

**PROMOTING LISTENING AND SPEAKING THROUGH AUDIOVISUAL
CONTENT AND COGNITIVE FEEDBACK: COMPARATIVE STRATEGY**

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2022

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Abstract

The pedagogical innovation based on exploratory action research took as a reference 28 ninth graders from the Magdalena Ortega de Nariño school, identifying through observations, interviews and diagnostic tests that listening and speaking skills are not highly significant in the classroom and as a result the level of these skills is not close to the level proposed by the MEN for the ninth grade. Thus, the pedagogical innovation proposes to develop a series of activities, all of them focused on tourism and presented on a web page. The aim is to improve listening and speaking skills through the use of audiovisual content and cognitive feedback with a comparative strategy for ninth grade students. In addition, a session of the pedagogical proposal was applied to the same reference group as a pilotage, finding an improvement in listening and speaking skills according to the data collection. Thus, the pedagogical proposal is innovative as it employs the use of ICT, integrating feedback with a comparative strategy and audiovisual content to improve listening and speaking skills simultaneously.

Main words:

Audiovisual content, feedback, comparative strategy, listening skills, speaking skills

Resumen

La innovación pedagógica basada en la investigación acción exploratoria tomó como referencia a 28 estudiantes del grado noveno del colegio Magdalena Ortega de Nariño, identificando a través de observaciones, entrevistas y pruebas diagnósticas que las habilidades de escucha y habla no son altamente significativas en el aula y como resultado el nivel de estas habilidades no se acerca al nivel propuesto por el MEN para el grado noveno. Así, la innovación pedagógica propone desarrollar una serie de actividades, todas ellas enfocadas al turismo y presentadas en una página web. El objetivo es mejorar las habilidades de escucha y habla mediante el uso de contenidos audiovisuales y retroalimentación cognitiva con una estrategia comparativa para los estudiantes de noveno grado. Además, se aplicó una sesión de la propuesta pedagógica al mismo grupo de referencia a modo de pilotaje, encontrando una mejora en las habilidades de escucha y habla según la recogida de datos. Así, la propuesta pedagógica es innovadora al emplear el uso de las TIC, integrando la retroalimentación con una estrategia comparativa y los contenidos audiovisuales para mejorar las habilidades de escucha y habla simultáneamente.

Palabras Clave

Contenido audiovisual, retroalimentación, estrategia comparativa, habilidad de escucha, habilidad de habla

Chapter I

Contextualization and Problem

This chapter explains in depth the context, the description of the population, the problem, the justification, the problem question, the general objective, and the specific objectives in which the pedagogical proposal could be applied. In addition, a diagnostic test is taken as a basis, in which the ninth A grade of the Magdalena Ortega de Nariño school participated. Therefore, the data collected and described in this chapter is based on this target population.

Context

The present pedagogical proposal is thought in public schools in Bogotá, especially in a school called Magdalena Ortega de Nariño. This public school is in the locality of Engativá in the neighborhood of Las Ferias, to be more accurate in the career 69b #78a 36 with a stratification of level three. In addition, around the school you can find several types of stores that supply the students, also have a supermarket nearby and a Transmilenio station no more than three blocks away, which makes the place safe because the presence of the authorities is constant around not only the station and the supermarket but also the school. It is important to mention that green areas such as parks are quite far away, to access the nearest one you must cross a pedestrian bridge that crosses 80th Street.

The school is divided into morning, afternoon, and evening classes. In the afternoon, which is conceived the pedagogical proposal, there are about four hundred high school students who study from 12 pm to 6 pm. In all classrooms, students and teachers can find a TV, a shelf for materials, a board, and desks for each student. It is also important to mention that the institution has two technology classrooms, recreation areas and a cafeteria

for students. In addition, there is a room called *Aula de bilingüismo* which is supposed to be used for English classes but today is used by a SENA program.

On the other hand, the school has a PEI (Institutional Educational Project) in the Magdalena de Nariño school (ND) “*formacion de mujeres, jovenes y adultos competentes para las exigencias del mundo actual*”, in addition, his vision of education is based on teaching for understanding (*enseñanza para la educación*). Jaramillo et al (2004) state that students must think from what they know in order to investigate and create. Moreover, the authors point out that for students the generative topics should be interesting and exciting, since they make connections to their lives and correspond to the central questions or ideas of the discipline. Likewise, the vision points to the development of skills in administrative management and emphasis on human development and the mission points out that the school provides its services to the community with the purpose of educating women for the exigencies of today's world.

Description Of The Participants

The ninth A grade (9A) course to which the pedagogical implementation is applied, is composed of 28 students, their age range is from 13 to 18. In general, the course is varied, but most students are between 14 and 15 years old. In accordance with the first questionnaire (see annex 4), which was applied to this group with the objective of identifying and analyzing the requirements and personal information of each of the members, it showed that very few students take extra English courses (see annex 4- Question 5). In addition, in their foreign language classes most of them claim to make use of audio-visual content (see annexes 4-Question 6). Moreover, most of the ninth-grade

students indicate they do have contact with English, this involves listening to music, talking or chatting, watching movies or videos in English (see annex 4- Question 9).

In addition, the teacher describes the group as lacking emotional attachment, responsibility, and interest in some tasks (see annex 1- figure 1). This can be demonstrated in the field notes taken from the two classroom observations (see annex 2). Therefore, the field notes show that the students did not perform the activities proposed by the teacher, arrived late to class or performed other activities in the classroom.

On the other hand, the diagnostic test applied to the students (see annex 3) is considered to determine the level of English of the participants. Therefore, to carry out the diagnosis it was taken into account the basic rights of competences of the National Ministry of Education, MEN (2015) in which ninth grade students, in listening skills, can follow instructions given in class orally in order to perform academic activities; they can understand information about daily interaction that the teacher and students bring to class, without the need for repetition; they can identify general and specific ideas they heard identifying their sequence; moreover, they infer specific information from what it was heard identifying specific information in short conversations taken from real life, only if they are accompanied by images.

Now, in relation of speaking skills that Ninth-grade students have, according to the basic rights of competences directed by MEN (2015), it can be said that Students in this grade can make presentations and short narratives; they can express opinions of general interest to their classmates; they explain and briefly justify their plans and actions. Students can interact with classmates and teacher to make decisions about specific topics they know, they can also use formal or informal language in improvised role-plays , using strategies to

monitor their pronunciation. Therefore, this diagnosis was based on the basic rights of competences directed by MEN (2015) stating that students should be at a level of English b1 or intermediate level, however, certain adjustments were made thanks to the observation made previously.

Therefore, the data collected are aimed at listening and speaking (see annex 3). In listening, two components are evaluated, the first one focuses on information retention with two intermediate level audios (According to the site where the audios were taken, they are intermediate level) and the second component focuses on the recognition of specific words during the audio. In speaking, three components are evaluated, the first is vocabulary knowledge; the second, fluency; and the third, pronunciation. The data (see annex 3) shows a low level of speaking and listening skills in all of these areas except vocabulary, however, when this vocabulary is used within a sentence those seem to be meaningless.

In summary, the ninth-grade students of Magdalena Ortega de Nariño, maintain a lower level than that established by the MEN, according to the diagnostic test applied, they also maintain a low interest in English classes, but outside of class they do maintain contact with the foreign language.

Statement of the Problem

The ninth-grade participants and the teacher in charge of teaching English classes in this course at Magdalena Ortega School are significant for the design of the pedagogical proposal. Thus, considering the first survey (see first survey and results of point 5) it is possible to establish that most of this population does not take courses for the improvement of the foreign language, which in this case is English, either for economic reasons or

because they do not like it. In this first survey it was also evident that the majority of students claim not to be evaluated in skills such as speaking or listening.

The opinion and point of view of the teacher is also important, so an interview was conducted with the teacher of the ninth grade A class (see interview with teacher question 4 and 5) where she affirms to give more emphasis to the skills of writing and reading since to work on speaking and listening takes more time and those are skills that are not evaluated in the Saber test, adding that for this reason there is no feedback during the classes in these two skills. According to Ellis and Shintani (2014), it is difficult to anticipate student output if students are not exposed to rich input. This points more to the lack of exposure to listening and the lack of relevance of speaking that students in nine grades have in the classroom.

She also specifies in this interview that the students lack attention in the classes, she affirms that they need to concentrate on the importance of English and they lack self-evaluation criteria. This type of comment can also be contrasted in observations 1 and 2 (see observation 1 and 2) in which attitudes such as loss of attention and interest in the way of approaching the audiovisual medium (observation 1 (item 9)) or scenarios in which there is no constant and clear evaluation are latent in the classroom.

Moreover, In Colombia, despite the technological investment that has been made in the education sector, some teachers do not make constant use of the tools they may have at their disposal. According to the research carried out by Asprilla, Borjas & Ricardo (2019) they state that according to the results or findings they obtained, 8 out of 9 teachers do not make use of ICTs in their educational work, they also found that although it is believed that the use of the computer is the most used resource in the classroom, this electronic device

has a low use becoming almost null. This information complements what was found in the ninth grade classroom, since the school, despite having resources such as bilingual classrooms, is only limited to the use of a computer and a TV.

On the other hand, the diagnostic test which is focused on listening and speaking skills revealed a low level in these skills. First, in listening, specifically in the *information retention* component, most of students had between 0 to 2 correct answers over 5, and in the specific word recognition component, the majority of students had between 0 to 3 correct answers over 7. Secondly, in speaking, specifically in vocabulary, the students have an intermediate level since the majority of them had between 4 to 7 correct answers over 10, and in the fluency and pronunciation component, the majority of students are at a low level. These results provide important information to take action on speaking and listening skills.

In summary, the ninth-grade students have a low level not only in listening but also in speaking, the results of the diagnostic test confirm this, and the teacher's opinion also shows that the two skills are not practiced in class. Likewise, it could be observed that just as these two skills are not worked on, there is no feedback to improve them during class. In addition, it can be added that the use of audiovisual material is done in a group way, resulting in the loss of the student's interest.

Rationale

This pedagogical proposal is aimed at improving certain dynamics that have occurred in listening and speaking skills during English classes in ninth grade of Magdalena Ortega School. To improve those skills, it is necessary the help of feedback with a comparison strategy and the use of audiovisual content for students.

In this sense, the inspiration in the use of audiovisual material is beginning to gain more strength. Firstly, this material helps students to be closer to the target language, in the fact they can listen the speaker producing interest messages at the same time as they see them in addition, the student can replay the video many times as he or she wants. For example, Contreras (2017) in the research, find that the videos were a very useful tool because the students demonstrated high level of attention and improvement of vocabulary (p.63). Secondly, the oral message is not given purely aurally but also visually, which aids message comprehension as stated in the theoretical framework. Thirdly, the students are able to take as a reference point the speakers for their oral production, in this way they can compare in a more immediate way which is the error made by them.

On the other hand, it is also important to emphasize that students need a means by which they can understand what their error was to arrange and strengthen them. “What actually makes them feel upset is when they do not actually understand what their teachers are correcting” (Martinez, 2013, p. 273) For this, a more convincing, approachable, more positive way of giving feedback has been devised. “feedback that includes recommendations to use learning strategies can positively influence students’ preparation for and performance in oral presentations because it helps them to recognize their level of progress and gives them alternatives about steps to follow”(Sisquiarco et al 2018,p. 107) According to the literature reviewed, there are different types of feedback, however, this pedagogical proposal attempts to achieve a more autonomous type of feedback with a comparative strategy but without disengaging the presence of the teacher in the correction of errors.

Now, the pedagogical proposal aims to solve the deficit of listening and speaking skills of the English language in ninth grade students in Magdalena Ortega de Nariño trying

to give an approach to the foreign language through audio-visual content understanding the common point, in terms of interests, of the chosen population. Thus, the purpose of all this is to improve the communication skills, specifically in the listening and speaking skills of the students.

Question

How does the designing of a pedagogical proposal based on the use of audio-visual content and feedback with a comparative strategy to enhance listening, speaking skills in ninth grade students of the Magdalena Ortega de Nariño school?

Main Objective

To develop a pedagogical proposal involving audiovisual material and feedback with a comparative strategy to strengthen listening and speaking skills in ninth grade students.

Specific Objectives

1- To establish a theoretical framework to support the relationship between audiovisual content, feedback with a comparative strategy, speaking skills and listening skills.

2- To design a series of activities to improve listening and speaking skills in ninth graders involving feedback with a comparative strategy and having as a basis the audiovisual content.

3-. To describe the scope that has the design of a series of activities involving audiovisual content and feedback with a comparative strategy to improve listening and speaking skills in ninth grades.

Chapter II

Theoretical Framework and State of Art

The following chapter explains and develops the theory and the pertinent bases on which this pedagogical proposal is based. Consequently, it begins the development of the literature review based on research with information of the audiovisual content and the comparative feedback through rubrics. Afterward, the theoretical framework is followed by an explanation of the concepts necessary to establish and support the creation of the pedagogical proposal.

Literature Review

Some related research are presented in this section in order to offer a general overview of the improvement of English speaking and listening skills in ninth grade students, using audiovisual resources and feedback with a comparative strategy. Consequently, this section seeks to clarify and expand information to the pedagogical proposal, considering that the pillars of this are listening, speaking, audiovisual content, and feedback with a comparative strategy. The following table shows in a general way the research that will be dealt with in more depth below.

Table 1.

Literature Review Summary

N°	Project	Institution	Researcher(S). Year. City. Country.	Key Words
1	Audiovisual Resources To Enhance Listening Comprehension Of EFL Third Graders	Universidad Pedagógica Nacional	Angarita, Sandra. 2017 Bogotá, Colombia.	Audio-Visual Resources, Listening Comprehension, Communicative

				Abilities and Learning.
2	Technologies For EFL Beginners. The Video As A Technological Resource That Allows The Design Of Adequate Material To Initiate Learning Processes In EFL For First Grade Students At Prado Veraniego School	Universidad Pedagógica Nacional	Cruz, Elizabeth. 2014 Bogotá, Colombia	Videos, Designed Material, Listening and Speaking Skills
3	Enhancing Oral Communication Through The Interpretation Of Colombian And Scottish Cultures Supported On Audiovisual Media Resources	Universidad Pedagógica Nacional	Pira López, Biviana Marcela (2020) Bogotá, Colombia	Oral Communication, Culture Interpretation, Audiovisual Media, Crosscultural Approaching.
4	The Impact Of Self-Video Recordings In Raising Oral Production	Universidad Nacional De Colombia	Cabarcas, Richard (2017) Bogotá, Colombia	English, Songs, ICT, Learning.
5	The Impact Of Self-Video Recordings In Raising Oral Production	Universidad Nacional De Mexico	Vez López, Enrique & Bertani Tepetla, Verónica (2017) Bogotá, Colombia	Video Recordings, Task-Based Activities, Self-Confidence, Motivation, Action Research
6	Making Internal Feedback Explicit: Exploiting The Multiple Comparisons That Occur During Peer Review	University Of Glasgow	David Nicol & Suzanne Mccallum. (2022) Glasgow, U. K	Assessment; Internal Feedback; Comparison Processes; Self-Regulation;

				Reference Information
7	Mind The Gap! Students' Use Of Exemplars And Detailed Rubrics As Formative Assessment	Instructional Science. An International Journal of The Learning Sciences	Anastasiya A. Lipnevich, Leigh N. Mccallen, Katharine Pace Miles, Jeffrey K. Smith (2014)	Feedback, Formative Assessment, Classroom Assessment.
8	Understanding Learners' Self-Assessment And Self-Feedback On Their Foreign Language Speaking Performance	National Chengchi University	Shu-Chen Huang (2016) Taipei, Taiwan	Self-Assessment; Self-Feedback; Foreign Language Speaking

Note. This table 1 shows the summary of studies presented in the state of the art

The first research is called *Audiovisual Resources To Enhance Listening Comprehension Of EFL Third Graders* by Angarita (2017) who states the audio-visual content helped to create material to analyze in the following activities of the project, the students improved their English listening comprehension and vocabulary. this material was also friendly, motivating, and fun for English listening comprehension. This project is of help for the present pedagogical proposal since videos are used as a tool that not only generates knowledge of the English foreign language but also generates a friendly and fun learning environment for the students. In addition, this shows that it is possible to create new strategies in the classroom based on the video content and thus be able to develop activities where feedback be implemented.

In the following document *Technologies for EFL beginners. The video as a technological resource that allows the design of adequate material to initiate learning processes in EFL for first grade students at Prado Veraniego school* conducted by

Elizabeth Cruz Suarez (2014), the aim is to strengthen the resources or didactic materials for the class using videos based on the problems that the students present. Consequently, it was worked under the guidelines of action research with students between 6 and 8 years old. The research discusses the development of activities through audiovisual material using fragments of movies or Disney series according to the tastes of the population to promote the development of listening and speaking skills in English. This helps the pedagogical proposal since the activities are focused and developed thanks to the audiovisual content.

Regarding speaking skills, the research *Enhancing Oral Communication Through the Interpretation Of Colombian And Scottish Cultures Supported On Audiovisual Media Resources* sought to find out how this population interpreted Colombian and Scottish cultural customs orally using audiovisual material. Therefore, the research found that the students were able to improve their oral English skills when they interacted with each other orally and when the teacher collaborated with unfamiliar vocabulary, thus giving them confidence in speaking. They also found that thanks to the audiovisual material the sixth-grade students were able to better understand the Scottish culture and thus be able to communicate what they thought about it (Pira López, 2020). As a result, this research allows to expand information on the use of audiovisual content as it can provide relevant information not only sonorously but also visually to students being for them a source of motivation and learning at the same time.

On the other hand, ICT's are used by language teachers to foster the knowledge of English, it is demonstrated from the following research called *Uso de las Tic para Fomentar el Aprendizaje Significativo del Inglés a Través de Canciones* carried out by Cabarcas (2017) to eighth graders and presented in 2017. This project sought to determine

how technology can be used to share knowledge through the foreign language of English. Songs are used to motivate the students and thus strengthen the learning of oral comprehension skills and pronunciation of the working language. Here ICT's opened a door to individual and personal learning due to the creation of a multimedia tool such as the blog; this served to create real virtual spaces which multiplied learning and increased sensitivity to the language. Therefore, this document contributes to the pedagogical proposal in aspects of the use of technologies since it is intended to use electronic devices such as the computer in which videos can be played and some activities can be carried out.

Following the same line of ICT use, the research *The Impact of Self-Video Recordings in Raising Oral Production*, conducted by Vez and Bertani (2017) not only uses video recording to improve oral production but also uses a feedback rubric to help the 15 gastronomy students who participated on a voluntary basis in Xalapa, Veracruz, Mexico, at a private university. The researchers found after the first video made by the participants, the professor gave each of them feedback on the errors made, achieving significant changes in the second video since these errors were already corrected. The researchers suggest that the rubric implemented when watching the videos, maintained indicators such as body language, pronunciation, fluency, intonation, coherence, and interaction. Therefore, the information yielded by the research is relevant to the pedagogical proposal as it allows for maintaining the ongoing idea of using audiovisual content as a means also for the correction of errors in students. The research also provides information on the effectiveness of giving feedback to students through rubrics.

Moreover, *Making internal feedback explicit: exploiting the multiple comparisons that occur during peer review* is a research project conducted by David and Suzanne (2022), who used forty-one U.K. university students for their data analysis. The research

sought to find the effects of the comments generated by students in a course on the writing of their classmates and the effects of the comments made by the teacher. It was found that some students gave thorough feedback and others not so much, it was also found that students believe more about the observations made by the teacher than the comments of other classmates, despite the difference, in both cases they improved their writing. Thus, the relevant information provided by these researchers to this pedagogical proposal is that, although the research focuses on written production, it helps to establish that the comparison of works improves the student's performance of a specific task. Moreover, there is coherence in what is suggested in this pedagogical proposal in that the comparison is made between the video made by the student and the base video provided by the teacher.

Additionally, *Mind the gap! Students' use of exemplars and detailed rubrics as formative assessment* directed by Lipnevich et al (2014), is considered as a reference to further support the way of giving feedback by means of rubrics. Thus, the researchers set two objectives: first, they seek to know what the effects of non-individualized feedback on students' performance are. The second to know what type of non-individualized feedback is more effective in promoting improvement. As per the findings, it was evidenced that students found the rubric a more effective method to know what was being evaluated. In addition, it was found that by not having a score but only recommendations, students felt more confident in examining the work done by them. It was also found that being able to edit the first piece of writing, after feedback, helped to understand and improve those weak points that were not initially understood or seen. That is why this information is enriching, since it is deeply understood that the use of rubrics in the feedback is important so that the student can understand what will be evaluated and what can be improved both in listening and speaking.

Furthermore, *Understanding learners' self-assessment and self-feedback on their foreign language speaking performance* conducted by Huang (2015) expand information on speaking and self-feedback which is a significant part of this pedagogical proposal. The objective of the research is to understand the impact the self-recording of fifteen volunteer students in activities based on oral tasks to improve speaking skills. The findings of the research were that due to the videos made, the students and the researcher noticed the mistakes, allowing them to evaluate themselves with the rubric and thus they were able to improve their vocabulary. Therefore, this research enriches the methodology of the pedagogical proposal, since it justifies the fact of making the recordings and the rubrics for the feedback in such a way that the students can be evaluated, thus facilitating this process. In other words, this research supports the use of audiovisual media and feedback for the improvement of listening and speaking skills.

In short, according to the literature review, the use of audio-visual material and feedback with a comparative strategy through rubrics is a good alternative for the improvement of English as a second language skills, in this case, speaking and listening skills. All the information presented therein supports each of the pillars already mentioned and implemented later in the research.

Theoretical Framework

At this stage, it is possible to develop the principal theoretical components of this pedagogical proposal. The concepts of listening skills, speaking skills, audiovisual content, feedback, cognitive feedback and comparison strategy are developed in the next pages.

Listening Skills

Listening is conceived as the ability that allows people to understand a message delivered orally by another person. Bostrom (2011) affirms that listening is the is the

process a listener performs in his or her interpersonal context to retain information received aurally. Listening not only involves the listener in conversational scenarios in which two or more people engage, but also in scenarios in which music, television programs, and podcasts are present and understood. As exposed Bowen et al., (1985) listening is defined as the understanding of the oral language which means that students hear oral speech, divide sounds, classify them into lexical and syntactic units, and comprehend the message. In accordance with Hamouda (2013) “listening is a complex mental process that involves perception, attention, cognition, and memory” (p.115)

In order to allow the listener to successfully and satisfactorily understand the oral message, the listener must go through a listening group of skills that involves a process. According to some researchers (De Vito, 2018; Tyagi, 2013) they agree that five are stages in which the listening occurs. The first stage is *hearing*, in which the sound waves are perceived, the brain set the data and focuses on it. The second stage is the *understanding*; here, all sounds and things seen are part of the understanding. The third stage is *remembering*, which refers to what the memory bank remembers from what it has seen and heard.

Meanwhile, the fourth stage revealed is *evaluating*, the author points the listener can classify the information received or can establish what is the purpose of the message. The last stage mentioned by the author is *responding*, the listener must provide feedback, comment or response on what was heard (p.2-3). Therefore, this is one of the models that the listening group of skills happens in listeners.

In accordance with above, the importance of listening skills in class is high due to the urgency of acquiring knowledge or experience education. Rost (1994) manifests that listening is crucial in language learning since it provides input for students and the

important role that it takes to the development of learners' language. The concept generates a great impact on the research, since it provides information on the process through which a student must go through when improving his or her listening skills, in addition this information allows establishing key points for the realization of the audiovisual material in terms of understanding vocabulary, sound or sentences. This means that listening activities which are focused on tourism must be looked at under the lens of this concept since, the researcher must promote the five listening skills mentioned above through the audio-visual content.

Speaking

Learners of English as a foreign language must develop sufficient speaking skills to be understood orally, in that way, the speakers can express or communicate their ideas in a successful way. Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking. (Burns & Joyce, 1997).

Speaking is not always about transmitting a sequence of sounds with a message of its own; it also aims to engage someone in a conversation about a particular topic or to give relevant information about a subject or a feeling. In that sense, Brown & Yule (1983a) find essential to divide speaking into two functions. The first function they refer to is the *transactional function*; where the only purpose of the speaker is to inform, to give a notification about something specific, it is only to transfer information that the speaker finds important. For the second function, the authors mention the *interactional function*, here the speaker does seek to engage in a conversation, keeping social relationships more alive. (p.1-3)

Speaking skills

It is known that speaking skills necessarily needs an eloquent orator who makes formal or informal speeches. Thus, Torky (2006) assert that speaking is “to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language” (p30). It means that the speaker should not pronounce word by word because his or her fluency is not appropriate, and the words used by the orator must be used in the correct context.

Thus, in speaking skills includes vocabulary which is supposed to be one of the most important pillars since it allows the speaker to use a certain number of words in a harmonious way. Then, in order to reach a high level of proficiency like a native speaker it is necessary to have a wide size of word knowledge (Norbert, 2010). Furthermore, when talking about vocabulary it should be understood that each word maintains a dichotomy between the lexical form and its meaning. Therefore, as Norbert (2010) states, if the lexical form used by the speaker is familiar but he or she does not know its meaning, he or she would not be able to use it, or on the contrary, if he or she knows the meaning of the word but not its form, he or she would not recognize the word to use it either. (p.24) Hence, vocabulary can be assessed not only by the number of words known in lexical form but also by the knowledge of their meaning.

On the other hand, pronunciation as another pillar of speaking in language learning, denotes the production and recognition of the important sounds of a specific language, in this case, English, to successfully use language in contexts (Nunan & Carter, 2001).

Moreover, in English the sound system is divided into two, the first is known as segmental features which focus its attention on consonants and vowels; and the second is known as suprasegmental features which is focused on stress, rhythm, and intonation (Goodwin, 2014). Thus, the pedagogical proposal is concentrated specially in the first division, that is *segmental*.

In addition, fluency is also an aspect to develop as part of speaking skills understood as the ability to articulate ideas clearly and fluidly, especially when speaking, is known as fluency. The explanation may have a few occasional grammatical errors, but it should be presented clearly and demonstrates proficiency of the language. Fluency has three measures to be considered according to Jones (2020), the first is the number of syllables produced over and over again in an estimated time, and the second is the number of words produced in a speech without long pauses. The third measure explained by the author is the meaning or coherence of the words used in speech.

In short, the speaking concept brings to the research a look towards the realization of the activities, where the students have as an objective the resolution of some questions or activities or informing about a specific tourism topic through videos, which is indispensable for speaking skills as vocabulary, pronunciation, and fluency.

Audio-visual Comprehension Content

Audiovisual refers to any content that involves not only the eyes but also the ears as reception mechanisms. According to Montero and Paz (2012), audiovisual is understood in accordance with the meaning of the academies of the language: a speech that necessarily and jointly involves hearing and sight. This means that the senses of sight and hearing work together for the optimal reception of the message. Notably, according to the Council of

Europe (n.d.)“In audio-visual reception the user simultaneously receives an auditory and a visual input” (p.71).

Additionally, audio-visual content provides the viewer a wide context in which the speakers are situated. Brown and Yule (1983) note that “the visual environment gives an enormously important extra dimension of information. Not only does it permit the listener to see what the participants look like, whether they are young or old, rich or poor, indoors or out of doors” (P.85). Moreover, Riley (1979) goes further into the notion of extra information which is in the audiovisual content “such factors as proxemics, kinesics, and deictics are all part of the message. They are not just a sort of gloss on the verbal component” (P.84). Furthermore, these are not only aspects that a viewer takes into account when engaging with audiovisual content, but also others.

Additionally, Riley (1979) mentions six functions within visual communication which are the following. The first, Deictic function: objects which are physically present in the communicative situation; the second is the interactional function: Speakers manifest turn-taking signals; the third is the modal function: The speaker expresses with his/her non-verbal language (e.g. smiles or makes an angry face while speaking); the fourth is indexical function: provides information about the speaker (e.g. age, size or emotional state); the fifth is linguistic function: nonverbal actions that have a precise meaning (e.g. thumps up); and finally, the sixth is situational function: the communicative behavior changes according to the impact generated by the context (pp. 86-93). Thus, the functions in which this pedagogical proposal is centered are: Deictic function, modal function, indexical, linguistic function, and situational function since some activities are carried out in which students use these functions to visually recall information.

Subsequently, the audiovisual content is a material that provides not only visual content with the characteristics described above, but also sound content where it maintains a close relationship with the visual. Therefore, it can be said that all audiovisual material can be, songs with video, movies, thrillers, series, cartoons, tutorial, tips and among others which can help the understanding of the message, but the activities proposed in class for this pedagogical proposal are centered in kind of tips or tutorials since it solves questions or doubts focused on a specific topic. For this reason, the videos made to the pedagogical proposal involves the Riley functions or the concept developed by Brown and yule, in which not only the English sounds are performed but also the actions that follow those sounds.

Feedback

Nowadays, the way of seeing not only the teaching but also the way of evaluating the students has changed, this evaluation seeks an improvement in the student's skills in certain scenarios. Feedback has been recognized as an effective way to deliver relevant information to students when performing a specific task, this information must be truthful and with the objective of changing an unrequited behavior or action. This concept can be expanded and understood as follows: "Process by which students obtain information about their work in order to appreciate the similarities and differences between appropriate criteria and the qualities of work itself, in order to generate better work" (Boud & Molloy, 2013, p. 6)

Feedback can also be given explicitly or implicitly, which leads us to two very important concepts: corrective feedback and cognitive feedback. The first one, corrective feedback, is understood as "any indication to the learners that their use of the target language is incorrect" (Lightbown & Spada, 1999, p. 171). It means, the teacher provides

an explicit answer to the schooler to change the behavior. The second one, cognitive feedback, is understood by Sedrakyan & Snoeck (2011) as the way to give information to the students to correct the task made through questions, prompts, or cues. In other words, teachers hesitate to give explicitly the answer to the schooler but they use alternative ways to let the student understand the mistake.

This concept contributes to the research since it broadens the knowledge on how to provide feedback to the students, and also allows the basis for the approach to be used for such feedback, which in the research emphasizes cognitive feedback.

Cognitive Feedback And Comparison Strategy

As explained above, feedback is used to provide the learner a correction regarding the behavior or performance of a task. Thus, among the types of feedback, there is cognitive feedback, which is used by foreign language teachers in which they do not explicitly supply the answer, by contrast, they use strategies to help the learner to know what the mistake is. It means that “the main function of cognitive feedback is not the detection and correction of errors, but rather the fostering of reflection by the receiver” (Kirschner & van Merriënboer, 2018, p. 159). For example, when learners made mistakes, the teacher creates some questions or clues in which they can find the correct answer. Therefore, the cognitive feedback is used by teachers when they create strategies to their learners to improve a specific task.

Based on this, it is possible to understand that it is feasible to find some strategies in the cognitive feedback as formulation of questions, or clues made by the teacher to solve the problems that students present; additionally, one of them is the comparative strategy. Comparison strategy is defined as “a basic method for promoting reflection is to ask learners to critically compare and contrast their own problem-solving processes and

intermediate solutions with those of others” (Kirschner & van Merriënboer, 2018, p. 159). One of the ways that Kirschner & van Merriënboer (2018) explain to develop a comparison model is present instructional materials or exemplars of experts showing the task set, moreover it is frequently required to the students to record themselves in order to compare their product with an expert.

Additionally, Nicol (2021) warns that when a student is doing a mathematical problem, they search for information on Internet sites interested in improving the quality of their work before submitting it; the author states that this implies a comparison, which for him is a natural, continuous, omnipresent, and cyclical process that underpins learning. In other words, comparison can be a model of what the learners most achieve, it works as a way to compare the own product with the product of an expert. Furthermore, cognitive feedback with comparison strategy helps the pedagogical proposal in terms of evaluation and reflection since it allows to expand the knowledge on how to effectively perform the rubric where students are able to compare their performance with the material provided by the teacher.

Consequently, the objective of the rubric is to facilitate the process of cognitive feedback with a comparative strategy since the student can focus on the specific aspects to be evaluated and improved during the session. According to UTAH Education Network (ND) “A rubric defines in writing what is expected of the student to get a particular grade on an assignment” Hence, this rubric maintains clear elements such as: the criterion to be worked on, which is the target vocabulary; the indicator, which is the skill (speaking and listening); and thirdly, the classification, which describes the comprehension and use of the word. In addition to this rubric, aspects of improvement are added to allow the student to compare and improve his or her own skills.

Lastly, all these concepts, listening skills, speaking skills, audiovisual content, feedback, cognitive feedback, and comparison strategy, make the pedagogical proposal have established foundations for the relationship of the activities since it is proposed to seek the improvement of the two skills, listening and speaking, through the audiovisual content and the rubric for feedback through the comparative strategy.

Chapter III

Methodology of Pedagogical Innovation

The objective of this chapter is to describe the research paradigm, the type of research and the collection instruments for the information obtained in the pedagogical proposal. In addition, a section is created in which the pilotage of the first session designed for the ninth grade is described, explaining the population, the application of the session, the scope, and recommendations to improve the application of the pedagogical proposal.

Research Paradigm

The qualitative research paradigm was chosen to find outcomes and construct this pedagogical proposal since it is more in accordance with the way in which the research has been conceived, moreover, according to Borg et al. (2003) the qualitative paradigm has been taken on by educational researchers. In this point, “the qualitative research is concerned with developing explanations of social phenomena. It aims to help us to understand the social world in which we live and why things are the way they are” (Hancock et al, 2007, p.7).

Conforming to Merriam (1998) in qualitative studies, many conditions could be adapted during the process. It means that in the process of the study the researcher can fix some processes if it deserves. Moreover, researchers very often make use of a variety data collection methodology which includes interviews, group context observation, diaries, and questionnaires to enrich and support the study.

In that sense, this paradigm serves as a model in which the pedagogical proposal is carried out. Firstly, this study can be adapted in line with the evolution of the study and the times in which the pedagogical proposal can be applied. Secondly, the paradigm can help to explain deeply how the audiovisual content and the feedback with a comparative strategy

can help the students to improve their listening and speaking skills. Finally, it serves in terms of methodology and procedure since as it is known the data collection is used to provide analytical information.

Type of Research

This study was based on Exploratory Action Research which is explained by Smith & Rebolledo (2018) as “a way to explore, understand and improve our practice as teachers” (p. 22). This methodology is divided into two main phases what at the same time are divided into sub-phases. The first major phase is *exploration*, its sub-phases are the *exploration plan*, where the teacher creates a plan to explore a given group, then follows the exploration based on the plan and then analyzes and reflects on the findings. Thereby, the second major phase begins, called *action*, where the researcher puts into action his improvement plan, which gives entry to the first sub-phase called plan for change, then the researcher acts, observes what happens by collecting data with different instruments, then finally reach the last sub-phase called reflection where the teacher reflects and interprets what has happened. All this explanation can be seen in a more condensed form in figure number 1.

Figure 1

Exploratory action research cycle



Note. Adapted from *Steps of Exploratory Action Research* (p.27) by Smith and Rebolledo, 2018, Lodon, Uk: British Council.

Understanding the methodology on which this study is based is valuable because it allows to establish and follow the pedagogical proposal in an organized manner. However, the current study can only go up to a certain point, which is the first phase of exploration. the exploration phase is developed on three levels. the first is called *plan to explore*, the second is called *explore*, and the third is called *analyze and reflect*. where exploration is planned, explored and analyzed or reflected upon. In addition, initially it was thought to have a lower grade population, however the use of technologies for this population is not so easy thus it was determined to change the population to a ninth grade. Therefore, the time of exploration and action was reduced, which meant that only pilotage was applied, in other words, only three tasks of the pedagogical proposal were executed to have a better analysis based on the results.

On the other hand, the pedagogical implementation takes place in the ninth A grade (9A) of the Magdalena Ortega de Nariño school, where the first three tasks of the pedagogical proposal are applied. For the development of the activities, the technology room is requested to be borrowed from the school; and the students are asked to bring their own headphones on the days of intermission, since the school does not have many headphones to provide to all the students.

Data Collection Instruments

The data collection is an essential part of a research study, since it provides indispensable information taken from the population to nourish the pedagogical proposal, hence some instruments are used to collect information. Before mentioning the instruments used, it should be understood that “in most qualitative studies, researchers use a variety of

research methods to collect data, in order to obtain as many perspectives as possible on the phenomenon being researched” (Heigham & Croker, 2009, p. 33). In this research, the data collection plays a role since the researcher can obtain relevant information to realize what kind of activities could be set of to the population chosen. Finally, the data provides a real view of context allowing to identify what is the problem of the course in order to create objectives to change the difficulty found.

Field Notes or Observation Method

Field notes help when trying to describe the process of students and teachers in their English classes. It means, that this pedagogical intervention requires a researcher to observe, look at and examine it closely to obtain information. According to Cowie, (2009) observation is part of a conscious and detailed examination of a specific group's behavior. Additionally the author mentions that in applied linguistics not only the classroom but also any environment where language is being studied can include the observation method. Hopkins (2008) affirms that the field notes are the “way of reporting observations, reflections, and reactions to classroom problems” (p. 104). to visualize the format of the field notes that the present pedagogical proposal uses (see annex 2).

During the research, the observation is of help since it is possible to determine how often technological elements are used for the development of activities in which audiovisual content is involved. In addition, it is possible to determine the way in which the teacher gives feedback to the students and how the improvement strategy is implemented in case the group does not reach the proposed expectations.

Interviews

Questions are an essential part of the interview and there are diverse ways to use them within an interview. According to Richards (2009) the interviews are divided into

three types. The first one is the structure interview, in which the researcher seeks a very detailed and specific information with a long and rigorous questions. In the same line of the authors view, the second type is open interview; here, the researcher makes use of non-pre-determined questions, it means that the questions are unstructured. The third is the semi structure interview what is commonly used since the interviewer knows what topics should be treated, it means that the interview should be based in an interview guide (p.184-186). Thus, the structured interview is applied, since this kind of data collection serves gather relevant information in the classroom, based on the teacher's assessments, and build a broader idea of the students' context (see annex 1).

Audio-video Recordings

The video recordings are known for their unique properties, such as the integration of sound and individual images, as well as their real-time playback. Beeli-Zimmermann et al (2020) claims that video-based research is becoming more popular in educational research and in the classrooms. In this context, students can make use of electronic devices, whether cell-phones or laptops provided by the school in the technology room, this is to make the respective audios or videos of the activities proposed in each session of the pedagogical proposal and thus be able to measure the progress of students. In addition, these data are collected through the classroom platform, which is used by the researcher to observe and analyze.

Ethical Considerations

The present research considers that certain guarantees and agreements are required with the students who are investigated in the institution. As Israel and Hay, (2006) asserts the researchers must bear in mind to protect their study participants, creating and promoting trust and integrity in them. Additionally, the authors claim that is important to protect

against misconduct and impropriety that could impact on their organizations and confront new and challenging issues. It is well known that the research leans towards a population which has not yet become of legal age, for this reason a consent form must be sent, delivered, and signed by the tutors of each student who participates in the study (see annex 7). There, aspects such as the confidentiality of the information, videos and results provided by the students are discussed, being these only shared by all those who are part of the study.

Pilot Study

Pilotage is used in research as a resource for the researcher to know if the proposed project is viable or not. It is important to establish that piloting only applies to a small part of the whole project. In other words, it is applied on a smaller scale than the large scale would be to know if the project is feasible or not. According to Simkus (2022) "Pilot studies are a fundamental stage of the research process. They can help identify design issues and evaluate feasibility, practicality, resources, time, and cost of a study before the main research is conducted" (N.P) Therefore, only one session of this pedagogical proposal is applied to the ninth-grade students of the Magdalena Ortega school in order to know what changes can be applied in a future research.

Chapter IV

Description of Pedagogical Innovation

In this chapter is presented the conception of view of language, view of learning, the role of the teacher and the student in Task Based Language Teaching (TBLT) to support the instructional design of this pedagogical proposal. Moreover, it is important to clarify that the design has as basis the academic program related to ninth grade, which can be seen in the lesson plans. (See tables from 3 to 6).

View of Language

Language is a process by which meaning is created using language in a determined context, which means that lexical units play an important role in the use of language. Therefore, the use of language allows us to know and understand the different meanings that a lexical unit can obtain within the context in which it is used. According to Skehan (1996) the speech processing is not only based on production but also in reception of whole phrases units larger than the word (p.15).

Furthermore, the language in Task Based Language Teaching is understood as a structural process, for this reason (Skehan, 1998) suggest that language is simply seen as less-to-more complex in traditional ways, since linguistic complexity is interpretable as constrained by structural syllabus considerations (p.99). In other words, this structuralism conception conceives language as a process in which one begins to work from a simpler degree of complexity to a more complex and complicated one. This structural process is developed under a rigorous plan that seeks to improve the level of language learning.

View of Learning in TBLT

Task Base Language Teaching pedagogical approach considers learning as a process by which learners are required to use the target language in a variety of ways, usually involving physical activities, peer involvement, or real-life activities. As consequence, the teacher in this pedagogical proposal talks or comments on an experience and shows a video where he/she integrates or involves the listening and speaking tasks. This means that tasks are “genuinely authentic, easy to understand because of natural repetition; students are motivated to listen because they have just done the same task and want to compare how they did it” (Willis et al. , 1996. p. 61-62).

Eventually, Task Based Language Teaching (TBLT) alludes to the use of tasks as a central unit that not only aids the decision-making process to achieve a goal, but also helps to create a set of rules or warnings for a given purpose using the target language. In other words, according to (Richards & Rodguers , 2001) Task-Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. In this sense, tasks provide both the input and output processing that is necessary for language acquisition.

At this point, it is understood that this approach, TBLT, seeks the activation of learning processes through the involvement or development of tasks in the students, creating a better context for him or her to provide better opportunities in which the learning of the target language can take place. This means that the students involved in the activities and tasks learn by interacting communicatively in the target language for a specific purpose. These tasks should be thought of in the student's real life, or in a pedagogical purpose of the class. Consequently, the teacher is the one to guide these processes focusing not on the outcome but on the learning process.

TBLT Learner

Different roles are fulfilled by the learners in the Task Based Language Teaching (TBLT) classroom, identifying them is useful in this pedagogical proposal since it is easier for the teacher to create activities in which the students take on their role in class. Thus, the first role that students fulfill according to (Richards & Rodgers , 2001) is group work, but individual work is also an option. Therefore, students in a class through TBLT standards can perform group activities such as presentations, dialogues in pairs, explanations on a large topic in which they help each other as a group or understanding video tutorials.

In addition, TBLT classes should provide an environment in which students acquire knowledge in speech. Likewise, it is understood that students are the ones who notice how language is used in communication. In other words, the student not only attends to the message generated in the tasks but also to the form in which this message comes (Bell et al., 1984). Thus, the use of specific questions and videos allows the learner to consolidate information about the use of English specifically in pronunciation.

TBLT Teacher

He must be very rigorous, and aware of the learners' process. According to (Richards & Rodgers , 2001) the teacher must create, adapt, or select tasks in which an instructional design is clear and concise for the needs and interests of the learners, bearing in mind the level of language skills of the group. Therefore, a proponent's classes in TBLT should coherently structure his class considering the characteristics proposed above. Hence, in this document a study of the ninth graders is carried out in order to find out their likes, dislikes, and English skills levels such as speaking and listening.

On the other hand, the teacher is the one who prepares the students before performing the tasks. (Richards & Rodgers, 2001) suggests that the activities can have an introduction, or a demonstration of the procedures to be performed by the students. In addition, the authors point that activities should be designed using techniques focusing on form, this does not mean that a grammar lesson should be done, but to find an excuse to use English by learning its form. It is relevant since the activities proposed in this document do not focus on the study of form but it seeks to use different techniques in which they can improve their speaking and listening skills.

Description Web Sites

The pedagogical proposal, although it involves face-to-face classes, is developed through a web page, developed in Google Sites (See it in the following link) <https://sites.google.com/view/tourguideincolombia/home> Therefore, it is necessary to specify in which sections it is divided and what the user will find there. First, the web page shows a home page with the title *how to be a tour guide in Colombia* along with a QR code that will help to find the page more effectively. Next is a button which students click to automatically register in the classroom, this classroom is designed to upload the activities that students perform virtually, such as audios or videos. Beside this button, the user will find a brief description of the course and use of the platform.

Consequently, the four sessions can be found there on this cover, each title and image of the corresponding session has a link that directs the user directly to the page that corresponds to the session. This means that by clicking on the image or title of session 1, the page automatically redirects the user to the page where the videos and activities of session 1 can be found, this happens with the four proposed sessions.

Finally, in each session users will find the activities that the teacher conducts during the class. From *session 1* to *session 4* is divided into four steps or tasks to develop during the class, this means that there are videos, rubrics and activities proposed to improve the listening and speaking skills of the ninth-grade students. In addition, there are buttons where students click to be automatically directed to the classroom folder where they can upload their progress or homework.

How to use the rubric?

The rubric designed for this pedagogical proposal consists of three principal parts. The first, in which students focus on listening, there they must propose whether the words that are on the left side were heard or not, this is evidenced in their audios or videos, as the activity corresponds to the session. Therefore, the second part of the rubric, speaking, students must mark if the words that are on the left side are well used, they did not use them or they must improve some aspect of pronunciation.

Finally, the third part of the rubric seeks to improve the two skills, for this reason students who marked words in the listening *not understood* or in the speaking *not used* or *to improve* should move there and look for why they marked these boxes and then find a possible solution to that problem. Likewise, this rubric has the same structure, but it has different vocabulary in each session.

Procedures and Instructional Design

This pedagogical proposal aims at improving listening and speaking skills through a series of activities in which audiovisual material and feedback with a comparative strategy

help the development of these skills. For this reason, the development of each session is divided into three moments called pre-task, during or main task and post task. The first, pre-task, refers to the introduction of the class or awareness of a new topic. Ellis (2018) adduces the pre task “serves to alleviate the problems that learners face in L2 production due to the limited capacity of their working memories.” (p.85).

The second, during task is developed after the pre-task, it seeks to develop the central activity of the class in which the students, according to Willis (1996), should exchange ideas to build knowledge. Next, they plan what they should say or write according to the task proposed by the teacher, and then, they make the report either in writing or conversationally. Thus, the author Willis (1996) points out that in the last moment called post-task, students receive feedback and reflect on what they have done during the during-task.

Understood the above and maintaining the development of the class based on the (TBLT) approach, the explanation of this pedagogical proposal is continued. Consequently, this proposal is entitled as *How to be a tour guide in Colombia* which is divided into 4 sessions; the first, *Introduction and qualities of a tour guide*; the second, *At the airport*; the third, *typical food in Colombia*; and the fourth, *What to do in Bogotá*. Now then, each session is divided in a series of steps for the total development of the session. There are 4 steps in each session, which, as described above, are closely related to the development plan proposed by TBLT, it means pre-task, during-task and post-task.

It is important to clarify that for all the sessions it is essential to have a technology classroom, since Google Sites and Google Classroom is used for the visual and

methodological development of the entire pedagogical proposal. In addition, it is necessary to have a good set of accessories such as headphones with microphone to be sure that students can not only listen to the videos but also to be able to record the audios or videos.

Table 2.

Academic program

SESSION	TOPIC:	OBJECTIVES:	ACTIVITIES DESCRIPTION BY STEPS:	PEDAGOGICAL RESOURCES
SESSION 1: Introduction and qualities of a tour guide	- Psychological descriptions of a person (Adjectives of qualities) - Express obligation or duty (The use of must)	- The student recognizes by listening and makes oral use of the verb <i>must</i> in simple or compound sentences. - The student recognizes by listening and makes oral use of vocabulary about adjectives of quality. - The student identifies the qualities of a tour guide in Colombia.	-Introduction of the web page. Step1: -Opening Question, watch the video and discuss it in pairs.	Computers and Headphones Use of technological classroom
			Step2: -Answer questions creating an audio	
			Step 3: -Answer the rubric. (Listening and speaking part) -Students use the rubric to improve their speaking and listening skills	
			Step 4: -Students perform the audio resolving specific question.	
SESSION 2: At the airport	-Sequential connectors. - Airport vocabulary. - Step-by-step descriptions of a process.	- The student recognizes through listening <i>sequence connectors</i> and makes use of them in his/her speech. - The student recognizes by listening and makes oral use of vocabulary about the airport. - The student identifies the steps involved in taking an airplane	Step 1: -Opening Question, watch the video and discuss it in a group	Computers and Headphones cellphone Use of technological classroom
			Step 2: -Answer questions creating a dialogue in pairs.	
			Step 3: -Answer the rubric. -Students use the rubric to improve their speaking and listening skills	
			Step4: -Students create a comic and record it giving a voice to each character.	

		and all that the process requires.		
SESSION 3: Typical food in Colombia	<ul style="list-style-type: none"> - Formulation of questions (wh questions) - Describing foods in the present simple tense - Use of food vocabulary 	<ul style="list-style-type: none"> - The student formulates WH questions orally about a specific topic (food). - The student recognizes by listening and uses orally descriptions of foods in the present simple tense. - The student identifies and describes the different foods shown in a video. 	Step 1: <ul style="list-style-type: none"> - Students draw a picture of their favorite Colombian dish the question 1 - watch the video and discuss it in a group 	Computers and Headphones Use of technological classroom
			Step 2 Create a brochure illustrating with drawings the typical dishes mentioned in the video then students explain them in a video.	
			Step 3: <ul style="list-style-type: none"> -Answer the rubric. -Students use the rubric to improve their speaking and listening skills 	
			Step 4 <ul style="list-style-type: none"> -Students, individually, use the brochure to answer some guide question 	
SESSION 4: What to do in Bogotá	<ul style="list-style-type: none"> - Recommendations (use of the verbs recommend and suggest) - Description of places 	<ul style="list-style-type: none"> - The student recognizes the verbs <i>recommend</i> and <i>suggest</i> through listening. - Student through speaking uses the verbs <i>recommend</i> and <i>suggest</i> appropriately. - Student through listening and speaking identifies and describes the different places shown in a video. 	Step 1 --Opening Question, watch the video and discuss it in a group	Computers and Headphones Use of technological classroom
			Step 2 - use the images and words shown to make an audio describing each place mentioned in the video.	
			Step 3 <ul style="list-style-type: none"> -Answer the rubric. -Students use the rubric to improve their speaking and listening skills. 	
			Step4: Students create a video with images.	

Note. The objective of table number 2 is to show in a simplified way the four sessions proposed in the pedagogical proposal, showing the topics, the objectives, the steps, and resources in each session.

Session 1: Introduction and Qualities of a Tour Guide

The first session aims to improve listening and speaking skills through a series of activities based on a *must* grammatical structure, feedback with a comparative strategy, audio-visual content created by the practitioner and a topic on psychological descriptions and expression of obligation. It should be noted that since this is the first session, the students must register in the classroom with their personal email address, and they are explained how to use it and where to find the sessions. (See it in the following link)

<https://sites.google.com/view/tourguideincolombia/home>

Once the introduction is finished, the students should go to *Step 1*, where they answer an opening question, then they watch the video and socialize as a group. In *Step 2*, students should make an audio answering three general questions about the video. Then, in *Step 3* the students answer the rubric with the help of the teacher and based on the previous audio. Then, students complete the last part of the rubric *how to improve it* reviewing the words they marked as *not understood, not used, to improve*. Finally, the students must make a new audio in which they answer more specific questions about the video. (See it in the following link) <https://sites.google.com/view/tourguideincolombia/session-1>

Session 2: At the Airport

The second session is divided into four different steps, this session aims to improve the students' speaking and listening skills using the airport vocabulary as a topic. Also, the sequential connectors for process descriptions (step by step) are given as a theoretical basis. In the first step, students as a group answer an opening question, then they watch the video at least twice and discuss the content as a group. In step two, students record a video

performing a dialogue in pairs and using a bank of sequential connectors. In the third step, students use the rubric for feedback, this procedure is done together with the teacher. Then the students must use the answers from the rubric to perform the *how to improve it*. Finally, in pairs, they create a comic demonstrating the steps to take a plane and the whole process involved and then create a video giving voice to the characters. (See it in the following link) <https://sites.google.com/view/tourguideincolombia/session-2>

Session 3: Typical food in Colombia

Session 3 aims to improve speaking and listening skills through the formulation and recognition of the WH question in the present simple tense, based on the vocabulary used in food. Hence, this session is divided into 4 steps, in the first step, the students must draw a picture of their favorite Colombian food, socializing orally the questions formulated on the web page. Then they watch the video at least twice and socialize it in groups of three people. In step two, students must make a brochure illustrating the typical dishes mentioned in the video and then they explain them in a video. In step three, students use the rubric to evaluate their listening and speaking, with the help of the teacher. Then with the answers, the students must complete the last part of the rubric called *how to improve it*. Finally, the students use the brochure to answer the questions proposed therein by creating a video. (See it in the following link) <https://sites.google.com/view/tourguideincolombia/session-3>

Session 4: What to Do in Bogota

Session four aims to improve speaking and listening skills by recognizing and orally describing specific places in Bogota using *suggest* and *recommend* verbs. In addition, this session is divided into four steps, the first step, students must socialize an opening question,

then they must watch the video and socialize as a group the places mentioned there. In step two, the students should use the 5 groups of images and words presented on the web page to make an audio for each one. Then the students must complete the rubric with the help of the teacher. Then the students complete the last part of the rubric called *How to improve it* using the answers from the rubric. In step four, the students must make an audio describing each place as in step 2 and making use of the guiding questions, then they must create a video with those audios and the images in an editor proposed in the web page. (See it in the following link) <https://sites.google.com/view/tourguideincolombia/session-4>

Chapter V

Pedagogical Innovation Analysis

The objective of this chapter is to describe and analyze each task formulated in the pedagogical proposal in a linear manner, this means in the order in which the sessions and steps are presented. In addition, being the videos and the rubrics a resource that has the same purpose in all the sessions, these two are described at the beginning of the chapter. Therefore, the scope of each task or step is described based on a theoretical foundation.

Rubric

In this activity, students must use their audios or videos to answer the rubric. In a first moment, the listening part is performed, the students in collaboration with the teacher must observe in their audios or videos if the words that are there are mentioned or heard in the video provided by the web page, marking *not understood* or *understood* which is validated in the five states of De Vito (2018) and Tyagi (2013) hearing, understanding, remembering, evaluating, and responding.

Figure 2

Rubric listening part

Listening	Understood	Not understood
	<input type="radio"/>	<input type="radio"/>
0:16--0:24--1:05---Tour guide.	<input type="radio"/>	<input type="radio"/>
0:26 --0:55--Be energetic	<input type="radio"/>	<input type="radio"/>
0:27--0:56--- Have good	<input type="radio"/>	<input type="radio"/>

Note. Own creation from Google Sites

Then the students complete the speaking part in collaboration with the teacher, observing if the words that the rubric shows are said in their audios, for this, three options are given. The first one is *used*, this option is marked by the student when he/she pronounces the word correctly, evaluating the vocabulary, pronunciation, and fluency. The second option *not used* is marked by the student when he/she does not mention the word, this shows that there is an absence of vocabulary, pronunciation, and fluency. The last option, *to improve*, is marked by the student when he/she pronounces the word but lacks good pronunciation and fluency.

Figure 3

Rubric speaking part

Speaking	Used	Not used	To improve
0:16 0:24 1:05 Tour guide.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
0:26 0:55 Be energetic	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
0:27 0:56 Have good health	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
0:31 Physical fitness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0:40 Peak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Note. Own creation from Google Sites

Consequently, not only listening and speaking skills are worked on, but also feedback is given to the students, and as Boud and Molloy (2013) state, it is a process that

aims to generate improvements in someone else's work with a given information, in this case the teacher's support to answer the rubric. In addition, in this process, the teacher uses the video as a basis to generate clues to the student so that he or she can reflect on his or her answers to the rubric.

For example, if the word *calm* was used incorrectly in the student's pronunciation, the teacher tells him or her to go to the exact minute and listen to the word in order to mark *to improve*; it should be pointed out that these minutes are provided by the rubric to accelerate the search process. Thus, "the main function of cognitive feedback is not the detection and correction of errors, but rather the fostering of reflection by the receiver" (Kirschner & van Merriënboer, 2018, p. 159). Therefore, this task also is based on the comparative strategy as the student compares his or her work with the video.

On the other hand, the last part of the rubric called *how to improve it* which is found in all four sessions, serves as an act of improvement in the rubric. There, each student finds four divisions. The first one is, *neither the sound, nor the meaning of the word is known*, which has as an improvement plan, go to the exact minute in which the word is said to repeat it, and find a meaning for it with the visual aid, if this is not clear the student can ask the teacher for help.

Additionally, the second division is *the meaning of the word was unknown*, but I recognize the sound, which has as an improvement plan, go to the exact minute and try to find a meaning with visual help, also the student can ask the teacher for help. The third division is *the sound of the word was unknown, but I recognize it when I read it in the rubric*. there the students should go to the exact minute in which the word is said and repeat it as it is done in the video. The last division is *I don't remember the information*, in this the student must play the video as many times as necessary.

	How you can improve it
Neither the sound nor the meaning of the word was known	You must repeat the word as listened in the video (<i>go directly to the minute next to the word</i>). If you do not understand the word you can go to the exact minute in which it is said and try to find the meaning, you can also ask the teacher for help.
The meaning of the word was unknown but I recognize the sound	If you do not understand the word you can go to the exact minute in which it is said and try to find the meaning, you can also ask the teacher for help.
The sound of the word was unknown but I recognize it when I read it	You must repeat the word as shown in the video (<i>go directly to the minute next to the word</i>)
I don't remember the information	Replay the video as many times as you need

Figure 4. *How to improve it part*
Own creation from Google Sites

This last part of the rubric is based on the concepts of listening skills, speaking skills, audiovisual comprehension, and feedback with a comparative strategy. On the one hand, in the listening skill, if the student is not able to recognize the word phonetically and/or does not know its meaning, then he/she cannot perform the 5 states that De Vito (2018) and Tyagi (2013) propose: hearing, understanding, remembering, evaluating and responding. Hence, it is proposed to compare the student's work with the video so that the student can carry out these states that the author mentions.

Regarding the speaking skill, if the student does not correctly perform the phonetics of a word and does not use it because he/she does not know it, it is possible that there is an absence of vocabulary, fluency, and pronunciation. According to Norbert (2010) the speaker must know both the form and the meaning of the word, otherwise there would be an absence of vocabulary. Furthermore, in pronunciation as Goodwin (2014) denotes, in the English sound system the segmental features focus on the sound of consonants and vowels, whereby if the speaker mispronounces a word, he will have absence of pronunciation

specifically in the segmental features. Thus, in terms of fluency Jones (2020) talks about three characteristics. The first is the number of words spoken in a given time, the second is the pauses made when saying a word, and the third is the coherence that these words have when used one after another, if the student does not have a good bank of words his fluency would be deficient generating long pauses and meaningless or fragmented ideas.

In terms of the audio-visual content, in this last part of the rubric is used since it develops the concept of audiovisual comprehension in the students. This is because the rubric demands the student to use the video to improve their listening and speaking skills in a visual and listening way. According to Brown and Yule (1983b) the listener receives a great deal of extra information visually with the audiovisual content. Further, in the feedback with comparative strategy Nicol (2021) suggests that it is a natural, continuous, and cyclical process that underpins learning. This is supported in this last part of the rubric since the students must compare what they did in their audios or videos and improve it by means of the pronunciation that the teacher provides in the video.

In conclusion, the rubric is designed with the objective of working on audiovisual content, feedback with comparative strategy to improve speaking and listening skills in ninth grade students.

Videos in the Pedagogical Innovation

The students find in each session of the website a video in which they are provided with oral and visual information about the topic to be addressed during the classes. Thus, the topics are the qualities of a tour guide, how to take a plane, typical Colombian food and tourist sites in Bogota. Therefore, the audiovisual content is related to the concept *Audio-visual comprehension content* developed in the theoretical framework, which is based on 5

of the six functions of visual communication of Riley (1979) Deictic, modal, indexical, linguistic, and situational function.

Consequently, it can be noticed that all the videos maintain these characteristics of visual communication that Riley explains. Firstly, *deictic function* is present, since the video provides images to expand information, which alludes to the objects present in a communicative situation as explained by the author. Secondly, *Modal function* is present when observing the speaker's emotions in the video, in other words the non-verbal language. Thirdly, *indexical function* is reflected by observing the emotional state and or size of the speaker, which in all the videos provides the user with information about a tour guide tutor. Fourth, *linguistic function*, the speaker performs actions which allow the learner to better understand the message such as waving hands when greeting, or numbering with hands. The last one, *situational function*, is present since the communicative behavior changes if there is a new idea to be communicated or highlighted.

Audiovisual content not only provides information sonorously but also visually, helping students to better understand the topic discussed during the session and helping to improve listening skills, since, as Montero and Paz (2012) point out, audiovisual content necessarily involves listening and sight for an optimal reception of the message. Therefore, this type of videos that are focused as tutorials to be a tour guide in Colombia helps students to create a better reception of the message.

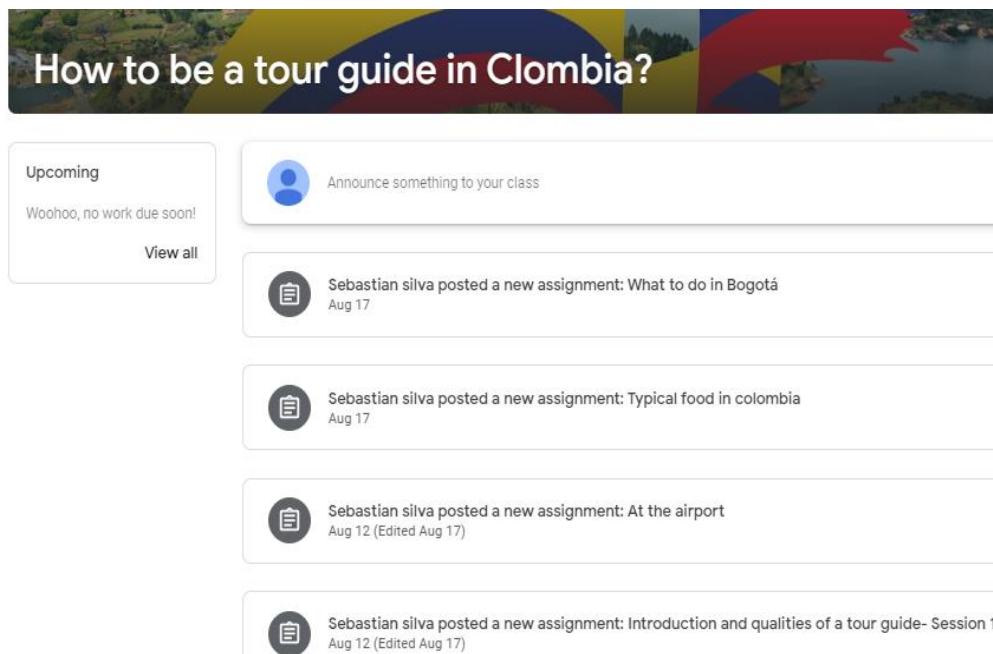
Analysis of Session 1: Introduction and Qualities of a Tour Guide

Session 1, in contrast to the other sessions has some extra steps since it is the first session. Therefore, the teacher creates the idea for the students to be trained as a tourist guide in Colombia, generating motivation to the class and giving a sense to the topics that are treated during all the sessions. In the main screen, called home that the web page shows,

the students register to the classroom, a platform used to save the information or activities carried out by the students and thus the teacher can review them.

Figure 5

How to be a tour guide in Colombia classroom



Note. Own creation from Classroom platform in which the students must upload their work

Additionally, the first session is based on the qualities of a tour guide and is divided into four steps to improve listening and speaking skills, considering feedback with comparative strategy and audiovisual content.

Session 1- Step 1

This activity begins with an opening question *what do you think a tour guide should be like?* since for the TBLT method the first task called pre-task is an opening and introduction to a specific topic. In this first activity students find a video where they are provided with oral and visual information about the qualities that a tour guide should have, which is related to the concept of *Audio-visual comprehension content*.

What do you think a tour guide should be like?



1 - Watch the video at least twice.

Figure 6. *First step, session one, audio visual content*
Own creation from Google Sites

Additionally, a warm-up or first contact is made with listening, since they must listen and watch the video, and speaking, since the students must socialize orally what is seen in the video. Therefore, in this first step, the objective is to use the audio-visual media to improve listening skills, and the socializations to improve speaking skills.

Session 1- Step 2

Students must record an audio answering three general questions about the video. This audio serves as an input for the student and the teacher since it is used with the purpose of giving feedback with a comparative strategy. In addition, this activity seeks to know how much information they understand from the video by working on speaking skills, especially pronunciation, fluency, and vocabulary.

2- Record an audio summarizing the information explained in the video as if you were a reporter. You can help yourself with the questions below, remember that the audio should be about 2:30 to 3:30 minutes long.

Record the audio here



1- What are the qualities that a tour guide should have ?



2- Why is the peak of the tourist season mentioned in the video?



3- why the fact of arriving or doing something at the expected or correct time is important?

Figure 7. Second step, session one, audio activity
Own creation from Google Sites.

It also seeks to improve listening skills since the student must remember the information to be able to respond, based on the five states (hearing, understanding, remembering, evaluating, and responding). According with Brownller (2016) *Hearing* is not only the act of perceiving sounds but also the act of concentrating on the sound information. As for *understanding*, the author states that in this space the listener needs to understand the message, this goes hand in hand with the mental image that the listener has while being spoken to. As for *remembering*, the same author develops it as a point in which the listener must retain information of what is understood to continue to the next step which is *evaluating*, at this point, the listener organizes his ideas and understands the speaker's point of view. Finally, the last state is *responding*, where the listener lets it be known how much he/she understood by answering questions or continuing the conversation.

Session 1- Step 3- Rubric

In step three, the rubric is used, it was already described and theoretically supported part by part at the beginning of the chapter, however it is accurate to clarify that in this session, the rubric aims to improve the student's speaking and listening skills around the topic of qualities of a tour guide. In addition, in this step the feedback with comparative strategy and audiovisual content is developed. This is the most important step since the student improves not only his listening skills but also his speaking skills through comparison and audiovisual content.

Session 1- Step 4

In this last step of the first session, students must perform again an audio which seeks to understand that there is an improvement in speaking and listening skills around the qualities that a tour guide should have since it is the closing task of this session. Thus, there are an estimated number of specific questions from the video, which the students must answer orally.

Figure 8

Fourth step, session one, answering questions

4.1 -Now, Record the audio improving the aspects that you feel necessary by answering the questions below.
Remember that both the first and the second audio must be uploaded.

- A) Why it is so important the first qualitie in a tour guide?
- B) Why a tour guide should be well knowledgeable?
- C) Why trustworthiness is important in a tour guide?
- D) How can the four attribute help you to be a good tour guide?
- E) Why is the fifth characteristic impptant?
- F) Why is it important to arrive on time?



Note. questions in the step 4 of the first session. Own creation from Google Sites

Therefore, this task develops speaking and listening skills since, in the speaking skill, the student must demonstrate good vocabulary, good pronunciation and good fluency. As for listening skills, the student must demonstrate that he/she understood the message based on the five states postulated by Brownell (2016), (hearing, understanding, remembering, evaluating and responding).

Analysis of Session 2: At the Airport

Session 2 *At the airport* aims to improve listening and speaking skills through audiovisual content. For this reason, the topics to be covered in this session are sequential connectors, vocabulary used at the airport and step-by-step descriptions of processes such as taking a plane. Therefore, four steps are described during the session to carry out all this information.

Session 2- Step 1

In this first task, as it is understood in TBLT method, the first task *pre-task* is an opening and introduction to a specific topic. Students listen to the teacher introduce the class with the title, then, they must solve an opening question, *Do you know what are the steps to take a plane?* This question helps students to get a broader idea about the topic to be covered during the whole session. In addition, it can be observed if they make use of some sequential connectors when they bring information about these steps and if they know the vocabulary used in this context.

After answering the previous question, students continue with the video to further expand the information about taking a flight and the whole process involved. Thus, as explained above, the videos help students to better understand the message to be transferred since it is given in a visual and auditory way improving their listening skills. Consequently,

the use of sequential connectors is addressed to generate step-by-step descriptions along with the vocabulary in the airport context.

Figure 9

First step, session two, audiovisual content

Do you know what are the steps to take a plane?



1 - Watch the video at least twice.

Note. Own creation from Google Sites

Ellis (2018) attempts the pre task “serves to alleviate the problems that learners face in L2 production due to the limited capacity of their working memories.” (p.85). Hence, the teacher can provide more information and explain the sequential connectors by asking the students to discuss the steps mentioned in the video to take an airplane. In addition, the teacher can interfere by explaining what types of connectors they can use in their speaking to give more coherence to their speeches. Therefore, this last part of step one focuses on giving a warm-up in speaking.

Session 2- Step 2

Students should go to step two of the web page; there they perform the role play activity which consists of making a video of a dialogue in pairs where one of the students plays the role of a tour guide and the other student plays the role of a customer. Both students must demonstrate the step-by-step process of taking a flight using the guiding

questions and connectors provided. Then, they must upload the video in the button at the end of this step.

Figure 10

Second step, session two, video activity

2- In pairs, you must record a video of a dialogue showing the steps to take an airplane in which one member plays the role of the tour guide and the other member plays the role of the client.

Do not exceed 3 minutes, and take into account not only the guiding questions but also the words in the box.



What to do before and after the flight?

What to do as soon as you get on the plane?

When to repeat or not to repeat the boarding process?

-Firstly, Secondly, Finally, Then, After, Before, When, Now -

Upload the video by clicking here

Note. Own creation from Google Sites

Thus, this activity is based on the improvement of the two skills of listening and speaking. On the one hand, in listening, according to Thomlison (1884) this is the ability to identify and understand what others are saying. Consequently, this skill is presented since students must understand the video to give information about it through the guiding questions. In addition, each student would perform the five states that De Vito (2018) and Tyagi (2013) postulate. However, in this conversation activity, students demonstrate with

more emphasis the last responding state that demonstrates understanding of the message not only from the video but also from what the partner is saying.

On the other hand, speaking skills are also developed on in this task since students must perform a role-play. Consequently, students can use of the airport vocabulary, the pronunciation of those words used and the fluency in their interventions in the role-play. Brown and Yule (1983) point out that speaking can be divided into two functions, therefore this activity focuses on the first transactional function, in which the speaker only transfers important information, therefore, the student who plays the role of tour guide is the one who transfers this high-value information while the other student can ask questions or verify the information by repeating it in a different way.

Session 2- Step 3- Rubric

In this step the students use of the rubric, which is described in detail at the beginning of this chapter regarding the objectives and scope of the listening and speaking. However, it should be clarified that the rubric promotes feedback with a comparative strategy to improve speaking and listening skills using the vocabulary used in the context of an airport. Therefore, students improve their listening and speaking skills around a specific context which is the airport.

Session 2- Step 4

In this last step the students meet with the partner they worked with in step two. There, both students must make a comic demonstrating the step-by-step process of taking a flight and all that it entails. Afterwards, both students should film themselves showing them providing a voice to the characters. This activity aims to improve listening and speaking skills since to make the filming the learners must have clarity of the topic, which is obtained through the video improving their listening. In addition, the students provide voice

to the characters allowing them to improve their speaking skills. Therefore, the students can improve their vocabulary by making a connection with the visual work (the comic), also they can improve their pronunciation and fluency since they all have the opportunity to speak for a video.

Concerning the listening, for students to be able to perform the task, informing about the steps to take a flight and all that this entails, it is necessary that they understand the video in its entirety since this audiovisual material has accurate information about the airport. Therefore, the students would be performing the five states that Brownell (2016) formulate, which are *hearing*, in which the student watches the video. *Understanding*, in this state the student comprehends the message along with pictures shown in the video. *Remembering*, in this state the student remembers the information in the video. *Evaluating*, for this state the student with the help of questions chooses the pertinent information he/she has remembered and thus proceed to the next state, *responding*, in which the student demonstrates that he/she has understood what was heard in the video.

Figure 11

Fourth step, session two, comic video creation

4.1 - Create a comic with your partner and then record a video showing the comic and giving voices to all characters creted by you. in this activity you need to improve the aspects that you feel necessary.

[Click here to upload the second video](#)

Note. Own creation from Google Sites

On the other hand, the comprehension of the audiovisual content is also present, since the students are provided with audiovisual material around the airport for the second session helping the student to create their comic. Thus, this task maintains the functions

that Riley (1979) proposes which are Deictic function, modal function, indexical function, linguistic function, and situational function, reflecting them in the drawings of the comic.

Analysis of Session 3: Typical Food in Colombia

In this third session, the grammatical objective is to improve the formulation of questions in the present simple tense using WH question. In addition, students are expected to recognize through listening and describe through speaking the characteristics of typical dishes in Colombia. Different activities such as brochures creation, videos and drawings are proposed to improve listening and speaking using the audiovisual material and the rubric to carry out the feedback with a comparative strategy.

Session 3- Step 1

In this first step, students must draw a picture of their favorite Colombian dish, then students must answer the WH questions proposed in the web page. This first activity aims to give an idea about what will be discussed in the session as well as the pre-task, in the TBLT method is suggested. Richards and Rodgers (2001) affirm the introduction and demonstration of procedures to be performed by the students is necessary in all the activities. It is also emphasized that with this activity, students can recognize the main characteristics that should be mentioned to describe a dish, in other words it shows how they would like a dish could be described and what they would find in the video.

On the other hand, students must watch the video which is set in a Colombian context specifically on the topic of food and then socialize in groups. This allows the student to acquire not only vocabulary about Colombian food but also to develop listening and speaking skills since the video serves as an in-input and the socialization activities serve as an out-put.

Figure 12

First step, session three, questions an audiovisual content about food

What is your favorite dish?

How do you describe your favorite dish ?

When do you prefer to eat it?

How is it prepared?

Where your favorite dish is most common?



1 - Watch the video at least twice.

Note. Own creation from Google Sites. The figure shows the step 1 into the third session showing some questions related to WH question before to start the video.

Session 3- Step 2

In the second step, students must make a brochure illustrating with drawings the typical Colombian dishes mentioned in the video, then they must explain it in a video playing the role of a tour guide. This activity seeks to develop the student's speaking skills, since they must give information about what they have already heard in the video. Also, the student is expected to remember information about the video, which means that to provide this information in the brochure, the student must have listened to the audio as many times as necessary to be able to evaluate his/her information. According to De Vito (2018) and Tyagi (2013) there are 5 states that the listener must perform, hearing, understanding, remembering, evaluating and responding, so the students had to go through these 5 states evidenced by performing the video with the brochure. On the other hand, the

comprehension of the audiovisual content also supports this step in the session, since drawing certain elements reaffirms that the information was also received visually by providing it through the video.

Figure 13

Second step, session three, brochure

Make a brochure illustrating with drawings the typical dishes mentioned in the video. Then explain them through a video, remember to be very detailed and be in the role of a tour guide.



-Upload the video by clicking here-

Note. The figure shows the step 2 into the third session, in addition, it shows a sample of what a brochure is. Own creation in Google Sites.

Session 3- Step 3- Rubric

In this step the students should make use of the rubric together with the teacher to make the feedback with a comparative strategy and in this way work on listening and speaking skills, as described in detail at the beginning of the chapter. Therefore, students practice these two skills around the context of typical food in Colombia.

Session 3- Step 4

In this step, each student should create a video with the previously brochure. In addition, the questions shown in this last step on the web page should be considered for this video since it reinforces some examples of the WH questions and seeks more detailed information about the video. This activity is based on speaking since students can express

ideas about typical Colombian dishes and their ingredients using and improving specific vocabulary, good pronunciation and fluency.

Figure 14

Fourth step, session three, brochure and questions

With the brochure you made, you are going to recreate a new video in which you answer the questions below. Remember to use all the vocabulary in the rubric.



How many typical dishes are mentioned for breakfast?
Indicate their names

How many typical dishes are mentioned for lunch?
Indicate their names

What are the ingredients in each of the typical dishes mentioned in the video?

Note. The figure to show the step 4 into the third session. Own creation from Google Sites

Analysis of Session 4: What to Do in Bogotá

Session 4, called *What to do in Bogota* aims for students to use of the verbs recommend and suggest through speaking by recognizing them through listening. In addition, the objective of this activity is that students know how to describe the most recognized places in Bogota. Therefore, the audiovisual content and the feedback with comparative strategy are used to improve the general objectives, which are speaking and listening skills, as well as the specific objectives of this session, which are the description of the most emblematic places in Bogota and the use of the verbs suggest and recommend.

Session 4- Step 1

Step one begins with an opening question to introduce the students to the new topic about tourist places in Bogota. In this step, the students can demonstrate the vocabulary they have around the topic, also the verbs suggest and recommend are present in the question to explain why after these verbs the *ing* is used. Thus, the speaking skill is developed since the students must give their opinion about the question, thus developing vocabulary, fluency, and pronunciation.

Figure 15

First step, session four, question and audiovisual content about places in Bogotá



1 - Watch the video at least twice.

Note. Own creation from Google Sites

On the other hand, in this first step, a video about tourist attractions in Bogota is provided, with the main objective of improving listening skills, since the audiovisual content provides not only visual but also auditory information. Ellis (2018) notes the pre task “serves to alleviate the problems that learners face in L2 production due to the limited capacity of their working memories.” (p.85). In addition, by orally socializing the places mentioned, the students also develop speaking skills. Therefore, these activities promote the development of speaking and listening skills as a first contact with the session developing the role of pre task.

Session 4- Step 2

In step two, students find five groups of images, each group is paired with a group of words, keeping a relationship between the words and the images. Then, students must make an audio for each group considering the information from the video in step 1. This activity develops the comprehension of the audiovisual content since both resources, the images that are screenshots of the same video and the words that are related to each group of images, help the student to remember the information about the video.

Consequently, this task or step is based on the authors Brown and Yules (1983b) who point out that visual content provides highly important information to the listener. In addition, the 5 functions of Riley (1979) which are Deictic, modal, indexical, linguistic, and situational function, are developed in this activity, since the images are taken from the same video showing the speaker, the objects, expressions and non-verbal language of the speaker.

On the other hand, speaking and listening skills are developed since the learner must remember the information heard in the video using these tools (the images and the word bank). Based on Hamouda (2013) "listening is a complex mental process that involves perception, attention, cognition, and memory" (p.115). Therefore, these tools help the learner to express ideas about the video orally, thus acquiring vocabulary, pronunciation and fluency.

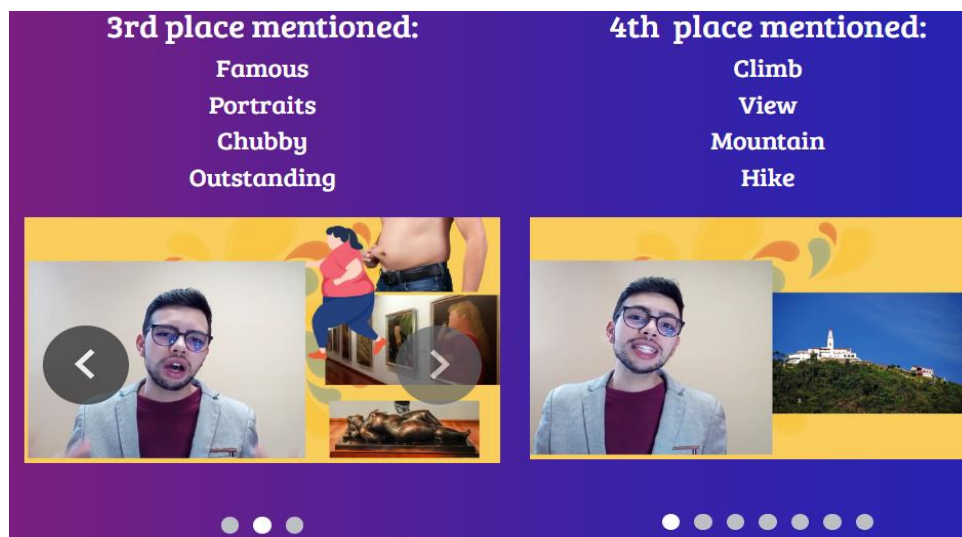


Figure 16. *Second step, session four, words and images*

The figure shows some samples of words and pictures used in this activity.
Own creation from Google Sites.

Session 4- Step 3- Rubric

Step three develops the concept of feedback with a comparative strategy since it uses the rubric as a tool to help not only the student but also the teacher to expand information about listening and speaking in the student by comparing it with the video. However, the difference of use in each session with the rubric is maintained in the word bank that is proposed, keeping relation with the video that in this case deals with the topic of tourist places in Bogota. Therefore, the listening and speaking skills are developed in this step, as explained in detail at the beginning of this chapter, but in contrast to the others, this one focuses on the tourist places in Bogota.

Session 4- Step 4

In this closing activity, students must make an audio which will be attached to a video editor to have as a result a video made by themselves through images. To do this, they must consider three aspects. The first aspect is the key questions shown on the web page. The second is the images that are used in step two or images from the internet that

they want to attach. The third and last aspect is to use the word bank that was worked on in the rubric.

Figure 17

Fourth step, session four, video edition activity

2- Taking into account the guiding questions, make an audio to which you must attach a series of images. To make the edition, use the application by clicking on the button. Remember to use all the words proposed in the rubric.

[Click here to use the free video editor](#)



How many places are named in the video?



What are the names of the places mentioned in the video?



How do you describe each place mentioned in the video?

Note. Own creation from Google Sites.

Consequently, this step seeks to improve the students' listening and speaking skills through the comprehension of the audiovisual content. As for listening, the students can watch to the video again to acquire and expand on the topics that they must expose in the audios, likewise, to give such information they must remember what the video provides them, in other words, to develop the output (speaking part) they need an input, which is closely linked to listening. As for the development of speaking skills, the learner must deliver specific information orally according to the questions. Therefore, the learner must pay close attention to the vocabulary presented on the website in order to improve

pronunciation and fluency. Subsequently, both listening and speaking skills are carried out simultaneously.

Ninth Grade Pilotage

The pilot study of the pedagogical innovation was applied to 28 students of the ninth grade A at the Magdalena Ortega de Nariño school. It had a duration of 3 hours in total, this is since *session 1* was given on two different days in English classes, each class comprised one hour and thirty minutes. The primary computer room was requested as the bilingualism area did not have enough computers and elements for each student, therefore the students were in an ideal space to carry out the proposed activities (see annex 6).

Description of the First Implementation Session

The first day of the pilotage, being this the first hour and a half of intervention, the students observed the web page for about 3 minutes. Then, they signed up with their personal email address to the classroom provided on the website. Some of them took more time because they did not have their personal email addresses and they had to create a new user. Once they had registered for the classroom, they all went to the section called *Session 1- qualities of a tour guide*, where they were asked the first question in English, but the students did not understand very well. Thus, the verb *must*, was explained to them and what the question meant in Spanish. Some of them tried to speak in English, others asked for help with the vocabulary to be able to answer.

Then the students watched the video more than twice to make the audio, many of them asked for help in vocabulary, in the translation of some questions, and they asked if the words they pronounced were well said, in consequence, they were told that they would have a moment in which they would change the answers by improving them, then each one answered the rubric together with the teacher, after this activity the class ended.

In the second part of the session, taking an hour and a half, they were asked to do the process of improvement *how to improve it*, at this time of the class, some students were dispersed and others were very attentive doing the process and asking questions about their pronunciation, they are asked if any of them have had difficulties with the meaning and many of them say yes but with the help of the internet, specifically the translator, it is easier to look up the word than call me. After a long and prudential time, the students began to make their new audios, there the number of questions began to increase, mainly because of the pronunciation, once they felt confident, they sent the audio to the corresponding classroom.

Findings to the Application

Not all students were interested in the activity. In step 3 *rubric* that develops the idea of *Feedback with a comparative strategy* was the most dispersed stage among the students generating disorder in the classroom. Moreover, this pilot study was able to be developed due to the availability of the school's technological resources such as the computers used by the students, the internet and television; it should be noted that there were internet failures for a few minutes (about fifteen minutes), however, this did not substantially affect the learning process of the students. In this way, it is thought as an improvement, to apply to students of higher grades in which there is more autonomous work or in classes that are developed remotely or in B-learning classes.

In addition, it could be seen that the students had confidence in the web page without any difficulty. It is important to mention that some students did not know the password of their e-mail addresses and they had to make the decision to create a new one. In general terms, the students were able to easily find their way through each step, and the procedure was guided in a specific way by the researcher through the television that the

classroom has. In general terms, the students understood the use of the web page and thus they were able to develop with normality the activities proposed there.

Conclusion

The pedagogical proposal was aimed *to develop a pedagogical proposal involving audiovisual material and feedback with a comparative strategy to strengthen listening and speaking skills in ninth grade students*. In order to carry out this objective, it was necessary to develop a theoretical framework based on the four main concepts *listening skills, speaking skills, audiovisual content and feedback with a comparative strategy*. Based on these concepts and the observation of the population, which is focused on the ninth grade of the Magdalena Ortega School in Nariño, a number of activities were designed to develop the concepts described above.

Regarding the audiovisual content and the feedback with comparative strategy, it was observed that these contribute to the improvement of listening and speaking skills. On the one hand, the audiovisual content generates a high impact on the comprehension of the oral message, since the information is not only entered aurally but also visually, helping the student to understand the speaker's message better. On the other hand, the cognitive feedback with comparative strategy helps the student to understand where he/she is failing, comparing him/herself with someone who has a higher command of the English language and in this way the student can improve by trying to imitate him/her. Consequently, by implementing these activities, the student can work on not only listening but also speaking by acquiring vocabulary, pronunciation, fluency and comprehension in English language.

Additionally, it can be affirmed that this pedagogical proposal is innovative since with the theoretical basis it was possible to justify each of the activities, thus validating the improvement of the two skills of speaking and listening through feedback with a comparative strategy and the use of audiovisual content. In addition, it is innovative since,

according to the exhaustive search conducted in this research, the management of these four components together in the classroom was not found.

Recommendations

It is recommendable that teachers who wish to apply this pedagogical proposal consider the technological resources available in the institution, since it is essential to have a computer, speakers or headphones in order to allow students to develop the different activities proposed, including videos, rubrics and recording and editing applications. Likewise, the teacher who applies it must have a basic level of knowledge of information technologies, since in some cases some students need to be guided efficiently with the applications or the web page.

It is also recommendable that the teacher motivates the students to speak in English while doing the socialization activities, since this helps to improve speaking skills and for those who listen it improves listening skills. In addition, it is necessary for the teacher to know how to ask key questions to provide feedback, without disconnecting the content found on the virtual platform. In this way the student will be able to check and compare his work in order to improve it.

Finally, it is recommended to consider the possibility of being able to apply the pedagogical proposal to students who are more independent and critical in their learning process, since each activity tends to be autonomous and very rigorous work.

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https://books.google.com.co/books?redir_esc=y&hl=es&id=opL1AAAAMAAJ&focus=searchwithinvolume&q=because+of+natural+repetition

4- ¿En el desarrollo de sus clases usted hace uso de la retroalimentación en las actividades de listening y speaking?

Si _____ o no _____

5- Si su anterior respuesta es afirmativa: ¿Qué método de retroalimentación tienen sus estudiantes cuando cometen un error en estas dos habilidades (listening y speaking)? Por ejemplo, constructivo, individualizado, lo hace mientras desarrollan la actividad o al finalizar la actividad, si tiene otro menciónelo.

6- ¿Cuál es su postura en cuanto al aprendizaje de un idioma por medio de contenido audiovisual? Por ejemplo, videos de entrevistas, partes de películas, partes de noticieros.

7- ¿Qué importancia tiene para usted el contenido audiovisual dentro del aula de clase? Por ejemplo, el uso videos de entrevistas, partes de películas, partes de noticieros.

Figure 18: First interview sheet

1- ¿Cuáles cree usted que son los principales desafíos o problemáticas al abordar la habilidad de escucha del idioma inglés en sus estudiantes de noveno?

Problemáticas:

Falta de interés, responsabilidad y compromiso por parte de los estudiantes especialmente después de la pandemia. parecería como si los temas vistos durante este periodo nunca se hubieran estudiado.

Los grupos grandes no favorecen el desarrollo de las clases especialmente para desarrollar la habilidad de la escucha.

2- ¿Cuáles cree usted que son los principales desafíos o problemáticas al abordar la habilidad de habla del idioma inglés en sus estudiantes?

① Falta de atención

② Grupos grandes.

③ Concentración en la importancia de aprender una segunda lengua.

3- ¿Cree usted que los estudiantes se auto evalúan en su proceso de aprendizaje? Si su respuesta es afirmativa: ¿Cómo lo hacen?

Realmente los estudiantes no se auto evalúan, así uno como maestro se lo recomienda a los estudiantes.

4- ¿En el desarrollo de sus clases usted hace uso de la retroalimentación en las actividades de listening y speaking?
Si _____ o no _____

The teacher's answers on the first sheet can be appreciated. This took about 15 minutes

Figure 19: Second interview sheet

UNIVERSIDAD PEDAGOGICA NACIONAL Facultad de Humanidades - Departamento de Lenguas
Colegio Magdalena Ortega de Nariño
Educadora de educadoras Practicante: Sebastian Silva Manchego

5- Si su anterior respuesta es afirmativa: ¿Qué método de retroalimentación tienen sus estudiantes cuando cometen un error en estas dos habilidades (listening y speaking)? Por ejemplo, constructivo, individualizado, lo hace mientras desarrollan la actividad o al finalizar la actividad, si tiene otro menciónelo.

Es tan poco el tiempo que tenemos para el desarrollo de las clases que hago más énfasis en la comprensión lectora ya que es esta la forma en la que se va a evaluar en la prueba saber.
El tiempo de listening y speaking es reducido.

6- ¿Cuál es su postura en cuanto al aprendizaje de un idioma por medio de contenido audiovisual? Por ejemplo, videos de entrevistas, partes de películas, partes de noticieros.

Personalmente me parecen muy interesantes y algunas veces las utilizo en clase para reforzar los temas estudiados.

7- ¿Qué importancia tiene para usted el contenido audiovisual dentro del aula de clase? Por ejemplo, el uso videos de entrevistas, partes de películas, partes de noticieros.

Es una herramienta muy útil en el aprendizaje del idioma Inglés, ayuda para entender diferentes situaciones, aprender vocabulario, desarrollar la habilidad de listening y speaking.

The teacher's answers on the second sheet can be appreciated. This took about 15 minutes

Annex 2. First Observation, Description of Population

<https://drive.google.com/file/d/12-hbxrrpucXd1HBk5MPMoMcD9THKSOQy/view?usp=sharing>

Annex 3. Diagnostic Test, Samples, And Findings

https://drive.google.com/file/d/1fZbsp2QJUvk9IdK_W8YPHo0qBEMBQD2X/view?usp=sharing

Annex 4. First Survey, Samples, And Findings

<https://drive.google.com/file/d/1ms27Qc2Deql4Bc7iddv6ZvkQZOSEL9wv/view?usp=sharing>

Annex 5. Pilotage Observation.


https://drive.google.com/file/d/1CPpS9_r-C7gBqOReKGJaR7oZAKv7ceJf/view?usp=sharing

Annex 6: Photographic Registration of the Pilotage



Some moments of the pilotage during the two classes can be seen here.

Annex 7: Informed Consent:

	FORMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD <small>Resolución 767 de 18 de junio 2018</small>		
FOR009GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 2 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

[Redacted] Bogotá 23-09-2024 Ciudad y fecha
 [Redacted] identificado con C.C. C.E. No.
 [Redacted] expedida en Bogotá, representante legal del menor
 [Redacted] identificado con T.I. NUIP No.
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Leído lo anterior, manifiesto que la información para el Tratamiento de los datos personales del menor de edad que represento, ha sido suministrada de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

FIRMA / _____

Nombre: _____

Identificación: _____

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⁴ Son datos sensibles aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promueva intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 5° Ley 1581 de 2012, art. 3° Decreto 1377 de 2013).

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Sample of the informed consent form that parents of the 9A students of the Magdalena Ortega de Nariño school were required to submit.

Table 3.*Pedagogical Intervention- Session 1*

Session 1: Introduction and qualities of a tour guide	
Topic:	<ul style="list-style-type: none"> - Psychological descriptions of a person (Adjectives of qualities) - Express obligation or duty (The use of must)
	Time: 3 hours
Objectives	<ul style="list-style-type: none"> - The student recognizes by listening and makes oral use of the verb "must" in simple or compound sentences. - The student recognizes by listening and makes oral use of vocabulary about adjectives of quality. - The student identifies the qualities of a tour guide in Colombia.
Pre-Task	<ul style="list-style-type: none"> * The teacher shows the web page, showing how they should use the page and what they will find there, then they should enter session 1, in which they will place in step 1 to discuss in a few minutes the question: What do you think a tour guide must be like? *Then, the students should watch the video: <i>Session #1 -How to be a tour guide in Colombia?- Introduction and qualities of a tour guide</i> *And then, students can talk in pairs about what they understood in the video in a few minutes.
During-Task	<ul style="list-style-type: none"> * Students move on to step 2, in which they should individually make an audio summary of the information explained in the video as if they were reporters. In addition, students can help themselves with three guiding questions provided by the teacher. The video cannot be longer than 3:00 minutes, however, they can repeat it until they obtain the product they expect. *Then, students must follow to step 3, there they must use the rubric that the teacher provides them through the same page. Students must be very detailed listening to their own audio to answer the rubric and then click on the submit button. It is important to mention that the teacher accompanies this process with the students.
Post-Task	<ul style="list-style-type: none"> * In this moment of the class, students review what aspects they need to improve using the rubric they have already solved. Therefore, students who marked words such as "not understood" "not used" or "to improve" should go to the bottom of the rubric to find possible solutions. * Then the students must perform the audio again, but this time, answering specific questions placed there on the page.

Note. The purpose of table # 3 is to show in a simplified way the three moments (Pre-Task, During-task and Post-task) of the session 1 called Introduction and qualities of a tour guide.

Table 4.

Pedagogical Intervention- Session 2

Session 2: At the airport	
Topic: -Sequential connectors. - Airport vocabulary. - Step-by-step descriptions of a process.	Time: 3 hours
Objectives	<ul style="list-style-type: none"> - The student recognizes through listening "sequence connectors" and makes use of them in his/her speech. - The student recognizes by listening and makes oral use of vocabulary about the airport. - The student identifies the steps involved in taking an airplane and all that the process requires.
Pre-Task	<ul style="list-style-type: none"> * The teacher starts the class with the title of the session. Then, the teacher starts with step 1 by asking the group in general: <i>Do you know what are the steps to take a plane?</i> * A few students are chosen to answer and then the video "Session #2- How to be a tour guide in Colombia? - At the airport" is watched * Then, students discuss the steps to take a plane.
During- Task	<ul style="list-style-type: none"> * Students must complete step two of the web page, which consists of making a video of a dialogue in pairs. Both students must demonstrate the step-by-step of taking a flight using the connectors and questions shown there. The video cannot be longer than 3 minutes. *Then, students must follow to step 3, there they must use the rubric that the teacher provides them through the same page. Students must be very detailed listening to their own audio to answer the rubric and then click on the submit button. It is important to mention that the teacher accompanies this process with the students.
Post-Task	<ul style="list-style-type: none"> * In this moment of the class, students review what aspects they need to improve using the rubric they have already solved. Therefore, students who marked words such as "not understood" "not used" or "to improve" should go to the bottom of the rubric to find possible solutions. <p>Finally, the students, with the same partner from step 2, will create a comic book demonstrating the step-by-step process of taking a flight and all that this process entails. They will then record the comic as they each give voice to the characters.</p>

Note. The purpose of table # 4 is to show in a simplified way the three moments (Pre-Task, During-task and Post-task) of the session 2 called At the Airport

Table 5.*Pedagogical Intervention- Session 3*

Session 3: Typical food in Colombia	
Topic: - Formulation of questions (WH questions) - Describing foods in the present simple tense - Use of food vocabulary	Time: 4 hours
Objectives	<ul style="list-style-type: none"> - The student formulates WH questions orally about a specific topic (food). - The student recognizes by listening and uses orally descriptions of foods in the present simple tense. - The student identifies and describes the different foods shown in a video.
Pre-Task	<p>*In step 1, students must draw a picture of their favorite Colombian dish, then they must orally answer the questions found in step 1, the socialization is done in groups of 3.</p> <p>* Then, they will watch the video found in the platform "<i>Session 3 How to be a tour guide in Colombia? Typical food</i>" and in the same groups they should socialize the dishes that were mentioned.</p>
During-Task	<p>*In step 2 of the web page, students must make a brochure illustrating with drawings the typical dishes mentioned in the video, then they must explain them through a video playing the role of a tour guide. The video cannot be longer than 3:30 minutes.</p> <p>*Then, students must follow to step 3, there they must use the rubric that the teacher provides them through the same page. Students must be very detailed listening to their own audio to answer the rubric and then click on the submit button. It is important to mention that the teacher accompanies this process with the students.</p>
Post-Task	<p>* In this moment of the class, students review what aspects they need to improve using the rubric they have already solved. Therefore, students who marked words such as "not understood" "not used" or "to improve" should go to the bottom of the rubric to find possible solutions.</p> <p>* Then, in step 4, the learners make a video each one with the previously made brochure. The questions shown in this step on the web page should be taken into account for this video.</p>

Note. The purpose of table 5 is to show in a simplified way the three moments (Pre-Task, During-task and Post-task) of the session 3 called Typical food in Colombia.

Table 6.*Pedagogical Intervention- Session 4*

Session 4: What to Do in Bogotá	
Topic: - Recommendations (use of the verbs recommend and suggest) - Description of places	Time: 4 hours
Objectives	<ul style="list-style-type: none"> - The student recognizes the verbs "recommend and suggest" through listening. - Student through speaking uses the verbs "recommend and suggest" appropriately. - Student through listening and speaking identifies and describes the different places shown in a video.
Pre-Task	<ul style="list-style-type: none"> *Students should place themselves in session 4 - step 1, there they will find a question which must be answered and socialized in the class as a group. * Then students watch the class video "<i>Session 4 How to be a tour guide in Colombia? What to do in Bogota</i>" and socialize which places were mentioned there.
During-Task	<ul style="list-style-type: none"> * Then in step 2 students must use the images and words shown to make an audio describing each place mentioned in the video, then upload it to the link presented there. *Then, students must follow to step 3, there they must use the rubric that the teacher provides them through the same page. Students must be very detailed listening to their own audio to answer the rubric and then click on the submit button. It is important to mention that the teacher accompanies this process with the students.
Post-Task	<ul style="list-style-type: none"> * In this moment of the class, students review what aspects they need to improve using the rubric they have already solved. Therefore, students who marked words such as "not understood" "not used" or "to improve" should go to the bottom of the rubric to find possible solutions. * Now, in step 4 students should make an audio which uses the images and guiding questions to describe each place. *Then the students must attach these audios and the images that were presented to them in step 2 in an online video editor. There the images should be linked to what was said in the audios. Therefore, the result is a video.

Note. The purpose of table 6 is to show in a simplified way the three moments (Pre-Task, During-task and Post-task) of the session 1 called What to Do in Bogotá.