

THE VIDEO SONGS AS A TOOL TO ENHANCE LISTENING SKILLS IN
FIRST GRADE STUDENTS AT PRADO VERANIEGO SCHOOL

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ESPAÑOL Y LENGUAS EXTRANJERAS
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Pedagogical research Project presented to
get Bachelor's Degree in Education
Majoring Spanish and Modern Languages

Research coordinator:

Professor Jairo Rincón

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NOTE OF ACCEPTANCE

President of the Jury's signature

Jairo Rincón

Research coordinator

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...To God: my guide and strength.

...To Damian and Manuela, my most illustrious professors.

...To my beloved husband, who has been my support, my ally and my pal through all these years.

...To my parents, role models in and outside the home.

...To my teachers and students whose patience, guidance and helpfulness made all this possible.

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2. Descripción
<p>Esta investigación se desarrolló con el objetivo de fortalecer las habilidades de escucha en los estudiantes de primer grado del I.E.D. Prado Veraniego, quienes tienen el primer acercamiento a la lengua extranjera. Para este fin se tuvieron en cuenta los principios de la investigación acción. La intervención pedagógica se apoyó en los principios del método de respuesta física total y las canciones en video para contribuir a la creación de un entorno más propicio para el aprendizaje de la lengua extranjera. La intervención se desarrolló durante tres momentos metodológicos, el primero fue la observación durante la cual se hizo el diagnóstico de la población, y se evidenciaron sus necesidades, lo que permitió guiar la intervención cuya planeación y ejecución se desarrolló en un segundo momento para finalizar con la compilación y el análisis de los datos recolectados de manera que se pudiera validar o no el planteamiento de esta propuesta.</p>

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4. Contenidos

Esta monografía está dividida en seis apartados como se describe a continuación

Capítulo I: descripción y caracterización.

En este capítulo se hace el diagnóstico y la contextualización de la población y de la institución, así como el proceso que se llevará a cabo para identificar el problema, plantear los objetivos y su justificación.

Capítulo II: estudio bibliográfico.

Donde se hace un acercamiento a las fuentes teóricas que soportan la investigación así como los estudios previos que dan indicios de la implementación de métodos como el de respuesta física total y las canciones en video para potenciar habilidades de escucha.

Capítulo III: metodología

En este apartado se presenta el diseño metodológico, los instrumentos de recolección de datos así como la descripción del tipo de investigación que se va a aplicar, una breve descripción de las actividades y de las unidades de análisis.

Capítulo IV: propuesta pedagógica.

Aquí se expone la propuesta para desarrollar la intervención, y los pasos a seguir durante este proceso así como un cronograma detallado de implementación.

Capítulo V: análisis de datos

En este capítulo se presenta la interpretación de los datos, las categorías de análisis establecidas para el tratamiento de los datos y la matriz de análisis a partir de la cual se tabuló la información.

Capítulo VI: consideraciones finales

Finaliza la monografía con los resultados, conclusiones, recomendaciones, referencias bibliográficas y anexos.

5. Metodología

Esta investigación se desarrolló bajo los principios de la investigación acción, tomando como población el primer grado de básica primaria del Colegio I.E.D. Prado Veraniego en la jornada

de la mañana. Se estructuró de manera tal que a través de un diagnóstico se pudiera diseñar un plan de acción que permitiera hacer cambios significativos en el proceso de enseñanza-aprendizaje de los estudiantes. Los instrumentos utilizados para la recolección de datos fueron los trabajos de los estudiantes, los diarios de campo y los videos grabados durante las intervenciones, con el fin de encontrar si los estudiantes lograban seguir instrucciones, responder de manera verbal o no verbal a los enunciados y si de igual manera, fomentando el interés, la participación y la interacción se mejoraba el ambiente de aprendizaje en el salón de clases.

6. Conclusiones

Durante la implementación de esta investigación se demostró que los estudiantes lograron alcanzar los objetivos presentados para la intervención. Todo esto gracias a la utilización de las canciones en video y el método de respuesta física total que permitió generar un ambiente más propicio para el aprendizaje de la lengua extranjera así como la adquisición de nuevo vocabulario y la habilidad para comprender enunciados simples o comandos básicos utilizados con mucha frecuencia dentro del aula de clase.

El interés, la participación y la interacción entre los estudiantes fueron elementos que se promovieron y a su vez favorecieron el desarrollo de la clase y el proceso de enseñanza-aprendizaje así como la ejecución del lenguaje hablado que se vuelve más efectivo cuando se traslada al material concreto y se acompaña con expresiones faciales y no verbales.

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TABLE OF CONTENTS

CHAPTER I	1
1.1 DESCRIPTION AND CHARACTERIZATION	1
PEI	2
MISSION	2
VISION	3
CYCLES	3
1.2 DESCRIPTION OF THE POPULATION	4
1.3 DESCRIPTION OF THE PROBLEM	5
1.4 DIAGNOSIS	8
1.5 STATEMENT OF THE PROBLEM	9
1.6 RESEARCH QUESTION	10
1.7 OBJECTIVES:	10
1.8 JUSTIFICATION	11
CHAPTER II	13
2.1 STATE OF THE ART	13
2.2 THEORETICAL FRAMEWORK	15
2.2.1 CLASS ENVIRONMENT	16
2.2.2 SONGS AS A DIDACTIC RESOURCE	18
2.2.3 LISTENING SKILLS	19
2.2.4 DEFINING TPR	21
2.2.5 LANGUAGE ACQUISITION DEVICE	25

2.2.6 COGNITIVE PERESPECTIVES -----	27
CHAPTER III-----	30
METHODOLOGY-----	30
3.1 METHODOLOGICAL DESIGN -----	30
3.2 METHOD OF RESEARCH-----	30
3.3 STEPS FOR AN ACTION RESEARCH-----	32
3.4 INSTRUMENTS -----	34
3.4 POPULATION -----	36
3.5 ETHICAL ISSUES-----	37
3.6 UNITS OF ANALYSIS -----	37
CHAPTER IV -----	39
4.1 PEDAGOGICAL PROPOSAL-----	39
Songs and Rhymes:-----	40
Video songs -----	40
TPR exercises-----	41
CHAPTER V-----	49
5.1 ANALYSIS AND INTERPRETATION OF THE DATA -----	49
Students' performance-----	51
TPR effectiveness -----	52
Welcoming environment-----	52
5.2 ANALYSIS OF SUBCATEGORIES-----	53
Indicators:-----	56
5.3 DATA TABULATION AND ANALYSIS -----	63
CHAPTER VI -----	70

FINDINGS	70
CONCLUSIONS.....	71
RECOMMENDATIONS	73
REFERENCES.....	75
ANNEXES	79

TABLE OF CHARTS, GRAPHS AND ANNEXES

CHART N° 1 CYCLES	4
CHART N° 2 ACTIVITIES DESCRIPTION	35
CHART N° 3 IMPLEMENTATION CHRONOGRAM	44
CHART N° 4 ANALYSIS CATEGORIES	50
CHART N° 5 ANALYSIS MATRIX	53
CHART N° 6 QUALITATIVE ANALYSIS	58
GRAPH N°1 INDICATORS	64
GRAPH N° 2 PERFORMANCE OF STUDENTS PER ACTIVITY	65
GRAPH N° 3 PERFORMANCE OF EACH STUDENT PER ACTIVITY	66
GRAPH N° 4 VOCABULARY ACQUISITION	68
ANNEX 1(SURVEY)	79
ANNEX 2 (DIAGNOSIS TEST)	80
ANNEX 3 (CONSENT FORM)	80
ANNEX 4 (TRANSCRIPT INTERVENTION N° 8)	81

ANNEX N° 5 PHOTOGRAPHS OF THE NECKLACE ACTIVITY	89
ANNEX N° 6 PHOTOGRAPHS OF FISHING ACTIVITY	90
ANNEX 7 (PHOTOGRAPHS OF CLASS ROUTINES “HELLO SONG” AND PRAYER.)	91

CHAPTER I

1.1 DESCRIPTION AND CHARACTERIZATION

The school where this monograph was carried out is I.E.D. PRADO VERANIEGO SEDE B, where only elementary students attend. This is a public school located in *Suba*, the eleventh locality of Bogota which is part of the northwestern sector of the city. Setting on the center part of the neighborhood, the school holds students who belong to different social strata, mainly two and three. Next to the school there is the *Prado Veraniego CAMI* which is the principal medical center of the zone.

To go deeper in the contextualization of the external environment of the school, it is worth stressing to underline the contribution of the school to the educational environment of the neighborhood, since there are some concentrations of hazard and lack of education in children. Due to a sewage canal which is a source of insecurity and drug sale. In this sense, the presence of the school regulates these dynamics and improves the quality of life of the current and future residents of the zone. It is worth remarking that the zone has a small library with internet connection and also offers different courses to the community, due to this matter, students and their families can strengthen the academic processes of the students as well as their interest for knowledge and learning, in a different space out of the classroom.

An important feature of the school is that two shifts attends per day. Morning and afternoon of mixed-gender students, and it is part of the calendar A: This designation is referred to the school

year which starts in mid-January and ends in mid- November approximately. In the school, learners have a classroom with computers which they use once per week during their informatics classes. Even so, this classroom can be used for English classes, allowing the teacher to have more didactic resources such as internet pages, videos, movies or online activities to reinforce the learning process and improve the interest learners may have in the English class.

There is also a central playground where learners can play during the break they have late in the school day. It is possible to find classrooms with enough light and space to receive the average of 35 students per class, as well as storage cabinets where they stock up different didactic materials for the classes. If necessary, it is possible to have classes in a multiple use room and the informatics room with prior request. This room is available for the English class which represents an extra resource for the L2 class.

PEI

The school has got a behavior manual which presents to the educational community the PEI, the vision and mission of the institution so students and families can help with the educational purposes proposed by the school. This institutional project premise, “quality education towards human development” pursues the integral development of the individuals, based on moral and social values together with scientific and logical knowledge. This ensures that students will not only be formed in formal knowledge but also as individuals who are part of a society.

MISSION

On the basis of the above, the mission of the school aims at generate and establish cognitive, social and practical processes focused on training competent human beings through a quality

communication that allows the appropriation of moral values to construct a healthful social harmony.

VISION

The vision of the school is directed to maintain their scholars studying so they can lead social transforming processes as well as contribute, not only to the society, but to the nation itself.

CYCLES

This institution also works with a curriculum based on cycles proposed by the: *Ministerio de Educación Nacional* which contains four main components: availability, access, permanence and relevance. These all based on the premise of assuring the completion of the learning process and the importance of responding to the needs of the community. These cycles are five, all articulated and developed during the schooling period with the purpose to avoid isolate learnings during the process.

With this basis, it is possible to determine the pertinence of the PEI made by each school self-contained design. Thus, the proposal of cycles aims at form an individual not only skillful on answering national tests but also learners with values and principles who can contribute to the society. In this sense, the family is a crucial part of the proposal since it is the nucleus where children may be formed as individuals. The cycles are explained in the next chart presented in the educative policies of curricular reorganization.

CHART N° 1 CYCLES

Cycles	First	Second	Third	Fourth	Fifth
Imprint cycle	childhood and subject construction	body, creativity and culture	social interaction and constitution of possible worlds	Life project	professional and job development
Axes of development	stimulation and exploration	discovery and experience	inquiry and experimentation	vocation and professional exploration	investigation and developing of the job culture
Grades	preschool, 1° and 2°	3° and 4°	5° 6° and 7°	8° and 9°	10° and 11°
Ages	3 to 8 years old	8 to 10 years old	10 to 12 years old	12 to 15 years old	15 to 17 years old.

In this regard, learners chosen to carry out this pedagogical intervention are part of the first cycle, where the proposal of curricular reorganization makes emphasis on the stimulation and exploration of knowledge and abilities. Thus, the approach to the foreign language should be attractive and motivating to students.

1.2 DESCRIPTION OF THE POPULATION

First elementary graders are the participants chosen to carry out the proposal for this pedagogical intervention. The 101 level counts with 34 students, 23 of them are boys and 11 are girls, ranging in ages from 5 to 7 years. There is not such an important intercultural interaction among them within the classroom, since all the children are born and raised in this city, however, some of the parents or families of the students are born and raised in other cities that they visit during holidays.

According to findings from a demographic survey applied to the group (ANNEX 1), most of their

families are formed by the mother, the father and siblings, other 34% by mother and siblings and in 70% of the cases, the students spend the afternoon, after the school day with a person different from their mother or father. 70% of the students also do their homework with the help of an adult, 15% with the help of a big brother and 15% do it by themselves with any kind of help.

The survey also aims at inquire about the relationship between learners and their families, the learning processes they have outside the school and the knowledge they may have of the foreign language. However, according to the national education board, the students under first grade do not receive English lessons or any kind of formal approach to a foreign language. That is why the diagnosis test (described below) does not make emphasis on the language level of the learners but in their interests, social abilities and expectations toward the class.

It was also possible to find that learners like to watch TV cartoons and movies. They prefer to watch them in Spanish but if the spoken language is English, they do not lose interest due to the images, songs, colors, and movement. In general, they respond to the visual elements of the cartoons. In this sense, the way the children spend their free time determines their worldview, topics of conversation among them and preferences when using certain terms words and expressions in their mother tongue. Interactions with other children during their free time at home are not significant since they watch a lot of TV which in turns, is a considerable influence to the children in respect of their role models.

1.3 DESCRIPTION OF THE PROBLEM

According to observations, the group does not have any approach to the foreign language, due to

the lack of English classes during their preschool years. Nevertheless, few of them have an idea of certain English words which is not enough to comprehend a basic command, an instruction or a simple statement. In the primary school they do not have an English teacher.

For this reason, the school has an agreement with *Universidad Pedagógica Nacional* to support the learning processes of the learners in this area. When it is not possible to have interns from the university, the head teacher takes the class with not enough basis regarding to the teaching of a foreign language; following a frequency of two hours per week for this class.

About this concern, the *Ministerio de Educación Nacional (Estándares básicos de competencias, 2006)*, established a National Bilingual Program with the purpose of increasing the standard learning of a foreign language in the education system which is the reason why the implementation of an English curriculum is mandatory since first grade (*Ministerio de Educación Nacional 2015*)

Following instructions is a major problem for the children, since they are conditioned to listen to them out loud (better shouted) and in mother tongue. There is also a lack of consciousness about their learning processes with respect to all the academic activities and they give a minor importance to the knowledge they may acquire during their school years for their future life. It is imperative to start a motivational process where scholars may find the learning of a new language useful, as well as to improve the relationships and interactions with their peers having new linguistic elements to interact.

It is also important to point out that many linguistic processes involving language such as

instruction following, basic performance, attention, memory and accurate verbal interaction that should be already developed in mother tongue, are not completely achieved; this affirmation is possible due to the mentioned discoveries.

In this case it should be noted that scholars are in the pre-operational knowledge stage of cognitive development proposed by Piaget (1971) - (Approximately 2-7 years of age). At this point, spoken language is improving, an aspect that is not evolving effectively in the target group. Language improvement is a must, considering that this is the principal child's tool to comprehend and explore the world. At this stage, as it is mentioned by Jardine (2006) “the wonderful sounds of language are linked in the life of the child to the giggly, age-old allure of rhymes, poems and nonsense” (p.57). Thereby, children are not clear to speak and express their thoughts, points of view and necessities using oral expressions.

Likewise, the use of images is an important feature on this stage of development. Until this point of research, children have greater ability to classify objects according to their size, form or color. “When the child uses the verbal sign as medium of expression, the image acts as an individual sign which supports the verbal sign. It is part of the assimilation of the reality for a child”. (Richmond, 2006) thus, the use of images to make an approach to a foreign language plays an important role being a tool to avoid translation.

“The image will be seen either as fulfilling an essential function in acts of cognition, or as playing a primarily symbolic role” (Piaget, 1971). In this sense, it is important to take advantage from this visual ability and readiness in order to propose a pedagogical intervention. A method or a strategy involving imagery, would be an effective discourse to set primary receptive skills.

1.4 DIAGNOSIS

Regarding these statements, a diagnosis test was applied during three weeks to find strengths and weaknesses to the proposed activities. Speaking, listening abilities and vocabulary related to the learner context were set in the diagnosis in order to find how learners may perceive and follow instructions through listening. “How well we listen has a great impact on how we resolve conflict, lead teams and build relationships” (Downs, 2008).

This test was designed taking into account the national basic standards for foreign language established for first elementary, making an emphasis on the use of images, activities supported by technological resources and videos to seize the learners’ attention and create an environment of awareness environment in order to facilitate their first formal approach to the foreign language. The activities were designed in order to identify the response and interest of the learners when listening to an instruction, statement or a song in English, the interest of the children was notorious and almost immediately, they tried to reproduce the sounds as well as the movements that accompany the rhyme or the song.

The activities proposed in this diagnosis test were based on the listening ability where students just had to recognize the onomatopoeia of an animal sound, this because it is possible to find if students can relate images and sounds even if they do not know how to pronounce the uttered animal. The students first watched a video where the animals appeared making their sounds (onomatopoeia), after watching the video, a paper with animal images was given to the students, in this, they had to circle the sound they could recognize as onomatopoeia of an animal (Annex 1).

The objective of this test using onomatopoeias was to evaluate if the students were able to recognize global sounds with certain nuances of the phonemes, proper of the English language. In such way, students could be able to recognize more efficiently words and complete statements using a foreign language.

The result of this diagnosis was an evident lack of approach to the foreign language since 34% of the students were not able to identify any sound and only 5% of them detected the sound and circled the right animal; the 61% remaining were able to identify only one or two sounds out of the three required.

1.4 STATEMENT OF THE PROBLEM

As stated in the previous phases of this research, it was possible to establish an issue, taking into account the observations and the diagnosis test applied, the population and their performance in a foreign language environment. The result is a lack of a formal process in the EFL learning due to the absence of English lessons during the preschool years. In this regard and according to the national education law, it is mandatory to start the process with first grade students developing the initial education in a foreign language, overcoming the lack of language exposure and setting principles to build foundational skills.

Consequently, this research proposal does not aim at intervene any academic issue but to foster and develop the learning process of the English language, majorly directed to intervene listening skills. Hence, to generate a meaningful context which facilitates the language learning and

provide an important percentage of foundational skills of the group, the activities will be based on the close reality of the learner, such as his/her family, own body or things he/she sees or interacts daily in order to make the knowledge of a foreign language something useful and meaningful.

Moreover, it is remarkable that the first approach to English as a foreign language should be given through listening, being this ability the principal basis to acquire the other language competences (speaking, reading and writing). “Through reception, we internalize linguistic information without which we could not produce language” (Brown, 2000).

In addition, in this first approach, the interests of the learners should be taken into account. Also the topics and the way they are willing to learn. Thus, the use of images, songs, rhymes and movements is imperative to reach the expected results. The types of activities are justified by the age, children’s background and learning necessities described in the problem.

1.6 RESEARCH QUESTION

How can the use of video songs be an instrument to create a significant class environment when fostering EFL listening skills in first grade students at Prado Veraniego School?

1.7 OBJECTIVES

General

- To establish how the listening skills in first grade students at Prado Veraniego school can be fostered by using video songs in EFL class.

Specific

- To analyze the capacity of listening in the students within the English class in order to encourage them to improve the recognition of language patterns and basic commands as well as nonverbal performance of enounced statements.
- To describe a way in which TPR method could help students' comprehension of a foreign language.
- To evaluate if students acquire vocabulary through listening and to what extent.
- To identify how the video songs contribute to create a welcoming environment in an EFL classroom.

1.8 JUSTIFICATION

The purpose of this research is to identify the way how listening skills can be developed and strengthened in first grade students at *Prado Veraniego School*. In this sense, it is important to take into account that the learners have not had any English class or approach to the second language, which is why it is necessary to generate an appealing environment to begin the process.

The technological resources like songs with videos, as well as the body movement activities can be more attractive for the children so they be more interested and participative in their own learning processes. Thus, this intervention looks for a motivational experience to start the English lessons, taking into consideration the age of the participants in this research, their level of cognitive development and their behavior issues.

It is important for the students to develop listening skills by using this method where they can

comprehend basic commands and orders as well as obey them. Listening is a receptive skill which is going to enhance readiness and stimulate LAD. Also is a foundational skill, necessary for cognitive processes and thinking skills related to language. Having the students to achieve listening skills through the use of TPR and songs is the most effective way for the teacher to verify if the concepts or the knowledge worked in the classroom are being acquired, as well as an advantage for children and teachers since it is the most effective way to learn a language at this age.

The TPR method as well as the rhymes and songs allow the students to acquire the language with other characteristic elements of the language, as the nonverbal component, the sonority, rhyme and rhythm of the songs which is essential when talking about the comprehension and apprehension of the language. Also creating an appropriate learning environment as well as making the learning meaningful and noteworthy for the learners.

It should be noted that this proposal is intended to allow the students to find a concrete use for the language learning and the thematic are focused on the use of a real context where they can understand the language as something familiar that may be part of their daily life and draw them to meaningful experiences.

CHAPTER II

LITERATURE REVIEW

2.1 STATE OF THE ART

In this stage of the research three previous studies are going to be exposed which will help to identify the type of interventions worked in similar population of students and in similar cognitive conditions.

The first study is: *The role of children music videos in English learning for increasing the vocabulary in 102 students at San Jose de Castilla School.* (Paladines, 2010) This research aims to increase the vocabulary and it allows to notice that lack of attention is a common issue in learners of first elementary. In this sense, the main issue found in this research was the lack of attention as well as the short memory and comprehension of the vocabulary presented to the students.

The implementation of this proposal had as a result, an increase in the focus of attention of the students concluding that videos are a useful tool to catch students' attention. In addition, the use of images in the videos helped the students to construct meaning without necessity of any translation or definition of the concept.

The contribution of this study to the present research is very significant, since part of the process is to motivate and create a meaningful environment in the students as well as create a pleasant learning environment to the English learning process that students are starting at this point.

A second study is: *The video as an audiovisual tool that allows to develop listening and speaking skills by increasing vocabulary in students of 202 grade at Prado Veraniego School.* (Pinto, 2012). This study contributes to the present proposal because it is focused on the developing of listening skills and uses the video as the main resource.

This research found that students have a highlighted preference for the videos as well as the songs which was crucial to develop the attention and motivation in the students when trying to comprehend or understand something in another language. In this sense, it is important to mention that the population of this research are children between six and seven years old and the place where it was carried out is the same institution where is developed the present proposal, which gives an idea of the preferences or interests of the population intervened.

The third study is: *The video as a technological resource that allows the design of adequate material to initiate learning processes in EFL for first grade students of Prado Veraniego School.* (Cruz, 2014) It shows how the use of videos and songs help children to develop a major interest in the English class in first grade which is their first approach to the foreign language. The students also developed a particular interest in the TV shows or videos that they commonly see in their free time.

In this study, the researcher designed study material based on the content of the videos, which permits to have a different perspective of the material becoming a tool more than an element of entertainment. It was found that even though students may have learnt a song in Spanish it is possible for them to learn the same song in English as well as new songs presented that were

recognized for the children due to the music. It is also remarkable that students have remembered better the images than the words which is a clear indicator of the importance of the visual memory in the learning process. In this regard, students may be experiencing a successful learning-English process when they are exposed to these two elements.

Another study that helped on this research was: *The short story used as an online tool that provides meaningful contexts to develop English listening and speaking skills in EFL first grade students at Prado Veraniego School*. This research found how it is possible to introduce EFL in first grade students through technological resources. In this sense, images and videos are important resources to make the input of language, helping children to understand a sequence or the general idea of a story without the need of translation or use of the mother tongue. At the same time, the researcher chose familiar themes to help students relate the contents with their previous knowledge.

As a result of this, students were able to repeat what they were listening, establishing a communicative environment where they could state the new vocabulary and the acquired knowledge.

2.2 THEORETICAL FRAMEWORK

To develop this research, it is important to take into consideration some theoretical approaches that will support the proposal established in the present document. In the first instance, the importance of the class environment will be held and the video songs through Total Physical

Response as the language teaching method to be applied, in order to develop the listening skills in students.

2.2.1 CLASS ENVIRONMENT

Attending Vygotsky's theory about social learning, it could be said that the environment of the classroom has the advantage that it may affect the mood of the whole class, not only of some students, in this regard, it may determine if the teacher can take control of the class or not and if the developing of the contents will be successful and timely. To find out how the environment of a classroom influences the acquisition or appropriation of knowledge is significant to understand that children spend most of their day in those places, thus, it is imperative to give the classroom the importance it has. From the way the desks are aligned to the attitude the teacher has within the class, everything will affect the emotions, the motivation and the disposition of the student to the contents or thematic of the lesson.

As it is mentioned by Hannah (2013) "If schools really do play a large role in teaching the next generation how to be successful members of society then every precaution should be taken to make sure that the learning environment is one that helps students thrive". According to this, the motivation for knowledge and learning does not grow autonomously but with a welcoming class environment and it can make a remarkable difference in the way how students assume their role and actively participate in their own learning process. Therefore, the class environment provides an emotional component, important for knowledge acquisition. This component is based on positive communicative relationships, clear group objectives and a collective common language. In this sense, class environment is going to determine the effectiveness of this project proposal.

According to a preschool teacher consulted by the researcher (Pérez, 2017), experienced in young learners processes, the class environment is an aspect to recall. He defines the physical display as the organization of the set of supplies and resources. The distribution of those, would certainly determine the group's planning, method and performance, as the physical space is a concrete system of our minds. In this regard, the students who participate in this proposal can be motivated since the beginning of the EFL process making it a more pleasant experience as well as facilitating to the teacher the developing of the lesson.

However, in the circumstances of this research and due to the presence of different groups in the same classroom, it is not possible to make significant changes in the physical environment, but only a few wall decorations that are susceptible of being damaged by other students; nevertheless, there are other elements such as the energy of the teacher, the materials used within the class and the developed activities which creates a welcoming environment to the students and benefits the attitude of the learners towards the class.

The nonverbal component can be considered as the beginning of the communicative process when attempting to start a dialogue or an interchange of ideas in an unknown language. This because the student, due to the lack of comprehension of the oral code will find a way to understand or express desires, thoughts and necessities and he will be doing it through the only resource he has at the moment which is the nonverbal component.

2.2.2 SONGS AS A DIDACTIC RESOURCE

To enhance the theory that supports this research, it is relevant to address the songs with videos as didactic resources when teaching a foreign language, in this sense, it should be mentioned that the use of songs and videos within an English class has strengthened during the 1960's decade, authors like Bartle (1962), Richards (1969) and Jolly (1975) mentioned the linguistic benefits of using music since it generates an additional interest in learners.

Music was implemented in the audio lingual method to reduce the apathy and boredom of students caused by the constant repetition of definitions and translations. In addition, songs and music create a different environment in the classroom, with this, learners are more relaxed and willing to acquire knowledge and it also permits a socio cultural interaction between the students. As Candlin (1992), in the preface as series editor that *Songs in Action* (Griffiee, 1992) refers:

To be sure, songs have a place in the classroom for helping create that friendly and co-operative atmosphere so important for language learning, but they can offer much more. They offer insights into the culture and especially the stories and myths of different societies, providing a window into the frames of reference and values of the peoples whose language we are learning (Candlin, 1992).

The emotional aspect is fundamental in an EFL classroom and music develops this aspect helping children feel more confident when producing new statements or performing nonverbal actions according to the content of the songs, which in turns, boosts the developing of the curriculum contents. Moreover, videos are as important as songs in the motivational aspect and contribute to

the intercultural aspect, since learners are closer to the foreign language culture and reality. This also ensures that the attention of the learner will be focused on the class, catching visual and audible perceptions.

Related to the listening skill, Rahmantian (2011) affirms that “every individual has their own listening strategies”. In this sense, there are many purposes a speaker has when listening a statement or an utterance: apart from hearing, he will be detecting, selecting, identifying, recognizing, disambiguating, reformulating, synthesizing, doing and judging. (Rahmantian, 2011), all this permeated by the context, the place where the communicative process is given, the interlocutors and other factors which predetermines the discourse.

2.2.3 LISTENING SKILLS

Listening is the most important ability in communication terms, and the first receptive skill to be developed when a person is attempting to interchange ideas or thoughts, that is to say, when is learning a new language (Spratt, Pulverness and Williams, 2015). To make a more assertive approach to this concept it is necessary to make a difference between the productive and the receptive skills. Listening and reading are receptive skills and speaking and writing are productive skills, the former attempts to respond to a language and the latter, as it was said, aims at the production of statements.

To develop the listening skill it is necessary to take into consideration the communicative context and the building of sense when interpreting the sounds of the spoken language. It is imperative to

make an approach to the difference between the spoken and written skills. Spratt, Pulverness and Williams, (2015) agree with the fact that the spoken language is produced less planned and not as structured as the written language; the same phenomenon is given when listening, the statements and structures are not as complex as in the written language; this is remarkable because when children learn a foreign language, they need to identify simplified structures and simple structured statements. Listening also involves the interpretation of different accents, speeds and intonations.

For this research it is important to bear in mind those elements and the possible difficulties that can be presented due to the connected speech, another characteristic of the spoken language in which “words join together to form a connected stream of sounds” (Spratt, Pulverness and Williams, 2015). In this case, the teacher should be the mediator and the facilitator to make the language more understandable and suitable for the students in order to facilitate the development of this skill and the acquisition of the foreign language.

Listening was underrated when learning a new language and even when learning the mother tongue because it is assumed that a native speaker has already developed this ability. Nonetheless, listening has a major influence in the learning process because “if learners are aware of what they are doing, if they are conscious of the processes underlying the learning they are involved in, learning will be more effective” (Richards and Renandya, 2008). The development of this ability will also improve the environment of a classroom and all the communicative processes given during the teaching-learning process, considering that the students will be more willing to listen to their peers, their teachers and in general all the speakers around them.

2.2.4 DEFINING TPR (Total Physical Response)

TPR is an English teaching method developed by Dr. James Asher which has been applied for around 30 years. This method embarks upon encouraging learners to listen and respond to target spoken language performed by the teacher. TPR attempts to the coordination of speech and action: teaching language through motor activity. To understand better this postulate Spratt, Pulverness and Williams (2015) gather the main points of TPR:

View of language: grammatical structures and vocabulary are the most important aspect of language.

View of language learning:

- Learners learn by being **exposed** to language. **Comprehension** comes before production.
- Learners often need a **silent period** (a period of time during which learners hear language rather than produce it, as babies do) to take in language, so they could not be forced to speak before they are **ready**.
- Language is learnt best when it is accompanied by doing things physically.
- Learning takes place when learners are relaxed

Classroom practices

- Used mainly with young learners and beginners
- The syllabus focuses on grammatical structures and vocabulary involved in giving and following instructions.

- Lessons involve the teacher giving instructions and the learners physically carrying out instructions in the classroom.
- At more advanced stages and after the silent period, learners give one another instruction.

This method (TPR), is conceived as a natural method which aims at imitate the first language acquisition. Asher argues that the second language learning should be subordinated to the first language learning natural conditions. In the 1960's and 1970's researches gave importance to the hypothesis that language learning should start first with understanding and then with production (Winitz, 1981).

Winitz (1981) also mentions that emphasis of TPR is placed on students who are developing basic communication skills and vocabulary through meaningful exposure to the target language. They listen to the teacher that, at the same time, is using language in a communicative way. The students do not speak at the beginning, the teacher helps students to understand him/her by using pictures and occasional words in their native language and by being as expressive as possible.

Asher (as referenced by Larsen-Freeman, Anderson 2000) supports three main processes:

1. First, the children develop listening competence, then they develop the ability to speak. During the first phases of first language acquisition, they are able to comprehend basic and complex verbalizations which they can't produce or reproduce. Asher supports that in that first process children make mental schemes that later will be able to produce during the speaking phase.
2. Children's listening comprehension ability is developed because they need to respond physically to parental forms.

3. After founding listening comprehension basis, speech evolves fluently

- An overview of TPR principles is settled by Larsen-Freeman (2000). Here is a quick display:
- Meaning often conveys with actions.
- Students can initially learn one part of language using their bodies (the researcher relates this to superficial structure mentioned in LAD explanation)
- The importance of imperative
- Understanding before speaking
- The students learn through observing actions as well as by performing the actions after modeling.
- Correction should be carried out in an unobtrusive manner.
- Motivation: when students feel successful, low anxiety facilitate learning. Novelty is also motivating.
- Students are expected to make some errors
- The teacher is the director of children's behavior.
- Two simultaneous phases: modeling-opportunity of showing understanding
- Language is introduced in L1
- Assessment: "Teachers will know immediately whether or not students understand by observing their students' actions. Formal evaluation can be conducted simply by commanding individual students to perform a series of actions" (Larsen-Freeman, 2000, p.115)

Consequently, Asher believes that foreign language should be learnt upon the mother tongue. So TPR method is designed taking into account first language processes. “In this respect, TPR considers that one learns best when he is actively involved and grasp what he hears” (Larsen-Freeman, 2000).

Furthermore, Asher (1983) points that TPR method and techniques are mainly based on motivation and it is mostly presented as a powerful approach in terms of learning effectiveness. Therefore, TPR is not only a TESL method itself; it better carries a cluster of motivational implications: helping students to feel relaxed more than anything, because they perceive familiarity towards understanding and producing statements or single language elements (vocabulary or propositions).

In this concern, and considering that this is the first approximation to the language of these students, it should be a meaningful experience, TPR is the most appropriate method to use for carrying out this proposal. The previous statements are reinforced by Krashen and Terrel (1983).

The former author aims at point out that it is better for students to learn meaningfully through a closer language activity. This suggests to arouse natural situations among learners which will mandatory lead to interaction, and that is a plus onto social learning. This is also connected with the natural approach proposed by Terrell, who decidedly recommends TPR method as a gear of natural language.

TPR attempts to highlight motivation through a decisive aspect: modeling. Albert Bandura (2009) developed such a huge theory of modeling, supported by an *imitation-learning-*

performing scheme on children: exactly what TPR suggests. In the application of TPR, imitation would set everything related to listening skills and performing through production by modeling which could be considered as the motivational aspect. In this case, *modeling* leads to *learning by doing* and *meaningful learning*. In all cases, the teacher should decide and evaluate which stage is going to be developed.

2.2.5 LANGUAGE ACQUISITION DEVICE

The Language Acquisition Device (LAD) is defined by Noam Chomsky as a “hypothetical tool hardwired into the brain that helps children rapidly learn and understand any language” Chomsky (as referenced by instructor Andrew Diamond 2017). Following the previous hint, Chomsky clarifies LAD as a predetermined structure, ready to adapt to any language structure, especially in terms of its syntax and grammar. This affirmation suggests that a child will reproduce his mother tongue making mistakes at the beginning but these mistakes will never include a deep structure inaccuracy that is to say that a child is able to learn any language with a specific structure.

In this sense, the concept of deep structure refers to “well-formedness conditions on generalized phrase markers which apply prior to the application of transformations” (Perlmutter, 1968). In contrast, “surface structures constraint acts as a filter and rejects as ungrammatical...” (Perlmutter, 1968). Observing this, deep structure refers to a system of primary units of language, settled in order to organize logical sentences. While surface structure deals with isolated components of language with certain sense but meaningless in terms of syntax: “ungrammatical” Perlmutter (1968). This main difference is explained by the author throughout this abstract:

“...The problem of generalized phrase markers generated by the base

component which underlie no well-formed sentences, and the kinds of grammatical devices that are needed to characterize such sentences as ungrammatical. It is shown here that the grammars must include deep structure constraints or well-formedness conditions on the output of the transformational component. The implications of the availability of these filtering devices for the power of grammars are briefly discussed.” (Perlmutter, 1968, p. 1)

This is mentioned to back up the idea that superficial structure is built within young learners’ appropriation of initial language: a sense construction through elementary structures.

Chomsky also makes clear that there is not a special section in the brain where LAD is settled, or any switch that is turn on automatically in order to learn any language. LAD aims at explain how thousands of processes that happen in humans’ brain, contribute to form a perfect operation that allows a child be ready to learn any language rapidly.

As reported by Diamond (2017) Chomsky developed the concept of LAD in the 1950’s, and how he has moved on to a greater theory called Universal Grammar (UG), to illustrate and recall the rapid linguistic development in human beings. LAD later evolved into UG. In this analysis, Diamond (2017) explains how the Universal Grammar postulates that any native speaker knows things and elements of his mother tongue without a specific modeling or imitation because that does not come from the concrete experience of the subject or their experience, but comes from the individual’s mind In this abstract, Diamond (2017) also explains how Chomsky proposed that every child was born with a LAD, which holds the fundamental rules for language, in other words, children are born with an understanding of the rules of language; they simply need to

acquire the vocabulary. Chomsky provides a bunch of evidence to support his theory. He states that languages around the world are very similar. Every language has something that is like a noun or a verb, or every language has the ability to make things positive or negative and every language has consonants and vowels, in such a way, the process of learning grammatical structures becomes unconscious.

Chomsky also discovered that when children are learning to speak, they use specific grammatical elements in every sentence (no matter if this sentence is disorganized or wrongly displayed) has a subject and a verb that no early speaker omits or confounds. This process is given through imitation, which means that the acquisition of the mother tongue is detached from the acquisition of knowledge, thus, and according to Chomsky, by the age of five or six a child is able to become fluent in his mother tongue regardless of his scholarly or intellectual development.

The child also takes notice of the intonation, the pitch and other variations such as duration, rhythm and facial expressions (when it is possible); this to identify grammatical patterns, sequences and communicative intentions of the speaker which in turn, allows the children to build a more structured discourse and grants a successful communicative process.

2.2.6 COGNITIVE PERSPECTIVES

It is important for this project to gather useful cognitive perspectives in order to understand how young learners learn and interact with language. For this purpose, some useful data is presented that complements the proposed intervention. First, it is necessary to establish in which manner students of the target ages learn, not only the language, but the way how they think and act.

According to learning theories in general, such as Piaget's or Bruner's, children do learn by concrete process and direct representation. But the most suitable theory linking to TPR, is

Bandura's which also complements the **natural method** concept of Chomsky's LAD.

Bandura (1971), proposes the Social Theory of Learning, centered on reinforcement and observation. He supports that human beings acquire abilities and conducts through an instrumental mode, built by imitation and observation. In children, those two processes are given by models: parents, educators, friends, TV heroes and so on.

In agreement with Perez (2012), the imitation is displayed by the following factors:

-By instinct: an impulsive instinct is awoken through observed actions.

-By development: action imitation by kids are adjusted to mind structures.

-By conditioning: imitated and reinforced conducts by molding.

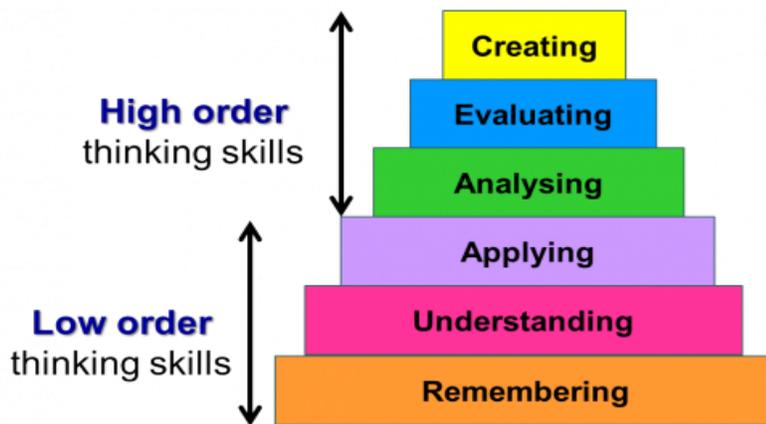
-Instrumental conduct: imitation with consequences, showing secondary impulses in order to reach the great models.

These findings lead Bandura to develop an observational theory in which he establishes that children acquire new conducts reinforced by language and gestures. They are implicit and silent, until they have the opportunity to demonstrate knowledge (this is related to the silent period in TRP). Children learn directly and indirectly (vicarious learning) through observation and representation.

There are four stages of observation: attention, detainment, production and motivation. Afterwards, this knowledge is transferred to other situations out of the individual. Here is where children learn to draw, write, talk... (Schraw et al. 2001)

And when knowledge is transferred, many processes have to occur in order to translate proper

actions into visible knowledge. Here is when the first thinking processes are ready to happen. That's why it was a priority to research which processes are engaged in this "second" stage of children learning. It is well known that those processes are classified into thinking skills, the core of the understanding of intellect. Bloom's taxonomy (1956) is one the most accurate approach to thinking skills.



CHAPTER III

METHODOLOGY

3.1 METHODOLOGICAL DESIGN

Along this chapter, action research is going to be described as is the type of research applied in this proposal. The procedures that will be presented are going to be used in order to respond to the research question. Therefore, it is important to display the instruments designed to collect data and the way how this data will be analyzed, as well as the time intended to the observation of the group and the corresponding pedagogical intervention.

3.2 METHOD OF RESEARCH

Transformation: proposal of intervention in IED Prado Veraniego

The type of research used in this proposal could be described as an **approximation to transformation**, (Wallace, 1998), since it takes part of a human process such as education, this is the method used when boarding educational issues considering that it allows to understand and intervene problems presented in a classroom. As an active member of the research system, the basic purpose is to identify issues in the teaching-learning process and be able to surpass or improve upon them. This allows teachers and students to increase the class development of the students and identify the circumstances where this process is boosted or by the contrary is getting downward.

This method also takes into account all the agents involved in the teaching-learning process, understanding students as agents, the teacher and his/her development within the classroom and the physical environment of the school. These elements are going to be taken into account before starting to collect all the data as well as during the analysis of the information.

One of the characteristics of the action research is that it is based on a problem to solve, according to Wallace (1998), “this (action research) nearly arises from some specific problem or issue arising out of our professional practice”. As the problem was identified, developing an intervention becomes essential. This method is accurate to the kind of approach that was selected to implement a pedagogical internship. Consequently, it is necessary to state that it is possible to encourage an active role through new methodologies, supported by a broad theoretical background.

Wallace (1998) mentions that action research is an important chunk of inquiry, which “means answering questions by using various kinds of evidences” and reflecting on these questions and evidences is how it is possible to answer the questions and issues in regards to the pedagogical problem presented in the school.

The idea of “reflecting” on the questions refers to a “reflective cycle” (Wallace, 1998) where “the process can be repeated reframing to the problem, collecting fresh data until we have found a solution that satisfies us”. The reflective cycle is evidenced in this research for the reason that there are some language variables which cannot be avoided: oral production, vocabulary and listening skills, which in turn, are the core of the problem itself. But beyond, there are many aspects (secondary variables) that contribute to understand the main problem and its intervention

such as the thinking processes of the students, extra-linguistic patterns, nonverbal communication or even transversal categories (types of learning, social interaction, context variations).

Those are clear signs that the context demands a more complex research, more inductive that lead the researcher to identify singular features of the population, with both qualitative and quantitative interpretations. Action research uses universal postulates in order to achieve progression among local necessities. It allows the researcher to analyze data under an interdisciplinary approach in order to support the intervention.

3.3 STEPS FOR AN ACTION RESEARCH

Focus: readiness and foundational skills

For this kind of research there are some strategies that need to be considered to show how it can be developed. First of all, it is necessary to **select a focus**, in this regard, (Sagor, 2000) explains that, despite of the numerous questions a teacher may have, it is important to focus on a specific concern since it may avoid false beginnings and frustrations; it is relevant to take into account also a guideline that may lead the paths to follow in order to solve the problem or the question thus, the focus will not be lost.

Clarifying theories: Social Learning, TPR approach to language teaching, Thinking skill overview, Classroom environment, Universal Grammar Theory

The second step to be taken into account is **clarifying theories**. (Sagor, 2000) It allows the research to be more clear and specific in the steps the teacher should follow in order to find an answer to the question. The same for the results and experiences obtained by other researchers in

similar conditions of population, class environment or established problems.

The third step consists on **identifying the research question**. (Sagor, 2000) Once the focus is established it is essential to guide the solution of the inquiry arose from the identified problem in order to focus the research and define the specific issues to be intervened.

The fourth step is **collecting data** (Sagor, 2000). Here it is important to understand that there should be multiple and independent instruments to gather data when solving one question to be assured of the validity of the results. This sources of data are numerous and may come from observations, children's work, class data transcriptions, questionnaires or field notes. The key is that researcher may use all the instruments to be assured that the problem is being boarded from different points so the solution to the problem will be effective.

To continue, the fifth step should be **analyzing the collected data**, in here, the researcher should sort, sift and rank the collected data (Sagor 2000) to have a better view of the phenomenon given within the classroom, in this case, the researcher may have a wide view of the problem presented in the classroom and the strategies to follow in order to solve the mentioned problem.

After analyzing the data, the researcher should **report the results**, (Sagor, 2000) in this sixth step, the teacher can help other investigators share the action plans followed when having difficulties in the teaching-learning process. This could be aimed at the establishment of a collective base of common issues presented in classrooms and the way these issues may be solved.

Finally, the seventh step in taking informed action or **action planning**; (Sagor, 2000) here, the researcher may take action when planning lessons or developing academic programs, thus, the identified problem can be solved and the teaching-learning process becomes a more satisfactory and successful process.

3.4 INSTRUMENTS

In this research, the instruments to gather the data will be videos, recorded during the developing of the activities, the artifacts made by the students and the field notes taken by the researcher, for that matter, it will be possible to identify the impact of the intervention as well as the problem areas presented during the implementation of the proposal.

In a third stage of the analysis, the data will be collected and identified according to the sequence proposed by (Ferrance, 2000). Regarding this research, there is quantifiable and qualitative data that will be analyzed in different categories. There is a quantifiable analysis in aspects of attention and reaction, with the corporal language of the students when listening to an instruction or a statement in English along with the aspects of the handicrafts of the students that can be classified and charted. On the other hand, there are qualitative variables that should be taken into account, such as the participation, the interest of the students towards the class as well as the social interaction among them.

For this purpose, hereunder there will be chart a chart that has a brief description of the activities designed. The language ability intended to develop complemented with the thinking skill involved in the process. I am presenting an activity chart describing the relationship between

language abilities and thinking skills to be developed in my intervention.

CHART N° 2 ACTIVITIES DESCRIPTION

ACTIVITY	DESCRIPTION-LANGUAGE ABILITY	INVOLVED THINKING SKILL
“The hello song”	Warming up. Oral repetition through rhythm and movement performance.	Repetition Imitation Mimicking
Prayer	Warming up. Oral repetition through rhyme and movement performance.	Repetition Imitation Mimicking Relate
Match sound “onomatopoeia” with image	Diagnosis. Phonemic awareness.	Match Observe Relate-point
Build a monster (body parts)	Follow instructions using previous vocabulary. Action performance through concrete material.	Instruction following Transference (vocabulary).
Touch the right body part (song)	Match, sound-image with movement.	Match Identify
Make groups with counters	Perform instruction. Listen and move counters.	Identify Classify
Participate in “the fish race”	Name numbers without sequencing. Attention and participation through vocabulary acquisition.	Nominate Discrimination
Build the castle with the right shape form	Follow modeled instructions and commands.	Imitation
Find the hidden shape	Readiness. Find concrete elements within an entire environment responding to listening stimulus.	Discrimination
Moppet with paper bags (family members)	Follow instructions using previous vocabulary. Action performance through concrete material.	Follow instructions Application of knowledge
“how’s the weather” song	Oral repetition through rhythm and movement performance. Relate the current weather condition.	Repetition Imitation Association
Build the weather chart	Recognize, point and say the different weather conditions.	Association Discrimination
Choose the right clothing item	Relate and identify weather and clothing.	Association Application of knowledge

		Discrimination
Fill the treasure chest (shapes)	Choose the right shape according to an instruction.	Follow instructions Application of knowledge
Make the necklace (colors)	Follow modeled instructions and commands. Action performance through concrete material	Follow instructions Association Discrimination Classification
Fishing color fish	Choose the right element according to the information provided, spoken and illustrated.	Association Application of knowledge Follow instructions

Act on evidence is another aspect of the action research referred to develop a plan, according to the data collected, to make a change and determine which change comes out from each intervention plan, to be sure of what kind of change is being produced within the teaching-learning environment. This plan will be developed once the data is analyzed.

Finally, **evaluation of the results** takes part for this research. “Assess the effects of the intervention to determine if improvement has occurred” (Ferrance, 2000). This idea is fundamental to find out if the data collected can support the evidences shown and, if not, show what changes can be applied to obtain different results.

3.4 POPULATION

The population correspondent to this research is the group 101 who receives class during the morning shift, this group has thirty-four students ranging in age from five to seven years old; most of them are boys and only eleven students are girls, this is noticeable when they have to interact in the breaks or during their free time, since the games are more about physical contact and the language they use is harsh.

Related to the activities during their free time, they prefer to watch TV programs such as cartoons or reality shows at night. Regarding to their academic activities at home, some of the students do their homework helped by an adult who is not a parent but a big brother, a grandmother an uncle or a nanny.

On the other hand, their academic performance within the school, the students are able to copy phrases and numbers in the mother tongue as well as associate images with quantity and with words, but this written production is not autonomous as well as the oral production, during the classes, the students do not produce statements or enouncements in an academic context which demonstrates that the priority is the developing of the writing skill.

3.5 ETHICAL ISSUES

This research project counts with the required legal specifications to intervene a group of students who are underage, for this purpose it is presented a copy of the consent form signed by the parents or legal tutors of the students which authorize the pedagogical intervention (Check Annex Table).

3.6 UNITS OF ANALYSIS

The focus of analysis is also centered on specific units of analysis; this will allow the study of the gathered data. In this case, observation will be an artifact used to collect data, through field notes taken during the process, these field notes contain specific information about the classroom environment as well as the developing of the English class. Details as the listening comprehension of simple statements, the following of instructions and basic commands are registered in this artifact.

The videos are also an important artifact since with these it is possible to determine, in addition to the foregoing, elements as the time that takes students to perform and the basic sound discrimination they may have when listening a simple statement, an instruction or a basic command.

The works of the students are also part of this analysis since with those, it is possible to find if they could follow an instruction or if there is a modification the researcher should do during the project implementation.

Finally, the artifacts are also an element susceptible of being analyzed. In this it is possible to identify strengths and weaknesses of the English class as well as the following of instructions and the performance of commands. During the implementation, two surveys will be applied, one at the beginning of the process and one at the end which will allow a comparison between the appropriation of knowledge when beginning and finishing the intervention, as well as the emotional disposition students have when attending an English class.

CHAPTER IV

4.1 PEDAGOGICAL PROPOSAL

This proposal is based on songs with videos as a tool to develop listening skills in first grade students. For this, it is necessary to apply the TPR method which helps students to integrate in the process through something that is common for them: physical activity. In this sense, the input will be done through video songs pertinent and related to the curriculum established in the school for first grade which includes, thematic axes such as basic instructions, greetings, body parts in which is referred to the vocabulary aspect and answering to basic questions referred to their immediate context. Thus, it is possible to evidence the motivation and disposition of the students towards the process of learning a foreign language.

This proposal is organized in four stages providing an organized process of implementation. These stages are developed as is described below:

First stage: consists in an input process made through video songs. In this process, the students receive the necessary information. This process also aims at generate readiness, disposition and interest in the language. The songs with videos also spawn interest due to the rhythm and rhyme of the songs, the colors of the characters and images as well as the movement that accompanies the music. The videos with songs chosen were selected according to the topic of the scope and sequence proposed by the researcher which in turns, responds to the curriculum of the English area approved by the school.

In a **second stage**, learners try to repeat specific elements of the song such as vocabulary and movements. In a **third stage**, the input is complemented with an output activity that could be

done in two ways: a handicraft activity or an activity involving the participation of the students. These activities are described in more detail in the lesson plans and are headed to a specific topic chosen by children interest and, as expected, goes along with the required contents of the curriculum: The Pirate ship. This topic allows to catch the attention of children as well as follow a sequence with the topics of the curriculum, as it was mentioned, connecting the contents to create a communicative and welcoming environment within the classroom.

To reach this objective, the proposal will be organized in a curricular chart, designed to have an intervention of ten lessons in which the curriculum of the school is developed in more detail, through the lesson plan, the presentation of the topic (input) as well as the developing of activities (output) are contemplated in a topic per class as described below:

Songs and Rhymes:

In the first part of the class students begin with the routine established since the first class, responding to the curricular requirement of basic greetings. This greeting is presented as a song with simple vocabulary that students can repeat easily accompanied with movements. After the song, students do the same dynamic with a prayer that is not a song but is composed in verse, which facilitates the process of memorization and promotes the process of repetition. The same process is given with a song about the weather, in this case, the song not only reinforces the previously described processes but also permits to frame a relation between the foreign language and the real context.

Video songs

After the routine that every class presents, no matter what the topic is, the teacher presents a song

in video to introduce the topic of the day (input). In this moment, the video song is presented at least two times in order to help students to hold as much information as possible to obtain better results when looking for the output.

While watching the video, the students were totally focused on the topic, there was not a source of distraction and their attitude was calm and silent. During the video, teacher makes some pauses to inquire about the topic or any kind of information collected by the learners, this questions are done since students do not have yet the ability to understand a simple statement or question, this inquiry aims at generate a brainstorm where the students who haven't been able to understand the content of the video, may be connected with the class and indirectly they can receive help from their classmates.

TPR exercises

Once the input is achieved, the students proceed to develop the output. At this point, the teacher gives the instruction and students start to perform the activity, some of the activities make reference to contests or grouped games (see annex field notes or lesson plan) so students can interact among them and keep motivation while performing an action following the instruction given in English, this avoids translation and the enthusiasm of the students which makes the learning process more significant. To clarify these elements, here is an example of the developing of each class presented in one lesson plan.

SCHOOL
PRADO VERANIEGO IED SEDE B

LESSON PLAN No. 5

MORNING SHIFT

TEACHER'S NAME: Silvia Venegas

DATE: March 16th /2016

GRADE: 1st Grade (101-102)

TOPIC: Numbers

TIME: 2 hours

GOAL: Learners will recognize the numbers 1-10 in written and spoken form.

ACHIEVEMENT INDICATORS

1. Learners will *recognize* numbers from 1 to 10.
2. Learners will be able to *identify* the numbers in different order
3. Learners actively *participate* in all the activities proposed by the teacher.

GRAMMAR: (Grammatical structure): simple communicative present.

KEY VOCABULARY: numbers from 1 to 10

MATERIALS: video, common classroom supplies, fishies drawings

THINKING SKILLS: IDENTIFICATION, ASSOCIATION, DISCRIMINATION

BASIC LEARNING DEVICES: ATTENTION, MOTIVATION, MEMORY, VISUAL PERCEPTION, AUDIOVISUAL PERCEPTION.

WARM UP

TIME: 5 minutes

Learners will sing the hello song and the prayer worked the previous classes.

CONTROLLED PRACTICE:

TIME: 25 min

1. Teacher will show a story video about numbers
2. Teacher will encourage the learners to repeat the numbers presented in the video.
3. The teacher will provide some counters. Then will say a number from 1-10 so they make groups with the counters.

LISTENING ACTIVITY

TIME: 25 minutes

Learners will listen to the teacher who will present a chant (fishies sequence), including numbers. The learners will have to learn the chant and discover the sequence according to the number order. The teacher will take some supporting images.

CONTROLLED PRACTICE II:

TIME: 25 minutes

Learners will play a game along with the teacher. *The fish race* the teacher will use 6 paper fishes and 10 circles in front of them, learners will pick a number from a bag and tell it in English so the fish can move forward. The first fish over the finish line wins.

PROJECT IMPLEMENTATION:

TIME: 20 min.

The teacher will present the project and will introduce what it is going to be about. They will have time to practice the first part which they have been practicing during this session.

PRE-WRITING:

TIME: 20 min.

The teacher will introduce the numbers, both written and symbol, and copy on the board, so they associate number and symbol. Then, they will play together a memory game associating both number forms.

CLOSURE: The teacher will make all the learners to stand up. Then will say- *organize in groups of_____*. The numbers always changes.

OBSERVATIONS _____

TRAINING TEACHER’S SIGNATURE

SCHOOL TEACHER’S SIGNATURE

During the process of the intervention it is necessary to design a chronogram with detailed activities, topics, and an schedule of implementation in order to organize the gathering of the data as well as the objectives raised in each class that will complement the general objective of this research, the following chart will describe the activities that will be performed during each one of the interventions.

CHART N° 3 IMPLEMENTATION CHRONOGRAM

CLASS NUMBER/ DATE	TOPIC	Standard (Ministerio de Educación)	OBJECTIVE (school's curriculum)	GENERAL OBJECTIVE OF THE IMPLEMENTATION (per class)	IMPLEMENTATION ACTIVITY	EXPECTED OUTCOME
1 st class / Feb. 17 th	Numbers 1 to 10	<p>I understand chants, rhymes and nursery rhymes and I demonstrate it with gestures and words (listening)</p> <p>I copy and transcribe understood words and words of frequent use within the classroom (writing)</p> <p>I Follow instructions related to class activities proposed by the teacher (listening)</p>	Recognize and relate numbers and quantity	Students will recognize numbers from 1 to 10 in orally and graphically	<p>Presentation of the video about numbers based on a history (Patch the pirate)</p> <p>Make groups with concrete material (sticks) according to the instruction</p> <p>Rhyme about numbers (10 to 1) as support for the intellectual reversibility process, pre-writing, memory and listening.</p> <p>Game: in the board there are some fish with 10 squares ahead. Students pick up a ball with a number, if student tell the right number the fish advances this number of squares</p>	<p>Students should recognize numbers from 1 to 10</p> <p>Students should identify numbers in any order</p> <p>Students should participate actively during the proposed activities</p>

<p>2nd class / Feb. 24th</p>	<p>Basic greetings</p>	<p>I recognize when somebody talks to me in English and I react in verbal and nonverbal way.</p>	<p>Greet and leave assertively matching verbal and nonverbal language.</p>	<p>Students will perform simple greeting expressions throughout verbal and nonverbal language</p>	<p>Welcome chant using movements goodbye chant using movements Routine prayer using movements in agreement with the text Game: stop-move-stop following instructions of corporal movement (<i>march-hop-run-freeze...</i>)</p>	<p>Students will be able to express basic greetings coherently using verbal and nonverbal language Students will recognize expressions and basic words related to the topic</p>
<p>3rd class / March 2nd</p>	<p>Body parts</p>	<p>I understand the general idea of a story told by my teacher when it is supported by movements, gestures and voice changes</p>	<p>Relate instructions with actions.</p>	<p>Students will demonstrate comprehension about body parts throughout the execution of simple actions including the new vocabulary.</p>	<p>Basic greetings Video song about body parts "<i>head, shoulders, knees and toes</i>" Draw a monster and build it according to the attributes given by the teacher Recognize the body parts of a partner throughout interaction among students.</p>	<p>Students will be able to recognize body parts in graphic and verbal way.</p>
<p>4th class / March 8th</p>	<p>Family members</p>	<p>I demonstrate comprehension of simple questions about me, my family and my surroundings.</p>	<p>Identify and name the members of my family.</p>	<p>Students will recognize simple vocabulary related to the family members and will be able to relate it with his /her own familiar surroundings.</p>	<p>Greetings and routines To listen and sing a chant about body parts modelling by the teacher To assign physical attributes to each family member To relate the family members with the</p>	<p>Students will be able to identify, name and recognize the principal family members Students will be able to describe basic physical attributes of their family members.</p>

					fingers through a rhyme or chant. To draw the family members.	
5th class / March 16th	Figures and shapes	I understand short and simple descriptions of objects and known places.	To assign attributes to figures and shapes.	Students will recognize and name basic shapes and will relate them with a real environment.	Greetings and routines Students will follow and tie patterns with shapes Game: students in groups will build figures with their body. Some shapes will be distributed around the classroom, with the instruction, students should bring the correct shape Students will have their eyes blindfold, touching the shape they will have to guess which one is. An image of mixed shapes will be given to the students; they will have to look for the indicated shape and color it. Each student will search and reach objects with the correct shape.	Students will be able to discriminate and differentiate basic shapes and name them.
6th class / March 30th	How is the weather today?	I understand short and simple descriptions of known objects and places.	Recognize and identify weather changes in my surrounding.	Students will recognize the different weather conditions that can be found in their city or in the places they visit.	A video song about weather will be presented. Students will make a	Students will be able to identify different weather conditions in their immediate surrounding.

					weather chart. Students will participate in a contest finding out the appropriate outfit for each weather condition.	
7th class / April 6th	Colors	I understand short and simple descriptions of known objects and places.	Recognize and identify basic colors that could be seeing in my surrounding.	Students will associate colors with their immediate context and concrete reality.	A video song about color will be presented, it will be related to landscapes and food. Students will make a necklace with macaroons; they should paint it according to the instruction.	Students will identify phonetically the mentioned colors Students will use correctly each color to build the necklace.
8th class / April 20th	Clothing items	I understand sequences related to habits and routines. I mention what I like and dislike.	Identify steps of their daily routine expressed in English.	Students will recognize daily clothing items used by themselves or their relatives.	Students will use small pieces of clothing to make garments according to the instruction and they will dress their own drawings of themselves.	Students will recognize the clothing item mentioned by the teacher Students relate the previous concepts (weather conditions) to the new thematic.
9th class / April 27th	Adjectives	Describe some characteristics of myself, other people, places and weather conditions.	Classifies objects according to its form, size and characteristics.	Students identify adjectives in common use objects.	Students will have images with objects with certain characteristics and they will classify in boxes accordingly (heavy: elephants, hammers, bricks / light: feathers, papers, leafs)	Students comprehend when a characteristic of an element is mentioned and they classify it.

11 th class / May 11 th	Opposites.	I describe some characteristics of myself, other people, places and weather conditions.	Recognize and associate elements identifying characteristics.	Students will discriminate and classify different elements, according to its attributes	Students will participate in a contest. (Pick a boo) they need to find pairs of opposites.	Students will associate different concepts with each other and with previous knowledge (numbers)
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To design these lesson plans, there was taking into account the curricular plan designed to articulate the knowledge mandatory in the school and demanded by the *Ministerio Nacional de Educación*

CHAPTER V

5.1 ANALYSIS AND INTERPRETATION OF THE DATA

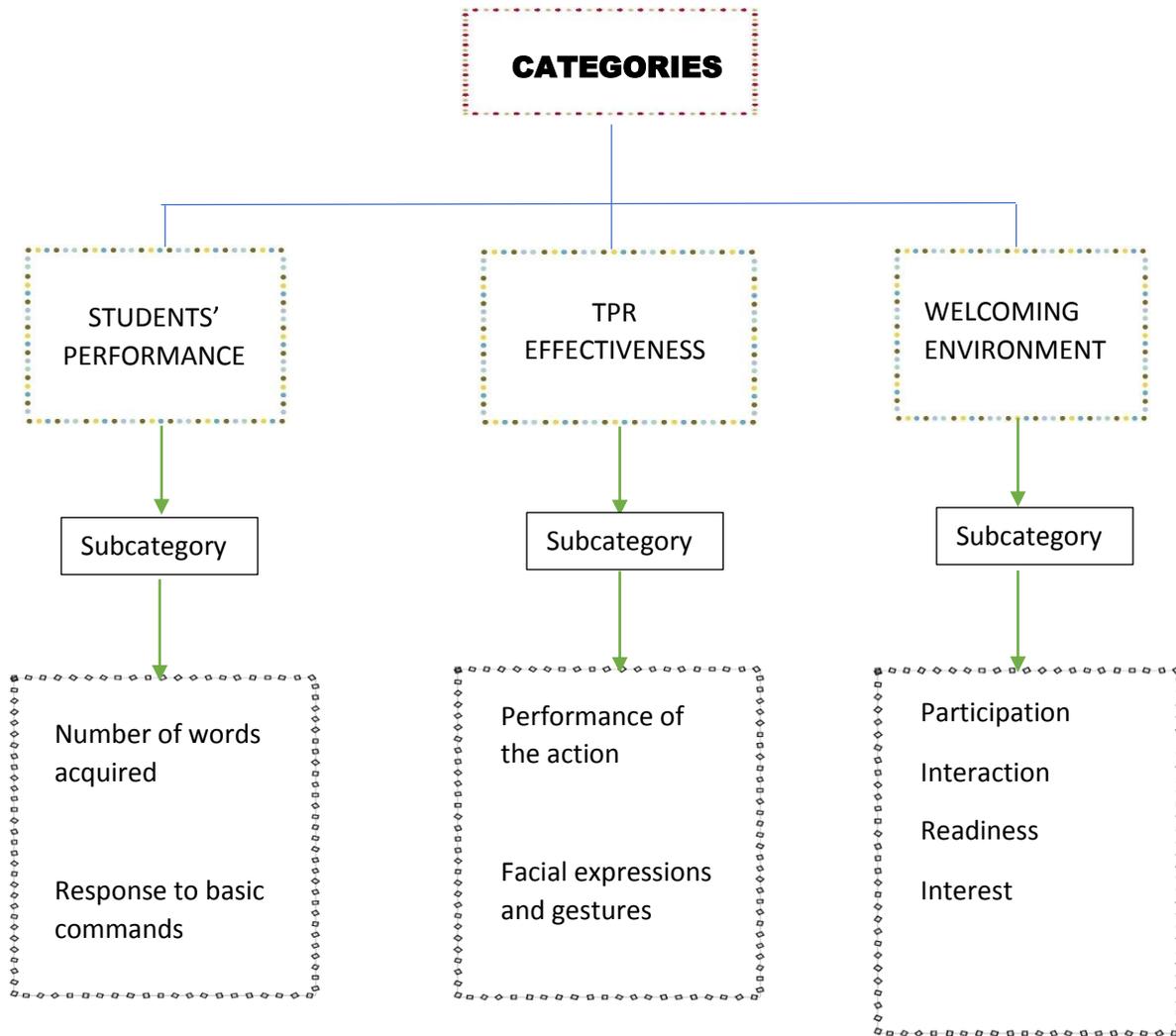
Along this section, the analysis of the data collected will be described. Likewise, the answer of the question of this research will also be sought. The mentioned analysis was done through the triangulation of the information; for this process, it is necessary to have three sources of data collection, in this case, are the artifacts, the field notes and the videos recorded throughout the interventions.

During the analytical process three processes were followed: Assembling data, coding the data and comparing the data.

Assembling data: in this step, the researcher collects all the information needed to support the parameters suggested for this research, as well as the organization and classification that allows a better management of the information. In this study, the data was gathered through field notes, video recordings and artifacts.

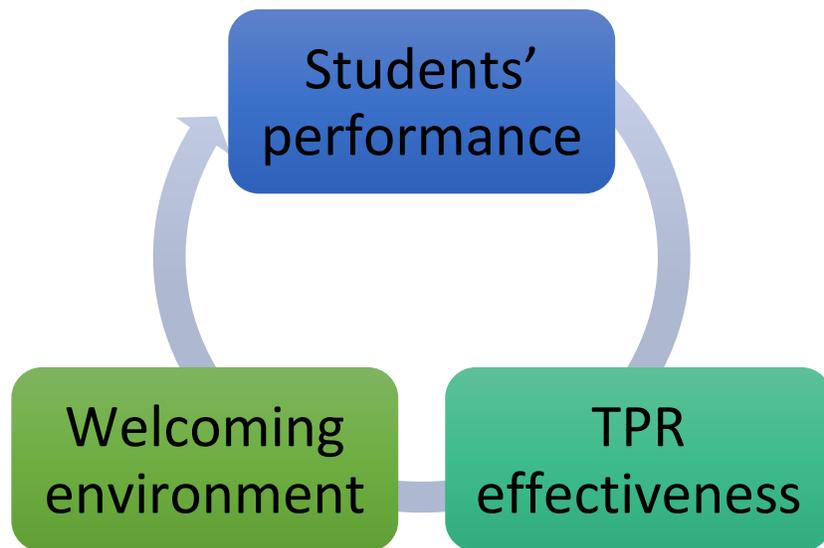
Coding the data: during this stage, the data was categorized and classified in order to find particular patterns that help to answer the research question, along with the way it is coded that can be quantitative or qualitative. The following chart sums up the way how information is classified.

CHART N° 4 CATEGORIES OF ANALYSIS



It is worth stressing that the last category proposed (welcoming environment) is analyzed under the guidelines of the qualitative data.

Comparing the data: on this stage, the researcher makes a comparison between all the data already collected and classified in order to identify the possible coincidences and patterns based on three proposed categories.



Students' performance

The class performance in this research is taken into consideration for the analysis since it is possible for the researcher to find out regularly, if the methodology used is convenient and effective as well as set a permanent evaluation of the process of learning developed by the students within the class.

During the implementation, the boost of the development of the students' performance during the lesson was evident, since they were able to repeat some words listened in the videos, along with following a simple instruction. In this sense, students were not able to answer to the instruction verbally but they clearly were able to perform an action in response to the verbal statement of the teacher. In this issue, the category that will permit this analysis is the number of words performed by each student and the number of students who perform an action in response to a basic command. In this way, the data is collected through excerpts of recordings made during the class.

TPR effectiveness

Since the TPR is the method used to implement this research project, it is necessary to describe and analyze if the students can develop or perform movements, gestures or expressions to communicate and if the acquisition of the foreign language has the same characteristics of the acquisition of the mother tongue: listening, imitating and acting.

This method also aims at reduce emotional barriers, anxiety or fear since the students are more interested in participating in all the activities than in the formal learning process, in this way, the TPR effectiveness is measured with the performance of the activities, the facial expressions and the gestures of the students when attempting to communicate in the foreign language.

Welcoming environment

This aspect of the research is taken into account since the age of the students gives the opportunity to start a successful learning process. During the rest of the school years they will have foreign language lessons, as it is established by the educational law. (*Ministerio de Educación Nacional, 2015*). In this sense, a welcoming environment helps students to learn stress-free and to gain self-confidence, which delays any emotional barriers that can be presented, lowering difficulties and helping to the resolution of problems of the everyday life. Related to the present research, the data will be measured taking into account the participation during the class, the readiness of the students towards the knowledge, the interaction among them during the developing of the activities and the interest they demonstrate in the class.

5.2 ANALYSIS OF SUBCATEGORIES

The first subcategory proposed is the **number of words acquired by the students**. Using this principle, it is possible to find out if the students had a significant increment in the use of words in foreign language during the class activities and the routines established for the lessons, the second subcategory is the **response to basic commands**. This, to find out if the performance of activities have some effect in the learning process

The TPR effectiveness will be classified through two subcategories, the **performance of the action** whose purpose is to check if the student develops or not the activity proposed and the **facial expressions and gestures**; this one, to identify if the student imitates (regarding to the nonverbal aspect) and / or repeats (regarding to the verbal aspect). For this purpose, a chart was designed to synthesize the information and allow a better comprehension:

CHART N° 5 ANALYSIS MATRIX

Indicators:

Each one of the categories and subcategories described below has some indicators to be developed and analyzed. Also, in these indicators, the criteria used to analyze the information will be described; these indicators also respond to the basic standards for foreign language proposed by the *Ministerio Nacional de Educación*, wherewith allows the research to have a specific and concrete analysis of the development of the intervention.

Hereafter is the description of the mentioned indicators, and the way they will be classified in the matrix analysis previously presented.

Green Check

- Demonstrates comprehension through gestures and words.
- Responds to an instruction in verbal and nonverbal way
- Recognizes and reacts to the language in verbal and nonverbal way
- Comprehends an idea supported by movements and gestures

Blue Check

- Occasionally demonstrates comprehension through gestures or words.
- Intermittently responds to an instruction in verbal and nonverbal way
- Partially recognizes and reacts to the language in verbal and nonverbal way
- Partially comprehends an idea supported by movements and gestures

Yellow check

- Demonstrates comprehension either through gestures or words.

- Responds to an instruction either in a verbal or nonverbal way
- Recognizes and reacts to the language either in verbal or nonverbal way
- Comprehends an idea supported either by movements or gestures

Red Check

- Does not demonstrate comprehension through gestures or words.
- Does not respond to an instruction, neither in a verbal nor in a nonverbal way
- Does not recognize or reacts to the language, neither in verbal nor in nonverbal way
- Does not comprehend an idea supported by any movements or gestures.

The last proposed category has four subcategories that will be classified in a different chart due to the nature of the analysis proposed to approach this data. The first subcategory proposed is the **interaction**, this aims to identify how the students communicate with each other and how this phenomenon is modified during this pedagogical intervention. The second subcategory is the **readiness** which looks to identify how the students are facing the introduction of a foreign language in their formal learning processes. The third subcategory is the **participation** that is measured taking into account the passive and active roles that a student can play during an activity and the fourth category is the **interest** that is described as the importance that a student gives to the topic, the lesson or the class in general.

Hereafter is presented the mentioned chart of qualitative analysis of data, where it is possible to understand how the subcategories are interpreted and in which way this categories can be applied in this research. Next, a brief definition of the category will be presented, a description of what happened within the developing of the class and a conclusion that will take into account the two

previous elements to recognize

CHART N° 6 QUALITATIVE ANALYSIS

DEFINITION	DESCRIPTION	CONCLUSION
<p>Interaction</p>	<p>Wagner (1994) defines interaction as “reciprocal events that require at least two objects and two actions. Interactions occur when these objects and events mutually influence one another. An instructional interaction is an event that takes place between a learner and the learner's environment. Its purpose is to respond to the learner in a way intended to change his or her behavior toward and educational goal”. (Wagner 1994)</p>	<p>Taking into account the definition of interaction, it is possible to affirm that students can improve the way how they interact with their environment, provided that the teacher acts as a mediator among the knowledge and the student.</p>
<p>Readiness</p>	<p>According to Gray (2017?) “Academic readiness is the degree to which a student is prepared for a learning experience (...) a student’s readiness level is not static, but constantly evolving” Readiness is all the information previous to the acquisition, useful to build associations, relations and discrimination, some readiness examples are presentation or display of the language to the class, brainstorming, encouragement to participate, broadcasting of new words, repetition and aims to the unconscious</p>	<p>Readiness has to be a long-lasting process in order to activate LAD processes. Definitely, it was necessary to permit receptive processes such as accurately-listening, imitation, repetition and nomination and mimicking.</p>
<p>Participation</p>	<p>The activities designed to apply during the interventions aimed to promote in the students a significant level of participation, either being an active part of the activities, supporting their partners when participating or</p>	<p>According to the previous statements, it is possible to affirm that the students were leading their own learning processes, helped by the mediation of the teacher; this because they are more focused</p>

	learning aspect, but the behavior of the student is an important component of this process.	creating artifacts with their own hands. In this way, and taking into account the numerous group, all the students were able to be active participants in the developing of the class.	on the activity that includes contests and dynamic issues than in the learning process itself
Interest	Schraw and Flowerday define situational interest as a “temporary interest that arises spontaneously due to environmental factors such as task instructions or an engaging text”. This situational interest can also be defined as the way how students are connected with a topic, a lesson or a project developed to reinforce the knowledge within the classroom	Along the implementation, the students were connected with the activities that implied more physical activities such as dancing, acting, performing even the ones that had minor body movement but represented a physical activity such as painting, modelling and building, everything used to create handicraft artifacts.	This situational interest can be given in the classroom using different materials or activities that will make a significant change in the routine of the classes and will awake the interest and compromise on the part of the students with their learning process.

Having this qualitative analysis in mind, thereupon concrete examples of situations given within the class will be presented; these examples support the statements proposed in the previous chart.

To validate the first category submitted, **Interaction**. Thereupon an excerpt of a transcript of a video recorded during the intervention number seven is presented, in this intervention, the topic of the class was the family members, and in one of the activities the students played a bingo game.

Teacher: ok guys now all of you have a big bingo card (the teacher shows the bingo card to the students) and you have seven small cards that you will place in the right place (the teacher shows the cards)

Student: teacher yo no tengo papelitos

Teacher: you don't have because you will work with Miguel. (The teacher places the bingo game in the middle of both students' desks)

Student 1 (talking to his partner) Miguel saque el pega stick (the student takes off his

glue from his backpack)

Student 2: para que

Student 1: porque aquí están los mismos dibujos que en las fichitas

Student 2: pero la profe no dijo que había que pegarlos, pregúntele y verá

Student 1: no! Pregúntele usted!

In this excerpt it is possible to identify how the students generate a positive interaction over the topic of the class, and even though their interaction is presented in mother tongue, they are helping each other to understand the situation and the instruction given by the teacher.

In furtherance of the second category, **readiness**, it is reliable to say that the presentation of the video songs each class, as well as the activities aimed at reinforce the repetition of rhythms and rhymes, are important components of the predisposition to learn a foreign language, these components may conform the previous knowledge that, further on, the student will use to build interpretations, meanings and familiarity with the foreign language.

By doing so, even though the students have different topics each session, they show a good attitude toward the established routine. This was evidenced during all the sessions as it can be seen in the following excerpt of the field note taken during the fifth session

FIELD NOTES N° 5				
SCHOOL Prado Veraniego School		DATE: MARCH 16 th 2016		HOOR: 9:45 – 11:30
TEACHER Silvia Venegas		ADVISER: FANNY ABELLA		GRADE: 101
ACTIVITY	TEXTUAL MARKER	ANALYSIS	INTERPRETATION	COMMENTS AND PROPOSAL
The class was opened with the established song and prayer. Once the prayer is repeated, the teacher presents a video with a short story about numbers where a pirate and a parrot are counting stars and starfish	Since students have been repeating the song along with the movements it is getting easier for them to repeat more words of the vocabulary.	When students acquire a habit when starting a class, it is better for them since it is a way to regulate emotions and attitudes as well as get ready for the class.	Habits and routines are important elements when developing a class with children or early learners, since it facilitates the readiness and disposition towards the class, they now what to expect and that makes the teaching-learning process more natural.	Habits and routines is an element that should be included into the lesson plans in order to have a more organized class.

To tackle the third category, the way how the students are the main subjects in their learning process will be presented. Thus, the **participation** is an underlying component that needs to be evaluated and beard in mind to analyze the aforementioned process and evaluate if the intervention of this factor represents a meaningful change in the environment of the classroom.

Teacher: grab a ball and tell me the number (the teacher opens the pouch in front of the student encouraging him to grab the ball, the child grabs the ball and gives it immediately to the teacher)

Teacher: very good Dylan, tell me the number. (The student remains in silence and looks at his partners. The teacher shows the ball with the number to the students)

Student: (screaming) cinco! (Once the student says the name of the number the rest of

them start repeating the same number)

As it can be seen, even though the students do not participate or express thoughts or feelings in the foreign language, they demonstrate a remarkable enthusiasm in participating in the activity which is an indication of the motivation the student has to learn and assume the main role in their learning process. Hereafter is presented an observation of the room teacher made in the lesson plan during this session in order to show a different point of view of the activities developed during the internship.

OBSERVATIONS *Felicitaciones por la clase fue muy creativa. Se notó una adecuada motivación, interés y participación de los estudiantes.*

TRAINING TEACHER'S SIGNATURE

D. Infante

SCHOOL TEACHER'S SIGNATURE

REFERENCES

To close this explanation of the qualitative analysis the **interest** will be described, as a fundamental component of the welcoming environment that is important to initiate a more successful teaching-learning process. To approach to this category, an excerpt of a transcript made from a video recorded during the session number eleven of the internship is presented; during this session, the students were working on the colors topic, and in this activity, the students needed to build a color macaroni necklace following the indication of the teacher.

Teacher: ok guys now, in all of your groups you should have gems (macaroni) please check if you have all the colors (the teacher had a group of colors to indicate to the class) there should be one purple (the teacher shows the purple macaroni to the class while walks over the classroom repeating the name of the color) one red, one blue, one green

and one yellow. (Teacher does the same gesture with each color) ok, now you will insert first the purple one. Purple one (while talking, the teacher shows the purple macaroni to all the students, they follow the teacher and take the right color, all the students are focused on the activity and it is possible to listen just a few of them chattering in low voice)

Student 1: (talking to his partner) no coja ese, que va primero el morado (the student is helping his partner to find the right color)

Student 2: teacher ¿puedo hacer una manila en vez de collar?

Teacher: (nodding with the head) of course you can make a bracelet instead of a necklace.

Student 3: ay teacher ¿yo también puedo?

Teacher: if you want you can make it, the most important thing is that you should insert first the purple one, ok? The purple one. (The teacher repeats several times the name of the color)

During this intervention the students were working with other material, different from the habitual notebook and pencil, since this is a new way to develop a class, they demonstrate curiosity and enthusiasm, they do not evidence distraction or apathy due to the nature of the activity that warrants a physical actions (fine motor skills) with some cognitive processes (attention, identification, classification), acquiring knowledge through experiences and senses.

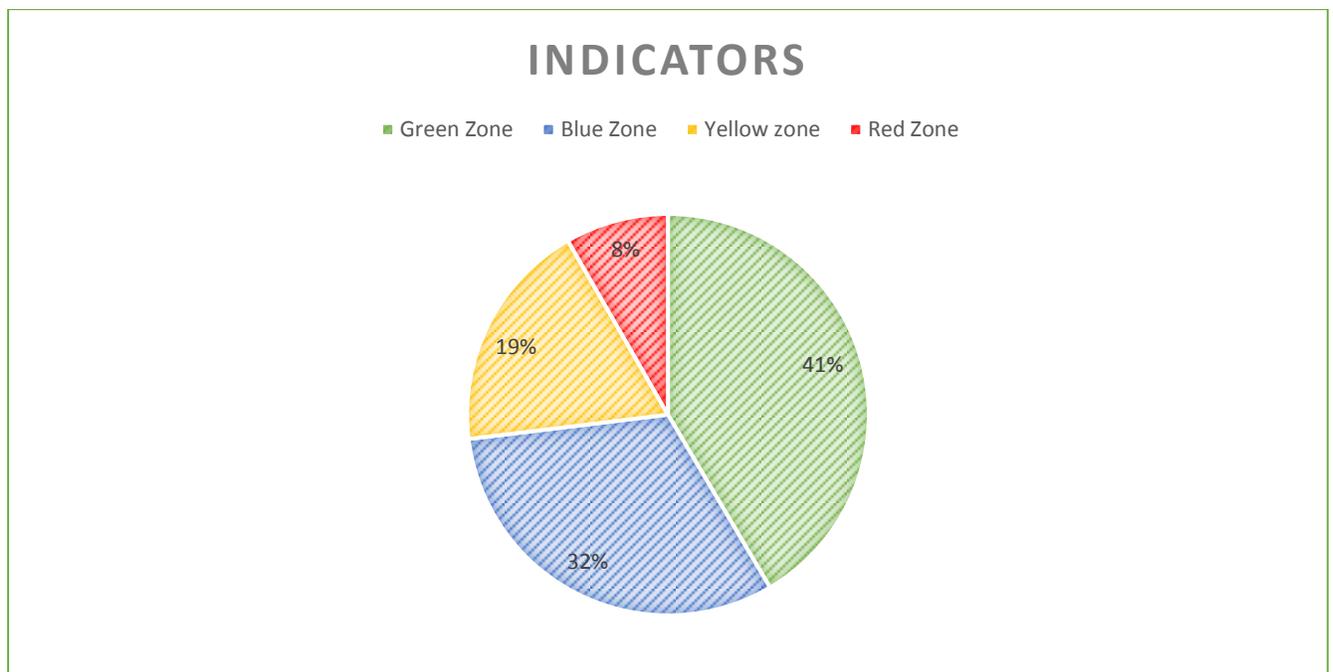
5.3 DATA TABULATION AND ANALYSIS

Along this section the summary of the data gathered will be presented as well as the way how this

data is managed to identify if it is possible to affirm that the listening skills in first grade students at Prado Veraniego School have mastered some enhancement during the present intervention.

In the first graph, the indicators proposed to analyze the activities described in the chart N° 4 (matrix analysis) are represented; here it is possible to identify that most of the students are ranging between the green and blue zone (73%) with this, it is attainable to affirm that most of the class can demonstrate comprehension of an idea through gestures or words, can react to the language in verbal or nonverbal way and manifest that reacting also in verbal or nonverbal ways.

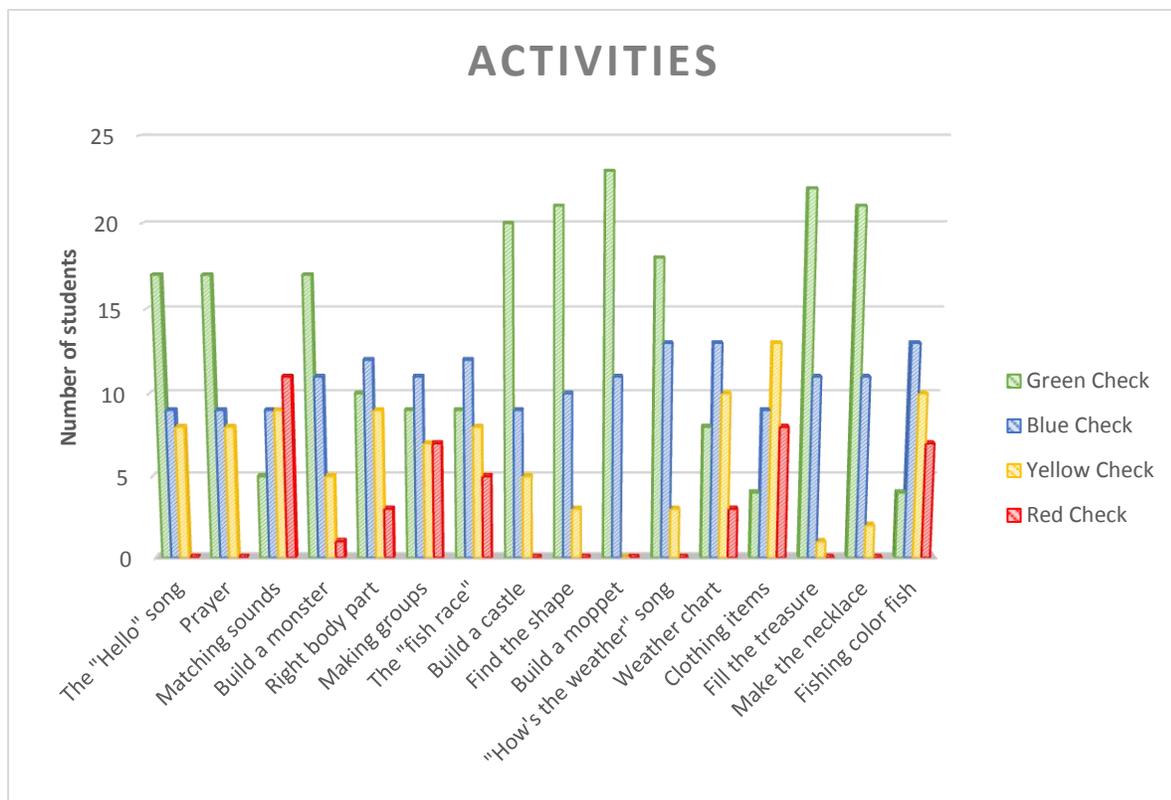
GRAPH N°1 INDICATORS



The second graph is based on the activities developed and the way how students performed or reacted to each one of them. Here, it can be seen that only in six opportunities the group fell behind the limit of ten students in the green zone, and just in five activities, the achievement of

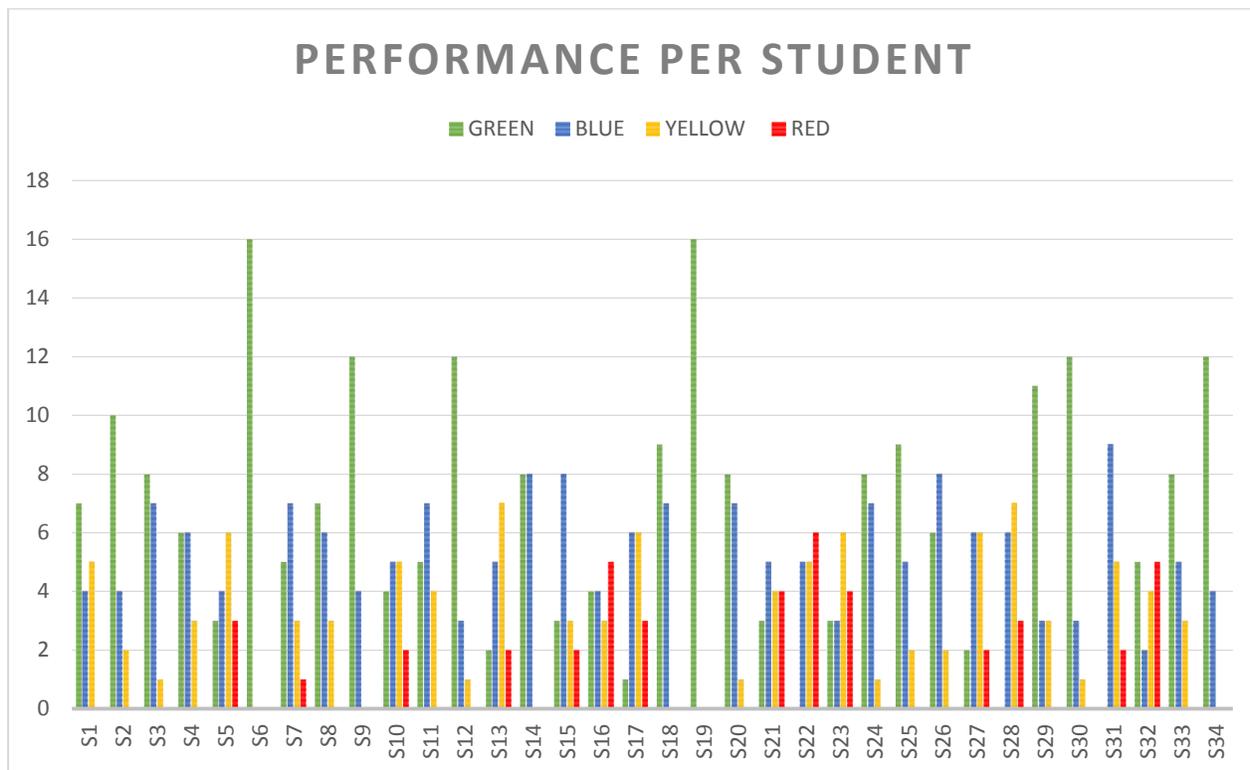
the group fell behind that limit. On the contrary, the edge of the yellow zone never surpassed the measure of ten students per activity and the limit of ten students surpassing the red zone was only given in the diagnosis activity where the students were asked to match the onomatopoeia sound of an animal with the correspondent image.

GRAPH N° 2 PERFORMANCE OF STUDENTS PER ACTIVITY



In this upcoming graph, the development of each student per activity is standardized, resulting in a development where only seven students never reached the green zone in four or less activities and only five students have their standards of yellow or red zone beyond the blue or green zone

GRAPH N° 3 PERFORMANCE OF EACH STUDENT PER ACTIVITY

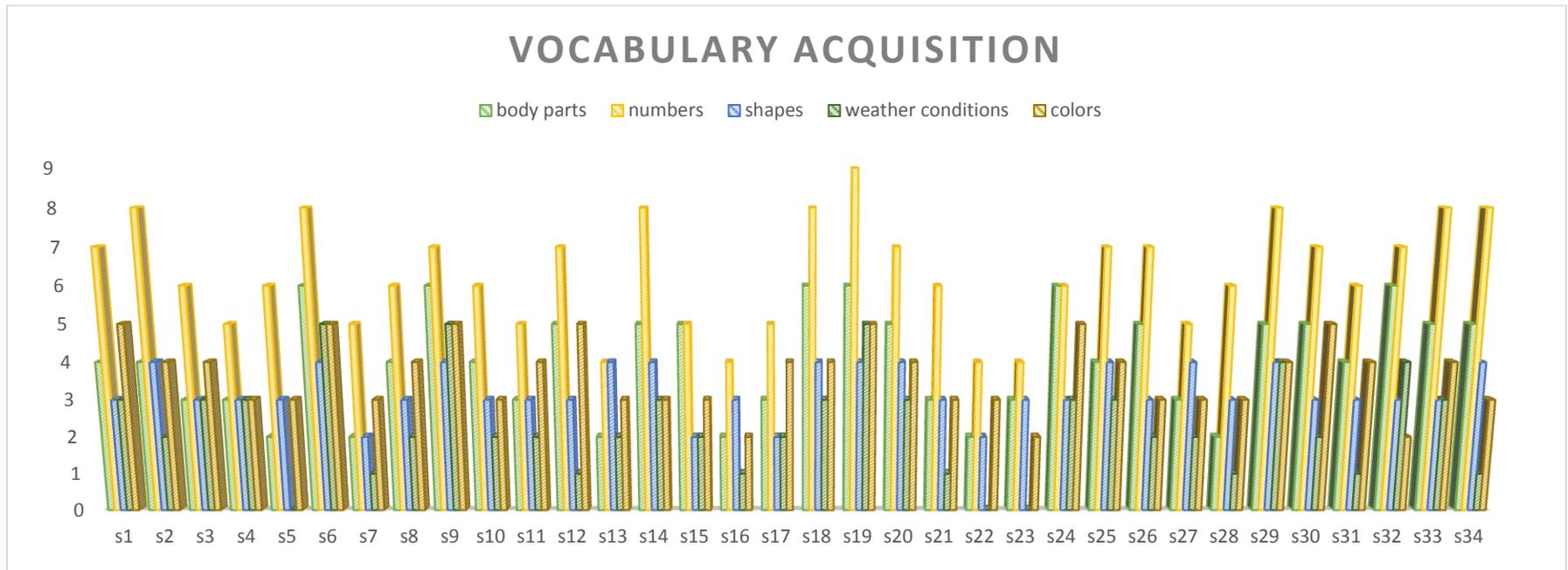


Finally, graph number four points out where the performance per student is also shown; however, in this case the analysis is focused on the vocabulary acquisition. During the intervention of this proposal it was possible to find that the students reached some level of acquisition and they manifest it in different ways such performing actions, doing facial expressions and some others, responding to the statement or basic command in an oral way, despite that variable was not taken into account in this research.

In this graph all the events, during the activities, which assure the acquisition of new words are

summarized. To organize it, the main topics of the lessons were taken into account and the principal words implemented during the course were chosen. In here, the number of words acquired by the student according to the topic is registered.

GRAPH N° 4 VOCABULARY ACQUISITION



Body parts: legs, arms, eyes, ears, mouth, nose (five words)

Numbers: one, two, three, four, five, six, seven, eight, nine, ten

Shapes: circle, triangle rectangle, square,

Weather conditions: cloudy, sunny, windy, stormy, rainy.

Colors: yellow, green, blue, red, purple

As it is evident in the graph, there are some isolated cases where the students did not acquire any word during the lesson, on the contrary, the acquisition of new words was remarkable in most of the cases where the students were able to perform an instruction, even when it was given only in a verbal way and the teacher did not perform any movement. This result, (thanks to the interaction among them) was reached due to the action of repetition made by some students which in turn, stimulated the same act in the rest of the group. Additionally, the routines established for the class such as repeating the “hello song”, the prayer and the weather song every session benefited the incorporation of new vocabulary.

To clarify the process of the intervention hereafter is presented a chart which synthetizes all the followed procedures.

DIAGNOSIS	INTERVENTION PROCESS	FINAL ACHIEVEMENTS
Lack of foundational skills	Progress in performance	Participation
No language exposure	Vocabulary presentation	Interaction
Unreadiness	First exposure to language	Interest
	Motivation	Advancement in foundational skills (listening)
	Participation	Vocabulary acquisition
		Progress in readiness

CHAPTER VI

FINDINGS

Inasmuch as the proposed aim to this research was to find out how the listening skills in first grade students could be fostered by using video songs, it is necessary to consider the main aspects of the intervention.

First and foremost, it is imperative to mention how the video songs increased and complemented the EFL class, making the lesson more engaging and pleasant to the students and more simple to the teacher when planning and developing the class. Likewise, the application of the TPR method was suitable since the students had a better comprehension of the foreign language without the usage of the mother tongue.

The TPR method was favorable with the control of the class and the discipline within the classroom since the attention of the students was focused on the topic of the class and on the movement or activity they are performing.

This research also served the purpose of encouraging the students to improve the recognition of the foreign language patterns, as well as some basic commands which also allowed them to perform of short statements in verbal and nonverbal way.

According to the previous charts and the analysis they were subjected to, it is possible to affirm that the students had a purposeful enhance of their listening skills, as well as important emotional characteristics such as disposition, interest and readiness to create a welcoming environment to make more effective their future learning experiences and approaches to the foreign language.

The students had different ways to participate, interact and show interest towards the class, some of which were noticeable when they proposed responses or solutions to a question or when they intervened spontaneously during the course of an activity and also when they talked to their partners, trying to find the correct answer to an issue.

Video songs is a revolutionary ICTC tendency, with thousands of channels dedicated to produce millions of audiovisual free and paid resources. They are useful, at least for presenting or improving receptive skills and many other actions such as encouragement or instruction. This resource must not be used in an isolated manner, because by itself could not be meaningful for students. Pedagogical processes are required: contextualization, instruction and feedback.

CONCLUSIONS

The general objective, consisted on fostering listening skills using technological resources and alternative methods to conduct the lessons, in order to set bilingual processes such as readiness, LAD stimulation, basic lexical sets and chunks. This was achieved, proved by the acquisition of new words, participation of the vast majority, performance of actions with the body and performance of instructions through concrete material, as we can see in the data analysis.

In relation to the specific objectives, it is accurate to mention that students gradually understood important elements of the spoken language such as basic commands, instructions and lexical units. The TPR effectiveness contributed to the very concrete stage of language, being the first students' exposure.

By all means, video songs were fundamental due to their high content of illustration and TPR

encouragement, which focuses the class easily and for a long term. This resource is powerful to motivate, engage and illustrate a receptive skill such as listening. But technology couldn't be possible without instruction and language presentation, the mediation of a teacher is imperative in favor of the organization of mental processes and structuring of knowledge.

Also low-order thinking skills were involved during the intervention process, such as imitation, repetition, mimicking, classification, execution, nomination and recognition. It is evident when the attention of students was drawn to the performance of commands with concrete material and the positive impact of these kind of activities.

The implementation of video songs as a didactic resource bestows a positive impact within the classroom, helping the students to focus on the topic, the class, as well as giving the teacher an opportunity to evaluate the way in which students are assimilating the knowledge since they are concentrated watching a video song while the teacher can observe and intervene behaviors and conducts in the classroom. This stimulates readiness and enhance the foundational skills.

Taking into account the definition of interaction, it is possible to affirm that students can improve the way how they interact with their environment, provided that the teacher acts as a mediator among the knowledge and the student, in the same way, the readiness, consider as a foundational skill has to be a long-lasting process in order to activate LAD processes. Definitely, it was necessary to permit receptive processes such as accurately-listening, imitation, repetition and nomination, and mimicking

Additionally, it is possible to affirm that the students were leading their own learning processes, helped by the mediation of the teacher; this because they are more focused on the activity that includes contests and dynamic issues than in the learning process itself, generating situational

interest which can be given in the classroom using different materials or activities that will make a significant change in the routine of the classes and will awake the interest and compromise on the part of the students with their learning process.

With all this it is attainable to affirm that this intervention caused a positive impact in the student population, creating interest and previous knowledge in the children that will furnish the upcoming lessons and will facilitate the acquisition of the language in and outside the classroom.

RECOMMENDATIONS

To forthcoming studies in English learning, the use of TPR should be suggested as an efficient method to guarantee the motivation and participation of young learners during the EFL lessons, such as the use of video songs or any other didactic material that suggest visual perception. All this because the teaching practice will be more bearable for the teacher and for the students since this will increase significantly their interest toward the lesson and the activities.

Further on, the use of basic commands and simple statements can become in more complex language utterances, the unconscious repetition given by the video songs accompanied by the movement create a propitious environment that acts in favor of the vocabulary acquisition, readiness and foundational skills.

In the same way, trainee teachers can establish a good rapport with the students and more effective communication channels within the classroom by the use of different technologies and didactic resources, empowering the students to express their thoughts and feelings.

The implementation of the TPR method is better when working with a small group, the results

are more noticeable and the group is more manageable; regardless, it is possible to obtain important results with a larger group but this component could be considered as a limitation for this research.

Besides, to include class environment in the lesson plans is a huge advance in young learner's language acquisition.

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ANNEXES

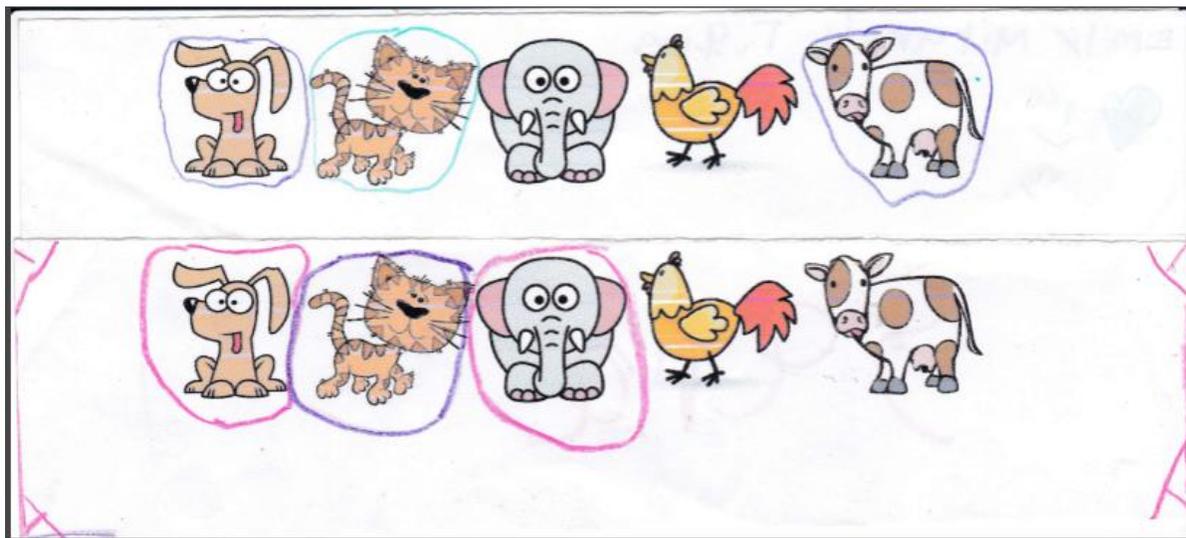
Annex 1(survey)

Miguel Ángel

Survey answers

1	 Papá	 Mamá	 Hermanos	 Abuelos	 ¿Alguien más?
2	 Papá	 Mamá	 Hermanos	 Abuelos	 ¿Alguien más?
3	 Papá	 Mamá	 Hermanos	 Abuelos	 ¿Alguien más?
4					
5	 Comedor	 Sala	 Habitación	 Escritorio	 No hago tareas

Annex 2 (diagnosis test)



Annex 3 (consent form)

UNIVERSIDAD PEDAGÓGICA NACIONAL
COLEGIO PRADO VERANIEGO IED

Yo _____ identificado con la cédula de ciudadanía número _____ de _____ y como padre/madre/acudiente, certifico por medio del presente documento que autorizo a mi hijo(a) _____ del curso 101 jornada mañana del colegio Prado Veraniego IED, para que participe en la investigación pedagógica realizada por Silvia Venegas Pinilla, estudiante de la Universidad Pedagógica Nacional y con la cual dará cumplimiento al plan de estudios de la Licenciatura en lenguas de dicha universidad.

Comprendo que para esta investigación será necesario el uso de imágenes, por lo cual autorizo el uso de las mismas para dicho fin, contribuyendo de este modo con el proceso formativo de mi hijo(a) en la asignatura de lengua extranjera.

Se firma a los _____ días del mes _____ de 2016

Firma _____
Nombre: _____
CC. _____

Annex 4 (transcript intervention N° 8)

Transcript of the video, taken during the session number five of the intervention

The teacher enters into the classroom and the room teacher organizes the students, once they are organized the teacher stays in front of the class.

Teacher: (waving with the hand) good morning class. Only five students answer the greeting with good morning, the rest of the students are talking or organizing their school supplies.

Teacher: we are going to say hello with our song! (Starts singing and moving the hands to accompany the song) hello, hello, hello to you, I say hello, when I see- you. During the performance, all the students except for four who are still distracted, are doing the movements along with the teacher, and around twenty are trying to repeat the lyrics of the song.

The teacher repeats the song, this time, more students try to repeat and all of them are doing the movements with their hands.

Teacher: ok now we are going to thank god for all the things he gave us ok? Around five students already know the routine so they start performing the movements of the prayer before the teacher starts

Teacher: god made the sun (raise the hand opening and closing the hand) god made the trees (moves the arm and the fingers simulating a growing tree) god made the mountains (moves the arms from the outside in forming an arch) and god made me (points herself) oh thank you god (shows thumbs up) for making the sun, for making the trees, for making the mountains and for making me(repeats all the previous movements)

During this performance the students are more willing to develop the movements, even though some of them seem bored, they perform the action along with their partners.

Teacher: Ok guys now organize the classroom. We are going to watch a video. (During the instruction around fifteen students got distracted, especially the ones that are located at the back part of the classroom, the rest of the students are confused about the instruction for this reason, the teacher turns on the TV so they can comprehend the next activity. The organization of the classroom takes around ten minutes, because about ten of the students need to move from their desks. After the organization, the teacher catches the attention again, since the students who have to move got distracted. After that, she turns off the light and plays a video with a short story about numbers, where a pirate and a parrot count stars and starfish.

While presenting the video, the teacher makes pauses after each number, to encourage the students to repeat the number.

Teacher: (pauses the video) ok, this is number one, (students repeat the number) around ten students continue telling the following numbers, even before the teacher resumes the video.

When the video finishes, the students ask for more videos or for a repetition of the numbers video. The teacher accepts and plays the video again, this time without pauses.

Teacher: Ok ready? We already finished our video. Go to your desks, everybody go to your desks, go to your desks. (The teacher repeats the instruction several times while helping the students to move the chairs and to get ready for the next activity.

Once the students are in their seats, the teacher takes off from her backpack a bag with several Popsicle sticks.

Teacher: Ok guys, each one of you will have ten sticks, ten sticks, ok? For example, Nicol will have ten sticks, (teacher touches the student shoulder and walks through the classroom), Gregory will have ten sticks, and Miguel Angel will have ten sticks. (While walking she touches the

students shoulders, some students start to raise the hand

Student: teacher, nos vas a dar palitos?

Teacher: yes, you will have ten sticks.

The teacher starts distributing the sticks starting from the front part of the classroom to the back part, at the beginning she shows the students each sticks and counts slowly while giving them, but the rest of the class start talking and standing up from their seats so she counts the sticks herself and distributes the material faster.

Once the students have their sticks the teacher stands in front of the classroom.

Teacher: ok count the sticks you have and tell me if someone is missing some. (Students do not understand the instruction so some of them get distracted with the material). Teacher starts counting the sticks while shows them how to do it, nevertheless, some of them are looking at the teacher instead of counting their own sticks.

Teacher: (showing the sticks to the class) one, two, three (at this point, students start counting along with the teacher) when the teacher points to the students' sticks so they can associate the action with the concrete elements they have.

Student: teacher, me falta uno

Teacher: are you missing one? (Student nods with the head and the teacher gives the missing stick)

Teacher: ok now make groups of five (while giving the instruction, the teacher shows the number with the hand) only three students understand and follow the instruction, so the teacher starts counting the sticks showing the students the number of the group they should have)

Teacher: Everybody has five sticks? Let's count all together, one, two, three, four, five (while saying the number, the teacher counts her own sticks)

Students repeat the numbers but most of them are trying to build shapes or figures with the sticks.

Teacher: Ok, now we are going to make groups of eight sticks, everybody, eight sticks, (the teacher repeats several times the number and makes the group with her sticks. There are students who had not properly understood the instruction or the dynamic of the class. The teacher goes to each group to explain the activity.)

Teacher: Ready? Everybody show me eight sticks one, two, three, four, five... (Teacher counts until eight, five students raise their hands with the group of sticks, the teacher calls one student to count the sticks). Ok Sara come on here, show me how many sticks you have. (The student does not understand the instruction and she seems also shy of being in front of the class, the teacher shows the hand of the student and starts to count the sticks she has along with the rest of the class)

Teacher: Ok class do we have eight sticks? Eight sticks? (The teacher repeats several times the number while showing up the sticks students answer yes in unison, however it is evident that some of them are not paying attention to the activity but just repeating what their partners said.)

Teacher: Ok this was perfect, now please give me back my sticks, everybody put the sticks in the bag, the sticks in the bag please. (The teacher passes a bag and shows the students to put the sticks back on there)

While the students are organizing the sticks, the teacher draws ten fish on the board and a big shark

Teacher: (talking to the students and pointing the fish) what is this? (Most of the students are listening but they remain in silence) what is this? And this? And this? The teacher points to the

other fish

Student: pescados? (Other student repeats “pescados” while he take off a notebook, approximately half of the class is still distracted with the sticks.

Teacher: yes, this is a fish. How many fish do we have here? (Teacher starts counting at the same time she points to each fish) one, two, three... (Until ten) and this is a shark! Look their scary teeth (teacher remarks on the shark teeth)

When she has the attention of the student, she starts telling a story with rhythm of a shark who eat the fish, this time, none of the students repeat the story.

During the story all the students who are sitting on the back part of the classroom got distracted.

Once the activity is finished the teacher pastes four paper fish on the board and a starting line in front of them, also draws ten circles in front of each one, at the end she draws a finish line. She has five balls in a little pouch.

Teacher: Ok guys now we are going to make a competition, this is “the fish race” this is a competition (Teacher repeats the word competition and says it slowly. One student associates the word with the meaning in Spanish)

Student: una competicion profe?

Teacher: yes! We are going to do a competition, now I need you to make three groups but to make it easier we are going to make it in the lines you are sitting, so I need one student for each line.

The teacher chooses the participant from the first line, in this moment, all the students start raising the hands and going to the front of the classroom.

Teacher: just one student per line, one student. (Makes the gesture with the hand and guides the rest of the children back to their seats). Ok Dylan, come here and grab a ball. Ok everybody quite, we all need to be quite (while saying that the teacher starts lowering the voice tone and puts her finger on the mouth as a sign of silence) when the students are quite, the teacher explains the dynamic of the game.

Teacher: ok Dylan pay attention, you will grab a ball from this pouch and you have to say the number of the ball in English ok? If you don't say the correct number you lose your turn ok? (The student does not answer, he just stares at the teacher trying to understand what she is saying. The students who are sitting in the front line and in the front part of the classroom remain in silence trying to understand what is going on, the ones who are in the back part got distracted and start playing among them)

Teacher: grab a ball and tell me the number (the teacher opens the pouch in front of the student encouraging him to grab the ball, the child grabs the ball and gives it immediately to the teacher)

Teacher: Very good Dylan, tell me the number. (The student remains in silence and looks at his partners. The teacher shows the ball with the number to the students)

Student: (screaming) cinco! (Once the student says the name of the number the rest of them start repeating the same number)

Teacher: yes, but I need the number in English. Dylan, what number is this? In English?

Student: cinco.

Teacher: and cinco in English is five

Student: five

Teacher: Ok, so our fish will advance five positions, let's count all together one, two, three, four, and five. Ok good. Now Miguel, come here. (Teacher points at the student and indicates him to go to the front) your fish is this one, you have to pick a ball, tell me the number in English and then your fish will move forward ok? (The student nods with his head but seems confused) let's mix this balls and you tell me when you're ready... ready? Are you ready Miguel? (Student nods) ok pick a ball, everybody play attention because Miguel will pick the ball. (The student picks the ball and gives it to the teacher), ok what is this number (the teacher shows the ball to the rest of the students,

Students: Dos.

Student 2: No Matias, hay que decirlo en inglés.

Teacher: Yes Maira, and how do you say dos in English? (Student starts counting from one)

Student: one, two three

Teacher: yes! One, two three (the teacher makes emphasis on the number two and shows the number with the hands) so Miguel, this is number? (Teacher expects for the student to complement with the number but he does not, the teacher, showing the ball to the rest of the class asks) this is the number..?

Students: dos.

Teacher: It is number two, what number it is?

Students: Two. (The student who picked the ball did not answer)

Teacher: Ok and now the last line, please come up here (while the teacher was trying to choose a student, they all wanted to participate, most of the students were raising the hands and asking the

teacher to participate)

Teacher: Sara come here. (The student understands the instruction and goes to the front of the classroom) pick a ball Sara. (The student picks a ball)

Student: Three!

Teacher: perfect Sara, this is number three! Now your fish will advance three boxes. One, two, three. Ok let's see now who is winning, the team number one is in the box number five! Very good! The team number two is in the box number two and the team number three is in the box number three! Very good. We need another participant from the team one! (Students get excited and start raising the hand and asking for participation)

Teacher: Ok Emily come here and pick a ball. (This time the teacher does not make any signal with the hand, the student goes to the front). Let's mix this pouch and pick a ball (the student picks a ball) Ok, I'm not going to watch, show the number to your partners and tell me which number is, I will move your fish.

The student shows the number to the rest of her team

Teacher: Ok Emily, what number is it?

Student: Five.

Teacher: (talking to all the classroom) ok, let's count all together and see what happens. One, two, three, four, five. You win!

Students celebrate and ask for another turn in the game, however the class finishes and students prepare all their school supplies and other elements to finish their school day

Annex N° 5 photographs of the necklace activity



Annex N° 6 photographs of fishing activity



ANNEX 7 (photographs of class routines “hello song” and prayer.)

