WATCH US, LISTEN TO US! USING INTERACTIVE LEARNING VIDEOS IN FIFTH GRADERS AT MARIA ANTONIA RUIZ

YULIANA ANDREA GONZÁLEZ PÉREZ

MARITZA ROMÁN RODRÍGUEZ

UNIDAD CENTRAL DEL VALLE DEL CAUCA

FACULTAD DE EDUCACIÓN

LICENCIATURA EN EDUCACIÓN BÁSICA CON ENFASIS EN LENGUAS EXTRANJERAS

TULUÁ-VALLE

2012

WATCH US, LISTEN TO US! USING INTERACTIVE LEARNING VIDEOS IN FIFTH GRADERS AT MARIA ANTONIA RUIZ

YULIANA ANDREA GONZÁLEZ PÉREZ

MARITZA ROMÁN RODRÍGUEZ

WORK PRESENTED AS A GRADUATION REQUIREMENT

GERMÁN ENRIQUE PÉREZ TAMAYO

ADVISOR

UNIDAD CENTRAL DEL VALLE DEL CAUCA

FACULTAD DE EDUCACIÓN

LICENCIATURA EN EDUCACIÓN BÁSICA CON ENFASIS EN LENGUAS EXTRANJERAS

TULUÁ-VALLE

2012

DEDICATION

To God: for his endless love; for giving us health to carry out our purpose; for all his blessings to us and all good things He had given us all over these five years.

To our parents: Ruth Socorro Pérez Vallejo and Humberto González Pérez and grandparents, Betuel Pérez Aldana and Ligia Vallejo de Pérez; Adalgiza Rodríguez and Ciro A. Román Cerón. For supporting us, not only during the study process but also throughout all these five years with their advices, their motivation, their love and all good things which made us an excellent people and they are our example of perseverance, faith, and hope in all our career and our future plans.

To our family, and in a especial way to Mariam Briñez Pérez, Cristhian Camilo González Pérez, Julio Mario Lasso Potes, and Isabella Arias Román. Thanks to all of them for their direct or indirect involvement in the preparation of this study.

To our teachers: Heberth Caicedo and Marco Fidel Suarez; for their great support and encouragement for the completion of our professional education and the preparation of this study; **Germán Enrique Pérez Tamayo;** for his support offered in this study, for his time and for encouraging our professional development

To the Uceva: in a particular way to our classmates: **Maria Alejandra Sanchez, Vanessa Maria Peña, Claudia Lorena Pabon, Daiana Lenis, Valentina Correa, Angelica Guerrero, Daniela Zorrilla and Carlos Manuel de la Cruz;** for all knowledge, special moments and a lot of things sharing through these years each night and for sharing this successful moment in our lives.

ACKNOWLEDGEMENT

ABSTRACT

KEY WORDS:

Interactive Learning videos, current trends, communicative competences. listening comprehension, comprehensible INPUT, National standards, NME and General education law.

The study hereof was a formative research aimed to develop the listening skill by using interactive learning videos in fifth graders at "Maria Antonia Ruiz" headquarters school. The development of this process required instruments designed to determine the listening skills levels and to recognize the materials used by teachers, those allowed the assessment of a starting point to intervene with interactive learning videos as a suitable and current trend with characteristics to develop listening comprehension because it provides 90% of vocabulary and expressions, students have seen in their primary years and this information will allowed an active use of prior knowledge. The impact of this study was meaningful and the development was gradually, because fifth graders were expose to audio materials through plan classes; for this reason, listening skills progress throughout the study were slowly but it was important output in students' speaking activities and it was significant performances to achieve National standards.

TABLE OF CONTENTS

LIST OF FIGURES

INTRODUCTION

Colombia, like several countries in the world, has adopted and assumed language plans aimed at spreading English as a main foreign language, Law 115, issued in 1994, which establishes the obligatory teaching of a foreign language. Together with the National Plan of Bilingualism in 2005, with the objective of students, at the time of finishing basic school, fifth grade, attain a Basic level A 2.1 level in the International competence, the second of six levels to become an autonomous user of English language, according to the terminology of the Common European Framework (CEF). The idea behind this goal is that learners/students could become ideal proficient speakers because language is conceived of as a good that can be obtained and used by everyone at any moment. Unfortunately, the levels set by the plan have not been achieved and, according to the Educational Policy for Prosperity and the Colombian president Juan Manuel Santos, *"just 11% of Colombian students are competent in English language[1]".*

Therefore, in order to reach the government standards, an improvement is needed, starting by English teachers communicative competences, which were reported with *the basic levels (A1-A2) [2]* in National Bilingual Program; for this reason, English classes could be redesigned using current approaches, innovate techniques and tools which provided comprehensible input could be suitable option to English teachers.

---

[1]. **– Colprensa.** (2010, noviembre 10). Nos estamos rajando en educación: Presidente Santos. Periódico El País [En línea]. http://www.elpais.com.co/elpais/colombia/noticias/nos-estamos-rajando-en-educacion-presidente-santos [2012, julio 4]

[2].**– National Ministry of Education.** Colombia Aprende. National Bilingual Program. < http://www.colombiaaprende.edu.co/html/productos/1685/w3-article-261856.html> [2012, Julio 4].

WATCH US, LISTEN TO US! USING INTERACTIVE LEARNING VIDEOS IN FIFTH GRADERS AT MARIA ANTONIA RUIZ

Foreign Language teaching nowadays is interested about the results of working with new educational tools and among all of those; Interactive learning videos in English classrooms. This study is focused on listening skills which could be developed by interactive learning videos, which are very famous among kids because of its blend of interaction of famous animated Disney characters and English regular topics, it is a great technological combination used as a main tool in planned classes to develop foreign language listening comprehension skill, because *"video also makes a positive contribution to the effectiveness of listening practice, in that it supplies the aspect of speaker visibility and the general visual environment of the text[3]"*. Long used just as an option to listening instruction, language teachers should use it as a well-supported regional and local experience to increase the use of interactive learning videos in classrooms because its effectiveness to develop listening comprehension was described in this study.

The use of video for foreign language acquisition began in the 1930s in Disney Studios, when one film to nonnative speakers of English was released. Regardless of its pretentious, the film never increased teacher's acceptance in classroom as an effective tool because of different difficulties in preparation, practice and expense. After a fashion, television worked on Learning English TV shows appeared, but language teachers generally adopted a skeptical attitude of interactive videos as a tool, and it was not up until next few periods later when some editorials launched interactive video kits to non-speaking English

---

[3]**- Ur,** P. (1991). *A Course in Language Teaching: Practice and Theory.* (p. 108). Cambridge University Press.

schools in 1970s and early 1980s, interactive videos were used widely in the classroom.

A great growth in the video and associated technologies practice was so common, in America at least, videotapes were into the hands of every language teacher who was motivated by the emphasis of communicative approaches on language teaching. According to Thompson & Rubin, it was key advantage from video-based instruction; listening comprehension skill improvement. They said: "*When learners are exposed to video media, the visual elements are seen by several authorities to provide a means of support for comprehension processes and thus facilitate listening skill development[4]".* For this reason, interactive learning videos were a key tool because it provided several possibilities inside the comprehensible input process not only in listening skills but also in the other communicative abilities.

In addition, Lonergan claimed that "*video-based discourse reduces the difficulties of listening in a foreign language because at any level of language competence, the learner's potential for comprehension is greatly increased if the visual information is included in the presentation[5]".* As time goes by video allows learners better understanding than linguistic knowledge alone and it motivates learning, support retention of information and cognitive processing; as a result, this tool was not limit to advance learners, it could use by starters and elementary learners.

On one hand, the listening comprehension skill could be described in terms of an ability to decode audio elements; there are multiple definitions around listening, as the way it contributes directly to the comprehensible input. Listening strategies by interactive videos can be classified in the way how listeners acquire language. But Dr. Joan Rubin defined the skill as "*an active*

---

[4]**- Thompson, I., & Rubin, J**. (1996). *Can strategy instruction improve listening comprehension?* Foreign Language Annals, *29*, 331-342.

[5]**- Lonergan, J. (1984).** *Video in language teaching.* Cambridge: Cambridge University Press.

process in which listeners select and interpret information which comes from auditory and visual cues in order to define what is going on and what the speakers are trying to express[6]" It is important to note in this description that visual elements are seen to be complimentary factors that work in union together with aural elements to influence the active process of listening comprehension and are not assigned to a specific role. On the other hand, it is a widely held belief amongst foreign language researchers that visual elements basically provide support to listeners as they decode the aural channel, for example, she suggested that "*visual elements offers assistance to listeners primarily through the display of props, action and interaction[7]*". According to Rubin, listeners utilize these supports to:

1) Narrow interpretations when they observe physical settings,

2) Validate tentative hypotheses when they make sense of action and judge emotional states when they see interaction.

Nevertheless, there is surprisingly little theoretical defense or empirical evidence that would support the belief that listeners used visual elements mainly for 'support' of the aural channel. Indeed, to date, almost no research has been conducted which closely investigates the role of visual elements within the comprehension process of foreign language listeners as they watch the videos.

In Colombia, some studies with similar aims have been developed in order to contribute to the theoretical context about listening strategies and video related to the acquisition of the foreign language but unfortunately the contact did not

---

[6]**- Rubin, J.** (1995). *An overview to A guide for the teaching of second language listening.* In **D. J. Mendelsohn & J. Rubin** (Eds.), *A guide for the teaching of second language listening* (pp. 7 - 11). San Diego: Dominie Press.

[7]**- Rubin, J.** (1995b). *The contribution of video to the development of competence in listening.* In **D. J. Mendelsohn & J. Rubin** (Eds.), *A guide for the teaching of second language listening* (pp. 151-165). San Diego: Dominie Press.

answer so their subtitles and basic information just confirm us, the need in Colombian language teaching to validate this tool:

Título:	Using video materials as a teaching strategy for listening comprehension
Autor:	Arteaga Potosí, Lady Jhoana Guarín Loaiza, Edwin Andrés López García, Ana Catalina
Fecha Edición:	2011-07-28T18:55:26Z ; 2009
Publicado por:	Universidad Tecnológica de Pereira ; Facultad de Bellas Artes y Humanidades

Título:	Impact of using multimedia tools in teaching English (In progress)
Autor:	Federico Neira
Fecha Edición:	2011-2012
Publicado por:	Universidad Tecnológica de Pereira ; Facultad de Bellas Artes y Humanidades

This as evidence, that Colombian Schools and Universities, could lead research and developed study projects which could contribute to the global concerns about foreign language teaching.

This study is based on the experience and labor of undergraduate students in Elementary Education with emphasis on foreign languages at the UCEVA University specifically on the process of teaching practice of IX semester, in which limited communication competences levels were detected on the beneficiaries of the educational community during the first part of Teaching Practice since February until June 2012, or rather the fifth graders at "Maria Antonia Ruiz" School Headquarters in Tuluá. Limitations levels referencing just according to the basic standards of competence in foreign languages English that the National Ministry of Education (NME) proposed for these level students within its National Bilingualism project. The study project process was enriched in some information, because the given course head teacher characterized the

group with high communicative English levels, but during the first part of Teaching Practice since July until November 2011, these students did not recognize basic class commands and it was inconvenient among them to understand, especially when the practitioner students proposals had to do with the listening skill, audio recognition vocabulary. The students even expressed uncomfortable with the practitioners students greetings, because they started the first class speaking in English. Before completing the teaching practice, undergraduate students searched for information to stimulate listening this (INPUT) ability since is considered to depend on foreign language learning and according to Stephen D. Krashen *"humans acquire language in only one way – by understanding messages or by receiving "comprehensible input".* Following observations and assumptions of American linguist, it was directed to one of his last inferences about the ability to listen:

> *"An important conjecture is that listening to or reading compelling stories, **watching compelling movies** and having **conversations with truly fascinating people is not simply another route**, another option. It is possible that compelling input is not just optimal: **It may be only way we truly acquire language**[8]"*

This is the way interactive learning videos guarantee comprehensible INPUT in extra classes with low levels of anxiety which open the way to this selected vocabulary to young people, and here video is selected as a methodological tool to apply in this study, because it provides 90% of vocabulary and expressions, students have seen in their primary years and this information will allowed an active use of prior knowledge of these students, to implement a proper procedure of Top-Down Processing of visual information, (David Marr's Computational Bottom-Up Approach) This emotional use of prior knowledge that the neuroscientist proposes will allow us greater significance of the topics, vocabulary and expressions contained in the foreign language classes teaching

---

[8]**- Dr. Krashen,** Stephen. *The Compelling (not just interesting) Input Hypothesis.* The English Connection (KOTESOL) in press. < http://www.sdkrashen.com/articles/The_Compelling_Input_Hypothesis.pdf> [2012, Julio 5]

practice II of the tenth semester. Consequently, it is requested in school the opportunity to follow and monitor a new delimited process, taking part of listening skill, this search is directed towards a didactic tool that will allow the reproduction of previous knowledge grounded in the methodological tool video. Congruently in the near future the institution will have the possibility to adapt this experience within educational settings defined by the educational institution to be evaluated and tested.

The community object of this study is made up of 18 children aged from 8 to 12 who were randomly selected from the fifth grade. According to the head teacher and in order to achieve to all professional practice hours, it was created an additional class, out of regular classes and as assistance strategy, undergraduate students sent an invitation to fifth graders parents to get their responsibility, in order to children could come back during the afternoon. Also, this process has the support of the head teacher, an expert in foreign language teaching and she can contribute and monitor the results of the following study.

The principal of the institution as well as the advisers of the professional practice of the UCEVA, have found in this proposal highly relevance since according to the results of the study can not only implement the use video as an effective tool in other courses, but also it could be replicated in other branches of the institution and may be presented as an alternative and useful option in other local schools, regional schools or in any institution which would open the door to this pedagogical way of teaching.

This study is justified firstly, looking for achieving English listening skill levels proposed by NME, in its National Bilingualism project in those selected students from "Maria Antonia Ruiz" School Headquarters. Due to this project was not only reinforcement, from pedagogical nature, but also a social nature, the impact improvement not only inside but also outside the classroom where the individual makes practice of all his knowledge. On the other hand, the education community will have a tool that can be used not only in primary but also in higher levels of Basic and Secondary education levels given in this institution.

According to "Basic Standards of Proficiency in Foreign Language: English *"Education allows human development and it gives answers to the citizens which making up the society in different moments since the beginnings of history".* That is*, "the National Education project aim is the integral progress of Colombian people in all social aspects in this global community and of course the effective commercial and cultural interaction is made possible by knowing and using English language".* Therefore, this study worked on listening skill development but also in human development and a closer cultural interaction with Anglophone countries, especially when Colombia is closer to more developed countries like the United States, through the signing of the Trade Promotion Agreement, as a result, the foreign language will become a central focus, not only for business trade but also for educational and cultural exchange.

The study project beneficiaries from fifth graders at "Maria Antonia Ruiz" School participated in this study in its initial stage through listening skill diagnosis; therefore, in its middle stage they learnt through active classes with interactive learning videos, and finally they made an English final test. Owing to this study significance could not be only during the implementation, agreeing to the principal; this project could be done in another school grades if the study results were positive.

The benefits from listening skills improvement in fifth graders were demonstrated to medium and long term thanks to the utilization of audio-visual material inside the English classes. Also, the students were favored by knowing culture, traditions, and customs to Anglophone countries, and, the students can consolidate their acquired knowledge with socio-cultural elements which help them when the communication with different people from any countries with English as a Foreign Language. However, when students know Anglophone countries culture, they can make comparisons between Colombian Culture and Anglophone Culture and they can compare and adapt their similarities and differences.

For this study project achievement, it was taken into account with theoretical help of J.J Wilson with some *"How to teach Listening?"* sections, which he gives some advices about how to teach this skill and he gives some ideas around video implementation in listening classes.   Also, it was used some *"USB Language Center Journal"* extracts. In this magazine, there were some reports about English teaching in this University and In addition, some of the theoreticians who supported this research project are Jack C. Richards with his *"Current Trends in Teaching Listening and Speaking".* This document talked about some tendencies around Teaching Listening and Speaking and talked about some characteristics when Listening or Speaking was taught and Zsuzsa Cziraky Londe with *"The Effects of Video Media in English as a Second Language Listening Comprehension Tests".* This study is focused on *what is* the result of Interactive learning videos on Foreign Language learning, but specifically the positive or negative result on Listening Comprehension Tests. Along these lines, the main text is English standards from NME in order to be aligned with the government objectives and therefore, with the Common European Framework of Reference for Language. Some theoreticians who had used audio-visual materials but in Spanish as Foreign Language, but as Spanish lessons plan such Maria Laura Mecías and Nuria Rodriguez with *"Design of Audio-visual Materials for ELE Class".*

Video is an excellent tool in English learning, and in this case, is an excellent tool to develop Listening skills, because students could interact with these materials, owing to they could repeat, they could sing, they could speak after they had been listened and watched the video. According to J.D Brown, *"through reception, we internalize linguistic information without which we could not produce language. In classrooms, students always do more listening than speaking";* for this reason, English students needed to develop their listening skills, not only for learning a foreign language, but also when they improved their language competences. Because of the importance of audiovisual materials as English learning instruments, an important question appeared:

what is the effect of interactive learning videos in developing listening skills?

As a result, the effect in developing listening skills through interactive learning videos was, initially, fifth graders had a close contact with Foreign Language, because all videos are spoken by English or American people. Second, each video subject was known by students and they could recognize all vocabulary that they have learnt before. As well as, Jack C. Richards in *"Current Trends in Teaching Listening and Speaking"* mentioned some methodological lines, taken from J.D Mendelsohn, at time to develop English listening skills in the classroom. The first and the closer to this study is *"Listening materials should be based on a wide range of authentic texts, including both monologues and dialogues".* Video gets a wide field in this kind of dialogues, because it uses authentic linguistic elements which supplied students learning, due to one of the most important problems when people tackle some texts in foreign language, English in this case, is the *colloquial language and language reduced forms,* which restricted in some way, not only listening skills development but language understanding for students too.

Third, each video has its own activity, which every student can remember viewed vocabulary and they can learn new vocabulary around video subject. English teachers make a feedback at the end of the class to clear up students doubts, and there is homework about video subject.

Interactive learning video was a great tool and a great way to discover, to develop, and to learn English but specially was a great way to be happy and have a fun time. Fifth graders could enjoy these English classes, because they were learning English is not a boring subject, but also it was exciting subject due to students could participate in an active way and they could express their ideas and their ancient knowledge. In other words, interactive learning video effect in these kids was important for their knowledge, their listening skills development and their socio-cultural and heuristic skill development too.

As general aim, this study was to carry out listening skills development of fifth graders from "Maria Antonia Ruiz" headquarters school, using video as methodological tool and making lessons plan according to established standards by NME.

The first specific aim was to realize a listening skill level identification to fifth graders from "Maria Antonia Ruiz" headquarters school, based in NME Standards and using as diagnostic tool from Cambridge University "Starters" and "Flyers" Test. These tests' proved how is listening level in fifth graders and what kind of vocabulary they have known before. The following specific aim was to prove the use of 25 lesson plans based on videos as main tool, made it during 2012 first academic period; the video subjects were chosen using the fifth grade English themes and English themes from first to fourth grade English classes. To finish, the latter specific aim was to register the results and made the analysis from three diagnoses made during the process and as a result, and to show the tool effectiveness; in this part, the undergraduate students in Elementary Education with emphasis on foreign languages analyzed all results from the diagnoses and made comparisons around these analysis and they determined *what was* the effect of interactive learning videos in fifth graders and *what was* the developed of their listening skills through this tool.

THEORETICAL FRAMEWORK

*Our responsibility goes beyond the language classroom. Indeed, as I have stated earlier, our task is to provide the students with the **tools** they need to continue improving without us.*

Stephen D Krashen

For openers, the ever-growing need to learn English and moreover the accelerated development of technologies, have forced professionals English teachers to use innovative ways such as Internet, social websites, music video even movies, TV programs; and all kind of new devices to get students into the process to acquire the foreign language. Colombian Basic Standards for Foreign Language Skills are the result of a national project called *Educative Revolution*[9], in this document explicit the government's commitment to create the conditions for English teachers, managers, parents and students to work on communicative skills. The document explains different and current ways to get primary students into Basic English Levels "*to help them to achieve the goal set in the document "Visión Colombia" 2019. This goal states that Eleventh grade students reach an intermediate level of English proficiency (Level B1, according to the **Common European Framework of Reference for Languages: Learning, Teaching, Assessment**[10]), enabling them to communicate in the language, to appropriate of knowledge and use them effectively in real*

---

[9] **. - Educative Revolution**, Colombia learns by the National Ministry of Education (NME) and framed in its National Bilingualism in partnership with British Council.

[10] **. - Council of Europe (2011).**

situations of communication[11]" and as a matter of course, Colombian Governors and advisors are updated about the effective approaches in Learning English acquisition. Are English teachers taking this document into account, too?

Today, there are numerous approaches to learning English, all of them, are the result of serious studies, and methodologies developed through history, some of those are: *Grammar translation method*, *direct method*, *the audio-lingual method*, *communicative language teaching* and *Language Immersion, among others*. As far as can judge in the middle of all those possibilities, it is needed to add real experiences in order to use the effective ones. Accordingly, this work started taking the basics of the methodology known as *communicative language teaching* because "*its origins and evolution since it was first proposed in the 1970s, has influenced approaches to language teaching today*[12]*."*

Hence, Communicative Language Teaching is a result of all the experiences around of language teaching in the last 40 years. CLT[13] is a theory which combines specific needs from experiences in history up to the late 1960s. Traditional approaches used the Audiolingualism and Situational Language Teaching and created detailed goals or competences to provide input and output skills. The goals or competences were developed in a sequence called Presentation, Practice and Production or P-P-P cycle, but this sequence have been criticized in current years. According to Skehan, *"the underlying theory for a P-P-P approach has now been discredited. The belief that a precise focus on a particular form leads to learning and automatization (that learners will learn what is taught in the order in which it is taught) no longer carries much*

---

[11]. **- Vélez White,** Cecilia María, Ministra de Educación Nacional, Carta abierta, *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*, © Ministerio de Educación Nacional, 2006 Impreso y hecho en Colombia

[12]. – **Richards, Jack C**. Communicative Language Teaching Today, Cambridge University press 2006, New York, Pg.: 1. www.cambridge.org

[13] Communicative Language Teaching

credibility in linguistics or psychology"[14]. Due to the fact that the contrast between this sequence and the unit of 'communicative activity' in 1970s and 1980s, it appeared a pedagogical approach, where their tasks were investigated by teachers, they concluded *"will necessarily be classroom-based and not subject to the same degree of manipulation characteristic of a research study".* That is it should be integration with all classroom elements and not focused on the student only, briefly, it should be intercommunication between teachers, students and a consolidate relationship with an extended pedagogical sequence, such as:

"(…) the focused task (of interest to (experimental) researchers and testers); a pedagogic sequence (of interest to teachers and researchers); an entire class period (of interest to teachers and non-experimental researchers); an extended sequence (of interest to longitudinal researchers, non-experimental researchers, and to teachers); and finally, a syllabus, a text book (of interest to course designers, materials writers)"

However, Communicative Language and Communicative Competence notions were first developed in Linguistics, specifically in the sub discipline of Sociolinguistics, because this method was focused how the knowledge and skills needed to use grammar and other linguistic aspects for different communicative purposes. Even though, a discussion appeared about Communicative Competence, because of Traditional Approaches limitations focused on grammar in language teaching. Communication "*should be the goal of language teaching"[15]* and not only Grammatical Competence.

In order to understand what is Grammatical Competence, Richards, declares "*Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to*

---

[14] **– Ibid., Richards, Jack C**. Pg.: 1. In **Skehan, P.** (1996). Second language acquisition research and task-based instruction. Pg.: 18.

[15] – **Richards, Jack C**. Communicative Language Teaching Today, Cambridge University press 2006, New York, Pg.: 9. www.cambridge.org

knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns)[16] and how sentences are formed". Due to this meaning, grammatical rules can produce correct sentences but it is not the language acquisition goal. Another Richards' *"Communicative Language Teaching Today"* appreciation about GC is "*Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page"[17];* in other words, this approach is not very successful and even inefficient to use the language as meaningful competence, because of Richards appreciation *"language learning was regarded as "process of mechanical habit formation", errors were to be avoided through controlled written and spoken production, specially by memorizing dialogs and performing drills, and finally, this kind of learning was very much seen as under the teacher's control"[18].*

Furthermore when it is asked to English teachers to identify the methodology employed in their classrooms, the most common answer is "communicative" as the used approach. However, getting into detailed of what they mean by "communicative," responses are very broad and generalized. It happens even in academies, courses, universities and students as well. This open-ended discussion about what is understood by communicative has the answer in communicative language teaching where communication is suitable to get the goals of language teaching. In this way, Jack C. Richards says: *Communicative Language Teaching can be seen as describing a set of core principles about language learning and teaching,(...) assumptions which can be applied in different ways and which address different aspects of the processes of teaching and learning. Some focus centrally on the input to the learning process[19].*This

---

[16] – **Richards, Jack C**. Communicative Language Teaching Today, Cambridge University press 2006, New York, Pg.: 3. www.cambridge.org

[17] – **Ibid., Richards, Jack C**. Pg.: 3.

[18] –**Ibid., Richards, Jack C**. Pg.: 4.

[19] .–**Ibid., Richards, Jack C**. Pg.: 1.

way, CLT can be applied in **foreign language teaching** and which address different aspects of the processes of teaching and learning.

In addition, this study used other characteristics in CLT, as the role of teachers and learners in the classroom. Richards in his study explains that Learners' Role had a significant change, because "*learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning*"[20]; for this reason students' interaction in their language acquisition process, because this interaction create a suitable atmosphere to language learning process. Also, grouping is another important fact in CLT characteristics, because as students are more active in English class and the activities are based on cooperative approach to learn a foreign language, "*they had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model*".[21] But it was not enough for a complete language learning process, because students must have responsibility for their own learning at home and not only in their classroom, in other words, "*they were expected to take on a greater degree of responsibility for their own learning*"[22].

This study is principally focused on two important hypotheses: comprehensible input and affective filter hypotheses. According to Dr. Stephen Krashen, the main proponent of comprehensible input hypothesis, an important question inside comprehensible input was developed: "*(…) how do we all acquire languages?*"[23]; in agreement with Comprehensible Input Hypothesis, "*We acquire language in one way only: when we are exposed to comprehensible input (written or spoken language). Comprehensible input is the necessary but also sufficient condition for language acquisition to take place. It requires no*

---

[20]– **Richards, Jack C**. Communicative Language Teaching Today, Cambridge University press 2006, New York, Pg.: 5. www.cambridge.org

[21]– **Ibid., Richards, Jack C**. Pg.: 5.

[22]– **Ibid., Richards, Jack C**. Pg.: 5.

[23] - - **Dr. Krashen,** Stephen, Principles and Practice in Second Language Acquisition, University of Southern California, 1982. Pg.: 20

effort on the part of the learner."[24] Thus, according to Krashen, when interactive videos had been shown to the students, they were exposed to a comprehensible input in spoken language and the current knowledge was not isolated from the English class, because of there was a feedback after the activities and not also there was a comprehensible input development, besides, there was a comprehensible output development too.

This means that, in accordance with Krashen, emphasized in the course of KOTESOL International Conference, how communicative way, will remain as an appropriate way to provide comprehensible input; *"The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production."*[25] Subsequently, interactive videos could make available a proper environment to develop a comprehensible input in fifth graders, then, students could perceive what is in the immediately environment, because this discourse with students "*is far more likely to deal with what is in the room and happening now ("See the ball?") Than what is not in the room and not current ("What will we do upstairs tomorrow?")*".[26] In other words, interactive videos gave the possibility to promote speaking in the students and, so as to; the comprehensible output improvement was generated.

Additionally, in his several studies, Andrew Gruba found video as a very comprehensible source; *visual elements work in a number of ways that go*

---

[24]. – *An Introduction to the Work of Stephen Krashen:* http://esl.fis.edu/teachers/support/krashen.htm

[25]. – **Dr. Krashen,** Stephen KOTESOL International Conference 2011, http://www.youtube.com/watch?v=EXJwGFpfCY8&feature=related

[26] - **Dr. Krashen,** Stephen, Principles and Practice in Second Language Acquisition, University of Southern California, 1982. Pg.: 23.

beyond merely 'supporting' verbal elements; they are better thought of as integral resources to comprehension whose influence shifts from primary to secondary importance as a listener develops a mature understanding"[27]. Owing to these statements, interactive videos could be a good tool in English teaching and learning processes. For this study two different references of interactive learning videos were chosen, such as Disney's Magic English and Disney's English Adventures, and also, others available videos online, and these tools could be an appropriate instruments to give students useful INPUT, because they were made to English Language acquisition, using interactive and short videos in each topic, all of them from native speakers, performed by known characters from Disney movies with the stories children already know and with additional supports like animated subtitles as a written text and interactive games.

> *"We need to **provide enough input** so that they can gain the linguistic competence necessary to begin to take advantage of the informal environment, the outside world. In other words, they need to know enough of the second language so they can understand significant portions of non-classroom language. Building their linguistic competence to this point, however, is not enough".*

With this aim in view, to provide enough comprehensible input through Interactive Learning Videos as a principal tool offered students more possibilities to develop listening skills, especially if the video has support subtitles, because, according to Rubin that is: *"the display of written text in any form,* certainly*, influences listening comprehension"*[28]. In "Watch us, Listen to us!" Interactive Learning Videos, these kinds of subtitles helped students to

---

[27]. – **Gruba,** P.A. (1999). The Role of digital video media in second language listening comprehension. Pg.: 26.

[28]**- Rubin,** J. (1995b). The contribution of video to the development of competence in listening. In **Mendelsohn,** D. J. & **Rubin,** J. (Eds.), *A guide for the teaching of second language listening* (pp. 151-165). San Diego: Dominie Press.

discover the context and the topic, and in doing so, they learn new vocabulary from them. Also, supporting subtitles in Interactive Learning Videos were an important tool, because students' knowledge can *"engage in a dynamic construction of meaning"*[29]with meaningful learning and this construction of meaning is a great step in the listening skills development.

So consequently, when students were involved in a different and technological environment, with visual arts, known characters, music, and animated subtitles among, other types of entertainment, they introduced them in a different world, where the linguistic code was totally diverse, and students will introduce the foreign language in their daily activities. Entertainment is a current communicative instrument in classrooms, as Michael Rost says; in his Listening Tasks and Language Acquisition *"in communicative English classes students are surrounded by the spoken language– from the teacher, from their peers, and from audio and video media".* [30] Interactive Learning Videos provide a comprehensible input and these videos have authentic elements (specifically conversations and vocabulary), because these implements were created from English native speakers.

Moreover, Interactive Learning Videos have specific elements such as interesting, stimulating, humorous and dramatic components, and also, with these aspects *"learners will be motivated to make the effort to understand without the need for any further task."*[31], at best, this low anxiety environment is the suitable way to get comprehensible input and therefore, students are going to produce a comprehensible output. In this connection, Michael Rost, explained *"visual and gestural clues are conceptualised as 'editing strategies' which help listeners interpret discourse in that they provide "weak inferences"*

---

[29]- **Murphy,** J. (1991). Oral communication in TESOL: Integrating speaking, listening and pronunciation. *TESOL Quarterly, 25*, 51-74.

[30]- **Rost,** M. Listening Tasks and Language Acquisition. University of California, Berkeley.

[31]- **Ur,** P. (1991). A Course in Language Teaching: Practice and Theory. (p. 113). Cambridge University Press.

regarding a speaker's intentions[32]". This means that images and gestures give the students the clues about what is happening in the video, in other words, students could interact with the events in the video, and, they could associate the preview video with its vocabulary, so they are deducting meaning and this process is the base of Inductive hypothesis, which explains: *students who are successful in deductive foreign language classes employ different neurological mechanisms than learners successful in more inductive classes, deductive learners being more left-brained, analytic thinkers, and inductive learners being more right-brained, analogic thinkers (Hartnett, 1974; Krashen, Seliger and Hartnett, 1974)[33].* Lastly, the affective filter hypothesis obtains the relationship between affective variables and the process of second language acquisition, for this reason, there were individual differences in choice of classes performances, specifically if some people put forward rules in the first part and others prefer to figure things out for themselves, because of teachers could not persist on the "wrong way" those approaches for which may raise anxieties and strengthen the affective filter, and as said by Dr. Stephen Krashen, (…) *Those with attitudes more conducive to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter. They will be more open to the input, and it will strike "deeper"[34].*

Interactive Learning Videos could be held longer in memory students; according to Anderson, *"since visual information necessarily comes from our direct experience whereas linguistic information can communicate experiences we may never encounter"[35],* that is, video is an instrument which focused visual and auditory intelligences in a comprehensible input manner and, in this way, the new linguistic information is linked with their knowledge through linguistic processes and at the end, students produce a comprehensible output during the

---

[32]- **Gruba,** P.A. (1999). The Role of digital video media in second language listening comprehension. (p. 10). In Rost, M. (1990).*Listening in language learning.*New York: Longman.

[33]- **Dr. Krashen,** Stephen, Principles and Practice in Second Language Acquisition, University of Southern California, 1982

[34]- **Ibid., Dr. Krashen,** Stephen. Pg.: 31

[35]- **Gruba,** P.A. (1999). The Role of digital video media in second language listening comprehension. (p. 26). In Anderson, J.R (1995).*Learning and memory.*New York: John Wiley & Sons.

activities in English class which synthesized Interactive Learning Videos' topic, teacher's topic explanation and their own knowledge about the topic.

The term "Intelligence" involves a large group of meaning. The most known meaning is Howard Gardner's meaning; according to Gardner, *"there are many ways by which we know, understand, and learn about our world"[36]* For this reason, this intelligence meaning, taken from Howard Gardner's studies, has been chosen for this project. Due to Howard Gardner's Multimedia and Multiple Intelligences, *"Individuals, according to cognitivists, are born with a certain amount of intelligence, which for better or worse is essentially fixed"[37]*, because Intelligence was only considered by psychological tests as a level of knowledge in a specific individual. So consequently, psychologist and cognitivists though Intelligence was a kind of instrument which determined if an individual was more intelligent or less intelligent. For Gardner, *"Intelligence was or how it could be improved, increased, or transformed-indeed"[38].* This means that Intelligence has changed throughout human being development, for this reason, Intelligence could not be considered only as an instrument, but also it has different sub intelligences and it makes complex its study.

Consequently, each human uses a specific intelligence which is used through the learning process, and also, human being's mind contains mental representations from world and society, *"images, schemes, pictures, frames, languages, ideas, and the like".* According to Gardner, human being creates and transforms *"numerous internal representations in their minds/brains"[39]* and,

---

[36] **Visser R,** Dana. (1996) "That's using your brain" Training & Development magazine September 1. Pg.: 39.

[37]**- Veenema,** S. & Gardner, H. (1996) Multimedia and Multiple Intelligences . Pg.: 69.

[38]**- Ibid., Veenema,** S. & Gardner, H. Pg.: 69.

[39]**-Ibid., Veenema,** S. & Gardner, H. Pg.: 70

in accordance with Gardner, these kinds of representations are called Multiple Intelligences. For this reason, Interactive Learning Videos could be an excellent alternative to teach and acquire a language, because Videos integrate English topics and Audiovisual Intelligence, giving as a result Fifth graders transforms their mental representation about some English topic; owing to *they can see how intonation matches facial expression and what gestures accompany certain phrases, and they can pick up a range of cross-cultural clues,* and these kind of facial expressions could benefit students' pronunciation exercises. Therefore, technology cannot be isolated from Education, because using technology as an interactive way between students and knowledge, could *"reorienting our educational mission, can achieve far more success with much larger numbers of students, and even enjoyed for their intellectual and sensory pleasures"*[40].

Additionally, according to Kevin Ryan and James M. Cooper, *"a learning styles approach to teaching and learning is based on the idea that all students have strengths and abilities, but each student may have a preferred way of using these abilities"*[41]. Therefore, Interactive Learning Videos include different elements to interest the students to use their own abilities to learning a second language. Videos are especially focused on Visual, Auditory, Kinaesthetic and Tactile approach; For Ryan and Cooper *"this approach is based on the idea that different people prefer different modes of learning"*[42]. To that end, listening skills development is determined by the Video use and VAKT approach; it is important to know visual and auditory learning styles are only taken to this study. Therefore, visual and auditory learning styles are connected with Interactive Learning Videos, because students can explore their learning abilities, increase a comprehensible input and finally produce a comprehensible output through the activities according to the topic viewed in English class.

---

[40]-**Ibid., Veenema,** S. & Gardner, H. Pg.: 75.

[41]- **Ryan,** K. & Cooper, J.M. (2010, 2007) Those Who Can, Teach (12th Edition). (p. 72). Boston: Wadsworth Cengage Learning.

[42]- **Ibid., Ryan,** K. & Cooper, J.M. Pg.: 72

Finally, Interactive Learning Videos have the possibility to be an appropriate tool, a professional one, which includes most the primary schools topics in a communicative way. Interactive videos get students attention, they get to see *"language in use"*[43], and the teacher's work is just guidance around the topic and taking the feedback before class finishes, reinforcing new knowledge. Also, images and gestures give worthy keys in Comprehensible Input and English learning too, because "(…) *this allows them to see a whole lot of paralinguistic behavior"*[44]. In conclusion, Listening Skills in this study was the indicator of development of the other communicative skills and the main goal was to carry out the *effect of interactive learning videos* classes, in order to understand how and in what way students acquire a foreign language, as well as Kenneth Dunn, expert on Learning Styles exposes, *"If students do not learn the way we teach, then let us teach the way they learn"*[45].

---

[43] **Harmer, Jeremy.** The practice of English Language Teaching, fourth edition, Cambridge, UK, 2007: Film and video. Pg.: 308

[44] **Ibid., Harmer, Jeremy.** Pg.: 308

[45]**- Ryan,** K. & Cooper, J.M. (2010, 2007) Those Who Can, Teach (12th Edition). (p. 72). Boston: Wadsworth Cengage Learning

METHODOLOGICAL FRAMEWORK

The methodology of this study is according to its name, "Watch us, listen to us! Developing listening skills through interactive learning videos", establishing an interaction between the objectives of the study and reality; it suggested the predominant use of interactive learning videos in English fifth grade classes at "Maria Antonia Ruiz" School Headquarters in Tuluá. This methodological framework registered and analyzed the actual levels of listening skill fifth graders, and therefore the improvement after the intervention of this main tool, *interactive learning videos*.

To achieve the main objective of the study, it was focused on the descriptive research style; "*The type of question asked by the researcher will ultimately determine the type of approach necessary to complete an accurate assessment of the topic at hand. Descriptive studies, primarily concerned with finding out "what is"*,[46]" this study perspective is used to answer research questions as: *What is happening? How is something happening? Why is something*

---

[46]. **- The Association for Educational Communications and Technology**, The handbook of research for Educational Communications and Technology: took May 17th 2012, **http://www.aect.org/edtech/ed1/41/41-01.html**

happening?[47] The specific question in the study was; *what is the effect of interactive learning videos in developing listening skills?* This is a suitable tool to this technological era, where students are identified with all kind of audio visual materials and there are many of them handy to English teachers, but the effectiveness of these kind of teaching implements requires a local and regional descriptive experience which illustrates the development, progression and the scope of the study object; Interactive learning videos, for this reason, the descriptions will detail all of the actions at the classroom and the results of the use of Interactive learning videos, by describing the status, characteristics, factors, procedures and events that occur naturally present during this intervention, without interest to propose alterations or changes in the tool or in the support hypothesis. "*Its scope does not allow the testing of hypotheses, not predicting their results.*" In other words, it is a deeper reflective procedure, emphasized in occurred situations during the practice.

Due to this descriptive study perspective can have some quantitative and qualitative characteristics, in addiction "*It can involve collections of quantitative information that can be tabulated along a continuum in numerical form, such as scores on a test or the number of times a person chooses to use a-certain feature of a multimedia program, or it can describe categories of information such as gender or patterns of interaction when using technology in a group situation.*[48] Descriptive research does not fit precisely into the classification of each quantitative or qualitative research methodologies, but instead it can utilize elements of both, often within the same study. In this particular descriptive study the spiral process were used, because its "*flexible spiral process which allows action (change, improvement) and research (understanding, knowledge) to be achieved at the same time.* The understanding of this process concedes

---

[47]. **– Ibid., The Association for Educational Communications and Technology**.

[48]. **- The Association for Educational Communications and Technology**, The handbook of reasearch for Educational Communications and Technology: took May 17th 2012, **http://www.aect.org/edtech/ed1/41/41-01.html**

informed changes, this allows the acceptance of the widely reflections to be shared and the change to be pursued with commitment to know the effectiveness of the main tool.

For appropriated action, it is important to know that informed changes in spiral process should be cautious, according to Smith; *"the concept of spiral purely in terms of it being a 'one- fit- all' template for all phases of the study"* [49] Interactive learning videos tool and its lesson plans in this case, passed through those descriptions with reflections and questions, in order to inform possible changes for the follow ones, without the tendency to prefer one technique which was effective as a result of the study, needs and reflections done in journals brought changes in terms of making refinements as the study progresses over time. Hence, for the purpose of this study will be referred to as being a spiral process. The study also had some components of the qualitative approach, because through these cycles allowed the analysis of the development of the students' English listening skill.

In this connection the present study plays the "what is going on" from the point of view of those who act and interact in the problem situation, for example, teachers and students, teachers and administrators. The facts are interpreted during the process and the observations done in the development of this study allowed adjustments in order to improve the initial proposal which was established by data gathering procedures in order to fully know the students English levels, according to *Common European Framework of Reference for Languages (*CEFR). The diagnostic instruments selected were; two structured interviews on line; one designed to teachers and the other, to students with the objective to determine the previous usage of audio visual resources or any other strategy to improve the listening skill. And a Cambridge Young Learner's

---

49. - Dick, in Leggetter, Sandra, Developing, enhancing and sustaining research skills in a diverse population of students undertaking a Masters in Public Health: an action research study, (2002)

English Tests, Starters, and flyers which are increasingly used in primary and secondary education around the world, owing to the fact that they have developed a series of exams and tests specifically designed and aligned with the (CEFR) – the international system for describing language ability.

The *dependent variable* within the problem was the improvement, evidenced and   reported by the intervention of interactive learning videos in new English classes the *independent variable* is determined by the level of English listening skill, of the fifth graders at Maria Antonia Ruiz School. The study population are 15 *fifth graders of Maria Antonia Ruiz School Headquarters*, all of them, associated with independent variable; the low levels of listening comprehension skill, according to the national standards to fifth graders. Low levels were detected during the last experience of pedagogical practice the second semester of 2011; these 15 students will represent the total of thirty two (32) students in regular classes. They were involved into the study, according to the possibility to constantly attend, interactive video classes during the afternoon, which was; opposite schedule. The selection was made by sending an informative note to parents and the parents signed up the note as an agreement.

The main characteristics in the selected population are the follows:

Grade: Fifth – Primary education (5th)

Class size: Fifteen (15) students

Average age: 9 to 11 years old

Gender: 11 girls and 4 boys

Social background: Low – Mid social stratus

Education: According to what is determined by the National Ministry of Education, they are supposed to be *Level Basic 1/ A2.1.*

Educational Institution: "Maria Antonia Ruiz" School Headquarters in Tuluá.

This is a high school, located in Victoria neighborhood Tuluá, it has been giving a community service during 72 years, since then, it is recognized as a well-known school. In its initial years it was a simple house and today is one of the oldest establishments of Education. The resources available to this study are: a classroom, computing room, library, tape recorders and computer speakers.

The Mission of the institution is: "*E. I. Maria Antonia Ruiz is to train children and young competent and happy through the development of basic skills to take their life project and contribute to a better society. Being competent and happy through the development of knowledge, skills, abilities and values needed to enable harmonious and consistent realization of his own personality that allows them to perform with excellence in the productive life, honest and autonomous beings who contribute to the building a better world.*" [50]

The vision of Maria Antonia Ruiz School is: *For 2020 Maria Antonia Ruiz will be able to consolidate all its processes by improving the quality of education in*

---

[50] *- La I.E. María Antonia Ruíz, tiene como misión formar niños y jóvenes competentes y felices a través del desarrollo de competencias básicas para asumir su proyecto de vida y contribuir a una sociedad mejor. Formar personas competentes y felices a través del desarrollo de conocimientos, habilidades, aptitudes y valores necesarios para posibilitar la realización armónica y coherente de su propia personalidad; que les permita desempeñarse con excelencia en la vida productiva, como seres honestos y autónomos que aportan a la construcción de un mundo mejor.*

various aspects issues, this study highlight his first point, because it seeks to contribute to it significantly:

- *In regards to the academic outcomes: Will achieve a high performance in external tests: SABER tests and STATE tests.*

The remark stages of the study started with a review process during the first month of the semester of the instruments. The interviews were structured in a review process during the first month of the semester, the professional practice advisor, as well as project advisors made recommendations and agreements in this regard. This process determined the start point of the study, after a final agreement, structured interviews were uploaded to Google documents, for the later execution by teachers and students. The two structured interviews allowed knowing the characteristics of the classes and the approaches used by teachers during the 5 academic years of basic education in English teachings and the tools used to achieve national standards. The interview was performed on the students of Fifth grade selected to this study and five English teachers who are in charge of the fifth grades in all the branches of the Educative Institution. Google documents as a technological tool facilitate the process of analysis of the results:

Figure No. 1.1 Structured Interview to teachers, online format:

iewform?formkey=dEhoLTFOQVA1S0djZlNrSzRoUjcxTmc6MQ#gid=0

ENCUESTA DE DIAGNOSTICO INICIAL PARA DOCENTES DE LENGUA EXTRANJERA EN LA INSTITUCIÓN EDUCATIVA MARÍA ANTONIA RUÍZ DE LA CIUDAD DE TULUÁ

La presente encuesta para docentes de Inglés, ha sido autorizada por la directiva de la Institución y hace parte del proyecto de investigación y de la practica docente de las estudiantes de décimo semestre de la Licenciatura en Educación Básica con énfasis en Lengua extranjera de la Universidad Central de Valle de Cauca, UCEVA.

El objetivo principal de la encuesta es valorar el desarrollo de las actividades que realizan en la clase y determinar que materiales didácticos hacen parte de la clase de inglés de los estudiantes de quinto grado de la institución educativa María Antonia Ruiz:

NOTA
Es importante vincular los siguientes parámetros exclusivamente a su experiencia docente en el grado quinto.

Agradecemos de antemano su aporte al proyecto. Si el documento le genera alguna duda ó quiere aportar algún comentario al respecto, puede hacerlo por medio de nuestro correo electrónico mromanip@gmail.com
*Obligatorio

A. *
¿Los estudiantes de quinto participan en juegos y actividades en inglés siguiendo instrucciones simples?

	Nunca	Algunas Veces	Generalmente	Siempre
Los estudiantes de quinto participan en juegos y actividades en ingles siguiendo instrucciones simples	○	○	○	○

Figure No. 1.2 Structured Interview *1, part 2*

viewform?formkey=dEhoLTFOQVA1S0djZINrSzRoUjcxTmc6MQ#gid=0

A. *
¿Los estudiantes de quinto participan en juegos y actividades en inglés siguiendo instrucciones simples?

	Nunca	Algunas Veces	Generalmente	Siempre
Los estudiantes de quinto participan en juegos y actividades en ingles siguiendo instrucciones simples	○	○	○	○

B. *
¿Los estudiantes escuchan e identifican nombres de personajes y eventos principales de un cuento?

	Nunca	Algunas veces	Generalmente	Siempre
	○	○	○	○

C. *
¿Los estudiantes reconocen descripciones físicas de personas leídas o grabadas?

	Nunca	Algunas veces	Generalmente	Siempre
	○	○	○	○

D. *
¿Los estudiantes comprenden información personal proporcionada por mis compañeros y mi profesor?

	Nunca	Algunas veces	Generalmente	Siempre

Questions on the structured teacher's interview were taken and transformed from the competences and recommendations in National basic skills Standards in Foreign Languages:

> • Identifico los nombres de los personajes y los eventos
>   principales de un cuento leído por el profesor y apoyado
>   en imágenes, videos o cualquier tipo de material visual. I $_{51}$

Figure No. 1.3 Structured Interview Questions 1,2,3,4:
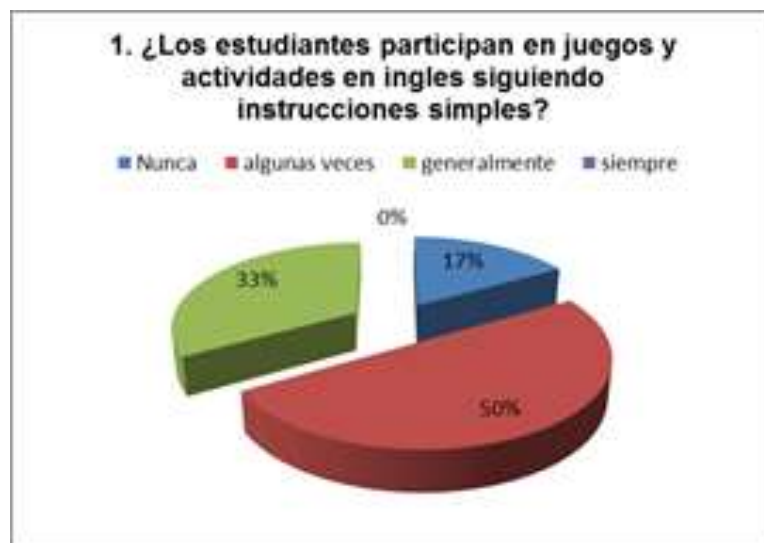
These simple commands are proposed from the basic starters' levels in the standards, in other words from first grade until third grade of primary school, this means that teachers can use English commands in class activities but these teachers just used this possibility sometimes.

---

[51]. **National Ministry of Education,** Basic Skills Standards in Foreign Languages: English, Teaching in foreign languages: The challenge! What we need to know and know-how

2. ¿Los estudiantes reconocen descripciones físicas de personas leídas o grabadas?

■ nunca ■ algunas veces
■ generalmente ■ siempre

0%

0% 17%

83%

This question is from fifth graders competence in standards, and was one of the relevant questions, because it was the evidence that fifth graders were not exposed to audio materials or even the teacher pronunciation.

3. ¿Qué habilidad es la que usted como docente más trabaja en con los niños de quinto grado?

■ LECTURA ■ ESCUCHA ■ ESCRITURA ■ CONVERSACION

0% 20%

60% 20%

The objective of this question was to identify the reason or source of the low levels in listening comprehension in fifth graders. The conscientiousness of the teachers answering this question was pertinent to this study because, some of them argued during the interview that they were aware about the importance of

using technological tools but they claim that there were not enough resources at school to cover all the school community.

4. Por favor califique de 1 a 5, el desempeño general de las siguientes habilidades de los estudiantes de grado quinto en clase de inglés:

■ LECTURA   ■ ESCUCHA   ■ ESCRITURA   ■ CONVERSACION

This question was presented to make a contrast among the four communicative skills. According to this answer, the development of the listening skill is under the other three communicative skills, there was a predominant use of writing, the 36%. And this was mostly, because learning tools in this school were still traditional, and there is a big breach to their methodologies and the proposals done in the NM standards.

Figure No. 1.4 Structured Interview Questions 5a, 5b:

5a. ¿Cuáles de los siguientes materiales Nunca utiliza en la clase de inglés de grado quinto?

AUDIO · VIDEO · TEXTOS · FOTOCOPIAS · CUADERNO

0% · 0% · 0% · 17% · 83%

The objective of this question was to determine the specific material which teachers have never used in fifth grade classes.

5b. ¿Cuáles de los siguientes materiales Algunas veces utiliza en la clase de inglés de grado quinto?

AUDIO · VIDEO · TEXTOS · FOTOCOPIAS · CUADERNO

17% · 0% · 0% · 16% · 67%

This question was to determine the predominant material used by teachers in fifth grade classes and the options they prefer to use in order to achieve the Institutional Planning.

5d. ¿Cuáles de los siguientes materiales siempre utiliza en la clase de inglés de grado quinto?

AUDIO   VIDEO   TEXTOS   FOTOCOPIAS   CUADERNO

The study group presented these three questions, in order to verify what kind of materials teachers have been used mostly. Therefore, teachers reconfirmed that video is not a common option, even though they did used it and they recognize video as an ideal tool to motivate students and to provide native speakers input.

The second structured interview was created with the same parameters of teachers' interview but this one, the study group looked up to use a vocabulary in line of fifth graders, and consequently, the new structured interview was shorter. This experience took place in the first class, where students answered the interview with the teacher's tutorship, they took care of not to suggest answers, this was a main characteristic of a structured interview and at the end, students took advantage to express their displeasures and there were different reflections about how was their ideal English class.

Figure No. 2.1 Structured Interview to students, online format:

/viewform?pli=1&formkey=dEQ1bEt3aHVsdIJ3ZS05b01sdWVLSVE6MQ#gid=0

ENCUESTA DE DIAGNÓSTICO INICIAL ESTUDIANTES DE QUINTO GRADO DE LA INSTITUCIÓN EDUCATIVA "MARÍA ANTONIA RUÍZ" SEDE CENTRAL DE LA CIUDAD DE TULUÁ

*Obligatorio

1. Por favor califique su desempeño general de la Lengua Extranjera: Inglés *
☐ Muy Malo
☐ Malo
☐ Regular
☐ Bueno
☐ Muy Bueno

2. Por favor indíquenos, ¿cuál de las siguientes habilidades es la que usted más desempeña en clase? *
☐ Lectura
☐ Escucha
☐ Escritura
☐ Conversación
☐ Ninguno

3. ¿Alguna vez sus profesores de inglés han usado material audiovisual en la clase de inglés? *
Si ▼

In order to confirm the consequences to English classes based on the regular notebook and photocopies by fifth grade teachers. The second structured interview was performed in fifth graders selected to this study. They answered six questions about their main performance in English classes, and about their skills performance in English. This survey was also, uploaded to Google documents, to facilitate the process of analysis.

Figure No. 2.2 Structured Interview 2 Questions:

In the first question *"Por favor califique su desempeño general de la lengua extranjera inglés",* 60% of students answered "Regular" in their main performance in English classes. The 33% of students answered "Good" and 7% "Worse". It indicates students were not comfortable with their performance. *Students can also be extremely effective at monitoring and judging their own language production[52].* Just few of them felt they had a skillful performance in English classes.

---

[52]**- Harmer Jeremy,** The practice of English Language Teaching, fourth edition, Cambridge, UK, 2007 Film and video p: 308

Figure No. 2.3 Structured Interview 2 Questions:

In the second question, ***"Por favor indíquenos, ¿cuál de las siguientes habilidades es la que usted más desempeña en la clase?"***, it was not a difference between "Writing" and "Reading" skills; because the 34% of students chose "Reading" and the 33% of them chose "Writing". These results show these students had received their English classes by reading some texts, photocopies or grammar activities; as well as, according to the survey, their English classes are focused on grammar and reading than listening and speaking, in other words, during their basic school experience, they were using mostly one input skill and one output, in English. The 25% of students chose "Listening" and finally, the 8% of them chose "Speaking", these percentages demonstrated how production skills depend of the receptive skills.

Figure No. 2.4 Structured Interview 2 Questions:

The other four questions were about the audiovisual material usage in their English classes, about their previous knowledge in English instructions, vocabulary and memorizing dialogs; the third question, *"¿Alguna vez sus profesores de ingles han usado material audiovisual en la clase de ingles?"* The 69% of students answered "**No**" and the 31% of them answered "Yes". This result was reflected in teachers' survey, because of its results, the most common materials used in English classes were notebooks, texts, photocopies and finally audio. The use of video was no evident in both diagnostic tools, but the National standards in its communicative competence reference, include video as one of the teachers materials.

Figure No. 2.5 Structured Interview 2 Questions:

5. ¿Reconoces y/o pronuncias alguno de los vocabularios y temas de años anteriores?

■ SI ■ NO

31%

69%

The fifth question was: ***"¿Reconoces y/o pronuncias alguno de los vocabularios y temas de años anteriores?"*** The 69% of students answered "Yes" and the 31% of them answered "No". This result was checked during the intervention, because most of students recognized and pronounced very well vocabulary used and greetings. Interactive videos used through the process confirmed their previous knowledge and gave them comfortability performance in the foreign language.

Figure No. 2.6 Structured Interview 2 Questions:
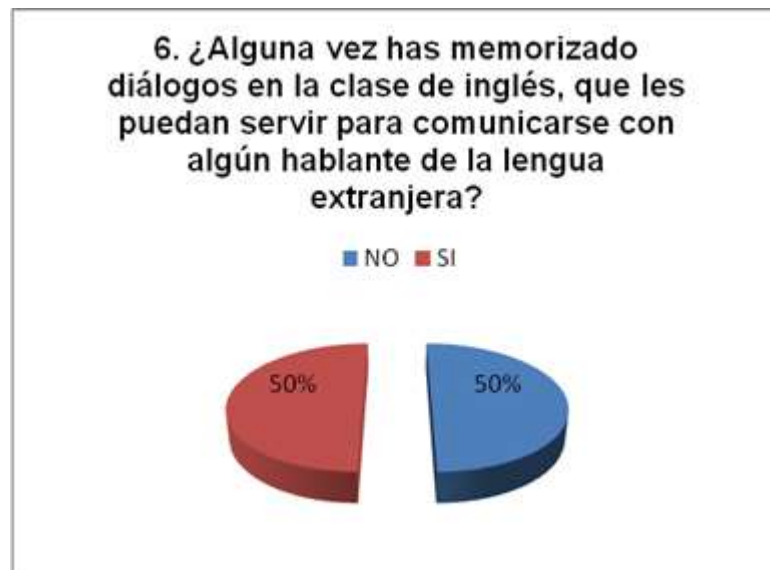
Finally, the sixth question was ***"¿Alguna vez has memorizado diálogos en la clase de inglés, que les puedan servir para comunicarse con algún hablante de la lengua extranjera?"*** 50% of students answered "Yes" and the other 50% answered "No". The results were unusual, because they were asked about an example which they can reproduce, after the survey, but they did not remember any useful expression from those dialogues.

Lastly, the fourth question: 4. ***¿Eres capaz de contestar alguna instrucción o pedir un permiso en inglés? Si es así, por favor indíquenos cuales instrucciones o permisos son: The answers were*** not tabulated because students wrote some English instructions, but all of them were misspelling. Like:

- *peatenchon*
- *sailen*
- *biurifull*

The following and final step of this diagnostic was: Cambridge Young Learners English Starters Listening test:

Figure No. 3.1 Diagnostic test :
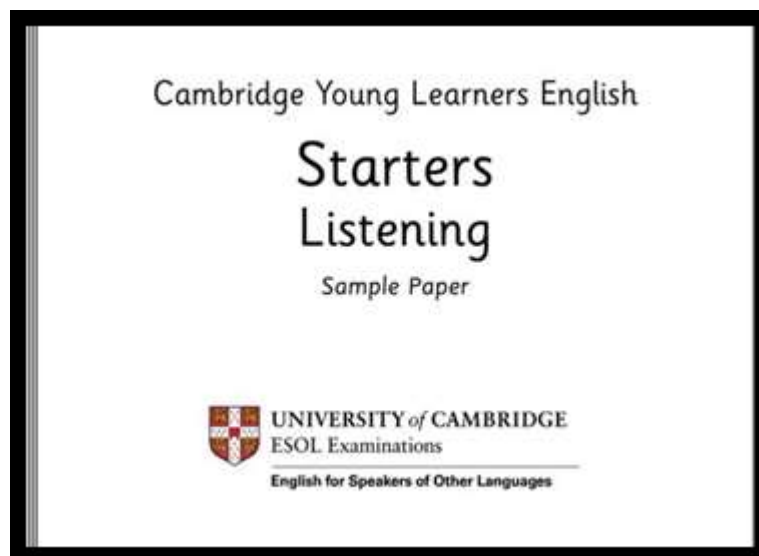
This test started the cycle that allowed comparisons between the test and improvements in relation to the methodologies of the classes during the process. This test was called "initial diagnosis", and was held on February 24, 2012. Cambridge Young Learners English Starters Listening test was taken from the standard tests of Cambridge University, a test specifically designed for use in schools, which ensured that pupils have the communication skills they need in order to use English effectively, Besides it was *aligned with the Common European Framework of Reference for Languages (CEFR) – the international system for describing language ability*[53]. Starters test was carried out as a diagnosis which assessed the students' prior knowledge of English, but focused on the central ability in the present study; listening skill. This test was

---

[53]**- ESOL Examinations,** University of Cambridge, On line, took on July 04th, http://www.cambridgeesol.org/sector/schools/index.html

also uploaded to Google documents in order to use the computer's room and to facilitate the analysis of the student's answers:

Figure No. 3.2 Diagnostic test part 1 :
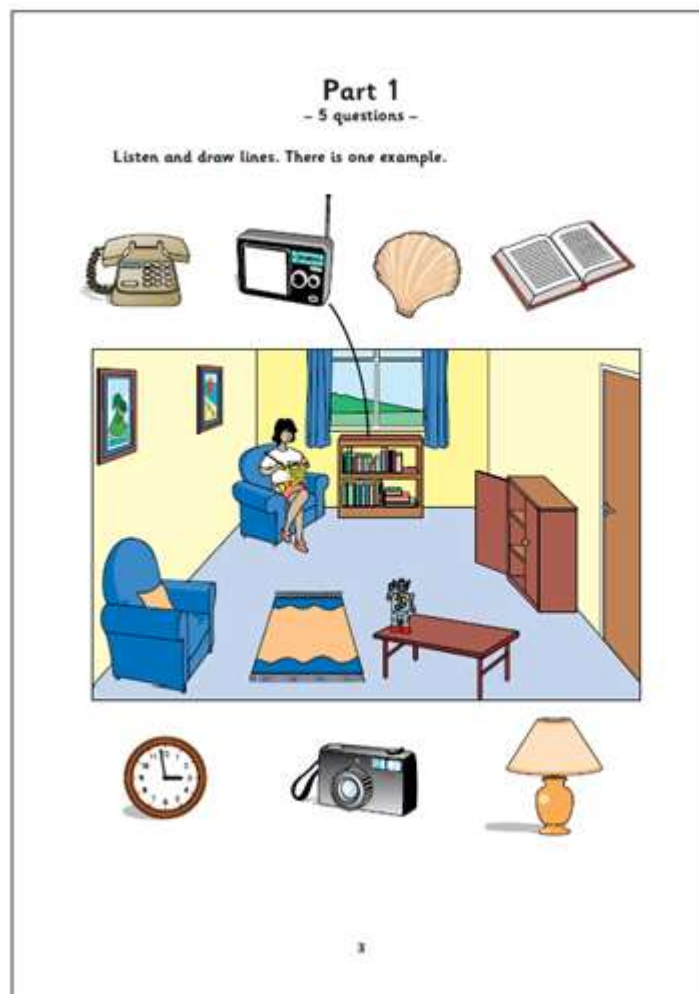
Figure No. 3.3 Diagnostic test on line:
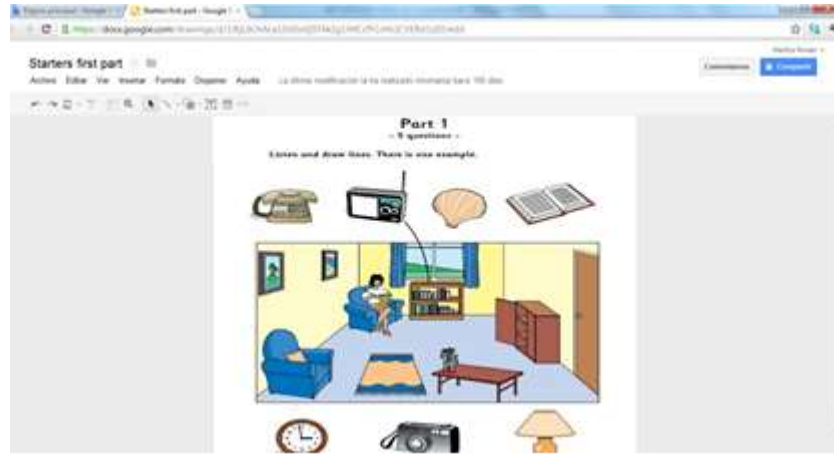
This part of the test provided fifth graders the example and it was a graphic aid to answer the questions.

This was the answer grid online, fifth graders use it to register their answers.

Figure No. 3.4 Diagnostic test right *answers:*
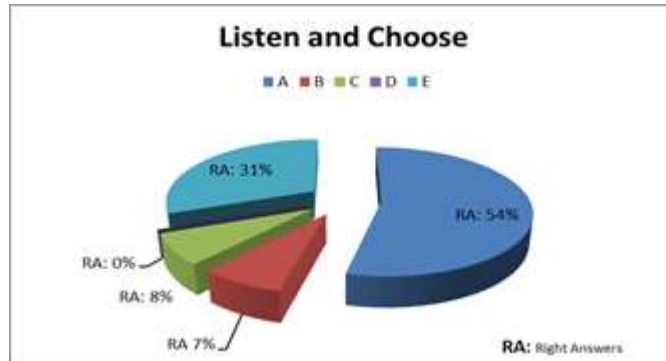
Listen and choose part was one of the students favorite because, they made swiftly associations; they dared to guess some possible answers, nevertheless they just got the opportunity to listen to, twice, as Cambridge recommended. As a result more than fifty percent of students answered correctly.

Figure No. 3.5 Diagnostic test right *answers:*
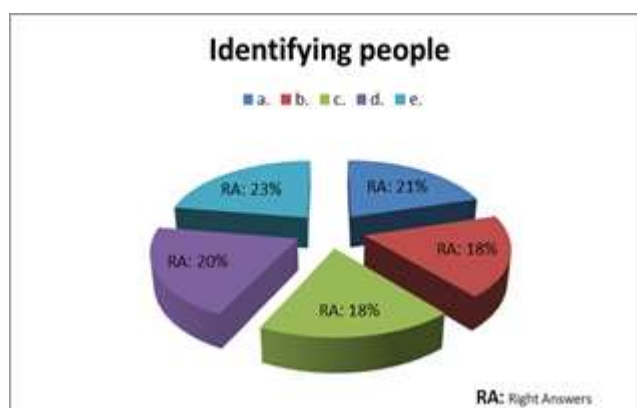
This topic is a blend of school regular topics as the identification of some colors, clothes, and prepositions, some of these fifth graders could recognize the

vocabularies, the scores of each answer were well balanced but there were some easy words as *green* and *brown* which they did not recognize.

Figure No. 3.6 Diagnostic test right *answers:*

Listen and identify

RA: Right Answers
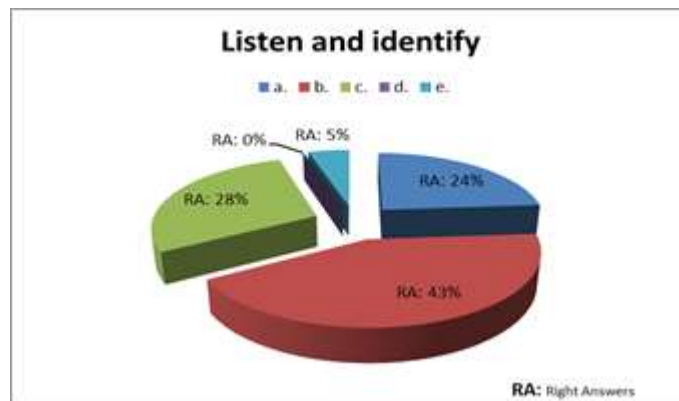
Fifth graders expressed this question as the hardest but in option b the identification depended of recognizing some numbers, it was a great help to most of them//, there were students who felt lost even identifying numbers until ten.

Figure No. 3.7 Diagnostic test right *answers:*

Identify prepositions of place

RA: Right Answers
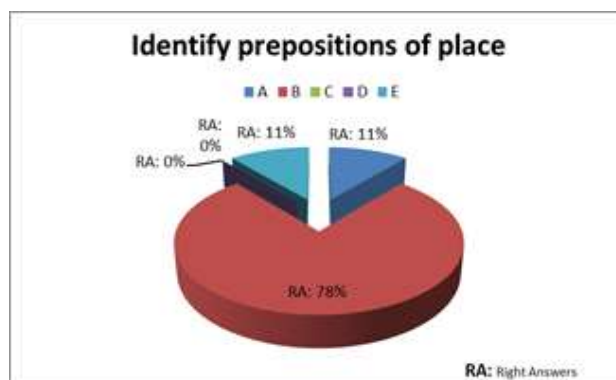
Prepositions of place seemed an easy part for fifth graders but according to this answers their propositions vocabulary is limited to two or three words, *in front*, *next to* and *on.* In summary this topic as other already presented at school needed more practice and contextualization about their uses.

Figure No. 3.8 Diagnostic test results:
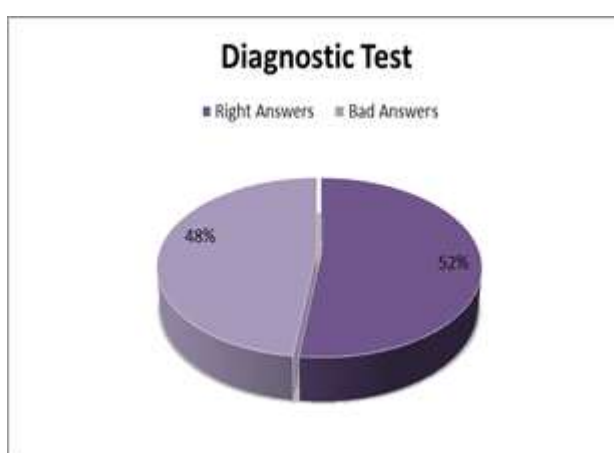
After the test was applied and verified low percentages in listening proficiency, the results were contrasted to the other two diagnostic tools; it was deduced and related two *facts* and consequences:

- *Lack of use of any kind of audiovisual tool,*

- *The practice of traditional approaches since the first years of schooling.*

  Consequences:

- Poor development of the communicative skills: listening and speaking,

- The failure of the parameters established in Colombian standards by the National Plan of Bilingualism.

It was decided to program classes and strategies according to this study; the predominant used of interactive videos. The strategies tackled were the ones to expose students to a *"language in use"* and not to a written grammar. Taking into account that the use new technologies in the classroom especially the increasingly ones with really motivate children, as video, in digital formats, would boost them to an academic and learning use of it. Aware of the great advantages of this tool the study recognize also the possible disadvantages in using this tool isolated during the whole class. At this point CLT was chosen as the path, because video allows students *"to see a whole lot of paralinguistic behavior. For example, they can see how intonation matches facial expression and what gestures accompany certain phrases, and they can pick up a range of cross-cultural clues."* [54]

As a result the lesson plans used methodological and different strategies and techniques designed to awaken the students' curiosity, prediction and to have some expectations around interactive videos, these techniques were being played before, during and after interactive videos interventions: Whole-lesson video, Video as part of a lesson, Seeing language-in-use and Cross-cultural awareness all of them, with previous contextualization and sometimes using the interactive videos options, as repeating, questioning, singing and deducing vocabulary by characters and pictures and they looked for class vocabulary inside the video chapter. At the end of the classes, there were feedbacks, when students got the opportunity to confirm pronunciation, go in front, to practice or just to make a little presentation about the viewed topic, likewise, there were other regular materials, as board, flashcards, posters, dictionary, markers, and poster boards, to complement the Interactive learning videos experience.

As for listening improvement, in addition to the strategies there were used listening (and mixed) techniques: *Listening routines based on the same*

---

[54]**- Harmer Jeremy,** The practice of English Language Teaching, fourth edition, Cambridge, UK, 2007 Film and video p: 308

principles as those for viewing, similarly designed to provoke engagement and expectations:

- *Pictureless listening (language):* Covering the screen. The students then listen and then have to guess the topic or the characters.
- *Pictureless listening (music):* Students can listen to it and then say the kind of scene.
- *Pictureless listening (sound effects):* Pre-listening of the video effects and then guess.
- *Picture or speech[55]: Dividing the class in two so the half of the class faces the screen and half faces away, the ones can see have to describe what is happening.*

According to the above, while students were watching and listening Interactive learning videos, they were getting comprehensible input and the strategies and techniques will control some potential problems to manage the affective variables in order to have a lower or weaker the *filter* and therefore to have them open to the input. The difficulties could be: Poor viewing conditions, Stop and start: some students become frustrated when teachers constantly stop and start the video. The length of extracts: some people think that more than two or three minutes of video sends students to sleep.

And other extra tool, which was used in this descriptive research study, was the journal in which each class was detailed according to their meaningful aspects that would allow this study to locate the advances, and the possible changes to improve or the wronged strategies in the process, since the moment of the diagnosis test until the ending part of the whole process. In these diaries were took into account three aspects: primary; listening skills advantages, reported by a reflexion and questions box. The description box; with the lesson plan steps developed and the box to interpretations and commentaries, in which was

---

[55]- **Harmer Jeremy,** The practice of English Language Teaching, fourth edition, Cambridge, UK, 2007 Film and video p: 309

established teachers' opinions about students' performance during the development of the lesson plan, the key questions and the most repeated made by the students; and thirdly was made the reflection and questions that resulted after each exercise, if it was good, satisfactory, or if it was possible to omit some activities, and also, gave ideas in order to correct or perfect the strategy used during the lesson plan. (Journals are stated in the appendix B).

Complementary strategies tackled to provide comprehensible Input, knowing well that "*receptive skills and productive skills feed off each other in a number of ways[56]*" But aware of other input is getting in relation to students' *own output*. "*When a student produces a piece of language and sees how it turns out, that information is fed back into the acquisition process[57]*" This way, students' response and practice become input. Along these lines, the lesson plans were made, providing feedback, not just when students finish the proposed work or activity, but also during the whole class process. In order to provide maximum learning opportunities for the different students in these classes, there were integrated different skills in order to replicate the process of skill-mixing by executing many learning sequences from models like; ESA (*Engage, Study and Activate[58]*) Where according to Harmer, this trilogy uses; E stands for *engage,* arousal and effect are important for successful learning. The point here is to take into account that unless students are emotionally engaged with what is going on, is possible that their learning would be less effective. S, stands for *study* and describes any teaching and learning element where the focus is on how something is constructed. A stands for *activate* and this means any stage at which students are encouraged to use all and / or any of the language they know. *A "Boomerang" procedure which the ESA order is changed to EAS was used, too. Here the teacher gets the students engaged before asking them to do something like written task, a communication game or a role-play. Based on*

---

[56]**- Harmer Jeremy,** The practice of English Language Teaching, fourth edition, Cambridge, UK, 2007, Film and video p: 266

[57]**- Ibid., Harmer Jeremy,** p: 266

[58]**- Ibid., Harmer Jeremy,** p: 66

what happens there, the students will then, after the activity has finished, study
some aspect of language which they lacked or which they used incorrectly[59].

---

[59]- **Ibid., Harmer Jeremy,** p: 67

DIAGNOSTIC TEST FINDINGS

This first experience of analyzing the diagnostic test results was challenging, because as it was the first experience of assessment to measure the students listening skill, it was chosen Cambridge Young Learners English Starters Listening test, in order to see if they have difficulties with the previous level in national standards; level *Beginner A1[60],* students could identify and answer questions about the follow abilities:

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

• Comprendo secuencias relacionadas con hábitos y rutinas.

The 52% average of right answers proved basic listening skills in the national standards as:

• Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal.

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

Unfavorably, different external factors which could affect the test results, first of all, not all the computers could open Google docs, it made the test longer to start, and some students had to answer the text closer to their classmates, with the opportunity to check their answers, secondly some students outside were making noises and thirdly the coordinator and other two teachers came to ask for some computers to do a school job on line, they even asked us to leave the

---

[60]- ***National Ministry of Education***, Basic Skills Standards in Foreign Languages: English, Teaching in foreign languages:The challenge! What we need to know and know-how

room but finally they understand we were in an important test and they waited us to finish the test. Taking everything into account it was possible during those interruptions that students got distracted.

Therefore, the results got 48% average of bad answers; that is why, to have consistent answers to analyze in this cycle process, the second test was scheduled to March 9th, taking into account logistic improvements.

This diagnostic test showed consequents outputs according to two preceding structured interviews, the students got average results due to the low use of listening tools, but they managed to fully develop the test, to make associations and finally, giving better average of right answers, they felt identified with the test through the use the use of new technologies on line, they expressed enthusiasm with the possibility of experience a new test.

SECOND TEST FINDINGS

Figure No. 4.1 Second test*:*

Figure No. 4.2 Second test *part 1*
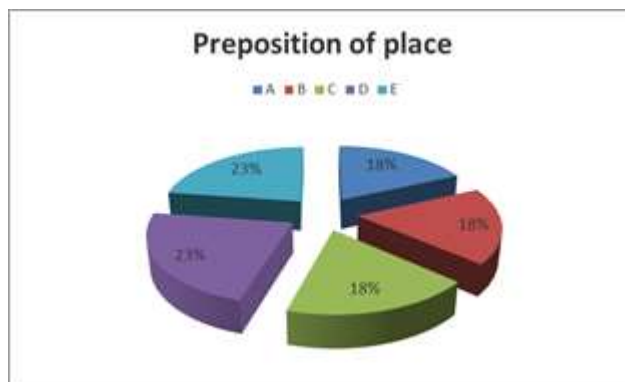
The contrast between this question of prepositions of place and the one on the first test, demonstrated an improvement of the listening identification of all of the prepositions used, according to the lesson plans of the intervention this second test were presented after the lesson plan prepositions of place.

Figure No. 4.3 Second test *part 2*
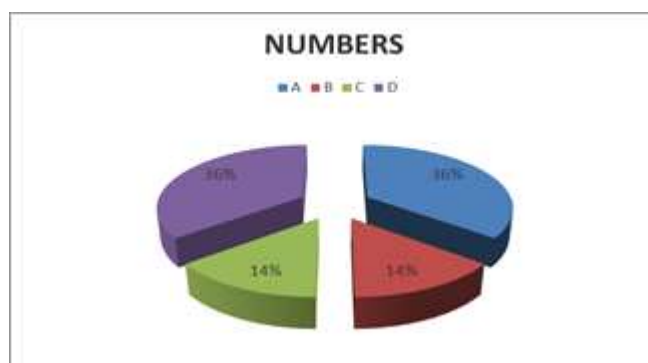
The identification of cardinal and ordinal numbers is one of the students' strong, unlike the identification of some big numbers, this practice of numbers, requires more exposure of numbers pronunciation and students disposition to use numbers in different context, interactive learning videos are suitable to this need.

Figure No. 4.4 Second test *part 3*

DESCRIPTIONS
A B C D E
19%
12%
31%
19%
19%
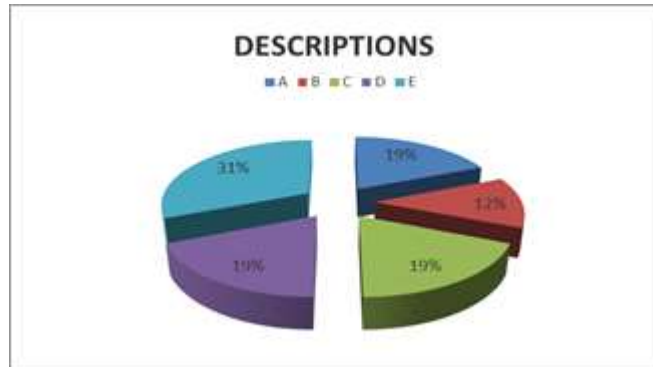
Descriptions had been practiced during the test process and during the classes given in the intervention, some of the student developed their skill of this identification, the right scores had a subtle rise in this second test.

Figure No. 4.5 Second test *part 4*

COLORS AND CLOTHES
A B C D E
15%
8%
31%
15%
31%

The combination of colors and clothes vocabulary, made confusions in fifth graders, the clothes class of the intervention was given after this test but their regular school classes about clothes did not help them, nonetheless some of them passed the fourth part without any mistake.

Figure No. 4.6 Second test results

This time, the *characteristics of a good test by Harmer[61]* were applied, in order to get effectiveness of it; the computers room was scheduled in a quiet time, the coordinator was informed about the time and the importance of the test, the computers were already open before the students came, in this connection, the second phase of the intervention was better perform and according to the descriptive research parameters, this second test was held in order to register more reliable scores. In this exercise of improvement, the methodology and techniques were done in a spiral way, the needs were checked and the changes were made: until the beginning procedures, the environment and the conditions. The test Cambridge Young Learners English Flyers Listening test had the same kind of questions of the Starters, using in diagnostic test, but adapted to basic students, that is, using similar topics with higher level, and in concordance Basic students' standards.

---

[61]**- Harmer Jeremy,** The practice of English Language Teaching, fourth edition, Cambridge, UK, **2007** Film and video p: 381

- Identifico de quién me hablan a partir de su descripción física.

- Identifico la secuencia de las acciones y las asocio con los momentos del día, cuando alguien describe su rutina diaria.

- Reconozco algunos estados de ánimo a través del tono o volumen de voz en una historia leída por el profesor o en una grabación.

Results were less percentage of right answers 47%, that is, 5% less performance: The questions presented had some vocabularies already worked in class; therefore, they took advantage of the time to answer quickly and they expressed some sensation of comfortability but, they trusted in the similarity with the previous test questions, they did recognized the listening directions but it was clear that students did not review or did not study enough to this second test.

FINAL TEST FINDINGS

Figure No. 5.1 final test:

Part 1
– 5 questions –

Listen and draw lines. There is one example.

Sarah · David · Helen · Harry

Peter · Emma · William

Figure No. 5.2 final test *part 1:*
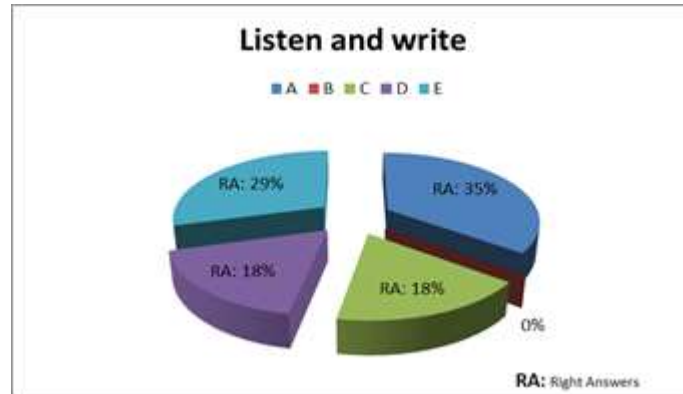
The new experience of written on the test was very positive, taking into account that this skill was low practiced in intervention classes. The scores were good, In spite of this fact some students did not know how to write colors, numbers and propositions.

Figure No. 5.3 Final test *part 2*
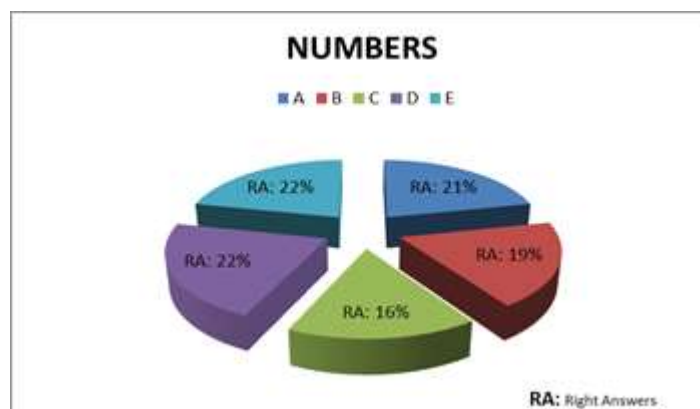
Listening identification of numbers of fifth graders is still very good and it goes on improvement. In this third experience it was registered in the scores.

Figure No. 5.4 Final test *part 3*
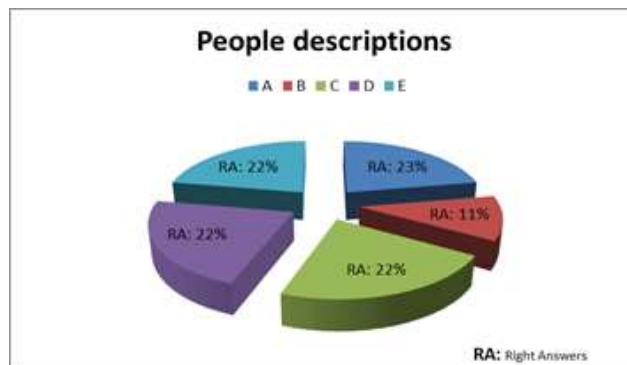
People descriptions part presented one of the best improvements and results through the spiral process of the tests, students are more accustomed to this input skill and they expressed, they feel much more identified with the foreign language.

Figure No. 5.5 Final test *part 4*
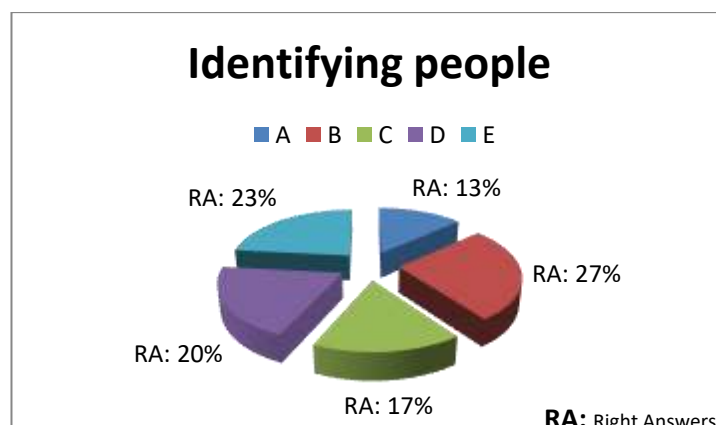
Identifying people had relation to People descriptions therefore their performance was better in this test and their scores, too.

Figure No. 5.6 final test results
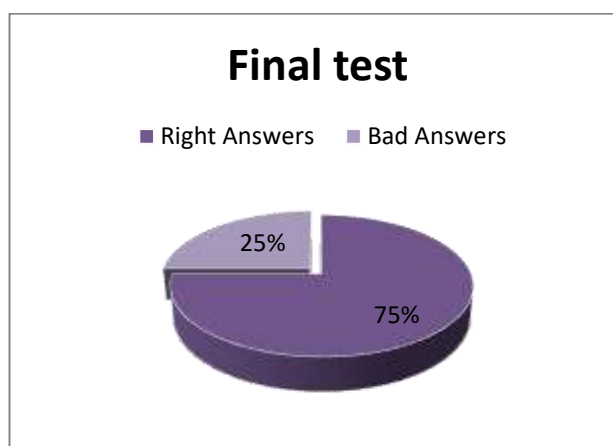
This last time to analyze the students' advances in listening; the test *Cambridge Young Learners English Flyers Listening sample paper*, was used. The test got the same characteristics of the previous test carried out, in order to validate the listening skill progress and to guarantee reliability and to get consistent results.

It was evident, that students reached significant but subtle progress in the listening skill during the study and the spiral process. The results were contrasted with the previous ones. As a case in point, students got the average of 52% of right questions in the diagnostic test and 47% in the second one; from an average of 75% in this last test, in means an increment of 23%. In this test results was detected that the highest scores were specifically on topics which were worked in this study classes; topics like: numbers, descriptions and prepositions, In the first of the test, the students had to write down what they listened to, but in one of the five subquestion, they got 0% of rightness, despite

of some writing practice, this skill presented low improvement because it was worked subtly throughout the process, but even so, there were evidences that it was performed it in some class and home activities. Conclusively and according to the averages, the students of Maria Antonia Ruiz School improved their listening skills gradually and subtly.

CONCLUSIONS

Firstly, it was concluded during the intervention stage that undergraduate students could notice with interactive learning videos tool, fifth graders had low affective filter because of they were receptive, and they were productive with the activities in each class. For this reason, and, accordance with Stephen Krashen's Comprehensible Input hypothesis, Interactive Learning Videos is a good tool for Input Acquisition, because, "*containing messages that students really want to hear[62]".*

Secondly, during the diagnostic stage, undergraduate students could find, some English teachers from "Maria Antonia Ruiz" school, are still using traditional approaches, and, as said by Jack C. Richards*, "they were based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling[63]".* For this reason, when the structure interview was used as an instrument, most of English teachers said that they did not know how to answer an online survey: as a result, some English teachers' answers showed they do not use these kind of materials, because they do not have an authentic contact with these implements and English class became in a grammar instruction lesson.

Thirdly, during the action stage, undergraduate students could perceive Interactive Learning Videos were one of the suggested materials to fifth grade listening competence:

---

[62]. –**Dr. Krashen,** Stephen KOTESOL International Conference 2011, http://www.youtube.com/watch?v=EXJwGFpfCY8&feature=related

[63]. – **Richards, Jack C**. Communicative Language Teaching Today, Cambridge University press 2006, New York, Pg.: 6. www.cambridge.org

> • Identifico los nombres de los personajes y los eventos
> principales de un cuento leído por el profesor y apoyado
> en imágenes, videos o cualquier tipo de material visual. [64]

Along with Penny Ur, using entertainment materials, such as films and video, *"(…) learners will be motivated to make the effort to understand without the need for any further task[65]"*. Unfortunately, in "Maria Antonia Ruiz" Headquarters School, these kind of materials are not used at all or English teachers use them but in an inappropriate way.

Although, the three tests results showed a subtle increase in listening skills development, because fifth graders were assessed in topics they already known throughout the English classes with Interactive Learning Videos, like prepositions, numbers, colors, and describing people. In relation to Colombian English Standards, some of these topics were recommended in fifth grade listening competences:

> • Identifico de quién me hablan a partir de su descripción
> física.

> • Identifico objetos, personas y acciones que me son
> conocidas en un texto descriptivo corto leído por
> el profesor.

> • Identifico la secuencia de las acciones y las asocio con
> los momentos del día, cuando alguien describe su rutina
> diaria.

---

[64]- ***National Ministry of Education,*** Basic Skills Standards in Foreign Languages: English, Teaching in foreign languages: The challenge! What we need to know and know-how
[65]- **Ur Penny,** (1991). A Course in Language Teaching: Practice and Theory. (p. 113). Cambridge University Press.

For this reason, fifth graders achieved high scores in these specific points, but their rise were gradually during the intervention and theses scores were an important contribution of Interactive Learning Videos' effectiveness, and, as a result, the general objective's purpose was carried out mostly.

Fourthly, Interactive Learning Videos contributed to motor development, because fifth graders could move around the classroom, could dance. In line with Penny Ur, "*the objective of listening comprehension practice in the classroom is that students should learn to function successfully in real-life listening situations*[66]*".* Also, in Colombian English Standards, gestures and body movement are basic option to listening skills development; besides, Interactive Learning Videos contributed to fifth graders' self-esteem, because students could be connected each other in the activities, they could talk about their families, their hobbies, their daily life and making their own descriptions. These kind of activities were recorded in video, when students participated in different exercises not also using gestures and body movement but also they spoke while they were moving; the speaking production was important because undergraduate students could remark fifth graders output in each class; thus, with students output performance, undergraduate students could observe the effect of interactive learning videos in fifth graders and in their listening skills development.

Fifthly, during Interactive Learning Videos contextualization, undergraduate students used *listening techniques*[67] to reinforce fifth graders' attention and also their recognition way the vocabulary, sound effects and music, and these kinds of previous activities were used to provoke engagement and expectations in students. Also, undergraduate students used some learning sequence known

---

[66]. – **Ibid., Ur Penny**.: p: 105

[67]. - **Harmer Jeremy,** The practice of English Language Teaching, fourth edition, Cambridge, UK, 2007 Film and video p: 309

as *ESA (Engage, Study and Activate)*[68] in Interactive Learning Videos activities improvement; moreover, this learning sequence was used *the boomerang procedure* to change the English class progress, especially to not get bored to students with the same class strategy.

Sixthly, the impact of interactive learning videos in developing listening skills was meaningful but this development was gradually, because of the teachers' structure interviews results showed, fifth graders were not expose to audio materials during their English classes; for this reason, listening skills progress throughout the study were slowly but it was important output in students' speaking activities and it was significant performances in Cambridge tests achievement. In addition, the impact of interactive learning videos in fifth graders was innovative, due to the teachers' structure interviews, these students still learnt with traditional approaches and listening skills was the less used communicative skill at classroom. At the end of this study, there were evident changes in fifth graders as their speaking production, in their writing production; also they could recognize different vocabulary from several English classes and finally, they could have a closer relationship with foreign language through the interactive learning videos.

---

[68]. – **Ibid., Harmer Jeremy:** p: 66

RECOMMENDATIONS

In performing the analysis about the low levels on listening skill at "Maria Antonia Ruiz" School Headquarters in Tuluá, it was identified the interactive learning videos lesson plans could support the process of English acquisition and fulfill the National Standards proposed by NME.

Regarding the low average in listening, it could be observed and identified that the institution has a basic scheme of listening, but it has not been identified or established any specific tool to improve it because they have not available resources to use technological tools.

Students of "Maria Antonia Ruiz" School Headquarters, without sufficient foundations in listening have had good scores on diagnostic tests but it could get a better average if it is implemented or improved interactive videos. As it is proposed following recommendations:

> ➢ For best results; to incorporate audiovisual materials especially interactive learning videos into the subject planning.

> ➢ Already identified the weaknesses and areas for improvement, as communicative skills, it is important to motivate students to acquire English language by contextualization of new topics.

> ➢ Once applied and analyzed learning tools, the institution should be inform about the whole intervention process and results with a booklet which could be used by new undergraduate students and English titular teachers at school who want to develop this process and getting real cooperation from the school administrators in its development.

➢ The institution must not be fulfilled only receiving the trainee practice and related developments. It must be worried about finding solutions that enable a better strategy to implement, because it is the only way to see the results of an efficient process of English acquisition.

REFERENCES

UNIVERSIDAD TECNOLÓGICA DE PEREIRA. Vicerrectoría de Investigaciones, Innovación y Extensión. [En línea]. <http://www.utp.edu.co/vicerrectoria/investigaciones/investigaciones/ProyectoFacultad/21> [2012, february 20th].

FORMAR EN LENGUAS EXTRANJERAS: INGLÉS ¡EL RETO! Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés. © Ministerio de Educación Nacional. (2006). Impreso y hecho en Colombia.

RICHARDS, JC. (2006). Communicative Language Teaching Today, Cambridge University Press, New York.

DR. KRASHEN, S. (1982). Principles and Practice in Second Language Acquisition. University of Southern California.

SHOEBOTTOM, P. (1996-2012). An Introduction to the Work of Stephen Krashen. [En línea] <http://esl.fis.edu/teachers/support/krashen.htm> [2012].

DR. KRASHEN, S. (2011, October 15-16). KOTESOL International Conference 2011. [En línea] <http://www.youtube.com/watch?v=EXJwGFpfCY8&feature=related>. [2012].

GRUBA, P.A. (1999). The Role of digital video media in second language listening comprehension. Department of Linguistics and Applied Linguistics. The University of Melbourne.

RUBIN, J. (1995b). The contribution of video to the development of competence in listening. San Diego: Dominie Press

MURPHY, J. (1991). Oral communication in TESOL: Integrating speaking, listening and pronunciation. TESOL Quarterly, Vol.25. Pgs.: 51-74.

ROST, M. Listening Tasks and Language Acquisition. University of California, Berkeley.

UR, P. (1991). A Course in Language Teaching: Practice and Theory. Cambridge University Press.

VISSER, R, D (1996). "That's using your brain". Training & Development magazine. Pg.: 39.

VEENEMA, S. & GARDNER, H. (1996) Multimedia and Multiple Intelligences.

RYAN, K. & COOPER, J.M. (2007). Those Who Can, Teach. (12th Edition). Boston: Wadsworth Cengage Learning.

HARMER, J. (2007). The practice of English Language Teaching. (4th edition). Cambridge, UK.

THE ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY. The handbook of reasearch for Educational Communications and Technology. <**http://www.aect.org/edtech/ed1/41/41-01.html**> [2012, May 17th].

DICK, IN LEGGETTER, S (2002) Developing, enhancing and sustaining research skills in a diverse population of students undertaking a Masters in Public Health: an action research study.

LESSON PLANS

EXPRESSING REACTIONS

DESCRIPTORS	TOPIC: EXPRESSING REACTIONS! TEACHERS: YULIANA ANDREA GONZÁLEZ PÉREZ MARITZA ROMÁN RODRÍGUEZ
1. LEVEL	ELEMENTARY TIME. 2 HOUR AGE: 9-11
2. AIMS	☺ WRITING AND SPEAKING ABOUT HAPPINESS ☺ DESCRIBING WHAT HAPPINESS IS ☺ RECOGNIZE THE DIFFERENT REACTIONS IN THE VIDEO ☺ IDENTIFY HOW THE VIDEO CHARACTERS' EXPRESS THEIR REACTIONS ☺ DISTINGUISH VIDEO VOCABULARY WITH THE REACTIONS KNOWN BEFORE.
3. LANGUAGE	☺ PRESENT SIMPLE. ☺ VOCABULARY ABOUT FEELINGS.

4. GROUPING	☺ INDIVIDUAL, GROUP WORK.
5. MATERIALS	☺ PHOTOCOPIES, VIDEO, PICTURES, AND PHOTOGRAPHS.
6. CONTEXTUALIZATION	☺ STUDENTS WILL WATCH THE VIDEO AND ANSWER THESE QUESTIONS: ♥ **WHY WERE THEY HAPPY?** ♥ **WHAT WAS THE REASON?** **HOW IMPORTANT IS THIS FEELING FOR HIM/HER/THEM?** *(Engage)*
7. ACTIVITIES	☺ **Activity1:** SHOWING PICTURES ABOUT HAPPIEST TIME OF A PERSON'S LIFE. ☺ **ANSWERING QUESTIONS SUCH AS:** ♥ **WHY THIS PERSON IS HAPPY?** ♥ **WHAT IS THE REASON?** ♥ **HOW IMPORTANT IS THIS FEELING FOR HIM/HER/THEM?** Copy No 1: Individual. *(Study)* ☺ **Activity 2: "INGREDIENTS FOR HAPPINESS"**

	→ **LOOK THE INGREDIENTS FOR HAPPINESS.** ☺ **GOOD HEALTH IN MIND AND BODY** ☺ **JOB SATISFACTION** ☺ **A LOVING MARRIAGE** ☺ **HOBBIES AND LEISURE ACTIVITIES** ☺ **NO MONEY WORRIES** ☺ **A BIG HOUSE** ☺ **REGULAR HOLIDAYS** ☺ **A SUPPORTIVE FAMILY** ☺ **LOTS OF FRIENDS** **WRITE 1 TO THE VERY IMPORTANT REASON AND 5 TO THE NOT IMPORTANT. THEN COMPARE YOUR ANSWERS WITH A CLASSMATE. Copy No 2: Group Work. *(Activate)***
8. ASSESSMENT	SPEAKING, WRITING, PARTICIPATION ACTIVITIES WILL BE GRADED.
9. THE PRESENTATIONS WILL BE EVALUATED ACCORDING TO:	☺ Participation ☺ Activity in class ☺ Homework

Ingredients for Happiness

- ☺ **GOOD HEALTH IN MIND AND BODY**
- ☺ **JOB SATISFACTION**
- ☺ **A LOVING MARRIAGE**
- ☺ **HOBBIES AND LEISURE ACTIVITIES**
- ☺ **NO MONEY WORRIES**
- ☺ **A BIG HOUSE**
- ☺ **REGULAR HOLIDAYS**
- ☺ **A SUPPORTIVE FAMILY**
- ☺ **LOTS OF FRIENDS**

1: **Very Important**
5: **Not important.**

DESCRIPTION	INTERPRETATION	REFLECTION AND QUESTIONS
Today, April the 16th, at 2 o'clock in the afternoon, it began the ninth English class to fifth graders from "Maria Antonia Ruiz" Headquarters School. During the class, teachers and students followed this steps: ✓ **First, teachers explained the topic "Expressing Reactions" with examples in the white board.** ✓ **Then, Students watched the "Magic English" Video about feelings.** ✓ **After, students answered the contextualization questions and they wrote down in their notebooks the vocabulary.** ✓ **In the first activity, students**	Students had the following characteristics: ✦ Students were attentive in this class, because the video and the topic were great for them, because they could express their feelings and reactions. ✦ In this class, we could notice the lack of practice in writing output; because they said us it was a difficult activity. ✦ The second activity, "Ingredients for Happiness" became homework and also we could notice the lack of comprehension in their students, because we repeated the activity instructions in	This class and its activities made the following questions: • Did students understand very well when we spoke in English? • Did they like extra English classes? • Did homework decrease students' performance in extra English classes? In this point, the group has fewer students than at the beginning, because of their transportation, for some students live in different **neighborhoods of the city.**

saw pictures about happiest time of a person's life and they answered the questions.	English and Spanish and students didn't understand.
✓ **The second activity "Ingredients for Happiness" became homework.**	

DESCRIBING PEOPLE

DESCRIPTORS	TOPIC: DESCRIBING PEOPLE TEACHERS: YULIANA ANDREA GONZÁLEZ PÉREZ MARITZA ROMÁN RODRÍGUEZ
1. LEVEL	ELEMENTARY ↓ TIME. 2 HOUR AGE: 9-11
2. AIMS	⚦ IDENTIFY THE BODY PARTS ⚦ RECOGNIZE THE DIFFERENT CHARACTERISTICS IN A PERSON
3. LANGUAGE	⚦ PRESENT SIMPLE ⚦ ADJECTIVES ⚦ BODY PARTS ⚦ DESCRIPTIONS

4. GROUPING	⛄ INDIVIDUAL AND PAIR WORK.
5. MATERIALS	⛄ VIDEO, MAGAZINES, FLASHCARDS
6. CONTEXTUALIZATION	WATCHING THE VIDEO ABOUT DESCRIBING PEOPLE. ANSWERING QUESTIONS SUCH AS: *(Engage)* ⛄ CAN YOU DESCRIBE YOURSELF? ⛄ CAN YOU DESCRIBE YOUR CLASSMATE? ⛄ WHAT IS YOUR FAVORITE CHARACTERISTIC? ⛄ IF YOU COULD CHANGE SOMETHING ON YOU, WHAT THING DO YOU CHANGE?
7. ACTIVITIES	⛄ "Word Search": Body Parts Vocabulary. *(Activate)*
8. ASSESSMENT	SPEAKING, WRITING, PARTICIPATION ACTIVITIES WILL BE GRADED.

9. THE PRESENTATIONS WILL BE EVALUATED ACCORDING TO:	• Participation • Activity in class • Homework

DESCRIPTION	INTERPRETATION	REFLECTION AND QUESTIONS
Today, April the 30th, at 2 o'clock in the afternoon, it began the eleventh English class to fifth graders from "Maria Antonia Ruiz" Headquarters School. 1. **Firstly, we explained "Describing People" topic, using adjectives flashcards.** 2. **Then, Students watched "Magic English" Video about the body.** 3. **After, students and we identified the different body parts and students wrote down the vocabulary in their notebooks.** 4. **Next, we showed to the students some hair description flashcards and they recognized the different types of hair.**	➤ Students recognized body parts, because they have learnt this topic last year. ➤ In this class, students were attentive, they identified the different hair descriptions and they made comparisons with their hairs. ➤ The word search activity was excellent, because students were focused in the activity and for this reason the discipline was good. ➤ In this class, we said to our students they must have all their homework done, because when we checked in students' notebooks, they have uncompleted activities.	✓ In this class, there was a comradeship moment, because one student helped to another student in word search activity. ✓ This group is very close, especially in activity time. ✓ In this class, we felt very happy because students had a good reception with this topic and with the activity and they noticed students liked English classes, particularly when they already known the topic.

5. **After the break, students made a word search about body parts.**

6. **Finally as homework they must draw their body and write its parts and make a description of themselves using the video vocabulary.**

WILD AND DOMESTIC ANIMALS!

DESCRIPTORS	TOPIC: WILD AND DOMESTIC ANIMALS TEACHERS: YULIANA ANDREA GONZÁLEZ PÉREZ MARITZA ROMÁN RODRÍGUEZ
1. LEVEL	ELEMENTARY **TIME.** 2 HOUR **AGE:** 9-11
2. AIMS	✍ RECOGNIZE THE DIFFERENCES BETWEEN WILD AND DOMESTIC ANIMALS ✍ IDENTIFY THEIR HABBITAS SUCH AS THE JUNGLE, THE COUNTRY OR THE HOUSE
3. LANGUAGE	✍ PRESENT SIMPLE ✍ WILD AND DOMESTIC ANIMALS VOCABULARY. ✍
4. GROUPING	✍ INDIVIDUAL AND PAIR WORK.
5. MATERIALS	✍ VIDEO, PHOTOCOPIES, FLASHCARDS

6. CONTEXTUALIZATION	✒ TEACHER SHOW ANIMALS' FLASHCARDS TO HER STUDENTS AND THEY RECOGNIZE IT AND THEY GOING TO SAY ANIMALS' NAMES IN ENGLISH AND SAY IF IT'S A WILD OR DOMESTIC ANIMAL. *(Engage)*
7. ACTIVITIES	✒ **"Animals' Spaghetti" Activity.** *(Study)* ✒ **"My Favorite Wild and Domestic Animals":** **Writing Activity.** *(Activate)*
8. ASSESSMENT	SPEAKING, WRITING, PARTICIPATION ACTIVITIES WILL BE GRADED.
9. THE PRESENTATIONS WILL BE EVALUATED ACCORDING TO:	✒ Participation ✒ Activity in class ✒ Homework

DESCRIPTION	INTERPRETATION	REFLECTION AND QUESTIONS
Today, May the 7th, at 2 o'clock in the afternoon, it began the twelfth English class to fifth graders from "Maria Antonia Ruiz" Headquarters School.	**I.** This class was great, because students recognized wild and domestic animals and they loved the video and the flashcards.	**A.** In this class, Students were very attentive, they were very active and it was great for class development.
1. **First, we explained "Wild and Domestic Animals" topic, using animals' flashcards. The flashcards were downloaded from web site: http://www.mes-english.com/flashcards/ Option: animals.**	**II.** They made the "Animals' Spaghetti" activity very well and they were making the "My Favorite Wild and Domestic Animals" activity and they were very interesting in this activity.	**B.** We said again to our students about the uncompleted activities, because we need realize a report about extra English classes and these classes have extra points for students in their normal English class.
2. **Students recognized all animals' names in English. We corrected students' pronunciation.**	**III.** We helped them gave them vocabulary and wrote down some sentences for students' animals.	**C.** Students said they're going to make the uncompleted activities. In this class, the discipline was good, because students were busy in the activities.
3. **After, Students watched "Magic English" Video about Wild Animals.**		
4. **After, students and we identified the different wild and domestic animals and students wrote down the**		

vocabulary in their notebooks.

5. **After the break, students made an "animals' spaghetti" activity.**

6. **As homework they must write 4 characteristics for their favorite wild animal and 4 characteristics for their favorite domestic animal.**

ANNEXES

Part 4

– 5 questions –

Listen and colour. There is one example.

BODY PARTS

Find all the words below

head	nose	arm	
face	mouth	elbow	
hair	teeth	hand	
ear	neck	finger	
eye	shoulder	back	

Animals

a cow
a bear
an elephant
a gorilla
a camel
a fish
a lion
a penguin
a frog
a turtle
a rabbit
a duck
a panda
a hippo
a horse