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English Faculty

Guápiles Branch

Licentiate Degree in English Teaching

Improving Listening Skill Performing by Using Audio-visual Aids as  
Authentic Material in 9th Grade Students at CINDEA Nakelkälä During the  
3rd Period, 2019

Proponent:

Jovanni Daniel Rivera Espinoza

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## **Abstract**

The present final project aims improving listening skill performing by using audio-visual aids as authentic material in 9th grade students at CINDEA Nakelkälä during the 3rd period, 2019. The target population addressed was a group of 20 students;12 of them are female and 8 are male and their ages range between 16 to 45 years; it is important to note that all of them live in rural areas. According to the findings in this action research was possible to see that students, in general, have problems getting the message across from an audio, video, or song, because of the level that they have in listening comprehension. Due to the previous affirmation it was evidenced the necessity to include audio-visual aids as authentic materials, which contains motivational activities for this specific group. After the action plan was applied; students were more interested in performing at a better listening skill. It is believed that the use of audio-visual aids in English Foreign Language classrooms could facilitate the students to get more interested in learning. Considering the great benefits and challenges of using audio-visual aids in the EFL classrooms, this paper discusses the theoretical background to present some reasons why it is important deploying audio-visual aids as authentic material. Finally, the researcher of this study expects to provide information for English Language teachers to successfully employ the video, audio or song in their classrooms; in order to incorporate listening as a process which involves more than mere hearing of sounds and accents, as it includes identifying, understanding, and interpreting spoken languages.

***Key words: Listening skill, Technology, CEFR, EFL, Audio-visual aids***

## **Resumen Ejecutivo**

El presente proyecto final tiene como objetivo mejorar la capacidad de escucha mediante el uso de materiales audio-visuales como material auténtico en estudiantes de noveno año en CINDEA Nakelkälä durante el tercer período de 2019. La población abordada fue un grupo de 20 estudiantes, 12 de ellos son mujeres y 8 son hombres y sus edades oscilan entre 16 y 45 años; es importante señalar que todos ellos viven en zonas rurales. Según los hallazgos, en esta investigación fue posible ver que los estudiantes en general tienen problemas para adquirir el mensaje de un audio, video o canción, debido al nivel que tienen en la comprensión auditiva. Debido a la afirmación anterior, se evidenció la necesidad de incluir materiales audio-visuales como materiales auténticos, que contiene actividades de motivación para este grupo específico. Después de que se aplicó el plan de acción; los estudiantes estuvieron más interesados en la realización de una mejor habilidad para escuchar. Se cree que el uso de materiales audio-visuales en las aulas de lengua extranjera en inglés podría facilitar que los estudiantes se interesen más en el aprendizaje. Teniendo en cuenta los grandes beneficios y desafíos de los materiales audio-visuales en las aulas EFL, este documento discute los antecedentes teóricos y presenta algunas razones, por lo cual es importante implementar los materiales audio-visuales en las aulas de clases. Finalmente, el investigador de este estudio espera proporcionar información para que los profesores de inglés empleen con éxito el video, el audio o la canción en sus salones de clase para incorporar la escucha como un proceso en el que implica más que la mera escucha de sonidos y acentos, ya que incluye identificación, comprensión e interpretación de lenguas en que se habla.

***Palabras claves: Habilidad para escuchar, Tecnología, CEFR, EFL, Ayudas audio-visuales***

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## **Chapter 1**

### **Introduction and General Information**

#### **Introduction**

Merriam Webster dictionary defines listening as the act “to hear something with thoughtful attention”. That means listening is an active process in which the individual needs to understand and interpret the meaning of the conversation. In this final research project titled Improving listening skill performing by using audio-visual aids as authentic material in EFL classroom, the researcher will diagnose and analyze the main problem that students face in the learning of target language specifically when listening skills are measured. Moreover, it provides a theoretical information that might be of great benefits for the reader to know and a wide-range of advantages; it will also show the importance of using audio-visual material into the educational field, and the possible challenges that educators might face when using videos, audios, songs, and pictures to teach English as a foreign language.

According to Richards&Renandya as cited by Solak (2016), “Listening received little attention in language teaching and learning, because teaching methods emphasized productive skills and listening was characterized as passive activity” (p.30). As a result of this statement the question is; has the educational system in Costa Rica just focused on output skills? Lin (2010), mentioned “Listening cannot be taken as only an area of skill in the performance of language, but also a means so critical, through which the second language becomes acquired” (p.208). Based on this affirmation, listening needs to be taught in a way whereby students try to change words into thought in order to get and express messages in real-life contexts.

## **Rationale**

This investigation will be based on the importance of using audio-visual aids as authentic materials into an educational purpose. The teaching of the English language in Costa Rica has been of limited success over many years, but lately, Minister of Public Education has been developing new curricula to help students improve their English skills. However, the majority of students are not competent in using English language skills, especially listening skills. Listening is a skill that is rarely taught in school. Furthermore, a learner's failure to understand the language they hear can be an incentive, not a barrier, to interaction and learning. Also, nowadays, technology plays an increasingly important role in education in Costa Rica. One technological tool that teachers could use is a video or a song that offers instructors a wide variety of resource material to be employed in EFL classrooms to improve students' listening comprehension. Audio-visual materials can be used as an alternative instructional tool for teaching listening since they are a rich source of conversations and dialogues by English speakers that teachers can use as authentic material to be implemented in classrooms. This can significantly facilitate teaching language learning due to its multiplying input modalities that can motivate learners and attract their attention to the aural input. As a result, the use of audio-visual material is widely employed as an instrument to practice listening skills in English language learning.



## **Purpose**

### **General Objective.**

Improving students' listening skill performing by using audio-visual aids as authentic material in the EFL classroom.

### **Specific Objectives.**

To diagnose the students' listening skill at CINDEA Nakelkälä of 9th grade.

To implement audio-visual aids in ESL classrooms for improving listening skill.

To evaluate how audio-visual aids, make a positive change in the dynamics of teaching listening in EFL classroom.

### **Research Questions**

1. What are listening skills?
2. What are the advantages of using audio-visual aids in the EFL classroom?
3. Why are audio-visual materials important for educational purposes?
4. What challenges might students and teachers face when implementing audio-visual aids?
5. What is the relationship between listening and speaking skills?

### **Hypothesis**

Students of nine grade at CINDEA Nakelkälä will increase their listening performance with the implementation of audio-visual aids as authentic materials.

## **Chapter 2**

### **Literature Review**

#### **General Thoughts**

The introduction of audio-visual aids as authentic material into language classrooms could play a significant role to improve the listening skills. Some studies in the educational field found that the majority of language teachers agree that using videos, songs, and audios as a teaching source can benefit in different ways in second language acquisition. Based on this, a great question comes out, in Costa Rica, are English teachers using any kind of audiovisual aids in students' learning process? In case, if the response were affirmative, the other interrogative is why are some learners having difficulties when listening skill is being measured?

For Buck as cited by Cahyaningrum (2010)

Listening is a complex process in which the listener takes the incoming data, an acoustic signal, and interprets it based on a wide variety of linguistic and non-linguistics knowledge. In this case, the linguistic knowledge includes phonology, lexis, semantic and discourse structure (p.13).

In reference to the preceding statement, it is clear that listening skill is the process that allows the listener to understand and determine a message, identify the parts that contains the speech and also, it will enable the listener to be an active participant in the society in which they are immersed. Lately, with the emergence of technology, the challenge for the teacher has become much easier. Audio-visual materials help students to have notions about the accurate pronunciation of the target language, and also, students can be able to know about the non-linguistic features. It is very important to remark that in most of the language classes the teacher has learners that show a degree of difficulty when teachers measure the listening

skill by using material such as audio, since they are not used to hearing native English speakers or non-native English speakers with their original accent due to their nationality, however, nowadays they are more exposed to this type of material due to instructors having realized that videos catch students' interest on the target language.

According to Yassaei (2012), "Integrating videos into lessons creates enticing visual and special interactive environment in the EFL/ESL classroom" (p.13). Nowadays, students are often exposed to new technology, and from this point of view, the teachers are called to incorporate them into their classroom in order to provide enough input as it is necessary. The use of videos is crucial in the educational field, with visual aids language classes seems more stimulating, eradicating the boredom that some students might often feel in a common language classroom. Taking into consideration the previous argument, the teacher must look for positive changes which demand the use of teaching strategies that become sufficiently innovative and pleasant for the learners. Language is not static but continuously changes; this is why it is indispensable to expose foreign language students to the target language, and the use of technology needs to be exploited in the classroom as much as necessary.

### **Use of Technology in Language Teaching**

According to Mamun (2014), "Technology has been influential the field of education and training is not out of this, now-a-days, teachers are using different technologies in their classes to make it different and effective from the traditional ones" (p.8). Therefore, videos, and audios are one of the most important tools that teachers are using in the classroom in order to engage the student's interest. Now teachers are using computers and projectors, and these tools have made English teaching significantly dynamic also, helps to create a relaxing classroom environment. Ozaslan & Maden as cited by Mamun (2014), conducted a relevant

study where they found that students learn better if materials are presented through some visual tool (p.9). Based on this, it is necessary to mention that through using videos, the four English skills can be taught, because in a video a teacher can use an interview, a song, a play as authentic material in which students acquire knowledge about factual issues.

### **The Importance of Speaking and Listening Skill in the Learning Process**

According to Klimczak, Majer, and Pawlack as cited by Mizab Meriem (2015), "State that speaking is considered as a complex skill, because it involves simultaneous listening and comprehending since it happens in real time" (p.9). It is believed that speaking and listening are embedded in the English teaching process, teachers can use videos as helpful tools in which students can create and understand situations. It means that to create communication, it is necessary to have two elements, one is who is listening to the conversation, and the other is who is speaking in order to give a message. Speaking and listening should be taught with attractive and communicative activities in order to enhance the students' speaking proficiency. For many teachers teaching listening is the hard part, just because it demands a little more time than other skills; also, it is needed to create a task based on the songs, videos, or audios that are going to be used in class.

Nunan as cited by Mizab Meriem (2015), states that " Listening is thus fundamental to speaking" (p.19). Practicing listening is an important skill that foreign students need to practice in order to develop their speaking skills. Therefore, nowadays, many foreign language students are focusing on studying grammatical rules, and vocabulary in order to improve their speaking skills, and they are neglecting to develop and practicing their listening comprehension skills. Due to, listening comprehension plays an important role in communication for any foreign language students; it is believed that without understanding

the speaker's words, communication becomes impossible. That refers to a student needing to listen before speaking in order to give an appropriate response.

### **Listening Skill and Speaking Skill Relationship**

According to Mizab Meriem (2015), "To be proficient in any foreign language, students should master the four language skills. Speaking is a fundamental skill for communication; nevertheless, it cannot be developed in isolation especially from listening skill" (p.19). It means that speaking and listening skills need to be together in order to express and decode thought and ideas in a conversation, even though for students that their first goal is developing speaking skills and neglect listening skills. Anderson and Lynch as cited by Mizab Meriem (2015), stated "However, students should develop their listening skills to be proficient in speaking because effective speaking depends on successful listening" (p.19). Based on the previous affirmation it is necessary to mention that students develop the ability to communicate effectively until they master both listening and speaking skills; it means to be able to have a conversation in the target language, speak well, is not only important part, also students need to listen successfully, as well. In most real-life conversations, listeners are expected to give an immediate oral response to what they just heard; they can use either verbal or non-verbal ways of expressing their ideas.

### **Importance of Using Audios-visual aids as Authentic Material**

According to Rogers & Medley as cited by Ghaderpanahi (2012), "Authentic materials refer to oral and written language materials used in daily situations by native speakers of the language" (p.148). There are different types of authentic materials such as newspapers, magazines, television programs, videos, songs, and audios. All those materials

are created by native speakers for native speakers without any kind of educational purpose; however, teachers can take advantages provided by using the audio-visual aids in their classroom. Mathew & Alidmat (2013), stated “Teaching and learning becomes monotonous when the language teachers are compelled to rely on the text books as the only source of language input” (p.88). It is believed that introducing audio-visual aids as authentic material into the classroom can be a great fully learning alternative, because they contain dialogues from highly proficient English speakers, which could contribute to an easier understanding of the native speaker utterance. It is believed that listening skill performance does not mean just a simple word translation, due to nowadays, many professors are teaching listening in isolated words without any kind of context, as is well-known listening skills involves a deeper understanding of the meaning. Professors should act as a guide for students in order to understand proper speech in which pupils learn to deal with factual conversations in real listening situations. Videos could be used as an alternative resource, because they provide, gestures, words, and expressions used in everyday communication by native speakers.

According to Wang (2015), there are three goals of teaching English with video materials (p.23,24). The first is to facilitate the development of EFL learners’ language skill. It means that videos should contain relevant information for students; for that reason, videos engage students’ attention, and also improve their listening performance competence. The second is to cultivate students’ competence of intercultural communication. At the moment when teachers present a video in the classroom, the video does not just give information about the language; it also gives students new knowledge about the cultural patterns of native speakers. It means that in most videos presented by teachers in the classroom students are going to realised that native speakers are mixing action and speech in which they are using

their own idioms or slangs which depends on the sex, age, social class, and place of residence of a person. The third is to cultivate students' aesthetic values and ability to appreciate English videos of Artistic values. Based on the preceding statement, videos do not just present accurate information about what students have watched in a specific topic, it assumes that students create an esthetical impression of the video, and respect for the native speaker's world view, in order to have a deep critical thinking which helps to students social and cultural awareness to enjoy language development and eliminate culture barriers.

### **Challenges Might Students and Teachers Face When Implementing Audio-visual Aids**

Teachers and learners, might face different difficulties at the moment of learning and practicing listening such as: lack of control over the speed of the heard utterance, students are not able to control how fast the speaker is speaking when watching a video, listening to a song or an audio, if the audio-visual material used in the classroom is too fast student will start missing what follows, for this reason, the teacher needs to choose the material according to student needs and level. Another problem that students face is the limited vocabulary that students have; it means that vocabulary used in listening materials could include phrase adverbs, idioms, and slang, so if the students are not able to process, interpret, and understand all those words, students will misunderstand the message in certain audio-visual aid. Moreover, problems with concentration provoked by anxiety will be another issue that students need to overcome in listening activities.

Gregersen and Hortwitz as cited by Mizab Meriem (2015), argue that "Learners who feel anxious in their foreign language learning may find their study less enjoyable, which will in turn have a negative impact on their performance" (p.17). Based on the over information it is believed that students find hard to concentrate and feel anxious when the

activity required recognizing different sounds, sound combinations, and intonations, in order to counteract the students' anxiety teachers need to create a good classroom atmosphere in to which remove the anxiety of the students to ensure a friendly and comfortable classroom setting.

### **Teacher's Role During Listening Activities**

Teachers have a great responsibility in their classrooms while they are using audio-visual aids as authentic materials; professors could have a significant impact on their students in positive or negative ways and it is the teacher's responsibility to create a friendly atmosphere into the EFL classroom. During listening activities, teachers could be organizers in which they have to give and explain clear instructions about what their students are going to do, also, at the end of the task, they must give constructive feedback on students' performance; in order to evaluate how good, the students were.



## **Chapter 3**

### **Design and Method**

#### **Research Method**

According to Bodorkós (2010), research method, it can be defined as a “Research process to address issues of pressing concerns by bringing together and action, theory and practice, academic and local knowledge and participation of people in the research” (p.2). The main reason for using the research method is because it provides the investigator the opportunity to work on common problems that usually teachers and learners might daily face in their classroom. By finding a possible solution to the problem, the researcher takes concrete action to create better learning and teaching styles, making this method very useful since it has the purposes to observe, analyze, and interpret issues or behavior in a real-life context.

#### **Type of Approach**

This present study will follow a qualitative research approach. “Qualitative research collects data qualitatively, and the method of analysis is also primary qualitative. This often involves an inductive exploration of the data to identify recurring themes, patterns or concepts and then describing and interpreting those categories” (Nassaji, 2015, p.130). On the other hand, Gall and Borg as cited by Nassaji (2015), argues that “The goal of descriptive research is to describe a phenomenon and its characteristic. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often to gather data” (p.129). Based on the previous quotations there is a close relationship between them, due that one fundamental

characteristic of both types of research is that they comprise realistic facts, that is, they attend to study language learning and teaching in their naturally occurring setting.

### **The Context**

**Setting.** This study was carried out during the third term of 2019 at CINDEA Nakelkälä located at Gavilan, Valle la Estrella, Limón. This community is an indigenous area in which the mother tongue is Cabecar; they speak Spanish as a second language, and they are learning English as a foreign language. CINDEA Nakelkälä is a small public institution that counts with seven groups, two groups of eighth grade, also two groups of ninth grade, two groups of tenth grade, and only one group of eleventh grade; with a total population of 230 learners. It is very important to remark that this institution displays a warm teaching environment in which it is possible to perceive an excellent rapport and support among the school staff and the learners.

**Participants.** The target population addressed in this action research was a group of 20 students of ninth grades; 12 of them are women and 8 are men and their age ranging between 16 to 45 years. A relevant aspect to mention is that most of those students speak Cabecar as their mother tongue and Spanish as a second language; also, it is very important to remark that almost 90% of students work in Standard Fruit Company in bananas plantations.

## **Data Collection Procedures and Tools of Initial Research**

**Procedures of Initial Research.** The initial step applied by the researcher was a class observation, and also designed a check list (see in appendix A) with the purpose to visualize the classroom's environment, the students' interaction, and the teacher roles, and strategies uses for the developing the class; the class started with the administrative part (Checking attendance list), then the researcher introduces himself, later on, the researcher notified the students about the purpose of the research project, students were friendly, after that students were asked by the teacher to take out their text books and start working on a grammar part, later on, there was an exercise that demanded the implementation of an audio; the teacher read the instructions established in the book, and then he played the audio three times; students answered the questions, but while the audio was running, students seemed lost and anxious. Finally, the teacher gave the correct response to them orally, without any kind of feedback; the investigator realized that few aspects of listening and materials were kept in mind by the teacher to develop an excellent listening class.

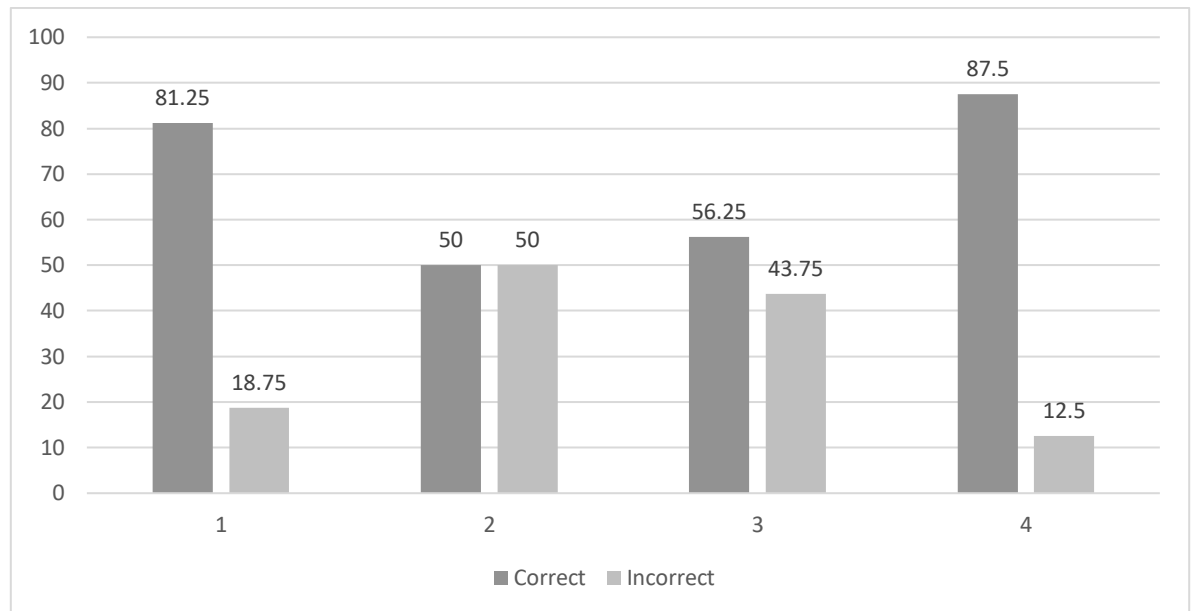
After the class observation was carried out, the researcher found the main reason that led to make this investigation, due to most of the target population (ninth graders) showing certain difficulties at absorbing listening material especially those that lack of visual aids, provoking anxiety and frustration in the students by not being able to respond to the different activities proposed by the teacher. Likewise, the author notices through the class observation that the listening materials used in class do not catch the majority of the students' attention, making classes in some way a monotonous learning environment. Later on, the researcher played a video named Healthy life-style; in order to engage students' participation; after watching the video the students were asked by the researcher to give their opinions about the

video; in this way, the researcher realized that listening and speaking skills are an embedded process.

**Instruments.** In regards to the instruments used to collect the most valuable data the investigator created a listening diagnostic test, in the same fashion the diagnostic test was applied (see appendix B); the listening test applied contained two sections; the first one collected information about food, fruits, and vegetables in a multiple-choice session, and the second one was in a complete part in which students had to write down the missing information about making a restaurant reservation. The purpose of the diagnostic test was to know how the students get the message across from an audio, video, or song to diagnose the level of listening comprehension in which the students are daily immersed, mainly when they are exposed to audio-visual aids.

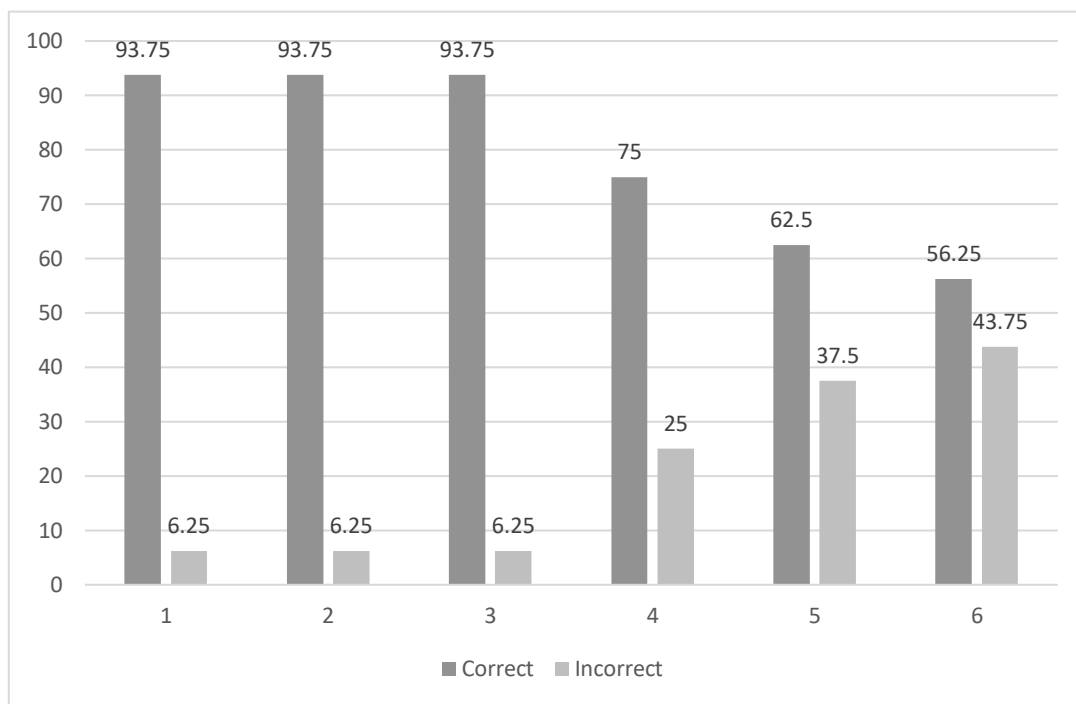
### **Diagnostic Data Analysis**

The listening diagnostic test provided theoretical information, in order to gather a clear results description of the instrument applied to the ninth-grade students of section 9-1 at CINDEA Nakelkälä. 16 students took the diagnostic test; in this chapter all the questions selected for getting the students information are going to be analyzed for the results of the research work.



*Figure 1. Nico and Maya are in a restaurant.*

According to question #1. What are Maya and Nico doing? The results from the question was that 13 students were correct, which is 81,25% and 3 students were incorrect which is 18,75%. Therefore, based on question #2. Today Maya wants to....? The results were 8 pupils got it correct which is 50% and 8 got it incorrect which reflect 50%. In this case, the answer was tricky, because the audio mentioned that Maya did not want to eat meat, but the correct answer stated that Maya wanted to avoid meat, that was the reason why students were a little bit confused. In the same fashion, the question #3. Maya never has [...] as a meal. The results obtained from students were 9 students were correct which is 56,25% and 7 students were incorrect which is 46,75%. The last question on this audio was. Maya [...] eat spices. 14 students got it correct, and 2 students got it incorrect. This question was relatively easy, because the answer was related to the frequency adverbs, and the students got a good result, because the students had studied these adverbs before.



*Figure 2. Fruits and veggies that Todd likes to eat*

In this session of the diagnostic test, the researcher used a video about what Todd likes to eat; with the use of the video, the result was excellent. Question #1. What kind of fruit Todd does not like to eat? In this question, 15 students were correct, and 1 student was incorrect. Question #2. What kind of fruit Todd likes to eat? 15 students were correct, and 1 student was incorrect. Question #3. What kind of fruits does Todd like to eat together? The result by the students was the same as the two previous questions. It means that 15 students were correct, and just 1 was incorrect. Question #4. What does Todd try to eat every day? 12 students were correct, and 4 students were incorrect. Question #5. It is a kind of vegetable that Todd likes. For this question, the result was 10 students were correct, and 6 students got it incorrect. Question #6. Todd [...] eats fruits and vegetables. 9 pupils were correct, and 7 were incorrect. According to this information, it is clear that a video is a helpful tool in the English classroom, because the video catches the students' attention, also, students can

follow the conversation that the video was developing. In general, students got a great result in comparison with the first audio used in this diagnostic test.

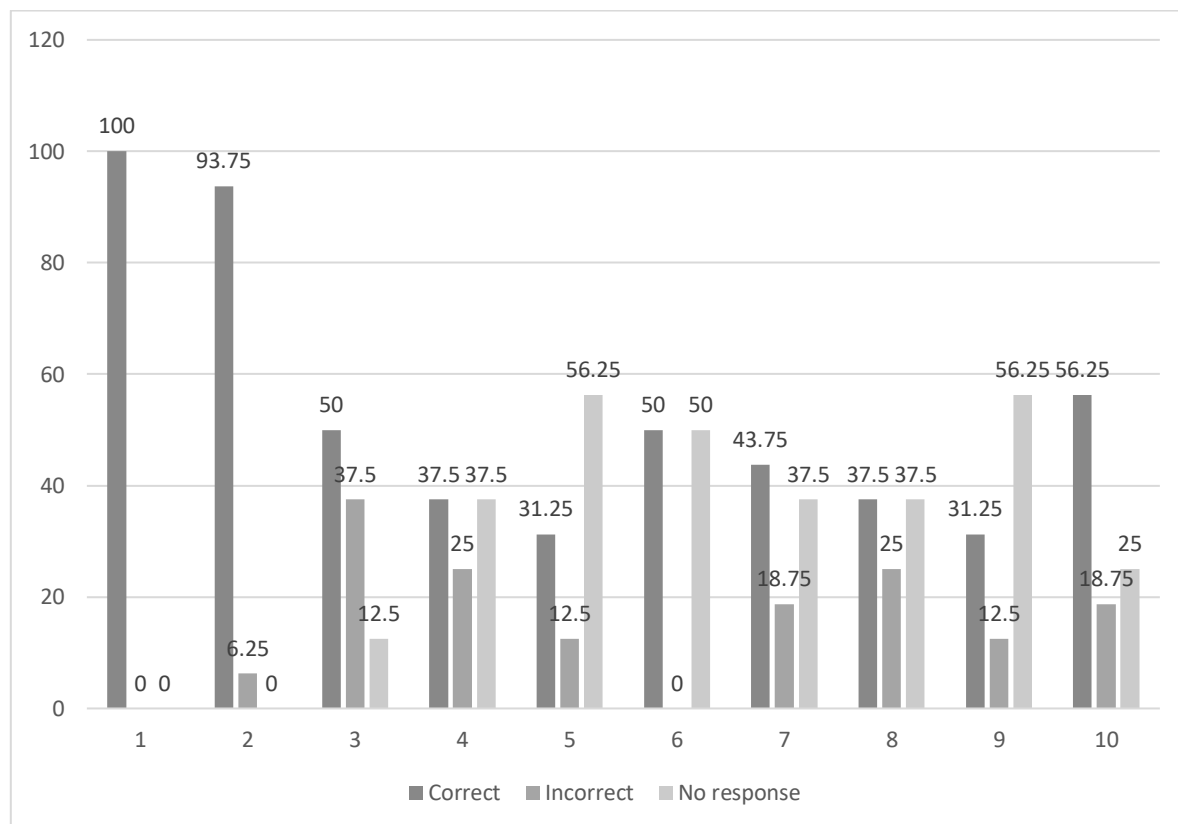


Figure 3. Restaurant reservation.

In this last session of the diagnostic test, the researcher used a complete part in which the student had a lot of problems in filling out the missing information. The gap #1 was. Time. In this gap, all students were correct. Gap #2 was. Seven. For this one 15 students were correct, and just 1 student was incorrect. Gap #3. Number. The result was, 8 pupils were correct, 6 students were incorrect, and 2 students no response. Gap #4 was. Information. 6 students were correct, 4 got incorrect, and 6 no response. Gap #5 was. Table. The result was 5 students were correct, 2 students were incorrect, and 9 students no response. Gap #6 was. Smoking. 8 students were correct and 8 students were incorrect. Gap #7. Parking. 7 pupils

were correct, 3 got incorrect, and 6 students no response. Gap #8. Special. 6 students were correct, 4 students got incorrect, and 6 students no response. Gap #9 was. Chairs. 5 students were correct, 2 students got incorrect and the gap #10. Dinner. 9 students got correct, 3 students got incorrect, and 4 students no response.

Based on the preceding information the researcher found that filling gaps based on an audio is pretty harder for the students. The reason was that at the moment in which the students were writing down the missing information they could not follow the rest of the audio. That was the reason why many students did not respond in the last gaps. On the other hand, students were writing the missing information as the way that they heard it, so they misspelled the words. According to the CEFR a student with A2 level is able to understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Taking in consideration the previous information and the finding gathered by the investigator in the diagnostic listening test, and the activity applied in the class observation, it was pretty clear the target populations were in A2 level, because they were able to use some simple structures accurately but continues to systematically exhibit basic errors in speaking and listening skills.

For that reason, the researcher is going to implement an action plan with different types of listening tasks like: listening to songs, stories, videos, even cartoons as authentic materials, in order to improve the students' listening skill performing, because any listening task needs to have a clear objective, and follows the three basic stages: pre-listening, during-listening and post-listening activities.



## **Action Plan**

**Description of Deliberate Intervention Applied.** This research project had the intention to identify the impact of audio-visual aids as authentic material on listening skills to make interactive classes and lead discussion and comprehension of the listening material; the use of authentic, meaningful and motivational videos, songs, audios, even pictures played an important role in this investigation. The researcher designs a set of lesson plans (see appendix D) to address the problem found during the diagnose stage.

**Stage # 1.** In this first session, the researcher presented a video; it was about a woman named Linda Bannon and her son. They do not have hands, without their hands, they can swim, Linda applies make-up herself, and she can dress her son. After playing the video, the investigator of this research, asked general information about the video; furthermore, they were asked to share their reflections about the video presented. In pairs, the students share their feelings to his/her classmates and the inspiration that they got from it. Thus, the class was full of discussion, which provided the learners with the opportunity to get information from the video and at the same time they had the opportunity to interact using the target language.

**Stage # 2.** The investigator brought a video called Better health fruits and veggies in which Meg talks about eating healthy foods and the types of fruits and vegetables she likes. After students watched the video, they had to complete a task created by the researcher based on the video. Later on, students were sharing likes, and dislikes about those fruits, and vegetables mentioned in the video.

**Stage # 3.** In this stage, the researcher brought a song named People in my town. It was about occupations, also brought a list of different occupations that people do. Students worked in groups of four. The goal of this activity was that students needed to identify at

least ten occupations mentioned in the song by circling them on the list given by the researcher; later they were asked by the researcher what occupations they got. At the end, each member of the group had to tell what would they like to do in the future.

**Stage # 4.** In this fashion, the investigator brought a video in which Sandra, a girl from England, explains if life was better for kids before the internet. Then students completed a short listening quiz based on the video.

Based on the experiences lived by the investigator, it was clear that by using meaningful videos, songs, and audios as authentic materials, students were more responsive in class. They paid more attention to the lesson, understood the lesson well, and thus participated in the class with enthusiasm. These helped the researcher to draw the attention of the students. The teacher could clarify the subject to the students clearly and easily with the audio-visual aids, which would otherwise be difficult.

### **Proposal activities**

Due to the researcher does not have enough time to complete the implementation of the action plan, propose the following activities, in order to improve the listening skills performing by using audio-visual aids in EFL classroom, because students need to be immersed and exposed to different opportunities and environment in which teachers can implement videos, songs, and audios as authentic material to make class more interesting and stimulate students' imaginations.

**Activity # 1.** Step by Step. The researcher is going to make group of four students and will give a number per each group. In this activity the research teacher is going to use a tutorial video about how to make a cake; the video shows the ingredients that are need it, also

the video contains a demonstration with the instructions step by step to make the cake. Before watching the video, the investigator lets students know that they should pay attention to the steps. After the students watched the video, each group have to mention at least three ingredients used in the cake recipe, then the group have to mention the step corresponding to the number given previously by the research teacher; it means the group number 1 have to mention three ingredients and step number one, and the rest of the groups have to follow the same instructions. At the end the research teacher will play the video again to check the students' work.

**Activity # 2.** Listen and create a story. Students are going to work in group of five. The research teacher is going to bring a short video which describes at begin of a story vacation, the students are going to listen carefully, then they have to continue the story in their own way creating different scenes. Students must include accessories, accommodation and activities done on vacation.

**Activity # 3.** Guess what it is. The investigator is going to create teams of four students. Then everyone sits and listens carefully an audio brought by the research teacher; the audio gives a description of fruits and vegetables (e.g. "It is red fruit. It is sweet fruit. People use this fruit to make juice and pie". What is name of the fruit? - answer: Strawberry). Then each team discusses what fruits or vegetables they like.

**Activity # 4.** Put in order. The investigator is going to bring a lyrics song named If were a boy. The researcher cut up the lyrics into six parts. Then the research teacher will organize students in teams and have them sit together. The research teacher gives to each group the six pieces of paper scramble; each team must have the same things. The

investigator lets the student know to listen carefully to put the lyrics of the song in the correct order. The song will be play three times. The first-time students just have to listen the song. The second time students have to organize the lyrics based on the song, and the last one the research teacher check the students work.

**Instruments used to assess the intervention.** After the action plan was applied, and all those activities described in the action plan were done in class; the investigator used a questionnaire designed by himself to assess the intervention to find the most valuable data (see appendix C); the questionnaire contained eight questions in which the students are going to give their point of view about the necessity of using audio-visual aids as authentic materials in the teaching-learning process. The purpose of the questionnaire was intended to determine the benefits that can provide task focused on teaching English by using audio-visual materials.

## **Chapter 4**

### **Findings**

#### **Data analysis**

The following chapter includes the description and the interpretation of the data collected through a questionnaire applied by the researcher to the students of the ninth grade at CINDEA Nakelkälä; after the intervention in which listening activities were implemented 16 students took the questionnaire, all the questions selected to obtain the students' information are going to be analyzed.

According to question #1. Do you consider that during the English lesson the use of videos could generate motivation for learning? 94% of the students mentioned that the videos in the classroom generate motivation in their lessons, and 6% of the students indicated that the strategy did not help with their motivation.

Therefore, based on question #2. Do you consider the implementation of videos for the study of the English language useful? The results obtained from the question based on the learners' opinion about the useful implementation of using videos for the teaching process was 100% of the students agreed that it is very useful to use videos for the study of English.

On the other hand, question #3. Do you consider it necessary to use videos in English class? 94% of the students reported that it is necessary to introduce videos as educational resources, and just 6% of the students mentioned that videos are not necessary to acquire new knowledge.

However, question #4. Do you consider that videos influence class interaction for better learning? 62% of students affirmed that interaction is necessary for learning in a better

way; on the other hand, 38% of the participants reported that interaction is not necessary for learning.

Concerning question #5. Do you think that the use of videos and songs in the EFL classroom produces a positive impact? Students' opinions about the positive impact of using videos in the classroom, 96% of the students pointed out that the use of videos makes the class more dynamic and enjoyable, and 4% of learners specified that the use of videos is simple and does not make a positive impact.

Regarding question #6. Do you consider that the use of videos in EFL classroom makes a positive change in the dynamics of teaching listening? Concerning if videos make a positive change in the dynamics of teaching listening in the classroom, 94% of the learners remarked that using video into classroom has a positive and dynamic change on teaching listening. Likewise, 6% mentioned that they have problems in hearing or understanding what the video was about.

In the same way, regarding question #7. How do you consider the classes in which audios are used for teaching? The students' opinion about the classes in which videos are shown, 88% of the students mentioned that the class is very good, while 12% agreed that they are bad.

Finally, regarding question #8. Would you like to continue practicing-learning with the use of audios in class? 100% affirmed that they would like to learn English using videos in the classroom to practice the four English language skills.

### **Restatement of question(s) and discussion of results**

Regarding the questions answered in the questionnaire, it was possible to see, that there are different opinions about the use of audio-visual aids as authentic materials for

teaching listening skill, because many of students said that it helps them to increase motivation, and a few of them disagreed; therefore, all of them agreed that videos, songs, and audios are useful tools for teaching-learning process.

On the other hand, based on the experience lived by the investigator, it is believed that the use of audio-visual aids in the classroom provides teacher dynamism for his/her classes, allowing to improve the using technology to get the students motivated and interested. In the same way, it is possible to determine that using videos, songs, audios as authentic materials can turn classes into a comfortable process that makes students not only enjoy being in class, but also, makes them pay more attention during the class, so that it might enhance the students learning process, as well.

However, it is necessary to say that interaction is part of the learning process. Therefore, it is necessary to make use of different learning resources for teaching, because those materials could make classes more interactive, in which students will be more interested in attending classes and learning throughout different innovative materials using technology. Finally, through the use of innovative educational materials, students have the opportunity for learning in different ways, which is an important aspect for teachers to consider, also, innovative materials might catch students' attention in a better way, making the teaching-learning process more joyful and interesting, encouraging them to pay more attention in class.

Regarding the research questions mentioned in Chapter 1, it possible seems that listening skill is the key to have an effective communication; it means listening is a process to focus on a speaker, understand the message and respond spontaneously so, it does not matter how the content is taught, students need to be fully involved in what they are learning, participating, discovering, interacting, among others. In the same way, the findings of the study suggest that using audio-visual aids as a teaching strategy stimulates thinking and

improves the learning environment in a classroom, because the uses of audio-visual aids as authentic materials in classroom offers plenty of advantages such as, students could acquire a great knowledge of cultural background information, and helps them to develop a cultural awareness about the learning materials. Learn new vocabulary and idiomatic expressions can be another advantage, it means learners are exposed to common phrases or slangs that native speakers use in theirs daily life. Avoid the boredom and create a great classroom atmosphere be other advantage, because most of the audio-visual materials have the sound effects, others have vivid scenes and dialogues between characters that helps to engage the students' attention, also helps to students follow the conversation and participate in the teaching learning process. Effective use of videos, songs, and audios is a good substitute for monotonous learning environments. For that reason, is so important introduces audio-visual aids as authentic materials into educational purpose, because students develop and increase personal understanding of the areas of learning when they experience successful and pleasant learning in the EFL classroom. It is believed when teacher uses audio-visual aids teacher and students face challenges, but the findings indicate that students find useful and relevant audio-visual aids when it has some direct relation to the course content, because at the end, they can learn not just the language itself and its rules, but with videos and songs students are exposed directly to the cultural patterns where the language is spoken. Finally, is necessary to remark that listening and speaking skill have to be taught together, teachers cannot teach listening insolated without speaking part, because a successful listener need a good speaker in order to decode or express a message.



## **Chapter 5**

### **Reflections**

The opportunity of working with young and adult students at the same time was an enriching experience lived by the investigator; because when students share opinions, information, and facts, the learning experience increases for all the participants. With that behaviour, students have shown their interest in getting new knowledge about the target language. The investigator applied the activities and gathered information that helped the researcher to make a connection between the theory and the reality inside the classroom.

The findings in the present research indicate that most of the students stated that the implementation of audio-visual aids helps them to increase motivation; however, a few students commented that videos, audios or songs do not help motivate them in class, due to sometimes they do not get the message because of their level of the language. Moreover, it is possible to see that the use of videos, songs, and audios in the classroom is highly motivational for young and adult students. It seems they are stimulated to acquire new words and phrases while they are learning about the target culture, and they are receiving renewed input of the target language. So, it might enhance the students' learning process successfully. Therefore, it is important to be aware of the relevant information provided for the instrument applied by the researcher to answer the research questions.

#### **Plan for further action**

A significant advantage of digital videos' is the chance that teachers have to produce their own videos or search for those which match in the best way with the students' needs and interests. One thing that teachers should do in future research will be creating their own videos using a cell phone in order to record themselves, because the students are familiar

with teachers tone of voice, rhythm, etc. Another important point to highlight when selecting the video for the lesson is that it should be motivating and be between 30 seconds and 4 minutes, with complete information, telling a whole story (a trailer), or a section of a story (scene). It means that the video does not need to be longer in order to give a message. Frustration and negative tendency may be visible in the students when the material used in a session is unsuited to their cognitive levels.

That is very important to keep in mind, because the teacher needs to be aware of the students' level; in one case, teachers use a high-top level videos and students were confused, because they do not get the meaning of the task based in the video. So, remember to choose the video according to the student's level to make an enjoyable learning-teaching process.

## **Chapter 6**

### **Conclusion**

#### **Outcomes**

The main goal of teaching listening is to prepare learners to understand speech in a real context. For this reason, the teacher as the facilitator has to be able to run effective ways to involve students during the teaching-learning process, by using videos into their classroom. In conclusion, the results show that students who were taught using videos, displayed a significant improvement at absorbing listening material in contrast to the listening activities used in class in which visual aids were not incorporated. Based on the experience of using videos to improve listening skills, the authors of this investigation can affirm that the use of videos is an effective teaching and learning tool to be implemented in English classes. Furthermore, it evidences that specific features of videos such as body language facilitate the comprehension processes of the learners.

#### **Implications**

The use of videos, songs, and audios is a beneficial activity that can be useful not only for listening skills, but also for other skills such as speaking and writing. However, teachers must consider that all listening materials used in class should inspire the students' learning interest; this is why it is essential to incorporate meaningful materials able to catch students' attention. Another essential aspect to mention is that the use of audio-visual aids involves a participative action among students; for this reason, the teacher should convince learners that listening is one of the most important skills that every student must develop in order to succeed when learning a foreign language.

## **Strengths**

It is important to remark that the different activities in which students were exposed to authentic material in which they can recognize grammatical structure, common expression, correct pronunciation of words, etc. from native English-speakers. On the other hand, the student participants showed interest by participating actively during each section implemented, making classes creative, enjoyable and interactive for learners. In the same fashion, the school's staff played an important role during this investigation, since they were willing to collaborate and facilitate the access to an equipped room and technological devices

## **Limitations**

Due to the weather condition and the geographical location in which the high school is located, some of the students were not able to attend all the sections. Other of the limitations of using this methodology strategy was the lack of good internet access to gather sufficient material for use in class. Another limitation is that teacher needs to be aware of the Cabecar cosmovision (It means that sometimes Cabecar students make special diet, men/women, believe in natural elements, etc.)

## **Chapter 7**

### **Recommendations**

In order to prepare students for real use of the language inside and outside the classroom, teachers should provide opportunities to solve problems in real-life situations regarding listening and speaking. It is necessary to notice that videos are a great tool, but there should be a good quality sound system. Therefore, more exposure to the videos is needed and that the audiovisual component should be used more frequently at CINDEA Nakelkälä; because using videos helped them to understand the topics studied in class more easily.

Due to the videos presented, a great variety of vocabulary and the correct pronunciation of words was presented in context. However, the videos should be previously loaded in the computer to save class time. Teaching listening is not an easy skill to teach; for this reason, teachers have several responsibilities in helping their learners become proficient in the important skill of listening. Educators should understand the role of listening in language learning, in order to utilize it in ways that facilitate learning, understanding the complex interactive nature of the listening process, providing appropriate variety and range of listening experiences. Moreover, teachers must be very careful in setting appropriate goals for different levels of proficiency by choosing appropriate listening materials and combining listening with other skills.

On the other hand, it is crucial that the Ministry of Public Education of Costa Rica should pay more attention to rural elementary school, due to most of the students that attend to those institutions do not take English classes making learning and teaching very difficult when the learner gets to high school.

In addition, it is vital that the teacher makes use of innovative activities in order to improve the development of the listening skill. Likewise, it is advisable to consider cultural appropriateness while selecting any audio-visual material. If teachers use any video that does not meet with their cultural acceptances, it can be offensive to them. This is why it is very important that before using any audio-visual material in the classroom, educators need to check the videos carefully to make sure the quality of the content chosen is appropriate.

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## Appendixes

### Appendix A



#### Check list.

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For the class observation, the researcher designs a check list to identify the classroom's environment, the teacher roles and the student's interactions.

<b>Expecting Activities</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
The classroom is clean and chairs are setting in order			
In the classroom there are some materials like pictures, brochures, maps in English that could engage students use the target language			
Teacher focuses on the purpose of listening (ex: She/he provides information, asks specific questions, gives examples)			
Teacher shows appreciation for students' ideas			
Teacher gives feedback of how students use the target language			
Students draw reasonable conclusions from material heard			
Students use respectful language to communicate one each other in the classroom			

## Appendix B



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### Listen Diagnostic Test

The purpose of the diagnostic test is to know how the students get the message across from an audio, in order to diagnose the level of listening comprehension.

This information is of exclusive use for the development of this investigation; therefore, it will only be used only for academic purposes.

Age: \_\_\_\_\_

Group: \_\_\_\_\_

#### I. MULTIPLE-CHOICE (10 PTS)

**A) Part. Listen to the next conversations and based on it choose the correct option to complete the statements. (1pt each correct answer)**

1. What are Maya and Nico doing? They're having\_\_\_\_\_.
  - A) Dinner
  - B) Breakfast
  - C) Lunch
  - D) Brunch
2. Today Maya wants to \_\_\_\_\_.
  - A) Eat pasta
  - B) Have broccoli
  - C) Avoid meat
  - D) Eat something different.
3. Maya never has \_\_\_\_\_ as meal.
  - A) Beef
  - B) Pasta
  - C) Fish
  - D) Dinner
4. Maya \_\_\_\_\_ eat spices.
  - A) Never
  - B) Always
  - C) Rarely
  - D) Every day

**B) PART. Listen to a conversation between Todd and Meg they are talking about fruits and veggies that Todd likes to eat. Based on the audio choose the correct answer to complete the statements. (1 pt. each correct answer)**

1. What kind of fruit Todd doesn't like to eat? \_\_\_\_\_.
  - a) Apple
  - b) Mango
  - c) Pineapple
  - d) Pear
2. What kind of fruit Todd likes to eat?
  - A) Pineapple
  - B) Apple
  - C) Mango
  - D) Watermelon
3. What kind of fruits does Todd like to eat together?
  - A) Apple and melon
  - B) Pineapple and orange
  - C) Bananas and strawberries
  - D) Pears and grapes
4. What does Todd try to eat every day?
  - A) Juice
  - B) Cake
  - C) Pure
  - D) Salad
5. It is a kind of vegetable that Todd likes \_\_\_\_\_.
  - A) Squash
  - B) Carrot
  - C) Onion
  - D) Hot paper
6. Todd \_\_\_\_\_ eats fruits and vegetables.
  - A) Never
  - B) Always
  - C) Rarely
  - D) Often

**II. COMPLETE (12 PTS) Fill out the following document by listening carefully the conversation between a hostess and a tourist in order to make a restaurant reservation (1 pt. each correct answer)**

**Making a Restaurant Reservation.**

Hostess: Thank you for calling Sakia Restaurant. How may I help you?

Randy: I'd like to make a reservation.

Hostess: For which day and for what \_\_\_\_\_?

Randy: It's for \_\_\_\_\_, the 24th, at 7 o'clock.

Hostess: How many will be in the party?

Randy: There will be \_\_\_\_\_ of us.

Hostess: And the name on the \_\_\_\_\_?

Randy: Johnson.

Hostess: And a phone \_\_\_\_\_ where we can reach you?

Randy: 310-555-9023.

Hostess: Okay. Let me repeat back to you the \_\_\_\_\_ I have. This is a reservation for the Friday after next for seven at 7 p.m. Is that correct?

Randy: Yes, that's right. Can we have a \_\_\_\_\_ by the window in a non-\_\_\_\_\_ section? I want to be away from the kitchen, if possible.

Hostess: Our restaurant is all non-smoking. We can't guarantee a window table, but I'll note your preference.

Randy: Okay, that's fine. What's the \_\_\_\_\_ situation at the restaurant?

Hostess: We have a parking lot behind the restaurant, and we also have valet parking. Do any of the guests have \_\_\_\_\_ needs?

Randy: I'm glad you asked. I'll need two high chairs and four booster seats.

Hostess: I'm sorry, but did you say two high \_\_\_\_\_ and four booster seats?

Randy: Yes, I did. I'm taking all of my nieces and nephews out to \_\_\_\_\_.

Hostess: That sounds nice. It should be a lively evening.

Randy: You're telling me!

## Appendix C.



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### Questionnaire

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Questionnaire for the identification of the importance and the impact of the use of audio-visual aids in EFL classroom.

Directed to students

Age: \_\_\_\_\_

Group: \_\_\_\_\_

The following questions are intended to determine the benefits that can provide task focused on the teaching English by using audio-visual materials.

This information is of exclusive use for the development of this investigation; therefore, it will be used only for academic purposes. Thank you for your cooperation.

Improving listening skill performance by using audio-visual aids in EFL classroom at CINDEA Nakelkälä.

**Instructions:** Mark with an (X) the option that best expresses your opinion about the activity applied in class.

1. Do you consider that during the English lesson the use of videos could generate motivation for learning?

1. ( ) Yes 2. ( ) No

2. Do you consider the implementation of videos for the study of the English language useful?

1. ( ) Very useful 2. ( ) Little useful

3. Do you consider it necessary to use videos in English classes?

1. ( ) Yes 2. ( ) No

4. Do you consider that videos influence class interaction for better learning?

1. ( ) Yes 2. ( ) No

5. Do you think that the use of videos and songs in the EFL classroom produce a positive impact?

1. ( ) Yes 2. ( ) No

6. Do you consider that the use of videos in EFL classroom makes a positive change in the dynamics of teaching listening?

1. ( ) Yes 2. ( ) No 3. ( ) Regular

7. How do you consider the classes in which audios are used for teaching?

1. ( ) Good 3. ( ) Bad

8. Would you like to continue practicing-learning with the use of audios in class?

1. ( ) Yes 2. ( ) No

Why: \_\_\_\_\_  
\_\_\_\_\_

## Appendix D.

### First Lesson

#### Listening Lesson Plan about Linda Bannon and her son Tommy Bannon

Instructor: Jovanni Rivera Espinoza	Date: 22/10/19	CINDEA Nakelkälä	Time: 35 minutes
<p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Students will be able to express activities or sports that they like to do in their daily life.</li> <li>2. Students will be able to listen and choose the right answers according to an audio or video.</li> <li>3. Students will be able to participate actively in the oral discussion.</li> </ol>			
Objectives	Stages	Procedure	Time
Students will be able to express activities or sports that they like to do in their daily life.	Pre-Listening	<ol style="list-style-type: none"> <li>1. Teacher is going to create group of four students. Then teacher is going to draw a chart in the whiteboard in which students are going to share about what activities or sports they like to practice in their free time.</li> <li>2. Teacher asks to students to mention two equipment they need to practice those activities.</li> </ol>	10 minutes
Students will be able to listen and choose the right answers according to an audio or video.	During-Listening	<ol style="list-style-type: none"> <li>1. Teacher is going to played a video about Linda Bannon and her son in which is explain their life experiences</li> </ol>	10 minutes

		<p>2. The teacher tells students to watch the video careful</p> <p>3. In the first listening session students listen to the recording.</p> <p>4. Teacher played three times the video</p> <p>5. Students are going to be asked by the teacher, how they feel after watched the video.</p>	
Students will be able to participate actively in the oral discussion.	Post-Listening	<p>1. Teacher divides the class into four groups.</p> <p>2. Teacher asks the students to discuss their point of view about the video. The video shows the Linda's life with her son who live and success without their hands.</p> <p>3. Students share their ideas.</p>	10 minutes

## Second Lesson

### Listening Lesson Plan about Better health fruits and veggies

Instructor: Jovanni Rivera Espinoza	Date: 12/11/19	CINDEA Nakelkälä	Time: 35 minutes
<p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Students give personal opinions about what things they consider people eat in order to have a good healthy life style by using real-life context.</li> <li>2. Students will be able to listen and choose the right answers according to an audio or video.</li> </ol>			



3. Students will be able to listen and respond to what their partners say actively and participate in the oral discussion.

Objectives	Stages	Procedure	Time
<p>Students give personal opinions about what things they consider people eat in order to have a good healthy life style by using real-life context.</p>	<p>Pre-Listening</p>	<ol style="list-style-type: none"> <li>1. Teacher is going to create the “Good and Bad” table in the whiteboard in which students are going to give their point of view about what food, fruits, and vegetables are good or bad for them.</li> <li>2. Teacher tells the Students to discuss the table with their partner and the reasons for their choices using their background knowledge.</li> </ol>	<p>10 minutes</p>
<p>Students will be able to listen and choose the right answers according to an audio or video.</p>	<p>During-Listening</p>	<ol style="list-style-type: none"> <li>1. Teacher gives a written task to the students. (see down below)</li> <li>2. The teacher tells students to check on the questions for 30 seconds.</li> <li>3. In the first listening session students listen to the recording. Teacher reminds the students not to take notes.</li> <li>4. Second listening session takes place in that session student will start to choose the correct answers.</li> </ol>	<p>10 minutes</p>

		<p>5. In third listening session students choose the answers for the whole questions</p> <p>6. Teacher discusses the right answers with students to give a feedback.</p>	
<p>Students will be able to listen and respond to what their partners say actively and participate in the oral discussion.</p>	<p>Post-Listening</p>	<p>1. Teacher divides the class into four groups.</p> <p>2. Teacher asks the students to discuss their likes and dislikes about fruits and vegetables in their groups.</p> <p>3. Students share their ideas.</p>	<p>10 minutes</p>

**Watch the video which show a conversation between Todd and Meg they are talking about fruits and veggies that Meg likes to eat. Based on the video choose the correct answer to complete the statements. (1 pt. each correct answer)**

1) Who eats blueberries with oatmeal?

- a) Todd
- b) Meg

2) Meg puts blueberries in \_\_\_\_\_ .

- a) muffins
- b) pancakes
- c) smoothies

3) Meg does not like \_\_\_\_\_ .

- a) Oranges

b) Pineapple

c) Kiwi

4) She eats vegetable \_\_\_\_\_ for lunch.

a) salad

b) sticks

c) soup

5) She likes to \_\_\_\_\_ broccoli.

a) fry

b) boil

c) roast

### Third Lesson

#### Listening Lesson Plan about Jobs and Occupations

Instructor: Jovanni Rivera Espinoza	Date: 27/11/19	CINDEA Nakelkälä	Time: 35 minutes
Objectives: <ol style="list-style-type: none"><li>1. Students will be able to guess jobs and occupations according a given descriptions.</li><li>2. Students will be able to listen and choose the right answers according to an audio or video.</li><li>3. Students will be able to listen and respond to what their partners say actively and participate in the oral discussion.</li></ol>			
Objectives	Stages	Procedure	Time
Students will be able to guess jobs and	Pre-Listening	1. Teacher is going to give some jobs description and students are going to	

<p>occupations according a given descriptions.</p>		<p>guess the job base on the description given.</p> <p>Ex: What’s his/her job? He wears a red or yellow uniform and helmet. He saves people from fire. He’s brave. What’s his job, a paramedic or firefighter?</p>	<p>10 minutes</p>
<p>Students will be able to listen and choose the right answers according to an audio or video.</p>	<p>During-Listening</p>	<ol style="list-style-type: none"> <li>1. Teacher gives a worksheet to the students. It contains images of jobs or occupations its respective names. Then students have to circle the jobs or occupations mentioned in a song played by the teacher. (see down below)</li> <li>2. The teacher tells students to check on the names of occupations and jobs for 30 seconds.</li> <li>3. In the first listening session students listen to the recording. Teacher reminds the students not to take notes.</li> <li>4. Second listening session takes place in that session student will start to choose the possible answers.</li> <li>5. In third listening session students choose the answers at least 10 occupations or jobs mentioned in the song.</li> </ol>	<p>10 minutes</p>

		6. Teacher discusses the right answers with students to give a feedback.	
Students will be able to listen and respond to what their partners say actively and participate in the oral discussion.	Post-Listening	1. Teacher divides the class into four groups. Teacher asks the students to share with their partners; what would they like to do in the future.	10 minutes



a lifeguard



a butcher



a carpenter



a chef



a farmer



a firefighter



a fisherman



An astronaut



a barber



a journalist



a judge



a lawyer



a mason



a mechanic



a painter



a plumber



a policeman



a postman



a secretary



an actor



a soldier



a taxi driver



a teacher



a waiter



a pilot



an engineer



a doctor



a nurse



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Vigente a partir del 31 de Mayo de 2016, revisada el 24 de Abril de 2020

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