

Delayed Oral Practice Approach in listening and social skills

Paola Alejandra Acosta Gómez

Research study for obtaining the bachelor's degree in English and French

Asesor: Nelson Mellizo Guaqueta

Universidad Pedagógica Nacional

Facultad de Humanidades

Licenciatura en Español y Lenguas Extranjeras

Bogotá – 2018

Note of acceptance

Director:

Juror:

Juror:

Bogotá, October of 2018

Acknowledgments

Thanks with all my heart

To God *for giving me life, love, health, light and food... between many treasures,*
to my parents *for helping me to love and recover my dreams and forces,*
to my friend Paola *for teaching me her constant patience and curiosity,*
to my boyfriend *for sharing with me the long nights of anguish and analysis,*
to my teachers *for being my first unconditional friends,*
to my students *for listening my strange and passionate reflections,*
to my assessor *for showing me that I need to become humbler,*

and to all the human beings that show me how to enjoy and love my life!

1. Información General	
Tipo de documento	Trabajo de grado
Acceso al documento	Universidad Pedagógica Nacional. Biblioteca Central
Título del documento	Delayed Oral Practice Approach in listening and social skills (Enfoque de la práctica oral retrasada en las habilidades de escucha y sociales)
Autor(es)	Acosta Gómez, Paola Alejandra
Director	Mellizo Guaqueta, Nelson
Publicación	Bogotá. Universidad Pedagógica Nacional, 2018. 73 p.
Unidad Patrocinante	Universidad Pedagógica Nacional
Palabras Claves	PRÁCTICA ORAL RETRASADA; ESCUCHA; HABILIDADES SOCIALES; MULTIMODALES; DIVERSIDAD.

2. Descripción

Trabajo de grado en el que se intervino en los procesos pedagógicos de niños de segundo grado del Colegio Prado Veraniego IED en el aprendizaje de inglés como lengua extranjera, a partir de un diagnóstico en el que se hallaron dificultades en la escucha, bajo nivel de inglés y problemas de convivencia. De esta manera se aplicó el enfoque de práctica oral retrasada alrededor de cuatro tipos de textos multimodales con el tema común de la diversidad humana con el fin de realizar actividades de emparejamiento y desarrollar tanto la habilidad de escucha en inglés como otras habilidades sociales. Se encontró que los estudiantes desarrollaron tres habilidades sociales, mejoraron en la escucha para identificar ideas secundarias y potenciaron sus habilidades de escritura, habla y lectura en inglés. De esta manera ahora son capaces de escuchar a la profesora y actuar conforme a ello, hacer preguntas con confianza, reconocer y respetar las emociones ajenas, e identificar algunas palabras e ideas en videos y películas en inglés. Así mismo, los estudiantes mejoraron en todas las habilidades de la lengua inglesa, en disciplina y convivencia en el aula.


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4. Contenidos
<p>El presente trabajo se desarrolló mediante capítulos que representan el procedimiento de aplicación del estudio:</p> <p>El capítulo 1 o introducción incluye la contextualización hecha al colegio Prado Veraniego IED y a los estudiantes de segundo grado de la jornada tarde del mismo. Así mismo se presenta el problema encontrado a nivel de convivencia y de habilidades en inglés. Por último, se introduce el objetivo general del estudio de “determinar el impacto de implementar el enfoque de la práctica oral retrasada alrededor de textos multimodales para desarrollar la comprensión oral y habilidades sociales en estudiantes de segundo grado de inglés como lengua extranjera en el colegio Prado Veraniego” junto con sus objetivos específicos.</p>

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<p>El capítulo 2 presenta el estado del arte y el marco teórico en torno a los cuatro constructos empleados en la investigación, los cuales son “Delayed Oral Practice Approach in teaching listening comprehension” (Enfoque de la práctica oral retrasada en la enseñanza de la comprensión oral), “Enhancing social skills with matching activities” (Potenciando habilidades sociales con actividades de emparejamiento), “Multimodal texts about human diversity in the EFL classroom” (Textos multimodales acerca de la diversidad humana en el salón de clases de inglés como lengua extranjera) y “The Topic-based Approach in English learning” (Enfoque basado en tema en el aprendizaje del inglés).</p> <p>El capítulo 3 ilustra el diseño de la presente investigación cualitativa de tipo “Investigación-acción”. Asimismo, se presentan los instrumentos empleados para recolectar los datos, los cuales son observaciones reflejadas en diarios de campo y grabaciones de audio, entrevistas, cuestionarios y artefactos -fotos, trabajos en grupo, cuadernos, figuras de plastilina, carteleras, dibujos, palabras, etc-.</p> <p>El capítulo 4 llamado intervención pedagógica presenta la manera de aplicar las clases siguiendo los principios del enfoque de práctica oral retrasada y el enfoque basado en tema; e integrando materiales multimodales (videos, películas y series de televisión). La intervención se distribuyó en tres ciclos y tres planeaciones de clase llamadas “The world has different colors” (El mundo tiene diferentes colores), “Our right to believe” (Nuestro derecho a creer) y “We can be friends” (Podemos ser amigos). Cada ciclo tomó entre 7 y 9 sesiones de 2 horas; y abarcaba un subtema de diversidad humana. Además, las últimas cuatro sesiones buscaban potenciar todos los indicadores.</p> <p>El capítulo 5 contempla el análisis de resultados, para lo cual define y analiza 3 categorías desarrolladas mediante 3 indicadores los cuales muestran los logros esperados, y se analiza si la intervención es satisfactoria o no con respecto a cada indicador. Los indicadores se relacionan con reconocer palabras, identificar la idea general y usar el contexto en un texto multimodal; escuchar y hacerle preguntas a la profesora, reconocer y respetar las emociones de otros, reconocer y valorar las diferencias humanas en la parte física, religiosa y cultural. Finalmente, se exponen los resultados, las conclusiones y algunas recomendaciones hechas en torno a la institución educativa, a la población estudiada y a futuras investigaciones relacionadas.</p>		

5. Metodología
<p>El presente estudio se realizó siguiendo el enfoque cualitativo. Para la delimitación del problema se emplearon diferentes instrumentos. Estos fueron la observación participativa registrada en diarios de campo y grabaciones de audio, dos talleres desarrollados en clase en torno a las cuatro habilidades de la lengua inglesa, una entrevista a toda la población de estudio, y una entrevista a la profesora titular. Una vez delimitado el problema se aplicó el enfoque de práctica oral retrasada</p>

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<p>para el diseño de las intervenciones, y se evaluaron los avances a través de observación participativa registrada en diarios de campo, se utilizaron textos multimodales durante todas las clases, algunos artefactos producidos por los estudiantes fueron fotografiados, y se realizaron cuatro entrevistas a toda la muestra en diferentes momentos de la intervención para llevar un seguimiento de sus procesos. Los datos fueron analizados siguiendo la teoría fundamentada, con ayuda de la codificación de colores; a partir de ellos se originaron las categorías de análisis e indicadores que fundamentaron el análisis de los datos y dieron paso al marco teórico del estudio. Solamente se analizaron los datos de la muestra empleada para el estudio y conformada por un total de 13 estudiantes definidos por su nivel de inglés (4 estudiantes de cada nivel) y su asistencia (más del 60% de las sesiones de la intervención pedagógica).</p>			

6. Conclusiones
<p>El enfoque de la práctica oral retrasada fue inefectivo para potenciar la comprensión oral, dado que solamente contribuyó a la identificación de ideas secundarias y su expresión mediante imágenes, palabras y emparejamientos. Las actividades de emparejamiento fueron efectivas para el desarrollo de las habilidades sociales, especialmente de la escucha activa, la formulación de preguntas y el reconocimiento y respeto de las emociones ajenas. Los textos multimodales fueron efectivos para el aprendizaje de conceptos básicos en torno a la diversidad física, religiosa y cultural de los hombres. Además, el enfoque basado en tema fue efectivo para el aprendizaje del inglés, presentando algunas ventajas como favorecer el aprendizaje autónomo, aumentar el vocabulario y la memorización de conceptos por parte de los estudiantes. Finalmente, los resultados fueron muy positivos, dos de los tres objetivos se alcanzaron y la intervención pedagógica tuvo éxito. Por otra parte, la convivencia mejoró notablemente gracias a la intervención y la disciplina mejoró un poco dado que sólo tres estudiantes continuaron con actitudes rebeldes y desinteresadas hacia la clase de inglés. Todos los estudiantes mejoraron en todas las habilidades de la lengua inglesa. Finalmente, cada intervención tuvo resultados aceptables y satisfactorios; y estos resultados son significativos para futuras investigaciones en habilidades sociales y de escucha a través del enfoque de práctica oral retrasada.</p>

Elaborado por:	Acosta Gómez, Paola Alejandra
Revisado por:	Mellizo Guaqueta, Nelson

Fecha de elaboración del Resumen:	19	11	2018
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Chapter 1

Introduction

Characterization

Prado Veraniego School is a public institution which offers preschool, primary and secondary education in Bogotá. It has a director, three coordinators, four administrative workers and sixty-five teachers distributed in fifty grades. There are more than six hundred students matriculated, and distributed in two shifts and two branches; twenty-five grades in each shift. Preschool to fourth grades study in the branch B, and fifth to eleventh grades study in the branch A.

Indeed, the branch B is located in Carrera 53A No. 128-51, near the Transmilenio's bus station Prado, in the neighborhood Prado Veraniego in the locality of Suba. Surroundings of branch B are many commercial establishments, as cafeterias, automobile and furniture's reparations, restaurants, and supermarkets, big churches, and luxury closed sets in front of street habitants. It means that there are a variety of messages in the nearer context including songs, newspapers, cartoons, publicity and videos which students need to understand and use.

Besides, this school counts with multidisciplinary projects focused on developing a peaceful coexistence and respectful habits. In fact, there are many artistic works in the walls, playground and corridors that show an emphasis in caring the environment for preserving the future.

Furthermore, each teacher has to carry The Educational Community Handbook of this school. It states a PEI that emphasizes in having a good communication to enhance the human development. This PEI is based on humanistic, scientific and cultural values for stimulating the community's integral improvement; and the school's mission is to generate and enhance cognitive, social and practical processes oriented towards competent human beings' formation.

Its vision includes starting social changes for a peaceful coexistence that allows building a solidary country.

As a matter of fact, this research was developed in the branch B, in twenty five second graders of afternoon drift (course 203) who presented some cognitive, socio-affective and cultural peculiarities. They were sixteen girls and nine boys between seven and ten years old.

In the cognitive dimension, coded in the instruments with orange color, the students were learning to read and write in Spanish and English, and they had problems with recognizing and reading some letters (Appendix A, in orange). It was also evident in an interview (Appendix B, in orange) when the main teacher explained that the half of students had problems with the processes of reading and writing in Spanish. It means that they were developing the cognitive processes linked to these two language skills in both languages at the same time.

Therefore, they were starting to practice the mental processes linked to the concrete operational stage mentioned by Piaget (1964). They were learning to manipulate symbols in both languages, make classifications, order objects, and understand spatial and temporal operations. They also were leaving the egoistical thinking, and started to think in others in a logical way. For those reasons, they were in the appropriate age for starting to write in English and to work in groups for cultivating more inclusive relationships. The physical experience joined with the appropriate linguistic and educational transmission also worked together during the English sessions for enhancing the learning processes as Piaget (1964) purposed.

In the socio-affective dimension, coded in the instruments with green color, they liked English class and working in groups (Appendix C, in green) and enjoyed watching videos and drawing. In fact, they laughed, smiled, and paid attention to a video song (Appendix D, in green), they participated with questions and comments for improving vocabulary and discipline, and enjoyed helping others (Appendix E, in green).

In the cultural dimension, the population was composed by twenty-five students between seven and ten years old with a wide cultural variety. This variety included low and middle social class environments, family composition (grandmother or mother, two parents, brother and mother, or extensive families, as in appendix B in dark red), origins (Venezuela, Cauca, Atlantic coast and Bogotá), and favorite activities as talking, playing, eating and fighting.

Diagnosis

Three data collection instruments were employed for the diagnosis in the context step of the action research. They reflected the English level, perceptions, behaviors and difficulties of second graders and helped to establish their main problems. In this context, color coding was employed to create an easier classification and analysis of their more frequent findings.

In first place, the workshops were two and they included the four language skills. The initial one What do you know? (Appendix F) was individual, written and included drawings. Its advance took two classes of two hours, including reading, explanation and examples. It comprised many activities as matching words with images or numbers with names, filling gaps, and drawing shapes with specific colors. To evaluate speaking, the answers of three points were read aloud by students, and recorded by the researcher.

The second workshop Playing with the duck! was registered in field note of March 8th (Appendix G, in orange). It was oral, involved all the population and included two parts. The introductory part consisted in watching a video-tale. It was followed by the core activity of watching a video about animals and playing with a toy for matching some sounds produced by animals, with some images of the animals.

In second place, the interviews were made to all students and the main teacher. The first students' interviews (Appendix C) were open semi structured questionnaires with questions about living, origin, opinions, known words in English, and favorite activities. Additionally, the main

teacher's interview (Appendix B) was an open semi structured questionnaire with six questions about students' advantages and debilities, families, reading and writing abilities, and behavior.

Hence, these instruments helped to recognize three important findings in the learning process in second graders. They were the lack of listening to others, the limited English level, and the bad coexistence. These findings made more difficult the learning processes in the population and were strongly related. The students who did not listen to the main teacher presented the lowest English levels. I used color coding to present each finding in an easier way.

In first place, the lack of listening to others (in light blue) was evident in field notes, teacher's interview and workshops. On one hand, in the field note of March 15th (Appendix D, in light blue), the majority of students did not listen to the researcher, did not know what to do, what was happening or what had happened; and in the field note of March 8th (Appendix G, in red), this lack of listening was linked to talking, playing and offending other people during sessions.

On the other hand, the main teacher (Appendix B, in light blue) recognized that students had moments to play, discuss and talk in classes, a few of them had difficulties to listen and follow instructions, and they presented a bigger lack of attention in some days and hours. Additionally, in the workshop 1 No. 25 (Appendix F) ninth point, the student wrote some words over each line although the researcher had explained many times that each line was only for writing a word.

In second place, the limited level of English (orange color) was evident in field notes, interviews and workshops. For example, in the field note of February 22nd (Appendix E, in orange) students counted one to ten in English confusing some numbers; and in the first student's interview No. 6 (Appendix C, in orange) he knew blue and hello in English, but he did not know numbers. The workshop 1 What do you know? (Appendix F) showed that they understood by listening greetings. But, they were not able to write well the names of family members and numbers, and had poor listening and reading comprehension of body parts and colors.

Additionally, the second workshop explained in the field note of March 8th (Appendix G, in orange) showed that students did not match names of animals with their images. It means that they had poor levels in writing, reading and listening. Actually, in the workshop 1 (Appendix F) the student wrote strange names of numbers, and colored the black triangle with green color.

Therefore, students presented problems in all language skills in English and in their coexistence. They had difficulties with listening, reading and writing in English; and they did not speak any word in English during the diagnosis. They did not listen to others, and they followed instructions in a bad way. They also manifested having a low English level by not distinguishing by reading or listening the contents included in the curriculum for first graders. It included the numbers one to ten, family members, some body parts, and the basic colors in English.

In third place, the field notes evidenced difficulties in the coexistence that were coded with red color. They were manifested in frequent verbal and physical aggressions (Appendix G, in red) between students. Although this school's has many peaceful projects, and its goals are linked to enhance a good communication, to stimulate competent human beings' formation, and to start social changes for a peaceful coexistence; there was aggression in all sceneries. It happened with verbal and physical manifestations, during break and classes hours in bathrooms, playground and classrooms. This behavior was frequently evidenced during the research; it means that the reality is far of the school's projects and goals for a peaceful coexistence.

Statement of the problem

The lack of listening to others, the poor listening comprehension, and the bad coexistence were assumed as the problem of low development of listening and social skills in ESL second graders of Prado Veraniego School. This research looked for solving this problem.

In addition, as Rivers (1981) states, the lack of listening does not allow to obtain a real interaction in English class. This interaction requires the creation of collaborative scenery

between sender, receiver and context; and it is not possible when receiver does not listen the message. This interaction is also an important source of pragmatic abilities.

Likewise, the poor listening comprehension (a key element of listening skill) affects the advance of reading comprehension in ESL learners according to Hogan, Adlof and Alonzo (2014). They recognize that both comprehensions imply common factors as vocabulary, the capacity to produce inferences and the previous knowledges. This influence in reading comprehension is present since elementary grades. In consequence, having a poor listening comprehension maybe more problematic that having a poor speaking, and it contributes to have poor reading comprehension.

Finally, having a bad coexistence makes more difficult the process of learning emotional, cognitive and language skills as Lau (2014) proposes. It means that the lack of listening and the bad coexistence increased the poor listening comprehension that was found in the population.

Rationale of the study

The Delayed Oral Practice Approach is an alternative to foster listening comprehension without requiring speaking in English. It takes into account that speaking difficulties in English were frequent in the population and constituted a reason for not liking this class (Appendix H). Regarding to this approach, Postovsky (1974) affirms that it presents some advantages as being more useful in daily life, and producing a positive attitude. Indeed, this method avoids the negative effects of speaking before internalizing the language, as the decrease of recording information in long term memory, recalling, and stress than shrinks listening fluency.

Moreover, Nambi (2016) proposes that multimodal material stimulates making links between concepts. Facing students to these texts is an important aspect which increases participation and the students' meaningful learning of vocabulary and grammar structures. Then, I have included multimodal material in the research, especially in relation with human diversity.

The article 26 of the Universal Declaration of Human Rights establishes that education has to look for peace. It will be obtained by the full progress of personality, the respect of human rights, and the promotion of understanding, tolerance and friendship. Ministerio de Educación Nacional de Colombia or MEN (2006) proposes that one of the central functions of language is social and the Educational Community Handbook of this school presents the importance of a peaceful co-existence. It requires to mature cognitive, social and practical values and to establish a good communication. Then, this research looks for developing social skills which contribute to a peaceful co-existence and a better communication.

Research question

The general question was: What might be the impact of implementing the Delayed Oral Practice Approach around four multimodal texts about human diversity in the development of listening comprehension and social skills in EFL second graders at Prado Veraniego School?

Objectives

The general objective was to determine the impact of implementing the Delayed Oral Practice Approach around multimodal texts for developing listening comprehension and social skills in EFL second graders at Prado Veraniego School.

The specific objectives were originated in the data collected through the instruments employed during the pedagogical intervention and they were three ones:

1. To assess the evolution of listening comprehension through Delayed Oral Practice Approach.
2. To enhance social skills with matching activities.
3. To explore the development of human diversity themes through multimodal texts.

Chapter 2

State of art and Theoretical background

In this chapter, the theoretical bases of this research are settled. First, the reviews of nine relevant researches are presented. Then, the constructs of this study which were *Multimodal texts about human diversity in EFL classroom, Delayed Oral Practice Approach in teaching listening comprehension, Enhancing social skills with matching activities* and *The Topic-based Approach in English learning* are expounded.

State of Art

The following nine relevant studies were the result of an intricate process. They were collected by looking for information in ten data bases and digital repositories of three universities in Bogotá. The search implied the key concepts *multimodal texts, video, movie, listening comprehension, listening skill* and *EFL*, and was limited to full texts amid 2008 and 2018. Chart

1

State of Art

Title	Author (year)	Scope
<i>The impact of multimodal texts on the development of English Language proficiency</i>	Nallaya (2010)	The University of Adelaide (Australia)
<i>The Effects Of Animation Movie Viewing on Listening Skill Of Junior High School Students</i>	Hasanah, Rahman and Halim (2017)	University of Makassar (Indonesia)
<i>The Effectiveness of Scaffolding Interactive Activities in Developing the English Listening Comprehension Skills of the Sixth Grade Elementary Schoolgirls in Jeddah</i>	Al-Yami (2008)	King Abdulaziz University (Saudi Arabia)
<i>Developing communicative activities for fostering listening and social skills in an inclusive EFL classroom</i>	Poveda (2016)	Universidad Pedagógica Nacional (Colombia)

<i>Digital storytelling and top down strategies for enhancing listening comprehension skills</i>	Lugo (2017)	Universidad Pedagógica Nacional (Colombia)
<i>The video as a technological resource that allows the design of adequate material to initiate learning processes in EFL for first grade students at Prado Veraniego School</i>	Cruz (2014)	Universidad Pedagógica Nacional (Colombia)
<i>Developing Listening through the Use of Authentic Material</i>	Morales and Beltrán (2006)	Corporación Universitaria UNITEC (Colombia)
<i>What are students' responses when TV shows and videogames are presented by teachers in EFL classes?</i>	González and Mesa (2017)	Universidad Distrital Francisco José de Caldas (Colombia)
<i>El TPR – Total Physical Response- como dispositivo metodológico para fortalecer la escucha comprensiva del inglés en estudiantes del ciclo II de jornada nocturna del Colegio República de Costa Rica</i>	Aponte, Cipamocha and Loaiza (2016)	Universidad Libre (Colombia)

The first study, *The impact of multimodal texts on the development of English Language proficiency* looked for analyzing the relation between levels of English proficiency and characteristics of university students, and investigating if the regular practice of language skills using multimodal technologies improves proficiency in a communicative English course. This study concluded that students' needs have an effect in proficiency; and a course including all language skills has beneficial effects in proficiency which can be enhanced by using multimodal technology. The relation between this study and the present research is that students considered multimodal texts as easier than printed ones; and very useful in their diary lives.

The second study, *The Effects Of Animation Movie Viewing on Listening Skill Of Junior High School Students* aimed to expose the effects of Animation Movie viewing on students' listening skill and to detect whether or not the students were interested in the use of Animation Movie. It concluded that students' results in a listening skill test were higher in the group with Animation Movies, and students were interested in movies. The relation between this study and the research

is that this study included indicators of listening comprehension as to follow the general idea, and to understand details which were included in the present research.

The third study, *The Effectiveness of Scaffolding Interactive Activities in Developing the English Listening Comprehension Skills of the Sixth Grade Elementary Schoolgirls in Jeddah* looked for investigating the effectiveness of scaffolding interactive activities in developing listening comprehension. The results showed that these activities could be settled from the early stages of learning; helped in listening comprehension, promoted communication, and motivated participation and good listening habits. They also concluded that offering psychological, pedagogical and cognitive scaffolding contributed to an active listening. The relation between this study and the present research is that it defined listening as a creative and interactive process.

The fourth study, *Developing communicative activities for fostering listening and social skills in an inclusive EFL classroom* had as paramount objective to identify the impact of communicative activities to improve listening and social skills in an EFL inclusive classroom with second grade students at Prado Veraniego School. The researcher concluded that using varied activities and audiovisual material contributed to have a dynamic classroom; visual support was indispensable in fostering listening skill; videos were excellent tools for improving comprehension; and fostering listening skill familiarized students with English and helped them to express. The populations of both searches were similar in grade, institution and problems.

The fifth study, *Digital storytelling and top down strategies for enhancing listening comprehension skills* looked for determining the contribution of digital storytelling and top down strategies in the listening comprehension skills. It concluded that using technological resources, storytelling, and top down strategies enhanced listening comprehension. One important aspect was that the population in both searches was similar in grade, institution, likes and focal problem.

The sixth study, *The video as a technological resource that allows the design of adequate material to initiate learning processes in EFL for first grade students at Prado Veraniego School*, had the main objective of establishing how the video - a technological resource- allowed the design of adequate material to initiate first graders on a foreign language learning process. The researcher concluded that videos stimulated that students get engaged and motivated, understood topics, remembered vocabulary, improved their listening skill and build technological competences. The relation between this study and the present research was that the material helped students to practice and develop all language skills. Other important aspect is that this research had a population with the same institution, family composition and problems than the present research.

The seventh study, *Developing Listening through the Use of Authentic Material* looked for determining the most suitable authentic material and criteria to improve listening comprehension in students of International Business program. The main results were that listening comprehension could be improved based on the correct material selection and systematic and coherent lesson plans. It implied to consider linguistic, conceptual and students' cultural background as well as the applicability and adaptability of texts. The relation between this study and the research was that doing systematic lesson planning required pre-established goals, careful listening tasks design, a demand for active students' participation, and communication.

The eight study, *What are students' responses when TV shows and videogames are presented by teachers in EFL classes?* aimed to analyze students' reactions when TV shows and videogames were implemented in the EFL classes. The conclusions were that fourth graders of Colegio Policarpa Salavarrieta showed more engagement, commitment and fellowship when TV shows and videogames were included in EFL classes, and they felt more comfortable. The

relation between this study and the present research was that both of them included TV shows as tools for improving some social and language skills in EFL students.

The ninth study, *El TPR – total physical response como dispositivo metodológico para fortalecer la escucha comprensiva del inglés en estudiantes del ciclo II de jornada nocturna del Colegio República de Costa Rica* had the main objective of designing a strategy which included the TPR methodology and the listening process for enhancing listening comprehension in students. The conclusions were that TPR activities helped to stimulate the long term memory, increased the vocabulary and evoke concepts; and that a strategy to enhance comprehensive listening must include visual aids, and body movements. The relation between this study and the own research was having the same problem and including in the pedagogical intervention some activities linked to the Total Physical Response.

In conclusion, those nine studies were useful because they provided arguments, authors, concepts, indicators, phases, micro skills, activities, conclusions, categories of analysis, and multimodal materials for employing in this research. In this way, they enriched the objectives, the rationale of the study, the theoretical background, the pedagogical intervention and the data analysis of the actual research. Some of them had very similar populations to the population of the present study, and their activities, findings and recommendations constituted a model for creating some activities.

Theoretical Framework

This research is linked to the use of multimodal texts about human diversity, by implementing the Delayed Oral Practice Approach for improving listening comprehension and social skills. In consequence, each of these elements constitutes a theoretical construct. *Delayed Oral Practice Approach in teaching listening comprehension, Enhancing social skills with games and matching activities* and *Multimodal texts about human diversity in EFL classroom* were the three constructs

developed. They were nearly related to the research questions. An additional construct was added to them because it had a paramount importance in designing the pedagogical intervention. It was called *The Topic-based Approach in English learning* and was related to the previous construct. Human diversity was the common topic of the pedagogical intervention and the majority of multimodal texts employed in this research.

Delayed Oral Practice Approach in teaching listening comprehension

This research employed an approach which is part of the comprehension based approaches, near the TPR and the silent way. It is called the Delayed Oral Practice Approach. This approach avoids speaking in English and it is considered a good alternative to teach listening comprehension in the research population.

Likewise, Al-Yami (2008) proposes that listening-based approaches enhance the acquisition of English language. The key benefit of these approaches is to avoid the bad effects of having to produce language before the learner is ready. Listening comprehension is the basis for developing other language skills, particularly speaking. It needs to be simultaneously taught and enhanced as an important skill, especially in the first grades. According to the diagnosis, poor listening comprehension was a vital problem of the research's population.

Al-Yami also states that listening comprehension is a complex process with many micro-skills. It is an active and intellectual process of receiving sounds, building meanings, and responding to messages. It is an active process because it is not enough that listeners say that they have understood the message, but it is necessary that they carry out many tasks to show it. Listening comprehension's micro skills include a wide variety as listening to judge. Beginners need training in other micro skills as predicting what they are going to hear, using the context, listening for the general idea and listening for specific information. This research included three

micro skills (one by cycle). They were **listening for specific information, listening for the general idea, and using the context to increase understanding.**

Summarizing, this research adopted the vision of listening comprehension as a complex and active process composed by different micro skills. The pedagogical intervention included only three micro skills. Each one contributed to improve the general comprehension of multimodal materials with sound. Each lesson plan looked for stimulating one of these micro skills and each session included it. It looked for developing the same micro skill in all sessions of a lesson plan, taking into account the research's vision of learning.

In addition to these micro skills, each lesson plan included two tasks which stimulated the listening comprehension of some words and sentences. These tasks were related to the Delayed Oral Approach. They included matching images and words, drawing words or sentences listened, making movements in response to instructions, and underlining words. These tasks were designed to show if students understood some words and sentences that they heard in the videos.

Further, this research employed the Delayed Oral Practice Approach. It constitutes a good alternative to teach listening comprehension in the population of Prado Veraniego School. According to Takahashi (1981), this approach is also called Listening Skill Building and it is a reaction against the Audio-Lingual approach. It is characterized by avoiding students speak in English before they developed the listening skill and acquired a basic vocabulary. It requires a period of time (12 hours to six months) between the growth of listening skill and speaking skill. This period aims to improve the listening fluency, understood as the capacity to understand a non-technical conversation (Winitz and Reeds, 1973).

This research took elements of the Delayed Oral Approach, and some elements and roles inspired in other approaches. The teacher was a helper who presents the multimodal texts and invites to analyze them. It allowed to enrich the own world vision, improve the level of listening

comprehension and develop attitudes to establish respectful social interactions. The teacher was a guide who stimulates the autonomy, and a questioner who looks for gathering reflection and questioning. The student was an active participant in the learning process, who experimented with texts, suggested interpretations, negotiated meanings, answered, asked, showed their listening comprehension, and developed new attitudes.

Following the principles of the Delayed Oral Approach, the first thirty two hours of the intervention avoided speaking. It aimed that, after this period, students started to speak some words in English in classes with a communicative purpose, without receiving the order of doing it. It required comprehending simple verbs, words, grammatical structures, and their real uses.

Furthermore, there are different methodologies linked to it. One of them includes writing (Postovsky, 1971) and considers that speaking and writing are similar productive skills (Takahashi, 1981). Other methodology proposed by Asher (1968) is the Total Physical Response in which students follow directions. The teacher says the command and acts; students imitate it, and the teacher repeats the command individually. This methodology enhances concentration, analogy, association and motivation (Takahashi, 1981).

Following with listening comprehension micro skills, and according to Brown (2006) listening for specific information and listening for the general idea differ in the purpose. Listening for specific information consists in focusing in understanding and remembering a specific detail. Thus, the general idea is not crucial. In contrast, listening for the general idea implies to have the pre-established and well defined purpose of discovering the general idea, and the details are less important. Both micro skills require having a clear purpose; and they are developed by the DOA.

By the other way, in reference to use the context to increase understanding, Vandergrift (2004) states that it means that students use any relevant and accessible information to interpret the

documents that they listen. For this reason, it is better to employ authentic than didactical multimodal texts following the Delayed Oral Approach.

Additionally, some suggestions for creating effective listening, given by Mendelsohn (1994) were included in this research linked to the Delayed Oral Approach. They are using authentic material, incorporating strategies for effective listening, allow to students listening many times a document, explain to students the reason for listening, making activities and involve students in an active way. There are other kinds of activities referred by Richards J. (1983) and included in the present research. They are matching or distinguishing, transferring, transcribing, scanning and answering questions. The suggestions of Mendelson (1994) and the activities of Richards (1983) were included in this research.

Therefore, the Delayed Oral Approach was employed for enhancing the three specific micro skills of listening comprehension already described. In this way, the effectiveness of the approach was measured by evaluating the progress of each micro skill in sessions by means of activities.

Finally, all language skills were enhanced during this research. Writing skill functioned as evidence of the listening comprehension, with the help of drawings. Speaking skill was taken into account in last sessions when some students started voluntarily to speak in English. Thus, writing and speaking were evaluated in relation with listening comprehension; students had to write and speak about what they understood of the videos. Reading skill helped them to understand videos and movies, but it was not the main skill. A few videos included captions, and all sentences and words were read aloud in English by teacher for stimulating listening comprehension in students.

Enhancing social skills with matching activities

Lau (2014) defines social skills in relation to the concept of *social competence*. This competence enhances social interaction, adapting to new social environments, and making friends. Some social skills, taken by Lau (2014) from a high variety of authors, relate to social

independence, other ones to emotional knowledge, and the others to cooperation and adult direct interactions. All of them are keys for the students' success at school.

Likewise, some social skills referred by this author are *listening actively to others, taking directions from teachers, having confidence when asking to others, adapting to different situations, problem solving, regulating emotions, expressing emotions, recognizing the emotions and feelings of others, displaying cooperative behaviors as turn taking, compromising during conflicts with peers, understanding social norms, and showing independence*. All of them are acquired in human relationships, involving two or more people and enhancing a good coexistence. Some of them were selected for this research.

Hence, Lau (2014) clarifies that the social competence enhances the process of learning other skills (emotional, cognitive and language skills). Social skills and language skills are also strongly related. A student with language difficulties appears uncooperative when the problem is that he does not understand the instructions. Developing social skills in students is fundamental for reinforcing any learning process, including EFL learning.

In consequence, this research defines social skills as abilities for having a good social interaction. Three social skills which are considered of paramount importance in the improvement of a healthy classroom with tolerance and peace are included in this research. They are **listening to others, having confidence when asking to others, and recognizing the emotions of other ones**. These three skills work together for raising a more active classroom and reducing fighting by means of dialogue and respect.

In first place, **listening to others** is a social skill which implies to adapt some attitudes and behaviors in response to others' utterances (Lau, 2014). It means that listening is an active process. It implies to be courteous, to pay attention, to understand the roles of the speaker and

listener, to judge, to distinguish phonemes and words, to infer meaning from stress, to interpret the speaker's intentions, to follow directions, and to listen to arrive at solutions.

In second place, **having confidence when asking to others** is other social skill which includes giving commands, making normal questions and changing affirmative sentences in doubts (Brown and Edmondson, 1984). The questions made by students evidenced that they had self-confidence and did not feel fear of the possible verbal and non-verbal responses to the questions.

In this order of ideas, Rothstein and Santana (2011) propose a technique for teaching to students to ask questions step by step. This technique includes four vital rules for producing questions that include ask as many questions as you can, do not stop to discuss, judge or answer the questions, write down each question, and change any statement into a question. First, the teacher presents a focus. Then, the teacher shares the four rules for questioning. Next, the teacher guides to students for selecting the best kind of question. After it, the teacher shows to students how to categorize questions. Finally, students and teacher decide what to do with the questions.

In third place, Richburg and Fletcher (2002) propose that **recognizing the emotions of other ones** is a social skill linked to have more assertive conversations and attitudes to enhance respect; and it requires to know the own emotions and to manage them. It also requires a high level of self-awareness, and takes into consideration the needs of other ones.

Therefore, this social skill implies to recognize the own emotions, to valorize the individuality of other people and their difference, and to identify their needs and emotions. It includes teacher and partners, because students need to learn to be empathic with other children as well as adults.

Social skills involve two or more people, and matching activities link physically two elements. People live in the same community, and the elements of the matching activities are

related in the conceptual sphere. Matching activities allow to students to understand that there are different kinds of relations between objects that can be discovered; and there are also human relationships. Many of these activities required working in groups or making questions to partners because their complexity. In this way, matching activities require cooperation in the classroom, and they stimulate the development of social skills in the population.

Besides, matching involves connecting two components by making a circle around one, selecting one, underlining or coloring the answer. They include matching a word in one column with collocations, root, definition, synonym and antonym, sentence representing correct usage or meaning in the other column.

In addition, Beck and Mitroff (1972) give examples of matching activities as picture-word, sound-word and sound-picture matching activities. The picture-word matching involves associating a given word or sentence to a picture. The sound-word matching requires associating the pronunciation of a word with a written word. The sound-picture matching is finding the picture that matches with a word previously heard.

Hence, some of these matching activities were included in the lesson plans of this research. In each lesson plan, at less a matching activity was included. They included word-picture, sound-picture and sound-word matching activities referred by Beck and Mitroff (1972). Some of the activities were adaptations using technology and taking into account the population's interests.

Multimodal texts about human diversity in the EFL classroom

Jewitt (2009) states that multimodal texts are texts which integrate different semiotic modalities for producing a meaning. These semiotic modalities include language, gesture, movement, hypertext, graphic design elements, visual images and sound. They include movies, videos, videogames, advertisements, picture books, comics, cartoons, TV programs and

illustrated newspapers. They conquer the classrooms in “new” ways, promoting different images over the word, and changing the concept of reading because writing is only a mode of doing it.

In consequence, multimodal texts are understood in this research as a variety of resources with different semiotic modalities around the common topic of human diversity. The multimodal texts included in the research were video-song, video-tale, movies, and TV series. These texts were present in the diary context of students, and allowed to them to adopt and recognize different perspectives of the human diversity. There were a variety of texts employed for knowing religious, physical and cultural varieties in human beings.

All the multimodal texts of this research had in common a relation with the human diversity. This concept is considered by Banks (2004) as a historical product in most nations in the world. It includes different aspects and is linked to the exigencies of democratic states. Human diversity has increased with the expansion of technologies, and presents political implications. It requires maintaining and valorizing some aspects of the cultures, and protecting the rights of minorities. When it is misunderstood, it produces social problems as violence.

As a result, human diversity is understood for this research as all cultural elements, religions (beliefs, values, practices and gods) and body characteristics that human beings present. According to Donald and Howard (2015) the International human rights law helps to the practical resolution of situations where freedom of religion or belief appears to conflict with other rights, and religious beliefs include all traditional religions and beliefs, and non-religious beliefs such as pacifism, veganism and atheism. Further, religious or philosophical convictions are protected if they have seriousness, are compatible with human dignity, and link to substantial aspects of life. For this research, religion is assumed as a concept strongly linked to the human right to believe.

Furthermore, the freedom of religion involves not being discriminated for accessing to goods and services, having neutrality and impartiality between religions, respecting for others to

believe, pluralism and tolerance, institutional and personal autonomy, no hierarchy of rights, and legality. Including appropriately this topic in the EFL classroom is an opportunity for constructing new understandings, decreasing difficulties, enhancing a good coexistence and solving problems between students and teachers.

In addition, according to Spencer-Oatey (2012), culture is understood as a coherent system composed by material and non-material aspects; different to nation, race, identity or ethnic group. Material aspects include technologies and non-material aspects include values, politics, education, knowledges, beliefs, religions, attitudes, art, morals, law, customs, capabilities and habits acquired by men of the same social group.

As a result, this research aimed that students recognized, accepted and valorized each element of human diversity in their partners and in them. It allowed them to participate and respect the fact that their peers participate. Classroom prepares students to face and build social sceneries.

Furthermore, the multimodal texts employed in this research were chosen following some criteria established by the researcher-teacher. They were linked to human diversity, included social challenges, avoided words or sentences in Spanish, and were realistic or authentic, the videos lasted 5-10 minutes and the movies were fragmented in different sessions. The multimodal texts were not limited to low vocabulary, low English level, or slow speech, because the researcher considered that students needed to be exposed to real conversations in English with known and unknown words, native pronunciation, and fluent speakers. It looks for students develop a natural pronunciation, fluency and confidence in English speaking.

In conclusion, this research included multimodal texts about human diversity. They were video-song, video-movie, video-tale, and TV series about human diversity. They included many allusions to differences in culture, bodies and religion between people; and look for respecting, accepting and valorizing the differences between people for having a good coexistence.

The Topic-based Approach in English learning

According to Castro (2015) this approach centers in content and looks for developing English competence by organizing the contents around an interdisciplinary common topic. This common topic is related to student needs, language items, learning goals and objectives; and can include real life topics for stimulating the desire of knowing (Honey and Mumford, 2000). It links the content, some activities and many materials for stimulating all language skills.

Therefore, this approach works under principles of motivation, natural language use, real input, creative outcomes, learner's needs, self-directed learning, authentic materials, and communication (Castro, 2015).

Besides it, this approach has shown many advantages for primary students and teachers. It helps to give continuity and coherence across areas (Richards and Rodgers, 2001) and encourages teachers to valorize students' strength and knowledge, and to explore new concepts from many perspectives (Kucer, 1991). In relation with students, it stimulates interest and participation, problem solving and divergent thinking (Kucer, 1991).

Additionally, this approach is linked to the teacher's view of global objectives of the education. Petersen and Hayden (1961) propose some basic objectives of elementary education. They are the importance of the individual, the provision for differences, the continuous guidance, the recognition of phases of the growth, and the spread of social and emotional intelligences.

In conclusion, this approach was employed in the pedagogical intervention because it presents many advantages for the population and researcher. It develops all language skills as a complement of the Delayed Oral Practice Approach which emphasizes in listening skill. It also valorizes the socio-affective dimension of students; it stimulates participation and problem solving, and it allows the dialogue and complementation between different areas of knowledge.

Chapter 3

Research methodology

This chapter includes important aspects of methodology. It starts by describing the type of study, and the type of research. Then, the instruments of data collection are defined. Finally, the procedures to analyze data are explained and linked to the analysis categories and the indicators.

Type of study

In first place, it is mandatory to clarify that this research was a qualitative study. It looked for explaining social phenomenon in a deep way, building and valorizing the knowledge of researchers and participants (Leavy, 2014). In this type of study, descriptions and analysis of contexts are more important than numbers (Lapan, Quartaroli and Riemer, 2011) and the data are mainly no quantitative (Saldana, 2011). Finally, its emphasis is in participants' perspective, and the conclusions are not generalizable (Lapan et al., 2011).

Consequently, this was the paradigm of the present research because it looked for knowing in a deeper way the population and its learning problems; and building an interpretation and intervention in a specific context and population. Since the researcher's perspective, the knowledges of participants were important for both phases, and the analysis of the impact of using multimodal texts in social skills is developed by means of situations and attitudes' descriptions. The researcher presented a good disposition to change the design depending in the observations and the attitudes towards the process.

Type of research

Action research was the type of inquiry that framed this study. Hopkins (1985) establishes that this type of research is disciplined inquiry for understanding, improving and reforming practice.

Therefore, I considered action research as appropriate for this research because it attempted to build an interpretation of the phenomenon of poor social skills in the population for implementing a pedagogical intervention to improve it.

Additionally, a proposal of cycles based in Coghlan and Brannick (2014), and Kemmis and McTaggart (1988) was adopted. It has the steps of establishing needs, articulating theoretical and practical features, planning action, taking action, and observing the effects for reflecting. Those steps are recursive, and are organized in cycles. This action-research included three cycles. Each cycle had all the previous steps, took 7- 9 weeks, and employed variety of instruments.

Finally, the data were analyzed periodically, and a general analysis was made at the end. The purpose of each cycle was to cultivate a social skill, a listening micro skill and a topic about human diversity. The topics of the curriculum were also included and evaluated in each session.

Research design

The data were collected during each cycle by means of interviews, artifacts, questionnaires, field notes and recordings, and they were analyzed following grounded theory. Strauss and Corbin (1994) suggest that it requires analyzing systematically information for building theory. As a result, theory and categories emerge from the data.

Furthermore, color coding was used in terms of information management. Coding is defined by Ezzy (2002) as the reconstruction of fragmented data to produce a new understanding by making comparisons. For making it, the complete transcribed texts were written in black in a Word document. Then, they were read word by word, and some phrases which fitted for a code were selected and marked with other color. A category that gathered some phrases was created; and the same color was employed for all the phrases of this category.

As a result, the data were analyzed after having coded them. According to Morris, Leung, Ames and Lickel (1999) there are two different perspectives for analyzing data: emic and epic.

Emic perspective describes thoughts and actions in terms of the actors' self-understanding, and epic perspective describes phenomena in constructs that apply across cultures and focuses on external features. The most appropriate perspective of analysis for this study was the emic one because the viewpoint of students and main teacher is the key element.

Finally, the results were defined by comparing the analysis of instruments with the indicators. The most frequent results coined some conclusions about each indicator, the acquisition of learning objectives, and other relevant findings of the pedagogical intervention.

Data collection

In order to answer the research questions and increase two important ethical features in this research (validity and reliability), four different data collection instruments were employed. They were observations, interviews, questionnaires and artifacts.

In addition, Winter (2000) clarifies that validity is linked to honesty, depth, richness and scope of the information, and to the objectivity of the examiner. Cohen, Manion and Morrison (2007) expound that reliability is a fit between data collected and what occurs in the natural setting.

Observations: Cohen et al. (2007) enlighten that they are the selection and recording of people's behaviors in real social situations. It includes field notes and recording information by audio or video. Field notes (Appendix A) were taken during all sessions for adding information about organization, behaviors and nonverbal communication. Audio recordings were also taken during all sessions for registering events and utterances linked to social skills, listening comprehension, and human diversity.

Interviews: Kvale (1996) defines an interview as an interchange of views and knowledges around a common topic between two or more people; based on questions and answers. Cohen et al. (2007) emphasize that they aid to test hypotheses and go deeper into motivations.

In regards to interviews, there were five in total. Two interviews in the diagnosis -to the main teacher, and to ten students- and three in the intervention -to the sample, appendix I-. They were applied in different dates and looked for collecting data about the enhancement of the objectives, and the attitude towards English learning, speaking activities, and English sessions.

Questionnaires: According to Wilson and McLean (1994), questionnaires aid to collect survey information by means of questions. They are administered without the presence of the investigator and require a long time for being promoted. For this research, a structured questionnaire (Appendix F) with closed questions was employed in the diagnosis.

Artifacts: Lodico, Spaulding and Voegtle (2010) define an artifact as an object used in the process of teaching and learning, as desks, texts or anything found or produced in the schools. The artifacts considered for this study were drawings, clay figures, phrases, words, listening tests, workshops, posters and matching exercises produced by students during lessons. In each lesson plan, thirteen artifacts or less were photographed in six different sessions for being analyzed.

Analysis categories

Chart 2
Analysis categories

Unit of analysis	Categories	Indicators
<i>Listening and social skills</i>	Delayed Oral Practice Approach in teaching listening comprehension	<ul style="list-style-type: none"> -Students recognize some words mentioned in a video or movie. -Students identify the general idea of a video or movie. -Students use the context of a video-movie for understanding a sentence listened.
	Enhancing social skills with matching activities	<ul style="list-style-type: none"> -Students listen to the teacher, and change their behaviors according to it. -Students ask questions to the teachers with confidence. -Students recognize and respect the emotions of

<p>Multimodal texts about human diversity in the EFL classroom</p>	<p>others.</p> <ul style="list-style-type: none"> -Students recognize and valorize that human beings have different physical characteristics. -Students recognize and valorize the religious differences between people. -Students recognize and valorize that human beings have different cultures.
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Population and sample

The population for this research was composed by twenty-five students. They were sixteen girls, and nine boys of course 203 in afternoon journey of Prado Veraniego School. They were 7-10 years old, and were learning to read and write in Spanish. They liked English class, working in groups, drawing on the blackboard, watching video-songs, playing, and hurting other ones. They made part of low and middle social class environments and had a wide variety of families and origins. All of them had an informed consent form (Appendix J) signed by their guardians.

Furthermore, the research sample was composed by 13 students, the half of population more one. Two different criteria were used for determining the sample. The first one was that they attended to more than 60% of classes of the first period of intervention. The second criterion was that the sample had the same quantity of students with low, medium and high English level. This level was evaluated in reference to the first period’s grade in English. Five students of high level (1,3,6,12,13), four of medium level (2,7,9,10), and four of low level (4,5,8,11) were selected.

In this chapter, some paramount constituents of research methodology as the type of study, the type of research, the research design, the data collection instruments and procedures, the analysis, the categories for analyzing data, the population and the sample were presented. Now, the pedagogical intervention is exposed.

Chapter 4

Pedagogical intervention

This chapter presents the emergent methodology that targeted to solve the research problem. For that reason, I present the pedagogical framework, the stages of the intervention, the academic program, and the model of lesson plans with a sample.

Pedagogical framework

The learning process for this research followed the perspective of Driscoll (2000). According to him, it is a persisting change in human performance which results of life experiences and interaction with the world. The teacher, who perceives learning in this way, has to show arguments to the students and negotiate the meaning with the students for stimulating them to solve problems and learn attitudes. This vision of learning reinforces the fact that first graders need to habit practical actions and sensory experiences.

In consequence, looking at learning as a persisting change of behavior impacts the pedagogical intervention. The intervention included social important challenges in the material; and classes included fictional and authentic material around real social problems. It also required valorizing students' experiences. Then, classes put in common the previous knowledges and feelings of students, and stimulated new experiences thanks to watching videos and making the appropriate homework. With these commitments in mind, this research included some multimodal texts with the common topic of human diversity.

In this way, learning becomes an opportunity to enrich the world's vision and the social behavior; by means of a theme-based method. All activities employed in classes were related with a topic of human diversity (physical diversity, religious diversity and cultural diversity).

Besides it, the activities were inspired in the principles of the Delayed Oral Approach and Topic-based Approach, and they are alternative ways to evidence the listening comprehension and stimulate the listening social skill. As a relevant detail, some classes included working in groups for stimulating social interactions and solving conflicts.

In relation with the materials, they included a high variety. Some of them were markers, blackboard, colors, globes, clay, paper, toys, movies, videos, workshops, posters, images, word searches, crosswords, presentations, DVD, TV, stickers, listening tests, and whistle. They tried to stimulate intelligences and catch interest taking into account that the group was diverse.

The multimodal materials were selected following four filters. They needed to include human diversity themes, or presented some links. They had to not include words or sentences in Spanish. They were realistic or authentic when it was possible, avoiding didactic material. The videos and TV series lasted 5-10 minutes, and the movies were fragmented in different sessions.

Finally, the evaluation was formative and processual. The criteria for it were participation and discipline, classwork, homework, notebook, and exams. Each criterion had a numeric qualification between 1 and 5. Two improvement plans were designed and applied in five sessions for stimulating the official learning objectives established in the curriculum of the school.

Intervention's phases

The pedagogical intervention included three cycles, each one with a lesson plan. Each lesson plan took 7-9 sessions. As learning is a persistent change in the performance, all the sessions of each cycle looked for developing the same social skill. It pointed to evidence that they were learned by students, and not only shown in a session. It also provided opportunities for widening the hardest social skills. Eventually, some other social skills were developed in a session.

The first phase (March 15 to May 17) *The world has different colors* pretended that students recognized by listening the numbers 1-12, the basic colors, and some family members. This

phase also looked for students understood when listening the question what is your name. It included a big variety of activities as drawing, matching, answering, and other ones that stimulated listening comprehension. A few other activities looked for refreshing vocabulary.

The second phase (May 24 to July 19) *Our right to believe* aimed that students recognized by listening the appellations of the fruits and their color, and the parts of the house; and that they understood and obeyed simple commands as silence please. This phase involved a variety of activities as coloring, underlining, and following a command.

The third phase (July 26 to September 20th) *We can be friends* intended they understood the differences between personal pronouns; recognized by listening the parts of the school; and identified by listening when the verb to be was used in Simple Present. This phase included many activities as playing bingo, making clay figures, and pasting images. The last 4 sessions looked for enhancing all indicators. It intended to stablish if they were assumed as habits.

Academic program The learning objectives and the main activities that guided this pedagogical intervention are described in the following chart.

Chart 3
Academic program

Date	Learning objectives	Main activity	Category	Indicator
March 15 th		Answering to the teacher if it is black and white, about images of the video <i>Black or white</i> ; and drawing them. Artifacts BLAKWHITE		
March 22 nd	Students recognize by listening the numbers one to twelve.	Drawing and coloring (by groups) some scenes of the video-tale <i>A Peep of a different color</i> , under some sentences in a workshop. Artifacts PEEP	Delayed Oral Practice Approach in teaching listening comprehension	Students recognize some words mentioned in a video or movie.
April 5 th	Students	Drawing and coloring (by groups) some characters and elements of the video-tale <i>A Peep of a different color</i> in a		

<i>April 12th</i>	recognize by listening the basic colors. Students recognize by	common poster. Artifacts PEEP POSTER Making a clay figure about the own head and hair; after watching the video-song <i>Everybody is different.</i> Artifacts HEAD	<i>Multimodal texts about human diversity in EFL classroom</i>	Students recognize and valorize that human beings have different physical characteristics.
<i>April 19th</i>	listening some members of family. Students understand when they listen the question What is your name?	Drawing (by pairs) some food that they like and don't like according to the video <i>Healthy and Unhealthy food quiz</i> ; and writing their names in English in a chart with two columns. Artifacts FOOD	<i>Enhancing social skills with matching activities</i>	Students listen to the teacher, and change their behaviors according to it.
<i>April 26th</i>	Students understand when they listen the question What is your name?	Writing (individually) the name in English, and drawing two specific kinds of hair mentioned in the video <i>Everyone is different.</i> Artifacts HAIR	<i>Multimodal texts about human diversity in EFL classroom</i>	Students recognize and valorize that human beings have different physical characteristics.
<i>May 3rd</i>		Drawing (by groups) a command -said by the teacher- in a poster with the commands, after some teacher's mimics Artifacts COMMANDS	<i>Enhancing social skills with matching activities</i>	Students listen to the teacher, and change their behaviors according to it.
<i>May 10th</i>		Completing (by groups) some gaps of the lyrics <i>My body</i> with some body parts in English. And drawing some of them, after watching the video. Artifacts LYRICS	<i>Delayed Oral Practice Approach in teaching listening comprehension</i>	Students recognize some words mentioned in a video or movie.
<i>May 17th</i>		Drawing (individually) and coloring an original superhero in a sheet of paper, and creating an original name for it. Artifacts HERO	<i>Multimodal texts about human diversity in EFL classroom</i>	Students recognize and valorize that human beings have different physical characteristics
<i>May 24th</i>		Matching (individually) some fruits' names with the images of the fruits, and coloring them as in the video <i>The fruits of the spirit.</i> Artifacts	<i>Enhancing social skills with matching activities</i>	Students ask questions to the teachers with confidence.

FRUITMATCH				
May 31th	Students recognize by listening the names of the fruits and their color.	Matching (by groups) the names of a color with a colored circle, the name of a specific fruit of that color, and the image. After watching the video-song <i>Fruit song for kids</i> . Artifacts	<i>Delayed Oral Practice Approach in teaching listening comprehension</i>	Students identify the general idea of a video or movie.
June 7th	Students recognize by listening the parts of the house.	FRUITSCOLOR Coloring and pasting (by groups) images of four Simpsons' characters with different religions, in the images of different parts of Simpsons' house; according to teacher's instructions and the video <i>The Simpsons House Tour</i> . Artifacts		
June 14th	Students understand and obey simple commands as <u>silence please</u> .	HOUSE Telling (by groups) true or false to three sentences about the parts of house. They include three Simpson's characters and three different religions mentioned in episodes of the TV-serie <i>The Simpsons</i> .	<i>Enhancing social skills with matching activities</i>	Students ask questions to the teachers with confidence.
July 5th		SCHOOL Drawing (by groups) the images of religious concepts (pray, charity and clothes) over the images of some parts of the school according to verbal indications, and the video <i>5 pillars of Islam</i> . Artifacts	<i>Multimodal texts about human diversity in EFL classroom</i>	Students recognize and valorize the religious differences between people
July 12th		BUDDHA Choosing and drawing (by pairs) four sentences mentioned in the video <i>The story of Buddha</i> . And underlining in them the conjugations of the verb to be in Simple Present Tense. Artifacts		
July 19th		BUDDHA Matching (by groups) some sentences of the video <i>The</i>	<i>Enhancing social skills</i>	Students ask questions to the

<p><i>July 26th</i></p>	<p><i>story of Buddha</i> with their images on the blackboard. These sentences include the conjugation of verb to be in Simple Present Tense. Artifacts IMAGE BUDDHA Making (by groups) a poster with drawings about five sentences of the movie <i>My name is Khan</i>. These sentences include the conjugations of verb to be in Simple Present Tense. Artifacts SENTENCES</p>	<p><i>with matching activities</i></p> <p><i>Multimodal texts about human diversity in EFL classroom</i></p>	<p>teachers with confidence.</p> <p>Students recognize and valorize that human beings have different cultures and traditions.</p>
<p><i>August 2nd</i></p>	<p>POSTER Finding, and writing (individually) in English five known words included in the movie <i>My name is Khan</i>, in a sheet of paper. Artifacts</p>	<p><i>Delayed Oral Practice Approach in teaching listening comprehension</i></p>	<p>Students use the context of a video- movie for understanding a sentence listened.</p>
<p><i>August 9th</i></p> <p>Students understand the differences between personal pronouns.</p>	<p>WORDS Writing in a poster (by groups) some sentences about other culture linked to the video <i>Galicia What is cooking</i>, writing in English if they are true or false, and drawing them. Artifacts POSTER seafood.</p>		
<p><i>August 16th</i></p> <p>Students recognize by listening the parts of the school.</p>	<p>Writing some ideas for expressing their feelings about a sentence written by the teacher, and linked the movie <i>My name is Khan</i>. Artifacts KHAN.</p>	<p><i>Enhancing social skills with matching activities</i></p>	<p>Students recognize and respect the emotions of others.</p>
<p><i>August 22nd</i></p> <p>Students identify by listening when the verb to be is employed in Simple Present</p>	<p>Identifying, writing and drawing (individually) five new words mentioned in English in the movie <i>My name is Khan</i>; in the notebook. Artifacts DRAW KHAN</p>	<p><i>Delayed Oral Practice Approach in teaching listening comprehension</i></p>	<p>Students use the context of a video-movie for understanding a sentence listened.</p>
<p><i>August 30th</i></p>	<p>Sharing orally (by groups) some similar experiences in their lives about other partners' and Khan's experiences; completing</p>	<p><i>Enhancing social skills with matching activities</i></p>	<p>Students recognize and respect the emotions of others.</p>

<i>September 6th</i>	Tense. some sentences created by the teacher and coloring images about them. Artifacts EXPERIENCES	<i>Delayed Oral Practice Approach in teaching listening comprehension</i>	Students use the context of a video-movie for understanding a sentence listened.
<i>September 13th</i>	Matching (individually) the drawings of parts of the house and school with sentences written by the teacher. These sentences include the verb to be and personal pronouns. They are about the videos <i>A regular day in the life of a Chinese student</i> and <i>Religion in China</i> . Artifacts CHINA Making mimics (individually) about one sentence linked to the video <i>Famous traditional dances from around the World Chapter III</i> . It includes the verb to be in Simple Present. Artifacts MIMICS	<i>Multimodal texts about human diversity in EFL classroom</i>	Students recognize and valorize that human beings have different cultures and traditions.
<i>September 20th</i>	Making (individually) a clay figure about the videos <i>Being different is beautiful</i> and <i>If the world were a village of 100 hundred people</i> ; and explaining it in Spanish. Artifacts CLAYFIGURE		

Lesson plan model

Three lesson plans were included during the pedagogical intervention. The majority of sessions lasted 120 minutes. Each lesson plan included name, total duration, date, topic, material, pre-activity, activity, post-activity, objectives, indicators and annexes. The material included videos, DVD, blackboard, annexes, other specific material and variety of prizes. The learning objectives were linked to the curriculum of the school. Some exercises of speaking were included in the last cycle.

The pre-activity aimed to capture the attention and included different phases. They included the greeting, the devolution of works, the contextualization, the congratulation of students, and an ice breaker. The ice breaker takes the form of a brainstorming, game, video, song or task. The

activity section included various activities, one or more focused in listening. This variety of activities was linked to the short periods of attention of students. Finally, the post-activity consisted on the explanation of homework, and other activity as giving rewards to some students.

203 **LP August 22nd** (150 minutes) **We can be friends!**

Material: videos, TV, annexes, 2 markers, blackboard, 64 sheets of paper, 30 stickers, movie

My name is Khan, 30 portions of cake, 30 plastic dishes, 30 plastic forks, and 5 lotteries in

English. **Pre-activity (12:30-1:00pm):** The researcher writes the date, the topic, and ten

sentences about the experiences of Khan on the blackboard. She greets in an informal way,

collects notebooks, orders to ten voluntaries to sing a letter of the song *Animal Alphabet song*;

and gives colored sheets of paper to students. The students who sing well receive 5 points. She

orders to write the name and some words that they remember of the movie *My name is Khan*.

Activity (1:00-2:50pm):

1. She collects the sheets of paper, gives cake and a white sheet of paper to each student.

2. She orders to eat; and to write the own name, the date and the topic in the sheet of paper before the movie. Meanwhile, students listen ten minutes of the video *World music compilation*.

3. She orders to change of classroom for watching a movie. She puts the movie *My name is Khan* (45:00 to 1:30:00) in Spanish with subtitles in English. Students watch the movie; and she gives four colored sheets of paper to some of them and orders to draw and color an original superhero, and write an original name for it in the colored sheet of paper.

4. When the movie finishes, she collects the heroes and orders to change of classroom. She returns previous works, and orders to students to think and share verbally in Spanish some experiences and feelings linked to Khan's experiences with their friends.

5. She asks to each student what experiences he or she lived and knew by the discussion; and how he or she felt. She asks to five students about the utterances of other pairs. If they answer

well, they receive a didactical lottery game in cartoon as a reward. She orders to all students to make three drawings related to the experiences and feelings in their white sheets of paper.

Post-activity (2:50pm-3:00pm): She collects the sheets of paper, and puts the video *Animal Alphabet Song* with pauses. She orders to study the song for evaluation, and returns some notebooks. She explains that she will return other notebooks in next week, and says good bye.

Objectives:

1. Students understand the differences between personal pronouns.
2. Students recognize by listening the parts of the school.
3. Students identify by listening when the verb to be is employed in Simple Present Tense.

Indicators:

1. Students use the context of a video-movie for understanding a sentence by listening.
2. Students recognize and respect the emotions of others.
3. Students recognize and valorize that human beings have different cultures and traditions.

Chapter 5

Data analysis

In this chapter the process of data analysis is described. The main goals and limitations are exposed, followed by the analysis of indicators since the researcher's perspective, including results and theory. At the end of each category, a general conclusion is exposed.

Data management

Data collection and analysis were complex processes, because they presented many goals and limitations. The main goal of data collection was to collect enough information to analyze the categories; and the data analysis looked for determining the level of achievement of indicators, proposing dynamic changes, and establishing the students' attitude.

Consequently, there were some limitations to the data collection. They included the long quantity of cultural events, the lack of homework's culture, the students' short attentional periods, the family's crisis, the long duration of the improvement plans in some sessions, the lack of audiovisual aids in the classroom in some classes, and the excessive noises. The data analysis had limitations as the plurality of population, and some students without workshops.

Finally, some positive aspects were obtained thanks to the data analysis, especially in reference to the third objective. Hence, the level of successfulness when developing and analyzing data was medium, because it was difficult to distinguish some indicators.

Data analysis

The instruments of this research were analyzed in order to determine the level of advance of each objective. These objectives were linked to the first three theoretical constructs of the

research and the analysis categories. These three constructs made reference to the concepts of listening comprehension, social skills and human diversity; they emerged from the data.

The data collected were analyzed according to the principles of the grounded method. Taking into account the research question, qualitative data were collected through interviews, field notes, artifacts and audio recordings. The data were reviewed and some repeated ideas and elements were found and organized in codes. After re reviewing the data, some codes were grouped into new concepts that were organized in categories. These categories were named analysis categories and were the basis for the theoretical framework of this research. In conclusion, the real data collected in my sample were the basis for building the theoretical framework of the research.

Category 1: Delayed Oral Practice Approach in teaching listening comprehension

For analyzing the impact of the Delayed Oral Approach in listening comprehension, I took into account three important micro-skills of listening comprehension that are linked to the indicators.

1ST indicator: Students recognize some words mentioned in a video or movie.

This indicator took into account that recognizing sentences and words are an important strategy for stablishing secondary ideas. It is linked to listen for specific information.

According to Brown (2006), it implies focusing in understanding and remembering details.

Besides, most of students achieved this indicator. They were able to recognize in a video some words in English, and gave some manifestations as drawing, writing, pronouncing, translating, and matching them in an appropriate way. It is evident in the following artifact.



Figure 1. It is photography of the Artifact Peep 1A, completed by a group of students during two sessions.

In this artifact, the group drew some characters and elements of a scene of the video *A Peep of a different color*, and wrote the name English near each drawing. Furthermore, this group was able to recognize some words of the video (ball, flower, leave), to choose, to write in English and to draw them in an appropriate way, even when they were not emphasized by the researcher, and they did not appear in a written way in the video. This video was about a little animal (Peep) and her two animal friends (Chick and Cuak) who changed of color in many occasions thanks to paint; initially it was by accident; and then it was voluntarily. They met other friends that did not recognize them, and at the end they recovered their colors, and some of them found their identities.

Additionally, they were able to identify secondary ideas of a video, and they expressed them in Spanish as it is reflected in the fragment of field note July 12th (Appendix K, in pink):

She writes and explains that Buddha is the same Siddhartha, and asks for the topic of the video. A student cries three times in Spanish: “of babies”. The researcher says that not. She asks again to each student. Other student cries in Spanish: “of mother’s death”. Other student says in Spanish: “the mom died”, 10 students cry in English “family”. (p.11)

In this field note, they watched the video *The story of Buddha*, and after that they tried to discover the topic of the video. Although they were not able to build the topic, they identified and mentioned some secondary ideas of this video in Spanish. In fact, a student told that a mother died in the video, and other student added that it included a family.

In conclusion, this indicator was highly developed in the sample; showing the acquisition of strategies for identifying details in videos and movies. It did not take into account the main idea. Thanks to this indicator, the majority of students fostered *listening fluency* for understanding non-technical conversation as Winitz and Reeds (1973) stated.

2nd indicator: Students identify the general idea of a video or movie.

This indicator took into account that identifying the general idea of a text allows having a wider comprehension of it. Brown (2006) states that it implies to have the pre-established purpose of discovering the general idea; and the details are less important. The first two indicators have different emphasis, but they are complementary in listening comprehension. In this way, students had to distinguish or create the main idea of a text between many possible ideas linked; and it was more complex than identifying details.

On one hand, a few students achieved this indicator according to the instruments. They identified the general idea of a video or movie and manifested it by means of speaking in Spanish, linking words, and showing related images. It is evident in the FN September 6th (Appendix L, in pink) when the researcher asked for the topic of the video *Religion in China*, and three students cried “China”. It was also evident in the fourth interview (Appendix M, in pink) when a student answered she liked a video with a chick (*A Peep of a different color*), and this video was about colors.

In addition, in the activity referred by the Appendix L, the teacher has not alluded to the name of the video, and she asked for the topic in English, without translating the question. This video included much information about a high variety of religions in China with a lot of images and without captions in English or Spanish; the title was announced in English in a fast speech at the beginning of the video without any emphasis, and the word China was stated less than three times during all the video. The students who identified that China was the main topic of the video were able to understand the question and to understand the video, but they did not emphasize in the religion (a complex concept) as an important aspect of the video.

On the other hand, the majority of students were not able to identify the general idea of a video or movie. It was manifested by referring isolated words and secondary ideas in Spanish, or

creating orally alternative actual and violent topics when they were asked about the topic of some videos and movies. This difficulty is present in the field notes (Appendix L, in pink) when the researcher asked for the topic of the video *A regular day in the life of a Chinese student* and some students told different words in Spanish as girl, piano, sing, intelligent, mother, and homework, all of them related with specific details of the video. It was also evident in the fourth student's interview (Appendix N). The student expressed orally in Spanish some aspects of two scenes included in the video-song *Black and white*: a man (dad) flew, and a boy (son) played the guitar. But, he did not discover or recall the main idea of this video. The main idea of this video was that people have different skins and cultures.

In consequence, students were able to identify details that appeared in a text, but they did not find the common idea of the video. It is possible that they have not learned the meaning of gist of main topic in previous classes, and as a consequence they have not developed strategies for identifying it.

Furthermore, a few students recognized the main idea of videos, especially when it was summarized in one or two words as the word China for the video *Religion in China*. But, most of them did not recognize it when it was expressed by a phrase with more than two new words in English, as the words regular, life, and Chinese for the video *A regular day in the life of a Chinese student*. It implies that the identification of the main idea was also related with some difficulties in short term memory, and the scarce lexicon of students.

In conclusion, a few students achieved this indicator, and the majority still showed problems for distinguishing between the main idea and the details, having more facility for identifying the second ones. Recognizing the main points was a problem because students concentrated too much on listening and learning by heart each word, and they lost the main idea.

3rd indicator: students use the context of a video-movie for understanding a sentence listened.

This indicator valorizes the context as a source of information for guessing the meaning of sentences. Vandergrift (2004) proposes that students can use information of the context to interpret audiovisual documents. It is a top-down strategy in which the listener reconstructs the sense looked for the speaker by using some incoming sounds (Richards and Renandya, 2002).

On one hand, most of students did not achieve this indicator. They matched some sentences and images in an inappropriate way. It is evident in the artifact image Buddha 2-6 (Appendix O) because some students matched on the blackboard the drawing of a palace with the sentence *He is death* in reference to the video *Life of Buddha* previously seen in this session.

On the other hand, a few students achieved this indicator. They understood a sentence listened by making associations with the context in the video. They also manifested this understanding through drawings and clay figures. This is a corrected artifact in which they had to write a sentence created by the teacher-researcher about the video *Galicia for all who love seafood*. They also needed to write if it as true or false, and to make a drawing about it.



Figure 2. It is photography of the artifact poster SEAFOOD7, made by a group of students in a session.

In this artifact, a group of students wrote in its poster in red color the sentence *Their favorite food is fish* about the video with some spelling mistakes and the omission of the word food. They also wrote the word true in front of the sentence. Finally, they drew a big fish in a dish and a big and

fat man standing up and smiling near the fish. They also drew a horizontal line behind both drawings showing that they are part of the same scene, and the man and the fish live in the same place. This drawing does not have any color. It shows that students identified the meaning of the sentence, by identifying an isolated key word (fish) and linking it with the context of the video and the rest of the sentence (favorite food). In this way, they utilized their ability for identifying details and building a more complex meaning of a sentence.

In conclusion, this indicator evidenced that students had problems to use the context for deducing the meaning of sentences. This category also evidenced that listening comprehension is difficult, and it needs to be reinforced in reference to the context and the main idea.

Category 2: Enhancing social skills with matching activities

For analyzing the impact in social skills when matching activities are employed, I took into account three social skills. They are listening to others, asking questions, and recognizing emotions in others. All of them showed a low development in the diagnosis phase.

1st indicator: Students listen to the teacher, and change their behaviors according to it.

This indicator emphasizes in listening to others. It involves showing active responses or attitudes and behaviors in response to others' utterances (Lau, 2014). It also implies be courteous, pay attention, interpret intentions, follow directions, and listen to arrive at solutions. Rivers (1981) states that the lack of listening makes more difficult to build a real interaction in English class. This indicator is strongly linked to the participation in the EFL classes, and the appropriate fulfillment of all activities by each student.

On one hand, most of students achieved this indicator. They listened to the teacher-researcher and acquired a variety of behavioral responses as following or translating instructions, answering questions, and reducing noises. It was evident in the following fragment of the fourth student's interview No. 4 (Appendix P, in light blue): "R: ¿Tú escuchabas a la profesora de inglés? S: sí. R:

¿Por qué? S: porque lo que dice la profesora es importante para que nos vaya bien” (p.10).

This student recognized that she listened to the teacher because it was important for making well the next activities and having good grades in English.

On the other hand, a few students did not achieve this indicator. They listened to her and did not obey, made the opposite action showing lack of respect; or did not listen to her and in consequence they made badly the activities (Appendix L, in light blue). In this field note the researcher asked and anyone answered; she ordered to pay attention and some students made other activities (drawing in the stop, talking, playing, fighting, and looking themselves in a mirror) instead of watching the video for understanding it. Although she ordered to look at the blackboard, five students followed playing. As a result, this lack of listening is linked to many chides by the teacher, more noises by students, and a low participation in the EFL classroom.

Furthermore, comparing these findings with the theoretical background about social skills, there is a relation between language and social skills as was purposed by Lau (2014). In fact, the students with difficulties in developing this skill, also manifested problems in language skills as it was evident in the interview 8 (Appendix N, in light blue) when a student explained that he had not learned because he didn't pay attention or listened to the English teacher. He also explained that he adopted these behaviors because he enjoyed playing and talking during the English classes. In fact, Rivers (1981) establishes that the lack of listening makes more difficult to build a real interaction in English class. Thus, the students who listened and decided making the opposite did not interact with the researcher or participate. At the end of the pedagogical intervention only three students followed with the rebellious attitude towards the teacher-researcher.

In conclusion, this indicator was highly enhanced by students. Using varied activities videos, and movies helped to foster listening skill as the researcher of *Developing communicative activities for fostering listening and social skills in an inclusive EFL classroom* had concluded.

2nd indicator: students ask questions to the teachers with confidence.

This indicator makes reference to have confidence when asking to others. It includes giving commands with implicit questions, making normal questions, and telling affirmative sentences which are put in doubt (Brown and Edmondson, 1984).

By one side, this indicator was achieved by most of students. They were confident to ask to the researcher in Spanish. Some questions were related to words, drawings, activities, instructions, personal doubts, the own behavior, and the topic of the class. Some students recognized that asked because they wanted a good grade of participation, and others students asked about the future activities. The next quotation of the field note of July 12th is an evidence of it: “Two students ask to the researcher if they are improving in English. She answers to them that yes. Two students call to the researcher, and one of them asks in Spanish: “Can we see a video?”” (Appendix K, in light blue). In this quotation some students asked to the teacher about grades, and other ones asked her about the possibility of making a funny action while they ate.

By the other side, a few students did not achieve this indicator. They avoided asking to the researcher because they were scared, did not have enough self-confidence, or considered knowing all as in the next extract of the second interview No. 6 (Appendix I, in light blue):

R: ¿y tú no le haces preguntas a la profe? S: (ruidos) yo no. R: ¿Que le digas profe qué es tal cosa? S: no. R: ¿por qué no le preguntas? S: porque yo sé casi todo, por mi papá. (p. 2)

Additionally, it is evident that although the strategy of Rothstein and Santana (2011) was not taught in an explicit and systematic way; some elements were included during sessions. Students asked multiple questions about all kind of topics, they did not answer the own questions, changed statements in questions following the example of the researcher, and did not produce questions for proofing researcher’s knowledge. It means that students enhanced their self-confidence by implementing techniques for asking.

In conclusion, they learned to make different kind of questions to the teacher-researcher about all that they wanted to know. It was also evident that students who did not learn to ask questions to other ones, were limited by two different and opposite problems of self-confidence: the negative self-perception and the increased self-esteem.

3rd indicator: students recognize and respect the emotions of others.

This indicator underlines the importance of emotions in social relations. Richburg and Fletcher (2002) affirm that recognizing the emotions of others requires to know the own emotions, manage them and motivate oneself. It also requires a high level of self-awareness, and to take into consideration the needs of others. Thus, this is the hardest intended social skill.

Overall, the half of students achieved this indicator. They recognized and respected the emotions of other people (characters of a movie, partners, and teacher) including negative and positive ones. They showed visible reactions linked to it. It included some positive ones as happiness for obtaining a triumph; and some negative emotions as sadness for losing a friend, or anguish for speaking. This indicator is evidenced in the following artifact.

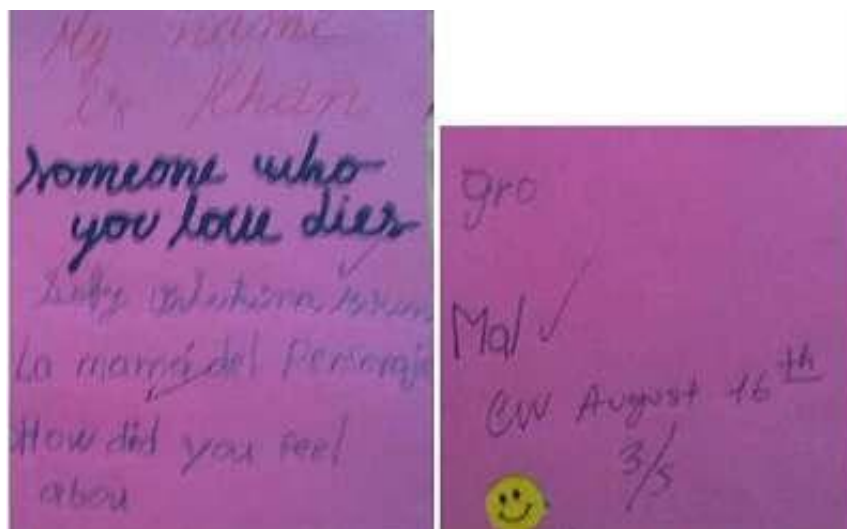


Figure 3. It is a photograph of the two faces of the artifact Khan 5, developed by a student in a session.

For making this artifact, students had to think of a situation linked to a specific sentence of the movie *My name is Khan*, and to write it in Spanish. This movie was already watched in a

previous session. This sentence was created and written in English by the teacher. The student had the sentence *Someone who you love dies*. He recognized that losing a member of family (mom) produced sadness in a human being (Khan), respected it, and felt identified with it.

In addition, some of them tried to diminish these negative feelings, and a few of them were capable to discuss with other people about these negative feelings. It is evident in the next field note (Appendix Q, in light blue):

A student tells to other one in Spanish: “She asks all, some words you know! She asks, you know. And you ask to me what is hello? You have asked me about all!... raise your hand for participating, you ask me for all. I won’t never tell you anything!” Cries. The other partner tells to him in Spanish: “but, xxx and yyy (two other students) have not spoken!” The partner answers in Spanish: “She didn’t choose you because you asked me all!” Noises reduce. The partner answers to him: “ok, I will watch it”, and makes a sad face. The boy tells to the partner: “You knew all, talk. You have seen all!” the other one answers in Spanish: “I will only watch! She is the teacher. It is from her”. (p.3)

In this fragment, a student was angry because his partner asked a lot of questions to him about this session, and he did not participate in class. His partner accepted the comment, decided to pay attention to the teacher, and hoped when she asked to him about this session.

On the other hand, the half of students did not achieve this indicator. They did not respect other’s emotions, avoided to explore the reasons for them, produced intentionally negative feelings and enjoyed making it. It follows the theory about social skills and the fact that these skills work together for having a more active classroom and reducing fighting. In this case, some students who had not developed this social skill followed aggressing and fighting.

Additionally, Richburg and Fletcher (2002) suggest that this skill allows having more assertive conversations and enhancing respect. In this case, the students who did not recognize

and respect other emotions had a great tendency to have small and offensive conversations. They also lived violent emotional crises; the researcher looked, analyzed and tried to control two of those crises in different students of the sample (a boy and a girl). They evidenced lack of self-awareness, motivation, and consideration of others' needs. The following piece of field note of August 22nd (Appendix R, in light blue) is an example of a violent emotional crisis:

Ten students tell bad words to a student, and menace him with a foundation; this student cries repeatedly, tells bad words in very high voice, puts colored paint in his hands and face, cries, and hits himself with the chairs, desks and walls. Other student cries: "He has an attack, he is furious!" Cries and discussions in Spanish (p.1-2).

In conclusion, this category evidenced that the three indicators need to be more developed in the population. It is also necessary to enhance the recognition and respect of the own feelings and emotions before recognizing them in other people.

Category 3: Multimodal texts about human diversity in the EFL classroom

For analyzing the development of human diversity themes by using multimodal texts, three indicators were determined in relation with physical diversity, religious and cultural differences. I selected them because they are important elements of the intervention. Human diversity is an opportunity for constructing understandings, and enhancing a good coexistence. Banks (2004) proposes that it has increased with the progress of technologies, and presents political implications. For this reason, it is mandatory that students have a guided contact with this topic in the primary school for preparing them for the current facts.

1st indicator: students recognize and valorize that human beings have different physical characteristics

This indicator is linked to physical diversity as a reality in all sceneries of the classroom and the primary school. It involves recognition and valorization of the human differences; and it

looks for enhancing the respect between students because this population was characterized by high levels of verbal and physical aggression during the diagnosis phase and all the intervention. Hence, according to the data collection instruments the majority of students achieved this indicator. They recognized the existence of physical differences as skin colors, kinds of hair, hair's colors, physical capabilities, genres and clothes. They showed this indicator by means of drawings, figures, interviews, and written exercises, as it was evident in the fourth interview No.3 (Appendix S). In this interview, the student manifested that people need to respect physical differences in other ones and to love people with some physical limitations as wheels.

Likewise, some students associated a specific kind of hair with a character, established that these differences are beautiful and each person has peculiarities as having glasses, few hair, freckles, or big nose. This indicator was also evident in the following artifact made in clay bar:



Figure 4. It is photography of the artifact head1, sculpted in clay by a student during a session.

The photo of the artifact head13 shows a clay figure about the own head made by a student. It is an orange head with a few straight hairs, big ears and mouth, and glasses. It reflects the physical diversity since the view of a student; and the fact that he felt happy with his appearance.

As a conclusion, knowing that human beings are different was not enough for declining violence. It is possible that a bad comprehension of human diversity produces many social problems (Banks, 2004). But, some students who developed this indicator followed with difficulties linked to communication, attention, and aggression. It is important to underline that

the familiar and social aspects of students were not modified by the researcher-teacher as the familiar violence or the absence of parents in some students.

2nd indicator: students recognize and valorize the religious differences between people.

This indicator underlines the human right to believe in different values and gods; and manifest these beliefs in all sceneries without hurting other people. It looks for familiarizing students with different religions and their positive aspects for improving lives. According to Donald and Howard (2015) the freedom of religion is protected by the Human Rights Law and implies the rights of choosing religion, respecting religions, and not being discriminated or offended. This indicator looks for recognizing and valorizing other religions in people, it implies not offending, discriminating or excluding others by their religious beliefs.

First of all, this indicator was achieved by most of students. They recognized that not all people believe in the same god, and it is normal and valuable. They established that there are many religions, told some of their names, compared them, and expressed some elements linked to them as practices, stories, or clothes by means of drawings, mimics, interviews, and words. It is shown in the third interview made to a student (Appendix T, in yellow) when she expressed to like other religions as Buddhism because they do not have to go to the Church. The student identified that there are other religions that have not some elements perceived as negative or disgusting of the own religion, as going to the Church or praying.

Additionally, this same indicator is shown in the third interview No. 2 (Appendix U, in yellow) when the student expressed that he liked two religions (Christianism and Buddhism) that were different to the own religion (Catholicism). He argued that they offered to him valuable experiences as going to a church for children, or not killing and eating animals.

In contrast, a few students did not achieve it. They recognized different religions without respect, or they did not recognize or valorize them. It is shown in the fourth interview No.8

(Appendix N, in yellow) when a student expressed that he didn't know anything about religion. It means that some students did not build the concept of religion and did not give importance to the different religions presented by the researcher with videos and workshops.

Likewise, in the third interview No. 6 (Appendix V, in yellow) the student expressed that she knew the existence of other religions (Buddhism) but she considered that her religion (Catholicism) was not useful or interesting, and she did not want to learn of other religions as Buddhism. It means that these students were not able to take positive elements of other religions for their lives, and they could manifest verbally and physically some religious intolerance. These same students presented difficulties in fostering the three social skills intended in the research.

In conclusion, this indicator was achieved by the majority of students, but it needs to emphasize more in the value and advantages of knowing and respecting different religions for being more tolerant. It is also necessary to clarify the concept religion because it was a difficult concept that was misunderstood by some students.

3rd indicator: students recognize and valorize that human beings have different cultures.

This indicator makes reference to culture, a difficult concept that needs to be included in the classroom because the fact that the world is multicultural has a profound impact in diary lives and the building of knowledge. Spencer-Oatey (2012) proposes that culture is a coherent system that includes technologies, values, politics, education, knowledge, beliefs, art, morals, and habits. I add to this concept some elements as food, dances, and ways of living.

In this way, most of students achieved this indicator. They showed by means of drawings or words that they understood the existence of different dances, countries, food, languages, clothes, sports, beliefs, and families. The following artifact is as an example of the indicator.



Figure 5. It is photography of the artifact sentencesposter 2-13B, created by a group of students in a session.

To go deeper, the groups of students had to copy a sentence given by the researcher in English about the movie *My name is Khan* already seen in English. Then, they needed to draw and color something related to this sentence without the researcher's help. Students wrote a sentence "his wife lives with him, she is happy" about the movie, and they had some spelling and word mistakes. They also drew a boy with big teeth, opened eyes and a strange posture who smiles and takes the hand of a girl. He wears his traditional clothes of Muslim, and she wears a dress. She is suspended in the air. The details in face and posture of the boy maybe linked to his condition of autism. It shows that students recognized two human beings of different cultures in a peaceful coexistence.

In conclusion, this indicator had a big development in the population, but it is necessary to emphasize in the concept culture in a more explicit way. As an entire category, the majority of students settled some elements of human diversity, but a few of them identified the presence of religious differences without valorizing and respecting them.

Chapter 6

Results' summary

In this chapter the generalizations of the data analysis are exposed. They are described in relation with the analysis categories by starting with the first category about listening comprehension. It follows with the category of social skills. And, it finishes with the category linked to human diversity topics.

The results evidenced positive changes in listening comprehension, social skills and human diversity topics. In the diagnosis phase they did not recognize isolated words in a speech or the main idea of a video, did not listen and respect other ones, and did not know about human diversity. Now, most of them recognize isolated words, identify the main idea, start to develop listening fluency, listen to the teacher, ask questions to her, and recognize and valorize the human diversity in reference to physic, religion and culture.

Regarding to the category about *listening comprehension*, students developed the capacities to identify words. At the beginning they presented difficulties to identify words in a speech. But, with the progress of the intervention, most of students recognized some words of a video- movie. They showed this recognition by means of drawing, writing, translating, and matching words.

In relation to this same category, starting they did not identify the general idea of a video, but with this research a few of them reached to identify and express it by means of speaking and matching. At the beginning they did not employ the context of a video for guessing the meaning of a sentence; and with this intervention a few ones started to use the context for understanding a sentence, and they made linked drawings, figures, or matching activities.

In reference to the second analysis category, students *enhanced their social skills*. The majority learned to listen to the teacher in an active way. It means that they showed a change in their behaviors by translating and following instructions. They also asked questions to the teachers with confidence, about academic and nonacademic topics.

Additionally, an important difficulty in relation with this category was presented by some students. They did not recognize and respect the emotions and feelings of other ones, and in some cases they enjoyed producing pain and suffering in their partners or teachers. In consequence, the first two indicators had more progression than the last one. Maybe they were more familiar with listening and asking to the teacher than with respecting their partners' feelings.

About the last analysis category, the students presented a high development in *human diversity topics*. In the first sessions, they did not express knowledge of these topics, but with the intervention most of them learned to recognize and valorize that human beings have different physical characteristics, religions and cultures. It means that the common topic had a deeper impact in students that the main objective of improving the listening comprehension; maybe because the sessions emphasized more in the topic, or that it was more interesting for them.

Additionally, different students presented a low advancement in each category. It means that even the students of the sample characterized at the beginning with having a low English level (students No. 4-5-8-9-12) improved in some of the analysis categories. Nevertheless, some students with problems in listening to others evidenced a low English level during all the pedagogical intervention. It is important to underline that a few students positively changed of English level thanks to the pedagogical intervention.

Furthermore, some particularities of the groups of students with low level in each category were the presence of violence in words and actions, a lower interest in the class, resistance towards following instructions or accepting to the teacher, and producing excessive noises. It

means that external conditions were more important in these students than the activities employed for reducing the difficulties. These conditions included familiar crisis, emotional misbalances, violent media, lack of authority in family, and students' habit of crying.

In reference to the Delayed Oral Approach, it was very useful for developing the listening comprehension in the sample. Students were opener and more confident for expressing with words in Spanish and drawings their comprehension. It is linked to feel not stressed with speaking in English as Postovsky (1974) proposed. This approach also contributed to progress in the pronunciation of commands after 32 hours of listening the correct pronunciation. In the last classes, elements of speaking were introduced by some students' election.

Consequently, this approach and the matching activities around multimodal texts were useful in reaching the research objectives. First, students improved listening comprehension; second, they enhanced three important social skills, and they also learned to recognize and valorize people with different physical characteristics, religions and cultures.

Finally, the use of multimodal texts was very useful in this research, because students considered them as easier and useful in their diary lives, as Nallaya (2010) has already found. The videos employed increased the participation and the students' motivation. It also helped to increase the students' lexicon, and the development of listening skills as Cruz (2014) concluded.

Chapter 7

Conclusions

In this chapter, some conclusions born of the data analysis are presented. They are strongly linked to the main objective and the specific objectives of the research. The general objective was to determine the impact of implementing the Delayed Oral Practice Approach around multimodal texts for evolving in listening comprehension and social skills in EFL second graders at Prado Veraniego School. And, the specific objectives were to assess the evolution of listening comprehension through Delayed Oral Practice Approach, to enhance social skills with matching activities, and to explore the development of human diversity themes through multimodal texts.

In general, the development of social skills was achieved by means of matching activities following the Delayed Oral Approach around the common topic of human diversity. The Topic Based Approach was also employed in this research. It stimulated participation as Brown (2006) proposes, and independent learning as Kucer (1991) proposes. It also helped to increase the students' lexicon and the memorization of concepts by many students.

In reference to the research objectives, I determined the impact of implementing the Delayed Oral Practice Approach around multimodal texts for developing listening comprehension and social skills in EFL second graders at Prado Veraniego School. As I have explained in the Chapter 5, students improved in both elements. It means that their listening comprehension and the social skills improved through the use of multimodal texts. Indeed, these texts were more attractive and funnier for them than traditional written texts.

In first place, in relation with the first research objective, many students of the sample learned to identify isolated words of a video or movie. A few ones learned to identify the main idea, or

understand a sentence about a video by means of using the context. It means that two or three indicators were not achieved and they did not improve in their listening comprehension.

In second place, in regards to the second research objective, I enhanced three social skills with matching activities; they were listening to the teacher, asking to her, and respecting others' emotions. Students learned to listen in an active way, by producing appropriate changes in their behaviors. As Al Yami (2008) proposes people not only listen, but they carry out some tasks to show it. In this way listening to the teacher is related with listening comprehension because they are mutually dependent. For showing this relation, students need to listen for understanding some words, and if they comprehend a text they will be more motivated for listening to other ones.

Regarding the social skills, they also learned to ask voluntarily with confidence about academic and not academic topics, following the example of questions given by the researcher. They also started to identify the emotions of other people, respect them, explore them, and even try to modify them for increasing the happiness and satisfaction.

In third place, around the last research objective, I explored the exploration of human diversity themes through multimodal texts. The majority of students learned to recognize and valorize people differences, including physical, religious and cultural ones. They started to valorize the differences and take positive elements of other ones for improving their lives.

Therefore, the results were very positive, all the objectives were achieved by most of students, and the pedagogical intervention was a success. The audiovisual aids integrated in this research also contributed to produce positive effects as making a dynamic classroom, already found by Poveda (2010). Taking into account that social skills included the listening others' skill, when students learned to listen, they also participated in a bigger and deeper way. It is linked to the fact that they knew better the indications and took some elements of other ones' utterances and previous mistakes for building better answers and contributions.

Moreover, a negative aspect was the fact that the discipline improved in a low level, especially because a few students generated some constant rebellious attitudes, linked to a violent and critic familiar context. These results in listening comprehension and social skills through Delayed Oral Approach around multimodal texts are useful for similar researches. As Postovsky (1974) suggests this approach is more useful in daily life and produces a positive attitude in students.

Furthermore, the coexistence improved thanks to the intervention. The amount of undisciplined and rebel students, and the aggressions, bad words and violent episodes reduced. Only three students persisted with rebellious and disinterested behaviors towards the class, linked to familiar problems and emotional crisis that they lived and were not solved with this research.

Additionally, all students improved in all language skills. They started to speak some isolated words in English during the last sessions. They translated to Spanish in an autonomous way the indications and some sentences in English that the researcher wrote. Some of them wrote known words in English to express simple ideas on the blackboard during activities of the last cycle. The undisciplined students improved in all language skills and increased their participation.

In conclusion, all the activities and artifacts used in the interventions helped to develop the social skills and emphasized in the topics around human diversity themes, and some of them contributed to advance in listening comprehension. This research taught me to emphasize in the main goals of a class or research for obtaining the best results, to organize all data in a systematic way, to avoid direct confrontations with students or parents, to use songs and mimics for reducing noises and increasing attention, and to plan with enough time and patience all activities.

Chapter 8

General recommendations

After having described the conclusions of the research, some recommendations are presented. They are directed to the population, the IED Prado Veraniego, and the Universidad Pedagógica Nacional. They look for stimulating the learning processes in students, improving the research processes of next teacher-researchers, and enhancing the discipline in the population.

In first place, I recommend to emphasize in enhancing the self –esteem of the population and similar ones in all academic and nonacademic places. It functions as a key strategy for moderating the frequent aggressions happened in this school. It implies eluding the expressions and behaviors that isolate or offend some students with learning difficulties, low English level, familiar crisis and lack of attention.

In second place, traditional methods and new methodologies as some of the employed in this research have their places in the EFL classroom. It is impossible to unknown the advantages of some methodologies employed since hundreds of years in our classrooms. They include giving rewards, using the blackboard, copying in the notebooks, doing homework, and asking questions to students for obtaining established answers and knowing their mental processes.

As a result, although the new methodologies and materials help to increase the motivation, attention and meaningful learning in students, they are not enough for solving disciplinary problems, or adjusting to the parents' expectatives and preferences. Both methods mix for solving the specific academic and behavioral needs of students and their families.

In third place, working in groups is a useful way to enhance social skills but it does not work by itself. It needs to be accompanied of clear indications, limitations, purposes, and

responsibilities. It becomes a disciplinary problem when students with similar difficulties decide to work together, other students do not accept their partners, exclude or make violence to them, or groups in which a few students work and the other ones play. Before working in groups, it is necessary to give some indications to students for orienting it and obtaining the best results.

In fourth place, the audiovisual aids are a necessity nowadays. All classrooms require some kind of audiovisual aids that make teacher's work easier, multimodal texts more accessible to students and learning processes more varied, interesting, and real for students. Taking into account that the world is becoming multimodal, EFL teaching needs to be multimodal and eclectic, increasing the use of technologies in the classroom.

In fifth place, it is necessary to convince to all students of the importance and the advantages of listening and following instructions for their academic and not academic life. The rebellious attitudes make feebler the confidence in the teacher and the level of authority in the population; and they are easily learned and repeated by the other students. All of these situations make difficult to have the attention of students, and stimulate learning processes. Hence, the actions of a few students have a bigger negative impact than the positive ones of the majority of population, for this reason these students are key for English classes.

In sixth place, comprehension needs to be reinforced in all areas in the primary school. The basic processes that allow comprehending an oral, written or drawn text are very similar, and for this reason have to be exercised in many spaces. English class is also important scenery for stimulating mental processes that will be useful for all life; not only for increasing an English vocabulary as some primary main teachers considered. Second graders need to learn to identify the general idea of a text in all areas of knowledge.

In seventh place, researches in primary schools need to take into account the curriculum of the school and the learning objectives for each scholar period. The harmony between the research

objectives and these ones is hard to find but it is possible as this research showed. All sessions have to cover at least one learning objective and one or more research objectives. It takes into account that research objectives are more complex to achieve than the other ones; they take more time for being achieved; and one objective needs many classes for being upgraded.

In eighth place, EFL primary classes need to reduce progressively the use of the first language (Spanish) by the teacher and students. It looks for showing to students that English is enough for expressing their ideas and they do not need to employ translations or words in Spanish for communicating with other people. It also stimulates more the speaking skill and accelerates the process of developing listening comprehension in students. Although the first language is useful in English classes, it needs to be not less employed during the sessions than the target language (English), and in some classes it will be the only language. Although the Delayed Oral Approach requires a time in which students do not speak in English, this time has to be prudent and short for not reducing the importance of speaking in the normal communication in the EFL classroom.

In last place, discipline is a basic condition for learning. The main teacher and the teacher-researcher have a big responsibility in it; but parents also have to enhance it in their houses. Students don't learn to follow instructions or make silence in the classroom when other ones speak, if their parents allow to them to do or speak all that they want in home. Freedom and instructions are equally important for students and need a delicate balance in the EFL classroom.

As a general conclusion, a requisite for primary teachers is generating a classroom environment that enables students to acquire varied social skills. It looks for generating a tolerant and open society composed by sensible humans who communicate in peace, as the mission of Prado Veraniego School proposes. Although it still stays as an ideal in this school -far of the violent reality- we have to start some practical and conceptual changes in the EFL classroom to modify this situation. This research is only one example of it.

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Appendices

Appendix A: field note February 15th. Fragment (lines 54-67)

“Some students say the name of some numbers in English, and they ask to the teacher: “How can I write...?” The researcher explains four times, shows the names on the blackboard and says that one of them is the eight (the last word in English)”. A student says in high voice in Spanish: “the last one”. Students talk. Noises. 13 students say all the time: “Teacher, teacher, teacher”. Two students go to the bathroom without permission. The main teacher orders in Spanish to one student to go to the bathroom. The researcher tries to make silence, and then she reads the names of the numbers. A student asks in Spanish: “Teacher, where it says eight, what do we put?” The researcher doesn’t answer, then she explains the point individually. Six students talk about their notebooks, stickers and other facts. A student tells to his friend in Spanish: “Look, you. Anyone can understand this letter (showing the workshop)” Seven students say in Spanish in chorus: “Which is eight?” Meanwhile, the main teacher gives the order to go to the bathroom in groups. Three students ask in Spanish: “What time is it?” The researcher doesn’t answer, she tries to make silence and says: “nine is with n”. A student asks in Spanish: “Teacher, what is here?” The researcher answers in English: “nine, nine”. Five students ask to other ones in Spanish: “Do you know which the n is” (Many noises). The researcher repeats five times the instruction and says again the numbers in English: “eight, nine, five, four and two”. She walks, looks each desk and workshop, and helps to some students. Some of them are playing. Ten students ask to the researcher in Spanish: “Teacher, did we end or we need to work more?” All students talk and show their notebooks, some say the numbers in English. The researcher cannot make silence, she asks where eight is, and a student answers in Spanish: “I don’t know””.

Appendix B: main teacher's interview. Fragment (lines 7-21 and 30-36)

“R: mjm, ¿cómo son las familias de los niños? MT: (silencio) Bueno, las familias de los niños, eh. Hay unos que están constituidos por su mamá, por su papá., hay otros que están con la mamita, otros que están con, con solamente con mamá y padrastro. Hay dos niños que son de Venezuela, eh. Otros que llegaron que también son nuevos pero que los veo que han, se han ubicado. Los nuevos se han ubicado bien en el curso. R: Ay qué rico, ¿cómo consideras que están en lectura y escritura? MT: mmm (silencio) Un, digamos que un cincuenta por ciento se le dificulta un poco porque necesita más refuerzo. Pero, es un proceso que poco a poco se va llevando. Entonces, yo espero que de aquí a mitad de año por lo menos, ya lean, cojan dictado. Hay acompañamiento entre el uno y el otro. Se aprovecha de que el uno le tome en un ratico la lectura al otro para que interactúen los dos. Se hace lectura por filas, grupal. Pienso hacerla individual pero más tarde para que ellos ya hayan cogido más avance en lectura y no se sientan un poco incómodos porque no saben leer. Entonces espero que ya ellos hayan mejorado para hacerla individualmente. R: ¡Ah, bueno! ... R: ¿Y saben escuchar? MT: Eh, hay unos poquitos niños que se les dificulta, en seguir como esas indicaciones, las instrucciones. Eh, claro que no es en todos los días. Hay días que se portan, digamos que bien y hay otros días que de pronto, de pronto por, por la ubicación del salón, el calor, de pronto puede influir eso. Eh, están más dispersos. R: Muchísimas gracias profesora.”

Appendix C: first student's interview No. 6. Fragment (lines 11-34)

“R: ¿Con quién vives? S: con mi abuela. R: ¿Con nadie más? S: NO. ¿Te gusta la clase de inglés? S: Sí. R: ¿Por qué? S: porque me gusta aprender inglés. R: ¿Qué palabras ya sabes en inglés? S: No sé. R: ¿Algún número de pronto? S: NO. R: ¿Algún color en inglés? S: BLUE. R: ¿cuál es blue? S: AZUL. R: y ¿de pronto sabes saludar en inglés? S: hello, bye bye. R: Bye bye

es chao. ¿De pronto sabes alguna figura en inglés, círculo, cuadrado, triángulo? S: no. R: bueno, ¿te gusta trabajar en grupo? S: SÍ. R: ¿Por qué? S: porque no sé por qué.”

Appendix D: field note March 15th. Fragment (lines 42-47 and 87-89)

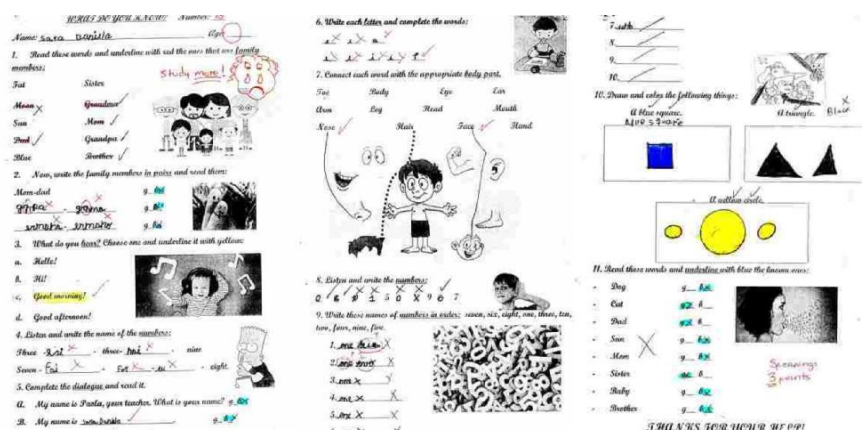
“Three students talk about the video and what will happen. All students look at the video. Noises reduce. A student laughs and other one asks to him in Spanish: “Do we have to copy it?” The researcher says in high voice in Spanish: “We are looking” and shows the video to them. Some students cry in the most important scenes of the video. Four students talk between them and other two students draw the baby boss on the blackboard. Most of students smile, talk, laugh and look to the TV. The main teacher chides some students who make sounds and dance. A girl talks with a boy about the video song... All students are talking, playing and looking other things, including dolls and cars. The researcher repeats the phrase: “the father is angry” and asks for someone to draw it. A girl cries the translation of the phrase. More than 20 students raise hands and say in chorus “me.me. I WANT TO DRAW””

Appendix E: field note February 22nd. Fragment (lines 47-64)

“Then the researcher writes a giant eight on the blackboard and demands to an indisciplinated student to put out the notebook; but she does not put out it. A student says in Spanish: “I am in the fourth”. Other one tells to other in Spanish: “Ay, look! They erased all”. A student spells some numbers to other one (in Spanish). Two students help each other with the eight point. The researcher says the numbers in English and reviews the workshops. She orders to see the number eight. A student asks in Spanish: “In the eight?” other one answers to him: “yes, how to make it?” other student: “In this way, we let it!” The main teacher orders to look for the number eight. Other student asks: “Where is the eight (the last one in English)?” The other one shows it. The researcher explains the incorrect way to do it. A student asks in English: “Eight?” and the other one helps her to find the name of the number. The main teacher tells to a student without

workshop that teacher called her at the beginning of the class. Two students talk in Spanish about juice...Five students say in chorus in Spanish: “We don’t know what that is”. A student writes the number one and other one tells to him: “Not, that no, this is zero”. Two students count numbers 1 to 8 in English and say in Spanish “eight” and some students say in Spanish “nine”. Other students count three times and say “nine”. Other student asks which it is, and two students answer: “nine”. Other students ask which number it is”

Appendix F: workshop 1 No. 25. Sample.



Appendix G: field note March 8th. Fragment (lines 89-109)

“Noises increase, many dialogues. Only three students are watching the video about animals. Two students fight and the other ones play. Some students say in Spanish: “cat” and then “lion” The main teacher chides some students who are playing and talking (three times). Noises reduce. The researcher explains the game with the duck. A student says in Spanish: “there are many dogs”. A student tells to other in Spanish: “Quiet, fool!” and the other answers to her “quiet, you. Fool, you!” The duck says in English “I want to see a horse!” and some students say in Spanish “cow, cow”. Three different students try to match the horse but they had some mistakes. The duck calls some students to go and match animals in the TV. The duck repeats more than twenty times the same phrase “I want to see a horse!” The researcher explains that they need to think which the animal is. Some students say in Spanish in chorus: “lion”. Three students say at the

same time in Spanish: “me, me. Lion”. The duck is speaking, a student says in Spanish “horse, horse, it is horse”. When the duck says in English “I want to see a bee”, a student says in Spanish “bee”. Many students want to match images in the TV but they don’t know which each animal is. The researcher calls some students to go near to the TV. **Noises and cries. Three students discuss between them.** When the duck says: “I want to see a dog” some students answer in Spanish “lion”. Noises and cries increase and reduce periodically. Some students make duck sounds. Many laughs and discussions between students in Spanish, the majority of students do not identify animals. **Some students play, other ones talk and sing.** The duck repeats the phrase “I want to see” with each animal of the collage, some students have a good match. Other student says in Spanish: “Teacher, but we want to play!” and the researcher answers in Spanish: “We are playing”. The assistant arrives to the classroom and many students greet him. **Only five students pay attention to the researcher and the duck. Noises and cries. Two students fight between them, other three cry in Spanish: “Fight, fight!” Noises increase, many cries.”**

Appendix H: first student’s interview No. 16. Fragment (Lines 5-24)

“R: muy bien, ¿con quién vives? S: con mi papá, mi mamá, mi hermana y ellos. R: ¿Te gusta la clase de inglés? (silencio largo) La verdad. S: NO. R: ¿Por qué no? S: Porque yo no sé pronunciar las palabras. R: ¿Cuáles palabras ya sabes en inglés? S: mader, father, esas dos. Mader y pader. R: ¿y qué es eso? S: Mamá y papá. R: ¿Colores, sabes algún color en inglés? S: YELO. R: ¿qué color es? S: amarillo. R: ¿Y algún número? S: EH, uno, dos, tres, cuatro, cinco, seis. R: EN INGLÉS. S: one, two, three, four, five, six, seven, eight, nai, ten. R: hasta diez. **Muy bien, ¿te gusta trabajar en grupo con otros niños? S: SÍ.”**

Appendix I: second student’s interview No.6. Fragment (lines 1-32)

“**R: siéntate, mi amor. Cuéntame, ¿cómo son las clases de inglés? S: eh, chéveres. R: ¿por qué chéveres? S: porque uno aprende CASI TODO de inglés. R: ¿te gusta hablar en inglés? S: sí. R:**

¿por qué? S: porque uno aprende porque si va a otro país, entonces ya sabe inglés. R: ¿te gusta hacer preguntas? S: sí. R: ¿a quién le preguntas? S: a, a mis compañeros. R: ¿sobre qué? S: (ruidos) de temas. R: ¿y a la profe le preguntas? S: mm (silencio corto) no. R: ¿por qué no le preguntas? S: a la profe, la profe elije acá a un niño, o niña, y les dice la pregunta y uno tiene que responder. R: ¿y tú no le haces preguntas a la profe? S: (ruidos) yo no. R: ¿Qué le digas profe qué es tal cosa? S: no. R: ¿por qué no le preguntas? S: porque yo sé casi todo, por mi papá. R: ok, ¿te gusta trabajar en grupo? S: sí. R: ¿por qué? S: porque uno va a compartir. R: ¿qué videos te gustaron? S: (silencio largo) ninguno. R: ¿por qué ninguno? S: eran casi para niños de jardín”.

Appendix J: informed consent form (sample)

The image shows two sample informed consent forms. The left form is titled 'CONSENTIMIENTO INFORMADO PARA LA PARTICIPACION EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES' and is from the 'Vicerrectoría de Gestión Universitaria' of the 'Universidad de Cuenca'. It includes a table with project information and a section for 'PARTICIPACIÓN GENERAL DEL PROYECTO'. The right form is a similar document, also from the 'Universidad de Cuenca', with a section for 'PARTICIPACIÓN GENERAL DEL PROYECTO' and a list of conditions for participation.

Appendix K: field note July 12th. Fragment (lines 274-299)

“She repeats the instruction and puts the video *The story of Buddha* for discovering the topic. Some dialogues in Spanish. The researcher orders to three students to go to her desk. A student asks in Spanish: “in the A or B letter?” Anyone answers. The researcher asks to a student who beautiful is. A student cries in Spanish: “all”. The researcher congratulates him. The researcher asks to other student who is Siddhartha. A student cries in Spanish: “the princess”, other one cries in Spanish: “the mom”. She says that not. Other student cries in Spanish: “the son”. The researcher says that yes, and congratulates him. She writes and explains that Buddha is the same Siddhartha, and asks what the topic of the video is. A student cries three times in Spanish: “of

babies”. The researcher says that not. She asks again to each student. Other student cries in Spanish: “of mother’s death”. Other student says in Spanish: “the mom died”, ten students cry in English “family”. The researcher orders to write in the side B: “life of Buddha”. She asks what life is. Two students cry in Spanish: “like”. She says that not, because it is like. She asks again what the meaning of life is, translates it to Spanish, explains why it is about Buddha’s life -not only about the family- and puts the rest of the video. She orders to students who copied the sentences to give the sheet of paper to her, and collects some colored sheets of paper. The video finishes. The main teacher chides a student who laughs, and explains that he won’t have break hour. **Two students fight between them. The researcher orders to them don’t fight.** Noises, some cries. The researcher asks if they have drawn and orders to them to sit down. Noises increase. She collects all the pieces of paper and gives a workshop to each pair of students. She orders to write the names in it and pay attention to the next video, and reads each sentence of the workshop. She explains that they have to underline with orange and draw five specific words. Noises increase. **The main teacher orders to pay attention. Some cries.** Noises increase. Most of students talk and draw. The researcher orders to write the names in the workshop. **The main teacher demands to her to make a break, and orders to students to save all things for eating. Students save their things and eat.** The main teacher gives food to each student. Students eat and talk. **Two students ask to the researcher if they are improving in English. She answers to them that yes. Two students call to the researcher, and one of them asks in Spanish: “Can we see a video?” She says that yes, orders to make silence, and puts the video *The fall of Adam and Eve*”.**

Appendix L: field note September 6th. Fragment (lines 128-138 and 168-176)

“Ten students watch the video; the other ones make the word search and talk. The video has a very low volume and long and complex dialogues. **The researcher asks for the topic of this video, she repeats the question to five different students chosen by her. Cries. Anyone answers the**

question. Noises reduce. She explains that they will watch it again for discovering the topic, and puts again the video. Noises increase. Cries. A student draws in the stop and doesn't watch the video. Five students talk. The researcher chides repeatedly the same student who doesn't watch the video, and chides other five students who talk. The majority of students watches the video and makes strange faces. The researcher asks for the topic, five students raise hands. One of them answers in Spanish: "it is about a girl". She asks for more information. Some students answer some related words in Spanish as: "piano, sing, intelligent, school, mother, and homework". She translates each one to English, and writes each one on the blackboard. Cries. She reads each word two times in English, and congratulates all the students who participated". Three students talk. The researcher cries, and chides a student who talks. She puts the second video. Cries. Ten students talk and don't watch it. She orders to make silence. Four students play, and two students fight. The main teacher chides one of them. The researcher chides a student who doesn't watch the video. Cries. Noises increase. The researcher orders to look at the blackboard. Five students follow playing. Most of students watch the video. The main teacher chides some students. The researcher orders to make silence and asks what the topic of the video is. Three students cry in Spanish "China", other two ones cry in Spanish: "Japan". She asks which religion is shown in this scene of the video. Cries. Anyone answers. She explains that this scene is about Buddhism. The main teacher chides three students who don't pay attention.."

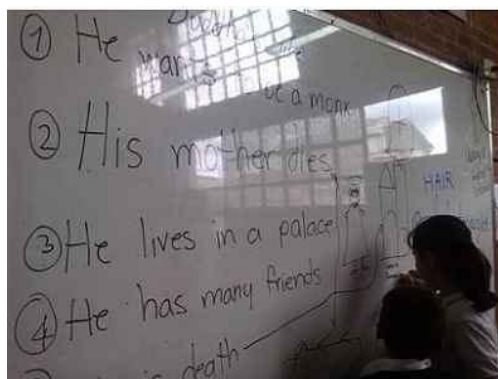
Appendix M: fourth student's interview No.10. Fragment (lines 3-12)

"R: Do you like the English class? Yes or no? (silencio) Do you like English? (gritos) Dilo. S: (mueve la cabeza de lado a lado y mira a la profesora) No. R: ¿Cómo te han parecido las clases de inglés? (gritos) S: chéveres. R: ¿Qué has aprendido? S: animales, en inglés. R: ¿Qué videos te han gustado? (gritos) S: la del pollito, la de, la de como (gritos) la del pollito ese. R: ¿De qué trataba la del pollito? S: de colores."

Appendix N: fourth student's interview No.8. Fragment (lines 1-44)

“R: Hello. Sit down, please! What is your name? S: Jarold. R: Do you like English? S: sí, yo sí quiero a la teacher. R: ¿Cómo te han parecido las clases de inglés? S: chévere, el video chévere (ruidos). R: ¿Qué has aprendido? S: casi nada, no pongo cuidado (incomprensible) sólo de los números. R: De los videos que vieron, ¿cuáles te han gustado? S: (ruidos) no recuerdo (incomprensible). R: ¿De qué trataban? S: en la primera parte, de la parte de inglés (incomprensible) yo aprendí eso, y los poderes. R: ¿Qué películas te gustaron? S: la del niño. R: ¿De qué trataban? S: El niño, el papá, el niño cayó, salió el papá volando. Ese niño con una guitarra (incomprensible). R: ¿Tú escuchabas a la profesora de inglés? S: ahí no. R: ¿Por qué? S: porque estaba jugando con todos, y hablando. R: ¿Tú escuchabas a tus compañeros? S: no. R: ¿Por qué? S: ¿para qué escucharlos a ellos? (incomprensible). R: ¿Tú hacías preguntas en clase? S: ah sí. R: ¿A quién? S: a mis compañeros, bla bla bla (incomprensible). R: ¿Qué aprendiste de la parte física de las personas? S: (ruidos). R: ¿Qué aprendiste de las religiones? S: no. R: ¿Qué aprendiste de las culturas? S: ¿qué es eso? R: ¿las partes del cuerpo, alguna parte del cuerpo en inglés? S: sí una, la cara. R: ¿algún animal en inglés? S: miao, miao (incomprensible). R: ¿Recuerdas algo del VERBO TO BE? S: no. R: ¿Cómo son los números en inglés? S: one, two, three, four, five. R: ¿los colores? S: se me olvidaron, pink, yellow (ruidos).”

Appendix O: artifact image Buddha 2-6 (photo)



Appendix P: fourth student's interview No. 4. Fragment (lines 11-32)

“R: ¿De qué trataban? S: el de la cuerda trataba algo de, que una niña y un niño, un niño estaba discapacitado y una niña trataba de enseñarle para que se moviera. R: ¿Qué palabras en inglés recuerdas de los videos? S: ninguna. R: ¿Qué películas te gustaron? S: (ruidos) eh la de la cuerda y la del colegio. R: ¿Tú escuchabas a la profesora de inglés? S: sí. R: ¿Por qué? S: porque lo que dice la profesora es importante para que nos vaya bien. R: ¿Tú escuchabas a tus compañeros? S: no. R: ¿Por qué no? S: PORQUE no se callan. R: ¿Tú hacías preguntas en clase? S: sí. R: ¿A quién? S: a la profesora”

Appendix Q: field note August 16th. Fragment (lines 159-170)

“A student tells to other one in Spanish: “Those things exist in real life!” Noises disappear. The researchers ask who has not spoken. Three students raise hands. She orders in Spanish to pay attention. A student cries in Spanish: “No, teacher. Tell xxx! (the name of his partner of desk)” The researcher chooses other student who has not spoken in this class. The student translates the word “two”. Dialogues. The researcher orders to make silence and try to understand some words, and chides three students who play. A student tells to other one in Spanish: “She asks all, some words you know! She asks, you know. And you ask to me what is hello? You have asked me about all!... raise your hand for participating, you ask me for all. I won't never tell you anything!” Cries. The other partner tells to him in Spanish: “but, xxx and yyy (two other students) have not spoken!” The partner answers in Spanish: “She didn't chose you because you asked me all!” Noises reduce. The partner answers to him: “ok, I will watch it”, and makes a sad face. The boy tells to the partner: “You knew all, talk. You have seen all!” the other one answers in Spanish: “I will only watch! She is the teacher. It is from her”. Other student quits the researcher's Walkman to him and says in Spanish: “what dirty!”

Appendix R: field note August 22nd. Fragment (lines 16-30)

“Three students look at her. She counts one to ten in English. Noises reduce and increase again.

The majority of students give their books to the main teacher. Five students work in the papers.

The researcher explains that they can draw some words that they know, and they have ten

minutes for making it. **Cries and fights.** Ten students tell bad words to a student, and menace him

with a foundation; this student cries repeatedly, tells bad words in very high voice, puts colored

paint in his hands and face, cries, and hits himself with the chairs, desks and walls. Other student

cries: “He has an attack, he is furious!” Cries and discussions in Spanish. The researcher explains

again but the noises are higher, she orders to make silence. The main teacher chides a student

who has not written any word in the white paper. Anyone makes silence; most of students stand

around the student, look and tell bad words to him. The student cries, mourns, and weeps. He has

a lot of green tears in his face and hands, and a bottle with green paint near to him. Cries. The

researcher orders to make silence more than ten times. She orders to sit down and leave the

student alone. The researcher sits down, chides some students, writes their names on the

blackboard, cries, orders to make silence, and counts one to ten in English. Two students repeat

the numbers after her. Noises reduce for one minute, and then increase. The main teacher orders

to make silence. Four students talk about the previous event, anyone asks to the student why he

is so sad. Three students talk about drawings.”

Appendix S: fourth student’s interview No.3. Fragment (lines 33-50)

“R: ¿Hacías preguntas en clase? S: PUES CASI NO. Porque ya me diste un libro de inglés. R:

¿Qué hacías cuando veías a un compañero triste? (gritos) S: es que nunca he visto un compañero

triste. R: ¿Qué aprendiste de la parte física de las personas? S: que se deben respetar y si uno está

en la silla de ruedas se debe querer. R: ¿Qué aprendiste de las religiones? S: (ruidos) pues una,

budista. R: ¿Qué aprendiste de las culturas? S: ¿CÓMO ASÍ profe? R: ¿Aprendiste alguna parte

del cuerpo? S: (gritos) sí. R: ¿CUÁL? S: eh, head. R: ¿qué es head? S: cabello. R: ¿Aprendiste algún animal en inglés? S: (ruidos) fish, cat, dog, duck, cow (gritos), goat”.

Appendix T: third student’s interview No.13. Fragment (lines 22-38)

“R: ¿te gustó el de las preguntas? S: sí. R: ¿por qué? S: porque, eh, las, algunos les ayudan a hacer cosas, a, a, a saber qué es (ruidos). R: ¿cuál es tu religión? S: MMM, no. R: ¿no sabes? S: no. R: ¿Te gusta algo de otras religiones? S: SÍ. R: ¿de cuál? S: COMO BUDISTA. R: ¿qué te gustó? (ruidos) S: me gustó que mmmm (silencio largo) que como es que se dice, mmm (silencio largo) como es que se dice (silencio) no me. R: Ven y entramos al salón. ¿Qué te gusta? (ruidos) Sigamos (ruidos). S: eh, eh es (ruidos) me eh como (ruidos), que como algunos que son budistas no, no rezan y (silencio) (ruidos) Y no van a, (ruidos) y no van al, qué, a la Iglesia.”

Appendix U: third student’s interview, No.2. Fragment (lines 31-48 and 99-113)

“R: ¿Qué videos no te gustaron? (ruidos) S: los de una muñeca, y los de Pepa. R: ¿Por qué no te gustó, porque no? S: porque dicen que Pepa es DIABÓLICA. R: MJM, ¿cuál es tu religión? S: cristiana, cris, eh, CATÓLICO perdón. R: ¿qué te gusta de ser católico? S: que (SILENCIO largo) no sé. R: ¿PERO TE GUSTA? S: sí. R: ah, bueno. ¿Te gusta algo de las otras religiones? (RUIDOS) S: EH, sí. cristiano. R: ¿Y qué te gusta de esa religión? S: que a veces yo puedo ir a una iglesia cristiana que es de niños. R: (RUIDOS) ¿y qué es, ¿cómo te sientes? S: bien (ruidos) chévere. R: ¿Cómo te sientes trabajando en grupo? S: normal.” “R: ¿qué más? (ruidos) ¿la cocina, te acuerdas? S: NO. R: no, esa no. ¿Qué religiones recuerdas, en inglés? S: budista, cristianic, ninguna más. R: ¿qué más te acuerdas de clase que hayas visto en clase, que tú digas hay vimos una clase de ese tema, chévere? S: de una cartelera. R: ¿y de qué era la cartelera? S: de hacer dibujos. R: mjm, ¿Qué opinas de las otras religiones, diferentes de católica? (ruidos) ¿de ser católico? S: QUE LAS OTRAS, uno no, no debe oír música así reggaetón, sino cristiana, que no dicen groserías. R: ¿y te gusta esa música sin groserías? S: sí. R: ¿qué más opinas de las

otras religiones? por ejemplo, del budismo, ¿cómo te parece el budismo? S: QUE ES COMO LISA, bien, porque Lisa no le gusta matar a los animales. Comer, no le gusta comer carne porque eso es, viene de los animales. R: MJM, muchas gracias”.

Appendix V: third student’s interview, No. 6. Fragment (lines 33-60)

“R: bueno, ¿qué videos no te gustaron? S: todos. R: ¿canciones te gustaron, las películas? S: las películas sí. R: ¿sí, por qué? S: porque va uno viendo en inglés y va escribiendo. R: mjm, (ruidos) ¿cuál es tu religión? S: católica. R: ¿y qué te gusta de tu religión, la que tienes? S: nada. R: NADA. ¿Te gusta algo de otras religiones? S: ninguna. R: ¿cómo te sientes trabajando en grupo? S: pues chévere. R: ¿por qué? S: porque uno va compartiendo y va jugando. R: ¿qué te gusta hacer en esta clase de inglés? ¿de todo lo que se hace qué te gusta hacer? S: escribir. R: ¿por qué te gusta escribir? S: porque uno va aprendiendo. R: ¿qué has aprendido últimamente en clase, lo último que hayas aprendido? S: mmm, de las religiones. R: ¿y qué aprendiste de las religiones? S: lo de budista. R: ¿y qué aprendiste del budismo? S: de que esa es una religión diferente. R: ¿qué más, algo más? S: no más.”