Implementation of visual aids on students' listening comprehension activities

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Resumen

El propósito de este proyecto está enfocado en presentar el impacto que tiene el uso de imágenes y otros elementos visuales tales como videos en actividades de escucha. El proyecto se llevó a cabo en la institución educativa la Julita localizada en la ciudad de Pereira, Colombia donde los participantes fueron 15 estudiantes de grado primero. Durante un periodo 2 meses, los estudiantes de grado primero fueron expuestos a diversas clases en las cuales las actividades de escucha fueron la base fundamental en cada una de ellas. Estas actividades iban acompañadas de ayudas visuales (imágenes, vídeos) las cuales buscaban reconocer el impacto que estas tenían sobre el aprendizaje de los estudiantes, especialmente en actividades de comprensión auditiva.

Los resultados obtenidos demostraron que la implementación de imágenes como soporte en actividades de escucha promueven el uso de conocimiento previo, y el aprendizaje de nuevo vocabulario, conllevando a un mejor entendimiento del tema y por ende a una mejor capacidad cognitiva en cada uno de los estudiantes.

Abstract

The main purpose of this classroom project was to show the impact of the implementation of visual aids and video materials on listening comprehension activities. This project was developed at Institucion Educativa La Julita, located in Pereira, Colombia and the participants were fifteen first grade students. For two months, these students were exposed to several listening comprehension activities along with the support of visual aids such as images, flashcards, videos and captions. These images were meant to determine the impact those represent on the students' language learning process, specifically listening comprehension skill.

The results gathered showed that the inclusion of these visual aids as a support for listening comprehension activities, promoted on students the use of prior knowledge on their mother tongue and the target language, learning new vocabulary in a more effective way, a better cognitive process on students, and a more meaningful understanding of the topic discussed on each session.

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1. Justification

In order to create a better environment for students in the classrooms and a better quality of education, it is mandatory to have and provide the necessary resources (money funds, didactic materials, well-trained teachers) so that students will take advantage of them and consequently their learning experience will be more meaningful. Lewis & Bagree (2013) support this idea by stating that:

> *"Good teachers can help ensure that every child learns to their full potential from an early age and enters adult life well-equipped to be active citizens and support the development of their community and country" (p.2)*

A clear example of this, is provided by Denmark and Finland which have one of the best educational systems around the world due to the investment made to education programs and social benefits. The OCDE (Organización para la cooperación y el desarrollo económicos) (2014) reports that Denmark invests around 7.9% of their gross price in education (resources and facilities) while Finland invest 7.8 % of their gross price in education and teachers' training programs. The main purpose of this investment is focused on the intellectual development of each particular, leading to the social and cultural development that will benefit the country.

The embedded importance of Education has lead South America countries like Argentina and Colombia to implement and imitate foreign education models. The OCDE (2014) portraits that Argentina invests 7.1 % of their gross price in educational programs and technology that will be implemented inside the classrooms and at schools. The main purpose of this investment is to improve the education levels in the country and provide citizens with plenty of opportunities to get better jobs on specific areas. On the contrary, even though Colombia has implemented

several programs to improve the education levels in the country, its investment in education is not alike to the one made by Denmark or Finland: according to the OCDE (2014), Colombia only invest around a 6.5% of their gross price in education and resources to be implemented at public schools.

However, lately, Colombia has implemented a national education program that aims to develop competences in a foreign language, specifically English. "El Programa Nacional de Inglés 2015-2035" was created based on identified needs from different sectors. This program is supported by public and private institutions which envision English language as an important area to be promoted and developed in a long-term period. In addition, this program also has the intention of improving the educational levels in general terms in Colombia and to prepare students and teachers to face the globalization challenges that may appear in any circumstance. Although this program is promising in English language and in education development, it does not take into consideration the real needs of public schools and education system in general.

For instance, Risaralda, an important department in Colombia, has invested over $ 196 million pesos in "programas de bilingüismo". Rendon (2014) showed some results of these programs which are not positive in terms of English learning: only a 0.53% of the participants (students) achieved a B2 level in the use of the language according to the common European framework of reference and the 54% of the participants are not competent in the use of the language (English) and require instruction from professional teacher on the field. In her article, Rendon (ibid) also portraits the results achieved by 27 teachers whom took the sufficiency test: 55.56% of the participants are competent in the use and teaching of the language. These positive results in terms of teaching were achieved due to the formal instruction provided by the Ministerio de Educación Nacional (MEN) and some other institutions like Colombo Americano

and SEM-UTP. However, even though formal instruction programs have showed positive result on language teaching and teaching training, there is still a lack of competences by the students in the use of the English language, especially on listening comprehension, Rendon (2014).

Consequently, in the present study we will observe and determine how students listening skill and listening comprehension of aural materials is influenced by the implementation of visual aids such as images, flashcards, videos, posters in the classroom. Such implementation will benefit both teachers and students, given the fact that if students` listening comprehension is positive improved, lessons will become more attractive and  students` language learning will portraits a better attitude, increased motivation, good understanding by students, and well implementation of these aids by the teacher.

The idea through this classroom project was to design and implement images, captions, cartoons, videos, and flash cards that facilitate a better understanding of both messages and cultural patterns within the language, as Arteaga et al. (2009) expressed that videos and images implementation had increased students' motivation towards natural conversations and students can take advantage of elements like: Cultural aspects, vocabulary and pronunciation. Uchima et al (2009) expands Arteagas' ideas by saying that:

> *"The incorporation of images in listening tasks also activates learners' prior linguistic and cultural knowledge due to the associations made between images and previous experiences."*

Moreover, visual aids are a potential alternative to be implemented in the classroom inasmuch as they provide several advantages regarding listening comprehension and English language learning. One of these advantages is proposed by Mathew and Alidmat (2013) who expressed that audio visual materials will make lessons easy to understand due to the fact that

they reduce learners' anxiety levels and the lesson will be more interactive between its participants "as it brings the real world in the classroom". Furthermore, Mamun (2014) states that learners will be more engaged with lessons and they will have the opportunity to predict the topic they will be exposed to by using these visual aids.

The present study aims to observe and report how EFL primary students' performance and attitudes towards listening comprehension is impacted after the presentation and exposure of audio material accompanied by visual aids (images, flashcards, captions, and videos). The implementation of these materials in class was made in order to enhance and promote a better environment of learning where learners can take advantage of each item (visual aids). With this in mind, the process of teaching listening will be enjoyed as much as possible by the students and the comprehension of audio materials will be clearer for them.

Along these lines, in the following chapter a deeper look at relevant concepts will be made in order to have an explicit conception of the elements that compose and give relevance to the present study.

2. General objectives

Teaching objectives

To recognize the implications of using visual aids on listening comprehension activities for primary-school students.

Learning objectives

To identify the students' reactions towards the use of visual aids in listening comprehension activities.

3. Conceptual framework

Several ideas and conceptions have arose on how listening comprehension plays an important role in language learning and teaching, and how teachers and students implement these visual aids in the classroom when listening activities are the main focus. For that reason, throughout the development of this paper, and based on findings made by several authors, researchers will come up own with their own definitions about listening and listening comprehension, visual aids, and the relation between these two concepts.

3.1.Listening

In everyday life, students are always exposed to any sort of stimulus that make them react either positive or negative to this stimulus. These stimulus can be oral, aural, written or visual. However, some researchers emphasize on the aural or listening skill as it provides students with plenty of language input for them to interact in everyday communication. Purdy (1991) defines listening as an active process of attending, perceiving, receive and responding to information given in an utterance or in an everyday conversation. Furthermore, ILA (International Listening Association) (1995) defines listening as an active process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. Furthermore, Rubin (1995) expands these two definitions by saying that listening is "an active process in which a listener selects and interprets information which comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express" (p.1.51).

Listening plays an important role in language learning and in students' stimulating input; therefore, Jeon (2007) argues that students are able to apprehend, recognize, discriminate, or

even ignore certain information from a set of activities proposed by the teacher. Moreover, a wide range of thinking skills, which may support listener when interpreting what is being said by any speaker, are incorporated in students while listening to an utterance. Nonetheless, Buck (2001) offers a deeper definition in which he distinguishes both linguistic and non-linguistic knowledge on the listening skill. These two aspects (linguistic and non-linguistic) contribute, firstly, to understand those elements which integrate the language knowledge in terms of lexis, syntax, semantics and discourse structure and secondly, the understanding of an specific topic, every single word, and general knowledge of the world.

Although the definitions and the conceptions about listening are positive, some researchers claim that listening as skill is still incomplete, and that learners need further drilling on listening comprehension. Kavaliauskiene (2008), Alam (2009), and Abedin (2010) all of them mostly agree that students have difficulties related to listening comprehension inasmuch as factors such as the lack of practice inside classrooms entails students to be immersed in problems when learning a second language, especially when understanding spoken language. In addition to this, Abedin (2010) establishes that the main problem students' face with the listening skill, is that there is a weak relationship between the spoken language and the pronunciation or the spelling of the written language. Due to this kind of phenomenon that affects learners' comprehension of spoken messages, it is worth to mention that the listening skill has as a main distinction which is not merely to hear whatever comes to the ears, but to comprehend the hidden messages within an utterance: This distinction is called listening comprehension.

3.2.Listening comprehension

Learning a new language requires a cognitive process where students have to process and interpret new information in order to create meanings and eventually achieve proficiency in speaking, Dunkel (1986, p. 47). The listener obtains information either by using their reading skill or their listening skill, which is input and receptive skills in their language learning process. Nevertheless, several authors have proposed that listening comprehension is quite different from the listening skill itself. According to Liang (2013) listening comprehension "is a psychological and cognitive behavior which involves interaction of language input and the schemas in an individual's brain". (p. 597).

Regarding this concept, an interesting feature of listening comprehension is given by Buck (2001) in which listeners "tend to have hypotheses about what is likely to come next in the stream of speech". This means that listening comprehension is not just the ability to listen, but the ability to make predictions of what is coming, and in that way get to interesting conclusion about the listening main idea. Furthermore, the ability students have to predict what is coming is complemented by Hedge (2006, p. 235) who argues that "the listener will need intelligence to follow the information, empathy to react towards it in an appropriate way, prior knowledge to understand what is said and cultural knowledge to know what might be suitable or not".

Another characteristic of listening comprehension is that when students are using their listening skill, most of the time, they are receptive to whatever come to their ears. On the other hand, when using their listening comprehension, listeners do not always have to utilize all the information available, which saves time and energy. Ibid (2001). Additionally, Byrnes (1984) gives the special distinction to listening comprehension of a "highly complex problem solving activity". However, listening comprehension is not only affected by the understanding of a main

idea by the listener, as proposed by Lynch (2010, p. 76) there are four main factors that affect the listening comprehension process:

"1) The listener: The listener may tune out topics that are not of interest. A listener who is an active participant in a conversation has more background knowledge to facilitate understanding of the topic than a listener who is eavesdropping on a conversation.

2) The speaker: The extent to which the speaker uses colloquial language and reduced forms impacts comprehension. A speaker's rate of delivery and many hesitations may make it difficult for a listener to follow.

3) The content of the message: Content that is familiar is easier to understand than content with unfamiliar vocabulary or for which the listener has insufficient background knowledge.

4) Visual support: Visual supports such as video, pictures, diagrams, gestures, facial expression, and body language can increase comprehension of the listener."

The absence of these four factors may affect significantly students' listening comprehension given the fact that is necessary for students to have not only incoming information, but to have someone or something which introduces the information throughout visual support to make much easier their comprehension towards the message given.

3.3. Visual aids

When students are learning a new language, they find quite difficult to understand every single word in an utterance, especially audibly. However, teachers have to look for new alternatives for students to elicit the main idea of what is being taught. Consequently, the use of different visual materials or visual aids, play such an important role on students learning process.

Jones (2003) defines visual aids as a helpful resource, used by the teacher that will act as a support for students to comprehend the main idea of what is being listened. To support this, Perry (2001) states that students are more open-minded when they are exposed to this kind of material, since their attention is more active at the moment of the listening activity and their listening comprehension will be improved. Moreover, Kashani et al (2011) establishes that "visual aids accompanied by listening tasks are of special significance in foreign language teaching because they help listeners to comprehend the key points of audio materials" (p 75-84). Hence, it is important to highlight which are some of the types of visual aids that will help students to elicit and comprehend as much information as they can from a listening track.

3.4. Types of visual aids

Teaching a foreign language (English) implies the use of different materials that represent a valuable resource for teachers in order to guide learners towards the understanding of what is being taught, in this case, listening. Most of these materials act as a visual support that can help students to comprehend and achieve the information which could not be attained before. Also, it is important to recognize the role and the impact that some of them will have essentially when teaching and learning a foreign language.

Many of these materials are closed related given that they perform the same function as supporters. Rautrao (2012) states that, first, graphic aids are used to impact learners´ attention and retain certain information which fits with the needs they will have. Second, charts in form of posters, maps and diagrams are made to connect knowledge as source of support. Third, videos are used to facilitate language teaching in distinct ways. It makes the classroom interesting and it helps the learners to generate ideas for discussion. Çakir (2006) argued that implementing videos

in language teaching, especially on listening comprehension, ensures authentic language input to the learners. Finally, both pictures and flash cards act as a medium of eliciting and constructing meaning to communicate those ideas which come from when seeing images. However, Liberty (n.d) state that visual aids with too much information leads to misunderstanding of the topic among students and it will become confusing for them. Regarding the types of visual aids mentioned before, it is convenient to explore some relevant characteristics of visual aids in general.

3.5.Characteristics

There are three main categories that distinguish visual aids. These categories are based on the learners' organ senses. Byk (n.d) states that audio aids are connected to students' auditory sense and this sense is related to the implementation of material which its principal content is based on sounds. Additionally, those materials such as pictures and flash cards which offer a visual support for learners are called visual aids. Finally, the combination of both auditory and visual are the kind of supporters that involve movement accompanied by sound. Patil (2010) gives a list of characteristics that are fundamental when describing and recognizing good audio visual aids:

> *"They should be meaningful and purposeful, simple, cheap, improvised, accurate, and large enough to be properly seen by all the students the material for whom they are meant".* (Cited by Mossaab, 2013)

The implementation of any of these three main categories in class need to be according to each one of the necessities and purposes established during the course. With this in mind, the effectiveness towards the acquisition of the target language and the development of the listening

comprehension skill will depend in a great way in how they are designed and implemented into the classroom.

The exposure and implementation of all these visual materials into the classroom, could result in a positive response from learners towards the class development. Doughty (2004) emphasizes that if the audio track is difficult for students to be understood, the use of caption forms (images, graphs) will help the students to conceptualize what they hear, expanding their linguistic ability. In like manner, Suárez et al (2009) establish that supporting learners with sequences of images may motivate learners to be engaged, and they are not limited just to listen, but to pay careful attention on the details portrayed on the images. Likewise, Kellerman (1992) offers us a deeper conception of the impact that visual aids have as a supporting material on students listening comprehension:

> "*Listening, as verbal information, is commonly complemented with non-verbal Information, in the form of visual annotations or pictures, which helps listeners to reconstruct the plot or interrelationship of the main events in the play, story or novel.*" (p,245)

The increasing the use of pictures in the classroom will make the learners to increase their level of comprehension of the current content or topic. These images should be used to reinforce the teacher's' message, clarify ideas, and improve classroom atmosphere. According to Mossaab (2012) "visual aids make the audience involved and presuppose a change from one activity to another: from hearing to seeing."(p. 10) Even Though the effects of visual aids on listening comprehension are significant to the subject, Patil (2010), expands these benefits by adding some other ones explaining that "Audio-visual aids help completing the triangular process of motivation, clarification, and stimulation." Nonetheless, "Audio-visual aids are only

efficient if they are suitable to the situation and are used suitably by the agent. Unsuitable aids or ones that are not used properly can at best divert and at worst mislead the audience." (Oakley & Garforth, 1985). Furthermore, some investigations have established that visual-aids will help learners to comprehend much better language input, hence, a better understanding and learning of a foreign language is evident, especially on listening comprehension.

4. Literature review

Listening to a foreign language has been given such importance as this skill offers the learners or listeners the necessary input to improve their language abilities as well as the reading skill does. However, it is necessary to take into account the other skills that compound the learning process (writing, reading and speaking) in order to determine the significance of the listening skill itself and its improvement when this skill is accompanied by the implementation of visual support. Thus, in this section three research studies show to what extent the implementation of visual aids may affect the students´ attitudes and abilities towards listening comprehension and how teacher makes use of it in order to get it.

With the purpose of inquire into the participants' perception concerning the performance and the effects of listening comprehension tasks accompanied by visual aids, Uchima et al. (2009) conducted a study at a local university in Pereira (Colombia) where the main population were 12 university students from different academic programs. The English level of participants (students) varied in terms of proficiency. During 40 hours guided courses, important aspects such as the implementation of visual support in class were evident. The aim of this study was also to determine how the incorporation of images helped students to identify and overcome barriers that impede learners' progress in their listening comprehension development.

The findings denoted that images promoted the use of learning strategies and a better comprehension of listening tasks was evident. Moreover, the incorporation of images during listening comprehension tasks not only improved their comprehension but activated students' prior linguistic and cultural knowledge regarding the topic within the audios.

The findings showed in Uchima et al. (2009) study, are complemented with a qualitative study carried by Arteaga et al. (2009) in which the main aim was to analyze the effects of implementing videos as a visual support to improve students listening skill. The participants of this study were five first semester students of twenty-six from a TEFL program of a public university located in Pereira (Colombia). Likewise, the study was divided into two main phases, the first phase, participants were interview in order to gather information about their prior linguistic and cultural knowledge and, in that way, determine what their language level proficiency was. In the second phase, participants were introduced to the activities in which videos were implemented.

The findings in Arteaga et al. (2009) showed that the presentation of vocabulary before introducing the video, helped students to comprehend much better the video message and consequently students´ attitude towards activities was positive. Additionally, the participants showed that when the facilitators used a mind breaker activity, they felt more comfortable towards the listening activity as they did not felt the pressure of understanding the whole idea but to understand the most relevant information from the videos.

Similar results were evident in a research study conducted by Mamun (2014) in which the main purpose of the study was to determine the effectiveness of implementing audio-visual aids in the classroom. The participants of the study were five English teachers of a language institute of Dhaka city (Bangladesh) and twenty-five students of the same institute from different courses and levels. The procedures followed in this study were two: the first procedure was based on observation of classes within two weeks; this observation helped researcher to determine the status students were at the beginning of the research study. Then five major teachers were

interviewed in order to determine how they used visual aids in the classroom and what elements were worth to be called regarding the use and the effects that visual aids have on students.

The findings portrayed in Mamun (2014) showed some elements worth to be recalled: when visual aids are missing in the classroom, the class becomes monotonous and students get distracted easily. While using visual aids to support a listening comprehension task students feel more attractive to the lesson and they will keep attentive to the lesson. In the study they also found that classes within visual aids as a support, bring variation to the classroom making students feel as if they were having fun at the same time they are learning. Moreover, it was found that visual aids not only benefited classes development, but also benefits students' multiple intelligences (Gardner 1983) as not all students learn in the same way either by listening or watching, they have a particular learning style or intelligence to learn the target language.

All the findings presented in this chapter, suggested us the importance of implementing this sort of support in classes when focusing specially on listening comprehension. Additionally, it led us to the conclusion that teachers need special training on implementing visual aids without overwhelming students with a lot of information.

5. Methodology

This chapter of the project aimed to explain to the reader how the study was conducted, supporting the methods and approaches evidenced in the implementation with experienced figures on the field. This chapter also aimed to explain the context and the setting in which it was done, and the participants involved in the study. Moreover, we explored aspects such as learners and pre-service teachers' roles, the methods and the procedures used in the lessons such as PPP (presentation, practice and production) deductive approach and bottom-up and top-down approaches. Finally, the instructional design and the outline followed through the implementation is briefly explained.

5.1. Context

This classroom project was carried out at "La Julita" which is a public primary school located in Pereira, Risaralda (Colombia). The implementation involved young children from a forsaken neighborhood located near to the school. Additionally, the curriculum of the educational institution guided by the standards "guía 22" which is a document implemented by the Colombian government throughout the "Plan Nacional de Ingles" in order to support citizens and mainly students to communicate in English.

5.2. Participants

In order to set the participants of this classroom project and with the intention of showing the results of the implementation of visual aid while implementing listening materials, a group of 15 students and two pre service teachers were the population of this classroom project. The implementation of this classroom project was carried out in a public institution in Pereira,

Colombia, with first graders. Twelve sessions were carried out for this classroom project with students whose ages ranged from 5 to 6 year old.

Taking into consideration the student's language proficiency, it was evidenced that students were lacking on some basis of the language since they were struggling on how to respond to instructions and comments, basic vocabulary and word recognition. However, students' attitude and motivation towards the class was evident and helped the development of the class. The last aspect mentioned was clearly evident since students were eager to learn and participate in a different class for them apart from the one they usually take. Additionally, this classroom project included two pre-service teachers in 9th semester from an English language teaching program of a public university located in Pereira, who guided the instruction and implementation of this project. Moreover, during all this process, the role of the two pre-service teachers could change in different moments as it was required. It is important to highlight that while a pre-service teacher was guiding the lesson, the other was observing and getting specific and important information from the lesson to probe the relevance of the project.

5.3. Design

The classroom project that was carried out focused on the implementation of visual aids on listening activities. The principal step in this process was to show a variety of images to activate learners´ prior knowledge in order to engage them into the activity proposed. Harmer (2001) proposes three stages which can be followed in classes not matter the topic that is going to be taught. Those stages are presentation, practice and production. This procedure helped us to guide better our project and consequently to contextualize learners into the different sessions we planned to carry out. The stages mentioned above are:

1. Presentation: This stage will allowed the pre-service teachers to elicit information of the topic that was going to be taught in the lesson. Hedge (2009) expands the presentation term by saying that it will be beneficial for students as it allows students to pay attention to and notice specific linguistic features. Thus, in this classroom project, at this stage, the idea of showing images at first, was to activate learners´ prior knowledge enrolling learners towards a deeper participation in the lessons that involves listening activities proposed by the two pre-service teachers. These images gave students plenty of vocabulary that could be used throughout the lesson.

2. Practice: Harmer (2009) states that in this stage the teacher provides models and examples for learners to practice and rehearse what they have listened and watched, practicing language structures and features of the system. The use of audio and videos combined with the use of images and some keywords, which were written down on the board, provided learners with plenty of information to practice and retain information that was used in the next stage.

3. Production: Evans (1999) establishes that students will decide when to put into practice the language patterns they have acquired. With this in mind, the teacher proposed and encourages students to experiment with the new language they have learnt during the listening process. As pre-service teachers, it was important to design final tasks which contain all the content seen as it could guide students to achieve what was expected by the teachers.

In addition to the P.P.P (Presentation, Practice, production) method, this classroom project will be guided by the use of another methodology proposed by Hulstijin called Top-down and Bottom-up.

4. Top-down: Hulstijin (2003) defines Top-down processing "as the use of background knowledge in understanding the meaning of a message" meaning that at this stage, learners will look for the meaning of a message before been exposed to it, using their prior knowledge and their context so that they can be more contextualized with the topic. This definition is reinforced by Lynch (2002) who establishes that Top-down helps learners to take advantage of their background knowledge in order to be familiar with the main idea of the lesson.

5. Bottom-up: Hulstijin (2003) defines bottom-up processing, as the use of incoming input as the basis for understanding the message. Learners will take advantage of the small units of language received in the lesson in order to construct the meaning of utterances or spoken messages.

To go further with the classroom project design, standards from the "guía 22, el reto" written by the ministry of national education were taking into consideration regarding listening. The purpose of including these standards, was to design activities based on specific topics that portraits achievement of goals and objectives conducted and led by these indicators.

Standards taken from "guía 22" that concerns Listening:

• Entiendo cuando me saludan y se despiden de mí.

• Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor.

• Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno.

• Comprendo descripciones cortas y sencillas de objetos y lugares conocidos.

• Identificó a las personas que participan en una conversación.

• Sigo la secuencia de un cuento corto apoyado en imágenes.

• Comprendo secuencias relacionadas con hábitos y rutinas.

5.4.Implementation

Throughout this classroom project, the design and implementation of the visual and audio materials was according to the context we were in. These materials could increase learners' expectations and lessons were enjoyed by both pre-teachers and learners.

To implement this study, we designed an outline (See annexe A) that establishes the procedures that are going to be followed during the 12 sessions. We prepared the lesson using the following sequence: A warming up activity that activated and connected students with topics from previous classes. This activity involved physical movement and the use of simple spoken language. The use of images in this activity was evident in most of the sessions. A presentation activity in which students were shown images that were familiar to them. In this activity, the use of images helped students to activate and use their prior and their cultural background knowledge in order to understand better the lesson's topic. The top-Down approach was used in this activity as learners had to make use of their prior linguistic knowledge to guess the idea of the lesson. Then, there was a practice activity in which they will be exposed to listening activities without

the support of visual materials (images, flashcards, PowerPoint presentation, etc.), but some keywords were written down on the board in order to provide students some ideas of what was going to be taught in the lesson. In the same practice activity, they were exposed to the audio material or video material with the support of images in order to contextualize them and consequently a deeper understanding of each utterance will be evident. At this stage, students were exposed to bottom-up approach as they constructed meaning from small units of the language given by the pre- service teachers in the audio material and the visual support. Finally, there was a production activity in which students had to prove that they understand the message of the audio materials and the topics' idea. Learners had to prove it by answering some questions (filling gaps) while they listened again the audio tracks. Based on the implementation mentioned above.

6. Professional development

During the implementation of visual aids on listening comprehension activities with first graders, many aspects have emerged regarding professional development. These aspects have had a significant impact in the manner facilitators involved in this project improved his teaching abilities and his learning process on the field. One of these aspects is the manner in which implementation of visuals aids made much better the way teachers in process developed classes.

Visual Aids helped to control better the students, to give them the topic in a more appealing (Colorful, Funny) way. Mamun (2014) states that the implementation of pertinent images which catch students´ attention allow the lesson to be more meaningful for them and more significant for the teacher regarding the way he or she plans each lesson. Additionally, Mannan (2005) reinforces this idea saying that visual aids "help the teacher to clarify, correlate and coordinate accurate concepts, interpretations and appreciations, and enable him to make learning more concrete" (p.108).

Based on the stated previously, visual aids also helped to plan the lessons much better since the activities were planned in a more organized way. The Images guided the way classes should be given so teachers in process already knew the order of topics and activities so students could be engaged with the lesson. In the following sample is evident the way implementation of visual aids worked in a class carried out last October 22th, 2015:

> "In this class students were shown some images of several fruits. They made a   relation of the fruits and the colors previously seen on the last class. This helped facilitators to review the previous topic even when they were not intended to do it. Additionally,

teachers created a comfortable environment in which the class had a continuum and the flow was fast and clear"

Based on this class sample, we realized that students' prior knowledge activation was positive for the teachers in process since they were able to relate the new topic to elements students already knew. Teachers in process were able to take advantage of this by introducing more vocabulary and using more of students' prior knowledge. This strategy helped teachers inasmuch as they were able to expand the topic teachers wanted to teach. Nevertheless, it is important to highlight that the use of visual resources will be meaningless if the way these are introduced in the class is not well supported. By this we mean that the instructions we provided to the students had to be clear and supported by a great amount of body language accompanied by visual aids in order to facilitate the understanding of the main idea of what we are expressing. In the next section, you will find the importance of providing proper instructions accompanied by plenty of body language and joined with visual aids.

6.1.Instructions

Teaching a second language is not as easy as it seems. Teachers have to look for new strategies in order to facilitate students´ understanding. Thus, the implementation of both body language and students´ mother tongue, in this case Spanish, become necessary if the purpose is to create better ways of communication in the classroom and provide proper instructions to students. In order to support this idea, we took some findings made on the use of body language when providing instructions.

6.2.Body language

It is important to remember the importance of body language when trying to communicate something to our students that may help them on their learning process, and for our teaching development process. As stated by Tai (2014) the importance of body language is critical on the classroom since "it can create a comfortable and interesting atmosphere and place student in the central learning position" making students to cooperate with the lesson and support each other at the moment in which instructions are given.

The great advantage of implementing visual aids in the classroom is that body language was also used as a complement of these visual resources. When students did not have a clear idea of the topic or what was being said by the facilitators, body language came to the rescue and allowed to create a better picture on students' mind. Tai (2014) points out body language as a communicative feature. She establishes that if the purpose is to create on students the interest when learning English, teachers have to focus their attention mainly on developing strategies such as body language in order to lead students to a better comprehension, and then, to develop better ways of communication. Regarding the project, teachers tried to use familiar movements for the students, that allowed them to create a better image of what was being said and what was being done at the moment.

The use of body language benefited in a great way the classes as students always wanted to imitate other's actions and our actions. Imitation facilitated students' understanding when they were exposed merely to English. Moreover, since students repeated so much an action performed by the teacher, they remembered it and then, when done again, the teachers did not have to explain this further. As mentioned before, students at this age want to imitate everything the teacher does so it is important to take advantage of this (body language) in order that students

could follow instructions and could understand what teachers pretended to do with them to the point that several students repeated and interpreted these movements for those students who were not understanding. At this point, the majority of the learners were able to identify and interpret the teacher's commands, which was a big advance in terms of classroom management and giving instructions. The first example was taken from a class conducted the last September 29th where both teachers were in charge of the lesson.

"Students were given the instruction in English, and by the time one was telling them the instructions, the other teacher was performing the action related to them. So students did not need repetition of the instruction in Spanish, meaning that they were becoming aware of the use of only English in the class"

According to the second example, this showed that the use body language in the lesson made students to imitate what the facilitator was doing and then support what they see with their mother tongue:

"Facilitator made gestures asking for attention "niños pongan cuidado a lo que hago y ustedes me dicen que animal es". The animal that he was going to represent making gestures was a bull. He started running in front of the classroom doing like a bull (learners laugh as it is not usual for them), and learners like Nicolas and Dairon started to make the same gestures and making noises while the others say "ah! un toro".

However, is it important to highlight that not most of the time the use of body language was a 100% effective since students were distracted or had not been exposed to this kind of gestures before. This made our roll of communicate the idea or the topic difficult. Thus, it was necessary to use students´ mother tongue so teachers on process could have a better control of the situation and the message could be delivered properly. This was one of the positive aspects

that really helped us with classes and the way we transmitted the messages and the topic to the student even when the two first methods failed.

6.3.Use of Spanish

During the implementation, students showed a better response, and they were more engaged into the topic in a satisfactory way given the fact that instructions were well comprehended. These instructions were given mainly in English, however, in some special cases (when students did not have a clear image of what to do, or the use of body language was not clear enough) the use of Spanish by the facilitators turned necessary and helped us to deliver the message more efficiently to support what we did in this session. Ferrer (2000) states that the mother tongue has an active and beneficial role to play in instructed second language teaching and learning since it supports what the teachers say and reinforce students' comprehension. Thus, the implementation of these (visual aids), accompanied with clear instructions, and oral drills to enhance students´ pronunciation and comprehension of listening tracks provided lessons with an enriched environment in which teachers learned from several strategies to make the teaching process more effective.

The following example was taken from the class conducted the past November 19th. This lesson, showed that giving both instructions and explaining what was done at the moment was coherent and understandable for students not matter if instructions were given first in English and then translated to them into their mother tongue. Here, both teachers were explaining in English what they expected students do during the lesson, noticing that most of the students were lost, but when introducing students´ mother tongue, things went better.

"Teachers were explaining the warming up activity to the learners. Learners had to guess which was the picture that one of their partners was painting on the board. Then, the first learner who guessed correctly, was the following in painting a picture"

Taking into account that learners were not able to comprehend the objective of the activity, they were introduced in Spanish by one of the teachers.

"Le vamos a mostrar a Dany una imagen, pero ustedes no la pueden ver. Una vez Dany esté dibujando la imagen, ustedes deben adivinar cuál es la imagen que está dibujando. El primero que adivine en Inglés, viene y dibuja otra imagen"

Connected with the previous example, learners understood the main idea of what was said, all of them followed attentively each step proposed by the teachers. Then, the majority of the class got involved into the lesson taking active participation each time the image was drawn on the board.

"While this learner was painting, his partners were trying to guess what he was painting, they said: eso es un banano, una papaya."

It is worth to recall that once students are used to be exposed to English, the use of Spanish was significantly reduced in the class. Lightbrown and Spada (2006) affirm that is necessary to avoid the use of L1 into the classroom. Moreover, students have to put into practice what they have achieved, articulate that knowledge if they pretend to be successful while communicating to each other. In the same fashion, Lightbrown and Spada (2006) state that having permanent contact with L1 is not usefulness for students as they do not have the opportunities for interacting in the target language. With this in mind, the exposure of the second language should be more frequently by students in order they can be able to negotiate and comprehend meanings.

This created a habit on the teachers to implement another strategy so that they could learn a different topic and the aspects of the English language teaching could be improved. However, none of these elements mentioned above will have such an impact if the behavior in the class is disruptive, hyperactive or it does not allow teachers to continue with the class. For those reasons, teachers should take advantage of classroom management strategies in order to deal with the elements that create misbehaving.

6.4.Classroom Management

As teachers in process, it is sometimes quite difficult to have plenty control over the classroom. Factors such as students´ tiredness will negatively affect the way they participate, this means that teachers in process have to do more things and prepare more material to call their attention and wake them up. Another factor is the way activities should be done or followed (students' preferences). This means that some students had some preferences in terms of partners to work with, places to work at, and extra activities to do. This impacted negatively the teacher's performance since students were taking control of the class, and the activities were done as students liked. Thus, we (teachers in process) had to figure out a way to make students to work at their pace and with the students respecting teachers commands.

To support what we have experienced in the implementation of this classroom project Luo, Bellows, and Grady (2000) state that controlling a classroom sometimes turns into a difficult matter, and even teacher with a lot of experience on the teaching field would face demanding situations. To contextualize what these authors have said, it was also found in the implementation that it is necessary to look for ways in which students could be set around the classroom so their behaviors will not affect negatively the class.

An example of this, was the way teachers had to organize the classroom so the disruptive students could not affect the class and the teachers actions could be done without so much interruption. Since they are first graders, they need to be doing something, otherwise they will feel bored. This made the facilitators to start thinking about the implementation of several activities that called their attention that made them stand up from the chair and move around the classroom. This guaranteed the participation of students and teacher could develop the class in a normal pace. It was also necessary to be good observers of the students' actions. In this way, the preparation of activities should be based on behavior and attitudes. Let's take a look at the following example in which observation could avoid some situation in further classes:

"Classroom management turns difficult when students are not occupied or come back from Break. Students tend to fall asleep when they do not see the activity appealing and they have to repeat several times the same thing"

Since several observations were made, teachers managed to get to know the students, creating a good rapport between them, and knowing the actions to be taken so students could be more participative in class, and their disposition towards the class was not creating a disruptive behavior in class. Moreover these observations provided us with a better notion on how to plan the lessons properly and what could be the procedures, strategies and activities that were implemented on the session. This is a critical factor for us (pre-service teachers) since this will help us to avoid some mistakes and predict some anticipated problems that might affect the class.

6.5.Lesson Planning

When talking about lesson planning, is important to recall the observations made on most of the lessons since this gave to our professional development a better idea to prevent several

problems in the classroom and with the students. The reason behind this is because facilitators would have a better conception of what is coming, what could go well, what are expected problems and what is the resolution for these inconveniences. For instance, when students in class were not occupied or the activities were so easy for them, the participation was low, and the way students perceived the topic affected negatively the class. Based on this, we reached a small conclusion of the importance of planning the lesson beforehand and take into consideration their behaviors and attitudes in the class as well. Montoya et al (2015) establish that while planning lessons instructors can cover most of the content successfully. Moreover, they suggest that when planning, instructors have to take into account which are the students´ real needs, and what students like in order to conduct good lessons. With this, teachers in process also observed that if they happened to know the students´ learning styles, the way they are, their preferences, and what catches their attention, the way the lessons will be planned will be different and more students-based.

Planning the lesson beforehand allowed the teachers to work on both the activities and materials planned after the class was given, providing feedback to the activities and analyzing what went well and what could be even better. Richards and Lockhart (1994) cited by Pérez (2010) state that planning lessons where appropriate material is chosen, enables teachers to have well sequenced lessons that can lead students to comprehend and adapt most of the new content presented by the teacher. In the same way, Ur (2003) cited by Pérez (2010) suggests that materials should be according to the kind of lesson teacher has prepared for the class. With this in mind, having an excellent lesson plan and its respective material may turn classes from bored to enjoyable. This avoided the same possible mistakes made in the previous class.

We as teachers in process have reflected upon the activities made in class, and we have excel the way they were performed in the class. As well as the activities, the classroom management and the strategies to be used in the class, are taken into consideration when planning a lesson. In this way we could avoid some issue that affected our previous classes.

Elements like lesson planning and classroom management impacted and helped to achieve the results mentioned above, even when there are some aspects to improve. Explained all the factors that have benefited and improved our professional development, we have noticed that the implementation of visual aids on listening comprehension activities and in most of the activities of the lesson, affected positively students responses and their performance. This is a process that continues and every session these elements will be enhanced and shaped so that the results of the classroom project will be more positive than negative.

7. Students´ responses

Connected to the professional development aspects raised before, the implementation of visual aids along with listening materials showed some relevant responses students had during this classroom project. These responses were connected to the way pre-service teachers implemented the project and it is worth to highlight those aspects and see the most significant reactions students had.

7.1. Attention

There is one aspect that played an important role on the students' responses. This aspect was the attention they paid to the topics seen on classes. The main distinction of this aspect was the attentiveness and the focus students had on every stage of the class. This was evidenced by the way students provided their own ideas and own concepts about the topics being discussed. To validate this response, Schmidt (2001) states that the attentional factor on the classroom plays an important role in the course of language development, including knowledge growth, making much significant the language learning process.

Based on the previous statement, students' attention helped them to support and motivate themselves to use words in their mother tongue related to the main topic and to be more participative and willing to understand much better the topic and the instructions provided by the pre-service teachers. Connected to the use of the mother tongue on English lessons, Storch and Aldosari (2010) state that "L1 makes learning the new language easier and acknowledges the value of their prior knowledge". In this case, learners came up with new words and supported

their own understanding with words they have created or they have used from their mother tongue.

7.2.Attitude

As important as the attention students paid to the classes and topics discussed and taught, the attitude shown by the students really helped the pre-service teachers to develop a meaningful and significant class for them. Choy S.C & Troudi .S (2006) supports the mentioned before by stating that "attitude can help the learners to express whether they like or dislike the objects or surrounding situations." This response was evidenced when students participated proactively on the classes and provided extra information and examples even when they were not asked to do so. Moreover "It is agreed that the inner feelings and emotions of learners influence their perspectives and their attitudes towards the target language" (p.120-130)

Attached to the previous statement and the support given to it, it is worth to say that in most of the classes, students were willing to participate and contribute to the class development. One of the reasons behind this, is the fact that students were not exposed before to an English teacher or a different teacher apart from the in-service teacher. According to Kara (2009) who establishes that "positive attitudes lead to the exhibition of positive behaviors towards courses of study, with participants absorbing themselves in courses and striving to learn more" (p.100-113). It supports the techniques, the way classes were given and the rapport created between pre-service teachers and students so that their participation and positive attitude toward the classes impacted drastically their learning process and the linguistic outcomes.

The mentioned above by the author Kara (2009) has a relevant impact in what the pre-service teachers found. The fact of having a different teacher made students to be motivated and

anxious in the class. Due to the students' high motivation and anxiousness, there were some of them who wanted to contribute something to the class and, by doing this, they stood up from their chairs and ran to the front of the classroom to share their opinion and the answer of a determined question, creating a competitive environment in the classroom that made students feel important and eager to learn. On the other hand, even though this had this positive effect on students' responses, these also lead to create some disruptive behaviors that stopped several times the class.

Another relevant aspect to be considered when trying to understand the relevance of the social context in the language learning process is the attitude. Most of the times, the attitude that a learner processes either to a target language or to a target culture will influence the way in which he or she develops his/her linguistic abilities. Actually, according to Gholami (2012), attitudes of the learner towards the target language, its speakers and the learning context play an important role in succeeding or failing to learn a language.

7.3.Motivation and Anxiety

Along with the attitude and the attention that students had towards the class and the responses observed, there were two aspects that are important to take into account that brought some positive results to the finding gather on this classroom project. Students' motivation and anxiousness played a significant role on students' attention and attitudes. Dörnyei (2005) explains that motivation is the first step to learn a second language and it is what drives students' need to get used to the language and learn it. As observed by the pre-service teachers, students were most of the time motivated and eager to learn, however, these two aspect were higher, especially, when they were exposed to video materials or images and due to the fact that students

were never exposed to this kind of materials before, they acted and responded in such positive way, creating a better atmosphere and making students to participate more and focusing better on details since they found them more appealing.

As a support of these two factors, there was a class conducted the past November 5th, 2016 (see annexes B and C) in which learners were asked to watch a video related to the body parts. In this activity, they stood up from their chairs and then got closer to the tablet in order to have a better view of the video. By the time they were watching the video, they started to coordinate and perform what they were watching on the video by moving their body and repeating softly what they listened and watched from the video

Observation: "students wanted to touch the screen of the tablet and see what will be the reaction of it. Moreover, they repeated what they heard on the video, creating better way to learn since they memorized most of the elements on the video then they recreated it during the class or in future classes".

According to this, learners felt attracted and more easily to learn by the use of this type of element inasmuch it was an external source of motivation as they could do things without the necessity of being asked by the pre-service teachers.

Additionally, pre-service teachers had made some observations regarding the behaviors previously mentioned and they have found an interesting finding for this classroom project. This had to do with the implementation of visual aids and technological devices and the motivation it brought to students:

Observation: "Students are relating the colors they have learned from previous classes with the fruits that they are watching in the new class. A proof of this, is

the way they related the red color with the specific fruit as strawberry, apples or cherries. This occurred especially when the use of the tablet was evident".

Based on the stated above, the two pre-service teacher agreed that by the pass of the classes, students get used to the instructions and the language used on each session. They did not need to rely so much on their mother tongue, and they started to relate and combine topics from previous classes with the topic of the current class, and the learning environment was richer when pre-service teachers included technological devices that motivated them and increased their anxiousness toward learning the new language.

7.4.Socio-cultural background

Although most of the learners´ responses were positive and their motivation, their anxiousness, their attention, and their attitude were always reflected on a good way, it is worth to mention that there are some factor that apart the results mentioned on this classroom project to be perfect. One of these factors is tied to the social cultural background students had. The first aspect that affected the class was distraction. After forty minutes of class, especially close to the break time, students tended to get distracted and the attention on the class disappeared, disruptive behaviors appeared, and students' imagination and motivation decreased drastically. From this portion of information, it is seen that two students showed negative attitude towards the class. They constantly stood up from the chairs, they tried to copy what other classmates were doing, and the participation in class was minimum. The reason why these students had this attitude in class was due to their socio-cultural background. Gholami (2012) states that the best outcomes at the end of a learning process depend in a great manner on the kind of context each individual comes from. In the same fashion, Pishghadam (2011) establishes that "individuals´ different

social and cultural experiences affect their educational outcomes". Taking into account the stated previously, learners had difficult situations at home and they just went to study in order to get something to eat or to escape from their reality. These students needed especial attention from the pre-service teachers and the in-service teacher, meaning that special activities or materials were needed for them.

Taking into account the students responses mentioned above, it is worth to mention the linguistic outcomes the pre-service teachers discovered and the way students improved several aspects of their language skills as the class of this project were developed.

8. Linguistic outcomes

One of the most important aspects to highlight on this classroom project were the linguistic outcomes found by the pre-service teachers. At the beginning of this classroom project, the material chosen (visual aids, audio recordings and videos) were carefully designed and selected regarding the kind of population that was going to be addressed. With this in mind, the implementation of the project brought several benefits for most of the learners who played the main role during the execution of this project. Moreover, each of the sessions allowed learners to be a little bit more competent into the language as they were able to recognize more and more English words, relate and compare those new words with words they already knew in their mother language.

8.1. Importance of Visual Aids

During the first sessions, learners felt reluctant when English was spoken as they did not comprehend the meaning of what was being said by the facilitators or the messages embedded on the audio recordings. However, when students were exposed to visual materials they paid careful attention to those images presented (visual aids and the images on the videos), supporting the understanding of the audio materials on them and sometimes these helped them to prove their own ideas in Spanish. Researches made by Canning-wilson (2000) show that "visuals can be used to enhance the meaning of the message conveyed by the speakers thanks to the paralinguistic cues". Taking into account this fact, the topics, sessions and activities established by the pre-service teachers helped learners to become more familiar and they felt more

confidence regarding the target language and this understanding was measured by the way they expressed themselves and they used the language on class.

In some researches related to the use of visual aids, language teachers agreed that the use of visual aids can have a positive impact in language teaching. As stated by Brinton (2000) "visual aids help teachers to bring the real world into the classroom, making the learning process more meaningful and more exciting for students".

Along with the findings shown by Brinton (2000), studies carried out by Mukherjee and Roy (2003) have found that students are being impacted in a very positive way when they are exposed to visual aids and audio messages at the same time since it helps students to picture and idealize what they listen while they are watching related images of the topic discussed in the audio.

8.2. Background knowledge

Important facts in terms of language arose by the time the project was being implemented. Since the beginning it was identified that in some learners, a good background knowledge was present and there were small pieces of English words that needed to be brought back to the context in order to help them to remember and to use those words again. Benson (2002) states that a "foreign language learner uses first language knowledge and various strategies to facilitate their learning of target language". It means that the more learners use their prior knowledge for learning a second language the more will be the opportunities to be successful on the target language. According to this, and the project itself, learners were able to identify the most common greeting words, the numbers, the name of some familiar fruits, the family members, the parts of the body, and what was most important, they were really attentive

when videos or audios were played. Stahl (1999) suggests that it is important to teach topics which may be related to the immediate context in order to take advantage of learners' prior knowledge, allowing them to use the information stored in memory.

The kind of material (input) used on each session to recall what they already know on their mother tongue or the target language, caught learners´ attention and allowed them to practice what they have learned already and expand that previous knowledge in order to create new content and information on the target language. Closely attached with their background knowledge students have, it is important to mention that most of the results of the students responses and their linguistic outcomes are related to the reaction and the impact of different methodologies implemented in class.

8.3.The impact of different methodologies

The progress observed on learners´ linguistic knowledge was also due to the implementation of special activities such as classroom games, in which TPR, ESA and PPP were clearly evident, and the inclusion of technological devices with didactic audio-visual content which supported the learning process and made students feel more comfortable and confident about the way they could learn. Activities such as matching a picture with the written representation, or comparing two images in terms of color and size, and relating objects with familiar things for students came accompanied with more positive results as most of the learners put into practice the new content seen in every class with the content observed in previous classes. This way of engaging and motivating learners to participate into the lesson had a high level of confidence since they had the opportunities to expose what they really know by implementing different strategies that fit better with their learning styles, allowing them to be

more familiarized with the language itself. Feng and Chen (2009) establish that activities which involve emotions are beneficial at the end of the process as learners can notice the obtained outcomes.

Additionally, the implementation of these different strategies and methodologies made learners to work in a collaborative way with classmates as they always served as guide when someone did not comprehend what was the word in English that corresponded to a specific object. All of these activities and the linguistic outcomes found, lead students to an immersion on the language that provided the classroom project with more outcomes and students with a significant progress on their learning process.

8.4. Immersion on the target language

The impact that the use of different methodologies had on students is attached to an important linguistic outcome that is worth to be highlighted. This aspect was the way students were getting more used to the language being used in class. This is related with the way student responded to instructions and used more and more the language that was taught, meaning that students did not have the need to use the other tongue as much as they did in the beginning of the classroom project and they did not need to ask to the pre-service teacher for translation of instruction or topics discussed in class. According to Cook (2001) learners should be taught in the target language most of the time as it will help them to be more competent into the language. In addition, Schweers (1999) suggests that learners should be provided with enough opportunities to use the target language in classroom as they need to reach high levels of proficiency in order to be able to deal with it. Regarding the project, the response from students showed that their English proficiency level had increased and the use of their mother tongue to

repeat the instruction was no longer necessary. One of the aspects that helped with the mentioned before, apart from the implementation of visual aids, was the body language used by the pre-service teachers and assimilated by the students.

> "When students were spoken in English, they did not show any uncomforted attitude. On the other hand, they repeated the instruction without asking the teacher what was the instruction about or replying that they did not understand what the pre-service teacher said".

On regards the stated above, the linguistic outcomes observed and found on this classroom project are positive and close to what was expected on the statement of the problem and on the expectations set at the beginning of the classroom project. That is why, the professional development findings, the students' responses and the linguistic outcomes will lead to some conclusions that will determine the effectiveness of the project and the areas of opportunities for future research or classroom project on the same basis.

9. Conclusions

This classroom project pretended to show which the impact on students was when visual aids were implemented along with audio materials in listening comprehension activities in a public school located in Pereira. Most importantly, this classroom project was implemented to see how significant visual aids could be for students' listening skill, and how different strategies and procedures accompanied of visual support could impact them and change the outcomes. After completing the implementation of this classroom project, we can conclude as pre-service teacher that:

Firstly, knowing the population who is going to be addressed is really important to consider as a crucial element the preparation of the material to be implemented since it takes into consideration learners´ prior knowledge and their possible responses towards the topic. With this in mind, learners are more sensitive to acquire and then use the information obtained from previous input activities.

Secondly, learners at this age need to be instructed clearly before continuing with the following step in order to avoid misunderstandings in the middle of the session itself. The visual material presented to them has to keep the same coherence from the beginning to the end so the instructions learners receive are appropriate and then, well interpreted when they are taught by both oral-visual instruction next time.

Thirdly, learners got more involved on the topic discussed in class every time they were exposed to meaningful, recursive, colorful, and creative visual support like flashcards, realia objects or learning games on the tablet. The more they were exposed to these materials the more they understood and got used to the language they were learning. One of the great advantages of

these materials was the inclusion of new vocabulary to be learned. Additionally, students could remember much easier what they observed, since they did not have to memorize the written form of the word, but the visual description of it was embedded on their memory.

Another important aspect the inclusion of learning games made the learning more appealing since it was a challenge for them to complete the games on each session in a satisfactory and faster way. This made students feel more comfortable and eager to learn and participate

To conclude, the implementation of visual support along with audio materials should lead learners to the exposition of a variety of strategies and methodologies that can complement their learning process and involve more attitudinal aspects from students that might be crucial the way they learn.

10. Implications

The execution of this project will be the initial step for future teachers who pretend to incorporate a new variety of strategies and elements to their classes in order to provide lessons and students with better tools, resources, and new ways to teach a particular topic, and provide a more meaningful environment for the learning process.

After conducting this project, we can say that the impact that visual aids have on listening comprehension activities offer a variety of benefits, not only involving the understanding of the message on the audio tracks, but to learn new vocabulary and create a better connection between the mental image and the elements they listen. Additional to this, the motivation and the disposition that students have towards these listening activities increase stimulating autonomous learning.

We found that for teachers to catch learners' attention, it is really important to select the appropriate audio visual materials due to the fact that each one of those elements have to be implemented accordingly to the age and cognitive processes of the target population. Once this is correctly achieved, learners´ willingness to participate will be higher and it lead them to be more competent and participative when the lessons requires it.

The incorporation of visual aids during listening comprehension activities have great impact on learners since they provided the necessary input for students to be successful on their learning process. For this reason, the inclusion of images on class improve learners´ capacity of extracting extra information from those allowing them to make connections once the audios or videos are played.

The experience we had with the inclusion of images accompanying listening activities and the procedures we followed showed some benefits for the students. The warming up activity that activates the prior knowledge of the students with the use of images. Second, the presentation stage, on learners´ background knowledge, should be reinforced by new grammatical components, which could help learners to use it next time they were exposed to the target language. Third, the implementation of both elements in the class so students can have a better understanding of the topic and they can grab more information from the key words placed on the board improving their glossary and their pronunciation. Forth, the use of the audio material by itself, probes the comprehension of the message embedded on the audio material and the effectiveness of the procedures and the inclusion of visual aids.

All of the elements mentioned above might lead future research on the effectiveness of these visual aids on student's attitudinal aspects and how this might affect their cultural background and their interest on the class. Most importantly, this project will lead further research on the improvement of professional aspects that will lead to a better implementation, a better transfer and instruction of the elements and topics discussed in class.

10. Limitations

During the implementation of this classroom project, several limitations were evidenced. The first limitation to take into account was the fact that the facility where pre-service teachers developed the project did not have the necessary technological equipment to lead every session in a satisfactory way. This mean that we had to plan sessions according to the available material (computer, iPad) in order to provide students with the necessary and enough input.

Second limitation pre-service teachers faced was the schedule in which they developed the class. In the afternoon some students came from home, after having lunch, so they started to fall asleep when the sessions was in the very first fifteen minutes. This factor made us to change the sequence of the lesson as we had to find other alternatives and activities in order to wake them up. Additionally, some of them arrived to class without having lunch, and sometimes at the middle of the classes the in-service teacher asked us to stop the lesson as she was going to give them some food provided by a feeding program implemented in the school and created by the Colombian government.

Third limitation to take into consideration was the different sociocultural contexts students came from and the external factors which affected negatively the learning process of some specific learners. These learners had internal conflicts at home and most of the times they seemed thoughtful and sad. These reasons made learners missed several classes and by the time lessons were conducted they got confused about what was being done in class.

Regarding the previous limitation, pre-service teachers found that the age of the students really affected the development of the class and their learning process. Students' ages ranged from 6 to 8 years old, making them to get easily distracted and decreasing their participation

drastically. As an example, each stage of the lesson was first explained in English and then, if students did not comprehended what pre-service teachers were saying, those instructions were explained on learners´ first language. However, due to the lack of attention that the students had due to their age, they forgot easily the main purpose of the task. With this in mind, both facilitators were asked several times to repeat instructions when they did not comprehend the meaning of what pre-service teachers previously said or what the audio or video was about.

The previous limitations have as main purpose to inform future researches or classroom projects about the pitfalls to avoid so they can have better results on their findings. Moreover, it also works as a mean of reflection about the context in which this classroom project has been implemented, the way pre-service teachers have improved their teaching style, the strategies, techniques and teaching methods to be implemented in future projects, the kind of responses that can be achieved as well as the linguistic outcomes the will be impacting the future students.

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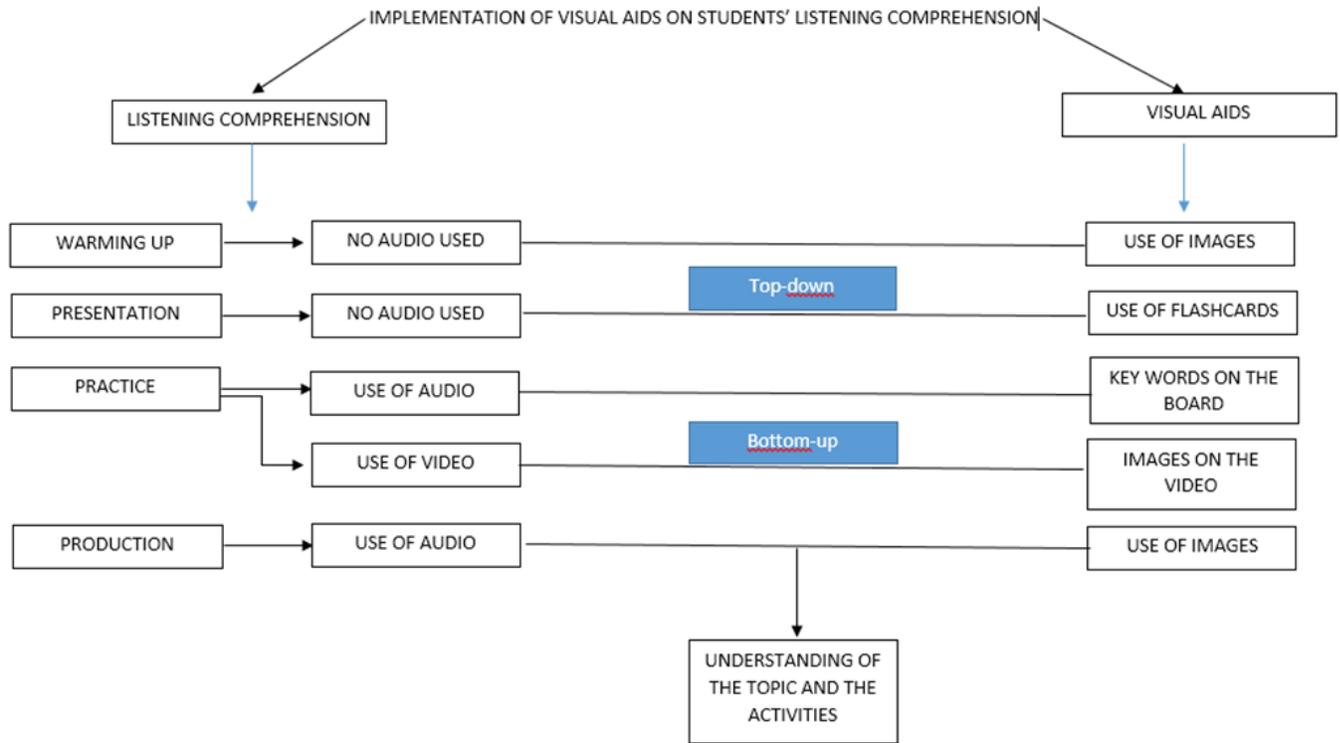
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Annexe A:

Annexe B:

LESSON PLAN

Date of the class: November 5, 2015	Class Number: 10
AIM: At the end of the lesson the learners will be able to: learn and recognize body parts in English taking advantage of a variety of images presented by facilitators.	
Estándares Básicos de Competencias (MEN): **Estándar General:** Desarrollo estrategias que me ayudan a entender algunas palabras relacionadas con mi cuerpo.	

Estándares Específicos
- **Escucha:** Comprendo canciones, rimas y rondas infantiles, y lo demuestro con gestos y movimientos.
- **Lectura:** Identifico palabras relacionadas entre sí sobre temas que me son familiares.
- **Escritura:** Escribo el nombre de lugares y elementos que reconozco en una ilustración.
- **Conversación:** Respondo a preguntas sobre personas, objetos y lugares de mi entorno.

Indicadores de logro:
- **Escucha:** Identifico partes del cuerpo dichas por el profesor.
- **Lectura:** Leo en voz alta las palabras que me son mostradas en las imágenes.
- **Escritura:** Escribo palabras cortas en un texto.
- **Conversación:** Hablo con mi profesor sobre las partes del cuerpo.

Assumed Knowledge:
Learners identify in Spanish the parts of the body.

Materials:
Flashcards, technological gadget, tape, worksheets.

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
Warming up activity 5 minutes Presentation 15 minutes	Facilitators implement a total physical response game. Facilitators say a word (head), then they touch their heads, and learners have to perform the same action. Once the game continues, facilitators do it faster in order to see if learners are able to keep the rhythm. This is done for all of the parts of the body.	Learners will not know the parts of the body in English. By the time each word is said, facilitators touch the part of the body that fits with the word.	
Practice 15 minutes	Facilitators prepare flashcards of the parts of the body. Then, by the time they reveal each flashcard, they touch the part of the body that fits with the image. Facilitators also encourage learners to touch the part of the body (so, when facilitators show the "head" flashcard everyone has to touch their heads, and so on). At the end of the presentation, they will ask briefly without showing cards what is the head? What is the face?	Pronunciation is wrong. Each word will be pronounced three times until learners can pronounce them well. All the learners will want to be the first ones in doing it. To avoid this, one by one will be called.	
Production 20 minutes	Facilitators play a video related to the parts of the body. It will be played twice. After this, facilitators stick each image/body-parts on the board. Then, facilitators randomly touch each card and have the learners touch that part of their body and say the word. Here, facilitators will select learners	Learners will ask for facilitator´s	

one by one to accomplish the activity. Finally, the body parts will be presented again.	help. Facilitators will monitor each learner.	
In order to review the body-parts. A worksheet is provided to the learners by facilitators. Here, learners have to draw a line from each label (word) to the right part of the body. In addition, learners will be supported by a video, and images (body-parts) previously presented by facilitators.		

EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:

Annexe C: