FACEBOOK: METHODOLOGICAL STRATEGY TO ENHANCE LISTENING IN ENGLISH IN 4TH GRADE AT ANTONIO NARIÑO HIGH SCHOOL NIGHT SHIFT

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Research paper Approval:

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DEDICATION

I thank God for sharing during this time with excellent people around me, who never refused to give me his hand during the execution of this compendium of efforts, contributing to the ending of this undergraduate program. I am very grateful for people who teach me how to be a good person. I would like to thank them for their support, trust, friendship and encouragement and blessings.

To my mother, thank you for trusting me to ignore people who did not trust me, your wise advice has always accompanied me and not let me fade.

To my father, thank you for believing in me, for being the best father, for doing things that seemed unattainable but you made them possible.

My boyfriend Andrew, for supporting me every day, understanding and loving me. To my boss Misael, for trusting me and giving me the opportunity to finish my studies.

To my fellow students, Andrés and Karen, for being a good team, keeping the union and giving the effort needed to achieve this cherished dream for which we fought for years.

The greatest of all God that he enlightened me to finish this dream, each of the blessings and because what I am is thanks to you with the love that you offer me.

(Laura García Castellanos)

DEDICATION

This work is dedicated firstly to God for giving me the wisdom to be able to achieve my goals.

To my parents, Gustavo Parra and Yormary Arevalo, thanks for their unconditional support.

To professors who have supported me throughout my research work enriching it with their contributions and experience. To my classmates for sharing this experience.

(Karen Mayerly Parra Arévalo)

DEDICATION

Firstly, I dedicate this work to God and to the Virgin Mary for making my dreams become a reality, for supporting me in difficult times.

Secondly, a special thanks to my mother, Gladys Ovalle, for her unconditional support both psychologically, emotionally and financially. Also, to all those who helped me during this process.

To all my professors who shared their knowledge, experience and wisdom, but especially to those who inspired me to do well and joyfully work: Gladymir Velasquez, Gladys Forero, Andrés Muñoz, Yamile Suarez.

To my friends, peers and classmates for whom Iearnedto share, with great enthusiasm and joy.

To the love of my life for always supporting me at every moment throughout this learning process.

(Andrés Mahecha Ovalle)

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ABSTRACT

In recent decades, teaching English as a second language has become very use more. Exchanges created between populations have made that communication in more than one language becomes a necessity nowadays. New generations do not disconnect with this reality presented in the globe. This fact gives thanks to social networking sites that are part of the web 2.0 which have been being a useful tool to establish an interaction with people who have some aspects in common.

In order to study the practical learning of a second language, we are going to use as an example a social network (for example, Facebook) as a way to create a different perspective to teach one skill promoting new manners to interact with the language, even if it is not a formal context. Teaching English in a school where there is not a real contact with the language indeed is very complex due to different factors such as: cultural aspects, level of instruction, tasks based on the second language, lack of communication in English in the classroom, etc. Those aspects have facilitated the raise of this research work.

Consequently, changing methodologies that are used in most of the classrooms allow having another perspective about learning process of a second language. To that fact, Facebook with the active listening is introduced in the classroom in order to transform listening skills practice. These are presented in this research as a new way to learn English taking into account a social context.

Likewise, this research found that in education, Facebook has a great impact to transform and improve educational practices of teaching English outside and inside in the classroom. It facilitates educational innovation, to encourage the use of new teaching tools, including new social trends in school, share information and knowledge, promote meaningful learning, among others; however, the most important aspect is the innovation in teaching practices. All the advantages will improve learning conditions for students to find some limitation in traditional forms of learning.

1. PROBLEM STATEMENT

1.1. STATEMENT OF THE PROBLEM

Considering the different observations, surveys, interviews and field diaries conducted in learning English as a Second Language (ESL) students in Fourth Grade at Antonio Nariño High School at night shift, the main goal was to measure student's performance in the four communication skills: listening, speaking, writing, and reading. Several strengths and weaknesses were observed in the items mentioned before. One of the biggest concerns was the listening skill, because students did not understand the instructions that were given through the development of the class. (See Appendix E).

Based on the observations carried out to the students in the high school Antonio Nariño night shift as learners of English as a Second Language at grade 4th, it was found that students presented serious weaknesses to understand a message that was conveyed in English due to the fact that pupils find it difficult to understand the instructions given by the teacher during the class (See Appendix E). This fact did not allow students to have any interaction with the teacher or with their classmates using English as a language for establishing a communication and developing a task assigned in the learning process. Consequently, teachers had to translate to Spanish all that they had said some minutes before, during the development of the class. Thus, the teachers could not develop any topic deeply.

When the teacher implemented an activity in which students had to speak English, they were reluctant to do it and started to complain, and their common answers were:

"No hablo ingles"   *"Do not speak in English"*

¡Qué dijo!"   *"What did you say"*

Profesor, puede hablarnos en español *"Teacher, you can talk to us in Spanish"*

¡Nadie entendio!   *" No one understood"*

¡Hable bien!   *"Speak well"*

As a matter of fact, students reacted in such a "negative" manner because they have not developed a habit of listening comprehension in a second language, in this case, English. That is because, students expressed their disagreement about the use of English during the time class was caused for their weakness to understand something said in English. This way was determined the ability to listen as a difficulty for understanding the English.

On the other hand, a workshop was applied, which had as main objective to evaluate skills in English: Speaking, listening, writing and reading. The workshop (See appendix C) was for the "beginners" - A1 according to the Common European Framework and the curriculum for learning foreign languages from Antonio Nariño high school. Among four skills, the lowest score that students obtained was listening corresponding to a basic performance. This fact demonstrated that students had a big problem to understand a listening task. Once the listening activity was finished students mentioned the following:

"No profe, no entendí".   *"No teacher, we did not understand"*

"Es muy difícil"   *"It is very difficult"*

Similarly, a survey (See appendix B) was conducted for students in which questions were asked about different aspects of communication skills in English as a Second Language, That demonstrated some difficulties in the work during the class and extra-class listening comprehension; even though some students said that they practiced listening skills outside of class such as song and videos.

In addition, an interview (See appendix A) was conducted with the full professor, Lic. Luz Marina Zorilla, with the aim of searching specific aspects on listening skills regarding the development of this class, student attitudes against it and other generalities. In the words of the teacher: They have difficulties in listening skill. She said:

"Por que es la habilidad menos trabajada y que requiere mayor concentración"

"Algunos estudiantes son apáticos"

"Because it is the least worked-on skill in class and requires greater concentration."

"Some students are apathetic."

Born of these circumstances made it necessary to strengthen and/or improve listening skills through the use of methodological strategies in order to improve communication through English in the classroom with students in 4th grade taking into account characteristics of this population. Furthermore, to strengthen listening skills is necessary, as this will allow a more dynamic teacher-student interaction, improving understanding of instructions, development of positive attitudes towards learning English.

1.2. RESEARCH QUESTION

How can listening skills practice be transformed by making use of active listening in order to understand the main idea through Facebook?.

1.3. OBJECTIVES

1.3.1 MAIN OBJECTIVE

To transform listening skills practice by making use of active listening in order to understand the main idea through Facebook at Antonio Nariño high school fourth grade at night shift.

1.3.2 SPECIFIC OBJECTIVES

To analyze a diagnostic test for establishing the level of the listening skill in fourth grade students.

To design and implement a pedagogical proposal leading to strengthening listening skill.

To evaluate the level of listening skill achieved during the pre-listening – while listening in the implementation of the social network Facebook.

To analyze the results obtained from the pedagogical intervention and implementation using Facebook as a methodological tool for improving the listening skill.

1.4 STATE OF THE ART

There have been a number of studies that show how to implement different virtual tools which contribute to the development of language acquisition in students. The following researches were taken into account during the development of this research:

First Toland 2013, in his research "Facebook as a Learning Tool",[1] focused on how Facebook can be used as a learning tool by teachers who take a standpoint the constructivist theory of education taking into account platforms like Angel, Slate, D2L (Desire2Learn), WebCT, Ecollege, as they have contributed to on-line teaching. The social network can increase student's concentration, long term memory, perception, and logical thinking.

Second, Castañeda (2011), in his doctoral thesis "Tecnologías digitales y el proceso de enseñanza-aprendizaje en la educación secundaria"[2] offers a didactic approach to the integration of ICT in public and subsidized schools (rural and urban) of Toledo and its province in secondary education. The proposal was based on creating discussion groups, whose main aim was to exchange persuasive opinions. To do this, the researcher selected two phases, the first was descriptive and the second, comprehensive. The researcher concluded that education makes use of ICT as a source of information, communication channel, a means of expression and creation, and multimedia didactic resource.

Likewise, Muhammad et al 2011, in their research "Facebook: an online environment for learning English in institutions of higher education?"[3] The main purpose of this study was to know if university students consider Facebook to be a useful learning

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[1]TOLAND, Rebecca. Perspective in Learning.Columbus State University, vol.14. Number 1, Spring 2013, p. 40-44.

[2]CASTAÑEDA, MaríaLuisa. Tecnologías digitales y el proceso de enseñanza-aprendizaje en laeducación secundaria.Tesis Doctoral. Madrid: Universidad Nacional de educación adistancia.Facultad de educación. Departamentode didáctica,organización escolar y didácticas especiales, 2011. 612 p.

[3] MUHAMMAD, Kabilan et al. Internet and higher education. 2010, p. 179-187.

environment for the study of the English language. The results shown that the students believed that Facebook can be used as an online environment to facilitate the learning of English. It also suggested that language teachers have to integrate Facebook as an educational project with pre-determined learning objectives and outcomes for the learning experience to be meaningful.

In the Colombian context, there are several research studies about the ICT as a pedagogical tool. The study was conducted in 2012 in the municipality of El Playon, Santander, concerning to the use of social networking site Facebook as a tool for teaching in the English area.[4] In which it is evident that the social network Facebook is a pedagogical process support, likewise the academic performance of students improved significantly. The above is supported in the use and review of the videos, the proposed documents and hyperlinks, where 100% of students reported having consulted the above three multimedia.

A review from the Universidad Libre showed a degree project "Fortalecimiento de la comprensión auditiva y pronunciación en Inglés a través de Facebook"[5] conducted in Bogotá in a public high school. This study focused on strengthening listening comprehension and pronunciation skill-through Facebook, in which it proposed the assembly of a series of materials listener which teachers can have access to more and better tools to help students become more proficient in the English language, through the implementation of tests in which it evidences the student understanding in listening activity proposed by a song, a conversation, an interview, etc. Performing a recording in which express the view of the relevant item for review the pronunciation.

In summary of the literature review of previous research concerning the problems with technological tools for English listening comprehension through virtual tools, is a question that deserves to be introduced in the present research.

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[4]BARAJAS MENESES, Fabiola y Álvarez Morán, Cristina. Revista de Medios y Educación. ISSN: 1133-8482 N° 42, 2013- pp. 143 -156 Píxel- Bit.

[5] CASTRO, Harry y DUARTE, Angélica. Fortalecimiento de la comprensión auditiva y pronunciación en Inglés a través de Facebook. Tesis pregrado. Colombia: Universidad Libre de Colombia. Facultad de ciencias de la educación. Departamento Humanidades e Idiomas. 2013.

1.5. RATIONALE

Globalization has caused new changes in societies, economy and education tendencies, having as a result cultural exchange. Due to this English position in the globalized world in the twenty-first century as a *lingua Franca* has transformed the ways to communicate and interact around the world. English is used as a common language for different purposes such as commercial, cultural, educational, and political. These aspects have made English one of the most widely spoken languages in the world.

Consequently, learning English as a Second Language has increased largely in recent decades throughout the world. These learnings allow more efficient communication to interact with other cultures. In the Colombian context, English is being learned to understand new cultures, to promote different interchanges between cultures and to facilitate scientific and cultural communication.

Therefore, the Bilingual Education Program of Colombia (2004-2019) has as main objective to develop communicative skills in a second language. It also has as a vision to create new strategies for developing communicative skills in English. In order to contribute to the vision this research paper aims to generate new manners to strengthen and to figure out listening skills in basic education Fourth Grade. The main purpose is to suggest Facebook as a methodological strategy to enhance listening in English.

From these circumstances, English has been included in the curriculum in high schools in Bogota taking into account the program BOGOTA BILINGUE developed by the Secretary of Education, which aims to implement in schools new methodologies and environments for learning and practicing English as a second language. As it is mentioned previously this research paper is considered as a methodological strategy to enhance English using the social network site Facebook, responding and contributing to this policy. At the same time, this study aims at

transforming listening practice presenting to students a manner to use a common social network to listen to in English.

On the other hand, listening is important when a language is being learned and people invest a specific amount of time required to establish communication in order to understand the message expressed by the person who emits it. In fact, listening provides an input that is very significant for second language acquisition and for developing other abilities as speaking. Furthermore, listening has been relegated to a marginal place in Antonio Nariño's foreign language curriculum; even with the classroom teachers do not pay attention or focus on this ability.

As a matter of fact, this work concentrates on including listening in the classroom, giving a relevant importance as a meaningful part of the class and homework, even when listening causes anxiety it is an important ability to develop. That is why Facebook was chosen as a significant tool to motivate the student to listen and improve their comprehension level.

Moreover, the importance of this research is presented by identifying shortcomings in education and preventing the smooth running of the process of acquiring a second language focused on the development of communication skills such as listening.

In addition, the school new tendency is to include new technologies of information and communication (ICT) at school to generate virtual environments to learn and give the students new ways to obtain access to information and teaching material according to student's needs. Schools have also responded to the social demand to not be isolated from the different changes that occur in technological and scientific level. These new tools introduced to the classroom allowed a change to current educational models to make way for new educational proposals coupled with the needs of learners of the 21st century.

The above evidence leads us to propose the use of social network Facebook immersed in ICT. According to Barrero, ICT allows to transform educational practices that tend to be traditional and still retain features not suitable for optimized learning:

> Tienen capacidad para facilitar la comprensión de conceptos, para individualizar el aprendizaje, para evaluar y medir, para gestionar mejor la actividad administrativa y académica, para entender la educación más allá de un horario lectivo y de un espacio determinado, para incrementar la motivación, para hacer posible la comunicación y la participación,…Y han sido estas tecnologías (de "lo digital") las que han despertado la atención de todos por el asunto escolar[6].

At the same time, there are countless advantages offered by new information technologies and communication when applied to education to make it a tool for transformation of the human being through meaningful learning. A social network increases learning motivation of English as a Second Language to facilitate communication between peers: student-teacher and student-student, individualize learning, responding to the particular needs each student has in relation to the understanding of the listener, extra class activities and comprehension of listening.

Therefore, the use of a social network allows to go beyond in the learning process that in a traditional class with a blackboard or just a notebook. The main objective is to make the student a good listener and empower listening skills using new technologies of information and communication (ICTs) in which the social network Facebook is immersed by pedagogical and didactic strategies.

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[6]BARRERO, Miguel. Revisitando la escuela y sus didácticas. En: Ruta Maestra. Febrero, 2013. Vol., 3, p. 6.

2. THEORICAL FRAMEWORK

In this chapter it is found the most relevant theoretical foundations that define the present research paper. It is divided in four parts, which are listening comprehension as ESL, active listening, Facebook, and finally Facebook as a didactic tool for learning English.

2.1. LISTENING COMPREHENSION IN ENGLISH AS A SECOND LANGUAGE (ESL)

Today, in most of the high schools, in a common and ordinary English class, "listening" does not belong to the learning process and it is not a transcendental skill in the course, since it is common to see in the curriculum of these classes the approach on grammar and the fact form structures allow to express what you want to say.

Listening skill is fundamental for learning a second language taking account that the natural way to learn any language is "listening" to a closer agent to us. If we study carefully the case of our native language, Spanish, we start listening to our parents and we talk and memorize patterns in context and then develop them in other contexts such us school.

Listening comprehension has different definitions according to Wipf defines listening as:

> An invisible mental process, which makes it difficult to describe. People who listen must discriminate between different sounds, understand the vocabulary and grammatical structures, interpret emphasis and intention, and retain and interpret emphasis all within the immediate context, as a wider sociocultural context.[7]

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[7] WIPF, Joseph. Strategies for Teaching Second Language Listening Comprehension. American Council on the Teaching of Foreign Languages, volume 17. 1984. Page 345.

At the same time Rost defines listening as:

> "As a process of receiving what really expresses the sender (the receptive orientation); construct and represent meaning (the constructive orientation) negotiate meaning with the sender and respond (collaborative orientation); and create meaning through participation, imagination and empathy (the transformative orientation). Listening is an active process of interpretation and complex in which the listener establishes a relation between what you hear and what is already known for him or her". [8]

According to Rost, it is important to generate an acceptable understanding through listening practice to infer that internal factors such as the concentration, assimilation and external contexts as the environment in which the activity of listening is developed, contribute significantly to the social development of language, these internal and external factors are generated during the communicative act between the sender and the receiver being the two essential parts of communication.

The listening exercise is closely linked to the ability of oral production, both work for the same purpose and are dependent on each other as Rushtaller mentioned:

> The communicative competence it is achieved communicative "putting the horse (listening comprehension) before the car (oral production). In other words, the key to achieving proficiency in speaking is developing proficiency in listening comprehension."[9]

According to Rushtaller, it is inevitable to take into account the need to promote the listening skill during the acquisition of a second language, in which the entire process of the listening skill is fundamental to develop the communicative competence.

James defines listening comprehension as:

> "Una serie de destrezas marcadas por el hecho de involucrar la percepción auditiva de signos orales [además]…no es pasiva. Una persona puede oír algo, pero no estar escuchando…es absolutamente necesaria para

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[8]ROST, Michael. Teaching and Researching Listening.London. Pearson. 2002,p. 13.

[9]RUHSTALLER, Stefan y LORENZO, Francisco. La competencia lingüística y comunicativa en el aprendizaje del español como lengua extranjera. Madrid, editorial Edinumen, 2004, p. 50.

cualquier otra labor que se realice con el lenguaje, especialmente para poder hablar y aún para poder escribir"[10].

In other words, James mentioned that to develop the listening skill require the interpretation of sounds or phonemes which are produced orally, which involves the identification of these basic units that allow the study of human language from the phonetic-phonological level known as phonemes, allowing in this way to identify the language in which it is expressed, likewise, it allows to notice the difference between hearing and listening; that is to say, hearing means that the person does not have to pay attention carefully to understand and decode a message given; on the contrary listening means to pay attention carefully to the message emitted by the person who speaks.

It is also important to note the author Rost who states:

> "While both hearing and listening is initiated through sound perception, the difference between them is essentially a *degree of intention*".[11]

From this definition the difference between hearing and listening depend on the level of intent that a person emits during the communicative act, when the grade is identified as listening, this allows to activate a series of mental processes that facilitate understanding what is being expressed in an oral text or speech.

According to Cassany there are three stages involved in the listening skills, these three stages can be seen in the chart below:[12]

PROCEDIMIENTOS	CONCEPTOS	ACTITUDES
- Reconocer	TEXTO	- Cultura oral
- Seleccionar	- Adecuación	- Yo, receptor
- Interpretar	- Coherencia	- Diálogos y conversación
- Inferir	- Cohesión	- Parlamentos
- Anticipar	- Gramática	
- Retener	- Presentación	
	- Estilística	

CHART 1 STAGES INVOLVED IN THE LISTENING SKILLS

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[10] JAMES, Charles. Are you listening? The practical components of listening comprehension.American council on the teaching of Foreign Language Annals.1984, p. 129.

[11] ROST, Michael. Teaching and Researching Listening. London.Pearson. 2002. P. 12.

[12] CASSANY, Daniel, LUNA, Martha y SANZ Glòria. Enseñar Lengua. Editorial graó. Barcelona 2008. P. 102.

As Cassany mentioned during the listening task, it is necessary to do a total procedure to understand oral messages, these are: recognize, select, interpret, infer, anticipate and withhold. At the same time, there is another aspect to have in mind such as the grammar rules and the and the style in which language is reflected in the text. Finally, the other content that is involved in it is the attitudes which points out indicate the rules of behavior, insightful opinions, and values that are somehow related to listening.

At the same time Cassany proposes a model of listening comprehension[13]In which he expresses that it is impossible to acquire a language if there is not a listening comprehension model developed in the student's brain. This model of listening comprehension can be seen in the chart below:
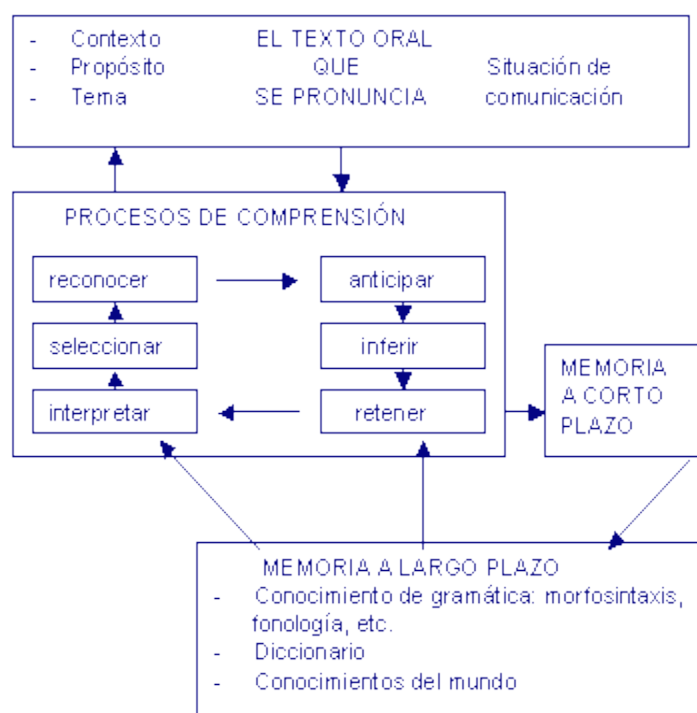

CHART 2 MODEL OF LISTENING COMPREHENSION

This model starts with the pre understanding strategies which depend on whether there is prior knowledge of the interlocutor such as speech tone, style, rhythm, and personal expressions. During this process it is important to emphasize

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[13]Ibid. P. 103.

comprehension strategies that allow to explore, segment and interpret linguistic statements, these strategies are *recognize* (Identification of elements of the acoustic set), *select* (ideas, words, and relevant expressions), *interpret* (understanding the content of the speech), *anticipating* (anticipating the language and what is going to say), *inferred* (Deduct communicative context information), and *withhold* (presence of long-term memory).

2.2. ACTIVE LISTENING

In this section, it is mentioned active listening as a useful strategy to improve listening skills.

Communication is given in two ways; that is to say, first a person speaks, and another person listens to him/her. Normally, when the communication is analyzed this is thought only in terms of speaking, but not in terms of listening, thus listening is set aside in the communicative act. In fact, it's very simple, if someone does not listen, the communication fails. Then, for the present study, active listening is defined as:

> "Como una técnica y estragegia comunicativa propia de la comunicación humana favoreciendo que ésta sea fluida y eficaz. En la escucha activa, el oyente responde al hablante según el entendimiento del oyente del mensaje comunicado. El oyente es parte de la conversación en curso, se produce un intercambio en la escucha activa el oyente responde y toma el papel del hablante."[14]

According to Dugger, active listening is important for communication to be effective, considering that the listener has an active role in the conversation, allowing express understood.

Van-Der propose some advantages of active listening for the development of the communication process:

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[14]DUGGER, Jim. Escucha eficaz: La clave de la comunicación. España: Edición Fundación Confemetal, 2006, p. 86.

> "La principal ventaja de la escucha activa es que con ella permitimos que se complete el proceso de comunicación tal y como al menos en teoría se debe desarrollar de forma que se facilite por parte del receptor que el mensaje que quiere transmitir el emisor alcance su destino en las mejores condiciones posibles, es decir de acuerdo con los objetivos."[15]

From the previous perspective active listening allows to complete and improve the communication process, allowing the sender to contribute to the achievement of the objectives, in which the sender transmits the message through the most favorable conditions, considering it as the main advantage.

Moreover, active listening plays a leading role in the educational process, making easier the way in which the students learn to listen and to be concentrated, making them critical in their own process and increasing their level of comprehension, improving their communicative acts.

> "Se insiste mucho en que hay que aprender a hablar una segunda lengua y se descuida el hecho de que también hay que aprender a escuchar, el problema es que escuchamos según patrones de nuestra primera lengua. Como dice metafóricamente, el aprendiz llega a una nueva lengua y el sistema de pronunciación como un turista que vista una ciudad que no conoce. Necesita ayuda-un mapa –para ubicarse en el espacio. De la misma forma, los alumnos de los L2 necesitan ayuda para detectar los puntos que requieren más atención para estar en posibilidades de cambiar su manera de percibir los rasgos acústicos al escuchar la lengua extranjera".[16]

This is possible with a correct training, the teacher can help students to improve their skill by providing good exercises in which students have to focus all their attention to catch some key words, or specific details identify ideas, due to the fact that it is necessary to develop some abilities about listening such as retell and add information, omit some parts or guess some ideas.

As the previous author mentions in most cases all the attention is focused on de development of oral production in a second language, omitting in some cases that a

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[15]VAN-DER HOFSTANDT ROMÁN, Carlos. Libro de habilidades comunicativas. Como mejorar la comunicación personal. Madrid: Ediciones Díaz De Santos, 2005, p. 83.
[16] AKERBERG, Marianne. Adquisición de segundas lenguas: estudios y perspectivas. México, Universidad nacional autónoma de México. Centro de enseñanza de lenguas extranjeras, 2005, p. 65.

principal factor of having a good pronunciation is to have a good listening process, that can be noticed in an others skill like writing and grammar and is a vital part to develop the cognitive process in order to have a good result.

In the same way,Caldas and Bermejo emphasize on the importance about learning to listen, and place it in the same position as speaking:

> "Aprender a escuchar es tan importante como aprender a hablar.La escucha activa es básica para que la comunicación oral sea eficaz y requiere una actitud positiva por parte de la persona receptora del mensaje. Oír no es lo mismo que escuchar. Escuchar activamente implica prestar atención y demostrar interés por lo que nos cuenta, por lo que requiere un esfuerzo".[17]

Favorecen la escucha activa	• Mostrar empatía • Hacer preguntas a nuestro interlocutor • La retroalimentación o feedback • Resumir
Dificultan la escucha activa	• Las barreras comunicativas • La falta de empatía • No prestar atención

CHART 3 ADVANTAGES AND DISADVANTAGES OF ACTIVE LISTENING

According to the perspective developed by the authors Caldas Blanco and María Bermejo, it is considered that active listening is an essential part of communication which it is connected with the ability of speech production. So, this fair comparison lets see that the different roles of people and especially the role of teachers in education, speech on listening is prioritized, even when talking about the acquisition of a second language.The ability to listen is one of the four skills to learn when it is studied a second language and even the learning of the mother tongue is essential to learn to listen to understand and comprehend what was said by the issuer.

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[17] CALDAS, Maria Eugenia y MÚRIAS Isabel. Iniciativa emprendedora 4o Educación Secundaria Obligatoria. Madrid. Editorial Editex S.A., 2008, p. 33.

The listening process involves receptor in a series of mental, physical and psychic processes, among others that enable communication effectively. A receiver or listener should have some qualities such as adopt an active attitude, be curious, be in continuous visual contact with the sender, to concentrate for the whole message, first find the main idea and then discover secondary ideas.

The definition adopted in the framework of this paper is the proposal by Marquez:

> "La escucha activa: supone el saber escuchar, realizando el esfuerzo para poder comprender lo que se oye en el sentido más amplio; este es uno de los elementos más importantes del proceso."[18]

According to this meaning active listening is a crucial component in the development of communication skills. Active listening goes beyond making a simple routine exercise to pay attention to what was said by an issuer, as this is framed as called hearing. In accordance with Rost and Wilson,[19] "Listening is an active process in which a conscious decision is made to listen and for understanding the message given. Moreover, active listening is also about patience, pauses and short periods of silence should be accepted."

Active listening has some characteristics or verbal signs. These are: positive reinforcement, remembering, questioning, reflection,clarification and summarization.The first, it is set to provide when a positive response from the listener. This is through the use of positive words versus message delivered; the second emphasizes the memory of key concepts, details and main ideas by the issuer; third, this is that the listener can show that he paid attention asking relevant questions or making announcements that help clarify the ideas expressed; the fourth is given using paraphrasing or repeating what was said by the speaker and showing understanding; Fifth, this feature involves asking questions to the issuer in order to corroborate the information obtained is usually given through open questions and finally the summary of what is stated in the message delivered is given. Therefore, there are factors such as empathy with the message delivered is essential to achieve

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[18] MARQUEZ, Juan, MARQUEZ, María. Impartición de acciones formativas para el empleo. Docencia de la formación profesional para el empleo. Barcelona: ic Editorial, 2014, p. 70.
[19] ROSTON, Michael, WILSON, J. Research and resources in language teaching. Active Listening, Oxon: Routhledge, 2013, p. 35.

an assertive understanding. In the process of communication, active listening is very significant for the process itself, since this factor depends is carried to fruition. The listener must play an active role against what sounds like Brown and Smith:

"Listeners play an active part in the communication process, a listener has a responsibility just as a speaker does. Listening, unlike hearing, is a learned skill. As you listen to a public speaker, use the following active listening strategies:

Determine the speaker's purpose

Listen to the main idea of the message and not simply the individual details. Anticipate the points that will be made based on the speaker's purpose and main idea.

Listen with an open mind, but identify faulty logic, unsupported facts, and emotional appeals.[20]

However, active listening has well defined objectives founded and / or directed toward understanding the message given in a communication process. These occur whenever there is a communicative act no matter what or where it is given; communicate the fact it has a purpose in advance. Also, when listening is done with certain fixed target. Taylor states that individuals listen to, meet any of the following four goals: for pleasure, to understand, to evaluate and to remember.[21]

On the other hand, Elizondo listening to understand is the most difficult task to do and for aiming that it is necessary to follow these steps:

a) Identificar las ideas del orador y concentrarse detenidamente en cada una de ellas.

b) Identificar la estructura dominante o arreglo de los puntos principales (El orden de las ideas).

c) Examinar críticamente los detalles empleados para desarrollar y sostener las ideas principales. (Evidencias).

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[20]BROWN, Stiven, SMITH, Dorolyn. Active Listening.Teacher Manual. New York: Cambridge University Press, 2007, p. 78.

[21] SPERRY, Corporation. How to important is to listening. [Citado por] ELIZONDO, Magdalena. Asertividad y escucha activa en el ámbito académico. México D.F.: Trillas: ITESM, Universidad Virtual, 1999, p. 105.

d) Relacionar las idas principales del interlocutor con sus propias creencias, actitudes, valores y comportamientos.

e) Entender los silencios y emociones del interlocutor.[22]

On the other hand, improving listening skills involves a complex process and when speaking of learning a foreign language involves deploying a series of actions to achieve this end. There are different factors that hinder the development, such as: the environment, factors of motivation, concentration, etc. So some strategies appear to improve active listening as Sperry states:

Escucha ideas y no te pierdas en los detalles circunstanciales.
Concéntrate en el contenido del mensaje, no en el estilo de comunicación del interlocutor.
Escucha con optimismo.
No brinques a conclusiones.
Concéntrate.
El pensamiento rompe la barrera del sonido, el pensamiento es más rápido que las palabras.
Escucha activamente analizando y evaluando la información y retroalimentación verbal del interlocutor.
Mantén una mente abierta y evita los prejuicios.
Ejercita tu mente.
Toma nota y verifica[23].

2.3. FACEBOOK

In this section it is shown three sections that are the concept of Facebook, Facebook: new educational trends and advantages and Facebook as a didactic tool for learning English. These are some theories that contribute to guide this study.

2.3.1 Conceptualizing social network Facebook

New trends in the ways of communication and interaction have led to maximize use of social networking in all areas of contemporary society. These have permeated all areas of it reflecting its potential to bring people to share common aspects and/or ideas. That is because in this case Facebook is chosen as a tool to improve the skill of active listening methodology. Moreover, this social network has had a great

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[22]ELIZONDO, Magdalena. ASERTIVAD Y ESCUCHA ACTIVA EN EL ÁMBITO ACADÉMICO. En: Escucha Activa. México D.F.: Trillas: ITESM, Universidad Virtual, 1999, p. 105.
[23]Ibid., , p. 110.

success as educational means to learn a second language with an educational approach.

According to Santamaria defines Facebook from a general perspective as:

> Una red social, a nivel general, es una estructura social formada por nodos (que habitualmente son individuos u organizaciones) que están vinculadas por uno o más tipos de interdependencia tales como valores, puntos de vista, ideas, intercambio financiero, amistad, parentesco, aversión, conflicto, entre otras[24].

Regarding the definition about Facebook, it is understood that the social network Facebook is a structure formed by individuals linked by a common interest. Those who are part of this will always perform joint actions aiming at a common goal. Although, it can also take individual actions that promote individuality learning. Therefore, Facebook is a useful tool because it allows an individual or group to learn.

2.3.2 Facebook: new educational trends and advantages

New tendencies in pedagogy present the need to make use of the new trends in education as a way to transform the students' learning process, so the materials used for such purpose must be interesting and appealing for the student. For the present study Facebook is a vital part of a new tendency in education and it offers some advantage for individualized learning, group learning and peer learning as it is expressed by Santamaría:

> La pedagogía educativa en los últimos años ha oscilado entre el aprendizaje centrado en el individuo, el aprendizaje en grupo y entre pares (peerstopeers). Si se considera un enfoque de aprendizaje peer topeer, se está valorando inherentemente que tienen y mantienen los jóvenes[25].

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[24]SANTAMARÍA, Fernando. Redes sociales educativas y comunidades de aprendizaje. En: La web2.0 como recurso para la enseñanza del francés como lengua extranjera. Madrid: Secretaria General Técnica, 2009, p.74.
[25]*Ibíd*., p. 83

According to the same author, it is found out that Facebook has some advantages, such:

A social learning involves many improvements in the learning process.
The collaboration of colleagues to pave a key gaps and enable colleagues
who are not motivated piece.
Tools for inclusive education.
Encourages competition digital citizenship.
Facilitates the work of immersion in a foreign language environment.

Similarly, students need a learning environment that meets their expectations, encourage active creation of knowledge, learn concepts significantly. A common area where they carry out actions to generate real processes intensified, massive, relevant, appropriate learning, etc., In which you look at the student as an individual generator of knowledge and not a passive learner. Thus, Facebook is an enriching learning process mechanism, as it will facilitate creating a learning environment with the above characteristics. Also, according to Piscitelli the teacher must offer a space in which students may interact constantly and talk about their learning process, so students may take an active role in their learning process.

Urge complementar estas intervenciones con la creación de un contexto que permita apropiarse de esos episodios de aprendizaje a partir de una conversación intensa, prolongada y masiva de los alumnos entre sí. Los alumnos no son simplemente objetos de aprendizaje (repositorios para reforzar nuestro narcisismo de sujetos supuestos saber, ohominosa sombra la caniana), sino fuente de aprendizaje—pero no declamada sino efectiva.[26]

Similarly, Facebook becomes a virtual learning environment, according to Piscitelli,[27] who states that "Social activists and facilitators have appreciated the value of transferring existing communities to virtual spaces" This means that, strictly speaking, the teacher can transfer to an immersed virtual community in a classroom social

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[26]PISCITELLI, Alejandro. EDUPUK, maestros ignorantes, educación invisible y el proyecto Facebook. En: el proyecto facebook y la posuniversidad. Sistemas operativos sociales y entornos abiertos de aprendizaje. Barcelona: Ariel, 2010, p. 3.
[27]*Ibid. p. 5.*

network while maintaining the same interests and characteristics of the group. Thus, the structure offered by Facebook allows a community to reflect a real context no variability many particularities of it. The only remarkable feature is the transfer of a physical environment to the virtual.

2.3.3 Facebook as a didactic tool for learning English.

One of the main tasks of educators is to expand and extend the virtual learning as a didactic way to meet new educational requirements because the current student play an active role using the media, information and social networks. So, enable this significant change involves resignify educational practice that goes beyond the traditional scope of educational institutions. At the same time, Facebook gives students another tool to learn generating a different space for acquiring knowledge, but rather a student goes from being a passive to active agent where it starts building their own knowledge and learn according to their needs and / or priorities.

Within the context of learning in a virtual community it is found some notable aspects: the student is an active agent. This is achieved thanks to the fact learning is learner-centered, because there is a variety of sources, various reference materials, didactic resources, attend classes even when they are not in the classroom, playing for learning, among others., Ranging aimed at strengthening the process of student learning linked. In other words, the formation of the learner in the virtual will be under more optimal conditions for a more meaningful learning always responding to their particular needs.

However, the implementation of a virtual community mediated social network Facebook will further potentiate students` skills because each individual has a way of learning and doing a retrospective look at learning theories should encourage students with activities and learning materials for their potential. Piscitelli says: "Epistemology that describes, synthesizes and allows to understand the construction of learning is based on the constant interaction between the subject and the object in its aspects: Constructionism, Constructivism and Connectivism". Facebook mediated

virtual learning facilitates the construction of knowledge through interaction with academic peers. Also, knowledge is constructed when interacting with others and possible presence of respondent connectivity to common interests.

It should be emphasized that this virtual medium to standardize learning to make way for a more personalized learning. Quite the opposite of what happens in the classroom where learning is given in terms of standards. Traditional teaching has not been able to focus attention on the individual needs of students and this is an impediment to not learn in an individual way. For Piscitelli this is because:

> "No se puede enseñar idiomas extranjeros (o cualquier enfoque transversal) en forma eficiente, porque habría que cambiar la manera de enseñar el castellano, y hacerlo implicaría otros cambios en el currículo del castellano, etc. Y lo mismo en muchas otras materias (cuya noción misma va camino de disolverse)"[28].

First, it is student's immersion to social network Facebook in order to know the ways in such social networks works; second, the methodology is presented with the resources that are available for the students; third, teachers explained the communicative tasks for students to be developed during the course. These allow generating a collaborative knowledge, having in mind that interaction is the key to learn easily. Students also will acquire other rhythms and forms of learning doing some communicative task online. These offer diverse ways for working and different materials which lead students to break with traditional forms of learning. According to Adaime:

> "Facebook ha hecho masivas muchas de las herramientas de las web 2.0: RSS, blogs, microblogs, plataformas de fotos 2.0. De alguna manera, operaba como un gran integrador, un facilitador para un público no especializado que estaba adoptando estas herramientas por primera vez"[29].

On the other hand, in recent years Facebook has broken both physical and cultural barriers facilitating integration among members of a community regardless of the

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[28] PISCITELLI, Alejandro. De la Educación a Facebook. Barcelona: Ariel, 2010.

[29] ADAIME, Iván. El proyecto Facebook y la posuniversidad. Sistemas operativos sociales y entornos sociales de aprendizaje. En: Edupunk. Maestros ignorantes, educación invisible, y el proyecto Facebook Barcelona: Ariel, 2010. P.

situations in which they find themselves. At the same time, Facebook improves communication, allowing the subject to appropriate the means to express themselves freely and feel more connected with a community. According to Garrigós, information technologies improve education when this default virtual social network:

> "En los últimos años, el uso de las tecnologías de información en la docencia está en auge. Debido a las ventajas de las redes sociales, éstas podrían ser útiles para el aprendizaje no presencial, posibilitando una comunicación más fluida entre alumno y profesor. Las redes sociales pueden favorecer la participación del alumno y nos ayudan a compartir de forma instantánea todo tipo de información entre los miembros de la red"[30].

As already it was noted, Facebook allows and facilitates the learning process of constructivist way, collaboratively and with the participation by the members of this community when a default is carried virtuality. Now it is focused on the impact of this social network on learning a second language: English. According to Carilla social networks in teaching a second language, strengthen listening skills in many aspects:

> "Así pues, dadas las ventajas que tiene el uso de las redes sociales, éstas son claramente un aliciente para la innovación educativa. Favorecen el trabajo colaborativo, el trabajo en grupo, la interacción e intercambio de información entre alumnos y profesorado, destacan al alumno como centro del proceso educativo y lo que es más importante: aumentan la implicación activa del alumnado. El aula de idiomas se extiende y se crea un aula más abierta, más flexible, más real y más interactiva que el aula física del centro educativo correspondiente"[31].

In this regard, it must be said that the new educational trends in language teaching are seeing in social networks a tool of educational innovation, as these have many advantages for a more real and significant communication than can be achieved in a classroom learning traditional classroom. Not only to promote new ways of learning, but also creates a more real open and decentralized classroom for more interaction between the teacher and students with a social dynamic in a virtual classroom.

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[30]GARRIGOS, Irene, *et al.* La influencia de las redes sociales en el aprendizaje colaborativo. [En línea], 2011[Fecha de consulta: 22 de mayo 2014] Disponible en:<http://upcommons.upc.edu/revistes/bitstream/2099/11859/1/p67.pdf>

[31] CARILLA, Carmen. Redes sociales en el aula de clase. [En línea], 2011 [Fecha de consulta: 30 de mayo 2014] Disponible en:<http://www.cepguadix.es/~revista/joomla/docs/numero2/junio_2011_art_5.pdf>

Similarly, the new generations are rapidly changing the ways of relating and interacting related to the way students share information, thoughts, ideas, moods, everyday events, videos, new trends in fashion and music, famous states or friendly characters, among others. With this overview of what youth are doing in social media is no doubt a tool registered with constructivist theories based on social interaction as the best means of learning and cognitive development of the individual. Carilla states:

> "Raro es el adolescente que hoy en día no dispone de una cuenta en cualquiera de las redes más populares como Facebook, tuenti o Myspace, lo cual añade una razón más para el uso educativo de las redes sociales: la familiaridad del alumnado con el proceso y el consecuente ahorro de tiempo en la enseñanza de su utilización. Al ser parte del tiempo de ocio del alumno, éste verá su uso para el aprendizaje como algo positivo. El verdadero valor de la red social aplicado al aprendizaje radica precisamente en la cualidad de "lo social": es una herramienta de comunicación, por lo que la lengua jugará un papel fundamental para poder poner en contacto a dos o más usuarios"[32].

As mentioned above, learning in social networks is given under the constructivist approach. According to Carilla, it has the following parameters:

> "En el entorno de las redes sociales este tipo de aprendizaje puede tener lugar fácilmente puesto que se trata de una situación social en la que los participantes pueden cooperar y colaborar gracias a las distintas aplicaciones: todo aprendizaje es básicamente el resultado de un una continua interacción entre dos individuos y sus contextos. En términos generales, hay tres parámetros fundamentales que han de cumplirse para hablar de una teoría constructivista:
>
> - El aprendizaje tiene que basarse en tareas relacionadas con la realidad.
> - Debe de haber un contexto específico.
> - El aprendizaje es individual ya que cada uno tiene una percepción de la realidad diferente y ello acarrea unos procedimientos constructivos individuales[33]".

The social network is a double relation to reality from the educational context of the classroom: "real" and "virtual"; So, the real classrooms may correspond to a virtual set in a specific context and with well-defined objectives. This allows for students to know what is the purpose of the communication. Each individual (learning is an individual) is presented with a unique profile from which share information with other

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[32]Ibíd., p.39.
[33] Ibíd., p.40.

profiles in the context of fully linked to the everyday reality of student social networks in order to interact and learn.

For that reason, learning a foreign language based on communicative tasks, enables each student to develop its activities autonomously with their own learning style; and in turn, students can interact with other learning styles and observing which of them may be useful according to their characteristics and rates of learning. Developing communicative tasks through the social network Facebook will necessarily have a real development, and explicitly relates to real life. As expressed by Carilla:

> "En definitiva, la interacción y la colaboración serán la base para la mejora de destrezas a través de las redes sociales. El producto final implicará todo un proceso de exploración, investigación y toma de decisiones que ayudará a la adquisición de la lengua. Este producto puede consistir en una presentación PowerPoint, de prezi o gloster, donde se incluyan imágenes, grabaciones de audio o incluso vídeos; la presentación puede ser también un nuevo post en un blog o wiki"[34].

There is no doubt that new generations are demanding new ways of learning which are consistent with the social and technological changes. Our decade has been called the "decade of technological trends." This fact suggests the forms of interaction between teachers and students, thus communication environments must change, because it is already in itself a requirement of our time. Then the teacher is no longer a means of disseminating knowledge, but rather a guiding academic and teaching processes. These new contexts warrant the introduction of new ways to learn, to interact, to rethink educational practices and generate critical awareness in students.

> "Hoy hemos centrado la enseñanza en las competencias, se comparten espacios presenciales con virtuales, y lo que está resultando más difícil: el docente debe tomar un papel cada vez más de 'facilitador' y 'promotor' del autoaprendizaje en los estudiantes"[35]

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[34]Op. Cit., pag. 41.
[35] GRANADO, Jesús, *et al*. Servicios y recursos digitales en educación especial entre la accesibilidad y el aprendizaje. En: Educacion especial en un mundo digital.Almeira: EditorialUniversidad de Almeira. 2011, p.104.

There are also key tools for generating virtual learning spaces as it is expressed by Chartrand:

> "One of the main reasons for the immense popularity of social networking is the process of potentially maintaining and developing online relationships. It is not only a way to view pictures of friends such as on Facebook, view short messages on Twitter, or post videos on YouTube, it is also of as a form of expression, interaction, and community building. An increasing number of educators and learners are making use of these tools to communicate outside of the classroom. Perhaps it is the emphasis on using the target language as a resource for building interpersonal relationships that differentiates it from traditional approaches to language learning pedagogy and provides an opportunity for success. Innovative and pedagogically effective ways to improve language learning include instructional uses, students' perceived learning gains, and instructors' use of the technology, social impact and economic viability for use by the students".[36]

Language as main objective to create a virtual space where interaction was a dynamic form of interaction using the second language is actually what makes the social network Facebook a tool for educational purposes to teach a skill. In this case the ability to listen with understanding main ideas in texts orally. The way students interact and communicate using this is a dynamic, innovative and pedagogically effective for improving listening skills. Students listened to videos, podcasts and audios. Facebook also enhances students' motivation using interesting materials for them. Consequently, some research made by the British Council by Dalton showed that:

> "Students who felt they were getting enough opportunities in their lives to socialize informally were also successful in their learning. You might wonder how a student finds time both to study and socialize as much as they want. Well, it's important to understand that successful students combine studying and socializing and that combining the two things helps them to be successful at both."[37]

This evidence as a true learning takes place when there is a proper socialization of content to learn in a virtual context directed by the teacher in an appropriate way. The sharing of information is more efficient to achieve meaningful learning in learning a foreign language because communication on the subject is encouraged to exchange

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[36] CHARTTRAND, Robert. Social networking for language learner: meaningful output with 2.0 web tools. Knowledge Management & E-Learning: An International Journal, October, 2012 ,Vol. 4.
[37] PRENSKY, M. digital natives, digital inmmigrants-in the Horizon.Vol. 5.

perspectives given the same task to be performed or done medium. In addition, a proactive interaction towards understanding the content to work or work is given. So it has changed many perspectives that students in their learning, because virtual reality it is a subject to totally different conditions to that experienced in a classroom with traditional lectures or classes.

While there are many tools to create e-learning or online do not have all the features and benefits offered by the social network Facebook. The effectiveness of this is that the role of the student changes: no longer passive to become builders of their own knowledge. This fact alone changes the traditional educational paradigm in which the student is simply a recipient of knowledge without leaving space for their needs in education about their learning. Also, the interaction with the teacher is more effective to the extent there may be communicated in praesentia and in absentia. According to Salkaew, Facebook is a useful tool for use in education:

> "Although there are many tools available for e-learning, Facebook seems to be one of the most effective tools because students generally respond to discussions quickly and are comfortable enough in their "space" to share their information and opinions. By using Facebook in learning, the role of students can therefore shift from only receiving knowledge to both searching and sharing their knowledge. Moreover, interactions with teachers can become more instant since teachers and students can respond quickly via Facebook".[38]

Consequently, it is noticed that the new generations spend less and less time studying in textbooks or reference books, they spend much of their time surfing on the internet sharing with friends using social networks as Facebook and playing online. This reality should not be ignored by the teacher, on the contrary, it should become a new way to learn and use the media to interact with the language learning and becoming affordable and even fun for them.

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[38]SALKAEW, Kanda. Using Facebook as a supplementary tool for teaching and learning.Thailand: KhonKaen University.2011, p. 2.

3. METHODOLOGICAL FRAMEWORK

The methodological framework that it is presented below it speaks about the research type adopted, the research method,the characteristics of the population and the data collection instruments for the present study. Moreover, it shows the way in which the sample was chosen, the stages through which the work was carried out. Finally, it presents how the analysis was made using the information obtained.

3.1. Research Type

The methodology most appropriated for this project was qualitative research. In this, the phenomena are described taking into account the enigmatic character and social reality which has a population or community. According to Ruiz, the qualitative research is,"Knowing reality from an insider perspective, to capture the particular meaning that every fact attributed his own character, and see these as parts of a systematic whole,"[39]Furthermore, "The right choice of appropriate methods and theories, recognition and analysis of different perspectives, reflections of the researchers as part of their research: such methods are essential characteristics of qualitative research as they are identified the process of knowledge production and the variety of approaches and methods"[40] as Uwe Flick, each of the features mentioned above were motivated to apply qualitative research as a primary tool for the development of this project, highlighting fundamental attributein the communication researcher as "The field and its members as an explicit part of the production of knowledge, just as the reflections of the researchers on their actions and observations in the field"[41] attribute closeness allowed researchers to improve population and contrasted reflections obtained during application.

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[39]RUIZ, Ignacio. Metodología de la investigación cualitativa.Serie Ciencias Sociales, vol. 15. Publicaciones Universidad de Deusto, p.17.
[40]FLICK, Uwe. Introducción a la Investigación Cualitativa (3ª. Ed.). Ediciones Morata , S.L. 2012, p. 18.
[41]Ibid., p. 20.

3.2. Research method: Action Research

During the development of this research, it was emphasized in the action research model, as the methodology more appropriate for this research project, it was intended to identify the shortcomings that were evident during the development of the active listening`s skill of English as a Second Language (ESL). The term action research was first coined by social psychologist Kurt Lewin about the year 1946 who aimed to end like "transform behaviors, customs, attitudes of individuals or populations, improve social relationships and even modify the institutional rules of an organization".[42]

According to Lewin was possible to identify that from the psychological theory, it was possible to improve students' social relationships, considering that active listening is one of the most important principles of the communicative process helping to improve interpersonal relationships and the listening skills.

Considering the author mentioned above, this type of methodology allowed to analyze the population's behavior more specifically students at fourth grade High School Antonio Nariño, identifying in their communication skills their shortcomings.

Elliot defines action research as "La investigación acción se relaciona con los problemas prácticos cotidianos experimentados por los profesores, en vez de con los "problema teóricos" definidos por los investigadores puros en el entorno de una disciplina del saber. Puede ser desarrollada por los mismos profesores o por alguien a quien ellos se lo encarguen. La investigación acción interpreta lo que ocurre desde el punto de vista de quienes actúan e interactúan en la situación problema, por ejemplo profesores y alumnos, profesores y director".[43]

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[42]BLANDES, Julia. Investigación acción– un reto para el profesorado. Guía práctica para grupos de trabajo, seminario y equipos de investigación. Barcelona, Indepublicaciones, 2000, p.23.
[43]ELLIOTT, John. La investigación–acción en la educación. Madrid, ediciones Morata, 2005, p.24,25.

According to Elliot[44] presents the following scheme that was used for leading this research paper:
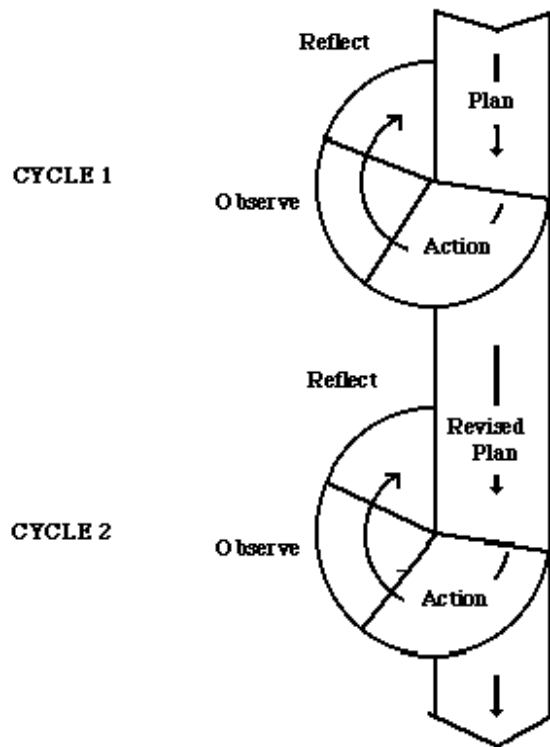
CHART 4 ACTION RESEARCH SCHEME ACCORDING TO ELLIOT

The application of research scheme Elliot was key to the development of this research project, applying as a first step a plan, executing this plan, observing and reflecting about the evidence and results analyzed. The description of each of these steps can be seen in the chart below:

[44] Disponible en Internet: http://www.monografias.com/trabajos82/desarrollo-programa-mejora-rendimiento/desarrollo-programa-mejora-rendimiento3.shtml [Citado en 18 Mayo de 2014]

PLANNING

- For problem determination application of the diagnostic test was performed A1 and this was applied to the 4th High school students Antonio Nariño, individually.
- The English teacher interview was designed and applied to teacher Luz Marina Zorrilla.
- A questionnaire was designed with 5 questions to 8 students in class.

- Data analysis collected from the instruments applied.
- Reflections about the findings found were concentration during virtual sessions conducted by thestudents; the exposed material (videos) was attractive for students because was adapted student´s social context.

REFLECTING

ACTING

- It was observed through student's reaction to the listening tests.
- It's applied an interview to students involve in the pedagogical intervention .
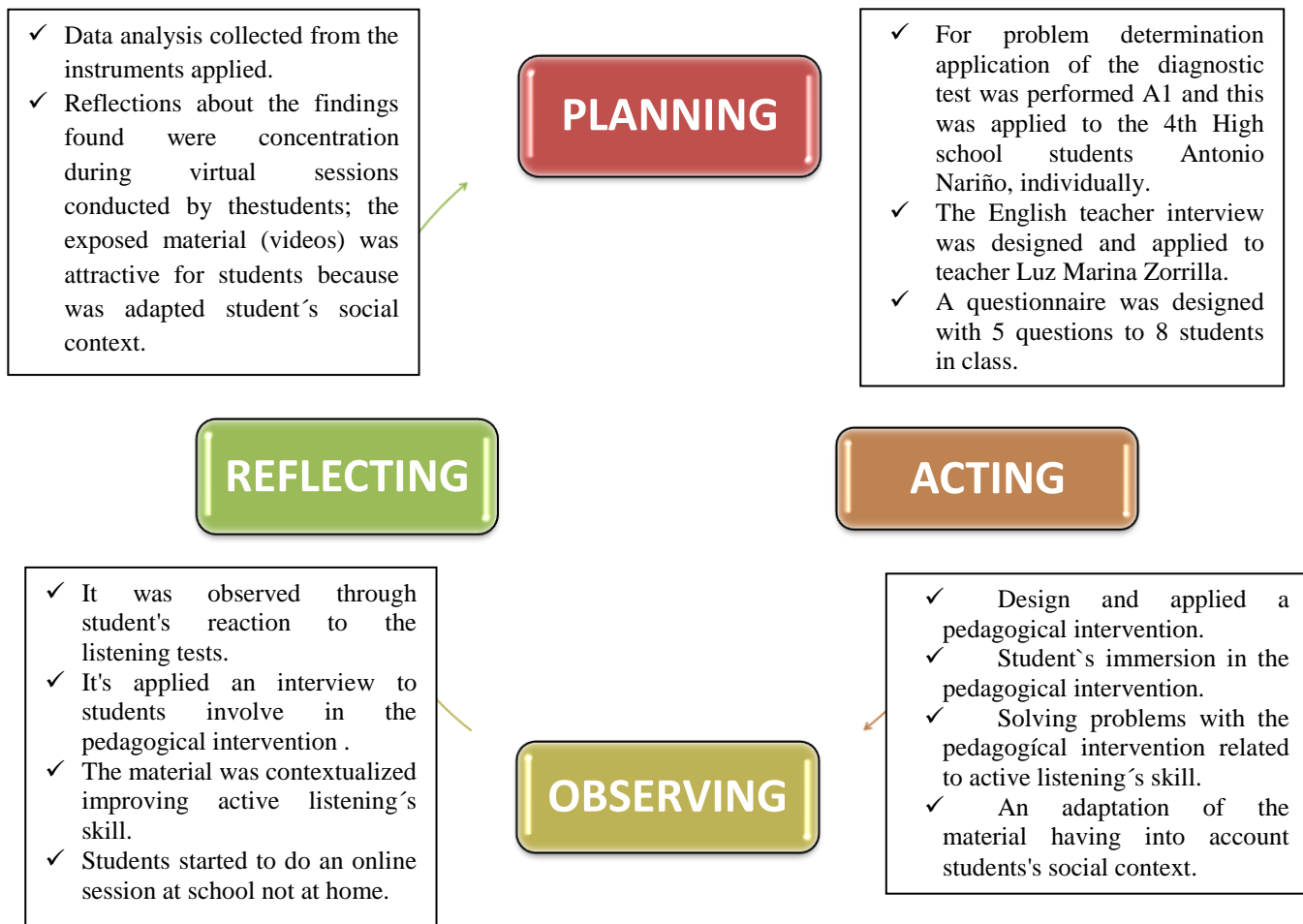- The material was contextualized improving active listening´s skill.
- Students started to do an online session at school not at home.

OBSERVING

- Design and applied a pedagogical intervention.
- Student`s immersion in the pedagogical intervention.
- Solving problems with the pedagogícal intervention related to active listening´s skill.
- An adaptation of the material having into account students's social context.

CHART 5 ACTION RESEARCH SCHEME THIS PROJECT

3.3. Population

The population considered for implementation and analysis approach of this research work was Fourth Grade students at Antonio Nariño High School at night shift, located in the resort number 10 Engativá. There are twenty five members that compose the complete population, although fifteen members were taken in order to study one random sample. Most of the sample showed interest in the activities prepared by the teacher.

The population has similar characteristics in terms of the social environment. About 80% of the sample work during the day, while the remaining 20% has had disciplinary problems in other institutions, so they chose to continue their studies in other academic conditions.

The atmosphere in class was positive most of the times, although, the involvement, the behavior and annoy for some of the activities planned required extra effort. Despite the previous situations, the results were satisfactory.

The educational environment offered by the institution was appropriate according to the needs the students had, and the management of disciplinary issues was frequent, either academic or entertainment moments at school.

The most evident difference in the Antonio Nariño School population was the age of the individuals. It is possible to find people from 16 to 68 years old. The people chosen in the sample were between 17 and 19 years old, an accurate age for Eleventh Grade.

Individuals who are part of the sample have jobs during the day. Seven people in the sample are men, whom two of them come from different places in the Caribbean Coast. These two individuals have some difficulties about the accent sometimes. On the other hand, there are five women, which have some problems to attend to classes due to familiar issues.

3.4. Sample

It was working with the population during the research process and for the classes enabled space practice in which a diagnostic test concerning listening skills which was taken applied corresponding to 15 students shows who were observed and analyzed.

The sample was taken at random even though the majority of students showed interest in being part of it, treated the sample had a range of uniform ranging between 17 and 40 years old who is the approximate age at which the relevant academic experience level at 4th grade.

Individuals who are part of the sample have all labor activities during the day, the group is made up of 7 men and 8 women, the selected group 3 are from different departments of the Caribbean zone, creating them a difficulty level to manage the accent sometimes prevents them speak or communicate properly in the second language. Five students have children, 3 of them are single mothers who have drawbacks timely assistance to the classroom because of their family responsibilities. 11 of them living with family, 4 of them living with brothers and their wife, husbands and children, only 10 of them have a computer as a technological tool at home, the other 5 Can use computers only visiting commercial establishments require the use of technology, 12 students are currently working in five legal entities formed in the areas of messaging, call center and general offices and seven (7) informal settlements in the areas of sales, product promotion catalog and customer service, the remaining 3 , 2 are housewives and one is temporarily unemployed.

3.5. DATA COLLECTION INSTRUMENTS

The following data collection instruments were used in this research paper interrelated field notes, diagnostic test, questionnaire, interview and surveys.

3.5.1 Field Notes

First, the field diary is a tool that allows to keep a journal and / or daily log for recording activities of the population which is being observed or studied. This allows us to record and document orderly actions undertaken by the population under research.

According to Mejia and Sandoval[45] "El diario de campo consiste en registrar en una libreta especialmente dedicada para ello, todos aquello acontecimientos que acompañan el contexto de la observación. El diario de campo permite aclarar situaciones y sentimientos que rodean a la observación y puede ser trabajado para elaboración del registro ampliado".

This instrument is used that allows the research practice are multiple factors involved and therefore carrying a field diary to do a systematic and detailed behavior record, attitudes, skills and feelings of the participants which are valid information and relevant to the investigator. In addition, the development and implementation of field diary facilitate making a description and interpretation of the information obtained.

In this part we show the structure of the field diary used for the present monograph consisting of the following parts shown: a. Release, b. Date, c. Place, d. Observing e. Population, f. Time, theme, g. Time, h. Description of observation, i. Interpretation of observation.

This instrument is found in the appendix as **Appendix E- F** and it is quoted as *FIELD NOTE* in the statement of the problem.

3.5.2 Diagnostic Test

First, the concept is adopted diagnostic test has a determinative focused key criteria for the diagnosis of prior knowledge and the level of English of the students focus. Therefore, take the following:

> Se entiende por prueba diagnóstica la que tiene como finalidad determinar cuáles son los puntos fuertes y los puntos débiles del estudiante que se presenta a la misma, qué puede o no puede hacer con la lengua, y hasta qué punto se desenvuelve en las distintas habilidades. La información proporcionada por esta prueba sirve para tomar decisiones sobre la formación que debe seguir el estudiante, aunque se puede utilizar también para clasificarlo en un grupo de nivel

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[45] MEJIA, Rebeca, SANDOVAL, Sergio. Tras las vetas de la investigación cualitativa. Perspectivas y acercamiento desde la práctica. Tlaquepaque: ITESO, 2003, P. 145.

homogéneo, con el fin de que reciba la instrucción adecuada al nivel demostrado[46].

The diagnostic test applied was in fourth grade based on the four skills (speaking, writing, listening, reading) to develop in the learning process of a second language, for English this case. The diagnostic test cost of five parts: **1**. Grammar and vocabulary, **2.** Writing, **3.** Reading comprehension **4.** Speaking and **5.** Listening.

On the other hand, the diagnostic test was performed as a pre-test to know the students' strengths and weakness.

3.5.3 Questionnaire

The questionnaire as a technique for data collection in this research enables the collection and recording of relevant data regarding the phenomenon in research, facilitating make execution impersonally and / or staff for making it in the most appropriate tool for our research task. The characteristics of the questionnaire are to facilitate obtaining data, taking into account the characteristics of our population: lack of time and difficulty to face meetings.

As expressed by Garcia:

> El cuestionario es un instrumento muy útil para la recogida de datos, especialmente de aquellos difícilmente accesibles por la distancia o dispersión de los sujetos a los que interesa considerar, o por la dificultad para reunirlos. Permite, además, en paralelismo con la entrevista, identificar y sugerir hipótesis y validar otros métodos[47].

The definition of the questionnaire and data collection technique is defined as Perez said:

> El cuestionario consiste en un conjunto de preguntas, normalmente de varios tipos, preparado sistemática y cuidadosamente, sobre los hechos y aspectos que interesan en una investigación o evaluación, y que puede ser aplicado en formas

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[46]Disponible en Internet:
< http://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/diccionario/pruebadiagnostica.htm >[citado en 17 agosto de 2014]
[47] GARCIA, Tomás. El cuestionario como instrumento de investigación/evaluación. Madrid: Almendralejo, 2003, p. 2.

variadas, entre las que destacan su administración a grupos o su envío por correo[48].

This instrument in the present case applies in each session led virtually; at no time did in person. Upon completion of each session, students answered the questionnaire. The questions asked are open-ended in order to get as much information as possible about the phenomenon to investigate. Also, these help to better categorize the information obtained.

3.5.4. Interview

The interview as a data collection technique is given for establishing a communication between two or more people getting this directly; that is, a conversation among participants with a particular purpose is lodged; inquire about a specific topic. According to Galindo is defined as:

> La entrevista es un instrumento eficaz de gran precisión en la medida que se fundamenta en la interrelación humana siendo el orden social un orden deíctico. en concreto, la entrevista proporciona un excelente instrumento heurístico para combinar los enfoques prácticos, analíticos e interpretativos implícitos en todo proceso de comunicar.[49]

On the other hand, the semi-structured interview applied corresponds to the type, as this information allows a relevant role providing the opportunity to get different variations in responses.That is why we adopted the following design:

> Semiestructurada: Se determina de antemano cual es la información relevante que se quiere conseguir.Se hacen preguntas abiertas dando oportunidad a recibir más matices de la respuesta, permite ir entrelazando temas, pero requiere de unagran atención por parte del investigador para poder encauzar y estirar los temas[50].

[48] PEREZ, Juste. Pedagogía experimental. La media en educación. Curso de adaptación. Madrid: UNED, 1991, P. 106.

[49]GALINDO, Jesús. Técnicas de investigación en sociedad. Comunidad, cultura y comunicación. México D.F.: PearsonEducation, 1998, p. 277.

[50]Entrevista. Disponible en internet http://www.uam.es/personal_pdi/stmaria/jmurillo/InvestigacionEE/Presentaciones/Curso_10/Entrevista_trabajo.pdf [citado en 18 agosto de 2014]

3.5.5. Survey

This instrument is a research strategy to collect information about one specific topic to study. In this work is taken as the definition expressed by Denscombe: "In one sense, survey means to comprehensively and in detail. In another sense, it refers specifically to the act of obtaining data for mapping. [..] A survey, in principal, should take a panoramic view and take it all in".[51]

This instrument was applied at the beginning of the research paper in order to obtain data and a general view about the situation related to the problem statement. It also had as a main objective to analyze the situation in the context in which this work was done

This instrument is found in the appendix as *Survey* and it is quoted as *SUR* in the statement of the problem.

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[51] DESCOMBE, Martyn. The good research guide for small-scale social research projects. Bershire: MacGraw-Hill Education, 2007, p. 8.

3.6. PEDAGOGICAL INTERVENTION AND IMPLEMENTATION

Learning English through communicative tasks using Facebook as a methodological tool.

3.6.1 OBJECTIVES

3.6.1.1 Main objective

To improve listening skills in students through communicative tasks using videos, audios and podcasts using active listening and Facebook.

3.6.1.2 Specific Objectives

To use hearing materials focused on communicative tasks to improve listening skills.

To apply to the activities proposed in communicative tasks to improve listening skills.

To verify the student's performance in listening skills by implementing communicative tasks using hearing materials.

3.6.2 METHODOLOGY

This listening skill pedagogical intervention is part of the theory of communicative tasks in second language learning in a real context and improving the acquisition of communication skills in this case the ability to listen.

The acquisition and development of listening skills is the most difficult for students to be accomplished successfully. This is due to several factors such as learning styles, teaching methods, emphasis on other skills, sociolinguistic factors and social phenomena. This makes acquiring and developing this skill a challenge for those who are learning a second language no matter what it becomes. Within the language

teaching in recent decades has been given full privileges to the ability of speaking and writing rather than on the others. While trying to give special emphasis on these two skills in reality has not made significant progress in this area. In order to change this situation, it is necessary to focus on communicative as a constant search for a more authentic communication in the classroom teaching language.

Communicative tasks are focused on the development of communication skills that the learner can make use of the language you are learning. Incidentally, Menéndez gives us a sketch of the challenge that confronts the learner and the need to be competent in learning and skills development:

> "Las lenguas como fenómeno social evolucionan y se desarrollan. El inglés no solo ha evolucionado en relación con su extensión en el mundo, sino que como consecuencia, se han modificado los perfiles sociolingüísticos de quienes lo estudian, de quienes lo enseñan y por supuesto de quienes lo aprenden. En los inicios del tercer milenio, el desarrollo científico-tecnológico, la globalización como fenómeno social y el ingente desarrollo de las tecnologías de la comunicación han propiciado un contexto diferente para la enseñanza-aprendizaje de la lengua inglesa. En todos los procesos de enseñanza-aprendizaje se habla hoy en términos de eficiencia, lograr un aprendizaje eficiente de una lengua extranjera implica indudablemente la habilidad de utilizar la lengua que se aprende con fines comunicativos reales"[52].

The new communicative approach in teaching this language currently gives great reception to the immersed in pedagogical theory tasks as it allows almost potentiate the authentic way of communication in the classroom.

As expressed by Menéndez tasks are central in education:

> "La tarea comunicativa constituye entonces la célula fundamental de un proceso de enseñanza- aprendizaje de lenguas cuyo objetivo final sea la competencia comunicativa. Las tareas comunicativas constituyen, además, una vía material de incorporación de la realidad a la clase, a la vez que favorecen el protagonismo del estudiante y le brindan la oportunidad de utilizar los conocimientos que posee, provenientes de otras materias o de la realidad circundante, para la solución, ya sea en el actuar personal o colectivo, de los retos que la tarea le impone a cada momento"[53]

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[52] MENENDEZ, Orquídea. Las tareas comunicativas en el aprendizaje de una lengua extranjera: una alternativa para el desarrollo de habilidades comunicativas. En: Revista Ibero-Americana de Educación, Abril, 2007,Vol. 45.
[53] Ibid., P. 1

The carrying out communicative tasks demand out a sequence, including the following highlights: first phase (task completion), stage of implementation (preparation of the final product) and phase control (monitoring of learning). This approach based on communicative tasks allows constant monitoring of the achievements of the student in relation to learning a second language and develop communication skills.

In order to have a better assimilation of the activity the tool used were videos that were adapted according the topics, edge and real context depending of the students´ situations and trends.

Video gives the advantage of showing images that catch the student's attention and show the topics in a different way, making that the learning has a significant idea. At the same time they give the option to improve the listening skill as giving the opportunity to hear a good pronunciation and production of sounds. It permits us to follow the academic plan of the course.

The school helps during the process of the development of the pedagogical intervention lend us its informatics space to work with the students that doesn't have access to the internet at home, to create their profile and work in the different activities.

3.6.2.1 Communicative task developed during the application

Week *01*
Date: May 9, 2014.
**Topic:** Mr. Bean Daily Routine
Objective: To understand the fundamental aspects for developing their own routine.

The video contains a chapter about Mr. Bean series, in which it talked about his routine and emphasizes in the fundamental parts of it such as getting up, taking a shower, etc. A voice recording is used with subtitles and pictures to support and facilitate the student understanding.

Instruction:

01. Pre-listening

During the class time teacher talks about some important aspects about daily routine. Including key words like wake up, brush, take a shower, get up, have lunch and make the bed, associating it with the performance of some students representing each expression, These were key vocabulary required for processing the daily routine, based on the personal routine of some students who actively participate and conduct some examples of their own routine in the class following the teacher's instructions.
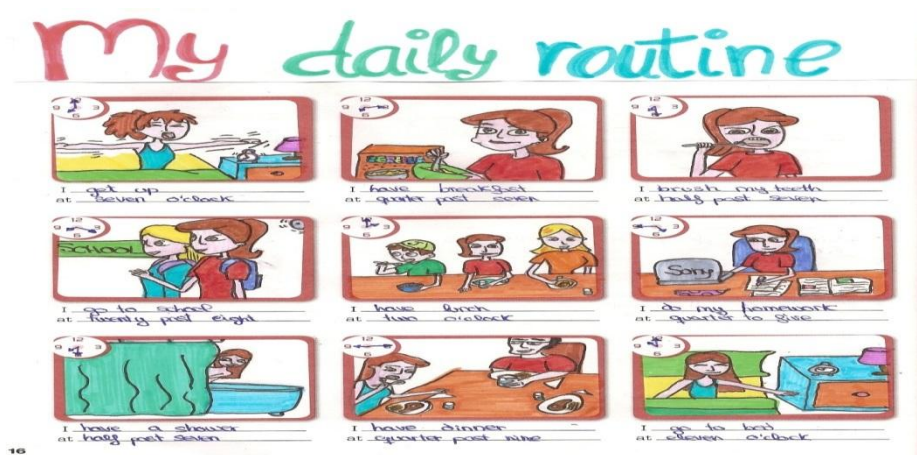
02. While-listening

The students will be asked to play the activity called "Mr. Bean". They will have to play the video in which they will find Mr. Bean routine. The teacher will explain to students how to identify key words already saw in class; the student then has to perform a second hearing to identify the main ideas of the video and finally student have to interact with the program following the instructions and it will indicate that they must record specific parts of Mr. Bean.

0.3 Post-listening

Teacher will ask students to write about their own routine emphasizing in common activities that they find in Mr. Bean's routine.

Week 02

**Date:** May 16, 2014.

Topic: Going out.

Objective: To identify the different means of transport and some of its features.

The video contains a chapter about different means of transport and its characteristics are explained didactically by Nellie and Ned, who use different questions and descriptions about some situations to refer to the utilities of the different means of transport, using sounds of each type of transport and supporting the ideas using images.

Instruction:

01. Pre-listening

During class time student will talk about some issues of their own experience and will identify each of the advantages and disadvantages about some means of transport, recognizing how often it is used, classifying them in transportation and land, on water and in the air and talking about their preference making a relation with the vocabulary and keywords like car, truck, motorcycle, bus , train , submarine, motor boat, sail boat ship, tug boat, helicopter, hot air balloon, jet rocket, blimp, using the expressions , "I prefer to use", "I always use", "I sometime use", "I can't stand use" using it in a real context based on their own experiences.
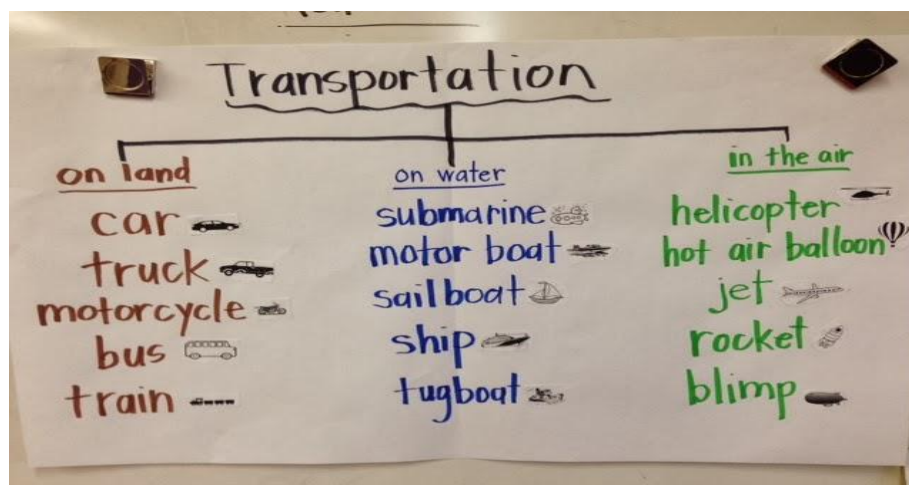
02. While-listening

The student will be asked to reproduce the corresponding activity called "Going out" they have to watch the video and identify means of transport seen in class according to the key words and the expressions learned. They will be asked to perform a second hearing to identify some characteristics that are mentioned by Nellie and Ned when they talk about aircraft, the program will indicate that they have to record the characteristics identified by clicking the record button.

03. Post-listening

The student will be asked about some represent personifies the characteristics of the transport of his preference using pictures to socialize with all students.

Week 03
Date: May 23, 2014.

Topic: Food Mistakes.

Objective: To identify the advantages of healthy eating and disadvantages of fast food.

The video contains information about the advantages of having a healthy diet and the disadvantages of having bad eating habits during the presentation of video interviews with several teenagers talking about their eating habits, presenters interact with answering questions related the subject.

Instruction:

01. Pre-listening

During class time students will be contextualized with the vocabulary to deal with the video, fast food, health food, vegetables, beans, hamburger, hot dog using the expressions "I prefer" "I like" "I hate" "I always eat" "I can't stand". So teacher will present some images with keywords that will be useful for students when they are going to listen. Then, teacher will organize a mini survey about some personal experiences about food habits.

Not Enough Healthy Stuff:
Fruits and Vegetables
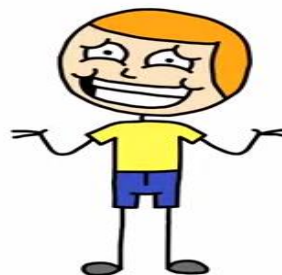
Name _____ School: _____ Mark:_____

What is your favorite kind of food?

_____

_____

What kind of food do you prefer? Why?

    a) Healthy food
    b) Fast food

_____

_____

Give your opinion about vegetables:

_____

_____

_____

01. While-listening

The student will be asked to reproduce the corresponding activity called "Food Mistakes". The video is indicating that students should identify some key words and specific vocabulary that was mentioned in the introductory class. It was requested to perform a second hearing to identify the part of the video in which they talk about how to fix mistakes related to poor eating habits; the program will indicate that the student must record the main ideas to improve the eating habits.

02. Post-listening

The student will be asked how to make a written in which they have to identify some advantages of having a healthy diet using simple present tense.

Week 04

Date: May 30, 2014.

Topic: Today's Teen Tribes.

Objective: To recognize the different subcultures and their influence on young people with their social characteristics.

This video contains information about today's teens by Sarah Tucker. She gives social characteristics about today's youth they are supported by representative images and situations that are linked to behaviors in the actuality.

Instruction:

01. Pre-listening

During class time students will be contextualized about the relevance of today's youth themes. They will become familiar with pertinent vocabulary for understanding the video and will know a parallel between young people before and today's young people. Students will allow them to demonstrate the differences more relevant between two dates.

02. While-listening

The student will reproduce the corresponding activity "Today's Teen Tribes", so they must identify the vocabulary seen in class, and they have to identify main ideas that make up the audio. Students will be asked to perform a second hearing and explain in their words the influence of technology in young people's lives as the video mentioned. The student will need to record their opinion by clicking the record button.

03. Post-listening

Student have to write some ideas explaining in which of the group mentioned in the video they are in they will mention the advantages and disadvantages of belonging to this group and they will have to justify their answer.

Week 05
Date: June 13, 2014.

Topic: Show your talent

Objective: Sing through a karaoke for the purpose of improving understanding of listening.

The activity contains different links about contemporary music, in which it shows students four options of play, beginner, intermediate, advanced, and expert. The game has the option to repeat the song several times, to facilitate student understanding.

01. Pre-listening

During class, the teacher talks about contemporary music, asking students, their favorite singer and contextualizing students about the most famous singers in English.

02. While-listening

The students will be asked to play the activity called "Show your talent". They will have play the link, choosing the level most appropriate for each one beginner, intermediate, advanced, and expert, in which they will find music about the most

famous singers in English. The teacher will explain to students how repeat the song for to complete the lyric, identifying the missing word.

SHOW YOUR TALENT

✓YELLOW – COLD PLAY
✓AMAZING –AEROSMITH
✓YESTERDAY– BEATLES
✓BILLIE JEAN – MICHAEL JACKSON
✓BECAUSE YOU LOVED ME– CÉLINE DION
✓IF I WERE A BOY– BEYONCE
✓WHO KEW– PINK
✓HOLIDAY–GREEN DAY
✓SUMMER PARADISE– SIMPLE PLAN SEAN PAUL
✓SHE WILL BE LOVED– MAROON 5

LET IT BE– THE BEATLES
BEAT IT– MICHAEL JACKSON

This moment will never come again…
ENJOY IT!

03. Post-listening

Teacher will ask to students, to write a list about the songs that liked them more and how long time, they spent filling each one of these.

Week 06
Date: July 4, 2014.
Topic: Historical Goal Scorers in Colombia
Objective: Understanding the biography of the goal scorers in Colombia, listening to the most important events of each one.
The activity contains the biography of scorers Colombians, in which it shows students the most important events of each goal scorers, student listening to the response the times necessary, completing the sentence with the missing word.

01. Pre-listening

During class, the teacher talks about goal scorers Colombians, asking students, their favorite goal scorer and contextualizing students about the players who have made history in the Colombian soccer.

02. While-listening

The students will be asked to play the activity called "Historical Goal scorers in Colombia". They will have to play, the player most famous, listening to the sentence of the biography´s player the times necessary for completing the missing word. The teacher will explain to students how repeat the recording for to complete the sentence about the most important event.

03. Post-listening

Teacher will ask to students, to write a paragraph with the most important events of the players, that students most remember and socialize with all students.

Week 07
Date: July 11, 2014.

Topic: Most seen films

Objective: To identify the most famous actors of cinema.

The activity contains information about the most famous actors, describing the movies that made them most famous actors, and showing the most shocking events in each one of their films.

Instruction:

01. Pre-listening

During class, the teacher talks about the most famous actors, asking students, their favorite actor and contextualizing students about the golden globes and awards Oscar.

02. While-listening

The students will be asked to play the activity called "Most seen films". They will have to play, the actor most famous, listening to about the films that made them famous actors, and watching the most shocking scenes, each one. The teacher will explain to students how repeats the video for facilitate the understanding student.

03. Post-listening

Teacher will ask to students, to write three sentences, if favorite actor has won awards, Oscar or golden globe, and to write two sentences if any of the more shocking scenes has happened in real life to them.

Week 08
Date: July 11, 2014.

Topic: Knowing about Australia, Canada, U.S., England culture.

Objective: To know about Australia, Canada, U.S., England culture the places more visited.

Instruction:

01. Pre-listening

During class, the teacher talks about Australia, Canada, U.S., England culture, asking students, which is the tourist place, which they would like to go, and if they know about this culture.

02. While-listening

The students will be asked to play the activity called "Knowing about Australia, Canada, U.S., England culture". They will have to play, the country that is most attractive for them, watching the video about the places tourists of each country. The teacher will explain to students how repeats the video for facilitate the understanding student.

03. Post-listening

Teacher will ask to students, to write a paragraph describing the place tourist, mostly liked them.

3.6.2.1.2 EVALUATION

The evaluation of the communication tasks was conducted every week, having into account students' performance during the week. So each communication task was evaluated using the post listening active as evidence about the goals achieved by the students. Learners had a control during all the process they should do one extra activity based on listening.

Teaching materials

Workshops
Lyrics
Guides
Short videos
Movie Trailer

Resources
Audio
Video

3.6.3 DATA ANALYSIS AND FINDINGS

In order to start this section the question that has illustrated this study is the following how we can transform listening skills practice by making use of active listening in order to understand the main idea through Facebook. During the data analysis two categories emerged, besides three subcategories,showing the observed phenomenon during the research process as it is illustrated in the following chart:

1. Facebook enhances listening skill	2. Recognition of the main idea of oral text
a. The social network strengthens concentration.	*a.* Active listening strategies promote understanding of the message expressed.
b. Facebook facilitates skill development notorious listening.	

CHART 6 CATEGORIES AND SUBCATEGORIES

For purposes of analyzing the data collected the grounded theory of Strauss and Corbin[54]is used referring to the organization of data collected systematically and analyzed through a process of research where it is theorized from the data was used. For this purpose the following steps are performed:

First, open coding,   it is an abstract representation about one thing, action, or object, a thorough analysis of the data collected line by line observing every detail that could provide key data for the development of the conceptualization was performed.In this first step, the base information is recognized by mean color coding underlining the common featuresusing colors to establish the commonalities. From this fact arises

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[54] SRAUSS, Anselm, CORBIN, Julieth .Bases de la investigación cualitativa. Técnicas y procedimientos para desarrollar la teoriafundamentadad. Medellin: Editorial Universidad de Antioquia, 2012.

the categories along with its name is derived from the abstract concepts. In addition, the categorization of subcategories called by the specific properties of each category were established. For example:

ANÁLISIS INSTRUMENTO 01

Participante 1. 1. Más activa a escuchar el mensaje. 2. Mayor facilidad. 3. Si entendió la idea: la rutina.

Participante 2. 1. Mejoro porque puedo preguntarlo que entendieron y comparto lo que entendí. 2. Facebook es una buena herramienta. 3. Más expresión oral.

Participante 3. 1. La sesión ayuda a comprender mejor las temáticas, mayor comprensión. 2. Puede comprender varias acciones. 3. Socialización.

Participante 4. 1. Aprendió como escuchar mejor un audio. 2. Usando Facebook se concentró mejor. 3. Bases para escuchar mejor. Uso de la escucha activa.

Participante 5. 1. Mejor interacción. 2. Comprensión por el uso del lenguaje sencillo del audio. Uso escucha activa. 3. Mayor concentración.

Participante 6. 1. Los audios han sido de utilidad. 2. Mayor concentración. 3. Refuerza la escucha.

Participante 7. 1. útil en el aprendizaje. 2. Ayuda a entender mejor la idea. 3.

Participante 8. 1. El video montado en Facebook lo comprende bien. 2. Mejora la habilidad de escucha. 3. Útil para el aprendizaje de escucha.

CHART 7 EXAMPLE ABOUT OPEN CODING

Second, axial coding,it is a process to establish a relation between the categories a subcategory that have emerged during the open coding. The setting is given according to their characteristics and properties provided in each of them based on the information obtained in the open coding, so the process of grouping the data began based on common aspects, in order to have a concrete vision about the different dimensions and thus establish them accurately. For example:

CATEGORIA 01: Facebook favorece la habilidad de escucha. C1.

Subcategoría 1.1. La concentración se potencializa cuando se hace uso de Facebook. C1.1.

Subcategoría 1.2. Facebook facilita desarrollo de la habilidad de escucha.C.1.2.

CATEGORIA 02. Identificación de la idea principal. C2

Subcategoría 2.1. La idea general del audio se identifica con facilidad. C.2.1.

Subcategoría 2.2. Las estrategias de la escucha activa empleadas fomenta la comprensión del mensaje expresado. C.2.2.

CHART 8 EXAMPLE ABOUT AXIAL CODING

Third, selective coding is the process to gather concepts in a big theory to start analyzing the data, the data concepts that allowed by observing the general sense statements regarding the results and the core theory emerging in our research

project relates to the main topic of research is reduced producing the categories to have into account in the analysis.

3.6.3.1 Category and Subcategories

3.6.3.1.1 Facebook enhances the listening skill

Facebook enhances listening skills in students who have used this social network, making easier for them to be concentrated when they use it. The benefits provided for this network are focused on developing a great concentration during virtual sessions conducted by the students. Students become an active agent of learning in which they develop strategies to understand oral texts based on particular needs. They are also exposed to listening tasks using videos, with attractive topics according to different aspects such as the student`s social context, age, and likes, which leads to a greater willingness to listen to the comments made by the issuer; Rost (2002) present an acceptable understanding about internal processes such as concentration and context assimilation. This, thanks to Facebook, becomes an excellent environment of learning that motivated the learner to be oriented and generate a continuous process in which listening became a habit of easy access, making an improvement in the ability is obtained since it enables and facilitates the generation to achieve own internal and external processes of the communicative act.for instance, student 05 and 08 expressed that Facebook had made an important impact in their improving on listening; they said this in some instruments:

> *Facebook me ayudo a mejorar mi capacidad de escucha y me ayudo a mejorar mi pronunciacion., facebook es una Buena forma para estudiar concentrado.* **QUEST, 01. Student 05, May 25, 2014**.

> *Las sesiones virtuales, usando facebook ayudan a mejorar las habilidades de escucha .ahora puedo estar mas seguro de lo que entiendo y he implementado muchas formas para practicar y mejorar mi escucha.* **INT, A1. Student, 08, Jun 07, 2014.**

As students mentioned before, Facebook as a methodological tool applied to the field of learning a second language ability, facilitated students to create own strategies having as a result more pleasing interest for understanding communicated by the speaker in the second language. The fact of the creation of an enabling environment

to be ready to hear the message in the student generates a positive reaction motivated by taking him to develop new ways to learn what he needs. Moreover, another student said:

> *Facebook me permitio escuchar y entender lo que expresan en los videos de cada sesion .Facebook nos da la oportunidad de estudiar a nuestra manera.* **INT, A2. Student,07, August 20, 2014.**

The real factor that makes Facebook a useful tool for improving listening skills tool is given because it generated a personalized learning environment. The learner becomes active, creative and promoting their own learning strategies agent; Santamaría (2009) mentions that among the important advantages of social networking applied in an educational environment that emphasizes social learning involves improvements in the learning process and facilitates the tasks of immersion in a foreign language context. Likewise, the social network is pre finished to the constant interaction between the material and learner as generating interactivity between them.

3.6.3.1.2 The social network site strengthens concentration

In fact the material posted on the Facebook page and in the group ultimately led students to stay focused on what is presented in the audio. Learners are familiar with the social network, the context created by the use of the same website and the implications to facilitate and to adopt a motivation to try to figure out what was said in each audio. Carilla states that the environment of social learning networks to be associated with leisure time, this was used for learning as a positive way to study a specific topic. This attitude was taken by most of the students during the pedagogical intervention, So students stated that Facebook facilitated and strengthened concentration. They declared that:

> *Yo siempre he estado concentrado, mirando los diferentes videos que colgaban en la pagina de facebook, esto me sirvio para entender mas facil.yo usaba mi tiempo libre para poder ver los videos.* **INT, A3. Student 04, September 13, 2014**

> *A traves de facebook yo me podia concentar mas, que en las clases*
> *normales , por que en la clase en linea estaba mas atento a escuchar.*
> **QUEST,06. Student 05, August 12, 2014.**

Otherwise, as it is thought about using a social network as a tool for learning this category is shown like a proper socialization of oral texts addressed with a specific purpose, resulting in the development of one of the requirements of the communicative act:concentration. To be focused on what it is said in the oral text is important for learning and to develop the listening skills, allowing this a conscious process of acquiring a second language.

3.6.3.1.3 Facebook facilitates development of listening skill

A previous subcategory evidenced that oral text in Facebook with a specific purpose of the study significantly strengthen the ability to concentrate. However, this subcategory is highlighted in this study to present the most important phase in research: developing listening skills related to the main ideas in an oral text displayed in a given context; Cassany says that in his model of listening says it is unlikely to acquire a language if there is an outstanding capacity for understanding conducted through the remarkable development of listening skills. The students declared that:

> *Yo entendia major la idea que en el salon, pore so me gustaba usar*
> *facebook, esto me permitia escuchar y entender lo que decian en l audio,*
> *personalmente note la mejora en mi habilidad de escucha..***QUEST, 08.**
> **Student 07, September 07, 2014.**

> *Facebook fue una herramienta muy Buena para mejorar notoriamente las*
> *habilidades de escucha por medio de los videos.* **QUEST, 08. Student 04,**
> **September 07, 2014.**

This achievement is undoubtedly due to the use of Facebook as a teaching tool with contextualized thematic material submitted with the daily experiences of students who participated in this research work. Each virtual session presented a suitable material and/or related to the context presented by the vast majority of students involved in this study. In addition, Facebook facilitated the development process of

listening to the extent that it was a significant tool for them due to they were engaged to do listening tasks using Facebook having interaction with other classmates and taking advantage of the videos posted.

3.6.3.1.4 Recognition of the main idea of oral text

The recognition of the main idea of oral text expressed is fundamental as the receiver must decode the message and recognize the communicative act. The participants in this study constantly listened to the videos where each one should make an approach to oral text submitted from recognizing the main idea. This category emerges after finding that students achieved significantly more important recognition presented by the text; to Rost (2002) the construction of meaning occurs through negotiation with the emitter (the message) process carried out by a process of active recognition.

Likewise, the identification of the processes involved in listening were identified through concentration, attitude, to establish a rapport, among others. The first item is critical to achieve the recognition of an idea along with the attitude adopted for the emitter. For this research project, these processes were done for students using Facebook due to this social network facilitating the process. The concentration was mentioned in the subcategory *The social network site Strengthens concentration* and, the attitude was identified thanks to the benefits provided by the social network in which the empathy´s student is presented, consulted and study permanently, makes use of Facebook as a way to spend free time. Here it should be noted that students took their own pace the teacher being a facilitator through the process. In addition, communication situations presented in the audio context and student characteristics were taken into account. These were varied and different types ranging from the formal to the informal horizon without losing the context of the population: Most students concluded on the following:

> *Era muy facil entender la idea principal, el video mostraba la rutina diaria como la que vivimos nosotros en casa por eso podía entender algunas palabras y expresiones.* **QUEST, 06. Student, 02, August 12, 2014.**

*Facebook mejoro mi habilidad para entender las ideas principals ya que en cada video , entendia las acciones hechas por cada personaje..**INT. A2. Student, 05. August 20, 2014.***

Facebook as a tool applied for learning a second language plus the use of relevant material tailored to the needs and learners' characteristics leads to meaningful learning. For the present study, students were allowed to consciously execute fundamental physical and mental processes on listening comprehension. Cassany (2008) states that between comprehension strategies is to recognize: the acoustic series elements, recognize words, ideas, typical expressions.

3.6.3.1.5 Active listening strategies promote understanding of the message expressed

Active listening was one of the key components for the success achieved for students while using Facebook as a methodological strategy to improve listening in English. Listening has allowed the students to put into practice some of the strategies given by this kind of listening, including those used by the students found: positive management of oral texts presented souvenir key concepts, be aware of the facts relevant as issued by the issuer and empathy with the message conveyed through the text. Earlier in the data analysis was characteristics emerged regarding active listening. According to that students expressed, it is said that:

*Yo aprendi a poner mas atencion a las ideas principals y esas que se repiten con frecuencia, esto me sirvio para entender con mas claridad lo que los personajes decian..**INT,A3. Student 08, September 04th.***

*Las estrategias de escucha activa ayudaron a mejorar el entendimiento de cada tematica en los vieos. **INT, A3. Student 03, September 13, 2014.***

Furthermore, it is found out that students put into practice some skills to understand the main idea presented in the videos using the principles about active listening. Most students used these strategies to enhance listening skill which have led the listening skill done by them. The application of the guidelines given by active listening with

Facebook undoubtedly were very efficient in understanding the main idea of the video in each virtual session.

4. CONCLUSIONS

This research work is done to answer the initially posed research question, How we can transform listening skills practice by making use of active listening in order to understand the main idea through Facebook. Considering the process that was done to students, the principal question was solved in a 80% having in account the results. This percentage shows that Facebook as a new tool to present listening task was very appealing for students. The learners had a great motivation to explore the Facebook page by making use of active listening techniques provided by the active listening theory and its strategies; using these strategies and techniques Facebook became an innovated educational tool to develop listening skills in an informal and attractive context.

Firstly, students made use of some active listening strategies in order to understand the oral text during the development of the communicative tasks uploaded on Facebook. Besides, students used their spare time to have contact with listening tasks out of the classroom, they could also interact and clarify doubts about the listening tasks using the chat all this during online sessions. These aspects helped students to have another vision about the listening skill.

In addition, Facebook transformed the listening practice by means of the students' interaction that they did during the virtual sessions as they made pupils see the listening tasks as a daily practice done in their spare time. Thanks to Facebook, the students noticed that the material provided was also very important to transform the listening practice because the videos posted on the Facebook page took into account the students' context. This provided a new perspective to listen to in a foreign language, it allowed students to get involved with this tool easily and transform the listening skill practice in English.

It was also evident that students obtained a significant improvement in the development of each listening task implemented during the pedagogical design given positive results for understanding the main idea about oral texts due to students focused on applied the active listening strategies. Then, during the

pedagogical intervention was possible to demonstrate that students adopted an active role for listening oral texts in a second language.

Furthermore, the implementation of the social network Facebook in order to register the students' improvements during the pre and post-listening produced as a result the following aspect: pre-listening was vital to understand basic word. At the same time, it prepared students to catch some ideas about the topic that they were listening according to the communicative task done by the teacher. Moreover, while-listening helped student to obtain the main idea using key vocabulary worked during the pre-listening; students during these two stages gained a lot of improvement in terms of level the listening skills due to students socialized using Facebook and its tools to share information with other classmates.

At the same time, Facebook allowed students to enhance and improve the listening skills during the virtual sessions, in which the student took an active role during the learning process to obtain some strategies for understanding the main idea of the oral texts using active listening strategies.

Facebook also allowed upload different material to teach listening to the student because Facebook is part of Web 2.0 which provides several contents such as videos.

On the other hand, students demonstrated a positive attitude for active listening strategies for understanding the message provided in the video given in the second language, English. In addition to the positive attitude, it is noticed that student's behavior toward listening skills in the context given by Facebook. This social network motivated student to get involved in listening tasks even if they were difficult for them.

4.1 Pedagogical implications

First of all, students' active role was determined for a positive development of the activities proposed to strengthen listening skills. So, the development of semi-authentic material using videos allowed to obtain concentration and therefore, improving the quality of the communicative competence.

In the second place, the implementation of listening activities requires a virtual interaction in which the students have their free time and space to encourage participation and learning, because when there is more time available for learning, the students will obtain better results during the development of the skill listening. Moreover, the virtual interactions between students have increased the knowledge in vocabulary so they can have better communicative competence.

4.2 Limitations

Some of the limitations presented were: first, some students did not have access to an account to in Facebook. Consequently, it was necessary to teach how to open an account on Facebook showing to students what aspects were useful to start to use that social network; second, there was only a space dedicated to developing listening activities developed during one hour, third, students were not familiar with listening task; and they do not know the process of listening in English to achieve a good understanding. Another limitation presented was the technological accesses due to students in the school do not have computers. This fact does not allow introducing the ICT in the classroom.

4.3 Further research

Firstly, for continuing strengthening the listening skills it is fundamental to transform the traditional practice given to the school. For this the present research study focused on transforming how listening it is taught showing as a result that the listening practice must be changed. It is vital to present new ways to do and put in practice these skills motivating students.

Secondly, related to Facebook it is recommend generating more active participation given to students applying extra communicative tasks in order to promote more interaction between students. For students that do not have easy access to Facebook it is necessary to guide them until they have the ability to use it properly.

Thirdly, Facebook is a useful tool to motivate students to write short messages in English. In fact, writing allows students to increase their vocabulary because they have to look words up that are unknown to them. At the same time, they can enhance reading comprehension because lexicon allows comprehending a text.

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APPENDIX

Appendix A. Entrevista docente

1.¿Cuál es la reacción del grupo cuándo se trabaja la habilidad de escucha en clase?

R/=Algunos estudiantes se muestran apáticos y otros se interesan y disfrutan la actividad.

2.¿Por qué cree usted que se presenta dificultades en la habilidad de escucha?

R/=Porque es la habilidad que menos se trabaja en las clases y requiere de una

mayor concentración.

3.¿Qué estrategias didácticas utiliza en la clase para sortear apatías frente a dicha habilidad?

R/=Explotación pedagógica de vídeos de películas, canciones, conversaciones y entrevistas.

4.¿Utiliza alguna red social como herramienta tecnológica para la enseñanza del inglés como lengua extranjera? ¿Por qué?

R/=Si, Porque son herramientas que motivan y facilitan el aprendizaje.

Appendix B. Students' survey

Con la presente se pretende recolectar información sobre algunos aspectos relacionados con las habilidades comunicativas en el aprendizaje de un idioma extranjero: Inglés.

1.De las siguientes habilidades cuáles menos se trabajó el semestre pasado:
a.Escucha
b.Escritura
c.Lectura
d.Habla

2.De las siguientes habilidades cuál se le dificulta más:
a.Escucha
b.Escritura
c. Lectura
d. Habla

3.Con qué frecuencia usted trabaja las habilidades para mejorar su inglés:

Escucha:	a.Siempre	b.Usualmente	c.Algunas veces	d.Nunca
Escritura:	a.Siempre	b.Usualmente	c.Algunas veces	d.Nunca
Lectura:	a.Siempre	b.Usualmente	c.Algunas veces	d.Nunca
Habla:	a.Siempre	b.Usualmente	c.Algunas veces	d.Nunca

4.Considera usted que el tiempo destinado a la clase de inglés es suficiente:
Sí _____ No_____

5.Participa en clase activamente cuando el profesor propone:

a. Lectura de textos.
b. Diálogos
c. Escucha textos o canciones
d. Escriturade textos,diálogos o oraciones

6. Enumere de uno (01) a cuatro (04) siendo cuatro la habilidad dónde usted logra un mayor desempeño y uno dónde usted logra el menor desempeño:

Escucha: _____
Escritura: _____
Lectura: _____
Habla: _____

7. Considera usted qué los instrumentos que tiene el colegio son suficientes para aprender inglés:
 Sí ____No___

8.Le gustaría usar una red social para mejorar el nivel de inglés:
Sí ___No __

9. De las siguientes redes sociales cuál consulta con más frecuencia:
a. Facebook
b. Twitter
c. MySpace
d. Hi5

GRÁFICOS ENCUESTA ESTUDIANTES

1. Habilidades que menos se trabajó el semestre pasado:

HABILIDAD	N ESTUDIANTES
ESCUCHA	5
ESCRITURA	3
LECTURA	2
HABLA	2
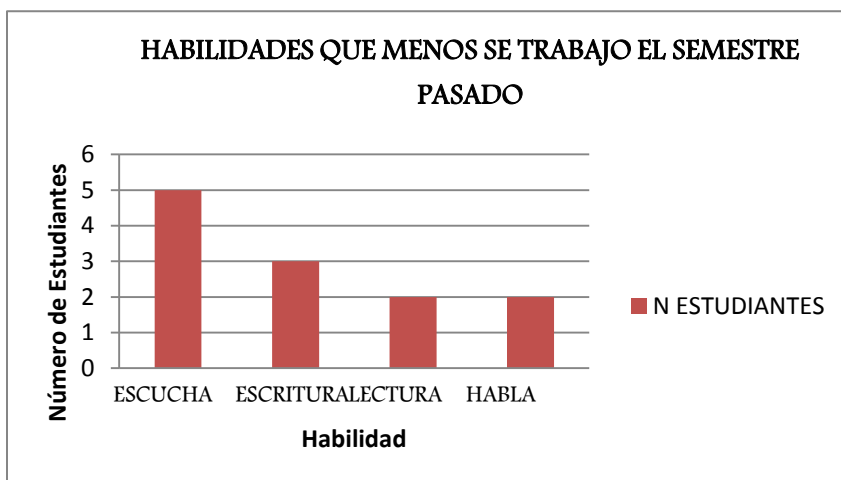
2.Habilidades que se dificulta más:

HABILIDAD	N ESTUDIANTES
ESCUCHA	6
ESCRITURA	2
LECTURA	2
HABLA	2

HABILIDADES QUE SE DIFICULTA MÁS

Gráfico de barras — Número Estudiantes vs Habilidad (ESCUCHA: 6, ESCRITURA: 2, LECTURA: 2, HABLA: 2). Serie: N ESTUDIANTES.
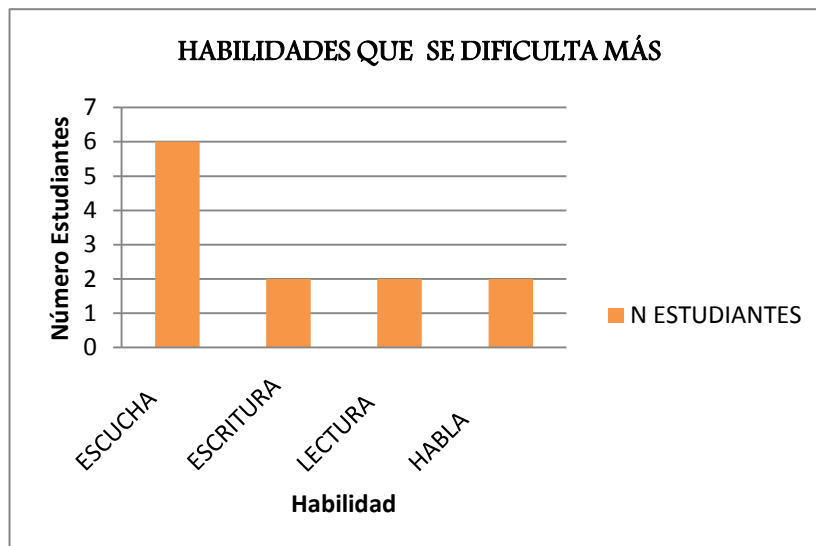
3.¿Con qué frecuencia usted trabaja las habilidades para mejorar su inglés?

HABILIDAD	A	B	C	D
Escucha	0	1	6	5
Escritura	1	4	6	1
Lectura	1	4	5	2
Habla	1	3	8	0

3. ¿Con qué frecuencia usted trabaja las habilidades para mejorar su inglés?

Gráfico de barras — Número de Estudiantes vs Habilidad (categorías A, B, C, D) para las series Escucha, Escritura, Lectura, Habla.
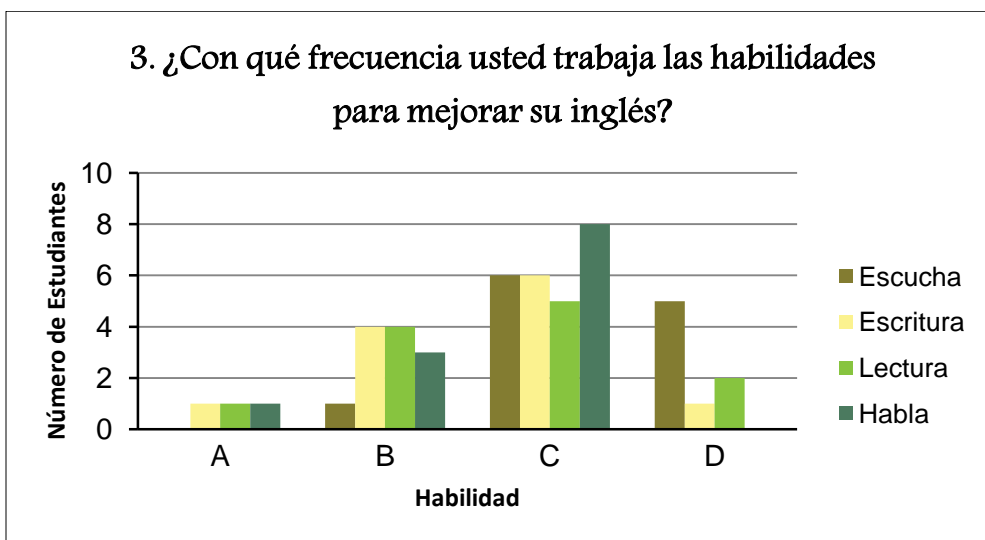
4.¿El tiempo destinado a la clase de Inglés es suficiente?

	N ESTUDIANTES
Sí	6
No	6

¿El tiempo destinado a la clase de Inglés es suficiente?

50%	50%

- ■ Sí
- ■ No
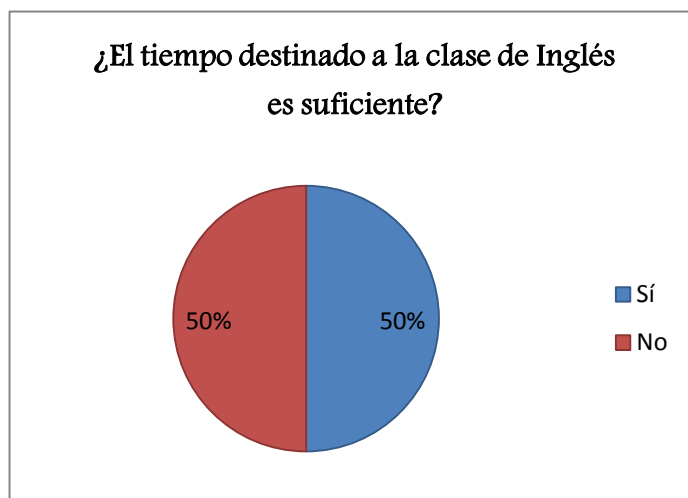
5.Participa en clase activamente cuando el profesor propone:

HABILIDAD	N ESTUDIANTES
Escucha	3
Escritura	0
Lectura	3
Habla	7

5. Participa en clase activamente cuando el profesor propone

■ N ESTUDIANTES

Número de Estudiantes
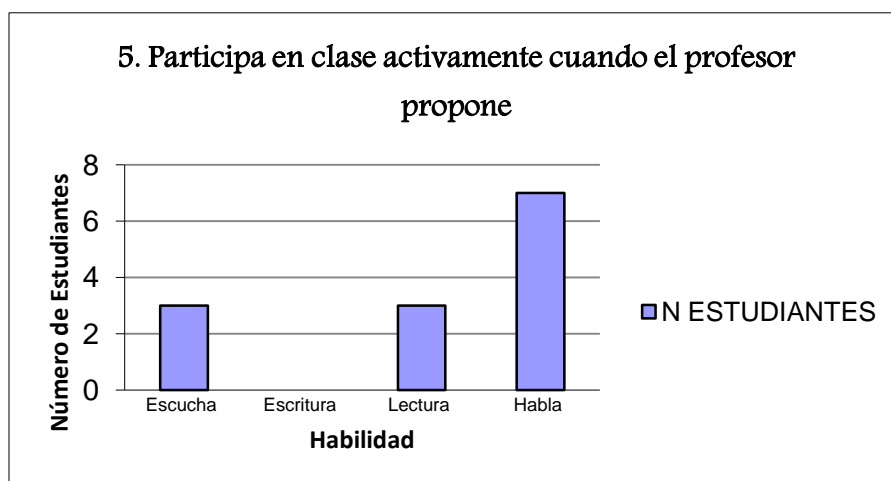
Habilidad

6.Habilidad dónde usted logra un mayor desempeño y uno dónde usted logra el menor desempeño:

HABILIDAD	1	2	3	4
Escucha	11	1	0	0
Escritura	0	1	5	5
Lectura	0	0	6	6
Habla	1	8	2	1
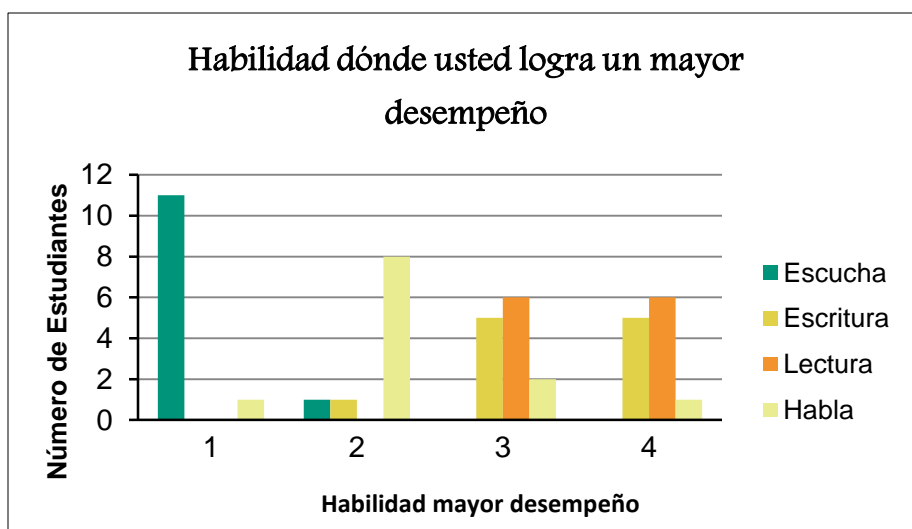
7.Considera usted qué los instrumentos que tiene el colegio son suficientes para aprender inglés:

	N ESTUDIANTES
Si	5
No	7

8. Le gustaría usar una red social para mejorar el nivel de inglés:

	N ESTUDIANTES
Si	10
No	2

Los instrumentos que tiene el colegio son suficientes para aprender inglés

42%
58%

■ Si
■ No
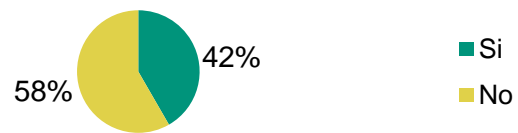
HIGH SCHOOL ANTONIO NARIÑO
ENGLISH TEST A1

NAME_____ DATE_____

LISTENING (25%).   Listen and complete these sentences.

1. A. My friend Gemma is a Singer **(Valor: 8.3)**
   B._____? Is she in a band.

2. A. My best friend's name is Vlad **(Valor: 8.3)**
   B. _____? Where is he from?

3. A. My friends Joshua and Pat are actors **(Valor: 8.3)**

   B. _____? Are they famous?

SPEAKING (25%)

2   What do you do in the morning? Check the options and tell the class

1. __ I get up early
2. __ I watch TV
3. __ I do my homework
4. __ I talk a lot
5. __ I listen to the radio
6. __ I check my e-mail

WRITING (25%)

3   Write short sentences about the activities that you do in the mornings
   _____
   _____
   _____

READING (25%). Read the text and answer the questions.

Too Much Fast Food?

According to a recent survey, Hong Kong consumers are spending more money on convenience foods since the economic downturn. Because companies are trying to make do with fewer staff, employees are working harder than ever before. More women are joining the workforce as well.

They have less time to prepare nutritious home-cooked meals for their families. Instead, families eat out or buy convenience foods, such as frozen pizzas and instant noodles. These foods contain more fat, salt and sugar than home cooked meals. Experts say that eating too much of them increases the risk of serious health problems, including diabetes and heart disease. However, the trend towards convenience foods is benefitting some business sectors. Supermarkets are responding to the higher demand for quick, easy-to-serve meals by increasing their selection of convenience and pre-packaged foods. These products often sell for higher prices than fresh food. Restaurants also profit from the trend: most Hong Kong people now eat out at least once a day. Is convenience food just a fad or is home-cooked food becoming a thing of the past? How is this trend affecting our health?.

1. What are Hong Kong consumers spending more money on? **(Score:3.5)**
....
2. What is happening with women at present? **(Score:3.5)**
....

3. What do families do when they have to eat? **(Score:3.5)**
....

4. What kind of convenience foods are mentioned in the text? **(Score:3.5)**
....

5. What is the problem with convenience foods? **(Score:3.5)**
....

6. What is the new habit of most Hong Kong people regarding food? **(Score: 3.5)**

....

7. What do you think about food? Is it important for you? Why? **(Score:3.5)**

....

HIGH SCHOOL ANTONIO NARIÑO
DIAGNOSTIC TEST A2
LISTENING

Name _____**Date** _____**Score**_____

- In part 1 of the Preliminary English Test you will listen to seven short recordings and for each recording you have to choose the best of three pictures. You can listen to the audio twice.

1. What will the weather be like at the weekend?
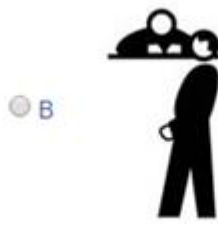
A   B   C

2. What did the woman do on holiday?

A   B   C

3. Where is the man's book?

A   B   C

4. What do they need to buy?

    A   B   C

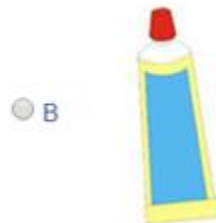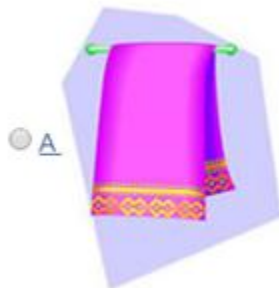5. What is the woman's son studying at the moment?

    A   B   C

6. What is in the suitcase?

    A   B   C

7. What does the man's brother look like?

    A   B   C

- You will hear a radio announcer giving details about a local Motor Show. For each question, fill in the missing information in the spaces. Write no more than three words and/or a number.

Eastbrook Motor Show

Date:	
Location:	Show Ground
Displays:	Old cars and buses
	Cars of the
Famous People:	Jack Tyler from the Television Show
	Top Racing Driver Michael Boreman
For Ladies:	Stalls selling gifts, jewellery and clothes
	Competition - Guess the number of
	in the car
Price of Family Ticket:	£

Transcription

1. So, tomorrow and Friday, we can expect more of this lovely hot weather, with bright sunshine and temperatures up to twenty four degrees, so don't forget to wear sun cream! Saturday and Sunday will be cooler and cloudier, but it will stay dry without any rain, so you won't need your umbrellas, and there might be a few sunny periods.

2. **Man:** You're back! Did you have a nice holiday?
   Woman: Oh yes, it was wonderful!
   Man: You're very brown! Did you do a lot of sunbathing?
   Woman: I was going to. I was so tired last week when I left. I planned to do nothing all week except lie in the sun and occasionally go for a swim in the sea.
   Man: Didn't you then?

3. **Man:** Have you seen my French book?

   Woman: It's on the shelf isn't it? I saw it next to the flowers.

   Man: It was there this morning, but it isn't there now.

   Woman: Maybe you put it on your desk with all your other books.

   Man: I've looked there already. I can't see it.

   Woman: What about in the cupboard next to the television? There are several books in there.

   Man: Hmm, it might be there. I'll have a look. Oh, here it is! It was on the shelf all the time.

4. **Man:** Okay, what do we need?

   Woman: Well, we need some butter.

   Man: Do we? We already have some in the fridge.

   Woman: I don't think it's enough. We need three hundred grams but we only have about half a packet.

   Man: The recipe says we need four eggs.

   Woman: We've got plenty of eggs.

   Man: Alright. Are we okay for flour?

   Woman: I think so. There's half a kilo in the cupboard and I think we only need two hundred grams of it.

   Man: Right then. I'll go to the shop and get what we need.

5. **Man:** How is your son enjoying university?

   Woman: Well, not a lot. He's finding the journalism course, quite difficult.

   Man: Journalism? I thought he was studying law.

   Woman: He was, but he changed his course about three months ago. He didn't like it.   He had to do a lot of reading, and he soon realised that the other students on the course were a lot more hard-working than him!

   Man: Do you think he'll stay on the course he's doing now?

6. Woman: I doubt it. Last time I spoke to him, he told me he's thinking of becoming a mechanic!

7. Man: I think I'll have a shower before we go out. Where's the soap? Is it in the blue bag with the toothpaste?
Woman: I'll have a look. No, it's not here. I've found the toothpaste, but there's no soap.
Man: Maybe I put it in the suitcase with the towel.
Woman: Yes, it's in here. Here you are. But there's no towel in here.
Man: Oh no, did I forget to bring it?
Woman: It looks like it. You'll have to use the hotel one. But perhaps you should buy a new one before we go to the beach.

8. Thanks for offering to pick up my brother from the station next Saturday. Let me describe him to you, because you may not recognize him now he has short hair! So, he's got dark hair and glasses. He used to have a beard and a mustache, but he's shaved them off now. I'll tell him to wear a white shirt on the day he arrives. Then you'll know who he is.

- The Motor Show will be returning to Eastbrook this July, and if you thought last year's show was good, you're going to love the show this year. It's going to be bigger, there'll be more things to do, and there will also be several famous faces around the place.

  It'll be held on the 18th of July, and this year the Motor Show will not take place on the Park School Field like last year, but will take place on the Three Tree Show Ground. This will give a lot more space for car parking, which was a problem last year.

There will be lots of great things to see and do. There'll be a display of old cars and buses from as early as the 1920s, all in beautiful condition. There will also be a display of Cars of the Future – cars powered by electricity or the sun, so you'll have the chance to see what we could all be driving in fifty years' time.

You will also have the chance to see some great people from the motor industry. Jack Tyler, famous presenter of the television show 'Fast Driver' will be signing copies of his new book, 'Speed King.' Top Racing Driver Michael Boreman will also be attending and giving out signed photographs. If you're thinking that the Eastbrook Motor Show is just for men, and has nothing for the ladies, think again. There will be lots of stalls selling gifts, jewelry and clothes, and there is also the chance to win a beautiful sports car especially designed for female drivers. All you have to do is guess the number of bees in the car – I imagine that means toy bears not real bears! So you can't miss that, can you?

If you want to go to the Eastbrook Motor Show, tickets are twelve pounds for adults and six pounds for children, but you can get a family ticket for two adults and up to three children for thirty pounds. If you want to avoid queues on the day, you should buy your tickets in advance. You can get them from the Eastbrook village shop, or online on www.eastbrookmotorshow.co.uk. See you there! It's going to be a great day!

Appendix E. Field Note

Nombre del observador: Karen parra, Laura García, Andrés Mahecha.
Lugar: Colegio Antonio Nariño, aula de clase grado noveno, jornada nocturna.
Hora: 06 pm -10:00 pm.
Fecha: Agosto de 2013
Ciudad: Bogotá D.C.

Descripción:

Se da inicio a la clase, con la presentación de los docentes en formación que se realiza en inglés, cada docente dice su nombre su edad la carrera que estudia y da la bienvenida al curso, entre tanto se evidencia que los estudiantes no comprenden lo que el docente está hablando y se empiezan a escuchar frases de los estudiantes como: "no sabemos inglés","que dijo" o "profe nos puede hablar en español" el docente en formación al ver que no obtiene respuesta de los estudiantes decide hacer nuevamente la presentación en español y los estudiantes se sienten más cómodos al poder comprender lo que el docente les dice.

A continuación los estudiantes se presentan uno por uno y se realiza una actividad de integración que trata un tema previamente visto por ellos, se menciona el tema a trabajar "Repaso estructura del tiempo verbal presente" los estudiantes manifiestan no recordar muy bien el tema, así que se retoma con una breve explicación en inglés de la actividad a seguir, de nuevo se genera inconformidad al no estar seguros de lo que el docente está explicándoles y se vuelven a escuchar frases como: "¿Alguien entendió?, no nadie", "hable bien" nuevamente el docente en formación recurre a uso del español y da las instrucciones necesarias para el desarrollo de la actividad les informa que se utilizarán bombas la respuesta de los estudiantes es positiva frente a la tentativa de didáctica a la que se enfrentan, el docente da las instrucciones los estudiantes forman cuatro equipos de trabajo, de cada equipo salen dos representantes y compiten en parejas deben romper una bomba sin utilizar las manos, la bomba contiene una oración simple dividida en varias partes, la pareja que primero arme la oración tiene puntos adicionales, se inicia la actividad y los estudiantes muestran interés pero no quieren pasar porque se sienten inseguros y su reacción es reírse y motivar a los demás para que sean ellos los primeros. Se inicia y las primeras parejas se demoran en romper la bomba lo que causa risa, los demás arman la primera oración de manera incorrecta, sigue la segunda pareja y arma la oración de manera correcta, ganan un punto y los demás se motivan a pasar y a intentarlo.

Se finaliza la actividad luego de que pasan seis (6) parejas y el grupo ganador, celebra su victoria mientras los demás protestan y no están de acuerdo con los resultados, el docente en formación agradece la participación de todos e informa que todos tendrán un punto adicional en la nota final ya que todos participaron de manera activa, corrigen las oraciones que estaban incorrectas y de esta forma aclaran las dudas referentes al tema.

El docente en formación indica que realizaran un ejercicio de escucha en los que tendrán que identificar las actividades cotidianas que realizan los personajes de un diálogo en el que están contando su rutina diaria. Inician la actividad familiarizándose con las preguntas que les entrega el docente en un formato previamente preparado, se aclaran dudas de vocabulario y se da inicio a la actividad durante la primer escucha los estudiantes dejan ver su inseguridad mirándose unos con otros y dejando sus hojas vacías, se realiza una segunda escucha pero no se tienen aún respuestas, los estudiantes empiezan a manifestar desacuerdo no se sienten cómodos, dicen que no entienden que no habían hecho un ejercicio de ese tipo antes, el docente en formación, los tranquiliza diciéndoles que no se preocupen que traten de responder que no tendrán una calificación pero que contesten sinceramente. Se realiza una tercera escucha pero aún no se obtiene ningún resultado, los estudiantes se sienten incómodos solicitan una escucha mas pero aún no hay resultados finalmente se llega a una quinta escucha y solo dos personas entregan el ejercicio con respuestas.

El docente da continuidad a la clase haciendo un repaso de la parte gramatical del presente simple en el tablero y aclara dudas que surgen en los estudiantes como la forma en la que debe estar conjugado el verbo en una oración simple en tercera persona, se aclaran los interrogantes y se realizan varios ejemplos en el tablero de diferentes oraciones.

Para la parte final de la clase se realiza un ejercicio escrito en el que los estudiantes deben en una hoja de papel realizar un escrito corto en el que describan la rutina que realizan en las mañanas utilizando oraciones cortas en presente simple. Durante el transcurso de la actividad se generan algunas inquietudes de vocabulario que aclaran los docentes, los estudiantes redactan sus oraciones sin mayores complicaciones y entregan la actividad para que sea revisada, los docentes manifiestan que corregirán la actividad la próxima clase y agradecen la participación de todos con lo que dan fin a la clase.

Interpretación

Luego de analizar la situación que se presenta en la descripción, se evidenció que los estudiantes presentan una gran falencia en la habilidad de escucha. Las manifestaciones emocionales de inseguridad que se reflejaron en la actitud de los estudiantes nos permiten identificar comportamientos como la incomodidad que les genera no comprender los ejercicios de escucha ya que no se sienten familiarizados, o el temor de contestar erróneamente y que se les califique con una nota mala.
Los estudiantes al enfrentarse con este tipo de actividades de escucharnos confirman que la relación que tiene con ellas es casi nula y nos motiva como

Docentes en formación a trabajar enfáticamente en dichas actividades para que los estudiantes desarrollen la confianza suficiente para enfatizar sin temor diferentes ejercicios prácticos y de esta manera mejora en conjuntamente el desarrollo de las demás habilidades que ya han adquirido en el trascurso de su proceso académico.

Observaciones generales

La habilidad de escucha sin lugar a duda forma parte fundamental en el proceso de adquisición de una lengua extranjera y su desarrollo satisfactorio. Aunque según lo observado podemos inferir que los docentes se enfocan mucho más en el proceso evolutivo de las diferentes habilidades como habla, escritura y lectura dejando de lado la escucha que es primordial en el desarrollo natural del hablante.

ANÁLISIS DEL TALLER DE APLICACIÓN

Se aplicó un taller diagnostico diseñado para un nivel básico (A1) según lo estipulado en el Marco Común Europeo con temáticas básicas enfocadas acada una de las competencias a desarrollar en el aprendizaje de una lengua extranjera: Escritura, habla, lectura y escucha. Cada una de estas habilidades permite el desarrollo en el proceso de adquisición de una lengua extranjera, pues a través de ellas se fortalece el proceso comunicativo.

Con este taller se pretendía evaluar, diagnosticar y medir el nivel de desempeño que tiene los estudiantes en dichas competencias. De esta manera se puede identificar en que competencia presentaban mayor dificultad. El taller se aplicó durante una de las clases de inglés en el colegio Antonio Nariño con los estudiantes del ciclo IV de la jornada nocturna (Validación). Se tomó una muestra de 12 estudiantes del curso realizada al azar.

Se inició la sesión entregando el material y dándoles las respectivas instrucciones para su desarrollo de manera clara. Los estudiantes mostraron descontento con la aplicación del taller manifestando sentirse inseguros de sus conocimientos previos, a lo que se les respondió con la explicación de la finalidad diagnóstica del taller aclarando que no representaría una nota para la materia, con esta explicación se sintieron más complacidos para empezar a resolverlo.

La primera habilidad a evaluar fue el habla, para desarrollar ese punto debían primero seleccionar de una lista de actividades de rutina las que realizaban con mayor frecuencia luego conversar acerca de su rutina diaria. En ese punto los estudiantes no presentaron inconvenientes seleccionando las actividades de la lista, se apoyaban con el vocabulario de la misma para identificar cuales se ajustaban a su rutina diaria.

Se continuó con el desarrollo del punto de escritura en el que se debía escribir oraciones acerca de las actividades que realizan en las mañanas. Los estudiantes empezaron a escribir oraciones cortas, sencillas, concretas etc.,en varios casos

Dejando de lado el complemento y con algunos errores de escritura, pero la mayoría finalizaron el punto sin presentar mayor dificultad.

Luego se prosiguió con la parte de lectura con el texto "Too Much Fast Food?". Algunos participantes al observar el texto se quejaron de no entender algunos vocablos. Sin embargo, continuaron desarrollando el ejercicio. Los resultados de este es que: aun sin saber el significado concreto de cada palabra resolvieron las preguntas por contexto, similitudes estructurales entre la pregunta y la posible respuesta.

La última parte a desarrollar fue el escucha. Sin presentarse ninguna objeción se inició con la explicación del ejercicio, se les manifestó que se repetiría tres veces el audio, antes de empezar deberían leerlas tres preguntas, de las que constaba el taller, para entenderlas. Entonces, cuando se inició con la primera escucha los participantes se miraban unos a otros desconcertados algunos se reían, otros hacían cara de desespero y se sentían inseguros. Cuando se terminó de escuchar la primera vez empezaron a hacer comentarios: "No profe, no entendemos","No hagamos eso", eso está muy difícil entre otras. Se les alentó diciendo: "quedan dos escuchas más estén atentos".

Luego, se inició con la segunda obteniendo una negativa al ejercicio luego de cada escucha. Se les daba un tiempo para que completaran las respuestas, pero nadie escribía nada. Después, se anunció la última escucha y, al finalizarla, los estudiantes empezaron a pedir la palabra, cada uno manifestaba su situación personal decían no tener contacto con listening, manifestaban que solo escuchaban canciones pero no las entendían, no estaban familiarizados con ese tipo de ejercicios, entre otros. Se les dijo que no se preocuparan que lo intentáramos una vez más, se hizo una cuarta escucha sin tener aun respuesta se llegó a una quinta sin embargo solo dos estudiantes habían llenado dos de los tres espacios que debían completar.

Finalmente, con este resultado se evidenció que la habilidad en la que se presentaba mayor dificultad era en la escucha. Los estudiantes previamente habían manifestado esa falencia cuando nosotros como nuevos docentes del área de inglés hicimos nuestra presentación en inglés, todos estuvieron de acuerdo en que no entendieron nada y se tuvo que realizar nuevamente en español. Así mismo, los resultados arrojados por el taller confirman que la habilidad en la que se presenta mayor número de falencias es en la escucha y, este mismo resultado se confirmó con las apreciaciones que hicieron los estudiantes durante la aplicación del taller.

Appendix F. Questionnaire Format

1. Do you consider that you understand the message given by the video?

2. Have you achieved focus on listening the video upload on Facebook?

3. Does the virtual sesión allow you to listen and understand the main idea presented in today's video?

Appendix G. Interview Format.

1. What is your perception about listening skills throughout the social network Facebook?

2 How much time do you spent surfing on the social network Facebook in order to improve their listening comprehension? Justify your answer.

3 Do you use active listening techniques when you use the social network Facebook? Justify your answer.