

TEACHING CONTEXTUALIZED VOCABULARY THROUGH AUDIOVISUAL AIDS  
TO ENHANCE LISTENING SKILLS

PAOLA YURANY ROMERO CARRERO

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Asesor

NELZON MELLIZO

UNIVERSIDAD PEDAGOGICA NACIONAL FACULTAD DE HUMANIDADES  
DEPARTAMENTO DE LENGUAS LICENCIATURA EN ESPAÑOL Y LENGUAS  
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**NOTE OF ACCEPTANCE**

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## RESUMEN ANÁLITICO DE EDUCACIÓN (RAE)

<b>1. INFORMACIÓN GENERAL</b>	
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<b>2. DESCRIPCIÓN</b>	
<p>Este documento describe un trabajo de investigación acción que fue realizado en el Colegio Aníbal Fernández de Soto, con un grupo de niños de entre siete y nueve años de edad. El objetivo principal de este proyecto es analizar los efectos de trabajar vocabulario contextualizado usando ayudas audio visuales para mejorar la habilidad de escucha en las clases de Inglés. La implementación de las ayudas audiovisuales permiten la adquisición del vocabulario para el consolidación de la habilidad de escucha.</p> <p>La propuesta pedagógica que se implementó se basa en el aprendizaje a través de actividades desde el método audiovisual articulado con el aprendizaje comunicativo. Los hallazgos obtenidos a partir de la implementación fueron analizados de manera cualitativa y se describen en el capítulo cinco y el resumen de los resultados.</p>	
<b>3. FUENTES</b>	
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#### 4. CONTENIDOS

El presente proyecto está organizado de la siguiente. El primero capítulo corresponde a la

descripción del contexto poblacional, delimitación del problema de investigación y planteamiento de la pregunta de investigación. El segundo capítulo contiene el marco teórico y estado del arte. El tercer capítulo contiene la investigación metodológica, el enfoque investigativo y el diseño metodológico, la categoría de análisis y la recolección de datos. El cuarto capítulo se basa en la propuesta pedagógica de este proyecto, el marco teórico pedagógico y las etapas de intervención con su calendario de intervenciones. El quinto capítulo describe el análisis de datos donde se analizan los resultados de la investigación. El sexto capítulo contiene las conclusiones generales y las sugerencias propuestas por la investigadora.

### **5. METODOLOGÍA**

Este proyecto se desarrolla según el enfoque de la investigación-acción, la etapa de observación y planificación se identificaron las dificultades relacionadas con el desarrollo de la habilidad de escucha. Respectivamente, se diseñó un plan de intervención para contribuir al desarrollo y mejoramiento de la habilidad de escucha. Asimismo, se ejecutó una propuesta pedagógica que tiene como estrategia principal de aprendizaje el uso de ayudas audiovisuales para dar solución al problema identificado. Posteriormente, se realiza el análisis los datos recopilados durante el proceso de implementación el cual fue realizado con respecto a la teoría propuesta en este proyecto. Seguidamente se exponen los resultados y las conclusiones de la investigación. Finalmente, se publica un documento escrito que describe el impacto que causó este proyecto en el desarrollo de la habilidad de escucha y la adquisición de vocabulario contextualizado.

### **6. CONCLUSIONES**

Esta propuesta pedagógica evidenció resultados significativos en el desarrollo y mejoramiento de la habilidad de escucha estimulada a través de la implementación de ayudas audio visuales(videos, imágenes y canciones) las cuales igualmente facilitaban la adquisición de vocabulario contextualizado en la clase de inglés como lengua extranjera. El material audio visual demostró ser una herramienta integral que permite facilitar y mejorar los procesos de aprendizaje de la habilidad de en los estudiantes, quienes son motivados para aprender vocabulario contextualizado en inglés, el cual podrán usar en diferentes contextos y con diferentes personas.

<b>Elaborado por:</b>	Romero Carrero Paola		
<b>Revisado por:</b>	Mellizo Nelson		
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## ABSTRACT

This action research project was implemented in a third-grade classroom at Aníbal Fernandez de Soto school located in Suba, in the north west of Bogotá city. It lasted three semesters, three phases that were; first, the observation period, second, the assisted practice and third, the autonomous practice. The objective was to analyze the effects of using contextualized vocabulary through listening activities to work with a significant input in third grade Students. This study focused on interpreting how the vocabulary that is part of the students' routine influences their English learning, besides, students listening comprehension through the English class environment as an input strategy. The instrument to gather the results were: field notes, surveys and artifacts of students work.

## CHARACTERIZATION

In this part of the project, there is an elaborate description of the context, the educative institution and the students (factual, behavioral and cognitive data) of Aníbal Fernández de Soto school. Therefore, this chapter leads the reader to approach the environment in which the research project was carried out.

### **Population**

To make possible this research project, the researcher works with students of third grade at Aníbal Fernández de Soto school, they are between 7 and 9 years old.**(Figure N°1)** In the classroom there are 36 students, 13 of them are women, the other are men (**Figure N°**). The children are from neighborhoods such as Prado Veraniego, Alcalá and other neighborhoods in the north of the city. The 58 % of the students live with their father, mother and siblings. The other 42 % of the students affirmed that they live just with one of their parents or with another relative.**(Figure N°)**

Regarding the English class, students had three hours every Wednesday from 7:00 am to 10:00 am, they started the day with this class. One noteworthy aspect is that the class started always on time, that is to say, it was helpful to design and tackle complete lessons. Though the sessions were always stopped to carry the children to the bathroom, the pupils receive their refreshment at half an hour past nine, the time was in their favor.

In terms of the disciplinary scope, though students do not understand all the teacher's instructions, they have a respectful attitude towards the teacher. They talk, make

questions and answers in an assertive way, keeping in mind that the teacher is an adult; the authority in the class room and deserves a special respect. About the interpersonal relationships among students- students, it is noticeable that they constantly argue and complain because ones take the others' stuff; also, some students despise others and refer to them with offensive words. However, the interpersonal environment in the classroom is manageable since it is not a critic population; it is feasible to take the control of the class.

### **School**

Aníbal Fernandez de Soto School is a public educative institution located in Prado Pinzón neighborhood in the 11<sup>th</sup> locality, that is Suba, more precisely in Carrera 50 N° 143-33 in the north of Bogotá. It is a residential sector with some stores. In front of the school there is a park, there is also a soccer field where the students go at the break time and when they have the physic education subject.

In relation to the location of the institution, next to the school, there is a catholic church opened at the scholar schedule, but the educative population does not listen to any noise from there. In this sense, the pupils' learning environment is not interrupted.. Furthermore, there is not any principal street nor industrial establishments near it. Besides, the socioeconomic stratum of the neighborhood is between 1 and 3 of the ranking (1 being the lowest and 6 the highest). Overall, it is possible to say that the learning can be fully achieved because there is not an important fact that interferes in it.

Moreover, the *mission* of the school is to promote the integral formation of the students, qualifying autonomous, analytic, honest, and critical students based on the

interdisciplinary of the working culture. This important aspect instills values that encourage the transformation of contexts in which the learners play main roles. The *vision* of the school states that the school will be recognized on a national level because of its quality in its educational service, educating people who will implement life projects in search of self and social improvement by the means of a significant pedagogy. (ANFESO, 2012)

The philosophy of Aníbal Fernandez de Soto school is based on human dignity and on a process of integral formation of the students. In the light of this process, the school intends to develop an improved communication among the members of the school instilling ethical and moral criteria to strike a harmonious balance and cohabitation. The educative institution has a working culture - directed emphasis that guides students to entrepreneurship and human development taking into consideration relevant aspects such as: cooperative work, fellowship, sense of identity and sense of belonging.

### **Diagnosis**

The diagnosis comprises the results of the implementation of the data collection instruments (in this case field notes, surveys and diagnosis survey) in the school population, defining weaknesses and strengths as well as necessities in the third grade students' foreign language learning.

During this phase of the project, the researcher used field notes as an instrument to gather factual data. According to Mack, Woosong, McQueen, Guest and Namey (2005), field notes gather the experience of the observant in the research field. Thus, field notes

have several and relevant items, such as events, behaviors, what the participants said, and reactions, even gestures.

The structure of the field notes used at Aníbal Fernández de Soto school contains topic, objective, activities and materials. In the observation chart the observant describes relevant information for the research project including students' likes, dislikes, arguments among them, cognitive and behavioral aspects. There is also a column where the observant includes the comments and perceptions that caught the attention during the class.

According to the analysis of the field notes (**see annex 4 FN N°1**), the first survey (**See annex N°1**) and the diagnosis test (**See annex N°2**), students have some difficulties regarding language in Spanish as well as in English. As a matter of fact, the four main skills must be enhanced in terms of language and coexistence. The first survey applied to the pupils showed that the hardest ability to them was the listening skill (**See figure N°4**). Finally, students were used to draw, paint, and write words, but when they were asked about what sort of exercises they prefer doing, they answered, writing. (**See figure N°6**)

Thus, the tasks generally are carried out in an incomplete way because students tend not to listen to the teacher-practitioner. Equally, there are some students that perform the writing skills as students of a lower grade; that is to say, they recognize just few common signs (letters or words) that allow appropriate writing and hence reading of texts in the mother tongue and in the foreign language. Respecting the writing skill, it is necessary to say that there exist dependent relationships among students. Therefore, there is a student that cannot write (because he or she does not understand signs), another student has to do it for him or her. Finally, speaking happens to be what children enjoy the most, especially in activities such as singing and repeating vocabulary.

In this project, listening is the skill that benefits the students the most, considering that if they are able to focus their attention on following instructions, respecting opinions and practicing pronunciation, not only listening is improved but other skills too, including the social one is enhanced. Moreover, the diagnosis applied with the students showed how students have the necessity of listening and following directions. The activity contained simple instructions that the students had to follow. It included exercises in which the students had to establish connections between the graphic symbols and the sound they heard as well as oral comprehension. **(See annex N°2)**

In the first part, students faced a comprehension task where they listened to the teacher saying for example *circle*. Then the students had to color in their answer sheet the correct image of the geometric figure that the teacher just mentioned. The second part comprised an oral comprehension where they listened to a short conversation. The task was to write the participants' names: one female name and one male **(See figure N°7)**. The last part of the diagnosis comprehended once again a relation-making task inasmuch as students had to number some animals according to the order they listened which was not a satisfactory exercise **(See figure N°8)**.

Bearing in mind the cognitive level students from third grade must have, the MEN (Ministerio de Educación Nacional) founded the following lineament for the third grade learners: “reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal” (Ministerio de Educación Nacional, 2006). The observations and results reflected by the instruments say that students do not accomplish such lineament, that is why the research looks for developing students' competences in accordance to their age and school grade.

## **Statement of the problem**

Listening is a fundamental skill that leads to a successful communication in the English language learning process. When someone expresses an idea there is a receiver who replies his or her agreement and disagreement to enrich the communicative act. Hence, listen to the others is necessary to accomplish a successful interaction in an educative environment.

However, this is not visible in the third grade at Aníbal Fernándezde Soto school because, in most of the English classes students were not exposed to develop such interaction based on one of the most important English language skills: *listening*. Then, regarding the results obtained from field notes, a diagnosis and two surveys instruments for the needs analysis, it was possible to observe that students were not faced to meaningful listening activities which allow them to be familiarized with the language. Besides, when the teacher spoke in English, pupils got distracted, then, the teacher was forced to speak loudly in Spanish.

Furthermore, in one of the observed classes, the students were asked to draw and paint figures following some instructions about colors, after the teacher made questions about the vocabulary, some learners answered in Spanish, others in English and the educator corrected in Spanish too. (**See annex N°4, FN N°1**). As it was evidenced, this activity did not reinforce the listening skills, in fact, none of the English ones. Since drawing and painting do not use the target language for its main function that is communication. It is a better activity if the teacher asks and gives the instructions in English for example: *what color is this? Or please, color with blue the figures*. In that way, the teacher is not only promoting the interaction and communication.

Additionally, the head teacher who had to guide the English learning process, focused on students understanding but isolating their English learning. For instance, when the teacher got into the classroom, she said *good morning class*, they did not answer, on the contrary, kids kept standing up and talking to their mates, then the teacher said *Buenos días niños, vayan a sus puestos*, only in that way children obeyed her (See annex N°4, FN N°1). The phenomenon described above, showed that the foreign language was not the main source to communicate since, when the teacher lost the classroom control, she decided to use the mother tongue. It caused a distance or absence of the English as foreign learning language.

As a conclusion, on one hand the third graders must be stimulated by a permanent use of the English language through listening activities such as: dialogues, autentique conversations, songs, videos, story tales, underpinned a contextualized vocabulary. On the other hand, learners to learn a foreign language it is needed to be in contact with English language from all the factors which involve a significant learning, including the teacher's performance, materials, activities and classroom foreign language environment.

## **Objectives and research Question**

### **General objective:**

- ✚ To analyze the effects of working contextualized vocabulary using audiovisual aids to enhance students listening skills in the English class of third grade students at Aníbal Fernández de Soto school.

## **Research question**

- ✚ What are the effects of working contextualized vocabulary using audiovisual aids to enhance students listening skills in the English class of third grade students at Aníbal Fernández de Soto school?

## **Specific Objectives:**

- ✚ To identify the results of implementing audio-visual aids to learn contextualized vocabulary in the English class.
- ✚ To recognize students' listening comprehension through audiovisual aids.
- ✚ To analyze the relevance contextualized vocabulary has in the students' listening skills.

## **Rationale**

Keeping in mind the third grade students' difficulties to learn and use the learning language, this project is significant because it offers an improved listening and social atmosphere in the classroom that enhances a respectful, organized and comfortable context in which students are able to fulfill the objectives of the course.

According to the performance indicators at Aníbal Fernandez de Soto school for the third grade students, they have to be able to listen to, understand and respond to common language words, expressions and instructions. At the end of the academic year the aim is to communicate based on simple common phrases, and words. Therefore, the expected result is achieved only if students got used to practice and work on the target language in every

class. Additionally, students need to learn throughout audiovisual materials that contained common or contextualized vocabulary for them,

Thus, it is necessary to foster *listening skills* as one main skill to learn a second language to get involved into a communicative context. This project is focused on working contextualized vocabulary using audiovisual aids to enhance students' listening performance that is helpful in the English Foreign Language learning process, because by means of the audiovisual aids' activities students can develop and improve their listening comprehension. Consequently, using contextualized vocabulary is a good tool to facilitate students learning process because they can work and feel better using words they use in their daily life.

Broadly, the purpose of this work is to link the needed vocabulary that students require to communicate with the practice of the listening skill by promoting different dynamic activities .In that way, the goal is to provide the appropriate material and the environment for students to let them build their own knowledge. Students can have them confidence to start using the second language inside and outside the class.

## THEORETICAL FRAMEWORK

This chapter enables a review of the most relevant research projects as well as the key theoretical constructs this study is based on. In this section it is taken into account the importance of working *contextualized vocabulary* using audiovisual aids *to enhance students listening performance in the EFL*. Theory that supports each of these constructs as well as relevant previous research studies that have explored them.

<b>Study title</b>	<b>Implementation year</b>	<b>Institution</b>
Short Stories: a way to improve listening-speaking skills in second grade students at Liceo Femenino Mercedes Nariño school	2013	Universidad Pedagógica Nacional (Bogotá)
The use of video story books to improve listening skills in second grade pupils at San José de Castilla School	2015	Universidad Pedagógica Nacional (Bogotá)
The impact of picture strategy for English vocabulary learning.	2015	Universidad Pedagógica Nacional (Bogotá)
Technology-based Biliteracy Centers for the 21 <sup>st</sup> Century Learner.	2014	University of Texas Brownsville. (USA)

**Table: 1**

The present research project is to show the previous studies that have a relation with the current one, either in terms of content or in terms of strategies. These studies are important because they give orientations about how to carry out this research project whose purpose is to work on contextualized vocabulary through audiovisual aids to develop the listening skill performance of third grade children.

The first significant work is named: *Short Stories: A Way To Improve Listening-Speaking Skills in Second Grade Students at Liceo Femenino Mercedes Nariño School*, by Shannon Shavarriaga (2013). The author of this study was interested in working with short stories to promote English listening and speaking skills in second-grade students. That proposal included the implementation of audiovisual resources that allowed students to grasp better the stories improving the comprehension, retention and application of vocabulary on the students. It is evident that the results of this research were positive because of the use of short stories in the improvement of the students' listening and speaking production as well as the increase of their interest and motivation that this material caused.

Though the above research was focused on the use of short stories to enhance the listening and speaking abilities, this one drew the attention not to short stories but to the acquisition of contextualized vocabulary through audiovisual aids. Nevertheless, the cited work is a guide for this one because it also bore in mind the idea of increasing the practice of listening as one of the most important tools that help the human beings not just to survive but also to play an important role in a society.

Other proposal was *The use of video story books to improve listening skills in second grade pupils at San José de Castilla School*, done by Marycela Herrera (2015). The researcher's strategy was to develop different kind of pre activities focusing on processes such as: comprehension, predicting and summarizing which enabled students to be related to the vocabulary that helps them to understand the video storybooks. Herrera (2015) concluded that those processes were achieved because of the application of that pedagogic material. The target ability of the foreign language is reinforced while students enjoy seeing

images, colors, shapes and sounds. Accordingly, the stated project was useful to this one due to the advantages and highly positive effects that using visual aids caused on the students.

The following is *The impact of picture strategy for English vocabulary learning* by Cantor (2015), at Instituto Pedagógico Nacional with second graders. This a study was undertaken because of the practitioner's identification of problems in vocabulary acquisition and her strategy was to execute a plan related to audiovisual aids to understand vocabulary meaning. It is vital to delimitate the kind of vocabulary needed by children according to their environment, age, situations and lives overall. That is why the current proposal makes a strong emphasis on *contextualized vocabulary*.

On the other hand, in Cantor's study, the image and the teacher's pronunciation and repetition supported a great deal the acquisition of vocabulary, where students avoided the use of Spanish and the constant translations. This strategy furnished significant insights to the current project because it included images and sounds. However, the current study is being developed taking advantage of the technological resources; developing with the help of visual tools and the implementation of daily life's vocabulary for learners.

Lastly, Mercury and Ramos' (2014) article *Technology-based Biliteracy Centers for the 21st Century Learner* establishes a proposal that tackles one of the constructs which helps to build this research; audiovisual aids or how it is called in Mercury and Ramos' (2014) inquiry *technology-based*. They presented an alternative that incorporates all the language skills (listening, speaking, reading and writing) into the content areas through biliteracy centers based on technology to bilinguals at the elementary level.

The cited work is quite relevant because in its conclusions, the implementation of these innovative technology-based centers enhances students' learning and motivations. The conclusions mentioned that using technology, which refers to the audiovisual aids, allows students to have an active role in the educational environment; to be creative in the learning process. In respect to this project, Mercury and Ramos' (2014) rose awareness to change the scholarship, the students' passive role and their limitations to learn

In short, the aforementioned studies are key elements which underpinned the construction of the current one. Studying those proposals helps the investigator to identify the relevance of looking for information concerning the English foreign language teaching practice. They are also important to be aware of the development of the listening skills enhanced throughout the usage of the audiovisual aids because they have multiple characteristics to attract the pupils and to furnish contextualized vocabulary which aims at facilitating the learning process.

### **Improving listening skills in the EFL classes**

This project is centered on the listening skill because it is one of the basic skills of a language and key for a successful communication. According to Renukadevi (2014), listening enhances the awareness of the target language inasmuch as it is the first skill that humans develop. Hence, some language aspects such as sound, rhythm, intonation and stress are understood thanks to listening.

Correspondingly, Renukadevi (2014) and Tyagi (2013) state that listening surely involves social interaction because of the understanding, respect and acceptance that it requires. This skill is a communicative process itself; it comprises a sender, a message and

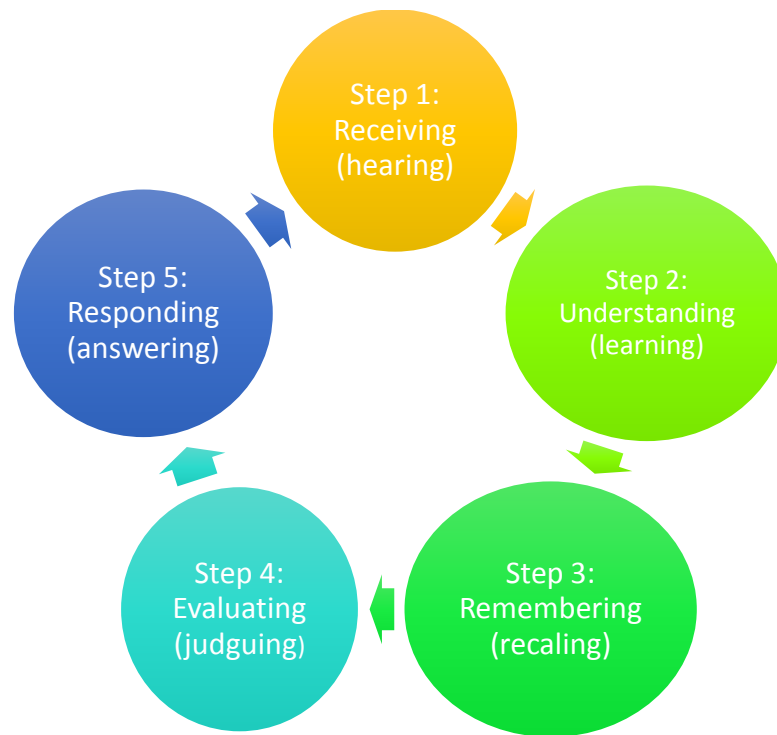
a receiver. Thus, Tyagi (2013) argues that listening is a psychological process that includes receiving, attending the message to construct meaning and responding in a spoken or non-verbal way; that is to say, listening is an active process that demands the receiver's feedback. Likewise, Renukadevi (2014) asserts to point out the output (spoken interaction) that listening produces in order to provide a significant response.

Bearing in mind that developing and practicing the listening skill into an English as a foreign language class needs a procedure to be done. In that respect, Tyagi (2013) suggests that listening occurs in five stages. The first stage is *Hearing* as the perception of sound waves; first, you hear, then you listen. In this step, the brain selects the data and focuses on it. This selection is called attention, which is essential for an effective listening. The author also mentions the next step of the listening procedure *understanding as* the analysis we make once we perceive symbols (not only words but sounds) that may be familiar.

With regards to the author mentioned above, he argues that in order to have a successful communication, the listener must assume the sender's context and the meaning of his or her message. *Remembering* is the third step that is important to store the message in our mind because, Tyagi (2013) notes; the things remembered can be highly different from the things that are originally seen or heard.

To be in charge of working in listening implies to face a fourth step that refers to the *Evaluation*; in this stage, the active listeners classify the information that is received determining the intention of the messages including perceptions or prejudices. The listener has to be wary not to foresee this kind of situations because he or she gets defensive before knowing the intention of the incoming message. Finally, the listener has *Respond*, that is to say, once the message is completed, the receiver has to conclude the process with a

response or feedback to confirm that the message has arrived successfully. The next figure comprises this process the process described previously:



**Figure 10:** The process of listening Tyagi (2013)

Other perspectives about listening are tackled by Richards (2008), who considers listening in two ways: *Listening as comprehension*, considered the main function to understand and comprehend spoken discourse in second language learning. For this research project, this feature of listening happens to be refreshing since students not only improve and develop a skill used in foreign language learning but also to ameliorate a social skill that they actually need in the development of interpersonal relationships.

First, Richards (2008) depicts the characteristics of the spoken discourse which the researcher may consider taking into consideration, that is, the context of immediacy with children in the school. *In listening as comprehension*, the spoken language is instantaneous

and the listener has to process the information in the exact moment because it may not be repeated again. This feature turns out to be suitable in this project since students are required to pay attention in order to complete the communication process.

Richards (2008) also states that spoken texts need a context and the participants in the communication process often share the same background. At this point, vocabulary acquisition is indispensable for communication, since words are not isolated from the context or the language (Nation, 2001). Thus, the more words, phrases or vocabulary the students learn, the easier the communication and listening comprehension will be. Another feature that Richards (2008) enunciates is the diversity of spoken language. Every person possesses a unique way of expressing; thus, a spoken text could have different accents, vocabulary, idioms and expressions. In the lights of this project, diversity is as important as language skills because it entails respect for the others' perceptions and a fellowship environment in the classroom.

In the same way, Richards (2008) suggests two ways of processing listening. The first is *bottom-up processing* *Check headings*. In this process, the input that the listener receives is the basis of the message. The first item received is the sound, then letters, words, sentences and finally the text as a whole. In this phase, vocabulary acquisition is the beginning of the comprehension itself.

The second way of *processing* listening is *top-down*, this complements the bottom-up processing in the comprehension of spoken discourse. In this stage, the background knowledge and life experiences are the basis for the comprehension; familiar situations and well-known contexts are essential to understand the structure of the conversation proceeding with phrases, words and letters. This interactive processing is suitable for this project since it provides several benefits in communicative and linguistic skills including

vocabulary acquisition, following instructions and understanding of the classmates' outlooks.

While it is important to teach how to listen, it is also important to motivate students to implement listening strategies. In Richards (as it is cited in Buck, 2001) when listening strategies is about, recognizes two listening strategies: initially he states *cognitive strategies* which require the comprehension and storing of input in long-term memory for later use. According to Buck (2001), cognitive strategies are classified into the following three processes:

- ✓ Comprehension processes: understanding of linguistic and non-linguistic input
- ✓ Storing and memory processes: the listener stores linguistic and non-linguistic input in long-term memory
- ✓ Using and retrieval processes: using the stored input in later occasions

In the same way, the second strategies delineated by the author are the *Metacognitive strategies* that work in function of cognitive strategies consciously or unconsciously. He also classifies metacognitive strategies in four categories

- ✓ Assessing the situation: similar to what Tyagi (2013) mentions, it is important to take into consideration the intention of the message and make an assessment of the input before responding or giving feedback.
- ✓ Monitoring: observing the efficiency of the listener and receiver's discourse
- ✓ Self-evaluating: assessing the effectiveness of one's own language in the communicative process
- ✓ Self-testing: testing one's own performance regarding language use or the lack of it.

In terms of *listening as acquisition*, Richards (2008) also focuses on the assumption of teaching strategy to help learners to develop a better performance as listeners. This feature of listening may support this project, especially the teacher-researcher's role in the classroom while teaching and developing tasks, since Richards (2008) mentions some helpful strategies to the fulfillment of the objectives of this project. It is important to clarify that for this feature students have to know how to listen using the bottom-up and top-down methods which were already explained. Listening as acquisition certainly involves the comprehension of the message (letter, words, phrases) but it also implicates activities in which students implement the vocabulary they already know responding and giving feedback to the speaker, which corresponds to listening as acquisition.

Richards (2008) specifies two teaching strategies for listening, noticing activities and restructuring activities. *Noticing activities* related to the listening texts presented more than once in order to complete certain activities such as: fulfill comprehension, identify different factors related to the written features of the text and what students hear, fill in the gaps and complete sentences to communicate effectively. *Restructuring activities* are other sort of activities; these tasks can be developed in an oral or written way and involve the following activities: matching conversation texts with the tape scripts, completion tasks with linguistic expressions or vocabulary that occurred in previous texts, conversation practice which include vocabulary from texts, role playing in which students implement key language from the texts.

This type of activities suggested by Richards (2008) surely supports the objective of this project since it involves the improvement of several skills not only linguistically speaking but also with the use of vocabulary to improve students' skills. In the listening process, the individual is required to pay attention and implement numerous strategies to be

able to respond properly and assess his or her performance as members of the communicative process. Regarding the previous aspect, students need to listen carefully to their classmates taking into consideration the stage of evaluating that was suggested by Tyagi (2013).

Listening is the first step for speakers of any language; thus, this skill works as the basis for the improvement of other abilities. Similarly, learners need an ancillary source to support them with the development and enrichment of the listening skills. As a result, providing students contextualized vocabulary to be the element that accompanies the listening procedure is the way the author takes to execute the present project. The incoming part of the present work skims the important information about contextualized vocabulary.

### **The usage of contextualized vocabulary in the school-aged learners**

Kamil and Heibert (2005), define vocabulary as the knowledge of meanings of words. It is all the stock known by a person who has to communicate into a specific context or situation. Nevertheless, when learning a second language, it is not enough to know some words, it is also necessary to link the learners' reality or situation with the vocabulary they need to know in relation to this reality. Nation and Waring (1997) state; relevant elements at the moment of studying a language are the importance of knowing how much vocabulary does a *second language* learner needs; the quantity of existing words a native speaker knows and the existing words in the *second language*; the quantity of words a second language learner should know.

According to the first element, it is significant to address that the really important aspect is not the amount of vocabulary a person knows; but the real words that the pupil needs to communicate and interact in the foreign language context.

In Nation and Waring words (1997):

Such information we believe, help us to outline clear, sensible goals for vocabulary learning. It is not just to learn and memorize words and collect them in themind, it is to learn the word we really need in the context, the words we think are important to communicate successfully in the foreign language (p. 11)

It is noteworthy that to know how many words English has, we just need to look for the number of words largest dictionary contains. Even, to read a dictionary does not ensure we are learning a language because vocabulary is changing progressively Nation & Waring (1997). Day by day, the words of a dictionary are increasing, new words appear, another words disappear, another words change in meaning and so on. Regarding the changes mentioned, the rate of words known by a native are variable, as cited in the text of Nation and Waring (1997, p. 7). Goulden (1990) declared that a five years old native could have a vocabulary of around 5,000 words and a university graduate could have around 20,000 words. This element is relevant because according to what a native speaker knows about his or her language, others, as foreign speakers can practice and learn about the vocabulary used by natives.

At this instance, the last element mentioned above is the quantity of words a foreign speaker needs to be clear in the foreign language. It is pertinent to take into consideration that not all words are “equally useful” (Nation & Waring, 1997). The frequency a word is used in the context makes it important in the moment of learning another language. That is to say, as a word is very used as a foreign language learner has to use it. Moreover, the context is very important when learning words; depending on the situation, place and type

of speakers, a learner employs the words needed. In this sense, to be successful in learning a second language and communicating, it is important for learners to learn contextualized vocabulary.

Besides, the importance of the context is highlighted above because it is not possible to separate a word from its landscape and the characteristics that surround it; a word always has to be immersed in a context, most of the words change meanings depending on the particular situation.

McCarten (2007) presents the importance of teaching vocabulary in context:

(...) There is a lot to learn about vocabulary in terms of its range, the sheer number of words and phrases to learn, and the depth of knowledge students need to know about each vocabulary item. Materials can help students in two broad areas: First, they need to present and practice in *natural contexts* the *vocabulary* that is frequent, current, and appropriate to learners' needs. Second, materials should help students become better learners of vocabulary by teaching different techniques and strategies they can use to continue learning outside the classroom (p. 19)

Lastly, the previous quote reinforces this research to work with contextualized vocabulary because it aids students in their learning process, then, when one articulates the words into the real life's situations, it is easier to understand and remember the vocabulary studied in the classes.

Considering the connection of the listening skills improvement throughout contextualized vocabulary, it is quite pertinent to comprise into this plan suitable tools that benefit the researcher to succeed in the implementation of the proposal. Thereby, the chosen tools to take the role of the elements defined above are the audio-visual aids. The next section depicts broader information about audio-visual aids like features, use and advantages.

## **Audio-visual aids to ELT (English Learning Teaching)**

In order to point out the relevance of the tools that support educators to fulfill the teaching and learning objectives, particularly in the English classes Qaiser (1999) refers to them as the *teaching aids* and argues: “they improve the communication in the classroom, add to interest, relieve boredom and increase the motivation of students and teachers”. Connecting the different and advanced teaching aids to develop a class produces a range of techniques that facilitate the language learning. Stevens (1969) says that these techniques could be ameliorated and improved by the use of suitable aids and equipment.

Furthermore, approaching students to the target language learning, it is necessary to seek a strategy to establish the teaching-learning setting which in terms of Chamot and O’malley (1990) it is a *metacognitive strategy*, “to rearrange the conditions that help to learn”. Hence, looking for the suitable environment and material to apply in the English classes at the Aníbal Fernández de Soto school, it is possible to find out that the audio-visual aids are the perfect path to carry out a plan that is meant to develop the listening skills by learning contextualized vocabulary.

These aids are the appropriate ones concerning the fact that they enable students to face the target language directly Chamot and O’malley (1994) it is a *metacognitive strategy*. In keeping with the era the past generations are living; nowadays pupils learn through different sources and teachers can accomplish their academic goals by means of a wide variety of tools that help them to transfer the knowledge. Kochhar (1985) remarks that audio-visual aids supply a concrete basis of conceptual thinking; these give rise to meaningful concepts to words enriched by meaningful associations. The next part presents

some of the most usable aids that teachers use in the classroom in order to set an appealing learning environment to students.

*Images and flashcards:* taking advantage of the features and high qualities of the audio visual aids, the sessions at the Aníbal Fernandez de Soto students' are released with a variety of them. As the population in which this study is applied are primary children. The recurrent aids in the classes are images or flashcards, printed or projected, they are chosen to underpin the sessions because students are visual individuals, it means, they learn by seeing shapes and colors. Besides, the pupils relate the pictures with the words that describe them in the flashcard. This makes it easy for the teacher to check learner understanding. Nagarag (1996). That is as visible during the classes as implementing images to enhance the pupils to store vocabulary too. In that sense, Wright (1989) says:

Pictures have been used for centuries to help students understand various aspects of foreign languages. The pictures have motivated students, made the subjects they are dealing with clearer, and illustrated the general idea and forms of an object or action which are particular to a culture. (p. 136)

Additionally, owing to the classes at the school have sufficient time; it is possible to play *videos times* about the vocabulary topic to be taught. Moreover, videos are practical device to manage the classes. Bertram et al, (2010) mentions "This is a mixed media module: it includes print, audio and video components" Later, the author affirms that this technological piece help students to enrich their pronunciation performing, as well as the acquisition and reinforcement of new vocabulary.

When playing videos the educator is free to play them, stop them, bring them back or bring them forward whenever he or she wants; the control of this equipment is in the teachers' hands Nagarag (1998). The video technique enriches the comprehension because it combined images; colors and shapes but also, sounds; these aspects catches students'

attention like no other teaching technique because videos are the tools that gather the characteristics to make students feel pleased, increase their knowledge and ensure the comprehension.

In addition, one of the rejected skills to deal with in the English learning process is the listening skill, since, along the time, educators have prioritized the reading, writing and speaking comprehension. Such is the case of the population that participates to release this project; as the students are of third grade, in their English classes they just draw and paint figures with the vocabulary and meaning in the foreign language. The limited exposure of students to the listening skills has led serious difficulties to perform activities associated to the skills mentioned before in the ELT.

However, the technological incursion, or, as Prensky (2001) notes, *singularity* that is; the arrival and swift spread of technology in the last decades of XX century and the evolutionary techniques and pedagogical methods are aiding the scholarship to advance and layout effective English classes. That is why, the focus of this study is to engage students to grow in their listening ability supporting with *songs* since they fit in all kind of educative population, even more in the lower level pupils.

Continually, enlarging the knowledge about the employment of songs in the classroom, and their influence on the English as second language learners. Prensky (2001) remarks:

(...) Through movement and active participation songs can be used in the classroom to implicate modalities other than the merely auditory- the kinesthetic, the visual, and the tactile, senses that are neglected in the use of many other media but which are essential to some learners, and specially to learners. (p. 206).

Accordingly, songs have special effects and functions to attract learners. In accordance to Mishan (2005), they can be used as cultural artifacts, to exploit the innate predisposition for linking music, rhythm and language, this was important to proceed in the progression of the project to provide knowledge, joy and comfort to learners. Mishan (2005) keeps on saying other function of the use of songs that is to exploit the mutually supportive melody-lyrics relationship, and finally, the author states; use songs not only as language input but as a stimuli for language output and quite relevant; use learners' songs not the teachers'".

Bearing in mind the previous information and the observations released to the third graders at Aníbal Fernandez De Soto School. It was required to implement audio-visual aids to engage students into an environment that provided students confidence and joy in their ELT learning process. Likewise, the role of those aids could help students and teachers to manage, enrich the knowledge and stimulate all the senses of the students. It means, every class would be singular and significant for the instructors and the pupils.

## RESEARCH DESIGN

To continue the current project, the researcher relies on qualitative research, which is pertinent and feasible, as well as the action research approach. Furthermore, the investigator details the data collection instruments applied to carry out the inquiry, its validity and reliability. Moreover, the practitioner shows a table with the units of analysis, the categories defined and their indicators. Finally, there is a description of this study's participants and a table that displays the kind of data collection instruments with their execution date.

### **Type of study**

This research follows a qualitative research approach. The main objective of qualitative research is to explore the problem and understand the setting in which the research is carried out (Creswell, 2012). The participants' behavior and attitudes are the focus of this type of research. The language that the participants use, the treatment among students and reaction towards tasks are some of the factors to analyze. The results of a qualitative research may vary according to the learners' environments, backgrounds and insights. The role of the researcher is to collect meaningful data and then interpret the different meanings in the findings in order to reach a conclusion.

In the lights of the present project, the first step in this qualitative research is to provide the description of the problem. Thanks to observations, surveys and field notes the researcher understands the situations that surround students' listening skills in the English classes. Thus, the results of the data collection instruments, in this case field notes and

surveys, helped to recognize the causes of the lack of development and practices of the listening skills in 3<sup>rd</sup> grade students at Aníbal Fernandez de Soto school.

The second step is the posing of a research question which is intended to address the problem and narrow down the purpose of the project stating predictions that are supposed to be answered with the research (Creswell, 2012). A qualitative research facilitates knowing and learning from the students at Aníbal Fernandez de Soto school in order to design tasks where in it is possible to identify characteristics of the students' strengths and weaknesses in listening skills performance through contextualized vocabulary activities. Another important issue of stating the research question in qualitative description is the choice of data collection instruments.

The next step in this qualitative research is collecting data. According to Creswell (2012), qualitative data collection comprises the identification of the participants and setting, the access to the research field, the decision of the types of data to be gathered. The design of the data collection instruments and the application of the latter in an ethical way. Once the data collection is completed, it works to identify students' needs so as to encourage them to participate in contextualized-vocabulary listening activities that the researcher implements.

Finally, the author above mentions some considerations for a successful data analysis in a qualitative research: 1. organization of the data, 2. exploration of database, 3. description of the findings, 4. report of the findings, 5. interpretation of the results, and 6. accuracy of the findings.

This research follows an action research approach which the same author defines the objective of action research in the following way: "action research addresses a specific, practical issue and seeks to obtain solutions to a problem" (p. 577). In action research the

researcher plays a participant-observant role because of the involvement in the classroom tasks, reflection about the issues, collection and analysis of data.

In conclusion, the purpose of this approach is to improve the practice of education based on the findings obtained from the data collection instruments as (Creswell, 2012) argues. As well as the author noted earlier, Burns (2010) states that teachers are involved in the research being one of the participants since they explore the context and events taking into consideration the personal teaching situation. At this point, the approach skims all the elements that emerge in the classroom and that affect the teaching-learning environment.

### **Data collection instruments**

To gather meaningful data, the researcher uses three instruments; field notes, surveys and artifacts. These data collection instruments embedded the meaningful information, events, attitudes, proficiency and efficiency reflected during the advance of every class.

*Field notes:* the researcher records the interaction with the students in the context of the latter in a format that is full out in an organized way. Field notes are instruments in which the researcher writes down his or her reflections, questions, comments or summarize what he or she saw in the classroom.

Concerning field notes Mack et al, (2005) argue:

(...) Researchers make careful, objective notes about what they see, recording all accounts and observations as field notes in a field notebook. Informal conversation and interaction with members of the study population are also important components of the method and should be recorded in the field notes, in as much detail as possible (p. 29)

To sum up, the authors say that the tool described above accepts all types of information, the researcher can include behaviors, the students' performance, setting and more contextual conditions.

*Surveys:* according to Dey (2003) this instrument can be designed with a wide range of questions that are *open or closed*, the objective of asking different type of questions is to get a various types of data. A survey gathers information in a methodical manner from a sample of students and their characteristics. A survey is implemented at Aníbal Fernández de Soto school in order to identify different preferences, opinions or behaviors.

*Artifacts:* in regards to Yin (2011) the collection of "field-based" data; to capture the characteristics of the setting, but also the students' situation and position, it is gotten from the field work, by analyzing the diaries, journals, writings, photographs and other *artifacts* related to the students work. These data collection instruments are taken from every class; they are the outcomes, the hand-made activities obtained from the students work. The artifacts are connected to the pupils' listening skills performance and help the researcher to analyze the output in their learning process.

### **Validity and reliability**

Several criteria validate this project. For instance, the role of the researcher is essential because there is an active participation and relationship with the students during the research inquiry. Thus, the gathered data are reliable because the researcher is a witness of the learning process.

The field notes formats that the researcher used are designed in the same manner aimed at corroborate the setting, the participants and events that take place in the research. Another issue that shows validity and reliability in this project is the foundations remarked by a variety of similar studies and theory that allows exploring other authors' definitions, experiences, analytical constructs and advice. Regarding the previous statements, it ensures and offers consistency in the plausibility and data matching since the findings corresponds to the authors' statements. The current research inquiry proceed with Freeman's (1998) proposal: *naming, grouping, finding relationships* and *displaying*. In order to fulfill the expectations of the research design it is necessary to plan the stages to follow them in the pedagogical intervention.

### Unit of analysis

The table below displays the units of analysis with the equivalent category and their indicators associated to the process of working contextualized vocabulary using audiovisual aids to enhance students listening skills in the English class of third grade students at Aníbal Fernández de Soto school.

Unit of analysis		Indicators
Listening development skills	Including audio visual aids into the ESL classroom	<ul style="list-style-type: none"> <li>• Students acquire confidence to learn about when seeing shapes and colors through image</li> <li>• Students potentiate the listening skills through the usage of songs</li> <li>• Students associate the sounds with the images contained in in videos</li> </ul>
		<ul style="list-style-type: none"> <li>• Students improve the listening</li> </ul>

	<b>Contextualized vocabulary learning</b>	comprehension by learning contextualized vocabulary <ul style="list-style-type: none"> <li>• Students identify the vocabulary according to the context or situation.</li> </ul>
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**Table 2**

### **Setting**

This project is released with the participation of the third grade students at Aníbal Fernández de Soto school, the group of students is composed of 36 pupils, 23 are male students and 13 are female students. Due to a chance of institution, the researcher made the study that lasts three semesters or parts of the project, in two semesters but with the time of each session in favor.

### **Data collection system**

The following table shows the process related to the data collection, in it there are the analysis categories, their indicators, the instrument used for each indicator, the moment in which the instruments were utilized and the corresponding phase depending on the category, indicator, instrument and date.

	Category	Indicator	Instrument	Date	Phase
1	Material's role.	To acquire learning confidence when listening to songs and seeing videos.	Field notes Survey	February 21 <sup>st</sup>	Topic introduction.
		To potentiate the listening skills through the usage of audio-visual aids.	Field notes	March 25th	Practice time!

		To associate the sounds with the content contained in the audio-visual tools.	Field notes Artifacts	April 29th	Practice time!
2	Vocabulary learning	To recognize the relationship between the vocabulary and its pronunciation	Field notes Artifacts	August 12th	Assessment and conclusion
		To facilitate the listening comprehension of the words providing students proper vocabulary to their context and needs.	Field notes Artifacts	September 29th	Assessment and conclusion

**Table 3**

**PEDAGOGICAL INTERVENTION**

Since the researcher has recognized the problem through the observation made to the students, a proposal for pedagogical intervention is designed in this chapter. The proposal comprises settings that foster students’ active participation and assertiveness in English classes, specifically when listening, and the ownership of cooperative work.

According to Johnson, Johnson and Stanne (2000), cooperative learning takes place when students work together in order to achieve learning goals. Every student accomplishes his or her own goals only if the other members of the group can accomplish theirs. Thus, students attempt to obtain favorable results for themselves and for the rest of the group while improving and increasing knowledge in every member of the classroom.

Equally, Johnson & Johnson (1999) state that teachers can design all kinds of learning activities with the aim of involving students in a competition against their class peers, working individually to achieve learning goals unrelated from those of the other

students or working together so as to control the materials provided. To develop cooperation, the authors establish three types of learning groups:

*Formal cooperative learning:* students work together from one class to several weeks to accomplish common learning goals and complete assigned tasks such as writing a report or completing a curriculum unit. Any assignment or requirement in class must be structured to be cooperative. In formal cooperative learning teachers must take into consideration the following

- ✓ Specify the class objectives
- ✓ Make pre-instructional decisions
- ✓ Explain the task and the positive inter-dependence
- ✓ Monitor students' learning and intervene in the groups to provide tasks assistance or to increase students' interpersonal and group skills
- ✓ Evaluate students' learning and help students process how well the groups functioned

*Informal cooperative learning:* students work together during a short period (a few minutes to one hour of class). This kind of groups are used by the teacher to address direct tasks, call the students' attention to the materials or topics to be learned, promote a conducive environment in class, to create expectations about the lesson content, make sure students are assimilating cognitively what they are learning and finally give closure to the session.

*Cooperative based groups:* cooperative learning groups are long term (almost a year) and heterogeneous. The members of this type of cooperative learning group are

permanent and their goal is to provide assistance and support to all its members in order to have a successful school performance. Cooperative based groups benefit the creation of responsible and long -term relationships with the objective of motivating its members to fulfill the educational obligations as well as having a good cognitive and social development.

These three types of cooperative learning work effectively for the teacher's practice in the classroom since the class session contains elements and situations in which the three types of cooperative learning are used. Motivating students to participate and collaborate in class is one of the main struggles for English teachers. This literature review is intended to direct the research towards the correct pedagogical path along with the tactics and steps that the researcher's designs to achieve the goal of this study.

Lastly, the objectives of the present proposal are aimed at encouraging the students' participation in-group activities allowing cooperative work in a friendly environment. Furthermore, the improvement of interpersonal and social skills is another goal for this research.

The means of this intervention is group activities in which students play specific and key roles, in that sense, carry out activities about interesting topics for the students in which they listen to each other.

The figure below furnishes a brief description of CL's (cooperative learning) qualities, achievements and the effects it produces into the students



**Figure 11:** Cooperative learning made easy: A practical guide to work with tertiary student groups. Clark and Baker (2015)

Additionally, to handle and solve the problems identified, the researcher decides to promote the contextualized vocabulary learning through audio-visual aids to improve the listening performance on the third grade pupils. With respect to the previous statement, the material is a vital element on the English learning process. That is why the researcher chose audio-visual aids to achieve the objective determined at the beginning of this project.

Consequently, playing videos with short stories, images or slides and songs is nowadays one of the best options in the procedure of the English as foreign language classes. These tools are employed to develop this study concerning the learners age, likes and attitudes, the best way to uphold the classes was to play videos with songs, slides and stories.

Despite of the technology advance of the present time, most of the public institutions do not have the devices needed to develop the English class. Other notorious point is that the schools pedagogic methods have not being transformed according to the era we are living on. Therefore, applying *audio-visual aids* looks for changing the learning-teaching methodology and environment, in spite of this study is emphasized on the increase of the listening performance, underpinning the classes with the aforesaid aids enrich the knowledge throughout the stimulus and improvement of all the language skills. Taking into account the previous features, the proposal is organized in three stages:

*Stage 1:* topic introduction. In this part the researcher introduces the new topic pupils will learn by offering appealing material and activities to encourage students to learn and to be attentive since the beginning of the classes.

*Stage 2:* practice time! The learning objectives are posed to be appropriate challenges so as to the students can demonstrate their strengths and autonomy in the process of academic and personal development.

*Stage 3: assessment and conclusion:* once the students are aware of their own process and these have practiced on the topic proposed by the teacher, the idea is to analyze students understanding and comprehension.

*Topic Introduction,* in this first stage, an innovative or exiting topic is presented to the students. It works as the engine to start motivating them. Hereby, when activities catch their attention, their senses and emotions are focused on the achievement of the tasks. This first stage is projected to propose relevant didactic units; the topic is present by means of videos, slices and songs, related to the students' personal likes, experiences and skills (information available from field notes and surveys).

The second stage faces students to the *practice time*; working in-group encourages students to become part of the activities since this practice is nearly new for them and certainly allows students to participate, thereby decreasing indiscipline in the classroom. Questions and opinions are vital in this stage inasmuch as students give their perceptions about a video. for instance, and then the teacher asks questions about what other students have just said, with the purpose of encouraging listening and respecting their classmates' opinions.

At the second stage, the learning objectives of the proposal are clarified in the classroom with the purpose of raising awareness of the students' key role in the activities. Once the students know how they can contribute to building knowledge in the classroom thanks to their roles, it is imperative to recognize the others' contributions and abilities in order to encourage cooperative learning. In this part of the research, motivation has to be permanent and continuous due to the pertinence of the learning objectives. That is to say, if the objectives could be barely achieved, the students will feel unmotivated and with no progress; but on the contrary, if the objectives are extremely easy to accomplish, the routine will not motivate the students.

This phase comprises an essential role for the teacher inasmuch as challenges represent new topics for the students. The teacher has to mediate between the new knowledge and the learner. In the case of this project, the objective is to support students at

Aníbal Fernández De Soto School to participate in cooperative activities in which they have to listen to each other, in order to fulfill the objectives of the task, regardless their

fears and concerns fostering in students a sense of autonomy and in the group a supporting attitude.

*Assessment and conclusion:* In this stage, cooperative learning is one element in the project accompanied with the usage of the material proposed. Once the roles in every session are assigned, students will start to set agreements with the aim of fulfilling the production goals. Working together will be the clue to put aside conflicts and disagreements. The intention is that with the teacher/researcher's guidance and support, students will feel satisfied because of the progress in the learning process. At this point, the class activities may demonstrate the values, efforts and process (not only acquired knowledge) which students have strived for.

**Lesson plan:**

Learning Objectives	Pedagogical Activities	Kind of Data Collected	Data Collection Instruments
<p>To foster vocabulary learning</p> <p>To improve Listening comprehension through videos.</p> <p>To encourage collaborative learning</p>	<p><b>Pre-activity-introduction:</b> the class will start with the vocabulary section. First, T will play a video; a song with words related to the topic that is “the months of the year”. (10 Min)</p> <p>Then, Ss will be asked to learn the pronunciation and meaning about all the months of the year. T will ask some questions for students to answer with the correct month. (15min)</p> <p>When do you celebrate Christmas? When do you celebrate Halloween?</p> <p><b>Activity-practice:</b> T will hand out some images with the names of the months to twelve students. Afterwards, Ss who have the images will pass in front of the board, students make a line but in the correct order of the months; first the student who has the <i>January</i> image the <i>February</i> , and so on..</p> <p>Then, the pupils that are sat down, check the order of the months while they read them. T will pass another group to do the same exercise. They listen to her, they will organize the flashcards in the order given. (25 Min)</p> <p><b>Post-activity:</b> Ss are told to work in groups of three people, T hands out a “Bingo Chart” per group, when all the groups have the chart, T says some months randomly, when Ss have the chart with all the spoken months checked , they shout Bingo. The first group which shouts Bingo is the winner.(20 min)</p> <p><b>Closure-assessment:</b> Ss will talk about their favorite month and the celebration we do in Colombia in that month. (10)</p>	<p>Vocabulary learnt in class</p> <p>Students listening performance</p>	<p>Field notes and artifacts.</p>

**Table 4**

## **Procedure:**

1. Title: Months of the year
2. Learning Objectives:
  - ✓ To improve Listening comprehension through videos.
  - ✓ To encourage collaborative learning.
3. Previous Knowledge:
  - ✓ Days of the week
  - ✓ Vocabulary from previous sessions
4. Presentation of the Topic: A video about a song is presented in order to foster vocabulary learning based on the months of the year. As a matter of fact, songs with video work as a presentation since they contain images related to the topic in different shapes, work with videos can be accurate activities because Ss have to remember and practice previous learnt vocabulary and interact with their classmates.
5. Guided Practice: T and Ss will try to avoid translations for the unknown words but synonyms, contextualized sentences and body language.
6. Ending:
  - ✓ By the end of the class, T and Ss will play a “Bingo Game”, T hands out bingo charts per groups, then say the months randomly and Ss have to mark with a “X”. The winner group is the first one which have marked the vocabulary said by the T
7. Independent Practice: They will do a poster with their favorite month and the activities they do in that month.

8. Materials: Video, TV, flashcards, markers, board, chart.

### **Possible Impacts**

With the implementation of the pedagogical proposal, the impacts are expected at local (in Aníbal Fernandez De Soto), national and international level (in other schools, institutions and other environments).

Referring to the academic impacts, the implementation of the proposal searches for the improvement of students' listening skills in English classes. Thereby, students in Aníbal Fernandez de Soto school would be able to communicate by listening to the teacher's instructions and their classmates' opinions too. In fact, students would develop both their linguistic and social competence regarding the proper use of English as a means of communication and the values required to coexist.

On the other hand, the social impact this pedagogical proposal would cause is connected with the generation of friendly and supporting environments in which students of any course or educative institution can cohabitate without the fear of making mistakes. Instilling self-confidence may work accurately either in classroom performance as well as in social behavior. In this way, individuals would respect and trust in their statements in the same manner they would respect and value the others' opinions.

Finally, in the pedagogical field, this proposal is addressed to be guidance not only for teachers in training but also to those who are exercising the profession. This research may work as a basis to generate new findings and to make think about the relevance of listening to others as well as the importance of cooperative work in the classroom.

## DATA ANALYSIS

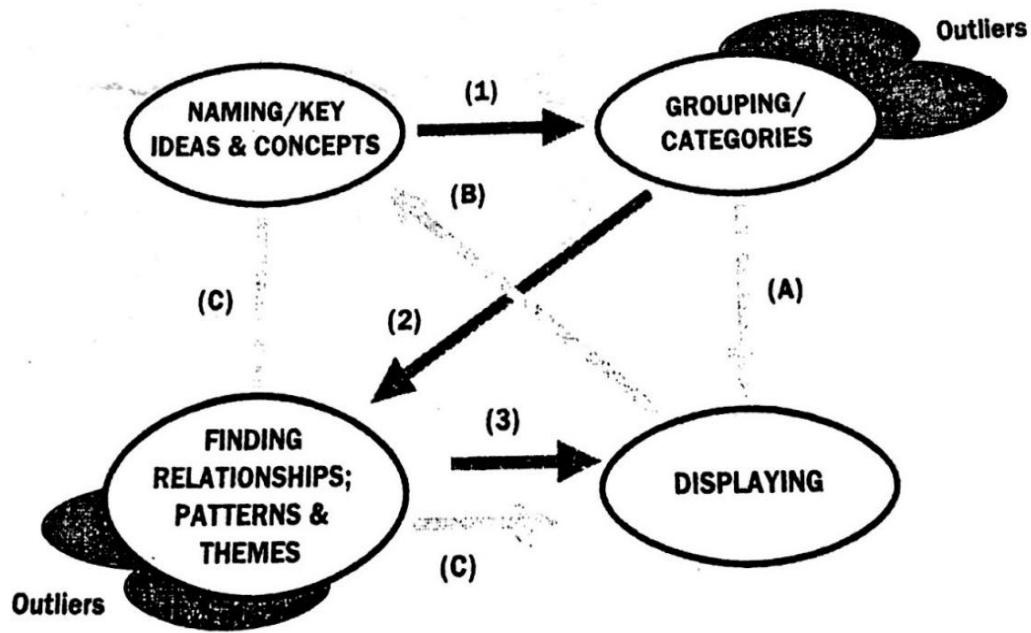
After doing the pedagogic intervention process, it comes to execute the analysis phase of the outcomes reflected by means of the *field notes, surveys and artifacts* embedded to the English language teaching classes. Hence, the reference to carry on the study is the general objective proposed earlier: *to analyze the effects of working contextualized vocabulary using audiovisual aids to enhance students listening skills in the English class of third grade students at Aníbal Fernández de Soto school.*

Thus, to get at this point of the enquiry, there was not any difficulty concerning the implementation stages planned previously; *introduction, practice, assessment*. Although there can always be issues affecting the accomplishment of the sessions, in this case, most of the classes were successfully completed. Students learning was generated taking into account the steps designed in the chapter three.

When gathering information since the beginning of this project; the identification of the problem, in the development, construction and conclusion of the same, the instrument which describes and shows the events that happened during all the stages was the field notes. It involves the students' reaction towards the class material, the methodology efficiency, the learners' participation, yield and grasp. In short, this was highly important because the information displayed throughout it is detailed in depth and quite significant.

Along with the FN (field notes), they were utilized two surveys; these instruments were use data the beginning and at the end of the implementation period. The data collected in these tools were mainly about the students opinions and feelings towards the class work proposed. Moreover, with students responses obtained from the surveys which show their position, the researcher could look for a proposal bearing in mind the context in which the

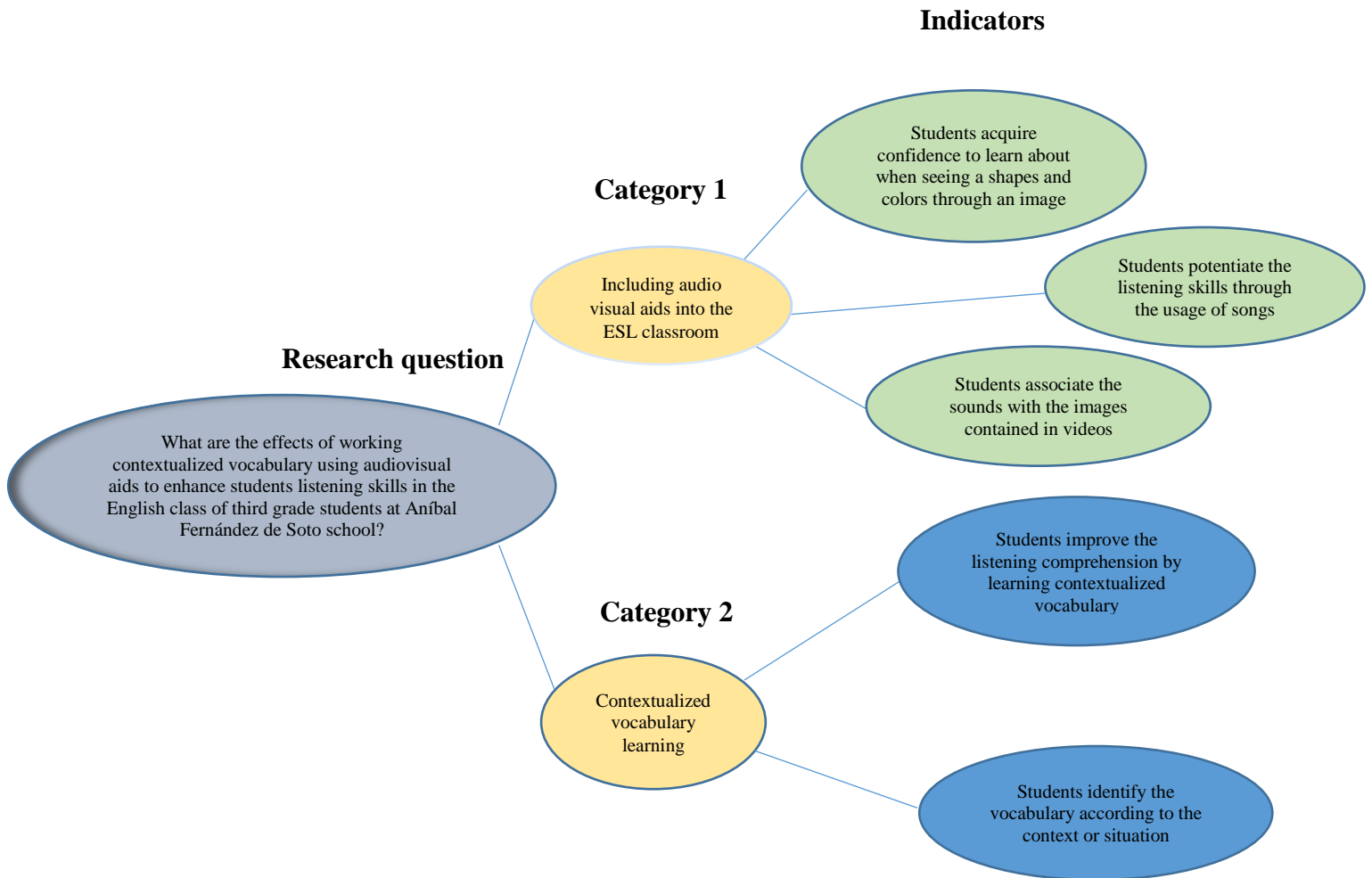
project was carried out. Concluding with the instruments that held a special place in this proposal, in the final implementation phase the researcher gathered the artifacts in order get an explicit and physic sample of the pupil`s work. Aiming at the analysis of the data, the current work considered the steps suggested by Freeman (1998); naming, grouping, finding relationships, and displaying, the next figure illustrates the analysis phases:



**Figure 12:** Basic paths of data analysis Freeman (1998)

*Naming* is the part in which the researcher creates *codes* in accordance with the outcomes; these codes are the revealed words or statements that have a connection with the research question defined at the beginning of the inquiry. The succeeding step is *grouping*; it includes the establishment of categories by collecting the data and finding similarities among the codes created in the aforementioned step. At this instance, the analysis entails to obtain solidity, that is why the researcher requires *finding relationships* among the groups or categories. The last step of the analysis provides the *data display* that consists in setting

out the findings and delimitate a diagram, which establishes relationships between the categories and indicators to start the interpretation process:



**Figure 13:** relationships between the research question, categories and indicators.

### **Including audio visual aids into the ESL classroom**

This category concentrates on the kind of material implemented to support the pedagogical process of this study. The goals to examine the influences of articulating the

audio-visual aids (videos, songs, and images) to the interventions done with the third grade pupils and the outcomes achieved at the end of the pedagogical work. There are three indicators emerging in the progress of this category:

First, *students acquire confidence to learn when seeing shapes and colors through an image*. Having chosen the image as a key material to run the classes was profitable due to this tool enabled students to achieve the indicator specified above. This assumption is taken for granted because since the beginning, when the researcher applied the diagnosis (**See annex N°4, FN N°1**), one of its points was to number some animals from the worksheet according to the order such vocabulary appeared on the video played by the teacher. As a result of this activity, twenty-eight students; most of them, did the exercise perfectly (**See figure N° 8**)

Likely, participation was increased in all the sessions; in fact, it was interesting to observe that when the pupils had to learn through drawings of different colors and shapes, all of them participated and shared their ideas with the classmates. Applying images to the learning process also facilitates the meaning comprehension because it was possible to connect the vocabulary with the image, hence, avoid the use of the mother tongue when learning new words.

The next is a fragment taken from one field note; it is a sample of how the participants were engaged into their classes reinforced by images;

Later, the teacher asked Ss to see some images about the months the year. In that moment, the students were seeing the vocabulary and images related to the words. While the pupils looked it, they commented among themselves.

Example: In one of the images appeared a Santa Claus. In that moment *Michelle* said, *December!* Next, the word *August* appeared, the teacher emphasized the pronunciation and a kite was shown. After, *Samuel* said ¡Ahhh, ya entendí, es Agosto! (**See annex N°5, FN N°2**)

The previous extract supports the idea that images are integral learning sources for school age students because they spend a comfortable time, they effectively feel freedom and confidence in their English classes. Finally, the pupils are involved into a setting where they can interact with others when learning is produced by an image. Besides, encouraging learners to study throughout images, flashcards or pictures, proves what Nagara (1996) says; this makes it easy for the teacher to check learner understanding. Bearing in mind the aforementioned results, Wright ensures (1989):

Pictures have been used for centuries to help students understand various aspects of foreign languages. The pictures have motivated students, made the subjects they are dealing with clearer, and illustrated the general idea and forms of an object or action which are particular to a culture. (p. 136)

After scanning the findings regarding the use of images, flashcards or pictures in the classroom, and articulating those with the theory, the researcher found that the objective by which this material was selected and employed in the English, as foreign language classes was fulfilled satisfactory since the authors arguments fit with these study's outcomes.

The next section presents in a sheer way the outcomes about the second indicator: *students potentiate the listening skills through the usage of songs*. As the researcher referred earlier, developing and enhancing listening skills is perhaps one the most challenging parts of learning a foreign language, in this case; English. Because this skill is one of the less worked on the classrooms due to the lack of multimedia resources of the schools.

However, acquiring and stimulating the listening skill becomes easier when educators anchor songs specially to teach a foreign language. On one hand, they are attractive to young learners. On the other hand, songs enable students to learn from a different source and give them the possibility of listening to the spoken or most useful

language. Consequently, the population, which participated in this study, was faced to practice from the depicted aids and the results were the expected since they evidenced what was said before.

For instance: in the first stage, a survey was applied, it included this question; *¿teniendo en cuenta la clase de Inglés ¿qué ejercicios de escucha te gustan más?* A great quantity of the class answered they preferred listening to songs than other listening activities (**See figure N° 9**). To provide broader information in relation to the achievement of the indicator that is being developed, the researcher exposes a fragment taken from a field note instrument that counts for an effective body parts class thanks to the advantage of playing a song.

(...)Afterwards, the teacher played a song about the parts of the body. Before starting the song, Ss were very anxious and started moving and doing gestures of joy when they noticed they were going to listen to a song. When the song was played, students tried to sing what the singer said. Maria José sang *this are my body parts* following the rhythm of the song, Juanita told her, *!Noo, se dice /' bɒ dɪ /i...*. In this moment all the students got very concentrated and started singing and moving their bodies with the music. (**Annex N° 6, FN N° 3**)

Hence, songs can be used as cultural artifacts to explore the students' ability to link music, rhythm and language Knowledge. The mutually supportive melody-lyrics relationship is also developed Mishan (2005). The author explains in depth the effects of songs to acquire a foreign language;

(...) Through movement and active participation songs can be used in the classroom to implicate modalities other than the merely auditory- the kinesthetic, the visual, and the tactile, senses that are neglected in the use of many other media but which are essential to some learners, and specially to learners. (p. 206).

To conclude the analysis of the second indicator, the investigator can affirm; though the learners in many cases neglect listening skills, for they do not feel comfortable when it is time to do a listening activity. The perspective of developing and practicing listening changes in the moment teachers play songs for the English class. Songs are the elements

elementary school population need to acquire proficiency in their listening skills since it catches all the pupils' attention.

Continuing with the third indicator: *students associate the sounds with the images contained in videos*. Similar to the two indicators above, the third was accomplished efficaciously. The usage of videos to make pupils perform in listening practices ensures students understanding and interest. Along the analysis phase and the occurrences revealed, the training teacher noticed that such material was the most successful among all the audio visual aids anchored to this study's implementation period because it is integrated by vocabulary presented musically and images.

Articulating images as a unique learning source, or playing songs as the only media in the classroom limits students' understanding, this can lead to confusions. In contrast, videos are more complete tools owing to they are compound of music and images, both elements come from one device. Besides, if students learn from an image, they understand meanings, instead, if they study based on a song, they listen and check pronunciation. Nevertheless, if classes are upheld by videos, it entails; link the images and the sounds, thus, comprehension increases notoriously. Richards (2008) comments that *Listening as comprehension* is considered the main function to understand and comprehend spoken discourse in second language learning.

For instance, in one session, the researcher asked the group to do a worksheet activity based on a video about the story tale *Little Red Riding Hood*; its objective was to evaluate the vocabulary related to the parts of the house, parts of the body and family members, all learned in prior classes. The scholars had to do completing sentences with the vocabulary from the video, match the words with their corresponding image and order the

story as it was described in the video (**See annex N°8**). Though the activity had different kinds of exercises to do and it becomes a harder job, the majority of the class obtained good results, better than in other cases when instead of videos, classes were run throughout songs or flashcards.

The activity revealed earlier includes what Richards (2008) specifies as teaching strategies for listening, noticing activities and restructuring activities. *Noticing activities* are related to the listening texts presented to complete certain activities such as: fulfill comprehension, fill in the gaps and complete sentences. *Restricting activities*: these are the sort of activities are developed in an oral or written way and involve the following activities: matching conversation texts with the tape scripts and completion tasks with vocabulary.

Field notes also demonstrate the accomplishment of playing videos in the English classes. While students were doing the activity, the instructor noticed how interesting this material for them, the way the story tale was tailored was an appealing device. After watching the video twice, the training teacher walked around the classroom and realized that students had finished the worksheet. Nevertheless, students wanted to watch the tale several times to check vocabulary meaning and pronunciation.

While the video was being played, students made comments, for instance *Michelle* said: ¡ahhhh, grandmoter! When she saw a granny's picture. Then *Juanita* told her ¡Noooo, se dice /' g ræn, mΛ ðə/!

After seeing the video twice, the teacher noticed that most of the trainees had finished the worksheet exercise without any difficulties except some like *Miguel* who did not do the activity and *Angie* who instead of doing the exercises specified in the paper, colored and decorated the sheet.

Due to it, the educator decided to turn off the video. In moment, the scholars cried out ¡Nooo teacher, está chévere! The teacher played the video again, when they saw the video, they checked the vocabulary and analyzed its pronunciation (**See annex N°7, FN N°4**)

Respecting the video application, the artifacts and field notes exposed beforehand, Bertram et al, (2010) mentions that this technological piece helps students to enrich their pronunciation performing, as well as the acquisition and reinforcement of new vocabulary. Nagarag (1998) complements Bertram`s postulation; when playing videos the educator is free to play them, stop them, bring them back or bring them forward whenever he or she wants; the control of this equipment is in the teachers´ hands. That information is verified in the data collection instruments already cited.

In brief, the evaluation executed to the third indicator verifies that it is possible to take advantage of the technological elements to incorporate them in the class and supply a different atmosphere where students learn English much more than eschewing this media usage. In that sense, scholars feel as if they were not a school but at home. Moreover, videos relieve boredom and the negative or ancient perspective people have about language learning is modified.

### **Contextualized vocabulary learning**

Pertaining the research´s general objective, the purpose of the second category is to observe the leaners contextualized vocabulary scope and the listening proficiency gained with respect to the end product associated with the activities and means, considering vocabulary and listening as learning gear´s inherent elements to reach the target language aims. Two indicators hold place in the construction of the actual section. One, students improve the listening comprehension by learning contextualized vocabulary. Two, students identify the vocabulary according to the context or situation:

Indicator one: *students improve the listening comprehension by learning contextualized vocabulary*, it validates the notion of teaching-learning vocabulary and listening skills concurrently, without cutting each other's growth off. Teaching listening is a fact that to be reached, it requires a complex and rigorous effort because the participants belong to a context where all the population speaks in Spanish only; they do not have the opportunity of listening to English. Taking into account the panorama, which seems daunting for the acquirers, the teacher introduced to the recent project's members a strategy to get them acquainted into real and holistic English learning.

Considering all afore, the method entails supplying to the classes listening activities projected by different types of material like: songs, talking flashcards and videos used as canals to transmit common, real and useful vocabulary: everyday spoken words. The strategy selected influenced in the progress of many students whose attitudes in the various events were favorable. That information is reaffirmed in the field notes cited afterwards:

Furthermore, the teacher asked students to see one video with a song about the months the year. While the pupils listened to the song, they could see when the months were mentioned; a representative picture appeared for each one.

E.g. when the singer said /p k' tɔu bə/ a pumpkin appeared. The trainer realize students understood the month the listened to because they made an affirmative facial sign. When the students were listening to the song, they tried to sing it following its rhythm and imitating the gestures that appeared in the video. **(See annex N°5, FN N°5)**

Undoubtedly, the field note's extract evidences the attainment of the strategy aimed at facilitating contextualized vocabulary acquisition and listening advancement. The researcher looked for focused the classes in the chance to put into practice the listening progression into a contextualized (familiar) vocabulary gaining. Tyagi (2013) mentions, one step of the listening procedure is *understanding*, *it is* the analysis we make once we perceive symbols (not only words but also sounds) that may be familiar.

In addition, the second questionnaire reinforces the prior sample (FN N°5), a ninety-eight percent of the class opined positively en regards to learning contextualized vocabulary through listening exercises (See figure N°10). It is worth mentioning, learners who gave negative opinions were the same who had learning-language difficulties as it was identified in the observation stage of the inquiry. Nonetheless, the way taken to teach the two preceding components of the language is still a great blend. Mc Carten's (2007) report supports the present indicators exploration:

(...) There is a lot to learn about vocabulary in terms of its range, the sheer number of words and phrases to learn, and the depth of knowledge students need to know about each vocabulary item. Materials can help students in two broad areas: First, they need to present and practice in *natural contexts* the *vocabulary* that is frequent, current, and appropriate to learners' needs. Second, materials should help students become better learners of vocabulary by teaching different techniques and strategies they can use to continue learning outside the classroom (p. 19)

Summarizing, it is a very good choice to start chaining all the ESL language skills to study any language. Clearly, listening is enhanced faster and in depth when students hear terminology needed to live in a community. In the same manner, the teaching setting demands to be conditioned as a natural environment where students practice and motivate because every person employs the same language to communicate. Evidently, society communicate by means of the language, thus, the best option is to learn the range of vocabulary used in the humanity's daily life.

Indicator two: *students identify the vocabulary according to the context or situation*, one determinant aspect in the English as foreign language learning is when students have the opportunity of accessing to a knowledge that makes them participate in different cultures, social and educative levels. Consequently, the pupils from this research work were immersed in lessons with diversity of sources like conversation recordings, songs, and video stories. These forms of teaching-learning orientated or situated students to

recognize the amount of places, events, people, things and cases in the everydayness. Similarly, the teacher directed learners to study in detail many words depending on the theme, place, individuals, etc.

In relation to vocabulary, to design each lesson plan and release them, the trainer made a taxonomy of the different topic situations to adjust into a second grade group's extent. The classes' themes were, physical descriptions; colors, comparatives, personality. Moths of the year (common celebrations), days of the week, family members, parts of the house, classroom language (commands), animals, and body parts. In the body parts' class the learners talked about the function each part of the body has, they knew and remembered some action verbs. These occurrences appear in quotation below:

When the song finished, the trainer told the learners each parts function. i.e *I eat with my mouth, I walk with my feet, I write with my hand, I read with my eyes, I kiss with my lips, I hear with my ears.*

Since both the parts of the body and the verbs were new words for the students, while the teacher said each part, this also mime or made gestures to ensure pupils understanding. **(See Annex N°6 FN N°4)**

Still, in a sheet that had the parts of the body, the acquirers had to match the images with the number they listened from an audio. **(See annex N°9)**. The named instruments agree with Richards (2008) who specifies two teaching strategies for listening; noticing activities and restructuring activities. *Noticing activities* refer to the listening texts presented more than once in order to complete certain activities such as: fulfill comprehension, fill in the gaps and complete sentences. *Restricting activities* are other sort of activities developed in an oral and involve matching conversation texts with the tape scripts and completion tasks with linguistic expressions or vocabulary. Appertaining the significance of learning the communication demanding vocabulary, the authors Nation and Waring (1997) observe:

Such information we believe, help us to outline clear, sensible goals for vocabulary learning. It is not just to learn and memorize words and collect them in the mind, it is to learn the word we really need in the context, the words we think are important to communicate successfully in the foreign language (p. 11)

Despite the benefits contributed by teaching contextualized vocabulary as noted before, it becomes frustrating to see some students who after several classes continued having mistakes, or not doing the proposed tasks, even when comprehension is facilitated by offering listening activities inside delimited situations with their specific vocabulary. Such is the case of Miguel; he did not do the classwork. Another case was Angie who did not do the task she was supposed to do, but colored and decorated the sheet handed out by the teacher (**See annex N°7, FN N°4**).

Notwithstanding there were a few cases of some scholars who did not attained successfully outcomes. Finally, this fact eventually happens in researches. The second indicator was reached thanks to the application tools, content and structuration of lessons. It portrays that vocabulary is better understood and stored when it is taught in the context where it is used,

## SUMMARY RESULTS

The summary results is focused on each category's generalities obtained from chapter five. *Including audio visual aids into the ESL classroom*, its corresponding indicators or sub-categories are: students acquire confidence to learn when seeing shapes and colors through an image. Students potentiate the listening skills through the usage of songs, and, students associate the sounds with the images contained in videos. The other category is *contextualized vocabulary learning*, it includes two indicators or sub-categories: students improve the listening comprehension by learning contextualized vocabulary and, students identify the vocabulary according to the context or situation

Regarding category one: *Including audio visual aids into the ESL classroom*. The multimedia material is a key factor that ensures learning and relieve the loathing towards ESL. With the partaking of talking images, flashcards or pictures, the researcher discovered that students got more out when they learnt helped by this different means, than just listening to the teacher talking or simply making drawings on their notebooks. Otherwise, talking flashcards or images were also in charge of replacing the teacher's explanations and possible mother tongue participation.

Moreover, the investigator insists; yet the learners in many cases have a sort of aversion towards practicing listening skills. This unfavorable predisposition is transformed in classes that are canalized by songs related to the English lesson topics. Anchoring music tools to English young learners was a pertinent decision since these resources functioned as the fundamental elements which guaranteed the pupils to be attentive and to acquire proficiency in their listening skills.

In conclusion, it is fructiferous to enlarge the English as foreign language learning by connecting the content to be taught with the media that best transmit it. Multimedia elements like videos, offer a multiform environment of knowledge. In this sense, students learn to not only develop a language skill, but to know content too. Lessons run by videos provide students a new and much more comfortable way to improve English language domain than lessons carried out in a traditional way. Subsequently, the author demonstrates in synthesis the evaluation of the second category and its indicators.

*Contextualized vocabulary learning* was divided into two indicators. Firstly, *students improve the listening comprehension by learning contextualized vocabulary*. In effect, the sessions were worked holistically when listening skills development was articulated with the inclusion of the everyday proper words. On one hand, because students learned terminology that they are going to use to interact and communicate in different circumstances; at school, in their house, with their families and friends. On the other hand, the listening goals could be achieved efficaciously because students were asked to do exercises with familiar vocabulary. For the same reason they remember for long time what they had practiced in the classroom.

Referring to the second indicator: *students identify the vocabulary according to the context or situation*. It was indispensable to follow a process that finally accomplished the expectative. At the end of the pedagogical proposal, the trainer proved that students were able to understand and recognize the vocabulary thought over the fulfillment of the lessons thanks to the application tools, content and structuration of lessons. It portrays that vocabulary is better understood and stored when it is taught in the various contexts or areas where language is used. I

## CONCLUSIONS

This segment presents the results in accordance with the specific objectives: 1. to identify the results of implementing audio-visual aids to learn contextualized vocabulary in the English class. 2. To recognize students' listening comprehension through audiovisual aids. 3. To analyze the relevance contextualized vocabulary has in the students' listening skills. The researcher demonstrates if these objectives were achieved and in what extent. Likewise, the researcher explains, the learning made in terms of discipline, educational intervention and research experience.

This inquiry's first objective was to *identify the results of implementing audio-visual aids to learn contextualized vocabulary*. Regarding audiovisual aids as the knowledge (contextualized vocabulary) facilitator material, the findings found and scanned in the aforementioned section. It is determined that such resources are the most suitable tools to enhance English classroom learning. Students reaction towards the materials was assertive, they were disposed to work and acquire new knowledge ever class. It is not worthy to teach vocabulary isolated from the situation it is utilized. Videos, songs and pictures helped students to learn vocabulary in context.

Considering the second objective: *to recognize students' listening comprehension through audiovisual aids*. The implementation and analysis of the data collection instruments; the diagnosis, surveys, field notes and the artifacts, display that involving listening skills is not an easy job. Nonetheless, the trainer took advantage from the multiple qualities and usages of the audiovisual aids to provide the learners a really significant and interactive learning. Indeed, there is a striking advancement as the analysis announced, in

the classes students always worked with multimedia elements, in those classes, they completed their understanding starting from a device that supplies them information in different forms.

Lastly, the third objective; *to analyze the relevance contextualized vocabulary has in the students' listening skills*. Regarding the observations made to the second grade students at Aníbal Fernández de Soto School. The teacher decided to execute a plan improving the listening skills performance by teaching students contextualized vocabulary, thus, engaging them into attractive and useful learning settings. The effects the prior plan caused in the second graders were appropriated because scholar were able to account that the vocabulary they learned serve to communicate and get in contact with others. Due to that, students ameliorated their listening yield as the analysis informed.

. In accordance to the research experience. At first instance, the investigator strove to scrutinize profitably the data collections instruments. Consequently, the outcomes were rewarding to resolve this study and to give solid arguments for each category and every indicator. In contrast, the researcher identified an important issue that affected the analysis phase in certain degree. The lack of data collection instruments restricted the strength of the reports. Certainly, the field notes, the surveys and the artifacts produced meaningful inputs but the analysis would be done more exhaustive if the researcher would picked more artifacts to restate the instruments applied. For instance, videos filmed in the classes and at least one teacher's interview might consolidate even more chapter five.

## GENERAL SUGGESTIONS

The research project aimed at producing results that modify the ways to tackle English as an academic subject, the pedagogical methodology. Nonetheless, there are some general suggestions for the next research studies to cause a transformer impact in education accompanied by the research approach, components, and supports

In regards to the participants, the inquiry is probably better accomplished if the number of students is smaller because the recent participants' proposal counted with thirty-six students and a small room. Then, the teacher experienced class management troubles since there were many students and if the researcher drew attention to one student, the others were disordered. Hence, if there is the possibility of working with smaller groups, it was suitable to gain improved results.

The institution was a taxpayer aspect in the successful execution of the present project. However, the practitioner had to supply the major quantity of the material required to be used into the classroom. Therefore, being this a research study that identified and defined the solutions to the possible educative weaknesses and, ameliorated the learning process, the institution had the responsibility of furnishing the needed and suitable material and device that enabled the effective accomplishment of the sessions that were previously planned.

Respecting the university, one element that strength the elaboration of the proposal is the time factor and the structuration of the realization of the inquiry because it allowed the researcher to have an organized process and an adequate consecution of the stages.

With the purpose of perfecting the culmination of the study, the researcher suggests to provide deeper insights and orientations to effect a research proposal.

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## ANNEXE

### Figures

The following figures are taken from the students' diagnosis, first and second survey's answers; opinions, attitudes, suggestions and knowledge about the English topics and the methodology chosen to carry out the classes. The diagnosis and the two surveys were applied to the thirty six students that included the second grade. The pupils solved the questionnaires both at the beginning and at the end of the research project.

Figure # 1 Questionnaire, question 1.



Figure # 2



Figure # 3 Questionnaire, question 2



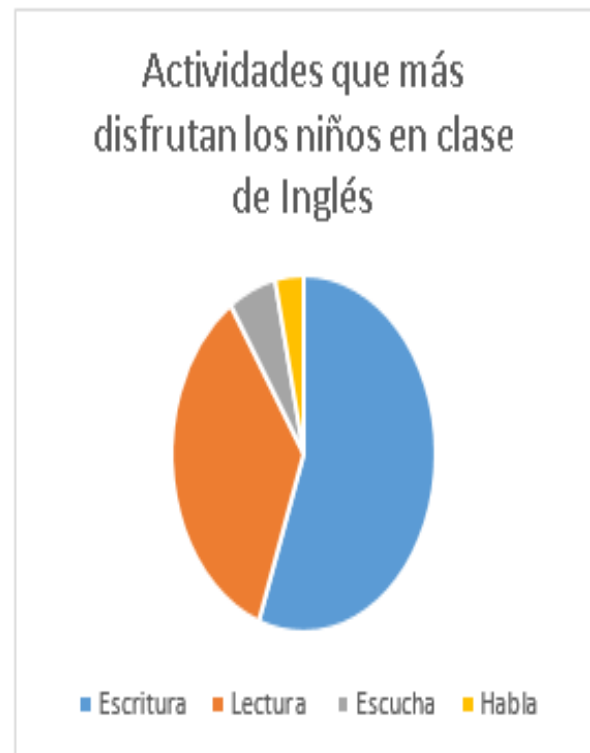
Figure # 4 Questionnaire, question 5



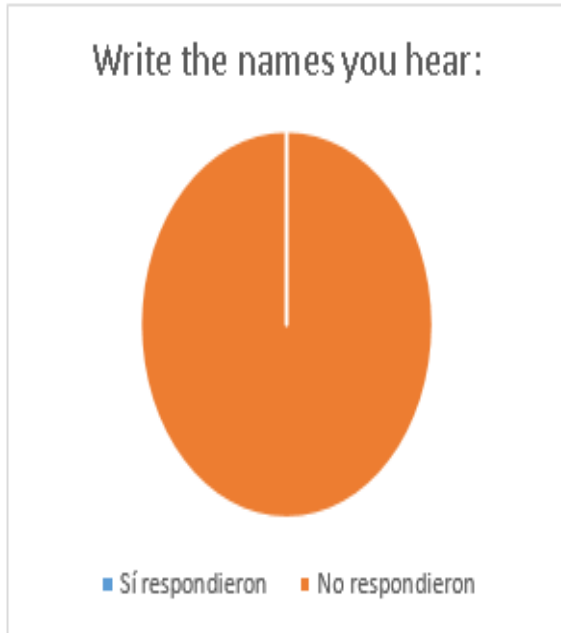
Figure # 5 Questionnaire, question 8



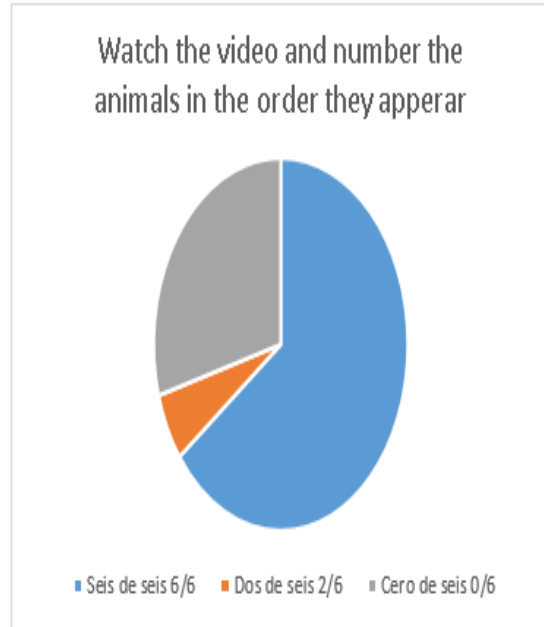
Figure # 6 Questionnaire, question 4



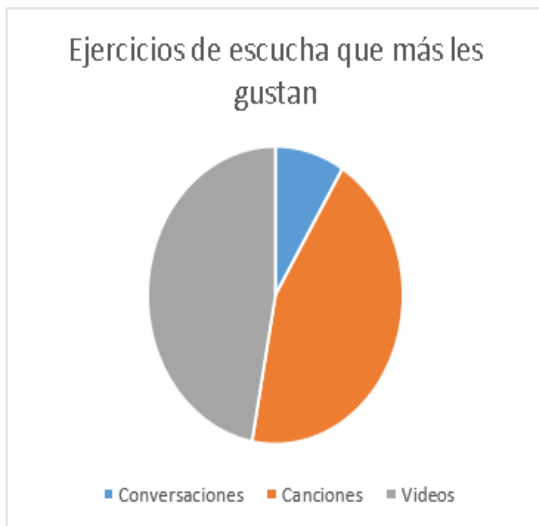
**Figure # 7** Diagnosis



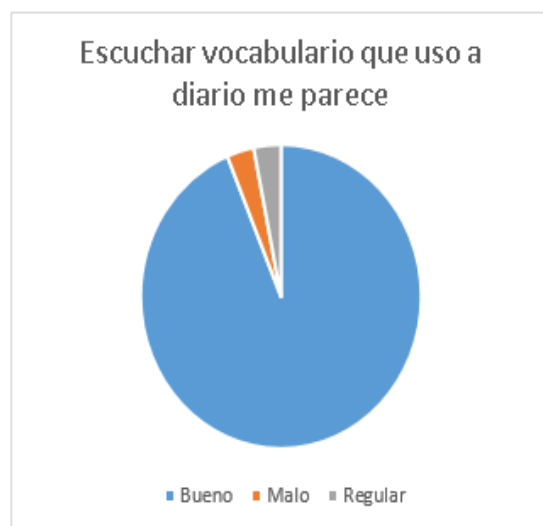
**Figure # 8** Diagnosis



**Figure # 9** Questionary 2



**Figure # 10** Questionary 2





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PRACTICANTE: PAOLA ROMERO  
FIRST SURVEY  
ANNEX #1**

- This survey helped to identify students' needs, personal information and to design and implementation plan according to students information.

**FIRST SURVEY FOR ENGLISH CLASS**

**Datos del estudiante**

Nombres y apellidos .....

Hola:

Tu colegio, Anibal Fernandez de Soto y la Universidad Pedagógica Nacional requiere amablemente de tu colaboración. Es así que, queremos conocer algunas cosas de tus clases y hábitos de estudio.

Te pedimos que respondas esta encuesta con mucho cuidado y franqueza, sólo nos interesa conocer tu opinión sincera. Si lo necesitas puedes pedir ayuda a tus padres. No hay respuestas ni buenas ni malas y las respuestas que des no influirán en las notas de tu Clase.

1. ¿Cuántos años tienes? \_\_\_\_\_
2. ¿En qué barrio vives? \_\_\_\_\_
3. ¿Quiénes conforman tu núcleo familiar? \_\_\_\_\_

4. Respecto a la clase de inglés ¿Qué tipo de actividades disfrutas más en la clase de inglés?

- a) Escritura
- b) Lectura
- c) Escucha
- d) Habla
- e) Otras

¿Por

qué?

---

5. ¿Qué es lo más difícil de la clase de inglés?

- a) Escribir
- b) Leer
- c) Escuchar
- d) Hablar
- e) Otras

¿Por qué? \_\_\_\_\_

6. ¿Tomas clases extra de inglés? Sí o no ¿por qué?

---

7. ¿Has aprendido, palabras o frases nuevas fuera de la Clase de inglés?

---

8. ¿Qué actividades te gustaría desarrollar en la clase de inglés?

- a) Escritura
- b) Lectura
- c) Escucha
- d) Habla
- e) Otras

¿Por qué? \_\_\_\_\_

9. ¿Usas el inglés en otros espacios y/o contextos (familia, amigos, compañeros de clase, juegos, películas, videojuegos? Sí o no ¿por qué? \_\_\_\_\_



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DIAGNÓSTICO**

**ANNEX # 2**

Objetivo: Identificar el nivel de comprensión oral en inglés en los niños de segundo grado del colegio Anibal Fernandez de Soto.

Name \_\_\_\_\_ Date \_\_\_\_\_

✚ Answer the following exercises according what you hear.

🔊 **Answer the teacher asks**

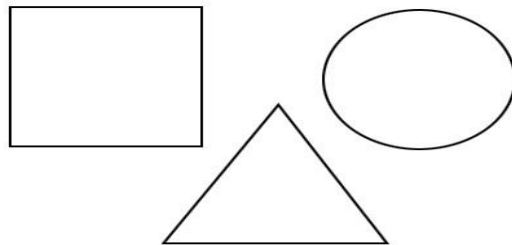
What is your name? \_\_\_\_\_

How are you? \_\_\_\_\_

What is your favorite color? \_\_\_\_\_

🔊 **Follow the instructions your hear**

✚ Color the figure you listen to:

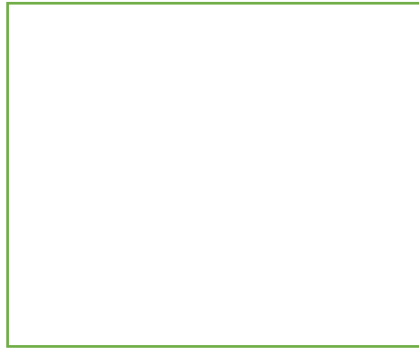
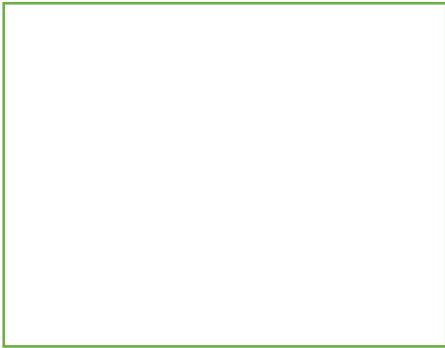


✚ Write the names you hear

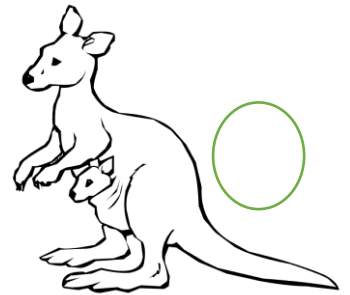
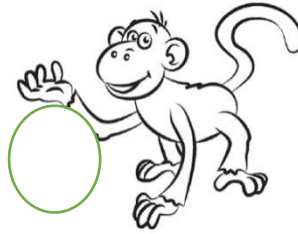
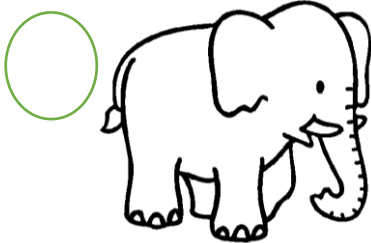
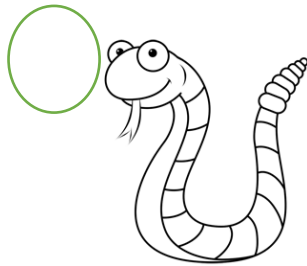
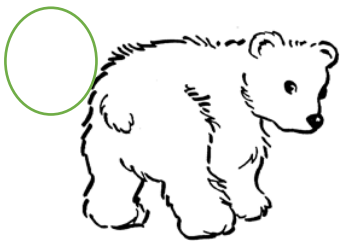
The girl's name is \_\_\_\_\_

The boy's name is \_\_\_\_\_

✚ Draw a big cat and a small dog



🔊 Number the animals in the order you hear.



THANKS



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SECOND SURVEY  
ANNEX 3**

- This survey gathered the results of the material and the process followed after implementing the proposal's classes.

**NOMBRE** \_\_\_\_\_

**FECHA** \_\_\_\_\_

**Lee atentamente y responde las siguientes preguntas.**

1. ¿Qué tipos de ejercicios de escucha te ha gustado hacer en la clase de inglés?
  - a. Conversaciones
  - b. Videos
  - c. Canciones.
  - d. Otros \_\_\_\_\_

¿Por qué?

\_\_\_\_\_

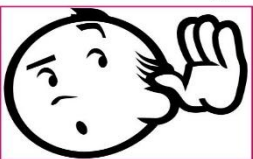
2. Escuchar conversaciones, videos y canciones en clase de inglés me ha servido para:
  - a. Adquirir más vocabulario en el idioma inglés.
  - b. Entender mejor el significado y la pronunciación del vocabulario en inglés.
  - c. Esto me ha facilitado realizar los ejercicios de escucha en clase.

d. Otros \_\_\_\_\_

¿Por qué?

\_\_\_\_\_

Good Listening



3. Realizar juegos en clase en los cuales debo escuchar a mis compañeros en inglés me ayuda

a. Trabajar en equipo.

b. Practicar inglés de manera divertida.

c. No me ayuda a nada.

d. Otros: \_\_\_\_\_

¿Por qué?

---

4. Se me dificulta cuando debo escuchar a mis compañeros para poder hacer una actividad en clase de inglés.

Sí  No

¿Por qué?

---

5. Me parece divertido hacer actividades de escucha en el inglés.

Sí  No

¿Por qué?

---

6. Escuchar en inglés el vocabulario que uso a diario. Me parece:

a. Bueno.

b. Malo.

c. Regular.

7. Aprender vocabulario común través de ejercicios de escucha en inglés me ayuda a:

- a. Utilizar luego ese vocabulario con mis compañeros y familia.
- b. Entender mejor lo que escuchamos en clase.
- c. No me ha servido para nada
- d. otros \_\_\_\_\_

¿Por qué?

8. Teniendo en cuenta lo que hemos trabajado en la clase. Pienso que el idioma inglés es:

- a. Fácil.
- b. Difícil
- c. Aburrido.
- d. otros \_\_\_\_\_

¿Por qué?

9. ¿has aprendido otras cosas diferentes a vocabularios a través de los ejercicios de escucha hechos en la clase?

SÍ

NO

¿cuáles?

Thanks!  




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PRACTICANTE: PAOLA ROMERO  
FIELD NOTE # 1**

**ANNEX 4**

- The following field notes describe all the events that occurred during the classes, the teacher and students' performance, reactions and attitudes. Additionally, a trainer's feedback.

<p>Institución: Aníbal Fernández de Soto          Number of students: 35          Schedule: Wednesday 7:00 am.</p>	
<p>Description: observations class</p>	<p>Interpretation</p>
<p>The students got into the classroom while the teacher was waiting for them to organize and sit down in the order established by the teacher, the chairs were set in lines.</p> <p>After a while, the T said, <i>good morning class</i>, the pupils did not answer, on the contrary, they kept standing up and talking to their mates, then, the teacher said <i>Buenos días niños, vayan a sus puestos</i>. In that moment students draw attention to the educator, they replied <i>buenos días profesora</i> and sat down.</p> <p>However, when students were on their seats, they talked and argued among themselves, the T tried to call their attention saying aloud the names of the students who were either talking or on foot. At the same time, she kept moving around the classroom.</p> <p>The T said “pay attention” and Ss continued talking and doing different activities, then the T said <i>presten atencion</i> when Ss listened to the T speak in Spanish, they sat down and were quiet.</p> <p>When not all, but most of the Ss were quiet, the T started asking some questions in Spanish about a list of “deals” they had to carry out the class. Students shouted “<i>hacer silencio, respetar a los compañeros, no comer en clase, etc</i>” The T wrote on the board what the</p>	<p>At first, catching students' attention is very difficult to the teacher, but when the T speaks in Spanish, they pay attention to the instruction provided by the instructor.</p> <p>However, when they have to listen to the teacher, when she talks and asks questions about the activity they are doing in class, just a little number of students pay attention. The rest are very distracted.</p> <p>Something important to mention is that students get lost when the teacher talks a few words in English. That is why she has to speak in Spanish.</p> <p>Other aspect is while the teacher asks questions about the vocabulary. She has to repeat the questions because it is very difficult for the students to understand. This phenomenon could be a product of the constant arguing among classmates.</p> <p>Finally, when the teacher explains something, students do not listen, instead, they complain constantly because their mates take their stuff and thing like that.</p>

<p>students said.</p> <p>Then the T asked students to be quiet while she handed out some sheets to each student. Whereas the T gave the sheets to the students, she said that they were going to learn <i>colors</i> and wrote it on the board.</p> <p>Afterwards, students were saw some colors, the teacher asked, <i>what color is it?</i> Some of the students answered: <i>azul</i> other said, <i>blue</i> and the teacher's next instruction was "se dice blue". Next, the trainer said to the pupils: <i>van a pintar de azul todas las partes que tienen el número 1.</i> When Ss finished painting, the T picked up the sheets</p> <p>At the end of the class, the teacher wrote on the board the homework that was to draw and paint the flag of Colombia. Equally, she explained it in Spanish. The T repeated it twice because student did not listen to and they said they did not understand.</p>	
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FIELD NOTE # 2**

**ANNEX 5**

<p>Institución: Aníbal Fernández de Soto Number of students: 35 Schedule: Wednesday 7:00 am. Months of the year</p>	
<p>Description</p>	<p>Interpretation</p>
<p>At the beginning of the class, students were sit down while those who arrived late were in front of the board. The head teacher did a wake up call to the ones who were late.</p> <p>To start , the teacher told students to answer the following question:</p> <p><i>in which month do we celebrate Christmas? Sebastián shouted "/dɪ 'sembə/.</i></p> <p><i>When is your birthday Evelyn? Some minutes</i></p>	<p>As in the previous session, catching students' attention to begin the class, is very difficult. In this case, the teacher did not shout, nor talk loudly. She kept quiet until students noticed that and keep quiet too. It may be a very good strategy because in many cases, when a teacher shouts, it is disgusting to him or her and to the pupils too.</p> <p>When the teacher greeted in English, they answered in the same way. That is to say, if teacher talks in the learning language, they try to</p>

after she said /ma: tʃ/

Moreover, the teacher told them to talk about the celebrations that people do in each month of the year. As students did not know the needful vocabulary, they talked in Spanish. For that, the teacher wrote it on the board, and explained it miming or making drawings.

Later, the teacher asked Ss to see some images about the months the year. In that moment, the students were seeing the vocabulary and images related to the words. While the pupils looked it, they commented among themselves.

Example: In one of the images appeared a Santa-Claus. In that moment *Michelle* said, *December!* Next, the word *August* appeared, the teacher emphasized the pronunciation and a kite was shown. After, *Samuel* said ¡Ahhh, ya entendí, es Agosto!

Furthermore, the teacher asked Ss to see one video with a song about the months the year. While the pupils listened to the song, they could see that when the months were mentioned, a representative picture appeared for each one. i.e when the singer said /p k' təʊ bə/a pumpkin appeared. When the students were listening to the song they tried to sing it following its rhythm and imitating the gestures that appeared in the video.

After, the teacher chose 12 volunteers to pass in front of the board, each student picked up a poster with the name of one month of the year. Next, they had to organize the posters in the right order of the months of the year.

To end up, the students were asked to work “bingo” in pairs. Each pair had one “bingo chart” they had to mark with an “X” the months that the teacher said.

do the same.

One important tool to carry out classes, and to make students pay attention might be to work with familiar vocabulary to students. It is noticeable because when the teacher spends long time talking about vocabulary that they do not use in their real life, students get bored and distracted. That is why playing videos, songs, etc. with familiar vocabulary in the classes is a very good choice.



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PRACTICANTE: PAOLA ROMERO  
FIELD NOTE # 3**

**ANNEX 6**

<p>Institución: Aníbal Fernández de Soto  Number of students: 37  Schedule: tuesday 7:00 am.  Parts of the body</p>	
<p>Description</p>	<p>Interpretation</p>
<p>When the class started, the pupils were very distracted; they were talking and standing up. To catch their attention, the teacher greeted “good morning guys”, Ss answered “good morning teacher”. Then, the teacher asked them to sit down and to be quiet.</p> <p>After a while, the teacher asked Ss some questions like: ¿Samuel, what do you use to see? ¿Johan, what do you use to walk? ¿Juanita, what do you use to eat?.</p> <p>Ss did not know how to answer those questions. To help Ss to understand the teacher repeated the questions and mimed them. Ss understood and could answer the questions. As they did not know the vocabulary in English, they used Spanish. Therefore, the teacher said “we can see with the eyes” so, the teacher showed her eyes and wrote the words on the board. The teacher did so with the rest of the questions she had asked.</p> <p>Afterwards, the teacher played a song about the parts of the body. Before starting the song, Ss were very anxious and started moving and doing gestures of joy when they noticed they were going to listen to a song. When the song was played, students tried to sing what the singer said. Maria José sang <i>this are my body parts</i> following the rhythm of the song, when Juanita told her, !Noo, se dice <i>baryj</i>.</p> <p>In this moment all the Ss got very concentrated and started singing and moving their bodies with the music.</p> <p>When the song finished, the trainer told the learners each parts function. i.e <i>I eat with my mouth, I walk with my feet, I write with my hand, I read with my eyes, I kiss with my lips, I hear with my ears.</i></p> <p>Since both the parts of the body and the verbs were new words for the students, while the teacher said each part, this also mime or made gestures to ensure pupils understanding.</p>	<p>In this session, the students were quite interested and attentive since the teacher does not talk and they just listen. Instead, there is an interaction because they participate actively in class, while the teacher asks them to show their parts of the body, they show them.</p> <p>Moreover, the attention and participation of students could be because they could materialized the learning topic in the classroom, it means, the can use it in the same time.</p> <p>When the teacher plays the listening about the parts of the body, students were attentive and exited; it may be because listening to the vocabulary the use every day would be easy and interesting for them.</p>

<p>After listening to the song and singing it three times. Teacher told the pupils to work in groups; one group said some parts of the body randomly and the other group had to show the mentioned parts of the body.</p> <p>Finally, teacher asked Ss to work in pairs and to do a listening exercise. Teacher handed out one sheet per couple, then, she played a recording about the parts of the body and Ss had to circle the mentioned part of the body in the recoding.</p> <p>When Ss finished the previous listening activity, they gave their sheet to the teacher. Next, the teacher played the recording again and she stopped the audio when a word was said. In that way, Ss knew the answers of the activity.</p>	
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PRACTICANTE: PAOLA ROMERO  
FIELD NOTE # 4**

**ANNEX 7**

<p>Institución: Aníbal Fernández de Soto 05-05-16 Number of students: 35 Schedule: thuesday 7:00 am. Little red riding hood</p>	
<p>Description</p>	<p>Interpretation</p>
<p>The class starts with the teacher`s greeting, students sat down, then, the T shows Ss a family tree. The training teacher pointed out some members like the grandparents and asked students: <i>what is that?</i> They answered <i>grandmother</i>, the teacher`s next intervention is <i>and this?</i> <i>Grandfather</i>, responded Ss.</p> <p>Right away, the teacher questioned to a pupil: Killiam, <i>what is your granny`s name?</i> The T pointed out the grandmother in the image. Killiam was quiet, so the T told him: <i>my name is Paola, your name is Killiam. Now, what is your granny`s name?</i> He answered <i>Olga</i>.</p> <p>Afterwards, the T asked to Edward, <i>what is your granny`s name?</i> In addition, he did not</p>	<p>In this class, I could notice that as in the other sessions, SS like to look at images. One interesting thing is that most of the students liked to participate in class. They liked to answer about questions that the teacher like about their daily life.</p> <p>Something to point out is that for ss was easier to answer questions about their life, as was told above. In addition, with the examples given by the teacher and questions about vocabulary learnt previously.</p> <p>When students were going to do the activity about the story tale, I can say that it helps them</p>

understand, the teacher tried to help him but he did not want to answer.

Next, the teacher asked the same question to other students because they raised their hand to talk about their grannies. After, the teacher put and image about some adjectives of personality and appearance. Ss looked at them and read the meaning. Next, The T asked the Ss the following questions about their grandmothers: *how is she like? How does she look like?*

In the previous part of the session, when one Ss was answering the questions, others were playing with theirs partners or making drawings on their notebooks, like *Maria Paula Jimenez*.

Later, the educator handed out a worksheet to every person from the classroom. Ss had to do a matching activity about the characters of the story tale *Little Red Riding Hood* and then ordered the fragments in the sequence they listened to the story

The pupils were told to pay attention to the *video* that was going to be played. They were very distracted, but then, the T played the *video* about the story tale. In this moment, the Ss got very concentrated and all of them were watching the *video*..

While the video was being played, students made comments. For instance, *Michelle* said ¡ahhhh, *grandmoter!* when she saw a granny's picture. Then *Juanita* told her ¡Noooo, se dice /' g ræn, mɔ ðə/!

After seeing the video twice, the T noticed that most of the students have finished the worksheet exercise without any difficulties, except some students like *Miguel* who did not do the activity and *Angie* who instead of doing the exercises specified in the paper, colored and decorated the sheet.

Due to that, the T decided to turn off the video. But, the scholars cried out ¡*Nooo teacher, está chévere!*. The teacher played the video again, when they saw the video, they checked the vocabulary and analyzed its pronunciation.

At the end, the teacher picked up the activities, checked the answer in the class and gave the

very much in the way that they could enjoy because of the relation between the sounds and the drawings (the girls, the wolf, the granny).

Otherwise, like the video was funny for them, Ss had fun doing the activity and maybe it becomes easier to understand the story.

Finally, Ss did not spend much time doing this activity because most of the vocabulary of the story was taught before and the images helped to understand what was listened.

feedback.



FACULTAD DE HUMANIDADES  
DEPARTAMENTO DE LENGUAS  
COLEGIO ANÍBAL FERNÁNDEZ DE SOTO  
PRACTICANTE: PAOLA ROMERO  
ANNEX 8

- This activity was accomplished while students watched a video about the story tale Little Red Riding Hood.

## Little Red Riding Hood

### 1. Match them up!

Draw a line to match the picture and the word.



granny      wolf      house      bed      woodcutter

### 2. Match them up!

Draw a line to match the picture and the sentences.



What big eyes you have!

What big ears you have!

What a big nose you have!

What big teeth you have!

### 3. What's the order?



Listen to the story and put the sentences in order.



"Granny, what a big nose you have!"  
"All the better to smell you with!" said the wolf.



Little Red Riding Hood went to visit her granny.  
On her way she met a wolf.



The woodcutter hit the wolf and Granny jumped out.  
Little Red Riding Hood never saw the wolf again.



"Granny, what big eyes you have!"  
"All the better to see you with!" said the wolf.



"Granny, what big teeth you have!"  
"All the better to eat you with!" shouted the wolf.



The wolf ran to Granny's house and ate Granny up.  
He got into Granny's bed.



"Granny, what big ears you have!"  
"All the better to hear you with!" said the wolf.

- It is a sample worksheet that estudents did while students listened to a recoding and recongize the parts of the body and their functions.

Write the number next to the picture

