Trabajo de investigación presentado como requisito parcial para optar al

título de:

Licenciada en Lenguas Extranjeras

Daniela López Cardona

Universidad de Antioquia

Escuela de Idiomas

Carmen de Viboral

2021

Implementing Videos and Songs to Enhance Listening and Oral Skills in Third Graders

Daniela López Cardona

Universidad de Antioquia

Thesis, Research and Practicum Advisor

Sandra Milena Álvarez

El Carmen de Viboral

December 2021

Abstract

This action research project aimed to explore how videos and songs may improve third graders' listening and speaking skills in English at a public institution in Rionegro, Antioquia. I gathered the data through different instruments, including teacher journals, two surveys, two diagnostic tests, and a focus group. In general, findings suggested that young learners felt comfortable and engaged when using videos and songs to develop the English sessions. Likewise, their participation and self-confidence to pronounce the target lexis increased, and the aural-oral skills: listening comprehension and oral production boosted significantly during the implementation.

Keywords: implementation of videos and songs, oral skills, young learners

Palabras clave: implementación de vídeos y canciones, habilidades orales, estudiantes jóvenes

Degree Requirement

This action research project is submitted as a requirement of the Bachelor of Education in Teaching Foreign Languages (English-French) at the Escuela de Idiomas, Universidad de Antioquia, in El Carmen de Viboral, Colombia.

Acknowledgments

I would like to thank my family for all its support and for giving me the motivation and the courage to continue on this harrowing but at the same time gratifying path. Thanks to my parents for always being there, accompanying me in the darkest moments of my existence, and always being a fundamental base in my life... Thanks for always pushing me to carry on.

I would also like to thank my practicum and research advisor Sandra Alvarez Espinal because without her patience, guidance, support, and encouragement, I would not have been able to achieve this personal goal. She always showed me the positive side of this life. I thank her for everything, especially for believing in me even when I did not. Thank her for giving me that strength to continue. Without her unconditional support, this process would not have been possible.

Finally, I would like to express my gratitude to my dear friend and classmate Laura Arcila, who always helped me overcome all the challenges that this process entailed. I thank her for being such a wonderful human being and for allowing me to grow up together not only professionally but also personally.

Table of contents

Preface

For many years, I have been immersed in the world of videos, music, and entertainment. I have always thought that this environment provides the opportunity to learn in a pleasant way where one can be enjoying the content from the media while receiving input that can later be transformed into output. Hence, I wanted to take advantage of this material to show young learners at an early age how amusement, interaction, and memorable moments can surround the journey of learning a language, making its acquisition more meaningful for them.

This action research emerged from my interest to demonstrate to young learners that videos and songs are not just a matter of entertainment. Still, they can be a means and an opportunity to learn a foreign or a second language in a funny way. My decision to implement this material also arose from the class observations and reflections I carried out during the first semester of the year. Accordingly, I decided to develop my research project based on my interest in conjunction with the "issues" that I found during my observations.

The following parts of this paper comprise the description of the context, the problem statement, and the theoretical framework that guides and supports the strategies/actions implemented. Also, the instruments I employed to gather the information and the outcomes taken from the data analysis. Finally, some conclusions and a reflection that contemplates some relevant aspects of this project.

Finally, the development of this action research project helped to understand that teaching is a two-way process mediated by the teacher's instruction and material and by the commitment and motivation of learners to learn the target language.

Description of the Context

This research project will take place in a public institution located in the Municipality of Rionegro. The school is a mixed-sex institution that offers preschool to high school grades. Its main branch is located in the urban zone while its other two units are situated in the town's rural area. This institution's mission is to offer integral education for children, teenagers, and young people through institutional values and knowledge that help them live in different atmospheres (Institución Educativa Barro Blanco, 2021). In addition, part of its philosophy consists of supporting the inclusion processes of the deaf community. About its vision, the institution aims to be a leader in inclusion and integrative education and emphasize the participation of all its educational community to achieve its goals (Institución Educativa Barro Blanco, 2021).

Essentially, this school has a face-to-face modality; nevertheless, due to the current contingency resulting from Covid-19, classes are being held virtually and in *Alternancia*. Concerning the academic schedule, courses start at 8:00 a.m. and finish at 11:30 a.m. for the elementary levels. The school has approximately 736 students and 50 staff members, including educators, administrators, and psychologists. The number of English hours depends on the grade. For instance, elementary courses have two hours per week, and the advanced ones receive 3 hours per week.

Regarding the physical structure, the classes are carried out in a building with three floors. The first one has green zones and an outdoor gym where students can practice sports and play activities. It also has some bathrooms, a cafeteria, and a library. There are some administrative offices and classrooms with enough chairs, TVs, and other pedagogical resources on the second and third floors, which facilitate the learning environment.

Concerning the curriculum, this public institution implements the Basic Learning Rights (Derechos Básicos de Aprendizaje or DBA) proposed by the Minister of Education

(MEN) in 2006. These rights describe the knowledge and the competencies that every student should achieve according to their specific grade. According to the institution's PEI, the document mentioned above is considered to design the Malla curricular and the Plan de Area for each grade. (PEI Barro Blanco, 2017).

Regarding the group where I will carry out the research project, this course belongs to the third grade. There are 39 students: 26 boys and 14 girls. Their ages range from eight to ten years. Most of the students belong to lower-middle strata and live in the school's surrounding areas. Their classroom is spacious and wide. It has some windows and enough chairs for all the students attending the Alternancia. About its resources, there is a board, a speaker on the frontal wall, a teacher's desk, and a TV set, which sometimes is employed for the development of some classes. The classroom decor presents a picturesque mural at the bottom of the classroom and some posters about protective measures to prevent Covid 19 transmission. Besides, there is a shelf with some mathematics books and didactic materials such as markers, flashcards, colors, and art and craft.

Concerning the cooperating teacher, she has a degree in Psychology from the University of the Coast (CUC) and a Master's degree in Education. She has taught for seven years, but she has worked for three years and a half in this institution. It is relevant to mention that she teaches English and all the subjects taught in elementary grades. Regarding the methodology she usually implements for her lessons, she intends to follow the guidelines mentioned above proposed by the MEN. She also adapts them to elaborate the *Mallas Curriculares* y *Guías de Aprendizaje*. She does not have a particular teaching method; she just tries to adapt them to each group and each student.

To sum up, this institution promotes an integrated education addressed to students and their immediate needs. In addition, learners have various facilities and resources that help them have a suitable learning environment and achieve the English syllabus's learning objectives.

Statement of the Problem

"In the process of teaching and learning a foreign language, audio material seems to be a good resource to expose learners to the target language because it provides several opportunities for learners to interact in real language scenarios" (Villada, 2009, p.11). Following this idea, the use of this material is a crucial factor in teaching ambiances since it promotes social interaction and authentic communication, which facilitates the learning process. Moreover, the implementation of music and videos in EFL classes goes against traditional teaching methods, allowing a non-threatening environment that motivates students to learn English funnily. Hence, it is important to keep promoting these tools to develop communicative abilities in the foreign language (Romero et al., 2012).

During my observations, I evidenced that the teacher employs videos during the development of her classes. However, these tools are not applied appropriately. The teacher consistently implements the same types of videos and activities focused on the grammar-based orientation (Entry 1, 2, 3, 4). For instance, young learners were asked to look for vocabulary and translate it into their mother tongue. Thus, this focus on the grammar-based orientation does not foster skills such as speaking and listening, which are essential in acquiring the target language. In this way, Desai (2015) states that teachers should create situations that help to promote communication inside and outside the classroom rather than focusing on mastering linguistic structures. Relative to this, exploring new manners and methods (communicative approach) to develop such activities may help increase students' engagement and, consequently, interaction during the course.

Another aspect identified through my observations was the lack of procedure to address some videos as a teaching tool. According to Arevalo (2010), there are some steps or activities to focus on during a listening practice; they activate prior knowledge while listening and post-listening. In this respect, I have noticed that the teacher never implemented strategies to

activate students' prior knowledge, nor did she ever ask them to corroborate if they understood the content of the video or if they had any questions about it (entry 5 and 6). She proposed activities for the post-listening, but these were only focused on vocabulary translation. Consequently, videos were misused because she did not take advantage of them as a tool for teaching either to practice listening comprehension or to propose activities to improve pronunciation.

Furthermore, due to public primary school teachers' low level of English proficiency, there is limited knowledge on how to teach the target language. For this reason, learners cannot develop listening, oral production, and pronunciation in their English classes. This issue was evident in the target group I observed since most proposed activities focused on drilling exercises and grammar aspects (entry, 1, 2, 4, 5). Therefore, young learners did not have the opportunity to develop or explore oral skills. Concerning this, Medina (2018), states "the lack of emphasis on listening and speaking skills can be seen in the English class due to the teachers' low confidence and lack of accuracy when trying to develop listening and oral activities" (p.11).

Last but not least, I noticed during my observations the positive attitude of learners regarding the use of videos. I could realize videos were appealing to them since they paid attention to their content. Young learners tried to repeat and pronounce the lexis presented even though their pronunciation was inaccurate (entry 5). They also followed the rhythm of the music and did physical movements/danced in their chairs (entry 1). Likewise, during my implementations (lessons 1 and 2), they expressed they wanted to learn how to speak and pronounce in English and understand what people say in series, music, cartoons, this, in a funny way. This means they are really interested in improving their listening and oral skills.

Finally, based on the aspects mentioned above, I consider it paramount to keep fostering the use of videos and songs to improve listening and speaking. In this way, I might

propose activities based on improving listening, oral skills, and students' interests to achieve the objectives that I aim to accomplish in this action research project regarding students' linguistic skills. In addition, it might also enhance learners' confidence and motivation.

Theoretical Framework

This section introduces the importance of listening and speaking skills in acquiring a foreign language. Later, I provide some ideas about the relevance of including videos and songs in the English classroom to improve the above-mentioned linguistic skills. Finally, I state some benefits that this audiovisual material can bring to the EFL instruction/ ELT.

Listening in ELT

Listening is one of the most complex skills to develop when learning a foreign language because, as Arevalo (2010) claims, "listening includes comprehension of meaning words, phrases, clauses, sentences, and connected discourse" (p.123). Thus, it is not a simple process. On the contrary, it is a complex system through which different types of learners (adults, children, young people, inter alia) receive information and gain insights into the world surrounding them.

This linguistic competence plays a fundamental role in daily life and academic spheres because it is crucial to effective communication. Furthermore, Nunan 1998 and Rost 1994 elucidate the relevance of listening in language classrooms. For them, listening is vital since it provides input for the learner. In the same way, "spoken language provides a means of interaction for the learner because learners must interact to achieve understanding" (Nunan 1998 and Rost 1994 as cited in Yildrum p.2097). Likewise, Anderson and Lynch (2003) mentioned in Yidrum (2016) state that "listening skills are as important as speaking skills because people cannot communicate face-to-face unless both types of skills are developed together" (p.2097).

Therefore, both skills should be developed simultaneously and the cognitive aspects such as attention, comprehension, and memory.

Some strategies and activities to foster effective listening are:

- To implement the well-known listening process: Pre-listening, While-listening, and Post-listening, which are different steps designed to activate the previous knowledge of students, to involve them in the tasks, and finally to practice the grammar aspects of the language learned during the development of the lesson (Yıldırım, 2016)

- To propose exciting and motivating activities or lessons based on English songs. As stated by Lems (2018) "listening to songs and singing is a natural and enjoyable way to practice new sounds, words, and phrases" (p.15).

- The use of authentic items such as audio material (videos, podcasts, series, documentaries, educational videos, and so on) contributes to exposing learners to native speaking accents, dialogues, and situations. (Villada, 2009)

In this sense, it is paramount to consider what Arevalo (2010) states "a listening activity needs to integrate skills of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading" (p.124). As we know, the ability to communicate is the sum of the four linguistic skills and not only the individual mastery of each one of them.

Speaking in ELT

Speaking is designated a productive skill. It is required everywhere since we communicate our ideas in real-time and construct our interpersonal relationships. Thus, it is a complex ability that involves more than just pronouncing words. According to Chastain (1998) as cited in Hossain (2015) "speaking is a productive skill that involves many components, such as grammar, strategy, sociolinguistics, and discourse; for him speaking is more than simply making the right sounds, choosing the right words or getting the constructions correct" (p.10).

Speaking is the linguistic skill language learners want to develop or enhance the most. However, this process is not easy because teachers do not devote enough time to creating it in most public schools. Therefore, it is paramount to take into consideration some strategies proposed by Hossain (2015)

- Role plays: Provide a suitable and enjoyable medium to discover the language. Students can express themselves in a variety of ways. They can simulate real-life events and feel how communication is in a foreign language.

- Discussion activities: In these activities, any learners can participate. The discussions can be about actual events, education, music, hobbies, or any topic learners consider relevant for their lives. For example, songs, especially their lyrics, are used to stimulate class discussion (Arevalo, 2010).

- Surveys and questionnaires: Learners prepare a set of questions on themes such as likes, dislikes, free time activities, cinema, music, etc., and interview with each other.

- To engage students with highly motivating activities. In this way, they find those exciting, and their participation will increase. For instance, as Cifuentes (2006) claims, "Students spoke more in English when they talked about songs in English because the topics were interesting for them. As a result, they showed much more motivation, participation, and better classwork" (p.55).

- It is essential to allow learners to practice real-life activities in the classroom and outside it.

Songs to improve listening and speaking skills

Songs have been widely considered authentic material to practice listening and to know other cultures. As Arevalo states (2010) "song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few

rhymes" (p.124). For this reason, the possibility of using songs in English classrooms has been taken into consideration since they provide an enriching source to teach the language.

According to him, using songs in the classroom provides the opportunity to practice rhythm, stress, and the English language's intonation patterns. Moreover, songs permit teaching vocabulary and grammar for developing listening comprehension, writing skills, and speaking. Thus, including songs as a teaching tool is common in language learning. In this way, it is paramount to consider some strategies when implementing songs as a source to develop communicative abilities.

Among them, we can find the following ones proposed by Lindstromberg (2004) and Molinsky 2000 (cited in Duarte et al. 2012).

★ Finding the words: Ask students to listen for words and note them down with specific sounds in the song.

★ Song pictures: Draw simple graphics to illustrate the song's story, cut them out, and make a worksheet with the images placed randomly. Ask students to listen to the music and put the pictures in order.

★ Mixed-up lines: Mix up the order of the lines; then, ask the adolescents to listen to the song and put the lines in the correct order.

★ Act: Perform a dramatization with the topic of the song

★ Imitation: Have learners pretend they are the vocalist of the song

★ Graphic representation: After listening to the song, design a drawing to represent its meaning, then explain it.

Another positive aspect is that songs can be a motivational factor when teaching teenagers and children. For example, as Duarte et al. (2012) state, when a teacher introduces some vocabulary of animals, numbers, the alphabet, this vocabulary is more meaningful for learners when they hear the words in the song and learn them by heart. In the same way,

Cuestas (2006) claims that English songs in English classes increase motivation, and students can speak in English about their favorite topics. It means students can practice speaking by expressing opinions and reflections about the content of the songs. Finally, Morales (2008), as cited in Villada (2006) "considers that when students sing they may improve English speaking skills and practice pronunciation" (p.24).

Thus, songs in English classes are a favorable factor since it stimulates and motivates students to comprehend the content of materials (Arevalo, 2010).

Videos to improve listening and speaking skills

Audiovisual material such as videos is considered a pedagogical vehicle in learning and teaching processes since it provides authentic input for language learners. This material includes images and audio, which are essential elements to relate what we see to what we hear. According to Tao (2003) cited in Villada (2009) "people from this period of time prefer and respond positively to the visual stimuli than to only listening without having the visual support" (p.20).

Videos are a beneficial experience to increase oral skills. As stated by Villada (2009) "video materials enhance listening comprehension since learners can derive meaning from what they are watching and hearing thanks to the comprehensible input provided by the environment in which the video takes place" (p.12). Moreover, according to Randall (n.d) as cited in Peterson (2010), both skills (listening and speaking) must be addressed simultaneously. For this purpose, teachers should try to provide students with interactive tasks that stimulate them to speak and understand what their peers say about the topic of a song or a video. In this sense, as teachers, we can include musical videos involving repetition to help students make language meaningful. Moreover, presenting a video related to students' interests will help to increase their participation since they will be more motivated and confident to express their ideas freely and discuss them. According to Gutiérrez (2005) as cited in Cifuentes (2006), it is

paramount "to create an interactive and communicative context to contribute to the development of speaking skills and the improvement of oral production" (p.53).

To sum up, the implementation of videos and songs brings many advantages to the ELT field. It contributes to creating a relaxed environment where learners can achieve and practice their communicative skills. Moreover, students have the opportunity to learn multiple idioms and expressions. They can access the cultural knowledge of the target language. As Cifuentes (2006) states, "working with songs provides the teacher with the opportunity to reinforce vocabulary and grammar structures and with the possibility of developing the students' four skills" (p.49). In this sense, the grammatical structures are taught inductively. Additionally, Morales (2007), as cited in Villada (2009), argues that "using songs for teaching purpose provides real use of language because the lyrics represent authentic examples of English structures and real use of language" (p.16). Lastly, she establishes that employing audiovisual material in the classroom might be a suitable strategy to promote listening because learners can establish associations between what they watch and listen to.

Research Question

How may the implementation of videos and songs enhance listening and oral skills in third graders?

General Objective

To explore how videos and songs may improve third graders' listening and speaking skills in English.

Specific Objectives

- To implement an action plan based on a set of videos and songs, which help boost oral and listening skills.
- To examine how the use of videos and songs may enhance students' listening skills.

- To explore the usefulness of videos and songs for promoting students' speaking skills.

- To know learners' perception about the use of videos and songs in the English class.

- To reflect on the impact that the use of videos and songs may bring to the EFL field.

Action Plan

To answer the research question and achieve the proposed objectives, I designed a plan to develop during the institution's third period. The design had a duration of ten weeks. It consisted of five instructional units covering topics taken from the institution's third-grade students' syllabus and coherent with students' interests and needs. Each unit had a specific topic to work on for two weeks, to strengthen students' language skills. Thus, during weeks one and two, I introduced the job's and occupation's topic by showing songs and videos related to this. During the next two weeks, students worked on exploring the body parts as well as some lexis about clothes, repeating and mimicking the vocabulary seen. Later, in weeks four and five, I presented healthy habits where students developed listening and speaking exercises. For weeks eight and nine, I tackled the topic of technology by providing activities where young learners could practice pronunciation and oral production to apply the knowledge acquired. Occasionally, homework was assigned to practice at home and reinforce the themes.

In general, each session followed a similar structure intending to make it easier and simpler for learners to grasp the audiovisual material. In the same way, most of the subsequent activities and class dynamics derived from videos and songs.

Regarding data information, the principal instruments to gather them were: a) pre-service teacher's journals with entries of the different sessions developed; b) two surveys conducted at the beginning and the end of the implementation; c) a focus group discussion with some young learners; and d) two diagnostic tests focused on listening comprehension and speaking implemented in the middle and the end of the project.

Development of actions

I carried out the implementation in ten weeks. I designed and carried out five units, each unit consisting of a topic developed in two class sessions. The implementation began with a unit centered on jobs and occupations. As a warm-up activity, we did a memory game where students had to say a job they already knew. In one of the sessions, I showed them a video about "fictional" jobs: superheroes, which triggered a short discussion among students. In the other class, I displayed a video game about different jobs and occupations in which students guessed the image before it appeared complete. During the video's development, I asked students some questions related to their immediate context to foster their participation. I displayed the video again to practice the pronunciation of all the target vocabulary. I had students pronounce unknown words such as *scientist, waiter,* and *baker* a couple more times than the other words. Later, we developed a "*My dream job"* activity where students wrote about their ideal job applying the lexis seen in the video.

The third and four lessons commenced by introducing two songs about body parts. Some students sang the songs. Thus, they could practice and repeat the pronunciation following the rhythm of the music. Although on some occasions, they said words in Spanish such as *rodilla, pies, cabeza, and so on*. I encouraged them to verbalize the vocabulary in the target language. A few minutes later, we practiced the vocabulary seen through some TPR commands, aiming at memorizing and assimilating it funnily. Finally, in the following session, I proposed to play "Reach the Star" to review the previous topic. This activity allowed students to practice pronunciation and to enhance self-confidence when speaking. As a final activity, I proposed to watch a video. Based on it, students developed a listening activity using a hard copy. Finally, we verified and checked their answers.

In the subsequent two sessions, I developed a game using the senses to classify the food into healthy and unhealthy. Then, the other segment of the lesson consisted of watching a video about

food vocabulary where young learners had to guess what the food was in the hidden picture. As a way to foster participation, I posed them some questions per the topic: *what do you think about junk food? What is your favorite food? Is it healthy? And so forth.*

To conclude the class, I assigned the homework: an unscramble activity to identify some popular vegetables and fruits. In the sixth session, students shared their homework, pronouncing the determined vegetables and fruits. After that, we watched a quiz video that helped them analyze if the food was healthy or unhealthy. In the same way, we practiced pronunciation through some flashcards and a PowerPoint presentation. In the last part of the lesson, I proposed a short worksheet to foster listening comprehension.

In sessions number seven and eight, we worked on hobbies and interests. I introduced the topic by asking students about their pastimes and favorite activities in their free time. Afterward, they listened to a song about this topic to practice vocabulary and improve pronunciation. I also asked them to write some video sentences in their notebooks. Another activity was to draw a picture related to their favorite hobbies, and their companions guessed it by saying the action(s) in English. In the next session, we fulfilled another listening activity and a speaking section that showed students' advance concerning oral skills. At the end of the class, I assigned them as homework to write three sentences related to hobbies, using the verbs: love, hate, and like. Thus, we started the session verifying this exercise. We proceeded to remember the previous vocabulary and learn new with the support of PowerPoint slides as in the earlier lessons.

In the final sessions of the implementation, I introduced the topic of technology through the *"Hangman game"*. It was helpful to practice spelling and vocabulary. In another segment of the class, I displayed an episode of an animated series that was meaningful to name and write about the technological devices presented in the video. Later, we discussed questions related to Artificial Intelligence (AI) where they could give their insights about the video's content. Some minutes later, students listed as many robot-themed tv shows or movies as they could. Finally, I

assigned the homework, which consisted in watching the episode again and writing a summary in English. In the next session, they shared their homework orally. Then, we watched the trailer of an animated movie which allowed them to recall the target lexis and discuss the advantages and disadvantages of technology in their daily lives. Finally, we talked about how often students use these gadgets.

Concerning the research tools, I employed assorted instruments to collect the data. One of these was the journal, which provided valuable information about each session and allowed me to reflect on the development of each class. Burns (2009) claims that in action research, journal writing is crucial because it enables us to record the situations, insights about our own practices, and our own stories as teacher(s) researcher(s). As she states, journals in consonance with observations are vital instruments for capturing meaningful reflections and events in a continuing way. Another instrument was the implementation of two surveys. I held the first survey at the beginning of the implementation to find out about the interests and favorite activities. Also, to explore the importance students give to the English language. I applied the second one in the last session. After these months, I wanted to know the learners' perceptions and feelings about the English classes.

Moreover, I conducted a focus group in the sixth session. I intended to collect more data and compare them with the other instruments. Finally, I carried out two diagnoses to analyze and compare students' improvement through all the implementation. I conducted one in the sixth session and the second in session number ten.

Findings and Interpretation

This research project aimed at exploring how the implementation of videos and songs may enhance listening and oral skills in third graders. Data analysis suggested that most young learners felt comfortable and engaged when using videos and songs to develop the English sessions. Likewise, their participation and self-confidence to pronounce the target lexis

increased, and the aural-oral skills: listening comprehension and oral production boosted significantly during the implementation. The following paragraphs attempt to present evidence of these findings.

I gathered and interpreted the data for this action research from journals, a focus group, surveys, and students' diagnoses. The data analysis began with looking at generalities, patterns, and recurrences in terms of content and language. According to Corbin et al. (2008, as cited in Bowen, 2009), the material must be analyzed and interpreted to obtain meaning and acquire a deep understanding of this one. Hence, I organized the data in a folder in Google Docs to accomplish this process. Each instrument was analyzed in a Word chart by assigning codes and determining the categories and possible subcategories. Thereafter, I discussed and reviewed them with my research advisor and peers. Finally, findings in this section emerged with the description of four major categories and their corresponding subcategories presented below.

Videos and songs permit the association of sound and images, which facilitate students' listening comprehension.

The different instruments of data showed that audiovisual material was a potential tool that aided young learners in developing listening comprehension skills. Indeed, some students in the focus group agreed with this idea, "[...] puedo entender más inglés y lo entiendo más posiblemente por los videos" (Focus group, October 07, 2021). "A mí me ha enseñado mucho los videos y es porque así vamos aprendiendo, podemos tener la visualización y también poder oír, escuchar y ver. Y así podemos ir aprendiendo más y más y más" (Focus group, October 07, 2021). Besides, data showed that this material helped pupils to reduce anxiety sensations. Consequently, they felt more relaxed when performing the listening exercises. This information coincides with some lines of my journal:

I have noticed a slight improvement over these listening exercises because, in the first

one, students were somehow lost and afraid of these activities. But in this one, they

gave me the impression that they were relaxed and more focused on performing this listening activity. I think this has happened thanks to the combination of sound and images. And because now students already know the procedure. So, it's easier for them to grasp the video's content and answer the questions provided. (Journal entry 7)

Regarding the aforementioned data, Villada (2009) states, "video materials enhance listening comprehension since learners can derive meaning from what they are watching and hearing thanks to the comprehensible input provided by the environment in which the video takes place" (p.12).

Helpfulness of the combination of images and sounds in videos for students' listening and speaking enhancement. Data gathered demonstrated that the relationship between images and sounds when tackling a video provides young learners with a better understanding of its content. The following lines of my journals illustrate the previous idea.

[...] I noticed that a girl had written almost all the sentences presented in the video (interests and hobbies). In addition, she had also translated every sentence in Spanish on her own, based on what she had seen and heard from the video. This action represents an advance because she could deduce the meaning just by watching and listening to the video. (Journal entry 8)

"[...]although the video's dialogues were in English without Spanish subtitles. They understood the episode plot without problems thanks to the images and the other characteristics that a video entails" (Journal entry 10). In the same way, some young learners assert that it was easier for them to understand the target language through the unification of images and sounds because this facilitates their process of language acquisition. "Con audios e imágenes porque usted siempre trata de buscar los mejores medios de imágenes, de audios para nosotros, para enseñarnos inglés" (Focus group, October 07, 2021). "Con audios palabras escritas e imágenes porque no solamente es una cosa que se tiene que enseñar, se tienen que enseñar las imágenes,

las palabras, los videos para que así sea más fácil aprender el inglés" (Focus group, October 07, 2021)". With respect to this information Villada (2009) exposes, "video provides visual support which can lead to and generate prediction, speculation, and opportunity to convey meaning" (p.15).

Drawings and hard copies as complementary activities of videos and songs. The findings indicated that activities such as drawings and hard copies were beneficial for students since they supported the tasks with videos and songs. In this regard, Lindstromberg and Molinsky (2004, as cited in Duarte et al., 2012), suggested that strategies such as songs, pictures, or graphic representation after listening to a song contribute to the development of communicative abilities because, with them, students had the opportunity to represent or illustrate the meaning of a song. Following this idea, during the application of survey two, most students (14 out of 17) considered that one of the best ways to learn English was through drawings and games. Likewise, young learners expressed during the focus group that they could learn the foreign language through the implementation of this material: "Yo también he aprendido inglés y más cuando nos pones fotocopias y tenemos nosotros que responderlas con los videos, en el tablero, y con dibujos" (Focus group, October 07, 2021). "Sí porque los dibujos me ayudan a escribir algunas cosas ahí" (Focus group, October 07, 2021). "[...] luego nos las pones (las preguntas) en una fotocopia para que lo realicemos, así como lo aprendimos en el video y es más fácil así" (Focus group, October 07, 2021).

In my journals, there is also evidence of the usefulness of drawings, as stated below, "[...] most pupils were eager to show their drawings. Although I told them not to write words in their drawings, some wrote in English. E.g., a student wrote "Reading" next to her drawing. Another one "Walking" [...] (Journal entry 9).

Videos and songs to increase oral production and interaction.

Concerning this aspect, findings revealed that the application of videos and songs during

the English lessons enables and raises interaction among young learners and their oral production. This information is supported in the answers of the focus group and survey 02 when pupils expressed being comfortable performing the activities and partaking with their peers. "Es divertido (las canciones y videos) porque estoy con todos los compañeros" (Survey 2, November 05, 2021). "[...] porque uno puede estar con un compañero hablando inglés, jugando y aprendiendo mucho inglés (Focus group, October 07, 2021). In the same way, thanks to the content of the video, some young learners could make simple sentences combining their mother tongue and the target language, as evidenced in this description. "Some other children expressed that they had already watched the movie. Thus, they were making comments about it: "Fue divertida". Era sobre las machines vs. los humans" (Journal entry 10).

Furthermore, I found similar information in my field notes. Thanks to the videos presented, some students could evoke themes or situations related to their interests and the video's content. "[...] While I was explaining the practice activity, some young learners told me: "Ah yes teacher, movies como Robocop, Transformers, Titanes del pacifico (Pacific Rim), Squid game" (Journal entry 10). I also wrote in the same journal, "[...] there was a boy who always gave his opinion in English, he said: "That was a headshot", "Ohh many robots", etc." (Journal entry 10).

In brief, this finding indicates that videos may be a means to increase oral production since students could talk about other visual programs related to the current topic. And although they still did not express complete sentences in English, they made an endeavor to pronounce accurately and interact with their peers.

Videos and songs as means to practice pronunciation. According to the findings, students seemed to take advantage of the videos and songs to practice their pronunciation in the foreign language. They also considered this material as a source/support to enhance their pronunciation. An example of this is the comments students made in survey 02. "Porque

cuando pones los videos he mejorado mi pronunciación" (Survey 2, Noviembre 05, 2021).

Porque con los videos he visto como niños o niñas lo pronuncian y yo me lo grabo y paso a

paso voy aprendiendo más y más (Survey 2 November 05, 2021).

In the same way, I found similar data in the journals. The following excerpt exemplifies

that:

Students seemed to enjoy the content of the video. They were repeating the

pronunciation of the vocabulary and guessing the jobs of the video. [...] Although

learners expressed most of their ideas in their mother tongue, they tried to

pronounce some words in English, such as students, teachers, buses, superheroes.

(Journal entry 2)

Finally, the implementation of the diagnosis showed an evolution in students'

pronunciation. Concerning this exercise, students improved by pronouncing the sentences

provided in the speech diagnosis. Now, they pronounce the personal pronoun [I] accurately.

Moreover, after listening to the video a couple of times, they could repeat the utterances without

any problem. Although they still mispronounced some verbs and words. Students pronounced

most of the sentences correctly.

Videos and songs to learn and review vocabulary. Data indicates that the use of videos

and songs helped acquire new vocabulary and review lexis from topics already seen. In this

regard, Duarte et al. (2011) claim, "the combining of curricular activities with music not only

helps students to develop speaking, but grammar as well; students can also internalize new

vocabulary, improve pronunciation, and improve modulation, among other oral communication

skills (p.21)". This is reflected in the following journal lines:

When we were discussing the fruits presented in the video, a child from group B

remembered and mentioned all of them: strawberry, watermelon, and berries. [...]

It's interesting how the use of videos and songs helps students recall the vocabulary

seen and gain self-confidence to pronounce it in the target language. (Journal entry

7)

Additionally, I encountered similar data in the focus group and survey number 02 which

corroborated this subcategory. "Porque las canciones en inglés las repito en mi mente para

memorizar mejor" (Survey 02 November 05, 2021). "He aprendido muchas cosas gracias a las

canciones y videos" (Survey 02 November 05, 2021). "La repetición, porque eran fáciles, porque

eran corticas" (Survey 02, November 05, 2021). "Yo con los videos y canciones mientras pasan

más los días a uno se le va grabando en la mente todo eso y uno va aprendiendo y yo lo voy

ensayando cada vez y más" (Survey 02, November, 05 2021). Thus, with the implementation of

this material students had the opportunity to study and learn the vocabulary in a simpler way,

which facilitates the explanation of grammatical aspects.

TPR strategies followed by songs to foster listening comprehension and internalize new

vocabulary.

During the different lessons, I identified that the TPR strategies were beneficial for

listening comprehension and internalizing most of the lexis provided during the sessions. This

one was an emerging category in my study. According to Er (2013), "when songs accompany

actions in a foreign language classroom, they will build up the TPR element and make children

understand the meaning of the songs better. It is useful to choose simple repetitive songs which

promote understanding and memorability" (p. 1767).

TPR usefulness for developing students' listening comprehension. In relation to this

category, data suggest that this strategy's employment helped enhance pupils' listening

comprehension since while they mimicked the movements, they could understand the commands

said in the different videos. Concerning this aspect, I wrote in my journal:

[...]Then, when I repeated the video and asked them to mimic the movements as if

they were putting some clothes on, some girls were really excited and happy doing

the physical movements. Meanwhile, some other children were just translating the

words into Spanish. For instance, "socks son medias, pants son pantalones, hat es

gorro" etc. (Journal entry 04)

The vocabulary seemed more meaningful for young learners when they heard the target

words and could mimic them through physical movements. This way, they could understand and

memorize the lexis easily. Furthermore, I perceived similar data in the focus group, when a

learner stated, "[...] porque el video te dice las cosas que tienes que hacer y así te memorizas muy

bien las cosas" (Focus group, October 07, 2021). In this regard, Reilly and Ward (as cited in Er,

2013) state, "when songs follow TPR, auditory learners will particularly benefit from the songs

in which the words and rhythms are associated with movement which will be memorable to

them" (p.1768).

TPR to help students learn, review and incorporate new vocabulary. Data indicate

that TPR instruction proved to be effective when introducing new topics. This strategy was

helpful to make associations between the vocabulary and the physical movements. An example

of this is evidenced in some lines of my journal:

Students from group A were active and ready to follow the physical commands

during the TPR activity. Most of them understood the commands in English. Thus,

they performed this activity pretty well, touching the correct part of their bodies

(shoulders, head, hair, toes, etc.). They were so engaged that most wanted to be

"*Symon*". So, I let them say the physical commands. [...] students from group B

responded positively to the TPR activity. They seemed quite happy because they

laughed and smiled at each other during this TPR instruction. (Journal entry 4)

Aside from that, some young learners coincided with the idea that this type of game

"Simon says" helped them to recall the vocabulary and to stimulate their minds. "Me ha ayudado

mucho a recordar porque es un juego y a nosotros los juegos nos estimulan mucho. Es importante

ese tipo de juegos" (Focus group, October 07, 2021). "'Simón dice' a uno le prende la mente y es más divertido, uno se entretiene y puede aprender inglés" (Focus group, October 07, 2021). "Porque somos niños nos divertimos demasiado, la mente se desarrolla y se puede aprender mucho mucho más al típico estudio" (Focus group, October 07, 2021).

Videos and songs to enhance students' motivation, confidence, and autonomy.

Data revealed that the use of videos and songs increased self-directed learning and autonomy in young learners. Consequently, their motivation and confidence also boosted when learning and practicing the target language. This is evidenced in the focused group when some students asserted: "Yo escucho ahora canciones en inglés y antes no lo hacía [...], inclusive mi mamita me dice que yo traduzco muy bien porque yo las traduzco así escuchando" (Focus group October 07, 2021). Other students also expressed their desire and pleasure to the videos. "A mí me gustan mucho (las canciones y los videos) porque usted (la profesora) es muy buena enseñando y pone canciones muy buenas de inglés" (Focus group October 07, 2021). "Porque a mí me gustan las canciones y videos y los pongo en mi casa en inglés" (Survey 02, November 05, 2021).

Furthermore, during a session, a student showed interest in learning on his own other types of songs to expand their vocabulary and to learn how to pronounce some words related to sharks and members of the family. "[...] this learner called to show me how he could sing in English a song called "Baby Shark". Thus, I decided to search for that song, and I realized that he had pronounced all the target words accurately" (Journal entry 6). According to Milington (2011), "many children's songs have a simple sentence structure or sentence pattern that can become set in the mind of the learner" (p.36). This suggests that he could recall and reproduce all the words because of the song's catchy melody. This pupil also gained the confidence to pronounce words in English.

Videos to increase students' attention and participation. Data showed that the implementation of audiovisual material generated some positive effects regarding attention and participation. During some lessons, some young learners were distracted and disrupting the classes. Still, when I displayed a video or a song, their attitude immediately changed: they demonstrated to be more focused and attracted by this material. "Students from group B were attentive and focused all the time. They seemed to be absorbed watching the scenes of the video and listening to the dialogues". (Journal entry 3). In like manner, students' participation increased thanks to the videos as stated in the excerpts of these journals:

Then, we continued with the presentation of the video. I noticed that most young

learners from both groups were paying attention to the images and the video's melody

during this activity. Some of them were pretty participative, shouting the word before

the image fully appeared. Some others raised their hands to guess the meal (pizza,

sushi, sandwiches, and so forth). (Journal entry 6)

In fact, on some occasions, some students volunteered to read the questions related to the videos "[...] one student volunteered to read all the questions, and when he mispronounced a word, I tried to give him feedback to improve his oral skills. (Journal entry 7).

Villada (2009) claims that "video can stimulate and motivate students' interest concerning the aspects stated above. The use of visuals can help learners to predict information, infer ideas and analyze the world that is brought into the classroom via the use of video instruction" (p.15). Thus, it is relevant to provide young learners with appealing and current audiovisual material. This way, they enjoy the class, and their participation also increases.

Videos and songs as promoters of a beneficial environment. During the implementation, I noticed that young learners' behavior reflected emotions or sensations related to enthusiasm, calm, and relaxation concerning the activities proposed. We can observe this assertion in some excerpts of the analysis and description of my journals. "I could notice that the

implementation of this trailer provided a beneficial environment where most children felt relaxed, curious, attentive, and motivated to learn about the content of the video (the scenes, the actors, the topic, and so forth)." (Journal entry 1). Similarly, I wrote in another journal, "[...] During this exercise (listening comprehension), they seemed to be at ease, answering the questions and sharing their impressions about the video". (Journal entry7). Another example of this subcategory is evidenced in survey number 01 when students stated songs and games as fun ways to learn this foreign language. This data suggested that it was possible to generate a relaxed environment since students were quiet and calm while engaged in activities.

Additionally, similar data was found in the second survey, as evidenced in these statements: "No me incomoda antes me gusta el inglés, y que me hagan preguntas en inglés" (Survey 02, November 05, 2021). "Porque la profe pregunta y yo respondo sin sentirme mal o incómoda" (Survey 02, November 05, 2021)." Porque nos relajamos y aprendemos" (Survey 02, November 05, 2021). "Porque es una forma más fácil de aprender el inglés" (Survey 02, November 05, 2021). "Porque son divertidos uno aprende mucho" (Survey 02, November 05, 2021). In general, most students felt very comfortable when asked about audiovisual material. Nevertheless, some of them expressed having felt bad because they were shy or did not like to speak in public. Following the evidence above, I can say that activities using videos and songs enabled me to create a good learning environment to facilitate learning English. Hence, the development of oral skills.

Conclusion

The purpose of this action research project was to explore how songs and videos may enhance third graders' listening and speaking skills. After the data analysis, findings suggested that the implementation of this audiovisual material and the actions developed helped students increase their oral skills in the target language. Some aspects to highlight were the motivation, participation, self-confidence shown by students when pronouncing and repeating the lexis

provided. Furthermore, they acquired new vocabulary and understood the use of some grammar aspects in a natural context. Likewise, songs and videos were of great help to boost pupils' ability to understand simple but complete sentences and words and expressions employed in English. Equally important were the changes that I observed in the students' oral production when they focused on expressing their short ideas about the videos' content, interplaying with their peers.

Although the implementation of videos and songs positively impacted students, some constraints are also to consider. One of these is the type of videos provided to the young learners, especially at their early age, sometimes it can be challenging to find the proper material that captivates students' interest and matches their interests. Another one sought complementary activities, which were consistent with the purpose of the video(s) and intertwined with the mandatory curricular activities. Finally, students' shyness because some thought it was not possible to improve their oral skills.

Furthermore, my suggestions for teachers who want to continue working on this same line should be to carry out the activities for a more extended period of time to discover more alternatives adapted to exploring audiovisual material as the primary resource to help students enhance listening and speaking, and also to evaluate the scope of this research on other population.

Finally, for further research, it would be interesting to continue exploring the potential of videos and songs, adapting them for all the high school levels, adults, teenagers, etc. In this way, future teacher-researchers might contrast the changes observed in children and those perceived in the other type of population. Moreover, it is relevant to propose other methodologies different from the TPR instruction in order to work on or increase the other linguistic skills: reading and writing that take part in the acquisition of a second language.

Reflection

Conducting this action research project was an enriching and gratifying experience for my personal and professional growth. I could learn how the implementation of videos and songs goes beyond a matter of entertainment. I also witnessed how young learners' motivation towards the language increased over time thanks to these tools combined with their own involvement and how their singular performances reflected their progress. This experience also allowed me to discover some research methodologies that were paramount to successfully carrying out this study.

This process was also challenging for me as a novice teacher because I did not feel the support of my CT most of the time. Thus, I felt really overwhelmed and disoriented on many occasions, and I had strong desires to surrender in this practicum. Nonetheless, thanks to my practicum and research advisor's support, I overcame all these hardships. Her advice, permanent guidelines, and constant feedback were determining in my path as a teacher-researcher. Likewise, I often could not develop the sessions as planned due to the few didactic resources of the institution. But this was an opportunity to consider other materials and strategies different from the technological ones. I could also analyze and live in "flesh and bone" the reality that thousands of teachers cope with day by day.

Another issue that directly affected the development of this project was the extracurricular activities that reduced the time of my implementation/lessons and, consequently, the learning process of the young learners. Nonetheless, their commitment, eagerness, and active participation helped me reinforce my desire to be a language teacher.

Finally, I can say that although this experience had its constraints and advantages, it was worth it. It contributed significantly to my pedagogical process, giving me the tools and a kind of expertise to navigate in this unpredictable but transformative world of teaching.

References

Arévalo, E. A. R. (2010). The use of songs as a tool to work on listening and culture in EFL

classes. *Cuadernos de Lingüística Hispánica, 15,* 121-138.

Barro Blanco, (2017). PEI. Rionegro, COL. Retrieved March 18 from https://kutt.it/rchwix

Barro Blanco, (2021). Institucional. Rionegro, COL. Retrieved March 05 from

https://kutt.it/AN9ZEw

Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative

research journal*, *9*(2), 27-40.

Burns, A. (2009). *Doing Action Research in English Language Teaching: A Guide for

Practitioners (ESL & Applied Linguistics Professional Series) (1st ed.). Routledge*.

Cuestas Cifuentes, M. (2006). Songs in the English class: A strategy to encourage tenth

graders' oral production. *Profile Issues in TeachersProfessional Development*, (7), 47-

58.

Desai, A. A. (2015). Characteristics and principles of communicative language teaching.

International Journal of Research in Humanities and Social Sciences, *3*(7), 48-50.

Duarte Romero, M., Tinjacá Bernal, L. M., & Carrero Olivares, M. (2012). Using songs to

encourage sixth graders to develop English speaking skills. *Profile Issues in

TeachersProfessional Development*, *14*(1), 11-28

Er, S. (2013). Using total physical response method in early childhood foreign language teaching

environments. *Procedia-Social and Behavioral Sciences*, *93*, 1766-1768.

Hossain, M. I. (2015). *Teaching productive skills to the students: a secondary level scenario*

(Doctoral dissertation, BRAC University). Retrieved from

http://hdl.handle.net/10361/7671

Lems, K. (2018). New Ideas for Teaching English Using Songs and Music. In *English

Teaching Forum 56*(1) 14-21. US Department of State. Bureau of Educational and

Cultural Affairs, Office of English Language Programs, SA-5, 2200 C Street NW 4th

Floor, Washington, DC 20037

Medina Mira, Y. (2018). Let's Play It! Improving First Graders' Oral and Listening Skills

through Songs and Videos. Retrieved from

http://bibliotecadigital.udea.edu.co/handle/10495/10696

Millington, N. (2011). Using songs effectively to teach English to young learners. *Language

Education in Asia*, *2*(1), 134-141.

Peterson, E. (2010). Internet-based resources for developing listening. *Studies in Self-Access

Learning Journal, 1* (2). 139-154.

Villada, C. (2009). *The Use of Music Videos for the Development of EFL Pre-service

Teachers' Listening Skills at a Colombian University* (Doctoral dissertation,

Universidad Tecnológica de Pereira. Facultad de Bellas Artes y Humanidades.

Licenciatura en Enseñanza de la Lengua Inglesa). Retrieved from

https://dspace.unl.edu.ec/jspui/bitstream/123456789/15705/1/THESIS.pdf

Yıldırım, S., Yıldırım, Ö. (2016). The importance of listening in language learning and

listening comprehension problems experienced by language learners: A literature

review. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi 16* (4), 2094-2110.