



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

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obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés**

Theme: “INCLUSIVE ENGLISH LANGUAGE LEARNING
STRATEGIES AND LISTENING SKILL”

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I, Mg. Edgar Guadia Encalada Trujillo, holder of the I.D No. 0501824171, in my capacity as supervisor of the Research dissertation on the topic: “Inclusive English Language Learning Strategies and Listening Skill” investigated by Mr. Bryan Alexander Cevallos Villamarín with I.D No. 1804909495 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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A handwritten signature in blue ink, appearing to read 'Bryan Alexander Cevallos Villamarín', is written over a horizontal line.

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DEDICATION

To my angel Elvira Paredes

To my parents Nelson y Rocío

Alexander.

ACKNOWLEDGEMENTS

*To the Technical University of Ambato for the comprehensive training.
To my parents for instilling values in me. To my teachers for their dedication and
patience.
Alexander.*

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THEME: Inclusive English Language Learning Strategies and Listening Skill

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ABSTRACT

In the educational field, inclusion is a process aimed at guaranteeing the right to quality education for all students on equal terms. It is important to mention that inclusion does not only refer to students with disabilities or learning problems, on the contrary, inclusion is a process that addresses and satisfies the needs of students regardless of their gender, sociocultural characteristics, needs, abilities, and learning interests. For this reason, the main objective of this research was to analyze inclusive strategies that can be applied to improve listening skill in eighth grade students of the Escuela Básica "Jerusalén" in Ambato. Therefore, this research had a quantitative approach, since the data collected through a pre-test and a post-test (Cambridge test Flyers A2) were analyzed. In addition, a pre-experimental design was carried out with 10 face-to-face interventions in a course made up of 12 students, 6 men and 6 women, for 5 weeks. According to the diagnostic test, it was identified that the students had certain deficiencies in the development of listening skill. However, after the application of different inclusive strategies, such as cooperation, debate, analysis, practice and challenge, the students had a visible and positive improvement in the learning process, and therefore in the listening competence. Finally, students felt more included in the classroom when these strategies were introduced in the development of lesson plans under techniques or activities with a group focus, open questions, critical opinions, problem solving, topics of social interest, worksheets and school projects. Also, these strategies contributed significantly to the creation of an inclusive environment based on the active participation of students.

Keywords: Inclusive English, Listening skill, strategies, language, techniques.

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RESUMEN

En el ámbito educativo, la inclusión es un proceso encaminado a garantizar el derecho a una educación de calidad para todos los estudiantes en igualdad de condiciones. Es importante mencionar que la inclusión no se refiere únicamente a los estudiantes con discapacidad o problemas de aprendizaje, por el contrario, la inclusión es un proceso que atiende y satisface las necesidades de los estudiantes sin importar su género, características socioculturales, necesidades, habilidades e intereses de aprendizaje. . Por tal motivo, el objetivo principal de esta investigación fue analizar estrategias inclusivas que puedan ser aplicadas para mejorar la habilidad auditiva en estudiantes de octavo grado de la Escuela Básica “Jerusalén” de Ambato. Por lo tanto, esta investigación tuvo un enfoque cuantitativo, ya que se analizaron los datos recolectados a través de un pre-test y un post-test (Cambridge test Flyers A2). Además, se realizó un diseño preexperimental con 10 intervenciones presenciales en un curso compuesto por 12 alumnos, 6 hombres y 6 mujeres, durante 5 semanas. De acuerdo con la prueba diagnóstica, se identificó que los estudiantes presentaban ciertas deficiencias en el desarrollo de la habilidad auditiva. Sin embargo, tras la aplicación de diferentes estrategias inclusivas, como la cooperación, el debate, el análisis, la práctica y el desafío, los estudiantes tuvieron una mejora visible y positiva en el proceso de aprendizaje y, por tanto, en la competencia auditiva. Finalmente, los estudiantes se sintieron más incluidos en el aula cuando se introdujeron estas estrategias en el desarrollo de planes de clase bajo técnicas o actividades con enfoque grupal, preguntas abiertas, opiniones críticas, resolución de problemas, temas de interés social, hojas de trabajo y proyectos escolares. Asimismo, estas estrategias contribuyeron significativamente a la creación de un ambiente inclusivo basado en la participación activa de los estudiantes.

Palabras clave: inglés inclusivo, destreza auditiva, estrategias, lenguaje, técnicas.

CHAPTER 1

1.1 Research Background

To support this research, a process of inquiry has been carried out by collecting information based on previous studies and academic data in sources such as Redalyc, Scielo, Google Scholar, as well as scientific articles, magazines and journals. The set of methods and criteria obtained helped the analysis around the proposed theme, with the aim of expanding and developing knowledge of it. Previous investigations are considered as antecedents that provide a starting point and a context on which the present investigation is based, finally, the contributions of the university repositories provide a diversity of points of view without delimiting the investigative process within a single doctrine or ideology.

Jiménez (2018) argued that the creation of an inclusive educational environment promotes positive changes in the cognitive levels of students, facilitates positive interdependence and provider interaction, as well as the social recognition of learners. This research reveals an experience based on a cooperative methodology to improve the teaching and learning process in regular students of English classrooms. An inclusive environment guarantees community learning regardless of cultural, socio-economic or personal characteristics. This space for inclusion was carried out through the reflection, action and interaction of all the agents involved, in this case teachers and students. On the other hand, pedagogical tests were carried out to verify the linguistic insufficiencies of the students through rigorous qualitative research. This is how it was possible to promote a model for an inclusive classroom through the application of various friendly strategies that serve as the basis for the development of this research.

Muñoz (2015) directed research focused on strategies for learning the listening competence skill of English. The objective of this research was to identify didactic strategies to help the English language learning process through the development of listening skills. The total population was 50 students in the tenth year "C" of basic general education of the Colegio Nacional Juan de Salinas in the period 2015. This

research had a socio-educational, qualitative, descriptive and field approach. The instrument used to evaluate the research was a questionnaire, giving as a final result the identification of shortcomings in the teaching process of listening comprehension in the English class, for this reason recommendations were presented to improve the teaching-learning processes of the students.

Tadeo (2010), carried out an investigation focused on the analysis of a methodological strategy guide to develop listening skills in 124 students from a public school. This investigation has theoretical, epistemological, sociological, psychological and didactic facts, methodically the investigation was carried out from logical, empirical, theoretical and deductive techniques. The results obtained in this investigation deduce the importance of the role of the educator within the teaching and learning process of the English language, in addition to encouraging the application of collaborative and insertion techniques in order to create a safe and inclusive classroom.

Renukadevi (2014), argued that without listening skills, English language learning is impossible, this is because there is no communication where there is no human interaction. Listening strategies are techniques that contribute directly to the recall of listening input. The objective of this research was to analyze the different strategies to improve listening skill and thus improve the process of learning of English language. This research had a descriptive approach with a population of 108 teachers from 11 institutions in the Bahar district. The main instrument of this study was a questionnaire for teachers, the results showed the importance of paying attention to the needs related to listening ability and the main ways in which teachers manage to develop this ability in students.

Kean (2018), led a study focused on the process of teaching and learning the English language through the application of various inclusive strategies within the community college system. This research was applied to 23 students in a community college district in San Diego, United States. The objective of this study was to determine the most efficient specific strategies that are used with language students to respond to the different educational needs that arise in the classroom. This research was qualitative and descriptive, in the first instance the teachers who teach the English

language were questioned and the study plans were analyzed, on the other hand individual shortcomings of the students in the learning process were identified and finally educational strategies were applied to the teaching of the English Language, obtaining as a result a didactic process of egalitarian and joint knowledge creation.

Wah (2019) pointed out that educators should teach students to listen as part of the language teaching-learning process, since listening skills should be useful in the real world and not just in the classroom. The objective of this research was to determine the importance of the development of listening skill in the learning of the English language. In addition, the research approach was experimental and was carried out with a group of 100 second-year students of Thanlyin University of Technology in the 2018-2019 academic year. On the other hand, the applied instrument was a pre-test and post-test to measure prior knowledge. Subsequently, the students received techniques and strategies to improve their listening skills, which were evaluated periodically. According to the collected data, the results of this research reflected that more than 90 percent of the students improved their listening ability as a result of the materials used (audio, worksheet, power points, textbooks, bluetooth speaker and others) in class as part of the strategies.

Reyes (2014) carried out an investigation on the teaching of learning strategies and the improvement of listening skills in a population of 70 students from parallels A and B of the third year of high school and 6 teachers from the Temporary Educational Unit "Oscar Efrén Reyes" in Baños, Tungurahua, Ecuador. The objective of this research was to propose the use of dynamic and integrative learning strategies in order to improve the quality of English language teaching and therefore the listening skills of students. In addition, this research had a bibliographic, exploratory and descriptive approach, with the application of a survey as instrument. Finally, the results obtained indicate that after the application of various audio linguistic strategies there was a notable improvement in the listening skill of the students in the English language learning.

Sharminy (2008) led an investigation focused on the use of learning strategies in an ESL classroom. This study involved 42 fourth grade students from an urban

government secondary school in Penang. The main objective of the present study was to identify the types of language learning strategies used by students in an ESL classroom. In addition, the students' perceptions about the use of the strategies in their language learning were also analyzed. On the other hand, the type of research was with an exploratory approach because various strategies were applied for learning the English language and the process was examined to see how feasible it is. The results revealed that the students used various language learning strategies, such as metacognitive, cognitive, affective, social, and compensatory.

Puma (2014) conducted research to address difficulties related to listening skills in learners. The main objective was the application of a series of innovative strategies for the improvement of this ability during the process of learning the English language. Consequently, this process was carried out through a series of materials, new practices, academic contents and methods. On the other hand, the applied research modality was descriptive, bibliographical and field, which was applied to a population of 28 students in total from a private school. The research results conclude that teachers should establish regular "procedures" for listening activities in which students will develop general understanding to specific understanding through repeated listening. Finally, positive results were achieved through an adequate evaluation of the process after the application of strategies to improve listening skills.

On the other hand, Vera (2012) led research of a qualitative case study with the objective of answering the following research questions: What are the perceptions that the educational community has of inclusive education in the English language classrooms? What are the parameters that this school follows in order to work with inclusive English classrooms? The study was developed approximately during eight months in a public school in Bogota. Class observations and interviews to different members of the educational community were done and questionnaires to teachers and students were applied in order to provide a thorough description of the processes of inclusion in the institution. This research was qualitative and the results revealed that although some few teachers use some personal strategies in order to respond to some students' needs, there are still many obstacles that become a barrier for the successful development of an inclusion process in the institution.

Garzón (2015), carried out an investigation focused on evaluating the attitudes of teachers towards inclusion and the strategies they use in the teaching process. The sample is made up of 82 teachers, specifically 53 from seven schools in Salamanca, Zamora and Madrid. The methodology used was quantitative and the instrument used was a questionnaire applied to teachers to determine the main strategies they use in the classroom. The results showed that teachers prefer strategies such as teamwork, motivation and assistance, in this way the student feels included and actively participates in their learning.

The results of previous studies show that the teaching-learning process of the English language must be carried out in inclusive classrooms where the needs of each student are met in a personalized way. To achieve this objective, it is important to identify the educational shortcomings of the learners, the main role in this process is played by the educator, who can use techniques and strategies based on the ability to listen to strengthen knowledge and improve listening skills communication.

Theoretical framework

Independent variable

1.1.1 English Language Teaching

The demands of a globalized world have prompted governments and educational institutions to reinforce the basic standards for the English language as a foreign language. Anderson (2019) argued that inclusive English teaching recognizes all student's entitlement to a learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences. At the same time, Gravestock (2019) emphasizes that being inclusive in the English language teaching also requires understanding and resources to enable us to deal with an increasingly diverse set of student backgrounds, ability and attention and larger classes while endeavoring to provide an excellent learning experience, it is so important the design and delivery of teaching, learning and assessment methods that allow all students to engage meaningfully with the curriculum and achieve their full potential.

1.1.2 Teaching Learning Process

According to Ghulam (2010), learning is a quantitative increase in knowledge, memorizing of facts, skills, and methods that can be retained for using in the future; it is seen as making sense and abstracting meaning, relating parts to the real world, interpreting and understanding reality, and understanding the world through the reinterpretation of knowledge. In this research, the same author emphasizes that according to behaviorists, learning is a passive process of memorizing information where understanding is seeing relationships and applications require the transfer of training. In the same way, according to humanists, learning is a personal act of the individual to identify, discover, attract from the outside world and make it real in himself.

Amidon (1966) defined teaching as an interactive process, primarily involving classroom conversation that takes place between teacher and student and occurs during certain definable activities. It is a scientific process, and its main components are

content, communication and feedback. On the other hand, Smith (1963) pointed out teaching as a system of actions involving an agent, an end in view, and a situation that includes two sets of factors, those over which the agent has no control and those that can modify.

Clause & Singh (2015) argued that teaching-learning process is a form of relationship between the actors of an educational community through which knowledge is shared, students are motivated, and curiosity aroused. Furthermore, it is a process that contributes to the development of new skills, where information is assimilated and knowledge is correctly applied, according to the intention, models and training methodologies. Consequently, an educator must assess learning needs, establish specific learning objectives, develop teaching and learning strategies, implement a work plan, and evaluate instructional outcomes.

1.1.3 Methods and approaches for inclusive learning

According to Nuñez (2011), over time different methodologies have been adopted such as the grammar translation method", The Direct Method, Lingual Audio, among others, in order for the student to develop the communicative skills of the English language. But the new demands of the globalizing society regarding the importance of having professionals who are not only capable of understanding texts, but also capable of interacting and communicating in a second language, has given rise to the emergence of new methodologies focused on the development of communicative competence.

Currently, Muñoz (2010) mentioned that due the changes that have taken place in terms of teaching and learning the English language, new inclusive methodologies have emerged that have given greater emphasis to communicative teaching. The same way, Hernandez (2000) claimed that the great demand for professionals with communicative competence in the English language and the permanent cultural exchange make it imperative to apply new methodological processes that help to achieve the primary learning objective demanded by this new society. The communicative method mainly seeks to develop in the student the ability to interact in any situation that arises in their daily life, within which there may be formal, informal,

scientific, academic situations, etc., developing their communication skills with the use of English language.

1.1.4 Inclusive English Language Learning Strategies

The Guidelines for Inclusion UNESCO (2005) defined inclusion as process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. Inclusive education means embracing the inherent diversity of any group of learners, understanding and valuing the contribution made by each one, and working towards making the curriculum accessible to all.

Learning English as a foreign language within an inclusive environment represents a challenge in the classroom, however it is essential to focus all teaching resources to facilitate the training of students. According to Smith (2017), the learning of English can present significant challenges to many learners, there are an estimated 800 million children worldwide whose cognitive development and educational attainment are affected by a range of conditions are not necessarily special. In the context of the English Language, inclusive practices have benefits for all students, which range from better understanding and assimilation of the language, adequate development of the different linguistic skills and the autonomous relationship of students with the English Language.

Many people want to learn English and increase their communication for either general or specific purposes such as getting better job, going abroad, having foreign friends, etc. Regarding the importance of English and the willingness of many people to learn English, many different ways of learning it then provided by both formal and informal institutions. According to Brown (1994), English Learning can be developed by the explicit instruction of general learning strategies, which are methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Specifically, comprehension strategies are steps taken by learners to help them acquire, store, retrieve, and/or use information.

Language learning strategies are believed to be influenced by individual differences as well as environmental and contextual factors. In the field of English language teaching and learning, the interests of researchers have been geared to the language learning strategies selection and adoption of successful language learners. The suggestion that a good language learner may have some special strategies that others could learn from was initially introduced by Rubin (1975), the most significant elements in his proposed strategies were the initiative and activeness of the learners in approaching a learning task or problem.

It is important to identify the different needs and diversity existing in a classroom in relation to learning the English language, in order to obtain an inclusive classroom. Liubienne (2009) claimed some types of strategies to improve English Language learning in an inclusive environment. Listeners use metacognitive, cognitive, and socio-affective strategies to facilitate comprehension and to make their learning more effective. Metacognitive strategies are for example planning, note-taking, transfer, resourcing, self-monitoring, evaluation, selective attention, directed attention and parsing, these are important because they oversee, regulate or direct the language learning process, on the other hand Cognitive strategies are for example elaboration, inferencing, imagery, summarization, contextualization, grouping, repetition, problem identification, hypothesis testing, translation and predicting manipulate the material to be learned or apply a specific technique to a listening task and finally Socio-affective strategies are based on reprise, feedback, uptaking, clarifying, affective control strategies describe the techniques listeners use to collaborate with others, to verify understanding or to lower anxiety in order to develop the skills of listening comprehension to improve the overall learning process.

For the development of this research, the following strategies have been applied in order to improve the listening ability of students and turn the classroom into an inclusive environment in which the needs of each learner are met.

Table 1*Inclusive English Learning Strategies*

TYPE OF STRATEGY	OBJECTIVE	TECHNIQUE AND ACTIVITY
Cooperation	<p>According to Johnson (2008), cooperation as a learning strategy aims to reinforce collaborative learning, where two or more people comment and help each other with the content.</p> <p>This serves to address content that the two people are studying. That way, one can clarify doubts with the other. However, if there are doubts on the same point, it will be necessary to look for another person who knows better about the content.</p>	-Group activities
Debate	This strategy aims to share ideas with other classmates about a certain topic. Martin (2018) argued that many people find it easy to learn and assimilate information as they discuss it with others because they are included in a topic and enrich their perspective.	-Social topics of interest -Open questions -Critical opinions
Analysis	This learning strategy aims to make use of reflection, personal or group, to emphasize into a content and learn it. Kosimov (2021), claimed that the analysis is a great contribution because the classroom is included in a group introspection process that helps to clearly understand the contents of the English Language.	-Deepening of contents -Case studies -Problem solving
Practice	According to Kington (2014), the goal of this strategy is to learn by doing. This strategy is ideal for receiving instructions and their correct application, in this case it is better to learn by following the step by step. What is interesting in this strategy is the development and management of indications in order to refine them over	-Work sheets -School projects

	time.	
Challenging	This learning strategy can be carried out by making use of the competitive instinct of between two people or groups of study to obtain some enrich knowledge and put it to the test. Lynch (2019), argued that challenge is a part of learning. This strategy can go hand in hand with the award, which is in turn a form of motivation, in this way learning is generated didactically and inclusively.	<ul style="list-style-type: none"> - Challenge students - Measure competitive skills

Note: This table shows the Inclusive English Learning Strategies established for the improvement of listening skill. *Taken from Hotmart (2022).*

Dependent variable

1.1.5 English language

Nordquist (2020), mentioned that English is a language that originated as the main language of the Anglo-Saxons, an important Germanic tribe that invaded England in the fifth century. The English language has become, over time, a determining factor in any context of daily life, it is the official language in countries such as the United States, Canada and the United Kingdom. United. On the other hand, it has become an official language and a second language in some countries such as Nigeria, Liberia, Singapore, India or the Philippines.

Widdowson's (2003) affirmed that English is a stabilized and standardized language on a global scale, in addition to being considered the second international language with the largest number of speakers. In the same way, Nigora (2022) emphasized that English is a language that has firmly established itself as a dominant global language in many fields, such as medicine, technology, commerce, business and, obviously, education. The majority of the population of native and non-native speakers make use of this lingua franca to communicate in all aspects of their lives.

1.1.6 English Language Skills

Surkamp (2018) categorized the language as a complex skill that is carried out under the psychomotor domain. Naturally, language learning involves four fundamental sub-skills classified as productive and receptive. Receptive skills are reading and listening, since information is passively received by reading or listening. On the other hand, writing and speaking are considered productive skills, because physical production is needed for communication.

Furthermore, Xhuvani (2015) claimed that the language sub-skills have an independent function but at the same time they need to work together for the language to develop satisfactorily. This provides confidence and opportunities for worthwhile purposes in the educational environment. In addition, this link of skills must be addressed in a way that facilitates learners to meet communicative competence

effectively.

1.1.7 Receptive Skills

According to Fawda (2010), language skills are divided into receptive and productive ones. The receptive skills include listening and reading while the productive ones are speaking and writing. Language skills could also be divided into aural and graphic ones. Receptive skills are the ways in which people extract meaning from the discourse they see or hear. Receptive abilities are essential when a person begins to understand a language, since with this knowledge retention is obtained to generate an effective response to external stimuli in this case related to learning.

Receptive skills are the ability to listen and understand a language. Reading and listening are receptive skills. Listening is the first stage of the act of responding to a communication event in which a sound is received and meaning is created. In addition, it opens up possibilities for ongoing interaction. The receptive skills are to be improved through the improvement of listening and reading. A student is a good listener and careful reader as well. Through the interest and search of knowledge, the learner may earn maximum receptive skills (Sreena, 2018).

1.1.8 Listening Skill

The concept of listening is acknowledged as an essential component of effective communication by many disciplines. According to Wolvin (2012), listening is a complex process that engages the communicator in receiving, attending to, interpreting, and responding to speakers' messages. This communication function becomes more challenging when it comes to listening in a second language.

Tyagi (2013), listening is a language modality that involves an active involvement of an individual, a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or non verbal messages. Listening comprises of some key components, they are:

discriminating between sounds, recognizing words and understanding their meaning, identifying grammatical groupings of words, using background knowledge to predict and to confirm meaning and recalling important words and ideas.

Morley (1972) noted that listening is an involuntary action that has an important role in the acquisition of the mother tongue and in the teaching of other languages. Listening skill takes place when the listener links meanings with a particular aural symbol that is perceived at a specific time. According to Nunan (1989), listening is a six-stage process, consisting of hearing, attending, understanding, remembering, evaluating and responding. These stages occur in sequence. On the other hand, Nu Nu (2019) mentioned that listening is a cognitive action of receiving sound waves to be processed by the brain as an understanding of real actions in communication. In addition, it is the initial input to encode, understand, analyze and respond to external stimuli this means that communication and learning begin through hearing. In addition, the author emphasizes that English language listening skill requires a lot of effort for students because the listening lesson requires other skills such as the ability to comprehend and retain information in the long or short term.

Tyagi (2013) argued that hearing and listening are two different activities. Hearing is passive whereas Listening is active. Listening is a psychological process. It can therefore be improved by regular practice. The same author pointed out that the process of listening occurs in five stages, they are hearing, understanding, remembering, evaluating, and responding.

Hearing: It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is a physical response. The brain screens stimuli and permits only a select few to come into focus- this selective perception is known as attention, an important requirement for effective listening.

Understanding: It helps to understand how symbols have to be heard, the meaning of the perceived stimuli must be analyzed. Moreover, for successful

interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

Remembering: This step is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In Listening our attention is selective, so too is our memory.

Evaluating: At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message. Beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message as a result, the listening process ceases

Responding: In this stage the receiver completes the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received.

This research focused on the development of two subskills of the listening ability. Listen for comprehension and listen for details.

According to Galan (2015), listening for comprehension involves a variety of sensory processes in language when it is interpreted, understood, and spoken. It is also directly related to the development of attention, memory, vocabulary and cognitive learning. That is to say, in this process a series of recognition processes such as sound, meaning, syntax that can arise from a speech or dialogue interact. This allows the human being to recognize concepts and link them with the language to understand and give it a significant meaning.

On the other hand, Ahmed (2015) argued that listening for details subskill refers to active listening in search of necessary information. In other words, it is inclined to emphasize a specific part of a statement or discussion. The development of these subskills positively contributes to the learning process of the students, for this reason it is necessary to emphasize and include these particularities in the teacher's planning.

1.2 Objectives

1.2.1 General objective

To examine the influence of Inclusive English learning strategies on the listening skill of students of eighth year of basic education.

1.2.2 Specific objectives

- To diagnose the level of listening skill.
- To identify the types of Inclusive learning strategies for listening skill.
- To describe how Inclusive learning strategies enhance listening skill proficiency.

1.2.3 Fulfillment of the Objectives

Initially, the application of the pre-test (Cambridge A2 Flyers standardized exam) was essential to diagnose the listening level of the students. This pre-test lasted 25 minutes and focused on activities such as listening for understanding, listening for details, pointing and matching, all based on listening skills.

Consequently, the different needs in the listening ability that hinder the learning of the English Language were identified. Therefore, several appropriate inclusive strategies that contribute to the improvement and development of listening skills such as cooperation, analysis, practice, debate and challenge were applied. It is important to emphasize that this process was carried out from an inclusive context based on equal conditions and opportunities.

The inclusive strategies applied to the students not only improved the ability to listen, share and solve problems in the process of learning the English language, but also helped the students to feel part of a group and improve their social skills in the same way. These strategies motivated students to actively participate in class activities and created an inclusive learning environment.

CHAPTER II

METHODOLOGY

2.1 Materials

In the development of this research, it was important to make use of human, technological and bibliographic resources. The main role was played by the students of the eighth year of education of Escuela Básica "Jerusalén", who were the experimental group of the current research. On the other hand, it was necessary to collect information from sources such as academic journals, scientific articles, electronic books aimed at providing relevant data to support the variables. Currently, A2 Flyers standardized Cambridge test was used, this test is structured in 5 parts but only parts 3 and 4 were used in order to measure the level of listening competence through its application as a pre-test and post-test. In addition, the activities in each intervention carried out required the use of additional materials in the classroom, such as a blackboard, worksheets, markers, didactic material and a computer.

2.1.1 Population

The experimental group for this study consisted of 12 students belonging to the eighth year of Escuela Básica "Jerusalén", with an age range of 12 to 13 years, 6 being females and 6 males.

Table 2

Population

Population	Experimental Group	Percentage
Male	6	50%
Female	6	50%
Total	12	100%

Note: This table shows the population of the present investigation.

2.1.2 Instruments

A2 Flyers is a Cambridge English exam designed for young learners aged 7-12. This Common European Framework of Reference for Languages (CEFR) A2 level test introduces children to everyday written and spoken English and is an excellent way for them to gain confidence and improve their English. The exam focuses on the development of the four linguistic skills: reading, listening, speaking, writing, and includes topics of daily life with which students easily relate and contribute to their rapid learning.

This research was developed using the Cambridge with the aim of evaluating the listening skill of eighth grade students. A2 flyers consists of 3 assessment documents for students. For this research, the listening paper was used, which consists of 5 structured parts, however, for the development of the pre and post-test, only parts 3 and 4 were used focused on the subskills: listening for comprehension and listening for details. In part three, students had to listen to a conversation between two people and match the images on the left with those on the right corresponding to places, objects or people. In the next part, students had to listen to five short conversations and choose which image is the correct answer to the question using a check mark or tick. The estimated time for the application of the pre-test and post-test was 25 minutes. Finally, the total score was 5 points through a rubric made up of 0.5 points per question respectively.

2.1.3 Procedure

In this research work, 10 interventions were applied face to face for 5 weeks. Each intervention lasted 20 minutes respectively. In the first intervention, the researcher applied the pre-test under the corresponding instructions to complete it without any difficulty. The accompaniment required for this test was provided at all times with the aim of attending to possible events that complicate the process.

In the second intervention, the lesson "musical preferences" was applied. The lesson was introduced through a video as audiovisual material so that students relate to the theme and arouse their interest. In this lesson, the students had to listen for details

and fill in the blanks of a song. Finally, use this vocabulary within the grammatical structure "My favorite singer is..." in personal statements.

In the third intervention, the lesson "personalities" was applied, the students had to listen actively to distinguish common adjectives that people use to describe others. This collaborative activity was developed in pairs, where each student described the personality of her partner using the best adjectives from a list previously presented in the video. Afterwards, each student read the sentences aloud and the rest of the class had to guess who it was.

On the other hand, in the fourth intervention the theme "My daily routine" was introduced through a video to socialize the new vocabulary and verbs with the students. In this lesson, students carried out an activity using worksheets. At the end, the students developed the subskill to listen for details, as well as the use of common verbs within structured sentences to talk about their daily routine.

In the fifth intervention, the lesson "Hobbies and interest" was carried out. The students developed a collaborative activity focused on solving problems through a game in class. In other words, the students had to identify the correct free time activity by matching the playing cards with each other. The objective of this lesson was to develop the subskill to listen for comprehension by identifying new vocabulary.

On the other hand, in the sixth intervention the lesson "Jobs and occupations" was applied. The students analyzed a video to identify new vocabulary and relate to the topic. The teacher asked the students about the professions they already know through open questions. That is, students are encouraged to participate in the discussion. Finally, a listening activity was introduced where students had to listen to an audio for details and personalize or act according to the keywords of the profession or occupation. During this lesson, students learned to use new vocabulary to talk about

different occupations and jobs, as well as challenging students with open-ended questions and encouraging reflection to develop long answers.

During the seventh intervention the lesson "Movies and Films" was applied. The students watched a video about common adjectives to arouse their interest, then the researcher asked them to get 4 working groups according to their preferences for movie genres and films. An activity with a social topic of interest was developed through a debate among the students. Each member of the group expressed their critical opinion according to the theme "Which movie genre is the best and why?". Finally, the students developed active listening competence, the use of new vocabulary, critical opinion and the interpretation of some adjectives related to the topic.

In intervention number eight the lesson called "Discoveries and Inventions" was applied. During this lesson a challenge game was developed by students. First of all, the researcher divided the class into 4 groups for this activity. The circuit consists of correctly answering simple questions according to famous inventors or inventions from around the world. The teams advance as they answer the questions correctly. The team that manages to answer correctly and, in less time, wins the circuit. The students learned to talk about past events, active listening under game instructions, teamwork and problem solving.

During the intervention number nine, a small school project was applied as a class lesson. Learning by doing was the objective on which this class activity was based. The project focused on the use of recycled materials to create art. The researcher provided step-by-step instructions and provided the necessary support for the correct handling of the materials. The importance of knowing how to listen was the key to the development of this inclusive activity in classes.

At the end, during the last intervention, the post-test was applied, each part had a score of 2.5 out of 5 points. It was evidenced that the post-test had positive and significant results compared to the pre-test. This reflects that the inclusive strategies applied in each intervention had a positive impact on the learning of the eighth grade students of Escuela Básica "Jerusalén".

2.2 Methods

2.2.1 Quantitative Approach

This research had a quantitative approach, because the information was analyzed by collecting data from establishment as mentioned Aliaga and Guderson (2002). Quantitative research is an inquiry about a problem, explaining phenomena by collecting numerical data that is analyzed mathematically based methods particularly statics. Tamayo (2007) mentioned that in quantitative research is necessary to obtain a representative sample of population or object of study. Consequently, this research is focused on verifying the applicable strategies to improve listening skill in the period of learning the English language within an inclusive environment through statics and the application of a pre and post-test to later analyze the data obtained and stablish the results.

2.2.2 Research

ModalityField

It is a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their naturalsetting. It focuses on the "why" rather than the "what" of social phenomena and relieson the direct experiences of human beings as meaning-making agents in their everydaylives. It focuses on the "why" rather than the "what" of social phenomena and relies onthe direct experiences of human beings as meaning-making agents in their everyday lives. Therefore, this research used the field study to observe the effect that the Inclusive English Language Learning Strategies has on the listening skill of eighth year of Escuela Básica “Jerusalén”.

2.2.3 Bibliographic Research

This research was also bibliographic because the selection and compilation has been carried out through documents and bibliographic materials, from libraries, documentation and information centers, databases such as Redalyc, Google scholar, Scielo and university repositories just as Baena (1973) affirmed, bibliographic and documentary research is a systematic and sequential process of collection, selection, classification, evaluation and content analysis of the printed and graphic, physical and/or virtual empirical material that will serve as a theoretical, conceptual and/or

methodological source for a specific scientific investigation.

2.2.4 Design

Pre-Experimental Research

Fidias (2012) stated that experimental research is a process that consists of subjecting an object or group of individuals to certain conditions, stimuli or treatment, to observe the effects or reactions that occur. Therefore, this research used an pre-experimental design because a single experimental group made up of 12 students was observed, to which a diagnostic pre-test, a treatment and finally a post-test were applied in order to analyze the influence of inclusive English language learning strategies to improve listening comprehension skill of an experimental group of Escuela Básica “Jerusalén”.

2.2.5 Types of Research

Exploratory

The present investigation is exploratory because it investigates about a new topic proposed in order to be able to approach the object and to be able to determine relevant aspects about as Fernandez and Baptista (2004) mentioned that exploratory research is normally carried out when the objective to examine is a little studied research topic or problem, of which there are many doubts or it has not been addressed before.

2.2.6 Hypothesis

Alternative Hypothesis

Inclusive English language learning strategies influence the listening skill.

Null Hypothesis

Inclusive English language learning strategies don't influence the listening skill.

Variable identification

- Inclusive English language learning strategies (independent variable)
- Listening skill (dependent variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

The following chapter explains the analysis and discussion of the results after the application of the pre-test and post-test (CAMBRIDGE Flyers A2 ,2020). This application was made to 12 eighth grade students of Escuela Básica "Jerusalén"

The diagnostic instrument was used before the application of the independent variable focused on listening ability and after the 10 interventions with said variable to determine the influence of inclusive English learning strategies on the listening skill of eighth students grade of basic education. The analysis of the null or alternative hypothesis is obtained by analyzing the results of the pre-test and post-test of the listening section of the CAMBRIDGE Flyers A2. In addition, the specific analysis of each student focused on the results of two sub-skills that were listening for comprehension and listening for details based on the A2 level rubric. The rubric had a total score of 5 points, distributed in 2.5 for each art evaluated. Likewise, with the evaluation method, it is identified that the listening skill is evaluated considering that 2.5 is the maximum per evaluated part, that is, said score shows a great development of the listening ability, and 0 is the minimum per evaluated part. This means that the student does not demonstrate the correct development according to the level. For this reason, the set of tables that evaluated the grades of the students by average and by general results was used.

Finally, the IBM SPSS statistical software was used to evaluate the hypotheses of the research work. This evaluation began by applying the normality test using Shapiro's results, then a parametric method called t-test was used to see if the null hypothesis or the alternative hypothesis is accepted or rejected.

3.1.1 Pre-test result

Table 3

Average performance over 2,5 in pre-test

	Part 3: Listening comprehension	Part 4: Listening for details	Diference	Total Pre-Test Score X over 5
Average	1,05	1,25	0.2	2,21

Note: This table shows the general grades and specific average of the speaking pre-test. Taken from *Pre-test results*

Analysis and interpretation

The average of the evaluation before applying the independent variable was over 2.5 each part, so 5 in total. In the part three, one student got the maximum score, which was 2, three students got 1.5, three other students got 1, and five students got the minimum score, which was 0.5. On the other hand, in the part four only one student obtained the maximum score, which was 2, six students obtained 1.5, three students obtained 1 and finally 2 students obtained the minimum score which was 0.5. Finally, the total average that was over 5 of the pre-test, only one student obtained 3.5, which was the maximum, three obtained 3, one student obtained 2.5, three students obtained 2, another three obtained 1.5 and only one student obtained the minimum score of 1.

Table 3 showed a difference of 0.2 between the part of listening for comprehension and the part of listening for details. The result of 2.21 out of 5 showed that the students had a medium low level in the listening skill.

3.1.2 Post-test result

Table 4

Average performance over 2,5 in post-test

	Part 3: Listening comprehension	Part 4: Listening for details	Diference	Total Post-Test Score X over 5
Average	1,92	1,96	0,04	3,88

Note: This table shows the general notes and specific average of the speaking post-test. Taken from *Post-test results*

Analysis and interpretation

The average of the evaluation after applying the independent variable was over 2.5 each part, so 5 in total. Consequently, in the part three, three students obtained the maximum score, which was 2.5, four students obtained 2, and five students obtained the minimum score, which was 1.5. On the other hand, in the part four, three students obtained the maximum score, which was 2.5, six students obtained 2, two students obtained 1.5, and only one student obtained the minimum score that was 1. Finally, the total average that was over 5 of the post-test, three students obtained 4.5, which was the highest score, four students obtained 4, four students obtained 3.5, and only one student obtained the minimum score, which was 3.

The table 4 showed the difference between the first and the second part, which was 0.04, in addition, the final grade showed that the students improved their listening skill by obtaining 3.88 out of 5 as a final average. This result evidenced that the students had a medium level after applying inclusive strategies such as: Cooperation, Analysis, Practice, Debate, and Challenging.

3.1.3 Comparative results pre-test and post-test

Table 5

Pre-Test and Post-Test Average and Difference

Parts	Pre-test	Post-test	Difference
Part 3: Listening for comprehension	1,05	1,92	0,87
Part 4: Listening for details	1,25	1,96	0,71
Total	2,21	3,88	1,67

Note: This table shows average of the listening pre and post-test. Taken from *Post-test and Pre-test Results*

Analysis and interpretation

According to the results in Table 5, the students showed considerable changes in their listening skills. In the part of listening for comprehension, an improvement of 0.87 was noted as its score rose from 1.05 to 1.92. On the other hand, in the listening for details criterion the average of the pre-test was 1.25, while in the post-test an improvement was observed, obtaining an average of 1.96, showing a difference of 0.71. Finally, in the final average an improvement of 1.67 points was evidenced, going from 2.21 to 3.88.

In addition, this table showed that there is an improvement in the listening skills of the students. All these improvements in listening skills were better evidenced after applying the independent variable.

Hypothesis Verification

Table 6

Test of normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	0,188	12	0,200*	0,932	12	0,397
Post-test	0,198	12	0,200*	0,894	12	0,134

Note: This table shows the test normality results.

Analysis and interpretation

According to the analysis of Shapiro Wilk's normality test, the pre-test value was 0.397 and the post-test value was 0.134, which turned out to be greater than 0.05, which nullified the hypothesis, in other words, there was equality. Since the pre-test and post-test values were higher, the results were considered as normal samples. Consequently, a parametric method such as the t-test was used to analyze the data of the variable.

Table 7

T-Test

	Paired Samples Test							
	Paired Differences					t	df	Sig. (2tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test - Post-test	- 1,6667	0,7177	0,2072	- 2,1227	-1,2106	- 8,044	11	0,000

Note: This table shows a parametric method to validate the hypothesis.

Taken from *Post-test and Pre-test Results*,

Analysis and interpretation

The t-test table showed that the probability value is 0.000, which is less than 0.05. This value proved that the hypothesis was alternative, that is, the null hypothesis was

rejected. In conclusion, Inclusive English language learning strategies had a positive impact on the development of listening skills in 8th grade students of Escuela Básica "Jerusalén". The strategies that demonstrated greater results when applied were two. First, the cooperation strategy that was carried out through group work, second, the challenge strategy that was applied through active participation in problem solving through games.

Discussion of results

After having implemented strategies for inclusive learning as an English language teaching method and analyzing the results, it was possible to identify that the twelve eighth grade students of Escuela Básica "Jerusalén" institute developed their listening skill with the application of the independent variable. Consequently, understanding learning modalities, learning styles, and multiple intelligences are the foundation of a teacher's knowledge. In other words, knowing the terms allows the teacher to understand how and when to apply strategies that allow students to develop their listening skills. On the other hand, the analysis of the classroom structures, and the characteristics of the students is necessary to understand that an inclusive class includes students with or without disabilities, that diversity not only refers to the types of disabilities but also to the different ways of learning (Green & Casale-Giannola, 2011).

Florian and Rouse (2010) described that the key to an educational job is based on the commitment to identify and apply new strategies based on the group of students. The educational context has several characteristics for the group in general or for the student in his personal way. These characteristics could be due to ideals, standards or needs of the students. According to the needs, it was found that the effectiveness of education is based on three aspects that are how the institution adapts the lesson, how the teacher adapts the class and how the student adapts to the class. Inclusion comes in meeting two criteria of enrolling the student population diversely and improving academic standards for all.

In summary, the previous results of the application of the inclusive strategies detected listening deficiencies of the eighth-grade students of the Escuela Básica

"Jerusalén", which showed that the development and knowledge capacity were not in accordance with the A2 level. However, after the application of the independent variable, a positive development was evidenced, improving the average of the students. In conclusion, the alternative hypothesis is accepted and applicable for the development of English learners and their listening skills.

CHAPTER IV

4.1 Conclusions

Finally, the present information collected regarding the Inclusive Learning Strategies of the English Language for the improvement of listening skills has been analyzed. The research work is concluded supporting the following results obtained.

- The listening skill of the eighth-year students of the Escuela Básica "Jerusalén" was diagnosed through the Pre-test (Cambridge Flyers A2). This test consisted of two parts, where a total average of 2.21 out of 5 points was obtained. Concluding, that the students had a medium-low level in the English language. In addition, the results showed that there is a notable lack of listening skills, comprehension of basic dialogues, listening for details and specific information, and differentiation of words and phrases. For this reason, it was necessary to apply inclusive strategies to improve the listening skills of students.
- Inclusive strategies were applied, such as cooperation, debate, analysis, practice and challenge. In this way, not only the listening ability of the students was improved, but also new vocabulary, verbs, adjectives, pronouns, expressions, etc. were acquired. It is concluded that students feel more included in the classroom when various techniques or activities are included in the development of lesson plans, such as group activities, critical opinions, open questions and problem solving.
- It is quite clear that the application of inclusive strategies had a significant impact on the development of listening skills in students, since the results obtained after the interventions showed a positive improvement. In this same context, the students demonstrated a better development with the cooperation and practice strategy, since they adapted more to group activities, problem solving, and school projects. On the contrary, the students felt less interested

in the analysis strategy, due to insecurity when expressing their opinion in the second language. However, the proposed strategies in general centered the interest and focus of the students to actively participate in the teaching and learning process of the English language and improve their listening skills.

4.2 Recommendations

After having analyzed the Inclusive English language learning and influence for the improvement of the listening skill, it is suggested to take into account the following recommendations.

- To use appropriate friendly strategies that somehow create a comfortable learning environment. In addition, students empathized better with group and collaborative activities, because they felt directly integrated into the educational environment. For this reason, it is suggested that educators use techniques and activities that enhance students' listening sub-skills focused on group work, problem solving, school projects, social issues of interest, and student challenges.
- To apply inclusive strategies as a means of learning, since it contributes positively to the improvement of listening skills. Therefore, it is suggested that teachers promote educational personalization under inclusive strategies that encourage students to actively participate in class and face-to-face activities. In addition, the proper direction of the contents in each week plan that promote the creation of significant knowledge under inclusiveness.
- To persist in the application of inclusive strategies, in order to maintain the inclusive environment in the classroom and stimulate the improvement of listening skills. It is suggested to emphasize the application of cooperation and practice strategies, since students become easily adapted to group activities, problem solving, and school projects. An inclusive environment guarantees the awakening of students' interest in the learning process, which is why the use of appropriate and inclusive didactic material is necessary for each class planning.

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ANNEXES

Annex 1: School approval

CARTA DE COMPROMISO

Ambato, 4 de Octubre del 2022


Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Fanny Hernández Pinto en mi calidad de directora de la Escuela Básica Jerusalén, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "INCLUSIVE ENGLISH LANGUAGE LEARNING ESTRATEGIES AND LISTENING SKILL.", propuesto por el estudiante Bryan Alexander Cevallos Villamarín, portador/a de la Cédula de Ciudadanía 180490949-5, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Fanny Hernández Pinto
CI: 180122222-3
0979143532
2121@gmail.com



Annex 2: Pre Test and Post Test



ESCUELA DE EDUCACIÓN BÁSICA JERUSALÉN

PRE-TEST AND POST-TEST

Candidate name:.....

Class: Level A2

Date:.....

Time: 20 min.

Introduction

The following test is based on (Flyers A2) Cambridge Preliminary English Sample Exam and English Pedagogical Volume 1 for tenth grade of basic education according to the “Ministerio de Educación del Ecuador”.

Objective: *To measure the auditory competence of the students.*

Instructions:

- *Carefully read each part of the exam.*
- *Carefully answer all the listening questions corresponding to part 1 and 2.*
- *Choose only one answer, two answers are not accepted.*
- *Each question has a score of 0.50.*

LISTENING PART 3

-5 questions-

Where did Uncle Roberto get each of these things?



Painting

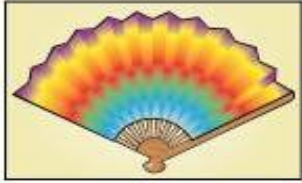
 E

Drums



Swan

Listen and write a letter in each of the boxes. There is an example.



Fan



Chocolates



Gloves



A



B



C



D



E



F



G



H

LISTENING PART 4

-5 Questions-

Listen and tick the box (✓). There is one example. What was Grandma's favorite job?



A



B

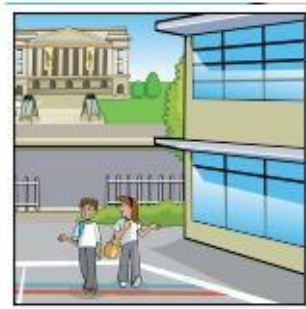


C

1. Which museum is Jack's grandma going to work in?



A



B



C

2. What does Jack enjoy doing most in museums?



A

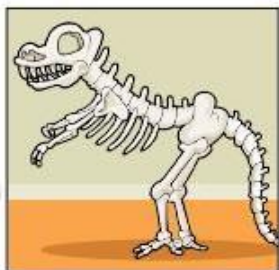


B



C

3. What is the most interesting thing in the museum?



A

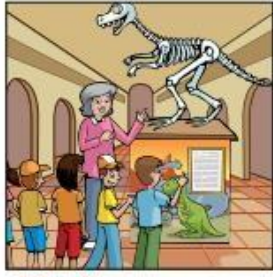


B



C

4. What is Jack's grandma going to do in the museum?



A

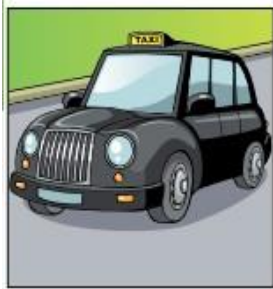


B



C

5. How will Jack's grandma get to work?



A



B



C

Note: (Flyers A2) Cambridge English Sample Exam (2018)

Source: <https://www.cambridgeenglish.org/exams-and-tests/flyers/preparation/>

Annex 3: Lessons plans

LESSON PLAN 1 ESCUELA DE EDUCACIÓN BÁSICA JERUSALÉN		
Class: Eight year of basic education. Teacher name: Cevallos Villamarín Alexander Date: November 15, 2022.		Topic: Music preferences Time: 20 min.
General Objective: <ul style="list-style-type: none"> To identify the active vocabulary and use them in personal statements 		Specific Objectives: <ul style="list-style-type: none"> To develop fluency To use active vocabulary into simple structured sentences.
Methodology: Communicative method		
Strategy: Practice		
Timing	Procedure	Materials
5 min	T presents the theme of the class through a YouTube video "My favorite singer". Link: https://www.youtube.com/watch?v=53B4jgeQWVI	Laptop-internet.
15 min	T asks the students to listen and pay attention specifically to the active vocabulary Ss listen and take note. T play a song "I was made for you" and give to students a worksheet to complete the blank spaces of the song lyrics. Link: T asks to Ss write in a sheet of paper about their favorite singer. For example: <ol style="list-style-type: none"> My favorite singer is..... He /She is from..... He/She can play..... 	Markers, board.
5min	Ss read each sentences loud. T assess ss according to their grupal and individual participation. T send a video to ss to reinforce their knowledge and train their listening skills.	
Source: https://www.youtube.com/watch?v=53B4jgeQWVI		

LESSON PLAN 2 ESCUELA DE EDUCACIÓN BÁSICA JERUSALÉN		
Class: Eight year of basic education. Teacher name: Cevallos Villamarín Alexander Date: November 21, 2022.		Topic: Personalities Time: 20 min.
General Objective: <ul style="list-style-type: none"> To recognize some common adjectives to describe different people personalities. 		Specific Objectives: <ul style="list-style-type: none"> To distinguish different common adjectives that people use to describe appearance. To speculate about a person's behavior and appearance. To use common adjectives into simple structured sentences.
Methodology: Communicative Method		
Strategy: Cooperation		
Timing	Procedure	Materials
5 min	T presents the theme of the class through a YouTube video "Describe your character and personality in English". Link: https://www.youtube.com/watch?v=9TQFIuvMi2E T asks the students to listen and pay attention specifically to the adjectives in the video, Ss listen and take note.	Laptop-internet. Markers, board
15 min	T divide students into pairs for the activity. T asks students to write sentences with the best adjective that describes the personality of their work partner 1. argumentative 2. selfish 3. funny 4. helpful 5. honest 6. outgoing 7. shy 8. talkative Ss write in a sheet of paper some sentences that best describe their partner's personality.	
5min	Ss read each sentences loud. T assess ss according to their grupal and individual participation. T send a video to ss to reinforce their knowledge and train their listening skills.	
Source: https://www.youtube.com/watch?v=9TQFIuvMi2E		

LESSON PLAN 3 ESCUELA DE EDUCACIÓN BÁSICA JERUSALÉN		
Class: Eight year of basic education Teacher name: Cevallos Villamarín Alexander Date: November 22, 2022.		Topic: My routine Time: 20 min.
General Objective: <ul style="list-style-type: none"> To recognize some common verbs to describe their own daily routine 		Specific Objectives: <ul style="list-style-type: none"> To distinguish different common verbs that people use to describe their daily routine. To develop the ability to listen for details. To use common verbs within structured sentences to talk about their daily routine.
Methodology: Communicative Method		
Strategy: Practice		
Timing	Procedure	Materials
5 min	Teacher introduce the theme of the class through a YouTube video "My daily routine". Link: https://www.youtube.com/watch?v=qD1pnquN_DM	Laptop-internet.
15 min	Teacher asks the students to listen and pay attention specifically to the verbs in the video. Ss listen and take note about the new vocabulary and verbs. The teacher gives the students some worksheets with blank spaces and plays an audio for the students to complete the activity. Students developed the ability to listen for details, as well as the use of common verbs within structured sentences to talk about their daily routine. Teacher divides students into pairs to check the answer sheet.	Markers, board.
5min	T assess ss according to their individual participation. T send a video to ss to reinforce their knowledge and train their listening skills.	
Source: https://www.youtube.com/watch?v=qD1pnquN_DM		

	T send a video to ss to reinforce their knowledge and train their listening skills.	
Source: https://www.youtube.com/watch?v=1FLRGat2Z6I		

LESSON PLAN 5 ESCUELA DE EDUCACIÓN BÁSICA JERUSALÉN		
Class: Eight year of basic education Teacher name: Cevallos Villamarín Alexander Date: November 29, 2022.		Topic: Jobs and occupations Time: 20 min
General Objective: <ul style="list-style-type: none"> To recognize some active vocabulary about jobs, professions and occupations 		Specific Objectives: <ul style="list-style-type: none"> To use appropriate vocabulary when talking about jobs and occupations. To describe some jobs functions and roles.
Methodology: Communicative Method		
Strategy: Debate		
Timing	Procedure	Materials
5 min	Teacher presents a YouTube song "Jobs and occupations". Link: https://www.youtube.com/watch?v=ugsRzHMIF2o	Laptop-internet.
15 min	Teacher asks students to listen to the song and guess what topic they are going to study. T ask students what kind of jobs or occupations they already know. Teacher presents a job game Teacher divides the class into two teams Teacher gives to ss 6 flashcards per group about jobs related to the song previously listened. One ss for each group must act out with mimics or gestures the job or occupation that each flashcard contains. The rest of each group have to guess which one it is. The team that guesses the flashcards faster will win the game.	Flashcards Markers, board.
5min	Teacher assess ss according to their grupal and individual participation. Techer send a video to ss to reinforce their knowledge and train their listening skills.	
Source: https://www.youtube.com/watch?v=ugsRzHMIF2o		

LESSON PLAN 6
ESCUELA DE EDUCACIÓN BÁSICA JERUSALÉN

Class: Eighth year of basic education Teacher name: Cevallos Villamarín Alexander Date: December 5, 2022.		Topic: Movies and Films Time: 20 min.
General Objective: <ul style="list-style-type: none"> • Ss will be able to give their critical opinion about a social topic of interest. 		Specific Objectives: <ul style="list-style-type: none"> • To develop the listening skill for specific information • To enhance accuracy and fluency, new vocabulary, critical opinion and the interpretation of some adjectives related to the topic.
Methodology: Communicative method		
Strategy: Debate		
Timing	Procedure	Materials
5 min	The students watched a video about “Movies and Films” to arouse their interest. Link: https://www.youtube.com/watch?v=R2jdO_H5JbI Ss pay attention about common adjectives of that video.	Laptop-internet.
15 min	Teacher introduces a social topic of interest about "Which movie genre is the best and why?" Teacher asked ss to form 4 working groups according to their preferences for movie genres and films. Each member of the group expressed their critical opinion according to the open question "Which movie genre is the best and why?". At the final of the lesson, teacher socialize the different opinions of the students.	Markers, board.
5min	T assess ss according to their grupal and individual participation. T send a video to ss to reinforce their knowledge and train their listening skills.	

Source: https://www.youtube.com/watch?v=R2jdO_H5JbI

LESSON PLAN 7
ESCUELA DE EDUCACIÓN BÁSICA JERUSALÉN

Class: Eighth year of basic education Teacher name: Cevallos Villamarín Alexander Date: December 6 , 2022.		Topic: Discoveries and Inventions Time: 20 min.
General Objective: <ul style="list-style-type: none"> The students will be able to talk about past events. 		Specific Objectives: <ul style="list-style-type: none"> To recognize past events around the world. To active the listening comprehension in ss To follow instructions, step by step.
Methodology: Communicative Method		
Strategy: Challenge		
Timing	Procedure	Materials
5 min	T presents the theme of the class through a YouTube video "Discoveries and inventions around the world". Link: https://www.youtube.com/watch?v=cOEEp_NdAZ4 T asks the students to listen the video and pay attention specifically to the verbs in past tense. Ss listen and take note.	Laptop-internet.
15 min	T introduce the activity “The circuit challenge game” T explain the activity focused on a challenge for the students. Then T divides the class into 4 groups and writes some clues on pieces of sheets with simple questions according to famous inventors or inventions around the world previously observed in the video. The team of ss that answer correctly and less time wins the circuit. The ss learned to talk about past events, that is, the use of the past tense, active listening under game instructions and teamwork.	Markers, board.
5min	T assess ss according to their grupal and individual participation. T send a video to ss to reinforce their knowledge and train their listening skills.	
Source: https://www.youtube.com/watch?v=cOEEp_NdAZ4		

LESSON PLAN 8
ESCUELA DE EDUCACIÓN BÁSICA JERUSALÉN

Class: Eight year of basic education Teacher name: Cevallos Villamarín Alexander Date: December 12, 2022.		Topic: School Project: Recycle and reuse Time: 20 min.
General Objective: <ul style="list-style-type: none"> To recognize some common adjectives to describe different people personalities. 		Specific Objectives: <ul style="list-style-type: none"> To distinguish different common adjectives that people use to describe appearance. To speculate about a person's behavior and appearance. To use common adjectives into simple structured sentences.
Methodology: Communicative Method		
Strategy: Practice		
Timing	Procedure	Materials
5 min	Teacher presents the theme of the class through a YouTube video "recycle and reuse ". Link: https://www.youtube.com/watch?v=OasbYWF4_S8	Laptop-internet.
15 min	Teacher asks the students to listen and take notes. Teacher explains about a small school project. Learning by doing was the objective on which this class activity was based. The project focused on the use of recycled materials to create art. The teacher asked the students to bring the recyclable materials from home one day before Teacher provided step-by-step instructions and provided the necessary support for the correct handling of the materials. The importance of knowing how to listen was the key to the development of this inclusive activity in classes.	Markers, board.
5min	At the end of the lesson, the students held a small open house among their classmates to exhibit their work. T assess ss according to their grupal and individual participation. T send a video to ss to reinforce their knowledge and train their listening skills.	
Source: https://www.youtube.com/watch?v=OasbYWF4_S8		

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Entire Document

10 CHAPTER 1 1.1 Research Background To support this research, a process of inquiry has been carried out by collecting information based on previous studies and academic data in sources such as Redalyc, Scielo, Google Scholar, as well as scientific articles, magazines and journals. The set of methods and criteria obtained helped the analysis around the proposed theme, with the aim of expanding and developing knowledge of it. Previous investigations are considered as antecedents that provide a starting point and a context on which the present investigation is based, finally, the contributions of the university repositories provide a diversity of points of view without delimiting the investigative process within a single doctrine or ideology. Jiménez (2018) argued that the creation of an inclusive educational environment promotes positive changes in the cognitive levels of students, facilitates positive interdependence and provider interaction, as well as the social recognition of learners. This research reveals an experience based on a cooperative methodology to improve the teaching and learning process in regular students of English classrooms. An inclusive environment guarantees community learning regardless of cultural, socio-economic or personal characteristics. This space for inclusion was carried out through the reflection, action and interaction of all the agents involved, in this case teachers and students. On the other hand, pedagogical tests were carried out to verify the linguistic insufficiencies of the students through rigorous qualitative research. This is how it was possible to promote a model for an inclusive classroom through the application of various friendly strategies that serve as the basis for the development of this research. Muñoz (2015) directed research focused on strategies for learning the listening competence skill of English. The objective of this research was to identify didactic strategies to help the English language learning process through the development of listening skills.