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Degree in Primary Education Teaching - Specializing in a Foreign
Language (English)



BACHELOR'S DEGREE FINAL RESEARCH PAPER

**USING AUTHENTIC VIDEOS TO FOSTER
LISTENING AND ENGLISH PRONUNCIATION
IN THE THIRD YEAR OF PRIMARY
EDUCATION**

Name: Lidia Gil González

Tutor: Fernando Colomer Serna

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ABSTRACT

Spanish legislation on education emphasizes the role of listening and pronunciation in the English classroom. That is why the present article aims to research whether students can improve both skills thanks to authentic videos. Therefore, an action plan was implemented with two classrooms in 3rd Primary: experimental and control group. Data was collected by means of a pre and post listening test, pre and post pronunciation exercises and a teacher diary. The treatment consisted of a series of six short videos necessary to solve the increasingly demanding post-viewing activities. Having suffered a setback, results reveal that the experimental group does not progress as much as the control one in terms of listening, but videos do have a positive effect on vowel articulation and pace.

Keywords: listening, pronunciation, authentic videos, Primary Education.

RESUMEN

La legislación española en materia educativa prioriza el papel de la comprensión oral y la pronunciación en las clases de inglés. Por ello, el presente artículo pretende investigar si los alumnos pueden mejorar ambas habilidades gracias al uso de vídeos. Para ello, se ha puesto en marcha un plan de acción con dos clases de 3^o de Primaria: grupo experimental y control. Los datos se recogieron utilizando un pre y post examen de comprensión oral, pre y post ejercicios de pronunciación y un diario del profesor. El tratamiento consistía en una serie de seis vídeos breves necesarios para resolver las actividades posteriores al visionado, que cada vez eran más exigentes. A pesar de enfrentarnos a circunstancias adversas, los resultados demuestran que en la comprensión oral el grupo experimental no progresa tanto como el control, pero que los vídeos sí que tienen un efecto positivo en la articulación de las vocales y el ritmo.

Palabras clave: comprensión oral, pronunciación, vídeos, Educación Primaria.

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1. INTRODUCTION

We are currently living in a society where everyone feels the urge to master a second language; yet, regardless of how long we study English for, it is still the Achilles' heel of most Spaniards. According to the European Commission (2012), Luxembourg, Latvia and Malta lead the ranking of countries that have a good command of English, with more than 92% of the population being able to communicate in either the mother tongue or a second language. However, it is not only the educational system that accounts for such remarkable results, but rather a constant exposure to English thanks to non-dubbed TV series and films (European Commission, 2012).

In 2011, a commission created by the Spanish Ministry of Education and Culture advocated automatic television in the original language (Belinchón, 2011). However promising this draft was, it did not take effect, and six years later we still need to have a good command of the remote control to relish the American and British accents. In the school, teachers are still afraid of incorporating the television into the classroom, as it is commonly associated with passive viewing (Shahani, Tahriri & Divsar, 2014), but, far from it. Both the *Decreto 26/2016* and the *Real Decreto 126/2014* encourage instructors to use cartoons, TV programmes and any other kind of audio-visual material so as to get students closer to the sounds of English and the general understanding of the language.

The more television we watch, the more we listen. And actually, listening is what children learn to do before they start talking (Thanajaro, 2000). Consequently, the second language classroom should emulate the natural learning process, therefore laying the foundations of listening before dealing with any further competence, such as pronunciation or oral production. That is why, it is necessary to develop more projects, such as the one in the present research, which blends TV series in the original version, listening skills and pronunciation.

The present paper comprises seven different sections. In the introduction, justification and objectives, I outline the rationale as well as the aims of the study. Afterwards, there is the state of the art with authors researching on communicative competence, listening, pronunciation and using videos in the second language classroom. It sets the theoretical background and describes the research gaps to be investigated. Then, I explain the methodology followed. Later on, I present and discuss the results obtained (listening and pronunciation organized by time and by category). Finally, I refer to some conclusions that might be drawn from the present research.

2. JUSTIFICATION

Including TV series in the second language classroom has been my hobbyhorse ever since I started teaching English in my current place of work. Attending English classes every other day seemed insufficient for some parents, who wanted their offspring to receive constant input. Consequently, the most commonly asked question in every single teacher-parent meeting was the way children could become more proficient in English. Playing games on-line and watching some of their favourite films and TV series in the original version were the obvious answers, but I was never able to test my hypothesis with any kind of studies other than with my personal experience as an adult learner and my infatuation with sitcoms. According to Lantigua (2016), the amount of time in front of the television ranges from 134 to 144 minutes a day, so I firmly believed it could be beneficial to use all that input so as to boost the level of English. Nonetheless, whereas the first option (playing on-line games) was always willingly accepted, some parents were reluctant to play TV series in the original version on the grounds that (1) children would solely focus on the pictures and forget about the language; (2) a few parents wholeheartedly believed it was impossible for such young kids to understand any single word; and (3) nearly everyone claimed that no sooner had they changed the language than their kids started to complain. Thus, most of the families gave up before trying.

That is why, when I first set foot in the school *Nuestra Señora la Real de Huelgas*, I tried to make the most of the final dissertation and focused on using videos in the second language classroom so that the next time a parent asked me, I could provide reliable sources and results. After two weeks of observation, I realised that the teacher, in spite of having a very good command of the language, hardly spoke any English in the classroom, as otherwise students failed to understand what was being said. Pupils did not strive to use English either. However, they were constantly encouraged to read short extracts aloud with an accurate and standard pronunciation most were not able to achieve. In this light, Souto (2013) claims it is extremely easy to tell when someone is not a native speaker, a problem that Secondary Education students still struggle with. The second problem I faced was that the listening part had a pride of place in the mid-term exams. Instructors were constantly disappointed because the marks did not meet their expectations, but, as Thanajaro (2000) stated, students “have to listen to the words several times before they are able to recognize and pronounce those words” (p. 2). That is to say, developing the



listening skills is the first step before being proficient in speaking, reading, writing (Nunan, 2013; Byrnes, 1984, and Dunkel, 1986, in Thanajaro, 2000) and especially pronunciation (Lundsteen, 1993, in Espín & Padilla, 2014). Taking into account that learners spend between 42 and 57 percent of the time listening in the class (Wolving & Coakley, 1979, in Thanajaro, 2000), it is time teachers stopped thinking about it as an innate ability which does not need to be taught (Thanajaro, 2000) and, instead, it is given the importance it deserves.

The fact that we are working in 3rd Primary is also to our advantage, because children still enjoy short TV series with straightforward dialogues, short sentences and very simple vocabulary. Besides, the sooner learners get used to listening to English, the more they will develop their oral skills. As a matter of fact, it is very common to compare kids with sponges, as they both absorb knowledge easily (Brown, 2007, in Souto, 2013). Bearing in mind the above-mentioned remarks, the class of 3rd Primary of *Las Huelgas* seemed the ideal context to implement the use of videos as a means to foster listening skills and consequently enhance pronunciation.

As far as the competences of the Degree in Primary Education Teaching are concerned, the present research complies with all six abilities listed in *Universidad de Valladolid* (2010), as well as with the competence related to the practicum (*Orden ECI/3857/2007*). First and foremost, thanks to this study, I am getting familiar with some objectives and contents of the Spanish Curriculum as well as with a few cutting-edge concepts. In the second place, I am able to plan and implement some teaching and learning activities, duly justified according to scientific research and information, in order to solve a series of educational problems. Moreover, I have analysed primary and secondary sources which can be found either digitally or on paper and which have contributed to the interpretation of the data collected in the school. These impressions, along with the whole research process, have been put together in the present paper, which is addressed to both experts and the general public. For that purpose, I have used English as the working language. In the fifth place, I have gained enough autonomy not only to start investigating but also to continually update and better my current knowledge. Furthermore, I have developed an ethical commitment to my job as a whole. Last but not least, having the opportunity to participate in the daily routine of a Primary Education classroom has helped me gain a new insight into classroom management, the relation of theory and practice and the possibility of innovation and constant improvement.

3. OBJECTIVES

The first subsection, which has been entitled “general objectives” intends to summarise the two main purposes of the Bachelor’s Degree Final Research Paper. In order to achieve the aforesaid goals, I have taken some previous steps whose aims are listed in the “specific objectives” subsection.

3.1. GENERAL OBJECTIVES

- To verify if the students of 3rd Primary improve the listening skills as a result of using authentic audio-visual materials in the English as a Second Language Classroom.
- To prove if the students of 3rd Primary improve pronunciation as a result of using authentic audio-visual materials in the English as a Second Language Classroom.

3.2. SPECIFIC OBJECTIVES

- To get familiar with the concepts of “communicative competence”, “listening”, “pronunciation” and “audio-visual materials” as well as their place in the Spanish curriculum.
- To explain when, for how long, with which activities and why audio-visual materials are used in the English as a Second Language Classroom.
- To examine the relevant studies done so far related to the development of listening and pronunciation by means of audio-visual materials in Primary Education.
- To justify why this research might be of some interest to the educational community.
- To select tools which provide reliable data when it comes to assessing listening and pronunciation.
- To provide teachers with a list of activities that might help to work on listening and pronunciation through TV series.
- To use realia in the English as a Second Language Classroom as a means to learn in an interdisciplinary way.
- To analyse the progress in listening and pronunciation in a Primary Education classroom over a certain period of time.
- To draw conclusions based on the research carried out, which will lead to reflect on and assess the implementation of the above-mentioned investigation process.

4. LITERATURE REVIEW

4.1. COMMUNICATIVE COMPETENCE

Tape recorders, videos and songs seem to be inherent to the second language classroom, but, as a matter of fact, the implementation of those materials did not take place until the late seventies, when the audiolingual method replaced or rather started to live together with the grammar-translation approach and the drill-and-practice technique (Boztepe, 2013). In all three of them, students made progress in both listening and pronunciation by ceaselessly repeating what the teacher or the tape recorder said and it was not until the communicative approach emerged that pupils could finally engage in meaningful interaction. Thanks to the aforesaid method, it was stated that the speaker's competence was not only dependent on grammatically correct forms, but they also had to be aware of where, when and to whom they uttered these sentences (González-Vera & Hornero, 2016) in order to communicate successfully. That is why videos represent a powerful tool which helps contextualise dialogues and learn the language in context.

The need to move on beyond the grammar knowledge gave way to what Hymes referred to as “communicative competence” in 1971; that is, the ability to understand and become understood in different situations. According to the *Centro Virtual Cervantes* (n.d.a), Hymes distinguished four aspects: 1) systematic potential -the potential for creating language-; 2) appropriacy based on the context; 3) occurrence and frequency of an utterance; and 4) feasibility or possibility of existence.

Shortly afterwards, in 1983 (Bagarié & Mihaljević, 2007), Canale and Swain summarized the four key components of the communicative competence: 1) grammatical competence, including knowledge of grammar, vocabulary, pronunciation and spelling; 2) sociolinguistic competence and knowledge of the sociocultural rules; 3) discourse competence, comprising cohesion, coherence and adequacy to a variety of genres; and 4) strategic competence to make communication effective and be able to compensate any eventual breakdowns. The European Framework for Languages (Council of Europe, 2001) restricts the competences to the first two ones and includes the pragmatic competence, which is half way between the discourse and the strategic one, since it comprises coherence, cohesion and mastery of discourse.

Last but not least, communicative competence also has a pride of place in our educational system when the *Ministerio de Educación y Ciencia* (2013) in the current



legislation (*LOMCE*) states that the competence in linguistic communication comprises five major components: linguistic; pragmatic-discursive; socio-cultural; strategic; and personal.

4.2. DEVELOPMENT OF THE ORAL SKILLS

As it has been stated in the Common European Framework (Council of Europe, 2001) and in the *Centro Virtual Cervantes* (n.d.b), learning a foreign language includes the development of the five following communication skills: listening, reading, spoken production, oral interaction (Nóbrega, 2008) and writing. Likewise, some recent publications (Bloom, 1979; Bono, 1999; Fewings, 2015) identify thinking as the sixth skill. Based on the objectives underlined in section 3, this dissertation aims to focus on listening skills and pronunciation, which seems to be related to both the spoken production and reading, as well as the linguistic competence. We are therefore going to shed some light on both concepts and their position within the Spanish curriculum.

4.2.1. Listening skills

Listening has evolved from being described as a passive skill to an active process, in which the listener is not restricted to solely identifying the sounds of speech, but rather to transforming those sounds into understandable words or sentences (Rogers & Farson, 1989, as cited in Espín & Padilla, 2014; Nichols, 1974 as cited in Thanajaro, 2000). Likewise, in Lindsteen's words (Purdy, 1997), listening differs from hearing in that the latter receives stimuli in the brain whereas the former assigns meaning to it. After a thorough research on numerous studies, Thanajaro (2000) provides us with a more comprehensive definition: listening involves four activities "receiving aural stimuli, attending to the spoken words, attaching meaning to the aural symbols, and responding to oral communication" (p. 12). That is to say, apart from decoding the message, the audience also has to interpret it in line with their background and linguistic knowledge, and finally answer accordingly. Some years later, Harmer (2007) agrees that listening goes beyond simple meaning and that, as long as one understands the message as a whole, it is not necessary to assimilate every single word, notion previously stressed by Chastain and Lund (as cited in Thanajaro, 2000).

In order to foster this skill in the educational context, Van Duzer (1997) suggests motivating prompts in a familiar context with visual support and regular exposure to

colloquial language. Stovall (1998) names two different techniques that contribute to the comprehension of the listening input: top-down and bottom-up strategies. The former depends on the background knowledge and the context, whereas in the latter students rely on the grammar, vocabulary and language they are able to spot in the text.

As far as the Spanish legislation is concerned, the *Real Decreto* 126/2014 holds that the main aim of Primary Education is, among others, to enhance the listening comprehension. Furthermore, in the first block, whose title is “understanding oral texts”, one of the contents outlines the need to identify the overall meaning, essential information and key points in small, short oral texts in standard language. Narrowing down the research to our *Comunidad Autónoma*, the *Decreto* 26/2016 from Castilla y León once again in section number one suggests “acercamiento al ritmo y sonoridad de la lengua a través de las rimas, retahílas, trabalenguas, canciones, adivinanzas, series de dibujos animals, etcétera” (p. 34470, personal translation: “bringing the rhythm and sound of the second language closer to the students by means of rhymes, enumerations, tongue twisters, songs, riddles, cartoons, etc.”).

4.2.2. Pronunciation

The notion of pronunciation is often confused with two other terms: phonetics and phonology. The former is the study of all the speech sounds that take part in communication: how they are, how they are produced and how they are discerned (Cantero, 2003). In contrast, phonology is no longer interested in sounds, but rather in phonemes, and how speakers are able to identify and use them in context (Cantero, 2003).

Having limited the scope of these two misleading words, Bartolí (2005) states that pronunciation focuses both on speech sound production and on supra-segmental features (rhythm, stress and intonation).

- Rhythm is “an ordered recurrent alternation of strong and weak elements in the flow of sound and silence in speech” (Merriam Webster, n.d.), or as Cantero (2003) held it is how frequently stressed syllables appear throughout the speech. In other words, it is the distance between two stressed syllables.
- Stress is the “point, in a word or phrase where pitch changes, vowels lengthen, and volume increases” (Harmer, 2007, p. 32). In fact, Cantero (as cited in Font & Cantero, 2008) distinguishes between word stress -the stressed syllable in a word prevails over the rest- and sentence stress -one of the stressed syllables becomes

the stressed part of the sentence and marks intonation changes-. Depending on where the stress falls in the sentence, it might lead to changes in meaning (Harmer, 2007, p.33): “Brad wants to MARRY my daughter?” and “BRAD wants to marry my daughter?”. Similar though these sentences are in terms of words, the implications and reasons to be surprised are by no means the same.

- Intonation is, in Harmer’s words (2007), “the music of speech” (p. 28). Cantero (2003) also compares intonation with music, since they both make use of changes in pitch or tone in order to convey varied meanings. The higher the pitch, the more important the information; on the contrary, the lower the pitch, the less important the information. A falling pitch also signals the end of a conversation.

When it comes to learning pronunciation in the second language classroom, Morley (1991) advises us not to teach it in isolation, or else no improvement will be made when facing actual communication. That is why, using videos might be the ideal context to get comfortable with pronunciation in real-life situations.

Teachers should be aware of the fact that pronunciation is not a skill, but rather a subcomponent of the grammatical competence (Canale and Swain) or linguistic competence (Common European Framework, 2001), which is shared by both the speaking and reading skills. Consequently, in the Spanish curriculum, pronunciation is briefly mentioned in block 2 “oral text production: expression and interaction” and block 4 “written text production: expression and interaction”. The *Real Decreto* 126/2014 hardly makes any allusion to this field other than encouraging students to participate in simple and short conversations in spite of not having a very clear pronunciation. The *Decreto* 26/2016 provides a more detailed description of the role of pronunciation in the classroom. In the contents of the second block, there is one section devoted to intonation, rhythm, stress and sound patterns where we can read that students need to use “algunos aspectos fonéticos, de ritmo, de acentuación y de entonación para la producción de textos orales” (p. 34472, personal translation: “some intonation, stress, rhythm and phonetic aspects so as to produce oral texts”). Moreover, there is one paragraph in which the significance of pronunciation is underlined: in order to enhance pronunciation and intonation, it is of utmost importance that the pupils are continually exposed to oral texts. Moving on to block 4, it is claimed that students need to connect letters, pronunciation and meaning when reading texts.

4.3. VIDEOS IN THE SECOND LANGUAGE CLASSROOM

Martínez, I. (1999) considered the video to be a synonym of video camera, cassette player and all the programmes that have been recorded on them. Soon afterwards, Luther (in Medina, 2014) couldn't tell the difference between "television" and "video", as they were both alternative expressions. It was not until 2014 that Medina distinguished between the audio-visual means which show images on the screen (television) and the "reproducción de imágenes y sonidos en movimiento a través de un medio tecnológico de comunicación" (p.117, personal translation: "display of motion pictures and sounds thanks to technological media") (video). One of the assets of the video is that linguistic elements go hand in hand with non-linguistic features, thus complementing each other (Gadotti, 2003, as cited in Medina, 2014).

Salinas, in 2002 (in Medina, 2014) states there is not such a thing as an educational video. The most important factor, though, is for teachers to have the necessary knowledge to make the best use of audio-visuals.

4.3.1. Timing of videos

Challenging though it has been to find literature on when to play a video in the second language classroom, Stempleski & Tomalin (1990) agree on the fact that teachers should be using them throughout all the stages of education, particularly with beginners. Other than that, Shahani et al. (2014) have reluctantly accepted that most teachers "simply put a video at the end of the term and let the students watch a movie without making them involved actively in the task" (p.43); hence, they look up to those professionals who make use of videos during the lesson to engage students in learning.

4.3.2. Duration of videos

Much as there are no conclusive studies on how long videos should last, it is beyond dispute that the teacher should play short sequences instead of the whole film (Marigómez, 2005; Ramírez, 2009, as cited in Rocillo, 2014). Stempleski (as cited in Gómez, 2003) is of the view that two or three-minute sequences should be enough to prepare materials for a one-hour lesson, since we do not usually need any prior knowledge in order to get the gist of the extract. In contrast, Cabrero in 1989, (as cited in Rocillo, 2014) suggested between ten and fifteen minutes when the videos are aimed at Primary Education students.

4.3.3. Activities to work with videos

Watching a video in the classroom should not be restricted to listening and enjoying the startling motion pictures the way one does while comfortably sitting down on the couch, it should instead foster active viewing (Boztepe, 2013). Easier said than done. The question now is how to encourage students to take part in a *a priori* passive pastime. In an attempt to reach a satisfactory solution, many authors (Albuquerque, 1990; Gómez, 2003; Cabrero, 1988, as cited in Rocillo, 2014; Stovall, 1998; Van Duzer, 1997) have suggested a three-stage approach.

Pre-viewing activities

First and foremost, Stovall (1998) points out that the instructional goal of the task should be defined. Therefore, based on the characteristics of the target group, we will choose the video which best suits the students' needs and which best adapts to the pupils' proficiency level (Pastor, 2004, as cited in Rocillo, 2014; Stovall, 1998). Gómez (2003) underlines three key factors before making the final decision: the message must be clear, the scenes motivating and dialogues understandable.

Once the video has been painstakingly selected, it is introduced into the classroom. Apart from establishing the purpose of the listening and explaining the follow-up activities, some preparatory exercises must be done:

- Predicting and drawing inferences about what is going to happen (Albuquerque, 1990; Barrios, n.d.).
- Working on the vocabulary that might occur by using photos, pictures or freeze framing (Gómez, 2003; Yubero, 2010, as cited in Rocillo, 2014).
- Discussing background knowledge on the topic (Van Duzer, 1997).

Viewing activities

Most of the researchers (Albuquerque, 1990; Barrios, n.d.; Fernández y Suárez & Bravo, 1992) suggest not only listening to the passage once but rather twice, so that the first time students can focus on the main idea and the second one move on to more detailed information. Find below a list of possible activities classified according to Lund's categories (Lund, 1990, as cited in Van Duzer, 1997):

- Doing: responding physically by moving according to some given instructions (Lund, in Van Duzer, 1997).

- Transferring: transforming the message into a picture (Barrios, n.d.; Lund, in Van Duzer, 1997;) or chart completion (Albuquerque, 1990).
- Choosing: ticking the words that appear in a given list, true/false test, multiple-choice test (Albuquerque, 1990), given three different written texts, choosing the perfect fit (Barrios, n.d.).
 - Matching: matching pictures to what is being said (Albuquerque, 1990), writing the right name for the main characters, matching the characters to their feelings and emotions, and matching sentences to the corresponding characters (Barrios, n.d.).
- Answering: gap filling (Albuquerque, 1990), answering short questions or finishing sentences started by the teacher (Barrios, n.d.).
- Condensing: story-line pictures, (Albuquerque, 1990), ordering the sentences so that the story makes sense (Barrios, n.d.).
- Duplicating: pressing the pause button in order for the students to repeat a problematic word or sentence.
- Extending: pressing the pause button right before a recurring sentence is about to be uttered so that students can recall it and say it out loud. Another possibility is for students to finish an incomplete phrase.
- Other activities: labelling (Albuquerque, 1990). Other than that, Stempleski & Tomalin (1990) advocate changing the stimulus with sound off, vision on or, conversely, sound on vision off techniques.

Post-viewing activities

These activities help reinforce previous knowledge (Albuquerque, 1990), urge learners to reflect upon their oral comprehension (Van Duzer, 1997) and assess learning; hence, students must “create” something based on the information they have listened to (Fernández y Suárez & Bravo, 1992). There is a fine line between while-viewing and post-viewing activities, thus some of them can be equally included in both sections. Some of the exercises instructors can work on after listening might be summarized as follows:

- Condensing information: summarizing, jigsaw listening (Van Duzer, 1997)
- Duplicating: matching the video with a reading text (Van Duzer, 1997), inverse translation (Fernández y Suárez & Bravo, 1992)

- Answering: answering medium-length questions about the text or fill-in the gaps exercises (Fernández y Suárez & Bravo, 1992)
- Extending: conjuring up how events could have happened otherwise (Marigómez, 2005).
- Modelling: students perform the scene either with gestures (Barrios, n.d.), role playing (Lonergan, in Boztepe, 2013) or by means of puppets (Barrios, n.d.).
- Conversing: correcting mistakes (Barrios, n.d.).

4.3.4. Achievements

When the communicative approach first emerged, teachers hastened to include all kind of audio-visuals, mainly videos, in the language laboratories, on the grounds that they brought the real world into the classroom and they provided some authentic input (Tomalin, 1986). Thenceforth, many are the studies that discuss the benefits of implementing activities with videos in the second language classroom. Chief among these advantages are the following ones:

- Promoting cross cultural awareness, that is, getting to know the culture of the target language (Davidson, 2009, as cited in Boztepe, 2013; Lonergan, 1984, as cited in Boztepe, 2013; Gómez, 2000, as cited in Gómez, 2003; Marigómez, 2005; *Revista de lingüística teórica y aplicada*, 48 (2), as cited in Rocillo, 2014; Stempleski & Tomalin, 1990).
- Improving motivation (Marigómez, 2005; Medina, 2014; Yubero, 2010, as cited in Rocillo, 2014; Thanajaro; 2000; Tomalin, 1986). Based on his research, Quintos (2011) claims that less than 40% of the population is constantly motivated when using visuals.
- Developing a critical standpoint. In 1990, García Faura (as cited in Rocillo, 2014) held that students needed to decipher some codes and mechanisms commonly used in mass media, which would help students reflect upon all the messages they got.
- Increasing general knowledge, according to a report issued by GECA (Quintos, 2011).
- Getting a new insight into understanding facial expression and body language (Gómez, 2003).

- Improving student interaction with other classmates (Rice, 1993, as cited in Bajrami & Ismaili, 2016).
- Learning the target language in general terms (Gerngross & Puchta, n.d.; Gómez, 2003; Johnson, 1956).
- Heightening speaking and communicative skills (Allan, Lonergan, and Rifkin, as cited in Boztepe, 2013; Johnson, 1956; Tomalin, 1986). On top of that, some educational videos and/or documentaries might give students food for thought, thus encouraging them to take part in thought-provoking dialogues (Marigómez, 2005).
- Retaining lexical items (Johnson, 1956; Weyers, 1999).
- Fostering listening skills. Showing images along with sound helps reinforce oral comprehension (Rice as cited in Bajrami & Ismaili, 2016; Ur, O'Malley and Chamot, and Davidson, in Boztepe, 2013; Johnson, 1956; Tomalin, 1986).
- Reinforcing pronunciation (Johnson, 1956). Gerngross and Puchta (n.d.) concluded that children tend to imitate the rhythm of the main character. Much more succinctly, Gómez (2003), referring to Bello and Gómez, claims that students listen to the pronunciation, but also to the intonation, stress and rhythm.

Taking into account that the last two items are the main concern of the present research, they are going to be subject to further discussion in section 4.4.

4.3.5. Limitations

In spite of the numerous advantages watching videos in the second language classroom can bring along, some drawbacks are likely to appear as well. Marigómez (2005) warns teachers that videos should be engaging enough, or else they will not get the audience's attention. Even so, sometimes students may fail to understand the language and simply focus on the humour (Boztepe, 2013; Marigómez, 2005) or relax, as on the face of it, watching TV in the classroom does not differ much from sitting idly at home (Wright, 1993, as cited in Boztepe, 2013). What students do not realize either is that watching authentic videos entails a lot of work, including but not limited to developing concentration skills and being aware that paralinguistic features (body language or gestures) do not always match those of the mother tongue, which might sometimes be misleading (Strange & Strange, 1991, as cited in Boztepe, 2013).

4.4. RELEVANT STUDIES

As far as the present research is concerned, I have divided the “relevant studies” section into three different categories: (1) firstly, I have listed all the articles related to audio-visuals and listening skills chronologically; (2) next, I succinctly mention the still scarce studies on the effects of videos on pronunciation; (3) finally, all the research involving Primary Education students is put together. That way, the assets and weaknesses of previous studies can be assessed.

4.4.1. Videos as a means to foster listening skills

By the early nineties, studies on listening comprehension when using audio-visuals had already begun. One of the ground-breaking articles in this field was edited in Spain, where Rubin Joan (1990, as cited in Herron, Morris, Secules & Curtis, 1995) confirmed that 120 minutes of video shown over a six-week period reported better results in listening.

Secules, Herron, & Tomasello (1992) compared a traditional curriculum to a video curriculum. A total of fifty-two University students who learnt French as a second language took part in the experiment. While the two control classes included drilling, reading, pronunciation exercises and working on grammar; the experimental classes were taught the same contents using the *French in Action* video series. This last group scored higher in listening comprehension, including main ideas, detail and inference.

Herron et al. (1995) once again paid attention to French students at the University of Emory. The underlying theme of each lesson was presented by thirty-minute videos in the test group or by a written text in the control group. The listening pre and post-test consisted of open-ended questions about a French drama and a University of Minnesota proficiency test. Whereas there were no remarkable differences in the first test, the second one showed that, at the conclusion of the one-year instruction, the experimental group outperformed the control one in terms of listening comprehension.

In contrast with the previous studies, Terrell in 1993 (as cited in Weyers, 1999) pioneered the use of authentic videos. Weyers (1999) followed in Terrell’s footsteps when he sought to prove that authentic input led to better output. Thanks to 14 episodes of the Mexican telenovela *María Mercedes*, the twenty University students from the experimental group excelled at both listening comprehension and oral production. More specifically, the difference between the post-test and the pre-test in the experimental

group was twice as much as the one in the control group (7.45 and 4.29, respectively). Very similar results were reported by Maneekul (2002, in Bajrami & Ismaili, 2016).

Only one year had gone by when Thanajaro (2000) went back to using purpose-built materials. She played mini-lectures at the commencement of the class for five weeks with seven students in a High Intermediate Academic Listening and Vocabulary Development class. Her intention was to verify the “influences of aural authentic materials on the listening comprehension” (p. 58) as well as to list the learning strategies and attitudes of the pupils. In response to the first research question, Thanajaro noticed that 4 out of 7 students, in particular those who had attended classes the most, had made progress in their listening skills. However, her results were based on teacher interviews and self-evaluation questionnaires, so no actual figures were provided.

From the beginning of the twenty-first century onwards, a large number of scholars have embarked on the publication of numerous articles where they mostly use real films and TV series. That is the case of Luo (2004, as cited in Ismaili, 2013), who examines the influence of playing nine DVDs throughout a whole academic year. These viewings were complemented with further activities, such as story-telling, picture description and discussions on hotly-debated topics. The findings showed that not only did DVDs decrease the level of anxiety, but they also improved listening skills.

In 2009, Arteaga, Guarín & García worked with a group of five pre-service teachers. Thanks to the exposure to a total of four different videos, the scholars concluded that the target group was increasingly more proficient when answering video-related questions. For the first time, the questions had to be answered in English rather than the mother tongue and they assessed general understanding regardless of the visuals. Even so, it was stated that the lack of images negatively affects the aural comprehension, which, on the other hand, is fostered by prior knowledge of the vocabulary.

It is undeniable that audio-visual materials allow learners to achieve outstanding results in terms of listening. As a matter of fact, similar findings have been reported by Illingworth in the hotel business (2012). A pre-test, post-test and a test done in-between help determine the upward evolution of correct answers following a six-month treatment where the teachers strived to include some videos from the textbook *Touchstone*.

Boztepe (2013) taught seven practical English conversations at the Amasya University. The control group learnt through the CDs of the book *New English File (Pre-intermediate)*, as opposed to the experimental group, who used the videos of this manual.

Towards the end of the investigation, the last twenty students showed a significant improvement over the counterparts in several skills, including but not limited to listening.

Having faced students' lack of motivation whenever an activity required some reading, Ismaili (2013) decided to take action and conduct a study comprising over sixty students. Half of them were able to watch the novel-based film in English before reading the actual book, whereas the other thirty pupils had no other choice but to solely read the novel and complete the follow-up activities (quiz). This quiz was done by both groups equally and it helped concluding that films provide some visual aid which leads, among others, to a better understanding.

Espín & Padilla (2014) set foot in the *Jaime Roldós Aguilera* school. They worked hand in hand with a class of thirty-one children aged 12 to 14, all of whom were keen on films and cartoons. The pre-test was made up of a series of questions related to the short film *Puss in Boots*. Only 10% of the students wrote satisfactory answers. Nonetheless, the percentage of pupils succeeding in the tests was increasingly higher: 65% in the *The Ghost of Lord Farquard*; 74% in *The pig who cried wolf*; 64% in *The living carrot*; and finally, 81% in *The Puss in Boots* post-observation. Therefore, the more the audio-visual input, the better scores in listening.

Rocillo (2014) in her Bachelor Dissertation confined herself to providing readers with a list of nine activities that might be carried out in the Primary Education English classes, namely Science. She acknowledges that she has only been able to implement a couple of ideas, that is why in her rambling conclusion she vaguely mentions how “útil [...] pueden ser estos medios para el aprendizaje del inglés” (p. 47, personal translation: “useful these audio-visual materials can be when learning English”), since both motivation and listening are enhanced.

After a hiatus of one year, in 2016, Estrada & Sierra conducted a study with children aged 10 to 12. Scholars introduced the video by presenting the vocabulary and doing some drilling. Then, the video was played using the silent video and paused video strategies (Stempleski & Tomalin, 1990), which allowed the students to focus on the motion pictures and answer some questions. Afterwards, the passage was played again, this time with the sound on, so that students could complete the assignment. Last but not least, students had to make a final product. One of the linguistic outcomes was that the aural comprehension could improve as long as the content was related to the topics seen in class. Instead of using a post-test, the researchers trusted teacher observation. Estrada

& Sierra (2016) claimed that “their facial expressions showed no tension or stress, demonstrating almost no conflicts in comprehending the vocabulary in the video and completing the worksheet” (p.49). On top of that, students started to “laugh at the funniest part of the sitcom”, (p.50), thus proving they were able to grasp the message.

To finish with, the study by González-Vera & Hornero (2016) was geared towards three groups of future Primary Education teachers. These teachers-to-be approached their future audience by dint of two child TV series: *Peppa Pig* and *Ben and Holly's Little Kingdom*. The group which was being monitored had to do two multiple choice listening activities with no visual aid (pre-test), as well as some multiple choice and gap-fill exercises which complemented a total of four videos (treatment). Upon the conclusion of the experiment, the three groupings completed a gap-fill post-exam without any visual aid. The monitored students got better marks than any of the other two groups, despite the fact that one of them performed the best at *Selectividad*.

All in all, studies are consistent with one another: pupils do get higher listening comprehension scores. What makes them different is the methodology used. On the one hand, most researchers benefit from videos designed for English learning purposes (Arteaga et al., 2009; Boztepe, 2013; Herron et al., 1995; Rubin Joan, 1990, in Herron et al., 1995; Illingwort, 2012; Thanajaro, 2000; Secules et al., 1992). On the other hand, among the scholars who have shown authentic input, either they assess progress only with the videos used (Illingwort, 2012; Ismaili, 2013; Luo, 2004, as cited in Ismaili, 2013), or by means of personal observation (Estrada & Sierra, 2016). Other than that, Rocillo (2014) simply lists some personal ideas. After such a careful selection process, that only leaves us with three scholars who are closer to the present dissertation: Weyers (1999), Espín & Padilla (2014) and González-Vera & Hornero (2016). The three of them take advantage of both pre and post-tests, but it is only in Weyers (1999) and Herron et al. (1995) that the exam tests for aural recognition are standardized ones (The National Spanish Exam and the Minnesota Proficiency Test, respectively).

4.4.2. Videos as a means to reinforce pronunciation

In contrast with oral comprehension, not many studies have been conducted on the topic of making progress in pronunciation with the aid of videos. Heading the list, it is Davis, who, in 1999, created a series of videos specifically aimed at developing the pronunciation of a group of adult Lebanon students. Upon the conclusion of a twelve-

week class using the *Perfect English Pronunciation* videotapes day in day out, towards the end, every single individual showed an improvement of between 80 and 95 percent.

After twelve years without any major breakthroughs, Domínguez (2011) questions a group of 404 students from the *Universidad Baja de California* about the benefits of using videos. Pronunciation overtakes listening with 107 pupils stating their pronunciation was better in contrast with 103 who believed they had advanced the most in terms of listening.

In 2013, Souto asked a group of 23 students to watch a short video at home and perform it in front of the classmates in the following lesson. Having the possibility to rehearse at home led to some improvement in the clarity of their speech, as well as in the articulation of most phonemes, namely the “s” and the “th” sound.

Shortly afterwards, Damar (2014) compared online tutoring programmes and videos to traditional second language classes. Forty-four University students were randomly assigned as test or control group. Both classes had to take a pre-test and post-test which included a perception task, a paragraph reading task and a talk task. The findings reveal that the test group outperforms the control one in all three tasks, especially when it comes to distinguishing stress, intonation and patterns in words and phrases.

The research by González-Vera & Hornero (2016) has been previously mentioned. All three groups had to read the script of one episode of *Peppa Pig* and another one of *Ben and Holly's Little Kingdom* both at the beginning and at the end of the research. The main difference lies in the fact that the experimental group is able to watch both episodes in between the pre and the post-test. As a result, the articulation of this group came closer to the faultless British Received Pronunciation.

A study conducted in a Senior High School in Sukabumi (Akbar, 2016) aimed at the development of the speaking skills shows how videos solve one of the greatest pitfalls within the oral skills: pronunciation. Actually, pronunciation recorded the highest progress between the pre-test score and post-test score with 0.67 points of difference.

Last but not least, Gerngross & Puchta (n.d.) briefly mention a couple of examples. At the outset, students listen to the teacher telling a story about two wizards. Later, the very same input is received by means of a video, whose volume is lowered towards the third viewing. Students end up emulating the rhythm of the wizard.

To sum up, according to the literature reviewed, pronunciation is hardly-ever assessed, except as a complementary aspect of speaking (Akbar, 2016) and listening skills

(González-Vera & Hornero, 2016). Some other studies merely focus on the opinion of the students as to whether they have been able to improve pronunciation without carrying out any further research (Domínguez, 2011). In Davis (1999) and Gerngross & Puchta (n.d.) students practice the contents beforehand, so there are no reliable findings. Consequently, it is only the researches by Souto (2013) and Damar (2014) that resemble the present study, since they use trustworthy pre/post-tests.

4.4.3. Videos in Primary Education

Subsequent to a meticulous analysis of a total of twenty articles, there are no misgivings that University and adult learners prevail over any other target group. In spite of the fact that the number of studies geared to students aged 6 to 12 has rapidly increased since 2013, there is still a long way to go. Barrios (n.d.), Carla Rocillo (2014) and Gerngross & Puchta (n.d.) provide readers with a wide range of activities whose implementation is not subject to any further research.

These three theoretical studies are complemented by three more investigations. Last year, Estrada & Sierra (2016) maintained that listening improved thanks to the continuous exposure to videos, according to the teachers' journals and the answers to some video-related questions. The fact that we cannot compare the level of the students at the beginning and at the end of the experiment leads us to think that there might only be progress in the short term, as students get used to the same type of films and questions. For studies making use of both pre and post-tests, we need to go back as far as 2013, when Souto asserted that children bettered their pronunciation as a result of role plays based on some previous visual input. One year later, Espín & Padilla (2014) examined the effects of short cartoons on aural comprehension. However, in both cases, only one experimental group was used. It is also worth noticing that the pre and post observations in Espín & Padilla (2014) were all alike (students had to answer the exact same questions about the *Puss in Boots* at the beginning and at the end of the treatment), hence the reason to get more answers right might stem from sheer repetition.

As a result, the present dissertation intends to fill in the above-mentioned gaps by investigating the effects of authentic videos on the listening and pronunciation of Primary Education students, making use of pre/post-tests with both experimental and control groups.

5. DESCRIPTION OF METHODOLOGY

5.1. OBJECTIVES

Whereas I have already listed the objectives of the final research paper in part 3, the present subsection aims to enumerate the goals of the research itself:

- To be aware of the starting level in terms of listening and pronunciation.
- To use some Internet sources which allow us to watch TV series online for free as educational tools.
- To choose the most suitable TV series and extracts based on the target group and the contents of the Curriculum.
- To create the most suitable activities to adapt to students with multiple intelligences thanks to the inclusion of visuals, audio-visuals, writing, speaking, individual thinking, interaction, body movement and creativity.
- To scaffold activities trying to get increasingly more independent students as well as more meaningful knowledge.
- To foster the motivation and participation of all the students, especially the ones with non-significant curricular changes.
- To promote group work and the solution of any eventual conflicts.
- To analyse the data collected before and after the treatment so as to confirm whether the general objectives have been achieved and whether they are consistent with previous studies.

5.2. PARTICIPANTS

The present investigation project was implemented in a Spanish school called *Santa María la Real de Huelgas*. It is a bilingual state-subsidised school in the city centre of Valladolid which covers education from 1st of Infant School until 4th E.S.O., with a total of 650 students enrolled in this institution. Due to its privileged location, most of the families whose children attend classes are highly concerned about their learning process, thus involving themselves in most academic activities. These families have medium and high levels of education attainment, which are directly proportional to their income. This thriving economic situation allows over 80% of the families to have computers and Internet connection at home.

With the purpose of conducting the present research, I have worked with the two groups of 3rd Primary. The seating arrangement is similar in both groups. *Santa María la Real de Huelgas* supports cooperative learning, hence all the classes are divided into groups of four, maximum five pupils, with a wide variety of skills and assets.

Both classes are very keen on learning and yearning to use realia as well as any kind of motivational input. Conversely, they are also particularly talkative, feature which continually leads to the use of Spanish and a lack of effort, thus lowering the mark of exams, mainly in the listening part. In 3rd B, from now on referred to as “experimental group”, there are a total of 26 students: 14 boys and 12 girls. Much as it is a heterogeneous group, there are no major differences among them, except for one specific student. She has a curricular adaptation due to some learning disabilities and cognitive limitations, consequently she will not be able to participate in the experiment. The results of the above-mentioned group are going to be compared with those of the “control group”; that is, 25 students in the group of 3rd A (12 boys and 13 girls).

5.3. MATERIALS FOR DATA COLLECTION AND RESOURCES

This section presents the framework of the tools used during the project. On the one hand, I analyse the instruments chosen by the instructor to verify the two objectives. On the other hand, there are the resources that the teacher needed to find, download, teach and play the videos for the treatment.

5.3.1. Materials for data collection

In order to verify the two general objectives, I am using three main tools: listening exercises, pronunciation exercises and a teacher diary.

Listening exercises (appendix 9.1.)

I have applied both a pre and a post-test. Whereas the former is a benchmark of the students’ level in terms of listening, the latter allows the teacher to weigh the initial marks up against the final ones, assessing whether there has been any significant improvement.

Both tests belong to the Movers level (equivalent to the A1, according to the Common European Framework) and have been taken from Cambridge exam sample books. The underlying reasons to choose this test are that a standardized exam is a reliable

source in terms of level, it is unbiased, it provides us with quantifiable results and I am used to working with Cambridge exams in my workplace. Challenging though the level seemed at the outset for eight and nine-year-old students, the contents of the book fit in perfectly well with the vocabulary and grammar guidelines set for Movers. Only two exams were selected out of a total of 24 possibilities. Rather than choosing them randomly, I opted for the only ones which were sea-related.

In between the pre and the post-test, a series of activities were carried out (appendix 9.3.). Since they are the treatment itself, they will be duly explained in section 5.4.

Pronunciation exercises (appendix 9.2.)

Emulating the listening exercises, pronunciation was equally assessed before and after the treatment. Students had to read one hundred and twenty words on the topic of water sports (appendix 9.2.1.), plus they endeavoured to describe a picture (appendix 9.2.2.) making use of suitable vocabulary, as well as clear, concise and well-constructed sentences. Both papers were assessed according to a score guide (appendix 9.4.2.) which rates speech sound production (consonants, vowels, grammatical endings, grammatical beginnings and clarity of speech), rhythm (rhythm in sentences, thought groups and linking, and clarity of speech), stress (word stress) and intonation (intonation/pitch). This grid has been adapted from the diagnostic guide of Gerhiser & Grenn (2007) and the Cambridge template (2011). In imitation of the latter, for every item, the teacher should write a tick (meaning “good”) or a cross (meaning “not so good”) depending on the students’ performance. On top of that, the instructor is going to be in charge of underlining the words that have been mispronounced in the reading part, hence complementing the results provided by the grid.

Unlike the listening tests, the pronunciation pre and post-tests do not differ from each other. Given that they are purpose-built, not standardized tests, using the same exercises makes comparison a great deal easier for the instructor. It also reduces the chances of making an increasing number of mistakes due to unnoticeable changes in the attainment level.

No sooner had I started planning the procedure than I realised it would be to my advantage to record the pronunciation exercises. However, the tutor advised me not to do it, as we would have to ask for parental permission, paper which will probably not be handed in on time by most of the students.

Teacher diary

A diary was written in order to reflect on the action plan. This diary registers information in three different moments: after the pre-test, during the treatment and after the post-test. The information gathered deals with the development of the activities, the personal opinion on the positive and negative aspects, and the reactions of students observed in class. Concerning the activities for the treatment, the data collected has been divided into several categories: comprehension of the videos, quality of the post-viewing activities, involvement of students, problems with the computer or other ICTs. The diary helps the teacher be aware of the evolution of the project, as well as notice any possible problem and thus carry out the required improvements.

5.3.2. Resources

Apart from making use of the digital board with the corresponding computer and loudspeakers, one of the most challenging aspects has been to search for videos in trustworthy and virus-free web pages. <https://fmovies.io/> has a user-friendly interface and is one of the top TV shows streaming site. You can watch videos in the original version and download them easily in High Definition by just pressing a button. This site has been used mainly for the “Finding Nemo” film. As for the TV series, watchcartoonsonline.eu has also allowed me to access materials for free. It is legally entitled to provide users with cartoons free of charge in exchange for the publication of adverts. Although it started in India, it has soon expanded its target audience. The same as fmovie.io, it provides users with a list of servers from which to download or watch videos online.

What I was not able to find, though, was a reliable tool to cut and edit videos limiting them to the fragments I was interested in. Consequently, I downloaded all the audio-visuals from the aforementioned webpages and played them in the class, regularly controlling the timing.

5.4. PROCEDURE

Every investigation process has a number of phases, which follow one another naturally and logically. As far as this research process is concerned, there are three main sections, which are in turn divided into different subsections, all of which will be carefully explained below. In short, they can be summarised as follows:

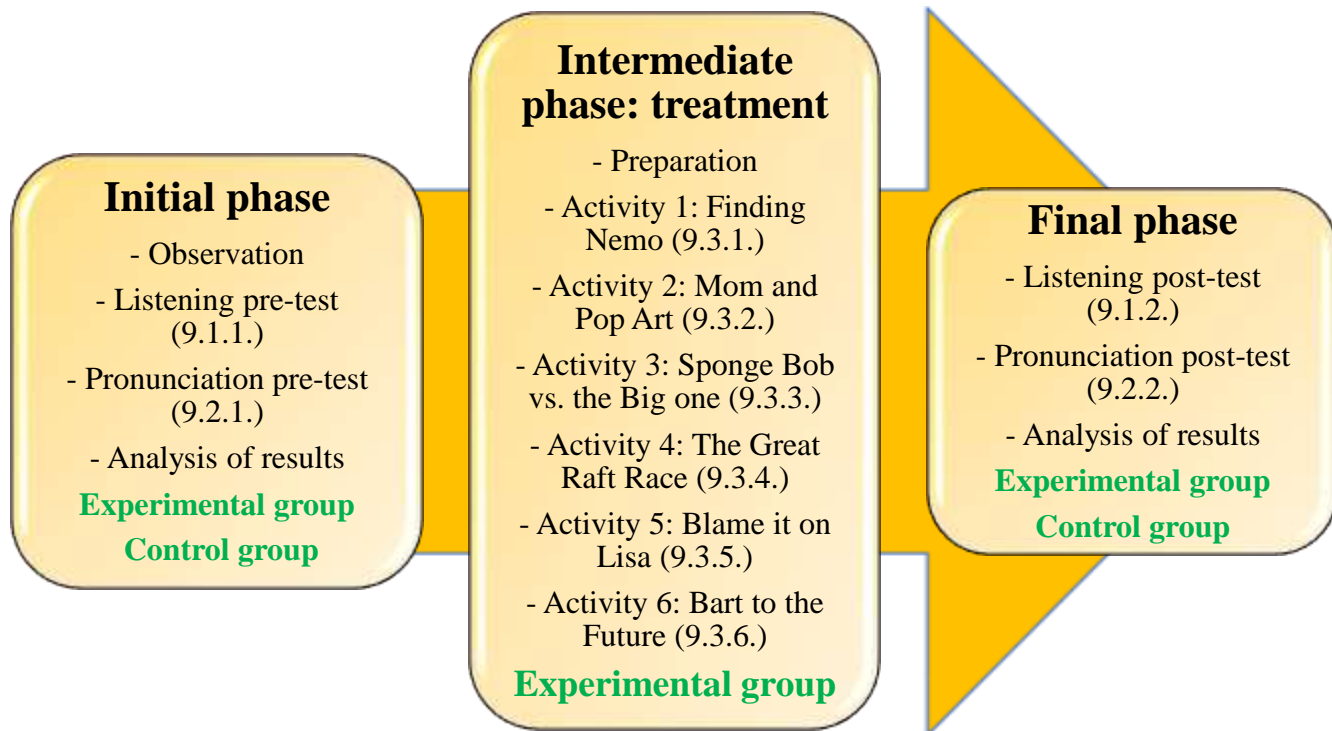


Figure 1. Summary of the procedure

5.4.1. Initial phase

No sooner had I arrived at the school than I started to monitor student learning in the classroom as well as to **gather data** on what the most long-lasting problems were. Thanks to the teacher's remarks and a thorough two-week observation process, I soon realised that students failed to read sentences clearly and fluently. On top of that, the listening marks did not live up to the teacher's expectations and did not fulfil the 3rd Primary standard requirements. Neither of the items required any type of memorisation skills, undoubtedly their strength. In contrast, they were both related to the oral skills and could thus be worked on at the same time.

In order to obtain more reliable and quantitative results, I dedicated one week (that is, two one-hour lessons) to the application of both **pre-tests**. Given that most of the students were not in any way familiar with the format of Cambridge exams, it was painstakingly explained before getting down to work. The listening exercise was completed in no more than 25 minutes. Consequently, I made the most out of these remaining thirty minutes of class and started assessing pronunciation individually. While the lead teacher was in charge of the big group, in alphabetical order, pupils went out into the corridor, where a chair, a small text and a picture awaited them. Firstly, they were encouraged to read the text, then to describe objectively the images of the picture. As

students were reading, I was discreetly taking note of their performance in accordance with the grid in section 9.4.2. A total of one day and a half was devoted to the pronunciation assessment.

Once all the initial information had been compiled, I started to **analyse the preliminary results** and register them thanks to the possibility to create tables and charts that the Excel tool provides us with.

5.4.2. Intermediate phase: treatment

As soon as the initial level and problems had been classified, I became engrossed in **choosing the most suitable TV series**, in accordance with the assigned contents: water sports, equipment and 'going to' future. So powerful the Internet is that, thanks to using a wide variety of search engines and shortcuts for word searching, I was soon able to find several videos related to the topic. The most relevant extracts were selected and provided a basis for activity creation. As stated in the above-mentioned objectives, the exercises aimed to be gradually more demanding and suit every taste and ability in order to further participation and motivation. Taking into account the ground-breaking initiative of the school *Santa María La Real de Huelgas*, according to which students work collaboratively, group work also had to be promoted in those activities.

At the conclusion of the preparation process, there were six extracts from sundry films and cartoons, each one of them with their corresponding introductory Power Point and a worksheet (appendix 9.3.). During the following six lessons, one video was played at the very beginning of the classroom. Due to time constraints, the audio-visual together with the pre and post-viewing activities could not last more than thirty minutes, moment when the regular classes were resumed. Taking into account that students in 3rd Primary have two and a half hours of English per week, the treatment was over after only 3 weeks.

Getting used to the same routine is of utmost importance for Primary Education students. That is why, all **six videos** are preceded by an illustrated list of the top ten most difficult words (Gómez, 2003; Yubero, 2010, as cited in Rocillo, 2014) which might hinder comprehension. Thanks to the interactive Power Points in section 9.3., students were encouraged to have a guess before the picture was shown. Providing they didn't get the answer right, the image was clarifying enough, so no translation was needed at all. Upon the presentation of the new lexis, and in line with most authors (Albuquerque, 1990; Barrios, n.d.; Fernández y Suárez & Bravo, 1992), the video was repeated twice.



While watching the assigned extracts, students had to answer the while-viewing activities (exercise number 1 in the worksheet, appendix 9.3.), one per video. The type of exercises I have opted for are analogous to those recurrent in Cambridge exams, in other words: choosing, matching, answering and condensing. Besides, I endeavoured to scaffold them: activity 1 requires no understanding at all, but rather paying attention to the pronunciation of words; activity 2 moves on to skimming and ordering the sentences; activity 3 involves scanning and judging the veracity of the sentences; finally, activity 4 takes the next step with writing. In activities 5 and 6 we go one step backwards, since we embark on grammar topics. Activity 5 is akin to number 1, as understanding is not required either. The sentences must be matched with the picture of the person who uttered them. In contrast, in activity 6 not only do we have to be aware of the meaning, but also gain an in-depth understanding of the video, in order to choose the correct option. The problem arises when realising that none of the questions can be answered by simply staring at the motion pictures. In contrast, the hearing process should take the lead. As soon as the while-viewing activities were corrected, pupils commenced discussing the post-viewing activities (exercise number 2 in the worksheets, appendix 9.3.), which were usually done in pairs or small groups. Apart from choosing, condensing and answering exercises, there were some hands-on, creative activities related to extending and modelling. Just like in the while-viewing activities, it was my intention for students to start with straightforward, effortless exercises and finish with more complex and demanding tasks. They are going to be explained below.

The vocabulary of the first video dealt with scuba-diving and the required outfit and accessories. In the final exercise students were expected to choose a title for the story individually. In connection with the heading of the videos, in the second extract, they were the ones who, in cooperation with a classmate, had to summarise the flood of Springfield. The activity from the third extract is still more stimulating. The video tells the story of how desperate Sponge Bob and his counterparts parts are to learn how to surf and thus be able to return home. The scene is paused in the most nerve-racking moment of the video, hence spurring pupils to write down an original ending for the story. Having acquired some new terminology on swimming, diving, snorkelling and surfing, I deemed it fit to include rafting and paddling. Given that the while-viewing activity in the fourth video is more complicated than in any previous ones, the follow-up exercise makes it easier for the students to fill in the gaps. Thanks to sharing and discussing the answer with

the shoulder-mates and group-mates, students learn to account for their answers, stand up for their ideas while respecting the others, and use one of the most well-known collaborative strategies (1-2-4). The exercise in video number 5 aims to replicate the study by Souto (2013). Bearing in mind the encouraging results provided by this author, I was looking forward to using drama techniques in education to enhance particularly the “ing” pronunciation. Students had to act out the scene where the Simpsons are planning to set foot in Brazil, paying special attention to the articulation of words and the rhythm of sentences. After a brief rehearsal, they had to perform in front of their classmates, activity which took up a total of thirty extra minutes. However, the above-mentioned tasks are nowhere near as challenging as the final one. In *Bart to the future*, an Indian person makes use of a personal item to show Bart’s future on some flames. Taking this prompt as a starting point, pupils had to create a dialogue from scratch where they pretended to guess each other’s future. Two days were finally needed to bring this activity to an end.

The students were handed in the worksheet with the activities long before playing the video, so as to know what was expected from them. That way, they could also understand the careful explanation provided by the teacher. As it has been mentioned above, the exercises were corrected in the classroom. Even so, the teacher provided further feedback at home. The results from these treatment-oriented activities will not be assessed, since the exercises differed greatly from each other and some answers were heavily biased due to the previous knowledge of the episodes.

5.4.3. Final phase

Upon the implementation of the treatment, which was carried out only in the experimental group, both classes (experimental and control) were given the **listening and pronunciation post-tests**. The procedure duplicates the conditions of the pre-test: the twenty-five-minute listening test was followed by an individual assessment of the pronunciation. What did differ, though, was the amount of time devoted to explaining either exercise, since pupils were already familiar with the layout. Consequently, all the evaluation process was completed in slightly less than an hour and a half.

Last but not least, I **analysed and corrected the results** of the most recent tests, comparing them in every possible way, namely pre-tests in contrast with post-tests and experimental group versus the control group. The outcome will be thoroughly discussed in the section below.

6. ANALYSIS OF RESULTS AND DISCUSSION

6.1. ANALYSIS OF DATA

The dependent variables that are going to be measured in order to assess the fulfilment of the two general objectives are listening and pronunciation. Firstly, regarding the **listening**, the mark of the test has been worked out based on the number of correct answers, according to the official answer key by Cambridge (appendix 9.4.1.).

$$\frac{\text{Number of correct answers}}{\text{A total of 25 items}} \times 100$$

A more specific analysis concerning solely the experimental group has been done as well. In this case, I have analysed separately the five different exercises that comprise the listening test comparing results before and after the treatment. Taking into account that every section has a maximum of 5 points, the data show the average number of correct answers. In other words, the formula is as follows:

$$\frac{\text{Adding up the number of correct answers (out of 5) of every student}}{\text{A total of 25 students}}$$

With regard to **pronunciation**, I analysed students' performance using therefore a scoring guide (9.4.2.). The information gathered has been examined in two different ways. On the one hand, the average number of "good" per person has been taken into account when providing a general overview of both experimental and control groups. On the other hand, for a more exhaustive analysis of individual items concerning the test group alone, I have considered the total number of "good" per item. Many researchers make use of standard grading scales (Akbar, 2016; Damar, 2014). However, I have created a scoring guide specific to this topic in which I take into consideration aspects related to speech sound production, rhythm, intonation and stress. On top of that, and in line with the study by Davis (1999), Souto (2013) and González-Vera & Hornero (2016), I have also counted up the number of words which have been mispronounced. Since both the pre and post tests are alike, it helps obtain more reliable results.

6.2. GENERAL OBJECTIVE 1: LISTENING SKILLS

Having outlined the objectives of this research, the tools for data collection and the process by means of which all the information has been gathered, we now have to analyse the results, and hence determine whether the treatment has been successful.

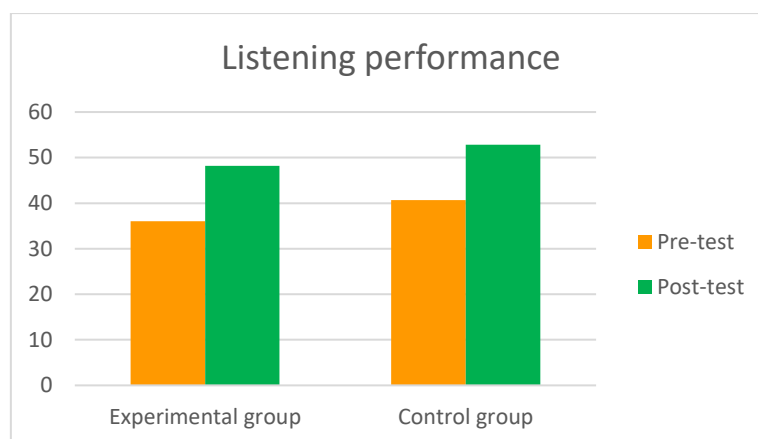


Figure 2. General objective 1. Listening performance

		Experimental group	Control group
Pre-test	Mean	36	40.64
	Median	32	40
	Standard deviation	18.62	25.94
Post-test	Mean	47.2	52.80
	Median	40	56
	Standard deviation	23.58	25.66

Table 1. Mean, median and standard deviation in the listening test

From the outset, the control group has a better command of the language, four points over the test group (40.64 versus 36), in spite of neither of them passing the Cambridge examination (>50.00). These results are actually reinforced by the median, according to which the level of the preceding group is even lower: fifty per cent of the sample have marks well below 32, whereas the other fifty per cent have marks above that threshold. The standard deviation sheds some light on this remarkable disparity between both groups: whereas the test group is rather homogeneous (18.62), the control one reveals important differences in English comprehension (25.94). As a matter of fact, two students failed spectacularly, with no answers right whatsoever, in contrast with a third pupil, who got full marks.



Low though the grades may seem, they are beyond expectation, on account of the defeatist comments listened to upon the completion of the test. When facing the Cambridge exam for the first time, pupils could not help but constantly verify whether it was part of the summative assessment and thus counted towards the final mark. They were relieved to learn that the listening solely concerned the trainee teacher.

The worksheets that were handed in during the treatment were done and corrected in the classroom. The fact that many students changed the answers with pencils instead of a red marker, together with the increasing difficulty of the exercises they had to face, provides us with no reliable data in terms of gradual evolution.

As far as the post-test is concerned, both groups experience a significant improvement. All the pupils agreed that the second listening was less demanding than the first one; thus, they were no longer concerned about the result counting towards the final mark. The test group escalates from 36 to 47.2 (a total of 11.2 points), whereas the control group experiences a more remarkable increase, from 40.64 up to 52.80 (a total of 12.16 points). For the first time, half of the classroom of 3rd A attained the minimum marks required in order to pass the Cambridge test (>50). The median widens this gap: 40 points in the test group set against 56 in the control one. In other words, the level students achieve in the trial group following a three-week treatment equates to the preliminary answers by the control group (40 points on both occasions). Even more, whilst the control group has made a quantum leap in terms of the median (16 points, from 40 to 56), the test group hardly makes any significant progress (barely 8 points, from 32 to 40). Based on the data gathered, in the classroom of 3rd B, there are very few students who pass with flying colours, while in 3rd A those with higher results offset the numerous people with low marks.

It is actually in this last group that individual variation is more noteworthy (25.66). Contrary to the pre-test, no one got a zero in the exam, but still one person was below 10%, versus another student, who once again managed to get full marks. So similar was the standard deviation in both the pre and post-test that it did not attract my attention. Nonetheless, what did strike me as abnormal was the rise in the standard deviation within the experimental group.

In spite of the treatment, the test group seems not to have advanced as much as the control one, plus the individual differences are widening. The reason lies on the fact that the loudspeakers in 3rd B wound down two days prior to the final test. Even though

the students were looking at the worksheet and listening with rapt attention, the recording was barely audible, except for those students sitting down by the digital board. In fact, their marks have been analysed together and have surged from 46.46 to 63.08, being these 16.62 points of difference still more significant than in the control group. Consequently, provided the loudspeakers had worked, the experimental group might have reported better results.

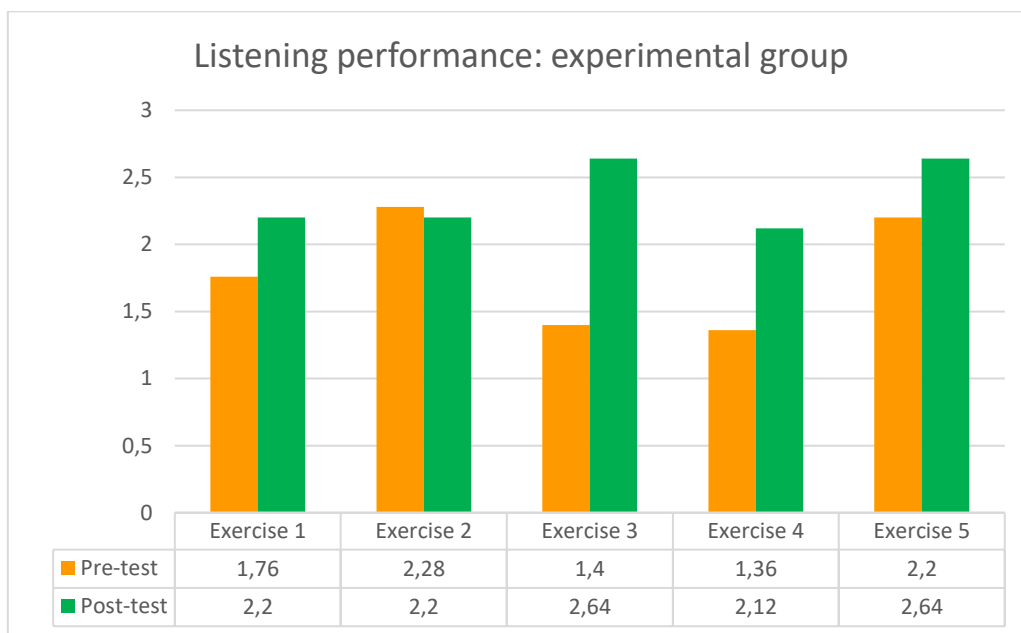


Figure 3. General objective 1. Listening performance: experimental group

In order to analyse the listening skills which have developed the most, I have created the chart above. There is a noteworthy increase in exercise 3, that is, matching the days of the week with the right picture. In the pre-test, this activity recorded one of the lowest scores due to the fact that students took for granted that all the days of the week appeared in order. Furthermore, all the pictures had two common elements, namely, rabbits and football. Therefore, it required plenty of concentration and detailed listening so as to spot the subtle differences. However, in the post-test, pupils were aware that the days of the week were not necessarily mentioned in order and the pictures were utterly different from each other. Consequently, the number of answers right rose from 1.4 to 2.64 (a 1.24 improvement) probably owing to a more straightforward activity rather than a real increase in the listening skills.

Smaller though the progress is, the gap between the pre and the post-test has also widened in the case of activities number 1, 4 and 5. Exercise 4 seems to be the Achilles' heel of most students both before and after the treatment, with the lowest score on both

occasions, in spite of a 0.76-point evolution in the post-test. The reason lies on the fact that pupils are not yet used to getting the gist and having a general overview of the text; instead, they prefer skimming and scanning. That way, the first word they identify in the oral text is the word they are going to tick. However, Cambridge tries to mislead the already-confused listeners and mentions the three possible photos, even if there is only one correct answer. Challenging though this section is, numerous pupils have made a significant progress. Exercise number 1 and 5 require the same type of ability: listening for specific information. From the outset, pupils were keen on drawing and painting, so it was probably thanks to this underlying motivation that exercise 5 had such promising results. This activity, which is deceptively simple, actually entails in-depth understanding to distinguish objects which are very much alike (two bowls, two plants or two dolls in the pre-test as well as two planes, two pirates and two birds in the post-test). For instance, in the preliminary test, most students restricted themselves to painting the first word they came across; but in the post-test, they knew better and paid more attention to any complementary detail that might help discern two similar items. Exercise 1 provides the audience with recognisable features from a total of five people. As long as the key word was pinpointed, no additional comprehension was required. Regardless of the remarkable progression in these two exercises (0.44 points on both occasions), results are nowhere near as positive as in exercise 4 (0.76 evolution).

In contrast with the general trend, rather than raising, the number of correct answers in exercise 2 moved slightly downwards. It should be noted that the starting point is encouraging enough (an average of 2.28 answers right). When figures are so high at the beginning, students are unlikely to undergo any drastic changes. In the second activity of the listening, not only do listeners have to identify the key words, which are usually particularly stressed and pronounced very clearly, but they also have to understand the prompt. In the post-test, a majority of the students were aware that the final question was referring to a sport, but neither of them considered the word “soccer” to be a synonym of “football”. It was mainly that answer that lowered their score.

All things considered, the marks in the post-test tend to be more equal regardless of the type of activity, in contrast with the pre-test where there are remarkable differences among the five exercises.

6.3. GENERAL OBJECTIVE 2: PRONUNCIATION

Once the listening has been painstakingly analysed, I am going to do a parallel study concerning the progress of pronunciation.

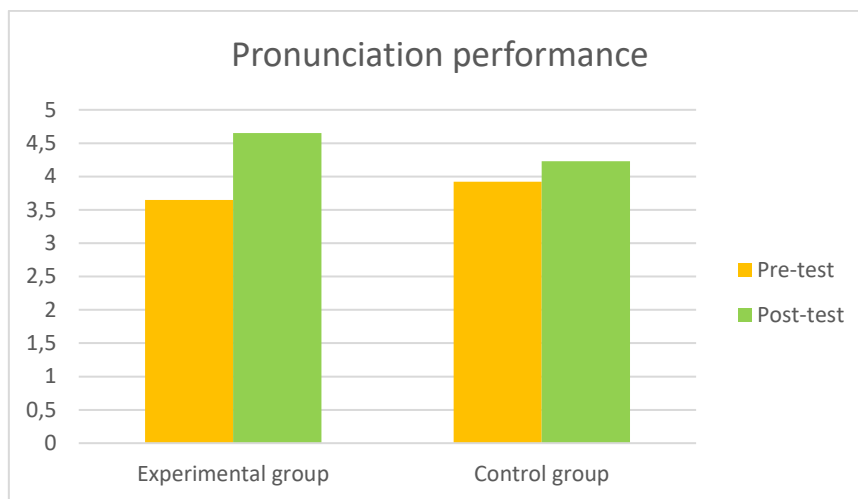


Figure 4. General objective 2. Pronunciation performance

		Experimental group	Control group
Pre-test	Mean	3.65	3.92
	Median	3	4
	Standard deviation	2.35	2.91
Post-test	Mean	4.65	4.23
	Median	5	4
	Standard deviation	2.10	3.04

Table 2. Mean, median and standard deviation in the pronunciation test

Once more, the control group reports better results in the pre-test (3.92 set against 3.65, out of a maximum of 9 points). Despite the fact that both groups get very similar marks in the school exams, the score of the two standardized tests (listening and pronunciation) leads us to think that the control group has a better command of the language in general terms. The median reflects this disparity too: in the test group 50% of the population get 3 or below 3 “goods”, in contrast with the control group, where the benchmark is 4. The standard deviation accounts for such dissimilarity. In 3rd B (test group) most of the pupils range from 1 to 7 “goods”, with the exception of one demoralizing 0 and two promising 8. However, in 3rd A the six students who have exceeded everyone’s expectations with 8 and 9 points make up for the three 0.

Unlike in the listening pre-test, pupils felt a great deal more confident when reading the text. Anxious though they were before sitting down, they soon gained control over themselves, and made others aware of the simplicity of the test. Even so, some students made haste to finish the reading as soon as possible, as if it was a time trial. Consequently, they failed to read most of the words. Apart from that, the speaking part left a lot to be desired. Students lacked fluency and restricted themselves to saying two words: “fish” and “person”, in the best-case scenario.

Throughout the treatment, the pronunciation was not assessed. Even so, the post-viewing activities of the extracts number 5 and 6 required pupils to do their best in terms of articulation and intonation. Therefore, constant feedback was provided.

Regarding the post-test, both classrooms have made progress, yet this is more significant in the experimental group (from 3.65 points up to 4.65, a one-point breakthrough) than in the control one (from 3.92 up to 4.23, barely 0.31 points of difference). As a matter of fact, the latter remains with the same median (4 points), contrary to the former, which has experienced a staggering improvement of two points (from 3 all the way up until 5). Not only does the test group ameliorate the average pronunciation, but also individual differences narrow down. The standard deviation falls from 2.35 down to 2.10, versus the control group where differences have slightly gone up from 2.91 until 3.04.

Bearing in mind the number of mispronounced words, which had been meticulously underlined during both the pre and post-test, 72% of the students in the experimental group made fewer mistakes towards the end. Namely, it was the words “surf”, “surfing”, “jumping”, “beaches”, “climbing” and “because” which no longer posed a problem. Besides, none of the pupils was less accurate than before the implementation of the treatment. As for the control group, 20% of the learners made some kind of progress while 8% plummeted.

Regarding the speaking, given that pupils were increasingly familiar with the vocabulary, a majority of the students surpassed the threshold of two words per participation. Actually, 3rd B, the classroom which underwent the treatment, produced very promising results: 84% of the sample uttered more than three words (“fish”, “person”, “wet suit”, “mask” and “snorkel” being on the top) and 12% actually managed to create a proper sentence. 40% of the control group also included some of the above-mentioned words on their expanded speech, but 4% were still reluctant to say a word.

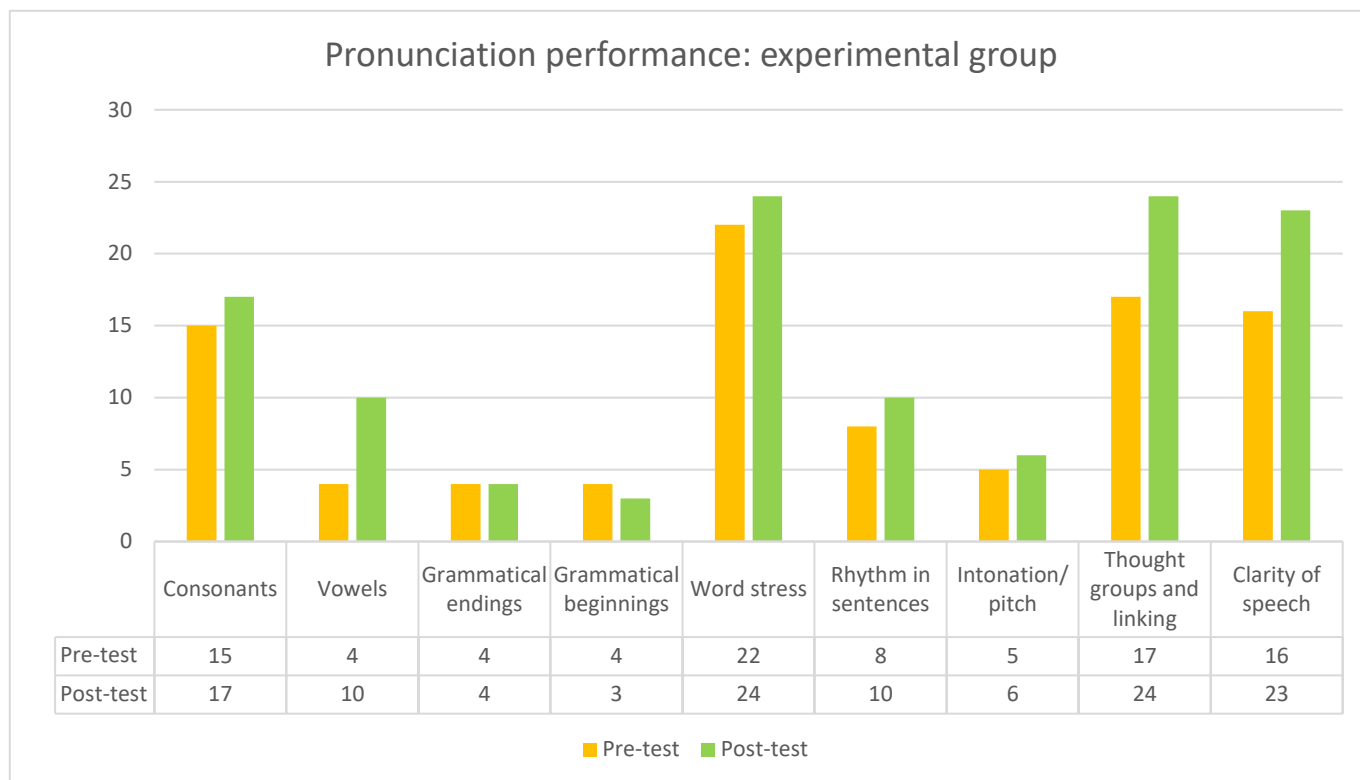


Figure 5. General objective 2. Pronunciation performance: experimental group

Provided a comprehensive analysis of the pronunciation is done, the results per category are represented above. There has been a slight improvement in terms of consonants, namely the phoneme /ŋ/, where the letter “g” used to be more noticeable. Moreover, a scarce number of students has progressed with the word stress, the rhythm in sentences and intonation. On the one hand, some of the words that students failed to stress properly at the beginning were “because” and “kayaking”. Most of these elements were unknown to them before the treatment; consequently, they even struggled to pronounce them properly. On the other hand, in general terms, intonation was far from their strength. The reading finished with an exclamation which most of them failed to emphasise and where they did not use a rising intonation pattern. In the post-test, only one more student realised that pitch change.

Some of the most considerable breakthroughs have been the evolution in vowels, thought groups, and clarity of speech. Very few pupils succeeded in the pronunciation of the words “surfing”, “jumping”, “because” and “beach” in the pre-test. Whenever they came across the letter “u”, they failed to understand that the phoneme could be other than /ʊ/. That way, thanks to the treatment and the fact that these words appeared time and

again in the videos, students gradually moved on from /'sɒfɪŋ/, /'jɒmpɪŋ/ and /br'kaʊz/ to /'sɜːfɪŋ/, /'dʒʌmpɪŋ/ and /br'kɒz/. Facing two vowels at the same time was a real challenge for most of the readers. Not only did the word “because” led to a large variety of pronunciations, but “beach” too. Instead of considering letters “e” and “a” two vowels that complement each other in the sound /i:/, it was commonplace to hear /ɛa:/. By the time of the post-test, almost half of the classroom was able to get the pronunciation of these four words right. Thought groups and clarity of speech go hand in hand. High scores though both items recorded in the pre-test, some students disregarded punctuation, such as commas and full stops, and instead they were running out of breath even before reading half of the text. This haste led to skipping letters, words, even whole sentences. Such pace together with word mispronunciation made the text unintelligible on 9 occasions. Fortunately, as a result of the steady feedback provided throughout the treatment and the students’ lessening nervousness, everyone except for two pupils succeeded in taking in air before commas and full stops, hence making their speech significantly more understandable.

Last but not least, neither grammatical endings nor grammatical beginnings undergo any major changes. As a matter of fact, the latter drops. It has already been mentioned that letter “g” at the end of the word became softened upon the treatment. However, a majority of pupils failed to realise that some words were plural. Consequently, letter “s” at the end of the word was hardly ever mentioned. And, in case it was, irregular plurals (such as “beaches” /bi:tʃɪz/) were rejected and made regular /bi:tʃes/. In spite of the videos, a similar number of pupils struggled with the same words in the post-test. Once again, letter “s” posed a problem this time at the beginning of the sentence, when it is commonly referred to as “liquid s”. It remained an insurmountable obstacle for over 20 students, who could not help but include the phoneme /e/ in front of the “s”. Consequently, “special” was commonly pronounced /'espɛʃəl/, rather than /'spɛʃəl/. Even more, one of the few pupils who had done well in the pre-test included a resounding /e/ when uttering the above-mentioned word in the post-test.

7. CONCLUSION

Due to the limitations of the present research, the findings should not be generalised beyond the scope of this class and study. Based on the analysis and interpretation of the results, two main conclusions can be drawn:

- When using authentic audio-visual materials in the English as a Second Language Classroom over a three-week period, children in 3rd Primary Education do not seem to show any significant improvement in the listening skills. These results take issue with previous studies, where there seems to be an upward trend (Espín & Padilla, 2014; Estrada & Sierra 2016). Consequently, had the loudspeakers worked properly during the last lesson, the results might have been more conclusive. Findings seem to suggest that both listening for gist and for specific information improve over time, but it is the first ability that prevails. Whilst at the beginning pupils focused on key words, after the implementation, they moved on from morphology to a more semantic and syntactic level.
- When using authentic audio-visual materials together with pre-viewing, viewing and post-viewing activities in the English as a Second Language Classroom over a three-week period, children in 3rd Primary Education seem to improve their pronunciation. That way, the present research is consistent with previous studies (Souto, 2013). Not only do pupils seem to advance, but also individual differences are reduced. Chief among the improvements made by lower achieving students are vowel clusters, particularly when including letter “u”, and the clarity of speech. Practice makes perfect, and thanks to the implementation of some drama techniques (Souto, 2013) in the post-viewing activities, students seem to slow down in the second reading, leading to a more accurate and clear articulation.

Limitations

In spite of the positive findings, some limitations need to be acknowledged. To begin with, the fact that the loudspeakers stopped working prior to the post-test unavoidably alters the final results, and therefore voids part of the research. I considered changing classes and doing the listening again, but not only were we running out of days as Easter approached, but also marks would have been yet more biased as a result of repetition. Secondly, some of the participants were highly knowledgeable about The Simpsons and Sponge Bob. As a consequence, hardly had the researcher read and

explained the activities when they were already filling them in, even before playing the corresponding video. In any case, they all looked at the extracts with rapt attention and begged the teacher not to pause it but rather leave it until the end. Thirdly, the ten words explained every day before the video proved to be unavailing. Students got easily distracted and failed to remember more than a couple of words, so it was relatively difficult for them to regain focus. That is why, in the last three videos I narrowed the vocabulary down to a maximum of five words. Apart from giving us some extra time for the post-viewing activities, children ceased complaining. Last but not least, in order to obtain more reliable results, a more longitudinal study should have been conducted. Despite being genuinely grateful for having been able to carry out the research in a real classroom, three weeks was not long enough. Since I was doing my training, I depended on the school; hence, I had to conduct a simple research, adapting to the conditions. Those limitations may explain some of the results; that is why, it would be advisable to replicate the present study in a close future.

Pedagogical implications

Based on the above results, it can be accepted that authentic videos are central to the English as a Second Language Classroom. This study seems to suggest that teachers of ESL should include cartoons and TV series from English-speaking countries in their day-to-day classes. In addition to fostering motivation (Marigómez, 2005; Medina, 2014; Yubero, 2010, as cited in Rocillo, 201; Thanajaro; 2000; Tomalin, 19864), they are usually linked to outstanding results in listening (Espín & Padilla, 2014; Estrada & Sierra 2016) and pronunciation, just like it has been stated in this study. Oral skills are becoming the cornerstone of gradually more interactive and less traditional English classrooms. Listening and speaking are integral parts of any of the official exams that students are yearning to take: Cambridge, Trinity, TOEFL, you name it. It would thus be highly advisable to use authentic videos instead of dull and tedious purpose-built recordings, as the former help listeners get used to real-life English in natural contexts. It is beyond dispute that pupils spend endless hours in front of the television immersing themselves in the skilfully woven plots of the above-mentioned TV series. Provided they become accustomed to getting the input in English, they might not be so reluctant to play the original version at home. Nevertheless, the teacher should be aware of the fact that, in order to carry out this action plan, it would be desirable to have sufficient time to choose extracts conscientiously and carefully consider what activities are just right for the group.

Suggested improvements

Further research is required to determine whether the treatment leads to greater improvement, chiefly in the listening part. Therefore, the experiment should be tested in the long term. A trimester, even the whole academic year, would be the optimal timing in order to get consistent and reliable results. As a matter of fact, in most of the previous studies the implementation lasts over three months. A change in length together with fully-functioning devices might result in increasingly reliable data.

In line with Boztepe (2013), I strongly suggest conducting a second post-test approximately one month after the first one is carried out. Provided the treatment has been successful the first time, replicating the post-test might help assess retention of the listening skills and pronunciation in the long run.

Many are the scholars who make of higher education their main field of research. Hence, the present study endeavoured to contribute to the scarce papers aimed at Primary Education students. Anyway, it would be desirable to implement treatments alike on all the levels ranging from 1st Primary to 6th Primary. Such a thorough and arduous study would provide researchers with a new insight into whether authentic audio-visual materials are fitting for all ages and which groups are more likely to make the most of the original TV series and cartoons.

Last but not least, from the outset, I longed for a three-variable study which I could not conduct on account of the limited target population as well as some time and space constraints. Subtitles are of paramount importance in today's society. Such is the case that, under no circumstances are native speakers shown on the Spanish television without being dubbed or at least subtitled. Bearing that in mind, and along the lines of Ismaili (2013), a control group, with no audio-visual stimulus other than the one of a traditional classroom, could be set against two experimental groups: one of them would watch videos without subtitles, in opposition to the third group, who would enjoy the same fragments, this time including captions. The same skills could be assessed by means of the same tools. Nonetheless, not only would this three-way study shed some light on whether younger students improve their listening skills and pronunciation thanks to authentic videos, but also whether captions hamper this development, or rather boost listening and articulation as a result of a more in-depth understanding when reading the subtitles.

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9. APPENDICES

9.1. LISTENING EXERCISES

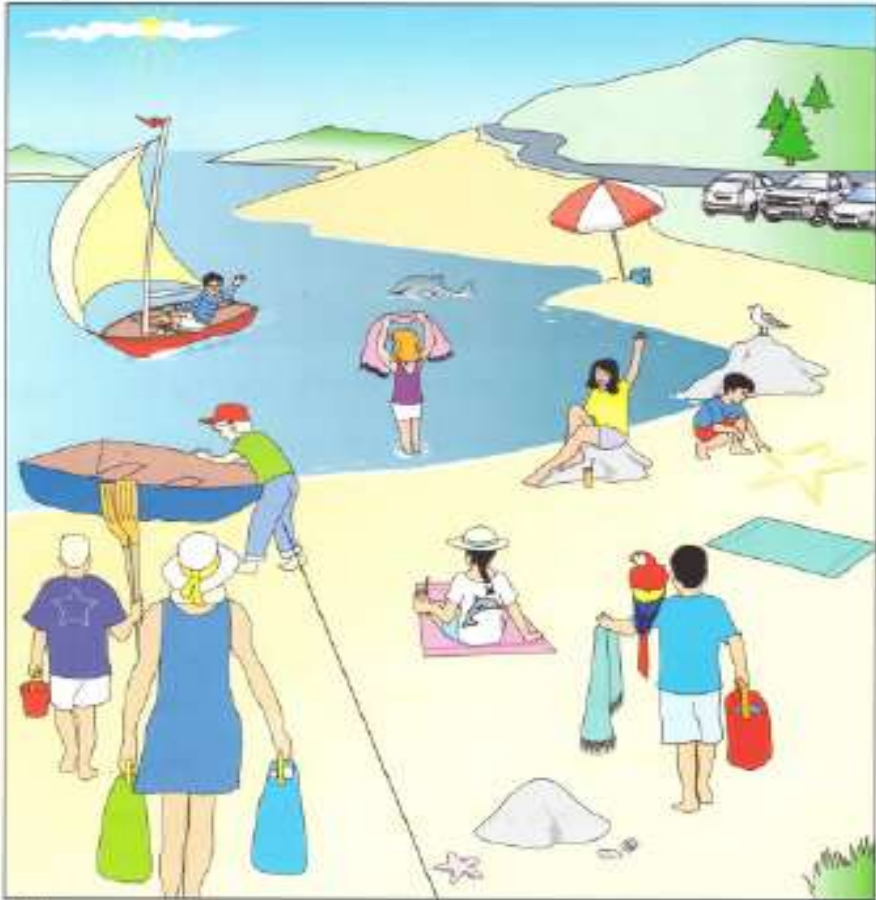
9.1.1. Listening: pre-test

Test 2
Listening

Part 1
- 5 questions -

Listen and draw lines. There is one example.

Mary Anna Fred Paul



Sally Jim Vicky

Figure 6. Listening: pre-test p.1

Listening

Part 2

- 5 questions -

Listen and write. There is one example.



Dance lessons for Daisy

Where? at school

1 In which classroom?

2 On which day?

3 With which teacher? Mrs

4 Take to first lesson:

5 Come home by:

Figure 7. Listening: pre-test p.2

Test 2

Part 3

- 5 questions -

What did John do last week?

Listen and draw a line from the day to the correct picture.
There is one example.



Monday



Tuesday

Wednesday



Thursday



Friday



Saturday



Sunday

Figure 8. Listening: pre-test p.3

Part 4

- 5 questions -

Listen and tick (✓) the box. There is one example.

What's Tony doing?



A

B

C

1 What did Jane buy yesterday?



A

B

C

2 What was Jack's dream about?



A

B

C

Figure 9. Listening: pre-test p.4

Test 2

3 Where's Peter's mouse?



A



B



C

4 Which person is Kim?



A

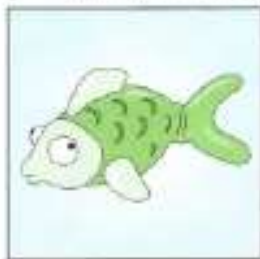


B



C

5 What did Mr Rice find in his car?



A



B



C

Figure 10. Listening: pre-test p.5

Part 5

- 5 questions -

Listen and colour and draw. There is one example.

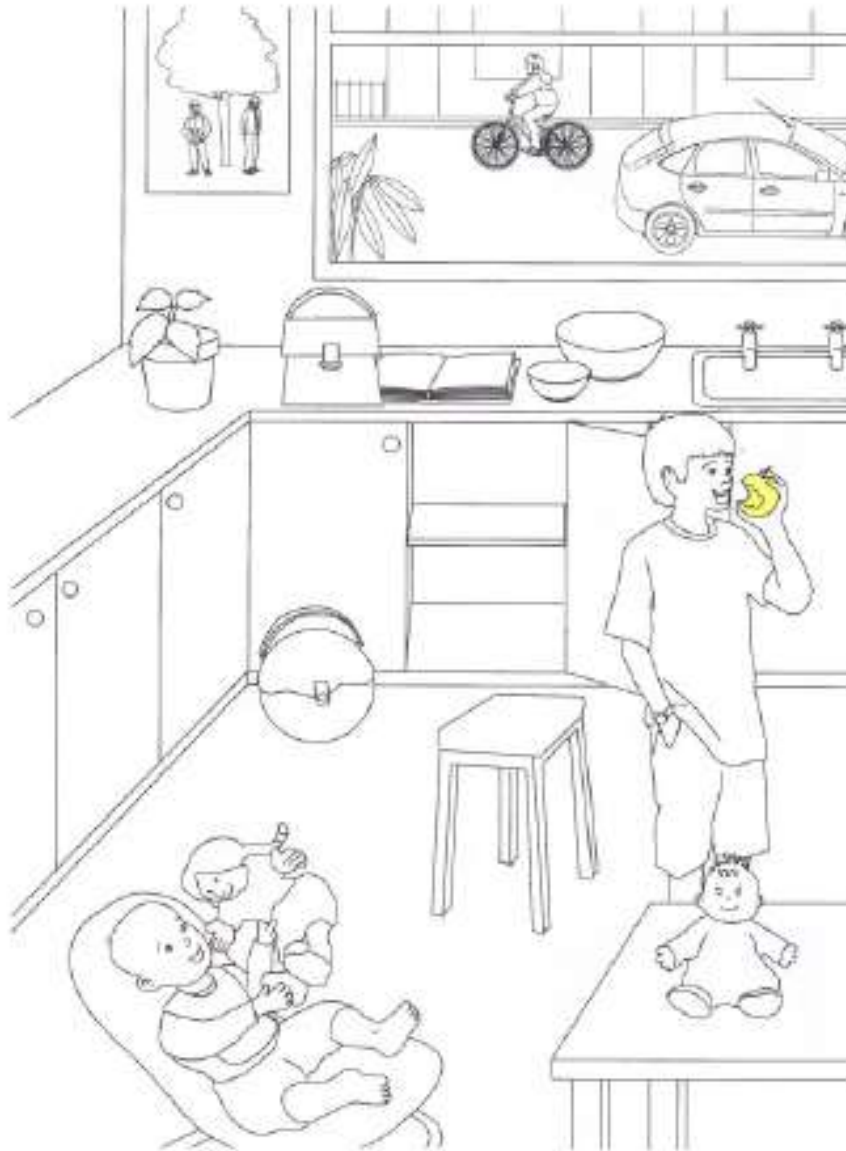


Figure 11. Listening: pre-test p.6

9.1.2. Listening: post-test

Test 3
Listening


Part 1
- 5 questions -

Read the text. Choose the right words and write them on the lines.

Listen and draw lines. There is one example.

Crucibles

Paul Jane Sally



Fred John Daisy Jill

44

Figure 12. Listening: post-test p.1







Test 3

Listening

Part 3

- 5 questions -

What did Anna do last week?
Listen and draw a line from the day to the correct picture.
There is one example.

	Monday	
	Tuesday	
	Wednesday	
	Thursday	
	Friday	
	Saturday	
	Sunday	

46

Figure 14. Listening: post-test p.3




Listening

Part 4




- 5 questions -

Listen and tick (✓) the box. There is one example.




Which boy is Peter?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input checked="" type="checkbox"/>

1 Which book is Fred reading?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

2 What did Paul buy?

		
A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>

47

Figure 15. Listening: post-test p.4

Test 3

3 What TV programmes does Jim like?



A



B



C

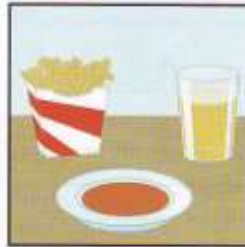
4 What would Sally like to eat?



A



B



C

5 What does Jill want to do today?



A



B



C

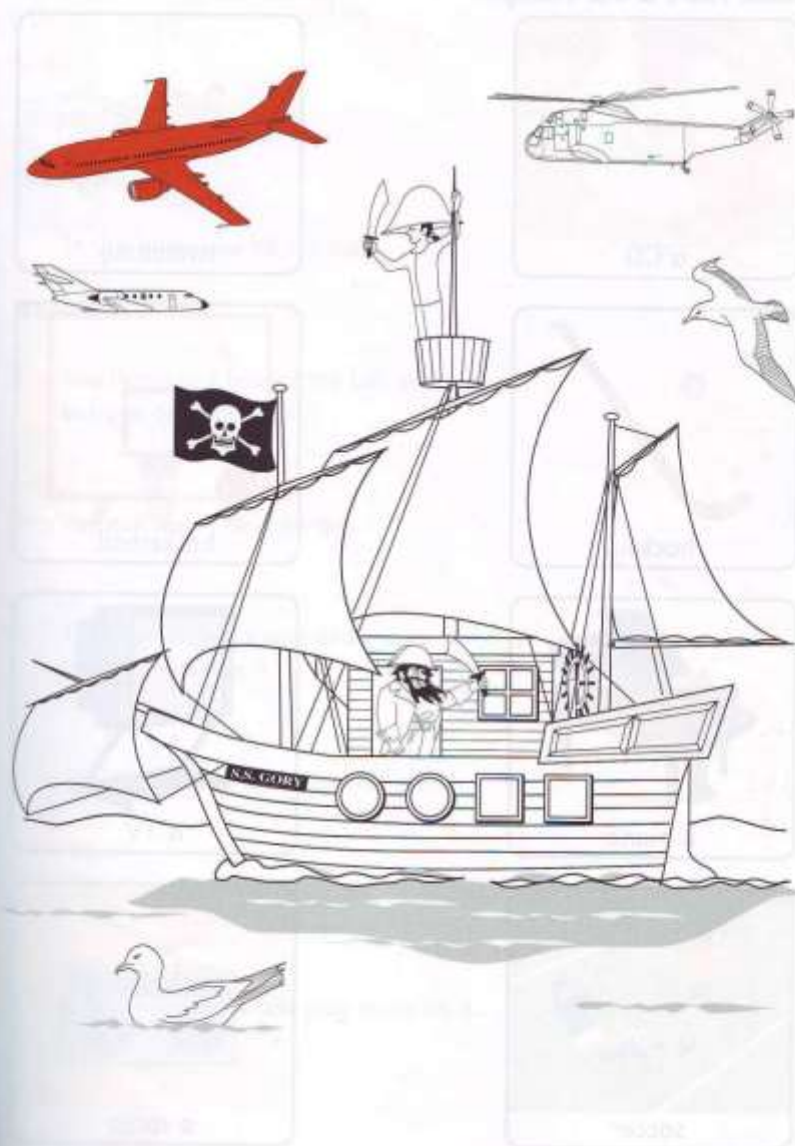
Figure 16. Listening: post-test p.5

Listening

Part 5

- 5 questions -

Listen and colour and draw. There is one example.



49

Figure 17. Listening: post-test p.6

9.2. PRONUNCIATION EXERCISES

9.2.1. Reading

My town

I live in Newquay. It's a small town on the Atlantic coast in the south of England. It has got great beaches and is the best place to surf in the UK. There are lots of surf schools where you can learn how to surf. I go surfing with my friends every weekend. My favourite place is Fistral Beach.

I love Newquay because there are lots of other things to do as well as surfing. If you like water sports, you can go kayaking, water-skiing or coasteering. Coasteering is different because it is rock climbing, jumping into the sea and swimming in the same activity, but you should always go with a special instructor.

Come and see for yourself!

Figure 18. Reading: pronunciation exercise

Adapted from: <https://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/my-town>

9.2.2. Speaking

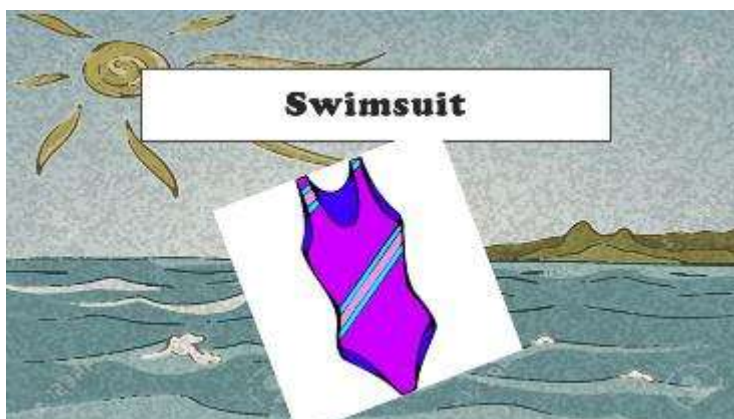
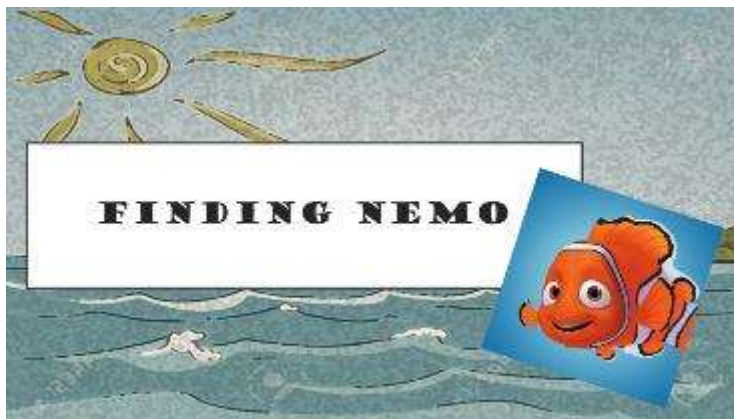


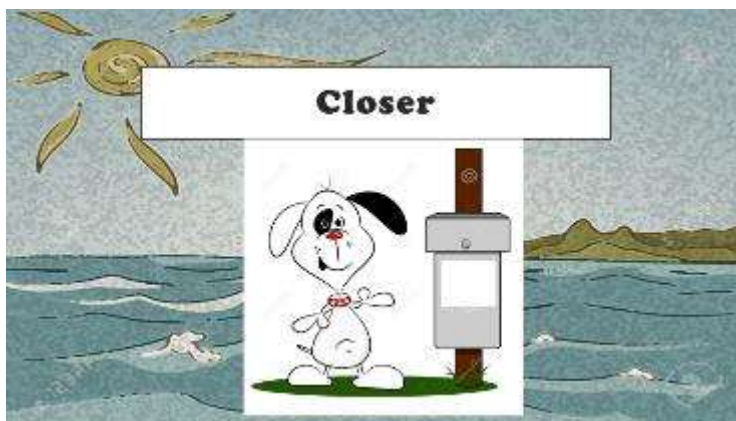
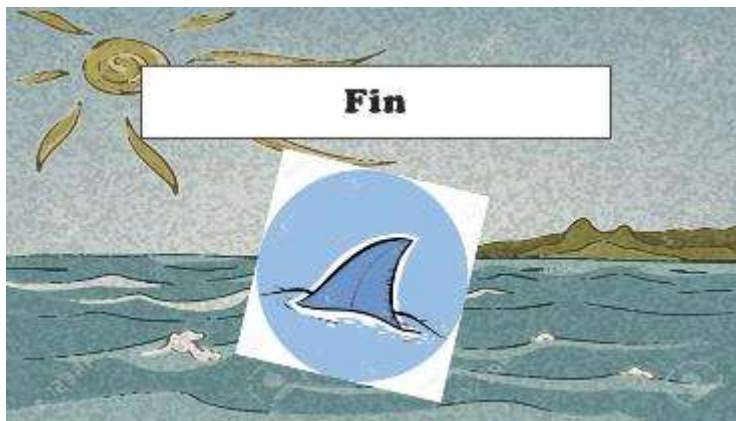
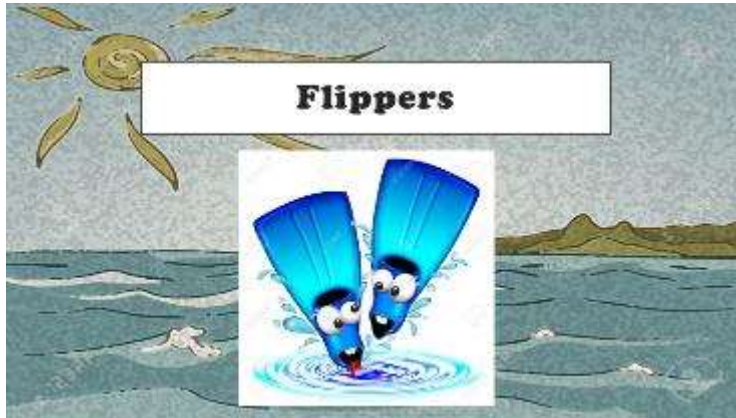
Figure 19. Speaking: pronunciation exercise

Image taken from: <http://scubachoice.blogspot.com.es/2013/08/cool-scuba-diving-cartoon-saturdays-for.html>

9.3. TREATMENT: TASKS RELATED TO TV SERIES

9.3.1. Activity 1





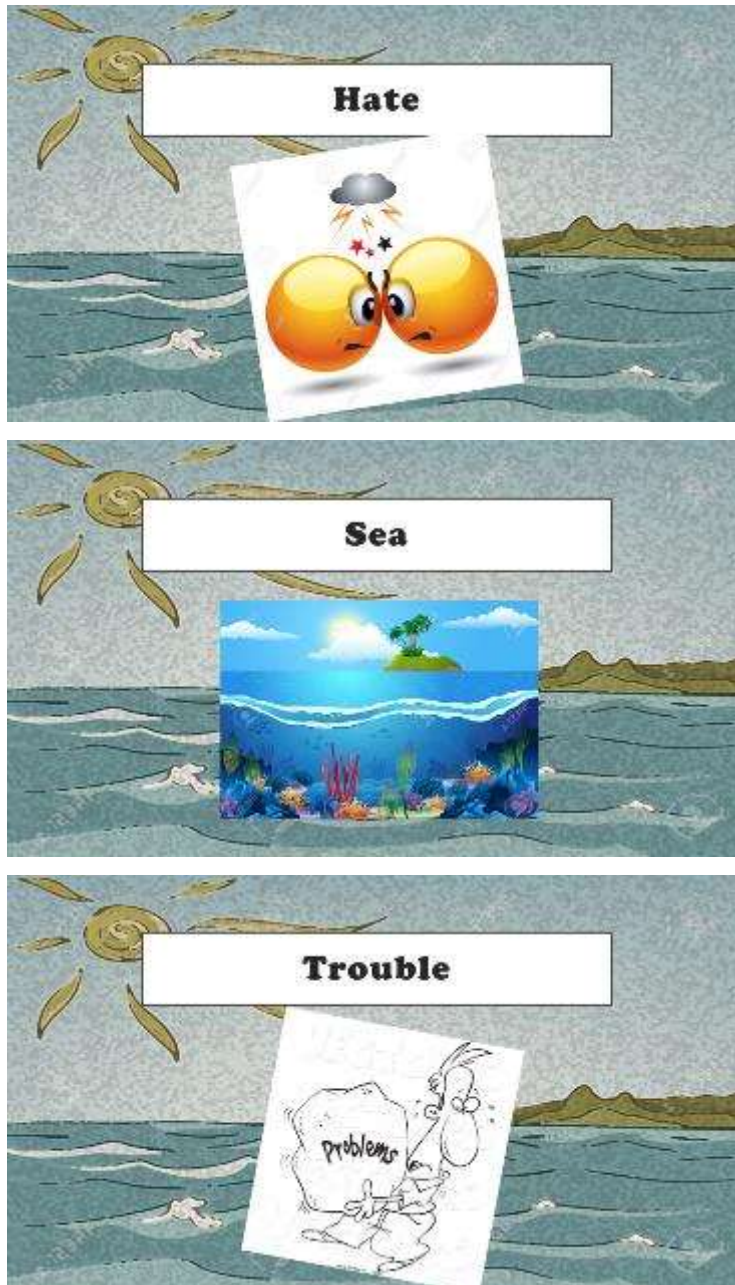


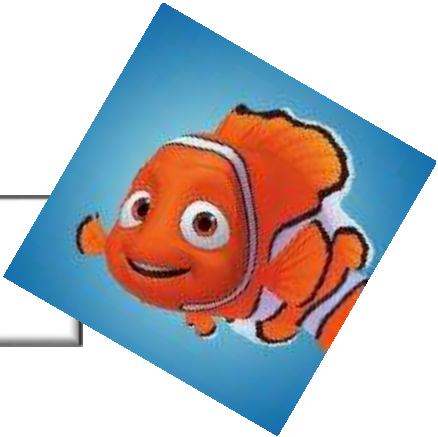
Figure 20. Power Point: activity 1

Video (12:09-15:37): <https://fmovies.io/watch/finding-nemo-hd-720p.html>

Name _____

Date _____

FINDING NEMO



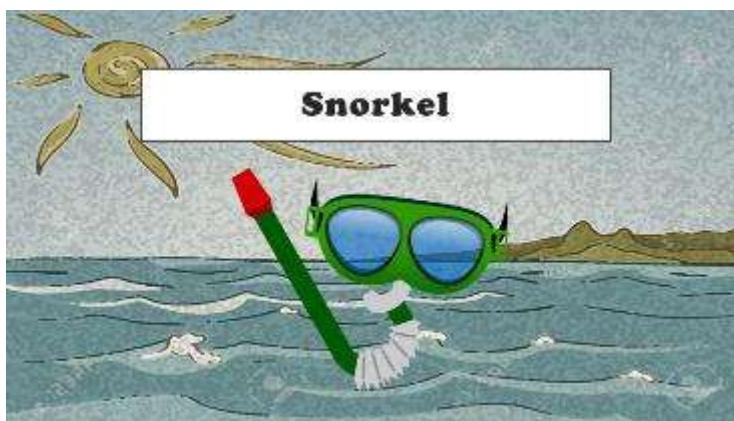
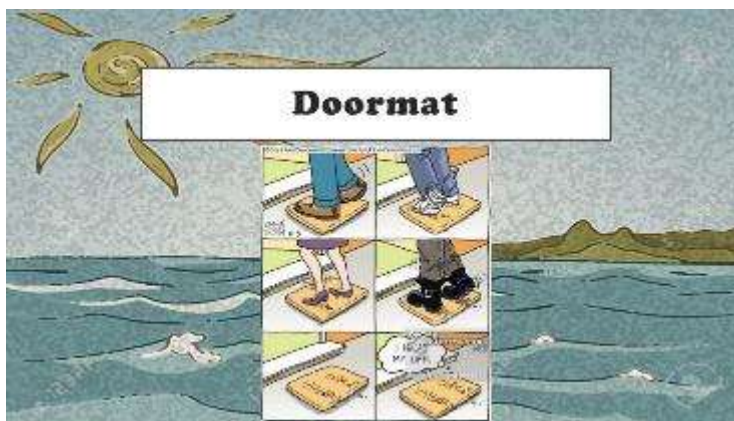
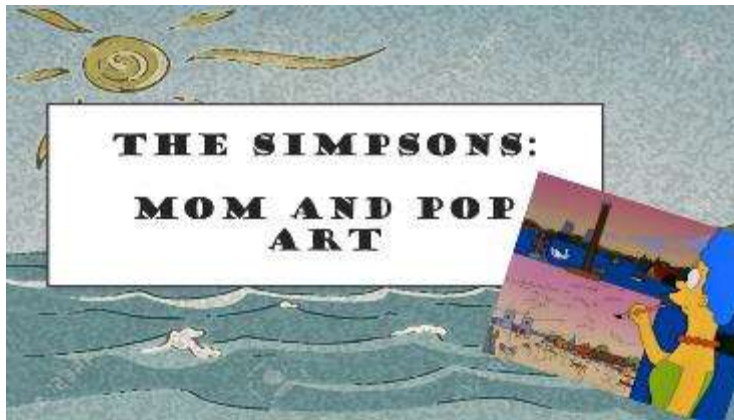
1. Tick the words you listen to.

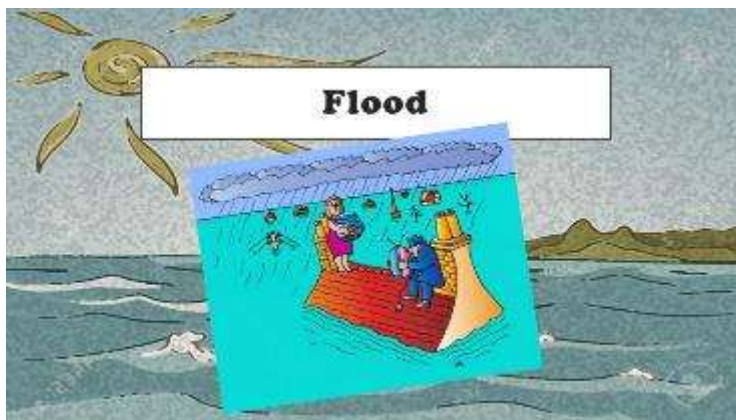
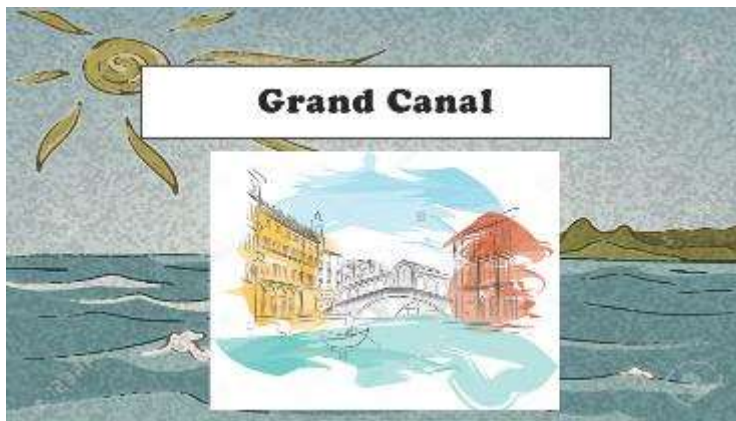
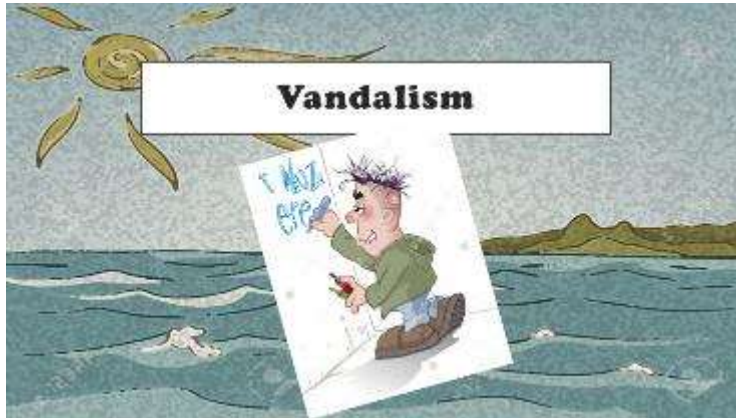
Parents	
Swim	
Flippers	
Boat	
Mask	
Swimsuit	
Wetsuit	
Water	

2. Tick the correct title for the story.

	Some people with wetsuits and masks capture Nemo.
	Nemo can't swim.
	Nemo likes boats.

9.3.2. Activity 2





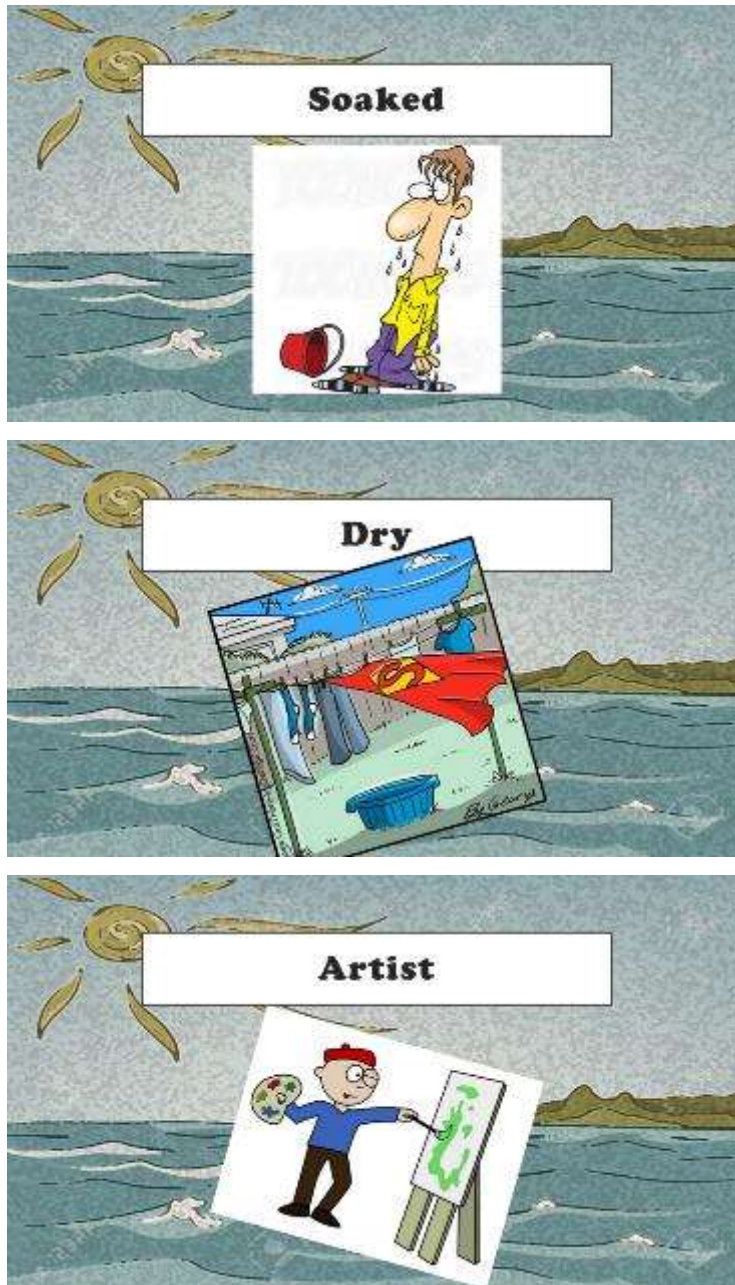


Figure 21. Power Point: activity 2

Video (18:20-21:30): <http://watchcartoonsonline.eu/watch/the-simpsons-season-10-episode-19-mom-and-pop-art/>

Name _____

Date _____

The Simpsons:
MOM AND POP ART

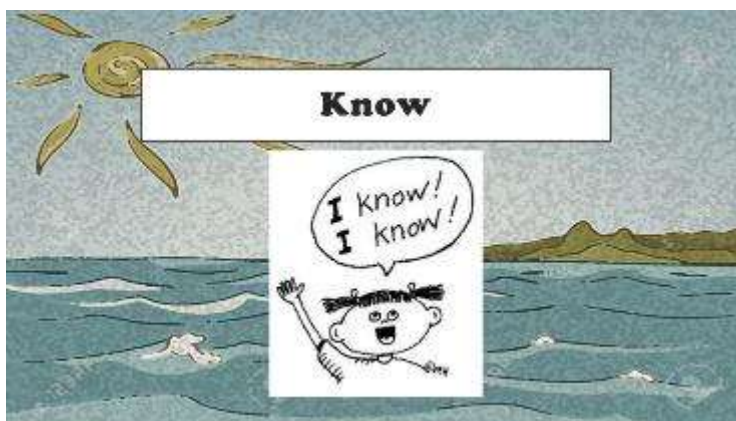
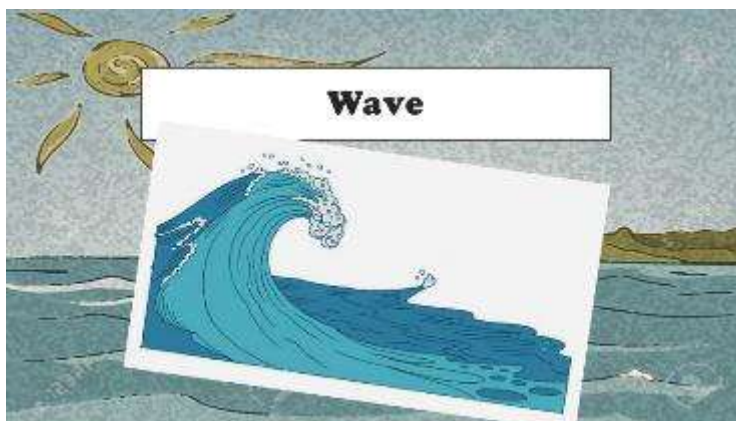
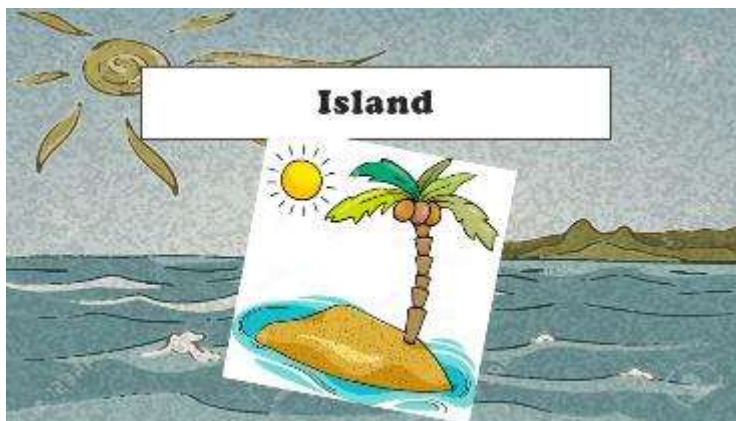


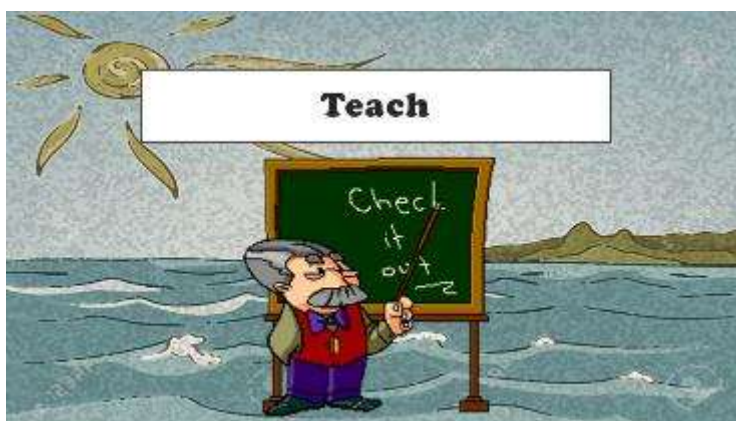
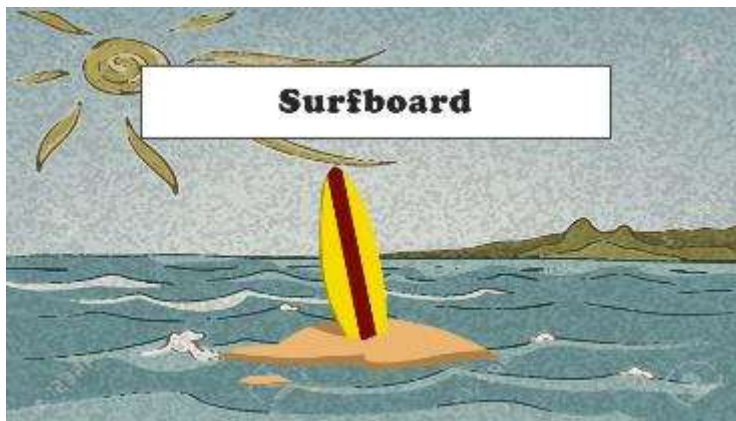
1. Number the following actions.

Homer floods the city and talks about vandalism.	
Marge is the real artist of the family.	
Homer steals the doormats.	
Homer snorkels the animals.	
People are not upset.	

2. Think in groups of four students about a summary for the extract. Then, write it down.

6.3.3. Activity 3





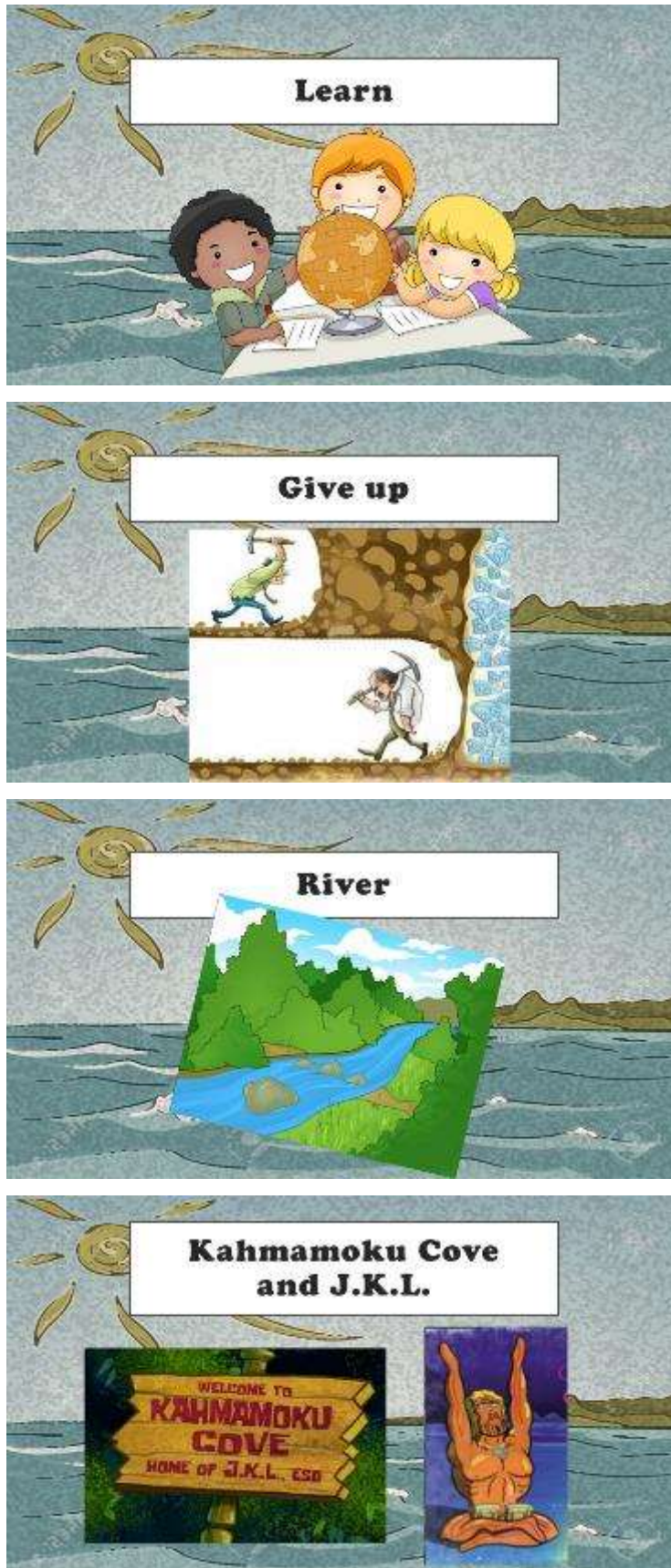


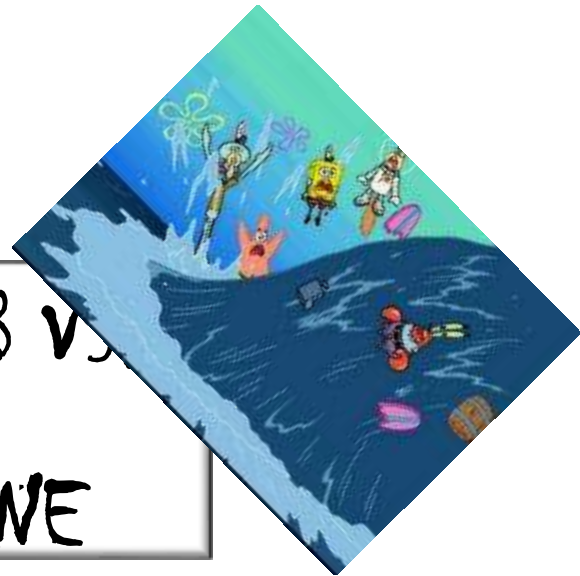
Figure 22. Power Point: activity 3

Video (04:46-08:09): <http://watchcartoonsonline.eu/watch/spongebob-squarepants-s6-ep11-spongebob-squarepants-vs-big-one/>

Name _____

Date _____

SPONGE BOB VS THE BIG ONE

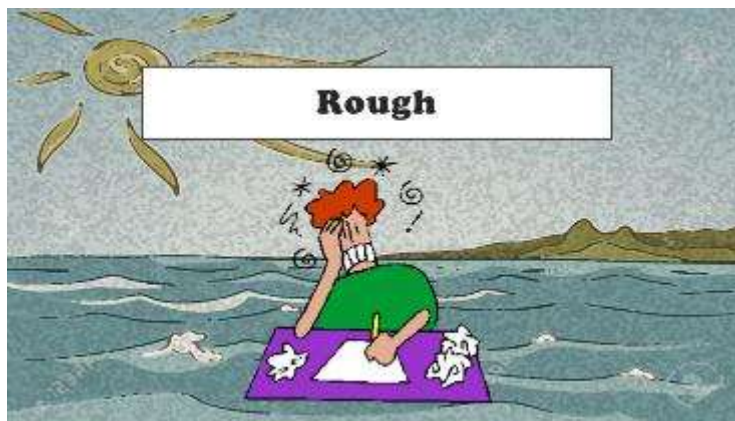
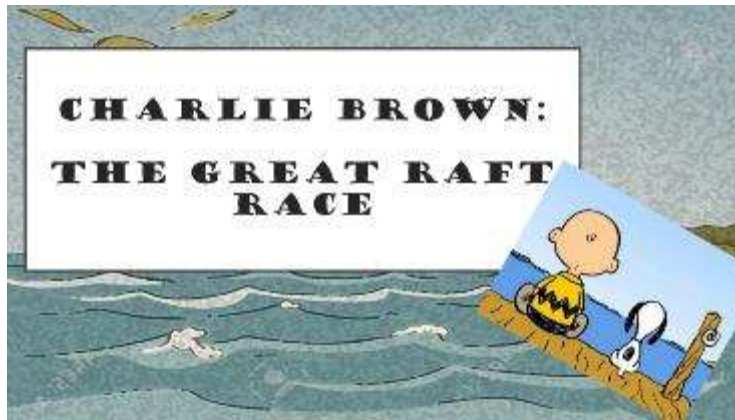


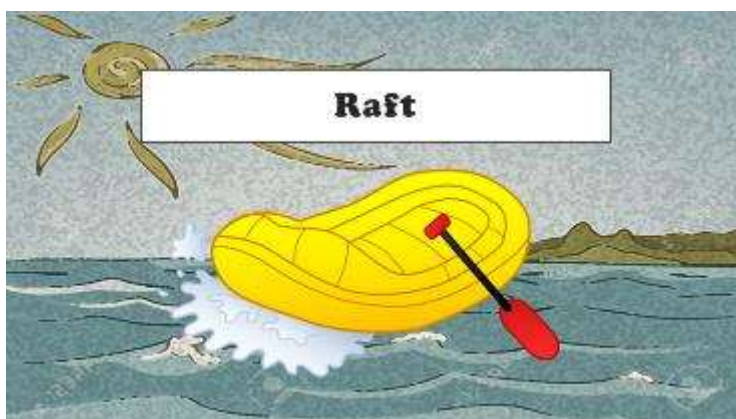
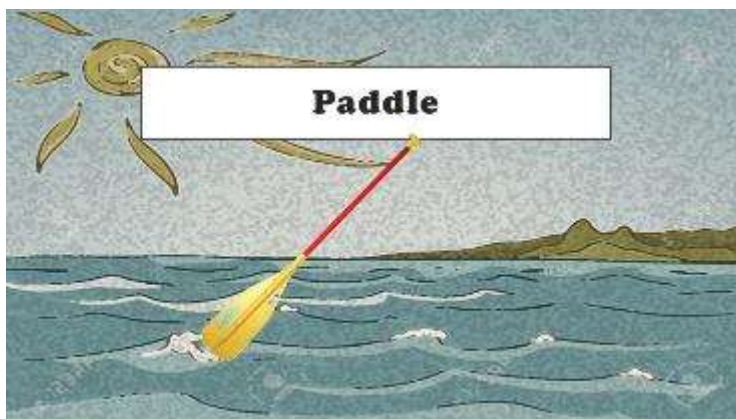
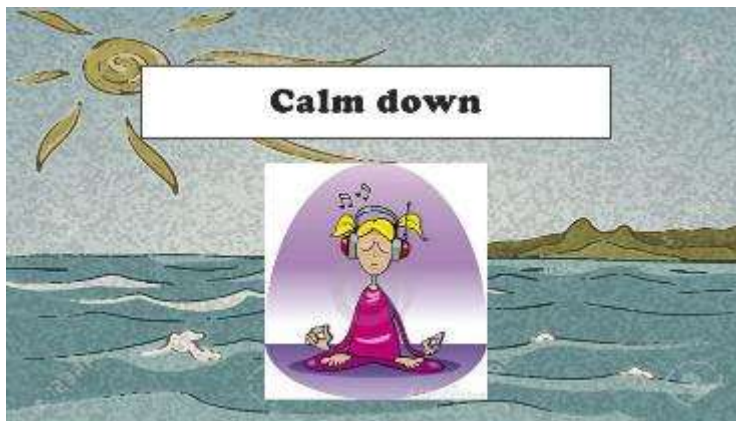
1. Write T for True and F for False.

Sponge Bob and his friends are in an island.	
The only way back home is to surf there.	
Sponge Bob and his friends know how to surf.	
J.K.L. doesn't know how to surf.	
J.K.L. lives up the river.	

2. Do you think Sponge Bob and his friends will learn how to surf? Talk about it in pairs and write an ending for the story.

9.3.4. Activity 4





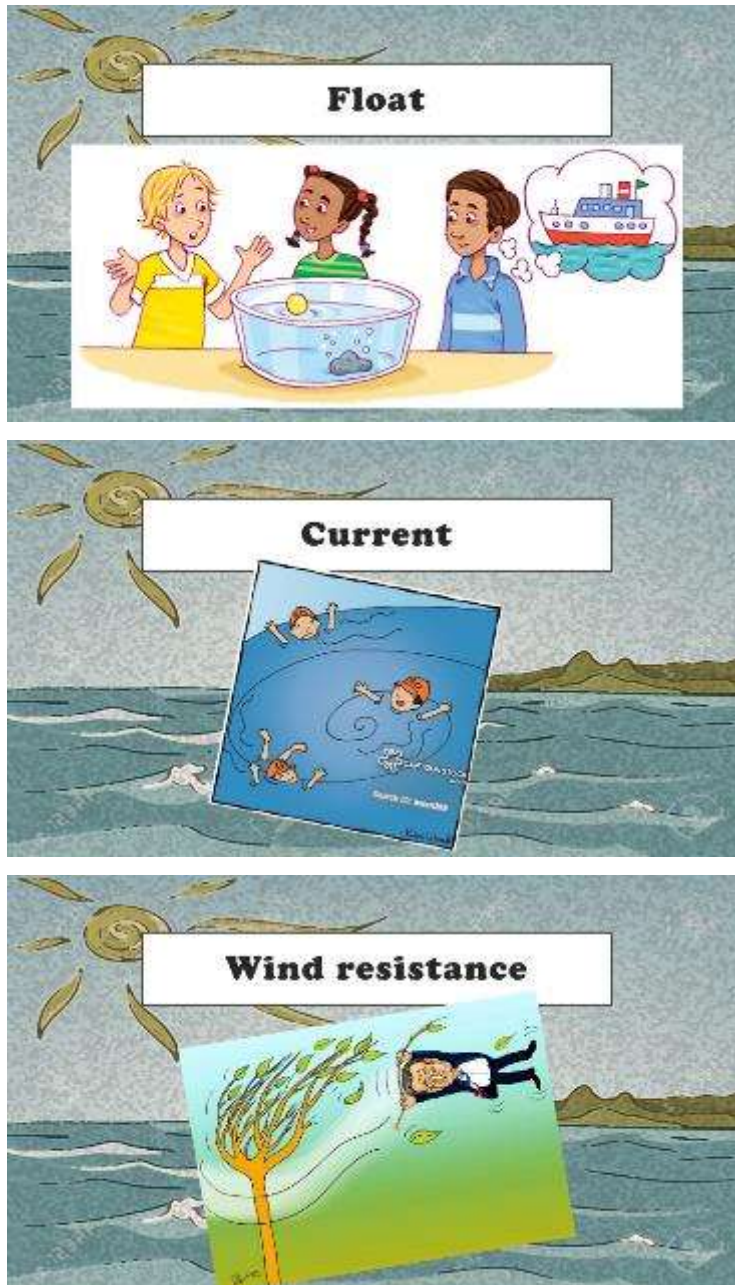


Figure 23. Power Point: activity 4

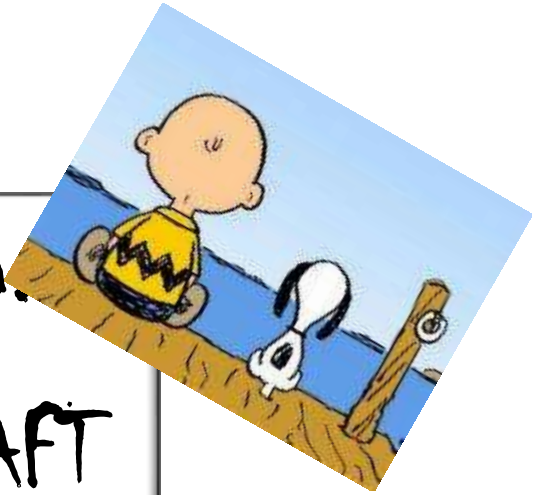
Video (all the video): <https://www.youtube.com/watch?v=37XuANMPpOA>

Name _____

Date _____

Charlie Brown.

THE GREAT RAFT RACE



1. Complete the sentences with the right word.

paddle	line	raft	please	paddles
--------	------	------	--------	---------

1. Do something, Charlie Brown, _____!
2. If we are going to catch up to Snoopy, we are going to have to _____.
3. Do we paddle the _____ or do we float with the current?
4. Take the _____ and paddle.
5. I see the finish _____.

2. Using the 1-2-4 technique, do activity number 1 first individually, then share it with your shoulder mate and finally with the whole group.

Do not forget to give reasons for your answers!

9.3.5. Activity 5





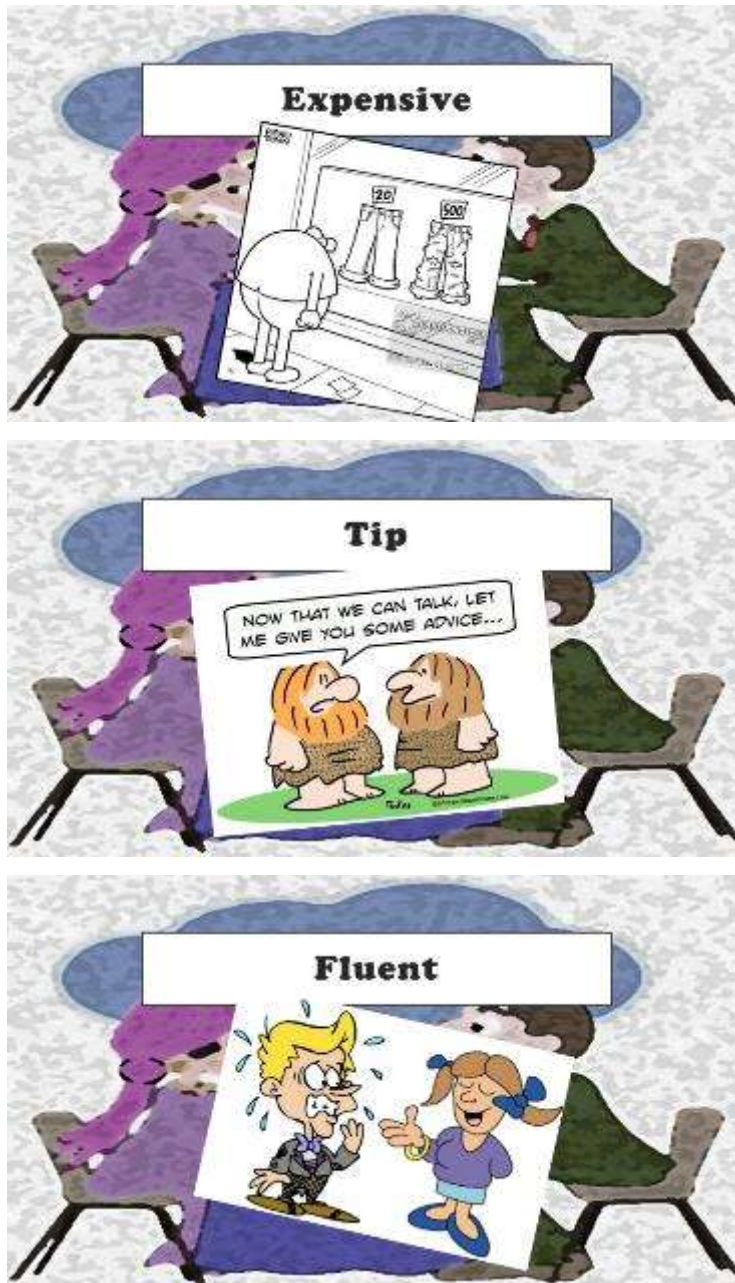


Figure 24. Power Point: activity 5

Video (04:10-07:39): <http://watchcartoonsonline.eu/watch/the-simpsons-season-13-episode-15-blame-it-on-lisa/>

Name _____

Date _____

The Simpsons
**BLAME IT ON
LISA**



1. Match the person with the sentence.



We are going to have to pay for that call to Brazil.

Hi, Lisa, thank you for your donation.

The Simpsons are going to Brazil!

And remember, they have winter during our summer.

Get ready, Brazil. I now speak fluent Spanish.

2. So far, so good. Now, your teacher is going to give you a small dialogue taken from the video you have just seen. In groups of four, choose a character each (Bart, Lisa, Marge or Homer) and rehearse your lines before performing in front of the class.

THE SIMPSONS: BLAME IT ON LISA

Marge: I don't know. It's awfully expensive to fly to Brazil.

Lisa: Not if we buy our tickets on the Internet.

Homer: Then it's settled. The Simpsons are going to Brazil!

Bart: And I'll have been on every continent.

Lisa: Except Antarctica.

Homer: The Simpsons are going to Antarctica next year. This year, Brazil.

Lisa: Okay, here are some travel tips:

- "Only drink bottled water.
- "Don't get into an unlicensed taxi.
- "And remember, they have winter during our summer."

Homer: Wait, wait, wait, wait, wait. So, in August, it's cold?

Lisa: That's right.

Homer: And in February, it's hot?

Lisa: Mmm-hmm.

Homer: So, it's opposite land! Crooks chase cops, cats have puppies.

Lisa: No, Dad. It's just the weather.

Homer: So, hot snow falls up?

Lisa: (SIGHS) Yes.

Homer: Woo-hoo!

Bart: Get ready, Brazil. I now speak fluent Spanish.

Marge: Well done, Bart. But in Brazil, they speak Portuguese.

Bart: (SPEAKS ANGRILY IN SPANISH)

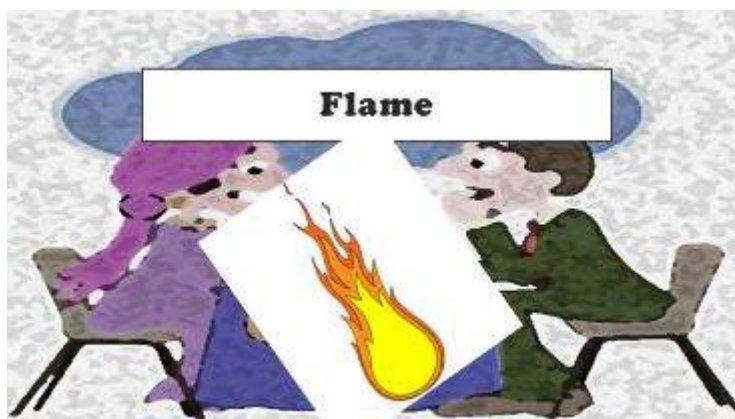
Homer: Forget every word, boy. It's useless.

Marge: But, Homer...

Homer: I said forget it!

Bart: All gone.

9.3.6. Activity 6





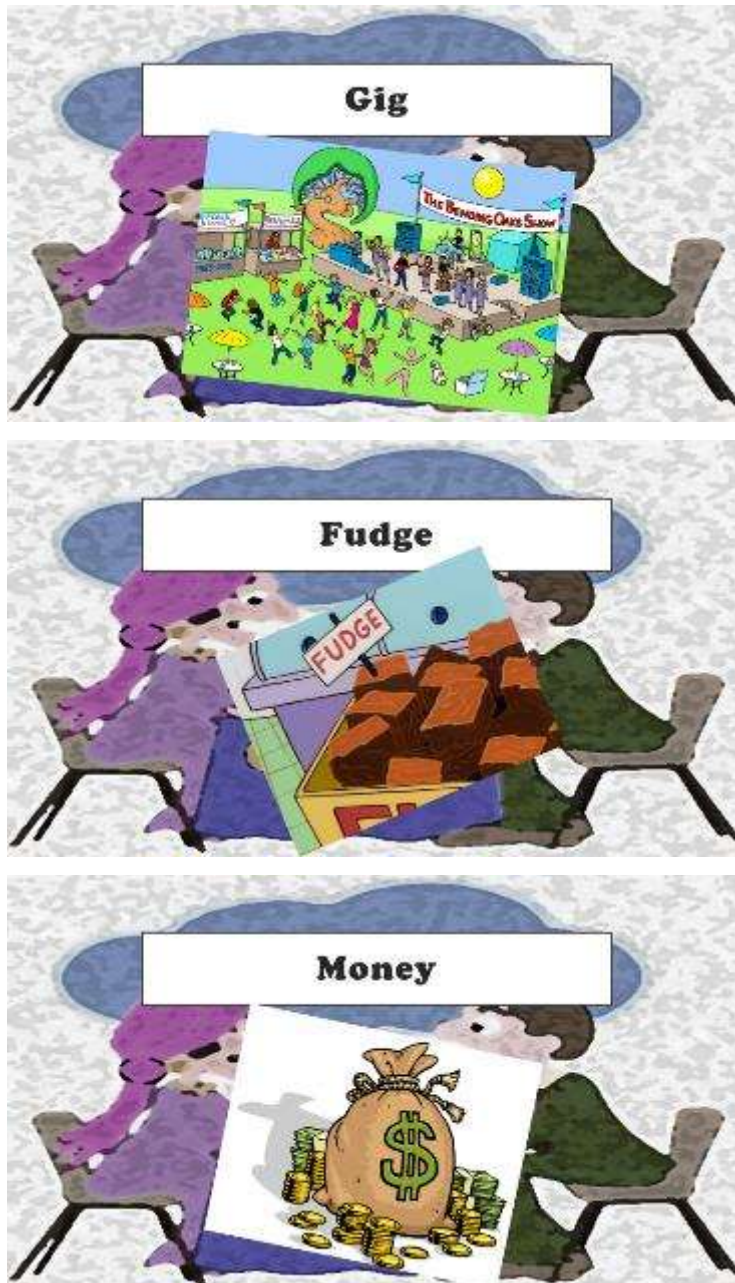


Figure 25. Power Point: activity 6

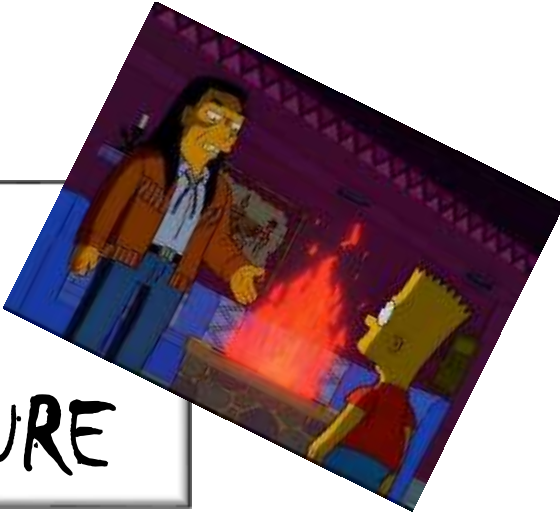
Video (04:13-7:58): <http://watchcartoonsonline.eu/watch/the-simpsons-season-11-episode-17-bart-to-the-future/>

Name _____






Date _____

The Simpsons:

BART TO THE FUTURE



1. Tick the correct option.

	Bart is going to....	
	Play in a band.	<input type="checkbox"/>
	Paint pictures.	<input type="checkbox"/>
	Ralph Wiggum is going to...	
	Read the newspaper.	<input type="checkbox"/>
	Pay the rent.	<input type="checkbox"/>
	Lisa is going to...	
	Hear about Bart.	<input type="checkbox"/>
	Be the president of the United States.	<input type="checkbox"/>
	Marge and Homer are going to...	
	Give Bart some money.	<input type="checkbox"/>
	Eat virtual fudge.	<input type="checkbox"/>
	Ned Flanders is going to...	
	Give Bart some money.	<input type="checkbox"/>
	Go out with Rod and Todd.	<input type="checkbox"/>

2. Now, it is your turn to get down to work. In groups of three or four students, you are going to do a role play. One of you has the power to predict the future. The rest of you are going to ask questions to discover about your future in 30 years' time. Prepare the dialogue, because later you will have to perform in front of your classmates!

9.4. ANALYSIS OF DATA

9.4.1. Listening answer key

Pre-test

Test 2 Answers

Listening

Part 1 (5 marks)

Lines should be drawn between:

- 1 Sally and the girl with her feet in the water and a towel above her head
- 2 Fred and the boy with a parrot on his shoulder
- 3 Paul and the boy playing in the sand between the rocks, making a star
- 4 Mary and the woman wearing a sunhat, carrying bags
- 5 Vicky and the girl with a drink in her hand and a dolphin on her T-shirt

Part 2 (5 marks)

- 1 10/ten 2 (on) Monday(s) 3 -Caris (correct spelling)
- 4 (some) (new) shoes 5 (Daisy's/my/your/his) bike

Part 3 (5 marks)

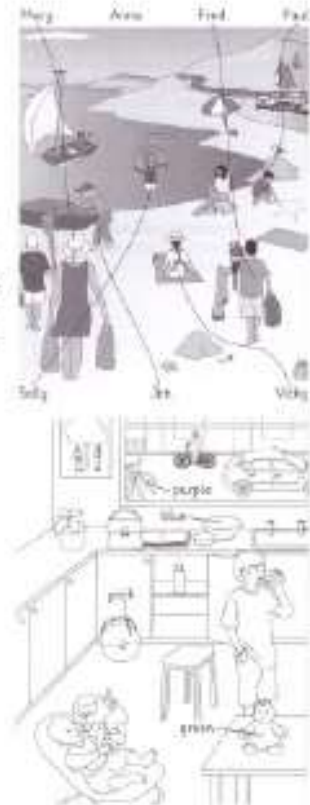
- 1 Friday - a party
- 2 Thursday - walk in the park
- 3 Sunday - cinema, film about rabbits
- 4 Tuesday - read book in living room
- 5 Saturday - football and picnic in the garden

Part 4 (5 marks)

- 1 C 2 A 3 B 4 B 5 A

Part 5 (5 marks)

- 1 Colour the bigger bowl - blue
- 2 Colour the doll on the table - green
- 3 Draw a bottle in the cupboard with the open door
- 4 Colour the round bag - pink
- 5 Colour the big plant outside the window - purple



TRANSCRIPT Hello, This is the Cambridge Movers Practice Listening Test, Test 2.

Part 1 Look at Part 1. Look at the picture. Listen and look. There is one example.

[pause]

Boy: I took this picture when I had my beach holiday. Do you like it?

Woman: Yes, I do. Are those people all your friends?

Boy: Some of them are. Can you see the boy with the boat? The one who's wearing jeans?

Woman: Yes.

Boy: Well, that's Jim. I like him a lot.

[pause]

Can you see the lines? This is an example. Now you listen and draw lines.

[pause]

1

Boy: There's another friend of mine. That's Sally.

Woman: Which one's she?

Boy: The girl with her feet in the water.

Woman: I see her. She's holding a towel above her head.

Boy: Yes, that's right.

[pause]

2

Woman: And what about that boy there? What's he got on his shoulder?

Boy: It's a parrot.

Woman: Is it?

Boy: Yes, and that's Fred. He wants to be a pirate!

[pause]



Test 2 Answers

3
 Boy: There's my new friend, Paul.
 Woman: So he was on this holiday too? That's nice.
 Boy: He's playing in the sand between those two rocks, look!
 Woman: What's he making?
 Boy: A kind of star, I think.

[pause]
 4
 Woman: And who's that woman?
 Boy: That's my mum. Her name's Mary.
 Woman: Did she bring you a picnic that day?
 Boy: Yes. And she's got her sun hat on. It was very sunny there.

[pause]
 5
 Boy: And Vicky's in this picture too. She's got a drink in her hand. Can you see her?
 Woman: Oh, yes. She's got a dolphin on her T-shirt!
 Boy: That's right. She's another friend of mine. We looked for treasure one day, but we didn't find any!
 Woman: Oh dear!

[pause]
 Now listen to Part 1 again.
 [The recording is repeated.]
 [pause]
 That is the end of Part 1.
 [pause]

Part 2 Listen and look. There is one example.

[pause]
 Girl: Dad? Can I have some dance lessons? We can go to dance lessons at school now.
 Man: I don't know, Daisy.
 Girl: Please? There's a new teacher at school who can dance well.
 Man: Hmm ... I don't know.

[pause]
 Can you see the answer? Now you listen and write.
 [pause]

1
 Man: Tell me about the dance lessons.
 Girl: They aren't in my classroom.
 Man: Which classroom are they in, then?
 Girl: They're in classroom ten. The one next to the playground.
 Man: Classroom ten. OK.
 [pause]

2
 Man: And which day are these lessons? Do you know?
 Girl: Yes. They're on Monday.
 Man: On Monday ... Hmm. That's OK, I think.
 Girl: So can I, Dad?

[pause]
 3
 Man: Well, what's the name of the teacher who can give you these lessons?
 Girl: It's Mrs Carr.
 Man: Let me write this down. Mrs Carr: C-A-R-R-I-S.
 Girl: Yes. She's our English teacher too.
 Man: Oh!

[pause]
 4
 Girl: But you have to buy me something.
 Man: What? A new dress?
 Girl: No. Some shoes. We have to take them to the first lesson.
 Man: Do they have to be new shoes?
 Girl: Yes, please!

[pause]
 5
 Man: But how can you come home after the lesson? On the bus?
 Girl: No. There isn't a bus then. I can take my bike that day and ride home.
 Man: On your bike - that's a good idea! All right. You can go to the dance lessons.
 Girl: Great!

[pause]
 Now listen to Part 2 again.
 [The recording is repeated.]
 [pause]
 That is the end of Part 2.
 [pause]

Part 3 Look at the pictures. What did John do last week?
 Listen and look. There is one example.

[pause]
 Woman: Did you have a good week with your cousin, John?
 Boy: Yes, it was great, Miss White. They live in a big town.
 Woman: Oh, yes? Tell me! What did you do there?
 Boy: We went skating on Wednesday. I enjoyed it a lot.
 [pause]

Figure 27. Listening key pre-test p.2



Test 2 Answers :

Can you see the line from the word Wednesday? On Wednesday, John went skating.
 Now you listen and draw lines.
 [pause]
 1
 Boy: We had a party another day.
 Woman: Which day was that?
 Boy: It was on Friday. It was my cousin's birthday. Her friend gave her a rabbit!
 Woman: Wow! And did you give her a present?
 Boy: Yes - a football, but we couldn't play because it rained that day.
 [pause]
 2
 Boy: We went on a bus one day. We sat upstairs in the front.
 Woman: Was that on Monday?
 Boy: No ... it was on Thursday morning, I think. Yes, Thursday, that's right.
 Woman: And where did you go?
 Boy: To a kind of park. We played games there on the grass.
 [pause]
 3
 Boy: Sunday was my best day.
 Woman: What did you do that day?
 Boy: My aunt got us some tickets and we went to see a film.
 Woman: What was it about?
 Boy: A family of rabbits. It was very funny. They could talk!
 [pause]
 4
 Woman: And what did you do on Tuesday, John?
 Boy: On Tuesday? Ermm ... that was a quiet day, I think. We were at home that day. I read a book in the living room.
 Woman: Was it a good story?
 Boy: It was OK. It was about a rabbit. It wasn't very exciting.
 [pause]
 5
 Boy: And on Saturday evening, I came home again.
 Woman: But what did you do in the day, before that? Did you go into the town again?
 Boy: Not that day. My uncle played football with us and we had a picnic in the garden.
 Woman: Great!
 Boy: Yes. I always enjoy my holidays there.
 [pause]

Now listen to Part 3 again.

[The recording is repeated.]

[pause]

That is the end of Part 3.

[pause]

Part 4 Look at the pictures. Listen and look.

There is one example.

[pause]

What's Tony doing?

[pause]

Woman: Tony! Are you having a bath?

Man: No, I'm getting some water to wash the car. Why?

Woman: He's all right. I could hear water, that's all. Do you want a drink? I'm making some tea.

Man: No, thank you!

[pause]

Can you see the tick? Now you listen and tick the box.

[pause]

1 What did Jane buy yesterday?

Man: What's that, Jane?

Girl: It's a cup for Mum. I got it in a big shop.

Man: When you went shopping yesterday?

Girl: Yes, I took the puppy with me. I had a good day, but I didn't buy any new shoes. I wanted some, but I couldn't find any.

Man: Oh?

[pause]

2 What was Jack's dream about?

Woman: Are you all right, Jack?

Boy: No, Mum. I had a funny dream.

Woman: Was it about monsters again?

Boy: No, it was about a big bear. I was afraid.

Woman: Well, get up now and come and have some breakfast!

[pause]

3 Where's Peter's mouse?

Boy: Grandma, I can't find my mouse. He isn't in his cage.

Woman: Oh, Peter! Have you looked in your box? He was there yesterday when you couldn't find him.

Boy: I looked there. What's that? Look! That sock's moving!

Woman: It's your mouse! He's inside it.

Boy: Oh, yes! You naughty mouse! Come here!

[pause]

Figure 28. Listening key pre-test p.3



Test 2 Answers

4 Which person is Kim?

Grl.: There's my friend Kim, Dad.
 Max.: Do you mean the girl in the red trousers?
 Grl.: Not her. I mean the girl in the red skirt.
 Can you see her?
 Max.: The person with the red jacket on too?
 Grl.: Dad! That's Kim's mother! Put your
 glasses on!

[pause]

5 What did Mr Rice find in his car?

Woman: Mr Rice is on television, Pat. He's found
 something in his car. It's very funny.
 Grl.: Mum! I'm reading my book about spiders.
 Woman: Oh ... it's a toy fish on the floor of his car!
 Look!
 Grl.: What?
 Woman: Come and see.
 Grl.: No! Please be quiet!

[pause]

Now listen to Part 4 again.

[The recording is repeated.]

[pause]

That is the end of Part 4.

[pause]

Part 5 Look at the picture. Listen and look.

There is one example.

[pause]

Grl.: I'd like to colour this picture now. Can I
 do that?
 Max.: Yes, you can. It's a kitchen. Can you see
 the apple in the boy's hand?
 Grl.: Yes. Shall I colour it?
 Max.: Yes, please. Colour that apple yellow.
 Grl.: OK.

[pause]

Can you see the yellow apple? This is
 an example.

Now you listen and colour and draw.

[pause]

1

Max.: Now find the two bowls.
 Grl.: OK. I can see the two bowls.
 Max.: Good. Colour the bigger one, please.
 Make it blue.
 Grl.: OK. I'm colouring it now.
 Max.: Good.

[pause]

2

Grl.: There's a doll on the table. Can I colour
 that too?
 Max.: Yes. Good idea!
 Grl.: Can I colour it yellow?
 Max.: Hmm ... no. Make it green.
 Grl.: All right. What a funny doll!

[pause]

3

Max.: Now, please draw something in this
 kitchen.
 Grl.: OK. What must I draw? Something easy,
 please!
 Max.: All right! Draw a bottle inside the
 cupboard. The cupboard with the door
 that's open.
 Grl.: A bottle. OK. I'll do that now.

[pause]

4

Grl.: There are two bags in this room. Shall I
 colour the square one?
 Max.: No. Colour the round bag next.
 Grl.: Can I choose the colour? I'd like to colour
 it pink.
 Max.: That's fine.
 Grl.: Thank you.

[pause]

5

Max.: Now, outside the window there's a big
 plant in the garden. Can you see it?
 Grl.: Yes. Shall I colour that too?
 Max.: Yes, please. Make the big plant purple.
 Grl.: OK. That's one of my favourite colours. It
 looks nice.
 Max.: Yes, it does. Thank you!

[pause]

Now listen to Part 5 again.

[The recording is repeated.]

[pause]

That is the end of the Movers Practice
 Listening Test 2.

Reading and Writing

Part 1 (6 marks)

1 eggs 2 CDs 3 a hat 4 carrots
 5 a snake 6 lemons

Part 2 (6 marks)

1 no 2 no 3 yes 4 no 5 no 6 no

Figure 29. Listening key pre-test p.4

Post-test

Test 3 Answers

Listening

Part 1 (5 marks)

Lines should be drawn between:

- 1 Jill and the baby sitting under the chair, playing with a toy
- 2 Daisy and the blonde-haired girl sitting by the sea
- 3 Paul and the curly-haired boy standing in the boat
- 4 John and the baby sitting in a chair, having a drink
- 5 Sally and the brown-haired girl sitting with the babies



Part 2 (5 marks)

- 1 basketball 2 Long (correct spelling)
- 3 Bird (correct spelling) 4 11/eleven 5 soccer

Part 3 (5 marks)

- Tuesday Wednesday
 Saturday Sunday
 Monday Friday

Part 4 (5 marks)

- 1 A 2 B 3 A 4 B 5 B

Part 5 (5 marks)

- 1 Colour the round windows of boat – blue
- 2 Colour the bird on the water – yellow
- 3 Draw a cloud above the helicopter.
- 4 Colour the jacket of the fat pirate – black
- 5 Draw a green fish on the hat of the thin pirate.



TRANSCRIPT Hello. This is the Cambridge Movers Practice Listening Test, Test 3.

Part 1 Look at Part 1. Look at the picture. Listen and look. There is one example.

[pause]

WOMAN: Where's Jane?
 MAN: She's in the water.
 WOMAN: Is she swimming?
 MAN: Yes, that's right.
 WOMAN: She swims very well.
 MAN: Yes, she does.

[pause]

Can you see the line? This is an example. Now you listen and draw lines.

[pause]

I

MAN: Which one is Jill?
 WOMAN: She's a baby. She's sitting under a chair.
 MAN: Is she having a drink?
 WOMAN: No, that's not Jill. Jill is under the chair.
 MAN: Oh right. What's she doing under the chair?
 WOMAN: She's playing with something. It's a kind of toy, I think.

[pause]

Figure 30. Listening key post-test p.1



Test 3 Answers

2

MAN: I'm looking for Daisy.
 WOMAN: Daisy? She's got long hair.
 MAN: But there are three girls with long hair.
 WOMAN: Daisy's hair is blonde.
 MAN: Oh, I can see her. She's swimming in the sea.
 WOMAN: No, no, that's Jane!
 MAN: Is Daisy sitting by the sea?
 WOMAN: Yes, that's right.

[pause]

3

MAN: Where's Paul?
 WOMAN: He's sailing.
 MAN: Sorry?
 WOMAN: Paul's sailing. He's in the boat. Can't you see him?
 MAN: There are two boys in the boat.
 WOMAN: Yes, Paul has curly hair.
 MAN: Is he standing or sitting?
 WOMAN: He's standing.
 MAN: OK, I can see him.

[pause]

4

MAN: Has Paul got a brother?
 WOMAN: Yes, his name's John.
 MAN: Is John in the boat with Paul?
 WOMAN: No! John's only a baby.
 MAN: Oh, I can see him. He's in the chair.
 WOMAN: That's right. He's having a drink.

[pause]

5

MAN: Where's Sally?
 WOMAN: She's sitting on the beach. She has long hair.
 MAN: What colour hair? Is it blonde?
 WOMAN: No, no, it's brown.
 MAN: What's she doing?
 WOMAN: She's sitting next to the chair. She's with the babies.
 MAN: Oh, yes, I can see her.

[pause]

Now listen to Part 1 again.

[The recording is repeated.]

[pause]

That is the end of Part 1.

[pause]

Part 2 *Listen and look. There is one example.*

[pause]

WOMAN: What are you reading, Jim?
 BOY: It's a school book.
 WOMAN: What's the name of the book?

BOY: The Red River.

[pause]

Can you see the answer? Now you listen and write.

1

WOMAN: Do you like reading, Jim?
 BOY: It's OK, but I like sports better.
 WOMAN: Which sports do you like?
 BOY: Tennis, basketball and swimming.

[pause]

2

WOMAN: Where do you swim?
 BOY: At my school.
 WOMAN: Where do you go to school?
 BOY: I go to Long Road School.
 WOMAN: Is that L-O-N-G?
 BOY: Yes, that's right.

[pause]

3

WOMAN: Do you have a lot of friends at school?
 BOY: Yes.
 WOMAN: Who's your best friend?
 BOY: John Bird.
 WOMAN: How do you write that?
 BOY: B-I-R-D.

[pause]

4

WOMAN: How old is he?
 BOY: He's eleven, like me.
 WOMAN: Eleven?
 BOY: That's right.

[pause]

5

WOMAN: Does he like a lot of sports, like you?
 BOY: No, he only likes soccer.

[pause]

Now listen to Part 2 again.

[The recording is repeated.]

[pause]

That is the end of Part 2.

[pause]

Part 3 *Look at the pictures. What did Anna do last week? Listen and look. There is one example.*

[pause]

MAN: Hello, Anna!
 GIRL: Hello, Grandpa!
 MAN: What did you do last week? Tell me.

Figure 31. Listening key post-test p.2



Test 3 Answers

GIRL: Ermm ... on Saturday, I went for a long walk by the river.
 MAN: With your mum and dad?
 GIRL: Yes.
 [pause]
Can you see the line from the word Saturday? On Saturday, Anna went for a walk with her parents. Now you listen and draw lines.
 [pause]
 1
 MAN: What did you do on Sunday?
 GIRL: Nothing.
 MAN: You mean you were at home?
 GIRL: Yes, at home in the garden.
 MAN: Well, the weather was nice.
 GIRL: Yes, it was. We sat and read books.
 [pause]
 2
 GIRL: But I had a great evening on Thursday – sorry, I mean Wednesday.
 MAN: What did you do?
 GIRL: I went to my friend's birthday party.
 MAN: Was it in the garden?
 GIRL: No, in her living room. There were lots of people there.
 [pause]
 3
 MAN: And what about Tuesday afternoon?
 GIRL: I was at school on Tuesday, Grandpa!
 MAN: What did you do?
 GIRL: We did some singing in the music room, I enjoyed that.
 MAN: Hmm ... I like singing, too.
 [pause]
 4
 MAN: What did you do on Monday after school?
 GIRL: Ermm ... I helped the teacher.
 MAN: Did you?
 GIRL: Yes. We put some pictures up on the wall.
 MAN: Did you draw the pictures?
 GIRL: All the children in my class did.
 [pause]
 5
 MAN: And what did you do on Friday? Did you go down to the river again?
 GIRL: Not that day. Two of my friends came to see me at my house.
 MAN: And what did you do?
 GIRL: We listened to music and danced a lot.
 MAN: And you enjoyed that?
 GIRL: Oh, yes!
 [pause]

Now listen to Part 3 again.

[The recording is repeated.]

[pause]

That is the end of Part 3.

[pause]

Part 4 Look at the pictures. Listen and look. There is one example.

[pause]

Which boy is Peter?

WOMAN: Who do you sit next to at school, Jim?
 BOY: Peter.
 WOMAN: Which one is Peter?
 BOY: He's thin and he's got brown hair.
 WOMAN: Does he wear glasses?
 BOY: No, he doesn't.
 WOMAN: Is he thin with brown hair?
 BOY: Yes, that's right. He's thin with short brown hair.

[pause]

Can you see the tick? Now you listen and tick the box.

[pause]

1 Which book is Fred reading?

WOMAN: What's that book you're reading, Fred?
 BOY: It's a story book.
 WOMAN: Is it a school book?
 BOY: No, it isn't. I only read it at home.
 WOMAN: What's it about? Is it about the moon?
 BOY: No, it's about stars.

[pause]

2 What did Paul buy?

WOMAN: Did you go shopping this afternoon, Paul?
 BOY: Yes, I did. I wanted a computer game.
 WOMAN: Did you buy it?
 BOY: No, I didn't. I bought some new shoes.
 WOMAN: What colour?
 BOY: Brown. Oh, and I bought a jacket – a black one.
 WOMAN: Shoes and a jacket. Great!

[pause]

3 What TV programmes does Jim like?

WOMAN: What TV programmes do you like, Jim?
 BOY: I like sports programmes.
 WOMAN: Do you like football?
 BOY: No, I don't.
 WOMAN: What about basketball?
 BOY: Yes, I like basketball ... and tennis.
 WOMAN: What about baseball?
 BOY: No, I don't like baseball.

[pause]

Figure 32. Listening key post-test p.3



4 What would Sally like to eat?

MAN: Are you hungry, Sally?
 GIRL: Yes, I am. Can we buy something to eat?
 MAN: What would you like?
 GIRL: I'd like some French fries and an orange juice.
 MAN: French fries and an orange juice.
 GIRL: And can I have some ice cream?
 MAN: No, it's a cold day. Let's have some soup.
 GIRL: Oh, no, not soup. I want ice cream.
 MAN: OK, OK, you can have ice cream. French fries, orange juice and ice cream.

[pause]

5 What does Jill want to do today?

MAN: What do you want to do today, Jill?
 GIRL: I'd like to watch TV.
 MAN: Wouldn't you like to go to the cinema?
 GIRL: Can we go on Saturday?
 MAN: I can't go with you on Saturday.
 GIRL: That's OK. Ben can go with me.
 MAN: So, it's TV today, the cinema on Saturday.
 GIRL: That's right.
 MAN: And your homework?
 GIRL: I did it this morning.

[pause]

Now listen to Part 4 again.

[The recording is repeated.]

[pause]

That is the end of Part 4.

[pause]

Part 5 Look at the picture. Listen and look. There is one example.

[pause]

WOMAN: Look, can you see the plane?
 BOY: I can see two planes.
 WOMAN: That's right. There are two planes. Can you see the big plane?
 BOY: Yes, I can see it now.
 WOMAN: Can you colour it red?
 BOY: Colour the big plane red.
 WOMAN: That's right.

[pause]

Can you see the red plane? This is an example. Now you listen and colour and draw.

[pause]

1

WOMAN: OK. Now, can you see the windows on the boat?
 BOY: Yes, there are four windows.
 WOMAN: Can you see the round windows?

BOY: Yes, I can see them.
 WOMAN: Good.
 BOY: Can I colour them yellow?
 WOMAN: No. Colour them blue.

[pause]

2

WOMAN: Good. Now, can you find the bird?
 BOY: Which bird?
 WOMAN: What do you mean?
 BOY: Well, there are two birds – one is flying, one is sitting on the water.
 WOMAN: Oh, yes, I didn't see the bird in the sky. Can you colour the bird on the water yellow?
 BOY: OK, we can colour the bird on the water yellow. Yellow's a good colour for a bird.

[pause]

3

WOMAN: Do you want to draw something?
 BOY: Yes, can I draw another window?
 WOMAN: We have a lot of windows. Do you want to draw something different?
 BOY: OK.
 WOMAN: Draw a cloud.
 BOY: Where?
 WOMAN: Above the helicopter.
 BOY: OK, a cloud above the helicopter.

[pause]

4

WOMAN: Can you see the pirates?
 BOY: I can see two pirates.
 WOMAN: That's right. There are two pirates in the picture.
 BOY: Can I colour something?
 WOMAN: What do you want to colour?
 BOY: I want to colour the fat pirate's jacket.
 WOMAN: What colour?
 BOY: Erm, black, I think.
 WOMAN: That's good. Colour the fat pirate's jacket black.

[pause]

5

WOMAN: Do you want to colour the thin pirate's jacket?
 BOY: No, I want to draw something on his hat.
 WOMAN: What do you want to draw?
 BOY: A fish.
 WOMAN: A fish. Why?
 BOY: I don't know. I like fish.
 WOMAN: Well, OK, draw a fish on the thin pirate's hat.
 BOY: OK, what colour?
 WOMAN: Erm, colour the fish green.
 BOY: Green! That's good. I like green.

[pause]

Now listen to Part 5 again.

Figure 33. Listening key post-test p.4

9.4.2. Pronunciation score guide

Name:	Good/not so good
Consonants	
Vowels	
Grammatical endings (-ed/-s)	
Grammatical beginnings (s-)	
Word stress (appropriate syllable)	
Rythm in sentences	
Intonation/pitch (monotone or rise and fall appropriately)	
Thought groups and linking (pause at commas)	
Clarity of speech (the teacher understands what is being said)	

Table 3. Pronunciation score guide