanding of the spoken language in order to develop the activities mentioned above. This helps to focus students' attention on comprehension tasks.

- **Marking/checking items in pictures.** -Having carried out some pre-listening work using pictures, students are then asked to respond to various stimuli questions/statements by marking things on the picture. The teacher, who has checked through the actual listening fairy tale text in advance, will have used the pre-listening stage to introduce any lexis or expressions which the students are not familiar with or need reminding about, so that the chances of everyone succeeding with the task will be enhanced.
- **Which picture?** - Students hear a description or conversation and have to decide, from the selection offered, which picture is the 'right' one. Show the pictures from de podcast topic to be carried out, such as: drawings/photos of people or scenes, indoors or out of doors. This is an activity where the level of difficulty can be changed both by the degree of similarity or contrast between the pictures and by the level of sophistication of the description/conversation.
- **Putting pictures in order.** -A number of pictures are presented to the students. The aim is to arrange the pictures in the correct order according to the listening fairy tale text. Generally, the ordering can only be done by numbering each picture, because most exercises of this kind are done from books. It is important not to have too many pictures (up to five or six) and to have a series which cannot be put in order easily without listening at all.
- **Intensive Listening**

This activity helps students develop effective listening strategies and build bottom-up listening skills, in addition to the top-down skills that are emphasized in global listening activities. Intensive listening involves zeroing in on particular segments of the text, and this should come only after the students have developed global comprehension of the text. Intensive listening may target different goals such as: Getting more detailed understanding of some segments of the text, transcribing certain segments in the text, guessing the meaning of a word or phrase from context, looking at certain grammatical structures in the text to see how they can aid comprehension, etc. Intensive listening activities using podcast can be done in class or in the lab or can be given as homework assignments.

- **Listening for the Main Ideas.** -The purpose of this type of listening is to train students to grasp the main points or general information presented in the audio podcast. Choose a short podcast audio that presents information that may be easily summarized, like a news report. Breaking News English offers some excellent audio podcasts for different levels.
- **Listening for Detail.** - Here, the purpose is to train students to grasp specific information, details that are relevant, important or necessary. The goal is to help students obtain the detailed information from the podcast topic they may need like hours, dates, names, etc...Biographies tend to have lots of great details. Choose an interesting one, prepare a short list of questions they must read before listening. Students listen for these details, then report their answers after the listening.
- **Listening for a Sequence.** - Quite often, students receive instructions in English, information they will need to act on or orders they will need to follow. It is vital that they get the order right, that they understand the sequence correctly and what each step entails.
- **Listening for Specific Vocabulary.** -Listening activities, offer great opportunities to teach new words or review vocabulary previously taught. Here, the purpose is to identify and remember a series of words, which are usually easily categorized, like types of food, sports, animals, etc...Choose an audio or song that lists words that may be included in a category. You can ask students to listen and write down all of the vocabulary they hear mentioned.
- **Listening for Cultural Interest.** - with a carefully selected listening activity, you also have the opportunity to teach students about a special holiday or tradition that is

popular with another culture. The purpose is to expose the class to this cultural aspect through a listening activity. Choose an audio that speaks about a popular American holiday like Thanksgiving. Have students listen and answer some comprehension questions. Then ask questions about the presented topic.

- **Listening for Attitude and Opinions.** -Sometimes students have to listen podcast audio for what someone is really saying, not what they're literally saying, but what they actually mean. Attitudes, opinions and feelings can all be conveyed in varying degrees from strong disagreement to mild criticism.
- **Listening for Functional Language.**- we teach functional language in the ESL classroom, expressions students can use to accept/decline invitations, give suggestions, give advice and so on. The purpose of using an audio is to show students how these expressions are used in a real language conversation.

### **Post-listening**

There are a variety of post-listening activities which are designed with the aim of practicing, reviewing, expanding, reinforcing, and providing feedback about the comprehension of the fairy tale. Some of the post-listening activities involve solving puzzles, games, role plays, songs, among other follow-up activities. After working with the vocabulary of the fairy tale, teachers can encourage students to summarize, review, and give opinions. All of these post-listening activities are useful for monitoring students' understanding to provide feedback (Haulman, 1985) according to the learners' needs.

- **Matching with a reading text.**-This activity is particularly useful for students who have so far learned their English mainly through reading and writing and who have difficulty in matching the heard word with the written word.
- **Jigsaw listening 'Jigsaw listening'.** - is a term which was used by Marion Geddes and Gill Sturtridge in the late to describe a listening activity in which a class of students is divided into a small number of groups and each group listens to a different listening text, although all the texts are on the same topic, and then the groups exchange information to build up the complete picture.
- **Establishing the mood/attitude/behaviour of the speaker,** It depends on the listener interpreting what is said, rather than just looking for the overt meaning. It is not just the words that are important but how they are spoken.

- **Role-play/simulation.**-Role-play and simulation are activities which can be based on different stimuli: role cards, stories, characters seen on television, etc., as well as listening podcast passages. The attraction of using listening as an input is that it can provide the students with a selection of language appropriate to the roles and situations which are to be developed.
- **Reviewing The Transcript.** - Provide each student with a copy of the podcast transcript topic. Tell the class to underline any sections of the transcript that they think they understand, but have some uncertainty about. Also, instruct them to circle any sections which they don't understand at all. Put them in groups of 4 to discuss the parts they underlined and circled. Finally, ask students to write on the board any phrases or sentences they still can't understand. Go over these with the class.
- **Quiz Your Classmate.** - Give each student podcast notes. Review different types of test questions, such as true or false, multiple choice, short answer, and fill-in-the-blanks. Ask students to make up three quiz questions based on the listening podcast, and each question should use a different type of question. Students should write one quiz question on each post-it. When everyone is finished writing, they need to circulate and give each post-it to a different student. Students then try to answer their classmates' questions, and return to the test creator for a grade.
- **Quizzing Teams.**-Before class, make one copy of the audio transcript and divide it into two parts. Make several copies of each part. In class, separate the class into two teams. Give each team one part of the transcript (one team gets the first half, and the other team gets the second half). Make sure that the teams are sitting in different areas, and can't see the other team's transcript. When time is up, get the teams to take turns reading out their questions and letting the other team guess the answers.
- **What Do You Recall?.**- Put students into pairs. Ask them to take turns recalling one bit of information from the listening without repeating anything. Challenge students to continue as long as possible.
- **A Gift Elicit.**- from the class different items of the podcast topic. Write them on the board. Suggest different categories. Write more words on the board. Next, get students to tell you some words that describe clothing. Make another list. Next, give each student a slip of paper, and ask them to write their names. Collect the slips of paper, and redistribute them, so that everyone has someone else's name. Tell the class



that they need to choose an item of clothing they want to give to the student whose name is on their slip of paper.

- **Interviewing a person.** -Tell your class that during the listening activity, you noticed that the person asked the questions, but didn't answer any. Tell everyone that they are going to have an opportunity to ask the person questions, and they don't have to limit the subject to clothes. They can ask the person about anything. Give the class around 10 minutes to write as many questions as they can think of. Next, put a chair in front of the class and call on a student to take the role of the person.

### **6.7. Proposal development**



AUDIO FAIRY TALES  
TO ENHANCE  
LISTENING SKILL



By: Lady Herrera

# INTRODUCTION

*The present booklet based on audio fairy tales to improve listening skills is part of this study whose material is addressed to students of second year of baccalaureate. It is a resource which uses the oldest and most motivational audio fairy tales throughout the history such as the gingerbread man, the three little pigs, the ugly duckling, the Goldilocks and the three bears, the puss in boots, and the real princess. Besides, this booklet has been designed for teachers and students who go beyond the boundaries. Those educators and students who want more to improve personally and academically.*

*Furthermore, this booklet is based on “Interactive worksheets web page” which I strongly recommend because it is a suitable online resource to produce and personalize colorful, interesting and interactive worksheets in order to generate interest, build confidence and to facilitate comprehension. Here, you will find six activities that contain the same number of well-known fairy tales and their audio material. All of the activities aim to improve listening skills through a process which has three main stages: pre-listening, while listening, and post- listening.*

*Additionally, this booklet has two parts the first part will be for students and second part will be used by the teachers because it contains a lesson plan for every technique.*

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# THE GINGERBREAD MAN



Once upon a time, there lived an old woman with her husband in a little old house. The couple had no children. They felt lonely. So, one day the woman decided to make a boy of gingerbread. Dear husband, I shall bake a gingerbread man today. She got everything ready. Then, she carefully mixed the batter rolled out the dough and cut out a very nice gingerbread man. Woow! ;What a fine looking gingerbread man it is!

I shall bake it now. The old woman put him in the oven to bake. She waited for a little time. Then she went to the oven again. Woow! This smells delicious. She added icing for his hair and mouth. She used candies for eyes and cherries for his buttons. After it was fully done, up jumped the gingerbread man. the woman was shocked to see the ginger bread man ran. Don't eat me! He ran out the window. Stop .... Stop.... Run, run as fast as you can. No one can catch me because I'm the gingerbread man.

The old woman ran after but they could not catch him and so the gingerbread man ran and ran. Stop....

While running the cow saw him. You smell so fresh. Just fine enough to eat. I ran away from an old woman and, I can run away from a fat cow like you! I definitely can! And the cow started to chase the little man. But the gingerbread man ran faster. Ran, ran as fast as you can. No one can catch me because I 'm the gingerbread man.

The cow ran after the gingerbread man along with the old woman but she could not catch him. The gingerbread man kept running.

And soon he met a pig on his way. You look so tasty! I wanna eat you right away. Try harder you dirty pig. You can't catch me. I ran away from an old woman. I ran away from a cow.



And I can surely run away from you! ;I can! Run, run as fast as you can! No one can catch me because I 'm the gingerbread man. The pig joined the woman and the cow and to chase the gingerbread man but he could not catch him.

The gingerbread man ran and ran. while he ran, the hen saw him. Oh what a meal! I shall feed this to my little ones. The hen ran behind the gingerbread man.

You look just fine to peck for dinner. I'm going to take you home to my little ones. Mr. gingerbread man. I ran away from an old woman. I ran away from the cow. I ran away from the pig. And I can run away from you little creature! I can....

Ran, ran as fast as you can. No one can catch me because I 'm the gingerbread man.

The chicken ran after the gingerbread man along with the group. But she could not catch him. The gingerbread man was so proud of himself. What a slow coach these people are? She ran ahead he slowed down as he saw a river. He was scared that he would get soggy in that water.

Near the river, he saw a fox sipping on some water. What a wonderful meal for the stomach today! The fox too ran behind the gingerbread man! Hey you! young man. Can we be friends. If you don't mind. This is the first time the gingerbread man had heard something like this. He was very pleased. Well, Mr. Fox. I don't mind but here's one condition. Go ahead, Mr. gingerbread. Could you help me cross this river? Yes, young man. Why not? The gingerbread man was so relieved. Come on Mr. gingerbread man. Get on my back. I shall help you cross the river. The gingerbread man got onto his back. And right after the cunning fox reached the other end of the river. He rolled into the air and open his big mouth. Snap and in went the gingerbread man. Indeed, he was very tasty. That was the end of the gingerbread man

## ACTIVITY 1

**TOPIC:** The gingerbread man fairy tale

**OBJECTIVE:** SWABT listen “The gingerbread man” and retell the main idea and supporting details.

### Pre listening

**Task 1:** Slides show: Look at the pictures, talk to your partner and brainstorm words to describe them.



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**While listening**

**Task 2: Listen to the story and tick the words that you hear.**

Bake	Kitchen	Garden
big	Fox	River
man	Pool	Frog
oven	Pig	Cake

**Task 3: Listen and number the sequences in the order you hear them.**



**Task 4: Listen and underline the correct sentence you hear.**

- a) The little old woman and the little old man were hungry.  
The little old woman and the little old man weren't hungry.
- b) she put the gingerbread man in the oven to bake.  
He put the gingerbread man in the oven to bake
- c) The gingerbread man ran too fast.  
The gingerbread man ran too slow.



- d) You can't catch me, I'm the gingerbread man.  
You can catch me, I'm the gingerbread man.
- e) The cow ate the gingerbread man.  
The fox ate the gingerbread man.

**Post listening**

**TASK 5: Listen and match the two parts of the sentences**

- 1. There were an old woman and an old man    a. lived in a little cottage near the river.
- 2. The gingerbread man jumped up and ran    b. by the barn  
shouting
- 3. The gingerbread man passed a cow        c. Don't eat me
- 4. The fox flipped the gingerbread man into    d. the air, snapped his mouth shut, and ate.

# THE THREE LITTLE PIGS



Once upon a time there was an old Sow with three little Pigs, and since she did not have enough to give them to eat, she sent them out on their own to seek their fortune.

The first little pig that went off met a Man with a bundle of straw, and said to him, “Please, sir, give me that straw so I can build myself a house”; which the Man did, and the little Pig built a house with it.

Then along came a Wolf, who knocked at the door, and said, “Little Pig, little Pig, let me come in.”

To which the Pig answered, “Not by the hair of my chinny chin chin!”

“Then I’ll huff and I’ll puff, and I’ll blow your house in!” said the Wolf. So he huffed and he puffed, and he blew his house in, and the Wolf ate up the first little Pig.

Now the second little Pig met a Man with a bundle of shrubs, and said, “Please, sir...give me those shrubs so I can build myself a house”; which the Man did, and the Pig built his house.

Then along came that same Wolf and he said, “Little Pig, little Pig, let me come in.”

“Not by the hair of my chinny chin chin!”

“Then I’ll puff and I’ll huff, and I’ll blow your house in!” So, he huffed and he puffed, and he puffed and he huffed, and at last he blew the house down, and ate up the second little Pig.

Now the third little Pig met a Man with a load of bricks, and said, “Please, sir, give me those bricks to build a house with”; so, the Man gave him the bricks, and he built his house with them.

So, the Wolf came, as he did to the other little Pigs, and said, “Little Pig, little Pig, let me come in.”

“Not by the hair of my chinny chin chin!”

“Then I’ll huff and I’ll puff, and I’ll blow your house in.”

Well, he huffed and he puffed, and he huffed and he puffed, and he puffed and he huffed; but he could not get the house to fall down. When he found that he could not, with all his huffing and puffing, blow the house down, he said, “Little Pig, I know where there is a nice field of turnips.”

“Where?” said the little Pig.

“Oh, in Mr. Smith’s home-field; and if you’ll be ready tomorrow morning, I will call for you, and we will go together and get some for dinner.”

“Very well,” said the little Pig, “I will be ready. What time do you mean to go?”

“Oh, at six o’clock.”

Well, the little Pig got up at five, and went and found the field, got the turnips and was home again before six. When the Wolf came, he said, “Little Pig, are you ready?”

“Ready!” said the little Pig, “I have already been to the field and come back again, and I got myself a nice pot-full of turnips for dinner.”

When he heard this, the Wolf felt very angry...but he thought he could outsmart the little Pig somehow or other; so, he said, “Little Pig, I know where there is a nice apple-tree.”

“Where?” said the Pig.

“Down at Merry-garden,” replied the Wolf; “and if you will not deceive me I will come for you, at five o’clock tomorrow, and we will go together and get some apples.”

Well, the little Pig woke at four the next morning, and got up in hurry, and went off for the apples, hoping to get back before the Wolf came. But he had farther to go, and he had to climb the tree...so that, just as he was coming down from it, he saw the Wolf coming (which, as you may suppose, frightened him very much). When the Wolf came up he said, “Little Pig! What...are you here before me once again? Are they nice apples?”

“Oh yes, very!” said the little Pig; “I will throw you down one.” And he threw it so far that, while the Wolf was gone to pick it up, the little Pig jumped down and ran home.

Well, the next day the Wolf came once again, and said to the little Pig, “Little Pig, there is a Fair in the Town this afternoon: would you like you go?”

“Oh, yes,” said the Pig, “I will go; what time should I be ready?”

“At three,” said the Wolf.

So, as he had done before, the little Pig went off before the time they had discussed. He got to the Fair, bought a butter churn, and was on his way home with it when he saw the Wolf coming. He did not know what to do. So, he got into the churn to hide, and in doing so it got turned around, and then... it began to roll, and it rolled down the hill with the Pig inside it, which frightened the Wolf so much that he ran home without going to the Fair.

After a while, the Wolf went to the little Pig’s house, and told him all about how frightened he had been by a great round thing which came down the hill past him.

Then the little Pig said, “Ha-ha! I frightened you, did I? I had been to the Fair and bought a butter churn, and when I saw you I got into it, and rolled down the hill.”

Then the Wolf was very angry indeed, and he declared that he would eat up the little Pig, and that, in fact...right now...he was going to come down the chimney after him!

When the little Pig understood the Wolf's plans, he hung up a pot full of water, made a blazing fire in the fireplace, and, just as the Wolf was coming down the chimney, he took the cover off the pot, and in fell the Wolf. And the little Pig put the cover back on again in an instant, boiled him up, ate him for supper, and lived happy ever after.

The End

## ACTIVITY 2

**TOPIC: The three little Pigs fairy tale.**

**OBJECTIVE:** SWABT listen and write about key vocabulary based on the “three little pigs”.

### Pre listening

**Task 1: Predict what the story is about based on the title.**

#### THE THREE LITTLE PIGS

**\*What do you think about this story?**

**\*What kind of audio do you give this story?**

**E.g. (scary, comic, romantic)**

### While listening

**Task 2: Listen and number the sequences in the order you hear them.**

The little pig that went off met a Man with a bundle of straw, and said to him, “Please, sir, give me that straw so I can build myself a house”; which the Man did, and the little Pig built a house with it.

The little Pig put the cover back on again in an instant, boiled him up, ate him for supper, and lived happy ever after.

The second little Pig met a Man with a bundle of shrubs, and said, “Please, sir...give me those shrubs so I can build myself a house”; which the Man did, and the Pig built his house.

The little Pig met a Man with a load of bricks, and said, “Please, sir, give me those bricks to build a house with”; so the Man gave him the bricks, and he built his house with them.

**Task 3: Listen and choose the correct words.**

1. I can build myself a (**house/ village**)
2. The (**Wolf /fox**) ate up the first little Pig.
3. The third little Pig met a Man with a load of (**bricks/blocks**)
4. The Wolf was very (**angry/happy**)
5. The Wolf was coming down the (**chimney/ cabinet**)



# The Ugly Duckling.



Once upon a time, Mummy Duck lived on a farm. In her nest, she had five little eggs and one big egg. One day, the five little eggs started to crack. Tap, tap, tap! Five pretty, yellow baby ducklings came out. Then the big egg started to crack. Bang, bang, bang! One big, ugly duckling came out.

‘That’s strange,’ thought Mummy Duck. Nobody wanted to play with him.

‘Go away,’ said his brothers and sisters. ‘You’re ugly!’

The ugly duckling was sad. So he went to find some new friends.

‘Go away!’ said the pig. ‘Go away!’ said the sheep.

‘Go away!’ said the cow. ‘Go away!’ said the horse.

No one wanted to be his friend. It started to get cold. It started to snow! The ugly duckling found an empty barn and lived there. He was cold, sad and alone. Then spring came. The ugly duckling left the barn and went back to the pond. He was very thirsty and put his beak into the water. He saw a beautiful, white bird! ‘Wow!’ he said. ‘Who’s that?’ ‘It’s you,’ said another beautiful, white bird. ‘Me? But I’m an ugly duckling.’ ‘Not any more. You’re a beautiful swan, like me. Do you want to be my friend?’ ‘Yes,’ he smiled. All the other animals watched as the two swans flew away, friends forever.

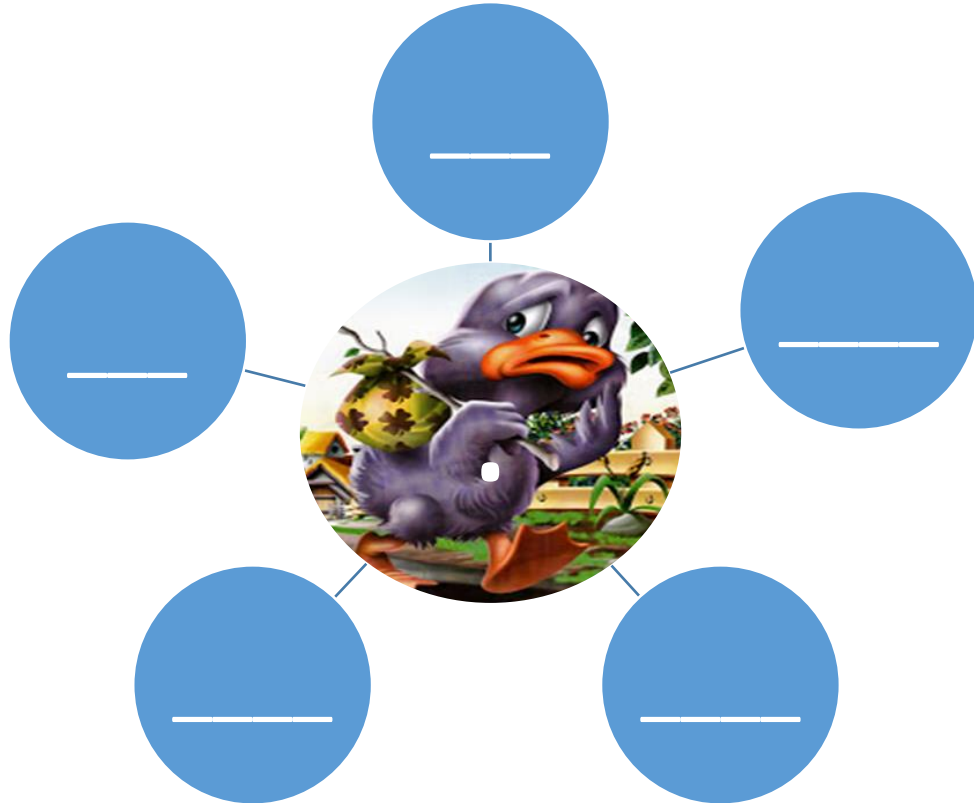
### ACTIVITY 3

**TOPIC:** The Ugly Duckling Fairy Tale.

**OBJECTIVE:** SWABT listen and identify the speaker's purpose and tone in "the Ugly Duckling"

#### Pre listening

**Task 1: Write five adjectives describing the duck.**



#### While listening

**Task 2: Listen to the story find the mistake, underline it and write the correct word.**

- a) Mummy Duck had **four** little eggs and one big egg
- b) She thought the ugly duckling was **normal**.
- c) His brothers and sisters **wanted** to play with him.
- d) He was **happy**.
- e) The pig, **goat**, cow and horse didn't want to play with him.
- f) It started to get **warm** so he lived in an empty barn.
- g) He went back to the **river**.
- h) He was very **hungry**.
- i) He was a beautiful, white **duck**.



j) He **walked** away with his new friend.

**Task 3: Listen to the story and put the sentences in order. What's the order? Compare your answers with those of other students.**

(\_\_\_) He met another swan and they became friends forever.

(\_\_\_) In her nest, she had five little eggs and one big egg.

( 1 ) Mummy Duck lived on a farm.

(\_\_\_) He saw a beautiful white bird in the water.

(\_\_\_) It started to snow, but then spring came.

(\_\_\_) Then one big, ugly duckling came out the big egg.

(\_\_\_) Five pretty, yellow baby ducklings came out the little eggs.

(\_\_\_) No one wanted to be his friend.

**Task 4: What do you think is the moral of the story? Circle the best answer. Tell why.**

- a. Be afraid of people who are different.
- b. Choose your friends carefully.
- c. How you look is not important.

**Post listening**

**Task 5: Listen again. Fill in the outline that gives the general structure of story.**

*Topic:*

*Number of speakers:*

*Sound effects:*

*Open line (used to get the listener's attention):*

*Problem:*

# GOLDILOCKS AND THE THREE BEARS



Once upon a time there were three bears, who lived together in a house of their own in a wood. One of them was a little, small wee bear; one was a middle-sized bear, and the other was a great, huge bear.

One day, after they had made porridge for their breakfast, they walked out into the wood while the porridge was cooling. And while they were walking, a little girl came into the house. This little girl had golden curls that tumbled down her back to her waist, and everyone called her by Goldilocks.

Goldilocks went inside. First she tasted the porridge of the great, huge bear, and that was far too hot for her. And then she tasted the porridge of the middle bear, and that was too cold for her. And then she went to the porridge of the little, small wee bear, and tasted that. And that was neither too hot nor too cold, but just right; and she liked it so well, that she ate it all up.

Then Goldilocks went upstairs into the bed chamber and first she lay down upon the bed of the great, huge bear, and then she lay down upon the bed of the middle bear and finally she lay down upon the bed of the little, small wee bear, and that was just right. So she covered herself up comfortably, and lay there until she fell fast asleep.

By this time, the three bears thought their porridge would be cool enough, so they came home to breakfast.

“SOMEBODY HAS BEEN AT MY PORRIDGE!” said the great huge bear, in his great huge voice.

“Somebody has been at my porridge!” said the middle bear, in his middle voice.

Then the little, small wee bear looked at his, and there was the spoon in the porridge pot, but the porridge was all gone.

“Somebody has been at my porridge, and has eaten it all up!” said the little, small wee bear, in his little, small wee voice.

Then the three bears went upstairs into their bedroom.

“SOMEBODY HAS BEEN LYING IN MY BED!” said the great, huge bear, in his great, rough, gruff voice.

“Somebody has been lying in my bed!” said the middle bear, in his middle voice.

And when the small, wee bear came to look at his bed, there was the bed cover in its place, and the angelic face of a little girl snoring away, fast asleep.

“Somebody has been lying in my bed, and here she is!” Said the little, small wee bear, in his little, small wee voice.

Goldilocks jumped off the bed and ran downstairs, out of the door and down the garden path.

She ran and she ran until she reached the house of her grandma. When she told her grandma about the house of the three bears who lived in the wood, her granny said: “My, what a wild imagination you have, child!”

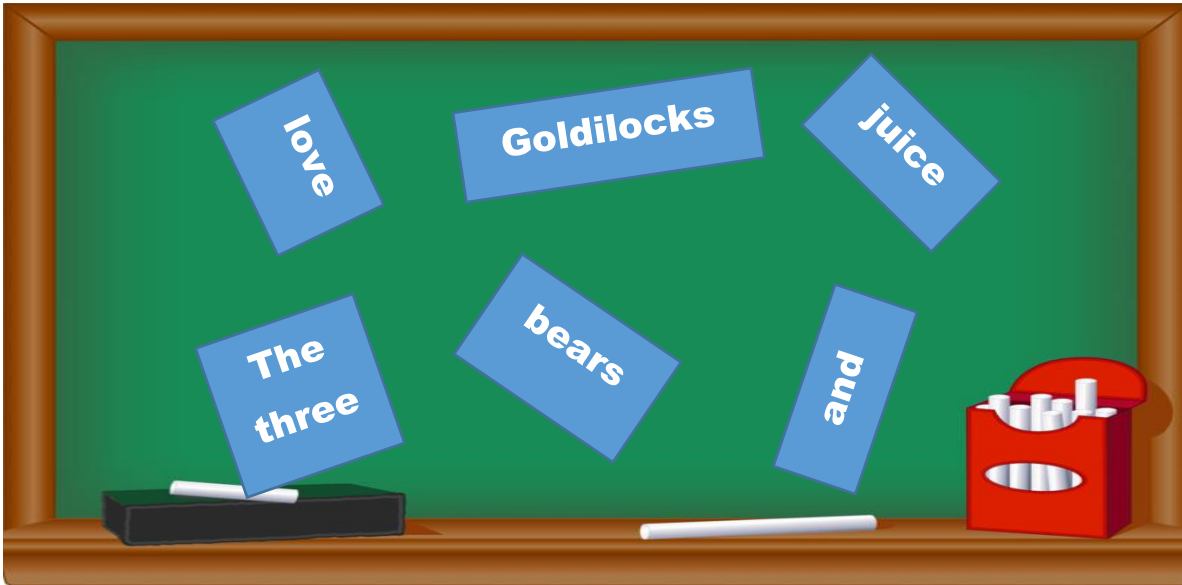
## ACTIVITY 4

**TOPIC:** Goldilocks and the Three Bears fairy tale.

**OBJECTIVE:** SWABT listen and ask for and give information about the Goldilocks and the Three Bears.

### Pre listening

**Task 1: Words in different places all over the board: Circle two words and make a good sentence using both. Repeat the previous two steps several times.**



### While listening

**Task 2: Listen to the excerpts, paying attention to the speaker's tone and choices of words. Then work in pairs, and discuss the answers.**

- **Excerpt one**

This little girl had golden curls that tumbled down her back to her waist, and everyone called her by \_\_\_\_\_

- **Excerpt two**

“SOMEBODY HAS BEEN AT MY PORRIDGE AND HAS EATEN IT ALL UP!” said the \_\_\_\_\_

“SOMEBODY HAS BEEN LYING IN MY BED!” said the \_\_\_\_\_

**Task 3: Work in a small group: Listen to the story again and answer the questions.**

**1.- Who lived in a house together?**

- a) Three cats
- b) Two lions
- c) Three bears

**2.-What kind of food they prepared?**

- a) Croissants
- b) Porridge
- c) soup

**3.- Who said that: “Somebody has been at my porridge, and has eaten it all up!”**

- a) little bear
- b) huge bear
- c) mother

**4.-Who tasted the porridge?**

- a) huge bear
- b) mother
- c) goldilocks

**Task 4: Look at the diagrams of the mouth and listen to the words. Then, pronounce.**



**/æ/ bad**

**Your mouth is open.  
Your lips are spread.**



**/ɛ/ bed**

**Your mouth is almost closed.  
Your lips are not spread.**

**Bad**

**Mother**

**Bed**

**Bear**

**Post listening**

**Task 5: Write a tongue twister. Practice saying them as quickly as possible.**

**For example:**

\*A Goldilocks told to the bear with her little voice lock the door.

\* A huge bear looked a cool pool and it is cold.

# PUSS IN BOOTS



nce upon a time a miller had three sons. When the miller dies his property is divided. The eldest son gets a mill, the middle son a donkey, and the youngest gets a cat. The youngest son is not very happy with the situation and decides to kill the cat, but the cat asks his master to spare his life. In return, the cat promises to make his young master rich. When the master agrees, the cat asks for a pair of boots.

Puss begins his adventures by catching rabbits and partridges to give to the king. Every time the cat gifts the king, he says that it is sent by his fictional master, Marquis de Carabas (Marquis of Carabas). The king starts to become curious about this generous nobleman.

One day, the cat hears that the king will drive by the river with his daughter, so he tells his real master to undress and swim in the river. When the carriage with the king and the princess drives by, the cat stops the coach. Here, he tells a lie. He explains to the king that his master, Marquis de Carabas, was just attacked by robbers while swimming and lost all of his clothes. The king offers fancy clothes to the cat's master and invites him into the coach. Upon seeing the master, the princess immediately falls in love.

While the coach continues to drive, the cat runs ahead and orders groups of people (peasants, lumberjacks, shepherds) to tell anybody that asks that the surrounding property belongs to Marquis of Carabas. He warns that bad things will happen to them if they don't obey his commands. When the coach passes through the countryside, the groups of people tell the king that the property around them belongs to Marquis of Carabas.

In the meantime, the cat arrives at a castle inhabited by an ogre who has the power to change into any animal. The cat tricks him to change into a mouse, and he is promptly eaten by the

cat. Now, the castle and the surrounding property belong to the cat's master. When the king, princess, and the young master arrive, the king is impressed with the castle and weds his daughter to the young man. The master becomes a prince and, thus, the cat's promise is fulfilled

## ACTIVITY 5

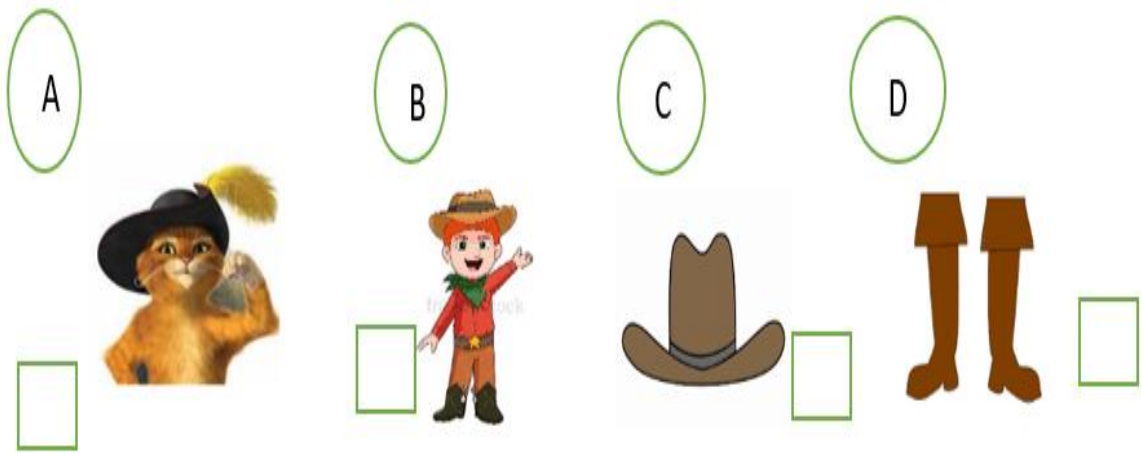
**TOPIC:** Puss in boots fairy tale

**OBJECTIVE:** SWABT listen to identify main idea and details and write about hypothetical situations based on “Puss in boots”

**Pre listening**

**Task 1: Match the words with the pictures. Write 1-4 in the boxes.**

1. boots
2. hat
3. puss
4. miller



**While listening**

**Task 2: Listen to part 1 of a talk and match with the information.**

1.- What is the topic about?	<u>a.-The youngest son</u>
2.-How many sons does the miller have?	<u>b.-The cat</u>
3.-What happened when the miller died	<u>c.-His property was divided</u>
4.-Who decided to killed puss?	<u>d.-He has three sons</u>
5.-Who asked for a pair of boots?	<u>e.-It is about Puss in boots</u>
	<u>f.-the most cute cat in England</u>



**Task 3: Listen to part 2 and find the expressions 1-4 in the story. Who say them in your language?**

- 1.- the cat /the king hears that the king will drive by the river with his daughter.....
- 2.- the cat/ the king offers fancy clothes to the cat's master.....
- 3.- the cat/ the king impressed with the castle and weds his daughter to the young man.....
- 4.- The cat/the king that it is sent by his fictional master, Marquis de Carabas (Marquis of Carabas)

**Task 4: Complete the story with expressions 1-4 from exercise 3.**

Puss begins his adventures by catching rabbits and partridges to give to the king. Every time the cat gifts the king, \_\_\_\_\_ . The king starts to become curious about this generous nobleman.

One day, the cat \_\_\_\_\_, so he tells his real master to undress and swim in the river. When the carriage with the king and the princess drives by, the cat stops the coach. Here, He tells a lie. He explains to the king that his master, Marquis de Carabas, was just attacked by robbers while swimming and lost all of his clothes. The king \_\_\_\_\_ and invites him into the coach. Upon seeing the master, the princess immediately falls in love.

While the coach continues to drive, the cat runs ahead and orders groups of people (peasants, lumberjacks, shepherds) to tell anybody that asks that the surrounding property belongs to Marquis of Carabas. He warns that bad things will happen to them if they don't obey his commands. When the coach passes through the countryside, the groups of people tell the king that the property around them belongs to Marquis of Carabas.

In the meantime, the cat arrives at a castle inhabited by an ogre who has the power to change into any animal. The cat tricks him to change into a mouse, and he is promptly eaten by the cat. Now, the castle and the surrounding property belong to the cat's master. When the king, princess, and the young master arrive, the king \_\_\_\_\_ . The master becomes a prince and, thus, the cat's promise is fulfilled

**Post listening**

**Task 5 : Work in pairs. Imagine that someone gives you a cat .What do you do?**

# The Real Princess



**T**

here was once a Prince who wished to marry a Princess; but then she must be a real Princess. He travelled all over the world in hopes of finding such a lady; but there was always something wrong. Princesses he found in plenty; but whether they were real Princesses it was impossible for him to decide, for now one thing, now another, seemed to him not quite right about the ladies. At last he returned to his palace quite cast down, because he wished so much to have a real Princess for his wife.

One evening a fearful tempest arose, it thundered and lightened, and the rain poured down from the sky in torrents: besides, it was as dark as pitch. All at once there was heard a violent knocking at the door, and the old King, the Prince's father, went out himself to open it.

It was a Princess who was standing outside the door. What with the rain and the wind, she was in a sad condition; the water trickled down from her hair, and her clothes clung to her body. She said she was a real Princess.

"Ah! we shall soon see that!" thought the old Queen-mother; however, she said not a word of what she was going to do; but went quietly into the bedroom, took all the bed-clothes off the bed, and put three little peas on the bedstead. She then laid twenty mattresses one upon another over the three peas, and put twenty feather beds over the mattresses.

Upon this bed the Princess was to pass the night.

The next morning, she was asked how she had slept. "Oh, very badly indeed!". I do not know what was in my bed, but I had something hard under me, and am all over black and blue. It has hurt me so much!"

Now it was plain that the lady must be a real Princess, since she had been able to feel the three little peas through the twenty mattresses and twenty feather beds. None but a real Princess could have had such a delicate sense of feeling. she replied. "I have scarcely closed my eyes the whole night through

The Prince accordingly made her his wife; being now convinced that he had found a real Princess. The three peas were however put into the cabinet of curiosities, where they are still to be seen, provided they are not lost.

## ACTIVITY 6

**TOPIC: The real princess fairy tale.**

**OBJECTIVE:** SWABT listen and talk about imaginary situations in second conditional based on “The real princess”

### Pre listening

**TASK 1:** Look at the picture and a piece of text with blanks from the fairy tale on the board. Choose one of the sentences and complete it with their own ideas.



The \_\_\_\_\_ princess

A prince and a .....princess

The..... prince and princess

### **While listening**

**Task 2:** Listen the story, and match the sentences (1–5) to the endings (a–g) to make the main ideas. You will not use two of the endings.

- 1 There was once a Prince who ...
- 2 Put three little peas ...
- 3 she replied. "I have scarcely closed ...
- 4 he returned to his ...
- 5 A real Princess could have had such a...

### **The endings**

- a) ..... my eyes the whole night through.
- b) ..... wished to marry a Princess.
- c) ..... on the bedstead.
- d) ..... delicate sense of feeling.
- e) ..... palace quite cast down.
- f) ..... time goes quickly.
- g) **4 house with the princess.**

Task 3: Decide **if the sentences are true (T), false (F), or not given (NG).**

1. **The** Prince wished to marry a Princess. ( )
2. He travelled all over the world in hopes of finding such a lady. ( )
3. She was in a good condition. ( )
4. It was plain that the lady must be a real Princess. ( )
5. The prince is going to talk about the princess' mother. ( )

**TASK 4: Listen to the story again and choose the correct letter.**

1. The \_\_\_\_\_ wished to marry.  
A prince                      B king                      C princess
2. **Her** \_\_\_\_\_ clung to her body.  
A shoes                      B clothes                      C hair
3. It was a Princess who was standing outside the \_\_\_\_\_.  
A class                      B door                      C hotel
4. He \_\_\_\_\_ all over the world in hopes of finding such a lady.  
A ran                      B travelled                      C went

**Post listening**

**TASK 5: Write up some ideas about If you were a prince or princess, \_\_\_\_\_. Work in pairs. Tell it to a partner.**



FOR TEACHER'S USE





## MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

<b>1. INFORMATION DATA:</b>						
<b>Teacher:</b>	<b>Lic. Lady Herrera</b>	<b>Area:</b>	<b>Grade/ course</b>	2nd BGU	<b>Class</b>	<b>B</b>
<b>ACTIVITY NUMBER</b>	<b>Unit title:</b>	<b>UNIT OBJECTIVES:</b>				
<b>One</b>	The gingerbread man	<p><b>OBJECTIVE. ENGLISH AS A FOREIGN LANGUAGE5.6</b> Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p> <p><b>OBJECTIVE. ENGLISH AS A FOREIGN LANGUAGE5.7</b> Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language.</p>				
<b>PERIODS:</b> 4 class periods			<b>STARTING WEEK: 07-09-2018</b>			
<b>2. ACTIVITY PLAN</b>						
<b>SKILLS AND PERFORMANCE CRITERIA</b>			<b>EVALUATION CRITERIA</b>			
<p><b>Oral Communication: (Listening and Speaking)</b></p> <p>EFL 5.2.11 Express opinions on abstract topics, such as film and music, and concrete topics, such as personal</p>			<p>CE.EFL.5.8 Interaction – Interpersonal: Respond to and build on other people’s ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning.</p>			



experiences, while describing one's reactions to them and others' opinions.			
<b>METHODOLOGICAL STRATEGIES</b>	<b>RESOURCES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ACTIVITIES TECHNIQUES/INSTRUMENTS</b>
<p><b>Listening</b></p> <p><b><u>Pre listening</u></b>  <b>Task 1:</b> Slides show: Look at the pictures, talk to your partner and brainstorm words to describe them.</p> <p><b><u>While listening</u></b>  <b>Task 2:</b> Listen to the story and tick the words that you hear.</p> <p><b>Task 3:</b> Listen and number the sequences in the order you hear them.</p> <p><b>Task 4:</b> Listen and underline the correct sentence you hear.</p> <p><b><u>Post listening</u></b>  <b>TASK 5:</b> Listen and match the two parts of the sentences</p>	<ul style="list-style-type: none"> <li>• Audio CD</li> <li>• Posters and pictures about the topic</li> <li>• Photocopiable worksheets</li> </ul>	<p><b>Oral Communication</b></p> <p>I.EFL.5.12.1 Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3)</p>	<p><b>Activities</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen and complete worksheets.</li> <li>• Listen to understand the context.</li> </ul>

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**MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA**

<b>1. INFORMATION DATA:</b>						
<b>Teacher:</b>	<b>Lic. Lady Herrera</b>	<b>Area:</b>	<b>Grade/ course</b>	2nd BGU	<b>Class</b>	<b>B</b>
<b>ACTIVITY NUMBER</b>	<b>Activity title:</b>	<b>Overall objective</b> SWABT listen and write about key vocabulary based on the “three little pigs”.				
<b>Two</b>	The three little pigs	<p><b>OBJECTIVE. ENGLISH AS A FOREIGN LANGUAGE5.6</b> Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p> <p><b>OBJECTIVE. ENGLISH AS A FOREIGN LANGUAGE5.7</b> Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language. (CEFR B1 level).</p>				
<b>PERIODS: 4</b> class periods			<b>STARTING WEEK: 01-10-2018</b>			

<b>2. ACTIVITY PLAN</b>			
<b>SKILLS AND PERFORMANCE CRITERIA</b>		<b>EVALUATION CRITERIA</b>	
<b>Oral Communication: (Listening and Speaking)</b>  EFL 5.2.2 Identify the main idea and some details of recorded news reports, documentaries and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary.		CE.EFL.5.5 Listening for Meaning: Identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts, provided speech is clear and visuals help support meaning.	
<b>Language through the Arts</b>  EFL 5.5.8 Contribute to team projects to produce original works and solve problems while effectively negotiating and managing interactions to accomplish social and classroom tasks.		CE.EFL.5.19 Engage in collaborative activities through a variety of student groupings in order to solve problems and reflect on literary texts, and produce criteria for evaluating the effectiveness of the group.	
<b>METHODOLOGICAL PROCESS</b>	<b>RESOURCES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ACTIVITIES TECHNIQUES/INSTRUMENTS</b>
<b>Listening</b>  <b>Pre listening</b> Task 1: Predict what the story is about based on the tittle.	<ul style="list-style-type: none"> <li>▪ Audio CD</li> <li>▪ Teacher’s Guide</li> </ul>	<b>Oral Communication: Listening</b>  I.EFL.5.5.1 Learners can identify the main idea in a variety of audio recordings	<b>Activities</b>  <ul style="list-style-type: none"> <li>• Work by pairs.</li> </ul> <b>Techniques</b>

<p><b><u>While listening</u></b></p> <p>Task 2: Listen and number the sequences in the order you hear them.</p> <p><b>Task 3: Listen and choose the correct words.</b></p> <p>Task 4: Follow along. Underline the main idea in each paragraph.</p> <p><b><u>Post listening</u></b></p> <p>Task 5: Write up a summary. Work in pairs. Tell it to a partner.</p>	<ul style="list-style-type: none"> <li>▪ Posters and pictures about the topic</li> <li>▪ Photocopiable worksheets</li> </ul>	<p>(e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts where speech is clear and visuals help support meaning. (I.3, I.4) , including digital tools, that support collaboration and productivity, for educational and academic use. (I.1, I.2, S.3, S.4)</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen short lectures to complete diagrams.</li> <li>• Listen conversations to complete missing information.</li> </ul> <p><b>Instruments for oral and written evaluation</b></p> <ul style="list-style-type: none"> <li>• Checklist</li> </ul>
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## MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

<b>1. INFORMATION DATA:</b>						
<b>Teacher:</b>	<b>Lic. Lady Herrera</b>	<b>Area:</b>	<b>Grade/ course</b>	2nd BGU	<b>Class</b>	<b>B</b>
<b>ACTIVITY NUMBER</b>	<b>Activity title:</b>		<b>OVERALL OBJECTIVE:</b>			
			SWABT listen and identify the speaker’s purpose and tone in “the Ugly Duckling”			
<b>Three</b>	The Ugly Duckling		<b>OBJECTIVE. ENGLISH AS A FOREIGN LANGUAGE 5.2</b> Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.			
			<b>OBJECTIVE. ENGLISH AS A FOREIGN LANGUAGE 5.7</b> Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language. (CEFR B1 level).			
<b>PERIODS:</b> 6 class periods			<b>STARTING WEEK:</b> 22-10-2018			

<b>2. ACTIVITY PLAN</b>	
<b>SKILLS AND PERFORMANCE CRITERIA</b>	<b>EVALUATION CRITERIA</b>

<p><b>Oral Communication: (Listening and Speaking)</b></p> <p>EFL 5.2.9 Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics.</p>		<p>CE.EFL.5.8 Interaction – Interpersonal: Respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning.</p>	
<p><b>METHODOLOGICAL PROCESS</b></p>	<p><b>RESOURCES</b></p>	<p><b>PERFORMANCE INDICATORS</b></p>	<p><b>ACTIVITIES TECHNIQUES/INSTRUMENTS</b></p>
<p><b>Listening</b></p> <p><b><u>Pre listening</u></b> Task 1: Write five adjectives describing the duck.</p> <p><b><u>While listening</u></b></p> <p>Task 2: Listen to the story find the mistake, underline it and write the correct word.</p> <p>Task 3: Listen to the story and put the sentences in order. What's the order? Compare your answers with those of other students.</p>	<ul style="list-style-type: none"> <li>▪ Audio CD</li> <li>▪ Posters and pictures about the topic</li> <li>▪ Photocopiable worksheets</li> </ul>	<p><b>Oral Communication</b></p> <p>I.EFL.5.12.1 Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3)</p>	<p><b>Activities / Techniques / Instruments</b></p> <p>Listen for main idea</p> <p>Listen for details</p> <p style="text-align: center;"><b>Techniques</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Use intonation to identify reactions.</li> <li>• Listen to confirm their guessing.</li> </ul> <p><b>Instruments for oral and written evaluation</b></p> <p>Checklist</p>

<p>Task 4: What do you think is the moral of the story? Circle the best answer. Tell why.</p> <p><b><u>Post listening</u></b></p> <p>Task 5: Listen again. Fill in the outline that gives the general structure of story.</p>			
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### MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

<b>1. INFORMATION DATA:</b>						
<b>Teacher:</b>	<b>Lic. Lady Herrera</b>	<b>Area:</b>	<b>Grade/ course</b>	2nd BGU	<b>Class</b>	<b>B</b>
<b>ACTIVITY NUMBER</b>	<b>Activity title:</b>		<b>OVERALL OBJECTIVE:</b>			
			SWABT listen and ask for and give information about the Goldilocks and the Three Bears.			
<b>Four</b>	The Goldilocks and the Three Bears		<b>OBJECTIVE. ENGLISH AS A FOREIGN LANGUAGE5.2</b>			
			Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.			
			<b>OBJECTIVE. ENGLISH AS A FOREIGN LANGUAGE5.7</b>			
			Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language. (CEFR B1 level).			
<b>PERIODS:</b> 6 class periods			<b>STARTING WEEK: 05-11-2018</b>			



<b>2. ACTIVITY PLAN</b>			
<b>SKILLS AND PERFORMANCE CRITERIA</b>		<b>EVALUATION CRITERIA</b>	
<b>Oral Communication: (Listening and Speaking)</b>  EFL 5.2.9 Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics.		CE.EFL.5.8 Interaction – Interpersonal: Respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning.	
<b>METHODOLOGICAL PROCESS</b>	<b>RESOURCES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ACTIVITIES TECHNIQUES/INSTRUMENTS</b>
<p><b>Listening</b></p> <p><b><u>Pre listening</u></b> Task 1: Words in different places all over the board: Circle two words and make a good sentence using both. Repeat the previous two steps several times.</p> <p><b><u>While listening</u></b> Task 2: Listen to the excerpts, paying attention to the speaker's tone and choices of words. Then</p>	<ul style="list-style-type: none"> <li>▪ Audio CD</li> <li>▪ Posters and pictures about the topic</li> <li>▪ Photocopiable worksheets</li> </ul>	<p><b>Oral Communication</b></p> <p>I.EFL.5.12.1 Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3)</p>	<p><b>Activities / Techniques / Instruments</b></p> <p>Listen for main idea</p> <p>Listen for details</p> <p style="text-align: center;"><b>Techniques</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Use intonation to identify reactions.</li> <li>• Listen to confirm their guessing.</li> </ul> <p><b>Instruments for oral and written evaluation</b></p>

<p>work in pairs, and discuss the answers.</p> <p>Task 3: Work in a small group: Listen to the story again and answer the questions</p> <p>Task 4: Look at the diagrams of the mouth and listen to the words. Then, pronounce.</p> <p><b><u>Post listening</u></b></p> <p>Task 5: Listen again. Fill in the outline that gives the general structure of story.</p>			<p>Checklist</p>
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**MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA**

<b>1. INFORMATION DATA:</b>						
<b>Teacher:</b>	<b>Lic. Lady Herrera</b>	<b>Area:</b>	<b>Grade/ course</b>	2nd BGU	<b>Class</b>	<b>B</b>
<b>ACTIVITY NUMBER</b>	<b>Activity title:</b>		<b>OVERALL OBJECTIVE:</b>			
			SWABT listen to identify main idea and details and write about hypothetical situations based on “Puss in boots”			
<b>Five</b>	Puss in boots		<b>OBJECTIVE. ENGLISH AS A FOREIGN LANGUAGE5.2</b> Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.			
			<b>OBJECTIVE. ENGLISH AS A FOREIGN LANGUAGE5.7</b> Interact quite clearly, confidently, and appropriately in a range of			

		formal and informal social situations with a limited but effective command of the spoken language. (CEFR B1 level).
<b>PERIODS:</b> 6 class periods		<b>STARTING WEEK:</b> 19-11-2018

<b>2. ACTIVITY PLAN</b>			
<b>SKILLS AND PERFORMANCE CRITERIA</b>		<b>EVALUATION CRITERIA</b>	
<b>Oral Communication: (Listening and Speaking)</b>  EFL 5.2.9 Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics.		CE.EFL.5.8 Interaction – Interpersonal: Respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning.	
<b>METHODOLOGICAL PROCESS</b>	<b>RESOURCES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ACTIVITIES TECHNIQUES/INSTRUMENTS</b>
<b>Listening</b>  <b><u>Pre listening</u></b> Task 1: Match the words with the pictures. Write 1-4 in the boxes. <b><u>While listening</u></b>	<ul style="list-style-type: none"> <li>▪ Audio CD</li> <li>▪ Posters and pictures about the topic</li> <li>▪ Photocopiable</li> </ul>	<b>Oral Communication</b>  I.EFL.5.12.1 Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to find the most appropriate	<b>Activities / Techniques / Instruments</b>  Listen for main idea  Listen for details  <b>Techniques</b>  <b>Listening</b>

<p>Task 2: Listen to part 1 of a talk and match with the information.</p> <p>Task 3: Listen to the story and put the sentences in order. What's the order? Compare your answers with those of other students.</p> <p>Task 4: Complete the story with expressions 1-4 from exercise 3.</p> <p><b><u>Post listening</u></b></p> <p>Task 5: Work in pairs. Imagine that someone gives you a cat .What do you do?</p>	worksheets	sources to support an idea or argument. (I.2, I.4, J.3)	<ul style="list-style-type: none"> <li>• Use intonation to identify reactions.</li> <li>• Listen to confirm their guessing.</li> </ul> <p><b>Instruments for oral and written evaluation</b></p> <p>Checklist</p>
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**MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA**

<b>1. INFORMATION DATA:</b>						
<b>Teacher:</b>	<b>Lic. Lady Herrera</b>	<b>Area:</b>	<b>Grade/ course</b>	2nd BGU	<b>Class</b>	<b>B</b>
<b>ACTIVITY NUMBER</b>	<b>Activity title:</b>		<b>OVERALL OBJECTIVE:</b>			
			SWABT listen and talk about imaginary situations in second conditional based on “The real princess”			
<b>Six</b>	The real princess		<b>OBJECTIVE. ENGLISH AS A FOREIGN LANGUAGE5.2</b>			
			Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.			

		<b>OBJECTIVE. ENGLISH AS A FOREIGN LANGUAGE5.7</b> Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language. (CEFR B1 level).
<b>PERIODS:</b> 6 class periods		<b>STARTING WEEK: 03-12-2018</b>

<b>2. ACTIVITY PLAN</b>			
<b>SKILLS AND PERFORMANCE CRITERIA</b>		<b>EVALUATION CRITERIA</b>	
<b>Oral Communication: (Listening and Speaking)</b>  EFL 5.2.9 Build on others' ideas when engaged in pair, group or whole-class discussions on personal, social, community and academic topics.		CE.EFL.5.8 Interaction – Interpersonal: Respond to and build on other people's ideas in extended conversations on familiar social and academic topics by expressing opinions and feelings and clarifying meaning.	
<b>METHODOLOGICAL PROCESS</b>	<b>RESOURCES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ACTIVITIES TECHNIQUES/INSTRUMENTS</b>
<b>Listening</b>  <b>Pre listening</b> Task 1: Look at the picture and a piece of text with blanks from the fairy tale on the board. Choose one of the sentences and complete it with their own ideas.	<ul style="list-style-type: none"> <li>▪ Audio CD</li> <li>▪ Posters and pictures about the topic</li> </ul>	<b>Oral Communication</b>  I.EFL.5.12.1 Learners can engage with a variety of digital and print texts and resources by evaluating and detecting complexities and discrepancies in the information in order to	<b>Activities / Techniques / Instruments</b>  Listen for main idea  Listen for details  <b>Techniques</b>

<p><b><u>While listening</u></b></p> <p>Task 2: Listen to the story find the mistake, underline it and write the correct word.</p> <p>Task 3: Decide if the sentences are true (T), false (F), or not given (NG).</p> <p>Task 4: What do you think is the moral of the story? Circle the best answer. Tell why.</p> <p><b><u>Post listening</u></b></p> <p>Task 5: Write up some ideas about If you were a prince or princess, _____. Work in pairs. Tell it to a partner.</p>	<p>▪ Photocopiable worksheets</p>	<p>find the most appropriate sources to support an idea or argument. (I.2, I.4, J.3)</p>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Use intonation to identify reactions.</li> <li>• Listen to confirm their guessing.</li> </ul> <p><b>Instruments for oral and written evaluation</b></p> <p>Checklist</p>
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## 6.7. Methodology. Operational model

Table 28. Operational model

<b>PHASES</b>	<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>RESOURCES</b>	<b>RESPONSIBLE PEOPLE</b>	<b>DATE</b>
1. PLANNING	Present the proposal to the authorities of Cotaló High School to get the permission to socialize the booklet with parents, students, and the other English teacher.	A meeting to present the proposal to the authorities of Cotaló High School to get the permission to socialize the booklet with parents, students, and the other English teacher.	A letter directed to the Headmaster of Cotaló High School	Researcher	August 3, 2018
2. SOCIALIZATION	Present the results gotten in the research to the authority to use in the intervention.	Presentation of the booklet to the headmaster of Cotaló High School.	Booklet	Researcher	August 27, 2018
3. APPLICATION	Use the booklet when applying the listening process in the classroom	Booklet implementation with students of second year of general baccalaureate of Cotaló High School	Booklet Computer Headphones	Researcher	September 7, 2018 until December 15, 2018

4. EVALUATION	Evaluate the results gotten after the implementation of the booklet.	Application of a survey with the students from the experimental group to analyze the results gotten after using the booklet in the classroom	Questionnaire	Researcher	April 15, 2019
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Elaborated by: Herrera, L. (2019)

## 6.8 Administration of the proposal

The proposal was administered by the researcher who organized all the activities necessary to implement the booklet at Cotaló High School with students of second year of general baccalaureate. Additionally, the researcher kept track of all the process described in the Operational Model.

## 6.9 Evaluation of the proposal

The effectiveness of the proposal is relevant to the researcher because it helps to confirm the usefulness of the booklet or make changes to improve it. The following questions were used to determine the evaluation methodology.

Table 29. Evaluation of the proposal

QUESTIONS	EXPLANATION
<b>What is evaluated?</b>	A booklet of audio fairy tales technique to improve listening skill is evaluated.
<b>Why is it evaluated?</b>	To confirm the efficiency of activities of the audio fairy tales technique have on the development of the listening skill.
<b>Which criteria are considered?</b>	The researcher considers the following criteria: usefulness of the fairy tales, contribution, content, design, content, benefits, learning conditions in the development of listening skill.
<b>Who?</b>	Lady Herrera (The researcher) and the students of second year of general Baccalaureate of Cotaló High School
<b>When is it evaluated?</b>	It is evaluated on April 15, 2019
<b>Which are the sources of information?</b>	Lady Herrera (The researcher) and the students of second year of general Baccalaureate of Cotaló High School

Elaborated by: Herrera, L. (2019)

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<https://www.storynory.com/goldilocks-and-the-three-bears/>

<http://www.storybud.org/>

<https://www.storynory.com/puss-in-boots/>

<https://www.storiestogrowby.org/audio-stories/>


<https://www.youtube.com/watch?v=MAaoP4OLEAs>

<https://archive.org/details/librivoxaudio>

## ANNEXES

### ANNEX 1

#### School permission for the implementation of the research

 **UNIDAD EDUCATIVA "COTALÓ"**  
Cotaló - Pelileo - Tungurahua Email: ucotalo100@hotmail.com Tel. 2837000

Cotaló, 13 agosto de 2018.

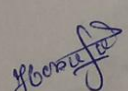
Licenciada.  
Lady Verónica Herrera V.  
**DOCENTE DE LA UNIDAD EDUCATIVA COTALÓ**

De mi consideración:


Con un cordial saludo y por medio del presente me permito comunicar que, la Licenciada **Lady Herrera V.** con C.I **060461349-7** presento una solicitud, por medio de la cual solicita el aval para desarrollar la aplicación de la investigación de la tesis de maestría titulada **"AUDIO FAIRY TALES TECHNIQUE TO ENHANCE ENGLISH LISTENING SKILL"** con los alumnos de Segundo de Bachillerato durante el primer quimestre del año lectivo 2018-2019, orientadas a mejorar la destreza de escuchar a través de los cuentos con audios. Al respecto, en calidad de Rector de la Unidad Educativa concedo el aval para la aplicación de su tesis de maestría.

Particular que comunico para los fines legales pertinentes.

Atentamente,

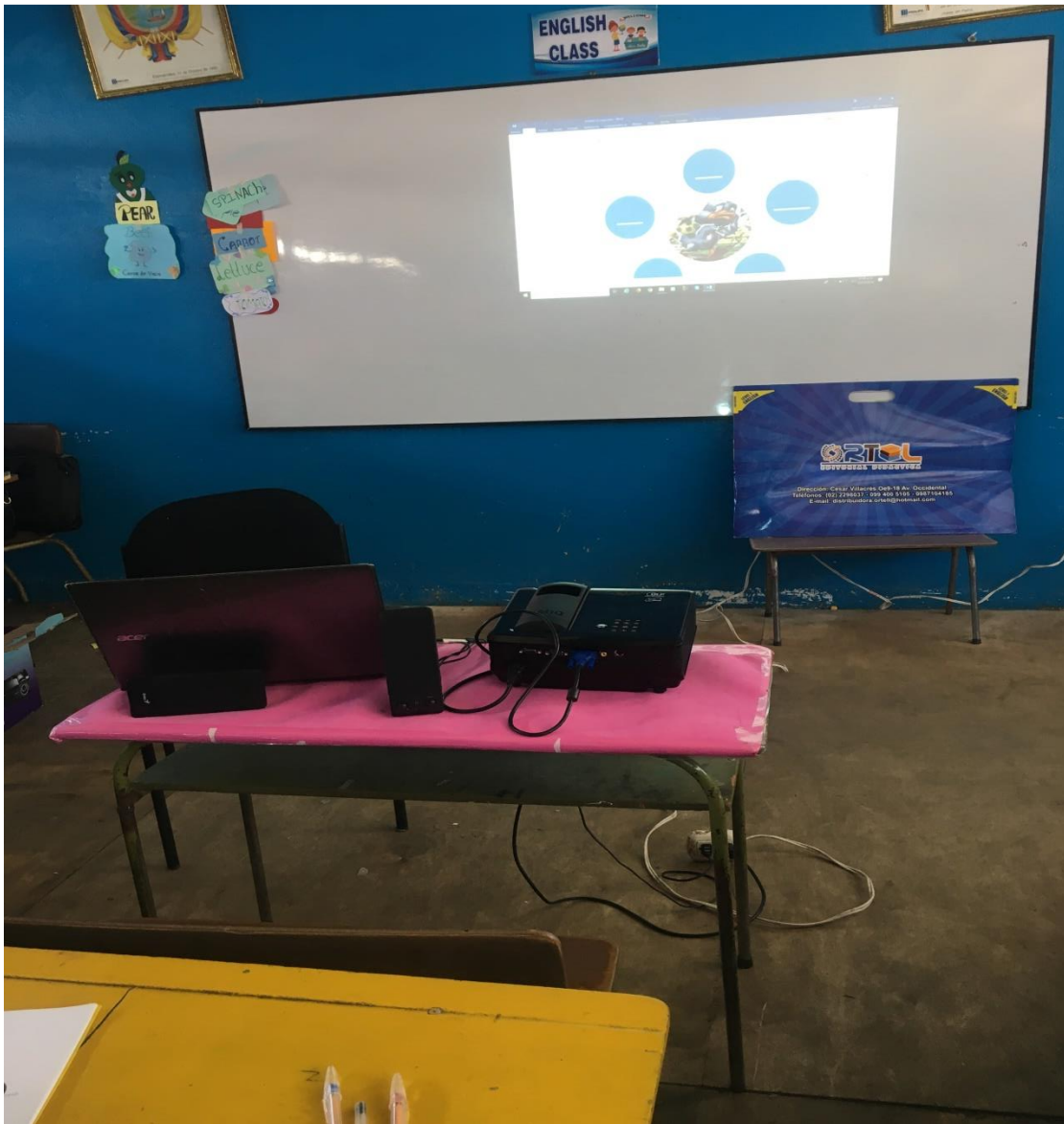


Msc. Marcelo Villarroel  
**RECTOR DE LA UNIDAD EDUCATIVA COTALÓ**



## ANNEX 2

### Implementation evidence









## ANNEX 3

### A2 KET EXAM



#### KEY ENGLISH TEST

Listening

**0085/02**

#### SAMPLE TEST 1

**Time** Approximately 30 minutes (including 8 minutes' transfer time)

#### INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

**Write your name, centre number and candidate number on your answer sheet if they are not already there.**

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 8 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

At the end of the test, hand in both this question paper and your answer sheet.

#### INFORMATION FOR CANDIDATES

There are five parts to the test.

Each question carries one mark.

You will hear each piece twice.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.

\*

500/2416/4

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Cambridge English Entry Level Certificate in ESOL International (Entry 2)



## Part 1

## Questions 1-5

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

## Example:

0 How many people were at the meeting?

<b>3</b>
----------

A

<b>13</b>
-----------

B

<b>30</b>
-----------

C

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

<b>Canada</b>
---------------

A

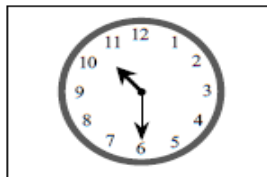
<b>Italy</b>
--------------

B

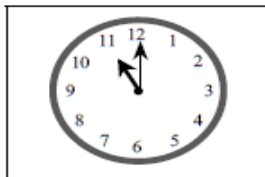
<b>Turkey</b>
---------------

C

2 What time was the man's appointment?



A

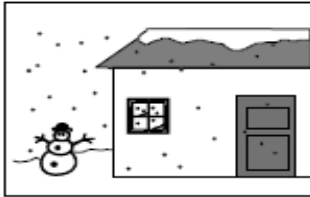


B

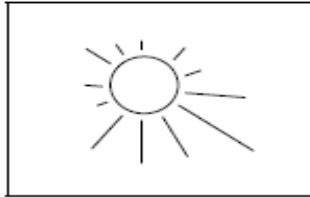


C

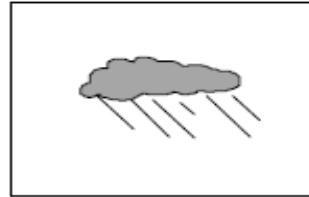
3 What will the weather be like?



A

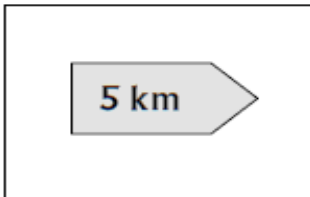


B

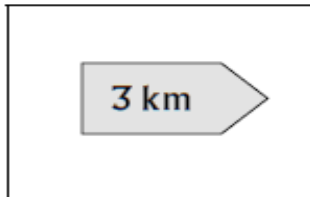


C

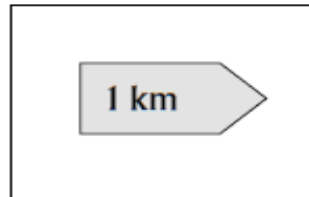
4 How far is the nearest supermarket?



A

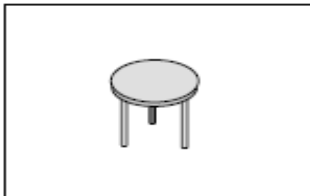


B

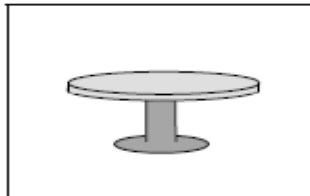


C

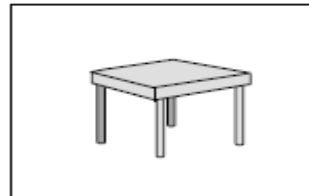
5 Which table does Sally like?



A



B



C

## Part 2

## Questions 6-10

Listen to Tom talking to a friend about a sports afternoon.  
What sport did each person do?

For questions 6-10, write a letter (A-H) next to each person.  
You will hear the conversation twice.

## Example:

0 Tom  D

---

## People

6 Sam

7 Jane

8 Paul

9 Susan

10 Anne

## Sports

A basketball

B football

C golf

D horse-riding

E skiing

F table-tennis

G tennis

H volleyball

## Part 3

## Questions 11-15

Listen to Jenny talking to Mark about buying a computer game.

For questions 11-15, tick (✓) **A**, **B** or **C**.  
You will hear the conversation twice.

## Example:

0	The name of the computer game is	A	City 2010	<input checked="" type="checkbox"/>
		B	City 2001	<input type="checkbox"/>
		C	City 2100	<input type="checkbox"/>

---

11	The game is <b>not</b> good for people under	A	eight.	<input type="checkbox"/>
		B	ten.	<input type="checkbox"/>
		C	twelve.	<input type="checkbox"/>
12	Black's PC shop is in	A	Cambridge.	<input type="checkbox"/>
		B	London.	<input type="checkbox"/>
		C	Peterstown.	<input type="checkbox"/>
13	The address of the shop is	A	29 Hunter Road.	<input type="checkbox"/>
		B	29 Walker Street.	<input type="checkbox"/>
		C	29 Marsden Street.	<input type="checkbox"/>
14	The last day you can get a free game is	A	Monday.	<input type="checkbox"/>
		B	Thursday.	<input type="checkbox"/>
		C	Friday.	<input type="checkbox"/>
15	The computer game cost	A	£26.	<input type="checkbox"/>
		B	£30.	<input type="checkbox"/>
		C	£48.	<input type="checkbox"/>

## Part 4

## Questions 16-20

You will hear a man asking for information about a train.

Listen and complete questions 16-20.  
You will hear the conversation twice.

<b>TRAIN</b>	
To:	Newcastle
Day of journey:	16 <input type="text"/>
Train leaves at:	17 <input type="text"/>
Return ticket costs:	18 £ <input type="text"/>
Food on train:	19 Drinks and <input type="text"/>
Address of Travel Agency:	20 22 <input type="text"/> Street

## Part 5

## Questions 21-25

You will hear some information about a museum.

Listen and complete questions 21-25.  
You will hear the information twice.

<b>Manor House Museum</b>	
<b>YOU CAN SEE:</b>	
<b>Downstairs:</b>	
Entrance Hall:	<i>old photos</i>
Ford Room:	21 <i>pictures of Italian</i> .....
<b>Upstairs:</b>	
Left:	22 <i>more than 150</i> .....
Right:	23 ..... <i>from films and TV</i>
Price of guide book:	24 <i>£</i> .....
Museum closes at:	25 .....

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

TAPESCRIPT - SAMPLE TEST 1

This is the Cambridge Key English Test Listening Test, Sample Paper 1.  
There are five parts to the test. Parts One, Two, Three, Four and Five.

We will now stop for a moment before we start the test.  
Please ask any questions now because you mustn't speak during the test.

*Pause*

Now look at the instructions for Part One.

*Pause*

You will hear five short conversations.  
You will hear each conversation twice.  
There is one question for each conversation.  
For questions 1-5, put a tick under the right answer.  
Here is an example:

How many people were at the meeting?

Woman	Were there many people at the meeting?
Man	About thirty.
Woman	That's not many.
Man	No, but more than last time.

*Pause*

The answer is 30, so there is a tick in box C.  
Now we are ready to start.  
Look at question one.

*Pause*

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

Man	Are you going to go on holiday with your sister again this year?
Woman	Yes, she comes home from Canada tomorrow, and then we're going to go away next week.
Man	Where are you going?
Woman	I've booked a hotel in Turkey. My sister wanted to go to Italy again, so I hope she doesn't mind.

*Pause*

Now listen again.

*Repeat*

*Pause*

**2 What time was the man's appointment?**

Man Hello – I have an appointment to see the dentist at eleven.  
Woman Oh dear, you're very late. That was over half an hour ago.  
Man What time is it now?  
Woman It's eleven forty.

*Pause*  
**Now listen again.**  
*Repeat*  
*Pause*

**3 What will the weather be like?**

Man I hope you have a nice holiday with lots of sun.  
Woman Thanks, but I heard the weather forecast and it isn't very good.  
Man Is it going to rain?  
Woman It's worse than that. It's going to snow!

*Pause*  
**Now listen again.**  
*Repeat*  
*Pause*

**4 How far is the nearest supermarket?**

Woman How far is the nearest supermarket?  
Man Well, Johnson's is the best one but that's nearly five kilometres away.  
Woman Isn't there one nearer?  
Man Well, there is one three kilometres away but it's not very good.

*Pause*  
**Now listen again.**  
*Repeat*  
*Pause*

**5 Which table does Sally like?**

Man What are you looking for, Sally?  
Sally A table for my bedroom.  
Man There are some small round ones there.  
Sally I think I'd prefer that small square one.

*Pause*  
**Now listen again.**  
*Repeat*  
*Pause*

**This is the end of Part One.**

*Pause*



**Now look at Part Two.**

*Pause*

**Listen to Tom talking to a friend about a sports afternoon.  
What sport did each person do?  
For questions 6-10, write a letter A-H next to each person.  
You will hear the conversation twice.**

*Pause*

Girl Did you go to the sports afternoon last Friday, Tom? I couldn't go.  
Tom Yes, we had a great afternoon. We all did a new sport. I had some horse-riding lessons.  
Girl Really! What did the others do?  
Tom Well, Sam was happy. There's a dry ski slope there so he went skiing.  
Girl Really? Did Jane do the same thing?  
Tom She didn't want to. She played volleyball with some other people. She was tired after the game.  
Girl What about Paul and Susan?  
Tom Well, Paul wanted to try basketball, but they don't do that on Fridays - so he did golf. And Susan did very well. She played in a football team and got two goals!  
Girl Great.....Did anyone play tennis?  
Tom Nobody did that. Anne didn't want to do anything but she had to play something so she had a game of table-tennis.  
Girl Did she like that?  
Tom Yes - I think so.  
Girl Well, I hope I can go next time.

*Pause*

**Now listen again.**

*Repeat*

*Pause*

**This is the end of Part Two.**

*Pause*

**Now look at Part Three.**

*Pause*

**Listen to Jenny talking to Mark about buying a computer game.  
For questions 11-15, tick A, B or C.  
You will hear the conversation twice.  
Look at questions 11-15 now. You have 20 seconds.**

*Pause*

**Now listen to the conversation.**

Jenny Hi, Mark. What are you doing?  
Mark Hello, Jenny. Shopping for a present for my little brother.

Jenny I bought *my* brother a computer game called City two thousand and ten. He plays with it for hours.

Mark How old is he?

Jenny 10.

Mark Oh - my brother's twelve.

Jenny That's OK. This game's good for eight to thirteen year olds.

Mark Great! Where did you buy it?

Jenny In Black's PC shop. I looked everywhere in Cambridge and Peterstown, but I had to go to a shop in London to find it.

Mark Where is the shop?

Jenny In Marsden street. You know Hunter Road? Turn left at the end and it's opposite Walker's department store at number twenty nine.

Mark I can go there next Thursday.

Jenny That's good. Next week from Monday to Friday you get a second game free!

Mark Great. How much was your brother's game?

Jenny I bought two games that day and paid forty-eight pounds altogether, so my brother's game was twenty six pounds.

Mark Oh, less than thirty! That's not bad. Thanks, Jenny.

*Pause*

**Now listen again.**

*Repeat*

*Pause*

**This is the end of Part Three.**

*Pause*

**Now look at Part Four**

*Pause*

**You will hear a man asking for information about a train.**

**Listen and complete questions 16-20.**

**You will hear the conversation twice.**

*Pause*

Woman Hello. Can I help you?

Man Yes, please. I want some information about a train to Newcastle.

Woman Certainly. When are you going to travel? Today?

Man Oh no. On Tuesday. I think there's one at about half past eleven in the morning.

Woman Let me see. Yes, there is, it arrives in Newcastle at half past one.

Man That's fine. How much is a ticket please?

Woman Well, a single is twenty five pounds.

Man I'd like a return, please.

Woman Then that's forty pounds.

Man Right. Can I get a meal on that train, you know, lunch?

Woman Mmm. I'm afraid there isn't a restaurant car on that train, but they sell drinks and sandwiches.

Man That'll be OK. Must I buy my ticket at the station ticket office, or can I get one in the town centre?

Woman You can buy one at the Northern Travel Agency at 22 Mallet Street.

Man 22 what street?

Woman Mallet. M A double L E T.

Man I'll do that then. Thank you very much.  
Woman Not at all. Goodbye.

*Pause*

**Now listen again.**

*Repeat*

*Pause*

**This is the end of Part Four.**

*Pause*

**Now look at Part Five**

*Pause*

**You will hear some information about a museum.**

**Listen and complete questions 21-25.**

**You will hear the information twice.**

*Pause*

Man Good afternoon, everybody, and welcome to the Manor House Museum. Before you go round, I'd like to tell you about some of the interesting things we have for you.

Here in the entrance hall, you can see some old photos of the town. Over there in the Ford Room, we have some pictures of gardens painted in Italy. The colours of the flowers are really beautiful.

Upstairs on the left is our famous clock collection. We have more than a hundred and fifty different clocks and they all tell the right time. The oldest is four hundred years old!

On the right we have a clothes show. Famous actors once wore these clothes in films or television plays. Some of them are really beautiful.

You may like to buy the guide book to the museum - this has many coloured photographs and it costs £1.75. You can buy one over there.

We are open until five thirty today, so you have lots of time. Enjoy your visit!

*Pause*

**Now listen again.**

*Repeat*

*Pause*

**This is the end of Part Five.**

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

*Pause*

**You have one more minute.**

*Pause*

**This is the end of the test.**

**KET LISTENING - HANDBOOK 2004 - ANSWER KEY - SAMPLE TEST 1**

1	<b>C</b>
2	<b>B</b>
3	<b>A</b>
4	<b>B</b>
5	<b>C</b>
6	<b>E</b>
7	<b>H</b>
8	<b>C</b>
9	<b>B</b>
10	<b>F</b>
11	<b>A</b>
12	<b>B</b>
13	<b>C</b>
14	<b>C</b>
15	<b>A</b>

For numbers 16-25, recognisable spelling is accepted, except in numbers 16, 20, 21, 22.

16	<b>Tuesday</b>
17	<b>11.30 / half past eleven / eleven thirty</b>
18	<b>(£) 40 / forty pounds</b>
19	<b>sandwich(es)</b>
20	<b>(22) Mallet (Street)</b>
21	<b>garden(s)</b>
22	<b>clock(s)</b>
23	<b>clothes</b>
24	<b>(£) 1.75</b>
25	<b>5.30 / half past five</b>

Retrieved from: <https://www.cambridgeenglish.org/exams-and-tests/key/exam-format/>

## ANNEX 4

### Listening skills Checklist

Purpose	Yes/No	Comments
Demonstrates attentive listening		
listens to descriptions and identifies places, people and things		
listens to fairy tales answer comprehension questions easily		
follows teacher's directions and accomplish classroom tasks		
listens to fairy tales and says own opinion		
listens and shares information with partners		
retells the gist of the fairy tale		
listens to spoken presentations and responds appropriately. Takes turns		
acts as reporter for group and summaries the main details.		

**Source:** Herrera, L. (2019)

## ANNEX 5

### ENCUESTA

Encuesta dirigida a estudiantes de Segundo año de Bachillerato General Unificado de la Unidad Educativa Cotaló paralelo B.

**Objetivo:** investigar el efecto de la los cuentos de hadas en audio para mejorar la destreza auditiva de los estudiantes de Segundo de Bachillerato paralelo B de la Unidad Educativa Cotaló.

**Instrucción:** Conteste las siguientes preguntas señalando en el casillero que usted estime conveniente.

**1.-Piensa usted que los cuentos de hadas de audio contribuyeron positivamente en el desarrollo de su destreza auditiva en Inglés?**

Sí  No

**2.-El contenido de los cuentos le motivo a poner más atención para entender lo que escucha en inglés?**

Sí  No

**3.- Los cuentos escuchados le ayudaron a mejorar su destreza auditiva?**

Sí  No

**4.- ¿Considera usted que es beneficioso que se realicen actividades antes, durante y después de escuchar un audio?**

Sí  No

**5.- ¿Cómo considera usted la utilización de los cuentos de hadas en audio en el aprendizaje del idioma Inglés?**

- Excelente
- Muy bueno
- Bueno
- Regular
- Malo

**6.- ¿Qué condiciones contribuyeron con su aprendizaje y/o desarrollo de su destreza auditiva?**

- Los audífonos y computadoras para cada estudiante
- Las actividades del profesor
- Las actividades en parejas

- Las actividades en grupo
- Todas las anteriores
- Ninguna

**6.- ¿Cuáles fueron los beneficios obtenidos gracias al uso del material propuesto para mejorar su destreza auditiva en la clase?**

- Mejoró mi pronunciación
- Mejoro mi vocabulario
- Mejoro mi interacción con mis compañeros y compañeras
- Desarrollé de mejor manera mis actividades antes de escuchar, mientras escuchaba y después de escuchar los cuentos
- Todas las anteriores
- No mejoré

**7.- ¿Recomendaría usted el uso de los cuentos de hadas en audio para mejorar su destreza auditiva en el aprendizaje del idioma Inglés?**

- Si  No

## ANNEX 6

### TEACHER'S INTERVIEW

**Objective:** To collect information about teacher's instructional techniques and activities used to teach listening skills.

**Addressed to:** Lic. Paola Galarza

1. Do you consider that the application of audio fairy tales increase the listening skills of the students?
2. Do you think that working in pairs and small groups plays an important role to improve listening skills?
3. When you apply a listening activity, do you consider the learning outcomes?
4. What kind of listening comprehension questions do you consider better to improve the listening skills?

Multiple choice

Filling gaps

Matching

5. When your students listen, do you help them to remember, understand and apply relevant information? Why?
6. During a listening activity are your students able to analyze, evaluate and create new information?
7. When students listen, do you think that intensive listening and extensive listening activities are suitable for any level of students for reading comprehension?
8. Do you develop different activities before, during and after listening?
9. When your students listen, do you help them understand new vocabulary and speaker's pronunciation of words?
10. Do you think that your students need to identify the main idea in the audio for listening comprehension?



11. Would you implement the proposal for this research with your students?