



UNIVERSIDAD CATÓLICA
SILVA HENRÍQUEZ

Facultad de Educación

Escuela de Pedagogía en Inglés

SEMINARIO DE TÍTULO

**DUAL-MODAL EXPOSURE ENHANCES RAFAEL SOTOMAYOR SCHOOL 8TH
GRADE STUDENTS' LISTENING COMPREHENSION IN A FINAL MONO-MODAL
TEST**

**Seminario para optar al Grado de Licenciado de Educación y el título de Profesor en
Educación Media en Inglés.**

Seminar Director: Mireya Aguilera Munizaga

Authors: Tamara Ávila López

Carol Ayala Inostroza

Diego Bersano Barrera

Daniela Escobar Conejeros

Carolina Flores Pérez

SANTIAGO DE CHILE

2014

I. Abstract

In the educational Chilean context, particularly in students who study English as a foreign language, it may be identified that one of the receptive skills that takes a long time to develop is Listening, because of the lack of authentic material exposure, such as audios, videos and dialogues, among others, to their students during the English classes.

To demonstrate the efficiency of dual-modal exposure, in this research an 8th grade class of Rafael Sotomayor School in Las Condes was randomly chosen, students were exposed along a four-session of authentic material mono-modal and dual-modal classes, with the purpose of finding out what kind of methodology works better and develop the skill mentioned before.

Finally, the results in this intervention show an unexpected setting according to the objectives propose in this study.

- **Resumen**

En el contexto educacional chileno, particularmente de los estudiantes del idioma extranjero Inglés, se puede identificar que una de las habilidades receptivas que más tiempo toma desarrollar es el Listening, debido a la escasa exposición de material auténtico, tales como audios, videos y diálogos, entre otros, por parte de los profesores a sus estudiantes en las clases de inglés.

Para demostrar la eficacia de la exposición multimodal, en esta investigación se eligió al azar un octavo básico del Liceo Rafael Sotomayor de la comuna de Las Condes, donde los alumnos fueron expuestos durante un periodo de cuatro sesiones a clases mono-modales y duo-modales con material auténtico, con el propósito de probar qué tipo de metodología funciona, desarrolla y mejora la habilidad en cuestión en los estudiantes.

Finalmente, los resultados de esta intervención muestran un escenario inesperado de acuerdo a los objetivos planteados en este estudio.

II. Acknowledgments

We would like to thank all the people who supported us during this hard and beautiful five years process at Universidad Católica Silva Henríquez, mainly our family for their patience, comprehension, support and unconditional love.

Our teachers, who have provided enough knowledge for our optimal development as teachers, especially, our seminar director , Ms Mireya Aguilera, who has been fully available in our period of investigation, and also to express our thankfulness to professors Mariela Carrasco and Marco Castillo, who have assisted us in every opportunity we required it. Furthermore, we want to thank “Liceo Rafael Sotomayor” for opening its doors and allowing us to implement this study inside its classrooms as well as for its disposition to permit us carrying out this project.

We are endlessly grateful.

- **Agradecimientos**

Nos gustaría agradecer a todas aquellas personas que nos han apoyado durante este difícil y hermoso proceso de cinco años en la Universidad Católica Silva Henríquez, principalmente a nuestras familias por su paciencia, comprensión, preocupación y amor incondicional.

Nuestros profesores, quienes nos han brindado los conocimientos suficientes para nuestro óptimo desarrollo como profesores, especialmente, nuestra profesora directora, Miss Mireya Aguilera, quien ha estado disponible en toda oportunidad en nuestro periodo de investigación, también expresar nuestro agradecimiento a los profesores Mariela Carrasco y Marco Castillo, quienes nos han asistido en cada oportunidad que lo requerimos.

Además, queremos dar las gracias al “Liceo Rafael Sotomayor” por abrir sus puertas y permitirnos implementar este estudio dentro de sus aulas como también por su disposición para permitirnos llevar a cabo este proyecto.

Estamos eternamente agradecidos.

Table of Contents

I. Abstract	3
• Resumen	4
II. Acknowledgments.....	5
• Agradecimientos	6
III. Introduction	12
Chapter 1.....	14
THE STUDY	14
1.1 Statement of the problem	15
1.2 Research Question	16
1.3 Justification	16
1.4 Objectives.....	17
1.4.1 General Objective	17
- To prove dual-modal exposure enhances students' listening comprehension in a mono-modal final test.....	17
1.4.2 Specific Objectives	17
1.5 Hypotheses	18
1.6 Variables.....	18
Chapter 2.....	19
THEORETICAL FRAMEWORK	19
2.1 The Input Hypothesis	20
2.1.1 The Comprehensible Output Hypothesis (CO).....	22
2.2 Listening Process.....	23
2.3 Theory of Multimedia Learning	28
2.3.1 Multimedia.....	29
2.3.2 Multimedia Learning.....	30

2.3.3 A Cognitive Theory of Multimedia Learning	40
2.4 Working Memory in Dual-modality	45
2.5 ICT use in English classes.....	46
2.6 Learning Styles	49
2.6.1 Visual	49
2.6.2 Auditory	50
2.6.3 Kinaesthetic.....	50
2.7 Authentic Material	51
2.7.1 Authentic Material and Unauthentic Material	52
2.7.2 Advantages about the use of Authentic Materials	53
2.7.3 Disadvantages about the use of Authentic Material	54
2.8 Developing Listening skills in a foreign language class.	57
Chapter 3.....	65
METHODOLOGICAL FRAMEWORK	65
3.1 Methodology.....	66
Chapter 4.....	73
Data Analysis.....	73
4.1 Graphs	74
4.1.1 Mono-modal diagnostic and final-tests Control group results.....	74
4.1.2. Mono-modal diagnostic and final-tests Experimental group results	76
4.1.3 Mono-modal diagnostic test results	78
4.1.4 Mono-modal final test results.....	79
4.1.5 Control and Experimental groups Mono-modal diagnostic test mean	81
4.1.6 Control and Experimental group Mono-modal final test mean	82
4.2 Tables	82
4.2.1 Mono-modal diagnostic and final-tests Control group results.....	83

4.2.2 Mono-modal diagnostic and final-tests Experimental group results	84
4.2.3 Mono-modal diagnostic test results	85
4.2.4 Mono-modal final test results.....	86
Chapter 5.....	87
CONCLUSIONS, DISCUSSIONS AND SUGGESTIONS	87
5.1 Conclusions	88
5.2 Discussions	89
5.3 Suggestions	92
Chapter 6.....	94
REFERENCES	94
6.1 Bibliography	95
6.2 Linkography.....	98
Chapter 7.....	100
APPENDIX	100
7.1 Appendix 1: Diagnostic Mono-modal Test.....	101
7.2 Appendix 2: Lesson Plan Mono-modal Session 1.....	103
7.3 Appendix 3: Mono-modal Activity Session 1	105
7.4 Appendix 4: Lesson Plan Dual-modal Session 1.....	108
7.5 Appendix 5: Dual-modal Activity Session 1.....	110
7.6 Appendix 6: Blindness script	113
7.7 Appendix 7: Lesson Plan Mono-modal Session 2.....	114
7.8 Appendix 8: Mono-modal Activity Session 2	116
7.9 Appendix 9: Lesson Plan Dual-modal Session 2.....	118
7.10 Appendix 10: Dual-modal Activity Session 2.....	120
7.11 Appendix 11: Aging script	122
7.12 Appendix 12: Lesson Plan Mono-modal Session 3	123

7.13 Appendix 13: Mono-modal Activity Session 3	125
7.14 Appendix 14: Lesson Plan Dual-modal Session 3.....	128
7.15 Appendix 15: Dual-modal Activity Session 3.....	130
7.16 Appendix 16: When you change your clock, test your smoke alarm script.....	132
7.17 Appendix 17: Lesson Plan Mono-modal Session 4	133
7.18 Appendix 18: Mono-modal Activity Session 4	135
7.19 Appendix 19: Lesson Plan Dual-modal Session 4.....	138
7.20 Appendix 20: Dual-modal Activity Session 4.....	140
7.21 Appendix 21: Wateraid Advert 'Genet' script.....	143
7.22 Appendix 22: Final Mono-modal Test.....	144
7.23 Appendix 23: Table of results	147
7.24 Appendix 24: Table of attendance	150

Tables

Table n. 1 A comparison between authentic and unauthentic material	52
Table n. 2 A comparison between a recording of natural conversation among native speakers and a recording made for English language learners.(Tricia Hedge, 2000, p. 240). 55	
Table n. 3 Mono-modal Diagnostic test items	68
Table n. 4 Description of session 1	69
Table n. 5 Description of session 2	69
Table n. 6 Description of session 3	70
Table n. 7 Description of session 4	71
Table n. 8 Mono- modal final test items.....	71
Table n. 9 Mono-modal diagnostic and final tests Control group mode, mean and median. 75	
Table n. 10 Experimental group mono-modal results, mode, mean and median.....	77
Table n. 11 Mono-modal diagnostic test results, mode, mean and median	79

Table n. 12 Mono-modal final test results, mode, mean and median	80
Table n. 13 Mono-modal diagnostic and final tests Control group results	83
Table n. 14 Mono-modal diagnostic and final tests Experimental group results	84
Table n. 15 Mono-modal diagnostic test results	85
Table n. 16 Mono-modal final test results.....	86

Graphs

Graph n. 4.1.1 Mono-modal diagnostic and final tests Experimental group results.....	76
Graph n. 4.1.2 Mono-modal diagnostic test results	78
Graph n. 4.1.3 Control and Experimental groups Mono-modal diagnostic test mean.....	81
Graph n. 4.1.4 Control and Experimental groups Mono-modal final test mean	82

Figures

Figure 1 How senses work while receiving input (Mayer, 2006)	41
Figure 2 Auditorial/ Verbal Channel Highlighted. Mayer (2001)	43
Figure 3 Visual/Pictorial Channel Highlighted. Mayer (2001).....	43

III. Introduction

Through the years, teacher trainees have found many listening comprehension problems in students when they have observed an English class. Although the literature recommends a substantial amount of English language exposure, this does not actually happen, even though this may be of real benefit for students to comprehend the foreign language. For this reason, the following study will discuss the premise that dual modal exposure enhances students' listening comprehension.

Four interventions have been prepared to improve students' listening skills, mainly their comprehension ability, using authentic materials – that material that has not been originally created for teaching purposes, but that is somehow adapted for such matter - to approach their effective cognitive capacity in their daily life.

In the first chapter, a presentation of the research study is stated in detail, it enquires the statement of the problem, its research question, then the justification of the problem, objectives (specific and general) and hypotheses. Following, in the second one, the theoretical framework is presented, where several theories back up this investigation. Then, the third chapter shows the

methodology of this research, in which the lesson plans for each session of intervention (mono-modal and dual-modal) are explained step by step. Subsequently, chapter four broaches data analysis results. In the last chapter, all the discussions and conclusions are displayed. Finally, the section called Annexes collects all the information that was not included in the main core of the thesis, but which was considered of much importance for the reader to have them handy when supporting the results and conclusions, as indicated appropriately in the forthcoming chapters.

Chapter 1

THE STUDY

As a starting point, the statement of the research problem will provide the reader with the necessary information that the researchers have centred the present study around. This is stated in the point below.

1.1 Statement of the problem

As teacher trainees, our teaching practice period has enlightened us on many topics; one of them being the low level our school students present when facing a listening comprehension activity. It is known for students of the English teaching program at Universidad Católica Silva Henríquez that listening comprehension in school students is a challenging task. Trying to improve that skill, in particular, has become a hard work for teachers since students seem to stop paying attention when exposed to the foreign language in the classroom.

According to the Ministerio de Educación (MINEDUC) in its current Educational Reform, teachers ought to lecture in schools using a substantial amount of English input, i.e. they must use over 80% of English in their lessons, making use of it in their speech and resources. Nevertheless, this is not observed in the majority of elementary and secondary educational institutions; due to student's low level of English comprehension, teachers

must resort to conducting their classes in the mother tongue. As a consequence, students have a low target language exposure; and as if that was not enough, this low exposure is presented to students through unauthentic material.

1.2 Research Question

Could dual-modal learning methodology enhance listening comprehension in 8th grade students from Rafael Sotomayor School?

1.3 Justification

In the Chilean context, it is known that it is rather hard to acquire a foreign language when students are surrounded most of the time by their mother tongue (in this case Spanish), making possibilities of the use of English Language limited.

This investigation emerges from our experience as teacher trainees, in which we have witnessed students' low development of their listening skills. As future teachers, we think it is relevant to help students enhance these receptive skills, since this will facilitate a better understanding and

management of the target language; therefore, the importance of carrying out this research is to notice the effect of the use of authentic material in a dual-modal activity.

1.4 Objectives

In order to investigate the role of the use of dual-modal input in the EFL classroom of a given school, the general and specific objectives below, together with the corresponding hypotheses have been designed as guidelines of the present research.

1.4.1 General Objective

- To prove dual-modal exposure enhances students' listening comprehension in a mono-modal final test.

1.4.2 Specific Objectives

- To adapt authentic material for the intervention period during this research.
- To find out which of the two exposures, dual-modal or mono-modal, works better in this particular setting.

1.5 Hypotheses

Working Hypothesis: The exposure of students to authentic dual-modal input helps them enhance their listening comprehension in a mono-modal final test.

Null Hypothesis: The exposure of students to authentic dual modal input does not help them enhance their listening comprehension in a mono-modal final test.

1.6 Variables

The dual-modal activity is an independent variable because it is not affected by any external factor, since it works by itself. On the other hand, the students' listening comprehension is a dependent variable, because there are certain influences that affect it. For instance, if it is applied in a dual-modal activity, this may cause a positive effect in students' listening comprehension.

- Independent variable: Dual-modal activity
- Dependent variable: students' listening comprehension
- Controlled variable: 4 sessions of 45 minutes each

Chapter 2

THEORETICAL FRAMEWORK

This chapter is focused on the theories that this research is based on. Starting with the Input and Output Hypotheses, then going through some theories such as Listening Process, Multimedia Learning Theory and finishing with possible problems that students may have when they are developing their listening skills in a foreign language class.

2.1 The Input Hypothesis

According to Stephen D Krashen (2003), the input hypothesis is the process by which people learn according to what they understand in a message, which is the meaning delivered by the message, not its form or structure because this is a little beyond from where the learner is. This matter is learned by using context, knowledge of the world or extra linguistic information, such as body movements for example. In addition, the input hypothesis says "we acquire by going for meaning first, and as a result, we acquire structure" (Krashen, 2003 p.21). On the other hand, Hatch (1978) has pointed out "our assumption has been that we first learn structures, and then practice using them in communication, and this is how fluency develops". (in Krashen (1978, p.21)

Another part of input hypothesis states that the input must contain $i+1$, in where the I means the knowledge or competence that learners already have,

and the $i+1$ means their knowledge acquired plus a little more of difficulty, therefore, if the acquirer understands the comprehensible input given, $i + 1$ is automatically provided. In this case comprehension is a main condition for language acquisition, but not enough. One disadvantage from this is that it is possible that the input does not contain $i+1$, "that is not contain structures that are a little beyond" (Krashen, 2003, p.66) As Krashen (2003) says, in many cases we do not utilize syntax in understanding, so we can often get the message with a combination of vocabulary, or lexical information, plus extralinguistic information. And finally, the "affective filter" may be "up", which can result in the acquirer understanding input, even input with $i + 1$, but not utilizing it for further acquisition.

Now, in the context of spoken language, Krashen states that speaking fluency cannot be taught directly, because it emerges on its own, by providing the necessary comprehensible input.

Krashen also claims the input hypothesis predicts that caretaker speech will be very useful for the child. Indeed, caretakers talk simpler in order to be understood by the children, and it aims to be comprehensible. "in spite of caretaker speech is not appropriate to the level of each child, but tends to get more complex as the child progresses" (Cross in Krashen, 1977, p. 22). The "here and now" feature provides extra-linguistic support (context) that helps

the child to understand the utterances containing $i + 1$. As MacNamara in Krashen (1972) states, the child does not acquire grammar first and then use it in understanding. The child understands first, and this helps him acquire language.

The input hypothesis is also consistent with other hypotheses, such as the silent period, in which it is considered that “the child is building up competence in the second language via listening, by understanding the language around him. In accordance with the input hypothesis, speaking ability emerges on its own after enough competence has been developed by listening and understanding.” (Krashen, 2003 p.24)

2.1.1 The Comprehensible Output Hypothesis (CO)

This hypothesis states that the learners acquire language when they attempt to transmit a message, mainly because they fail and have to try again. Eventually, learners arrive at the correct form of their utterance if their conversational partner understands the idea provided. The originator of the CO hypothesis, Merrill Swain (1985), does not claim that CO is responsible for all or even most of our language competence. Rather, the claim is that “sometimes, under some conditions, output facilitates second language

learning in ways that are different from, or enhance, those of input” (Swain and Lapkin, 1995, p 371).

Therefore comprehensible input is the main concept in language acquisition, but is not the only concept required in this process, because it is also needed that the learner must be opened for this input.

2.2 Listening Process

First of all, it is necessary to understand what the listening process consists of, according to Wolvin (2012) Listening is one of the most relevant communication skills in every setting of the human beings, like personal, academic or professional. Also, this language skill is recognized as the first one acquired from the moment the fetus is in the mother’s womb, since then, its development plays a central role in one’s language acquisition.

In concordance with Dr. John A. Kline (1996) Listening is a complex process and sometimes is ignored for two main reasons. On the one hand, people tend to give more importance to the productive part, speaking and writing, due to they are highly visible and easier to assess than listening and reading, the receptive skills and on the other hand, most of humans are not willing to

improve their listening skill, mostly because they do not understand the whole process.

It is indispensable to make the difference between hearing and listening. On one side “the first one involves the perception of sound waves by the eardrums, which means not all stimuli that have been registered are also fully processed” (Anderson (2004) and Ashcraft (2006) cited by Imhof in Wolvin, 2010, p.99) just a fraction of what the incoming is, will be attended and transferred to the working memory, to be consciously processed, and it is here when the listening process appears, because this “ is initiated as an act of intentional allocation of attention to a series of acoustic events which has an intelligible structure, such as speech or music” (Imhof in Wolvin, 2010, p.99).

For better understanding of this process, Imhof in Wolvin (2010) claims the acoustic modality needs to be mentioned, since it helps humans to monitor the world that surrounds them, even when they are slept, they are opened to receive sounds waves and it is a matter of one item or sound that will attract the subject’s attention to listen

In contrast to this, the initiation of listening appears and it is the “conscious choice about to whom, what and when a person wants to listen” (Baker (2000) cited by Imhof in Wolvin, 2010, p.100) this decision of paying attention determines transition from hearing to listening.

The next step in this process is to discriminate the different psychological and cognitive steps of listening; Imhof (in Wolvin, 2010) separates these steps in three: “Select information”, “Organize information” and “Integrate information”.

When the *selection process* begins; people need to solve the problem of selecting acoustic information from the environment, which is called Segregation of acoustic information. Then, the Distinction between language and non-language acoustic stimuli is found. In this step, the human brain starts analyzing physical aspects of any acoustic input, to know whether it is language or any other kind of sounds.

The third step in this important mental process is Phonetic processing; here the listener uses his knowledge about the phonology of language to categorize the sounds and performance, to make them understandable.

Finally at the end of the Select information step, the Cross modal processing occurs, where the cognitive system of the listener takes into account the information received from other modalities, for example, vision and touch.

Then another major step appears and this is *Organize information*, here the listeners must identify the pieces of information they hear, and give them a representation of a text. The first step is called Word Recognition, in which the subject, after identifying linguistic input, needs to structure the information into meaningful units, i.e. organizes them into words that convey meaning. Then Structure and content of the mental lexicon takes place; “the listener accesses the mental lexicon right away in order to assign meaning to the percepts” (Imhof in Wolvin, 2010, p.104), in this step, the listeners make the connection between their previous knowledge and with the new information acquired. Later, Sentence processing begins, “the listener must define a surface structure of an utterance in term of who or what is the action performed on what or whom, where, when, how?” (Imhof in Wolvin, 2010, p. 105). Here they organize the units of information into sentences and give meaning and a structure of what is happening in the real world. A third step can be found in this second major process and it is the role of working memory in listening; they seldom process singular events or individual sentences, that is why they appeal to their working memory, due to its important role for text comprehension in reading. Finally the text

representation is on, here the listeners join the sentences into a text form and use it for further analysis.

The third major step is *Integrate information*, according to van Oostendrop and Bonebakker, (1999 cited by Imhof in Wolvin (2010) the situational model is constructed and it is here when a possible answer can be possibly observed. In this situational model a representation of what the text is about is created

This step begins with Interferences, the listeners use this to supplement the information that is absent or misunderstood connecting it with the one that they already stored. Secondly, brain starts the Neural Correlations, which is basically the neural connection that allows the subject to comprehend situations from the real world.

To finalize this process Monitoring Structure Building appears, it states “Language comprehension can be conceptualized as a structure building process which combines the incoming information (or what was made of it) and information that had been retrieved from long-term memory” (Imhof, 2010, p. 109), people begin organizing the input received and from there they

proceed to construct the mental models to figure out what to do with that information.

The importance of this theory in our study is to comprehend as learners acquire a foreign language through the development of the skill of Listening and how teachers intervene in the acquisition of this.

And also, it is important to mention Output hypothesis because it is related directly with our hypothesis, this theory shows us that the delivered message was received satisfactorily for the learners.

Understanding the difference between what listening and hearing is, the following theory explains the main points of multimedia learning, in order to comprehend one of the purposes of this investigation.

2.3 Theory of Multimedia Learning

According to Siddiqui M H (2012), Multimedia learning is the incorporation of the different elements of media (audio, video, graphics, texts, animations among others) .Referring only to the concept of learning, which is very common among authors, Lukesch (1998) defines the concept learning as a relatively sustainable change of a learner's behavior or potential for a behavior related to a certain situation, which is created by repeated experiences of them in particular situations, i.e. learning is how the information is received by using multimedia.

2.3.1 Multimedia

Multimedia may be defined in multiple ways. Multimedia is the “combined use of several media, such as movies, slides, music and lighting, especially for the purpose of education or entertainment” (Brooks 1997, p.17), on the other hand, Multimedia comprises a computer program that includes “text along with at least one of the following: audio or sophisticated sound, music, video, photographs, 3-D graphics, animation, or high-resolution graphics” (Maddux, Johnson & Willis 2001, p.253).

Richard E. Mayer (2006), the most prominent author on this topic proposes two definitions. First, some people consider Multimedia the simple fact of a person sitting in front of a computer receiving the information through an on-screen text graphics or animation and sounds coming from a computer’s speakers; in contrast, for some other people, multimedia is a presentation where a group of people seated in a room watch images or PowerPoint presentation along with music or other sounds of the speakers, i.e. multimedia is a text-book lesson consisting of printed text and illustrations.

Therefore, Richard E. Mayer (2006) defines multimedia “as the presentation of material using both words and pictures. By words, it means that the

material is presented in *verbal form*, such as using printed or spoken text. By pictures, it means that the material is presented in *pictorial form*, such as using static graphics, including illustrations, graphs, photos or maps, or using dynamic graphics, including animation or video”.

All these definitions have something in common, they all involve the incorporation of more than one channel into some information or communication, the most common of this integration of multimedia is the resource of texts, sounds, graphics, animation, on-screen computer and videos.

2.3.2 Multimedia Learning

First of all, it is necessary to understand what Multimedia Learning is. Basically, it is learning from words and sounds, but Richard E. Mayer (2006) said that multimedia learning is more accurately called dual-code or dual-channel learning, the author also mentions three different forms or ways of multimedia learning, these are: *Multimedia learning* – learning from words and pictures, that means the communication is intended to foster learning; for hundreds of years, the major format for presenting instructional messages has been words, also texts, books; but, nowadays presentation (words and pictures) have dominated the way we convey explanations to another one,

and verbal learning has dominated education, the purpose of Multimedia learning is based on the idea of how the human mind works, also *Multimedia message or Multimedia presentation* – presentation involving words and pictures, it takes the advantages of the capacity humans have for processing information using the two channels (words and pictures), so when learners are mentally able to integrate visual and verbal representations, it means they are apt to build meaningful connection between visual and verbal representations, in other words, learners are capable to create a deeper understanding than from words or pictures alone. On the other hand, the author mentions *Multimedia instructional message or multimedia instructional presentation (or multimedia instruction)*. This is communication using words and pictures intended to promote learning, additionally this is composed in three parts, like how learners receive the information. First, the message reflects the idea that multimedia instructional message are communicative or presented involving a teacher and learner, then the instructional notices of the purpose of multimedia considering to promote learning, the last component is multimedia instructional message which is presented using both, words and pictures.

This author also defines four different components of a lesson, the first one is *lesson*, a representation that intends to foster learning; second is *words*, short passages or narration that teacher adapts from encyclopedias or textbooks;

then, *pictures* referring to all the animations, photos, graphics, illustrations and the last one, *learn better*, refers to the improvement in retention and understanding the information of the material presented, i.e. multimedia presentation results better if the information is received with single-medium presentation.

Another important point that the author mentions is the difference between Multimedia Effects and Media Effects. Referring to the first one, it concerns learners learn more deeply when the information is presented by two different resorts (words and pictures); on the other hand, the second one concerns that learners learn more deeply when the information is presented by one resort (computer based, animation or narration), on the other side Clark mentions:

“These results seem to support those who argue that the instructional medium can have a unique effect on learning. Yet those who hold the opposing view – that media do not affect learning – can replay by saying that it is not possible to separate the effect of the medium from the effect of the instructional method”. Clark (1994)

In simple words, it is not important what the medium teachers use in the lesson (multimedia or media), the instructional method is more relevant; nevertheless, Mayer (2006) states the use of computer based presentation

allows the learners to repeat the material, but with the text-books they have a certain time to work with texts and illustrations.

On the other hand, the author mentions the effect that multimedia presents and explains with words and pictures, it is a better learning. In this term, learners are able to integrate pictorial and verbal presentation in the same message, in other words, multimedia effects demonstrates that learners' learning can be enhanced when pictures are added to words. In contrast, Schnotz, Bannert and Seufert (in Mayer 2006), mention some situations where some learners reduce their attention and only focus their attention to the text when pictures are added.

In addition to that, Richard E. Mayer states that the media effects are based on an information delivery view of learning, in which the information is carried from teacher to learner; in contrast, the author mentions that multimedia learning has several key ideas in cognitive process, including dual channel and the construction in which learners active their own mental build representation using their experiences.

Richard E. Mayer (2006) proposes two principles of Multimedia Learning, the first one is: *Modality does not matter: The Case for Expressing Words as On-Screen text or Narration*, it assumes modality does not matter, so words can

be presented as on-screen text or as narration, the claim that modality does not matter come from the *information- delivery theory*, the main objective of this theory is that learners need to receive verbal and visual information (i.e. words and pictures), but the modality of the words do not matter, because they have the same information value in the printed text.

“Therefore the information-delivery theory predicts than learners who receive a multimedia lesson with words presented as on-screen text will perform the same on retention and transfer test as learners who receive the identical lesson with words presented as narration”.

(Mayer, 2006, p 137)

Moreover, the author proposes a second case and this is: *Modality Matters: The Case for Expressing words as Narration rather than as On-screen Text*, in this case, the conception is when content is presented by the instructor and received by learners. The main modality of this conception is to present information to learners, but here the author mentions a conflict with how understanding the human mind works. In this conflict it is necessary to mention how people received the information using their dual channel. The auditory/verbal channel is in which learners receive the information as words, and the visual/pictorial channel is when the words are presented as pictures. These two channels have a limited capacity of processing information that is why learners cannot use those two channels simultaneously.

Richard E. Mayer (2006) proposes seven Principles of Multimedia Design, how a lesson should be structured and know how people learn from words and pictures.

1. *Multimedia Principle*: Students learn better from words and pictures than from words alone.
 2. *Spatial Contiguity Principle*: Students learn better when corresponding words and pictures are presented near rather than far from each other on the page or screen.
 3. *Temporal Contiguity Principle*: Students learn better when corresponding words and pictures are presented simultaneously rather than successively.
 4. *Coherence Principle*: Students learn better when extraneous words, pictures and sounds are excluded rather than included.
 5. *Modality Principle*: Students learn better from animation and narration than from animation and on-screen text.
 6. *Redundancy Principle*: Students learn better from animation and narration from animation, narration and on-screen text.
 7. *Individual Differences Principles*: Design effects are stronger for low-knowledge learners than for high-knowledge learners and for high-spatial learners rather than for low-spatial learners.
- (Richard E. Mayer, 2006, p.184)

Likewise, Richard E. Mayer (2006) raises a query, Does Multimedia work? First multimedia concerns with the presentation of coordinated verbal and visual messages, it is said that multimedia works when two dependent measures work together – transfer and retention- in the first one, transfer is when learners are able to use the material in the presentation to solve new problems, and retention is when they are able to remember the important verbal material in the presentation, so to answer the previous question it can be said that it is better to present multimedia explanation using both, words and pictures, than using words alone. Moreover, Richard E. Mayer states when it is necessary to use Multimedia, he proposes that not all multimedia explanations are effective. In consequence the author proposes five conditions for an effective multimedia presentation:

1. Spatial Contiguity: when corresponding words and pictures are presented near rather than far from each other on the page or screen.
2. Temporal Contiguity: when corresponding words and pictures are presented simultaneously rather than successively in time.
3. Coherence: when extraneous words, sounds and pictures are minimized.

4. Modality: when the words are presented as speech rather than as text in multimedia presentations.
5. Redundancy: when words are presented as speech rather than as speech and text in multimedia presentation. (Richard E. Mayer, 2006, p.189,190,191)

All of these conditions are best achieved if learners are able to control the pace of presentation.

Finally, Richard E. Mayer (2006) states that the Cognitive Theory of Multimedia Learning helps to explain the multimedia effect with the five conditions, the first one is multimedia effect when words and pictures are presented in a simultaneously form, the process of learning and the facilitated explanation using words and pictures is better than using words alone. Second, Spatial Contiguity effect, it is when words and pictures are separated from one to another, so the learners are unlikely to be able to hold the verbal and visual presentation in working memory at the same time; in contrast when words and pictures are presented next to one another on the page, learners are more likely to be able to hold all the presentation in their working memory, if learners have a low-spatial, they require a lot of capacity in their working memory and they do not have it, but if they have enough

mental energy, learners can hold all the images and words, and they are able to coordinate all these representations. Third, Temporal Contiguity effect, when words and pictures are presented from one another in time, learners are able to hold all the verbal and visual representations, in contrast to this, if words and pictures are showed in a simultaneously form they are more able to hold all the representations in their working memory. Fourth, Coherence effect if the material is extraneous and presented to learners; it makes more difficult to hold the words and pictures in their working memory; whereas, if the material is relevant they can hold the representation and make it more meaningful for their learning. Fifth, Modality and Redundancy effects, when words are showed as a text, they must compete for their visual attention with the animation, and they create a *split attention*, this means the connection between text and animation, but if words are showed as a speech, they use their auditory channel and visual channel for processing animation. Therefore, this step and in addition with the other steps the integration of words and pictures are more beneficial for their meaningful learning using multimedia learning.

As a conclusion, high-knowledge of learners make them be able to create their own representation in their minds, for that reason it is not necessary to design a good model of multimedia learning to understand how learners

learn, it is necessary to know how people integrate the words and pictures in their working memory and what the capacity for a meaningful learning is.

2.3.3 A Cognitive Theory of Multimedia Learning

Cognitive Theory of Multimedia Learning is one of the most prominent theories from Richard E. Mayer, it is directly related to Multimedia message, and it is designed based on how human mind works leading with meaningful learning. On the other hand, cognitive theory of multimedia learning acknowledges that humans receive information using both channels, visual/pictorial and auditory/verbal, each channel has its own capacity to process the information, so for active learning to take place it is known that all the set of cognitive processes are carried out coordinated during the process of learning; in other words, the cognitive theory is how learners construct knowledge from words and pictures.

The Cognitive theory of Multimedia Learning has some steps for creating meaningful learning and how learners must engage with three processes to activate their learning. The first step in this process is *selecting of several material*, this consists of paying attention to relevant words or pictures and the creation of their own connection between those. The second step is *organization*, here learners set up their own connection and select some words to establish coherent verbal and pictorial model. Finally, the third step is *integrating*, it consists of the integration of all the previous knowledge, so learners build connections among pieces of pictorial, i.e. they have the

capacity to create a new image using their own based image and link the different one, even when it allows a simple set of connections in learning.

The central work of multimedia learning takes place in working memory; it is used to temporally hold or manipulate the knowledge when learners read a text or look for a picture and they only concentrate in that one time.

Richard E. Mayer (2006), creates a simple graphic representation of how senses are working while the learners are receiving the information (words and pictures).

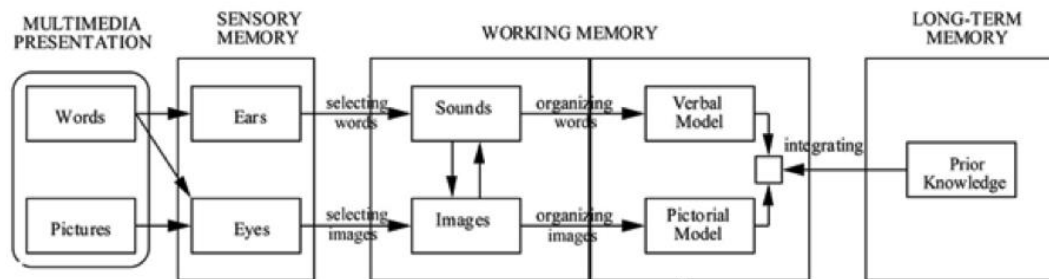


Figure 1 How senses work while receiving input (Mayer, 2006)

The Cognitive theory of Multimedia Learning is based on the dual channel assumption; this means the capacity and the active learning assumption. The dual channel assumption propounds human process in two separate systems, first visual/pictorial and auditory/verbal, these systems work

independent from each other, but may interact when learners have received the information using the visual/pictorial channel, this process occurs with pictures and spoken words. It means that auditory/verbal and visual/pictorial channel labor with working memory. In contrast Sweller (1999) mentions the role of the working memory in learning, he says that working memory is limited to the capacity to process more than two elements, i.e. learners have to retain a large number of information or elements, so they cannot solve the problem, in other words this exceeds the working memory capacity, and also he mentions the important role of working memory in learning, and the occupying working memory in the process.

All the knowledge received by learners through the two channels must be acquired with the purpose of being meaningful to them, otherwise, learning cannot occur.

It is necessary to understand the complexity and the basic ideas of the dual channel assumption.

Dual Channel diagram postulated by Richard E. Mayer (2001)

Auditory/Verbal Channel Highlighted

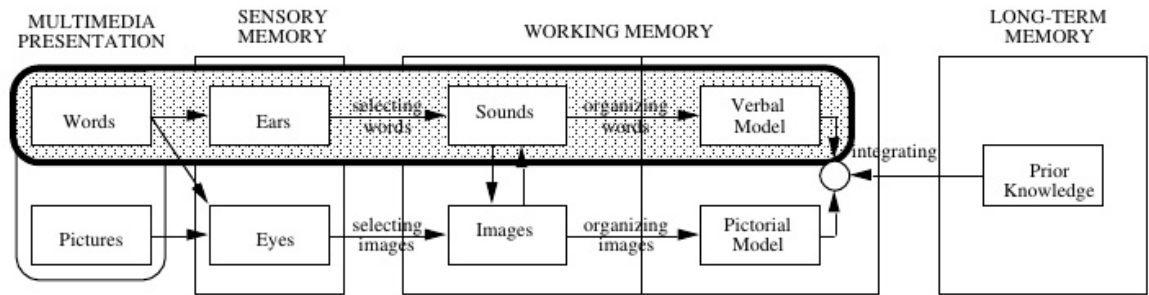


Figure 2 Auditorial/ Verbal Channel Highlighted. Mayer (2001)

Visual/Pictorial Channel Highlighted

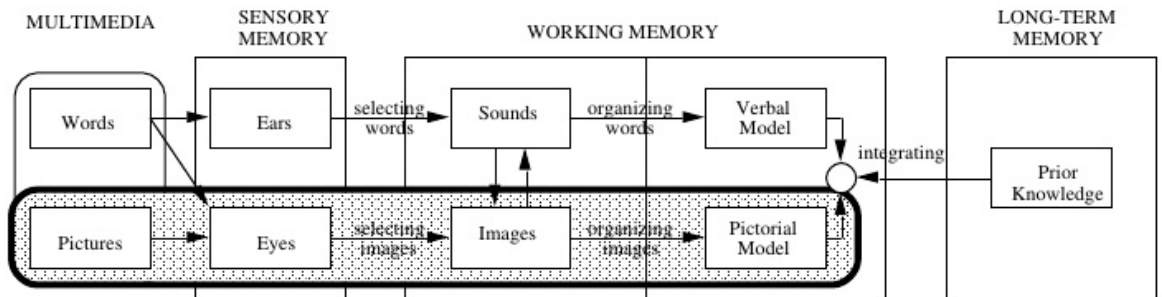


Figure 3 Visual/Pictorial Channel Highlighted. Mayer (2001)

The Dual channel assumption is the process where learners develop the information in two different channels for visual and auditory, in the visual/pictorial channel the information is presented physically to the eyes of the learner with an animation, illustration, video or on-screen text, so it is processed through the visual channel; when the information is exposed to the

ears as a narration or nonverbal sound, it means that the learner is processing it in the auditory channel. On the other hand, learners may also be able to convert the two different representations into the opposite channel, as Richard E. Mayer states: On-screen text may initially be processed in the visual channel because it is presented to the eyes, but an experienced reader may be able to mentally convert images into sounds that are processed through the auditory channel.

Finally, the author mentions the importance of Cognitive Load, Sweller and Chandler (1994) and Sweller (1999) state the difference between intrinsic and extraneous sources of Cognitive Load during learning. According to Sweller *Intrinsic cognitive load* depends on the difficulty of the material, how many material learners receive in a complex way, it means that the intrinsic load is high; whereas, the low intrinsic is when the material is not complicated and when the information is provided in a separately way, on the other hand, *Extraneous cognitive load* depends on the instructional message designed, and the material is organized and presented, when it is poorly, learners must engage in irrelevant or inefficient in their cognitive processing, when information it is well designed, extraneous cognitive load is minimized.

Finally, the importance of all of these theories is to know the advantages of the human capacity in the process of information via two channel reception such as visual (images, words or animations) and auditory (sound, music or

videos), on the other hand, it is important to acknowledge the implications of Cognitive Theory of Multimedia Learning in this theory, it is relevant to mention the efficiency of the activation of learning through words and images for the learners and how they build their own knowledge and how these can be meaningful for them.

2.4 Working Memory in Dual-modality

In general, people remember what they see more than what they hear, but if there is something related to an emotion, the memory enhances even more (Swetmon 1998, p.7). A combination of how people perceive, organize and process information are part of learning styles. Deporter (1992) identifies these differences in learning styles as visual, auditory and kinaesthetic. Deporter (1992) also says people can learn through three modalities, but most of the people really prefer to develop one over the others. That is why in a dual modal method it is important when someone wants to design a material, because when an instruction is design, the working memory limitations, according to Metiri Group (2008) it is where thinking gets done. Therefore, students need something not too difficult to understand, and as much clearer as possible.

In addition, the reason why a dual modal method is also a good technique, it is because some obstacles associated with working memory limits can be

helped using that method. According to Mayer and Anderson in Seyed Yaghoub, Renae Low and John Sweller (1995), they claim animation with narration is more effective when showing the educational material simultaneously.

In modality effects, there are multiple working memory stores that are connected with auditory or visual processing; therefore, an effective size of working memory may be increased using a mix material like auditory and visual mode.

Nowadays, it is significant to keep in mind the importance of the ICT as it is the major source for dual modal exposure; in order for students to achieve meaningful learning of the material taught by teachers every single day in school.

2.5 ICT use in English classes

According to Cancannon, Flynn and Campbell (2005) technological tools can provide opportunities to enhance and support teaching and learning environment of a class, and it may influence on student's learning, as well as motivation, critical thinking, and the autonomy in the students.

Pursuant to the aspect mentioned previously, many countries have integrated the technologies in their methodologies for language teaching and learning, who have to support this innovation is the government of each country to implement technological tools in the curriculum and in this way improving teaching of the teacher, who are responsible for implementing the use of ICT and learning in schools.

As Levin and Wadmany (2008) pointed out, the use of ICT is a complex and slow process, its progress in the classroom will depend on factors as user characteristics (teachers and students), the context of technology and the pedagogical philosophy of educational system of each country.

On the other hand, there are many factors that can affect the use of the computer in the classroom. According to Hew and Brush (2008) three types of knowledge and skills can create major barriers to ICT used by teachers, the lack of specific technology knowledge and skills, technology-supported pedagogical knowledge and skills (Hughes, 2005), and the technology-related-classroom management knowledge and skills (Poynton, 2005). There are evidences in the literature that the development of ICT is influenced by factors such as age, anxiety, attitudes, computer use and access.

During our intervention we could realize the lack of knowledge by students at the moment to send an email with the class' activity, because they did not know how to attach a file, it took us more time than we had in mind, in effect, the progress of use of ICT was slower than we expected.

Lee (2005) claims, that teachers who resort to using ICT in their English classes are mainly aimed at developing and improving aspects such as pronunciation, grammar, vocabulary, listening and speaking, communication skills, reading and writing. Pursuant to Beatty and Nunan (2004) teachers also use technological tools in their classes, innovate and promote collaborative learning of English skills; furthermore, Mahfouz and Ihmeideh (2009) EFL teachers use computer-mediated-communication (CMC) or software as a tool for making authentic and meaningful communication, that is to say technology is part of authentic material which is used by students and influence positively their autonomy.

Moreover, Albirini (2006) expresses English is considered as the dominant language of technology and computers because all information as instructions, messages, internet texts, and so on, are generally in English language, as well as communication and interaction via internet and almost two-third of websites on internet are in English language.

It is very important to explain how students develop their knowledge, so the next lines put emphasis on the learning styles, explaining with details the types of learners, their characteristics, and other aspects referred to this topic.

2.6 Learning Styles

According to Woolfolk A (1996) each student uses his/her own method or strategy to learn, there are certain cognitive, affective, and physiological traits that serve students to perceive the interactions and respond to learning environments, this means that students structure contents using concepts, interpreting the information and solving problems and for that reason they select the meaning by which they have more chances to acquire these skills (visual, auditory, kinaesthetic).

There are three main cognitive learning styles: visual, auditory, and kinaesthetic, which will be referred to below:

2.6.1 Visual

Visual learners are those who learn best when they read or see the information in any way, photocopies or transparencies, in order to follow an

oral explanation, indeed they are those who take notes about what they are learning to read them afterwards.

These students also have facilities to quickly retain a bunch of information; this also helps them to relate ideas and concepts.

2.6.2 Auditory

Auditory learners are those who learn better when they receive oral explanations and also when they are able to convey those ideas to another person; in addition to this, another characteristic of auditory learners is they need to listen to their mental recording step by step in order to memorize the whole information given, this provides them with a great capacity for learning languages.

2.6.3 Kinaesthetic

They are those who process information associating their feelings and body movements. Such students have the disadvantage their learning process is the slowest one in comparison to the other two learning styles.

The kinaesthetic learners are those who need to be in constant motion, once a student has learned through his body, it is very difficult for the information or

knowledge acquired to be forgotten, but this does not mean they are less intelligent, they just learn differently.

It is important to consider how students develop and perceive their knowledge, due to may be one of the reasons about the diversity of results obtained by students during activities in the intervention, because there are different learning styles.

2.7 Authentic Material

There are many definitions of authentic material, in concordance with Oxford Dictionaries (2014) the term authentic is something genuine and not a copy of it; furthermore, Rogers (1988) defined authentic material as an instrument that is appropriate to achieve the objectives, needs and interest of the students, exposing them to a native English language speaker. Upcoming, according to Harmer (2007) authentic material is designed for native speakers and not for people who are learning a foreign language, a similar appreciation has Nunan (1988) because he explains that authentic material is not designed for educational purposes or to teach a language, it is designed for native speaker in a real life communication purposes.

2.7.1 Authentic Material and Unauthentic Material

As mentioned before, the authentic material is not designed for educational purposes, to understand even better, Miller (2003) made a comparison between authentic material and unauthentic material, below a comparison chart between both terms will be presented:

Authentic material	Unauthentic material
It is produced for real life communication purposes	It is specially designed for learning purposes
The language used is real., it may contain informal language and incomplete information	The language used is artificial, it contains appropriate use of language and a complete information
It is useful for improving the communicative aspects of the language learning process	It is useful for teaching grammar.

Table n. 1 A comparison between authentic and unauthentic material

In other words, authentic material includes natural language, without modifications by native speakers, while unauthentic material is a material designed for educational purposes, therefore the language used is adapted or modified to have a better understanding of this and with a formal aspect.

It is considered as authentic material, a musical disc, an article of newspaper, a film, among others. On the other hand, some examples of unauthentic material may include a dictionary, a grammar book, cassettes with dialogs, and so on.

In concordance with Baird (2004), he explains two types of authentic material: spoken styles as TV commercials, debates, interviews, weather forecast, airport and station announcement, radio talks, films and news items; and written styles as recipes, articles, brochures, advertisements, poems, train timetables, application forms, among others.

2.7.2 Advantages about the use of Authentic Materials

Peacock (1997) argues the authentic material has a positive effect in the student's motivation because it is beneficial to overcome the cultural barriers for learning a foreign language, also it provides authentic cultural information in the material and a real exposure of language; moreover, it covers closely the needs of students and gives a more creative approach for teaching.

As a result of the use of authentic material, the learners may have more motivation to continue learning the language, besides at the moment of facing

situations outside the classroom, where the students have to use their knowledge, it will be easier to face English language because they are may be more accustomed to the exposure of language in its natural form, since students work with authentic materials to learn a language.

2.7.3 Disadvantages about the use of Authentic Material

According to Martinez (2002) the use of authentic material may create cultural prejudices, because often this type of material is not contextualized to the students' native culture; furthermore, Harmer (2007) says it is difficult to use authentic material with students with a lower level of English, owing to the fast speech and complexity of the language utilized in this material at the moment to speak, so this makes more difficult to understand the content of this material; a similar idea exposed Richard (2001) who explains the authentic material may contain a complex language, it employs unnecessary vocabulary and complicated structures according to lower levels of learning.

To clarify further the ideas about authentic and unauthentic material, Hedge (2000) made a comparison between a recording of natural conversation among native speakers (authentic material) and a recording made for English language learners (unauthentic material). They came up with the following set of differences:

Spontaneous informal talk	Recordings for English language learners
<ul style="list-style-type: none"> • Variations in speed of delivery, often fast • Natural intonation • The natural features of connected speech, e.g. elision • Variety of accents • Any grammatical structures natural to the topic • Colloquial language • Incomplete utterances • Restructuring in longer, more complex sentences • Speakers interrupt or speak at the same time • Speakers use ellipsis (i.e. miss out parts of sentences) • Background noise present 	<ul style="list-style-type: none"> • Slow pace with little variation • Exaggerated intonation patterns • Carefully articulated pronunciation • Received Pronunciation • Regularly repeated structures • More formal language • Complete utterances • Grammatically correct sentences • Speakers take careful turns • Ellipsis infrequent (i.e. sentences usually complete) • Background noise absent

Table n. 2 A comparison between a recording of natural conversation among native speakers and a recording made for English language learners.(Tricia Hedge, 2000, p. 240)

According to the previous characteristics about a spontaneous informal talk and recordings for English language learners, it is more appropriate to use the last type of material, particularly when the purpose of the listening is for input and text presents grammar, vocabulary and certain phonological features and due to the level of English in students. However, if another aim is to develop the ability to deal with listening outside the classroom, then texts will be needed which present natural language. And this implies familiarizing students with a native speech and variety of pace and accent, developing their vocabulary, developing their awareness of how referring expressions such as pronouns are used, and helping them to use any markers in the discourse which will aid prediction.

The relevance of authentic and unauthentic material in our study is we used both instruments during our sessions, authentic material in dual-modal classes and unauthentic material in mono-modal classes, with the purpose of proving what type of material works better and improve the performance in listening activities in the students of 8th grade and also familiarize them with the foreign language spoken by natives and finally prove our hypothesis in the study.

The next topic to consider in this chapter, it is centred to the development of listening skills in a foreign language classes, broaching the importance among other relevant aspects detailed below

2.8 Developing Listening skills in a foreign language class.

To understand the purpose for listening or to take the main idea of it, “is to get information needed and to do something specific” (Tricia Hedge, 2000, p.253), for this reason listening is not just about to comprehend something, it is also to transfer what people say, to get it, and apply it depending on the context.

According to Yule in Hedge (2000), there are some specific terms to develop listening, the first term is “interactional”, which is to describe the social purpose of communication; on the other hand, “transactional”, which is used to describe the exchanging information in a social group. For example, a meeting of a group of friends is a good example of the interactional term; therefore, if a group of students are talking about a thesis, transactional term is a good example of it. All of these terms are referring to a participatory listening.

Another distinction is made when referring to the non-participatory listening, such as a radio talk or a conference presentation, in which there is not a face

to face conversation. All of this depends on what the purpose for listening is if it is for general content, for enjoyment or professional work.

On the other hand, there are some things that can provide uncertainties for foreign language listeners. First of all, it is the *uncertainties of confidence*. In this case, learners have a propensity to take unrealistic expectations and try to understand each word; also, learners' anxiety can interfere in the listening comprehension, doing this it is harder in the understanding of students, this might be because of the background they have. For instance, the teacher needs to be aware of the pace and length of a listening activity is not too tedious as the concentration required in trying to comprehend something not associated with what they know about the sounds, because this could be tiring for them.

Secondly, *uncertainties deriving from the presentation of speech*, which is about the structure of a paragraph, second language learners need to adapt all the variables, for instance, from informal text to formal text, contracted forms and so on, because learners need to understand and perceive the listening in a slow and understanding form.

The third term is *uncertainties because of gaps in the message*. This is about the interruption in a conversation because of the environment noise. That is why learners are exposed to a listening with gaps, because that would be like a telephone conversation or like a conference. Sometimes there are certain things that are not significant to understand a paragraph, for example: “I like him to some extent because, you know, he’s been very kind to me on occasion, but other people don’t [have a lot of time for him] because he loses patience very quickly” (Hedge, 2000, p.239); therefore, the phrase in brackets is not essential to understand the message. So learners might be accustomed to this “problem” in a speech, and how to do this? Practice in filling in the gaps.

Finally in *uncertainties of content*, learners who are not familiarized with the background will have an important difficulty to interfering and interpreting meaning. The following example shows how important background knowledge is:

“A: She’s having a horse-drawn carriage to take them from the church back to the house.

B: That’s expensive, isn’t it?

A: Yes, and not very sensible in my opinion. What if it rains? A bit stupid for March. The church'll be like an icebox to start with" (Hedge, 2000, p.241)

In this example, it shows the importance of a background, because in order to understand the content. In this case, the language is not the problem but a lack of content may well do so. Therefore, a pre-listening activity is the major factor to present a while listening activity assuming that the example given is a kind of while listening. In other words, pre listening is necessary to activate the knowledge of learners.

Harmer (2008) points out the pronunciation of words in listening is a very important thing to take into account, because "successful communication depends not just on our ability to speak, but also on the effectiveness of the way we listen" (Harmer, 2008, p.133). Therefore, the teacher voice is the main source for students' listening comprehension, and is the teacher who has to be able to decide which types of English will their students be exposed to. According to Harmer (2008) there are several types of English, which are called regional varieties, this means "students need to be exposed to different Englishes, but teachers need to exercise judgment about the number "(Harmer, 2008, p.133)

It is also mentioned that there are two kinds of listening by Harmer. The first one is *Intensive listening*, which operates in order to improve listening skills, it is given in classrooms, and language laboratories. The second one is *Extensive listening*, which is given away from the classroom, DVDs, cds, videos on the internet.

The sources for listening, according to Harmer (2008), are coursebooks, recorded extracts and supplementary material. While the live listening sources are the situations in which the teacher brings visitors into the classroom or role play different characters for students, the interaction made from live listening is a clear advantage.

Likewise, Harmer suggests that students have to be able to recognize paralinguistic clues, in which the intonation can give them clues about the mood and meaning in a listening, they also have to recognize specific information, and general understanding. "Our job is to help them become adept at this kind of multiskilling when listening to English" (Harmer, 2008, p. 135).

It is important in our study take into account the characteristics mentioned before in developing listening skills in foreign language classes theory, because the information we want to transmit in listening activities can be received better by students, and as future teachers we have to consider the aspects that support this theory to carry out effectively the purpose that a listening class has; therefore, students may improve the auditory skill in a easier way.

Listening principles by Harmer are presented below:

Principle 1: Encourage students to listen as often and as much as possible.

The more students listen, the better they get at listening. Therefore, one of our main task is to expose students as much English listening in class as possible, and encourage them to use and listen English as much as they can.

Principle 2: Help students prepare to listen

Students need to be ready for a listening, this means that we have to prepare them by making use of pictures, discussing the topic and so on, in order to they are located in a position to predict what is coming.

Principle 3: Once may not be enough

It is known when teacher plays an audio, students most of the times want to hear it again to pick up the things they missed the first time. The aim for the

first time listening, is to give students an idea of what the speakers sound like and what the general topic is, in order to subsequent listening will be easier for them.

Principle 4: Encourage students to respond to the content of a listening, not just to the language

An important part of listening is to draw out the meaning of what is being said, to find out the intention of the listening and the impression caused in students.

Principle 5: Different listening stages demand different listening tasks

The different things and objectives we want to achieve, we need to apply the properly activities and tasks. That way, the students' general understanding and response can be successful.

Principle 6: Good teachers exploit listening texts to the full

The teacher has to spend time choosing and preparing the listening sequence as much as they can, in order to students invest time and emotional energy in the listening text. Thus, after an initial listening, the teacher can play a track again for various kind of study before using the subject matter, situation or audio script for a new activity.

(Adapted from Harmer, How To Teach English, 2008, p. 135-136)

The principles postulated by Harmer show us how a listening class should be, he mentioned the importance to encourage students to listen to real English as much as possible and in this study, we can observed in our intervention the less interest by students in English classes, but they do not realize that they are most of the time listening English, not just in their classroom, even in their houses, when they watch a English movie or in their cellphones, in any way, there is a lot of English surrounding them.

Having into consideration all these theories that support this research, the next chapter of this study is centered on the methodological framework, which presents the development of each session during the intervention period.

Chapter 3

METHODOLOGICAL FRAMEWORK

In this chapter, the methodology employed is broadly described. In the first place the kind of study, in this research semi-experimental, and the Rafael Sotomayor school background are presented. Then the lesson plans for each session of intervention are described in detail.

3.1 Methodology

This investigation is semi-experimental; basically because two groups are chosen and measured during the intervention period. Firstly, both groups had a diagnostic test that determined which of the two groups would be taken as an experimental group and which would be the control group. After tabulating the results of the diagnostic test, the students were split into two groups (control and experimental) in order to work facing two different teaching methods, the control group was exposed to mono-modal input and the experimental group to dual-modal input, that were applied in four intervention sessions of 45 minutes each.

This research is focused on quantitative data due to the fact that the data is the result of measurements, represented by numbers and must be analysed using statistical methods, which means, we took the results of each test and then we tabulated them; in order to find out the mode, mean and median.

This study was done in 8thA from Rafael Sotomayor School, a semi-private, government-subsidized school located in Las Condes, Santiago of Chile. The class was composed by thirty-three students, with an average of thirteen years old, and its main objective was to determine whether the dual modal exposure enhances students' listening comprehension or not. The study consisted of four sessions as well as two tests, consisting of three items and a total score of thirty points on each exam.

One test was given at the beginning (diagnostic test) and the other one at the end of the process (final test).

Then we analyzed the mono-modal diagnostic test results, and the class was divided into control and experimental groups. The division was made at the 24 point mark; in order to balance the amount of members of each group; therefore, the students who had 24 points or more, constituted the mono-modal class (Control group). On the other side, the students who scored less than 24 points formed the dual-modal class (Experimental group) in order to verify the enhancement of their listening comprehension in a final test.

In the first class, students were given a mono-modal diagnostic test (see appendix 1) to state the level of their listening comprehension at the beginning of the study. And now the following tables show what was done in every class.

Mono modal Diagnostic test
Item I: the objective of this item was to tick the words the students listened to in an audio.
Item II: the objective of this item was matching the people (1-5) to places (a-f) according to what the students listened in an audio.
Item III: the objective of this item was to complete sentences using words in a box according to what the students listened to in an audio.

Table n. 3 Mono-modal Diagnostic test items

The next stage consisted of four sessions of forty five minutes each one, which are described in the following tables:

Mono-modal: session 1 (45 minutes) (See appendix 3)	Dual-modal: session 1 (45 minutes) (See appendix 5)
Pre: new vocabulary, according to an audio about blindness, was presented through images.	Pre: new vocabulary, according to a video about blindness, was presented in a power point.
While: <i>an audio about blindness was presented and students had to complete a worksheet based on this audio.</i>	While: <i>a video about blindness was presented and students had to complete a multimedia activity according to this video.</i>

Post: students had to answer questions about what they thought of disabilities.	Post: students had to answer questions about what they thought of disabilities.
--	--

Table n. 4 Description of session 1

Mono-modal: session 2 (45 minutes) (See appendix 8)	Dual-modal: session 2 (45 minutes) (See appendix 10)
Pre: new vocabulary, according to an audio about aging, was presented through pictures.	Pre: new vocabulary, according to a video about aging, was presented in a power point.
While: <i>an audio about aging was presented and students had to complete a worksheet based on this audio.</i>	While: <i>a video about aging was presented and students had to complete a multimedia activity according to this video.</i>
Post: students had to answer questions about what they thought of aging.	Post: students had to answer questions about what they thought of aging.

Table n. 5 Description of session 2

Mono-modal: session 3 (45 minutes) (See appendix 13)	Dual-modal: session 3 (45 minutes) (See appendix 15)
Pre: new vocabulary, according to an audio about fireworks, was presented through pictures.	Pre: new vocabulary, according to a video about fireworks, was presented in a power point.
While: <i>an audio about fireworks was presented and students had to complete a worksheet based on this audio.</i>	While: <i>a video about fireworks was presented and students had to complete a multimedia activity according to this video.</i>
Post: students had to answer questions about what they thought of fireworks.	Post: students had to answer questions about what they thought of fireworks.

Table n. 6 Description of session 3

Mono-modal: Session 4 (45 minutes) (See appendix 18)	Dual-modal: session 4 (45 minutes) (See appendix 20)
Pre: new vocabulary, according to an audio about water issues, was presented through images.	Pre: new vocabulary, according to a video about water issues, was presented in a power point.

While: <i>an audio about water issues was presented and students had to complete a worksheet based on this audio.</i>	While: <i>a video about water issues was presented and students had to complete a multimedia activity according to this video.</i>
Post: students had to answer questions about what they thought of water issues.	Post: students had to answer questions about what they thought of water issues.

Table n. 7 Description of session 4

Finally, the last stage consisted of the application of a mono-modal final test, to determine if students had actually enhanced their listening comprehension in comparison to the diagnostic test. Then, the results were analyzed.

Mono-modal Final test (See appendix 22)
Item I: the objective of this item was to tick the words the students listened to in an audio.
Item II: the objective of this item was to put the correct number in each gap.
Item III: the objective of this item was to complete a text with the missing words according to an audio.

Table n. 8 Mono- modal final test items.

Multimedia principles were essential for designing the interventions, due to the fact that students had to be exposed to multimedia classes, i.e we prepared the interventions in which students had to make use of the technology as much as possible, showing them multimedia material, in order to facilitate them a better comprehension of the listening, where they had two sources of information, visual and auditory. The main idea for preparing the classes was that students could have the advantage of watching a video, which showed what was the listening about; therefore, they didn't have to imagine what was happening, as the mono- modal class had to do it.

After of this process, the results were tabulated in order to find out mode mean and median, all these results are explained in the next chapter, called data analysis.

Chapter 4

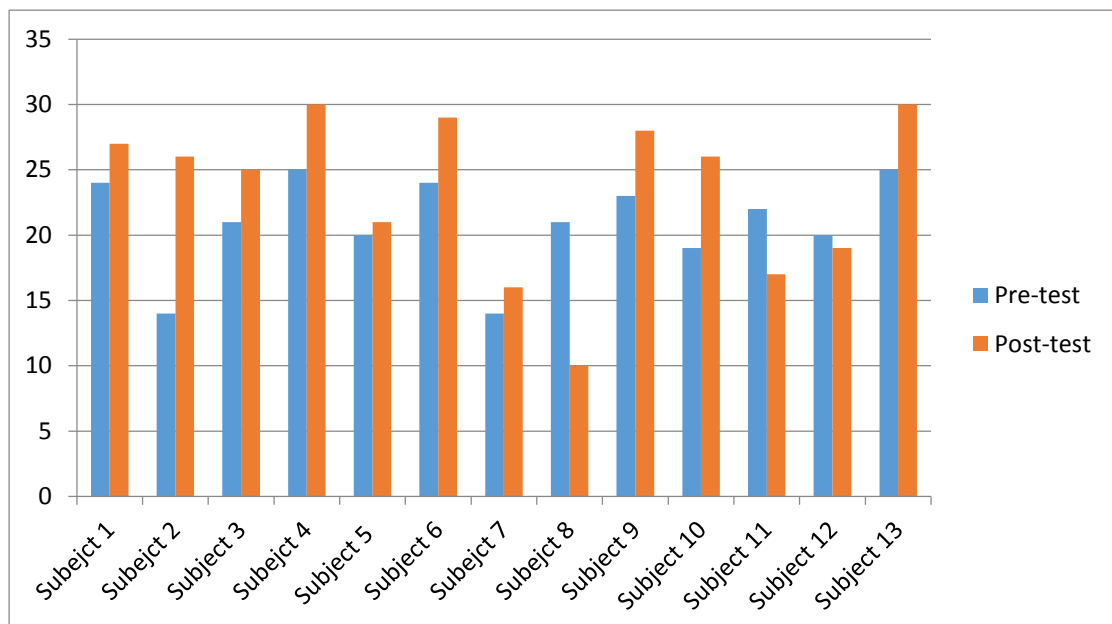
Data Analysis

4.1 Graphs

In the following charts, the data collected was organized in order to demonstrate the results obtained in the Mono-modal diagnostic and final-tests, represented in the Control and the Experimental group. The axis X represents the score of tests and the axis Y represents the number of subjects in class.

4.1.1 Mono-modal diagnostic and final-tests Control group results

The chart below displays the comparison and contrast of the results obtained by the Control group in both diagnostic and final test of Mono-modality.



Graph n.4.1.1, Mono-modal diagnostic and final tests Control group results

This graph shows the results of mono-modal diagnostic and final tests of the Control group. It can be observed that in the diagnostic test the results were lower than in the final test, because 61,53% of students obtained over 20 points from the total, only two subjects (4 and 13), got 25 points; whilst, the red bars represent the results of the final-test, in which the 69.23% of the students got over the 20 points from the total.

In general 10 out of the 13 subjects increased their score in the final test, representing 76,92%; therefore, 23,07% of students decreased their score.

Control group mono-modal results	Mode	Mean	Median
Diagnostic-Test	14, 20, 21, 24, 25	20,9	21
Final-Test	26,30	23	26

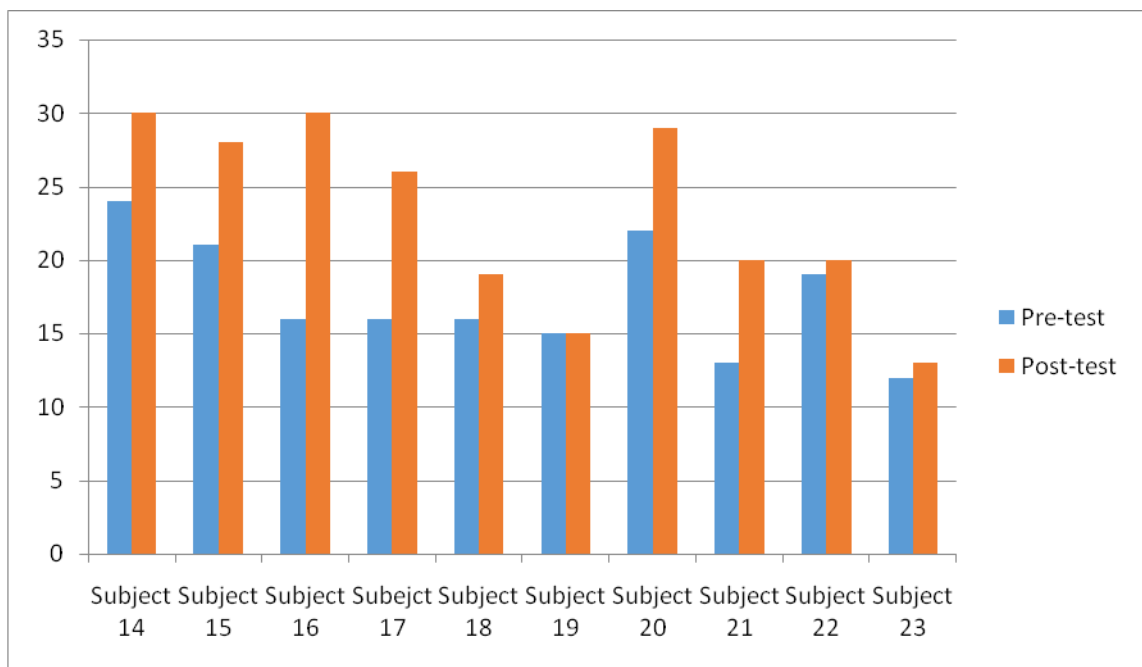
Table n. 9 Mono-modal diagnostic and final tests Control group mode, mean and median

The average in the diagnostic test was 20,92 points, the mode was 14, 20, 21, 24 and 25; on the other hand, the final test results were 23,38 points as an average and the mode was 26 and 30 points.

Finally, it can be shown that there is an increase of 2,46 points between the Mono-modal diagnostic and final tests.

4.1.2. Mono-modal diagnostic and final-tests Experimental group results

The charts below display the comparison and contrast between the results from the Mono-modal diagnostic and final tests obtained by Experimental group.



Graph n. 4.1.1 Mono-modal diagnostic and final tests Experimental group results

This graph shows the results of Mono- modal diagnostic and final tests, in which it can be observed a quite big difference between the first test and the final one. Ninety percent of the subjects had an increase in comparison with the first test (blue bars), just subject 19, representing 10% of the total, had the same points in each test. Fifty percent of the subjects had over 25 out of 30 points in the second test.

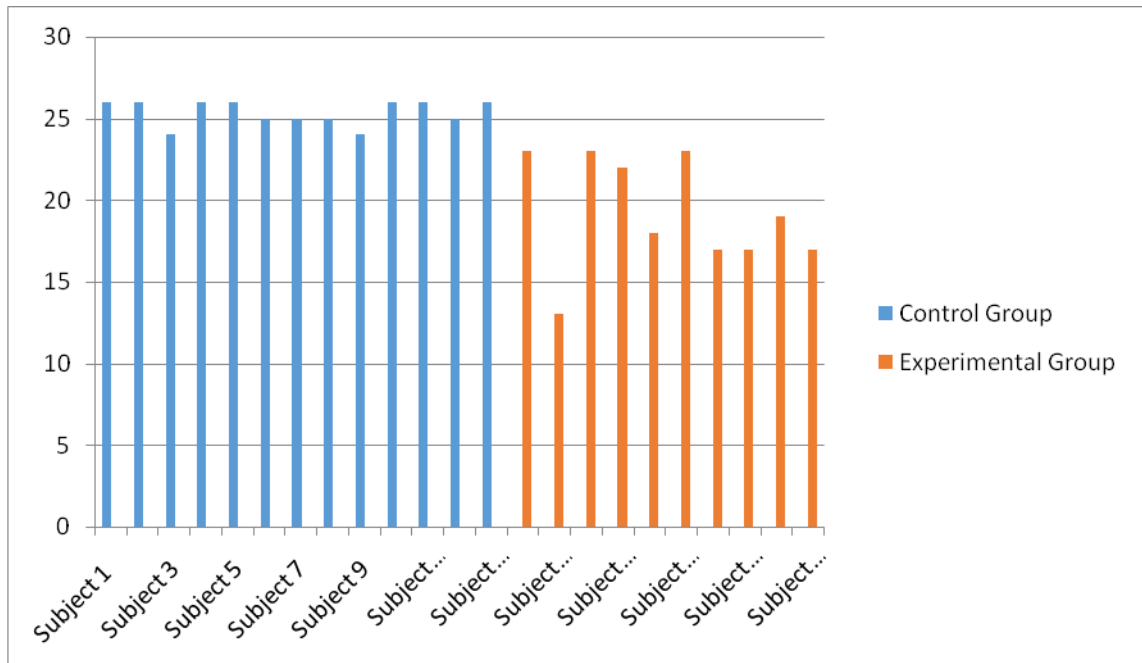
Experimental group mono-modal results	Mode	Mean	Median
Diagnostic-Test	16	17,4	16
Final-Test	30,20	23	23

Table n. 10 Experimental group mono-modal results, mode, mean and median

The average in the diagnostic test was 17,4 points, the mode was 16 points; on the other hand, the final test results were 23 points as an average and the mode was 30,20 points.

4.1.3 Mono-modal diagnostic test results

The chart below displays the comparison and contrast of the results obtained by the Control and Experimental groups in Mono-modal diagnostic test.



Graph n. 4.1.2 Mono-modal diagnostic test results

This graph shows the difference between Mono-modal diagnostic test in the Control group and the Experimental group results, in which it can be observed that 56,52% of the students had over 24 out of 30 points in the Control group, meanwhile 43,47% of the subjects obtained under 23 points in the Experimental group, the subject 15 accomplished the lowest score in the Mono-modal diagnostic test, achieved only 13 out of 30 points.

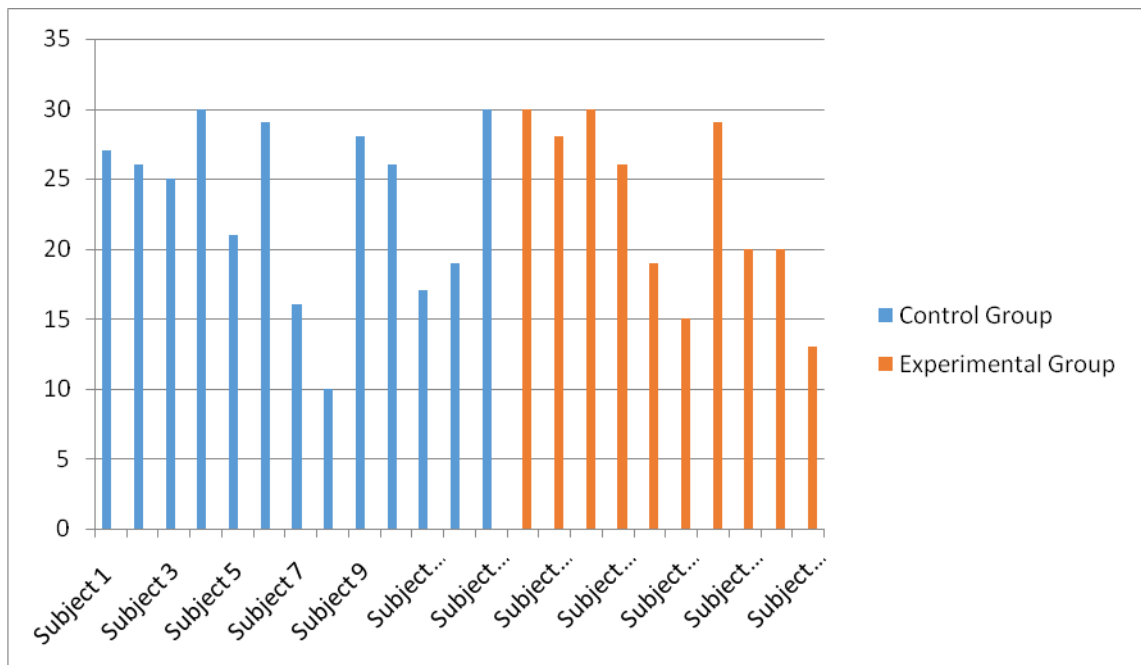
	Mode	Mean	Median
Mono-modal diagnostic test results	26	22,69	25

Table n. 11 Mono-modal diagnostic test results, mode, mean and median

The average in the Mono-modal diagnostic test was 22,69 points, the mode was 26 points.

4.1.4 Mono-modal final test results

The chart below displays the comparison and contrast of the results obtained by the Control and Experimental groups in Mono-modal final test.



Graph n° 4.1.4, Mono-modal final test results

This graph shows the results obtained during the mono-modal final test in Control group and Experimental group, it can be observed in the control group, 61% of the subjects obtained over 25 out of 30 points and subjects 4 and 13 obtained the maximum of the score, the subject 8 in the Control group obtained the lowest score, achieved 10 out of 30 points. In the Experimental group, the results of the mono-modal final test were similar to the Control group, in which 50% of subjects obtained over 25 out of 30 points, the subjects 14 and 16 accomplished the maximum of the score, the subjects 19 and 23 which represent 20% of the group got the lowest results during the Mono-modal final test achieved 15 and 13 points respectively.

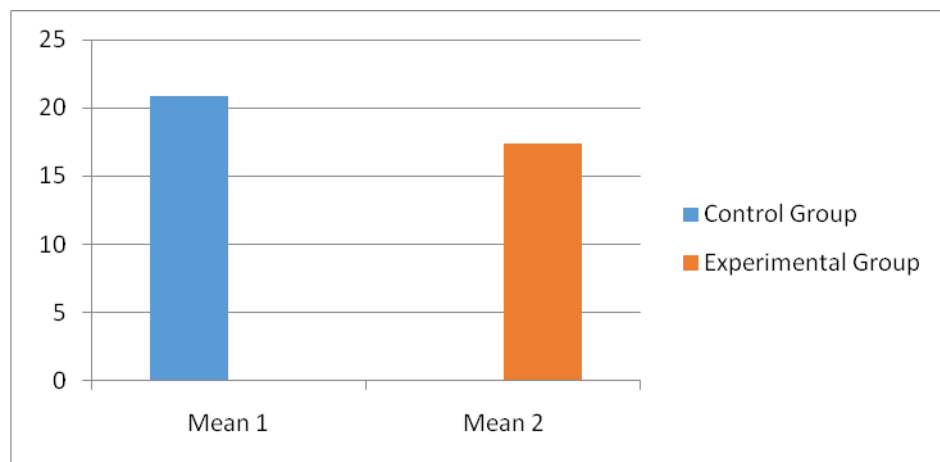
	Mode	Mean	Median
Mono-modal Final test results	30	23,21	26

Table n. 12 Mono-modal final test results, mode, mean and median

The average in the Mono-modal Final test was 23,21 points, the mode was 30 points.

4.1.5 Control and Experimental groups Mono-modal diagnostic test mean

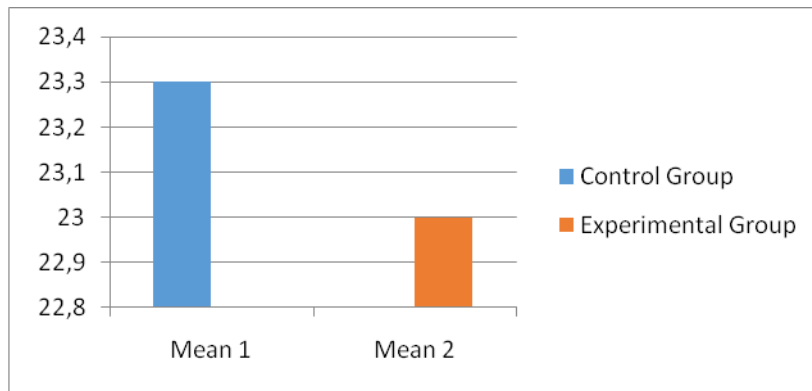
This graph represents the results of Control and Experimental groups in Mono-modal diagnostic test, in which Control group (mean 1) obtained an average of 20,9 out of 30 points and the Experimental group obtained an average of 17,4 points



Graph n. 4.1.3 Control and Experimental groups Mono-modal diagnostic test mean

4.1.6 Control and Experimental group Mono-modal final test mean

This graph shows the results of Control and Experimental groups in a Mono-modal final test, in which the Control group has the highest score, even though the difference is minimum, just 0,3 points over the Experimental group.



Graph n. 4.1.4 Control and Experimental groups Mono-modal final test mean

4.2 Tables

The charts below shows the different results obtained during the whole process of interventions, as well as a comparison between both groups, control and experimental, and also comparison between diagnostic and final test.

4.2.1 Mono-modal diagnostic and final-tests Control group results

The table below displays the comparison and contrast of the results obtained by the Control group in both diagnostic and final test of Mono-modality.

CONTROL GROUP	Mono-modal	
Subjects	Diagnostic	Final test
Subject 1	24	27
Subject 2	14	26
Subject 3	21	25
Subject 4	25	30
Subject 5	20	21
Subject 6	24	29
Subject 7	14	16
Subject 8	21	10
Subject 9	23	28
Subject 10	19	26
Subject 11	22	17
Subject 12	20	19
Subject 13	25	30

Table n. 13 Mono-modal diagnostic and final tests Control group results

4.2.2 Mono-modal diagnostic and final-tests Experimental group results

The table below displays the comparison and contrast of the results obtained by the Experimental group in both diagnostic and final test of Mono-modality.

EXPERIMENTAL GROUP	Mono-modal	
	Diagnostic test	Final test
Subject 14	24	30
Subject 15	21	28
Subject 16	16	30
Subject 17	16	26
Subject 18	16	19
Subject 19	15	15
Subject 20	22	29
Subject 21	13	20
Subject 22	19	20
Subject 23	12	13

Table n. 14 Mono-modal diagnostic and final tests Experimental group results

4.2.3 Mono-modal diagnostic test results

The table below displays the comparison and contrast of the results obtained by the Control and Experimental groups in Mono-modal diagnostic test.

Subjects	Mono-modal		
	Diagnostic test		
Control Group		Experimental Group	
Subject 1	26	Subject 14	23
Subject 2	26	Subject 15	13
Subject 3	24	Subject 16	23
Subject 4	26	Subject 17	22
Subject 5	26	Subject 18	18
Subject 6	25	Subject 19	23
Subject 7	25	Subject 20	17
Subject 8	25	Subject 21	17
Subject 9	24	Subject 22	19
Subject 10	26	Subject 23	17
Subject 11	26		
Subject 12	25		
Subject 13	26		

Table n. 15 Mono-modal diagnostic test results

4.2.4 Mono-modal final test results

The table below displays the comparison and contrast of the results obtained by the Control and Experimental groups in Mono-modal final test.

Subjects	Mono-modal		
	Final test		
Control Group		Experimental Group	
Subject 1	27	Subject 14	30
Subject 2	26	Subject 15	28
Subject 3	25	Subject 16	30
Subject 4	30	Subject 17	26
Subject 5	21	Subject 18	19
Subject 6	29	Subject 19	15
Subject 7	16	Subject 20	29
Subject 8	10	Subject 21	20
Subject 9	28	Subject 22	20
Subject 10	26	Subject 23	13
Subject 11	17		
Subject 12	19		
Subject 13	30		

Table n. 16 Mono-modal final test results

Having into account the results obtained by this research, the following chapter broaches the conclusions, discussions and suggestions based on these data.

Chapter 5

CONCLUSIONS, DISCUSSIONS AND SUGGESTIONS

5.1 Conclusions

After having finished this research study, it is imperative to attempt to prove the veracity of the objectives in which this investigation was based on.

Considering the general objective of this study, which is related to prove if dual modal exposure enhances students' listening comprehension in a mono-modal final test, it can be said that it was accomplished positively, because over 50% of students presented an increase in their final test results, in comparison to their diagnostic one. In addition, its specific objectives, to adapt authentic material for the intervention period during this research and to prove dual modal exposure works better than mono modal in order to enhance students' listening comprehension, were overtaken. The adaptation of authentic material to unauthentic material was beneficial for the intervention sessions, because students are used to listening material with educational purposes, this was evidenced on the results of their final test. As future teachers, this adjustment was useful since it helped us to create a proper environment to the development of an English class.

On a second thought, the second specific objective was not achieved, because dual-modal exposure enhances students' listening comprehension as well as the mono-modal exposure, this can be observed in the results of

the final test, in which the two groups (control and experimental) increased their final scores in comparison to their diagnostic test, that is to say, both methodologies (mono-modal and dual-modal) enhance students' listening comprehension.

Going through the working hypothesis that is the exposure of students to authentic dual modal input helps them to enhance their listening comprehension, it can be said that in this research the results support this working hypothesis, in the experimental group nine out of ten students increased their scores, i.e. 90% of the total of the group (see chapter 4, graph 4.1.2). Nonetheless, this does not mean that unauthentic mono-modal input is not helpful for the development of students' listening comprehension, because the control group also obtained higher results in their final test in comparison to their diagnostic test (see chapter 4, graph 4.1.1).

5.2 Discussions

There are certain theories that produced debates in our period of investigation, starting with the fact that students may be used to being taught in a mono-modal fashion; therefore, dual-modal classes are not totally meaningful for their learning. According to the seven principles of Richard E.

Mayer (2006), he states that when both words and pictures are presented, then learners can also engage in selecting images, organizing images, and integrating words and images. The process of integrating relevant words and images is a key step meaningful learning and is facilitated by presenting an explanation using words and pictures rather than using words alone.

Likewise, the material prepared for each intervention was carefully picked to catch students' attention, like disabilities, bullying, aging, fireworks among others, in this way learners were likely motivated to work during the lessons, and this is supported by Mayer, who claims that if the material is relevant, they can hold the representation and make this more meaningful for their learning. In addition, students may not feel confident with the material which is not previously reviewed. In this case, for Tricia (2000) it is important they managed a previous material before to start with the listening process, as well as the confidence of the learners: therefore, in our research they could have had a propensity to take unrealistic expectations if a no familiarized material was presented; also, learners' anxiety could interfere in the listening comprehension. Besides in one of the principles postulated by Harmer (2003), it says that the listening material has to be presented by showing pictures or discussing the topic before playing the audio, in order to students have an idea about what the listening is related to. The idea of Harmer is to make use as much as possible of authentic material, because the exposure

of students to this type of listening material is useful for their pronunciation and proper way of communication; moreover, it is because students are exposed to a real English and this could make it easier for students to understand a native speaker. This is unlikely to happen in real Chilean context, in which the level of students' listening comprehension is lower in comparison with other countries, and this factor could make that students may not feel comfortable and even able to understand an authentic audio.

According to Woolfolk A (1996) each student uses his/her own method or strategy to learn, there are certain cognitive, affective, and physiological traits that serve students to perceive the interactions and respond to learning environments, this means that students structure contents using concepts, interpreting the information and solving problems and for that reason they select the meaning by which they have more chances to acquire these skills (visual, auditory, kinaesthetic), during our research we may evidence this statement, because each student selects or manipulates the information in his/her convenience, depending on what is more relevant for them and how they perceived the main ideas according to the materials employed during our intervention due to each student uses a different learning style.

Moreover, during the period of intervention, we can deduce students do not have a proper ICT manipulation, not even a basic level user, because they

need support to complete and finalize the planned activities, learners do not have the autonomy to develop a dual-modal activity, for example they require assistance to send an email and attach the material of the session , for this reason and according to Levin and Wadmany (2008), the use of ICT is a complex and slow process, its progress in the classroom will depend on factors as user characteristics (teachers and students), the context of technology and the pedagogical philosophy of educational system of each country.

5.3 Suggestions

During the process of this study, certain limitations were encountered, being the length given for this research the most problematic factor. For a future investigation we consider and suggest carrying out a similar study but ideally applied in a longer period of time, so as to demonstrate in a longer period of time what the influences of Dual-Modal and Mono-Modal exposure are in order to enhance students' listening comprehension.

- In order to optimize time, it is recommendable to download the videos that are going to be use during the lesson to avoid any connection problems.

- Another important consideration is to have the necessary technology equipment to carry out the lesson, because even when the school can have its own, this does not mean they will work or they will be the most suitable ones for doing a listening task.
- Another point to consider is the material, it is important to select a proper material, interesting and close for students' contexts.

Chapter 6

REFERENCES

6.1 Bibliography

- Anderson, J.R. (2004) *Cognitive psychology and its implications*, New York
- Ashcraft, M.H. (2006) *Upper Saddle River*, NJ: Pearson Education.
- Baird, K, and Redmond, M., (2004). The use of authentic materials in the K-12 French Program, Wake Forest University, Department of Education.
- Baker, L.L. and Watson, K.W. (2000) *Listen up*, St. Martin's Press, New York
- Brooks, D.W (1997). *Web.teaching. A guide to designing interactive teaching for the World Wide Web*. New York, 17.
- DePorter, B. 1992, 'Quantum Learning: Unleashing the Genius in You', Dell Publishing, New York.
- Harmer, J. (2008). *How to teach English*, Longman, 3 Ed, 133-136
- Imhof, M. in Wolvin, A.D. (2010) *Listening and Human Communication in the 21st Century*.
- Levin, T., and Wadmany, R. (2008). Teachers' view on factors affecting effective integration of information technology in the

classroom, *Journal of Technology and Teacher Education*, 16, 233-263

- Lukesch, H (1998). Einführung in die pädagogisch-psychologische Diagnostik. Regensburg: Roderer.
- Maddux, C., Johnson, D, & Willis, J (2001) Educational computer learning with tomorrow's technologies, Boston, 253.
- Mayer, R. E (2006). *Multimedia Learning*, 8th Edition. United States of America. Chapter 1/2/3/4/8 and 11.
- McGrath, I. (2002). *Materials Evaluation and design for language teaching*. Edinburgh: Edinburgh University Press.
- Metiri Group, 2008, *Multimodal Learning Through Media: What the Research Says*, Cisco System, USA
- Miller, L. (2003). Developing listening skills with authentic material. *ESL magazine*, 16-19.
- Nunan, D. (1988). *The learner-centered curriculum*. Cambridge: Cambridge University Press.
- Peacock, M. (1997). *The effect of authentic materials on the motivation of EFL learners*, Oxford University Press.
- Richard, J.C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.

- Rogers, C. (1988). Language with a purpose: using authentic materials in the foreign language classroom. *Foreign Language Annals*, 21, 467–478.
- Siddiqui, M, H (2012), *Education Technology*, APH Publishing
- Seyed , Y., Renae, L., John, S, (1995), Reducing Cognitive Load by Mixing Auditory and Vvisual Presentation Modes, *Journal of Educational Psychology*, Vol 87, No 2, University of New South Wales
- Sweller, J. (1999) *Instructional design in technical areas*. Camberwell.
- Swetmon, B.R. 1998, 'Communication skills for the 21st century: how to understand and be understood', Skill-Speak Press, Texas
- Swain, M and Lapkin, S (1995) Problems in output and the cognitive processes they generate: A step towards second language learning. *Applied linguistics*. 371
- Tricia, H. 2000 *Teaching and Learning in Language Classroom*, Oxford Press, New York
- Woolfolk, A (1996). *Psicología Educativa*. México: Prentice-Hall Hispanoamericana S.A. Manual estilos de aprendizaje, 30,34.

6.2 Linkography

- Cancannon, F., Flynn, A., and Campbell, M. (2005). What campus-based students think about the quality and benefits of e-learning? British journal of educational technology, 36, 501- 512.
<http://dx.doi.org/10.1111/j.1467-8535.2005.00482.x>
- Dr Kline.J.A (1996) <http://www.au.af.mil/au/awc/awcgate/kline-listen/b10ch3.htm>
- Hew, K., and Brush, T. (2008). Integrating technology into K-12 teaching and learning: current knowledge gaps and recommendation for future research and development, 55, 233-252.
<http://dx.doi.org/10.1007/s11423-006-9022-5>
- Krashen, S., (2009.). Principles and Practice in Second Language Acquisition. Sdkrashen.com. Retrieved. 20-66
http://www.sdkrashen.com/content/books/principles_and_practice.pdf
- Martinez, A. (2002). Authentic materials: An overview. Karen's Linguistic Issues. Retrieved from
<http://www3.telus.net/linguisticsissues/authenticmaterials.html>
- Oxford Dictionaries, (2014). Oxford Dictionaries: Language Matters. Retrieved from <http://www.oxforddictionaries.com/definition/English>

- Poynton, T. (2005). Computer literacy across the lifespan: a review with implications for educators. *Computers in human behavior*, 21, 861-872. <http://dx.doi.org/10.1016/j.chb.2004.03.004>
- Swain, M. (1995) The Output Hypotesis and beyond. <http://eslenglishclassroom.com/Art-02.pdf>
- Wolvin, Andrew D. (2012)"Listening, Understanding, and Misunderstanding." *21st Century Communication: A Reference Handbook*. Ed. . Thousand Oaks, CA: SAGE, 2009. 137-47. SAGE http://www.sagepub.com/edwards/study/materials/reference/77593_5.1ref.pdf

Chapter 7

APPENDIX

7.1 Appendix 1: Diagnostic Mono-modal Test

Name:

Points: 26/

Date:

Mark:

Grade:

Instructions: You are going to **listen a dialogue**, in which you have to **pay attention** for answering the following questions. Use only **PEN**.

1. Tick the words you hear. (5 points)
 - a) Yesterday
 - b) Today
 - c) Morning
 - d) Stadium
 - e) Mother
 - f) Game
 - g) Zoo
 - h) Love
 - i) Theater
 - j) Computer

2. You are going to listen the dialogue **again**. Match the people (1-5) to places (A-F). One place does not match. (5 points)

1. ___ Ben
2. ___ Mark
3. ___ Sally
4. ___ Nick
5. ___ Jenny

- A. Zoo
- B. Beach
- C. Stadium
- D. Theatre
- E. Park
- F. Arcade

|

3. You are going to listen the dialogue one more time. Tick the correct alternative according to the listening (4 points)

Mark -Full- His dad - His little brother
--

- a) Who was Ben with _____
- b) The stadium was _____ of people
- c) Who was Mark with _____
- d) Who hates the theater _____

4.- You are going to listen the dialogue for the last time and complete the text below. (12 points)

HELEN: Hi Ben, where were you yesterday? Were you at the _____ game?

BEN: Yes, I was there with my _____. The _____ was full and the game was awesome

HELEN: Really? And how about the others? Were they at the _____ too?

BEN: No, Mark was at the _____ with his _____

HELEN: And what about Sally and Nick?

BEN: Sally was at the _____ with my aunt

HELEN: The Theater?

BEN: Yeah, of course, Nick wasn't with them. He _____ the theater. He was at the park _____

HELEN: Skateboarding. That sounds like _____ How about _____? Where was she yesterday?

BEN: She was at the arcade with her friends. How about you?

HELEN: I was at the _____

7.2 Appendix 2: Lesson Plan Mono-modal Session 1

Main Objective: -To listen for specific information. -To comprehend a blindness campaign audio. -To discriminate words included in the audio.			
Subsidiary aims: To use the vocabulary to answer specific questions about the audio.			
Key Activities To repeat some words of the vocabulary Listening activities about the audio. To answer questions according to the audio and their opinions.			
Contents			
Skills/procedures: Listening Writing	Lexis Blindness vocabulary	Grammar Simple Present	Function Discrimination of words sounds according to the audio
Assumptions: Simple Present			
Stages	Interaction	Materials-Timing	
Presentation (warm-up)	The teacher shows to the students a group of pictures related to the topic, e.g: Picture → sight First Activity: (1) Matching some words with their corresponding meaning, e.g: a) Future __Futuro What do you know about disabilities?	Materials: Whiteboard Market Pictures Flashcard Timing: (1) 15 minutes	

<p>Practice</p>	<p>The teacher presents an audio about “a blindness advertisement” -The students listen to the audio. The teacher gives to the students a worksheet where they have to complete the activities. Second activity:(2) Choose the correct alternative according to the audio, e.g: Every ____minutes someone in the UK is told that going blind. a) 15 minutes Third activity: (3) Tick the words you hear in the box below.</p> <table border="1" data-bbox="483 894 751 932"> <tr> <td>Beginning</td> <td>X</td> </tr> </table> <p>Fourth activity: (4) Answer the questions according to the audio What is the audio about? a)Blind people</p>	Beginning	X	<p>Materials Whiteboard Market Workhsheet Radio</p> <p>Timing of activity: (2) 10 minutes (3) 10 minutes (4) 5 minutes</p>
Beginning	X			
<p>Production (Wrap-up)</p>	<p>The teacher asks to the students questions about their opinions of disabilities. Fifth activities: (5) Answer the following questions,e.g: What do you think about disable people?7</p>	<p>Materials: Worksheet</p> <p>Timing: (5) 5 minutes</p>		

7.3 Appendix 3: Mono-modal Activity Session 1

Name:

Date:

Grade:

Instructions: You are going to **listen an audio** about a **specific topic**, in which you have to **pay attention** to answer the following questions.

- Match the words with their corresponding meaning.

- | | |
|-------------------|---------------------|
| 1. A blind person | __Donar |
| 2. Fear | __Futuro |
| 3. Sight | __Enfrentar |
| 4. Future | __Una persona ciega |
| 5. Disabilities | __Vista |
| 6. Donate | __Ayuda |
| 7. Help | __Discapacidades |
| 8. to face | __Miedo |

- Chose the correct alternative for these questions according to the listening/video:
 - Every_____ minutes someone in the UK is told that going blind.
 - a) 50 minutes
 - b) 15 minutes
 - c) 55 minutes
 - ...someone like me needs to be there for them from the beginning; to listen, _____, to answer every question....
 - a) to care
 - b) to play
 - c) to eat
 - To help them face the future without ____
 - a)Happiness
 - b)Laugh
 - c) Fear
 - _____ online at RNIB.org.uk and help us be there for everyone facing a life without sight.
 - a)Donate
 - b)Celebrate
 - c) Face

- Tick the word you hear in the box below.

Beginning	
To help	
Sight	
Celebrate	
Donate	
Disabilities	
Past	
Together	
Future	
To answer	

Answer these questions according to the listening/video.

- What is the listening/video about?
 - a) Deaf people
 - b) Dumb people
 - c) Blind people
- What do we need to do for those people?
 - a) to help them face the future.
 - b) to listen their songs.
 - c) to dance with them.
- How can we help them?
 - a) we can give them a cat.
 - b) we can donate online at RNIB.org.uk
 - c) we can go to the church.

- Answer the following questions. Write at least one clear idea for each one.
 - What do you think about disable people?
 - In terms of buildings, Do you think our country is prepared for disable people?
 - What do you about Teletón?

7.4 Appendix 4: Lesson Plan Dual-modal Session 1

Main Objective: -To listen to specific information. -To discriminate words included in the video			
Subsidiary aims: To use the vocabulary to answer specific questions about the video.			
Key Activities To repeat some words of the vocabulary Listening activities about the music video To answer questions according to the video and their opinions.			
Contents			
Skills/procedures: Listening Writing	Lexis Blindness/sight/disabilities/ adviser/ to face/ donate.	Grammar Simple Present	Function Discriminating of words sounds according to the video
Assumptions: Simple Present Simple Present			
Stages	Interaction	Materials-Timing	
Presentation (warm-up)	The teacher shows to the students a group of pictures related to the topic, e.g: Picture → sight First Activity: (1) Matching some words with their corresponding meaning, e.g: b) Future __Futuro What do you know about disabilities?	Materials: PPT Timing: (1) 10 minutes	

<p>Practice</p>	<p>The teacher presents a video about “a blindness advertisement” -The students watch the video. The students complete the activities in the computer. Second activity:(2) Choose the correct alternative according to the audio, e.g: Every ___minutes someone in the UK is told that going blind. a) 15 minutes Third activity: (3) Tick the words you hear in the box below. <table border="1" data-bbox="483 789 751 827"> <tr> <td>Beginning</td> <td>X</td> </tr> </table> Fourth activity: (4) Answer the questions according to the video What is the audio about? a)Blind people</p>	Beginning	X	<p>Materials Computer Market PPT</p> <p>Timing of activity: (2) 10 minutes (3) 10 minutes (4) 5 minutes</p>
Beginning	X			
<p>Production (Wrap-up)</p>	<p>The teacher asks to the students questions about their opinions of disabilities. Fifth activities: (5) Answer the following questions, e.g: What do you think about disable people?</p>	<p>Materials: Market Whiteboard</p> <p>Timing: (5) 10 minutes</p>		

7.5 Appendix 5: Dual-modal Activity Session 1



Blindness

Name : _____

Date: Haga clic aquí para escribir una fecha.

Grade : _____

Instructions: You are going to **watch a video about bullying**, in which you have to **pay attention** for answering the following questions.

- Match the words with their corresponding meaning.

- | | |
|-------------------|--|
| 1. A blind person | <input type="checkbox"/> Donar |
| 2. Fear | <input type="checkbox"/> Futuro |
| 3. Sight | <input type="checkbox"/> Enfrentar |
| 4. Future | <input type="checkbox"/> Una persona ciega |
| 5. Disabilities | <input type="checkbox"/> Vista |
| 6. Donate | <input type="checkbox"/> Ayuda |
| 7. Help | <input type="checkbox"/> Discapacidades |
| 8. to face | <input type="checkbox"/> Miedo |

- Chose the correct alternative for these questions according to the video:

- Every _____? someone in the UK is told that going blind.
- ...someone like me needs to be there for them from the beginning; to listen, _____?, to answer every question....
- To help them face the future without _____?
- _____? online at RNIB.org.uk and help us be there for everyone facing a life without sight.



- Tick the word you hear in the box below.

- | | |
|------------------------------------|---------------------------------------|
| <input type="checkbox"/> Beginnig | <input type="checkbox"/> Disabilities |
| <input type="checkbox"/> To help | <input type="checkbox"/> Past |
| <input type="checkbox"/> Sight | <input type="checkbox"/> Together |
| <input type="checkbox"/> Celebrate | <input type="checkbox"/> Future |
| <input type="checkbox"/> Donate | <input type="checkbox"/> To answer |

Answer these questions according to the listening/video.

- What is the video about?
 - a) Deaf people
 - b) Dumb people
 - c) Blind people
- What do we need to do for those people?
 - a) to help them face the future
 - b) to listen their songs
 - c) to dance with them
- How can we help them?
 - a) we can give them a cat
 - b) we can donate online at RNIB.org.uk
 - c) we can go to the church



- Answer the following questions. Write at least one clear idea for each one.

- What do you think about disable people?

- In terms of buildings, Do you think our country is prepared for disable people?

- What do you think about Teletón?

7.6 Appendix 6: Blindness script

Link: <https://www.youtube.com/watch?v=QBvORcBNVpl&hd=1>

Every fifteen minutes someone in the UK is told that they are going blind. Someone like me needs to be there from the beginning, to listen, to care enough and to answer every question and to help them face the future without fear.

But today, only one in ten people get to talk to a lost sight adviser like me that is why I need you.

Together we can be there for everyone losing their sight from the moment they need us most. Donate online RNIB.org.uk and help us be there for everyone facing a life without their sight.

7.7 Appendix 7: Lesson Plan Mono-modal Session 2

Main Objective: -To listen for specific information. -To comprehend an aging audio. -To discriminate words included in the audio.			
Subsidiary aims: To use the vocabulary to answer specific questions about the audio.			
Key Activities To repeat some words of the vocabulary Listening activities about the audio. To answer questions according to the video and their opinions.			
Contents			
Skills/procedures: Listening Writing	Lexis Aging	Grammar Simple Present	Function Discrimination of words sounds according to the audio.
Assumptions: Simple Present			
Stages	Interaction	Materials-Timing	
Presentation (warm-up)	The teacher shows to students some pictures about "Aging". The teacher asks to students: <ul style="list-style-type: none"> - What do you know about Aging? - What do you know about Aging? 	Materials: Flashcards. Whiteboard. Market Timing: 20 minutes	

<p>Practice</p>	<p>The teacher presents a audio about “Aging” -The students listen to the audio. -The students complete the worksheet on the computer. First Activity (1): Tick the word you listen: a)Cure b)Age c)Aging</p> <p>Second Activity: (2) The students complete the following text, using the previous vocabulary of the audio.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Fear - cure – young – drink</p> </div> <p>There is no _____ for aging, because aging isn’t an _____.</p>	<p>Materials Whiteboard. Market. Worksheet. Radio.</p> <p>Timing of activity: (1) 15 minutes (2) 25 minutes</p>
<p>Production (Wrap-up)</p>	<p>The teacher shows to students a question about their opinions of fireworks.</p> <ul style="list-style-type: none"> - What do you think about old people? 	<p>Materials: Worksheet.</p> <p>Timing: 15 minutes</p>

7.8 Appendix 8: Mono-modal Activity Session 2

Name:

Date:

Grade:

Instructions: you are going to **listen an audio** about a **specific topic**, in which you have to **pay attention** to answer the following questions.

I. **Tick** the word you listen:

- a) Cure
- b) Age
- c) Aging
- d) Illness
- e) Boy
- f) Girl
- g) Challenging
- h) Invention
- i) Run
- j) Rush
- k) Times
- l) Fly
- m) Doctor
- n) Nurse
- o) Tear
- p) Fear
- q) Value
- r) Life

II. You are going to watch the video again. This time you have to listen carefully and complete the text below:

Tear – fear -cure –young – drink - life- old– invent – boy- challenging – time - illness – secret – rush- run -live
--

There is no _____ for aging, because aging isn't an _____, but a way of life and some are better at it than others. The _____? Think yourself younger than you really are, design a website, _____ an app, take up Zumba, forget to nap. For no one can predict what's lying in store with a future more _____ than ever before. So enjoy the adventure. _____ flies they say. But it's us that fly. Times sits on its hands as we _____ by and the blink of an

eye the brush of a _____, you are _____, but valued
still welcome to the fold. Age UK is here to help with the challenges we face in
lately _____

III) What do you think about old people? Write at least 2 lines.

7.9 Appendix 9: Lesson Plan Dual-modal Session 2

Main Objective: -To listen for specific information. -To comprehend an aging audio. -To discriminate words included in the video.			
Subsidiary aims: To use the vocabulary to answer specific questions about the video.			
Key Activities To repeat some words of the vocabulary Listening activities about the video. To answer questions according to the video and their opinions.			
Contents			
Skills/procedures: Listening Writing	Lexis Aging	Grammar Simple Present	Function Discrimination of words sounds according to the video.
Assumptions: Simple Present			
Stages	Interaction	Materials-Timing	
Presentation (warm-up)	The teacher shows to students some pictures about "Aging". The teacher asks to students: <ul style="list-style-type: none"> - What do you know about Aging? - What do you know about Aging? 	Materials: PPT Timing: 20 minutes	

<p>Practice</p>	<p>The teacher presents a audio about “Aging” -The students watch the audio. -The students complete the worksheet on the computer. First Activity (1): Tick the word you listen: a)Cure b)Age c)Aging</p> <p>Second Activity: (2) The students complete the following text, using the previous vocabulary of the video.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Fear - cure – young – drink</p> </div> <p>There is no _____ for aging, because aging isn’t an _____.</p>	<p>Materials Computer Market PPT</p> <p>Timing of activity: (1) 15 minutes (2) 25 minutes</p>
<p>Production (Wrap-up)</p>	<p>The teacher shows to students a question about their opinions of fireworks.</p> <ul style="list-style-type: none"> - What do you think about old people? 	<p>Materials: Market Whiteboard</p> <p>Timing: 15 minutes</p>

7.10 Appendix 10: Dual-modal Activity Session 2



Activity 2

Name : _____

Date: Haga clic aquí para escribir una fecha.

Grade : _____

Instructions: you are going to **watch a video** about a **specific topic**, in which you have to **pay attention** to answer the following questions.

I. **Tick** the word you listen:

- | | |
|--------------------------------------|---------------------------------|
| <input type="checkbox"/> cure | <input type="checkbox"/> rush |
| <input type="checkbox"/> age | <input type="checkbox"/> times |
| <input type="checkbox"/> aging | <input type="checkbox"/> fly |
| <input type="checkbox"/> illness | <input type="checkbox"/> doctor |
| <input type="checkbox"/> boy | <input type="checkbox"/> nurse |
| <input type="checkbox"/> girl | <input type="checkbox"/> tear |
| <input type="checkbox"/> challenging | <input type="checkbox"/> fear |
| <input type="checkbox"/> invention | <input type="checkbox"/> value |
| <input type="checkbox"/> run | <input type="checkbox"/> life |

II. You are going to watch the video again. This time you have to listen carefully and complete the text below:

Tear – fear -cure –young – drink - life- old– invent – boy- challenging – time - illness – secret – rush- run -live

There is no _____? for aging, because aging isn't an _____?, but a way of life and some are better at it than others. The _____?? Think yourself younger than you really are, design a website, _____? an app, take up Zumba, forget to nap. For no one can predict what's lying in store with a future more _____? than ever before. So enjoy the adventure. _____? flies they say. But it's us that fly. Times sits on its hands as we _____? by and the blink of an eye the brush of a _____?, you are _____?, but valued still welcome to the fold. Age UK is here to help with the challenges we face in lately _____?



III) What do you think about old people? Write at least 2 lines.

A rectangular box with a thin black border, intended for the student's handwritten response to the question.

7.11 Appendix 11: Aging script

Link: <https://www.youtube.com/watch?v=A9tYFsrlr50>

There is not cure of aging, because aging is not an illness, but a way of life and some are better at it than other. The secret?, Think yourself younger than you really are, design a website, invent an app, take up zumba and forget to nap. For no one can predict what is lying in store with a future more challenging than ever before. So enjoy the adventure. Time flies they say. But it is us that fly. Times sits on its hands as we rush by and the blink of an eye the brush of a tear, you are old, but valued still welcome to the fold.

Age UK is here to help with the challenges we face in lately life.

7.12 Appendix 12: Lesson Plan Mono-modal Session 3

Main Objective: -To listen for specific information. -To comprehend a fireworks audio. -To discriminate words included in the audio.			
Subsidiary aims: To use the vocabulary to answer specific questions about the audio.			
Key Activities To repeat some words of the vocabulary Listening activities about the audio. To answer questions according to the audio and their opinions.			
Contents			
Skills/procedures: Listening Writing	Lexis Fireworks	Grammar Simple Present	Function Discrimination of words sounds according to the audio
Assumptions: Simple Present			
Stages	Interaction	Materials-Timing	
Presentation (warm-up)	The teacher asks to students: <ul style="list-style-type: none"> - What do you know about fireworks? - What do you know about fireworks? 	Materials: Whiteboard Market Pictures Flashcard Timing: 10 minutes	

<p>Practice</p>	<p>The teacher presents an audio about “Fireworks” -The students listen to the audio. The teacher gives to the students a worksheet where they have to complete the activities. First Activity (1): Choose the correct alternative according to the audio, e.g: Last year in _____ 15 children died in house fires. a)Brasil b) England c) Canada</p> <p>Second Activity: (2) Tick the words you hear in the box below.</p> <ul style="list-style-type: none"> - Last Year. - Repeat. <p>Third Activity: (3) Choose the correct answer to these questions. How many children died in England? a)Twelve b)Ten c)Fifteen</p>	<p>Materials Whiteboard Market Worksheet Radio</p> <p>Timing of activity: (1) 20 minutes (2) 20 minutes (3) 15 minutes</p>
<p>Production (Wrap-up)</p>	<p>The teacher asks to the students questions about their opinions of fireworks.</p> <ul style="list-style-type: none"> - Do you think that fireworks are dangerous? - When do you use the fireworks? - Where do you see the fireworks? 	<p>Materials: Worksheet</p> <p>Timing: 15 minutes</p>

7.13 Appendix 13: Mono-modal Activity Session 3

Name:

Date:

Grade:

Instructions: you are going to **listen an audio** about a **specific topic**, in which you have to **pay attention** to answer the following questions.

1. Choose the correct alternative for these questions according to the listening.

- Last year in _____ 15 children died in house fires.
a) Brasil b) England c) Canada
- I sure on my _____
a) My child lifes b) My wife and son c) My pets.
- "To test _____ on clock chance day.
a) Smoke alarm b) Smog alarm c) Car alarm
- You did promise, _____ you?
a) Does not b) Do not c) Did not

2. Tick the words you hear in the box below.

- a) Last Year.
- b) Repeat.
- c) Friends.
- d) House fires.
- e) Lies.
- f) Bedroom.
- g) New Year.
- h) Yesterday.
- i) Others.
- j) Boys.
- k) Child's.

3. Choose the correct answer to these questions.

- How many children died in England?
 - a) Twelve
 - b) Ten
 - c) Fifteen
- Which is a promise that the boy said in the video?
 - a) To test my smoke alarm on clock change day.
 - b) You cannot turn back time.
 - c) To give the family the best chance.
- Which is the main topic in the video?
 - a) House fires.
 - b) A promise to their parents.
 - c) Child life.

4. You are going to listen the dialogue for the last time and complete the text below.

Smoke - surviving – house fires – back time – promise – England – test – clock change
– family – children – didn't you – child's – alarm – chance – parents – life – your

Last year in _____, fifteen children died in _____.
Childrens like yours.

So _____, I'd like you to make a _____,
repeat after me:

"I sure on my _____ life to test my
_____ alarm on _____ day to
give my _____ the best chance of
_____ a house fire"

You did promise, _____?

Because you cannot turn _____.

5. Answer the question according to the audio.

1. What do you think about fireworks?

2. In terms on celebrations, When we use of fireworks? Do you like and why?

7.14 Appendix 14: Lesson Plan Dual-modal Session 3

Main Objective: -To listen for specific information. -To comprehend a fireworks video. -To discriminate words included in the video.			
Subsidiary aims: To use the vocabulary to answer specific questions about the video.			
Key Activities To repeat some words of the vocabulary Listening activities about the video. To answer questions according to the video and their opinions.			
Contents			
Skills/procedures: Listening Writing	Lexis Fireworks	Grammar Simple Present	Function Discrimination of words sounds according to the video.
Assumptions: Simple Present			
Stages	Interaction	Materials-Timing	
Presentation (warm-up)	The teacher shows to students some pictures about “fireworks”. The teacher asks to students: <ul style="list-style-type: none"> - What do you know about fireworks? - What do you know about fireworks? 	Materials: Power Point Presentation. Computer. Video. Timing: 15 minutes	

<p>Practice</p>	<p>The teacher presents a video about “Fireworks”</p> <ul style="list-style-type: none"> -The students listen to the video. -The students complete the worksheet on the computer. <p>First Activity (1): Choose the correct alternative according to the video, e.g: Last year in _____ 15 children died in house fires. a)Brasil b) England c) Canada</p> <p>Second Activity: (2) Tick the words you hear in the box below.</p> <ul style="list-style-type: none"> - Last Year. - Repeat. <p>Third Activity: (3) Choose the correct answer to these questions. How many children died in England? a)Twelve b)Ten c)Fifteen</p>	<p>Materials Worksheet. Computer. Video.</p> <p>Timing of activity: (1) 20 minutes (2) 20 minutes (3) 15 minutes</p>
<p>Production (Wrap-up)</p>	<p>The teacher shows to students questions about their opinions of fireworks.</p> <ul style="list-style-type: none"> - Do you think that fireworks are dangerous? - When do you use the fireworks? - Where do you see the fireworks? 	<p>Materials: Worksheet. Computer.</p> <p>Timing: 15 minutes</p>

7.15 Appendix 15: Dual-modal Activity Session 3



Activity 3

Name : _____

Date: Haga clic aquí para escribir una fecha.

Grade : _____

1. Choose the correct alternative for these questions according to the video.

- Last year in _____? 15 children died in house fires.
- I sure on _____?
- "To test _____? on clock chance day.
- You did promise, _____? you?

2. Tick the words you hear in the box below.

- | | |
|--------------------------------------|------------------------------------|
| <input type="checkbox"/> Last Year | <input type="checkbox"/> Yesterday |
| <input type="checkbox"/> Repeat | <input type="checkbox"/> Others |
| <input type="checkbox"/> Friends | <input type="checkbox"/> Boys |
| <input type="checkbox"/> House fires | <input type="checkbox"/> Child's |
| <input type="checkbox"/> Lies | |
| <input type="checkbox"/> Bedroom | |
| <input type="checkbox"/> New Year | |

3. Choose the correct answer to these questions.

- How many children died in England?
 - a) Twelve
 - a) Ten
 - a) Fifteen



- Which is the promise that the boy mentioned in the video?
 - a) To test my smoke alarm on clock change day
 - b) You can not turn
 - c) To give the family the best chance

- Which is the main topic in the video?
 - a) House fires
 - b) A promise to their parents
 - c) Child life

4. You are going to listen to the dialogue for the last time and complete the text below.

Smoke - surviving – house fires – back time – promise – England – test – clock change
– family – children – did not you – child’s – alarm – chance – parents – life – your

Last year in _____?, Fifteen children died in _____?. Children like yours.
So _____?, I'd like you to make a _____?, repeat after me:
"I'm sure on my _____? life to test my _____? alarm on _____?
day to give my _____? the best chance of _____? a house fire"
You did promise, _____??
Because you cannot turn _____?.

5. Answer the questions according to the audio.
1. What do you think about fireworks?

2. In terms on celebrations, when we use fireworks? Do you like and why?

7.16 Appendix 16: When you change your clock, test your smoke alarm script

Link: <https://www.youtube.com/watch?v=MKvKXGMDc5E&hd=1>

Last year in England, fifteen children died in house fires. Children like yours.

So parents, I would like you to make a promise, repeat after me:

“I swear on my child’s life to test my smoke alarm on ‘Clock Change’ day, to give my family the best chance of surviving a house fire.”

You did promise, did not you?

Because you cannot turn back time.

7.17 Appendix 17: Lesson Plan Mono-modal Session 4

Main Objective: -To listen for specific information. -To comprehend water crisis campaign audio. -To discriminate words included in the audio.			
Subsidiary aims: To use the vocabulary to answer specific questions about the audio.			
Key Activities To give opinions under some questions Listening activities about the audio. To answer questions according to the audio and their opinions.			
Contents			
Skills/procedures: Listening Writing	Lexis Crisis water vocabulary	Grammar Simple Present Past Simple	Function Discrimination of words sounds according to the audio
Assumptions: Simple Present			
Stages	Interaction	Materials-Timing	
Presentation (warm-up)	The teacher writes on the board questions about water crisis, in order that sts answer orally giving their opinions. (1) Questions : <ul style="list-style-type: none"> - What do you know about the crisis water in the world? - Name some countries which are affected by crisis water - Is your country conscious about this problem? - Do you think this crisis could affect our country? 	Materials: Whiteboard Market Timing: (1) 15 minutes	

<p>Practice</p>	<p>The teacher presents an audio about “Crisis water” -The students listen to the audio. The teacher gives to the students a worksheet where they have to complete the activities. Second activity:(2) Listen the audio and tick the words you are hearing. Third activity: (3) Tick the words you hear in the box below.</p> <table border="1" data-bbox="483 789 750 827"> <tr> <td>Beginning</td> <td>X</td> </tr> </table> <p>Fourth activity: (4) Answer the questions according to the audio What is the audio about? a)Blind people</p>	Beginning	X	<p>Materials Whiteboard Market Worksheet Radio</p> <p>Timing of activity: (2) 10 minutes (3) 10 minutes (4) 5 minutes</p>
Beginning	X			
<p>Production (Wrap-up)</p>	<p>The teacher asks to the students questions about their opinions of disabilities. Fifth activities: (5) Answer the following questions, e.g.: What do you think about disable people?</p>	<p>Materials: Worksheet</p> <p>Timing: (5) 5 minutes</p>		

7.18 Appendix 18: Mono-modal Activity Session 4

Name:

Date:

Grade:

Instructions: You are going to **listen an audio** about **bullying**, in which you have to **pay attention** to answer the following questions.

1.- Listen the audio and tick the words you are hearing. (9)

- Gossip
- Everyday
- Water source
- Excuses
- Parasites
- Girl
- Garbage
- Germs
- Lottery
- Mother
- Survive
- Dirty
- African
- Globally
- Healthy

2.- Listen the audio for the second time and put (T) if the statement is true or (F) if the statement is false.(8)

- 1.- ___ The audio/video is about the crisis water.
- 2.- ___ Genet is the mother of a family.
- 3.- ___ There is just one water source
- 4.- ___ The water contains mosquitos, and garbage
- 5.- ___ The speaker is asking for three pounds a month

6.- ___ Wateraid has the mission to end the water crisis

7.- ___ Wateraid has not a project plan

8.- ___ This organization wants to help Genet

3.- Listen to the audio for the last time and choose the correct alternative(5)

1.- How old is Genet?

A) 10 years old

B) 5 years old

C) 15 years old

2.- How many hours is Genet walking to collect water?

A) one hour

B) two hours

C) three hours

3.- The place where Genet goes to get water is...

A) a park

B) a desert

C) a water source

4.- What Genet's village need?

A) a lot of money

B) clean water

C) animals

5.- When the wateraid pretends to finish with water crisis?

A) by 2030

B) by 2020

C) by 2040

4.- Answer the following questions (4)

How can you help Genet's village?

Do you think this crisis could affect our country?

7.19 Appendix 19: Lesson Plan Dual-modal Session 4

Main Objective: -To listen for specific information. -To comprehend water crisis campaign video. -To discriminate words included in the video.			
Subsidiary aims: To use the vocabulary to answer specific questions about the video.			
Key Activities To give opinions under some questions Listening activities about the video. To answer questions according to the video and their opinions.			
Contents			
Skills/procedures: Listening Writing	Lexis Crisis water vocabulary	Grammar Simple Present Past Simple	Function Discrimination of words sounds according to the video.
Assumptions: Simple Present			
Stages	Interaction	Materials-Timing	
Presentation (warm-up)	The teacher shows to students a Power Point Presentation with some questions about water crisis, in order that students answer orally giving their opinions. (1) Questions : <ul style="list-style-type: none"> - What do you know about the crisis water in the world? - Name some countries which are affected by crisis water - Is your country conscious about this problem? - Do you think this crisis could affect our country? 	Materials: Power Point Presentation. Data Show. Timing: (1) 15 minutes	

<p>Practice</p>	<p>The teacher presents an audio about “Crisis water” -The students listen to the audio. Students complete the worksheet on computer. Second activity:(2) Listen the video and tick the words you are hearing. Third activity: (3) Tick the words you hear in the box below.</p> <table border="1" data-bbox="483 751 751 789"> <tr> <td>Beginning</td> <td>X</td> </tr> </table> <p>Fourth activity: (4) Answer the questions according to the video What is the audio about? a)Blind people</p>	Beginning	X	<p>Materials Whiteboard. Data Show. Computer.</p> <p>Timing of activity: (2) 10 minutes (3) 10 minutes (4) 5 minutes</p>
Beginning	X			
<p>Production (Wrap-up)</p>	<p>The teacher asks to the students questions about their opinions of disabilities. Fifth activities: (5) Answer the following questions, e.g.: What do you think about disable people?</p>	<p>Materials: Worksheet. Data Show. Computer.</p> <p>Timing: (5) 5 minutes</p>		

7.20 Appendix 20: Dual-modal Activity Session 4



LICEO RAFAEL SOTOMAYOR

Activity 4

Name :

Date: Tuesday, October 07, 2014

Grade :

1.-Listen to the video and tick the words you are hearing.

- | | |
|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> Gossip | <input type="checkbox"/> Lottery |
| <input type="checkbox"/> Everyday | <input type="checkbox"/> Mother |
| <input type="checkbox"/> Water source | <input type="checkbox"/> Survive |
| <input type="checkbox"/> Excuses | <input type="checkbox"/> Dirty |
| <input type="checkbox"/> Parasites | <input type="checkbox"/> African |
| <input type="checkbox"/> Girl | <input type="checkbox"/> Globally |
| <input type="checkbox"/> Garbage | <input type="checkbox"/> Healthy |
| <input type="checkbox"/> Germs | |

2.-Watch the video for the second time and put (T) if the statement is true or (F) if the statement is false.

1. ___ The audio/video is about the crisis water.
2. ___ Genet is the mother of a family.
3. ___ There is just one water source
4. ___ The water contains mosquitos, and garbage
5. ___ The speaker is asking for three pounds a month
6. ___ Wateraid has the mission to end the water crisis
7. ___ Wateraid has not a project plan
8. ___ This organization wants to help Genet



3.-Listen to the video for the last time and choose the correct alternative

1.-How old is Genet?

- A) 10 years old
- B) 5 years old
- C) 15 years old

2.-How many hours is Genet walking to collect water?

- A) one hour
- B) two hours
- C) three hours

3.-The place where Genet goes to get water is...

- A) a park
- B) a desert
- C) a water source

4.- What Genet's village need?

- A) a lot of money
- B) clean water
- C) animals



5.- When the wateraid pretends to finish with water crisis?

A) by 2030

B) by 2020

C) by 2040

4.- Answer the following questions write at least 2 lines.

1.- How can you help Genet's village?

2.- Do you think this crisis could affect our country?

7.21 Appendix 21: Wateraid Advert 'Genet' script

Link: <https://www.youtube.com/watch?v=fujgx5sN23I&hd=1>

This is ten year old genet who got up at five today like every day, and is walking for two hours to collect water, she is done this since she was five and will do it for the rest of her life.

Genet goes to this tiny spring which is the only water source for over a one thousand three hundred people

It contains parasites, germs, and animal waste. And today like everyday almost two thousand children will die from dirty water and poor sanitation, it's a deadly Lottery

There is one thing you can do to would change everything to Genet.

Give her clean water by simply calling or texting now, and giving two pounds a month, it'll give her the time and energy to study, and the chance to earn a living, to be healthy, to live, rather than just survive

Water rate has a project plan to genet's village, and has the mission to end the water crisis permanently and globally by 2030

A promise of two pounds a month from you now is all it takes to help make this happen, do the one thing

7.22 Appendix 22: Final Mono-modal Test

Name:

Date:

Instructions: You are going to **listen an audio**, in which you have to **pay attention** for answering the following questions. Use only **PEN**.

- I) Which one or more of the following words are **NOT** present in the audio? Indicate with an X your answers.

___ work	___ money	___ elegant	___ ambitious
___ genuine customers	___ polite	___ sister	___
___ check	___ smart	___ account	___ savings
___ client	___ kind	___ bank	
___ spontaneous			
___ brilliant competition	___ party	___ personal	___

- II) Choose the correct alternative in the following questions, according to the audio:

- 1) A mother is a _____ person
- a) Generous
 - b) Kind
 - c) Brilliant

- 2) A brother is a _____.
- a) Enemy
 - b) Familiar
 - c) Teacher
- 3) The summer is _____.
- a) Unforgettable
 - b) Endless
 - c) Beautiful
- 4) A party is a _____ situation.
- a) Spontaneous
 - b) Funny
 - c) Boring
- 5) An athlete is _____.
- a) Respectable
 - b) Discipline
 - c) Hobby
- 6) A globe inflated is _____ object.
- a) Beautiful
 - b) Big
 - c) Free
- 7) A golfer is a _____ person.
- a) Hardworking
 - b) Dedicated
 - c) Lazy

8) An entrepreneur is _____ person.

- a) Polite
- b) Successful
- c) Elegant

9) A racing driver is _____

- a) Fast
- b) Easy
- c) Interesting

III) Write the most appropriate answers to the following questions.

1) What title would you give to this video?

_____.

2) What features should have a bank to be reliable?

_____.

3) What is the message that the video wants to deliver us?

7.23 Appendix 23: Table of results

	Control Group	Mono-modal	
N °	Subject	Diagnostic test results	Final test results
1	Anduni, Guadalupe	24	27
2	Araya, Martín	14	26
3	Bella, Valentina	21	25
4	Ciero, Ignacia	25	30
5	Escobar, Luis	20	21
6	Gajardo, Mario	24	29
7	Osses, Jorge	14	16
8	Pino, Wilmer	21	10
9	Prieto, Catalina	23	28
10	Reyes, Cristobal	19	26
11	Salinas, Alexander	22	17
12	Torres, Francisca	20	19
13	Zamorano, Vicente	25	30
	Experimental Group	Mono-modal	
N°	Subject	Diagnostic test results	Final test results
14	Acuña, Camila	24	30
15	Anduni, Ignacio	21	28
16	Campos, Pablo	16	30
17	Carrasco, Gonzalo	16	26
18	Daroch, Pascale	16	19
19	Gait, Gaston	15	15
20	Soto, Javier	22	29
21	Tepper, Josefina	13	20
22	Vera, Francisca	19	20
23	Villalobos, Javier	12	13

	Control Group	Dual-modal	
N °	Subject	Diagnostic test results	Final test results
1	Anduni, Guadalupe	26	23,5
2	Araya, Martín	26	10,5
3	Bella, Valentina	26	15,5
4	Ciero, Ignacia	26	24
5	Escobar, Luis	26	10
6	Gajardo, Mario	26	7,5
7	Osses, Jorge	26	23,5
8	Pino, Wilmer	26	6
9	Prieto, Catalina	24	26
10	Reyes, Cristobal	26	8
11	Salinas, Alexander	26	15
12	Torres, Francisca	26	14
13	Zamorano, Vicente	26	26,5

	Experimental Group	Dual-modal	
N°	Subject	Diagnostic test results	Final test results
14	Acuña, Camila	23	9,5
15	Anduni, Ignacio	13	14
16	Campos, Pablo	23	12
17	Carrasco, Gonzalo	22	22,5
18	Daroch, Pascale	18	21
19	Gait, Gaston	23	7,5
20	Soto, Javier	17	24
21	Tepper, Josefina	17	6
22	Vera, Francisca	17	7,5
23	Villalobos, Javier	17	20

N°	Subject	Diagnostic test results	Final test results
		Mono-modal	Mono-modal
	Control Group		
1	Anduni, Guadalupe	26	27
2	Araya, Martín	26	26
3	Bella, Valentina	24	25
4	Ciero, Ignacia	26	30
5	Escobar, Luis	26	21
6	Gajardo, Mario	25	29
7	Osses, Jorge	25	16
8	Pino, Wilmer	25	10
9	Prieto, Catalina	24	28
10	Reyes, Cristobal	26	26
11	Salinas, Alexander	26	17
12	Torres, Francisca	25	19
13	Zamorano, Vicente	26	30
Experimental Group			
14	Acuña, Camila	23	30
15	Anduni, Ignacio	13	28
16	Campos, Pablo	23	30
17	Carrasco, Gonzalo	22	26
18	Daroch, Pascale	18	19
19	Gait, Gaston	23	15
20	Soto, Javier	17	29
21	Tepper, Josefina	17	20
22	Vera, Francisca	19	20
23	Villalobos, Javier	17	13

7.24 Appendix 24: Table of attendance

Table of Attendance						
Subject	Diagnostic test	Session 1	Session 2	Session 3	Session 4	Final-test
Acuña, Camila	x	x	x	x	x	x
Anduni, Guadalupe	x	x	x	x	x	x
Anduni, Ignacio	x	x	x	x	x	x
Araya, Martín	x	x	x	x	x	x
Bella, Valentina	x	x	x	x	x	x
Campos, Pablo	x	x	x	x	x	x
Carrasco, Gonzalo	x	x	x	x	x	x
Ciero, Ignacia	x	x	x	x	x	x
Daroch, Pascale	x	x	x	x	x	x
Escobar, Luis	x	x	x	x	x	x
Gait, Gaston	x	x	x	x	x	x
Gajardo, Mario	x	x	x	x	x	x
Osses, Jorge	x	x	x	x	x	x
Pino, Wilmer	x	x	x	x	x	x
Prieto, Catalina	x	x	x	x	x	x
Reyes, Cristobal	x	x	x	x	x	x
Salinas, Alexander	x	/	/	x	x	x
Soto, Javier	x	x	x	x	x	x
Tepper, Josefina	x	x	x	x	x	x
Torres, Francisca	x	x	x	x	x	x
Vera, Francisca	x	x	x	x	x	x
Villalobos, Javier	x	x	x	x	x	x
Zamorano, Vicente	x	x	x	x	x	x