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Ciencias de la Educación.**

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**“DISCOVERY STRATEGIES AND THE LISTENING SKILL”**

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Ambato – Ecuador

2020

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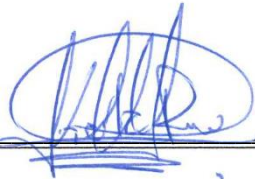
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## DECLARATION PAGE

I declare this undergraduate dissertation entitled “DISCOVERY STRATEGIES AND THE LISTENING SKILL” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.



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Karla Lissette Pico Balseca

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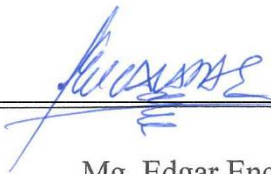
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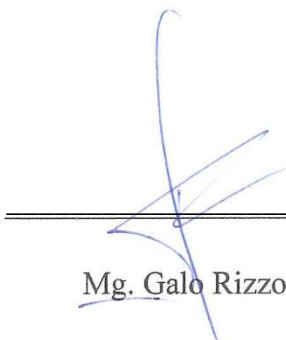
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## **DEDICATION**

This research work is a result of hard work, for this reason I dedicate it to my daughter Giovanna Shantal, the person who motivates me at each moment to continue and finish my career, honey this achievement is for you. To my brother Antonio to help me and encourage me when nobody was. To my good friends from the university: Valeria, Gaby, Belén. To my co-workers: Mercita, Stefy, Dany an Pily to be angels in my life and help me at work. And to all my dear teachers.

Karla Pico

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**Karla Pico**

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**TOPIC:** “DISCOVERY STRATEGIES AND THE LISTENING SKILL”

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**ABSTRACT**

Discovery strategy is important because it helps improve listening skills by providing the ability to distinguish the sound and word that is more autonomous by making students decrease cognitive procedures by increasing meanings. That is why this study was conducted, with the objective of analyzing the effects of the use of Discovery Listening strategies and the ability to listen, for which a descriptive methodology was used since it involved a quasi-experimental method to determine the behavior of students, highlighting aspects of listening ability. For this purpose, two groups of 28 students each was assessed with the PET evaluation as pretest and posttest to determine the effectiveness of the strategy.

The research concludes that the Discovery strategy positively impacts to the listening ability of the students in tenth year of basic education. After its application, the development in several aspects was evident, such as the recognition of words, phrases or short stories. In addition to the comprehension and ability to make inferences when unknown terms are used.

**DESCRIPTORS:** ability, Discovery strategy, listening, student, strategies, teaching.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1 Investigative Background

Regarding to the relevance of the ability to listen, the following investigations have been found, which are shown below chronologically:

Wallace (2012) in the article “Searching for a New Approach to Listening” emphasizes that listening is an essential skill to develop while students acquire a new language. Unfortunately, this ability has received little attention in the classroom of languages because the current listening pedagogical approach is inadequate to comply the needs of a second language in students, limiting the acquisition of new lexical elements. The author recommends putting forward strategies that facilitate the process, where students can recognize and add new words related to their lexicon with previous mental representations.

In the publication “Learners’ Listening Comprehension Difficulties in English Language Learning: A Literature Review” written by Abbas & Narjes (2016) it is mentioned that listening is one of the most important skills in English language learning. When students listen to the English language, they face many difficulties in listening comprehension because the educational institutions of secondary and higher education pay more attention to writing, reading and vocabulary than listening comprehension. The research also exposes that, when teachers know students' learning difficulties, they can help them develop effective listening strategies to improve listening comprehension skills.

In Mulyadi's research (2018) "EFL Learners' Listening Strategy Awareness viewed from Their Learning Styles in the Extensive Listening Class" it is cited that, although auditory comprehension plays a fundamental role in the contribution of oral communication ability, it requires the provision of appropriate practices because the most students do not masters this process and presents serious difficulties in getting the meaning of what they are hearing in a sequence of sounds that require sufficient grasp for linguistic and worldwide knowledge. Consequently, educators should be able to adjust the appropriate strategies to teach their students to listen in order to facilitate learning.

In the research project "How does the development of listening skills affect the language teaching – learning process in the 5th cycle of the English degree course?" By Encalada (2018) it is mentioned that within the teaching-learning process of English language is important to consider the fundamental skills (Listening & speaking, Reading & writing) that must be developed by teachers to achieve meaningful learning in students. However, the author emphasizes that listening comprehension plays a very important role in English language learning because the ear understands and recognizes sounds, and becomes familiar with the accent of native speakers. Then, when the student learns to "recognize sounds" and "identify the meaning" learns to listen well and is able to pronounce, understand what is communicated and therefore can acquire other language skills.

The term discovery was proposed by Magnus Wilson for a listening lesson because it is a strategy that encourages students to discover their own difficulties and the causes of difficulties in the listening process. The discovery technique retains a student-centered format where students will reconstruct the text, therefore, its reconstructed text has a meaning as close as possible to the original text, allowing students to find their difficulties in the comprehension of meanings. (Dita, 2017).

The Discovery strategy is a method to improve listening skills by students discovering and then prioritize their own hearing difficulties afterwards. The task of listening

discovery has three phases: listening, rebuilding and discovering. The listening phase has also three stages. First, students only hear a short spoken text at normal speed. Second, they self-assess their level of understanding after listening. Finally, they listen twice more with taking notes.

In the reconstruction phase, listeners should form small groups and use their notes to try to reconstruct the original text together. The discovery phase has other three stages; first, the students compare their reconstructed text with the original and select their mistakes. Second, they evaluate the relative importance of their mistakes. Finally, they listen again without reading the text, and evaluate their performance. (Marzban & Isazadeh, 2012).

Regarding to the use and effectiveness of the Discovery strategy, the following investigations were found, all of them say that it is an excellent strategy to improve the ability to listen:

Magnus (2003) in the article “Discovery listening — improving perceptual processing” mentions that, the Discovery strategy improves skills and helps make sound and word distinction more automatic. Students will probably be able to decrease this type of cognitive processing at the same time of increase the meaning processing. The discovery listening strategy seems like a wonderful technique that must be added to the repertoire of auditory activities that the language teacher manages in order to improve listening skills and the level of knowledge of each student because acquiring this ability is the basis of the English language.

In the publication “Discovery listening and explicit strategy-based-instruction models` effect on the Iranian intermediate EFL listening comprehension” by Marzban & Isazadeh (2012) it is identified, that the main task of the language teacher is to help students develop skills. Students should be supported on how to process spoken language easily and automatically not only time dedicated to teaching students declarative knowledge about what to hear (for example, grammar, vocabulary, characteristics of spoken language and some comprehension skills and strategies) but

most of the class must be used to provide students with a lot of listening practice, making this activity enjoyable and meaningful.

The article "Improving the listening skills through "the discovery listening technique" using podcast" developed by Luqman & Karya (2014) shows that the teaching of listening that simply emphasized listening testing rather than teaching how to listen, practically stagnated students and prevented the acquisition of adequate listening comprehension and active participation in learning. It has happened because the lack of mastery of the language that implies vocabulary, pronunciation and grammar affecting students' ability to recognize words and their meanings in communicative use. The study concludes that the use of the Discovery listening technique together with podcast improves the ability to listen, specifically the ability to recognize words and their meaning in contextual use.

In Hanafi (2016) research entitled "The Effect of Discovery Learning Method Application on Increasing Students' Listening Outcome and Social Attitude" it is concluded that the implementation of discovery learning methods combined with three-phase listening can improve students' listening skills allowing the achievement of educational objectives. Because of Discovery Learning is a learning situation where the main content is discovered independently by the student, they are encouraged to ask and formulate their own tentative answers and deduce general principles from practical examples or experiences.

Information listed and explained before permits to say that listening skill is an active process where the listener uses his linguistic and contextual knowledge to achieve the message comprehension. This process must be based on systematic, attractive and dynamic strategies and activities in order to motivate students to learn. One of the most effective is based on the Discovery Listening strategy where the student perfects his listening ability and then, the other skills.



## **1.2 Objectives**

### **General objective:**

To analyze the effects of the use of Discovery strategies in the listening skill.

### **Specific objectives:**

- a) To support theoretically the use of discovery strategies.
- b) To determine the Listening skill development level.
- c) To identify the impact of Discovery strategies in the listening skill.

### **Objective fulfillment process**

To achieve the first objective that was: To support theoretically the use of discovery strategies, a bibliographic search was developed in various sources to support each of the variables and expand the knowledge around them. Then, a systematic search was started in magazines and institutional repositories about the use of the Discovery strategy in the listening ability in order to know about the advantages and limitations of the strategy.

To accomplish the second objective that was to determine the Listening skill development level, the PET test was applied to the 56 students from “Glenn Doman Educational Unit”, initially and at the end of the intervention process, however, the Discovery strategy was applied only on 28 of them. This evaluation consisted of 4 sections and 25 questions where the students had to listen to content and complete the graphic and text answers.

In order to identify the impact of Discovery strategies in the listening skill, the results obtained from the initial and final PET were compared, in both the experimental and the control group to be able to know the level of the listening skill achieved by the students after the application of the Discovery strategy for two months.

## CHAPTER II

### METHODOLOGY

#### 2.1 Resources

The resource used for the development of this study was the preliminary English test (PET), which is a test that demonstrates mastery of the fundamental aspects of English and language skills for everyday use. PET allows to evaluate the following aspects:

The Cambridge PET standardized test consists of 4 parts, each corresponds to one of the basic skills of any language: Reading, writing, listening and speaking. However, the present study focuses exclusively on listening test that has four parts and 25 items (each item scores 1 point and a maximum of 25 points can be achieved), with 30 minutes as an estimated application time.

- The first part contains seven questions and consists of listening to different conversations or monologues, for each one the correct answer (A, B or C) must be selected, and the answers are presented in form of images.
- The second part contains six questions and consists of listening to different conversations or monologues, and for each one the correct answer (A, B or C) must be selected and the answers are presented in text form.
- The third part contains six questions and involves listening to a person talking about a topic and then filling in a summary of the talk that has six holes. In each hole one or two words, a number, a date or an hour must be written.
- The fourth and last part consists of six questions and involves listening to an interview or an interaction between two people to select the correct answer.

## **2.2 Methods**

The research required a mixed methodological approach, that is qualitative-quantitative, the quantitative approach for the numerical and statistical management of the data obtained from the field study and the qualitative approach to interpret this information and characterize the proposed research variables in order to be able to achieve a higher level of discernment about the Discovery strategy and the ability to listen. As Hamui (2013) says, “the main characteristic of mixed methods is the combination of the quantitative and qualitative perspective in the same study. The combination of this methods allows to give depth to the analysis and to understand in a better way the teaching and learning processes”

### **Basic Modality**

#### **Bibliographic-documentary**

Documentary research is a process based on search, recovery, analysis, criticism and interpretation of secondary data, which is obtained and registered by other researchers in documentary sources: printed, audiovisual or electronic. The purpose of this design is the contribution of new knowledge as in all research. (Arias, 2006, p. 27)

The bibliographic-documentary modality was used because the study required a schematic review of the existing theoretical evidence in books, journals, scientific articles, reports, publications, newspapers and other sources for the support of the research variables in order to expand the level of knowledge around the subject.

#### **Field**

"Field research consists in the collection of data directly from the investigated subjects, or the reality where the events occur" (Arias, 2006, p. 31).

The field modality was necessary to make direct contact with the reality of study, that are the students of tenth year of basic education of "Glenn Doman Educational Unit"

in Ambato city in Tungurahua province. In order to apply data collection techniques that allow to determine the Listening skill development level for the subsequent application of the Discovery strategy.

## **Research level**

### **Descriptive**

According to Hernández, Fernández & Baptista (2003), descriptive studies describe situations and events, how they are and how certain phenomena behave, and seek to specify the important properties of people, groups, communities or any other phenomenon under analysis.

The present study was descriptive because involved a scientific method for the behavior description the subjects of study (students of tenth year of basic education) to highlight the most relevant aspects of their ability to listen and the problems around it.

### **Quasi-experimental**

The quasi-experimental method is particularly useful for studying problems in which the researcher cannot have absolute control of the situations, but it is intended to have the greatest possible control, even when already formed groups are being used. The quasi-experiment is used when it is not possible to randomly select the subjects participating in these studies. Therefore, a characteristic of quasi-experiments is to include "intact groups", that are already constituted groups. (Segura, 2003, p. 1)

The present study was quasi-experimental because two groups of students were formed: an experimental group to whom the discovery strategy was applied and another control group of the same number of students who were not submitted to the intervention and who maintained the traditional teaching methodologies. At the end of the intervention, it is intended to develop a comparative analysis that allows to identify the impact of the Discovery strategy on the listening skill and thereby achieve the proposed objectives.

## Population and sample

**Table 1** Population

<b>POPULATION</b>	<b>NUMBER</b>
Students classroom "A"	28
Students classroom "B"	28
<b>TOTAL</b>	<b>56</b>

**Source:** Institutional Secretary

**Elaborated by:** Pico, K (2020)

The selected group of students were 56 adolescents of the tenth year of basic education of " Glenn Doman Educational Unit" in Ambato city, 28 students for each classroom, 30 women and 26 men between 13 and 15 years.

In the study, the sample was non-probabilistic of an intentional type, where the study group was selected for accessibility and operational ease.

### **Description of the intervention and procedure for collecting information**

The intervention process was carried out based on the proposed objectives, which are detailed below:

**a) To theoretically support the use of discovery strategies.**

- Review of theoretical and scientific evidence regarding the subject in various updated sources.
- Selection of appropriate information.
- Inclusion of information in research work.

**b) To determine the Listening skill development level.**

- Prior to the development of the research project, the following aspects were considered:

**Authorization of the Educational Unit:** formal request for authorization for the development of the research project to the directors of “Glenn Doman Educational Unit”.

**Parental authorization:** brief explanation on the subject of research and informed consent signature for student participation in the project as an ethical aspect for studies that involve people.

**Coordination:** conversation and coordination of activities with institutional teachers to establish dates for the evaluation and submission of the intervention (Discovery strategy application).

Subsequently, two groups were formed: one of control and the other experimental, with the same number of participants (28) and the standardized PET test was applied to both groups in order to identify the level of comprehension of English language before the experiment.

**c) To Identify the impact of Discovery strategies in the listening skill.**

- The Discovery listening technique was applied to the experimental group for 40 minutes, two days a week, for two months. While the control group continued with the normal classes without any intervention by the researcher.
- After applying the Discovery technique for two months, the students took a new PET test of similar difficulty and their grades were recorded in both, the control and experimental groups.

- Finally, the evaluation results were compared with respect to the development of listening skill in both groups to check the level of progress achieved after the implementation of the Discovery strategy.
- 

### **Information Processing Plan**

The information detached from the field study was reviewed and classified for further processing through the SPSS software, where the initial and final evaluative data of both groups of students were entered for the comparative analysis that allowed to present the conclusions of this study.



## CHAPTER III.

### RESULTS AND DISCUSSIONS

#### 3.1 Analysis and discussion of results

The results shown below emerged from the application of PET to both the experimental and control groups. Each group was composed of 28 students and the evaluation was applied initially (prior to the application of the strategy) and at the end of the intervention to be able to compare the advances in the students' listening abilities of both groups.

##### 3.1.1 Score assignment

**Table 2** Control group Scores

<b>Student</b>	<b>Pre-test</b>	<b>Pos-test</b>
<b>1</b>	6	9
<b>2</b>	3	5
<b>3</b>	7	10
<b>4</b>	6	9
<b>5</b>	4	5
<b>6</b>	6	9
<b>7</b>	5	8
<b>8</b>	5	8
<b>9</b>	4	5
<b>10</b>	11	14
<b>11</b>	12	14
<b>12</b>	6	8
<b>13</b>	8	10
<b>14</b>	15	15

<b>15</b>	8	10
<b>16</b>	14	15
<b>17</b>	7	9
<b>18</b>	12	15
<b>19</b>	7	9
<b>20</b>	8	10
<b>21</b>	15	19
<b>22</b>	8	10
<b>23</b>	12	14
<b>24</b>	10	13
<b>25</b>	6	8
<b>26</b>	13	15
<b>27</b>	9	10
<b>28</b>	10	14

**Source:** PET Results.

**Elaborated by:** Pico, K (2020)

### **Analysis and interpretation:**

In table number 1, the PET test score is presented both in pre-test and post-test in the control group, where it was based on 0 and maximum 25 points. It served to classify the score in performance criteria, showing below.

**Table 3** Experimental group Scores

<b>Student</b>	<b>Pre-test</b>	<b>Pos-test</b>
<b>1</b>	11	16
<b>2</b>	7	10
<b>3</b>	13	17
<b>4</b>	8	11
<b>5</b>	11	16
<b>6</b>	9	11
<b>7</b>	4	7
<b>8</b>	15	21
<b>9</b>	8	12
<b>10</b>	7	11
<b>11</b>	4	8
<b>12</b>	10	16
<b>13</b>	8	11
<b>14</b>	10	13
<b>15</b>	5	8
<b>16</b>	6	11
<b>17</b>	11	17
<b>18</b>	7	12
<b>19</b>	9	12
<b>20</b>	12	16
<b>21</b>	10	14
<b>22</b>	7	11
<b>23</b>	9	16
<b>24</b>	6	11

<b>25</b>	12	17
<b>26</b>	8	12
<b>27</b>	5	8
<b>28</b>	9	13

Source: PET Results.

Elaborated by:Pico, K (2020)

### Analysis and interpretation:

Table number 2 shows the PET test score in both pre-test and post-test of the experimental group and were handled in the same way as in the control group from 0 to 25.

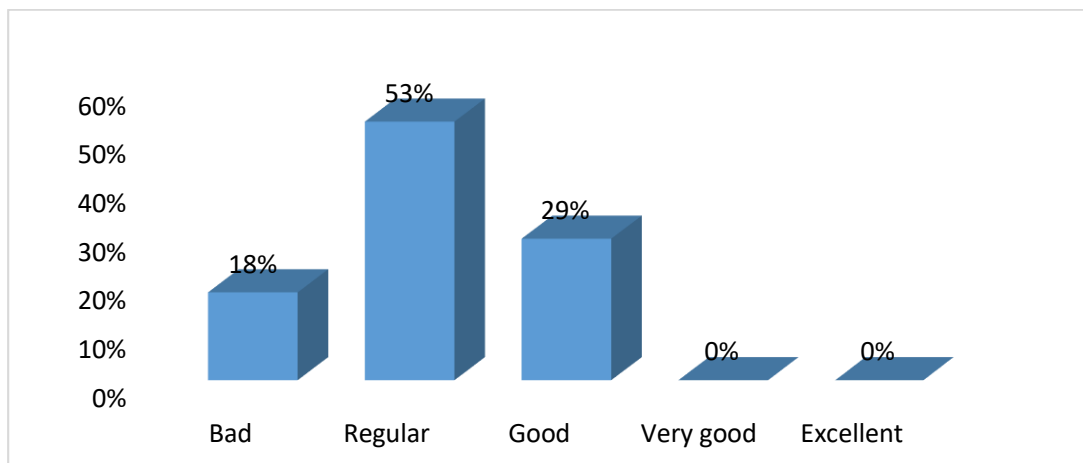
### 3.1.2 Pretest

Table 4 PRETEST of control group

<b>Indicators</b>	<b>Control Group</b>	
	<b>Frequency</b>	<b>Percentage</b>
<b>Bad (0-5 puntos)</b>	5	18%
<b>Regular (6-10 puntos)</b>	15	53%
<b>Good (11-15 puntos)</b>	8	29%
<b>Very good (16-20 puntos)</b>	0	0%
<b>Excellent (21-25 puntos)</b>	0	0%
<b>TOTAL</b>	<b>28</b>	<b>100%</b>

Source: PET Results.

Elaborated by:Pico, K (2020)



*Figure 1* PRETEST of control group.

**Source:** PET Results.

**Elaborated by:** Pico, K (2020)

### **Analysis and interpretation:**

The PET used as a pre-test contained 25 questions, the first 13 referred to listening to 7 excerpts from different monologues on order to be able to select answers in images and text. And in the next 12 questions, audios were heard to complete words and select answers (See Annex 1).

However, considering that the PET listening section does not have evaluation criteria but only with answer sheet and based on teaching experience the PET was rated on 25 points (1 point for items) based on them, the excellent and bad levels were assigned, taking as a starting point 0 and at maximum 25. Where from 0 to 5 points it was considered bad, from 6 to 10 regular, from 11 to 15 good, from 16 to 20 very good and from 21 to 25 excellent.

Considering the explanation above, as shown in figure 1; the majority of students (15) that is the 53% of the control group had a level of regular development regarding the listening skill because they reached between 6 and 10 points in the diagnostic test. At the same time, 8 students that are the 29% achieved a good level with 11-15 points, and 5 students (18 %) were at bad level because they only reached between 0 and 5 points.

With these results, the majority of students who were part of the control group had a low level of listening performance because 71% do not meet the requirements and need to improve their listening skill and only 29% have an acceptable level.

Those results allow to reflect on the didactics applied to language teaching in a context where it is not used the English language. Hence, it is important that the teacher constantly assess the listening skills of students, so they could detect flaws and thereby apply strategies timely that fit the true needs of the students.

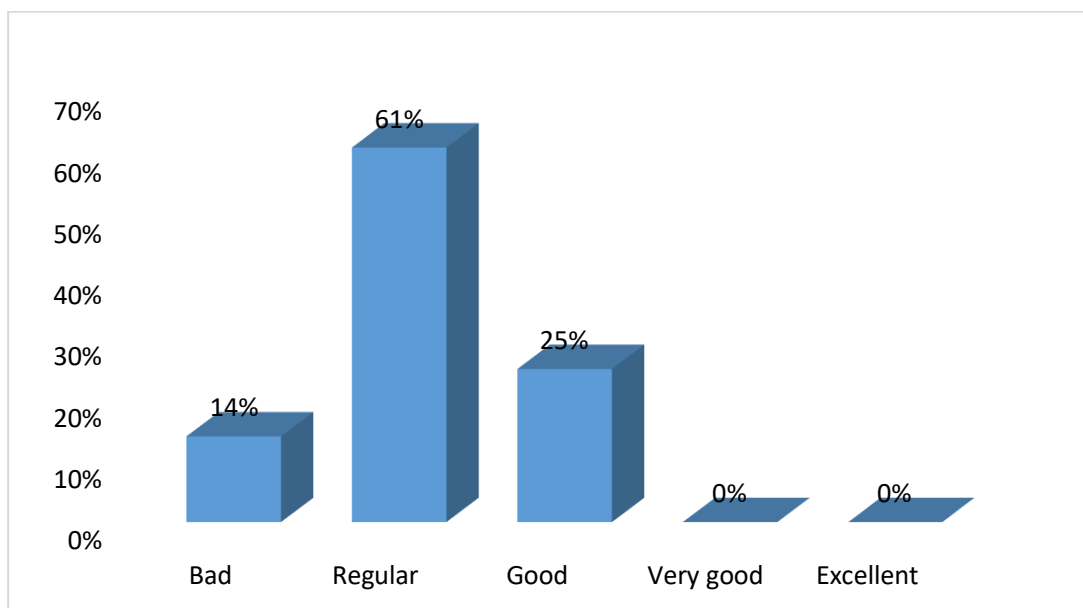
### Pretest

**Table 5** PRETEST of experimental group

Indicators	Experimental group	
	Frequency	Percentage
<b>Bad (0-5 points)</b>	4	14%
<b>Regular (6-10 points)</b>	17	61%
<b>Good (11-15 points)</b>	7	25%
<b>Very Good (16-20 points)</b>	0	0%
<b>Excellent (21-25 points)</b>	0	0%
<b>TOTAL</b>	<b>28</b>	<b>100%</b>

Source: PET Results.

Elaborated by:Pico, K (2020)



**Figure 2** PRETEST of experimental group.

**Source:** PET Results.

**Elaborated by:** Pico, K (2020)

**Analysis and interpretation:**

The evaluation of the experimental group was developed in a similar way to the control group. The same PET model was used that was scored on 25 points and whose points were classified to be able to determine the level reached by them considering the scale from excellent to bad.

In figure 2, it can be observed that 17 students that represent the 61% reached a regular level regarding to listening skill because in the pretest they reached between 6 and 10 points, 7 of them, that are a 25% achieved a good level with 11 to 15 points, and 4, that are the 14% were at a bad level since they only reached between 0-5 points.

According to this, it is assumed that within the experimental group there are also flaws regarding hearing skills, since 75% need to improve because they do not reach the necessary requirements for this level of instruction, and just the only 25% have an acceptable performance but is not the right one. Considering this situation, arises the

need to implement effective strategies that improve the listening skills of students where the student has a better participation and feels active part of knowledge.

At this point, it is important to highlight that most of the students from the experimental group presented a level of regular development regarding the listening ability, similar to what was observed in the control group, where the students showed great difficulties in this skill. However, it must be considered that both groups (control and experimental) began the experimentation with a regular level of development regarding to the listening skill, which is favorable in order to determine the level of progress achieved at the end of the investigation.

### 3.1.3 Post-test

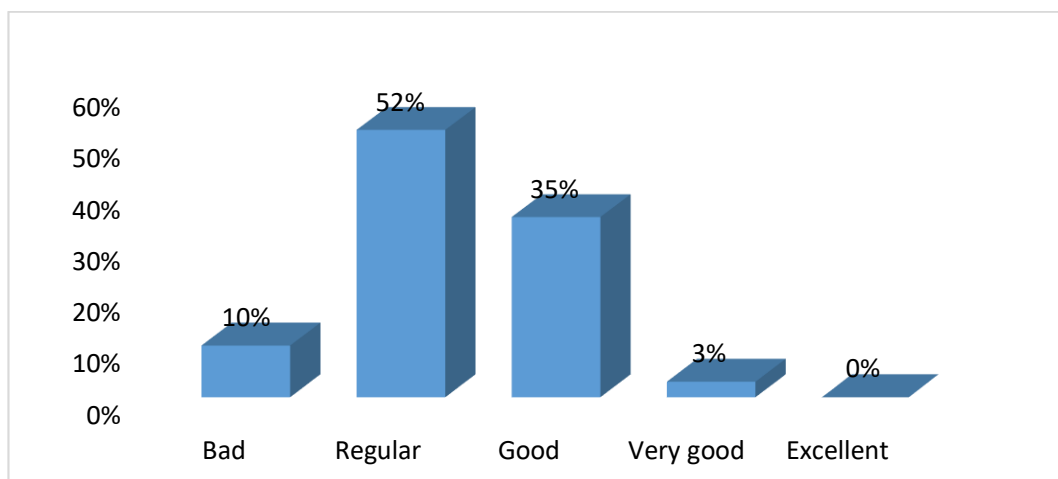
**Table 6** POST-TEST of control group.

<b>Indicators</b>	<b>Control Group</b>	
	<b>Frequency</b>	<b>Percentage</b>
<b>Bad (0-5 points)</b>	3	10%
<b>Regular (6-10 points)</b>	15	52%
<b>Good (11-15 points)</b>	9	35%
<b>Very Good (16-20 points)</b>	1	3%
<b>Excellent (21-25 points)</b>	0	0%
<b>TOTAL</b>	<b>28</b>	<b>100%</b>

Source: PET Results.

Elaborated by: Pico, K (2020)





**Figure 3** POST-TEST of control group

**Source:** PET Results.

**Elaborated by:** Pico, K (2020)

**Analysis and interpretation:**

For the application of the posttest, a PET of similar complexity to the initial one was used, which contained the same number of questions (25) where audios had to be heard to answer graphic or text questions (See Annex 2). Subsequently, the scores were also classified into five groups from excellent to bad.

In figure 3, the result of the posttest in the control group is shown, where it is evident that the majority of student (15) that are the 57% of the whole group are at a regular level with respect to the listening skill, 9 students that are the 35% reached a good level, while 3 students that are the 10% in a bad level and 1 student that is just the 3% can be observed at a very good level.

Hence, the majority of tenth-year students of “Glenn Doman Educational Unit”, that is the 62%, who continued with the pre-established curricular contents for a foreign language for two months, showed an insufficient level of development with respect to the listening capacity because on several occasions they failed to recognize certain vocabulary or failed to understand phrases and expressions when accents, emphasis or word links were used. And just the 38% reached an acceptable level.

Data that suggest the difficult situation that students face to understand English language because the used curricular methodologies have not generated the expected

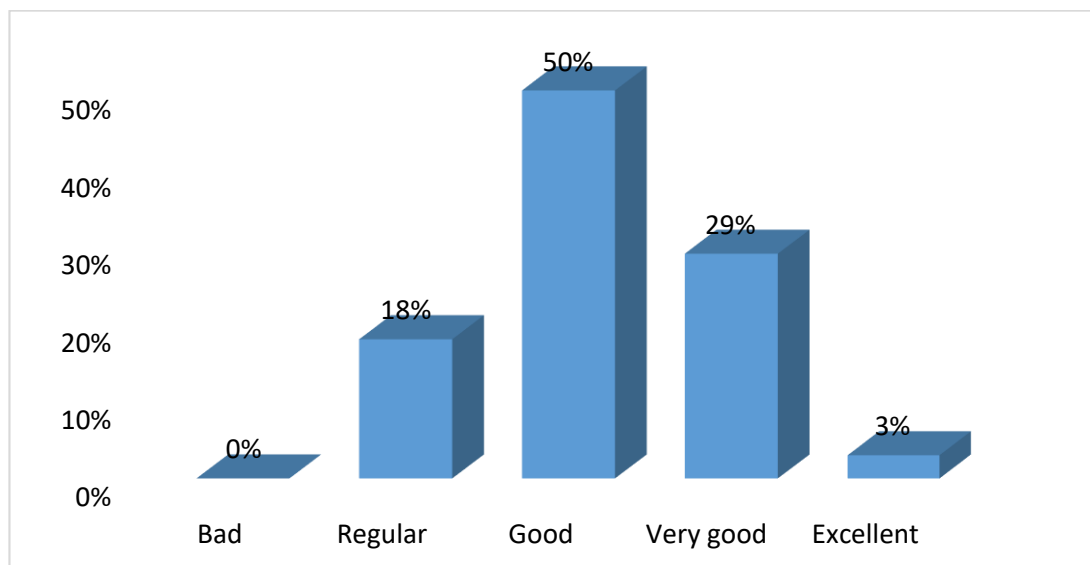
results. Therefore, it is important to innovate and apply didactic techniques that capture attention and that motivate the student to learn in an independent way and under the guidance of the educator.

**Table 7** POST-TEST of experimental group.

Indicators	Experimental Group	
	Frequency	Percentage
<b>Bad (0-5 points)</b>	0	0%
<b>Regular (6-10 points)</b>	5	18%
<b>Good (11-15 points)</b>	14	50%
<b>Very Good (16-20 points)</b>	8	29%
<b>Excellent (21-25 points)</b>	1	3%
<b>TOTAL</b>	<b>28</b>	<b>100%</b>

Source: PET Results.

Elaborated by:Pico, K (2020)



*Figure 4* POST-TEST of control group.

Source: PET Results.

Elaborated by:Pico, K (2020)

### Analysis and interpretation:

The figure 4 shown, 14 students that are a 50% of tenth-year students to whom the Discovery strategy were applied for two months, achieved a good level with respect to the listening skill development. 8 of them representing 29% achieved a very good level, 5 students that are the 18% reached a regular level, but a student who is the 3% is at an excellent level.

According to the exposed data, it is evident that a representative group 82% of the students in the experimental group improved their listening skill development after implementing the Discovery strategy in English class because they achieved higher scores in the final PET, and, it is observed a minimum number of students at low levels (18%). What is positive for research because the level of evolution of students is evident.

Currently, the vast majority of tenth-year students are at a good, very good and excellent level, since their level of listening comprehension has improved. Additionally, the use of prior knowledge is remarkable to students understand what is heard, guess meanings or make inferences about information that they are exposed to. However, it is necessary to consider that continuous work is required to maintain or improve the results. Therefore, it is recommended that the implementation of the Discovery strategy continue for a longer time.

#### 3.1.4 Comparative analysis

Table 8 POST-TEST comparative analysis

Indicators	Control Group		Experimental Group	
	Initial	Final	Initial	Final
<b>Bad (0-5 points)</b>	18%	14%	10%	0%
<b>Regular (6-10 points)</b>	53%	61%	52%	18%
<b>Good (11-15 points)</b>	29%	25%	35%	50%
<b>Very Good (16-20 points)</b>	0%	0%	3%	29%

<b>Excellent (21-25 points)</b>	0%	0%	0%	3%
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Source: PET Results.

Elaborated by:Pico, K (2020)

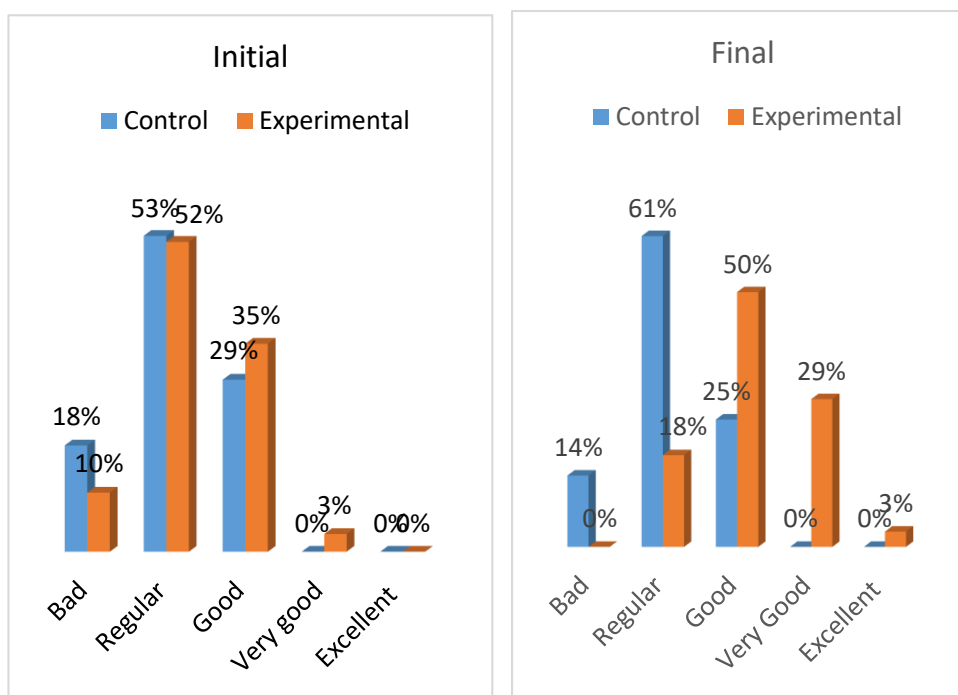


Figure 5 Post-Test comparative analysis

Source: PET Results.

Elaborated by:Pico, K (2020)

**Analysis and interpretation:**

To achieve the primary objective of the research, that was to identify the impact of the Discovery strategy on the ability to listen, it was important to carry out a comparative process of results between both groups (experimental and control) in order to highlight the effectiveness of the strategy raised.

As shown in figure 5, the majority of students in the control group started with a regular performance level (53%), 29% in good and 18% in bad. After a two-month period, a reduction in the percentage of students in bad level is noted (14 %) and an increase in regular level (61%).

On the other hand, in the experimental group, it was observed that the majority of students (52%), also began with a regular level of performance regarding the listening skill, 35% with good level, 10% bad and 3% very good. But after the implementation of the Discovery strategy, the level of final improvement is evident since half of the students (50%) went from the regular to good level. In addition, the 29% of students are in a very good level and 3% in excellent level.

Therefore, it can be affirmed that the use of the Discovery strategy does favor the students' listening skill. After its application, the improvements in the students' hearing capacity are evident because they are able to recognize words, phrases and short texts directly or according to the context that is handled.

### **3.1.5 Results Discussion**

Listening skill is an active process where the listener uses their linguistic and contextual knowledge to achieve the message comprehension, supporting this process by attractive and dynamic strategies that motivate students to learn. One of the most effective is based on the discovery, where the student perfects his ability to listen, accomplishing the development of other receptive and productive skills.

In the present study, it has been possible to determine that the use of the Discovery strategy favors the development of listening skills, since the improvement level of the students who experimented with this strategy was evident, verifying the effectiveness of the method. Magnus (2003) also verified the effectiveness of the Discovery strategy on his investigation because after its application to a group of students, he affirmed that, the Discovery strategy improves listening skills because it helps to make sound and word discrimination more automatic, in addition to increase meaning processing. Similarly, research by Luqman & Karya (2014) demonstrated that the use of the Discovery technique improves the listening skill. It is clear that specifically the ability to recognize words and their meaning in contextual use increases because discovering encourages students to pay more attention to what they hear in order to generate questions, answers and deduce content for the consolidation of learning.

Contrary to the above, Marzban & Isazadeh (2012) stated that although the Discovery strategy is attractive to students, it does not provide the expected results when there is no good teacher guidance because factors such as the audios speed, the use of new vocabulary or the type of material used (native content) can trigger problems in comprehension.

However, in this investigation, the benefit of the Discovery strategy for auditory skills was verified because the instruction and monitoring protocol was met, achieving the proposed objectives.

### 3.2 Verification of hypotheses

**Null hypothesis:** The Discovery strategy does not favor the development of the listening skill in the tenth-year students of the " Glenn Doman Educational Unit " in Ambato city.

**Alternative hypothesis:** The Discovery strategy favors the development of the listening skill in the tenth-year students of the " Glenn Doman Educational Unit " in Ambato city.

For the verification of the research hypothesis, the student T test is used, which is generally used to determine if there is a significant difference between the means of two groups.

**Table 9** Paired Samples Test.

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pre-test of experimental group - post-test experimental group.	-1,07143	,37796	,07143	-1,21799	-,92487	-15,000	27	,000

According to the T student test carried out in SPSS, it is observed that the p.value is less than the level of significance  $\alpha = 0.05$ ; for this reason, the null hypothesis is rejected and the alternative hypothesis is accepted. Thus, the Discovery strategy favors the development of the listening skill in the tenth-year students of the “Glenn Doman Educational Unit” in Ambato city because the students went from an average level of 2.17 to 3.17 as shown in the following table.

**Table 10** Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pre-test experimental group	2,1071	28	,62889	,11885
post-test experimental group	3,1786	28	,77237	,14596

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 CONCLUSIONS

- Through the theoretical foundation, it was identified that the Discovery strategy is a learning technique where the main content of what must be learned is not given directly, but it must be discovered independently by the student. It starts higher mental processes such as attention, concentration and content construction that encourage students to discriminate sounds, expressions, words or phrases automatically, contextualized and meaningful.
- It was determined that the initial level of development of listening skills in students of tenth year of basic education of " Glenn Doman Educational Unit" in Amabto city in Tungurahua province, was regular because there are often difficulties in recognizing vocabulary or they fail to understand or infer phrases and expressions when accents, emphasis or word links are used. Additionally, there are many more difficulties when using hearing material with native speakers.
- According to the development of the research, it was possible to demonstrate that the Discovery strategy positively impacts to the listening ability of the students in tenth year of basic education. After its application, the improvement in several aspects was evident, such as the recognition of words, phrases or short stories. In addition to the comprehension and ability to make inferences when unknown terms are used.



## 4.2 RECOMMENDATIONS

- It is important that language teachers use active and updated learning strategies on everything to improve students' listening skills, which is where major problems arise due to the lack of agility and practice to understand what is heard.
- It is necessary that listening skills are evaluated frequently within the classroom in order to determine the student's existing shortcomings and to be able to take the relevant actions to solve them. Considering that the ability to listen is vital in order to develop the productive abilities of the English language.
- The application of the Discovery strategy requires an instructional process and a teacher guidance to be applied correctly in order to achieve the expected results. Because it is a complex process, it implies the students' orientation towards the steps to follow with the strategy: listen carefully, take note, self-assess and reconstruct what has been heard for greater listening comprehension.

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# **ANNEXES**

# ANNEX 1

## PET

### Part 1

#### Questions 1 – 7

For each question, choose the correct answer.

1 What did the girl buy on her shopping trip?



A

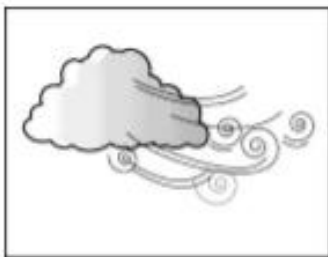


B



C

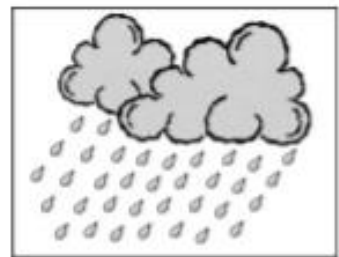
2 Why did the plane leave late?



A



B



C

3 What activity does the woman want to book for the weekend?



A

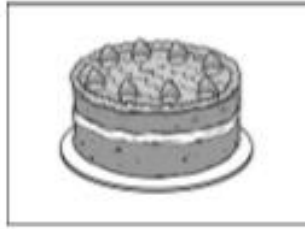


B



C

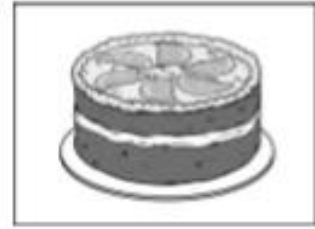
4 Which cake will the girl order?



A



B



C

5 How much must customers spend to get a free gift?



A



B



C

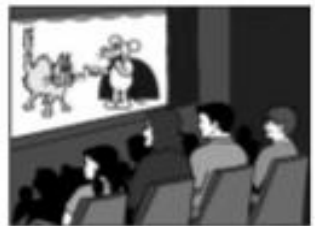
6 What did the family do on Sunday?



A



B



C

7 Which programme is on first?



A



B



C

## Part 2

### Questions 8 – 13

For each question, choose the correct answer.

---

- 8 You will hear two friends talking about a new clothes shop  
What does the girl say about it?
- A The staff are helpful.
  - B It only has the latest fashions.
  - C Prices are reduced at the moment.
- 9 You will hear two friends talking about a pop band's website.  
They think the site would be better if
- A its information was up to date.
  - B it was easier to buy concert tickets.
  - C the band members answered messages.
- 10 You will hear a woman telling a friend about an art competition she's won.  
How does she feel about it?
- A upset that the prize isn't valuable
  - B excited that the judges liked her picture
  - C disappointed that she can't use the prize
- 11 You will hear two friends talking about the girl's flatmate.  
The girl thinks that her flatmate
- A is too untidy.
  - B talks too much.
  - C plays music too loud.

- 12 You will hear two friends talking about a football match.  
They agree that their team lost because
- A the players weren't confident enough.
  - B they were missing some key players.
  - C the players didn't do the right training.
- 13 You will hear two friends talking about a tennis match they played.  
The boy wants the girl to
- A help him to get fitter.
  - B practise with him more often.
  - C enter more competitions with him.

Part 3

Questions 14 – 19

For each question, write the correct answer in the gap. Write **one** or **two words** or a **number** or a **date** or a **time**.

You will hear a radio presenter called Anita talking about her holiday in Cuba.

**ANITA'S HOLIDAY IN CUBA:**

In the National Gardens, the (14) ..... was the thing that attracted most people.

On the swimming trip, electronic armbands kept the (15) ..... away.

On the day in the countryside, Anita almost fell off a (16) .....

In the capital city, Anita saw a (17) ..... in a theatre.

Anita enjoyed visiting a farm where (18) ..... is produced.

Anita bought some (19) ..... as gifts.



---

Part 4

Questions 20 – 25

For each question, choose the correct answer.

---

You will hear an interview with a woman called Vicky Prince, a champion swimmer who now works as a swimming coach.

- 20 Vicky first went in for competitions because
- A she had joined a swimming club.
  - B her parents were keen on swimming.
  - C her swimming teacher encouraged her.
- 21 As a teenager, Vicky's training involved
- A exercising on land as well as in the water.
  - B going without meals during the day.
  - C travelling to a pool once a day.
- 22 What did Vicky find hard about her training programme?
- A She couldn't go on school trips.
  - B She lost some of her friends.
  - C She missed lots of parties.
- 23 What helped Vicky to do well in the national finals?
- A She was not expected to win.
  - B She trained harder than usual.
  - C She wanted to take a cup home.
- 24 As a swimming coach, Vicky thinks she's best at teaching people
- A to deal with failure.
  - B to improve their technique.
  - C to get swimming qualifications.
- 25 Why has Vicky started doing long-distance swimming?
- A She needed to get fit again.
  - B She thought it would be fun.
  - C She wanted to do some travelling.

**ANNEX 2**  
**WORKSHEET # 1**

**TOPIC:**.....  
.....

**NAME:**.....

**DATE:**.....

**1. First Listening :** How much of the meaning do you think you understood?

*Almost nothing / Less than 40% / About 50 % / More than 60%/ Almost all.*

**2. Second Listening:** Make notes of key words.

**3. Third listening:** add more notes.

**4. In your group,** try to write sentences completely. They do not have to be perfect, but try to make the meaning as similar to the original and as correct as possible.

**5. What problems did you have?**

- [a] I couldn't hear which sound it was.
- [b] I couldn't separate the sounds into words.
- [c] I heard the words but couldn't remember their meaning quickly enough.
- [d] This word was new to me.
- [e] I heard and understood the words but not the meaning of that part of the sentence.
- [f] Other problems. (write here)

.....  
.....  
.....  
.....  
.....

**6. Which of these words (or phrases) caused you most difficulty in understanding the general or overall meaning? (write here).**

.....  
.....  
.....  
.....  
.....

**7. When you read it do you have any trouble understanding it?**

YES / NO

**8. Final listening—can you hear and understand clearly now?**

*Almost nothing / Less than 40% / About 50 % / More than 60%/ Almost all.*