3D hologram as visual support of interactivity to strengthen the ability of "listening to understand", in the acquisition of English as a second language

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Abstract:

Despite the importance of English language in the whole world, Mexico lacks of good results regarding teaching and learning English, because different operational problems that hinder the acquisition of such language. The compression inability when hearing texts in English as a second language, for those who translate the audio input, is the result of the erroneous interaction established with the elements in the environment where the conversation takes place. This situation results inadequate when it is not needed to disable the students' ability to process the stages of the audio input perceived. In this sense, it is advisable to have a preconceived idea about what is going to be received through the ear. This work presents a set of instructional elements in order to improve "listening to understand" skill in students who require English as a second language. The work combines the policies and processes that are carried at the UNiversity of Colima, but adhering that a set of instructional elements like a systematic review of literature on the skill, a statistical treatment on a sample of 1,716 instruments, and a technological proposal based both on the nature of skill, as in the diagnosis of students and context of teaching and learning environment.