



PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

LANGUAGE SCHOOL

ENGLISH TEACHING CAREER

“RECREATIONAL STRATEGIES TO STRENGTHEN THE LISTENING SKILLS IN SECOND GRADE STUDENTS AT CENTRO DE EDUCACIÓN BÁSICA TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2016 -2017”.

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR’S DEGREE IN ENGLISH

AUTHOR: LAURA PAULINA GELLIBERT VILLAO

ADVISOR: MSc. KLEBER LOOR ZAMBRANO

SANTA ELENA – ECUADOR

2017

**UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA**

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “RECREATIONAL STRATEGIES TO STRENGTHEN LISTEN SKILLS IN THE SECOND GRADE CEB TEODORO WOLF CANTON SANTA ELENA, PROVINCE OF SANTA ELENA SCHOOL YEAR 2016-2017” prepared by LAURA PAULINA GELLIBERT VILLAGO , undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having guided, examined, and reviewed the project, I approve it in its entirety. It meets the requirements for graduation and I recommend its submission for review to the academic tribunal.

Sincerely

MSc. KLEBER LOOR ZAMBRANO

STATEMENT OF AUTHORSHIP

I, LAURA PAULINA GELLIBERT VILLAGO with ID number. 0917511982 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper title "RECREATIONAL STRATEGIES TO STRENGTHEN LISTEN SKILLS IN THE SECOND GRADE CEB TEODORO WOLF CANTON SANTA ELENA, PROVINCE OF SANTA ELENA SCHOOL YEAR 2016-2017", certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

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DEDICATION

I dedicate this research work to my mother Laura as she was the main foundation for the construction of my professional life, instilled in me the bases of responsibility, in her I have the mirror in which I want to reflect because her infinite virtues and big heart take me to admire her every day.

To my family and children who are people who have offered me the love and warmth of the family that I love.

Paulina

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A special recognition to my advisor MSc. KLEBER LOOR ZAMBRANO who always gave me his support and guidance during this process. All of his advice helped me to finish this work successfully.

Paulina

DECLARATORIA

“El contenido del presente Trabajo de Titulación es de mi responsabilidad, el patrimonio intelectual del mismo pertenece a la Universidad Estatal Península de Santa Elena.”

DECLARATION

“The content of the following graduation work is my responsibility, the intellectual property belongs to the Península of Santa Elena State University.”

Paulina Gellibert Villao
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AUTHOR: LAURA PAULINA GELLIBERT VILLAO
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ABSTRACT

The present research is focused on the teaching of listening through recreational strategies to strengthen the ability of listening in the second grade of the Basic Education Center "Teodoro Wolf" in the canton Santa Elena. The research process starts from the problem that is how to strengthen the listening in the students of the second basic grade education; and it was proposed as a general objective: Apply a proposal of recreational strategies aimed at improving listening in the selected students. To analyze the objective and answer the research question will be developed actions such as: Results of research on the subject, diagnosis on the level of listening of the students when initiating the investigation process, consultation of the conceptual and methodological references that help in the process of teaching the listening on campus, rationale, design and planning of the proposal of recreational strategies to strengthen the listener, application of the proposal and evaluation of the proposal to establish the impact of the research, the diagnosis process is developed by observing the respective observation sheet. The results showed the aspects with greater difficulty with receptive listening and expressive listening. Based on these results, the proposal was designed and applied: recreational strategies to strengthen listening skills. It is structured into a number of activities in each of the listening phases. Finally the proposal was applied in students of second basic grade that allowed to establish the level of impact in them.

Keywords: recreational strategies, strengthen, receptive listening, expressive listening.

INTRODUCTION

English is the most spoken language around the world and the most useful, because people from different countries communicate in English language. Learning a foreign language is very effective if in it is learned the early years of childhood, when kids learn faster than other students, the brain of children are like sponges. Nowadays, English is a fundamental tool in people, it is used in business, tourism, in education and in other areas.

In Ecuador, the study of the English language has become a fundamental part of the education. Learning English is a necessity, the private education has more level of education in English language. Than public schools receive more English classes than public schools.

In our country, the globalization requires English language proficiency. It is important to provide to students enough tools to communicate in English based on the development of the four language skills: reading, listening, writing and speaking.

Listening skill is necessary to communicate correctly and students are able to understand what the speaker said and receive the message without mistakes. From this point of view, listening is a skill that must be learned not only in the linguistic and cognitive aspects, but also in the psychological aspects. Because listening helps to develop the communication skills in students. (Lomas, 1999)

The present investigation is structured in four chapters that are detailed below:

Chapter I, The Problem: The problem statement, it is the lack of strategies to catch the attention of students in the second grade of the Basic Education Center "Teodoro Wolf" to strengthen listen skills

Chapter II, Theoretical framework: The analysis of the theoretical references that support the research and conceptual framework of each variable.

Chapter III, Methodology: Support the methodology applied in the research, as well as the different techniques and research strategies used.

The Chapter IV, The Proposal: Establish the solution of the problem, the recreational strategies applied to improve listening in Second Grade students.

Moreover, also include the schedule, annexes, and budget, applied throughout the research.

CHAPTER I

THE PROBLEM

“RECREATIONAL STRATEGIES TO STRENGTHEN THE LISTENING SKILLS IN SECOND GRADE STUDENTS AT CENTRO DE EDUCACIÓN BÁSICA TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016-2017”.

1.1 Problem Statement

English is a universal language, since the vast majority of people use this language as a first or second language. English has become an important base for communication in every part of the world. In our country having knowledge of English allows us to access to many job opportunities and job success.

For this reason, is that the government and the ministry of education has focused on improving the level of English for all students in the country in order to be able to communicate the English language. (Brunner, J, 1966).

As one of the teachers of the Centro de Educación Básica Teodoro Wolf, in the current year, it has been possible to detect several problems that students have with the Listening Skills. For instance, most English teachers only use listening activities that books provide which in turn, is the same book that the government provides sumid to schools, this book contains topics that are very long and this makes students confused and they get bored easily.

This is why students find it difficult to develop the four language skills (reading, writing, speaking and listening). There are factors like grades or class participation that indicate that students are unmotivated when the teacher develops listening activities.

The use of inappropriate material for listening activities has caused a bad reaction in students towards the subject. Therefore, teachers must try to apply methods or strategies which are suitable for the group of student and according to their own LEVEL.

Also, it is noteworthy that the use of inappropriate audios, which are not according to the age of the students, can cause the lack of development of the ability to listen, consequently students are not able to develop the English language suitably to apply it in the classroom and in the real life.

Most English teachers only use listening activities that are included in the book, which is provided by the government, and contains topics that require a lot of practice and this causes frustration among students.

1.2 Context of the Problem

Improving the listening skills in students of second grade at Centro de Educación Básica Teodoro Wolf is the main goal of this study.

Therefore, in order to carry out this fact, it is necessary an appropriate the implementation of strategies which contribute to strengthen the ability to listen in learners this can make students have an active participation in the learning process by developing in an easy and fun way their listening skills.

The institution called Centro de Education Básica Teodoro Wolf is located in Santa Elena, it faces some problems in the field of learn English as a foreign language, having as the first cause of this problem, the attitude of the students.

The lack of student interest can be the main issue, teachers do not use new ways of teaching in the classroom since the priority for most teachers is grammar. The class is about learning grammar and vocabulary but not the full development of the four skills of the language. Teachers only use the listening that are included on texts, which in most aspects, are broad themes and this causes boredom and lack of interest in students.

The lack of methodological strategies in order to improve the listening skills is also another factor that contributes for the existence of this problem in this educational institution, and the fact that there are teacher traditional ways of teaching represents an issue as well.

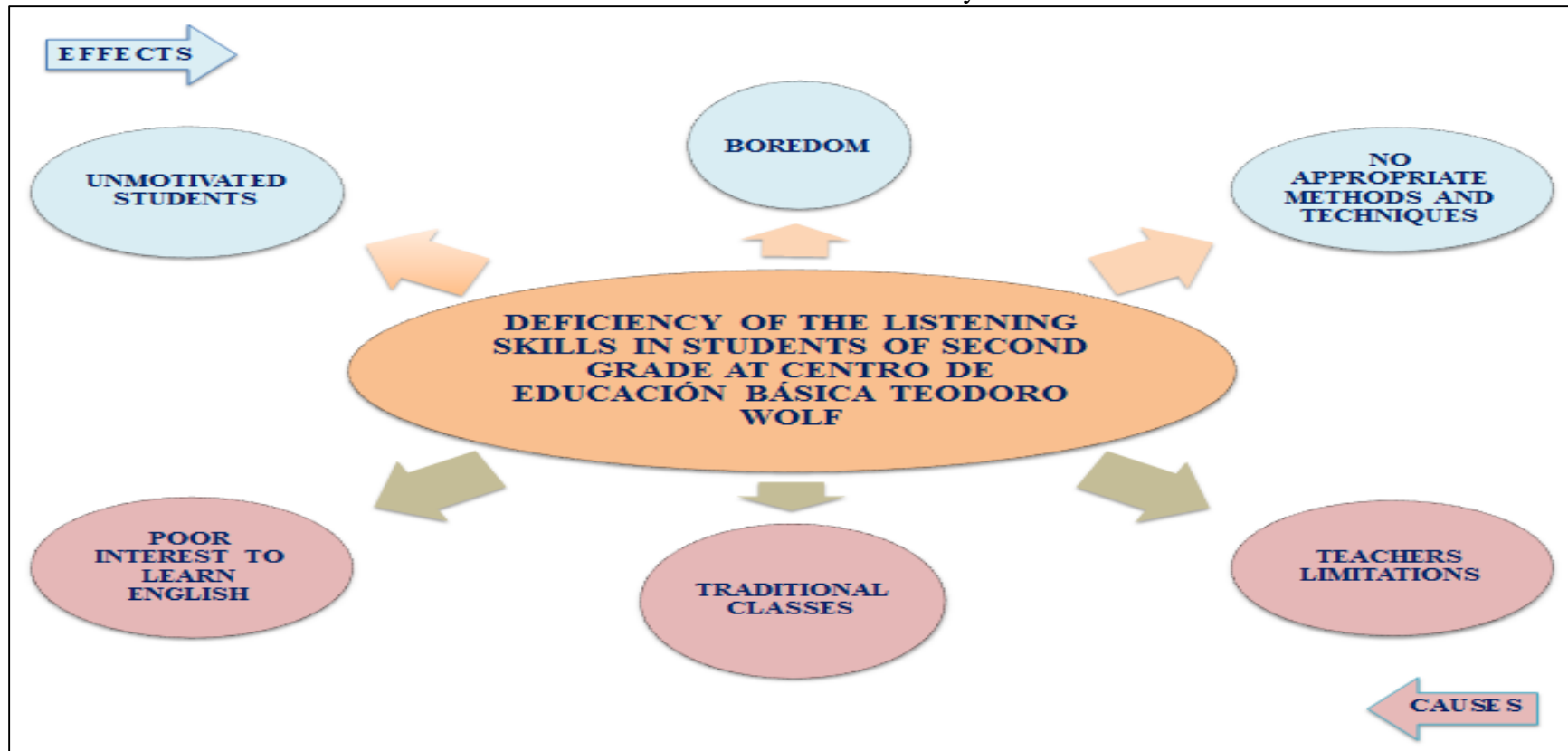
Most students think an English teacher, should use and teach newstrategies so they have the willingness to learn the language thus it is important to investigate why arising of all these problems related to the listening skills, in the students of second grade English language Centro de Educación Básica Teodoro Wolf and what are

the strategies that teachers can apply in order to contribute to the improvement of the teaching - learning English language

Base on the fact that listening is more than only hearing; it is determined by what we hear and how this can be done more efficiently. Listening requires active encouragement of students.

1.2.1 Analysis of the Problem

Illustration 1: Tree Problem Analysis



Author: Laura PaulinaGellibert Villao

Source: Centro de Educación Básica "Teodoro Wolf"

1.3 Research Questions

What are recreational strategies?

What kind of recreational strategies does the teacher apply to strength the listening skills?

What is the impact of applying recreational strategies to enhance the listening skills in English teaching?

1.4 Rationale

The main interest in this research is that it aims at improving listening skills in students of the second grade. It should be noted that the main purpose of this research is to know the impact caused by the teaching learning strategies used teachers for the development of listening skills in students.

The importance of this research is based on the fact that in recent years, investigators have created a number of methodological strategies and improvements for listening skills in the classroom. However, in this institution the students have never been developed based on research and the need of teaching learning strategies that can be applied to improve listening skills in students is imperative.

It is feasible to do this research because the researcher has the economic resources to the development of research but above all, it has the support of authorities and teaching staff of the institution. It is beneficial for students, teachers, educational authorities because the teachers teach English more than teach learning strategies

to understand and comprehend the language, the academic performance of students could greatly improve.

This research aims to propose strategies using dynamic and inclusive learning to improve the quality of English language teaching thus strengthens the listening skills in second grade students of Basic Education CEB “Teodoro Wolf”. This research is original because several studies on methodological strategies have been made but it has never conducted an investigation of this type in the educational establishment focused on teaching learning strategies and much less on improving listening skills

1.5 Research Objective

To analyze the significance of applying recreational strategies to strength the listening skills in students of second grade students at Centro de Educación Básica Teodoro Wolf.

1.6 Idea to Defend

Recreational strategies will strengthen the listening skills in students of second grade at Centro de Educación Básica Teodoro Wolf.

1.7 Scientific Tasks

1. To analyze the theoretically framework in order to find the appropriate information related to recreational strategies for the enhancement of the listening skills.

2. To determine the strategies and methodology of the research.
3. To implement recreational strategies to strength the listening skills in students of second grade at Centro de Educación Básica Teodoro Wolf.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 PHILOSOPHICAL BASIS

According to Siemens (2014), in English language some teachers use the audio lingualism methodology, because it consists in repetition of words to learn pronunciation and drills. Some teachers do exercises where students include the words and make conversation the pronunciation and context of the words in a real scenario. This methodology is the behaviorism in a learning process when the students learn with stimulation and teachers have to perform a feedback. Some important psychologists like Pavlov and skinner focus in the behaviorism like an important theory.

In the English learning process; behavior, is well used. Some teachers, in English language acquisition make students repeat and practice exercise with the objective to learn pronunciation and vocabulary. But in other activities, teachers can use other methodologies and different types of exercises.

According to Dewey (2011), Constructivism is a learning theory that is applied in the English learning process because some students learn faster when they are involved in class, which means is that , students built their knowledge because they perform activities and they are active. Students are the principal actors learning process. And teachers provide information and help to get new knowledge about a specific subject. The principal author who represent this theory is Vygotsky (1978), he focused in the relationship with the human and the social environment and how the children learn while they are doing an activity. They remember more effectively the information.

2.2 PEDAGOGICAL BASIS

Pedagogy is the art of teaching; this work has been designed so that teachers use different strategies. The objective of pedagogy is to encourage students to learn new knowledge and information. In the case of recreational strategies, this kind of activities make the students to get involve in the class and feel interested.

According to Méndez (2009), describes the philosopher and psychologist associated with social theory which is the educational context to the discovery of the learning that has emphasis on teaching the ability to create strategies so that students can learn and succeed in the educational field in the ability of to listen in this way, it becomes this proposal is the overall development of the skills that are linked to the emotions of students.

Castro (2010), states that pedagogy in training is the process that seeks to ensure the active participation of students in recreational activities strategies, through games in the classroom especially in the area of English may be the lack of research that relies only a traditional method students and little use of recreational strategies.

According to Calvache (2003), The game is one of the most important strategies where the child begins to explore through this activity develops listening skills by means of objects, songs, therefore it is necessary that students achieve the objective as well as teachers and students feel scared and nervous, because they do not understand the information.

Recreation

In Marks (2015), the author said that recreation activities are activities that people do to relax the body and mind, the recreational activities can be inside activities when you use technological tools, such as watching TV, playing a video games, listening to music or outside activities such as : runing, playing soccer, playing tennis. There are activities that involve, the use of mind and brain and consist of physical activities and a learning process.

According to Foreman (2003), the concept of recreational activities in education are related with technological tools in class using games and to ensure that the students can get involved with teachers and innovate these strategies includes dynamic exercises to get the attention of students.

Recreation is an activity that the student feels next to the receptor, and would be achieved to obtain a range of activities where the individual being has different forms of imagination, that is in his mind intervenes learn different skills things to see them towards the different activities perspective, that are chosen through games can make the child feel active in the classroom (Wilson, B. G, 1996)

Recreation Areas

It is important that students take into account where leisure plays some types of values of companionship. To get fun one must know how to divide the time for our business and know how to use different forms of recreational strategies where you

can achieve as a result that students get involved in class to share their experiences with the evidentiary classmates (Ready, 2000).

Recreation students

As we consider the time where it is possible to enable the condition of quality and warmth of the students, they feel the need to learn and share with their peers in the classroom. (Carrier, 1980)

Importance recreational activities

According to Kellerman, S, (1992), Teachers manage to play an important role contributing to a significant learning through various recreational strategies the student will be able to increase their interest in studying and promoting the participation of class values, activities to lose the fear to speak in English with the others students to develop the skills to speak English.

Recreational Strategies

According to Calvache (2003), the following conceptions fit in what recreational strategies are:

Firstly, it is necessary to begin by setting up contrast and characterizing what is a strategy, what we call procedures and what we call techniques, what contrasts there are between teaching strategies and learning methodologies.

When we discuss different methodologies, we should begin by setting up how these are used by the instructor, what the objective to class and how these activities help to teach and specific topic.

Methodologies that are characterized as: the alternatives that the educator takes to situate the instructing keeping in that, the end goal to advance in the learning process of his students.

These are general rules on the most proficient methods to considering what teachers need their students to understand and process new information, if teachers want to contribute in the English learning acquisition.

Instructing Strategies

According to Sewell (2003), the author expresses that teaching strategies today includes not just a way to deal with conventional strategies and research done before, additionally suggests a glimpse at the fate of educating and learning. Today with innovative advances, teaching strategies go past an arrangement in which examples are drawn.

Nowadays, the instructor needs to consider that students are portrayed by what has been known as a virtual personality. School and instructors cannot disregard the better approaches for perusing and deciphering the world with which current students approach homework.

Frida, AB and Hernandez (1999), different meanings of teaching strategies are construct more with respect to instructing, a case of this is the definition exhibited, when characterizing showing systems as an arrangement of decisions that the educator takes to situate the instructing so as advance the learning of its students.

Thus, when characterizing teaching strategies and learning methodologies we need to consider every one of these variables, which run as an inseparable unit with cutting edge times.

According to McIntyre, P.D. & Noels, K, (1996), childhood is the period of time where students are able to get knowledge easier than adults. The application of Teaching Strategies is considered as methodology that the showing teacher use as a part of a reflexive and adaptable approach to advance the accomplishment of the learning process.

Teaching strategies are additionally considered different ways to give. Hence the instructor must have an extensive variety of methodologies, recognizing what work they have and how they can be utilized suitably. According to Brown, D. H, (2007), different meanings of teaching strategies are constructed more with respect to instructing, when characterizing showing systems as an arrangement of decisions

that the educator takes to situate the instructing so as to advance the learning of students.

Here they are displayed as general rules on the best way to show content considering what we need our students to comprehend, why and for what.

According to McIntyre, P.D. & Noels, K, (1996), a showing technique is identical to the conceivably cognizant sequenced activity of the instructive expert, of the teaching strategies in its triple measurement of knowing, knowing and doing.

The application of a showing technique influences in students in different forms, for example, the knowledge that are transmitted to the students, the scholarly work they play out, the qualities that are put in question in the class circumstance, the way of comprehension social, authentic, logical, aesthetic, social substance, among others.

According to Brown, J. S, (1989), when applying teaching strategies it is important to consider a few angles or components, as basic perspectives, these are:

1. Thought of the general qualities of learners, for example, level of subjective advancement, enthusiastic components, past information.
2. Kind of space of general learning and of the curricular substance specifically.
3. The purposefulness or objective to be accomplished and the psychological and educational exercises that the understudy must do to accomplish it.

4. Steady checking of the teaching strategies, and additionally understudy advance and learning.

5. Assurance of the intersubjective setting (illustration, the effectively shared information) made with the understudies until that minute.

Each of these components is an imperative contention for recognizing how and when to utilize a specific technique.

Learning techniques

For different creators, for example, O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Kupper, L.J. & Russo, R.P, (1985), said that learning techniques are techniques or exercises to help to improve education. Learning techniques are mental operations that are utilized to implement the information. They include two elements that are specifically or by implication manipulative and that have a deliberate character or reason.

According to Carrier, (1980), introduces learning procedures as an interior procedure, not at all like different creators who exhibit these broadly in which they incorporate the impact of a whole procedure. In any case, every one of these authors concedes to the way that the disciple executes these systems; these are not executed by the teacher or educator.

Monereo. C. (1994), considers learning methodologies as a procedure of basic leadership (cognizant and deliberate) in which the understudy picks and recoups, coordinately, the information he needs to supplement a specific request or target.

In Foreman (2003), the author considers the accompanying of the most low attributes of learning methodologies, bring up the accompanying. The use of these is not viewed as programmed, but rather controlled. In that sense they require arranging and control of the execution and are identified with goals discernment.

Learning techniques require a particular utilization of claim assets and accessible limits, that for an understudy to set up a technique must have elective or different assets that considers generally suitable. (Wehenke, 2012)

According to Garner, R (1988), all techniques are comprised of much more straightforward components, which are called "strategies of adapting", along these lines the viable utilization of these methodologies relies on upon these "strategies".

These characteristics can be introduced as: Strategies are activities that begin from the understudy's drive, are framed by a grouping of activities, are controlled by the learner, and are for the most part consider and arranged by the learner himself.

After seeing every one of these definitions it can be reasoned that the learning systems are the arrangement of exercises and procedures that are arranged or incorporated into the showing procedure as per the necessities of the students.

It is considering as using a plan or conscious action to achieve an objective. For example, learners might decide consciously how they plan to learn more listening, teachers should encourage learners to experiment with new strategies.

Contrast between teaching strategies and learning procedure

There is an extremely stamped distinction in the vicinity of one and the other. The teaching strategy is utilized as a method or as a tool through which educational help is offered, it is connected by a teacher, educator or guide, in the learning process; while the learning methodology disguises a procedure according to the students to encourage learning process.

Kind of recreational strategies common use in the classroom

Teacher Roles

Inside the classroom instructor part may change starting with one action then onto the next or starting with one phase of an action then onto the next. The objective of teachers is to apply correct methodologies to improve English language acquisition.

In one sense, any part which the teacher should apply and which is intended to improve the learning process in students, thus it is valuable to establish more exact terms of the classroom.

Ludic Activities

Ludic, or unconstrained, exercises are compelling instruments that supplement the fundamental arrangement of the students, and foster the improvement of aptitudes, imagination and games, in a space that advances conjunction between students and learning process.

These exercises urge students sharpen their dialect abilities on the spot and without planning. These activities can help an instructor to encourage students to present talking level, and can help student rehearse their aptitudes in circumstances that nearly look like regular daily activities.

Engaging Activities

Draw in students in exercises that oblige them to reflect on thoughts and how they are utilizing those thoughts, for including students in getting along things and pondering what they are doing keeping in mind, the end goal to center the responsibility of learning around learners who connect with the challenge and intellectually get to be distinctly dynamic in the learning procedure.

Games

A game is a framework in which players participate in a fake conflict, characterized by tenets, which result in a quantifiable of result. Funny activities are organized including different kind of games, focus for the entertainment and sometimes this activity is used as tools in the learning process.

Definition of listening skills

It is a crucial element in the communication process with not only understanding and correct interpretation of the contents of the message, but also support the receives from the receiver while expressly stated. Man must have good communication with himself and with other listeners. (Carrier, 1980)

According to Downs, (2008) Listening skill, is an elemental part of communication in English language, in education, and in the English language proficiency it is fundamental to hear and understand what other people say, this skill is necessary to communicate and receive a message and speak to another person.

Good listening skills

The students who have good listening skills shows respect when other people are talking, do not interrupt, the person must be patient and hold it in this way.

Good listening skills depend on good understanding in communication between two or more people. It is evident of a way of making question of what has heard, the people giving the listener response are very clear and codified.

Types of listening skills

India(2012), describes 5 ways to develop the listening skills:

Show interest in others' views: Everyone is free to have their own opinion, and that means that others may feel differently. Listening to someone, it's best to keep an open mind, show a genuine interest in what the other person says automatically indicates that we listen and worth talking to.

Concentration: Pay attention to what the person says, rather than wander. A good way to accomplish this is to internalize that anyone can reveal important information which should not be overlooked.

Do not interrupt unnecessarily: It is appreciated when one is able to make arguments or a different point of view in a conversation, but you should always let the other person complete the idea that exposes. It is not just that someone is rude to interrupt, but affects the speaker's train of thought.

Pay attention to own body language: Much of the communication occurs nonverbally. Therefore, we need to take care of the body language while listening and while talking. It is an indicator of how involved we are in conversation.

Accumulate patience: Listener has to be patience. Let other person finishes the content of what he says, because it may seem silly or be a provocation. In such cases, it is better not to judge prematurely and wait for the speaker finishes. And if in the end we continue to think that his idea is wrong, it does not make sense in unnecessary discussions which will probably not lead anywhere.

2.3 LEGAL BASIS

CONSTITUTION OF THE REPUBLIC OF ECUADOR:

CHAPTER III.

RIGHTS OF PEOPLE AND PRIORITY GROUPS SECOND SECTION

Art. 39.- The State guarantees the rights of children's and young boys, and promote their effective implementation through policies and programs, institutions and resources to ensure and maintain permanently their participation and inclusion in all areas, particularly in the areas of public power.

The State recognizes the children's and young people as strategic actors of development of the country and guarantee them education, health, housing, recreation, sport, leisure, freedom of expression and association. The State shall promote their incorporation to work in just and dignified conditions, with emphasis on training, guaranteed access to their first employment and promoting entrepreneurial skills.

ORGANIC LAW OF INTERNATIONAL EDUCATION

TITLE III. NATIONAL EDUCATION SYSTEM

CHAPTER ONE OF OBJECTIVES OF NATIONAL EDUCATION SYSTEM

Art. 19.- Objectives.- The national education system will, in addition to the objectives set in the Constitution of the Republic of Ecuador, the full implementation of the principles and educational purposes as defined in this Act.

The national education system is part of the National System of Inclusion and Equity. This political observed with regard to the Good Life plan, ensuring the exercise, guarantee and enforceability of the rights recognized in the Constitution of the Republic; as well as the fulfillment of the objectives in education under the Development Regime and the National Decentralized Participatory Planning System.

The state at all levels of government and concurrent exercise of management education plan, organizes, optimizes and provides educational services considering technical, educational, technological, cultural, linguistic, compensation and territorial inequities demand criteria. It will define the basic and mandatory requirements for the start of the operation and functioning of quality educational institutions.

It is an objective of the National Education Authority to design and ensure the mandatory application of a national curriculum, both in public institutions, municipal, private and fiscomisionales, at various levels: initial, basic and high school, and modalities: face to face, blended and distance . With regard to cultural and linguistic diversity will be applied in the official languages of the different nationalities of Ecuador. The curriculum will always consider the vision of a plurinational and intercultural state. The curriculum will be complemented according to the cultural specificities and peculiarities typical of the region, province, county or community of the various educational institutions that are part of the national education system.

**CHAPTER THREE. OBLIGATIONS OF STATE AND
NATIONAL AUTHORITY OF EDUCATIONAL TO INTERCULTURAL
EDUCATION BILINGUAL**

Art. 87.- The powers and duties of the undersecretary of the Intercultural Bilingual Education System:

a) Define and formulate public policy of Intercultural Bilingual Education considering the strategies, priorities and needs identified by the Plurinational Intercultural Bilingual Education System (IBES) Council. It also reviewed and

adjusted, if appropriate, the strategic lines of (IBES) the National Development Plan and the National Education Plan;

b) Define and adopt strategies for technical and financial management of Intercultural Bilingual Education System;

c) Propose strategies for assessment and ongoing monitoring of compliance with the public policies of the (IBES);

d) Participate in the processes of diagnosis, planning, organization, management, implementation, monitoring, evaluation and reform plans, programs and projects, curriculum, human talent, budgets, procedures, quality standards, EDUCATIONAL LEGAL FRAMEWORK 100 scientific research, infrastructure development educational materials and technologies of the National Education System in general and the Intercultural Bilingual Education System in particular;

e) Promote, in coordination with the University of Education, the National Institute of Evaluation and the Institute of Languages and Ancestral Knowledge, training and continuous assessment of students and professional communities, indigenous peoples and nationalities with intercultural and multinational approach through learning the ancient languages in philosophical, scientific, technological and artistic; Y,

f) Other than the Act and the regulations determine.

CODE OF CHILDREN AND ADOLESCENTS

Chapter III

RIGHTS RELATED TO DEVELOPMENT

Art. 48.- Right to recreation and relaxation.

Children and adolescents have the right to recreation, rest, play, sport and own activities of each evolutionary stage.

It is the duty of the state and the sectional promote and inculcate in children and adolescent's, the practice of traditional games; create and maintain spaces and safe and accessible facilities, programs, and adequate, safe and free public performances for the exercise of this right.

Educational institutions must have sports, recreational, artistic and cultural areas, and allocate sufficient budgetary resources to develop these activities.

The National Council for Childhood and Adolescence dictates regulations on programs and public events, marketing and use of games and computerized, electronic or other programs, in order to ensure that do not affect the overall development of children and adolescents.

CHAPTER III

METHODOLOGY

3.1 Research Design

The methodology is related to the procedures and skills that should apply the what? Why? When? of the investigative phenomenon. Predominant quantitative and qualitative research has been used since the problem is merging, allowing the study of variables to be related to each other, bringing the cause of the facts and name the learned problem.

The scientific method will be accepted since it will be verified by the "Why" of the data collected. Moreover, the scientific procedure that uses determining techniques, classifications, statistical methods, deductive hypothetical method, measurement procedures, etc. Seeking the necessary means to achieve the study problem to be solved.

3.1.1. METHODS

3.1.1.1 Quantitative Method

Quantitative method refers to the systematic research of social phenomena through statistical, mathematical or numerical data or other techniques this method was applied for this research project in order to collect data related to the application of Recreational Strategies to Strengthen the Listening skill in Second Grade Students at Centro de Educación Básica Teodoro Wolf

3.1.1.2 Qualitative Method

Within this research project the qualitative method was used to gather information about Recreational Strategies to Strengthen the Listening skill in Second Grade Students, the researcher interviewed specialists, the principal, teachers and students at Centro de Educación Básica Teodoro Wolf.

3.1.1.3 Inductive-deductive Method

In this case both inductive and deductive methods were used. Deductive method was applied to collect necessary information of the population (specialists, the principal, English teachers and students) who are part of this project work.

On the other hand, the inductive method was utilized to collect data through small observations to make assumptions about the independent study of second grade students while they learning the English language.

3.1.1.4 Scientific Method

This method allowed to show improvement about the independent study of second grade students, recreational strategies to strengthen the listening skill in second grade students

3.1.1.5 Observation Method

This method should help find the detailed information about the causes and effects of the problem related to the use of recreational strategies to strengthen the listening skill in second grade students

3.1.2 Level of Type of Research

The type of research which included this project research is the following:

Field Research

In order to carry out this research was necessary to investigate the reality of the institutions, since the researcher needed to know the requirements of the educative public institution for its students to learn the English language.

Thus, it was applied in the context of second grade students because they are the main population in this research.

Bibliographic research

The bibliographic research aims to know, deepen and deduce different approaches, theories, conceptualizations and criteria of several authors that provide the knowledge of the research, in a systematic way, through a broad search of: information, knowledge and techniques on a certain question. (Labastia, 2014)

Applied Research

This research is characterized since it seeks the application or use of acquired knowledge and results, in a rigorous, organized and systematized way to know the reality. (Vargas, 2009).

The applied research instruments were used to show concrete data framed in the problem that the second grade students of Unidad Educativa Teodoro Wolf have.

3.2 POPULATION AND SAMPLE

The population who took part of this research project is the following chart:

Chart N° 1: Population

N°	DESCRIPTION	QUANTITY	%
01	Principal of Unidad Educativa “Teodoro Wolf”	1	2
02	English Teachers of Unidad Educativa “Teodoro Wolf”	4	9
03	Second grade students of Unidad Educativa “Teodoro Wolf”	30	67
04	Parents	10	22
Total		33	100

Source: Unidad Educativa “Teodoro Wolf”

Author: Paulina Gellibert Villao

3.3 DATA COLLECTION

3.3.1 TECHNIQUES

The techniques are: Survey, interviews and observation guides to have evidence of the process of listening activities in English classes at Teodoro Wolf school.

Considering the objectives of the research, the present work used documentary and field techniques.

3.3.2 Observation

It is considered as that instrument that facilitates to obtain information for the development of the investigation through observation could have a judgment of value for the solution of the problem.

3.3.1.3 Interview

It was used to obtain oral information directly to the interviewers and at the time taking suggestions, opinions and advices from the interviewers in order to apply recreational strategies in the classroom correctly

3.3.2 INSTRUMENT

3.3.2.1 Camera, video - camera

This instrument can be used to capture research images and videos in order to reproduce them later and have evidence of the implementation of the recreational strategies to strengthen the listening skill in second grade students at Unidad Educativa “Teodoro Wolf”

3.3.2.2 Notebook

This tool is used to take note of the different activities being developed throughout this research.

3.3.2.3 Survey

This is a main technique to gather information from students of second grade at Centro de Educacion “Teodoro Wolf” who will be benefit from this research. Furthermore, this technique supports to determinate students perception of how they evolved in the activities and the states of the rapport with the teacher.

3.3.3 DATA COLLECTION PLAN

The data collection plan was made according to the surveys and interviews, mathematical calculations and statistical graphs were made of research in order to present this research project

Chart N° 2: Data Collection plan

PREGUNTAS BÁSICAS	EXPLICACIÓN
What for?	To develop recreational strategies to strengths the listening skill
From which People or object?	Second grade students at Unidad Educativa “Teodoro Wolf”
About what aspects?	Listening skill
Who?	Laura Paulina Gellibert Villao
To whom?	Principal, specialists, English teachers, and second grade students of Unidad Educativa “Teodoro Wolf”
When?	2016 – 2017
Where?	at Unidad Educativa “Teodoro Wolf”
How many times?	Once a month during the school year 2016-2017
What data collection techniques?	Surveys, interviews and observation
With what?	Smartphone, Camera, laptop, Questionnaires and notebook

Source: Unidad Educativa “Teodoro Wolf”

Author: Paulina Gellibert Villao

3.3.4 DATA PROCESSING PLAN

Chart N° 3: Data processing plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The deficiency of the listening skill was determined through surveys and interviews directed to specialists, principal at Unidad Educativa “Teodoro Wolf”, the implementation of recreational strategies to strengths the listening skills in second basic grade students was justified.</p>	<p>Once the problem was discovered the investigator started looking for related information at: Books, articles, internet, among others. Besides interviews with specialists, the principal and English teachers of Unidad Educativa “Teodoro Wolf”</p>	<p>Once the problem was confirmed in the Unidad Educativa “Teodoro Wolf”, surveys and interview were made (survey for students and interviews for Principal, Directors and specialists), were analyzed in order to develop a proposal to solve the stated problem.</p>	<p>Using all the collected Data that proved The deficiency of the listening skill in second basic grade students at Unidad Educativa “Teodoro Wolf”, it was important to involve the principal and teachers in general in the incoming process in order to strengths the listening skills in second basic grade students</p>	<p>Implementing recreational strategies in second basic grade students at Unidad Educativa “Teodoro Wolf” “will strengths the listening skills.</p>

Source: Unidad Educativa “Teodoro Wolf”

Author: Paulina Gellibert Villao

3.4 DATA ANALYSIS

3.4.1 Analysis of the Interview Directed to the Principal

Question 1: what is your criteria, about the implementation of recreational strategies in the classroom?

The principal believes that recreation strategies are very important because teachers should be prepared to use new strategies, being an important tool in the teaching process, because students are going to be enthusiastic about learning better, either with creative, flashy materials or with the new technologies, which serve as a support so that the teacher can orient and give a different class, so that the students will capture much better and motivate themselves in their learning.

Question 2: Do you know what recreation strategies are?

In recreation, it is a very innovative resource because the student learns and captures learning better, encouraging them to develop their intellect in every activity they perform and teachers are the main actors of researching new methods in order to make learners to learn in different ways knowledge to achieve meaningful learning.

Question 3: Do you agree that the teacher staff in your institution should apply diverse recreational strategies of learning in the different subjects areas?

Strongly agree, because the Recreational Strategies is a motivating resource and learning is better captured, if this means is used in each area of study, the teacher should take into account the game as a pedagogical resource in their class plan, For example if you have a student with a special disability, you must design a different methodology, they act differently and learn quickly, especially if the game is applied, because without motivation they get tire and therefore it would affect in their Learning and development.

Question 4: What is your criteria, if the institution has a guide of recreational strategies for the application in the classroom to strengthen the listening skill that would be implemented within the educational institution?

It is a process to guide and to contribute a lot so that the teacher can support and has a better understanding that orientate him or her to give better classes in the institution but with respect to the issue raised, so it is important to use a manual that contains new motivating strategies, more than anything for the educator to know what resources to use.

Question 5: As a representative of this educational institution, could you promote the training and application of recreational strategies to strengthen the listening skills in the English language?

Of course, since it could help students to increase their level of knowledge in the English language.

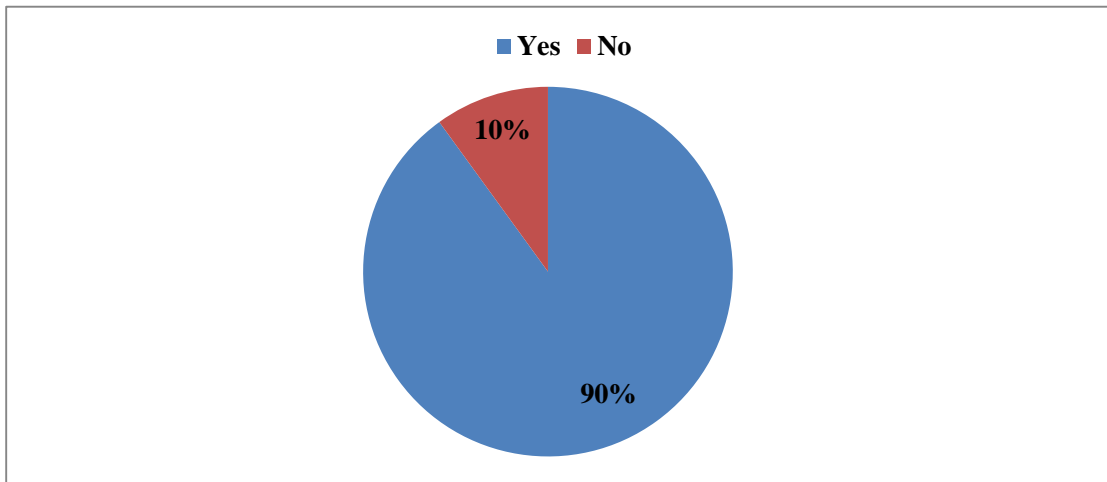
3.4.2 Survey Directed to parents

Question 1: Do you think that recreational strategies are important during the Teaching-Learning process ?

Chart N° 4: Results of Question 1

N°	ALTERNATIVES	FRECUENCY	PORCENTAGE
1	Yes	9	90%
	No	1	10%
	Total	10	100%

Graph N° 1: Results of Question 1



Source: Unidad Educativa “Teodoro Wolf”

Author: Paulina Gellibert Villao

Interpretation:

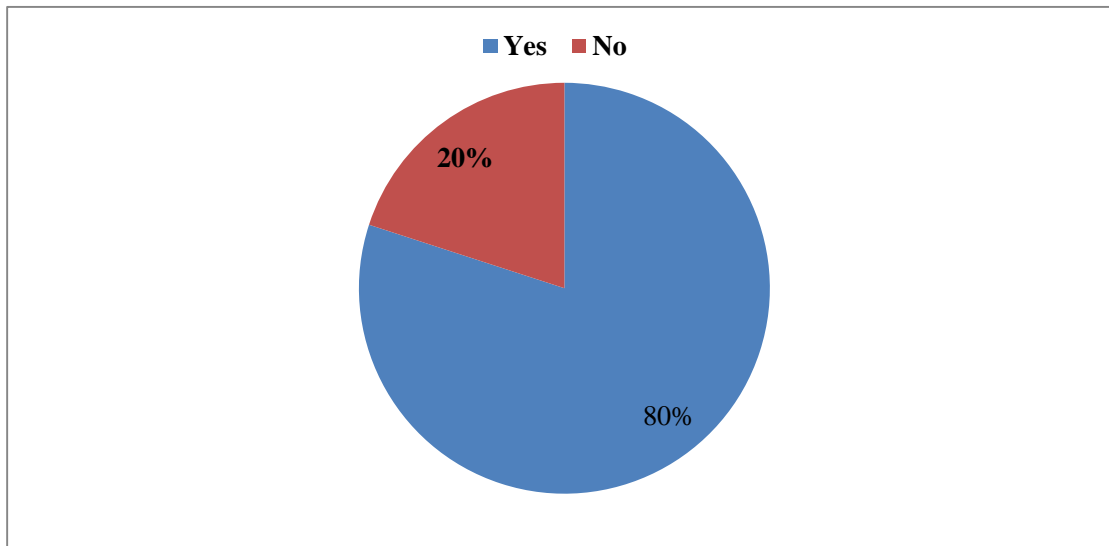
90% of parents concluded that recreational strategies are important in the teaching learning process. While only 10% of students said NO. it means just one parent say that they are not important.

Question 2: Do you consider that the number of activities practicing the listening skill hours dedicated to the English language learning are enough?

Chart N° 5: Results of Question 2

N°	ALTERNATIVES	FRECUENCY	PERCENTAGE
2	Yes	8	80%
	No	2	20%
	Total	10	100

Graph N° 2: Results of question 2



Source: Unidad Educativa “Teodoro Wolf”
Author: Paulina Gellibert Villao

Interpretation:

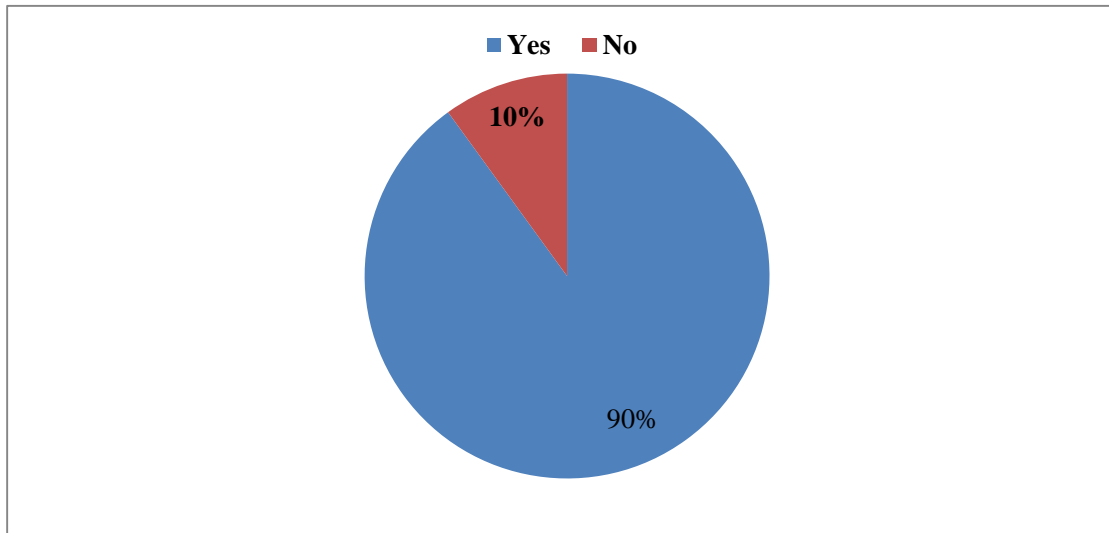
80% of parents mentioned that the number of activities practicing the listening skill hours dedicated to the English language learning are enough. While only 20% it that they are not enough.

Question 3: Do you consider that along the Teaching- Learning process of the English language in meaning grade your child has been developed the listening skill satisfactorily?

Chart N° 6: Results of Question 3

N°	ALTERNATIVES	FRECUENCY	PERCENTAGE
3	Yes	9	90%
	No	1	10%
	Total	10	100

Graph N° 3: Results of question 3



Source: Unidad Educativa “Teodoro Wolf”

Author: Paulina Gellibert Villao

Interpretation:

90% of parents mentioned that children have developed the listening skill satisfactorily.

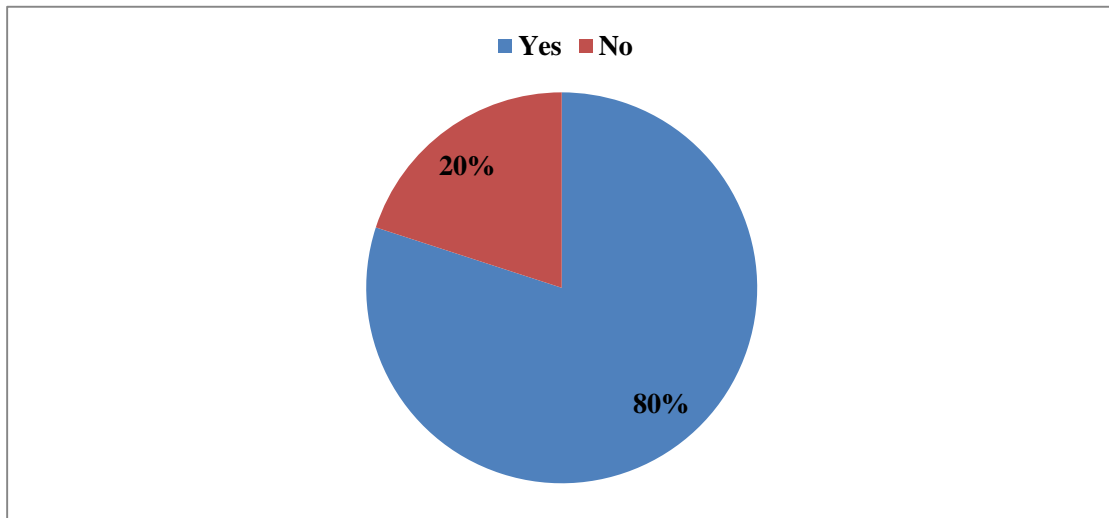
While only 10% just one parent said that students are not developing the listening skill satisfactorily.

Question 4: Do you think that the use of recreational strategies will help to strengths the listening skill in students?

Chart N° 7: Results of Question 4

N°	ALTERNATIVES	FRECUENCY	PORCENTAGE
4	Yes	8	80%
	No	2	20%
	Total	10	100%

Graph N° 4: Results of Question 4



Source: Unidad Educativa “Teodoro Wolf”

Author: Paulina Gellibert Villao

Interpretation:

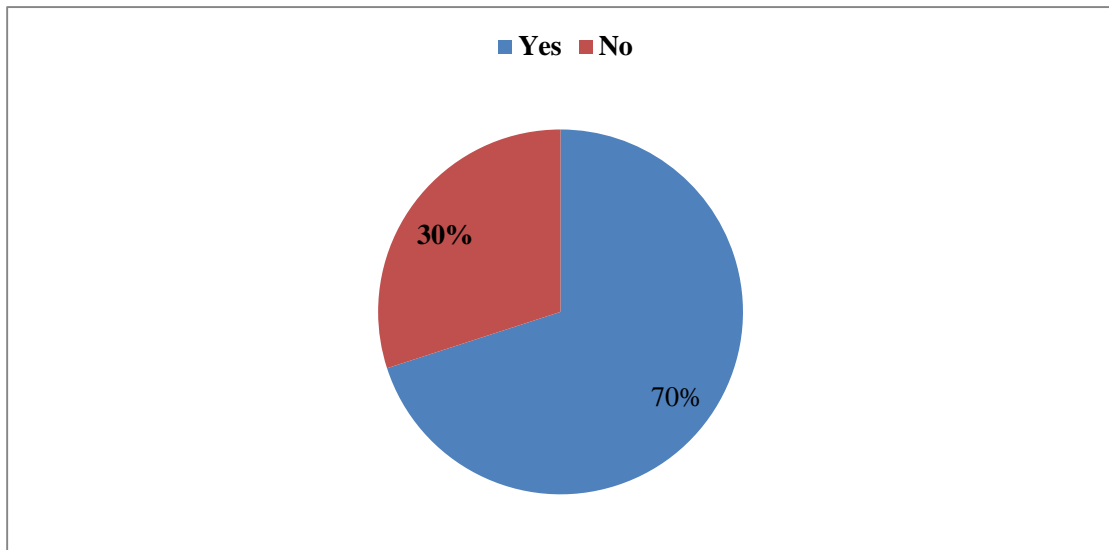
80% of parents mentioned that the use of recreational strategies will help to strengths the listening skill in students. While only 20% it said NO that just two parents say that it can not be able to help students to strengthen the listening skill.

Question 5: Do you know recreational strategies?

Chart N° 8: Results of Question 5

N°	ALTERNATIVES	FRECUENCY	PORCENTAGE
5	Yes	7	70%
	No	3	30%
	Total	10	100%

Graph N° 5: Results of Question 5



Source: Unidad Educativa “Teodoro Wolf”

Author: Paulina Gellibert Villao

Interpretation:

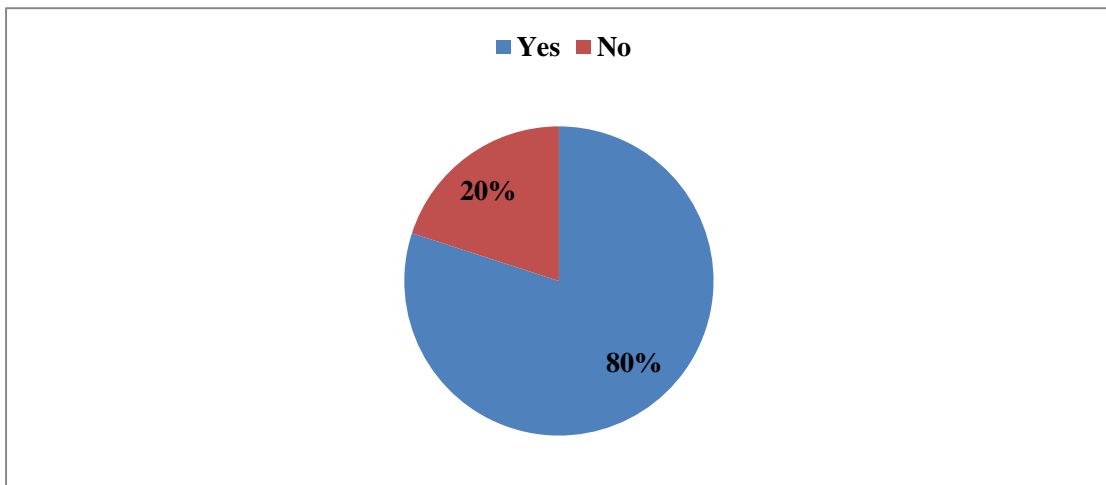
70% of parents mentioned that they know recreational strategies. While only the 30% said not. That just three parents say that they do not know recreational strategies.

Question 6: Do you considered that recreational strategies could help to strengths the listening skill in students?

Chart N° 9: Results of Question 6

N°	ALTERNATIVES	FRECUENCY	PORCENTAGE
6	Yes	8	80%
	No	2	20%
	Total	10	100%

Graph N° 6: Results of Question 6



Source: Unidad Educativa “Teodoro Wolf”

Author: Paulina Gellibert Villao

Interpretation:

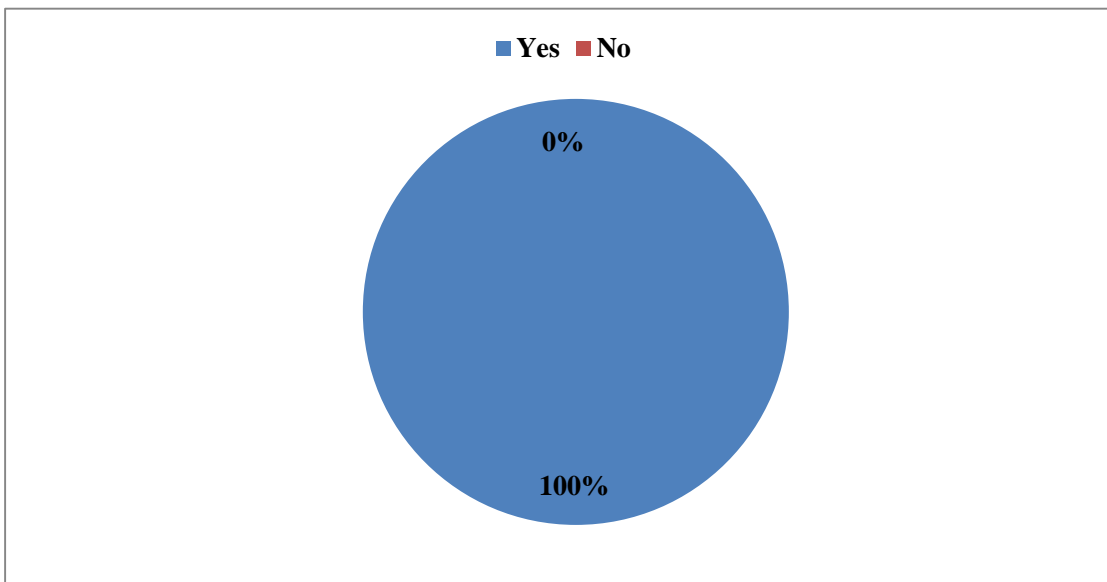
80% of parents considered that recreational strategies could help to strengths the listening skill in students. While only 20% said No.

Question 7: Do you consider that Unidad Educativa “Teodoro Wolf” should implement in English classes recreational strategies?

Chart N° 10: Results of Question 7

N°	ALTERNATIVES	FRECUENCY	PORCENTAGE
7	Yes	10	100%
	No	0	0%
	Total	10	100%

Graph N° 7: Results of Question 7



Source: Unidad Educativa “Teodoro Wolf”

Author: Paulina Gellibert Villao

Interpretation:

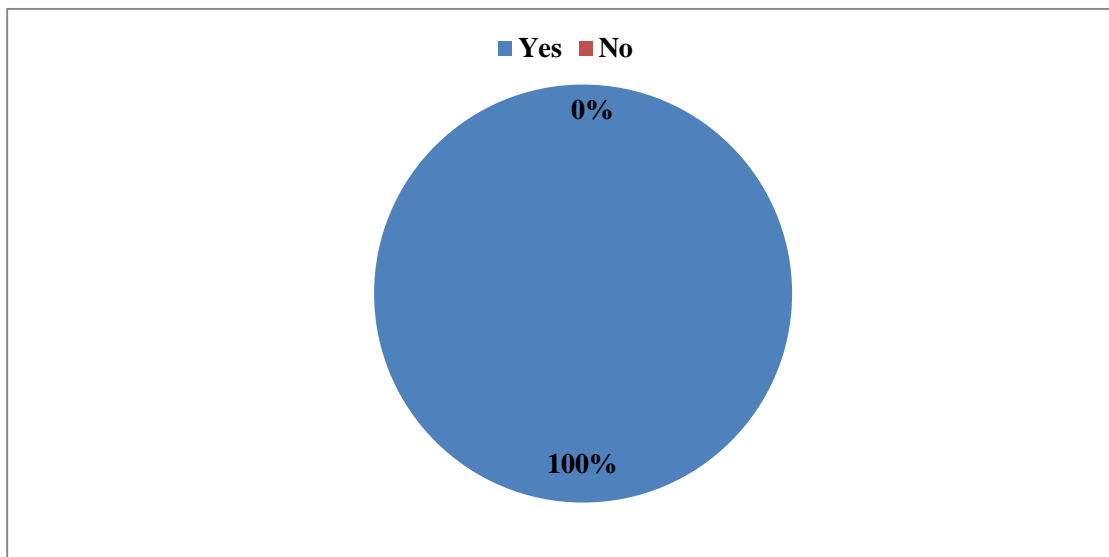
100% of parents considered that Unidad Educativa “Teodoro Wolf” should implement in English classes recreational strategies. It means none of the parents say not.

Question 8: Would you like to participate in listening activities using recreational strategies?

Chart N° 11: Results of Question 8

N°	ALTERNATIVES	FRECUENCY	PORCENTAGE
8	Yes	10	100%
	No	0	0%
	Total	10	100%

Graph N° 8: Results of Question 8



Source: Unidad Educativa “Teodoro Wolf”

Author: Paulina Gellibert Villao

Interpretation:

100% of parents wanted to participate in listening activities using recreational strategies. It means none of the parents said NO.

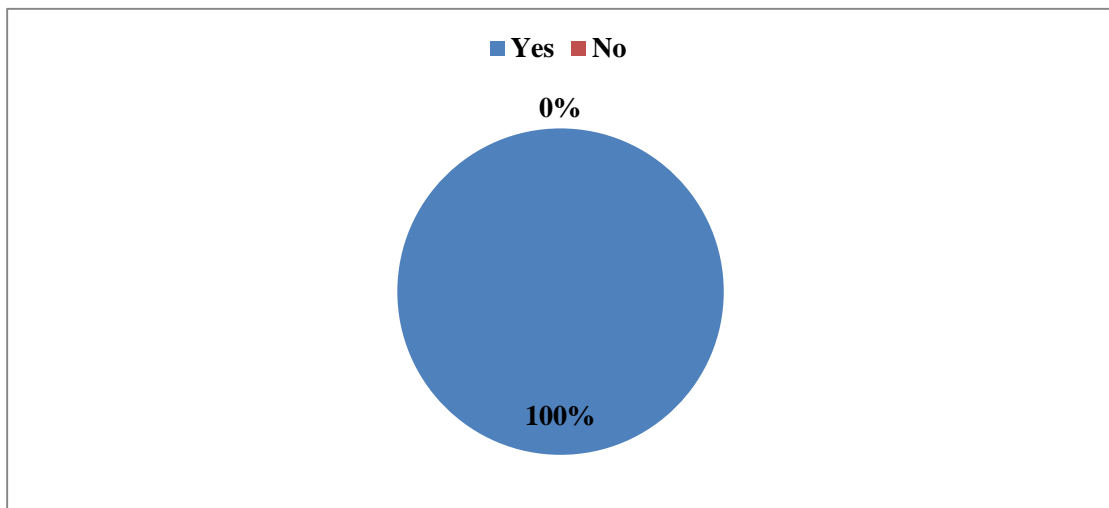
3.4.3 Survey Directed to English Teachers

Question 1: Do you think that recreational strategies is important during the Teaching-Learning process?

Chart N° 12: Results of Question 1

N°	ALTERNATIVES	FRECUENCY	PERCENTAGE
1	Yes	4	100%
	No	0	0%
	Total	4	100

Graph N° 9: Results of question 1



Source: Unidad Educativa “Teodoro Wolf”

Author: Paulina Gellibert Villao

Interpretation:

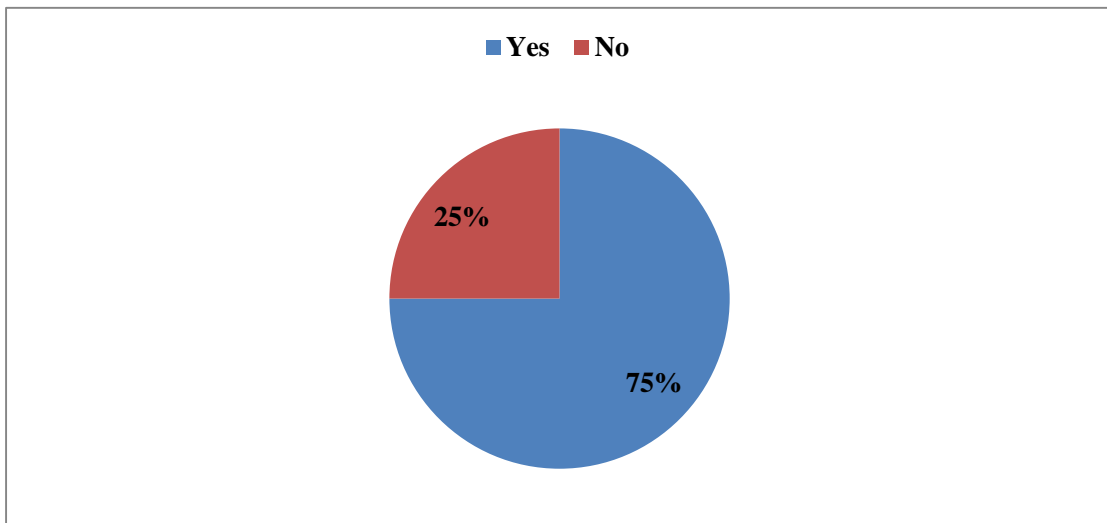
100% of the English teachers concluded that recreational strategies are important in the teaching learning process. 0% It means no one said NO.

Question 2: Do you consider that the number of activities practicing the listening skill hours dedicated to the English language learning are enough?

Chart N° 13: Results of question 2

N°	ALTERNATIVES	FRECUENCY	PERCENTAGE
2	Yes	3	75%
	No	1	25%
	Total	4	100%

Graph N° 10: Results of question 2



Source: Unidad Educativa “Teodoro Wolf”

Author: Paulina Gellibert Villao

Interpretation:

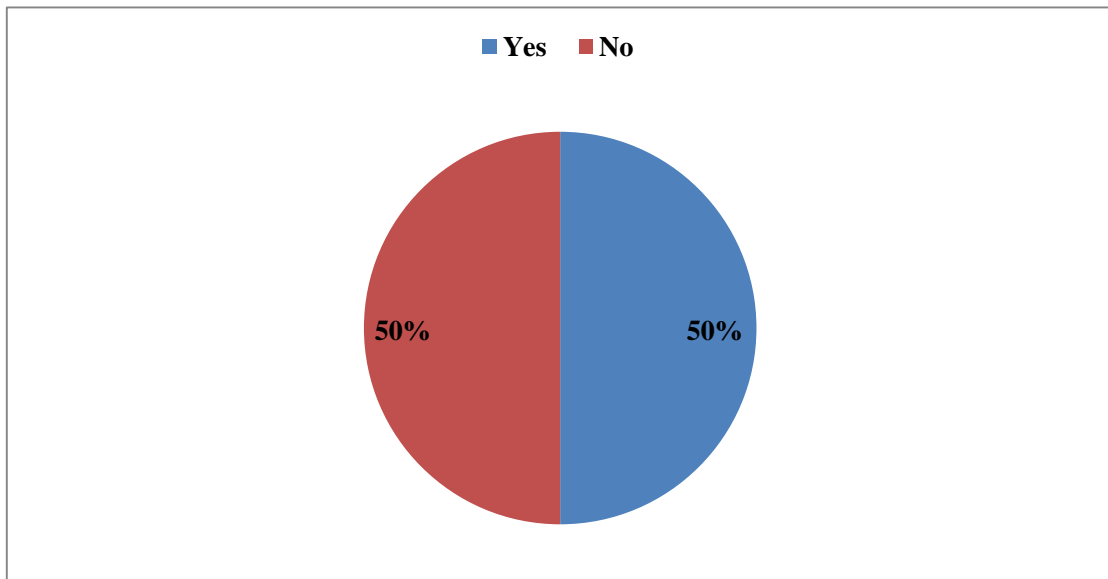
75% of the English teachers mentioned that the number of activities practicing the listening skill hours dedicated to the English language learning are enough. While only 25% just one English teachers said NO.

Question 3: Do you believe that students are developing the listening skill satisfactorily?

Chart N° 14: Results of question 3

N°	ALTERNATIVES	FRECUENCY	PERCENTAGE
3	Yes	2	50%
	No	2	50%
	Total	4	100%

Graph N° 11: Results of question 3



Source: Unidad Educativa “Teodoro Wolf”

Author: Paulina Gellibert Villao

Interpretation:

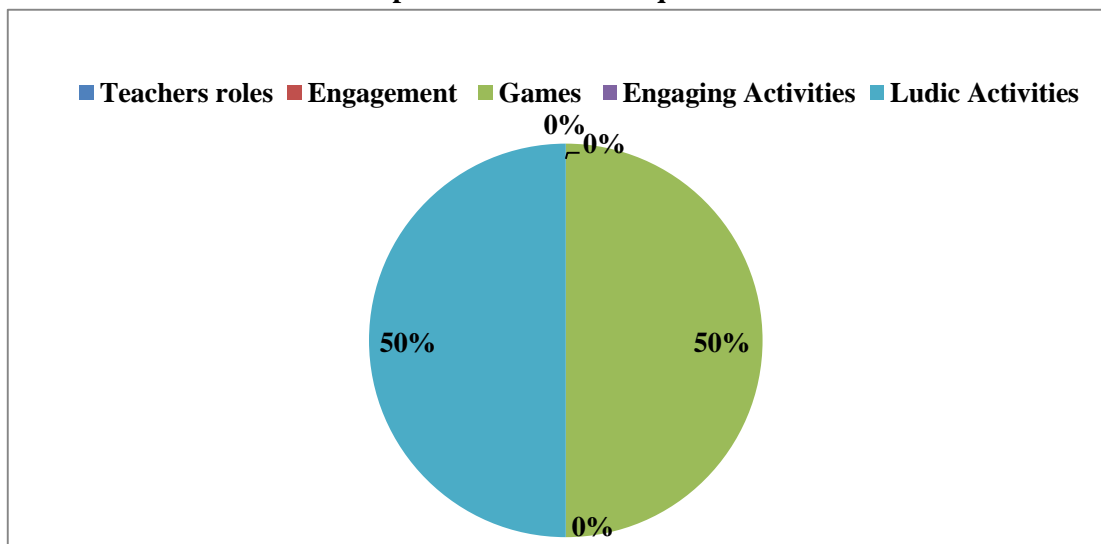
50% of the English teachers believe that students are developing the listening skill satisfactorily. While the 50% just two English teachers said that students are not developing the listening skill satisfactorily.

Question 4: Which one of the following recreational strategies do you the most to strengths the listening skill in students?

Chart N° 15: Results of question 4

N°	ALTERNATIVES	FRECUENCY	PERCENTAGE
4	Teachers roles	0	0%
	Games	2	50%
	Engaging Activities	0	0%
	Ludic Activities	2	50%
	Total	4	100%

Graph N° 12: Results of question 4



Source: Unidad Educativa “Teodoro Wolf”

Author: Paulina Gellibert Villao

Interpretation:

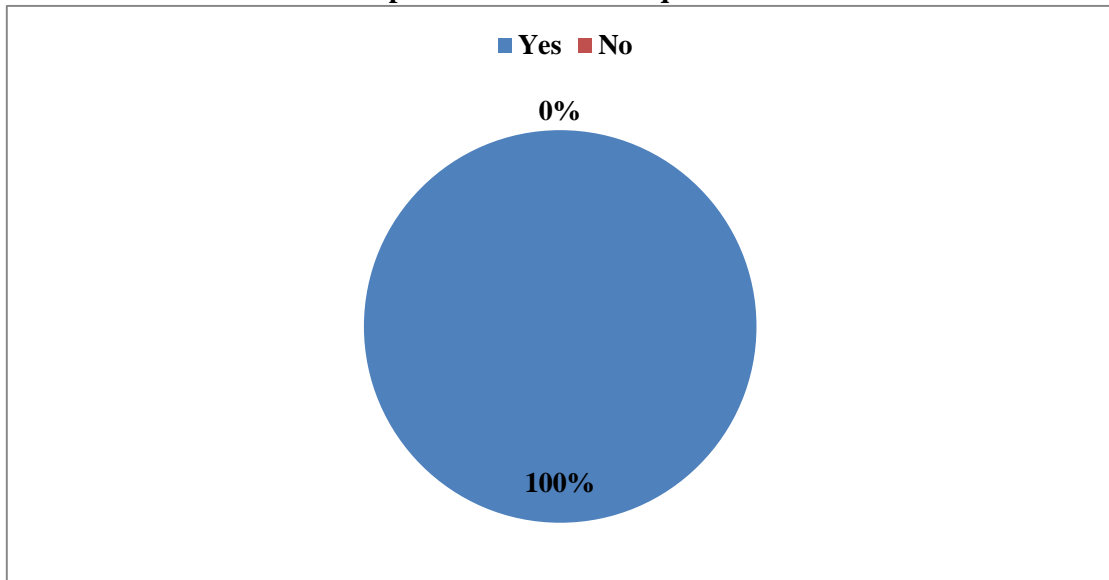
100% of the English teachers mentioned that the use of recreational strategies will help to strengthen the listening skill in students. While only the 0% it means no one of the English teacher said not

Question 5: Do you know recreational strategies?

Chart N° 16: Results of question 5

N°	ALTERNATIVES	FRECUENCY	PERCENTAGE
5	Yes	4	100%
	No	0	0%
	Total	4	100

Graph N° 13: Results of question 5



Source: Unidad Educativa “Teodoro Wolf”

Author: Paulina Gellibert Villao

Interpretation:

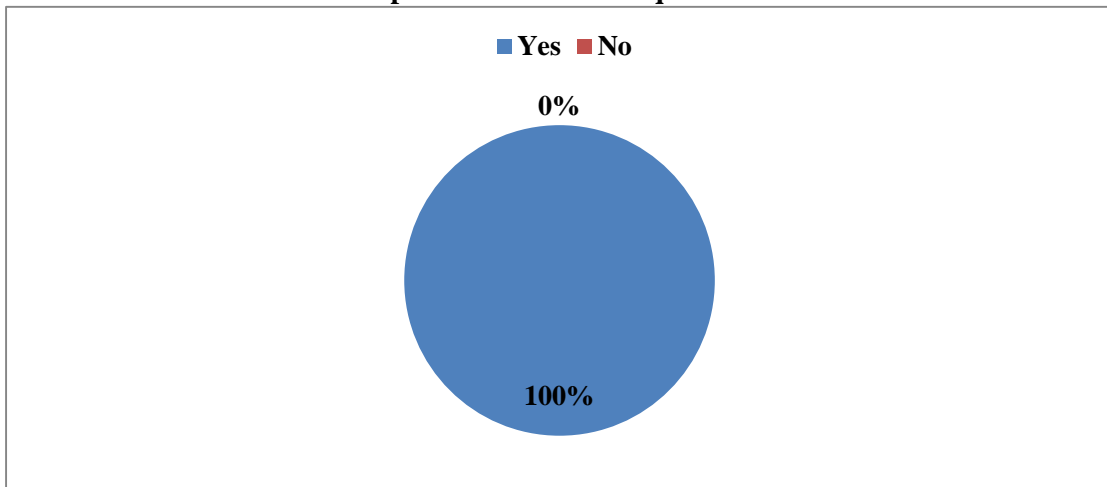
100% of the English teachers mentioned that they know recreational strategies. It means no one of the English teachers say that they do not know recreational strategies.

Question 6: Do you considered that recreational strategies could help to strengths the listening skill in students?

Chart N° 17: Results of Question 6

N°	ALTERNATIVES	FRECUENCY	PORCENTAGE
6	Yes	4	100%
	No	0	0%
	Total	4	100%

Graph N° 14: Results of question 6



Source: Unidad Educativa “Teodoro Wolf”

Author: Paulina Gellibert Villao

Interpretation:

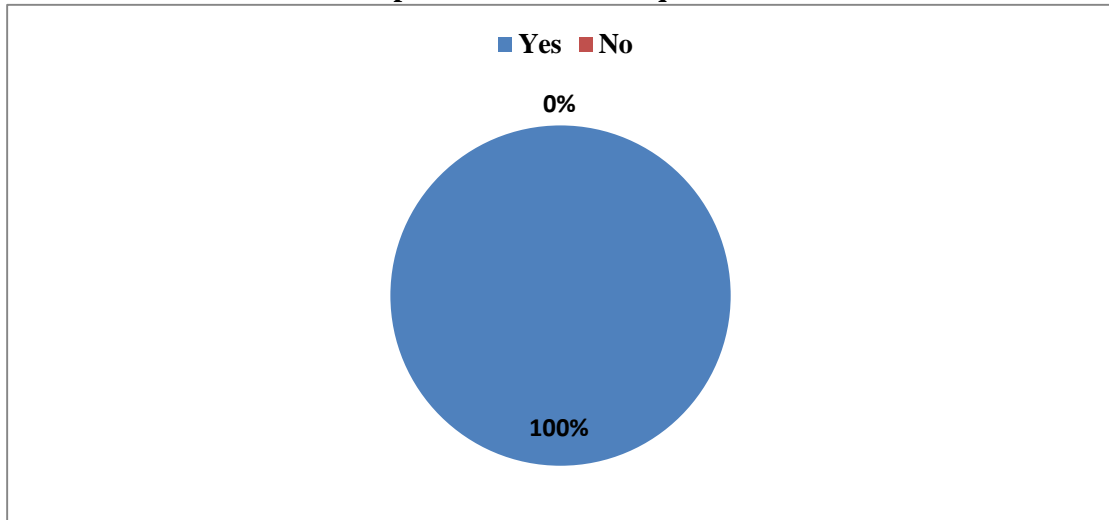
100% of the English teachers considered that recreational strategies could help to strengthen the listening skill in students. It means no one of English teachers said no.

Question 7: Do you consider that Unidad Educativa “Teodoro Wolf” should implement recreational strategies in English classes ?

Chart N° 18: Results of Question 7

N°	ALTERNATIVES	FRECUENCY	PORCENTAGE
7	Yes	4	100%
	No	0	0%
	Total	4	100%

Graph N° 15: Results of question 7



Source: Unidad Educativa “Teodoro Wolf”

Author: Paulina Gellibert Villao

Interpretation:

100% of the English teachers considered that Unidad Educativa “Teodoro Wolf” should implement in English classes recreational strategies.

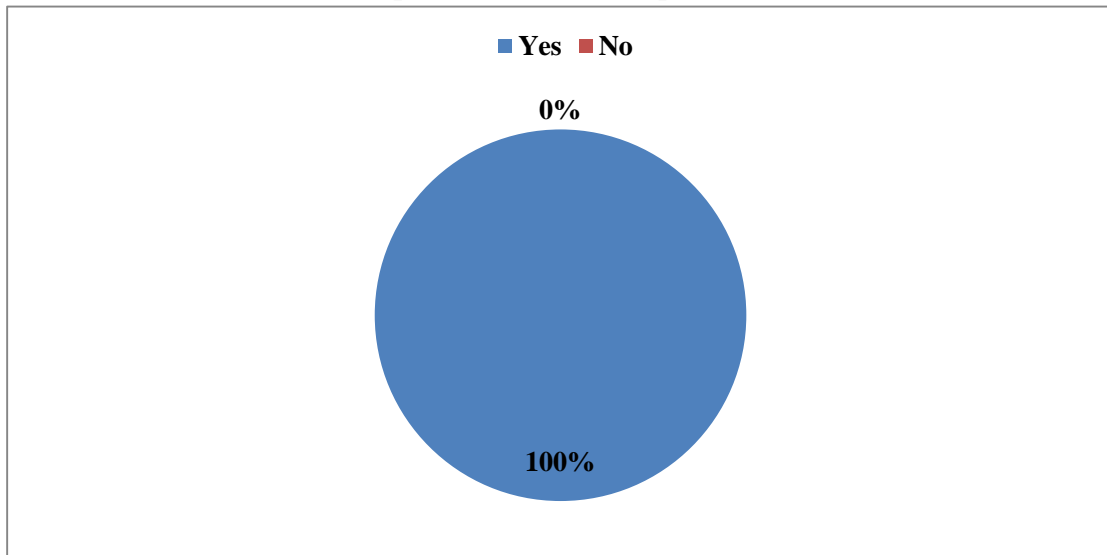
It means none of the English teachers said NO.

Question 8: Would you support the implementation of recreational strategies at Unidad Educativa “Teodoro Wolf”?

Chart N° 19: Results of Question 8

N°	ALTERNATIVES	FRECUENCY	PORCENTAGE
8	Yes	4	100%
	No	0	0%
	Total	4	100%

Graph N° 16: Results of question 8



Source: Unidad Educativa “Teodoro Wolf”

Author: Paulina Gellibert Villao

Interpretation:

100% of the English teachers like to support the implementation of recreational strategies at Unidad Educativa “Teodoro Wolf”?. it means none of the English teachers said NO.

3.4.4 Analysis of Results Chart Parents

Chart N° 20: Analysis of Results Chart Parents

N°	QUESTIONS	SI		NO		TOTAL	
		Q	%	Q	%	Q	%
1	Do you think that recreational strategies is important during the Teaching-Learning process ?	9	90	1	10	10	100
2	Do you consider that the number of activities practicing the listening skill hours dedicated to the English language learning are enough?	8	80	2	20	10	100
3	Do you consider that along the Teaching- Learning process of the English language in your grade your child has been developed the listening skill satisfactorily?	9	90	1	10	10	100
4	Do you think that the use of recreational strategies will help to strengths the listening skill in students?	8	80	2	20	10	100
5	Do you know recreational strategies?	7	70	3	30	10	100
6	Do you considered that recreational strategies could help to strengths the listening skill in students?	8	80	2	20	10	100
7	Do you consider that Unidad Educativa “Teodoro Wolf” should recreational strategies implement in English classes?	10	100	0	00	10	100
8	Would you like to participate in listening activities using recreational strategies?	10	000	0	00	10	100

Source: Unidad Educativa “Teodoro Wolf”

Author: Paulina Gellibert Villao

3.4.4.1 Analysis of Results Parents

- Teacher does not promote pleasant classroom environments for learning in classroom so it produces passive, disengagement, and low self-esteem students.
- English class show lack of knowledge about educational games, their importance, application processes, and resources to support the learning.
- Students consider that the application of recreational strategies to strength the listening skill something is missing here
- Students could be a good strategy for motivating to learn the English Language.
- Strategies recreational is very motivate when to apply at the time learning class

3.4.5 Analysis of Results Chart English Teachers

Chart N° 21: Analysis of Results Chart English Teachers

N°	QUESTIONS	SI		NO		TOTAL	
		Q	%	Q	%	Q	%
1	Do you think that recreational strategies is important during the Teaching-Learning process ?	4	100	0	00	4	100
2	Do you consider that the number of activities practicing the listening skill hours dedicated to the English language learning are enough?	3	75	1	25	4	100
3	Do you believe that students are developing the listening skill satisfactorily?	2	50	2	50	4	100
4	Which one of the following recreational strategies do you the most to strengths the listening skill in students?	GAMES AND LUDIC ACTIVITIES				4	100
5	Do you know recreational strategies?	4	100	0	00	4	100
6	Do you considered that recreational strategies could help to strengths the listening skill in students?	4	100	0	00	4	100
7	Do you consider that Unidad Educativa “Teodoro Wolf” should implement in English classes recreational strategies?	4	100	0	00	4	100
8	Would you support the implementation of recreational strategies at Unidad Educativa “Teodoro Wolf”	4	100	0	00	4	100

Source: Unidad Educativa “Teodoro Wolf”

Author: Paulina Gellibert Villao

3.4.5.1 Analysis of Results English Teachers

The results showed that teachers consider that the listening skill is very important during the teaching - learning process of their students should be able to be motivated through the new resources that can catch the English language, but also consider that their students do not spend too many hours practicing the listening skill, which is one of the reasons they have not developed it satisfactorily. In order to solve this problem, believe that the use of recreational strategies could bring a solution

3.5 CONCLUSIONS AND RECOMMENDATIONS

3.5.1 Conclusions

1. It was determined that at Unidad Educativa Teodoro Wolf Teachers not know how to apply the recreational strategies in listening activities.
2. These recreational strategies will support the student to be more participatory in the classroom and be able discover to the language where they can develop their imagination and imitation towards other people.
3. It is necessary to take into account every contributions that each author describes about recreational strategies as brings children in the classroom.

4. It was verified that the teacher does not apply necessary methods for the teaching students to stimulate the student's ability to analyze, this situation is presented because the school has not developed their imaginative and creative capacity of them in classes.

5. It was determined that different strategies are not applied to analyze this problem, is important to consider that the game is a transcendent instrument of learning, the application of these games in education makes possible the psychological and social development, the use of these makes the child becomes the protagonist of his own learning.

3.5.2 Recommendations

1. It is recommended to the teacher to identify what type of recreational strategies can be carried out in the English language when selecting content.

2. Apply recreational strategies to be used in teaching to strengthen listening to the English language.

3. The educator must be innovative and creative to apply didactic strategies that allow the teacher to discover an innovative and integral way to build learning.

4. Design a didactic guide for the application of recreational strategies for second basic grade students at Unidad Educativa “Teodoro Wolf.

CHAPTER IV

THE PROPOSAL

4.1 INFORMATIVE DATA

4.1.1 Name of the Proposal

“RECREATIONAL STRATEGIES TO STRENGTHEN THE LISTENING SKILLS IN SECOND GRADE STUDENTS AT CENTRO DE EDUCACIÓN BÁSICA TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2016 -2017”.

4.2 DESCRIPTION OF PROPOSAL

Due to the incorrect use of the listening skill in its different levels performed by the students Unidad Educativa "Teodoro Wolf", are detected difficulties in the correct use of the listener, originating a deficit in the scholastic performance in the English language, this can be given by the absence of the application of the teaching-learning process

4.2.1 INFORMATION AND LOCATION

The City of Santa Elena, Province of Santa Elena, Ecuador



Illustration 1: Teodoro Wolf School

4.2.2 DESIGN AND DEVELOPMENT OF THE PROPOSAL

With the application of teaching strategies for learners, is providing a contribution to education, because it is indispensable that students are immersed in new educational trends and students.

The techniques for education can strengthen the skills of listening through teachers and people who are engaged in the work of educating, the students have to look every day for ways to reach the students, so they could meet one of the many objectives raised in the Education and teaching quality.

4.3 ACHIEVEMENT AND EXPECTED RESULTS

1.- The integration game "Parts of Body " are invited to join groups of different numbers, pay attention to the instruction given by the teacher to organize groups of 6 people 4 children and 2 Girls.

2. - Reading, analysis and socialization of the story "Little Red Riding Hood", the objective is to identify the respective level of listening and expressive of the students. The teacher read a story.

At the end of the first reading students are asked to ask questions:

How did the story begin?

What is the main character?

What happens to the main character?

How does the story end?

Have you ever felt like the main character, why?

Count of those who remember the story?

How would you change the title of the story, why?

If only a few are involved, they should dramatization them listen carefully.

New questions are included. At this stage the students improved their participation and also analyzed their responses and tone of voice, level of fluency, how to react

to comments from their peers, to analyze the respective levels of listening and expressive students and students interested in English class. There are questions like they did not understand, what to do, did not understand?

The same that will serve to characterize the student.

3. - Recognize and classify the sounds of the environment to determine the levels of assertive and receptive listening of students through the perception and classification of different sounds of the environment through a walk and was organized through the game “the fruits” and that each Student will imitate some sound that he / she perceives, stations are made to stimulate the silent listener in group and to be able to analyze the sounds in a specific point.

The instrument for the classification of the sounds was in a box of fifty rows and six columns, where the student hears the numeral, in the second the target or person who emits the sound, in the third and fourth if the sound is strong or soft respectively, the fifth and sixth whether it was pleasant or unpleasant.

At the end of the walk, in the room, socialized the explored by establishing agreements and disagreements, verify the perceptions.

Then the diagnostic grid is applied to each student where the aspects of active listening, social acceptance and behavior are analyzed.

Receptive listening.- Students identified sounds of the environment and what happens around them, pay attention for 10 to 15 minutes, are composed of a number

of students and must ask questions, retains with speed and agility what they are told to follow two or more instructions in a sequence.

Criteria in which the student scores Yes or No as observed by the student
Listen Expressive.- The student uses in an adequate tone of voice to express himself, speaks slowly and bases, using a suitable rhythm, easy to read aloud, supports consistently.

Social adaptation and behavior.- The student demonstrates ease of adaptation and making friends, accompanied and interacts with peers, does not show isolation, attends attention calls assertively, is motivated to carry out activities.

The results obtained through the systematization of the diagnostic grids presented in the following table.

Level of Successes and Failures by Aspects.

Chart N° 22: Level of successes and failures by aspects.

ASPECTS OF THE SCHOOL	% AVERAGE	N° ESTIMATED	% AVERAGE	N° ESTIMATED
Receptive Listening	16	18	60%	16
Expressive Listening	15	18	56,6%	17
Social Adaptation and Behavior	16	14	50%	15

Source: Unidad Educativa "Teodoro Wolf"

Author: Paulina Gellibert Villao

In terms of percentages the results allow to evindenciate that the aspect that presents more difficulties in the students in Social adaptation and conduct with 50% of mistakes, followed by expressive listening with 56,6% of mistakes.

Chart N° 23: Receptive Listening

Indicators	Identifies sounds of the environment		Identifies sounds for 10 minutes		Interprets different questions correctly		Retains quickly and agile what is said		Follows without complications two or more instructions in a sequence	
	N° students	% Estimated	N° students	% Estimated	N° students	% Estimated	N° students	% Estimated	N° students	% Estimated
Si	20	66,6%	22	73,3%	13	43,3	8	26,6%	16	53,3
No	10	33,3%	8	26,6%	17	56,6	22	73,3%	14	46,6

Source: Unidad Educativa “Teodoro Wolf”

Author: Paulina Gellibert Villao

With respect to expressive listening 14 they students maintain a coherent conversation, that is to say 16 entertain easily and lose the thread of the conversation, 53.3% read aloud, 10 students read but as they make lose the voice tone.

The two indicators that children find with that facility in social adaptation and receptive behavior and listening, because they do not follow the instructions of the teacher easily distracted and therefore complicate the teaching-learning process.

Chart N° 24: Expressive Listening

Indicators	Uses an appropriate tone of voice		Speaks slowly		Ease of reading aloud		Holds a coherent conversation		Talks in logical order	
	N° students	% Estimated	N° students	% Estimated	N° students	% Estimated	N° students	% Estimated	N° students	% Estimated
Si	12	40%	22	73,3%	16	53,3	8	26,6%	11	36,6
No	18	60%	8	26,6%	14	46,6	22	73,3%	19	63,3

Source: Unidad Educativa “Teodoro Wolf”

Author: Paulina Gellibert Villao

Regarding expressive listening, 8 students hold a conversation in a coherent manner, and 16 students become distracted easily and lose the thread of the conversation. In the two indicators in which there are more students with that difficulty mentioned above

Chart N° 25: Social Adaptation and Behavior

Indicators	Uses an appropriate tone of voice		Speaks slowly		Ease of reading aloud		Holds a coherent conversation		Talks in logical order	
	N° students	% Estimated	N° students	% Estimated	N° students	% Estimated	N° students	% Estimated	N° students	% Estimated
Si	12	40%	22	73,3%	16	53,3	8	26,6%	11	36,6
No	18	60%	8	26,6%	14	46,6	22	73,3%	19	63,3

Source: Unidad Educativa "Teodoro Wolf"

Indicators	Demonstrates ease of relating and making friends		Seeks to be accompanied and interacts		Attends calls for attention		Demonstrates motivation and interest in carrying out activities	
	N° students	% Estimated	N° students	% Estimated	N° students	% Estimated	N° students	% Estimated
Si	22	73,3%	18	60%	15	50%	19	63,3
No	8	26,6%	12	40%	15	50%	11	36,6

Author: Paulina Gellibert Villao

DESING AND DEVELOPMENT OF THE PROPOSAL

**“RECREATIONAL STRATEGIES TO STRENGTHEN
LISTEN SKILLS IN NINTH GRADE AT CEB TEODORO
WOLF CANTON SANTA ELENA, PROVINCE OF SANTA
ELENA SCHOOL YEAR 2015-2016”**

Author: Laura Paulina Gellibert Villao

Advisor: MSc. Kleber Loor Zambrano

ENERO 2017

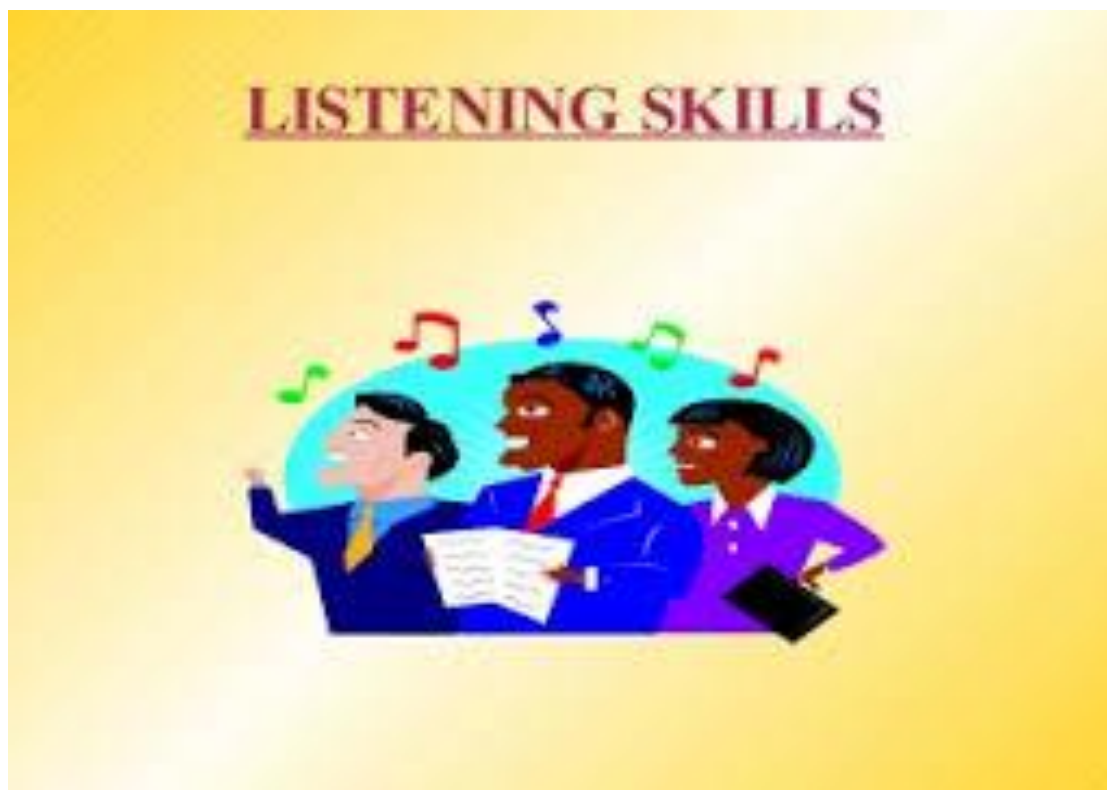


Illustration 2: Main page of the proposal
Source: Internet



Illustration 3: Development of the proposal

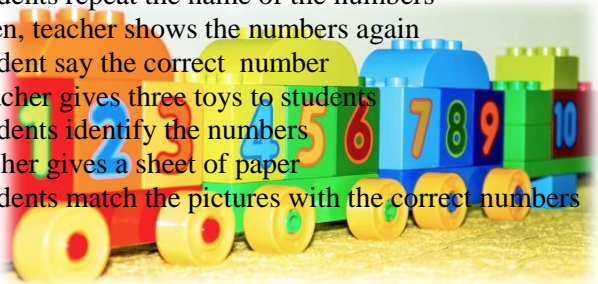


Illustration 4: Exercises of the proposal

ACTIVITY N°1: "ANIMALS"

ACTIVITY N°2	LISTENING SKILLS
ACTIVITY N°1	IMPORTANCE OF LISTENING
OBJECTIVE	Develop the skills of children through the game to teach them how to have respect in teamwork
PROCESS	<p>_ The teacher should assign names of fruits to each child for example a child will be apple, banana, pear and so on. The child will be asked to be placed with his back to the wall and teacher will have to guess the name of the fruit that she/he is talking about. Also the teacher continues to do the same game and describing. The teacher gives a reward to students listening listening by students identify the animal.</p> <p>Teacher gives a sheet of paper</p> <p>Students match the pictures with the correct animal</p>
RESOURCES	Wall, flashcards, fruits , students, various materials
TIME	30 minuts
TIME	30 minuts
RESPONSABLE	_ Teachers _ Students
RESPONSABLE	_ Teachers _ Students

ACTIVITY N°2: "FRUITS"

ACTIVITY N°3	LISTENING SKILLS
OBJECTIVE	Promote the interaction and collaboration in the game between children as a part of the development of listening skill
PROCESS	<p>_ Teacher shows the toys tree times and say the numbers Students repeat the name of the numbers Then, teacher shows the numbers again Student say the correct number Teacher gives three toys to students Students identify the numbers Techer gives a sheet of paper Students match the pictures with the correct numbers</p> 
RESOURCES	Flashcards, numbers , students, paper, various materials
TIME	30 minuts
RESPONSABLE	<ul style="list-style-type: none"> _ Teachers _ Students

ACTIVITY N°3: "NUMBERS"

ACTIVITY N°4: "PARTS OF BODY"

ACTIVITY N°5: "FIGURE GEOMETRICS"

ACTIVITY N°5: "COLORS"



Source: Students Analyzing a Legend in English



<p>PROCESS</p>	<p>Students say the correct part of the body. Students repeat the name of the numbers. Then, teacher shows the numbers again. Teacher gives papers with part of the body. Student say the correct number. Teacher gives three toys to students. Students make a person with the part of the body. Students identify the numbers.</p>
<p>RESOURCES</p>	<p>Flashcards, Legos, colors , students, paper, various materials</p>
<p>TIME</p>	<p>30 minutes</p>
<p>RESPONSABLE</p>	<p>30 minuts _ Teachers _ Students</p>
<p>RESPONSABLE</p>	<p>_ Teachers _ Students _ Students</p>

Source: Students answering questions about the legend analyzed

ACTIVITY N°7	DRAMATIZATION
OBJECTIVE	To Represent through dramatizations the myths and legends heard in class
PROCESS	Represent through dramatizations the myths and legends heard in class _ Demonstrate understanding of what was heard by representing him bodily _ Understands and follows instructions _ Identifies, assimilates and interprets roles.
RESOURCES	CD of myths and legends, paper, glue, fabrics, magazines, etc.
TIME	30 Minutes
RESPONSABLE	_ Teachers _ Students

ACTIVITY N°7: “WALKING AROUND MY SCHOOL FIELDS“

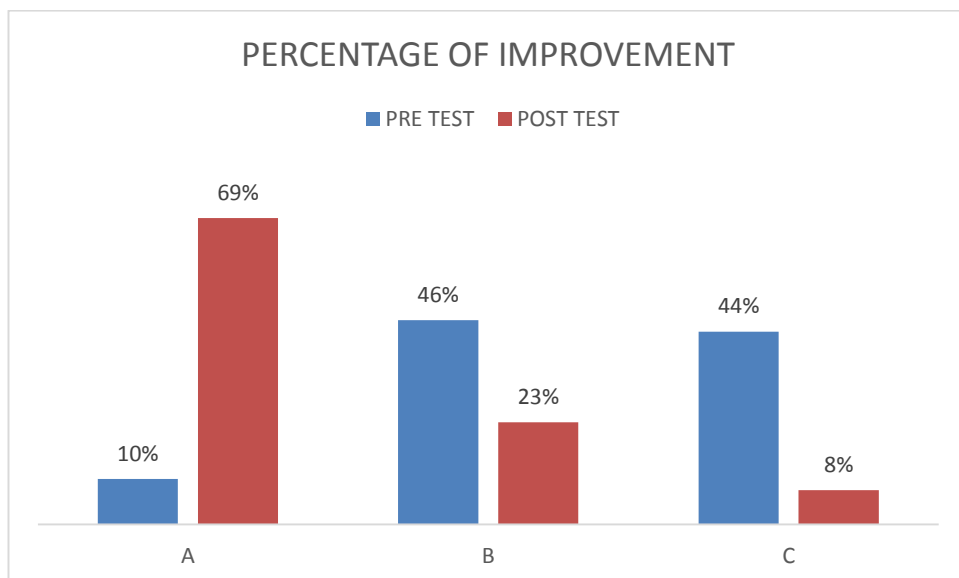
Comparison of the application of the proposal

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
Children didn't pay attention	Children are motivated and pay attention to the class
Children did not recognize words of the vocabulary	Children can recognize words
Children felt bored	Children felt confident and interested
The grade in English subject was B, students do not have good grades in vocabulary	Now after the proposal the average in English subject is A, students improve their vocabulary



Illustration 5: Development of the proposal different activities

Chart N° 26: Percentage of improvement



Source: Teodoro Wolf

In the pretest the grade of the students was B, 46% had B and 44% had C in English language. But with the application of the proposal they have good grades 69% of the grades are A, the 23% of grades are B and few students have C in English in most cases they do not have any help from their parents to do English homeworks.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Engaging activities promote students motivation so are more emotional evolved to perform on activities.

The development of the proposal allowed students to improve the ability to listen through playing activities and allowed the students to express their points of view.

Recommendations

It is extremely important that teachers develop meaningful activities where the student autonomously makes intentional use of listening.

All pedagogical activity must be carried out based on the interests and needs of the students and the community.

The institutions and centers within their curricula should include listening as an aspect to work within the classroom intentionally from the different areas of knowledge.

TIMETABLE

Nº	ACTIVITIES	2015-2016																																							
		AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY				MARCH				APRIL				MAY			
										1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
1.	Socialización with thesis advisor.	X	X																																						
2.	Thesis Desinging.			X	X																																				
3.	Elaboration Chapter I.					X																																			
4.	Chapter I Progress.					X	X	X	X	X																															
5.	Elaboration Chapter II.									X	X	X																													
6.	Field Research at "Institution".											X	X	X	X																										
7.	Survey Implementation.													X	X	X																									
8.	Analysis and interpretation of results															X	X	X																							
9.	Elaboration Chapter III.																	X	X	X																					
10.	Chapter III Progress.																			X	X	X	X																		
11.	Elaboration Chapter IV and V.																				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						
12.	Implementation of activities.																				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						
13.	Review of Thesis draft.																																								
14.	Delivery of final work																																								
15.	Pre defense of thesis																																								
16.	Defense of Thesis at Acadmeic Council																																								
17.	Graduation day.																																								

BUDGED

MATERIAL RESOURCES

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL
Pack of Sheets	3	\$ 9	\$9
Printings	300	\$ 1	\$ 45
Printer Cartridge	3	\$ 150	\$ 50
TOTAL	306	\$157	\$ 103

TECHNOLOGICAL RESOURCES

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL
Flash Memory	1	\$ 10	\$10
Laptop	1	\$ 700	\$ 700
Infocus	1	\$ 300	\$ 300
Tape recorder	1	\$250	\$250
Speakers	1	\$ 20	\$ 20
TOTAL	5	\$1280	\$ 1280

FINANCIAL RESOURCES

DESCRIPTION	UNIT PRICE	TOTAL
Internet service (month)	\$ 40	\$ 80
Transport (month)	\$ 3.00	\$ 100
Others	\$ 4.00	\$ 20

TOTAL	\$7.40	\$ 200
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TOTAL OF MATERIAL RESOURCES	\$ 103
TOTAL OF TECHNOLOGICAL RESOURCES	\$ 1280
TOTAL OF FINANCIAL RESOURCES	\$ 200
TOTAL EXPENSES	\$ 1483

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APPENDIX



Ministerio de Educación

ESCUELA DE EDUCACIÓN BÁSICA "TEODORO WOLF"
Candonga, Santa Elena - Provincia de Santa Elena



REGISTRO DE ASISTENCIA DE LOS REPRESENTANTES QUE ACUDEN A LAS REUNIONES CONVOCADAS POR EL DOCENTE

Institución educativa: Escuela de Educación Básica "Teodoro Wolf" Docente: Msc. Lorena Gualé Alcívar
 Provincia: Santa Elena Cantón: Santa Elena Parroquia: Santa Elena
 Dirección: Av. Francisco Pizarro y 24 de Mayo - Vía a Ballenita
 Jornada: Matutina Grado: Segundo "P" Mes:

Núm.	Nombre del estudiante	Apellidos y nombres del Representante	Observaciones	Firma
1	AQUINO ALEJANDRO PEDRO JAIR			
2	AQUINO LAINEZ EDISON STALYN			
3	BAQUERIZO POZO MAITE JAZMIN			
4	BENAVIDEZ RAMIREZ ADRIAN JOAO			
5	BORBOR MEDINA DARWIN RONALDO			
6	BORBOR REYES ADHY TAHICE			
7	BRIONES YAGUAL GISELLE PAOLA			
8	BUENAÑO SUAREZ ASHLEY MAITE			
9	CARLOS HOLGUIN NATASHA DOMENICA			
10	CATUTO JARAMILLO XAVIER ISMAEL			
11	CRUZ TOMALA PAMELA ANAHI			
12	DOMINGUEZ SUAREZ ANDY DAVID			
13	FLORES LAINEZ KRISTEL ANDREINA			
14	FLORES MENDEZ ODETTTE VALENTINA			
15	GOMEZ COBOS SEBASTIAN GABIEL			
16	GONZABAY CHANCAY BIANCA ODALIS			
17	GONZALEZ MEREJILDO GISELA ELIZABETH			
18	JUMBO ALEJANDRO SCARLETT MAITE			
19	MALAVE RODRIGUEZ ADAMARIS LISSTTE			
20	MOREIRA RODRIGUEZ JANDRY CESAR			
21	ORRALA DOMINGUEZ EMELY GABRIELA			
22	ORRALA YAGUAL YAZU DANIELA			
23	PALMA AQUINO DYLAN JOHAO			
24	PANTZA SUAREZ SANTIAGO EMANUEL			
25	PEÑAFIEL REINTERIA JEREMY MICHAEL			
26	PROAÑO NEIRA ROMINA PAOLA			
27	REYES RICARDO NAIM ALEXANDER			
28	RODRIGUEZ ORDOÑEZ MILENA NOELIA			
29	RODRIGUEZ REYES LESLIE MARISOL			
30	ROSALES DOMINGUEZ SUSAN ELENA			
31	SALINAS AQUINO ADRIANA ESTEFANIA			
32	SALINAS TOMALA MILENA FERNANDA			
33	SALINAS YAGUAL ALINA ROSA			
34	SAONA AQUINO ALLISON ANAHI			
35	SORIANO MEDINA RENATA XIMENA			
36	TOMALA BAQUERIZO ELIZABETH ANAHI			
37	VILLON CARVAJAL ELENA BEATRIZ			
38	VILLON ROSALES DAVID OMAR			
39	YAGUAL MENDEZ NAOMI GERALDINE			

Msc. Lorena Gualé Alcívar
Docente

Representante
de los padres/madres de familia

Mg. Narriman Palacios de Vera
Directora

Oficio Nro. MINEDUC-CZ5-24D01-2016-00872-OF

Santa Elena, 26 de octubre de 2016

Santa Elena, 26 de octubre de 2016

Asunto: SOLICITA AUTORIZACIÓN PARA REALIZAR PLAN DE TITULACIÓN EN UNIDAD EDUCATIVA

Señorita
Laura Paulina Gellibert Villao
Ciudadana
En su Despacho

Acuso recibo oficio No. CLI-UPSE-2016-191-OF, de fecha 13 de octubre del año en curso, firmado por Glenda Pinoargote Parra MAD. En calidad de Directora de la Facultad de Ciencias de la Educación e Idiomas Carrera de Licenciatura en Inglés en la Universidad Estatal Península de Santa Elena; quien solicita permiso para que la Sra. Laura Paulina Gellibert Villao realice investigación en la UE "Teodoro Wolf" de la cabecera cantonal. Dando una respuesta al trámite ingresado a través de la Unidad Distrital de Atención ciudadana, cuyo número de documento responde al 24D01-11225 y considerando lo estipulado en el artículo 27 en concordancia con el 29 Sección Quinta-Educación, de la Constitución de la República del Ecuador, así como también lo citado en el Artículo 350 de la Ley Orgánica de Educación Superior; este despacho AUTORIZA lo petitionado por Glenda Pinoargote Parra MAD., como requisito básico previo a la obtención del título en la mencionada carrera y que corresponde al proyecto: "RECREATIONAL STRATEGIES TO STRENGTHEN THE LISTENING SKILL IN SECOND GRADE CEB TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016-2017".

Particular que comunico para los fines pertinentes.

Atentamente,




Srta. Olga María Cucalon Muñoz
DIRECTORA DISTRITAL DE EDUCACIÓN 24D01 - SANTA ELENA

Referencias:

- MINEDUC-CZ5-24D01-UDAC-2016-3753-E

Anexos:

- 24d01-11225.pdf



La Libertad 20 de Enero 2017.

CERTIFICACIÓN DEL DIRECTOR DE TESIS

EL suscrito Lcdo. KLÉBER W. LOOR ZAMBRANO, MSc. tutor del Trabajo de Titulación de la egresada: **LAURA PAULINA GELLIBERT VILLAO**

CERTIFICA:

Que una vez revisados los convenios de la investigación y desarrollo del Borrador del Informe final del Trabajo de Titulación denominado "RECREATIONAL STRATEGIES TO STRENGTHEN THE LISTENING SKILLS IN SECOND GRADE STUDENTS AT CENTRO DE EDUCACION BÁSICA TEODORO WOLF SANTA ELENA, PROVINCE OF SANTA ELENA SCHOOL YEAR 2016-2017" Estos guardan relación con lo estipulado en la reglamentación prevista por la Universidad, los mismos que cumplen con los parámetros del método de investigación y su proceso; por lo tanto solicito se dé el trámite legal correspondiente.


.....
LCDO. KLÉBER W. LOOR ZAMBRANO. MSc.
DOCENTE TUTOR CLI 2017.

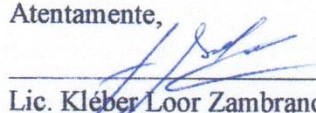
La Libertad, Enero 20 de 2017.

**CERTIFICADO ANTIPLAGIO
001 -TUTOR KWLZ-2017**

En calidad de tutor del trabajo de titulación "RECREATIONAL STRATEGIES TO STRENGTHEN THE LISTENING SKILLS IN SECOND GRADE STUDENTS AT CENTRO DE EDUCACION BÁSICA TEODORO WOLF SANTA ELENA, PROVINCE OF SANTA ELENA SCHOOL YEAR 2016-2017" elaborado por la estudiante **LAURA PAULINA GELLIBERT VILLO**, egresada de la Carrera Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Inglés, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 2 % de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,



Lic. Kléber Loor Zambrano, MSc.
C.I.:0917405235
DOCENTE TUTOR CLI 2017.

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Aplicaciones Header image repr: Nueva pestaña

URKUND

Documento: [CHAPTER 1 STATEMENT OF THE PROBLEM](#) (D1853542)

Iniciado: 2018-12-03 12:13 (-05:00)

Notas: [klor2.uspe@analysis.urkund.com](#)

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Källförteckning **Markeringar**

- Rankning: **Sökig/Frågan**
- Alternativa källor
- Önskvärda källor

CHAPTER 1 THE STATEMENT OF THE PROBLEM

1.1 TITLE: RECREATIONAL STRATEGIES TO STRENGTHEN THE LISTEN SKILLS IN NINTH GRADE CED TECORO WOLF CANTON SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2018-2019

1.1 STATEMENT OF THE PROBLEM In recreational strategies it is a process that takes place in the classroom that contributes to student learning is considered as teaching strategies. In order to improve one of the most common problems in educational institutions where a foreign language is used, even when learning the English language is the development of more frequent instances of listening skills (listening). One of the most common problems in educational institutions where a foreign language is used, even when learning the English language is the development of more frequent instances of listening skills (listening). Listening is fundamental to communication, learning, thinking and experiences capture the world around them. Listening is the obligation to be taught. Listening requires intervention. Listening is an information processing activity. Listening is more than hearing; that will be determined by what we hear and how this can be done more effectively. Listening requires active encouragement of students to select, remember sounds of evolution achieved capture students in the institution "Tecuero Wolf" located in the canton Santa Elena. It was observed that students have problems with the ability to listen, the approach could be used to help students improve their listening skills with various methods will be used in the kinds of skills you can be achieved by learning through music, or the discussion of subjects or people when the student, besides using listening skills enjoy these classes with the strategies of recreation for students is the foundation to learn the English Language. One of the most common problems in educational institutions where a foreign language is used, even when learning the English language is the development of more frequent instances of listening skills (listening). Listening is

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Documento: [CHAPTER 2](#) (D2415486)

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Mediante: [chapter 2](#) [usa.heta.medi@urkund.com](#)

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Källförteckning **Markeringar**

- Rankning: **Sökig/Frågan**
- Alternativa källor
- Önskvärda källor

outside the classroom with huge connection with the instructor and his general education. In an account of taking in a dialect other than maternal collaboration with individuals around and talk that dialect, it is the ideal apparatus for accomplishing that objective. Accentuating between the examination subject and philosophical establishments we could say that there is a relationship very clear since one uses the other in the educating learning process. In addition it tries to beat the traditionalist perspective of the past and give an order answer for the issue. The truth of information is a key character of epistemology to break down and assess the issue, since in all actuality the foundation there is an issue that is learning of both educators and learners, and why not say the alternative community on the grounds that outside English dialect it has been instructed to past techniques for instance, putting into practice what customary strategies where it gets importance its structure, without getting critical while creating the direct learning, inspiration, learning, and not correspondence even that is what is looked to educate the dialect. Sociological establishment supports the open way to deal with build up the abilities of talking and listening in English, since it will have an immediate effect to develop the qualities in understudies, the same that will be extremely helpful when communicating in English. For example with partners For instance, CITATION Men09 (12298) Mens09, 2009) describes that philosophers and psychologists associated the social theory with the educational context in order to discuss the learning that has emphasis on teaching the ability to create strategies due to students can learn and succeed in improving the ability of listening in the educational field in this way, the recreational strategies becomes in fundamental development of the listening skills. 2.1 EDUCATIONAL 2.1.1 Literature Review Through the literature review found some theories made by several authors. According to CITEFON Arg01 p 88 (12298) Arg01, 2010, pag 88) indicates the following: a) The methodology of teaching English by the teacher is out dated. b) The assimilation of knowledge by the students is qualified as a regular. c) Evaluation of knowledge that uses teacher is performed quarterly. d) There is no English fluent conversation between teacher and students. e) The lack of interaction between teacher and students is noted. f) The students have a low level of understanding of English. g) The oral expression of English by the students is very limited. h) The characteristics of teacher English become just because students in school. On the other hand, Arg01 p 88

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Källor/teckning Maskeringar

LOOR ZAMBRANO KLEBER WALTER (loor.zambrano.kleber.walter)

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Mottagare: loor.z.vorse@analystis.arkund.com

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Ränkning Söklag/Filnamn

Alternativa källor

Omvända källor

0 källor

0 maskeringar

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CHAPTER IV

THE PROPOSAL

4.1 INFORMATIVE DATA

4.1.1 Name of the Proposal

42% #1 Alt+Z

RECREATIONAL STRATEGIES TO STRENGTHEN THE LISTENING SKILLS IN SECOND GRADE STUDENTS AT CENTER OF BASIC EDUCATION TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016-2017.

4.2

DESCRIPTION OF PROPOSAL

Due to the incorrect use of the listening skill in its different levels realized by the students Unidad Educativa "Teodoro Wolf" are detected difficulties in the correct use of the listener, originating a deficit in the scholastic performance in the English language, this can be given by the Absence of the application of the teaching-learning process.

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RECREATIONAL STRATEGIES TO STRENGTHEN THE LISTEN SKILLS IN NINTH GRADE CEB TEODORO WOLF CANTON SANTA ELENA, PROVINCE OF SANTA ELENA SCHOOL YEAR 2015-2016

42%

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**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS
SURVEY DIRECTED TO PARENTS**

Dear parents, the following interview will provide important data for the research paper titled “RECREATIONAL STRATEGIES TO STRENGTHEN THE LISTENING SKILLS IN SECOND GRADE STUDENTS AT CENTRO DE EDUCACIÓN BÁSICA TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2016 -2017”. please take the necessary time to answer each question with sincerity and honesty; each of the answer will be used completely for this work. Thanks for your time.

Question 1. Do you think that recreational strategies is important during the Teaching-Learning process ?

Yes

No

Why _____

Question 2. Do you consider that the number of activities practicing the listening skill hours dedicated to the English language learning are enough?

Yes

No

Why _____

Question 3. Do you consider that along the Teaching- Learning process of the English language in your grade your child has been developed the listening skill satisfactorily?

Yes

No

Why _____

Question 4. Do you think that the use of recreational strategies will help to strengths the listening skill in students?

Yes

No

Why _____

Question 5. Do you know recreational strategies?

Yes

No

Why _____

Question 6. Do you considered that recreational strategies could help to strengths the listening skill in students?

Yes

No

Why _____

Question 7. Do you consider that Unidad Educativa “Teodoro Wolf” should implement in English classes recreational strategies?

Yes

No

Why _____

Question 8. Would you like to participate in listening activities using recreational strategies?

Yes

No

Why _____

Thank you for your collaboration



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS
SURVEY DIRECTED TO ENGLISH TEACHER**

Dear English teacher, the following interview will provide important data for the research paper titled “RECREATIONAL STRATEGIES TO STRENGTHEN THE LISTENING SKILLS IN SECOND GRADE STUDENTS AT CENTRO DE EDUCACIÓN BÁSICA TEODORO WOLF, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2016 - 2017”.please take the necessary time to answer each question with sincerity and honesty; each of the answer will be used completely for this work. Thanks for your time.

Question 1. Do you think that recreational strategies is important during the Teaching-Learning process ?

Yes

No

Why_____

Question 2. Do you consider that the number of activities practicing the listening skill hours dedicated to the English language learning are enough?

Yes

No

Why_____

Question 3. Do you believe that students are developing the listening skill satisfactorily?

Yes

No

Why_____

Question 4. Which one of the following recreational strategies do you the most to strengths the listening skill in students?

Teachers roles

Games

Engaging Activities

Ludic Activities

Why_____

Question 5. Do you know recreational strategies?

Yes

No

Why_____

Question 6. Do you considered that recreational strategies could help to strengths the listening skill in students?

Yes

No

Why_____

Question 7. Do you consider that Unidad Educativa “Teodoro Wolf” should implement in English classes recreational strategies?

Yes

No

Why_____

Question 8. Would you support the implementation of recreational strategies at Unidad Educativa “Teodoro Wolf”

Yes

No

Why_____

Thank you for your collaboration



Illustration 6: Interview with principal of Unidad Educativa Teodoro Wolf



STUDENTS DOING RECREATIONAL STRATEGIES

Illustration 7: Exercises in class develop the proposal

