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TITLE:

EXAMINING THE USE OF AUDIOVISUAL TECHNOLOGY TO SUPPORT THE
TEACHING OF THE LISTENING SKILL IN 1ST, 2ND AND 3RD YEARS OF
BACHILLERATO AT "HERNAN GALLARDO MOSCOSO" HIGH SCHOOL,
ACADEMIC PERIOD 2013-2014

Thesis previous to obtain the Bachelor's
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AUTHOR:

ANA ELIZABETH ROBLES JUMBO

THESIS ADVISOR:

MGS. ROSA VIRGINIA GONZÁLEZ ZUÑIGA

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CERTIFICATION

Rosa Virginia González Mg Sc.

PROFESSOR OF THE UNIVERSIDAD NACIONAL DE LOJA

CERTIFIES:

That the present research work entitled: **EXAMINING THE USE OF AUDIOVISUAL TECHNOLOGY TO SUPPORT THE TEACHING OF THE LISTENING SKILL IN 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT “HERNAN GALLARDO MOSCOSO” HIGH SCHOOL, ACADEMIC PERIOD 2013-2014**, is the responsibility of the undergraduate student: Ana Elizabeth Robles Jumbo.

In addition, it has been thoroughly revised and fully analyzed; therefore, the advisor authorizes its presentation for the pertinent legal aims.

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Firma: _____



Cédula: 1103933071

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Firma: _____

Autora: Ana Elizabeth Robles Jumbo

Cédula: 1103933071

Dirección: 18 de Noviembre entre Celica y Gonzanamá

Correo electrónico: aerjana_6@hotmail.com

Teléfono: 2696561

Celular: 0984647438

DATOS COMPLEMENTARIOS

Director de tesis: M.Sc. Rosa Virginia González Zúñiga

Tribunal de Grado: Dra: Silvana Isabel Trujillo Ojeda.

Lcda. M.Sc. María Augusta Reyes Vélez

Lcda.M.Sc. Rosa Paola Moreno Ordoñez

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THE AUTHOR

DEDICATION

This thesis is dedicated to my brother Hermes, who had always supported to continue my studies. It is also dedicated to my friends Silvana and Karla who had been present in the hardest moments of my life.

Ana Elizabeth

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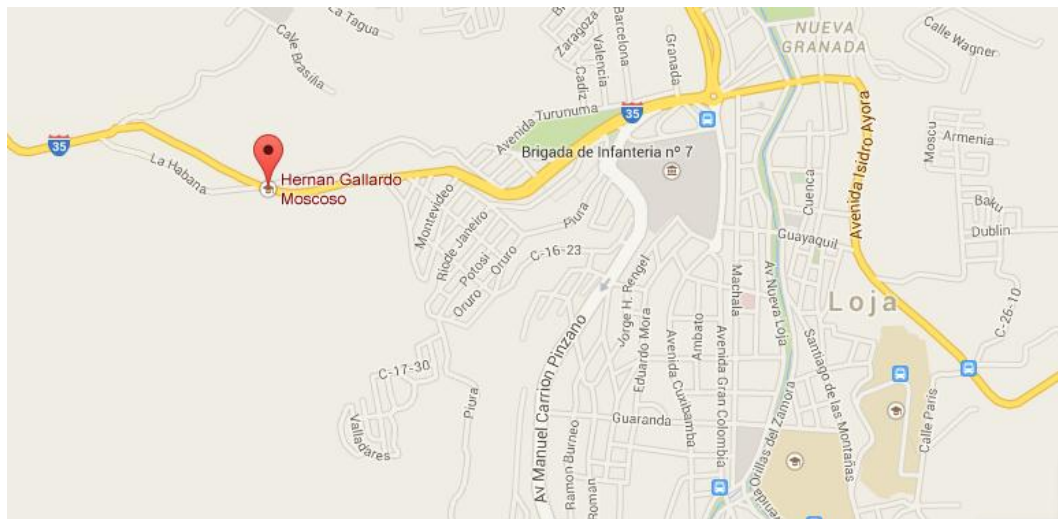
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a. TITLE

EXAMINING THE USE OF AUDIOVISUAL TECHNOLOGY TO SUPPORT THE TEACHING OF THE LISTENING SKILL IN 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT “HERNAN GALLARDO MOSCOSO” HIGH SCHOOL, ACADEMIC PERIOD 2013-2014.

b. RESUMEN

Este trabajo de investigación descriptiva tuvo el propósito de determinar cómo el uso de tecnología audiovisual influyó en el desarrollo de la habilidad auditiva del idioma inglés en los estudiantes de primer, segundo y tercer años de bachillerato en el colegio "Hernán Gallardo Moscoso" durante el periodo académico 2013-2014.

A lo largo de la Investigación se utilizó el método científico. Se aplicó un cuestionario elaborado por la investigadora a 57 alumnos y 2 docentes. Las observaciones fueron realizadas con el fin de recopilar información. Los datos reportados fueron organizados, analizados e interpretados con el fin de obtener las conclusiones.

Los resultados revelaron que, aunque todos los encuestados eran conscientes del papel de la tecnología en el desarrollo de la habilidad auditiva; el tiempo dedicado a la práctica auditiva y la calidad de las actividades de escucha eran inadecuadas. El insuficiente número de dispositivos de tecnología existentes y el uso restringido por parte de los docentes hicieron la situación más crítica.

ABSTRACT

This descriptive research work had the purpose of determining how the use of audiovisual technology influenced on the development of the listening skill of the English Language in the students of 1st, 2nd and 3rd years of Bachillerato at “Hernan Gallardo Moscoso” High school during the academic period 2013-2014.

The scientific method was used along the study. A researcher-made questionnaire was applied to 57 students and 2 teachers. Observations were carried out in order to collect information. The data reported were organized, analyzed and interpreted in order to obtain the conclusions.

The findings revealed that even though all respondents were aware of the role of technology in the development of the listening skill; the time devoted to listening practice and the quality of the listening activities were inadequate. The insufficient number of existing technology devices and the teachers’ restricted use made the situation more critical.

c. INTRODUCTION

The development of listening skills is one of the critical success factors in the process of acquiring or learning a foreign language. Usually, this is developed through exercises and audio-visual activities involving the use of instruments such as: CDS, DVDS, Projectors, internet, smart boards, etc. or through student - teacher or student – student interaction. Additionally, current educational trends have incorporated the management of new mechanisms to strengthen the processes of teaching and learning, especially in the teaching of foreign languages. A clear example of this is the new technologies, which are acquiring a paramount importance in the process of not only language teaching, but also in other fields of knowledge

According to studies has been observed that the development of listening skills is one of the communication skills that is more difficult for learners of a foreign language.

One of the strategies that improves hearing dexterity has found that the use of audiovisual technology helps to enhance the development of this ability in the process of learning the language. Taking into account the rise of new technologies in the teaching of foreign languages, it is considered very suitable to strengthen the development of auditory dexterity through tools such as the use of Cd players, videos, internet, computer, television etc.

The use of videos through TV or computers is a potential resource for students who are learning other languages not only within the classroom but outside the classroom as well; so a teaching strategy in which these tools are used, is an important contribution to the acquisition of a foreign language.

The researcher decided to investigate the frequency, use and the impact that these tools have since the use of audiovisual technology is important to support the development of the listening ability in the students learning English as foreign language, within a determined population in the local community

Given the importance of the audio-visual technology in the development of the listening skills while learning of a foreign language, this research sought to determine the impact of audiovisual technology on the ability levels of listening in the students of 1st, 2nd and 3rd of Bachillerato in the Colegio Hernan Gallardo Moscoso, by means of a survey applied to the population being investigated. The general objective proposed in the present research work is to determine the influence of the audiovisual technology has in the development of the listening skill of English language in the students of 1st, 2nd and 3rd Year of Bachillerato at “Hernan Gallardo” High School.

To identify the audiovisual technology items used by teacher to development the listening skills was the first specific objective. Another factor was to determine the frequency in which teachers and students use the audiovisual technology to develop the listening skill.

Specific objectives led to the statements of a general hypothesis that was proved through data analysis and interpretation. The hypothesis for this research work is “The use of audiovisual technology contributes to the development of the listening skill in the students of 1st, 2nd, and 3rd year of Bachillerato at “Hernan Gallardo Mocosos” High school, period 2013-2014.

The main method used in this research work was the scientific method, which is developed into systematic steps to explain logic relations of the researched object and to draw the conclusions and recommendations. It was also necessary the use of particular methods such as: the descriptive method to describe the obtained results in the field work; the analytic-synthetic to analyze critically the empiric information or qualitative data; and, the deductive one to interpret the logical implications of data in relation to the hypotheses.

Throughout the investigation, several obstacles in terms of developing listening skills became apparent, for example, there were minimal technological resources available in the High School, these resources were not used frequently and therefore did not help much to further develop listening skills. The few of activities in which these resources were used were not successful in their attempt to improve listening skills. One cause of this fact is teachers' limited ability to use the resources effectively.

d. LITERATURE REVIEW

AUDIVISUAL TECHNOLOGY

DEFINITION

The term audiovisual (AV or A/V) may refer to works with both: a sound and a visual component, the production or use of such works, or the equipment used to create and present such works. Slide-tape presentations, films, and television programs are examples of audiovisual presentations, as are most major church services and other live theater productions.

In the developed world, there has been a huge uptake of computer-based audiovisual equipment in the education sector, with many schools and higher educational establishments installing projection equipment and often using interactive whiteboard technology (1964).

According to Dale, (1969), audiovisual are those devices by the use of which communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed as multi-sensory materials.

For Winsloy and Thomas, (1961) Audio-visual is, of course, a combination of two words: *audio* referring to that which we can hear, and *visual* referring to that which we can see. The basic frame of reference here limits our application of the term to a speaker and his audience, although they are not necessarily in the physical presence of one another, as in the case of a motion picture or television presentation.

IMPORTANCE

For Rilley, (Rilley, 2011) the importance of audio visual (AV) technology in education should not be underestimated. There are two reasons for this; one, learning via AV creates a stimulating and interactive environment which is more conducive to learning; two, we live in an audio-visual age which means that having the skills to use audiovisual equipment is integral to future employment prospects. Therefore exposure to AV technology in education is imperative.

The Project pros, (2012) holds that the use of audio visual materials as teaching aids has increased in recent years; thanks to technological advancement. Today's technology offers many choices to teachers, lecturers and curriculum developers who wish to capitalize on the new generation's appetite for multimedia presentations.

According to studies and research, some teachers claim that whenever they teach with some learning aids, their students get more stimulated because the learning aids help students to become more attentive. In addition, student's positive attitude generates more interest for the lessons they teach, and as a result students participate better in the class.

Below are some of the importance of audio visual materials in teaching and learning:

➤ Audio visual material arouses learner's interest. Students get anxious and develop a learning habit when the teaching method or medium appear real to them and are not abstract. The material helps the teacher or the instructor to present his/her lessons clearly and effectively and this in turn catches the attention of the pupils.

- Instructional materials are important because with them learners have a clear view of what is being taught.
- Audio visual materials guide learners / students to learn well and it reduces the stress involved in the process of teaching and learning.
- Audio visual aids in the classroom enhance teaching methods and improve student's comprehension.
- Teaching materials help to get the attention of the students, makes the class more realistic and it gives a viewpoint or key point on the topic
- Instructional materials give proficiency to teachers and also help students to get the true picture of what is being taught.

In conclusion, people learn in different ways. Some people are good in retaining information passed to them orally, while some others are extraordinarily good in retaining information through what they read and others through pictures and some other means. But generally, findings and statistics have shown that the best means of facilitating or enhancing good teaching and learning is through the use of instructional materials which encompass audio visual materials like radio, charts and projectors of various kinds.

BENEFITS OF USING AUDIOVISUAL TECHNOLOGY

For Hutson (2008), the main purpose of audiovisual technology is to improve communications, improve the way you want to impart your information and the way you

deliver that information to your audience. This technology can be particularly beneficial to the education sector. Audiovisual technology doesn't have to be over the top expensive or flashy technology, which you're never going to use. The technology you use to do this can vary from projector equipment, interactive white boards, plasma screens, LCD screens through to digital signage.

The primary benefits of AV technology is all down to good communication, AV is there to support what you say, it doesn't distract from what you're saying, it's just there to help you impart that information. The other element to think about is productivity, effective communication means that everyone should be doing what they need to do better, either in a shorter time or more accurately. it's just trying to improve the whole communication process, improve the productivity, and just to impart what you're trying to say, either on a one to one basis or through a workshop, as accurately and clearly as possible so everyone knows where you're coming from.

AUDIOVISUAL TECHONLOGY AIDS

According to Paynter (2013), The best audio visual aids won't rescue a lesson that is poorly planned and short of student activities, so this is the place to invest the greatest time and emphasis. When the lesson plan is perfected, begin considering the media you will use to enhance the lesson. Consider what equipment choices are available to you, how comfortable are you with the technology, and which equipment/aids best suit the lesson.

Here is what to look for in each category of classroom audio/visual equipment.

•Overhead Projectors

Higher lumens mean a brighter image—2000 to 4000 lumens are recommended for classrooms (higher lumens for large room and auditoriums). Open heads allow adjustment of images; closed heads offer better protection if the projector is being moved.

Singlet, doublet and triplet style lenses are available. Singlet is the most basic. Image improves with higher quantity. Lamp changers allow you to change a burned-out lamp without interrupting your presentation. (Rilley, 2011)

•Interactive White Boards

These boards combine a PC with a marker board, allowing the teacher to control a computer presentation by touching the board surface with an electronic pen. The teacher stays in front of the class maintaining class interest and increasing participation. They can be attached to PCs via USB cable or can be used in wireless applications. They can be stand or wall mounted. They can be connected to printers so that teacher notes can be printed off and shared with students. They are wonderful for including student ideas during class interaction on a topic. There are several large manufacturers who offer these products.

•Television

Pre-recorded video tapes can be played through TV in the classroom. Video films on educational topics shown through TV in the classroom have the same effect on the students as the ordinary cinematic educational films do. Video films have the added

advantage over ordinary films in that the arrangement is compact and requires little space and time for manipulation. It is the most convenient of all audio-visual teaching-learning materials.

• Video

The potential advantage of video cassette lies in the fact that control of the equipment and the learning process is placed in the hands of the learner through control over the mechanics of the machine, i.e., stopping, starting, timing, reviewing, previewing and consequently the capacity to order the sequence of events, controls the rate of learning and facilitates practice sequences.

The potential exists for providing the basis for learning a wide range of motor, intellectual and cognitive and interpersonal skills, as well as affective aspects. These are important aspects which printed materials cannot deal with adequately. This facility could be particularly useful where distance education programmers are involved with updating skills and techniques of workers in the field. For example, new horticulture techniques can be transmitted to field workers to improve farming techniques. Mid-career retraining can also be catered for. (2012)

• DVDs

The British Film Institute (BFI) has been working with local authorities to provide schools with packs of seven DVDs containing 55 short films, and has trained primary and secondary teachers to think about film in terms of narrative, structure, editing and sound.

They have found, he says, that film can often spark a response in children who otherwise appear uninterested in literacy.

Many teachers who have used the films have found that students who previously said very little, or had poor writing skills, demonstrate a much more sophisticated vocabulary and writing ability than they had previously shown,

A research report by Jackie Marsh of the University of Sheffield and Eve Bearne of the United Kingdom Literacy Association, entitled ‘Moving Literacy On’, says that the BFI project resulted in a measurable improvement in student’s literacy to the extent of improving SAT scores in some local authorities.

• **The Internet**

The internet does not just give students access to a vast range of information, it also enables them to share their work with others. For example an Essex school created podcasts by students which now have 1,000 subscribers. Dan Sutch, a Senior Researcher at Futurelab says:

“Podcasts are a great example of where a fantastic resource, of an expert, such as a teacher, explaining something, can be accessed when the student needs it. It might be in revision, on a reflection of the lesson, or it might be a lesson the child has not physically attended but as it’s been podcast they potentially have access to it.”

In other words, it puts the choice of how to learn in the hands of the learner, by enabling them to learn in their own time, at their own pace and in their chosen way.

• YouTube

YouTube and other similar sites such as Teacher Tube and Teachers TV are powerful tools that are freely available to anyone and, offer vast potential for the use of audio-visual materials in education. YouTube has a wealth of educational content – from science experiments (there are 47,000 in all) through to PowerPoint presentations and simple demonstrations of how to play a musical instrument.

• Mobile Phones

A recent Becta report by Elizabeth Hartnell-Young, ‘How Mobile Phones Help Learning in Secondary Schools’, showed how mobile phones could be used in a variety of imaginative ways, from taking photographs of designs or experiments in Design Technology or science lessons to making a recording of the teacher reading a poem that the student could listen to later.

Some students schools have successfully used Create-A-Scape, a free learning resource from Future lab that uses the GPS and camera functions of a handheld device, enabling learners to create learning journeys that are enhanced by audio-visual materials: collections of sounds and images are triggered when the user moves into a particular geographical area.

• **Classroom PCs**

Some educators are lucky enough to have individual PCs for every student in the class. When every student has his or her own laptop, learning takes on a whole different dynamic. For example, a teacher can allow students to follow along during a writing lesson on Word programs. In addition, students can research and explore on their own. PCs can store a student's work more efficiently than folders. Bulky encyclopedias and dictionaries are unnecessary if every student can access the Internet on his or her own time using a personal computer. A paperless world in the classroom can be organized as well as environmentally friendly. Finally, students become empowered in their education by having their own personal tool to better their academic outcomes. (Rilley, 2011)

TIME, ACCESS AND ACQUIRING SKILLS

Time and access are the two major factors which will determine whether a teacher will plan for and use technology in their classroom lessons. These two issues are directly related to the funding that any school district is willing to invest in technology equipment and training time for the teachers. Regardless of the amount of financial resources that a school district spends on technology, the planning for time and access issues will determine the level of integration of technology into the classroom.

Time is an issue which underlies every theme identified in this research and is included in the examples and discussion of each theme. Teachers need to have reliable access and a personal comfort level with the machine before they will start planning content lessons

which utilize technology resources. Reliable access is defined as a machine in their classroom and does not include only access to a shared computer lab.

The time and access issues identified by the teachers in this study extend beyond the school building to their homes as well. In examining these issues, I have addressed home access and time and school access and time issues

• **School Access**

Teachers' report that time spent in training sessions was of little value to them until they had reliable access to machines. Amy recalled the first training experience when computers were first introduced in her school.

They gave us some background and then we were to sign up for an hour block of time to have it in our classroom to use it with our students. Most of us were afraid of the computer, and an hour is not enough time to really use the computer or to give the children enough time to use the computer, and what eventually happened was nobody was signing up for the computers.

Eventually, Amy enrolled in a college computer course which she found very difficult. In order to better understand the course, she purchased a used computer to do the assignments at home. This seemed to be a turning point for Amy. She described making "huge strides" in her knowledge of computers as a result of having ownership and access to a machine. Reliable access to a machine in her classroom was a prerequisite before Amy started planning on using technology in her classroom.

Once I had a computer stationed in my classroom and I knew it was there to stay, I started really using it a lot with the students. I knew that nobody was going to be pulling it out and nothing would be lost, unless a student did something to it. Having a machine in my room made me more of a problem solver, and I felt ownership in what I was doing.

1.1.1 WAYS TO TEACH WITH THE AID OF AUDIOVISUAL TECHNOLOGY

Teaching English as a second language doesn't have to be difficult at all. With the invention of modern technological facilities, life has been made much easier for language instructors. In the short discussion, we will be looking at how to make use of technology in ESL classrooms.

ESL stands for "English as a Second Language". This is using taught to people who have other languages other than English as their first language. Our aim as English as a second language instructor is to help our students enjoy learning English so as to become effective speakers.

There are a few ways you can teach ESL with the aid of technology:

1. Games

Everyone loves games. The old, the young, men and women are love playing games. This is because, games are usually associated with fun and anything "fun" stimulates the human mind. As an ESL instructor, there are now computer based games that focus on different aspect of English language which ranges from accent to spelling to correct

applications, grammar and construction of sentences. When people are exposed to games that have been pre-programmed to achieve a specific goal, they catch fun while at it and also learn faster. It has been discovered that human find visual information more easy to process than other form of information. If they can see it and enjoy it, they can learn it. Well-designed games have been written by computer programmers to achieve this objective. The earlier you start utilizing them, the better.

2. Videos and listening programs

This is a powerful combination because it entails visual and hearing which are the two most important ways human process language in their brain. By watching specific video programs and listening to it, learners will be able to comprehend better. As an ESL teacher, you can play popular videos of shows that interest your student. By watching the videos and listening to the sound, they will develop listening skills which is a very important skill to pick up while learning a second language. There are also videos that have been specifically made to achieve a goal which can range from pronunciation to standing postures and communication gestures peculiar to the English society. Of course ICT has played a major role in making this possible. Videos, games and other invention have made life easier for both the students and the teachers.

Practice drills and tests

In the case of students that have to take English proficiency examinations, practice drills or dump as it is called in the IT world can be used to help student develop their skills faster. Samples of likely question is usually programmed into the test dumps which the student can use while studying for the exam. These practice drills and tests are usually available to use on a computer. In many instance, these drills present an exam-like

situation where the student needs to beat time while attempting to answer all the questions contained in the drill. With advance practice, students can be helped with practice drills to get very comfortable with English language.

Using technology to find Pen-pals

Nothing beats communication with people that speaks the language a student is learning. Using technological gadgets at our disposal, a teacher can arrange with the students in getting pen-pals on the internet where the students can then exchange emails or chat which has been proven to increase language proficiency. Technology has made the world a global village such that people that are miles apart can at least hear and see themselves with their computers connected to the internet. With the invention of Facebook, Gtalk and Skype, this has been made much easier. Nothing gets easier than this!

Internet Learning

With the invention of the internet, it is now easy to put up lessons online and have your students go there and read for themselves at their own pace. This usually increases the fun associated with learning the English language. You can find ESL lessons in sites like Total ESL, Busy Teacher, ESLHQ, among others.

TIME, ACCESS AND ACQUIRING SKILLS

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The other teachers echoed similar views about having technology easily accessible at school. I asked all of the teachers to identify the most important factor or factors which would determine whether they would continue to plan for and use technology in their instruction. Lynne identified access and ease of use as being most important to her.

Availability of hardware and software is for me the utmost. I need to have it close at hand. It needs to be easily accessible. I don't want to have to wait till next week to do something if I have an idea this week that works really well. A lot of things that happen are real spontaneous and I want it to be there and ready and easy to use. Available and easy to use is important. (Gay, 1997)

TEACHERS AND AUDIOVISUAL TECHNOLOGY

Blackwell (2013) Says “Technology is the wave of the future. There is no denying that. It is actually the wave of the present. I know that every teacher in academe today has heard that the need to use technology in the classroom is imperative now. If we are going to engage our students in the class discussions and the lectures, we need to be doing this engagement with the technologies they are familiar with.

I have been thinking this for quite a while, but I have not ventured to put it into writing because I was not sure how to go about discussing this change.

Teachers are hungry to use technology in their classrooms. But they do not. While part of this lack of usage stems from problems with education reform that emerges from administrators and education boards not fully understanding the technologies themselves, another part of teachers not using technology in the classroom comes from the simple fact that they don't know how to use the technologies, let alone how to incorporate these technologies into their classrooms.

In some cases, the teachers do not know about the technologies at all. You should have seen the look on my face when one of my students asked if I “tweeted.” I was dumbfounded and had no idea what she was talking about and I consider myself in the know about technologies. If we are going to be the teachers who use the technologies in our classroom, we have to become proactive in learning these technologies.

Take a minute and ask yourself what technologies you are well versed in. Have you posted to YouTube? Do you use PowerPoint to aid in your lectures? What other technologies do you use? Do you have a Twitter account? Make a list. When you have your list made,

consider your colleagues. Do they know these technologies? Do they know how they can use them in the classroom? Is there a technology that you know one of your colleagues knows that you would like to be familiar with? Now, instead of waiting for somebody to put together a workshop on one of these technologies, consider creating your own workshop.

Think about it. You're a teacher. You know these technologies. Is there really a difference in teaching what you know about Google Earth to your colleagues and teaching it to your students? Within your own school you can create a technology club (much like a book club, except that instead of reading a book a month, you experiment with a technology each month). Get together as a group and discuss the technologies and how you could use these to aid your teachers.

This is exactly what I am doing with the colleagues I know are interested in using the technology but do not know how. Sure, you may have to wait for education reform to allow you to use these technologies, but if you start using them, you can readily become one of the advocates who aids in getting the reforms to education that we need to teach these technologies to our students.

LISTENING SKILL

DEFINITION OF SKILL

Skill is the process of learning to perform a task or set of tasks with increasing facility.

Typically implies the formation of procedural (as distinct from semantic or episodic) memories (Poldrack, 2012)

LISTENING SKILL

Listening is the ability to identify and understand spoken language. Listening is a receptive skill. The receptive skills used in language acquisition: listening and reading enable the productive skills: speaking and writing. (Saricoban, 2010)

Listening is the communication skill used most often in the assimilation of information and the most neglected in foreign language teaching.

Previous experience provides the confidence a skilled listener needs to recognize that 100% understanding is not needed to derive meaning from the message. The learner gradually becomes able to filter the extra sounds and missing sounds that may or may not affect the message. (Norris, 1999)

Listening is part of the transactional process of communication. The receiver's responses have a direct impact on the direction of the conversation. The key is to become active listeners rather than passive ones. Active listening involves providing feedback that clarifies and extends a speaker's message.

Effective listening relies as much on attitudes as well as knowledge and skill. Listening is a habit that requires knowledge, skills and desires. Knowledge plays a role similar to that of methods and theories by describing what to do and why to do it. Skills represent how to do it. Cultural differences have significant effects on the ways in which people listen and respond to one another.

Differences in perceived listening behavior are because some cultures use speaker-responsible language in which the speaker structures the message and relies primarily upon words to provide meaning.

In Listener-responsible language cultures, speakers indirectly indicate what they want the listener to know. The listener must rely on nonverbal communication and an understanding of the relationship between the speaker and listener to interpret meaning. (Hocker, Wilmont &, 2001)

The other teachers echoed similar views about having technology easily accessible at school. I asked all of the teachers to identify the most important factor or factors which would determine whether they would continue to plan for and use technology in their instruction. Lynne identified access and ease of use as being most important to her.

Availability of hardware and software is for me the utmost. I need to have it close at hand. It needs to be easily accessible. I don't want to have to wait till next week to do something if I have an idea this week that works really well. A lot of things that happen are real spontaneous and I want it to be there and ready and easy to use. Available and easy to use is important. (Gay, 1997)

NATIONAL CURRICULUM SPECIFICATION

SPECIFICATIONS FOR LISTENING

Ecuador, (2013) has said that real-life listening—which takes place in face-to-face-interactive situations (i.e. conversations, lessons, shopping, etc.)— is characterized by

speech that is colloquial, improvised and we rarely need to understand everything from what is said because we are mostly required to listen for the gist or details. However, has added that up to this date, most classroom listening activities students are exposed to are characterized by the following: audio- recordings with language that is formal, and carefully enunciated, written texts that are read out loud, written comprehension questions that have to be answered, tasks that provide no background information about the text or listening purpose and the demand that students understand everything in the text. In fact, teachers may agree that the majority of listening materials that textbooks provide; still consists of a relatively long stretch of pre-written discourse, without a visible speaker, accompanied or followed by comprehension questions. Therefore, and since teachers should help students to gain abilities to eventually be able to handle natural listening situations they encounter in real life, there are several things educators are suggested to do in order to use texts and tasks that are modeled on real-life interactional situations and facilitate speech samples of spontaneous talk or at least samples that approximate more to speech that has not been written beforehand to be read out loud.

The following is a summary of suggestions given by Ur (2012)

- Use audio recordings for providing a variety of speakers and accents but also short videos from the internet as a basis for listening because they provide visible speakers and situational contexts.
- Take time to tell students stories, instruct them to do things, describe and explain to provide listening comprehension texts through your own talk.
- Occasionally, read aloud stories from picture books—as recommended above with realistic fiction stories like “When Sophie gets angry, really, really angry” and “Night

Owl”; remember to read slowly, maintain occasional eye contact with students and allow yourself to simplify or occasionally translate bits of the text.

- Include a varied sample of listening texts: there is a wide range of recorded texts in English on the internet, both audio and video, some of which are accompanied by listening comprehension tasks. Additionally, level A2.1 students are expected to perceive, memorize, and note down words and expressions not previously encountered in the personal, educational, and public domains as well as note their situational context and functional value; and make use of clues such as stress and intonation to identify and understand relevant information in orally produced texts within the personal and educational domains. Therefore, the following are examples of activities that may be found useful for learners at this level:

- If working with a story like “When Sophie is angry, really, really angry”, Bang (2009) suggests to proceed like this: Tell students that everyone gets angry sometimes and that people have different ways to handle anger. Then proceed to tell them that s/he is going to read a story about a girl named Sophie and what she does when she gets really, really angry. Teachers themselves can then read the story to learners (and while doing it stress words that are important— e.g. the ones that indicate Sophie’s reactions when her toy is

10 “Gist listening means listening in order to get the main ideas of a listening passage” (Richards & Schmidt, 2010, p.246) or “listening in order to understand the general meaning of a text without paying attention to specific details” (Richards & Schmidt, 2010, p.345) Listening for details is done in order to understand the specific information contained in a text (Richards & Schmidt, 2010, p.344)

CURRICULUM SPECIFICATIONS taken away from her as well as change intonation to understand her changes in mood and afterwards ask them questions like “What makes you really, really angry?”, How do you know when you are angry? How does your body feel? Or what do you do when you get really, really angry? After listening to students’ responses, teachers can go over the various stages in Sophie’s anger: screaming and roaring, shaking, stomping and kicking, wanting to smash the world to smithereens, running until she was worn out, crying, climbing a tree and letting the “world comfort her”. Finally, ask learners if they consider what Sophie did was helpful in getting rid of her anger, and what they might do instead or what they think they should do to express anger without causing harm to others (Bang, 2009). Since the use of authentic listening materials has been suggested but does not imply the avoidance of conventional pre-written recorded texts in formal English at all teachers level A2.1 are also recommended to use “news reports”, which are now relatively easy to find in the Internet. For instance, teachers can resort to the BBC Learning English website for ideas and suggestions on how to use news stories in class in the section called “. There are archives with hundreds of stories, as well as teaching ideas and lesson plans, so teachers can always find a piece of news report that fits their students’ interests. The news pages available at the site also provide short video stories (2 to 10 minutes) on interesting past and current issues as well as their transcript, and vocabulary exercises which teachers can readily use for guessing the meaning, for example. The audio and text can be downloaded for free as well and there are activities and answer keys for the exercises (both of them can be easily printed, too). Another advantage of using the free resources available on this site is that the video stories are adapted to the needs of English learners and, therefore, vocabulary is pre-viewed before the actual story is displayed; thus, teachers can also adapt the exercises for

identifying the topic and main points of the stories presented there. Furthermore, teachers can use short interviews to do listening activities with their A2.1 learners and the BBC English also offers a wide variety of recordings whose audio and text can be easily downloaded from the section called 6-minute English. As may be guessed from its name, moreover, this site has an archive of 6-minute recordings of interview –like conversations on varied topics that go from “Shopping” to “Driving on Mars”, and there are also vocabulary prompts and downloadable handouts and audio (the text handout has a transcript of the recording with a vocabulary list and its definitions as well as links to read more about the story online). Finally, there is a short summary of the topic that is discussed in the recording and a question that is stated in the program for the audience to answer.

e. MATERIALS AND METHODS

METHODS, TECHNIQUES AND INSTRUMENTS.

METHODS

There are some methods which were used in this Research work, such as:

The Observation Method: Observation is a fundamental way of finding out about the world around us. As a method of data collection it uses the natural observation which has the biggest advantage of allowing the researcher to view participants in their natural environment. This method has ecological validity which refers to the extent to which research can be used in real-life situation. The observations were applied in a natural environment by the researcher as a non-participant without interfering in the learning process within the class.

The Survey Method: Is the collection of validate information or data and it is used to collect participants' opinions in the investigation. In this case the survey method helped the researcher to gather students and teachers' opinions about the use of audiovisual technology within the classroom and specifically in the learning of the listening skill.

In the survey method research participants answered questions administered through questionnaires composed of 10 questions, after participants answered the questions, researcher described, analyzed and interpret the responses given.

Surveys helped to collect the appropriate data in order to identify tendencies related to the use of communicative activities during the teaching of the speaking skill, all of this

information was analyzed and interpreted in order to verify the hypothesis previously stated.

The analytic-synthetic method: Within the present investigation the researcher used the analytic-synthetic method in the elaboration of the theoretical frame, in the organization of the tables and graphics and in the analysis and interpretation of information gathered.

TECHNIQUES AND INSTRUMENTS

With the purpose of getting empiric information about the researched object, a survey was applied to the English teachers and students of 1st, 2nd and 3rd year of Bachillerato, in order to find out if audiovisual technologys have been used in the development of the speaking skill.

Observation guides were applied in 10 learning sessions and the information was carefully recorder by the researcher.

PROCEDURES

To do this research work, the following procedures were developed.

a. Collect data

In order to obtain the information, a survey was applied to the teachers and students of 1st, 2nd and 3rd year of Bachillerato, at “Hernan Gallarado Moscoso” high school.

b. Tabulation and organization

Once collected, the information was tabulated and organized according to different categories adopted for this study.

The organization of the gathered information was made according to the variables specified and expressed into tables and graphics.

Statistic tables showed the frequency and percentages of established indicators for the study. Data was represented in graphics bars, so it facilitated the interpretation and consequently the analysis of every result.

c. Analysis and interpretation

Once the information had been represented in tables and graphs, it was analyzed and interpreted in terms of how the values obtained expressed tendencies and behaviors of variables and parameters.

d. Hypotheses verification

The hypotheses were proved through a deductive hypothetical process supported in the logical analysis of the field investigation whose final findings are expressed in a descriptive mode.

e. Conclusions and recommendations

The conclusions were based on a specific analysis of the outcomes and generated some recommendations addressed to the authorities of the researched institution as also to the teachers and students as participants of the present research in order to be part of the problem solution in the present research.

INSTRUMENTS

The students' and teachers' survey was composed of 10 multiple choice questions and the observation guide was composed of 10 questions in order to get specific information which helped to support the ideas of the possible answers.

Instrument N.1 Questionnaire to students

Instrument N.2 Questionnaire to teachers

Instrument N.3 Observation guide

POPULATION /PARTICIPANTS

The population in the field work was comprised by all the English's teachers and the students of the first, second and third year of bachillerato, at "Hernan Gallardo Moscoso" high school. The researcher did not use any formula to calculate the population sample due to the fact that the students on this institution were less than one hundred.

The following chart shows the data mentioned before:

Table 1

POPULATION

CLASSES	N# OF STUDENTS
1st year of Bachillerato	28
2st year of Bachillerato	20
3st year of Bachillerato	19
TOTAL	57
TEACHER'S POPULATION	TOTAL
2	2

f. RESULTS

The information expressed in the tables and figures comes from the ten question which contain ten questions, which was applied to the students of 1st, 2nd, and 3rd years of bachillerato, also to the teachers of "Hernan Gallardo Moscoso" High School; with the purpose of collecting information related to the use of audiovisual technology in the development of listening skill in the English classes.

The tables below show the results of the application of the questionnaire.

1. Do you think is it important to use Audiovisual Technology in order to develop the listening skill?

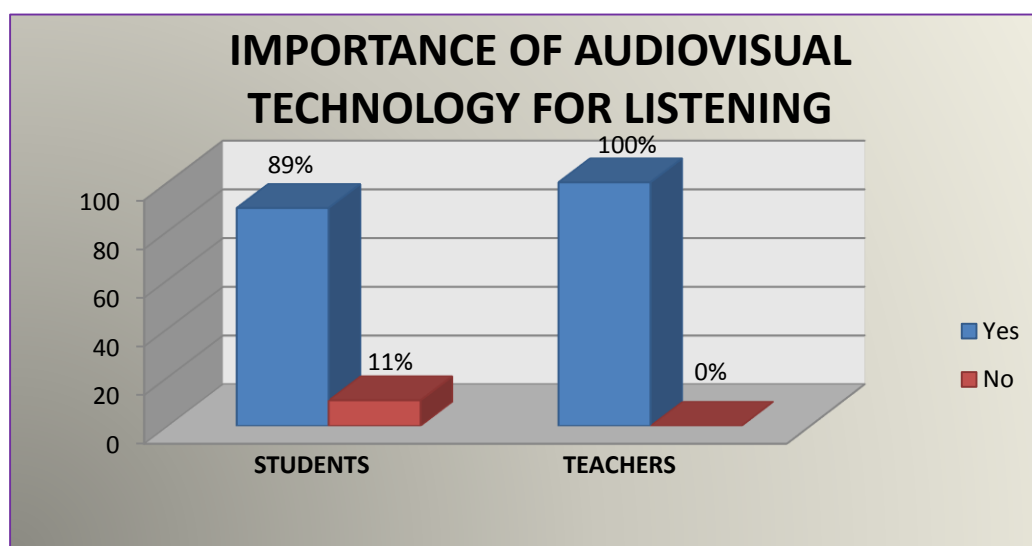
a) Table 2

Importance of Audiovisual Technology to Develop the Listening Skill

	STUDENTS		TEACHERS	
	f	%	F	%
Yes	51	89	2	100
No	6	11	0	0
TOTAL	57	100	2	100

Resources: Hernan Gallardo Moscoso
Researcher: Ana Elizabeth Robles

b) Figure 1



Analysis and interpretation

In this question it is evident that there is a clear tendency in both teachers and students to perceive that the use of audiovisual technology is important in the development of the listening skill.

The results showed that all the teachers agreed that the use of the audiovisual technology is important to develop the listening skill; as well as, most of the students support the teachers' opinion. Nevertheless, there is a few students who think that it is not important the use of the audiovisual technology in the development of the listening skill.

According to Really (2011), the use of the audiovisual technology creates a stimulating and interactive environment which is more conducive to learning. Nowadays, technology is affecting listening skills quite rapidly and it can be seen that audio and video devices have a major influence on how we listen; as a result students can improve their listening skill by a frequent use of these advises accompanied by well-designed materials and activities

Knowing about how important the use of the audiovisual technology is in the development of the listening skill it would be easier to find an appropriate way to apply it in the class and have good results with students.

Table 3

<i>The Importance of the Audiovisual Technology</i>	STUDENTS		TEACHERS	
	f	%	f	%
creates a stimulating environment of learning	7	0	0	0
creates an interactive environment of learning	0	0	0	0
arouses learner's interest	15	26	2	100
improve the student's comprehension	10	18	0	0
students learn to listen in a better way	22	39	0	0
students can improve their pronunciation	30	53	2	100

Resources: Hernan Gallardo Moscoso

Researcher: Ana Elizabeth Robles

2. Why is the audiovisual technology important to develop the listening skill?

Figure 2

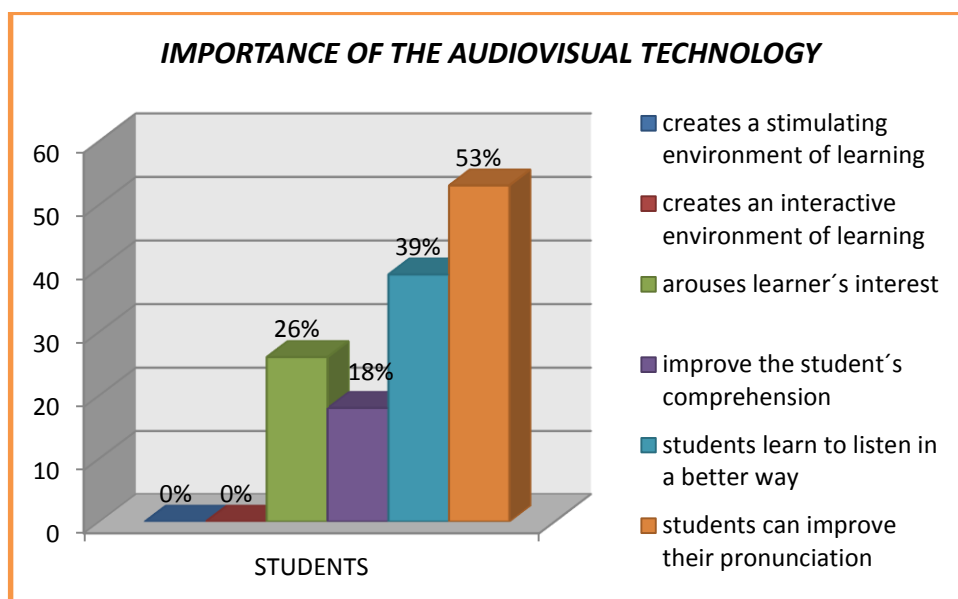
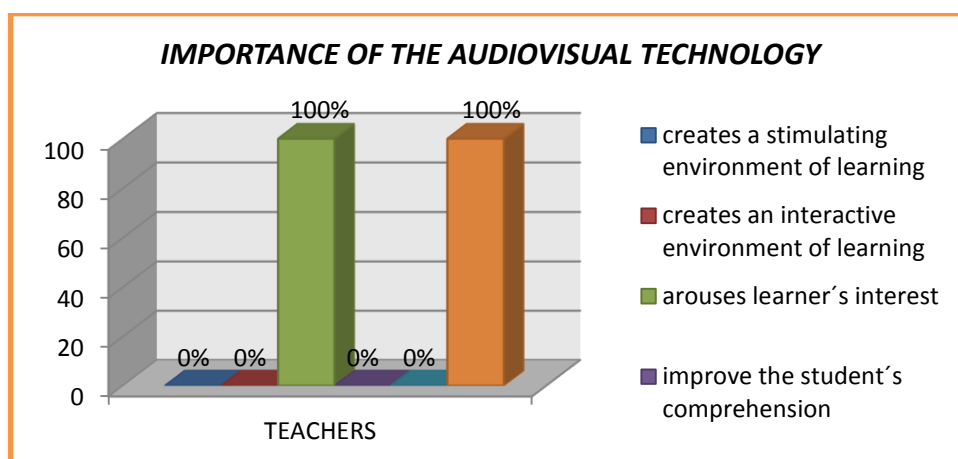


Figure 3



Analysis and Interpretation

The highest percentages related to the importance of the Audiovisual technology from the students' point of view it seems that are located in the area of "*improving their pronunciation*" that represents the 53%; teachers, on the other hand consider that Audiovisual technology "*arouses learners interests*" and improves students' *pronunciation* as well (100%)

The finding indicates that both, students and teachers agreed that the main reason why audiovisual technology is used in the classroom is that it can improve students' pronunciation.

A moderate number of students (39%) express that another reason why using audiovisual technology in the classroom is important it, is because it helps them to listen in a better way; besides teachers consider that audiovisual technology arouses learners' interest and improve their level attention.

Listening to the teacher is not enough for improving students' pronunciation and listening; it is necessary to have extra tools to do it, here is where the audiovisual

technology appears with amazing resources which all of those catch students' attentions and arouse their interest in practice and improve their abilities in listening and to attract attention from students.

3. Does your teacher use audiovisual technology to develop your listening skill?

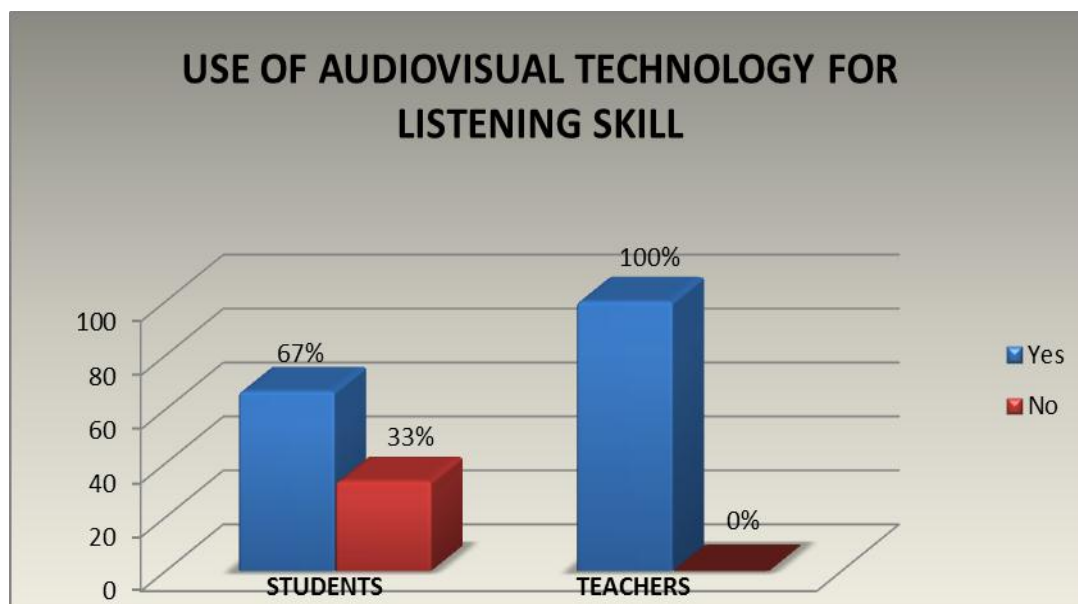
Table 3

<i>The use of Audiovisual Technology to Develop the Listening Skill</i>	STUDENTS		TEACHERS	
	f	%	F	%
Yes	38	67	2	100
No	19	33	0	0
TOTAL		100	2	100

Resources: Hernan Gallardo Moscoso

Researcher: Ana Elizabeth Robles

Figure 4



Analysis and interpretation

Only a (33%) of students reported not using audiovisual technology; while the majority of respondents (67%) said that teachers used audiovisual technology for the development of listening skill. In contrast, the reported information of students as well as the teachers, tells us that the audiovisual technology is used to develop listening skills.

Based on information mentioned above students know about it and they probably have a good level of listening; it will be confirmed in the next question.

The use of the audiovisual technology can improve listening skills, aiding those that are auditory learners and are able to absorb information best when they hear it through audio". It is supported by Fontanez (2014), who said that the more you listen the better listener you will be when you are being spoken to and you will also listen better to people with different accents than what you are generally used to.

4. Which of the following audiovisual technology do you use in class to develop the students listening skill?

Table 4

<i>Audiovisual Technology Tools used in Class</i>	STUDENTS		TEACHERS	
	F	%	f	%
overhead projectors	49	86	2	100
interactive White boards	1	2	0	0
television	9	16	0	0
videos	28	49	0	0
internet	13	23	2	100
mobile phones	0	0	0	0
CD players	45	79	2	100

Resources: Hernan Gallardo Moscoso
Researcher: Ana Elizabeth Robles

Figure 5

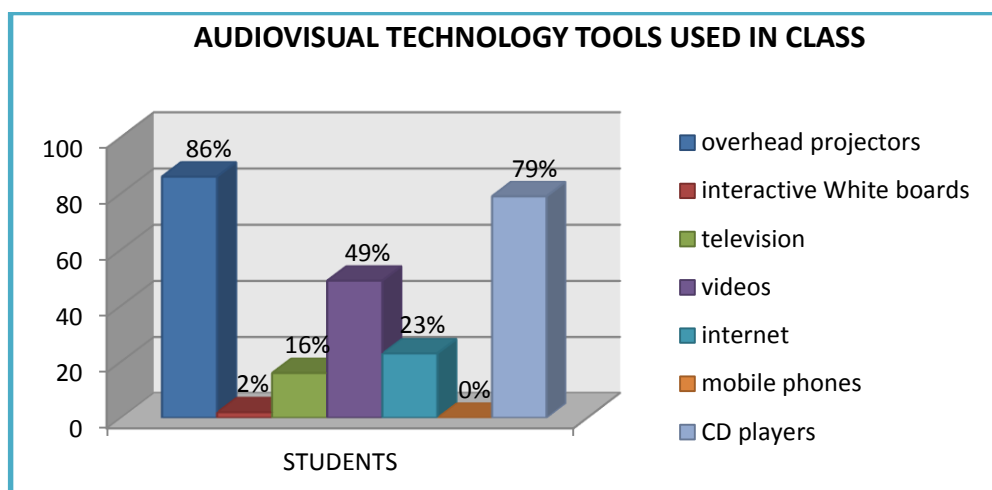
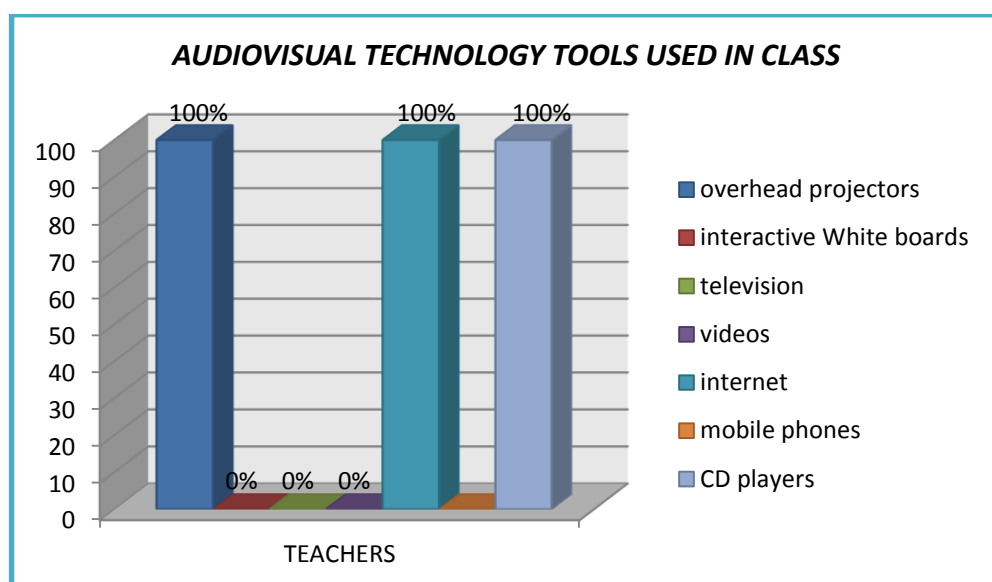


Figure 6



Analysis and interpretation

In this query about the types of audiovisual tools used in class, the majority of students (86%) pointed out that the “*over-head projectors*” was the most used audiovisual technology device. Other significant number of student (79%) reported “*CD players*” as the second most used device. According to all teachers (100%) “*overhead projectors*” ,“*CD players*” and “*internet*” were the tools most used in class.

The results show that there is an agreement between teachers and students about the kinds of audiovisual tools that are used in class to develop the listening skill with almost the same percentage.

The use of projector in classes is a good tool for teachers because students can identify the letters with the sounds and it is a fancy way to learn, but it does not have a relevant importance in the development of the listening skill in contrast with the cd player which has conversations and students can hear and interpreted them; helping students to practice the listening.

Nowadays, internet is a necessary tool in the classroom with it, students can practice with online activities and exercises with different accents so they can recognized and understand; Unfortunately teachers from Hernán Gallardo Moscoso high school do not use it, as a result, students do not have all the necessary tools for developing their listening

5. Which of the following audiovisual technology devices are available in your institution?

Table 5

<i>Audiovisual Technology Available in the Institution</i>	STUDENTS		TEACHERS	
	f	%	f	%
overhead proyectors	47	82	2	100
interactive white boards	2	4	0	0
television	6	11	2	100
videos	16	28	0	0
internet	17	30	0	0
mobile phones	0	0	0	0
cd player	49	86	2	100

Resources: Hernan Gallardo Moscoso

Researcher: Ana Elizabeth Robles

Figure 7

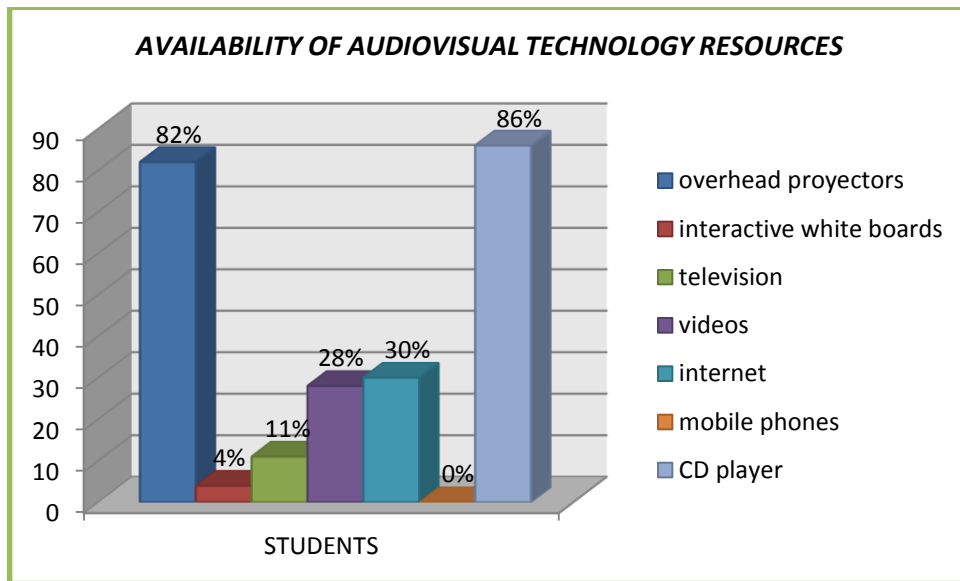
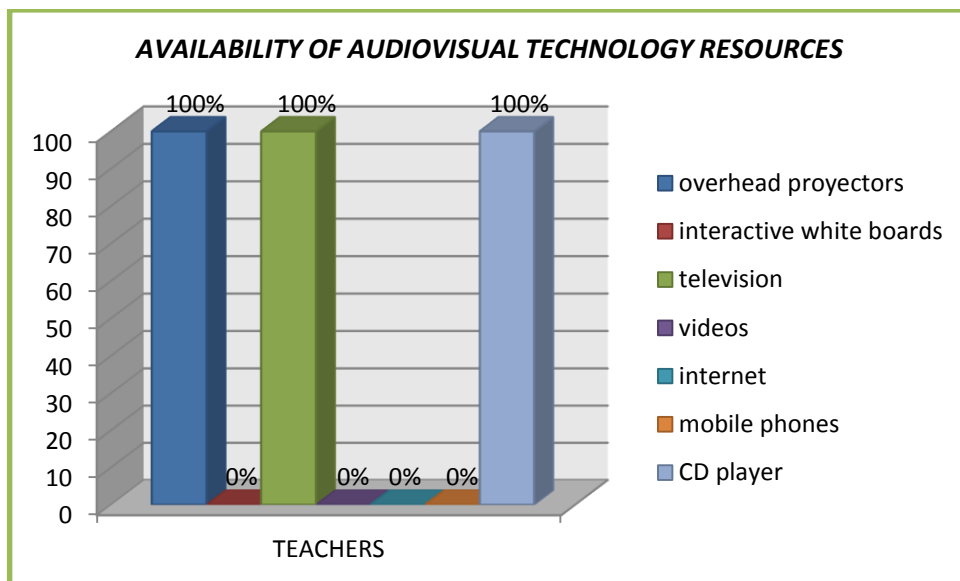


Figure 8



Analysis and interpretation

In this question it is evident as it was confirmed on the previous one, that the audiovisual tools available in this institution are mainly the “*overhead projector*” (82%) and the “*CD player*” (86%) according to students. Teachers and they also reported the use of both

tools, (100%). Another tool available was the “*television*” set (100%). The other audio-visual technology device selected by students were “*interactive white-board*” (4%), “*television*” (11%), “*videos* (28%), “*cd players*” (30%). Were mentioned by students in lower percentages as it is shown in the figure 8. It is worthwhile to point out that after the observations it was confirmed that these devices were not available in the school.

The results showed that in the institution there are overhead projectors, cd players and television available for teaching purposes which are helpful for students and teachers.

Despite all of those tools available in the institution in the previous question it is demonstrated that teachers do not use all of them; they forgot to use the television when it is a good tool for improving the listening skill in students, teachers can use it with different videos and conversations in order to practice the listening skill. The teacher would make use of the audiovisual technology available did the development of listening skill in the population studied.

Gay (1997), said that videos and listening is a powerful combination because it entails visual and hearing which are the two most important ways human process language in their brain. By watching specific video programs and listening to it, learners will be able to comprehend better; so as a consequence teachers need to use all the tools that they have in the institution in order to help students to improve the listening skill in the students.

6. How frequently are audiovisual technology used in class to develop listening skill?

Table 6

The Frequency In Using Of Audiovisual Technology	STUDENTS		TEACHERS	
	f	%	F	%
once a month	23	40	0	0
twice a month	16	28	0	0
each week	12	21	0	0
twice a week	1	2	2	100
every day	0	0	0	0

Resources: Hernan Gallardo Moscoso

Researcher: Ana Elizabeth Robles

Figure 9

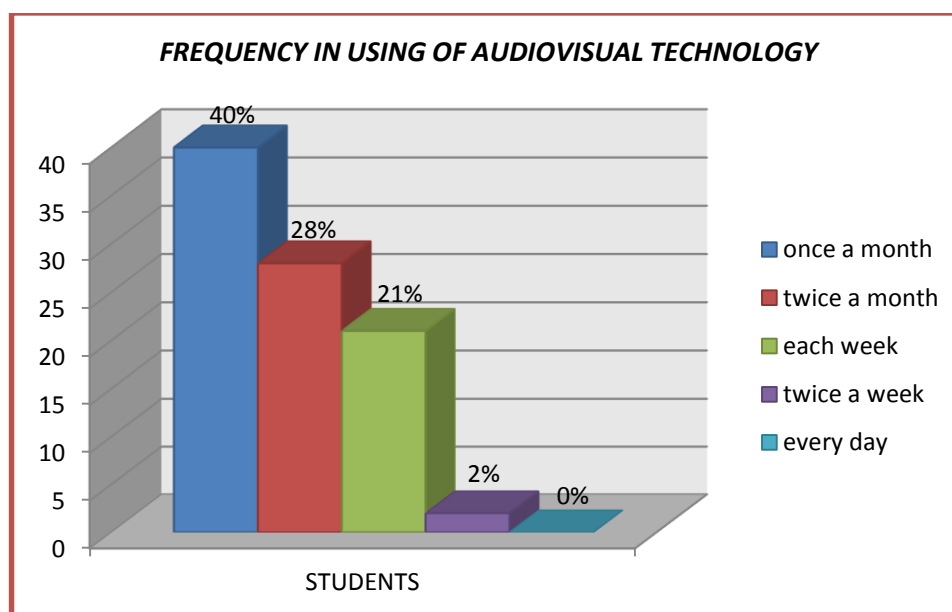
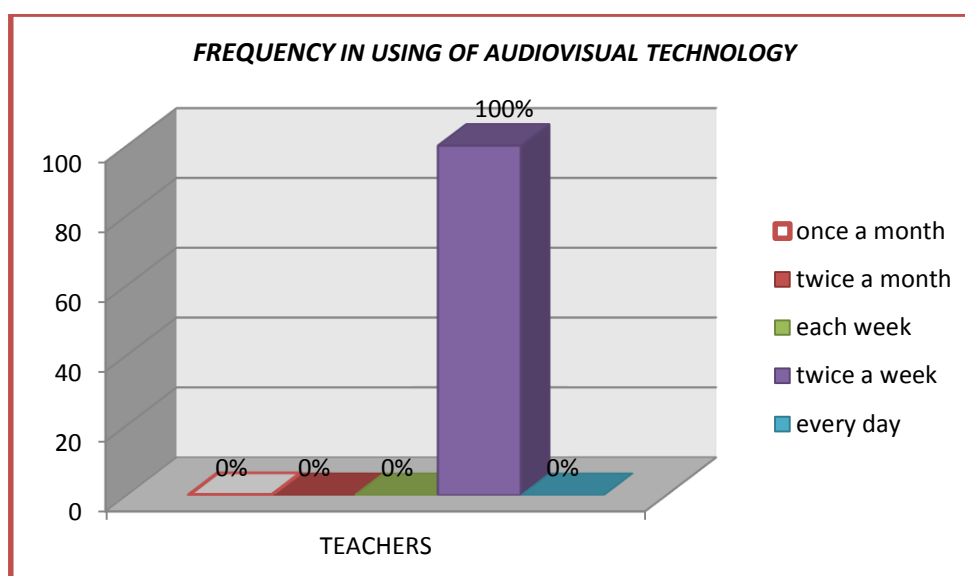


Figure 10



Analysis and Interpretation

As you can see there is not any clear tendency in relation to the frequency of audiovisual technology used among students. They said "*once a month*" (40%), "*twice a week*" (28%), "*each a week*" (21%). Teachers (100%), on the other hand, agreed on using audiovisual technology "*twice a week*" as frequency indicator.

It is clear that there is a contradiction among the opinions of students and teachers. This question has the purpose of identifying the frequency in using audiovisual technology. Even though the students' percentages are not the same as the teachers', the researcher during the observation could notice that in effect teachers did use the audiovisual material twice a week. Therefore teachers' percentage had been confirmed by the researcher's observations.

As it is presented in the results using technology twice a week is a good frequency indicator for developing listening skills among students. Page (2007), points out that the

use of audiovisual technology improves the development of the listening skill. The majority of teachers use audiovisual technology in order to get the best the results for students. Teachers need to organize the time to apply the audiovisual resources and consequently students have more opportunities to listen to different models of spoken language and the resources available can be of great help in that purpose.

7. How do you rate your performance in using audiovisual technology to develop students' listening skill?

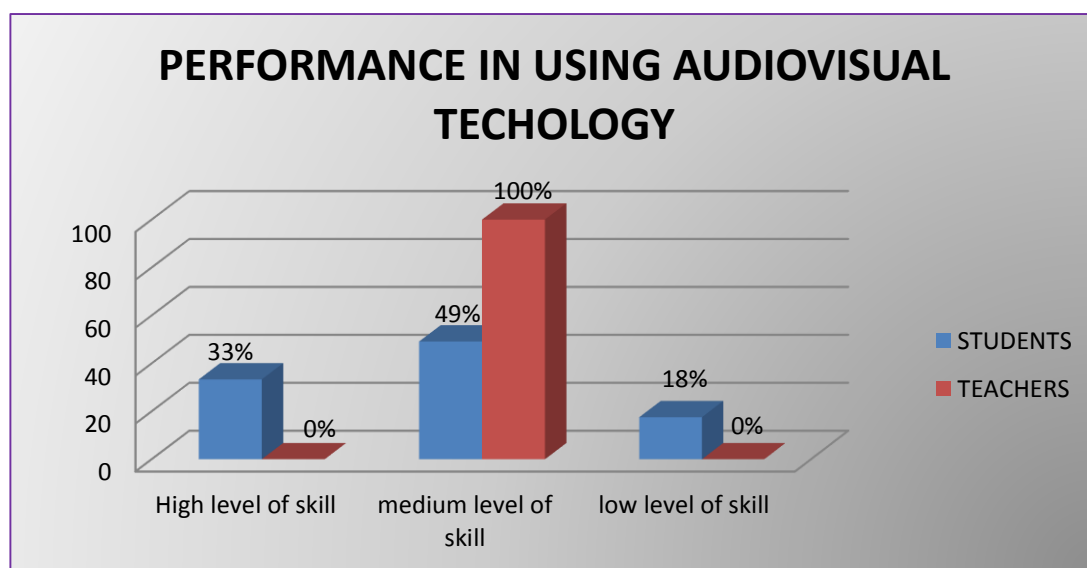
Table 7

<i>The Performance in using Audiovisual Technology</i>	STUDENTS		TEACHERS	
	f	%	f	%
high level of skill	19	33	0	0
medium level of skill	28	49	2	100
low level of skill	10	18	0	0

Resources: Hernan Gallardo Moscoso

Researcher: Ana Elizabeth Robles

Figure 8



Analysis and Interpretation

In this question there is a medium tendency on the teachers about the performance when they use the audiovisual technologies (100%). A medium level of students mentioned that some teachers have some difficulty and other have some knowledge on how to use the audiovisual technology devices which matches with their answer “high level”(33%) and “medium level” (49%).

Both students and teachers coincided that the level of performance about using audiovisual technology devices is located in a moderate level; in other words teachers use and know how to operate those devices.

Teachers answered that they had a medium level of skill in using the audiovisual technology and the students agreed (49%) with them; there is a considerable percentage that think they had a high level of skill using the audiovisual technology.

According to Pros (2012), findings and statistics have shown that the best means of facilitating or enhancing good teaching and learning in the Listening skill is through the use of instructional materials which encompass audio visual materials like radio, charts and projectors of various kinds.

Supporting the results if the teachers do not have the knowledge on how to use audiovisual technology it is difficult that they use it as a tool in the class. Teachers need to be trained in the use of that technology it so they can apply those tools in the development of the listening skill.

8. How do you rate your students listening skill performance?

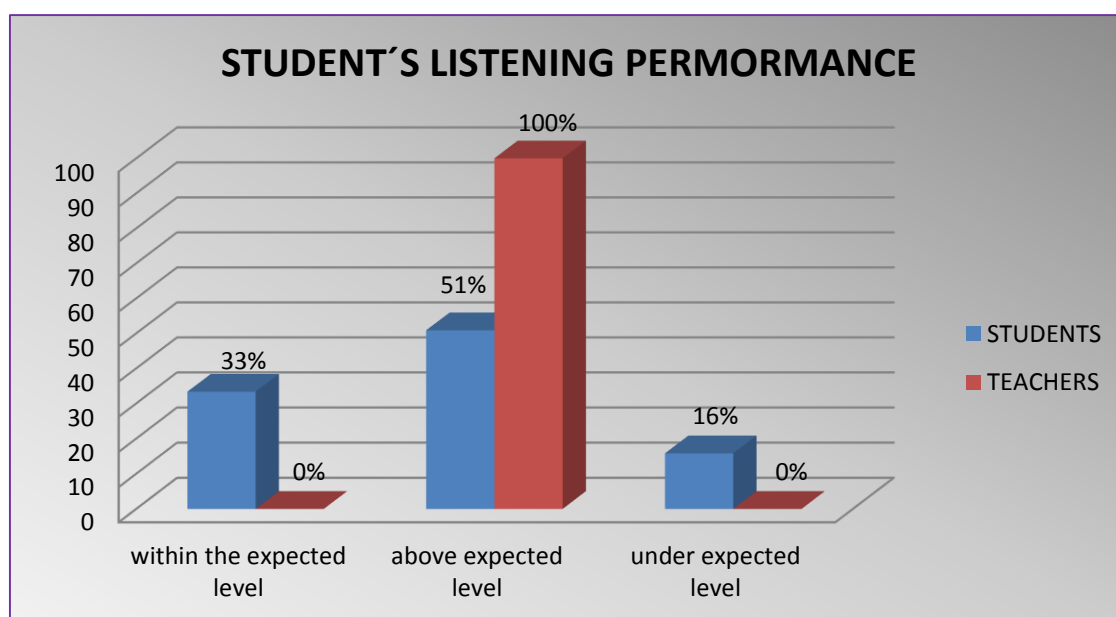
Table 9

<i>Student's Listening Performance</i>	STUDENTS		TEACHERS	
	f	%	f	%
within the expected level	19	33	0	0
above expected level	29	51	2	100
under expected level	9	16	0	0
TOTAL	57	100	2	100

Resources: Hernan Gallardo Moscoso

Researcher: Ana Elizabeth Robles

Figure 10



Analysis and interpretation

The majority of students (51%) and teachers (100%) selected “*above the expected level*” respectively, as the category which reflects the skills performance.

A few students mentioned that their level was “*under the expected level*” (16%), teacher did not mention any student in a lower level.

This question is aimed at knowing if the students are satisfied with the level they have in the listening skill performance. In teachers' opinion, students are above the expected level and the students agreed with that, but a considerable number of students said they are within the expected level.

As it is shown in the results they feel satisfied with the level they have; however it is necessary to point that level of the listening performance can be improved by the application of more updated the audiovisual technology in the class.

9. How difficult is for you to use the Audio Visual technology?

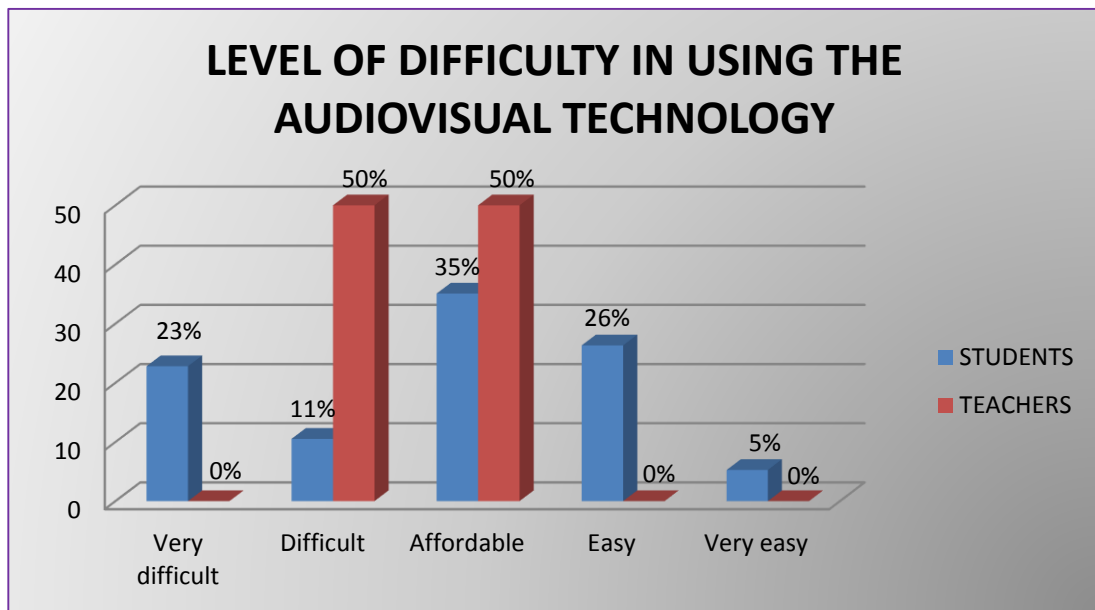
Table 9

<i>Level of Difficulty in using the Audiovisual Technology</i>	STUDENTS		TEACHERS	
	F	%	f	%
very difficult	13	23	0	0
Difficult	6	11	1	50
Affordable	20	35	1	50
Easy	15	26	0	0
very easy	3	5	0	0
TOTAL	57	100	2	100

Resources: Hernan Gallardo Moscoso

Researcher: Ana Elizabeth Robles

Figure 10



Analysis and interpretation

The half of teachers (50%) consider the level of difficulty in using audiovisual technology as "affordable" while the other percentage of teachers (50%) mentioned that level as "difficult". On the other hand some students (35%) agree with the other (50%) of teachers in that using audiovisual technology is "affordable", however 23% of students reported "very difficult ", and a minority of students (11%) cited that in a "difficult" level.

The results showed that half of the teachers thought that it was difficult for them to use the audiovisual technology and the other half considered it as affordable; meanwhile students' opinions were diverse.

According to the exposed results, one of the reasons why the teachers do not use the audiovisual technology in class can be attributed to the fact that they cannot use it. They need to learn how to manage and how to use it in a effectively within the classroom; for Riley (2011), the importance of audiovisual technology in education is underestimated

that is why teacher does not take into account the real benefit that the correct use can give to develop the listening in the students; teacher needs some preparation and educational institutions should give them the opportunity to do it.

10. The Listening task given in the English class

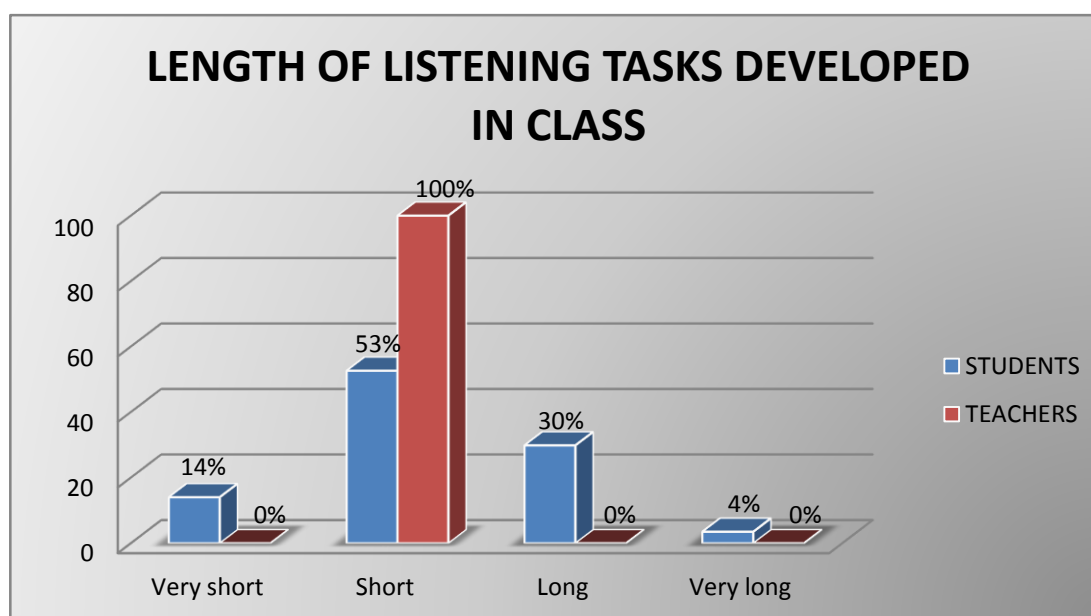
Table 11

<i>Length of Listening Tasks developed in class</i>	STUDENTS		TEACHERS	
	f	%	f	%
Very short	8	14	0	0
Short	30	53	2	100
Long	17	30	0	0
Very long	2	4	0	0
TOTAL	57	100	2	100

Resources: Hernan Gallardo Moscoso

Researcher: Ana Elizabeth Robles

Figure 12



Analysis and Interpretation

In this query about the length of tasks given in class; both teachers (100%), and students (53%); agree that the listening tasks were short. On the other hand, as the lowest percentages, students said that the task were “very long” (4%), teachers did not point out any other opinions.

This question is related to the listening activities apply by the teacher in class, if they are the long enough for the correct practice of the listening skill. All the teachers said that they are very short and the majority of the students think the same; as a consequence it is said that the listening activities that the teacher has in the book are not appropriated for the correct practice of the listening in class.

According to Panyter in 2013 said that, in a class not well prepared even the audiovisual technology can help it; so. if the teacher does not prepare well the class they already know that the listening activities turns it into a meaningful one. The teacher must prepare extra listening activities to solve in class, they need to have specific task to help students to improve this skill.

g. DISCUSSION

After the researcher stated, interpreted and analyzed the results obtained from the collected data through surveys and observations, the technique of summarizing results according to indicators was used to contrast the views of students, teachers and the researcher. The questions that helped the researcher to prove the hypotheses stated in the research project are presented in this context.

According to the results obtained from the survey and observation done to students from 1st, 2nd and 3rd Years of Bachillerato at “Hernán Gallardo Moscoso” high school, the researcher confirms that students do not meet the learning outcomes set by the National Curriculum Specifications (2013-2014 school year) which determines that students from 1st to 3th years of bachillerato should have the CEFR level A2. And consequently should memorize, and note down words and expressions not previously encountered in the personal, educational, and public domains as well as note their situational context and functional value; and make use of clues such as stress and intonation to identify and understand relevant information in orally produced texts within the personal and educational domains.

HYPOTHESIS ONE

a) Statement

The use of audiovisual technology contributes to the development of the listening skill in the students of 1st, 2nd and 3rd Years of Bachillerato at “Hernán Gallardo Moscoso” high school. Academic period 2013-2014.

The independent variable has to do with the audiovisual technology while the dependent variable is related to the development of the listening skill.

Table 12

SUMMARY OF RESULTS ACCORDING TO INDICATORS

QUESTION	STUDENTS	TEACHERS	RESEARCHER
3. Use of audiovisual technology	67% "yes"	100% "Yes"	70% "Yes"
4. Audiovisual technology tools used in class	86% "overhead projectors"	100% "cd players", "overhead projectors"	100% "cd players"
5. Audiovisual technology available	86% "cd players"	100% "cd players", "overhead projectors"	100% " cd players"
7. Teachers performance in using audiovisual technology	49% "medium level"	100% "medium level"	100% "medium level"
9. Teachers performance rate in using the audiovisual technology	35% "affordable"	50% "affordable" "difficult" (not agreement)	100% "affordable"

a) Demonstration

According to the results showed in the chart above the researcher is able to make the following considerations prior to testing the hypotheses:

In relation to question THREE: It does not exist an agreement about the use of audiovisual tools, besides there are some different points of view among the participants. Students mentioned that the use of these technological devices was not frequent, while

teachers expressed that the use of these resources is moderate, the results are similar with the observations made by the researcher.

Concerning question FOUR: the kind of technology most used in the institution are “CD players according to the given answers, however students indicate that in the high school there are available other kinds of technological tools, but those are not used.

In question FIVE: the educative institution has more tools available apart from the cd players, such as projectors but teachers do not use them for the development of the listening skill, as it was confirmed from the observation made by the researcher.

Concerning question SEVEN: These technological devices like cd players are very easy to use, for that reason the students claim that teachers do not have a high level of difficulty in order to manipulate these technological resources; that’s why there is an agreement among students and teachers’ opinions.

About question NINE: there is not complete agreement between teacher’s performance rate in using these audiovisual tools among students, teachers and the researcher. Students reported the performance as an “affordable” level, and this conclusion is consistent with the researcher’ observations.

DECISION:

Based on the interpretation analysis of results and taking into account the researcher’s observations, the researcher is able to state the following decision:

The first hypothesis is accepted because the use of the audiovisual technology is very limited in the high school; that is because teachers do not use these devices properly; for that reason this limitation affects the listening skill development.

HYPOTHESIS TWO

Statement

The teachers do not use frequently audiovisual technology to improve the listening skill of English Language in the students of 1st, 2nd and 3rd Years of Bachillerato at “Hernán Gallardo Moscoso” high school. Academic period 2013-2014

Demonstration

Table 13

SUMMARY OF RESULTS ACCORDING TO INDICATORS

QUESTION	STUDENTS	TEACHERS	OBSERVATION GUIDE
1. Importance use of audiovisual technology	67% “yes”	100% “Yes”	70% “yes”
4. The frequency in using audiovisual technology	40% “once a month”	100% “twice a week”	100% “twice a week”
8. Students listening performance rate	51% “above expected”	100% “above expected”	50% “above expected”

Based on the analysis, results and observations the researcher can consider that:

In relation to question ONE: there is an agreement on teachers and students about the fact that audiovisual technology is really important to develop the listening skill, because in that way students are exposed to different models of pronunciation.

According to question FOUR: the use of technological tools is very limited according to students’ opinion, but in relation to the teachers’ point of view the use of audiovisual resources is really frequent, and according to the researcher’ observations the teachers’

opinion can be corroborated. It is important to consider that the audiovisual device used is the Cd players which does not after enough practice in using both senses: hearing and sight.

About question EIGHT: Even though there is an apparent between students and teachers opinions on the level of skill development of students it is not necessarily consistent in the observation made by the researcher, She could see that the student is listening skill level did not meet the standards set by level A2. According to National Standers for Ecuadorian School for 2013-2014 school year.

Decision

Based on the results and analysis and taking into account the present observations the researcher can take the following decision:

The second hypothesis is accepted, because teachers do not use frequently the audiovisual technology to improve the listening skill, which does not allow students to have an appropriate or satisfactory development of the listening skill.

h. CONCLUSIONS

After the analysis made, using the information provided by the students and teachers of 1st, 2nd and 3th years of Bachillerato at Hernán Gallardo Moscoso High school, the researcher can conclude the following:

- The influence that audiovisual technology has in the development of listening skill at “Hernán Gallardo Moscoso” High school is scarce, since adequate technological resources are not used in order to improve the listening skill. The lack of technological devices which combine sight and hearing does not permit the practice of activities in order to reach the stated objective which is related to improving the listening skill
- According to the receipted information, the researcher is able to conclude that teachers and students at “Hernán Gallardo Moscoso” High school are conscious about the audiovisual resources importance, which helps to develop and improve the listening skill; however teachers do not give the appropriate and adequate management in the classroom, due to teachers are concentrated only in completing the book activities, for that reason teachers only use Cd player to explain an activity related to a book content.
- The level of frequency of audiovisual technology use at “Hernán Gallardo Moscoso” High school is mostly limited in regards to the type of the used audiovisual tools. Only using "cd players" deny students a comprehensive development of a determined listening skill. Focusing only on hearing exercise deprives students of the integral experience that image provides them: clues to understanding and offers context for the situation being focused.

i. RECOMMENDATIONS

- Teachers need to consider the importance of the use of audiovisual technology in the development of the listening skill in students; they should prepare more listening activities that include the use of updated audiovisual technology. This learning aids helps students to get more stimulated and become more attentive in addition student positive attitude generate more interest for the lesson they teach, and as result students participate better in class.
- Teachers from Hernan Gallardo high school have some audiovisual technology resources to use in class, such us the projector and the CD player; however they are not linking them appropriately to the listening activities. The treatment of listening skill should not be book based but it should be standard oriented. Having a lot of update audiovisual technology devices is not as important as having clear learning outcomes.
- Background knowledge aids understanding the meaning of message and it can be provide by the use of videos or online activities among other resources. The combination of sight and hearing can help students to reinforce comprehension which is more likely to help them to learn the language more communicatively. So the use of audiovisual technology should be enhance within any language classroom.

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN

ENGLISH LANGUAGE CAREER PROJECT

THEME

EXAMINING THE USE OF AUDIOVISUAL TECHNOLOGY TO
SUPPORT THE TEACHING OF THE LISTENING SKILL IN 1ST, 2ND
AND 3RD YEARS OF BACHILLERATO AT “HERNAN GALLARDO
MOSCOSO” HIGH SCHOOL. ACADEMIC PERIOD 2013-2014.

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This project previous to obtain the Bachelor's
degree in Sciences of Education, English
Language Specialization

AUTHOR:

Ana Elizabeth Robles Jumbo

**LOJA – ECUADOR
2014**

a. THEME

EXAMINING THE USE OF AUDIOVISUAL TECHNOLOGY TO SUPPORT THE TEACHING OF THE LISTENING SKILL IN 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT “HERNAN GALLARDO MOSCOSO” HIGH SCHOOL. ACADEMIC PERIOD 2013-2014.

b. PROBLEM

This project is going to be carried out at “Hernán Gallardo Moscoso High School”, for that reason a brief history is going to be mentioned. Hernan Galardo Moscoso High School was created on September twenty seventh in 1989. It is located on Isidro Ayora y Barquisimeto Avenue/ Belen Neighborhood, Loja- Ecuador. The high school name was in honor to the teacher Hernán Gallardo Moscoso who was a prestigious educator.

The first principal of this institution was the Dr. Vicente Asanza Granda; after of its foundation, academic activities started with four teachers and with thirteen students. In that time the institution just had only one group that was eighth year. Nowadays, it has eleven teachers and two hundred thirty one students who study in Basic Education and Bachillerato. It is a public institution that offers education to the people of the occidental sector of the Loja city.

The mission of the “Hernán Gallardo Moscoso High School” is to offer students a good and participative escolar environment that foster a humanist education based on ethics, morals and civics values; according to the development of the science and technology; to give graduates a wide and critical thinking notion, able to solve personal, family and social problems, and also able to face the challenges of life

1.1 CURRENT SITUATION

The main aim of studying a language is communication. Human beings love to communicate, to tell their stories and adventures and also to share knowledge. Then language is closely linked to culture, so learning a foreign language also means learning

about a foreign culture. And learning more about another culture will make you more open-minded, more able to critic, to compare, to understand people.

Knowing more than one language enhances opportunities in government, business, law, medicine and health care, teaching, technology, the military, communications, industry, social service, and marketing. An employer will see you as a bridge to new clients or customers if you know a second language.

In this context, listening is very important in Foreign Language Teaching. This is because; language curriculum can never be delivered when students are poor in listening. As teachers, we must look for ways to keep students engaged in class, and that means, to listen. Seeing our students demonstrate that they listen by use of nods, eye contact and asking of appropriate questions can be a guarantee we are fulfilling the goals of language teaching.

Furthermore, in the history of mankind, access to information and knowledge has never been so straightforward at a local, regional, national, or global level. Judicious deployment of audiovisual technology can encourage and sustain cultural and linguistic diversity in individuals and in society in general. Facilitating access to other cultures and languages which is chief goal of the language teaching profession, and using the audiovisual resources effectively in their teaching represents one of the chief challenges facing language teachers today

In Ecuador, the Government through the Ministry of Education has implemented in public schools, high schools and also in universities, the obligatoriness of teaching the English as a Foreign Language, but during this process there has been many failures.

This Ministry does not promote the actualization of English Teachers in the field of using new technologies that are being used in other countries around the world and have gotten good results. Teachers do not know the wide range of technology available to develop the students' listening skill and they could use them correctly.

1.2 RESEARCH PROBLEM

How does the use of audiovisual technology affect the development of the Listening skill in the English language of the Students of the 1st, 2nd And 3rd Years of Bachillerato at “Hernán Gallardo Moscoso” High School academic period 2013-2014?

1.3 DELIMITATION OF THERESEARCH

a) Time

This research work will be carried out during the academic period 2013 – 2014.

b) Location

It will be carried out at “Hernán Gallardo Moscoso” high school which is located in the “Belén” sector.

c) Participants

The groups that will be involved in the research work are:

- Students from 1st, 2nd and 3rd Years of Bachillerato at “Hernán Gallardo Moscoso” high school.
- The English teachers of this educational institution.

d) SUBPROBLEMS

- What theoretical references support the teaching of listening skills within the foreign language learning process at “Hernán Gallardo Moscoso” high school. Academic period 2013-2014?
- What audiovisual technology resources are useful to support the teaching and development of listening skills at “Hernán Gallardo Moscoso” high school. Academic period 2013-2014?
- How is the listening skill addressed within foreign language teaching at “Hernán Gallardo Moscoso” high school? Academic period 2013-2014?
- Which Audiovisual Technology do teachers use to develop the listening skill at “Hernán Gallardo Moscoso” high school? Academic period 2013-2014
- How often do teachers use AT to support the teaching of listening skills within the foreign language teaching process at “Hernán Gallardo Moscoso” high school? Academic period 2013-2014.

c. JUSTIFICATION

With the development of this research it is expected to increase the awareness regarding the use of the new technologies of information and communication in the foreign language teaching /learning process. Because within English as a Foreign Learning, developing listening skills needs to be emphasized to provide students the correct tools that allow them to extend their knowledge and also to cope with demands of this changing world.

The current world, that is full of challenges, teachers are required to master a series of new technologies in education because as the time goes by, newer advances emerge and it's impossible not to keep the track of them. In this context, Visual technology offers many possibilities to improve the Foreign Language Teaching and learning through the stimulation of senses including listening skills.

Nowadays it has become easier to access to update information thanks to innovation in technology. The use that English tools can help teachers to change their traditional methodologies into a trendy and exciting way to teach, especially in the development of the listening skill if students were given entertaining resources, meaningful learning would be achieved.

It's also worth to mention that the main purpose of education is to cause people think differently to change the world they live in. And this can only be reached if tutors make

huge effort to get more dynamic and participative classes. Students usually get bored with routine classes and they don't learn anything.

For that reason, it is really useful to have real information about the use of Audiovisual Technology to support the learning and teaching of English in our public schools. It can be a starting point of raising awareness about the importance that learning communicative skills - like listening have in the learning of English according to national standards. In that way, schools can establish some alternative solutions to lead with the situation and also, they could set some requirements in order to demand to the Government the improvement of audiovisual technologies.

As a future teacher, I would also like to get involved in this area because it's a good way to learn and change mental schemes, in order to identify easier methods to teach and to get more fruitful results.

And finally, this research project is an important requirement to get my degree in Sciences of Education, English Language Teaching specialization.

d. OBJECTIVES

4.1 GENERAL OBJECTIVE

- To determine the influence that the audiovisual technology have in the development of the Listening skills of English Language in the students of 1st, 2nd and 3rd Years of Bachillerato at “Hernán Gallardo Moscoso” high school. Academic period 2013-2014.

4.2 SPECIFIC OBJECTIVES

- To identify the audiovisual technology that the teachers use to develop the Listening skill of English Language in the students of 1st, 2nd and 3rd Years of Bachillerato at “Hernán Gallardo Moscoso” high school. Academic period 2013-2015.
- To determine the frequency with which teachers and students use audiovisual technology develop the listening skills of the English Language in the students of 1st, 2nd and 3rd Years of Bachillerato at “Hernán Gallardo Moscoso” high school. Academic period 2013-2015.

b. THEORETICAL FRAME

1.2 AUDIVISUAL TECHNOLOGY

1.2.1 DEFINITION

The term audiovisual (AV or A/V) may refer to works with both: a sound and a visual component, the production or use of such works, or the equipment used to create and present such works. Slide-tape presentations, films, and television programs are examples of audiovisual presentations, as are most major church services and other live theater productions.

In the developed world, there has been a huge uptake of computer-based audiovisual equipment in the education sector, with many schools and higher educational establishments installing projection equipment and often using interactive whiteboard technology (1964).

According to Dale, (1969), audiovisual are those devices by the use of which communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed as multi-sensory materials.

For Winsloy and Thomas, (1961) Audio-visual is, of course, a combination of two words: *audio* referring to that which we can hear, and *visual* referring to that which we can see. The basic frame of reference here limits our application of the term to a speaker and his audience, although they are not necessarily in the physical presence of one another, as in the case of a motion picture or television presentation.

1.2.2 IMPORTANCE

For Riley, (Riley, 2011) the importance of audio visual (AV) technology in education should not be underestimated. There are two reasons for this; one, learning via AV creates a stimulating and interactive environment which is more conducive to learning; two, we live in an audio-visual age which means that having the skills to use audiovisual equipment is integral to future employment prospects. Therefore exposure to AV technology in education is imperative.

The Project pros, (2012) holds that the use of audio visual materials as teaching aids has increased in recent years; thanks to technological advancement. Today's technology offers many choices to teachers, lecturers and curriculum developers who wish to capitalize on the new generation's appetite for multimedia presentations.

According to studies and research, some teachers claim that whenever they teach with some learning aids, their students get more stimulated because the learning aids help students to become more attentive. In addition, student's positive attitude generates more interest for the lessons they teach, and as a result students participate better in the class.

Below are some of the importance of audio visual materials in teaching and learning:

➤ Audio visual material arouses learner's interest. Students get anxious and develop a learning habit when the teaching method or medium appear real to them and are not abstract. The material helps the teacher or the instructor to present his/her lessons clearly and effectively and this in turn catches the attention of the pupils.

- Instructional materials are important because with them learners have a clear view of what is being taught.
- Audio visual materials guide learners / students to learn well and it reduces the stress involved in the process of teaching and learning.
- Audio visual aids in the classroom enhance teaching methods and improve student's comprehension.
- Teaching materials help to get the attention of the students, makes the class more realistic and it gives a viewpoint or key point on the topic.
- Instructional materials give proficiency to teachers and also help students to get the true picture of what is being taught.

In conclusion, people learn in different ways. Some people are good in retaining information passed to them orally, while some others are extraordinarily good in retaining information through what they read and others through pictures and some other means. But generally, findings and statistics have shown that the best means of facilitating or enhancing good teaching and learning is through the use of instructional materials which encompass audio visual materials like radio, charts and projectors of various kinds.

1.2.3 FUNDAMENTAL REASONS FOR TECHNOLOGY IN THE CLASSROOM

So here they are. Ten fundamental reasons why I think technology is important in education. Hopefully, they can act as the rationale for technology plans in schools. If you disagree, or find things missing, my contact information is at the end. (Page, 2007)

- **Expansion of time and place**

In a typical high school a student has access to a teacher 40 minutes per day. That means she has access to that teacher 5% of her waking day, and even that time is shared with 25 classmates. She has access to the Internet 100% of the time. That's 20X better.

Technology is no substitute for an inspiring teacher. However, on-line materials are far more available. Twenty times more.

Using the "textbook plus classroom" approach, the places where learning can occur are limited. On the other hand, a wireless laptop has access to the teacher's course material and the entire Internet almost anywhere. This is also a vastly larger resource than can be practically carried on paper in a backpack.

Bottom line: information technology allows learning anywhere, anytime; not just in one particular classroom for forty minutes a day.

- **Depth of Understanding**

Interactive simulations and illustrations can produce a much greater depth of understanding of a concept. When virtual manipulatives are used in a classroom setting they can go far beyond chalk and talk. Using a projector, the teacher can conduct onscreen investigations and demonstrate concepts far more easily than with just words and arm-waving. For example see Subtended Angles.

Because the students have access to the same tools over the web, they can reinforce the ideas by experimenting with the simulations themselves, any time, any where.

- **New media for self-expression**

In the old days, students could write in a notebook, and what they wrote was seen only by the teacher. Using modern technology they can: Make a PowerPoint presentation, record/edit spoken word, do digital photography, make a video, run a class newspaper, run a web based school radio or TV station, do Claymation, compose digital music on a synthesizer, make a website, create a blog.

- **Going Global**

The worldview of the student can be expanded because of the zero cost of communicating with other people around the globe. The Internet permits free video conferencing which permits interaction in real time with sister schools in other countries. From an educational viewpoint, what could be more important than understanding other cultures through direct dialog and collaboration?

- **Individual pacing and sequence**

Students are, of course, all different. Information technologies can permit them to break step with the class and go at a pace and order that suits that student better. Without disrupting the class, they can repeat difficult lessons and explore what they find interesting. With time, it will become more like having a private tutor rather than being lost in a large class.

- **Weight**

Three textbooks and three binders easily weigh over 25lb. A laptop computer weighs about 5lb and provides access to infinitely more material via its own storage and the

Internet. A 40 GB hard drive can hold 2 million pages with illustrations; the web is unfathomably large. Right now, students are getting back injuries lugging around a tiny subset of what they need in the form of black marks on slices of dead trees. And it is just static, boring text.

1.2.4 BENEFITS OF USING AUDIOVISUAL TECHNOLOGY

For Hutson (2008), the main purpose of audiovisual technology is to improve communications, improve the way you want to impart your information and the way you deliver that information to your audience. This technology can be particularly beneficial to the education sector. Audiovisual technology doesn't have to be over the top expensive or flashy technology, which you're never going to use. The technology you use to do this can vary from projector equipment, interactive white boards, plasma screens, LCD screens through to digital signage.

The primary benefits of AV technology is all down to good communication, AV is there to support what you say, it doesn't distract from what you're saying, it's just there to help you impart that information. The other element to think about is productivity, effective communication means that everyone should be doing what they need to do better, either in a shorter time or more accurately. its just trying to improve the whole communication process, improve the productivity, and just to impart what you're trying to say, either on a one to one basis or through a workshop, as accurately and clearly as possible so everyone knows where you're coming from.

1.2.5 AUDIOVISUAL TECHNOLOGY AIDS

According to Paynter (2013), The best audio visual aids won't rescue a lesson that is poorly planned and short of student activities, so this is the place to invest the greatest time and emphasis. When the lesson plan is perfected, begin considering the media you will use to enhance the lesson. Consider what equipment choices are available to you, how comfortable are you with the technology, and which equipment/aids best suit the lesson.

Here is what to look for in each category of classroom audio/visual equipment.

•Overhead Projectors

Higher lumens mean a brighter image—2000 to 4000 lumens are recommended for classrooms (higher lumens for large room and auditoriums). Open heads allow adjustment of images; closed heads offer better protection if the projector is being moved.

Singlet, doublet and triplet style lenses are available. Singlet is the most basic. Image improves with higher quantity. Lamp changers allow you to change a burned-out lamp without interrupting your presentation. (Rilley, 2011)

•Interactive White Boards

These boards combine a PC with a marker board, allowing the teacher to control a computer presentation by touching the board surface with an electronic pen. The teacher stays in front of the class maintaining class interest and increasing participation. They can be attached to PCs via USB cable or can be used in wireless applications. They can be

stand or wall mounted. They can be connected to printers so that teacher notes can be printed off and shared with students. They are wonderful for including student ideas during class interaction on a topic. There are several large manufacturers who offer these products.

• **Television**

Pre-recorded video tapes can be played through TV in the classroom. Video films on educational topics shown through TV in the classroom have the same effect on the students as the ordinary cinematic educational films do. Video films have the added advantage over ordinary films in that the arrangement is compact and requires little space and time for manipulation. It is the most convenient of all audio-visual teaching-learning materials.

• **Video**

The potential advantage of video cassette lies in the fact that control of the equipment and the learning process is placed in the hands of the learner through control over the mechanics of the machine, i.e., stopping, starting, timing, reviewing, previewing and consequently the capacity to order the sequence of events, controls the rate of learning and facilitates practice sequences.

The potential exists for providing the basis for learning a wide range of motor, intellectual and cognitive and interpersonal skills, as well as affective aspects. These are important aspects which printed materials cannot deal with adequately. This facility could be particularly useful where distance education programmers are involved with updating

skills and techniques of workers in the field. For example, new horticulture techniques can be transmitted to field workers to improve farming techniques. Mid-career retraining can also be catered for. (2012)

•DVDs

The British Film Institute (BFI) has been working with local authorities to provide schools with packs of seven DVDs containing 55 short films, and has trained primary and secondary teachers to think about film in terms of narrative, structure, editing and sound.

They have found, he says, that film can often spark a response in children who otherwise appear uninterested in literacy.

Many teachers who have used the films have found that students who previously said very little, or had poor writing skills, demonstrate a much more sophisticated vocabulary and writing ability than they had previously shown,

A research report by Jackie Marsh of the University of Sheffield and Eve Bearne of the United Kingdom Literacy Association, entitled ‘Moving Literacy On’, says that the BFI project resulted in a measurable improvement in student’s literacy to the extent of improving SAT scores in some local authorities.

•The Internet

The internet does not just give students access to a vast range of information, it also enables them to share their work with others. For example an Essex school created

podcasts by students which now have 1,000 subscribers. Dan Sutch, a Senior Researcher at Futurelab says:

“Podcasts are a great example of where a fantastic resource, of an expert, such as a teacher, explaining something, can be accessed when the student needs it. It might be in revision, on a reflection of the lesson, or it might be a lesson the child has not physically attended but as it’s been podcast they potentially have access to it.”

In other words, it puts the choice of how to learn in the hands of the learner, by enabling them to learn in their own time, at their own pace and in their chosen way.

• **YouTube**

YouTube and other similar sites such as Teacher Tube and Teachers TV are powerful tools that are freely available to anyone and, offer vast potential for the use of audio-visual materials in education. YouTube has a wealth of educational content – from science experiments (there are 47,000 in all) through to PowerPoint presentations and simple demonstrations of how to play a musical instrument.

• **Mobile Phones**

A recent Becta report by Elizabeth Hartnell-Young, ‘How Mobile Phones Help Learning in Secondary Schools’, showed how mobile phones could be used in a variety of imaginative ways, from taking photographs of designs or experiments in Design Technology or science lessons to making a recording of the teacher reading a poem that the student could listen to later.

Some students schools have successfully used Create-A-Scape, a free learning resource from Future lab that uses the GPS and camera functions of a handheld device, enabling learners to create learning journeys that are enhanced by audio-visual materials: collections of sounds and images are triggered when the user moves into a particular geographical area.

• **Classroom PCs**

Some educators are lucky enough to have individual PCs for every student in the class. When every student has his or her own laptop, learning takes on a whole different dynamic. For example, a teacher can allow students to follow along during a writing lesson on Word programs. In addition, students can research and explore on their own. PCs can store a student's work more efficiently than folders. Bulky encyclopedias and dictionaries are unnecessary if every student can access the Internet on his or her own time using a personal computer. A paperless world in the classroom can be organized as well as environmentally friendly. Finally, students become empowered in their education by having their own personal tool to better their academic outcomes. (Rilley, 2011)

1.2.6 WAYS TO TEACH WITH THE AID OF AUDIOVISUAL TECHNOLOGY

Teaching English as a second language doesn't have to be difficult at all. With the invention of modern technological facilities, life has been made much easier for language instructors. In the short discussion, we will be looking at how to make use of technology in ESL classrooms.

ESL stands for “English as a Second Language”. This is using taught to people who have other languages other than English as their first language. Our aim as English as a second language instructor is to help our students enjoy learning English so as to become effective speakers.

There are a few ways you can teach ESL with the aid of technology:

1. Games

Everyone loves games. The old, the young, men and women are love playing games. This is because, games are usually associated with fun and anything “fun” stimulates the human mind. As an ESL instructor, there are now computer based games that focus on different aspect of English language which ranges from accent to spelling to correct applications, grammar and construction of sentences. When people are exposed to games that have been pre-programmed to achieve a specific goal, they catch fun while at it and also learn faster. It has been discovered that human find visual information more easy to process than other form of information. If they can see it and enjoy it, they can learn it. Well-designed games have been written by computer programmers to achieve this objective. The earlier you start utilizing them, the better.

2. Videos and listening programs

This is a powerful combination because it entails visual and hearing which are the two most important ways human process language in their brain. By watching specific video programs and listening to it, learners will be able to comprehend better. As an ESL teacher, you can play popular videos of shows that interest your student. By watching the videos and listening to the sound, they will develop listening skills which is a very

important skill to pick up while learning a second language. There are also videos that have been specifically made to achieve a goal which can range from pronunciation to standing postures and communication gestures peculiar to the English society. Of course ICT has played a major role in making this possible. Videos, games and other invention have made life easier for both the students and the teachers.

3. Practice drills and tests

In the case of students that have to take English proficiency examinations, practice drills or dump as it is called in the IT world can be used to help student develop their skills faster. Samples of likely question is usually programmed into the test dumps which the student can use while studying for the exam. These practice drills and tests are usually available to use on a computer. In many instance, these drills present an exam-like situation where the student needs to beat time while attempting to answer all the questions contained in the drill. With advance practice, students can be helped with practice drills to get very comfortable with English language.

4. Using technology to find Pen-pals

Nothing beats communication with people that speaks the language a student is learning. Using technological gadgets at our disposal, a teacher can arrange with the students in getting pen-pals on the internet where the students can then exchange emails or chat which has been proven to increase language proficiency. Technology has made the world a global village such that people that are miles apart can at least hear and see themselves with their computers connected to the internet. With the invention of Facebook, Gtalk and Skype, this has been made much easier. Nothing gets easier than this!

5. Internet Learning

With the invention of the internet, it is now easy to put up lessons online and have your students go there and read for themselves at their own pace. This usually increases the fun associated with learning the English language. You can find ESL lessons in sites like Total ESL, Busy Teacher, ESLHQ, among others.

1.2.7 TIME, ACCESS AND ACQUIRING SKILLS

Time and access are the two major factors which will determine whether a teacher will plan for and use technology in their classroom lessons. These two issues are directly related to the funding that any school district is willing to invest in technology equipment and training time for the teachers. Regardless of the amount of financial resources that a school district spends on technology, the planning for time and access issues will determine the level of integration of technology into the classroom.

Time is an issue which underlies every theme identified in this research and is included in the examples and discussion of each theme. Teachers need to have reliable access and a personal comfort level with the machine before they will start planning content lessons which utilize technology resources. Reliable access is defined as a machine in their classroom and does not include only access to a shared computer lab.

The time and access issues identified by the teachers in this study extend beyond the school building to their homes as well. In examining these issues, I have addressed home access and time and school access and time issues

School Access

Teachers' report that time spent in training sessions was of little value to them until they had reliable access to machines. Amy recalled the first training experience when computers were first introduced in her school.

They gave us some background and then we were to sign up for an hour block of time to have it in our classroom to use it with our students. Most of us were afraid of the computer, and an hour is not enough time to really use the computer or to give the children enough time to use the computer, and what eventually happened was nobody was signing up for the computers.

Eventually, Amy enrolled in a college computer course which she found very difficult. In order to better understand the course, she purchased a used computer to do the assignments at home. This seemed to be a turning point for Amy. She described making "huge strides" in her knowledge of computers as a result of having ownership and access to a machine. Reliable access to a machine in her classroom was a prerequisite before Amy started planning on using technology in her classroom.

Once I had a computer stationed in my classroom and I knew it was there to stay, I started really using it a lot with the students. I knew that nobody was going to be pulling it out and nothing would be lost, unless a student did something to it. Having a machine in my room made me more of a problem solver, and I felt ownership in what I was doing.

The other teachers echoed similar views about having technology easily accessible at school. I asked all of the teachers to identify the most important factor or factors which would determine whether they would continue to plan for and use technology in their instruction. Lynne identified access and ease of use as being most important to her.

Availability of hardware and software is for me the utmost. I need to have it close at hand. It needs to be easily accessible. I don't want to have to wait till next week to do something if I have an idea this week that works really well. A lot of things that happen are real spontaneous and I want it to be there and ready and easy to use. Available and easy to use is important. (Gay, 1997)

1.2.8 TEACHERS AND AUDIOVISUAL TECHNOLOGY

Blackwell (2013) Says “Technology is the wave of the future. There is no denying that. It is actually the wave of the present. I know that every teacher in academe today has heard that the need to use technology in the classroom is imperative now. If we are going to engage our students in the class discussions and the lectures, we need to be doing this engagement with the technologies they are familiar with.

I have been thinking this for quite a while, but I have not ventured to put it into writing because I was not sure how to go about discussing this change.

Teachers are hungry to use technology in their classrooms. But they do not. While part of this lack of usage stems from problems with education reform that emerges from administrators and education boards not fully understanding the technologies themselves, another part of teachers not using technology in the classroom comes from the simple fact

that they don't know how to use the technologies, let alone how to incorporate these technologies into their classrooms.

In some cases, the teachers do not know about the technologies at all. You should have seen the look on my face when one of my students asked if I "tweeted." I was dumbfounded and had no idea what she was talking about and I consider myself in the know about technologies. If we are going to be the teachers who use the technologies in our classroom, we have to become proactive in learning these technologies.

Take a minute and ask yourself what technologies you are well versed in. Have you posted to YouTube? Do you use PowerPoint to aid in your lectures? What other technologies do you use? Do you have a Twitter account? Make a list. When you have your list made, consider your colleagues. Do they know these technologies? Do they know how they can use them in the classroom? Is there a technology that you know one of your colleagues knows that you would like to be familiar with? Now, instead of waiting for somebody to put together a workshop on one of these technologies, consider creating your own workshop.

Think about it. You're a teacher. You know these technologies. Is there really a difference in teaching what you know about Google Earth to your colleagues and teaching it to your students? Within your own school you can create a technology club (much like a book club, except that instead of reading a book a month, you experiment with a technology each month). Get together as a group and discuss the technologies and how you could use these to aid your teachers.

This is exactly what I am doing with the colleagues I know are interested in using the technology but do not know how. Sure, you may have to wait for education reform to

allow you to use these technologies, but if you start using them, you can readily become one of the advocates who aids in getting the reforms to education that we need to teach these technologies to our students.

1.3 LISTENING SKILL

1.3.1 DEFINITION OF SKILL

Skill is the process of learning to perform a task or set of tasks with increasing facility. Typically implies the formation of procedural (as distinct from semantic or episodic) memories (Poldrack, 2012)

1.3.2 LISTENING SKILL

Listening is the ability to identify and understand spoken language. Listening is a receptive skill. The receptive skills used in language acquisition: listening and reading enable the productive skills: speaking and writing. (Saricoban, 2010)

Listening is the communication skill used most often in the assimilation of information and the most neglected in foreign language teaching.

Previous experience provides the confidence a skilled listener needs to recognize that 100% understanding is not needed to derive meaning from the message. The learner gradually becomes able to filter the extra sounds and missing sounds that may or may not affect the message. (Norris, 1999)

Listening is part of the transactional process of communication. The receiver's responses have a direct impact on the direction of the conversation. The key is to become active listeners rather than passive ones. Active listening involves providing feedback that clarifies and extends a speaker's message.

Effective listening relies as much on attitudes as well as knowledge and skill. Listening is a habit that requires knowledge, skills and desires. Knowledge plays a role similar to that of methods and theories by describing what to do and why to do it. Skills represent how to do it. Cultural differences have significant effects on the ways in which people listen and respond to one another.

Differences in perceived listening behavior are because some cultures use speaker-responsible language in which the speaker structures the message and relies primarily upon words to provide meaning.

In Listener-responsible language cultures, speakers indirectly indicate what they want the listener to know. The listener must rely on nonverbal communication and an understanding of the relationship between the speaker and listener to interpret meaning. (Hocker, Wilmont &, 2001)

1.3.3 LISTENING SUB SKILLS

- ✓ **Deducing** meaning and use of unfamiliar lexical items through understanding word formation and contextual clues in utterances and spoken text

- ✓ **Recognizing and understanding** phonological features of speech [especially those forms associated with supra-segmental features]
- ✓ **Understanding relationships within the sentence:** the syntactic and morphological forms characteristic of spoken language
- ✓ **Understanding relationships between parts of text** and utterances through cohesive devices [especially grammatical cohesive devices such as reference]
- ✓ **Understanding relationships between parts of text by recognizing** discourse markers [especially for transition and conclusion of ideas, for anticipation of objections or contrary views and for turn-taking]
- ✓ **Understanding the communicative function** and value of utterances with and without explicit markers [e.g. definition and exemplification]
- ✓ **Understanding conceptual meaning** in spoken text and utterances [e.g. comparison, degree, cause & effect, result, and audience & purpose]
- ✓ **Understanding attitudinal meaning** in spoken text and utterances [especially ability to recognize the speaker's attitude towards the listener and the topic by intonation]
- ✓ **Identifying the main points** or important information in discourse [especially through vocal underlining and verbal cues]
- ✓ **Distinguishing main ideas** from supporting detail [the whole & its parts, fact & opinion, statement & example, and proposition & argument]
- ✓ **Understanding explicitly** stated ideas and information
- ✓ **Understanding ideas and information** in spoken text and utterances which are not

explicitly stated [e.g. through making inferences]

- ✓ **Interpreting spoken text** by going outside information in the text to information not contained in the text [e.g. through picking up exophoric reference]
- ✓ **Transferring and transforming information** in speech to diagrammatic display [e.g. through completing a diagram, table or chart]
- ✓ **Skimming:** listening to obtain the gist of spoken text
- ✓ **Scanning:** listening for specific details in spoken text
- ✓ **Note-taking** from spoken text
- ✓ **Extracting salient points** to summarize specific idea or topic in text
- ✓ **Selectively extracting relevant key points** from text [especially involving coordination of related information and tabulation of information for comparison and contrast]
- ✓ **Reducing text** through rejection of redundant or irrelevant items or information [e.g. determiners, repetition, compression of examples, use of abbreviations, and use of symbols denoting relationships between states or processes] (**Bengoa, 2008**)

1.4 USING TECHNOLOGY TO DEVELOP LISTENING SKILLS

Everyday technology is increasing and expanding and this is changing how we learn. Technology is more accessible today than it ever has been, and students are adapting to it. Technology is affecting listening skills quite rapidly and you will see that audio and

video devices have a major influence on how we listen. Using technology can improve listening skills, aiding those that are auditory learners and are able to absorb information best when they hear it through audio.

Listening to the radio is one of the most accessible ways a learner has of developing listening skills. The radio is often low key and depending on what station you have it on, sticks to a general theme. This is a great tool but unfortunately it cannot be used in the classroom. However, listen to the radio to your heart's content on your own time. The more you listen the better listener you will be when you are being spoken to and you will also listen better to people with different accents than what you are generally used to.

If you have ever known anyone to learn a second language without using some form of audio cassette or CD, then deem them a genius. Audio CDs are excellent for the auditory learner because there is not much involved other than hearing the speaker talk. Often times the learner will listen to what the speaker is saying and repeat it back to himself as a form of studying.

Video technology works exceptionally for the audio learning and is also useful for the audio visual learner. The learner is not only getting the dialogue that he needs but he is also seeing a picture of the task at hand. These two senses put together form a cognitive explosion in the mind. Thus, resulting in retainment of the material. This method peaks listening skills by fine tuning the cognitive ability of the learner.

The Internet is likely the most innovative way that technology uses to explore listening skills. You can find all sorts of auditory material on the internet such as podcasts,

instructional and educational videos, internet radio and much more. There are even websites available to help your brain master listening skills such as the Luminosity website, which offers games and activities to boost brain power and cognitive skills. Listening skills can only get better and by utilizing sources from the internet this shouldn't be much of a problem.

Listening skills are a learned behavior. From the time we are little our parents should impress good listening skills on us. It's a form of training really. Once good listening skills are already implemented the use of technology is merely a complement to what we already know. **(Fontanez, 2014)**

Student Blocking

One of the largest inhibitors for students is often mental block. While listening, a student suddenly decides that he or she doesn't understand what is being said. At this point, many students just tune out or get caught up in an internal dialogue trying to translate a specific word. Some students convince themselves that they are not able to understand spoken English well and create problems for themselves.

Signs that Students are Blocking

- Students constantly look up words
- Students pause when speaking
- Students change their eye contact away from the speaker as if they are thinking about something
- Students write words down during conversation exercises

The key to helping students improve their listening skills is to convince them that not understanding is OK. This is more of an attitude adjustment than anything else, and it is easier for some students to accept than others. Another important point that I try to teach my students (with differing amounts of success) is that they need to listen to English as often as possible, but for short periods of time.

Listening Exercise Suggestion

- Suggest a number of shows in English on the radio, podcasts online, etc.
- Have students choose one of the shows based on interest
- Ask students to listen to the show for five minutes three times a week
- Keep track of student listening to encourage them to keep up the practice
- Check with students to confirm that their listening skills are improving over time

Getting in Shape

I like to use this analogy: Imagine you want to get in shape. You decide to begin jogging.

The very first day you go out and jog seven miles. If you are lucky, you might even be able to jog the seven miles. However, chances are good that you will not soon go out jogging again. Fitness trainers have taught us that we must begin with little steps. Begin jogging short distances and walk some as well, over time you can build up the distance. Using this approach, you'll be much more likely to continue jogging and get fit.

Students need to apply the same approach to listening skills. Encourage them to get a film, or listen to an English radio station, but not to watch an entire film or listen for two

hours. Students should often listen, but they should listen for short periods - five to ten minutes. This should happen four or five times a week. Even if they don't understand anything, five to ten minutes is a minor investment. However, for this strategy to work, students must not expect improved understanding too quickly. The brain is capable of amazing things if given time, students must have the patience to wait for results. If a student continues this exercise over two to three months their listening comprehension skills will greatly improve (Bears, 2012).

Techniques

Some useful techniques to use when teaching listening. Why not add a tip of your own!

Pre-listening

- Tell your students they shouldn't worry that they have to understand every word they hear. Not every word is important!
- Where possible, make sure students know what they are listening for before you start listening. Explain they should focus only on the information they need.
- Give two or three general questions to check students comprehension of the basic details.
- If possible, check for any words that your students may not know. Pre-teach these so they do not interfere with understanding.
- Brainstorm students' ideas on the topic they are going to listen to. This will help focus them.

- Don't choose a listening that is too long. If necessary, stop the recording at certain points and review what students have understood so far. (Lanes, 2013)

While listening

1. As a general principle, try to play the recording once for overall comprehension. Then play the recording again for specific details.
2. Tell students to note any dates, people or places they hear.
3. Divide students into groups and give each group a different listening task (e.g. different questions). Then swap their answers and have students listen again and check their classmates' answers.
4. Don't be afraid to repeat the recording... especially the parts students have most trouble understanding.

Post-listening

- Tell students to compare their notes and discuss what they understood in pairs or small groups.
- Encourage students to respond to what they heard. For example, where possible ask questions like Do you agree? and encourage debate.
- Tell pairs to write a summary of the main points. Then have them compare their summaries and check if they covered all the main points.
- Play the recording again and tell students to call out 'Stop!' when they hear the answers they were listening for.

- Put students into groups and tell them to make a list of comprehension questions to ask each other.
- Tell students to make a list in their notebooks of any new vocabulary they feel is useful.

Remember, it's important to give students a lot of variety in what they listen to. Try to use as many different sources of listening material as you can: advertisements, news programs, poetry, songs, extracts from plays, speeches, lectures, telephone conversations, informal dialogues the more varied and authentic the listening practice you offer them, the more fun you'll all have,

A handy guide to the skills students need to practice to become better listeners.

Listening in a foreign language is a complex process. Students have to be able to understand the main idea of what is said as well as specific details. They may need to check any predictions they have made, and understand the speaker's meaning, emotions and opinions. They may have to infer relationships between speakers, or identify the context in which the speakers are operating. Students may well have to use several of these skills in the course of a single listening activity.

Here are some of the main skills covered in the Listening lesson plans on this site, together with a brief description of what each skill involves.

Listening for the main idea - students listen to identify the overall ideas expressed in the whole recording.

Listening for details – students listen for groups of words and phrases at sentence level.

Listening for specific information – students listen for particular information at word level.

Predicting – students try to guess key information contained in the recording before they listen.

Inferring meaning – students listen to identify the difference between what the speaker says and what they actually mean.

Identifying emotion – students listen to identify the mood of certain speakers.

Listening for opinions – students listen to identify the attitude of certain speakers.

Inferring relationships – students listen to identify who the people are in the recording and what the relationship is between them.

Recognizing context – students listen to aural and contextual clues to identify where the conversation takes place, who is speaking, etc.

HYPOTHESIS

- The use of technological audiovisual technology contributes to the development of the listening skills in the students of 1st, 2nd and 3rd Years of Bachillerato at “Hernán Gallardo Moscoso” high school. Academic period 2013-2014.

SPECIFIC HYPOTHESYS

- The limited use of audiovisual technology affects the development of the listening skills of English Language in the students of 1st, 2nd and 3rd Years of Bachillerato at “Hernán Gallardo Moscoso” high school. Academic period 2013-2014.
- The teachers do not use frequently audiovisual technology to improve the listening skill of English Language in the students of 1st, 2nd and 3rd Years of Bachillerato at “Hernán Gallardo Moscoso” high school. Academic period 2013-2014.

f. METHODOLOGY

1. DESIGN OF THE RESEARCH

This research project uses a descriptive design since the variables have not been manipulated by the researcher. It merely describes the real facts that are currently taking place in our educational environment.

2. METHODS, TECHNIQUES AND INSTRUMENTS

2.1. METHODS

The methods which will be used in this research project-are:

The Observation Method:

Observation is a fundamental way of finding out about the world around us. As a method of data collection it uses the natural observation which has the biggest advantage of allowing the researcher to view participants in their natural environment. This method has ecological validity which refers to the extent to which research can be used in real-life situation.

The Survey Method: Is the collection of validate information or data and it is used to collect participants' opinions in the investigation. In this case the survey method will

helps us gather students and teachers' information about the use of audiovisual technology within the classroom and specifically in the learning of the listening skill.

In the survey method research participants answer questions administered through interviews questionnaires after participants answer the questions, researchers describe every response given.

Surveys will help to collect the appropriate data in order to identify what are the weaknesses in the use of the audiovisual technology when the professor is teaching listening all of this information will be studied in the analysis and interpretation section, which allows verifying the hypotheses previously exposed.

The analytic-synthetic method: Within the present investigation the researcher will use the analytic-synthetic method in the elaboration of the theoretical frame, in the organization of the information within tables and graphics and the analytics method in the analysis and interpretation of information. Will be applied in order to deal with the contents of books, magazines, interviews, essays, internet information that will be to elaborate the theoretical frame.

2.2. TECHNIQUES AND INSTRUMENTS

With the purpose of getting empirical information about the researched object, a survey will be applied to the English teachers and students of the first, second and third year of bachillerato, in order to find out audiovisual technologies have been used to improve the

listening skills, to what extent are audiovisual technology used to support the teaching/learning of listening within the classroom

3. PROCEDURES

To do this research work, the following procedures will be developed:

j. Collecting data

In order to obtain the information, a survey will be applied to the teachers from first, second and third year of bachillerato, at Hernan Gallardo Moscoso high school; this survey has the propose to find out how audiovisual technology is being used to improve the treatment of the listening skill in the students of the Hernan Gallardo Moscoso High school,

k. Tabulation

The tabulation data is organized the information collected into a statistic table and represent it with a graphic which will help to understand in a better way the results of the research; For tabulating the data collected in the field research, the information will be structured according to use of audiovisual technology to support the teaching of listening skills.

l. Organization

The information from the surveys will be organized according to the questions and related to the specific hypotheses in order to obtain a better view of the information.

m. Description

Once the data had been collected, statistic tables that will show the frequency and the percentages of the indicators under study with the applied instruments.

n. Graphic representation

The tables will be represented in graphic bars, so it will facilitate the interpretation and consequently the analysis of every result.

o. Interpretation and analysis

Once the information had been represented in tables and graphs, it will be used with the information that has been provided by the teacher concerning this part of the research.

p. Hypotheses verification

The hypothesis will be proved through a deductive hypothetical process supported in the logical analysis of the field investigation whose final findings are expressed in a descriptive mode.

q. Conclusions and recommendations

The conclusions will be based on a specific analysis of the outcomes and will generate some recommendations to the authorities of the researched institution as also to the teachers and students in order to be part of the problem solution in the present research.⁴

INSTRUMENTS:

The students' and teachers' survey will be composed of 10 multiple choice questions and the observation guide will be composed of 9 questions in order to get specific information and which helped to support the ideas of the possible answers.

- **Questionnaire to students**
- Questionnaires to teachers
- Observation guide

5. POPULATION /PARTICIPANTS

POPULATION

CLASES	POPULATION
1st year of Bachillerato	28
2st year of Bachillerato	20
3st year of Bachillerato	19
TOTAL	57
TEACHER'S POPULATION	TOTAL
2	2

g. TIME LINE

[illegible]

h. BUDGET AND FINANCING

ORGANIZATION AND MANAGEMENT OF THE RESEARCH

8.1 Resources

8.1.1 Human

- The resources that will be part of this project are:
- The researcher Ana Elizabeth Robles Jumbo.
- The students of the 1st, 2nd and 3rd years of Bachillerato at “Hernán Gallardo Moscoso” high school.
- The corresponding English teachers in charge of these students.

8.1.2 Material

The materials to use for this research are: office stuff, books, tech-magazines, thesis, computer, printer, copying machine, internet and others.

8.1.3 Institutional

- “Hernán Gallardo Moscoso” high school.
- The library of the Area of Education, Art and Communication.
- The library of “Hernán Gallardo Moscoso” high school.
- Cybercafés.

8.1.4 BUDGET

Material Resources		Cost
✓	Books	200.00 USD.
✓	Internet	300.00 USD.
✓	Copies	300.00 USD.
✓	Printing	400.00 USD.
✓	Binding	400.00 USD.
✓	Transport	100.00 USD.
✓	Others	100.00 USD.
TOTAL:		1800.00 USD.

8.1.5 FINANCING

The financing to deal with the expenses derived from the present research work will be assumed completely by the author of the project.

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SURVEY FOR THE STUDENTS

An undergraduate of the National University of Loja, is interested in developing his degree investigation, so he requires your collaboration answering the present survey

1. Do you think it is important to use Audiovisual Technology in order to develop the listening skill?

_____ YES

_____ NO

Why do you think that?

.....
.....

2. Why is important the Audiovisual technology important to develop the listening skill?

Choose the option

_____ Creates a stimulating environment of learning

_____ Creates an interactive environment of learning

_____ Arouses learner's interest

_____ Improve the student's comprehension

_____ Students learn to listen in a better way

_____ Students can improve their pronunciation

3. Does your teacher use audiovisual technology to develop your listening skill?

_____ YES

_____ NO

4. Which of the following audiovisual technology devices does your teacher use in class to develop the listening skill?

_____ Overhead projectors

_____ Interactive white boards

_____ Television

_____ Videos

_____ Internet

_____ Mobile phones

_____ Cd player

5. Which of the following audiovisual technology devices are available in your institution?

_____ Overhead projectors

_____ Interactive white boards

_____ Television

- ☐ Videos
 - ☐ Internet
 - ☐ Mobile phones
 - ☐ Classroom Pc
 - ☐ Cd player
6. How often does your teacher use audiovisual technology in class to develop your listening skill?
- ☐ Once a month
 - ☐ Twice a month
 - ☐ Each week
 - ☐ Twice a week
 - ☐ Every day
7. How do you rate your teacher's performance in using audiovisual technology to develop the listening skill?
- ☐ High level of skill
 - ☐ Medium level of skill
 - ☐ Low level of skill
8. How do you rate your listening skill performance?
- ☐ Within expected level
 - ☐ Above expected level
 - ☐ Under expect level
9. How difficult is for your teacher to use the Audio Visual technology?
- ☐ Very difficult
 - ☐ Difficult
 - ☐ Affordable
 - ☐ Easy
 - ☐ Very easy
10. The length of the listening tasks that are applied by your teacher in the ingles class are:
- ☐ Very short
 - ☐ Short
 - ☐ Long
 - ☐ Very long



SURVEY FOR THE TEACHERS

An undergraduate of the National University of Loja, is interested in developing his degree investigation, so he requires your collaboration answering the present survey

1. Do you think it is important to use Audiovisual Technology in order to develop the students' listening skill?

___ YES

___ NO

Why do you think that?.....

.....

.....

2. Why is the Audiovisual technology important to develop the listening skill?

Choose the option

___ It creates a stimulating environment of learning

___ It creates an interactive environment of learning

___ It is integral to future employment

___ It arouses learner's interest

___ It improves the student's comprehension

___ Students learn to listen in a better way

___ Students can improve their pronunciation

3. Do you use audiovisual technology to develop your student's listening skill?

___ YES

___ NO

4. Which of the following audiovisual technology devices do you use in your classroom to develop the students' listening skill?

___ Overhead projectors

___ Interactive white boards

___ Television

___ Videos

___ Internet

___ Mobile phones

___ CD player

5. Which of the following audiovisual technology devices are available in the institution you teach?
- ☐ Overhead projectors
 - ☐ Interactive white boards
 - ☐ Television
 - ☐ Videos
 - ☐ Internet
 - ☐ Mobile phones
 - ☐ Cd player
6. How often do you use audiovisual technology in your class to develop listening skill?
- ☐ Once a month
 - ☐ Twice a month
 - ☐ Each week
 - ☐ Twice a week
 - ☐ Every day
7. How do you rate your performance in using audiovisual technology to develop listening skill?
- ☐ High level of skill
 - ☐ Medium level of skill
 - ☐ Low level of skill
8. How do you rate your students listening skill performance?
- ☐ Within expected level
 - ☐ Above expected level
 - ☐ Under expect level
9. How difficult is for you to use the Audio Visual technology?
- ☐ Difficult
 - ☐ Very difficult
 - ☐ Affordable
 - ☐ Easy
 - ☐ Very easy
10. The length of the listening tasks that you applied in the ingles class are:
- ☐ Very short
 - ☐ Short
 - ☐ Long
 - ☐ Very long



UNIVERSIDAD NACIONAL DE LOJA
 ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
 ENGLISH LANGUAGE CAREER **OBSERVATION SHEET**

1. INFORMATIVE DATA

1.1 INSTITUTION:

1.2 SUPERVISOR:

1.3 TEACHER TRAINEE:

1.4 CLASS:

1.5 DATE:

1.6 SCHOOL YEAR:

1.7 TOPIC:

1.8 CONTENTS:

1) TEACHER'S GOALS		
2) LEARNING ENVIRONMENT		
• Conducting to Learn		ADEQUATED () INADEQUATED ()
• Sound quality		GOOD () BAD ()
• Clarity of sound (<u>Volumen</u>)		GOOD () BAD ()
• Equipment		ADEQUATE () NOT ADEQUATED ()
• Distractors		YES () NO ()
3) CLASSROOM PROCEDURES OR RULES		
• The instructions given by the teacher were understood by the students :		TOTALLY () PARTIALY () NOT AT ALL ()
4) ROLE OF TEACHER		
• Attitude toward learning		SUPPORTIVE () NEUTRAL () DISCOURAGING ()
• Do the class activities included the listening?		YES () NO ()
5) USE OF TECHNIQUE STO TEACH LISTENING		
• Pre- listening		YES () NO ()
• While listening		YES () NO ()
• Post listening		YES () NO ()
• Delineate the technique used		
• Do the Listening <u>activites</u> are limited to those included in the <u>book</u> ?		YES () NO () if not which ones:
6) DESCRIPTION OF THE LISTENING ACTIVITIES		
• Length of listening passages		SHORT () TOO LONG () LONG ()

CONSISTENCY MATRIX

THEME: EXAMINING THE USE OF AUDIOVISUAL TECHNOLOGY TO SUPPORT THE TEACHING OF THE LISTENING SKILL 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT “HERNAN GALLARDO MOSCOSO” HIGH SCHOOL. ACADEMIC PERIOD 2013-2014.

PROBLEMS	OBJECTIVES	HYPOTHESES	VARIABLES	INDICATORS
Problem How does the use of audiovisual technology affect the development of the Listening skill in the English language in the students of 1st, 2nd and 3rd Years of Bachillerato at “Hernán Gallardo Moscoso” high school? Academic period 2013-2014	General To determine the influence that the audiovisual technology have in the development of the Listening skills of English Language in the students of 1 st , 2 nd and 3 rd Years of Bachillerato at “Hernán Gallardo Moscoso” high school. Academic period 2013-2014.	General The use of audiovisual technology contributes to the development of the listening skills in the students of 1st, 2nd and 3rd Years of Bachillerato at “Hernán Gallardo Moscoso” high school. Academic period 2013-2014.	Independent The use audiovisual resources	<ul style="list-style-type: none"> • Frequency of Audiovisual Technology in the English classroom • Importance that teachers give to the Audiovisual Technology • Quantity of Audiovisual Technology used in class • List of Audiovisual Resources available in class
Sub-problems What audiovisual technology do the teachers use to develop the Listening skill of the English Language in the students of 1 st , 2 nd and 3 rd Years of Bachillerato at “Hernán Gallardo Moscoso” high school? Academic period 2013-2014.? How often do the teachers use audiovisual technology to develop the listening skill of the English Language in the students of 1 st , 2 nd and 3 rd Years of Bachillerato at “Hernán Gallardo Moscoso” high school. Academic period 2013-2014.	Specific To identify the audiovisual technology that the teachers use to develop the Listening skill of English Language in the students of 1 st , 2 nd and 3 rd Years of Bachillerato at “Hernán Gallardo Moscoso” high school. Academic period 2013-2014. To determine the frequency with which teachers and students use audiovisual technology develop the listening skills of the English in the students of 1 st , 2 nd and 3 rd Years of Bachillerato at “Hernán Gallardo Moscoso” high school. Academic period 2013-2014.	Specific The limited use of technological audiovisual technology affects the development of the Listening skills of English Language in the students of 1 st , 2 nd and 3 rd Years of Bachillerato at “Hernán Gallardo Moscoso” high school. Academic period 2013-2014. The teachers do not use frequently audiovisual technology to improve the listening skill of English Language in the students of 1 st , 2 nd and 3 rd Years of Bachillerato at “Hernán Gallardo Moscoso” high school. Academic period 2013-2014.	Dependent The development of listening skill	<ul style="list-style-type: none"> • Treatment of Listening Skills within curriculum • Status of the Listening Skill developed in the Learning Course Book treatment

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