

TITLES OF RESEARCH PROJECTS

The research reports corresponding to the titles we list in the following pages can be consulted in the Foreign Languages Department at Universidad Nacional de Colombia. There, we can find a detailed account of the theoretical issues that led teachers to undertake classroom research. Reference is also made to research procedures and findings in the teaching settings where investigations were carried out.

**Professional Development Programme:
“Listening Practices in the English Class”
(January to April 1995)**

TITLES OF RESEARCH PROJECTS

Teaching English in primary schools:

1. Difficulties in comprehension when listening to the English language.

Patricia Mesa García

2. Students don't want to listen to English because they don't understand it!

Ana Elena Prieto

Teaching English in secondary schools:

3. Difficulties in distinguishing sounds in listening exercises.

Rosalba Porras de Benavides

4. Students have difficulties in listening because they forget vocabulary easily!

Alberto Lozano Bonilla and Rafael A. Roa Caro

5. Students' difficulties in understanding native speakers' texts because of their speed.

Presentación Jiménez Acero

6. Students, as listeners, have limited vocabulary which is not enough to let them understand listening texts and to get the whole meaning of the messages.

Rosalba Velandia, Ana Isabel Mora, and Hugo Abril

7. Students do not take part in listening activities!

Luz Alba Martínez A., Hilda Mercedes Ortiz, and Ana Teresa Martínez

8. Why students do not understand a simple conversation between native speakers.

Margoth Tunjano de Mayorga

9. Providing opportunities to practice listening.

Elisa Convers Guevara

10. Students have difficulties in listening comprensión, particularly in grasping main ideas and getting specific information from a text.

Flor Marina Arévalo, Maritza Berdugo, and Ana Cecilia Díaz

11. Students are afraid because they do not understand verbal information from recorded material or also from the teacher.

José Alvaro Parrado S.

12. Students do not understand when they listen to English instructions given by the teacher!

Josefina Cortés, Dary Barreto, and Luz Edi Pérez

13. Some problems in handling vocabulary in listening lessons.

María de la O Rodríguez and Miryam Espitia Espitia

14. Are students able to catch information about themes studied in previous courses despite the lack of exposure to listening practices?

Leonor Escobar Orozco

Teaching English to adults:

15. Students' tendency to understand word by word in order to get the message from recorded or direct texts.

Rocío Mahecha Sánchez and Rocío Hernández Farfán

**Professional Development Programme for the Teaching of English
as a Foreign Language in Primary and Secondary Schools
(September 1996 to September 1997)**

TITLES OF RESEARCH PROJECTS

Teaching English in primary schools:

1. The use of structured listening activities and the improvement of classroom management can help us to overcome problems of discipline.

Jenny Lagos Bejarano

2. How can materials help students improve listening comprehension?

Gloria Emperatriz Barreto Correa and Martha Ednia Castro Díaz

3. How to help students who do not concentrate in class or misbehave during it to develop their listening skills.

Mireya Esther Castañeda U.

4. Promoting speaking in beginners by using games.

Martha Méndez and Consuelo Rojas

5. Can play activities contribute to improve students' pronunciation?

Jorge Enrique Arcos Triana and Ligia Moreno de Troncoso

6. One Day a Boat. Children in Storyland.

Silvia Alexandra Cortés R., Marlén Jeanet Moreno V., Consuelo Sánchez Prada, and Aurora Triviño Anzola

Teaching English in secondary schools:

7. Helping students develop writing skills.

Ruth Rocío Toro

8. Helping students improve listening skills by developing pre-, while- and post-listening strategies.

Herminda Burgos, Luz Mila Moreno, and Luz Amparo Valencia

9. Improving writing through description.

María Inés Hurtado, Liliana Ochoa Patiño, and Miguel Antonio Caro

10. Speaking improvement through grammar games.

Mery Bastidas Mejía, Rafael Pinzón, and Sonia Sacristán Garzón

11. Listening activities in simple past tense.

Amalia Hernández and Nélide Estupiñán

12. Communicative grammar activities: Improving speaking by means of games.

Judith Astrid Martínez Ardila

13. Games and songs help students to produce oral English.

Mercedes Vega Ruiz

14. Strategies to improve written grammar.

Yolanda Molano Rodríguez