

Development of Listening Skills of the Students of the Course Sixth Grade 1 of

Institución Educativa Técnica Agrícola de San Jacinto Bolívar.

CARLOS ANDRES ORTEGA MONTES.

Lesson Plan One

Lesson Name: Listening Activity “Another Day in Paradise”

Institution: Institucion Educativa Técnica Agrícola

Teacher: Carlos Andrés Ortega Montes

Grade: Sixth grade

Introduction:

This is a communicative class intended to improve listening skills on students and help them to reinforce their vocabulary and practice personal pronouns and the simple present tense, as well as inspire students to discuss about the message of the song and sing it.

Methodology:

For this lesson the chosen methodology will be the Communicative Approach or Communicative Language Teaching.

Materials:

- *classroom white board
- *white board, markers
- * mp3 player
- * video beam
- * Internet

* software (Winamp and MiniLyrics)

Objectives	Communicative: students are able to listen and identify some of the words and structures they listen during the activity. Language: Students will be able to apply vocabulary and use it during the comprehension activity. (written and oral) Learning: Students will be able to recognize sentences and questions in simple present tense and personal pronouns.
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Type of Activity	Description	Timing per activity
Introduction	WARM UP: Video and song “Another Day in Paradise” by Phil Collins (SEE Appendix 1) This is an activity to reinforce the vocabulary about simple present tense and personal pronouns by improving their listening skills. The students watch and listen the song. After listening the song students will take the comprehension activity written and oral working in groups of three or four students. After answering all questions students share the answers with the class and sing a part of the song and dramatize it. PRACTICE: Students watch and listen the song one time, then the teacher repeats the song and pauses it and ask students about it. He can repeat this as many times as he likes. Teacher can also repeat sentences that may be difficult to students This activity can be complemented using Winamp and MiniLyrics, so students can see the lyrics and sing along.	05:00 Minutes 25 Minutes

	CONSOLIDATION: The students are asked to pay attention and listen to the song, then the comprehension activity will take place. FINAL ASSESSMENT: The teacher asks each student a question about the song, different ones from the comprehension activity Example: Do you like pop music? Do you like this song? What do you know About the singer? Song activity (SEE Appendix 2)	30 Minutes
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Appendixes

Appendix 1

<https://www.youtube.com/watch?v=Qt2mbGP6vFI>

Appendix 2

Another Day in Paradise

She calls out to the man on the street
'Sir, can you help me?
It's cold and I've nowhere to sleep,
Is there somewhere you can tell me?'

He walks on, doesn't look back
He **pretends** he can't hear her
Starts to whistle as he crosses the street
Seems embarrassed to be there

Oh think twice, it's another day for you and me in paradise
Oh think twice, 'cause it's just another day for you,
You and me in paradise, think about it



She calls out to the man on the street
He can see she's been **crying**
She's got **blisters** on the soles of her feet
She can't walk but she's trying

ONE BILLION
PEOPLE HAVE
INADEQUATE
SHELTER

Oh think twice, it's another day for you and me in paradise
Oh think twice, 'cause it's just another day for you,
You and me in paradise, think about it



Oh Lord, is there nothing more anybody can do
Oh Lord, there must be something you can say
You can tell from the lines on her face
You can see that she's been there
Probably been moved on from every place
Cause she didn't fit in there

Oh think twice, 'cause another day for you and me in paradise
Oh think twice, it's just another day for you,
You and me in paradise, just think about it, think about it
It's just another day for you and me in paradise
It's just another day for you and me in paradise, just think about it



Comprehension Activity

Please read and answer the following questions.

I. Read the song lyrics and answer the questions.

1. Who do you think is the woman in the song?

2. Is she young?

3. What does she need?

4. What does the man do?

5. What is the message of the song?

II. Look for the meaning of the words below

Blisters: _____

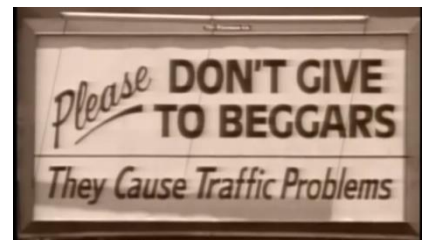
Sir: _____

Pretends: _____

Think twice: _____

III. What is the man's attitude toward the woman?

IV. Look at the sign. Do you agree? Yes _____ No _____ why?



V. If you had the opportunity what would you say to the man?

Lesson Plan Two

Lesson Name: Jeopardy

Institution: Institucion Educativa Tecnica Agricola

Teacher: Carlos Andres Ortega Montes

Grade: Sixth grade

Introduction:

This lesson plan starts by reinforcing the vocabulary about subjects already seen in class. The teacher explains students what they need to know about the activity. If it's possible teacher will show a video about the game. This is a group activity; students will work in small groups.

Methodology:

For this lesson the chosen methodology will be the Communicative Approach or Communicative Language Teaching.

Materials:

*classroom white board

*white board markers * Video beam * Power Point Jeopardy Template		
Objectives	Communicative: students are able to indicate and express the vocabulary learnt about the subjects or topics used in the game. Language: Students will be able to apply vocabulary about all the categories of the game. Learning: Students will be able to listen and answer the questions of every category of the game.	
Type of Activity	Description	Timing per activity
Introduction	WARM UP: Jeopardy Game (SEE Appendix 3) This is an activity to reinforce the vocabulary about topics or subjects seen in class. For this lesson plan the categories are: colors – animals – human body – numbers – jobs and values are: 200-400-600-800-1000 points The students listen to the teacher and answer with the question “What is....? Like the TV show. The teacher says the categories and the values for each one. PRACTICE: Contestants are placed in front of the class, each one of them choose a category and its value, the teacher reads aloud the answer and the first student asks the question. If the question is correct his group takes the points. CONSOLIDATION: The teacher continues with the activity encouraging students to go on and participate actively. Contestants can be replaced in	05:00 Minutes 5:00 Minutes 30 Minutes

	order to give all students the chance to play. FINAL ASSESSMENT: The students can work in small groups and listen the paragraph twice and pronounce the subjects and the values and answer comprehensive questions. Teacher can design jeopardy for daily lessons.	10 Minutes
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Appendixes

Appendix 3

COLORS	ANIMALS	HUMAN BODY	NUMBERS	JOB	FOOD
200	200	200	200	200	200
400	400	400	400	400	400
600	600	600	600	600	600
800	800	800	800	800	800
1000	1000	1000	1000	1000	1000



Lesson Plan Three

Lesson Name: What is the weather like?

Institution: Institucion Educativa Tecnica Agricola

Teacher: Carlos Andres Ortega Montes.

Grade: Sixth Grade

Introduction: The use of daily conversations in English teaching is a very practical tool in order the students have a real contact with English language because they the chance to listen to native and non-native speakers and get accustomed to the pronunciation and understand more clearly when listening. For this lesson plan they will listen a dialogue about weather conditions.

Methodology:

For this lesson the chosen methodology will be the Communicative Approach or Communicative Language Teaching.

Materials: *white board markers * Video beam *Audio scripts *Audio Conversations mp3 *Comprehension Activity worksheet	
Objectives	Communicative: students are able to understand some basic expressions in the conversation. Language: Students will be able to identify words and structures. Learning: Students will be able to recognize vocabulary related to weather conditions.

Type of Activity	Description	Timing per activity
Introduction	WARM UP: Audio with weather conditions conversation. (SEE Appendix 4) This is an activity to get the students accustomed to listen to English conversations in order they can improve their listening skills and be able to understand expressions spoken by a native and non-native speaker. PRACTICE: After listening to the audio, the teacher plays again the audio and students try to identify some words and expression and write them in their notebooks. After that the teacher gives students the comprehension activity. The teacher can play the audio as many times students request.	20 Minutes 30 Minutes 20 Minutes

	CONSOLIDATION: The students listen and complete the comprehension activity FINAL ASSESSMENT: every student is asked to share with the class the missing words of the comprehension activity worksheet.	40 Minutes
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Appendixes

Appendix 4

Lesson plan Three - What's the weather like?

Scripts

Listening Practice 1

Mom: Justin, take an umbrella with you.

Justin: Why? It's sunny.

Mom: I just watched the weather forecast. It's going to rain later.

Justin: Oh, really? That's terrible. I wanted to play baseball with my friends.

Mom: Sorry, Justin. Oh! It might be getting colder this afternoon, so don't forget to take your jacket too.

Justin: Alright, I won't. Thanks, Mom.

Listening Practice 2

1. It's hot and sunny in Singapore today, so don't forget your sunglasses.

- 2 In Tokyo, there's a chance of rain or a thunderstorm. You'll need an umbrella and a rain coat.
3. It's snowing in Moscow today, so you need to wear a warm coat.
4. In Busan, it's going to be cool and breezy. You'll need a jacket.

Listening Practice 3

Good afternoon, everybody. I'm John Warner for the Weather Network. It's a hot and humid day today with a high of 31 degrees. Tomorrow is going to be a beautiful day. It's going to be sunny and warm. The temperature will be around 25 degrees throughout the day, but there is a chance of an occasional shower. So don't forget to take an umbrella with you.

Dictation

What's the Weather Like?

Listening Practice 1

Mom: Justin, _____ an _____ you.

Justin: Why? It's _____.

Mom: I just watched the _____. It's going to _____ later.

Justin: Oh, really? That's _____. I wanted to play baseball with my friends.

Mom: Sorry, Justin. Oh! It might be _____ this afternoon, so don't _____ to _____ your _____ too.

Justin: _____, I won't. Thanks, Mom.

Listening Practice 2

1) It's hot and _____ in _____ today, so don't _____ your _____.

2) In Tokyo, _____ a _____ of rain or a _____. You'll need an _____ and a rain coat.

3) It's _____ in Moscow today, so you need to _____ a _____.

4) In Busan, it's going to be _____ and _____. _____ a jacket.

Listening Practice 3

Good afternoon, everybody. I'm John Warner for the _____. It's a hot and _____ day today with a _____ of 31 _____. Tomorrow is going to be a _____ day. It's going to be sunny and _____. The _____ will be _____.

_____ 25 degrees _____, but there is a chance of an
_____. So don't forget to _____ an _____ you.

Literature review

There is a lot of information about projects related with the improvement of listening skills; they all are focused in giving the best strategies to be able to understand what is said when listening to a foreign language. **(See appendix 5)**

The main problem when listening is the lack of vocabulary and their correct pronunciation, there are many people who are able to read and write English but they cannot understand

when listening English because they have had no contact with the oral language, and that is the main problem with listening skills when teaching English, in most cases English is taught only with the purpose of being written and read. Regarding listening problems Douglas Brown states: *“As you contemplate designing lessons and techniques for teaching listening skills or that have listening components in them, a number of special characteristics of spoken language need to be taken into consideration. Second language learners need to pay special attention to such factors because they strongly influence the processing of speech and can even block comprehension if they are not attended to. In other words, they can make the listening process difficult.”*

Concerning the population where these lesson plans were implemented it is a group who have the need of improving their listening skill, because that is the first step we need to have into account if we want the English class be communicative. *The population reviewed are the sixth grade students of the Institucion Educativa Tecnica Agricola de San Jacinto Bolivar, a school which has 420 students in total. The school was founded 50 years ago and it is located in San Jacinto, Bolivar. As all Colombian public schools, these students have three hours of English classes weekly, which are not enough in order to get the levels demanded by the Ministerio de Educacion.*

In my observation I can notice that children feel more motivated and interested in English when they are able to communicate, for example they feel very excited when they can comprehend a question or a command and can answer according to it. *Nick Thorner, author of ‘Motivational Teaching’ in the Into The Classroom series, explores some of the issues that cause low*

motivation among students and methods to overcome them.

The use of songs and videos in the class has been a key factor in the development of this micro project, the teachers that love their profession have always in mind that the main goal of our profession is to be able of giving students the suitable tools and methods in order they can be successful in their learning process. *Adam Simpson, second-time winner of the British Council's Teaching English blog award explains what makes music such a great teaching tool is its universal appeal, connecting all cultures and languages. This makes it one of the best and most motivating resources in the classroom*

The approach for the development of these lessons plans is the communicative approach.

According to Edward Anthony (1963) an approach was a set of assumptions dealing with the nature of language, learning and teaching.

I have based these lesson plans in the communicative language teaching (CLT) which according to Douglas Brown, *teaching by principles* has the following characteristics:

- Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistics and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with the pragmatic.
- Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.
- Fluency and accuracy are seen as complementary principles underlying communicative

techniques, at times fluency must have to take on more importance than accuracy in order to keep learners meaningful engaged in language use.

- Students in a communicative class ultimately have to use the language, productively receptively in unrehearsed context outside the classroom. Classroom tasks must therefore equip with skills necessary for communication in those contexts.
- Students are given opportunities to focus on their own learning process through an understanding of their own style and through the development of appropriate strategies for autonomous learning.
- The role of a teacher is that of facilitator and guide not an all- knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

Some features of communicative language teaching are:

*Dialogues, if used, center around communicative function and are not normally memorized.

*Contextualization is a basic premise.

*Language learning is learning to communicate.

*effective communication is sought.

*Drilling may occur, but peripherally

*Comprehensible pronunciation is sought.

*Any device that helps the learner is accepted varying according to their age, interest, etc.

*Attempts to communicate are encouraged from the very beginning.

- *Judicious use of native language is accepted where feasible.
- *Translation may be used where students need or benefit from it.
- * Reading and writing can start from the first day, if desired.
- *The target linguistic system is learned through the process of struggling to communicate.
- * Communicative competence is the desired goal. Linguistic variation is a central concept in material and methods.
- * Sequenced is determined by any consideration of content function or meaning that maintains interests.
- *Teachers help learners in any way that motivates them to work with the language.
- *Language is often created by the individual through trial and error.
- *Students are expected to interact with other people, either in the flesh through pair and group work, or their writing.

The teacher cannot know exactly what language students will use.

- * Intrinsic motivation will spring from an interest in what is being communicated by the language.

Conclusions on the implementation of the lesson plans

After having implemented the previous lessons plans I was able to notice that one of the main faults in teaching english have to do with lack communicative activities which can help the students to see the practical use of the language, Communicative approaches allow to break

the traditional method (The grammar translation method) which has been being used for decades and has not produced good results in second language learning.

With the use of the communicative approach students feel more motivated to learn English; they do not see it like a lot of grammar rules and words with no sense, but like a practical tool that helps them to communicate by using a second language, a language different from their native one. After finishing the lesson plans and applied them to students they are more confident and their listening skills are improved considerably and also they are a lot more motivated.

Appendix 5

<https://lhu.edu.vn/139/662/DIFFICULTIES-AND-STRATEGIES-IN-LISTENING-COMPREHENSION-TRINH-VINH-HIEN-03AV4.html>

<https://aab-edu.net/en/documents/thesis-kosova/no-01-2016/constructivist-approaches-strategies-improving-listening-language-skills/>

<https://files.eric.ed.gov/fulltext/EJ1106344.pdf>

https://digitalcommons.hamline.edu/cgi/viewcontent.cgi?referer=https://www.google.com.co/&httpsredir=1&article=1266&context=hse_al

Brown, H. D. (2000). *Teaching by Principles*. San Francisco California: Longman.

Simpson, Adam British Council's Teaching English blog

Thorner, Nick '[Motivational Teaching](#)'