

Audiovisual resources to enhance listening comprehension of EFL third graders

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Bogotá, Colombia

2017

## **Dedicatory page**

## RESUMEN ANALITICO EN EDUCACION-RAE

<b>1. Información General</b>	
<b>Tipo de documento</b>	Tesis de grado
<b>Acceso al documento</b>	Universidad Pedagógica Nacional. Biblioteca Central
<b>Título del documento</b>	<b>Audiovisual resources to enhance listening comprehension of EFL third graders (Recursos audiovisuales para mejorar la comprensión de escucha en estudiantes de tercer grado de primaria)</b>
<b>Autor(es )</b>	Angarita Perez, Sandra Viviana
<b>Director</b>	Ronald Andres Rojas
<b>Publicación</b>	Bogotá. Universidad Pedagógica Nacional, 2017. 70p.
<b>Unidad Patrocinante</b>	Universidad Pedagógica Nacional
<b>Palabras C laves</b>	AUDIO-VISUAL RESOURCES (RECURSOS AUDIO-VISUALES), LISTENING COMPREHENSION (COMPRENSION AUDITIVA), COMMUNICATIVE ABILITIES (HABILIDADES COMUNICATIVAS), LEARNING (APRENDIZAJE).

<b>2. Descripción</b>
<p>El presente trabajo se centra en la implementación de recursos audiovisuales para desarrollar la comprensión auditiva a través del Enfoque Comunicativo y el aprendizaje basado en tareas. Los estudios en el aprendizaje de idiomas han abordado la necesidad de mejorar la comprensión auditiva y la necesidad de encontrar la manera más efectiva de lograr este objetivo. Sin embargo, hacer que los estudiantes respondan de manera activa y usar un idioma extranjero en el aula es un problema que enfrentan la mayoría de los profesores de idiomas. Este documento sugiere algunas soluciones a la tranquilidad de los estudiantes de idiomas, utilizando los recursos audiovisuales como una manera efectiva de involucrar a los estudiantes como participantes en el proceso de comprensión auditiva. La comunicación en el aula puede aumentar la participación oral de los estudiantes en la clase, y conducir a la mejora de la capacidad de hablar y escuchar de los estudiantes; Ambas hipótesis son apoyadas por los datos del estudio.</p>

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#### **4. Contenido**

Este documento se divide en seis capítulos, en el primero se describe la Institución y la población en la que se aplicó la investigación, además de contemplar el diagnóstico y la exposición del problema, la fijación de objetivos y la justificación. El segundo capítulo considera la teoría que es la base de esta investigación de acción. El siguiente capítulo se refiere al tipo de investigación, metodología, etapas y unidades de análisis; El capítulo cuatro tiene la propuesta pedagógica que es la base del proyecto de enseñanza y aprendizaje en el currículo, el análisis se basa en el capítulo cinco donde se reanuda el progreso del estudio y los resultados y finalmente la conclusión en el capítulo número seis.

#### **5. Metodología**

Teniendo en cuenta la población y el problema encontrado durante la observación y la prueba de diagnóstico para analizar el nivel de competencia en una FL y el contexto de los estudiantes, se formuló el estambre de la sonda y la propuesta pedagógica para potenciar una de las habilidades comunicativas, Comprensión auditiva, se plantea la propuesta pedagógica que a través de ayudas audiovisuales o recursos audiovisuales se mejore el nivel de competencia en un idioma extranjero teniendo en cuenta los objetivos generales y específicos que se les propusieron el análisis de los resuts se hicieron y finalmente las conclusiones.

## 6. Conclusiones

- ❖ Los recursos audiovisuales motivan a los estudiantes a aprender un segundo idioma, en la mayoría de los casos, los alumnos muestran y avanzan en su proceso de aprendizaje.
- ❖ Los recursos audiovisuales son una herramienta de diversión para desarrollar habilidades comunicativas como la comprensión auditiva y, en algunos casos, habilidades orales.
- ❖ El proceso de aprendizaje en una lengua extranjera requiere tiempo y compromiso para el arte de las instituciones educativas, la falta de tiempo fue un factor importante que afecta el proceso de aprendizaje y la investigación.
- ❖ Como estudiante-maestro debemos ser capaces de proponer nuevas formas de enseñar y hacer investigación, ser capaces de crear y cambiar las cosas en el campo pedagógico.
- ❖ Es posible potenciar la comprensión auditiva a través de recursos audiovisuales, pero de forma superficial es necesario desarrollar más actividades y establecer situaciones comunicativas que tengan en cuenta el contexto de los alumnos.

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<b>Fecha de elaboración del Resumen:</b>	<b>18</b>	<b>04</b>	<b>2017</b>
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## **Abstract**

### **AUDIO VISUAL RESOURCES TO ENHANCE THE LISTENING COMPREHENSION OF EFLTHIRD GRADERS**

The present paper focuses on the implementation of audio-visual resources to develop listening comprehension through Communicative Approach and task based learning. Studies in language learning have addressed the necessity for improving listening comprehension, and the need to find the most effective way to accomplish this objective. However, getting students to respond in an active way and using a foreign language in the classroom is a problem that most language teachers face. This paper suggests some solutions to language learners' quietness, using Audio-visual resources as an effective way to involve students as participants in the process of listening comprehension. Classroom communication can increase students' oral participation in class, and lead to the improvement of students' speaking and listening proficiency; both hypotheses are supported by the data of the study.

*Key words: Audio-visual resources, listening comprehension, communicative abilities and learning.*

## **Chapter 1**

### **1.1 Introduction of the study**

### **1.2 Characterization**

This first part of the document has the objective to present a brief review about the context in where was developed this research, the contextualization might provide a visualization to the reality of the subjects studied during the research those who contributed to the findings and also they changed my way to conceive the learning process in a FL.

#### **1.2.1 Context**

##### ***1.2.1.1 Local context***

Public school San Jose de Castilla I.E.D was created on March 20, 1979 with the name of the Castilla basic unit, modified on July 6, 1979 by the Institute district Castilla day later, with the academic mode, of a mixed nature, located in 78 career # 8A - 43 Barrio Castilla.

In September of 1987 the campus address request was included in the package number 16 in 1989 and educational emergency gives an opening to the day in the morning, in its new headquarters Diagonal 7 c# 78 A-10, with resolution of approval 04795 number the same year. In total there are four headquarters: A, B, C and D.

The school has four headquarters, this research took place at Headquarters C, this is located in Castilla; in the Vision Colombia neighborhood.

This is the headquarters of elementary the school has a bilingualism project, which consists of immersion with native teachers' classrooms; This pilot program is carried out just with first grade primary school students the other grades have just one English's hour

in their schedule. According to the observation during August to November 2015, this matter of fact might affect the English level in most of the students, they don't have a closer encounter with the FL and the hours that they have scheduled might be interrupted for a few logistical issues, like meetings, academic encounters among others.

### ***1.2.1.2 Institutional context***

The San José de Castilla School District Educational Institution provides educational services to the local community of Kennedy based on its Institutional Educative Project called "A path towards coexistence and networking with the world", adopting as a pedagogical model The humanism that emphasizes the development of the person as an autonomous being. To achieve its goals, the school has a management, teaching and administrative team committed to building a country and a city possible for all. (I.E.D, 2017)

The mission and vision of this school are based on the regulations established by the Ministry of Education, which establishes that education as a human activity of the order of culture whose purpose is essentially humanizing, for that reason must provide the student with the possibility of Develop their personality in an integral way. That is, in its dimensions: body, communicative, cognitive, ethical, aesthetic and socio-affective. (I.E.D, 2017)

### ***1.2.1.3 Participants***

Respect to the population that was observed on August 10th, 2015; Then in February 8<sup>th</sup>, 2016 the action research took place, in regard to characterize the population a diagnosis test was applied and the results show that the course was integrated by thirty six

students, 15 girls and 16 boys, they all were between 8 and 10 years old, the scholar level was 3<sup>rd</sup> grade of primary school.

By other hand, in order to characterize the course it was applied the first survey (Attached1) was applied, to address student's socio-affective context, this instrument allow us to realized the familiar context of each student, the first question was the name fallow by the age and with who they live with, who help them with the homeworks, if they like the English class and the last question was what instrument or activity they like it the most; the options were: videos, songs, stories, pictures, games and writing activities (audio visual resources as instruments for learning processes). The tabulation of the data about characterization give us as a results the age of the students and their familiar environment, in that part they had a multiple answers like, they live with just one of the parents or with the grandparents and in some cases with step parents and relatives.

In accordance with Erickson`s cited by Justin (2009) the children in school age (5 to 12) are in the stage 4 which the psychosocial crisis is industry vs inferiority and its basic virtue is competency; this stage is where they will be learning to read and write, to do sums, to do things on their own. Teachers begin to take an important role in the child's life as they teach the child specific skills. It is at this stage that the child's peer group will gain greater significance and will become a major source of the child's self-esteem. The child now feels the need to win approval by demonstrating specific competencies that are valued by society, and begin to develop a sense of pride in their accomplishments.

If children are encouraged and reinforced for their initiative, they begin to feel industrious and feel confident in their ability to achieve goals. If this initiative is not encouraged, if it is restricted by parents or teacher, then the child begins to feel inferior, doubting his own abilities and therefore may not reach his or her potential.

If the child cannot develop the specific skill they feel society is demanding (being athletic) then they may develop a sense of inferiority. Some failure may be necessary so that the child can develop some modesty. Yet again, a balance between competence and modesty is necessary. Success in this stage will lead to the virtue of **competence** (McLeod, S. A. 2013).

According to J. Piaget (1977) these students were on the Concrete Operations stage, during this stage, the thought process becomes more rational, mature, and 'adult like', or more 'operational', Although this process most often continues well into the teenage years. The process is divided by Piaget into two stages, the Concrete Operations, and the Formal Operations stage, which is normally undergone by adolescents.

According to the diagnostic test students like English class might be because they have been receiving classes from a Student-teacher, she studied at Pedagogical University; that could be the reason why they have an affective bound to the English class

To provide information about the way they feel with English class, the diagnosis test regard that the 6.6% of the students does not like the English class or English, according to what audiovisual resources they prefer in their classes the diagnosis test give us as yhe next information: the games just like it to 1.1% of the class, reading and writing exercises; and the 0,3% prefer and music/videos 8.6% of the Students, this last but not less is the audiovisual resources used during the action research also they named the project "*Team work*".

Moreover, they participated actively in the learning process, the process comprised audiovisual resources as a YouTube videos about grammar and vocabulary, memory games, cooperative games, virtual games, pictures, video worksheets and activity pads.

The games and videos were learning tools that allow an improvement in one of the communicative skills more currently in listening comprehension. Students listening comprehension depend on the time that they hear a FL and the interaction between them and the resources, regarding to the development of communicative skills and having as a result the improvement of the listening skill in a foreign language level.

Having contemplated the previous aspects, it was very important to highlight these aspects when the research would take place, because we had to take advantage of these features to create the environment for learning and strengthen the affective filter for the FL. The third grade students always had a class where the center of attention and knowledge was the teacher thus in most of the classes they were sitting and their attention had to be on the teacher and on the board, they couldn't participate or talk between them those aspects did not allow the development of their growth stages and their social development with pairs and also limited the development of communicative skills in a FL specifically listening comprehension also the privation of supplies to the development of the topics in all the English classes could hinder motivation and therefore learning process.

### **1.3 Diagnosis**

Considering that the approach implemented during this process, is Action Research this approach is more of a holistic approach to problem-solving, rather than a single method for collecting and analyzing data. Thus, it allows for several different research tools to be used as the project is conducted. These various methods, which are generally common to the qualitative research paradigm, include: keeping a research journal, document collection and analysis, participant observation recordings, questionnaire surveys, structured and unstructured interviews, and case studies. (O'Brien, 2015)

The first step in this research was an observation inside the classroom on August 8/2015; in this case the researcher just collects information in a field diary, then identified the problem and gives a possible solution based on a method that allows us to have a significant result, but was not possible to see the difficulties or maybe the loss that students had because for the researcher during that time it was impossible to evaluate the performance of the students in a second language.

To gather information in this action research we use five techniques to collect data: direct observation, video, photographs, the survey and the field notes (Burns, 1999).

In the field notes give us a picture of the possible problems inside the classroom, we can see the lack of interaction between teacher and students, it is evident that a lot of students in the class want to participate and they like it but sometimes the teacher does not allow them to participate.

The Fieldnotes are divided into four parts: the first is General information, which includes date, time, place, community and responsible; the second part is the content which is descriptions of all observations of English classes; the third part of the field diary contains the activity carried out by the teacher and grammar studied during each lesson. The last part is about “interpretations, cultural judgments and assumptions (notemaking)”. (Burns, 1999, p10.)

Perhaps the lack of interaction between Teacher and Students and the absence of audiovisual resources to enhance communicative skills turn the English class as sometime bored and difficult to understand because the deficiency of motivation, without the count with the reduce time that students had contact with an FL, students lose interest regarding both topic and the class. Other instrument used for discover the problem was a video (Attached3) this using as a technique for capturing in detail naturalistic interaction and

verbatim utterances (Burns, 1999); this video allows us to see the moment when the students have to be silent and they cannot speak unless the teacher gives the order despite the fact that the activity was a game. Nevertheless Students did not have an English teacher, so the researcher has to observe the intervention of the one Student- teacher. In the field diary was taken into account as much detail as possible from reacting with the methodology of teacher activities, student behavior and discipline, and also the English level of the class.

Likewise, the photographs (Attached 4) present in a visual way the context and illuminated a lot of aspects in the life of the students and how they support their learning process, this technique is a way of greatly enhancing classroom analysis (Burns, 1999).

Consequently, in order to know and have a brief review over the listening aspect in the third grade students at San Jose de Castilla School a survey took place during the second segment of the research project approximately On January 11<sup>th</sup>, 2016. (Attached 2), this skill “listening comprehension” was valued with a listening exercise, more precise and audio about colors, animals, body parts and family members these topics were evaluated according to the national education standards established by the M.E.N and CERF (Common European Framework of Reference The Common European Framework of Reference), it is used by organizations all over the world as a reliable benchmark of language ability, the test demonstrated that 8.6% of the Students did not understand instructions and basic vocabulary in a Foreign language, and just 1.3% of the class follow instructions and understand basic vocabulary.

If students do not understand what they listen in a FL, they could not speak or write, or even read, listening comprehension´s being recognized as a fundamental skill (Morley, 2001). This skill plays an important role in the learning of a second language, but nowadays

teachers do not emphasized the relevance of this matter in their classes that is why this skill has been lowered in the teaching and learning process. Studies in this field regard that listening comprehension can be improved through the help of teachers, using suitable materials and activities, and practice a lot (Gilakjani, 2016).

According to Osada (2004) “although listening is now well reconigzed as a critical dimension in language learning, it stills remain one of the least understood processes”. (Osada, 2004, p.) and that is why the result was very disappointing because just one of them answer correctly all the test and the other students fail in more than one answer therefore the research purpose was enhanced this ability knowing that if students improve their listening comprehension they might develop communicative skills in a second language, Osada (2004) in his research: “Listening comprehension research: Abrief review of the past thirty years” points out at listening is considered as an active skill that involves many processes, he stand out the characterization of listening comprehension as a “highly complex problem solving activities”(Osada, 2004).

#### **1.4 Problem Statement**

Learning is an active and constructive process: to learn new information, ideas or skills, our students have to work actively with them in purposeful ways. (Smith & Macgregor, 1992, p.10). Therefore, interaction has been fundamental in the construction of the social environment and identity, thus if we don't take into consideration the context and collaboration it could not be possible to speak of constructivism and progress in the social and cognitive development.

Previous research on listening comprehension considered that listening skill is one of the fundamental skills in learning English. Listening comprehension plays a significant role in human communication. O'Malley & Chamot (1990) stated: "Listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the requirements" (p.133). Therefore, this study has focused on consider the advantages and disadvantages of the used of Audio-visual aid instruments to develop listening comprehension and improve the proficiency of learning in an EFL group. Fewer studies have examined audiovisual resources as a tool to enhance listening comprehension on the acquisition of a FL and team work as a developer if meaningful learning. (Smith J.D, 2005, p.39.)

The attention of minimal research has been directed toward listening comprehension, most of the studies were focused on CLT Communicative Language Teaching but not so much in the field of audiovisual materials as a tool for improving communicative skills in second language more specifically for listening comprehension. Moreover, qualitative inquiry offers the opportunity to involve students in the structure of collaborative learning to "work together to maximize their own and each other's learning" Smith & Macgregor (1992)

Hence the mission of the school is to improve communication skills, taking into account the aspects of interaction. Thus, it was necessary to observe if those parameters were involved in the classroom. However the result of the observation suggested that the reality inside the class was totally different. In fact the real problem was that students did not communicate in a FL; consequently they did not develop oral skills. The diagnostic test also reveals that students do not follow instructions in a second language and they do not

use or understand basic vocabulary established by the CERF and the MEN in the national standards.

Therefore the purpose of this qualitative research is use adequate English input (audiovisual resources) to active the listening comprehension through interaction between the students using or implemented communicative based activities to enhance listening comprehension, therefore encourage oral skills because learners should understand what they are listening before they begin to speak besides team work as a developer of meaningful learning (Smith J.D, 2005, p.39.).

Hence the mission of the school is to improve communication skills, taking into account the aspects of interaction, thus it was necessary to observe if those parameters were involved in the classroom, however the result of the observation suggested that the reality inside the class was totally different. In fact the real problem was that students did not communicate in a FL; consequently they did not develop oral skills.

Therefore the purpose of this qualitative research is the improvement of listening comprehension through the Communicative Approach collaboration between the students using or implemented vocabulary based activities to communicative skills in this case listening, regarding both listening and consequently speaking because learners should understand what they are listening before they begin to speak.

#### **1.4.1 Justification**

The aim of this project was to improve the listening comprehension, using audio visual resources in a communicative environment through task based learning it was important consider the motivational aspects therefore instruments that motivate the learning process like songs, cartoons, games or memory games, youtube videos, etc.

Students are exposed to the audiovisual world. They enjoy the new advances such as the internet and the activities it offers, therefore it is necessary use this Audiovisual resources as a tools enrich the teaching and learning process of FL; recent films, music and videos are new resources in the EFL classroom. Moreover good approaches, learning strategies and motivation are needed to help students to overcome the challenge of learning a new language because these tools allow the contextualization of the second language and also give to students a closer encounter with the FL and the real time nature of spoken language is also an important component of listening comprehension construct (Osada, 2004).

“We know that we learn from sharing our ideas, beliefs, and writing through our interactions with others” (Gerlach, 1994, p8.) The environment is very important for class success and for a good development of students’ processes in all aspects, in this order of ideas, environment is one of the most important elements for having classes in which students could participate and express their ideas the they can be involved in real communicative situations.

This study deals with a problem closely related to the students, the problems are the low understanding and the unknowing basic vocabulary in a FL.

The Audio visual resources were used as a way to stimulated communicative skills and listening comprehension in which the listener constructs meaning by using cues from contextual information and from existing knowledge interaction; children of the third grade in the school San José de Castilla are apathetic to study and interact with others, so this project is oriented to show how interaction and Audiovisual resources can contributed to the learning process more specifically in the learning process of a foreign language as English and how improve the communication between peers allow them to express their

ideas, perspectives and beliefs and as result they develop their oral skills. The project aims to set out a strategy to strengthen communication processes, interaction and learning English. “Collaboration encourages students to learn from each other by identifying and solving problems while engaging in higher-order reasoning and social interaction” (Smith, 2005).

#### **1.4.2 Question Research and Objectives**

How does the use of Audiovisual resources and task based learning as a didactic tools enhance listening comprehension in third grade students?

##### **General Objective**

To determine the level of improvement for listening comprehension skills in third graders EFL learners at San José de Castilla school, through the use audiovisual resources in combination with communicative based activities

##### **Specific Objectives**

- To analyze the benefits of audiovisual resources inside the EFL pedagogical process of students of San Jose de Castilla School along 2016.
- To determine the relationship of using Audio visual resources with the students, EFL achievements in listening comprehension skills.

## Chapter 2

### 2.1 Theoretical Framework and State of Art

This chapter develops the theory on which this project is supported. In this chapter are set the frame of reference and the parameters that guided this qualitative study design and appliance. Moreover, to propose a didactic solution to the problematic presented through the first chapter Audiovisual resources are the proposal to enhance listening

RESEARCH	SOURCE	YEAR
The Significance of Listening Comprehension in English Language Teaching	International	2016
Developing students´ ability in listening and speaking English using the communicative approach of teaching	International	2014
The visual stimuli association as a facilitator component of the English language learning in Second Graders from the I.E.D. Liceo Femenino Mercedes Nariño	Local (Universidad Pedagógica Nacional)	2005
Technologies to learn the video as a technological resource that allows the design of adequate material to initiate learning processes in EFL for first grade students of Prado Veraniego School.	Local (Universidad Pedagógica Nacional)	2014
The video as an audiovisual tool that allows to develop listening and speaking skills by increasing vocabulary in students of 202 grade at Prado Veraniego School	Local (Universidad Pedagógica Nacional)	2012
The role of Audio Visual aids in Constructivism Approach	International	2013
Pedagogical Tasks in the Improvement of Oral Interaction	Local (Universidad Pedagógica Nacional)	2016

comprehension.

The idea here it is to show the nature of the problem and different perspectives about it, as well illustrate some researches made on the subject and how those researches give possible ways to develop listening comprehension inside the classroom. Before studying the concepts and constructs used throughout the project, it is necessary to review the research projects focused on the used Audio- visual instruments to engage listening comprehension and moreover used approaches and methodologies similar to the ones employed in this project.

## **2.2 Literature Review**

In addition, one of the studies in which were used Audio- visual resources is “The role of Audio Visual aids in Constructivism Approach” (Lankapalli, 2013) this study discuss constructivism as a theory does support the integration of technology when done with the correct approach in mind. Constructivism as theory will be forced in to play by emerging technologies because it is impossible for a teacher to use didactic methodology in a digital classroom. This approach is to maintain a constructivist classroom by supporting higher order thinking skills and by making any learning connectable to the real life situation of the given students. The integration of technology is now becoming a necessity for all of those in the work force, including education. Our purpose as educators is to prepare our students to be active participants in the working community. Technology is now an intricate part of the community.

This research support this paper because sustain that Audio-visual aids bring context and allow students to work together developing communicative skills. It helps to overcome cultural, gender, and learning differences by encouraging discussion and a deeper understanding of alternate viewpoints with subjective and controversial subjects. As

educators, we have the opportunity to act as an expert learner who can guide students into adopting cognitive strategies, engage the student's interest and encourage them with elements that involve their reality and their environment, therefore technology is one of those elements and the school cannot be isolated of this reality, to aim to the research project objective the next researches show the investigation among listening comprehension, audiovisual resources and the Communicative approach.

The first research "The Significance of Listening Comprehension in English Language Teaching" by (Gilakjani, 2016). This research regard to how Listening is a significant language skill to develop in second language learning. Despite its importance, language learners, consider listening as the most difficult language skill to learn. Since the role of listening comprehension in language teaching has been repeatedly emphasized, many teachers do not pay enough attention to its importance in their classes. In this paper, the researchers review some important issues concerning listening comprehension to provide a basis for developing listening skill in English language teaching.

This research is related to the present paper because regard to listening comprehension and the importance of it, how the enhance of this skill might reinforce the other skills and highlight the position of listening in contrast with the other also sustain that it is necessary to provide multimedia DVD's and internet to understand native speakers, acquisition happens when learners have sufficient comprehensible input.

The second research "Developing students' ability in listening and speaking English using the communicative approach of teaching" by (Supharatypthin, 2014) address to the communicative approach as a developer of listening and speaking skills, also the paper aimed to study the problems of students in learning English listening and speaking and to study the students' ability in listening and speaking English before and after being taught

using the communicative approach. The research results revealed that student problems in English listening and speaking were caused by the outdated content, a lack of variety of teaching methods, the teacher making himself the center of class, and a lack of effective teaching devices in the classroom. The ability in English listening of the students was, statistically significantly higher after being taught using the communicative approach.

This research highlight that to become fluent speakers in English, learners need to develop strong listening skills. Listening not only helps learners understand what people are saying, it also helps learners to speak clearly to other people because it helps learners learn how to pronounce words properly, how to use intonation, and where to stress in words and sentences. Also, it is related to the present in the use CLT as the approach to develop the pedagogical proposal and proposed at a way to enhance listening comprehension when it is implemented inside the classroom to involved he communicative approach in teaching English in order to motivates students to get involve with class activity rather than just sitting passively in a boring lecture class.

Another Study in which Audio- visual resources has been used is The role of Audio Visual aids in Constructivism Approach (Lankapalli, 2013) this study, discuss that the constructivism theory does support the integration of technology when done with the correct approach in mind. Constructivism as theory will be forced into play by emerging technologies because it is impossible for a teacher to use didactic methodology in a digital classroom. This approach is to maintain a constructivist classroom by supporting higher order thinking skills and by making any learning connectable to the real life situation of the given students. The integration of technology is now becoming a necessity for all of those in the work force, including education. Our purpose as educators is to prepare our students

to be active participants in the working community. Technology is now an intricate part of the community.

Audio-visual aids can also help bring context and allow students to work together developing communicative skills. It helps to overcome cultural, gender, and learning differences by encouraging discussion and a deeper understanding of alternate viewpoints with subjective and controversial subjects. As educators, we have the opportunity to act as an expert learner who can guide students into adopting cognitive strategies, engage students' interest and encourage them with elements that involve their reality and their environment, therefore technology is one of those elements and the school cannot be isolated of this reality.

Further, other research that shows how the videos are useful tools to enrich the second language learning is "The video as an audiovisual tool that allows to develop listening and speaking skills by increasing vocabulary in students of 202 grade at Prado Veraniego School" (Suarez, 2014). The research regard that specific characteristics of the video (movement, sound and colors) allow students to get engaged, be motivated and understand the topics presented easily; thus, students remember vocabulary easily, faster and improve significantly their listening skill than when the class does not involve videos. Also, that it provides students with tools that permits them to understand the world, more than just receiving constant information from the media without making any analytical process. Thus, students remembered vocabulary easily and faster than when the class did not involve videos.

This research addresses the present paper because includes videos in the classroom as a way to improve the learning of a second language and it was focussed in the implementation of audiovisual resources, therefore, was a guide to this research and offers a lot of arguments to it given contributions to the analysis and to the literature review.

The majority of studies highlight the importance of resources or strategies to develop an English class, the teaching in a second language as in all the fields of knowledge have to be an engagement and a research work that require a lot of creativity and resources, listening comprehension process provides beneficial intuitions in teaching listening. The learner may find listening comprehension skill difficult to learn and this can also provide teachers with opportunities to change their listening exercises into more effective ones. Developing listening comprehension skill helps learners to succeed in language learning to enhance comprehensible input. Since learners' self-reliance in listening comprehension will be increased, they will be motivated to have access to spoken English such as conversations with native speakers (Kurita, 2012).

### **2.3 Theoretical Framework**

Following how was described at the beginning of the research and taking into account the results of the diagnostic test, at this point we can find the main theoretical components of this study; first we are going to start defining learning in a substantial way, then listening comprehension, follow by visual literacy and Audiovisual method this pedagogical method use audiovisual resources to enhance communicative skills in a second language and in the learning and teaching processes. Finally the latest theoretical components the Communicative Approach that was a the parameter to promote communicative situations in the classroom and Task base learning to the planning of each class.

There are a lot of assumptions to define learning, but this learning is attached to the context, contextualize is fundamentally in the process of significant learning without the context all the process can be meaningless and non-significant; however, this study is taking into consideration a term which definition is made from the collaborative learning

perspective and that is why Smith & Macgregor (1992) definition are cited here to: “learning is an active and constructive process. To learn new information, ideas, or skills, students have to work actively between them in purposeful ways”. Consequently, it is for learners to attach new material, or integrate what they already know or use it to reorganize what they thought they knew. When students listen and watch films, music videos or used technological resources, they are not simply taking in new information or ideas; they are creating something new with the information and ideas. These acts of intellectual processing of constructing meaning or creating something new are crucial to learn a FL.

Recent research suggests that learning is, fundamentally influenced by the context and activity in which it is embedded. Audiovisual resources and communicative activities immerse students in challenging tasks or questions. And those challenging tasks and question is what this study want to develop inside the classroom make a difference, change the way students see the learning process, enriched this process through the collaboration and interaction between peers, students can bring new perspectives and ideas, ideas that emerge from collaborative situations, but what is

### **2.3.1 Audio-visual Method**

“Audio visual materials are usually means not ends”

(Dale, 1946 p. 4)

This method is intended for teaching everyday language of the early stage of second/foreign language learning. It was based on a behaviorist approach, which held that language is acquired by habit formation. Based on the assumption that foreign language is basically a mechanical process and it is more effective if spoken form precedes written form. The stress was on oral proficiency and carefully- structured drill sequences

(mimicry/memorization) and the idea that quality and permanence of learning are in direct proportion to amount of practice carried out.

Audiovisual materials must be understood in their relationship to teaching as whole and in the learning process as a whole (Dale, 1946)

#### ***2.3.1.1 The uses of audio-visual methods in teaching:***

- a. Audio-visual methods in teaching, strengthen an instructor's verbal presentation
- b. Convey information mainly via sound and image instead of by text.
- c. Students often benefit from the visual/sound appeal of audio-visual methods in teaching

#### ***2.3.1.2 The Principle of Audio Visual Method***

- a. Selective
- b. Preparation
- c. Physical control
- d. Proper Presentation
- e. Response

#### ***2.3.1.3 The Techniques in Audio Visual Method:***

- ❖ The Lesson begins with the film strips and tape-presentation.
- ❖ The materials are explained by the teacher through pointing, demonstrating, selective listening, question and answer.
- ❖ The dialogue is repeated several times and memorized by frequent replays of tape-recording and filmstrips or by language laboratory practice.
- ❖ Students are gradually emancipated by the filmstrip and tape-recorder

#### **2.3.2 Visual literacy**

Visual Literacy has been defined as the “ability to understand, interpret and evaluate visual messages” (Bristor& Drake, 1994). Visual material or anything uses to help

the student see an immediate meaning in the language may benefit the student and the teacher by clarifying the message, if the visuals enhance or supplement the language point, as Canning-Wilson (2000) indicates in her work. These advantages suggest that visuals can help make a task or situation more authentic (Canning-Wilson, 1998). Technology and visual resources can play a role in creating macrocontext for learning is an important question from a point of view of cognitive theories of learning. Both can enrich the learning environment.

Foreign language listening comprehension is a complex process and crucial in the development of foreign language competence; yet, the importance of listening in language learning has only been recognized relatively recently (Rost, 2002). And the best method to develop a meaningful learning seems to be audio visual resources as a memory games, videos, charts, and flash cards etc. this tool was used for many approaches; researchers as Kemp and Dayton (1985) claim that visuals aid in motivation and maintaining attention by adding variety and making the lesson more interesting (as cited in Bradshaw, 2003).

According to Krashen's theory of language acquisition giving learners this kind of input helps them acquire language naturally, rather than learn it consciously.

'Comprehensible Input' as the target language that the learner would not be able to produce but can still understand. It goes beyond the choice of words and involves presentation of context, explanation, rewording of unclear parts, the use of visual cues and meaning negotiation.. (Krashen,1987).

Also a critical concept for second-language development for students with and without learning difficulties is this: comprehensible input. Comprehensible input means that students should be able to understand the essence of what is being said or presented to

them. This does not mean, however, that teachers must use only words students understand. In fact, the instruction can be incomprehensible even when students know all of the words. Students learn a new language best when they receive input that is just a bit more difficult than they can easily understand. In other words, students may understand most, but not all, words the teacher is using (Gersten, K Baker, & Unok Marks, 2000).

Making teacher talk comprehensible to students goes beyond the choice of vocabulary and involves presentation of background and context, explanation and rewording of unclear content, and the use of effective techniques such as graphic organizers. By using context or visual cues, or by asking for clarification, students enhance their knowledge of English. When input is comprehensible, students understand most aspects of what is required for learning, and the learning experience pushes them to greater understanding; in conclusion, it is important to realize that comprehensible input is as much an ideal as it is an achievable reality.

During the lessons videos, song and games were use to teach vocabulary and to introduce the topics; the visual aids are an effective way to motivate students in a foreign Language learning, this tool allowed students contextualize each topic and solve questions about unclear content also visual resources were use as an input to enhance the proficiency level.

### **2.3.3 Listening Comprehension**

#### ***2.3.3.1 Definition of Listening***

Listening has been defined by many researchers. Thomlison (1984) and Hamouda (2013) defined listening as the ability to recognize and understand what others are telling. This process includes understanding a speaker's pronunciation, the speaker's grammar and

vocabulary, and understanding of meaning. Morley (1972) said listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning (as cited in Pourhosein Gilakjani & Sabouri, 2016).

Bowen, Madsen, and Hilferty (1985) demonstrated that listening is understanding the oral language. Students hear oral speech, divide sounds, classify them into lexical and syntactic units, and comprehend the message (as cited in Pourhosein Gilakjani & Sabouri, 2016). Listening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy. Listening is a complex process of interpretation in which listeners match what they hear with what they already know (Rost, 2002 as cited in Pourhosein Gilakjani & Sabouri, 2016).

According to Goss (1982), listening is a process of understanding what is heard and organizing it into lexical elements to which meaning can be allocated (as cited in Pourhosein Gilakjani & Sabouri, 2016). According to Purdy (1997), listening is the process of receiving, making meaning from, and answering to spoken and/or nonverbal messages. Rost (2009) told that listening is an active and important mental ability. It aids us to understand the world around us and is one of the necessary elements in creating successful communication (as cited in Pourhosein Gilakjani & Sabouri, 2016).

### ***2.3.3.1 Definition of Listening comprehension***

There have been different definitions of the term "listening comprehension." Rost (2002) and Hamouda (2013) defined listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and

intonation, and the other linguistic or non-linguistic clues (as cited in Pourhosein Gilakjani & Sabouri, 2016).

Nadig (2013) defined listening comprehension as the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences (as cited in Pourhosein Gilakjani & Sabouri, 2016). According to Brown and Yule (1983) and Hamouda (2013), listening comprehension is an individual understanding of what he has heard and it is the listener's ability to repeat the text despite the fact that the listener may repeat the sound without real comprehension.

#### ***2.3.3.1 Reasons for rasoning***

According to Bouach (2010), listening comprehension is useful for learners' pronunciation. That is, when learners are more exposed to spoken English, they can more know and get used to its pitch, intonation, stress, redundancy, and clusters. Wilson (2008) mentioned some other reasons for listening such as information gathering, enjoyment, unanimity, evaluation, and criticism. In addition, the other reason behind listening is to improve the speaking skill by improving pronunciation.

There are a lot of reasons for listening. There are five main reasons for listening like to engage in social protocols, to exchange information, to enjoy yourself, to share emotions, and to exert control (Hedge 2000). Underwood (1989) expressed that teachers should prepare their students for the following situations:

a. Attending a lesson. The purpose of this activity is to comprehend the major ideas and to recognize the main information.

b. Listening to announcements, news, and weather forecast. The main goal of listeners is to obtain pertinent information.

c. Listening to plays, watching TV, or listening to a radio for entertainment. The objective of this activity is to amuse oneself.

d. Listening to someone delivering a speech. In this situation, the listener is interested in opinions and attitudes of the speaker.

e. Following the instructions. The goal of the listener is to perform the function successfully. (Gilakjani, 2016)

At the beginning, in the diagnosis test was demonstrate that the level of listening comprehension in the majority of the students was low, through task and activities base in audio visual resources this level was improve it, because the objective was amuse students and entertaining them to motivate them in the learning of a second language, with videos about vocabulary, topics, songs and subjects of their interesting.

### **2.3.4 Communicative Approach CLT**

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Let us examine each of these issues in turn. (Richards , 2006)

In the communicative approach the exercises or activities put students in a real-world listening situation where they must report information overheard. Most likely they have an opinion on the topic, and a class discussion could follow, in the target language,

about their experiences and viewpoints also communicative exercises motivate the students by treating topics of their choice, at an appropriately challenging level. Therefore, this approach it is essential for the research because involves groups of students working together to solve a problem, complete a task, or create a product. And develop their learning process socially and emotionally they can hear different perspectives, points of view and defend their own posture or ideas, the students engage their own learning process and begin to create their own ideas and concepts of teamwork this work increase the different kind of relations either social and cognitive. *Learning is an active process where students assimilate the information and relate this new knowledge to a framework of prior knowledge* (Smith & Macgregor, 1992)

Activities founded in the communicative approach such as team competitions, dialogues and team games as mimics, this activities involve the use of the new vocabulary and the practice of the vocabulary that they already knew therefore the activities has the objective of enrich the communicative skills more precise listening comprehension.

#### ***2.3.4.1 Comprehensible input***

According to Krashen's theory of language acquisition giving learners this kind of input helps them acquire language naturally, rather than learn it consciously. Comprehensible Input' as the target language that the learner would not be able to produce but can still understand. It goes beyond the choice of words and involves presentation of context, explanation, rewording of unclear parts, the use of visual cues and meaning negotiation.. (Krashen,1987).

Also a critical concept for second-language development for students with and without learning difficulties is this: comprehensible input. Comprehensible input means

that students should be able to understand the essence of what is being said or presented to them. This does not mean, however, that teachers must use only words students understand. In fact, the instruction can be incomprehensible even when students know all of the words. Students learn a new language best when they receive input that is just a bit more difficult than they can easily understand. In other words, students may understand most, but not all, words the teacher is using (Gersten, K Baker, & Unok Marks, 2000).

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## Chapter 3

### 3.1 Research Methodology

### 3.2. Type of Study

#### 3.2.1 Qualitative research

This is a qualitative study, according to Richards & Nunan (1990), because it is designed to observe a small group of people and reveal behaviors and the perceptions that drive it with references to specific topic or issues. Moreover qualitative perspective takes into account the human behavior, their constructs and reality, this kind of study involves the understanding of the context considering social facts. Qualitative research made emphasis on data collection with extensive explanations and details being provided in the context and the participants.

#### 3.2.2 Action Research

The approach implemented during this process, is *Action Research* this approach is more of a holistic approach to problem-solving, rather than a single method for collecting and analyzing data. Thus, it allows for several different research tools to be used as the project is conducted. These various methods, which are generally common to the qualitative research paradigm, include: keeping a research journal, document collection and analysis, participant observation recordings, questionnaire surveys, structured and unstructured interviews, and case studies. (O'Brien, 2015)

Therefore is an alternative of professional development for teachers and offers them opportunities to professionalize their work by investigating how effectively teaching and learning are carried out in their classroom (Burns, 1999) and also allows the teacher know the reality of the classroom and provides systematic data for reflection and

evaluations in contrast to that contribute to more open and positive classroom environment, became interesting for both teachers and learners (Frank, 1999).

Thus this work took into account the following stages according this research method: observation, designing, application and evaluation (O'Brien, 1998). The first step in this study was observed the situations present in the classroom and take notes about it (fieldnotes) that allows to reflect and formulated a possible issue in the way of student learn; therefore analyze the theoretical considerations allowing formulated a possible way to improve the social and cognitive skills pending the process inside the classroom (Burns, 1999).

“Action research is a process of systematic inquiry that enables people to find effective solutions to real problems encountered in daily life” cited by Gregory & Shane (2014) in consideration through this, an investigation which did change the way of learn and teach in the school and transform the reality of the student. In other words, one of the main characteristic traits of this type of research relates to collaboration between researcher and member of an organization in order to solve organizational problems.

### **3.3 Data management procedures**

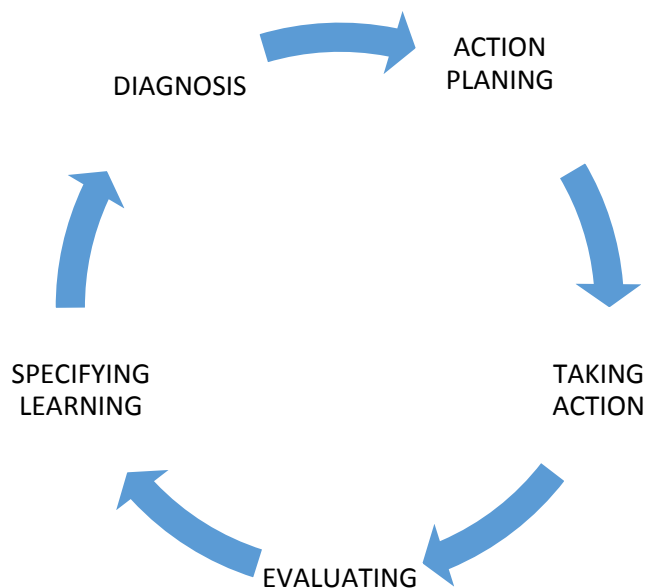
#### **3.3.1 Data analysis Procedure**

The action research spiral and the stages it describes are much more clear-cut than occurs in reality.

a) *Diagnosis refers to defining the problem:* this first stage of the research aims observation follows by a diagnosis test (Attached2), and in both cases the result was the same third graders students do not understand FL instructions given by the teacher, therefore their level of proficiency was too basic and it means lack of listening

comprehension ability. *b) The action planning*, considering alternative courses of action, here the pedagogical proposal is implemented taking into consideration CLT and TBL but the most important aspect is Audio visual Method, where audiovisual resources are used to develop listening comprehension, therefore the cycle; *c) Taking action selecting a course of action*, is involve; *d) Evaluating studying the consequences of an action and e) Specifying learning identifying general findings*(Susman, 1983).

Initially, a problem is identified and data is collected for a more detailed diagnosis. This is followed by a collective postulation of several possible solutions, from which a single plan of action emerges and is implemented. Data on the results of the intervention are collected and analyzed, and the findings are interpreted in light of how successful the action has been. At this point, the problem is re-assessed and the process begins another cycle. This process continues until the problem is resolved.



Action research is a cyclical process (Kemmis & McTaggart, 1988) , this process allows to improve the teacher practice and provide different perspectives to the way of

learning, the aim of the action research is to achieve interaction and collaboration between the participants to solve the problem, they have to work together.

### **3.3.2 Stages**

The technique used for addressing the validity of the research that guarantee a true picture of the reality and a richer set of explanations of the data is the evidence took from the fieldnotes more specifically the quotations; and for the reliability that allows consistent results across repeated investigations was used transcription checking to ensure any obvious mistakes was not included (Burns, 1999).

During the lessons was taking notes about the remarkable situations presented in the class (fieldnotes) and sometimes videos and photographs show the process of the class and the achievements from each lessons, the activities or tasks was fundamental to allow us to see the student's progress, the diagnosis test was compare with the final test to see the improvement during the research taking into account listening comprehension and at the end this tasks was colleted and analyze it to coolect the results and make the conclusions and permit us to know the level of proficiency in each unit of analysis.

#### ***3.3.2.1 Instruments***

Otherwise, it is important to know that in this action research all the instruments are needed to earn a good data collection, which reported the issue found and the possible solutions formulated. These instruments can be used as a based to show what happens inside the classroom: if the students are building knowledge or if they have a significant learning; during this process some tools Frank (1999) was implemented in order to get thru the problem and give alternatives to improve the way of learning (Burns, 1999):

➤ **Fieldnotes:** during the observation this notes report all the non-verbal information and are addressed to a specific aspect, record evidences of the problem

found in the first observation besides that, these notes were necessary to reflect the intervention of the practitioner in the second step of this action research (Frank, 1999). This instrument were used through all the project, in the observation and in the practice. At the end of each class the researcher took notes of what happens during the lessons, to reflect about the result of the activities.

➤ **Videos:** document systemically upon classroom interactions. Well, this instrument was used just in the first part of the project to illustrate the sitting arrangement and the development of the class.

➤ **Photographs:** Images to validate the application, the products and show the evidences. *“Photographic data hold promise as a way of richly illuminating numerous aspects of the classroom quickly and relatively inexpensively and providing new angles on the context being researched”* (Burns, 1999, p101). The photos go along with the project during the all process: the observation, the practice and in the results.

### **3.3.2.2 Units of Analysis**

The present study aimed to investigate on the effectiveness in the use of Audio visual resources integrating task based activities as a way to improve listening comprehension ability, taking as a reference the next units of analysis:

Question Research	CATEGORIES
<p>How does the use of Audiovisual resources and task based learning as a didactic tools enhance listening comprehension in third grade students?</p>	<ul style="list-style-type: none"> <li>❖ <b><i>Listening comprehension:</i></b> Involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of the sentence (Gilakjani, Proquest, 2016). Tasks to evaluate the level of listening comprehension.</li> <li>❖ <b><i>Vocabulary:</i></b> The vocabulary refers to the number of words used and known by the speaker in a FL, these words are countable and beyond that the teacher can implicate or add more words to the vocabulary of the student and enriched their speaking skill. Videos, song videos and memory games.</li> <li>❖ <b><i>An Effective foreign language instruction:</i></b> form-focused instruction and more opportunity for structures to emerge naturally in language teaching (Antonides, 2008). Simos says game and guess what (game).</li> <li>❖ <b><i>Use FL in communicative situations:</i></b> Consists of activities that ask learners to use the strategy or skill in a different context or authentic communicative situation, or to integrate the use of the new skill or strategy with previously acquired ones (Supharatypthin, 2014) Dialogues and oral presentations.</li> </ul>

### 3.3.2 Researcher Role

The role of the Action Researcher must be primarily to take the time to facilitate dialogue and foster reflective analysis, among the participants, provide them with periodic reports, and write a final report when the researcher's involvement has ended. And has this aspect always in mind: planner leader, catalyzer, facilitator, teacher, designer, listener, observer, synthesizer and reporter (O'Brien, R. 2001).

The aim of this role is an active participant, which engage a real attitude of researcher who is looking answers and hopes to contribute to the development of the

learning process, being a guide for the student and promoter of interaction spaces and be who may solve question in the path of learning and teaching.

## **Chapter 4**

### **4.1 Introduction**

#### **4.1.1 Pedagogical Proposal**

The pedagogical proposal, which has been designed in this project, responds to the research's problem that was developed at the beginning, which states that students do not understand what they listen in a FL; therefore this research faced with this problem through Audio-visual resources to enhance this skill, while is used a different way of English learning in the classroom.

The proposal focuses on the theoretical basis of Communicative Approach, however the the finally of this project was improve listening comprehension along the class and develop communicative skills not only in solving activities but also in answering questions that students can ask among themselves or ask questions that the teacher asked to the students regarding the time, the contents etc. In other words working together to solve problems and complete projects to improve students' learning and builds collaborative skills therefore take into account the communication problem inside the classroom was necessary that all the activities implemented in this proposal highlight to the creation of an atmosphere where students can participate in a collaborative way formulating questions about their reality, not only between teacher and student but also between themselves.

Consequently, this project presents a problem connected to the reality of the students, therefore TBL is the approach used during the implementation time of this project besides take into consideration conceptions of learning, language and the environment of the classroom and it's mean. More specifically Task-based is that organizes learning around projects in which students actively explore real-world problems and challenges and acquire a deeper knowledge, articulating this and CLT with Audio visual method promoting

collaborative Learning as a communication tool the objective was improve listening comprehension introducing vocabulary through audio-visual resources, task based activities and warm ups directed towards interaction.

In order to develop the proposal is important to understand that it is held in three stages:

- 1<sup>st</sup> STAGE: this stage aims to stimulate and enhance the learning experience, videos ha been created to help supplement instructional time and given students the opportunity to realize with images what they are learning thus the class started with a video or game, but it is important that each instrument use was visual besides the games were online or created by the teacher. In this stage the objective was that students remember the last topic in a didactic way the didactic tools were memory games, puzzles and control activities using the videos.
- 2<sup>nd</sup> STAGE: the new topic was introduced with a video or a song from “*YouTube*” students had to listen, repeat and after that try to use the vocabulary in a real o context, solving questions and following instructions. They heard the video over and over again, repeating and identifying the structures and new vocabulary.
- 3<sup>rd</sup> STAGE: finally students have to practice what they learn using as a tool the activity pad or doing the task (TBL); those activities were designed according to the lesson and the topic.

Each lesson plan that represents the planning and the methodology worked through this project is based and founded in TBL (Attached 4)

As a conclusion the best approach to develop listening comprehension through Audio-visual resources is the methodology of CLT Communicative Language Teaching, this study proposed for improvements of listening ability as a result of implementing and using this educational approach and audiovisual resources inside the classroom as a way to increase listening comprehension. The CLT involved teachers and students in the learning process validating interaction and give a meaningful perspective about it, this allows for a dialogical interaction and permit contemplate different perspectives articulated reflection and constructivism in a way to mediate between concepts and opinions, and perhaps this approach offers a motivation path to learning process.

For this study is necessary have clear some concepts as language, learning and classroom this construct are essential in the teaching and learning process. The first constructs to develop is:

The *Language* has no universally agreed upon answer, therefore (Tudor, 2001) mention four visions of the nature of language: a) language as a linguistic system, b) language from a functional perspective, c) language as a self-expression and d) language as culture and ideology. However of all this four visions the most pertinent to this study is the last one because the language is more than a linguistic system, here the language is seen as a mean of expression and communication used by a community of human beings thus is the ability to interact with the culture and world view as well the language allows learning to see the world from different perspectives this aspect is related to the representations of external realities. On the other hand, in the aspect of TL (teaching language) interact dynamically with the attitudes and aspirations of the learners concerned.

The **Learning** visions consider by Tudor are a) Is the diversity of learning experience, b) Experiential learning, c) Analytical learning, d) habit formation: developing automaticity, and e) the role of affect.

In addition to learning vision appropriated for this study even though each one works for the environment of the classroom, certainly those which most contribute and support the purpose statement are is the diversity of learning experience, analytical learning and the role of affect (Tudor, 2001, p. 77).

**Experiential learning:** this form of learning depend of the context in which the language is being learned and the purpose of learning is necessary take into a count two factors the first one is an exposure to the TL and the second form is the use of the language for communicative purposes. This involve these principles: message focus, holistic practice, the use of authentic materials, the use of communication strategies, and the use of collaborative modes of learning.

**Analytical learning:** use of various strategies for analyzing ambient data into meaningful units for comprehension, assimilation and use this view gives explicit attention to the use of language in a positive role of learning, this form of learning is based on part practice to integrated language use.

**The role of affect:** takes into consideration the interaction in the learning process influenced by cognitive, physiological and experiential factors.

### ***The Classroom:***

There is a different vision of the classroom that contributes to the classroom dynamics. The first mentioned by Tudor (2001) is the classroom as a controlled learning environment, but the more appropriate for this study is the other visions about it one of

them is a communicative classroom; in which a significant role is attributed to the communicative language use as a means of learning.

Classroom as a school of autonomy; the students bring a variety of perspectives, knowledge and experience and they take the control of their learning process.

The last one but not least is the classroom as a socialization; the reasons for learning languages has a social reasons, the culture and society are involved in the process of learning.

The classroom, undoubtedly, is the main scenario for this process of identity construction as language learners. It composes both the social environment and the means through which students build up their individual identity and struggle finding ways to re-create within the community they belong to: the community of EFL students.

As a pedagogical proposal in terms of the approach of CL and PBL is necessary implementing some strategies for learning vocabulary to work on speaking skills through interaction and collaboration.

## 5. ANALYSIS

The present analysis was done taking into account all the procedures during the pedagogical practice, and the implementation which was explained in chapter number four with the pedagogical proposal. The analysis process is where the researcher summarizes the collected data in a dependable and accurate manner that will later help to present the findings and their interpretation (MacLean, Marion & Mohr, 1999). In order to do so, the teacher researcher needs to do a triangulation process that needs three sources of data that will help the researcher identify relationships and connections between the data presented on the instruments (Mills, 2003, p. 52).

During the process three aspects were studied and analyzed the diagnostic test, the result during the classes and finally the last test that shows the performance and the advance of the class, moreover the research has a limitations the time of each session was reduced at just two hours in the week and the English language learning is a complex process for students who not have a constant contact to it therefore, it is necessary that students has a closer encounter with the FL having gradual classes in their schedules with the purpose of students get familiar with it.

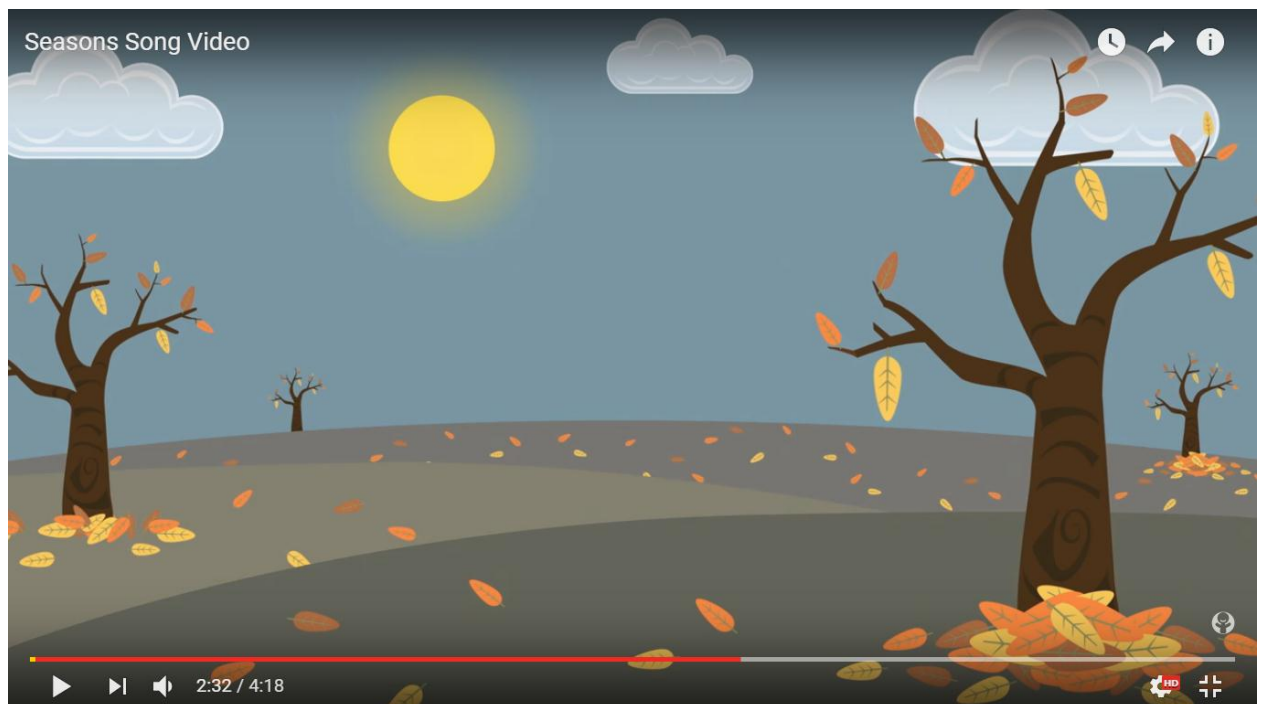
This action research follows the next steps in the data analysis: Assembling, coding, comparing the data, building interpretations and reporting the outcoming (Burns, 1999). The first step requires a data collecting tools and scans it for initial examination, the second stage consists in coding the data here the information is organized and gather it, this allow an easier understanding of the process and the advances of the research in order to be able to identify specific patterns and organized the relevant information.

The analysis considered four categories to evaluate it and observe it, during the stages implemented and follow in each lesson (Attached 5); the first category is *Listening*

**comprehension** this category involves knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of the sentence (Gilakjani, Proquest, 2016). Studies and research address the importance of the listening comprehension's role in language teaching, the researchers review some important issues concerning listening comprehension to provide a basis for developing listening skill in English language teaching. It starts with a definition of listening and listening comprehension, a brief discussion of reasons for listening, followed by reviewing listening comprehension process, the importance of listening, teachers' roles in listening comprehension, and discuss strategies, techniques, and goals of listening. The review of literature indicated that learners can improve their listening comprehension through the help of teachers, using suitable materials and activities, and practicing a lot. (Gilakjani, 2016) and that is when teacher plays an important role in the listening comprehension process. The researcher, implemented activities that improve LC through TBL as a template for the lesson plans.

### 5.1 Listening Comprehension

Taking into account audiovisual resources as videos from YouTube, memory games and virtual games:



*This image is a screenshot took from the video used in lesson 4 (Attached6)  
<https://www.youtube.com/watch?v=8ZjpI6fgYSY>*

During the video students just have to watched it and try to sing the song, later on students identified what they heard coloring the season in the video and matching them with the months of the year, here the listening comprehension is present because the activity pad is the way to see if they understood what they listened from the video and integrated the new knowledge with the old one, this topics are illustrated in the curriculum or studies plan, this curriculum was made taking into account the school parameters and the foreign languages standards (MEN, 2016).



According to Krashen (1985) and Hamouda (2013), listening skill is an important element in obtaining understandable input. Learning will not occur if there isn't any input. (Gilakjani, 2016) therefore the audiovisual resources are the input to develop listening comprehension in third grade students, the fieldnote regard that: “ *students seen motivated*

by videos and most for music videos, this song was a great input to develop not just a communicative skill but also motivate them to the Second language learning”(Attached 6)

The videos and the memory games as a virtual games were a great tools to improve listening comprehension and as collateral result enhance motivation, assuming that this skills has a very important role in the communication process, it is necessary to develop and generate an advance in this area most of the students don't understood the instructions in a second language at the beginning but with his kind of exercises and activities also using audiovisual resources as a instruments to progress in the learning of a second language.

The Memory game was used to teach professions in a second language, in this case they have to repeat correctly the profession, the pronunciation was stimulated by a video about professions and a song about it, every class has a listening input that provides the correct phonetic of the vocabulary, the audiovisual resources used was colorful and animated to call the attention from students.



An image used to elaborate the memory game  
[http://www.pinsdaddy.com/professions\\_4cePf5yBvT9KH7tLCWo0iMRBix4\\*YXuxzhzbWK](http://www.pinsdaddy.com/professions_4cePf5yBvT9KH7tLCWo0iMRBix4*YXuxzhzbWK)  
DD\*

Furthermore, movies were tools used as audiovisual resources to value and enhance the LC, according to Bouach (2010), listening comprehension is useful for learners' pronunciation. That is, when learners are more exposed to spoken English, they can more know and get used to its pitch, intonation, stress, redundancy, and clusters. Wilson (2008) mentioned some other reasons for listening such as information gathering, enjoyment, unanimity, evaluation, and criticism. In addition, the other reason behind listening is to improve the speaking skill by improving pronunciation (Gilakjani, 2016). The movie for practice listening comprehension was:



*Free birds DVD*

The activity pad that follows the listening comprehension process were activities with listening instructions, to identify it, analyzed it and discriminated vocabulary. In order to enrich their speaking skills with unknown vocabulary the movie regard to the first



## 5.2 Vocabulary

As a second category we have *Vocabulary*: Every time we mentioned vocabulary the term “word” emerges. Milton (2009) assumed that the advantages of examining vocabulary learning in a second language is that, superficially at least, it is a quality that appears to be countable and measurable in some meaningful sense; in estimating the numbers of words a learner knows, it is to come up with several definitions of knowledge, some more demanding than others, which might produce very differently sized estimates.

The audio files include exactly the same vocabulary. Both video and audio files have background sounds such as adjectives, fruits, colors, numbers or sounds of people talking about it, etc. The pre and post activities related to the conversations require answering comprehension questions and true false questions, filling in the gaps, role playing the dialogue, repeating the phrases etc. The study covered practical English sections from the videos and games which means two hours of teaching for each classroom. Each session was completed in a separated week and the target vocabulary items were given.

The first examples contain answering comprehension questions, filling in the gaps and choose the word heard in the audio:


*Zliama*  
*302*

### ADJECTIVES DEMONSTRATIVES AND COMMON

Choose the answer! Read the sentence. Circle the correct answer.

- this is my bedroom. These / this / Those
- Look there! that's my teacher on the bus. That's / This is / That
- Come here and look! these rabbits are so cute! Those / These are / These
- those are my friends outside. These / Those / That
- is that your book over there? Is that / Are that / Is this
- this is your bag here! That is / This / This is
- are those toys there your favourite? Are these / Those / Are those
- I want to buy these shoes here! those / these / these are

Find the adjectives and write them in the boxes.



toy box

I like my bedroom. I share it with my brother. We've got a big, blue toy box and a fast, new computer. There are two small desks where we do our homework. My brother has got a cool, red bed that looks like a racing car. My bed is tall → I need to climb a ladder to get to it!

<u>big</u>	<u>blue</u>	<u>fast</u>	<u>cool</u>
<u>small</u>	<u>red</u>	<u>new</u>	<u>tall</u>

Read the sentence. Choose the correct answer.

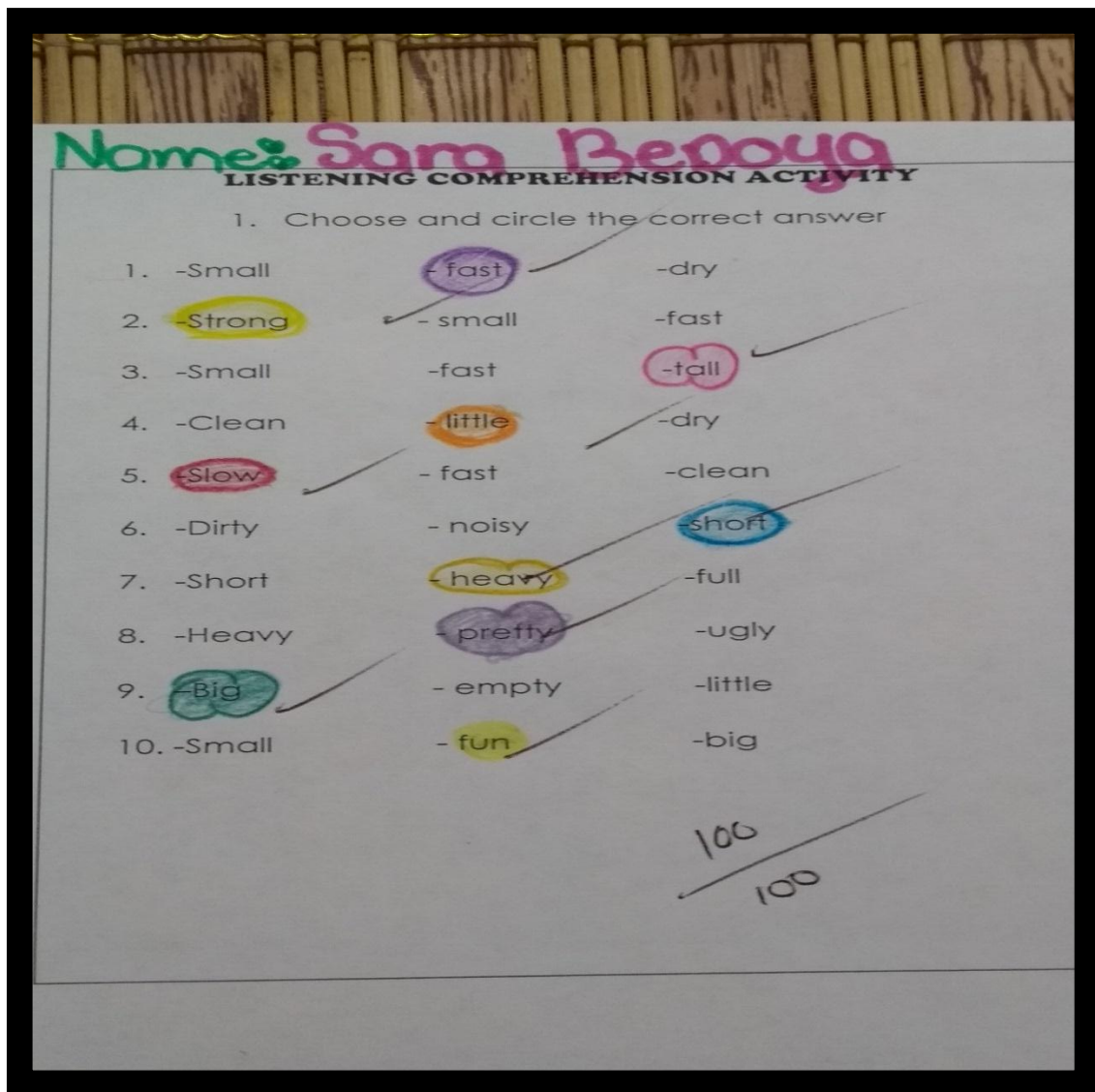
- I've got a blue train. train blue / blue train
- We had a big lunch. big lunch / lunch big
- I want a new game. game new / new game
- She's got a big red bike. red big / big red

Example 1. Vocabulary category: filling in the gaps

The vocabulary refers to the number of words used and known by the speaker in a FL, these words are countable and beyond that the teacher can implicate or add more words to the vocabulary of the student and enriched their speaking skill.

Productive vocabulary “carries the idea that we produce language forms by speaking and writing to convey messages to others.” (Nation, 2001, p37.). The receptive vocabulary is related to the input and it is closely associated with listening and reading, and

the productive vocabulary is related to the output and it is closely connected to speaking and writing. The author points out that “the reading skill can be a major factor in vocabulary development for both native and non-native speakers” (Nation , 2001), it does not matter if it is productive or receptive vocabulary.



Example2. Vocabulary listening comprehension exercise

Therefore videos, games, movies and other audiovisual resources were used to enhance listening comprehension regarding that each video or movie contemplate a lot of

vocabulary this vocabulary was tested with games as Simon says, mimic games and guessing games in the warm up step (lessons plan Attached 5)

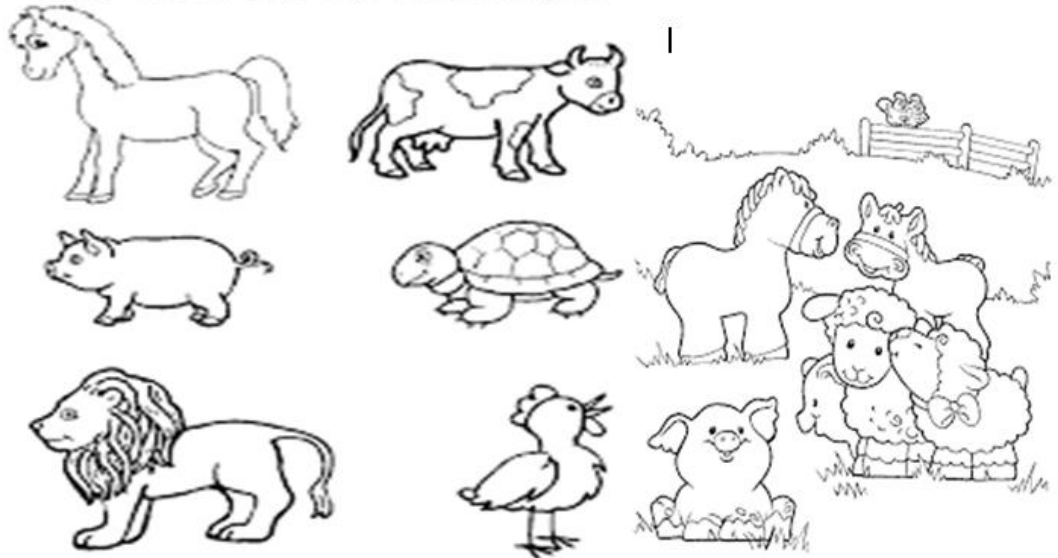


*Participation during a memory game, practicing vocabulary  
Classroom 301, San Jose de Castilla School*

Moreover, the activity pads and the game allow that students practice the new vocabulary in an active learning process, uses background knowledge for understanding the meaning of a message. Processing constructs general predictions based on general vocabulary and then looks for information to fit into this new vocabulary. The listener actively constructs the original meaning of the speaker using the new input.

## Who lives on a farm?

Color the animals that live on a farm.

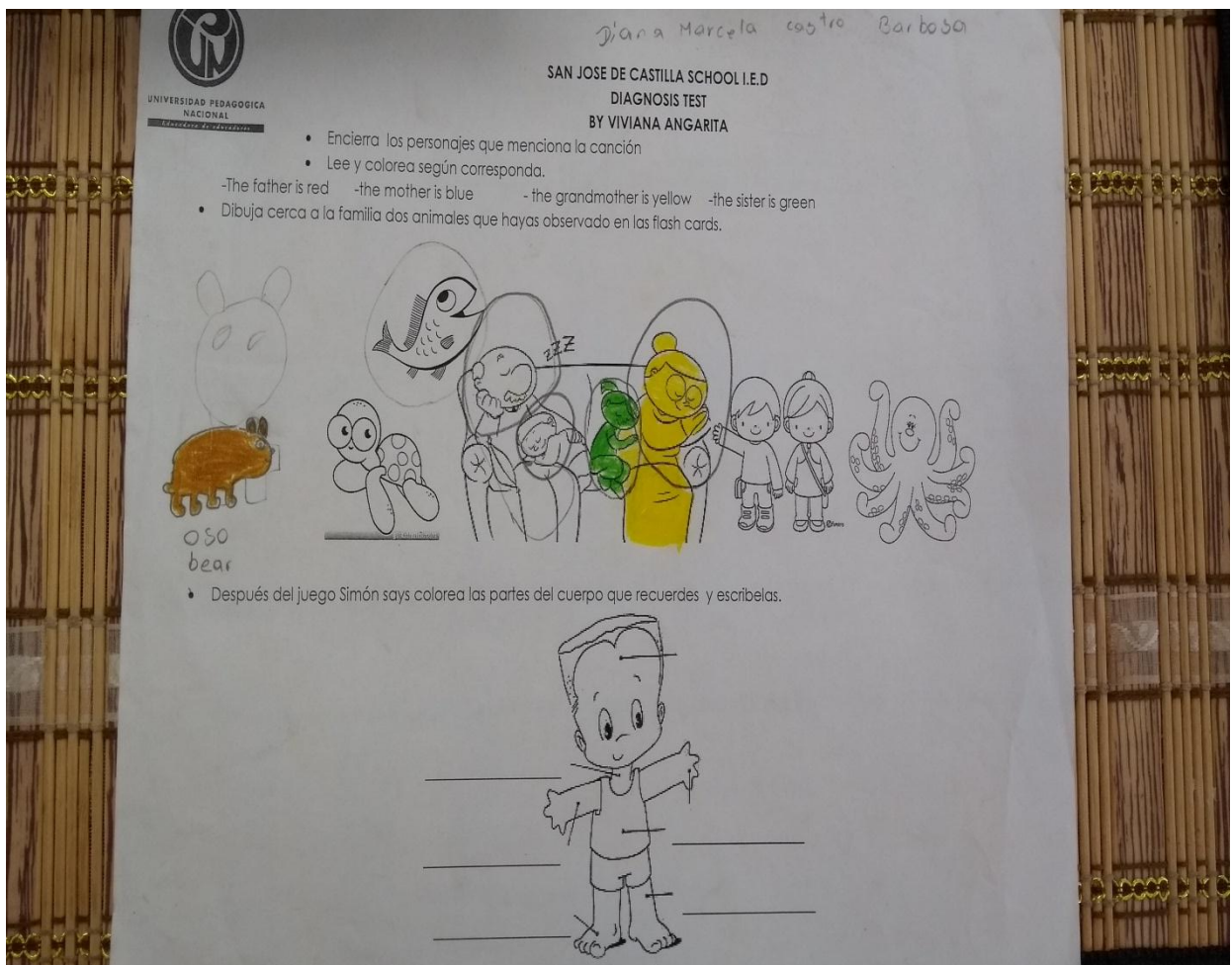


During each lesson, students watch a video and play a game, in the first part the game was for remembering the known vocabulary and the video to introduce the new vocabulary and the activity pad to practice the pronunciation and listening comprehension moreover vocabulary. For practice the vocabulary and involve listening comprehension during the process and as a way to have the proof of

### **5.3 Effective foreign language instruction**

The third category includes *An Effective foreign language instruction*: form-focused instruction and more opportunity for structures to emerge naturally in language teaching. (Antonides, 2008) Student activity includes student to student interactions as well as teacher to student interactions. Students work independently, in pairs, and in groups. Students ask and answer questions and they create with language.

Schmidt (1993) argues if we want our students to achieve fluency in the SL , then according to cognitive theory, we must enable them to engage in the practice of using that language , in the sense of communicating something in that language , while they keep the relevant declarative knowledge in working memory. Current thinking about teaching communicative approach argues that grammar has its place in ESL classroom.



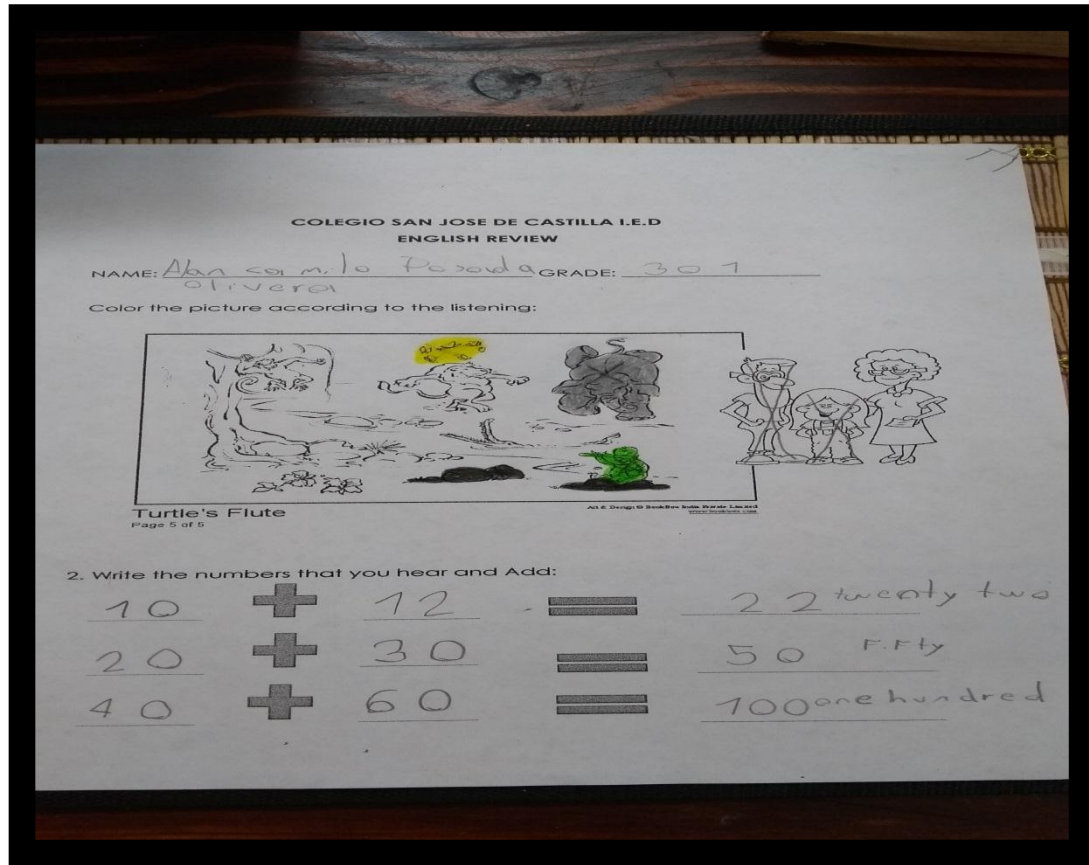
### Example1 Effective foreign language instruction

In the example1 in the effective language instruction it is show that at the beginning of the study students make some mistakes and in some cases they did not know the answer consequently the listening comprehension level was too basic.

Implementing authentic speak in classroom listening allows students to have "immediate and direct contact with input data which reflect genuine communication in the target language(Breen, 1985) Empirical studies have confirmed the benefits of using authentic materials in the classroom (Heron, 199). Gilman and Moody (1984) believe that the teacher employ authentic materials in implementing listening-comprehension training at all levels. Moriison (1989) also argued that authentic listening materials can and should be used at all levels from beginners to advance. Since authentic materials are the medium of everybody communication, so even beginning students heed exposure to authentic language (Oxford, 1996). The teacher should exploit more authentic texts in all levels of language instruction in order to involve students in activities that reflects real-life listening (Herron and Seay, 1991).

Although all kinds of authentic materials are commonly accepted as helpful for learners, watching films in English is one the richest ways of presenting authentic input, because it is the combination of three mediums named; aural, visual and textual (Ogasawara, 1994).

In this case the interaction were in groups and the time of this encounters was reduce because the sitting arrangement and the rules of the classroom, but in two occasions was possible to see students interacting and changing ideas about the topics and trying to use the few vocabulary that they learn during the classes in the videos, thus in this case the instructions refer to following command as stand up and sit down, hands up and others, the best way to do it was Simon says and a song call who took the cookie from the cookie jar.



The instructions were clear but the comprehension level in a FL does not allow students follow it and understand it at the beginning but sometimes later students start to follow, interpretate and incorporate the vocabulary, the sentences therefore the instruction some of them construct short phrases with sense developing one of the unexpected communication abilities, that is to say transversely we develop the speaking skill.

#### 5.4 Use FL in communicative situations

The fourth component in the categories is the *Use FL in communicative situations*: Consists of activities that ask learners to use the strategy or skill in a different context or authentic communicative situation, or to integrate the use of the new skill or strategy with previously acquired ones. (Supharatypthin, 2014). Sometimes students seen forced to talk with the teacher-student and their classmates in a foreign language, but just in English

class, it was a reinforcement to them use the FL, the motivation in most of the cases was extra points or rewards as candies.

The utilization process involves connecting a mental representation of the auditory meaning with existing knowledge. Existing knowledge is maintained in long-term memory as propositions or schemata. Connections between the new input meaning and existing knowledge occur through which knowledge in long-term memory is activated so that it is connected with the new meanings in short-term memory. Perception, parsing, and utilization processes are closely connected to each other and can take place simultaneously in listening comprehension. According to Coakley and Wolvin (1986, as cited in Pourhosein Gilakjani & Ahmadi, 2011) listening comprehension involves a listener who brings previous knowledge of the topic, linguistic knowledge and cognitive processes to the listening activity, the aural text, and the interaction between the two (Gilakjani, 2016).

## 6. CONCLUSIONS

Audio visual resources for FL learning are becoming more common, and one of the most useful tools to teach a foreign language because they allow students contextualization; sometimes the students who watch movies or videos in a foreign language can't understand completely what heard because the connection of foreign language and its meanings are limited.

Consequently, by using new technologies in general and captions in particular, the effectiveness of listening comprehension will be significantly enhanced. This study was an attempt to investigate the benefits of audiovisual resources inside the FL pedagogical process of students in listening comprehension.

As the results of the study revealed, the students of San Jose de Castilla School answered the test questions and the activity pads, base in the vocabulary from the videos taking into account the curriculum and it was concluded that providing audio visual aids for teaching second language was helpful and influential in improving third graders listening comprehension. By providing vocabulary and task base to practice it, learners would have a valuable chance of understanding songs, videos and instructions.

Regarding the first research question, the results of the present study were to a great extent compatible with those of Borrás and Lafayette, 1994; Dannan, 2004; Markham and Peter, 2003, who found that combining captions with audio – visual materials is an effective instructional method to enhance the listening and reading comprehension of a second language. In this situation, learners can confirm the information they heard by way of the support provided by videos. Visualize the auditory information of the foreign language which the learners hear in the video (Danan, 2004). Due to this cognitive processing, audio visual resources promote language comprehension.

Audio visual materials that consist of samples of natural language from different sources so that students have experienced varieties of topics , situations

and speakers. To better prepare students for real-world situations and enable them to react accurately to the spoken language outside the classroom, it is necessary that teachers provide their students with ample opportunities to listen to samples of natural or real language in the classroom (Joiner, Adkins and Eykyn, 1998)

In regard to effect of comprehensible input on language learning, the results were to some extent congruent to Krashen (1980). Krashen (1980) believe that by receiving and processing comprehensible input the learners of a second language understand the messages and so that language acquisition take place. Hypothesis of Steven Krashen. One influential way to activate the learners' acquisition unconsciously is supply the with abundant comprehensible input.

To determine the relationship of using Audio visual resources with the students, EFL achievements in listening comprehension skills. The audiovisual resources motivate students to learn a second language, in most of the cases, learners show and advance in their learning process and are an amusement tool to develop communicative skills such as listening comprehension and in some cases oral skills. The learning process in a foreign language requires time and engagement for art of the educational institutions, the lack of time was a big factor that affects the learning process and the research.

As a student-teacher we must be able to propose new ways of teaching and do research, be able to create and change things in the pedagogical field. It is possible to enhance listening comprehension through audiovisual resources, but in a superficial way, it is necessary to develop more activities and establish communicative situations that take into account the context of the students.

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## ATTACHES

**TBL: Lesson plan 2**

**Topic:** MONTHS OF THE YEAR

**Objective:** Ss will be able to identify and named the months of the year.

<b>Time</b>	<b>Ice breaker</b>	<b>Interaction</b>	<b>Materials</b>
15m	This first activity requires a little ball. Each Ss has to remain in their sit and say the name of one month like January, each one of them has to take the ball name some months. Later on the Ss who has the ball say the month and choose a classmate for answer the question: what month is this?	Ss -Ss	Little ball
<b>Transition:</b> Then, the Ts is going to make a reference saying: we did a brief review on the topic “Months of the year” with the little ball activity; now between classmates are going to talk about the month when you were born.			
<b>Time</b>	<b>Pre-Skill (example: Pre-listening)</b>	<b>Interaction</b>	<b>Materials</b>
20 m	After that, the Ss are going to listen and watch a video about the months of the year, the have to listen the song and take some notes about the things that they understand of the video.	Ss video-	Musi cal-video

**Transition:** the Ss will be able to name a few of the months that they heard.

Time	While-Skill (example: While-listening)	Interac tion	Mate rials
35m	The Ss are going to watch a movie and they have to choose and underline in the activity path the months name it in the video.	g- watch  listenin	Vide  o-Task activities
<p><b>Transition:</b> choose the month where you were born in the activity path.</p>			

Time	Post-Skill	Interaction	Materials
	<p>The Ss will question their classmates about the month when they were born and also do this question to their parents.</p>	<p>Ss –Ss Ss- Parents</p>	<p>Activity path</p>



<b>LESSON PLAN 3</b>	
<b>Afternoon shift</b>	
<b>Date:</b> 8 <sup>th</sup> March 2016	<b>Grade:</b> 301
<b>Time:</b> 90 m	
<b>TOPIC:</b> SEASONS	
<b>GOAL:</b> Ss will be able to describe what are they wearing and also their classmates.	
<b>ACHIEVEMENT INDICATORS</b>	
<ol style="list-style-type: none"> <li>1. Recognizes and identify the kind of clothes used according with the season</li> <li>2. Describes talk about the clothes that they are wearing</li> <li>3. Participates with their classmates using the new vocabulary</li> </ol>	
<b>GRAMMAR( Grammatical structure)</b>	
What is this? It is... this is ... those are...	
<b>KEY VOCABULARY</b>	<b>MATERIALS</b>
Clothes and seasons	Book, Activity pad
	Video and game about clothes.
<b>E:</b>	<b>WARM UP</b>
20m	<p>This first activity requires a lot of clothes. Each student's line is a team, and each line has to put a lot of clothes on one of the boys who is part of the team, later on the Ss have to named one by one the clothes from each team and answer the question</p> <p>What's she/he wearing?</p>

<b>TIM</b>	<b>CONTROLLED PRACTICE</b>
<b>E:</b>  35m	After that, the Ss are going to listen and watch a video about clothes and seasons, they have to listen the song and take some notes about the things that they understand of the video.

<b>LISTENING ACTIVITY</b>	<b>WRITING ACTIVITY</b>	<b>FREE PRACTICE</b>
The Ss are going to watch a movie and they have to color and underline in the activity path the clothes and the season name it in the video.	The Ss are going to watch a movie and they have to write in their notebooks the clothes that they were watching.	The Ss will question their classmates about their favorite clothes and ask to their parents: what seasons Colombia has?

**OBSERVATIONS** \_\_\_\_\_

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**TRAINING TEACHER'S SIGNATURE**

**SCHOOL TEACHER'S**

**SIGNATURE**



UNIVERSIDAD PEDAGÓGICA  
NACIONAL  
*Educadora de educadores*

**SCHOOL:** San Jose de Castilla I.E.D

Lesson Plan by Viviana Angarita

<b>LESSON PLAN 4</b>		
		<b>Afternoon shift</b>
<b>Date:</b> 15 <sup>th</sup> March 2016	<b>Grade:</b> 301	<b>Time:</b> 90 m
<b>TOPIC:</b> CLOTHES		
<b>GOAL:</b> Ss will be able to describe what are they wearing and also their classmates.		
<b>ACHIEVEMENT INDICATORS</b>		
<ol style="list-style-type: none"><li>1. Recognizes and identify the kind of clothes used according with the season</li><li>2. Describes talk about the clothes that they are wearing</li><li>3. Participates with their classmates using the new vocabulary</li></ol>		
<b>GRAMMAR( Grammatical structure)</b>		
What is this? It is... this is ... those are...		
<b>KEY VOCABULARY</b>	<b>MATERIALS</b>	
Clothes and seasons	Book, Activity pad	
	Video and game about clothes.	

<p><b>TIM</b></p> <p><b>E:</b></p> <p>20m</p>	<p><b>WARM UP</b></p> <p>This first activity requires a lot of clothes. Each student's line is a team, and each line has to put a lot of clothes on one of the boys who is part of the team, later on the Ss have to name one by one the clothes from each team and answer the question What's she/he wearing?</p>
<p><b>TIM</b></p> <p><b>E:</b></p> <p>35m</p>	<p><b>CONTROLLED PRACTICE</b></p> <p>After that, the Ss are going to listen and watch a video about clothes and seasons, they have to listen the song and take some notes about the things that they understand of the video.</p>

<b>LISTENING ACTIVITY</b>	<b>WRITING ACTIVITY</b>	<b>FREE PRACTICE</b>
<p>The Ss are going to watch a movie and they have to color and underline in the activity path the clothes and the season name it in the video.</p>	<p>The Ss are going to watch a movie and they have to write in their notebooks the clothes that they were watching.</p>	<p>The Ss will question their classmates about their favorite clothes and ask to their parents: what seasons Colombia has?</p>

**OBSERVATIONS** \_\_\_\_\_

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**TRAINING TEACHER'S SIGNATURE**  
**SIGNATURE**

**SCHOOL TEACHER'S**

<b>LESSON PLAN 5</b>		
<b>Afternoon shift</b>		
<b>Date:</b> 12 <sup>th</sup> April 2016	<b>Grade:</b> 301	<b>Time:</b> 90 m
<b>TOPIC:</b> CLOTHES AND SEASONS REVIEW		
<b>GOAL:</b> Ss will be able to describe what are they wearing and also their classmates.		
<b>ACHIEVEMENT INDICATORS</b>		
<ol style="list-style-type: none"><li>1. Recognizes and identify the kind of clothes used according with the season</li><li>2. Describes talk about the clothes that they are wearing</li><li>3. Participates with their classmates using the new vocabulary</li></ol>		
<b>GRAMMAR( Grammatical structure)</b>  What is this? It is... this is ... those are...		
<b>KEY VOCABULARY</b>  Clothes and seasons	<b>MATERIALS</b>  Book, Activity pad  Video and game about clothes.	

<b>TIM</b>  <b>E:</b>  20m	<b>WARM UP</b>
	This first activity requires a lot of clothes. Each student's line is a team, and each line has to put a lot of clothes on one of the boys who is part of the team, later on the Ss have to name one by one the clothes from each team and answer the question What's she/he wearing?
<b>TIM</b>  <b>E:</b>  35m	<b>CONTROLLED PRACTICE</b>
	After that, the Ss are going to listen and watch a video about clothes and seasons, they have to listen the song and take some notes about the things that they understand of the video.

<b>LISTENING ACTIVITY</b>	<b>WRITING ACTIVITY</b>	<b>FREE PRACTICE</b>
The Ss are going to watch a movie and they have to color and underline in the activity path the clothes and the season name it in the video.	The Ss are going to watch a movie and they have to write in their notebooks the clothes that they were watching.	The Ss will question their classmates about their favorite clothes and ask to their parents: what seasons Colombia has?

**OBSERVATIONS** \_\_\_\_\_

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**TRAINING TEACHER'S SIGNATURE**  
**SIGNATURE**

**SCHOOL TEACHER'S**

<b>LESSON PLAN 6</b>		
<b>Afternoon shift</b>		
<b>Date:</b> 5th April 2016	<b>Grade:</b> 301	<b>Time:</b> 90 m
<b>TOPIC:</b> ANIMALS		
<b>GOAL:</b> Ss will be able to identify the existence of wild animals in a context.		
<b>ACHIEVEMENT INDICATORS</b>		
<ol style="list-style-type: none"><li>1. Identifies animal's vocabulary.</li><li>2. Uses expressions that describe the animal's characteristics.</li><li>3. Participates actively and respectfully in the activities proposed.</li></ol>		
<b>GRAMMAR( Grammatical structure)</b>		
What is this? It is... this is ... those are... <i>Adjectives</i>		

<b>KEY VOCABULARY</b>		<b>MATERIALS</b>
Animals		Book, Activity pad, memory game  Video and game about animals.
<b>TIM</b>	<b>WARM UP</b>	
<b>E:</b>	This first activity is a memory game. Each student's line is a team, and each line	
20m	has to choose a member of their team and he has to match the picture of an animal and his name. Later on the Ss have to named one by one the animals and write their names answering the question What's is it? And how is he?	
<b>TIM</b>	<b>CONTROLLED PRACTICE</b>	
<b>E:</b>	After that, the Ss are going to listen and watch a video about the animals, they	
35m	have to listen the song and take some notes about the things that they understand of the video.	

<b>LISTENING</b>	<b>WRITING ACTIVITY</b>	<b>FREE PRACTICE</b>
<b>ACTIVITY</b>		
The Ss are going to watch a movie and they have to match in the activity pad the animals and their names.	The Ss are going to watch a movie and they have to write in their notebooks the animals.	The Ss will question their classmates about their favorite animal and ask to their parents: what animal is their favorite?

**OBSERVATIONS** \_\_\_\_\_

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<b>LESSON PLAN 7</b>		
<b>Afternoon shift</b>		
<b>Date:</b> 12th April 2016	<b>Grade:</b> 301	<b>Time:</b> 90 m
<b>TOPIC:</b> WILD ANIMALS		
<b>GOAL:</b> Ss will be able to use the vocabulary about fruits in a simulated situation..		
<b>ACHIEVEMENT INDICATORS</b>		
<ol style="list-style-type: none"><li>1. Identifies the names of the wild animals.</li><li>2. uses the expressions that describe how the animals are.</li><li>3. Participates actively and respectfully with his/her teacher and classmates.</li></ol>		
<b>GRAMMAR( Grammatical structure)</b> <i>There is - There are Adjectives</i>		
<b>KEY VOCABULARY</b>  Wild Animals	<b>MATERIALS</b>  Book, Activity pad, posters  Video and game about fruits.	

<b>TIM</b>  <b>E:</b>  20m	<b>WARM UP</b>
	This first activity is about students taking a role, is like a twister game each students has to take a turn and choose one field and describe what they saw; using How animals are? And it is big, small, ugly and etc...
<b>TIM</b>  <b>E:</b>  35m	<b>CONTROLLED PRACTICE</b>
	After that, the Ss are going to listen and watch a video about wild animals, they will have to listen to the song and take some notes about the things that they understand of the video.

<b>LISTENING ACTIVITY</b>	<b>WRITING ACTIVITY</b>	<b>FREE PRACTICE</b>
The Ss are going to watch a movie and they have to draw in their notebooks the fruits and their names.	The Ss are going to watch a movie and they have to write WH questions about fruits.	The Ss will question their classmates about their favorite animal and for the next class they have to bring the picture their favorite animal.

**OBSERVATIONS** \_\_\_\_\_

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<b>LESSON PLAN 8</b>		
<b>Afternoon shift</b>		
<b>Date:</b> 3rd May 2016	<b>Grade:</b> 301	<b>Time:</b> 90 m
<b>TOPIC:</b> REVIEW		
<b>GOAL:</b> Ss will be able to remember the vocabulary until now.		
<b>ACHIEVEMENT INDICATORS</b>		
<ol style="list-style-type: none"> <li>1. Identifies seasons, clothes and animal's vocabulary.</li> <li>2. Uses expressions that describe the topics and showed what they know.</li> <li>3. Participates actively and respectfully in the activities proposed.</li> </ol>		
<b>GRAMMAR( Grammatical structure)</b>		
What is this? It is... this is ... those are... <i>Adjectives</i> ; I am, she is, etc.		

<b>KEY VOCABULARY</b>		<b>MATERIALS</b>
Animals, seasons, clothes.		Book, Activity pad, memory game  Video and game about animals.
<b>TIM</b>	<b>WARM UP</b>	
<b>E:</b>	This first activity is a memory game. Each student's line is a team, and each line	
20m	has to choose a member of their team and he has to match the picture of an animal and his name. Later on the Ss have to named one by one the animals and write their names answering the question What's is it? And how is he?	
<b>TIM</b>	<b>CONTROLLED PRACTICE</b>	
<b>E:</b>	After that, the Ss are going to listen and watch a video about the animals, they	
35m	have to color the animals that lives in the farm, and color the clothes that they hear. After that they will hear the song and take some and say what means each season.	

<b>LISTENING</b>	<b>WRITING ACTIVITY</b>	<b>FREE PRACTICE</b>
<b>ACTIVITY</b>		
The Ss are going to watch a movie and they have to match in the activity pad the animals and their names, the clothes and the seasons.	The Ss are going to watch a movie and they have to write in their notebooks their favorite animal and season.	The Ss will question their classmates about their clothes.

**OBSERVATIONS** \_\_\_\_\_

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**SCHOOL:** San Jose de Castilla I.E.D

Lesson Plan by Viviana Angarita

<b>LESSON PLAN 8</b>		
<b>Afternoon shift</b>		
<b>Date:</b> 10th May 2016	<b>Grade:</b> 301	<b>Time:</b> 90 m
<b>TOPIC:</b> Animals Review		
<b>GOAL:</b> Ss will be able to use the vocabulary about animals identified the grammatical structures: What is it? And it is.		
<b>ACHIEVEMENT INDICATORS</b>		
<ol style="list-style-type: none"><li>1. Identifies the names of the animals.</li><li>2. Recognizes and uses the expressions that describe what kind of animal is shown in the picture.</li><li>3. Sets the topics in a simulated context.</li><li>4. Participates actively and respectfully with his/her teacher and classmates.</li></ol>		

<b>GRAMMAR( Grammatical structure)</b>	
What is this? It is... this is ... those are... <i>Adjectives</i>	
<b>KEY VOCABULARY</b>	<b>MATERIALS</b>
Animals	Book, Activity pad, posters  Video and game about animals.
<b>TIME:</b>  20m	<b>WARM UP</b>  These first activities is about students taking a role, is like a twister game each student has to take a turn and choose one animal and describe what they saw using  What is this? It is... this is ... those are...
<b>TIME:</b>  35m	<b>CONTROLLED PRACTICE</b>  After that, the Ss are going to listen and watch a video about animals and they will have to listen to the song and take some notes about the things that they understand of the video.

<b>LISTENING ACTIVITY</b>	<b>WRITING ACTIVITY</b>	<b>FREE PRACTICE</b>
The Ss are going to watch a movie and they have to draw in their notebooks the animals and their names.	The Ss are going to watch a movie and they have to write WH questions about animals.	The Ss will question their classmates about their favorite animal and for the next class they have to bring their favorite animal(toy).

**OBSERVATIONS** \_\_\_\_\_

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Lesson Plan by Viviana Angarita

<b>LESSON PLAN 9</b>		
		<b>Afternoon shift</b>
<b>Date:</b> 17th May 2016	<b>Grade:</b> 301	<b>Time:</b> 90 m
<b>TOPIC:</b> FRUITS		
<b>GOAL:</b> Ss will be able to use the vocabulary about fruits in a simulated situation..		
<b>ACHIEVEMENT INDICATORS</b>		
<ol style="list-style-type: none"><li>1. Identifies the names of the fruits.</li><li>2. Recognizes and uses the expressions that describe how many fruits there are.</li><li>3. Sets the topics in a simulated context.</li><li>4. Participates actively and respectfully with his/her teacher and classmates.</li></ol>		

<b>GRAMMAR( Grammatical structure)</b>	
<i>There is - There are How many, How much</i>	
<b>KEY VOCABULARY</b>	<b>MATERIALS</b>
Fruits	Book, Activity pad, posters  Video and game about fruits.
<b>TIM</b>	<b>WARM UP</b>
<b>E:</b>	This first activity is about students taking a role, is like a twister game each
20m	students has to take a turn and choose one field and describe what they saw using How many and how much.
<b>TIM</b>	<b>CONTROLLED PRACTICE</b>
<b>E:</b>	After that, the Ss are going to listen and watch a video about fruits, they will
35m	have to listen to the song and take some notes about the things that they understand of the video.

<b>LISTENING</b>	<b>WRITING ACTIVITY</b>	<b>FREE PRACTICE</b>
<b>ACTIVITY</b>		
The Ss are going to watch a movie and they have to draw in their notebooks the fruits and their names.	The Ss are going to watch a movie and they have to write WH questions about fruits.	The Ss will question their classmates about their favorite animal and for the next class they have to bring their favorite fruit.

**OBSERVATIONS**

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**ATTACHED 2**

**SAN JOSE DE CASTILLA SCHOOL I.E.D**

**ACTIVITY PATH**

**BY: VIVIANA ANGARITA**

❖ What is your name? \_\_\_\_\_

# Months of the Year

January 	February 	March 
April 	May 	June 
July 	August 	September 
October 	November 	December 

twistynoodle.com

- ❖ Color and choose your month and write the number of your birthday.

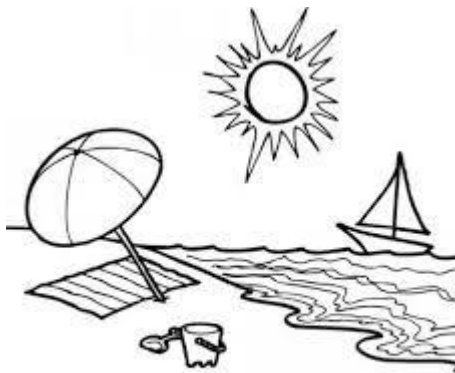
SAN JOSE DE CASTILLA SCHOOL I.E.D

ACTIVITY PATH

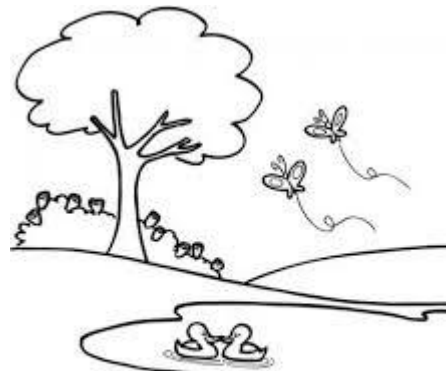
BY: VIVIANA ANGARITA

❖ What is your name? \_\_\_\_\_

❖ color the season that you hear in the movie



**SUMMER**



**SPRING**



**AUTUMN**



**WINTER**

❖ circle the clothes that you hear in the video



**ATTACHED 3**

## THEMATIC UNIT

GRADE 301	<b>CURRICULUM</b> <b>I.E.D SAN JOSE DE CASTILLA</b> <b>By Viviana Angarita</b>					
DATE	TOPIC	ACHIEVEMENT	ACHIEVEMENT INDICATOR	ACTIVITY	RESOURCES IN A B-LEARNING ENVIRONMENT	ASSESSMENT
<b>WEEK 1</b> <b>15-08-16</b> <b>12:30-2:30</b>	ADJECTIVES AND CLASSROOM OBJECTS	.know new vocabulary and use it in context.	-Identify the adjectives and use it to describe the classroom objects.	- A game with the adjectives first of all students have to watch a video about adjectives, after that in teams they have to answer what adjective is shown in the picture. And write it on the board and said it correctly.	- video - images	- Ss have to participate in a contest, where listening and writing skills are worked.
<b>WEEK 2</b> <b>12-0-16</b> <b>12:30-2:30</b>	Animals  <i>Adjectives</i>	I identify the existence of wild animals in a context.	-Identifies animal's vocabulary. - Uses expressions that describe the animal's characteristics. - Participates actively and respectfully in the activities proposed.	-listen the vocabulary through the video and the song. -describe the domestic animals vocabulary in a memory game. -Using <i>what is it?</i> And <i>this animal is...</i> Expressions to describe the. Reinforcing vocabulary, writing and reading through a worksheet and with book.	-Video song. - Memory game. -Poster -book	- Worksheet, video song and the game aims to writing, reading, and listening skills.
<b>WEEK 7</b> <b>19-04-16</b> <b>12:30-2:30</b>	Fruits  <i>There is -</i> <i>There are</i>	Use the vocabulary about fruits in a simulated situation.	-Identifies the names of the fruits. -Recognizes and uses the expressions that describe how many fruits there are. -Sets the topics in a simulated context. -Participates actively and respectfully with	- Watch a video about the fruits. - Taking a role, is like a twister game each students has to take a turn and choose one field and describe what they saw. -Students describe orally one of two posters using the vocabulary seen in the video.	- Video song. -Posters -Test -book	- Worksheet, book, video song and the game aims to writing, reading, speaking and listening skills. .

			his/her teacher and classmates.			
<b>WEEK 8</b> <b>26-04-16</b> <b>12:30-2:30</b>	How she, he, they feel like?	Use the correct expression to express how they feel like.	-formulate and answer questions using the feelings expressions. - Communicates ideas through simple structures. - Participates actively and respectfully with his/her teacher and classmates.	- Watch a video. - Play mime, each line is a team end they have to guess if the image is of a person sad, happy, angry etc. And win a point. -Sing a song.	- Video song -mime game. -book	- Video song and game. Four skills are assessed.
<b>WEEK 9</b> <b>03-05-16</b> <b>12:30-2:30</b>	What time is it?	I recognize the hour and use the correct expression and practice the numbers.	-Recognizes the hour. -Uses the numbers and the correct expression to say what time it is. -Participates actively and respectfully with their classmates.	- listen a song about time. -Explanation of the reading of time. - build a clock and say the time. - Asking similar questions about time. - Solving a worksheet. - Practicing in the book.	- Cardboards - Worksheet - Book - Song	- Worksheet. Vocabulary discrimination and Writing skill are tested. - Performance in the oral activities.
<b>WEEK 10</b> <b>10-05-16</b> <b>12:30-2:30</b>	Playing with numbers	Formulated and answer questions relate with hobbies.	- Practice the numbers and review vocabulary learned. - Uses expression ass like and dislike in negative and affirmative sentences. - Participates	- Watch a video song about hobbies. - Do questions about their hobbies. -Teacher takes the role of TV show hostess who is in charge of presenting people on a catwalk. After that, students take the same role. -Students describe their favorite	- Video -Role game - Worksheet - book	- Worksheet. Vocabulary discrimination, listening and writing skill are tested. -Performance in the virtual practice.

**THEMATIC UNIT**

			actively and respectfully with his/her teacher and classmates.	hobbies with short sentences. -Solving a worksheet - book practice		
<b>WEEK 11</b> <b>17-05-16</b> <b>12:30-2:30</b>	Talk about the restaurant	Identify and named the different fruits and kind of food.	-Recognizes and identify vocabulary about food and fruits. -talk with their classmates about the arrangements of a party. -Participates actively and respectfully with his/her teacher and classmates.	- Watch a video of a party. -Sharing the homework with the classmates give them something to eat. Speaking practice. - Identify orally the food and fruits. Listening practice. - Order in an imaginary restaurant. Some students are going to be the waitress and the other on are the correspondents. Reading practice. -Using vocabulary in context..	-Restaurant game. -Video song. -Menu reading part.	- The four skills are assessed.

