

**The integration of Content Prediction into the learning process to enhance students’
listening competence**

Action Research Project

Submitted to

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The integration of content prediction into the learning process to enhance students' listening competence

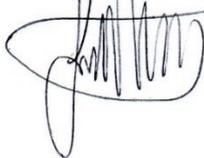
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Abstract

The present action-research investigation represents the final project that is required to obtain the degree of licentiate in the English Teaching major at Universidad Latina de Costa Rica. This project was based on the Unidad Pedagógica Dr. Rafael Ángel Calderón Guardia, which is a high school institution located in Pérez Zeledón, Costa Rica with the topic “The integration of content prediction into the learning process to enhance students ‘listening competence’”. The objective of this research project is to determine how the strategy of predicting content can help learners to improve their listening competence. Therefore, the literature review shows information gathered that is related to the main variables of the study: content prediction, learning process and listening competence.

Because this is an action-research project, an alternative methodological proposal is presented in order to establish how content prediction can help learners to achieve listening comprehension with the implementation of three different strategies designed to be carried out in the classroom with the official curriculum established for the institution. A post-test is also presented in order to assess students ‘achievement.

Finally, the conclusions and recommendations for the participant parties (principal and English teachers of the institution) reflect the main findings of the study, as well as the proposed actions that need to be taken in order for them to help learners to achieve better listening competence through the use of content prediction in the learning process.

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Dedicatory

First of all, I would like to thank God for giving me the health, knowledge and opportunity to reach the dream of a professional major. No matter the challenges faced, the almighty has always been in every step taken.

At the same time, I dedicate this graduation project to my family that have been supporting me unconditionally, this dream could not have become real without your support, patience and love, every achievement is closely related to your unconditional love. To my beloved grandparents that are in heaven, I know for sure they would feel proud of my steps.

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Chapter I

Introduction

1.1 Introduction

The English language has acquired great importance for social, academic and professional purposes in Costa Rica over the years. People who manage said language play an important role in society because they have better job and education opportunities, and therefore economic growth advantages and social status. As stated by Cortéz & Monge (2003),

English is considered the second most spoken language in the world because of the high number of individuals who use it either as their mother tongue or as a second or foreign language. Due to this fact, it is said that English is the first means of communication between people all over the world. That is, it has become almost a universal language. Likewise, there is a great amount of scientific, technological and humanistic information written in English (p. 5).

Even though the benefits of speaking English are very clear, it has not been possible for the Costa Rican population to achieve a high level of proficiency in this language. The Common European Framework of Reference (CEFR) “defines levels of proficiency which allow learners’ progress to be measured at each stage of learning and on a life-long basis” (Cambridge University Press, 2018, p. 1). Ranging from A1 (lowest level) to C2 (highest level), the CEFR provides a series of achievements that learners must accomplish in order to get certified. In Costa Rica, as established by Ministerio de Educación Pública (MEP) “by 2021, it is expected that progressively the learners will reach level A2 at the end of the Second Cycle and B1 at the end of Diversified Education” (MEP, 2016, p. 5). However, according to information provided by MEP regarding the linguistic proficiency test applied in 2019 to fifth grade students, less than

5% achieved the expected level of B2 (MEP, 2019). Those numbers provide a clear view of the areas of opportunity the MEP has in order to improve the outcomes of English proficiency in high school-level learners.

When learning to speak a foreign language, listening, speaking, writing and reading are the four main skills involved in the process. Listening is one vital element of the linguistic skills. “Listening is the most frequently used language skill” (as cited by Pourhosein & Ahmadi, 2011, p. 978). Being able to listen and understand a message from oral pieces is what gives learners the listening competence. According to MEP, “learning to do shows a shift from skill to competence. This shift involves the ability to communicate effectively with others and promotes an aptitude toward teamwork and social skills” (p. 4). Giving that the new MEP’s English programs have evolved towards the idea of teaching learners how to actually solve real life tasks instead of just speaking the language, acquiring competence has taken special importance in order to accomplish such goal.

According to Rubin (1995), “for second language/foreign language learners, listening is the skill that makes the heaviest processing demands because learners must store information in short term memory at the same time as they are working to understand the information” (p. 8). That means that more time should be dedicated to put in to practice listening strategies in order to improve learners listening competence. There are many strategies that can help learners to improve the listening competence, which is vital to achieve high proficiency. However, it is necessary to implement strategies that engage learners with the content to be heard, more than just understanding the vocabulary itself. As stated by Vandergrift & Goh (2012):

Listening activities in many language classrooms tend to focus on the outcome of listening; listeners are asked to record or repeat the details

they have heard, or to explain the meaning of a passage they have heard.

In short, many of the listening activities do little more than test how well they can listen. (Vandergrift & Goh, 2012, p. 1)

In this context, one strategy that can help learners to improve their listening competence is content prediction. According to Jiang (2009),

Prediction, or looking ahead, is a basic strategy for using prior knowledge to understand a text. The learner generates a hypothesis about the type, purpose, or scope of a text to provide a framework for transacting with the text to confirm comprehension (p. 94).

That is, learners can start to give meaning to the text before even listening to it, by putting into action indicators such as background knowledge, scaffolding process and according to each individual's contextualization, they can achieve comprehension to improve their listening competence.

Learner's background knowledge can provide a basis for them to anticipate the information to be heard. As stated by Richards (2008),

Much of our knowledge of the world consists of knowledge about specific situations, the people one might expect to encounter in such situations, what their goals and purposes are, and how they typically accomplish them. Likewise, we have knowledge of thousands of topics and concepts, their associated meanings, and links to other topics and concepts. In applying this prior knowledge about

things, concepts, people, and events to a particular utterance, comprehension can often proceed from the top down. The actual discourse heard is used to confirm expectations and to fill out details (p. 8).

That prior knowledge is being used to enhance learners' comprehension of the input provided, making content prediction an important strategy for improving their listening competence.

Scaffolding is a technique that can also help learners to improve their listening competence. Vygotsky defined scaffolding instruction as the "role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level" (Raymond, 2000, p. 176). In this context, scaffolding instruction can lead learners to enhance their proficiency by accompanying their learning process in a structured way, providing help for them to systematically ascend levels of listening comprehension.

Another factor that can affect content prediction as a teaching strategy is learners' contextualization. Contextualization consists of "all activities which make relevant, maintain, revise, cancel, any aspect of context which in turn is responsible for the interpretation of an utterance in its particular locus of occurrence". (Roberts, 2001, p. 117). Factors such as age, preferences, likes and proficiency level can lead the way in which learners carry out a content prediction task.

The learning process is a fundamental variable to take into account when applying content prediction as a strategy to improve learners' listening competence. Even though the action of learning forms part of a natural process of every human being and happens unconsciously, when someone is referring to an educational learning environment, there are series of aspects that play a transcendental role in every single pupil. Furthermore, when this action is focused in an

educational environment takes another meaning. Physicscatalyst (2019) defines learning as follows:

Learning is a natural phenomenon which is natural to all organisms including both humans and animals. Learning affects a child's development. A child learns new habits only through the process of learning and through imitated traditions and customs. Intellectual skills are also developed through learning. The decision of right and wrong, the concepts of justice and aesthetic sense, etc. develop through learning. This process of learning continues throughout life. Learning is the basis of maturation (para. 4).

Over the years, learning English has become transcendental, therefore, the Costa Rican regulator of education has focused its efforts in the constant development of a new guide of information so that education professionals can guide their learners to have greater opportunities at the time of acquiring a language in this specific area "learners need an updated curriculum that reflects the knowledge, skills, and abilities needed to communicate in a range of language use contexts and to succeed in the information age as 21st century learners." (MEP, 2016, p. 14). Learning has been a central topic for most of educational institutions all around the world. For this reason, there has been plenty of studies from different physiologists in order to regulate how learners' performance can be determine by their own capabilities of learning different quantity of information. The Association for Psychological Science, (2018), stated that:

Psychological science suggests that people who learn fast may also remember what they've learned longer. A team of researchers found that the speed at which

language learners memorized Lithuanian and English words was linked with their ability to recall foreign vocabulary up to 3 years later (p. 1).

However, it is important to mention that there must be considered plenty of aspects at the time of teaching a new language. Learning is a very difficult process and can vary among all the learners of an institution. For this reason, there are some factors proposed by the MEP that need to be considered when analyzing the learning of a new language such as: philosophical considerations, physiological considerations, neurological considerations, socio-cognitive considerations, socio-cultural considerations and core considerations (MEP, 2016, p. 19-20). In addition, foreign language teaching / learning takes into account that there is a wide variety of people that has different needs of communication. Educational regulators focused their efforts in assigning an approach capable of changing the educational plan in parallel with the development of technology and learner's needs. In foreign language teaching/learning there are no approaches that have failed until today, all of them have been improved during the years to obtain the desire results among students as MEP mentions in its study plan: “There is a progressive shift from the Communicative Approach to the Action-Oriented Approach. The curriculum maintains an eclectic view, but favors the Action-Oriented Approach among the other pedagogical views” (MEP, 2016, p. 27). Thus, if taken into account, the approach that is being used in this moment in the English language teaching, it concentrates on each learner and the way they communicate in order to accomplish the adequate learning of a new language “An Action-Oriented Approach sees students as active agents responsible for their own progress in learning and sees communication as a social activity designed to accomplish specific tasks.” (MEP, 2016, p. 27). It is also crucial to highlight the enhancements that this approach offers to teachers at the time to elicit information to the learners. The majority of activities in which

individuals participate must be practiced in real life scenarios using their social and cultural backgrounds and using their own skills so that plenty of the grammar, pronunciation, fluency knowledge is tested. As mentioned by Murat and Rifat, (2016),

It is possible to control the individual from outside and direct him / her to learn through creating needs that we can give the name of Language-Life Cycle. In this process, the topics that the individual prioritizes in the foreign language are determined in advance, and these subjects are equipped with social, cultural and linguistic knowledge and skills. The learner is also included into this cycle. At this point, action-oriented method not only provide to acquire the language but also helps to learn the knowledge. If the grammar, which is a knowledge dimension, is given purely, the learner focuses on the grammatical features of the message rather than the content of the message during the reception and production skills (p. 147-148)

On the other hand, there are a certain set of steps to follow so that teachers can base their daily lesson plan so that each learner can reach the required levels, these steps are called the didactic sequence. Ikala (2013), said:

A didactic sequence is a group of learning activities set in a specific order which takes into account the student's progress. The didactic sequence starts with an initial production; it is followed by a series of workshops, and ends up with a final production. The first text is essential as it highlights the students' difficulties but also their capacities and their potential (p. 1).

Through the initial production, teachers are capable to determine learner's previous knowledge. This first production or "pre-text", makes the students aware of their difficulties and helps the teacher understand the linguistic and structural details that need to be worked on throughout the development of the class. There is a common sequence when developing listening skills that does not change among institutions or learner's level mentioned by MEP (2016), as "listening for the gist, listening for details and listening selectively" (p. 45).

The orientation of learners is a complex activity of which teachers are given in order to achieve the educational goals of the country. Every single learner has a different life perspective, behavior, point of view and capacity towards certain assignment this is where tasks come to give a crucial meaning to the development of each class. According to the CERF (2018),

Tasks are a feature of everyday life in the personal, public, educational or occupational domains. Task accomplishment by an individual involves the strategic activation of specific competences in order to carry out a set of purposeful actions in a particular domain with a clearly defined goal and a specific outcome. Tasks can be extremely varied in nature, and may involve language activities to a greater or lesser extent (p. 102).

The main idea of integrating tasks in the Costa Rican educational program is to guide learners in a way they can develop and improve their knowledge in a specific field based on their previous background information as MEP (2016) mentions:

In the Action-Oriented Approach, the learner of a language is viewed as a "social agent", i.e. member of society who has tasks to accomplish in a given set of

circumstances, in a specific environment and within a particular field of action.

The task stimulates the learner's personal commitment to the learning process. It may differ in nature according to the balance determined by the goal and the combination of dimensions (p. 32).

In this context, it can be said that with the AOA the learners acquire skills to fulfill tasks that go beyond the classroom setting and that can be helpful for real-life purposes.

Another aspect to take into account for the purpose of the present study is the variable of listening competence. To be competent at listening, learners must not only be able to identify vocabulary and structures in an oral text, but also and more important, they should be able to understand the message in the text. For listening competence, there are factors such as environmental conditions, working memory and listening comprehension techniques that play a fundamental role in terms of the effects they cause to learners' listening competence. Environmental factors such as noise pollution, lack of technology, overcrowded classrooms and infrastructure, are elements that determine the quality of the classes (Barrett & Treves, 2019, p. 6). On the other hand, working memory as part of the learning process, also affects learners' language learning. "Working memory is our ability to work with information" (Alloway & Alloway, 2009, p. 20). It is related with the way individuals hold information available for processing. Finally, researching about the listening comprehension techniques provide useful ways in which listening competence can be improved while applying content prediction as a strategy to teach the English language. According to (Khalid, 2019),

Listening strategies are usually termed as the cognitive, meta-cognitive and socio-affective strategies employed to remedy gaps in knowledge, can be beneficial for

less skilled students. Listeners need to acquire and use strategies they are familiar with in their first language, and transfer and adapt them successfully to the second or foreign language listening (p. 102).

In this context, it is fundamental for teachers to provide a wide variety of learning strategies for the learners in order to facilitate their listening competence acquisition, taking into account that is vital that they feel accustomed to those strategies with the purpose of improving their listening understanding.

1.2 Rationale

Learning a second language is a fundamental aspect that provides several benefits for learners in different spheres of their development. Beyond the fact of being able to understand a different language, it also broadens learners' vision of the world and its very varied cultures and ways of living. Solano Campos (2012) stated that:

Language learning is inherently a comparative activity. It allows us to examine how different world perspectives and values, as well as our own, are put into symbols in new and exciting ways and given particular meanings. A comparative perspective to language learning provides the opportunity to examine the challenges, similarities, and potential for positive action of different sociolinguistic realities in particular geopolitical settings (p. 176).

For this reason, the importance of developing the understanding of a second language must be taken into consideration, so that each learner can achieve the objective set on the didactic plan, as mentioned by the educational guideline of the Ministry of Public Education “The purpose of studying English in the Educational System is the development of the learner’s communicative competence as well as the knowledge, skills, abilities, values, and competences of a 21st century citizen.” (MEP, 2016, p. 27). In addition, listening skill plays a fundamental role at the time of acquiring a second language knowledge “It is one of the most important language skills and it has to be developed in early stages of language learning. Learners are prepared through this skill to listen, understand and respond communicating effectively”. (MEP, 2016, p. 49)”. In order to achieve the development and acquisition of listening competence, content prediction strategy helps teachers to activate learners’ skills so that, based on their previous knowledge or the information provided, they might relate their own terms to succeed on the development of each activity. As mentioned in the CEFR (2018):

Reception strategies involve identifying the context and knowledge of the world relevant to it, activating in the process what are thought to be appropriate schemata. These in turn set up expectations about the organization and content of what is to come (Framing). During the process of receptive activity cues identified in the total context (linguistic and non-linguistic) and the expectations in relation to that context set up by the relevant schemata are used to build up a representation of the meaning being expressed and a hypothesis as to the communicative intention behind it. Through a process of successive approximation, apparent and possible gaps in the message are filled in order to

flesh out the representation of meaning, and the significance of the message and of its constituent parts are worked out (Inferring) (p. 254).

That is why, oral input combined with context and previous information, can help learners not only to achieve understanding of the language, but also to provide meaningful value to the knowledge acquired so it has real impact for the student and its learning process.

1.3 Purpose

As the listening skill is a vital component of the linguistic competences, there must be a strategy of which learners can take advantage of to improve their competence. This strategy should be capable of determine whether to ease the acquisition of knowledge for learners or to improve their development of tasks in their daily performance, as MEP (2016) mentions:

Teaching learning strategies is fundamental in the learning process, in order to enable learners to become intentionally controlled, more independent and autonomous. Learning strategies cannot be seen apart from learning styles preferences (within a continuum) and the combination of methodology and materials as well (p. 54).

The intention of this research is to improve the listening competence's achievement using a specific strategy as content prediction so that learners can achieve the main objective of the educational process set by the curriculum: "This new curriculum has been sequenced so that learners reach a minimum level of English proficiency of B2, according to the levels described by the CEFR when completing secondary education in bilingual public schools for Third Cycle

and Diversified Education, progressively” (MEP, 2016, p. 10). However, this assessment will not be possible without the implementation of tasks related to the aimed strategy so that learners can be used to put in practice their previous knowledge in their daily performance as mentioned in the CEFR (2018):

Communication and learning involve the performance of tasks which are not solely language tasks even though they involve language activities and make demands upon the individual’s communicative competence. To the extent that these tasks are neither routine nor automatic, they require the use of strategies in communicating and learning. In so far as carrying out these tasks involves language activities, they necessitate the processing (through reception, production, interaction or mediation) of oral or written text (p. 15).

In other words, the application of tasks in the language learning setting, fosters the processing of information in order to make meaning of it for more relevant purposes, that are meant to generate conscious and informed responses to the situation and to the input provided.

1.4 Objectives

1.4.1 General Objective

- To determine the implementation of content prediction to reinforce learner’s listening competence in the learning process.

1.4.2 Specific Objectives

- To diagnose learners' listening competence through the application of content prediction in the learning process.
- To implement content prediction to reinforce learners' listening competence in the learning process.
- To assess the implementation of content prediction to reinforce learners' listening competence in the learning process.

1.5 Research Questions

- How does background knowledge help to improve content prediction skills?
- How is content prediction improved by implementing scaffolding in the learning process?
- How is content prediction affected by contextualized learning?
- How does the action-oriented approach help to improve pupils' learning process?
- How is the learning process improved by the use of didactic sequence?
- How does the implementation of tasks improve the learning process?
- How is learners' listening competence affected by the environment conditions?
- How is the listening competence affected by learners' working memory abilities?
- How do listening comprehension techniques help to improve learners' listening competence?

1.6 Hypothesis

The implementation of content prediction in the learning process helps to enhance learners' listening competence.

1.7 Conclusion

It is important to mention and recognize the fundamental role that managing a second language represents for the Costa Rican educational sector. For this reason, there have been different efforts in order to provide more opportunities for teachers and students so that the English level and exposure can be increased among the classrooms, as mentioned by Araya Araya & Cordoba Gonzalez:

In Costa Rica, English language teaching-learning has been first considered a national priority in the economical field, and late, in the educational arena.

Because English Language has constituted the main means of communication between Costa Rican and foreign entrepreneurs and companies, governments have demanded the academic and technical preparation on English language learning.

Therefore, the national curriculum has been adapted to satisfy the needs of a global economical system (p.1)

Moreover, it is vital to highlight the importance of learning the English Language in the current world, it is essential for educators to implement different strategies that can help to improve learners' linguistic skills, taking into account the implementation of different variations on the

curriculum so that either teachers and students can take advantage of the given guide. Even though, there are four main skills for the English learning (speaking, listening, reading and writing) it is fundamental to expose that listening is one of the most used skills, as cited by Yavuz & Celik:

Listening skills have been a great concern for language teaching theoreticians and teachers since it is regarded as one of the prior conditions of oral output in language learning process. For those who assume that second language learning is quite similar to native language acquisition, listening is a sine qua non in language learning in that listening is the primary tool of learners to create their understandings in target language and acquire the input (p. 1)

Additionally, it is fair to cite the importance that the listening skill has in the development of this research project, this is mostly stated by the ideal of giving importance to provide input to the learners so that they can be able to create and improve the output. Furthermore, it becomes necessary to research for strategies that can guide this project to the goal of enhancing the teaching of such competence, as cited by Sharma (2011): “listening strategies are techniques or actions that provide directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input” (p. 13). With the purpose of determining whether the strategy of Content Prediction can be used to improve the competence in listening, factors such as background knowledge, scaffolding instruction, contextualization, action oriented approach, didactic sequence, tasks, environmental conditions, working memory, and listening comprehension techniques, are going to be analyzed and put in context with the learning process. Sharma (2011) also mentioned that:

The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background information activates a set of expectations that assist the listener to interpret what he has heard and anticipate what he will hear next (p. 13).

It is vital to mention that the action of acquiring knowledge using different listening activities is linked directly to the stimulation of background knowledge. For that purpose, learners' listening competence must be diagnosed through the implementation of said strategy and subsequently assessed to evaluate its results. In order to carry out this project, there will be proposed different strategies, taking into consideration characteristics such as level of the students, scenarios, units that are currently seen by the respective week taking into contemplation the didactic plan.

Furthermore, every aspect is considered towards the application of the listening activities and strategies of a lesson plan from MEP so that the students can apply them in real life scenarios, showing results of the different aspects considered in this research project for the enhancing of listening skill using the different variables and indicators proposed in this research project.

Giving the importance of learning the English Language in the current world, it is fundamental for educators to implement different strategies that can help to improve learners' linguistic skills. Being listening one of the most used skills, it becomes necessary to research for strategies that lead to the goal of enhancing the teaching of such competence. With the purpose of determining whether the strategy of Content Prediction can be used to improve the competence in listening, factors such as background knowledge, scaffolding instruction, contextualization, action oriented approach, didactic sequence, tasks, environmental conditions, working memory, and listening comprehension techniques, are going to be analyzed and put in context with the learning process.

For that purpose, learners' listening competence must be diagnosed through the implementation of said strategy and subsequently assessed to evaluate its results. In order to carry out this project, both, non-participant observations and surveys, must be applied to collect the data that will provide the results previously predicted about the outcomes of the project, which are stated in the hypothesis of the present chapter of the research.

Chapter II

Literature Review

2.1 Introduction

Listening is one of the most used skills when learning to speak a foreign language, as it is when speaking the mother tongue. “Listening is a crucial part of daily communication in any language. It accounts for half of verbal activity and plays a vital role in educational, professional, social, and personal situations” (Nemtchinova, 2013, p. 1). Therefore, implementing strategies than can help learners to improve their listening competence is a fundamental practice that teachers should apply. Listening is an essential skill in life, even more so, if it has to be developed in other language different than the mother tongue. According to Babae (2017),

Listening is one of the important and necessary communicative skills for us in our everyday life. Without this skill life will be very difficult for us and will require a great deal of adaptation. Listening has significant roles in all aspects of our life from childhood to the last days of our life (p.112)

As important as it is, acquiring competence in listening, especially when communicating in a foreign language, requires not only a natural ability, but also practicing and the implementation of varied strategies that allow the enhancing of this skill. This is the reason why, identifying which strategies can help with that purpose, acquires such high relevance. In this context, it is the educators ‘responsibility to choose and integrate activities that promote the improvement of their students' ability to comprehend oral pieces. As stated by Nemtchinova (2013) “although the very idea of strategies may seem to be too abstract to students, teachers can help them appreciate the importance of strategies by including activities with a focus on their listening process” (Nemtchinova, 2013, p. 13). That being said, the content prediction strategy is proposed for the purposes of the present research, as a useful tool to apply in the classroom with the

objective of guiding learners towards the improvement of their listening skills. This strategy must be implemented in an English classroom and respectively assessed in order to determine its effectiveness and to figure out whether what is established in the research hypothesis is met or not.

In this chapter, the variables that will be analyzed around the proposed strategy are thoroughly described with their respective indicators, which may affect in one way or another, the results of measuring them during the application of the proposed strategy. Thus, content prediction, learning process and listening competence, conform the three aspects to be studied in detail. All the information gathered from those variables provide the theoretical framework to support the idea of using content prediction as a listening competence tool of improvement.

For the variable of content prediction, the indicators to take into account are background knowledge, scaffolding instruction and learners' contextualization. Thus, it is fundamental to understand what the strategy of predicting content is about. According to Jiang, (2009);

Prediction, or looking ahead, is a basic strategy for using prior knowledge to understand a text. The learner generates a hypothesis about the type, purpose, or scope of a text to provide a framework for transacting with the text to confirm comprehension (p.94).

This is, that learners can increase understanding of the oral piece by making use of their previous knowledge and pieces of information provided by the teacher to later corroborate or discard assumptions made about the text. Furthermore, this strategy encourages the student to be more attentive and aware of the task. As stated by Nettles & Diehl, (2010), "making predictions enables the reader to become engaged with the text before and during reading by examining clues

and looking for patterns” (p. 11). It is fair to mention that keeping learners engaged with the lessons is also a vital component to keep them motivated towards their learning process.

Background knowledge is one indicator that influences learners’ ability to predict content. For instance, background knowledge is not only referred to linguistic components such as vocabulary and structures, but also, it can be conformed by previous experiences and general knowledge about varied topics from different fields. It is worth mentioning that said effect on content prediction can be positive or it can be negative. As mentioned by Anderson (2009), “incorrect background knowledge can hinder comprehension” (p.120). That is, wrong previous information can lead the learner towards incorrect assumptions and therefore, it may result in poor understanding of the texts.

Scaffolding instruction is also an element that has an effect on the content prediction strategy. Boblett (2012), describes this technique as follows: “scaffolding as a metaphor in teaching and learning describes a system of temporary guidance offered to the learner by the teacher, jointly co-constructed, and then removed when the learner no longer needs it” (p. 1). In other words, it is a process in which the teacher provides appropriate assistance to learners so that they can gradually achieve tasks that are too difficult for them. Providing students with clues, hints or pieces of information are examples of scaffolding instruction as well as they can be used as content prediction techniques. That makes those two elements a good combination for the purposes of the present investigation.

The third indicator to be analyzed for the variable of content prediction is contextualization. For the purpose of this research project, contextualization is “a conception of teaching and learning that helps teachers relate subject matter content to real world applications” (Perin, 2011,

p. 5). Furthermore, contextualized learning allows greater learner engagement with the topics because they are also learning how to use the new concepts in contexts outside the classrooms.

On the other hand, the variable of learning process is going to be develop around the indicators of action-oriented approach, didactic sequence and tasks. The term “learning” has been studied over the years by professionals from various disciplines around the world. However, there are more than one definition that are valid. According to De Houwer, Barnes-Holmes, & Moors (2013),

There is no general agreement about the definition of learning. To some extent, the lack of consensus about the definition of learning should not come as a surprise. It is notoriously difficult to define concepts in a satisfactory manner, especially concepts that are as broad and abstract as the concept of learning (para.2).

Although, having a clear idea of what learning is, can provide a basis to understand the process through which it takes place, which is fundamental to the effects of the present research. As stated by Lachman (1997):

Most textbook definitions of learning refer to learning as a change in behavior that is due to experience. This is essentially a very basic functional definition of learning in that learning is seen as a function that maps experience onto behavior.

In other words, learning is defined as an effect of experience on behavior (p.131)

That is to say, human behavior is the result of previous experiences. That is the process of learning. In the educational context, the learning process is composed by the learner, the teacher and the learning environment. “In the process of education, learning occupies a central position.

Whatever exists in our educational set up is meant for the learning of the learners, i.e. students” (Mangal & Mangal, 2019, p. 1). Taking into account the learning process is key for the purpose of integrating content prediction as a strategy for improving students ‘listening competence because teachers must be aware of the stages of the process in order to successfully implement any kind of strategy in the classroom.

The first indicator for the variable of learning process is Action Oriented Approach (AOA). Regarding this indicator, AOA is relevant to the study because it is the current approach used by the MEP in the Costa Rican public education system. As described by the MEP (2016) in the English syllabus,

An Action-Oriented Approach sees students as active agents responsible for their own progress in learning and sees communication as a social activity designed to accomplish specific tasks. Within this approach to English language learning, students develop communicative competence, gain knowledge of various English cultures, and develop their full potential as national and global citizens (p. 25).

This approach aims to improve the learners’ competence in the English language, including the listening skill, which is the desired outcome to reach with the implementation of content prediction into the learning process.

The indicator of didactic sequence is directly related with the variable of learning process. As state by Soler, Villacañas and Pinch (2013),

A didactic sequence is a group of learning activities set in a specific order which takes into account the student's progress. The didactic sequence starts with an

initial production; it is followed by a series of workshops, and ends up with a final production (para. 6).

In other words, a didactic sequence is a list of steps that must be followed in a specific order to accomplish a task. In the case of listening activities, the didactic sequence has an established format defined in the syllabus provided by the MEP as follows: pre-listening activity, listening for the first time, pair/group feedback, listening for the second time and post listening activity. Also, when performing listening activities, there are some aspects that should be covered by the teacher, as stated by MEP (2016),

Learners must be prepared to listen, understand, and answer in an appropriate way, which is essential for effective communication. Before each listening activity, teachers give language support by introducing key words to familiarize students with the listening text. Background knowledge on the topic can be used to provide contextualization and potentially better comprehension (p. 41)

Therefore, following the established sequence when listening activities are carried out, ensures a better understanding on behalf of the students, which is vital for them to achieve better listening competence.

The third indicator for the variable of learning process is task. In the educational context, according to Lee (2000), a task is “a language learning endeavor that requires learners to comprehend, manipulate, and/or produce the target language as they perform some set of workplans (p.32). In other words, it is a goal-directed activity or exercise, that learners carry out in order to achieve a particular objective, by means of interacting in the target language. This is especially relevant to the purposes of the present study because listening competence can be

enhanced by integrating meaningful tasks in the learning process. Furthermore, meaningful tasks can be shortly described as learning by doing with authentic context, which is more likely to get the learners attention and make them feel engage with the content.

Finally, for the variable of listening competence, the indicators to be analyzed are: environment conditions, working memory and listening comprehension techniques. Listening competence as a variable is fundamental because it represents the component that is intended to improve through the proposed strategy of content prediction. Listening as a skill is an element that can be upgraded. As stated by Tyagi (2013) “Listening is a psychological process. It can therefore be improved by regular practice” (p.5). As it has been stated in the objectives or the present research project, the idea is to apply the content prediction strategy to determine its effects in the learners ‘listening competence. In that context, it is relevant to identify the elements of listening competence and their importance regarding the level of proficiency in the English language. According to Liubinienė (2009),

It is important in teaching listening to make the students aware of how to choose and practice the strategies that help to achieve good results. Pre-listening activities help the learners to make decisions what to listen for and to put the emphasis on the content meaning while listening. First, students need to activate their knowledge of the topic, second, a purpose for listening combined with specific listening tasks must be established. Thus the students are encouraged to look for the specific information they need to listen for and the degree of detail required. Using all the available information, students can make predictions to anticipate what they might hear (p.90)

Because listening is a skill that can be improved, it is fundamental for teachers to provide activities for their students that inspire them to activate their background knowledge and foster the appropriate settings for them to develop their creativity. This way, learners become agents of their own learning process being able to move forward towards better levels of proficiency in the listening competence.

The first indicator for the variable of listening competence is environmental conditions. When developing learners' listening competence, the environment conditions play a fundamental role. Conditions such as noise, poor seating arrangement, distractions, temperature and quality of the oral pieces have a direct effect on the listening competence. As stated by Adler & Elmhorst (2010), "physical distraction during listening includes sore chairs and materials, airless and dirty room as well as distance between communicator and the listener" (cited in Taufiq, Nur Zahira & Sidhu, Gurnam, 2013, p. 560). All of those external factors related to the environment or setting, produce an effect on learners that can harm their comprehension if they are not the best.

The second indicator for listening competence is working memory. Listening comprehension depends largely on the ability to retain and process relevant information for the purposes of reasoning, comprehension or leaning. As stated by Adams, Nguyen and Cowan (2018), "working memory can be described as a limited amount of information that can be temporarily maintained in an accessible state, making it useful for many cognitive tasks" (p.340). Therefore, in a listening learning context, working memory has a direct effect on learners' ability to comprehend oral texts because it is referred to how input is stored and processed for further analysis. According to O' Malley (1985),

Traditional teaching of listening comprehension fails to understand the mental processes that the EFL learners use in listening comprehension and it also fails to understand the deliberate strategies for comprehending language texts, for processing new information, and for learning and retaining concepts related to academic language and content (p.35).

In other words, working memory as a mental process, plays a vital role in understanding how learners develop the ability to comprehend language texts, and studying in detail said process becomes a necessity in the educational field.

Lastly, the third and last indicator for the variable of listening competence is listening comprehension techniques. In order to succeed at improving the listening competence of students, it is essential for teachers to choose the adequate listening comprehension techniques for the classroom. Chen (2014) stated that “considering current technology developments, the use of audio materials in the instructional process for learning listening skills seems rather inefficient”. The technological resources available nowadays make it easier for teachers to possess a varied repertory of techniques to carry out listening activities in the classroom. On the other hand, teachers must take into account that the input needs to be comprehensible for their students ‘level. That is why, paying attention to the chosen techniques is so relevant to achieve learners ‘listening competence improvement.

In synthesis, giving the importance of the listening skill for foreign language learners, this chapter fully develops the three variables (content prediction, learning process and listening competence), that give support to the proposal of integrating the strategy of content prediction in the learning process as a way of improving learners ‘listening competence, and the indicators that

affect each of those variables. Therefore, each of the established variables and their indicators are analyzed in detail below.

2.2 Content Prediction

The variable of content prediction is referred to as the strategy proposed to be integrated in the learning process in order to improve learners 'listening competence. This strategy focuses on the premise that providing students with some previous information can help them to achieve better understanding of the listening texts. Furthermore, making predictions is vital for a learner to obtain the desire knowledge previously planned by teachers. That is, students use the provided information to guess or make assumptions about the subject matter. According to Nettles and Diehl (2010),

Making predictions enables the reader to become engaged with the text before and during reading by examining clues and looking for patterns. Before-reading predictions center on the expectations the reader brings to the text: "What do I think this selection will be about?" During-reading predictions focus on the understanding the reader is building while progressing through the text: "What will happen next? What will be the outcome? How will the characters solve their conflict?" Prediction is an essential first step towards successful comprehension of a selection. (p.11)

Additionally, the accurate following of the mentioned patterns will lead consequently into the success of each learner. Those clues or patters have the purpose of awakening students

'creativity so that the anticipated-plan activities can be reach successfully. Furthermore, it is important to highlight that besides prior information provided, learners need to make use of their background knowledge in order to carry out content prediction tasks, as a supporting technique that is going to complement their understanding of the oral pieces. Moreover, before the content prediction exercise, it is crucial the classroom management acquired by teachers. The management of this aspect can help teachers to succeed taking into account the weaknesses and strengths shown in classroom. As stated by Jiang (2009),

The skill of prediction depends largely on one's prior knowledge of the world and of the language, how much one knows about the speaker, and how much one knows about the speaker's intent. Thus the initial stage of the training program for developing the predictive skill should concentrate on getting the students to become aware of their own prior knowledge and to use this prior knowledge as their basis for prediction and comprehension (p.94)

In other words, to make predictions, learners must make use of both elements, background knowledge and prior information, in order to take advantage of the activities with the purpose of enhancing their listening competence. On the other hand, it is worth mentioning that this strategy depends on both the teacher and the student to have success. Learners need to contribute with the use of their creativity and teachers need to apply the strategy in an adequate way, providing learners with the corresponding previous information that is necessary to carry out the activity. Underwood (1989) said,

It is unfair to plunge students into the listening text, even when testing rather than teaching listening comprehension, as this makes it extremely difficult for them to

use the natural listening skills (which we all use in our native language) of matching what they hear with what they expect to hear and using their previous knowledge to make sense of it (p.30)

It is significant to highlight the importance that lays into the correct classroom management from teachers with their pupils at the time to add new information in their cognitive system. That is to say, content prediction as a strategy cannot work if the appropriate process is not followed. The corresponding application of the strategy is a duty that teachers should attach to in order to take advantage of its benefits and accomplish the listening understanding goal.

It is imperative to mention that predicting content depends largely in the ability of listening with the purpose or retaining, and processing information and that said ability entails a complex procedure. As stated by Brown & Yule (1983), “listening is a demanding process, not only because of the complexity of the process itself, but also due to factors that characterize the listener, the speaker, the content of the message, and any visual support that accompanies the message”. (p.2) In that context, teachers must be very aware of the importance of those elements and make sure they are present in the materials to be used. When expecting students to predict content from oral pieces, the accuracy of the predictions depends largely on the stimulus that they receive to produce a response. Accurate expectations about the world allow us to quickly make sense of incoming stimuli and respond in appropriate ways: “If we can guess what others will say before they say it, then we can reduce the computational burden of quickly interpreting their utterance, and produce preliminary plans for what we should say ourselves” (Kutas, DeLong, & Smith, 2011; Pickering & Garrod, 2013) (p.4). In other words, background knowledge is as important as managing vocabulary, structures and grammar rules for the effects of interpreting input and producing a response. As stated by Jiang (2009),

Our interpretation of what we hear depends to a large extent on what we expect to hear. If what we hear does not meet our expectations, it may sometimes lead to misinterpretation. On the other hand, if we can predict accurately what we shall hear next, our listening will be much more efficient. There are very few occasions when people listen without having some idea of what they expect to hear (p.94).

Hence, prediction has a strong effect on how learners process input and their response to it, which, with practice and use on a regular basis, can help learners with the improvement of their listening competence. As MEP (2016) defines it in the English syllabus, making predictions about context is a strategy supported by the CEFR, which provides the parameters to assess and monitor proficiency progress,

d. Listen to make predictions. Learners will anticipate the intended message. They will listen more purposefully and attentively when they make predictions by using the context of the spoken discourse. The CEFR descriptors will be used to assess students' listening abilities and provide follow-up to their progress (p.43).

It is valid to mention the vitality that represents the ideal guidance from teachers regarding their educational labor. As it is mentioned, it is necessary to foment classrooms that takes into account meaningful content. It is always crucial to direct each lesson into a scenario in which students can feel comfortable, representing common situations for them. Additionally, this practice will help students to have a purpose and also to feel linked with each topic studied having some previous knowledge about the topic being discussed. For this reason, it is especially important for teachers to take into account all of these factors. Another important aspect to assume is that

this strategy counts with the respective support from MEP regarding the approach that is being used in all public educational centers.

In conclusion, the action of teaching a second language inquires the importance of develop in a good way specific skill. In addition, this action has a huge impact in the educational process and its outcomes can affect in the students' proficiency level. It is relevant to mention that for a learner in order to acquire such a complex skill as listening is, it is highly important to present a specific strategy so that the audible achievement can be completed. Context prediction has an important role at the time of introducing new content to a group of learners. As mentioned by Brooks "In the domain of teaching and learning, predictive modelling tends to sit within a larger action-oriented educational policy and technology context, where in situations use these models to react to student needs in real-time" (Brooks & Thompson , 2017, p. 62) There are several factor that can modify the way in which students learn a specific set of information. The approach, educational rules and different resources that an educational institution can provide to teachers can directly influence the way in which content prediction and the lesson is perceived by learners, as Thompson stated: "several factors make predictive modelling more difficult or less appropriate" (Brooks & Thompson , 2017, p. 66) For this reason, it is transcendental to support and motivate the local government to keep seeking for continuous educational growing due to the fact that this actions lead pupils into a better preparation. Another aspect that should be considered is the wide variety of aspects that determine the necessity of context prediction strategy, as cited by these authors: "...multiple interacting factors influence the development of these skills including child characteristics, processes of recurring social interactions the child experiences (i.e., proximal processes), and the environmental contexts in which these processes occur." (Rabiner, Godwin, & Dodge, 2016, p. 251) It is the teacher's responsibility to be aware

of the capacity of each learner, influence in their active development and always take care of the context in which they live so that the information that they receive can be applied into their real scenario.

Finally, it is transcendental to motivate learners into their regular progress of predicting so that they can keep a record of the aspects that has been learnt into the learning process. Listening in a complex skill and it is full of patterns that they should not forget. Also, it is fundamental to activate always their background knowledge in order for them to correct their own mistakes and strengthen their weaknesses. As Kashima mentions:

Speakers predict and monitor their own language as they speak, allowing them to plan ahead and self-correct, and listeners predict upcoming utterances as they listen. The authors in fact provide evidence for predictive strategies at every level of language use: from phonology, to lexical semantics, syntax, and pragmatics (p. 32).

Promoting student's consciousness of mistakes is a prior activity when content prediction strategy is developed by teachers. Furthermore, this constant exercise can guide learners to understand and perceive different mistakes at the time of completing a certain listening task in aspects like phonology, accent, tone of voice and pronunciation. However, to reach a better development of listening acquisition, it is necessary to implement an idoneal strategy so that learners can take advantage when accomplish the listening competence. As stated by Kashima: "prediction-based learning may therefore be a natural consequence of making implicit predictions during language production and comprehension" (Kashima & Bekkering, 2015, p. 33) It is relevant to highlight the significance of content prediction at the time of developing the listening

skill. Moreover, teachers must be conscious of the importance of taking advantage of learning elements and available resources at each educational center. Additionally, it is necessary to guide teachers to presented new information in a natural sequence so that learner's capacity of predict audible content can be facilitated relating them into their own context.

2.2.1 Background Knowledge

Background knowledge represents an important role in this investigation. The correct implementation of this feature leads to the improvement of listening competence level and further to enhance the skill among classrooms in Costa Rica. For this reason, the idea of helping teachers and learners from the Costa Rican public educational sector is vital for the purpose of this research. Hence, the correct application of background knowledge accompanying the content prediction strategy will permit the main goal of this research to be achieved. As Campbell (2008) mentions in her book:

Background knowledge is the raw material that conditions learning. It acts as mental hooks for the lodging of new information and is the basic building block of content and skill knowledge. In the literature, the term prior knowledge is often used interchangeably with background knowledge (p. 9).

In addition to the information cited, it can be said that the background knowledge has a crucial impact in the educational development of each student, taking into consideration that each learner has a different perspective towards the acquisition of information and for this reason their

understanding and development according to a certain topic can vary from each one of them. Moreover, when referring to the listening skill, there must be a special consideration due to the fact that this skill is highly related to the language learning acquisition: “Listening has long been the neglected skill in second language acquisition, research, teaching, and assessment. However, in recent years there has been an increased focus on L2 listening ability because of its perceived importance in language learning and acquisition.” (Sadighi & Zare, 2014) (par. 1) this citation points out the exclusion of listening as a significant skill for the development of other skills such as reading, writing or speaking. However, as the educational programs evolved, it could be possible to understand that the comprehension of audible information is vital in order to enhance the performance so that there should be certain strategies in order to obtain the expected results: “In this syllabus, the approach to develop this competence implies strategies from discrete listening to global listening. Discrete listening means listening for detail whereas global listening refers to listening for the main idea” (MEP, 2016, p. 49). As the text cited mentions, there has to remain a strategy for the correct activation and development of the language acquisition. For the accomplishment of this aspect, this research suggests the prediction of content as a helpful strategy in order to offer to teachers an excellent tool for the language teaching and hence for the learners to obtain effectively the information provided.

Every single human being, by inherit notion, tries to link their core knowledge at the time of facing a challenging circumstance. It must be said that for a person to create this relation, there must be a past situation that gave him/her the experience to deal with an alike condition. In addition, the usage of gathered information can help to the undertake of the issue and as a matter of fact, to progress. As mentioned by Cossett (2012):

A person's background knowledge, often called prior knowledge, is a collection of "abstracted residue" (Schallert, 2002, p. 557) that has been formed from all of life's experiences. We all, whether as a toddler or a centenarian, bring diverse bits of background knowledge—consciously or subconsciously—to every subsequent experience, and we use them to connect or glue new information to old.

Background knowledge is an essential component in learning because it helps us make sense of new ideas and experiences (p. 30).

Following this idea, the majority of experiences learned exposed into a learning context will create a positive atmosphere. This will cause a favorable influence that affects directly on a person's state. However, if this idea is put into practice in an educational scenario, a learner is highly able to link their knowledge so that they can predict correctly towards a specific topic or content due to his/her previous knowledge. Another aspect that should be consider is the actual knowledge of the learners: "what students already know about the content is one of the strongest indicators of how well they will learn new information relative to the content." (Marzano J, 2004, p. 1) Whether the learner has or not a background knowledge, it is necessary for the teacher to measure the quantity of information gathered and manipulated by each of them. In addition, this will help the teacher to have an idea of the learning capacity and retention of information that they have. By relating listening content prediction strategy with background knowledge characteristic, it can be demonstrated that those learners that have exposed with English-related situations, will have a better performance and results in each of the tasks in comparison with learners who have not faced the mentioned circumstances.

In a content prediction environment, it is necessary to produce in each learner the ability to relate words, activities, scenarios or sentences to a previous information that has been given.

Consequently, background knowledge is a vital aspect to be emphasized as a motivator for the learners to elicit the desire information. In this context, the role of a teacher in a listening activity is fundamental in order to allow the learner the integration of different strategies for the completion of the purpose. As mentioned by MEP: “Before each listening activity, teachers give language support by introducing key words to familiarize them with the listening text.

Background knowledge on the topic can be used to provide contextualization and potentially better comprehension” (MEP, 2016, p. 49). Taking this as a reference, the continuous stimulation of content prediction before introducing the prior information can affect directly the performance of pupils. On the other hand, the lack of introduction for a topic will affect in learners’ background knowledge that is highly related with the comprehension, familiarization and development of new listening content.

To conclude, background knowledge is a significant aspect of the learning acquisition process in every institution. Since this specific characteristic can affect directly the way in which a learner can demonstrate the management of information, teachers should be aware and provide a healthy learning environment. In addition, content prediction can affect positively to the accomplishment of background knowledge as stated by the CEF: “creating expectations, providing necessary background knowledge, activating schematic knowledge, and filtering specific linguistic difficulties during a pre-listening/viewing or pre-reading phase reduce the processing load and consequently task demands.” (Cambridge University Press, 2001, p. 165)

Background knowledge represents the base or core information that a person has gathered among all his/her lifetime. To improve learners’ listening competence, it is necessary to implement certain strategies like content prediction. Furthermore, this action is necessary to stimulate and enhance detail-related retention of information. Additionally, the continuous practice of this

technique will lead the learner into a better comprehension and retention of information for future activities.

On the other hand, background knowledge is not just focused in an educational environment, this term has to do with a person's personal information, point of view and purpose of life towards previous experiences. The ability shown by a person in order to keep or relate information towards a topic is directly linked to the past experiences lived as Marzano cites: "Our ability to process and store information dictates whether our experiences parlay into background knowledge" (Marzano J, 2004, p. 5) Adapting this information to the educational setting, background knowledge supports the correct development from a student at the time of obtaining a skill as listening. In addition, the quantity of scenarios presented by a teacher for a learner foments the gaining of information. Another aspect to be considered is that learners can relate their prediction of context founded on knowledge already acquire and this is an aspect to foment even before teaching the main content of a topic: "background knowledge plays a significant role in student achievement. There are myriad such strategies for teachers to employ in their classrooms" (Campbell , 2008, p. 8) As background knowledge plays an chief role, there should be strategies to improve the effects of the listening achievement. Consequently, the practice of content prediction strategy facilitates the background knowledge process as Campbell (2008) mentions:

Engaging students' preexisting knowledge or misperceptions offers teachers one way to informally diagnose their students' baseline. This can then serve as the critical first step in the learning cycle of the classroom. By meeting students where they are, teachers can make informed, strategic decisions about the content to be taught (p. 12).

It is important to support learners' background knowledge before teaching any topic or content. Also, there has to be taken into account the cultural and educational information to guide the learning process. Additionally, the usage of previous information into the educational development will orient each learner to ease their performance into the different contents exposed progressively. Furthermore, teachers can take advantage of strategies such as content predictions in the previous knowledge stage. This will lead into a guide for the student at the time of practicing listening skills in order to enhance his/her ability to increase the listening competence level.

2.2.2 Scaffolding

Scaffolding represents a transcendental role in the learning process. The ability of a teacher to be aware of each learners' progress regarding a topic is important for the continuous development and achievement of goals. As mentioned by Sherin (2004):

The scaffolding metaphor was originally developed to describe the support given by a more expert individual in a one-on-one interaction. Since then, the notion of scaffolding has been applied more broadly, and it has been transformed and generalized. Most recently, it has been used by researchers in the learning sciences to describe features and functions of technological artifacts, especially those of educational software (p. 387).

In other words, the more experience a person has in a specific topic, the more this person can guide to another human that has no involvement regarding the theme being exposed. In addition to the information presented, there should be said that when applying this technique into an

educational environment, it is transcendental for a learner in a lesson to have a tutor qualified according to the information, the mastery or complete management of the information is essential so that there will not be misunderstandings and inefficiency when the teacher is asked to solve a learner's request. In order to clarify this term, Great Schools Partnership (2015) proposes an educational definition regarding scaffolding:

In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. The term itself offers the relevant descriptive metaphor: teachers provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance (para. 1).

For this reason, teachers should be aware of their role in an educational institution. It is complex to solve all the inquietudes that learners may have. In order to be a complete professional, there must be an adequate understanding of the teacher's role in the didactic program described by MEP as: "The teacher is a facilitator and helps the learner to become autonomous. S/he takes several roles such as coach, resource person, advisor, organizer, and facilitator for the learner's successful completion of the task" (MEP, 2016, p. 27) Therefore, pupils' need of reinforcement has to achieve a wide variety of roles in order to fulfill the necessities of every educational institution. Moreover, focusing in the specific learning field of listening, teachers have to be aware that details are extremely important for the learners' correct understanding of ideas, for this reason the correct edification of audible sense is significant and has to be developed step by step so that information can be matched in a correct way by learners.

At the time of implementing scaffolding into the content prediction process, teachers will be able to concentrate on specific field that learners are lacking regarding to the information. Also, it is important to highlight the fact that the correct guidance from teachers will produce the achievement of listening comprehension. “It is important that teachers help learner to develop and show an appropriate disposition for dealing with ambiguity when listening and interacting by combining verbal and nonverbal listening techniques.” (MEP, 2016, p. 49) As mentioned by this article, in order to give learners the correct guidance, there must be a real compromise involving verbal and nonverbal communication. When introducing these terms into the scaffolding technique, there is an improvement in content prediction context. To obtain the desire results, teachers should be able to elaborate gestures for the learner to activate his/her knowledge and reach the desire answer or behavior. This action cannot be possible without the careful guidance of teachers taking into account scaffolding, as cited by Green (2020):

Scaffolding is the sensitive, supportive intervention of a teacher in the progress of a learner who is actively involved in some specific task, but who is not quite able to manage the task alone. Typically, in classrooms, this encompasses activity directed at stimulating interest in a task, demonstrating a task, simplifying a task, explaining and talking through a task, helping learners avoid distractions and keep on-task, pointing out priorities, helping learners control their frustrations and giving feedback on the performance of a task (p. 43).

Listening comprehension is fundamental, it is not just the idea of giving a certain information so that the learner can understand and put into practice. For this reason, scaffolding is presented as a specific tool for the professor to assess what is achieved in a daily educational scenario. This tool

linked with content prediction strategy will enhance each pupil's performance and also guide the teacher in the mission of stimulating interest in the daily activities carried in the institution. In addition, the application of scaffolding in content prediction goes beyond the idea of just give to the learner a stimuli or guidance, it is the competition of actions so that the listening competence of each student can be affected positively and improved in daily learning scenario. As cited by San Martin (2018):

Scaffolding is a complex and dynamic phenomenon which is gradually shaped by the participants' intervention modalities and, at the same time, influences the participants' on-going interactions. What both the supervisor and the student-teachers do and say are closely intertwined since they are two sides of the same coin. Even though on the surface the analysis of scaffolding may seem to focus solely on the supervisors' roles and skills, it necessarily incorporates the student-teachers' perspectives since true scaffolding is characterized by its interactive dialogic nature (p. 132).

Even though, scaffolding appears to be a problematic method the constant practice of it in a wide variety of learning scenarios will guide learners and teachers to achieve the fundamental objective of influence learners into the educational process. In addition, the inclusion of strategies as content prediction into listening activities has the power to encourage learning purposes that teachers have for their students. The gradual development of information for a student towards a specific skill plays an important role on the teacher's duty. Every activity proposed should follow a specific knowledge patron for the reinforcement of educational intentions. As cited by Van de Pol (2010):

Numerous descriptive studies that provided narratives on the appearances of scaffolding and classifications of scaffolding strategies. These strategies are synthesized into a framework for analysis, distinguishing between scaffolding *means* and *intentions*. Third, the small number of effectiveness studies available is discussed and the results suggest that scaffolding is effective (para. 1).

For this reason, the purpose of this research is to foment content prediction strategy in order to enhance learner's performance in the acquisition of audible content. There should be taken into account that in order to achieve the state necessities, the professor has to propose specific content so that students can activate their previous knowledge. Another aspect that is crucial is the teacher's company, in the majority of opportunities, because of the lack of familiarity with specific data, students will require assistance in order to achieve correctly the scaffolding action. The usage of scaffolding technique into the content prediction strategy will result in the effective listening success.

In conclusion, scaffolding is a consecutive process that enhances learner's performance in a daily educational routine. This includes the progressive feedback in order to achieve the content need of each lesson. Furthermore, experience of teachers in the direction of a specific content is a significant aspect to consider "In general, scaffolding is construed as support given by a teacher to a student when performing a task that the student might otherwise not be able to accomplish." (Van de Pol, Volman, & Beishuizen, 2010, p. 7) Directing content prediction strategy to scaffolding represents a major aspect to consider in this investigation. The capacity of a teacher to be aware of each student's performance is transcendental so that he/she can cover with experience and mastering of the topic the aspects on which students may have difficulties to achieve. According to Volman: "Scaffolding is an important and frequently studied concept, but

much remains unclear with regard to the effectiveness and use of scaffolding in education” (Van de Pol, Volman, & Beishuizen, 2010, p. 9) It is important to highlight that for a teacher to reach the expected goal on a listening comprehension skill, he/she has to be well prepared in the studied field so that there will not be chances to remain unclearness or difficulty in showing to students the correct manner to obtain desired results.

Another aspect that is highly important is the inclusion of predictable content into the scaffolding process proposed by a teacher. The constant knowledge enrichment of teachers can influence in his/her learners’ achievement of information in a positive manner. For this reason, every teacher has to be prepared at the time of developing a new content in a classroom predicting situations, observing needs that learners present and taking advantage of all the resources that could be found in a classroom to improve listening competence. As mentioned by Santiago Porter (2020):

Teachers are able to tap into prior knowledge, allow children time to talk through the problem, use visual aids when needed, and by teachers observing their ability to switch the way the lesson is being taught to be able to reach students with learning differences (p. 1).

This scenario refers to the correct application of the scaffolding process in a learning environment in a way that each learner listening competence can be predisposed in a positive style. However, it is vital for a teacher to take advantage of verbal and nonverbal communication (gestures) being conscious that every learner capacity of integrating knowledge is different. In that way it would be easier to guide every teachers’ students in a wide variety of ways to obtain the required knowledge. As listening skill is crucial first for the correct understanding of the

content and then to elaborate communicative skills of a learner it is vital to relate it with scaffolding technique. For this reason, the application of content prediction strategy into scaffolding will lead students in a correct listening achievement purpose.

2.2.3 Contextualization

For the purposes of the present study, the indicator of contextualization regarding the strategy of content prediction, is referred to the practice of inserting the contents in the form of meaningful tasks and presenting those tasks in settings that are attractive for learners. Contextualized learning is relevant in order for students to get engaged with the contents, which help them to improve their listening competence. Bauer, (2014) stated that,

Teaching methods differ widely, mostly concerning to what their approach on teaching and learning is and how it is pursued. Methods coming up in the 1970s stated that learning should happen in context, as contextualization is of major importance, when learning a language. (para. 1).

A broader definition is provided by Mazzeo, Rab & Alssid (2003), when they describe contextualization as:

A diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student. (p. 3)

In other words, contextualizing learning is to connect the topics to be learnt with scenarios or situations that are relevant to the learners and that represent areas of interest for them in real-world context. In contrast, decontextualized instruction can be demotivating and hinder transfer of learning (Grubb, 1999; Perin, 2011; Williams, 2010). Therefore, the learning process losses effectivity harming the students 'chances of improving their competences. That is to say, contextualized classes act as a motivational factor that is determining in engaging learners with the content. Perin (2011) stated that "students' experiences were more valued in contextualized classrooms, which made the learning more valuable to the learners" (p.35). When teaching teenagers or high school students, this characteristic of contextualized classes acquires special relevance. Hence, teachers should take into consideration and be aware of their learners 'interests, likes and hobbies. This way, they can bring those specific interests and put them into context with the contents to create contextualized lessons. As stated by Reyes et al (2019), "contextualization is one of the keys of engaging the students in teaching-learning process wherein the students can relate their situations on their lesson. It makes the lesson meaningful and relevant to the students' lives" (p. 1). Furthermore, that meaningfulness and relevance make lessons more transcendental for the learners 'life experiences and consequently, more enjoyable.

To this matter, in language teaching, contextualization provides learners with more skills than the linguistic ones. According to Jameson-Meledy "contextual learning strives to emphasize problem-solving and is anchored in teaching to students' varied life contexts" (Jameson-Meledy, 2015, p. 2). Therefore, besides learning the language and improving their linguistic competences, at the same time students obtain problem-solving abilities that are necessary in real world. "Contextualization is also used in the teaching of oral language skills to English language learners where course work and everyday life practices are the simultaneous

focus of instruction” (Crandall, 1993; Mak & Coniam, 2008) (p.1). This way students can connect the contents learned in the classroom, to activities that are also useful for them outside the classroom. As stated by Brow (2006), “when we teach materials in a context, we move beyond language as a set of example sentences to language as it is situated in the world” (p.3). In other words, students will cherish the knowledge gained because it has powerful meaning for them in their own personal context, making them retain that information and use it in their ever day life.

Contextualized learning in regards of the use of content prediction as a strategy to improve learners’ listening competence plays a significant role. Contextualized learning environments fosters students ‘use of their imagination and creativity as it positions contents into settings that are familiar and interesting for them, in which making assumptions or predictions becomes an easier action. Furthermore, it provides a wider variety of scenarios for teachers to put into context the topics and contents to be taught in order to help students to improve their skills, which is the goal of this strategy. Those outcomes can be measured to stablish the effectiveness of using contextualization learning through the strategy of content prediction. As stated by Perin (2011), “the goal of contextualization is to create conditions for more effective learning, expressed for example in higher grades and rates of retention in courses, and through progression to more advanced course work.” (p. 3). In this context, to confirm achievement of the objectives of the present study, teachers can acquire feedback from assessment regarding the methods and strategies applied with the purpose of improving learners’ listening competence.

2.3 Learning process

The second variable to be developed in the present study is learning process. The learning process is the means by which the proposed strategy is intended to be implemented in the classroom. It is vital to have a clear idea about what is the process of learning in order to be able to base on the theoretical framework the idea that supports content prediction as a tool to improve learners' listening competence. Regarding this variable, the indicators Action-Oriented Approach (AOA), didactic sequence and tasks will be fully developed as to determine how they can affect the achievement of the objectives of the present study.

The current syllabus for English teaching in Costa Rica has been designed with the AOA, therefore this approach is determinant to establish the feasibility of the proposed strategy. Likewise, didactic sequence and tasks are essential elements, present in the learning process when making use of the AOA in the classroom.

As mentioned before, the learning process has been researched by numerous professional branches for many years. Therefore, there are several meanings that can be found in the literature that are correct. For the purpose of this study and in order to correlate this variable with the indicators of action-oriented approach, didactic sequence and tasks; learning will be defined as “a change in behavior that is due to experience”, Lachman (1997). However, the human being starts learning things from the moment is born and progressively keeps learning throughout the course of life. As stated by (Psychology Discussion, n.d.)

A new born child is helpless at birth. He depends upon others. But in due course, he learns a number of things. He learns to crawl, stand, walk, run, eat, speak, dress etc. The process of learning continues till death. Even an adult during the course of his daily routine goes on learning and adding to his experience. Why does a person

learn? He learns because he has to make adjustment in the changing environment.

The stimulus from the environment is there on the one hand (para. 2).

In other words, the human being never stops learning. Consciously or unconsciously, everything that surrounds them produces an impact on their behavior, which has to keep adjusting due to the circumstances in order to survive. Therefore, learning is a vital element of human life and living could not be possible without it.

As essential as it is, learning is not a result of casualties. There is a process that takes place cognitively speaking, in order to transform experiences into behavior that will outline future reaction. In this context, previous experience plays a fundamental role in human learning because it is responsible for shaping people's conduct. According to Kolb (1984) "learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping experience and transforming it" (p.3). Thus, experience in the learning setting is a combination of previous knowledge and context that provides learners with new knowledge as a result of changes in the behavior.

In the educational setting, understanding how pupils learn is essential for teachers to be able to develop and run teaching strategies that lead to the improvement of their skills. Therefore, educators cannot conceive the idea of implementing learning strategies if they are not clear about the concept of learning because that would make education a meaningless process. A study made by Skinner (1954) indicates that people learn by doing, from experience and by trial and error. That implicates that learning requires not only experience but also it needs practice in order for the knowledge to be retained.

Additionally, the elements of the learning process will be analyzed in detail in this section with the purpose of understanding how people learn in the educational context. The “stimulus-response” theory (S-R theory) establishes the elements of learning as follows: motive, cue, response and reinforcement. Psychologists, philosophers and pedagogues Edward Thorndike, Iván Pavlov and Frederick Skinner, among others, they all share similar theories about the process of learning. S-R theory is a concept referred to the fact that behavior can only be manifested as a result of stimulus-response interaction, and they are all necessary components of the learning process.

The Learning process is also composed by four elements: motive, cues, response, and reinforcement. Unfilled needs lead to motivation, which incentives learning. Likewise, cues are stimuli that direct motivated behavior. Then, response is an individual’s reaction to a cue. And, finally, reinforcement is the reward (pleasure, enjoyment, or benefits). Reinforcement is the key element in S-R theory. A reinforcer is anything that strengthens the desired response. It could be verbal praise, a good grade or a feeling of increased accomplishment or satisfaction. Therefore, learning in the educational setting must take into account said elements in order to succeed at implementing strategies directed towards the learners ‘improving of their skills. Initial motivation can come from within the learner or it may come from external drive, and the most commonly known reinforcements in educational context are grades or assessment.

Another aspect that is vital to comprehend the learning process in the classroom, is the fact that every student learn in their own way, and that there are many different types of learners. For instance, there are students that learn mor effectively with visual aids, while others learn better with the use of auditory resources. Learning styles can be categorized into three main types: cognitive (analytical/ global, field-dependent/field independent, impulsive/ reflective),

personality (extroverted/introverted, random-intuitive/concrete sequential, closure-oriented/ open oriented), and sensory (visual, kinesthetic, auditory). (Dornyei, 2005; Oxford, 2001). These categories provide a framework for teachers and students to identify their preferable way of learning. Celce-Murcia (2001) defines learning styles as: “the general approaches—for example, global or analytic, auditory or visual—that students use in acquiring a new language or in learning any other subject”. In this context, it is fair to say that everyone reacts in different ways to the learning setting and its components. According to MacKeracher (2004), a learning style is “the characteristic cognitive, affective, social, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment” (p. 71). To this extent, knowing students’ learning style allows teachers to prepare and fit the contents into the lesson planning in the way in which they learn better. Furthermore, it is also necessary for students to identify in which way they can learn more effectively. Awla (2013), stated that:

Learning styles play a significant role in the lives of learners. When students recognize their own learning style, they will be able to integrate it into their learning process. As a result, learning process will be easier, faster, and more successful (p.242)

It is relevant to emphasize that, with the current approach (action-oriented) in teaching, the goal is to guide students to take the lead of their own learning process. In order for them to do that, it is fundamental to recognize which strategies and techniques provoke a better understanding and retention of the contents, which leads to better outcomes in their educational process.

Taking into account that the role of the teacher is to guide learners, in English language teaching, it is vital for teachers to be aware of the process in which students learn and the different components of said process. There are three main elements that take part in the process of learning: the teacher, the learner and the learning environment. The teacher is responsible for various aspects of this process, such as teaching style, chosen approach, correct application of strategies and their corresponding didactic sequence, among others. Teachers must also guide their pupils to identify their learning style and master elements regarding classroom management that have an impact on the students' learning process. On the other hand, the learner must play a main role in this process since the current approaches have given the student a role that makes them responsible for their own learning process. Learning environment is where it all takes place, therefore, everything included in this setting has an impact in the final product of the learning process. Watkins (2007) stated that "effective learning as the core processes of various domains, and schools must be able to play a special role to assist learners in making an effective learning process throughout the duration of their period" (p.81). In other words, the process of learning entails team work between teachers and learners in context with the setting, in order to achieve the desired outcomes. As stated by Talebi, Davodi, and Khoshroo (2015), "there is a relationship between the skills and techniques of effective classroom management on student academic achievement" (p.82). Thus, teachers' mastering of the learning setting is crucial in order to provide comfortable conditions for students to assimilate the contents and obtain the wanted outcome. Likewise, Prameswari, and Budiyanoto (2017) detailed that "teachers' capability in the management of effective classroom and student's behavior management is substantial to the achievement of positive educational outcomes" (p.82). Therefore, students' behavior becomes part of the elements that affect the learning process. An effective classroom setting requires a physical arrangement of the class that facilitates learning processes (Oliver & Reschly,

2007). Furthermore, effective classroom management triggers positive interaction between students and teacher. Students tend to be respectful when they learn teachers care about them and indicate a genuine response (Brown, 2005). In synthesis, a good relationship between teacher, learner and setting, is vital to provide the conditions in which students can learn best. To this extent both teacher and learner must be aware of their role and try to perform it in favor of the process of learning.

Thorndike's laws of learning are also relevant for the variable of learning process. There are three main laws: readiness, exercise, and effect, Thorndike (1913). The law of readiness establishes that students learn best when they have the necessary background, a good attitude and they are ready to learn. Learning can only take place when a student is ready to learn. The law of exercise states that those things most repeated are the best learned (the connections are strengthened with practice). The law of effect establishes that students are more likely to learn when they are rewarded for learning, rather than punished for not learning; if the desired outcome is reached, the learners is more likely to repeat the behavior that led to the learning. According to psychology, those three laws must be followed so that the learning process is carried out in optimal conditions. In this case, both teacher and students, must adopt a positive attitude in favor of the compliance of the mentioned conditions.

For the purpose of the present research, is essential to determine every aspect of the learning process that has an impact on the objective of applying content prediction as a strategy to improve learners' listening competence. That is why, elements such as definition, components, participants and physiological implications of the learning process have been described in detail. Those elements and their correlation with the indicators AOA, didactic sequence and task,

provide a framework that allows the determination of viability of the proposed strategy.

Therefore, the mentioned indicators are presented and broadly analyzed below.

2.3.1 Action Oriented Approach

The first indicator for the variable of Learning Process is Action-Oriented Approach (AOA). As of 2016, the English curriculum in Costa Rica was modified, switching from a communicative approach to an Action Oriented Approach, which is task based. This change occurred due to the need to improve the students' productive competences in real world context, rather than simply learning the language itself with no authentic application. According to MEP (2016), this approach is “one of the latest communicative language methodologies which places emphasis on what learners know and do to communicate successfully by completing tasks, using general and specific competences in meaningful context and real-life scenarios” (p.25). In other words, the AOA integrates the linguistic and the cultural dimensions of the learning process with the purpose of achieving specific tasks, therefore, the context plays a transcendental role. Also as stated in MEP's 2016 syllabus, “within this approach to English language learning, students develop communicative competence, gain knowledge of various English cultures, and develop their full potential as national and global citizens” (p. 25). In this sense, society becomes the setting for the learning to have meaning, not only as a local context, but also as a worldwide scenery where students should be able to perform any given task.

Regarding the AOA, it is essential that both teachers and students are aware of their role in the learning process. The CEFR (2018) establishes that:

An Action-Oriented Approach “views users and learners of a language primarily as ‘social agents’, i.e. members of society who have tasks (not exclusively

language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action” (p.9).

This approach focuses on giving learners the tools they need to be able to perform in society as fully competent citizens, capable of solving situations related to everyday life and in any context.

Piccardo (2014) defines learners in AOA as follows:

The learner/social agent is not an empty vessel but a whole person with values, beliefs, an identity, and a language or languages. S/he possesses knowledge and experience that can be used to face the challenge of learning a language. This prior knowledge and experience provide points of reference and categories for organizing new learning. The acquisition and refinement of competences is a continuous process, both at school and in the world beyond the school. (p.34)

Furthermore, making learners active agents of their own learning process fosters students’ autonomy. Independent users of the language are going to be able to take class content and put in into practice in settings outside the classroom, along with their background knowledge and their own personal view of the world, to solve problems and function as competent citizens in society. Equally relevant to the learner’s role is the role of the teacher. MEP (2016) establishes that “the teacher is a facilitator and helps the learner to become autonomous. S/he takes several roles such as coach, resource person, advisor, organizer, and facilitator for the learner’s successful completion of the task (p.27). Having learners as central agents of the learning process is one of the strongest features of the AOA. Learner-centered teaching helps students to become more participative, more self-confident and willing to perform their competences.

In AOA, the authenticity of the materials and activities play a vital role. As stated by Perrot (2010), mentioned in MEP (2016):

A shift from communicative to action-oriented language teaching requires the design and implementation of concrete meaningful and relevant real-life situations for students to demonstrate their English language abilities through tasks. This envisions the English classroom as a social, collaborative, action-oriented linguistic environment. (p. 32).

This dimension of the AOA links contents to context thru the use of meaningful learning practices, in which learners can relate the learned contents with personal experiences and their prior knowledge. This type of learning environment nurtures the acquisition and retention of the new contents, fostering students' competence improvement. The CERF (2001) supports the idea of using genuine purpose as a motivational tool in the learning process by defining task as "any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfil or an objective to be achieved" (p. 10). In other words, asking students to solve tasks that can be utilized for purposes in real world context enables students 'understanding and retention of the contents.

The CEFR, (2001) makes reference to student self-assessment and the use of "can-do" statements in order for both teachers and learners, to measure progress in students 'language competence. The CEFR also highlights the importance of "developing oral proficiency and differentiates between oral production and oral interaction. The framework endorses an attitude that values language learners' ability to communicate while gradually increasing their accuracy with practice over time". Promoting oral interaction is a characteristic feature of the AOA and its

purpose is to teach learners to coexist in the local and global society and to be capable of assessing their progress making use of critical thinking. As stated by Kaliska (2016),

The action-oriented approach assumes that the learning process implies (1) interaction (between learners, learners and their teacher, learners and other speakers), (2) learners' involved and their active attitude, (3) collaboration (4) critical thinking (5) deep cognitive processing including organizing and integrating new elements with the known ones, (6) frequent revising. Most of all, it attempts to enhance sociocultural and pragmatic competences as well as learning and action strategies in order to promote learner's autonomy and their independent thinking (p.38)

This approach is very emphatic in regards the importance of enhancing student skills not only in the academic field, but also in the field of life itself. In English language learning, the AOA promotes the development of proficient users of the language capable of delivering and comprehending messages in real contexts. In fact, according to Piccardo (2014), "learning is constructed around action. Users/learners of a language are called upon to act and this action implies strategic activation of competences in order to achieve a particular outcome" (p.18). Once again, the connection between content and context is key to understand and carry out action-oriented learning.

For the purposes of providing learners with real world materials and activities it is important for teachers to take into account the technological resources available to plan their lessons. MEP (2026), states that,

The internet as one resource of technology is a valuable tool for providing students with real input for listening and reading tasks such as podcasts, radio broadcasts, online television, movies, songs and like internet and mobile phones can also be combined to create real exchanges for listening and speaking activities (p.27).

To this extent, the use of the AOA linked to technological resources to provide real input in the learning process, has a strong impact in the application of content prediction strategies to improve learners' listening competence, taking into account that background knowledge and contextualized learning are vital elements to carry out such activities.

In synthesis, the AOA is one of the most important elements in the learning process because it defines the parameters and conditions in which students learn in the classroom. It also establishes clear roles for teachers and students and their implications in the process. Moreover, it determines the relevance of focusing on task-based learning and relating content to context in order to provide real meaning to the knowledge. All of those characteristics of this approach must be taken into consideration at the time of implementing content prediction as a strategy to enhance learners' listening competence.

2.3.2 Didactic Sequence

Second language acquisition is a vital aspect to take into consideration in the Costa Rican educational system. For this reason, it is vital to take a look towards the aspects that must be taken into account in order to achieve the expected goal among classrooms regarding the oral comprehension. In addition, the sequence in which each class and its components are commanded by teachers represents the adequate procedure to follow for the learner's succeed.

As stated by Roxy and Glenda “The English syllabus gives the teachers a list of procedures to work with during the daily forty-minute lesson. This list guides teachers to develop tasks with emphasis on a required skill” (Calderon Mora & Rodriguez Chavez , 2014, p. 14) Furthermore, it is transcendental to mention the necessity that lays on the correct management of the respective unit plan by teachers. The correct knowledge of this tool will guarantee the adequate following of the proposed sequence and additionally the accomplishment of the learning comprehension goals.

On the other hand, there are several aspects to consider at the time of concentrating in a field as teaching. In order for a teacher to achieve the expected learning objectives, it is fundamental to implement linguistic and methodological characteristics and immerse them into learners’ cultural reality. Moreover, it must be acknowledged the sequence that every single of these aspects should be provided to the educational population. According to (Solano Campos, 2012), the mentioned aspects are vital regarding instruction and acquittance of the target language:

English teaching programs, particularly in foreign language contexts focus on linguistic and methodological aspects rather than on ideological ones, in spite of their importance to examine the political nature of teaching and learning English because it connects language classrooms to larger social dynamics (p.1)

It is noteworthy to highlight the importance of both linguistic and ideological context, the correct implementation of these specific scenarios into the learning acquisition will help students to gain vital information while the development of classes. However, to reach this learning achievement, it is necessary to focus on the sequence on which teacher guide students into the continuous learning process. “One of the most important issues in the application of learning theory is

sequencing of instruction. The order and organization of learning activities affects the way information is processed and retained” (Culatta , 2020, p. 1) To provide prior knowledge regarding a specific skill or educational topic, teachers need to follow an adequate guideline so that it will guarantee the correct development of a student through a specific set of activities.

The learning process has a strong impact among Costa Rican educational centers; in addition, it is indispensable for the instructive sector to guarantee the achievement of objectives reflected on the daily lesson plan provided by the government. For the purposes of this research, it is highly significant to concentrate in the didactic sequence of oral comprehension, as stated by MEP (2016):

Oral Comprehension: Planning (pre-listening, motivating, contextualizing, explaining task goal); listening for the first time (general understanding); pair/group feedback; listening for the second time (more detailed understanding); and self/co assessment (p. 36).

It is important to be extremely careful about the didactic sequence in which each activity is developed. Therefore, it is not possible for a teacher the idea of just reproducing an audible material in the class so that the students can answer a couple of questions. It is required to implement an order in which teachers can guide each student to the achievement of listening tasks. Educators must find a way to relate their prepared material into the already sequence given by the educational authorities. The idea of this indicator is to clarify the adequate steps stated by beginning form the planning and its elements and concluding with listening for the second time.

First of all, there should be an understanding of the process promoted by personnel responsible of the educational development of the county. Since listening represents a vital skill, its application into the learning process should be strengthened daily by teachers in order to succeed on the achievement of comprehension objectives. In addition, when referring about listening sequence, the first step that should be followed is the planning of the educational lesson with its components (pre-listening, motivating, contextualizing and explaining task goal) (MEP, 2016, p. 36). For this reason, it is important to emphasize the role that the planning stage has into the development of activities. This with the idea of demonstrating the fact that a good management of this steps can mean the success of both teachers and learners into the achievement and progress of the learning process. As mentioned by Rees (2013), the incorrect guidance towards listening skill from teachers can affect positively or negatively each of the learners' performance:

Many students are fearful of listening, and can be disheartened when they listen to something but feel they understand very little. It is also harder to concentrate on listening if you have little interest in a topic or situation. Pre-listening tasks aim to deal with all of these issues: to generate interest, build confidence and to facilitate comprehension. (para.5)

It is imperative to mention the repercussion that shows a well-developed lesson by a teacher into the educational improvement of a learner. Hence, fomenting specific activities in order to achieve listening, is vital for the enhancement of the learning process among Costa Rican educational institutions. For this precise reason, it that has been always represent a difficulty to involve students into the understanding of specific information. Also, at the time of creating material for it, it is necessary to influence teachers to create motivating topics with situations that

can call the learners' attention for a better development of their skills. Another aspect that must be considered at the time of creating content is the contextualization with the idea of encouraging students to get involved in the educational environment that a teacher can create towards a specific topic. As cited by Van Oers (2012):

A context is constructed by an agent every time he gets actively involved in a setting: by determining his particular goal, examining his prior experiences, finding out which means are available, investigating which actions make sense to perform in order to achieve the goal chosen, and by relating motive, goal, object, means etc. Context, then, is the result of this process of identification of a situation as a particular activity-setting (p. 481).

Learning about contextualization has been an important topic in which professionals of the educational field have centered their studies among the years. However, this term has a strong impact on the necessity of guiding teachers to focus on correct development of content for students, taking into account the necessities exposed by a determined group of the society.

“Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understanding” (Rara Saraswati, 2018, p. 142). In addition, it is highly difficult for a teacher to provide new information in a specific area without the correct knowledge of the context in which students are established. This means that if the teacher is not involved into the characteristics regarding the educational level and background of his/her students, it will be highly difficult to identify the context requirements presented by the educational institution and the material provided might lack of real content affecting pupils learning process.

The last aspect presented in the first stage of the didactic sequence is the explanation of the task goal. The achievement of a task represents the goal of the educational program; for this reason, it is crucial to follow a certain sequence so that the learners can succeed into the listening comprehension accomplishment. In order to achieve the commission presented by the teachers, learners should be aware of the purpose and which path is required to follow to reach the expected necessities. Additionally, it is important to demonstrate that the correct application of pre-listening activities is a vital aspect into the learning process to reach the set objective. In order for a student to commit with the topic being studied, it is necessary to provide information about the importance of the activity that is developed, as cited by Rubin (2015):

Goals should be specific enough so that they can be measured; Measures should be observable so learners are able to recognize their own achievement. Measures should be observable without teacher input, so that learners develop control of their own learning process; Achievable requires learners to consider the time and knowledge they bring to accomplish the task (p. 70).

It is transcendental to guide students in the obtention of goals. In order to achieve this, teachers have to be extremely clear regarding the purposes of the task and the series of steps needed to follow by them. At the same time, there is the necessity of giving to learners the possibility to realize the progress and succeed obtained regarding a specific task by their own “Teaching goal setting and task classification can suddenly change a classroom from one where the students are disinterested and poor performers to one where everyone is involved in completing a task” (Rubin, 2015, p. 78) For this reason, planning tasks that can be measurable and observable for

learners can be highly effective due to the fact that they will be committed in their progress as they can perceive it and willing to complete successfully the performance of the given task.

Another stage of the didactic sequence is listening for the first time. The persistence and importance given to this aspect of skill sequence development influences positively into the language learning process. Moreover, it is indispensable for the teacher to diffuse among learners the importance that their general understanding of information towards a specific topic means in order to reach the comprehensible objective. As stated by Rara Saraswaty (2018):

Listening plays a vital role in daily lives. Everyday people listen for different purposes such as entertainment, academic purposes or obtaining necessary information. It is essential for learning languages since they enable to acquire insights and information, and to achieve success in communicating with others (p. 139).

At the time of developing a listening activity it is fundamental to transmit to learners the relevance that improving their activation of previous knowledge represents to the continuous purchasing of the language learning. Each student has a different motivation towards the learning of a second language, for this reason, listening for the first time represents an opportunity for teachers at the time to present the topic to students and hence, permit them to have a general understanding of the activities that will be established in the classroom. In this way learners will have the chance to make relations and find their own manner to achieve the task having a previous knowledge about it. As cited by Rara Saraswaty (2018):

...it is better to activate students' vocabulary by asking them to guess the meaning of words used in the listening context before explaining the meaning to them, since whenever students are able to relate what they have already known to what they are supposed to listen for, they are likely to listen better or more effectively (p. 146).

In the listening acquirement context this means that teachers must be aware of the necessity that students present regarding the activation of core knowledge before the attainment of new information. Another aspect to be careful with is the consciousness from teacher at the time of following precisely the listening didactic sequence. Managing this feature from learners represents a fundamental factor for the adequate accomplishment of an action and furthermore to resolve correctly what is requested by the educator. Therefore, it is important to establish and clarify the respective objective of each activity in order to avoid the creation of a misunderstanding among the learners. Teachers have always to keep in mind learners' competences and conduct them to facilitate the learning process on the previous stage of learning for the first time.

Moving forward, pair/ group feedback represents another aspect of the didactic sequence regarding the learning process. The correct application of this characteristic in the listening comprehension sequence is vital because it will provide the necessary information to the learner so that it could be possible to undertake misunderstandings or errors during the oral comprehension process, as cited by Hattie & Timperley (2017):

A teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the

correctness of a response. Feedback thus is a "consequence" of performance (p. 81).

In the feedback phase, students can hear the information provided by the teacher and have already an idea of what is the material about. However, at this precise moment the teacher becomes a facilitator in the students' learning process, due to the fact that learners may not be always correct about their assumptions of the already given material. Another aspect to remain from teachers is the quality of context given for the students. For this reason, there must be taking into account the different situations presented in different places, as cited by the Organization for Economic Co-operation and Development (OECD): "The MEP should ensure that the remaining small remote schools receive adequate and appropriate educational materials as well as support in establishing links with other schools to share resources, break isolation, and exchange good practices" (Organization for Economic Co-operation and Development, 2017, p. 13) evaluate them by checking the correct options and providing feedback to the students. Hattie & Timperley, (2017) stated that:

There are many possible ways for students to reduce the gap between current and desired understandings in response to feedback, and they are not always effective in enhancing learning. Those likely to be effective include the following. Students can increase their effort, particularly when the effort leads to tackling more challenging tasks or appreciating higher quality experiences rather than just doing "more" (p. 86).

It is vital to take into consideration the necessity of giving tools to learners in order to improve their listening skill. Additionally, providing feedback represents a significant aspect of the learning process and work as a tool for all teachers who want to improve their learners listening comprehension level of English. Moreover, improve vocabulary and ease of communication can be positively influenced by the correct usage of the didactic sequence. This aspect serves to introduce all the necessary guidance for the correct development of the topic that is being studied. One of the main aspects is that teachers can provide all the supervision that he/she considers fundamental for improvement of the learners' performance when developing an activity.

The following aspect to consider in the correct didactic sequence is the listening for the second time. Listening is a vital aspect in the learning acquisition process as cited by "Listening is the receptive skill that we use the most in everyday and professional life. In fact, listening accounts for about 40 per cent of the time we spend communicating, which is significantly more than we do speaking..." (Maslova, 2017, p. 38) Thus, this aspect is critical considering the fact that at this point of the learning process the learner has already the necessary tools for the achievement of goals. For this reason, there must be a special care on the previous stages of the oral comprehension. In this way there would exist the possibility of providing effective information to students for the achievement of the complete message in an oral comprehension activity. Picard & Velautham (2016) said:

Listening comprehension is a vital skill in all areas of academic life. Effective listening is required in order for higher education students to understand formal lectures and tutorials, as well as to interact with other students in small groups, in project work, and in social situations (p. 52).

As mentioned above, in the listening for the second time it is necessary to dedicate a considerable amount of time to the correct development of the brought activities. It is fair to mention that the task assigned by teachers should be appropriate for the learners' capacities and be more detailed regarding the requesting of information; as cited by Picard and Velautham: "listening involves a joint creation of meaning between listener(s) and interlocutor(s)" (Picard & Velautham, 2016, p. 64). Moreover, considering the purpose of this stage, activities are vital for teachers so that they can make sure if learners acquire knowledge in the desire way. On the other hand, if there is a mistake in the language acquisition, teachers have to figure out how to improve the weaknesses in performance demonstrated by students. Picard & Velautham (2016) explained:

Explicit instructions and careful linking of the activities to their experience are also necessary to engage the learners and ensure their application of skills. Careful scaffolding is a useful emphasis in all higher education teaching and learning contexts (p.64).

It is fundamental to provide each student with the required directions and tools so that when they face real scenarios can activate the previous knowledge regarding their necessities. Hence, teachers are responsible to follow the given didactic sequence in all the presented skills of a second language acquisition. Nevertheless, when referring to the listening skill, it is fundamental to provide learners with valid content linked to their experiences so that it would be easy to put it into practice and achieve the listening objectives.

Finally, the last stage of the didactic sequence is the self/co assessment. It is imperative to motivate both teachers and students to create and provide gaps in which assessment can be applied. Considering listening skill as a prior into the second language development, it is

necessary the teacher's presence as a guide and advisor when forming learners in the classrooms, as cited by Wride (2017):

Self-assessment is defined as 'the involvement of learners in making judgements about their achievements and the outcomes of their learning' and is a valuable approach to supporting student learning, particularly when used formatively. Self-assessment supports student learning and is one of the most important skills that students require for future professional development and life-long learning, as it develops their capacity to be assessors of learning (p. 1).

It is important to foment constantly the necessity of the didactic sequence in a learning environment. In order to succeed in this knowledge sequence, it is extremely significant to create a strong relationship with learners so that the learning objectives can be set and worked equally by mentors and pupils. Obtaining this content awareness from learners, the sequence of the educational environment can be enhanced. In addition, the constant practice of self-assessment among classrooms determiners the attitude that a person would have in their future, adding an extra capacity to confront challenging situations. However, the consciousness of previous stages and its importance is vital at the time of having an introspective evaluation as Wride mentions: "For self-assessment to be effective, students should first become familiar with the concept. The term 'self-assessment' is used to cover all judgements by learners of their work: it is related to and incorporates terms such as 'self-evaluation' and 'self-appraisal'." (Wride, 2017, p. 3)

Additionally, the relationship that students can produce towards a specific type of information and their contact with it, can either help teachers to guide them into the correct acquisition or help

individuals to find the correct assessment to correct themselves regarding their development in the assigned task. Wride (2017) stated:

Self-assessment is a valuable approach to supporting student learning, particularly when used formatively. Self-assessment is one of the most important skills that students require for future professional development and life-long learning, as it develops their capacity to be assessors of learning. It is important that teaching staff consider how they might share some of the feedback and assessment processes with students to facilitate student learning (p. 12).

As teachers, there is always the obligation to demonstrate to learners a person in which they can feel guidance and support when required. Additionally, the fomentation of self-consciousness is vital and its constant practice will transform the educational mentality of each student towards the possible tasks that they will affront and how to face each challenge. However, this perception is difficult to obtain without the responsible practice of each stage of the didactic sequence.

Learning is a constant activity and students will never stop acquiring new content; for this reason, in a complex skill as oral comprehension it is crucial to set a mentality among students in which they can be helped by their teachers but also that they can fell in the capacity of being their own mentors to acquire each educational objective.

2.3.3 Task

Oral comprehension achievement is vital for the idoneal development of a second language learner. In order to achieve the basic requirements, it is fundamental to be able to perform tasks.

This methodology of tasks has been quite difficult for teachers and for students to comprehend, due to the changes that it represents in a classroom taking into account previous learning strategies. However, these actions are actually practiced in everyday routine by a human being, as cited by CERF: “Tasks are a feature of everyday life in the personal, public, educational or occupational domains” (Cambridge University Press, 2001, p. 166) For this reason, it is imperative for teachers to stimulate constantly students’ development when they cannot understand what is requested by the teacher in the listening tasks. Sometimes, learners may not understand the given texts, the elicited activity or questions provided regarding a listening task. Nevertheless, this should not condition the educational environment; instead, this should serve as a way to strengthen the learner-teacher relationship, as cited by He-Hai & Yu-Sheng (2018):

The task-driven classroom teaching method is based on the constructivism learning theory. It transfers the traditional teaching concept of knowledge into a problem-solving-oriented interactive teaching mode. As this task serves as the main line, students are the main and the subjective part. It changes how the relationship between teacher and students; in the past, one would lecture while the other would merely listen and passively accept. The task-driven classroom teaching method is conducive to stimulating students’ learning interest and improve students’ ability to solve problems (p. 2).

Additionally, teachers should not consider the existence of troubles from students regarding the success of an assigned task as a problem in the language acquisition process. Differently, this apparent difficulty in the activities developed by students has to be perceived as an opportunity

for teachers to progress and establish a relationship with the students and facilitate their constant enhancement.

Even though when the material given contains previous vocabulary seen during previous stages of learning achievement, at the time of train listening abilities to perform a task is important for educators to construct a bond of trust and loyalty with learners so that the oral comprehension can be improved each lesson. This listening skill awareness by teachers helps students to be confident to ask about the given task. On the other hand, it is vital for a teacher to build a task based on previous and valid information as The United Nations Educational Scientific and Cultural Organization (UNESCO) mentions: “Authentic tasks have value beyond the classroom – they connect what students are learning in school to the “outside world.” In contrast, tasks are relevant to the extent that they are consistent with students’ needs and/or interests” (The United Nations Educational, Scientific and Cultural Organization, 2014, p. 8) Sometimes, it is difficult for teachers to consider extra-curricular situations that a learner may face when planning a lesson. For this reason, it is essential to established in the teachers’ mentalities the importance and value that real-life scenarios have at the time of planning tasks. Additionally, there must be always considered the idea that second language acquisition is more than an opportunity a necessity because the outcomes receive in the leaning process will be presented at some point on a real-life context by any of the students depending of their requirements, opportunities or interests.

Focusing in listening learning process, the idea of tasks is to provide teachers a guide so that they can lead students to have a better performance regarding any listening activity planned. Furthermore, it is fundamental for a teacher to transmit to his/her learners the requirement of completing correctly a specific set of information. “For students, tasks provide the answer to the often heard question, “Why am I doing this assignment?” (The United Nations Educational,

Scientific and Cultural Organization, 2014, p. 6)'' The idea of this consciousness emission is to activate learners' ability to follow the presented activity and then complete a previous given task. Moreover, it is fair to say that previous knowledge from the given task by learners can affect positively their performance to accomplish with determination what is requested by the teacher. Teacher must let learners know the importance that represents for the learning process the establishment and clarification of activities and objectives in the oral comprehension task. This will permit teachers to be selective into the adequate strategy to follow in order to avoid misunderstandings among the learners and the task provided. Additionally, teachers must take into consideration students' competences and conduct them to facilitate the learning process and the task development as cited by He-Hai & Yu-Sheng (2018):

The student-centered method helps students acquire knowledge and increases the students' ability to learn. Moreover, students are expected to be more enthusiastic in their work. In the process of completing tasks, students can actively search and analyze relevant learning resources and information, then formulate a series of strategies to solve the problem, and ultimately find a best solution through continuous effort (p. 3).

The adequate selection of content plays an important role at the time of developing a task for a student. Even though, there should be always the consideration that every student has a special need, educators should stick into the environmental scenario which the place where they work has. In that way the information and activity proposed will not be unknown for learners' background. Material such audios, videos or other comprehension input has to stick to the topic being thought, in that way teachers can evade the construction of an environment of uncertainty among students towards the task.

Furthermore, it is viable to mention the necessity that represents the adequate application of tasks in the learning process. Sometimes, happens that there is not enough time for a teacher to complete with his/her students the complete assessment of a certain task. It is highly important elude the idea of assigning the task as an extra-curricular activity to develop as cited by UNESCO: "...integrate assessment tasks throughout the entire teaching/ learning process rather than assigning them at the end of some specified time period (e.g., a week) or the completion of a unit of instruction" (The United Nations Educational, Scientific and Cultural Organization, 2014, p. 12) Being aware of the learners' performance is a vital aspect to keep on mind. This constant exercise will let teachers build an educational relationship regarding each student's capacity in order for the teacher to develop specific activities for this learner with the purpose of hence and collaborate with the second langue acquisition in the oral comprehension development. It is essential to consider that a feature that can affect whether in a negative or positive way learners' performance regarding tasks is the economic situation on which certain members of the institution are immerse. As cited by UNESCO (2014):

When teaching economically disadvantaged students, use learning tasks as a primary building block of the curriculum. Over the past quarter century it has become common knowledge that learning requires that students remain actively engaged in the learning process over a substantial period of time (p. 12).

Task are design to help learners to increase their abilities, when facing specific socioeconomic circumstances that can affect the learning of a new language process, it is important for the teacher to foment into the students' mentality the importance of stick into the program so that they can achieve a second language understanding for their personal progress. Students learn the

language by doing specific actions and also integrating tasks in their listening activities. This constant development can help students to learn how incorporate and use the four English skills to communicate effectively inside the classroom and outside the classroom.

Tasks guide and support students to enhance their continuous performance towards a specific skill as oral comprehension is. Likewise, task commission helps learners to progress into important aspects as soft skills, resolution of challenging situations in real-life scenarios, thoughts and even to progress in their values. It is vital to highlight the intrinsic activities that learners can develop through tasks, for this reason the correct application of tasks into the learning process will guarantee teachers the constant expansion of students in different educational areas, as cited by MEP (2016):

Tasks in the Action-Oriented Approach often involve the creation of a product as the students perform the task. This product may be a brochure for tourists, a blog entry, or a fund raising project for a humanitarian cause. “However, not only the specific outcome, but also the process, which leads to the final result, is important for communication in the language classroom: this involves a step-by-step organization, learners’ activation of strategies and competences, consideration of the setting and social forms, as well as materials and support. (p.26-27)

The methodology of tasks encouraged by educational entities are aimed to help learners to progress in different aspects of their development, not just for educational purposes but also taking into account their self-growing. In addition, it is important to note the efforts done and hence the responsibility that the teacher has regarding the role of respecting the didactic sequence

and its stages for learners' correct establishment and accomplishment of objectives into the learning process.

In conclusion, listening is a skill that many students consider as a hard skill to progress, but with the integration of the correct didactic sequence stages and concluding with the integration of tasks their mind can change. The objective of tasks is to performing activities in a real-content situation so that learners can find a meaningful and attractive context, this allow students to obtain vocabulary and grammatical structures. As cited by CEF: "Task accomplishment by an individual involves the strategic activation of specific competences in order to carry out a set of purposeful actions in a particular domain with a clearly defined goal and a specific outcome." (Cambridge University Press, 2001, p. 157) Furthermore, there must be clear the main purpose of teachers regarding the development of tasks. First of all, teachers must accomplish satisfactorily learners' guidance through the second language acquisition. Additionally, another prior factor is to be facilitators for the learners to become more confident towards the language. As cited by the CEFR (2018):

Communication is an integral part of tasks where participants engage in interaction, production, reception or mediation, or a combination of two or more of these, for example: interacting with a public service official and completing a form; reading a report and discussing it with colleagues in order to arrive at a decision on a course of action; following written instructions while assembling something, and if an observer/helper is present, asking for help or describing/commenting on the process; preparing (in written form) and delivering a public lecture, interpreting informally for a visitor, etc. (p. 157).

Tasks, furthermore, have the intention to direct students into a correct decision-making to answer correctly to different challenging real-life situations meanwhile they are learning to perform an action or activity. Moreover, teachers can direct students through interactive and dynamic activities developing their knowledge acquisition by putting in practice the information gained in the previous stages of the language learning process. “Tasks are normally focused within a given domain and considered as objectives to be achieved in relation to that domain” (Cambridge University Press, 2001, p. 137) For this reason, among the educational centers, teacher must purpose themselves to make efforts in order to progress in the development of meaningful content in the task developing, In this way, the listening comprehension will be achieved. Another important aspect is to build tasks based on performing activities into everyday-life situations in which the use of the language is requested, motivating students to prepared and answer without hesitation of complexity. Hence, it is necessary to improve learners’ listening competency level following the learning process sequence on the activities, crating meaningful context to achieve the learning process goals.

2.4 Listening Competence

The third variable to be considered in the present research study is listening competence. Listening skill is a fundamental aspect to be considered by teachers due to its importance for the correct cognitive development of the students at each educational institution. On the other hand, it is highly necessary to provide a clear idea of the importance that listening competence represents on the educational institutions. This action will be based on the exposed information in order to expose a clear point of view regarding the importance of content prediction in the

listening competence and how could it affect into the correct development of the students.

Regarding the mentioned variable, the indicators environment conditions, working memory and listening comprehension techniques will be fully exposed in order to determine how they affect the achievement of objectives of this research project.

It is important to mention the fact that at the time of relating the listening skill with other language acquisition skills, listening is taken into account as a priority in order to enhance the idoneal achievement and linguistic development of a learner. As mentioned by Siew Eng: “The listening skill can be defined as receptive communication skill that has a parallel relationship to reading and, in its aural aspects, is closely related to speech. Listening is the first basic skill...” (Siew Eng, Abdul Rashid , & Muhammad , 2013, p. 331) Also, before referring to the listening competence itself, it is very important to motivate learners to reach effective communication because this action will lead the into the correct development and accomplishment of goals, as cited by Siew Eng, Abdul Rashid , & Muhammad (2013):

Communication is the basic component of the process of learning and comprehension for every human being. Listening is one of the four basic language arts: speaking and writing known as ‘expressions’ or ‘productive’ and listening and reading known as ‘understanding’ or ‘receptive’ skills. It helps the learner to receive and understands the message of the speaker. It also helps the learner in the accomplishment of any task related to auditory function. (p. 331).

Regarding the first indicator which is environmental conditions, it must be considered the influence of each action encouraged by the teacher into the classroom. Students represent the

main objective, when talking about language acquisition. For this reason, it is a necessity for the educational institutions to provide the best resources so that students can reach the expected results on a listening activity, as cited by Adams: “Everything we say and do in the learning environment has the potential to positively or negatively impact student competence, confidence and comprehension. Be strategic and cultivate the positive and healthy learning environment our students need.” (Adams, 2015, p. 1) Additionally, there are some aspects at the time of developing a lesson that a teacher should consider such as weather conditions, capacity of students in a single room or even the capability of the institution to provide tools for the correct development of the class.

Then, the second indicator called working memory exposes that the action of activating the retention ability among classrooms will guide students to have better tools to face their future. Moreover, this practice will lead learners into a better capacity to comprehend the oral message exposed in each task, as it is mentioned by Gathercole (2001):

Working memory play a key role in supporting children’s learning over the school years, and beyond this into adulthood. It is proposed here that working memory is crucially required to store information while other material is being mentally manipulated during the classroom learning activities that form the foundations for the acquisition of complex skills and knowledge. (p.154)

It is vital to enhance listening skills based on students’ prior knowledge and experience though their active participation into the learning process. This will guide them to apply their new

cognitive skill into a wide variety of daily situations. It is fundamental to highlight the importance of connecting the new knowledge gained with pre-existing information so that students can improve their performance. Here is the importance of this indicator for the action research to be studied, the inclusion of both the prior knowledge and exposing in a better manner to students what they are intended learn. However, the correct implementation of working memory, will help teachers to direct learners to achieve better results, reinforce topics and improve listening skills when comprehending oral information

Lastly, the third indicator listening comprehension techniques will guide both teachers and learners into a better understanding of the weakness that can expose each when learning new information from a specific topic. It is sad to expose, the lack of interest that students demonstrate towards the comprehension of a second language and specifically at the time of developing listening understanding activities. Most of the times, teacher do not focus on learners' needs when assessing activities and this affect directly on their performance due to the lack of communication. For this reason, it is fundamental to provide activities to students that focuses on real content material in which they can feel the importance of learning specific information for their integral improve. Hence, the correct assessment will help teachers to comprehend debilities that learners demonstrates during the performance of a listening activity and guide to help and reinforce these details, as mention by the British Council (1981):

Many students fail to see the relevance of foreign language to their lives or, perhaps worse, they fail to see the relevance of the kind of language they are trying to learn at school compared with 'real language' as they experience it outside in the real world. This can be in part caused by inappropriate learning

materials and methods or, possibly, by an understandable failure on the part of the students to see how the objectives set can be achieved given the circumstances in which they have to learn (p. 107).

It is important to mention that the correct usage of different listening comprehension methods will help students to understand in a better way the message that it is being exposed.

Additionally, it is crucial for a teacher to adapt different listening comprehension techniques when developing specific activities, this will help them to adapt the information into a real situation experience that learners can actually face.

Taking into consideration the variable of listening competence and its indicators, it is highly important for a teacher to instruct in a clear manner the listening skill to his/her learners. Moreover, it is indispensable for students to understand the need of concentrating at the moment of learning English language by means of listening material at the educational institution. For this reason, the teacher's role is fundamental, considering the reason that learners need a guide for the to achieve the language acquisition goal, as cited by MEP: "The teacher is a facilitator and helps the learner to become autonomous. S/he takes several roles such as coach, resource person, advisor, organizer, and facilitator for the learner's successful completion of the task." (MEP, 2016, p. 29) Furthermore, listening is a part of the four basic skills that a learner uses in their daily learning progress and teachers have to find a way to relate the information proposed into a real-life scenario that can be confronted by a student. This help in a considerable way the enhancement of students' listening competency level.

Taking into account these fundamental indicators of the listening competence, at the time of teaching a second language as English to a group of students, it is vital to relate the content with fundamental aspects such as the pronunciation or grammar.

2.4.1 Environment conditions

There are certain aspects that should be considered at the time of referring to environmental conditions that have a repercussion for a person on his/her daily performance. Moreover, this characteristic represents an important role for the correct development of a human being, there is always the necessity of adaptation in order to obtain a good performance at any field that can be considered. As mentioned by Carson-Newman College (2010):

The environments of particular cultures require the people to acquire skills or to adapt in order to survive. This describes ecological adaptation. The environment may include geography or social settings. Some environments lead to skills that are beneficial. For example, Native Americans may have better perceptual skills because they have been taught to recognize their families' herds from a distance and to interpret signs of dangerous weather and approaching predators. On the other hand, harmful environments, such as impoverished areas, create problems that can be learning deficits for children (p. 6)

It is fundamental to be aware of the conditions under a person is developing new abilities or skills. Therefore, it must be taken into account every single aspect that surround the educational environment of a person and in this way, it can be understand the reason of certain behaviors.

Most of the times, students that are in risk, poverty or under personal problems are highly influenced by their personal atmosphere and this is a common scenario of public educational institutions from which teachers have to strive with. Teachers must be concern of the existence of this difficulties and differences between students in a way that their educational performance will not be affected.

There are other circumstances like genetics, brain development, and physical conditions that can influence how a learner progress in the obtainment of information. “Some scientists believe that persons from different ethnicities or cultures have specific cognitive characteristics.” (Carson-Newman College , 2010, p. 6). In addition, teachers must be aware of the environmental conditions that can affect students’ educational progress. Also, it is a fact that culture, customs and believes can shape the ideals of a learner towards the importance of learning a new skill as acquiring a second language. Furthermore, it must be emphasize the importance that lays on the correct development of the language and the role that listening competence plays on the obtention of a second language, as mentioned by Carson-Newman College: “The values of the culture are expressed through language, whether it be communicated nonverbally or spoken in the words of the culture’s primary language. Hence, one’s native language shapes how a person thinks and perceives knowledge.” (Carson-Newman College , 2010, p. 6). As exposed before, there must be taken into account that there are aspects that can affect students’ learning process, this difficulties can vary from one learner to another depending his/her conditions. For this reason, it is necessary to motivate teachers in order to focus on the learners’ necessities at the time of assessing the listening comprehension skills so that weaknesses and needs can be detected and improve opportunely.

Environmental conditions must be taking into consideration as a priority at the time of developing listening competence among learners since it is an aspect that is inherit.

Additionally, every person is influenced by his/her mother from the conception, the mother's conditions meanwhile the pregnancy period affects directly into the behavior that a person have in the future. Consequently, this ability that a person has to react to the environment may be different from one student to another. As mentioned by Tanvi: "The influence of environment begins since the time of the conception of the child in the womb of the mother. Fetus in the womb is influenced by mother's mental, physical and emotional conditions" (Jain, 2018, p. 1). Teachers must consider the fact that learners' behavior towards a specific activity is determined before they were born; for this reason, it might be difficult to improve certain aspects in a learning process to achieve the goals. However, this forms part of the environment conditions that influences students 'believes and can improved gradually with the correct assessment of activities.

On the other hand, there are other conditions such as the climatic and atmospheric that can affect somehow the development of listening competence in the classroom. These factors may have a transformation from one place to another. Therefore, it is prior to mention that event though in Costa Rica there are just two weather stations (summer-winter), the climate can vary and become extremely hot in some places and in the majority of times, this climate affects directly the willingness and performance of learners, as mention by Jain "For a limited time, humidity and high temperature can be tolerated but prolonged humidity and high temperature become unbearable." (Jain, 2018, p. 1). They decrease mental efficiency. The intellectual productivity and creativeness of people living in hot regions are much low. Likewise, the morning time is always better for mastering difficult tasks. Studies on the academic progress of evening school students show loss of efficiency varying from one to six percent. Social surroundings Includes especially the environment of home, school and locality. Learning is affected by physical conditions at home such as large family, small family (specific family of

the study) insufficient ventilation, improper lighting, uncomfortable temperature, noisy home environment due to use of radio, and TV etc. Other factors such as child rearing practices, reward and punishment, scope for freedom in activities are decision making play and study facilities, disorganization and discord among birth positions such as eldest or youngest child has his definite influence on learning. Jain, (2018) stated that:

The teacher is an important constituent in the instructional process. The way he teaches and manages the students has an effect on their learning. An authoritarian teacher will create an aggression and hostility among students. On the contrary for it a democratic teacher will create a participatory climate for learning. (p. 3)

Teachers have the responsibility to create a good educational environment, taking into consideration the different aspects that can influence the learning process under learners have to perform. The correct environment leads students to construct and cooperate with others and also to improve their behavior towards the learning acquisition process. Students learn better in a calm setup because of the benefits that this setting can provide to the variety of activities that should be performed in a listening comprehension environment.

2.4.2 Working memory

The second indicator for the variable listening competence is working memory (WM). Working memory is one of the most important elements in language learning because it is associated with the capability of retaining knowledge and integrating information. In improving listening competence by means of content prediction activities, working memory plays a

fundamental role. Baddeley (2003) defined working memory as “a system for temporary storage and control of information necessary for a wide range of complex cognitive activities”.

Therefore, this system is responsible for retaining data that is necessary for further application. Shenfield (2012), stated that “working memory is the faculty to mentally maintain previously learned or newly acquired information for a short period of time and use it in problem solving and task completion”. This faculty is vital for learners of a second language when developing their listening abilities because they need to process and store pieces of information in order to use it to solve a task. For listening competence development, learners need to stimulate this faculty of the brain with the purpose of enhancing their linguistic proficiency. Working memory is short term memory and it is subdivided into four main categories according to the type of information that stores: central executive (drives the whole system and allocates data to the subsystems, the phonological loop and the visuospatial sketchpad), visuospatial sketchpad (stores and processes information in a visual or spatial form), the phonological loop (deals with spoken and written material), and the episodic buffer (acts as a 'backup' store that communicates with both long-term memory and the components of working memory, Baddeley, (2000). This model, updated from the original working memory model from 1976, shows in detail how input is processed and stored in the brain for further use.

On the other hand, the lack of working memory skills, or having poorly developed working memory, is related to difficulties in learning. As stated by Ibarra & Martínez (2018),

Limitations in WM together with individual differences may hinder the learning process, making it difficult for learners to remember or make inferences about new information encountered while reading, access knowledge from long-term memory, and integrate new information with knowledge from long-term

memory. It is also common among students with WM difficulties to hear teachers' directions and instructions, but this load of information overwhelms their WM system and so it is partially or completely lost. Therefore, they are unable to complete classroom tasks and achieve course objectives (p. 33),

Therefore, working memory is an essential part of the learning process and it represents an element without which the learning is negatively affected, not only because the lack of ability to retain information, but for the limitations that learners face at the time of following instructions. Melby-Lervag & Hulme, (2012) asserted that “working memory limitations are often associated with failures to maintain task focus and to inhibit the processing of, and responses to, distracting information”. In this context it is especially important for teachers to identify learners' possible deficiencies in working memory to provide the necessary instruction reinforcement when needed. In language learning specifically, previous research suggests that working memory capacity can have perceptible influence on cognition and language comprehension, including processes such as reasoning, vocabulary learning, reading comprehension, listening comprehension, note-taking, and writing (Engle, 2002). For instance, listening tasks that involve the strategy of content prediction require learners to retain information previously predicted in order to link it with the oral text to determine whether the predictions are accurate or not. This process cannot be carried out with if learners lack of working memory faculties. As stated by Azizinia et al (2017), “listening involves an active process of decoding and constructing meaning from verbal and non-verbal messages”, therefore, it strongly depends on working memory skills to be competent, since comprehension is subjected to said ability of processing and retaining information for the purposes of task completion.

As mentioned in the previous sections of the research, the listening skill is one of the most

fundamental elements of language learning. Therefore, it is vital to take into account all the processes that take part in the development of said skill. As part of the learning process, working memory abilities are essential to develop strategies to enhance students' competences. However, this faculty varies from one learner to another and can be interrupted or diminished by several factors. According to Miller (1956), the memory span of young adults was around seven elements plus or minus. A minor distraction such as an unrelated thought springing to mind or an interruption by someone else is likely to result in complete loss of the stored information. This feature of the working memory makes classroom setting and environment conditions important elements that can affect learners' working memory abilities, and therefore, listening competence can be harmed as well. Furthermore, according to Au et al (2014), recent studies have claimed that working memory training can be effective in enhancing cognitive skills in adulthood and stemming cognitive decline in old age. This means that the course of processing and storing information can be improved by means of training, making this part of the process a key element when implementing strategies to enhance the learning process and linguistic competences. Klingberg, (2010) detailed that,

Although WM capacity has been viewed as a constant trait, recent studies suggest that it can be improved by adaptive and extended training. This training is associated with changes in brain activity in frontal and parietal cortex and basal ganglia, as well as changes in dopamine receptor density...The observed training effects suggest that WM training could be used as a remedial intervention for individuals for whom low WM capacity is a limiting factor for academic performance or in everyday life (p.317).

In other words, because having a good working memory ability provides advantages in cognitive skills and learning, it is important to foster its training, therefore, teachers could carry out WM training exercises in order to enhance the learning experience to improve their learners' linguistic competences.

In synthesis, working memory as an indicator that influences learners' listening competence, must be taken into account as a vital element of the learning process that takes care of the storing of the information that they need in order to solve cognitive tasks. This segment of the learning process is indispensable for learners to have competent comprehension of the input and effectively accomplish the objective of the tasks.

2.4.3 Listening comprehension techniques

The third indicator that affects listening competence as a variable is listening comprehension techniques. Giving that listening is one of the most significant skills in language learning and language development, it becomes critical for teachers to identify ways to enhance learners' listening comprehension throughout the selection of specific techniques in the classroom. Taking into account that listening is an active skill, it is fundamental to understand the process that has to take place in order for learners to acquire listening comprehension. A more technical description of what listening comprehension is can be obtained by describing the two levels in which this process happens. Edwards (2007), explains that those two levels are auditory periphery and cognitive levels. This is called the bottom-up model and it emphasizes the importance of making connections between the information heard and other factors, such as contextual clues and linguistic information already stored in the brain in order to react accordingly to the input. This process encompasses four stages: first is hearing (transducing

acoustic signals to physiological information); then, listening (selecting information consciously); after that, comprehending (interpreting contextual, grammatical, and linguistic information); and finally reacting (storing, reasoning, and responding). This last phase clearly emphasizes the interactive nature of the whole process and the active role of the listener when processing the input. Edwards (2007). In other words, there is a clear difference between hearing and comprehending oral input and in order to achieve the second one, the four stages are requisite, otherwise comprehension cannot be accomplished.

For the purposes of the present research, the technique is the actual implementation of the strategy in the language classroom with the purpose of achieving a specified outcome. To put it into context with language learning setting, Anthony (1963) stated,

Method is an overall plan for systematic presentation of language based on a selected approach that is a set of assumptions dealing with the nature of language, learning and teaching, it is followed by techniques which are specific classroom activities consistent with a method, and therefore in harmony with an approach (p. 63).

For instance, within the content prediction strategy, teachers must count on different and varied techniques to carry out activities in the classroom to assess listening comprehension. Regarding the listening comprehension in foreign language learning, the MEP establishes in the 2016 syllabus that:

Teachers must provide students with opportunities to listen to a variety of texts. At the initial stages, conversations, short messages, free discussions, interviews, and/or role-plays are recommended. Then, in later stages, students are exposed to

films, TV shows, reports, interviews, documentaries, current affairs, talk shows, radio news, broadcasts, narratives, lectures, and presentations on academic topics including digital literacy for using information technologies (p. 41).

All of those recommendations provide a selection of activities for teachers in which different techniques can be applied in content prediction. For instance, when using films, teachers can apply the technique of providing the title of the film with anticipation and let students make their own assumptions about what the piece is in regards to, before actually playing the film. With this technique, learners either corroborate or disregard their predictions, improving comprehension of the film.

It is important for educator to acknowledge the importance of the listening skill in language learning since it goes beyond just hearing input and it requires for the learner to give meaning to it. This concept gives to listening a broader significance and it applies to input to solve tasks as well as to instruction. Gulec and Durmus (2015) stated that,

Listening in educational communication includes carefully following and perceiving messages sent by the speaker to the listener and making sense of them by retrieving relevant experiences from the memory. Since most of the teaching is based on verbal explanation, being competent at listening on its own is a communication skill for both the teacher and the student (p. 104).

To this extent, giving meaning and making sense of the input is what gives learners comprehension and therefore, it also gives them linguistic competence, which provides higher proficiency of the language. Given this complexity and perhaps because the process is largely

unobservable, it may be difficult for learners to have a clear understanding of how they go about listening in a foreign language, or, more importantly, how they might improve their performance. The CEFR (2018) establishes that “in aural reception (one-way listening) activities, the language user receives and processes a spoken input produced by one or more speakers” (p. 54). It also defines four main categories of listening scenarios for overall listening comprehension: understanding interaction between other speakers, listening as a member of a live audience, listening to announcements & instructions and listening to audio media and recordings. These are all real-world situations, which according to the AOA, are conditions in which the learner is expected to perform in a competent way.

In listening comprehension there are three main types of listening that teachers can apply in the classroom to assess learners' listening competence. When listening for the gist, learners have to listen in order to understand the main idea of the text. When listening for specific information, the learner must find out specific details from the oral piece, for example, key words. And finally, when listening for detailed understanding, the learners have to understand all the information provided in the text. These strategies allow teachers to implement varied activities with different types of comprehension according to what students are expected to develop in order to evaluate their listening comprehension.

In synthesis, in second language learning, listening comprehension techniques constitute a determining factor when it comes to speak about listening competence. It is clear that in order to achieve competence in the language, comprehension of oral input is indispensable. Therefore, it is vital for teachers to keep in mind the different strategies that can be applied in the classroom with the purpose of enhancing their students' listening competence and therefore, their level of proficiency in the English language.

2.5 Conclusion

It is necessary to highlight the importance that English language acquisition represents to the government of Costa Rica. In addition, this field signifies great importance for social, academic and professional purposes in the country over the years. Consequently, citizens who manage this specific language signify an important role in society because they have better opportunities at the time of finding a job or when looking for educational opportunities. Another aspect to be assumed is that the management of this language can affect positively in the economic evolution of the country, taking advantages from other Latin American societies and therefore providing a better social status. As stated by Araya & Cordoba (2008):

In Costa Rica, English language teaching-learning has been first considered a national priority in the economical field, and late, in the educational arena.

Because English Language has constituted the main means of communication between Costa Rican and foreign entrepreneurs and companies, governments have demanded the academic and technical preparation on English language learning. Therefore, the national curriculum has been adapted to satisfy the needs of a global economical system (p. 2).

Furthermore, the benefits of speaking English represent a continuous improvement of the society and hence the integral development of each member of the educational system.

Unluckily, it has not been possible for the entire Costa Rican population to achieve a high level of proficiency in this language due to wide variety of circumstances as the technical preparation on English language learning.

It is vital to highlight the fact that when learning a new language, it must be considered as a priority the obstinance of certain skills to develop the correct acquisition. For this reason, in order to speak a foreign language is important to be conscious about the ability of a teacher to develop in a correct way the required skills (listening, speaking, writing and reading) so that the learners can achieve the second language obtainment. Hence, listening a crucial element of the linguistic skills, as cited by Saylor Academy:

Listening should not be taken for granted. Before the invention of writing, people conveyed virtually all knowledge through some combination of showing and telling. Elders recited tribal histories to attentive audiences. Listeners received religious teachings enthusiastically. Myths, legends, folktales, and stories for entertainment survived only because audiences were eager to listen (para. 2).

Being able to listen and understand a message from oral information is what provide in the educational atmosphere the listening competence. Thus, it is necessary to focus on the abilities that can be exposed to learner in order to communicate effectively with others and promote their willingness towards the learning acquisition. The main objective of the educational centers it to offer to teachers the correct method towards the idea of giving to learners the tools in order to solve real life tasks instead of just speaking the language, acquiring competence has taken special importance in order to accomplish such goal.

There are many strategies that can help learners to enhance their listening competence, which is vital to achieve the expected proficiency among educational institutions. Additionally, the correct implementation of oral acquisition strategies will guide both teachers and learners into the accomplishment of the objectives proposed on the English curriculum as cited by MEP

(2016):

It is important that teachers help students to develop and show an appropriate disposition for dealing with ambiguity when listening and interacting. This will help students to experience meaningful and engaging interaction in any social setting. In order to achieve this, the teacher should combine verbal and nonverbal listening techniques (p. 41).

It is fundamental to provide students real content information when developing their daily performance at the educational center. Taking into account the emphasis on listening skills that this work intends, it is fundamental the active role of the educator when explaining how to achieve in a correct way each task proposed using his/her verbal and non-verbal communication with students

For the specific purpose of this research project, it is highly significant to emphasize on the importance that relays the content prediction strategy. "Prediction can be used to uncover students' prior knowledge, schemes, misconceptions and intuitions. Studies on stochastic misconceptions typically require subjects to predict or estimate the probability of an event in a given scenario" (Kien H, Buendia, Ok-Kyeong , Cordero , & Kasmer, 2010, p. 596). The main purpose of content prediction is that learners can start finding out by their own point of view the meaning to the text before even listening to it, by putting into action indicators such as background knowledge, scaffolding process and contextualization according to each individual's need, and in that way they can achieve comprehension to improve their listening competence.

Learner's background knowledge can provide a basis for them to anticipate the

information to be heard. As stated by Richards (2008):

For a learner, new content can be overwhelming. There are new vocabulary words, ideas, and concepts that others seem to understand easily or have experienced before. Teachers can help their learners make the transition from the unfamiliar by tapping learners' prior knowledge. Research shows that we can jump-start learning by accessing pre-existing attitudes, experiences, and knowledge and bridge the gap between what is being taught and what is already known. (p. 1)

That prior knowledge guides students to comprehend the information provided, in that way it helps to make content prediction an important strategy for improving their listening competence.

However, it is essential to guide students from the familiar information to the unknown in a way that they can figure it out using their own collected data to achieve the listening purposes. Regarding scaffolding, it is important to highlight the usage of this indicator at the time of helping teachers to control learners' acquisition of knowledge to improve their listening competence gradually. Vygotsky defined scaffolding instruction as the "role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level" (Raymond, 2000, p. 176). In this setting, scaffolding instruction technique can lead learners to enhance their proficiency by accompanying their learning process in a structured way, this can be reached by means of helping them to methodically guide them in the process of ascending levels of listening comprehension.

Another issue that can disturb content prediction as a teaching approach is learners'

contextualization. Contextualization refers to “all activities which make relevant, maintain, revise, cancel, any aspect of context which in turn is responsible for the interpretation...”.

(Roberts, 2001, p. 117). There are several factors that can interfere into the content prediction process such as age, preferences, likes and proficiency level and can disturb the way in which learners perform a specific content prediction task.

On the other hand, the learning process is an essential variable to take into account at the time of developing this project. This plays a fundamental role when applying content prediction as a strategy to improve learners ‘listening competence. Despite the fact that learning forms part of a natural process of every human being and happens unconsciously, when someone is discussing about an educational learning environment, there are a variety of aspects that become of great importance for the learning purposes of every single student. Furthermore, when this action is focused in an educational environment takes another meaning, as cited by physicscatalyst: “Learning is a natural phenomenon which is natural to all organisms including both humans and animals. Learning affects a child’s development. A child learns new habits only through the process of learning and through imitated traditions and customs.”(physicscatalyst, 2019) (para.2) This natural phenomenon cited can be improved taking into account different aspects such as the action oriented approach, didactic sequence and task.

These are vital indicators of this project and can highly influence into the learning process of every single student that belong to the educational system. Over the years, the inclusion of English into the educational curriculum has become transcendental, consequently, the national regulator of education has focused its efforts in the continuous progress and elaboration of a new guide of information so that teachers can access to a better methodology to share the knowledge. This guide, helps education professionals to transmit greater opportunities at the

time of acquiring a language “learners need an updated curriculum that reflects the knowledge, skills, and abilities needed to communicate in a range of language use contexts and to succeed in the information age as 21st century learners.” (MEP, 2016, p. 14). Education has been an essential topic for the majority of governments all around the world. However, Costa Rican education regulators have focused their efforts into the second language acquisition for students. For this reason, there has been abundance of studies from different professionals in order to control how learners’ performance can be determine by students’ own capabilities and abilities of learning diverse information. “... people who learn fast may also remember what they’ve learned longer. A team of researchers found that the speed at which language learners memorized Lithuanian and English words was linked with their ability to recall foreign vocabulary up to 3 years later”. (Association for Physicological Science, 2018) (p.2). However, it is imperative to indicate that there must be taken into consideration a wide variety of aspects at the time of teaching or learning a new language. First of all, learning is a complex process and can vary among learners of an institution, for this reason teachers must be prepared to guide each learner taking into account weaknesses, abilities and capabilities regarding the educational process. Educational regulators aimed their efforts in conveying an approach capable of changing the educational plan in parallel with the development of technology and learner's needs: “There is a progressive shift from the Communicative Approach to the Action-Oriented Approach. The curriculum maintains an eclectic view, but favors the Action-Oriented Approach among the other pedagogical views” (MEP, 2016, p. 27). The main idea of this approach is to concentrate on each learner capabilities and the way they communicate in order to complete the learning process as mentioned by MEP “An Action-Oriented Approach sees students as active agents responsible for their own progress in learning...” (MEP, 2016, p. 27). It is also crucial to highlight the enhancements that this approach offers to teachers at the time to elicit information

to the learners. The most important characteristic of this approach is the responsibility that teachers have in order to elaborate activities in which individuals participate being involved with real life scenarios using their social and cultural backgrounds. This will help learners to understand in a better way and at the same time use their own skills so that the learning elements can be assessed and improved by the teacher.

On the other hand, there is a combination of stages to be reached by the professional at the time of focusing into listening competence. These stages guide teachers in a way that they can propose their daily lesson plan focusing on the acquisition of goals so that each learner can reach the expected levels. As mentioned by Ikala, “a didactic sequence is a group of learning activities set in a specific order which takes into account the student's progress” (Ikala, 2013) (p.1). Through the implementation of this sequence, students can be aware of each activity and its progress and also it helps the teacher to notice the necessities presented by learners at the time of performing each task.

The indicator of task has a crucial impact on the learning process. This is responsible of the correct guidance of learners; however, it is a difficult activity that teachers assumed in order to provide the best tools for learners in order to obtain the desire educational goals, as stated by Jane and Dave: “Task -based learning offers an alternative for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it.” (Willis & Willis , 2007) (p.5). Every single learner has a different perspective of life, behavior, point of view and capacity towards certain assignment this is where tasks come to give a crucial meaning to the development of each class.

Another aspect to consider for the purpose of the present investigation project is the variable of listening competence. “Listening used to be defined as the ignored skill. Listening

skills were believed to be learnt automatically through the practice of grammar, pronunciation and vocabulary. It was very amazing as listening played a very important life” (Uni Assignment centre, 2013) (p.8). In order to be competent at a specific language skill as listening, learners must not only be able to recognize vocabulary and structures in an oral text. This action guides each student to be capable of achieving an accurate understanding of the message in oral activities. In order to obtain listening competence, there are factors such as environmental conditions, working memory and listening comprehension techniques that are essential to accomplish the desire ability from learners to reach the goal of listening competence.

Additionally, there are inherit environmental factors carried before being born that are difficult to change and are related with the mothers’ pregnancy stage. On the other hand, it is exposed that there are aspects such as noise pollution, lack of technology, overcrowded classrooms and infrastructure, that can directly affect the success of the class. Hence, it is possible for a teacher to improve the environmental conditions of the educational center. As cited by Dipali (2010): “The teacher can suggest about lighting arrangements in the class, as due to defective lighting and ventilation arrangements the crowded classrooms lead to overheated conditions which reduce working capacity and encourage the spread of respiratory infections.” (para. 9). On the other hand, working memory as part of the learning process, also affects learners ‘language learning. Alloway (2010) stated that: “working memory is our ability to work with information” (p.135). Therefore, it is related to the way individuals hold information available for processing.

Finally, researching about the listening comprehension techniques provide useful ways in which listening competence can be improved while applying content prediction as a strategy to teach the English language. According to Seyedeh: “With guidance and practice, learners can improve their listening comprehension skills. Language teachers should respond to their

learners' need to develop increased listening comprehension skills by making listening comprehension an integral component of their instructional sequence" (Seyedeh Masoumeh, 2016) (p.9). For this reason, the ability to understand the spoken language has an important role in English language learning. It is a fundamental skill for the correct development of each learner. Additionally, different listening techniques help students to engage into real communication activities reaching the desire listening competence goal.

In order to carry on with the investigation, in the following chapter aspects such as research method, type of approach, context, population and sampling and data collection procedures will be fully developed. These elements must be defined previous the field work that will take place in the selected institution at the time of applying the instruments, with the purpose of determining the accuracy of the hypothesis raised at the beginning of the study.

Chapter III

Methodology

3.1 Introduction

To introduce the third chapter of this research project, it is necessary to expose the different aspects that should be taken into account in the investigation's process. Among the aspects that will be shown in this chapter it could be mentioned: the themes to support the complete research project method, type of approach, the context, setting, participants, data collection, procedures, instruments and analysis practiced in a public educational institution of Pérez Zeledón. It is vital for the reader to know the importance that this information represents for the correct development of this study. The adequate development of this information will guide the investigation towards the enhancement of strategies so that educational institutions and students can succeed in the listening skill acquisition. In addition, the results of this study can evidence whether the project is necessary to be implemented or not in the local educational institutions. Hence, the role of this chapter is fundamental considering the fact that it provides orientation to the creators of the investigation in order to select the correct material to reach the proposed objectives of the project. It is highly important to mention the vitality of focusing in the language learning process in order to enhance learners' listening competence level by the application of content prediction into the daily performance. Brooks and Thompson (2017) stated that,

Predictive analytics are a group of techniques to make inferences about uncertain future events. In the educational domain, one may be interested in predicting a measurement of learning (e.g., student academic success or skill acquisition), teaching (e.g., the impact of a given instructional style or specific instructor on an individual), or other proxy metrics of value for administration (p. 61).

Taking into account that content prediction technique represents a tool for learners when acquiring and developing language skills and specifically on the area of listening competence. Therefore, another aspect that should be taken into consideration is that it has been proven that students present problems mainly in listening skills. Masoud & Mahsefat (2015) said:

Listening skills, despite its prominent roles it plays in language learning, have been ignored in language learning. In EFL situation it has been viewing as a great issue which lots of students are bereft of an acceptable level of comprehension in a par with other skills. Having unique characteristics such as, being ephemeral, enjoying non-written language feature, redundancy, etc., made listening by nature different from other skills. (p. 217).

According to the provided information, it is crucial to indicate the importance of listening skills in the English learning process. Moreover, listening skill forms part of the four basic skills that learner should practice in order to improve listening competency and understanding level among educational institutions. This constant development of learners towards the comprehension of a second language is essential. For this reason, it is highly important to guide students in a proper way in their natural process of analyzing data and putting into practice as the instinct of the human being it is.

In order to develop in an ideal way this chapter, is transcendental to find and provide evidence that can support the investigation so that the collection of material will help to gather information that proof the relevance of this research. First of all, the research method intends to

analyze the object of investigation covering all the parts that it includes with the objective to guide the correct development of the chapter. It is fundamental to demonstrate that this research method is derived from the theory gathered for the investigation purposes. Additionally, this sustain the objectives established on the investigation project, so that it is transcendental to accumulate the adequate information to reach satisfactory outcomes in relation with the proposed objectives. For this reason, it is necessary to demonstrate that the correct assignment of the research method is crucial for the investigation's success. On the other hand, it establishes the way in which the research project can assure the systematization and order of the proposed method focusing on the necessity of achieving the established objectives of the project. Another aspect to be considered is the type of method, this aspect has a transcendental role because it benefits to understand the importance of the development of the investigation. In addition, it is notorious to mention that for this investigation project the type of approach to be implemented is mixed. This meaning that the implantation of quantitative and qualitative approaches is part of the process of developing this section. Therefore, this chapter will be determined with specific details such as the usage of mixed approach and the role of it in the whole investigation. The reason why this type of approach was selected to be carry out in the investigation is that this will provide greater reliability of information to the investigation. Furthermore, this will guide to meet the expected purposes of this research answering whether learners' listening competency level is improved or not trough the implementation of content prediction in their daily routines.

To develop the chapter III of this investigation project, it is vital to consider an important aspect as context. This is basically a description of the site under which the investigation will be carry out. Additionally, it covers the chosen setting which represents the organizational and economic framework and the educational population that form part of the educational institution

that is being in study. For this research's purposes it is highly determinant to mention the educational institution and population to which the investigation procedures will be applied; since, this is going to provide a better panorama of the expected results and further will give more detail to the entire aspects that will be evaluated in order to compare the expectations that the research project pretends to achieve. It is necessary to provide specific data of the institution and population that will be studied, this will provide series of results to the investigation. In this case, it is proposed to implement an investigation at Unidad Pedagógica Dr. Rafael Ángel Calderón Guardia; specifically, to students of ninth grade. This institution is highly determinant for the educational progress and success of an extended number of teenagers of Pérez Zeledón.

Moreover, specifying elements such as the educational organization and socio-cultural level of the institution can assist to establish connections with the expected objectives towards the implementation of the investigation process. Taking into consideration that the relevance of this aspect of the investigation should be considered properly since it has an important role in the performance of students when it comes to perform specific tasks in classes. Thus, exposing this information is relevant for the investigation's purpose because it may vary from one institution to another. Considering that this kind of information influences either positively or negatively the results of the investigation, it is transcendental to develop it to be as specific as possible so that it can provide to the investigation accurate results.

This chapter also includes data collection procedures and tools of initial research that is considered an imperative aspect of the entire research project. Additionally, for this investigation to be executed in a good way, it is necessary to implement the objectives of the research under the usage of questionnaires and diagnoses that can recommend the necessity of the research project in Costa Rican education. Furthermore, these instruments will indicate the

necessity to develop this research in an unexpected educational environment in order to have a clear idea of the relevance of the proposed objectives. The main purpose of this investigation project is to improve students' listening competency level through the implementation of content prediction strategies; this can be done in different educational activities or tasks developed by learners. It is of a vital importance to mention that there is a need to improve listening skills in students who learn English, this is basically because of the importance that learning a second language has in the Costa Rican educational system. Masoumeh (2016) stated that:

If learners want to learn to speak, they should first learn to understand the spoken language they hear. If learners want to communicate with native speakers, they should first learn to understand in real language situations to comprehend the main point of what native speakers are telling. Therefore, listening is very important to which teachers and learners should pay enough attention to obtain communication aims. Listening is very important in language learning because it provides input for learners and it has also an important role in the development of learners' language knowledge (p. 2).

It is a priority to mention that over the years, there have been efforts to improve English proficiency level among public educational institutions. However, in most of the cases there was not an ideal methodology since activities were not focused on real life scenarios by teachers and paid a lot more attention and efforts on focusing at the specific skill of speaking. This is the main

reason why the instruments to be applied will have as orientation aspects that encourage the implementation of activities or tasks for the improvement and development of listening skill.

In synthesis, this chapter will investigate the consequence of the information that can be gathered from ninth-grade students that belongs to the educational institution Unidad Pedagógica Dr. Rafael Ángel Calderón Guardia. Additionally, it is important to focus on specific actions as evaluate the indicators proposed on this research project in order to determine if characteristics as lack of implementation of different strategies are factors affecting the educational process. This will help to determine whether this aspect is affecting the proficiency level of the ninth-grade students of already mentioned institution, or not. Also, this will guide the project to regulate what aspects should be take into account for a future implementation of activities in order to help learners to higher their proficiency. Indicators as background knowledge, scaffolding, contextualization, action-oriented approach, didactic sequence, tasks, environment conditions, working memory and listening performance comprehension techniques are part of the tools that are used in the instruments to collect and evaluate information that will be used for this investigation project purpose. Also, the implementation of content prediction strategy for the improvement to listening competence will be evidenced in this chapter. This is due to the role played by different educational strategies, specifically content prediction in the educational field. According to Cesa-Bianchi & Lugosi (2006):

Prediction, as we understand it in this book, is concerned with guessing the short-term evolution of certain phenomena. Examples of prediction problems are forecasting tomorrow's temperature at a given location or guessing which asset will achieve the best performance over the next month. Despite their different

nature, these tasks look similar at an abstract level: one must predict the next element of an unknown sequence given some knowledge about the past elements and possibly other available information (p. 10)

It is highly important to guide teachers to take into account strategies as content prediction in order to activate learners' prior knowledge so that they can recall to their background information. This strategy can help significantly to the acquisition and reinforcement of listening skills. Additionally, the results that can be originated from this research project by means of observations, instruments and the diagnostic test developed at Unidad Pedagógica Dr. Rafael Ángel Calderón Guardia will be discussed in this chapter. Furthermore, this will make possible for the researchers to reach into a final result by means of information and graphics in a way that the main purpose of the investigation (The integration of Content Prediction into the learning process to enhance the listening competence) can be analyzed.

3.2 Research Method

Identifying the research method to be used is a key element to ensure the credibility and accuracy of the present investigation. For the purposes of the present study, the action research method is the most suitable to conduct the project because it comprises different steps that allow the verification of the stated hypothesis by means of data collection and analysis for further action taking. For instance, identifying research questions, collecting and analyzing data, reporting results and taking informed action. According to Chinelo (2016),

This type of research is mostly essential in applied research where it requires implanting recommended changes to a process, bearing in mind to solve a problem and to carry out research to determine the effectiveness of identified changes. It aims at solving an identified problem based on recommendations made to a process (p. 6).

The present study intends to identify whether the strategy of content prediction can improve learners' listening competence or not and suggest actions that can be taken according to the results obtained. To this extent, the action-oriented research method provides the required profile of investigation. To achieve the study's objectives, it is necessary to go over the process of stating research questions and collecting data with the use of different instruments such as observations, tests and questionnaires, with the purpose of proposing actions regarding the reported results. This process will be carried out with ninth grade students from Unidad Pedagógica Dr. Rafael Ángel Calderón Guardia where the instruments will be applied. Non-participant observations will provide the researchers with important information to complement the data gathered with the questionnaires and tests in order to interpret results to propose actions or changes needed to address the problem under investigation. As explained by Small and Uttal (2005), "action-oriented research projects can focus on any issue or concern and usually have some type of change (e.g., individual, social, organizational) as an ultimate goal". In this case, according to the data analysis, the actions proposed will be changes regarding the use of content prediction as a strategy to improve learners' listening competence. For this purpose, the use of reliable resources for data collection is vital in order to provide trustful information that leads

towards accurate interpretations and results, otherwise, appropriate recommendations cannot be made.

As stated by Baskerville (1999), the action-oriented method “simultaneously assists in practical problem solving and expands scientific knowledge” (p. 7). In this context, the theoretical framework previously researched sustain and provides scientific evidence of the problem under study. Therefore, it is accurate to use this methodology since the study aims to propose possible solutions to the problem stated and it allows the researchers to reflect on the diagnosis under investigation. Furthermore, McNiff and Whitehead (2002), stated that this method “involves data gathering, reflection on the action as it is presented through the data, generating evidence... and making claims” (p. 16). That is, to reach the desirable level of effectiveness to propose reasonable solutions, reflecting on the process is fundamental. For these reasons, the action research is the most adequate method to achieve the objective of the present investigation. Additionally, Burns (1999), cited in Cornwell (1999) stated that,

Action research involves a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practice (p. 5).

Again, the main objective of action-oriented research is to identify a situation that needs a solution. In this study the need to improve students ‘listening competence is identified as the

problem and content prediction is proposed as a strategy to achieve said improvement. In the process, the researches participate in investigating the issue, carry out observations, apply instruments to the participants of the populations, analyze the data gathered and propose grounded changes in the practice in order to solve the problem identified.

3.3 Type of Approach

When conducting action-oriented research, both quantitative approach (gathers and analyzes data in a numerical form) and qualitative approach (uses qualitative data analysis) provide vital elements to the investigation that are indispensable to reach the objectives established at the beginning of the project. Therefore, a mixed approach is the most suitable for the purposes of the present investigation. As stated by Schoonenboom and Johnson (2017),

Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e. g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration. (para.2)

By mixing both approaches researchers are able to make use of different strategies that complement qualitative and quantitative approaches. Data gathered through questionnaires will be analyzed by means of interpreting charts and figures, which is a quantitative approach. And

other qualitative techniques such as observations will provide the researcher with important information necessary to elaborate recommended actions with the purpose of improving students' listening competence. Therefore, it is clear that applying a combination of both approaches is the best choice to conduct the present investigation. For instance, Creswell & Plano (2011) stated regarding mixed approach as follows:

...It focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone. (p. 136).

In other words, higher comprehension of the stated problem is easier to achieve when both, qualitative and quantitative approaches are combined in the same study. As described by Wisdom & Creswell (2013):

Use qualitative data to explore quantitative findings. This explanatory sequential design typically involves two phases: (1) an initial quantitative instrument phase, followed by (2) a qualitative data collection phase, in which the qualitative phase builds directly on the results from the quantitative phase. In this way, the quantitative results are explained in more detail through the qualitative data. (p. 2).

Therefore, the mixed approach is the most appropriate for this research since the investigators have the opportunity of interpreting and analyzing students' response to the content prediction strategy as a way to improve their listening competence with the application of pre and post tests, and also, can make use of a set of instruments to gather the necessary data to transform it into numeric results that are easier to visualize and interpret . This combination of strategies make possible for the researchers to propose a course of action that is based not only in numbers, but also it is based on the investigator's perception of the stated problem visualized on a specific setting where the recommendations will be made.

3.4 The Context

Defining the setting in which the present study takes place is a key element to ensure understanding of the conditions regarding the subjects of information and their environment. Furthermore, it helps the researchers to identify which are the most adequate instruments and data collection procedures in order to guarantee the investigation's success. The context is composed by the socioeconomic reference framework and the organizational reference framework. Both aspects form part of the environment in which the study is developed and they can have different effects regarding the data that is going to be gathered and the interpretation of results as they take into account social, physical, cultural, economic and organizational aspects that influence the outcomes of the investigation.

3.4.1 Socioeconomic reference framework

The socioeconomic reference framework is composed by elements regarding the way in which the institution gets the resources needed to meet their students' necessities and how those elements affect the course of the investigation and its results. Furthermore, the socioeconomic conditions of the student population have an impact in the study because it can affect student's performance. It is important for the research to understand the economic and social conditions of the institution and subjects of study because they shape the information gathered and the results, which have to be analyzed in context with its own particular environment.

The Unidad Pedagógica Dr. Rafael Ángel Calderón Guardia belongs to Circuito 01, Dirección Regional, Pérez Zeledón. This institution was inaugurated in 1992 with the name of "La Cooperativa", but later the same year, the current name was given in honor to the former president Calderón Guardia. In its beginnings, this institution had three primary classrooms and the lessons were given by the principal. In 1993, high school classrooms were added. Throughout the years, and with the help of governmental institutions, more infrastructure such as classrooms, gymnasium, cafeteria, computer and language laboratories and administrative offices have been built in order to satisfy the needs of the student population.

The Unidad Pedagógica Dr. Rafael Ángel Calderón Guardia serves a lower-middle and upper middle-class student population, offering services such as school lunch and transportation for the less privileged students. It is vital to identify the social and economic factors that affect students' academic performance, giving that this research aims to identify strategies to improve their listening competence. Taking into account that the socioeconomic environment influences aspects such as students' motivation, family background and parental involvement in their children's learning process, it is fundamental to identify and understand such conditions.

Scott (2001) stated that “the degree of familial participation is a significant indicator of the quality of schooling”. In other words, better academic performance is related to parental supervision and involvement of parents. Furthermore, Oloo (2003) said that “children whose families are of high educational scales have a statistically far better chance of participating in Tertiary Education”. Again, the relationship between more educated families and better academic achievement for the children is evidenced. It could be said that students with professional trained parents are more likely to pursue higher education levels, and therefore pay more attention to their educational performance.

Socioeconomic background can also be related to student’s motivation. It is easier for students that count with all the necessary resources to assist to school to be motivated regarding their learning process. For instance, having all the school supplies, materials, uniforms, transportation, feeding, etc., provide ideal conditions for students to perform better at school. According to Barrios Espinosa, (2015), “more motivated students get higher grades and perform better”. This is a fundamental element that affects students ‘competence and it must be taken into account when designing the instruments for data collection and applying them in the institution.

In synthesis, the socioeconomic reference framework provides background information that is very valuable for the researcher at the time of conducting the study. This framework must be applied not only to the institution, but also to the student population, and more specifically to the sampling that is going to be participating in the data gathering procedure to complement the data analysis and interpretation, which also needs the institution’s organizational framework that is presented below in order to succeed.

3.4.2 Organizational Reference Framework

The organizational reference framework is also vital for the purposes of conducting the present research. It provides information regarding the administration of the institution and how it is structured in order to function adequately to serve the student population. It is the school's administration responsibility to provide a safe and positive environment that fosters student's motivation and good performance. Administrator's leadership is fundamental to provide such setting.

Currently, Unidad Pedagógica Dr. Rafael Ángel Calderón Guardia counts with a student population of four hundred and fifty third-cycle pupils. They work as academic modality and follow the instructions of MEP regarding the content program, being the 2016 Syllabus the official guide for lesson planning in English teaching. The organization of high school levels is as follows: six groups of seventh grade, five groups of eight grade and five groups of ninth grade. Thirty-three teachers are in charge of teaching the different subjects and 3 of them are English teachers. The school's organization chart for third cycle is led by the Principal, followed by the thirty-three teaches and thirteen administrative employees, then the cleaning, cooking and security staff. The institution counts with a very organized structure that covers all the population's needs. For instance, they offer feeding services for the total of the students which is key to maintain student's well-being in order to improve the conditions for them to perform in classes.

The organizational reference framework is vital element in defining the school's climate, which is where the students develop their academic functions. Cohen and Geier, (2010) stated that, "school climate, which can be described as the psychosocial effect of organizational

environment on the students and adults inside the school, includes the school's norms, goals, targets, values, relations, organizational structure and learning-teaching methods" (cited in Hedges, 2004, p.200). In this sense, the institution's mission is to "work as a team to serve with quality applying ethical, moral and spiritual values" and its vision of "being a leader in the comprehensive training of students" are defined to provide structure to the school's culture that gives students a sense of belonging that reinforces the leadership of the administration and that fosters an adequate institutional environment for students to perform in the best way possible.

In summary, the aspects related to the organizational framework provide background information that must be taken into account when applying instruments and analyzing the data, since they can influence the results of the research. Organizational structure has a direct effect on student's performance because it impacts the school's climate, where students carry out their learning process and perform academically, affecting in a direct way their skills in the different subjects and, therefore, their linguistic competences when it comes to learning a second language.

In order to conduct the research, it is fundamental to define the population and sampling elements where the investigation is going to take place. Both elements are fully described in the next section of the study.

3.5 Population and Sampling

Stating characteristics of people, specifically administrative staff (principal), English teacher and learners that belong to the educational institution under this research project is developed at Unidad Pedagógica Dr. Calderón Guardia represents a vital aspect in the correct advance of this study. This part of the investigation study pretends to emit an overview of the

population that will be tested with different methods on the carried investigation and the role that listening skills perform for its results on students of ninth grade. On the other hand, by means of sampling it is going to be stated the specific group of people that will be taking the different methods at the institution (9-5group, English teacher Graciela Picado Sanchez and principal Jorge Gamboa Zúñiga). Both aspects population and sampling will guide this research on the correct way so that with its results there could be an adequate proposal for enhancement by the researchers. This will help to provide suggestions to improve listening skills to the institution based on reliable outcomes gathered from the different instruments applied.

3.5.1 Population

It is of a vital consideration to state the importance that the participants of the educational process mean for the government of this country in terms of self-growing, acquisition of values and tools for the future. Additionally, this characteristic is spread to every single institution focusing on the specific needs and purposes of the educational population as stated by Anfossi (2014):

In Costa Rica public education is an opportunity for social mobility which aims to provide, in a manner that is equitable, access to a quality education that promotes the full development of people's capabilities in order to enhance both their well-being and their contribution to society (p. 1)

It is highly fundamental to mention that every single teacher has to adequate equally the curriculum to the different context that the learners present, offering a high quality in each activity presented. For this reason, it is prior to state the population on which this research project is driven. The present investigation will be carried at Unidad Pedagógica Dr. Rafael Ángel Calderon Guardia, this institution belongs to the first circuit of educational institutions in Pérez Zeledón. Moreover, the project is proposed among students of ninth grade taking into account the different abilities that they have already acquired trough years on the English subject. However, it is important to mention the emphasis that this project pretends on focusing in the development of the listening skill when a teacher is planning a lesson by means of strategies as content prediction without the necessity of excluding other vital competences for the desire objective of language achievement. As stated in the CEFR (2018):

...is then a matter of reception, production, interaction or mediation. It may be that the main stated objective of learning a foreign language is to have effective results in receptive activities (reading or listening) or mediation (translating or interpreting) or face-to-face interaction. Here again, it goes without saying that such polarization can never be total or be pursued independently of any other aim. However, in defining objectives it is possible to attach significantly greater importance to one aspect above others (p. 136).

It is imperative to indicate the vital role that input skills as listening and reading represent to learners, this is stated under the idea of considering the fact that it would be improbable to

develop and output outcome if there is not a previous knowledge of how to produce it. For this reason, the total amount of people requested to participate in this investigation have an important role on this project considering the level of awareness that participants of the educational process have according to the development of listening skills. Additionally, it is taken into consideration the process that these students have develop regarding second language acquisition. Thus, this aspect will guide the researchers to notice the actual cognitive level that each learner has reached as they have been assessed through previous courses. As MEP states in the educational guide for teachers of ninth grade: “The purpose of assessment is to serve each learner’s growth and learning. To prevent student’s failure and allow timely intervention, assessment allows teachers to detect learning gaps so that learners can receive the support needed to be successful.” (MEP, 2019, p. 32) It is a fundamental aspect to measure the progress that learners have done regarding activities proposed by teachers. These activities were planned taking into account different aspects for them to demonstrate the acquisition of integrating skills. Teachers should also guide learners to improve their weaknesses in order to reduce differences among the population of this educational institution. Furthermore, it is fair to inform the intention that this research has at the time of analyzing whether is possible to enhance learners’ listening competency level by means of applying strategies as content prediction in the English lessons. In addition, the principal of the institution Dr. Calderon Guardia has been requested to participate actively by the researchers of this investigation with the purpose of validate the outcomes that this project might cast. There will be several instruments provided by the researchers to students, teacher and principal; as consequence of this investigation instruments there will be an analysis of data so that there can be a proposal of improvements for the learners’ benefit.

3.5.2 Sampling

It is of a high consideration to establish the specific participants on which this research project will be directed, as stated by Trochim: “Sampling is the process of selecting units (e.g., people, organizations) from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen.” (M.K. Trochim, 2020, p. 1) For this reason, it is very important for the investigation purposes to focus on a specific group that belongs to the selected institution Dr. Calderon Guardia. As it was stated before, this research study is intended to be applied to students of ninth grade, specifically to the group 9-5. Also, to provide reliability of results and information it is necessary to mention the institutional professionals that are in charge of the high school at the time of applying the different instruments that in this case are the principal: Lic. Jorge Gamboa Zuñiga and the assigned English teacher of group 9-5: Graciela Picado Sanchez.

It is fundamental to obtain information from the students that are participating in the research project in order to guide the investigation process towards an adequate proposition of solutions and thus affect positively to the educational experience of the participants. Additionally, it is necessary to mention the purpose of sampling for this study, defined by Fridah (2002) as:

To draw conclusions about populations from samples, we must use inferential statistics which enables us to determine a population's characteristics by directly observing only a portion (or sample) of the population. We obtain a sample rather than a complete enumeration (a census) of the population for many reasons.

Obviously, it is cheaper to observe a part rather than the whole, but we should prepare ourselves to cope with the dangers of using samples (p. 1).

It is imperative to highlight the role that learners from ninth grade of the mentioned high school constitute for the purpose of this research project. Furthermore, at the time of applying different instruments to support the research objectives, it is convenient to focus the project on a specific group to state the vitality that leans on specific educational characteristics of each learner. Therefore, the group that will be participating in this analysis (9-5) is contained by eleven students (women and men) with ages among fourteen to sixteen years old.

The main purpose of this research study is to authenticate whether learners' listening competency level can be enhanced through the implementation of content prediction activities into teacher's lesson plan. On the other hand, different instruments and observations that will be applied in the proposed educational institution will help researchers to know if the different activities developed in classes are apporating positively to the enhancement of learners' capability to understand and elicit according to their level and reaching the desired objectives of the English program. As cited by MEP (2016) in the English syllabus,

The learner/social agent is not an empty vessel but a whole person with values, beliefs, an identity, and a language or languages. S/he possesses knowledge and experience that can be used to face the challenge of learning a language. This prior knowledge and experience provide points of reference and categories for organizing new learning. The acquisition and refinement of competences is a continuous process, both at school and in the world beyond the school (p. 29).

It is essential to indicate the importance that learners represent for this research project. Taking into account the role that this group of people play in the Costa Rican society representing the future generations. With this been said, it is fundamental to foment among teachers the improvement of soft skills, knowledge and skills enhancement. For this reason, it is imperative to elaborate real content activities for the correct development of these specific learners of Dr. Calderon Guardia high school. Moreover, to reach the purpose of this research that is apply content prediction to the enhancement of listening skill, the principal, English teacher of group 9-5 and learners will participate actively while researchers apply the different measurement instruments with the objective of elaborate graphics that can indicate to the researchers the correct manner to improve students listening performance level and purpose a way to improve their performance according to the sample outcomes.

3.6 Data collection procedures and tools of initial research

Once the context, population and sampling have been delimited, it is necessary to determine what the procedure for collecting data is going to be. The purpose of this section of the research is to identify and describe the instruments that are going to be used in order to gather information for further analysis and interpretation later in the following section of this chapter. It is vital to have a clear idea of how the information will be collected, since the outcomes of the investigation depend entirely on this process. Furthermore, a formally established process helps to ensure the quality and veracity of the information that will be used with the purpose of posing the conclusions and recommendations derived from the analysis. Kabir (2016) while referencing Sapsford and Jupp (2006), described the process as follows:

Data collection is the process of gathering and measuring information on targeted variables in an established system, which then enables one to answer relevant questions and evaluate outcomes. Data collection is a component of research in all fields of study including physical and social sciences, humanities, and business. While methods vary by discipline, the emphasis on ensuring accurate and honest collection remains the same. The goal for all data collection is to capture quality evidence that allows analysis to lead to the formulation of convincing and credible answers to the questions that have been posed (p. 36).

In this sense, regardless of the instruments used, the collection of information must be accurate and reliable to provide validity to the research. As stated by Sapsford and Jupp (2006) “validity, then, is a matter of trade-offs: between procedural and personal reactivity, and between reliable and less reliable methods. Whichever method of data collection is chosen, attention must be paid to the objectives of the research” (p.119). In other words, this process must be specified in order to maintain the reliability of the investigation since there are many factors that affect the recollection of said data. Sapsford and Jupp (2006) stated that,

The central problem in data collection in the human sciences is that it usually involves personal, social interaction between the observer and the observed or between the interviewer and the respondent. Even when postal questionnaires are used, there is still social interaction. The respondent is asked to give time and

application, usually for little reward except, perhaps, a feeling of satisfaction.

Willingness to assist the investigator depends on the context in which the respondent is asked to take part. (p.118)

For this reason, planning the data collection process is vital to ensure the most reliable results. Defining which instruments are going to be used, as well as a careful designing of them is essential. Therefore, the researchers must take into account the timing, the setting, the process and the implementation that every instrument requires in order to be applied in the best possible way to provide useful information. For this reason, the purpose of the instruments is defined below.

3.6.1 Instruments

. The purpose of the chosen instruments is to collect the required information to determine whether hypothesis of the study is correct or not. Therefore, they are going to be directed towards the objective of defining the benefits of applying content prediction as a strategy to improve learners' listening competence. Wilkinson and Birmingham (2003), stated that "research instruments are simply devices for obtaining information relevant to your research project, and there are many alternatives from which to choose" (p.3). Thus, according to the type of research there are instruments that fit better in regards the objectives of the study, than others. In the context of the present research, the data collection procedure is going to be carried out by means of a pre-test to assess learners' listening competence and questionnaires to be applied to students, teacher and principal of the institution. Both, tests and questionnaires, are previously validated instruments applied in many studies before.

Regarding the pre-test, it is important to take into account that its content should fit the current syllabus and its corresponding unit, scenario, theme and assessment strategy, and that it must make use of content prediction to measure student's listening competence. Moreover, the timing and setting are fundamental factors that have to be taken into account by the researchers since those factors influence the outcomes. On the other hand, the questionnaire will be applied to the teacher and principal of the institution in order to identify the current usage of content prediction in the curriculum and how it could impact students' listening competence as a strategy in the classroom.

3.6.1.1 Pre-test

Education in Costa Rica represents a transcendental role at the time of providing to future generations the possibility to grow and succeed. For this reason, there have been continuous efforts by the government so that public education can be offered equally to the entire population. As mentioned by Anfossi Gómez (2014):

In Costa Rica public education is an opportunity for social mobility which aims to provide, in a manner that is equitable, access to a quality education that promotes the full development of people's capabilities in order to enhance both their well-being and their contribution to society (p. 1).

Moreover, when focusing on the specific area of language acquisition, there have been different studies from the authorities responsible of the education sector to provide teachers an idoneal guide in which they can relay their knowledge to learners, as it is mention in MEP's 2016 English Syllabus:

The Costa Rican educational system is committed to achieving this goal of having bilingual citizens in two or more languages by means of a comprehensive, articulated curriculum from kindergarten through high school. Given this mandate, the new curriculum has been sequenced so that learners reach a minimum level of English proficiency of A2 when completing primary education and B1 or B2 (depending on the study plans) when completing secondary education progressively, according to the levels described by the Common European Framework of Reference for languages (p. 4).

However, it is important to mention that the existence of this document is just only to help teachers in their daily planning and not to apply it and use this guide exactly as it has been given. Hence, for the purpose of this research project, it is vital to have an idea of each learner's ability and capability to understand listening activities provided by teachers. In order to achieve the already mention aspects, this investigation propose a pre-test for the researchers to collect information about students and have a clear start point of the actual level of understanding of each individual learner.

It is important to indicate that this pre-test is going to be focused only in the specific skill that was chosen for the investigation's purpose (listening). However, it is vital for the lector to notice that this skill depends directly of the execution and management of the other skills included in the English guideline (speaking, reading and witting). It is essential to demonstrate

that there are different aims or purposes in which this instrument of pre-test can be used in a high school. Furthermore, for this specific project, the intention is first to notice the understanding of the learners regarding the listening skill and also to predict student's idea of the material that they will cover during the investigation process. This will be done using their prior knowledge of learners according to the current scenario that the professor is conducting in classes, this will help the researchers as a basis at the time of elaborating the pre-test that will be answered by the chosen students, as cited by Berry (2008):

Pre-tests can be used at beginning of a course to establish a subject knowledge baseline and then related to an end of the course exam to look at knowledge added. Pre-tests can also be used as a way to judge the depth of understanding of prerequisite material. A third purpose, the one explored here, is to test the students just prior to the material being covered in the course. Although counter-intuitive, the pre-tests are covering material that the instructor has not covered and that the student is not expected to know (p. 1).

It is prior to cite that the elaboration of this pre-test will measure different listening activities, this cannot be elaborated and applied by researchers if there is not a correct following of the syllabi structure, taking into account the assessment strategies. Moreover, it is of a vital importance to respect each aspect that needs to be taken into account for the learners' task accomplishment. Additionally, the idea of this pre-test is that students can listen the material prepared so that it can activate students' background knowledge, as well as, be capable to understand the elicited

information to receive accurate responses in the respective learning sequence. As this project emphasizes on learners' ability to comprehend in a better way through the application of content prediction in listening activities, it is important to include activities in which learners have to comprehend a predictable situations in which they can demonstrate the activation of prior knowledge to achieve the set objective as cited by MEP: "In order to accomplish language activities, the language learner needs to activate those strategies that look most appropriate for carrying out the tasks to be accomplished in the pertinent domain and activated by meaning in different scenarios." (MEP, 2016, p. 38). These activities must be linked with the assessment strategies that are been learnt in the high school at the moment of the pre-test. For this reason, there is going to be taken into account the different stages of a listing activity (pre listening, listening for the first time, pair/group feedback, listening for the second time and post listening) when applying the pre-test in the following sequence: First of all, there is going to be an activity in which students can activate their background knowledge according the corresponding topic of the syllabi and by this mean prepare to the learning for the task achievement. After this, there is going to be a listening for the first time in which students will be asked to solve different listening activities using the strategy of content prediction to reinforce their listening capabilities. Next, there must be a pair group feedback in which as a class there is going to be observed the main objective of the activity as well as clarity any doubt that learners can have regarding it. Hence, with the support of the feedback there is a space for the administration of the listening for the second time. This activity will guide the students to perform the activities correctly following the structures already given to accomplish the assigned activity. Finally, there will be a post listening activity in which there will be notice if the content prediction strategy could help students to achieve the purpose of comprehension or if they use their own way to solve the asked activity. This will guide the researchers to obtain fundamental information for the investigation

project and also to provide real recommendations according to the information that can be gathered from each student at the time of performing the different activities.

To conclude, it is valid to highlight the importance that each of the proposed instruments have on this research project considering the need of gather information in order to enhance learners' listening skill. Focusing on the pre-test, it is fundamental to provide this instrument with valid and reliable information aiming always to the benefit of the learners and the institution. This will help the researchers and the teacher to know the actual level of understanding of the students, taking into consideration aspects as the objectives that are seen in classes when planning each of the activities as cited by Berry (2008):

The idea behind the pre-tests is to give the students an indication of material that will be covered and the depth of knowledge required, thus it serves a 'road map' for the topics. In addition, the instructor gets a quantifiable measure of the knowledge that students already possess for a particular topic (p. 1).

Additionally, the correct elaboration and application of the different tools planned (pre-test and questionnaires) on this research project will guide the researchers to conduct the investigation on an idoneal manner. This can be achieve just focusing into the enhancement of learners' listening abilities using strategies as content prediction. Likewise, the results of this pre-test will guide the investigators to concentrate on the correct elaboration of activities taking into account based different learners' abilities and capabilities a balance point in which most of the students can perform the desire activities for the benefit of the research. At the same time, this will help

investigators to elaborate correct recommendations for the institution and English teacher for the learners' constant improvement of language acquisition.

3.6.1.2 Questionnaires

It is vital to establish the knowledge that the population under the investigation have obtained regarding the importance that listening skill represent for the adequate language acquisition. This information will be reached only by the correct application of different research instruments that can show the role of the considered aspects into the people that is being asked to solve the brought instrument. For this investigation's purpose, there will be applied questionnaires that represent a reliable method to obtain accurate information regarding the importance of this research project among the chosen population, as stated by McLeod (2018):

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post. Questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people (para. 1).

It is vital to mention that this questionnaire instrument bring to researchers the possibility to adequate and aim the research questions in a way that the objectives of this investigation can be

perceived by the participants. This aspect is fundamental considering the importance of establishing possible solutions to the needs that participants provide. Another aspect to consider is that this instrument provides reliable data to researchers without the need of expending extra money, this characteristic contributes also to the objective of versatility that is intended in order to avoid unwanted interruptions in the obligations of the different participants. In order to prepare the questionnaire instrument, it is important to establish the population to whom it will be directed. Additionally, there will be a special questionnaire directed to the different participants of the investigation project. First, learners of the group 9-5, also to the English teacher that is in charge of the mentioned group as well as the principal of the educational institution.

It is crucial to mention the way in which each questionnaire will be performed is different so that it can be comprehensible to all the participants of the educational center. This is with the mere goal to reach the objective of this research project which consist and measure the impact that content predication activities can have in the development of listening skills. Another aspect that is valid to express is the necessity that relays in the consideration of each indicator with its variables for the elaboration of this tool, as stated by Bird D. K (2009):

The questionnaire is a well established tool within social science research for acquiring information on participant social characteristics, present and past behaviour, standards of behaviour or attitudes and their beliefs and reasons for action with respect to the topic under investigation. (p. 1)

Furthermore, it is fundamental to indicate the importance that is based on the contemplation of the research questions gathered by the investigators at the time of elaborate each of the

questionnaires. Moreover, the inclusion of these research questions when planning the instrument can deliver a guide to elaborate this research tool in a correct manner, following each aspect or criteria on which the importance of the investigation is stated as is mentioned by Wilkinson and Birmingham (2003): "...they may need to be targeted at specific, difficult to reach, groups; and they can create hours, days or weeks of work in analysis. However, a well-planned and well-executed questionnaire campaign can produce rich data..." (p. 8).

Additionally, one of the participants of this instrument is the group 9-5 of the Unidad Pedagógica Doctor Calderón Guardia. However, as the questions are emphasized on aspects as evaluation, curriculum and learning strategies, there is not the possibility to rely on the answers provided by learners due to the fact that they will manifest an understandable lack of knowledge because this is an aspect related only to the English teacher.

The second and third questionnaires are provided to the principal of the high school and the English teacher that is in charge of the group 9-5. It is necessary to make clear that the main objective is to obtain information from participants regarding the usage and implementation of content prediction into the learning process. This will provide meaningful information to the researchers in order to perform an accurate analysis regarding the outcomes of every single item of the instrument solved by the research contributors. Additionally, with the objective to obtain the desirable outcomes out of this instrument, there will be a combination of direct questions as well as open questions. This will cause the participants of the investigation to provide concrete responses with their own point of view about the topics on which this project is based, this will validate each answer and the entire purpose of the research, as cited by Wilkinson & Birmingham (2003):

Questionnaires, in the main, should be used for focused and direct questions. It may be useful to allow a number of open-ended questions into the questionnaire, though care should be taken here. Too many open-ended questions force those completing your questionnaire to put more effort into their answers. For that reason, a number of questionnaires place open-ended elements towards the end of the instrument, allowing respondents to add any further comment he or she think appropriate to the subject (p. 37).

In order to obtain reliable information from participants of the questionnaire, there will be some difference between one another. The instrument designed for the principal of the high school will be in Spanish so that each question can be understood by him. Additionally, the questions provided for him will be related to his knowledge of the high school's English department, his role and different experiences regarding the educational progress of learners. On the other hand, the one that is given to the teacher will be directed in English, this questionnaire will be emphasized on aspects that can benefit or damage the learning process of each participant of the educational process. It is important to state that the role of the teacher is crucial at the time of adequate and provide the English's curriculum information to their students. For this reason, there must be taken into account different learning strategies to cause an enhancement of listening skills from which the participant will be asked. The role of questionnaires for this research project is of a high importance and will affect directly the way in which the research is conducted. For this reason, it is very important to obtain valid information so that it can be reached the main objective of the improvement of listening skills by means of content prediction among English students of the Unidad Pedagógica Doctor Calderón Guardia.

With the mentioned instruments, the data collection process will provide valuable information to proceed to interpret and analyze, which gives material to the researchers to pose valid conclusions on the investigation and contribute with proposals that can be carried out in order to help students to improve their listening competence with the help of content prediction as a strategy. Hence, the following chapter of the investigation is going to be dedicated to the organization, representation and analysis of the data resulting from applying, both the pre-test, and the questionnaires in the selected institution.

3.6.2 Data analysis

This section of the present research study has the purpose of organizing the gathered information in order to present it in a graphic format so that analysis, interpretation and conclusions on the findings have a supported basis. The data analysis process makes use of the evidence collected from the pre-test applied to ninth grade students and the questionnaires answered by the English teacher and Principal of the institution. This process is vital to corroborate the hypothesis proposed at the beginning of the investigation and also it is essential to verify compliance with the research objectives. This way, and thanks to the careful examination of the findings, researchers can propose a course of action with the purpose of resolving the problem under investigation. In this case, the pre-test highlights the effects of content prediction as a strategy to improve listening comprehension and the answers to the questionnaires reveal from a didactic perspective the benefits of applying said strategy.

The importance of data analysis can be described as Ashirwadani (n.d.) does it in his paper *Methods of Data Analysis*: “the purpose of it is to identify, transform, support decision making

and bring a conclusion to a research”. That means that the quantitative results can be converted into actions by means of interpreting them in the context of the investigation to make conclusions and propose solutions. Ashirwadani also stated that:

Data Analysis is in short a method of putting facts and figures to solve the research problem. It is vital to finding the answers to the research question. Another significant part of the research is the interpretation of the data, which is taken from the analysis of the data and makes inferences and draws conclusions. Often times it becomes difficult to deduce the raw data, in which case the data must be analysed and deduce the result of the analysis (p.1).

Therefore, it is unlikely to be able to conclude on the research findings and offer proposals that solve the research problem if there is not an adequate process of analysis of the information collected. As Kawulich (2004) stated: “data analysis is the process of reducing large amounts of collected data to make sense of them” (p.97). That is why the analysis of results requires the organization of the information in tables that convert the numbers into figures. Those figures allow the researchers to interpret and conclude with respect to each of the research questions that were raised at the beginning of the study. With this purpose, every variable developed in chapter number two of the investigation will be presented with its corresponding charts and figures for further analysis, conclusions and recommendations.

In synthesis, data analysis is a vital process when conducting a research project, without which, it is not possible to corroborate the hypothesis posed, nor to define an action plan that allows providing solutions to the problem under investigation. In other words, this process gives

meaning to the study and to the information gathered throughout the instrumentation in the previous section and it links the findings of the research with the course of action to be proposed for implementation in the institution.

Chapter IV
Alternative
methodological
proposal

4.1 Introduction

Giving the importance of improving students listening comprehension with the purpose of enhancing their overall proficiency of the English language, it is fundamental to implement strategies that help teachers and students to achieve said purpose. The skill of listening is one of the most important ones when it comes to acquiring proficiency in a foreign language. By means of listening is how learners acquire the input to process language, which goes through a process in order to achieve comprehension. As stated by Anderson and Lynch (2003),

Understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means (p.6).

In other words, to give meaning to an oral piece, the learner needs to make connections between what is heard, the background knowledge and the previous information. all at the same time. According to Mendelson (1994) “of the total time spent on communicating, listening takes up 40-50 %; speaking 25-30 %; reading 11-16 %; and writing about 9 %” (p. 9). Therefore, working in implementing methodologies that help improve the skill of listening is a necessity in the educational system. To achieve higher levels of listening competence, this study proposes the use of content prediction specifically because it can provide varied ways for teachers to apply in the classroom in a way that fosters students ‘participation and motivation regarding their own learning process. In this context, educators must take into consideration that every learner have their own way of acquiring knowledge. Schumaker and Deshler (2006), defined a learning

strategy as “an individual’s approach to a task. It includes how a person thinks and acts when planning, executing, and evaluating performance on a task and its outcomes”. In other words, a good teaching strategy involves thinking about the students’ needs besides the planning itself. Therefore, as part of the present research, an alternative methodological proposal is presented in the form of three different strategies, making use of content prediction to solve tasks in the classroom, that are designed to help students to improve their listening competence.

In order to design each strategy, one indicator from the variables analyzed in the theoretical framework of this research, is going to be taken as basis in the developing of the activities. Every strategy will be fully described as well as their implementation including evidences of the elaboration of each of them.

The first strategy will be based on the indicator of contextualization. This way, learners will have to accomplish tasks from real life scenarios, adapted to situations that are meaningful for them. According to Mazzeo, Rab, and Alssid (2003), contextualization can be defined as:

A diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student. (p. 3–4).

Therefore, students can acquire content while focusing in activities that are engaging and that attract their attention because they are strategically designed to aim at a specific target. For this purpose, teachers must be aware and attentive to identify their students’ interests, as well as their

different learning styles and strategies and use that information at the time of planning the activities.

The second strategy will be based on the indicator of didactic sequence because this element of the learning process is vital to assure the correct implementation and course of the activities that conform a specific task. The didactic sequence provides teachers and students with a series of steps that must be followed in order to accomplish a task. Every step or stage of the didactic sequence for a listening activity has a purpose, and they must be present in the development of the lesson planning. In this case, the methodological proposal will follow the next sequence: pre-listening, listening for the first time, pair/group feedback, listening for the second time and post-listening. All five stages will lead learners towards the accomplishment of the tasks.

The third strategy will be constructed on the indicator of working memory (WM). According to Cowan & Alloway (2008) “working memory is linked to a range of cognitive activities during the school years, from reasoning tasks to verbal comprehension to mathematical skills”. WM is related to the process of information storage in the brain for further use in cognitive tasks, therefore it represents a valuable indicator to base a content prediction strategy on. For instance, Baddeley and Hitch, 1974, defined WM as “the mental workspace where important information is kept in a highly active state, available for a variety of other cognitive processes”. In the case of content prediction, the learner is given some pieces of information, vocabulary or other details to be used at the time of listening to the oral piece, and there is where WM plays a vital role in order for the student to be able to accomplish the task. For this reason, content prediction specifically, relies on the student’s WM skills to deliver positive outcomes in

the learning process. Furthermore, exercising WM provides benefits for learners, not only for language learning purposes, but for general academic purposes overall.

Once the three different strategies have been described, their implementation is going to be developed as well in order for teachers to have a clear idea of how to carry on each of the activities that conform the Alternative Methodological Proposal presented in this chapter of the research. Additionally, an analysis of the social and educational impact will be displayed. It is important to acknowledge the properties that effective teaching strategies have on the learners' outcomes and performance regarding their learning process. Furthermore, a post-test is going to be elaborated in order to help measure the effectiveness of the methodological proposal presented in the learners' achievement of objectives.

In synthesis, due to the importance of improving students' listening competence with the objective of acquiring higher levels of proficiency in the English language, the present research study contemplates an alternative methodological proposal as a solution. This proposal consists of three different strategies that can be used in the classroom with their corresponding evaluation and post-test activities with the purpose of validating the effects of the strategies and the impact in the social and educational fields resulting from its application. Those elements are going to be fully detailed in the next sections of this chapter.

4.2 Title of the proposal

The implementation of content prediction strategy for the improvement of the listening skill

4.3 Justification

The acquisition of a second language has become a fundamental goal among the country's social environment. Additionally, the governmental institutions uncharged of the educational field, whether publics or privates, have doubled their efforts in order to achieve and provide ideal educational standards, so that the Costa Rican educational system can improve the situation of the students that are part of the educational process, as mentioned by Allen Quesada Pacheco: "...in order to help Costa Rican students face life and work situations, they require an average command of English in order to participate actively into the challenges of the global economy for the benefit of the country" (Allen , 2006, p. 4). Moreover, the implementation of this language into the learning process can guarantee the access of a better higher education as well as better facilities to face future circumstances. However, it is vital to highlight the emphasis that this research project pretends to reflect in the implementation of different learning strategies, as content prediction, to improve the listening compensation among students. These strategies are made so that the learning capacity and performance of the student can be enhance at the time of developing the specific skill of listening. Furthermore, it is necessary to make the statement that the listening skill has the advantage of stimulate the performance of the student on the other skills (reading, writing and speaking). This, based on the idea that in order for a student to create valid content in real life scenarios; it is necessary first of all to provide information that can be used under different circumstances. As mention by Yavuz and Celik (2017):

...listening skills cover a large part of the input and are an important agent in gaining the input in learning process. Since output highly depends on input, it

makes listening skills crucial in the output process, too. In the light of this claim, listening skills can be assumed as a significant agent in oral production by establishing a background for communication (p. 9).

In addition, it is a fundamental labor for teachers to aim the given methodology in a way that every single student can become engage with the material that is being presented, this causing to create unconsciously background knowledge that can be recall by students when they require the gathered information by input to elicit effectively by output. It is imperative to mention the role that teachers have at the time of planning the different tasks that students have to accomplish. For this reason, it is extremely important to shape the different available strategies so that the students can obtain the best out of the material that is given by the professor. Furthermore, content prediction can make a very positive impact at the time of developing listening tasks because students have to work on previous knowledge in order to link information and comprehend the main idea of the information that is being exposed. As it is mentioned by Yavuz and Celik (2017):

Classrooms listening activities should match real life listening for maximum benefit to the learner. Providing a contextual framework, emphasizing the importance of inferring the meaning of unknown vocabulary, using authentic materials and materials with conversational features, and making use of simulated tasks are employed to replicate the nature of listening. Questions and tasks are used to ensure the learners have a clear listening purpose and do not have to heavily depend on memory. To provide motivation and focus for listening,

learners are encouraged to predict what they will hear and then confirm it against what was actually said (p. 109).

For the purposes of this research project, it is crucial to elaborate different tasks based on strategies that can fulfill the educational necessities of the educative community. This can only be reached if there is a compromise from the teacher, due to the fact that every activity has to be linked with the contextualization in which the group of students are involved. Additionally, the way in which the classes are planned can affect either positive or negative the willingness of the students. For this reason, the teacher has to innovate and motivate so that the student can activate correctly his/her knowledge for the accomplishment of the didactic goals taking into account the different levels of difficulty that a listening activity can present. As stated by the British Council (2014):

The choice of the activity will depend on the objective of the activity (are the students listening for comprehension/fluency or listening for accuracy?) as well as the level of the students. And of course you will have to consider the amount of time allotted, but the most important thing to remember is that listening should be an integral part of English lessons

The correct selection and implementation of different strategies can be perceived as an easy task for a teacher. However, there are plenty of aspects that must be taken into consideration before planning the activities. In addition, the success of the listening task is linked with the correct application of previous knowledge and strategies from students. Subsequently, this management

of strategies is a process that teachers should foment constantly among students in a way that they become independent users of them, as mentioned by Aponte de Hanna: "...It requires effective use of strategies on the part of the listener. This is of particular significance in second language learning because without effective strategies, students' listening comprehension becomes challenging, problematic, and ineffective." (Aponte de Hanna, 2012, p. 1) It is essential to highlight the importance of listening for the correct development of students. Even though, the correct communication is the main goal of a second language learning, it is vital to make clear that without previous information it is impossible for a person to emit a criterion about a specific topic. As mentioned before, it is fundamental to provide students information from real content situations so that they can be prepare to face and answer correctly to an eventual real-life scenario. However, this can only be achieved though the usage of different series of strategies that can stimulate students' progress positively. In the following chapter there is going to be exposed alternative methodological proposals as well as their importance, necessity and scopes for the purpose of the present research project.

4.4 Alternative Methodological Proposal

As a response to the need of implementing varied strategies that support the objective of improving learners 'listening competence and in accordance with the variables stablished at the beginning of the study, the present methodological proposal consists of three teaching strategies that can be implemented in the classroom with the purpose of facilitating the students 'learning process. Having defined strategies to help teachers improve their lessons is vital for the educational system to reach higher levels of achievement of the indicators of learning established

in the didactic planning for each specific level. In this case, the strategies for ninth level students are going to be designed for unit four of the syllabus that is based on the scenario called “In the public eye!”. This unit focuses on the positive contributions people make to society through the question: how do ordinary people and outstanding figures contribute in human rights, education, cultural awareness, science, art and politics? Therefore, the unit provides a wide range of scenarios that can be used for the planning of the activities.

In the methodological strategy n°1, the indicator of contextualization from the variable content prediction is the focus. Therefore, the learners will be able to predict content from oral pieces while making use of contextualized learning. This indicator is very useful to attract learners’ attention and engage them with the topics and curricular content to be taught. Making use of scenarios according to their age, interests, likes and experiences related to their reality helps to create tasks that are meaningful for the students and that have an impact in their learning process. With this purpose it is important that teachers do some research or even ask their students about their favorite topics in order for the lessons to catch their attention. For instance, some of the topics that students might find exciting depending on their age and socio-cultural reality are: popular bloggers, youtubers, influencers, latest videogames, movies, arts, books, politics, science, technology, etc. In technical schools, students might be interested in linking language learning to a specific ability such as: accounting, fashion design, mechanics, tourism, customer service, agriculture and so on; the possibilities are enormously open. According to CORD, (1999): “this approach to learning and teaching assumes that the mind naturally seeks meaning in context—that is, in relation to the person’s current environment—and that it does so by searching for relationships that make sense and appear useful”. In this context, teachers can take advantage of this approach for language learning purposes meanwhile the learning process is

more enjoyable and stimulating for the learners. As stated by Doyle, (1983) regarding contextualized teaching: “classroom tasks influence students by directing their attention to particular aspects of the content and specifying ways to process information”. In this way, students work with more enthusiasm, facilitating the learning process.

In synthesis for the first strategy, the goal is to help learners to predict content in tasks that contextualize contents in order to improve their listening competence. Because the unit’s scenarios are related to contributions to society, for the activities, some celebrities from different disciplines will be selected to produce oral pieces. From the theme “Success vs. Fame” on week one, some clues or pieces of information will be given to the students in order for them to guess content in the pre-listening stage and that way comprehension level will be higher at the time of listening to the text for the first time. In this case, the student will be able to understand the main points of a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly. Another advantage of contextualized learning is that the ideas for the scenarios, topics and situations can be generated by the students themselves.

The methodological strategy n°2 is going to be focused on the indicator of didactic sequence from the variable learning process. This indicator is fundamental at the time of planning the strategy because the steps that the learners have to follow to complete the tasks have a purpose and an impact on the learning process and therefore, in the outcomes of each student. Keeping in mind that the strategy must be based on content prediction, the didactic sequence is going to follow a path that fosters students’ listening comprehension. In this strategy specifically is fundamental to prepare an activity for every step of the sequence: pre-listening, listening for the first time, pair/group feedback, listening for the second time and post-listening. All five

stages will provide students with the elements necessary to achieve full comprehension and completion of the task. In this case, the theme “National Role Models” from week two of unit four will define the situations in which the students will have to understand the most important information in a news broadcast (television, Internet) when visuals support the message.

For the methodological strategy nº3, the indicator of working memory from the variable listening comprehension is going to be the basis to design the activities. Working memory helps learners to hold on to information long enough in order to use it for task completion purposes. As explained by Gathercole, & Alloway, (2007):

Many of the learning activities that children are engaged with in the classroom, whether related to reading, mathematics, science, or other areas of the curriculum, impose quite considerable burdens on working memory. Activities often require the child to hold in mind some information (for example, a sentence to be written down) while doing something that for them is mentally challenging (such as spelling the individual words in the sentence) (p. 9).

For this reason and giving that language learning relies largely on both long- and short-term memory, is that working memory is adequate to implement the content prediction strategy to enhance listening competence. It also helps them to focus and keep concentration.

In the case of this methodological strategy, to complete content prediction tasks, students will get key information that they will have to retain and use to be able to achieve the objectives of the listening activities. From the week three of ninth’s didactic guide, and the theme

“Contributions of Outstanding Figures to Society”, students must be able to understand small group discussion between two or more native speakers if that conversation is unhurried and if the student is familiar with the topic under discussion in a video recording. It is important to keep in mind that working memory can be trained in order to be improved. By making use of this strategy, learners will not only be exercising their listening competence, but they will also be developing opportunities to work out their working memory abilities, which is good for the learning process in all fields of study.

4.4.1 Importance

The level of importance that the national government of Costa Rica gives to the educational system, generally, has been an arguable topic among different countries of the area. Whether if it is adequate to invest a certain part of the national budget on this specific rubric or not, has been a continuous paradigm for different researchers. The true is that, there might be some countries that approved it and others that are against the role of education in this society. However, it is necessary to highlight and extend credits to the different efforts that the diverse governments have done through the years in order to keep investing and improving the education provided to each person that forms part of this country. As it is mentioned in the national inform of development of education Costa Rica:

The Costa Rican society has been historically characterized by the importance given to the education, what is manifested in the early setting-up of educational centers and the importance the Ministry of Public Education has in the National

budget. That allows the development of the processes of teaching in all the different educational levels (p. 1).

Since Costa Rica has directed a big fragment of the national budget to education, a great part of the society has been affected positively in terms of access to high-quality educational centers in which every citizen can be part of. This can be reflected on specific subjects that have a direct impact on the development of the students as the learning of a new language. As stated by Rajathurai Nishanthi: “In today’s global world, the importance of English cannot be denied and ignored since English is the greatest common language spoken universally” (Nishanthi, 2018, p. 1). There must be taken into account that for the educational system of Costa Rica, English teaching is a priority so that the students can have better opportunities regarding the selection of an educational career, a job opportunities and communication abilities. However, it is crucial to be emphatic in the fact that this continuous investment in this specific subject requires an adequate management from the educational entities. This research project focuses on the importance that has to be given to specific skills as listening in order to improve the students’ ability to comprehend the language. In order to achieve this point, it is necessary to cover the necessities that learners might have with different strategies taking into consideration aspects as background knowledge, contextualization or scaffolding. The constant application of these strategies can improve learners’ listening comprehension and hence, bring an opportunity to relate the listening activity presented with the experience gathered in the educational process.

4.4.2 Necessity

English is an outspread language and it requires to be thought correctly to every student that is part of a language acquisition process. Additionally, this language is considered the most used and implemented in schools all over the world. In order to reach the desire objectives that the educational system of Costa Rica has, regarding the implementation of this language in educational centers, it has to be taken into account the level of complexity that a learner can experience regarding the achievement of the language. This has been discussed over the years in different educational studies, as mention by Mirza Salih: “The English language is the language that possesses the largest vocabulary in the world. The English vocabulary is characterized by its richness, immensity, and complexity. The total number of English words is very likely to be over 2 million, with more than 54,000 word families” (Mirza Salih, 2015, p. 15). For this reason, it is extremely necessary to prepare people uncharged of the English educational field in the country. Taking into consideration the necessity that the society have regarding the acquisition of the language, it is fair to say that teachers ought to be prepare to fulfill the educational requirements of the country. Additionally, it is imperative to highlight the investment made from the MEP in a new English curriculum that contains new pedagogical guidelines for every grade of public institutions. “The English curriculum reform responds to four main concerns: First, learners need an updated curriculum that reflects the knowledge, skills, and abilities needed to communicate in a range of language use contexts and to succeed in the information age as 21st century learners...” (M.E.P, 2014, p. 12) This curriculum provides different tools and instructions for teachers in a way that can create meaningful tasks that can improve the learners’ performance regarding different topics. It is fundamental for teachers to be capable of adequate precisely a wide variety of activities in a way that the attention of learners can be capture by teachers. Furthermore, this can be done with the usage and creation of specific strategies for the improvement of activities that can enhance the individuals’ performance regarding the specific

skill that is being stimulated in each class. Also, it is fair to say that for a student to understand and acquire a new language as English, it is necessary to cover the four main skills that are: speaking, reading, writing and listening, as mentioned by Manaj Sadiku, (2015):

For the teaching of English to be successful, the four skills, reading, listening, speaking and writing, should be integrated in an effective way. These skills should be addressed in a way that helps students meet the standards you set for them and develop their communicative competence gradually. This encompasses : Listening and speaking: these two skills are highly interrelated and work simultaneously in real life situations. So, the integration of the two aims at fostering effective oral communication. This integration will assure real-life and purposeful communication. Reading and writing: they form a strong relationship with each other as skills. (p.29)

Moreover, for the specific needs of this research project, listening is the main aspect to be taken into consideration. This requires a specific focus from teachers on the specific skill that is being developed by educators. Additionally, the application of the different methodological proposals can affect positively or negatively to the listening comprehension experience of each student. For this reason, it is necessary to provide distinct tools so that teachers can apply and adequate them in a way that the specific objective can be achieved. This research projects intends to focus on the listening enhancement trough the usage of specific strategies so that the comprehension ability of learners can be boost progressively.

4.4.3 Scopes

The implementation of a second language into the educational system of a country represents a big effort from the government. For the specific purpose of this research project, the implementation of content prediction to enhance listening competence, it is vital to mention and explain the extent in which the different strategies proposed by the researches will be focus on. Furthermore, it is necessary to state that over the evolution of the educational system, there have been different efforts in order to provide better opportunities regarding the implementation and usage of English as second language. Saborío Pérez & Valenzuela Arce, (2009) stated that:

...the government settled on multiple initiatives to allow its citizens different opportunities to learn English. This situation created a national demand for many teachers highly proficient in English and its cultural norms, and also knowledgeable of and skillful in applying practical and efficient pedagogies to speed the second language learning rate of Costa Ricans. (p.392)

It is fundamental to emphasize the role of the MEP regarding the capability to reach and cover the educational necessities of the country. These initiatives in order to boost the educational scope should be divided into the countries' regions providing both infrastructure and pedagogical resources for the learners' enhancement. However, the amount of money from the government that is directly assign into the investment of education in Costa Rica is not always as successful as is meant to be, as stated by the world bank: "High spending in education did not result into relatively higher level of the human capital of the labor force, and the supply of skills produced

by tertiary education does not match with the labor market needs. Only 35% of the workforce has completed secondary education” (World Bank, 2015, p. 38) It is vital to highlight the necessity that represents the constant checking of the educational process by the government in order to eradicate the uncontrolled leaving of classroom in which the educational institutions have been immerse. Besides, it is fundamental to emphasize the importance that has been given to the acquisition of a second language. This is close related with the success on the specific area of employment due to the fact that there are plenty of institutions that requires a management of a second language, as mentioned Saborio & Valenzuela (2009):

Costa Rica, as a developing country, has been seeking growth by attracting international investment. In the last few years, however, a myriad of international companies of multiple working disciplines have been installed in Costa Rica, and they need a labor force that is competent not only in general English, but also in the technical English required (p.1).

This constant investment from different foreign companies providing new job opportunities to the Costa Rican society is a clue that the educational system has given the correct tools to the students for an easy incursion to the employment market. However, this would not be possible without the correct guidance from the different educative sectors of the country. Moreover, the correct implementation of different strategies can lead into the achievement of specific purposes as the inclusion of specific vocabulary taking into account the contextualization in which the student is immerse. On the other hand, this research pretends to provide teachers with useful tools in a way that they can apply specific topics stimulating the listening comprehension through the usage of different methodological purposes. It is fundamental to adequate each activity in

real life scenarios so that learners can relate the information and store it in their long-term memory. The repetition of this process will create a constant stimulus that will be represented with the continuous recalling of information using their background knowledge when is required in a specific listening task.

4.5. Alternative Methodological Proposal Implementation

As mentioned in previous sections of this chapter, based on the research made, it becomes necessary to establish a proposal to help teachers to achieve the improvement of the learners 'listening competence with the usage of content prediction as a strategy. This section of the study explains the strategies that will conform the proposal. The implementation will be carried out through the indicators: contextualization from the variable content prediction, didactic sequence from the variable learning process and working memory from the variable listening competence, in order to determine the activities for the three strategies that compose the proposal. It is vital that the strategy aligns with the support provided by the MEP in the didactic guides facilitated to the teachers to elaborate the lesson plans according to the curricular foundation. Therefore, each activity is going to be strictly related to the contents established in the guides according to the level selected.

First strategy

Name: Predicting content from contextualized topics.

Variable: content prediction

Indicator: contextualization

Level: ninth grade

Unit: four

Scenario: In the Public Eye!

Theme: Success vs. Fame

Assessment strategy: summarize the main points of a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly.

Didactic sequence: pre-listening, listening for the first time, pair/group feedback, listening for the second time, post listening.

The objective of this strategy is that students are able to relate contents to their context by making use of topics that are interesting for them in order for them to predict content from the oral pieces used in the activities. In the process, students will get some information previously regarding the text, that they will be able to use to make predictions about the content by linking their own experiences and knowledge to the input. As evidence, students will show better understanding of the topics and demonstrate higher listening competence at the time of evaluating comprehension.

Second strategy

Name: Step by step

Variable: learning process

Indicator: didactic sequence

Level: ninth grade

Unit: four

Scenario: In the Public Eye!

Theme: National Role Models

Assessment strategy: retells main ideas/concepts and key points/details

Didactic sequence: pre-listening, listening for the first time, pair/group feedback, listening for the second time, post listening.

The objective of this strategy is to help students to achieve higher levels of listening competence through the correct application of the didactic sequence. Taking into account that each step of the process has a purpose, it is vital that the teacher follows the sequence in detail, allowing students to engage with the oral text in order to achieve full comprehension. In the process, students will track a series of stages that will lead them to make predictions in order to understand and make meaning of the input provided. It is expected from students to restate the information from the oral piece while showing listening competence at the time of the assessment.

Third strategy

Name: Remembering to understand

Variable: listening competence

Indicator: working memory

Level: ninth grade

Unit: four

Scenario: In the Public Eye!

Theme: Contributions of Outstanding Figures to Society

Assessment strategy: identifying information in small group discussions between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion in a video recording.

Didactic sequence: pre-listening, listening for the first time, pair/group feedback, listening for the second time, post listening.

The objective of this strategy is to lead learners to make use of their working memory in order to improve their predicting abilities. Keeping in mind that WM is related to the storing and retention of information for further use, with this strategy teachers will be able to use pieces of information, details or vocabulary related to the oral texts so that students can use it to make predictions and achieve completion of the task. In the process, students will have to withhold information with the purpose of improving understanding by predicting the content of the oral piece and be able to identify the information requested for the task. As a result, when evaluated, students should be able to comprehend a conversation and identify specific information from it. This alternative methodological proposal is intended to become a solution to the need of strategies for teachers to help their learners improve their listening competence with the use of content prediction. It is vital that teachers count on varied resources to implement in the classroom and that they respond to their students' necessities regarding their learning process in the language learning. Even though the MEP provides a guide for teachers to plan their lessons, it is fundamental to adjust the techniques according to the areas of improvement that each group might present. In this aspect, experimenting with innovative strategies becomes a must-to-do task for teachers in order to improve English teaching among schools and therefore, in order to enhance students' competence in the language.

In synthesis, making use of content prediction with an emphasis on contextualized learning, didactic sequence and working memory, is a useful alternative that can lead to the achievement of the objectives of the present study. Therefore, in the following sections, each of the three strategies are going to be explained in detail as well as their implementation, as the MEP requires them to be developed, with the curricular foundation provided for planning the English language lessons.

4.5.1. Description of first teaching strategy

First strategy:

Predicting content from contextualized topics

Objective:

To relate contents to learner's context by making use of topics that are interesting for the students in order for them to predict content from the oral pieces with the purpose of summarizing the main points of a discussion.

Variable:

Content prediction

Indicator:

Contextualization

Level:

Ninth grade

Unit:

Four

Scenario:

In the Public Eye!

Theme:

Success vs. Fame

Assessment strategy:

Summarize the main points of a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly.

Didactic sequence:

- Pre-listening
- Listening for the first time
- Pair/group feedback
- Listening for the second time
- Post listening

Implementation of the first teaching strategy

Predicting content from contextualized topics is the first teaching strategy that composes the alternative methodological proposal. It is important to mention that these activities keep accordance with the MEP's syllabus established with the purpose of planning the lessons. Therefore, they are developed following the sequence in order to achieve the assessment strategy defined for the skill of listening. The purpose of this strategy is to lead students to predict content of the oral pieces by making use of contextualized materials. Taking into account the level, ninth grade students are usually around 14 to 16 years old, therefore, clips of several well-known celebrities are going to be used for the activities. Actors, singers, athletes, actresses, influencers and youtubers take part in the videos with the purpose of engaging the students to be interested in the topics. According to the sequence established in the syllabus, the stages of this strategy is developed as follows:

Pre-listening

In this step of the sequence, the teacher is going to project a video about celebrities and the reaction of their fans at the time of meeting. The title of the video is "People meeting their idols" and it can be found in the link: <https://1drv.ms/u/s!Ar9FGYwbf5HTigFIQLIDLPW-sDF2?e=EjXfbC>. Students have to recognize the emotions and the way people express feelings,

rather than understanding the random dialogues. Once the students watch the clip, they are going to brainstorm as a group by answering the following questions in an oral way:

- What celebrities do you recognize in the video?
- What is the fans' reaction when they meet the celebrities?
- Why do you think people react the way they do?
- Do you think that all celebrities are successful?
- What does success mean to you?
- Are fame and success the same?

After this brainstorming with those topics, students can start to make predictions about what the next step is about.

Listening for the first time

In this step, students are going to watch a different video of celebrities speaking about fame and success, and what those things mean to them. Concepts regarding happiness, success, fame and wealth are going to be discussed. Students have to make use of their ideas and predictions made before in order to be able to recap the main points of what the celebrities discuss in this video.

The name of the clip is "Success versus fame" and it can be found in the following link:

<https://onedrive.live.com/?id=D3917F1B8C1945BF%211281&cid=D3917F1B8C1945BF>

The script of the video is displayed below:

"Success versus Fame" script

Celebrities speak about fame and success

Does money equate to happiness?

Jay Z: no, that's the thing, they're not tied to each other, I mean, it allows you freedom and allows you to go places where you can smile and look at the sunset and things like that, if that's

what you choose to do or you enjoy to do, but there are a lot of people with tons of money who are unhappy because either they become a prisoner of their money or they become so consumed with getting money that they don't allow time for happiness.

Cameron Diaz: when people say “oh I wanna be like you, I wanna be an actor, I wanna look like you”, the question I always ask them is “Why?”. Like really, why? and people, especially in America, have this idea of fame, that to be famous means that you are successful, that you are happy.

J Cole: When those things came, the happiness wasn't there and I realize what it was, there was such an attempt to achieve these things and to keep going that you lose sight of the people and the blessings that you have around you.

Selena Gomez: and, when you have all of this stuff it doesn't mean you're happy.

Josh Radnor: A lot of people think getting famous will save you, that it will grant you the life you feel you're owed and spare you certain indignities. I was pretty bombed to realize that rather than lessening or eliminating my insecurities and least attractive qualities, it basically poured fertilizer on them.

Are you a rich man?

Bob Marley: when you mean rich what you mean? (you have a lot of possessions, a lot of money in the bank?) possessions make you rich? I don't have that type of richness, my riches is life forever.

What would you like to do if money were no object? How would you really enjoy spending your life? But it's absolutely stupid to spend your time doing things you don't like.

Cameron Diaz: If you are looking for fame to define you, then you will never be happy and you will always be searching for happiness and you would never find it in fame.

Cara Delevingne: The most important journey I think all of us will go thru is the journey in ourselves, to find out truth, to find who we are and what makes us happy.

Josh Radnor: I saw that if I wanted to live with myself, I was going to have to work on myself.

Lady Gaga: so, what did I do? I started just saying “no, I am not doing that, I don't wanna do that, I'm not taking that picture, not going to that event, not standing by that, 'cause that's not what I stand for”, and slowly but truly I remembered who I am. And then you go home, and you look in the mirror and you're like “yes! I can go to bed with you every night, 'cause that person... I know that person... that person has integrity”

Josh Radner: I don't believe that we're these miserable animals wired to maximize self-interest, I think that actually goes against our nature and causes us a lot of pain.

Jamie Anderson: and I guess this is the message I wanna leave for you. It's fantastic, you know, success it's great, and shooting for the moon is right. But, out there in the universe, there are a lot of moons, so just make sure that the moon that you are shooting for is your own. Thank you very much!

Pair/group feedback

In this stage students discuss in pairs what they understood as the main ideas of each celebrity's speech. They debate to see if they agree or not with the celebrities' point of view.

Listening for the second time

For this stage, the teacher plays the video one more time. Each student is given a piece of paper with the names of the celebrities and they have to write down key words regarding each message. This step is vital in order for students to be able to perform the post-listening activity.

The worksheet for students to write down the key words of each speech is displayed below:

Worksheet

Instructions: based on the video “Success versus fame” Write down the main points of each speech.

Celebrity	Key Words	Celebrity	Key words
Jay-Z		Bob Marley	
Cameron Diaz		Cara Delevingne	
J Cole		Lady Gaga	
Selena Gomez		Jamie Anderson	
Josh Radnor			

Post-listening

For the post listening activity, students have to choose one of the celebrities ‘speech and summarize the main idea of their message. Then they are going to perform a short speech on their own with the information summarized.

Evaluation

Finally, with the purpose of assessing the students’ achievement of the objective of the activity, the teacher plays a video called “Will Smith on being famous”. In the video, the actor Will Smith

speaks about the positive and negative aspects of being famous, while the students complete a “true or false” exercise with the statements provided. After that, they are going to write a short paragraph providing advice to a friend who wants to become famous: what to expect and how to cope with a famous life without getting hurt. The video can be found in the next link:

<https://onedrive.live.com/?id=D3917F1B8C1945BF%211281&cid=D3917F1B8C1945BF>.

The script and work sheet for this stage is the following:

“Will Smith on being famous” script

Would you rather have a normal life? Or the life you have now?

Uhhh! That’s a very, very, very deep question.

The life that I have now is a life that I’ve always dreamed about.

I have built and struggle and fought to have it be just like it is.

I love being famous.

Some people feel unsafe being famous. I feel safe, right.

But there’s definitely the other side. I get sued probably fifteen times a year. I have lawyers on a monthly retainer just because you get sued so much when you’re famous.

There are absolutely painful aspects of this life. Like how I was just paped in a public place because of what people start to do.

In my mind I just refuse to allow myself to concentrate on draw-backs. You have to learn to fight and defend yourself from predators without letting your heart go dark, and that’s an extremely difficult, difficult balance, but I wouldn’t trade this life for anything. I love being me.

Worksheet

Instructions: based on the video “Will Smith on being famous” write “T” for true or “F” for false on each of the following statements.

Statement	True or False?
1. Will Smith always dreamed about the life he has now.	
2. Will smith hates being famous.	
3. Will Smith feels unsafe being famous.	
4. Will Smith never gets sued.	
4. There are negative aspects about being famous.	
6. Will Smith loves being himself.	

Following the previous sequence, the teacher can lead the students towards the objective of the first teaching strategy: predicting content from contextualized contents. The materials used for the implementation of the activities are focused on topics that are appealing to teenagers: movie stars, youtubers, singers, athletes and so on. For instance, it becomes more interesting learning when the process involves a strategy that includes people you like, follow or admire somehow. Furthermore, students engage with the contents, facilitating the objective of making predictions in order to improve understanding of the materials. This way, this strategy contributes to help learners to enhance their listening competence.

4.5.2 Description of second teaching strategy

Step by Step

Objective:

To lead learners to make predictions about the content through the correct application of the didactic sequence of the activities, in order for them to retell the main ideas, concepts and key points about the oral input provided.

Variable:

Learning process

Indicator:

Didactic sequence

Level:

Ninth grade

Unit:

Four

Scenario:

In the Public Eye!

Theme:

National role models

Assessment strategy:

Retells main ideas/concepts and key points/details.

Didactic sequence:

- Pre-listening
- Listening for the first time

- Pair/group feedback
- Listening for the second time
- Post listening

Implementation of the second teaching strategy

The correct following of the didactic sequence represents a vital aspect in the planning of the second methodological strategy for the purpose of this research project. However, it is necessary to mention that every activity that is offered in this document has been thought taking into consideration topics that might be interesting for teenagers and can easily catch their attention to develop them in an adequate way. Another aspect that has to be highlighted is that these activities keep accordance with the MEP's guide provided to ninth grade English's teachers. Consequently, they are developed following the sequence in order to achieve the assessment strategy defined for the skill of listening. The purpose of this strategy is to lead students to retells main ideas or concepts and key points/details following the didactic sequence of stages and developed as follows:

Pre-listening

In this step of the sequence, the teacher is going to show a video about a famous female soccer player of Costa Rica, that is considered as a role model. The tittle of the video is "Player profile: Raquel Rodriguez (sky blue FC)" and it can be found in the link:

<https://www.youtube.com/watch?v=3ucUbyfCtNQ&t=2> The main idea of this video is to make students perceive the emotions and sequence of details provided by real people rather than just

hearing a set of random words related to the topic being studied. After the students watch the clip, they are going to brainstorm, following the sequence of events expressed in the audio, as a group by answering the following questions in an oral way:

- Is female soccer supported by Costa Rican society?
- What was the advice that Raquel's family gave her?
- What was the biggest thing that Raquel could aspire as a soccer player?
- Did Raquel have a role model in her life?
- What do you think about Raquel's challenges to become a soccer player?
- How do you think female soccer broke barriers in Costa Rica?

The script of "Player profile: Raquel Rodriguez (sky blue FC)" is the following:

Raquel Rodriguez: Growing up my dad was really supportive and my mom she was not quick to support me in soccer because I think culturally in Costa Rica, it was not supported, but it was locked down upon, it was just considered a sport for men. Even in family, members would tell me you should just stop playing soccer because that is not going to take you anywhere. People do not want to watch women's soccer. I just felt like my dreams were put down and I was like 10 years old. You know, I was a kid, and I think that was like the most direct, and like blunt and like almost heart-breaking thing that someone ever told me. I think the deep desire that I have of reaching my dreams was so big that I have never lost hope, I remember being in my room and in the mirror and you know, picturing myself being in a full stadium just playing soccer and people came there to watch us and I would get impatient because I would not just not see in the near future how that was going to be possible. The biggest thing that I could aspire was the national team, but it was frustrating because there was not proper trainings, not proper preparation

whatsoever. I would find myself wanting to get better but couldn't because of the environment and that's when I knew I wanted to get out of the country and just play somewhere else.

Reporter: But for the Costa Rican national team, Rodriguez was their future, so they called her in the training at just 11 years old. But the next decade she worked to create the recognition she always believed the women's games deserved. And in 2015 it came when they wrote history and competed in their first world cup.

Raquel Rodriguez: The games were televised at home, so we had exposure. We were the national team, we were Costa Rica, it wasn't women or men, it was Costa Rica. And when I was in the national team or even a little girl, I didn't have like a Costa Rican role model whom I can say "I want to be like her". I knew about Mia Hamm, and she was so inspiring to me. I think now I can be that for another Costa Rican. To see all that come to fruition, it feels good.

Reporter: From her early struggles in Costa Rica to becoming the rocky of the year in the NWSL (National Women Soccer League), Rodriguez knows that everything she has become is because of her journey.

Raquel Rodriguez: I remember when I was a little girl I was like "Oh I wish I was born later", the days that I would get softer, I would cry and now I look back and I say It was worth it, it was necessary to go through that because that was honestly the fuel and the motor inside of me to kind of keep going sometimes. It was a generation in Costa Rica, it was a generation of our national team who together we broke barriers. I almost find purpose in that; you know I find purpose in being part of a generation and one of the people who made history

After this brainstorming with those topics, students can start to make predictions about what the next step is about.

Listening for the first time

In the listening for the first time, the teacher is going to project a video of a well-known celebrity of Costa Rican history, who speaks about his efforts to become the professional he is now. In this video Frankling Chang Diaz explains what he believes about himself, as well as the opportunities that he was given to travel and study abroad. Also, he shares about his dreams when he was growing up and how he figured it out to make it happen. However, he mentions the struggles that he had to overcome to achieve his educational dream in another country. Since the purpose of this strategy is to make students retell main ideas, concepts, main points or details about an audio, students have to make use of their listening skills practiced in class, so that they can be able to recap the main points of what the Costa Rican role model is expressing. The name of the video is “Profile of Franklin Chang-Diaz” and it can be found in the following

link:https://www.youtube.com/watch?v=o_Rnz2PI5Bc

The script of the video is presented below:

“Profile of Franklin Chang-Diaz” Script

When I was young, I was just a regular boy, I was not, you know, the smartest kid in the class or the dumbest one, either in the class. I was a regular, average boy, and I’m an average guy. I was very lucky; I grew up in the midst of extraordinary parents and I was able to be given the tools to move and try to realize my dreams. I came to the United States from Costa Rica, this is my home. My home country was Costa Rica and I came here in search of the American Dream, just like many others do, and I found it. And I hope that others will, too.

When I was little, I used to play astronaut in a box, in a cardboard box in my house, and we had chairs laying flat on their backs, and I would get in there with my friends and my cousins and we would go on a space flight. We would go and explore other planets and find other beings. I was

actually on the space shuttle Columbia once, getting ready for liftoff, and it reminded me of that scene in the box, and I felt that I had already done this before. This is one of the most interesting feelings that I had while I was waiting for liftoff in the shuttle. When I came to the U.S, I faced the same challenges that every immigrant faces. I had to learn the language; I didn't speak English. Usually, there is not enough money. Didn't have any money. Language, money, being in a completely different culture, dealing with discrimination, perhaps some level of it and all of these things are workable, and little by little you just get educated and learn to be part of this society and contribute to it.

Pair/group feedback

In this stage students discuss in pair or groups (depending on how many students attend to classes) what they understood as the main idea of Franklin Chang's speech. They should try to build comments in order to see if they agree or not with the most relevant information about the video presented

Listening for the second time

For this stage, students are going to observe the video one more time. However, the teacher is going to hand in a paper in which there are several sentences; each of the sentences follows a sequence of events presented on the audio. The main purpose is to verify students' comprehension of main ideas and details, following the events in Chan's speech, writing an "X" next to the statement or sentence (in the corresponding box) whether the statement is true or false. This is vital for the post-listening because students can be aware of the main points that the audio presents. The worksheet that is going to be presented to students can be seen below:

Worksheet

Instructions: Read the following sentences about video: “Profile of Franklin Chang-Diaz” and write an “X” in the corresponding box if you consider the statement is true or false

Statement	True	False
Franklin Chang was the most intelligent boy of his class		
He grew up without his parents		
He was given the tools to realize his dreams		
His home country was United States		
Franklin Chang was searching the American dream		
He did not like astronauts when he was little		
He knew to speak English when he went to United States		
He dealt with discrimination and learn to be part of the society		

Post-listening

For the post listening activity, students have to complete a chart with the information that is given in the audio as well as their own opinions about the role that this Costa Rican celebrity represents for them. To complete this stage of the strategy, students should take into account specific information and details provided by Franklin Chang’s speech as well as challenges he faced during his preparation to become the role model that he represents to many people. For this activity they will use the following worksheet:

Instructions: After listening to Franklin Chang’s speech, answer the following questions

What are some details about his childhood?	
Why did he go to the United States?	
How did he play astronaut when he was a kid?	
When was one of the most interesting feelings he had?	
Mention some challenges he faced in the United States	
What is the most interesting detail about Franklin Chang for you?	

Evaluation

The last step of this strategy is the evaluation. With the purpose of assessing the learners’ awareness of the topic that is being studied. The teacher is going to play a video called “What teens think about: Role models”. The video can be found in the following link

<https://youtu.be/aVQeHRO-RCY> In the video, there are different people explaining their opinion of what a role model is, how is their role model and whether they consider themselves as

role models or not. In order to assess students' understanding towards the topic seen, the teacher is going to ask the students to create in groups a short role play in which they can express how they can be a role model and help others to change their behavior to be a positive influence in others' life. The script of "What teens think about: Role models" is the following:

What is a role model? Script

A role model to me is just anyone that I look up to.

Someone to be a role model, they have to have a certain type of leadership.

Someone you can look up to who routinely makes good decisions.

DO YOU SEE YOURSELF AS A ROLE MODEL?

I think I am. I think I'm a role model to my sister, I imagine; she probably looks up to me.

I'm not sure if I am anyone's role model but I think I have the potential to be one.

I try to be a role model to my brother; I try to do many good deeds because I know my brother's watching me.

WHAT DOES IT MEAN TO BE A ROLE MODEL?

Be a role model means you're confident; you're confident in who you are and you have confidence that what you're doing is right and helping other people and being true to who you are.

Because you are a role model that doesn't mean that everything you do is like perfect and you have to shape out this perfect life because that's just like not reality.

DO YOU HAVE A ROLE MODEL?

My environmental science teacher is a role model.

My dad is a role model for me.

My grandma is my role model.

My mom is definitely my biggest role model.

DO THEY KNOW THEY'RE YOUR ROLE MODEL?

He knows that I look up to him, I am not sure if I ever sat him down and told him that he's my role model.

I try to tell her as much as I can because you know, life is short.

I do tell her and I think she knows. I think she knows that a lot of us in the family look up to her.

For the planning and implementation of the presented activities, it is highly important for the teacher to keep a correct accordance with the didactic sequence proposed in the MEP's ninth grade guide. Additionally, researchers took into account materials that could represent meaningful content as well as highly likely to recognized people so that it can be easy for students to retell main ideas and concepts as well as key points and details. Furthermore, the correct following of the proposed activities will lead students to an adequate understanding of the information. Moreover, the implementation of this second strategy is going to help students to stimulate their learning process specifically when listening to specific information in order for them to complete activities or tasks presented and achieving the proposed goal of the unit belonging to the didactic guide.

4.5.3. Description of third teaching strategy

Remembering to understand

Objective:

The objective of this strategy is to lead learners to make use of their working memory in order to identify information in small group discussion by making predictions of the content.

Variable:

Listening Competence

Indicator:

Working memory

Level:

Ninth grade

Unit:

Four

Scenario:

In the Public Eye!

Theme:

Contributions of outstanding Figures to society

Assessment strategy:

Identifying information in small group discussions between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion in a video recording.

Didactic sequence:

- Pre-listening
- Listening for the first time
- Pair/group feedback
- Listening for the second time
- Post listening

Implementation of the third teaching strategy

It is essential to highlight the role that working memory represents at the time of developing a listening activity. Taking into consideration the importance of working memory among learners, the third strategy of this research project is made with the purpose of exercising this ability. It is fair to mention that every activity and task that is offered in this document has been planned taking into consideration vocabulary that might be interesting for teenagers and can easily catch their attention in a way that they can easily memorize them using the fomented strategies in the research project as working memory. In addition, to reach the main objective of the unit plan provided by MEP which is to identify information that is provided in small group discussions between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion in a video recording. The purpose of this strategy is to lead students to identify, understand and share information given from a listening source.

Pre-listening

In this first step of the sequence, students are requested to watch a video about recognized people that had contributed to the development of human society, these people are considered as outstanding people of the world. Personalities such as Martin Luther King Jr., Gandhi, Mother Teresa and Nelson Mandela among others, are shown in the videos. The title of the video is “inspiring people who changed the world #1” and it can be accessed in the following link: <https://youtu.be/VvBy4SukUDo> The main idea of this video is to expose learners into the identification of the different figures shown in the video, as well as to comment collectively about their meaning and achievements by using the next questions:

- Do you recognize any of the presented people?

- Have you ever heard about these people?
- Why are they easily recognized by people?
- Who do you think is the most important figure in the video?
- Why do you think they are recognized as influential people of the world?
- What were their contributions to society?

After the short talk with learners, free-associating information about the video presented, the teacher asks students to make predictions about what the next activity is about.

Listening for the first time

For this section of the strategy, the teacher is going to project a video of an outstanding teacher from the United States. In the video, learners can perceive different points of view from students as well as co-workers of the high school in which the teacher works. Additionally, in this video the teacher Jahana Hayes from John F. Kennedy High School, who was the teacher of the year in the entire county of the United States in 2016, explains her beliefs about education and the values she would like to share with her students. Taking into account that the purpose of this strategy is to make learners identify information about discussions between two or more native speakers, the teacher is going to project a power point presentation (attached) in which students have the opportunity to explore the different vocabulary shown in the video. This material, linked with the correct usage of their listening skills, will make them able to discuss the information expressed in the video as well as the important words, this should be done as a group. The name of the video is “Outstanding people” and it can be found in the following link:

<https://1drv.ms/u/s!Ar9FGYwbf5HTigFIQLIDLPW-sDF2?e=ona0Lx>. The scrip for this video is shown below.

“Outstanding people” script

Student: I definitely feel like as much as miss Hayes loves her students, it’s hard for you not to reciprocate that.

Student: I was protected by her and with that I grew, I learned how to speak up for myself and to stand out for myself and tell people what I thought, I wasn’t afraid to.

Principal: She really believes that relationships are at the core of good teaching, of being a good professional, of being a strong member of the community.

Reporter: On CBS this morning we are proud to announce the 2016 National Teacher of the year. Our country is home to more than 3000000 teachers. Each year thousands are nominated for the honor and this year’s final four were chosen for their ability to develop students minds and character, along with inspiring social awareness. And the winner is.... Drum roll please!! Jahana Hayes!! Woooo shout out to you Ms. Hayes!! She teaches history to twelve grades at John F. Kennedy High School in Waterbury Connecticut. I think the kids like Ms. Hayes!!

Student: She is not like most teachers.

Student: Ms. Hayes understands us completely.

Student: She actually gets everyone involved and makes it fun.

Student: In the morning, after school, during school, she’ll always be talking to her students.

Student: Whenever she walks into a room it just brightens up your day.

Student: She’s always saying that you have to put on your “big girl pants”

Student: If you want something you have to do it yourself, you have to do it, you can’t just sit around waiting for it.

Student: She has always taught us to be conscientious members of society.

Student: You can tell she enjoys teaching and that is not her job to her

Student: My family has been through a lot and she’s been there

Student: She really believes that every student has the chance to do well in life

Reporter: you’re not just teaching them, you say you’re teaching them to be members of their community and so a lot of what you do is community service, right?

Ms. Hayes: Absolutely, because I think that so much of our focus has been you know, graduating students who are self-sustaining. I think we need to graduate citizens, we need to graduate people who care about their neighbors, who will become conscientious productive members of society,

you know, this is the nation that I want to see moving forward, so that is so important to me and I think that so much has been given to me that I feel obligated to make that a part of who I am. Education is about everybody working together, I am excited about bringing my values about service learning and giving back to communities to a national platform and hopefully inspiring other teachers to do the same.

Reporter: Like your students, I am sure your kids are very proud of you. Thank you very much for coming in today. Nice to meet you!

Ms. Hayes: Thank you for having me! Nice to meet you as well!

Pair/group feedback

In this stage of the strategy, the teacher shares with the students the meaning of each one of the pictures. Additionally, each student can participate saying what they believe is the meaning of the word. The application of this strategy is going to be orally so that they can deduce the meaning from what they listen and also each word and its meaning should be written down in their respective notebooks. This activity must be carried out as a group.

Listening for the second time

In the listening for the second time, the learners are going to watch “Outstanding people” video one more time. Moreover, the teacher is going to make them know that the activity that is followed needs attention and understanding of the words presented in the video. The students are given a piece of paper in which there will be a crossword that they have to complete making use of the vocabulary seen in the video and also studied in the previous didactic sequence. The main purpose is to verify students’ comprehension of vocabulary as well as their memory retention regarding the exposed material. The worksheet that is going to be presented to students can be seen below:

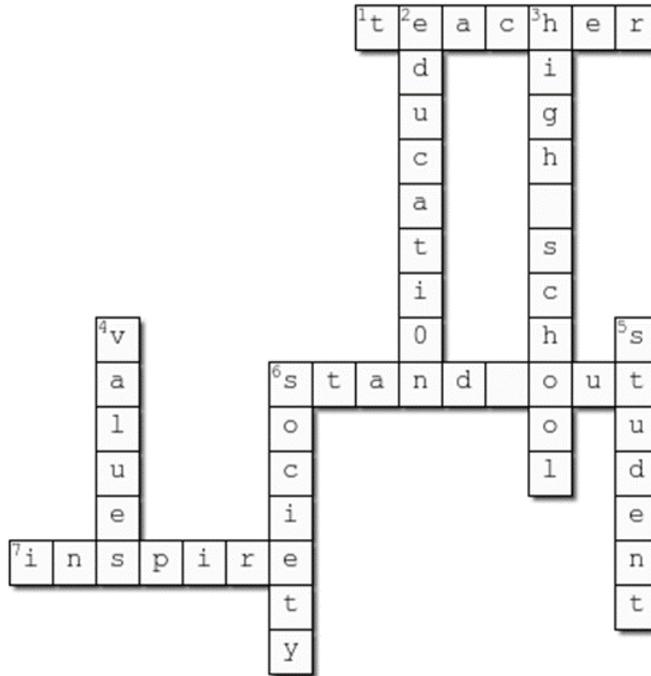
Worksheet

Instructions: Based on the vocabulary from the video “Outstanding people” complete the following crossword.

Name: _____

Outstanding people

Complete the crossword taking into account the studied vocabularsy



Created using the Crossword Maker on TheTeachersCorner.net

Horizontal

- 1. a person whose work is to instruct
- 6. to be easy to see or notice because of being different
- 7. to make someone feel that they want to do something and can do it

Vertical

- 2. the process of teaching or learning, especially in a school or college
- 3. place where you go to study
- 4. the principles that help you to decide what is right and wrong, and how to act in various situations
- 5. common word related to the people involved in an educational process
- 6. a large group of people who live together in an organized way, making decisions about how to do things and sharing the work

Answers:

Horizontal

- 1. teacher
- 6. stand out
- 7. inspire

Vertical

- 2. Education
- 3. high school
- 4. values
- 5. students
- 6. society

Post-listening

For the post listening activity, students have to write down a guided paragraph in which they can use the information that is given in the audio as well as their own opinions about the role that an outstanding teacher represents for them. To complete this stage of the strategy, students should take into account specific information and details provided by the video “Outstanding people” as well as “Inspiring people who changed the world #1”. Here, the students can express their ideas about what an outstanding person is for them and why they consider that person as an example, also the challenges that person could face or the personality that this person has. For this activity they will use the following worksheet:

Worksheet

Instructions: Write down a short paragraph expressing your point of view of an outstanding person for you. Choose a person that you know and consider outstanding and their influence in your life. You can use the next questions to write the paragraph:

- Why this person is an example for you?
- What challenges has this person had to face?
- How has this person impacted your life?
- What has this person contributed to society?

Evaluation

The last step of this strategy is the evaluation. With the purpose of assessing the learners’ awareness of the topic that is being studied, the teacher is going to play a video called “Photo of police officer consoling teen goes viral”. The video can be found in the following link <https://youtu.be/49b8EJFqqPQ?list=WL>. In the video, there are different people explaining a specific situation that occurred to a police officer and a teenager. It shows how the police officer

handle the difficult situation and the consequences of this act for the person that was in danger.

In order to assess students' understanding towards the topic seen, the teacher asks students to write down a "thank you note" showing their appreciation for how the police officer contributes to a better society with his kindness and compassion toward others.

The scrip of the video is shown below:

"Photo of police officer consoling teen goes viral" script

Reporter: This is the first-time officer Tim Purdy and 18-year-old Jerimiah Glover have seen one another since that dangerous day.

Officer Tim Purdy: long time no see

Jerimiah: yeah

Officer Tim Purdy: you have been doing all right?

Jerimiah: yeah

Reporter: And this is the first time Jerimiah's mom has seen the now famous photo...and this is what happened: May 12th North Carolina, Charlotte, Jerimiah's mother calls 911 to report her autistic son missing, he has got a history of violence, maybe suicidal.

Jeremiah's mother: We were doing good, and, I don't know what happened today.

Reporter: Purdy, a 22-year police federal is just starting his day. On the radio, he already hears two fellow officers had found Jerimiah. But he reads something else in their voices.

Officer Tim Purdy: You know what, let me just kind of head that way and see if I might be able to help out a little bit.

Reporter: Driving up he sees the officers physically struggling to restrain the teen.

Officer Tim Purdy: I pulled right here.

Reporter: And senses it's about to go very bad. His next move is remarkable.

Officer Tim Purdy: I approach them, I just kind of got down on my knees, you know, and try to get to his level.

Reporter: What did you talk about after that?

Officer Tim Purdy: Football, the Panthers.

Reporter: The explosive situation turned into a conversation. A fellow officer was so moved by the scene, he took a photo and it went viral.

Reporter: So, tell me this, was the getting down on his level training or something you have just learnt?

Officer Tim Purdy: Just something that I have learned over the years.

Reporter: Jerimiah's destructed mother remembers racing up fearing the worst.

Charlotte Glover: The officer definitely was on his level, sitting with him; communicating and my son was safe.

Reporter: Purdy is overwhelmed by all the attention saying he knows other cops do similar things daily without any recognition. What could have gone wrong has turned out more than all right thanks to a police officer who showed up armed with compassion. Martin Savidge CNN, Charlotte.

For the planning and implementation of the presented activities, researchers took into account videos in which students can make use of their ability to memorize and capture the most important information from recognized people and their actions to better the community where they belong. It also takes into consideration the implementation of values among students so that they can identify and implement them with their equals. The idea of the mentioned aspects is to create meaningful content in real life scenarios for students in which they can make usage of the information presented via listening material. This can cause the engagement from learners with the topic and information that is being presented considering the activities as real-life events that took place in the United States. These efforts are done in order to stimulate students' ability to use their memory to identify specific information presented in discussions between two or more native speakers, completing different activities or tasks proposed by the teacher.

4.6 Social and educational impact

Once the alternative methodological proposal has been presented, it is fundamental to analyze its impact on both social and educational ambits in order to corroborate the proposal's validity and to state the achievement of the objective of the proposal. Keeping in mind that this proposal has the purpose on improving the quality of English teaching by means of specified strategies that make use of content prediction in order to improve learners 'listening competence, it becomes a necessity to determine the effects it may have on the learners 'social and educational environment as a way of establishing its importance and benefits for the students. Moreover, the relationship between the educational and social environments becomes evident when it is proven that one benefits the other. For instance, a student whose educational environment provides better opportunities of developing a professional career, is going to be benefited in his social setting with more job opportunities, better salary, better quality of life, and so on. Also, each strategy itself fosters in the learner the acquisition or exercising of several skills or abilities that are going to be useful not only for academic purposes but also for real-life situation purposes. Therefore, said effects are going to be determined for each of the three strategies proposed in the previous section of the study.

4.6.1 Social Impact

The social development of the learners should become a priority in the educational environment. For this reason, it has become a significant area of development for this research project when planning specific teaching strategy, as mentioned by Türkkahraman (2012):

Human beings are to educate and to be educated. The primary aim of education is to sustain individual and societal improvement. This process contains both tangible and moral dimensions. Educational programs and policies play a pivotal role in these social and individual progress. Social progress clearly indicates a general development in the community in terms of economic, social and cultural aspects. (p. 38)

As humans, there is always the necessity to acquire new information so that it can be put into practice in real life scenarios. However, there is also the necessity to apply this new information to foster the social environment in which the students are immerse. For this reason, there is a highlighted importance regarding the ability that teachers have when planning and putting into practice the material exposed to the students, so that these activities can enhance directly their social ability with their partners. Additionally, this has been reflected with the different efforts that the educational sector of the country has applied when providing guides to teacher so that they can produce meaningful activities and applying them in a way that can also foment the improvement of learners' interpersonal skills. For this reason, it is fundamental to highlight the role and impact that the presented strategies in this research project might have into the social development of the learners. Furthermore, the main purpose of this specific section is to demonstrate evidence providing specific details about the strategies proposed and how they can have a repercussion into the learners' interpersonal environment with their partners, teachers and also with the community they belong. It is fundamental to consider the fact that even if the students experience educational success does not mean that they are developing their social abilities, as mentioned by Lavoie: "Even if a child is enjoying academic success in the classroom, his attitude about school will be determined by the degree of social success that he

experiences.” (Lavoie, 2020, p. 1) This aspect is fundamental to be taken into consideration at the time of developing a lesson plan. In most of the cases, teachers are just concentrated considering the specific need of educational success, rather than including as main objective as well the social progress that a student may have. Furthermore, it is intended to provide different perspectives so that the people uncharged of the implementation of these strategies can have enough resources to strongly deliver criteria about the social impact that the activities proposed and whether or not these strategies meet the objectives and supports the learners’ needs.

First strategy

The first teaching strategy takes into account the variable of content prediction, specifically the usage of the indicator contextualization in the teaching methodology so that it can be easily projected the goal to improve learners’ listening skill. It is important to take into consideration the role that this first strategy has into the learners’ social improvement since the main purpose of the variable “Content prediction” is to activate students’ short and long-term memory so that they can successfully recall information that has been given previously to find a solution for a specific situation as stated by Jameson-Meledy: “contextual learning strives to emphasize problem-solving and is anchored in teaching to students’ varied life contexts” (Jameson-Meledy, 2015). Making the student able to understand the given information and provide ideas regarding the material given is the most important aspect of the application of contextualization into their conflict solution process and this this improving their ability to effectively communicate with their equals. Additionally, the specific indicator of the variable in which this strategy is implemented is contextualization, this lends students to explore topics that are actual and interesting for them so that they can build strong links between the information given and their daily needs. Hence, the main idea of the indicator is to reinforcer learners’ ability to predict the

information that might be offered by the teacher and with this action, their imagination and expectations of the educational and also social content can be increased, resulting in a more active participation from them with the teacher and their classmates

Second strategy

The second teaching strategy of this research project involves the implementation of the second variable provided in the framework which is learning process. It is fundamental to mention that even though students can barely perceive the importance of this variable, in comparison with the others teaching strategies, the correct implementation of this aspect into the different activities that are presented to them are directly linked with the success in their social development and at the same time, the correct achievement of language acquisition process. Moreover, the implementation of the specific indicator of didactic sequence when developing the different activities has to be carefully implemented by the teacher in a way that students can really experience the necessity of following a sequence of activities in which they can make use of the material and instructions given by the professor in a way that they can easily achieve the purpose of objective of the class stated by the English syllabus, as stated by Calderon Mora: The English syllabus gives the teachers a list of procedures to work with during the daily forty minute lesson. This list guides teachers to develop tasks with emphasis on a required skill” (Calderon Mora & Rodriguez Chavez , 2014, p. 14). This will enhance their performance when a task is provided and at the same time can create an ability to find patterns so that students can capture the most important information to use it in the following activities in a way that they can achieve the goals presented in the unit plan as Rubin mentions: “Goals should be Specific enough so that they can be measured; Measures should be observable so learners are able to recognize their own achievement. Measures should be observable without teacher input, so that learners develop

control of their own learning process; Achievable requires learners to consider the time and knowledge they bring to accomplish the task” (Rubin, 2015, p. 70) The implementation of specific tasks will guide students to make their own way to figure out information so that they can participate into the resolution of the material given and at the same time they can perceive their learning process, inviting themselves to work harder to achieve the target objective of the activity and at the same time build up strong relations with the teacher, partners and more importantly themselves. This constant action when elaborating activities will create a positive learning in which learners can notice their mistakes and share them with the teacher and classmates. Furthermore, it can be perceived a positive feedback, fomenting in this way an adequate social environment where the participants of the educational process can control their learning.

Third strategy

In the third methodological strategy of this research project, the main objective is to lead learners to make use of their working memory in order to improve their predicting abilities. It is vital to mention that in order to achieve this goal, the teacher is going to implement the variable of listening competence among the learners’ educational process. Additionally, it is crucial to consider the indicator of working memory for the purpose of this last strategy of the research project due to the necessity to present specific materials to learners in a way that they can retain the most important information and elicit it when needed by the teacher or even to solve one of the tasks, stimulating their social abilities as stated by Shenfield (2012): “working memory is the faculty to mentally maintain previously learned or newly acquired information for a short period of time and use it in problem solving and task completion”. Taking into account the last statement, using this strategy can stimulate learners’ ability to look for the most important

information of an audio, taking into consideration the previous information, in a way that they can retain progressively the information in order to solve a problem. It is crucial to establish a link between the resolution of conflicts and an adequate social environment in which every participant can feel comfortable of participating. For this reason, the social impact that the application of this technique can provide into the learners daily routine will permit the teacher stimulate different areas, giving them the opportunity to express themselves and build strong relationships in which they can engage with the topic presented to take fully advantage of the activities. Moreover, the implementation of this strategy into learners' routine can make them aware of the need of working memory to solve daily situations, material given and even personal matters. This can guide them to consider using this strategy efficiently not only for educational purposes but also for the benefit of their relationships with others. This is because students can put into practice the topics learnt in their real-life situations and in this way helping their equals.

4.6.2 Educational Impact

The presented methodological proposal, composed of the three different strategies, intends to help students to enhance their listening abilities by applying activities that involve content prediction as the main tactic. Moreover, the proposed activities keep accordance with the syllabus established by MEP in order to achieve the assessment strategies corresponding to the level and unit selected for the present study. Since this proposal is created to be accessible and available for any teacher who may want to apply it, there is an educational impact as consequence of its implementation because any action taken inside the classrooms will generate effects on the students' learning process. It is vital to mention that any advance made in the students' educational environment will necessarily provoke an effect on their social setting, giving that

higher academic opportunities mean better chances of developing a professional career in the future, therefore the social environment benefits from higher educational levels. The strategies, based on the indicators of contextualization, didactic sequence and working memory, have an impact that is going to be detailed in the following section.

First strategy

The first teaching strategy is called “predicting content from contextualized topics”. It is based on the variable content prediction and the indicator used is contextualization. The idea of this strategy is to present the topics in contexts that are appealing for the students in order to help them gain better understanding of the oral input. As it was mentioned in the second chapter of this study, Brown (2006) stated that “when we teach materials in a context, we move beyond language as a set of example sentences to language as it is situated in the world”. That is to say, language used in context, acquires meaning for the students, making easier for them to retain new contents and apply them in real life situations. By making use of this strategy, teachers have higher opportunities of catching the students’ attention and make them engage with their learning process. As consequence, the learners have bigger chances of improving, not only their linguistic skills, but also their academic performance overall. That is a positive educational impact that teachers are able to bring to their students if they make use of this methodological strategy in the classroom.

Second strategy

The second strategy is called “step by step”. It is based on the variable learning process and the indicator used is didactic sequence. This strategy is created under the concept of making the correct usage of the sequence at the time of implementing the activities in the classroom with

the purpose of improving understanding of the oral pieces. As stated by Culatta (2020), cited in the second chapter of this investigation, “one of the most important issues in the application of learning theory is sequencing of instruction. The order and organization of learning activities affects the way information is processed and retained”. That is why the MEP provides the guidelines that must be followed in order to plan the activities for each topic of the curriculum. In this context, it is necessary to highlight the importance that each step has for the learning process to be developed in the most correct way. Furthermore, this process has an educational impact on the pupils ‘learning development because it influences the way in which students process the new contents, providing higher chances to assimilate the information and, therefore, improving their understanding of the input in order for them to apply it in real life contexts.

Third strategy

The third strategy, called “remember to understand”, was based on the variable of listening competence, more specifically with the indicator of working memory. Its purpose is to help students to make use of their working memory abilities to obtain better understanding of the oral input. Working memory is related to the process and storage of information for further use. Thus, in this strategy is important to highlight that exercising the working memory provides educational benefits because this practice can train students ‘brains to improve their comprehension on different subjects besides language learning. As cited in the second chapter of this research, Ibarra & Martínez (2018) mentioned that:

It is also common among students with WM difficulties to hear teachers’ directions and instructions, but this load of information overwhelms their WM system and so it is partially or completely lost. Therefore, they are unable to complete classroom tasks and achieve course objectives (p. 33)

Consequently, fostering the use of working memory provides benefits regarding the learner's cognitive processes for the full ambit of knowledge acquiring, facilitating not only learning but also the achievement of a series of elements involved in the development of different skills necessary for life itself.

In synthesis, for the purpose of this research project, it is vital to provide the necessary tools for teachers to put into practice the elaborated strategies. Even though, it was not possible to actually develop them in an educational environment, each of them was planned taken into account real data from the ninth educational guide from MEP. Also, it was considered the respective unit when elaborating the different activities so that they presented real life content for the students. Moreover, the main purpose of this strategies is to measure the impact that the variables and indicators considered in the development of the activities can have into the learners' educational and social evolution. Furthermore, the different strategies presented are directed in a way that the learners' ability to comprehend and elicit information form videos or audible materials can be increased progressively with the constant application of similar activities or tasks. All the strategies proposed by the researchers were projected taking into consideration the necessities, abilities and knowledge that a student of ninth grade is meant to have at this point of the educational process and besides the benefits of using similar activities from the presented material can project a wide variety of benefits not only social and educational but also considering other important areas as the values that they have to work on to become positive individuals and influence the society correctly at the time of taking decisions.

4.7 Post-test

At this stage of the research project, a sample post-test is presented in order to measure the learners' ability to apply the contents by performing a specific task in which they can use the topics learned. It is important to mention that it was not possible to apply a pre-test before the methodological proposal implementation due to the fact that students are not attending face-to-face classes in Costa Rica at the moment. Although, the post-test is projected to teachers who wish to apply it in the future with the purpose of assessing the strategies presented previously in this chapter. The idea of the post-test in general is to allow the researchers to evaluate if the methodological proposal applied had success in increasing the participants' knowledge. In this case particularly, the post-test is going to measure the effectiveness of the three strategies in enhancing the learners' listening competence when making use of content prediction.

Regarding the post-test, Fraenkel et al (2006), stated that "By testing, we mean the use of any form of instrumentation, not just "tests". In this case, the post-test is going to be presented in the form of a didactic plan that follows the complete sequence established by MEP, therefore is going to be composed of several activities that pursue the learner's achievement of a specific assessment strategy. They also detailed that "if substantial improvement is found in posttest (compared to pretest) scores, the researcher may conclude that this improvement is due to the intervention" (p.171). That is how teachers can determine the results of the implementation of the alternative methodological proposal, which is the intervention. In the particular case of the present research project, the post test will measure the effectiveness of applying content prediction as a strategy to help learners improve their listening competence.

The post-test activities proposed are based on the variable of “learning process” and the indicator selected for the emphasis of the same is “action-oriented approach”. As it is established in the CEFR (2018), regarding the AOA:

It is centred on the relationship between, on the one hand, the agents’ use of strategies linked to their competences and how they perceive or imagine the situation to be and on the other, the task or tasks to be accomplished in a specific context under particular conditions (p.15).

Therefore, the activities for the post-test take into account the learners’ competences as well as the situations or scenarios in which they might make use of those abilities, giving meaning to the knowledge acquire in the classroom, making it useful for real-life purpose activities. In this context, making use of the AOA for the elaboration of the post-test activities, help students to be prepared to take action in certain settings that are related or can be related to their daily life conditions. As mentioned in chapter II of the present research, MEP (2016), stated that this approach is “one of the latest communicative language methodologies which places emphasis on what learners know and do to communicate successfully by completing tasks, using general and specific competences in meaningful context and real-life scenarios” (p.25). Therefore, the use of action-oriented approach provides for the learners some elements that are very valuable to train life skills. With that in mind, the post-test developed with the emphasis in AOA is going to foster learners’ critical thinking and train them for action taking in situations that they are going to face outside the classroom. With the purpose of assessing the achievement of objectives of the previously described methodological proposal, the implementation of the post-test is fully detailed in the following section.

Post-test objective:

To assess learners' ability to recognize main ideas and key details by making predictions of content with the use of action-oriented approach activities.

Variable:

Learning process

Indicator:

Action-oriented Approach

Level:

Ninth grade

Unit:

Five

Scenario:

Unexpected Situations

Theme:

Home Emergencies

Assessment strategy:

Recognizes main ideas and some key details in television, radio, and web-based broadcasts

/announcements

Didactic sequence:

- Pre-listening
- Listening for the first time
- Pair/group feedback
- Listening for the second time
- Post listening

Implementation of the post-test:

The post-test is based on the learners' ability of predicting content from oral input in activities that represent real life scenarios or in other words, activities created making use of the action-oriented approach. The activities follow the sequence established by the MEP for listening assessment strategies described in the syllabus for ninth grade. The unit number five and week number one were selected to choose the assessment strategy. This unit highlights the importance of facing unexpected situations with informed knowledge and a positive attitude. Therefore, the materials needed to carry out the activities are authentic and real-context based. According to the sequence established, the stages of this post-test is developed as follows:

Pre-listening

For this stage, the teacher tells the students that they are going to listen to an audio related to a specific emergency situation. In the clip someone calls 911 to request for help because a man is unconscious on the street. The audio clip is called "ESL 911 conversation medical emergency" and it can be found in the link: <https://1drv.ms/u/s!Ar9FGYwbf5HTigFIQLIDLPW-sDF2?e=KLO51B>. The students are going to write down all the vocabulary they can collect that is related to medical emergencies to share with the class. Then, as a group, they are going to retell in an oral way what happened in the story.

The script of the video is as follows:

ESL 911 conversation medical emergency" script

Help! He's not breathing

Operator: Paramedic 128. What's the address of your emergency?

User: Help, help! I need an ambulance!

Operator: Ok sir, what's the address?

User: I am not sure, I am outside. It's, I think it's Taylor Road, its Laurensfield, I need an ambulance!!

Operator: Sir, we'll get help right away. What's the phone number you're calling from?

User: It's my cell phone, is 5551006, please hurry!! There's a guy here, hurry, can you send an ambulance?

Operator: ok sir, what's the nature of the emergency?

User: there's a guy lying here, he's not conscious, he's not breathing, he's not breathing!!

Operator: ok, he's not breathing? He's unconscious?

User: right!

Operator: ok sir, an ambulance is on the way. But I need you to start CPR right now! I'll help you over the phone until they get there.

User: the neighbor's doing CPR but the guy isn't responding, he's not responding! He's not moving, he's not breathing!!

Operator: ok sir, the ambulance is on the way, they'll be there in minutes! Did you witness what happened to the man?

User: No, I didn't see what happened!

Operator: ok sir, I've dispatched all this information to the paramedics, keep up the CPR until they get there, they're just a few blocks away.

User: thank you! This guy isn't responding to anything!

Operator: ok, they should be there.

User: yeah, I hear they are, thank you mam! Thankyou!!!

Operator: ok sir, call us back if you need anything.

Listening for the first time

In this step of the sequence, the students are going to watch a video about how to assist a person who is choking by performing the Heimlich maneuver. The video shows step by step 2 different case scenarios and what are the actions that must be taken in order to provide assistance to the victim or patient. The teacher writes on the board the name of the maneuver. The name of the

video is “assistance for a choking person” and it can be found in the following link:

<https://1drv.ms/u/s!Ar9FGYwbf5HTigFIQLIDL PW-sDF2?e=KLO51B>. While listening for the first time, students are going to pay attention to the sequences shown in order to be able to carry out the next activity. The scrip of this video is shown next:

Figure 1
Conscious Adult Choking



Source: ProTrinings.com

“Assistance for a choking person” script

Person is choking while eating

Paramedic: now let’s cover the highly effective and very important skill called “conscious adult choking”. Now, in this scenario we have someone who is eating at the table, they begin to choke, we know the were choking because they could not cough, they could not breathe, they could not speak. This is a full obstruction and it needs help if it’s gonna come out in most cases. If it’s easy to activate the emergency response team or call 911 great! But if not, we can wait until the patient goes unresponsive before we actually take the time to call 911 or activate

a code. But in this case, we are going to come up to the person, we are going to look them in the eyes: “are you choking?”... they nod “yes”... “I know how to help you, may I help you?”...they give me permission to help them, they’re still conscious, and so we want to get that permission from the patient if it all possible.

Now I’m gonna elevate their elbows, I’m gonna find the belly button. The belly button is my landmark so that I can tuck my thumb in and put the fist just above the belly button on their abdomen. I wanna stay below the sideways process which is approximately right here, I wanna stay just above the belly button because this is where I find the diaphragmatic region. This is exactly what I want so that I can bring that diaphragm up and in while I compress the lower lobes of the lungs, shoot the air up the trachea, popping the object out, and it’s effective the majority of the time. So I’m going to take the hand, keep my elbows out so I’m not on the ribs anymore than I have to be and I’m gonna start with my inward-upward thrusts, and I’m gonna do this thrusts until either the object comes out or the person goes unresponsive. In this case the object did come out, he began breathing, coughing, clearing his own airway, I simply re-encourage him that he is doing fine. If he feels like sitting down, you have him sit down.

Keep in mind that if this person were not to have the successful removal of the obstruction, they would probably go unresponsive in a short amount of time and it’s then that we would assist them to the ground carefully and begin the skill of unconscious adult choking.

So now in this scene our conscious adult choking has gone unconscious. We have lower the patient down to the floor, carefully using good ergonomics ourselves, protecting the patient’s head and protecting them from trauma from them crashing to the floor. If we had not already called 911 or called the code, now is the time to do so.

Once they’re on the floor, we go straight into our chest compressions. We are gonna give our first 30 chest compressions: elbows latched, leaning over the victim’s chest, using our upper body weight to do the chest compressions. 1-2-3-4-5.....25-26-27-28-29-30. After my 30 chest compressions I “head to chin lift” and I open up the mouth. I look in the oral cavity to see if I’ve gotten anything up out of the air way. I don’t see anything, so I cover their nose and mouth with my CPR shield and I attempt to rescue breath. I tried the breaths, nothing goes in, no chest rise and fall. I reposition their head and neck and try again. No breath goes in, no chest rise and fall, so I continue with another 30 compressions at the same dept and the same weight. If the patient is not breathing normally at this point, not responsive, I go straight into

my next 30 compressions. If the patient remains unresponsive, not breathing normally, I'm gonna do 30 compressions followed by 2 rescue breaths and I'm gonna keep doing these 30 compressions to 2 rescue breaths until EMS arrives, help arrives, an AED arrives, or the victim becomes responsive and begins breathing normally on their own.

Pair/group feedback

At this stage, students are going to work in pairs to ask and respond to each other the following questions:

- Have you ever been in a choking danger?
- Have you ever witnessed an emergency where a person is choking?
- Have you heard of the Heimlich maneuver before?
- What would you do if a choking person needs your help?

Listening for the second time

The teacher plays the video “assistance for a choking person” one more time

(<https://1drv.ms/u/s!Ar9FGYwbf5HTigFIQLIDLPW-sDF2?e=KLO51B>). At this point the

students are going to organize the two sequences shown in the video in the correct way by

writing down the numbers on the images from 1 to 4 and 1 to 5 respectively. The worksheet that

the students need for this task is the following:

Figure 2
Choking person sequences

Worksheet

Instructions: organize the images in the corresponding order according to the information provided in the video “assistance for a choking person”, for each sequence respectively.

Sequence #1
Conscious victim

Sequence #2
Unconscious victim

4		Perform inward/upward thrusts with your fist
2		Elevate victim's elbows
1		Ask the victim if he is choking
3		Hold your fist tight with other hand

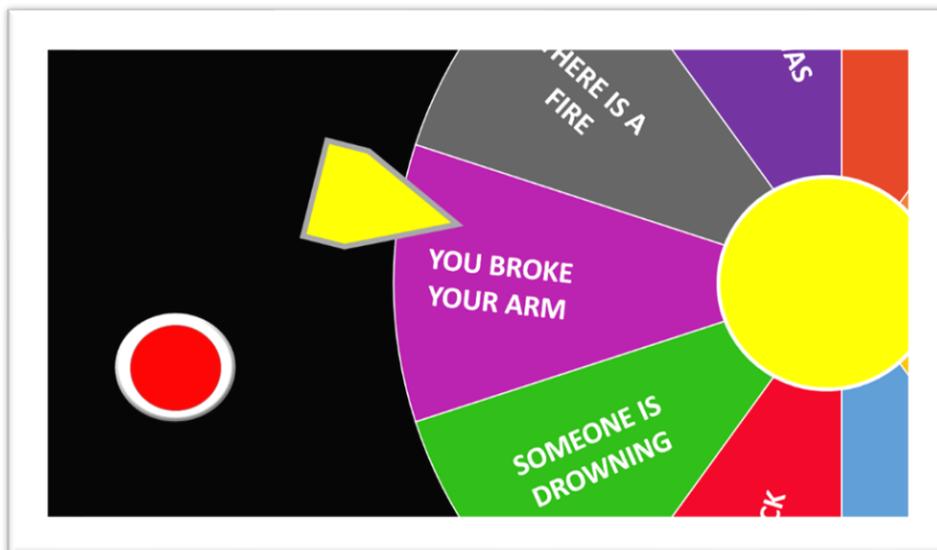
3		Perform chest compressions
1		Lay victim down to the floor
2		Call 911
5		Perform rescue breaths
4		Open airway

Source: own elaboration

Post-listening

For the final stage of the didactic sequence, the students are going to work in pairs. They are going to take turns spinning the “Wheel of emergencies” that can be found in the following link: <https://1drv.ms/u/s!Ar9FGYwbf5HTigFIQLIDL PW-sDF2?e=kKclyc> (power point file: download, then, in presentation mode, hit the red button to activate and stop the wheel). After that, they are going to perform a 911 call with the situation indicated by the wheel, where one of the students is going to play the 911-operator role and the other one is going to ask for help according to the scenario assigned. Like in the audio played in the pre-listening step, the students have to identify the situation happening, explain the emergency, provide an address and phone number, ask for what they need from the operator (ambulance, police or fire truck) and provide a closing for the problem/emergency.

Figure 3
Wheel of emergencies



Source: own elaboration

This activity concludes with the post-test that was designed with the variable of learning process with emphasis on the indicator of Action Oriented Approach. Therefore, the activities are task-based and provide real-life situations for the students to put into practice their English language skills. Consequently, with this test, teachers will be able to assess the use of content prediction as strategy to enhance learner 'listening competence with the purpose of determining the effects of the alternative methodological proposal presented in this chapter of the research project.

4.8 Conclusion

Education in Costa Rica is considered as a fundamental aspect for the government. The main reason of it is that investing in the education will lead in the formation of better prepared professionals that can face the future of the country. For the purpose of the present research project, it is fundamental to highlight the importance that the educational sector of Costa Rica has concentrated on the constant improvement of learners. Therefore, the implementation of a second language into the learner's environment has been an arguable topic in the Costa Rican educational system, as mentioned by Araya and Cordoba (2008):

In Costa Rica, English language teaching-learning has been first considered a national priority in the economical field, and late, in the educational arena.

Because English Language has constituted the main means of communication between Costa Rican and foreign entrepreneurs and companies, governments have demanded the academic and technical preparation on English language learning (p. 2).

It is important to mention the fact that the implementation of English language among Costa Rican classrooms have enlarged due to its benefits not only educational but also economical. Additionally, there are different factors, when planning a class, that should be considered by teachers in a way that students' competence on the specific field of language acquisition can be increased gradually among the educational process. Hence, it is necessary to mention that even though there are four main skills for a student to comprehend the language completely, this research project will have an orientation to the enhancement of students' capacity to reinforce and obtain the specific skill of listening. It is thought, that the implementation of the listening skill can guide learners to comprehend in a better way the material that is given. Furthermore, this will lead students to store the given information via input so that when they need to create a response or output, they have already the resources to bring a well-elaborated message making use of the gathered information. As mentioned by Renukadevi (2014):

Listening, the very basic language skill is consistently interrelated and intervened with the other language skills - speaking, reading and writing. Until the late nineteenth century written mode is predominant in language learning and then onwards listening began to gain its significance in language teaching. The challenges towards teaching listening are now better understood because of the new strategies contributing to effective listening and moreover the widespread availability of technology supports the language learners in enhancing their listening skills (p. 59).

Moreover, to reach the goal of understanding the listening skill, the researchers implemented the strategy of content prediction as the foundation of the project. However, for the development of this chapter the reader can perceive a variety of strategies presented for the different methodological proposals exposed. These proposals were made taking into account crucial aspects of the investigation, as the implementation of content prediction for the improvement of the learners' ability to comprehend listening activities and in that way create their own response to the activities relating the given information. Another important aspect to highlight in this chapter is the role of the needs, importance and scopes of the investigation, as mentioned by Nabeel, Pourzolfaghar, & Shahnazari (2013):

To achieve a project's objective, many tasks are often accomplished as separate work packages or elements and then integrated into the final product. To deliver a quality product, on time and on budget that meets customer's expectations, getting back to the basis and define, communicate, and get agreement on a clear vision for the product is required. To establish this vision, spending the time at the beginning of the project accomplishing and getting agreement on critical activities before writing requirements and beginning product development is essential. These activities include clearly defining the project and product scope, goals (p. 728).

As mentioned before, in order for this research project to be considered a successful tool to implement for the enhancement of learners' ability to comprehend listening material; first there

necessary to define what are the needs of the population that is being studied, also, it is crucial to define the importance that the given strategies can mean for the learners' progress regarding the information that they are being studying and lastly, provide scopes of the different strategies directing the efforts always to the stimulation of activities that can benefit the planned strategies. This is only achieved if the students can relate the content in which they are exposed so that they can create responses related to the seen material. Furthermore, this can provoke into the learners' educational environment a positive educational stimulus in which they are motivated by their own progress to continue applying the strategies learnt. Additionally, there are three variables in which this project's methodological strategies are built which are: content prediction, learning process and listening competence. All these variables are taken into account at the time of planning each of the methodological strategies following the corresponding unit plan considering aspects such as the unit and week in which students are supposed to receive in this moment as well as vocabulary, materials and previous knowledge obtained during the years, as mentioned by Wegner, Minnaert, & Strehlke (2013):

In modern education systems learners are expected to possess an increased degree of autonomy and show initiative in learning processes, inspecting learning materials and understanding contents. An efficient growth of knowledge inside and outside of school is only possible if students have skills which initiate, guide and control the search for information and later on its processing and storage. In learning and teaching research those techniques are called learning strategies (p. 137).

For this reason, all the proposed strategies were planned in a way that every student can feel in his/her feeling to share the information that they could retain from the different activities as well to find their independent way to search for solutions to the given tasks. Taking into account the three different implemented strategies, the most important aspect of these strategies, is that students should be able to put into practice the given information in their educational environment with their partners and teachers as well as in daily life situations with their friends or family members.

The first methodological strategy is planned following the first variable that is content prediction and responding to the indicator of contextualization. This strategy is intended to make students relate the content of the unit by making use of interesting topics so that they can predict the information that will come on the following learning stages. Secondly, the succeeding methodological strategy is implemented taking into account the second variable of the research project which is listening competence. In order to completely achieve the goal of the variable, the indicator that is chosen to develop the different activities is didactic sequence, as mentioned by Villacañas de Castro: “A didactic sequence is a group of learning activities set in a specific order which takes into account the student’s progress. The didactic sequence starts with an initial production; it is followed by a series of workshops, and ends up with a final production.”

(Villacañas de Castro, 2013, p. 32) This didactic sequence is going to help the teacher to direct the activities in a correct way to the students in a way that their performance regarding the topic that is being presented can be achieved progressively. The third methodological strategy is created considering the variable of listening competence. It is believed by the researchers that in order to obtain better results at the time of applying this strategy to students in this variable, it is fundamental to follow the indicator of working memory as mentioned by “Working memory

(WM) can be thought of as the limited memory capacity that allows us to hold a very small amount of information (e.g., the several digits of our telephone numbers) in our mind and to simultaneously manipulate this information for completing some cognitive tasks in our daily life” (Wen & Li, 2019, p. 365) Using the indicator of WM, students can be exposed continuously to related information so that they can built their own bonds to recall the information in the future, this is an ability that should be fomented by the teachers constantly so that the limited capacity of learners can be increased little by little.

The application of these strategies on the proposed educational center may have a direct impact among students as mentioned by Kaba: “Education is intended to liberate the minds of the educated to enable them actualize their full potential in terms of ensuring the achievement of a desirable level of development of any community” (Kaba Simon , 2016, p. 176). For this reason, it is important to contemplate the different fields in which the students can obtain benefits when using or being under the activities planned in this research project. Lastly, the post test that is suggested in this chapter is going to let the researchers to perceive the utility of the different aspects considered at the time of planning each of the activities and tasks for the students. At the same time, this can guide teachers to know whether the students could retain the information given and put into practice the different methods shared in classes in real life scenarios, as mentioned by Achacoso (2005):

After looking at the score, most students put the test out of their mind and move on to the next academic task. However, analyzing one’s performance provides a great opportunity to improve on future similar tasks. Explicitly teaching students to analyze their test performance can help them to better assess the understanding of

their own cognitive process, or what is known as metacognitive awareness (p. 115).

Even though in most of the cases students take the activities or tasks as momentaneous performances regarding a specific topic, there should be an extra care from the teacher. In most of the cases, students are looking for a way to finish the activities in a hurry or it can be detected a lack of interest. For this reason, there should be always a post test in which there can be perceived the evolution achieved by learners on the specific topics seen in a specific unit or range of weeks. This can work first for the teacher to have an idea of the real learning of a student towards a specific topic and second for the student to realize what are their strengths and weaknesses, providing them the opportunity to realize how to work on the specific needs and manage their cognitive process in a way that in future activities it would not be that difficult to recall the information previously seen.

Chapter V

Reflections

5.1 Introduction

Now that the alternative methodological proposal has been presented in the previous chapter, it is necessary to take an introspective look, after the analysis and implementation of the strategies, to determine the answers to the research questions posed at the beginning of the study, in order to validate the contributions of the present investigation project. In this section, all 9 research questions derived from the investigation's variables and its indicators, will provide information about how to achieve the study's objective of improving the learners' listening competence. Keeping in mind the emphasis made on the listening skill and content prediction as strategy throughout the investigation, it is fundamental to maintain the congruence of said focus while the project progresses towards the final chapters. Nemtchinova, (2013), stated that "Listening is a crucial part of daily communication in any language. It accounts for half of verbal activity and plays a vital role in educational, professional, social, and personal situations" (p. 1). Moreover, listening is not only important for daily communication, but also, it is essential to accomplish the achievement of different abilities by means of task completion. Furthermore, is it critical to keep in mind the relevance of content prediction as the main strategy developed in this investigation. Nettles and Diehl (2010), stated that:

Making predictions enables the reader to become engaged with the text before and during reading by examining clues and looking for patterns. Before-reading predictions center on the expectations the reader brings to the text: "What do I think this selection will be about?" During-reading predictions focus on the understanding the reader is building while progressing through the text: "What will happen next? What will be the outcome? How will the characters solve their

conflict?” Prediction is an essential first step towards successful comprehension of a selection. (p.11)

In this context, there are many elements that can have an impact on content prediction as a strategy, from which the main ones have been extracted to conform the variables and indicators selected for the development of this research. Therefore, the research questions designed from those variables and indicators, that were stated at the beginning of the project, are going to be fully detailed and answered in this section.

5.2 Reflections

- **How does background knowledge help to improve content prediction skills?**

When speaking about content prediction as a variable, background knowledge represents one of the most relevant elements that can have an impact on the mentioned strategy. Regarding this element, Campbell, (2008) stated that:

Background knowledge is the raw material that conditions learning. It acts as mental hooks for the lodging of new information and is the basic building block of content and skill knowledge. In the literature, the term prior knowledge is often used interchangeably with background knowledge (p. 9)

In other words, background knowledge links previous experiences and information with the new topics acquired through the instruction, making an impact on the student’s learning process.

Therefore, background knowledge helps the learner to make predictions because that prior information facilitates making forecasts of the input provided. In this sense, it is vital for teachers to have a general idea of the information that can be part of their student's prior knowledge in order to take advantage of it at the time of planning the lessons. As explained by Campbell, (2008):

Engaging students' preexisting knowledge or misperceptions offers teachers one way to informally diagnose their students' baseline. This can then serve as the critical first step in the learning cycle of the classroom. By meeting students where they are, teachers can make informed, strategic decisions about the content to be taught (p. 12).

Thus, it is vital for teachers to know the "starting point" of their learner's previous experience on specific topics before designing the activities for the classroom with the objective of fostering student's predicting abilities. Consequently, teachers can direct a general, informal "survey" about definite subjects previous to the planning of the lessons, in order to have a clear idea of how to develop their pupil's prediction skills. This way, background knowledge becomes a powerful tool that can potentiate the learner's existing predicting abilities, providing for the teacher numerous opportunities to develop their pupil's listening competence.

- **How is content prediction improved by implementing scaffolding in the learning process?**

In education, scaffolding represents a fundamental element to take into account at the time of designing the curriculum and planning the lessons. This phased method of teaching provides to the learner the opportunity of progressing step by step through the learning. Green, (2010) described this element as follows:

Scaffolding is the sensitive, supportive intervention of a teacher in the progress of a learner who is actively involved in some specific task, but who is not quite able to manage the task alone. Typically, in classrooms, this encompasses activity directed at stimulating interest in a task, demonstrating a task, simplifying a task, explaining and talking through a task, helping learners avoid distractions and keep on-task, pointing out priorities, helping learners control their frustrations and giving feedback on the performance of a task” (p. 43).

Therefore, in this model, is the teacher’s duty to lead the learning process in a way that the learner escalates progressively in the knowledge acquisition and task completion, by making use of different techniques that allow the students to progress at their phase. Regarding the teacher’s role, MEP, (2014) establishes in the English syllabus the following: “The teacher is a facilitator and helps the learner to become autonomous. S/he takes several roles such as coach, resource person, advisor, organizer, and facilitator for the learner’s successful completion of the task” (p. 27). Consequently, teachers can apply scaffolding in the classroom to foster learner’s predicting abilities in order to enhance oral comprehension of the input. Hence, content prediction is a very useful strategy that teachers can take advantage of by making use of scaffolding instruction (modeling, demonstrating, etc.), while stimulating the use of it with the purpose of improving the learners ‘listening competence.

- **How is content prediction affected by contextualized learning?**

Contextualization or contextualized learning is an indicator that influences the variable of content prediction because it provides the teacher with tools to select from a series of themes and scenarios that are appealing and familiar for the students in order to achieve better learning outcomes. Contextualized learning seeks to insert the students' interests into the teaching process in order to provide more meaningful uses for the contents learned. Jameson-Meledy (2015) stated that "contextual learning strives to emphasize problem-solving and is anchored in teaching to students' varied life contexts". In education, contextualization of contents helps teachers to engage the learners with the subjects because it allows to present the topics in settings that are attractive for them and that can be put into practice in real-life situations inside and outside the classroom. Moreover, students' imagination and creativity can be enhanced in contextualized learning environments, fostering the skill of predicting content from oral input. It also provides a wider variety of scenarios for teachers to present topics to help students to improve their linguistic skills. Perin, (2011) specified that: "the goal of contextualization is to create conditions for more effective learning, expressed for example in higher grades and rates of retention in courses, and through progression to more advanced course work." (p. 3). In other words, catching students' interest in the lessons equates to elevate motivation levels, facilitating the prediction of content, which promotes learners' better academic performance and outcomes. Therefore, contextualized learning enables students to predict content from oral input because it is easier for them to relate contents to familiar experiences that have meaning for them in contexts outside the classroom.

- **How does the action-oriented approach help to improve pupils' learning process?**

Action-oriented approach is the method used by the MEP to design the current English curriculum in Cosa Rica. The core of this approach is that it is task-based. According to MEP (2016), this approach is “one of the latest communicative language methodologies which places emphasis on what learners know and do to communicate successfully by completing tasks, using general and specific competences in meaningful context and real-life scenarios” (p.25). For the language learning process, this approach provides opportunities for the students to learn the language while giving them real-world settings to learn. This way, the language acquires meaning to be used as a tool to develop life skills. Perrot (2010), stated that:

A shift from communicative to action-oriented language teaching requires the design and implementation of concrete meaningful and relevant real-life situations for students to demonstrate their English language abilities through tasks. This envisions the English classroom as a social, collaborative, action-oriented linguistic environment. (p. 32).

Therefore, this approach visualizes the whole society as the learning environment, giving to the learners the necessary tools to perform everyday jobs or actions in different ambits of life, being able to communicate, delivering the message efficiently, more than just learning a second language itself. This focus allows students to exercise and develop their content prediction abilities because the settings provided to perform the tasks are familiar to them and fosters critical thinking, enriching the learning process since it stimulates thought and promotes the acquisition of knowledge. Consequently, by making use of the action-oriented approach teachers can help pupils to enhance their learning process by fostering problem-solving and reasoning abilities that

are going to be useful at the time of learning different subjects and knowledge acquisition skills in general.

- **How is the learning process improved by the usage of didactic sequence?**

Learning is a fundamental aspect in the Costa Rican society; for this reason, learners' capacity to evolve constantly regarding the usage of different educational materials is seen as an important goal to achieve in the educational sector. Hence, the implementation of different activities when acquiring a second language as English, is a vital aspect. However, there must be an adequate sequence among each of the activities of tasks planned by teachers. Referring to the specific field of didactic sequence, it is important to mention the role that this indicator represents for the constant improvement and achievement of the goals set in the students' learning process, as stated by Soler Pardo, Villacañas de Castro, & Pich Ponce, (2013):

A didactic sequence is a group of learning activities set in a specific order which takes into account the student's progress. The didactic sequence starts with an initial production; it is followed by a series of workshops, and ends up with a final production (p. 32).

Furthermore, didactic sequence represents an enormous resource of guidance for teachers and in general, for the witnesses of the educational process. For this reason, it is imperative for teachers to create content in which students can experience a correct guidance through the implementation of every step regarding the didactic sequence. This guidance can affect either positive or negative to the development of the students. For this reason, it is necessary to provide teachers

with different tools that can make them select wisely different tasks in a lesson, as mentioned by MEP: “The teacher will prepare tasks for students to develop their communicative competence. One of these tasks takes the form of a mini-project at the end of each unit.” (MEP, 2014, p. 33) For this reason, it is fundamental for the educational sector to provide teachers a guide in which they can have an idea of how a lesson should be planned in a way that they can create their own taking into consideration learners’ reality and educational resources. These materials or tasks should be planned respecting the corresponding didactic sequence and fomenting the constant growing from students in the learning process.

- **How does the implementation of tasks improve the learning process?**

For this research project’s purpose, it is vital to take a close look on the indicator of learning process due to the importance that this represents at the time of planning and applying tasks by the teacher. Tasks are an important aspect to take into account at the time of planning a lesson plan due to its purpose to foment the application of the material seen in class into their daily life scenarios, as stated by Anderson & Pesikan (2017):

Each piece of work is often referred to as an assignment. We prefer the term task because the concept of task gives purpose to the assigned work. That is, $TASK = ASSIGNED\ WORK + PURPOSE$. For students, tasks provide the answer to the often heard question, “Why am I doing this assignment?” Suppose, for example, students are given a diagram of the human muscular system and instructed to label each muscle (p. 1).

For this reason, it is extremely important to provide students real content in which they can find the purpose of the different activities and tasks. Furthermore, fomenting learners' interest towards the material given is an important aspect that should be practiced in a way that the learning process can be boosted in the language classroom. Additionally, it must be taken into account that in most of the times, students can barely practice the given material outside the classroom. This, mostly because the fact that the management of a second language is difficult to find into the Costa Rican society, as mentioned by Quesada Pacheco (2006):

In Costa Rica, English is learned as a foreign language. The environment that surrounds the learner is not an English-speaking environment. Thus, students, when learning English, can only experience it in classroom settings. When they leave school, they spend most of their time using their native language (Spanish). In order to accomplish the goals of the Ministry of Education, new and innovative methodologies have to be implemented to facilitate the practice of English for the growth and development of our country (p. 5).

Taking into consideration the fact that in most of the cases learners are not able to practice or recall the learnt information, it is necessary to put into practice meaningful activities that can foment their usage even at home. Furthermore, the correct selection of tasks can guide teachers to stimulate learners to be willing to practice with their peers, family members or relatives. It is vital to mention, that tasks are always aimed to learners' context so that it can be easier for them to create a relationship with their reality and find always a useful purpose in each activity presented. This can guide them to be more interested on the topics shown and hence to put them into practice in their real-life scenarios.

- **How is the learners' listening competence affected by the environmental conditions?**

Environmental conditions might seem unimportant at the time of planning and thus putting into practice the different activities planned by the professor. However, it is crucial to mention the close impact that these conditions represent for the constant growing of learners. “The learning environment dramatically affects the learning outcomes of students. Schools’ open space and noise, inappropriate temperature, insufficient light, overcrowded classes, misplaced boards and inappropriate classroom layout all make up factors that could be confounding variables distracting students in class.” (Gilavand, 2016, p. 1) Additionally, for the purposes of this research project it is necessary to highlight that the main skill in which the scopes and objectives try to reach is the listening competence. For this reason, it is extremely important to emphasize on the field of environmental conditions so that students can take a real advantage of the resources implemented for their constant improvement. This, can guide teacher to offer students an appropriate setting in which they can take advantage of the different resources, as cited by Gilavand (2016):

The school is a special social space where education, training and personality development of children who are a community’s future assets are founded and run by proper training methods, appropriate physical space and favorable psychological environment. Students in the process of socialization require a healthy environment and models so as to increase their performance. Since schools are the first model affecting students’ personality, thus physical space of school as one of the important elements for learning and education even in social

perspective or spatial quality and its impact on students' development, play a major role (p. 360).

For this reason, teachers must be aware that the environment in which a student is learning a language and in general a piece of information, is highly linked to their performance when requested. In fact, when considering the fact about the acquisition of listening competence, there should be an extra care from teacher at the time of planning a lesson. There are different environmental and physical conditions that can increase or decrease student's competence regarding a task, that if are not faced correctly can damage their acquisitional process of a second language.

- **How is the listening competence affected by learners 'working memory abilities?**

Working memory represents an extremely important feature for teachers and students at the time of facing to new information. Additionally, it is vital to take an inner look at the educational perspective in which the action of stimulating students' capability to memorize specific information is required. "WM refers to the temporary, active maintenance and manipulation of information necessary for complex tasks, while ignoring irrelevant information. It involves the temporary manipulation of external (experienced) or internal (retrieved) stimuli. Like other memory components, it also involves an encoding and retrieval stage" (BREM, RAN, & PASCUAL-LEONE, 2013, p. 698) Furthermore, it is highly recommended for teachers to create connections between the information given in previous or actual classes with the purpose of successfully accomplish the presented tasks in the learning process. It is important to mention the role that the specific skill of listening represents for teachers and learners at the time of relate the given information to achieve a target task. Hence, listening as stated by Tyagi (2013):

Listening skill is key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening is a skill of Language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view (p. 1).

As it is mentioned before, it is vital to be aware that in order for a student to create their own point of view about a specific topic, making usage of the material already given, it is necessary first to give them idoneal tools to memorize and understand the elicited information. This is the main reason why this research project focuses on the specific skill of listening, the first thing a student need is to obtain material to then use the material given to create their own comments. However, the teacher has an important role. This, due to the fact that he or she has to create a stimulus among students so that they can recall information easily to enhance his or her competence regarding the topic that is being learnt.

- **How do listening comprehension techniques help to improve learners' listening competence?**

For the purposes of this research project, it is a vital feature to suggest and implement different techniques or strategies so that the learners can improve their performance regarding their ability to comprehend listening material. "Listening is a language modality. It is one of the four skills of a language i.e. listening, speaking, reading and writing. It involves an active involvement of an individual. Listening involves a sender, a message and a receiver." (Tyagi,

2013, p. 2) As listening has a fundamental role in this research project, it is also essential to integrate techniques in which learners' ability to perform in listening activities can be increased. However, these activities or tasks have to be close related to the learners' capacity to understand the material. It will be difficult for students to perform correctly in an activity or topic from which they have little or no background information, as stated by D. Renukadevi: "Without understanding input appropriately, learning simply cannot get any improvement. In addition, without listening skill, no communication can be achieved" (D. Renukadevi, 2014, p. 60) For this reason, it is vital for teacher to focus on the development of material, fomenting among students the habit of studying material given in classes to reinforce their capacity to recall information, this has to be done following certain patterns that should be fomented by teachers as mentioned by Graham (2006):

In the first area, learners identified a range of obstacles to listening, including their own presumed shortcomings, such as inefficient memory and even personality. In the second, they commented on factors relating to listening tasks that made them easy or difficult, including different types of oral texts. In the third area, Goh claims that learners showed an awareness of a range of strategies... (p. 6).

Even though, learners can barely perceive the patterns that contains a listening strategy, teachers should be aware that the progressive usage and implementation of them can guide learners to the desire achievement of listening comprehension. Aspects like identify information, work on memory and express their opinions about a certain topic; forms part of a series of areas that should be worked by teachers. This action can be directly increased when applying to the

different strategies or techniques implemented with the purpose to improve student's ability to comprehend the material.

The answers to the research questions delivered in this chapter provide the reader with a series of tools and supported arguments based on the study's variables and indicators to achieve the improvement of the learners' listening competence through the strategy of content prediction. These reflections are followed by the investigation's conclusions which will be detailed in the next chapter.

Chapter VI

Conclusions

6.1 Introduction

To conclude the present investigation project and synthesize the findings resulting from the research done on improving the learner's listening competence with the use of content prediction, each of the variables of the theoretical framework will be broken down as well as the conclusions derived for each one of them. The conclusions of an action research project are vital to give closure to the study as well to state the results of the investigation and its implications. As described by Monash University (2020): "The Conclusions section sums up the key points of your discussion, the essential features of your design, or the significant outcomes of your investigation" (para.2). Therefore, the outcomes of the study are part of the conclusions presented and they have the purpose of compiling the main discoveries for the reader in order to integrate the answers to the research questions as well. Assan (n.d.) states that:

The conclusion attempts to carry the examiner or reader to a new level of perception about the thesis. A summary of what you have said in the thesis is not satisfactory. After all, the reader will hardly need reminding of things just read. The nature of the study can dictate overall content of the conclusion. However, it should particularly reaffirm the thesis statement and seek to offer answers to the questions raised in the research and justification for the approach used by the study as well as pathways forward (p. 1).

Therefore, the conclusions will not only deliver answers for the research questions, but it will also provide a wider perspective to the reader regarding the actions needed to be taken in order to solve the problems found in the investigation, clarifying the panorama to get the reader prepared to incur in the recommendations chapter of the project.

For the purposes of this chapter, the conclusions are going to be displayed by indicator, therefore, the variable content prediction shows concluding statements regarding background knowledge, scaffolding instruction and contextualized learning, learning process. The variable learning process shows conclusions concerning the indicators action-oriented approach, didactic sequence and tasks. And finally, the variable listening competence shows conclusions related to environmental conditions, working memory and listening comprehension techniques.

6.2 Conclusions

In order to estate the findings of the research project, the conclusions will be displayed according to the order in which the variables were developed in the theoretical framework chapter.

From the variable “content prediction” the following conclusions are derived:

- Students ‘background knowledge helps them to make predictions of content because it relates previous experiences and information with the new knowledge acquired through the learning process. Hence, learners’ prior knowledge facilitates making forecasts of the input provided, enhancing their listening abilities.
- Scaffolding is a fundamental element that teachers can apply in the classroom because it provides the learner the opportunity of progressing step by step through the learning process. Consequently, by making use of scaffolding instruction (modeling, demonstrating, etc.),

teachers can foster content prediction skills with the purpose of improving the learners' listening competence.

- Contextualized learning seeks to insert the students' interests into the learning process in order to provide more meaningful uses for the contents learned. It provides tools to select from a series of themes and scenarios that are appealing for the students. Therefore, it enables students to predict content from oral input because it is easier for them to relate contents to specific interests that have meaning for them in contexts outside the classroom.

From the variable "learning process" the conclusions are the following:

- The Action Oriented Approach provides opportunities for the students to learn the language while giving them real-world settings to learn and tasks to perform. Consequently, by making use of the action-oriented approach, teachers can enrich their students' learning process, fostering problem-solving and reasoning abilities that are going to be useful at the time of learning different subjects and knowledge acquisition skills in general.
- The correct use of the didactic sequence for activities in the classroom enhances pupils' learning process. Therefore, it is important for teachers to create content in which students can experience a correct guidance through the implementation of every phase of the process regarding the didactic sequence.
- Tasks are vital elements of the lesson planning because they foster the use of the material seen in class into the learners' daily life situations. Teaching students to achieve meaningful tasks improves their learning process because it gives them tools to perform well in real world settings.

The next conclusions are consequent with the variable "listening competence":

- There are different environmental conditions that can increase or decrease student's listening abilities. The quality of the oral pieces as well as the equipment and classroom setting must be taken into consideration when planning listening activities. The impact of these elements can damage students' listening competence if not faced the correct way.
- Working memory skills have a direct effect on learners listening competence. It is related to the process and storage of new information for further use. Therefore, it plays a vital role when oral input is provided to the learner in order to perform a task. Consequently, students' listening competence relies largely on this process to be successful.
- The use of varied listening comprehension techniques has an impact on students' achievement. Therefore, it is essential for teachers to integrate techniques in which learners' ability to perform listening tasks can be improved.

Chapter VII

Recommendations

7.1 Introduction

For the purpose of the present research project, it is imperative to elaborate and deliver different recommendations in a way that the lecturers can easily perceive the proposed alternatives provided by the researchers. Additionally, it is vital to mention the importance of improving learners' listening competence for the process of elaborating the mentioned recommendations. Each recommendation is exposed taking into consideration the variables mentioned in the theoretical framework, with its respective indicators. Furthermore, it is suggested that in order for a student to achieve the desired objective of improving listening competence, there should be implemented recommendations that foment the usage of content prediction to enhance learners' progress regarding their capability to improve their listening competence. These recommendations are directed specifically for the principal and the teacher of the institution with the purpose of improving the methods and results of the educational process.

In order to provide accurate recommendations for this research project, there is a previous study of the conclusions so that every suggestion can be linked with the purpose of the study. It is fundamental to provide to the principal as well as to the teachers of the educational institution, suggestions about specific aspects in which there can be a better management or even improvement, as mentioned by the World Health Organization: "Recommendations are often included with a report's conclusion, although they serve different purposes. Whereas a conclusion offers you the opportunity to summarize or review your report's main ideas, recommendations suggest actions to be taken in response to the findings of a report" (World Health Organization, 2011, p. 1) Furthermore, for the elaboration of the recommendations, it is imperative to be involved with the duties and activities that should be controlled either by the teacher and the principal of the high school. First of all, in order to provide valid

recommendations to the principal, there must be an investigation on his/her working area and scopes. This information can be found on the descriptive manual for teachers, in which mentions that he/she has to plan, supervise and coordinate activities from teachers and administrative staff of the educational center (Colegio de profesionales en bibliotecología, 2020, p. 184) Hence, the role of the principal in the high school is vital, due to the fact that they should be aware of the materials and plans proposed by teachers and their correct application. On the other hand, the teacher has a different role in the learning process, in comparison to the one mentioned for the principal. According to Colegio de Profesionales en Bibliotecología, they should plan and prepare the classes taking into consideration the needs and abilities of the different learners (Colegio de profesionales en bibliotecología, 2020, p. 244) It is vital to mention that both roles are of a prior importance for the learners' opportunity to reach the main objective of the learning acquisition process. Additionally, it is fundamental for this educational progress to have a cooperative environment among the teacher and principal so that the learning process can be constantly improved.

7.2 Recommendations

It is fair to mention that for the purpose of this chapter of the research project, the teacher and principal of the institution are considered subjects of vital importance. For this reason, the following recommendations will be presented with the purpose of guiding correctly these actors of the learning process, to stimulate the listening performance of learners making usage of content prediction. This will be developed taking into account specific variables with its indicators. The recommendations will be directed to the principal and English teacher of the

educational institution respectively as they represent the two subjects of information of the investigation.

The first set of recommendations is developed regarding the variable of content prediction and the indicators background knowledge, scaffolding and contextualization.

Recommendations for the principal

- To be aware of the unit plan as well of the materials given by the teacher. The constant revision of the materials can help the principals to detect areas in which the teacher can improve. On the other hand, the principal can easily perceive whether there is relation or not among the information given to students to foment background knowledge and predicting content
- To stimulate the creation of educational programs or activities in which the main objective can be the pursue of improvement from learners. Scaffolding can be a difficult characteristic to detect, however with the implementation of activities that are related with learners' knowledge this can be measured. This can evidence the performance of the students regarding their ability to understand the material seen in classes as well as their capability to relate content in random situations.
- Contextualized learning is a tough parameter to notice. However, it is fundamental for the principal to check constantly the lesson plan elaborated by the English teacher. In this way, it

can be easily noticed if the information and materials are related to the information in which the student is being constantly part of.

Recommendations for the teachers

- To implement activities in which the students can make use of their background knowledge, by taking into account students' experiences and previous information. This action, will help students to enhance their content prediction abilities and facilitate understanding of the oral input provided with the purpose of solving listening tasks.
- To make use of different activities applying scaffolding instruction. It is fundamental to carry out tasks in which the students can progressively advance in the instruction. This will help the teacher to understand the capability of each student regarding their progress with specific information that is given. Hence, students will progressively acquire the necessary elements to be able to make predictions of content in oral pieces.
- To integrate contextualized learning in the lesson plans developed for the classes. This can lead teachers to make use of materials that are appealing for the learners, fostering the improvement of the students' listening competence. This will definitely help teachers to plan meaningful materials, considering the learners' interests and preferences, engaging them in the process of predicting content.

From the variable learning process, the indicators taken into account are action-oriented approach, didactic sequence and tasks; and the recommendations are the following:

Recommendations for the principal

- It is fundamental for the principal of the institution to be aware of the accomplishment of goals regarding the lesson plan provided by the professor. The Action Oriented Approach present advantages for the students to learn the language in a meaningful setting to learn and perform tasks. Additionally, being aware of the correct implementation of the materials and plans, the principal can foment reasoning abilities that are going to give learners the ability to improve different cognitive and social skills.
- Regarding the specific element of didactic sequence, the principal must be conscious of this aspect by constantly observing how the professors use the materials presented in the lesson plan and also if he is capable of using them in the adequate time and place, following the correct sequence of the lesson. It is also important to guide teachers and even provide different tools of instruction that can enhance their ability to plan and chose materials adequately in the classroom.
- It is imperative for the principal to revise the tasks presented in the unit and lesson plan offered by the teachers. These activities should have the purpose of making the learners use

the material in a meaningful environment. For this reason, the principal must check them so that the relation that these tasks have with the material given to the students can be clear and also to the communities' reality which they are part of.

Recommendations for the teachers

- To implement the Action-Oriented Approach at the time of planning and executing the materials into the classroom. It is vital for the teacher to be aware of the necessities, abilities and reality of the educational community and applying this approach into the learning environment can benefit students' ability to learn the language. Having these aspects in mind, the teacher should create activities that enrich the learners' capability to perform tasks that are related to real-world settings.
- To enhance students' learning process by making use of the didactic sequence in a correct way. The correct planning of a lesson, using the didactic sequence, might affect the student either positive or negative. For this reason, it is of a prior importance for the teacher to be aware of the information and topics that he/she is presenting to the students. In most of the cases, students cannot notice the sequence in which the activities are developed neither the meaning of this sequence. However, it is fundamental for their integral success to have a process in which they can relate and recall easily the information given in each lesson.

- To develop activities in which students have to carry out tasks related to the contents of the lesson plans, by making use of real-world settings and providing situations in which the learners can make use of the language to accomplish meaningful tasks. When implementing tasks into the learning process, teacher must be aware that every single student has a different way of learning and comprehending the elicited information.

The next recommendations are consequent with the variable listening competence and its indicators, environmental conditions, working memory and listening comprehension techniques:

Recommendations for the principal

- To provide adequate infrastructure and equipment for the English classes. It is vital to take into consideration that the environmental conditions can affect the learners' performance. For this reason, it is highly important to foment the active investment from the institution in areas where it can become easier for a teacher to impart English classes, since in most of the cases, teachers have to make use audios and videos for the correct development of the listening activities. Being aware of these needs is vital for the benefit of the students and their improvement in the English language acquisition.
- The principal must be aware of the importance of working memory skills in students' listening competence and request its use for the English lesson plans. In this context is vital for the principal to have understanding of the teacher's strategies and techniques at the time of planning the lessons in order to be able to determine if the teachers are taking this element into account in their lesson plans.

- Learning techniques, in general, are an important resource for the teacher to plan and implement a class. However, not all the techniques are adequate for a specific class. For this reason, it is important for the principal to be in a constant monitoring of the techniques implemented by the English teacher, suggesting always to update the methods and innovate. Another important aspect is that the principal can guide the teacher to be in a constant training so that the strategies implemented can achieve the target objectives of the listening skill acquisition.

Recommendations for the teacher

- To put into practice the correct management of environmental conditions in order to increase learners' listening abilities. The environmental conditions of a place can vary constantly. However, it is necessary for a teacher to be prepared with different aspects so that the materials can be given successfully to students, such as the quality of oral pieces, equipment and classroom setting.
- To carry out activities in which the students can make use of working memory abilities to improve their listening competence. In order to work on the memory skills, the teacher must be aware of the different abilities that each of the learners have. This way, with a previous appreciation, the teacher can plan activities in which students can feel comfortable with and thus willing to participate actively. It is necessary to store valuable information in their long-

and short-term memory so that it can be easily activated when required to accomplish certain tasks.

- To execute lessons in which varied listening comprehension techniques can be practiced and that can have a positive effect on students listening competence as well. It is always important for the teacher to consider the materials that are going to be presented to the learners even before planning. Additionally, keep control over these activities that are done in the class is extremely important for the success of the lesson. For these reasons, it is imperative to consider the adequate strategies in which the different activities are presented and the influence that can have in the learners' capability to enhance the listening competence.

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Annexes

Annex 1



**UNIVERSIDAD LATINA
DE COSTA RICA**



San Isidro de El General, Pérez Zeledón
10 de marzo de 2020

MSc. Jorge Gamboa Zúñiga. Director
Unidad Pedagógica Dr. Rafael A. Calderón Guardia. Circuito Escolar 01
Dirección Regional de Educación de Pérez Zeledón

Estimado señor director:

Con el firme propósito de formar profesionales de la educación reflexivos de la realidad de aula, las personas estudiantes **Mora Barrantes Ana Jorlenny y Villalobos Camacho Johan Josué** del Nivel de Licenciatura en la Enseñanza del Inglés, específicamente del Curso Seminario de Investigación I, con Código LIN-09 de nuestra Universidad, requieren de su autorización y de sus buenos oficios para llevar a cabo el trabajo de graduación con el fin de optar por el grado académico de licenciatura.

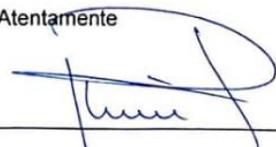
Para cumplir lo establecido por la Universidad Latina de Costa Rica, se requiere realizar a partir del día de hoy, aplicar los instrumentos de recolección de información para elaborar el diagnóstico y por último implementar un proyecto con la característica de ser una propuesta metodológica alternativa respecto a la enseñanza del inglés con base en el Programa de Estudios 2016. **Cabe señalar, que el trabajo en mención abarca de marzo a agosto del año en curso.**

Somos conscientes de la responsabilidad que las personas portadoras de este documento tienen ante su institución y que deben seguir los lineamientos emanados por su usted en cuanto al comportamiento durante el lapso que se encuentren en la institución que usted dirige.

Respetuosamente se le solicita llenar los espacios de la hoja adjunta cada día que se presenten a su institución con el fin de mantener controles que garanticen la validez del proyecto en cada una de sus etapas.

Con toda consideración y en espera de contar una vez más con su gran disposición,

Atentamente



Diego Hernández Carvajal
Coordinador Académico Universidad Latina
Sede Pérez Zeledón



Iván Mora Hernández
Docente de curso Universidad Latina
Sede Pérez Zeledón



UNIVERSIDAD LATINA
Dirección Académica
Tel. 2207-7287

U.B.

Letter presented to the institution: Dr. Rafael Ángel Calderón Guardia

Annex 2

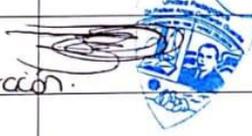


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Universidad Latina de Costa Rica
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 Correo imhpz@yahoo.com Teléfono Celular 88321696

Personas estudiantes Mora Barrantes Ana Jorlenny y Villalobos Camacho Johan Josué

Fecha de la visita	Hora de inicio	Hora de finalización	Actividad realizada	Firma y sello
11/3/20	2:30 pm	2:45 pm	Entrega Carta Contacto con Administración.	

Nota

Favor de incluir la Bitácora como Anexo en el Trabajo Final de Graduación

800-ULATINA | ulatina.ac.cr

Record of first visit made to the institution