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Puerto Colombia, **4 de septiembre de 2020**

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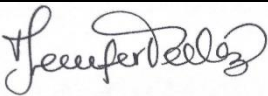## DECLARACIÓN DE AUSENCIA DE PLAGIO EN TRABAJO ACADÉMICO PARA GRADO

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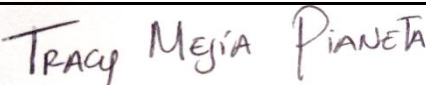
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USE OF AUDIOVISUAL AIDS TO IMPROVE LISTENING COMPREHENSION

JENIFER TÉLLEZ TÉLLEZ
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2020

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Abstract

This qualitative study seeks to find limitations affecting students' performance in listening exercises. This study also looks to help students to improve their listening skills through the application of listening strategies. These strategies are applied to listening activities based on audiovisual aids. The research questions which guides are two: First, how can listening comprehension be improved in seventh grade English class at La Enseñanza School in Barranquilla? Second, how can audiovisual aids be implemented as pedagogical resource to improve listening comprehension? The first step is to apply techniques which allows us to analyze student's performance in English exercises. With the observation process, we can determine the behavior, feelings and knowledge of the students. With the application of a learning styles test we can identify the best way in which each student learns." Finally, a diagnostic test is applied to determine students English level.

The students are studying in a private school where English is thought as a foreign language. Many studies have been oriented to improve listening skills using different tools and strategies. This study seeks to do it using audiovisual aids as the pedagogical tool to improve listening comprehension. Authors such as Mossa (2013) helps us to design the activities in order to know how to apply audiovisual aids and listening strategies previously thought to the students, and Ramirez.J and Alvarez.D (2016) make us aware of the importance of having an adequate classroom with the necessary tools to do listening exercises. All of this information was taking into account at the time to apply our proposal in order to give all the optimal conditions to the students to improve their performance in English listening exercises.

Key words: listening comprehension, listening skills, audiovisual aids.

Acknowledge

I just have thankful words to God because from him I get the strength when I need it. To my parents and brother for being my daily inspiration to be who I am, for being always by my side, for always wanting the best for me and for feeling this achievement as theirs. To my boyfriend and friends for always having support words for me. Finally, to my teachers who contributed to my professional and personal development.

Jenifer Tellez

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I am so thankful with God because of his mercy and his patience to me and my family. This is the result of a great effort, that is why I want to thank my family specially my mom who is the most important person in my life because she is always right there when I need her. There are not words to thank God. Finally, I am really thankful with our tutor Wilmar Salazar and his availability to help us and guide our research project.

Tracy Mejía

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Introduction

English is widely spoken over the world; that is why schools, universities, colleges, enterprises, etc., are deeply interested on people able to speak this language. (Brown, 2007) pointed out the relevance of learning English, but also, he mentions the disparity in the acquisition process of EFL and ESL learners; and how important it is the implementation of effective teaching methods to help improve students' language skills. The difference between them is, the earlier , has no the opportunity to be involved in a day-to-day culture immersion, therefore learners cannot practice as frequent as would like to and the language skills cannot be improved. The former, has the chance to use frequently under any situations or conditionally the language, thus speakers practice frequently and improve it.

Listening comprehension plays an important role in the communicative competence because it has two sides, one is used to express though and the other one is used to comprehend what has been expressed. Through this ability it is important to point out that language is transmitted from one person to another one. However, the transmission is not enough using one side; it is necessary the implementation of both sides to have an effective communication and keep in contact. According to some authors as Alamri (2018) and Chang (2010) communicative language teaching has some limitation external and internal; teachers and students are affected by those limitations to express themselves and to understand the foreign language.

In addition, communicative competences are important issues for EFL learners, because communication in a non-native English country is a challenge. Thus, environment plays an

essential role in the improvement of this ability; more exposure or contact with the foreign language, faster foreign language learning. Especially learners have not the opportunity to live in a day-to-day EFL contact. That is why they do not have the chance to practice the language because of the environment that surrounds them.

This research took place at a private school, located in Barranquilla-Colombia. The target population was students of seventh grade at an intermediate English level. The girls ages were 12 and 13 years old.

The school is characterized for its high English quality because it is focused on teaching and improving the four English skills, such as reading, listening, writing and speaking. Teachers here are seen as mediator. They provide students in an interactive way and positive input materials to acquire English as a foreign language. With this target population, the project was carried out utilizing some tools to collect relevant information: observation, learning style test and diagnostic test.

During our practicum teaching from 2017 to 2018 at school, we noticed that students had apparent difficulty to communicate specifically in listening, when they got involved in any activity in which they had to listen. They stopped practicing because they did not understand a word. Based on this, we could identify that learners had lack of vocabulary because even though the teacher had previously provided it them, students did not know the words when practicing. Also, the teacher motivated them to continue practicing and to ask questions, but they hesitated to share answers at the end of every listening activity.

This study was conducted with the purpose of helping students be more interested in English learning because as it is well known, when something calls our attention we try to have a good attitude and also to be positive in order to develop all the skills needed.

There had not been any problem to develop this research because students had a positive attitude and a well behavior. Also, all resources needed were available to be used. There had not been inconvenient with the school program because we implemented topics related with it and the teacher provided us the time necessary to apply efficiently every test and develop every activity in the best way.

In the chapter one it is presented the reasons why this research project is carried out as well as the problem statement that guides it. Moreover, there are the general and specific objectives to achieve during the long way development of this research. In addition, this chapter presents the relevance of this research as well as its contribution in the EFL learning, the government requirements to be valid and the background studies in which it can be seen the effectiveness of audiovisual aids in EFL learning worldwide, and this chapter shows some relevant concepts and theories that allow have a better understanding of the theme treated in this research.

In the chapter two it is presented the methodology implemented during this research project as well as the method, the type of paradigm that guides it, the instruments applied to students during the process as well as the results obtained from the data collected; essentially the categories from the analysis of the results. This chapter is relevant because it has all the information related to the research and the tools applied to verify what was seated priory in chapter one.

In the chapter three, the last one but not the less important it is presented the pedagogical proposal that shows the educational didactic implemented during the project as a way to

overcome students' listening comprehension difficulties or limitations. These interruptions do not allow an effective communication process and a EFL learning this is explained further in the justification of it. That is why is this chapter it is presented the methodology applied, the assessment taken to evaluate the effectiveness of the process. Also, all theories and concept to get involved in this pedagogical proposal are presented one by one. Finally, it gives some workshops as models and all the references where some concepts and sources were taken as well as evidences.

Problem description

Listening comprehension is an essential skill in the listening comprehension because it is considered an ability that allows others ones to be developed or improved (Hogan, Adlof and Alonzo, 2014). Listening has been considered as a passive task, but it is not actually. Therefore, listening comprehension is an active process in which the participants need construct meanings with the messages received and it involves all the knowledge and the background related with the topic listened (Bruck, 2001). Comprehension is a really important task because if something is not understood, it is impossible to communicate with others. That is why it is important to comprehend, if not the communication can be broken.

The investigation of this issue was conducted in an intermediate English classroom at a female private school in Barranquilla/Colombia. The population for this research was composed by girls at age of 12 to 13 years. Girls who were exposed to the English language more than 4 hours per week. Based on the outcomes obtained from different techniques and after the analysis of the information.

the problem was in the area of listening comprehension. It was found that some students in the classroom had problem to comprehend the meaning or the intention of a message sent. In order to corroborate the aforementioned finding, different listening activities were set, such as, filling blanks, karaoke, (memory game) matching the picture or the flashcard with the description or the word and who am I?. At the end of these activities the results showed that students had difficulties in comprehending the sense or the intention of a messages and the identification of

words. These processes are very important in the foreign language pedagogy because the child will be able to understand full messages and have an effective communication process.

During the observations, the teacher set some listening activities in which students hesitated about what they listened. Also, learners tried to translate the full message word-by-word, therefore when they did not know or did not identify a word they just stopped practicing and we noticed their frustration because they did not want to continue the activity. Moreover, the lack of vocabulary did not allow learners to recognize simple words even though the teacher provided it them previously, but they did not learn it at home. Thus, students had lack of vocabulary and it interrupted their listening comprehension. Also, through the classes observed could be noted that although the teacher tried to encourage children who do not actively participate in their class and solve their lack of motivation, and he has not yet found the appropriate strategy, in order to motivate them to participate using some teaching strategies that can help the teacher increase the student participation, and at the same time students will be improving their listening comprehension and communicative competence as well

According to what was mentioned before, we can remove the hypothesis that in large part of students showed difficulties in comprehending oral speech, because they do not understand at all sense or intention of messages, do not recognize sounds of words, and as it is known, the effective way to develop this ability is putting it in practice. It is important to emphasize that in the process of learning a foreign language the non-development of Listening comprehension affects children, because they are not willing to practice or participate in class, in most of cases the reason could be that students do not feel comfortable practicing listening because of their lack

of vocabulary and the ways they use to get gist ideas or fill information. In spite of teacher motivation, they were shy to share their answers with the rest of the class.

Research question

According to what mentioned before, during the observations and assuming as listening comprehension as a possible problematic area. Evidenced by their low understanding to get information or gist ideas. Our research question that conducts this study is:

How can Listening comprehension be improved in seventh grade English class at La Enseñanza School in Barranquilla?

General objectives:

To design activities regarding listening comprehension in the 7th grade students to improve their performance in English classes.

Specific objectives:

To identify students' listening level.

To find out what factors limit students' listening comprehension.

To analyze how students' listening skill can be improved in the foreign language acquisition based on their learning style.

To design listening activities regarding listening comprehension.

To evaluate the pedagogical process regarding the listening comprehension improvement in the classroom.

Justification

This research project aims to find a way to improve communicative competences focused on listening skill. The study plan for this research project consists of carrying out multiple and techniques to ensure the outcomes. Besides the veracity of the results. The instruments will serve as a bridge to bring the information and the development of this research project. Communicative competence is so important in all human beings' development because communication is a collateral process; it implicates speakers but also listeners and a message as well. This competence has come up through the years. It is relevant because we all need to communicate and be listened by others in a proper way to be comprehended.

Communication is the most important ability that need to be developed because it can determine the success of someone personally or academically. Our generation is required to learn a foreign language because new challenges are worldwide; specially in communication competence diverse situations make students to be prepared in order to face them. Thus, the best way to become competent is to keep practicing every skill in order to improve them and be able to face all challenges.

Nowadays it is important to learn a foreign language to expand the opportunities and the limits over world in order to participate actively in the communicative process. Listening is an essential ability in a conversation which we have to develop it little by little, but efficiently. For that

reason, it is vital to improve the listening comprehension skill through the application of strategies because most of people do not know how to listen well and do not use good ways to understand messages in a conversation and different meanings of words according to the context and the situation.

Some limiting factors (learning style, class style, kind of activities/materials) do not allow students to be attentive on develop all skills, specially listening through listening comprehension. This ability is apparently passive; therefore, students tend to no pay attention to it and they are not aware of the relevance of it in a conversation and the communicative process. Thus, it is necessary to make learners aware of the social challenges that they will face outside schools and the value of knowing how to listen well and how to understand the language. "Speaking does not of itself constitute communication unless what is said is comprehended by another person" (Rivers cited in Morley, 1991, p. 82). It is important to develop listening skill in an effective way because the communication is affected and human beings need to communicate with others and understand messages.

Listening comprehension is a usefully skill implemented in different fields as medicine, psychology, business and overall teaching language. Theoretically this technique gives the opportunity to improve more than one skill, through it students can get better their fluency, increase their vocabulary, the most important is how to listen well using good strategies to understand message in the target language and have a whole comprehension about general information and specific. In that sense, it is possible to observe the relevance of listening improvement and well listen because it is a useful skill in all life areas, therefore it needs to be well developed with good strategies. This project has the purpose of help teachers or future

teachers of English to implement effective strategies to improve students listening comprehension and motivate them to study English not only as a mandatory subject at the school, but to take advantage of the English teaching to learn as much as possible and use the foreign language to communicate worldwide.

This project is based on results in which learners showed difficulties in listening skill. This fundamental ability needs to be developed on learners and the main purpose in this research is to find out and implement effective ways to overcome those difficulties. This research study has all permissions required to be implemented in Compañia de Maria La Enseñanza School in Barranquilla, it means that English teachers, students of 7th grade, principal, and coordinators know about this research study and they agree with it. In addition, there were applied different techniques to get the information presented, such as observations, in order to explore the pedagogical environment in the classroom and identify some possible problems or limitation in the EFL acquisition which interrupt the teaching as the learning process. Also, it was necessary to apply a learning style test, to recognize the way how students used to learn and in that sense work out, because it is easy implement an efficient teaching strategy to facilitate learners access the language using an interesting and motivation tool according to their way to learn and help them.

This project has the purpose of contribute EFL classrooms anywhere because EFL learners need to develop the four skills, reading, writing, speaking and listening in order to become competent in all the areas involved such as communicative competence to face all challenges within this area. Moreover, we want to innovate in the teaching method and encourage teachers to explore different ways to teach and expose learners to the foreign language. In additions, developing listening comprehension helps learners to develop other skills even though

listening is considered a passive action which does not implicate any effort, but it is not because our brain works really hard in it (Hogan, Adlof and Alonzo, 2014).

Communication is collateral, so listening is one of the most important side because through it people can understand what others want to transmit; but analyze others' expressions, gestures and voice tone allow us to know the real intention of the speaker. Practice listening is not easy when you do not have good English vocabulary basis or when you are not in context. That is why to practice a foreign language it is necessary to activate prior knowledge about the topic to treat and associate the new learning with what we already know in order to comprehend the message.

Also, many previous researches have implemented listening skill through listening comprehension, this last builds up in learners an integral knowledge and abilities that improve their coefficients in all subjects and they can become wonder listeners and efficient in all they do, mostly in conversation because the society needs empathic citizens who are able to improve the social status fronting the world and the new communicative challenges coming. Learners must understand the relevance of it in their life because they will become professional ones and this ability should be already developed to have a better communication in English and comprehension of the language; according to Rao & Jyoti, "teaching is communication" (2012, p. 311).

Legal framework

This research study entitled "the use of movies as audiovisual aids to improve listening comprehension" is supported and based on the constitución política de Colombia, ley general de educación, lineamientos curriculares y estándares del marco común europeo.

La ley 115 from the article 67 of the National Constitution "El estudio y la comprension crítica de la cultura nacional y de la diversidad étnica y cultural de país, como fundamento de la unidad nacional y de su identidad". At the same time it emphasizes the need to promote the acquisition of a foreing language from the primary school to develop efficiently the communicative skill in the Colombian population. For this reason, this vital article helps this research to develop and to implement the researching project since the learning of a foreign language in this case English plays a very important role in the Colombian education.

This research work on listening skill is supported legally in the New Political Constitution of Colombia (1995) which says in its article 27th "El estado garantiza las libertades de enseñanza, aprendizaje, investigación y cátedra"

In the last article mentioned the constitution guarantees freedom of teaching, learning and research. Colombian people are academically free; they have the liberty of working in the educational field related with create knowledge and the search for the truth. The liberty of choosing the research topic, what we are going to teach in the classroom and the liberty of publishing the outcomes of the research.

Also, the article 44th which describes the children rights "… el niño tiene derecho a la educación y la cultura, la recreación y la libre expresión de su opinión".

Children cannot be excluded from any activity which helps them grow up as a person. Children have the right to the education and the Colombian state has to ensure it. Also, the state is responsible for promoting the development of secondary education and facilitating access to higher education. Children have the right to express their point ofu view freely and their opinions are expected to be taken into account in all the different matters that could affect them. Also, they have the right to spot, play and recreation which help with the emotional, physical, intellectual, and social development of children and adolescents, as well as being a factor of balance and self-realization.

This research work is supported by the decreto 1290 de 2009 "Por el cual se reglamenta la evaluación del aprendizaje y promoción de los estudiantes de los niveles de educación básica y media". Which says I its 3rd article: "Propósitos de la evaluación institucional de los estudiantes. Son propósitos de la evaluación de los estudiantes en el ámbito institucional:

1. Identificar las características personales, intereses, ritmos de desarrollo y estilos de aprendizaje del estudiante para valorar sus avances.

2. Proporcionar información básica para consolidar o reorientar los procesos educativos relacionados con el desarrollo integral del estudiante.

3. Suministrar información que permita implementar estrategias pedagógicas para apoyar a los estudiantes que presenten debilidades y desempeños superiores en su proceso formativo.

4. Determinar la promoción de estudiantes.

5. Aportar información para el ajuste e implementación del plan de mejoramiento institucional.

In addition, the following laws are part of this legal framework too. La ley General de la Educación, ley 115, 1994, which refers in its 4th article "La calidad y cubrimiento del servicio Corresponde al estado, a la sociedad y a la familia velar por esta y promover el acceso al servicio público educativo, y es responsabilidad de la Nación y de las entidades territoriales garantizar su cubrimiento.

El estado deberá atender en forma permanente los factores que favorecen la calidad y el cubrimiento y formación de los educadores, la promoción docente, los recursos y métodos educativos, la innovación e investigación educativa, la orientación educativa y profesional, la inspección y evaluación del proceso educativo". Reglamentado Decreto 2807 de 2000.

And in its article 77th which refers to "La autonomía escolar; dentro de los limites fijados por la presente ley y el Proyecto Educativo Institucional (PEI), las instalaciones de

educación formal gozan de autonomía para organizar las áreas fundamentadas de conocimiento definidas para cada nivel, introducir asignaturas optativas dentro de las áreas establecidas en la ley, adaptar algunas áreas a las necesidades y características regionales, adoptar métodos de enseñanza y organizar actividades formativas, culturales y deportivas dentro de los lineamientos que establezcan el ministerio de educación nacional.

Finally, this research has based its legal framework on the bilingualism program present in the country, the curricular lineaments and the common European framework.

In the same way, the National Bilingualism program has set up the objective aiming at "lograr ciudadanos y ciudadanas capaces de comunicarse en inglés, de tal manera que puedan insertar al país en los procesos de comunicación universal, en la economía global y en la apertura cultural, con estándares internacionalmente comparables". To achive the target, this program has consolidated different strategies like; "la definición de estándares de competencia en inglés, la evaluación de competencias en estudiantes, docentes y egresados de las licenciaturas y programas de lenguas, la oferta de programas de mejoramiento para la formación del profesorado tanto en lengua como en metodología de la enseñanza del inglés y la vinculación de nuevas tecnologías y medios para la enseñanza y aprendizaje del inglés".

In "Los Lineamientos Curriculares" presented by the Ministry of Education is considered the following; "El plurilinguismo como una prioridad educativa. Es por eso que promueve la iniciación de la enseñanza de los idiomas extranjeros desde el ciclo de primaria y el fortalecimiento de los procesos educativos que se llevan a cabo en los últimos grados de la educación básica secundaria y de la educación media".

In the following table, it is established and assumed by the common European framework the different levels of the English language according the academic level of the students. On the other hand, it shows the way how this language should be taught in the schools and what the learners should learn in order to demonstrate at the final of their academic process the command in the English.

Common European framework of references

GROUPS OF GRADES	CEFR LEVELS	LEVELS FOR COLOMBIA
Tenth to Eleventh	B1	B1.2 Pre- intermediate 2
Eighth to Ninth		B1.1 Pre- intermediate 1
Sixth to Seventh	A2	A.2.2 Basic 2
Fourth to Fifth		A.2.1 Basic 1
First to Third	A1	A1 Beginners

Colombia implements a special program in all its educational system to standardize the English teaching as a Foreign Language. All schools in the country use this standards to guide their syllabus in order to accomplish them. These are the standards in which is based the Colombian bilingual program; The Basic Learning Rights (BLR) in the seventh grade are the following:

Theoretical framework

Background studies

International

Around the world many researchers have been interested on finding different kind of methods and methodologies to make easier and effective the second language acquisition. T. Mossa (2013) is a foreign languages teacher who has developed an interesting project named *THE ROLE OF AUDIO-VISUAL AIDS IN IMPROVING EFL LEARNERS' LISTENING SKILL: A CASE STUDY OF THIRD YEAR LMD STUDENTS AT THE UNIVERSITY OF BISKRA*; in which she show different relevant theories form Vandergrift and others contributors in the English listening comprehension improving as L2 and how useful can become the audio-visual aids such as power point presentations, flash cards, movies, etc. moreover, she implemented

some instruments like questioners, interviews, tests. And at the end of the thesis she makes a data analysis in which we can see how most of students got better their listening comprehension.

This project required some implications like designed materials for helping students to improve their skill, the selection of movie segments to practice the different strategies taught previously and the teacher collaboration to have enough time to develop every activity in order to make an effective work out with learners and have god results.

National

Colombia has become a researcher country because some of universities engage students to do some researches, projects, etc. to be a professional. Ramirez J. and Alvarez D. (2016) are a prove of it, they have done an interesting project named *IMPLEMENTATION OF AUDIOVISUAL AIDS ON STUDENTS' LISTENING COMPREHENSION ACTIVITIES*; in which they show how English listening comprehension L2 difficulties are overcame by students after had developed some activities implementing audio visual aids such as images, flash cards, power point presentations, movies, etc. and they applied different instruments to collect all the information such as tests, questioners, etc. further, the data analysis of those instruments allowed them to prove an improvement in the listening comprehension skill and most of students got better scores in different tests at the end.

This project had many implications to take place and be developed because of the time. Thus, it needed 12 sessions it means 12 classes each of 2 hours to be completed and the designed materials for each topic too. The use of physical resources such as an adequate classroom with good acoustic, good speakers, video beams and enough space to move freely in some kinesthetic activities to help students have deeper understanding.

Local

Barranquilla has high quality universities which have performed important investigations. At Universidad del Atlántico students are encouraged to become researchers and make relevant contributions specially in education. Calderón M. And Marquez A. (2012) have been interested on showing an innovative and efficient pedagogical teaching method presented in their research project named *DEVELOPING OF LISTENING SKILL THROUGH AUDIOVISUAL AIDS AND TASK BASED LEARNING IN STUDENTS 5TH GRADE FROM INSTITUTION DRISTRITAL LA MAGDALENA*; in which they present students' difficulties in the listening skill. Their project consisted of implementing movies, songs, flashcards, telling stories, and other audiovisual resources. The results that they obtained show the fast students' listening skill improvement with those materials. Different instruments and techniques were implemented in order to corroborate

and verify their hypothesis and to support their results as well. Students improved not only listening skill, but also overcame lack of vocabulary and other grammar limitations.

This research project had many implications to be developed successfully, it needed at least 6 months to carried it out because it took place in a public school, the English language schedule does not have an extensive intensity to be taught. Special teaching materials must be designed authentically because of the students' English level. However there had always been a good teacher attitude to collaborate them in the implementation of their pedagogical proposal to help learner love English and be exposed to the foreign language.

Relevant theories

The concept that will guide our research through limitations of communication skills, are the following:

   Listening

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin). An able listener is capable of doing these four things simultaneously. Willis (1981:134) lists a series of micro-skills of listening, which she calls *enabling skills*. They are:

- predicting what people are going to talk about

- guessing at unknown words or phrases without panic

- using one's own knowledge of the subject to help one to understand

- identifying relevant points; rejecting irrelevant information

- retaining relevant points (note-taking, summarizing)

- recognizing discourse markers, e. g. , Well; Oh, another thing is; Now, finally; etc.

  - recognizing cohesive devices, e. g. , *such as* and *which*, including linking words, pronouns, references, etc.

- understanding different intonation patterns and uses of stress, etc. , which give clues to meaning and social setting

- understanding inferred information, e. g. , speakers' attitude or intentions

In recent years, listening has also been examined in relation not only comprehension but also to language learning. Since listening can provide much of the input and data that learners receive in language learning, an important question is: How can attention to the language the listener hears facilitate the second language learning? This raises the issue of the role "active listening" and conscious awareness of language and how active listening can be part of the process by which learners can incorporate new word forms and structures into their developing communicative competence. J. Richards (2008).

Listening is one of the fundamental language skills. It's a medium through which children, young people and adults gain a large portion of their education--their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. In this day of mass communication (much of it oral), it is of vital importance that our pupils be taught to listen effectively and critically, he says. Bulletin (1952).

Listening as comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals *listening* and *listening comprehension* are synonymous.

This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse. We will examine this view of listening in some detail before considering a complementary view of listening – listening as acquisition. This latter view of listening considers how listening can provide input that triggers the further development of second-language proficiency.

Listening comprehension

There have been different definitions of the term "listening comprehension." Rost (2002) and Hamouda (2013) defined listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues (as cited in Pourhosein Gilakjani & Sabouri, 2016).

Nadig (2013) defined listening comprehension as the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences (as cited in Pourhosein Gilakjani & Sabouri, 2016). According to Brown and Yule (1983) and Hamouda (2013), listening comprehension is an individual understanding of what he has heard and it is the listener's ability to repeat the text despite the fact that the listener may repeat the sound without real comprehension.

According to Bouach (2010), listening comprehension is useful for learners' pronunciation. That is, when learners are more exposed to spoken English, they can more know and get used to its pitch, intonation, stress, redundancy, and clusters. Wilson (2008) mentioned some other reasons for listening such as information gathering, enjoyment, unanimity, evaluation, and criticism. In

addition, the other reason behind listening is to improve the speaking skill by improving pronunciation.

There are a lot of reasons for listening. There are five main reasons for listening like to engage in social protocols, to exchange information, to enjoy yourself, to share emotions, and to exert control (Hedge 2000). Underwood (1989) expressed that teachers should prepare their students for the following situations:

a. Attending a lesson. The purpose of this activity is to comprehend the major ideas and to recognize the main information.

b. Listening to announcements, news, and weather forecast. The main goal of listeners is to obtain pertinent information.

c. Listening to plays, watching TV, or listening to a radio for entertainment. The objective of this activity is to amuse oneself.

d. Listening to someone delivering a speech. In this situation, the listener is interested in opinions and attitudes of the speaker.

e. Following the instructions. The goal of the listener is to perform the function successfully.

Listening skill

Hearing – It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening.

Understanding- This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause... and sights like blue uniform...that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

Remembering- Remembering is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the minds storage bank. In Listening our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

Evaluating- Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases

Responding- This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

Listening task

The notion of task is central to learning in all fields. Definitions of a task in language education differ, but there seems to be a convergence on three factors. First is that a task is a fundamental "learning structure," designed for the purposes of increasing learning (Skehan and Foster, 1997).

Second, a task involves distinct input (oral and/or visual), a clear set of procedures, and a tangible outcome (Candlin and Koebke, 1999). Third, a task can be monitored and evaluated by the teacher, who can provide some form of feedback and evaluation on performance.

Listening tasks can be one-way or two-way. In a one-way task all input comes from an outside source (like a videotape) to the learner, and the learner is responsible for doing something with the input (such as writing down key words and formulating main ideas). In a two-way task, some input comes from outside, usually from a partner, and the learner has to process that information, then produce some kind of comprehensible output to a partner to complete a collaborative task. Both kinds of tasks are useful in communicatively oriented classrooms because they focus on interactive speaking and listening.

For planning purposes, listening tasks can be divides into "pre-listening" "while-listening" and "post-listening" phases:

• *Pre-listening*

Effective listening tasks often involve an explicit "pre-listening" step, some activity that the learner does prior to listening to the main input in order to increase readiness. This step is designed to activate what the learner already knows, provide an "advance organizer" to help the learner predict ideas and "pre-structure" information (Joyce et al., 1992). The pre-listening step may include explicit pre-teaching of vocabulary, grammatical or rhetorical structures, specific pronunciations of phrases, or ideas to be contained in the upcoming input.

• *While-listening*

When the learner actually begins listening to the input, there needs to be some expectation for concrete action. "While- listening" tasks can include guided note taking, completion of a

picture or schematic diagram or table, composing questions— any tangible activity that the learner does while listening to demonstrate ongoing monitoring of meaning. This stage of the listening task is usually the most problematic for the teacher to prepare because it involves designing a task that involves only minimal reading or writing.

• *Post-listening*

The "post-listening" stage of listening occurs in the few minutes following the actual attending to the text. This is probably the most important part of listening instruction because it allows the learner to build mental representations and develop short- term L2 memory, and increase motivation for listening a second time. Post-listening tasks can involve additional reading, writing, speaking and interaction, and may include comparing notes, negotiating a summary with partner, and formulating responses, or questions about what was just heard. The entire cycle of a tasks involving pre-listening, while- listening, and post-listening may require 15 minutes for each short extract that the learners hear. It is important that the cycle can be repeated to allow for a second and third listening. This repetition of while-listening and post-listening tasks, with some variation, gives learners time to try out new strategies for understanding.

Strategy

Henry Mintzberg, in his 1994 book, The Rise and Fall of Strategic Planning , points out that people use "strategy" in several different ways, the most common being these four (pp.23-27):

1.   Strategy is a plan, a "how," a means of getting from here to there.

2.   Strategy is a pattern in actions over time; for example, a company that regularly markets very expensive products is using a "high end" strategy.

3. Strategy is position; that is, it reflects decisions to offer particular products or services in particular markets.

4. Strategy is perspective, that is, vision and direction.

This author argues that strategy emerges over time as intentions collide with and accommodate a changing reality. Thus, one might start with a perspective and conclude that it calls for a certain position, which is to be achieved by way of a carefully crafted plan, with the eventual out- come and strategy reflected in a pattern evident in decisions and actions over time. This pattern in decisions and actions defines what he called "realized" or emergent strategy.

Teaching listening

(Mendelsohn, 1998) notes a gap between the interests of listening researchers and classroom practitioners in that classroom materials do very little to develop metacognitive knowledge through raising learners' consciousness of listening processes. It is imperative to teach students **how** to listen. This shifts the emphasis of listening practice from product to process and the responsibility of learning from the teacher to the student, thereby helping students become self-regulated learners.

The following pedagogical sequence (Vandergrift, 1999) can develop an awareness of the process of (one-way) listening and help students acquire the metacognitive knowledge critical to success in listening comprehension. A pedagogical sequence for development of two-way listening skills used largely in interaction with another speaker can be found in (Ross & Rost, 1991) or (Vandergrift, 1997b).

Planning for the successful completion of a listening task

Pre-listening activities help students make decisions about what to listen for and, subsequently, to focus attention on meaning while listening. During this critical phase of the listening process, teachers prepare students for what they will hear and what they are expected to do. First, students need to bring to consciousness their knowledge of the topic, their knowledge of how information is organized in different texts and any relevant cultural information. Second, a purpose for listening must be established so that students know the specific information they need to listen for and/or the degree of detail required. Using all the available information, students can make predictions to anticipate what they might hear.

Monitoring comprehension during a listening task

During the listening activity itself, students monitor their comprehension and make decisions about strategy use. Students need to evaluate continually what they are comprehending and check:

1. consistency with their predictions, and

2. internal consistency; i.e., the ongoing interpretation of the oral text or interaction.

Teacher intervention during this phase is virtually impossible because of the ephemeral nature of listening. Periodic practice in decision-making skills and strategy use can sharpen inferencing skills and help students to monitor more effectively.

Evaluating the approach and outcomes of a listening task

Students need to evaluate the results of decisions made during a listening task. The teacher can encourage self-evaluation and reflection by asking students to assess the effectiveness of strategies used. Group or class discussions on the approach taken by different students can also

stimulate reflection and worthwhile evaluation. Students are encouraged to share individual routes leading to success; e.g. how someone guessed (inference) the meaning of a certain word or how someone modified a particular strategy.

In order to help students consciously focus on planning, monitoring and evaluation before and after the completion of listening tasks, teachers can develop performance checklists (see, for example, Vandergrift, 1999, 2002).Instruments such as these help students prepare for a listening task and evaluate their performance.

CHAPTER 2

Methodological framework

This research project is interested in finding out possible solutions to listening limitations throughout audiovisual aids implementation in English classrooms because we are specifically focused on students' listening improvement using as a support base their own learning styles.

This research project pretends to provide a solution or offer some tools to help students to be more interested and motivated to improve their listening skill level. Furthermore, the methodology implemented was to provide target language and previous vocabulary before

students do the listening tasks. We use different audiovisual resources to in order to facilitate the EFL learning process in learners so that they can relate sounds with images and key words. That is why flashcards, movies, videos and power point presentations with images were the mean tools during the classes. In order to guide the focus of this study it was necessary to choose and define the following terms,

Paradigm

The paradigm is the system that guides a researcher and proposes the way the project should follow. This approach conducts an investigation. According to the paradigm, the results will be obtained. Since each study has different subjects, each one will have a different study model; several paradigms have been verified and used in many studies.

Each study should have its paradigm since some of them cannot all be used in all cases, ones of them could favor some studies more than others, for this reason the paradigm must be chosen according to what the study wanted to research (Guba and Lincoln,1994).

The paradigm most used for research is positivism. All the investigations are based on these paradigms, which are used as guides to develop a study, however, there are several paradigms that have been used in many research. A paradigm is the notion that a study assumes, so,

"Knowingly or not, scholarship intended to generate new knowledge, in each of natural, social and human sciences, is informed by research paradigms. Within the academy, it is common knowledge that a paradigm is a set of assumptions, concepts, values, and practices that constitutes a way of viewing reality for the community that shares them, especially in an intellectual discipline like consumer studies" (Mcgregor and Murnane, 2010, p.1).

Type of paradigm

The paradigm that defines this research is the interpretative. It can be defined as the way of understanding and interpreting a reality with its causes and consequences. Interpretive paradigm is supported by observation and interpretation, thus to observe is to collect information about events, while to interpret is to make meaning of that information by drawing inferences or by judging the match between the information and some abstract pattern. (Aikenhead, 1997).

This research project is based on the interpretative paradigm since it pretended to explore and analyze the way that students learn the foreign language and all the situations in the classroom in the English classroom. In addition, this was the best paradigm for this study due to the allowance to researcher to participate or be an active agent in the classroom and know deeply the student's conditions and simultaneously try new tools to motivate them and make the English class more interesting. "The aim of understanding the subjective meanings of persons in studied domains is essential in the interpretive paradigm", (Goldkuhl, 2012, p.4).

Type of research

This research project was carried out following a qualitative perspective. It allows to determine in a detailed way students' English level and provide them the opportunity to express freely about English. Qualitative research is an excellent tool to guide a pedagogical project, thus it is allowed to participate within the community to identify patterns of limitation to acquire EFL. In addition, the researcher applied some techniques to get the information, such as observations, learning style test, diagnostic test, and interview. In order to stablish the possible causes of the

consequences. The research question that guides this study is: How can Listening Comprehension be improved in seventh grade English class at La compañia de María La Enseñanza?

This research looks study in detail the quality of the foreign language learning process, in this case English EFL. This work is focused on studying possible causes that limit learners' listening comprehension. Furthermore, this study is focused on finding out a possible solution applying different listening strategies to help students solve difficulties and improve their listening comprehension, and provide EFL teachers or instructor new ways to teach English and motivate learners to love and learn the foreign language.

Method

This study adopts a case study approach to explore students' performance in English classes. A case study looks to investigate a phenomenon within its real-life context (Johansson, 2003). It is ideal to explore the causes of specific events in a specific community, individuals or groups in the society. For that reason, in this project was selected this approach to observe and analyze the reality of the 7th grade students' English acquisition process. Moreover, this approach is the best implemented in qualitative researches, because it studies cases within a social environment, humans' behavior, causes and effects in human beings as well as we have mentioned.

Population and sample

This research takes place in La Compañia de Maria La Enseñanza School located in Barranquilla – Atlántico in Colombia. The school is only for girls and has a properly qualified and trained teaching team. We work specifically with 7th grade students which are in total of 56 girls, but they are divided into three groups or levels (basic, intermediate and upper). However,

our focal group is the intermediate level conformed by 33 students who are around 12 or 13 years old. We selected this group because of their English level also because it is the largest, so we related this aspect with the problematic found out into the classroom.

Our focal group has 33 students because the 7th grade at school is large. Furthermore, these selected girls are in the same English level and have listening difficulties; it is evidenced in the listening activities when they do not understand or they do not know the meaning of a word or how to write it. They stop practicing and give up the activity. However, the teacher always provides them the vocabulary related with the topic previously. At the moment of practicing in a listening activity they do not success in it. That is why some of them feel frustrated and their attitude changes because they feel their English level is decreasing by the listening difficulties.

Some students at the school have a good economic status, so they have the chance to travel to United States of America and practice the language. Therefore, the school emphasizes in students' English level.

Context

Barranquilla is the capital of the Atlantic Department. It is a city where economic activities such as trade and industry stand out. It is the fourth most populated city in the country. The city offers the national education system at its primary and secondary levels. In terms of private schools, it has a superior quality level; These schools are outstanding by the emphasis at English intensity as a foreign language or as a second language. The Colegio de la Compañia de Maria La Enseñanza is one of them.

La Enseñanza is a private school where English is taught as a foreign language to the community. It is located in calle 86 N°52-119. The institution in divided into 6 building of 3 floors 5 of them; classrooms which are well conditioned, offices, bathrooms, Chappelle, cafeteria, theater, fields, library, chemistry lab teach and learn English because they have all resources needed to well develop a class, work in a complete way students' skills as well. The school space is enough to students spare their time as well as enjoy learning.

There are more than five hundred students all of them women because is a just female school as it was mentioned before; every grade is divided into three or four classrooms. In the English area, the school has decided to divide students according to their English level basic for beginners, intermediate and upper for advanced ones. This division allows teacher to identify students' improvement and motivation and motivate students to do their best and go ahead with their English as a foreign language acquisition.

Techniques and instruments

The information collected in this research project was obtained from different techniques. The Observation, the group interview, the learning style test and the diagnostic test. The Observation was carried out as the first technique to analyze the problem; it was conducted for getting a general idea of the group in the class. Furthermore, this technique allowed us to get information of the whole class including the teacher. The observation was carried out in a passive way, so that we could analyze both sides of the class, the students at the time of receiving the

input and the teacher giving the output. The Observation time was during 3 weeks. Thus, we could ensure the development of the class and the emergence of the problem.

Simultaneously with the observation, it was applied an informal group interview, in which we could get various information from students such as their interests, their likes, so that we could get a real idea of was happening in this English classroom and to know if the problem was only their attitude in it. However, they openly expressed what they thought about the activities carried out in every class and all of them agreed that teacher did not use interesting resources to teach the target language and they preferred to not paying attention because it was boring for them. In the group interview the teacher was not in the classroom.

The next step was to do a learning style test for getting a deeper information from the target population about the way they learn; the test applied was Vark learning style test. So that we could get an idea about the way student learn easier, they were studying and clarify if most of the problem came from their personal attitudes. Furthermore, we could get the information about their interest in the language.

The fourth and last step was a diagnostic test; this technique allowed us to know students' skill level and identify in what area they have difficulties and need be improved. This technique helped us to find out where most of the comprehension problems came from and what other aspects limit students to understand the foreign language.

The techniques and instruments implemented were useful to collect information that let identify the failures, difficulties and the causes of these. All students' parents were informed about this project and the purpose of it because we needed permission for students' participation

and to take photos, so it was necessary to make them aware of this project and respond freely if they want to participate in it Graziano and Raulin (2010).

The analysis of the whole data was carried out carefully alongside the organization of them, the evidence begun with the collection of observation notes and questionnaires. Subsequently the data was studied, explored and analyzed so that we were able to identify the problem in the classroom. This project is a qualitative and quantitative research since the techniques are part of the two types of research project. However, the qualitative type overcome the process of data collection.

Explanation of instruments and techniques

The Instruments we used to develop our research project were adapted according to the population. In addition, some of these were used in order to verify the different limitations in the listening comprehension process (diagnostic test). Another to know the different learning styles of students with whom we worked. Thus, in this way to be able to adequately adapt our proposal. During the first stage of our research, we started to use three different techniques in order to determine a point of departure. First, we used observational records, which show us the different

factors that surround our students in their language practice; also, we used a cognitive test to have another perspective of what level students' skills are, how do they learn.

Observation

Observational techniques is a social research technique that involves the direct observation of a focus group to watch what people do. There are different types involved in this technique, so, in this case we used naturalistic observation. It works according to what we need that is to be focus in our selected small group studying the spontaneous behavior of them in order to know the different perspectives of this students. Naturalistic observation is a qualitative research method in which people are studied in their constant behaviors (Salkind, 2010).

This type of technique was used in order to know more details about the students' behavior. It is important to know that our observational process was supported by an observational journal in which we wrote every detailed about the observed classes getting clear ideas of students' behavior. According to Polit and Hungler cited in Baker (2006) the most common type of data collection, are logs and field notes. This allows analyzing and interpreting the details that the researcher saw while the process of research was doing. The purpose of this technique is getting an idea about how can we implement listening strategies in the classroom. Implementing activities such as real communication that provide students tools to get a better listening comprehension level, so, they can fulfill different language challenges improving their 4 skills.

Group interview

An interview is a dialogue assembly data in order to get a better analysis of the interviewed. Interviews are a proper procedure when the study want to do a general sounding of a

research issue (Zarinpoush,2006). So, in this case we used open group interview. It was according to our research need to get a general idea and opinion from the group in an open way, so that they could express their though about the target language and EFL classes as well.

We implemented an open group interview as we mentioned before, because this interview is not structured and the participants do not answer pre-elaborated questions, but they answer different open questions about a specific subject intentionally. In that sense, it is easier for researchers to confirm the reasons, the causes and all factors involved in the problem recognized and expressed by themselves who are the main characters in the research process.

We chose this kind of interview, because we considered it effective to know by spontaneous participant students in an open way their ideas about the possible causes of their listening comprehension and other English difficulties in the classroom. Moreover , we were interested on knowing students' perception about the target language and the teacher methodology as well.

Learning style test

Learning style is a test implemented as technique that allows us to identify and understand the different preferences of students to learn and acquire knowledge in this case a foreign language. This test also has a high value because it helps us to have an idea about the large list of strategies that can be developed in a same classroom taking into account the different personalities and be more effective and assertive in the teaching-learning process. (Othman, 2010).

This type of technique was used in order to know in a deeper way how students have learned the foreign language and to identify how important the teacher role is to allow students

access to the knowledge. Not only implementing different instructional materials, but also teacher need observe each student to understand him and analyze what influence students behavior in order to catch their attention within the teaching process and be able to pay attention and be attentive to participate actively in their learning process (Dom,2006).

Diagnostic test

Diagnostic test is a technique used to find the gaps and weaknesses in students knowledge so that we do not waste time teaching topics they already know well, so we can easily focus on learners difficulties. This test allows us to determine precisely what goes into the course and clearly interpret in terms of what should be done to solve or overcome those problems (Macalister, 2010). Also, diagnostic tests help place students in an English knowledge range so that identify their level and skills acquired can be identified.

This type of technique was used in order to recognize specifically learners English level and their weaknesses. It is important to know that even though all students are in the same classroom they do not have a same knowledge of the foreign language. Also, it is worth to know our diagnostic test was an available one (Cambridge proficiency test) so that mistakes or doughs appeared in the material applied. The purpose of this technique as I have mention ahead is to getting a specific learners English level and to implement assertive listening materials according to students knowledge and improve it simultaneously. Moreover students develop a self-awareness about what level each one of them is in and how can be improved.

Data analysis

In this research, four instruments were used to collect the data. Observations, Learning style test, diagnostic test and Group interview were applied in 3 consecutive classes; these were

applied one per class. As there were used various instruments to collect data in the class, the study used triangulation in order to corroborate the data collect. The four instruments were applied during three classes, using one hour for the application of each instrument. However, the observation were made in the three classes. The instruments were elaborate according to the level in which the students were. In order to know if they had the correct bases in English, taking as reference the class level.

In the first classes students were observed attentively while each class was developed normally. These observations allowed us to notice the strengths and weaknesses of students in order to choose what difficulty focus on. Also, we could get meaningful information from observation such as students attitude towards learning English, what factors motivated students, etc. We could find out through observations specific problems related to lack of vocabulary, reading comprehension and listening comprehension. Also, we could observe students had a good behavior in the class and most of them participate actively in it. Although the teacher presented them the vocabulary, they did not learn it. Despite of the students Intermediate English level, they have many difficulties with vocabulary, listening comprehension and reading comprehension when they have to use their skills. Moreover, the observations allowed us to know more than difficulties but also, we could see and analyze students' personalities, likes and dislikes, life style, etc.

In the second class, we proceed to apply the second instrument in order to discover a possible factor that was directly involved in these difficulties. The learning style test was implemented to verify how students felt more comfortable to learn something and to use this tool as an advantage. In this test, it was evident that most of students preferred learning visually and kinesthetically, just a few of them preferred listening. Through these results we could confirm that may be the teacher strategy or resources to teach English were not well implemented or

students were not enough motivated with them. Also, this test provided us possible strategies to implement in the classroom. Moreover, we encouraged learners to study English by themselves using as a base their preference to learn or practice out of class. In the application of this instruments students were encouraged to answer as much honestly as possible, not taking into account what others said about their own likes.

In the third class, we decided to apply the third and fourth instrument diagnostic test in order to verify the problems that we had already found out in students of seventh grade of intermediate level and group interview to know directly from students how they felt and what they thought about the English class as well as their English level. These instruments were relevant to decide the mean students' difficulty that should be improved and to prove our prior diagnosis through observations. Thanks to the test students could be aware of their failures specifically and they agreed to improve as much as possible all the skills as well as vocabulary limitations. Students had to make a test about the four skills; in which they answer vocabulary questions, reading comprehension and listening comprehension. At the beginning, we gave then instructions and we pointed out the honesty. During the listening part, most of them were stressed and got confused easily because they paid attention to what others said, due to their insecurity to answer questions. In addition, in the reading comprehension segment students were anxious because they did not know the meaning of one or more words; therefore, they just chose an answer without a logic reason. Moreover, to participate in class students did not feel confident to express themselves because they did not know enough vocabulary to talk freely about any topic or they started speaking English and at the end in Spanish.

In addition, during this class it was possible to apply the group interview as well and students felt comfortable to express freely what they thought about the subject and they answered open questions that we asked them to verify our prior detections from the class. Also, they

mentioned other aspects such as teacher methodology, their attitude towards the class and the difficulties that they had to speak fluent English and comprehend the foreign language plenty in a speech.

The application of these techniques not only allowed us to know more about the students, but also allowed them to know what they are doing well and what they need to reinforce in the language they are learning.

The analysis of the data collected in the observation, learning style test and diagnostic test, revealed two categories of problems which are affecting listening skill development, the categories are lack of vocabulary and lack of motivation.

Lack of vocabulary

This was the first category found. Lack of vocabulary in EFL learners is involved and affects all the skills such as listening comprehension, that is why listen a speech and understand everything become a difficult task, because not all words are probably known or identified. Hassan (2000) pointed out unfamiliar words and difficult grammar structures affect directly EFL learners because they do not feel comfortable and as result they present lack of interest on learning the target language. In addition, when students did not know the meaning of a word or they did not identify a single word, they stopped practicing, because they wanted to know all the words said. This category was identified by analyzing the observation and the diagnostic test results.

At the moment of speaking, reading, writing or listening, students constantly asked for help to know what words to use translating from Spanish even though the teacher previously provided them the vocabulary. This lack of vocabulary makes students feel disappointed, because

they feel learn English is an impossible and really difficult task. To show what we have said afore there are two graphics in which it can be proved how lack of vocabulary affected EFL learners.

Students' score obtained in the diagnostic test showed their poor English level even though they are located in the intermediate one. In spite of their conceptual knowledge to define words' meanings they easily quit when do not recognize a word or it is unfamiliar. However, the teacher encourage them to ask or give meaning within the context in order to overcome the difficulty, but they did not know how to do it. Also, in the test in the listening part most of them did not understand words, so they asked others to know the unknown word. The pie graphic is divided into 4 levels according to the score category; very good, good, bad and very bad.

Just one of thirty-three students obtained the highest score, she is very good in the reading and writing skills, meanwhile the rest of them are located between the good and the bad level and just two students are very bad in those abilities.

Table 1. Result from the diagnostic test.
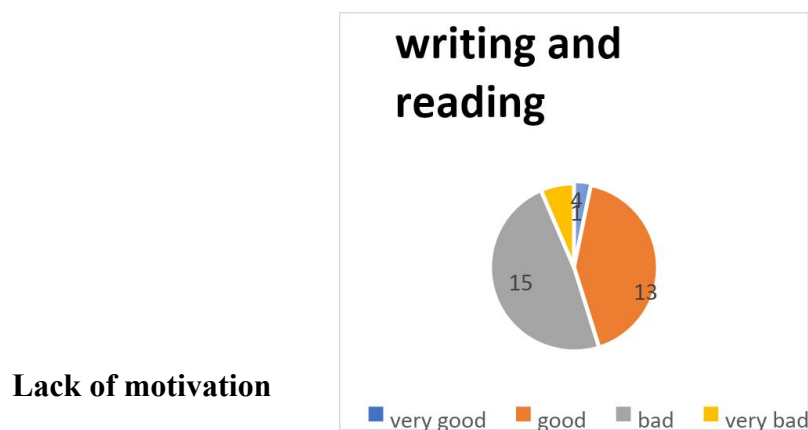
Lack of motivation

The second category found was lack of motivation in EFL learners, this affects everything even the learning process, because students do not learn if they are not interested on something. That is why to learn a foreign language has two patterns teacher motivation toward students and students' motivation to learn EFL. These patterns affect

directly EFL learners and the teachers' role is so important to encourage them through different interactive and interesting activities taking into account their likes and learning styles. Autonomy is also present in Dörnyei and Csizér's (1998) 'ten commandments' for motivating language learners, set a personal example with your own behavior, develop a good relationship with the learners, increase the learners' linguistic self-confidence, make the language classes interesting, promote learner autonomy, personalize the learning process, increase the learners' goal-orientedness, familiarize learners with the target culture, create a pleasant relaxed atmosphere in the classroom and pesent the tasks properly. These tips or commandments allow teachers provide effective EFL acquisition.

This category was defined by analyzing the observations, the diagnostic test, the group interview and the learning style test results. We could notice that students were disinterested in English classes even though their intermediate English level and the teacher designed different activities. However, learners did not pay too much attention and tried to practice the target language neither. That is a reason why students do not achieve listening comprehension improvement. For instance, in the group interview they mentioned some activities they would like to develop in the English class such as, movies, karaoke, games, etc. In the pie chart we can observe students' listening skill and it is evident they have difficulty and it is needed to work at it in order to improve it, but using their learning style and the activities they like the most to do in order to motivate them.

Moreover, through the group interview it was possible to know students' opinion about EFL classes and how they considered the target language and students pointed out they felt disinterested on the English class, because of the activities carried out by the teacher. Also, they assumed that their attitude probably was not the best to learn the target

language and they did not participate actively in class, because they did not feel self-confidence and motivated neither. Students answered some questions related with the English class and the teacher, these questions were in Spanish in order to facilitate students the free way to express their ideas.

Table 2. Some questions in the group interview.

¿Qué actividades te gusta desarrollar en clase de Inglés?	Ver películas, cantar karaoke, hacer juegos, hablar de temas interesantes como de moda, planes de viajes, problemática global.			
¿Disfrutas las actividades para practicar listening?	Si 14	No 19		
Cómo calificas la metodología del profesor para enseñar vocabulario?	Excelente 5	Buena 10	Regular 10	Mala 8

Table 3. Results of the diagnostic test in the listening section.
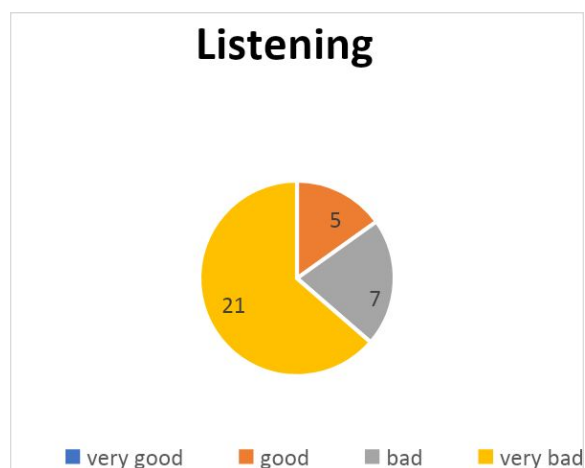
From the learning style test, we could get meaningful information to support our previous categories, because in it, it was discovered a probably reason why intermediate EFL learners in the seventh grade at La Enseñanza school. The way how students learn is a really important tool to take advantage from, because teacher can use this to make more effective classes and bring students to live an amazing English experience. In this test was revealed how students acquire knowledge as we mentioned before, the results were evident as we had thought; half of students learn visually, the other major part learn kinesthetically and a few parts of learners learn auditory. That is why when practice listening without visual aids it is harder for them to success in the activity and comprehend the message in order to develop listening comprehension. To Associate words with meanings is easier when sounds are related with images simultaneously and it is possible to get the majority of students' learning style and provide an efficient teaching process.

Table 4. Results from the learning style test.

Students Learning Styles

10

16

7

■ Visual   ■ Auditive   ■ Kinesthetic
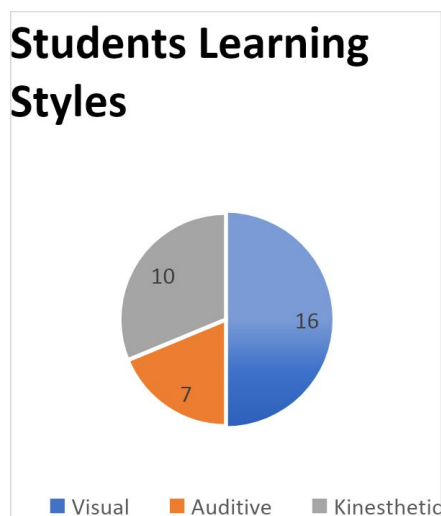
CHAPTER 4

Pedagogical Proposal

Audiovisual aids implementation as a pedagogical resource to improve listening comprehension.

   Introduction

       During the time, we were teaching and also learning English as a Foreign language we

could notice the importance of developing communicative skills as well as implement useful

resources and strategies to acquire or improve a specific skill. Nowadays, implementation of multimedia is a helping resource in Foreign Language process is vital because learners with limitations are able to acquire knowledge and understand in a more efficient way. That is why it has become commonly the use of multimedia in Foreign Language teaching because learners are more interested in this kind of English classes. Moreover, the visual effects on listening comprehension prove it (Hoven, 1999).

On one hand, Technology has become as need as a book in Foreign Language teaching because with it teachers facilitate learners an acquisition of integral knowledge, so they not only will learn about different topics but will develop skills such as listening comprehension in a enjoyable way. With the implementation of technology learners will access to real outer world so, they will have more contact and exposure to the language in this case English. Moreover, they will be able to use this resource in their self-study because they will be more motivated to learn the Foreign Language. Therefore, students will develop skills because with the implementation of technology it is easier to use materials like videos, films with and films without subtitles, songs, video calls with native people under teacher's supervision (Safranj 2015).

On the other hand, teachers need to implement more than just resources so, strategies are required to well listen and comprehend the relevant information or details. That is why teaching listening strategies to reach goals is necessary and this study is going to show how to teach and implement some effective strategies into a Foreign Language classroom in order to improve students' listening comprehension.

Justification

Communication skill is an innate ability in human development very close to listening comprehension as a sub-skill, where are involved listening strategies, listening tasks, strategies such as multimedia, films, pictures, these may be some of the large list from listening skill tools to improve it. Nowadays exists an amount of strategies to work on them as just mentioned. Also, they are applied and evaluated in different ways. It is essential to develop a well communicative skill because human beings are naturally communicative; they do it day by day through actions,

gestures, words; just to mention some of them. That is why it is important to well listen in order to have an effective communication process.

Communication has always been part of human beings' life, over thousand years it has been demonstrated. Human beings live in society to communicate, to be in contact ones with others, so the importance of communication is invaluable and innate this is pointed out by Richmond & McCrocskey, 2009.

Audiovisual aids have become relevant tools in English classrooms because they facilitate learners to be exposed to the foreign language in this case English and in that sense the listening skill is stimulated to be increased and the listening comprehension can be developed. This is an innovative strategy to motivate students to learn as well to practice English inside and outside the classroom and everywhere, so they can have an efficient exposure to the foreign language. To communicate verbally human beings, interact with others, but in listening skill there is not an directly interaction; that is why audiovisual aids as an approach can be part of communication because we scan others and interpret what they want to transmit and we learn from others the use of some specific vocabulary, expressions and grammatical structure or morphemes (Villiers 1973).

Studies based on audiovisual aids such as films and videos show the effectiveness of them into the English classroom to overcome and diminish listening difficulties in learners (Baltova, 1999) simultaneously they can improve their vocabulary as well as other skills because listening seems a passive skill, but it is not.

Audiovisual aids studies show the relevance o this tool as a pedagogical strategy or even as a teaching strategy because teachers provide an excellent and interesting English class and students can learn within a context, in real-life situations, so they assimilate easily the new information and relate it with the Foreign culture (Silaški & Đurović, 2013).

Furthermore, films and most of videos consist of dialogues, therefore they allow students to observe and listen a large range of conversations from which Learners are able to notice the use of specific vocabulary according to the context and be exposed to the language and they can get used to listening English language as well recognize words, get gist ideas, relate words with gestures or actions and learn the Foreign Language widely as well as make students be communicative competent in it.

In conclusion, this proposal looks for the improvement of listening comprehension applying audiovisual aids as a pedagogical tool to facilitate learners an interesting experience in their Foreign Language learning process and motivate them to learn this beautiful language which is really important in our world nowadays.

The Setting of the study

The setting for this study was a private school in Colombia. This proposal was designed and implemented in a seventh grade English classroom of Colegio de la Compañia de Maria La Enseñanza. These sessions were not inside the academic curriculum of the official program at school. The target population was a group of kids around 12-13 years old with an intermediate English level. The group consisted of girls with similar social statuses, learning styles, different personalities, likes and attitudes. This study was conducted with the intention of improving the

listening comprehension through audiovisual aids as an efficient and motivating strategy in English classroom considering students' English level. Moreover, students had the opportunity to work on other weaknesses such as vocabulary, grammar as well as learn a little about the culture, traditions and expressions within a context. It is worth mention the students' attitude toward the activity and they agreed to participate actively in every session implemented.

General objective

Improve listening comprehension through audiovisual aids to get a well development of the foreign language acquisition process.

Specific objectives

To design activities focused on the development of the listening comprehension.

To evaluate the improvement of the abilities involved in the communicative process in the foreign language acquisition.

Theoretical framework

Listening strategies

Listening strategies are techniques or actions that provide directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background information activates a set of expectations that assist the

listener to interpret what he has heard and anticipate what he will hear next. These *strategies* are listener based-

· Listening for the major idea

·Predicting

·Drawing assumptions

· Cutting

The listener depends on the language in the message, that is, the arrangement of words, sound, and grammar that creates meaning. *These* are text based -

- · Listening for specific information

- · Recognizing cognates

- · Recognizing word-order patterns

  Listeners who follow the strategies, they plan and evaluate their listening.

- · They plan by deciding which will be the best listening strategies in a particular situation.

- · They assess by determining whether they have achieved their listening comprehension goals

  Listening for Meaning

  To extract meaning from a listening text, students need to follow four basic steps:

- · They should outline the purpose for listening. They should be active in background knowledge of the topic in order to calculate or predict content and identify suitable listening strategies.

- · They should attend to the parts of the listening input that are important to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.

- · They should select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up strategies simultaneously to construct meaning.

- · They should check knowledge while listening and when the listening task is ended. This helps students to detect comprehension failures, directing them to apply other strategies.

Focus: The Listening Process

To achieve this goal, instructors focus on the process of listening rather than on its product.

  o · They develop students' awareness of the listening process and listening strategies by asking students to think and talk about how they listen in their native language.

  o · They allow students to practice the full repertoire of listening strategies by using authentic listening tasks.

  o · They behave as authentic listeners by responding to student communication as a listener rather than as a teacher.

- o · When working with listening tasks in class, they show students the strategies that will work best for the listening purpose and the type of text. They explain how and why students should use the strategies.

- o · They have students practice listening strategies in class and ask them to practice outside of class in their listening assignments. They encourage students to be conscious of what they're doing while they complete listening tape assignments.

- o · They encourage students to evaluate their comprehension and their strategy use immediately after completing an assignment. They build comprehension checks into in-class and out-of-class listening assignments, and periodically review how and when to use particular strategies.

- o · They encourage the development of listening skills and the use of listening strategies by using the target language to conduct classroom business: making announcements, assigning homework, describing the content and format of tests.

- o · They do not assume that students will transfer strategy use from one task to another. They explicitly mention how a particular strategy can be used in a different type of listening task or with another skill.

By raising students' awareness of listening as a skill that requires active engagement, and by explicitly teaching listening strategies, instructors help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way, they give their students the foundation for communicative competence in the new language.

Audiovisual aids

When students are learning a new language, they find quite difficult to understand every

single word in an utterance, especially audibly. However, teachers have to look for new

alternatives for students to elicit the main idea of what is being taught. Consequently, the use of

different visual materials or visual aids, play such an important role on students learning process.

Jones (2003) defines visual aids as a helpful resource, used by the teacher that will act as a

support for students to comprehend the main idea of what is being listened. To support this,

Perry (2001) states that students are more open-minded when they are exposed to this kind of

material, since their attention is more active at the moment of the listening activity, their

listening comprehension will be improved. Moreover, Kashani et al (2011) establishes that

"visual aids accompanied by listening tasks are of special significance in foreign language

teaching because they help listeners to comprehend the key points of audio materials" (p 75-84).

Hence, it is important to highlight which are some of the types of visual aids that will help

students to elicit and comprehend as much information as they can from a listening track.

Methodology

This pedagogical proposal is an innovative teaching methodology taking into account the

modern and technological generation we live in. The use of movies and other audiovisual aids to

improve listening comprehension is a great option to catch the students interest and to motivate them to participate in listening comprehension activities. We implemented this resource as pedagogical teaching strategy, also we provided students background vocabulary, key words and context what is very important to help them to understand better the activities. To proceed with the application, it was necessary to explain students the three stages of the listening tasks: pre-listening, while-listening and post-listening. During the process, they could notice their listening comprehension improvement. To evaluate and verify it learners developed different listening comprehension activities in the classroom and these activities were compared with the prior ones. The students' improvement was evident, because they could learn more vocabulary making relations with images and sounds. Moreover, they could identify the topic, the intention of messages according to the context given by scenes and pictures, they could get mean ideas without translating word-by-word, but getting the meaning of unknown words within the record, the movie, the image as well.

Assessment

In this pedagogical proposal students have the assessment of developing the three stages implemented pre-listening, while listening and post-listening in order to improve their listening comprehension. Also, they should relate words with images including sounds, so that the target language assimilation be easier and interesting.

WORKSHOPS

7 grade

Intermediate English level

#1 YOUR DAILY LIFE!

LISTENING STANDARD

Standards taken from Guias N° 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés.

- I understand basic information about topics related with my daily activities and my environment.

- I understand and follow specific instructions presented in a clear and known vocabulary.

- I understand an oral description about a situation, person, place or object.

- I identify the general topic and relevant details in conversations, radial information or oral expressions.

OBJECTIVES

*To recognize what are stages.

* To make predictions related to the topic they are going to listen about.

* To participate actively in English class.

RESOURCES

TV, workshop and dictionary

PROCEDURE

Teachers present students what a strategy is and what it is for. Then, the teachers present every stage one by one; the first one was Pre-listening, in this first section, students learn about making predictions anticipating the topic and the possible answers as well to be prepared to listen and comprehend. In the second section, teachers reinforce the stage concept and then presented the second one, that is while-listening. In this section, students have to be concentrated and focused on the conversation to verify the answers and the detailed information. In the third section, the teacher presented the last stage post-listening, in this section, students have to write a text about their own experience.

ASSESMENT

Teachers provide students a worksheet to apply immediately the strategies. In those worksheets, they have to assess different stages. In the first pre- listening activity they have to observe pictures about some daily routines, then they have to associate them with their daily routine. Then in the while listening part students have to ask classmates about their daily routines. In the while listening activities students have to answer a worksheet about a video. In the post-listening stage students have to write down a paragraph about their daily routine.

ACTIVITY N° 1

Pre-listening

1A. Look at the pictures and discuss with a partner what they are about.

picture one   picture two   picture three

1B. Try to guess the activities with your partner.

1C. Which of the activities do you do? How often?

ACTIVITY #2

1A. Read the following questions and answer them.

  a. Do you like to listen to music?

  b. Do you like to play sports?

  c. Do you like to go to the cinema?

  d. Do you like to hang out with your friends?

  e. Do you like to read a book?

  f. Do you like to chat with your friends?

1B. Ask the same questions to 5 of your classmates. Write their answers and compare with yours.

_____

ACTIVITY #3

1A. Find someone in your class who:

    a. Eats 5 fruits per day

    b. Eats vegetables everyday

    c. Likes to drink 3 cups of coffee per day

    d. Works out 3-4 times a week

    e. Drinks 8 glasses of water per day

    f. Sleeps 8 hours

    g. Eats 5 meals per day

1B. Do you do any of those activities? Which ones?

While listening

ACTIVITY # 1

1.A Listen and repeat the words three times, first listen the word and repeat, second watch the word and repeat and third watch the picture and repeat the word.

1. Listen and complete the spaces with words from the box.

watch	brush	arrive	have	is	get up	Go	Clean
have	go	go	get	take	go	have	go

1.

Every day I _____ (1) at half past six. First, I _____ (2) to the kitchen and _____ (3) a cup of tea and toast for breakfast. Then I _____ (4) to the bathroom and _____ (5) my teeth. After that, I _____ (6) dressed and (7) _____ my hair.

At half past seven I _____ (8) to work. I _____ (9) the bus to Cabramatta. It _____ (10) a long way from home. I _____ (11) at work at ten to eight. At twelve o'clock I _____ (12) lunch and at four o'clock I (13) home.

At seven o'clock I _____ (14) dinner with my family and then we _____ (15) TV. At a quarter past eleven I _____ (16) to bed.

_____

ACTIVITY # 2

1. **Listen and choose the correct answer. Could be more than one.**

    1) What does Jeyong do with his sister?

a) They go to the cinema

b) They go to school

2) Why does Joel like to stay home?

a) To be with friends

b) To be with his son

3) What is Lucinda's hobby?

a) She watches television

b) She doesn't have free time

4) What does Martin do with his girlfriend?

a) They go for walks

b) They cook together

5) Ruth likes to hang out with _____ .

a) her classmates

b) her family

6) Who are Tom's friends?

a) He doesn't have any

b) Radio employees

ACTIVITY # 3

1. **Listen and write <u>T</u>rue or <u>F</u>alse.**

   1. The man is in soccer match _____

   2. He wants junk food _____

   3. He thinks joining to the basketball team it's not a good idea. _____

   4. His wife encourages him to join the team. _____

   5. He doesn't have any experience playing basketball. _____

   6. His wife thinks he is not in shape to play _____

   7. His wife suggests him to change some habits. _____

   8. He doesn't have to work out. _____

   9. His wife just wants to bother him without any reason. _____

   10. He disagrees about all the changes his wife is suggesting. _____

Post- listening

ACTIVITY #1

1. Write a paragraph describing your ideal daily routine. Talk about the activities you would like

   to   do   and   at   what   time.

   _____

   _____

   _____

   _____

   _____

   _____

_____

_____

_____

_____

_____

_____

_____.

ACTIVITY #2

IN PAIRS. Create a role play where you talk about the different plans you can do on a week off you have. You have to present it to the rest of the class.

ACTIVITY #3

Make a survey where you ask to 3 of your classmates about their habits. Analyze the answers and create a plan (diet, work out days, etc…) to change their bad habits.

WORKSHOP # 2

CATASTROPHIC!

7 grade

Intermediate English level

LISTENING STANDARD

Standars taken from Guias N° 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés.

- I understand questions and oral expressions that refer to me, my family, my friends and my environment.

- I understand and follow specific instructions presented in a clear and known vocabulary.

- I understand an oral description about a situation, person, place or object.

- I identify the general topic and relevant details in conversations, radial information or oral expressions.

OBJECTIVES

- To recognize the listening stages.

- To get general and specific information from the movie.

- To use information from the movie to write a letter.

RESOURCES

- TV, workshop and dictionary.

PROCEDURE

Teachers tell students they are going to see a movie with the purpose to apply the listening strategies they were working on (Pre-listening, while-listening, and post-listening)

ASSESSMENT

Teachers provide a worksheet where students have recognize echa stage. Pre-listening is developed by asking students to look at some pictures and discuss what do they think are them about. After that, they have to name each picture using the dictionary. Then, they have to say which problem is the worst and why. In the while-listening section students will find multiple choice questions that they have to answer according to the movie. For the post-listening students have to write a letter where they present a solution to one of the main global problem that we have nowadays.

ACTIVITY N°2

PRE-LISTENING

- 1.A Look at the pictures and discus with a classmate wat do you think are them about.
- 1.B Use the dictionary to find the word and definition for each picture.
- 1.C Which problem do you think is the worst one? Why?

  _____

  _____

  _____

WHILE-LISTENING

WHILE LISTENING

2. According to the movie, choose the best answer.

A. Which problems does the overpopulation generate?

a. global warming, violence, and poverty

b. increment of the food, water and fossil fuels use.

c. climate change, genetic defects, and pollution.

d. All of the above.

B. What's the purpose of the child allocation law?

a. To give more food and water to rich people.

b. to control people's sexual life

c. to preserve the planet and give a better future to kids.

C. Doctors could not save Mr. Settman's daughter because:

a. Just because, they didn't want to help her.

b. they didn't have the appropriated equipment.

c. she was to weak.

D. What's the children father's name?

a. Adrian

b. Eddie

c. it's not mentioned in the movie.

E. Who of the siblings is the one good at numbers?

a. Friday.

b. Saturday.

c. Monday.

F. What are the rules the girls have to follow?

a. Go out only in the day of the week that is their name and say they have only one sister.

b. Only one of them can go out and use Keren's identity and don't say she has any sisters.

c. Go out only in the day of the week that is their name and don't say they have any sisters.

G. What do they have to do always at the end of the day?

a. Eat together.

b. Tell the others every detail of the day.

c. Watch tv .

H. Karen Settman is trying to get:

a. Some vacations days.

b. Another job.

c. A promotion.

I. Karen's coworker discovered that:

a. She's pregnant.

b. She was stealing money.

c. She has sisters.

J. What were Monday's reasons to do what she did?

a. Selfishness, because she wanted Karen Settman's identity to herself.

b. She didn't love her family.

c. She fell in love and got pregnant.

POST-LISTENING

If you were the president of your country and you have to propose a solution to one of the main global problems that we have nowadays in order to preserve our planet:

- ✓ What would you propose?
- ✓ What would it be about?
- ✓ How would you implement it?

- Your proposal has to be presented in a formal letter format.

WORKSHOP #3

WHAT IF…

7 grade

Intermediate English level

<u>LISTENING STANDARD</u>

Standars taken from Guias N° 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés.

- I understand basic information about topics related with my daily activities and my environment.

- I understand questions and oral expressions that refer to me, my family, my friends and my environment.

● I understand and follow specific instructions presented in a clear and known vocabulary.

● I understand an oral description about a situation, person, place or object.

● I identify the general topic and relevant details in conversations, radial information or oral expressions.

OBJECTIVES

- To recognize the listening task stages.

- To get general and specific information from the movie.

- To use information from the movie to answer critical thinking questions.

RESOURCES

- TV, workshop and dictionary.

PROCEDURE

Teachers tell students they are going to see a movie with the purpose to apply the listening strategies they were working on (Pre-listening, while-listening, and post-listening)

ASSESSMENT

Teachers provide a worksheet where students have to recognize the listening tasks stages. Pre-listening is developed by asking students to read some statements and discuss with a partner about them. The while-listening section is about say which statements are true or false according to the movie. Finally, in the post-listening part students have to answer some critical thinking questions based on information from the movie.

ACTIVITY

PRE-LISTENING

1. Read the statements and discuss with a partner what would you do and how would you feel in those situations

    ✓ . You have an accident and as a result you're blind.

    ✓ . You wake up and you can't hear and speak.

    ✓ . You start losing your memories.

WHILE-LISTENING

2. According to the movie write if the following statements are **T**rue or **F**alse.

    a. People is running away because there is no more food. _____

    b. People start getting crazy and acting weird when they see something. _____

    c. The kids have to look around and be alert. _____

    d. Malorie is from Sacramento. _____

    e. If something happens to Malorie, the kids have to run and save themselves. __

    f.   Malorie asks to the kids to row when they were in the rapids. _____

    g. Malorie and the kids know they were close to the community by the lights. ___

    h. Malorie and the kids arrive to a school for blind people. _____

POST-LISTENING

3. After you see the movie, answer the following questions.

 a. What would you do if people around you including people you love is getting crazy or sick?

_____

_____

_____

_____

_____

 b. According to you, which was the hardest situation of the movie? Why?

_____

_____

_____

_____

_____

 c. If you could be one of the characters, which one would you choose? Why?

_____

_____

_____

_____

_____

Proposal Evaluation

It concerns to say the pedagogical proposal was carried out successfully. Also, students were more interested in English classes because of the implementation of movies, flashcards, videos and power point presentations with images mixed with oriented activities that focused them to improve their EFL listening comprehension. Moreover, this proposal gave students the idea of practicing by themselves at home watching movies in English, playing with friends using images in order to improve their English level as well. As final result, all students improved their English listening comprehension as well as other skills such as speaking, reading, writing and they enriched their vocabulary. Now, students feel self-confident to talk in the target language inside and outside the classroom, so they participate actively in every class developed thanks to the pedagogical proposal presented.

Analysis

After having done the first activity, the students were told to watch attentively the vocabulary, then to listen words, then to listen regarding the word and finally repeating the word watching an image of the action. Also, they were told to speak about every topic before watching the audiovisual aid in order to anticipate. Moreover, during the activity they analyzed what they were watching and listening as answering or filling missing information in a worksheet designed according to their English level. The results obtained from the focal group showed their listening comprehension improvement in comparison with the first result gotten from the diagnostic test.

STUDENT #1

Identify vocabulary previously taught.	● 4	Good	Near to get the objective, need more effort.
Get gist ideas.	● 5	Excellent	Got the objective
Understand the target language	● 5	Excellent	Got the 9

STUDENT #2

Identify vocabulary previously taught.	● 5	Excellent	Got the objective.
Get gist ideas.	● 3	Basic	Need practice more and more exposure to the target language.
Understand the target language	● 4	Excellent	Near to get the objective, need more effort.

STUDENT #3

Identify vocabulary previously taught.	● 4	Good	Near to get the objective, need more effort.
Get gist ideas.	● 3	Basic	Need practice more and more exposure to the target language.
Understand the target language	● 4	Good	Near to get the objective, need more effort.

STUDENT #4

Identify vocabulary previously taught.	● 4	Good	Near to get the objective, need more effort.
Get gist ideas.	● 4	Good	Near to get the objective, need more effort.
Understand the target language	● 4	Good	Near to get the objective, need more effort.

STUDENT #5

Identify vocabulary previously taught.	● 3	Basic	Need practice more and more exposure to the target language.
Get gist ideas.	● 4	Good	Near to get the objective, need more effort.
Understand the target language	● 4	Good	Near to get the objective, need more effort.

STUDENT #6

Identify vocabulary previously taught.	● 5	Excellent	Got the objective.
Get gist ideas.	● 5	Excellent	Got the objective.
Understand the target language	● 5	Excellent	Got the objective.

STUDENT #7

Identify vocabulary previously taught.	● 4	Good	Near to get the objective, need more effort.
Get gist ideas.	● 4	Good	Near to get the objective, need more effort.
Understand the target language	● 4	Good	Near to get the objective, need more effort.

Conclusion

We could conclude from this research project, the implementation of audiovisual aids as pedagogical resources to improve listening comprehension in EFL learners and the results obtained at the end were amazing, it showed that when EFL teachers or instructors have into account firstly students' learning style to provide significant teachings, they can generate a great impact in learners' lives. Therefore, they will be in love of English and not afraid or boring in English classrooms. Moreover, we could appreciate students listening comprehension improvement and their motivated attitude towards English class.

Finally, we can mention that all the objectives were reached, most of students could overcome their listening comprehension limitations thanks to the strategies applied during the

classes. Moreover, the results reflect an important improvement in the skill. That is why we could conclude the more EFL learners are exposed to the language, the faster and easier the language can be understood. Also, the more students are aware of the listening strategies to comprehend the language, the faster they improve it. Finally, when teachers implement interesting activities to develop the different topics, students feel more motivated to learn the target language.

Recommendations

There are some recommendations to mention in order to help teachers in their long teaching path. Firstly, it is important to innovate and be updated to teach in a more significant way to our modern learners. As we know, times change and the generations as well. In second place, to teach in an effective way it is necessary to have into account essential teaching-learning factors such as learning styles and the kind of activities to be developed in classes.

Finally, it is really important to encourage students to feel self-confident to participate even though they make mistakes, because those mistakes are part of the improvement process. We learn from our errors to be better than we are. The more practice doing something, the better we become in it. Motivating and exposing learners to English language teachers will notice

amazing results in EFL learners. It is not an easy task for teachers, but it is our labor an intermediator between a language and students.

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ANEXES