

**LISTENING COMPREHENSION THROUGH PICTURE STORYBOOK
STRATEGY IN KINDERGARTEN STUDENTS**

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DEDICATION

This study is wholeheartedly dedicated to my beloved parents, who have been my source of inspiration and gave me strength when I thought of giving up, who continually provide their moral, spiritual, and emotional support.

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Abstract

Picture Story Books (PSBs) is a pedagogical tool consisting of text and illustrations that allow students to develop the process of pre-reading skills, emergent literacy, and comprehension skills. This research study attempted to use Picture storybook strategy (PSBs) as a tool to encourage students' listening comprehension development. The issue addressed the lack of materials teachers use in preschool to teach English as a second language, therefore, teachers implement strategies that do not consider specific students learning' needs. Furthermore, there has not been sufficient data that describes the use of strategies drawn to stimulate children's foreign language listening development during the preschool years. The purpose of this Action Research study was to describe how the use of Picture Story Books favors or not on students' listening comprehension in preschool levels in a private bilingual school in Monteria. In addition, the study described how the use of the strategy contributes to the professional development of English as a Foreign Language Teachers (EFL). In order to accomplish the objective of this Action Research, some interventions were carried out based on students' needs and the development of their listening comprehension skills. Moreover, this Action Research follows a model of four steps; Plan, Act, Observe, and Reflect. Analysis of classroom observations, students' artifacts, and teacher's diary were used to collect the data and reflect on the practical ways teachers provide to assist the specific situations in the classroom.

Key concepts: comprehension skills: listening comprehension, listening comprehension processes, Picture Storybooks, Teaching practices at preschool levels.

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Introduction

Teaching English to Young Learners (TEYL) is a field that has rapidly grown in the last twenty years (Enever et al., 2009; Garton et al., 2011). The English language is today one of the most widely spoken and used in most fields of study (Rao, P., 2019), for that reason, the teaching of English has become significant for parents, governments, and schools. The early learning of English is expected to pave the way for greater understanding and ease the acquisition of this language. For instance, it is widely believed that learning a foreign language at a young age can more effectively lead to language development, because of cognitive advantages, and learning naturally, and intuitively (Ghasemi & Hashemi, 2011). Additionally, language is a window to the world that provides children plenty of voice and interaction in different contexts and cultures.

Nevertheless, teaching English to very young students has not received much support in different countries (Copland et al., 2014). There are several reasons for this trend. First, the shortage of English teachers trained in teaching young learners (Hu, 2005). Second, in some countries resources are not ample and suitable for teachers and students (Hu, 2007). Third, policies and syllabuses have been more focused on secondary levels than on kindergarten levels (Garton et al., (2011). Bearing this in mind, teaching English to very young learners has become a challenge for teachers due to the lack of effective support to stimulate children language development; besides, teachers face changes in adapting and developing new methodologies (Copland, Garton, & Burns, (2014) that help preschool learners acquire English as a Foreign language considering the change from their mother tongue (L1) to instructions in English (L2).

In this way, researchers (Tabors and Snow, 2001) have sought to promote emergent literacy practices to help children develop their English communication skills (reading, writing, oral production, and listening) during the preschool year, predicting children's early language and literacy development. However, some researchers emphasized (Cahyono & Widiati, 2015) the need to teach listening for effective oral communication. Barker (1971) defines listening as the process of attending to, hearing, understanding, and remembering sound messages that convey information about an object, event or situation. Consequently, listening is one of the essential key factors to precede primarily productive skills (Uysal, & Yavuz, 2015); nonetheless, listening is often the weakest skill for many language learners, and it sometimes receives the least structured support in the L2 classroom (Goh, & Vandergrift, 2021). Accordingly, children's early exposure to English language framework the development of vocabulary acquisition, cognition, listening skills, and listening comprehension. Bearing in mind, listening comprehension plays an important role in foreign language teaching. According to Buck (2003), in listening comprehension, the information received in the form of sounds and intonational clues often transmit further information that assists students in the process and acquisition of the language. That is, students become aware of recognizing different sounds sequences and association of meaning.

Furthermore, Anderson and Lynch (1988) state that understanding a language in its spoken form is a complex and active skill. Spoken language occurs in an interactive situation in which the speaker, in this case, the teacher, adjusts and monitors the students' comprehension of what is said (Brown. 1978). With this in mind, teaching listening

comprehension is a crucial topic since it involves the ability to process, integrate, and understand the meaning of information or text when it is heard (Hogan et al., 2014). Furthermore, children's oral language development occurs through listening comprehension, considering that students begin to follow directions and complete activities that require the process of listening to sounds and meaning.

With regards to the teaching of English, in Colombia, private school institutions have given a prominent position to the teaching of English as a foreign language since preschool levels. Many private schools have adopted content-based, transversality and CLIL approaches in their syllabuses to promote young children's language competencies and develop cultural awareness. For instance, the current study took place in a bilingual school from Monteria that bases the training of its students on meaningful learning and manages a transversality syllabus. Therefore, the teaching of English is used for instruction in a variety of subjects including social studies, math, science, arts, and ethics. Kindergarten teaching and learning includes whole language experiences providing early communicative exposure to the English language. Thus, the study emerged from concerns related to the students' initial immersion of English as a foreign language in kindergarten level. As well as some of the teaching difficulties teachers face in kindergarten levels such as teaching and learning materials and appropriate communication with children.

Statement of the problem

Some years of experience working with kindergarten students in a bilingual private school from Monteria, allowed me to identify common situations concerning teaching and learning of English as a Foreign Language (EFL), especially in the development of

listening skills. Therefore, regarding the context of this research, I evidenced a lack of awareness of my own pedagogical practices when implementing listening strategies. That is the lack of experience on my part and other teachers to use strategies and materials in preschool to teach listening comprehension. Most of the time, I implement repetitive strategies that do not cater for specific students learning' needs. Some of the common materials preschool teachers in the context of the study use in the classroom are related to songs and videos, as well as worksheets that in many cases emphasize students' vocabulary and do not provide the development of students' listening skills.

As a result, learners face some problems regarding listening skills, especially, listening comprehension. On one hand, children are easily distracted, especially by background situations or external effects, thus, children present difficulties following spoken instructions, especially ones with multiple steps. On the other hand, students have trouble with spelling skills, which involves understanding sounds, and sounds in words. Those situations have negative effects on children's listening comprehension since they cause an ineffective process to understand the English language. This in turn can lead to a state of frustration when listening to spoken English. One of the possible reasons students face in listening comprehension are related to the processing of information during directions, processing of instructions and routines into the classroom.

To the best of our knowledge, despite the fact that there are different authors (Farkas, at el., 2020; Chaparro at el., 2017) who have investigated the use of picture storybooks, they are hardly recorded data that describes the use of strategies drawn to stimulate children's foreign language listening development during the preschool years in

the coast region (Chan & Sylva, 2015). That has led to the development of new pedagogical practices and applications in the classroom, in this case, the implementation of picture storybooks. Furthermore, the main concern of this study is related to the difficulties in the processes that listening in kindergarten conveys, difficulties to understand English language in its spoken form. Additionally, teachers' lack of awareness for the design and implementation of pedagogical strategies that help students in the acquisition of the foreign language. Consequently learners' performance is affected by experiencing the difficulties aforementioned such as lack of concentration, misunderstanding of instructions, and confusion of sounds into words. As a result, the present study may serve as a guide for English teachers to create their own pedagogical version of strategies in the classroom considering the learners proficiency level, context and style.

Furthermore, it is seen that learners are not developing their foundational phonemic skills to be aware of the development of their decoding and spelling skills during instructions and listening comprehension tasks properly. Children for the current study require to become explicitly aware of sounds in the speech, and begin mapping letters to beginning, middle, and ending sounds. Additionally, even though students belong to a bilingual school, the exposure to the English language is somehow limited, decontextualized, and they are mainly exposed to no real listening concepts. For that reason, I started to look for different strategies and materials as a possible solution to support kindergarten listening comprehension through the use of picture storybooks.

The present study proposes an alternative strategy for developing and supporting listening comprehension in preschool levels, different from repetitive strategies used in the

classroom, that sometimes produce in students a lack of interest for the English language, as well as a variety of listening difficulties such as recognizing sounds of letters into words, and spelling skills. Based on the problems reviewed, the purpose of the study was two-fold. The first aim of the study was to describe the use of Picture Storybooks on students' listening comprehension of English as a foreign language. The second aim of the study was to describe how the implementation of picture storybook strategy contributes to teaching professional development. As pointed out by Bailey (2009), books with less writing and more pictures are more interesting and meaningful for children in the preschool period. Furthermore, picture storybooks act as a pioneering strategy for developing the process of pre-reading skills in children. To achieve the aforementioned objectives, the study will carry out the following questions:

1. *How does PSB's strategy favor or not listening comprehension in kindergarten students?*
2. *How does the implementation of PSB contribute to my teaching professional development?*

Significance of the study

This investigation shed light on the teaching of English as a foreign language in Colombia, especially at the preschool levels. There is not much research on how Picture Storybooks contribute in preschool classrooms for developing students' listening comprehension (Yilmaz, Kucuk, & Goktas, 2017; Paciga, 2015). Nearly the research on the use of picture storybooks as an instructional tool for foreign language learning has concentrated on elementary (Kato, 2017) settings. Consequently, the current study implements Picture storybook as a new alternative strategy for listening comprehension in the context of the study.

Bearing this in mind, this study is expected to be a meaningful contribution to enrich the body of research on using children's picture storybooks in preschool contexts, as well as in comprehension of English as a foreign language (EFL) classrooms. Prior research shows the use of Picture storybooks in preschoolers' language production, and in students' reading comprehension; little research however, emphasizes on the receptive skills development such as listening skills. In that sense, the current study intends to gain understanding regarding EFL student's performance and responses towards listening instructions and listening tasks that are designed and implemented according to learners' context, styles, and proficiency level in English to develop their listening comprehension skills. Moreover, this study brings specific contribution for the readers including teachers, parents, and those interested in the topic of investigation, that is, in understanding that Picture Storybooks can be a good pedagogical tool for teaching listening comprehension.

Furthermore, the study contributes in the context of the study because picture storybooks can be used in various educational contexts to teach different school subjects. In fact, those kinds of books are short, not time consuming, authentic, interesting, vivid, multicultural, and cover a wide area of topics. Also, there are many worthy reasons to use this kind of literature in the institution. First, illustrations depicted in these books could catch students attention, allowing them to analyze the story, as well as to figure out the narrative, which can increase their comprehension. Second, these kinds of books are useful not only to comprehend the ideas and situations presented but also to attract learners to the retelling activity. Accordingly, this kind of book can be read in short periods, which is convenient to keep the students' engaged in this activity. Third, picture storybooks are designed to be read aloud by the teacher (or an adult), aiming at engaging children through literature. Reading aloud could be beneficial to enhance students' listening comprehension of the spoken language. Finally, they are expected to succeed in teaching listening comprehension strategies in EFL classrooms.

Additionally, the main purpose of this pedagogical strategy is to foster listening comprehension so that students understand that words and utterances convey meaning, connecting the pictures in the book with the words on the page. In this way, students have the opportunity to use the language in context, check background knowledge or contextual clues for listening development, it grants learners the ability to understand and improve in their communicative skills . Kaderavek and Sulzby (1999) stated that through storybook reading, children learn to develop several aspects of language, including vocabulary, and language performance. Furthermore, through the use of Picture Story Books, children begin to explore by asking questions centered around the book's pictures for later drive

meaning-making of the story being read. Additionally, Martinez and Roser (1985) highlight that the kinds of questions children ask during and after readings demonstrated students' range of understanding, creating an enriched language environment and beginning their emergent readings spontaneously.

Additionally, the results of the present study can contribute with essential information for professional development of English as a Foreign Language Teachers (EFL) regarding the design and implementation of listening strategies to develop better listening tasks in the classroom. Furthermore, this project will contribute to future research projects that are related to the topics presented at this one. However, it is relevant to mention that the results of this study will be directly related to the participants' characteristics.

The overall structure of the study takes the form of six chapters, including this introductory chapter. Chapter Two begins by laying out the theoretical dimensions of the research. The third chapter is concerned with the methodology used for this study. The fourth chapter presents the findings of the research. The remaining part of the paper proceeds as follows: discussion of the implication of the findings to future research into this area and conclusion.

Conceptual Framework

This section explores the theoretical underpinnings concerning children's EFL listening skills, especially listening comprehension skills; listening competence, listening comprehension processes, listening difficulties. Furthermore, Picture Story Books as a tool strategy for teaching; and teacher's practices at the preschool level.

Listening Skills in Young EFL Students

Listening is one of the four language skills, next to speaking, reading and writing (Hopper, 2007). According to Oduolowu and Oluwakemi (2014), "listening is the process of taking in information through the sense of hearing and making meaning from what was heard". Similarly, Barker (1971) defines listening as the process of attending to, hearing, understanding, and remembering sound messages that convey information about an object, event or situation. Thus, it is the ability to accurately receive, understand, and interpret messages in the communication process. Even though listening is the receptive use of language, it is more than merely hearing different sounds, therefore, its goal is to make sense of the speech, the focus is on meaning rather than language (Cameron 2001). Additionally, Lundsteen (1979) states that listening is "the process by which spoken language is converted to meaning in the mind" p.14. Hence, oral language skills are important in the ability to analyze the flow of speech involved by which information is transferred from teachers to students.

Smith (2003) reports that although listening is the language skill that is used the most, it is the one that is taught the least in the classroom. However it is an essential

language skill for primary school students. Children first learn to develop the listening skill since it involves the identification of sounds of speech into the process of word recognition before they learn the ability of reading, undoubtedly some researchers think that the ability to listen may influence the ability to read (Devine, 1967); Anderson, & Baldauf, (1963). Consequently, to understand this process, children need sufficient help from parents and educators to learn using spelling sounds, understanding the listening system, and recognizing the opportunities to acknowledge the information offered by conversations, instructions, and other learning materials. Children also need to be exposed to procedures that enhance their comprehension skills. Accordingly, comprehension is essential to academic and lifelong learning, it is not a passive, receptive process, but rather an intentional one.

Despite its importance, listening skills are still rather challenging for many students (Owca et al., 2003). Hamouda (2013) stated that several factors cause students' listening problems. On one hand, learning English in a non-native context somehow affects the process of listening. On the other hand, the lack of exposure to several kinds of listening materials different from songs and videos in a setting with EFL learners. Those factors influence the ability of learners to comprehend natural spoken language, followed by lack of concentration and vocabulary.

Hasan (2000) states that lack of concentration is one of the crucial factors that affect students' listening skills merely because of motivation and interest in learning English, and the lack of knowledge in vocabulary. Hung (1998) informed that listening passages with known words are easier for learners to understand, even if the theme is unknown to them.

His research addressed that knowing the meaning of the words might arouse students' learning interest and lead to a positive effect on listening ability. Another problem here is that many words have more than one meaning and if they are used in their less common usage students get confused. However, understanding students' difficulties enables the teacher to help the students develop effective learning strategies and ultimately improve their listening comprehension skills.

Listening Comprehension Skill

Listening comprehension is an active process that guides listeners to analyze what they hear and interpret it based on their linguistic knowledge (Vandergrift & Goh, 2012), that is constructing words, phrases and sentences for a greater understanding of the world we live in, and their knowledge of the topic. Accordingly, listeners must be able to process what they hear in real time and, concurrently, attend to new input. According to Vandergrift & Goh (2012) on the one hand, listening process is fundamental to understanding the way listening comprehension works, including the cognitive processes that employ during listening such as top-down and bottom-up processing; controlled and automatic processing; perception, parsing, and utilization (Anderson, 1995); and metacognition (Goh, 2008). As well as the most crucial knowledge sources that listeners do to interpret what they hear. Hence, listeners construct meaning by linking information from a listening text with knowledge stored in memory, informed by their overall prior knowledge and life experiences. Therefore, memory plays a crucial role in comprehension processing. As well as vocabulary knowledge is a strong predictor of listening success.

On the other hand, listening comprehension involves far more than just understanding words (Nadig, 2013). Instead, Vandergift & Goh (2012) stated that it is related to information that goes beyond the literal meaning of a word, message or text to interpret the meaning intended by the speaker. Furthermore, in listening comprehension listeners match what they hear with what they know about how things work in the world (Macaro, Vanderplank, & Graham, 2005). In this line of ideas, comprehension is the outcome of connecting words, statements and ideas in the listening text to form a coherent mental representation of the information.

Additionally, discourse (textual) knowledge (Vandergift & Goh, 2012) involves comprehension at the level of text organization. Therefore, awareness of the kind of information found in certain listening texts and how that information is organized will facilitate the listener's ability to process this information. Furthermore, comprehension requires a series of skills and activities that lead to the ability to understand something, which means that it is not a single phenomenon (Rapp et al., 2007). In sum, the different knowledge sources work together with the cognitive processes to help listeners arrive at a meaningful interpretation of a listening text.

Buck (1995) suggests that understanding the nature of listening comprehension, teachers can better provide optimum listening practice for their learners. For instance, for young children, comprehension interventions could be developed through the use of pictures, televised or aural stories; including children's narrations of single pictures, children's retellings of stories presented by adults, children's responses to questions about stories either during or after the story has been told. Those strategies increase the

knowledge acquired from the listening text, to have a consistent meaning of the information given.

In other terms, children's comprehension will be able not only to know isolated words but also to construct their meaning and understanding of the words acquired, leading students to make a relationship with the environment around them and the input received. While basic language skills, reading, writing, speaking, and listening are assumed to precede comprehension ability, given their importance for early language learners, they are considered to be concurrent with the development of comprehension skills (Lepola et al., 2016). Furthermore, it has been repeatedly pointed out that children's understanding precedes language production (Edelenbos et al. 2006), with language skills being a fundamental part of the child's later listening language development.

In this line of thought, listening comprehension is considered one of the skills most predictive of overall, long-term school success (Brigman, Ilane & Switzer, 2001). The development of listening comprehension begins early in life, around one year of age, and continues to grow through the elementary school years. The fact that listening has been neglected or poorly taught may have arisen from the belief that it is a passive skill and that simply exposing students to spoken language provides adequate instruction in listening comprehension (Call, 1985). Linse and Nunan, (2005) consider the teaching of listening skills as foundational to the development of other language skills. In this sense, good listening skills and comprehension enables learners to infer, understand, discuss, and even retell in their own words what they have heard.

Considering the many advantages of teaching listening to children, it is scrutinized as a fundamental skill in language learning. This is an important skill to develop even at an early age because good listeners grow up to be good communicators since a child's ability to actively listen has a major influence on the communication skills they will use inside and outside of the classroom. Unfortunately, at preschool levels teachers consider that merely exposing learners to the spoken language provides adequate instruction in listening comprehension. Listening comprehension is more than just hearing what is being said. It is the ability to understand the meaning of the words learners hear and be able to relate to them in some way. Moreover, listening comprehension is defined by Kim, and Pilcher (2016) as one's ability to comprehend spoken language at the discourse level, including conversations, stories, and informational oral texts that involve the processes of extracting and constructing meaning.

Additionally, listening comprehension plays the main role in foreign language teaching, especially with young learners (Bozorgian, & Pillay (2013). Vandergrift (2007) points out that listening comprehension is a fundamental part of language learning, however, it is the least understood skill and the least researched one. Listening comprehension is considered a passive activity, but it is actually a complex active process in which the student must discriminate sounds, understand vocabulary, grammatical structure, interpret stress, intonation, word meaning-making, and association into the context. Along this line of thought, Anderson and Lynch (1988) reported the view that the comprehension process activates various types of knowledge, in which the listener applies prior knowledge with what he hears, to try to understand and interpret what the speaker

wants to communicate. Therefore, listening enables students to improve their own pronunciation as a result of spoken English they are exposed to.

In spite of encouraging listening activities, Phillips (1993) states that listening tasks are extremely important in the primary school setting, providing a rich source of language data from which children begin to build up their own ideas of how the foreign language works. It is revealed in several studies (Ramirez & Alonso, 2007; Kraemer, McCabe, & Sinatra, 2012) that strategies such as tales, storybooks, reading aloud, digital stories, and picture storybooks are effective and useful listening materials for children to develop listening comprehension and literacy both in their first and second language (Zevenbergenn and Whitehurst, 2003). Storybooks familiarize children with language beyond the basic level of lexical knowledge needed for informal, everyday interpersonal communication, thus preparing children for learning to read.

Significantly, listening comprehension should be the focal methodology in the learning of foreign language instruction, especially at the initial stage of language study. According to Postovsky (1975), listening comprehension remains the development of communicative competence. One of the main goals of teaching a foreign language for instruction is teaching students how to understand the language and not just to repeat what they listen to. Furthermore, L2 listening competence is a complex skill that needs to be developed consciously. It can best be developed with practice when students reflect on the process of listening without the threat of evaluation. Using listening activities to only test comprehension leads to anxiety which debilitates the development of metacognitive strategies. Strategy use positively impacts self-concept, attitudes, about learning, and

attributional beliefs about personal control (Borkowski et. al., 1990). Guiding students through the process of listening not only provides them with the knowledge by which they can successfully complete a listening task; it also motivates them and puts them in control of their learning (Vandergrift, 2002).

Listening Comprehension Processes. Listening is a complex, active process of interpretation in which listeners match what they hear with what they already know (Rost, 2013). Moreover, listening has emerged as an important component in the process of foreign language acquisition (Feyten, 1991). For instance, work by Asher, Postovsky, Winitz, and, later, Krashen, brought attention to the role of listening as a tool for understanding and a key factor in facilitating language learning. Listening comprehension involves different processes that lead to the understanding of how listening comprehension works. These include recognizing speech sounds, understanding the meaning of individual words, and/or understanding the syntax of sentences in which they are presented (Nadig, 2013). Moreover, listening comprehension includes the “bottom-up” or “top-down” processes (Vandergrift, 2004) that are in charge of associating the sounds in a particular utterance, and converting them into meaning.

Top-Down Processing. It is related to the background knowledge learners use to make sense of what they are listening to. That is, listeners use 'top-down' processes when they use prior knowledge to understand the meaning of a message. This process uses previous knowledge to comprehend the meaning of the sounds or words from the given context. Furthermore, it is important to understand that to interpret the meaning of an utterance, they must apply contextual knowledge, and not only identify sounds in isolation.

Prior knowledge can be knowledge of the topic, the listening context, the text type, the culture, or other information stored in long-term memory as schemata (typical sequences or common situations around which world knowledge is organized).

The Bottom-Up Processing. On the other hand, it is related to the learner understanding language sound by sound or word by word, with less use of background knowledge. It has been studied that the bottom-up model is suitable for beginner listeners of a target language, in which they comprehend small chunks of spoken messages, and they need a great amount of conscious attention to comprehend the spoken inputs. According to the bottom-up process, the speaker encodes a message and is able to understand individual sounds, knowledge of the meaning of words, and knowledge of grammar is important to help listeners determine the speaker's meaning (Richards & Burns, 2012). Consequently, this model leads to successful communication.

Most of the time, students combine some bottom-up and top-down listening to make sense of what they hear and perceive in the world around them. Additionally, listening comprehension is not either top-down or bottom-up processing, but an interactive, interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding messages. The degree to which listeners use one process or the other will depend on their knowledge of the language, familiarity with the topic, or the purpose for listening. Undeniably teachers need to help students organize their thoughts, activate appropriate background knowledge for understanding and to make predictions, to prepare for listening. This significantly reduces the burden of comprehension for the listener.

Although listening is important, it is a neglected skill that researchers began to recognize as compared to speaking, reading, and writing (Kavaliauskiene, 2008; Vandergrift, 1997). Over the years, it has been apparent that L2 learners experience difficulties with their comprehension skills, especially in aspects of their bottom-up processing; for listeners, specifically, these bottom-up difficulties lie mainly in understanding the spoken message through the words that are connected to the speech (e.g., Field, 2008a; Goh, 2000). Consequently, the current study considers the strategy of Picture storybooks as a tool for teaching listening skills to EFL young learners.

Picture Story Books

During the 20th century, picture storybooks in the classroom of young children have become a useful method of fostering language development. According to Ellis & Brewster (2014), there are further reasons why teachers use storybooks in preschool settings. First, the repetition of stories allows the acquisition of certain elements of language while others are openly reinforced. Second, stories allow the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to the language. Third, storybooks are tailored to different types of learners and bits of intelligence and make learning meaningful for each child. Fourth, storybooks influence how teachers provide educational support to children through different strategies. Therefore, the strategies adopted by teachers during storybook activities will promote preschool children's language and literacy skills, including vocabulary, oral narrative skills, and comprehension.

The literature shows that the integration of picture books into the classrooms of young children has been seen as a pioneering strategy for developing the process of pre-reading skills and emergent literacy (Ezell & Justice, 2005; Wahab & Amaliyah, 2021; Ariyanto & Tanto, 2021), in part because they are expected to help students participate more actively in the learning of co-construction of meaning. For instance, Bader (1976) stated that Picture Story Books is “text, illustrations, total design and it hinges on the interdependence of pictures and words” (p. 1). That interdependence of what the picture shows and the words tell, makes the learners use sequential thinking, visual discrimination, and inferential thinking. Besides, Kress (2003), entails that a picture book is a “multimodal text” since it is dependent upon pictures and words together to create meaning. The meaning is communicated or created through the combination of two or more modes such as written and spoken language; as well as patterns of meaning that are visual, gestural, or tactile.

Besides, Picture Story Books represent one potentially meaningful application of children's listening comprehension that prepares young children for later reading comprehension (Altun, 2018). Picture Story Books are useful listening materials for children to enhance their listening comprehension, communicating their ideas and meaning-making of what they hear. Considering this trend, it is said that Picture Story Books play a critical role in learning, helping students develop self-awareness and teaching them how to make inferences, among other things in students' participation, interaction, that require the use of their imagination, questioning about the images and the context of the story and most importantly language development.

Even though Picture storybooks in EFL teaching are gaining attention in the young learners' settings. Some studies (Yoon & Templeton, 2019; Brodin & Renblad, 2020) have shown the challenges that teachers face when integrating picture storybooks into their English classes and the strategies they must use when teaching language through the use of Picture Story Books. In view of this, Hsiao & Chang (2015) proposed some picture book teaching strategies divided into five categories: Illustration appreciation guidance, reading aloud, class and group shared activities, applying e-picture books, and creating reading scenarios. Those strategies have been implemented by teachers in the classroom as proper teaching methods in the use of picture story books, thus, the aforementioned strategies will be described below.

The potential of picture books has become a vehicle for me and other English teachers to support the development of the child's listening comprehension, which enables English teachers to use strategies effectively and confidently in classes. What's more, there are a number of studies that bring together the worthwhileness of picture storybooks, for instance, (Hosam, (n.d) carries out a study from the perceptions of teachers and students, (Rodriguez, 2012) explores the effects of PB in reading comprehension; and (Larragueta, & Ceballos, 2018) analyzed the acquisition of children's vocabulary skills. From my point of view, English as a prioritized language by schools worldwide has tremendous implications for teacher educators and teacher trainers to act as agents of change as they foster language learning through the use of new pedagogy and a variety of strategies. Teachers actively contribute to the development of English as a second language at a young age since it effectively leads to language development and language proficiency.

Listening strategies

It is good to consider that an important aspect of using picture story books is that teachers jointly use the strategies presented to promote effective results in the development of students' listening skills. The following are some of the strategies teachers could consider to implement in their English language classroom.

Illustration Appreciation Guidance

According to Nodelman, (1988) when teaching the appreciation of illustrations in children's reading, in this case, through the reading of picture storybooks, the communication of images should be emphasized by the teacher. Therefore, the teacher must convey what the images want to express through inferences, analysis, and reproductions to provide students with a broad understanding of the illustration and the text. Additionally, children will be able to perceive and internalize the given illustration and also develop their vocabulary, imagination, and capacity for concentration.

Reading Aloud

When children listen to books read aloud, they hear the sounds of words, recognize the sounds of words, learn the meaning of words through the pictures included in the story, and they begin to notice how these words are represented in writing. (McGee and Schickedanz, 2007) Reading aloud involves strengthening listening comprehension through different approaches that teachers can use; explain the meaning of the vocabulary, focus only on reading the story using gestures, body language, intonation, and carry out reading activities that encourage the student to converse before, during, and after reading. Also,

the teacher can ask questions about the main event of the story, the characters, the problems created in the story, and about the introduction, development, and results.

Applying e-picture Books

E-picture books combine children's literature, language, and illustrations with special effects, such as music and animation, thereby simultaneously stimulating their vision and hearing (Hsiao & Chang, 2015). Additionally, e-picture books include a series of elements such as text, dynamic images, sound effects, and colors that would help students with their reading concentration and interest in the text.

Multimodality

Apart from the teaching strategies mentioned before, recent literature emphasizes the role of multimodality in teaching English (Polo, and Colleta, 2019; Magnusson, and Godhe, 2019) offering insights into the different ways teachers multimodally mediate knowledge in the classroom. Furthermore, there has been a marked turn towards multimodal forms of communication in education (Choi, and Yi, 2016). The multimodal dimension of teaching was first studied as using complementary external representations of concepts through pictures, diagrams, and such (Duval, 1995). However, this perspective was enlarged through the years, that is, in instructional settings, multimodality (Polo, and Colletta, 2020) is used in a verbal and non-verbal way, in which, verbal, gestures, and written semiotic resources are used. Accordingly, multimodal mediation acts as a guidance activity to improve the teaching and learning process.

Furthermore, multimodality accounts for how frequently we use different modes of meaning when communicating. Thus, students are exposed to different semiotic resources that are mediated through the use of picture storybooks facilitating the process of comprehension in children and the teaching process in a holistic way since those kind of books combine written language with visual aspects, such as fonts, drawings or photographs, and spatial aspects, such as the size of titles and photographs. In the same way, the gestural, auditory, and spatial part is combined, which leads to students being exposed to different forms of reading. That is, students are able to interpret images, read words or short expressions, being guided by the pedagogical mediation provided by the teacher (Crane-Deklerk, 2020). Hence, the pedagogical mediation of picture storybooks have potential multimodal purposes.

Teachers can include in their teaching of listening classes the category that best suits students' learning interests and needs, and in order to fulfill the learning objectives. Additionally, Dunkel (1991) and Rost (2002) cited by Vandergrift (2007) suggest that listening comprehension is at the core of learning a foreign language since it has an impact on the development of other skills. As Morely (1984) cited by Horne (2010) points out, that listening is the most frequently employed skill in daily language use. This is in agreement with Krashen's (1985) assertion that the development of basic language skills begins with listening.

Teaching Practice in Preschool Level

Nowadays, many reforms in some traditional teaching methodologies have been implemented by a large number of teachers and institutions around the world. Hence, the greater awareness of non-cognitive factors in foreign language teaching; factors like stimulating students' enthusiasm, self-consciousness, and creativity turn out to be of vital importance in foreign language teaching (Wang, 2009). Children have an immense ability to learn a language faster than adults, hereby, the acquisition of language is essential not only to children's cognitive development but also to their social development and well-being. However, teachers' teaching methods, teaching instructions, and teaching environment are in some cases becoming obstacles to the development and understanding of a foreign language.

Earlier research into preschools has concentrated more on learning than on teaching (Vallberg Roth, 2017b). In the classroom, the greatest emphasis on learning must be directed to student-oriented activities which give them more autonomy and confidence. Furthermore, by providing a favorable environment, useful resources, carefully structured input, and practice opportunities, a positive learning atmosphere can be ensured in the children's class. Accordingly, children learn a second language better when they have more opportunities to be exposed to it (Vallberg, 2020). Hence, to young learners acquiring a language is essential to use all their senses and getting fully involved in the different activities, it means, exploring, experimenting, making mistakes, and checking their understanding.

Some studies demonstrate, including Bailey (1992) and Jackson (1992) that teachers' beliefs, practices, and attitudes are important for understanding and improving educational processes . They are closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students' learning environment and influence student motivation and achievement. It has been demonstrated that quality of instruction is fundamental to student learning. For instance, Wang, Haertel, and Warburg (1993) showed that classroom management and classroom interactions had effects similar in size to students' cognitive competencies and their home environment.

Some of the teachers' practices when teaching language involve the decontextualized language (James, 2014) in which letters and sounds are present in isolation, rather than in a complex context such as connected to the words in a storybook. The use of the L1 language as a translanguage strategy to scaffold learners' learning and comprehension. Those are some of the challenges to teachers eager to provide good instructions, and that sometimes produce difficulties for students to later understand ideas in contexts through spoken language and connecting the ideas to engage in meaning-making. Therefore, it is at the kindergarten level that students begin immersion in English as a foreign language in a major exposure. In fact, teachers need to manage some situations related to students' attention, memory, and executive functioning for successful listening comprehension. With this in mind, the main concern of this study is related to the listening comprehension of the students during spoken English for instructions. For that reason, the Picture storybook strategy implementation is a possible solution to support kindergarten listening comprehension.

Professional development

According to Richards, Richards, & Farrell, (2005) professional development seeks to engage teachers in self-reflection, development of knowledge and skills on aspects of teaching, leading to the expansion of knowledge based on research, theory and teaching problems. From the above we can define professional development as a proceeding learning process in which teachers participate willingly to learn about the best way to adjust their teaching to the learning needs of their students. Moreover, teachers need continuous opportunities to update their professional knowledge and skills. In general, teachers are involved in different activities which are critical opportunities in the field of language teaching due to the rapid changes in education.

Furthermore, professional development is an evolving process that facilitates growth of teachers' understanding of teaching and of themselves as teachers. It often involves examining different dimensions of teachers' practices (Richards, Richards, & Farrell, 2005). Because of this, it focuses specifically on how teachers construct their professional identities in ongoing interaction with learners. Diaz-Maggioli (2003) stated that teachers' professional identity occurs when reflecting on their actions in the classroom and adapting them to meet the learners' expressed or implicit learning needs. After all, those actions promote effective teaching that results in learning gains for all students.

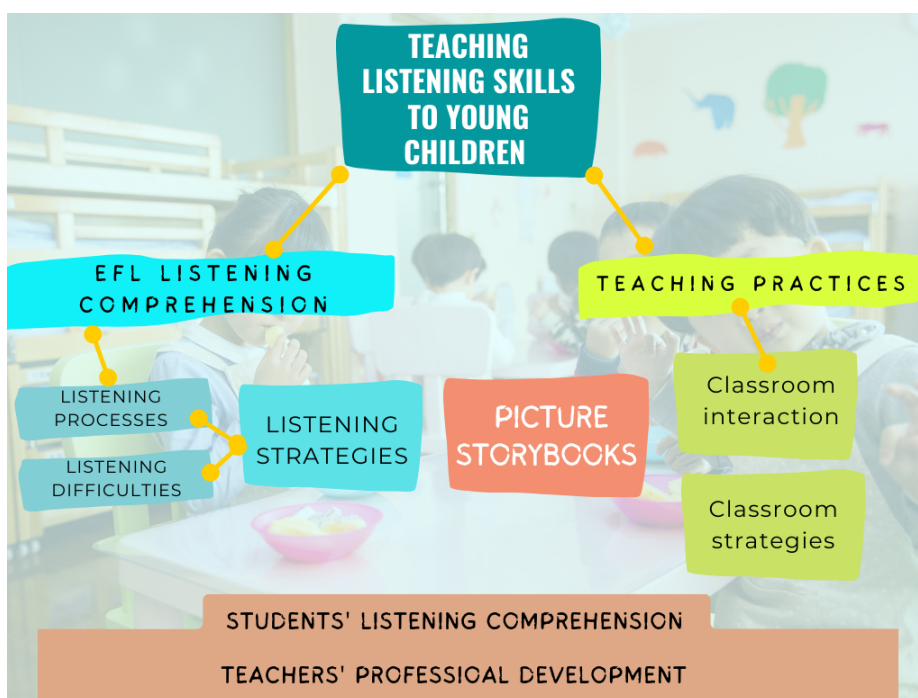
Sparks (2002) argues that professional development should be immersed in the daily lives of teachers, with strong administrative support and use of strategies that are adapted to their specific needs. Strategies for teacher development involve: (1) documenting different teaching practices; (2) reflective analysis of teaching practices; and

(3) conversations with peers (Richards, Richards, & Farrell, 2005). On the other hand, the specific needs may include issues of language, culture, or pedagogy. That is, teachers are able to help their students develop proficiency in the target language and an understanding of the cultures associated with that language.

Additionally, Richards, Richards, & Farrell, (2005) suggest that even though teachers' professional development should go beyond their own personal and individual reflections, rather it must be a collaborative work with peers and institutions. Although teachers' development sometimes occurs through a teacher's one personal initiative, collaboration with other teachers enhances individual learning but also teamwork success. In addition, effective professional development requires adequate support structures and opportunities for teachers to select, plan, carry out and evaluate the professional development activities in which they participate.

Figure 1

Illustration of the Conceptual Framework.



Note: This figure illustrates an overview of the relationship between the different relevant concepts in the study and the importance in teaching listening to Young students.

The purpose of the current study was to describe the way picture storybooks favor or not students' listening comprehension and teaching professional development. Furthermore, this section highlights the different concepts related to the development of this study to frame the overall research questions that seek to know the influence that picture storybooks strategy has on kindergarten students and its contribution on teaching development. Bearing this in mind, the following concepts described the framework of the study considering the teaching of English as a foreign language to very young children, how EFL comprehension especially listening comprehension skills work; listening strategies teachers can use toward the implementation of picture storybooks, and teaching practices in preschool levels.

Literature Review

This study is informed by research and theory in teaching English to young children and their listening comprehension development. The literature review focuses on researchers and theorists who have contributed to a body of knowledge that examines children's enhancement of listening comprehension through Picture storybooks.

Teaching English to Young Learners (TEYL)

In the field of foreign language (L2) learning, the age to acquire a language has been highly controversial among researchers, revealing that the earlier the immersion of a foreign language is, the better the enrichment of the language. Many experts assert that learning a foreign language at an early age facilitates children's learning development (Ghasemi & Hashemi, 2011; Kondrashova, 2013). For instance, it is widely believed that learning a foreign language at a young age can more effectively lead to linguistic and cognitive skills; natural and intuitive learning; and promote children's language competencies. Alongside this, children's initial immersion of a new language supports the child's fluent developmental skills, in a natural environment in which students learn by doing, interacting, and expressing.

Nonetheless, the amount of exposure to the foreign language is often limited in school contexts, compared to immersion environments; as well as the low support received in different countries (Copland et al., 2014). In the last ten years, a growing interest in the study of English as a foreign language in young learners has brought plenty of research contributions. For instance, Enever et al., (2009) and Garton et al., (2011) investigated

global policies and practices in teaching English to young learners. Consequently, both pointed out the concern about some factors that influence the implementation of English at very young levels, especially related to the policy decisions and practices adjustment to enhance the teaching of English. With this in mind, there are several teacher manuals that address the challenges teachers face when teaching English to very young students, and through what strategies they overcome those challenges. In addition, some others explain the advantages and disadvantages of English as a foreign language with young students; in particular Copland et al., (2014); Enever (2015) cited in Bland (2015); De Almeida (2016). As a consequence, Enever et al., (2009); and Garton et al., (2011) concluded in their studies that when teaching English to young students, it is important to understand the proper conditions and methods for effective foreign language learning.

Besides, given the growth of implementing English as a foreign language at schools, yet most teachers are not trained to do so, being challenged to find effective ways to ensure a good teaching. As a result, there is the need to design hand-on guides that address methods and strategies based on both theory and best instructional practices (Reyes and Vallone, 2007). Consequently, Cabrera and Martínez (2001) agree that effective classroom modifications such as repetitions, comprehension checks, gestures, etc., and social interactional adjustment are key for successful young children's listening comprehension of English as a foreign language. Thus, the way teachers interact with learners and apply listening activities demonstrates how learners increase in their language skill and social skill.

Concerning the teaching of listening skills, researchers assert that listening is the first language skill that is acquired by children before the other skills are achieved (Abidin et al., 2011). With the importance of listening skill to language development as well as language learning process, it is no doubt that it should be learnt by language learners as early as their linguistic period in their life begins (Wahyuni, 2020). Consequently, several researchers try to investigate the process of early listening skill. For example, (Wahyuni, 2020) conducted a qualitative study that tries to describe how the process of early listening skill can be trained by parents or care-givers to stimulate children's language skills acquisition. The study was conducted through the use of reading bedtime stories to the main research participant, those stories were read by parents. Furthermore, the study was developed following a listening skill process that consisted of parents' process (reading aloud, mimicking, and giving questions), and child process (listen to a story, comprehend story content, answer questions and express opinion). It is understood that the activity of early listening skill explained in this research needs parents good listening skill. Hence, teachers in the classroom can develop this kind of listening activities, implementing a good listening skill process.

On the other hand, it was strongly demonstrated by Phillips (1993) that listening tasks are extremely important in the primary school setting since they provide a rich source of language data from which children begin to build up their own ideas of how the foreign language works. Additionally, Abidin et al. (2011) conducted a study to investigate the effects of digital stories on the understanding of spoken English by a group of 6-year old Malay preschool children. The study developed a pre-test and post-test in which different

listening tasks were carried out for students. The listening tasks consisted of the following descriptions: listen and circle; listen and color; and true and false items.

Similarly, the study of Oduolowu and Oluwakemi (2014) considers that one way by which the skills of listening can be developed is through storytelling. This study therefore investigated the effect of storytelling on the listening skills of primary one pupils. The study adopted pretest-posttest control group quasi experimental design. The experimental group was exposed to storytelling with illustrations while the control group was exposed to storytelling without illustrations. Therefore, there was a significant main effect of treatment on the listening skills of primary one pupils, specially, with the pupils in the experimental group (storytelling with illustration) since they were given the opportunity to see and touch the pictures in the picture storybook as they were told the stories by their teacher and they performed better than the children in the control group (storytelling without illustration) who did not see or touch the pictures in the picture storybook as they were told the story by their teacher. It is understood that illustrations support students' understanding of what they heard from the teacher, enhancing their listening skills.

Considering the studies presented before, it is seen that the development of listening skills occur better through the use of stories, tales, reading aloud and picture books which are guided materials that support children development of foreign language, and in this case their listening skills.

Picture Storybooks in EFL Listening Comprehension

The implementation of picture storybooks as a tool strategy in preschool levels has become of great interest for educators (Enever & Schmid-Schönbein, (2006); Salisbury, & Styles, (2012); Colomer et al, (2010). Hereby, Cameron (2001) acknowledges that stories use a “holistic approach to language teaching and learning that places a high premium on children’s involvement with rich, authentic uses of the foreign language” (p.159).

Storybooks appeal to children with a powerful potential for acquiring the language that requires a varied way of teaching practices. It includes the way teachers interact with children, the learning environments teachers create entering children, and the way support comprehension is provided. Therefore, it is well known that children can only develop a language when they hear and comprehend the language, have the opportunity to interact using the language with others, and make meaning or do things with language. Finally, through stories, the target language words and structures are not presented in an isolated way but embedded in a context that is relevant to children's lives. Donaldson (1987) argues that children's learning and language learning occur in a meaningful context that children can relate to their own experiences.

The major focus of the literature on picture books in early foreign language learning is related to the impact on reading skills and vocabulary acquisition. Rodriguez (2017), conducted a study to promote reading comprehension in EFL classrooms. For this investigation, the author considers implementing the Interactive reading aloud approach. The author found that articulating picture books with interactive reading aloud, improved students' reading skills in several positive ways, which led them to enhance comprehension.

Furthermore, the approach permitted applying reading strategies that took place before, while, and after the reading. Similarly, Bay and Cetin (2014), examined storybook reading strategies of preschool teachers in the USA and Turkey. The authors analyzed teachers' reading activities in terms of using materials (illustrated cards, puppets, technology) and reading strategies (questions, emphasize print of books, drama, writing or drawing). The study revealed that reading teaching strategies are powerful and significant during storybook reading, and teachers' strategies can support the use of storybooks before, during, and after reading in the classroom.

Additionally, Larragueta and Ceballos (2018) analyze the importance of selecting adequate picture books to facilitate the acquisition of new vocabulary with young EFL learners. The authors showed that students learned more vocabulary when the narration consisted of simple sentences or single words and when the books had at most three elements per page. Hence, it provides teachers with detailed steps for applying picture storybooks to foster students with the required support to comprehend and acquire language vocabulary. Accordingly, even though there are positive effects on picture storybooks on learners' English language development, it is shown that even many students still struggle with language comprehension and proficiency due to the lack of efficient teaching strategies used by the teachers.

On the other hand, although the major focus on using picture books is related to reading and vocabulary development, some researchers have implemented Picture books to enhance listening skills. For instance, Kotaman and Balci (2017) examine the impact of non-realistic and realistic storybooks on kindergarteners' storybook listening

comprehension. The authors found statistically significant differences in storybook comprehension in favor of the realistic group since stories related to children's real-life experiences can trigger their prior knowledge and thus facilitate comprehension. Furthermore, the study revealed that except for character recall performance, the realistic group children exceeded the non-realistic group children on every post-test and follow-up test measure. This study emphasized the importance of realistic storybooks to children's storybook listening comprehension.

Furthermore, listening comprehension skills have been exposed mostly through digital storybooks. Paciga (2015) investigated the relationship between student level and task-at-play variables in the digital storybook listening experiences of preschoolers English speakers at risk of reading failure. The author addressed the study through computer-based electronic stories which present four digital presentation formats. Paciga indicated important relationships between the three variables investigated and their consequent digital storybook comprehension (i.e. explicit and implicit/inferential content) plot-related). Preschoolers' subject knowledge was the best predictor of comprehension, as well as the interaction between the characteristics of the e-book and the competence of preschoolers in the homework environment. This study demonstrates that young children do encounter difficulties with digital storybook comprehension when they interact with these texts independently.

Similarly, in Paciga (2014) study indicates that the Digital Storybook environment has a significant effect on children's comprehension; however, they limit learners for building knowledge and processing understanding of the stories due to the lack of teachers'

support. Contrary to the study of Paciga, Akintemi (2014) conducted a study where teachers interact directly with students using different strategies to present storybooks, it showed that there was a significant main effect of treatment on the listening skills, especially with the storybooks that require illustration. Keeping in mind that children make sense of language by understanding the situation (Donaldson 1987), picture books provide an additional dimension related to the family context and schemas that children rely on when listening to a story in a foreign language. Images create and maintain interest, but they are also an integral part of the meaning-making process (Marriott 1998). Thus, picture book experiences help children develop visual literacy (Dunn 1999) and thus prepare and support the construction of knowledge in areas other than language learning.

Additionally, Yilmaz, et. al (2016) carried out a sample to determine the children's attitude towards augmented reality picture books (ARPB). They demonstrate how ARPB can be used as an effective educational tool to improve the cognitive and listening skills of preschool children. While digital technologies are an important part of today's classrooms and the range of skills they bring to children's education, authors stated that inappropriate use can have a detrimental impact. Children's learning depends on connecting prior knowledge and their ability to understand what they hear in speech, which supports communication and listening skills. Similar positive results were found when examining storybooks as another kind of multimedia learning environment. A study carried out by Ampa (2015) proposed the use of multimedia learning materials in teaching listening skills, revealing that the interactive multimedia learning materials were effective in teaching English listening skills.

Even though Digital Storybooks have been broadly introduced in activities for young children and increase their English language interest (Verdugo & Belmonte, 2007); Yeh and Chen (2016) aimed to explore the influences of e-picture books and traditional picture books on children's reading concentration. The results presented that the Picture Story Books had a significant influence on children's understanding of the story context, however, reading the traditional Picture Book was higher than reading the e-picture books, due to the attention level of the students during the reading of e-books. Even though children today live in a digital world, teachers' instructions, modeling, and interaction are necessary to ensure students' abilities, especially with the development of listening comprehension from young age children.

Picture Storybook Tool and Teacher's Strategies

The previous researchers suggest that the implementation of the Picture Story Book tool would have great significance and positive effects on students' language understanding and language proficiency through the use of efficient teachers' practices or strategies. Picture storybooks are now included in teachers' classroom strategies as a tool to generate children's learning, leading to increased independent and creative language use over time.

Interactive reading aloud is one of the teaching strategies best used by teachers in the classroom since it helps with the improvement of other English skills. Hemmati, Gholamrezapour, and Hessamy (2015) compare the effect of reading story aloud (RSA) and storytelling (ST) on intermediate EFL learners' listening comprehension. The authors conducted a quasi experimental study in which the teacher read a story aloud in group 1 and

told the story in the second group. They evidenced that the ST method was more effective in improving the learners' listening comprehension than the RSA, due to the influence of the way of telling story with the help of teacher's body language and continuous eye contact that attracted the students to follow the stories eagerly. The study showed positive effects for both ways of presenting stories in EFL classrooms; however, storytelling had more positive effects than reading aloud on the learners' listening comprehension improvement.

Comparatively, in Shu Yen Law's (2012) work, six effective teaching strategies are described to develop young children's active listening. These strategies were open, thought-provoking questions, identify and discuss key messages of the stories, making connections to children's prior knowledge and experiences, organizing peer discussion, modeling thinking aloud, and exploring words and pictures. Those strategies help teachers to know about the children's capability to think critically, which guide teachers to open up their minds to the possibilities of encouraging it in practice. Similarly, Wang and Jiang (2020) investigate questions and QA sequences as well as IR(?) sequences produced in the interactions between a kindergarten teacher and children in class. Authors consider that questions are an efficient strategy to attract students' attention and guide them through a lesson. The authors found that questions posed by the teacher are of three types (yes-no questions, specific/content questions and positive-negative questions).

Contrastingly, Beazidou, Botsoglou, and Vlachou, (2013), explore strategies that teachers use during storybook reading facilitating children's emotional knowledge. The study also shows a variety of strategies used by the teacher to promote students' emotional

knowledge such as expanding emotional vocabulary, recognizing and expressing emotions, creativity prompts, and personal experience. In spite of all these potential benefits, Bay, and Cetin, (2014) assert that the implementation of reading activities and teachers' variety strategies during reading improve learners' literacy skills. The authors highlight that it is required that teachers ameliorate the effectiveness of instructions given to the students through the implementation of tools that serve as strategies for young learners' learning processes. These strategies will help educators to engage students in storybook listening processes and help them to gain the construct of meaning.

On the other hand, Elia and Evangelou (2014) stated that gestures during instruction mediate students-teacher interaction in a natural classroom setting. Furthermore, research aimed to know what types of gestures are mostly used by a teacher, in what situations the gestures are mostly used, and for what purposes the gestures are mostly used in teaching English to young learners. The results show that the teacher's deictic gestures were the most commonly used in the classroom, that include pointing, showing, giving, and reaching gestures. They concluded that using gestures provides good input for students to understand what the teachers explain. Moreover, gestures are an integral part in teaching english.

In this regard, research demonstrates that teachers' unvarying strategies during reading do not cause students' arousing curiosity or interest. Consequently, some of the strategies used by teachers are reading aloud, data projectors, role-playing, use of the mother tongue, pictures, and simplifying the text. Additionally, the research of Özdemir, et al (2019) investigates the use of informative and narrative picture books in preschool and how teachers' strategies influence children's behavior while reading. Teachers' selection of

materials and strategies influence somehow in children's engagement in the development of the English language (Bay, & Cetin, 2014), In both cases, there is a need for teachers to be aware of the features of the interaction and the strategies they can use during Picture Storybooks which will generate children's improvement in both reading and listening skills.

Additionally, examined the use of multimodal materials to improve students' reading and listening comprehension. The results of the study provide evidence that young learners process both sources of information (i.e., written verbal information and visual information) in multimodal materials. Based on the notable contributions of storybooks on children's learning and the literature review, this study is designed to describe the use of Picture Storybooks on students' listening comprehension of the L2 English language; as well as to analyze the contributions of picture storybooks strategy to enrich my teaching practices.

Methodology

This chapter offers an outline of research methods that were followed in the study. It provides information on the participants, and the context in which the study was carried out. Furthermore, I describe the research design chosen for this study and the reasons for this choice. The instrument that was used for data collection is also described and the procedures to carry out in this study are included. Also, a discussion of the methods used to analyze the data is presented. Lastly, the ethical issues that were followed in the process are also discussed.

Research Approach and Design

The study is underpinned by a constructivist paradigm that makes the assumption that “knowledge is constructed rather than discovered” (von Glasersfeld, 1994). Honebein (1996) describes the philosophical paradigm of constructivism as an approach that affirms that the experience of things and the reflection of these experiences is what drives people to build their own understanding and knowledge of the world around them. This promotes the idea that the traditions, cultures, beliefs, and families that surround people affect in some way how knowledge is acquired. Additionally, the constructivist paradigm emphasizes the importance of social context and human involvement in how people understand a phenomenon. Alongside this, this paradigm has its roots in the Vygotskian statement about development, emphasizing the interaction between people and the culture in which they live (Vygotsky, 1978). To that end, this paradigm aims to understand learners’ mental functions in social interaction and meaningful exchange of ideas with a more knowledgeable person, which influences the learning process of a child.

Furthermore, constructivist researchers focus on understanding and reconstructing the meanings that people, including the researcher, hold about the phenomenon being studied (Guba & Lincoln, 1994). In this line of thought, the researcher constructs meanings from the phenomena under study through his own experiences and that of the participants in the study. Constructivists create knowledge through interaction between the researcher and participants (Guba & Lincoln, 1994), using dialogue and reasoning as the primary methods of investigation.

From an ontological viewpoint, constructivists are interested in the relativist or subjective realities that exist in any research issue (McKenna, Richardson, & Manroop, 2011). That is, it allows the researcher to see beyond reality, instead, to have multiple points of view for a research problem, as well as to see the world through the eyes and experiences of the participants. Furthermore, from the epistemology viewpoint, constructivists do not see the world in an objective light. Instead, individuals construct the world, each perceiving their own reality. Bearing this in mind, children are active participants in the construction of their own socio-cultures (Vygotsky, 1978). This promotes the idea that language learning in the classroom context is linked to the practices by which students interact with each other and with their teachers.

The constructivist paradigm aims to achieve a deep understanding of the social phenomenon under study and recognizes the importance of participant's subjectivity as part of this process. Research participants use their own words while relating their experiences and beliefs.

Moreover, I will adopt the Qualitative action research method since it gears toward creating a complete and detailed description of an issue within preschool students' listening comprehension. Considering my teaching practice with preschoolers, I am interested in improving my effectiveness as a teacher in my own classroom, so that, through this study, I seek to describe how picture story books help on students' listening comprehension and my teaching professional development. In this sense, the focus is on bringing about change in practice, improving student outcomes, and empowering teachers' practice (Mills, 2017).

Action research was first used by Kurt Lewin (1946, 1952) who described this model as "proceeding in a spiral of steps, each of which is composed of planning, action and the evaluation of the result of action" (McTaggart, 1994). This model of inquiry includes observable and action interventions, as well as reflective learning for a change in practice, and that is linked by the terms *action* and *research*; highlighting aspects in teaching that drive force in the classroom; and what engage people searching for information to improve the quality of education that pursue a change linked to the understanding of the interventions to be carried out. In sum, when action and research are brought together, applying action research becomes more structured and focused, and it involves the endless effort of action plans to convey an empowering experience.

Likewise, action research is defined as a "self-reflective inquiry" undertaken by participants in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situations in which these practices are carried out. (Carr & Kemmis, 1986, p. 220), hence, it implies taking an area and exploring that personal context to become better and develop new ideas and alternatives. Also, van Lier (1996) defined it as a "small scale intervention in the functioning of the real world and a close examination of the effects of such intervention. (p. 32). The point is that the participant is involved in a conscious way in the problematic situation to bring about changes and gain in practice. Moreover, Burns, in Cornwell (1999) states the following:

a self-reflective, systematic, and critical approach to enquiry by participants who are at the same time members of the research community. The aim is to identify

problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practice. Action research is underpinned by democratic principles in that ownership of change is invested in those who conduct the research. (p. 5)

In this line of thought, AR is a reflective process that aims to solve a particular problem position that has been identified. One of the aims of AR is to improve the practice through several adjustments. In order to do action research, it is necessary to carry out a rigorous study in which the problem has to be clearly specified, an action plan has to be described and carried out, and finally, an evaluation has to be contemplated in order to show if the decisions taken were the adequate ones.

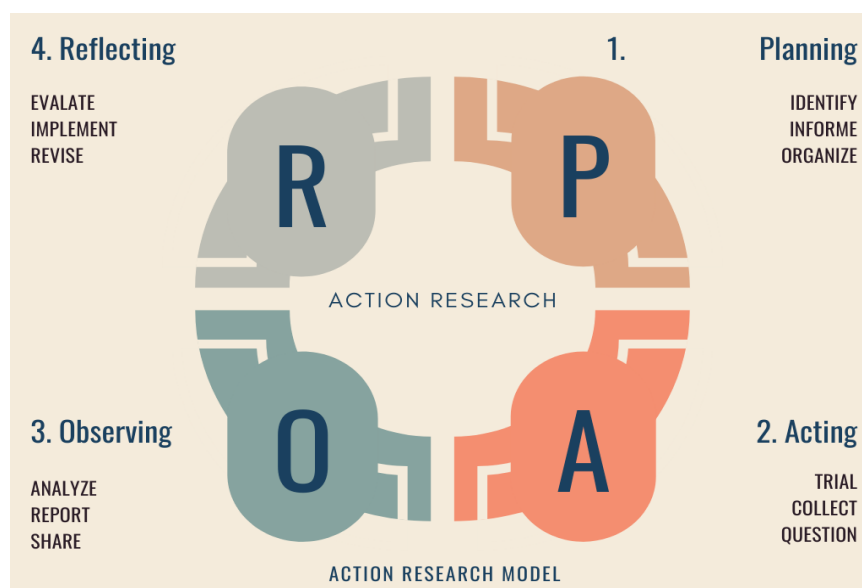
On the other hand, in education settings, Action Research has gained increasing attention that provides practical ways for teachers to assist problematic situations and to undertake a change in their teaching practices leading them to improve learners' learning. Action Research (AR), as it is known, is an investigation model whose main aim is to improve the future skills and activities of the researcher, rather than produce theoretical knowledge (Lewin, 1948). Besides, action research is defined as an approach designed to develop and improve teaching and learning. Moreover, McCutcheon and Jung (1990) defined action research as a "systemic inquiry that is collective, collaborative, self-reflective, critical and undertaken by participants in the inquiry" (pag. 148). It is a form of investigation that associates research and practice acting together to convey reflective learning.

According to John Elliot (1991), Action Research is “the study of a social situation with a view to improving the quality of action within it”. Alongside this, it lies in the will for teachers to improve the quality of their practices and provide support to enhance students' processes. Through Action Research, teachers are carrying out not only a problematic situation in their classroom but also broadening their knowledge and professional capacities. Action research is carried out by people directly concerned with the social situation that is being researched. It aims to develop both the practical situation and the knowledge about the practice of the participants.

Furthermore, Action research offers a repertoire of simple methods and strategies for researching and developing practice. Instead, it is characterized by a continuing effort to closely interlink, relate and confront action and reflection, to reflect upon one's conscious and unconscious doings in order to develop one's actions and to act reflectively in order to develop one's knowledge. to provide an elaborate step-by-step model which might limit the variety of different paths to be pursued. Practitioners who engage in action research inevitably find it to be an empowering experience with positive effects that helps educators be more effective at what they care most about, that is, their teaching and the development of their students. Various models of action research exist, among which the best known is from Kemmis and McTaggart (1988). They describe action research as a cyclical and spiraling process and the key steps are Plan, Act, Observe and Reflect.

Figure 2

Illustration of the Action Research Cycle.



Note. Model from Kemmis and McTaggart (1988)

Considering the Action Research model, a description of the different phases is presented with information related to the study.

Planning stage

A problem in practice is identified in a particular setting, students, and context (Meltler, 2018). In-depth, after finding out some of the crucial aspects affecting students' second language learning, specifically, the students' problem in listening comprehension for instructions. The strategy picture storybooks was decided to be applied in solving this problem, followed by several strategies that foster students' learning. As a teacher-researcher then I considered the material, media and time of the teaching process and discussed them with some of my peers. Afterwards, several items were prepared such as lesson plans, didactic materials, and listening activities for checking the students'

listening comprehension. It is important to clarify that this study consisted of a continuous study that showed the evolution of the students in the classroom.

Acting stage

Acting was the implementation of the planning stage. This stage was composed of a series of actions conducted by participants that were video recorded in which the teacher also acted as an observer. Furthermore, I carried out the teaching and learning process based on the lesson plans prepared previously. Every class would introduce a pattern that has an introductory section (warm-up), followed by some activities known as the core activities and an ending or conclusion (closure). However, later on that pattern got some modifications, followed by a more specific performance. Consequently, several activities were performed in the sequencing of the lesson to have an overview of students' listening comprehension. In consequence, in cycle 1 consisting of nine lessons that were audio and video recording, and later transcribed. Also, some listening strategies were exploited to foster students' listening comprehension for instructions. The second cycle included eight lessons that were carried out to enrich students' listening comprehension of some words, to appropriately use in context. Finally, the intervention in cycle 3 involved practices to predict what they heard.

Observing stage

Observing was conducted when the acting stage was taking place. It was aimed at collecting information regarding the teaching and learning process in class. As the teacher-researcher, I carried out the interventions by video and audio recording, as well as taking notes required for reflection. Besides, students' work development such as worksheets, presentations, and teamwork. In this AR, another type of data concerning the

process of the action in each session was also collected using an observation sheet.

However, these data were not included to answer the research questions. It was merely used as feedback in the reflection stage for planning better implementation in the next session.

Reflecting stage

Reflecting was made by the teacher-researcher based on the results of the implementation during the instructional process. It was done to analyze and describe the development of the action plan in class; and interpret it in light of how successful the action has been. Additionally, the reflection of my teacher's journal (see appendix 2) then became the basis of creating the lesson plan and improving in the teaching and learning process in the next cycle. At this point, the problem is re-assessed and the process begins another cycle. This process continues until the problem is resolved. The reflective diary, more than just listing experiences, included revisiting initial understanding and knowledge and re-evaluating the experience, as suggested by Boud, Cohen, and Walker (1993).

Setting and Participants

This study took place at a private bilingual school in Monteria, located in the North of the city, in the sector called Sevilla. The social, economic, and cultural environment where the institution is located in between strata 3 and 5, therefore, the institution draws its student population from a predominantly middle- and upper-class socioeconomic status. Furthermore, most parents have a professional education and are in full-time employment in the fields of health, business, and entrepreneurship. On the other hand, the school manages calendar B, which begins in August and ends in June. It is characterized by its

foundations in the preschool levels, founded 10 years ago; but today it handles the levels from preschool to ninth grade of secondary school. Moreover, it is portrayed by its wide structure divided into colorful modules according to the established levels, as well as the green zones it has.

It is an institution that bases the training of its students on meaningful learning, promoting comprehensive personal development in values, critical thinking, investigative spirit, autonomy, entrepreneurship, and social responsibility. In addition, personalized education is offered since each group has around 15 children; this institution has a high level of academic and bilingual training, expressed through a meaningful learning methodology, with a team of comprehensive teachers who plan, organize and execute projects according to the established cognitive foundations. Students at this school begin the immersion to a foreign language at the preschool level; unfortunately, teachers at the preschool levels do not receive much training in teaching very young students. Therefore, one of the objectives of my research is to improve the effectiveness of my pedagogical practice through new strategies, which in turn help improve the development of listening skills in my students.

In this line of thought, the difficulties in understanding spoken instructional English and listening comprehension through digital stories or through teacher's reading activities is notorious in the participants selected for this study due to the low exposure to the language, presenting in turn difficulties in the development of their preceding reading skills. Consequently, around 15 Kindergarten students between the ages of 5 and 6, will participate in the current study. Additionally, students in the institution learn English as a

foreign language, used for instruction in a variety of subjects including social studies, science, arts, and ethics. However, social studies and english were the subjects considered for this study. Kindergarten teaching and learning includes whole language experiences including hands-on activities, crafts, and arts integrated into learning.

Some of the participants are exposed to the English language and its learning and practice at home and school. Half of the parents have a wide range of knowledge of English as a foreign language to support their children in understanding the instructions and carrying out the activities. In addition, families have at least 2 or 3 children studying at the school at higher levels, which provides significant opportunities to have experiences with the platforms, language, and methodology with greater efficiency.

I teach kindergarten grade, six subjects all of them in English. I am a group director with 15 students in charge. Although I teach six subjects in my group, I targeted my English class for my research. My starting point for AR was my concern about my students' trouble following spoken directions, especially ones with multiple steps. Also, it is evidence that children are easily distracted, especially by background situations or external effects. Moreover, they have trouble with spelling skills, which involves understanding sounds, and sounds in words. The following pedagogical intervention is intended to describe the impact of using Picture Storybooks on students' listening comprehension of the L2 English language in a private bilingual school; as well as to analyze the effect of picture storybooks strategy to enrich teaching practices.

Pedagogical Implementation

In this study, there were three cycles of classroom action research that helped me to answer the main questions of the study. Table 1 shows the interventions development following the different stages suggested in the Action Research Model: 1.) planning the action, 2.) implementing the action, 3.) observing the action, 4.) reflecting the observation result, and 5.) revising the plan.

Table 1
Intervention Plan

	First cycle Nov. - Dec. 2021	Revising the plan	Second cycle Feb. - Mar. 2022	Revising the plan	Third cycle Apr. - May. 2022
Request process with school principal and coordinators.	Planning a week before implementat ion	Doing transcripts	Planning a week before implementat ion	Doing transcripts	Planning a week before implementat ion
Organization for the first cycle.	Action and observe 6 weeks Observation s (audio and video recorded) Students works	Identify learners progress	Action and observe 5 weeks Observation s (audio and video recorded) Students works	Identify learners progress	Action and observe 3 weeks Observation s (audio and video recorded) Students works
	Reflection each week Teacher's journal		Reflection each week Teacher's journal		Reflection each week Teacher's journal

The research started in November of 2021, and concluded in May of 2022. As such, the investigation involved multiple cycles of data gathering, analysis, and refinement of

focus leading to further data collection related to the use of picture storybooks, and students' listening comprehension. Every cycle was held in two or three interventions per week, and every intervention took around 40 to 50 minutes.

First Cycle Intervention

The intervention of the first cycle was undertaken with 14 kindergarten students over a 6 weeks span of time, from November to December, 2021. The purpose of this cycle was, therefore, to identify some of the crucial aspects affecting the teaching and learning process of the students. Classroom observations made in each weekly session were duly recorded and, upon reflection. Also, revisions were made for the following cycle of the study.

The action plan for the first cycle was made based on the problems identified during the process. It was experientially based on strategies that foster students' lack of concentration, the use of repetitive strategies such as songs and videos; as well as students struggling to understand spoken English for instruction. It focused on enabling a better understanding of instructions through the development of their listening comprehension skills. Specifically, their oral understanding of the language. In addition, it was an intervention that encouraged, indeed required, active participation from group members. Also it was modified in various ways according to the students' level to obtain a favorable reception.

Additionally, I designed the materials, media and time of the teaching process. Afterwards, I prepared several items such as lesson plans that were made weekly considering the implementation results. Accordingly, didactic materials, and listening

strategies such as attention grabbers, modeling and questions were considered. On the other hand, at the beginning of the cycle the instructional design follows a model that includes an introductory section (warm-up), followed by some activities known as the core activities and an ending or conclusion (closure) activity.

The topics of each unit were taken from the school curriculum. In the first cycle I prepared the lessons about the seasons of the year and the weather. The picture storybook selected for the first cycle is called “tap the magic tree”, an instructional book which creates an interactivity with the reader and the listeners by turning the pages. Also, I designed the guides taking into account the student’s level of proficiency, specifying the strategies for each of them and using additional material such as videos, flashcards, and manipulative materials.

The action was accomplished by the implementation of nine (9) classroom observations. Accordingly, classroom observations gave a profound understanding of the interaction and behavior of the students during the classes. Observations feed into the next stage of the cycle by providing the basis for reflection. Furthermore, several students’ works were developed and revised. Finally, the teacher's journal of interventions served as a means to candidly share my insights, feelings, emotions, and ideas of each session. It represents reflection on events leading to both success and failure in the classroom.

Additionally, the reflective journal represents an archive of personal experience and an insightful collection of perceptiveness into one’s professional development. Once the information was collected, I analyzed the students’ interaction during the interventions, the progress of students comprehension of instructions, and identified the most relevant sections of each class. Based on the results, I then adapted the intervention plan to suit

students' interaction and the need for listening comprehension improvement. The information obtained from the colleague's observation was also immediately reflected so that any change, if necessary, could be made in the following intervention.

Data analysis and reflection took place during the action research process. Once the information was analyzed from the classroom observations, the teacher's journal and the students' work, it was time to plan the second intervention cycle.

Second Cycle Intervention

The second intervention cycle took place with 14 kindergarten students over four weeks from February to March, 2022. The purpose of this cycle was to enhance students' understanding of instructions and comprehend descriptions in context.

Plans for improvement in listening comprehension over 6 weeks were enacted with kindergarten level. Classroom observations made in each weekly session took around 40 minutes. Each observation was audio and video recorded, transcribed and, upon reflection, to have the relevant information from the cycle.

The action plan for the second cycle was made based on the problems identified during the process. It was experientially based, using attention grabbers, modeling, and questions. It focused on enabling a better understanding of instructions through the development of their listening comprehension skills. Specifically, their oral understanding of the language. Likewise, the listening strategies that this cycle considered are presented as follow:

1. Strategies to follow directions, for example, listening and drawing, listening and match.

2. Strategies to introduce new material through questions that go from yes/no questions, force questions, to open questions. Also, listening and move or Total Physical Response (TPR)
3. Strategies for visual discrimination in which the students develop the ability to discriminate between and among syntactic markers through structured listening practice, using contrasting pictures, organize the story.

On the other hand, the instructional design for planning the lessons presented was based on the 5E instructional model from Bybee and Landes, (1990). It has some modifications that are explained below. It included the following steps: explore, explain, elaborate, and closure.

Explore. I provided activities that capture the students' attention, stimulate thinking, and help them access prior knowledge. Each session included an introductory activity that consisted of videos, songs, or total physical response activity to introduce or review the topic.

Explain. Enable students to explore ideas, alone and in groups. Provide time to think, plan, investigate, and organize information. I use different materials such as PowerPoint presentations, images, and games to explain the topic. Also, students acquire opportunities to connect their previous experiences, and to have an idea of the topic being studied.

Elaborate. Students apply or extend previously introduced concepts and experiences to new situations, applying knowledge to new skills. Occurrence, different activities were prepared.

Closure. students along with the teacher review and assess what they have learned and how they have learned it.

Furthermore, for the second cycle I prepared the lessons based on the English curriculum. Students worked on the identification of different phonemes and some words in context that begin with the different phonemes. The picture storybook selected for the second cycle is called “Biscuit”, an instructional book that offers a variety of words and simple but well structured sentences. Moreover the illustrations are colorful and help the story come to life. Also, I designed the guides taking into account the student’s level of proficiency, specifying the strategies for each of them and using additional material such as visual aids and manipulative materials.

During the intervention, the strategies emerged from the first cycle were applied considering the progress of the students throughout the cycle. Furthermore, new strategies were considered to support students’ listening comprehension during the lessons. Finally, I reflected on a range of experiences which were significant for my professional development, and guided me to improve my planning for the last intervention cycle. To reinforce students' learning process, a third intervention cycle was considered.

Third intervention cycle

The last intervention cycle took place with 14 kindergarten students over four weeks from April to May, 2022. The purpose of the third cycle was to demonstrate comprehension of general information in a story. Classroom observations made in each weekly session took around 40 minutes. Each observation was audio and video recorded, transcribed and, upon reflection, to have the relevant information from the cycle. During the third cycle we

continued working with a picture storybook called “Biscuit” but this time we read a new chapter of the book “Biscuit goes to the park”.

The unit plan for this cycle was divided into pre-listening, listening, and post-listening activities to facilitate the process of listening, and development of the lessons. For instance, during the pre-listening lessons students were able to identify the main vocabulary from the story, developing different activities that included short descriptions for categorizing the words presented, and recognizing the meaning of the words in specific context. For the listening lessons different listening tasks were applied such as order the story with the images following the teacher reading; identify the main characters for the characteristics mentioned. Those activities were prepared to encourage students' participation and were able to share their ideas with their classmates. Finally, the post listening lessons consisted on understanding general information of the story and connecting with their own context, students answer specific questions and illustrate their understanding in different drawings. In this cycle students made some simple predictions about the story guided by the teacher and through the presentation of visual material. It focused on enabling a better understanding of instructions as well as to think in possible situations that students would be able to associate with the story through the development of their listening comprehension skills. Specifically, their oral understanding of the language.

Data Collection Method

This study is focused on describing how picture storybooks contribute to students' listening comprehension. Data for this study was collected from classroom observations

that will be audio and video recording for doing the transcripts, and samples of students' work. Besides, a teacher's daily journal will be necessary for the reflection of the observations carried out. The following is a description of the methods used to support validation of the research design, and to answer my research questions. *(1) How do picture storybooks favor or not kindergarten students listening comprehension? (2) How does the implementation of PSB contribute to my professional development?*

Classroom Observation

Dewalt and Wayland (1998) state, observation is “a method in which an observer takes part in the daily activities, rituals, interactions and events of people being studied as one of the means of learning the explicit and tacit aspect of their culture” (p, 260). In other words, observations provided rich and in-depth knowledge related to my students' verbal and nonverbal behaviors, their location or movement throughout a lesson, and a general overview of my performance or pedagogical techniques.

Bearing this in mind, in this research, the method of classroom observations was used to audio and video record classroom interaction within the phenomenon of interest. To achieve this, 23 classroom observations were carried out during the research study. I then indexed the recordings to better organize the information gathered during the classroom observations, and then, through a careful and repeated observation of the videos. Hence, some crucial components are considered for the realization of the transcripts and the beginning of the analysis, which helped me answer the two questions that guide my research project. They were implemented as follows: in the first cycle, 9 classroom observations were carried out, 8 during the second cycle, and 5 during the third cycle.

Those observations were audio and video recordings. Also, written field notes were necessary to depict the details of what is being observed.

Schmuck (1997) discusses several advantages of conducting classroom observations. For instance, observations gave me the ability to record actual student's behavior during the interventions. Second, through the observations I identified things that my students might not be able to report on themselves. In fact, this gives effective and valid results due to the extensive field notes taken from the relevant phenomena that occurred in different situations. Finally, tools or devices such as video recorders allow me to carefully "observe" aspects that are sometimes difficult to identify at first glance.

However, conducting observations also has its limitations (Schmuck, 1997). First, students' behavior can be affected by the action of being observed through different tools or devices. There is the possibility that students show different attitudes than usual, for two reasons, to attract attention or to avoid participation. Second, because in some cases student behavior can detract from the purpose of the investigation, it can take extended periods of time to observe the desired behavior. Finally, different points of view can arise if this corresponds to collaborative work. However, in my case, the discussion of different perspectives would be a bit scarce.

Classroom Artifacts

Among the instruments that I took into account for my study are classroom artifacts, considered as a possible type of existing "data" that should not be overlooked in action research. Classroom artifacts include any written or visual data source, which acts as facilitators for understanding what is happening in the classroom and in schools (Mills, 2007). This source of existing data primarily is related to the work done by students as part

of their schoolwork but is now used as data for action research purposes (Hubbard & Power, 2003). Bearing this in mind, classroom artifacts such as student's drawings, worksheets, hand-on materials were useful to analyze the way students represent their understanding of the picture books exposed. Furthermore, some listening activities were carried out (see appendix 1), each of which consisted of three or five items that helped the teacher check students' understanding of instructions.

Teacher's Daily Journal

Additionally, a Teacher's journal was necessary for this study (see appendix 2) since one of my purposes is to reflect on my teaching practices to look for new and alternative strategies that reinforce my practice in the classroom and enhance my students' comprehensive abilities. Daily journals provide teacher-researchers with the opportunity to reflect on their professional practices through narratives related to the different situations that arise in the classroom. It is a systematic and continuous action that invites the teacher not only to reflect but also to express their thoughts, feelings that lead them to take action on their own pedagogical strategies. According to Mills (2007) "to systematically reflect on their practice by constructing a narrative that honors the unique and powerful voice of the teachers' language" (p. 70) by reflecting on the interpretations associated with those observations.

This research log was updated daily, three times. The first update will be before class, focused on knowledge of the research process; the second written immediately after the class period reconstructed dialogue with students or identified key aspects of the students' interaction; and the third, at the end of the workday, identified areas of probing

and follow-up for the next day as well as memos regarding reflection upon the data and its subsequent analysis.

Data Collection Analysis

Data analysis examines the qualitative data collected and adheres to the action-research methodology. The qualitative data provides a detailed analysis from the three cycles of this study derived from classroom observations, student's artifacts, and teacher's field notes. Each cycle consisted of planning, action and observation, and reflection. The research concerned was that some kindergarten students are having difficulty comprehending spoken English for instructions.

The methodology that this study adopted is based on the thematic analysis approach of data, which is understood as a method for identifying, analyzing, and reporting patterns (themes) within data, which mainly organizes and describes the data set in detail (Braun and Clarke, 2006). Moreover, the thematic analysis approach is performed through the process of coding. As Patton states (2002, p. 2), coding “involves making sense of huge amounts of data by reducing the volume of raw information, followed by identifying significant patterns, and finally drawing meaning from data and subsequently building a logical chain of evidence”. Hence, the research developed this approach to answer the research questions based on the analysis of the data related to the different aspects affecting students' listening comprehension skills. Consequently, we developed this approach to analyze the data collected from the observations, classroom artifacts, and teacher's daily journal that were subsequently assigned into categories.

Data analysis involved a set of stages that enabled the researcher to generate a theory inductively. First of all, data from classroom observations and students' activities were organized and stored in different folders. The information was indexed to better organize the information gathered considering the week, date, length, and status of the data according to the different cycles. Then, I watched the videos and through careful and repeated observation, some crucial components were considered for the realization of the transcripts and the beginning of the analysis, which helped me answer the two questions that guide my research project. Indeed, I observed classroom activity across several school weeks to identify and describe students' significant changes in the development of listening comprehension. Furthermore the information was shared and discussed with some colleges to have another perspective. Next, the data obtained was decoded to find possible emerging patterns which led me to formulate categories of analysis based on the codes assigned in the previous stage. Those categories helped me specify some characteristic features that might provide evidence of students' listening comprehension process. Through the analysis, I identified the following aspects: (1) most of the time the use of repetitive strategies such as songs, videos, images, and worksheets do not consider specific students' learning needs. (2) students' listening comprehension is affected by students' interaction in class, as well as the struggle to understand spoken English for instruction. In the forthcoming table (see table 2) are shown the different strategies that contributed to the improvement of students' listening comprehension.

Table 2*Teaching Strategies Codes*

Instructional strategies	Purpose
Attention grabbers	To improve students' attention focus during the lessons.
Modeling	To help students undertake a task more effectively while demonstrating what is expected to do.
Questioning	To stimulate learning through the development of students' thinking, and drive to clear ideas.
Pre-listening activities: games	To help increase student participation, and foster social and emotional learning.
Visual materials: images	To support students' grasp of content and encourage understanding of instructions.
Prediction strategy	To provide a gateway to help students access a text and demonstrate students' understanding of text.

On the other hand, the teacher's journal was used as a main data source because authentic reflection would be of crucial importance in establishing credible findings. Based on the reflections I wrote, I shared some thoughts with colleagues looking for feedback and new ideas that help me for the implementation of classes.

Because action research is carried out in real-world circumstances, the researchers must pay close attention to ethical considerations in the conduct of their work. (Richard Winter, 1996). In this line of ideas, a request process to develop the study was obtained from the school principals and coordinators before making observations or examining documents produced during the process of the study. Furthermore, as the specific community of this research project is constituted by children, a consent form was made,

with which it was authorized for the school and parents to take part of this research project.

Moreover, the research remained confidential from participants throughout the study.

Instead of using students' actual names, I used letter codification, such as A, JJ, LJ, AN (initial letter names).

Findings

This chapter is divided in three main cycles, each of which present the results relating to the research questions. Each cycle consisted of planning, action and observation, and reflection. Firstly, a historical description of interventions are presented, and finally, followed by a synthesis of the key findings from each cycle intervention. The following chart presents an overview of the analysis derived from the three cycles implemented.

Table 3

Historical Description of Interventions

Presentation of the first cycle To identify some of the crucial aspects affecting the teaching and learning process of the students. 5 intervention weeks 9 audio and video recordings 4 main listening activity	Presentation of the second cycle To encourage students' understanding of instructions and meaning of concepts. 4 intervention weeks 8 audio and video recordings 3 main listening activity	Presentation of the third cycle To foster students' comprehension of words in context. 3 intervention weeks 6 audio and video recordings 3 main listening activity	Synthesis of the key findings from the action and observation, and reflection steps.
Planning Attention grabbers Modeling Questioning	Planning Pre-listening activities: games Visual materials: images	Planning Prediction strategy	
Action and observation cycle (pictures, extracts, assessment evidence) Images and transcripts of classroom	Action and observation cycle (pictures, extracts, assessment evidence) Transcripts of classroom	Action and observation cycle (pictures, extracts, assessment evidence) Transcripts of classroom	

observations. Tables	observations.	observations.	
Reflection Students progress and teaching development	Reflection Students progress and teaching development	Reflection Students progress and teaching development	

Referring to the data above, it shows how picture storybook strategy was implemented in the classroom. Also, it describes the changes provided in each stage of Action Research. Additionally, how the use of the strategy contributed to my professional development of English as a Foreign Language Teacher (EFL).

First cycle analysis

The main objective of the first cycle of intervention was to identify some of the crucial aspects that were affecting the teaching and learning process of the students during the use of picture storybooks; and therefore, the development and result of English classes. On the other hand, during the five weeks of intervention it was planned and implemented some strategies to improve preschool students' listening comprehension skills based on the listening difficulties identified during the process of the study.

Considering the purpose of the cycle, several aspects were found that required constant change of action. What affected students' listening comprehension the most were their struggling to stay focused in class, and the limit of vocabulary to understand spoken english. Due to the fact that all these problems were evident in different classes, therefore, various pedagogical strategies such as attention grabbers, modeling, and questions were

carried out. The intervention consisted of a continuous cycle that showed the evolution of the students in the classroom.

One of the aspects found showed that students struggle to stay focused. Common signs that were noticed in the classroom included disruptive behavior in class. They were easily distracted and constantly interrupted the lesson. Most of the time, external noises and talks between them were the biggest distracting agent in children. For example, in the figure number 3 from the second class, the teacher was reading a story, she was presenting the images from each page and explaining key concepts. However, some of the students were rolling on the floor, talking between themselves, or interrupted while the teacher was talking.

Figure 3

Classroom interaction



In many cases, the concentration issues children had in the classroom caused students difficulty understanding instructions, generating confusion and poor performance when carrying out a task. For instance, the transcript below shows this clearly, after giving the instructions to develop a task, the teacher checked if students had understood.

Transcript 1. Understanding instructions

- 1 T let me see your activity (the students showed the activity to the teacher)
 you haven't started. I said that first you match the images with the correct
 word, and then you color but some of you did it the way around.
- 2 LJ xxx
- 3 T Now go and finish the activity.
- 4 LJ ¿Qué tengo que hacer?
- 5 T the images that you have here, for example in which season can we see a
 lot of flowers?
- 6 LJ in spring
- 7 T exactly, so you are going to do a line, match the image with the correct
 season. Is it clear?
- 8 LJ yes

Students' comprehension seemed to be difficult when they were not interested in the task. In the transcript, the teacher decided to reoriented the instructions through an example (turn 5) and attended to help students understand the instruction by using different words (turn 7).

Another aspect found that was affecting students' listening comprehension was children's vocabulary development. Students showed weaknesses in identifying and relating key words with the context presented. For example, the transcript below comes from lesson 3, in which the students were asked to identify the correct weather according to the trees presented in different pictures.

Transcript 2. Identify the season

- 1 T Now we are going to do an activity, look what I have here (.3) ((she shows a paper to the students)) I have different pictures, different trees, what is this?
- 2 C full
- 3 F a tree
- 4 T ok, in this image, the tree represents the summer or the winter?
- 5 SF winter
- 6 A tree, tree
- 7 T the tree is full of leaves in summer or in winter?
- 8 SS winter
- 9 T Are you sure that in winter the trees have leaves?
- 10 SS summer, summer
- 11 T in summer::: that's right! and this one ((she points on an image)) in autumn or in winter?
- 12 SS in winter
- 13 T look at the third picture, it has some flowers, some birds, is it spring or summer?
- 14 SS summer, summer
- 15 SA SPRING

In the previous transcription, the teacher and students were discussing the weather. However, as the students did not identify the word tree, it was necessary to provide some questions with two options like in turn 4. Nevertheless, it is noticed that students were guessing the answer until they had the approval of the teacher (turn 11). Then, the teacher decided to use a short description with a choice question to help the students understand the concepts but students answered incorrectly. It shows that their limit of vocabulary was an issue to understand and execute the concepts properly.

Owing to the main aspects found that were affecting students' listening comprehension of instructions, and the students' situation in the class, I planned the following strategies (see table 1) based on the research made and the students listening difficulties to foster my learning and teaching process in the classroom and promoted my students' listening comprehension skills through the use of picture storybook.

Table 4

Strategies Used for Listening Comprehension

STRATEGIES	DESCRIPTION
Attention grabbers	Consisting of opening statements adapted to gain students' attention during the lessons, and foster comprehension of instructions.
Modeling	Corresponds to teachers' discourse moves that provide an example of what students have to do or A means to support their understanding.
Questions	<ul style="list-style-type: none">-Not opening questions, but questions used by the teacher to encourage participation, reflection, understanding, etc.-The questions lead students to do something or to understand.-Occur in reaction to students' participation or misunderstanding.

Analysis of observations revealed that the teacher provided the strategies below to support learners' listening comprehension skills, especially when giving instructions. As well as to improve her learning and teaching process. This analysis showed that by providing attention grabbing strategies that consist of opening statements, help minimize potential distractions and provide best focus results in students. For example, in the following transcript the teacher intended to prepare the students for the next activity.

Transcript 3. attention grabbers

- 1 T now, let's sit, sit down everybody please pay attention ((some students lay down on the floor doing different things and were not following the instructions))
- 2 T Listen, one, two, three (she started presenting the fingers to count) everybody look at me. ((the students started running and organizing their chairs to sit in their places, the teacher got all their attention)) very good guys. ok, let's remember, is this a tree or a flower? ((she uses different images))
- 3 SS a tree
- 4 T great!

As this transcript shows, when the teacher used the attention grabber “one, two, three, everybody look at me” (turn 1) students focused their attention on the teacher and engaged to listen to the question asked to them. Similarly, teacher uses of attention grabbers also served to engage the students in the content being taught. In many cases, the teacher realized such a strategy by providing chants as it is shown in the following transcript.

Transcript 4. attention grabbers with chants

- 1 T I can see a season and the season is winter
- 2 SS in winter is cold
- 3 T good, now I can see a season and the season is summer
- 4 SS in summer is hot
- 5 T the weather is windy
- 6 SS the season is autumn

In this transcript, the students performed an activity that consisted of “listen and sing the chant” mentioning the weather for the season sung by the teacher. The teacher started telling the students the season (turn 1 and 3) and students responded with the correct weather (turn 2 and 4). Then, the teacher changed the order, she started with the weather (turn 5) and students mentioned the season (turn 6). This strategy was expected to gain students’ attention during the lessons, and sometimes, during the transition period from one activity to another, as well as to make students aware of listening attentively to the instructions given.

Presumably, to help learners understand instructions at the onset of lesson activities or tasks, modeling instructional strategies was used. Specifically, this strategy aimed at helping students understand exactly the way in which activities should be developed and the steps learners should follow to complete them. The following transcript, taken from a lesson about the weather in the different seasons shows this clearly, that is, the picture storybook being studied.

Transcript 5. modeling to give instructions

- | | | |
|---|----|--|
| 1 | T | Ok guys now you are going to identify how the weather is in the different seasons. This is an image for winter, we have spring, we have summer, and the last one is autumn. (the teacher point in each of the image from the activity) |
| 2 | JJ | ya podemos empezar |
| 3 | T | No, wait a minute, you need to wait for the instructions. |
| 4 | T | (the teacher started drawing on the board) ok, the first step of this activity is to color only these images (she presented the images and use a color pencil) |

- 5 JJ con los colores que queramos?
- 6 T look and listen to what you are going to color, the image number one, two, three and the image number 4, that's it. ok? start coloring the first images. Can someone tell me the instructions I gave?
- 7 F vamos a colorear las imágenes que están en el tablero.
- 8 T very good!

In the previous transcript, students were developing a listening activity (worksheet) in which the teacher started telling students the purpose of the worksheet she had given them before (turn 1) and next, she gave the instructions to develop the activity (turn 4) using simple sentences and modeling the steps to make the instructions as clear as possible. The teacher used the strategy to engage students by showing them how to perform a skill while describing each step with a rationale. This provides students with both a visual and verbal example of what they were expected to do.

The teacher also modeled instructions to promote and increase students participation during class development. Transcription below comes from the same listening activity presented before in which students listen to the statement and color the correct option.

Transcript 6. modeling of instructions to promote participation

- 1 T for the second part you have two options but you need to color only one, for example, what is the first season? (present the image)
- 2 SS winter
- 3 T ok, now listen, in winter the weather is snowy, what is the image for snowy?
- 4 F number 1

- 5 T exactly, you're going to color the image that represents snowy weather. (the teacher draw on the board the options illustrate on the worksheet)
- 6 SA vamos a colorear todas?
- 7 T no, only the image of snowy. You have two options, so the weather in winter is snowy. Which one of the two images is snowy?, Samu. Come to the board and show me.
- 8 SA this one (he point out in the correct image)
- 9 T ok, so color that image.

Instructions are a key component of lessons since they are the first step to carry out activities toward lesson objectives. In the previous transcript, the teacher gave the instructions using an example and asking a question (turn 1). Next, she told students a sentence followed by a question (turn 3), and then she decided to draw on the board and explain again (turn 5). However, some students were confused, so she reformulated the instruction and asked one of the kids to show the answer (turn 7 and 8).

After implementing the strategies presented above, students began to initially recognize, understand, and use the concepts studied. Furthermore, the teacher frequently used a questioning strategy that helped learners start to answer textual questions from the picture storybook applied. An example of questioning comes from lesson 6.

Transcript 7. questioning

- 1 T What season is this?
- 2 SS summer, summer
- 3 T Is it cold in summer?

- 4 F no:::
- 5 T no, so how is the weather in summer?
- 6 SA Hot
- 7 T Very good, and what do the trees look like in summer?
- 8 SA Xxx
- 9 T trees have flowers, leaves, fruits, what do they look like?
- 10 SS full and fruits
- 11 T Yes, they are full of leaves, and have fruits. In this season it is very very hot and we can see fruits.

The teacher used this strategy to encourage students to respond to specific questions related to the story being studied, and facilitate learners' participation. Also, the teacher used questions to confirm students' comprehension or to obtain more information from students as the example below.

Transcript 8. questions to confirm understanding

- 1 T Guys now let's go outside the classroom and you are going to look at the sky. What can you see?
- 2 V Clouds
- 3 L Un pajarito volando
- 4 T and what colors can you see?
- 5 SS blue and white
- 6 T Perfect! Now look around you and tell in what season are we now? Remember the four seasons from the story, winter, spring, summer, and autumn. What season is this?
- 7 SA in summer miss
- 8 T why?

- | | | |
|----|----|---|
| 9 | SS | porque hace calor |
| 10 | T | great, it is hot, what else? |
| 11 | V | tree are green |
| 12 | T | excellent guys |
| 13 | T | What do the trees look like in the story?
Are there any leaves? or are there any fruits? |
| 14 | F | fruits |
| 15 | T | Very good, they have fruits. And what color are the leaves? |
| 16 | SS | GREEN::: |
| 17 | T | Excellent job! |

In the previous transcript, the teacher and students have a time of observation outside the classroom to identify the season that corresponds to that time. The teacher used different questions to confirm students' understanding of the story and the concepts developed during the lesson.

The first set of analysis displayed that the use of picture storybooks require the use of some strategies to support students' learning during the implementation. Consequently, analysis revealed three main strategies (i.e, attention grabbers, modeling, and questioning) that were implemented during the cycle. However, although the alternative strategies used throughout the procedure encourage students' listening comprehension of instructions, students still had difficulties to execute those instructions properly. Bearing this in mind, for the next cycle it is necessary to improve the way instructions are presented to support students' learning process during comprehension activities. Those instructions must be simple and clear, for example, using an appropriate language and giving one instruction at a

time. Moreover, it is shown that the students at the end of the intervention cycle were able to recognize the concepts related to the topic, and understand short descriptions about it; nonetheless, they obtained little progressive results identifying statements in context. The forthcoming table (see table) shows the results on the process of using picture storybooks following the cycle steps.

Table 5

Observations Results on the Process of Using PSB

Reflecting	Planning	Acting and observing	Reflection
Students struggle to stay focused. They were easily distracted and constantly interrupted the lesson. Also, students show confusion when carrying out the activities.	Attention grabbers	Gain students' attention during the lessons. Make students aware of listening attentively to the instructions given.	Attention grabbers help minimize potential distractions and provide best focus results.
Limit of vocabulary. Low performance. Students get frustrated during the development of the activities.	Modeling	Modeling the explanation and instructions.	Redirect and reformulate the given instructions. Step by step instructions. Visual materials.
Initial understanding of concepts. Students began to recognize and use the concepts studied.	Questioning	Students started answering textual questions.	Little by little the vocabulary used was provided in a contextualized way.

Considering the information above, at the beginning students' motivation and interest for the strategy used was unsatisfactory, showing misunderstanding, lack of concentration, few moments of interaction and participation, and difficulty in following the instructions. This means that there were some characteristics in my teaching practice that directly influenced students' attitudes during the lessons which resulted in difficulty for a good implementation of the picture storybook used. At the beginning of the first cycle implementation I spent more time ensuring that students were paying attention than in presenting them the best way to be focused during the lessons and listen to the explanations of the topics. On some occasions this exhausted my physical energy, leading me to moments of frustration, and to further question my way of teaching, starting with the interaction with the students during classes.

Therefore, I also wondered how I intended my students to move forward in their learning process or in their tasks when it was evident I did not give them the appropriate instructions and did not offer enough help. Consequently, I showed discouragement and concern for the learning process of children, which turned into reflective moments that acted as support to focus the students' learning process. Besides this situation, I pondered the need to implement new strategies to overcome such situations and this led me to deeply revise my own attitudes, and actions during and after my lessons. As well as to reflect on the listening activities considered for the next cycle. On the other hand, peer conversations were key to gaining new perspectives, offering opportunities to meaningfully further my classroom practices. Moreover, listening to my peers' comments, I was able to reflect on what I had applied during the Action Research process.

Second cycle analysis

The previous cycle revealed that the teacher supported students' listening comprehension using different strategies (i.e. attention grabbers, modeling, and questioning) within the use of picture storybooks improving somehow her teaching professional development. However, although the teacher's implementation of strategies helped learners comprehend the majority of things expressed in class, they still needed support to understand specific descriptions in context. Thereby, the second cycle intervention sought to enhance students' understanding of instructions and comprehend descriptions in context.

During the intervention, the strategies emerged from the first cycle were applied considering the progress of the students throughout the cycle. Furthermore, during the implementation of the second cycle, new strategies were identified to support students' listening comprehension during the lessons. Additionally, different listening activities were planned for this intervention, each of which consisted of three or five items with specific descriptions to develop the task. As was mentioned, the analysis showed some notable variations in the way the teacher develops the classes and uses picture storybook strategy.

Analysis revealed that pre-listening activities which include games (e.g. broken telephone, memory games, guessing games) facilitated students comprehension of spoken English. Several times those games were developed to introduce key concepts to elicit information about the picture storybook. An example comes from lesson 1 in which the teacher was presenting some key vocabulary related to the story they will work on using a magic box.

Transcript 9. Guessing game

- 1 T let's see the first thing we have in the magic box, is where we sleep
- 2 V una cama?
- 3 T we sleep in a bed (use of realia material) also in the magic box there are something that we use in our body to sleep, when it is cold (use of body language)
- 4 A una cobijita
- 5 T yes (now she decided to present the object) what is this?
- 6 AN is a girl
- 7 T yes is a girl but we call it a doll because is a toy
- 8 V ohh una muñeca
- 9 A exactly she is a doll. now listen, the doll is in the bed
- 10 V esta como en un mini cuarto
- 11 T yes (she points in the objects so students understand better the statement) so the doll is in the?
- 12 SS bed
- 13 T and she has a?
- 14 S Bed
- 15 T what is this?
- Xxx
- 16 T she has a blanket, so one more time the (she points in the object)
- 17 SS Doll
- 18 T the doll is in
- 19 SS Bed
- 20 T and she has a
- 21 SS Blanket
- 22 T blanket, very good, so the doll is in the bed and she has a blanket

In the transcript above, students played a game using some realia material to identify some vocabulary. The teacher used the vocabulary in context, telling students some sentences according to the object presented (turn 1, 3, and 7), and the students were able to identify the object for its description, saying the names in Spanish (turn 2, 4, and 8). It is noted that the teacher later used different sentences that students had to fill with the correct object name. These types of games act as repetitive activities that enhance listening skills and comprehension of sentences through the development of new vocabulary.

To that end, it is noticed that the games implemented promote students' listening skills since they were able to later comprehend and illustrate specific statements they heard. As this transcript shows, students developed a listening activity following the descriptions mentioned by the teacher.

Transcript 10. listening activity-listen to and draw

- | | | |
|----|----|---|
| 1 | T | ok listen to the instructions. you're going to draw what I am going to tell you. |
| 2 | SS | Ok |
| 3 | T | First, you're going to draw a dog but you need to listen to the characteristics. |
| 4 | SS | ((students talking)) |
| 5 | T | draw a dog but tell me Biscuit is big or is small (body language) |
| 6 | SS | Small |
| 7 | T | ok, draw a small puppy, draw a small dog |
| 8 | V | es dibujar un perrito |
| 9 | MF | miss dibujamos un perro? |
| 10 | T | yes, draw a dog but it has to be small, small like biscuit because biscuit is small (they spend some minutes doing the drawing) |
| 11 | T | Now, Biscuit is red? |

12	SS	no
13	T	Biscuit is blue?
14	LJ	Yellow
15	T	biscuit is yellow, so you are going to color the dog in yellow
16	LJ	coloreamos miss?
17	T	Yes

In this transcript, students had to develop an activity that consisted of drawing the character of the picture storybook previously read following the descriptions mentioned. The teacher started telling students the objective of the activity followed by the first instructional statement (turn 3), then for the following instructions she elicited the answer from the students (turn 5 and 11). As this transcript shows, the students used their L1 language to provide an explanation about their understanding of the English instructions. Furthermore, it is seen that students used the Spanish language to get confirmation about the task, this shows that they had progressed positively in their understanding of spoken English.

Besides, analysis shows the use of visual materials (e.i. images, pictures) to provide students meaningful input and guide learners throughout the lesson. Those visual materials provided a general background and context of the situations listed. Moreover, visual aids contributed to the students' ability to understand key statements and follow the sequence of the story. Subsequently, students were able to develop an activity whose purpose was to listen to specific episodes from the story and circle the correct image that better represents the statement mentioned, as in the following example.

Transcript 11. listening activity-listen to and circle

- 1 T for this activity you need to choose only one image
- 2 V hay que hacer un perrito como el que está ahí
- 3 T no, you need to hear and you are going to circle only one image, for example, son four questions, tenemos cuatro enunciados, one, two::, three and four
- 4 A miss o sea le hacemos el círculo al que nos guste
- 5 T no, what I say, el que yo les diga, for example ((she started writing and drawing an example on the board)) Biscuit is small ((she drew two dogs, one big and the other small)) which one is small, one or two?
- 6 SS Two
- 7 T so you circle that image, ok?
- 8 SS Ok
- 9 T number one, Biscuit is a dog. Which one are you going to circle?
- 10 SA the dog
- 11 T ok, do it, circle the image with the dog. number two, Biscuit wants to hear a story, circle the correct image.
- 12 MF number two miss
- 13 T great!

Images play an important part in picture storybooks tool since they remind the learners what happened throughout the story and support learners ability to confidently retell the key events. In this activity, the teacher explained the task providing some examples, then she read each sentence out aloud twice. On the first reading the students just listened. On the second reading they listened to and circled the image of the sentence mentioned.

Accordingly, once students confidently identified the key events through images, they were able to determine whether a statement was correct or not through a true-false

listening activity item. In the following transcript is shown how students responded to some specific events from the story.

Transcript 12. listening activity-listen to and check

- | | | |
|----|----|---|
| 1 | T | let's start with number 1, Biscuit is big, that is true or false? |
| 2 | SS | False |
| 3 | T | ok, you are going to circle the letter F |
| 4 | T | Biscuit wants a kiss, is that true or false? |
| 5 | AN | Yes |
| 6 | T | it is true, so circle the letter |
| 7 | SS | T |
| 8 | T | T because it is true that Biscuit wants a kiss |
| 9 | T | ok, number 3, Biscuit wants to drink milk, that is true or false |
| 10 | A | false, Biscuit wants to drink water |
| 11 | T | Now let's continue with number 4. Biscuit wants to sleep, Does Biscuit want to sleep? |
| 12 | F | no, that is false |
| 13 | T | and the last one, number 5. Biscuit is walking |
| 14 | SS | True |
| 15 | T | yes. |

This activity helped direct students' listening through its use of a visual stimulus. Images in a PowerPoint were used for this resource. Students listened to the description read by the teacher while viewing the image and decided whether the information was accurate or not.

During this second intervention, thanks to such a reflective process I went from the observation of difficulties in my behavior to small actions that made big changes in the

observed lessons. Moreover, I found myself more determined in the statement of my ideas in front of the students and I did not only think about my nonconformism regarding the students' progress, instead, I immediately acted and assumed to carry out the appropriate strategies to foster students' listening comprehension.

Similarly, I reflected on a range of experiences which were significant for my professional development. First, I tried to find out which aspects of teaching provided better development of the classes creating expectation and interest in the students. I found that students' interest increases when they are able to participate, and express their ideas with their classmates and teacher. Here, I assumed that the implementation of games, chants, visual aids, and realia material could act as scaffolding strategies to develop students' learning process.

Bearing in mind the strategies I implemented considering the main aspects that affect students' listening comprehension, I realized that not only songs but also stories can be used by teachers to foster students' listening skills. For instance, I managed in this study the skill of listening comprehension in a multimodal mediation as it is presented by (Choi, & Yi, (2016) that is, in which both speech, gestures, images, and head orientation serve as bridges to provide students comprehension of different concepts. Although students had shown great improvement in their listening comprehension through the implementation of the strategies within picture storybooks, I considered necessary the development of a third cycle to reinforce students' learning and demonstrate their abilities when carrying out several listening activities. Plan for this cycle consisted of students making some simple predictions about the story guided by the teacher through the presentation of visual material. It focused on enabling a better understanding of instructions as well as to think in

possible situations that students would be able to associate with the story through the development of their listening comprehension skills. Specifically, their oral understanding of the language.

Third cycle analysis

The last cycle intervention took place in three weeks of classes considering the progress of the students during the previous cycle. The purpose of the third cycle was to demonstrate comprehension of general information in a story. Students demonstrated their ability to comprehend sounds into words, follow instructions, sequencing in a story, specific statements, and meaning of words through images. Furthermore, it was revealed that students' improvement in listening comprehension skill was due to the variety of pedagogical strategies the teacher used in the classroom to support the use of picture storybooks.

Prediction strategy was developed to help students become active listeners and give them a better chance of general comprehension. Therefore, the unit plan was presented in three sections as follows: pre-listening, listening, and post listening activities. Hence, this cycle emphasized on important aspects of a story such as main characters, setting, and what students predict from each episode according to the images presented.

Analysis revealed that during the pre listening lessons students identified the vocabulary for the story through categorization of objects with words. Also, when students identified the beginning sound from words, they used the expression “k is for kite, b is for ball, c is for cat”. But also learners were able to use that vocabulary in context. For example, the teacher gives students a statement, this is an object that we use when it is windy, we fly a ... so students finish the statement with the corresponding word. Students

connected what they see in the different images presented in the story and related with the statements mentioned by the teacher. The table number 6 presents the statements mentioned and filled for the teacher and students.

Table 6

Listening for Categorization

This is an object that we use when it is windy, we fly a	Kite
When you go to the park and it is sunny, you put in your head a	Cap
Baseball players need two objects to play a game	Bat and Ball

This kind of activity goes beyond vocabulary building and phonics recognition, instead, it also requires students' comprehension of language and construction of meaning.

At this point of the study, students were able to comprehend specific questions or open-ended questions that required the use of WH words. This implied that they require a more detailed response and invite students to give longer responses that demonstrate their understanding. With kindergarten students open-ended questions were used to help them to identify the main characters and setting of the story being studied. The following example shows this clearly, the teacher is presenting some images related to the picture storybook selected, called Biscuit, goes to the park and asks students some questions about it.

Transcript 13. Who are they?

- 1 T who are they?
- 2 V un niño y una niña
- 3 T Yes, they are a boy and a girl. How many? How many people? How many kids?
- 4 AN One

- 5 V Two
- 6 T There are two kids, one boy and one girl, so they are the characters of the story. The boy, the girl, Biscuit and his friend. Who are the characters?
- 7 SA four
- 8 T exactly four, the two kids and the two animals. Now tell me where are they?
- 9 V atrapando la pelota
- 10 T correct but where?, in what place? Are they already at the park?
- 11 SA están corriendo
- 12 T yes but I did not ask you about the activities they are doing, I asked you in what place they are. Are they in a house? or are they in a supermarket?
- 13 SS No
- 14 T where?, where are they?
- 15 SS in the park
- 16 T at the park

Teacher questions in this transcript provided learners ideas about the characters and setting presented in the picture storybook selected. Also, students were able to identify some characteristics of the main characters mentioned. She used different types of questions to promote students' participation and they were able to identify some aspects of the story.

Analysis also revealed that listening activities were key to support students' previous abilities such as the comprehension in the sequence of the story. The teacher used different images that helped students remember the context of the story and the different episodes students can find along the lessons. Moreover, it prepared students to use connected words to follow up the sequence of the story read, for example, first, then, next,

finally. The following is an activity in which students must be attentive to identify the image that better represents what the teacher was reading aloud.

Transcript 14. Order the story

- 1 T I am going to retell the story but you need to identify the image that I am describing to organize the story correctly.
- 2 V yes::
- 3 T First, Biscuit is at home with the girl. They are sitting on the floor.
- 4 SA This one is, this one.
- 5 T Wait, you need to tell me the number.
- 6 F Number 4
- 7 T Yes, very good. What are they doing?
- 8 SA Sentados
- 9 T Sorry?
- 10 V Sit, sit
- 11 T They are sitting on the floor. Then, their friend Max arrived and gave Biscuit a surprise! ((the teacher screams and shows a surprised face)) surprise Biscuit! It is Puddle, let's go to the park.
- 12 SS Number 2 miss
- 13 T Great. Which one is Puddle, the boy or the cat?
- SS The cat
- 14 T Ok, perfect. Next, at the park they play baseball, fly a kite and play with the birds.
- 15 SS Number 1.
- 16 T Finally, the girl said: who's that kite? ... oh look at our friends. Biscuit and Puddle run towards them.
- 17 SS Number 3

Once students organize the story, the teacher retells it one more time with students' help, for example, filling with a word when the teacher stops so students can practice and

remember the vocabulary. The previous transcript shows how the teacher used the words first, then, next, and finally (turn 3, 11, 14, and 16) respectively. It helped students to be attentive all the time giving an expectation time to understand the story being told and used the correct words with the correct sentence. For example, the teacher started saying, First, Biscuit and the girl were sitting on the floor. The words sitting and floor were said by the students while the teacher was modeling to the students.

Another example shows the use of open-ended questions to help students to predict what happens in the story. The following transcript shows some of the questions the teacher used to guide students during the process of predicting events.

Transcript 15. Questions to predict events

- | | | |
|----|----|---|
| 1 | T | Let's see the cover of our new story. What can you tell me about this image? What do you think the story is about? |
| 2 | V | that Biscuit go to the park |
| 3 | T | Yes, Biscuit goes to the park, and that is the title of the story but what do you think is going to happen in the park? What do you think they are going to do? |
| 4 | T | Biscuit is at the park but what is Biscuit going to DO at the park? |
| 5 | V | va a volar una kite |
| 6 | T | But do you think that a dog can fly a kite? |
| 7 | SA | con la boca |
| 8 | T | How will Biscuit fly a kite? |
| 9 | V | con la boca |
| 10 | T | with the mouth? |
| 11 | T | ok, could be. What else? another activity biscuit will do at the park |
| 12 | SS | Xxx |
| 13 | T | only to fly a kite? what other activity |

- 14 V jugar con la pelota
- 15 T ok, each of you is going to draw an activity that you think Biscuit and his friends will do in the park.
- 16 SS ok.

The teacher started with clear questions that students responded to according to the image from the cover and some pages that the teacher presented. Then, she used short questions and affirmed what the students had said.

Findings also revealed that during the post-listening activities learners were able to understand general information of the story and connecting with their own context, students answer specific questions from the picture storybook and illustrate their understanding in different drawings. For instance, the teacher explained to the students the different activities main characters do at the park, so it was time for them to illustrate their understanding from the whole story and illustrate what they do when they go to the park. Finally they shared the final activity with their classmates and compared the information with the story.

Transcript 16. Illustrate your understanding of the story

- 1 T Now guys you are going to answer this question. What do you do when you go to the park? Remember the activities Biscuit and its friends did. They fly a kite, they play baseball
- 2 V Run
- 3 T Yes, they run. Now tell me what do you do?
- 4 SA ah Miss lo que jugamos en el parque
- 5 T Yes the activities you do at the park
- 6 F Manejar bicicleta
- 7 T Aja in English
- 8 SA Ride a bike

- 9 T Great, what else?
- 10 V Jugar a las escondidas
- 11 T Oh you play hide and seek. Ok, you are going to draw the activities you do at the park. Are they the same activities that Biscuit does?
- 12 SS No::: are different
- 13 T Finally, what is the story about?
- 14 F Biscuit go to the park and play
- 15 T Yes, but also the most important is that Biscuit shared with...
- 16 V Puddle
- 17 T Only with Puddle?
- 18 F No::: with the girl and the boy
- 19 T And te are ...like you, you are
- 20 SS Friends
- 21 T Great, they are friends and they shared together at the park

In this transcript it is revealed that students were able to understand the story from specific to the general information. They give specific information from the story and then talk about their own experience (turn 4, 6, 8 and 10).

During the third intervention, it was sought to work more on the oral production of the students through prediction. These types of activities required visual discrimination and teacher's questions as a support to receive input from the story. I noticed that students had better understanding of the spoken language. First, how the students answer the questions presented during the lessons, specific questions related to the story and sometimes related to their own activities. Second, the instructions they received had immediate acting, and for a few moments students required repetition of the instructions. Even though the results

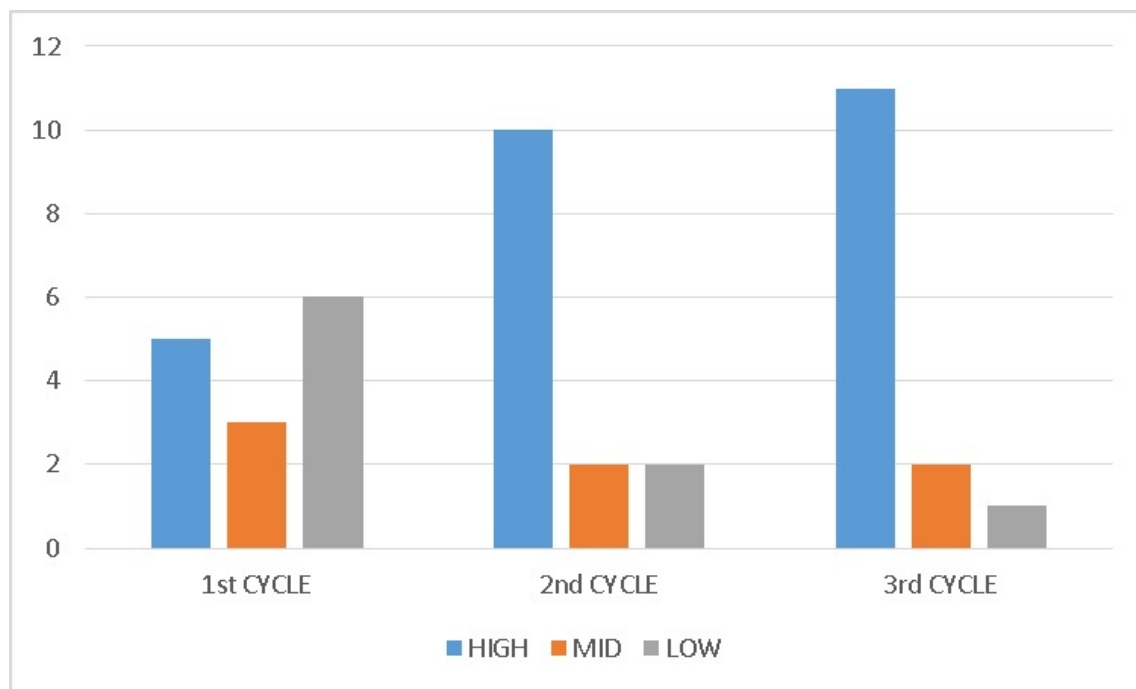
obtained for the students, I continue with the implementation of the previous strategies to scaffold students' learning and achieve better results in the development of their listening comprehension. I tried to show the instructions in the simplest way, for example, give one instruction at a time, check if students had understood the instruction, model the instruction when it was necessary, and bring constant help during the lessons. Accordingly, prediction was a hard activity for kids, sometimes the information was limited or the idea did not present a good interpretation, however, I was able to see the environment of the classes, how participation increased, and how students were able to comprehend a great amount of information.

Comparing the results (during the three cycles) I noticed that students' listening comprehension progressed considerably. The first analysis revealed that students well-recognized the concepts presented in an isolated way, understanding some of their descriptions. Thus, they developed more vocabulary than listening comprehension. In the second cycle, therefore, the strategies and activities served to help students identify statements in context and represent them through drawing. At this point, students were able to understand and complete the items following the teacher's simple instructions. Finally, in the third cycle, students develop an initial understanding of doing predictions following the images in a story.

During the development of the different cycles, I had the opportunity to self-reflect based on my experience and practice using picture storybooks. I learned that early childhood and elementary classrooms require constant decision-making and intense structure to employ effective teaching strategies. Moreover, how important it was to employ different strategies such as attention grabbers, in my daily instruction. Those ideas are

effective not only to improve students' listening skills, but also, in that students are called to attention without teachers raising their voices, and their attention is directed to the teacher. Students enjoy this method because they are usually very fun ideas, and they do not realize they are being called to attention. Furthermore, questions were often used to stimulate the recall of prior knowledge that helped students uncover what had been learned. Hence, questions strategies require advance preparation, however, in some cases I used expontaneous questions during the lessons. This strategy yielded immediate feedback on student understanding of the lesson content. I used different types of questions that go from yes/no questions, force questions, to open questions. Additionally, they served to promote comprehension, and comprehensively to explore the subject matter. Accordingly, this strategy increased students' analysis of information, connected seemingly disparate concepts, and articulated their thoughts. The results show that the use of questions predominated significantly on all of the three cycles.

Finally, table number 7 presents an overview of how students progress significantly in understanding the spoken English language. It traces the sequence related to the development of listening comprehension of students from the first cycle to the third cycle according to the listening activities developed during the study. These activities contained information related to the picture storybooks and consisted of listening and circle, listening and coloring, listening and checking the items mentioned by the teacher. In addition, it presents the number of participants whose comprehension range goes from high, medium and low in each cycle.

Table 7*Listening comprehension range*

Note: This table illustrates the range of comprehension according to the development of students' activities during the different cycles of the study.

Considering the results revealed during the study, what I could notice about my professional development is how in each cycle I appropriated the strategy of picture storybooks, obtaining significant results. Before starting the development of this study, I felt that my classes were becoming very monotonous, and this was reflected in the attitude of the students and their results in class. After the development of the three cycles, I had the opportunity to re-skill myself and learn new strategies to support my mission as a teacher, and my students' needs. Moreover, I started to reflect during and after planning to propose possible solutions to possible problems in the classroom. Bearing this in mind, I am sure that a teacher's actions go further than just planning a class, developing it, concluding,

assessing, and communicating results; it consists of thinking how students learn, how students understand, and how we as teachers can improve our teaching practices. Teachers in a bilingual school must start developing creative ways to provide students with the tools they need for a better performance in the foreign language, as well as to consider specific students learning' needs. That is, teachers must consider that preschool students need to be guided holistically, with details that help students understand the language, taking into account the thoughts that students have about the way classes are presented.

Discussion

This part of the paper discusses the implication for L2 research which emerged from the analysis presented in the previous chapter. It tries to explain how picture storybooks were used with kindergarten students to foster listening comprehension, and the contributions picture storybooks provided to my own professional development are discussed in the forthcoming section.

The current study found that the development of listening comprehension in preschool children through the use of picture storybooks as a pedagogical tool was not achieved on its own, instead, a variety of strategies were used to advance and develop listening comprehension ability. In other words, the pedagogical tool picture storybooks works when some strategies that support students' learning are implemented. The result in this investigation is in line with some studies such as (Cameron, 2001; Akintemi, 2014; Beazidou, Botsoglou, and Vlachou, 2013) that demonstrated storybooks appeal to children with a powerful potential for acquiring the language that requires a varied way of teaching practices. The results provide further support for the hypothesis that "storybooks influence how teachers provide educational support to children through different strategies" (Ellis and Brewster, 2014).

Likewise, the findings of this study underpin Bay and Cetin (2014) claim that teaching strategies can support the use of storybooks before, during, and after reading in the classroom. This is consistent with the pre-listening, listening, and post-listening steps developed during the current study. Akintemi (2014) even found evidence that picture storybooks produce significant effects when teachers interact directly with students using

different instructional strategies. Furthermore, the study revealed the implementation of attention grabbers as a way to make the students focus. Therefore, according to McDowell (2019) employed attention-grabbing calls, attract students' attention and conduct an effective learning process. Also, McDowell emphasizes on the strategy of teacher call and student response. Accordingly, Arifadah et al. (2020) suggest the implementation of four kinds of attention grabbers such as sounding, hissing, shouting, and clapping showing a positive response from students.

The results also confirm that visual materials (e.i. images, pictures) related to the picture book provided students meaningful input and guided learners throughout the lesson, supporting what Marriott (1998) suggests, images create and maintain interest, but they are also an integral part of the meaning-making process. Similar results were also gained by Dunn (1999) who considers that picture book experiences help children develop visual literacy and thus prepare and support the construction of knowledge.

Besides, the current study highlights the relevance of teacher's questions in the process of students' listening comprehension. Questions were often used to stimulate the recall of prior knowledge that helped students uncover what had been learned, as well as to guide comprehension of specific statements. As mentioned in literature review, Wang and Jiang (2020) consider that questions are an efficient strategy to attract students' attention and guide them through a lesson. Therefore, authors found that questions posed by the teacher are of three types (yes-no questions, specific/content questions and positive-negative questions). This supports the findings revealed from the current study in which I used yes/no questions, two options questions, and wh questions to guide students to think in important aspects presented during and after the teacher reading aloud of the

picture book. In contrast, Martinez and Roser (1985) highlight that the kinds of questions children ask during and after readings demonstrate students' range of understanding, creating an enriched language environment and beginning their emergent readings spontaneously. On the contrary, the current study revealed that to enrich language comprehension and encourage learners' participation, questions were achieved only when they were formulated by the teacher.

Besides, contrary to Hemmati, Gholamrezapour, and Hessamy (2015) evidenced that the storytelling method was more effective in improving the learners' listening comprehension than the reading story aloud; this study demonstrated that while reading the picture book aloud, teacher uses of gestures and modeling strategy were clues to transmit the information to students, especially when giving instructions. This view is consistent with Elia and Evangelou (2014) study about the use of gestures. They stated that gestures during instruction mediate students-teacher interaction in a natural classroom setting. In the same line, Elia and Evangelou conclude that gestures that include pointing, showing, giving, and reaching gestures provide good input for students to understand what the teachers explain. Consistently, Cabrera and Martínez (2001) agree that effective classroom modifications such as repetitions, comprehension checks, gestures, etc., and social interactional adjustment are key for successful young children's listening comprehension of English as a foreign language. In the same line, Chamot (2014) highlights that it is required that teachers ameliorate the effectiveness of instructions given to the students. This may be through the implementation of tools that serve as strategies for young learners' learning processes.

On the other hand, the current study was conducted during a process, in which the participants were exposed to listening tasks guided throughout the different strategies. Accordingly, Abidin et al. (2011) present that listening tasks consisted of listening and circle; listen and color; and true and false items help to know children's previous knowledge, as well as children's progressive understanding of the linguistic structure, vocabulary, sound patterns and prosody of the language. Bearing this in mind, some of the listening tasks implemented in this study consisted of the following descriptions: listening and color, listening and match, listening and drawing, and listening and check. Those activities were effective sources to foster learners' development of listening comprehension skills.

To sum up, the findings showed that multimodal materials were important to understand the most effective ways students retain information and understand the concepts taught. Magnusson and Godhe (2019) provide evidence that young learners process both sources of information (i.e., written verbal information and visual information) in multimodal materials. Accordingly, the teacher's plan of action includes patterns of meaning that are visual, gestural, or tactile favoring the use of picture storybooks on students' listening comprehension and help students participate more actively in the learning of co-construction of meaning.

Pedagogical implications

In this part, it shows the pedagogical implication of the research as the reflection done by the teacher/researcher during the research study.

The findings from this study lead to implications associated with the ways in which teachers use picture storybooks for listening comprehension for young children, specially preschoolers. Hence, the study presents implications for teachers on the grounds of designing and implementing classes that encourage listening comprehension. Much of the existing research (Rodriguez (2017); Bay and Cetin (2014); Larragueta and Ceballos (2018) uses picture storybooks in reading and vocabulary, rather than listening comprehension. Accordingly, the findings of the current study propose the incorporation of different strategies to activate learners' listening comprehension skills. Bearing in mind the strategies revealed, students' attention, following instructions, understanding of textual information, and initial for prediction are provoked. In that sense, the use of picture storybooks is a tool that must be adapted into the classroom considering the students' learning difficulties. Moreover, the plan of action teachers implement must scaffold the students' learning process.

Additionally, the findings obtained in the current study also shed light on alternative procedures to encourage learners' comprehension. Namely, the design of listening tasks to associate the story with specific information, and then, with information stated in context. Also, the elicitation of general understanding through comprehension questions, group and

peer interactions to retell events and transform the information grasped into prediction. In addition, the interaction between learners and tasks becomes more active since the procedures trigger learners' participation, involving them through constant elicitation.

Furthermore, it has important implications of how the research illustrates the teacher's professional development. Thus, starting with the challenges, production and results. One of the greatest challenges that I faced was finding time to reflect upon my teaching. Although I methodically collected student work, and audio and videotaped their classroom teaching, writing was difficult. In one classroom conversation, I spent much of my time figuring out what to teach, rather than reacting about how to teach it.

Moreover, frustration was evident when the planning I applied into the classroom did not have the results expected. As a consequence, I started questioning the way I was planning, and therefore, the way I was developing the lesson plan in the classroom. Thus, I asked some classmates for their opinion. It was key to gain new perspectives, and offer opportunities to meaningfully further my classroom practices. Moreover, listening to my peers' comments, I was able to reflect on what I had applied during the Action Research process.

During the development of the study I had the opportunity to put into practice some aspects that today I consider important and necessary in teaching practices. These aspects are related to reflection, observation, field notes, formulating questions, inferring things to come up with goals that led me to do better. In addition, the study required investigation, application and reflection. However, the process of reflection not only helps you to analyze the process of your classes, but also helps to identify your strengths and weaknesses.

On the other hand, the action-research study provides an opportunity for teachers to expand, develop, and possibly transform their commitments, ideas and actions and translate them into teaching practices in classrooms. In a sense, the work of action research provided an opportunity to learn about change as an integral part of the work of learning to teach and teaching. Based on these analyses, action research is possible in schools because it brings the identified concerns closer to research, it is in this sense that academic production is enriched, since it allows addressing different dimensions of analysis.

Conclusion

This study aims to describe how Picture Storybooks favor or not students' listening comprehension of the L2 English language in a bilingual school in Monteria, Colombia, as well as to portray the contribution of Picture Storybooks to teaching professional development. To this end, this study accomplished the objective through three intervention cycles based on students' needs and the development of their listening comprehension skills. Moreover, this Action Research follows a model of four steps; Plan, Act, Observe, and Reflect. As a result, findings from the three cycles of this investigation revealed how Picture Storybooks is used to foster students' listening comprehension, that is, through the implementation of different strategies considering students' needs. Additionally, after the exposure to some specific listening tasks, students were able to comprehend the meaning of the vocabulary presented, statements in context, answer to textual information, and make initial predictions of a story.

Furthermore, the research revealed that by incorporating picture storybooks into the classroom, teachers across the disciplines can introduce new topics into their curriculum, help students develop literacy skills, provide authentic and meaningful perspectives, and help meet a wide range of learning needs. Additionally, teachers' professional development can increase in terms of the kinds of strategies I can implement in class and the way I can implement them considering learners' needs. It is revealed that picture storybooks favor students learning the process of a foreign language not only in listening comprehension, but also vocabulary acquisition, and reading emergency. Additionally, it more significantly, curriculum with a more vital one where children can interact with all their senses; visual, auditory, and kinesthetic

On the other hand, although the research has reached its aim, there were some unavoidable limitations. First, a limitation faced was the amount of time spent for the implementation of the Action Research cycle and the adaptation of the topics presented in the cycles since I had to respect schools' syllabus and curriculum. This aspect limited my performance when teaching since I had to carefully choose a book that helped me to adapt to the school curriculum to the information offered in the storybook.

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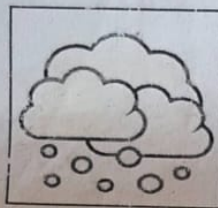
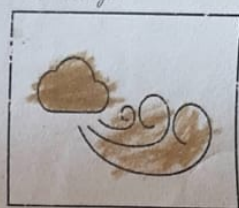
Appendixes

Appendix 1. Worksheet samples


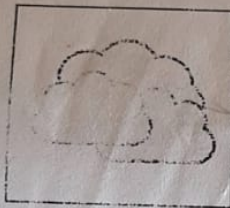

 GEORGE'S NOBLE SCHOOL	GEORGE'S NOBLE SCHOOL	CÓDIGO: F-PA-13	VERSIÓN: 4
	ACTIVITIES	PÁGINA 1 DE 1	

Activity (mark with x): class _____ complementary _____
 Name: _____ Date: _____
 Subject: Social studies grade: kinder _____ Mr. miss: _____
 Objectives: identify and describe how the weather is in the different seasons.
 Instructions: listen to the teacher's statements and color the correct image.


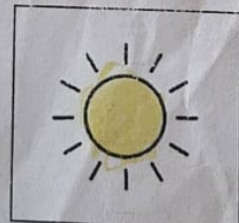

In winter



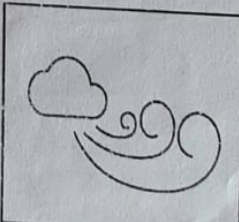
In spring


In summer

In autumn

Scanned by TapScanner

 GEORGE'S NOBLE SCHOOL	GEORGE'S NOBLE SCHOOL	CÓDIGO: F-PA-13	VE
	ACTIVITIES	PÁGINA 1 D	

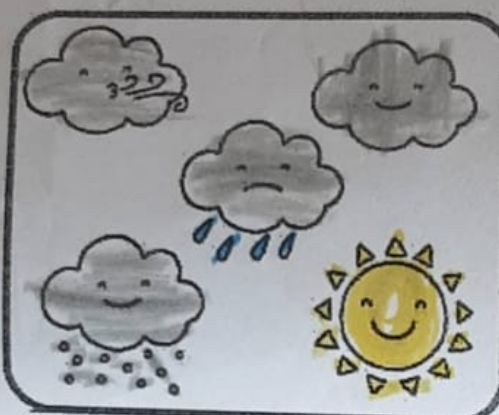
Activity (mark with x): class x complementary _____

Name: _____ Date: _____

Subject: Social studies grade: kindergarten Mr. Miss: _____

Objectives: identify the different types of weather.

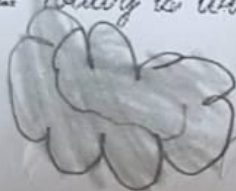
Instructions: color the images, then, draw the correct image according to the sentence. The teacher will read and students identify.



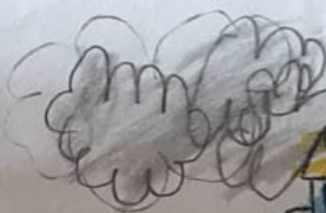
1. Today is sunny



2. Today is windy



3. Today is cloudy




4. Today is raining



5. Today is snowy



	GEORGE'S NOBLE SCHOOL	CÓDIGO: F PA-13	VERSION: 4
	ACTIVITIES	PÁGINA 1 DE 1	

ACTIVITY (Mark with X): CLASS X COMPLEMENTARY

NAME: _____ DATE: _____

SUBJECT: English GRADE: KINDER 4

Mr / Miss Leidys Mejia

OBJECTIVES: Identify the correct statements from the story

INSTRUCTIONS: Listen to the sentences and check the T (true) F (false)

1 Biscuit is small

T	F
T	F
T	F
T	F
T	F
T	F

2 Biscuit wants a kiss

3 Biscuit wants a hug

4 Biscuit wants to sleep

5 Biscuit is walking

6 Biscuit sleeps

Appendix 2. My teacher's diary

1st class Día 10 Mes 11 Año 2021

NOTES ABOUT TODAY

BEFORE CLASS: Se organizó la planeación pensando en las necesidades de los estudiantes, el tema a tratar, y el uso de la estrategia a implementar (PSB) y las estrategias auditivas basadas en el nivel de comprensión de los estudiantes. Por otro lado, se le explicó a los estudiantes el porqué de la grabación y de las actividades a realizar.

DURING THE CLASS: Se inició explicando el objetivo de la clase, los materiales a utilizar y las actividades. Los niños estuvieron atentos durante los primeros minutos, respondiendo y participando. Sin embargo, debido a su corto periodo de atención, las situaciones externas (fuera del aula) actuaron como distractor en repetidas ocasiones. Fue necesario redireccionar algunas de las instrucciones dadas, ya que los niños no respondían a algunas de ellas. En ocasiones sentí que mis instrucciones no eran claras, creando un vacío en la realización de las actividades.

WHAT WENT WELL:
Explanation of the topic and interaction with the students. The rate of speech was modified, repetition of the new vocabulary presented, connected discourse, use of visual and concrete objects.

WHAT COULD HAVE GONE BETTER:
Paraphrase new words and expressions, more specific examples instead of translation, use of gestures, make sure to interact better with students.

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GOALS FOR TOMORROW:

- Use of the time, give instructions slowly, specific and using simple language.
- Interact with students using comprehensible strategies to comprehend better the language and the use in context.
- Give feedback to the students and check their understanding at the end of the class.

11-11-2021

Class # 2

Learning goal: identify season's vocabulary and match with the story.

Time: 38:39

Context: presentación del libro "Tap the magic tree", los estudiantes tuvieron buena participación durante la lectura, realizando los comandos dados y respondiendo algunas de las preguntas establecidas. En ocasiones las instrucciones fueron redireccionadas para mejor comprensión y respuesta de los estudiantes.

What went well:

durante la lectura hubo mucha motivación, respuesta y desarrollo de lo sugerido.

What could have gone better:

El tiempo de las actividades para alcanzar en su totalidad el desarrollo de la clase, disminuyendo las distracciones externas a través de brain breaks.

Las instrucciones dadas, incluyendo movimiento e imágenes al igual que ejemplo de las actividades a realizar.

Durante la primera semana solo se pudieron llevar a cabo 2 de las 3 clases establecidas en el plan.

Teacher's journal

Day 10

Mes 03

Año 2022

Objective:

Los niños demostraron estar bien relacionados con la historia, siguiendo la secuencia de los eventos presentados y utilizando las oraciones mas importantes en esta. Demuestran entusiasmo cuando se esta leyendo respondiendo las preguntas que se hacen o completando partes de la historia. Los niños comprenden las instrucciones dadas durante la realización de las actividades.

Los niños participaron de diferentes maneras, iniciando con una actuación de las partes leídas en las clases anteriores, se creó el ambiente con diferentes materiales objetos representativos del libro, los niños ayudaron a contar la historia mientras yo hacía la interpretación. Se utilizaron diferentes estrategias que ayudan a la comprensión de la historia contada.

- Acting out

- Questions (wh and yes-no) questions with options.

Por otro lado se utilizaron recursos como realia materials, images, PPT, song chant.

Algunos niños con cierta dificultad para mantener la concentración durante las historias contadas, sin embargo lograron realizar de manera satisfactoria las actividades. La mayoría de los niños disfrutaban estos espacios, se refleja como los niños han mejorado en la comprensión del idioma de forma oral.

Mejorar los attention gathers durante los cambios en las actividades.

Appendix 3. Lesson plan

Learning Outcome:	Learning Objectives:
<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Identify the different seasons that there are in a year. • Describe how the different seasons look like. • Develop their listening skills through the use of story books. 	

Date	Activity description	Resources
Nov. 10th 2021	<p>Explore: The teacher interacted with the students and explored their knowledge on the topic.</p> <p>The teacher used additional material to talk about the seasons, in this case, the teacher presents to the students a video.</p> <p>Explain: the teacher will use a PowerPoint presentation to explain the different stages of the four seasons of the year, defining the new words with examples, objects, and animations in the presentation.</p> <p>Elaborate. Then, students will develop a <i>listening activity for categorization</i> in which pictures will be spread out on the floor, and students are asked to pick the one that corresponds to the mentioned statements.</p> <ul style="list-style-type: none"> • It has a tree • It has flowers <p>This activity goes beyond vocabulary building and phonics recognition which requires students' comprehension of language, not production.</p>	

	<p>Closure: finally, students will play an online game about the seasons that the teacher will show on the TV.</p> <p>The students will watch an image and answer 1 (spring), 2 (summer), 3 (autumn), or 4 (winter) according to the description given.</p>	
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NOVEMBER 17 - 2021

- **Engage:** *Total Physical Response (TPR).* The teacher will model students the representation of the four seasons of the year, and explain to students which one represents spring, summer, autumn, and winter. For example, for winter (open arms and legs, go in circles as if it were a snowflake), spring (simulate you have a flower in your hand, and blow it), summer (move hands as if it is hot), autumn (hands up and down moving the fingers).
- **Explore:** *Identify, listen, and mention the name.* Paste four big pictures on the board with the four seasons, practice the name and pronunciation and write a number above them. Mention one of the four seasons and students will tell you the correct number for the season mentioned, then, point in one of the images for students to tell you the name of the season. The goal of the activity is to review the vocabulary seen previously, and practice pronunciation.
- **Explain:** the book will be used again. The teacher is going to paraphrase the story and explain to students the changes that the trees have in the different seasons time. For example, I have a tree in my house, one day it has leaves but the other day do not. Pictures and body language will be used during the explanation.
- **Practice:** *retelling the story.* Students will retell the story with the support and guidance of the teacher. The students are going to follow the path, look at the images, and mention at least a word, the teacher can ask questions like *what is the story about? does it have leaves? what color are the leaves? what animals visit the tree?* to help students to retell the story.



Picture Storybook: Biscuit, goes to the park

Learning Outcome:	Learning Objectives:
<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Identify, repeat, and use words associated with their context. Identify simple sentences during the story-telling of books. Comprehend and Describe the main topic and characteristics of the story. Comprehend general ideas and some details during story-telling of books. 	<p>To demonstrate comprehension by coloring the correct information from the story</p> <p>To follow a narrative</p>
<p>The students will recreate the story in their context (school). They are going to follow the instructions given</p>	

Students will recognize and identify words related to the activity of painting.		
Date	Activity description	Resources

<p>Class # 1 April 26, 2022</p>	<p>PRE-LISTENING</p> <p>Explore: The teacher will organize a stand with the materials presented in the story, the students are going to visit it and explore their vocabulary knowledge.</p> <p>The teacher will use manipulative materials to help students acquire the new vocabulary.</p> <p>Explain: the teacher will explain the use of the different materials and when we can use them.</p> <p>Elaborate. Then, students will develop a <i>listening activity for categorization</i> in which the vocabulary cards will be spread out on the floor, and the objects on the table, so students are asked to pick the one that corresponds to the mentioned statements or description.</p> <ul style="list-style-type: none"> ● We use it to cover our clothes. ● It is liquid and there are many colors of it. <p>This activity goes beyond vocabulary building and phonics recognition which requires students' comprehension of language, not production.</p> <p>Closure: finally, students will listen to a short story told by the teacher. During this story, the teacher will pretend to forget the objects she needs to use, so students help her to build the story.</p>	<ul style="list-style-type: none"> ● Manipulative materials: ● Vocab cards
OBSERVATIONS		

Students will recognize and identify words related to the activity of painting.

Date	Activity description	Resources
Class # 2 April 28, 2022	<p>PRE-LISTENING</p> <p>Explore: The first activity is to review the previous class lesson. First, the teacher will spread the vocab pictures out of the classroom walls. Students must stand in the center of the classroom waiting for the teacher to mention one of the words, once this happens they will run to the correct picture.</p> <p>Explain: the teacher will present the book pages of the story “time to paint, Biscuit” to explain the different elements we can find in a story. She is going to present the characters, setting, and ask students to predict in the story sequence (what happens first, then, next, and last)</p> <p>Elaborate. Then, students will develop a drawing about their predictions of the story, what they think the story will be about. The teacher will provide the students with clues and information for them to complete their predictions, for example, asking questions (do you think they are in a park, in the backyard of the house, in the garden? Is Biscuit watching the girl painting? Is he playing? Is he sleeping? and so on.</p> <p>Closure: finally, students will share their drawings with their classmates and tell them about it.</p>	
OBSERVATIONS		

Students will be able to sequence a story by listening and using the words first, then, next, and last.

Date	Activity description	Resources
Class # 2 April 28, 2022	<p>LISTENING</p> <p>Explore: The teacher is going to paste on the board different images about the story “time to paint, Biscuit” out of order, and students will organize the story according to their thinking using the words from the previous class. Next, she is going to read the story and students will notice the sequence in both the book and the images on the board.</p> <p>Explain: the teacher will present the book pages of the story “time to paint, Biscuit” again to explain and show the students the characters, setting, and the story sequence (what happens first, then, next, and last). Also, she will use questions about it.</p> <p>Elaborate. After reading the story, bring out a large poster that already has the words <i>first</i>, <i>next</i>, <i>then</i>, and <i>last</i> written on it. The words are ordered like a train. There will be an arrow starting at first and pointing to last. Then, we will use the premade story/picture cards paste on the board to sequence the events in the story correctly.</p> <p>Closure: finally, students will retell the story following the pictures from the poster activity.</p>	
OBSERVATIONS		