

The implementation of listening strategies by means of ludic activities to improve effective listening in the knowledge construction process of students of Eight grade at Colegio Técnico Profesional Ambientalista Isaías Retana Arias.

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JURY'S APPROVAL SHEET

This Project was approved by the jury of Language Teaching, from Universidad Latina de Costa Rica, Ciudad Neilly; as a requirement to get the title of Baccalaureate on English Teaching

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ABSTRACT

This research project represents the last project required to obtain the degree in English teaching at the Universidad Latina de Costa Rica. In this way, the main focus of this document is the elaboration of teaching strategies in which the eighth-grade students of the Ambientalista Isaías Retana Arias High School will be able to improve their English listening skills. This is decided since we know that this skill is fundamental in the teaching of the English language. The main activity applied in this project is the use of ludic activities in which the students will have a great variety of activities in real time which will give them more interest in learning. To start developing this project, the first chapter emphasizes the general and specific objectives that will be covered in the development of the research, as well as the justification of why this topic is considered important. At the same time, the problem to be improved is established. Second, this next chapter covers all the theory that has been previously analyzed in relation to the implementation of listening strategies for its improvement. Reference is made to the explanation of important points to work on such as playful activities, listening strategies, possible problems to be faced with playful activities. The third chapter explains the methodology of this research, the research method to be used, the type of approach and the explanation of each of the variables that form the basis of all the information provided. Finally, an important reflection on the basis of the research was instructed. The instruments to provide final conclusions on the variables and indicators used; likewise, the conclusions and recommendations reflect the main conclusions of the designated research. Students and second language educators to prioritize guidance on listening skills through these strategies used in relation to be improving listening English teaching in the process of knowledge construction.

RESUMEN EJECUTIVO

El presente proyecto de búsqueda e investigación representa el último proyecto el cual es requerido para poder obtener el grado de licenciatura en la carrera de enseñanza del inglés de la universidad latina de costa Rica. De esta manera en el presente documento se da como enfoque principal la elaboración de estrategias de enseñanza con las cuales los alumnos de octavo grado del Colegio Ambientalista Isaías Retana Arias van a lograr dar una mejora en su agilidad de escucha del inglés. Lo anterior es decidido ya que sabemos que esta habilidad es fundamental en la enseñanza del idioma inglés. La actividad principal que el este proyecto se aplica es el uso de actividades lúdicas en las cuales los estudiantes van a tener mucha variedad de actividades en tiempo real las cuales darán mayor interés de parte de ellos en el aprendizaje. Para empezar a desarrollar este proyecto en el primer capítulo se recalcan cuales con los objetivos generales y específicos que se abarcaran en el desarrollo de lo que es la investigación también la justificación del por qué es considerado importante este tema. Segundo, en este siguiente capítulo abarca lo que es toda la teoría que la anteriormente ha sido analizada en relación a la implementación de estrategias de escucha para la mejora de la misma. Se hace referencia a la explicación de puntos importantes a trabajar como lo son las actividades lúdicas, estrategias de escucha, posibles problemas a enfrentar con las actividades lúdicas. Para el tercer capítulo se explica que lo que es la metodología de esta investigación, que método de busca utilizaremos, que tipo de enfoque y la explicación de cada una de las variables que hacen fundamento a toda la información brindada. Finalmente, se instruyó una importante reflexión sobre la base de la investigación. Asimismo, las conclusiones y recomendaciones reflejan las principales conclusiones de la investigación designada. Los estudiantes y los educadores dan prioridad a la orientación de la mejora de escucha de la enseñanza del inglés en el proceso de construcción del conocimiento.

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DEDICATORY

First of all, I will dedicate this paperwork search to my Almighty God, who gave me his strength and knowledge for my everyday life.

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To my family and friends, for their understanding and for their overwhelming, support morally facility. “Thanks”

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CHAPTER I

INTRODUCTION

1.1 Introduction

This research has the purpose of developing a pedagogical action proposal that involves the implementation of listening strategies to reinforce the effective listening of the student in the process of building knowledge. For this purpose, it must be understood why listening is so important. Since communication fails if someone does not listen. Despite its importance, very little attention is paid to learning how to listen effectively (Dugger, 2017, p. 10). Now, listening is essential for most pedagogical, professional, or work activities. Since most of it involves communication and interaction with other people, effective decision-making, therefore, requires the ability to obtain and analyze the information hear. The foregoing is validated according to the authors Worthington and Fitch-Hauser (2015), who mention that "Listening is the first communication skill that we acquire and use. In fact, you started listening before you were born "(p. 3).

Continuing with the aforementioned and in more detail, effective listening is a protagonist in this research, there are probably hundreds of reasons, but according to (Dugger, 2017, p. 14); its greatest relevance is because effective listening produces better communication, that you have control of the situation, reduce arguments, help to have a better understanding, improves memory, without leaving behind to hear what a better student, employee, parent and friend does.

Continuing with the above, the research eventually reflects the importance of listening, how vital it is to build knowledge and that using effective listening appropriately, is a method that certainly gives positive results in the pedagogical context and the learning of students, it is also a defining factor in the process of building knowledge, making listening skills a central element where students can extract knowledge, vocabulary, and context. It is that when talking

about knowledge construction, you must identify those factors that form important skills so that the receiver has a greater opportunity and contribution to said activity.

Therefore, the importance of listening in the pedagogical process, so that a student has a greater reception in an alternate language to the native one, highly dependent on effective listening. This was mentioned in the book *Listening Processes, Functions, and Competency* where the authors emphasize that listening can be the key to the development and improvement of language and learning skills (Worthington and Fitch-Hauser, 2015, p. 19). For this reason, it is said that the process of learning the language or another language different from the original one, must be within the classroom since this class space is the place in which different controlled activities are carried out. Although this process occurs for the most part in the educational environment, students can achieve a high degree of development of the English language, inside the classroom and outside of it, using effective listening.

Finally, the goal is that, through effective listening, explain its importance and understand the ability to be had to accomplish an appropriate interpretation not only in communicative practice but also to learn and build knowledge within the classroom in learning the alternate language. But this is not possible without listening strategies, since through these you get a better understanding and improved listening exercise. Although there are several, the research will focus only on a few. For example, reflective listening is one of them, as a relevant aspect as indicated by Dugger (2017); it opens a comparison emphasizing the importance of listening styles, through active and reflective listening, explaining that they use the same principle, but for different purposes. Active listening, the listener responds to the speaker according to the understanding of the listener. Instead, reflective listening - the listener is there to respond to the speaker (p. 86). Likewise, analytical listening and conceptual

listening will be compared, in this way the one that generates the greatest impact when building knowledge through pedagogical action will be determined. The next segment exposed in this research proposal is the statement of the problem and some arguments about the need to implement listening strategies to reinforce the effective listening of the student in the process of building knowledge.

1.2 Problem Statement

Learning the English language has become a necessity for children, youth, and adults. This has not only globalized the interpersonal relationships of people from all over the world but has also opened the doors to a global labor market in which speaking English has become an advantage or requirement in any position that you want to obtain. For this reason, the teaching of this language is key to the personal and professional development of any person. As Usó-Juan and Ruiz-Madrid (2006) state, “during the last decade, significant progress has been made in our understanding of how languages are likely to be learned and taught” (p.9). The development of the main skills, such as writing, reading, speaking, and listening, is the objective of teachers for teaching the English language. But although these skills are essential for learning the language, listening is a skill that is among the most important, since it is the ability with which information is constantly received and processed to generate knowledge.

And it is the role of the teacher, to teach the student to process information more effectively. This skill, although important, is usually little strengthened and developed, giving priority to the other skills, however, it listens, as stated by the Ministry of Public Education, English program (MEP, 2016):

It is an important language skill and has to be developed in the early stages of language learning. Students must be prepared to listen, understand and respond appropriately, which is essential for effective communication (p. 41).

Therefore, the strengthening of listening skills is a key part in the development of the English language and the construction of knowledge, as stated by Barclay and Barclay (2011), “Learning to listen and use the skills to listen effectively requires systematic instruction, a variety of experiences to practice listening, and the ability to integrate cognitive, auditory, and visual cues to make sense of the world” (p. 5). Learning to listen not only works in the academic area, but the development of this skill covers various aspects of life, such as recognition of the environment through auditory signals, comprehension, and reception of information, among many other situations in which it is listened to. effective resulting in an important advantage.

It is worth mentioning that teaching over the years, thanks to technological advances and the change of humanity has been evolving since the teaching methods of the past would be obsolete in a society in which every day demands more and moves quicker. These advances have been driven by the search for new pedagogical strategies and reflections derived from research in a variety of areas within the discipline of language learning. Therefore, teachers must be aware of the latest pedagogical reflections if they want to respond responsibly to the needs of students (Usó-Juan and Ruiz-Madrid, 2006, p. 9).

It is important to mention that to emphasize the human cognitive system is studied by various social elements, especially by the science of education. Speaking specifically of listening skills, it is worth highlighting the listening strategies that can be presented and classified according to the level of attention that is presented in the conversation. Among

these, find reflective listening, analytical listening, conceptual listening, attentive listening, among others, which with a good pedagogical action can be improved to improve the student's knowledge construction process. The student must learn in the first instance that listening and hear are not the same, since effective listening is based on the proper processing of information where, in turn, there is communication and connection with the speaker, to have a much broader context about the information that is being received and in the same way interpret and process it, for this employing the sharpening of the sense of listening where it is planned to suspend the sense of sight, thus guiding the student to use your hearing and thus eliminating any type of visual distraction that it may present.

Then through listening activities in which the student has to differentiate and filter the information that reaches their ears, which will be alert because the sense of sight will be paused to carry out the activities. The student will be guided to discover on their own that listening is not only in one direction but will eliminate the myth that listening is to be quiet and not ask questions or feedback, which are the main axis for the development of effective listening (Rodríguez, and Reverté, 2020, p. 9).

With this, it is desired that the student achieves effective listening and that he learns to develop the different types of listening in the same way, the pedagogical action to be applied focuses on learning to eliminate distracting elements and the filtering of auditory information that can be received. "Learning to listen and use listening skills effectively requires systematic instruction, a variety of experiences to practice listening, and the ability to integrate cognitive, auditory, and visual cues to make sense of the world" (Barclay & Barclay, 2011, p .11). Also, to continue this proposal research, the following section is justification where it explains the reason of a clear importance of this research.

1.3 Justification

The English language today has positioned itself as a need and/or tool that has managed to open the doors to a global interconnection. This applies especially in the workplace where the command of a second language has become a recurring requirement in job applications. According to Clouet, R., and Cranfield, S (2015) "knowledge of foreign languages is a necessity, not only as a fundamental value for their future integration into the professional and work world but as an essential tool for their academic and cultural training" (p. 10). This confirms the importance of learning the English language and the need for it to be learned from an early age, as an advantage in many areas of life in which this language has become universal.

It is here, in need of acquiring knowledge where the teacher and the methodology that he or she applies to teach their students this language is of utmost importance, since as explained by Mañú Noain, J. M. and Goyarrola Belda, I. (2016):

The teacher has the obligation to look for the different paths that each type of intelligence follows to get to know; therefore, he adopts an active stance and does not routinely repeat the same ideas, nor follow the same mental processes, but rather explores until he finds the way of learning for each student (p. 18).

That is why the teacher's role goes beyond handling a topic but must also master the different ways of learning in which students create knowledge using the main English Skills, which are made up of, read, write, speak and listen. In the same way, the four skills are important pillars for the creation of knowledge of the student in the language, however, the ability of listening is key, not only for their learning but also in the development, practice,

understanding, and improvement of it. As Usó-Juan, E., & Martínez-Flor, A (2006) mentions, listening is:

The most used language skill in normal daily life. This involves a complex process that allows us to understand and interpret spoken messages in real-time using a variety of sources such as phonetic, phonological, prosodic, lexical, syntactic, semantic, and pragmatic, given the complexity that underlies this process of listening comprehension, it has been considered the most difficult skill to learn of the four skills (p. 29).

For this reason, this must be one of the best-developed skills, since this is elementary and permanently used in situations and areas of daily life, with which it allows the student to function in any situation that may arise, be it a conversation, an interview, or an activity as casual as listening to music or watching a movie.

Erroneously over time, education has focused on the content of the study program and its execution, leaving in second place how students are receiving this information, without even knowing if he is achieving. understand or learn something from what they receive, since it is mistakenly thought that listening and paying attention is a natural reaction of students, which is not the case. (White, H. and Evans, C, 2005). It is important to keep in mind that listening, as stated in Chapter 07 listening, and responding (2008),

Listening can be defined as paying attention to a sound or making an effort to hear something. In interpersonal communication, however, listening is much more than simply attending to a sound, which is only the first stage of the perceptual process. Interpersonal listening involves paying attention to the relational content of messages, as well as their verbal meaning; it means connecting with others (p. 152).

Listening is an important skill since it goes beyond just hearing the words, but also has a key function in the generation of knowledge. There are a wide variety of factors that allow the student to be able to pay attention effectively to what the teacher is saying or what his environment offers him to listen to, As stated by Worthington & Bodie, (2017) “The notion of what to listen is an information processing activity that consists of a stable set of practices that can be trained and improved” (p. 5). These practices are the target in which teachers must learn to analyze, identify, and improve assertively.

To do this, the teacher must identify the cognitive elements of listening which "are those internal processes that operate to allow people to attend, understand, interpret, evaluate and give meaning to spoken language." (Worthington and Bodie, 2017, p. 5). processes where the role of the teacher is to teach in an ideal way so that these are developed effectively, thus achieving that the student not only improves their listening but also presents effective listening, which will influence others' ability to improve second language learning.

When it comes to effective listening, it refers to listening and selecting what the speaker is transmitting, giving it meaning, and determining how this information makes me feel or gives me meaning in a matter of seconds. The speed of this process, as Atkinson (2009) explains, is because “our brain works so fast that it tends to tune in and disconnect conversations. For this reason, to listen more effectively must focus on what is being said and focus on the other person. It can have a variety of verbal and non-verbal skills to become better listeners” (p.157), that is why not everyone has good listening, since the effective listening process is not processed, either by external factors or affective components such as their motivation to listen, little understanding of the information or lack of attention because the information from listening can have consequences in personal, professional or relational

success (Worthington & Bodie, 2017. p.5). It should be clarified that hearing is not the same as listening, as stated in Chapter 07 listening and responding (2008),

Listening, unlike listening, does not happen automatically. It is not easy either, as there are so many demands on our attention that it can make it difficult to focus on what is being communicated. One of the things that could prevent us from listening effectively is information overload: we are presented with so much information that it is difficult to know what to pay attention to. And if we don't pay attention to what is being said, we won't be able to hear it. We may also be unable to concentrate. Our lives seem to be getting busier, overprogrammed, and overextended, and we may simply not have any mental space left to devote to information coming in from the outside. Also, when too many demands are competing for our attention, we may not be able to listen carefully to all or everyone we need to hear. Distractions can interfere with our ability to listen (p. 153).

It is evidenced that the existence of external and internal factors greatly influences the reception of information, and speaking in the academic area, that the student cannot hear efficiently due to factors present in the environment, such as noise, screaming, music, and various distractions that can divert the student's attention. Therefore, the teacher must be aware of these factors and investigate to be able to make all their students manage to cope with and handle external distracting elements and present effective listening, about the information given by the teacher. As stated by Mañú Noain and Goyarrola (2016):

You may think that the best way for a teacher to educate is to teach brilliant classes or give valuable guidance in lectures. However, what helps students the most is seeing how the teacher lives what he teaches (p. 14).

It is here where the use of pedagogical strategies and elements, as well as the teacher's relationship and interaction with his or her students, are the fundamental basis for developing the ability to listen so that the student takes the initiative to strengthen this ability and therefore Thus, they are better able to learn a second language. The next segment exposed in the investigation of this proposal is the hypothesis and the guide needed to implement listening strategies to improve effective listening in the knowledge construction process.

1.4 Hypothesis

The hypothesis is defined as an assumption of a theory that is born from the data to start an investigation. Its elaboration is of great importance, as Cacciamani and Guasti (2016) mention, “the construction of hypotheses and conjectures guides students to systematically use their own knowledge, to make inferences that broaden their understanding and to make them aware of their own intuitive conceptions” (p. 42). Next, the hypothesis of the research to be developed is presented, which is: The implementation of listening strategies improves effective listening in the students' knowledge construction process.

1.5 Objectives

1.5.1 General objective:

- To develop a proposal for pedagogical action that involves the implementation of listening strategies to reinforce learner's effective listening in the knowledge construction process.

1.5.2 Specific objective:

- To state the need to enhance learners' listening abilities through the application of effective listening strategies.

- To implement effective listening activities to reinforce learners' listening abilities in the learning process.
- To plan sequential activities that allow the implementation of listening abilities to reinforce learner's effective listening.

1.6 Scopes and Limitations

Starting to show what was collected in this research, it is important to detail what were some of the difficulties and at the same time, what achievements could be faced in the process. As is mentioned by Davis (2021); "Limitations are influences that the researcher cannot control. Delimitations are choices made by the researcher which should be mentioned. They describe the boundaries that you have set for the study". As mentioned in later sections, the proposal of this research project has been to implement ludic activities with the emphasis on improving the students' listening skills. In the first instance, the project was planned to be carried out in real time with the students, to obtain a better sample of the results when applying each programmed activity. But this wasn't possible, it is well known since 2020 worldwide covid 19 has greatly affected the community both in its economy and in its educational development. Due to the above-mentioned in this project one of the limitations the prohibition of several people in a limited space in the institution. "Also, can be describe with this that the size of the sample was not favorable based on the application of the instruments, since there is no guarantee to control that the entire sample will attend the activity in person.

Secondly, Considering the achievements that the project has obtained, it is worth mentioning that we were able to obtain relevant information with these tests that such activities have worked in the improvement of effective listening in students. In the development of this project the instruments used were the diagnostic test, pre-test, and post-

test. These tools provide an extensive vision of student performance. This is an important reason why this ongoing Proposal includes tests so that participants can share more abilities with one tool. The learner can provide researchers with the information they need for future action. finally, it is important to mention that the information collected throughout the project has helped to clarify how to work in a non-participatory way face to face with the student, but at the same time to know that the use of each of the instruments according to evidence already established about them can help us to validate the development of listening in the students.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter aims to specify a series of terms and antecedents, which will be used for the development of this research. On the other hand, it will be fundamental support since it establishes the criteria for the use of the determined methodology, it also allows the interpretation and theoretical formulation of the research. Since in the first instance, before knowing each of these in detail, you must understand why it is so important to listen. Faced with that, listening is as or more important than talking. Since it is simple, communication fails if someone does not listen. Despite its importance, little attention is paid to learning how to listen effectively (Dugger, 2017 p. 10).

2.1 Antecedent

This research whose focus is listening strategies through playful activities and in the same way the construction of knowledge through effective listening, although within the review of the state of the art, there are antecedents that structure previous investigations that generate a contribution of value according to what is proposed by this research.

In this case, an investigation entitled "Playful Paths to Strengthen the Ability to listen in Second Grade Students" is brought up, (Casas and Farías 2017), this research was developed in Colombia, which deals with the subject of listening in learning. It recognizes that it plays a very important role as a primary factor in understanding. Within the research, it is understood that their objective is to design a proposal where its importance is based on the treatment or the appropriate relevance in the classroom, to the development of this skill, since it is implicit in the other processes such as reading, writing and inclusive in the narrative, also showing that few strategies favor listening as a primary factor in the teaching-learning and development of the individual's faculties and human relationships.

Within the identification of the research problem, it is evident that the problem in the second-grade students of the Colegio Agustiniiano Ciudad Salitre, where it is found that there are difficulties that generate environments of tension, lack of dialogue, impulsive reactions, difficulties in the follow-up of instructions and a little assertive communication that leads to delay the execution of the planning, demotivation, and inclusive low performance in some subjects. To find a solution to these difficulties, teachers propose to implement in the methodology playful pedagogical activities that in some way can improve the classroom environment, providing elements that awaken motivation, integration, and awareness to stop the act of listening, bearing in mind that the game it plays a very important role in the interests of the student, favoring motivation, participation, and the enjoyment of learning.

This proposal is based on a qualitative research methodological design that the teacher must apply simply, starting from observation, so that he or she can recognize and describe the qualities of the environment that teacher fosters in his or her daily work and apply strategies so that the listening ability is effective, strengthening interpersonal relationships, improving understanding, and awakening greater motivation that will be reflected in better performance.

These strategies are based on playful exercises that the teacher can adapt according to their interests or themes only, using the resources available in the classroom and with the creativity that may arise from their interests or those of the students themselves. The results that are intended to be achieved with the proposal are focused on improving understanding in students, strengthening teaching-learning environments and improving interpersonal relationships through successful communication.

As a second reference, you have the title research “Methodological proposal for the reinforcement of listening, based on the implementation of traditional playful games” (Araque

and Quintero 2018). According to this research work that indicates that listening is an important factor in the learning process of children of school age, however, it is a skill that has been neglected by society, remaining at a low level of importance. In the development of physical education classes, it was possible to show this deficit that students go through in terms of this social ability. This problem is the basis for which the work team has created a proposal of a methodological nature, this proposal aims to improve the listening skills of the students of grade 403 of the morning session of the school from the participation of the students in different traditional games to perform create the environment to develop and enhance listening skills.

Strengthening listening skills, identified as a basic element of communication and social relationships, will allow students to improve the way of interacting with their classmates and all the people who are part of the school environment, becoming an example of communication and socialization in the institution. To allow the development of this proposal, it must be clear that listening is the ability to understand and cognitively process what is captured through hearing; listening implies understanding what is said verbally and non-verbally, this means that listening is: listening, observing, and interpreting the other to understand what they want to express. "Let's not forget that we listen not only with our ears but also with our eyes, with our mind, with our heart and with our imagination" (Rogers and Moreno, 1980).

A third antecedent is the research work used to qualify for the Master's degree in Education in the Deepening Modality, which has as its title "strategy to promote the development of communication and listening skills in the first grade of elementary school" (Velasco, 2018), which states that the development of communication skills is necessary both in communication and in learning because if these skills are well strengthened, they favor the

development of the child in their academic training and, consequently, in society.

For this reason, the school needs to develop pedagogical strategies that allow students to have effective communication and have the skills to understand information and express themselves orally or in writing. To improve the difficulties that students presented in writing competence and their learning processes, an intervention proposal was designed in the classroom to strengthen communication skills in students.

To this end, a classroom project was proposed as a pedagogical strategy that will support the teaching-learning processes through techniques to enhance orality, oral comprehension, reading comprehension, and written production, favoring the development of these skills and promoting the construction of knowledge in a meaningful way. This proposal managed to promote communication and listening processes and encourage creativity, oral and written expression.

A fourth reference points out what was achieved in the research named "Apply a pedagogical strategy that strengthens the ability of active listening of the ninth-grade students of the Educational Institution El Paraíso de Yopal, Casanare. Colombia" (Rincon, 2020). Which one can highlight the proposed strategy since it highlights unknowns such as, why don't they listen actively or assertively? Why do they only listen to what they want to hear? Why should the same thing be repeated several times? Why is it that they are told they continue to make the same mistakes? The answers to these questions are multiple and from many points of view, but what is really complicated is what not listening entails; in the classrooms, it can lead to indiscipline, school dropout, academic mortality, little progress in study plans, among others. In addition, not active listening in the family and social environment leads to much more complicated problems such as bad decisions, growth of social problems, increase in crimes, conflicts, and generation of bad coexistence.

For this reason, the question stands out: if the research that could contribute something to the solution of all the problems just by strengthening active listening in the classroom? Where the objective is clearly yes, even if it were a communicative skill seen as the easiest to perform

Thoughts and actions, consciously chosen and operationalized by language learners, to help them carry out a multiplicity of tasks from the very beginning of learning to the most advanced levels of performance in the target language (p. 7).

The above affirms that a strategy is a useful tool for learning and practicing a second language, where the student can use some type of strategy as a learning method either to improve their skills or improve their weaknesses during learning. Choosing a good learning strategy has many factors which define the right type of strategy to apply.

Because there are many strategies, it is important to identify which is the best strategy according to learning field, as Cohen (2006) mentions, one way to define language learning strategies is to distinguish between language learning strategies, as are the strategies for learning the language material for the first time, the strategies for using the language. Since the latter are strategies to use the material that has already been learned (p. 12). The above describes that learning strategies can be included depending on whether the student is learning the language for the first time, or if they already have prior knowledge of the language. This is important to identify as the application of the inappropriate strategy may affect student learning.

2.2 Strategies

Language learning strategies include strategies to identify the material to be learned and group it to facilitate learning. This strategy highlights the use of memory and repetition, of

verbs, adjectives, or words by students. Unlike the strategies of the use of language, the use of the material at any current level of mastery can be classified into at least four subsets of strategies as mentioned by Cohan (2006), “recovery strategies, rehearsal strategies, coping strategies and communication strategies. Retrieval strategies are used to retrieve linguistic material from storage using whatever memory search strategy the student can gather” (p. 14). As can be seen, the strategies for the use of the language are much more focused on different areas of learning that have already been acquired, and that need to be reinforced, improved, use or increase in the knowledge of the second language.

Strategies can also be classified according to skill area. Considering that skill is the ability to do something, that is why strategies are the means used to make this skill operational. For this reason, another way to classify strategies is through their role in the operationalization of both receptive listening and reading skills and productive speaking and writing skills. Cohen (2016) states that “Strategies are also used for skills that cross these basic skill areas, such as learning and using vocabulary and grammar, and using translation (p.18)”. The foregoing argues that the strategies are very useful, even in the basic skills that students have, and that their correct application improves skills that are important in learning a second language.

2.3 Some Possible Problems Teachers Face while teaching Listening

Usually, pupils spend more daily time increasing their listening skills being unconsciously of different tasks or activities that they used to do in their normal hobbies. In this way some of those activities are listening to music and watching movies in English. But the reason here is how to educate this skill in an excellent way to improve the effective listening in ESL classroom.

To carry out an effective way in the development of this skill, pupils must face some disadvantages, as it can denoted some examples that Bingol, Celik, Yildiz and Mart, (2014), highlight which does not allow a good use those activities.

- Unfamiliar vocabulary: when the student knows the meaning of the words in a listening audio, it is easier for them to understand it, so this increases student's interest.
- Physical conditions: The size of the classroom, the temperature, the place where students are sitting are factors that affect or enhance the listening and the teacher to manage the class or to make feedback.
- Lack of concentration: Concentration plays an important role in listening comprehension –either an interesting topic or not, because “the smallest pause in attention may considerably spoil comprehension.”
- Cultural differences: The different cultural background makes necessary the prior knowledge allowing the student to imagine what the audio is about.
- Accent: Not just teacher's accent, students should be familiar with both British and American English accent. To get over some of the listening understanding problems, investigators show strategies that can be applied to make possible an increment of knowledge of this skill. (p.4)

Also, it is found on previous research created by Segura (2011-2012) that “One of the problems that Spanish students suffer, and other countries do not is that when students finish their English lessons, they forget the language. They are not in contact with the language because all the things that surround them are in Spanish: television, films, TV series.” (p.6). Here, apart from the problems mentioned above, the biggest problem is that when a student

leaves school, his life will not have close contact with English, everything the student will hear around will be in his first language, in this case Spanish.

2.4 Listening Strategies in education

The above mentioned emphasizes the attention or care that teacher must have in the classroom when they want to improve listening in students. Teachers can face any of these problems; they must consider how to find strategies to help students to deal with them. It is also important to emphasize what listening strategies are in education. As Abda VMHlah, T. (2008) mentioned, "Listening strategies are technique or activities that contribute directly with the comprehending and recalling of listening input" (p.11). According to the above, it is often confused what it is to hear to the true meaning of listening. The important point here is to implement strategies where people to listen and absorb the information in a correct way. There are many strategies for effective listening that can be used in the classroom. First, you must keep in mind that listening itself is an activity that as mentioned above, students practice daily, but not in the right way. When a person has been exposed to a conversation many times, he or she avoids asking questions and getting more information about what he or she is listening to, here is when the person does not get correct feedback of what the speaker wants to express.

As Richards C Jack. (2008), established "the strategies can be taught of as the ways in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening" (p.11). It should be emphasized here that in the listening area there are cognitive strategies which involve the mental activities that people develop in the long term and metacognitive strategies which are conscious or unconscious mental activities that help cognitive strategies in an executive manner. These two strategies are fundamental in the student's learning process as they help them to grow satisfactorily in the

tasks they are given.

In relation to strategies, this research is based on an important activity which are the ludic activities that will help students to improve their effective listening skills. Ludic activities have an important role in relation to the motivation that a student can have in the development of the lesson. Méndez, B (2019), establishes in one of her books that “motivation is an abstraction, but it is manifested in real behaviors in the classroom. Experts generally define motivation as a force that compels individuals to choose certain behaviors in pursuit of a goal.” (p.144). Motivation in any area, whether educational or not, is important for the person to feel firm in carrying out any activity correctly.

2.5 Ludic activities

To get into the topic of ludic activities, it is important to be clear about what the word ludic means. According with Ruffin and Powell (2020), “ludic is define as the capacity to play or integrate games into everyday interaction and dialogue” (p.85). likewise, it is important what Bernardo (2009), started “ludic is everything that allows the construction of knowledge in a more free and spontaneous way” (p.60) .It is for that motive that a ludic element generally contains feelings of joy, desire, and interest, letting at the same time knowledge and appreciation of the world.

Hence, when using ludic activities, teachers just try for students having enjoyable, but, very significantly, to considering the complete growth of the pupil in every single part of the listening skill in this case. As it is said by Read (2015), “in terms of the whole learner and the more elusive social, psychological, cognitive, metacognitive, affective and emotional benefits that underpin children’s motivation and learning success” (p. xii). In relation to the previous statement, some documents and study show how ludic takes a position as a didactic strategy

considering the progress or involvement from the game or an entertaining scenario, so making an approach to playfulness. Teaching is both a humanistic endeavor and a science.

Diaz-Rico (2008) mentioned that “It is a humanistic endeavor because many psychological and sociocultural factors must be balanced in order to evoke the highest-quality learning from each student” (p.67). Based on it, teachers oversee not just the quality of their instruction, but also the learning process of their students. Not all ludic activities have pedagogic value in the classroom, it is required to create activities that can be used in the classroom and ones the students should be able to succeed in this procedure if they can. This can be accomplished by developing dynamic classes and worthwhile actions that lead to a brighter future.

2.5.1 Types of ludic activities

Previously mentioned that the ludic activities are activities where the teacher tries to make the class more dynamic and where the student is totally involved in the activity as such. Here are some examples of ludic activities:

- **Stories:** when telling a story to a student, teachers must always consider whether it will be interesting for the student. Based on the *Using of Short Stories in the ESL Classroom* by Zahra & Farrah. (2016) “The use of short stories in the language classroom increases students ‘language awareness, motivation, personal reflection, and cultural understanding. Unfortunately, little attention is given to short stories in the in EFL classroom.” (p.12). As it is mentioned here short stories in the same way that songs, are valuable listening materials that may be used in student’s curriculum.
- **Role-plays/Dramatizations:** while the role play develops in the student a more complete listening in relation to a topic that is interesting for the student, also

according to the research done by Neupane (2019) “Role-play is simply required to play the other roles in the same way they think about how other roles may behave. As a result, role play can be clearly understood of many aspects like reactions, values, feelings, and attitudes of the person in the same” (p.12).

- Songs/Rhymes/Chants: According with an investigation written by Garcia (2015), “The use of rhymes and songs in the primary classroom is an important tool for language acquisition, not only for the mother tongue language but also for the foreign one. They introduce new vocabulary, culture, and focus on pronunciation and intonation in a way that is quite easy for the children to follow and learn steadily.” (p.88). Even so, in the daily living the teenagers are always exposed to all kinds of music. Songs have always been of great interest to the students, especially when the teacher brings to the class modern songs that the students know. When the teacher allows the student to listen to something that interests him or her, it is considered that the listening will be positive because of the student's interest.
- Pair/group work: Teamwork or pairs increases the student's ability to be collaborative, have support on assignments and create a better environment among peers. How does teamwork help to have a better listening? based on the investigation carried by Nascimento, (2017) “group pair promote cooperation, interaction and students’ perception that they can also learn when interacting with their colleagues. Here students are learning through a process of exchanging and sharing ideas, experiences and different points of view in a dynamic of negotiation.” (p.5)

Ludic activities many times to improve the performance of the student in the classroom is not easy for a teacher, but it is not difficult, for this previously was given reference to how the

motivation that the teacher gives to his or her students influences the improvement and performance of the student in the classroom. Also, what types of activities can allude to the use of this activity so in that way the student has a greater interest in learning this new language that is English and if that his or her listening is effective.

2.6 Effective listening

Listening and hearing are two completely different things, and the student must learn this for a student to develop effective listening. According to Brownell, (2015)

Effective communicators are, first and foremost, effective listeners. Only when you listen to others and understand their perspectives will you be able to make informed decisions. Whether you are listening to your instructor in class, a friend on Skype, or a family member who needs your help and support, listening is one of your most essential life skills (p. 17).

This shows that listening is one of the most important skills to be able to develop the process of building knowledge in students when learning a second language. The ability to listen has been overestimated and confused with the ability to listen.

Listening effectively is the ability to receive the information that is coming through the sense of hearing and sense what the other person is saying or expressing not only with their words, but also with their expressions or even with their body language. Effective listening is important to the knowledge creation process, as the student is processing the information received from the teacher in a better way. As stated by Myhill, Jones, and Hopper, (2005),

“The ability to listen has a direct relationship with the other skills, since it presents a correlation with speech when the student wants to learn a word; With the ability to

read and with the ability to write” (p. 1).

This affirms the direct relationship with the student when he or she reads aloud, or who reads mentally. One might think that when mind reading is not listening to anything through the ear but is doing a knowledge generation process directly where the student comes to understand what his or her mind is reading. And as for the ability to write, a student with effective listening can take note of what he or she is hearing as a tool to understand the information student receives through listening, or the student can also generate knowledge and translate it through a text.

This effective listening not only has great application and development in the academic area, but it also has great interpersonal benefits, as mentioned in the book *Listening and Responding* (2008):

As an interpersonal function, effective listening aims to understand the relational level of interaction rather than focusing solely on explicit content. Since people do not always express their relational needs or motives, we have to pay close attention to what they imply what they say (p. 161).

This shows that effective listening is not only based on listening, but also on the interpretation of what the person is transmitting through their expressions, feelings, or actions other than words. It also shows how effective listening can be when performed in settings other than academic ones. Listening is a lifelong skill.

Listening is an important communication skill. Some are good listeners, while others find it more difficult, either due to different factors or barriers that prevent creating effective listening. Barriers to effective listening, according to Atkinson, (2009), include:

The listener has preconceptions; the listener thinks they know more than the speaker; the listener is thinking about something else; the listener is tired or uncomfortable;

the listener is afraid of the speaker (or is envious, prejudiced, or just not interested);
the listener is eager to present his own idea (p. 156).

This shows that these are the barriers that must be eliminated in the knowledge construction process since they limit and hinder the development of effective listening. As mentioned in the book *Listening - Really, Truly Listening* (2007),

The bad habit of "believing that we are listening" is also a barrier that all human beings have, it is a difficult habit to accept because it is normal to be in a conversation with someone and for a brief moment there is some kind of distraction and then when the conversation resumes (p. 95).

This shows a bad habit where it is not accepted that despite not paying attention to the information and continuing to listen to what the other person is talking about and continuing to talk with the other person. This is a clear example of what effective listening is not.

A good sign of having good effective listening is that the information that receives general questions, that is, that the communication can be presented in one or two directions. An example of this as mentioned in CEFR (2018), "The aspects of listening comprehension included in reception are different types of one-way listening, excluding understanding the interlocutor (as a participant in the interaction), which is included under interaction" (p. 55), because exclusive people do not understand what listening implies, they often do not realize that effective listening also involves speaking. Active or receptive listeners speak when they listen, that is why attentive listening, receptive listening, and active listening are the listening styles most related to each other with this variable since all three have in common how the student attends, responds, and reacts effectively to the information you are receiving.

As has become evident, effective listening is an important variable that encompasses the way people listen. It should be noted that listening is closely related to other skills and that

the barriers that arise from effective listening must also be understood to eliminate them and develop effective listening that improves the knowledge construction process. It is also good to eliminate the bad habit of "knowing how to listen" and develop good listening. The three listening styles that develop effective listening are attentive listening, which allows you to identify how you listen; receptive listening where through this style of listening to a dual communication can be created and active listening which is a listening style in which it is possible to listen and understand communication from the point of view of the speaker.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Research method

Research methods are the tools researchers use to collect and analyse data. These include sampling, questionnaires, interviews, case studies, experimental methods, trials, and focus groups. These tools are a very important pillar for the development of research since they are the first step with which the researcher will direct his work to obtain results or conclusions. They may even evaluate deficiencies and make suggestions for future research. Research methods are divided into many types, and these are classified according to the type of research to be carried out. The choice of the research method is predetermined by the problem to be solved and by the data that can be obtained.

For this research, the research method is the deductive method. Bernal Torres (2006) mentioned, “This method is based on reasoning, just like the inductive one. However, its application is totally different, since in this case, the intrinsic deduction of the human being allows us to go from general principles to particular facts” (p. 11). The foregoing argues for the analysis of the general principles of a specific topic: once it has been verified that a certain principle is valid, it is applied to contexts.

Based on the above, simply, it can be said that the deductive method starts from general principles to reach a specific conclusion. In this case, with the help of different authors and different references about listening strategies to improve effective listening in students, the necessary tools to evaluate these strategies and identify the effectiveness of their application in a student’s group. It is important to highlight that this research method is important since, as mentioned by Newman, (2006),

Deductive and inductive reasoning is very useful for research. The deduction allows to establish a link between theory and observation and allows to deduce from the theory the phenomena object of observation. Induction involves accumulating isolated knowledge and

information (p. 181).

3.2 Type of investigation

Research is the activity that aims to solve one or more problems. As mentioned by Rocha, (2015), "its objective is to find answers to questions through the use of scientific processes" (p, 12), arguing that to develop an investigation with which results, tools or processes are found that help to achieve the goal of solving a problem.

To do this, you must define what type of investigation you want to implement to define the tools with which you can meet the objective of the investigation or give an answer to a problem. Par Schumacher, S. and Schumacher, S. (2005),

An investigation is a systematic process of gathering and logical analysis of information for a specific purpose. This definition is general because there are many methods available to investigate a problem or issue. Educational research is not limited to the approaches used in the physical and natural sciences. Research methods (also called research methodologies or methods) are how data is collected and analyzed.

These methods have been developed to acquire knowledge through valid and reliable procedures (p. 12).

This defines research methods as a process in which the necessary data are collected to evaluate and analyse the success or failure of a proposal to solve a problem. It is also evident that the purpose and purpose of these research methods is the construction of knowledge through valid data acquired throughout the implementation of the alternative methodological proposal.

For this research, the type of applied research is descriptive. As mentioned by Abreu, (2014), "In this type of method, a narrative, numerical, and/or graphic exposition is carried

out, well detailed and exhaustive of the reality that is studied. The descriptive method seeks an initial knowledge of the reality that occurs from the direct observation of the researcher and the knowledge obtained by reading or studying the information provided by other authors” (p. 198).

The above argues that a method whose objective is to expose with the greatest methodological rigor, significant information about the reality under study with the criteria established by the academy. This type of research is coupled with this research because its purpose is to select, analyse and identify the information and then identify and describe the results.

3.3 Research Approach

To carry out the alternative methodological proposal requires knowing, analysing, and defining the approaches, models, and research designs that it can use depending on the final objective. And knowing the type of research that is collaborative action research that is carried out through tools in which a group of people participates to achieve the research and obtain results. With this information, it is possible to identify the appropriate approach to running the investigation.

As stated by Hernández-Sampieri, Mendoza, (2018), “the approaches are possible routes to solve research problems. All are equally valuable and are, so far, the best methods for researching and generating knowledge” (p. 2). That argues that the approaches are the tools which help to direct the investigations to generate knowledge, there are three types of alternative approaches, the qualitative approach, the quantitative approach, and the mixed approach, and it is important to identify which of these is the most suitable for carrying out the investigation.

The mixed approach, as mentioned by Hernández-Sampieri, Mendoza, (2018), "It is a set of processes for collecting, analysing and linking quantitative and qualitative data in the same study or a series of investigations to respond to a problem statement" (p. 610).

This defines the mixed approach as a combination of qualitative and quantitative approaches to offer investigations various types of analysis with which the data from an investigation can be collected and analysed. For the alternative methodological proposal, the type of approach used will be the mixed approach. This is argued by Sánchez, Rodrigues, and Costa, (2018), where they affirm that "a mixed approach offers what they call, "theoretical efficiency", that is, it makes it possible to develop a holistic, multidimensional, and robust analysis of social phenomena more effective than with a single method" (p. 10).

As mentioned by Chiva-Bartoll, Capella, and Pallarès, (2017), "the complementarity provided by the mixed research approach gives rise to arguments to determine that the social skills and attitudes of the students" (p. 280). This affirms that the mixed approach greatly complements academic research, where the teacher must be clear about which variables he is going to measure and how he is going to measure them.

In conclusion, to carry out an investigation, certain tools are needed to define the path to be taken to carry out the investigation. Once the research method and the type of research to be implemented in the investigation have been defined and identified, the approach serves to guide and apply the methodological elements. The approaches are classified as quantitative, qualitative, and mixed. The quantitative approach is based on the collection and analysis of an investigation employing numbers. The qualitative approach develops research through a process in which non-measurable elements and phenomena that can vary infinitely are taken into account; and finally, the mixed approach, which combines elements of the previously mentioned approaches. For the investigation, a mixed approach will be applied, since the

possibility of analysing qualitative and quantitative data allows the analysis of the results to be more appropriate, considering that the field of application in which this proposed methodology is going to be developed alternative will be in an academic setting. Several authors support the use of this type of approach in the research of an academic or social nature, which reaffirms and supports the selection of this approach as the one indicated to apply it in this investigation.

3.4 Sources and subjects of information

This chapter has the objective of specifying a series of sources and subjects of information, which have greater relevance in the investigation, in this way the ones used for the development of this investigation are indicated. On the other hand, it will be fundamental support since it establishes the criteria for the use of the determined methodology, it also allows the interpretation and theoretical formulation of the research. Since, in the first instance, having the greatest influencers on the subject will help a better understanding and allow greater credibility as an academic document of knowledge. Against this, as stated by Dugger, (2006), listening is as or more important than speaking. Since it is simple, communication fails if someone does not listen. Despite its importance, little attention is paid to learning how to listen effectively. (p. 9).

Otherwise, it is important to know that another objective is to specify the importance of the theoretical framework, the literature review, as such the state of the art. Focusing on useful concepts, which will be used in the alternative methodological proposal. On the other hand, it will indicate what it is for and the benefits of an efficient theoretical framework. According to Baena, (2006), it indicates that “it is to conceive a scientific investigation without the presence of a theoretical framework because it corresponds to the function of guiding and creating the theoretical bases of the investigation” (p. 125). This, which shows the

theoretical framework, is used according to Briones at more specific and concrete levels, it includes the location of the problem in a given situation, thus being the theoretical foundation within which the alternative methodological proposal is framed, establishing criteria for the uses of the methodology. determined, interpretation of the interpretation, and theoretical formulation of the research.

According to what has been said, clarity must be maintained with the subject of the investigation. In this way, the references that have generated an important report according to the subject can be highlighted in the state of the art. Given this, it is necessary to take into account the subdivision of the subject, which contains the research, since it must be clear that there cannot be a precision that frames the entire subject. As a first place, it is necessary to highlight the implementation of listening strategies through playful activities, since there is a series of investigations that have provided a rigorous report with open conclusions to investigate further and in the same way generating new knowledge.

In this way, it is worth highlighting the investigation of the name, Playful Paths to Strengthen the Ability to listen in Second Grade Students. This research whose main focus is the use of listening strategies through playful activities and in the same way the construction of knowledge through effective listening, although within the review of the state of the art, there are antecedents that structure previous investigations that generate a contribution of value according to what is proposed by this research. Developed in Colombia, which stands out in the research since it addresses the issue of listening in learning. It recognizes that it plays a very important role as a primary factor in understanding.

Within the research, it is understood that their objective is to design a proposal where its importance is based on the treatment or the appropriate relevance in the classroom, to the development of this skill, since it is implicit in the other processes such as reading, writing and

inclusive in the narrative, also showing that few strategies favor listening as a primary factor in the teaching-learning and development of the faculties and human relationships of the individual. In this way, it reflects the useful and analogical, to understand how a methodology within a classroom can generate an evolutionary process in the sense of listening and communication incidentally, therefore emphasize this work and analyse it in such a way that it should be noted that this strategy is based on playful exercises that the teacher can adapt according to their interests or themes simply, using the resources available in the classroom and with the creativity that from their interests or those of the same students may emerge. The results that are intended to be achieved with the proposal are focused on improving understanding in students, strengthening teaching-learning environments, and improving interpersonal relationships through successful communication.

Now, on the other hand, it is not only necessary to keep as a reference the methodologies that have been used playfully in the different investigations. It is also worth maintaining the importance of books and those that have provided the fundamental foundations of the subject, it is not possible to speak of methodology when effective and active listening has not yet been understood what generates and what really influences the state of the art. This is how in this case to refer to the book by authors Myhill, Jones, and Hopper, R. (2005). *Speak, listen, learn: Speak effectively in the primary classroom*. Since in his book he emphasizes that the ability of listening has a direct relationship with the other skills since it presents a correlation with speech when the student wants to learn a word; with the ability of Reading, it is related to the fact that the student reads aloud, or that it reads mentally. One might think that when mental reading is not listening to anything through the ear, but a process of generating knowledge is being done directly where the student comes to understand what her mind is reading, and with the ability of writing is related to, a student

with effective listening can take note of what he is listening as a tool to understand the information he receives through listening, or he can also generate knowledge and translate it through a text.

Also, clarifying that effective listening is the ability to receive information that is coming through the sense of hearing, and to understand and understand what the other person is saying or expressing not only with their words but also with their expressions or even with their body language. Effective listening is important for the knowledge creation process since the student is processing the information he receives from the teacher in a better way.

Along the same lines, and after having reviewed it in detail, the author Battell, (2006). In his book *Effective listening*, he indicates how it is evidenced, effective listening is an important variable that encompasses the way you listen. It is important to highlight that listening is related to other skills and that it is also important to understand the barriers that arise from ineffective listening to eliminate them and develop effective listening that improves the knowledge generation process. It is also good to eliminate the bad habit of "knowing how to listen" and develop good listening.

According to Worthington & Fitch-hauser, (2015), "For a student to have a greater reception in an alternative language to the native one, it depends largely on effective listening" (p. 19). This was mentioned in the book *Listening Processes, Functions and Competence*, where the authors state that listening can be the key to the development and improvement of language and learning skills.

The resolution of the main purpose of the investigation, allows the understanding and the construction of knowledge, using effective listening appropriately. It will be a formula that undoubtedly gives positive results in the pedagogical context and student learning, it is also a determining factor in the process of building knowledge, making listening to a central element

where students can extract knowledge, vocabulary, and context. And it is that, when talking about the construction of knowledge, those factors that form important skills must be identified, so that the receiver has a greater opportunity and contribution to said activity.

Jim Dugger's book, which is titled *The Key to Effective Listening and Communication*, maintains the perspectives outlined above, but not only that. Since it has a valuable and very own content, which generates a knowledge construction base, which agrees with the prospects in the research to be developed. He divides in his book three variables to take into account when developing investigations of this nature. The first variable deals with listening styles. For this variable, three indicators are defined, which are: reflective listening, analytical listening, conceptual listening. The second variable consists of effective listening, which has three components: attentive listening, receptive listening, and active listening. Finally, a third variable corresponds to the knowledge construction process, divided by three indicators: the didactic sequence, the task, and the action-oriented approach.

In general, all these variables and, in the same way, the indicators, lead to a valid questioning. Because, in the first instance, before knowing each one in detail, it is necessary to understand why it is so important to listen. Given that, listening is as or more important than talking. Given that according to Dugger, (2017), "communication fails if someone does not listen. Despite its importance, little attention is paid to learning to listen effectively (p. 10).

In short, these complementary books in an important way the investigations carried out of this kind, since in one way or another it gives initiation to the theoretical foundations that are used, for when entering the classroom or space of knowledge, where you want to create methodologies that impact students to strengthen listening, which is roughly stigmatized and they do not visualize the importance it has at the time of knowledge construction.

From the above, it evidences that references that not only have construction to the research topic, but they also bring with them an integral development, highlighting the importance of listening styles, through active and reflective listening, explaining that they use the same principle, but for different purposes. The active listening, the listener responds to the original speaker in the listener's understanding, Instead, in reflective listening, the listener is there to respond to the speaker. Likewise, analytical listening and conceptual listening will be compared, in this way the greatest impact generated at the time of the construction of knowledge through pedagogical action will be determined. Therefore, the student has a role in which he acts autonomously, working for the continuous improvement of listening, also in conjunction with the person who transmits the teaching and is in charge of pedagogy.

Variables (conceptual, instrumental, and operational definition)

3.5.1. Variable #1 concentration

3.5.1.1. Conceptual definition

Effective listening requires making a physical and mental effort to pay attention, self-control your own emotions, and focus on the message of the interlocutor. With this exercise, it intends to develop these aspects: concentration, attention, and self-control. Therefore concentration, as mentioned by Torralba (2009), "is a key tool for listening, it is defined as the ability of the receiver to listen and pay attention to what the other person wants to say" (p. 56).

3.5.1.2. Instrumental definition

Concentration is a variable key for the receiver to be able to perform effective listening. This variable is subject to several factors such as motivation, interest,

disposition, and attitude of the student towards the activities or strategies that are implemented to improve their effective listening. This variable must be considered since not all students have the same level of concentration and this means that some students have concentration in the development of research due to different external factors.

3.5.2. Variable #2 True data

3.5.2.1. Conceptual definition

For Pérez Allende, (2015), “Research data are those materials generated or collected during an investigation. They can be facts, observations or experiences on which the argument, theory or evidence is based” (p. 2). The data collected in the investigation is the necessary material to be able to identify and analyse the information collected.

3.5.2.2. Instrumental definition

Although it is a difficult variable to control, it is good to take into account its existence. Since, if the examinations are carried out conscientiously and without any type of fraud or copying, the results of these will be much more accurate, regardless of the amount to be carried out, since these data are the necessary material to identify the process and the results obtained.

3.5.1. Variable #3 Age

3.5.3.1. Conceptual definition

Age and growth stage is an important variable since some students may be going through a pre-adolescent stage. This influences since according to Gavin, “Adolescents communicate basically as if they were adults, with a degree of maturity that increases throughout their years of schooling. Adolescents may be able to process text and abstract meanings, relate word meaning to context, understand punctuation marks, and form

complex syntactic structures. However, communicating is much more than using and understanding words; it also includes what adolescents think about themselves, their classmates and authority figures” (2019).

3.5.3.2. Instrumental definition

It is difficult to identify the stage of personal development and their responses to the activities that each student presents. This is why this variable should be considered, since analysis and recognition of the students may help the implementation of listening strategies because knowing their age and knowing that they are students in the pre-adolescent stage you can choose a strategy according to which students feel most comfortable.

3.6 Population and Sampling

According to Carrillo, the population is defined as the “Set of individuals, objects, elements or phenomena in which a certain characteristic susceptible to study can be present”. Certain characteristic susceptible of being studied”. And this author also establishes that sample is “Any subset of the universe. From the statistical point of view, they can be probabilistic or non-probabilistic” (2015). According with this, in the development of this investigation, the implementation of listening strategies through the use ludic activities are the important elements in order to have an effective listening in the eighth-grade students at the Environmental Technical School Isaias Retana Arias (C.T.P.AIRA). To obtain the information required the used of three instruments are going to help to the evaluation of this project; these instruments are diagnostic test, Pre- test and Post-test.

This population is located one kilometre north of the crossroads in Pedregoso, Perez Zeledon. This institution passes from academic to technical modality with environmental

orientation. This opens the possibility for their students to graduate with an intermediate technical degree in one of the fields offered. This institution (C.T.P. AIRA) has a student population seven hundred students approximately. They represent the 100 percent of the population.

This public institution's students are from the middle class. They live in and around the urban and mostly from the rural region of Pedregoso, which includes towns located beyond the rural parts of the district. Most of the parents of the students of this institution are engaged in agriculture or farm trades because it is a rural area. There are ten English teachers currently in the population of this institution, which represents the entire population of English teachers. The total of students for the eighth grade in this institution is 161 between men and women. The sample established for this project was from section 8- 2, this section is divided into two groups A and B each group is composed of twelve students, 7 girls and 5 boys for group A and 6 boys and 6 girls in group B, this division is because the situation of COVID 19 that is having Costa Rica. The teaching listening strategies as well as the activities during the observations and from the instruments used will be analyzed to determine their effectiveness to improve students' performance in the English classrooms.

3.7 Instruments (brief description of instruments to be used: surveys, observations)

To understand the role of information gathering instruments in this investigation. The objective is to provide the reader with a clear idea about these data collection instruments and the role they play in an investigation or this case an alternative methodological proposal. Therefore, this part consists of mentioning why the instruments are important, why they are used in the research, what their objective is since it is pertinent that the reader has clarity on the subject and knows in detail the instruments that are going to be used in this educational

innovation. Likewise, having the clear context of the instruments, emphasis is placed on the diagnostic test, pre-test, and post-test, which are the ones selected for the investigation.

Now, the instruments for data collection are an important section in the research process since, through the instruments, it can be achieved from the formulation of the methodological proposal, the choice of the collection technique, collection of the information, data processing, among others. Each of the different types of instruments will be more suitable than another, depending on the characteristics of the investigation, its objectives, and its possibilities. As mentioned by Martínez (2014),

Sometimes it will be necessary or advisable to use various types of instruments, for example, the combination of diagnostic tests, pre and post-tests, observation and, if necessary, the questionnaire. For this reason, the researcher must know the characteristics of the different instruments (p. 244).

This argues the need to understand that the researcher must conceive the needs of the educational innovation proposal because by having it clear, he must be able to design the collection instrument, which efficiently adjusts to that proposal and thus adequately achieve the information sought. According to Baena Paz, (2017), she defines that,

The instruments are the supports that you have so that the techniques fulfill their purpose. Putting an interesting analogy, referring to the fact that in the case of a hunter, the instruments to achieve the purpose would be weapons, including a first aid kit or provisions. That would help to achieve the purpose that would be his prey (p. 83).

The foregoing shows that the application of the instruments will always be linked to a specific purpose, as evidenced in the survival reference. Returning to the methodological part, the instruments will be the bridge that allows finding valuable information, which will be a response to situations, doubts, or implementations that will be made in the investigation. On

the other hand, less explicitly, it is relevant to emphasize that these instruments also play an important role in the reliability and validity of an investigation, according to Jose Yuni and Claudio Urbano (2006), they indicate that,

Reliability and validity are essential qualities that all data collection tests or instruments must-have. If the instrument meets these requirements, there is some guarantee of the results obtained in the study, therefore, its conclusions can be credible (p. 133).

This defines that reliability is directly related to the instrument to be used, thus leaving it to be the instrument's ability to provide data or measurements that correspond to the reality that is intended to be known, this speaking from an academic, pedagogical, and scientific point of view. Already understanding, the meaning of the instruments and the role that it fulfils for an investigation, as mentioned by Bernal (2010),

It must be understood why the proper application of the instruments is so relevant.

This must be done in an ideal way and must be carried out with great methodological rigor since the results of the study will be formed from the information obtained from its application, conclusions will be drawn and recommendations will be formulated to take into account, depending on the objectives. raised at the beginning of the respective investigation (p. 251).

Adding that the importance of the design and validation of the information collection instruments respond not only to the objectives of a study, but also to test a specific hypothesis. On the other hand, the purpose of these instruments. The aforementioned is generalized in that these instruments have the purpose of quantifying or qualifying the information corresponding to each variable in the research process, in this case of an educational innovation, presented in

a proposal for educational innovation.

An important aspect when designing an information collection instrument is that it must correspond to a certain degree of reliability and validity, as mentioned above. Since, as Martínez and Galán (2014) mentioned,

In this way, its ability to be used in research belonging to the pedagogy area is guaranteed and thus provide the reliability that is manifested when an instrument is capable of yielding coherent and meaningful results within the framework of research objectives. In the same way, validity expresses when the instrument has the capacity to measure the variables that the research aims to address (p. 213).

In this sense, measurement provides a quantitative sense to the information collected. Allowing that the variables can be measured through the measurement instruments regardless of whether there are hypotheses or not. By having more clearly the concept of instruments, their function, and why they are important, it is also worth pointing out how to apply the instruments and the considerations to consider. According to what was explained by Hernández-Sampieri, R., & Mendoza, (2018), they indicate that

It is necessary to know what is going to be asked and thus determine the problem posed, from the variables present. It must be determined which are the most suitable instruments to find the answers of the investigation, to know that, or those instruments, how it is applied, how it is elaborated, the number of items, etc. the selection of the technique, its design, its application and the collection of information, to finally process it (p. 217).

This explains in a general way that data collection tools are important since they can guarantee the methodological proposal, integrity of the investigation, reduction of probability

of errors, decision-making, time, and cost savings, among others. Having the objective behind data collection is to capture quality evidence that allows the analysis to lead to the formulation of convincing and credible answers to the questions that have been posted. Another aspect to consider is the factors that affect the reliability and validity of the instruments. According to Bernal (2010),

“The main effects are due to improvisation, the use of instruments developed abroad that have not been validated in the respective context, the resulting instrument inappropriate for the people to whom it is applied, the conditions in which the information collection instrument, the instructions are not adequate or deficient, the researcher who applies the instrument (s) does not generate empathy or know the control or experimental group” (p. 249)

Knowing the importance of these instruments for an investigation, the factors that affect these instruments, the importance they have in a methodological proposal of any kind, among others. Specifically, and for this educational innovation, instruments such as diagnostic tests, pre-tests, and post-tests will be used. As mentioned by Gil Pascual (2016),

“These have the purpose of comparing groups and/or measuring the change resulting from the experimental treatments. A pre-and post-test design is an experiment in which measurements are taken in individuals before and after they are involved in some treatment” (p. 324).

It is also called the pre-test-post-test methodology, it was established in the academic and professional field to produce systematic and measurable changes in the forms of intervention. Hence, it refers to the occasions of observation or evaluation and the moments of intervention or application of variables.

3.7.1. Diagnostic test

The instrument that is applied in the first instance is the diagnosis, this has as its purpose, in a project, to identify the problem and characterize it, to identify the solution that has the greatest impact. The diagnosis requires the application of several methodologies (for the identification of actors, identification of the problem and its solutions, analysis of alternatives, among others) until the selection of the most appropriate alternative, it is essential to provide the process of characterization of the problem through technical tools (problems and solutions, stakeholder matrix, identification of the area of intervention) that ensure the correct and efficient treatment of information as well as incorporating analysis criteria that increase the level of objectivity.

Within research, the diagnosis is usually classified into different types, an example of these is institutional, pedagogical, curricular, competencies, organizational, administrative, environmental. As stated by Hernández-Sampieri, R., & Mendoza, (2018),

This depends on the purpose to be achieved and the area to which the localized problem belongs. In this case, the diagnosis of interest is focused on the educational environment, which aims to analyze and understand the need, to understand what you want to achieve and what you seek to solve (p. 144).

Diagnosis is an instrument used in the first phase, as a basic technique. That allows to collect prior information and thus generates an indication of the state of the control group that will be used through the implementation of educational innovation. This instrument is associated with both quantitative and qualitative research design approaches. This is applied within the classroom where it is estimated to implement the alternative methodological proposal and in general terms, it is done to demonstrate the viability of the educational innovation that is being carried out.

3.7.2. Pre-test

As stated by Hernández-Sampieri, R., and Mendoza, (2018),

"These instruments, prior to understanding their application, the context must be understood, since in the first place the research design must be understood, since this is the plan or strategy conceived to obtain the information that is desired" (p.136).

Based on the above, it is indicated that the alternative methodological proposal maintains an experimental sequence, thus producing the pre-test, post-test, and control group to be handled. Now from the methodological point of view, this design incorporates the administration of pre-tests to the groups that make up the experiment. Participants are randomly assigned to groups and then the pre-test is applied simultaneously; one group receives the experimental treatment, and another does not (it is the control group); finally, a post-test is administered, also simultaneously. The addition of the previous test, Hernández-Sampieri, R., & Mendoza, (2018), offers two advantages:

First, their scores serve for control purposes in the experiment, since when the groups are compared between the pre-tests, it is evaluated how adequate the random assignment was, which is convenient with small groups. In large groups, the randomization technique works, but when we have groups of 15 people it does not hurt to evaluate how well the randomization worked. The second advantage is that it is possible to analyze the score-gain of each group, the difference between the pre-test and post-test scores) (p. 146).

The design eliminates the impact of all sources of internal invalidation for the same reasons that were argued in the previous design (post-test only design and control group). And the administration of tests is controlled since if the pre-test affects the post-test scores, it will do so in a similar way in both groups. What influences one group should affect the other in the

same way, to maintain the equivalence between the two. In some cases, in order not to repeat the same test, two equivalent versions are developed (which produce the same results). The story is controlled by seeing that no event affected only one group.

3.7.3. Post-test

This design supports its operation since there is an initial reference point to see what level the group had in the dependent variable (s) before the stimulus. That is, there is a group follow-up. However, the design is not convenient as mentioned by Hernández-Sampieri, R., & Mendoza, (2018),

For purposes of establishing causality: there is no manipulation or comparison group, and various sources of internal invalidation are possible. On the other hand, there is a risk of choosing an atypical group or that at the time of the experiment is not in its normal state (p. 150).

The above is the structure of this type of instrument and how is its operation and application, from the methodological point of view, but in more accessible words for the reader, it is understood that the previous instruments are valuable resources for the researcher, to approach phenomena and extract information from them.

Within each instrument, such as the pre-test and the post-test, two different aspects can be distinguished: a form and content. The form of the instrument refers to the type of approach that establish with the empirical, to the techniques that use for this task. Regarding the content, it is expressed in the specification of the specific data that need to obtain; it is carried out, therefore, in a series of items that are nothing other than indicators in the form of the methods. Thus, it is established that this type of instrument in the educational innovation proposal plays two main roles. The pre-test is basically a curricular foundation, to show the

researcher the level at which the student is, before applying the innovation. On the other hand, the post-test could be mentioned that it is the same, but with the difference that the innovation is already applied, there the role is to examine if the purpose is different and what has been achieved with the innovation, identifying if the goal was met. the objective of the methodological implementation.

CHAPTER IV

RESULTS ANALYSIS

4.1 Results Analysis

According to the research, which has as important axes the implementation of listening strategies through playful activities, in the same way improving effective listening in the process of building knowledge by delimiting the population where the research is analyzed. As these are the axes of the research, it is evidenced through the literature the different investigations that have carried out a report and that have been directed with points of view that contributed to this area of knowledge. In this way, these authors agree that before implementing any listening strategy it is more relevant to learn to listen. This is how Rodríguez puts it, and Reverté in the book published by the Harvard business review press which indicates that learning to listen is equivalent to learning to speak, which classifies it into 4 levels of speaking lightly, speaking without stopping (monologue), talking about someone or talking to someone mentioning that they are equivalent to the four levels of listening and there is a correlation between each of them (2020, p. 56), the levels of listening are similar to each of the levels of speaking and have a directly proportional relationship, for example speaking lightly is what is called absent listening, it is the type of listening that does when someone is busy with something else, the author determining that there is no doubt that listening without being present is a way insulting listening. The second level corresponds to reactive listening. It occurs when the person becomes defensive, taking everything that is said as an offense or as if it were something personal. Listening in this way is uncomfortable for any conversation. The other is receptive listening, which is equivalent to the natural exercise of speaking with someone where attention is being paid, this is called a form of attention or responsible listening.

This is also indicated by Dr. Alexis Codina Jiménez, director of the Center for the Study of Management Techniques (CETED) in the academic journal of the aforementioned

study center, The ability to "know how to listen" is more difficult to find and develop than that of Being a "good communicator", therefore, is the beginning of everything, you cannot implement methods or strategies for effective listening if we do not know how to listen. If you are a good communicator, but you cannot listen, you run the risk of communicating eloquently things that do not interest people (2004, p. 1). Among the skills that characterize managers, professionals, and successful students is knowing how to listen; its absence is one of the factors that generate conflicts. Among the main topics that specialists in this subject study and that are discussed in this article are: the benefits of knowing how to listen, non-productive behaviors when we listen, that prevent us from listening properly, places from which we listen, the objectives of communication, and how to treat them as well as proposals for behaviors and practices to develop this skill, so important for interpersonal relationships.

In the same direction, the University of Pedagogical Sciences of Cuba emphasizes that the basis of everything to efficiently execute a learning process through techniques or strategies is learning to listen. In the electronic journal used by the said institution, they raise the difficulty and problem that can arise not only in the classroom but in any scenario of life due to not learning to listen and also indicates the axes that must be taken into account to carry out the study listening exercise effectively and appropriately. the most impaired communication skills: listening. Listening, speaking, reading, and writing are basic communication skills to possess communicative competence, however - from this perspective "listening" is connoted as a determining skill for the achievement of efficient interactive contextual communication (2010, p. 2). It also maintains a solid and logical argument indicating that you learn to listen when you know what it is to listen. Luis Cerrón states that listening is a very important communication skill if one takes into account that many of the most significant aspects of life are influenced by the ability to listen. Effective listening is one

in which it manifests a correct combination between hearing what another person is going to say and getting involved in the exchange of the message. He states that there is a basic ability to make communication work, he also establishes that listening asserts that she can largely determine happiness and effectiveness and vice versa would be added. A good listener shows interest and desire to hear what another person is going to say, concentrates, and responds appropriately. Likewise, it is understood that everything carries a process of knowledge which is in the order that to implement listening methods and strategies you have to learn to listen, and to learn to listen you have to know what it is to listen and to know what it is to listen you must differentiate between what is listening and what is hearing (2010, p. 12).

González (2010) states that,

If the definitions given by the Royal Academy of the Language are analyzed, hearing is perceiving sounds, generally without interest, without paying attention; While for them listening is paying attention to what another says and they relate it to the psycho-physiological aspects that offer the human being the ability to hear, which implies from the physiological point of view the stimulation of the organs of hearing and from the psychological point of view it derives from the conscious act of listening to a sound. For Angel Marcuello García, hearing is simply perceiving sound vibrations, and listening is understanding, understanding, or making sense of what is heard. From this point of view, he agrees with him when he expresses that active listening refers to the ability to listen not only to what the person is expressing directly but also to their feelings, ideas or thoughts that underlie what they are saying (p. 12).

Another author who supports in his book the importance of learning to listen and in this emphasis the academic field is raised by Magdalena Elizondo Torres in her book *Assertiveness and active listening in the academic field*, in which the concept of listening is

applied in the educational context. This concept has many meanings, but it is closely linked to the ability to express opinions and perceptions, that is, the ability to communicate and listen to the environment. The impact of communication and listening modes on learning is emphasized. Likewise, an interpersonal conflict, whether called academic, work, or professional, usually has its origin in a communication problem and listens, which greatly reduces the possibility of a conflict.

Likewise, within all these investigations and books mentioned above, there is something that agrees and that is that it is not only important to learn to listen but also the importance of listening in any method of building knowledge. According to Alexis Codina Giménez, director of CETED, he states that for a long time the activity of listening has been studied as part of the interpersonal communication process, which goes through three moments: transmission, reception or listening, and feedback. In research carried out on skills along with being a good communicator, knowing how to listen also appears. We spend more time listening than talking. According to research, of the total time we dedicate to communication, 22% is spent on reading and writing, 23% on speaking, and 55% on listening. This does not mean that we are more willing to listen than to speak, but rather that we are more exposed to receiving information than to transmitting it (2004, p. 3).

What has been evidenced with this research is the whole that revolves around the importance of listening, because all the authors agree with the importance of this as an initial axis before implementing an effective listening strategy to build knowledge, but They also find more and more factors that have a directly proportional relationship with the main axis, this is the case of the book "learning to listen" written by Rodrigo Ortiz Crespo (2008), which establishes that knowing how to listen is the key ingredient of effective communication. Listening suggests that the level of understanding and knowledge will increase, increasing

efficiency in the student and work environment since it demonstrates their academic level and productivity according to each case. On the other hand, learning to listen brings positive factors apart from those mentioned as reducing wasted time, strengthening personal relationships, reducing conflicts in any area, and developing leadership skills (p. 6)

On the other hand, in the book *Learning to Listen*, they continue to validate why it is important to listen, giving it a little variation in some details such as what they indicate that to achieve effective listening it is important to maintain active listening since when there is no active listening, as has been mentioned in previous authors, it is said that without active listening, there is bad communication and when there is bad communication opportunities are lost and problems are created or perpetuated. Active listening encourages the person to open, reduces the possibility of misunderstandings, helps resolve problems and conflicts, and builds trust. Research has shown that most people spend up to 90% of their time engaged in some form of communication, be it reading, writing, speaking, or most notably listening. However, more than half of our communication time is dedicated to listening or what happens to listen stated by Sisto 2021, (p. 73).

This book also looks at studies that reveal that we only hear between 25% and 50% of what we are told correctly. This continues to support the idea of how relevant listening is and that the author says that in a way, the importance of listening only needs explanation. No one can live in this modern world and not understand the need to communicate with other people. It is not the importance of listening that needs to be stressed. It is the misconception that listening is easy and happens by default. All human relationships, from the most personal, that we maintain with our partner and children, through those we have as friends and our most extensive family, to those that occur in our work lives, and those that we experience with simple acquaintances, all these relationships are based on our ability to communicate

effectively. No more an example is the failure of any personal relationship since a fundamental reason for that failure is because the other party did not listen. When a person seems to be listening but does not understand what is being said and where the other person is coming from, it is because listening has not occurred, not active listening that matters.

In the book, *Active Listening: Learning to Listen and Respond with Effectiveness and Empathy*. It indicates the importance of learning to listen but from the axis of active listening, it is the process of understanding the experience of the other person at a specific moment and the ability to communicate that understanding. According to the author, the methodology of active listening generates progress in adopting a position centered on the person, at the specific moment. Another factor that helps to learn to listen is developing an adequate response capacity that guarantees excellence and quality in communication. On the other hand, it facilitates a process of opening, decision-making, change. The author indicates that learning to listen is so relevant that by not applying adequate active listening, communication can be informative and paternalistic, which we will see in the first part when we reflect on the current way of communicating. Listening without being active does not affect communication, in this way the person does not advance and will be left with the same deficit of not listening and thus of not being able to transmit (Ariste, 2021, p. 11).

For the author, active listening is the way and the means for any implementation that is going to be done in a learning environment, he concludes that active listening leads the person to think and consider what they would need to do to integrate a situation. It leads the person to approaches and actions. If we listen to what we hear and what we say or would like to say. He argues that if we observe what is heard and what is said and in the same way if we read what is heard and observed, it is the door for a new space to open. Listen properly not only ears but also eyes, mind, presence, and knowledge. In the same way, he clarifies that

listening is usually focused on listening to the other person. However, we also propose it as actively listening. Since they have not taught us to listen or to respond. In this way, a very effective tool should be used to connect with our experiences, thoughts, and adequate reflections and thus it would be possible to identify, understand, think, process, assume, accept and decide (Ariste, 2021, p. 25).

Taking into account the compilation of all the authors that in their different publications it is concluded that it is not possible to build knowledge of something that is not known to be done, in this case, it is not possible to talk about an effective listening strategy in the classroom of class, without first learning to listen, as indicated by the variety of authors that were selected for this research. This agrees that learning to listen not only lands ideas and generates a greater communication ability, but on the other hand refers to what is stipulated by Robertson that has an argument that contains everything said above and that is that we are all experts or connoisseurs in some area where others may not be as knowledgeable. Those who know how to listen carefully discover and benefit not only from the style of others but also from the content of their messages. According to research with students of medium or high intellectual level, the relationship between their ability to listen and their grades appears to be closer than that between their IQ and their grades, that is, students with higher IQs obtain worse results than others with a lower coefficient, but who know how to listen. What happens in the academic community is repeated in the world. Individuals who have reached the highest level in their profession are typically the best listeners, according to Goleman's research on IQ and Emotional Intelligence. The main reason that seems to explain this is that people who know how to listen to a wider range of interests than those who do not have this ability, which allows them, among other things, to better understand others and, with this, to be able to exercise a greater influence on others (Codina, 2004, p. 5).

Now, after considering what the authors said about the importance of learning to listen and were the most effective methods or ways to be able to listen effectively and actively, now the similar points of view and the relationships raised by different authors, on the methods and strategies used in the educational field to generate effective listening in the academic community.

This describes in detail what was raised in the research "Playful ways to strengthen listening skills in second grade" This research was developed in Colombia; it addresses the issue of listening in learning. He agrees that listening plays a very important role as a primary factor in understanding. Within the research, it is understood that its objective is to design a proposal where its importance is based on the appropriate treatment or relevance in the classroom, for the development of this skill, since it is implicit in the other processes such as reading, writing and inclusive in the narrative, also showing that few strategies favor listening as a primary factor in the teaching-learning and development of the individual's faculties and human relationships.

The research details that the importance of working in playful methods focused on effective listening is the channel to avoid particular problems in students, which in this case the defined population was that of the second grade of the Augustinian College where it is found that there are difficulties that generally Tense environments, lack of dialogue, impulsive reactions, difficulties in following instructions and a little assertive communication that leads to delayed execution of planning, demotivation and inclusive low performance in some subjects. To find a solution to these difficulties, teachers propose to implement playful pedagogical activities in the methodology that can somehow improve the classroom environment, providing elements that awaken motivation and awareness to stop the act of listening, taking into account that play plays a very important role in the interests of the

student, favoring motivation, participation, and enjoyment of learning.

This proposal starts from a design where observation plays an important role since it serves to recognize and describe the qualities of the environment that the teacher fosters in their daily work and apply strategies so that the ability to listen is effective, strengthening the interpersonal relationships, improving understanding, and awakening greater motivation that will be reflected in better performance. (Casas and Farías, 2017)

These strategies are based on playful exercises that the teacher can adapt according to their interests or themes only, using the resources available in the classroom and with the creativity that may arise from their interests or the students themselves. The results that are intended to be achieved with the proposal are focused on improving understanding in students, strengthening teaching-learning environments, and improving interpersonal relationships through successful communication.

Along the same path, the research entitled "Active listening as a strategy to strengthen assertive communication among sixth-grade students of the Lions Club of Cúcuta school" is proposed, although in the first instance, according to the title, it could be indicated that its variable makes it. On the other hand, it is no longer possible to draw that conclusion since what was said by the authors used previously, agreed that if you do not know how to listen, therefore you do not know how to communicate and to learn either of the two bases that are directly proportional are used (Cárdenas, 2019).

For this reason, this research has different similarities with the previous one, and that arises from the need to strengthen assertive communication among sixth-grade students of the Club de Leones school in the city of Cúcuta. Inadequate use of communication is evidenced due to the barriers to seeing listening, which according to Ortiz, are lack of attention, not knowing how to listen, thinking faster than speaking, minimal effort, stress, fatigue and

Fatigue, information saturation, selective listening, prejudices, preconceived notions and assumptions, emotions, and feelings, worries, self-centeredness, volatile memory, reactive emotionality, and physical barriers. Therefore, the research evidenced the need to understand how active listening contributed to the strengthening of assertive communication among the sixth-grade students at the aforementioned school. Where they highlight active listening as a strategy for strengthening assertive communication in students. What was done in the research was to use a playful strategy to measure the listening skills of the students. Then workshops based on active listening are designed and applied to strengthen assertive communication and finally the contribution of active listening in strengthening assertive communication is valued. It also has great similarity with the other authors since the research finds factors that imply not knowing how to listen and therefore not having good effective communication, factors such as indifference, forgetfulness, and neglect of active listening in education, has generated low performance academic, conflicts, misunderstandings, distortion of the message and communication barriers, which negatively control the communication process. The need arises to educate and develop listening skills to strengthen assertive communication, through different pedagogical strategies applied in this research.

Likewise, it is indicated in the research by the indifference and carelessness of listening in the classroom, in this, it is proposed as a beginning that the human being in their different contexts, has always been in a constant search for new ways of learning that they develop. their intellectual capacity and therefore improve or raise awareness of the actions they may be executing. From a pedagogical perspective, it is based on the idea that within the classroom the necessary communication skills must be developed so that the subject can function efficiently in any field. Thus, it reaches the same current as of the other authors, since

after raising the difficulty, it indicates and taking into account that listening is a fundamental communicative ability in the human being for the teaching-learning process, which has not been worked intentionally like the other skills, the development of the work, focuses on fundamentally the importance of the improvement of listening within the educational field, carrying out a first analysis of the school reality, to confirm that this skill continues to be an unintentional competence. Thus, with the support of different documents, listening is shown as a factor that should be seen with the same degree of importance as orality, reading, and writing, considering that from the development of communication skills it is proposed that who knows how to listen acquires tools that facilitate learning (Real, et. al, 2009).

From this approach, contributions from different authors have been selected that help to show that listening is not an innate element in the human being, but that it needs to be stimulated and taught from the first school years to enrich the individual and social development of the student. This research described according to the reading carried out shows an organization divided by a notional component that supports and conceptually validates the exercise carried out. After the results of this were compiled by searching and systematizing information. A component of the analysis of the school reality in various institutions to verify the existing situation. Thus, they propose a didactic strategy that raises some methodological activities to orient a possible help with the solution of the problem raised.

Under the same line of research, the research “Methodological proposal for the reinforcement of listening, based on the implementation of traditional playful games” is added (Araque and Quintero, 2018). According to this research work that indicates that listening is an important factor in the learning process of school-age children, however, it is a skill that has been neglected by society, remaining at a low level of importance. In the development of the

classes. It was possible to show this deficit that students go through in terms of this social capacity. This problem is the basis for which the work team has created a proposal of a methodological nature, this proposal aims to improve the listening capacity of students in grade 403 of the morning session of the school based on the participation of the students. indifferent traditional games. To create the environment, develop and improve listening skills.

The strengthening of listening, identified as a basic element of communication and social relationships, will allow students to improve the way of interacting with their classmates and with all the people who are part of the school environment, becoming an example of communication and socialization in the institution. To allow the development of this proposal, it must be clear that listening is the ability to understand and cognitively process what is captured through hearing; Listening implies understanding what is said verbally and non-verbally, this means that listening is: listening, observing, and interpreting the other to understand what they want to express. "Let's not forget that we listen not only with our ears but also with our eyes, with our mind, with our heart, and with our imagination".

Another research that leaves important contributions that do not leave aside the similarities with the other authors is the strengthening of listening skills in the area of English, through extra-class work in a public school in Bogotá”(Alemán and Guacaneme, 2011). This project is applied to the 502nd-grade students of the Antonio José de Sucre District Educational Institution due to the problem of confusion that the students presented from the beginning with the listening activities that were carried out in the class. This problem was worked on based on the type of IAP research (research - participatory action) and after carrying out the intervention, triangulating, analyzing, reflecting, and interpreting the information collected, it was noted that good results were obtained after the application of extra-class tasks, which conclude the success of his proposal in the reinforcement of the

listening ability of the students explained in the following points: First, the extra-class work allowed to reinforce the listening ability in front of the process that the students had been carrying out in the classroom, consolidating the subskills worked on in each activity, appropriating the oral comprehension strategies and the sequence set out in the support material designed by the research group. Second, the students also began to form the habit of working on their listening skills without the help of the teacher, discipline was generated in them when applying for extra-class work. Third, students advance to a greater degree in the micro-skills of perceptual listening, which involves listening to prominent words, discriminating similar words, analyzing pronunciation relationships, phoneme discrimination, selective listening, and word recognition, in contrast.

Fourth, although the students showed enthusiasm during the intervention, in the post-listening phase this feeling increased, because it was the moment to summarize, review, produce and demonstrate the understanding of what was heard. Fifth, students have more facility and more development in the micro-skills that comprise the bottom-up process, which is: phoneme discrimination, selective listening, word recognition, listening to the order of words, systems, in turn, present more problems in the macro-skills that constitute the top-down process, among which are, deduction of inferences about the communicative situation, identification of the main topic and identification of the main idea, but in the latter, they present a greater advance degree of ability to discriminate between emotional reactions.

What we observe in this compilation of authors who have exposed, and established research is evidenced as highlighting the role that listening plays and the different methods used so that listening is effectively done in the best way. Thus, in the previous research, we find an author who maintains the same line indicates in his results that the ability to listen to the subject could be improved through extra classwork, which continues to show an important

pattern and is that the differential factor of the different authors are the ways they use to improve listening and thus improve different situations that arise within the academic environment.

The authors Deisy Rebeca Julón Osorio, Gladys Esperanza León Pajarito, Daisy Vásquez Pinedo from the National University of Education Enrique Guzmán y Valle de Lima-Peru, investigated that the studies showed important results about how they used recreational activities to improve active listening. The research called "Application of an intervention project with playful - effective activities for the improvement of active listening in first-grade high school students of the Divino Maestro Private Educational Institution, pro - Los Olivos" (Julón, León and Vásquez, 2014). Mainly the authors recognize as a problem that the students "hear the class, but do not listen to it" therefore when they are asked different questions, they are not able to interpret them and even manage to answer them, to find a solution to this is posed as the main objective "To demonstrate the consequences of the application of the program in playful-affective activities in the improvement of active listening in the selected population". Once the application of the program has been carried out, the following conclusions are raised: o Active listening has a close relationship with the academic performance of students; Well, when listening to a class, usually they hear a class, but generally they do not listen to it, such is the case that they are not able to respond with clarity and coherence about the information received.

Therefore, the application of an Intervention Program with Playful - Affective Activities to improve active listening is necessary for schools to strengthen it. o Active listening must be approached, studied, and focused on the creation of strategies that lead the student to strengthen it, considering that it is a skill that must be learned from childhood and teachers have the responsibility of looking for proposals that train the student to develop those

communication skills, to facilitate understanding. o It is important to satisfy a lack, a problem, or lack of functionality to obtain better results in a certain activity or the results obtained and the analysis of them allow us to observe that the students lack to strengthen this ability of active listening and could be corroborated in the development of the workshop held since March and June, in which the results were compared. Active teacher listening means paying attention to the students, that is, hearing what another person is saying and knowing if what is being heard has something to work on in the background.

For there to be an efficient active listening level, the teacher must properly know the level of knowledge of their students to properly dose the message to be transmitted but also remember that it is appropriate to enrich their verbal repertoire through the efficient use of the dictionary, so that use newly learned words wisely. In the same way, it must be remembered that the teacher is the example to follow, so they have to strive to provide a good model so that students learn to listen actively.

Finally, the author Rosaura Brenes Solano in an investigation that she carried out to opt for the degree of Doctor of Education supports the project entitled "Development of oral expression and listening comprehension as part of communicative competencies and from the communicative approach, in diversified education students from Cartago public schools in 2009" representing the State Distance University of Costa Rica (Brenes, 2011). This quantitative study was raised from the need found based on how the teacher develops, oral expression and listening comprehension, as part of the communication skills in public schools. Based on this need, the author proposes how to analyze how the Spanish or English teacher develops oral expression and listening comprehension in the classroom, as part of the communicative skills in the specific population. It is observed what the research wants to find and give relevance to determine the evaluation techniques and strategies used by the teacher in

the development of listening comprehension and oral expression of the students of diversified education, in the light of the Communicative approach, It is concluded for each of the indicators the following about the Observation Technique is also not developed in the classrooms and even less for the development of oral expression and listening comprehension skills. Determine the training that the teacher has had for the development of listening comprehension and oral expression of the student body, in light of the Communicative Approach in the Study Programs, it is concluded that although it is true the teachers are aware Due to the absence of training that characterizes the System, they are not available to sacrifice their holidays or vacations to attend and prefer that it be taught during school hours (Brenes, 2011).

It is also concluded that they have not received training in the development of Oral Expression and Listening Comprehension skills throughout their training, while they claim to be unaware of the Communicative Approach but are very interested in receiving training to help them develop these. two. skills in the classroom, since they are aware that they are very necessary for the students, and that by taking them as the common thread of the program, the rest of the areas of the Program could be developed, making the lessons more interesting and with-it greater participation of the students it would be achieved, although they do not explain how they could work with so many students in the classroom as they say they would not have enough time.

In summary, the teaching resources and strategies used by teachers remain within the traditional approach since it is the textbook and occasional practice built by the teacher, but not to work on both skills. The communicative approach refers to the fact that they are selected according to the needs of the group to guide it and facilitate the development, in this case, of the two skill learners, consequently, variation according to the population, but

according to the results obtained. none of this has been taken into account for your selection "To speak is to stop to look and listen to reality and reflect on it." consulted about the areas in which they have received training, the highest percentage is still writing and Literature (Guajardo, et. al, 2017).

Thus, after making a meticulous search within the literature and the authors who in their entirety handled the same position, a set of similarities was evidenced that could indicate how learning to listen had such relevance as a starting point for thus being able to talk about playful strategies and methods that would strengthen effective and active listening to build knowledge. Also, the previous books and the investigations used by these showed that through these works they enrich this project as part of the beginning of the investigation, they are of the utmost importance since they are with great information, they provide knowledge which can serve as a guide to continue, then, although the populations are different, the object of study is the same. From these, several conclusions can be drawn, which are:

Listening can not only be worked from the school environment, but also the family environment at home, this with the help of the work and activities that are left in the class for the home whose purpose is to help strengthen this ability to listen and not only improve in the classes, but also in all the social - auditory and communicative environments in which the student finds.

Another is that most of the population that has been subjected to the projects are characterized by having weak listening skills, but when applying the proposals presented improvements, however, in the conclusions of the project "The indifference and carelessness of listening in the classroom" it is possible to show that after applying the project, students continue to have a listening deficit. It also establishes that playful activities make students express their points of view, listening to and respecting others this methodological strategy to

improve listening in eighth-grade students of the Isaías Retana Arias Professional Environmental Technical College. It allows us to understand that through playful activities an improvement in the listening of high school students at the college in question can be achieved. The project mentioned in the previous point, in some of the activities are related to the activities with lived experiences, the children achieved greater attention when this happened. Likewise, boys and girls can have a better consolidation in terms of communication skills and especially listening from a very early age, thus achieving a better school coexistence, however, something happens, and the children arrive at schools very weak of this ability. Thus, leaving an important alert and it is having to give greater importance to the aspect of listening from an early age not only in the academic environment but also in the family and other spaces where listening is developed to its maximum splendor.

CHAPTER V

CONCLUSIONS

5.1 Conclusions

In the progress of this current chapter five is offered the final conclusions of this project in order to provide the reader with a more complete understanding of why in this methodological proposal is a necessity to improve the learners' listening skill level. These are the conclusions establish for this project.

- The different strategies that can be implemented to reinforce the effective listening of the learner in the knowledge construction process were identified.
- Through literary references, it was possible to demonstrate the advantages of improving the listening capacity of students through the application of effective listening strategies.
- It was possible to analyze different applications of effective listening activities and strategies in different countries and their results to reinforce the listening capacity of students in the learning process.
- Through bibliographic references, it was possible to analyze and identify different methodologies applied in various school settings to reinforce auditory skills for effective listening of the student.

CHAPTER VI

RECOMMENDATIONS

6.1 Recommendations

In the arrangement of this present chapter six is presented the recommendations of this project to provide the reader with recommendations that can be followed at the time to put into action this present proposal. Likewise, recommendations are essential components that give a place to recommend and suggest actions derived from the conclusions as a great way to contextualize what has been learned all over the progress of the study. These are the recommendations establish for this project.

- Once the different pedagogical methodologies and strategies have been evaluated and identified, it is recommended that once you see the health emergency caused by the Covid-19 virus, the strategies most in line with the teacher's student model be applied to evaluate, compare, and define the results. of said strategy to analyze the advantages, disadvantages, and the final implementation in a classroom
- Apply strategies to various groups of students where variables such as age and grade are an elementary parameter to differentiate the results and evaluate how these variables affect the strategy.

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