THE IMPACT OF USING AUTHENTIC MATERIALS TO PROMOTE LISTENING

COMPREHENSION IN 4TH GRADE STUDENTS

Presented by:

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ABSTRACT

These days, globalization is opening the doors from the frontiers of communication among cultures, as now people can travel easily and the opportunities of having contact with a foreigner are higher than it used to be in the past years. This study included the participation of 34 4th graders from Prado Veraniego School where half of the course was selected randomly to get the information about their listening comprehension, afterwards a pre-test (Cambridge English: Starters (YLE starters), listening section) was placed to gather data about their listening comprehension before the implementation of authentic listening activities.

 Authentic videos selected taking into account students' ages and were played to practice students' listening comprehension within the usage of TBL (Task-Based Learning) in order to include the task cycle (1 pre-task, 2 while task and 3 post-task) where students could 1 know about the context, 2 practice listening comprehension with the audio input and 3 develop an activity related to the context. To gather the information and analyse the possible impact of implementing authentic TBL listening activities in 4th graders' listening comprehension, three instruments were used: Teacher's journal, Questionnaires and Classroom documents.

After the sessions, the same test was placed to compare the results between the pre-test and the post-test. By analysing the results, it was evident that the authentic materials helped students' listening comprehension as they had a good performance during the sessions because they learnt about a real context by learning vocabulary of the context, watching an authentic video and performing a post-task related to the topic but also the analysis shown that most of the participants had an improvement in the exit test.

Key words: Authentic Materials, Listening comprehension, TBL (Task-Based Learning)

INTRODUCTION

This study is placed at Prado Veraniego School (Colegio Prado Veraniego), a public school where there are no listening activities in English but there are vocabulary activities where students learn English language; this was evident from the first two weeks of classroom observations. For this reason, the objective is to implement English as a Foreign Language (EFL hereafter) listening activities through authentic materials where students can practice listening comprehension within a real context. According to Basic Standards of Competence in a Foreign Language: English (Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés) (2006) by Ministry of National Education (Ministerio de Educación Nacional – MEN hereafter), here in Colombia, English is seen as a foreign language which is not used outside the classroom (p. 5). The standards given by MEN have the aim of changing our society and more specific in this case, our future generations, so they can have the opportunity to exchange cultural aspects, beliefs and thoughts, with English speaking people. In other words, these standards aim to change students' ''comprehension and ability to express in a foreign language'' (MEN, 2006, p. 7), in this case, the ability to interact in English. To cover this need of enhancing English proficiency to communicate, this research project is aimed at providing students with authentic listening comprehension activities.

To face this listening need, authentic materials and Task Based Learning approach (TBL- hereafter) were used for 4th grade EFL classes where students could practice listening with authentic materials within the activities. The main reason for using authentic materials is that according to California Adult Literacy Professional Development Project (CALPRO) (2007) it helps students to learn within a real context. With authentic materials the intention is to create listening activities in which students

can practice listening comprehension. On the other hand, the idea of using Task Based

Learning Approach is that according to McDonough & Chaikitmongkol (2007) TBL is

"a methodological principle in which learners' attention is drawn to form in the context

of meaning" (p. 108). In addition, there are some advantages of using TBL stated in a

British Council article written by Frost Richard (2004) where it is said that students will

be more exposed to language and the language is explored from students' needs.

Another reason for implementing TBL is that "the classes are followed by a structure of

tasks (pre-task, task cycle and post-task) where tasks addresses students' needs"

(Methods, 2013, p. 5-7).

The idea of including TBL within authentic material is that students practice

authentic EFL listening comprehension e.g. pre-task, background information about a

place; while task, authentic listening material within the context of the previous task and

listening comprehension questions to verify the impact of the authentic EFL material

used; post-task, an activity related to the while task where students can work in pairs.

The following sketched example (sketched as it is just a possible topic for the

implementation) describes how the class will be: Context, Carnivorous plants;

objective, learn about the different kind of carnivorous plants, how to take care of a

garden (in-house garden). Pre-task, researcher bring students authentic information

about the carnivorous plants (pictures, names of the plants) and vocabulary related to

the topic; while task, researcher play a conversation which is a podcast, in the

conversation the presenter speaks with some people who own carnivorous plants where

the presenter asks them how they take care of those plants; finally post-task, an activity

where students work in pairs which consists in discussing which of the plants they

would like to have and they can also draw them in their notebooks or in a piece of paper.

In chapter one, the research question about the impact of authentic EFL listening comprehension activities is included. After that, the research objectives are settled within the purpose of the study as they describe along the research the procedure and the results of implementing authentic EFL listening activities altogether with the TBL.

Chapter two includes previous studies from both authentic listening materials and Task Based Learning approach to evidence the usage of those resources in other contexts. Also, the theoretical framework is included with four constructs which are divided in two main constructs (listening and EFL listening comprehension) and two sub-constructs (TBL and EFL authentic materials).

Finally, chapter three includes the type of study, the research paradigm and the research approach, the setting of the study, the participants including how and why they were selected. Lastly, the data collection instruments which are observations, teacher's journal, questionnaires and artifacts are included and specifying the reasons of using them during this research.

CHAPTER 1

Justification

During the observations carried out in the first week of the researcher's teaching practicum, it was noticeable that there was a lack of listening activities as teachers didn't use any audio source to learn new topics or practice listening. Instead, they only practiced English with the usage of vocabulary (just by reading the new words) where according to National Reading Panel (2000) "the reader is taught to translate the (relatively) unfamiliar words in print into speech, with the expectation that the speech forms will be easier to comprehend." (Chapter 4. p, 15) This means that students learn the vocabulary by not just reading it but also they learn it by practicing the pronunciation.

What is important in this course is that students from Prado Veraniego School are expected to accomplish A2 level according to Common European Framework of Reference (CEFR- hereafter) (2000, p. 24) and MEN (2006, p. 6). In this A2 level, students should "communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters" CEFR (p. 24) and "identify sequences of actions and associate them in a moment of the day when someone describes his/her daily routine." MEN (p. 20).

It is important for students to use authentic listening activities as they can practice the skill with material which is from a real context; for example, they can listen to radio broadcasts, a podcast, videos or any audio source from real world that will help them to practice and understand English on a daily basis and with real content, not just educational content with the aim that they can interact with foreigners in the future. To support this latter idea, there is a study from Barekat & Nobakhti (2014) where they

selected two groups of students from a cultural institute. They intended to carry out placement tests where one of the groups (experimental) used authentic materials (movies, authentic videos and television comedy drama) whereas the second group (control) used academic/unauthentic materials (course books) (p. 1061). The results showed that the experimental group, in both pre-test and post-test had better scores (p. 1062).

In addition, listening is one of the most difficult skills to learn and improve, so implementing authentic listening activities is also important for students because with different listening inputs, they could interact more easily and understand the language better; so they might not have difficulties when talking with foreigners. Also, as Jou (n.d.) states, "Among four language skills, researches show that listening skill is employed most frequently" (p.1). Besides, it's important to incorporate listening activities to give students a different input from teacher's voice, so students can get more interested in the topic and learn in a more attractive way as some of the listening activities could be podcasts, videos, interviews and some other authentic materials which can get students attention and also motivate them to learn more. Another study to support this idea is from Ahour (2014) in which he used a soap opera to the experimental group one hour after the normal class with the aim of preparing students for the PET exam. The finding was "that the experimental group who received enough amount of exposure to authentic material had a better performance in their listening test than the control group who did not" (p. 291)

Likewise, it is essential to take into account that listening is important not only to understand what another person is saying; in addition that it is a skill that people use to communicate without misunderstandings, because as Guo (2005, p. 3) stated,

"Listening is the first language mode that children acquire. It provides the foundation
for all aspects of language and cognitive development, and it plays a life-long role in the
processes of communication." In addition, TBL is important to use as "It can help the
student by placing him/her in a situation similar to the real world" (Methods, p. 3), it
means that with the task cycle (pre-task, while task and post-task) students can learn
from a real context with the use of the authentic listening activities. Finally, At Prado
Veraniego School it is important to implement authentic TBL-EFL listening
comprehension activities because the school can reach the goal of teaching future
bilingual students. Saying this, students can get better job opportunities and they can
communicate better with English foreigners whether if they travel abroad or they meet a
native speaker.

This study is also innovative because according to Jantz (2012), innovation is
"the significant improvement to an existing product, service, technology, or
administrative practice" (p. 4). Therefore, the researcher, the participants and the school
can benefit from this study as the participants will have a newer way of practicing
English language by using the technology that the school provide with the usage of
authentic materials and the researcher benefit because the experience and the results
from the study can be shared with colleagues and students from different institutions.

Research Problem

At Prado Veraniego School, specifically in fourth grade, students learn the
English language by practicing more writing and reading skills. In addition to this, the
field notes and observations made at the beginning of the research (appendix 1),
revealed that in English classes students were reading, writing and learning vocabulary
but there weren't authentic listening activities or any other listening activities in

English; these authentic listening activities are important for them as they might reach a

A2 level taking into account CEFR levels both global scale (p. 24) and self- assessment

grid (p. 25) and MEN listening objectives for 4th and 5th grade (p. 20).

To be more specific with one example from CEFR, it is stated in the global scale

that A2 students "Can understand sentences and frequently used expressions related to

areas of most immediate relevance (e.g. very basic personal and family information,

shopping, local geography, employment)." (p. 24). A second example from CEFR's

self-assessment grid is that A2 students "can catch the main point in short, clear, simple

messages and announcements" (p. 25). To complement these examples, there is a need

of implementing authentic TBL-EFL listening comprehension activities as students can

reach that academic goal through the use of tasks, therefore they can learn more about

the real world inside the classroom using authentic listening material.

To identify how EFL classes work at school, there were class observations

where at the beginning of those observations findings were that there weren't authentic

EFL listening activities, a finding from an observation was that "As the class was just 1

hour, students spent the whole class writing, cutting and gluing the vocabulary also they

coloured the images from the vocabulary" (observation #1), in other words, instead of

implementing authentic EFL listening activities, teacher tended to provide vocabulary

and in most of the cases the teacher used visual aids from the internet. Most of the cases

students worked in the notebook with the vocabulary provided by the teacher, so the

only listening that they receive is from the teacher's voice. Finally, teacher used drilling

technique where according to British Council (2005) drilling "means listening to a

model, provided by the teacher, or a tape or another student, and repeating what is

heard" (paragraph. 5), with this technique students could remember the vocabulary and practice the pronunciation.

Purpose Statement

The purpose of this research study is to analyse the possible impact of authentic TBL-EFL listening activities in 4th graders' listening comprehension at Prado Veraniego School (PVS-hereafter), this is because students can practice listening comprehension with the usage of these authentic materials. In addition, using authentic EFL listening materials is useful for students as they can practice Foreign Language (FL- hereafter) within real contexts. Besides, as the school uses technology in its classes, the idea is to use the available technological resources of the school to implement the activities. For example, authentic videos (music, news, documentaries) could be played through a video projector and songs from the computer. In this study, YouTube videos suitable for their age e.g. PBS kids' YouTube channel, Sarepa's YouTube channel and Learning English 101' YouTube channel will be used as authentic EFL listening comprehension activities as they are useful for students because these materials include real contexts and to complement the idea, according to Jacobson (2003) "teachers are attempting to contextualize their instruction within the students' lives" (p. 2). For this research, students' interests and experiences are gathered through students' journal discussed in chapter three. With this, students can practice their listening comprehension and learn within a real context.

General research question

- ✓ How might the implementation of authentic TBL listening activities in 4th grade students' improve their listening comprehension?

Objectives

General objective

- Analyse the possible impact of implementing authentic TBL listening activities in 4th graders' listening comprehension

  Specific objectives

- Identify the appropriate authentic materials that might influence students' listening comprehension in 4th grade English classes.

- Evaluate the impact through the results of the listening comprehension pre-test and post-test implemented in class.

CHAPTER 2

Literature Review

In this chapter, different studies were explored to support the nature of this project. The first three studies are international and the last two are set in a Colombian context. These studies will be explained and subsequently, four constructs that give ground to this research study are going to be explained. The participants from the studies were adult centred where the materials were adapted according to the participants' age, for that reason, the use of authentic materials in this study are adapted taking into account PVS students' age and the use of these materials taken from YouTube can be useful because according to National Association for the Education of Young Children (NAEYC hereafter) (2012) "Screen media can expose children to animals, objects, people, landscapes, activities, and places that they cannot experience in person" (p. 7). This means that PVS students will practice English listening comprehension with the usage of technology and authentic materials where at the same time they will have new sensorial experiences while watching the videos.

A quantitative study by Barekat, B. and Nobakhti, H. (2014) was set in the English department of Novinpouyan Cultural Institute in Arak, Iran. The aim of this study was to "To find out whether or not authentic materials are more effective than inauthentic materials in improving the listening comprehension ability of EFL learners at the intermediate level" (p. 1059) and investigate "the effect of authentic and inauthentic materials in cultural awareness training on EFL learners listening comprehension ability" (p. 1063). In addition, they stated that the cultural knowledge is fundamental for students in order to make inferences (p. 1059), this cultural knowledge

was presented during the study within the authentic material as they used an American television comedy-drama called *Shameless (2011)* (p. 1061).

What they did in the study was: first of all select 60 random participants from 116 candidates and then divide those 60 participants in two groups, one group (the experimental group) used the comedy TV show mentioned above while the second group (the control group), used listening activities from the following course books: *American English File* by Clive Oxenden et al., *Impact Values* by Richard Day, et al., *Tactics for Listening* by Jack C. Richards, *Tune in* by Jack C. Richards and Kerry O"Sullivan, *Listen In* by David Nunan. (p. 1061).

Secondly, in the procedure, they carried out Oxford ELT placement test to select the 60 participants and then they used TOEFL as pre-test. After gathering the results of the participants, they stated that students had to receive 36 sessions which were placed three times per week and in total of twelve weeks. With it each group had their corresponding authentic and unauthentic material i.e. experimental group with the comedy show and control group with course books. After the competition of the sessions, participants took a TOEFL listening test in order to compare the results.

Finally, with the usage of T-test (used in the post-test) and a one-way ANOVA test (used in the pre-test), looking at the results of each table from the pre- test and post-test, the findings from their study were that "it is confirmed that the treatment has significantly improved the listening comprehension ability of the participants" (table 8, p. 1063). The participants mentioned in the previous quote were the experimental participants of the study. Another finding was that "the experimental group has outperformed the control group" (table 9, p. 1063).

The previous study contributes to this research as it encourages to use tasks, as during the study, Barekat and Nobakhti implemented tasks which can be related to Task Based Learning approach (TBL) i.e. they implemented a pre task (pre-test), a task cycle (36 sessions, using authentic and unauthentic materials for each corresponding group) and finally, the post- task (post-test). In addition to this, the research also contributes to this study as they used authentic EFL listening materials and they could demonstrate that the usage of those authentic materials improved students' listening comprehension.

Another quantitative study by Sabet Masoud (2012) was placed in Koshyar non-profit university located in Golsar district, Rasht, Guilan, Iran. The aim of this study was "to investigate the impact of authentic listening materials on listening skills of Elementary students at university level" (p. 206). In this study, Sabet stated that authentic materials "can provide easily-accessible and ready-made materials for users" (p.217), but also that those authentic materials give more than "just linguistic advantages" (p.219). On the other hand, he listed advantages of using authentic materials which are that "they have a positive effect on learner motivation, they provide authentic cultural information and exposure to real language, they relate more closely to learners' needs and they support a more creative approach to teaching". (Sabet, 2012, p. 220).

During the research, Sabet used video and audio tracks which included the following topics: wildlife, urban perspective, treating with nature and some other not mentioned in the study (p. 222). Something interesting from this research is that Sabet described two reasons of using a control group, the first one which indicates that non authentic material is dominant in EFL classes and second, those academic materials are hardly used in EFL teaching (p. 222).

In this study, Sabet used four instruments which were the placement test from Oxford, a pre-test followed by a post-test (both included listening comprehension) and finally a student feedback survey. The aim of the pre and post-test was to compare the usage of both simplified (non-authentic) and authentic EFL materials. On the other hand, the student feedback survey's intention was to identify the effectiveness of the authentic materials and how students felt during the course (p. 223). A T-test was conducted to gather the information from the pre and post-tests. At PVS the idea is to implement both pre-test, authentic listening materials and post-test to get accurate information and compare the results.

At the end of the study, Sabet found that "exposing to authentic listening materials makes students more proficient in listening comprehension" (p. 223), additionally, Sabet found that "authentic listening materials had a positive effect on listening skills of elementary students" (p. 227). Finally, he found that in the qualitative survey, students from the experimental group (authentic EFL materials) had a "higher level of satisfaction with the authentic listening materials" (p.224).

The contribution from the latter research is that it is important to know how to select the authentic materials to implement in class by its suitability of content, exploitability and readability (Sabet, p.220). In this case, 4th graders will have activities with content which fits their age. Also, selecting the materials is very important for students as they can get involved in the activity and the results may be more accurate. In addition, it is important aside from just implementing authentic EFL materials, also to know (with a survey) the effectiveness of the materials and activities placed from students' perspective.

A quantitative study from Ahour, T. (2014) was set in the Kish Institute of Science and Technology in Rasht, Iran. The aim of the study was to analyse the impact of exposing students to authentic material as Ahour stated that there is "a gap between what learners listen to in the lab and what they really listen in normal everyday conversation of real life."(p. 287).

Ahour selected the participants through the implementation of a proficiency test (PET), the study included 40 students out of 200 that participated in the test. Then, the 40 students were divided in two equal groups (20 students each). In both groups the students had the regular classes but Ahour's intention was that the experimental group had an extra hour of class (20 sessions) to watch an American soap opera; something important from the study is that the soap was selected because of its "popularity among students" (p.289).

After the sessions a post-test was redesigned and applied to students and afterwards the results were analysed. Ahour used a T-test to compare and analyse the gathered results in the post-test. With this test, the researcher found that between control group and experimental group there was a "significant difference" (p. 290).

Something that is important to highlight from this study is that Ahour stated in the conclusion that "Learners by watching some movies in their free time even out of the class environment can improve their English without even trying to do so as formal studying" (p. 291). The previous statement encourage this study to implement EFL authentic listening material so students from Prado Veraniego School can practice EFL with authentic activities in class and authentic materials at home. Finally, something relevant for this study is the usage of the quantitative tests to compare and analyse the gathered information from the experimental and control groups (in this study, to

measure the information it was planned to use the mean, median and mode which will be described in Chapter 3).

There is a qualitative study from Hernandez, P. and Vargas, M. (2013) where the authors found that their participants who were student-teachers had difficulties when trying to practice listening comprehension. The aim of the study was to provide authentic audio texts from participants' partners i.e. the researchers asked participants to bring authentic audio texts so they could create listening activities and develop them in class with their partners. Another aim was to raise autonomous work at home and critical thinking. The activities included a pre-listening, a while listening and a post-listening task. In addition, researchers provided their participants "self and peer evaluation" (p. 6) where participants evaluated themselves but also evaluated their partners' listening activities. At the end of the implementation, Hernandez and Vargas placed a survey so participants could tell about how they felt, what difficulties they had during the activities and any other suggestions they had.

In the results, the researchers not only got information about the participants as they made a reflection about their strengths and weaknesses but also they could notice that participants improved their listening comprehension, their interest in listening authentic materials and that students "could understand different accents better" (p. 7) and that they could understand different speech rates easier than before.

What is important to take into account from this study, is that at PVS the implementation of authentic materials can improve listening comprehension but also that students can practice listening with information that is not content-based, in other words, with information that is from the real world.

A qualitative study from Zúñiga, E. (2015) where he implemented TBL using and integrating the four skills (listening, speaking, reading and writing) so participants could improve their communicative competence. What the author found before applying his study was that in classes, students learn the four skills but separately and they do not like so much reading and writing activities. In the study, Zúñiga designed and implemented 6 tasks that included each of the skills where in the pre-task he gave participants the instructions of the session, the goals and gave the materials to work. In the while task he proceeded with "pair-work discussion about the topic and showed the draft of the description they had already made" (p. 9) and finally in the post-task he asked them to present an oral presentation and gave them a self-evaluation.

In the results from the study, the author found that participants were more encouraged to learn and practice English with TBL as the tasks included different activities with the usage of the four skills (listening e.g. videos and audios, speaking e.g. oral presentation, reading e.g. articles and writing e.g. questionnaires and reports) and he fund also that participants thought that TBL is an organized way to learn and practice English.

What is important from Zúñiga's study for this study at PVS is that students can practice listening comprehension with this methodology, not only because it is divided in organized tasks but also because it requires materials that are useful and appealing for students so they can practice listening English comprehension easier as in this study the idea is to give students in the pre-task visual aids that are from a real context, the while task which will include the authentic listening activity where they will answer a questionnaire but also they can produce Classroom Documents (which is described in

the data collection instruments' section) and the post-task where students will work in pairs to solve an activity according to the previous tasks.

There are four constructs which include theory that supports this study, the key constructs were listening, listening comprehension, authentic listening materials and task based learning approach.

Theoretical Framework

This chapter includes theory related to the constructs from this study which purpose is to support the idea of this mixed research project that is to evaluate the impact of authentic TBL-EFL listening authentic activities in 4th graders at Prado Veraniego School.

Listening

According to Illinois Speech and Theatre Association & Illinois State Board of Education (1982), listening is "a complex process beginning with hearing -the physical effect of sound waves upon the human eardrum-" (p. 2), in addition they stated that listening has four steps, those are first of all hearing, then interpret, also evaluate and finally respond. These four steps are related to hearing, using background knowledge from the sounds, choosing what is useful from those sounds and finally, responding to what the other speaker said.

A point to highlight is about listening from them (Illinois Speech and Theatre Association -ISTA hereafter- and Illinois Board of Education –ISBE hereafter-) is that "listening is the most frequently used form of communication behaviour" (p. 1) but also "yet listening skills are the least taught of any of these communication skills. We devote the most instruction time to teaching writing, then reading, and, finally, speaking" (p.

1). With that said, listening is a very important skill that let people exchange information but the downside is that the skill is not taken into account like the other three skills. To complement the idea, Cardenas (2009) said that "listening practice is often neglected or handled inappropriately in the teaching learning process. This poses problems because listening is an integral part of conversations. Oral skills without equally well developed listening abilities are of little practical value" (p. 8), it is something that happens nowadays so it is important to teach and practice this skill, for that reason at PVS the lessons are focused on listening with the usage of authentic material.

A definition of listening from Howatt and Dakin (1974) cited by Jou, Y. J. (2010) is that listening is the ability to identify and understand what others are saying. Another definition from the International Listening Association (ILA) cited on Human Communication (Pearson, 2008, p.111) is: "the active process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. It involves the ability to retain information, as well as to react empathically and/or appreciatively to spoken and/or nonverbal messages". In few words, listening is related to direct communication between individuals and communication within the environment.

What makes important to teach listening is that students can learn to understand what others are saying but also that they learn to interpret external spoken sounds such as advertisements, news, videos, podcasts, radio ads and any audio source in the foreign language context. It is a good opportunity for PVS students to practice more listening as they can get more audio input in order to improve their understanding of what others say. Finally, PVS students will practice listening comprehension with authentic

materials which is better for them because the input that they are receiving is from a real context.

There is a definition of listening from Gilajkani, A. (2016) who cited Hamouda (2013) where listening is an ability which allows the listener to interpret what the speaker says, this definition is similar to Jou's citation (2010) from Howatt and Dakin (1974). In addition, another definition of listening also provided from Gilajkani who cited Purdy (1997) where "listening is the process of receiving, making meaning from, and answering to spoken and/or nonverbal messages" (p. 1671). A point to highlight from Gilajkani's study is that he stated the importance of listening which it is that in listening it is necessary to take into account facial and body expressions within the context so the listener can get the gist of what the other person is saying or is trying to say (p. 1672). In PVS it is important to provide students listening activities which will help them to practice the skill but also it will give them the opportunity to understand what native speakers or FL speakers say. Finally, listening is also important in their contexts as they can interact better with their teachers and with their classmates.

To get a better idea of how to teach listening at PVS, there are some authors that give ideas, suggestions or tips of how a class can include a better class procedure so as a result, there will be a better understanding of this listening skill.

There is a text from Teachers of English to Speakers of Other Languages (TESOL hereafter) (n.d.) where they stated that "teaching listening help learners meet the challenge of real-life listening." (p. 1), at PVS it is important to teach them listening as in the future they might travel abroad or they can work in a company where English is essential. One of the suggestions that TESOL give from teaching listening is that it is important to learn how to help students to correct their answers, for example the

teacher "would then discuss with students how they arrived at a certain answer, what prevented them from understanding parts of the text, and what could be done to improve their listening facilities" (p. 12). This means that it is important not to give the correct answer always but to talk with students how they chose their answers and if they chose wrong the teacher can help them to get the correct answer using clarifying questions e.g. are you sure?

TESOL also suggested that it is important to avoid tasks that require memorization, as they stated that "Understanding a message does not mean remembering every single detail, so students' inability to recall information does not always signal a lack of comprehension" (p. 12), this suggestion is important for this study at PVS because the idea is not to give students authentic listening materials to memorise every detail of the videos, the idea is that they can comprehend what the video was about and to practice English language as they can learn slangs, idioms and the understanding of different English accents.

Another suggestion about how to teach listening according to TESOL is that in the procedure of teaching listening it should be included the Bottom-up and Top-down process. Bottom-up is referred to the recognition of sounds and words to improve their vocabulary, some examples of the skills that are included in the Bottom-up are "identify grammatical forms and functions, recognize contractions and connected speech" (p. 14-15). The second process, Top-down is more related to the background knowledge of the students so the skills involved in this process are advanced as "listener draws on her knowledge of the context, topic, speakers, situation, and the world, matching it to the aural input" (p. 15), the skills used are related to getting the main idea of the

conversation, listening for specific information or to make predictions from the conversation.

TESOL stated that Bottom-up is more useful for beginners, in this case it could be for 1st and 2nd graders whilst Top-down is more useful for 4th graders as they already have knowledge of the English language and it might not be difficult to get the main idea of an authentic listening conversation but as students at PVS do not have a lot of vocabulary, this Top-down strategy may be useful in some parts of the activities because some of the students know more vocabulary than the others which it could be also evidenced in the observations. The idea in this study at PVS is that students will use Bottom-up process which is very useful for them as TESOL stated that this process is more useful for beginners and as PVS students' vocabulary is not very extensive. In the future they could use both Bottom-up and Top-down processes because they can practice in a more efficient way their listening comprehension.

Finally, TESOL suggested that the role of the teacher where is involved in a "process-oriented classroom" (p. 19), this means that the teacher supports students during the listening activities by helping them and guiding them "in comparing responses and reflecting on different steps they took to achieve comprehension" (p. 19), so the idea is that at PVS the researcher won't give the correct answer if the student make a mistake but instead the teacher can give them clues of how to get the correct answer or even the teacher can play a second time the listening activity so all students can check their answers.

Vandergrift, L. (2004) suggested that the usage of visual aids is intended to "provide important contextual information to help the listener" (p. 10), this is important for students at PVS because the visual aids can help them to understand what is the

conversation about and they can learn vocabulary from those visuals. In addition, Vandergrift suggested the use of DVD captions where he stated that "students acquired more vocabulary and recalled the passage better with the help of both pictorial and written annotations instead of pictures only and written annotations only" (p. 7). At PVS it will be useful to use videos but instead of using DVD captions, the authentic listening materials are YouTube videos which are made by native English speakers and the content is related to the participants' ages. In addition, the idea of the study is to use both visual aids for the pre-task and the YouTube videos for the while-task.

Listening comprehension

A definition of listening comprehension given from Colorado Department of Education. (2008) is that: "Listening comprehension refers to the understanding of the implications and explicit meanings of words and sentences of spoken language." (p.71) this means that the listener must know how to interpret messages and follow instructions. Additionally, it is stated that listeners must listen to and understand information given by others, form opinions based on evidence and listen for specific purpose (p. 74).

Speaking of comprehension, interaction is one of the factors that may be mastered during the process of learning through listening. Some of the elements included in interaction within conversation, according to Brown (2000) are: negotiation, clarification, attending signals, turn-taking, and topic nomination, maintenance, and termination. And as Brown (2000) stated: "so, to learn to listen is also to learn to respond and to continue a chain of listening and responding." (p. 254), in other words, if the listener understands what the speaker is saying, then the listener change the role so becomes into the speaker and can continue with the process of exchanging information. This applies to the EFL context in the school as students can practice listening

comprehension with authentic materials so they can understand what a native or non-native English speaker is saying, therefore, students can exchange information.

A definition of listening comprehension from Nunan (1989) is that listening is the interpretation of "what we hear according to our purpose in listening and our background knowledge. We then store the meanings of the message rather than the forms in which these are encoded" (p. 23), with that said, at PVS it is important that while students are listening, they can use their previous knowledge to get a better idea of the context, even if they do not have a wide background knowledge in the foreign language, they can use their native background knowledge to interpret the messages from the authentic materials given in class which in this study are authentic videos.

An aspect to highlight from Nunan is that similar to TESOL, he mentioned about the bottom-up and top-down processes where bottom-up is more important for PVS students as they do not have a rich vocabulary. The idea of using bottom-up according to Nunan is that students can "use the phonological cues to identify the information focus in an utterance" (p. 25), this is applied in the activities where students recognise what the speaker say in order to answer the question from the activities; on the other hand, top-down according to Nunan, students can "relate the incoming message to one's background knowledge and inferring the topic of a discourse" (p. 26), in this study that happened in the post-task where students inferred the meaning of a song (session 7), but in general in every session they can use their background knowledge to understand the topic but also to give their opinion about it.

Another definition of listening comprehension from Nunan (n.d.) is that listening comprehension is "the comprehension of aural messages" (p. 17). In this case, the listening comprehension is referred to what students can understand of what they

hear. Something important from Nunan's research is that there is a concept called listening purpose where he stated that "course books for teaching listening sometimes seem to imply that listeners grimly focus on every word" (p. 23-24), what he said is an aim to this study as the intention is to use authentic materials where students can find specific information from the videos to complete the while-task but in addition they can analyse the information to give their opinion about the topic in the post-task; all the videos have a purpose as they are authentic materials where students can learn from the topic, apply it in real life but at the same time they can learn and practice English language through the listening activities.

Listening skills

According to Richards, J (1983), there is a list of micro skills which is helpful when selecting the materials for the listening activities as they specify what is needed to take into account. The micro skills lists are presented in two categories, the first one is the "Conversational Listening" (p. 228) that involves social interactions and "Academic Listening" (p. 229) which involves listening for information. The first category that is Conversational Listening, includes 33 micro-skills and the used during this study at PVS are the following:

> Ability to recognize vocabulary used in core conversational topics; ability to deduce causes and effects from events, ability to guess the meanings of words from the contexts in which they occur; ability to detect meanings expressed in differing grammatical forms/sentence types (i.e., that a particular meaning may be expressed in different ways); ability to distinguish between literal and implied meaning; ability to recognize the communicative functions of utterances, according to situations, participants, goals; ability to use real world knowledge

and experience to work out purposes, goals, settings, procedures; Ability to process speech at different rate; ability to make use of facial, paralinguistic, and other clues to work out meanings; ability to adjust listening strategies to different kinds of listener purposes or goals. (Richards, J. 1983, pp. 228-229).

The second category, which is Academic Listening includes 18 micro-skills, similar to the previous category, the ones that were applied in this study are presented below:

Ability to identify purpose and scope of lecture; ability to identify topic of lecture and follow topic development; ability to recognize key lexical items related to subject/topic; ability to identify relationships within discourse (e.g. major ideas, generalizations, hypotheses, supporting ideas, examples); ability to deduce causes and effects from events; ability to deduce meanings of words from context; ability recognize function of intonation to signal information structure; ability to follow lecture despite differences in accent and speed; ability to recognize irrelevant matter: jokes, digressions, meanderings. (Richards, J. 1983, pp. 229-230)

At PVS, during the implementation of the authentic listening activities, these micro-skills were selected taking into account what was possible to use from the materials (videos) for instance, from session 4 (interjections), the speaker talked about some interjections that are commonly used to express a feeling or a point of view, so one of the skills implied in the video was the "ability to make use of facial, paralinguistic, and other clues to work out meanings" (p.229). To give a better idea of the usage of the listening skills from Richards, Chapter 5 will include the analysis and the explanation of the findings where these skills are presented.

Metacognition

Vandergrift (2012), defined metacognition as "our ability to think about our own thinking or "cognition," and, by extension, to think about how we process information for a range of purposes and manage the way we do it" (p. 84). This means that in the study students could reflect on what they do during the task but also the process help them to think further. For example, they can use their previous knowledge in order to complete the listening activities but in addition, students can reflect about a topic.

In addition, for monitoring comprehension in the metacognition process, Vandergrift suggested that "listeners can evaluate continually what they understand" (p. 107), in this study students can evaluate themselves in the questionnaire as one of the questions is related to how much they understood about the video, but in addition, the researcher can also ask students for clarification after playing the video in each of the sessions in order to verify that students could understand but also to give them the opportunity to listen again the conversation of the video and therefore they can check their answers.

Types of listening

Kline (1996), stated that there are some types of listening: informative listening, relationship listening and appreciative are listening. The first type of listening means that "Informative listening is the name we give to the situation where the listener's primary concern is to understand the message" (p. 30), in this case the authentic materials used in this study provide information to students where they can understand what the speaker is saying. A point to take into account from Kline is that he talked about vocabulary where "increasing your vocabulary will increase your potential for better understanding" (p. 30), in this study at PVS it is important to provide students

vocabulary from the contexts of the lessons so they can familiarize with the topic, they can understand better what the videos are about but in addition they can improve their lexicon.

The second type of listening, Kline stated that "Nonverbal cues are crucial in relationship listening; that is, your nonverbal behaviour indicates that you are attending to the speaker or that you aren't" (p. 33), it is related to pay attention of what the other person is saying not only by listening but also by using physical expressions. This skill is observed at the beginning of the class where students practice with the opening activity where they pay attention to the teacher and communicate what they think but also during the post-task of the lessons where students work in pairs as they talk, listen but also express themselves to each other.

Finally, the third type of listening is appreciative listening which is about "listening to music for enjoyment, to speakers because you like their style, to your choices in theatre, television, radio, or film. It is the response of the listener not the source of the message that defines appreciative listening" (p. 34). This type of listening aids in this study as the researcher could find authentic videos that might get students' attention, those videos were created according to their ages (the videos are made for kids in general), so what is important for the lessons is not only the information that they will receive but also it is important that they enjoy what they watch and listen.

Authentic material

A definition from California Adult Literacy Professional Development Project (CALPRO) (2007) is that authentic materials are those materials which are on the daily basis and are useful for students to learn during classes, e.g. videos, voicemails, among others. On the other hand, Jacobson, E. (2003) states that authentic materials are printed

materials that are useful not only in the educational context but also are useful on the daily basis of students. In one side, Jacobson is centred more in reading and writing using authentic text materials such as recipes, grocery lists, shopping lists, menus, grocery store labels, buying guides, among others; but he also put some suggestions so teachers can take into account what can be done in class i.e. what different contexts can be practiced with authentic materials. On the contrary, CALPRO talks not only about printed materials but also shows that there is another type of material which are "auditory materials" (p.1) e.g. Radio broadcast, podcasts, even phone-calls and so on.

In this study at PVS the idea is to integrate videos from YouTube which are authentic and the plus side is that the material is not just auditory but also it is visual, so students get more interested in the activity as they need to get attention not only about what the people say but also it can include non-verbal gestures, such as faces, expressions or body movement which can help them to get an idea of what is happening in the video and what they talk about.

According to the definition from Jacobson (2003), one emphasis of authentic material is that "A text is considered authentic if it is one of a type that is used by people in the world outside of a learning to- read/write setting (school)" (p. 43). In other words, a material can be authentic if it is taken from the real world without a content-based purpose, this means that those materials have a "purpose for which it would be read or written in out-of school contexts" (p. 43), for example in this study students will watch videos which are authentic and that authenticity is related to the topics discussed, those topics are from a real context. One example of a context from the videos implemented in this study is voting, with this video students not only will know the meaning but also the importance of participating in elections, in addition students can

also use the knowledge from the video in their lives not only for president or mayor election but for any decision that they can make together.

According to Stempleski, S. (1987) authentic material "is intrinsically motivating to students, presents real language, provides an authentic look at the culture, aids comprehension, and gives student practice in dealing with a medium" (p. 1). The idea at PVS is that the authentic videos are related to their age, videos that can teach them about a context from the real world but also that video is appealing for them. For this reason, the majority of the videos implemented in this study are from PBS Kids' YouTube channel where its content is related to topic from the real world such as voting, eating healthy, and the environment awareness and so on.

A very important point to highlight from Stempleski is that with the usage of authentic videos "Students experience a real feeling of accomplishment when they are able to comprehend material intended for native speakers. (…) they are further motivated to seek out and understand other authentic materials" (p. 5). With that said, it is important that PVS students enjoy the videos they watch while they learn about the context involved in that material.

On the other hand, it is also important that students after watching the videos they can give their opinions through the questionnaire where the researcher can know how much they liked and what they liked the most from the video but also they can also give their opinions about that context. Finally, another point to take into account from Stempleski is that video presents the total communicative act. "Visual clues to meaning, such as the gestures speakers use, can help to make meaning clearer to student viewers. Even the music used on a video can be an aid to comprehension" (p. 6), with that said,

the video itself help students to understand better the situations of the context related to the video.

A definition of authentic material from Hussain, M. (2015) who cited Swaffar (1985) is that authentic materials are those which are original and not artificial with the purpose of sharing information from native speakers. Hussain in his text stated two elements which determine how to verify the authenticity of any material, one of the elements is that the authentic material must be any "text, written, spoken or sound-recorded that comes from a native speaker of English for the listeners or readers" (p. 52). Examples from each cited materials from the real world are magazines, newspapers, podcasts, videos etc. and the second element stated by Hussain is the aim of the material which means that is not only useful for the class but also outside of it. The importance in this study at PVS is that the authentic materials are selected to put these materials into praxis in the real world e.g. a song which can teach students new vocabulary, social slangs or idioms. Another definition from Hussain who cited Spelleri (2002) is that "authentic materials refer to any items for the general community and not specifically for the ESL community" (p. 52). In this study, at PVS the selected materials are videos from YouTube which are authentic because they are created by native English speakers, the topics from the videos are not content-based and the videos are selected according to students' age.

An aspect to take into account from Hussain's text is that he stated that "authentic materials help developing an understanding of life and culture thereby preparing students to have a practical approach to life" (p. 56), this means that at PVS the materials used are not just focused on the class but it is material from the real world where students learn from it and they can use it outside the class e.g. a video about the

usage of interjections which aim is not only to teach what are some common interjections but also to give students the context of each interjection so students can choose which interjections to use in the class and outside the class whether if they use these expressions with friends or if they listen a song or watch a video they can identify the item used and get a better idea of the context.

Another characteristic to highlight from Hussain is that "like authentic materials in the language class make the teaching job easy, systemic and impressive, and also keep the learners focused, involved and motivated" (p. 63). Students at PVS enjoy more watching videos rather than just writing whether if it is a piece of paper or in the notebook, this was observed during the entry test before the implementation. The first lesson topic was about voting, the definition and the importance of it. Students paid attention to what the native speaker said from the video, so they could answer the while-listening activity, they could make a decision together in the post-test and after that they developed a questionnaire where their opinions were evidenced.

Another definition of authentic material is from Al Azri, R. (2014) who cited Herod (2002) where authentic "materials and activities' are designed to imitate the real world situations" (p. 250), another definition of authentic material from Al Azri who cited Martinez (2002) is that materials "are prepared for native speakers and not designed to be used for teaching purposes" (p. 249). In addition, Al Azri stated that "Exposing students to such language forms will enable them to cope with genuine interaction, whether it is inside or outside the classroom" (p. 249), this means that at PVS it is important to use authentic materials which include different real contexts where students can learn, talk and practice during the class but also outside; the materials that are implemented are useful for their lives and not just for their grades,

also the selected materials are suitable for their ages and are made by native English speakers so they can participate more actively, also students can experience different accents and new vocabulary.

What is important to take into account from his study is that Al Azri talked about approaches of the materials and its types where one approach to take into account is the Humanistic approach as "this approach emphasizes the unity of learners' feelings and the learning process" Mishan (2005), (as cited in Al Azri (2014), p.250. This means that the materials selected at PVS will give students the opportunity to express their point of view about the given authentic material in class and it encourages students to use them outside the class but also to practice what was learn in real life.

The authentic materials from Al Azri document are listed in three groups, the first one and the most important for this study at PVS is "authentic listening materials" (p. 251) in which radio news, songs, videos and other listening materials are included in that first group. The second group is authentic visual materials where newspapers, magazines and other visual aids are included in this group. Finally the third group is the authentic printed materials where train tickets, newspapers and other physical authentic materials which are useful. Al Azri stated that "authentic materials therefore, help learners realize the relationship between the language presented in the classroom and the language used in real world situations" (p. 251). At PVS the selected authentic materials are videos from YouTube but also for the pre-task some visual aids are included in the activities so students get an idea of what the topic is about with the usage of these materials mentioned beforehand. In addition to this, the materials are selected according to their age as the idea is to give them information that they can understand e.g. one of the authentic source from YouTube is the channel of PBS kids

(YouTube channel), this channel includes authentic information that is adapted to children so it is useful for PVS 4th graders.

Task based learning approach

According to Richards and Rodgers (2007), task based language teaching is an approach which strength is the usage of tasks in language teaching. It means that the approach involves the meaningful learning and meaningful interaction between speakers (speaker-listener).

One aspect to highlight about task based language teaching is that the activities have a specific goal which is to communicate and create meaningful learning; some of the activities mentioned by Richards and Rodgers (2007) are: Finding a solution to a puzzle, Reading a map and giving directions, Making a telephone call, Writing a letter and reading a set of instructions and assembling a toy. These kind of activities have a real context which can be set up according to the goals and the topic of the class. Taking into account these examples of activities from Richards and Rodgers, what is intended for this study at PVS is that students will have post-task activities related to the authentic listening materials presented in each session.

It is said, according to Richards and Rodgers (2007) that most of the tasks includes conversation as it is considered as "the keystone of language acquisition (p. 228). Taking into account what was said before, creating listening tasks can help students to interact more between them as communication and interaction is highly required. In addition to this, the result of the tasks will create output from learners.

According to Brown (2000), TBL "views the learning process as a set of communicative tasks that are directly linked to the curricular goals they serve, the

purposes of which extend beyond the practice of language for its own sake" (p. 50), in other words TBL is an approach which includes set of activities where there is a context related to real life. An important aspect to take into account from his research is that it is more relevant the purpose of the language in the task rather than the quantity of language given in the task; what is important is to give few quality tasks that can help students to learn and practice instead of a lot of tasks that at the end won't help students to practice English in an effective way. In addition, he includes a list of some authentic materials that are useful for the implementation of this project at PVS. Some of the authentic materials that are useful for this study are: "conversations, media extracts and interviews" (p. 243), the list is longer but the mentioned before are the most useful possible alternatives for this study.

Another definition of TBL according to Methods (2013), is that task based learning is another way to learn languages as it aids students to be in a real world situation. (p. 3). To accomplish this, there is a structure (p. 6) of TBL which is divided in three tasks: the pre-task phase, which introduce students to the topic by using visual aids or topic related materials so students are aware of what they are going to do during the class. A task cycle, that use target language in order to "improve the language" (p. 7). Besides the task cycle, there is an assessment where EFL teacher helps students to correct the tasks and then proceed with the last task, the post-task phase. In this phase, the language is practiced and there is a follow up from the previous tasks (p. 8).

Something that supports the usage of TBL in this study, is that Methods (2013) set some advantages regarding the usage of TBL. The advantages are that:

Task-based learning is useful for moving the focus of the learning process from the teacher to the student, it gives the student a different way of understanding

language as a tool instead of as a specific goal, it can bring teaching from abstract knowledge to real world application, a task is helpful in meeting the immediate needs of the learners and provides a framework for creating lesson, which are, interesting and able to address the students' needs, task-based learning provides the teachers with a new opportunity to diversify their teaching strategies and finally, TBL helps to overcome the reluctance of students who do not like foreign languages. (p. 5).

The intention of using TBL within authentic listening material is that during each English class, students can practice EFL listening in the task cycle i.e. a pre-task intended to give students information about a context; in the while-task there is the implementation of the authentic EFL listening material and in the post-task a listening comprehension activity can be set.

In sum, the studies and theories presented above shade light on the importance of implementing authentic listening materials within the Task-Based Learning as they might help students to learn English and practice listening comprehension in an innovative way.

The next chapter includes the research design which explains what research paradigm was used in order to analyse the data, also the following chapter describes what approach was used, where the research took place, how many participants were included in the study and how they got selected, how the data was gathered taking into account three different data collection instruments and finally, the next chapter includes what ethical issues were set and what procedure was taken into account to inform the principal of the school and students' parents.

CHAPTER 3

RESEARCH DESIGN

Research paradigm

This project is a mixed research study as the results of implementing authentic TBL-EFL listening comprehension activities are analysed, measured and compared (through a pre-test before the implementation, questionnaires during the implementation and a post-test after the implementation). To support the idea, Creswell (2003) stated that with the mixed approach "the results of one method can help develop or inform the other method" (p. 15-16). By saying this, the quantitative part of the study (tests and activities) can complement the qualitative one (observations and journals) and vice versa; in this study the questionnaires include both qualitative and quantitative answers. Also, it is important to take into account that according to Economic and Social Research Council (ESRC hereafter, n.d.) this study is applied within a social science, being education in this case.

The type of design of the mixed approach in this study is Convergent Parallel Mixed Methods Approach, this approach stated by Creswell (2014) where "both qualitative and quantitative data provide different types of information- often detailed views of participants qualitatively and scores on instruments quantitatively- and together they yield results that should be the same" (p. 269). Taking into account what Creswell said, in this study at PVS both quantitative and qualitative data will be analysed and compared in order to analyse the impact of implementing authentic TBL listening activities in 4th graders' listening comprehension but also in order to explain the impact through the results of the listening comprehension pre-test and post-test

implemented in class, this can be achieved not only with the usage of the tests and the listening activities but also with the analysis of the questionnaires.

Finally, for the data analysis this study will use "data transformation" (p. 273) where the qualitative data can be transformed into quantitative data in order to get the categories and then proceed with the analysis of the whole data.

The quantitative part is relevant in this study as it will help to analyse the results from the tests (pre and post) and analyse the results from the authentic listening comprehension activities in a numerical way i.e. using the Mean, the Median and the Mode. These three statistical features are explained by Burns, A. (2010) where Mean is related to the average of the scores or the sum of the items, e.g. you get 10 items as answers so the representation of the Mean is N= 10. Median is "what comes in as the middle point in a set of numbers arranged from the smallest to the largest. We use the Median if we want to show the central point in a range of scores" (p. 214) e.g. there are 5 items which are 1, 2, 3, 4, 5, so the Median in this case is N=3, and the Mode which is the most repeated number in the scale of results, e.g. 1, 2, 3, 4, 4, 5, 6, 6, 7, in this case the Mode is N= 4, 6. Finally, in this study the quantitative part aids in the conclusion whether the impact of the authentic listening activities are positive, neutral or negative which measurement is taken from the results of the tests and the activities whereas the qualitative part according to Ambert (1995), "the clarity of the examples, and the depth of the illustrations in a qualitative study should serve to high- light the most salient features of the data." (p. 884). In other words, the questionnaire will take into account students' perceptions towards the topics viewed in each session and the quantitative data (transformed data) taken from the questionnaire then can be analysed and explained.

Research approach

The approach of this project is action research. The main reason to use this approach is that the researcher will look for some alternatives to answer the PVS 4th graders' needs by exploring, implementing and improving the authentic listening activities which are better for students because the materials are always under revision and improvement. To support the reason of the type of research selection, there is a study by Ghazala (2008). The definition of action research given by Ghazala is that action research "is a formative study of progress commonly practiced by teachers in schools" also it "is a spiral process that includes problem investigation, taking action & fact-finding about the result of action" (p. 46). The importance of the action research is that it involves the use of the spiral process, there is a model adapted from Susman, G. as cited by Ghazala (1983). This model includes a cycle process of diagnosing and action planning, taking action, evaluating and specifying learning.

The description of each stage from the model (p. 48) is: Diagnosing, which aim is to identify or define a problem; action planning, which objective is to consider the different courses of action; taking action, which describe that in the procedure a course of action is implemented; evaluating, in which consequences from the application of the action are studied; finally, specifying learning, which aim is to identify general findings but as it is a cycle process it leaves a space for further research. Therefore, the cycle start again from diagnosing and so on.

What is important for this research is that the procedure will use each step to reach the aim of the study which is to evaluate the impact of authentic TBL-EFL listening authentic comprehension activities in 4th grade classes at Prado Veraniego School.

Another model which supports this research is from MacIsaac, D. (1995), this model is related to the study as it is divided in four stages. The stages are plan, action, observe and reflect (n.p.).

To make an example of the usage from the former cycle model by Susman mentioned before, in this study the steps were set in the following stages:

1. This study emerged from diagnosing 4th grade students with the usage of observations. It was identified that the EFL activities are more related to practicing vocabulary but in the downside, listening activities are avoided. Therefore, a plan was taken in order to face the situation. Some authentic TBL-EFL listening authentic comprehension activities (with the usage of authentic listening videos) were planned. In addition, the idea is to design a lesson plan which satisfies the necessity of practicing listening comprehension in students from 4th grade.

2. Afterwards, this research took action with the implementation of authentic TBL-EFL listening comprehension activities with the usage of EFL authentic listening materials. These materials were selected from Approaches and Methods in Language Teaching (2007) by Richard and Rogers, the options are:

   - Internet (YouTube, radio-ads, podcasts, interviews, reviews, news and songs)

   - Television (news, documentaries and movies).

To clarify, the materials that will be used during the study are authentic listening videos from YouTube.

3. Then, the information was gathered and evaluated with the usage of teacher's journal, questionnaires and artifacts. The teacher's journals were used at the end of each class in order to make a reflection about the pertinence, the impact and the

success of the authentic TBL-EFL listening comprehension activities. On the other hand, artifacts were used to evidence the impact of the implementation of the TBL-EFL authentic listening comprehension activities but also to get the information about how is their development during the class.

4. Finally, during reflection stage the instruments mentioned before evaluated the impact of the authentic TBL-EFL listening comprehension activities and will show results whether the activities were successful or not and if it had an impact on students.

Setting

This study is placed at Prado Veraniego School (Colegio Prado Veraniego), a public school which is located in Suba. In the context of the school, there is a narrow schedule for the English subject as students have 2 hours per week in order to foster the English level. At school, the hourly intensity varies according to each grade, in 4th grade for example, students learn maths and Spanish 5 hours per week and human studies 7 hour per week (Manual de convivencia 2016-2017, p. 14). The Proyecto Educativo Institucional (PEI hereafter) is focused on "la comunicación con calidad hacia el desarrollo humano" (p. 8) namely "communication to foster the human development", this means that the school emphasizes more in a social interaction and coexistence within the institution among its constituents, this includes the principal himself, the teachers, employees of the institution, teachers, students and their parents.

Prado Veraniego School uses technologic materials such as computers, sound system and video beam which are used in some classes. What it is important for this study is to take an advantage of the technological materials in order to implement

authentic TBL-EFL listening comprehension activities with the usage of authentic listening materials, in this case YouTube videos.

Participants

The participants in this study are 34 fourth grade students between eight and ten years and most of them are nine years old (15 girls and 19 boys). They started learning English since they were on pre-school and as some of them came from different schools and/ or have different backgrounds, their English proficiency level varies from A1 to A2. Taking into account the different levels, some of them have better understanding of English and regarding the school they have few English classes (2 hours) per week.

It is easy for students to listen and participate in class; they also are good at following instructions as they are disciplined. On the other hand, it is difficult for them to work in groups because it is just limited by the space of the classroom i.e. the classroom is big enough for them but they do not use chairs, they use desks and that is not good for them as they cannot work in groups but they can work in pairs.

Participants for this study were selected randomly, the idea was to get a group of 17 students which is a representative sample of the class and this random selection was made as there is a variation of levels i.e. from the most active student to the opposite side. With this, the results from the implementation were more reliable as it varies of different students' contexts and not just centred in the most participative or the ones with more struggles. In order to select the participants, the student's list will be selected as it includes student's codes.

Data collection instruments

As mentioned in the research approach chapter, the collection techniques were observations, which were used to observe what students' needs are i.e. what researcher needs to do to solve the problematic situation; teacher's journal and questionnaires, which were used in the stage of observation and reflection and finally, classroom documents which were used in the stage of reflection as it will show the results of the implementation.

To be more specific, each of the four instruments used in this study are going to be explained deeply. One aspect to highlight before explaining the data collection instruments is that observations were applied at the beginning of the research to identify the problem at PVS which is that they don't practice listening comprehension with authentic materials as they only work by practicing new vocabulary. In other words, observations were not intended to be used in the triangulation, as said before, it was used to find the research problem. On the other hand, teacher's journal, questionnaires and classroom documents were the ones intended to collect the data and proceed with the data analysis.

Observations. According to Machamer (1970), the aim of observations is to justify or test theories and claims, also to gather information (p. 190). On the other hand, according to Griffee (2005), observations are typed made during the progress of a class (p. 42). He stated that the observations are made by an observer which in this case is the researcher. In addition, an advantage from the observations is that the information is first handed information i.e. "it can be verified directly rather than relying second-handed reports or hand-outs" (p. 42).

What is important for this study is that the idea of using the observations was to identify the strategies that are used in EFL listening comprehension activities but also, it was relevant to use observations as it gave in detail what was the phenomenon in the classroom. With the observations was found that students don't practice listening comprehension with authentic EFL listening activities (see appendix, observations).

Teacher diary (journal). Griffee (2005) in his journal stated that a teacher journal is a document which is written at the end of the class. The information gathered in the journal records what happened but also it gives descriptions about the classes (p. 36). What it is important to take into account when applying the teacher's journal from his study, is that the comments should be descriptive and not evaluative i.e. the idea is to avoid comments such as "great class", "good class" or "bad class", these previous examples are evaluative comments and not descriptive as he mentioned in his journal.

In this study, at the end of each session a teacher's journal is written to prove and analyse the pertinence of implementing authentic TBL-EFL listening comprehension activities in 4th grade from researcher's perspective (see appendix, teacher's journal). Something to highlight is the difference between observations and teacher journal is that the first one, was used just in the first two weeks of the researcher's intervention, whereas the teaching journal is used in the whole study at the end of each session to support the ideas that may emerge in the triangulation.

Questionnaire. According to Burns (2010), questionnaires are useful to gather information from a wide variety of people. In this study the questionnaires are structured with two kind of items. The first one is related to "closed-ended items" (p. 82) which include Yes/No questions, Rating Scales and Numerical Scales. The Yes/No questions are used in this study to get exact information from the student's responses or

as Burns stated "we can assume a true/false answer" (p. 82) but also another option can be added from his theory which is the "sometimes" (p. 82) option. In this study that third option is useful as not all the answers are necessarily extremist, it can include a middle point. In addition, the Rating Scales which according to Burns "give you a broader range of responses than yes/no" (p. 82). In this study the Rating Scales will include the items from how easy to how hard the authentic listening activity was, whereas the Numerical Scales will rate the authentic activity from 1 to 5, 1 being the lowest score and 5 the highest. These scales are helpful in this study as students get the opportunity to judge/ give feedback about the authentic listening activities.

On the other hand, the open-ended items included in these questionnaires are "guided items" (p.86) which requires the student to answer a question but also give a reason/ argument of that answer, e.g. do you think that it is important to participate in voting process? Why? And "structured items" (p. 87) which are based on a question or sentence which needs to be completed but the answer not necessarily needs a further explanation, e.g. from the video, what did you liked the most?

These items were useful for the study because students could share their opinions about the authentic listening activity and that was also useful for the researcher as it is a feedback from the students to take into account in order to improve or change future activities. In other words, the questionnaires that were applied in this study are mixed i.e. they includes both open- ended and closed- ended items (see appendix, questionnaires). To conclude, what it is more important from the structures is to apply them in each questionnaire because the idea is to get a variety of answers from students to improve or change the authentic listening activities, in addition to this, the questionnaires will be gathered at the end of each session where the qualitative

information can be translated into quantitative data by counting what students wrote in the questionnaire e.g. from the entry test (see appendix graphic 1.) students were asked if they could understand the dialogues of the test giving the options "yes", "no" and "more or less" where 10 students from the 17 students answered "more or less", 4 "yes" and 3 "no". Thus that quantified qualitative information can be useful for the triangulation because from that information researcher can get the categories.

Classroom documents. According to Burns, A. (2010), classroom documents are "full of kinds of written documents (…) exercises, written texts, and so on" (p. 91). The relation to this study is that the classroom documents are the students' physical outcome e.g. as there will be authentic TBL listening comprehension activities, the classroom documents in this case could be solved worksheets, answered tests or any other written material which support the objective of this study. From this guide, something to highlight is that with the usage of classroom documents the students' improvement can be analysed within the results of the tests and the activities. (p. 92). Additionally, these classroom documents are quantitative as they are the results of each one of the comprehension questions worksheets and the pre and post- test results (see appendix, Cambridge English: Young Learners test for starters), also these classroom documents will be gathered during the lesson (while-task and post-task).

Ethical issues

Before implementing listening activities and gather any information of students, researcher will send to the principal and students' parents a consent form, so they will be informed regarding what the project is about and the purpose of having their children involved in the study. In order to protect students' privacy from this study, their names were changed according to their codes on the list.

CHAPTER 4

Instructional Design

In this chapter, the objectives of the instructional design are set in order to give an idea of what is the intention of implementing lessons with the usage of authentic materials, in addition to that, the visions of language, learning and classroom are described in this chapter so they can provide an image of how the researcher perceives the classroom. Finally, the table of the sessions with its corresponding contents and objectives are placed at the end of the chapter with an example of one of the lesson plans.

General objective

- Create a learning setting for the development and implementation of listening comprehension activities based on authentic materials.

Specific objective

- Select appropriate authentic audio-visual material to develop the lessons.
- Design activities that generate consciousness about social issues that may influence their lives.
- To familiarize students with vocabulary from the context through the use of visual aids.

This mixed research study vision of language is focused on language as function. According to Tudor (2001, p. 58), the purpose of language as function is that students learn the language to use it in praxis. This means that 4th graders will practice the language with the authentic listening materials. Besides, Tudor highlights the importance of using authentic data collection as they are useful for the analysis

procedure which in this study are the classroom documents e.g. tests and post-test sheets.

The vision of learning of this study is experiential learning where learning by doing with authentic materials and experience in context is taken into account. In the learning by doing with authentic materials Tudor (2001) stated that these materials provide meaningful learning to students and the authentic materials are important as "input in language learning" (p. 82). In other words, the idea of using authentic materials in this study is that 4th graders will practice English where they can understand the input in a better way.

Additionally, Tudor stated about the experience in context as students "use the language in ways which are likely to be relevant to them in the future" (p. 83), hence students can use what they are learning in the real world. The idea of using authentic materials with 4th graders is that they will practice with materials that can help them in their future if they want to travel abroad or if they want to have a good position in their jobs as the materials include real world information and the people involved in the materials are native English speakers.

The vision of classroom in this study is the communicative classroom, according to Tudor (2001) the classroom should involve "preparation for communication in real-world situations" (p. 114) but also these materials have a purpose in student's life. In this case at PVS, 4th graders will practice English in a classroom where the activities are meaningful for them as they can use the vocabulary or expressions in real life whether if the real life it is at school when they interact or if it is outside the classroom e.g. watching videos or movies, talking to foreigners, reading the newspaper.

It is important also to highlight that the goal of the classroom for communication is to "make the classroom a meaningful preparation for real world communication (…) thus, to reinforce the link between classroom learning and the situations in which students would be expected to use the language" (p. 112). In other words, students will be prepared for real life communication situations if they learn in a classroom where there are authentic materials and in this study that is the intention.

For the entry test and the exit test, according to Jones (2013) the Cambridge English: Young Learners test for starters (YLE Starters hereafter) is an exam for young leaners who are in primary school or lower secondary school with a basic level of English, the listening section consists of four parts and each part contains five questions. The first part of the exam consists on listening for words and prepositions, the second part of the exam consists on listening for numbers and spelling, the third part consists on listening for specific information and the last part consists on listening for words, colours and prepositions (Cambridge English, 2017).

The expected responses stated by Cambridge English (2016) are that in the first part of the exam students are intended to "carry out instructions and position things correctly on a picture" (p. 7) where students listen to an examiner telling an examinee to draw a line which connect an object to a place according to a specific preposition, in the second part students are intended to write down numbers and letter according to the conversation between a child customer and an elder store seller. In the third part students are intended to "tick correct box under picture" (p. 7) where students listen to five different conversations from different contexts. In the last part students are intended to "carry out instructions, locate objects and colour correctly" (p.7), in this part one

examiner gives specific locations to the examinee in order to use a specific colour in a determined object or person.

The same Cambridge English (YLE) test was selected for the post-test in order to follow the test reliability where Professional Testing (2016) stated that "if you were to administer a test with high reliability to an examinee on two occasions, you would be very likely to reach the same conclusions about the examinee's performance both times" (p. 1). This means that the test results should be consistent because this study intends to compare both results from the usage of the authentic listening activities during the implementation and if the post-test is different from the pre-test, the results "might result in very different scores for the examinee across the two test administrations" (p.1).

This Cambridge English (YLE Starters) exam was selected among other proficiency exams because PVE 4th grade students hadn't had a listening exam beforehand and because the level of the test was appropriate for their age and English level. In the Cambridge English test, the audio file of each part is meant to be played twice, but as it was the first time that students had a listening test, in order to prevent them from feeling frustrated for the difficulty of the test they could listen each part a third time taking into account that The Glossary of Education Reform (2013) stated that a test accommodation "can increase a student's confidence and comfort level in testing situations, mitigating the anxiety or fear of failure that may adversely affect test performance" (para. 10).

The listening part was also played three times in both pre-test and post-test because according to The Glossary of Education Reform (2013), any test can be accommodated in order to help students who are not proficient in the English language.

For example, one of the test accommodations used in the Cambridge English: YLE Starters was that "students may be given one more time to complete the test" (para. 5). In addition to this, the goal of the test accommodation according to The Glossary of Education Reform (GER hereafter) (2013) is that the additional playback of the listening could "create a level playing field" (para. 2), this means that students can solve the test without struggling too much as they are just starting to practice the listening skill.

On the other hand, GER stated that one of the risks of applying a test accommodation like the mentioned above "can contribute to a score inflation" (para. 11), this means that the results can show a different performance of the student different from the real performance; in other words, the test inflation can show that a student performed more than the expected when in the reality the student cannot perform that well. One analogy from GER (2013) about the score inflation happens when someone "lit match to a thermometer in a cold room: while the thermometer reading indicates that the temperature is rising, the room remains cold" (para. 1). On the contrary, GER also stated that:

> Some educators see little harm in assigning consequences to test results, and
> they may therefore be dismissive of score inflation, reasoning that, if the tests
> are well designed and they measure what students are expected to learn, is a
> good thing. (para. 8).

In other words, the scores of the test might not be inflated because the test will have a minor change in how it is applied (extra playback in the listening part) and that the test will be graded according to Cambridge English: Handbook for Teachers (2016)

but it won't have any change that may affect the structure of the test or the English level of itself (e.g. using an easier audio with easier questions).

According to Cambridge English (2013), the Cambridge English: (YLE Starters) does not assign an English level like other proficiency tests, but it gives a symbolic certificate with bolded shields (five shields per skill, e.g. five for listening, five for speaking and five for reading and writing) where five is the maximum of shields per skill and one is the minimum. If students get one shield per skill means that they need to practice more in the skill, but if they get five shields in one skill means that they had a very good performance and if students get 10 bold shields or more in the four skills, they can take the next Cambridge English test which are Cambridge YLE Movers and YLE Flyers which are more advanced tests for young learners. This grading method of the test is because Cambridge (2013) stated that "every child who takes the test should feel they have achieved something important" (p. 9).

According to Cambridge English (2016), this test aims to "present a positive first impression of international test and encourage future learning and teaching" (p. 5). The test is divided in three mayor parts and each of those have subdivisions which are the parts of the test: reading and writing have five parts, speaking has four parts and the skill used in this study which is the listening part includes four parts.

The grading method in the listening consists that each answered question is equal to one mark, where the maximum total of marks is 20. To give an equivalent score with the shields, as the listening part gives five shields maximum each shield corresponds to four marks/ correct answers in the test where four answers corresponds to one shield, twelve answers are three shields and twenty answers corresponds to five shields; this shield grading method is only applied in the general results of both tests.

This homologation of the scores with the shields are implemented that way because the official documents from Cambridge English do not specify how much correct marks are equal to a shield as the official tests are sent to specialised Cambridge centres.

Finally, this Cambridge English (YLE Starters) test has a lower scale from the CEFR as the test is pre-A1 level, the reason of using this test which has a lower scale as stated beforehand is because 4th grade students at PVS had not had a listening test before nor listening activities. Even though the proficiency levels stated by MEN (2006) where students from 4th grade to 7th grade should be in the A2 category also known as Basic 2 as it can be seen in the table below (see table, proficiency levels).

GRUPOS DE GRADOS	NIVELES MCE			
Décimo a Undécimo Octavo a Noveno	BI		B 1.2	Pre intermedio 2
			B 1.1	Pre intermedio 1
Sexto a Séptimo Cuarto a Quinto	A2		A 2.2	Básico 2
		A 2.1		Básico 1
Primero a Tercero	AI	AI		Principiante

Table of proficiency levels (MEN, 2006)

Students in this study will not receive the A2 standard by MEN but they will receive the scores in order that they know their performance in the English skill, on the other hand, in this document the scores will be transformed into shields similar to the official Cambridge English (YLE Starters) test in order to provide the information in the data analysis as explained before. In addition, with the comparison of the pre-test and post-test students also will know if they had an improvement or if they had the same results and finally, the test comparison will determine if students can take the next level tests in order to achieve the desired proficiency according to MEN as stated in the table above or if they need more practice before going to the next English level test.

The materials that will be used during the study are authentic videos, these will be implemented using the TBL approach and the activities will include authentic listening. In addition, at the end there will be comprehension questions to check students' understanding. The lesson plan below is one of the sessions that were applied at PVS, the authentic listening sessions were 7 in total which were implemented on Wednesdays and Thursdays and lasted 1 hour and ½ each one.

These authentic materials follow the standards from MEN where students "identify names of the characters and principal events supported by images, videos or any other visual content; understand sequences and personal information and memorize the rhythm of popular songs from Anglo-Saxon countries" (p.20). In other words, in this study even if students do not reach the A2 level from the tests as they are a pre-A1 level, students can practice English taking into account the A2 objectives from MEN.

Below there are two important elements of the study, the first one is the time table with the sessions of the implementation which includes the topic, the objectives of the lesson and a brief description of the activities and the second one is an example of a lesson plan (the other lesson plans are included in the appendix).

Activities and Time Table

Session and date	Topic	Objectives	Activity/ies
1 March 8th 2017	Cambridge English: (YLE) Starters	Evaluate 4th grade students' listening comprehension skill.	Listening section

| 2 March 9th 2017 | Voting | 1 Students will understand the importance of voting and making a decision. 2 Students will be more conscious when voting. | 1 Comprehension questions: Students will work in a worksheet with some questions related to the video. 2 Voting session: Students will work in pairs to choose which of the candidates would be the next mayor in Bogotá D.C |
| 3 March 15th 2017 | Food Pyramid | 1 Students will understand the importance of eating healthy. 2 Students will know what they can do to improve their health (eating healthy and getting fit). | 1 Comprehension questions: Students will work in a worksheet with some questions related to the video. 2 Draw the food that they usually eat in each food |

		3 Students will recognize the food categories.	category and write the name of the sport that they like to practice and its frequency.
4 March 16th 2017	Interjections	1 Students will understand different interjections. 2 Students will be able to communicate their feelings using interjections.	1 Comprehension questions: Students will work in a worksheet with some questions related to the video. 2 Students will practice the interjections by selecting the favourite one and telling it to his/her partner, then the other student write down the interjection and then they change the role.

| 5 March 22nd 2017 | Issues for kids | 1 Students will understand the impact of their actions with the environment (recycling), eating healthy (taking into account video about food pyramid). 2 Students will be able to choose different alternatives to buy food (farmer's market). 3 Students will learn that they can help needed people by donating food (food bank) or personal cleanliness' | 1 Comprehension questions: Students will work in a worksheet with some questions related to the video. 2 Students will plan about what objects they could put in a care bag to help needed people. |

		products (care bags).	
6 March 23rd 2017	Role models	1. Students will understand what the role of a Senior Designer is 2. Students will be able to feel what it's like to be in "other's person shoes" in a professional context 3. Students will perform a task related to the profession described in the video 4. Students will know that getting a job in the future can be fun	1 Comprehension questions: Students will work in a worksheet with some questions related to the video. 2 Students will perform the role of the person from the video (be in "other's person shoes") by recording a sound and then play it random in order to recognize who recorded the sound that it played at the moment.

		5. Students will know the meaning of a role model	
7 March 29th 2017	Song: Plastic World-Colony 5	1. Students will learn about the band Colony 5 2. Students will be able to recognize and think about the meaning of a song 3. Students will practice English language within a song 4. Students will understand that a good personality is better than a good appearance	1 Students will fill the gaps from the lyrics of the song by recognizing and practicing the pronunciation of the words. 2 Students will practice the song with the whole lyric's text but also they will think about the meaning that the song may have for them.
8 March 30th 2017	Places in Colombia	1. Students will learn about the opinion of a foreigner about	1 Comprehension questions: Students will work in a worksheet with some

		some places in Colombia 2. Students will be able to recognize activities and characteristics of the places named	questions related to the video. 2 Students will work in pairs to choose and discuss which place of Colombia is more attractive to them, then they will specify which activities they can perform there.
9 April 5th 2017	Cambridge English: (YLE) Starters	• Explain the impact through the results of the listening comprehension pre-test and post-test implemented in class.	Listening section

Lesson Plan

Teacher's name		Class length	Date	Nr of session
Carlos Zárate		60 minutes	**09/03/2017**	2
Grade	**Class Level**	**Topic**		**Language Skills**
4th grade	A2	**Voting**		Listening
Previous lesson summary		**Next lesson topic**		
N/A		Food pyramid		

Learning objective	Personal aim
1. Students will understand the importance of voting and making a decision 2. Students will be more conscious when voting 3. Students will create proposals to make improvements in Bogotá	1. I will show the importance of voting through an authentic video 2. I will encourage students to vote through a post-task activity taking into account the video presented in class

Materials and Resources		References (theory)
• CD- room • USB • Marker • Computer • Visual aids with the vocabulary of the video • Flashcards	• WMV and MP4 format of the video • Worksheet for the listening comprehension questions • Questionnaire	• Methods (2013). *Task-Based Learning* • CALPRO (2007). *Authentic materials* • Richards, J. (1983). *Listening comprehension: Approach, Design, Procedure*

Anticipated problems (linguistic, behavioural)	Planned Solutions
1. Students might not recognize some words or might not understand the video 2. Students might interrupt the class by chatting with partners	1. Help students by giving them vocabulary items from the context and play the video twice 2. Give clear behavioural and activity instructions at the beginning of the lesson

Stage	Time	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script	Advisor's comments
Opening	10	T-Ss T-Ss	1. Teacher will greet students: T: Good morning kids Ss: Good morning teacher T: How are you today? Ss: Fine thank you, and you? T: I'm doing well too, please sit down. 2. Then teacher will turn on the computer, put the CD room and open a pptx. (PowerPoint) file with visual aids which include vocabulary for the lesson. After that Teacher will tell students the rules: T: As the activities are important for you, please pay attention and respect your partners. 3. After that teacher will take out some flashcards about objects and food to vote T: ok kids, I have	

			here some pictures from some objects and food, let's count how many of us agree. First, please raise your hand if you like Pizza [shows Pizza flashcard and count how many students voted for Pizza] T: ok now raise your hand if you like Hamburger [shows Hamburger flashcard and counts how many students raised their hand]	
Pre-(skill)	10	T-Ss	1. After greeting students and voting with the flashcards, teacher will present basic vocabulary from the lesson and the video about voting while asking questions: T: We are going to watch a video about voting, have you heard about the elections that we had in Bogotá for the mayor and the president elections in the US? [shows a picture from the ballot box] S1: Teacher, what is mayor? T: The mayor is the person in charge of the city S1: Alcalde? T: that's correct, the mayor is the alcalde [shows a picture of the previous mayor and the current mayor in Bogotá]. S1: Oh yeah, Peñalosa is the mayor in Bogotá Ss: And that one is Petro T: That's right, and do you know who won the elections in the US for president? S2: I don't know S3: Trump won T: Yeah, Trump is now the president of the US.	
While-(skill)	15	T-Ss	1. Then teacher will tell students: T: ok, now we are going to watch a video about voting and the importance of participating in the elections. T: before playing the video I will give you a worksheet with related questions of the video, please take out your dictionaries and read the questions, if you don't know a word please look for it in the dictionary and if you don't find the word you can ask me. Ss: is the video long? T: it's a short video (03:25) Ss: ok T: also I'm going to play the video twice in case that you don't finish the activity also to understand better what the video is about. T: Are the questions from the activity ok or do you find one of them difficult to answer? S6: from n6 what does won mean? T: won is the past for of win, do you remember what win is? S2: ganar T: yeah, that's correct S6: oh, I see thank you T: you're welcome, any other question about the activity? Ss: no teacher T: ok, let's continue 2. After this, teacher will play a video from a YouTube channel which is from PBS Kids. 3. After playing the video the first time, teacher will ask students if they missed some of the questions: T: Could you finish the activity? S4: No teacher but I have most of the answers T: That's ok, we are going to watch the video again. T: Do you know this word in Spanish? [shows a picture of a water stream] Ss: Rio T: it's similar but the translation in Spanish is different, can you please look in the dictionary? S5: I cannot find it S6: it	

			says arroyo. T: That's correct, water stream is arroyo. 4. Afterwards, teacher will play the video for a second time so all the students finish the activity and then teacher will ask students to hand out the activity to check the answers.	
Post-(skill)	15	T-Ss-Ss	1. **Case A**: After watching the video teacher will tell students that they will have a pair-work activity. T: Please work with the person next to you, I will show you a list of issues in the city [shows a list with the following topics: security, poverty, health, education, technology, art, music festivals, transportation, employment] so with your partner you will be candidates to be the next mayors of Bogotá. Please choose the topics that you think are more important to take into account so you can make improvements in the city, write your proposals in a paper so we can vote who can be the next mayors of Bogotá, also I will give you a candidate pair code (from candidate pair code A to Z). After receiving the papers with the proposals, teacher will read the proposals and write them in the whiteboard with the candidates' pair code, then teacher will ask students to vote. T: in order I will ask you to choose a candidate for the elections. T: please S1, tell me who the candidate that you could vote for is? S1: I will choose candidate G T: ok, that's one vote for candidates' group G T: now, S2 please tell me your decision S2: Candidate A. T: ok, there is one for A. [the voting session continues]. After asking everyone for their votes, teacher will make a final count to tell which of the groups wins the election. T: and the winner for the candidature to become the next mayors in Bogotá are S7 and S8 from group D [claps]. 2. **Case B**: Teacher will show a picture with some people which include proposals to improve the city issues (same topics as Case A). T: Ok kids, please find a partner and read the proposals of these candidates to vote, discuss with your partner which is the best candidate. Then, teacher will ask students to give their votes to write the count in the whiteboard: T: ok, please tell me your vote S1 S: Hmm, I will vote for candidate X. T: Thank you, now S2 [the voting session continues]. After the session, teacher will make a final count to verify who won and finally he will ask students their opinion about the results. T: What do you think, do you agree with the results? Ss: yes teacher. S6: No teacher, candidate H is better. T: Do you think that candidate X's proposals are bad or wrong? S6: No, I think that what candidate H	

			proposes it's better than X's proposals. T: Ok, both candidates have good proposals but X won, maybe he can think about H proposals and implement them in his/her term.	
Assessment	5	T-Ss	1. Teacher will hand students a questionnaire with questions about the video (material), the questions of the video (comprehension questions) and the final activity so they can rate if they liked it and how much they understood about the topic. T: ok kids, now I'm going to give you a questionnaire, please answer it and then hand me the papers. 2. After that teacher will ask: T: So what did us learn today about voting? S1: I learnt that voting is (…) and it is useful because (…). T: That's correct, thank you! Any other opinion? S9: I learnt that we can decide (…) because (…) T: very well, that's right.	
Closing	5	T-Ss	1. Teacher will tell students: T: ok kids, so the activities and the video taught us about the importance of making decisions, in this case voting and remember that to have a better life we need to participate in the elections because depending on the candidate a lot of things in the city can change. Thank you and see you next class. S4: will we watch more videos? T: of course! Ss: Yay!	

Language Analysis – Vocabulary

Vocabulary item, part of speech, pronunciation	Phoneme	Concept Check Questions
Water stream Ballot box Vote Candidate Mayor President Proposal Transportation Security Healthcare Education Wealth Environment Jobs Sports	ˈwɔːtə striːm ˈbælət bɒks vəʊt ˈkændɪdɪt meə ˈprɛzɪdənt prəˈpəʊzəl ˌtrænspɔːˈteɪʃən sɪˈkjʊərɪti ˈhɛlθkeə ˌɛdju(ː)ˈkeɪʃən wɛlθ ənvajrənmənt	Do you know all of the words? Is there any word that you don't know or you are not sure? Do you know what water stream is?

Appendix

Links:
- Video: https://youtu.be/S6oFLipB6g8?list=PLa8HWWMcQEGTd1H4d238RfdkLfVUV1a-8

CHAPTER 5

Data Analysis and Findings

This chapter describes the analysis and the categories of the gathered data from the whole implementation of the study including both entry and exit Cambridge English: (YLE) Starters tests, the lessons and the three data collection instruments which were classroom documents, teaching journals and questionnaires.

First of all, in order to analyse the data it was used the concurrent procedure from Creswell (2003) where he stated that "in this design, the investigator collects both forms of data at the same time during the study and then integrates the information in the interpretation of the overall results" (p. 16), the intention of the procedure mentioned above is that both quantitative and qualitative data is gathered at the same time from the very first lesson until the last one.

Then, a second procedure to analyse the data was the data transformation procedure (Creswell, 2014) which was explained in Chapter 3 where the qualitative data got transformed into quantitative data e.g. the questionnaires included items from Burns (2010) that were closed ended items such as yes/no questions and numerical scales and open items such as guided items.

The idea of using the data transformation procedure is that the qualitative data got converted into quantitative data to organize the frequency of the answers depending on how many students give the same answer in a question e.g. from the session 5 (see chart appendix) in one of the guided item questions students were asked "From the activity, which point was the most difficult to answer?" where 7 students answered "none of them because they were easy", then that common opinion from them is

compared with the scores of the test and the teacher journal. Additionally, the data gathered from the instruments (mentioned at the beginning of this chapter) contributed to obtain the categories.

Finally, to support the idea about transforming data, Tashakkori and Teddle (2003), similar to Creswell in the analytical procedure they include the concurrent method in which two of the characteristics were applied in this study, the first one which is quantifying qualitative data where the researcher "assign numbers to codes, and record the number of times codes appear as numeric data" (p. 233); in addition, there is another procedure called qualifying quantitative data, this was the last step of analysing the data of this implementation which consisted of "factor-analyse the quantitative data from questionnaires. These factors then become themes" (p. 233), this final step was about interpreting the quantitative data from the tests, listening activities but also the questionnaires. These methods from the mixed approach helped to answer the question and the objectives of this study.

In order to explain the analysis of the questionnaires in a quantitative way, I read through the data to identify the most similar answers from each session's questionnaire, then I proceeded to colour code students' answers using the method stated by Marshall (1996) where the colour code assign a group to identify categories and subcategories. This coding method was useful not only gather the data but also it was useful to organize that information.

Before explaining each category, a brief quantitative and qualitative explanation from the scores of each class is presented below; these scores were taken from the classroom documents of each class, it is necessary to keep in mind that according to Burns, (2010) the classroom documents are "full of kinds of written documents (…)

exercises, written texts, and so on" (p.91); also, it is important to highlight that the

Cambridge English: (YLE) Starters tests entry test and the exit test minimum score is 0

and the maximum score is 20 whereas in the 7 sessions, the minimum score is 0 and the

maximum score is 6; the last brief explanations are about the comparison between the

pre-test and the post-test where it is shown how much the latter changes from the former

in order to explain the impact through the results of the listening tests implemented in

class and lastly the average performance of students during the 7 sessions of the

authentic materials.

Session 1, Cambridge English: (YLE) Starters entry test: The exam minimum

score is 0 and the maximum is 20, taking into account that N=17 is the amount of

students in the sample (see graphic 1, session 1), the whole score of the students was

197 out of 340 which is the maximum score of the test. The total score of the test is

taken by multiplying the total score of the test by the total number of students (see
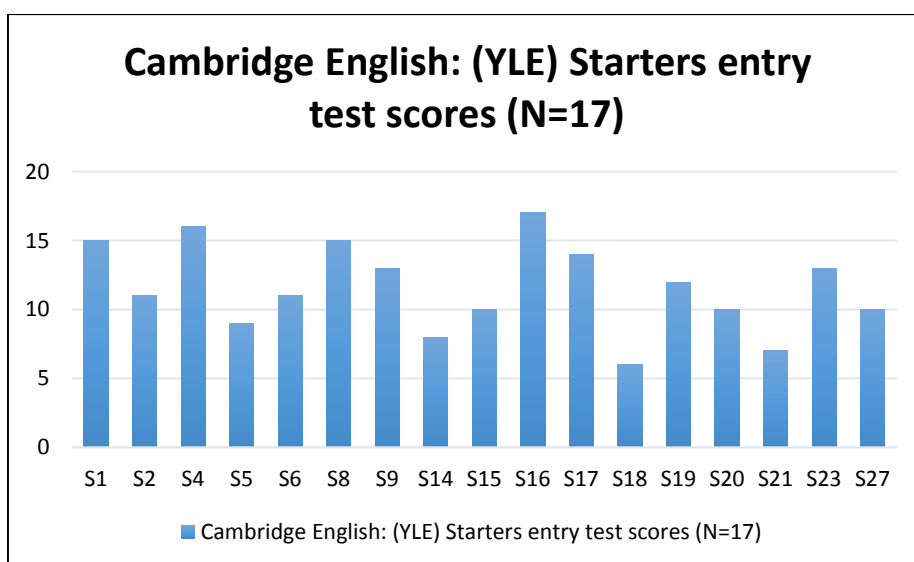
graphic 1, session 1).

Total score: 197/340

Graphic 1. Session1. Shows the number of students in relation to the number of questions asked in the test. Below, there is the overall score (left) of the test in comparison with the total score (right).

From the graphic shown above of the entry test, we can observe that the majority of students (13 students) scored above 9 points and 4 students scored less than 10 points which is half of the test marks, this means that students have an average performance as the scores were not very high but they could answer more than half of the test. When converting the scores into shields where one shield is equal to four correct answers and five shields is equal to the twenty correct answers (see table 1, shields conversion), it can be observed in the table below that the majority of students (10 students) had less than three shields and only two students had four shields (see table 2, mode shields entry test).

Shield	Score
1	4
2	8
3	12
4	16
5	20

Table 1. Session 1. Shield conversion. The amount of correct answers represent a specific amount of shields.

Mode Shields	
Mode	Times repeated
1	2
2	8
3	5
4	2
5	0

Table 2. Session 1. Mode shields Entry test. The mode represent the shields and the times repeated represent the number of students who got the same result.

Taking into account the tables from above it can be observed that even if students had a good score, with the shield grading those results put different students into a same range, e.g. even if a student scored 11 that student only receive 2 shields similar to a student who scored 8 or if a student scored 15 will get the same 3 shields as a student who scored 12. Going back to the numerical scores, the overall score was above 170 points which is the median of the whole score test. It means that in quantitatively terms students got above the middle score where 340 is the total score if all students got 20 points.

Continuing with the numerical analysis, to get the mean score which is the average score of the entry test, the total of the scores from the students are added and then divided by the number of students. The mean score in the Cambridge exam was 11,588 (see table 3, session 1).

Mean		
Final Scores	N	Mean
197	17	11,588

Table 3. Session 1. Mean score represents the average score of the test.

To get the median or the middle point from the scores, the results are organized from the lowest score to the highest and then the score which is in the middle is the median, in this case the median score was 11 (see table 4, session 1).

Median		
Final Scores	N	Median
6	17	
7		
8		
9		
10		
10		
10		
11		
11		11
12		
13		
13		
14		
15		
15		
16		
17		

Table 4. Session 1. Median score. The median score represents the middle score of the test.

Finally, the mode is the score that is more repeated in the exam and how many times is repeated, in this case he most repeated score was 10 and it was repeated by 3 students from the 17 of the sample (see table 5, session 1).

Mode	
Mode	Times repeated
10	3
11	2
13	2
15	2

Table 5. Session 1. Mode score. The mode score represents the most repeated score in the test.

I could observe that students had difficulties when answering the test, it was supposed to last 20 minutes but I repeated each part one more time so every student could answer the test. To be more specific about how the conversations were played, the conversations of each part were repeated twice so I repeated each conversation a third time but not the whole part of the test, this gave them the opportunity to check their answers as it was their first time having a listening test.

"Students in the first attempt of listening didn't understand very well the conversations so I played them twice or even a third time"

(Teaching Journal 1. Cambridge English: (YLE) Starters entry test. March 8th 2017)

In order to analyse which part of the test was the easiest and the most difficult for students, the four parts of the test were analysed separately by using the mode which shows the most repeated scores in the exam. In the first part of the exam which was about listening to objects and prepositions where they had to draw lines according to the instructions, it was found that the majority of students had difficulties with that part as shown below (see table 6, session 1, Cambridge English: (YLE) Starters part 1).

Mode	
Mode	Times repeated
0	2
1	8
2	3
3	2
5	2

Table 6. Session 1. Mode score. Cambridge English: (YLE) Starters part 1. The mode score represents the most repeated score in part 1.

The table above shows that from the 17 students, 8 students scored 1 point which represent the mode score, but on the other hand only 2 students did not have any difficulty at listening to objects and prepositions as they scored 5 points which represents the questions from part 1. In addition to this, by adding the quantity of students of the scores below 3 (two students with 0 points, eight students with 1 point and three students with 2 points) the mode score table showed that 13 students had difficulties with the instructions of the first part of the test.

The second part of the test was about listening for numbers and spelling where students had to write cardinal numbers but also write names of people and names of streets. It was found that 9 students had difficulties with the second part of the test where 3 students had 0 points, 2 students scored 1 and 4 students scored 2 points as shown below (see table 7, session 1 Cambridge English: (YLE) Starters part 2).

Mode	
Mode	Times repeated
0	3
1	2
2	4
3	4
4	3

Table 7. Session 1. Mode score. Cambridge English: (YLE) Starters part 2. The mode score represents the most repeated scores in part 2.

Looking at the table and analysing the scores, it was evident that less students had difficulties with the second part of the test (9 students) in comparison to the first part (13 students). However, the table also showed that the majority of students had difficulties with the second part of the test and on the other hand, in comparison to the first part, more students could pass the second part as in the first part only 4 students scored above 2 (two students scored 3 and two students scored 5) whereas in the second part of the test 7 students scored above 2 (four students scored 3 and four students scored 4).

The third part of the test was about listening for specific information where students had to listen different short conversations and the options were images and students had to tick the answer. In this part of the test, it was found that only four students had difficulties with the test by scoring 2 points whereas five students scored 3 points, four students scored 4 and four students scored 5 points, this data can be observed below (see table 8, session 1, Cambridge English: (YLE) Starters part 3).

Mode	
Mode	Times repeated
2	4
3	5
4	4
5	4

Table 8. Session 1. Mode score. Cambridge English: (YLE) Starters part 3. The mode score represents the most repeated scores in part 3.

Looking at the mode table and analysing the scores, it was evident that even less students had difficulties with the third part of the test (4 students) as the majority of them (13 students) scored above 2 points as explained above. This means that most of students could understand the dialogues about specific information better than in the

previous two parts of the test, but in addition to this none of them scored 0 or 1 points in comparison to the previous two parts of the test.

The fourth part of the test was related to listening for words, colours and prepositions where students had to listen about a person telling a kid which colours he had to use in some specific objects. In this last part of the test students performed even better than in the previous parts of the test, fifteen students scored above 2 points (six students scored 4 points and nine students scored 5) but only one student scored 2 and one student scored 1 (see table 9,session 1, Cambridge English: (YLE) Starters part 4).

Mode	
Mode	Times repeated
1	1
2	1
4	6
5	9

Table 9. Session 1. Mode score. Cambridge English: (YLE) Starters part 4. The mode score represents the most repeated scores in part 4.

As explained above, from the table of the mode scores it was evident that the majority of students could understand very well the last part of the test in comparison to the previous three parts of the test. On the other hand, as 5 was the most repeated score in this part of the test, it is the mode score similar to part 3 of the test which was the same mode but the difference is that in part 3 four students got that score.

In resume, the most difficult parts of the test for students were the first two parts where students had to listen to words and prepositions in the first part and they had to listen for numbers and spelling in the second part. When comparing those two parts of the test, the most difficult to answer was the first part as the majority of students (thirteen students) scored less than 3 points whereas in the second part only nine

students scored less than 3 points. In addition to this, in the first part only four students scored more than 2 points and in the second part seven students scored more than 2 points.

The easiest parts of the test for students were the third and fourth part where in the third part only four students scored less than 3 points and thirteen students scored more than 2 points as showed in table 6 above; in the fourth part only two students scored less than 3 points and fifteen students scored more than 2 points as seen in table 7 above.

 In resume taking into account the numerical scale, the majority of students had a good performance in the Cambridge English: (YLE) Starters entry test as they could score more than 10 points which is the half of the total marks. On the other hand as explained at the beginning of the analysis, with the usage of the shield grading only seven students could get more than two shields where five students got three shields and two students got four shields whereas eight students had two shields and two students got one shield.

In the questionnaire it was evident from question 4 that students had difficulties with the exam, they were asked if they could understand the dialogues from the test where the majority of students (10) chose that they understood more or less whereas 4 students (23%) answered yes and 3 (18%) answered no (see chart 1, session 1).

QUESTION 4

■Yes ■No ■More or less ■Didn't asnwer
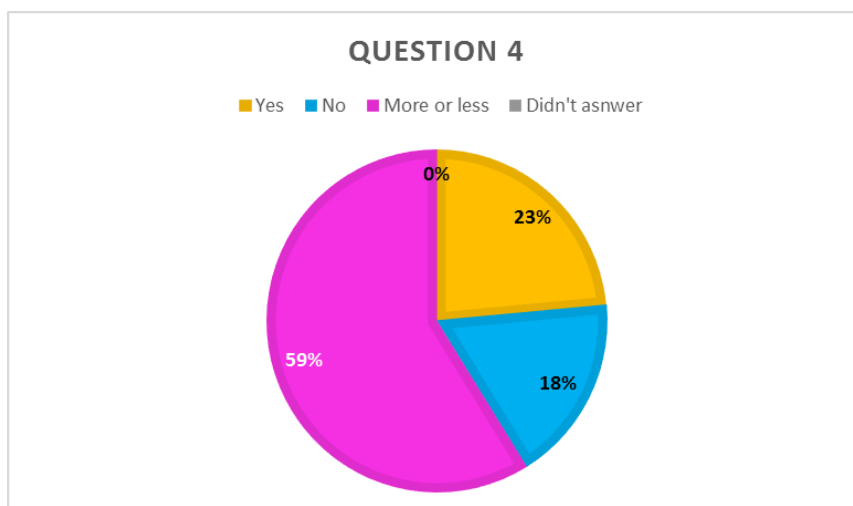
Chart 1. Session 1. Cambridge English: (YLE) Starters questionnaire question 4 (Did I understand the dialogues from the test?). The percent of each part represent the amount of students.

In addition to this, most of students found difficult to answer part 4 of the test where they had to listen to a person who tells a student to use specific colours in some selected objects.

6) De los diálogos, ¿cuál te pareció más difícil de responder? ¿por qué?
R: u porque no entendi
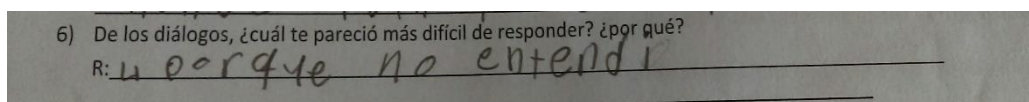
(Questionnaire 1. Student 18. Cambridge English: (YLE) Starters entry test. March 8th 2017)

Session 2, Voting: The Voting session minimum score was 0 and the maximum is 6, taking into account that N=17 is the amount of students in the sample (see graphic 1 session 2), the whole score of the students was 67 out of 102 which is the maximum score of the while-task activity. The total score of the while-task activity is taken by multiplying the total score of the while-task activity by the total number of students (see graphic 1, session 2).
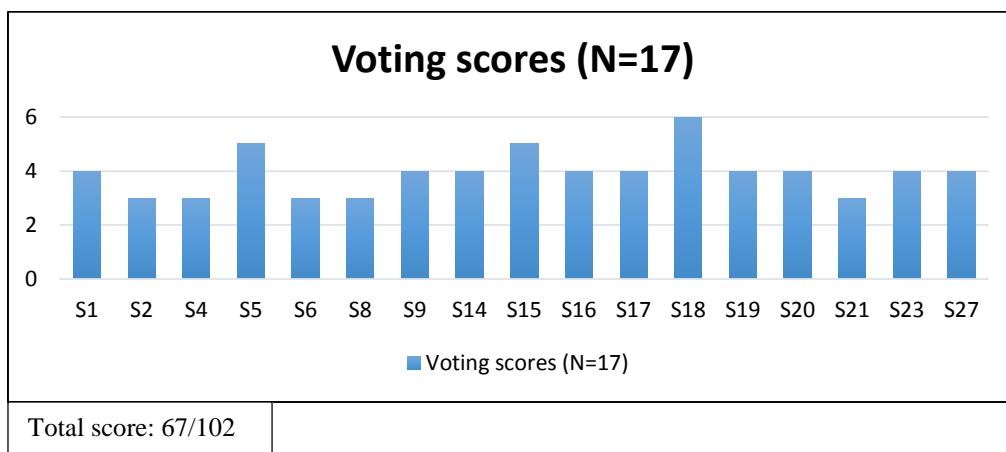
Graphic 1. Session 2. Shows the number of students in relation to the number of questions asked in the while-task activity. Below, there is the overall score (left) of the activity in comparison with the total score (right).

The overall score was above 51 points which is the half of the whole while-task activity total points. It means that in quantitatively terms students got above the middle score where 102 is the total score if all students got 6 points.

To get the mean score or the average score of the Voting session, the total of the scores from the students are added and then divided by the number of students. The mean score in the Voting session was 3,941 (see table 1, session 2).

Mean		
Final Scores	N	Mean
67	17	3,941

Table1. Session 2. Mean score represents the average score of the while-task activity.

To get the median or the middle point from the scores, the results are organized from the lowest score to the highest and then the score which is in the middle is the median, in this case the median score is 4 (see table 2, session 2). Finally, the mode is the most repeated score in the activity and how many times is repeated, in this case he most repeated score was 4 and it was repeated by 9 students from the 17 of the sample (see table 3, session 2).

Median		
Final scores	N	Median
3	17	
3		
3		
3		
3		
4		
4		
4		
4		4
4		
4		
4		
4		
4		
5		
5		
6		

Table2. Session 2. Median score. The median score represents the middle score of the while-task activity.

Mode	
Mode	Times repeated
3	5
4	9
5	2

Table 3. Session 2. Mode score. The mode score represents the most repeated score in the while-task activity.

It is important to keep in mind that the scores are taken from the classroom documents, also, from session 2 to 8 the minimum score is 0 and the maximum score is 6 whereas the total score for the 17 students is 0 the minimum and 102 the maximum. Also, the questions in the while-task from the authentic materials are intended to work similarly to the test e.g. some questions are about listening for specific information, others are about listening for words, numbers, names and colours.

On the other hand, the total of questions in each of the authentic sessions were 6 and each question represents 1 point, so if the student answers correctly it represents 1 point but if the answer is wrong, it represents 0 points. To make a brief description of the video, it was about Presley, a native speaker who talked about the meaning of voting, why is important to vote and in the video she gave an example of voting including four animals who planned to go to a specific place (water stream or playground). In the example she included visuals for the voting session and in order to look which place won, she counted the votes and wrote the results in a chalkboard.

The first question of the second session (voting) was related to listening to names where students had to write down the name of the speaker, in table 4 showed below represents the mode (the most repeated score) that students got in this question (see table 4, session 2, question 1).

Mode	
Mode	Times repeated
0	5
1	12

Table 4. Session 2. Mode score. The mode score represents the most repeated score in the while-task activity in question1.

By looking at the mode table showed above, the majority of students (twelve students) could get the name of the speaker correctly whereas five students could not understand the name of her or the misspelled the name (Presley is the name of the speaker).

"Some students found difficult to answer question 1 because it was to listen and write the name of Presley, the majority of them had the idea of what was her name but the spelling was wrong"

(Teaching Journal 2. Voting. March 9th 2017)

The questionnaire also evidenced that they had difficulties with that part of the video as they were asked which part of the video was more difficult to answer, some students (four students) answered that the name of the girl was the most difficult point to answer.

7) De la actividad, ¿cuál punto te pareció más difícil de responder? ¿por qué?
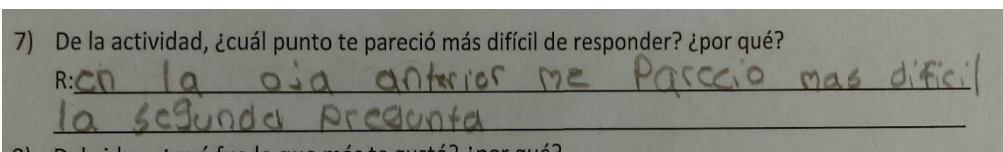R: el del nombre de la niña

(Questionnaire 2. Student 6. Voting. March 9th 2017)

The second question of the second session was related to listening for specific information where students had to listen to the native speaker saying two definitions of voting, table 5 below the scores are represented with the mode score where the majority of students could not answer correctly, from the two definitions of voting most students had only one definition correct (see table 5, session 2, question 2).

Mode	
Mode	Times repeated
0	11
1	6

Table 5. Session 2. Mode score. The mode score represents the most repeated score in the while-task activity in question 2.

This question was difficult for some students to answer as they needed to have both definitions correctly not only one. In comparison with the first question, only two students in the questionnaire answered that the second question was the most difficult part of the video which was evident in the questionnaire.

7) De la actividad, ¿cuál punto te pareció más difícil de responder? ¿por qué?
R: en la oja anterior me parecio mas dificil la segunda pregunta

(Questionnaire 2. Student 1. Voting. March 9th 2017)

7) De la actividad, ¿cuál punto te pareció más difícil de responder? ¿por qué?
R: 2 p: porque no entendia lo que hablaba

(Questionnaire 2. Student 9. Voting. March 9th 2017)

The third and fourth question were related to listening to numbers where students had to select the amount of participants in a voting session, in the third

question they had to answer how many participants decided to go to the water stream. The table below shows that only one student did not answer correctly question 3 but the majority of students understood how many animals voted for the water stream (see table 6, session 2, question 3).
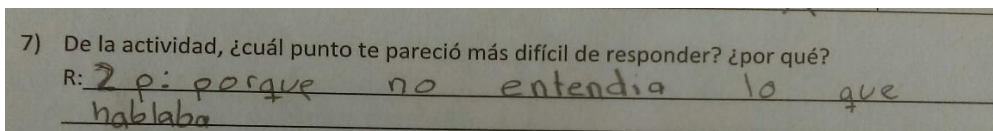
Mode	
Mode	Times repeated
0	1
1	16

Table 6. Session 2. Mode score. The mode score represents the most repeated score in the while-task activity in question 3.

Fourth question was about which animal or animals decided to go to the playground, in this question the same situation occurred as in question 3, the student who did not understand the previous question (Student 6) neither understood the fourth question whereas the rest of students could answer correctly (see table 7, session 2, question 4).

Mode	
Mode	Times repeated
0	1
1	16

Table 7. Session 2. Mode score. The mode score represents the most repeated score in the while-task activity in question 4.

From both questions 3 and 4, in the questionnaire only two students opined that the voting session was difficult to answer.

7) De la actividad, ¿cuál punto te pareció más difícil de responder? ¿por qué?
R: el de botos pasa ber quien gana

(Questionnaire 2. Student 2. Voting. March 9th 2017)

7) De la actividad, ¿cuál punto te pareció más difícil de responder? ¿por qué?
R: la de botof

(Questionnaire 2. Student 4. Voting. March 9th 2017)

The fifth question of the while-task activity was related to specific information where students had to listen which of the two places (water stream or playground) won so the animals could go to the place with more votes (see table 8, session 2, question 5).

Mode	
Mode	Times repeated
0	1
1	16

Table 8. Session 2. Mode score. The mode score represents the most repeated score in the while-task activity in question 5.

Looking at the table above, the majority of students understood which place won but only one student did not answer correctly, in this case it was Student 2 who did not understand which place won.

The sixth question was related to specific information where students had to answer which of the four animals would go to the water stream after counting the votes, opposite to the previous two questions, the majority of students could not answer correctly and only Student 18 could understand which animals would go to the water stream after counting the votes (see table 9, session 2, question 6).

Mode	
Mode	Times repeated
0	16
1	1

Table 9. Session 2. Mode score. The mode score represents the most repeated score in the while-task activity in question 6.
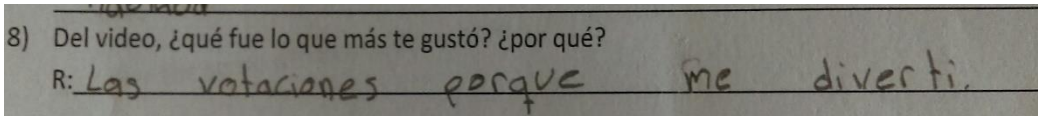
Looking at the table above, it can be analysed that the sixth question was the most difficult question for students in comparison to the previous five questions where the majority of students could answer correctly. In the sixth question the majority of students answered that the animals that were going to the water stream were only the ones who voted for that place, but after counting the votes all the four animals would go to the water stream.

In this session I could observe that students were more active in the lesson as they shared their previous experiences from the context, also they liked the native speaker of the video and they also were participative in the post-task activity where they had to choose a candidate to become the next mayor of Bogotá as seen in the following excerpt.

"All of the students participated in the activities and they enjoyed watching the video, also they liked the post-task activity about the voting session, even they laughed when we were counting the votes"

(Teaching Journal 2. Voting. March 9th 2017)

From the questionnaire it was evident that students liked the video and the part they liked the most was the voting session, in the video it was about choosing between to places to go (water stream and a playground) where the participants were cartoon animals and the native speaker counted the votes. I could say that this video might be the reason why students were more active in the post-task as it involved students' participation as they got involved in the context of the video.

8) Del video, ¿qué fue lo que más te gustó? ¿por qué?
R: Las votaciones porque me diverti.

(Questionnaire 2. Student 9. Voting. March 9th 2017)

Finally, in the questionnaire students were asked if they would participate in elections. I could see that students are willing to participate in future elections when they grow up and some of the reasons that they are keen on participating in the future is because they want to defend their political believes, this can be seen in the excerpt below.

10) Cuando cumplas la mayoría de edad, ¿participarías en los procesos de votación? ¿por qué?:
R: Si participaría por que quiero defender mi voto
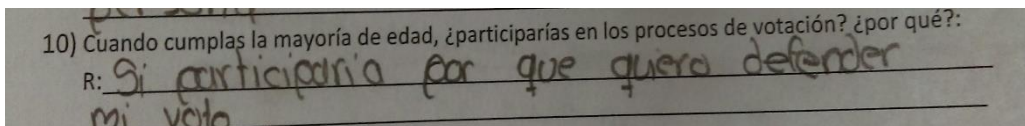
(Questionnaire 2. Student 15. Voting. March 9th 2017)

The explanations for the next 6 sessions are briefer taking into account that session 2 includes a more detailed description about how to get the scores, the mean, the median and the mode.

Session 3, Food Pyramid: The minimum score was 0 and the maximum is 6, taking into account that N=17 is the amount of students in the sample (see graphic 1 session 2), the whole score of the students was 75 out of 102 which is the maximum score of the while-task activity. The total score of the while-task activity is taken by multiplying the total score of the while-task activity by the total number of students (see graphic 1, session 3).

Total score: 75/102
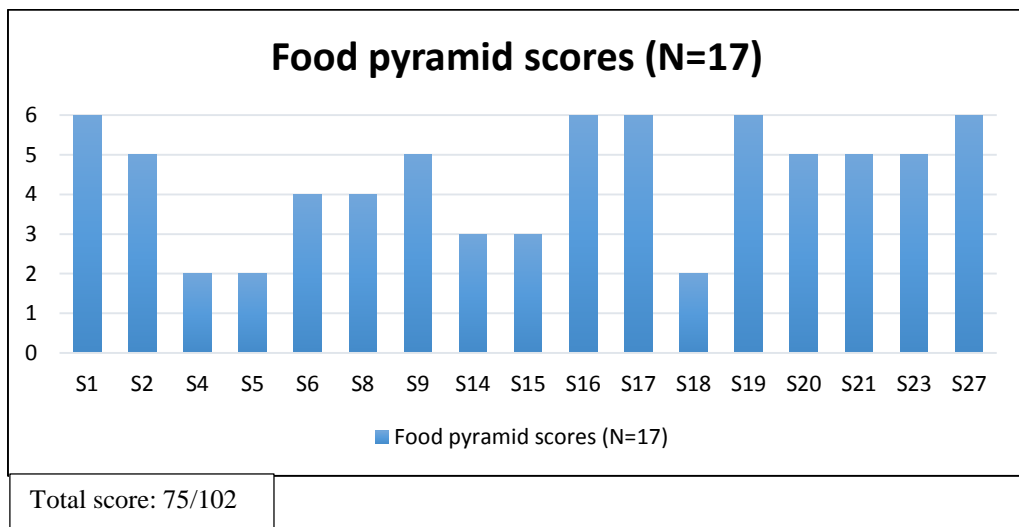
Graphic 1. Session 3. Shows the number of students in relation to the number of questions asked in the while-task activity. Below, there is the overall score (left) of the activity in comparison with the total score (right).

The overall score was above 51 points which is the half of the whole while-task activity total points. It means that in quantitatively terms students got above the middle score where 102 is the total score if all students got 6 points. The mean score in this session was 4,411 (see table 1, session 3) whereas the median was 5 (see table 2, session 3) and the mode was 5 repeated 5 times and 6 also repeated 5 times (see table 3, session 3), according to Burns (2010), this case is a "bimodal distribution" (p. 125).

Mean		
Final Scores	N	Mean
75	17	4,411

Table1. Session 3. Mean score represents the average score of the while-task activity.

Median		
Final scores	N	Median
2	17	
2		
2		
3		
3		
4		
4		
5		
5		5
5		
5		
5		
6		
6		
6		
6		
6		

Table2. Session 3. Median score. The median score represents the middle score of the while-task activity.

Mode	
Mode	Times repeated
2	3
3	2
4	2
5	5
6	5

Table 3. Session 3. Mode score. The mode score represents the most repeated score in the while-task activity.

This session's questions were intended to practice listening for names and colours where the first question of the while-task activity was related to the name of the speaker and the other five questions were related to the colours of the food groups where students had to answer which food category (fruits, grains, milk, vegetables, meat and beans) corresponds to the colours (orange, green, red, blue and purple).

As said above, the first question was about the name of the speaker who talks with a guest who was an animated representation of the food pyramid, in the video the native speaker interviews the food pyramid where he explained that he had a makeover which includes the food categories with colours in strips instead of big groups of food. In this first question, the majority of students could understand the name of the speaker (Professor Fizzy) but only two students did not understand his name (see table 4, session 3, question 1).

Mode	
Mode	Times repeated
0	2
1	15

Table 4. Session 3. Mode score. The mode score represents the most repeated score in the while-task activity in question 1.

In this session I could see that students struggled with the recognition of the name of the speaker (Professor Fizzy), even though the majority of them could answer that question properly as in the video there was a sign with his name.

"I could observe that some students found difficult to answer the questions 1 because the pace of the listening was quite fast"

(Teaching Journal 3. Food Pyramid. March 15th 2017)

In the questionnaire it was also evident that some of them had difficulty on understanding the name of the speaker as they commented that they did not understand. Even though as explained above, the majority of them could answer correctly.

(Questionnaire 3. Student 18. Food Pyramid. March 15th 2017)

From second question to sixth question students had to cross out the colour represented each food category. For example in question two, the majority of students could answer that the red colour represented the Fruits' category and similar to the previous question only two students could not get the correct answer as shown in the table below (see table 5, session 3, question 2).

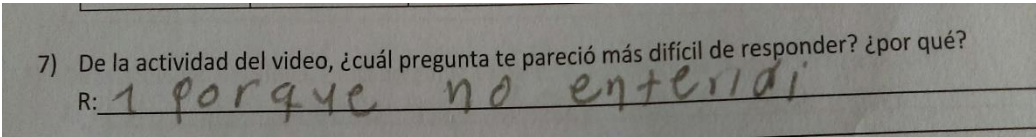| Mode	
Mode	Times repeated
0	2
1	15

Table 5. Session 2. Mode score. The mode score represents the most repeated score in the while-task activity in question 2.

In the third question, students were asked to cross out the colour that represents grains. In this question it was evident that a representative amount of students had difficulties when listening to the colour (orange) of the Grains' category. The results were very different in comparison to the previous question as half of the students could not answer correctly as shown in the table below (see table 6, session 3, question 3).

Mode	
Mode	Times repeated
0	8
1	9

Table 6. Session 3. Mode score. The mode score represents the most repeated score in the while-task activity in question 3.

In the fourth question they were asked to cross out the colour of the Meat and Beans category. In this question the majority of students could answer that the colour of the category was purple but only five students did not understand what colour represented the Meat and Beans' category (see table 7, session 3, question 4).

Mode	
Mode	Times repeated
0	5
1	12

Table 7. Session 3. Mode score. The mode score represents the most repeated score in the while-task activity in question 4.

In the fifth question students had to cross out the colour that represented the Milk's category. Similar to the previous question, most of students could understand the

colour that represented the category of Milk, where only six students did not answer correctly as shown in the table below (see table 8, session 3, question 5).

Mode	
Mode	Times repeated
0	6
1	11

Table 8. Session 3. Mode score. The mode score represents the most repeated score in the while-task activity in question 5.

In the last question, students had to cross out the colour that represented the Veggies' category. Similar to the previous two questions, the majority of students could understand that the category of the veggies is green whereas only four students did not understand the colour of the category (see table 9, session 3, question 6).

Mode	
Mode	Times repeated
0	4
1	13

Table 9. Session 3. Mode score. The mode score represents the most repeated score in the while-task activity in question 6.

Analysing the six questions, it was evident that the most difficult question for them was question three, even though students opined that the most difficult question for them was the first question or that it was not difficult at all to answer the while-task activity as it can be seen in the graphic below. (See chart 1, session 3).
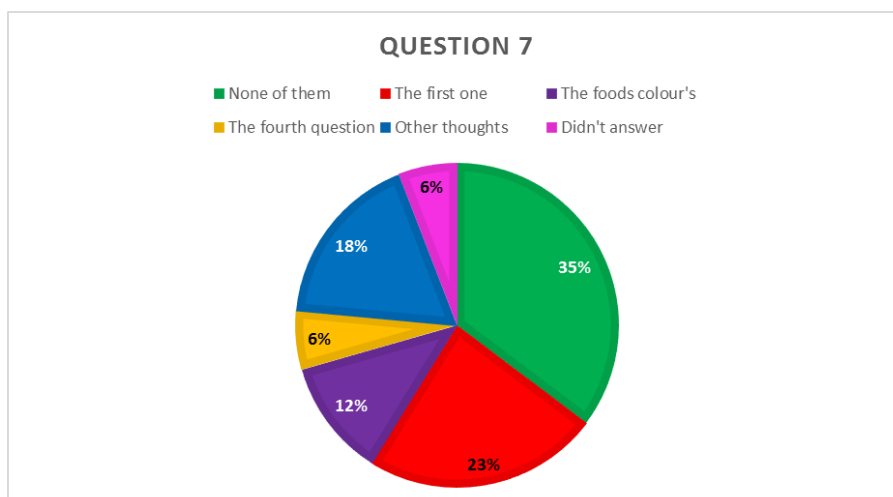
Chart 1. Session 3. Food Pyramid question 7 (From the activity, which point was the most difficult to answer). The percent of each part represent the amount of students.

As it can be observed, 4 students (23%) answered that the first question was the most difficult, 6 students (35%) opined that none of the questions were difficult, 2 (12%) students thought that the food colour's questions were difficult, 1 student (6%) thought that the fourth question was the most difficult, 3 students (18%) made different comments that were not related to the questions and 1 student (6%) did not answer.

Otherwise it was evident that students liked the video because for them, it was funny as it was a cartoon video and they laughed at some reactions of the speaker, this can be seen in the example from question 8 presented below.
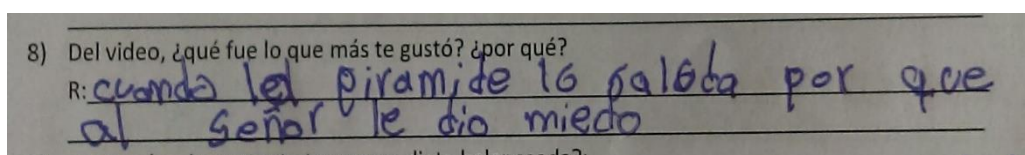
(Questionnaire 3. Student 14. Food Pyramid. March 15th 2017)

A point to highlight is that students were keen on participating in the activities even if the videos were difficult for them they participated actively and enjoyed the post-task activities, in this session for example they had to draw in a food pyramid the

aliments that they like to eat the most but they had to classify them in the corresponding food categories and then share their drawings with their partners to look if they have similar tastes.

"Similar to the previous lesson (voting) all of the students participated in the activities and they enjoyed watching the video, also they liked the post-task activity about drawing their favourite food in the food pyramid"

(Teaching Journal 3. Food Pyramid. March 15th 2017)

On the other hand, in the questionnaire when they got asked if it is important to have a balanced diet, it was evident that students are aware about eating healthy as one of their comments was that they can prevent weight/health problems.
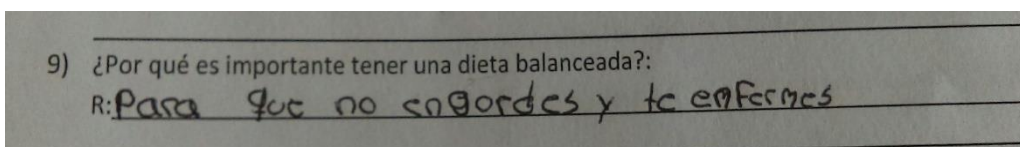
(Questionnaire 3. Student 1. Food Pyramid. March 15th 2017)

Session 4, Interjections: The minimum score was 0 and the maximum is 6, taking into account that N=17 is the amount of students in the sample (see graphic 1 session 2), the whole score of the students was 84 out of 102 which is the maximum score of the while-task activity. The total score of the while-task activity is taken by multiplying the total score of the while-task activity by the total number of students (see graphic 1, session 4).

Interjections scores (N=17)

Total score: 84/102
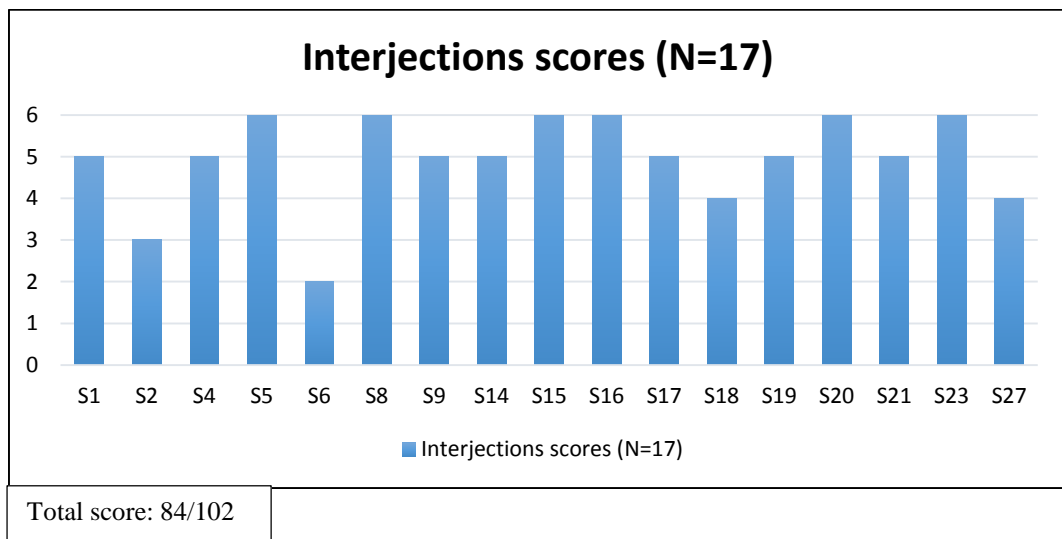
Graphic 1. Session 4. Shows the number of students in relation to the number of questions asked in the while-task activity. Below, there is the overall score (left) of the activity in comparison with the total score (right).

The overall score was above 51 points which is the half of the whole while-task activity total points. It means that in quantitatively terms students got above the middle score where 102 is the total score if all students got 6 points. The mean score in this session was 4,941 (see table 1, session 4) whereas the median was 5 (see table 2, session 4) similar to session 3 and the mode was 5 repeated 7 times.

Mean		
Final Scores	N	Mean
84	17	4,941

Table1. Session 4. Mean score represents the average score of the while-task activity.

Median		
Final scores	N	Median
2	17	
3		
4		
4		
5		
5		
5		
5		
5		5
5		
5		
6		
6		
6		
6		
6		
6		

Table2. Session 4. Median score. The median score represents the middle score of the while-task activity.

Mode	
Mode	Times repeated
4	2
5	7
6	6

Table 3. Session 4. Mode score. The mode score represents the most repeated score in the while-task activity.

This session's questions were intended to practice listening to names and specific information where the first question of the while-task activity was related to the name of the speaker and the other five questions were related to the interjections (bah, aha, meh, oh, h'm).

The native speaker's name is Alisha, in the video she talks about the interjections from above, she tells in which situations are useful and then she gives an example of each one of them.

In the first question as mentioned above, students had to listen for the name of the speaker where the majority of students could understand the name of Alisha, only three students did not understand her name as it can be observed in the table below (see table 4, session 4, question 1).

Mode	
Mode	Times repeated
0	3
1	14

Table 4. Session 4. Mode score. The mode score represents the most repeated score in the while-task activity in question 1.

From the second question to the sixth question students had to listen for specific information where they had to pay attention to Alisha's explanations of the interjections, so students had to specify the function of each of the interjections that were explained in the video.

In the second question students had to specify the function of the interjection "bah", every student could understand that the interjection is used when people disagree or feel contempt so none of them had a wrong answer in this question as shown in the table below (see table 5, session 4, question 2).

Mode	
Mode	Times repeated
0	0
1	17

Table 5. Session 4. Mode score. The mode score represents the most repeated score in the while-task activity in question 2.

In the third question students had to specify the function of the interjection "aha" which expresses satisfaction, triumph or surprise. In this question the results were similar to the first question where the majority of students could get the right answer whereas only three students had it wrong as observed in the table below (see table 6, session 4, question 3).

Mode	
Mode	Times repeated
0	3
1	14

Table 6. Session 4. Mode score. The mode score represents the most repeated score in the while-task activity in question 3.

In the fourth question students had to specify the meaning of the interjection "meh" which expresses lack of interest or enthusiasm. The results of the fourth question

were similar to the results from the second question as none of the students had a wrong

answer as it can be observed below (see table 7, session 4, question 4).

Mode	
Mode	Times repeated
0	0
1	17

Table 7. Session 4. Mode score. The mode score represents the most repeated score in the while-task activity in question 4.

In the fifth question students had to select the appropriate use of "oh" which

expresses surprise, anger, joy or disappointment. The results showed that most of

students could understand the usage of that interjection but only five students did not

have the right answer as seen below (see table 8, session 4, question 5).

Mode	
Mode	Times repeated
0	5
1	12

Table 8. Session 4. Mode score. The mode score represents the most repeated score in the while-task activity in question 5.

In the last question, students were asked to specify when people can use "h'm"

which usage is when someone is thinking about something. This was the least scored

question from the while-task activity as ten students could answer correctly but seven

did not, this can be observed in the table below (see table 9, session 4, question 6).

Mode	
Mode	Times repeated
0	7
1	10

Table 9. Session 4. Mode score. The mode score represents the most repeated score in the while-task activity in question 6.

This was one of the best scored sessions, but more than that they liked that session a lot as I could observed that they laughed with the native speaker of the video (Alisha), they laughed because she laughed in some parts of the video, she made some jokes and made some gestures during the explanation of the interjections and that made students laugh too. Also I could observe that students like interaction with the speaker, they like videos where they learn but also they can enjoy.

"I could observe that most of students could understand the video better but more than that, they could react from it as in the video Alisha (the native speaker) usually laughed in the video and students did so"

(Teaching Journal 4. Interjections. March 16th 2017)

In addition, in questionnaire 4 students were asked what they liked the most from the video where most of them answered that they liked everything, especially that the video was funny because of the native speaker.

8) Del video, ¿qué fue lo que más te gustó? ¿por qué?
R: Me gusto todo evideo ponque estada divertido

...que es importante usar interiecciones para expresarte mejor?:
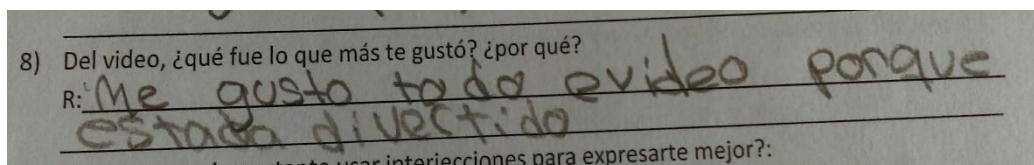
(Questionnaire 4. Student 8. Interjections. March 16th 2017)

Finally, when students were asked if the explanation from the interjections were difficult to understand, some of them answer that it was easy to understand and the others answer that it was kind of difficult but not very difficult (see chart 1, session 4).
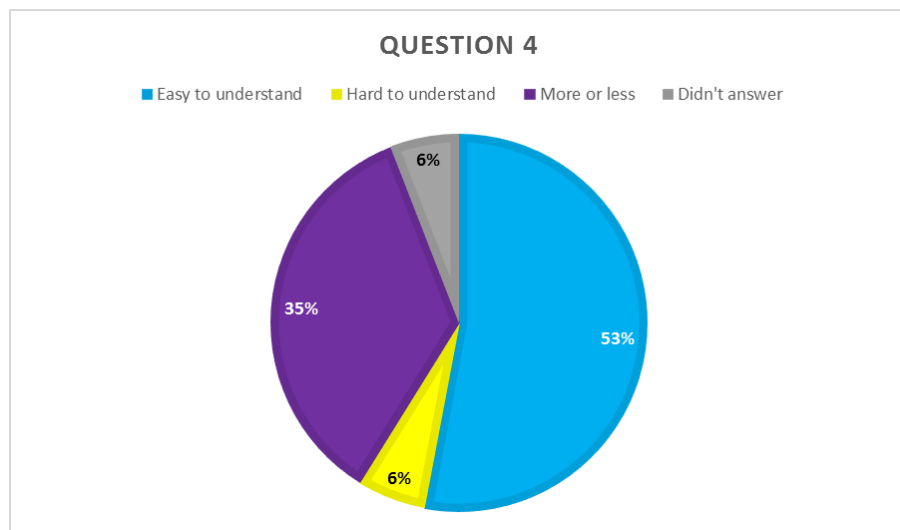
Chart 1. Session 4. Interjections question 4 (How was the interjections' explanation?). The percent of each part represent the amount of students.

As observed in the graphic above, 53% of students (9 students) answer that the explanations were easy, 6% (1 student) answered that it was hard to understand, 35% (6 students) answered that the explanations were more or less (not so difficult nor so easy to understand) and only 1 student (remaining 6%) did not answer that question.

As shown previously in the analysis of the questions and with the graphic above, students did not have a lot of difficulties on listening and understanding the explanation of the interjections, they only had difficulties with the last two questions of the video. On the other hand, looking at the general score shown in graphic 1 at the beginning of this lesson's analysis, only one student had a low score (2 points).

Session 5, Issues for kids: The minimum score was 0 and the maximum is 6, taking into account that N=17 is the amount of students in the sample (see graphic 1 session 2), the whole score of the students was 73 out of 102 which is the maximum score of the while-task activity. The total score of the while-task activity is taken by multiplying the total score of the while-task activity by the total number of students (see graphic 1, session 5).

Issues for kids scores (N=17)
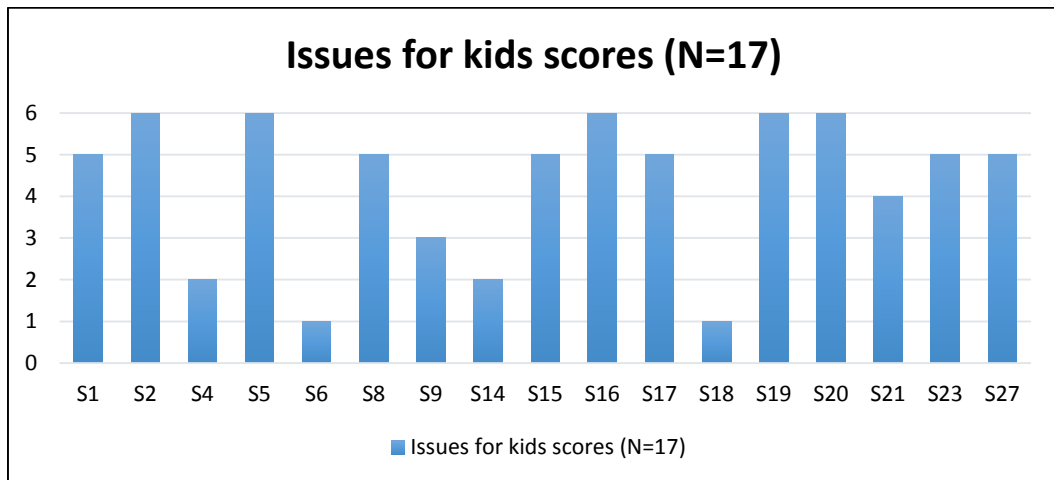
Total score: 73/102

Graphic 1. Session 5. Shows the number of students in relation to the number of questions asked in the while-task activity. Below, there is the overall score (left) of the activity in comparison with the total score (right).

The overall score was above 51 points which is the half of the whole while-task activity total points. It means that in quantitatively terms students got above the middle score where 102 is the total score if all students got 6 points. The mean score was 4,294 (see table 1, session 5), the median was 5 (see table 2, session 5) similar to the previous two lessons and finally, the mode was 5 repeated by 6 students.

Mean		
Final Scores	N	Mean
73	17	4,294

Table1. Session 4. Mean score represents the average score of the while-task activity.

Median		
Final scores	N	Median
1	17	
1		
2		
2		
3		
4		
5		
5		
5		5
5		
5		
5		
6		
6		
6		
6		
6		

Table2. Session 5. Median score. The median score represents the middle score of the while-task activity.

Mode	
Mode	Times repeated
1	2
2	2
5	6
6	5

Table 3. Session 5. Mode score. The mode score represents the most repeated score in the while-task activity.

This session included the native speaker Presley again but in this case, she talked about recycling, helping people in need and how to support local markets. The questions were related to listening for names, numbers and specific information. Similar to the previous sessions, the first question was related to the name of the speaker but in this session, they did not have to write down the name of Presley but they had to choose between four possibilities (Prelsey, Presley, Presleen and Preslith).

In this session it was easier for students to answer the question about the speaker because as explained above, it was by choosing one option instead of writing down the name of her. Even though, only one student could not understand her name thus had the wrong answer as seen below (see table 4, session 5, question 1).

Mode	
Mode	Times repeated
0	1
1	16

Table 4. Session 5. Mode score. The mode score represents the most repeated score in the while-task activity in question 1.

The second question was intended to practice listening for specific information where students had to answer the topic that were discussed in the video which were "recycling and helping others". In this question most of students could answer correctly whereas five students did not understand which topics were discussed in the video, this can be seen in the table shown below (see table 5, session 5, question 2).

Mode	
Mode	Times repeated
0	5
1	12

Table 5. Session 5. Mode score. The mode score represents the most repeated score in the while-task activity in question 2.

The third question was intended to practice listening for numbers where students had to answer the quantity of thrash four people can recycle in one thirty day month if they throw one piece of trash every day which answer is 120 pieces of trash. Similar to the previous question, the same amount of students have the right and wrong answers but the only difference is that from the five students who got the wrong answer only four had the wrong answer in both questions (Student 4, Student 6, Student 9 and Student 18). The mode scores of this third question can be seen in the table below (see table 6, session 5, question 3).

Mode	
Mode	Times repeated
0	5
1	12

Table 6. Session 5. Mode score. The mode score represents the most repeated score in the while-task activity in question 3.

From the fourth question to the sixth question students practiced listening for specific information. In the fourth question students they had to select the place that includes one of the most fresh food and vegetables which answer is "Farmers' market"

as the freshness is related to the most recent products placed on sale. Most of students could understand that the Farmers' market is the place with the fresher products but only three students had different opinions, the mode score can be seen below (see table 7, session 5, question 4).

Mode	
Mode	Times repeated
0	3
1	14

Table 7. Session 5. Mode score. The mode score represents the most repeated score in the while-task activity in question 4.

In the fifth question students had to select the place where people can give food donation and the answer was "food bank" (it is a place where people send food donations which is given to people in need). In this question, less students could get the correct answer in comparison to the previous question where only eleven students could answer and six did not get the correct answer as seen in the table below (see table 8, session 5, question 5).

Mode	
Mode	Times repeated
0	6
1	11

Table 8. Session 5. Mode score. The mode score represents the most repeated score in the while-task activity in question 5.

The sixth question of this session was the lowest scored from the questions described above. In this question students had to select the objects or food that people can put in a care bag (a care bag is a Ziploc bag where people can put food or personal care products in order to give that bag to people in need or to homeless people), the objects that Presley suggested in the video were food, water soap and toothpaste. In this question more than the half of students had different opinions which are valid until the

point that the question asked for specific objects mentioned on the video, the table can

be seen below with the quantity of students with the answers (see table 9, session 5,

question 6).

Mode	
Mode	Times repeated
0	9
1	8

Table 9. Session 5. Mode score. The mode score represents the most repeated score in the while-task activity in question 6.

In this session students were asked if they could understand what Presley said in

the video where 8 students (47%) understood more or less, 7 students (41%) could

understand and 2 students (12%) didn't understand at all (see chart 1, session 5).
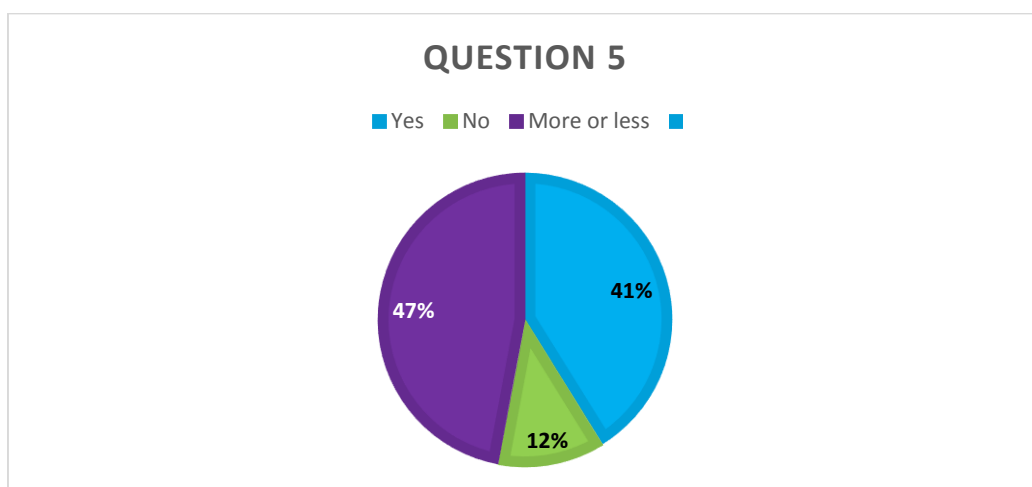
Chart 1. Session 5. Issues for kids question 5 (Did I understand what they said on the video?). The percent of each part represent the amount of students.

In the questionnaire students also were asked to tell which of the questions was

the most difficult, 7 students (41%) answered that they did not find any difficult

question, 3 students (17%) answered that the sixth question was the most difficult, 2

students (12%) answered that the first question was the most difficult, 2 students (12%)

answered that the third one was the most difficult question, 1 student (6%) answered

that the fourth question was the most difficult and 1(6%) answered that all the questions were difficult to answer. (See chart 2, session 5, question 6).
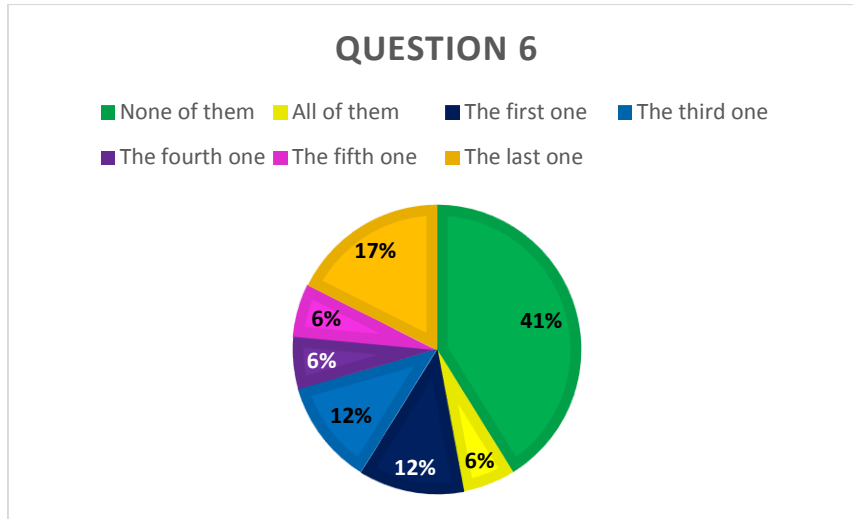
Chart 2. Session 5. Issues for kids question 5 (From the activity, which point was the most difficult to answer). The percent of each part represent the amount of students.

From the chart above it can be observed that the majority of students did have difficulties with the while-task activity as only the 41% of students commented that everything was easy for them and only for 17% of them it was difficult to answer the last question of the while-task activity. This was evident in the questionnaire.

(Questionnaire 5. Student 5. Issues for Kids. March 22nd 2017)

(Questionnaire 5. Student 15. Issues for Kids. March 22nd 2017)

Also, I could observe that they liked to practice the pronunciation of the vocabulary in the pre-task, as the vocabulary was new for them they liked to guess the name of it in Spanish.

"I could observe that students practiced the vocabulary and the pronunciation which was good for them because they could participate better in the activities and practicing with the listening (video) during the while-task activity."

(Teaching Journal 5. Issues for kids. March 22nd 2017)

A point to highlight from this session is that when students were asked what they think about recycling and what they would do to help recycling at home or school, the majority of them answered that they would pick up the garbage or even separating the garbage correctly because they care about their environment.
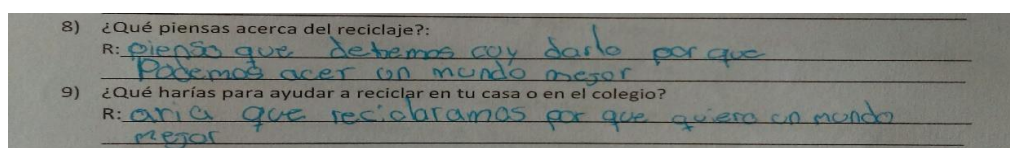
(Questionnaire 5. Student 5. Issues for Kids. March 22nd 2017)

Session 6, Role models: The minimum score was 0 and the maximum is 6, taking into account that N=17 is the amount of students in the sample (see graphic 1 session 2), the whole score of the students was 40 out of 102 which is the maximum score of the while-task activity. The total score of the while-task activity is taken by multiplying the total score of the while-task activity by the total number of students (see graphic 1, session 6).

Role models scores (N=17)
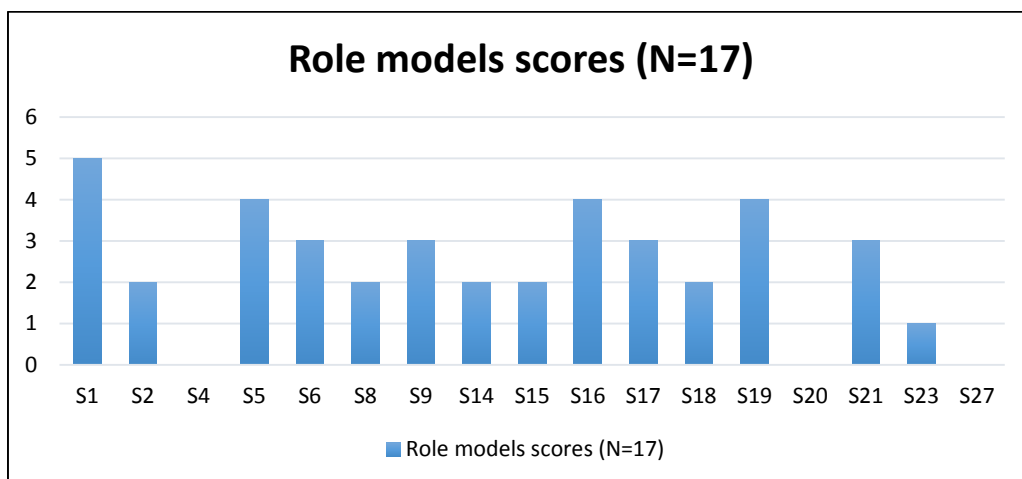
Total score: 40/102

Graphic 1. Session 6. Shows the number of students in relation to the number of questions asked in the while-task activity. Below, there is the overall score (left) of the activity in comparison with the total score (right).

The overall score was below 51 points which is the half of the whole while-task activity total points. It means that in quantitatively terms students got below the middle score where 102 is the total score if all students got 6 points, in addition this means that students had more difficulties with the while-task activity than the other authentic listening sessions. Additionally, the score was affected negatively not only the video was difficult to understand but also because 3 of the participants were absent the day of that session. The mean score in this session was 2,352 (see table 1, session 6), the median score in this session was 2 (see table 2, session 6) and the mode in this session was 2 repeated 5 times.

Mean		
Final Scores	N	Mean
40	17	2,352

Table1. Session 6. Mean score represents the average score of the while-task activity.

Median		
Final scores	N	Median
0	17	
0		
0		
1		
2		
2		
2		
2		
2		2
3		
3		
3		
3		
4		
4		
4		
5		

Table2. Session 6. Median score. The median score represents the middle score of the while-task activity.

Mode	
Mode	Times repeated
0	3
2	4
3	4
4	3

Table 3. Session 6. Mode score. The mode score represents the most repeated score in the while-task activity.

Looking at the table 2 and 3, it is important to highlight that the students who got 0 points were absent that day (Student 4, Student 20 and Student 27). This video included a native speaker (Ocean Eiler) who is a Senior Designer at PBS, this session's questions were related to listening for names and listening for specific information.

In the first question where students had to listen to his name where the majority of students could understand it and only three students did not get the correct answer (remember that three students were absent). Additionally, this first question had the highest score between the other five questions of this lesson.

Mode	
Mode	Times repeated
0	6
1	11

Table 4. Session 6. Mode score. The mode score represents the most repeated score in the while-task activity in question 1.

The second question of this session was about asking students for the job position that Ocean Eiler has (he is Senior Designer at PBS kids), this was the most

difficult listening question for students where only one student could understand that he is a Senior Designer, the other sixteen students had a different opinion as in the video he explained some tasks from his job (he produces sounds, graphics and music) but the video showed only one task (produce sounds), that confused students so they got wrong answers. The mode table with the scores is shown below (see table 5, session 6, question 2).

Mode	
Mode	Times repeated
0	16
1	1

Table 5. Session 6. Mode score. The mode score represents the most repeated score in the while-task activity in question 2.

In the third question students had to specify his functions at PBS kids, the options were: create sounds, create music, create graphics, and the last one is all of the above where the correct answer is "all of the above". As explained above, most of students got confused with the video and what he said, as result the majority of students got the wrong answer and only three could understand that he has multiple tasks in his job (see table 6, session 6, question 3).

Mode	
Mode	Times repeated
0	14
1	3

Table 6. Session 6. Mode score. The mode score represents the most repeated score in the while-task activity in question 3.

The fourth question students had to specify where Ocean Eiler applied his recordings (he uses the recordings on game apps). In this occasion, half of students could understand that he make recordings to use them on apps as in the video the

emphasis is the process of recording sound effects for game apps. Only five students did not get the correct answer (see table 7, session 6, question 4).

Mode	
Mode	Times repeated
0	8
1	9

Table 7. Session 6. Mode score. The mode score represents the most repeated score in the while-task activity in question 4.

The fifth question required students to choose the place where the native speaker records his sound effects, the answer is that he records in different places as the video showed different locations of the PBS building. This time almost half of the students could get the right answer as seen in the table below (see table 8, session 6, question 5).

Mode	
Mode	Times repeated
0	10
1	7

Table 8. Session 6. Mode score. The mode score represents the most repeated score in the while-task activity in question 5.

In the last question students were asked to select the place where Ocean Eiler puts the checklist of sounds that he records, the place where he puts the checklist is in his computer. In this question, similar to the fourth question, half of the students could get the right answer (see table 9, session 6, question 6)

Mode	
Mode	Times repeated
0	9
1	8

Table 9. Session 6. Mode score. The mode score represents the most repeated score in the while-task activity in question 6.

A point to highlight is that students felt overconfident during the while-task as they were asked in the questionnaire which the most difficult question was, the majority of them answered that they did not have any difficulty on answering the questions but the results of the activity demonstrated the opposite.

6) De la actividad del video, ¿cuál pregunta te pareció más difícil de responder? ¿por qué?
R: ninguna por que estaban faciles
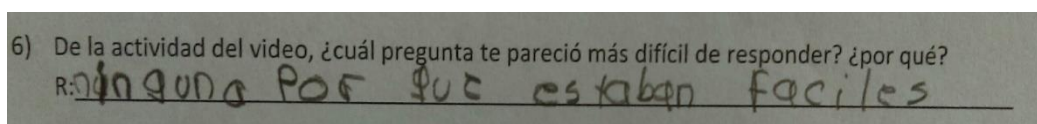
(Questionnaire 6. Student 1. Role Models. March 23rd 2017)

The fragment displayed above was from the only student between the 17 participants who could understand what the tasks of the native speaker were. Even though, I also observed that the misunderstanding of the video could be because they relied more on the visuals than in the audio.

"It was a little confusing that some students got an idea of the video with the images but what was said was totally different"

(Teaching Journal 6. Role Models. March 23rd 2017)

"It is interesting though that they can also get meaning from visuals instead of just understanding an idea with sounds. "

(Teaching Journal 6. Role Models. March 23rd 2017)

An aspect to highlight is that students struggled more with the listening comprehension activity as they were asked if they understood what the native speaker said where 9 students (53%) answered more or less and the remaining 5 students (29%) answered yes, the other 3 students (18%) were not counted as they were absent (see chart 1, session 6, question).
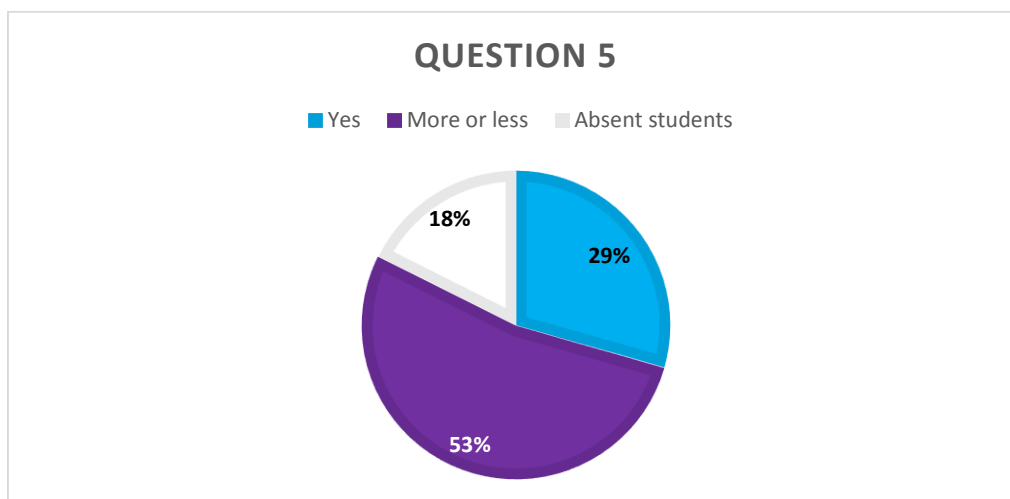
Chart 1. Session 6. Role models, question 5 (Did I understand what they said on the video?). The percent of each part represent the amount of students.

In addition, I could observe that what they liked the most from this session was the post-task activity where students created sounds but also the music that was played after the post-task, and they seemed to enjoy the music while working on the questionnaire.

"I could see that they were way more participative as the activities involved their participation such as recording sounds and guessing sounds recorded by others"

(Teaching Journal 6. Role Models. March 23rd 2017)

(Questionnaire 6. Student 1. Role Models. March 23rd 2017)

Session 7, Plastic World: The minimum score was 0 and the maximum is 6, taking into account that N=17 is the amount of students in the sample (see graphic 1 session 2), the whole score of the students was 88 out of 102 which is the maximum score of the while-task activity. The total score of the while-task activity is taken by

multiplying the total score of the while-task activity by the total number of students (see graphic 1, session 7).

Plastic World scores (N=17)
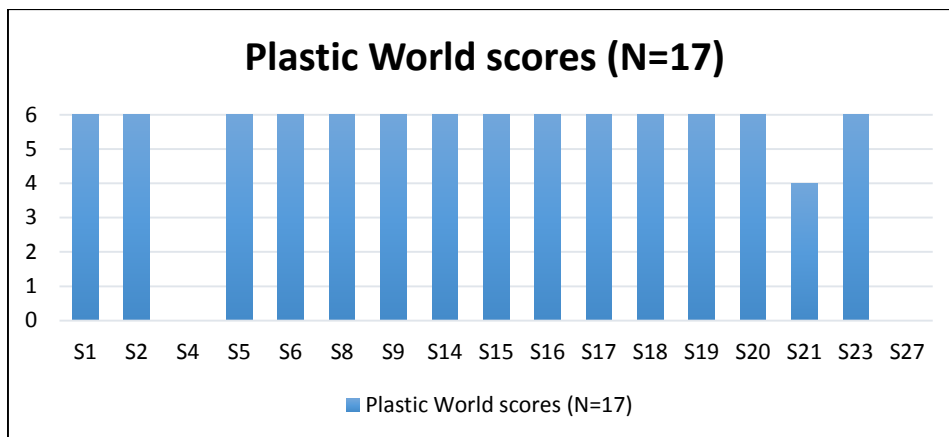
Total score: 88/102

Graphic 1. Session 7. Shows the number of students in relation to the number of questions asked in the while-task activity. Below, there is the overall score (left) of the activity in comparison with the total score (right).

The overall score was above 51 points which is the half of the whole while-task activity total points. It means that in quantitatively terms students got above the middle score where 102 is the total score if all students got 6 points. In addition to this, the seventh session was the most scored session in the implementation, Student 27 got 0 as he was absent that day and Student 4 had difficulties listening to the song. The mean score in this session was 5,176 (see table 1, session 7), the median in this session was 6 (see table 2, session 7) and finally, the mode in this session was 6 with a result of 14 repetitions.

Mean		
Final Scores	N	Mean
88	17	5,176

Table1. Session 7. Mean score represents the average score of the while-task activity.

Median		
Final scores	N	Median
0	17	
0		
4		
6		
6		
6		
6		
6		
6		6
6		
6		
6		
6		
6		
6		
6		
6		

Table2. Session 7. Median score. The median score represents the middle score of the while-task activity.

Mode	
Mode	Times repeated
0	2
6	14

Table 3. Session 7. Mode score. The mode score represents the most repeated score in the while-task activity.

By scores, this was the most successful class for students because all of them could answered correctly the points from the while-task activity which was to complete the lyrics of the song. In the previous lesson they voted which genre they liked most so I could choose a song and the genre that won to select the song was electronic music.

This session is different from the others as students had the lyrics of the song Plastic World from the band Colony 5, the activity was about filling gaps from the lyrics in order to practice listening for specific information. The words that were missing on the lyrics were reviewed in the pre-task activity so students practiced pronunciation of them.

The words that they had to listen were personality, operate, model, care, design and magazine. The first four words were understood by the majority of the class where only one student did not get the correct word (remember that one student was absent, thus had 0 points in the session), the results were the same in the four missing words by

the same students, so in this case only one table is presented below but it represents the four first words of the song (see table 4, session 7, representative scores).

Mode	
Mode	Times repeated
0	2
1	15

Table 4. Session 7. Mode score. Representative score. The mode score represents the most repeated score in the while-task activity from the first 4 missing words of the lyrics.

Similar to the previous four missing words, in the fifth and sixth word students got almost the same scores where one more student had the last two words incorrect as seen in the table below from the two next missing words (see table 5, session 7, representative score 2).

Mode	
Mode	Times repeated
0	2
1	14

Table 5. Session 7. Mode score. Representative score 2. The mode score represents the most repeated score in the while-task activity from the first 4 missing words of the lyrics.

A point to highlight is that I observed some students who at the very beginning did not like the song but while practicing the lyrics and the vocabulary they started liking it, thus most of them learnt at least the chorus.

"Some students at the very first time when they listened the song they didn't like it a lot, but while practicing the lyrics they started to enjoy both video and song"

(Teaching Journal 7. Plastic World. March 29th 2017)

In the questionnaire was evident that most students liked everything from the class but specifically 7 of the participants answered that they liked the song, some of

them specified that they liked the song because they like electronic music, the song was cool or because the song had a good rhythm.
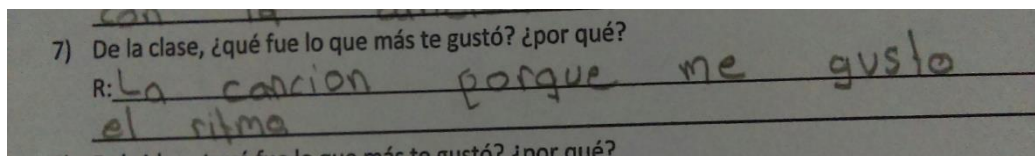
(Questionnaire 7. Student 9. Plastic World. March 29th 2017)

I observed that students are aware that cosmetic procedures might be dangerous and that they prefer to be as they are but also in the questionnaire it was evident that students are aware that those cosmetic procedures can harm their health.

"When I asked them what they prefer between being natural or having surgeries I noticed that students prefer being natural than having risky procedures"

(Teaching Journal 7. Plastic World. March 29th 2017)
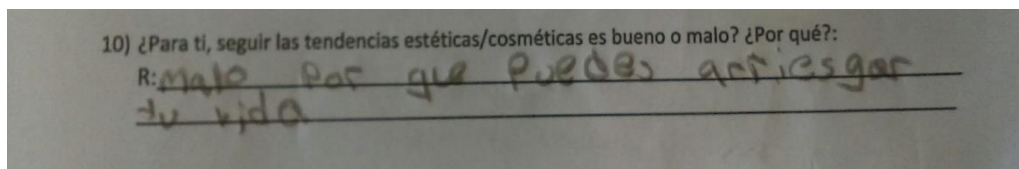
(Questionnaire 7. Student 16. Plastic World. March 29th 2017)

Session 8, Places in Colombia: The minimum score was 0 and the maximum is 6, taking into account that N=17 is the amount of students in the sample (see graphic 1 session 2), the whole score of the students was 72 out of 102 which is the maximum score of the while-task activity. The total score of the while-task activity is taken by multiplying the total score of the while-task activity by the total number of students (see graphic 1, session 8).
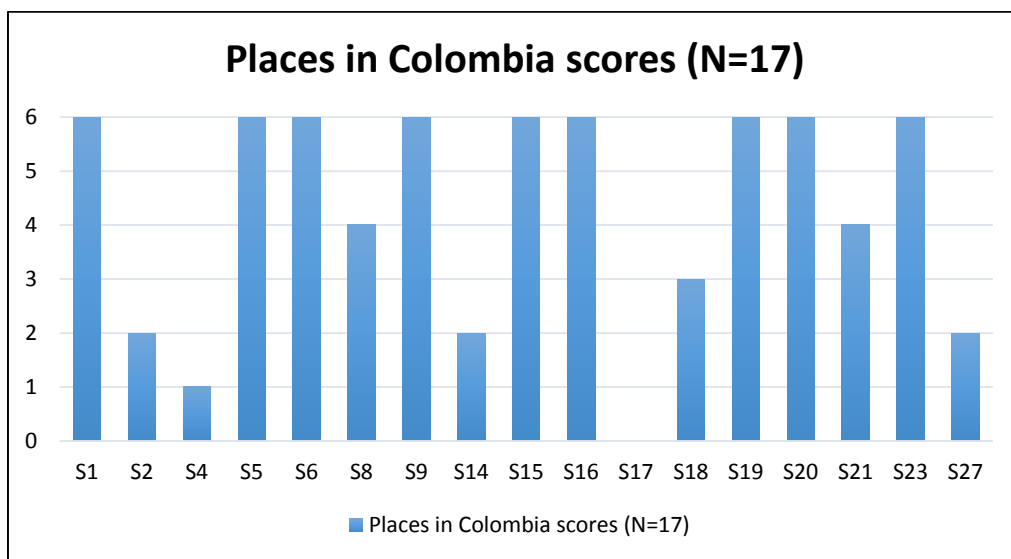
Total score: 72/102

Graphic 1. Session 8. Shows the number of students in relation to the number of questions asked in the while-task activity. Below, there is the overall score (left) of the activity in comparison with the total score (right).

The overall score was above 51 points which is the half of the whole while-task activity total points. It means that in quantitatively terms students got above the middle score where 102 is the total score if all students got 6 points. The mean score of this session was 4,235 (see table 1, session 8), the median in this session was 6 similar to the previous lesson (see table 2, session 8) and the mode in this session was 6 which was repeated 9 times (see table 3, session 8).

Mean		
Final Scores	N	Mean
72	17	4,235

Table1. Session 7. Mean score represents the average score of the while-task activity.

Median		
Final scores	N	Median
0	17	
1		
2		
2		
2		
3		
4		
4		
6		6
6		
6		
6		
6		
6		
6		
6		
6		

Table2. Session 8. Median score. The median score represents the middle score of the while-task activity.

Mode	
Mode	Times repeated
2	3
4	2
6	9

Table 3. Session 7. Mode score. The mode score represents the most repeated score in the while-task activity.

This session was about a native speaker who talks about her favourite places in Colombia, how some people call the cities (a.k.a. names), general information from the places and the activities that she recommend to do in those places. The questions were intended to practice listening for names and specific information. In this session only one students was absent (Student 17) and as a result, he scored 0 points.

The first question, similar to the previous sessions was related to listening for names where students had to choose four possible spellings from Sarepa who is the native speaker (her name is an alias as she has a YouTube channel under that name). In this question only one student did not understand very well her name, thus got 0 points (the other student with 0 was the absent student) and the rest of the students understood as seen in the table below (see table 4, session 8, question 1).

Mode	
Mode	Times repeated
0	2
1	15

Table 4. Session 8. Mode score. The mode score represents the most repeated score in the while-task activity in question 1.

The second question was related to the nickname that people have for Medellín which is "the city of the eternal spring". In this question only half of students could understand the nickname of the city as seen in the table below and from the six questions of the activity, by looking at the scores this was the hardest question. (see table 5, session 8, question 2).

Mode	
Mode	Times repeated
0	8
1	9

Table 5. Session 8. Mode score. The mode score represents the most repeated score in the while-task activity in question 2.

In the third question students had to listen to one of the most attractive elements of Cartagena which is "colourful buildings", in this question more than the half of students could get the right answer which can be seen in the table below (see table 6, session 8, question 3).

Mode	
Mode	Times repeated
0	6
1	11

Table 6. Session 8. Mode score. The mode score represents the most repeated score in the while-task activity in question 3.

In the fourth question students were asked to select the places that constitute the Coffee Triangle (Salento, Pereira, Armenia and Quindío). In this question the majority of students could understand which places are in the Coffee Triangle whereas only two students did not get the correct answer (see table 7, session 8, question 4).

Mode	
Mode	Times repeated
0	3
1	14

Table 7. Session 8. Mode score. The mode score represents the most repeated score in the while-task activity in question 4.

In the fifth question students were asked to choose the activities that Sarepa recommended to do in San Andreas which were "snorkelling, scuba diving and driving a golf buggy". In this question most of students could understand the activities suggested by the native speaker as seen below (see table 8, session 8, question 5).

Mode	
Mode	Times repeated
0	7
1	10

Table 8. Session 8. Mode score. The mode score represents the most repeated score in the while-task activity in question 5.

The last question was related to the favourite place of Sarepa (Bogotá) from the mentioned places before. In this question most of students also could understand her favourite place; the answer of this question was at the very beginning of the video as Bogotá is the first place that she mentioned and commented why she liked it but in order to make the question somehow challenging for students, it was placed as the last question and the results can be seen below (see table 9, session 8, question 6).

Mode	
Mode	Times repeated
0	4
1	13

Table 9. Session 8. Mode score. The mode score represents the most repeated score in the while-task activity in question 6.

From this session I observed that the majority of students struggled with the video as the native speaker was from Australia (the previous sessions the native speakers were from USA), even though they did not have difficulties when answering the comprehension questions.

"It was interesting that they could challenge themselves to solve the while-task activity by paying attention to the video"

(Teaching Journal 8. Places in Colombia. March 30th 2017)

In the questionnaire was evident that they had difficulties understanding what he native speaker was saying as they got asked if they understood what the speaker said in the video where 11 participants (65%) answered more or less, 4 (23%) answered yes and 1 (6%) no, the remaining student was absent that day, even though they did not find any difficulty in this session (see chart 1, session 8, question 5).
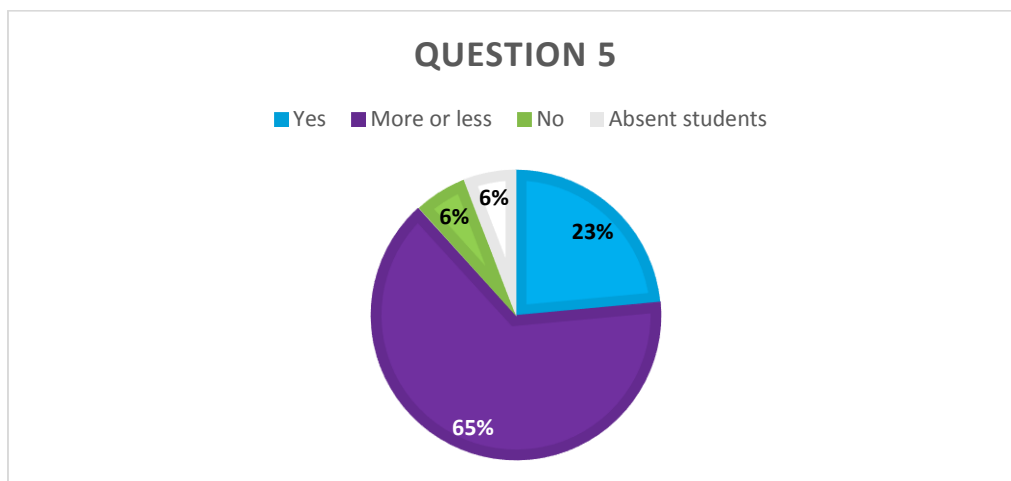
Chart 1. Session 8. Issues for kids question 5 (Did I understand what they said on the video?). The percent of each part represent the amount of students.
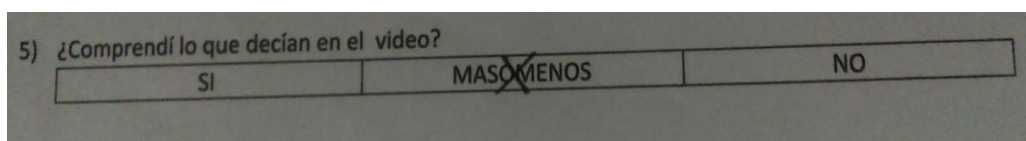
(Questionnaire 8. Student 2. Places in Colombia. March 30th 2017)

These sessions with authentic videos seemed to change students' emotions as from the sessions described above, the majority of students felt whether happy or energetic during the while-task and the post-task and that might be positive impact as they liked the videos, they enjoyed the songs and because they could participate more actively in the different activities from the lesson. In addition to this, they liked the videos and the activities even if they could not understand very well the whole speech from the native speakers but as they practiced, they could understand and participate actively in each of the tasks.

Session 9, Cambridge English: (YLE) Starters exit test: The exam minimum score is 0 and the maximum is 20, taking into account that N=17 is the amount of students in the sample (see graphic 1, session 9), the whole score of the students in this exit exam was 199 out of 340 which is the maximum score of the test. The total score of the test is taken by multiplying the total score of the test by the total number of students (see graphic 1, session 9).
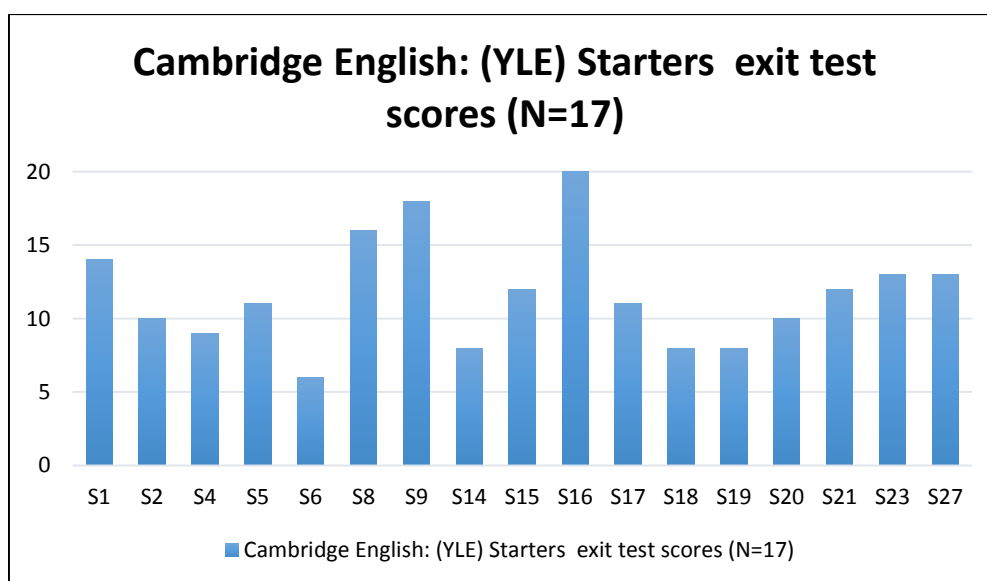
Total score: 199/340

Graphic 1. Session9. Shows the number of students in relation to the number of questions asked in the test. Below, there is the overall score (left) of the test in comparison with the total score (right).

This exit test was the same as the Cambridge English: (YLE) Starters entry test (also evaluated in the same way with the numerical scale and the shield grades) in order to evaluate the impact of the authentic listening sessions and analyse the differences in the results of the tests. As seen in the graphic above, twelve students scored more than 9 points and five scored less than 10, this means that the majority of students could answer more than the half of the test.

Converting the scores from the exit test into shields, it can be observed that nine students had less than three shields and the majority of students which in this case are eight, they could get more than two shields. Also, it can be observed that only one student had one shield in comparison to the pre-test where two students got one shield and one student could get the five shields as he could answer the whole test correctly (see table 1, mode shield exit test, session 9).

Mode Shields	
Mode	Times repeated
1	1
2	8
3	5
4	2
5	1

Table 1. Session 9. Mode shield exit test. Mode represent the shields and the times repeated represent the number of students who got the same results.

To get the mean score or the average score of the Cambridge English: (YLE) Starters exam, the total of the scores from the students are added and then divided by the number of students. The mean score in the Cambridge English: (YLE) Starters exam was 11,705 (see table 2, session 9). To get the median or the middle point from the scores, the results are organized from the lowest score to the highest and then the score which is in the middle is the median, in this case the median score was 11 similar to the

entry test score (see table 3, session 9). Finally, the mode is the score that is more repeated in the exam and how many times is repeated, in this case the most repeated score was 8 and it was repeated by 3 students from the 17 of the sample (see table 4, session 9).

Mean		
Final Scores	N	Mean
199	17	11,705

Table 2. Session 9. Mean score represents the average score of the test.

Median		
Final Scores	N	Median
6	17	
8		
8		
8		
9		
10		
10		
11		
11		11
12		
12		
13		
13		
14		
16		
18		
20		

Table 3. Session 9. Median score. The median score represents the middle score of the test.

Mode	
Mode	Times repeated
8	3
10	2
11	2
12	2
13	2

Table 4. Session 9. Mode score. The mode score represents the most repeated score in the test.

Similar to the entry test, each of the four parts were analysed separately in order to identify which parts were the easiest and the most difficult to answer. As the exit exam is the same entry exam the four parts were related to the same practices, for example, in the first part students had to listen for words and prepositions where they had to write lines matching and object to the described place.

This was the most difficult part of the Cambridge English: (YLE) Starters exit test for students to answer as had difficulties as the majority of them scored below 3

points. By looking at the table below the mode score was 2 points which got repeated by seven students, three students scored 1 point, three scored 4 points and only two students scored 3 points. The remaining two students are not represented in this table as one of them scored 5 and one scored 0, those scores are not included in the mode as the table only shows the most repeated scores (see table 4, session 9, Cambridge English: (YLE) Starters exit test, part 1).

Mode	
Mode	Times repeated
1	3
2	7
3	2
4	3

Table 4. Session 9. Mode score. Cambridge English: (YLE) Starters part 1. The mode score represents the most repeated score in part 1.

The second part of the test was related to listening for numbers and spelling where students had to listen and write down some names and addresses but also they had to listen to cardinal numbers. In this session only eight students got a score lower than 3 points where most of them had difficulties solving the second part by scoring 1 point but none of them scored 0 points. In other words, the mode score for this part of the exam was 1 point (see table 5, session 9)

Mode	
Mode	Times repeated
1	6
2	2
3	4
4	3
5	2

Table 5. Session 9. Mode score. Cambridge English: (YLE) Starters part 2. The mode score represents the most repeated score in part 2.

In the third part students had to listen for specific information where they had to cross out the correct answer from different situations as they had to listen to different short conversations. In this part only three students had difficulties with the questions as they scored 2 points. On the other hand, most of students could score 3 and 4 points where 3 points is the mode as seen in the table below (see table 6, session 9, part 3).

Mode	
Mode	Times repeated
2	3
3	7
4	5
5	2

Table 6. Session 9. Mode score. Cambridge English: (YLE) Starters part 3. The mode score represents the most repeated score in part 3.

The last part of the exam was related to listening for words, colours and prepositions. In this part students had to colour a specific object with a specific colour where the speaker tells a boy the location of the objects. In this fourth part the mode was 3 points as seven students score it, on the other hand this part was one of the easiest parts of the exam as only two students scored below 3 points like in the third part where only three students scored below 3 points too. In the table below it is represented the mode scores of this part of the exam (see table 7, session 9, part 4).

Mode	
Mode	Times repeated
2	2
3	7
4	3
5	4

Table 7. Session 9. Mode score. Cambridge English: (YLE) Starters part 4. The mode score represents the most repeated score in part 4.

In this session I observed that students could understand the test better than in the first session, some of them felt very confident and they answered questions from part 2 and 3 when we were listening part one, I only advised them to pay attention carefully because they could make the same mistakes.

"They felt very confident this time to solve the test, even though I told them that they needed to focus on the listening because if they had a wrong answer from the previous test, they might repeat it"

(Teaching Journal 9. Cambridge English: (YLE) Starters exit test. April 5th 2017)

In the questionnaire students were asked if they think their scores in the test were better, the same or if they think they had a worse score, surprisingly 11 participants chose that they think they had better scores in the exit test than in the entry test whereas 4 thought that they had the same scores and 2 thought that they had worse scores. Additionally, in the questionnaire it was evident that they commented that they test was easier because they could remember some of the answers, thus from the students that made that comment, some of them had lower scores in the exit test.

6) De los diálogos, ¿cuál te pareció más fácil de responder? ¿por qué?
R: todos porque ya los cabiamos echos
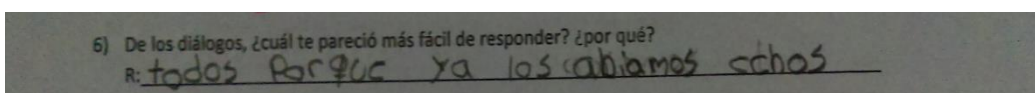
(Questionnaire 9. Student 1. Cambridge English: (YLE) Starters exit test. April 5th 2017)

Also, in that session students enjoyed writing on the questionnaire while they were listening to some music, similar to the previous two lessons.

"I could observe also that while writing on the questionnaire, they enjoyed to have background music."

(Teaching Journal 9. Cambridge English: (YLE) Starters exit test. April 5th 2017)

Finally, to verify the difference between the pre-test and the post-test both results were typed in a graphic taking into account the minimum score which is 0, the maximum score that is 20, the amount of students from the sample which is represented with N=17 and the total score from the test the minimum is 0 and the maximum score is 340. In this comparison it is observed that 8 students from the 17 got a higher score, 6 students got a lower score and 3 got the same result (see graphic 1, test comparison).
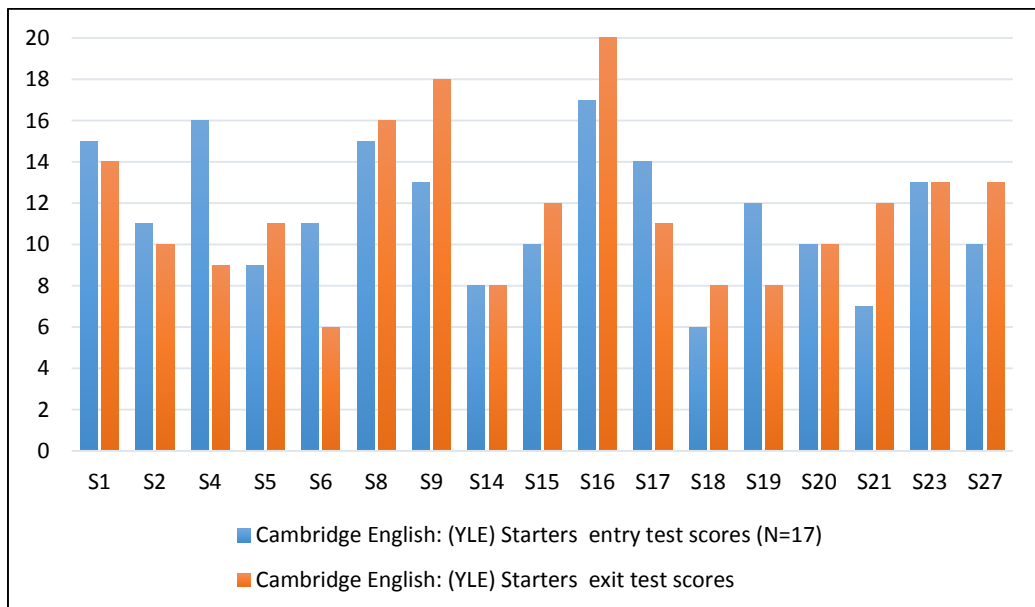
Pre-test total score: 197/340. Post-test total score: 199/340

Graphic 1. Test comparison. Shows the number of students in relation to the number of questions asked in the test. Below, there is the overall score of the test in comparison with the total score. The bars of the tests are represented with blue (entry-test) and orange (exit-test).

On the other hand, the total score from the pre-test was 197 out of 340 whereas the post-test total score was 199 out of 340, in general it means that students' listening comprehension had a slight improvement. The following chart presented below

represent the scores of the students in the pre-test and in the post-test with the difference of the scores from both tests (see table 1, test comparison).

LIST CODE	ENTRY TEST SCORE (20pts)	EXIT TESTSCORE (20pts)	DIFFERENCE IN SCORE POINTS
1	15	14	-1
2	11	10	-1
4	16	9	-7
5	9	11	2
6	11	6	-5
8	15	16	1
9	13	18	5
14	8	8	same score
15	10	12	2
16	17	20	3
17	14	11	-3
18	6	8	2
19	12	8	-4
20	10	10	same score
21	7	12	5
23	13	13	same score
27	10	13	3

Table 1. Test comparison. The scores of both tests and its differences (right). If a student had a lower score in the post test, the difference is represented with a negative number and the positive score is represented without the symbol.

From the table presented above with the scores of the entry and exit test, it is noticeable that the majority of students had an improvement even though most of them did not score more than 14 points. Even if not all the students could get more than 14 points to obtain the fourth or fifth shield, they increased their scores as seen in the table above where only six students had a lower score but eight students got a higher score and three got the same results.

On the other hand, from table 2 below it can be observed that 8 students increased their amount of shields, whereas 5 students got the same amount of shields even if they scored more (as shown in the table above) and only 4 students got less shields than in the pre-test (see table 2, shield test comparison).

LIST CODE	Shield Entry	Shield Exit	DIFFERENCE
1	3	3	Equal
2	2	2	Equal
4	4	2	Down
5	2	2	Equal
6	2	1	Down
8	3	4	Up
9	3	4	Up
14	2	2	Equal
15	2	3	Up
16	4	5	Up
17	3	2	Down
18	1	2	Up
19	3	2	Down
20	2	2	Equal
21	1	3	Up
23	3	3	Equal
27	2	3	Up

Table 2. Shield test comparison. From the tests, the scores are represented with shields. The difference of the levels is presented with "down" if a student moved to a lower level, "equal" if the student did not move from one level to another and "up" if a student moved to a higher level.

By looking at tables 1 and 2 some of the students got the same shields even though they could get a better score as mentioned beforehand. For example, Student 5 in the pre-test got 9 points which are 2 shields and in the post-test she got 11 points but got the same 2 shields as the requirement to get the third shield was to get 12 points. On the other hand, Student 16 got the 5 shields because he scored 20 points in comparison to the pre-test where he got only 4 shields as he scored 17 points.

Comparing both tests, students felt more confident and happier in the exit test as in the entry test 8 students (47%) felt happy whereas in the exit test 13 (76%) felt happy, in the entry test 4 students (23%) felt nervous whereas in the exit test only 1 (6%) felt nervous (see charts 1 and 2, test comparison).

QUESTION 2

Legend: ■ Nervous ■ Bored ■ Energetic ■ Happy ■ Other ■ Didn't answer

12% 0%
23%
6%
47% 12%
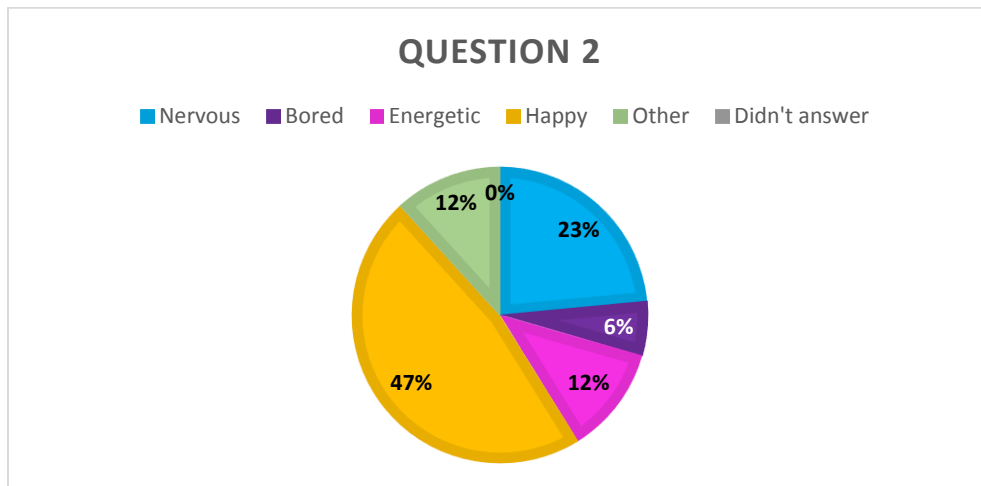
Chart 1. Test comparison. Entry test, question 2 (How did I feel doing the exam?). The percent of each part represent the amount of students.

QUESTION 2

Legend: ■ Nervous ■ Energetic ■ Happy

6%
18%
76%
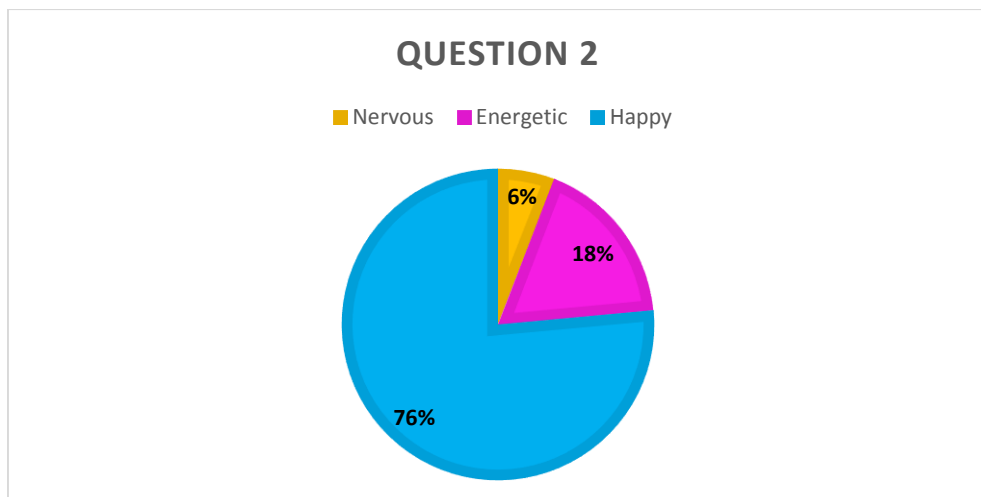
Chart 2. Test comparison. Exit test, question 2 (How did I feel doing the exam?). The percent of each part represent the amount of students.

This might be possible thanks to the listening practice in the whole implementation but also it might be a result of using music as background. On the other hand, by observing the results of both exams it was evident that students' listening comprehension had an improvement since most of students got better scores as explained above in session 9 and in the score comparison.

To verify the performance through the sessions (from session 2 to session 8), the information from the total scores were taken individually and then placed in a graphic to

analyse if the performance was the same in every class depending on the materials used each session. The total score for each session is 6 and taking into account that the students from the sample are 17, the total score of each of the lessons is 102 which is taken from multiplying the number of the authentic listening sessions by the number of students.(see graphic1, authentic listening sessions).
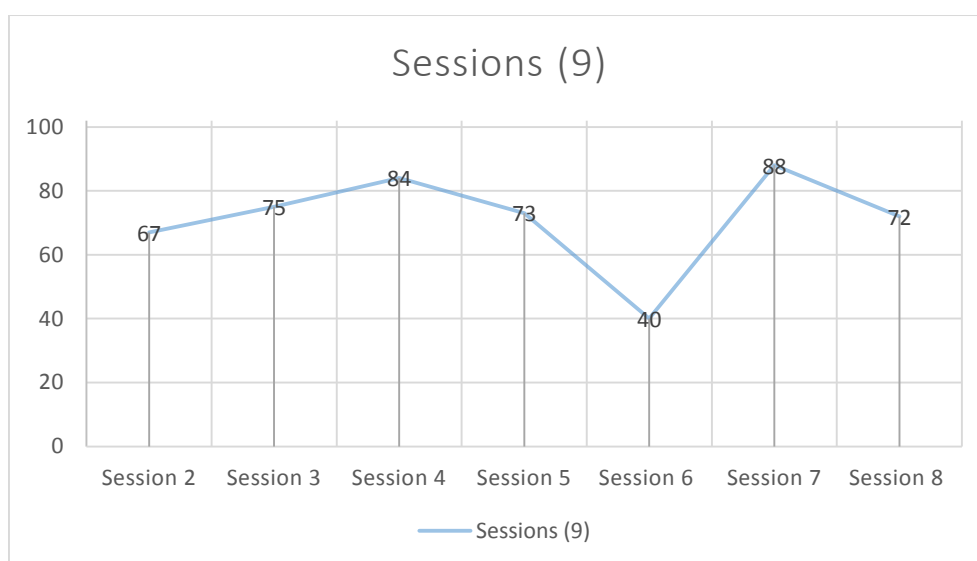
Graphic 1. Authentic listening sessions. Shows the total score of each session in relation to the number of sessions. The minimum score is 0 and the maximum score each session is 102

It can be observed in the graphic that the majority scores of the classes were above 50 points which indicates that the students' had a good performance but in session 6 it can be observed that the total score was 40, in the teachers' journal of that lesson I stated that:

"Two students arrived late and three of them were absent because that day was raining and the class was at the first hour."

(Teachers' journal 6, March 23rd, 2017)

It was the lowest score from the whole implementation where some of the students were absent and the video was difficult to understand for most of the students as explained in session 6.

It is important to highlight that the purpose of the instruments (Classroom documents, Teaching journal and Questionnaires) and the data transformation is to answer the question of this study: How might the implementation of authentic TBL listening activities in 4th grade students' improve their listening comprehension? But also to keep in mind the objectives of this study: analyse the impact of implementing authentic TBL listening activities in 4th graders' listening comprehension, Identify the appropriate authentic materials to practice listening comprehension in 4th grade English classes and evaluate the impact through the results of the listening comprehension pre-test and post-test implemented in class.

From now on, the categories and subcategories are presented and explained with the data that was obtained from the three instruments, these three instruments were used in the 9 sessions where the classroom documents were obtained in the while-task activity and in the post-task activity, the questionnaires after the post-task activity and the teacher's journal at the end of the class. The main categories of this study were authentic materials, topic selection as a way of raising learners' awareness and practice of listening comprehension. Finally, the subcategories are presented in the following table below.

How might the implementation of authentic TBL listening activities in 4th grade students' improve their listening comprehension?	
Categories	Sub-categories

1 Authentic materials	1. Authentic materials enhances learners' interaction
	2. Authentic materials enhances learners' motivation
	3. Authentic materials' influence on listening comprehension
2 Topic selection as a way of raising learners' awareness	1. Topic selection as a way of raising students' awareness towards the society
	2. Topic selection as a way of raising student's awareness towards the environment

Table. 1

Category 1: Authentic materials

This first category includes the authentic materials that were selected in this study to practice listening comprehension; it is important to take into account that the materials that teachers give in class will not always catch student's attention or maybe they won't like to have an activity which such materials. According to Stempleski (1987) "such material is, by its very nature, intrinsically motivating to students. They experience a real feeling of accomplishment when they are able to comprehend materials intended for an audience of native speakers" (p. 3). The point of this category was not only to look what materials motivated students to practice English by themselves and with their partners in class but also to look which materials seemed to motivate them the most, in other words, what they liked or what they disliked from the activities.

Authentic materials enhance learners' interaction

One of the students' interactions in class were during the while-task activities where they watched the video and reacted according to the context of the video and in the post-task where they worked in pairs so they could practice what they learnt from the videos. One of the interactions between students' and the speaker was laughter. An example from one of the classes where students interacted with the speaker was in the fourth session (Interjections) were I could observe that students laughed when the speaker (Alisha) laughed or when she made facial expressions, in addition, that interaction was evident in the questionnaires where they were asked what they liked the most about the video and some students pointed out that they liked Alisha's laugher.

8) Del video, ¿qué fue lo que más te gustó? ¿por qué?
R: Cuando la señora se reía porque se rie gracioso
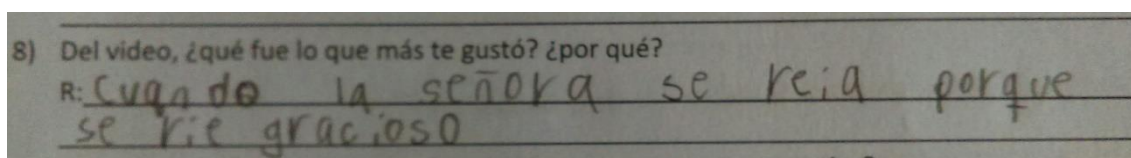
(Questionnaire 4. Student 21. Interjections. March 16th 2017)

"I could observe that most of students could understand the video better but more than that, they could react from it as in the video Alisha (the native speaker) usually laughed in the video and students did so"

(Teaching Journal 4. Interjections. March 16th 2017)

On the other hand, Vandergrift (2012), stated that "in interactive listening, listeners alternate as listener and speaker. They are obliged to understand their interlocutor, clarify meaning if necessary, and move the interaction forward through an appropriate response" (p. 50). The interactions that they had with partners in that lesson was in the post-task where they drew and shared the interjection that they liked the most. In that task one student had to draw his/her favourite interjection and in the back of the paper student had to write about the partner's favourite interjection, most of

students liked the "Aww" interaction which expresses tenderness towards animals or people.
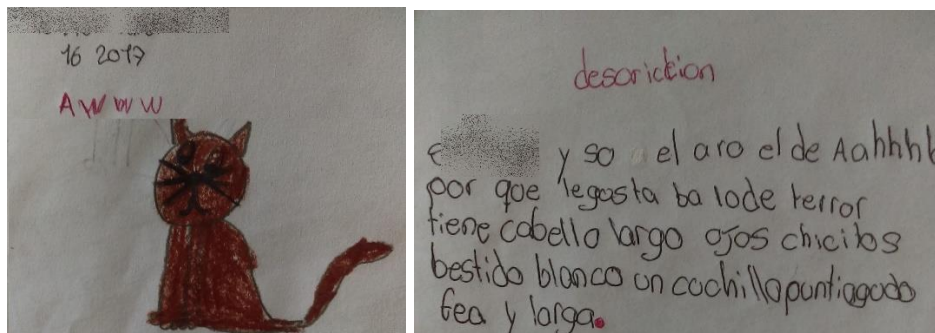
(Classroom document 4.Student 5. Interjections. March 16th 2017)

During the sixth session (Role Models), in the while-task I observed that students imitated what the native speaker (Ocean Eiler) did to record sound effects, also in the questionnaire it was evident that students liked when he recorded the sounds.

"Students when watching the video they mimicked some of the sounds that Ocean Eiler recorded, for example using a pencil to make sounds"

(Teaching Journal 6. Role Models. March 23rd 2017)
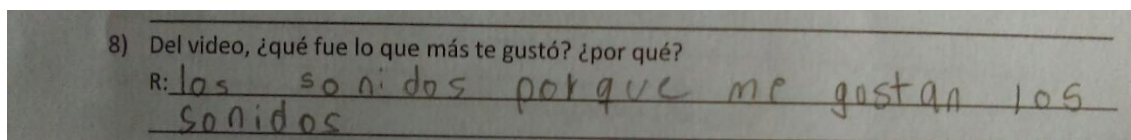
(Questionnaire 6. Student 21. Role Models. March 23rd 2017)

On the other hand, the interaction between them was in the post-task activity where they worked in pairs, each student had to select a sound effect to record and then discussed with the partner which sound is better to record it and then play it in class so other students could guess who record those sounds.
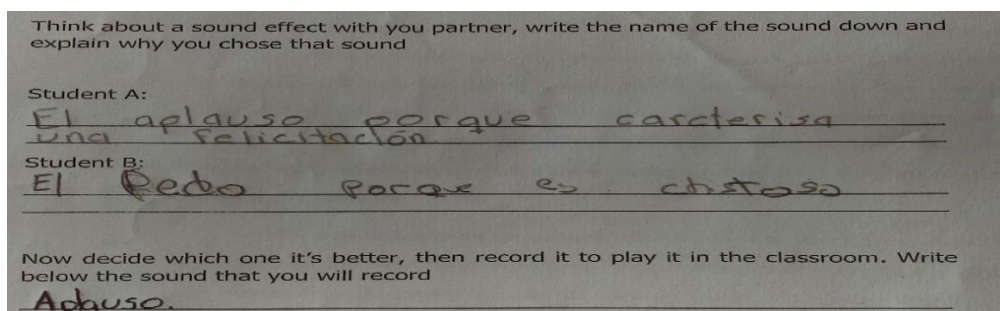
(Classroom document 6.Student 9 and 16. Role Models. March 23rd 2017)

The sessions presented above were some examples from the whole implementation where students interacted with the authentic materials (videos) during the while-task but more than that, students also interacted with their partners during the post-task. It is important to highlight that with the use of authentic materials, students aside from just listening and understanding the videos, they can also communicate with partners by sharing their opinions while working together. Another aspect from the authentic materials is that apart from enhancing learners' interaction, the materials can also enhance learner's motivation as the videos included native speakers, visuals and sounds.

Authentic materials enhance learners' motivation

Taking into account that the materials of the sessions were authentic videos and some of them were also music where students could interact with the speakers but also with their partners, the materials also changed student's motivation during the while-task and in the post-task. According to Stempleski (1987), "Students experience a real feeling of accomplishment when they are able to comprehend material intended for native speakers" (p. 5), this means that students can feel motivated if they understand the context of the material but besides this previous statement from Stempleski, in this study another factor that could change learners' motivation were the situations involved

in the context, for example, if the native speaker was laughing, making facial expressions or if the video included sounds or pictures. Some sessions are presented below as examples of how the authentic materials changed students´ motivation.

One of the most representative sessions that characterize the motivation in learners was the fourth session (Interjections). As explained in the previous sub-category, students interacted with the native speaker (Alisha) when she laughed or made facial expressions, what I could observe is that students showed joyfulness during the presentation of the video.

"I could observe that most of students could understand the video better but more than that, they could react from it as in the video Alisha (the native speaker) usually laughed in the video and students did so"

(Teaching Journal 4. Interjections. March 16th 2017)

In the questionnaire it was evident that students felt happy during the session as they were asked: how I felt developing the activity? Where the majority of students which were 10 (59% of the participants) chose that they felt happy whereas 4 students (23% of the class) felt energetic, 1 student did not answer, 1 felt nervous and 1 did not specify how he felt during the activity.

(Questionnaire 4. Student 27. Interjections. March 16th 2017)

This means that with the authentic material students could enjoy watching the video and completing the activity.

"It was effective as I could notice if every student could complete the activity and they seemed to enjoy it"

(Teaching Journal 4. Interjections. March 16th 2017)

In addition to this, students enjoyed also the post-task activity where they drew the interjection that they liked the most and wrote the partner's favourite interjection.

"It was very interesting that they really liked the activities and even they enjoyed the post-task from drawing and talking about it with their partners"

(Teaching Journal 4. Interjections. March 16th 2017)
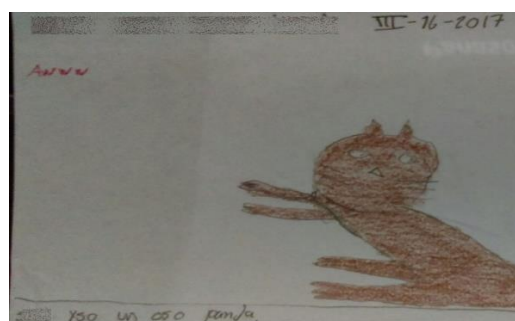
(Classroom document 4.Student 19. Interjections. March 16th 2017)

In the questionnaire they were asked what they liked the most about the video but some students answered what they liked most from the class, one of the comments was that they liked to draw because it was fun.
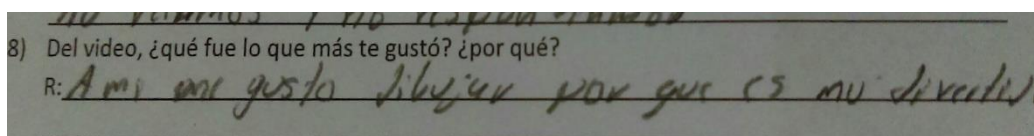
(Questionnaire 4. Student 19. Interjections. March 16th 2017)

Another representative session from this sub-category was the seventh session (Plastic World). In this session I observed that students in the while-task and post-task (song) were very active, they were energetic as they sang out loud the song (the chorus), also, I noticed that at the beginning of the while-task they could not understand very well the song but with the practice they could learn at least the chorus and some of the words from the song.

"While practicing the lyrics they started to enjoy both video and song, they could even learnt by heart some parts of the song (the chorus)"

(Teaching Journal 7. Plastic World. March 29th 2017)

It was evident in the questionnaire that they liked the song as they were asked: what did you like the most from the class? Where most of students (7) commented that they liked the song. Also as they enjoyed the song they even coloured the activity of completing the song.
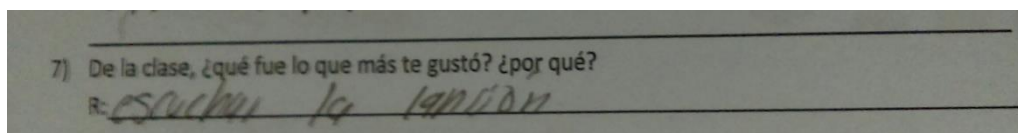
(Questionnaire 7. Student 19. Plastic World. March 29th 2017)
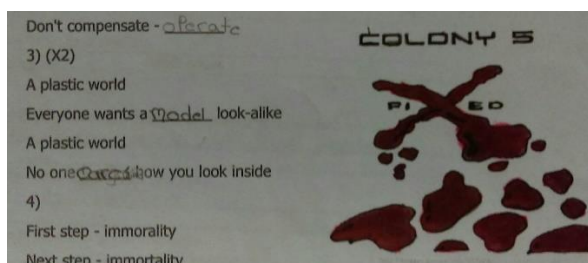
(Classroom document 7.Student 1. Plastic World. March 29th 2017)

In this session students also got asked how they felt in the activity, where 9 students (53%) selected happy, 4 students (23%) felt energetic and 1 felt nervous, from

the remaining students, 1 did not answer, 1 was absent and 1 did not specify how he felt (see chart 1 session 7, questionnaire).
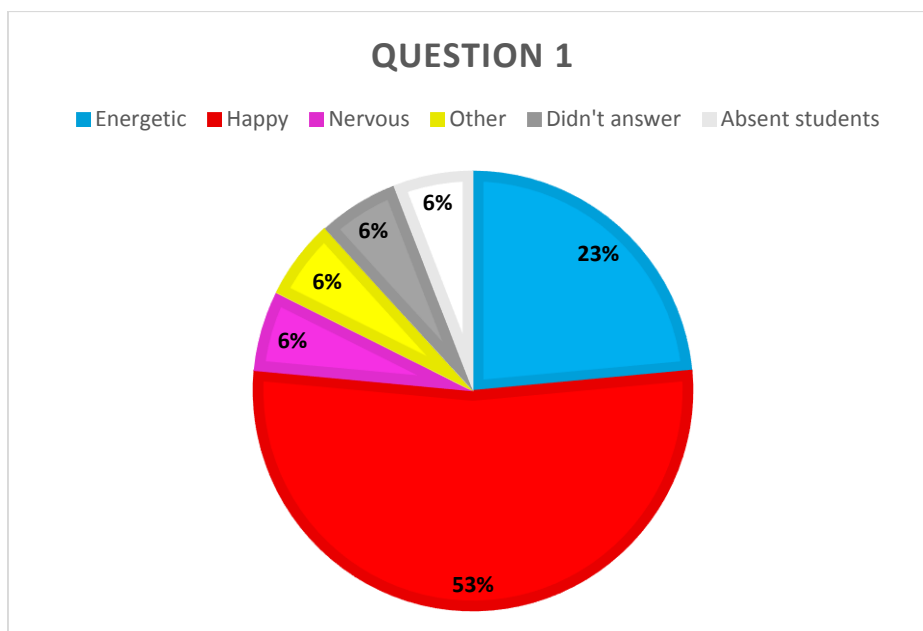
Chart 1. Session 7, question 1 (How did I feel doing the activity?). The percent of each part represent the amount of students.

A point to highlight from Jacobson (2003) about students' feelings is that "as teachers learn more about their students, they can seek out materials that complement and build on students' interests and backgrounds" (p. 27). What might motivate them more in the activity was that the video was not only a conversation like in the other sessions but because it was a song where they participated actively.

So, it is important to include also songs as authentic materials to practice listening comprehension because those materials not only include a real context but also it includes sounds, rhythm which might change learners' motivation as it was explained beforehand. In addition to this, teachers could ask students what music genre they like so the session which include songs could be more enjoyable for them as the material is related to their preferences in music.

With the result from the activities I could deduct that authentic materials not only influence students when they want to participate or how they feel during the activities but also the selection of the topics might influence their awareness as the contexts are from the real world and the following category can show some examples from the topics that were selected to raise students' awareness. Likewise, depending on the selection of the materials, students could react more positive or negative, for example if the teacher selected a song which genre is not part of their likes they might not like it or they might not be interested on participating in the activities.

On the other hand, if teacher ask students what kind of music they would like to have for the lesson, students might like the activities and they would show interest during the lesson. This is applied not only in songs, if teacher selected a material which is not according to their age, they might not enjoy the lesson or they could participate but not as active as they would do with material related to their age.

Authentic materials' influence on listening comprehension

Taking into account that this study is focused on the analysis of the possible impact of implementing authentic TBL listening activities in 4th graders' listening comprehension, the implementation of the authentic materials were set from the second session to the eight session as the Cambridge English: (YLE) Starters exams were placed in the first and ninth session where students in the first session students were tested, in the next seven sessions students could practice listening comprehension by watching authentic videos and by completing a worksheet with questions related to the video to verify how much of the videos they understood and in the last session they were tested again in order to evaluate the impact on their listening comprehension with the use of the authentic materials.

One of the procedures in order to practice listening comprehension was the use of pre-listening activities, where according to Vandergrift (2012) "Pre-listening activities retrieve existing knowledge and create new knowledge to help learners process listening input more efficiently when they eventually encounter it during the listening task" (p. 182). To proceed with the practice of listening comprehension before the while-task, students in the pre-task looked at visual aids such as flashcards and projected pictures in the whiteboard with vocabulary related to the topic, one example from session 2 is presented below.
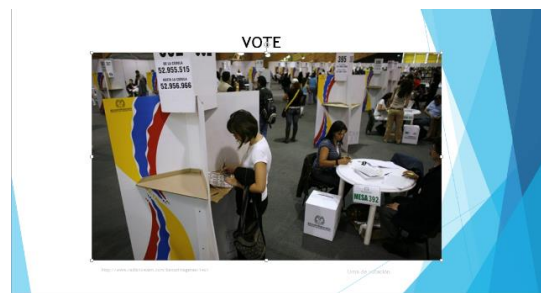
(Classroom document 2. Flashcards (left) and ballot box (right). Voting. March 9th 2017)

The examples presented above are related to the generic activities for pre-listening learning (Vandergrift, 2012); the flashcards and the image of the context are related to the activity of pictures from the author mentioned before where these pictures "are linked to the content of, or theme in" (p. 183), this means that the materials from the pre-task are related to the context of the video (while-task activity). I could observe that students could understand what the topic of the video was as in the pre-task they were asked to choose between two objects by raising their hands.

"In the pre-task they already knew how to participate when I asked them to choose between two objects where they had to raise their hand to give their vote"

(Teaching journal 2. Voting. March 9th 2017)

Students during the while-task activity watched the video from the context not only one time but multiple times in order to have a better understanding of the topic, this is related to the repetition on listening procedure (Vandergrift, 2012) where he stated that "Repetition provides an unbeatable cognitive advantage for learners because listening to the same text again allows learners to become familiar with the content, vocabulary, and structure of the spoken text" (p. 201). I could observe that students required a second or even a third time to watch it before completing the while-task activity of the questions, as in the following example below.

"I could notice if every student could complete the activity, if they understood better the second or third time of the repetition of the video"

(Teaching journal 2. Voting. March 9th 2017)

The example from above demonstrates that when repeating the videos, students could understand more the context and they also could answer the listening comprehension questions from the while-task activity. That scenario of practicing the vocabulary with visuals and the repetition of the video was repeated in the whole implementation in order to give students the opportunity to practice more the vocabulary and understand better the video.

In the eighth session, in the pre-task students were asked if they had ever visited some places of Colombia. The places of the lesson were Bogotá, Medellín, San Andreas, Cartagena and The Coffee Triangle. Even if some of the students have not gone there, they had knowledge about the places.

"I noticed that some of the students knew basic information of the places described in the pictures of the pre-task and the video"

(Teaching journal 8. Places in Colombia. March 30th 2017)

In the while-task activity, students watched a video from an Australian native speaker, in the activity hey had to listen specific information about the places so they could learn which places to go and what to do there. In addition to this, in the post-task students had a pair-work activity where they had to decide which place they would like to visit and they had to tell the reason of their selection.
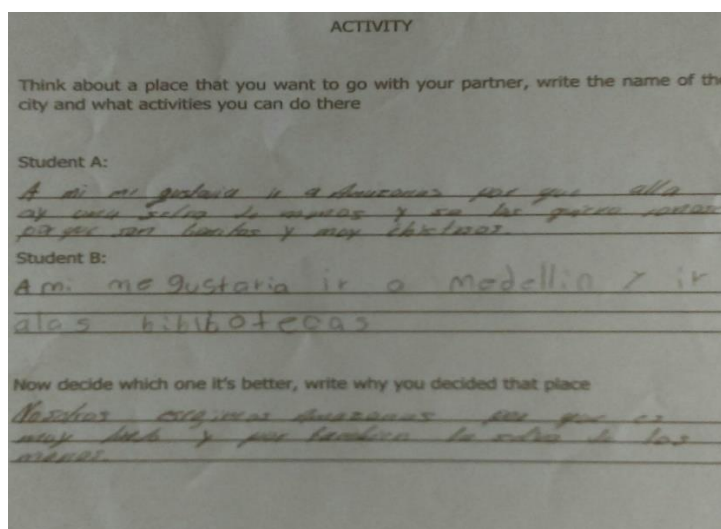
(Classroom document 8. Post-task activity. Student 6 (Student B) and Student 19 (Student A).

Places in Colombia. March 30th 2017)

The whole implementation included the processes described above where students in the pre-task they practiced vocabulary with visual aids to get familiar with the context and then in the while-task they practiced listening comprehension by watching the videos repeatedly as it gave them the opportunity to understand better the video but also that it gave them the opportunity to practice more their listening comprehension with information from the real world. The reason of repeating more than twice the videos during the implementation is that students are beginning to practice listening comprehension because they have not had listening comprehension activities beforehand, as explained in the first chapter they only had the teacher's voice as their listening input.

At the end of the implementation, in the ninth session (Cambridge English: (YLE) Starters exit-test), students were tested again in order to evaluate the impact through the results of both entry test and exit test where the results shown that students improved their listening comprehension as described in the previous chapter.

Category 2: Topic selection as a way of raising learners' awareness

Taking into account that the authentic materials were taken from a real context, the idea was to select materials whose information is related to what is happening in the present time but also the idea was to select materials that was related to their age as most of the materials include a vast amount of vocabulary which might be difficult for them because it could be too much information and they might feel cluttered, therefore they might not like the activities.

What is involved in students' awareness is the metacognition in action process (Vandergrift, 2012), where he mentioned that "Learners need to reflect more deeply on their feelings in a particular context in order to construct a deeper understanding of themselves as learners and the nature of the task at hand" (p. 92), this means that students might reflect about the context of the session but also they can give their opinions or thoughts.

Some of the topics were related to health care, for example the third session (Food Pyramid) and the seventh session (Plastic World), another topic was related to the environment, for example the fifth session (Issues for Kids) and finally, another topic selected was related to society, for example in the second session (Voting) and the fifth session (Issues for Kids). From these topics two sub-categories emerged which are presented below. It was evident that the contexts presented in this category had a positive impact to raise students' awareness as it can be seen below.

Topic selection as a way of raising students' awareness towards the society
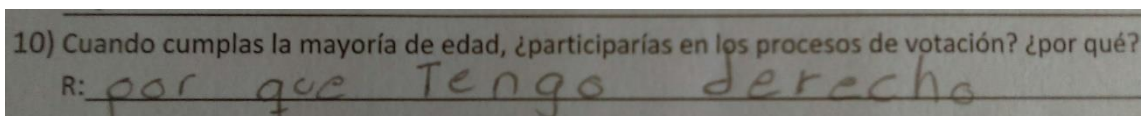
After analysing the materials that were appropriate for students, the sessions that represented awareness towards the society were session two (Voting), session five (Issues for Kids) and session seven (Plastic World). Learners in these sessions expressed their points of view after the post-task according to the context presented in the videos.

In the second session at the beginning of the class in the pre-task I asked students if they have participated in elections at school and in the classroom, what I could observe is that they participated to choose a monitor in the classroom to supervise partners' behaviour and they participate each year to elect a student council president (personero).

"I noticed that in the pre-task, they already knew and told me that they participate in elections at school, students told me that they participate to choose a class monitor and a personero"

(Teaching Journal 2. Voting. March 9th 2017)

In the questionnaire was evident that students are interested in participating on elections when they become adults, one of the answers was that they would participate because they have the right to do it.

10) Cuando cumplas la mayoría de edad, ¿participarías en los procesos de votación? ¿por qué?
R: por que Tengo derecho

(Questionnaire 2. Student 15. Voting. March 9th 2017)

Also, in the post-task students participated actively in the voting session where they could choose which candidate could be the next mayor of the city, the activity was

in pairs so they could discuss which candidate has the best proposals, after counting the votes it was observed that students are aware about what they want to improve in the city.

(Classroom document 2. Student 20 and student 23. Voting. March 9th 2017)

In the fifth session (Issues for Kids) in the pre-task I asked students if they knew what a food bank is they did not know but when I told them that it is a place where people can donate food to people in need, they seemed interested about it, also another new alternative to help people in need is the care bag where people put food or personal care, they also seemed interested about it.

> "When teaching some of the alternatives to help people, students looked very interested in them as those are alternatives that at the moment are not applied in Bogotá so far"

(Teaching Journal 5. Issues for kids. March 22nd 2017)

Also, it was evident in the questionnaire that they like the idea of helping people in need as they were asked: What do you think about donating food to needed people? Students answered that it is a good idea as they can help needed people.
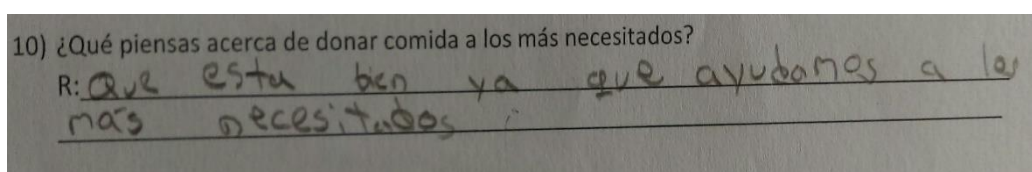
In addition, in the post-task students selected what they wanted to put in a care bag in order to help people in need, this activity was in pairs so students discussed first what to put and then they cut the images from the food and personal care products and then they put it in the Ziploc bag.

The other session which involved students' awareness towards society was the seventh session (Plastic World) where students commented about what they think about cosmetic surgeries, one of the most common students' answers was that they think it is bad for their health where their lives can be put at risk.

10) ¿Para ti, seguir las tendencias estéticas/cosméticas es bueno o malo? ¿Por qué?:
R: Malo te puede cabiar la vido o mosirte.
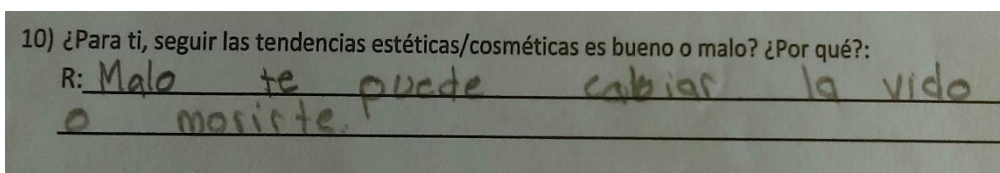
It was also observable that learners reflected between being natural or having beauty, that was evident in the pre-task when I asked what they preferred.

"When I asked them what they prefer between being natural or having surgeries I noticed that students prefer being natural than having risky procedures"

In this sub-category it was evident that the topics raised students´ awareness as they gave their opinions about the topic in the pre-task activity and in the post-task activity where it was noticeable that students are keen on participating in social decisions such as elections and also helping other people who are not as privileged as them but also they recognize that people do not require aesthetic modifications. Similar to this sub-category, the following sub-category is related to students' awareness, but in this case it is related to the environment, where they give their opinions about how to take care of the environment.
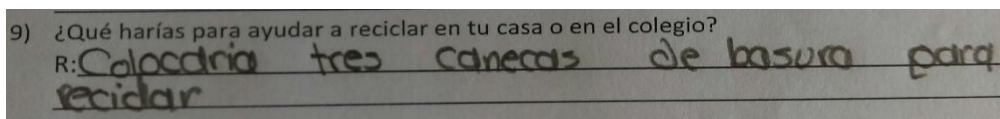
Topic selection as a way of raising students' awareness towards the environment

The fifth session (Issues for Kids) was the representative session which topic was related to recycling. In this session some parts of the video were related to take care of the environment where students in the pre-task were asked if they recognize what are the recycle bins for, they recognized its function but they also highlighted that the school does not have recycle bins.

"A comment that students made when I showed them a picture of recycle bins in the pre-task is that they know what is the function of it but they told me that they do not have recycle bins at school, they only have one big bin for the garbage in each classroom"
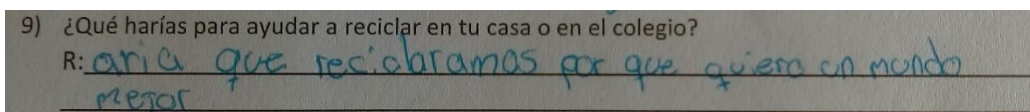
(Teaching Journal 5. Issues for kids. March 22nd 2017)

In the questionnaire when they got asked what they would do it was evident that some students are willing to bring recycle bins to the classroom or that they could encourage other people to have the willingness to recycle at school or even at their homes.

(Questionnaire 5. Student 16. Issues for Kids. March 22nd 2017)

(Classroom document 5 (questionnaire).Student 5. Issues for Kids. March 22nd 2017)

From these sub-categories it was evident that according to the context, students could practice listening comprehension with the authentic materials but they could also give their perspectives about the topics. This deduction is linked to Methods (2013) as he mentioned that "the learner should be exposed to as much of the foreign language as possible in order to merely experience and observe the foreign language, then hypnotize about it, individually, and finally, experiment with it" (p.3). In other words, students learnt about the topic, they could practice listening comprehension in order to be more immersed in the context, they also had the chance to get in touch with the foreign culture but in addition, they gave their opinions about the topic.

To summarize this chapter, the authentic materials helped students to practice listening comprehension where they learnt vocabulary from the context in the pre-task, they watched authentic videos to practice listening comprehension in the while-ask and they discussed with partners about the context in the post-task. Moreover, the videos also motivated students to proceed with the activities as they videos included native speakers, visual aids and sounds that changed how they felt during the session. In addition, the contexts not only encouraged students to interact each other but also the topics selected helped students to raise consciousness about their surroundings, for example the environment and the society.

CHAPTER 6

Conclusions

This final chapter will present the conclusions from the study, the implications for a further research from this study and the limitations that were encountered in the study. It is important to keep in mind that the conclusions emerge from the data analysis from the three instruments presented, the implications give suggestions to change or improve the teaching performance from the school involved but also for the future researchers that take into account this study. Finally, the limitations which consist of different variables that might affected the development of this study but also those limitations are useful for a future research as teachers and research teachers can find how to avoid these limitations.

First of all, taking into account that the implementation included 9 sessions where the first and the last one were the Cambridge English: (YLE) Starters and the remaining sessions were activities based on authentic listening material within a task-based approach, one of the findings from the objective about analysing the possible impact of implementing authentic TBL listening activities in 4th graders' listening comprehension was that comparing both tests there was an improvement on students' listening comprehension where that enhancement was shown in the tables described in the previous chapter. Even though, it is important to highlight that the sample only showed one part from the whole classroom.

A point to highlight from the Cambridge English (YLE Starters) test is that it was a test for basic users where the results shown that they had an improvement which means that with more authentic listening materials they could even get higher scores and continue with the next level tests from the CEFR.

Another finding, from the second objective which was to identify the appropriate authentic materials that might influence students' listening comprehension in 4th grade English classes it was evident that through students' opinions (questionnaire) they could give me feedback about how much they liked the class, what exact part of the class motivated them more, how they felt during the activities. It is relevant to highlight that the materials we give to students, it can influence their motivation as they might enjoy or might not enjoy the class, but on the other hand, with the use of those materials, students can apply what they learnt outside the classroom.

To complement the previous idea, depending on the materials and the activities, the topics from the videos influenced students´ feelings but also their perspectives about the real world as in the lessons, the contexts were related to real life "issues" or "situations" where learners are involved or can be involved in the future. It was also important that the task-based learning put an order of the lessons, steps that were followed in the three tasks from the sessions which were pre-task where students could be familiarized with the vocabulary and the topic of the lesson, the while-task where students practiced the vocabulary reviewed in the previous task but also they practiced the listening comprehension through the listening activities and the post-task where students could develop a task related to the topic but also where they gave their opinions about the lesson.

The advantage of using authentic materials presented during the implementation is that students could practice listening comprehension with these materials that are from a real context but at the same time students could interact with the native speakers of the videos, they also learnt about the context from the topics but in addition their feelings were influenced by the sounds, the music or even the facial expressions of the

native speakers. In addition to this, the selection of the materials followed the objectives from MEN as mentioned in Chapter 4.

On the other hand, with the usage of the drilling technique at the beginning of each lesson, practicing the vocabulary and its pronunciation helped learners as they could enrich their language but also they can understand better what the native speaker or any other English speaker say.

Also, from the objective of evaluating the impact through the results of the listening pre-test and post-test implemented in class is that with the practice of listening comprehension through the authentic activities the majority of students could improve their listening comprehension and that was evident in their scores which were briefly analysed in the previous chapter. But, most important than that is that as teacher we should continue implementing authentic materials in the sessions, not only a couple of sessions but it would be ideal to complete a whole academic year so students can get more familiarized with the language, they can enjoy more the activities but also those materials will have an effect on their lives so they can practice outside the classroom but also depending on the context, it can also change their point of view of the real world.

Finally but most important to answer the question of this study that was "How might the implementation of authentic TBL listening activities in 4th grade students' improve their listening comprehension?" With the help of the authentic materials it was evident that there was an impact on students' listening comprehension, that impact in a quantitative perspective was positive because the results from the post-test shown that most of students had an improvement in comparison to the entry test even though that improvement was slightly better looking at both numerical grading and with the shield grading but also during the other seven sessions most of students had demonstrated that

they understood the topics with the results of the while-task activity, with the development of the post-task activity and with the feedback from the questionnaires.

In a qualitative perspective, during the authentic listening sessions the materials gave them an opportunity to practice language with content from the real world where they could learn from the topic, socialize about that context in the post-tasks, they could give their opinions and perspectives from the topics involved in class, and finally depending on the materials that are selected, student's motivation was influenced too.

To close this previous idea, as teachers it is important also to take into account that not all the authentic materials will be understood by students, as shown in the brief analysis of the previous chapter, some of the activities were harder to answer and some of them were very easy for students, the process of their learning was very positive taking into account that they showed an improvement in just 9 sessions, it would be interesting for future research to give more sessions based on authentic materials to compare in a more accurate way their performance but also to give them more information from the real world.

Implications

From this study for those researchers who are interested in developing a derivation of this project, it is important to remember that the authentic materials can make a change on students' performance but also in their knowledge and interest, from this study the result was positive, their outcomes were observed in the post-task and in questionnaire and their interest was also taken into account from the questionnaire. In addition, as observed in the analysis of the whole implementation not all the classes had high scores which means that future researchers must be aware that students can

perform different in every session even if all of the sessions are based on the use of authentic materials.

It is important to search for authentic materials that are suitable for students' age because those authentic age-related materials could be easier for them to understand as seen in the analysis from the previous chapter where the majority of the videos were taken from PBS kids. In this study the main focus were videos but future researchers can change the materials by using not only videos but also they can use a TV show, movies, songs, interviews or any other authentic listening material where students can practice vocabulary, pronunciation, listening comprehension but also materials that allow them to reflect as they could use that knowledge in the real world.

Additionally, for future researchers it could be also an interesting idea to implement more lessons not only with the usage of the authentic materials but also they could implement music as background where they could have a deeper analysis of the influences of music on students' performance, feelings and willingness to continue with the learning process.

Also, in the future research different proficiency tests can be included in order to continue with the CEFR standards as this study included only the Cambridge English (YLE Starters). For example, if the future study includes more sessions, the next Cambridge English tests (depending on students' English level) could be applied to continue the learning process as students can get more practice with more materials and the different test results can be compared instead of using only two tests of the same level.

Finally, some of the recommendations for future researchers has to do with the participation of students in giving feedback of the classes which is useful for both

researchers and students as researchers can look for different alternatives of how to teach English with authentic materials. These recommendations can apply not only for the researchers but also for the institutions as they can achieve the standards from MEN and from CEFR in a more accurate way.

Limitations

Taking into account internal validity, Robert (n.d.) stated that "Did about the same number of participants make it through the entire study?" (p. 8), what happened in the study is that some students were absent in two classes caused by external conditions such as a sick leave or bad weather conditions, those absences influenced their scores because an absence means 0 in the score. Another factor from internal validity is instrumentation where Robert stated that "Two examiners for an instructional experiment administered the post-test with different instructions and procedures." (p. 10), in the study the tests were the same and with the same instructions but what I want to highlight from this threat is that not all the questionnaires included the same number of questions, e.g. the pre-test had 8 questions, the sessions included 10 questions and the post-test included 9. What was a limitation from this previous idea in other words, is that the questionnaires should include the same amount of questions in order to gather the same amount of data, for example if the questionnaire does not have a similar amount of questions from each session and researcher wants to analyse the results of those questionnaires, not all the sessions might give a proper analysis by its lack of consistence, in other words, one answer might be missing in some of the sessions and that can hinder the analysis of the data.

Regarding external validity; Robert suggested that one of the threats is population validity where he stated "How widely does the finding apply? Generalizing

across populations occurs when a particular research finding works across many different kinds of people, even those not represented in the sample." (p. 12). One of the limitations is that this study was applied in a public school which context may vary to other public schools and to private institutions, even though in chapter 2 some studies related to this topic were presented where the context was look-alike. This means that this study can apply for different institutions only if they encounter similar characteristics of the population and the setting.

Finally, the number of sessions and the sample were a limitation for this study, what I mean is that there were only 9 sessions and the sample was 17 students from 34, a good idea for a future research would be first of all to implement more sessions which can demonstrate more accurately the results from the implementation and the results of the exit test but also the future research can include more participants in order to obtain more data in both qualitative and quantitative perspective.

Further research

From this study, some possible topics emerged from the results and the process during the implementations which can be answered in future projects. As the question from this study was: How might the implementation of authentic TBL listening activities in 4th grade students' improve their listening comprehension? The variations of the study can be:

- Implementing different authentic listening materials to practice students' listening comprehension (e.g. songs, movies, TV shows etc.).

- The impact of using music in the background during tasks.

- Encouraging students' to use reflective and critical thinking towards topics from the real world.

The topics presented above can be a contrast of this study whether to look what relevant changes may occur on participants' perspectives, preferences and performance, also it can be a feedback not only for this study but for the academic system (MEN) and the institution where it was applied as they can change policies, methodologies and teaching strategies.

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APPENDIXES

Observations (Field notes)

(Format to Specify the Research Problem)

Name of the school: Prado Veraniego I.E.D Course: 401 Public X___ Private_____ (Mark with an X)

FIELD NOTE #1

DATE: Wednesday, February 22nd 2017   #OF PARTICIPANTS: 34

RESEARCHER: Carlos Zárate

OBSERVATION	COMMENTS
When I entered to the classroom I could see that there is a home theatre, a vide beam, a laptop and some bookshelves with books, reams of paper and other class materials.	It is good to see that nowadays public schools include more technology which can be used to teach classes.
Students at that moment were eating refreshment which is something that the government provides to public schools and meanwhile the teacher was checking some notes.	I see that the refreshment program from the government is still the same like 8 years ago.
After students ate the refreshment, teacher began the class with a TPR activity telling students "hands to the head, hands to the shoulders, to the waist (…)" also, when she said one part of the body all students repeated the word and made the action.	TPR for students was good but I think that teacher could teach those TPR actions in English instead in Spanish.
In that lesson teacher started showing some vocabulary of parts of the house in a worksheet where students cut and glued the vocabulary in their notebook.	I could observe that students were learning vocabulary with images and the words were related to parts of the house.
As the class was just 1 hour, students spent the whole class writing, cutting and gluing the vocabulary also they coloured the images from the vocabulary	

Adapted from: Arenas, M. (2015)

B.A. English Language Teaching as Foreign Language

(Format to Specify the Research Problem)

Name of the school: Prado Veraniego I.E.D
Course: 401
Public X___ Private_____   (Mark with an X)

FIELD NOTE #2

DATE: Wednesday, March 1st 2017   #OF PARTICIPANTS: 34

RESEARCHER: Carlos Zárate

OBSERVATION	COMMENTS
Similar to the previous class, as the class was at 9:30am students at that moment were eating refreshment and were watching a cartoon movie in Spanish with Spanish subtitles (the movie's name was Moana). After students ate the refreshment, teacher began the class with a TPR activity by singing a song with students "there's a tree in the forest, where the tree has a nest, in the nest there is an egg (…)" also, when she said one object all students repeated the word and made the action e.g. with the tree students waved their arms, with the nest they out their hands together. In that lesson teacher started showing some vocabulary of professions e.g. doctor, fire-fighter and so on. Similar the previous class, students coloured, cut and glued the vocabulary in their notebooks.	I could see that the teacher used the technology of the school to show students a movie but teacher could also use the technology to teach English with videos. It was interesting that teacher used a different TPR activity before starting the lesson, but what happened is that it was in Spanish too. Similar to the first comment, teacher could use the technology to teach students vocabulary with pictures instead of just using worksheets to cut and glue.

Adapted from: Arenas, M. (2015)

B.A. English Language Teaching as Foreign Language

Lesson plans

Lesson Plan

Teacher's name		Class length	Date	Nr of session
Grade	Class Level	Topic		Language Skills
Previous lesson summary		Next lesson topic		

Learning objective	Personal aim

Materials and Resources		References (theory)

Anticipated problems (linguistic, behavioural)	Planned Solutions

Stage	Time	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script	Advisor's comments
Opening				
Pre-(skill)				

While-(skill)				
Post-(skill)				
Assessment				
Closing				

Language Analysis - Vocabulary

Vocabulary item, part of speech, pronunciation	Phoneme	Concept Check Questions

Appendix

Links:

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Lesson plan session 2

Lesson Plan

Teacher's name		Class length	Date	Nr of session
Carlos Zárate		60 minutes	**01/09/2016**	**2**
Grade	Class Level	Topic		Language Skills
4th grade	A2	**Voting**		Listening

Previous lesson summary	Next lesson topic
N/A	Food pyramid

Learning objective	Personal aim
4. Students will understand the importance of voting and making a decision 5. Students will be more conscious when voting 6. Students will create proposals to make improvements in Bogotá	3. I will show the importance of voting through an authentic video 4. I will encourage students to vote through a post-task activity taking into account the video presented in class

Materials and Resources		References (theory)
• CD- room • USB • Marker • Computer • Visual aids with the vocabulary of the video • Flashcards	• WMV and MP4 format of the video • Worksheet for the listening comprehension questions • Questionnaire	• Methods (2013). *Task-Based Learning* • CALPRO (2007). *Authentic materials* • Richards, J. (1983). *Listening comprehension: Approach, Design, Procedure*

Anticipated problems (linguistic, behavioural)	Planned Solutions
3. Students might not recognize some words or might not understand the video 4. Students might interrupt the class by chatting with partners	3. Help students by giving them vocabulary items from the context and play the video twice 4. Give clear behavioural and activity instructions at the beginning of the lesson

Stage	Time	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script	Advisor's comments
Opening	10	T-Ss T-Ss	4. Teacher will greet students: T: Good morning kids Ss: Good morning teacher T: How are you today? Ss: Fine thank you, and you? T: I'm doing well too, please sit down. 5. Then teacher will turn on the computer, put the CD room and open a pptx. (PowerPoint) file with visual aids which include vocabulary for the lesson. After that Teacher will tell students the rules: T: As the activities are important for you, please pay attention and respect your partners.	

			6. After that teacher will take out some flashcards about objects and food to vote T: ok kids, I have here some pictures from some objects and food, let's count how many of us agree. First, please raise your hand if you like Pizza [shows Pizza flashcard and count how many students voted for Pizza] T: ok now raise your hand if you like Hamburger [shows Hamburger flashcard and counts how many students raised their hand]	
Pre-(skill)	10	T-Ss	1. After greeting students and voting with the flashcards, teacher will present basic vocabulary from the lesson and the video about voting while asking questions: T: We are going to watch a video about voting, have you heard about the elections that we had in Bogotá for the mayor and the president elections in the US? [shows a picture from the ballot box] S1: Teacher, what is mayor? T: The mayor is the person in charge of the city S1: Alcalde? T: that's correct, the mayor is the alcalde [shows a picture of the previous mayor and the current mayor in Bogotá]. S1: Oh yeah, Peñalosa is the mayor in Bogotá Ss: And that one is Petro T: That's right, and do you know who won the elections in the US for president? S2: I don't know S3: Trump won T: Yeah, Trump is now the president of the US.	
While-(skill)	15	T-Ss	5. Then teacher will tell students: T: ok, now we are going to watch a video about voting and the importance of participating in the elections. T: before playing the video I will give you a worksheet with related questions of the video, please take out your dictionaries and read the questions, if you don't know a word please look for it in the dictionary and if you don't find the word you can ask me. Ss: is the video long? T: it's a short video (03:25) Ss: ok T: also I'm going to play the video twice in case that you don't finish the activity also to understand better what the video is about. T: Are the questions from the activity ok or do you find one of them difficult to answer? S6: from n6 what does won mean? T: won is the past for of win, do you remember what win is? S2: ganar T: yeah, that's correct S6: oh, I see thank you T: you're welcome, any other question about the activity? Ss: no teacher T: ok, let's continue 6. After this, teacher will play a video from a YouTube channel which is from PBS Kids. 7. After playing the video the first time, teacher will ask students if they missed some of the questions: T: Could you finish the activity? S4: No teacher but I have most of the answers T: That's ok, we are going to watch the video again. T: Do	

			you know this word in Spanish? [shows a picture of a water stream] Ss: Rio T: it's similar but the translation in Spanish is different, can you please look in the dictionary? S5: I cannot find it S6: it says arroyo. T: That's correct, water stream is arroyo. 8. Afterwards, teacher will play the video for a second time so all the students finish the activity and then teacher will ask students to hand out the activity to check the answers.	
Post-(skill)	15	T-Ss-Ss	3. **Case A**: After watching the video teacher will tell students that they will have a pair-work activity. T: Please work with the person next to you, I will show you a list of issues in the city [shows a list with the following topics: security, poverty, health, education, technology, art, music festivals, transportation, employment] so with your partner you will be candidates to be the next mayors of Bogotá. Please choose the topics that you think are more important to take into account so you can make improvements in the city, write your proposals in a paper so we can vote who can be the next mayors of Bogotá, also I will give you a candidate pair code (from candidate pair code A to Z). After receiving the papers with the proposals, teacher will read the proposals and write them in the whiteboard with the candidates' pair code, then teacher will ask students to vote. T: in order I will ask you to choose a candidate for the elections. T: please S1, tell me who the candidate that you could vote for is? S1: I will choose candidate G T: ok, that's one vote for candidates' group G T: now, S2 please tell me your decision S2: Candidate A. T: ok, there is one for A. [the voting session continues]. After asking everyone for their votes, teacher will make a final count to tell which of the groups wins the election. T: and the winner for the candidature to become the next mayors in Bogotá are S7 and S8 from group D [claps]. 4. **Case B**: Teacher will show a picture with some people which include proposals to improve the city issues (same topics as Case A). T: Ok kids, please find a partner and read the proposals of these candidates to vote, discuss with your partner which is the best candidate. Then, teacher will ask students to give their votes to write the count in the whiteboard: T: ok, please tell me your vote S1 S: Hmm, I will vote for candidate X. T: Thank you, now S2 [the voting session continues].	

			After the session, teacher will make a final count to verify who won and finally he will ask students their opinion about the results. T: What do you think, do you agree with the results? Ss: yes teacher. S6: No teacher, candidate H is better. T: Do you think that candidate X's proposals are bad or wrong? S6: No, I think that what candidate H proposes it's better than X's proposals. T: Ok, both candidates have good proposals but X won, maybe he can think about H proposals and implement them in his/her term.	
Assessment	5	T-Ss	3. Teacher will hand students a questionnaire with questions about the video (material), the questions of the video (comprehension questions) and the final activity so they can rate if they liked it and how much they understood about the topic. T: ok kids, now I'm going to give you a questionnaire, please answer it and then hand me the papers. 4. After that teacher will ask: T: So what did us learn today about voting? S1: I learnt that voting is (…) and it is useful because (…). T: That's correct, thank you! Any other opinion? S9: I learnt that we can decide (…) because (…) T: very well, that's right.	
Closing	5	T-Ss	2. Teacher will tell students: T: ok kids, so the activities and the video taught us about the importance of making decisions, in this case voting and remember that to have a better life we need to participate in the elections because depending on the candidate a lot of things in the city can change. Thank you and see you next class. S4: will we watch more videos? T: of course! Ss: Yay!	

Language Analysis - Vocabulary

Vocabulary item, part of speech, pronunciation	Phoneme	Concept Check Questions
Water stream Ballot box Vote Candidate Mayor President Proposal Transportation Security Healthcare Education Wealth Environment	ˈwɔːtə striːm ˈbælət bɒks vəʊt ˈkændɪdɪt meə ˈprɛzɪdənt prəˈpəʊzəl ˌtrænspɔːˈteɪʃən sɪˈkjʊərɪti ˈhɛlθkeə ˌɛdju(ː)ˈkeɪʃən wɛlθ ənvaɪrənmənt	Do you know all of the words? Is there any word that you don't know or you are not sure? Do you know what water stream is?

Appendix

Links:

- Video: https://youtu.be/S6oFLipB6g8?list=PLa8HWWMcQEGTd1H4d238RfdkLfVUV1a-8

Lesson plan session 3

Lesson Plan

Teacher's name		Class length	Date	Nr of session
Carlos Zárate		60 minutes	**01/09/2016**	**3**
Grade	**Class Level**	**Topic**		**Language Skills**
4ᵗʰ grade	A2	**Food pyramid**		Listening
Previous lesson summary		**Next lesson topic**		
Voting		Interjections		

Learning objective	Personal aim
7. Students will understand the importance of eating healthy 8. Students will know what they can do to improve their health (eating healthy and getting fit) 9. Students will recognize the food categories 10. Students will share their food and sports preferences (post-task pair work)	5. I will show the importance of eating healthy through the video

Materials and Resources		References (theory)
• CD- room • USB • Marker • Computer • Visual aids with the vocabulary of the video • Flashcards and tape	• WMV and MP4 format of the video • Worksheet for the listening comprehension questions • Questionnaire	• Methods (2013). *Task-Based Learning* • CALPRO (2007). *Authentic materials* • Richards, J. (1983). *Listening comprehension: Approach, Design, Procedure*

Anticipated problems (linguistic, behavioural)	Planned Solutions
5. Students might not recognize some words or might not understand the video 6. Students might interrupt the class by chatting with partners	5. Help students giving them vocabulary items from the context and play the video twice 6. Give clear behavioural and activity instructions at the beginning of the lesson

Stage	Time	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script	Advisor's comments
Opening	10	T-Ss T-Ss	7. Teacher will greet students: T: Good morning kids Ss: Good morning teacher T: How are you today? Ss: Fine thank you, and you? T: I'm doing well too, please sit down. 8. Then teacher will turn on the computer, put the CD room and open a pptx. (PowerPoint) file with visual aids which include vocabulary for the lesson. After that Teacher will tell students the rules: T: As the activities are important for you, please pay attention and respect your partners. 9. Afterwards, teacher will take out some flashcards about food and one slide which is a graph, the idea is that teacher ask students T: ok kids, I have here a Banana, in which category should it go? Ss: Fruits! T: that's right [teacher uses a piece of tape in the flashcard and then put it in the category "fruits"], then teacher continues with other examples so both teacher and students fill the graph with the flashcards.	
Pre-(skill)	10	T-Ss	1. After that activity, teacher will present basic vocabulary from the video about food pyramid while asking questions: T: We are going to watch a video about food pyramid. Do you know what a pyramid is? Ss: Piramide T: That's right and what about food? Ss: Comida. T: Yeah, so what's the name of food pyramid in Spanish? S1: piramide de comida? T: Well yes but the exact name is piramide alimenticia [shows a	

			picture of the pyramid] Ss: ooohhh, I'm going to show you the food groups [shows pictures from the food groups], T: what is the name in Spanish of this group [shows grains group] S1: Cereales? T: That's correct, what about this one [shows a picture of fruits]. Ss: Frutas! T: Totally correct! What about this one [shows meat and beans picture] S2: carne y frijoles T: ok, correct, but what does beans mean? Look at the other beans. S3: Granos? T: you are right, beans is granos.	
While-(skill)	10	T-Ss	9. Then teacher will tell students: T: ok, now we are going to watch a video about the food pyramid and the importance of eating healthy, T: Ok kids, before playing the video I will give you a worksheet with related questions of the video, please take out you dictionaries and read the questions, if you don't know a word please look for it in the dictionary and if you don't find the word you can ask me. T: It's shorter than the previous video (01:47) T: remember to pay attention because they speak a little faster than the previous video Ss: Oh, ok T: also I'm going to play the video twice in case that you don't finish the activity also to understand better what the video is about. 10. After this, teacher will play a video from a YouTube channel which is from PBS Kids. 11. After playing the video the first time, teacher will ask students if they missed some of the questions: T: Could you finish the activity? S4: No teacher but I have most of the answers T: That's ok, we are going to watch the video again. T: if you have any questions, please tell me S4: What is stairs? T: Good question, stairs are the part of a construction that you use to go from one floor to another [does the hand gesture of walking upstairs] S4: Ah it's escaleras T: Yeah, stairs means escaleras. Additionally, teacher will ask students if they understood all the questions T: Are the questions from the activity ok or do you find one of them difficult to answer? Ss: no S4: what is price? T: well. Price is the amount of money that you need to pay for something S4: ooohhh 12. Afterwards, teacher will play the video for a second time so all the students finish the activity and then teacher will ask students to hand out the activity to check the answers.	
Post-(skill)	20	T-Ss-Ss	1. Teacher will ask students to draw the food pyramid and ask the following: T: ok kids, now you are going to draw in this printed pyramid the food that you eat every day, how much you eat e.g. 1 or 2 slices of bread, 1 or more glasses of juice, etc. and in what category it belongs to, then	

			draw the food in each category inside the pyramid. E.g. I really like meat, so I draw a piece of meat in the meat and beans category. Finally, in the stairs of exercise, write the name of the sport that you like to practice and how much time you spend on it. E.g. I like hiking and I walk 30 minutes daily Ss: can we work in pairs T: ok, you can share what food you like in common but the drawing is individual Ss: ok 2. Then, teacher will ask students to give their drawings to other partners so they can check the differences they have T: ok kids, please give your drawings to another partner because you are going to check how different you eat daily and how different you are when doing exercise. If your partner eats what you eat, put a tick in the food and if eats the same quantity put another tick, if your partner eats more or less write below how much/less you eat e.g. my partner eats 2 eggs for breakfast, I also eat eggs so I put a tick in the drawing but I eat 3 eggs so I write below that I eat 3 eggs. Also put a tik if you practice the same sport as your partner, if not please write below what sport you practice and how much you spend on it Ss: ok 3. Afterwards, teacher will	
Assessment	5	T-Ss	5. Teacher will hand students a questionnaire with questions about the video (material), the questions of the video (comprehension questions) and the final activity so they can rate if they liked it and how much they understood about the topic. T: ok kids, now I'm going to give you a questionnaire, please answer it and then hand me the papers. 6. After that teacher will ask: T: So why is important to take into account the food pyramid in our lives? S1: I learnt that eating healthy is good for you and it is important also to get fit T: That's correct, thank you! Any other opinion? S9: I learnt that we can eat everything from the food pyramid but with moderation T: Totally right!	
Closing	5	T-Ss	3. Teacher will tell students: T: ok kids, so the activities and the video taught us about the importance of eating healthy, also that each food that we eat corresponds to a category but it also shows us that it's important to get fit. Thank you for you participation and see you next class. We will watch more videos next class as always Ss: Cool!	

Language Analysis - Vocabulary

Vocabulary item, part of speech, pronunciation	Phoneme	Concept Check Questions
Grains Fruits Food pyramid Meat Beans Milk Veggies / vegetables Oils Stairs	greɪnz fruːts fuːd ˈpɪrəmɪd miːt biːnz mɪlk ˈvɛʤiz / ˈvɛʤɪtəblz ɔɪlz steəz	Do you know all of the words? Is there any word that you don't know or you are not sure? Do you know what stairs mean in Spanish?

Appendix

Links:

- Video: https://youtu.be/BS05CAsh_5c?list=PLa8HWWMcQEGSDHfwLT6agpP1Bfse9wi9e

Lesson plan session 4

Lesson Plan

Teacher's name		Class length	Date	Nr of session
Carlos Zárate		60 minutes	**16/03/2017**	**4**
Grade	**Class Level**	**Topic**		**Language Skills**
4ᵗʰ grade	A2	**Interjections**		Listening
Previous lesson summary		**Next lesson topic**		
Food pyramid		Issues for kids		

Learning objective	Personal aim
11. Students will understand different interjections 12. Students will be able to communicate their feelings using interjections	6. I will let students know the different utterances (interjections) that are used in conversations 7.

Materials and Resources	References (theory)

• CD- room • USB • Marker • Computer • Visual aids with the vocabulary of the video	• WMV and MP4 format of the video • Worksheet for the listening comprehension questions • Questionnaire	• Methods (2013). *Task-Based Learning* • CALPRO (2007). *Authentic materials* • Richards, J. (1983). *Listening comprehension: Approach, Design, Procedure*

Anticipated problems (linguistic, behavioural)	Planned Solutions
7. Students might not recognize some words or might not understand the video 8. Students might interrupt the class by chatting with partners	7. Help students giving them vocabulary items from the context and play the video twice 8. Give clear behavioural and activity instructions at the beginning of the lesson

Stage	Time	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script	Advisor's comments
Opening	10	T-Ss T-Ss	10. Teacher will greet students: T: Good morning kids Ss: Good morning teacher T: How are you today? Ss: Fine thank you, and you? T: I'm doing well too, please sit down. 11. Then teacher will turn on the computer, put the CD room and open a pptx. (PowerPoint) file with visual aids which include vocabulary for the lesson. After that Teacher will tell students the rules: T: As the activities are important for you, please pay attention and respect your partners.	
Pre-(skill)	10	T-Ss	1. After asking students, teacher will present basic vocabulary from the lesson and the video about interjections while asking questions: T: ok kids in this picture [shows "bah!" interjection] we see a guy saying something, what is he saying? Ss: bah T: that's correct and what can we say about his one [shows "aha!" picture] Ss: aha T: ok and how do you call those words in spanish? S1: I don't know S2: is it called expressions? T: that's correct but these kind of expressions are called interjections. Let's take a look at this one [shows meh picture] S4: it says meh T: ok, let's continue [teacher continues showing the examples of some interjections]	
While-(skill)	15	T-Ss	13. Then teacher will tell students: T: We are going to watch a video about interjections where you will know when and how to use those interjections. T: before playing the video I will give you a worksheet with related questions of the video, please take out you dictionaries and read the	

			questions, if you don't know a word please look for it in the dictionary and if you don't find the word you can ask me. T: In this case the video is (02:37) long Ss: ok T: also I'm going to play the video twice in case that you don't finish the activity also to understand better what the video is about. 14. After this, teacher will play a video from a YouTube channel which is from Learn English with EnglishClass101.com. 15. After playing the video the first time, teacher will ask students if they missed some of the questions: T: Could you finish the activity? S4: No teacher but I have most of the answers T: That's ok, we are going to watch the video again. Remember to pay attention in what she says about the interjections. 16. Afterwards, teacher will play the video for a second time so all the students finish the activity and then teacher will ask students to hand out the activity to check the answers.	
Post-(skill)	15	T-Ss-Ss	5. **Case A**: Teacher then will ask students to get in pairs as they are going to practice the interjections. T: ok kids, please find a partner. You are going to choose the interjections you liked the most and practice them giving an example, you need to write it in your notebook. I will give you my example: "Oh My God!", then my partner writes my interjection and write also when we use that interjection. So as I said "oh my god" my partner write that interjection and specify when we can use it, so my partner would write "when something bad happens or when something good happens, in other words: when you are amazed or terrified", as the video have 5 interjections please select 2 or 3. 6. After that teacher will tell students to hand the notebooks to check what they did. T: ok kids, please hand me out your notebook so I can check the interjections that you used in the activity. 7. **Case B**: Teacher then will ask students to get in pairs as they are going to practice with interjections that are not in the video. T: ok kids, please find a partner as we are going to practice with different interjections. In this case, you are going to say different interjections that you may heard on TV or in the street but also I have here a slide with some interjections if you need help [shows the slide with the examples of interjections], here we have an example: "Ahem" [imitates the sound of the interjection], in the side there is the meaning which is (…), let's continue with the next one [teacher continues explaining the examples from the slide with sound imitation and the explanation]. Your	

			partner will write the interjections and will try to find the meaning of the interjection/ when to use it. I will give you my example: "Oh my days!", it is similar to Oh My God, so my partner will write the interjection and try to guess the meaning or when to use it, so my partner will write "when something bad happens or when something good happens, in other words: when you are amazed or terrified", another example, my partner says "Oops" so I write the interjection and then I will try to find the meaning or when to use it which is "An exclamation people use when they accidentally do something"*. 8. After that teacher will tell students to hand the notebooks to check what they did. T: ok kids, please hand me out your notebook so I can check the interjections that you used in the activity.	
Assessment	5	T-Ss	7. Teacher will hand students a questionnaire with questions about the video (material), the questions of the video (comprehension questions) and the final activity so they can rate if they liked it and how much they understood about the topic. T: ok kids, now I'm going to give you a questionnaire, please answer it and then hand me the papers. 8. After that teacher will ask: T: So what did us learn today about interjections? S1: I learnt that interjections are used to express something T: That's right, what else we learnt about interjections? S2: interjections are short words T: ok, that's also true and when do we use them? S3: when we feel something good or bad. T: That's right!	
Closing	5	T-Ss	4. Teacher will tell students: T: ok kids, so the activities and the video taught us about interjections, they are useful to express emotions/ feelings and there are some different interjections with similar meaning, you can listen a lot of these words on TV, YouTube or in the street. Thank you and see you next class and as always we will watch more videos, bye bye.	

Language Analysis - Vocabulary

Vocabulary item, part of speech, pronunciation	Phoneme	Concept Check Questions
Bah Aha Meh Oh Hmm Ahem Aah Boo Eh Eww Jeez Ooh-la-la Oops Phew Whoa Yahoo Yeah	bɑː ɑ(ː)ˈhɑː Meh əʊ Hmm əˈhɛm Aah buː eɪ Eww dʒiːz uː-lɑː-lɑː uːps fjuː wəʊ jəˈhuː jeə	Do you know all of the words? Is there any word that you don't know or you are not sure? When do we use this interjection

Appendix

Links:

- Video: https://youtu.be/abcJjIm5WHY
- Interjection's activity: http://examples.yourdictionary.com/examples-of-interjections.html

Lesson plan session 5

Lesson Plan

Teacher's name		Class length	Date	Nr of session
Carlos Zárate		60 minutes	**22/09/2016**	**5**
Grade	**Class Level**	**Topic**		**Language Skills**
4th grade	A2	**Issues for kids**		Listening
Previous lesson summary		**Next lesson topic**		
Interjections		Role models		

Learning objective	Personal aim
13. Students will understand the impact of their actions with the environment (recycling), eating healthy (taking into account video about food pyramid)	8. I will encourage students to recycle

14. Students will be able to choose different alternatives to get food (going to a farmer's market)
15. Students will learn that they can help needed people by donating food (food bank) or personal cleanliness' goods (care bags)
16. Students will know that they can get involved in political issues even if they can't vote as they will understand that every political party have their own interests which may influence in their lives

9. I will show the importance of helping needed people
10. I will encourage students to support farmer's markets

Materials and Resources		References (theory)
• CD- room • USB • Marker • Computer • Visual aids with the vocabulary of the video	• WMV and MP4 format of the video • Worksheet for the listening comprehension questions • Questionnaire	• Methods (2013). *Task-Based Learning* • CALPRO (2007). *Authentic materials* • Richards, J. (1983). *Listening comprehension: Approach, Design, Procedure*

Anticipated problems (linguistic, behavioural)	Planned Solutions
9. Students might not recognize some words or might not understand the video 10. Students might interrupt the class by chatting with partners	9. Help students giving them vocabulary items from the context and play the video twice 10. Give clear behavioural and activity instructions at the beginning of the lesson

Stage	Time	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script	Advisor's comments
Opening	10	T-Ss T-Ss	12. Teacher will greet students: T: Good morning kids Ss: Good morning teacher T: How are you today? Ss: Fine thank you, and you? T: I'm doing well too, please sit down. 13. Then teacher will turn on the computer, put the CD room and open a pptx. (PowerPoint) file with visual aids which include vocabulary for the lesson. After that Teacher will tell students the rules: T: As the activities are important for you, please pay attention and respect your partners. 14. Afterwards teacher will ask students while showing a slide of some recycle bins T: do you recognise these bins? Ss: yes T: what are those for? Ss: to recycle! T: that's correct, do you recycle here at school? S1: we separate paper T: ok, that's good and do you know what is this? [starts showing the care bag picture] Ss: no teacher T: this is called a care bag, what elements can you see here? Ss: cookies! And food and	

			desodorante T: yeah deodorant is that one [points deodorant] 15. Then teacher will show the recycle bins and some elements to put in them, so teacher will say T: ok kids, here we have some elements, where can we put this plastic? [shows a plastic bottle] SS: in the green bin T: that's correct [teacher draws a line between the bottle and the plastic bin and continues with the other examples]	
Pre-(skill)	10	T-Ss	1. After that, teacher will present basic vocabulary from the lesson and the video "issues for kids" these visual aids includes vocabulary of some places and objects that are shown in the video but also in the listening activity. While teacher is showing the picture, he will ask students if they know the meaning in Spanish, then he will tell them the meaning in Spanish if they don't know and how to pronounce the words in English. E.g. T: "do you know what a food bank is?" [shows food bank picture] Ss: "banco de comida" T: "exactly, and do you know how the food bank works?" SS: "no" T: "well, the food bank is a place where you donate food to homeless people or to people that are poor, for here in Bogotá the people that live in the streets or below the bridges".	
While-(skill)	15	T-Ss	17. Then teacher will tell students: T: We are going to watch a video about issues for kids where you will know. T: before playing the video I will give you a worksheet with related questions of the video, please take out you dictionaries and read the questions, if you don't know a word please look for it in the dictionary and if you don't find the word you can ask me. T: In this case the video is (02:56) long Ss: ok T: also I'm going to play the video twice in case that you don't finish the activity also to understand better what the video is about. 18. After this, teacher will play a video from a YouTube channel which is from PBS kids. 19. After playing the video the first time, teacher will ask students if they missed some of the questions: T: Could you finish the activity? S4: No teacher but I have most of the answers T: That's ok, we are going to watch the video again. Remember to pay attention in what she says. S6: what is van? T: do you remember where a lot of students get in to go home? S6: la ruta? Yes, but what's the name of that "car" Ss: camioneta! T:that's right, van is camioneta 20. Afterwards, teacher will play the video for a second time so all the students finish the activity and then teacher will ask students to hand out the activity to check the answers.	

Post-(skill)	15	T-Ss-Ss	9. **Case A**: Teacher then will ask students to get in pairs as they are going to plan how to help needed people with care bags. T: ok kids, please find a partner. You are going to think about what objects and food you would choose to put them in a care bag to help needed people. T: Do you remember that we learnt something about the food pyramid? Ss: Yes teacher T: perfect! So think about what would be good for the people that you would help like a fruit, bottled water or juice also I'm going to show you some pictures from some objects that you can put in the care bag [shows slide with the vocabulary and pictures], please write down what you plan to use and then we can share with our partners what you chose. 10. After that teacher will tell students to tell what they selected to help needed people T: ok kids, let's share what you selected S1 and S2: we selected to put in the care bag some apples, cookies, toothpaste and toothbrush T: That's a good idea, thank you! And what about you? S3 and S4: we chose tuna, bottled water, chocolate bar, toothbrush, toothpaste and mouthwash T: ok, that's a nice idea too [the selection sharing continues] 11. **Case B**: Teacher will ask students to get in pair as they are going to plan how to recycle at home with their relatives T: ok kids, now you are going to find a partner because you will discuss about how to recycle at home, my example: I can use separate bins to recycle like a bin for paper, one for aluminium and plastic and one bin for organic elements like leftovers. What would you do at home with your parents or relatives? Please write down what would you do and select from the following [show a slide with recycling chores] T: you can also choose if you like to help only at home or if you want to help in your neighbourhood like in the parks 12. Then teacher will ask students to share what they decided to do with their classmates T: ok kids, please tell us what you chose to help with recycling S1 and S2: we chose separating elements for the bins T: that's good and which elements will you separate? S1: paper and plastic S2: I can separate fruits and cans T: good, thank you for sharing [the class proceeds with the other students' decisions]	
Assessment	5	T-Ss	9. Teacher will hand students a questionnaire with questions about the video (material), the questions of the video (comprehension questions) and the final activity so they can rate if they liked it and how much they understood about the topic. T: ok kids, now I'm going to give	

			you a questionnaire, please answer it and then hand me the papers. 10. After that teacher will ask: T: So what did us learn today about today's topic? S1: that we can help others with care bags S2: we can help by recycling S3: we can separate elements T: ok, that's right!	
Closing	5	T-Ss	5. Teacher will tell students: T: ok kids, so the activities and the video taught us about how important is to help others like giving care bags to the needed people or buying fruits and vegetables at the farmer's market also help the environment and the alternatives of how to help them. Thank you and see you next class and as always we will watch more videos, bye bye.	

Language Analysis - Vocabulary

Vocabulary item, part of speech, pronunciation	Phoneme	Concept Check Questions
Can Van Aluminium Market Shopping mall Trash Food bank Care bag Supermarket Farmer Dental floss Toothbrush Mouthwash Toothpaste Razor Soap	kæn væn ˌæljʊˈmɪnjəm ˈmɑːkɪt ˈʃɒpɪŋ mɔːl træʃ fuːd bæŋk keə bæg ˈsjuːpəˌmɑːkɪt ˈfɑːmə ˈdɛntl flɒs ˈtuːθbrʌʃ ˈmaʊθˌwɒʃ ˈtuːθpeɪst ˈreɪzə səʊp	Do you know all of the words? Is there any word that you don't know or you are not sure?

Appendix

Links:

- Video: https://youtu.be/6khEiR91GOQ

Lesson plan session 6

Lesson Plan

Teacher's name	Class length	Date	Nr of session
Carlos Zárate	60 minutes	**23/03/2016**	**6**

Grade	Class Level	Topic	Language Skills
4th grade	A2	**Role models**	Listening

Previous lesson summary		Next lesson topic
Interjections		TBA (to be announced)

Learning objective	Personal aim
17. Students will understand what the role of a Senior Designer is 18. Students will be able to feel what it's like to be in "other's person shoes" in a professional context 19. Students will perform a task related to the profession described in the video 20. Students will know that getting a job in the future can be fun 21. Students will know the meaning of a role model	11. I will show that some professions can be fun 12. I will show the importance of choosing a career 13. I will encourage students to become a role model

Materials and Resources		References (theory)
• CD- room • USB • Marker • Computer • Vocabulary of the video	• WMV and MP4 format of the video • Worksheet for the listening comprehension questions • Questionnaire	• Methods (2013). *Task-Based Learning* • CALPRO (2007). *Authentic materials* • Richards, J. (1983). *Listening comprehension: Approach, Design, Procedure*

Anticipated problems (linguistic, behavioural)	Planned Solutions
11. Students might not recognize some words or might not understand the video 12. Students might interrupt the class by chatting with partners	11. Help students giving them vocabulary items from the context and play the video twice 12. Give clear behavioural and activity instructions at the beginning of the lesson

Stage	Time	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script	Advisor's comments
Opening	10	T-Ss	16. Teacher will greet students: T: Good morning kids Ss: Good morning teacher T: How are you today? Ss: Fine thank you, and you? T: I'm doing well too, please sit down. 17. Then teacher will turn on the computer, put the CD room and open a pptx. (PowerPoint) file with	

		T-Ss	visual aids which include vocabulary for the lesson. After that Teacher will tell students the rules: T: As the activities are important for you, please pay attention and respect your partners. 18. Afterwards teacher will ask students while showing a slide of some job professions T: do you recognise this woman? [shows a picture of Mariana Pajón] Ss: yes T: who is she? Ss: Mariana Pajón! T: that's correct and what does she do? S1: She rides a bike T: yes, she is a professional at BMX (bicycle motocross) and who is he? [shows a picture of Nairo Quintana] Ss: Nairo Quintana T: That's right, what does he do? Ss: he is a biker too T: yeah but he is a road cyclist Ss: and what's that? T: in Spanish is ciclista de carretera like in Vuelta a España or Giro d'Italia Ss: oohh T: And who is this woman in the bill [shows a 10000 COP bill with Virginia Gutierrez] Ss: I don't know T: ok, her name is Virginia Gutierrez and she was one of the first women that became a professional anthropologist in Colombia Ss: what is anthropologist? T: a person who studies the human being, the biology, the culture and social aspects of it. Ss: ohhh T: ok, now tell me kids, what do they have in common? They are important T: very good, but something more important is that they are role models Ss: what is that? T: modelos a seguir, like people who inspire you to be important too Ss: ooh T:so now we are going to review a vocabulary because we are going to watch a video about a designer, do you know what a designer is? Ss: no T: It's a person who creates materials, music, pictures and so on S3: diseñador? T:exactly, so the video is about a designer but let's find what kind of designer	
Pre-(skill)	10	T-Ss	1. After that, teacher will present basic vocabulary from the lesson and the video "role models" these visual aids includes vocabulary of some types of designer. While teacher is showing the picture, he will ask students if they know the meaning in Spanish, then he will tell them the meaning in Spanish if they don't know and how to pronounce the words in English. E.g. T: "do you know what a graphics designer is?" [shows a graphics designer] Ss: "diseñador gráfico?" T: "exactly, and do you know what a fashion designer is? SS: "no" T: ok, what can you think about this [shows a fashion designer] SS: oh, it's a diseñador de moda T:that's right, finally, teacher will show some vocabulary from the activity so students can understand better the questions	
While-(skill)	15	T-Ss	21. Then teacher will tell students: T: We are going to watch a video about a person who is a role model.T: before playing the video I will give you	

			a worksheet with related questions of the video, please take out you dictionaries and read the questions, if you don't know a word please look for it in the dictionary and if you don't find the word you can ask me. T: In this case the video is (02:37) long Ss: ok T: also I'm going to play the video twice in case that you don't finish the activity also to understand better what the video is about. 22. After this, teacher will play a video from a YouTube channel which is from PBS kids. 23. After playing the video the first time, teacher will ask students if they missed some of the questions: T: Could you finish the activity? S4: No teacher but I have most of the answers T: That's ok, we are going to watch the video again. Remember to pay attention in what he says. 24. Afterwards, teacher will play the video for a second time so all the students finish the activity and then teacher will ask students to hand out the activity to check the answers.	
Post-(skill)	15	T-Ss-Ss	13. **Case A**: Teacher then will ask students to get in pairs as they are going to choose a sound to record, they will need to think about a sound and how to do it T: ok kids, find a partner because we are going to records some sounds Ss: yay T: please write down what sound you want to record, then decide with you partner which sound it's better and then I'm going to record it in and then we are going to listen every sound that we record 14. Afterwards, teacher will record the sound of each pair and proceed to play it in the home theatre	
Assessment	5	T-Ss	11. Teacher will hand students a questionnaire with questions about the video (material), the questions of the video (comprehension questions) and the final activity so they can rate if they liked it and how much they understood about the topic. T: ok kids, now I'm going to give you a questionnaire, please answer it and then hand me the papers. 12. After that teacher will ask: T: So what did us learn today about today's topic? S1: that role models are people who inspire other people T: ok thank you, what else? S2: Senior Designer is funny T: Totally right! And what else? S5: we can become role models too T: how? S8: being good people T: that's right	
Closing	5	T-Ss	6. Teacher will tell students: T: ok kids, so being a role model is a person who is important but because that person inspires people and something to take into account is that those role models are not always rich or powerful, they are good people in the society. Thank you and see	

			you next class and as always we will watch more videos, bye bye.	

Language Analysis - Vocabulary

Vocabulary item, part of speech, pronunciation	Phoneme	Concept Check Questions
chair desk computer graphics designer fashion designer senior designer sound designer	ʧeə dɛsk kəmˈpjuːtə ˈgræfɪks dɪˈzaɪnə ˈfæʃən dɪˈzaɪnə ˈsiːnjə dɪˈzaɪnə saʊnd dɪˈzaɪnə	Do you know all of the words? Is there any word that you don't know or you are not sure?

Appendix

Links:

- Video: https://youtu.be/Tb-_3fjfcGk

Lesson plan session 7

Lesson Plan

Teacher's name			Class length	Date	Nr of session
Carlos Zárate			60 minutes	**29/03/2016**	**7**
Grade	**Class Level**		**Topic**		**Language Skills**
4th grade	A2		**Plastic world (song)**		Listening Speaking
Previous lesson summary			**Next lesson topic**		
Role models			Places in colombia		

Learning objective	Personal aim
22. Students will learn about the band Colony 5 23. Students will be able to recognize and think about the meaning of a song 24. Students will practice English language within a song 25. Students will understand that a good personality is better than a good appearance	14. I will learn how to teach English within songs 15. I will show the importance of being a natural person instead of a "plastic" one 16. I will encourage students to learn about the artists they listen to

Materials and Resources		References (theory)
- CD- room - USB - Marker - Computer - Vocabulary of the video	- WMV and MP4 format of the video - Worksheet for the listening comprehension questions - Questionnaire	- Methods (2013). *Task-Based Learning* - CALPRO (2007). *Authentic materials* - Richards, J. (1983). *Listening comprehension: Approach, Design, Procedure*

Anticipated problems (linguistic, behavioural)	Planned Solutions
13. Students might not recognize some words or might not understand the video 14. Students might interrupt the class by chatting with partners 15. Students might not like the music	13. Help students giving them vocabulary items from the context and play the video twice 14. Give clear behavioural and activity instructions at the beginning of the lesson 15. The genre was selected the previous class and they liked it

Stage	Time	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script	Advisor's comments
Opening	10	T-Ss T-Ss	19. Teacher will greet students: T: Good morning kids Ss: Good morning teacher T: How are you today? Ss: Fine thank you, and you? T: I'm doing well too, please sit down. T: Do you remember that we voted for a music genre for today? Ss: Yes, electronic music won T: That's right, I selected a song for today Ss: yay 20. Then teacher will turn on the computer, put the CD room and open a pptx. (PowerPoint) file with visual aids which include vocabulary for the lesson. After that Teacher will tell students the rules: T: As the activities are important for you, please pay attention and respect your partners. 21. Afterwards, teacher will play some music to ambient the classroom and then he will ask students if they know what personality is: T: ok kids, for you what is personality? Ss: I don't know T: personality means personalidad Ss: oohh T: what kind of personalities do we have? S1: Happy S2: angry T: Good, also sad, lazy, energetic and so on [then shows some personalities in the slide] T: now another thing is appearance which means apariencia, how can describe appearance? S1: a person is beautiful or handsome or dress well T: Exactly but also that a person shows that is good	

			but in reality is a very bad person S8: Una persona doble T:Totally correct	
Pre-(skill)	10	T-Ss	1.　After that, teacher will tell students T: ok kids, now we are going to watch a video from th band Colony 5 [teacher show the slides and tell students basic information of the band]. Then teacher will tell students: T: Now we are going to watch a video related to plastic surgery [show a slide with the word and an image of it]. T: the video is from the band but first let's practice the vocabulary of the activity [teacher hands the activity of the song] T: ok, in the sheet we have some words in a box, the first one is operate [shows the slide of operate] what is operate? Ss: operar T: correct, everyone repeat "operate" Ss: operate T: good, let's continue with the second word in the box [continues reviewing the vocabulary]	
While-(skill)	15	T-Ss	25. Then teacher will tell students: T: We are going to watch the video, remember that you need to listen carefully to the words that are missing in the lyrics of the song, let's practice one more time the pronunciation [reviews with students the words of the activity]. T: In this case the video is (04:14) long Ss: ok T: also I'm going to play the video twice in case that you don't finish the activity also to understand better what the video of the song is about. 26. After this, teacher will play a video from YouTube. 27. After playing the video the first time, teacher will ask students if they missed some of the words: T: Could you finish the activity? S4: No teacher but I have most of the words T: That's ok, we are going to watch the video again. Remember to pay attention in what he says. 28. Afterwards, teacher will play the video for a second time so all the students finish the activity and then teacher will ask students to hand out the activity to check the answers.	
Post-(skill)	15	T-Ss-Ss	15. Teacher then will ask students to take the second sheet (full lyrics) T: ok kids, now please take this paper which has the full lyrics Ss: With the answers? T: yes, but I have here the activity so no one can change the answers, this time we are going to practice the song S1: nooo S2:yay T: Yes, we are going to practice the song, I'm going to practice too 16. Then teacher explain students how to sing the song: T: ok kids, first I'm going to tell you how to pronounce the first verse and then you will repeat, let's try the first line of the first verse [they practice] T: ok that's good, remember to	

			say "genetic" like it has a "Y" of "yes" [they continue practicing the verses] 17. T: ok, let's play the song only the first verse to check that we are ok with the pronunciation [plays the first verse] T:good, now let's continue with the second verse [proceeds with the second verse and so on and so forth]	
Assessment	5	T-Ss	13. Teacher will hand students a questionnaire with questions about the video (material), the questions of the video (comprehension questions) and the final activity so they can rate if they liked it and how much they understood about the topic. T: ok kids, now I'm going to give you a questionnaire, please answer it and then hand me the papers. 14. After that teacher will ask: T: So what did us learn today about today's topic? What is the meaning of the song? S1: that there are a lot of plastic people T: ok thank you, what else? S2: we live in a plastic world T: Totally right! And what else? S5: it's better to be natural and good people than vain and bad T: that's right	
Closing	5	T-Ss	7. Teacher will tell students: T: ok kids, so it's not bad to have a plastic surgery if you want but it's better to be natural, it's better to improve your personality instead of your body, there is a motto which says "an ugly personality destroys a pretty face" also "the beauty on the inside will determine the ugly on the outside" Thank you and see you next class and as always we will watch more videos, bye bye.	

Language Analysis - Vocabulary

Vocabulary item, part of speech, pronunciation	Phoneme	Concept Check Questions
Operate Magazine Model Design Personality Cares Sweden Plastic Surgery Personality	ˈɒpəreɪt ˌmæɡəˈziːn ˈmɒdl dɪˈzaɪn ˌpɜːsəˈnælɪti keəz ˈswɪdən ˈplæstɪk ˈsɜːdʒəri ˌpɜːsəˈnælɪti	Do you know all of the words? Is there any word that you don't know or you are not sure?

Appendix

Links:

- Video: https://youtu.be/hlV-im3_aQ0

- Motto: http://www.goodreads.com/author/show/1396583.Anthony_Liccione
- Motto: https://es.pinterest.com/pin/17240411043946609/

Lesson plan session 8

Lesson Plan

Teacher's name		Class length	Date	Nr of session
Carlos Zárate		60 minutes	**30/03/2016**	**8**
Grade	**Class Level**	**Topic**		**Language Skills**
4th grade	A2	**Places in Colombia**		Listening
Previous lesson summary		**Next lesson topic**		
Plastic world (song)		TBA (to be announced)		

Learning objective	Personal aim
26. Students will learn about the opinion of a foreigner about some places in Colombia 27. Students will be able to recognize activities and characteristics of the places named	17. I will show students that there are good places to go in Colombia 18. I will show that visiting different parts of our country is important for their cultural knowledge 19. I will encourage students to learn more about Colombia

Materials and Resources		References (theory)
• CD- room • USB • Marker • Computer • Vocabulary of the video	• WMV and MP4 format of the video • Worksheet for the listening comprehension questions • Questionnaire	• Methods (2013). *Task-Based Learning* • CALPRO (2007). *Authentic materials* • Richards, J. (1983). *Listening comprehension: Approach, Design, Procedure*

Anticipated problems (linguistic, behavioural)	Planned Solutions

16. Students might not recognize some words or might not understand the video	16. Help students giving them vocabulary items from the context and play the video twice
17. Students might interrupt the class by chatting with partners	17. Give clear behavioural and activity instructions at the beginning of the lesson

Stage	Time	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script	Advisor's comments
Opening	10	T-Ss T-Ss	22. Teacher will greet students: T: Good morning kids Ss: Good morning teacher T: How are you today? Ss: Fine thank you, and you? T: I'm doing well too, please sit down. 23. Then teacher will turn on the computer, put the CD room and open a pptx. (PowerPoint) file with visual aids which include vocabulary for the lesson. After that Teacher will tell students the rules: T: As the activities are important for you, please pay attention and respect your partners. 24. Afterwards, teacher will tell students: T: ok kids, I'm going to show you some places of Colombia and you will raise your hand if you have ever been there? Ss: ok T: [Coffee triangle] who has been here in the Eje Cafetero? [some students raise their hand] T: what did you like from the Coffee triangle? S1: I liked the park and the coffee T: cool, and what about you? S9: I liked the landscapes T: That's nice, ok the next place [shows San Andrés and continues with the other places by asking what they did and liked from the places].	
Pre-(skill)	10	T-Ss	1. After that, teacher will tell students T: ok kids, now we are going to watch a video from an Australian woman who lives and travel here in Colombia, the places from the previous exercise are also in the video, let's check also some of the words that we can find in the questions, for example do you know what is this [shows scuba diving picture] S14: Scuba Diving is Buceo T: that's right and what about this one? [shows snorkelling picture] S5: Snorkelling, I don't know S6: buceo T:yes the translation is the same but the difference is that scuba diving is more for deeper places and longer time and snorkelling is for short periods and not in deep places. Ss: oohhh	
While-(skill)	15	T-Ss	29. Then teacher will tell students: T: We are going to watch the video, remember that you need to listen carefully to the words to complete the activity T: In this case the video is (03:04) long Ss: ok T: also I'm going to play the video twice in case that you don't finish the activity also to	

			understand better what the video of the song is about. 30. After this, teacher will play a video from a YouTube channel which is Sarepa. 31. After playing the video the first time, teacher will ask students if they missed some of the words: T: Could you finish the activity? S4: No teacher but I have most of the answers T: That's ok, we are going to watch the video again. Remember to pay attention in what he says. 32. Afterwards, teacher will play the video for a second time so all the students finish the activity and then teacher will ask students to hand out the activity to check the answers.	
Post-(skill)	15	T-Ss-Ss	18. Teacher then will ask students to find a partner as they are going to work in pairs. 19. T: this time you will choose which place you would like to visit and write the activities that you plan to do there. First each of you will choose a place and the activities and finally with your partner you will choose which place is better to go and write why you chose it. You can choose any place from Colombia, not just the ones from the video	
Assessment	5	T-Ss	15. Teacher will hand students a questionnaire with questions about the video (material), the questions of the video (comprehension questions) and the final activity so they can rate if they liked it and how much they understood about the topic. T: ok kids, now I'm going to give you a questionnaire, please answer it and then hand me the papers. 16. After that teacher will ask: T: So what places you liked the most? S1: I liked Cartagena because the houses are so colourful T: thank you, another opinion over here? S6: San Andrés because the water is so beautiful T: That's awesome, the water is so clear in San Andrés	
Closing	5	T-Ss	8. Teacher will tell students: T: ok kids, so it's important to know more about our country not just reading about the places but also the idea is to go to those places when we can have an opportunity. Our country is so beautiful, if you want to travel abroad, please travel inside the country first. Thank you and see you next class and as always we will watch more videos, bye bye.	

Language Analysis - Vocabulary

Vocabulary item, part of speech, pronunciation	Phoneme	Concept Check Questions
Golf Buggy Snorkelling Scuba diving Buildings Street Coffee Triangle	gɒlf ˈbʌgi ˈsnɔːkəlɪŋ ˈskuːbə ˈdaɪvɪŋ ˈbɪldɪŋz striːt ˈkɒfi ˈtraɪæŋgl	Do you know all of the words? Is there any word that you don't know or you are not sure?

Appendix

Links:

- Video: https://youtu.be/hmx4FLr89qc

Teacher's journal

Reflective Teaching Journal

Purpose: Through this reflective teaching journal I will keep a record and monitor what happened through the lessons. Then I will self-assess my own teaching practice by analysing, reflecting and setting an action plan to improve my teaching performance. [Adapted from Richards, J. (1996). Reflective Teaching in Second Language Classroom. CUP]

Teacher:	Course:	Nr of students:	Lesson Nr:	Date:

Lesson Planning	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)
• Did I depart from the lesson plan? If so, why? Did the change make things better or worse? • Did I implement the whole lesson plan?		

Resources	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)
• What teaching materials did I use? How effective were they?		

Classroom management	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)
• What grouping arrangements did I use? • What problems did I encounter and how did I deal with them? • Was it a student-centre class? How? • What patterns of interaction took place?		

• How effective was my instruction-giving? • Were all the students engaged in the lesson?		

Language teaching	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)
• Were the aims of the lesson achieved? Why? • What teaching techniques did I use? How effective were they? • How did I promote the use of L2? • How effective did I present new language? • What would I change if I were to teach this lesson again?		

Language learning	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)
• What did the students actually learned? • Did students use L2 in the lesson? What for? • Did students contribute actively to the lesson • Were students challenged by the lesson?		

• What were the most effective parts of the lesson? • What were the least effective parts of the lesson?		

Assessment	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)
• What kind of assessment did I use in the lesson? How effective was it?		

Professional development	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)
• Was my philosophy of teaching reflected in the lesson? • Did I discover anything new about my teaching? • What changes should I make in my teaching • Did this lesson show improvements in my teaching performance? • Did I listen to the cooperative teacher's suggestions? How collaborative is our work?		

Session 2

Reflective Teaching Journal

Purpose: Through this reflective teaching journal I will keep a record and monitor what happened through the lessons. Then I will self-assess my own teaching practice by analysing, reflecting and setting an action plan to improve my teaching performance. [Adapted from Richards, J. (1996). Reflective Teaching in Second Language Classroom. CUP]

Teacher: Carlos Zárate	Course: 401	Nr of students: 34	Lesson Nr: 7	Date: 29/03/2017

Lesson Planning	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)
• Did I depart from the lesson plan? If so, why? Did the change make things better or worse? • Did I implement the whole lesson plan?	• I departed from the lesson plan because I could follow what I planned for the lesson • I could implement the whole session and the half of the previous lesson	• That day the whole lesson plan was applied, the time was enough

Resources	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)
• What teaching materials did I use? How effective were they?	• I used my speech to give the indications for the activities, and when helping students with the vocabulary. • I used the classroom equipment (pc, video beam and home theatre) to play the CD room with the video and the lyrics about Plastic World from Colony 5 and show in the wall the vocabulary of the lesson. • It was effective as the group worked on the activities	• In this lesson the vocabulary was very helpful as students could understand better the song

Classroom management	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)

• What grouping arrangements did I use? • What problems did I encounter and how did I deal with them? • Was it a student-centre class? How? • What patterns of interaction took place? • How effective was my instruction-giving? • Were all the students engaged in the lesson?	• They were working individually during the activity from the video and in the post-task they worked whole group. • The majority of students could understand the song and the vocabulary was a plus so they could answer the listening comprehension questions and the video itself. • It was student centred as the content was relevant for their lives but also they worked as whole group to practice the song. • T-Ss- Ss (Teacher – Students-Students) • The instructions were clear even though I repeated twice the instructions so students could remember what to do in order to proceed with the activities • Yes, all of them participated in the lesson activities.	• I gave the instructions twice so students could focus more e.g. before playing the video I showed them the vocabulary and together we practiced the pronunciation of the words so they could understand better the video. • Both students and head teacher were engaged by the lesson, it's a plus that a colleague also participate in the activities. • It was interesting to look that some students at the very first time when they listened the song they didn't like it a lot, but while practicing the lyrics they started to enjoy both video and song, they could even learnt by heart some parts of the song (the chorus). Not all of them learnt the song by heart nor sang it out loud but I noticed that they were practicing the pronunciation i.e. they were like whispering the song as I could observe them moving their lips according to the pronunciation of the words from the song.

Language teaching	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)
• Were the aims of the lesson achieved? Why? • What teaching techniques did I use? How effective were they? • How did I promote the use of L2? • How effective did I present new language? • What would I change if I were to teach this lesson again?	1 Yes, they could infer a meaning from the song and they could practice the song altogether. 2 Drilling 1* (repeating the words from the vocabulary) 3 I talked the half of the time in English as I explained in both L1 (Spanish) and FL (English). 4 It was effective as they could practice the vocabulary and the pronunciation before watching the video. 5 I could search different ways to teach a song, that might be interesting for them too	• I think that is important to provide students L1 explanations as they do not have a very broad vocabulary in FL. • The usage of vocabulary before the activity encourages more students to challenge themselves as they can try to solve the questions without feeling so anxious/nervous. • I could observe that students practiced the vocabulary and the pronunciation which was good for them because they could participate better in the activities and practicing with the listening (video) during the while-task activity.

*Drilling 1 taken from: https://www.teachingenglish.org.uk/article/drilling-1

Language learning	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)
• What did the students actually learned? • Did students use L2 in the lesson? What for? • Did students contribute actively to the lesson • Were students challenged by the lesson? • What were the most effective parts of the lesson? • What were the least effective parts of the lesson?	1. They learnt vocabulary and its pronunciation from the video but also they also inferred a meaning from the song. 2. They used when practicing the pronunciation of the vocabulary. 3. Yes, all of them were active in the lesson, even the ones who struggled more with the listening. 4. Yes, as they are not used to work with listening, it was necessary to repeat the video so students could understand better and remember more parts of the song. 5. Students practiced the vocabulary and students participated in the activities. 6. Everything was ok.	• When I asked them what they prefer between being natural or having surgeries I noticed that students prefer being natural than having risky procedures. • It was good that students could practice not only the vocabulary of the authentic video but also the pronunciation of it and practicing the song altogether. • It was interesting that they could challenge themselves to solve the while-task activity by paying attention to the video. • I could observe that most of students could understand the video better. • I could observe also that while writing on the questionnaire, they enjoyed to have background music.

Assessment	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)
• What kind of assessment did I use in the lesson? How effective was it?	• At the end of each repetition of the video I asked: "how was this time Better or the same?" and they replied whether if "better", "the same" or "worse", then I replied "ok, let's watch the video one more time, remember that the questions are about (…)" then I gave instructions afterwards and played the video again.	• It was effective as I could notice if every student could complete the activity, if they understood better the second or third time of the repetition of the video but also it was good as it was an interaction with them.

Professional development	Description (what actually happened)	Reflection (analysis of why it happened, initial ideas of improvement)

• Was my philosophy of teaching reflected in the lesson? • Did I discover anything new about my teaching? • What changes should I make in my teaching • Did this lesson show improvements in my teaching performance? • Did I listen to the cooperative teacher's suggestions? How collaborative is our work?	1) Yeah, I helped them without asking to use the dictionary, so it was more communicative also because of the vocabulary on the board. I could help them also by repeating the video as it was more opportunities to practice the listening comprehension and as they could understand better the song. 2) I could notice that the majority of students liked the video and the activities. 3) I could continue with this type of activities which involve student pair work.. 4) Yes, I learnt that students really like videos, music and pictures (pictures of the vocabulary) 5) She told me that she liked a lot the activities as they were contextualized and she enjoyed the song as well.	• I think that authentic videos are very good materials for students to learn an practice listening comprehension but also as they get more familiarized with the language and that they listen to native speakers. • I could see that they were way more participative as the activities involved their participation. • It was also interesting to see that even the head teacher asked me for a copy to participate in the activity, she handed the answers too after the session.

Questionnaire

Nombr
Fecha: III - 8 - 2017

CUESTIONARIO 1

De las preguntas 1 a la 4 encierra con un círculo la respuesta.

1) ¿Alguna vez habías presentado un examen de solo audio? :

SI	NO	NO RECUERDO

2) ¿Cómo me sentí al realizar el examen?:

NERVIOSO	ABURRIDO	ENÉRGICO	FELIZ	OTRO

Si seleccionaste otro, ¿cuál es? R: _____

3) ¿Cómo te pareció el examen que acabas de resolver?

MUY FÁCIL	FÁCIL	DIFÍCIL	MUY DIFÍCIL

4) ¿Comprendí los diálogos que habían en el examen?

SI	NO	MASOMENOS

5) De los diálogos, ¿cuál te pareció más fácil de responder? ¿por qué?
R: lo de poner los chulitos

6) De los diálogos, ¿cuál te pareció más difícil de responder? ¿por qué?
R: el de colorear

7) ¿Qué fue lo que más te gustó del examen?:
R:

8) ¿Qué fue lo que menos te gustó del examen?:
R: responder

Gracias por tu colaboración

Classroom documents

Session 6 (activity, voting session)
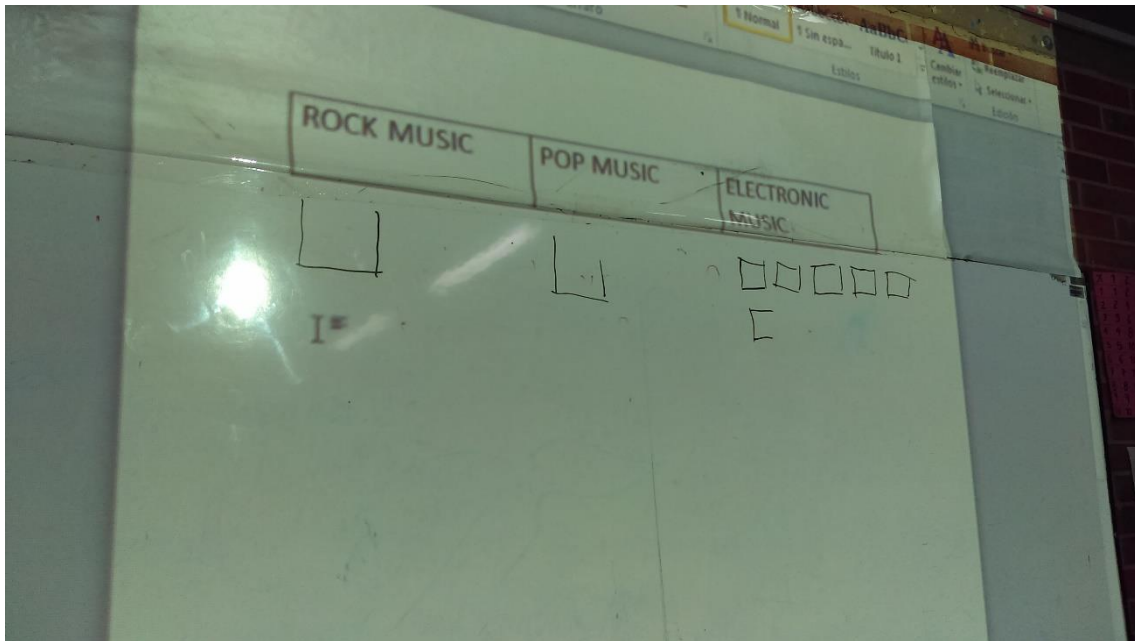
Cambridge English: Young Learners test for starters

Go to the **Introduction** to download the Listening sample test.

Centre Number		Candidate Number	

Cambridge Young Learners English

Starters
Listening
Sample Paper

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

There are 20 questions.

You will need coloured pens or pencils.

My name is: ....

Part 1
– 5 questions –

Listen and draw lines. There is one example.

Part 2
– 5 questions –

Read the question. Listen and write a name or a number.

There are two examples.

Examples

Which school does the boy go to?	Hall Street School
How many football shirts does the boy want?	12

Questions

1 How many small shirts does the boy want? ....

2 What's the teacher's name?   Mr ....

3 Which class is the boy in? ....

4 What's the boy's name? ....

5 Where does the boy live? .... Street

Part 3
– 5 questions –

Listen and tick (✓) the box. There is one example.

How is Bill going to his grandpa's house?

A ✓   B ☐   C ☐

1   What are the new animals at the zoo?

A ☐   B ☐   C ☐

2   Where's Lucy's book?

A ☐   B ☐   C ☐

3   What does Tom want for his birthday?

A ☐   B ☐   C ☐

4   What can Tony do with the ball in the house?

A ☐   B ☐   C ☐

5   What cake can they make today?
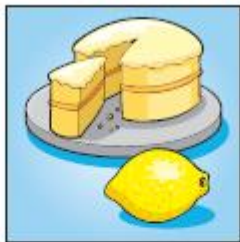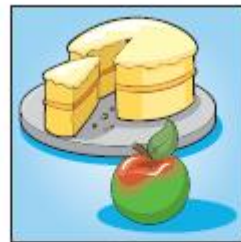
A ☐   B ☐   C ☐

Part 4
– 5 questions –

Listen and colour. There is one example.
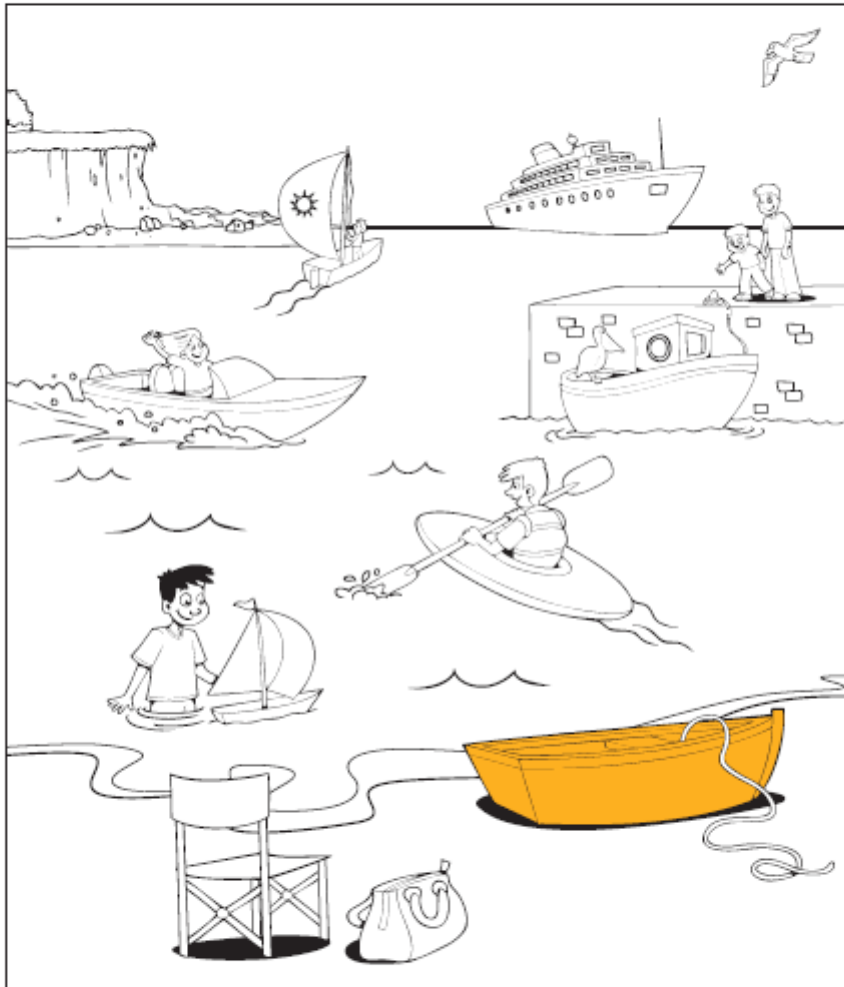
Starters Listening

Marking Key

> ( ) = Acceptable extra words are placed in brackets
>
> / = A single slash is placed between acceptable alternative words within an answer
>
> // = A double slash is placed between acceptable alternative complete answers

Part 1   5 marks

Lines should be drawn between:

1 Doll and under apple
2 Ball and between shells
3 Spider and on chair
4 Frog and in water
5 Radio and on girl's foot

Part 2   5 marks

1 11
2 C-R-O-S-S
3 8
4 B-E-N
5 W-H-I-T-E

Part 3   5 marks

1 A
2 C
3 B
4 C
5 C

Part 4   5 marks

1 Colour boat with lots of windows – blue
2 Colour boat next to wall, with bird on – green
3 Colour toy boat (with boy) – yellow
4 Colour boat driven by waving woman – pink
5 Colour boat with sun on sail – red

Consent forms

Bogotá, Febrero 28 de 2017

Colegio I.E.D Prado Veraniego

Señores

Por medio de la presente, yo Carlos Andrés Zárate Reyes siendo estudiante de la licenciatura en idioma extranjero inglés de la Universidad Minuto de Dios, solicito de la manera más atenta la autorización para dar nueve sesiones (1 hora cada una) en las cuales en la primera y en la última se va a implementar la sección de escucha del examen estandarizado Cambridge English: (YLE) Starters y en las otras sesiones se van a implementar actividades de comprensión de escucha con material auténtico (videos) con los estudiantes de 4to grado.

Esto se debe a que estoy realizando un proyecto de monografía en la clase de opción de grado el cual trata sobre el impacto de la implementación de actividades con material auténtico en la comprensión de escucha en estudiantes de 4to grado. El beneficio de implementar estas actividades con los estudiantes es que van a practicar el idioma extranjero por medio del material auténtico y van a utilizar la información de los videos en su diario vivir. Toda la información obtenida será codificada para proteger la privacidad de los estudiantes.

Agradezco la atención prestada,

Carlos Andrés Zárate Reyes

Estudiante de la licenciatura en idioma extranjero Inglés- Noveno semestre

_____

e-mail czarater@uniminuto.edu.co

UNIMINUTO
Corporación Universitaria Minuto de Dios
Corporación Universitaria Minuto de Dios
Licenciatura en Idioma Extranjero – Inglés

Querido padre, madre o acudiente:

La presente es para informarle acerca del proyecto de monografía que estoy realizando, su propósito es determinar el impacto que tiene la implementación de actividades con materiales auténticos los cuales se enfocan en la comprensión auditiva. El objetivo de esta carta es para pedirle formalmente la aprobación en la participación de su hijo/a en este proyecto.

El proyecto durará máximo 8 sesiones (clases) y cada sesión va a ser de 30 minutos aproximadamente, los días que se realizarán las actividades estarán sujetos a cambios según el cronograma académico. Las actividades se van a desarrollar en 3 etapas, en la primera etapa tendrá información acerca del contexto que se va a trabajar en clase, en la segunda etapa se reproducirá material auditivo auténtico de acuerdo al contexto y finalmente en la tercera etapa se harán actividades acerca dl video. Esta última etapa se enfoca en analizar el impacto de las actividades auditivas y del nivel de comprensión auditiva en los estudiantes.

De igual forma, solicito permiso para obtener datos y realizar análisis de los resultados, además, toda la información utilizada va a ser de forma anónima para proteger la privacidad de su hijo/a. Si acepta en ser partícipe, en cualquier momento del estudio usted podrá decidir si su hijo/a continúa o abandona el proyecto. Esto no va a afectar sus calificaciones.

Si desea que su hijo/hija participe, por favor diligencie este formato y envíelo con su hijo/a para entregarlo en la siguiente clase de inglés. Cualquier duda o inquietud, por favor envíe un correo electrónico a czarater@uniminuto.edu.co

Atentamente

Carlos Andrés Zárate Reyes

Profesor practicante

Doy autorización para que mi hijo/a pueda participar en el estudio que se va a desarrollar durante las clases de inglés, de igual forma doy permiso para la recolección y análisis de los resultados de mi hijo/a durante el estudio.

_____   _____
Nombre del estudiante   Firma del padre, madre o acudiente y fecha