

USE OF DIGITAL RESOURCES FOR PROMOTING LISTENING COMPREHENSION IN A STATE SCHOOL

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en Lengua Inglesa

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ABSTRACT

In this classroom project, we aimed at promoting the listening comprehension skill of first grade students from a public primary school located in Pereira; during this process, we had to face different challenges related to behavioral issues, students' bad attitude towards the main skill to be developed, slight exposure to the target language, creation and adaptation of materials appropriate for learners profile, detection of those classroom management strategies which better fitted students' difficulties, etc.

Despite the fact that the classroom project had theoretical support from previous courses we had taken, we had to modify and adapt many aspects of the theories studied in order to teach as effective as possible in the specific group assigned to us.

The challenges presented during the implementation contributed to make us aware of our strengths as teachers, i.e., our ability for finding a flexible design of material that allowed us to recycle it for different classes and teaching topics, our dedication and motivation that drove us to explore and follow theoretical support for the activities we wanted to present in class in order to minimize errors and finally, the fact that we were able to provide varied and rich input to the students despite the difficulties in finding materials and resources appropriate for such young age.

At the end of the process, through the analysis of the reflections, we found that speaking skill was highly developed thanks to the implementation of listening activities to promote the listening comprehension and practice of this ability. We believe that it occurred because students highly increased their self-confidence at the time that gained the necessary input to produce simple sentences in English. Also, it is important to mention that readings as well as writing skills were worked in a less intensive form due to the children's age and lack of background of these skills in their mother tongue.

From a professional point of view, we consider that the implementation was an enriching and very important life experience since we met the challenges that teachers have to confront in the Colombian context, full of difficulties for both teachers and students. Due to this, we could acquire experience and knowledge that will help us to react in a better way to different situations that you can only confront supported by a professional background.

Justification

The listening comprehension is a very important skill for the learning of English. It seems for both teachers and students that it is the more troublesome skill due to the lack of exposure to the language, specifically when the learners are not in the context of the target language. Students who are in their early school years specifically, first and second graders the first skill to develop in the target language should be the listening skill because the idea is to avoid interference with the process of the writing skill in their mother tongue which is in the initial stage at this age. It is highly recommendable to make listening activities with those students (1st and 2nd graders) since it serves as basis for the target language development. Sometimes, however listening comprehension is difficult to achieve due to the problems presented when learners perform the listening activities.

In relation with the problems experienced by students in listening tasks, Goh (2000), affirms that students present high levels of difficulty with this skill due to the lack of constant contact with the target language and other factors such as lack of attention to spoken input, de-codification of the input to establish a meaningful message or representation in short-term memory and deficiencies at using background knowledge to interpret the input. These ideas are supported by our observations from previous courses¹; for this reason, we can affirm that listening seems to be one of the less practiced skills in the classroom.

In relation with this difficulty, Peterson (2010) argues that with the use of a range of ICT tools such as videos and audios taken from the web, learners can be exposed to practicing listening regularly, and consequently, becoming more effective listeners. It is also our belief that technology linked with strategies may contribute to teaching and learning all the skills of a language. For this reason, this project seeks to explore how the listening skill could be enhanced by the application of different technological tools for supporting classroom activities.

The Colombian context demands facilitators to seek and explore new resources to give students more learning possibilities. Despite the fact that our country has access to technological

¹ Research Basics and Curriculum Design

tools, and that most of institutions own them, these resources are not used for supporting the teaching of foreign languages. To have a closer view and as mention before, Arias and Cardenas (2012) argue that in Risaralda there is a lack of use of ICT in teaching and learning processes in public schools due to the fact that teachers are not well trained or qualified for it.

The main purpose of this project was to impact the receptive oral skills in first graders from a state school located in Pereira city throughout an academic period. In relation to our professional growth, we aimed at monitoring our teaching skills and identify weaknesses to be improved as well as strategies to overcome them. This project was supported by the use of some Information and Communication Technologies (ICT) such as visual aids presented through videos and digital pictures, as well as simple audios. Integrating ICT to promote listening comprehension was the purpose provoked by the practitioners` educational context and their perspectives about it, integrating a student and teacher in development points of view.

Supported by chapter “Resultados preliminares” of the study developed by Universidad Tecnológica de Pereira, Secretaria de Educación, Licenciatura en Lengua Inglesa, and GILA called *El Estado del Arte de la Enseñanza del Inglés en los Colegios Públicos de Risaralda*, in Risaralda there is a lack of use of ICT`s in teaching and learning process in public school due to the fact that teachers are not well trained or qualified for their use. Moreover, based on practitioners analysis developed after observations carried out on previews research courses², the most common conclusions were that institutions are equipped with technological sources which were not used as well as the development of listening comprehension in class was being avoided which is key to promote the learning of a new language.

During the observations carried out previously to the design of the classroom project, it could be noticed that listening activities were not implemented by the in-service teacher. Furthermore, the teacher hardly ever talked in the target language and dedicated only very short periods to practicing listening comprehension. Besides, the teacher rarely brought audio files to the classroom, despite having a classroom equipped with technological tools such as LCD TV, tape recorder, DVD, and video beam. These resources were wasted since the facilitator rarely

² Research Basics and Curriculum Design

used them to support language activities in the class. It can be said that the students were infrequently exposed to English and to listening tasks before the practitioners started their practicum.

In our role as observers, we also noticed the necessity to explore and provide a variety of accents, and opportunities for students to interact with the target language since the teacher constituted the only and infrequent model of language to which students were exposed to. This insight led us to explore the available resources that might allow and facilitate the development of listening skills and reflect upon their potential usefulness.

It is expected that this project be highly positive since practitioners looked for and explored different technological tools (videos, audios, digital images, TV, laptop, and tape recorder) that could impact students' foreign language learning process, specifically listening comprehension skill; also, to overcome those teacher's limitations such as accents, intonations or lack of native-like speaking, reporting and leaving evidence about its results, issues, benefits and their analysis.

Objectives

1. To promote students` listening comprehension through the use of ICT`s.
2. To monitor our teaching skills and identify weaknesses to be improved as well as strategies to overcome them.

Theoretical Framework

The theoretical bases of this project are going to be named in the following paragraphs; these theories guided us through the development of our project. The first to be named was considering students' stage of cognitive development as well as the development of their mother tongue according to their age; second, listening comprehension and the processes involved in its development; finally, information and communication technologies definition is going to be explain making emphasis on audios, videos and other visual aids which were the mains tools for the development of our project.

H.H Stern (1970) expressed that when teaching a foreign or second language, the order for the development of target language skills should be similar to the way it follows in the first language, in which “children first listen; then, speak”. He also argues that in early stages of language development, learners are not able to read or write; those skills are learned at higher levels of language development; thus, Stern suggests that language must be presented following this sequence: listening, speaking, reading and writing.

An exploration of the specialized literature related to the field of language learning in very young learners was done. Therefore in the next paragraphs, we are going to present the pieces of theory that were extracted from that process. This exploration also provided us with a set of elements that were considered in the creation of the lesson plans implemented in the classroom project

Very young learners

Very young learners are defined as those children between three and six years of age, although some authors include also older children (up to seven) who have not yet started to read. Students of English as a second or foreign language are being exposed to this new language just after they have established their first language (Reilly & Ward, 1997).

Very young learners are located in what Piaget (1972) named as “preoperational stage of cognitive development”. The author explains that the biggest referent point of this stage is

language development as well as the learning of symbols and written form of words. In this phase, “children are characterized for being egocentric and selfish” and according to Piaget's argumentations; they are learning to understand concrete commands, and developing empathy; however, they are not able to take into consideration other people's opinions, feelings, or ideas. During the implementation of the classroom project, the activities were developed according to the previous characterization and considering Piaget's description of this stage.

Additionally, it is important to consider another bigger figure in language learning as Vygotsky, who states that when children are in the process of learning their first language, that basic knowledge becomes a new tool for them to interact with society; they practice alone talking to themselves in what Vygotsky calls “private speech”. While children grow up, they talk less and less aloud and start to differentiate from inner and social speech.

Vygotsky claims that there is a difference between what a child says (for example, a single word or a sound as *dad-ball*,) and what it is actually happening in their minds, that is more complex (in their minds, children may be actually trying to express something as complex as “*dad I want to play with you and the ball*”).

Besides, the author explains that language learning happens in social contexts in which the children interact with others during games or social encounters. However, Vygotsky's more recognized concept is the ZDP or “zone of proximal development”; ZDP refers to the space in which learning takes place. According to this author, learning occurs in the space existing between their ability to develop tasks on their own and the possibility of developing it with the help of a more competent guide, being it a friend, a parent or a teacher.

The implications of Vygotsky's theory in the classroom project impacted in the integration of elements such as: repeated exposure, different types of activities and stimulation of individual and group work in order to encourage students to a higher cognitive development before assessing them or pushing them to produce.

Bruner, another important author, considers language learning as the most important point for children's cognitive development and focused his studies on how adults adapt their language to help children to understand their world. The action of simplifying speech (speaking as simple as possible) allows students to have a better understanding of what adults are talking about. It was called by Bruner as "Scaffolding"; it means that adults have to start from simple speech structures to more complexes, adjusting their speech to learners' level; also, Bruner remarks in the repetition of the new information this, because learners need to see these new elements until they can use them effectively and accurately.

In order to implement the "scaffolding" theory, pre-service teachers included in the lesson planning some topics that were repeated, increasing its level and complexity each time during classroom project implementation. For example,

- 1- First, some animal were taught.
- 2- Second, some adjectives were taught
- 3- Finally, pre service teachers mixed both topics focusing on animals characteristics.

The theory presented by this author furnished the project with new strategies to present language in a more contextualized and effective way during classes. The strategies used in the classes were drill repetition and adjusting activities to student's levels.

Authors as Brown (2000) and Cameron (2001) talk about success in English Foreign Language Teaching (EFLT) and reminds us that in contrast to adults and teenagers, very young learners are more lively and enthusiastic, but they also get bored, distracted and lose interest in shorter periods of time; neither they have access to meta-linguistic language (language background) to be used by teacher to teach grammar explicitly. As a result of this statement, practitioners were aware of student's characteristics and differences which were considered in order to take advantage of the benefits of integrating them during lesson design. The following learners' characteristics were included:

- **Intellectual development**

It refers to students' cognitive development. As it was already said, very young learners are

located in “pre-operational stage of cognitive development” (Piaget, 1972). In this stage, very young learners begin to think symbolically and learn to use words and pictures to represent objects. Also, children used to think about the world in a concrete, not in an abstract form; for this reason, in the practicum explicit grammar explanation was avoided as well as abstract rules, tasks and explanations of topics.

- **Short attention span**

This is one of the biggest differences between adults and children. Children’s attention span is shorter than adults’ and teenagers’; however, attention span in very young learners can vary depending on the level of student’s motivation, fun and entertainment that they experienced towards the activities. In order to catch student’s attention and their natural curiosity, it is relevant not only to design engaging and varied activities, but also, taking care about time management in the development between tasks.

- **Sensory input (all five senses activated)**

Stimulating senses highly influence on student’s attention and engagement. Sensory aids as visual (images, or flashcards), physical (hands-on, games, role plays, smells, paints, or activities that involves paralinguistic features), and aural (videos, songs, sounds, or singing activities) contribute to the stimulation of students during the lessons. These kind of materials offer the possibility of integrating updating elements of students’ interest and provide a more real environment.

- **Affective factor**

Although children do not have the same adults’ and teenagers’ inhibitions, they are extremely sensitive to what others think about them; their ego is very fragile and they are learning to socialize with unknown people. During planning, facilitators should leave technical and theoretical elements to conceive students as human beings and enhance students to be more confident in order to they were able to express their own ideas; also, to forget their inhibition to develop the different activities or movements necessities during tasks proposed to let their classmates understand the activities or word or the mimic they must do.

To conclude, in classes design was taken as an advantage the authors' contributions that are related to teaching very young learners, and ideas to enrich and guide the process of building a theoretical ground, which was the basis for designing strategies that were implemented in our classroom project.

Information and Communication Technologies (ICT)

Nowadays, Information and Communication Technologies (ICT) have gained importance in educational processes due to the fact that technology is playing an important role in most people's everyday events. In order to shed light on the topic it seems important to define what this acronym means. Cobo (2009) defines ICT as technological devices that allow to edit, produce, storage, exchange and transmit data which counts with common protocols. These application (...) integrate media resources (...) These tools perform a substantial role in the generation, exchange, broadcast, management and access to knowledge.

According to McKenzie (2008) "ICT in education is the key to unlocking the skills and knowledge of our future generations of young people. It is the tool for learning in 21st century". We, as teachers, can increase motivation and develop awareness in students about the need for constant contact with a foreign language through the use of these digital tools.

Learner's listening skills can be significantly enriched by the application of different ICT resources and the use of appropriate strategies such as the listening activities stages proposed by Harmer (2007). The aim is to help students to develop their ability for understanding oral messages by providing them with a more facilitative environment for language learning.

According to Peterson (2010), the use of technological resources as strategy offers students a high exposure, in and out of classes, to the target language. This exposure allows them to practice and develop their listening skill, increasing the practice time whilst permitting teachers to overcome the limitations caused by not having a native-like accent or intonation or the risk of getting students to use to the teacher's accent.

Tinio (2002) also affirms that teachers and students should use ICT as a main tool and source to improve both teaching and learning process integrating multimedia resources in planning, methodologies, procedures and techniques. This is also the recommendation of the Colombian Government, in its Plan Decenal de Educación 2006-2016, where it is recognized the importance of ICT in the educational processes and the need to use them in a cross-curricular way. The document affirms that *“En el 2016 se contará con estructuras curriculares ... que privilegien el uso y la apropiación de las TIC”*

The project took advantage of technological resources, not only for their benefits in students' learning processes, but also due to the high level of motivation awakens in the learners when using innovative strategies which involve technology.

Since videos offer visual and aural elements, practitioners focused their interest in this tool as the main resource to be implemented in classroom. According to William & Lutes (undated), through the implementation of videos, students can be easily exposed to the target language with a support of the context in which the vocabulary is use, such as setting, formality, relationship between speakers and others. Houston (2000) and Sherman (2004) quoted by Arteaga, Guarín, and López (2009) state that despite of the fact that watching videos is a passive activity, it is required to be integrated into an active learning procedure. In accordance with this recommendation, practitioners followed a sequence of stages in which there were integrated different material and activities involving students into an interactive listening task.

Listening Comprehension

In order to set a definition and model of listening comprehension which frame our procedures in the development of this skill in classroom, we explored the term from different authors' perspective.

To start with, Poelman (2003) and Vandergrift (2007) highlight the idea that the development of listening causes a positive effect in the other language skills; both authors viewed listening as a mechanical process. Authors as H.H. Stern (1970) mentions “Watch a small child's speech development, child first listens and then speak”. It means that, children develop the listening skill

as an initial stage to acquire their native language. Based on these authors argumentation, we can assume that even though they express the relevant role of listening skill in language learning, they do not assume this skill as a process which could be supported by procedures, strategies or micro – abilities to be enhanced.

On the other hand, more current researchers conceive listening comprehension from a different point of view. Brown (2006) outlines that listening comprehension is an interactive process in which through the development of strategies the listener can achieve goals. Furthermore, in terms of the development of this skill in classroom, he expresses that the lessons should guide students to use their prior knowledge, which consists of relating previous knowledge acquired through experience with the context and elements of the aural message to help understand it more easily. This idea suggests that teachers should provide students with enough background information and explore learners' experiences to prepare them for the new content; additionally, by following instructions such as identifying known words or guessing the participants, setting and topic of the audios, students learn to implement this strategy. The previous definition of listening comprehension is more adjusted and related to our expectations and point of view because Brown provides a more current and student - centered definition; additionally, the author propose models to be implemented in classrooms in order to optimize and improve students' listening comprehension skill. The models provided by Brown, top down and bottom up are strategies to implement in classroom activities, in which the first one consist of infer the message through the use of the background knowledge (images, titles and others) and expectations to develop understanding; in the second one, the listener must infer or decode the sound and the message it conveys. These models are very useful in this classroom project students' stage since their learning process focus on the learning of words in context.

Finally, Giovanni, Peris, Rodriguez and Blanco (1999), remind us that listening comprehension has micro-abilities that allow the listener to make sense of aural messages. These micro-abilities guide us towards defining the purpose of the activities that we should carry out with our students.

Among them, the mentioned authors highlight the following:

- **Recognition:** the listener must be able to distinguish the phonemes, morphemes and words of the language.

- **Select:** learners can recognize in the discourse the more relevant words such as names, verbs, key words.
- **Interpret:** the listener is able to discriminate and recognize the not relevant information from the relevant information.
- **Infer:** the listener can use as a strategy of comprehension to interpret body language: such as glances, tone of voice and moves.
- **Retain:** the addressee is able to remember phrases and ideas during a short period of time in order to interpret them later.

The learners of a language can utilize the different types of memory or learning styles (visual, auditory, kinesthetic, olfactory etc.)

As the target population is in the initial process of learning a Foreign Language, the micro abilities that they can perform at this stage are retain and select since their level of complexity is lower than the other micro abilities mentioned above.

Methodology

This section contains a description of the methodology, participants, teachers' role and context in which this classroom project was performed.

Context

The project was carried out at the primary section of the public high school *Instituto Técnico Superior* in Pereira city. The high school is located in *La Julita* neighborhood and the primary school at *Ciudad Jardín*.

The primary school branch has eight classrooms, six of them for regular classes and another two equipped with technological resources. One of these two technological classrooms has as TV set, a video beam, a tape recorder, a DVD; the other one is organized as an interactive classroom equipped with laptops. Besides, each regular classroom has its own TV set. The school has six in-service teachers who are *normalistas*³ and teach students from kindergarten to fifth grade. Each group has around 35 to 40 students.

The English subject is taught two hours per week and it is guided by the standards included in the official document of the Colombian Ministry for English Teaching *Guía No. 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* and *Plan de estudio TECSUP cuarto periodo Institución Educativa Técnico Superior* (Document Attached 1).

Participants

This project was performed with first graders from the primary section of public high school *Instituto Técnico superior*. There were 39 students at an average of age between six and eight, four girls and 35 boys, from a middle economical level (*Estrato dos y tres*); Spanish was their mother tongue, and they were studying English as a foreign language. According to *Guía No. 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*, students' English

³ *Normalistas*: This term refers to people graduated from *I.E. Escuela Normal Superior* which focuses in the development of teachers for primary schools.

level was A1 and they were able to:

- Understand some basic instructions and vocabulary.
- Use L1 to show understanding about what they read or listen in L2.

From a general point of view, students were motivated for English Language and were familiarized with it; their predominant learning styles were visual and kinesthetic. It was evidenced through students responses to different type of activities developed in the initial classes where they interact more actively in tasks which involved visual aids, movement, and the use of the whole body.

Role of the practitioners during the implementation

There were three pre-service teachers from tenth semester, two women and one man; they belong to the program of *Licenciatura En Lengua Inglesa* from *Universidad Tecnológica de Pereira*. Their main roles in the classroom were as designers, facilitators, observers, and guiders.

1. Designers of the didactic unit (classes and assessment), materials (audios, flashcards, and videos adapted to students' needs).
2. Facilitators in classes, explaining the topics and providing the conditions and equipment for the development of planned activities according to the teaching objectives of the classroom project.
3. Guiders, campaigning and supporting the students' performance during tasks.
4. Observers collecting data to assess the results of the project.

Instructional design

The process followed by the practitioners for the design of this project was as follows:

1. Observations and analysis of the context⁴.
2. Study of the problematic situation⁵
3. Search of theories to support the development of this project.

⁴See: Justification page: 7 - 9

⁵See: Problematic Situation page: located on the justification

4. Activities design.
5. Implementation

To start planning, a meeting between practitioners and in-service teachers was held in order to establish standards, types of activities and topics to be worked during the last period of the academic year. Pre-service teachers were in charge of teaching, evaluating and accepting the responsibilities of the English subject.

The lesson plans were designed following the models provided by practicum and classroom project teachers, which contained the standards, lesson stages (Engage, study and activate), methodologies, English level, activities for children's age, and profile of students; additionally, it was integrated the curriculum and the "*malla curricular*" provided by the institution. (See: Annex 1.)

When designing the activities, the pre - service teachers:

- Started thinking about possible activities which involve general and specific standards, aims, skills and content established for each lesson plan.
- Guided the listening comprehension activities following the model provided by Harmer (2007) to conduct a good listening activity, implementing the stages of pre – listening, while – listening and post – listening.
- Integrated, as much as possible, the technological devices available in the activities, looking for different options which could work as plan B if the equipment of the school presented technical problems during the development of the lesson.
- Checked the coherence between the expectations, demands, and activities planned and the age of the students, the topics of their interest, and kind of tasks they were able to perform.
- Designed or selected the materials required for each activity such as flashcards, videos, audios, posters, etc.
- Considered and predicted the behavioral issues that could influence negatively on the development of the activities, and their possible solutions as plan b.

The listening comprehension tasks were designed following the second model provided by Harmer (2007), who recommends organizing the listening activities according to a sequence

that involves pre-listening, while listening and post-listening activities.

Pre-listening activities are aimed at contextualizing students with the topic, eliciting and activating previous knowledge, engaging and preparing them for the coming task; **while listening activities** are related to students' production and have as purpose the development of the main listening task such as drawing, writing, matching, etc.; finally, **post-listening activities** have as objective to encourage students to use the information obtained in the previous stage for example answering questions to show understanding, summarizing, giving feedback, checking answers, and others.

Resources

The classroom project started on October first, 2013 and from this date each class was used as reference to plan and adjust the next lesson. Since the beginning of the process, the practitioners were conscious about the importance of considering the students' needs in our lessons. As a consequence, many activities planned had to be developed in a different way varying on students' reactions and achievements or problems noticed in the previous lesson.

It also needs to be highlighted that there were some classes which had to be postponed because of clashes with the institutional schedule; additionally, it was required to re plan the sequence of topics, types of activities, and technological resources due to issues that arose during the classes and had not been foreseen.

The last step of each lesson was the development of the practitioners' reflections in order to collect as much information as possible regarding to students' attitudes, reactions, performance, production as well as teachers' issues to be improved such as classroom and time management, lesson and material design, among others. Each fact, result, issue, success or failure or aspects to improve were written in order to be analyzed through a reflective exercise. These reflections were the raw material to write the final report of practitioners' experiences during the implementation of the classroom project.

In the implementation of this classroom project materials such as: posters, flashcards (animals, colors, days of the week, technological devices), videos, audios, puzzle, and images

related to each topic were used; furthermore different technological resources such as: tape recorder, TV, laptop and speakers we utilized in the classes. (Videos - Document attached 2, and Audios - Document attached 3) The material has a very relevant role in each lesson and how it is presented. In our case we integrate cartoons and characters with different elements of the daily life in the classroom it was a fact that made students feel more motivated and willing to participate in each lesson by paying attention, asking and answering questions and participating with no inhibition or anxiety.

Material used in Listening Comprehension activities

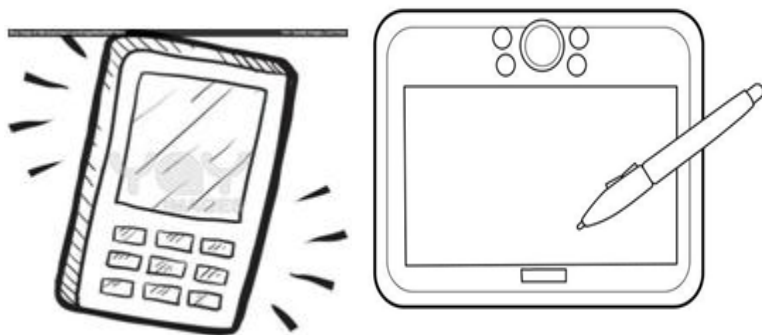
Audios and videos were used with the purpose of developing students` listening comprehension and expose them to authentic material. Since they are not in a native speaking country, it is necessary to bring into the classroom aural authentic material. Inasmuch as outside the classroom they do not have the opportunity to use language, we strove to develop meaningful exposure to the language as much as we could. Children`s videos and audios were considered a core source that provides exposure of foreign language to learners since this material involves linguistic content, colorful images, enjoyable rounds and interactive activities; the main technological devices used to present the audios and videos were a tape recorder, TV, computer, and speakers.

It is also important to accompany the process of learning a language with visual material (Cameron 2004); it helps to give students a clearer and tangible idea of what teacher is attempting to teach. In classes were used flashcards with colorful images and each flashcard had on the reverse the written form in order to remark reading and writing skills; however, since students were still learning how to read and write in their L1, it was considered that it was not a very viable idea. This writing part was shown just in order to let students familiarize with words.

The flashcards also served to work on the pronunciation because while they were showed, teachers pronounced the word and students repeated them. It was evident that we did not work with pronunciation only; it was also useful for listening comprehension to make drill repetitions and memorize them in a more effective way in the pre listening stage.

The images were used to reinforce the topics, procuring to make colorful and attractive images using different modern characters from cartoons such as Quick Butosky, Phineas and Pherb, Bob Sponge Squarepants, among others. This had as a purpose to catch children`s

attention. During the classes, it was figured out that bringing this kind of materials was very useful to get students interest and motivation because it was appropriate for their age.



Sequences of Listening classes

In our implementation the listening activities were divided into three stages proposed by harmer (2007) as was mentioned as an evidence of this, we describe one of the lessons which was about animals; we started with the pre-listening stage in which the practitioners ask students each of the colors of the animals in the flashcards and then they asked about the names of the animals in the flashcards in the next stage students had to perform the listening activity the practitioners paste four flashcards of animals in the board and every flashcard was marked with a letter (A-B-C-D) thus, students have to listen the audio and then they had to write in their note books the order in which they listened the animals according to the flashcards as an example, the first animal mentioned in the audio was horse and as the letter C was the letter for this flashcard students have to write the following 1-C , 2-A and so on. the Post-listening stage was for checking and correcting the answers by asking students what was number 1,2 and if the answer was not correct they pre-service teachers immediately gave the correct answers and then, teachers made them repeat one or two times the word that they would not understand in the audio very well. (These models for the lessons can be seen on Annex 4; also, this lesson has a video uploaded in YouTube and Annex 6)

Reflective Stage

Professional growth

Strengths

The first strength we would like to highlight in relation to our professional growth was the fact that we were able to consider students' needs and interests which led to a more flexible design of material which means that the same material could be used in different topics and activities. Guided by supportive theory, the material was carefully selected and adapted for students' levels and characteristics such as age (very young learners), learning styles, attention span, etc. Videos, audios, colorful flashcards and visual aids linked to students' interests are some examples of the material used in order to engage and keep their motivation in every stage. As an example, in the brain storm developed in the first class, students expressed their interest for the cartoon Phineas and Ferb; for this reason, we included the characters of this cartoon in the images displayed to explain the topic of physical description. The materials generated a very positive reaction in students, who started paying more attention to the teachers, showing their interest and excitement with comments about the characters and the stories they had watched and were very willing to perform the following task, in which they had to describe orally the characters using the new vocabulary, what they did very successfully.

Recycling vocabulary was other strength worth mentioning, since we reused the materials that were utilized in previous lessons for reviewing the vocabulary that students had already learnt. In order to support the learning process of a specific group of students, it was necessary to invest time and efforts to adapt updated resources and create new appropriate audios, texts, visual aids, etc. Since this creation of materials demands a great investment of both money and time, we made an effort to design material that could be implemented in different lessons and stages of the class, for a variety of interactions and activities. An example of this reusable material were the flashcard for presenting animals, that were designed in different including two different topics to be implemented isolated and then mixed. This was evidenced when we introduced the topics of colors using flashcards which contained animals of certain colors, in another lesson we introduced animals and then in advanced lessons were recycled the flashcards that combined both topics for animals' description.

The following strength to be mentioned is related to the development of our practicum process guided by theoretical input about the development of oral skills with the purpose of planning, designing, and applying a didactic sequence that was based on successful research, thus minimizing “try and error” implementation. To develop listening comprehension activities, which was the main skill to be promoted, we followed the model provided by Harmer (2007) who argues that the correct sequence to optimize this kind of activities and tasks is through following the pre-listening, while-listening and post-listening stages (already explained).

In our classroom project harmer’s model was highly positive because at the end of every task focused on listening comprehension, students showed comprehension of the topic, hence they had good results.

In order to expose and familiarize students to a variety of accents, the audios played in the classroom employed native-like speakers’ accents. We consider this characteristic of our project as a strength since getting students used to different accents helps to give them the chance to know, identify and interact with the diversity and richness of the foreign language. Furthermore, listening to different input permits students to being familiarized with it.

Regarding our personal growth, this practicum also gave us the chance to further develop awareness of our weaknesses and strengths as teachers of the English language. We became more professional in terms of punctuality and responsibility, more conscious about the implications and importance of our profession; additionally, the process of writing reflections has led us to become more analytic what will benefit both our students and ourselves.

We consider this classroom project as a very relevant experience because the change of role from students to practitioners in charge of a real group of students, allowed us to observe a variety of different situations that arise in a classroom, not all of them of an academic nature but also human and economic, what helped us to develop a new perspective of teaching and a new personal and professional strength.

To conclude, we can express our feelings through a maxim of Joseph Joubert: “To teach is to learn twice”.

Challenges

Since the beginning of the implementation we encountered challenges in issues such as the selection of materials, students' attitude, and integration of all language skills in a reduced amount of time and classroom management.

The fact that the target population was starting to learn English, had a very limited command of this language and had had a reduced exposure to the foreign language demanded from us as practitioners to explore a variety of resources to adapt them to students needs and characteristics. It was difficult to find materials that were actually appropriate for this level of students since the input selected had to be clear, understandable and allow students to experience different accents. The task involved searching and reviewing numerous files, modifying the amount of discourse in the activities, looking for supporting visual materials and using a number of digital tools to adapt the materials found to what we actually needed. All these activities demanded a great investment of time.

The process of lesson planning and material design presented also challenges due to the students' negative attitude towards listening activities. From the very beginning students expressed their disagreement, insecurity, frustration, and fear to take risks. This negative attitude was not conducive to a proper development of this kind of tasks.

To overcome students' evident rejection of listening tasks it was required to explain them that these activities would not be evaluated and were intended only as practice. Besides, we tried to foster self-confidence by allowing students to develop the activities in small groups and check their answers with the help of the whole group. Finally, the practitioners reminded students of strategies that could be used in order to improve the listening skill as for example to be attentive to the teacher's instruction so that after a few lessons they would be more familiar and comfortable with those activities and would feel less anxious and more willing to become risk takers.

In the process of planning, we faced another challenge linked to the integration of the different components of the lesson while maintaining as a main aim the development of the listening comprehension skill, as well as the balanced implementation of the speaking, reading and listening competences in a very short time. Talking about time management, in the lesson

there were planned to spend certain amount of time in the listening comprehension tasks, however during the implementation we spent more time than expected due to students attitudes or difficulties to follow instructions; as a result, most of the time the activities related to the other skills were not possible to be completed.

For each lesson, many different activities were planned; generally, the listening tasks were the ones which took more time to be performed due to the students' difficulty, already mentioned in previous paragraphs. It was a long process before we could reach a certain balance in which we developed different activities directed to the practice of all skills.

Finally, we would like to mention some challenging aspects we had to face that were all related to classroom management. They were the following issues:

- Control of students' attention: It was noticed that maintaining the students' attention during the class on the most important activities rather than on the sub-activities was difficult to achieve. In many cases, it was necessary to reorganize the order of activities or renounce to do planned activities due to students' slow development of some tasks caused by their inattention.
- Chaos brought by grouping dynamics: the short age of our students and our own shortcomings in terms of group management caused a very noisy and chaotic classroom as well as high levels of misbehavior, confusion and disorganization when students had to change their position in the room to complete different activities.

Practitioners tried to cope with this challenge by selecting activities in which it could be used the already established order in classroom (dividing students by rows or closer pairs) as well as by avoiding those activities that required big groups, students' movement around the classroom and spontaneous grouping.

- Finding the right strategy for giving instructions: developing an effective strategy for providing instructions to students required practitioners some analysis of classroom dynamics and reflection about the results obtained and their reasons.
- Institutional limitations: we consider relevant to report that although the institution was correctly equipped in relation with technological devices, it was necessary that practitioners brought their own technological tools because there were constant failures

affecting the resources provided (lack of batteries, lost of control devices, etc.). It was challenging having to face the waste of time and energy as well as the lost of attention and discipline from students that comes from having to change from one device to another.

Students' responses

Strengths

The mains strengths identified in relation with the students` responses are linked to the following aspects.

- Enthusiasm for audiovisual materials: While we developed this classroom project, we found some advantages related to developing the teaching and learning process with the target population profile. One of the most relevant characteristics presented in students was their motivation for innovative aids, especially the videos that were carefully adapted for them. Students said during the experience,
 - Student 1: “Ay!!! Que chévere teacher”
 - Student 2: “Miren es Quick Buttousky!!!”
 - Student 3: “Oigan, hagan silencio que nos quitan el video”.
- Participation in class activities: Also, when they felt involved and identified with the content, type of activity and materials, they were participative, evidencing their knowledge without fear of risk taking or making mistakes; even, they were willing to take the control of some stages; for example, in the general feedback.
- Development of self-confidence: Class by class, students were more willing and confident to listening activities, overcoming their affective barriers; they were able to identify and to relate content, which showed student`s natural ability to acquire new knowledge.
- Improvement of both listening and oral skills: at the end of the process they showed important progress. First, they were accustomed to listening activities. Moreover, as mention on the justification, self- confidence is a main characteristic to consider and due

to the enhance of it, students' oral skills also benefited from their growing confidence in themselves since the understanding and use of paralinguistic features helped them support their oral productions. Finally, when students adopted an attentive attitude they were capable to get the main idea in the first explanation given in the foreign language without need of a second repetition or reinforcement in their mother tongue.

Challenges

In this section we will present the three main issues that constituted challenges in relation with learners' responses to our implementation.

- The first challenge we will talk about is related to the emotional issues involved by the natural characteristics of their age. Students' lack of emotional control was a phenomenon to deal with since it could be observed that they became very anxious to participate in class activities; additionally, it was difficult to enhance their autonomy because they were always expecting facilitator's approval and commands. With the purpose of overcoming this students' issue, we clarified the instructions and made them to repeat the steps to be follow during the development of the task, in this way, they could feel more secure about their performance minimizing students' necessity of teachers' approval.
- Students' behavior in response to the activities can be considered as another challenge. The integration of student's centered activities was difficult due to the fact that the kind of tasks designed for students' age and learning style demanded frequent movement both of students and furniture with the consequent noise and disturbance. As a result, the implementation of the planned activities brought behavioral problems, which were overcome, with time and repetition of the same activities until students got used to them, to controlling their energy and to participating without making excessive trouble.
- Finally, a last challenge to be highlighted was linked to pupils' rejection of authentic aural materials. We noticed that when native-accent was used in aural materials students needed more than the normal repetitions (three repetitions) to understand the message conveyed. Each time we used this type of material, learners showed a big disgust because

they found it more difficult to understand; probably, this was due to their lack of acquaintance with these types of input and activities and their familiarity, in turn, with the non-native accent of all their previous teachers.

Linguistic outcomes

At the beginning of the process, practitioners received a first report of the students' English knowledge background (level and previous knowledge) and their results in the previous grading period, provided by the in-service teacher. Also, practitioners implemented a review of topics in the initial lessons in order to identify learners' strengths and weaknesses.

The listening comprehension skill of students was significantly developed not only in relation with specific activities which involved recognition of isolated words and words in context; but also, closely related to communicative activities like comprehension of instructions to the development of activities in class and interaction with the target language in general.

Along this process, we implement a set of elements that served as a bridge to get students more exposed and get them used to the predominant native accents (American and English accents). We consider that listening comprehension had a significant development thank to the different activities that were presented through the different lessons carried out in classroom

To make this possible, it was necessary a conscious planning having into consideration different variables as the student's age and level in order to find the most suitable materials (audios). As was mentioned before, during the time of planning practitioners decided to utilize the following structure for all listening activities and this structure was proposed by Harmer(2007): Pre-listening, While- listening and Post listening. The pre-listening stage was the stage in which pre-service teachers contextualized and familiarized students with some of the elements that were present in the audios, to exemplify this, in the listening task which was about animals, facilitators took the flashcards of the animals that would be mentioned in the audio and started to remained students the names of those animals orally and then asked students the name of those animals; in the While listening stage learners have to listen the audio and made what was asked to do by the pre-service teachers and in the final stage Post-listening, was for checking answers and give feedback. In the initial classes students had a bad attitude towards the audios, they did not want to make the effort to listen and do a first try. Their most frequent arguments

were as follows:

Students 1: “profe, no entendemos”

Student 2: “nosotros no sabemos inglés”

While time passed by and more listening activities were done, students were more comfortable and willing to do the tasks with no complains and more success. Such improvement was notorious in the last step of the listening activities (post-listening) in which the answers used to be checked with the whole group and as the lessons evolved, students’ answers were even more accurate.

However, although the main focus of the planned implementation was the listening skill, students, also evidenced development of their speaking ability since an improvement in listening provides students with the necessary input to increase self-confidence and enrich their vocabulary enhancing production in target language. In this sense, the reinforcement and the repetitions students were exposed to in the different activities related to listening, could have triggered their production, since we noticed that at the end of the period learners were capable to express simple sentences and answer basic questions orally, something they did not evidence previously.

Moreover, it was notable that readings as well as writing exercises were practiced in class but in a less intensity as speaking and listening; this fact happened because students were still in the process of acquiring those skills in their mother tongue. Through simple writing activities as copying words, tracing and reading tasks as making draws based on a basic and short description, learners could perform in the mentioned receptive and productive abilities.

At the end of the process we noticed that some of the learning goals proposed at the beginning of the academic period were achieved by most of the students in the group. These learning goals were related to the following issues

Affective factors

- Develop self-confidence that allows taking the control during the feedback stage by answering questions and correcting their classmates.

- Minimizing stress in listening activities by becoming conscious and able to accept the different intonations and accents of the target language.

Using English as the language for interaction and instruction in the class

- Use and respond to some greetings and farewells; for example, “hello”, “how are you?”, “good bye”, etc. (Following simple commands and greetings.
- React to commands and classroom instructions given in English for the development of activities (listen, write, match, cut, and else), etc.

Language understanding and production

- Listening comprehension: Identify basic colors and animals in pictures, videos or audios using L2.
- Reading comprehension: Showing understanding of written text by matching images with the corresponding written form of the words.

Language production

- Describe the basic physical characteristics of people and animals both orally and in written form.

Assessing students

The assessment of students took place in three different modalities: an initial needs assessment, continuous assessment and final assessment.

Being conscious of the importance of students’ motivation as key to obtain better results in their learning process, we implemented an initial students’ needs assessment aimed at finding out students’ interests, profile and attitude towards the foreign language as well as at their previous knowledge in order to start planning considering this information.

For this purpose, practitioners implemented a review of topics previously covered by the official teacher and a brainstorming of the cartoon characters students were interested on. The linguistic

content planned for the academic period was then adapted to the learners' suggestions (and that is how, for instance, Phineas and Ferb became the main characters of some activities.)

In this practicum we could notice that the reactions from students vary significantly according to the materials employed by the teacher, not only in relation with the appeal of the material but also with the fact of being included at the time of taking decisions: our students reacted with a committed behavior when they were involved in the decision making process.

Continuous assessment had a double purpose: first, to monitor students' development of skills in order to be able to establish corrective measures if needed and foster students' self-confidence if necessary; second, to analyze our strengths and weaknesses and improve our teaching techniques, modify and enhance our methods of teaching, re-plan when and if necessary and find strategies to support students in the process of learning. The instruments used to collect information were quizzes, class tasks, and practitioner-to-practitioner observations. As a result of this continuous evaluation, we noticed the necessity of changing the method for giving instructions, looking for better options.

To conclude, we developed a final assessment, which gave us the possibility of both monitoring student's understanding and analyzing the progress and the results obtained with the implementation of the classroom project.

The final grade of students was calculated considering the final evaluation plus students' performances during the academic period as quizzes, matching activities such as matching words with pictures, sound with words, and vice versa; role plays, homework, dictionaries, multiple choice activities, listening and reading comprehension exercises, etc.

Those methods for collecting data related to students linguistic progress allowed us to analyze which of the goals initially proposed were achieved.

Conclusions

This classroom project impact can be analyzed and described from five different perspectives: social, academic, personal, professional and institutional.

To start with and taking into account that the educational community involves students, teachers, school officials, parents and neighborhoods, we can say that this kind of implementation has a social transcendence since it helps to improve the quality of education in the English language, demonstrating the usefulness of new strategies which integrate digital resources to the in-service- teachers and therefore to the Institution, and finally, allowing the community to feel the necessity of maintaining and improving the teaching and learning process for their children who, as mentioned along the paper, became more willing, lesson by lesson, to receive varied input by different aural and visual material presented through electronic devices included in the institutional equipment.

Second, we consider that this experience has impacted us significantly from an academic point of view since we have become keenly aware of the importance of having good theoretical foundations for any activities that we plan to implement in class so as to reduce the possibilities of failure. This experience has shown us that theory can guide our teaching process but daily practice and real contexts should frame our procedures. In terms of the main purpose of our classroom project, which was promoting listening comprehension, positive results reflected in the students attitudes and performance were evidenced. This fact made us realize that the difficulties we experienced during the process were the best scenario to reflect upon the effectiveness of the strategies and theory that framed our study.

Third, the practicum gave us the first glimpse of what a teacher's professional life is like. Personally, we discovered the importance of developing positive dependence with our co-teachers and teamwork. Besides, teaching at that particular group of students showed us the difficulty of teaching to children, though in term of language you do not need such a high level you need to command strategies for maintaining group discipline and focus on activities as well as providing emotional support to the learners that help to keep them motivated.

Fourth, this project contributed to our self-awareness in relation with our strengths and weaknesses as teachers, developing positive professional traits like punctuality, organization

skills and the importance of having a plan B when working with technological devices. We also found the significance of rapport when teaching young children.

Fifth, from a linguistic perspective, the listening comprehension of students was impacted by the activities presented in class. Our evaluation showed that other skills were also promoted. The students' progress was noticeable not only in the listening skill but also in the other communicative abilities and particularly in the students' attitude when approaching the interaction in English.

Finally, the educational institution benefits from the experience of receiving the practitioners since they usually have a better linguistic level than the teachers who are in charge of the English classes and they contribute a fresh perspective on how to teach this language. Moreover, students has the opportunity of discovering new ways to interact with the target language; they were very motivated for the subject when they realized they could understand and perform using their knowledge what resulted in a group of students who will demand their teachers to implement the variety of activities they became used to at the end of our implementation process.

We conclude the reflective process about our classroom project with a positive balance related to the objectives established at the beginning of the implementation; specially, in relation to the improvement of the students' learning process.

Also, considering our professional development where we aimed at improving our teaching skills, we can say that this was accomplished since we took advantage of the reflective journal, peer- observation and strategies developed during the classes to identify elements to improve in our performance. As a way of example, we observed that our procedure to give instructions was defective, a fact that was evidenced in students' responses such as confusion and misbehavior; based on our own reflections, we re-planned our strategies and procedures and succeeded in making them more effective. All these processes lead us to value self-reflection and to incorporate this reflective teaching into our professional lives.


We would like to acknowledge that, initially, we had not planned any objectives in terms of students' responses; however, after our first diagnosis of students' profile, when we detected students' poor attitude towards listening activities, we decided to include this issue among the

objectives of the project and worked to achieve that change of attitude, what we can happily report as accomplished.

To conclude, we would like to acknowledge that the most valuable gain was our personal growth since the implementation gave us the chance of seeing opportunities in the difficulties and realizing how proactive we can be and the enormous responsibility and commitment involved in being teachers.

ANNEXES

ANNEX 1: PLAN DE ESTUDIO TECSUP CUARTO PERIODO

		INSTITUTO TECNICO SUPERIOR DE PEREIRA FORMACION EN COMPETENCIAS BÁSICAS/ LABORALES GENERALES PLAN DE CLASE 2013		
GRADO: 1º, 2º y 3º	GRUPO	PERIODO: 4	SEMANAS: 37 a 48 (SEPTIEMBRE 14 A NOVIEMBRE 30)	
AREAS:	DESCRIPCION DE LA COMPETENCIA	ESTÁNDARES DE COMPETENCIA		ACTIVIDADES A IMPLEMENTAR
INGLES	Comprender y realizar actos comunicativos significativos mediante la implementación de rondas, canciones, dramatizaciones y algunas expresiones de la lengua Inglesa para su aplicación en contextos reales.	<ol style="list-style-type: none"> 1. Entiendo cuando me saludan y se despiden de mí. 2. Entiendo la idea general de una historia contada por mi profesor cuando se apoya en movimientos, gestos y cambios de voz. 3. Reconozco y sigo instrucciones sencillas, si están ilustradas. 4. Escribo el nombre de lugares y elementos que reconozco en una ilustración. 5. Recito y canto rimas, poemas y trabalenguas que comprendo, con ritmo y Entonación adecuados. 6. Uso expresiones cotidianas para expresar mis necesidades inmediatas en el aula. 7. Conozco y acato las normas de convivencia en el aula de clase. 		<ol style="list-style-type: none"> 1. Me presento y presento a mis compañeros. 2. Ejercicios de escucha para comprender información general. 3. Ejercicios de escucha para comprender información específica (Información personal) 4. Escoger y escribir el nombre correcto de la lista para la imagen mostrada. 5. Rellenar los espacios en blanco con la palabra correcta mientras un texto sencillo es escuchado. 6. Expresar con un dibujo la idea general de un texto escuchado (comprensión auditiva). 7. Conocer los elementos del salón de clase a partir de su contacto directo. 8. Usar el lenguaje cotidiano del salón de clase para facilitar mi proceso de aprendizaje de una segunda lengua (Crear rutinas). 9. Conocer las prendas de vestir a partir del uniforme usado en la escuela y de la ropa usada por los profesores practicantes. 10. Memorizar canciones y rondas y modificarlas con información personal del estudiante. 11. Reforzar en cada clase las normas de convivencia escolar (crear rutina) 12. Establecer como regla el uso de la segunda lengua para saludar, despedirse, pedir información, ayuda o favores.

ANNEX 2: MATERIALS

Big or Little – Simple Skits

Video: <http://www.youtube.com/watch?v=4qbRP29MXRw>

- Big, little
- What is it?
- It's a spider
- Is it big, or little?
- It's little
- You're right
- What is it?
- It's a hippo
- Is it big, or little?
- It's big
- Grate!
- What is it?

- It's an ant
- Is it big, or little?
- It's big
- It's little

Animals and colours

Video: <http://www.youtube.com/watch?v=MKl-84Xfs8U>

- Dog
- Black
- It's a black dog
- Cat
- Orange
- It's an orange cat
- Mouse
- Gray It's a gray mouse
- Fish
- Blue
- It's a blue fish
- Dog
- Yellow
- It's a yellow dog

"Days of the Week" - Teach Weekday Names, Monday, Tuesday...

Video: <http://www.youtube.com/watch?v=mesIpno8ulU>

- Monday, Monday, Monday, Monday.
- Tuesday, Tuesday, Tuesday, Tuesday.
- Wednesday, Wednesday, Wednesday.
- Thursday, Thursday, Thursday, Thursday.
- Friday, Friday, Friday, Friday.
- Saturday, Saturday, Saturday, Saturday.
- Sunday, Sunday, Sunday, Sunday.

ANNEX 3: TAPESCRIPPTS

- **Audio 1**
- -Horse, horse, horse
- -Rabbit, rabbit, rabbit
- -Butterfly, butterfly, butterfly
- -Dog, dog, dog

- **Audio 2**
- -Friday, Friday, Friday
- -Monday, Monday, Monday
- -Wednesday, Wednesday, Wednesday
- -Tuesday, Tuesday, Tuesday
- -Sunday, Sunday, Sunday
- -Saturday, Sunday, Sunday
- -Thursday, Thursday, Thursday

ANNEX 4: SEQUENCE OF LISTENING TASKS

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY
What did you listen? 15-20 max	3 teachers play 4 sounds that some technological devices does. This, in order to students identify them and put it in the right order 1,2,3... and then when finish doing the activity teacher are going to give the right order and make them repeat the name of this elements in English.

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY
<p>4* Activate</p> <p>15-20 max</p>	<p>4* Pre-listening: we show a video in which be clarify more the characteristics of some animals</p> <p>During: they are going to hear a short story with animals and then, they have to raise their hand and participate telling what animals appeared at the video and say the characteristic (big-little)</p> <p>Post-listening: then they have to join in couples they are going to receive a piece of paper with a story, they are going to make a draw about what they understood of the story the characters and characteristics.</p>

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY
<p>3*engage</p> <p>5-10 max</p>	<p>3* pre-listening teachers show a video of days of the week and routines which was used in the last class but just using the images about that. In this class, so we are going to play it in another device to emphasize in the sound.</p>
<p>4* Activate</p> <p>15-20 max</p>	<p>4* During listening: students are going to listen in a random way some days of the week and they have to write in their notebooks the order in which they heard them we are going to paste the flashcards the of the days of the week to they identify how they are written and can write it in their notebooks.</p>
<p>5*feedback</p> <p>5-10 max</p>	<p>5*post-listening: we are going to make feedback and correct the listening exercise.</p>

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY
<p>4* Listening (activate) 15-20 max</p>	<p>4* Pre-listening: we take the flashcards again but this time the colors and animals that they are going to listen in the video we ask them to say what animal is and what color they have .</p> <p>*During: we paste the flashcards of 4 animals in the video and they are ordered by A, B, C, D and they have to write in their notebooks 1, 2, 3; 4 so they have to put what animal was first as an example if in number one was a cat and the cat corresponds B they have to put 1.B and for the colors we ask them to write the numbers till 4 and they have to write an square for each number and they have to listen and paint the square with the color they heard. The both audios are going to we played twice.</p> <p>*Post listening: as we played the video without showing them the video only the sound we finally show the image to them.</p>

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY
<p>4* Activate 15-20 max</p>	<p>4* Pre-listening: we show a video in which be clarify more the characteristics of some animals</p> <p>During: they are going to hear a short story with animals and then, they have to raise their hand and participate telling what animals appeared at the video and say the characteristic (big-little)</p> <p>Post-listening: then they have to join in couples they are going to receive a piece of paper with a story, they are going to make a draw about what they understood of the story the characters and characteristics.</p>

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY
<p>4* Listening activity</p> <p>activate</p> <p>15-20 max</p>	<p>4* pre-listening: they are going to watch an image with 4 characters with their corresponding names and around them are going to be days of the week that are going to be mentioned in the audio.</p> <p>*during listening: they have to listening an audio that talks about some characters that are going to something in a specific day so, students have to identify the day that each character are going to the action. Ex. Pepito= Monday.</p> <p>Post-listening: we are going to correct the activity and give feedback.</p>

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY
<p>4* Activate</p> <p>15-20 max</p>	<p>4* Pre-listening: we show a video in which be clarify more the characteristics of some animals</p> <p>During: they are going to hear a short story with animals and then, they have to raise their hand and participate telling what animals appeared at the story and say the characteristic (big-little).</p> <p>Post-listening: then they have to join in couples they are going to receive a piece of paper with a story, they are going to make a draw about what they understood of the story the characters and characteristics.</p>

ANNEX 5: Practitioner’s Reflections from Classes Guided at Instituto Técnico Superior

Reflection 1

Students' responses	Description	Reflection
<p>Towards the material: instructions, impact, type of material, skill development, time management, authentic or adapted</p> <p>What went well?</p> <p>What did not go that well?</p> <p>What would you do different next time?</p>	<p>In relation with time management it is important to consider two mains issues during this class:</p> <p>First of all since the listening activity of the class was developed with a native accent, it took more time that planned to be developing. Students needed to hear the audio several times in order to have a better understanding of the words. Besides, many times students solicited to teachers gave the answer without doing a second try to understand.</p> <p>Also the time management was not quite good since at the beginning of the class</p>	<p>Analyzing students’ reaction, we noticed that they were not used to develop this kind of activities. Students were insecure; they demanded more explanation to be completely sure about how to develop the task proposed. When they were developing the “during listening” activity, they centered their attention on listening carefully due to they were motivated to accomplish the task. It was a real advantage that they manage that vocabulary.</p> <p>The listening activity took remainder of the class, omitting the last activity proposed. We considered that a possible reason is that at the moment the lesson was planned we chose the right level of complexity for them, but we did not count with the fact that they were not involved with that kind of tasks.</p> <p>As some students were in the capacity to understand our instructions in the target language, we inferred that the whole group count with the level and skills required for</p>

	<p>we developed the activities planned before the principal one, which was the listening activity, in a short time. But due to the students' necessity to listen the audio more than planned, already explained, at the end of the class it was not possible to do the last activity planned.</p> <p>In the case of instructions, some students understood at the first attempt. However, most of the time it was necessary to reinforce the explanations due to students expressed their confusion. We decided to give an extra explanation in students' mother tongue to ensure students' understanding.</p> <p>Although the audio was</p>	<p>understanding instructions supported by body language or examples. After analyzing students' behavior, we figured out those students, who normally asked for extra explanation or for instructions in Spanish were the ones who have paid attention difficulties or the ones who tended to misbehave.</p> <p>Another cause was that due to the organization of chairs it was not possible to walk around the classroom and monitoring in order to check students' understandings during the class.</p> <p>The most important and relevant part was to give instruction for listening activities. We consider that in this activity the way we gave instructions could be better. It is important to care about attention issues before and during giving instructions because students could get confused and frustrated.</p> <p>During the lesson development we could notice that most of the time, students who asked for extra instructions were the ones who did not use to pay attention.</p> <p>It has been important to make students to be</p>
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	<p>authentic, students were familiarized with vocabulary; they understood and had a good performance during class; we also notice that students paid attention just in the moment they had to listen carefully.</p>	<p>attentive in the whole activity not just in the specific stage in which they had to complete the task. This issue could be provoked because students talked with their partners looking for the answers of for sharing information even if teachers recommended developing the activity by them-selves. It could be an evidence of the students' anxiety and lack of self-emotion control commonly see in their age.</p>
<p>Towards the tasks and activities</p>	<p>a) Pupils were annoyed and complained because audios with native accent were played arguing do not to understand the audios without listening the first time.</p> <p>Students asked to repeat</p>	<p>a) Students did not understand very well; we considered that this happened because they were not familiarize with the use of authentic material; they, all the time listened teachers' accents who are not native people; besides, they are not a costume to have this kind of activities.</p> <p>We understood students' discontent and annoyance because they did not understand and it was difficult to perform this activity. To come up with this problem, it is important to make listening activities with audios that provides native-speakers' accents to let students familiarized with them and create different activities and strategies that supports the listening activities to make students to have a better development of this skill.</p> <p>Even when the listening activity was made</p>

	<p>many times even when teachers simulate the activity with their own accent.</p> <p>Students were not autonomous, for this reason it was difficult to develop activities which consists of many parts. Students were expecting all the time for teachers' approval to continue with their task.</p> <p>Students were comfortable in front of the classroom due to they were accompanied by the teacher, who guided them through question (given in a low tone of voice) to they to answer lauder. The students on their chairs</p>	<p>with a not native accent, it was highly relevant to repeat at least two or three times; in this particular case, in which the activity was new for them and they were not familiarized with native accent, it was necessary to repeat many times (at least 3 repetitions) for each element, students asked for more repetitions because they were not capable to understand at the first attempt.</p> <p>We saw that these first graders were not autonomous at all, they are highly dependent on the teacher all the time; they were asking to the teacher what to do and how to do it. When they were listening, they asked to the teacher to give the answers before being played the audio or asked to their classmates. Although the audio as repeated many times student did not pay attention to do the activity that they were supposed to do.</p>
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	lost the attention if the students performed very slowly.	
Towards the teacher	a) From a general point of view, students were polite and respectful with teachers; however, during the activity students were expecting that teacher gives all the answers.	a) As it was briefly mention in the last section, when students were performing the listening activity they asked to the teacher all the time for the answers, even when the answer was already given.
Professional growth	Description	Reflection
Lesson design	a)The lesson design was framed by the main aim, which was: ”At the end of the lesson the learners will be able to identify and to relate basic animals and colors”. We took as a reference the verb “identify”, establishing it as a purpose of the task, to relate the images with the pronunciation of the words.	a) The aim was reached by students due to it was planned in a coherent way considering students’ previous knowledge. With a review of the topic before starting the task, students got involved and confident because they were familiarized with the content. Moreover, when they realized that they were able to understand the audio paying attention, they could perform the task.
Teacher's role	Facilitators of knowledge, guides of class and observers checking students’ understanding	One of the teachers was checking if students were developing the activity; teacher passed around, if any student was not working or seemed confused the teacher help students

	<p>and giving feedback.</p>	<p>giving explanation of what they had to do.</p> <p>At the end of the activity one of the teachers started to correct the activity by asking students “what is the first one?” And if they answered wrong the teacher give the correct answer and explain students which it is the correct answer.</p> <p>The teacher that was in charge of the audios repeated each element three times because students appear to need more repetitions since this was their first time that they did a listening activity like that.</p>
<p>Material design</p>	<p>The first material was physical flashcards of animals and colors which contained bright colors and attractive appearance.</p> <p>The next two materials were audios about animals and a video with animals and bright colors.</p> <p>The listening activity was played on the classroom television and repeated three times; however, the TV did not sound loud enough to be listening in</p>	<p>We used flashcards for the stage of pre-listening, these flashcards had the animals and colors that were present in the listening (audio)</p> <p>In order to reinforce students’ knowledge, we make them repeat the name of each element in order to them identify and recognize more easily in the audios.</p> <p>The audios contained the vocabulary previously studied in class</p> <p>It is important to implement more learner’s center activities with more movement due to the student’s age and listening activities with more relevant and varied purposes.</p> <p>Our first plan was to use the TV to play</p>

	<p>all the classroom; for this reason, we had to use a plan B in which the purpose was to let students hear the audio prepared for the class; the final result was that, it was played on speakers computer with enough volume to be listened to everybody.</p> <p>Today activity was about animals, since most of students manage the vocabulary related to this topic, they were able to accomplish the task proposed. The activity was supported by the images of animals pasted on the board.</p>	<p>some videos; however, since in previous activities we used it with images, we were not aware of the possible problems that we could face in this type of activity as noises from outside of the classroom. Fortunately, we used to take with us other technological devices as plan B, because we considered important to think about the possible problems that could be present in the lesson, especially when technology was used during classes. We consider important to have other choices, it means a plan b in case the first fails.</p> <p>This activity was appropriate due to the fact that students were acquainted with the vocabulary (animals); this topic was already studied in previous classes with the in-service teacher and practitioners; furthermore, considering that students were still learning to write, we pasted on the board some images as support</p>
Students' roles	<p>The classes are designed student – centered. We, as teachers, try as possible to make students participate actively in the activities, but we have to provide them enough input,</p>	<p>Despite of the fact that each activity was planned to make students to produce and to develop an active role in the classroom, the group in which was implemented this classroom project was not used to develop demanding tasks in English. As a consequence, we had to try some activities</p>

	<p>repetition, review to make them able to answer to our questions and to perform a task.</p> <p>In this class we had as purpose to develop a listening activity playing a native speaker audio. This listening activity consists of three stages: pre listening, during listening, and post listening; the pre listening was based on an audio played and questions after listened the audios; the post listening consisted on show the video with images to students contrast what they heard and guess. In the exercise “during listening” consisted in students to match the correct option heard in the correct order they sounded. The audio had to be repeated more times than planned, due to students mess and confusion.</p>	<p>and to face the possible troubles without obtaining good results, and then, we developed the same kind of tasks minimizing the students’ confusion.</p> <p>We pushed students to produce in each stage of the lesson, we noticed that they were very motivated, but they were not able to control their level of anxiousness to participate; we decided to make them activate their sense but in a passive mode when teachers provide input; specially, in the repetition drills, in which is required that students listen carefully before producing.</p>
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<p>Language use</p>	<p>Students were demanded to use a very basic language according to the level of A1 that they have. To let students develop the task of produce language, teachers did the required reviews to provide language models.</p> <p>Considering the importance of prompting students to try to understand commands and instruction in the target language, the use of L1 in the classes played a main role to guide students during tasks</p>	<p>Students manage basic commands and they are familiarized with the topic of the lesson.</p> <p>We are conscious about the importance of provide good input before demanding students to produce with new knowledge.</p> <p>We also utilized the commands they already know to introduce new ones and to implement</p> <p>It is important to introduce topics that are relevant for student's present life what can be used for them and necessary to know but it is important to present those topics in a more contextualized form.</p>
<p>Patterns of interaction, procedures</p>	<p>In the engage stage of the class, the pattern of interaction was: Student – student.</p> <p>In the warm up: Teacher – student – student.</p> <p>In the study stage, the pattern was teacher – students.</p>	<p>In this stage, some students were chosen to imitate an animal and his or her classmates should guess the animal imitated.</p> <p>In the warm up, students had to pass the right word student by student, starting by the teacher who said the word in the first student's ear. Each student had the responsibility of hearing carefully the word, and to transmit it in a right way. In most of the opportunities students did it well, and the last student picked up the illustration of</p>

	<p>During the activate stage the patterns were:</p> <p>Pre – listening: Teacher – students-</p> <p>While – listening: Students – audio and task.</p> <p>Post – listening: Teacher – Student – Student.</p>	<p>the word had heard.</p> <p>This pattern was implemented when flashcards were used to perform a review; the teachers asked questions about the flashcards and students answered them.</p> <p>In the listening activity, it was a first interaction focused on a review of the topics which were going to be present on the audio. Second, the students had to develop the task using their own strategies to understand and to relate the audio with the purpose of the activity. Finally, guided by the teacher, students performed the feedback through saying their answers.</p>
Linguistic outcomes	Description	Reflection
Targeted skills or sub-skills	<p>The goal proposed in the lesson plan was:</p> <p>The ability to link vocabulary through the written word or illustrations with the listened word and vice versa;</p> <p>Also, to express understanding of the vocabulary or to express it through sounds or body language.</p> <p>Finally, to describe</p>	<p>The students followed the models provided by teachers when they showed an animal from an homework and they said the description with color and characteristics such as big or small. Students showed that they were able to answer the question with the information they have acquired.</p> <p>Students show interest and confidence participating, most of them were willing to interact.</p> <p>In general terms students performed the activities of reviewing and answering questions in a very good way, not only because of the vocabulary knowledge, but</p>

	animals using known vocabulary.	also, due to their understanding and use of body language, gestures and sounds.
Analysis of students' production	<p>In the review of vocabulary students showed a good level of understanding. Students are able to relate the concepts or terms when they produce answers based on the questions we constructed mixing different categories of vocabulary.</p> <p>After finishing the while - listening stage; students performed the feedback of the task.</p>	<p>Students evidenced a good level of understanding of the questions due to their fast answer. It let us to know that they learnt the vocabulary with their in – service teacher and in their reinforced this vocabulary with us.</p> <p>As a result of the feedback developed with the students, we could notice that most of them had the answers right. Some students took the control of this stage due to they helped their classmates answering faster or repeating the right answer when another student asked. Most of students had a good result in this task and they were anxious to show their notebooks with the completed activity to the teachers. It is relevant to mention that students had to match the letter of the animal's image with number of the order in which the name of the animal sounded; despite of this fact, students decided to answer saying the name of the animal even though they could answer by letters. It showed that they were able to produce in a higher level than demanded.</p> <p>Students used previous knowledge to learn new commands due to teachers explained the new ones though the others.</p>

<p>Students' interactions</p>	<p>Student – student: when giving the answers of the listening activity and when they had to negotiate for collecting the required colors to accomplish another activity which had to be canceled.</p> <p>In the student – student interaction, the teachers assumed that all of them have 4 basic colors to paint, but some of them did not; they had to collect some colors to develop the second part of the listening activity, it was a mess, due to they were not able to face that issue in an order way that cause the stop of the activity.</p> <p>Group: In the reviewing, students supports the other`s answers with speaking louder. At the end it was performed a whole group speech.</p>	<p>In the post – listening stage, which was developed checking the answers being guided by the teacher`s questions, some students decided to take the control answering the questions due to they were secure about their performance; furthermore, helping or to correcting their classmates. The students who showed a high listening level evidenced impatience with the partners that did not understand even after instructions and reinforcement of instructions. The cause we detected was that most of students felt that the activity was easy to understand, and the repetitions were enough to develop the activity. It was evidenced in their answers which were correct.</p> <p>Additionally, in this interaction, we could notice that the same students know each other deeper; they know who has more skills developed and who is distracted, disruptive or who has to improve his or her strategies to be a better learner.</p> <p>Now we are more conscious about thinking about each detail and material since if it depends on student`s responsibility and capacity to find what they should have and they need, it will not work. We as teachers,</p>
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	<p>Teacher – students: when teachers asked to elicitate or reviewing vocabulary; and when the teacher guided students to provide and to check the answers.</p> <p>Students- teacher at the feedback</p>	<p>have to check before implementing each task, if every student has the materials ready.</p> <p>Students took the control when we were giving feedback, they were sure of their knowledge and answers.</p>
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Reflection 2

Students' responses	Description	Reflection
<p>Towards the material: instructions, impact, type of material, skill development, time management, authentic or adapted</p> <p>What went well?</p> <p>What did not go that well?</p> <p>What would you do different next time?</p>	<p>The instructions, the results</p> <p>the material (authentic)</p> <p>Time management</p>	<p>The instructions were given in English first, and most of the students appeared to understand since we make use of different strategies as body language, gesture and examples, but it was necessary to explain again since some students asked facilitators to explain one more time because they did not know what to do; Teachers gave the instructions in Spanish and this time many students were attentive not as in the first time that some students were distracted. The major part of the students performed the activity in a good way, even there were inconveniences due to the native accent of the audios and their reduced comprehension, and however in a general way the results of the activities were really good.</p>

		<p>At the final stage, we give feedback and corrections to students and then they tell us correctly each element that they learned.</p> <p>Pupils were very comfortable with some of the materials since they were appropriate for their age; it was colorful, animated and according to students likes (video, flashcards).</p> <ul style="list-style-type: none">● The materials (pictures and sounds) were authentic with native speakers' accents and intonation● In this class the time management was well developed since every activity was performed in the arranged time. <p>When the activity started students complained saying "I don't understand"; without making any efforts to listen and make the activity. Thus, the facilitators decided to play each element 2 times (days of the week) and at the end of those two repetitions the teachers pronounced those same elements in the audio since students were complaining a lot about the accent. They did not want to do the activity; the only way in which they feel willing to do the activity was with that strategy.</p>
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	<p>They were irritated with the native accent</p> <p>To expose students to authentic material and native speakers accent more frequently</p>	<p>b) We consider that this situation happened since the audio had low quality besides the speech pattern that was in the audio was from a native speaker; those two factors provoked their discontent with the activity, moreover, they are not highly familiarized with those activities because the in-service teacher did not use to do those activities in the classroom.</p> <p>As learning of this class, students needed more exposure to authentic material and native accents providing a real context and real use of the language; they needed to know how the language really sounds and exposure offered them that opportunity, to hear the native accent that was what they actually needed. The exposure is not being made just in one class it needs more time and more lessons to make students being familiarize and make them feel comfortable with listening activities. We made similar activities during the implementation but learners were not accustomed yet; it is a process that takes a lot of time. Expose students to 3 or 4 listening activities do not cause a profound impact in the listening skill.</p> <p>In each class all the 4 skills were developed through different activities specially listening which we consider is the skill that</p>
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		<p>causes more problems in non-native speakers. Therefore, our strategy was to insist on doing these activities in all lessons procuring students to work not only at school, but also in their homes; as was said before, it is a cognitive process that requires time until they would be completely familiarize and self-confident.</p>
<p>Towards the tasks and activities</p>	<p>Students feel uncomfortable with the audios</p> <p>They were insecure because they asked to repeat the audio so many</p>	<p>Students feel uncomfortable; it was notable because they demanded the teacher to repeat so many times the audio in order to them perform in a successful way the activity; it was evident the problem of previous classes that as they are not acquainted with this kind of listening activities with audios which are with native accent students did not want to perform the activities arguing that they did not understand. Usually, they did not have listening activities in the classroom and they all the time listen teachers' voices it is the reason why students show that reaction towards the material since it is new for them and they need to have more of this activities inside the classroom in order to them feel self-confident and be accustomed to them.</p> <p>It was necessary to repeat the audio so many times because they tell the teachers not to understand in the first instance in</p>

	<p>times.</p> <p>Teachers during the activity had to repeat with their own voice after each element of the audio was repeated.</p>	<p>when the audio was played; that's why we decided to repeat at least three times each element to students understand better. We saw that student feel a little desperate with the first repetition as it was with native speakers accent so that, it was decided to play the audio 2 times and the final repetition with the teachers voice.</p> <p>At the end, when each element was pronounced by the audio teachers had to repeat with their own pronunciation due to students evidenced problems of understanding moreover, for students of this age is kind of difficult to maintain the concentration and to stay quiet for a long time and concentrated; this issue highly influenced their understanding but at the end when we have to correct and give feedback about the activities most of them do it very efficiently since their answers were correct.</p>
Towards the teacher	<p>The teachers had the chance to improve different issues in terms of implementation of a plan b, solving problems, and anticipate extra explanations or to talk with students to avoid confusion or anxiety</p>	<p>This teaching improvement was allowed by past experiences in listening activities. The previous student`s responses, technical issues, or time management let to the teachers a better understanding of the classroom dynamics, the importance of plan B, and the fast answer to student`s needs , if that need impact negatively in student`s performance; or misbehaviors which</p>

	<p>problems related to the audio in L2.</p> <p>Teachers implemented repetition drills and integrate writing in the listening activity after an observation and advices of the practicum teacher.</p>	<p>influence the class environment.</p> <p>Due to the mentioned fact, in this lesson teachers decided to use another device to play the video about animals routines during the week , which could not be well listened due to technical problems. Furthermore, we improve the audio after looking for another source to do it. This other audio was clearer.</p> <p>It was very important an observation made by the guided practicum teacher due to she gave us important pieces of advice on issues that we have to improve; she made us see things that we could not notices in our role as practitioners that lacks of experience. As a consequence, we included in the lesson these techniques to promote pronunciation and listening skills. It was demanding, challenging and entertainment for students; they were more focused on reviews and involved in the listening task.</p>
Professional growth	Description	Reflection
Lesson design	The lesson was designed based on the main aim which was “At the end of the lesson the learners will be able to recognize written form of the days of the week through listening and to using their	Teachers took into account past experiences with listening task, material design and students responses to plan this lesson. It was evidenced in the class flow, it was focused on students practice and production, they were almost all the time occupied and involved.

	<p>knowledge to achieve a purpose”</p> <p>Implementation of native audios even though it causes rejection by students.</p>	<p>We are conscious about the importance of providing students different input; specially, native input due to they are used to listen their teacher and it is part of their learning improvement to be familiarized with different pronunciations. Furthermore, we had not enough time to develop more listening activities and allow students to change their minds about this kind of audios. It was necessary to talk to them to make them aware about their skills and the repetitions provided as in a previous lesson</p>
<p>Teachers’ role</p>	<p>Give instructions.</p>	<p>One of the most important roles of the teacher is to give instruction when students are going to perform an activity it is important to give clear and understandable instructions because it highly influence the good development of the activity. It use to happen that teachers give instructions but students still have doubts that is the reason why teachers should have different plans or strategies to give instructions . In this case the instructions were given in English using the body language and providing examples but as some students seem to have questions it was decided to give another explanation in their mother tongue and finally those students who were not completely sure about what to do have clear the whole activity.</p>

	<p>Check students' performance in during the activities.</p> <p>Give feedback.</p> <p>The use of the materials.</p>	<p>During the activities especially in the listening activities teachers checked students understanding and performance by passing around paying attention to what they were responding and if students had any doubts facilitator immediately tried to explain and answer their questions.</p> <p>A very important stage in developing an activity is when the feedback is given and when activities are corrected. Therefore, the feedback was given at the end of the listening activity the students were asked by the teacher what is number 1? If students answered in a wrong way teachers provided the correct answer and if they responded in a good way teacher perk up them with the following words "very good" and when some problems were identified with any word teachers reinforced them making them repeat the word and showing them the flashcards.</p>
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Material design	<p>Video about days of the week.</p> <p>Audio about the days of the week</p> <p>Flashcards for the stage of post-listening.</p>	<p>The video about the days of the week was used for the pre-listening stage so; they listened the days of the week with native speaker's accent in order to reinforce the knowledge of that topic.</p> <p>We used a native speaker audio about 4 days of the week and each day of the week in the audio was repeated 2 times the same element. This activity was designed with the aim of reinforce the days of the week.</p> <p>We used the flashcards to correct the activity we first ask students what was the first one? And when they said it right we showed them the flashcards and when they said it wrong we showed the flashcards pronouncing the word.</p>
Students' roles	<p>The classes were designed to be student centered and not teacher centered as it usually is.</p>	<p>The class was designed for students being the protagonist and the performers of the activities; students had the main role, the teacher was only the guider and provider of</p>

	<p>The performers of the activities.</p>	<p>the materials.</p> <p>In the pre listening students had as role to follow the video repeating the days of the week supported by the video</p> <p>In the while listening students have to listening an put in their notebooks what was the name of the week that they heard</p> <p>In post –listening students provide us the answers of the activity and repeated the name of each element and when the answer was wrong the teacher gave them the correct answer and the correct pronunciation, the major work was made by students.</p>
<p>Language use</p>	<p>In the while – listening stage, students were exposed to native language.</p> <p>Students were demanded to produce in practicing and checking answers stages.</p>	<p>Despite of the fact that it was vocabulary previously seen and practiced, even during the same lesson, students show rejections just because it was everything in English, also because of the quality of the audio plus the classroom environment that was noisy. The most important fact is that after student were conscious about the importance of their attitude and attention; the task was developed in a good way.</p> <p>When students are demanded to produce in a context without anxiety or when they know they are performing to be monitored or evaluated, they spontaneously produce with motivation and relaxed. The student`s</p>

		outcomes in this conditions could be the most genuine evidencing their knowledge.
Patterns of interaction, procedures	<p>During the listening activity which involved a video in the pre – listening stage it was a Teacher – student interaction.</p> <p>In the while- listening activity was expected students to develop individual interaction with the material and task, but was necessary the teacher’s intervention.</p>	<p>While students watch and listen the video, the teachers asked questions based on the actions performed by the animals in the different days of the week. Teachers also stopped the video making emphasis on the written form of each day developing repetition drills; it maintained the students’ attention switching the video with practicing the vocabulary.</p> <p>When students started to complain about the audio without let the activity flow, the teachers stopped the lesson to talk about the required conditions to reach the objective of the task. Then students started to develop what they were demanded to do.</p>
Linguistic outcomes	Description	Reflection
Targeted skills or sub-skills	As pre-listening students watch a video in which we make some questions about the video so, they practiced speaking.	Students watched a video related with the days of the week on the video it also showed a kind of routine of some characters thus, we ask them what this character do on Monday. And they showed a great understanding even when their response was in Spanish; it was quite good and accurate. We consider that even when they can’t produce orally in the target language

	<p>In the stage of during listening. Students listened to an audio of the days of the week in a randomly they had to figure out what was the sequence (first, second, third...). Thus, in this stage the target skill was listening.</p>	<p>students utilize previous knowledge to figure out what is being ask to them by guessing and assuming according to what they see or heard, in this case as the video was highly graphic and explicit it was easiest for them to give a response furthermore; they had the actions in written form in the video.</p> <p>The audio had four days of the week and it was with native speaker's accent when we started to play the audio they started to complain arguing that they did not understand the audio; in order to to make them calm, we said to them that at end of each element pronounced by the audio the teacher were going to repeat with their own voice each day and they showed to be more calm and more self-confidence since they are more familiarize with teachers accents.</p> <p>For each day of the week the audio was played 2 and they the teacher repeated; there were some students that asked so many times for repetitions or demanded the teacher the answer but in this cases we notice that they do so because they were not attentive when the audio was played and the teacher pronounced. We conclude that it is important to introduce native</p>
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	<p>In post listening we gave feedback telling the order of the days of the week in the audio and then, we make to repeat was days out loud (speaking skill)</p>	<p>speakers material to make students familiarize with the real accents but as they were not familiarize with them and it was a new activity they were irritated. In classes, listening has to be introduced carefully and being aware of the material and how we use it in; our case we implement the strategy of make them listen first the native speakers accent and then they listen the teachers voice with which they were more familiarize.</p> <p>It is important to give feedback to students in order to them recognize their own mistakes and in this also relevant to make them repeat the vocabulary to make a better memorization of the sounds and the word itself.</p>
<p>Analysis students' production</p>	<p>Spontaneous production during practicing and providing auto feedback.</p> <p>Student`s listening task performance.</p>	<p>When teachers developed the review with students, students felt like they were playing a game since they interacted with an image, where they have to point it out, to pick it up or to show it. In the post – listening activity, they were the ones who conducted the feedback; the teacher was only a guide. In this stage students pronounce the words contained in the task.</p> <p>Students had to write the name of the days of the week that they listened in the audio; they had as support the flashcards of this</p>

		<p>vocabulary on the board. They had the necessary resources to develop the task, and after the repetitions of the audios students could write the right names. The ones who did not do it, could check and to correct their answers before finishing the lesson. Though this experience, we could analyze that they are used to develop the same kind of activities which do not push them to develop their autonomous learning, or to challenge their own. Also, that they are some behavioral issues behind the students who always showed to be confused during the activities, or those who believed that they were not able to perform the activities. These students are the same who misbehaved or the ones who were on the back. We did not detect this issue with enough time to make changes in students' arrangement or sitting.</p>
Students' interactions	<p>There were played a video related to activities developed in each day of the week. The student`s interact with the teacher though answering some questions related to what they saw.</p>	<p>In this pre listening stage, we attempted to engage students on the topic. Showing them not only the days directly as we did in the previous stage, but also, showing them some actions developed in a sequence. The principal idea was to make them practice the days indirectly in a receptive way. Also, they could interact participating answering the questions proposed by teachers based on the video.</p>

	<p>In the “during listening” activity, students interacted with their listening comprehension developing the activity. Or in the case of the ones that do not feel comfortable with listening activities, especially if they are familiarized with native audios, they reacted negatively trying to avoid their interaction with the task. The activity consisted on writing the days of the week they could hear in an audio. The audio is complemented by the teacher`s pronunciation due to student`s requirement.</p>	<p>In these activities students can interact sharing their knowledge or understanding of the content provided, even If they express themselves in their mother tongue to be understood.</p> <p>It is relevant to mentioned that students are not used to interact with listening activities. They usually receive input from the teacher, and we could notice that the teacher does not push them to a variety of activities in English, especially the ones in which they have to use their listening skills. That is why, despite of the fact that some students are willing to realize the listening tasks and to try to accomplish the goal, there are some students that reject immediately the activity even without try it.</p> <p>In the specific case of the mentioned activity, it was necessary to stop the activity to talk to them in Spanish as we did in another related activity, to explain them that it is necessary to be relaxed, to listen carefully and to continue with the next chance. We clarified students that we were going to repeat the audio and we also were going to support with an extra repetition from us due to the audio was not clear enough.</p>
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Reflection 3

Students' responses	Description	Reflection
<p>Towards the material: instructions, impact, type of material, skill development, time management, authentic or adapted</p> <p>What went well?</p> <p>What did not go that well?</p> <p>What would you do different next time?</p>	<p>The materials used were flashcards, Video, Audio. Students liked the flash cards.</p> <p>Students felt engage with the video.</p> <p>Children complained with the listening activity.</p>	<p>Flashcards were about ICT, animals and colors; for this reason, the flashcards were colorful and this fact liked to the students (evidence in students comments).</p> <p><i>“Ay tan bonita esa mariposa”</i></p> <p><i>“Qué lindo ese Perro”</i></p> <p><i>“Yo tengo un computador de esos”</i></p> <p>Some of the material was adapted to student’s needs, teachers created a story according to their age and the topics developed were the animals and colors.</p> <p>The video was about animals that they already know and liked because were animals that they have as pets such as dogs, cats, and birds.</p> <p>Although students were familiarized with English and instructions in English, they used to complain a lot when native audios or videos were used. Most of them argued did not understand without paying attention to the audio or after listening a couple of</p>

	<p>Impact of the activity.</p> <p>Students understand and follow commands.</p> <p>The purpose of implementing listening activities following the stages evidenced good results.</p>	<p>words. Teachers had to stop the activity, said that students should listen and get any information and then continue with the activity.</p> <p>This listening activity caused a very positive impact because these activities made students familiarize with real native speakers context and how they sound.</p> <p>Since in-service teacher knows a little bit of English, she used to give basic instructions and exercises in English to children. For this reason children were familiarized with some basic commands; however, some instructions and especially in explanation of exercises was necessary to give the instructions in L2 and then repeat them in L1. It is important to mention that some students understood the instructions in English, but when the teacher is preparing students for developing a task, it is necessary to be sure about the whole class understanding.</p> <p>The class was focused in develop listening comprehension through a sequence of Pre, While and Post Listening exercises which help students to first, predict the topic; then, use the information acquired and finally,</p>
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	<p>It was necessary to omit one of the activities planned due to considerations about the time required for the listening activity.</p>	<p>check information and produce meaningful and useful language, in this case especially speaking, since students do not write well in their mother tongue yet.</p> <p>From a general point of view, time management was good. Most of the activities were developed. In order to develop all the listening activities slow and without pushing students, the introduction of insect was not done as it was planned.</p>
<p>Towards the tasks and activities</p>	<p>In the review was good, students participated</p> <p>During the pre-listening activity, students complained a lot.</p>	<p>Students participated and like the activity since flashcard were images which they are familiarized in their daily life.</p> <p>Students listened to a couple of words and complained a lot, they said that they did not understand anything. They did not pay attention to the activity until one of the teachers began to talk in a serious tone of voice. Students do not like to work with English- native like speakers accent. They used to listen just to the in-service teacher's accent or practitioners' accent.</p>
<p>Towards the teacher</p>	<p>Students respected and follow teachers instruction</p>	<p>Students are respectful with teachers and follow orders sometimes when teachers could not control students the in-service teacher was there to help the pre-services teachers and make them concentrated but in general terms they used to follow teachers instructions in an appropriate way.</p>

Professional growth	Description	Reflection
Lesson design	The lesson plan was focus on listening comprehension through the use of ICT, with the topics of animals and colors and a short review of previous topics.	The lesson plan, was designed based on previous experiences of others classes. Including theory of how to teach listening by Harmer (2008) with three basic steps (pre. While and post listening)
Teacher's role	Teachers were facilitators and guiders.	Facilitators: giving a language model to students in order to students follow it and generating interaction between students, activities and teachers, Guiders: when teachers guided the couple activity of the story, guiding student in what to do, or explaining them what the activity was about.
Material design	Flashcards Story Video	Flashcards were designed with students' previous knowledge. Story: the story was created by the teachers making them appropriate for the topic to develop besides to student's levels. Video: Taken from internet, it was very long; however, it was played according to students' knowledge; it means that we play only the animals that were taught to them since some of the animals that were in the video not corresponded to what was being

		taught to them they were not show to students.
Students' roles	<p>The classes were designed to be student centered.</p> <p>The performers of the activities.</p>	<p>Each activity was designed to students be the focus of the learning process.</p> <p>In the listening activity which was divided in to three stages.</p> <p>Pre-listening: students have to watch a video and they have to say outlook what animal they watch and what color it had.</p> <p>While-listening: students had to listen carefully in order to understand what animals and colors where in the story besides to have an idea of what the story was about.</p> <p>Post-listening: students have to report what animals and colors were present in the story.</p>
Language use	<p>Basic vocabulary</p> <p>Colors</p> <p>Animals</p>	<p>Students were demanded to use a very basic language according to the level of A1 that they have.</p> <p>Students used their previous knowledge to develop all the activities.</p>
Patterns of interaction, procedures	<p>Teacher-Students</p> <p>Students- Teachers</p> <p>Students- video</p> <p>Student = Activity</p> <p>Teacher - Students</p>	<p>During this activity, students or lines must pick a flashcard in which should imitate the instruction of the image or named the picture that appear in the flashcard.</p> <p>During the pre-listening activity, students were receptive and watched and analyzed</p>

		the video.
Linguistic outcomes	Description	Reflection
Targeted skills or sub-skills	The target sub-skill was listening comprehension.	<p>During the classes, the improvement of this skill was evidence.</p> <p>It was noticed that although students complained and did not know all the words, they got a general meaning of the story, and already studied vocabulary was understood and identified, such as some animals and colors.</p>
Analysis students' production	Students main skill production was Speaking	<p>Due to the fact that students do not know how to write well yet in their mother tongue, and that the main input received in class was listening, its main production skill was speaking.</p> <p>It was evidence in the review, in which they pronounced the word picked by them. Also during the video in which they had to say which animals appeared on the video and what was its color.</p>
Students' interactions	<p>Teacher – Students</p> <p>Students - Students</p>	<p>At the beginning of the class a review was done, in which basic command were said, students must interacted, said or did what teachers said.</p> <p>An activity was made in couples, in which students should share and interact with the story written in the page and decide what they would draw.</p>

	Students - Teacher	During the review in which flashcards where put around the classroom, students must stood up, picked a flashcard and explain its meaning in L1 or with body language.
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ANNEX 6: Video of Listening stages (pre-listening, while listening, post-listening):

- http://www.youtube.com/watch?v=5_g3fNgSAUA&feature=youtu.be

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