



FACULTY OF PEDAGOGICAL SCIENCES

FOREIGN LANGUAGE MAJOR

MAJOR PAPER

**THE DEVELOPMENT OF LISTENING COMPREHENSION SKILL
IN ENGLISH ON 5TH GRADERS**

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Quote:

*“The only person who is educated
is the one who has learned
how to learn and change.”*

Carl Rogers

Dedication

My research is devoted to my whole family, the ones who supported me and guided me all the time.

To my parents for being here for me during these years, for their effort to support me, they are one of my reasons to continue studying after abandon the career I was studying before.

To my grandmother Celia Hernández Hernández who always fights so hard to keep our family united and for being so adorable and comprehensive with me; for teaching me that nothing is impossible in this life; this is my way to grateful all her love to me.

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Abstract

The main objective of this work consists on making a bibliographical analysis of the theoretical and methodological bases in relation to the development of the listening comprehension skill in English lessons in fifth graders from Remigio Diaz Quintanilla, Elementary School, offering some considerations about the different scientific theoretical positions from different authors and the importance of reinforcing the listening comprehension skill in English, as well as proposing a set of activities supported by video- songs to contribute to this purpose. Some methods were used in the elaboration of this major paper to support the criteria selected by the author, in order to find contradictions that evidenced the existence of a scientific problem, methods like: the historical and logical analysis, the inductive and deductive, descriptive statistics, scientific observation, the survey, the interview and the pedagogical test, that were put into practice with the aim of verifying the current state of students in English, specifically in listening comprehension skill.

Résumé:

L'objectif principal de cette recherche consiste à proposer des activités didactiques pour développer la compréhension orale chez les étudiantes de la cinquième année à l'école Remigio Diaz Quintanilla. On va proposer une réflexion sur les différentes théories scientifiques et théoriques ainsi que la systématisation des positions de différents auteurs et de l'importance de renforcer les compétences de compréhension orale en anglais chez les étudiants. Certaines méthodes ont été utilisées dans l'élaboration de ce mémoire pour appuyer les critères choisis par l'auteur afin de trouver des contradictions mettant en évidence l'existence d'un problème scientifique, des méthodes telles que: l'analyse historique et logique, l'analyse inductive et déductive, l'analyse en pourcentage l'observation scientifique, l'enquête, l'entretien et le test pédagogique, qui ont été mis en pratique dans le but de vérifier l'état actuel des élèves en anglais, notamment en ce qui concerne la compréhension orale.

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INTRODUCTION

A paramount place in communication is taken by listening comprehension skill in English. It has been determined that it is the most required and complex skill to be achieved. Indeed, most of the times of a human life is spent in listening rather than in speaking, and humans learn how to speak as a result of listening.

The role of the foreign language learning is to achieve, in students, the acquisition of a competent communication, focused on the oral expression and it takes place after reaching a successful listening comprehension skill in English.

The authors who were consulted match in the importance and necessity to develop in students a good listening comprehension skill in English, since elementary education accomplishes a better development of oral expression skill.

The authors consulted were: Antich, R. (1986), Doff, A. (1996), Richards, J. (1998), Sariçoban, A. (1999), Rost, M. (2001), Espinosa, N. (2005), Kao, C.C (2006), Vandergrift, L. (2007), Enrique, I. (2010), Pérez, P. L. (2010), Llamas, J. (2011), Abreus, A. (2015), (2017), Izquierdo, Óscar. (2016) and Cruz, A. R. (2017).

Many actions and strategies have been put into practice to get the improvement of the listening comprehension skill in English subject but the objectives have been not fulfilled. According to a research carried out to group 5th B from Remigio Diaz Quintanilla Elementary School it was observed that the procedures for working with listening comprehension skill in English are not properly used. The problems were detected by class observations, survey to teachers, interviewing students as well as a pedagogical test, out of such study different potentialities and limitations were found.

Potentialities:

- Motivation of students towards the English language
- Proper guide of the teaching- learning process, in order to increase the quality of students' formation
- Motivation to interact with technology.

Limitations:

- Students do not have a good development of the phonematic ear
- Students do not recognize the sounds
- Students have not developed their listening comprehension skill in English
- Students are not exposed to frequent listening comprehension activities
- Students lack of the sequence of materials to develop this skill.

Taking into account the problematical situation the following scientific problem is declared:

Scientific Problem:

How to contribute to the development of listening comprehension skill in English on 5th grade students from Remigio Diaz Quintanilla Elementary School?

To give solution to the scientific problem the following objective is proposed:

To evaluate the effectiveness of activities, supported by video - songs, for the development of listening comprehension skill in English on 5th grade students from Remigio Diaz Quintanilla Elementary School.

To give solution to the scientific problem and to accomplish the research objective, the following scientific questions were proposed:

- 1- What are the theoretical and methodological foundations that sustain the development of listening comprehension skill in English?
- 2- What is the current state of the development of listening comprehension skill in English on 5th grade students from Remigio Diaz Quintanilla Elementary School?
- 3- What characteristics could the proposed activities have with the use of video – songs for the development of listening comprehension skill in English on 5th grade students from Remigio Diaz Quintanilla Elementary School?

- 4- What will be the effectiveness of the activities supported by video – songs guided to the development of the listening comprehension skill in English on 5th grade from Remigio Diaz Quintanilla Elementary School?

To get ready to guide this scientific research the following scientific tasks were proposed:

- 1- Analysis of the theoretical foundations that support the development of listening comprehension skill in English.
- 2- Diagnosis of the current state of the development of listening comprehension skill in English in students from 5th grade from Remigio Diaz Quintanilla Elementary School.
- 3- Proposal of activities using video – songs to develop listening comprehension skill in English on 5th grade students from Remigio Diaz Quintanilla Elementary School.
- 4- Evaluation of the effectiveness of the activities supported by video – songs in developing listening comprehension skill in English on 5th grade students from Remigio Diaz Quintanilla Elementary School.

For the development of this research the following methods were used:

Methods of the theoretical level:

- Historical-Logical analysis: It was used for the elaboration of the theoretical bases of the research and to refer to the evolution of the problem for the development of listening comprehension skill in English as a foreign language, making specific emphasis on fifth graders.
- Analysis and synthesis method: It was used to analyze the instruments applied and summarize the elements which were useful in the elaboration of the activities applied in order to provide a solution to the problem. It also allowed to determine the different indicators taking into account what other researchers have used and the demands for Elementary School education to evaluate listening comprehension skill in English.

- Induction - deduction method: It was used to determine the potentialities and limitations of listening comprehension skill in English on 5th graders from Remigio Diaz Quintanilla Elementary School that can be used to reinforce the work with listening comprehension skill and to deepen into its development according to the causes of the proposal applied.

Methods from the empirical level:

- Scientific observation: It was used to obtain information on the way of acting of the students belonging to group 5 B from Remigio Diaz Quintanilla Elementary School, through observation to classes to evaluate their development in listening comprehension skill in English language in the initial and final stage.
- Survey: A questionnaire was applied to the students selected as sample (group B) to gather information about their development of listening comprehension skill in English, as well as the way they feel in the English lessons before the application of the activities.
- Interview: This technique was applied to teachers of English from the selected school for the collection of data related to the development of students' listening comprehension skill in English.
- Pedagogical Test: To check the development reached by the 5th grade students in listening comprehension skill in English as a foreign language, taking into account the objectives and the content of the level in the initial and final stage.

Methods from the statistical-mathematical level:

- Descriptive statistics; by using the mathematical procedure of percentage analysis which was used to make a quantitative analysis of the qualitative results of the empirical methods used in the initial and final stages.

Population and sample:

In order to carry out the research, the 96 students of 5th grade from Remigio Diaz Quintanilla Elementary School were selected as population. Taking into account the characterization of the population the 32 students from group B were selected as sample as a non-probabilistic and intentional sampling, which represents the 33.3%, they all share the same characteristics of the population regarding knowledge and interests.

The scientific novelty focuses on a proposal of activities, supported by video - songs in the English lessons. These activities are characterized by been systematic, flexible, didactic, adaptable, culture-reinforcing, based on the reality of students regarding their age and contribute to improve listening comprehension skill in students, to master vocabulary when speaking English and to encourage motivation towards learning a foreign language.

This major paper is structured in abstract, introduction, development, conclusions, recommendations, bibliography and annexes. In the introduction, the importance of the topic and the theoretical and methodological design of the research are presented. In the development, up-dated bases of the theme are stated, it presents the initial stage of the research and the teaching activities proposed to fulfill the objective as well as their validation. It is intended, consequently, to increase their motivation and desire to learn English, to communicate in their daily life, as well as to increase their interest to take part actively during the teaching learning process.

DEVELOPMENT

This part of the research covers an analysis on the theoretical and methodological basis that support the development of listening comprehension skill in English as a foreign language, as well as the teaching learning process of the communication skills in English. It also deals with the definitions and concepts related to the use of video- songs, the diagnosis of the sample, the activities applied through the use of video- songs in English lessons, the result analysis and the effectiveness of the proposal.

❖ Theoretical-methodological bases that support the development of listening comprehension skill in English

Listening comprehension is a communicative skill that requires listeners to understand, interpret, and evaluate what they hear. This skill can improve interpersonal relationships by reducing conflicts, strengthening cooperation, and fostering understanding. But at the same time, listening comprehension skill is the most neglected and least understood of the communicative arts, and this had provoked that this skill turned into the weakest link in the communicative system at present. A limited listening comprehension skill is the result of bad habits that are developed from little or no training that is given to the hearing of the students. Fortunately, it is a skill that can be learned.

Why does listening comprehension skill get neglected?

According to Perez, P.L. (2010) and Ibarria, A. (2016), listening comprehension skill gets neglected despite their own experience in learning languages many people seem to think that listening, and comprehending generally, is fairly easy – certainly much easier than speaking or writing.

This may be because, in most circumstances, the “act of comprehending” causes much less anxiety. It is much less public than speaking or writing, where performance, mistakes and all, is available for inspection. It is much easier to cover up or be unaware of errors of comprehension. For the most part people can

imagine themselves that they have understood the gist of what they heard and as long as they smile, nod occasionally and look generally attentive, no-one else is likely to know how much or how little people have actually understood.

This probably explains why many teachers over-estimate their students' skills in listening comprehension. The process of comprehension, being a part of learning, is invisible; all that can be observed is the evidence that it has or has not taken place. In many circumstances such evidence is easy to fake; and in the classroom it is particularly easy to copy it from others who have understood, or to work out what people are supposed to do from the general situation.

In the teaching of foreign languages, it is necessary to pay special attention to listening comprehension skill in English, since this is one of the four aspects of verbal activity that must be developed. Oral language (which includes listening comprehension skill and oral expression skill and it is at the same time objective, content and teaching vehicle of pronunciation, grammar and vocabulary) is a bilateral process.

This process requires that the attention should be paid to each of its two components separately, but that they are exercised in close correlation, since both are equally important as a basis for the other two aspects of verbal activity (reading and writing). That is closely related to inner speech. This means that if students develop the skills to listen to the foreign language and pronounce it correctly they are able to read and write best.

According to Antich, R. (1986, p.209) the goal for the development of listening comprehension skill in English is to create in the students in the first instance the so-called phonematic ear, and continue developing it, so that they are able to:

- Pronounce correctly
- Understand oral communication in varying degrees of depth, according to the objectives of the course and the time available
- Read and write more easily in the foreign language.

The biggest problem for beginners is that they usually hear the foreign language as if it were the mother tongue. They recognize only the elements that are similar in both languages, and do not perceive those that differ greatly or do not exist in the mother tongue. Therefore, for the students that are able to reproduce the reproduction of the foreign language correctly, it is essential that they recognize the sound system as something new for them and different from their mother tongue.

Therefore, it is the teacher's job to conduct guided listening sessions, with the aim of training the students so that they become able to correctly listen to the pronunciation of the foreign language. This activity should not be designed for a full class hour; but only a part of it when new material is presented, and a few minutes of systematic listening exercise in other classes. Antich, et al. (1986, p.210)

Some authors, such as, Antich, R. (1975), Sariçoban, A. (1999), Rost, M. (2001), Kao, C.C (2006) and Vandergrift. L. (2007) offer special attention to listening comprehension skill in English in the teaching-learning process, from the linguistic, didactical and methodological viewpoints.

According to Sariçoban, A. (1999), listening comprehension is the skill to identify and understand what others communicate through oral expression, which involves perceiving the accent, pronunciation, grammar and vocabulary used by the speaker, as well as capturing the communicated meaning.

According to Rost, M. (2001), listening comprehension constitutes a coordination of its components as a skill and not only of isolated units, since it involves actions and operations related to the discrimination between sounds, the recognition of words and the identification of grammatical groups of words and pragmatic units (expressions and set of media that work as a whole to create meaning). Likewise, during its development the connection of linguistic tracks to paralinguistic (intonation and accentuation) and non-linguistic tracks (gestures and relevant objects in the situation) must be taken into account in order to construct a meaning. On the other hand, he assumes the use of prior knowledge (what is already known

about the content and form) and the context (what has already been said) to predict it and then confirm it.

Vandergrift, L. (2007), meanwhile, adds that this is the fundamental link in language teaching. However, he considers that listening comprehension skill in English has been the least investigated from a didactic point of view and adds that it also constitutes a complex active process in which the student must discriminate between sounds, understand the vocabulary and grammatical structures, interpret the patterns of accentuation and Intonation and associate them within a specific context.

The author of this research assumes the criteria given by Sariçoban (1999) as reference and it can be determined that listening comprehension skill in English presupposes a system of actions and related operations that respond to an objective and requires the capacity to use a set of knowledge that serves as a basis for assimilating the ways to solve a given activity.

Listening comprehension skill is also used as a vehicle to the acquisition of a language; it is the skill of comprehending and answering the spoken language; it is an active and dynamic process to give meaning to what is listened. Its systematization implies not only a repetition of said actions, but also the improvement of them. It could be affirmed, therefore, that there exists a dialectical unity between the listening comprehension as a process and as a skill, if one takes into account that to achieve an adequate formation and development of listening comprehension as skill, it is necessary to go through a series of stages or phases that enable you get to understand what you hear and respond to communication efficiently.

❖ Factors that determine listening comprehension skill in English as well as their psycholinguistic mechanisms

In listening comprehension, phonematic ear plays an important role. As mentioned by Antich, R. (1986) "it is the recognition of sounds of the foreign language and the identification of the meaning that each element of the system carries".

Related to this, Doff, A. (1996) refers to the fact that oral expression skill cannot be achieved in the English language unless listening comprehension skill is developed; to have a successful conversation, students must understand what has been said above.

Richards, J. (1998) believes that the teacher must create all the conditions to learn the language, use situations in which their students become active listeners, interact with each other and grow.

In this way, when the student learns to "recognize the sounds" and "identify the meaning" he will have learned to listen well and will be able to pronounce, understand what is communicated, transmit new messages and can then express orally and write in an efficient way in the language you study.

Several processes are involved in listening comprehension skill in English according to Richards, J. (1998), such as:

- The perception of linguistic signs as a result of hearing.
- The identification of what is heard with the known reference pattern.
- The decoding of the linguistic sign.
- The establishment of relationships between concepts based on their grammatical form.
- The understanding of the content of the statement and self-control.

When all these processes occur in the student instantaneously, we can say that he has developed listening comprehension skill in English.

In listening comprehension skill in English, two essential aspects are shown: perception and recognition. Perception is the process by which the receiver captures and decomposes the signals that contain the information it looks for, recognition is the process of identifying the message emitted with the known reference pattern; the mechanisms that intervene and the factors that influence it, these are: the informative signals, the anticipation mechanism and the memory.

The informative signals: the intonation is fundamental since it allows distinguishing the different types from sentences: the interrogative, exclamatory, imperative etc. On the other hand, and no less important is the phonematic ear that allows to identify the different sounds of the spoken chain, the phonematic ear is formed at the same time as the speech is developed, that is why in the initial stage of learning a foreign language it is very important that you work with listening comprehension skill in English and oral expression skill in English.

The anticipation mechanism: consists of the prognosis (receptive skills field hearing, reading) or the organization in advance in the internal (psychic) aspect that is then externalized in external communication (physical) oral expression, writing. In the phonetic plane the first sounds of the words are those that transmit the most information and taking into account the context allows supposing the rest of the word. In the lexical plane, comprehension depends firstly on the greater or lesser development of the phonemic ear. In the grammatical plane the syntactic development of a certain sentence can be anticipated: a type of subject presupposes a certain type of verb and this presupposes certain complements.

Memory: plays a very important role in the listening comprehension process, the immediate memory facilitates the conservation of information, the mediated memory conserves the known reference patterns and the operative memory concentrates in a single whole the signals heard.

Rubinstein, S.L. (1968) and Pérez, Lorenzo. (2004, p.31), stated that "without memory, we will be prisoners' beings in the moment, we will live a future but without past. There would be no knowledge or habits, no psychic life; there would be no continuous study that runs supported by our lives, making us what we are."

Cruz, A. R. (2017), agrees with the idea that listening comprehension skill in English is fundamental for the development of the remaining skills; contributes to the acquisition of vocabulary, the development of oral expression skill in English and enables the improvement in the use of the language. It is the activity that

governs the form and the moment in which the other communicative skills are used.

Steps for listening comprehension skill in English, according to what Cruz, A. R. (2017) has expressed are:

- Comprehension is the first step in the hearing process. The first challenge for the receiver is to accurately identify speech sounds, understanding and synthesizing said sounds as words. Constantly people are bombarded with auditive stimulus, so the receiver must select which of these stimuli are speech sounds and decide to pay attention to the appropriate sounds. The second challenge is to be able to discern pauses between decipherable words, or in the segmentation of spoken discourse. This becomes significantly more difficult with a foreign language as the sounds are mixed and grouped continuously.

Determining the context and meaning of each word is essential to understand a phrase. That is the reason why, at the moment of listening to something in a foreign language, the understanding seems generally complex. There are numerous reasons for this. First, the experience in the spoken language is very poor, especially if it is not practiced very often. Due to the lack of experience in the foreign language, it becomes very complex to identify elements of the message such as: phonological and grammatical models, vocabulary and lexical articles that could still be under development by the students, and on the contrary they are easily understood by native speakers. Second, again due to lack of language experience, it is almost impossible to predict what is being said.

- Retention is the second step in the process of listening comprehension skill in English. Memory is essential in the listening comprehension process because the information retained during it will define the way in which people create meanings from words. Memory plays a very important role when listening to fill in blanks. Because we have different memories, ideas, perceptions, so the transmitter and the receiver have different

considerations about the same idea. However, the memory is fallible and it is not possible to remember everything that is heard.

An important reason is that at the time the information was received, the person lacked the motivation to listen carefully and be able to remember better. Using the information immediately after receiving it improves the retention of information and decreases the forgetting curves (the moment when we no longer retain information in memory). Retention decreases when subjected to insubstantial hearing, where only a minimum of effort is required to listen to the speaker's message.

- The third step is the answer. Listening comprehension skill in English is an interaction between transmitter and receiver, since it gives action to a normally passive process. The transmitter expects verbal and non-verbal responses from the receiver to determine if the message is being understood. Normally the answer is non-verbal because if it is verbal, the roles of sender / listener are reversed because the latter becomes an emitter and is no longer listening. Based on the response, the issuer must adjust or continue with the style of its communication.

The soviet linguist Guez, N. I. (1982), quoted by Antich, R. (1986, p.123) presents an analysis of the factors that determine listening comprehension skill in English; for the author the effectiveness of listening comprehension skill in English depends on three groups of factors determined by:

- The individual peculiarities of the receivers
- The conditions in which the hearing occurs
- The linguistic peculiarities of the material that is heard.

In the first factor the greater or lesser interest that the student places in the foreign language learning is of vital importance because this will influence in the later results that will obtain and the teacher must perform a correct orientation towards the objective since it can cause the loss of motivation on the part of the student.

Another aspect that greatly influences the effectiveness of listening comprehension skill in English is the previous linguistic experience in either the mother tongue or the foreign language and the cultural level that the student has will greatly influence the knowledge he has on the subject to be treated.

In the second factor the tempo must be analyzed so that the understanding is effective it is necessary to speak at a normal rhythm, the slow presentation harms the comprehension since it does not allow the global perception of the text and makes the anticipation mechanism difficult, it is necessary to take into account that the number of times the text is presented depends on the linguistic level of the students; as this level increases the number of repetitions should decrease to only one.

The material presented to the students must possess a quality required, the classroom or the selected room should have the optimum acoustic conditions to guarantee a good understanding by part of the students of the material presented, ensure the fidelity of the material, use several voices, both male and female, children, the elderly, young so that the student does not get used to a single form of speech or to a single bell. The materials used for listening must also be educational, interesting and logical, they can present a problematic issue and the different forms of speech must be taken into account.

In the third factor in addition to taking into account the individual characteristics of the students, should be analyzed the linguistic peculiarities of the material. The phonetic material must be previously known by the students, the lexical and grammatical levels can contain elements whose meaning can be inferred by the student (in cases where the lexicon is respected) and the grammatical structure is more difficult although in some languages it can infer the grammatical meaning through the context. Words should be included from the intermediate sentences and if it is possible at the end of the text. When these unknown words appear at the beginning of the text, they are more difficult to infer and may confuse the listener in relation to the ideas that follow.

As a conclusion it can be said that in a text for hearing should not appear more than 2% of new words to be inferred through different mechanisms.

The author considers that in the teaching learning process of English, specifically, while developing listening comprehension skill, the most motivated students are the ones who assimilate the material better, are the ones who have the desire to communicate themselves without the help of the teacher and feel the need to advance and to be involved in the activities guided by the teacher. Besides listening comprehension skill in English is considered the cornerstone of the communication process, thus it is essential for its development to have it as a goal to be achieved in the curriculum and syllabus designed for the teaching of English language.

Another aspect to take into account is the adequate didactic structuring of the teaching learning process. Antich, R. (1987) suggests that listening activities should not occupy a whole class, but should be systematically worked on in all. This would be the way to work with listening comprehension in the specific context in which our teaching-learning process is developed.

Authors like Greenwood, J. (1985) and Abbot, G. (1985), Enrique. I (2006, p.28), consider that to develop listening comprehension skill in English in students, certain tactics before listening, while listening and after listening must be taken into account.

Before listening activities: In this stage, aspects that should help the students to get as much information as possible about what they are listening to are addressed. The authors suggest that vocabulary should be worked on; whose comprehension could present difficulties; as well as cultural elements not familiar or unknown to students. Questions should be asked to help them listen for a specific purpose. Also at this stage, the formulation of possible hypotheses or predictions about what is going to be heard should be encouraged.

Some activities of this type include:

- The analysis of maps, diagrams or graphs
- Work with vocabulary or some grammatical element
- Reading of some relevant material
- The analysis of the instructions necessary for the development of the listening comprehension activity.

While listening activities: This is the stage in which students must understand what they hear, that is, they will get the general idea of what is being said. It can be a process analogous to reading, with the difference that while they are reading they can do it again if they do not understand something, while in the case of listening comprehension skill they probably cannot listen again.

Some activities for this type of stage include:

- Hearing with the support of visual elements
- Hearing for a complete set of charts or diagrams
- The audition to get the general idea.

After listening activities: In this stage students will use the information obtained. You can summarize it to discuss it, fill a box, answer open questions, (infer about what was heard).

Some of the possible activities to be carried out in this stage would be:

- Dictation
- The selection of the correct answer to a question (multiple selections)
- The writing of a summary of two or three lines
- Drawings of what was heard
- Make diagrams.

During this stage the students will produce, they must make use of the lexical-grammatical and phonic structures studied which they must have recognized first and then reproduced. Students must identify people from answers they receive

from their questions, reach conclusions from what they hear, predict from given solutions, produce conversations or dialogues from words or phrases heard, interpret jokes, solve problems etc. At this stage can also appear elements of creation by the student to provide a response which should be encouraged by the teacher whenever possible.

This gradation and interrelation makes it possible, then, to structure a system based on the exercises proposed for each stage. The articulation between the stages and exercises takes place following not only the principle of starting from the simplest to the most complex but also of a constant feedback during the whole process, besides taking into account the flexibility and depth as qualitative elements of the systematization in achieving balance.

The author considers that as the didactic conception of this proposal is essentially systemic and coherent, it allows the different levels and organizational structures of the process of developing listening comprehension skill in English to be integrated into different stages, unifying the teaching-learning process of the language. When designing activities for each stage (before, while and after listening) they should not be formed as isolated links, but a core is created that interact and interrelate with other exercises that form the stage for which they were designed. These exercises aimed at the development of listening comprehension skill in English, also establishing a connection with the rest of the skills, especially with writing and oral expression skill in English, because in certain types of exercises students must write or speak about what they hear.

❖ The use of video – songs in activities to reinforce the development of listening comprehension skill in English.

Izquierdo, Óscar. (2016) defines the use of video – songs as the practice and inconscient repetition of grammar and vocabulary, contextualizing the components of the language, helping with their comprehension and production.

In that way, the author of this research considers that video - songs can help to improve not even the comprehension, but all the components of the language.

Video - songs are favorable to the foreign language learning because it has a great variety of structure and vocabulary and at the same time addecated for the development of listening comprehension skill in English, helping students with the acquisition of vocabulary.

Exercises that can be created from video - songs in English train our hear and improve our capacity to recognize and distinguish the sounds and words from a foreign language. Video - songs are also a real example of materials in English where students can listen different accents and pronunciations, giving them more flexibility in their capacity to distinguish and recognize different sound´s patterns of a language (lyrics training).

According to different authors the use of video - songs as a resource helps to improve listening comprehension skill of our students, authors like Reina, E.A. (2010), who worked for 6 sessions observing that video - songs can strongly activate the repetition mechanism of language acquisition. In addition, she concluded that the students' skill to concentrate increased significantly, being able to focus their attention and understand its general meaning.

Toscano, C.M. and Fonseca, M.C. (2012) also determined that listening comprehension skill in English can be best improved by the use of video - songs in second languages learners from 4th to 6th grade students of elementary education.

Advantages and disadvantages in the use of video - songs when teaching foreign languages:

During the XX century, numerous contributions have been made in the musical pedagogy that have given a turn in the way of understanding musical didactics because it can teach, aspects such as singing, instrumental interpretation, and musical language. But there is also a great concern regarding the use of this technique in the development of listening comprehension skill, because some authors do not see it as a globalizing process capable of developing expression,

communication, understanding, creativity, imagination, improvisation, etc.
Rodríguez, S.M. (2011)

Advantages:

Cognitive advantages:

Music and rhythm can be related to help children retain long sentences and expressions more easily.

Music benefits the processes of perception, attention and memory.

Linguistics advantages: (are those related to the acquisition of language through the use of video - songs)

Music can help to develop some important skills, such as the ability to listen and remember attentively, the ability to relate sounds with the symbols that represent them, and to control the intonation of the voice. As well as to increase the acquisition of vocabulary, fundamental reason for the use of video - songs in the English classroom. Llamas, J. (2011)

Psycho-social advantages:

The assimilation of the culture of the countries that speak that language, bringing students closer to the thoughts and feelings of their speakers, since it is intrinsically linked to the popular character of the songs, rhymes, poems and stories worked in the classroom.

Despite all the benefits described above, we are aware that the use of music as a learning tool in the foreign language classroom is not always easy and may have its drawbacks such as the ones mentioned below. Some teachers think that the songs distract the students. That is, they consider that, if it is something fun, you cannot be learning. Murphey, T. (1992, p.16)

Disadvantages:

Among the various disorders that the use of video - songs could cause, Ruiz Calatrava, M.C. (2008) distinguishes the following:

- Complexity when knowing the content of the video song due to the appearance of an abbreviated form of some structures and, therefore, unknown by students.
- When we translate the video - songs into our language there is a certain disappointment, because in English they can be catchy and when translating them they lose all the charm.

In any case, the author of this research considers that these disadvantages should not be an obstacle to the application of musical tools in the classroom, because there are alternatives to be solved in a practical way.

The proposal of video – songs to contribute to develop listening comprehension skill in English are characterized by:

- Being relevant to students, in a way to motivate them for the material they are going to listen
- To develop communication activities, from the listened material that favor the interaction from the individual to the collective
- To propitiate the discussion and the reflective analysis of the students
- To propitiate the development of imagination, creativity and logical thought
- Being accessible to the real possibilities of students
- To favor the development of the independent work, group work and small group work
- To have a formative intentionality
- To have an interdisciplinary character.

❖ **Diagnosis of the current state of the development of listening comprehension skill in English on 5^B students**

In order to solve or verify the problems detected in the sample of 32 students which represents the 33.3% of the population, some methods from the empirical level such as scientific observation, survey to teachers, interview to students and pedagogical test were applied to evaluate the level of development of listening comprehension skill in English, on 5th grade students from Remigio Diaz Quintanilla Elementary School.

Analysis of the scientific observation.

The scientific observation was one of the methods from the empirical level applied in this Major paper; a guide of observation was made to explore the didactic behavior on the development of listening comprehension skill in English. Also, it was taken into account the teachers and students' behavior.

Three lessons were checked on group B with the objective to observe the development of the teaching- learning process, and specifically, the different didactic strategies teachers' use for the treatment of the listening comprehension skills in the English language. (Annex 1)

The results were the following:

In the first item related to the teacher's role in using the appropriate didactic strategies to develop the listening comprehension skill in English language since the first part of the lessons including basic aspects such as: asking the students simple question about what they did the day before or the last night or even in the morning and through this way the students will be practicing listening comprehension skill and oral expression skill , in 2 of the observed lessons, teachers had worked with these matters, representing the 66,7%. In the other lesson these aspects were not observed, representing the 33, 3 %.

In the second item related to the teachers' role to motivate students to listen and watch movies, songs or something similar in English in their common life during the

lesson, propitiating the development of listening comprehension skill in English, it was corroborated that the teachers do not motivated them, representing the 100% of the lessons observed.

The third item, to determine if teachers gives a proper didactic treatment for the development of listening comprehension skill in English, explaining to students how to hear the word correctly and trough this way to pronounce correctly, helping them to hear all the sounds and some other aspects that integrate the correct development of this skill, in 2 of the observed lessons, sometimes the teacher treated the process of listening comprehension skill in English taking into account these aspects, representing the 66,7%, in 1 of the observed lessons teachers explained and asked to listen using the studied vocabulary of the unit, representing the 33,3%.

In the fourth item, to determine if teachers highlighted the importance that the English language have to the world while development, it was corroborated that in the 3 observed lessons teachers do emphasize on the correct use of English language and the importance that it has, representing the 100%.

Analysis of the Survey

A survey was applied on a sample of 32students which represents the 33.3% of the population involved in this research. It has as objective to know the students´ opinion about learning English at school and the use of video- songs in English lessons and if it could help them to develop their listening comprehension skill (Annex 2). The results of the survey are explained as follows: (Annex 3)

In the first item, in which students have to express if they receive a motivation through the material they are going to listen, 32 students expressed that they feel motivated to the teachers always, representing the 100% of the students.

In the second item, in which students have to express if they know the words listened in the material presented for the teacher, 4 students expressed that they always know the words, representing the 12.5%, 20 students expressed that they

sometimes know the word, representing the 62.5% and 8 students expressed that they never know the words, representing the 25%.

In the third item, in which students have to express the materials they prefer to work with listening comprehension skill in English, 20 students picked that they prefer dialogues, representing the 62.5%, 9 students picked that they prefer videos, representing the 28.1% and 3 students picked that they prefer songs, representing the 9.4%.

In the fourth item, in which students have to express if the teacher makes activities before, while and after the listening, 32 students expressed that the teacher always makes activities before, while and after the listening, representing the 100% of the students.

In the fifth item, in which students have to express if the teacher goes to the class with all the necessary materials to develop the lesson, 32 students expressed that teachers sometimes came with the materials they need to develop the lesson, representing the 100% of the students.

In the sixth item, in which students have to express if they consider the use of technologies, such as videos, as a way to improve their listening comprehension skill in English, 3 students expressed that always, videos can help them with the development of their listening comprehension skill in English, representing the 9.4% of the students, 14 students expressed that sometimes, the use of videos can help them, and 15 students expressed that the use of videos cannot help them with the development of their listening comprehension skill in English, representing the 46.8% of the students.

Analysis of the Interview

An interview was applied to the two English teachers from Remigio Diaz Quintanilla Elementary School with the objective to determine the teachers' interest and didactic knowledge for developing the listening comprehension skill in English by

using video – songs in English teaching-learning process on 5th grade students from Remigio Diaz Quintanilla Elementary School. (Annex 4)

The results from the applied scientific method are explained as follows. (Annex 5)

In the first item in which teachers had to express if they believe that it is important for students to know since the very beginning of their English studies to know the English sound, representing the 100 % of the sample.

In the second item in which teachers had to express if they believe it is important the use of technologies to teach a foreign language, 3 teachers that represent the 100% of the sample answered, that they are in agreement to this, because the use of ICTs will help to the student to understand easily the foreign languages.

In the third item in which teachers have to express if the use of technologies in English lessons to make easier the teaching – learning process of this language, 3 teachers answers positively, representing the 100%.

In the fourth item, related to if the conditions of the school permits to have access to technologies, 2 teachers, representing the 100%, answer that it is not enough to make a priority to equip the school with the necessities technologies to increase the English language on 5th grade students

Analysis of the Pedagogical Tests

A pedagogical test was applied to the sample, 32 students from 5th grade from Remigio Diaz Quintanilla Elementary School, representing the 33.3% of the population involved in the research, making special emphasis in the development they have in their listening comprehension skill in English, especially: comprehension, recognition and discrimination of sounds. (Annex 6)

The results of the initial pedagogical test applied are explained as follows: (Annex 7)

In the indicator 1, comprehension– level: As part of the way to evaluate this indicator, it is determined that in level 1, students understand all the information

given; level 2, they understand only the necessary information and level 3, they do not understand any information given. However, with this indicator 7 students show a level 1 of comprehension, representing the 21.9%; 12 students show a level 2 of comprehension, representing the 37.5% and 13 students show a level 3 of comprehension, representing the 40.6%.

Indicator number 2, recognition– level: It involves identifying words and phrases related with a material the teacher showed them and select the correct one. It was observed that 5 students are in level 1 of recognition level with a high level of logical order between the ideas representing the 15.6%, 10 students representing the 31.3% show a level 2 of recognition, some weak connection between the ideas in the material but no logical order, and 17 students representing the 53.1% show a level 3 of recognition, without coherence which means that the words selected are not related with the topic of the showed material.

Indicator number 3, discrimination of sounds- level: The listener is drawing out from the communication the elements which seem to express the purposes of the speaker or those which suit his own purposes. In this indicator, 6 students show a level 1 of knowledge about what they were listed, representing the 18.7%; 12 students representing the 37.5% show a level 2 of the same indicator and 14 students do not have the necessary knowledge about this indicator, representing the 43.8%.

❖ Proposal of activities to contribute to the development of listening comprehension on 5th grade English classes

The activities supported by video – songs, which are proposed below, encourage active engagement because learners actually care about the material they are going to listen to and the things they are going to learn. These activities provoke thought because using video – songs, should provide an opportunity for learners to reflect their own experience. They are characterized by including all the components of the teaching learning process; going from the easiest to the most difficult aspects of the language and having an educative intentionality. Some of

them can be done in pair work and group work. There are different contents which are related in the same exercise such as the use of adjectives and frequency adverbs. The activities also propitiate the discussion and the reflective analysis of the students as well as the development of imagination, creativity and logical thought, based on their real needs.

The proposal consists of 8 activities to develop listening comprehension skill in English on Elementary School students, they all use video - songs dedicated to this age and interests, making this one of the most important features of the novelty declared for this research.

Each activity has been designed to be used in a unit having as core content its title as a way to give students a different didactic approach to work with the vocabulary they are taught.

The activities focused on the reinforcement of three main indicators to develop listening comprehension skill:

- Comprehension
- Recognition
- Discrimination of sounds.

These indicators will be given three levels:

-Level 1: learners who are able to comprehend the listening materials quickly and to give a proper answer, he/she also recognizes the possible answers making the correct discrimination of sounds,taking into account the content studied.

-Level 2: the student who is able to comprehend the listening materials but he/she needs a little time to decode the message and to give an answer. He/she has some problems related to the recognition and discrimination of sounds for giving the correct answer related to the content studied.

-Level 3: the student who is not able to comprehend the listening material quickly and to give an appropriate answer. He/she has many difficulties with the

recognition and discrimination of sounds for giving the correct answer related to the contents studied.

Activity #1

Unit 1: Days, months and seasons.

Class 1

Topic: Seasons of the year.

Objective: To reproduce the seasons of the year by means of a video in order to express their characteristics orally to increase their knowledge of the environment and how to protect it.

Teaching Aids: TV or laptop, board and notebook.

Type of lesson: Presentation lesson.

Method: audio- visual, reproductive, communicative approach.

Procedure: the teacher is going to introduce the topic or the main idea of the lesson by having a feedback with students, taking as a reference what they know about the different seasons of the year. After that, the teacher presents the new vocabulary in order to prepare students for what they are going to listen and to observe.

Pre – teach vocabulary:

Summer	Rainy
Spring	Cold
Winter	Hot
Autumn or Fall	Windy

Before listening activities:

- 1- What is your favorite season of the year?
- 2- Do you like to go to the beach on vacations?
- 3- What is the season of the year you consider the best to go to the beach?
- 4- What do you think about people who throw garbage on the beach?

While listening activities:

- 1- Match column A with column B, from the following words presented on the board, which one correspond to each season of the year, taking into account the observed video?

A	B
It is rainy	___ In fall...
It is cold	___ In summer...
It is hot	___ In spring...
It is windy	___ In winter...

After listening activities:

The teacher brings a box with some cards inside, related to the characteristics of each season of the year.

- 1- Select a card from the box on the teacher desk and say some characteristics about the season of the year which correspond with the card selected.

Box:

Hot Cold Windy Rainy

E.g.: In summer it is hot.

In spring it is rainy.

2- Comment with your partner what kind of activities do you do with your family in the season of the year did you select.

Evaluation:

Level 1 learners: who are able to express properly the correct season and the correct characteristic of the selected season, will obtain an excellent mark.

Level 2 learners: who select correctly the season of the year, but have some problems with the characteristic selected, will obtain a good mark.

Level 3 learners: who are not capable of selecting the correct season and characteristic, but also have problems with the pronunciation of the sentences, will obtain a regular mark.

Activity #2

Unit 2: Professions and occupations.

Class 6

Topic: Jobs.

Objective: To comprehend a dialogue about jobs and occupations by means of a video to reinforce the professional guidance of the students.

Teaching Aids: TV or laptop, speakers and blackboard.

Type of lesson: Semi- controlled lesson.

Method: audio – visual, reproductive, communicative approach

Procedure: The teacher presents a video, in which some jobs are mentioned, and the students have to analyze all the vocabulary referring to this content, demonstrating their comprehension of that video.

Pre teach vocabulary:

Looking for

What can you do?

I'm afraid

Can you do anything else?

Lots of things, I guess

I can

What kind of jobs we have right now?

Let me see, here we are.

Car Bus

Before listening activities:

- 1- What profession do you consider important the most? (teacher makes reference to some of them). Why?
- 2- What would you like to be or do in the future? (teacher emphasize in his/her profession)
- 3- Could you tell me what do you think the video is about?

While listening activities:

- 1- Listen carefully the video:
 - a- What is the video about?
 - b- How many persons are showed on the video?
 - c- Write at list 3 of the words that appear on the screen.
 - d- What do you think those words are?
- 2- What was the profession selected by the man at the end?
- 3- Listen and observe the video again:
 - a- All the words that appear on the screen. (teacher is going to stop the video each time that appears a new word and he is going to explain in what profession consists on)
 - b- Select your favorite profession.

After listening activities:

- 1- Make a draw about the profession chosen by the man and be ready to dramatize it in front of your classmates.

Evaluation:

Level 1: learners who are capable of building logical sentences and the correct pronunciation, will obtain an excellent mark.

Level 2: learners who need the help of the teacher or other students to build logical sentences will obtain a good mark.

Level 3: learners who are not capable of building logical sentences and have some problems with pronunciation, will obtain a regular mark.

Activity #3

Unit 3: A typical day at school.

Class10

Topic: School supplies.

Objective: To comprehend a song through vocabulary related to school supplies to reinforce solidarity and responsibility in students.

Teaching Aids: TV or laptop, speakers and blackboard.

Type of lesson: Controlled lesson.

Method: audio– visual, communicative approach

Procedure: The teacher is going to use a video which is about the school supplies and students have to recognize all of them, and to use them in sentences, expressing also the importance of their use in the school and out of it.

Before listening activities:

- 1- What kind of school supplies do you use in your daily life in the classroom?

2- What do you think the video is about?

While listening activities:

- 1- Listen and observe the following video:
 - a- How many school supplies are mentioned?
 - b- Write at list 2 of the words showed in the screen.
 - c- Which one of this school supplies do you use it in your daily live here in the school?

After listening activities:

- 1- Draw in a piece of paper, the school supplies do you like the most.

Evaluation:

Level 1: learners who are capable of identifying all the school supplies mentioned and build sentences in a correct way, will obtain an excellent mark.

Level 2: learners who are capable of identifying most of the school supplies and build phrases in a correct way, will obtain a good mark.

Level 3: learners who are not capable of identifying the school supplies and build sentences with the help of the teacher, will obtain a regular mark.

Activity #4

Unit 8: My house is a zoo.

Class 3

Type of lesson: Semi – control lesson.

Topic: I like animals.

Objective: To identify different kinds of animals by means of a video in order to deal with the importance of taking care of animals and to reinforce responsibility and humanism.

Teaching Aids: TV or laptop, speakers, blackboard, a table, a box that contains cards with the name of some animals in English and a picture related with animals.

Method: audio visual, communicative approach

Before listening activities:

- 1- Have you ever visited the zoo in your town?
- 2- What kinds of animal have you seen in the zoo?
- 3- Which one do you like the most?
- 4- What do you think the video is going to be about?

While listening activities:

- 1- How many animals did you see in the video?
- 2- Match at list the name of 4 animals you saw on the video.
__Hippo __Frog __Flamingo __Rhino
__Tiger __Ostrich __ Rabbit __Elephant
__Cat __Crocodile
- 3- How many of them have you seen in your tours in the zoo?

After listening activities:

- 1- Ask your partner about what animals he/she would like to have as a pet?
Be ready to say the animal selected by your partner aloud in the classroom.
- 2- From the animals selected by your partner, find out on the table, the ones which are mammals, poultry or reptiles. Pickup your favorite, draw it and describe it physically.

Mammals	Poultry	Reptiles

2- What strategies should be done worldwide to protect animals endangered?

In this activity students are going to put into practice not only what they know about the English subject, but also about different subjects, such as Geography and The World we live in.

Evaluation:

Level 1: learners who are capable of comprehending the information, recognize all the animals presented and select the correct ones on the video and their characteristics, will obtain an excellent mark.

Level 2: learners who need a little time to decode the message and to give a proper answer, the ones who are capable of recognizing most of the animals presented as well as select as correct ones as they can on the video and some of their characteristics, will obtain a good mark.

Level 3: learners who do not comprehend any information, who are not capable of recognizing the animals presented as well as select the correct ones, even with the help of the teacher, will obtain a regular mark.

Activity #5

Unit 5: I love my family

Class 4

Type of lesson: Practice lesson.

Topic: This is my family.

Objective: To talk about their family by means of an exposition with the help of a video, in order to increase their love for the family and its importance.

Teaching Aids: TV or laptop, board, notebook.

Methods: audio – visual, communicative approach.

Procedure: The teacher checks the homework, which was about some questions about their family, for example: Who do you live with? Do you love your parents? How old are your grandparents? After that, students are going to analyze a video, which is related to family members.

Before listening activities:

- 1- The video is about:
 - a- ___ Seasons of the year.
 - b- ___ Family members.
 - c- ___ Clothes.
- 2- How many persons are talking on the video?

While listening activities:

- 1- Which are the family members mentioned on the video?
- 2- What do they say about it?
- 3- What do you think about your family?

After listening activities:

- 1- Make a small text about a member of your family, taking into account what you saw on the video.

As homework, students are going to bring a photo of a family member, and have to describe it by saying personal information, for example: name, age, physical description and likes and dislikes.

Evaluation:

Level 1: learners who are capable of answering all the questions and make a text correctly, will obtain an excellent mark.

Level 2: learners who are capable of answering most of the questions, and make a text with the help of the teacher, will obtain a good mark.

Level 3: learners who are not capable of answering the questions and make a text, even with the help of the teacher and their classmates, will obtain a regular mark.

Activity #6

Unit 9: My town.

Class 3

Type of lesson: Semi – control lesson.

Topic: I love my town.

Objective: To talk about places of their city by means of a video in order to know more about the city and how to protect it.

Teaching Aids: TV or laptop, board and notebook.

Methods: audio – visual, communicative approach.

Procedure: The teacher checks the homework, which consisted on bringing a model with several places on it, to be used in the lesson. After that the teacher is going to show them a video which is about some locations of places in town.

Before listening activities:

1- Complete:

The video is about _____ in the city, some people are giving _____ of some places.

2- Be ready to read the sentence carefully.

While listening activities:

1- Select the correct places that persons said on the video.

___ supermarket. ___ bakery. ___ car rental.
___ drugstore. ___ bus station. ___ bus stop.

___ school. ___ police station. ___ post office
___ Peter's house. ___ movie theater. ___ hospital.

After listening activities:

- 1- Make use of the model that you brought and say the location of two places that you want.
- 2- Express the importance of those places for the society.

Evaluation:

Level 1: learners who are capable of doing all the activities in a correct way without the help of the teacher, will obtain an excellent mark.

Level 2: learners who are capable of doing most of the activities with a little help of the teacher, will obtain a good mark.

Level 3: learners who are not capable of doing the activities proposed and need the help of the teacher or their classmates, will obtain a regular mark.

Activity #7

Unit 7: What I like is...

Class 1

Type of lesson: Presentation lesson.

Topic: My favorite game is...

Objective: To identify different kinds of games by means of a video, in order to know more about them and to respect others.

Teaching Aids: TV or laptop, board and notebook.

Method: audio – visual, communicative approach.

Procedure: To introduce the new content, the teacher is going to talk about what the students do in their free time. They are going to have a debate, and after that, the teacher asks the students to predict the possible topic, and they are going to deal with a video related to different kinds of games.

Before listening activities:

- 1- Do you like to play with your friends?
- 2- What kinds of games do you like the most?

While listening activities:

- 1- Based on the video, place each game in the correct order.

___ jacks

___ sack race

___ playing house

___ hopscotch

___ tap

___ follow the leader

After listening activities:

- 1- Based on the games presented on the video, express which one you like the most. Why?

Evaluation:

Level 1: learners who are capable of answering all the questions and place the games in a correct way, will obtain an excellent mark.

Level 2: learners who are capable of answering at list two of the questions and place three games in a correct way, will obtain a good mark.

Level 3: learners who are not capable of answering all the questions and place at list one game in a correct way, even with the help of the teacher and their classmates, will obtain a regular mark.

Activity #8

Unit 8: My house is a zoo.

Class 3

Type of lesson: Semi – control lesson.

Topic: What do you see?

Objective: To make use of the communicative functions such as the place where the animals live by means of a video, in order to protect the animals and the environment.

Teaching Aids: TV or laptop, board, notebook.

Method: audio – visual, communicative approach.

Procedure: The teacher talks about the content worked on previous lesson, and presents a video which is about wild animals and their environment and students have to analyze it and make some exercises about it.

Before listening activities:

- 1- What is the meaning of wild animals?
- 2- Where do they live?

While listening activities:

- 1- The video is about:
 - ___ school objects.
 - ___ likes and dislikes.
 - ___ wild animals.

___ family members.

2- How do you know that?

After listening activities:

1- Complete the sentences:

a- The lion lives in the _____

b- The elephant lives in the _____

c- The kangaroo lives in _____

d- The crocodile lives in the _____

2- Mention the countries where they live. (students have to put into practice what they know about other subjects, such as Geography, Natural Sciences)

Evaluation:

Level 1: learners who are capable of doing all the exercises and complete the sentences in a correct way, will obtain an excellent mark.

Level 2: learners who are capable of doing most the exercises and complete most of the sentences with the help of the teacher, will obtain a good mark.

Level 3: learners who are not capable of doing the exercises and complete the sentences in a correct way, even with the help of the teacher, will obtain a regular mark.

❖ Final diagnosis of the current state of the development of listening comprehension skill in English in students from 5^B.

Analysis of the Final Pedagogical Test:

A final pedagogical test was applied, making special emphasis on the development students from the sample achieved after applying the proposal of activities in their listening comprehension skill in English, especially: comprehension, recognition and discrimination of sounds.

The final pedagogical test was applied using a communicative situation similar to the one used for the initial stage and it was evaluated taking into account the same parameters. The final results were the following (Annex 9).

Indicator number 1, comprehension– level: It was determined that 18 students showed a level 1 of comprehension, representing the 56.3%; 9 students showed a level 2 of comprehension, representing the 28.1% and 5 students showed a level 3 of comprehension, representing the 15.6%.

Indicator number 2, recognition– level: Recognition was the second evaluated indicator and it was observed that 19 students were in level 1 representing the 59.4%, 7 students were in level 2, representing the 21.9%, and 6 students were in level 3, representing the 18.7%.

Indicator number 3, discrimination of sounds– level: In this indicator 19 students showed a level 1 of knowledge about what they were listed, representing the 59.4%; 10 students showed a level 2, representing the 31.3% and 3 students did not have the necessary knowledge about the material presented, representing the 9.3%.

As a way to get to know students´ opinion on the effectiveness of the proposal a group interview was applied having as idea to be discussed the pleasure they felt when learning by video - songs, some of the comments were;

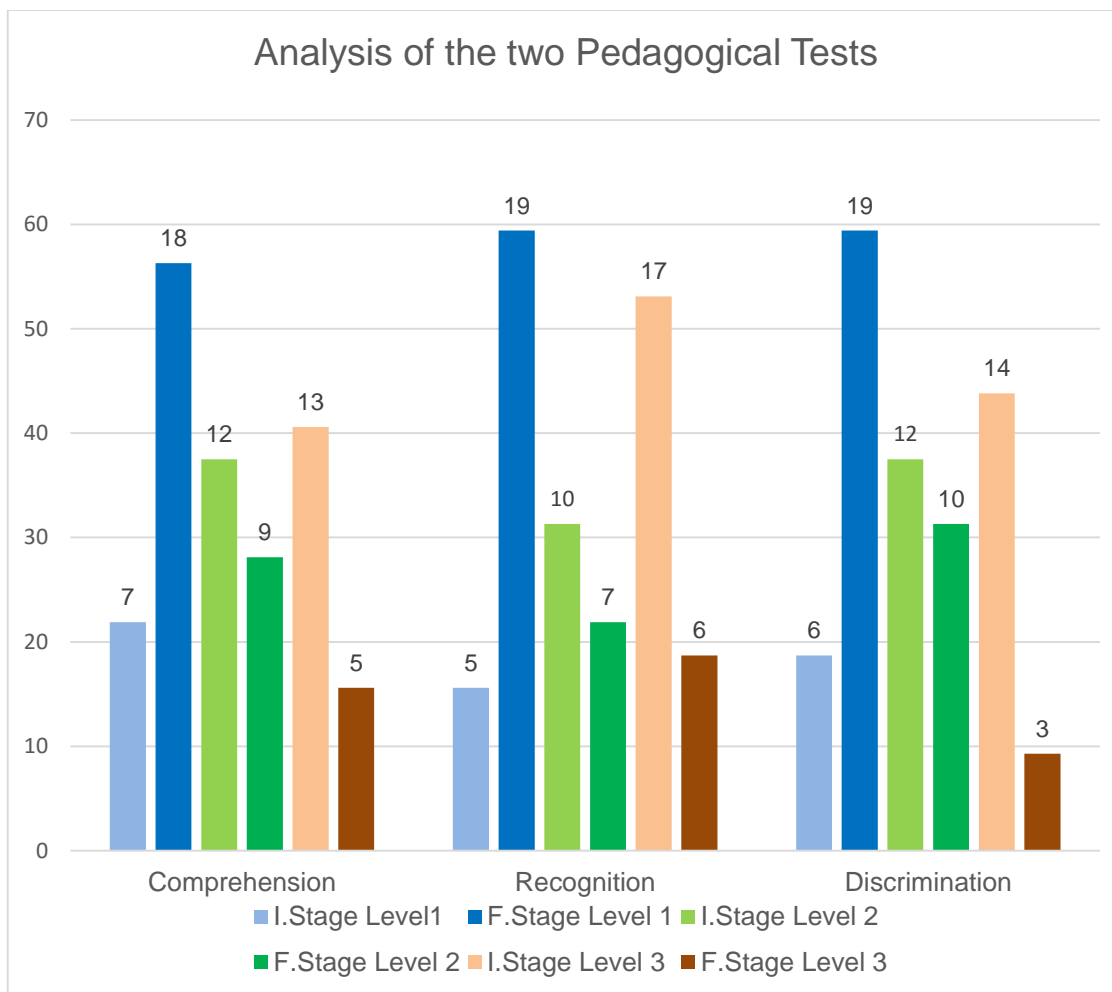
Zamira Irasema Martínez Cepeda said that the proposal of activities helped with their improvement of listening comprehension skill in English.

Kialvis Lorenzo Echeverría agreed with Zamira, but also said that in her case, she liked to learn English with the help of video – songs as teaching material, and at the same time, in a funny way using cartoons in these video – songs.

Daniel Alejandro Ruiz Pérez said that they felt motivated though listening comprehension skill using video – songs because they liked to practice singing with animals and school supplies.

All the opinions given by students permitted to corroborate the results obtained in the pedagogical test, because students manifested their pleasure while learning what enhanced their learning of the foreign language.

Comparison of the initial and final results.



A comparison was made between the initial and final results from the pedagogical test in order to evaluate the effectiveness of the proposal of activities supported by video – songs to develop listening comprehension skill in English on 5th grade students from Remigio Diaz Quintanilla Elementary School. After the application of the proposal it could be easily see how students had a great advance in all the aspects that were evaluated.

In the first analyzed indicator 7 students have a level 1 of comprehension, 12 are placed on level 2 and the other 13 are in level 3, this represents the 21.9%, 37.5% and 40.6% respectively. After the application of the proposal 18 students have a level 1 of comprehension, 9 are placed in level 2 and the other 5 are in level 3, this represent the 56.3%, 28.1% y 15.6% respectively.

In the second indicator which was about the indicator of recognition, 5 students showed a level 1 of it, 10 were placed on level 2 and 3 were in level 3, representing the 15.6%, 31.7% and 53.1% respectively. After the application of the proposal, 19 students showed a level 1 of this indicator, 7 were placed on level 2 and 6 were in level 3, representing the 59.4%, 21.9% and 18.7% respectively.

Finally, the third indicator, discrimination of sounds was analyzed, 6 students showed a level 1 when selecting the correct answer, 12 were in level 2 and 14 were in level 3, representing the 18.7%, 37.5% and 43.8% respectively. After the application of the proposal, 19 students have been showed a level 1, 10 were placed on level 2 and 3 were in level 3, representing the 59.4%, 31.3% and 9.3% respectively.

After making the comparison it was confirmed that the results were superior to the ones of the initial pedagogical test. The use of video – songs in activities is an effective way to develop listening comprehension skill in Elementary School. The proposal of activities with the use of video – songs has been well accepted by students due to the implication that these tools have in their daily lives, because the content is associated with real life experiences, so, the use of video – songs as a tool in English lessons cannot be forgotten when talking about the improvement of listening comprehension skill.

As the author said at the beginning of this Major Paper “a limited listening comprehension skill is the result of bad habits that are developed from little or no training that is given to the hearing of the students”. An initial test was applied at the beginning of this research in which it was corroborated that students were not prepared to develop any activity related with listening comprehension skill due to

the limited development of their speech abilities, their lack of comprehension, vocabulary, coherence and wrong pronunciation because of this skill was not well treated as it is established. As Doff, A. (1996) states at the beginning oral expression skill cannot be achieved in the English language unless listening comprehension skill is developed. To have a successful conversation, students must understand what has been said above. Subsequently, when concluding the validation process of the activities applied, much strengths than in the initial stage can be seen. Students master their oral skills such as vocabulary, coherence, fluency as well as a great improvement of their comprehension and recognition of words and sounds easier when others are speaking in the materials presented on the lessons, and the correct treatment that is given to listening comprehension. Students talk freely and with spontaneity in the English language.

CONCLUSION:

- The analysis of the different sources allowed the search of the antecedents of the theoretical bases of listening comprehension skill in English which were specified to contribute to the development of the teaching – learning process of English subject on group B in function of reinforcing their listening comprehension skill.
- In the initial diagnostic stage, it was corroborated that students do not consider listening comprehension skill as an important element when learning English as a foreign language. A shortness of vocabulary, frequent use of incorrect words, some comprehension mistakes, deficient use of teaching aids and few strategies to learn more about this skill were some of the problems detected. This stage permitted the elaboration of activities departing from the weaknesses found.
- The way of solution is aimed at proposing activities supported by video - songs to develop listening comprehension skill in English. The activities elaborated are characterized by being systematic, flexible, didactics, adaptable, culture-reinforcing; based on the reality of students' age and are structured in title, objective, type of lesson, teaching aids, procedures, conclusions and evaluation. The activities also help to increase the students' interest to practice and to learn English, to search and to evaluate their own progress in listening comprehension skill.
- In the final stage it was corroborated that most of students were motivated towards the learning of English language and the proposal of activities supported by video - songs showed movement from Level 3 to Level 1 and the results were higher according to the indicators, proving its effectiveness.

RECOMMENDATIONS:

- To work with those indicators in which a low level of assimilation was showed
- To deepen on some others ways to develop listening comprehension skill in Elementary School because listening comprehension skill is one of the most neglected skill of the communicative skills nowadays
- To present the research in student events at the faculty and university level
- To apply the proposal to the rest of students in the population.

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ANNEXES:

ANNEX 1

Scientific Observation Guide:

Objective: To verify the development of listening comprehension skill in English as foreign language 5th graders from Remigio Diaz Quintanilla Elementary School.

1- The following aspects will be observed in the English lessons:

a- The teachers use appropriate didactic strategies to develop the listening comprehension skill in English language:

yes no sometimes

b- The teachers motivate students to listen and watch movies, songs or something similar in English in their common life?

yes no sometimes

c- The teachers give a right didactic treatment for the development of the listening comprehension skill in English, explaining to students how to hear the word correctly and through this way to pronounce it correctly, helping them to hear all the sounds and some other aspects that integrate the correct development of this skill.

yes no sometimes

d- Teachers show to the students the importance that English language has to the worldwide development.

yes no sometimes

ANNEX 2

Survey:

Objective: To determine the treatment that is given to the development of listening comprehension skill in English and the students' motivation regarding the English learning from Remigio Diaz Quintanilla Elementary School.

Dear student:

We wish to know all the aspects related to the following steps, to the aim to get better our English lessons and especially the ones which are dedicated to the development of listening comprehension skill in English. Thanks.

- 1- Does teacher make a previous motivation thought the material you are going to listen?
 Always Sometimes Never
- 2- Do you know the listened words in the material presented by the teacher?
 Always Sometimes Never
- 3- What kinds of materials do you prefer to exercise your listening comprehension skill in English?
 Dialogues (*) Videos (**) Songs (***)
- 4- Does teacher make activities before, while and after finished the listening?
 Always Sometimes Never
- 5- Teacher goes to the classroom with the needed materials and supplies to develop the lesson?
 Always Sometimes Never
- 6- Do you consider the use of technologies, such as videos, can improve your listening comprehension skill in English?
 Always Sometimes Never

ANNEX 3

Survey analysis

A survey was applied on a sample of 32 students which represents the 33.3% of the population involved in this research. It has as objective to know the students' opinion about the treatment that is given to the development of listening comprehension skill in English and the students' motivation regarding the English learning. The results are expressed as follows:

	Always (*)	%	Sometimes (**)	%	Never (***)	%
1	32	100	0	0	0	0
2	4	12.5	20	62.5	8	25
3	20	62.5	9	28.1	3	9.4
4	32	100	0	0	0	0
5	0	0	32	100	0	0
6	3	9.4	14	43.8	15	46.8

ANNEX 4

Interview

Objective: To know the teachers interest and didactic knowledge to develop the listening comprehension skill in English by using video – songs in the English teaching-learning process.

- 1- Do you like to teach English in this school?
Yes No, why?
- 2- It is important for students to know since the very beginning of their English studies the English sounds?
Yes No
- 3- Do you think is important the use of video- songs when teaching a foreign language?
Yes No
- 4- Do you think that the use of video- songs in English lessons could make easier the teaching – learning process?
Yes No
- 5- Does the school give you all the materials you need to apply video – songs when you are teaching in the center?
Yes No Not enough

ANNEX 5

Interview analysis:

An interview was applied to 2 of the English teachers from Remigio Diaz Quintanilla Elementary School, in order to know their interest and didactic knowledge for developing the listening comprehension skill in English by using video – songs in the English teaching-learning process. The results from the applied scientific method are explained as follows:

Aspects	Yes	%	No	%	Not enough	%
1	2	100	0	0		
2	2	100	0	0		
3	2	100	0	0		
4	2	100	0	0		
5	0	0	0	0	2	100

ANNEX 6

Initial Pedagogical Test

Objective: To check the development that 5th grade students have in English, making special emphasis in their listening comprehension skill in English.

LISTENING EXAM FOR STUDENTS ON GROUP B. 2018-2019

Name: _____ Group: _____

1- Listen and observe the following video- song and select:

a- What's the video about?

___ Trees ___ Family ___ Friends ___ Greetings ___ Clothes

b- Match column A with column B

A	B
1. Goodevening	___ ¿Como estás?
2. Nicetomeetyou	___ Adiós
3. Good afternoon	___ Gusto en conocerte también
4. See you later	___ ¿Donde vives?
5. Good night	___ Buenas noches
6. Good morning	___ ¿Qué edad tienes?
7. See you	___ Nos vemos luego

8. Good bye	___ Buenos días
9. Nice to meet you too	___ Buenas noches (cuando nos vamos a la cama a dormir)
10. How are you?	___ Gusto en conocerte
11. Where do you live?	___ Buenas tardes
12. How old are you?	___ Nos vemos

ANNEX 7

Analysis of the Initial Pedagogical Test:

An initial pedagogical test was applied to the sample

Observed indicators	Level 1	%	Level 2	%	Level 3	%
Comprehension	7	21.9	12	37.5	13	40.6
Recognition	5	15.6	10	31.3	17	53.1
Discrimination	6	18.7	12	37.5	14	43.8

ANNEX 8

Final Pedagogical Test:

Objective: To check the development that 5th grade students achieved after the activities proposed on this research, making special emphasis in their listening comprehension skill.

LISTENING EXAM FOR STUDENTS ON GROUP B. 2018-2019

Name: _____ Group: _____

1- Listen and observe the following video:

a- What do you think the video is going to be about?

___ family members

___ physical description

___ school supplies

b- How many people are described on the video?

2- Copy from the video the characteristics of the first person described.

3- Complete the text using the given contents about personal information and the ones on the video related to physical description:

This is _____. She is ___ years old. She lives in _____ with her parents. She is _____, _____, and _____. She has _____ hair and _____ eyes.

ANNEX 9

Analysis of the Final Pedagogical Test:

A final pedagogical test was applied to a sample of 32 students which represent the 33.3% of the population. The results are expressed as follows:

Observed indicators	Level 1	%	Level 2	%	Level 3	%
Comprehension	18	56.3	9	28.1	5	15.6
Recognition	19	59.4	7	21.9	6	18.7
Discrimination	19	59.4	10	31.3	3	9.3