Reading Tales and Audiovisual Sources as Means to Develop Vocabulary Learning in EFL

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# Table of Contents

- Introduction ........................................................................................................... 4
- Justification ........................................................................................................... 5
  - Practical justification ......................................................................................... 5
  - Methodological justification ............................................................................. 6
  - Theoretical justification .................................................................................. 6
- Objectives of the internship: .................................................................................. 7
- Theoretical Framework .......................................................................................... 9
- Instructional Design ............................................................................................. 16
- Contributions of the internship to the school context ............................................ 33
- Implications ......................................................................................................... 34
- References .......................................................................................................... 36
Acknowledgment

We want to thank to our families for their support in our lives and during this process; to our director for guided us and share his knowledge with us in the construction of this report and for his contributions to our professional growth; and finally to the University for all the knowledge acquired there.
Chapter One

Introduction

This paper reports on the results of an internship which began in an effort to help our students increase their vocabulary in English by means of images, songs, videos and story-telling. The participants of the study were students who had been exposed to ELT over a number of years, but which have not developed the expected level of proficiency. This is a typical problem in most schools in Bogotá and in the rest of the country. From what the researchers have learned as they reviewed the literature on teaching English to young learners, they have reached the conclusion that this problem (proficiency development in young learners) may well be attributed to the fact that most teachers tend to emphasize the grammatical aspects of the target language over the functional aspects of it. In other words, these teachers may have been simply disregarding the fundamental purpose of any language, which is that of communicating. Grammar teaching is disproportionately being valued, whereas teaching the language for real-life purposes has been neglected.

From our experience as language learners, and from what we know about how children learn best, we are motivated by the belief that teaching English to young learners should move from grammar-based lessons to lessons in which students actively engage in using the language for real-life communicative purposes. The Natural Approach to language learning taught us that learning a language is a mainly a matter of following what is seen as the natural way of learning any language. Accordingly, learning a foreign language should start by exposing the learners to abundant language in oral form, followed by speaking practice. Finally, reading and writing may be tackled
since the students will already have a base for the interpretation of language in reading; which in turn serves as input and preparation for writing. In other words, listening should be “taught” before speaking, speaking before reading, and reading before writing.

It is this belief that motivates us to give our students the learning experience we know works better than what they have been exposed to until now. What we have read and learned about learning processes, learning preferences and the teaching of foreign languages is what moves us toward choosing procedural frameworks which favor playing over drilling, interacting with others over isolated study of linguistic aspects of the target language, and using images, songs, videos and story-telling as main input to provoke students’ active participation, practice and learning.

**Justification**

This project is worth doing for a number of reasons which may be classified into practical, methodological and theoretical in nature (Hernández Sampieri, 1991). Following are the practical, methodological and theoretical reasons which justify the implementation of the internship which we report in this document.

**Practical justification**

1. Teachers need to make informed decisions about what they do or ask their students to do in class in order to assure the best results possible. This is important because it helps the teacher avoid wasting precious time and energy in ineffective actions.
2. As students increase their lexical repertoire through abundant exposure and interaction, their learning processes flow easily because it happens in a way which is similar to the way they learned their L1.

**Methodological justification**

1. Knowledgeable teachers have better chances of doing a better job in the classroom setting if their actions are based on sound understanding of the theoretical aspects underlying the various processes they are involved in. Although intuition is important, one should not disregard the importance of theory-based action. The informed teacher should balance both theory and practice for better results in terms of personal growth and professional development.

**Theoretical justification**

1. Research into learning processes suggest that methodological procedures determine, to a large extent, the students’ chances of learning, at least within the classroom setting. Thus, it is important to become aware of the many efforts made in the field of Applied Linguistics which have aimed at giving teachers clearer ideas of what may work best, based on the results of the study.
Objectives of the internship:

- To support the students’ English Language learning processes.

- To implement the use of reading and audiovisual strategies as a means to improve the students’ vocabulary competence in EFL.

<table>
<thead>
<tr>
<th>Perfil del egresado</th>
<th>Funciones en la pasantía</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desarrollar competencias comunicativas en la lengua inglesa en sus estudiantes.</td>
<td>To improve the students’ vocabulary competence.</td>
</tr>
<tr>
<td></td>
<td>To tutor students in their English Language learning processes.</td>
</tr>
<tr>
<td>Utilizar las teorías del lenguaje, aprendizaje y enseñanza de una segunda lengua para la reflexión sobre su quehacer docente y su aplicación en contextos particulares.</td>
<td>To implement reading and audiovisual strategies as a means to develop the students’ vocabulary competence in EFL.</td>
</tr>
<tr>
<td>Crear nuevas técnicas de enseñanza acorde con los adelantos de la lingüística, la lingüística aplicada, las teorías del aprendizaje y la tecnología disponible.</td>
<td>To implement reading and audiovisual strategies as a means to develop the students’ vocabulary competence in EFL.</td>
</tr>
<tr>
<td>Administrar los procesos de aprendizaje con el objeto de promover cambios y</td>
<td>To promote the students’ vocabulary competence.</td>
</tr>
</tbody>
</table>
Problem Statement

Due to the nature of human learning and the results of research into the learning processes of children, one could conclude that a procedural framework for teaching young learners a foreign language should be one which favors meaningful interaction through games, songs and hands-on activities. This mediated by active collaborative and participatory activities.

Despite this, most teachers in the Colombian setting resort to teaching grammar even in early learning stages instead of preparing language immersion experiences for their students. This has proven to be ineffective when it comes to developing overall language proficiency. This becomes evident as we see students graduating from high-school, after six or more years of instruction in English, without a basic command of English.

Having said this, we state our research problem as follows:

In order to improve students’ chances of learning English a Foreign language, teachers need to find and explore procedural frameworks which go beyond grammar instruction and which are more consistent with the nature of their learning processes.
Chapter two

Theoretical Framework

We as student-interns began the construction of the literature review by briefly discussing the theoretical perspective from which the constructs would be addressed. In doing so, we ensured that the theoretical perspectives chosen for this paper would conflict, neither with our beliefs nor with ideas expressed by other authors referred to in this section. Having reviewed a number of critical perspectives for each of the key words in our paper, we decided that we would address these from the perspectives listed below.

The key words for this study are learning, reading (stories), and vocabulary. These are viewed from a social constructivist perspective. Learning is discussed from a social constructivist perspective (Vygotsky, Knud, Gray). Reading is tackled from the process approach (Goodman, Dole). Finally, vocabulary is seen as an essential component of language, as building blocks of meaning (Harmer, Richards and Schmidt).

First, we need to define what social constructivism is, we can say that social constructivism is a theory of knowledge and learning which contends that categories of knowledge and reality are actively created by social relationships and interactions with others.

Social constructivism was developed by the post-revolutionary Soviet psychologist Lev Vygotsky who argued that all cognitive functions must be explained as products of social interactions and that learning was not simply the assimilation and accommodation of new knowledge by learners; it was the process by which learners were integrated into
a knowledge community. Although Vygotsky was a cognitivist, he rejected the assumption made by cognitivists such as Piaget and Perry that ensured that it was possible to separate learning from its social context.

According to Vygotsky (1978, 57), every function in the child’s cultural development appears twice: first, on the social level and, later on, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. Vygotsky’s theory of social learning has been expanded upon by numerous later theorists and researchers.

Also, Gray (1997) proposes that constructivist teaching is based on the learning that occurs through the learners’ active involvement in the construction of meaning and knowledge. Constructivist teaching just promotes the learners’ motivation and critical thinking, and encourages them to learn independently.

We think this perspective is appropriate for our project because learning, in this case vocabulary, is easier in an environment of social interactions (teacher-students or student-student) than repeating and memorizing individually, because by using the socio-constructivist perspective, students can learn from others and exchange ideas. This also helps them to succeed in the real world, since students will always be exposed to a variety of social experiences in which they will have to cooperate with others, negotiate ideas of others and engage in cooperative learning activities and tasks.

Having defined the perspective of our project, we defined each construct in the following way:
Human Learning

Every human being learns from his or her context, the experiences he or she has in life, and from many other sources and settings. Learning is also an ongoing process which seems to never end. For those in academic contexts, learning is purposefully shaped, planned, and assessed in a permanent, conscious way. Despite this, learners also learn outside the classroom, as they play with peers, as they interact in school busses, etc. Thus, for those in academic settings, learning occurs as a process which is both structured and spontaneous, a process which shapes the learners' thoughts, personality, and behavior.

Vygotsky (1978) "Learning is a necessary and universal aspect of the process of developing culturally organized specifically human psychological function" Education is the principal aspect for the development and cultural evolution of society.

According to Knud (2004), “learning is commonly defined as a process that brings together cognitive, emotional and environmental influences and experiences for acquiring, enhancing or making changes in one’s knowledge, skills, values, and world views.” This is what education at large is all about: preparing learners to act in society. This is indicative of how much education can trigger major changes in people and in societies.

Following this vein of thought, Gray (2006) suggests that learning is defined broadly as “any process through which experiences at one time can alter an individual’s behavior at a future time.” This process permanently shapes and reshapes the learner’s abilities in preparation for future life as adults. Education is essentially all about
enriching the person for a better future. This is a common hope in every educational context, of every parent, and of society at large.

In line with the previous, Schacter, D., Gilbert, D. and Wenger, M. (2009, 2011) stress that “learning may be viewed as a process, rather than a collection of factual and procedural knowledge. Learning produces changes in the organism and the changes produced are relatively permanent.” These changes may result from learning outside school settings, but they are considerably improved by means of instruction.

This project has been developed in order to promote learning within an instructional setting. However, the kinds of learning experiences we intend to foster are closer to the types of experiences children learning a language are more likely to find themselves. In short, because it is more reasonable to think of children learning through games and fun activities rather than through grammar drills, we decided to promote the former and to discourage the latter, in the hope that the results will be better.

**Reading**

Written texts are perhaps the most common sources of information in academic contexts these days. Students read abundantly starting at an early age. If promoted adequately, reading may strongly affect the students’ thoughts, structuring them and making them more complex. Additionally, learning how to read in more than one language is commonly seen as a desirable advantage in most contexts due to the growing importance of multilingualism in today’s society.

Goodman (1967, cited in Paran, 1996) states that reading is a “psycholinguistic guessing game, a process in which readers sample the text, make hypotheses, confirm or reject them, make new hypotheses, and so forth. Here, the reader rather than the text is
at the heart of the reading process.” The processes involved in reading resemble many other types of processes required to perform adequately in school settings, namely reflection, analysis, synthesis, reviewing, comparing and contrasting, among others.

Dole et Al. (1991) stress that, “in the traditional view of reading, novice readers acquire a set of hierarchically ordered sub-skills sequentially built toward comprehension ability. Having mastered these skills, readers are viewed as experts who comprehend what they read.” Reading improves the learners' abilities, expands their imagination, strengthens their critical skills, and enriches their perception of the world around them.

This project values reading as a process because it is an effective way to help learners learn grammar (for use) without teaching it explicitly, because it also helps them learn vocabulary, pronunciation if the texts are read aloud. Reading is also seen as preparatory for writing.

**Vocabulary**

Vocabulary refers to a set of words or phrases which label the parts of material to be learned and which are necessary for students to use in talking and writing about the material (Dupuis, Mary M, Joice W.lee, Bernard J and Eunice N.1989). Harmer (1991: 158) summarizes that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar. According to Richards (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Lehr, Osborn, and Hiebert (in Kamil and Hiebert, 2005: 2-3) define vocabulary as knowledge of words and words meaning in both oral and print language and in productive and receptive forms.
Vocabulary teaching may occur in a number of ways, requiring memory strategies, association exercises, and other techniques. For the researchers it is clear that vocabulary is necessary for students to develop proficiency in any language. The number of words used by learners determines the extent to which they can use language in a number of communicative situations.

Vocabulary is determined, to a large extent, by the types of experiences the students have. Students exposed to vocabulary necessary to communicate in informal situations will use that vocabulary in those situations and will therefore be capable of coping with the needs in context. However, this vocabulary may not suffice in formal communicative situations. Thus, vocabulary learning needs to occur in a number of possible situations so as to enable learners to perform in a variety of communicative situations.

Johnson (2000: 16) defines vocabulary as knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language. In Richards and Schmidt’s words, vocabulary is a set of lexemes, including single words, compound words, and idioms. (2002:580)

Because this is the typical process, learners who are already proficient in a language (their L1) experience, associations are effective in teaching vocabulary in an L2. This process of assimilation helps learners relate the new knowledge (vocabulary items, in this case) with the background knowledge they have in their L1. This, in turn, accelerates the understanding of the meaning of the new words. In time, as they develop proficiency in L2, the process will be automatized and their understanding will flow in a much easier, spontaneous way, as the result of the learning experience. This is why we
intend to teach vocabulary by means of pictures and exercises that require making associations.
Chapter Three

Instructional Design

This internship took place in a public school in Bogotá located in San José neighborhood in Bogotá. In order to carry out our internship, we decided to focus on a group of 44 girls from ninth grade aged 14 – 16. This group of girls participated actively in our classes, which eased the development of our internship and the attainment of the objectives proposed. Their participation was always willing and enthusiastic, which became even more evident at the end of the intervention, when they expressed their gratitude with our work in this institution.

This school intends to become a leading institution in teaching and cooperative learning, based on a model which aims at developing human quality, autonomy, critical thinking, responsibility, creativity and independence in women who are able to use their knowledge and skills in business, basic skills in the use of English as a foreign language and use of technologies to build their life-long projects. This should allow them to fully make informed political decisions and to perform efficiently in all areas of life and work for the welfare of the community to and contribute to the transformation of society.

Bearing in mind the vision and the mission of both our department at the university and the school, we proposed a procedural framework for the development of our pedagogical internship which was based on reading short stories and using audiovisual resources to teach English. The development of the procedural framework was based on specific views on human learning, reading and vocabulary which, in turn, make up our conceptual framework. This conceptual framework permeated our design of the activities for classroom work. This work aimed at fostering English language learning
through reading tales using audiovisual sources as tools that allow the development of vocabulary in the target language, without the need to teach grammar directly.

With our proposal we intended to promote cooperative learning because we think that this is a strategy that allows students to build their knowledge by exchanging thoughts and ideas. Also, we wanted to promote reading as a habit because for us, it is very important to develop this habit as a means to generate autonomy in students and to enable them to learn new things.

Below, we account for the theoretical bases of our pedagogical intervention, by tackling the constructs we identified as central to our vision from which we addressed our key words.

**Vision of Language**

According to the working methodology of this internship, the vision of language which was used in all the activities designed was that of language viewed as *doing things*. Roger C. Schank argues in his technical report (*What we Learn, when we Learn by Doing Things*) that learning a language is essentially a discovery process. We are all natural learners. As babies, we discover things by ourselves before we can be told. Even when we understand enough to be told, we still need to try things out for ourselves. The understanding cycle—expectation failure - explanation - reminding – generalization, is a natural one, no one teaches it to us. We are not taught to have goals, nor to attempt to develop plans to achieve those goals by adapting old plans from similar situations. We need not be taught this because the process is so basic to what comprises intelligence. Learning is a natural act.
Another perspective of learning a language by doing is from a psychological point of view, this perspective explains that we must think more about learning a language in real life, which is, of course, the natural venue of learning by doing. There is, after all, something inherently artificial about school. Natural learning means learning on an "as needed" basis. In such a learning situation, motivation is never a problem: we learn because something has caused us to want to know.

This vision of language as doing things fits our project, since we want the students to increase their vocabulary in a natural way with the implementation of audiovisual sources and also reading tales, not in a direct way, memorizing specific vocabulary or with grammar classes. The objective of this internship is that students can learn English and increase vocabulary repertoire with activities that are related to real-life topics.

**Vision of Learning**

The vision of learning of this project is comprises the idea that learning is basically due with social interaction and also a process of habit formation; a view of learning which stems out of the behaviorist psychology and was very popular in the 1950s and 60s. It was put forward by a group of behaviorists with B. E. Skinner as its most outstanding representative.

According to behaviorism, language is regarded as a set of linguistic habits which are formed through identifying and strengthening associations between stimuli and responses. Based on this idea, learning a second language means the formation of a new set of linguistic habits. Thus, imitation and practice play an important role in the process of habit-formation, because behaviorists held the belief that imitation helps learners to
identify the associations between stimuli and responses while practice will reinforce associations and help learners to form the new linguistic habits.

Learning viewed as habit formation is essential in our project because we want our students learn in a natural way with the reading habit, in this way they are to develop reading proficiency by internalizing the process as a habit and, at the same time, increasing their vocabulary, also learning grammar in an indirect way.

Having discussed the framework for the development of the functions assigned in this internship, we now proceed to state our instructional objectives. These were stated after having discussed the needs with the headmaster teacher, and after agreeing upon the nature of the intervention in the setting.

**Instructional Objectives:**

- To promote vocabulary learning by using tales written in English.
- To support vocabulary teaching/learning by using audiovisual materials.
- To support the students’ English Language learning processes by proposing meaningful activities.

Next, we present a detailed description of the activities carried out in each class and the topics used in order to achieve our objectives.
### WEEK #1 August 20th

<table>
<thead>
<tr>
<th>DIAGNOSTIC TEST</th>
<th>ACTIVITIES</th>
</tr>
</thead>
</table>
| • Students are going to do a diagnostic test in order to know their writing competences, this test is going to be evaluated in terms of:  
- Use of the language  
- Writing  
• Teachers are going to recognize the students group and know personal information of each student based on an introductory video (see resources)  
• Teachers are going to develop a diagnostic test in order to know how much do the students know about vocabulary in English  
• Students are going to put in practice the questions implemented in the previous activity in order to know:  
  - Students’ level of | ✓ Students are going to introduce themselves taking into account a video.  
✓ Students are going to write about themselves taking into account the memories that come to their minds when they watch a specific image.  
✓ Students are going to play a song game called “My name is… Clap, clap!”  
✓ Students are going to do a diagnostic test composed by 100 questions related to the basic level.  
✓ Students are going to put in practice the questions implemented in the previous activity this activity will be developed per groups and will be socialized in front of the whole group. |
Developing Vocabulary Learning Through Audiovisual Sources

August 24th and 27th  Week #2

<table>
<thead>
<tr>
<th>COUNTABLE AND UNCOUNTABLE NOUNS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are going to use the countable and uncountable nouns in order to take them into account in the process of the recipe. Students are going to be evaluated in terms of: - Use of the countable and uncountable nouns - Development of worksheets - Vocabulary - Syntax</td>
<td>✔ Students are going to do a worksheet based on countable and uncountable nouns. ✔ Students are going to watch a video based on a dessert preparation to learn new vocabulary about cooking and also identify the use of quantifiers, countable and uncountable nouns</td>
</tr>
</tbody>
</table>

WEEK #3 August 31st and sept. 3rd

<table>
<thead>
<tr>
<th>QUANTIFIERS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are going to use</td>
<td>✔ Students are going to do a</td>
</tr>
</tbody>
</table>
quantifiers in order to use them in the next week (cooking activity)

Students are going to be evaluated in terms of:

- Development of worksheet
- Use of quantifiers
- Vocabulary
- Syntax

worksheet based on quantifiers.

✓ Students are going to watch an image in order to write a short text using quantifiers.

WEEK #4 September 7th and 10th

COOKING ACTIVITY
Sequence Adverbs – Recipes

ACTIVITIES

- Students are going to develop a cooking activity explaining the process to make a delicious dessert.

Students are going to be evaluated in terms of:

- Use of countable and uncountable nouns
- Use of sequence adverbs
- Use of quantifiers

✓ Students are going to explain to their partners the process of their recipes.

✓ Students have to bring a poster with the process of each recipe.
Developing Vocabulary Learning Through Audiovisual Sources

### Use of verbs

- Coherence

#### WEEK #5 September 14th and 17th

<table>
<thead>
<tr>
<th>REVIEW PAST TENSE</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teachers are going to review the past tense (Simple and progressive) in order to help to the students in the creation of their biographies.</td>
<td>✓ Students are going to watch an image about life and they are going to write about an event of their preference using past tense.</td>
</tr>
<tr>
<td>• Students are going to watch a video related to simple past</td>
<td>✓ Students are going to choose their favorite artist and they are going to look for verbs in past tense in his/her biography.</td>
</tr>
<tr>
<td>Students are going to be evaluated in terms of:</td>
<td>✓ Students are going to compose a short speaking intervention related to the last vacations of the students and share it in front of the class.</td>
</tr>
<tr>
<td>- Use of the past tense.</td>
<td></td>
</tr>
<tr>
<td>- Speaking</td>
<td></td>
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<tr>
<td>- Reading</td>
<td></td>
</tr>
</tbody>
</table>
### WEEK #6 September 21\textsuperscript{st} and 24\textsuperscript{th}

<table>
<thead>
<tr>
<th>REVIEW PRESENT TENSE (Simple and progressive)</th>
<th>ACTIVITIES</th>
</tr>
</thead>
</table>
| - Students are going to talk between them using present simple and progressive. Students are going to be evaluated in terms of:  
  - Speaking skill  
  - Use of present tense  
  - Listening comprehension | ✓ Students are going to write a dialogue in pairs in order to know information of their partners.  
 ✓ In groups of three students they are going to create a dialogue using simple present.  
 ✓ Students are going to dramatize the dialogue in front of their classmates using as a reference a video in which they will can evidence the use of the simple present in a real context.  
 ✓ Students are going to create a list of sentences in present continuous according to the song that will be presented to the whole.  
 ✓ Students are going to make groups of 4 to share with their classmates what the singer want to say in his song. |
WEEK #7 September 28\textsuperscript{th} and October 1\textsuperscript{st}

<table>
<thead>
<tr>
<th>REVIEW FUTURE WILL/GOING TO</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future plans</td>
<td></td>
</tr>
<tr>
<td>• Students are going to know the difference between will and going to. Students are going to be evaluated in terms of:</td>
<td>✓ Students are going to write a “check list wish” for 2016</td>
</tr>
<tr>
<td></td>
<td>✓ Students are going to draw their future plans to share their drawings with their partners.</td>
</tr>
<tr>
<td></td>
<td>✓ Students are going to share their plans with their partners.</td>
</tr>
<tr>
<td></td>
<td>✓ Students are going to do a future test.</td>
</tr>
</tbody>
</table>

Week #8 October 5\textsuperscript{th} and 8\textsuperscript{th} BREAK

WEEK #9 October 12th and 15th

<table>
<thead>
<tr>
<th>LITERARY WORKS - IRREGULAR VERBS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students are going to read literary works and they are going to identify irregular verbs included on them.</td>
<td>✓ Students are going to write the irregular verbs that are on the literary works.</td>
</tr>
<tr>
<td></td>
<td>✓ Students are going to write the</td>
</tr>
</tbody>
</table>
Students are going to be evaluated in terms of:
- To differentiate the regular of the irregular verbs.

verbs in infinitive, past simple and past participle.

✓ Students have to write a short tale taking into account the image.

WEEK #10 October 19th and 22nd

<table>
<thead>
<tr>
<th>FREQUENCY ADVERBS - Routines</th>
<th>ACTIVITIES</th>
</tr>
</thead>
</table>
| • Students are going to know the difference between the frequency adverbs. Students are going to be evaluated in terms of:  
  - Use of frequency adverbs  
  - Worksheet development  
  - Syntax  
  • Teachers are going to explain frequency adverbs through a conversation about the things that people do in a normal week.  
  | ✓ Students are going to develop a worksheet based on frequency adverbs  
  ✓ Students are going to write sentences and share them with their partners.  
  ✓ Students are going to listen to a song and they have to change some words with frequency adverbs.  
  ✓ Students are going to fill a chart in which they are going to ask to their classmates about things that they do in their daily routine, students have to use how often? |
And answer with frequency adverbs.

WEEK #11 October 26th and 29th

<table>
<thead>
<tr>
<th>COMPARATIVES AND SUPERLATIVES</th>
<th>ACTIVITIES</th>
</tr>
</thead>
</table>
| • Students are going to know the difference between the comparatives and the superlatives.  
• Students are going to watch an explanatory video about Comparatives and Superlatives  
Students are going to be evaluated in terms of:  
  - Use of comparatives  
  - Use of superlatives  
  - Creation of stories | ✓ Students are going to develop a series of worksheets based on comparatives and superlatives.  
✓ Students are going to create a short story using comparatives and superlatives.  
✓ Activity related to Halloween, the students are going to describe their customs and write sentences using comparatives and superlatives |

WEEK #12 November 2nd and 5th

<table>
<thead>
<tr>
<th>PRESENT PERFECT</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students are going to do a review of all the grammar tenses learned</td>
<td>✓ Students are going to develop a worksheet to review the grammar</td>
</tr>
</tbody>
</table>
Students are going to watch an explanatory video with songs that contains present perfect.

Students are going to be evaluated in terms of:

- Creation of texts - writing
- Use of grammar tenses
- Coherence
- Syntax

Students are going to write sentences using present perfect.

Students are going to create a story using all the tenses learned in class.

Students are going to play a game called “have you ever…? In this way they can practice the affirmative, negative and interrogative form of the present perfect.

<table>
<thead>
<tr>
<th>WEEK #13 November 9th and 12th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONDITIONALS (Zero-First)</strong></td>
</tr>
<tr>
<td>• Students are going to recognize the difference between zero, first, second and third conditional; they are going to learn the use of each one.</td>
</tr>
<tr>
<td>• Teachers are going to explain the topic through an explanatory video, and then students are going</td>
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<tr>
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to compete in rows, writing sentences with first conditional on the board.

Students are going to be evaluated in terms of:

- Use of English tenses
- Coherence
- Syntax

✓ Students are going to write sentences about consequences or list of thing that could happen in some situations, using second conditional.

✓ Students are going to write a list of thing that happened in their lives and how could be change what happened using third conditional

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| Week #1 | • Image to write  
• Video introduce yourself  
- https://www.youtube.com/watch?v=tZOgdnKJ5Sc  
• Diagnostic test  
| Week #2 | • Worksheets  
| Week #3 | - Dessert video  
  - [https://www.youtube.com/watch?v=vbJmXjJLS0Q](https://www.youtube.com/watch?v=vbJmXjJLS0Q) |
|---------|--------------------------------------------------|
| Week #4 | - Worksheet  
  - Image  
  - [https://upload.wikimedia.org/wikipedia/commons/2/2f/Culinary_fruits_front_view.jpg](https://upload.wikimedia.org/wikipedia/commons/2/2f/Culinary_fruits_front_view.jpg) |
| Week #5 | - Image about life  
  - [http://static1.squarespace.com/static/54f1d5d4e4b09389aa3572cc/t/5530fa8be4b05dc27c60fd86/1429273229170/life.jpg?format=1500w](http://static1.squarespace.com/static/54f1d5d4e4b09389aa3572cc/t/5530fa8be4b05dc27c60fd86/1429273229170/life.jpg?format=1500w)  
  - Past simple video  
  - [https://www.youtube.com/watch?v=t9t4rt7M6wU](https://www.youtube.com/watch?v=t9t4rt7M6wU)  
  - CRI Tales |
| Week #6 | - Dialogue Images  
  - [http://1.bp.blogspot.com/_b0eKNRwOCVY/TTjR64yuodI/AAAAAAAC3k/6iOu6_gca_4/s1600/dialogo.gif](http://1.bp.blogspot.com/_b0eKNRwOCVY/TTjR64yuodI/AAAAAAAC3k/6iOu6_gca_4/s1600/dialogo.gif)  
  - Real situations in present simple  
  - [https://www.youtube.com/watch?v=gtFliYjTmHM](https://www.youtube.com/watch?v=gtFliYjTmHM)  
  - Song |
<table>
<thead>
<tr>
<th>Week</th>
<th>Resources</th>
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<tbody>
<tr>
<td>#7</td>
<td>- <a href="https://www.youtube.com/watch?v=2_CdSjTzlKc">https://www.youtube.com/watch?v=2_CdSjTzlKc</a></td>
</tr>
</tbody>
</table>
| #8   | • Future test  
| #9   | • Image to write a short tale  
|      |   - [http://imagesus.homeaway.com/mda01/8cd3e502-a1bc-4696-9183-8e76513337cc.1.10](http://imagesus.homeaway.com/mda01/8cd3e502-a1bc-4696-9183-8e76513337cc.1.10) |
| #10  | • Worksheet  
|      |   - [https://s-media-cache-ak0.pinimg.com/originals/83/fa/6f/83fa6fd4a41d3e627bc9bb81604d44e7.jpg](https://s-media-cache-ak0.pinimg.com/originals/83/fa/6f/83fa6fd4a41d3e627bc9bb81604d44e7.jpg)  
|      | • Song  
|      |   - [https://www.youtube.com/watch?v=8UVNT4wVIGY](https://www.youtube.com/watch?v=8UVNT4wVIGY)  
|      | • Lyrics  
|      |   - [http://www.metrolyrics.com/somebody-that-i-used-to-know-lyrics-gotye.html](http://www.metrolyrics.com/somebody-that-i-used-to-know-lyrics-gotye.html) |
| #11  | • Worksheets  
|      | • Video  
|      |   - [https://www.youtube.com/watch?v=7EENs_S1w0A](https://www.youtube.com/watch?v=7EENs_S1w0A)  
<p>|      | • Comparatives and superlatives video |</p>
<table>
<thead>
<tr>
<th>Week #12</th>
<th>- <a href="https://www.youtube.com/watch?v=PZ3sau_Gjj4">https://www.youtube.com/watch?v=PZ3sau_Gjj4</a></th>
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<tbody>
<tr>
<td></td>
<td>• Sentences exercise</td>
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<td></td>
<td>• Video</td>
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<td>- <a href="https://www.youtube.com/watch?v=rIVU4svh_Og">https://www.youtube.com/watch?v=rIVU4svh_Og</a></td>
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<td>Week #13</td>
<td>• Zero Conditional Worksheet</td>
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<td></td>
<td>• First Conditional Worksheet</td>
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<td>• First conditional video</td>
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<td>- <a href="https://www.youtube.com/watch?v=86h2wyANQ3E">https://www.youtube.com/watch?v=86h2wyANQ3E</a></td>
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<tr>
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<td>• Second Conditional Worksheet</td>
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<td>• Second conditional video</td>
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<td>- <a href="https://www.youtube.com/watch?v=kl7FGPOk9hg">https://www.youtube.com/watch?v=kl7FGPOk9hg</a></td>
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<td>• Third Conditional Worksheet</td>
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Contributions of the internship to the school context

During the time this internship was applied, the contributions that we as teachers leave to the selected population were:

- A new methodology in which the use of reading and audiovisual strategies improved the students’ vocabulary in a significant way. This could be concluded from analyzing all the process of the students in the activities developed during the internship.

- A different way to deal with the activities proposed in the EFL class, using Cooperative Learning. In this way, students could share their knowledge with their classmates, by discussing, proving, rejecting, giving feedback, etc. Consequently, students learnt from others too.

- A new view about English language as a tool to be used in order to get better opportunities in the future because their perception about that was English as a request to be graduated from the school.

- A set of materials designed by us with an emphasis in reading comprehension, games and images in order to develop the vocabulary part.
Implications

- Teachers must include activities that develop reading as a strategy to improve the students’ vocabulary competence because as we could demonstrate, students acquire new vocabulary from the reading and comprehension of texts.

- Teachers must implement activities that involve the use of audiovisual sources because these type of strategies are more attractive to catch the attention of students and it is a creative way to make much easier the comprehension of the meaning of many words, expressions or what we want to teach to students.

- As the Vygotsky's theory raises, the knowledge is constructed from social interactions, teachers must allow the cooperative learning among students through activities in groups because the student's knowledge can be complemented with the knowledge of the others.

- Teachers must teach English not only as a school graduation requirement, but also as a useful habit of formation for life.

Conclusions

During the application of this internship, we supported the students in their English language learning processes and we applied a series of activities in which reading and the use of audiovisual sources were the principal aspects to design each lesson plan. Thus, we conclude that:

- The use of reading was effective to increase the students’ vocabulary in an indirect way, because it is easier to understand and learn a new word by reading a tale and comprising the meaning of a story, than to learn new words by reading
Developing Vocabulary Learning Through Audiovisual Sources

a list of vocabulary or with boring activities in which students look for the meaning of a word in the dictionary.

- Students internalize the vocabulary in a meaningful way, with activities in which the audiovisual sources were used. For this reason, it is easier to learn vocabulary by seeing images, listening to songs or playing games, than by teaching such vocabulary items explicitly without any context in traditional lessons.

- Students improved their English knowledge through extra support offered by us in order to increase their interest for the English language not as a subject else, but as an opportunity to get better results in their academic and professional life.

- The implementation of reading activities in the English teaching not only helped students to improve their vocabulary knowledge also to acquire the reading as a habit of formation.
Developing Vocabulary Learning Through Audiovisual Sources

References


New Haven and London: Yale University Press


California: Shell Education