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**TRABAJO FIN DE MÁSTER**

**Audio-Visual Resources in EFL classrooms.  
A teaching proposal for Secondary Education**

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## **ABSTRACT**

Audio-visual resources are currently potential resources for foreign language teaching, due to the large number of advantages they offer to both students and teachers. Because of the special impact that audio-visual resources has on the development of communication skills, this paper explores the advantages of these materials in relation to the natural method, the five hypotheses of language acquisition and the development of listening skills. The second part deals with the planning of a Teaching proposal that might be implemented in EFL classrooms of Secondary Education – Year 4. The intervention proposal addresses the youth culture of the Swinging Sixties through different audio-visual resources.

### **Keywords**

Audio-visual resources, comprehensible input, second language acquisition, English as a Foreign Language, teaching proposal

## **RESUMEN**

Los medios audiovisuales son actualmente un recurso potencial para la enseñanza de lenguas extranjeras, por las numerosas ventajas que ofrecen tanto a alumnos como a profesores. Por su especial incidencia en el desarrollo de las destrezas comunicativas, este trabajo pone en relación las ventajas de los recursos audiovisuales con el método natural, las cinco hipótesis de la adquisición de la lengua y el desarrollo de la comprensión oral. En la segunda parte, se presenta la planificación de una propuesta de intervención destinada a poder implementarse en el aula de Inglés Lengua Extranjera de cuarto curso de Educación Secundaria Obligatoria. La propuesta trata sobre la cultura juvenil que se desarrolló en los Swinging Sixties, a través de diversos recursos audiovisuales.

### **Palabras clave**

Recursos audiovisuales, input comprensible, adquisición lingüística, Inglés Lengua Extranjera, propuesta de intervención.



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## INTRODUCTION

Traditional styles, such as the grammar-translation approach, that focused on learning grammatical structures are nowadays seeming obsolete. These approaches focused mainly on repetition, fill-in-the-gaps activities, the blackboard, and the notebook as key strategies and resources. Instead, there is an increasing importance in utilizing audio-visual resources in the classroom due to all the advantages when incorporating them. Nonetheless, although it is believed that many teachers are making use of them to benefit the development of students' skills, there are still teachers that do not count with these resources in their classrooms. Moreover, the question of how to properly usage them to ease the acquisition process of a Second language has been raised.

Nowadays, audio-visual resources should be included in the classroom following approaches that focus on the enhancement of the five skills, and predominantly, on the listening and communication skills. These resources can easily develop these skills by providing real scenarios of the language. Therefore, students will acquire a second language in an unconscious way. Furthermore, these materials are very engaging and can provide the teacher with new activities that effortlessly motivate students. In this way, through audio-visual resources and dynamic activities that focus on cooperation and communication, the listening and communication skills will be successfully included as main goals in the classroom.

For all these reasons, this paper focuses on creating a teaching unit that explores audio-visual resources as one of the keys on the development of students' listening and communication skills. To do so, it is important to firstly delve into the European outlook as well as into approaches that emphasize on fostering listening and communication skills with a predominant interest on comprehensible input. Then, the importance of developing listening skills in the classroom will be developed. Afterwards, the advantages of audio-visual materials as comprehensive input providers that enable the enhancement of listening skills will be discussed. On a fourth place, a teaching unit will be developed in order to demonstrate the usefulness of audio-visual resources. This lesson plan consists of The Swinging Sixties in Great Britain as it was a decade where the youth had many opportunities and started to rebel against the conservative. Consequently, there was a *boom* in the music and fashion industries. For all these reasons, it is necessary to utilize different audio-visual resources in order to allow students know about that youth culture that was previously mentioned. Lastly, a final conclusion will be reach.

## JUSTIFICATION

The merging importance of incorporating audio-visual resources, not only in the EFL classroom, but in all subjects in general, is an actual reality. Nevertheless, as mentioned in the introduction, there are still teachers that cannot include these resources inside of the classroom for different reasons -as lack of economic resources, lack of space, and so on-. Also, some teachers that include them do not know the final objective of exploiting them. Audio-visual resources can enhance the development of students' five skills as well as other aspects such as the development of students' knowledge about the culture of English-Speaking countries, the sense of group, and the observation and resolution of new problems and realities that happens inside of a classroom.

The significance of bringing audio-visual resources is currently undeniable. The teachers can use them both as visual aids or as a means of developing listening and other communication skills. If the teachers incorporate audio-visual resources as visual aids, input can be therefore more comprehensible by providing context or reinforcing the meaning of an explanation as defended in the comprehensible input hypothesis by Krashen & Terrell (1988). The idea of this comprehensible input is to go a step beyond the current proficiency level of second language's students. On the other hand, if the teacher integrates them as a way of developing students' skills, many advantages can be found as well, such as learning the culture, increasing students' participation and motivation and, lastly, to see examples of language in real situations and contexts.

In general terms, it is a different way of bringing situations of the real world into the classroom as well as learning how to deal with those situations. These real situations will let students focus on listening and communication skills, since without these two skills, the rest will be arduous to develop (Kirana, 2016). Nowadays, the CEFR (Council of Europe, 2001, 2020) has developed a list with important micro-skills to develop in the classroom. Audio-visual materials can reinforce the development of activities that enhance these micro-skills since they present contexts where the language is represented in real scenarios. Fostering this towards listening activities will prepare the students to situations that can take place in their daily lives.

Lastly, it is an engaging way of learning for students since they can watch, listen, or even interact with those materials. Audio-visual resources can be really helpful when attaching the different types of learners inside of a classroom -visual, auditory and kinaesthetic learners- (Vaishnav, 2013).



## **AIMS**

The final aim of this research is to defend the benefits of integrating audio-visual resources in the classroom for both, teachers, and students. In this sense, it will be demonstrated that it has a positive effect on developing the communicate approach in the classroom since it helps students develop the five communication skills, with a predominance on the listening and speaking skills. Besides this, it will also be established how audio-visual resources contributes to make input comprehensible as well as how these materials achieve to motivate students, and consequently, increasing their participation in the target language.

As secondary aims, a teaching unit will also be developed as a means to arise students' knowledge of Youth culture towards audio-visual resources. The idea is to realise a final task where students have to create their own video clip of a 60s song where they put in practice the acquired knowledge of this lesson plan.

## **THEORETICAL FRAMEWORK**

### **1. EFL teaching: the European outlook**

The Common European Framework of Reference for Languages (Council of Europe, 2001, 2020) (CEFR) deals with language teaching and learning, as well with language assessment. Nowadays, there are some important notions that must be incorporated in the classroom such as “mediation, online interaction, reactions to literature and building on plurilingual/pluricultural repertoires” (Council of Europe, 2001, p.245) since there is a preoccupation of trying to tackle the diverse cultures and a plurilingual perspective in the education system.

On the one hand, the Council of Europe, following CEFR indications about plurilingualism and pluriculturalism, defends the same perspective since “Plurilingual competence is defined as the ability to use a plural repertoire of linguistic and cultural resources to meet communication needs or interact with people from other backgrounds and contexts, and enrich that repertoire while doing so” (Council of Europe, 2016, p. 20).

On the other hand, following the Recommendation CM/Rec (2022)<sup>1</sup> of the Committee of Ministers to Members States, there is an increasing importance of advocating and defending “plurilingual and intercultural education for democratic culture” for everybody since there is a relation between social inclusion and the linguistic and cultural diversity. Correspondingly, there is a need of implanting this plurilingualism and interculturality in education as it is a way of promoting inclusion and the development of individuals not only personally, but also in the professional environment.

In the same way, the European Centre for Modern Languages of the Council of Europe (ECML) serves as a reference for European countries when dealing with teaching and learning a Second Language. Moreover, the ECML stores a broad range of works from all over the continent, encompassing many themes related to language teaching in Europe. In particular, it is concerned with issues such as sign languages, new media in language education and plurilingual and intercultural education; yet the ECML goes beyond since it compiles some studies related to migrant education and employment, curricula and evaluation, early language learning, content, and language integrated learning, and finally, languages of schooling. It focuses on mobility programs to reinforce their knowledges as well as develop new knowledges of that culture in the target country.

One way of bringing plurilingual education into the foreign language classroom is towards the natural approach since it focus on communication. Specifically, by applying the five hypotheses developed by Krashen & Terrell (1983), students can develop their language communication skills. Nevertheless, these aspects are going to be further explained in the next paragraphs.

## **2. Second Language Acquisition**

Second language acquisition refers to the unconscious learning of a second language. One of the most famous approaches that defended this acquisition against the learning of a second language is the natural approach, which will be explained hereunder.

### **2.1. The natural approach**

The natural approach (Krashen & Terrell, 1988) is developed after the widespread grammar-translation method since the creators of the natural approach criticized its focus on grammar and rules instead of on communication.

The natural approach focuses on communicating in real situations to acquire a second language. An accurate definition of natural approach is the following one:

With the aid of this gesticulation, by attentive listening, and by dint of much repetition the learner came to associate certain acts and objects with certain combinations of the sounds and finally reached the point of reproducing the foreign words of phrases... Not until a considerable familiarity with the spoken word was attained was the scholar allowed to see the foreign language in print. (Krashen & Terrell, 1988, p. 10).

This approach was the first one in stablishing a difference between the process of acquisition and learning a Second Language. The natural approach was focused on acquiring a language, since as Krashen & Terrell (1988) states “developing ability in a language by using it in natural, communicative situations” (p.18). Meanwhile, other methods would focus on learning, that is “knowing the rules” (p.18) without deepening in the progress of acquiring a language all together with its culture.

### **2.2. The five hypotheses**

Krashen & Terrell (1988) developed five theories thanks to the observation of the acquisition process, as well as thanks to other studies for instance, the one made by Brown and Celia Farrar related to the parents' corrections to their children while they acquire their

first language. In this way, Krashen & Terrell developed the following theories: the acquisition-learning hypothesis, the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis.

The acquisition-learning hypothesis establishes the difference between these two: to acquire and to learn a second language. Krashen stated that the process of language acquisition involved an unconscious process that takes place in real situations where the interlocutor must communicate. Moreover, when the interlocutor makes a mistake, although he/she ignores the rule, he/she does know that an error has been committed.

However, the learning process occurs when a learner is focused on the formal aspect of the language. S/he is concerned with the rules. In this way, when an adult learns a second language it is said that both, learning and acquisition process happens. Although it is unknown how adults take advantage of both processes, it is firmly believed that they use both. Nevertheless, this theory aims to work mainly with the acquisition process. The following table was created by Krashen & Terrell in 1988. It deals with the differences and similarities of the process of acquisition and the process of learning.

<b>The Acquisition-Learning Distinction</b>	
<b>Acquisition</b>	<b>Learning</b>
Similar to child first language acquisition “Picking up” a language Subconscious Implicit knowledge Formal teaching does not help	Formal knowledge of language “Knowing about” a language Conscious Explicit knowledge Formal teaching helps

Figure 1. The Acquisition-Learning Distinction (p. 27)

The first characteristic is “similar to child first language” versus “formal knowledge of language”; this means that the process of language acquisition happens in a natural way,

since learners are unaware of the process in contrast of formal knowledge, where the learning process is explicit. Secondly, “Picking up” a language” versus “Knowing about a language” means that as learners we may or not be aware of the grammatical rules and structures of a language. If learners are aware, they know about the language, but if the learner does not know about these aspects, s/he is “picking up” the language; moreover, the learner can take it back at an older age. Thirdly, “subconscious” versus “conscious” is related to the previous one, since when speaking a language, the speaker may be conscious of the grammatical rules s/he is using, while, if the speaker has acquired the language, s/he will not be aware of it. Once again, “implicit knowledge” versus “explicit knowledge” is similar to the previous one, since “implicit knowledge means that the learning of a second language occurs in a natural way, without deepening on the rules; while “explicit knowledge” is the connections and strategies people to communicate with the others. Lastly, with the affirmation “formal teaching does not help” versus “formal teaching helps” Krashen & Terrell identify formal education as a means of achieving to learn a Second Language instead of acquiring it.

In the natural order hypothesis, Krashen & Terrell (1988) defend that “structures are acquired (not necessarily learned) in a predictable order” (p. 28). This means that some structures tend to be learned in earlier stages of development. To give an example, in earlier stages, children learn the morpheme -Ing earlier than the “third person singular morpheme -s” (p. 23). Furthermore, several studies have been developed in order to prove that this natural order hypothesis is also presented in adults that are learning an L2, as for instance the study by Bailey, Madden & Krashen (1974) by which they proved that the order of acquisition is quite similar to the learning process of children’s mother tongues. The monitor hypothesis describes some parameters when making corrections during the process of learning an L2. Thanks to this monitoring, learners can change some statements after or before reproducing them. In order to make this process successful it is important that the learner follow these three principles: the performer must have enough time; secondly, the performer must be thinking about correctness, or be focused on form and, lastly, the performer must know the rule (Krashen & Terrell, 1988, p.30).

The input hypothesis defends that learners need to go beyond their actual level to acquire a language. In this way, it is important to start with readings and listenings (receptive skills) to boost the fluency of a learner. Consequently, students need to see structures that they have not learnt yet in order to make a progress. This is known as  $i+1$ , since teachers are

adding some difficulty and further knowledge to students' actual level. The input hypothesis is going to be analysed later in depth, as it is a key aspect in this essay.

Lastly, the affective filter hypothesis, although developed by Dulay and Burt in 1977, Krashen & Terrell (1988) incorporated this into their five hypotheses, making this theory known. A *low filter* means that students have not got any negative affective barriers when acquiring a second language, or in other words, they do not have negative emotions such as anxiety in the classroom. Therefore, comprehensible input can be well received and processed by learners. In addition to this, there are four factors that teachers should bear in mind when teaching a second language when referring to the affective filter: “motivation, attitude, anxiety and self-confidence” (Du, 2009, p. 162).

### **3. The relevance of linguistic input in Secondary Education**

The input hypothesis defends that learners acquire a language subconsciously towards the exposure to that target language. The input that the students receive should be comprehensible but with new structures that they have not seen yet ( $i+1$ ). Krashen & Terrell (1988) defend that the students will acquire new structures in the L2 by reading and listening, without being aware. This is possible thanks to the context where those structures appear as well as extra-linguistic information. This is the main reason why teachers should incorporate this way of teaching in the classroom, since with grammar-based approaches as well as other approaches that turn out to be more traditional, do not let students to deep in that second language. Consequently, students only know grammatical rules of that second language.

The teacher should therefore bring this input hypothesis to the second language class. To do so, the teacher will start his/her lessons with listening and reading before speaking and writing's activities. To make input comprehensible, the teacher could use visual aids such as pictures, PowerPoint presentations, objects of the classroom, posters, etc. Another way of making input comprehensible is by gesticulating, that is, by using hand gestures or body language to explain the meaning of words and sentences. For instance, if the teacher says “jump” and students do not know the meaning, s/he jumps to explain it. Another example of gestures would be pointing to words and objects or towards facial expressions.

The last way of making input comprehensible is by making conversational adjustments, such as making summaries, clarifications, or rephrasing sentences. Nevertheless, as Krashen & Terrell (1988) state: “we may see individual variation ‘on the surface’ – diverse

sources of comprehensible input, different strategies for obtaining input, different messages, and of course different languages” (p. 3). This means that people are different and therefore they use diverse ways to acquire a language, a fact that the teacher should bear in mind.

Another aspect that teachers should consider is the “caretaker speech” (p.4), that is, a speech that has been simplified and supported with aids as well as providing repetition to the students to understand what s/he is saying. This speech is commonly applied with children, nevertheless it can be employed with second-language acquirers since they have different varieties of this speech: “They include ‘teacher talk’ the language of classroom management in second-language classes, and ‘foreign talk’, the adjustments made by native speakers when talking to non-native speakers” (p. 8). In other words, the speech needs to be comprehensible for the students as sometimes the continuous exposure to the language does not imply that the student understands it.

In addition, when teaching a second language, age of students matters, as there are significant differences between age groups in terms of language acquisition. It is believed that “while children are generally superior in second-language attainment in the long run, adults, at least initially, acquire at a faster rate” (p. 12). This is because adults receive more comprehensible input, while children have a lower affective filter. Additionally, the adults’ experiences are superior to those of children, and they can participate in a wider range of interactions with different people, as well as adults use the Monitor to correct themselves when they make a mistake. Meanwhile, the teenage students have a lower affective filter compared to adults.

Other aspects to take into account related to comprehensible input are as follows: Krashen (1983) argued that comprehensible input is not just about understanding the language, but also about communicating successfully, so that  $i+1$  is provided correctly (p. 22). In order to fulfil the need for successful communication, it is important to modify language and bring the students’ previous experiences and knowledge of the world into the classroom, as previously mentioned. All of this, together with visual aids, gestures and conversational adjustments, is known as “simplified codes” (p. 25), which helps learners acquire the Second Language. Some characteristics that Krashen emphasized related to how to make input comprehensible are

- (1) slower rate and clearer articulation, which helps acquirers to identify word boundaries more easily, and allows more processing time;

(2) more use of high frequency vocabulary, less slang, fewer idioms;

(3) syntactic simplification, shorter sentences (p.64).

Nevertheless, these adjustments are often unconscious, although teachers may sometimes make it consciously to fulfil students' needs, since they take place during the communication process. This is why using visual aids, gestures and realia can help to make input comprehensible, as well as having students discuss or read about a familiar but not too easy topic for them (*i+1*), since they can get fatigued; instead, it has to be interesting and relevant, so they can focus on the message. One way to avoid feelings of exhaustion is by not using exercises such as pattern drills or by making students memorize dialogues.

Another recommendation of Krashen is "to increase the amount of comprehensible input" (p.71), since using both the mother tongue and the target tongue in the classroom will not help students advance in the process of acquisition. Other issues that Krashen considers important for making input comprehensible are that students should not be put "on the defensive" -or, in other words, the affective filter should be low- (p.73), providing tools to help students obtain more input (p.76), and "teaching" conversational competence -some conversational rules can be learnt by students, still it is important to focus on acquisition- (p.78).

In conclusion, Second Language teaching nowadays let students to deep in the process of acquisition with the incorporation of comprehensible input, by developing first the listening and reading skills in order to acquire new structures, with the idea that depending on the culture, the special needs of students and the age the acquisition process will vary. It is key to work on these aspects to let the students acquire EFL appropriately. The relation between comprehensible input and the development of listening skills is going to be developed hereunder.

#### **4. The development of listening skills**

Krashen & Terrell (1988) argued in their Input Hypothesis theory that language acquisition takes place only when students understand and internalize the comprehensible input. To make this input comprehensible, it is important to not make input too easy nor too difficult, but rather at a level slightly above the students' current proficiency (*i+1*). Moreover, comprehensible input needs to be supported by gestures, visual aids, and conversational adjustments, as explained above. In this section, the importance of input to develop listening



skills is going to be discussed firstly, by stressing the role of input in decoding, secondly by highlighting the importance of comprehensible input and successful communication and lastly, providing some strategies for comprehensible input.

To begin with, as John Field (2009) argued, it is crucial to know that the listener “brings form and meaning to the input by drawing upon her knowledge and experience of the language being used” (p. 128). For new learners, they need to seek for relationships between the mother language and target language, as well as to rely on the context of words or sentences. In other words, the listeners’ task is decoding, which is a complex process since “the outcome of the identification process is a string of words, with meanings and intonation attached (p.129). The ultimate goal of decoding is not to form language, but to relate a word with an idea. To achieve this, teachers should start with simpler units such as phonemes, and then, move on to syllables, words, phrases and, finally, sentences. However, they may exist some problems during the decoding process, such as the fact that some languages do not have so many phonemes or that from time-to-time listeners misunderstand the key idea if they do not listen to a whole sentence.

Now, the question is, what is the role of the teacher? First of all, the teacher should ensure that decoding takes place; moreover, students should learn how to decode in the same way as native speakers do it. Secondly, teachers should provide contexts that are appropriate for the needs and the level of the learner. For example, teachers should provide context towards comprehensible input before starting an activity so novel students relate vocabulary to the topic they are learning. For learners with higher proficiency levels, providing comprehensible input can help them connect previous experiences into the current lesson. The relationship between input and context is constantly evolving, as the learner progresses. Another way of working with comprehensible input so that learners can develop their listening skills is to not make too many questions that distract the listeners from the task of listening, as well as teachers should support themselves in institutional/narrative texts with a chronological and additive order. In this way, listeners will construct meaning relationships while decoding. Another way of making the input comprehensible is by utilizing realia in the classroom. To provide an example of this, Maneekul (2002) carried out a study where he used realia and different tasks to improve students’ listening skills. This study achieved to demonstrate that “students’ listening skill increased to a higher level when using authentic materials and tasks after watching native speakers’ video program” (Bajrami, 2016, p. 505).

Listening skills are also divided in a series of micro-skills that helps in the understanding of oral comprehension since these skills are more concrete. Teachers must consider these to provide an effective teaching of listening to students as well as to assess them critically, for example, by reading the list of micro-skills provided by the CEFR (Council of Europe, 2001, 2020). These skills are “recognizing key words in conversations, recognizing the topic of a conversation, recognizing speakers attitude toward a topic, recognizing time reference of an utterance, following speech at different rates of speed and identifying key information in a passage”. Some activities to promote these micro-skills is by introducing, for instance, activities that deal with listening and guess or act, deducing the meaning of some words or the tone of the speech. In the same way, it is important to develop teaching strategies to ease the oral compression of a Second Language by placing the student in the centre of the classroom. This can be attained by asking students to make predictions of an oral or written text, or by changing the discourse if they do not understand something, as for instance, towards rephrasing or by using simpler sentences. Other ways to ensure that the process of oral comprehension takes place is by using visual aids or teaching in real contexts of the language.

Besides this, the CEFR also provided some descriptors of referential levels which are divided depending on the level of the learners; so, in each level there are different micro-skills, being Pre-A1 simpler and more specific and C2 more general and native like. Some examples with some of the micro-skills that can be found from A1 to B2 will be mentioned, since these are the levels that are within Secondary Education.

First of all, in A1 level students “can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning” (p.55). Then, when students have a A2 level proficiency, they “can understand phrases and expressions related to areas of most immediate priority” (p.55) for instance, information related to the family. Thirdly, one of the micro-skills of students with a B1 level proficiency is “can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. including short narratives” (p. 55) Lastly, to provide a final example in B1 level, one of the micro-skill is to “understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand” (p.55).

To conclude, “Listening is vital in the language classroom because it provides input for the learner. Without understandability at the right level, any learning simply cannot begin” (Kirana, 2016, p. 237), if teachers do not develop listening skills, the rest of skills, comprehension, and production, will be affected negatively. How audio-visual resources can benefit the comprehensibility of input, due to the advantages they provide to both teachers and students, is a topic that will be discussed in the following section.

## **5. Audio-visual resources**

Audio-visual resources have been present in the educational realm for a long time. One of the first instances of their use inside a classroom dates back to the 17<sup>th</sup> century when Johann Amos Comenius, a philosopher and educator who made use of illustrations depicting everyday life through 150 drawings to improve his teaching (Kwegyriba, Osei Mensah & Ewusi 2021). Since then, this resource has been incorporated into the classroom, in many different formats such as films, podcasts, or PowerPoints due to many factors such as its ease to convey messages, its motivational nature and how it contributes to develop the skills and creativity of students. However, these benefits will be discussed later.

Nowadays, the new education law of Spain, LOMLOE (Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación), has integrated the notion of competences in which students have to develop some characteristics in order to face the challenges of the 21st Century. Some of these competences, such as Plurilingual Competence and Cultural Awareness and Expression, can be integrated very easily inside the classroom towards audio-visual resources. Moreover, integrating audio-visual resources in the foreign language classroom would provide a more dynamic and effective approach to the teaching-learning process, allowing students to comprehend different aspects of a particular subject from multiple perspectives. Also, “Due to the modern technologies such as computers and interactive whiteboards, teachers have increased possibilities to integrate visual materials into a lesson” (Pateşan, et al., 2018, p. 357). Taking into account this necessity of incorporating audio-visual aids in the classroom, the next sections will deal with their usefulness and advantages, the effects that audio-visual have on EFL learners, and how to use these audio-visual resources in the EFL classroom.

### 5.1. Usefulness and advantages

The significance of audio-visual resources in the realm of education is an undeniable reality at the moment. By incorporating them in EFL teaching, instructors will develop dynamic and authentic learning experiences for students. Furthermore, audio-visual allows teachers to innovate in many ways, as well as to find new solutions to problems and to use realia to enhance learning. In the following paragraphs, some of the advantages of audio-visual media are going to be introduced.

Roberts, as cited in Kirana (2016) defended that “visual aids can provide practical solutions to the problems of a language teacher whose equipment, as a rule, consists of nothing more than a textbook” (p. 236). This observation serves as the starting point for discussing the advantages of audio-visual resources in language teaching. Textbooks alone may not completely meet the necessities of students in terms of speaking and listening skills. Also, the activities set by the students’ book can be somehow compelled to teach grammar or vocabulary concepts. It is important to provide real situations and fragments of communicating into the classroom; for instance, conversations that include fillers, interjections, informal/formal language, etc. so that students can improve their listening comprehension in authentic contexts; but not only that, they are going to equally improve their production in English. Furthermore, incorporating visual aids in the classroom not only makes input more comprehensible, but also encourages student participation and discussion. By presenting visual aids, students can share their opinions and perspectives, promoting a more collaborative approach, in contradiction to more traditional approaches.

Subsequently, access to audio-visual resources is widely available, so teachers can find resources in various platforms either free (such as Spotify, YouTube, BBC, etc.), or paid (Prime Video, Netflix, Disney+, etc.). The extensive variety of multimedia content on these platforms not only allows teachers to focus on language, but also, on culture and their interrelation. Consequently, this can be very motivating for students, as it will be discussed in 5.2.

Additionally, thanks to audio-visual materials, teachers can develop dynamic activities where the student has to cooperate with his/her classmates and interact with the classroom and several objects. One example of an interactive activity that can be taken into the classroom would be dramatization of a song, a film or a different audiovisual resource, since “dramatic recreations can bring historical events and personalities to life. They allow

students to observe and analyse human interactions” (Kirana, 2016, p. 237). This type of activities allows students to learn in an active way about the culture and language, as it was mentioned previously, this is a big advantage of audio-visual resources. Students can see customs, gastronomy, music, and the daily life of other peoples’ culture through these resources.

Related to this idea of cultural awareness through audio-visual resources, is the fact that attention is not only drawn on English language but also on body language and pragmatics, since “Video gives the students practice in concluding attitudes. The rhythmic hand and arm movements, head nods, head gestures are related to the structure of the message.” (ÇAKIR, 2020, p. 2). In relation to pragmatics, students can observe the differences between their own country and the target country in cultural terms; to provide an example, they can learn about greetings and politeness in different situations and contexts.

## **5.2. Effects on EFL learners**

Many of the advantages mentioned in the previous section have an impact on the effect that audio-visual resources have on students. According to Ertugrul (2015):

In the last decade, the importance of motivation in second language learning has attracted more attention from teachers and researchers not only due to its importance for understanding language learning but also its potential to maximize success in language learning. (p. 123).

And audio-visual resources have a positive impact in students' motivation in the classroom since these resources are creative and can spark students' interest. Ertugrul also points that “any kind of audio-visual material can generally get students’ attention and increase class participation in a very short period of time” (p. 126). One effective way to integrate audio-visual resources in the classroom is to involve students in the classroom by discussing their interests and preferences to make decisions (taking into account as well their proficiency level). By doing so, teachers can select resources that are related to the course plan and with students' interests, as a result, activities will be engaging and interactive.

Additionally, there are different types of students in the classroom with different learning styles. By using audio-visual resources, teachers can attach different types of learners; Visual learners learn visually by means of charts, graphs, and pictures. These learners are the followings: “Auditory learners learn by listening to lectures and reading.

Kinesthetic learners learn by doing. Students can prefer one, two, or three learning styles” (S. Vaishnav, 2013, p.1). Moreover, depending on the activities that the teachers set after listening/watching to an audio-visual material, they can also address reading/writing learners. To provide an example, asking students to write or read a review after watching a film.

Equally important is the fact that:

visual support can aid language learners, especially less proficient learners, and is particularly helpful with more difficult texts. The setting, action, emotion, gestures, etc. that the students can observe in a video clip provide important visual stimuli for language production and practice (Buck, as cited in Karima, p. 235).

This is due to the visual aid that audio-visual resources offer, supporting students who struggle in English lessons to learn easily towards comprehensible input. Moreover, this way of learning is more attracting for students since it supposes a break for more traditional teaching approaches. In relation to this idea, as Bajrami (2016) pointed out “when they are practicing their listening skills, learners often find it difficult to hold their attention long enough once they are exposed to long conversations or passages without visual aids” (p. 504). Moreover, students' participation can increase since using audio-visual-aids facilitates the participation of students, as they have an active role while the teacher is a mediator between students and language (Pateşan, et al., 2018, p. 357).

On the other hand, these resources are equally interesting for increasing imagination and creativity in students, not only in the sense that these materials are inherently more creative than reading the teacher's text in EFL teaching due to their characteristics, but also because teachers can develop a series of activities that can be more interesting and innovative, as for instance, a dramatization where students have to change the characters and dialogues. Nevertheless, students' creativity is not the centre of introducing audio-visual resources in the classroom since the major point is to increase their reading, writing, listening and speaking skills. Several studies have been carried out to demonstrate the fact that these materials can improve students' performance in EFL. For example, the study undertaken by Maneekul (2002) where he used realia and different tasks to improve students' listening skills. This study achieved to demonstrate that “students' listening skill increased to a higher level when using authentic materials and tasks after watching native speakers' video program” (Bajrami, 2016, p. 505).

### 5.3. Using audio-visual resources in the EFL classroom

Considering what has been mentioned in the previous paragraphs, it is indisputable the fact that incorporating audio-visual resources in the EFL classroom has several benefits in the teaching-learning process. However, the question now is whether teachers know “how to harness them and guide our students in their use” (Bajrami, 2016, p. 503). Additionally, it is unknown how many teachers have incorporated audio-visual resources into their classrooms, not only in terms of projecting the students' book, since this can be done without any technical device, in order to enrich the input and improving students' learning process.

As mentioned previously, before incorporating audio-visual resources into EFL teaching, it is important to take into account the students' background, level, interests and necessities, as well as the content that students must learn in class. Once these factors have been considered, the next step is to search for materials that respond to all these requirements, and also, materials where language and content are comprehensible for students.

Length should be another aspect to consider, as if it is too long, students may become distracted or bored. This will help students to learn about cultures and the language in a different and more effective way. Lastly, it is important to consider all the activities that teachers can perform in the classroom to increase and promote real learning situations.

There are multiple audio-visual resources available for teachers, including visual aids such as pictures. While pictures can seem the simpler resource, they are highly effective since visuals

help the teacher to clarify establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid (Pateşan, et. al. 2018, p. 357).

Besides this, pictures provide a direct way to improve students' comprehension of a language by allowing them to relate expressions, words or other aspects of a language with images. It is important to use coloured pictures which successfully achieve to tell a story, but also, pictures which bring students' previous knowledge and experiences into the classroom (Patesan, et al. 2018).

Secondly, teachers can incorporate video resources as well. This resource can be the most complete one, since it combines both audio and video. As Bello et.al. (1999) and

Gómez (2000) claimed that these combination of “the visuals and the audio, making accessible to all those students who does not really understand well a foreign language, and making them hint some words by suggestion (as cited in Bruscolotti, 2017, p. 9). Moreover, videos can be paused, and the teacher can repeat them several times if necessary. This is an excellent example of a resource that lowers the affective filter of students due to the motivation it provides. Additionally, teachers can use subtitles if needed to reinforce the meaning of a word in its context, which can help as well to reduce stress and anxiety for students. Furthermore, it is important to mention all the activities that can be developed after using a video resource, such as discussions, dramatization, and writing an alternative ending for a film or TV show. Finally, as Bruscolitti (2017) defended “videos are also a perfect opportunity to deal more deeply some cross-curricular issues such as: bullying, recycling, rights of women, racism, etc.” (p. 11).

Apart from video resources, there are also audio resources that can be used in EFL classes. The first type of audio resource is songs, which have been used in EFL teaching for a long time. If the song has the music video included –for instance, for cultural reasons-, then this will also be considered an audio-video resource. Even so, there are some activities that can be performed without needing the music video. The most popular type of activity where teachers use songs is filling-in-the-gaps; as this activity can be un motivating for students, it can be improved. To provide an example of this, students can sing in pairs like in a karaoke, or they can create a dramatization of the song afterwards. Other activities that can replace filling-in-the-gaps activities include making students create their own songs, or rewriting the lyrics in a free way, by working in small groups. It is also important to undertake activities that promote speaking and interaction between classmates, as making students work in small groups, or introducing the song towards a discussion before listening to it.

Another type of audio resource that can be used in EFL classes is podcasts. They can be an effective way to develop listening or speaking skills since “Podcasts are popular for their authentic the natural speech as by the native speakers” (Jain & Hashmi, 2013, p. 158). If teachers focus on developing listening skills, for instance, students can listen to podcasts uploaded by the BBC or ELT podcasts. This resource is very interesting because teachers can focus on concrete aspects of the language as vocabulary, idiomatic expressions, conversations or interviews between native speakers, story-based podcasts, etc. (p.519). After that, students can develop their writing skill by writing an essay afterwards where they give their opinion, summarizing the podcast or writing its cons and pros that they have been able to appreciate.



There is another alternative when incorporating podcasts in EFL teaching, which is more complete since it involves the development of several skills: first of all, students have to create their own podcast, which requires them to distribute roles, write a script (developing writing skills), and record the podcast (developing speaking skills). Finally, students can listen to their classmates' podcasts and vote for their favourite, which develops their listening and critical thinking skills. As mentioned, this second way is more complete since “learners get full exposure to a number of listening activities to enhance their oral proficiency. Also, it improves their knowledge of the expressions as well as their usages in different contexts” (Jain & Hashmi, 2013, p. 519).

In fifth place, videogames, although not much time is going to be dedicated to explaining this resource as there is still much to be investigated. Berns, González-Pardo & Camacho (2011) provide the benefits of using Virtual Worlds and videogame-like applications to help the development of skills. To start with, the design of video games is in itself very attracting for learning purposes as they are task-based and foment aspects such as cooperation through the achievement of several goals.

The next audio-visual resource to be discussed in this paper is interactive platforms, which implies a large number of interactions among students. There are different websites that allow teachers to create material to contribute to input comprehension and development of oral skills. The first one is *Kahoot!* which can be used to introduce students to new content or to help them remember what they have learnt in a specific unit. Moreover, students can participate individually, in pairs or in small groups; still, the best option is being in pairs or small groups since students can discuss answers (interactions) and help their classmates understand better when they do not know the answer.

The second website is *Genially*, where teachers can find different templates to develop video games where students have to complete tasks where they should deal with vocabulary or grammar to go to the next level. Here the same thing happens when grouping students, so whenever the classroom and situation allow it, teachers should try to make them work in groups. Teachers should keep in mind that this type of activities also increase students' competitiveness, so they must be prepared and establish certain rules before starting the activity. One way to stimulate the participatory spirit of students is by letting them explain the content to their classmates, or, in case of *Genially*, when a group has finished,

they can distribute themselves into different groups to help other groups by giving them clues or explanations.

One effective way to incorporate all these resources together is by using PowerPoint as a resource. This resource is commonly used by teachers to improve both listening, reading and speaking skills. PowerPoint is often used to make input comprehensible towards images, videos, graphics, and other multimedia. PowerPoint is, in fact, very attractive to learners due to these factors. Several studies have been conducted to examine the effects of using PowerPoints in EFL teaching, as for instance, the study of Rajab & Ketabi (2012) where they divided a class into two groups. The first group used a traditional teaching style while the second group used PowerPoint to teach the same content. The results achieve to demonstrate the fact that

students in PowerPoint groups have better performance than students in traditional teaching style [...] In addition, results show that preparing and presenting PowerPoint slides have a major impact on students writing achievement and their right use of cohesive devices (Abdellatif, 2015, p. 36).

One reason may be that PowerPoint helps to contextualize the content being taught by the teacher, allowing students to understand it more quickly and in a more engaging way.

The following sections are going to deal with a teaching proposal where audio-visual resources play an essential role in the classroom. As mentioned earlier, these resources provide comprehensible input and help students learn in a more engaging and interactive way. The main audio-visual resources are going to be ‘songs’ and ‘video-clips’ since the goal of the Teaching Unit is that students create their own video-clip song.

## TEACHING PROPOSAL

Once developed the theoretical framework that serves as background information for the present teaching unit, the following sections aims to demonstrate the effectiveness of audio-visual resources in the EFL teaching-learning process within a Secondary Education classroom, in specific for the students of 4<sup>th</sup> Year Secondary Compulsory Education.

As mentioned before, there are plenty of resources that teachers can exploit, and moreover, most of them are free. Despite this, this Teaching Unit will utilize audio-visual resources such as videos, extract of films, songs, *Kahoot!* and *Genial.ly*. In addition, the teacher will use webpages such as Canva to employ visual aids in order to develop the five communication skills and to improve comprehensible input in the classroom. To achieve this, the objectives, context and justification, legal framework, and the sequence of sessions must be developed. Lastly, the sessions will be divided and developed in sessions in accordance with the curriculum.

### 6. Objectives

The main objective is to promote the use of audio-visual resources such as ‘songs’, ‘videos and extract of films’, ‘Kahoot!’, ‘Genial.ly’, ‘visual aids’ and ‘video-clips’ as good examples for the students of Secondary Education to create their own video-clips. This teaching proposal will develop various activities focused on developing the five skills with a predominant focus on oral communication.

The teacher should always focus on the improvement on students’ listening and speaking skills by making input comprehensible, using audio-visual resources and by increasing the activities that require to listen to real situations. Consequently, the speaking skill of the students is going to be fostered. On the one hand, thanks to the communicative approach -where the students are participating and exchanging opinions with their classmates and the teacher-. On the other hand, by listening the language in a real context, their speaking skills are going to be equally enhanced. Moreover, since the final task is to create their own video clip, they are, first of all, going to demonstrate their knowledge of the 60s, but also, to participate and cooperate with their classmates in such a way that oral skills and comprehension are still reinforced.

Students are as well going to learn how was the context of the 60s in UK through *realia*. This can be really positive for them since, apart from learning language in real

contexts, they are going to get to know how was the 60s. The reason why the 60s was selected instead of a different decade is because in that context young people were given many opportunities, but also, young people began to rebel against the conservative society and, as a consequence, music and fashion began to have more relevance. So, they are not only going to contemplate this situation, but also, to compare it and analyse it.

Although the main focus of this Teaching Unit is to the develop listening and oral skills, it is also important to stick to the curriculum and add a grammatical aspect for students to learn. Since this is a lesson that deals with the 60s, it is convenient to incorporate the past simple and the past continuous to narrate and describe situations that take place in the past. Thanks to this grammatical notion, students will be able to simulate what a day in their life would be like if they were in the 60s; as a consequence, students would be completely immersed in the lesson.

## **7. Context and justification**

The following Teaching Unit took place in the centre where I could access for my practicum. The main characteristics of this centre that are relevant for this Teaching Unit are mentioned hereunder. First of all, the class of 4<sup>th</sup> Year of Secondary Compulsory Education has a total of 15 students, reason why students will work in five groups of three people. Students do not have access to personal tablets or laptops, so instead of that, in the last sessions the ICT classroom should be reserved previously. In each classroom (4<sup>th</sup> Year ESO included) has a blackboard, a projector, a laptop, and a projector screen. Therefore, each teacher should bring their own speaker or ask the colleges for one if needed.

This lesson plan aims to explore the 60s following different theories to make it successful. First of all, this Teaching Unit takes into account the recommendations provided by the CEFR (Council of Europe, 2001, 2020) by teaching the language in real situations where culture is as well portrayed. Secondly, Krashen & Terrell's Natural approach (1988) is of great importance in this Unit, since they explored the idea of developing language skills in real situations in order to successfully acquire a Second Language. Their five hypotheses are also contemplated, being the main ones *i+1* and the low affective filter hypothesis.

This Teaching Unit will start with a video to activate the previous knowledge of students, but also, to go one step beyond their current proficiency level. Also, by including activities that could be of students' interest and by using innovative resources as well as

*realia*, students' affective filter will be lower. The idea is to increase the listening of the Second Language to a 50%, either through activities such as listenings or through comprehensible input (supported with visual aids, gestures, and conversational adjustments).

Output is going to be easily attained, since the communicative approach is the main approach that is going to be followed. It is important for the teacher to offer situations where the learners have to discuss or exchange their opinions with the teacher or other classmates in English. Moreover, these activities attempt to prepare students for real situations and contexts. In conclusion, the classroom is a scenery where the students practice the five communication skills to be prepared for real-life situations.

Lastly, the usage of audio-visual resources in the classroom is another key factor to take into account. As it was defended previously, audio-visual resources can present many advantages for the teachers. For this Teaching Unit, its utilization will help to create more dynamic and engaging activities where the students are placed in the centre of the classroom. As a result, this will lower students affective filter, as they are going to feel motivated. Furthermore, they have to listen to real material, but also, by using audio-visual resources, students will actively cooperate with their classmates by creating their own video-clip. In conclusion, the learners are not only going to receive comprehensible input and listenings based on real materials and situations, but also, to express their communicate intentions and ideas by participating in the classroom.

## **8. Legal framework**

To realise this Teaching Unit, different legislation has been followed. To start with, the Organic Law LOMCE (Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa), which was published in the BOE "Boletín Oficial del Estado", since this legislation establishes and regulates education for even-number courses of Compulsory Secondary Education, High School, Vocational Training and Official Language Schools.

Secondly, this Teaching Units follows the contents, learning outcomes, specific competences and the assessment provided in the ORDEN EDU/362/2015, de 4 de mayo. For this Teaching Unit, the assessment would be provided mainly by the teacher, but also, through co-evaluation in the classroom. Although this Unit focuses on developing the five communication skills, the main ones that are going to be evaluated are listening and speaking.

Mediation is another key aspect in this Didactic Unit since the communication approach is followed. Also, the grammatical aspect that students should develop, and that is going to be assessed as well, is the narration and the description of past events using Past Simple and Past Continuous verb tenses.

Lastly, it is important to bear in mind the “II Plan de Atención a la Diversidad en Educación de Castilla León, de 2017-2022” as well as the ORDEN EDU/1152/2010, del 3 de Agosto since it regulates the educational response to students with specific educational needs in school.

## 9. SEQUENCE OF SESSIONS

The following image depicts the timeline and sequence of the sessions that is going to be followed to successfully reach the objectives of this lesson plan. The final task is to record a video clip where the students should recreate the 60s following the aspects tackled in class. To attain this, the first session deals with a guided discussion to introduce and to evaluate students' knowledge of the 60s. Then, the following sessions will focus on a description of the 60s main issues such as the *boom* in fashion and music. The grammar structures (description and narration using past simple and continuous) will be learnt in the background. The last two sessions aim to reinforce students' knowledge of the 60s as well as to plan, produce and rehearse the final task.

### SEQUENCE OF SESSIONS

### THE SWINGING SIXTIES

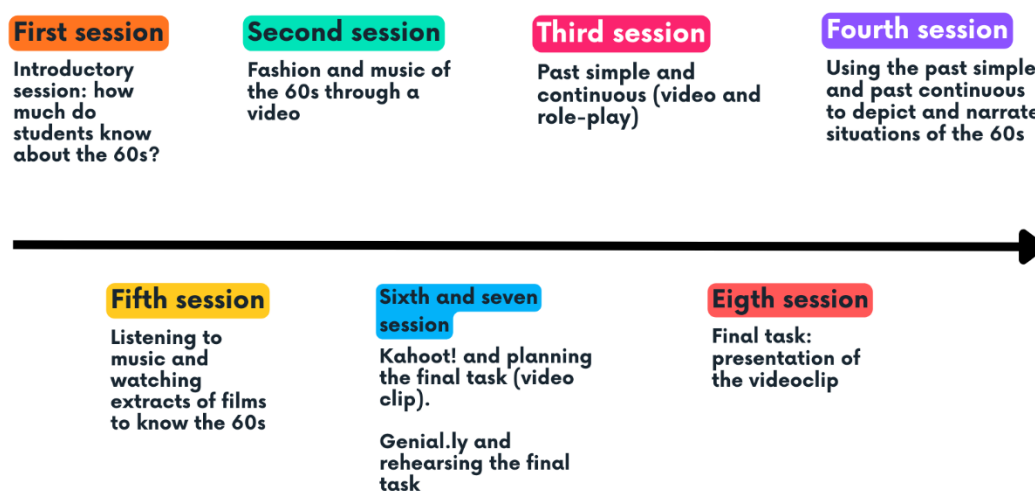


Figure 2. Sequence of sessions.

## **9.1. Session 1: “The times they are a-changin”**

### **Contents:**

1. Mobilization of prior information about the type of task and topic (Block 1. Comprehension of oral texts).
2. Requesting and offering information, indications, opinions and points of view, advice, warnings and advices (Block 2. Production of oral texts: expression and interaction).

### **Evaluation criteria:**

1.1. Identify the general sense, the essential information, the main points and the most relevant details in short or medium-length oral texts, clearly structured, and transmitted orally or by voice or technical means and articulated at an average speed, in a formal, informal or neutral register neutral, and which deal with concrete or abstract aspects of general topics, on everyday matters in ordinary or less usual situations, or about situations, or about one's own interests in the personal, public, educational public, educational and occupational, provided that acoustic conditions do not distortion of the message and it is possible to and what has been said can be heard again.

2.1. Interacting in a simple but effective way in clearly structured exchanges, using common formulas or using standard formulas or indications to take or cede the floor, even though help of the interlocutor may be needed.

### **Assessable learning standards:**

1.1.1. Captures the main points and relevant details of recorded or messages, clearly articulated, containing instructions, directions, or other information, even of a technical nature (e.g., on answering machines), or on how to perform a classroom experiment in class or how to use a machine or a machine or device in an occupational setting).

2.1.1. Participates appropriately in informal face-to-face, by telephone or other technical means, on everyday or less common usual matters, in which s/he exchanges information and briefly expresses and justifies opinions and points of view; s/he narrates and describes coherently past events or plans for the real or invented future; formulates hypotheses; makes suggestions; asks for and directions or instructions in some detail; expresses and justifies feelings, and describes concrete and abstract aspects of topics such as music, such as, for example, music, film, literature or literature or current affairs. literature or current affairs.

**First Session activities:**

- a. “Getting to know the project” (15 minutes).
- b. “What do we know about United Kingdom subcultures?” (20 minutes).
- c. “Exchanging ideas” (20 minutes).

**Activity 1:** “Getting to know the project”**Type of activity:** Warm up.**Classroom management:** Students have to be sat down, listening to teacher’s instructions individually.**Timing:** 15 minutes**Assessable learning standards:** 1.1.1.**Class resources:** Genial.ly, Wi-Fi connection, laptop, projector.

**Description of the activity:** The teacher introduces the task to the students whose title is “British Youth Culture in the 60s”. Afterwards the teacher asks if they know what this means and then explains the final task: creating a videoclip where the students have to depict the style and music of the 60s. Then, the teacher asks the students if they think it was different from nowadays. The teacher also introduces the content (descriptions using past simple and continuous as well as vocabulary related to the Youth Culture of the 60s) of this teaching unit. Finally, the teacher creates groups of five people where the students are going to work with the following weeks.

**Activity 2:** “What do we know about United Kingdom subcultures?”**Type of activity:** Introductory.**Classroom management:** Students have to be sat down next to their group mates to work with them.**Timing:** 20 minutes**Assessable learning standards:** 2.1.1.**Class resources:** Laptop, projector, photocopies with the photos.



**Description of the activity:** The teacher commands the students to sit together with their groups, because they are going to do an in-group discussion. The goal is to share their knowledge of the ideas they have of the 60s. To ease this task, the teacher is going to project and distribute some photos of the 60s (style, famous people, music bands, famous places, and films); therefore, in case they do not know anything about the 60s they have to depict the photos in group, commenting the main aspects of each one. While discussing, the teacher is going to walk around the classroom to help students and to check if they are speaking in English.

**Activity 3:** “Exchanging ideas”

**Type of activity:** Introductory.

**Classroom management:** Students have to be sat down next to their group mates and listening to the rest of the class's opinions.

**Timing:** 20 minutes

**Assessable learning standards:** 2.1.1.

**Class resources:** Blackboard.

**Description of the activity:** After discussing, the teacher is going to ask the students to share their ideas with the rest of the class. The teacher must express that there are no incorrect answers since this lesson is introductory. While the students are answering, the teacher uses the blackboard to note anything that is correct. The way of participating for this activity is by raising their hands.

**9.2. Session 2: “Your song”**

**Contents:**

3. Distinction of types of understanding (general sense, essential information, main points, relevant details) (Block 1. Comprehension of oral texts).
2. Requesting and offering information, indications, opinions and points of view, advice, warnings and advices (Block 2. Production of oral texts: expression and interaction).

4. Lean on and make the most of prior knowledge (use 'prefabricated' language, etc.) (Block 4. Production of oral texts).

**Evaluation criteria:**

3.1. Identify the general meaning, the essential information, the main points and the most relevant details in short or medium-length oral texts, clearly structured, transmitted orally or by technical means and articulated at an average speed, in a formal, informal or neutral register, and dealing with concrete or abstract aspects of general topics, about everyday matters in ordinary or less usual situations, or about one's own interest in the personal, public, educational and occupational/labor fields, provided that the acoustic conditions do not distort the message and it is possible to listen to what has been said again.

2.1. Interacting in a simple but effective way in clearly structured exchanges, using common formulas or using standard formulas or indications to take or cede the floor, even though help of the interlocutor may be needed.

4.1. Use the most common spelling, punctuation, and formatting conventions with reasonable correctness so that the message is understood, although there may be some influence from the first or other languages; know how to handle basic word processing resources to correct spelling errors in texts that are produced in electronic format and adapt to common conventions for writing texts on the Internet (i.e., abbreviations or others in chats).

**Assessable learning standards:**

3.1.1. Distinguish, with visual or written support, the main ideas and relevant information in well-structured and clearly presented presentations or talks on familiar or interesting topics related to the educational or occupational field (e.g., on an academic or popular science topic, or a talk on vocational training in other countries).

2.1.1. Participates appropriately in informal face-to-face, by telephone or other technical means, on everyday or less common usual matters, in which s/he exchanges information and briefly expresses and justifies opinions and points of view; s/he narrates and describes coherently past events or plans for the real or invented future; formulates hypotheses; makes suggestions; asks for and directions or instructions in some detail; expresses and justifies feelings, and describes concrete and abstract aspects of topics such as music, such as, for example, music, film, literature or literature or current affairs. literature or current affairs.

4.1.1. Write short notes, announcements, messages, and comments, on any medium, in which they request and transmit simple information and opinions and in which they highlight aspects that are

important to them (for example, on a website or a youth magazine, or addressed to a teacher or a classmate), respecting the conventions and rules of courtesy and etiquette.

**Second Session activities:**

1. “Back to the Swinging Sixties!” (30 minutes).
2. “In-group discussion” (10 minutes).
3. “Co-evaluation” (15 minutes).

**Activity 4: “Back to the Swinging Sixties!”**

**Type of activity:** Warm up

**Classroom management:** They have to be sat down with their class group.

**Timing:** 30 minutes

**Assessable learning standards:** 3.1.1.

**Class resources:** Wi-Fi connection, projector, computer, speakers, a pen and photocopies with the activities.

**Description of the activity:** Firstly, they are going to watch a video twice about the style and music of the 60s. After reading the headlines together with them, she/he distributes the photocopies with some questions. The teacher recommends the students to just listen to the video the first time. Then, the video is played a second time -if it is too difficult, the video can be reproduced with subtitles as well). The activities are the followings:

1. “Listen and watch the video about the Swinging Sixties, then answer the following questions.
  - a. How is regarded the 60s?
  - b. Against what did young people push and pull?
  - c. What industries changed thanks to young people?
  - d. What type of cloth introduced Mary Quant?
  - e. In what year did The Beatles appeared on the Ed Sullivan Show?
  - f. What type of music was internationalized?
2. Are these groups from the 60s? What do you think the lyrics of the 60s dealt with?
3. Discuss with your partners if the style from the following photos belongs to rockers, mods, hippies, etc. Why did you recognize it?”

**Activity 5: “In-group discussion”**

**Type of activity:** Reinforcing

**Classroom management:** They have to be sat down with their class group.

**Timing:** 10 minutes

**Assessable learning standards:** 2.1.1

**Class resources:** Photocopies and a pen.

**Description of the activity:** Once they have finished the activity, they have to share their ideas of the 60s and answers with the rest of the group. In specific, they need to write the answers that they think are correct by discussing with the group. As always, the teacher is going to walk around to answer possible questions.

**Activity 6: “Co-evaluation”**

**Type of activity:** Relaxing

**Classroom management:** They have to be sat down with their class group.

**Timing:** 15 minutes

**Assessable learning standards:** 4.1.1

**Class resources:** Photocopies and a red/green pen.

**Description of the activity:** The activities “Back to the Swinging Sixties!” and “In-group discussion” are related to this activity, since the teacher is going to randomly pick one photocopy utilized in the previous activities (photocopies with the listening’ answers) from each group and exchange it with another group. The goal is that each group provide the necessary and positive feedback on a different group’s work. Then, they have to return the photocopies to the teacher, so they have to write their names.

### 9.3. Session 3: “Get back”

#### Contents:

3. Distinction of types of understanding (general sense, essential information, main points, relevant details) (Block 1. Comprehension of oral texts).
2. Requesting and offering information, indications, opinions and points of view, advice, warnings and advices (Block 2. Production of oral texts: expression and interaction).

#### Evaluation criteria:

- 3.1. Identify the general meaning, the essential information, the main points and the most relevant details in short or medium-length oral texts, clearly structured, transmitted orally or by technical means and articulated at an average speed, in a formal, informal or neutral register, and dealing with concrete or abstract aspects of general topics, about everyday matters in ordinary or less usual situations, or about one’s own interest in the personal, public, educational and occupational/labor fields, provided that the acoustic conditions do not distort the message and it is possible to listen to what has been said again.
- 2.1. Interacting in a simple but effective way in clearly structured exchanges, using common formulas or using standard formulas or indications to take or cede the floor, even though help of the interlocutor may be needed.

#### Assessable learning standards:

- 3.1.1. Distinguish, with visual or written support, the main ideas and relevant information in well-structured and clearly presented presentations or talks on familiar or interesting topics related to the educational or occupational field (e.g., on an academic or popular science topic, or a talk on vocational training in other countries).
- 2.1.1. Participates appropriately in informal face-to-face, by telephone or other technical means, on everyday or less common usual matters, in which s/he exchanges information and briefly expresses and justifies opinions and points of view; s/he narrates and describes coherently past events or plans for the real or invented future; formulates hypotheses; makes suggestions; asks for and directions or instructions in some detail; expresses and justifies feelings, and describes concrete and abstract aspects of topics such as music, such as, for example, music, film, literature or literature or current affairs. literature or current affairs.

**Third session activities:**

1. “Creating the past” (30 minutes).
2. “Is that so...?” (10 minutes).
3. “Who was...” (15 minutes).

**Activity 7: “Creating the past”**

**Type of activity:** Introductory/Warm up.

**Classroom management:** They have to be sat down with their class group.

**Timing:** 30 minutes

**Assessable learning standards:** 3.1.1. / 2.1.1.

**Class resources:** Wi-fi connection, speakers, laptop and photocopies with the transcript.

**Description of the activity:** The teacher returns the activity from the previous day and the transcript of the video. The teacher is going to put the video one more time and the students have to listen to the video and search for the verbs that appear in past simple and past continuous. The teacher tells them to identify verbs that are in the past form, both regular and irregular, since afterwards they have to create their own sentences using the verbs that appear in the text. The sentences must be related to 60s issues. Then, they have some extra minutes to create the sentences and to work in groups. They have to identify what is the verb in present simple and if it is regular or irregular and why through an in-group discussion.

**Activity 8: “Is that so...?”**

**Type of activity:** Reinforcing.

**Classroom management:** They have to be sat down with their class group.

**Timing:** 10 minutes

**Class resources:** -

**Assessable learning standards:** 2.1.1.

**Description of the activity:** The teacher is going to tell out loud some affirmations about the 60s. Students have to discuss whether they are true or false, and why, and then they are going

to share their answers to the rest of the class. They can help other groups if they do not know exactly what the answer is. The affirmations are the followings:

1. “The 60s **didn’t suppose** a boom in the fashion world.
2. The 60s **was known** as a culture of the youth because they had lots of opportunities.
3. The Beatles **weren’t** popular until the 1970s.
4. The 60s ideology **was born** as a contraposition of the conservative ideology of the previous decade”.

### **Activity 9: “Who was...?”**

**Type of activity:** Reinforcing.

**Classroom management:** They have to be sat down with their class group.

**Timing:** 15 minutes

**Assessable learning standards:** 2.1.1.

**Class resources:** Photocopies and a pen.

**Description of the activity:** The students have to work in pairs for this activity. The teacher is going to distribute to the first person some actions that famous people did last night in the 60s as “Elton John was smoking in Carnaby Street” or “Cilla Black was sewing a new dress”; the other person has some photocopies with some actions, for instance “To smoke in Carnaby Street” as well as famous people’s names; the goal is that this second student asks the first one what the famous did last night to guess who did what.

### **9.4. Session 4: “Imagine”**

**Contents:**

3. Distinction of types of understanding (general sense, essential information, main points, relevant details) (Block 1. Comprehension of oral texts).

1. Mobilization of prior information about the type of task and topic (Block 1. Comprehension of oral texts).

2. Requesting and offering information, indications, opinions and points of view, advice, warnings and advices (Block 2. Production of oral texts: expression and interaction).

5. Description of physical and abstract qualities of people, objects, places, and activities (Block 4. Production of written texts).

**Evaluation criteria:**

3.1. Identify the general meaning, the essential information, the main points and the most relevant details in short or medium-length oral texts, clearly structured, transmitted orally or by technical means and articulated at an average speed, in a formal, informal or neutral register, and dealing with concrete or abstract aspects of general topics, about everyday matters in ordinary or less usual situations, or about one's own interest in the personal, public, educational and occupational/labor fields, provided that the acoustic conditions do not distort the message and it is possible to listen to what has been said again.

1.1. Identify the general sense, the essential information, the main points and the most relevant details in short or medium-length oral texts, clearly structured, and transmitted orally or by voice or technical means and articulated at an average speed, in a formal, informal or neutral register neutral, and which deal with concrete or abstract aspects of general topics, on everyday matters in ordinary or less usual situations, or about situations, or about one's own interests in the personal, public, educational public, educational and occupational, provided that acoustic conditions do not distortion of the message and it is possible to and what has been said can be heard again.

2.1. Interacting in a simple but effective way in clearly structured exchanges, using common formulas or using standard formulas or indications to take or cede the floor, even though help of the interlocutor may be needed.

5.1. Write, on paper or electronically, short or medium-length texts, coherent and clearly structured, on topics of personal interest, or everyday or less usual matters, in a formal, neutral or informal register, adequately using cohesion resources, spelling conventions and the most common punctuation marks, and showing a reasonable control of expressions, structures and a frequently used lexicon, both of a general nature and more specific within one's area of specialization or interest.

**Assessable learning standards:**

3.1.1. Distinguish, with visual or written support, the main ideas and relevant information in well-structured and clearly presented presentations or talks on familiar or interesting topics related to the educational or occupational field (e.g., on an academic or popular science topic, or a talk on vocational training in other countries).



1.1.1. Captures the main points and relevant details of recorded or messages, clearly articulated, containing instructions, directions, or other information, even of a technical nature (e.g., on answering machines), or on how to perform a classroom experiment in class or how to use a machine or a machine or device in an occupational setting).

2.1.1. Participates appropriately in informal face-to-face, by telephone or other technical means, on everyday or less common usual matters, in which s/he exchanges information and briefly expresses and justifies opinions and points of view; s/he narrates and describes coherently past events or plans for the real or invented future; formulates hypotheses; makes suggestions; asks for and directions or instructions in some detail; expresses and justifies feelings, and describes concrete and abstract aspects of topics such as music, such as, for example, music, film, literature or literature or current affairs. literature or current affairs.

5.1.1. Writes, in a conventional format, short and simple reports giving essential information on an academic, occupational, or less usual topic (e.g., an accident), briefly describing situations, people, objects, and places; narrating events in a clear linear sequence, and explaining in a simple manner the reasons for certain actions.

#### **Fourth session activities:**

1. “Who is the impostor?” (20 minutes).
2. “Picture narrating” (25 minutes).
3. “Last day in Carnaby Street” (10 minutes).

#### **Activity 10: “Who is the impostor?”**

**Type of activity:** Reinforcing

**Classroom management:** They have to be sat down in groups.

**Timing:** 20 minutes

**Assessable learning standards:** 3.1.1 / 2.1.1.

**Class resources:** Wi-fi connection, speakers, projector, laptop and photocopies with descriptions.

**Description of the activity:** Students have to listen and watch a video that deals with the mods of the 60s. Then, after listening to it twice (6 minutes) the teacher will distribute some photocopies with descriptions of the mods, mostly related to clothing. As always, this activity

will be performed with the established groups. One of them is an impostor, or in other words, belongs to a different mod. They have to make questions using past simple and past continuous to the person on his/her right and the other person can only answer with “yes/no”. After nine minutes, each group has to guess who the impostor was and to which mod they belong to.

### **Activity 11: “Picture narrating”**

**Type of activity:** Reinforcing

**Classroom management:** They have to be sat down in groups.

**Timing:** 25 minutes

**Assessable learning standards:** 2.1.1.

**Class resources:** Genial.ly with the pictures to depict, Wi-fi connection, projector, laptop.

**Description of the activity:** The teacher explains what “Picture narrating” deals with: Each group has to tell a different story about the 60s. The teacher is going to put different pictures mostly related to the 60s, but they can contain as well different pictures to create, for instance, a science fiction story. Each student will have to say from 2 sentences minimum to 3 sentences maximum related to the picture s/he is seeing, then the pictures changes and the next students have to repeat the same process. Meanwhile, the other groups have to note down the story. At the end of the class, the teacher collects the papers to assess their written work as well.

### **Activity 12: “Last day in Carnaby Street”**

**Type of activity:** Wrap up.

**Classroom management:** They have to be sat down individually.

**Timing:** 10 minutes

**Assessable learning standards:** 1.1.1. / 5.1.1.

**Class resources:** Canva with the instructions, Wi-Fi connection, projector and a laptop.

**Description of the activity:** For homework, students have to do a writing about how they imagine living one day in the 60s, the title “Last Day in Carnaby Street” is the beginning of the writing. Then, the teacher requests the following:

1. To use at least two verbs in past simple.
2. To use at least two verbs in past continuous.
3. To depict how they were dressed.

They have a minimum of 70 words and a maximum of 100 words. Just in case, the teacher sends them a link with a presentation where appears photos of music bands, the fashion and famous people and places. Students can start the assignment in the last minutes of the class.

### **9.5. Session 5: “My generation”**

#### **Contents:**

3. Distinction of types of understanding (general sense, essential information, main points, relevant details) (Block 1. Comprehension of oral texts).
2. Requesting and offering information, indications, opinions and points of view, advice, warnings and advices (Block 2. Production of oral texts: expression and interaction).

#### **Evaluation criteria:**

3.1. Identify the general meaning, the essential information, the main points and the most relevant details in short or medium-length oral texts, clearly structured, transmitted orally or by technical means and articulated at an average speed, in a formal, informal or neutral register, and dealing with concrete or abstract aspects of general topics, about everyday matters in ordinary or less usual situations, or about one’s own interest in the personal, public, educational and occupational/labor fields, provided that the acoustic conditions do not distort the message and it is possible to listen to what has been said again.

2.1. Interacting in a simple but effective way in clearly structured exchanges, using common formulas or using standard formulas or indications to take or cede the floor, even though help of the interlocutor may be needed.

**Assessable learning standards:**

3.1.1. Distinguish, with visual or written support, the main ideas and relevant information in well-structured and clearly presented presentations or talks on familiar or interesting topics related to the educational or occupational field (e.g., on an academic or popular science topic, or a talk on vocational training in other countries).

2.1.1. Participates appropriately in informal face-to-face, by telephone or other technical means, on everyday or less common usual matters, in which s/he exchanges information and briefly expresses and justifies opinions and points of view; s/he narrates and describes coherently past events or plans for the real or invented future; formulates hypotheses; makes suggestions; asks for and directions or instructions in some detail; expresses and justifies feelings, and describes concrete and abstract aspects of topics such as music, such as, for example, music, film, literature or literature or current affairs. literature or current affairs.

**Fifth session activities:**

1. “Learning through music and films” (55 minutes).

**Activity 13:** “Learning through music and films”

**Type of activity:** Reinforcing

**Classroom management:** Students have to be sat down with their group mates to work with them.

**Timing:** 55 minutes

**Class resources:** Wi-fi connection, speakers, projector and a laptop.

**Assessable learning standards:** 3.1.1. / 2.1.1

**Description of the activity:** For this activity, the teacher will select different songs and extract of films to argue with the students if they see a reflection of the 60s, what is the main theme of these films and songs, other issues that they find relevant. Then, the teacher will ask the students to depict how they are dressed and in which urban group they belong to. They have 10 minutes to discuss with their groups before sharing their opinions with the rest of the class. In the last 5 minutes, the teacher will ask each group to select a song they liked for the final task, since they have to create a videoclip.

## 9.6. Session 6: “Heart full of soul”

### Contents

6. Distinguishing types of comprehension (general meaning, essential information, main points, relevant details) (Block 3. Comprehension of written texts).
2. Requesting and offering information, indications, opinions and points of view, advice, warnings and advices (Block 2. Production of oral texts: expression and interaction).

### Evaluation criteria

- 6.1. Know and know how to apply the most appropriate strategies for understanding the general meaning, essential information, main points and ideas or relevant details of the text.
- 2.1. Interacting in a simple but effective way in clearly structured exchanges, using common formulas or using standard formulas or indications to take or cede the floor, even though help of the interlocutor may be needed.

### Assessable learning standards:

- 6.1.1. Understands specific information of a concrete nature on web pages and other clearly structured reference or reference materials (e.g., encyclopaedias, dictionaries, monographs, presentations) on topics related to academic or occupational subjects related to his/her specialty or interests).
- 2.1.1. Participates appropriately in informal face-to-face, by telephone or other technical means, on everyday or less common usual matters, in which s/he exchanges information and briefly expresses and justifies opinions and points of view; s/he narrates and describes coherently past events or plans for the real or invented future; formulates hypotheses; makes suggestions; asks for and directions or instructions in some detail; expresses and justifies feelings, and describes concrete and abstract aspects of topics such as music, such as, for example, music, film, literature or literature or current affairs. literature or current affairs.

### Sixth session activities:

1. “Outfits in the 60s through *Kahoot!*” (10 minutes).
2. “Let’s get creative!” (55 minutes).

**Activity 14:** “Outfits in the 60s through *Kahoot!*”**Type of activity:** Warm up.**Classroom management:** Students have to be sat down individually.**Timing:** 10 minutes**Class resources:** *Kahoot!*, Wi-fi connection, projector and a laptop.**Assessable learning standards:** 6.1.1**Description of the activity:** The teacher will do a *Kahoot!* in class to verify if students have learned the main characteristics of the 60s fashion including images as the main support for this activity.**Activity 15:** “Let’s get creative!”**Type of activity:** Reinforcing**Classroom management:** Students have to be sat down with their group mates to work with them.**Timing:** 55 minutes**Class resources:** Students’ notebooks, pens, ICT classroom with one laptop per group.**Assessable learning standards:** 2.1.1**Description of the activity:** When they finish the last activity, students have 40 minutes to discuss why they have chosen a specific song and what are the main characteristics of that song. Then, they have to argue how they want to be dressed for that videoclip, the urban group they belong to and if they are going to create a story, a dance, or to simulate that they are in a famous scenery of the 60s.**9.7. Session 7: “Grow some funk of your own”****Contents**

6. Distinguishing types of comprehension (general meaning, essential information, main points, relevant details) (Block 3. Comprehension of written texts).

2. Requesting and offering information, indications, opinions and points of view, advice, warnings and advices (Block 2. Production of oral texts: expression and interaction).

### **Evaluation criteria**

6.1. Know and know how to apply the most appropriate strategies for understanding the general meaning, essential information, main points and ideas or relevant details of the text.

2.1. Interacting in a simple but effective way in clearly structured exchanges, using common formulas or using standard formulas or indications to take or cede the floor, even though help of the interlocutor may be needed.

### **Assessable learning standards:**

6.1.1. Understands specific information of a concrete nature on web pages and other clearly structured reference or reference materials (e.g., encyclopaedias, dictionaries, monographs, presentations) on topics related to academic or occupational subjects related to his/her specialty or interests).

2.1.1. Participates appropriately in informal face-to-face, by telephone or other technical means, on everyday or less common usual matters, in which s/he exchanges information and briefly expresses and justifies opinions and points of view; s/he narrates and describes coherently past events or plans for the real or invented future; formulates hypotheses; makes suggestions; asks for and directions or instructions in some detail; expresses and justifies feelings, and describes concrete and abstract aspects of topics such as music, such as, for example, music, film, literature or literature or current affairs. literature or current affairs.

### **Seventh session activities:**

1. “The 60s are *Genial.ly*” (15 minutes).
2. “Rehearsing to the rhythm of the 60s” (40 minutes).

### **Activity 16:** “The 60s are *Genial.ly*”

**Type of activity:** Warm up.

**Classroom management:** Students have to be sat down individually.

**Timing:** 15 minutes

**Class resources:** *Genial.ly*, Wi-Fi connection, speakers, projector, and a laptop.

**Assessable learning standards:** 6.1.1

**Description of the activity:** In this activity students will do a quiz to bring their previous knowledge related to past simple and continuous as well as their knowledge related to films and music of the 60s. For this activity, the order of winners will be the order to present the videoclips in the next class.

**Activity 17:** “Rehearsing to the rhythm of the 60s”

**Type of activity:** Reinforcing

**Classroom management:** Students have to be sat down individually.

**Timing:** 40 minutes

**Class resources:** Students’ notebooks, ICT classroom with one laptop per group.

**Assessable learning standards:** 2.1.1

**Description of the activity:** Students can finish planning the video clip or start rehearsing it. The teacher will walk around the tables offering help if necessary. At the end of the class, in the last 10 minutes the teacher will give a reminder of what s/he will take into account in the videoclip: "good introduction in which students talk about why they have chosen the song, why it is relevant to the 60s, what the song talks about, why they have chosen the clothes, if they belong to any urban groups, and finally what the video clip is about; as well as if all these things you mention are represented in the video clip”.

## **9.8. Session 8: “Don’t forget to dance”**

**Contents:**

7. Expressing the message with clearly and coherently, structuring it appropriately and adjusting, where necessary, to the models and formulas for each type of text (Block 2. Production of oral texts: expression and interaction).

**Evaluation criteria:**



7.1. Produce short, comprehensible texts in an informal register, using simple language, giving, requesting and exchanging information about everyday life and familiar matters or of personal or educational interest, even if there is sometimes educational interest, although there are sometimes interruptions, hesitations or pauses and rephrasing of speech and simple expressions and structures are selected and the interlocutor sometimes has to ask for repetition of what has been said.

**Assessable learning standards:**

7.1.1 Makes short, well-rehearsed, well-structured and visually supported presentations on topics of interest to them or related to their interest and responds to short, simple questions from the listeners on the content of the questions.

**Eighth session activities:**

1. “The Swinging Sixties always come back” (40 minutes).
2. “Time to vote!” (15 minutes).

**Activity 18:** “The Swinging Sixties always come back”

**Type of activity:** Reinforcing

**Classroom management:** Students have to be sat down with their groups.

**Timing:** 40 minutes

**Class resources:** Laptop, speakers and projector.

**Assessable learning standards:** 7.1.1.

**Description of the activity:** Students have to present their videoclips in the established order. After presenting their videoclips, they have to reproduce them.

**Activity 19:** “Time to vote!”

**Type of activity:** Reinforcing

**Classroom management:** Students have to be sat down individually.

**Timing:** 15 minutes

**Class resources:** -

**Assessable learning standards:** Not assessable.

**Description of the activity:** In the last 10 minutes students have to vote individually their favourite videoclip once. The winners will be rewarded with stickers of 60s music groups.

## CONCLUSION

Considering all this, audio-visuals materials provide new ways of developing the teaching-learning process. To start with, audio-visual materials reflect the plurilingualism and pluriculturalism that exist all over the world. These materials can bring the realities from different cultures as well as how language is developed in certain situations and contexts, an issue that has an increasing importance nowadays.

Audio-visual resources also serve as good examples of resources that ease the incorporation of the communicative approach as well as the natural approach inside of the classroom. Audio-visual materials help to bring examples of real contexts and situations where language is utilized, which is closely connected with the previous explanation. On the one hand, audio-visual resources can act as visual or auditory aids when the teacher is making an explanation, so as a result, students can have a wider context of the teacher's commentaries. On the other hand, audio-visual resources can activate students' previous knowledge of a language and develop their listening skills if the input goes beyond students' current proficiency level (*i+1*).

The activities that teachers can develop will be devoted on developing students' five communication skills with an essential predominance on listening. In order to know how to communicate, it is important to first listen and to pay attention to the situation where those communicative acts are taking place. For that same reason, it is important to cautiously select materials where the language has a clear usage in relation to the context. The final objective is to transform the classroom into a place where the students can participate, make mistakes, and improve in order to be able to effectively encounter real situations.

There are also advantages of these materials that are not only focused on teachers' necessities, but also, on students' needs. As it was mentioned, there are different types of learners inside of a classroom: auditory, visual, and kinaesthetic learners. When selecting the materials, it is important to try to select those who can get all students to learn in an interactive way. In this sense, teachers should try to attach them all by bringing into the classroom different materials to provide a context or real examples of the language, as well as to create a final product where they have to participate and interact with the materials and the classmates.

Consequently, these materials can low the affective filter of students since audio-visual resources are significantly motivating for students. Besides this, activities where students help other students in the process of language acquisition are also guaranteed. Therefore, even those students with a lower proficiency level can be attached into the classroom.

For all these reasons, audio-visual materials should be incorporated into the classroom as innovative and appealing materials. Even if teachers bring these materials into the classroom, the purpose of its usage is going to be always different, and moreover, it is going to suppose a break with more traditional styles.

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