

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

**DIGITAL STORYTELLING AND TOP DOWN STRATEGIES FOR
ENHANCING LISTENING COMPREHENSION SKILLS**

NEUSA MILENA LUGO ACEVEDO

ASESOR

Nelson Mellizo Guaqueta

UNIVERSIDAD PEDAGÓGICA NACIONAL

FACULTAD DE HUMANIDADES

DEPARTAMENTO DE LENGUAS

LICENCIATURA EN ESPAÑOL E INGLÉS

BOGOTÁ, D.C. 2017

NOTE OF ACCEPTANCE

_____ Signature

_____ Signature

_____ Signature

Bogotá D.C. May, 2017

DEDICATORY

To the second graders whose imagination made this project a dream come true

To Letras al Viento for teaching me that education is the key

To my parents whose support has been invaluable

To you for your love and company.

RESUMEN ANALITICO EN EDUCACIÓN -RAE

1. Información General	
Tipo de documento	Trabajo de grado
Acceso al documento	Universidad Pedagógica Nacional. Biblioteca Central
Título del documento	Digital storytelling and top down strategies for enhancing Listening comprehension skills (Narraciones digitales y estrategias de escucha para promover habilidades de comprensión auditiva)
Autor(es)	LUGO ACEVEDO, Neusa Milena
Director	MELLIZO GUAQUETA, Nelson
Publicación	Bogotá. Universidad Pedagógica Nacional, 90 p.
Unidad Patrocinante	Universidad Pedagógica Nacional
Palabras Claves	HABILIDADES DE COMPRENSIÓN AUDITIVA, NARRACIONES DIGITALES, ESTRATEGIAS DE ESCUCHA, PREDICCIÓN, INFERENCIA, RECuento, INGLÉS COMO LENGUA EXTRANJERA

2. Descripción
<p>El presente trabajo de grado está desarrollado atendiendo a los lineamientos de la investigación acción. En el marco de este se realiza una implementación pedagógica con la cual se busca comprobar, como el uso de narraciones digitales (cuentos y fábulas) permiten el desarrollo de habilidades de comprensión auditiva en estudiantes del grado 202 quienes vivencian su primer contacto con el inglés como lengua extranjera, en el Colegio público Prado Veraniego. Esta propuesta pedagógica es desarrollada en tres momentos. En el que remite al proceso de observación se detecta que los estudiantes tienen problemas para escuchar a otros, no obstante presentan gusto hacia las historias y los recursos audiovisuales. En la fase de implementación se trabajan estrategias de escucha como lo son: la predicción, la inferencia y el recuento de video historias. En el periodo de análisis, se evidencia que el uso de recursos tecnológicos y estrategias de escucha hacen posible que los estudiantes desarrollen escucha activa y estén involucrados en un proceso de aprendizaje del inglés como lengua extranjera.</p>

3. Fuentes
<p>Ali, A., Dada, I.T., Isiaka, G.A., & Salmon, S.A. (2014). <i>Types, Causes and Management of Indiscipline Acts among Secondary School Students in Shomolu Local Government Area of Lagos State</i>. Nigeria : Journal of Studies in Social Sciences.</p>

- Alonso Belmonte, I., & Ramirez Verdugo, D. (2007). *Using digital stories to improve listening comprehension with Spanish young learners of English* . Obtenido de <http://ilt.msu.edu/vol11num1/ramirez/>
- Al-Quaragooly, D. A., & Al-Bermani, H. K. (2010). *Iasj.net*. Obtenido de <http://www.iasj.net/iasj?func=fulltext&aId=17458>
- Anderson, & Lynch. (1988). *Listening for foreigners*. Oxford: Oxford University Press.
- Archuleta, N. (2017). *What Comprehension Strategies Are Best for ESL Students?* Obtenido de <http://oureverydaylife.com/comprehension-strategies-esl-students-12408.html>
- Armstrong, T. (2009). *Institute4learning*. Obtenido de Multiple intelligences in the classroom: http://www.institute4learning.com/multiple_intelligences.php
- Barth, J. (1984). *The Literature of Exhaustion, The Friday Book*. Obtenido de <http://people.duke.edu/~dainotto/Texts/barth.pdf>
- Bataggia, S. (2017). *What Are the Five Main Topics in Reading Comprehension?* Obtenido de <http://oureverydaylife.com/five-main-topics-reading-comprehension-12248.html>
- Brophy, E., & Good, T. (1986). *Teacher vision: Summarizing*. Obtenido de <https://www.teachervision.com/reading-comprehension/summarizing>
- Brown, D. (2001). Obtenido de <https://pedufopenglish.files.wordpress.com/2014/06/teaching-by-principles-douglas-brown.pdf>
- Center, T. N. (2004). *The essentials of Language teaching*. Obtenido de <http://www.nclrc.org/essentials/reading/stratread.htm>
- Center, The National Capital Language Resource. (2003). *The essentials of language teaching*. Obtenido de <http://www.nclrc.org/essentials/listening/stratlisten.ht>
- Cohen, L., & Manion, L. (1994). *Research Methods in Education*. London: Routledge.
- Draper, A. (2004). *Journals Cambridge*. Obtenido de http://journals.cambridge.org/download.php?file=%2FPNS%2FPNS63_04%2FS0029665104000850a.pdf&code=0a7f3a3a5dc57e511339879b90c07d0c
- Dujmović, M. (2006). *STORYTELLING AS A METHOD OF EFL TEACHING* .Obtenido de hrcak.srce.hr/file/17682
- Dumont , H., Istance, D., & Benavides, F. (2010). *OECD*. Obtenido de <https://www.oecd.org/edu/cei/50300814.pdf>
- Gonzalez, L. P. (2014). *The short story used as an online tool that provides meaningful contexts to develop English listening and Speaking skills in EFL first grade students at Prado Veraniego Public School*. Bogotá : Universidad Pedagógica Nacional .
- Gonzalez, N. I. (2010). *Teaching English through stories: A meaningful and fun way for children to learn a language* . Obtenido de Revista Universidad Nacional : <http://www.bdigital.unal.edu.co/18114/1/13855-40412-1-PB.pdf>
- Grapevine Coleyville Independent School District . (2017). *Grapevine Coleyville*. Obtenido de <http://www.gcisd12.org/site/Default.aspx?PageType=3&DomainID=70&PageID=27846&ViewID=7b97f7ed-8e5e-4120-848f-a8b4987d588f&FlexDataID=49602>
- Herrera, L. M. (2015). *The use of storybooks to improve listening skills in second grade pupils at San José de Castilla School* . Bogotá : Universidad Pedagógica Nacional.
- Houstone, H. (2016). The three stages of a listening activity . *EFL Magazine* .
- Hronova, K. (2011). *Using digital storytelling in the English Classroom*. Obtenido de https://is.muni.cz/th/273849/pedf_b/Thesis_I.pdf
- İstifçi, İ. (2009). *Lexical Inferencing Strategies of Turkish EFL Learners*. Obtenido de <http://www.jlls.org/index.php/jlls/article/view/75>

- Jewit, C., & Kress, J. (2003). *Multimodal Studies*. Obtenido de <https://multimodalstudies.wordpress.com/what-is-multimodal-literacy/>
- Jones, R. C. (2012). *Strategies for reading comprehension: Summarizing* . Obtenido de <http://www.readingquest.org/strat/summarize.html>
- Killic, S., & Boffey, M. (2012). Obtenido de <https://www.thefosteringnetwork.org.uk/sites/www.fostering.net/files/resources/publications/building-relationships-through-storytelling-31-10-12.pdf>
- Kowalczyk, D. (2015). *Study.com*. Obtenido de <http://study.com/academy/lesson/what-is-survey-research-definition-methods-types.html>
- Krashen, S. (2002). Relating theory and Practice in adult second language acquisition . En S. Krashen, *Second language acquisition and second language learning* (pág. 101). California : Pergamon Press Inc .
- Kulkarni, P. (2008). *Researchgate*. Obtenido de https://www.researchgate.net/post/What_is_triangulation_of_data_in_qualitative_research_Is_it_a_method_of_validating_the_information_collected_through_various_methods
- Kurland, D. (2000). *How the language works: The fundamentals of critical reading and Effective writting* . Obtenido de http://www.criticalreading.com/inference_process.htm
- Larsen-Freeman, D. (2000). *Files.gu.edu*. Obtenido de files.gu.edu.ge:8008/.../D.L.Freeman-Techniques%20and%20Principles%20in%20Lang...
- Lenhart, A. (2013). *Pewresearch*. Obtenido de <http://www.pewresearch.org/fact-tank/2013/06/21/the-challenges-of-conducting-surveys-on-youths/>
- Mamun, A. A. (2014). *Effectiveness of Audio-visual Aids in Language*. Dhaka: Brac University .
- Manual de Convivencia. (2015). *PEI*. Bogotá: Colegio Prado Veraniego.
- Marayan, S. (1980). *Audio-visual aids for pre school and primary school children* . Obtenido de <http://unesdoc.unesco.org/images/0003/000395/039578Eb.pdf>
- McClury, R. (2002). *evokedevelopment*. Obtenido de <http://evokedevelopment.com/uploads/blog/commonData.pdf>
- Morin, A. (2015). *Understood for learning & attention issues* . Obtenido de <https://www.understood.org/en/school-learning/learning-at-home/following-directions/why-some-kids-have-trouble-following-directions>
- Muhr, T. (2002). *Atlasi.com*. Obtenido de <http://atlasti.com/qualitative-research-methods/>
- Odoulowu, E., & Akintemi, E. (07 de 2014). Obtenido de Effect of Storytelling on Listening Skills of Primary One Pupil in Ibadan North Local Government Area of Oyo State, Nigeria.: http://www.ijhssnet.com/journals/Vol_4_No_9_July_2014/10.pdf
- Pearson, A. (2016). *The Top-Down Theory of Literacy Learning*. Obtenido de <http://oureverydaylife.com/topdown-theory-literacy-learning-7795.html>
- Qualitative Research Consultants . (2016). *Qualitative Reserach Consultants Assoaciation* . Obtenido de <http://www.qrca.org/?page=whatisqualresearch>
- Regional NET Coordinating Team. (2012). *Using short stories in the English classroom*. Obtenido de [http://www.edb.gov.hk/attachment/en/curriculum-development/resource-support/net/NETworking%20Short%20Stories%20\(Aug%202012\).pdf](http://www.edb.gov.hk/attachment/en/curriculum-development/resource-support/net/NETworking%20Short%20Stories%20(Aug%202012).pdf)
- Richards, J. (2008). *Teaching Listening and Speaking from theory to practice* . Cambridge : Cambridge University Press .
- Rost, M. (2011). *Teaching and Researching*. London : Pearson.
- Sanchez, L. S. (2014). *Developing linguistic skills through Storytelling in the EFL classroom*. Obtenido de

http://riuma.uma.es/xmlui/bitstream/handle/10630/8869/SealeySánchez_TFG_Primary.pdf?sequence=1

Schandwt, T. (2015). *USC Libraries Research Guides*. Obtenido de <http://libguides.usc.edu/writingguide/fieldnotes>

Schutz, R. (2014). *Sthepen Krashen's theory of Second Language Acquisition*. Obtenido de <http://www.sk.com.br/sk-krash.html>

Teachers Center Vision. (2015). *Teachers Center Vision*. Obtenido de <https://www.teachervision.com/skill-builder/reading/48711.html>

Teng, F. (2014). *Teaching Listening : Strategies*. Obtenido de <http://dae.sju.edu.tw/faculty/flora/6.11/teaching%20listening.pdf>

Trinidad, R. (2011). *rizzitrinidad*. Obtenido de <https://rizzitrinidad.wordpress.com/2011/08/06/three-reasons-why-children-like-watching-cartoons/>

Tyagi, B. (2011). *The criterion*. Obtenido de <http://www.the-criterion.com/V4/n1/Babita.pdf>

Urdiales, J. O. (2015). *Comunicación, escucha activa y relaciones interpersonales*. Obtenido de <http://www.psico.org/articulos/comunicacion-escucha-activa-y-relaciones-interpersonales/>

Vandergrift, L. (2004). Listening to learn or learning to listen? *Annual Review of Applied Linguistics. Cambride University Press*, 3-23.

Vandergrift, L. (2004). *Listening: theory and practice in modern foreign language competence*. Obtenido de <https://www.llas.ac.uk/resources/gpg/67#ref15>

Vargas, V. O., & Mejia Gonzalez, D. (2009). *APPLYING BOTTOM-UP LISTENING STRATEGIES TO EIGHTH GRADE IN A PUBLIC HIGH SCHOOL*. Obtenido de <http://repositorio.utp.edu.co/dspace/bitstream/handle/11059/1529/3726521O42.pdf;jsessionid=0162E01C15158FCFCBAD165CE8E18EB1?sequence=1>

4. Contenidos

El presente documento está dividido en seis capítulos: el primer capítulo contiene una contextualización respecto del colegio, el sector y la población. Se aborda el problema y las implicaciones del mismo, se plantea la justificación de esta propuesta pedagógica. Después de esto se tiene la pregunta problema y los objetivos. El segundo capítulo ofrece un estado del arte en el cual se presentan trabajos anteriormente realizados y los cuales están relacionados con el presente estudio. También se expone el marco teórico, en este se desarrollan los constructos teóricos que dan soporte a este documento. El tercer capítulo se comenta el tipo de investigación, instrumentos de recolección de datos y la muestra poblacional para llevar a cabo la investigación. El cuarto capítulo desarrolla lo referente al diseño de la implementación pedagógica que se ejecutará a lo largo del año escolar. El quinto capítulo expone los resultados derivados de las categorías de análisis. Por último se presentan las conclusiones de la investigación y las recomendaciones para los trabajos que sean posteriormente desarrollados.

5. Metodología

La presente investigación fue desarrollada atendiendo a los lineamientos de la investigación acción. En el marco de esta se realizó una implementación pedagógica con la cual se buscó comprobar, cómo el uso de narraciones digitales permite el desarrollo de habilidades de comprensión auditiva en estudiantes del grado 202 quienes vivencian su primer contacto con el inglés como lengua extranjera, en el colegio

público Prado Veraniego. La investigación acción consiste en: observación sistemática, toma de acciones e implementación de estrategias que permitan lograr una suerte de transformaciones de los procesos de aprendizaje en un grupo específico. Los instrumentos empleados para la recolección de datos fueron: diarios de campo y artefactos de los estudiantes. Lo más relevante de este proceso sucedió durante la implementación pedagógica y el análisis de cómo se llevó a cabo esta investigación

6. Conclusiones

En contextos donde se aprende el inglés como lengua extranjera, las narraciones digitales proveen estímulos comprensibles los cuales activan la capacidad de los aprendices para deducir lo que los textos audiovisuales quieren transmitir

Las aproximaciones iniciales a los textos audiovisuales en lengua extranjera permiten que los estudiantes entablen un diálogo con sus preconcepciones respecto de las historias digitales y sus vivencias cotidianas. Los estudiantes presentaron una respuesta positiva al trabajar procesos inferenciales en tanto que estuvieron en la capacidad de apropiar vocabulario y generar conclusiones basadas en eventos de los cuentos y la fabulas trabajados.

El recuento oral de aspectos característicos de las historias trabajadas potenció en la población la capacidad de escucharse unos a otros y reconocerse en el acto de la palabra dicha valorando los turnos para hablar y creando así una comunidad de aprendizaje

Elaborado por:	Neusa Milena Lugo Acevedo
Revisado por:	NELSON MELLIZO GUAQUETA

Fecha de elaboración del Resumen:	17	05	2017
--	----	----	------

Table of contents

Chapter 1: Context and problem.....	14
Contextualization.....	14
Participants	16
Diagnosis	19
Statement of the problem.....	24
Justification.....	26
Research question and objectives	28
General objective	28
Specific objectives	28
Chapter 2: Literature review and Theoretical Framework	29
Literature Review	29
Theoretical Framework.....	33
i+1 Krashen’s hypothesis	33
Listening skill	34
Listening comprehension.....	35
Top down strategies.....	36
Storytelling	39
Folktales	39
Fables	40
Use of audiovisual resources	40
Chapter 3: Research design	42

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

Action Research.....	42
Study design	43
Qualitative Research.....	43
Data analysis methodology.....	44
Categories	44
Participants and sampling.....	45
Data collection.....	45
Data collection procedures	47
Field notes	47
Artifacts.	48
Chapter 4: Pedagogical proposal	49
Pedagogical approach.....	49
Conception of learning	50
Methodology.....	50
Activities.....	51
Resources.....	52
Assessment	52
Role of the teacher	52
Role of the student.....	53
Stages of the intervention	53
Lesson plan format	54
Chapter 5: Analysis of Data	58
Data management	58

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

Data analysis and findings.....	58
Category:Predicting.....	60
Category: Inferring.....	63
Category: Summarizing.....	66
Summary of the results.....	69
Conclusions.....	72
Suggestions.....	76
References.....	78
Annexes.....	81
<i>Annex 1 Students' survey for identifying social and cultural aspects.</i>	81
<i>Annex 3 Pie diagrams with responses towards the students' survey</i>	81
<i>Annex 4 Diagnosis test for identifying linguistic needs of 2nd graders.</i>	82
<i>Annex 5 Diagnosis Workshop 1</i>	83
<i>Annex 6 : Diagnosis workshop2</i>	84
<i>Annex 2 Extracts of C Project Field Notes</i>	87
<i>Annex 7: Extracts of Asistida Field notes</i>	87
<i>Annex 8: Syllabus of pedagogical implementation</i>	89
<i>Annex 9 : Rubric Grading standards</i>	95
<i>Annex 10: Extracts of Field Notes Autonoma</i>	96

Tables

Table 1 Researches.....	29
Table 2 Listening and Top down Strategies.....	37
Table 3 Five phases on Action Research. Taken and adapted from calhoun (1994).....	43
Table 4 Categories.....	45

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

Table 5 Data Collection.....	46
table 6 Stages of Intervention	54

Figures

Figure 1 Grading standards	59
figure 2 Categories of analysis	59
figure 3 Student's artifacts	62
figure 4 Student's artifacts	64
figure 5 Student's artifacts	65
figure 6 Student's artifacts	68

Abstract

This current Action Research project is based on Digital storytelling and top down strategies for enhancing listening comprehension skills. The pedagogical proposal is implemented at Prado Veraniego Public School with second graders who are facing their first exposure to the English language in a Foreign Context. This pedagogical proposal is carried out in three stages. The observational process shows that students have problems at the time of listening to others, but they present a positive response while dealing with audiovisual resources and stories. The pedagogical proposal deals with students' lack of listening making use of strategies such as predicting, inferring and summarizing elements from video stories. The results of the implementation phase evidence that using technological resources and strategies allow the enhancement of listening comprehension skills among students who are involved in the English class in a foreign context.

Keywords: Listening comprehension skills, Digital storytelling, Top down strategies, predicting, inferring, summarizing, EFL.

Chapter 1: Context and problem

To begin with, in this chapter some aspects that support the development of this research proposal are presented. These issues include a general overview from the context that surrounds the institution. Also a brief description related to the cognitive, social and cultural characteristics from the population who are second graders from Prado Veraniego Public School. These factors offer lights in the consolidation of this study which attempts to the enhancement of listening comprehension skills through digital storytelling and top down strategies in a Foreign Language.

Contextualization

In this section of the chapter, a brief description about the sector, school's infrastructure, institutional philosophy and the pedagogical approach that surrounds Prado Veraniego Public School is presented. This public school is located in Carrera 53A No 128-51 in Suba -the eleventh locality of Bogotá- the neighborhood is Prado Veraniego. It is close to Autopista Norte and the 129th street and it is composed by two branches: branch A for high school and branch B for primary school in which this research project is carried out.

The observation from the sector shows different aspects related to the strata status and economical activities from the community. Prado Veraniego inhabitants' strata rate is between third and fourth. The sector presents two major activities: fashion stores and car repair workshops. The sector belongs to middle low social class and the neighbors work on small businesses.

The branch B of the institution is equipped for providing the educative service. It has two floors: on the first there are five classrooms, a technology room in which there

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

are 30 laptops, a multiple lounge with different toys and playful elements and a playground with a soccer and a basketball field. On the second floor, there some other 5 classrooms and children bathrooms. Most of the classrooms have technological devices such as video beam and home theater. In the particular case of classroom 202 it has a T.V in which students have the opportunity of revising different type of audiovisual materials. This public school has a physic structure that is adequate for the implementation of aural and visual pedagogical proposals.

The institutional philosophy which is implemented in the school consists of the PEI, mission and vision. The first one basically is '*La comunicación con calidad hacia el desarrollo humano*' (Manual de Convivencia, 2015 p.8). It means that the institution fosters the idea that communication is the corner stone of every single human process through the integration of three important dimensions such as humanistic, scientific and cultural.

Secondly, the mission of the school strengthens social, cognitive and practical processes among the members of the school in order to contribute to the growth of competent human beings through an effective communication. Related to the vision, the school wants to be recognized as an institution from the public sector which prepares committed people with their own human development as a continuous process (Manual de Convivencia, 2015). To round up, the institutional philosophy promotes communication and values as the clues for achieving human development.

The pedagogical approach implemented in Prado Veraniego Public school is Social Cognitive. Some of its major forefathers are Piaget, Makarenko, Bruner, and Freire among others. According to Manual de Convivencia (2015) this approach asserts that

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

knowledge and learning are social constructions which growth with every single experience allowing the development of students' skills and interests. In spite of this pedagogical model, children present problems at the time of interacting with others due to they do not pay attention to their classmates and the learning is not assumed as a social process.

A research proposal in the frame of a pedagogical model that encircles the integration of both cognitive and social skills for enhancing meaningful learning need to foster awareness and curiosity among students. These are conditions for students to apply the knowledge acquired as members of the society in which every single individual has a place and a point of view that deserves to be heard and considered. To conclude, this characterization permits to elaborate a general view from the area that settings the school, its institutional and pedagogical approach as factors that contribute for the development of this pedagogical proposal.

Participants

For recognizing general information, cognitive, social and cultural characteristics from the grade 202, a survey (Annex 1), is applied. The course has 34 students, 24 of them are boys and 10 are girls, the data gathered from this instrument shows that 84% percent of them are six years old.

According to the theory of Piaget commented by Odoulowu & Akintemi (2014) about the developmental stages, these children are in the preoperational period in which children learn how to use the language and are immersed in an egocentric phase in which they are not aware of others feelings and emotions. Because of that their interactions tend

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

to be mediated by the emotional dimension putting aside the place that others have as members of a society. To conclude, this population is in a developmental phase which is self-centered and language is a possibility for them to socialize.

Another revealed aspect through the observation process has relation to the population cognitive dimension. These children present a wide range of the Kinesthetic intelligence, most of them feel comfortable and concentrated while doing physical movements “The English teacher sings a greetings’ song, children sing and enjoy it. They move their bodies imitating the teacher’s movements” (Annex 2, C. Project Field note # 1). This issue allows to recognize that little children are engaged to activities that let them the improvement of their gross and fine mobility providing them awareness of their corporal movements (Odoulowu & Akintemi, 2014). This assertion suggests that children’s anxiety level might decreased if movement is involved as part of the activities developed during the English classes.

Another fact that supports the idea that children enjoy visual and kinesthetic activities are their responses in the survey (Annex 1) towards the activities that they enjoy the most such as: drawing, singing, watching videos, playing soccer and videogames. The population’s cognitive style presents a considerable rate of disposition to activities that involve physical movement.

After revising some aspects of second graders’ cognitive styles, some relevant facts regarding to their social aspect are presented. For understanding students’ familiar environment, responses towards this fact shows that most of the students belong to a traditional model of family composed by parents and siblings; just few of them live with another family members .

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

Following with the students' social characteristics, surveys show that children feel that school is their second home, due to they feel comfortable sharing activities with their peers (Annex 3). This situation obeys to the fact that at this age, children are becoming interested in making friends and sharing their dynamics, games, thoughts and feelings with their friends (Odoulowu & Akintemi, 2014). Most of the interactions that children experiment during their classes are in groups or in couples, this type of organization makes them feel secure and comfortable.

After having considered certain aspects associated to the children social dimension, it is important to note some cultural issues which are relevant to this research project. The observations find that cartoons and videos are remarkable for them. "The E teacher puts a video in the TV about parts of the body .For little children either cartoons, videos and songs are really catchy and fun because they can make movements and express themselves". (Annex 2, C. Project Field Notes#4). To support this fact, Trinidad (2011) asserts that children love cartoons because they present certain characteristics which motivate their learning process such as: stimulating concentration and creating a fantastic atmosphere due to these foster children imagination. Images are both, a way in which children like the world be represented for them and a possibility for achieving a motivating learning process.

Another cultural aspect that is proper from the childhood is that children feel involved while listening to stories, "While the E teacher is telling in English the story [of a monster] most of the children are quiet and paying attention to her." (Annex 2, C. Project Field Notes#4) Stories offer a set of possibilities such as acquiring a foreign language, recognizing the expression, beliefs and values of a culture; it is one the primal manners of

having entertainment (Dujmović, 2006). Through this oral tool children are able to have an exposure to the foreign language as part of their learning process being familiar with elements that are close for them due to the symbolic activity that implies the storytelling in itself.

Little children are born in a world which is surrounded by images and technological devices. This fact explains why the new generations present another forms of approaching the knowledge during their learning process at school and out of it due to their cognitive style that is mainly visual and kinesthetic.

Diagnosis

In order to identify the linguistic aspects of the second graders which give origin to the research proposal, a test (Annex 4) and two workshops (Annex 5/Annex 6) were applied, the activities and their results are commented. These diagnosis exercises were based on the listening skill and take into account the performance achievements proposed by the first and second period in the English subject and its impact in the cognitive, social- affective and practical dimensions.

In regards to the test, it was implemented during the observation phase, in the cognitive dimension students were supposed to recognize greetings and commands, to identify the body parts, geometric shapes and colors. In the second dimension children might express colors, sizes and shapes and in the last dimension they might greet, farewell and answer effectively to the commands taught by the teacher. This test was done for recognizing children learning aspects that were central for the generation and development of this study.

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

In this test (Annex 4), students received input from a set of videos and developed a handout. In regards to the first point, students revised a video called: *The Greetings Song* in it appeared a set of puppets which greet each other during the different stages of the day. After checking this video, students matched some images with the belonging greeting. In the second exercise, students colored a robot which was called “The Friendbot” for doing this activity, students needed to check which color was the belonging for each shape, for example: yellow for the circles, blue for the triangles and so on. As happened with the former task, students checked a video called: “The Shapes song” in which some shapes of different colors appeared. In the last task, students worked with a story called: *The Magic Goose*. Then students circled the option which they considered fits better to a question about what would they do if they find a golden egg. The last activity was to decide if each one of them was in agreement with the end of the story or not.

After revising general aspects of the test, is viable to discuss students’ main weaknesses and their impact regarding to the test results. One of the difficulties students present is to listen to the teacher instructions due to they confused what was the letter that fits better with the belonging image related to greetings and farewells (Annex 4, question 1) . Actually a considerable part of the students were confused with the images about good morning and good night, it could happen because in the images, the cartoon was in his bed. Some other part of them did not present confusions while doing the matching and few of them did not make the matching. It showed that images are not enough for understanding a concept. Exercises in which students followed directions presented problems for their right development.

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

Furthermore, because of time, the second exercise about the *Magic Goose* story was developed instead of the geometric shapes. As children were experiencing their first exposure to the English language, a set of strategies based on draws and mimics were applied for answering the question ‘‘what would you do if you find a golden egg?’’ The way in which children developed this activity suggests that most of them confuse the question thinking that it was related to if they like or do not like the story. Towards this situations, Lenhart (2013) claims children lack of criteria and passion for cartoons make them to confuse the information. This test was functional for illustrating that students ‘main weakness while interacting with a foreign language is the listening and how storytelling and a set of predictive, inferential and summarizing strategies might be enhanced in the generation of listening comprehension skills.

In addition to the first test, two more activities were implemented during application process. The first activity was developed on the frame of the Aesop’s fable *The hare and The Tortoise* and the second was based on the picture book *The Very Hungry Caterpillar* by Eric Carle. Regarding to the former dimensions, in the cognitive aspect, students had a look from topics they previously studied with the former English teacher such as days of the week, food and colors. Related to the social affective dimension, children needed to share their predictions towards the fable and the picture book they listened and watched and they did handicraft activities. The application of these two diagnosis activities tested the impact of the proposal previously elaborated.

These two workshops are a showing of how the sessions were going to be carried out along the implementation of this research proposal. In the first workshop, students did an icebreaker, then they remembered some animals through a game in which one of them

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

chose a draw from an animal and produce a sound for their classmates to identify what was the animal. The teacher emphasized on two animals, a rabbit and a turtle because they were the main characters of the fable, while they watched the video, the teacher made some questions for students to made short inferences. After that, students made some masks, some of them elaborated rabbits and the rest of them turtles. Finally they participated on a turtle and rabbit race. This workshop was a sample of the possible class methodology during the pedagogical implementation.

In the second workshop, students worked with a set of slides about the picture book *The very Hungry Caterpillar* through that they were supposed to evidence if they identified basic vocabulary. As happened with the first session, students did an icebreaker before revising the picture book, some questions pointed out to the development of predictions and while checking this graphic text children did some inferences. For dealing with the target vocabulary was uses a video with the days of the week. As a practical activity, students created a colorful caterpillar, every circle that it had represented the days of the week (blue for Monday, green for Tuesday and so on). In general terms, that second diagnosis presented some relevant facts regarding to the manner in which the lessons are applied during the observational process.

In brief the results from the two workshops are commented. The use of icebreakers and songs at the beginning of the class evidenced that children reduced their levels of anxiety. Before revising the aural audiovisual texts, the predictions children elaborated permitted that they can explore the stories making use of their previous knowledge: “before checking the video, students should think which animals would be part of this. Some students raise their hands for participating: S1 says that a monkey, S11 says a

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

turtle...” (Annex 7 Assisted P. Field notes #1 August 9th/2016) Children were more attentive when their perceptions took part in the story, they feel engage and prepared to receive the texts.

While checking the videos students showed their capacity of making inferences based on clues of the stories. Students generated a set of utterances related to questions about issues in the story.

The video continues and students notice that the tortoise and the rabbit are going to have a competition. The teacher pauses the video again and asks: What kind of competition they are going to have? Most of the children say that they are going to have a race. Due to the teacher says, who is going to be the winner? Some of them say the tortoise, some others the turtle (Assisted P. Field notes #1 August 9th/2016)

They took into consideration some of the characters features for guessing who was going to be possible winner of the race. In this sense children developed comprehension from the situations that happened in the story.

Children presented a positive answer towards stories when these were presented through videos. Making use of tools in which the images have no movement was challenging for the researcher due to children visual and kinesthetic cognitive style as happened with the picture book *The Very Hungry Caterpillar*: ‘‘Children start to stand up and talk each other while the teacher is reading and telling them the story of Jack, the caterpillar. One of the boys says that he prefers to check a video’’ (Annex 7 Assisted P Field Notes # 2 August 16th 2016) Children started to present indiscipline problems due to animated images are more attractive for them and enhance a wide range of comprehension of its content.

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

The application of these two activities of diagnosis makes clear that children's cognitive style is the corner stone of this research proposal. During the test and the two workshops was evidenced that children have problems at the time of hearing what others try to communicate. In this sense, the listening skill was the ability that presented more difficulties for students. Video stories and images are resources which catch their attention. It is necessary to apply a set of strategies in which student's perception, context of stories and the elements that each narrative for enhancing comprehension. As children have a predominant visual kinesthetic cognitive orientation is viable to make use of digital storytelling and top down strategies for enhancing listening comprehension skills among second graders.

Statement of the problem

During the observational process, the researcher detected that the main weakness children present is associated to the listening skill. For carrying out this pedagogical proposal is essential to understand the implications that encircle young learners' lack listening among these are counted: hindering of the class development, complications for following directions and bad relations among peers. These situations are briefly explained at the light of theory for comprehending students' main weakness.

Lack of listening among students causes disorder and do not permit the good functioning of the classes. When children are disobedient and start to talk at the same time, these situations produce an ineffective atmosphere which affects the development of the sessions. Related to that Ali D et al (2014) quoting to Amado and Freire (2009) consider that indiscipline generates situations that disrupt the good classroom environment. The order is

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

an indispensable condition for carrying out a learning process, if students do not have the ability of behaving and paying attention to both teacher and classmates, the class sessions turn into a battle field in which lots of voices and bad behavior are disturbing the dynamics of the teaching practice. In this sense is fundamental that young learners learn to listen and behave for them to be part of a suitable atmosphere of learning.

Students have difficulties for following instructions while doing activities that demand concentration. Most of them do not pay attention to the teacher indications because of that they confuse the procedures of the exercises. According to Morin (2015) some factors associated to low levels of attention are over activity and impulsive behavior, these issues make that children get distracted and tend to forget instructions previously given. It means that before working on cognitive issues, attention by means of directions is one of the primal reasons that needs to be addressed among second graders at Prado Veraniego. Students' levels of attention might be conducted through a set of strategies which allow them to develop exercises in an appropriate way.

If there is not listening among classmates, personal relations are negatively affected. An effective communication and good environment require that individuals listen and value other's perspectives. Regarding to this Urdiales (2015) claims that the absence of active listening does not permit to understand the place others have as members of a society due to their points of view are meaningful as part of a collective construction. Bad relations among peers affect in a drastic form children interactions due to they are not able to recognize the importance of their fellows. In the worst of the cases this aspect is associated to generation of violence and aggression among kids because of

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

their desire of legitimating the power they have. The act of not hearing others drastically destroys the relations among peers.

To round up, the deficient capacities of listening others at early ages imply some factors. In brief these are obstructing of the class sessions, difficulties for focusing attention and negative relations among peers. This set of situations orient the development of this research proposal in the search of alternatives for working listening with young learners.

Justification

The lack of listening among children generates the need of creating a pedagogical proposal which strengthens listening skills among second graders. The technological tools and the strategies that enhance a better learning atmosphere are suitable elements for dealing with listening comprehension skills among second graders at Prado Veraniego Public School.

The use of icebreakers is a suitable manner of reducing student's fretfulness. Children enjoy this type of physical activity because they can liberate tensions and produce motivation. Regarding to this Larsen-Freeman (2000) claims these type of techniques which come from the Total Physical Response reduce students' levels of anxiety and enhance self-confidence among them. It allows that students feel comfortable and get into a motivating atmosphere of learning. These dynamics are appropriate for starting lessons and foster elements from the target language.

One curious situation is that in spite of children deal with videos they are not involved in the context that surrounds this audiovisual resources. Children are passive spectators of a set of images that entertain them but they do not use their previous knowledge for

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

comprehending what are the issues that encircled a visual aural text. Audio visual aids are boosters of children learning process as claims Marayan (1980) these are an efficient complement to the oral instruction and the text books but these need to have an intention that goes beyond of entertaining children. In that sense, teachers might procure that children appropriate audio visual resources content by providing learners connections between them and the aural visual for establishing a dialogic relation. Children world needs to take part in the comprehension of the contents fostered by technological resources due to this encourage their learning process.

For understanding better the stories, the top down strategies such as inferring and predicting are effective for making the students to recognize what is the context that surrounds a story and for children to listen to each other. According to the The National Capital Language Resource (2003) these sort of strategies are based on the listener, their main function is to activate the previous knowledge listeners have for them to make anticipations from the situations they are working on. It allows that students create their own hypothesis regarding to the issues from the stories listen along the classes and pay attention to others opinions. These strategies make possible that students' background knowledge be activated for comprehending what stories are about and for respecting when classmates are talking.

To sum up, it is pertinent to develop a pedagogical proposal in which pre activities, video stories and top down strategies take part for improving student's listening comprehension skill. Due to their cognitive style is visual kinesthetic is better to foster activities with physical activities, visual inputs because they are more meaningful than the

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

traditional reading aloud. Also considering children's perceptions and context of stories is suitable for carrying out this research proposal.

Research question and objectives

How digital storytelling and top down strategies enhance listening comprehension skills in second graders at Prado Veraniego public school?

General objective

To determine the contribution of digital storytelling and top down strategies in the listening comprehension skills in second graders at Prado Veraniego public school.

Specific objectives

- To recognize the digital storytelling as a tool for achieving listening comprehension skills
- To describe the impact of the top down strategies in the creation of predictions
- To set the effect of the top down strategies in the development of inferences
- To illustrate the impact of the top down strategies in the generation of summaries

Chapter 2: Literature review and Theoretical Framework

Literature Review

In this part of the research project, some studies done in the national and international setting are outlined. These researches present certain relation to the use of digital storytelling and top down strategies for improving listening comprehension skills from young learners in an EFL context.

Title of Research	Author & Year
<i>The use of storybooks to improve listening skills in second grade pupils at San José de Castilla School.</i> Universidad Pedagógica Nacional	Herrera (2015)
<i>The short story used as an online tool that provides meaningful contexts to develop English listening and Speaking skills in EFL first grade students at Prado Veraniego Public School.</i> Universidad Pedagógica Nacional	Gonzalez (2014)
<i>Teaching English through stories a meaningful and fun way for children to learn the language.</i> Universidad Cooperativa de Bucaramanga	Gonzalez N. I.(2010)
<i>Developing linguistic skills in the EFL classroom.</i> Universidad de Málaga	Sanchez (2014)
<i>Using digital storytelling in the English Classroom</i> by Hronova from Masaryck University.	Hronova (2011)
<i>Using digital stories to improve listening comprehension with Spanish young learners of English.</i> Universidad Autónoma de Madrid	Alonso Belmonte & Ramirez Verdugo (2007)

Table 1 Researches

The first study by Herrera (2015) *The use of storybooks to improve listening skills in second grade pupils at San José de Castilla School*, from Universidad Pedagógica Nacional. It aims to the application of video story books for improving second graders listening comprehension skills. The author findings confirm that the use of pre-activities, students' previous knowledge and the application of deduction and prediction are suitable strategies for dealing with the surrounding meaning from the stories worked on class. The former aspects enhance both children comprehension of audiovisual materials and motivation in the

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

English class. This study provides to this Action Research a guidance regarding to the use of strategies which strength the development of inferential thought and comprehension in the creation of meaning from audiovisual aids.

The second study by Gonzalez (2014) *The short story used as an online tool that provides meaningful contexts to develop English listening and speaking skills in EFL first grade students at Prado Veraniego Public School* from Universidad Pedagógica Nacional. It addresses to the improvement of students' listening and speaking skills through technological tools such as online stories. The author's main conclusion suggests that instructional designed materials are fundamental for enhancing the English learning process in a foreign language context. It means that comprehensible inputs such as pictures, images, ideas and keywords are indispensable for dealing with listening comprehension. Regarding to speaking, the researcher comments that input allows the activation of memory and it is reflected in the students' identification and use of the vocabulary learned during the sessions. The contribution of this study is that supporting materials and technological tools facilitate students' listening comprehension of the stories which are worked along the classes.

The third study is written by Gonzalez N. I.(2010) *Teaching English through stories a meaningful and fun way for children to learn the language* from Universidad Cooperativa de Bucaramanga .This article points out to the creation of stories based on students' likes and interests for teaching the English language to young learners in an EFL context as a meaningful practice by means of story reading and storytelling. A general conclusion from the author asserts that is necessary that young learners be exposed to a

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

great amount of comprehensible input by means of games and activities for them to achieve a considerable range of comprehension.

In that sense, while applying pre, while and post activities, teachers need to be aware of the impact of these in students' creation of meaning from the stories they are listening and reading. One relevant aspect that this research provides to the present study is that stories are part of the English teaching practices, activities in which students have the possibility of making predictions, connecting events and confirming details are adequate for children to elaborate comprehension from the stories and for teachers to realize that students are acquiring this skill.

In the international context, the fourth study done by Sanchez (2014) *Developing linguistic skills in the EFL classroom*, from Universidad de Málaga, the author sets the importance of storytelling and how it contributes to the development of the linguistic skills among children at an early age. The author's conclusion from this project states that storytelling enhances motivation and it is an exceptional methodology of teaching due to its integration of the five skills: listening, speaking, reading and writing and grammar. The main contribution of this project in terms of the listening skill is that students develop concentration and comprehension through the surrounding meaning from the stories by means of pre, while and post activities which are reinforced with animated images showed through the technological resources.

In the fifth study *Using digital storytelling in the English Classroom* by Hronova (2011) from Masaryck University. Author's main purpose is that students develop their linguistic skills by the creation of a digital story. In this process they get familiar with

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

digital stories through computers and tv while developing activities in which they predict what happens on the stories and make use of new vocabulary. At the same time they receive technological training for knowing how to create a digital story. The author's conclusion indicates that as technology has presence in current life, the school needs to apply this in benefit of children language learning process. As happens with former study by Sanchez (2014) the author innovates the storytelling by introducing the concept of digital storytelling which consist of a compilation between the traditional storytelling and the use of technological resources for fostering children language skills.

The last study is developed by Alonso Belmonte & Ramirez Verdugo (2007) *Using digital stories to improve listening comprehension with Spanish young learners of English*. From Universidad Autónoma de Madrid. This quasi experimental study examines the effects that digital stories have on the understanding of spoken English by a group of 6 year Spanish learners. Some outcomes from this research show that children increase their levels of listening comprehension by having support of digital images due to these enhance their attention. This proposal provides to this study lights in the application of an English teaching practice in an EFL context and how the technological resources are suitable for working listening comprehension with young learners because these audiovisual aids are closer to the visual kinesthetic cognitive style that second graders at Prado Veraniego public school have.

These researches make significant contributions to the developments of this research proposal. The form in which the researchers deal with their own projects regarding to theoretical bases, methodological research design and the resultant findings. These aspects provide orientation and guidance for the consolidation of this project related

to the use of digital storytelling and top down strategies for enhancing listening comprehension skills.

Theoretical Framework

The present project encourages the development of listening comprehension skills by means of storytelling and top down strategies. In this part of the study some theory that gives support to this research is presented. The constructs are, *i+1* hypothesis, listening, listening comprehension, top down strategies, natural approach, Total physical Response, Storytelling and use of audiovisual resources.

i+1 Krashen's hypothesis

This hypothesis comes from Krashen's theory (1983) about language acquisition in which input – what is received as a stimulus- develops intake enhances learners' acquisition of a second language when it takes place in a communicative environment. It is important to bear in mind the Krashen's definition about intake "... it is, simply, where language acquisition comes from, that subset of linguistic input that helps the acquirer acquire language". (Krashen, 2002 p 101). It advocates that intake is what allows both, learners' acquisition of the target language and the improvement these people acquire being enrolled in a language acquisition programme. The mentioned author states that for achieving comprehension, learners need to be exposed to understanding input for having recognition of the elements they are dealing with.

Complementing Krashen's postulates, Schutz (2014) claims that for input to become comprehensible some strategies need to be applied. These involve a brief about the context, clarification from the unknown parts, and use of audiovisual resources and

meaning negotiation. It takes English teachers to generate suitable conditions for students to achieve a better level of comprehension from the materials which elicit the foreign language along the classes.

Listening skill

Listening is defined in terms of its cognitive and communicative functions. In the words of Vandergrift (2004) listening is a cognitive process in which a listener discriminates sounds, recognizes vocabulary and relates an auditory text with its immediate context. It suggests that listening is a complex process in which what the listener knows is matched with the elements he/she hears. Later views consider listening since two processes bottom up and top down. In the first process, for the learner to understand the income input, it is necessary that he/she develops a set of operations for decoding sounds, stress marks and types of speech for catching a message. In the second process, the activation of learners' background and schema are done for building comprehension.

The communicative function of listening is linked to the negotiation of meaning. Regarding to this assertion Vandergrift quoting to Rost (2002) defines this skill as the act of receiving what the speaker expresses creating meaning and negotiating it with the same speaker. In this way listening is not an unidirectional and passive process in which messages are exchanged; an interactional phase needs to mediate for having communication. It suggests that by means of consensus learners notice if they have understood the incomes they previously received achieving a range of comprehension.

Listening comprehension

Before depicting the idea of listening comprehension is viable to develop how it is produced in learner's mind. Rost (2011) commenting Gernsbacher's theory (2004) called structure building relating to comprehension asserts that it is the possibility of "relating concepts into one's memory and to references the real world" (Rost, 2011 p. 54). It suggests that comprehension derives from the relation between the mental representations that are in learner's mind which are activated through his experience with elements that exists on everyday life.

Regarding to how learner's mind creates connection between concepts, Gernsbacher's theory (2004) argues that the impressions and ideas –schemata- are connected by memory nodes which keep similar information regarding to one element of the reality. In this way, conceptualization process occurs by organizing and categorizing mental representations into a map. It means that new representations are created in learner's mind when these are connected to previous knowledge. It indicates that comprehension involves mapping and updating references to the real world.

Brown (2001) proposes an interactive model of listening comprehension which consists of an adaption from the ones stated by Clarks and Clarks (1977) and Richards (1983). In the first process, the hearer captures a *raw speech* and keeps a set of images in his/her short term memory, it allows him/her to determine what kind of speech is that (a short story or a song), the function of the message is inferred. The hearer activates his/her schemata for making predictions regarding to the message. The hearer confirms or discards his predictions regarding to aural text by checking what happens on the aural text. The hearer makes a discrimination of which information takes with him in his short and

long term memory. In the last stage, the hearer reorganizes the message of the auditory text in his own way appropriating the main details it has. This set of actions permit students to develop a set of strategies for enhancing listening comprehension skills for understanding tales and fables in the target language .

Top down strategies

When listening comprehension skills are worked with young learners, a set of strategies that aims to the development of inferences towards audiovisual fables and tales are applied. Vandergrift (2004) asserts that listeners use this set of strategies when the context and the previous knowledge are essential for making connections while comprehension is enhanced. The context is an important factor because it approaches learners while making anticipations from the events that happen along the audiovisual texts. Learners' background is effective for approaching students' reality and culture when these are predicting issues in the stories. These type of strategies are centered on activating learners' schemata for creating global understanding and meaning and an interpretation from the aural and audiovisual texts.

These strategies are developed in the frame of pre, while and post listening activities and commented by Teng (2014) for depicting this idea, Houston (2016) proposes that for students to improve their listening skills and for focusing their attention in different parts of the auditory text.

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

Listening Activity	Top down strategies
Pre listening	Predicting Organizing sequences of images
While listening	Making or drawing inferences Identifying vocabulary
Post Listening	Summarizing. Listening for the main idea

Table 2 Listening and Top down strategies

Regarding to the previous activities, their function is recalling what students know or believe towards the topic of an aural text and making them familiar with surrounding situations inside the audiovisual texts. During the while activities is when students interact with the auditory text due to is pertinent that they elaborate a general idea and examine specific details from the sounds they are dealing with. In the post activities is when the communicative aspect takes place because students go beyond the text they have listened to because of that teachers are required to design a set of activities which evidence children comprehension from the audio visual texts.

The first strategy is predicting, the Teachers Center Vision (2015) argues that it works for making anticipations about places and characters before listening to an auditory text. There are two possibilities of working this strategy, the first is based on what students know about the texts, and what they imagine. In the second, teachers make use of resources such as the title of the story and some images which are associated to the auditory text. The two types of predicting help students to approach the context and the situations that surround the story.

The second strategy is drawing or making inferences. According to Kurland (2000) an inference is a conclusion based on evidence. Through this strategy students comment

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

their conclusions having as a reference the elements they listen and watch in the stories they are dealing with. This activity is done by means of oral participation in the mother tongue, through draws or filling handouts.

The third strategy is listening for the main details . This attempts to identification of the most important information that happen along the auditory text. Through this process students confirm their initial hypothesis at the time of predicting the events, the possible characters and places that are part of the story. Through this strategy, learners identify elements of the story and configurate them for making predictions.

The fourth strategy is organizing sequences of images. It helps to organize the events that happen in the stories. These can be presented before listening to the stories for giving to the students a general view from the situations which surround the auditory text. When this strategy is used after listening the story it works for examining if students remember the lineal order in which the events occurred.

The last strategy is summarizing. In this tactic as Jones (2012) asserts students make a reconstruction of key ideas for having a brief about the stories worked on class. As a communicative exercise students listen to others and complement what their partners say for going back to general details from the stories. This activity permits children create a collective memory from characters, places and situations of the video stories.

These strategies permit that children create and understanding of audiovisual texts. This set of strategies are organized in pre, while and listening activities. In the formers children approach the text making predictions and revising images which orient their anticipations. In the while listening activities, students make inferences regarding to clues in the story allowing literal comprehension of events and situations. The post listening

activities are forms of recalling important issues in the aural texts. The combination of these strategies facilitate comprehension of audiovisual text

Storytelling

Storytelling is a motivating tool that encourage the language learning process. According to Dujmović (2006) ‘‘Stories are motivating and fun, they can help in the development of positive attitudes towards the foreign language and language learning. They can create a desire to continue learning’’ (Dujmović, 2006 p.77). Through the use of stories and their application in the English students feel attracted to learn due to tales and fables are authentic materials which allow that students have a meaningful exposure to the target language due to the contexts that surround the stories are familiar for children.

Regarding to the development of listening skills, the author points out that while working with stories is pertinent to bear in mind some elements such as visual aids (images or illustrations) and students prior knowledge (Dujmović, 2006 p.78). As happens with top down strategies, the activation of students’ schemata allows a connection with general details from the stories they listen to during the English classes. Storytelling creates a better language learning atmosphere.

Folktales

Suitable stories such as folktales are used for enhancing listening comprehension skills. The Regional NET Coordinating Team (2012) describes them as anonymous stories which have passed through generations from elder people to children. These type of narratives are presented as way of having entertainment. These stories engage children and

permit them to make predictions, approach context and appropriate the elements such as characters and places.

Fables

As a complement of the folktales is pertinent to use fables. The Regional NET Coordinating Team (2012) defines them as short stories whose purpose is to teach a moral lesson. In these, the characters are mainly animals or beings that part of the nature which have human features. The content of this type of narratives can be connected with former type of stories allowing children to approach them by using top down strategies.

Use of audiovisual resources

Contemporary children present a kinesthetic visual cognitive style according to the multiple intelligences Gardner's theory (1983) in this sense Jewit & Kress(2003) assert that young learners create knowledge by interacting with different types of text such as visual, oral and somatic. Videos and images are resources that provide visual input, these are a suitable complement for the auditory texts due to these permit students' comprehension. It suggests that materials which are related to students' cognitive characteristics enhance both language learning and motivation.

Regarding to the use of videos in the EFL classroom, Mamun (2014) quoting to Çakir (2006) claims that "the use of video in language teaching ensures authentic language input to the learners" (Mamun, 2014 p. 11). On one hand, these audiovisual materials are a support to the auditory texts due to these permit that students appreciate through animated images the actions that occur. On the other hand, the language learning process is more dynamic and reduces students' anxiety because this activity of listening and watching videos is similar to their everyday practices.

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

In addition to the use of image and video as a possibilities for providing comprehensible input to young learners, in this research project, the digital storytelling is the way, fables and tales are presented to children. Hronova (2011) defines this concept as the adherence of video and audio recording to narratives. This combination of children stories and technology attends to children cognitive style –visual and Kinesthetic-. It ehances motivation due to is more fun for young learners to apprecite a video in a t.v or a video beam than listening to the teacher’s reading aloud. This two reasons become meaning and innovative the act of listening to stories.

Chapter 3: Research design

In this part of the study certain aspects about the designing of this research are sketched. These points provide a definition from the type of research, some characteristics of the study, its methodology, categories of analysis and the instruments for collecting data and elaborating the analysis.

Action Research

The methodology from this pedagogical proposal is in the frame of action research. As Burns (2005) claims, for defining this concept is important to bear in mind what action and research means. The first makes allusion to the processes that look for improvement and change from the teaching and learning practices of a specific group in a scholar context. Research is understood as the systematic observation of the developments this group achieves, these are perceptible in the emerging findings and outcomes that open the way to new studies. The conjunction of these two elements constitutes a type of research that is applied for the educational field.

There are certain stages which are bear in mind at the time of making action research. The first step is to enter into the reality and problems the context has for selecting an area of focus. While doing the application of the research proposal it is viable to gather evidence and collecting data. Once there is enough data an advisable procedure is to organize it for handling it in a suitable form. Once the data is classified it is important to analyze it and to interpret it by means of theory and empirical evidence (artifacts, field notes). Finally it is convenient to take action and elaborate pertinent conclusion for opening the way to other researchers.

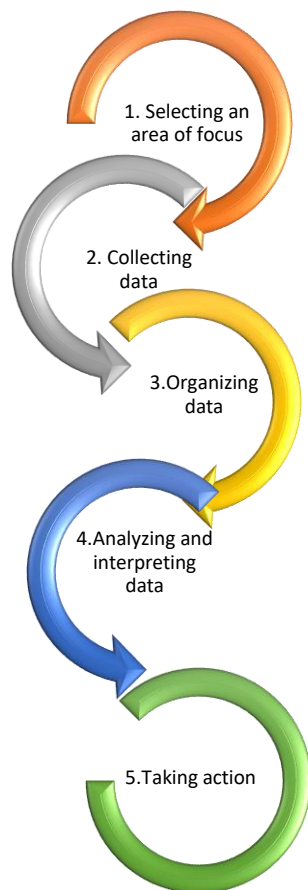


Table 3 Five phases on action research. Taken and adapted from Calhoun (1994)

Study design

Qualitative Research

This pedagogical proposal is a qualitative research. According to Qualitative Research Consultants Association (2016) it is a “research designed to reveal a target audience’s range of behavior and the perceptions that drive it with reference to specific topics or issues” (Qualitative Research Consultants , 2016, pág. 2). It suggests that group’s performance during the implementation of the present study confirms the strengths and aspects to improve related to the impact of top down strategies and storytelling for improving listening comprehension skills.

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

Data analysis methodology

The action research work presents different moments during the implementation of proposals. It is an spiral proces as Burns (2005) and Kummis & Mc Taggart (2005) assert in which the researcher plans, observes and documents the results from the actions she proposes. It is viable to assert that this is an unfinished work that requires a constant revision and modification from the hypothesis previously stated . During the aplication of this type of research unexpected situations take place. That is the reason why some actions that foster change and improvement are the bases for students to achieve a better perfomance not only at school but also in their daily lifes.

Categories

The next categories emerged from the theoretical constructs that give support to this pedagogical purpose and orient the analysis of the data which is collected through instruments. These categories are the foreshadowing of the incoming analysis.

Unit of analysis	Categories	Indicators
Listening comprehension skills (Top down strategies)	Predicting	<ul style="list-style-type: none">• The student is able to make predictions based on her or his previous knowledge.• The student organizes images from fables and tales for predicting what happens in a story.
	Making or drawing inferences	<ul style="list-style-type: none">• The student can relate clues in fables and tales for inferring situations and events along the stories• The student identifies vocabulary from a given context
	Summarizing.	<ul style="list-style-type: none">• The student is able to deduce the topic of a story• The student reports characters, places and situations from fables and tales

Table 4 Categories

Participants and sampling

In this part some general characteristics from first graders from Prado Veraniego Public School are presented. The course 202 has 34 students, 24 of them are boys and 10 are girls, the 84% percent of them are six years old. According to the theory of Piaget these children are in the preoperational period in which children learn how to use the language and are immersed in an egocentric phase due to they are not conscious of others feelings and emotions. They present indiscipline, low levels of concentration and do not pay attention when someone talks. Their cognitive style is visual Kinesthetic according to Gardner's theory (1983) that is the reason why they love doing physical activities, listening and watching videos with animated cartoons. The former aspects show some characteristics from the group in which the research is carried out.

For gathering relevant data and making its analysis, is viable to choose a sample from the former participants. The number of students for the sampling is sixteen, these students are chosen attending to the following criteria: the development of all of the activities or the majority of them and their performance during the application of the proposal, it means high medium and low achievers. Trough sampling is possible to confirm the impact of the research proposal.

Data collection

This project has three phases which are executed at the same time because comprehension is a scaffolding process. The categories and its belonging indicators, the instruments, the time and the phases of the implementation make clear the procedures for collecting evidence.

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

Category	Indicator	Instruments	Date and phase
Predicting	<ul style="list-style-type: none"> The student is able to make predictions based on her or his previous knowledge. The student organizes images from fables and tales for predicting what happens in a story. 	Field notes Artifacts.	Let's imagine and predict Catching clues
Making or drawing inferences	<ul style="list-style-type: none"> The student can relate clues in fables and tales for inferring situations and events along the stories The student identifies vocabulary from a given context 	Field notes Artifacts	Remembering August 9 th /2016 to March 16 th /2017
Summarizing.	<ul style="list-style-type: none"> The student is able to deduce the topic of a story The student reports characters, places and situations from fables and tales 	Field notes Artifacts	17 sessions

Table 5 Data Collection

Let's imagine and predict

Date: August 9th /2016 to March 16th /2017

In this phase students use their prior knowledge for approaching the story. It permits that they can create predictions and use their imagination for making fables and folktales close to their own world. For gathering data, some instruments used are field notes and student's artifacts.

Catching clues

Date: August 9th /2016 to March 16th /2017

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

In this phase students make inferences based on clues of the stories. It allows that students understand how work the logics of the story and to generate comprehension towards the characters' personality and events. For gathering data, some instruments used are field notes and student's artifacts

Remembering

Date: August 9th /2016 to March 16th /2017

In this phase students make summaries from fables and tales. It is done when students have revised a folktale and a fable due to the combination of these two carries out similar events which facilitate their recovering of characters, events and situations along the stories. For gathering data, some instruments used are field notes and student's artifacts.

Data collection procedures

For collecting relevant data during the application of this study some instruments are applied. Field notes for having a written register from the development of the activities.. Artifacts are the students' production that evidence their process along the research proposal. These instruments are suitable for collecting data.

Field notes

These type of instruments are defined for Schandwt (2015) as a set of notes that researchers make from the events they appreciate during their observational process. The purpose of this activity is to remember and to register behaviors, activities, impressions and other significant features that happen along class sessions. These present the possibility of having evidence and producing analysis and interpretation about the cultural, social and cognitive phenomena that happens during the observational process.

Artifacts.

The Stanford Encyclopedia of Philosophy (2011) defines an artifact as a human production or outcome in the frame of a set of activities which have an specific purpose. It means that these type of instruments are students' production along the English classes which allow to appreciate how the population develops the listening activities proposed during the pedagogical intervention for improving their listening comprehension skills.

To sum up, for gathering data along this research proposal field notes and students artifacts are advisable instruments. It is important to say the study has the support of student's parents due to the researcher elaborated a set of informed consents in which parents allowed students participation in this study. The last assertion shows the ethical consideration of this research proposal.

Chapter 4: Pedagogical proposal

This part of the study portrays the pedagogical principles, the stages of the implementation and a description of the lessons of this pedagogical proposal. The pedagogical principles, the methodology and the implementation are described for offering a perspective of this pedagogical proposal.

Pedagogical approach

The Communicative Language Teaching (CLT) is a pedagogical approach that highlights the interaction for students to achieve language learning proficiency. Brown (2001) claims that the application of this philosophy of teaching broke the paradigm of the 60's and 70's in which the cognitive code of a language is injected and absorbed. This suggested that grammar and the repetition of language patterns were fundamental in the second and foreign language acquisition. CLT goes beyond these two dimensions and attempts to the use of authentic materials and the possibility of giving students opportunities to share their personal experiences for interacting with their peers and generate negotiation of meaning for enhancing their learning process. It permits the consolidation of a communicative teaching practice

In the application of this approach CLT presents the follow characteristics. It makes possible that students create social relations with their classmates for predicting and inferring situations, events and characters that appear on the stories. Children summarize main ideas from the fables and tales they work on class as a pooled construction in which their opinions and ideas are discussed and valued as part of their language learning process. These features permit that the pedagogical proposal not only improves children listening comprehension skills but also helps them to create a culture

of tolerance and respect in which they understand the importance of paying attention to others for learning how to live together.

Conception of learning

The meaningful learning is the conception that encourages the creation of meaning and knowledge in this pedagogical proposal. This theory is stated by Ausubel (1963) and commented by Brown (2001) its main principle attempts to the creation of associations with the prior knowledge that students have due to isolated bits of information do not create long term retention in student's mind (Brown, 2001 p. 57). This assumption permits that students relate aspects that compose their social and cultural background for understanding the topics they are studying. It gives children the possibility of creating meaning by becoming new pieces of information into elements that are known for them. In this way knowledge is created by means of association with elements of their daily lives.

Methodology

Total physical response is a method mainly applied to children language learning, it fosters the premise of associating language to physical movements. Asher (1977) quoted by Brown (2001) 'noted that, children in learning their first language, appear to do a lot of listening before they speak and their listening is accompanied by physical activities ' (Brown, 2001 p.30). In that sense, the English language teaching becomes in a possibility of emulating the process that occurs in the acquisition of the first language in which listening is a fundamental condition for acquiring linguistic elements. This method takes into account the strengthening of children's kinesthetic dimension for them to be in the capacity of acquiring a foreign language without feeling anxiety. In that sense movements

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

are a didactic strategy for learners to comprehend elements of the target language. As happens with the natural approach, this method benefits learners reducing their levels of anxiety

Activities

The set of activities based on the stories permit that students develop listening comprehension skills through top down strategies and digital storytelling by following a set of steps. At the beginning of the classes they greet each other by making and icebreaker. Then they listen to a song that reduces their levels of anxiety and activates their concentration by imitating some movements that are performed by cartoons. Before working on the stories, the teacher gives to the students the possibility of anticipating some details of the stories by asking them some questions or elaborating draws. While listening and watching to the videos students make inferences by answering aloud the teacher questions.

For dealing with the topics every session has, the teacher prepares activities related to the stories and support them with additional visual aids. Each two sessions, students make a summary that gathers the main details and topics from the tale and fable they previously revised. In this activity, sequences of images and handouts are used. These activities permit that students improve their listening skills by making a set of activities that are connected with their cognitive style that is visual kinesthetic according to Gardner's theory (1983) about multiple intelligences

Resources

The resources that are used in this research proposal are audiovisual aids. Regarding to the use of this type of resources García (2012) suggests that these are a good complement when lessons require that students use their prior knowledge “It is important to point that students bring to the classroom their own background, that nowadays is associated with images provided by mass media, videogames etc.” (García, 2012 p 13). In this sense, videos, songs and images make that the contents be appropriated in a more meaningful way due to these are related to students’ likes and are part of the technologic world in which children are immersed. That is the reason why the implementation of audiovisual resources boosts students’ concentration while they are listening and watching images and sounds that motivate them.

Assessment

The assessment is a tool for testing the impact of the proposal regarding to the development of listening comprehension skills by second graders at Prado Veraniego Public School. It is designed attending to the constructs that give theoretical support to this study. The activities evaluate children’s performance in relation to the indicators that allow the analysis of the outcomes generated in the frame of this research proposal.

Role of the teacher

In the frame of the communicative language teaching and the meaningful learning, the teacher is a facilitator of student’s learning process. Her mission is to create a set of instructions that involve the students in an atmosphere of learning in which they feel comfortable. That is the reason why she needs to generate conditions for students to activate their prior knowledge for approaching the content of the stories they listen and

watch. It makes that the moment of predicting be a possibility for stimulating students' imagination, the inferences turn into clues for deciphering parts of the stories and the summaries are opportunities for remembering in a creative way things that are for long life learning. These aspects make that the teacher be a guide of students' educative process.

Role of the student

Students are active actors in the generation of this research proposal. As they are children whose cognitive style is visual kinesthetic they learn through images and performing movements which help them to internalize elements of the target language. The performance they have during the development of this pedagogical proposal takes them to use their prior knowledge for understanding the stories. For creating meaning they establish social relations with their peers from the input they received from the visual aids. These features make that students become active subjects in the creation of their own knowledge while they improve their listening comprehension skills

Stages of the intervention

The process of intervention consists of the application of the pedagogical proposal. Three phases are relevant for its consolidation, predicting, inferring and summarizing. These are carried out during the whole intervention due to their interconnection. It makes that the process be organized and coherent with the main goals of this research study. The application of these three stages permit that students learning process do not be fragmented and became meaningful for the association that students make of their prior knowledge and the new contents they are receiving from the stories and the topics worked along the classes.

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

Time	Research Objectives	Stages	Learning objectives
August 9 th /2016 to March 16 th /2017 17 sessions	<ul style="list-style-type: none"> To recognize the Digital Storytelling as a tool for achieving Listening Comprehension Skills To describe the impact of the top down strategies in the creation of predictions To set the effect of the top down strategies in the development of inferences To illustrate the impact of the top down strategies in the generation of summaries 	Let's imagine and predict	<ul style="list-style-type: none"> To use prior knowledge for making predictions related to the stories To make anticipations from the stories worked on class
		Catching clues	<ul style="list-style-type: none"> To relate the events and situations for making inferences related to a story To recognize vocabulary from the topics worked along the class sessions
		Remembering	<ul style="list-style-type: none"> To report main details from the fables and tales To remember characters, places and situations.

Table 6 Stages of intervention

Lesson plan format

For defining this concept Brown (2001) asserts that this format is a set of steps and activities teachers develop in a period of time for carrying out contents whose outcome is enhancing a learning process among students. This guideline provides to teachers and students clear procedures to follow. This tool is suitable for teachers to anticipate possible problems during the class sessions, to reflect about their teaching practices, to evaluate if students are reaching the objectives proposed by her and to formulate new strategies for making that the students achieve the learning goals. In regards to this pedagogical proposal the planning lessons is coherent with the development of the

top down strategies predicting, inferring and summarizing which enhance listening comprehension skills among second graders.

Lesson plan No 8

Date: September 27th /2016

Research question How digital storytelling and top down strategies enhance listening comprehension skills in second graders at Prado Veraniego public school?

1. Name of the lesson: The town mouse and the country mouse

2. Population: Second graders Age: 5-7 years old

3. Materials:

- Videos : Gummy bear, The town mouse and the country mouse, rooms in the house
- Images with activities in the city and in the country
- Parts of the house
- Posters

4. Topic: Digital storytelling and its impact in the development of Listening Comprehension skills through top down strategies

5. Objectives:

- ❖ To identify basic vocabulary from the stories worked on class
- ❖ To recognize the parts of the house
- ❖ To work on listening top down strategies
- ❖ To develop handicraft activities.

6. Number of students: 34 students

7. Instructional setting: Whole class then individuals

8. Procedure:

- Students say hello to each other by singing the short song : Hello, hello, hello to you
I say hello when I see you
Students listen to the song *Gummy bear* (Annex 1). Then they practice a set of movements following the teacher instructions.
- The teacher says to the students that today they are going to know two new friends and asks them how they imagine these guys. Once students have given their responses,

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

the teacher indicates that these little friends are mice, therefore she gives to each student a small mouse and a set of accessories for decorating it (Annex 2)

- When students have finished to decorate their mice, the teacher asks them where they consider these guys live
- After listening to students comments towards the question. The teacher shows them a big poster with two pictures, one with a city and the other has the country (Annex 3)
- The teacher says to the students that they are going to participate in a Mouse contest. That is the reason why, they are going to be organized in two teams, the city and the country team. Once the teams are organized, in every round, the teacher chooses a delegate from each team. These kids should place in the right poster a set of activities that are proper from the city and the country (Annex 4)
- After participating in the contest, students are ready for checking the story about the country mouse and the city mouse (Annex 5). While watching the video, the teacher is going to stop it and make some questions to the children such as:
 - How the town mouse is going to feel in the country?
 - What the town mouse is going to find in the country?
 - What the town mouse proposes to the country mouse?
 - What the city mouse is going to find in the city?
 - Where do you consider the country mouse feels better, in the country or in the town?
- The teacher says that both students and mice have a home that is special for them, that is why they are going to check a video about the parts of the house. (Annex6)
After checking the video, students are going to be organized in groups of four students for building a Mouse house. The teacher says that the idea is giving to the mice they did at the very beginning a home to live. These houses have four essential parts that are the kitchen, the living room, the bedroom and the bathroom. Therefore, the teacher gives to each member of the group a part of the house for colouring (Annex 7)

9. Assessment:

- The student is able to make predictions based on her or his previous knowledge.
- The students can relate clues in fables and tales for inferring situations and events on the story

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

- The student identifies vocabulary from a given context
- The student is able to deduce the topic of a story
- The student is able to deduce the topic of a story

Syllabus

The table (Annex 8) summarizes the curricular design of the implementation of the pedagogical proposal. It presents time, achievements, activities and indicators which make part of the first related to application of a set of 17 lessons in which the use of top down strategies and digital storytelling (folktales and fables) are used for developing listening comprehension skills among second graders at Prado Veraniego

Chapter 5: Analysis of Data

In this chapter, the results regarding to the use of digital storytelling and top down strategies for enhancing listening comprehension skills in second graders at Prado Veraniego public school are commented. Some remarkable aspects are: hindrances during the implementation phase, rubric with grading standards that permits to understand student's performance during the implementation and analysis of the categories generated from this research proposal.

Data management

For gathering data from this research project, during the implementation phase some setbacks took place. The first inconvenient was that another classroom was assigned to the mentor teacher, it did not have technical resources such as a t.v or videobeam, due to the researcher talked to ther teachers whose classrooms had audiovisual equipment. They permitted to change classrooms for the project was developed with suitable conditions until the t.v was installed in 202 classroom. The second issue was that not all the students attended the classes because they were absent or taking part in some school activities, it generated some modifications in the sample.

Data analysis and findings

For displaying a comparative analysis of student's performance, it is viable to design a rubric (Annex 9). This tool makes possible to recognize students' achievement along the research project. According to Grapevine Coleyville Independent School District (2017) grading standards allow a categorization which provides an overall of students' weaknesses and strengths that helps both teacher and parents for identifying aspects in which children success or need to increase their skills. In this research project

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

some grading standards which portray second graders' performance are: Exceed, meeting and far below expectations.



Figure 1 Grading standards

Analysis of categories

The attempt of this research project was to strength student's listening comprehension skills by means of Digital Storytelling and top down strategies. The data and the results that confirm the effectiveness of this pedagogical proposal are taken from students' artifacts and field notes . The following analysis shows the relation between the categories of analysis, the results, the theory that supports facts the researcher's point of view.

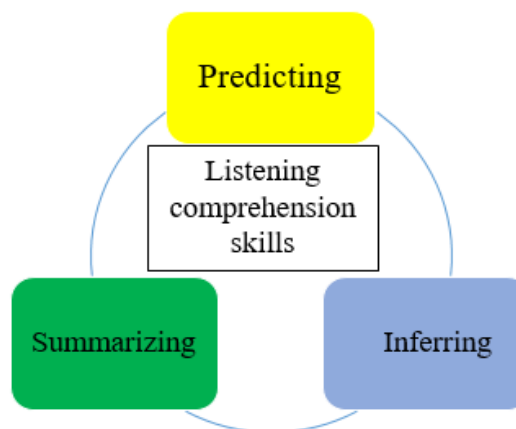


Figure 2 Categories of analysis

Category:Predicting

Indicator 1: The student is able to make predictions based on his/her previous knowledge

Regarding to this first indicator, second graders had the capacity of creating predictions based on their previous background. For developing a little bit more this idea an extract of the field notes is presented

The teacher says that today, they are going to meet two special friends, she asks to the students how these guys are going to look? Some children say these are boys, some other say that these are animals. The teacher focuses on the last response and asks what kind of animals these guys could be? Some children say that dogs, other say that cats. The teacher indicates these characters are cats' food. A girl says that these are mice. (Autónoma Field notes, September 27th/ 2016)

From this extract it is possible to assert that children activated relations between both the aspects they know and the questions the teacher was asking. Regarding to that Vargas & Mejia Gonzalez (2009) quoting to Buck (2001) assert that non- linguistic knowledge is one the abilities learners use to elaborate predictions and deducing information based on their prior background. Young learners generated a set of relations based on their perception and their interactions with the world.

Students not only used their prior knowledge for talking about characters but also for elaborating anticipations of the places in which the stories happened. Most of them kept in mind that places such as houses and castles were the perfect settings in which fables and folktales occurred. Related to that Vargas & Mejia Gonzalez (2009) suggest that top down strategies associated to prediction, activate learners reconstruction of the context that surround a piece of listening due to the relations in which a character might

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

be involved. In the activities developed along the implementation of the proposal, children achieved the contexts of the stories either by drawing or by selecting a picture. In this sense they sketched their ideas regarding to the places as happens in the next extract of the field notes

The teacher asks to the students where do you consider the story is going to happen? A student says: ‘it is going to be in castle’. The teacher says: ‘ Raise your hands the ones that consider this is the place in which the girl of the story lives’. Most of the students immediately raise their hands and say: castle. The teacher says: ‘yes, it is the place.’

(Annex 10 Autónoma Field notes, March 2nd 2017)

Children made use of their preexisting knowledge for determining the place in which the story happened. It indicates that students used referents of stories they previously revised and listened through videos and books for making predictions. It happened because they used their background schemata for approaching details from the stories.

Second indicator: The student organizes images from fables and folktales for predicting what happens in a story.

In this indicator, students used a set of pictures from the fables and folktales which permitted them to understand the events that happened in the stories. Archuleta (2017) regarding to the use of graphic materials for dealing with comprehension claims that charts and pictures allow students to elaborate connections between key ideas and learners prior knowledge. This before listening activity implied that children elaborated a previous understanding from the aural texts they were going to hear. In this activity some members of the group developed a cooperative work in which they organized sequences

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

of images related to the fable *The Little Red Hen* attending to the order they considered the story had.

Children were aware of different events of the story. They had the possibility of discovering who was the main character and anticipated some events that occurred on the story. Students did this activity making use of their prior impressions for predicting the sequences of a story.

In another activity based on the activities developed in the city and in the country, students anticipated which of these could appear on the fable *The town mouse and the country mouse*.



Figure 3 Student's artifacts

Children associated their knowledge of the city and their impressions towards activities of the countryside with issues they considered were part of the story. That is the reason why Archuleta (2017) claims that learners connect the elements of the world they previously know with the aspects that appear from a story. It facilitated that children were involved in the actions that happened on the fable. In the majority of cases students organized a sequence of images that not necessarily were chronological but permitted that they generated and overall of ideas regarding to the stories.

Category: Inferring

Third Indicator: The student can relate clues in fables and tales for inferring situations and events along the stories

In this, elements of the story fostered students' elaboration of conclusions regarding to the stories they listened to. Richards (1983) cited by Brown (2001), suggests that the act of creating inferences depends on two factors, the consequences or events an action generates and the listener's mind that produces a set of links between the former aspects. For instance while children were checking the story of *The Three Little Pigs*, the teacher made some questions for students to connect clues along the story and provided an oral appreciation

When one of the pigs puts water on the stove, at the same time the wolf tries to enter into the chimney, the teachers asks students about what would happen to the wolf? S7 says that he is going to entered through the chimney, S15 says that no. S11 comments the wolf is going to be burnt by the water when he enters (Annex 10Autónoma P Field notes #13 February 16th /2017)

Students made inferences attending either their common sense or keeping in mind the logics of the story. On one hand as happens with the first student, his appreciations regarding to the effects produced from characters' actions, he based his appreciation on his intuition due to he did not take into account clues of the story such as the chimney and the stove. On the other hand, the other student analyzed characters' purposes in the story. As Brown (2001) asserts, these clues of the story permitted her to elaborate a conclusion towards the action that was happening. Is it viable to assert that inferences are not developed as an isolated process, these take into account evidence.

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

In another activity when children were asked to think about the destiny of the two lazy little pigs due to their houses were destroyed some of their perceptions were

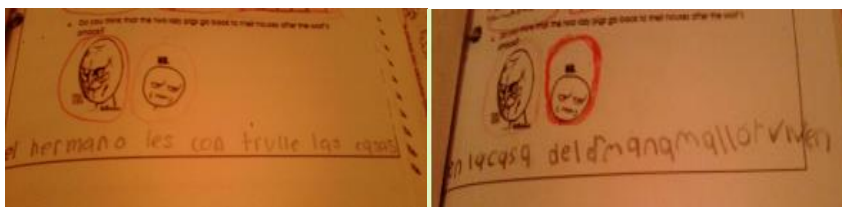


Figure 4 Student's artifacts

The inferential process took the learner to generate sets of interpretations based on issues of the stories. As Kurland (2009) states inferences are created as the interpretation of clues, in the particular case of this research project, these are oriented to fables and folktales. In the former artifacts, students took into consideration the fact that *The Little Pigs* lost their houses and based on that they presented their inferences. They made relations between elements of the story putting aside their perception and points of view, in this way the clues of story became the referent of their interpretations. That is the reason why most of them presented a high rate of inferences based on clues of the stories. Students make use of the evidences and the facts of the story, they achieve a successful inferential process

Fourth indicator: The student identifies vocabulary from a given context

In this, student's used of the contexts of the stories they listened to during the implementation, it allowed them to understand the meaning of some words. Regarding to this inferring process, İstifçi (2009) asserts that learners approach meaning instead of isolated words when visual aids and context clues take place. This meaning guessing and inferring process became successful when students had the chance to interact with the

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

words they needed to deal with. Images were valuable resources due to they boosted the connections between the meaning and the word, in this sense their comprehension is activated. The next extract portrays this process when children were asked to recognized the meaning of a word

The first and the second point of the hand out are quite well developed. In regards to the second point the teacher asks: Children do you remember what wheat means? S4 says: “Teacher it is what the Red Hen planted. S11 eleven is in agreement with S4. The teacher says: yes, guys it is. Students circle the image of the wheat. (Autónoma Field notes #14 February 23rd/2017)

Children created meaning guessing when they had the chance of associating previous facts to the questions they were answering. Inferences in this aspect were built when learners interacted with animated images from the tale they were listening to. Children retained this information and they confronted with the possible answers the sheet had. Once they shared their impressions towards the questions, they circled the image whose approach better the meaning.

Furthermore children were are able to understand new vocabulary by doing lexical inferences. İstifçi (2009) defines this as the ability of guessing by using cues on the text. This process permitted students to comprehend words they heardby associating elements from the surrounding context, as happened in the next activity in which they were asked to remember and recognized a part of the title of the story *The Boy Who Cried Wolf*



Figure 5 Student's artifacts

Children focused their attention on details concerning to images they related with characters of the story. In this way inferring the meaning of a word became easy for students due to they use contextual clues in the text. It evidences that associating elements of the story with images makes that achieving meaning from vocabulary related to the story turn into a non-complex task for learners.

Category: Summarizing

Fifth Indicator: The student is able to deduce the topic of a story

In this subcategory students showed their ability of manifesting the main subject of the fables and folktales they listened to. According to Barth (1984) it makes allusion to the general idea and the set of actions that develop a story. While working this kind of exercises, children caught the main aspect of the stories they were dealing with.

In one the activities related to the famous tale *Red Riding Hoody*, children provided some oral responses towards the main issues of this story

The teacher asks to the students to tell her what the story was about: S15 says that it was about a girl who wore on red and took some medicines to her grandma. S14 adds that she needs to be careful of the wolf.”(Annex 7 Assisted P Field notes 10 October 18th / 2016).

This extract made evident the way in which students made a short summary of the most meaningful details of the story through a video whose animated images offered them the possibility of remembering and recognizing issues of the story.

It is viable to assert that deducing the topic of a story happened when student assume the stories as a complete piece. Regarding to this Bataglia, (2017) proposes that a good strategy for checking comprehension is retelling a story and including major

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

points and main details for having an overall of the text , in this case aural and visual. In the implementation of this research proposal summaries were done in two ways: by means of providing oral responses and for selecting the image that fits to the topic of a story, as happened with one activity related to the fable *The Boy Who Cried Wolf* in which children chose the image that summarizes better the story, they circled one that involves the problem that had the main character, it means when the Sheppard boy was caught by the wolf.

From the top down view of teaching, aural and visual texts are assumed as a whole in which children generate synthesis from the elements they listened to. This generalization is possible because children kept in mind images that made them to distinguish facts that made different a story from another they previously revised. In most of the cases children were succesful doing these type of activities due to they identified and classified issues of the stories

Sixth Indicator: The student reports characters, places and situations from fables and tales

In this was presented the possibility of children to remember elements that characterized a story. As Brophy & Good (1986) assert reviewing and reinforcing major points of a story facilitate the recognition of the elements of a part, in this case folk tales and fables. In some activities in which children were asked to evoked characters, places and situations from the stories they heard, they did it in a fluent way, as happened with a summary exercise based on *Hansel and Gretel* characters, for dealing with this, children name the main characters of the story such as Hansel, Gretel, the witch, the stepmother

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

and the father, then they wrote this information in a handout. Students retained that information due to they had the chance of interacting with the story. Before filling the sheet they made an oral socialization of the characters, recalling those details from the story made easy to answer this exercise

In another summary activity, children did an intersection with the stories *The Three Little Pigs* and *the Little Red Hen*. They placed images with elements that made allusion to key elements of the story in the belonging circle, if one those was part of both stories it went into the middle of the two circles.



Figure 6 Student's artifacts

On that subject Brophy & Good (1986) claim that summarizing is fruitful when main points are stated and details that are not fundamental are putting aside. Children kept in mind the characters, places and situations that surround both stories due to they were successful dealing with that type activities if they made a mistake they listened to the rest of the group which support its classmate in a cooperative manner correcting mistakes. Children showed a good level of comprehension of the stories due to their collective participations and their abilities for recalling details from folktales and fables allowed them to report precise details.

Summary of the results

For having an overall of the results from the data collected and the categories of this research proposal it was necessary to generate a dialogue among central factors such as theory, researcher voice and students' artifacts. The categories were designed based on three top down strategies: Predicting, inferring and summarizing

Related to the predicting category, in the first indicator, students were able to make predictions based on their previous knowledge. The results showed that developing anticipations based on the children's non-linguistic knowledge made possible to approach folktales and fables. Learners' background is a relevant factor for understanding narratives and creating hypothesis.

In regards to the second indicator, students had the capacity of organizing images from fables and folktales for predicting what happens in a story. It was another factor that allowed learners to elaborate predictions by using audiovisual aids such as printed images. While using these materials, children created a negotiation between their world and the elements of the story. Organizing images helped to create sets of expectations of the main events of the story. These set of activities made that students be prepared for listening to an aural audiovisual text.

In relation to the second category, inferring, the third indicator displayed that students could relate clues in fables and tales for deducing situations and events along the stories. Children were success at the time of creating conclusions based on clues of the story, due to the narratives became into referents of students inferences. In this way, they internalized both the logics of the story and the construction of sets of interpretations by taking account the context, images and events.

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

Following with the inferring process, in the fourth indicator students could identify vocabulary from a given context. Learners approach the meaning of the words by creating relations with the images they previously revised in the video stories and doing meaning guessing. That is the reason why it was important to provide comprehensible input that makes familiar students with the vocabulary they were going to deal with. These two forms of making inferences permitted that students put aside their subjectivity due to they followed the logics of the narration and could create meaning to the vocabulary they revised in the classes

As children comprehended the stories they became proficient at summarizing, in this sense, students were able to deduce the topic of the fables and folktales. Along the implementation they evidenced their capacity of generating synthesis of the main points either by associating images whose content encircled the theme of the narratives or by providing oral responses in which they share general information from the stories.

In regards to the last indicator, students reported characters, places and situations from fables and tales. This type of summarizing activities allowed children to identify and to name certain details from each story. In this way they assumed that stories shared certain features and have some other particularities due to characters and places were not the same for all the stories.

To conclude, digital storytelling and top down strategies are functional tools for enhancing listening comprehension skills with young learners. These tools imply a set of procedures that prepare students to acquire a high range of understanding. Elements such as the prior knowledge, clues along the stories for deducing issues of the narratives. In this

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

sense, making summaries from audiovisual texts is a form of making memory of details previously revised and evidencing comprehension from folktales and fables.

Conclusions

Some resultant conclusions from this research pedagogical proposal related to the use of digital storytelling and top down strategies for enhancing listening comprehension skills are presented in regards to the research objectives.

The first objective of this research proposal was to recognize the digital storytelling as a tool for achieving listening comprehension skills. In EFL contexts this tool provided comprehensible input which activated learners' capacity of deducing what the narratives want to transmit. Animated images that are part of audio-visual texts made that children's experience became meaningful at the time of dealing with stories, because these are close to children visual cognitive style. In this sense, this type of resources facilitated their abilities of elaborating hypothesis for understanding audio visual texts in the target language.

Videos based on folk tales and fables enhanced children attention and comprehension due their levels of indiscipline decreased. At the beginning of this research project it was notorious that children's main difficulty was to pay attention and listen to others. Nonetheless, this type of aural and visual texts had the potential of activating students' concentration and reducing their anxiety levels. They felt the need of being connected with the events and situations in which characters of the different stories were involved. It suggest that a viable manner of dealing with children's distractions and low discipline is using graphic materials due to there is no comprehension without attention.

The second research objective was to describe the impact of the top down strategies in the creation of predictions. Pre- listening activities such as elaborating predictions are fundamental for approaching stories. Using learners background made that

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

they used the potentials of their imagination for anticipating the context and the characters from the stories they were going to listen to. Their first approximations to the audio-visual texts permitted that they had a dialogue with their preconceptions of a folk tale or a fable and their daily world. In this way they became into active agents of their learning process due to they made an effort by understanding the narratives from their own world. Also this predicting time, facilitated that they paid attention to others when they commented their perceptions, in this sense they recognized and respected the place others have as members of a society.

The third research objective was to set the effect of the top down strategies in the development of inferences. Inferring enabled students' capacity of generating conclusions based on clues in the story and understanding vocabulary from the contexts of the aural visual texts. For doing inferences learners took into consideration the logics of the story such as: the personality of the characters and the events that happened in the folktales and the fables. It implied that children presented a positive response towards these activities due to they started to internalize the story by assuming some facts it presented and used them for elaborating their interpretations towards facts in the narratives they watched and listened to.

Moreover at the time of understanding vocabulary from the stories, images had a fundamental role. Visual aids helped them to elaborate meaning guessing, in this extend student could approach and made relations between words and pictures. These activities made possible to assert that children acquired new vocabulary when they are exposed to comprehensible inputs these enrich children acquisition of elements of a foreign language. The inferential process carry out cognitive skills in which students showed their

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

comprehension of the stories for elaborating conclusion based on facts of the story and appropriating pieces of vocabulary.

The fourth research objective was to illustrate the impact of the top down strategies in the generation of summaries. Summarizing was a meaningful way of recovering the most important details in a story. Students presented a high grade of achievement when they made a talking aloud exercises of recalling remarkable aspects. The possibility of socializing details and making use of images evidenced their abilities of synthetizing stories and identifying the particularities each one of these have.

The top down strategies oriented to the listening skills have not enough research. Most of the approximations in the EFL field are oriented to of reading skills. That is the reason why some of the utterances suggested by researchers have being adapted to the development of listening comprehension skills. The frame of these strategies permitted to understand the listener as the centre of the learning approach, the audio visual texts as a whole, and the context as an important factor for approaching meaning. Children felt confident at the time in which these strategies were applied due to this make a scaffolding for students to enable comprehension of materials in the target language.

During the implementation of this pedagogical proposal children became into a community of learning. In most of the classes before doing an exercise, it was necessary to socialize for generating collective predictions, inferences and summaries of the stories. This issue constituted a good atmosphere of learning and make them to feel motivated even when one of them made a mistake, the rest of the group helped to find the right answer. It was a positive impact of the research project due to the dialogue was a condition for approaching the learning process and the act of listening others took part in the lessons.

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

The cooperation among peers instituted a way of learning to listen and to comprehend not only stories but also classmates.

Suggestions

Based on the experience acquired during the research process and the pedagogical implementation of the proposal is pertinent to suggest some ideas that are relevant for Prado Veraniego Public School, student teachers and coming projects of investigation with young learners.

The institution should enhance curricular projects in the English subject in which children learn to work together. At the preoperational stage according to the Piaget stages of cognitive development, children are supposed to be egocentric and selfish; however, applying activities in which children have the chance to develop different tasks with their peers, foster their social skills and at the same time they can internalize contents and elements of a foreign language. These pedagogical efforts make that children create a community of learning due to they feel committed not only with the learning process but also with their classmates' success.

The research projects that are carry out in Prado Veraniego Public School should imply audio-visual resources which have impact in students way of learning due to their cognitive style is visual kinaesthetic. It suggests that it is important to take advantage of tools in which images approach students to the target language such as cartoon TV programs, episodes of series and comics, due to these call their attention and motivate them to learn. In addition to this, physical activities in which children use their energy and help them to use vocabulary such as roleplaying permit to generate sets of strategies for both controlling indiscipline and reducing students' level of anxiety. Visual aids and physical movements are fundamental factors for carrying out projects with students at elementary school.

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

Pre service teachers need to bear in mind that storytelling is in itself a methodology of teaching in which students not only acquire linguistic elements of a foreign language but also learn life lessons. Stories in most of the cases are designed for individuals to modulate their behaviour looking for the common welfare. Through activities based on stories such as the creation of collective posters, songs and plays children can be aware of the importance of living in an environment in which respecting human beings rights is a condition for generating a culture of peace and otherness. In this way children generate reflections based on the contents they appropriate that became meaningful in their daily lives.

To sum up, audio visual resources and storytelling are pedagogical tools that are important to bear in mind due to they facilitate students learning process and become the process into a meaningful practice in which young learners use the linguistic elements of the target language as vehicles for establishing good relations with their peers and learning how to live together.

References

- Ali, A., Dada, I.T., Isiaka, G.A., & Salmon, S.A. (2014). *Types, Causes and Management of Indiscipline Acts among Secondary School Students in Shomolu Local Government Area of Lagos State*. Nigeria : Journal of Studies in Social Sciences.
- Alonso Belmonte, I., & Ramirez Verdugo, D. (2007). *Using digital stories to improve listening comprehension with Spanish young learners of English* . Obtenido de <http://ilt.msu.edu/vol11num1/ramirez/>
- Al-Quaragooly, D. A., & Al-Bermani, H. K. (2010). *Iasj.net*. Obtenido de <http://www.iasj.net/iasj?func=fulltext&aId=17458>
- Anderson, & Lynch. (1988). *Listening for foreigners*. Oxford: Oxford University Press.
- Archuleta, N. (2017). *What Comprehension Strategies Are Best for ESL Students?* Obtenido de <http://oureverydaylife.com/comprehension-strategies-esl-students-12408.html>
- Armstrong, T. (2009). *Institute4learning*. Obtenido de Multiple intelligences in the classroom: http://www.institute4learning.com/multiple_intelligences.php
- Barth, J. (1984). *The Literature of Exhaustion, The Friday Book*. Obtenido de <http://people.duke.edu/~dainotto/Texts/barth.pdf>
- Bataggia, S. (2017). *What Are the Five Main Topics in Reading Comprehension?* Obtenido de <http://oureverydaylife.com/five-main-topics-reading-comprehension-12248.html>
- Brophy, E., & Good, T. (1986). *Teacher vision: Summarizing*. Obtenido de <https://www.teachervision.com/reading-comprehension/summarizing>
- Brown, D. (2001). Obtenido de <https://pedufopenglish.files.wordpress.com/2014/06/teaching-by-principles-douglas-brown.pdf>
- Center, T. N. (2004). *The essentials of Language teaching*. Obtenido de <http://www.nclrc.org/essentials/reading/stratread.htm>
- Center, The National Capital Language Resource. (2003). *The essentials of language teaching*. Obtenido de <http://www.nclrc.org/essentials/listening/stratlisten.ht>
- Cohen, L., & Manion, L. (1994). *Research Methods in Education*. London: Routledge.
- Draper, A. (2004). *Journals Cambridge*. Obtenido de http://journals.cambridge.org/download.php?file=%2FPNS%2FPNS63_04%2FS0029665104000850a.pdf&code=0a7f3a3a5dc57e511339879b90c07d0c
- Dujmović, M. (2006). *STORYTELLING AS A METHOD OF EFL TEACHING* . Obtenido de hrcak.srce.hr/file/17682
- Dumont , H., Istance, D., & Benavides, F. (2010). *OECD*. Obtenido de <https://www.oecd.org/edu/ceri/50300814.pdf>
- Gonzalez, L. P. (2014). *The short story used as an online tool that provides meaningful contexts to develop English listening and Speaking skills in EFL first grade students at Prado Veraniego Public School*. Bogotá : Universidad Pedagógica Nacional .
- Gonzalez, N. I. (2010). *Teaching English through stories: A meaningful and fun way for children to learn a language* . Obtenido de Revista Universidad Nacional : <http://www.bdigital.unal.edu.co/18114/1/13855-40412-1-PB.pdf>
- Grapevine Coleyville Independent School District . (2017). *Grapevine Coleyville*. Obtenido de <http://www.gcisd12.org/site/Default.aspx?PageType=3&DomainID=70&PageID=27846&ViewID=7b97f7ed-8e5e-4120-848f-a8b4987d588f&FlexDataID=49602>

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

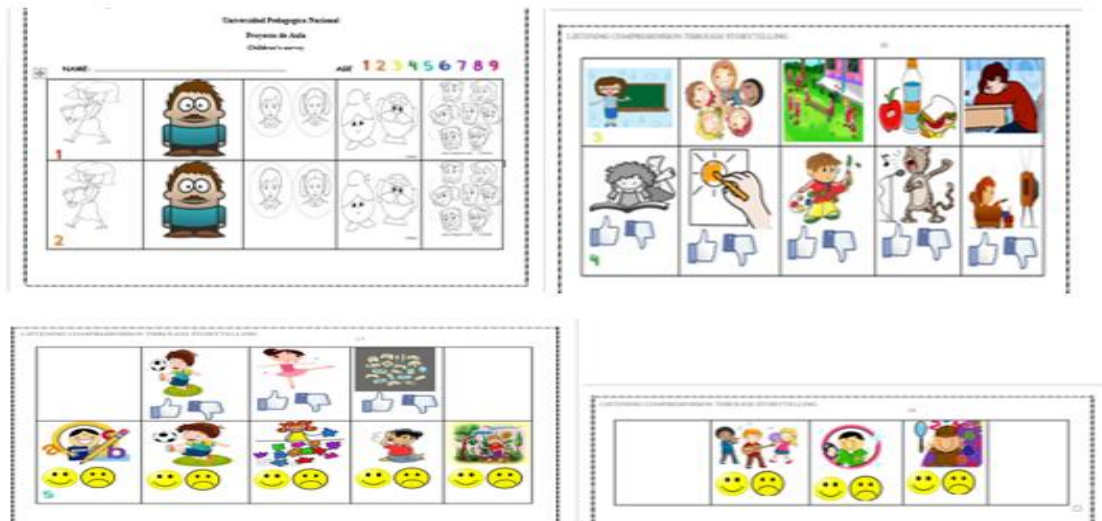
- Herrera, L. M. (2015). *The use of storybooks to improve listening skills in second grade pupils at San José de Castilla School* . Bogotá : Universidad Pedagógica Nacional.
- Houstonn, H. (2016). The three stages of a listening activity . *EFL Magazine* .
- Hronova, K. (2011). *Using digital storytelling in the English Classroom*. Obtenido de https://is.muni.cz/th/273849/pedf_b/Thesis_I.pdf
- İstifçi, İ. (2009). *Lexical Inferencing Strategies of Turkish EFL Learners*. Obtenido de <http://www.jlls.org/index.php/jlls/article/view/75>
- Jewit, C., & Kress, J. (2003). *Multimodal Studies*. Obtenido de <https://multimodalstudies.wordpress.com/what-is-multimodal-literacy/>
- Jones, R. C. (2012). *Strategies for reading comprehension: Summarizing* . Obtenido de <http://www.readingquest.org/strat/summarize.html>
- Killic, S., & Boffey, M. (2012). Obtenido de <https://www.thefosteringnetwork.org.uk/sites/www.fostering.net/files/resources/publications/building-relationships-through-storytelling-31-10-12.pdf>
- Kowalczyk , D. (2015). *Study.com*. Obtenido de <http://study.com/academy/lesson/what-is-survey-research-definition-methods-types.html>
- Krashen, S. (2002). Relating theory and Practice in adult second language acquisition . En S. Krashen, *Second language acquisition and second language learning* (pág. 101). California : Pergamon Press Inc .
- Kulkarni, P. (2008). *Researchgate*. Obtenido de https://www.researchgate.net/post/What_is_triangulation_of_data_in_qualitative_research_Is_it_a_method_of_validating_the_information_collected_through_various_methods
- Kurland, D. (2000). *How the language works: The fundamentals of critical reading and Effective writing* . Obtenido de http://www.criticalreading.com/inference_process.htm
- Larsen-Freeman, D. (2000). *Files.gu.edu*. Obtenido de files.gu.edu.ge:8008/.../D.L.Freeman-Techniques%20and%20Principles%20in%20Lang...
- Lenhart, A. (2013). *Pewresearch*. Obtenido de <http://www.pewresearch.org/fact-tank/2013/06/21/the-challenges-of-conducting-surveys-on-youths/>
- Mamun, A. A. (2014). *Effectiveness of Audio-visual Aids in Language*. Dhaka: Brac University .
- Manual de Convivencia. (2015). *PEI*. Bogotá: Colegio Prado Veraniego.
- Marayan, S. (1980). *Audio-visual aids for pre school and primary school children* . Obtenido de <http://unesdoc.unesco.org/images/0003/000395/039578Eb.pdf>
- McClury, R. (2002). *evokedevelopment*. Obtenido de <http://evokedevelopment.com/uploads/blog/commonData.pdf>
- Morin, A. (2015). *Understood for learning & attention issues* . Obtenido de <https://www.understood.org/en/school-learning/learning-at-home/following-directions/why-some-kids-have-trouble-following-directions>
- Muhr, T. (2002). *Atlasti.com*. Obtenido de <http://atlasti.com/qualitative-research-methods/>
- Odoulowu, E., & Akintemi, E. (07 de 2014). Obtenido de Effect of Storytelling on Listening Skills of Primary One Pupil in Ibadan North Local Government Area of Oyo State, Nigeria.: http://www.ijhssnet.com/journals/Vol_4_No_9_July_2014/10.pdf
- Pearson, A. (2016). *The Top-Down Theory of Literacy Learning*. Obtenido de <http://oureverydaylife.com/topdown-theory-literacy-learning-7795.html>

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

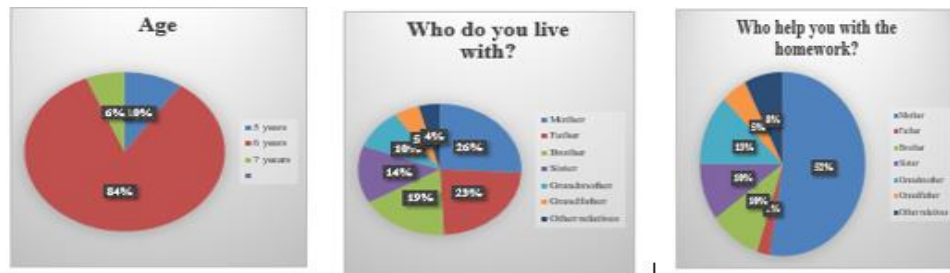
- Qualitative Research Consultants . (2016). *Qualitative Reserach Consultants Assoaciation* .
Obtenido de <http://www.qrca.org/?page=whatisqualresearch>
- Regional NET Coordinating Team. (2012). *Using short stories in the English classroom*. Obtenido de [http://www.edb.gov.hk/attachment/en/curriculum-development/resource-support/net/NETworking%20Short%20Stories%20\(Aug%202012\).pdf](http://www.edb.gov.hk/attachment/en/curriculum-development/resource-support/net/NETworking%20Short%20Stories%20(Aug%202012).pdf)
- Richards, J. (2008). *Teaching Listening and Speaking from theory to practice* . Cambridge : Cambridge University Press .
- Rost, M. (2011). *Teaching and Researching*. London : Pearson.
- Sanchez, L. S. (2014). *Developing linguistic skills through Storytelling in the EFL classroom*. Obtenido de http://riuma.uma.es/xmlui/bitstream/handle/10630/8869/SealeySánchez_TFG_Primary.pdf?sequence=1
- Schandwt , T. (2015). *USC Libraries Research Guides*. Obtenido de <http://libguides.usc.edu/writingguide/fieldnotes>
- Schutz, R. (2014). *Sthepen Krashen's theory of Second Language Acquisition* . Obtenido de <http://www.sk.com.br/sk-krash.html>
- Teachers Center Vision. (2015). *Teachers Center Vision*. Obtenido de <https://www.teachervision.com/skill-builder/reading/48711.html>
- Teng, F. (2014). *Teaching Listening : Strategies* . Obtenido de <http://dae.sju.edu.tw/faculty/flora/6.11/teaching%20listening.pdf>
- Trinidad, R. (2011). *rizzitrinidad*. Obtenido de <https://rizzitrinidad.wordpress.com/2011/08/06/three-reasons-why-children-like-watching-cartoons/>
- Tyagi, B. (2011). *The criterion*. Obtenido de <http://www.the-criterion.com/V4/n1/Babita.pdf>
- Urdiales, J. O. (2015). *Comunicación, escucha activa y relaciones interpersonales*. Obtenido de <http://www.psico.org/articulos/comunicacion-escucha-activa-y-relaciones-interpersonales/>
- Vandergrift, L. (2004). Listening to learn or learning to listen? *Annual Review of Applied Linguistics*. *Cambride University Press* , 3-23.
- Vandergrift, L. (2004). *Listening: theory and practice in modern foreign language competence*. Obtenido de <https://www.llas.ac.uk/resources/gpg/67#ref15>
- Vargas, V. O., & Mejia Gonzalez, D. (2009). *APPLYING BOTTOM-UP LISTENING STRATEGIES TO EIGHTH GRADE IN A PUBLIC HIGH SCHOOL*. Obtenido de <http://repositorio.utp.edu.co/dspace/bitstream/handle/11059/1529/3726521O42.pdf?journalid=0162E01C15158FCFCBAD165CE8E18EB1?sequence=1>

Annexes

Annex 1 Students' survey for identifying social and cultural aspects.



Annex 3 Pie diagrams with responses towards the students' survey




Annex 4 Diagnosis test for identifying linguistic needs of 2nd graders.

LISTENING COMPREHENSION THROUGH STORYTELLING 19


Ases 3 Diagnosis test UNIVERSIDAD PEDAGÓGICA NACIONAL
Proyecto de Aula
Diagnóstica 1

Name Age

1. Listen to the video *The Greetings Song*.
1.2 Match the greetings with the belonging picture.



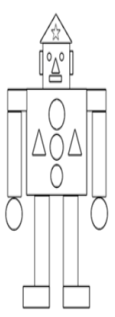
a. Good evening b. Bye c. Good morning



d. Good afternoon e. Good night

LISTENING COMPREHENSION THROUGH STORYTELLING 20


2. Watch the video *The Shapes Song* then color "The friendbot" according to the instructions




Yellow circle, blue triangle, red square, orange square, orange star.

LISTENING COMPREHENSION THROUGH STORYTELLING 21


3. Watch the short story *The magic goose* and answer the next two questions



1. 4.1 If you find a golden egg what would you do ...



4.3 Do you agree with the end of the story?



Annex 5 Diagnosis Workshop 1

Date: August 9th /2016

1. Name of the lesson: The hare and the tortoise

2. Population: Second graders Age: 6-7 years old

3. Materials:

- Videos : Hello, hello song and The hare and the tortoise
- Draws of different animals
- Sheets: rabbit and turtle masks
- Yellow wool

4. Topic: Storytelling and its impact in the development of listening comprehension skills through top down strategies

5. Objectives:

- ❖ To make predictions from the context which surrounds a story.
- ❖ To identify basic vocabulary : days of the week, food and colors
- ❖ To develop handicraft activities

6. Number of students: 34 students

7. Instructional setting: Whole class then individuals

8. Procedure:

- Icebreaker
1. Students say hello to each other by singing the nursery rhyme: Hello, hello, hello to you I say hello when I see you
 2. Students listen to the song *Hello, hello* (Annex 1). Then they practice a set of movements following the teacher instructions.
 - The teacher indicates to students that they are going to have an activity based on animals. She has prepared some draws with different animals (Annex 2) , the idea is that she chooses some students and they should imitate animal's sounds or movements. The rest of the children should guess what is the animal that is on the draw.
 - Students should pronounce the animals after the teacher
 - After checking these animals, students watch a video but before doing this, they need to think about animals that are going to be part of the video.
 - Students watch the story of *The hare and the tortoise* (Annex 3) in which a proud hare says that anyone in the forest might defeat him. However a turtle- the slowest animal- beats him.
 - The teacher plays the video and pauses it for asking students the next questions: Where do you consider the animals of the story are going to be?.
 3. What would you think is the rabbit talking about?

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

4. Why is tortoise laughing?
5. Who is going to be the winner? The turtle or the rabbit.
6. For participating, students should raise their hands and listen to what their classmates say.
 - After checking the video, the teacher gives to each student a sheet which has a mask on it (Annex 4) . The masks have two types: rabbits and turtles. Students should cut and color them.
 - Once masks are done, the teacher indicates to the group that some of them are going to participate in a class race. The teacher chooses some students, they should run and the one who comes first wins.

10. Assessment:

- Students development of activities and inferential thought

11. Annexes:

Annex 1 Song ‘Hello, hello’

<https://www.youtube.com/watch?v=fN1Cvr0ZK9M>

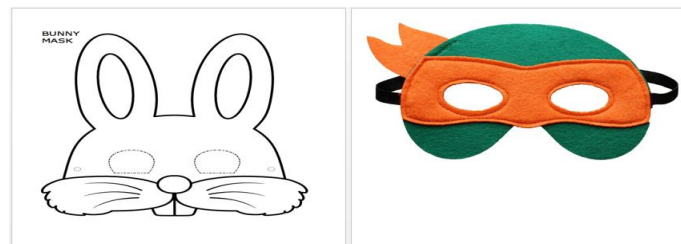
Annex 2 Flash cards of animals

Annex 3 The hare and the tortoise

<https://www.youtube.com/watch?v=eMXmMHVNx4U>



Annex 4 Masks



Annex 6 : Diagnosis workshop2

Date: August 16th /2016

1. Name of the lesson: The Very Hungry Caterpillar

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

2. Population: Second graders Age: 5-7 years old

3. Materials:

- Videos : If you are happy , Caterpillar song and The days of the week
- Slides with the story The Very Hungry Caterpillar
- Circles of different colour
- Sheet with eyes and mouths

4. Topic: Storytelling and its impact in the development of listening comprehension skills through top down strategies

5. Objectives:

- ❖ To make predictions from the context which surrounds a story.
- ❖ To identify basic vocabulary : days of the week, food and colours
- ❖ To develop handicraft activities

6. Number of students: 34 students

7. Instructional setting: Whole class then individuals

8. Procedure:

- Students say hello to each other by singing the nursery rhyme: Hello, hello, hello to you I say hello when I see you
Students listen to the song *if you are happy* (Annex 1). Then they practice a set of movements following the teacher instructions.
- The teacher presents to the students a new friend, it is a caterpillar – a toy-(Annex 2). Then they should think about these situations
 - What is its name?
 - How it feels? Happy or sad
 - To introduce the new friend the teacher plays the Caterpillar song (Annex 3)
 - The teacher asks them what tickle is? Because this word appears on the video several times. Once children have provided their responses, the teacher tickles some of them, in this way they understand what this action means, students should make the same with another classmate.
- The puppet starts to yawn, children might think why it is making this action. Then the teachers asks to students What the caterpillar eats?
- The teacher says to the students that they are going to listen to the story of their new friend. While the teachers presents to students a set of slides with the story *The Very Hungry Caterpillar* (Annex 4) she reads the story.
- While students watch the slides and listen to the teacher, they must circle the food that the caterpillar eats. (Annex 5)
- Students watch a video about the days of the week (Annex 6). They should pronounce the days

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

After checking the story and the video , the teacher says to students that they are going to participate in the caterpillar contest. That is the reason why, they must make their own caterpillar using a set of seven colorful circles, one for each day of the week (Annex 7). For doing this, the teacher gives them the circles to students following a pattern of colors: blue (Monday), green (Tuesday), purple (Wednesday), red(Thursday), orange(Friday), pink (Saturday), yellow (Sunday) .

For personalizing a little bit more the caterpillar, the teacher also gives to the students a pair of eyes and a mouth (Annex 8)

When the caterpillars are ready for the contest, the teacher chooses some students for participating.

The first challenge is to choose the most shouting caterpillar (in this part three children should scream goool, the one who screams more time is the winner)

The second challenge is to choose the fastest caterpillar (in this part children run, the one who comes first is the winner)

10. Assessment:

- Students development of activities and inferential thought

11. Annexes:

Annex 1 Song “if your are happy”

<https://www.youtube.com/watch?v=l4WNrvVjiTw>



Annex Days of the week

<https://www.youtube.com/watch?v=mXMofxtDPUQ>

Annex 7



Annex 2 Extracts of C Project Field Notes

<p>Extracts of C Project field notes School : Prado Veraniego Course: 202 34 Students Observer: Milena Lugo Acevedo.</p>
<p>The English teacher sings a greetings’ song, children sing and enjoy it. They move their bodies imitating the teacher’s movements” (Annex 2, C. Project Field note # 1). ‘‘The E teacher puts a video in the TV about parts of the body .For little children either cartoons, videos and songs are really catchy and fun because they can make movements and express themselves’’. (Annex 2, C. Project Field Notes#4). ‘‘While the E teacher is telling in English the story [of a monster] most of the children are quiet and paying attention to her.’’ (Annex 2, C. Project Field Notes#4)</p>

Annex 7: Extracts of Asistida Field notes

<p>Field Notes 1 School : Prado Veraniego Course: 202 34 Students Observer: Milena Lugo Acevedo. Date: August 9th</p>
<p>Description</p> <p>The teacher starts the session by doing an icebreaker: <i>Hello, hello, hello to you I say hello when I see you.</i> Through this activity, students say hello to each other while make some movements Then the teacher puts the song <i>If you are happy</i>, students check the video. After that, they practice some movements following the teacher instructions After these activities, the teacher introduces to the students a new friend, it is caterpillar called Jack. Students touch and say hello to this character. The teacher asks them how do you think it feels?. As students do not understand her, she repeats the word happy and smiles then she says sad makes a sad face. Some students understand what she says. Some children do not understand , that is why she asks in Spanish : <i>Como se siente nuestro amigo?</i> Most of them say : feliz, others say happy. The teacher says to students that they are going to check a song about his new friend. Children watch the video and listen to the song. When it finishes, they say: <i>otra, otra</i> . The teacher plays the same song again. Now, the teacher says: <i>I’m going to tickle you.</i> For explaining this sentence, she tickles some students. These children smile, the teacher indicates to them that they should tickle each other. One girl says: ‘‘Ahh esas son cosquillas’’</p>

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

The teacher asks to the students : Guys, what the Caterpillar eats? Some of them say: pizza, perro caliente, helado, manzana, jugo. After this, she gives to the children a piece of paper with different fruits.

The teacher indicates to the students that they need to use a red color for the food that the caterpillar eats. Then, she says to students that they are going to listen to Jack's story, for doing this, the teacher uses a presentation with a set of slides about: The very hungry Caterpillar by Eric Carle.

The teacher reads the story; however some students do not pay attention and she needs to use a set of strategies.

Children start to stand up and talk each other while the teaching is reading and telling them the story of Jack, the caterpillar. One of the boys says that he preffers to check a video

As in the story appears a different fruit for each day of the week. The teacher makes emphasis on both: fruits and days of the week. Students should pronounce after her these pieces of vocabulary .When in the slides appear a fruit she asks them what fruit is this? Some students participate saying the name of the fruit.

Once students have circled the fruits, the teacher says that they are going to practice the days of the week. She puts a video about this topic. Students pronounce the words

The teacher says that they are going to create some friends for Jack the Caterpillar

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

Annex 8: Syllabus of pedagogical implementation

Prado Veraniego Public School English Syllabus First implementation: August to March			
TIME	ACHIEVEMENTS	ACTIVITIES	INDICATORS
Week 1 (Diagnosis) Date: August 9 th 2016 Name of the lesson: The here and the tortoise	To identify vocabulary related to animals To make predictions and inferences regarding to a fable	Icebreakers (greeting and song) To work with images To make predictions about issues of the story To listen to and watch a video about the story To make inferences based on the story To create turtle and rabbit masks To participate in a contest for choosing the fastest rabbit or turtle.	The student is able to make predictions based on her or his previous knowledge. The students can relate clues in fables and tales for inferring situations and events on the story The student identifies vocabulary from a given context The student is able to deduce the topic of a story
Week 2 (Diagnosis) Date: August 16 th 2016 Name of the lesson: The very hungry caterpillar	To identify vocabulary related to food and days of the week To make predictions and inferences regarding to a tale	Icebreakers (greeting and song) To make predictions about issues of the story To listen to a picture book story To make inferences based on the story To listen to a song based on the days of the week To create a caterpillar for remembering the days of the week To participate in a caterpillar contest	The student is able to make predictions based on her or his previous knowledge. The students can relate clues in fables and tales for inferring situations and events on the story The student identifies vocabulary from a given context The student is able to deduce the topic of a story

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

<p>Week 3 (Summary) Date: August 23rd 2016 Name of the lesson: Let's go to the moon</p>	<p>To practice former vocabulary about animals, food and days of the week</p>	<p>Icebreakers (greeting and song) To check a power point presentation related to food To play lottery for remembering vocabulary about food To organize the days of the week by coloring a rocket To sing a song based on the days of the week</p>	<p>The student identifies vocabulary from a given context</p>
<p>Week 4 Date: September 6th 2016 Name of the lesson: Hansel and Gretel</p>	<p>To identify vocabulary related to places : The forest and the witch house To recognize vocabulary about food To make predictions and inferences regarding to a tale</p>	<p>Icebreaker (greeting and song) To make predictions about issues of the story To make inferences based on facts and situations on the story To make a contrast with previous expectations about the story with the events that happen in it To make a candy house</p>	<p>The student is able to make predictions based on her or his previous knowledge. The students can relate clues in fables and tales for inferring situations and events on the story The student identifies vocabulary from a given context The student is able to deduce the topic of a story.</p>
<p>Week 5 Date: September 13th 2016 Name of the lesson: The greedy hippo</p>	<p>To identify the verb like To remember vocabulary about animals To remember vocabulary from the days of the week To make predictions and inferences regarding to a fable</p>	<p>Icebreaker (greeting and song) To make predictions from the story To listen and watch a video with the story To make inferences based on the story To create a greedy hippo sharing square To listen to a monster's song : Pizza and Chips for remembering days of the week</p>	<p>The student is able to make predictions based on her or his previous knowledge. The students can relate clues in fables and tales for inferring situations and events on the story The student identifies vocabulary from a given context The student is able to deduce the topic of a story</p>

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

<p>Week 6 (Summary) Date: September 20th 2016 Name of the lesson: Let's create a monster</p>	<p>To make a summary from aspects related to the two formers stories To remember the days of the week</p>	<p>Icebreaker (greeting and song) Matching game based on Hansel and Gretel To remember general details from the two former stories through a handout To sing the monster's song : Pizza and Chips To design some creepy sharing monsters</p>	<p>The student reports characters, places and situations from fables and tales The student identifies vocabulary from a given context.</p>
<p>Week 7 Date: September 27th 2016 Name of the lesson: Goldilocks and the three bears</p>	<p>To recognize vocabulary from members of the family To make predictions and inferences regarding to a tale</p>	<p>Icebreaker (greeting and song) To make draws for predicting how is the main character To fill a handout for making predictions related to issues on the story To make inferences based on events To listen to a song related to family members Students create their own families with bear figures</p>	<p>The student is able to make predictions based on her or his previous knowledge. The students can relate clues in fables and tales for inferring situations and events on the story The student identifies vocabulary from a given context The student is able to deduce the topic of a story</p>
<p>Week 8 Date: October 4th 2016 Name of the lesson: The town mouse and the country mouse</p>	<p>To identify the parts of the house To recognize differences between the country and the city To make predictions and inferences regarding to a fable</p>	<p>Icebreakers (greeting and song) To make predictions about the two main characters To design a mouse with different accessories To place images regarding to activities in the city and in the country To make inferences based on events on the story To watch a video about parts of the house To make groups of students for making mouse house.</p>	<p>The student is able to make predictions based on her or his previous knowledge. The students can relate clues in fables and tales for inferring situations and events on the story The student identifies vocabulary from a given context The student is able to deduce the topic of a story The student is able to deduce the topic of a story</p>
<p>Week 9 (Summary) Date: October 18th 2016 Name of the lesson: A family in a house</p>	<p>To have a review about main issues in the two former stories To remember family vocabulary To identify the elements that make part of the rooms in the house</p>	<p>Icebreakers (greeting and song) To comment main ideas about the two stories To follow instruction for placing family members in order to create a family tree To create a classroom family tree</p>	<p>The student reports characters, places and situations from fables and tales The student identifies vocabulary from a given context</p>

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

		All the students create a house by placing images of the parts of the house	
<p>Week 10 Date: October 25th 2016 Name of the lesson: Red riding hood</p>	<p>To work on the verb to be To identify features from the characters on the story To describe characters on the story To make predictions and inferences regarding to a tale</p>	<p>Icebreakers (greeting and song) To make predictions about the main character To contrast initial predictions with events that happen along the story To make inferences from events on the story To organize sequences of images To create masks about Red riding hood and wolves</p>	<p>The student is able to make predictions based on her or his previous knowledge. The students can relate clues in fables and tales for inferring situations and events on the story The students is able to organize sequences of images for showing comprehension about a story The student identifies vocabulary from a given context The student is able to deduce the topic of a story</p>
<p>Week 11 Date: November 1st 2016 Name of the lesson: The boy who cried wolf</p>	<p>To work on the verb to be To identify features from the characters on the story To describe characters on the story To make predictions and inferences regarding to a fable</p>	<p>Icebreaker (greeting and song) Predictions about the main character Inferences based on events that happen along the story To play what is in the forest? To elaborate a handicraft sheep</p>	<p>The student is able to make predictions based on her or his previous knowledge. The students can relate clues in fables and tales for inferring situations and events on the story The student identifies vocabulary from a given context The student is able to deduce the topic of a story</p>
<p>Week 12 (Summary) Date: November 8th 2016 Name of the lesson: Summary</p>	<p>To have a review about main issues in the two former stories To identify elements that similar and different in the two stories</p>	<p>Icebreakers (greeting and song) To make an intersection with images of the two former stories To play the basket race for working on vocabulary about food To fill a true and false handout for checking comprehension related to the two former stories</p>	<p>The student reports characters, places and situations from fables and tales The student identifies vocabulary from a given context</p>
<p>Week 13 Date: February 16th /2017</p>	<p>To identify features from the characters on the story To describe characters on the story</p>	<p>Icebreaker (greeting and song) To make draws for predicting how is the main character</p>	<p>The student is able to make predictions based on her or his previous knowledge.</p>

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES




<p>Name of the lesson: The three little pigs</p>	<p>To make predictions and inferences regarding to a folktale To recognize parts of the body</p>	<p>To fill a handout for making predictions related to issues on the story To make inferences based on events To organize sequences of images based on a story To identify parts of the body.</p>	<p>The students can relate clues in fables and tales for inferring situations and events on the story The students is able to organize sequences of images for showing comprehension about a story The student identifies vocabulary from a given context The student is able to deduce the topic of a story</p>
<p>Week 14 Date:February 23rd /2017 Name of the lesson: The little Red Hen</p>	<p>To identify features from the characters on the story To describe characters on the story To make predictions and inferences regarding to a fable</p>	<p>Icebreaker (greeting and song) To make draws for predicting how is the main character To fill a handout for making predictions related to issues on the story To make inferences based on events To organize sequences of images based on a story To work on actions related to a story.</p>	<p>The student is able to make predictions based on her or his previous knowledge. The students can relate clues in fables and tales for inferring situations and events on the story The students is able to organize sequences of images for showing comprehension about a story The student identifies vocabulary from a given context The student is able to deduce the topic of a story</p>
<p>Week 15 Date: March 2nd /2017 Name of the lesson: Summary</p>	<p>To have a review about main issues in the two former stories To identify elements that similar and different in the two stories</p>	<p>Icebreakers (greeting and song) To make an intersection with images of the two former stories To remembers parts of the body</p>	<p>The student reports characters, places and situations from fables and tales The student identifies vocabulary from a given context</p>
<p>Week 16 Date: March 9th /2017 Name of the lesson: The sleeping beauty</p>	<p>To identify features from the characters on the story To describe characters on the story To make predictions and inferences regarding to a tale</p>	<p>Icebreaker (greeting and song) To make draws for predicting how is the main character To fill a handout for making predictions related to issues on the story To make inferences based on events To organize sequences of images based on a story To identify parts of the body.</p>	<p>The student is able to make predictions based on her or his previous knowledge. The students can relate clues in fables and tales for inferring situations and events on the story The students is able to organize sequences of images for showing comprehension about a story The student identifies vocabulary from a given context</p>

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

			The student is able to deduce the topic of a story
<p>Week 17 Date: March 16th /2017 Name of the lesson: Review</p>	<p>To have a review about main issues in the two former stories</p>	<p>Icebreaker (greeting and song) To fill a handout for making predictions related to issues on the story To make inferences based on events To create short summaries from a story.</p>	<p>The student is able to make predictions based on her or his previous knowledge. The students can relate clues in fables and tales for inferring situations and events on the story The students is able to organize sequences of images for showing comprehension about a story The student identifies vocabulary from a given context The student is able to deduce the topic of a story</p>

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

Annex 9 : Rubric Grading standards

Indicator Grading standards	 Exceed expectations	 Meeting expectations	 Far below expectations
The student is able to make predictions based on her or his previous knowledge.	Predictions agree with issues related to fables and tables	Predictions sometimes are related with issues related to fables and tables	Predictions do not have any connection with issues related to fables and tables
The student organizes images from fables and folktales for predicting what happens in a story.	The organization of the images permits to recognize events of the stories	The organization of the images permits to recognize events of the story but is not enough for to elaborating a hypothesis	The organization and recognition of the images do not permit to elaborate a hypothesis about the events of the story
The student can relate clues in fables and folktales for inferring situations and events along the stories	The relation of the elements of the story allows to make inferences	The relation of the elements of the story are not effectively understood that is why the inferences are not well developed	The elements of the story are not used to create inferences
The student identifies vocabulary from a given context	The meaning of the words is achieved taking the context as a referent	The meaning of the words is guessed but its creation do not take into account the context of the story	The meaning is not approached
The student is able to deduce the topic of a story	General ideas let to comprehend the main topic of the stories	The topic of the story is confused with the one other stories have	The topic of the story does not present any relation with the story
The student reports characters, places and situations from fables and folktales	Identification of the main characters, places and situations that constitute a story	Some of the main characters, places and situations that constitute a story are identified but they need to be reinforced	There is not identification of the main characters, places and situations that constitute a story

Annex 10: Extracts of Field Notes Autonomia

<p>Field Notes Format School : Prado Veraniego Course: 202 33 Students Observer: Milena Lugo Acevedo. Date: February 16th 2017</p>
<p>Description</p> <p>The teacher starts the class by doing an icebreaker for students to say hello each other. The teacher writes on the board the date and draws a house with some cartoons inside. Then she indicates to children that today they are going to work on a story in which the wolf that they have known in many stories appears again. While the teacher is saying that most of the students start to scream and talk aloud, the teacher asks to the group to raise their hands and put them down. Once children are under control, the teacher gives the word to one boy that says that today's story is the three little pigs; some other children are in agreement with this kid. The teacher puts a video on the video beam, children say that the graphics are similar to the ones that a videogame has. While students are checking the video, the teacher stops it for making some questions related to actions that happen along the story. The teacher asks Why the little pigs are leaving their mom's house? A girl says that it happens because they are going to build their own houses. The teacher asks children about the material of the first house, she says : What is this house made of ? Some students indicate that it is made of straw. After that the teacher asks to the group to pronounce this word. When the wolf appears on the story and it is close to the first pig house , the teacher asks children if the wolf is going to destroy the house. They say aloud that yes. Now the teacher asks what is this pig going to do , a girl says that he is going to run, a boy complements her answer by saying that the pig is going to run to his brother's house. As happens before, the teacher asks children about the material of the second house, they say that it is made of sticks and they should pronounce after the teacher this word. The teacher asks kids if it is going to happen the same with the sticks house? For answering that the teacher indicates if they consider that this event would happen they should raise their hands. One boy says that the two pigs are going to run to their brother's house and the teacher says: Let's see what happens For the last house, the teacher asks children about the material, once they have answered they pronounce the word. The teacher asks them if the brick house is going to be destroyed. Most of them say : Noo When one of the pigs puts water on the stove, at the same time the wolf tries to enter into the chimney, the teachers asks students about what would happen to the wolf? S7</p>

LISTENING THROUGH DIGITALSTORYTELLING AND TOP DOWN STRATEGIES

says that he is going to enter through the chimney, S15 says that no. S11 comments

the wolf is going to be burnt by the water

. After that students check what happens.

When the story has finished students should organize a sequence of images related to the events on the tale. The teacher chooses some students and these kids should be in front of the class. Each kid organizes the story according to the events they watched in the video. Most of the children want to participate, nonetheless the teacher indicates that in spite they could not be part of this activity there are some others in which they can participate.

Children develop a handout regarding the story. The teacher coordinates the activity by giving some indications, nonetheless she notices that some students start to circle the images that are in the printable, and she says that they need to wait for her instructions.

On The first part of this handout

the second point of the hand out are quite well developed. In regards to the second point the teacher asks: Children do you remember what huff means? S4 says : ‘Teacher it is when the wolf blow the pigs’ houses’ and this kid blows air with his mouth. S11 eleven is in agreement with S4. The teacher says : yes, guys it is. Students circle the image in which a wolf is blowing

but the third requires students’ attention, some of them should erase their previous responses and ask teacher help for achieving this part of the activity.

The last point makes that some children express and write in one sentence their perceptions towards the fact that the two pigs come back to their houses. Some children express aloud their opinions, some others are distracted. These situations takes to the teacher to be focus on students’ performance because this activity is a little bit challenging for them.

After this activity, the teacher says that the wolf was hungry and wanted to eat the pigs that is why they are going which body parts prefer the wolf. In this moment students check a video about parts of the body, they perform the movements that cartoons make on the video.

Now the teacher says that they are going to recognize parts of the body. She models the exercise and kids develop the exercise after her .

After that the teacher asks one boy and one girl to help her to give some cartoons to their classmates. With these figures (from Peppa pig) children should match parts of the body with their belonging names. The teacher directs the exercise for avoiding students’ distraction.

