Estrategias auditivas en el proceso de enseñanza-aprendizaje del idioma inglés en niños de edad media

Auditory strategies in the English language teaching-learning process in middle-childhood children

Gabriela Katherin Illicachi-Rojas
Instituto Superior Tecnológico Carlos Cisneros - Ecuador
gabyundertake@hotmail.com

Paola Nathaly Mantilla-Carrera
Instituto Superior Tecnológico Carlos Cisneros - Ecuador
mantillapaola24@gmail.com

Ivonne Gabriela Guayanlema-Chávez
Instituto Superior Tecnológico Carlos Cisneros - Ecuador
Gabriela_1806@hotmail.es

Rocio del Carmen Scotland-Ortiz
Instituto Superior Tecnológico "ISABEL DE GODIN" - Ecuador
rocioscotland2008@hotmail.com

RESUMEN

Este estudio tiene como objetivo describir las principales estrategias lingüísticas que ayudan al desarrollo auditivo respecto al idioma inglés en niños de la primera infancia de la Unidad Educativa Doctor Emilio Uzcátegui, del cantón Guamote, provincia de Chimborazo. La investigación utilizó un enfoque cuantitativo con un diseño descriptivo para evaluar la comprensión auditiva a partir de estrategias del lenguaje inglés. La muestra de estudio se conformó de 28 estudiantes de la Unidad Educativa Doctor Emilio Uzcátegui. Luego de impartir la propuesta de evaluación en un transcurso de diez días, se aplicó una guía de observación no participativa a través de un cuestionario compuesto por 9 preguntas cerradas. Los resultados obtenidos a través del modelo psicolingüístico estructurado de las estrategias: a) Bottom-up, y b) Top-down diagnosticaron que los estudiantes cumplen un 70% de estrategias metacognitivas, el 60% emplea estrategias cognitivas, y el 80% tiene influencia a escuchar estrategias socioafectivas..

Palabras clave: estrategias auditivas, niños, modelo psicolingüístico, enseñanza-aprendizaje

ABSTRACT

This study aims to describe the main language strategies that help hearing development with respect to the English language in children of middle childhood of the Educational Unit Doctor Emilio Uzcátegui, of the canton Guamote, province of Chimborazo. The research used a quantitative approach with a descriptive design to assess listening comprehension from English language strategies. The study sample was made up of 28 students from the Doctor Emilio Uzcátegui Educational Unit. After giving the evaluation proposal over a period of ten days, a non-participatory observation guide was applied through a questionnaire made up of 9 closed questions. The results obtained through the structured psycholinguistic model of the strategies: a) Bottom-up, and b) Top-down diagnosed those students comply with 70% of metacognitive strategies, 60% use cognitive strategies, and 80% have influence over listening to socio-affective strategies.

Keywords: auditory strategies, childhood children, psycholinguistic model, teaching-learning.

Introduction

In the context of language learning strategies in children from 11 to 12 years old, he has identified several problems related to efficient listening comprehension. Children have difficulty controlling hearing speed with the speakers. In this case, the teacher is responsible for providing teaching means to improve the learning environment. In turn, you cannot perform a particular self-criticism of each infant's active listening. For this reason, the student does not search for unknown words, which has caused them to have a low vocabulary. This effect has caused limitations in the recognition of intonation patterns and grammatical texts.

In Ecuadorian rural schools, students receive a limited number of English classes (2 hours per week). That is why there is a lack of time for teachers to be able to impart knowledge that helps to create skills and skills in the aforementioned language. According to Illicachi & Ruiz (2015) in the research they found three key steps: a) an understanding in the listening process; (b) implementation of appropriate strategies; and, c) motivation in the student. In this way, they mention that this process applies what they have learned in the course of secondary education.

In previous Bozorgian research (2012) called the relationship between listening comprehension and other language skills in the international English language assessment system, he presented several limitations that still exist for obtaining hearing skills in the overall performance of the International English Language Testing System. The author examined the hearing and oral relationship, reading and writing based on an International English Language Testing System (IELTS) academic training certification. The researcher concluded that listening comprehension is of great relevance to the development of future English language learnings.

In the study of Solórzano Vargas & Badilla Vargas (2014) enunciated, *procesos of* teaching and learning of English in the West *region, related* to *strengths and limitations in didactics, evaluation strategies and linguistic and communicative skills.* They concluded that English language learning is not assimilated automatically, but requires guidance in developing processes that can affect or assist teacher instruction. However, they noted that the purpose of this type of work is to diagnose the strengths and limitations of learning the English language. To do this, they suggest updating pensum patterns in language teaching.

Franco's scientific work (2004) contributes to, *and uses* the learning strategies of English as a *non-maternal language and its* teaching strategy in the *classroom.* Where he mentioned that, it is essential to know the strategic behavior of students to learn linguistic skills. It should be noted that, it applied a questionnaire in order to present concrete results of the frequency of conscious use of learning strategies.

He identified himself in Tierno's article (2015) with the topic, "planning *in English" to ignite* English playing, how to encourage learning English in the classroom *with playful activities and the use of the game.* The researcher identified learning problems, as she applied teaching guides. With practice within the classroom, where various activities are framed such as: role-playing games, dancing, singing, visualizing short footage, sketches animated and the theater, where educators guide students to encourage an interaction between peers, by creating an atmosphere of entertainment and taste naturally to learn the English language.

This study aims to describe the main language strategies that help hearing development with respect to the English language in children of middle childhood of the Educational Unit Doctor Emilio Uzcátegui, of the canton Guamote, province of Chimborazo. For this reason, section one (introduction) shows several problematic factors presented by infants. Difficulty understanding and controlling the hearing speed emitted by the teacher. Students do not seek to improve vocabulary, as a result, they lack it. They do not recognize intonation, so sounds and grammatical words change.

In section two (methodological design) a quantitative approach was used, the research presents bibliographic and field inputs. At the same time, that research was descriptive because a comprehensive study for listening comprehension is evidenced based on language strategies. The study sample was applied to 28 students of the Educational Unit Doctor Emilio Uzcátegui, located in the canton Guamote of the province of Chimborazo. With a time, limit of ten days, the application method was a non-participatory observation guide, followed by a questionnaire of 9 closed questions.

Section three (results) found the psycholinguistic model that is based on two primary strategies (Bottom-up and Top-down) for proper study. In addition, it was shown that there are three categories: a) metacognitive, b) cognitive and c) socio-affective. They are instruments of observation, control, oral and auditory understanding in the learning process. In this work they result in 70% applying metacognitive strategies. On the other hand, 60% employ cognitive strategies. Finally, 80% have a higher percentage degree in listening to socio-affective strategies.

It is concluded that students have difficulties in hearing comprehension of foreign language. Fear and nervousness are limiting, leaving questions in the study of matter. For the duration, two hours a week of class is not feasible for all students to participate, causing attention defaces. Children have to confuse pronunciation, so they cannot reshape ideas. Visual teaching models and playful activities are high-impact options to motivate and encourage language learning.

Theorical Review

Hearing strategies

Hearing comprehension is based on understanding and interpreting the speech or information that the speaker emits. Within the knowledge is the perception and the acoustic process. That is, active listening and the existence of memory are involved in the development of understanding. On the other hand, in the curriculum mesh you will find instructions for hearing exercises. However, in the study they have not taken due attention, since, there are challenges in the learning of the student, teacher and researcher. (Gómez, Sandoval, & Sáez, 2012)

Listening comprehension generates language skills in the student. This improves as the study of the English language intensifies.   (Dare, 2019) However, the retention information that the student often captures is not a conscious process, as they fail to achieve an adequate level of understanding. The effect that has been obtained is the unknownness and disabilities in the application of cognitive, metacognitive and socio-affective strategies. It is essential to follow three steps: listening, understanding, and responding, which helps auditory perception understand the meaning itself.

In the most influential psycholinguistic model is located the model of construction and (Gómez, Sandoval, & Sáez, 2012)integration. Following this, there are two strategies: linguistic input (Bottom-up), which is a bottom-up information processing, which allows to perceive the mechanisms of students. On the other hand, there is the top-down knowledge base which is a combination of top-down and vice versa information processing of predictions of previous experiences.

Bottom-up

The bottom-up process consists of decoding linguistic units such as phonemes, graphemes, among others. In turn, it allows you to construct a meaning from the bottom up. In other words, from smaller units to larger units. Consequently, the information may be modified to the current knowledge. (Villalba, 2006) In this sense, the active listening of the first sounds is composed of phonemes, graphemes, morphemes between words. This join is part of the small decoding units. On the other hand, the level of word groups such as linguistic sentence fragments and the whole of a text are the largest units of information.

The bottom-up model is a cognitive process that

is built on intonation of sounds, words, accents and rhythm. At the same time, a new concept of written or oral form is created in the mind of the recipient from the information issued. Similarly, it consists of lexicon, syntax and semantics in order to extract linguistic signs and codes.

Top-down

The Top-down process is based on making text predictions. They precede a previous experience and the union of knowledge schemes. This combination allows the student to disprove or confirm a prediction in the text. (Villalba, 2006) The consistency of the ability to read and listen allows receivers great chances of being good readers. It should be noted that, the first language of the English language is different, since you can get information faster by focusing on reading. In contrast to the written form that is more standardized than the spoken dialect.

When reading, accents can vary significantly. The main problem detected is the limited lexicon for writing words. On the contrary, when speaking often the words come together and confuse each other. This causes noticeable problems in students.

English language teaching-learning process

The teaching-learning process is defined as a successive phase procedure, which converges the successful communication of knowledge and learning generated by the teacher. Thus, the components of this research are personal (subjects involved: teacher, student and group) and non-personal that comprise the objectives, content, standards, structure and evaluation. The use of these components leads to the potential of educational learning.(Seijo, Iglesias, Hernández, & Hidalgo, 2010)

Teachers in the teaching-learning process communicate with students in the English language, creating a dynamic and interactive environment. In addition, they use language skills for receptive communication such as: listening, reading, speaking and writing; in order to influence the quality and veracity of the

information.

Receptive skills

In this process you will find listening and reading. At this point, the student receives the language and decodes the information required as a message. The listening ability is based on putting all the attention, understanding and effort into obtaining the information. On the contrary, the reading ability develops in the process of understanding three thematic axes: a) bottom-up integration, b) top-down integration; and c) interactive integration. These axes lead to a connotation and acquisition by the (Ballestero & Batista, 2014)reader.

Productive skills

This topic frames the speaking and writing, where the language they acquire generates the message by means of a written text. The ability to speak is oral production, this production shows complications when pronouncing words. Instead, the ability to write requires letter strokes, sorting information, generating ideas, and rephrasing (González, Rodríguez, & Ledo, 2019) them. It should be mentioned that, the correct use of writing should follow the linguistic elements mentioned in order to activate, search, and coordinate a language system.

Listening skills

Creating tools based on meaningful experiences is critical to recognizing listening skills. This learning process incorporates five stages: collecting, perceiving, valuing, remembering and answering. This process encourages interaction in communication. (Illicachi & Ruiz, 2015)In this sense, it requires an understanding of the ideas or information that the teacher issues. In addition, the student should be predisposed to put all attention and concentration into the language class.

Class methods

The class method arises from the pre-listening activity. In this way, the teacher promotes interest and attention according to visual teaching

models. The teacher then gives a reading to design mechanisms (practices) that intensify listening comprehension. In this way, the student will develop the post-listening activity, which is based on checking their degree of listening comprehension and memorization through assignment of tasks.

Methodological design

The study presented a quantitative approach, the modality of the research has bibliographic and field inputs. The scope of the work was descriptive because it responded to the analysis of hearing comprehension through language strategies in students. The purpose was to obtain the degree of effectiveness of the strategy to be used. That is why a structured instrument was used in three categories: (a) metacognitive, (b) cognitive and (c) socio-affective.

The study sample was 28 students in the age range of 11 to 12 years of the Doctor Emilio Uzcátegui Educational Unit, located in the canton Guamote of the province of Chimborazo. In order to gather information, there was a need to implement strategies that improve students' development of hearing comprehension.

The design of the research is quasi-experimental because the study group was analyzed for ten days. The field technique used for information collection was a non-participatory observation guide, where there was no interaction with the observed group. Following this, a questionnaire of 9 closed questions was applied on a scale of dichotomous variables to students. The office program used to process the information was Microsoft Excel version 15.0.

Results

The results obtained establish the main strategies for the development of listening comprehension, where language skills are generated in the student. In the psycholinguistic model there are two strategies. Bottom-up allows you to process information from the smallest unit (phonemes) to the largest unit (paragraphs). On the other hand, Top-down is the combination of information

processing.

The proposed model taught three categories: the metacognitive strategy (to be aware) which observed and was oriented to the learning process. Cognitive strategy controlled oral comprehension information. The socio-affective strategy consolidated the outcome of the teacher's level of empathy with the student.

Metacognitive strategy: Observes, controls and guides the learning process.

Table 1. *Metacognitive strategy*

Indicators	Frequency	Percentage
Yes	7	70%
No	3	30%
Total	10	100%

Con with respect to the results of the metacognitive strategy in Table 1 it was shown that, 70% of the study group if it was compliant with the implementation. A minority group represented by 30% stated that they did not feel satisfied. Faced with this perspective, Arévalo (2019) mentions in his refencial study that metacognitive strategies so increase hearing prowess by generating metacognitive mastery in understanding ideas to identify the linguistic process. In turn, it limits distractions from the internal and external spheres.

Cognitive strategy: control information

Table 2. *Cognitive strategy*

Indicators	Frequency	Percentage
Yes	6	60%
No	4	40%
Total	10	100%

According to the results of the cognitive strategy in Table 2 it was presented that, 60% if the teacher uses activities belonging to this strategy, while the missing 40% indicate that he does not use them. Relating to Franco's research (2004) in question to this topic, an important role is expressed in the interaction of learning autonomously. Since, students can expand knowledge, in order to develop notes and synthesis in independent

practice.

Socio-effective strategy: control information

Table 3. *Socio-affective strategy*

Indicators	Frequency	Percentage
Yes	8	80%
No	2	20%
Total	10	100%

In the study of socio-affective strategy in Table 3 identifies the socio-affective frequency, which 80% is the highest percentage grade that is part of the listening activity. On the other hand, 20% do not use this strategy. Similarly, the results of Diaz, Buadas, & Lobo 's contribution (2017) regarding socio-affective strategies denote a slight trend in relation to the proportional part. This allows to consolidate a control of information and social affectivity by the study group.

Discussion

Ricoy & Alvarez's (2016) research found strong arguments that contribute to the knowledge and rethinking of pedagogical teaching. Teachers should structure the design of the practice with teaching strategies, unit content and pedagogical material in order to improve the organization of the language study. It should be noted that, based on experiences, people feel motivated to learn a new language. In addition, following (Delicate, 2011)mentioned that the widespread use of language content has a deficiency in the capture of communication. On the other hand, at the time of learning and practicing English there is insecurity on the part of the speaker. Thus, anxiety and fear produce disadvantages in acquiring a new language, this is caused by an emotional factor.

Within a critical perspective Muñoz (2010) found that the methodological basis of linguistic and psychological order leads to the sustenment of a learning practice adjusted to guidelines such as mission and vision of the place of study. That is why the main theorias of learning (behavioral, cognitive, socio-constructive) and linguistic currents (structural and functional-notional approach) are procedures that help promote the

autonomy of foreign language learning. In this sense, it coincides with Ibañez & Castillo (2012) in the autonomous process it was necessary to involve teaching models based on Information and Communication Technologies (ICT) with the aim of insentiating a significant development of teaching with the inclusion of virtual environments.

On the part of a holistic perspective Ibañez & Castillo (2012) is based on the hermeneutic method, where they potentialize reading skills. In order to extract information: (a) main ideas; b) secondary ideas;g and c) verbs to reinforce content and syntasis creation. By associating metacognitive strategies with this perspective research, productive skills are developed to improve the performance of the children concerned to foreign language.

In Majano's (2020) study, he found that the development of computer-based reading and audiovisual practices creates listening comprehension and vocabulary progression skills. That's why they associated computational assistance and the English module with weekly practices. In order to increase exposure to a new language. In the same way, Mora & Camacho (2019) through an online educational tool allowing to motivate and incentivize the language experience. As soon as they applied an interactive role-playing game, allowing to develop cognitive strategies in the playful environment.

Conclusions

Throughout this research it is concluded that, students present difficulties in the hearing comprehension of the English language. The importance of metagocnitive, cognitive and socio-affective strategies is therefore highlighted. However, the teacher is responsible for providing the Indonesian knowledge within two hours per week, as it should motivate children to learn the language.

Fear and nervousness on the part of students are points of desvalance that limit teaching. That is, if they present several questions about the matter

and do not expose them for fear of making mistakes. Like, nerves occur when they are not used to participating in class, which is why they must learn to control emotions. In order to interact with the teacher and classmates.

The teacher through the visual teaching models seeks to attract the attention of the little ones. In itself, recreational activities are the best option to share knowledge, communicate language ideas and interact with each other. However, students have limited vocabulary.

At the time of teaching, students have to confuse the pronunciation of the speaker or unknown words. As a result, they exhibit obstruction in productive skills, i.e. oral production when expressed and ordering ideas to reformulate them.

Bibliographic references

Alcalde, N. (2011). Principales métodos de enseñanza de lenguas extranjeras en Alemania. *Revista de lingüística y lenguas aplicadas*(6), pp. 9-24.

Arévalo, J. (2019). La comprensión auditiva en inglés como lengua extranjera. De la metacognición a la competencia comunicativa. *Revista Internacional de Lenguas Extranjeras*(11).

Ballestero, C., & Batista, J. (2014). Enseñanza de la lectura en inglés desde una perspectiva curricular basada en la integralidad. *edmetic Revista de Educación Mediática y TIC, 4*(1), pp.30-50.

Bozorgian, H. (2012). The Relationship between Listening and Other Language Skills in International English Language Testing System. *Theory and Practice in Language Studies, 2*(4), pp. 657-663.

Corpas, M. (2013). Buenas prácticas educativas para el aprendizaje de la lengua inglesa: aspectos pedagógicos. *Contextos Educativos*(16), pp. 89-104.

Delicado, G. (2011). Ansiedad ante el aprendizaje de la lengua inglesa y El viaje del inglés de Carmen Riera. *Revista Tejuelo*(10), pp. 29-37.

Díaz, N., Buadas, C., & Lobo, P. (2017). Autoconcepto social y estratégias socio-afectivas en alumnos. *Revista Confluencias, 1*(5).

Franco, P. (2004). El uso de las estrategias de aprendizaje del inglés como lengua no materna: aplicación de cuestionario como fase previa a la enseñanza de estrategias en el aula . *Porta Linguarum*(2), pp. 57-67.

Gómez, L., Sandoval, M., & Sáez, K. (2012). Comprensión auditiva en inglés como L2: Efecto de la instrucción explícita de estrategias metacognitivas para su desarrollo. *Revista de Lingüística Teórica y Aplicada, 50*(1), pp. 69-93.

González, A., Rodríguez, M., & Ledo, M. (2019). Enseñar a escribir en inglés: el enfoque proceso-producto orientado a la acción. *Transformación, 15*(1), pp. 14-26.

Ibañez, N., & Castillo, R. (2012). Resignificado del aprendizaje del idioma inglés bajo el influjo de las tecnologías de la información y comunicación. Caso: Universidad de Carabobo. *Orbis. Revista Científica Ciencias Humanas, 8*(22), pp. 49-63.

Illicachi, G., & Ruiz, G. (2015). "Language strategies to develp english listening skill in the students of 7mo año de Educación Básica, Unidad Educativa Doctor Emilio Uzcátegui, at Cebadas, Guamote canton, Chimborazo province, in the academic year 2014-2015".

Majano, V. (2020). Práctica por computadora y aprendizaje del idioma inglés. *Anuario de Investigación, 9*.

McBride, K. (2009). Percepciones estudiantiles sobre las técnicas utilizadas en la enseñanza del inglés como lengua extranjera. *Revista Universum, 2*(24), pp. 94-112.

Mora, M., & Camacho, J. (2019). Classcraft: inglés y juego de roles en el aula de educación primaria. *Apertura, 11*(1).

Muñoz, A. (2010). Metodología para la enseñanza de lenguas extranjeras. Hacia una perspectiva crítica. *Revista Universidad EAFIT, 46*(159), pp. 71-85.

Ricoy, M., & Álvarez, S. (2016). La enseñanza

del inglés en la educación básica de personas jóvenes y adultas. *Revista Mexicana de Investigación Educativa, 21*(69), pp. 385-409.

Seijo, B., Iglesias, N., Hernández, M., & Hidalgo, C. (2010). Métodos y formas de organización del proceso de enseñanzaaprendizaje. Sus potencialidades educativas. *Rev Humamindades Médicas Scielo, 10*(2).

Solórzano Vargas, W., & Badilla Vargas, M. (2014). Procesos de enseñanza y aprendizaje del inglés en la región Occidental de Costa Rica: fortalezas y límites en didáctica, estrategias de evaluación, lingüística y habilidades comunicativas . *Diálogos: Revista Electrónica de Historia, 15*, pp. 163-183.

Tierno, A. (2015). "Jugando en inglés" Aprender inglés jugando, cómo fomentar el aprendizaje del inglés en el aula infatil con actividades lúdicas y el uso del juego. *Universidad de Valladolid*.

Villalba, A. (2006). Procesos cognitivos y metacognitivos aplicados por estudiantes de primer semestre de psicología cuando leen un texto en inglés. *Psicogente, 9*(15), pp. 44-55.