**UNIVERSIDAD UCINF**
LABOR CONSTANTIAE TRIUMPHARE

**FACULTAD DE EDUCACIÓN**

**PEDAGOGÍA EN INGLÉS**

# LISTENING SKILL AND ITS INFLUENCE IN THE AURAL RECOGNITION OF SPECIFIC VOCABULARY THROUGH THE EXPOSURE OF SPOKEN ENGLISH.

**Students' Names:**
Madariaga, Valentina

*Tesis para optar al Grado de Licenciado en Educación*

**Teacher's Guide:**
Hamilton, Eric

**Santiago, Chile**

**2015**

**Acknowledgements**

During all this tough period in which, many things got involved, sometimes in a good way or sometimes in a bad way, there were always people by my side that with one advise, one word, one good action even one gesture, were able to change my weakness into strength. One of the most important things is that these people were not only present in this process that is almost finishing, but also in all the events that I had to face, and of course in the future processes of my life. These people are my family, Margot, Katy, Ulises, Fernanda and Leon who give me their eternal support and love, and I know for sure that this is just one moment of happiness from many others that I will share with them.

To my friends and future colleagues who made me laugh until tears and also were there and advised me when I needed, to those classmates who started the adventure with me and although they couldn't continue they are still being my friends, and to all those people who as I said before were part of this, in my job, at school, everywhere I went.  And especially I want to thank the one who were present of all my life, and will always be… to God.

**Abstract**

English as a foreign language is a mandatory subject for all students of primary and secondary school. As any language, English is characterized for having skills that are elemental at the moment to produce speech and to communicate ideas clearly. These are reading, writing, listening, and speaking. Along the scholar period these skills must be reinforced in order to achieve the expectations mentioned before. Nevertheless the difference that exists between each of these abilities through the performance of every student is giving signs of an unequal reinforcement of them in class. Because of this problem, listening is the skill that demonstrates more problems when applying in activities or assessments.

The problem that is generating the lack of reinforcement of the listening skill in the classroom is causing a serious problem regarding the optimal development in the comprehension of English as a foreign language in Chilean students of secondary school. The low development of this skill affects learners in their performance in terms of understanding and recognition of the language studied, causing even low ranges of assimilation of content that they already handle, for example, basic vocabulary. Based on this situation, the theme of this research will be developed in order to verify if the exposure of listening skill that learners possess influences them on the recognition of a specific topic area.

Key words: Specific topic area, aural comprehension, foreign language, Listening skill, basic vocabulary, Aural recognition.

**Resumen.**

Inglés como lengua extranjera es un ramo obligatorio para todos los estudiantes de la educación básica y media. Como todo idioma, inglés se caracteriza por tener habilidades las cuales son elementales al momento de reproducir un discurso o comunicar ideas de manera clara. Estas habilidades son leer, escribir, escuchar y hablar. A lo largo del periodo escolar estas habilidades deben ser reforzadas para así lograr las expectativas anteriormente mencionadas. Sin embargo, la diferencia que existe entre estas habilidades por medio del desempeño de cada estudiante muestra señales de un reforzamiento desigual de estas dentro del aula. Debido a este problema, la habilidad auditiva es la que demuestra más problemas al momento de utilizarla en actividades o evaluaciones.

El problema que genera la falta del reforzamiento de la habilidad auditiva dentro de la sala de clases (listening skill), está causando un serio problema que concierne al progreso en el entendimiento del inglés como idioma extranjero en estudiantes Chilenos que cursan la enseñanza media. El bajo desarrollo de esta habilidad afecta a los estudiantes en su desempeño en términos de reconocimiento y comprensión del idioma estudiado, causando incluso bajos rangos de asimilación de contenido que ellos ya manejan, por ejemplo el uso de vocabulario básico. Basándose en esta situación, la temática de esta investigación será desarrollada a fin de verificar si la exposición de la habilidad auditiva que los estudiantes poseen les influencia en el reconocimiento de un contenido de un área en específico.

Palabras clave: Contenido específico, Comprensión auditiva, Lenguaje extranjero, Habilidad auditiva, vocabulario básico, Reconocimiento auditivo.

Index

## 1. Research problem

There is a noticeable problem generated by the deficiency in the listening comprehension area of English as a foreign language. By the time students initiate the second teaching process at school, they should be prepared to develop successfully the four skills established in order to achieve a better understanding of the language. Listening comprehension is one of those skills. However, most of the students do not demonstrate optimal results when practicing aural comprehension, due to the lack of reinforcement during primary and also secondary school. Listening skill is fundamental in the academic performance of students helping learners to realize how a second language works in a real context. It also gives them the opportunity to put in practice their memory and attention. Despite the fact that this skill offers positive aspects to the academic development of students, its practice is not as frequent as it should be.

If a successful and meaningful learning process for students is expected to be reached, it is necessary to maintain a balance between the different abilities exposed in class. About this statement  Programas de estudio from Mineduc (2011) declare that "Las habilidades, los conocimientos y las actitudes no se adquieren espontáneamente al estudiar las disciplinas. Necesitan promoverse de manera metódica y estar explícitas en los propósitos que articulan el trabajo de los docentes" (p. 8). What this assertion tries to explain is the importance to keep students exposed to disciplines that involve a positive language development since they begin to study a foreign language. Being constant is also an important factor because of the positive results that students would be able to demonstrate if they were reinforced every time they study this subject in class.

Another serious problem that has been generated because of this issue is the wrong concept of education. Some establishments still giving relevance to the result, in some cases neither the result nor the procedure required to achieve that goal are priority. This issue is so demanding that a genuine learning process seems to be forsaken; instead what is really important is the final product this means, the execution of the content. For this cause students are taught to speak before they can distinguish the pronunciation or the different sounds that English language has. Respecting this situation Morley (1984) declared that "the assumption seemed to be that if one learned to speak the language, listening comprehension would occur simultaneously. Today, quite an opposite view is held by some; that is, if one learns to comprehend the language, speaking will develop as a natural process". (p. 8). Here it is confirmed again that listening skill is one of the biggest problem faced in this time. It is not an alarming surprise the fact that students during one semester even during the whole year can have from four to six lessons that involve listening. In this way the process that students need to have a positive understanding is constantly interrupted in most occasions by the lack of practice being this a fundamental characteristic to succeed in the production of a skill. Another factor that can be identified is the lack of aural or audio-visual support in class. It is also a problem the lack of communication from part of the teacher who uses English for punctual purposes for example, when specific content is explained.

This issue is getting so problematic that when students are requested to hear an audio and then to identify certain content or expressions inside of it, they are not even able to recognize basic vocabulary words that most of them know because big part of them have studied that content during primary school, but the main difficulty occurs when they are demanded to identify specific vocabulary inside a context. The word is the same, but the

speed of the speech, the tone, the accent, among other factors, make that word a completely different item. This situation reiterates the erroneous concept that is thought about this ability. As it is known, the character of this skill is receptive which is labelled as a passive skill by teachers and by students as well nevertheless, this skill requires a huge effort because if a learner is able to overcome the barrier of listening comprehension, the others skills will turn easier to develop. If the system wishes to generate a meaningful comprehension of this language, the first thing that they have to keep in mind, is the fact that all the processes and skills deserves the same importance.

Another factor that can be seen in many schools is the problem related to the practice of the content taught. It seems that the process of learning and applying new content is interrupted by the new grammatical structures that students have to learn according to the academic year they are, for example the implementation of more complex subjects such as present perfect, reported speech, passive voice, relative clauses among other topics. When these subjects are put in practice, the first thing that students have to do is to work their memory to keep this new content stored and in a future just apply it in a test that measure anything but learning process. What happens in here is that all those contents seen in primary school are soon forgotten because the learners do not consider them relevant anymore in fact this is generated due to the lack of reinforcement. In this students forget how to write basic words and most important, they even forget their sound and how they are pronounced and when they need to include this specific vocabulary to create a work or to do an activity given by the teacher, they are not able to remember that content.

These kinds of procedures only generate confusion in students pointing a worrying factor that indicates an urgent change in the methodology applied in class, because of the

consequences that this situation can generate in the future and that is generating right now. It also may produce high levels of frustration in some students who think that all the structures they have learnt are useless if they do not know how to take the theory into practice. But it is known that this situation is not produced because of their lack of interest or for the lack of capabilities, it is important to keep in mind that this process cannot be successful from one day to another, it requires from the disposition and constancy of the application of methods related to the goal that is expected to be achieved and also considering the stage in which classes are being exposed, this is the economic, social and cultural characteristics that learners possess.

As Vandergrift (1999) exposes in his study, "Listening comprehension is anything but a passive activity" (p. 168). In this sentence, the author tries to explain that as same as the others skills, listening depends on the multiples factors that were exposed before, if teachers omit any of these points, the process will not be genuine since students will only learn from elaborated listening lessons like narrations or dialogs. This can be observed in the listening lessons that appear in the text of the students, which are in some cases totally different from their social or cultural reality, establishing a rejection for the subject.

The author also mentions that the complexity of this process is also related to cognitive aspects taking in consideration the mental effort made to develop this skill successfully. He affirms that "Co- ordinating all of this involves a great deal of mental activity on the part of the listener. Listening is a hard work, and deserves more analysis and support" (Vandergrift, 1999, p.168). Support that should reinforce the connection between the internal process, this is the metacognitive one and the external process which is related to listening activities modified to their reality however, it can be seen that this expectations are

not part of the usual activities done in class. Therefore the results of the performance of students demonstrate neither language acquisition nor an optimal development of the skills required to handle a foreign language.

According to Oxford dictionary (2010), a skill is "the ability to do something well… A particular ability or type of ability", following this description, if good results are expected, teachers must be constant on the practice in order to achieve this ability, no matter in which area to be successful it is desired. In some cases these capabilities can be developed individually, and in other cases other factors are involved. To talk about a concrete case, to acquire a foreign language it must be known that there exist four necessary items to achieve a total acquisition of this. These items are as it was mentioned before, skills that form part of a language. These skills are listening, writing, speaking, and reading. To develop any language even the mother tongue human beings have passed through these processes. For this reason it turns to be almost impossible to develop a satisfactory management of a language if one of these skills is incomplete. It is a fact that listening and reading are considered receptive skills, as the British council (2015) declares "The receptive skills are listening and reading, because learners do not need to produce language to do these, they receive and understand it."[1] Because of the features that listening possess, most people tend to ignore how this ability is able to contribute in the development of the language, putting it in the last position of abilities to work with in class.

However, the receptive skills are fundamental to generate understanding. If this aspect were not important, the learner would not be able to write or speak at least basic content. Now making reference to the skill in which this research is based on, listening is an

---

[1] Receptive Skills. Available in <http://www.teachingenglish.org.uk/article/receptive-skills> retracted on 10 November. 2015.

important tool that gives learners support for the construction of the dialog; it means that listening ability helps the person to identify the different phases of a situation. It also supports learners to realize how the vocabulary and grammatical structure are applied in a specific stage.

Morley (1984) exposes that "listening comprehension skill building as 'an end in itself' concentrates on giving students guided practice experiences in listening to understand as distinct from listening to repeat." (p. 12). Nowadays the concept of listening to repeat is still present in English classes. Most of the time when a class based on listening is planned the objective is that students have to listen to immediately repeat what they heard. If this particular situation is studied in a deeper way, listening in this case is being used as a bridge to achieve another skill that is speaking, which is correct due to these two skills complement each other. However, the problem is the brief moment that is given to students to listen, comprehend, and then produce speech. Because of this situation, many students are not able to understand what they are reading or even what they are saying. Example that can be seen when they are told to create a practical works, they write and then read without knowing the meaning of their own work.

## 1.1.    Research question

Are students of secondary school exposed enough to spoken English, either by the interaction with their teacher, or through audio-visual material, in order to have a better comprehension of the listening skill?

## 1.2.    Research answer

Nowadays is presented in the majority of schools a deficiency in the development of the listening skill. It is expected that at the beginning of secondary school, students must be able to demonstrate an accurate recognition of specific vocabulary topic area at the moment to listen to a situation inside a real context. These genuine events can be found in interviews, news broadcasts, entertainment TV shows, or other means of communication useful for students to get familiarized with this foreign language. Even the exposure of English through their teacher is an important help to have notion about basic comprehension of some words and how they are applied in a more extensive speech. However, this expectation is far from reality. In the majority of schools students feel more comfortable writing sentences including specific vocabulary, or even reading articles that contain vocabulary words they have seen before, but it happens that at the moment of exercising aural comprehension, most of they fail and the content that they have studied turns into an unknown subject.

This situation is indicating that the main problem at the moment of learning a foreign language is the lack of reinforcement of the listening skill through spoken English  that is why students only recognize some words visually, this may be on the white board or written in an article. Keeping in consideration what this problem means to the academic development of students, a deep exposure of this ability should be almost mandatory to accomplish a meaningful understanding.

**1.3.     Thesis justification**

When it is thought about how our society has changed in terms of connection in other words as a product of globalization, it can be seen that this particular element is reaching all the aspects of our lives. To mention some factors it can be seen how politics, the economy, even education has experienced a change as a product of this massive connection between countries. Taking this last aspect mentioned, the change that education has suffered has a straight relation with language due to the necessity to create networks with countries developed in economical, sociocultural, and politic terms. Nowadays language is fundamental at the moment to plan better standards of life. For this reason English as a foreign language is becoming so relevant in the society, and its implementation is fundamental at schools. According to Programas de estudio from Mineduc (2011) "Las habilidades para comunicarse en este idioma facilitan la posibilidad de involucrarse en las dinámicas propias de la globalización, enfrentar los desafíos que trae consigo, y beneficiarse y explotar las oportunidades que abre". (p. 25). Opportunities improve the life of the students in many aspects. English is a fundamental tool in the formation of the students that is why is important to teach them about its relevance since they face their first steps in education. A good way to involve learners into a foreign language is to develop the four skills that it possesses, which are, writing, and reading, speaking, and listening. Here in Chile, it is mandatory the initiation of English when children begin the fifth grade of primary school. In this grade they start with the instruction of the four skills mentioned. Nevertheless the problem that is present is related to the methods applied to teach this language. English is not a content that must be learnt by heart it is a language therefore it is necessary to contemplate it as a process that involves an entire context and a constant practice of all the skills equally. That is why it takes a long period of time to obtain a

14

meaningful understanding of this idiom, because it is compared with the same process that babies face at the moment to acquire their mother tongue. They have to listen to then imitate the sounds, the words, and finally reproduce the final product in a coherent way. For example, at school it can be observed that there is a tremendous lack of practice and interaction of the listening skill. Vandergrift (1999) affirms:

> Listening comprehension is anything but a passive activity. It is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance. (p. 168)

Because of listening people is able to recognize the words and see how they work in a specific context, and discriminate the emphasis of the communication. There also exist consciousness about how the use of grammatical structure is taking place meanwhile an idea or statement is being communicated. Even though most people consider it to be a 'passive' skill due to its receptive characteristic, it is important to keep in consideration that the real and important process is generated inside student's mine, where metacognition plays a fundamental role the one helps the person to comprehend and put all the pieces of information in the correct place.

Nowadays, if the opportunity to visit a class were given, it would be seen that half of teachers make use of the foreign language only when a new content is introduced. After this, Spanish is the language that predominate the rest of the class. Another appreciation regarding this point is the fact that all the content learned is explained individually, this means that is not put inside a complex or real context, applying the vocab only in written activities such as complete the sentences or to make a list of verbs to then learn them by heart. The only result achieved with the implementation of these methods is the application

15

of theory that cannot be put into practice. Unfortunately, the pressure that generates this method just creates tension and a huge lack of motivation.

According to Morley (1984), "time spent in communicating divides into approximately 50 percent listening, 25 percent speaking, 15 percent reading, and 10 percent writing" (p. 9). This statement is giving a concrete reason about the importance of listening in de every-day learning process. In Chilean education it can be observed that the priority in the lessons is the use of grammar through activities that require the application of writing and speaking abilities the majority of the time, in other words, the priority is the production of the information giving the content little time to be processed and understood.

If one of the main objectives is the genuine and positive development of aural comprehension, educators have to be constant on the methods applied to improve this ability. This means that if the teacher is not able to adapt the level to the students' needs and if an appropriate environment is not created, students will refuse to follow the dynamic stablished in class because of the academic and social barrier implemented. And also as Vandergrift exposes (2012) provokes anxiety in the performance of the students, especially when they are not used to deal with this kind of activities.

Nowadays it can be seen how the objectives regarding listening skill are deviating from the original scheme. According to that claim, programas de estudio from Mineduc (2011) explain that the expectations in an English class regarding the listening skill are aimed to the entire exposure of this language, that is to say, teachers must expose children with the most time possible to this language, this is the only way to get students used to the new sounds from the very beginning (p.26) .Visualizing a beginning, it can be discovered that this problem has a direct relation with the methodologies applied during primary school

in order to prepare students for secondary school. It is a fact that in this first process, the basic content is taught and also learners have their first approach to what spoken English is. Therefore when students initiate the second teaching process, they should be familiarized with specific topics area or they should be able to recognize some sounds every time they read them or in this particular case, when they listen to them. For example, Programas de estudio Inglés quinto año básico (2013) exposes that a basic topic area that is taught during primary school is vocabulary related to weather, which presents weather vocabulary words such as sunny, cloudy, rainy, windy, warm, and cold. Antonyms like hot-cold, day-night, sunny-cloudy. And also numbers (p. 175).

This program also adds an important indication. It says that "Se espera que los estudiantes sean capaces de identificar en los textos escuchados: › palabras, familias de palabras, expresiones de uso frecuente y vocabulario temático › sonidos y repetición de sonidos para comenzar a familiarizarse con los sonidos del inglés" (2013, p. 177). However, most of the students are not exposed enough to these requirements, because of lack of with audio-visual aid or, the lack of exposure of English from part of the teacher during the class. It is a fact that the commitment in the other skills respects this content is not difficult for them to execute. For students is easy to complete sentences or to recognize these words inside an article or story, but the real challenge comes when this content is reviewed in secondary school after a long time out of practice. Despite being content that most of them have reinforced with their teachers, they are not able to recognize it when hearing it inside a real context. This dilemma can be taken as a challenge for teachers to this way start to explode English as a tool not only to teach specific content but also to communicate ideas and opinions in daily life.

**1.4.    Thesis objectives:**

The following thesis objectives were thought and created with the purpose to generate a coherent and clear explanation about the choice and development of this research. The first is the general objective which gives the reader a clear overview of all the work that is going to be exposed by parts.

**General objective:**

To identify how exposed students of secondary high school are to spoken English, and how it supports them in the aural recognition of specific vocabulary in order to verify if listening skill is being reinforced in class.

**Specific objectives:**

1.    To verify the quantity of vocabulary words of a specific topic area that second grade of secondary school students are able to recognize inside a real context, that is to say, through audio-visual material, which contains a native speaker as broadcaster.

These words are: Days of the week, numbers, parts of the day, adjectives related to climate conditions like sunny, dry, hot, warm, among others, and nouns related to weather conditions like clouds, sky, rain, among others.

2.    To observe if the students have the capability to recognize these words every time they are mentioned by the broadcaster during both videos.

## 1.5.    Theoretical framework

The concepts represented in this item are related to the process and the construction of this research. In other words, the implementation of these definitions contribute as a complement to develop a  more concrete understanding of the topic chosen, explaining some possible factors that can affect in the influence of aural recognition of students. The concepts taken to complement this research are: Vocabulary acquisition, L2 listening instruction, and Metacognition.

## 1.5.1   Vocabulary acquisition

Acquisition, as the word indicates is the process in which the person obtains something. If this definition is taken to education the person acquires a specific piece of information or a skill depending on the purpose of the lesson. According to Bur, (2003) a person is born with this ability, for this reason it does not result a complex work to develop the speech. Even though language is a complicated fusion of grammatical rules, language acquisition is a natural process for this reason is natural in the process of every human being. Taking this concept to the acquisition of a foreign language it can be observed that the work of getting a new language is difficult because of the non-natural character of this action. Many methodologies are just based on the importance of the grammatical structure in order to show a better comprehension of a language. However, this process results to be the inappropriate because with this kind of method the learners instead of applying the words acquired in an expanded context, they are analyzing the elements to construct the speech, work that teachers are prepared to do. According to this thought, the comprehension is complicated when there is a poor management of vocabulary and a lack of reinforcement of the appropiate skill. To understand language words are necessary and for this reason it takes

a huge effort for students to comprehend a message transmitted in English, even if this is a simple instruction. programas de estudio inglés quinto básico (2013) make reference about the recognition and the application of vocabulary in different contexts. It emphasizes that:

> "El dominio del vocabulario que este aprendizaje implica les permite, tanto relacionarse con el entorno y comprenderlo, como reinterpretar y re explicarse el saber que han obtenido por medio del sentido común y la experiencia cotidiana. En el marco de cualquier disciplina, el manejo de conceptos clave y de sus conexiones es fundamental para que los estudiantes construyan nuevos aprendizajes a partir de ellos". (p.11)

The present approach proposes that a good management of vocabulary allows students to have an important participation in their environment, because of the comprehension generated from the learning experience. For this cause vocabulary acquisition is an important issue to develop in students since early times. Vocabulary is the platform in charge to help students to apply more complex structures in advance grades. If students are not given the tools and methodologies to construct this platform, it would be difficult to understand more complicated subjects explained during secondary. In fact, when they are requested to create practical works, most of them fail in the attempt or in the contrary, their principal source of help are translators found in internet. Despite the fact that they learnt the content during primary, the lack of practice makes them forget all the vocabulary they have learnt. The seriousness of this situation can be seen at the moment of looking for basic vocabulary in translators available in internet. Most of them carelessly select the first word they find, not taking into consideration that the context may be the inappropriate. Basing on these previous statements, the objective and utility of vocabulary acquisition is not limited to learn by heart words with no purpose, on the contrary words are the scaffolding to dominate, comprehend, and to apply a new language in a real context as if it were our native language. When students internalize this concept in their minds, all the

processes become into a goal easy to achieve. In this way they can easily word with the mandatory skills requested to understand English as a foreign language.

### 1.5.2. L2 listening instruction

As this title suggests, instruction according to Oxford advance learner's dictionary is "the act of teaching something to someone" (2008) the instruction or teaching requires to have a constant development because this is the only way to generate a genuine comprehension and the internalization of the contents that teacher wants students to reach. As it was mentioned in other points along this research, to achieve a satisfactory understanding especially of a foreign language all the characteristics have to be kept into consideration. In this particular case the characteristics are related directly with the four skills of the English language, skills that are mandatory to teach in all the establishments to be successful in the understanding and production of the language. However, in some cases the instruction is based on what teachers consider most important, that is why it results so difficult in some cases to make this expectation a reality. One item considered as a mistake commonly seen or experienced by learners is the way that this content is exposed. In the case of listening the instructions are neither adapted to the students' needs nor academic level. In addition we can realize that this method or any other is not constant, making the students unable to follow a rhythm and because of this situation in other words, they cannot get used to it. The problem is reflected when classes are focused on the production instead of comprehension what produces frustration, and a saturation of content that will never be assimilated. Regarding this point, Vandergrift (1999) points out that "when learners are forced to speak before they are ready to do so, they have to resort to native language habits. Concentrating on speaking leaves little room for listening, and little room for

comprehension; that is, understanding meaningful messages." (p. 169) being everything but a reflection of what an efficient method must be, at the end this way of teaching will always present the same problem, if students are not used to work with a skill every days in class, the mind proceeds to block when they try to force to immediately work with another ability, because the previous learning has not been assimilated yet. One of the causes why the production of the language is taken into consideration more than the reception is because of the immediate answer that teacher see in students, so this way results to be more comfortable to evaluate because of the "concrete" demonstration of production, giving less importance to the results.

The benefit of applying an adequate instruction in the listening field can bring not only a better comprehension, but also a better disposition from part of the students; this is a fact that is mentioned in manual Marco para la Buena enseñanza (2003), in the description of the first stage mentions that

> El docente, basándose en sus competencias pedagógicas, en el conocimiento de sus alumnos y en el dominio de los contenidos que enseña, diseña, selecciona y organiza estrategias de enseñanza que otorgan sentido a los contenidos presentados; y, estrategias de evaluación que permitan apreciar el logro de los aprendizajes de los alumnos y retroalimentar sus propias prácticas. (p. 9)

What this statement tries to explain is, if the teacher based on his or her knowledge is able to create and organize the content in a way that can be clear for all his or her students, a fluent feedback is going to be generated, not only feedback, but also the ability of putting into practice all the content learned, because despite the fact that teachers are the source of information that is at the service of the student, it is worthless if the right method is not applied, for this reason a lot of schools present a lack of comprehension.

Another benefit that brings a good practice of the listening instruction inside the class has a psychological character, in other words If teachers do not pressure their students to produce speech, the students will feel confident to take the initiative and to produce sounds that they may find hard to express, especially if students are facing adolescence or adulthood (Vandergrift, 1999). Even though it seems that there is no sign of production during the class; the most productive process is being generated due to the level of comprehension that students can obtain; thank to this method, the level of stress and frustration reduce noticeably and the motivation takes place instead, producing a collaboration and an optimistic attitude regarding the subject that is being learnt.

### 1.5.3. Metacognition

If a genuine change in the way students think about the skills is expected to be achieved, teachers must reinforce all the areas of the language since students are little. It is true that can be seen in classes the production of the content, especially when students write from the board, when doing exercises in front of the class, or when they have to produce sound through their speech. Nevertheless the interrogative that have to always be present in the mind of a teacher is if these demonstrations are genuine or just the action of something that is being produced by inertia.

For these questions it exists an item that as same as all the definitions that we have studied, have a fundamental participation on the recognition of basic vocabulary through the execution of the aural comprehension, this definition is called metacognition and it consist in to think about the own processes that our mind has developed for example, if we are storing a new content in our mind, what metacognition do is the internal analysis of this information, for this reason we not only store things in our mind, but also through this

23

process we can  find the correct moment to put in practice the content that was learnt. Vandergrift (2012) points outs that "Metacognition refers to listener awareness of the cognitive processes involved in comprehension, and the capacity to oversee, regulate, and direct these processes" (p. 23). Metacognition is produced only with practice and with the internalization of the content is for this reason that our students are not achieving this skill satisfactorily, because they have not been taught that to be aware about the information to understand a message or recognize a specific item is a fundamental step to succeed in this skill.

Trying to apply the content learnt in a real context is a difficult work when it has not been exploded enough. Practice is the key to keep metacognition active; it helps students to identify the time, and the stage in which speakers are establishing their dialog and also to internalize the information to then apply it in a specific case. This process is the one that is in charge to put this content in practice that is to say if students reach the phase of an efficient metacognition process, they will be able to create their own stages in order to prove themselves and to see how they can apply the content, under their own methods. To make sure that metacognition has a meaningful influence in the learner, it is fundamental to start with the practice since he or she is little, that is way is very important to start with this process when the primary school begins, a person is not able to reach this abilities in a short period of time, for this reason is that we can see during secondary, that most of the students fail in the production of the abilities required, the process must be natural, but for this, the intervention and methods that the teacher use in class are fundamental to reach the objectives proposed.

## 2. Methodology

## 2.1. Description of the method

The following description has as purpose to expose the method chosen to proceed with the evaluation of the three grades in participation. In order to accomplish with the purpose of this research, the assessment is directly related to the execution of the listening skill this means, the exposure of spoken English through audio-visual support, to measure their ability in aural comprehension and recognition. The test was equal for the three grades and the results were analyzed by separated that is to say by grade. To verify that the objectives are coherent to the topic that is being investigated, the method chosen was based on a test that consist in the exposition of two short videos that have short length for students to keep focused on the recognition process. The procedure selected to apply this experiment is to reproduce both videos twice. The first time is for students to recognize the context in which the action is taking place, and how many words they can recognize at the first time. This occasion may also help them to recognize some gestures made by the broadcaster, so in this way they can feel immersed in the topic exposed. A worksheet were prepared in which two charts appear, one containing the words reproduced in video one, and the other shows the words of video number two. During the first reproduction, they have to pay attention to the video not filling anything yet. Later, in the second reproduction students are allowed to mark with a line every time they hear the words that appear in the charts.

## 2.2.    Instrument

The worksheet mentioned in the methodology, is a support created to give this research a solid base about the statements and objectives that want to be reached. It is important to mention that not only the worksheet has a fundamental role, but also the audio-visual support chosen for this experiment, which is not based on the traditional parameters of a regular listening activity such as a non-genuine dialog, which rhythm is slow and with an exaggerated pronunciation. In fact they represent a genuine speech and it can be noticed because of the scenario in which the situation is being developed. The scenario mentioned is the ABC news' weather forecast[2], transmitted only for the state of Florida, EE.UU. As they were recorded videos and not a live broadcasting, the source where they could be found was the web site YouTube[3]. The first video has a length of one minute and seventeen seconds, while the second one lasts one minute and twenty five seconds. The vocabulary selected to be tested in the first video includes seventeen words in total, and the second video includes sixteen words (related to the topic area that will be evaluated, that is weather vocabulary). Originally, the first video contained twenty words in total but three words were voided, these were '60's', '70's', and '80's', the reason was that these expressions are not studied as basic vocabulary when students start with English in primary school, since for teachers is not a priority to teach them these specific terms; therefore, the majority of students are not familiarized with the words mentioned.

---

[2]  ABC Action News Weather Forecast. Available in  <https://www.youtube.com/watch?v=qlL8449ruI0>
<https://www.youtube.com/watch?v=mYN5BHAtb8w>
[3] Youtube is a website where audio-visual support can be found for any purpose. Its website is
<https://www.youtube.com/>

The second video also suffers a modification, from twenty one words, five were erased, and these were 'thunderstorm/thunderstorms' (singular and plural), '50%', '30%', '20%', '5:30'.

The reason of why these words were voided is because students have not been taught these words or expressions in primary school, even though this vocabulary is related with content that is mandatory to teach in all schools when learners are in lower grades, the word 'thunderstorm' for example, does not take part of the characteristic weather in Santiago, especially in the districts where the tests were taken, therefore teachers do not make emphasis in this word in particular. Another cases that we can see some numbers with percentage, even though they are basic vocabulary the complement, in this case '%' is not common inside the content taught, for this reason most of the students would recognize the numbers but not sure if the speaker says 'percent' or 'percentage', the same happens with the term '5:30' the one can refer to a minute, or an hour. In other words, all the vocabulary erased may be an obstacle during the reproduction of the video, taking less importance to the rest of the words mentioned trying to do an effort in the interpretation of this complicated terms. It is important to clarify that in the tests the words that were erased appear, they were removed in a subsequent analysis when it was recommended in a meeting with the guide teacher to invalidate them, being the copies already printed. Due to this situation in the results were seen that some students draw a line in the invalidated words, because they were eliminated of the evaluation later. Despite the fact that this was done after the evaluation, the words mentioned did not provoked unbalanced performances.

**2.3.    Scenario: About the district and the establishment**

La Cisterna[4], the district in which the school is inserted, is located at the south of the region of Santiago. To be more specific, the place in which Saint Orland School is located is near El Parrón[5] Street. The streets and neighborhood that surround this school are quite peaceful, due to the large quantity of churches and, little stores sited in the houses. This picture demonstrate the traditions and characteristics of the people who live near the school, in fact, entire families have been part the school, including  in some cases entire generations, like grandparents, parents, and siblings. La Cisterna is characterized for having educational establishments with a huge difference in terms of formation, structure, and influence in the district.   Saint Orland School is characterized for being a middle ground, that is to say, inside this establishment we can find students whose parents possess a comfortable economic situation, with superior studies, and also there are students whose parents belong to the working class population, therefore the academic level inside this school presents many differences between students.

---

[4] La Cisterna is a district located to the south of the region of Santiago (Chile) being near of districts like San Miguel, San Ramón, Lo Espejo, among others. Characterized for having "Gran avenida", Avenue that provide to their citizens market and transportation. More information available in
<https://es.wikipedia.org/wiki/La_Cisterna>  < http://www.cisterna.cl/>

[5] El Parrón is a street that is the point of reference to locate Saint Orland School, due to its direct proximity, and also for the transportation that can be used in that street to arrive to this establishment. Besides it has a subway station with the same name. The map of location of the places describes is available in
<http://2gis.cl/santiago/geo/14215121979215317?queryState=center%2F-70.655437%2C-33.527879%2Fzoom%2F18>

**Scenario: About the district and the establishment**

This school is located in Recoleta's district[6] near Cerro Blanco subway[7]. This location is in down town, for this reason students from almost all the districts assist to this establishment, being a large community of students. Since this school belongs to the public area it opens its doors to students with different situations, regarding academic, social, cultural, and economic aspects. Recoleta's district is a sector characterized for having high poverty rates; the majority of the population living in this district belongs to the working class, being this reason of why the majority of schools in this place are public, in order to give opportunities of education to those children whose parents have not enough economic resources.

---

[6] Recoleta is a district located to the north of the region of Santiago, close to districts like Independencia, Huechuraba, and Conchalí among others. More information available in
<https://es.wikipedia.org/wiki/Recoleta_(Chile)> See also < http://www.recoleta.cl/>

[7] Cerro Blanco subway is the point of reference of this school, for being the only station closest to this establishment; therefore is easy to arrive there by subway than any other mean of transport. See more in
<https://es.wikipedia.org/wiki/Cerro_Blanco_(estaci%C3%B3n)> Information to see the location the subway available in  <https://2gis.cl/santiago/callout/-70.643409%2C-33.422129%2C18?queryState=center%2F-70.644482%2C-33.4224%2Fzoom%2F18>

## 2.4. Participants

   The grades chosen to execute this experiment were second grade of secondary, from two different schools. The establishments that participated were Saint Orland School located in two different districts as was mentioned before. These are La Cisterna and Recoleta. As one school belongs to the public sector and the other one is semi-private, these two schools have a different background respecting the children and adolescents that form part of these different establishments due to their cultural and socio-economic status. The decision of why only second grade was chosen was taken according their level of formation regarding the rest of the grades in secondary school. This is a period where in comparison to first grade of high school, this kind of content is not reviewed with a constant frequency, but they still need it to create works or activities demanded by their teacher, even though they are not reinforced anymore. On the other hand, first grade is recently leaving a process which content and the methodology were to review this content every day; therefore they still can remember and manage clearly these words. In the majority of the cases, some teachers start the class asking what the weather is like, after that the students have to say aloud any characteristic of this matter. Now, if we see the rest of the grades (that is to say, third and fourth grade) since the methodologies applied in class are more demanding and of course contents are more advanced. Teachers a big part of the time give more attention to grammatical structures to achieve the content requested satisfactorily, in this way the vocabulary is no longer important. In terms of disposition, there is a big problem in these cases because of the superior or advanced content taught in third and fourth grade as was mentioned before, for most of the teachers to use the hour of classes in other activities would by risky.

## 2.5.    Predicted conclusions

The predicted conclusions exposed in this item were thought according to the different characteristic aspects that are part of the student. These features not only see them like students but also like people developing a path inside a specific scenario, this compromises them with rules and protocols that must to be followed since they are not individuals inside the class. Therefore the behavior in terms of a positive participation and the demonstration of respect for the evaluator and their classmates count inside this item.

o    The application of this brief test may cause in children a kind of anxiety in terms of previous preparation. As they weren't told about this test, one of the first things that they would think about is the range of influence that this instrument of evaluation could have over their grades. In other words, they would feel concerned about the probability that this exam may affect their grades, especially in those who have low grades, due to the high probabilities of failing the subject, or in contrary case for those who have good grades, may lose that high scale.

o    The factor that this kind of evaluation is by surprise generates in most of the students a negative behavior, a lack of interest in terms of participation, even a show of disrespect especially when the assessor results a total unknown, Because this one is entering to their comfort zone, a space that they do not easily share. This attitude also tries to hide their vulnerability regarding academic aspects; they could feel intimidated if they thought that this kind of evaluation will treat them as inefficient or inferior.

o    Regarding academic performance, the students that will be tested should be able to recognize the majority of the words that appear in the video, at least one time

because it is a content that they can handle not only if it were taught at school, but also most of them would recognize it on movies or TV series.

o        Concerning the development of the activity, at least a group from the class will ask if the video can be reproduced more that the times proposed in order to complete the entire worksheet

o        It also is expected that part of them do not collaborate, writing inappropriate things, filling the guide in the wrong way, or just keep it in blank as it were given.

o        Regarding the previous factors considered, that is to say the background of the students and the characteristics of the school, the results may vary, demonstrating an outstanding, regular or poor level of the language, product of the methods applied by the teacher or because of the characteristics of the learners.

### 3.    Data analysis

### 3.1.    Table of answers

The first tables that are going to be exposed in this research correspond to the results of the charts that participants were indicated to fill. As it can be observed, table number one shows a group of words related to the specific topic area chosen to execute this research this is, vocabulary related to weather conditions. The first table shows at the left side the words reproduced by the broadcaster which are going to be evaluated, and in the right side it appears number of repetitions of each word. In some cases, some words are mentioned just once. The total of words emitted plus the repetition of some of them are 31 words. The second table, which correspond to video number two follows the same structure of table one. In one side exposes the words mentioned by the broadcaster and in the other side appear the number of repetition of each word, being in total 22 words.

The purpose of these tables is to show in a concrete way the topic that is going to be evaluated this is, the type of vocabulary expected students to recognize through the reproduction of both videos. It is also useful to specify how the dynamic of the video is going to be.

| WORDS | Repetitions in video |
|---|---|
| clouds | 2 |
| sun | 1 |
| rain | 3 |
| Sunday | 1 |
| sunny | 1 |
| skies | 3 |
| Monday | 3 |
| night | 2 |
| evening | 1 |
| sunshine | 2 |
| Tuesday | 4 |
| Wednesday | 1 |
| Thursday | 2 |
| 80 | 1 |
| 20 | 2 |
| midnight | 1 |
| morning | 1 |
| TOTAL (repetitions) | 31 |
| Words Heard | |

*Table 1: Words reproduced by the broadcaster and the number of reproduction of each one. Video one*

| WORDS | Repetitions in video |
|---|---|
| Sunday | 2 |
| Monday | 1 |
| storm/storms | 3 |
| Friday | 1 |
| Morning | 1 |
| Sunny | 1 |
| Warm | 1 |
| Dry | 1 |
| 3 | 1 |
| 4 | 1 |
| 6 | 2 |
| 8 | 1 |
| Evening | 2 |
| Hot | 1 |
| 7 | 1 |
| Rain | 2 |
| TOTAL (repetitions) | 22 |
| Words heard | |

*Table 2: Words reproduced by the broadcaster and the number of reproduction of each one. Video two*

**3.2.    General recognition plus analysis**

**3.2.1.  B second grade of high school:  Saint Orland School.**

As it was mentioned before, one group of students selected to the development of this experiment was the B second grade of high school, from the school Saint Orland. To do the experiment, the entire grade was requested for this accomplishment; the entire grade is taken to the audio-visual room in which there is all the implementation to reproduce the video. When all the students have received their worksheets, the evaluator proceeds to explain the instructions. After the explanation the evaluation begins.

To continue there are presented the results expressed in graphs that this grade in particular obtained in both videos. Keeping in mind the table explained before the results may vary because of the recognition of the word with or without the repetition (in the case of those words that were mentioned more than one time by the broadcaster).
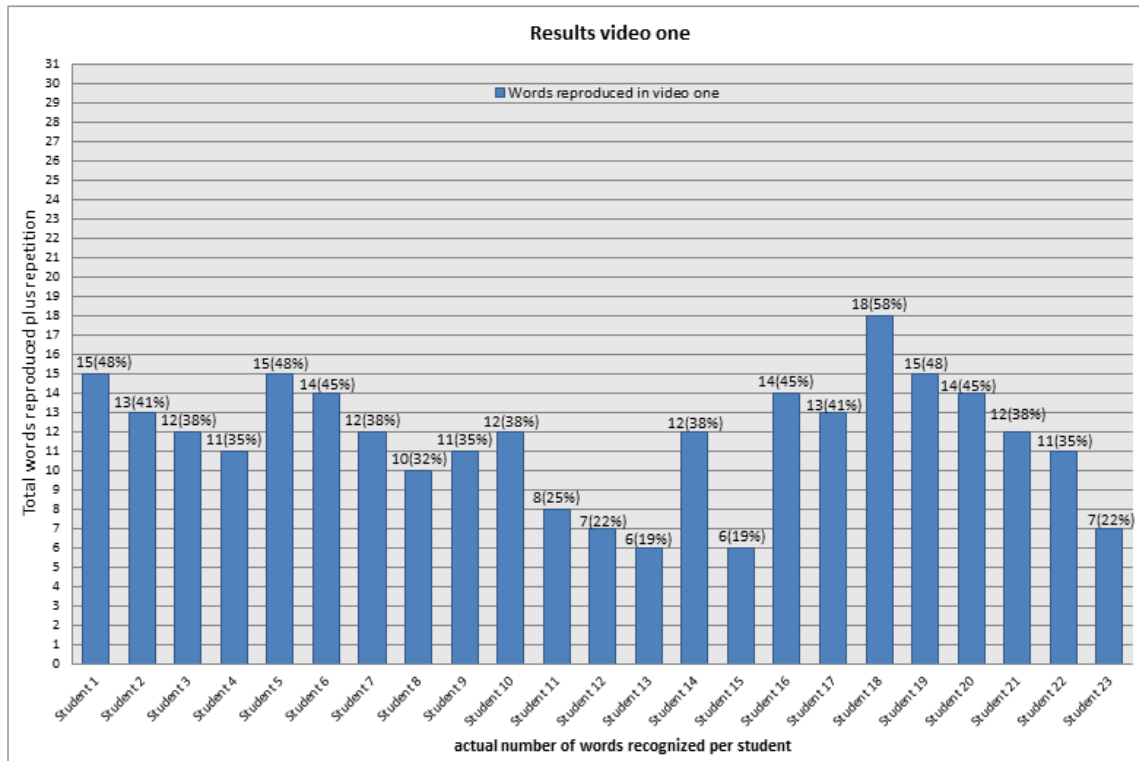
*Graph 1: Total words recognized by B second grade of High School in video one*

The graph analyzed presents the relation between the total words that were reproduced during video number one, as in the table of answers were exposed and the total amount that students were able to recognize. As it can be seen axis Y shows the total of reproductions this is, the total of words mentioned by the broadcaster plus the number of repetitions, giving a total of 31 words. Meanwhile axis X shows the number of participants and the total amount of words they were able to recognize. As this graph shows the highest grade of recognitions is represented by student number 18 who obtained a total of 18 words from 31, result that compared with students number 13 and 15 suffers a notorious change, descending to total amount of 6 words identified in the entire video. Continuing with the analysis, the results that predominate in this first graph vary between a total of 12 and 15 words being 12 the quantity most repeated, represented by an amount of 5 students. Due to this result it can be observed that the higher percentage shown in this graph was able to

reach a 58 percent from a 100 percent. And the lowest percentage reaches a 19 percent. In general, the most repetitive results vary between a 35 percent and a 38 percent.
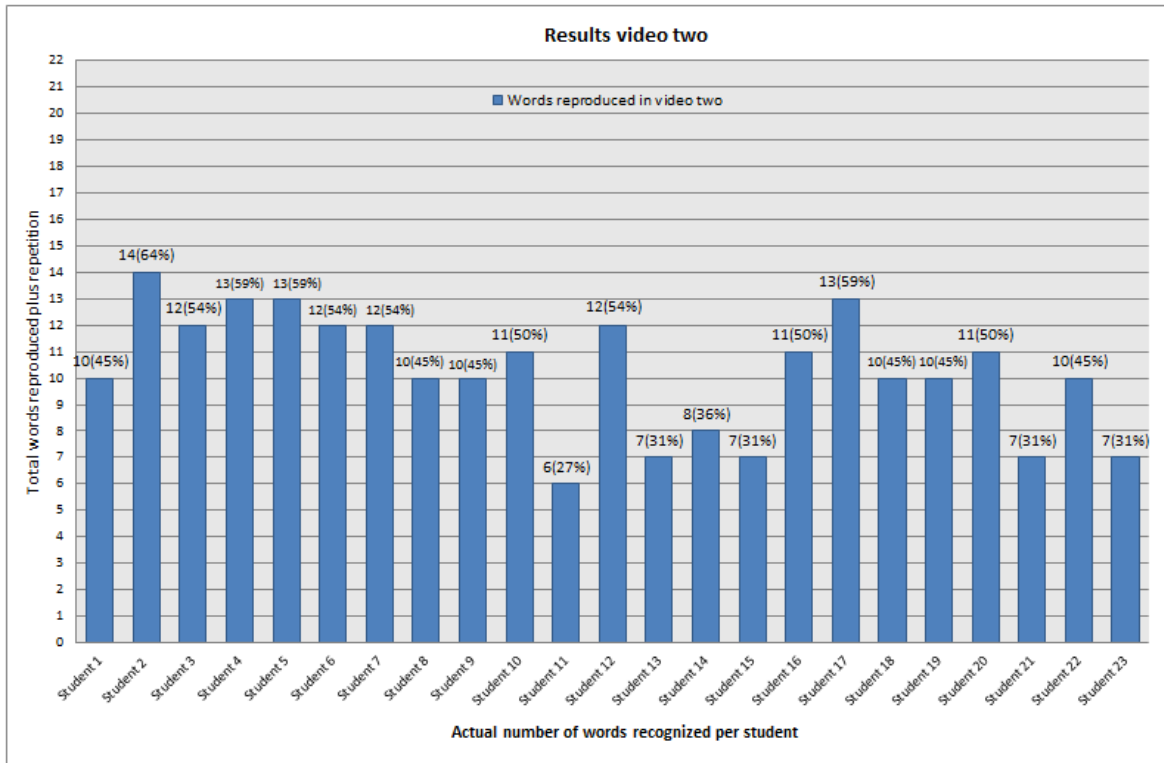


***Graph 2:*** *Total of words recognized by B second Grade of High School in video two*

Making a brief review about what graph number two indicates, the total of words that appear in the second video are 16 to this it have to be added the repetitions of some of them, making a new total of 22 words that have to be recognized, as axis Y indicates. Contrasting this information, axis X shows a new total of words recognized corresponding to video number two by the same group of students. Keeping this information in mind, it can be observed in graph number 2 that the highest mark of recognitions was 14 of 22 which in percentage correspond to a 64 percent. This mark was reached for student number 2 who in the first video make 13 recognitions.

Now if the lowest mark is observed, it can be observed that it reached only 6 recognitions, number obtained by student 11 who was part of the predominant average in the first video. Expressed in percentage 6 corresponds to a 27 percent of the total (which is 100 percent). Continuing with the analysis, in the second video the most highlighted numbers vary between 13 and 10 words recognized. Actually this last quantity has a more range of repetition than any other number appeared in graph number 2. The students who reached this quantity were six in total, number 1,8,9,18,19, and the student number 22. These numbers indicate that half of the students were able to reach half of the total result.

### 3.2.2. C Second grade of high school: Luis Correa Prieto

This time, the investigation was taken to a sector far away of the La Cisterna's district; the name of the school is Luis Correa Prieto. The first grade selected to participate, were the C second grade, with a total of 32 students. The procedure applied in this grade was the same than the previous grade, the instructions were told and then students were taken to a room, special for this purposes where adequate equipment is installed. To continue, results from video number one and number two are presented.
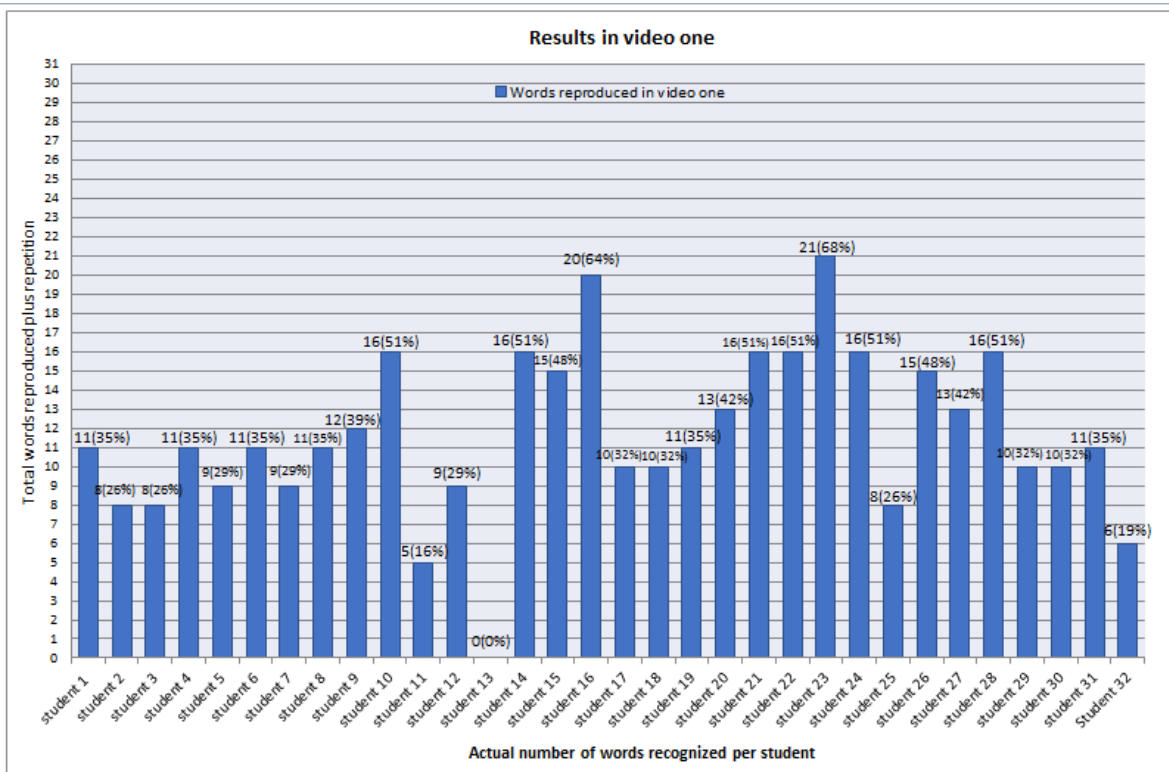
**Graph 3:** *Total words recognized by C Second Grade of High School in video one*

As axis Y presents, it reappears the total words shown in video one, as axis X presents the new group of students that proceeded to be evaluated. In this occasion, the number of this grade is higher, being in total 32 students therefore, all of them participated in the evaluation. The application of this assessment in this grade in particular is drastically different than the first school put at test. As it can be observed in graph 3, only two students could reach a high level of recognition of this specific topic area. These marks correspond to student 23 with a total of 21 recognitions followed by student 16 with 20 recognitions. The percentages that correspond to each number of recognitions are 68 and 64 percent. There is a noticeable differences between performances, it can be seen that less than half were not able to recognize at least half of the words that the broadcaster expressed. As it is shown, the graph also reveals a student which mark is the lowest of this grade, this mark is 0 recognitions (0 percent) but this is not the only concerning factor that it can be appreciated

in this grade. The majority of the results vary between sixteen and ten words recognized. On the other hand, if we make a comparison between the results of the first grade evaluated and this grade it can be noticed that the majority are not able to recognize basic vocabulary topic when hearing.
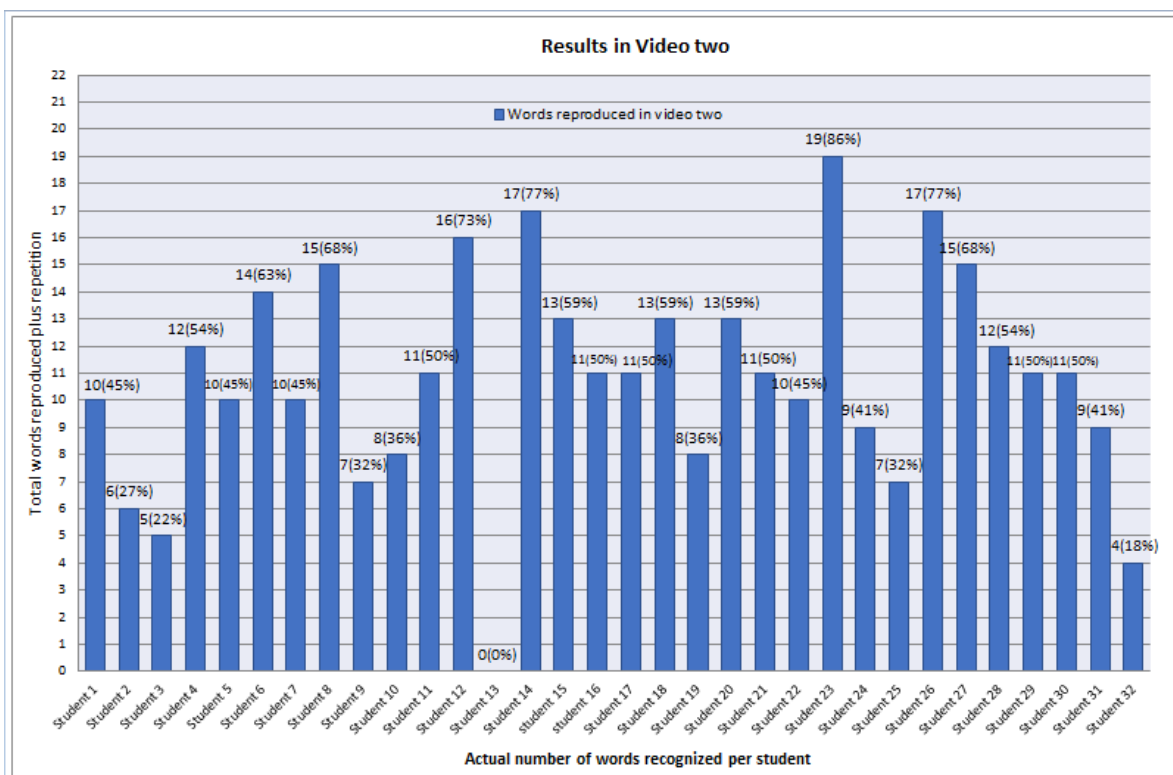


***Graph 4:*** *Total words recognized by C Second Grade of High School in video two*

Looking at graph 4, it is noticed that the results compared to the first video have just a little difference, nevertheless in this case the highest mark showed 19 words recognized, number reached by the same student who obtained the highest mark on video one indicating that the performance had an improvement in this occasion. This amount analyzed in percentage is a 86 percent. Following this mark, the second highest is 17 words heard this

means a 77 percent of 100 percent. Now if lowest mark is analyzed, it is demonstrated that just one student presented problems in terms of recognition and a poor vocabulary knowledge, this is the student 13 who was not able to identify any word from both charts. Even though graph number four shows very interesting results because of the varied answers of this group in particular, their results in comparison with graph 3 shows a balance on the recognition of the topic vocabulary. For example some students were able to maintain the same quantity and others increased it one word, or one more repetition.

### 3.2.3. D second Grade of High School: Luis Correa Prieto

D Second Grade of High School belongs to the establishment Luis Correa Prieto as well. This grade as same as C second grade is a numerous group, being in total 30 students. As it was mentioned in all the previous procedure, before going to audio-visual room the instructions are exposed. In this case is more difficult the explanation of the instructions due to the disruptive behavior that some students demonstrate, and a few group do not pay attention when doubts are being answered. To continue, the results of both video one and video two plus their respective analysis are shown in the graphs added below.
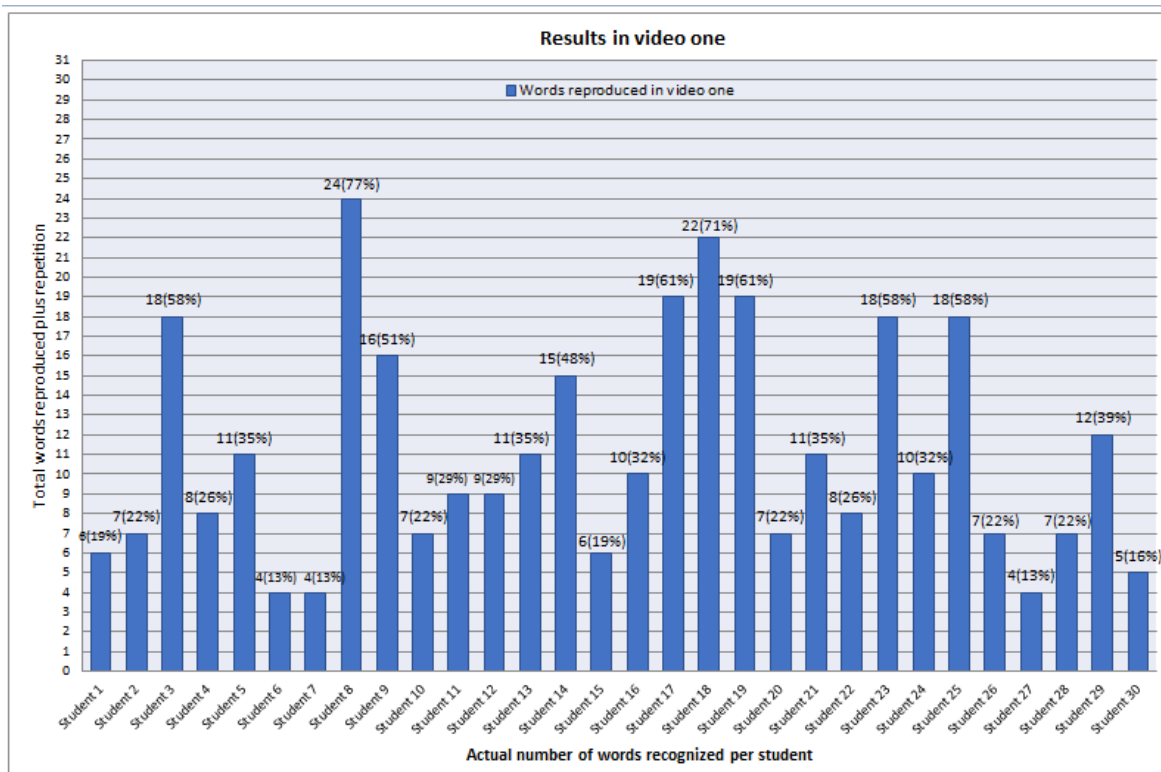
***Graph 5:*** *Total words recognized by D Second Grade of High School in video one*

As it is observed in graph number 5, the axis Y correspond one more time to the total words that are mentioned during the video plus its corresponding repetition, making a total of 31 words. What changes this time is axis X that indicates that the answers correspond to a new group of students. As its number indicates, the whole group was requested to participate in this evaluation. The result of this graph clearly exposes that inside this grade, there are a varied difference regarding the level of comprehension and recognition. If it is observed the highest mark was reached by one student, this was 24 of 31 by student 8. 24 recognitions in percentage is a 77 percent. After this there are presented 7 participants that pass the half of the results. These are student 18 who is positioned after student 8 with 22 recognitions this is 71 percent. Later come student 17 and 19 with 19 recognitions, students 3, 23, and 25 with 18 recognitions and finally student 9 with 16 recognitions. On the other hand, the lowest

number of recognitions in this video is 4 mark obtained by 3 students. This mark corresponds to the 13 percent of the total.
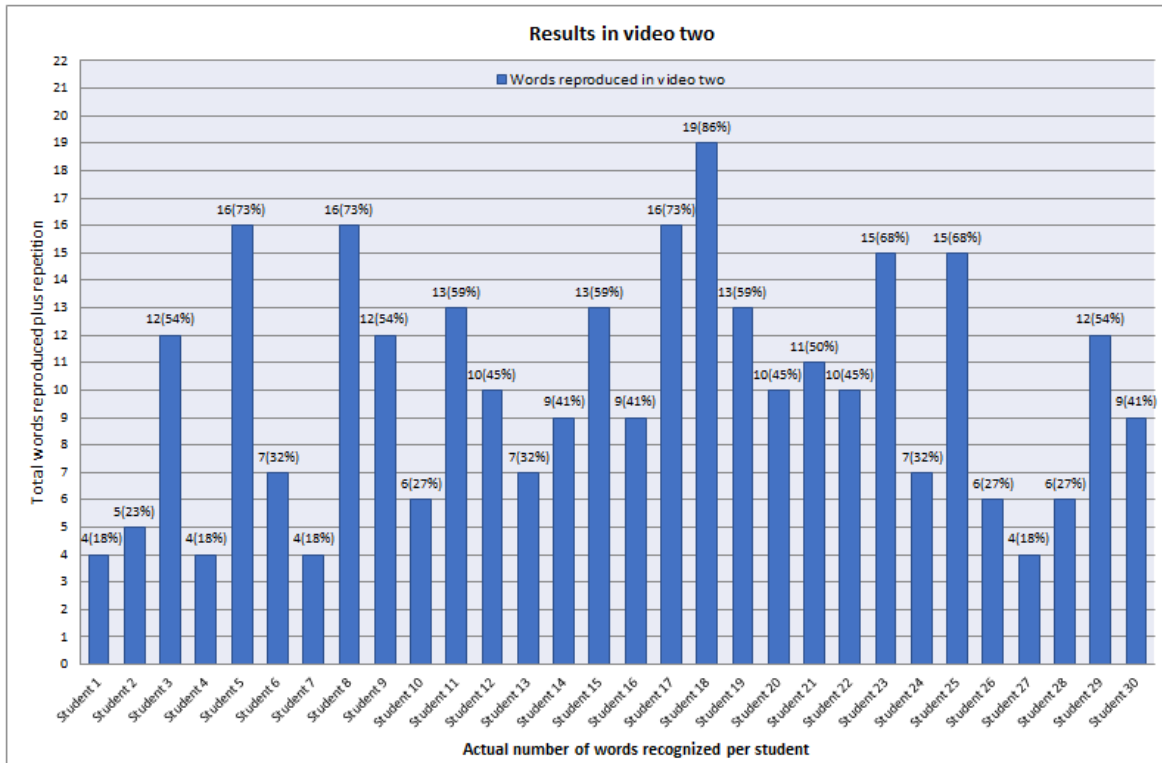


**Graph 6:** *Total words recognized by D Second Grade of High School in video two*

In graph number six, from 22 total words counting their repetitions as axis Y shows a result that was able to reach the maximum score was student 18 who recognized 19 times which in percentage is an 86 percent. Making a comparison with graph 5 the same student was the second in obtain a high grade of recognition. After this student the results decrease to 16 recognitions of the words plus their possible repetition, participants 5, 8, and 17 obtained these results that expressed in percentages as the graph shows is a 73 percent. If it is seen carefully it can be discovered that scores suffer a subtle decrease of recognitions this is, the descending count follows a path of three students per results in almost all the graphic. For example, after the last students who obtained a score of 16 recognitions, three students follow them with a total of 15 words recognized. Then student 11, 15, and 19 obtained a

final score of 13. This path indicates that the results do not present extreme changes, that is to say almost half of these participants were able to recognize more than the range expected. Now observing the lowest score which number was 4, if it is compared to video one there is only one student more who obtained this rate of recognition.

### 3.2.4. General Observations:

As it was observed in all the graphs presented, any of the grades were able to achieve the complete number of words established in both videos nevertheless; it can be seen the differences between the performances of these grades, being B Second Grade of high School the group of students that presented grades a little higher than the other groups evaluated. For example, this can be appreciated with the lowest marks that reached six recognitions; meanwhile the other groups reached four recognitions even cero identifications in the particular case. In terms of a standard number of recognitions, it can be said that the most repeated scores are 10, 15, and 16 total recognitions in both videos. The analyses of the scores that have been part of this general result demonstrate that the expectations regarding the performance of the students are similar to what was expected. It was also thought that the general results would show be lower than predicted. Nevertheless the results are giving signals that the exposure of spoken English in the class needs to be improved.

## 3.3. Specific analysis:

The following analysis shows the results of students who were able to recognize the words every time they were mentioned by the broadcaster, one time or more. This analysis includes the three groups that participated in this evaluation and their performance in both videos. The results plus their corresponding analysis is showed below.

### 3.3.1. B Second grade of high school: Saint Orland School

| WORDS | Repetitions in video | Final results per wordStudents who succeeded |
|---|---|---|
| clouds | 2 | 0 |
| sun | 1 | 11 |
| rain | 3 | 0 |
| Sunday | 1 | 19 |
| sunny | 1 | 14 |
| skies | 3 | 4 |
| Monday | 3 | 8 |
| night | 2 | 0 |
| evening | 1 | 3 |
| sunshine | 2 | 6 |
| Tuesday | 4 | 0 |
| Wednesday | 1 | 14 |
| Thursday | 2 | 1 |
| 80 | 1 | 1 |
| 20 | 2 | 0 |
| midnight | 1 | 5 |
| morning | 1 | 1 |

*Table 3: Final results per word B Second Grade of High School video one*

The following analysis exposes the results that students obtained per word, that is to say, how many students were able to recognize the word indicated, plus its corresponding repetition, as it can be seen with some words in the previous table. In this occasion the results belong to the B second grade of high school, from Saint Orland School. As table number three indicates, the words that had an expanded range of recognition, were those that had no repetition during the video, to mention some of them, it appears the word sun with 11 students who succeed on the recognition, Sunday with 19 of 23 students, and also sunny and Wednesday with 14 students who succeeded on the recognition. Despite the fact these words were easy to recognize, it can be seen a break of this sequence when are mentioned the words evening, 80, midnight, and morning, even though they are said just one time, it can be observed that the number of students who could identify those words were less than half. The critical cases were words 80 and morning, with only one student able to recognize them. On the other hand, this table also shows the students who succeeded in the recognition of the words that were mentioned more than one time, but the achievement of these items were lower than those words expressed one (some cases), case that happened with the word Monday which was mentioned three times and was identified by eight students. Then comes the word sunshine said two times and recognized by six students, following this is the word skies which was mentioned three times and was identified by 4 students, and finally the word Thursday with two reproductions during the video and recognized by one student. This is not the only result that can be appreciated in this item there also appears a range of words that were not recognized by the students is the example of clouds, rain, night, Tuesday, and 20 that obtained cero recognitions therefore any student succeeded in these items.

| WORDS | Repetitions in video | Final results per word students who succeeded |
|---|---|---|
| Sunday | 2 | 13 |
| Monday | 1 | 21 |
| storm/storms | 3 | 2 |
| Friday | 1 | 16 |
| morning | 1 | 8 |
| sunny | 1 | 11 |
| warm | 1 | 12 |
| dry | 1 | 14 |
| 3 | 1 | 2 |
| 4 | 1 | 13 |
| 6 | 2 | 0 |
| 8 | 1 | 5 |
| evening | 2 | 1 |
| hot | 1 | 5 |
| 7 | 1 | 9 |
| rain | 2 | 0 |

*Table 4: Final results per word B Second Grade of High School video two*

Continuing with the analysis, table number four shows a positive development on the reproduction of the second video, in comparison with video number one. The highest number of students who succeed is connected to those words mentioned one time, nevertheless, the number of students who were able to identify those words enunciated more than one time, in some cases were greater (if they are compared with the results of video one) For instance, there is a high number of boys and girls who succeeded when heard the word "Sunday", said twice and recognized by thirteen of them, or the word "storm and storms" (singular and plural) reproduced three times and recognized by two students. This last number may be low, but due to the grade of complexity, a null identification was expected. Now focusing on those words with just one announcement, the word "Monday" was the highest mark with twenty one students of twenty three able to recognize it; this quantity is followed by the word "Friday" with 16 students who succeeded on the recognition; similarly the word "dry" that reached fourteen recognitions and also the word

"4" identified by thirteen students. If those words that could not be identified are mentioned, it can be appreciated that the number is lower than the first video as well, being just "rain" and "6" the missing words.

### 3.3.2. C second grade of high school: Luis Correa Prieto

| WORDS | Repetitions in video | Final results per word. Students who succeeded |
|---|---|---|
| clouds | 2 | 6 |
| sun | 1 | 19 |
| rain | 3 | 0 |
| Sunday | 1 | 22 |
| sunny | 1 | 23 |
| skies | 3 | 0 |
| Monday | 3 | 8 |
| night | 2 | 0 |
| evening | 1 | 3 |
| sunshine | 2 | 15 |
| Tuesday | 4 | 1 |
| Wednesday | 1 | 16 |
| Thursday | 2 | 1 |
| 80 | 1 | 1 |
| 20 | 2 | 0 |
| midnight | 1 | 8 |
| morning | 1 | 9 |

*Table 5: Final results per word C Second Grade of High School video one*

The following analysis corresponds to the results of first video that in this occasion was exposed to young women and men from the school Luis Correa Prieto. The grade chosen was the C second grade of high school, with a total of thirty two students. The results show, that the words mentioned just one time have a high range of recognition, in this case, the word that had a large range of recognition was "sunny" with twenty three students in total, similarly, the word "Sunday" presents a big quantity of students that could identify it, being twenty two in total, following these results, it is seen that word "sun" recognized by nineteen students, and finally, (inside the words with a high range of recognition) the word "Wednesday" by sixteen students. In this opportunity, it occurs the same phenomenon with some of the words reproduced once, it can be noticed how the word "80" was recognized by one student, and the word "evening" by three students only, associating this problem to the same phenomenon occurred with the first grade evaluated, that is to say the lack of attention or the difficulties at the moment to hear certain word, regarding the order in which they appear. Continuing with this analysis, it is time to examine those words that present more than one annunciation, is the case of the word "sunshine" the one is repeated twice and is surprisingly recognized by fifteen students, much more than the first group, that obtained just six students who noticed this word.

Even though there was a low range of students able to perceive the word "Monday", (by eight students) was an unexpected result. The fact that some of them could have noticed it three times demonstrates that they are putting attention to the ideas expressed, as same as the first grade evaluated who obtained the same number of students that could notice this word. This same example happens with the word "sunshine" recognized by six students.

| WORDS | repetitions in video | Final results per word. Students who succeeded |
|---|---|---|
| Sunday | 2 | 19 |
| Monday | 1 | 27 |
| storm/storms | 3 | 5 |
| Friday | 1 | 24 |
| morning | 1 | 20 |
| sunny | 1 | 22 |
| warm | 1 | 16 |
| dry | 1 | 22 |
| 3 | 1 | 12 |
| 4 | 1 | 16 |
| 6 | 2 | 0 |
| 8 | 1 | 3 |
| evening | 2 | 1 |
| hot | 1 | 8 |
| 7 | 1 | 10 |
| rain | 2 | 0 |

***Table 6:*** *Final results per word C Second Grade of High School video two*

The following analysis corresponds to the video number two, which presents an elevated range of recognitions per word. If the marks of students who succeeded are observed, it is seen that the word "Monday" was recognized by the majority of them, that is to say, twenty seven of thirty two students, on the contrary the words "rain" and "6" did not obtained the two corresponding recognitions. Now if the results word by word are studied, it can be noticed that a situation is repeated along the second evaluation, which is the elevated number of students who succeeded on the recognition of those words mentioned just one time. As it was mentioned, the highest number of students who could noticed the word "Monday" were twenty seven, followed by the word "Friday" with twenty four students, then there are the words "sunny" and "dry" with twenty two students who succeed, and finally the word "4" recognized by sixteen students. It can be appreciated that the lowest mark of this category belongs to the word "8" recognized by of four students. Now making an analysis of the other group of words, it is seen that "Sunday" is repeated two times in the video, and the quantity of students that were able to noticed sequence were nineteen in total.

From that group of words, this one was the most recognized then; the number of students who succeeded on this achievement descends drastically. Taking again the example of the words "6" and "rain" (mentioned at the beginning of the analysis) and finally, the words "storm" or "storms" (singular and plural) that surprisingly show better results than the numbers appeared in the table, even though the level of difficulty should be more elevated to the young women and men on the recognition of words in singular and plural.

### 3.3.3. D second grade of high school: Luis Correa Prieto

| WORDS | Repetitions in video | Final results per wordStudents who succeeded |
|---|---|---|
| clouds | 2 | 7 |
| sun | 1 | 14 |
| rain | 3 | 0 |
| Sunday | 1 | 25 |
| sunny | 1 | 14 |
| skies | 3 | 0 |
| Monday | 3 | 6 |
| night | 2 | 0 |
| evening | 1 | 5 |
| sunshine | 2 | 2 |
| Tuesday | 4 | 0 |
| Wednesday | 1 | 10 |
| Thursday | 2 | 4 |
| 80 | 1 | 6 |
| 20 | 2 | 1 |
| midnight | 1 | 3 |
| morning | 1 | 7 |

*Table 7: Final results per word D Second Grade of High School video one*

This last analysis corresponds to the evaluation made to the students of the D second grade of high school, from the school Luis Correa Prieto, being in total thirty students. To begin it can be observed that the results table seven shows are not as complete as the performance of the others grades evaluated, due to the quantity of ceros that mean no single student could be able to recognize the words that were in the category of more than one repetition (not all this words but, a big quantity of them) for example the word "Tuesday" had a total of four repetitions and any single student able to recognize it the four times, the same situation occurs with "skies" and "rain" that show three repetitions in the video but any students who succeeded recognizing them the three times, an finally the word "night" that even though appears twice, students were not able to identify it or assimilate that a same sound was emitted by the broadcaster twice. The most elevated mark of students who succeeded on the recognitions correspond one more time to those words said once, and the word that leads this group is "Sunday" with twenty five students of thirty who reached this achievement, followed by the words "sun" and "sunny" with fourteen students who recognized them and then, it descends again with the word "Wednesday" which is recognized by ten students, and finally we can see that the number descends even more, for example, with the word "evening" identified by five students. On the other hand, the words that have two or three repetitions (even four in one case) do not exceed from seven students who reached the goal, it is appreciated with the word "clouds" with seven students, then comes the word "Monday" recognized by six students (the three times) and finally, the word that have a low range of recognition is "20" noticed the two times by one student. Comparing this table with the previous analysis of video number one, the results did not presented a big difference between them; therefore this result indicates that students tend to recognize easily an specific word when is mentioned one time, making a bigger effort at the

moment to identify the same word when is mentioned more than one time, reason that indicates the abysmal difference between one word said one and another word expressed more times.

| WORDS | Repetitions in video | Final results per wordStudents who succeeded |
|---|---|---|
| Sunday | 2 | 12 |
| Monday | 1 | 23 |
| storm/storms | 3 | 2 |
| Friday | 1 | 18 |
| morning | 1 | 11 |
| sunny | 1 | 19 |
| warm | 1 | 7 |
| dry | 1 | 18 |
| 3 | 1 | 8 |
| 4 | 1 | 18 |
| 6 | 2 | 0 |
| 8 | 1 | 4 |
| evening | 2 | 3 |
| hot | 1 | 2 |
| 7 | 1 | 8 |
| rain | 2 | 2 |

*Table 8: Final results per word D Second Grade of High School video two*

Making the last analysis of the results shown in table number eight, it can be appreciated one more time that this second evaluation obtained optimal results in comparison to video one; table number eight shows that there was only one word that could not be recognized the two times mentioned by the broadcaster, this is the word "6". Different from this result it is observed that the minimum number of students who succeeded recognizing words is two in the case of the word "rain", "hot", or "storm" and "storms" (plus the repetition in some of them). Another pattern that is repeated as in all the tables evaluated either from video one or two, is the high level of students who noticed the presence of words mentioned one time, as the table indicates, the word "Monday" reached twenty three students who went right on this item, then it comes the word "sunny" with

nineteen students, followed by the words "dry", "Friday" and even the word "4" recognized by eighteen students, this last word had a higher level of recognition if we compare it with the other tables. Now, analyzing the second group which corresponds to those words repeated more than one time, it is appreciate that the highest number of student who succeeded in the recognition of one of this words correspond to "Sunday" with twelve students, after this, the numbers descend drastically, for instance, the word "warm" identified by seven students and lower than that the word "rain" identified by just two students.

### 3.3.4. General observations

In all the tables and graphs that were evaluated, it could be observed a notorious and constant change in the results presented, fact that not only was seen in the total of the results but also by grade evaluated. For instance, the most noticeable result is related with a group of words that appear in both videos, these are "rain", "Sunday", "sunny", "Monday", and "evening". Taking as an example the word "rain", it is observed that is the first word mentioned by the broadcaster and in the second video is the last word mentioned, even though there is a slight change in the order, just three students could recognize this word and also their corresponding repetitions (three in this case). A different case is the word "Sunday" that shows an improvement on this particular performance. This word was recognized by nineteen students in the first video and later by thirteen. On the contrary, C second grade showed twenty two students able to recognize this word, and during the second video they were just nineteen. In contrast, this same word were recognized by twenty five students of D second grade during the first video (this is more than the half), however they show a drastic change during the second video being just twelve students in total who could

recognize this word again, even though the order was not a fundamental factor in this opportunity. Besides these situations that could be noticed and analyzed, there were also another problems which were a fundamental sign of the regular performance on the aural comprehension of the students evaluated. This refers that some of the participants identified words more times than established. The tables exposed below show those words that were recognized more than the time established and the students who failed in the attempt of the recognition.

**B second Grade of High School: Saint Orland School.**

| Word | Repetitions in video | Students who failed | Actual N° of recognitions per student |
|---|---|---|---|
| Clouds | 2 | 3 | 3 |
| Sun | 1 | 22 - 23 | 2 |
| Sunday | 1 | 6 – 10 – 11 - 18 | 3 and 2 |
| Sunny | 1 | 5 - 18 | 2 |
| Night | 2 | 18 | 3 |
| Midnight | 1 | 1 | 2 |
| Morning | 1 | 9 | 2 |

***Table 9:*** *Students who exceeded the number of words repeated in video one. B second Grade of High School*

As table nine indicates, the words that suffered a misunderstanding on the recognition are seven from a total of seventeen words. The most repeated path correspond to those words that did not have repetition, as it is seen "Sun", "Sunday", "Sunny", "Midnight", and "Morning". In general those words were recognized two times nevertheless, there is a particular case with the word "Sunday" that was heard two, even three times by student number six, ten, eleven, and eighteen. What it can be appreciated in this case is that the recognition was confused with other words that had a similar sound in some aspect for example Sunday and Sunny.

| Word | Repetitions in video | Students who failed | Actual N° of recognitions per student |
|---|---|---|---|
| Sunday | 2 | 18 | 3 |
| Monday | 1 | 10 - 12 | 2 |
| Storm/ Storms | 3 | 1 - 17 | 4 |
| Morning | 1 | 5 | 2 |
| Sunny | 1 | 5 -22 | 2 |
| Warm | 1 | 3 – 6 – 7 – 9 – 15 – 16 - 19 - 23 | 2 |
| Dry | 1 | 6 | 2 |

*Table 10: Students who exceeded the number of words repeated in video two. B second Grade of High School*

Continuing with the analysis of table number ten, one more time the result that highlights correspond to those words with no repetition like "Monday", "Morning", "Sunny", "Warm", and "Dry". Now in a most noticeable the quantity of students who recognized the word "Warm" more than one time is higher than expected with a total of eight students put in this classification as the number of each one indicates. In the other cases it is seen that the number of students descends considerably, with one or two students who are in this classification.

**C second grade of High School: Luis Correa Prieto**

| Word | Repetitions in video | Number of Student who failed | Actual N° of recognitions per student |
|---|---|---|---|
| Clouds | 2 | 10 – 16 – 22 – 23 - 24 | 3 |
| Sun | 1 | 22 | 2 |
| Sunday | 1 | 3 – 10 – 15 – 18 – 19 - 27 | 2 and 3 |
| Sunny | 1 | 14 | 2 |
| Monday | 3 | 10 – 23 – 28 | 4 |

*Table 11: Students who exceeded the number of words repeated in video one. C second Grade of High School*

As the tittle suggest, the following analysis correspond to C second grade of High School. Here it is observed that the words recognized more that the times established are five, being the words mentioned once, those with the highest rate of recognition in this occasion. From all the words that table eleven indicates, the word "Sunday" is the one that obtained the major quantity of students who fail at the recognition being six in total. The

number of times that this word were recognized is two even three times. Following this word, comes "Clouds" with five students who were not able to achieve the adequate recognition. They identified this word three times instead the original two. Finally it is presented the words "Sun" and "Sunny" with one student per word who failed on the right identification.

| Word | Repetitions in video | Number of Students who failed | Actual N° of recognitions per student |
|---|---|---|---|
| Sunday | 2 | 18 | 3 |
| Monday | 1 | 1 – 8 – 17 - 27 | 2 |
| Friday | 1 | 11 | 2 |
| Warm | 1 | 14 - 16 - 20 – 23 – 26 - 27 | 2 |
| Dry | 1 | 8 – 28 | 2 |
| 4 | 1 | 4 – 6 – 21 – 23 - 30 | 2 |

*Table 12: Students who exceeded the number of words repeated in video two. C second Grade of High School*

Table twelve in particular shows a similarity in the words that were recognized by B second Grade of High School (Saint Orland School) in video two as well. Here it is observed that just one word that is mentioned two times in the video is misunderstood by student number eighteen only with three recognitions instead of two. The rest of the words are the ones that have no repetition during the video being the word "Warm" with the highest number of student who failed on the right recognition. All of them identified this word two times instead of one. Finally those words that presented a low rate of students and a low rate of times heard were "Sunday" and "Friday" by just one student.

**D Second Grade of High School: Luis Correa Prieto**

| Word | Repetitions in video | Number of Students who failed | Actual N° of recognitions per student |
|---|---|---|---|
| Clouds | 2 | 3 - 8 - 23 | 3 and 5 |
| Sun | 1 | 8 | 3 |
| Sunday | 1 | 5 - 8 | 3 and 2 |
| Sunny | 1 | 9 | 2 |
| Skies | 3 | 8 | 4 |
| Monday | 3 | 3 - 8 - 11 - 21 - 23 | 4 |
| Evening | 1 | 14 | 2 |
| Sunshine | 2 | 3 - 23 | 3 |
| Wednesday | 1 | 9 | 2 |
| Midnight | 1 | 18 | 2 |
| Morning | 1 | 18 | 2 |

***Table 13:*** *Students who exceeded the number of words repeated in video one. D second Grade of High School*

As it can be observed in table thirteen in particular, D second grade of high School is remarkable for having a great number of words recognized more than the times established in the video. The table exposes eleven words from a total of seventeen this is more than the half of the entire table. Contemplating all the words, those mentioned by the broadcaster one time are the ones which appear more times in this table. Nevertheless, the number of students per word is low. On the contrary, the word "Monday" which is reproduced three times during the first video is heard four times by student number three, eight, eleven, twenty one, and twenty three. Then in the second highest position is the word "Clouds" mentioned two times, but heard three even five times in one case. The students that represent this group are one more time three, eight, and twenty three.

| Word | Repetitions in video | Number of Students who failed | Actual N° of recognitions per student |
|---|---|---|---|
| Sunday | 2 | 5 – 8 – 9 –11 – 13 - 14 | 3 |
| Monday | 1 | 10 - 20 – 21 – 24 - 29 | 2 |
| Storm/Storms | 3 | 5 – 8 | 4 |
| Friday | 1 | 15 – 16 | 2 |
| Morning | 1 | 5 – 8 – 11 – 14 – 18 | 2 |
| Warm | 1 | 17- 18 - 19 - 20- 21 | 3 and 2 |
| Dry | 1 | 25 | 2 |
| 4 | 1 | 22 – 25 | 2 |
| 8 | 1 | 17 – 23 | 2 |

**Table 14:** *Students who exceeded the number of words repeated in video two. D second Grade of High School*

Table number fourteen also represents a great quantity of students who had problems in the accurate recognition of words. Here as in the other tables it is observed that the words mentioned one time are the most repeated from the entire chart. Another characteristic that can be observed is that per word there is a big quantity of students as well. One example is the case of the word "Sunday" with six students who heard it three times instead of two. Then follow the words "Monday", "Morning", and "Warm" with a total of five students who recognized them more than the times established. The last word mentioned (Warm) even though it was mentioned one time officially, it was heard two even three times.

When an assessment of this kind is executed, a wide variety of answers can be expected, maybe in some cases the objectives are achieved and in other cases the results are below the expectations. In this case it can be said that the range of answers produced by this evaluation reached the predicted conclusions thought that would happen. Even though the objective was centered on the capability of aural recognition because of the exposure of spoken English in class, that is if students would be able to recognize the words every time they are mentioned, other answers were generated.

A complete a totally different subject was produced because of the confusion that some students presented at the moment to hear the words. This reality was shown in the last

tables analyzed, and due to this situation it can be said that the low of exposition of English in class produces not only a lack of recognition or understanding but also confusion to understand a specific message or to identify basic vocabulary. It is for this reason that the constant instruction of this language, as it was exposed previously is fundamental for a strong formation. What was seen in these graphs also is giving answers of a poor use of aids to reinforce this language specifically talking, the implementation of audio-visual support the one can improve the aural practice of the students, through the state of consciousness disposed to decrypt the information received and give it a coherent meaning.

According to this point of view is that audio-visual support and the role of consciousness in aural recognition were subthemes that arose to be discussed in this research, due to their importance in the exposure of English and how they can help students to improve their performance if they are well executed.

**4.      Subthemes**

**4.1.      Consciousness and its role in aural comprehension**

Similarly to the items mentioned along this research, there is a topic that plays a fundamental role in the comprehension of a language. This item is called consciousness. According to Oxford Dictionary (2010), consciousness is "the state of being able to use your senses and mental powers to understand what is happening". That means to have to disposition all the attention required to achieve a task, no matter the kind of activity that is going to be developed. When students acquire or learn a foreign language, one of the first and fundamental content is the acquisition of vocabulary, which is the base to understand a foreign language. Once this content has been taught students have to proceed to put in practice the content learnt and the question that is always present is related to the procedure in other words, how to execute a task. How teachers can corroborate that students are assimilating the content? For this question, the answer that all educators think about is methodology. Methodology is the fundamental tool that will help learners to demonstrate a positive performance and a meaningful understanding. Teachers make students write, read, speak, and listen, in other words they try to combine the four skills inside the class in order to create understanding. Nevertheless the moments to develop this learning process is neither enough to assimilate the methods nor efficient to maintain a constant practice of the subject. In this context, consciousness plays a fundamental role which is in charge to maintain students focused on how the content is being developed, and how it can be applied it in a real context. Taking as an example the experience lived during the experiment to develop this research.

Schmidt (1990) exposed about the important of consciousness saying that this issue involved another processes useful to reach a higher comprehension, such as, attention and short term memory. Being in this way "a necessary condition for one step in the language learning process, and is facilitative for other aspects of learning" (p. 131).

For this reason to learn a foreign language requires from a constant practice, otherwise the person will never be able to internalize the words acquired. Said in other words, consciousness is to be aware all the time of what is happening around our environment, it applies a constant training of our senses. When this training is not practiced constantly, different kinds of problems are produced. The concrete example can be appreciated along the production of this evaluation made to the three secondary school students, in which most of them were not able to recognize words that they learnt during primary school however, it was clear that to achieve a meaningful learning and a right acquirement of vocabulary is necessary to continue to put in practice basic content even during later years. This is one of the situations that make some teachers having a wrong concept regarding the majority of the students that pass through school. To put it in simple words, they may think that they do not study or they have bad marks because they have no motivation in life but, the truth is that there is always a factor that causes negative answers. English teachers have an optimal management of this foreign tongue, due to the constant practice they had at university or for personal interest, or even for the opportunity of traveling abroad, giving them the responsibility to being aware in any moment of the language and due to this opportunity to improve their skills especially the one it's being studied In this research. Nevertheless, most of them do not how to adequate all their knowledge to the level and needs of every student. Most of the students have not even the

technological tools to hear how a foreign language does sound (computer or internet for example), or in some cases the social context separates them from this culture, example that can seen between the "problem" students and the outstanding students inside a grade. If the "good" students were asked why do they have high grades in English, they would probably said "because I play a lot of video games in English" or "because I love music bands from U.K or EE.UU", so it can be clearly seen that there is a training outside school, and for this reason they are able to assimilate words that they find in listening comprehensions or activities in class. On the contrary, those students who have low grades have other interests, and do not consider English as part of their lives, this lack of interest makes them have a null contact or practice of this language outside the class. Now, another important factor that is not being taken into consideration from part of the teachers is that as mentors, they need to create methods in order to make students apply consciousness while they listen to the content taught. Abbas y Seyedeh (2011) expose that this definition is composed by three more concepts that are a fundamental complement for its good application. These are attention which is based on the capacity that human being possess to select a stimulus and attend to it, this is controlled by us. It is important to mention that the control of the attention will depend on the characteristics of the person in terms of mental maturation, that is to say that this area has to be developed according the rate of age of the students. Abbas et al. include another concept which is Awareness that is "an individual's subjective experience of a stimulus or cognitive content" (p. 438).

Expressed with other words, it is the act of being receptive to the information that arrives to our brain, and how human being is able to categorize it depending on the importance that the information has for them. For this reason it is important how teachers

can influence in a stimulus according student's interests. Intentionality "refers to desires, beliefs and other propositional attitudes" (Abbas et al. p. 439) That is the purpose which teacher directs the objectives or creates the classes, based on the content that want student to learn or the ability that he or she wants them to develop. And finally, control that is the practice of the content learnt, in other words to put in practice the theory, and have the ability to manage it according what learners want to express in a specific content, making an effort on the development of mental work. As it can be appreciated, to achieve an optimal level consciousness in the development of aural comprehension, it is necessary to change the antiques methods and adapt the second tongue according to the needs and performance of the new generations in order to generate a meaningful understanding of English as a foreign language.

## 4.2. Influence of audio-visual support

If it is talked about the influence of audio-visual support to improve the aural comprehension of students, it can be discovered that this sub-topic has varied edges that influence in great manner the development of a meaningful learning and comprehension. The first factor is related to the economic and social background that represents the students, and the other one is the lack of stimulation related to aural methodologies.

As it was mentioned on the previous topic, the majority of the students who lives in Santiago especially those who belongs to schools like those that were chosen to develop this evaluation belong to districts which main problem is poverty. If it is wondered how this issue can be related to the influence of audio-visual support to generate a better comprehension of the language, is the fact that most of these students do not count with the appropriated tools in their schools to explore English in other scenarios, or to explore the

culture that involves it. The tools in this case are internet, computers, smart phones, even cable television (which offers a variety of programs where English is spoken). What this problem provokes is the low stimulation outside the school and also a break on the progression of the contents learnt. Now this problem is seen inside the school, the instances in which interaction with audio-visual support is developed, is really low, it is true that in some cases teachers make use of tics inside the classroom but, most of the times the instruments selected are power point, or just images showing vocabulary, which is not bad at all, but the aural complement is missing. For this reason most of the students feel confused or frustrated when they face these kinds of activities, where they have to recognize the general idea expressed by the speaker, to answer specific questions or to identify vocabulary. It is a fact that the results in this kind of instruction are reflected gradually. For this reason this method need to be present since the first moment students are exposed to this subject, this include the interaction with their teacher, who needs to express his or her ideas to students using the corresponding foreign language. These tools are fundamental to keep the attention of the learners an also their interest. Being more ambitious, express the possibility of the development of a critical thinking[8]. On the one hand, it was shown that the importance of the development of this method help students to be used to recognize and interact with tools adapted to this time, on the other hand it exist a deeper reason about why audio-visual material is fundamental in the early instruction of the students. Vandergrift and Goh (2012) analyzing the Paivio's dual coding theory affirm that "learning is generated when both, verbal and non-verbal processing reinforce each other. Believing that human cognition can deal simultaneously with language and non-verbal objects, and events" (p.

---

[8] H. Macwan talks about the importance in the use of visual support, and what benefits can generate in the learners by adapting them since early age to the sound of this language. More information available in <http://www.rjelal.com> Research Journal of English Language and Literature (RJELAL) A Peer Reviewed (Refereed) International Journal

220) this explains that human being have the ability to extract pieces of information from both sources (verbal and non-verbal) and put them together in order to create a final product or answer, to then store that information in their working memory with the purpose of use it in specific situation. This method is fundamental if there is not a previous knowledge from the students, especially for beginners. This two authors point out another similar theory, created by Mayer (2001, 2002) which says that the different types of delivery either text, audio or video, are noticed by the person, cognition star working, by taking the most relevant mental pictures, and then transform this piece of information into verbal representations (Vandergrift et al, 2002) .

This is what makes this theory so important and applicable for the optimal reception of content. For this reason also this method was the chosen to create this evaluation instrument, due to the lack of aural comprehension from part of the students. This method is assimilated with daily situations for example when any idea is communicated, emissary is always giving clues with her or his gestures, body language, or even the tone that it is used to talk in specific occasions. As a matter of fact all these characteristics mentioned before form part of codes that make the communication easier to understand (Vandergrift et al, 2002). Therefore, audio-visual support is going to influence the development of an assessment only if the level of the student is advanced or when the material is reproduced in their native language. If students are beginners, this tool is a fundamental support to help them with aural reinforcement. All depends on the context and the previous experience they have had with audio-visual activities.

## 5.    Conclusions

At first sight it looks easy to detect a problem which has been present from a long period of time. Difficulties with listening comprehension is an issue that take part of almost all the schools along the country and even though the problem is getting bigger in number, our establishments are not creating measures to prevent this problematic situation. It could be seen through the development of the experiment and through every result that this issue needs to be fixed, it was demonstrated that not only the development of skills like writing, and speaking are fundamental to form an optimal academic performance in students in fact, this skills have to be produced after students have demonstrated a real understanding. This situation is generated by the fact that many teachers along their professional careers are requested to show concrete results about the subjects taught, but the truth is that it cannot be a complete process if the fundamental tool to manage a foreign language is being forgotten, and this is comprehension. How comprehension can be generated if the methodologies are not taking into consideration the internalization of the content learnt? This means that in many occasions the main activities or the main objectives are the production of the specific content studied so far this can be seen when teachers ask the students to create practical works, like a movie, a commercial, or a tutorial in English. What students do is looking for the information on internet, without being aware if the information that appears in there is well edited or not, and later at the moment expose their work, teachers face the difficult situation of evaluating something completely wrong.

For this reason the results are not showing an improvement or signs of a genuine comprehension, especially in schools which concern is based on showing positive results to

the community, skipping the fundamental steps to generate signs of a good understanding of the subject, and this situations start to escape from control.

Another point to think about why a procedure such as listening reinforcement is vaguely reinforced in class is for the fact that in many cases teachers cannot find the right method to assess this skill, for this reason is given more importance to grammar (considered to be more productive), which is a fundamental issue inside the classroom, but it is necessary to meditate and keeping into consideration that the process of the acquirement of a language does not start by analyzing grammar. As was exposed earlier in this study, language acquisition is a natural process that all human beings face during the first years of life that is why the process at school results a difficult issue for students, for the reason that at school this process is neither fluent nor constant.

As it was exposed before, English as a foreign language is mandatory at the beginning of 5 grade of primary school, but here raises the interrogative about why during this year and not earlier being more specific, at the beginning of their academic life. It can be observed that this is a terrible mistake that influences in a great way the academic development of students.

Now related to language acquisition and mental process like metacognition, during the pre-scholar period children have a major capacity to internalize new information, and also to put it in practice immediately what they have learnt, that is why it is seen in some cases, children with the ability to talk two languages at the same time with any absolute problem. But this process is not only achieved with an early exposure of the content that wants to be taught but also with a constant reinforcement and application of activities created to develop good performs in students. If a change in the method or even in the

curriculum were applied considering the problems that exist nowadays regarding this subject, there would be just minimal problems related to the comprehension of this foreign language, especially in the skill that was studied in this research.

If the results of the students chosen to participate were analyzed and maybe compared to other schools, it would be necessary to ask if all the work and plans to establish English as a foreign language at schools has been a real contribution for the academic formation of students. As it was described at the beginning of this research, the level of aural recognition that students of second grade of high school should not only be limited to the recognition of specific topic area, but also to more complex procedures, like to extract and retain bigger pieces of information from a specific topic, being the recognition of specific topic area an ability they should be able to develop during primary school.

It is known that in many cases the application of new methodologies is mentioned or proposed by researchers nevertheless, before applying them is necessary to consider the characteristics of the students in all the aspects that characterize them. This includes life style or socio-cultural environment to mention some aspects. According to the themes that were born as a product of the results, it is very important and very demanding to start with a change where the problem is located and this point to primary school. It could be corroborated that the level of consciousness applied to the language and the implementation of audio-visual material, are fundamental tools to the optimal development of the language in all the aspects but especially in the skill that was analyzed during all this research, but it is worthless if these methods are applied just a few hours a week even worst if this method is introduced in high school  where students have four years to practice a new language the one

they have never studied before, at least a part of the students and besides their brains are not so malleable as their used to be when they were in first year of primary for example.

It is also necessary to keep into consideration that aural comprehension is not just limited to the realization of a word inside a topic, aural comprehension requires from a hard training, due to the complications that any language have in particular, and this could be seen in the tables with the results of each students. It was demonstrated that the predominant problem was the lack of recognition, but also another point were present in the results of a few group which heard some words more than the established times. This was appreciated in the tables that were exposed in the analysis of the results, being a noticeable case the word 'storm' and 'thunderstorm', in the word 'storm' some of the participants drew an extra line having in total four recognitions of the original three. Even some students in particular appear more than one time along the tables. What it can be considered therefore is that aural recognition is an issue that cannot be treated by random periods of time; to be successful it needs to follow a pattern along the academic life of the students. If this issue was not treated with time and dedication during primary school, it is impossible to find an efficient solution during secondary school. Even though there are four years to treat the problem, it must be considered that during this period students have the obligation to show outstanding results in other subjects as well, especially those grades that are in process to develop standardized test like SIMCE in the case of second grade, or PSU essays in fourth grade reducing the importance that English language has.

To summarize, it was demonstrated that the exposure of English in terms of listening activities, which purpose is the recognition of specific topic area, whatever the teacher consider important to reinforce, is not being taken into consideration as it should be, therefore the lack of aural comprehension even of basic vocabulary is influencing in the most negative way the performance of students of secondary school, specifically students that are facing second grade of high school, performance that would be different if the individuals responsible for  the optimal achievement of the subject in all its areas, contributed with a meaningful change on the development of English as a foreign language.

**6.    References**

Abbas, G., Seyedeh. A. (2011). *Role of consciousness in Second Language Acquisition.* Academy Publisher.b

DOI: 10.4304/tpls.1.5.435-442

British council on Receptive Skills, Available in:

<http://www.teachingenglish.org.uk/article/receptive-skills>

Bur, R. (2003). *Psicología para principiantes* Era Naciente SRL.

Hiral, M. (2015). Using visual aids as authentic material in ESL classrooms. *Research Journal of English Language and Literature (RJELAL)* Vol. 3, Issue. 1

LaScotte, D, (2015). Listening in Context: Incorporating Strategy Instruction in L2. *Mine TESOL journal.*

Ministerio de educación (2011) *Inglés programa de estudio segundo año medio* <http://mineduc.cl>

Ministerio de educación (2013) *Idioma extranjero Inglés, programa de estudio Quinto año básico* <http://mineduc.cl>

Morley, J. (1984). *Listening and language learning in ESL.* Educational resources information center (ERIC)

*Oxford advanced learner's Dictionary* (2010), 8th edition.

Schmidt, R. (1990). *The Role of Consciousness in Second Language Learning.* Oxford University Press.

Vandergrift, L. (1999). *Facilitating second language listening comprehension.* ELT Journal

Vandergrift, L. (2004). *Listening to learn or learn to listen?* Cambridge University press.

DOI: 10.1017/S0267190504000017.

Vandergrift, L., Goh. A. (2012) *Teaching and learning second language listening.* Routledge. Taylor and Francis Group, 234:235, 219-220.

http://fundacionbelen.org/formacion/distraccion-falta-rendimiento/#