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ENGLISH TEACHING FOR I AND II CYCLES FROM GENERAL
BASIC EDUCATION

“THE IMPACT OF HAVING DIDACTIC-AUDIOVISUAL RESOURCES IN
THE PROCESS OF IMPROVING LISTENING SKILLS OF 6TH GRADE
STUDENTS AT NUEVA SANTA RITA SCHOOL, OROTINA, I SEMESTER
2024”.

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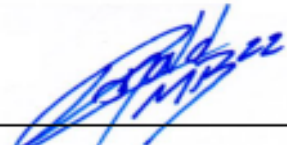
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He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

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Atentamente,

MSc. Ariel Gustavo Vargas Vindas

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Dedicatory

I dedicate this project, firstly, to God, Jesus Christ, and the Virgin of Los Angeles because of all the accomplishments, blessings and positive things I have had during my life. Secondly, to my family and my beloved ones since they have been a very strong motivation and a fundamental piece of my life. Thirdly, I dedicate my whole licentiate process to those persons that physically are not with me anymore for teaching me important life skills and always gave me the best they could.

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Abstract

The main purpose of this research project is to demonstrate the effectiveness the didactic-audiovisual resources have in the sixth-grade students' listening skills; henceforth, this research shows the impact this strategy has in the development and improvement of this skill. Additionally, this research project shows students' perceptions about the active implementation of didactic-audio visual resources during the English lessons and the way, based on their own experience, the implementation of videos, audios, and didactic-videogames has improved their English patterns internalization throughout the listening skill.

Resumen

El objetivo principal de este proyecto de investigación es demostrar la efectividad que tienen los recursos didáctico-audiovisuales en la capacidad auditiva de las personas estudiantes de sexto grado. Es por esto que, esta investigación muestra el impacto que tiene esta estrategia en el desarrollo y mejora de esta habilidad. Además, este proyecto investigativo muestra las percepciones de los estudiantes sobre la implementación activa de recursos didáctico-audiovisuales durante las clases de inglés y cómo, según su propia experiencia, la implementación de videos, audios y videojuegos didácticos ha mejorado su internalización de patrones de inglés a través la habilidad de escucha.

Chapter I

Research Problem

1.1 INTRODUCTION

The impact of having didactic-audiovisual resources during the development of English lessons, especially, at the moment of implement listening strategies, has shown a significant importance for students since this skill is visualized as a vital income in order for them to learn as well as put into practice the second language; for that reason, Kumar and Shankar (2020) explains that “listening is significant in language learning because it provides input for learners and it plays an important role in the development of learners’ language” (2). In other words, the development of the listen skill during the English lessons is vital in order for students to better internalize second language patterns, vocabulary, and structures.

By the same way, provide to the learners significant didactic-audiovisual resources is important in order for them to have appropriate language inputs so that the learning process become more successful. Taking the previous information into consideration, Pourhosein and Banou (2016) expresses that “listening skill is very important in foreign language learning because the key to learn a language is to receive language input” (1670); by the same way, these authors states:

“Listening has an important role in everyday life and when people are engaged in communication nine percent is spent to writing, 16 percent to reading, 30 percent to speaking, and 45 percent to listening which shows the significance of listening in the communication process” (1673).

Keeping in mind the previous information developed, the listening skill appropriate development, specially throughout significant didactic-audiovisual resources, is important in

order that learners can have appropriate language inputs so that the outputs can be appropriate as well as meaningful.

On the other hand, the implementation of didactic-audiovisual resources in order to enhance students listening skills has shown a significant improvement on students' perceptions regarding the English language acquisition. For that reason, Febriani et al (2022) mentions that "the use of audiovisual aids in the classroom can increase students' willingness to learn and hence improve their performance. Audiovisual aids may serve as the basis for any language lesson, including those involving the main language skills of listening" (217). In other words, the implementation of significant didactic-audiovisual resources or strategies provides learners the possibility not only to internalize the language, but also to get involved and put in into practice in simulated real-life scenarios.

1.1.1 Background

Taking into consideration the purpose of this research, it is imperative to mention the research project called "Audio-Lingual Method for Idiomatic Clubs to Improve the English Language Learning of Tenth Grade Students at Liceo De Atenas Martha Mirambell Umaña, Third Period 2017" which main purpose is to determine the effectiveness that audio-lingual methods has in students' comprehension as well as internalization of the English language; by the same token, this research expresses the importance of the Listening skills in order for students to appropriate pronounce words and sentences during the English lessons by applying an audio-lingual method (Mora, 2018).

By the same way, Mora (2018) explains that this method -related to the Listening skill- also enhances students' perceptions regarding word stress, recognition of initial and

final sounds, intonation, and fluency when speaking or putting into practice sentences structures in English; for that reason, the author explains that this strategy helped students on areas such as self-correction and self-motivation due to the effectiveness that implicitly the Listening skill on students' English perception.

By the same way, the research project called "The Impact of Game-Based Learning in Improving the Speaking Skill in Sections 7-1 and 7-3 From Colegio Técnico de Esparza During the First Quarter of 2022" also provides and gives a perspective of the impact that audio-visual strategies -with digital games- has in students' learning processes. Taking into consideration the previous information, the author highlights in the importance that digital games have in students at the moment of learn the English language since this strategy helps students to get involved with real-life situations throughout virtual environments (Rodriguez, 2022).

Additionally, Rodriguez (2022) also explains the importance digital-didactive video games have in the students' speaking performance -also implicitly the Listening skill- since students get involved with different English structures as well as complexity levels in the digital environment they might be involved; henceforth, students by having an input - Reading or Listening- will enhance possible outputs -Writing or Speaking-.

Finally, it is imperative to highlight the research project called "Improving EFL Learners' Listening Skills by Using Audio Visual Aids" which expresses the importance of applying audio-visual aids during English lessons in order that students better internalize as well as understands English patters and vocabulary (Febriani et al. 2022).

By the same way, Febriani et al (2022) also express the importance of audio-visual aids in order that students can progressively improve students Listening skills due to the grammatical and phonological diversity this strategy provides at the moment of constantly applying during the English lessons; for that reason, the authors strongly recommends English teachers and instructors to involved students into didactic-audio visual strategies in order for them to improve the Listening skill and, implicitly, improve pronunciation, vocabulary, and fluency.

1.1.2 Problematization

It is imperative to analyze the impact that didactic-audiovisual resources has at the moment of improving Sixth Grade learner´s listening skills in the Nueva Santa Rita School context and the way listening skills help students to appropriate internalize English language structures as well as its meaningful implementation in their educational contexts. By the same way, it is imperative to demonstrate the way listening can be seen as an essential skill to develop during the English language acquisition process, especially, since early-school stages. This occur because unfortunately, most of the time, this skill is relegated to a second stage due to the general knowledge in which English teachers believe that other skills are more important; henceforth, those skills are more focused as well as practiced so that the Listening skill is completely relegated.

1.1.3 Problem Statement

Analysis of the significant impact of the implementation didactic-audiovisual resources in the process of improving listening skills of Sixth grade students at Nueva Santa Rita School, Orotina, I semester 2024.

1.1.4 Justification

One of the most important skills that students who are learning a second language have to develop is the listening skill, especially, in order for students to internalize appropriate pronunciation patterns as well as structures already established in this area; for that reason, Yildirim and Yildirim (2016) explains that “most people think that being able to write and speak in a second language means that they know the language; however, if they do not have the efficient listening skills, it is not possible to communicate effectively” (2094). Accordingly, to Abbas and Narjes (2016) “listening comprehension is an important part of language learning. Learners want to understand native speakers and a lot of multimedia like DVDs and the Internet. Listening is a significant skill to develop in second language learning” (1670). Taking into consideration the previous quote, students that are learning a second language, in this case as a mandatory-curricula from the Public Ministry of Education subject, comprehends the listening skill as a very important area to develop since they aim to understand not only the material they are analyzing, but also other extracurricular information.

By the same way, students show a very special interest when studying and analyzing didactic material in English due to the function it has on the learning process; for that reason, Abbas et al (2016) explain that “developing listening comprehension skill helps learners to succeed in language learning to enhance comprehensible input. Since learners’ self-reliance in listening comprehension will be increased, they will be motivated to have access to spoken English such as conversations with native speakers” (1670). In other words, listening is vital in order for students comprehend and internalize information and English patterns.

By the same token, Yildirim et al (2016) state that “listening skills are as important as speaking skills because people cannot communicate face-to-face (...). Listening skills are also important for learning purposes since through listening students receive information and gain insights” (2097); henceforth, the listening skill is seemed as an important area to develop in students since early stages due to the impact on their learning process it has.

1.2 RESEARCH QUESTION

What is the impact of having didactic-audiovisual resources in the process of improving listening skills of Sixth grade students at Nueva Santa Rita School, Orotina, I semester 2024?

1.3 OBJECTIVES OF THE INVESTIGATION

1.3.1 General Objective

- a) To analyze the impact of having didactic-audiovisual resources in the process of improving listening skills of Sixth grade students at Nueva Santa Rita School, Orotina, I semester 2024.**

1.3.2 Specific Objectives

- a) To determine the impact that didactic-audiovisual resources has on students´ listening skills during the English lessons throughout class observations.
- b) To examine students´ perceptions on regards the development of didactic-audiovisual resources during the English lessons and the way whether these resources improve their listening skills or not.

- c) To construct a list of findings regarding the impact that didactic-audiovisual resources has in the improvement of Sixth grade students' listening skills.

1.4 SCOPE AND LIMITATIONS OF THE RESEARCH

1.4.1 Scope of the Research

This research is focused on the main topic perception of sixth grade students from Nueva Santa Rita, located in Orotina. The analysis as well as findings are oriented throughout surveys applied to the target population mentioned. Additionally, this research is oriented to Learning and Teaching English institutions as well as English Teachers in order for them to better comprehend the exposed phenomenon as well as to have appropriate mechanisms that they may implement for better lessons' development and students' learning experiences

1.4.2 Limitations of the Research

In this specific case, the limitations of the study are oriented to the availability as well as disposition of the population analyzed in the way they may refuse of being part of the research; even though, the response are totally anonymous. Henceforth, another limitation is the lack of researches done regarding this line of study in the educational Costa Rican context so that there might not be sufficient background information in the area studied.

Chapter II

Theoretical Framework

2.1 INTRODUCTION

In this chapter, it is going to be explained as well as define all the theoretical parameters to take into consideration regarding this research. By the same token, this research project is based on an exploratory approach that aims to analyze the Impact of implementing didactic-audiovisual resources in order to improve the Listening Skills of Sixth Grade Students at Nueva Santa Rita School, Orotina, during the first Semester 2024

Additionally, as it was previously mentioned, this research project is carried at Nueva Sata Rita School educational environment. This institution is located in Orotina, Alajuela, Costa Rica.

2.2 HISTORY AND CHARACTERISTICS OF NUEVA SANTA RITA SCHOOL, OROTINA

It is imperative, firstly, to stablish a brief description about Nueva Santa Rita School, located in Orotina. The institution previously mentioned is where the research is developed; for that reason, contextualizing the reader in areas such as history and characteristics about the institution itself is necessary at the moment of understanding the environment as well as the research context.

Nueva Santa Rita school is located in the Santa Rita district, Coyolar, Orotina. This is a rural place in which the agriculture and the manufacture environment are seen as its main productivity activities. By the same way, Coyolar and, specifically talking Santa Rita, are nowadays a productivity focus in which many companies are stablishing themselves in order to start operations; for that reason, this place is considered as in productivity expansion (Municipalidad de Orotina, n.d).

2.2.1 Historical Context of Nueva Santa Rita School

The school was inaugurated in one thousand nine hundred ninety-seven, under the Figueres Olsen political administration, the deputy for Orotina in that moment, Lic. Juan Luis Jiménez Succar, approved the budget to build five classrooms that would result in the Nueva Santa Rita School. In one thousand nine hundred ninety-eight, the lessons began with three teachers giving lessons in a very poor condition since there was not furniture nor the basic services of an education institution. In one thousand nine hundred ninety-nine, MSc. Carlos Eduardo González Salas was designated as Principal of the Institution where the development and progress of the institution begins (DREA, n.d).

2.2.2 Characteristics of Nueva Santa Rita School

Nowadays, Nueva Santa Rita School is an important source of education for the Nueva Santa Rita District since over three hundred students are enrolled in the different services the institution offers. This Public Institution ruled by the Ministry of Public Education has over nine classrooms, one school canteen, one multipurpose hall, one principal room, and several recreation zones; by the same way, the institution offers services such as: Preschool Education, Primary Education, Special Education, MOVILAB program, Physical Education, Religious Education, English, and Musical Education. Additionally, the school actively participates in programs such as Science and Technology Fair, Arts Festivals, Sports Festivals, and Spelling Bee Tournaments (DREA, n.d).

2.3 THEORETICAL CONTEXT

2.3.1 Didactic-audiovisual resources

At the moment of learning as well as putting into practice the English language, it is strongly imperative for students to develop a strategy that enhances the implementation of the second language, in this specific case, the strategy chosen as analysis instrument is throughout the implementation of didactic-audiovisual strategies. For that reason, Febriani et al (2022) explains that “teaching students with audiovisual resources has been shown to increase their recall of content, accuracy of word pronunciation, comprehension of text, and proficiency” (217); in other words, the implementation of this strategy gives students the possibility to improve several areas and maintain themselves into an environment that promotes simulations of real-life situations.

By the same token, it is imperative to contextualize a definition of what “didactic-audiovisual resources” is into the English language learning environment. For that reason, Hasanova (2023) highlights that “the term audiovisual materials is usually used to refer to teaching materials that can be used to convey meaning without relying entirely on verbal symbols or language” (14); in other words, didactic-audiovisual resources are used to stimulate simulated visual and heard learning environments during the lessons.

Keeping the previous information into consideration, Hasanova (2023) also explains that didactic-audiovisual resources are “used by teachers to present the material in an attractive way to facilitate the auditory and visual experience of the student (14); henceforth, this strategy represents a real-life scenario in which students work and analyze real-life scenarios as well as interactive exercises with valuable content. Additionally, it is imperative

to mention that “this resource helps to improve the motivation in students because of the implementation of technological tools that facilitates the understanding and imagination in class” (Escobal et al, 2019. 17).

2.3.1.1 Types of didactic-audiovisual strategies

In order to contextualize this information, it is imperative to establish that an audio-visual resource “is a device which takes into account listening and watching, therefore, students have a close relationship with visual aspects and sounds during the teaching-learning procedure” (Escobal et al, 2019. 17). In other words, a didactic-audiovisual resource involves tools as well as strategies that promotes the implementation of visual aspects in order to enhance the teaching-learning processes. In order to support the previous information, Kirana (2016) highlights that “visual information is more important in interactional language use, where the emphasis is on the relationship between participants. (...) it is easy to see who is speaking, the setting of places or situations and in particular the gestures and the body language” (239); henceforth, the implementation of audio-visual resources in class is imperative since students may have the possibility to visually understand and comprehend patterns and structures from the learning language.

Taking into consideration the purpose of this research, it is analyzed the type of audio-visual resources denominated as “cross-modal perception” which, in this case, is defined as “the consistency between audio and visual data that provides the possibility for machines to transfer learnt knowledge or generate modal-specific data according to information from another one” (Wei et al, 2022. 2). In other words, this type of resource is

the one that involves, at the same time, audio and visual information in order to have valuable outputs in the language learner.

One of the most common audio-visual resources is the implementation of short films or videos during the development of the English lessons. In this case, this type of audio-visual resources provides learners the possibility to visually learn not only vocabulary, but also other contexts environments; by the same token, videos and short films gives students the possibility to directly interact with information produced by native English speakers (Clowson, 2008). Taken the previous information into consideration, Kirana (2016) highlights that “by watching a video, learners have opportunities for experiencing the dynamics of language communication” (239); in other words, videos or short films give students the possibility to visually understand as well as interact with valuable and meaningful information about the learning language.

On the other hand, another audio-visual resource to analyze is the audio recordings which, in this case, is strongly useful at the moment of improving the listening skills. An audio provides student real simulations of what a conversation -especially into a native English speaker´ context- is articulated; by the same way, this resource provides learners the possibility to listen as well as analyze words and sentences with accurate tender, concerned, thoughtful, and tremulous voice since most of the information is unconsciously contextualize as well as internalize (Clowson, 2018); for that reason, Kirana (2016) mentions that implementing audios during the English lessons “offers language learners opportunities to get the dynamics of communication (...), it may offer a better and feasible option for listening comprehension” (239).

Finally, it is also imperative to analyze the impact of computerized programs or didactic-video games on learners' listening skills. Lukman et al (2020) express the following about didactic-video games during the English lessons:

The game helps the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and to do so must understand what others are saying or have written, and they must listen first then speak or write to express their point of view or give information (86).

Taking the previous quote into consideration, it is also imperative to implement didactic-video games during the English lessons since this resource represents a language challenge for students due to the interest as well as attraction they may provoke on the learners; however, this strategy must be adapted accordingly to the learners' age, interests, and context; aspect that must be analyzed by the teacher or instructor.

2.3.1.2. Effectiveness of the didactic-audiovisual resources in the listening skills

Taking into consideration the purpose of this research, it is imperative to establish the way didactic-audiovisual resources positively or negatively impact the improvement of the students' listening skills. For that reason, Kirana (2016) establishes that "the teaching-learning process can be facilitated by using some form of teaching media. Media help the teacher as a means of communication to convey messages more concretely and also to stimulate interest in learning English" (235). Specifically talking, the implementation of audio-visual resources facilitates not only the way the teacher or the instructor wants to transmit the information, but also the way students catch and process the information due to

the implementation of audio-visual stimuli; henceforth, the motivation as well as the perception about the learning language is improved.

In order to support the previous information, Kirana (2016) also highlights that the implementation of audio-visual resources during the English lessons “provide information to both eyes and ears, so students can see communication in action and it presents language in a lively way” (235). So that the implementation of this strategy, especially at the moment of implementing listening skills activities, assists as well as improve students’ perceptions of the information they are learning since they are both visual and auditory interpreting it.

Finally, the implementation of didactic-audiovisual activities in class, in order to improve the listening skills, is an excellent tool to stimulate as well as promote a constructivist environment in the English class in which students experience scenarios, they have to solve themselves; for that reason, Kirana (2016) explains that “the setting, action, emotion, gestures, etc. that the students can observe and listen (...) provide important visual stimuli for language production and practice” (235). Hence, as it was previously explained, this strategy improves students’ critical thinking and autonomy regarding the learning language due to the possible ways and strategies they can internalize at the moment of analyzing audio-visual resources.

2.3.2 Listening Skills

Mee (2017) cited by Luckman et al (2020) defined listening as “the process by which spoken language is converted to meaning in the mind” (81). In other words, listening is considered as an important input tool due to the impact this skill has at the moment of

interpreting and internalize information. By the same way, Mee (2017) cited by Luckman et al (2020) estates that listening includes three aspects to take into consideration:

1. Hearing: a physiological process that includes auditory acuity (the ability to hear) and auditory perception (the ability to discriminate among sounds, to blend sounds, and to hold sequences of sound in memory). 2. Listening: an act of perception which includes focusing, becoming aware, and selecting cues from the environment. 3. Auding: an act of comprehension that begins with hearing and listening. It includes getting meaning from what is heard, associating sounds to something already known, organizing, imagining, and appreciating what is heard (81).

Taking the previous quote into consideration, the listening skill development involves a set of processes that conveys at the moment the student listening to something, in this case, in the learning language: English. In other words, the listening skill represents a complex skill due to the several cognitive and mental process that occur at the same time in students' brains.

By the same token, Luckman et al (2020) mentions that "listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning to interact with the speaker" (81). In other words, the listening skill is the possibility in which the person or the student understands as well as interacts auditory their surroundings and their context. Additionally, throughout the listening skill, people and students have the possibility to receive input signals or commands in order to provoke determine outputs that will assist them to communicate themselves.

2.3.2.1 Importance of the Listening skills when learning the English language

In order to contextualize the information to be developed, it is imperative to mention and establish the real importance of the listening skill during a learning environment spread in English lessons so that “in listening activities, students are required to be able to elaborate information that is heard with other information that has already been known and interpret its meaning by integrating what is heard with existing data in the brain” (Hardiah, 2019. 40). In other words, the listening skill represents an important tool students must develop in order to understand the learning context in which they are involved; by the same way, the listening skill is visualized, based on the quote previously highlighted, as a tool for interpreting as well as integrating information into the students’ cognitive structures.

Buck (2001) cited by Febriani et al (2022), mention the following information about the importance of listening skills during learning the English language:

There are primary reasons why listening is so important in foreign languages: (...) listening can increase other skills, especially speaking. Learners can communicate with one another through spoken language, and listening activities can assist attract their attention to new forms of the language, such as vocabulary, syntax, and ways of interacting with one another. (...) having high listening comprehension sets the stage for the acquisition of other language abilities, such as vocabulary, pronunciation, and reading comprehension (217).

Taking the previous quote into consideration, the listening skill is visualized as a primary skill to develop at the moment of acquiring a language, in this case English, since

listening opens a set of skills as well as cognitive possibilities due to its nature; by the same token, throughout the development of quality listening skills, the student will have the possibility to expand their knowledge as well as cognitive boundaries due to the exposure of auditive information.

Taking the previous information into consideration, Kirana (2016) explains that “listening is vital in the language classroom because it provides input for the learner. Without understandability at the right level, any learning simply cannot begin” (237). In this sense, it is strongly imperative to appropriately develop and cognitive stimulate in order that students can have the possibility to receive and internalize information as well as skills that will enhance progressively the language interaction and internalization into their daily routines.

2.3.2.2 Cognitive impact of listening skills during the English lessons

Tyagi (2013) cited by Hardiah (2019) explains that “the listening process includes four stages namely listening, understanding, remembering, evaluating and responding. Given the complexity of the process in listening skills, the right method needs to be applied so that students are able to explore listening skills maximally” (40). Taking the previous information into consideration, in order to understand the way listening works during the English lessons, this skill involves a set of factors that convey and work at the same time or during the process of listen; for that reason, the cognitive impact that the listening skill has in the learning process goes from the reception of information and its storage into the cognitive mechanisms to the implementation of this information into real-life scenarios.

On the other hand, Ratnaningsih (2015) explains that “listening is a mentally complicated cognitive process including receptive, constructive and interpretive aspects of cognition, which allows a person to understand (16). In other words, the cognitive impact that listening has in students is strongly related to the way they understand and visualize the context in which they are involved; in other words, without appropriate listening skills, the student will not be able to understand and appropriately develop themselves into an English learning environment.

By the same token, the impact that listening has into the cognitive structures is also related to the metacognitive knowledge and metacognitive experience. These processes work together and they are in charge of the creation, recognition, and contextualization of the information at the moment of being involved into a learning process; additionally, these two cognitive processes operate the language field related to the communicative and psycholinguistic research by determining the speech recognition, speech perception, speech understanding, and spoken language understanding (Ratnaningsih, 2015).

2.3.2.3 Benefits of improving Listening at the moment of learning English

It is imperative to mention the way listening implements strategies at the moment of actively put into practice the information internalized or learnt. Pourhosein et al (2016) mentions that listening implements the “top-down processing that uses background knowledge for understanding the meaning of a message. Top-down processing constructs general predictions based on general schemata and then looks for information to fit into these schemata” (1672). Which means that at the moment we listening to something our brains start looking for similar information storage into our cognitive structures in order to

produce an output. Also, the listening skill promotes an interactive process that is related to the “application of background knowledge information, contextual information, and linguistic information makes comprehension and interpretation. When the content of the material is familiar to the listener, he uses his background knowledge to make predictions which is proved by the new input (1672). In other words, the listening skill works as an input process that promotes the storage of information into the cognitive structures; for that reason, an appropriate listening skill stimulation promotes better and higher possibilities for the student to react as well as interact to the learning or social context in which they are involved.

By the same way, Hernández et al (2013) explains the way listening promotes and creates autonomous students: “autonomy is generally defined as the capacity to take charge of, or responsibility for, one’s own learning. What this means is that autonomous learners are able to control three aspects of the learning process: their cognitive processes, the content they are learning, and the way they are learning” (201). In other words, one of the most significant benefits of listening is related to the cognitive autonomy this skill promotes in students due to the possibility to progressively understand and comprehend the information they are involved with; by the same way, this skill also promotes critical thinking which, at the same time, promotes the implementation of intellectual standards that “are used to get students to check or assess the quality of their judgements. They include clarity, accuracy, precision, relevance, depth, breadth, and logic” (202).

Taking the previous information into consideration, the implementation of appropriate and significant listening skills into the learning environments promotes a set of positive benefits to the student’s performance. These benefits are related firstly to the possibility to autonomously interact and solve exercises due to the possibility they have not only to

internalize, but also to understand the information; and, secondly, to the ability to critically think to the information they are exposed in the way students may discriminate with clarity, accuracy, precision, and relevance, whether the information presented is significant or not (Hernández et al, 2013).

Chapter III

Methodological Framework

3.1 TYPE OF INVESTIGATION

3.1.1 Purpose (Theoretical or applied)

In order to contextualize the parameters established to this investigation, it is imperative to set the type of investigation it follows. Barrantes (2013) cited by González et al (2018) explains important aspects about applied research which “has the purpose of solve practical problems, to transform the conditions of a fact that worries” (26). In other words, since this is an applied investigation, it aims to look for a current problem and, at the same time, look for possible solutions as well as recommendations in order to improve or solve this problematic.

3.1.2 Temporal Dimension

Regarding the temporal dimension, Barrantes (2013) cited by González et al (2018) explains that a transversal study or research “studies aspects of development of subjects and themes at a given time” (26). Taking the previous information cited into consideration, this research takes into consideration a certain phenomenon that occurs into a certain period of time. For that reason, the most noticeable aspect for transversal researches is to be able to comprehend and understand the subject of study into a detail way during a specific moment; henceforth, transversal researches go beyond the analysis of the behavior of the subject over a temporal period of time (González et al. 2018).

3.1.3 Framework (Mega, macro, and micro)

Regarding the framework, it is important to mention that a “mega” framework is when the whole population of a determined institution or context is taken into consideration as subject of analysis. By contrary, a “macro” framework is a section of the “mega” framework; in other words, a determined group selected by the researcher of the whole population of an institution or context. Finally, the “micro” framework is the sample chosen by the research in order to apply the investigation or analyze the phenomenon (González, et al. 2018).

Keeping in mind the information cited previously, it is imperative to set the whole student population of the Ministry of Public Education under the Costa Rican educational context as the “mega” framework; hence, the whole population of students from the Nueva Santa Rita School, located in the 09 Education Circuit of the Regional Education Direction of Alajuela is determined as the “macro” framework. Finally, the micro framework of this research is the sixth-grade students that belongs to the institution previously mentioned.

3.1.4 Nature (Quantitative, Qualitative or Mixed)

Accordingly, to this research project characteristics, it follows a qualitative approach since it is collected and analyzed opinions, behaviors, points of view, attitudes, among others characteristics from the target population; by the same token, the research project itself collects sensations, opinions and behaviors about the subject of study. Finally, the information collected is described, analyzed, and interpreted without any type of numerical measurement in order to be able to identify some patterns of behavior (González et al. 2018).

3.1.5 Character (Exploratory, descriptive, correlational)

It is strongly imperative to mention the character this research has. In the case of this investigation project, it follows a combination of two parameters: Exploratory and Correlational. When talking about exploratory researches, the main purpose is to contribute with new and updated data about the phenomenon or problem analyzed (González et al. 2018). On the other hand, González et al (2018) highlights that a “correlational research, for its part, tries to prove through statistics exercises the level of relationship that exists in the causes and effects, in order to measure the level of intensity of the relationship” (33). Keeping in mind the previous quote, correlational researches aim to prove the causes and the effects about a certain problem as well as giving a possible solution or alternative to them.

3.2 SUBJECTS AND SOURCES OF INFORMATION

3.2.1 Primary Sources

A primary source of information is considered as a first-hand source of information a researcher can obtain; speeches, surveys, interviews, observations, newspaper articles. All of them are considered as primary sources of information (Montoya. 2023). Keeping in mind the previous information explained, the primary source of information for this research in specific are class observations done as well as a survey implemented in order to know and understand students' perceptions about the subject of study.

3.2.2 Secondary Sources

In the case of the secondary sources, they include information from books, e-books, electronic resources, memoirs, monographs, and articles in order to create an idea as well

as interpret it theoretically (Montoya, 2023). Taking into consideration the previous information explained, the secondary sources implemented into this research are any kind of reference as well as information taken from articles, journals, web-sites, books or e-books in order to contextualize the theory as well as to extract information and knowledge for contextualizing the topic or the phenomenon studied.

3.3 SAMPLING (OBJECTS AND SUBJECTS OF STUDY)

3.3.1 The population

The population taken into consideration for this research is the sixth-grade students of the Nueva Santa Rita School located in Orotina, Alajuela, Costa Rica. This institution as well as the population belong to the Public Education Ministry and they follow not only the technical and administrative dispositions from MEP (by its acronyms in Spanish), but also its curriculum.

3.3.2 The sample

The selected sample for this research is twenty students from one sixth grade group from the Nueva Santa Rita School. This population has ages between eleven and twelve years old; by the same way, this group of students are used to receive the English subject as part of the current school's curricula.

3.4 TECHNIQUES AND INSTRUMENTS

Trigueros (2017) mentions that "a Research Instrument is a tool used to collect, measure, and analyze data related to the research interests" (1). This means that an

instrument helps the researcher to measure, collect, and analyze the necessary data related to the investigation.

Additionally, in order to contextualize the instruments used in this investigation, it is used class observations as well as a survey in order to understand and know students' opinions. (See annexes 1 and 2)

Specific Objective	Variable	Conceptual Definition	Operational Definition	Instrument Definition
- To determine the impact that didactic-audiovisual resources has on students' listening skills during the English lessons throughout class observations.	The impact that didactic-audiovisual resources have on students' listening skills during the English lessons.	A behavior during a classroom development "is something that a person does that can be observed, measured, and repeated" (Bicard et al, 2012).	This variable is valid if more than 70% of the items have a positive answer about the implementation of didactic-audiovisual resources during the lesson.	During the class observation is applied a checklist that contains yes/no items the researcher marks accordingly the behavior students present at the moment of implementing

				the strategy during the lessons.
- To examine students' perceptions on regards the development of didactic-audiovisual resources during the English lessons and the way whether these resources improve their listening skills or not.	- students' perceptions on regards the development of didactic-audiovisual resources during the English lessons	Students' perception is the process of preferential treatment of students toward information they get from an object (Kumiawan, 2015. 8).	This variable is valid if more than 70% of the students agree to have an improvement of their listening skills due to the implementation of audiovisual-didactic resources during the English lessons.	The Survey contains questions which purpose is to show students' perceptions about the effectiveness that didactic-audiovisual resources may have into their listening skills.

Chapter IV

Analysis of the Results

4.1 DIAGNOSTIC OF THE CURRENT SITUATION

The main purpose of this chapter is to give an interpretation of the information collected throughout the instruments designed for its purpose; by the same way, during the development of this chapter, it is going to be explained as well as interpreted the different perceptions students showed about the subject of study. Taking the previous information into consideration, “the main aim of Data Analysis is to convert the available cluttered data into a format which is easy to understand, more legible, conclusive and which supports the mechanism of decision-making” (Kaur, 2017. 166). In other words, the importance of this action developed on this chapter is to give an interpretation, theoretically supported, of the different perceptions or information collected through the instruments designed.

4.1.1 Analysis of the class observation instrument

Taking into consideration the class observation instrument (see Anex 1), it is notoriously that students, at the moment of being applied didactic-audiovisual resources during the English lessons, seem more secure, motivated, and interested about doing the task; by the same token, it is imperative to mention that students, at the moment of the teacher applied the didactic-audio visual resources, seem getting appropriately the information presented.

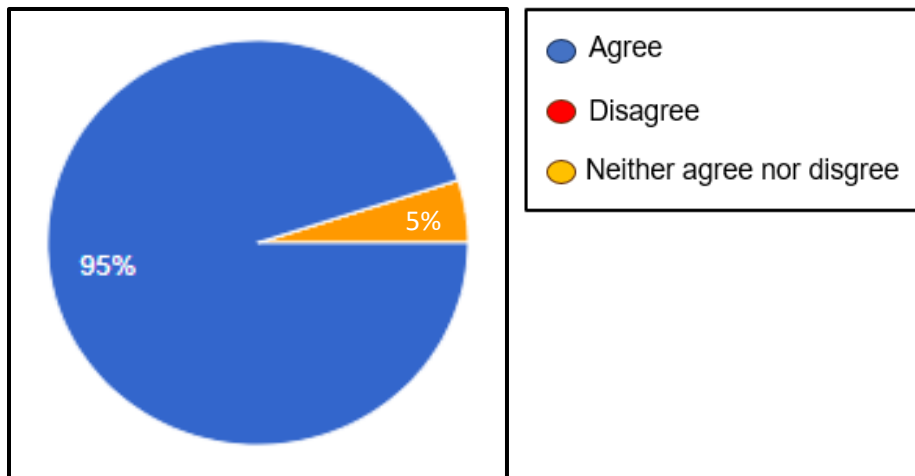
Additionally, once the information was presented and explained throughout didactic-audiovisual resources, the students notoriously improved their autonomy at the moment of solving the assignment presented; henceforth, students showed having appropriate and valuable inputs from the didactic-audiovisual resources that helped them solving the assignments established.

4.1.2 Analysis of the Survey

The survey was applied through the Google Forms platform to a group of twenty students from Sixth Grade in the Nueva Santa Rita School. The main purpose of this questionnaire was to collect the students' perception about the implementation of the didactic-audio visual resources during the English lessons (see Annex 2).

Figure 1

Question 1. Do you agree to the implementation of didactic-audiovisual resources during the English lessons?



Source: Survey applied to 6th grade students from Nueva Santa Rita School, 2024.

Results:

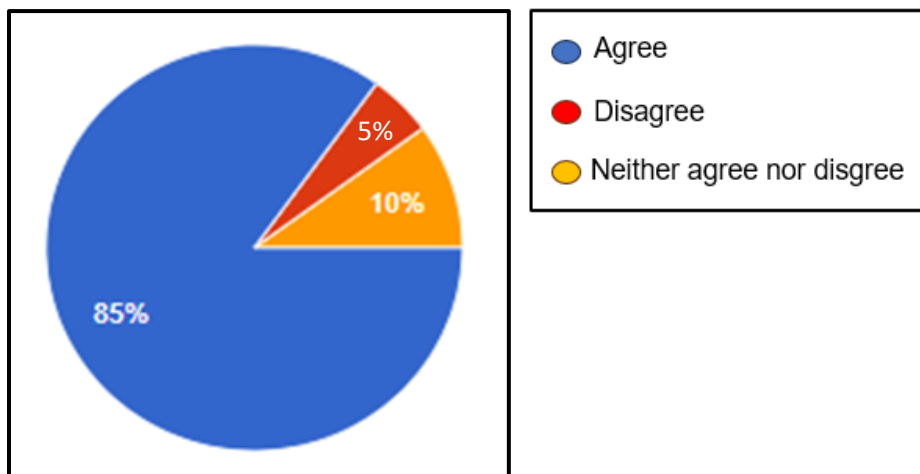
The figure number one shows the agreement students may have about the implementation of didactic audio-visual resources which, in this case, obtained a very positive result since ninety-five percent of the students agreed of having this strategy into their English subject lessons; on the other hand, only five percent of the students showed a neutral position.

Interpretation:

As it is evidenced in figure one, the majority of the students (ninety-five percent of the twenty students respondent) agreed of having didactic-audiovisual resources so that this tool represents a valuable learning source to them. By the same token, it is noticeable that students agree of having this strategy regularly into the English lessons since only five percent of them sowed a neutral position.

Figure 2

Question 2. Are didactic-audiovisual resources such as videos, audios, and didactic videogames regularly implemented during the English subject lessons?



Source: Survey applied to 6th grade students from Nueva Santa Rita School, 2024.

Results:

Figure two shows students' perceptions about the regularity didactic-audiovisual resources are implemented into their regular English subject lessons which, in this case, eighty-five percent of the students agreed that this strategy is regularly implemented during the lessons; on the other hand, five percent of the students showed a disagreement and

mentioned that didactic-audiovisual resources are not frequently implemented. Also, ten percent of them expressed a neutral position.

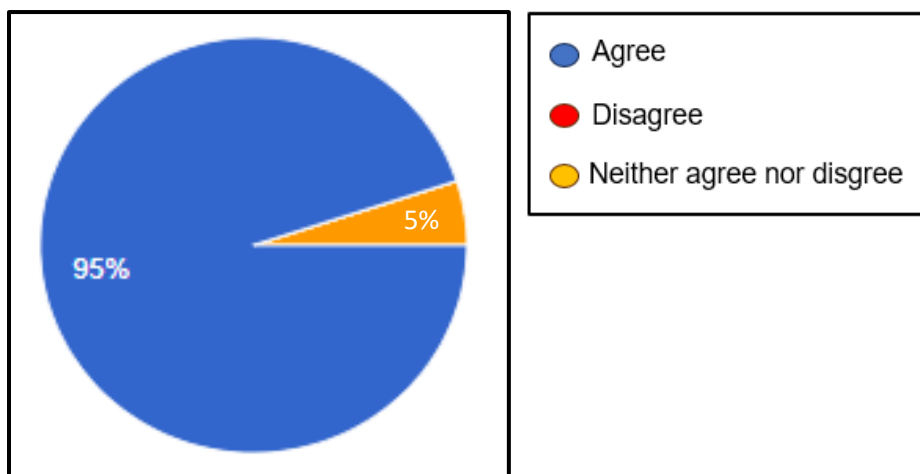
Interpretation:

In the case on this perception, the majority of the students agreed that regularly they are involved and exposed to this strategy. Additionally, this perception results imperative since it helps to understand the way they visualize this strategy and the cognitive recognition of it.

On the other hand, five percent of the students disagreed they frequently are involved of this strategy possibly because of external factors such as absenteeism or lack of comprehension of the way the strategy is articulated. Also, ten percent of the students presented a neutral position possibly because of the factors previously mentioned that may affect their perception about the lessons and the strategy themselves.

Figure 3

Question. Do you feel that English lessons are more entertaining when didactic-audiovisual resources such as videos, audios or didactic video games are implemented?



Source: Survey applied to 6th grade students from Nueva Santa Rita School, 2024.

Results:

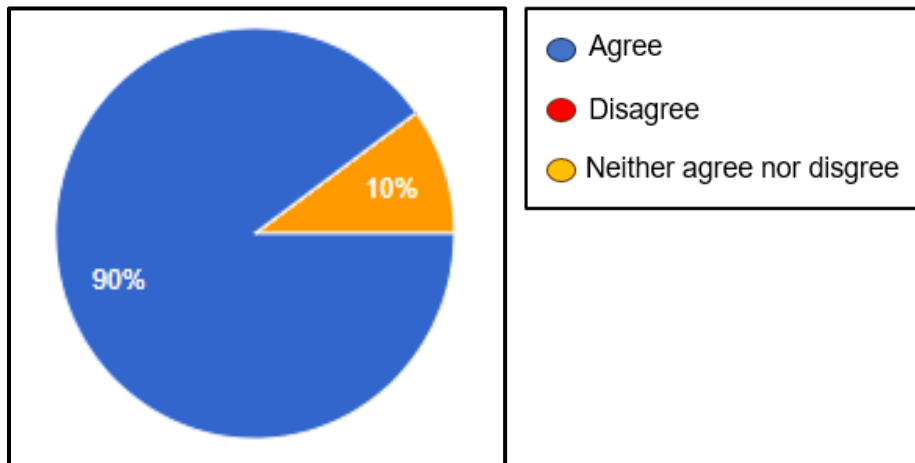
In the case of figure three, the majority of the students (ninety-five percent of the twenty students that participated in the survey) agreed that they find English lessons more entertaining -and implicitly more interesting- when didactic-audiovisual resources are implemented. On the other hand, five percent of the students presented a neutral position.

Interpretation:

As it was previously mentioned, the majority of the students presented a positive perception about the implementation of the didactic-audiovisual resources when implemented during the English lessons; henceforth, students may feel more motivated as well as more focused about their learning process under this strategy.

Figure 4

Question 4. Do you listen and understand in a better way the information in English when it is presented through a video, audio or didactic video game?



Source: Survey applied to 6th grade students from Nueva Santa Rita School, 2024.

Results:

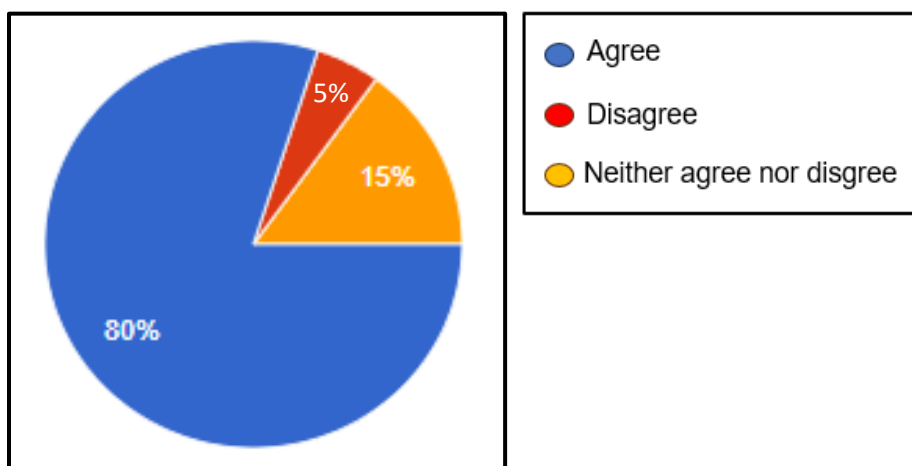
As it is evidenced in figure four, the ninety percent of the students that participated in the survey agreed that they better understand and listen the information when it is presented throughout a video, an audio or a didactic videogame. On the other hand, ten percent of the students maintain a neutral position about this specific aspect of the implementation of the strategy.

Interpretation:

Taking into consideration the information presented in the figure number four, students agreed of having a better understanding, and implicitly a better management of the information they listen to, when didactic-audiovisual resources are implemented during the English lessons; for that reason, it is notoriously that students under this strategy are better listening and understanding the information presented.

Figure 5

Question. Are you able to listen and to understand words, dialogues or phrases in a better way if they are presented through a video, audio or didactic video game?



Source: Survey applied to 6th grade students from Nueva Santa Rita School, 2024.

Results:

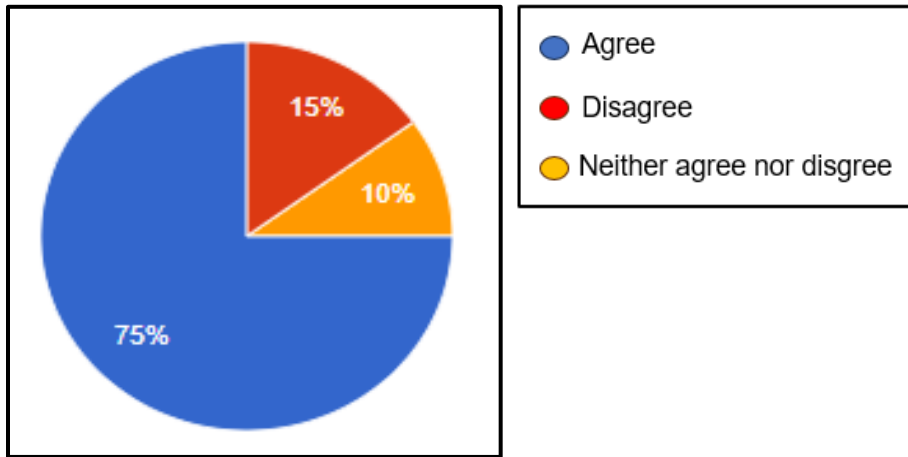
In this specific case, eighty percent of the students agreed of being able to listening and implicitly to understand better the information developed under didactic-audiovisual resources developed during the English lessons. Fifteen percent of the students that participated in the survey are into a neutral position; however, five percent of them disagreed of being able to listening and understand in a better way the information when presented under a video, audio or didactic-videogame.

Interpretation:

Taking into consideration the information previously mentioned, students agreed of being able to listening and to understand appropriately the information when it is presented throughout a video, audio or didactic-video games. In other words, the implementation of this didactic strategy during the English lessons results a valuable mechanism for students since they are having valuable inputs that enhance their second language learning process. By the same token, due to the implementation of this strategy, students´ perceptions agreed of having an improvement into their listening skills since they are getting better the information due to their exposure of valuable and contextualize information in English.

Figure 6

Question 6. At the moment of performing an assignment in English, do you listen and understand the information in a better way if it is through a video, audio, or didactic-video game?



Source: Survey applied to 6th grade students from Nueva Santa Rita School, 2024.

Results:

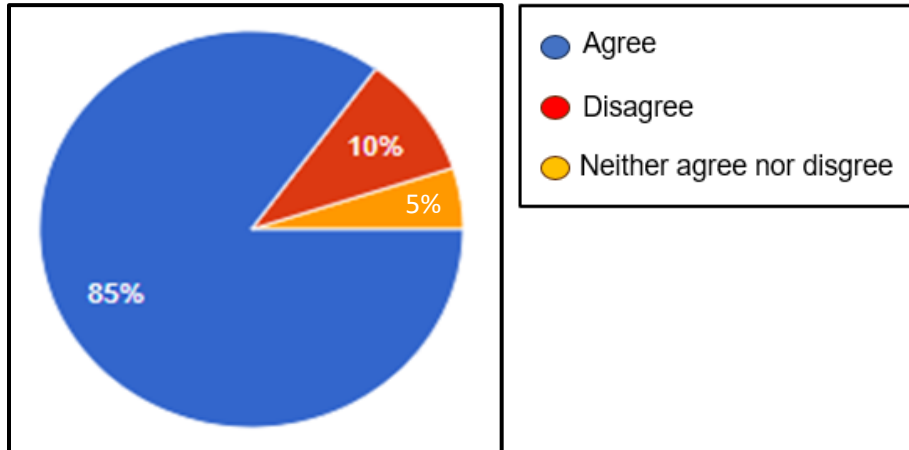
In this particular case, seventy-five percent of the students agreed of better listen and understand tasks or assignments when having videos, audios or didactic-videogames during their performance; on the other hand, fifteen percent of this students disagreed of having this possibility. Additionally, ten percent of them maintain a neutral position about having this possibility: it means around two out of ten students.

Interpretation:

It is noticeable that the majority of the students are better performing the class assignments when having didactic-audio visual resources such as videos, audios or didactic-videogames during the lessons. Students agreed of having this possibility that definitely gives them the ability to manage and interact with the information in English during the class assignments themselves. By contrary, approximately two out of ten students disagree or have a neutral position about this possibility due to the possible development of stress or anxiety because of the interaction with the information and solve the assignments at the same time.

Figure 7

Question 7. Is it easier for you to complete assignments in English when prior information is presented in throughout videos, audios or didactic-video games?



Source: Survey applied to 6th grade students from Nueva Santa Rita School, 2024.

Results:

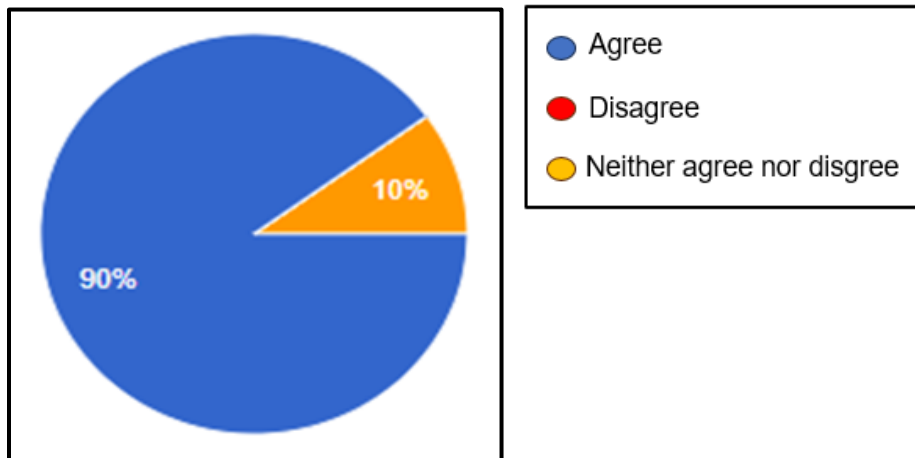
In this case, the majority of the students who participated in the survey (eighty-five percent) agreed that they better understand the information presented in assignments when prior information is explained and displayed through didactic-audiovisual resources; however, ten percent of the students disagreed of having this possibility. Five percent of the students maintain themselves into a neutral position.

Interpretation:

Students agreed having better results in assignments when they have prior information throughout videos, audios or didactic-videogames. This means that the inputs they not only listening, but also visualize assist them to appropriately understand and then solve the assignments; in other words, didactic-audiovisual resources not only is a tool that assist students with valuable information, but a tool that enhance autonomy in students.

Figure 8

Question 8. Do you agree that your listening ability and the way you understand the information in English has been improved due to the implementation of audiovisual-didactic resources in class?



Source: Survey applied to 6th grade students from Nueva Santa Rita School, 2024.

Results:

In the case of the question eight presented to the students in the survey, the ninety percent of them (around nine out of ten) agreed of having a significant improvement in their listening abilities due to the implementation of didactic-audiovisual resources during the English lessons; however, ten percent of the students, maintain themselves into a neutral position about this improvement.

Interpretation:

Around nine of ten students who participated in the survey agreed of having significant improvements in their listening skills, and of course implicitly into their ability to interpret and understand the information, due to the implementation of didactic-audiovisual resources into the English lessons. This means that this strategy offers an alternative for

students to better comprehend and internalize specific cognitive patterns that enhance their ability as well as their perception of the English language. Additionally, ten percent of the students have a neutral position, possibly, because of their English level and the way they may interpret the information.

Chapter V

Conclusions and Recommendations

5.1 CONCLUSIONS

As it has been evidenced through the development of this research, the main goal is to determine the impact of having didactic-audiovisual resources as a tool to improve students' listening skills; for that reason and taking into consideration the analysis not only of the information collected, but also the students' perceptions about the phenomenon, it has been evidenced that the strategy previously mentioned represents an excellent alternative for students to improve their listening skills due to impact the didactic-audiovisual resources have into the second language cognitive recognition as well as internalization.

5.1.1 Conclusion referent to the general objective

At the moment of analyzing the impact of having didactic-audiovisual resources in the process of improving listening skills of Sixth grade students, it can be determined, taking into consideration the data and the perceptions collected, that students positively improve their listening skills when the technique is improved in a constant way; in other words, students show an improvement in their listening skills due to the direct contact with the second language the didactic-audiovisual resources provide them.

By the same token, another important field to analyze on regards the impact of this strategy has into students' listening skills is the vocabulary recognition an internalization it provides to students due to the bunch of alternatives the strategy provides in the way of showing and visualizing the information; henceforth, students find the English lessons more interactive, entertaining, and valuable.

5.1.2 Conclusion referent to the first specific objective

At the moment of observe students' behaviors when exposed to didactic-audiovisual resources during the lessons, it can be determined that students feel more motivated as well as interested when the information is presented in an audiovisual way; by the same token, this plays an important role in students' cognitive patterns due to the facility the motivation and interest provoke in information internalization.

Taking the previous information into consideration, at the moment of observing students behavior during the lessons, due to the unconscious interaction they have with the English language throughout the implementation of didactic-audiovisual resources, students seem having natural inputs as well as outputs when solving the tasks with prior information presented audio-visually; in other words, the students' cognitive structures normalize the listened information internalizing valuable inputs that become the assignments solving process more fluent and easier for the student.

5.1.3 Conclusion referent to the second specific objective

Taking into consideration students' perceptions about the implementation of didactic-audiovisual resources during the English lessons, students agreed that having this strategy during the lessons represents an excellent alternative for vocabulary as well as English patterns internalization through the listening skills; by the same way, it is noticeable that students are seem more motivated and interested when the information is displayed into an audiovisual strategy.

Additionally, students agree that having this strategy during the English lessons assist and help them at the moment of solving and analyze the different assignments since

information is displayed and interpreted in advance; by the same token, students show a significant improvement in areas such as motivation, autonomy, self-evaluation, and critical thinking.

5.1.4 Conclusion referent to the third specific objective

On regards the findings established because of the implementation of the didactic-audiovisual resources, it can be established that students visualize the information in an interesting and interactive way; for that reason, the lessons become more entertaining as well as technological due to the implementation of technology tools that will enrich the learning-teaching process.

By the same way, it was found that students' interaction with the English language throughout the didactic-audiovisual resources is strongly improved. In other words, students implicitly interact, across the listening skills, with words, sentences, and phrases in the English language so that they are unconsciously receiving inputs that will provoke valuable outputs during their assignments and daily performance.

Finally, another important finding done during the development of the research is the autonomy the strategy develops on students. This is noticeable at the moment students receive information through audiovisual resources prior the assignments and they appropriately solve them practically without teacher intermediation. For that reason, taking the previous idea into consideration, the implementation of this strategy reflects an excellent alternative for students' vocabulary and English patterns internalization.

5.2 RECOMMENDATIONS

Keeping in mind the purpose of the research, it is recommendable that English teachers implement the strategy into their lessons due to the positive impact it develops on students' information reception through the listening skills; by the same way, it is also recommendable that students receive contextualize information in the way the teacher or the instructor take into consideration the cognitive level students have.

Keeping in mind the previous information developed, contextualize information accordingly to the English level gives students the opportunity to appropriately internalize information, in this case through the listening skills, as well as understand what the audiovisual resource is displaying regarding its content. By the same token, it is imperative that the English teacher or English instructor explains step by step the different procedures accordingly to the assignments they have to develop as well as appropriately explain what the video, audio or didactic-videogame is about in order that students may have an idea of what to expect.

Additionally, it is recommendable that teachers accompany the implementation of didactic-audiovisual resources with class assignments in order to measure and evaluate the possible inputs that students may have from the audiovisual resources. During the lessons, the English teacher or the English instructor should be constantly providing students with valuable feedback in order for them to be conscious about their performance.

Finally, it is also recommendable to have the necessary equipment to display the didactic audio-visual resources such as internet connection and/or electronic devices such televisions, speakers or projectors; however, in the case of not having this possibility,

English teachers or English instructors may have the possibility to implement flashcards. Supriatin et al (2018) mentions that “flashcard is one of media which can help the teacher to teaching English easily. Flash cards in teaching vocabulary are very simple visual aids and the teacher can make the students more active during the teaching learning process (480). Taking into consideration the previous quote, flashcards represent an excellent alternative of visual aids that contribute to the teaching and internalization of English vocabulary, structures, sentences, and phrases.

Chapter VI

Proposal

6.1 PROPOSAL OF THE RESEARCH

This proposal aims to assist not only teachers, but also institutions regarding the effective implementation of didactic-audiovisual resources in order to improve listening skills during the English lessons. The previous, because of the importance this skill has in the internalization of vocabulary, structures and general English grammatical patterns.

6.2 PLACE TO DEVELOP THE PROPOSAL

This proposal as well as the activities designed aim to be developed in the educational context of Nueva Santa Rita School, located in Orotina, Coyolar, Costa Rica. It is imperative to mention this proposal can be developed in any institution included into the educational private or public context.

6.3. OBJECTIVES OF THE PROPOSAL

6.3.1. General objective

- a) To enhance students' listening skills throughout the implementation of didactic audiovisual resources during the English lessons.

6.3.2. Specific objectives

- a) To implement didactic-audiovisual resources during the English lessons in order that students can improve their listening skills.
- b) To analyze the impact of the didactic-audiovisual resources on students' listening skills at the moment of internalize English language structures.

6.3 SUGGESTED ACTIVITIES

First, it is imperative that the teacher knows not only the educational context students develop themselves, but also their English language level in order to contextualize the information to be displayed; henceforth, the teacher or the English instructor has to designed an activity that involves the analysis of a video or an audio; and, then, an assignment in which students have to produce any input with the information seen: answer questions based on the audiovisual resource, words recognition, sentences completion, structures recognition, among other.

Secondly, the teacher explains what the activity and the audiovisual resource itself is about; then, he or she plays the didactic-audiovisual resource twice -if necessary and accordingly to the students´ English level, it could be more time-. In this case, taking into consideration the MEP´s indicator “understand the dialogue of a movie or cartoon when the visuals provide contextual support.” (Ministerio de Educación Pública, 2016. 164); the teacher plays the video “How to Destroy the World "Rubbish" - Award 2009 for the best educational film” (Bishop. 2009) that contains information about the ways human beings are destroying the world (if available, the teacher adds captions to the video). Then, once the video is analyzed, the teacher delivers a copy (see annex 3) in which students have to cut some images and label some descriptions accordingly to the sequence of ideas seen during the video.

Finally, once the video is played, the teacher explains the statements presented and asks them to complete the exercise; by the same token, when the assignment is done, the teacher voluntarily asks some students to read the descriptions at loud. Lastly, the teacher provides feedback to students about their performance. This activity can be developed in

two lessons of forty minutes each; additionally, this activity can be adapted from basic to intermediate English level.

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ANNEXES

Annex 1



Class Observation Instrument

Instructions: The following instrument is designed to be applied into a real English lesson in order to observe the development of didactic-audio visual resources. The researcher observes not only students' behaviors, but also the development of the lesson on regards the study subject and marks whether the statement presented is accomplished or not.

1. Does the teacher explain and apply the audio-visual didactic recourse to be analyzed during the class?

(X) Yes () No

2. Is the didactic-audio visual resource contextualized to the students English cognoscitive level?

(X) Yes () No

3. Do students show interest at the moment of implementing the didactic audio-visual resources?

(X) Yes () No

4. Do students seem getting and understanding what they are analyzing?

(X) Yes () No

5. After finishing the analysis of the resource, do students autonomously start working in the assignment?

(X) Yes () No

6. Do students feel secure and sure while performing the assignment?

(X) Yes () No

7. At the moment of checking the task, do students show to had valuable inputs throughout the listened information; hence, their appropriately solved the exercise?

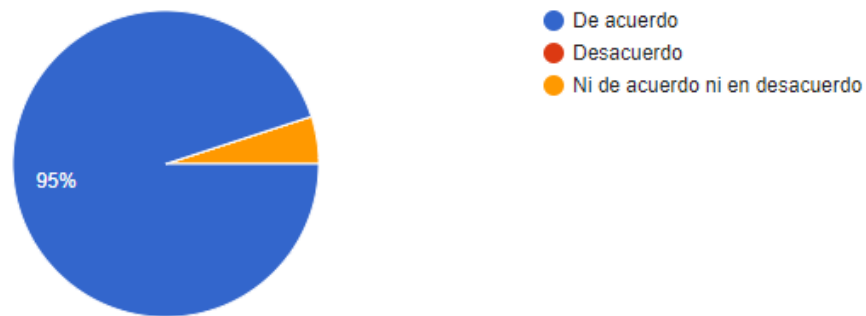
(X) Yes () No

Annex 2.**Survey Applied to Students throughout Google Forms**


1. ¿Está de acuerdo en la utilización de recursos didácticos audiovisuales durante las lecciones de inglés?

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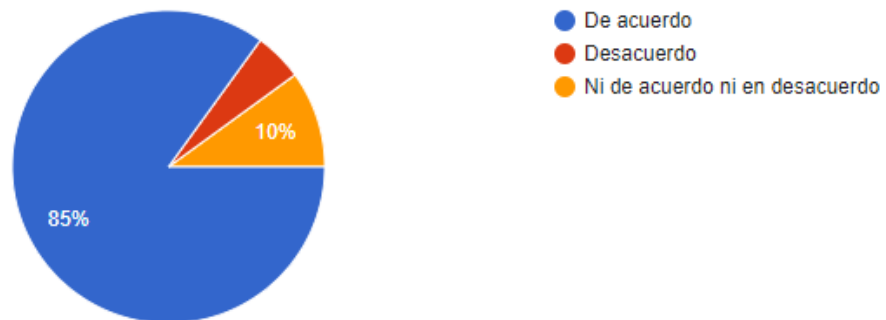
20 respuestas



2. ¿Se utiliza de una manera frecuente recursos didácticos como videos, audios o videojuegos didácticos en sus lecciones de inglés?

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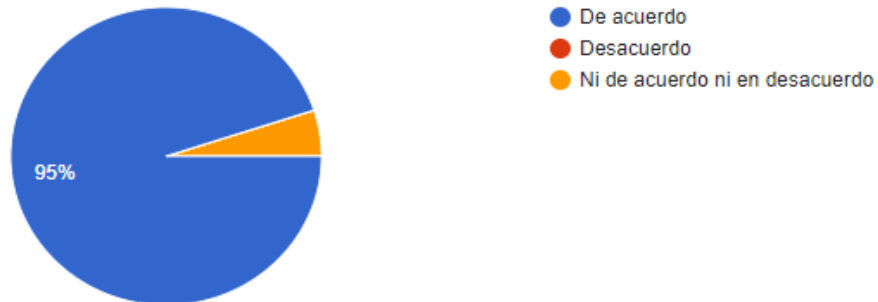
20 respuestas





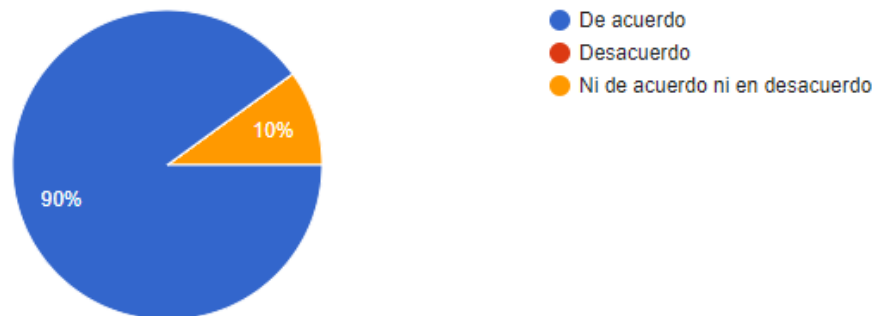
3. ¿Siente que las clases de inglés son más entretenidas cuando se implementan recursos didácticos audiovisuales como videos, audios o videojuegos didácticos?

20 respuestas



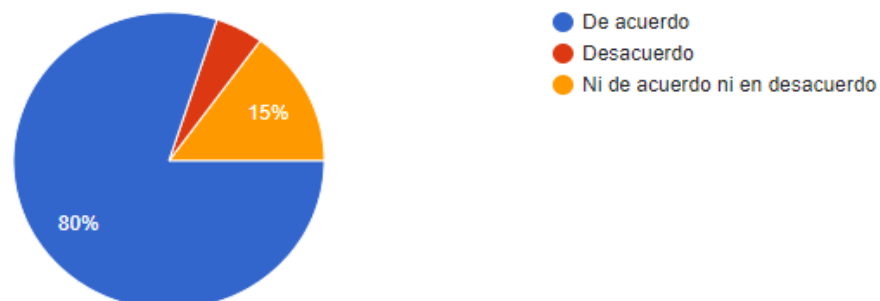
4. ¿Escucha y entiende de una mejor manera la información en inglés cuando se presenta a través de un video, audio o videojuego didáctico?

20 respuestas



5. ¿Logra escuchar y entender palabras, diálogos o frases de una mejor manera si se le presenta a través de un video, audio o videojuego didáctico?

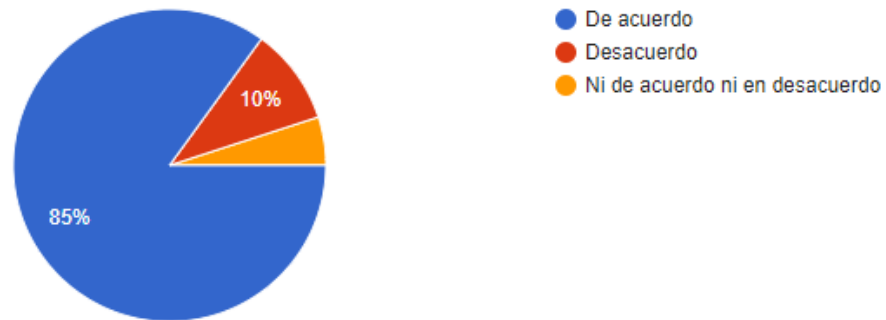
20 respuestas



7. ¿Se le facilita realizar las asignaciones en inglés cuando se presenta información previa en videos, audios o videojuegos didácticos?

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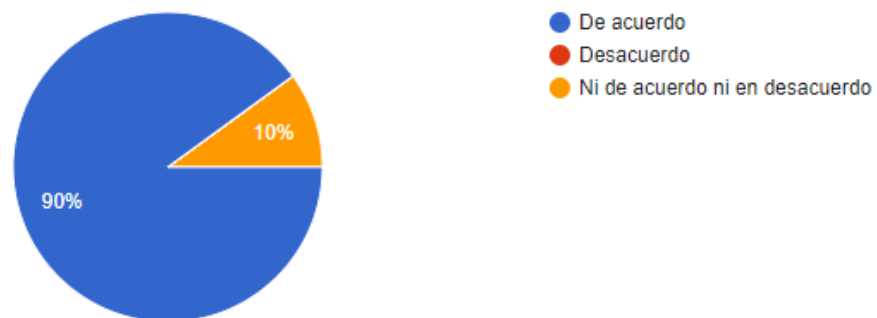
20 respuestas



8. ¿Siente que su habilidad de escuchar y entender información en inglés ha mejorado debido a la implementación de recursos didácticos audiovisuales en clase?

 Copiar

20 respuestas



Annex 3

Instructions: Listen and watch the video “How to destroy the world”. Then, cut the pictures and paste them in the proper place according to the sequence of ideas.

<p>In early times, everything was reused, recycle, and repair.</p>	<p>Then, people threw away what they did not need into a bin.</p>	<p>They tried to recycle, but it was not enough.</p>
<p>Soon, the land was not enough so they threw garbage to the sea.</p>	<p>When the sea was full, they sent the rubbish to the space.</p>	<p>But, one day, a rubbish storm came and destroyed the world.</p>

